

# South Windsor Public Schools

Eli Terry Elementary School

Orchard Hill Elementary School

Philip R. Smith Elementary School

Pleasant Valley Elementary School

## Curriculum Guide Kindergarten



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# LITERACY

Unit Name	Skills/Student Outcomes
<b>Reading Literature and Informational Text</b>	<ul style="list-style-type: none"> <li>• With prompting and support:               <ul style="list-style-type: none"> <li>• ask and answer questions about key details in a text <span style="float: right;">RL/RI.1</span></li> <li>• retell familiar stories, including key details <span style="float: right;">RL.2</span></li> <li>• identify the main topic and retell key ideas of a text <span style="float: right;">RI.2</span></li> <li>• identify characters, settings, and major events in a story <span style="float: right;">RL.3</span></li> <li>• describe the connection between two individuals, events, ideas, or pieces of information in a text <span style="float: right;">RI.3</span></li> <li>• describe the relationship between illustrations and the story in which they appear <span style="float: right;">RL.7</span></li> <li>• compare and contrast the adventures and experiences of characters in familiar stories <span style="float: right;">RL.9</span></li> <li>• identify basic similarities in and differences between two texts on the same topic <span style="float: right;">RI.9</span></li> </ul> </li> <li>• Recognize common types of texts (e.g., story books, poems) <span style="float: right;">RL.5</span></li> <li>• Ask and answer questions about unknown words in a text <span style="float: right;">RL/RI.4</span></li> <li>• Actively engage in group reading activities with purpose and understanding <span style="float: right;">RL/RL.10</span></li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to:               <ul style="list-style-type: none"> <li>• compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...) <span style="float: right;">W.1</span></li> <li>• compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic <span style="float: right;">W.2</span></li> <li>• narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened <span style="float: right;">W.3</span></li> </ul> </li> <li>• With guidance and support from adults:               <ul style="list-style-type: none"> <li>• respond to questions and suggestions from peers and add details to strengthen writing as needed <span style="float: right;">W.5</span></li> <li>• explore a variety of <u>digital tools</u> to produce and publish writing including in collaboration with peers <span style="float: right;">W.6</span></li> <li>• recall information from experiences or gather information from provided sources to answer a question <span style="float: right;">W.8</span></li> <li>• participate in shared research and writing projects <span style="float: right;">W.7</span></li> </ul> </li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups <span style="float: right;">SL.1</span></li> <li>• Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics/text under discussion) <span style="float: right;">SL.1.a</span></li> <li>• Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood <span style="float: right;">SL.2</span></li> <li>• Describe familiar people, places, things, and events and, with prompting and support, provide additional detail <span style="float: right;">SL.4</span></li> </ul>
<b>Language and Foundational Skills in Reading</b>	<ul style="list-style-type: none"> <li>• Understand and use question words <span style="float: right;">L.1.d</span></li> <li>• Print many upper and lowercase letters <span style="float: right;">L.1.a</span></li> <li>• Use the most frequently occurring sentences <span style="float: right;">L.1.e</span></li> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships <span style="float: right;">L.2.d</span></li> <li>• Capitalize the first words in a sentence and the pronoun " I " <span style="float: right;">L.2.a</span></li> <li>• Write a letter or letters for most consonant and short vowel sounds (phonemes) <span style="float: right;">L.2.c</span></li> <li>• Recognize and name end punctuation <span style="float: right;">L.2.b</span></li> <li>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites <span style="float: right;">L.5.b</span></li> <li>• Identify new meanings for familiar words and apply them accurately <span style="float: right;">L.4.a</span></li> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts <span style="float: right;">L.6</span></li> </ul>

# MATHEMATICS

Domain Name	Skills/Student Outcomes
<b>Counting and Cardinality</b>	<p><i>Know number names and the count sequence</i></p> <ul style="list-style-type: none"> <li>Count to 100 by ones and by tens K.CC.A.1</li> <li>Count forward beginning from a given number within the known sequence K.CC.A.2</li> <li>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 K.CC.A.3</li> </ul> <p><i>Counting to tell the number of objects</i></p> <ul style="list-style-type: none"> <li>Understand the relationship between numbers and quantities; connect counting to cardinality K.CC.B.4</li> <li>Count to answer "how many?" about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects K.CC.B.5</li> </ul> <p><i>Compare numbers</i></p> <ul style="list-style-type: none"> <li>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group K.CC.C.6</li> <li>Compare two numbers between 1 and 10 presented as written numerals K.CC.C.7</li> </ul>
<b>Operations and Algebraic Thinking</b>	<p><i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</i></p> <ul style="list-style-type: none"> <li>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations K.OA.A.1</li> <li>Solve addition and subtraction word problems, and add and subtract within 10 K.OA.A.2</li> <li>Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings), and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>) K.OA.A.3</li> <li>For any number from 1 to 9, find the number that makes 10 when added to the given number, and record the answer with a drawing or equation K.OA.A.4</li> <li>Fluently add and subtract within 5 K.OA.A.5</li> </ul>
<b>Number and Operations in Base Ten</b>	<p><i>Work with numbers 11-19 to gain foundations for place value</i></p> <ul style="list-style-type: none"> <li>Compose and decompose numbers from 11 to 19 into ten ones and some further ones, and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>) K.NBT.A.1</li> </ul>
<b>Measurement and Data</b>	<p><i>Describe and compare measurable attributes</i></p> <ul style="list-style-type: none"> <li>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object K.MD.A.1</li> <li>Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference K.MD.A.2</li> </ul> <p><i>Classify objects and count the number of objects in each category</i></p> <ul style="list-style-type: none"> <li>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count K.MD.B.3</li> </ul>
<b>Geometry</b>	<p><i>Identify and describe shapes</i></p> <ul style="list-style-type: none"> <li>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to K.G.A.1</li> <li>Correctly name shapes regardless of their orientations or overall size K.G.A.2</li> <li>Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid") K.G.A.3</li> </ul> <p><i>Analyze, compare, create and compose shapes</i></p> <ul style="list-style-type: none"> <li>Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes K.G.B.4</li> <li>Model shapes in the world by building shapes from components and drawing shapes K.G.B.5</li> <li>Compose simple shapes to form larger shapes K.G.B.6</li> </ul>

# SCIENCE

Unit Name	Skills/Student Outcomes
<b>Weather and Climate</b>	<ul style="list-style-type: none"> <li>• Make observations to determine the effect of sunlight on the Earth's surface K-PS3-1</li> <li>• Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area K-PS3-2</li> <li>• Use and share observations of local weather conditions to describe patterns over time K-ESS2-1</li> <li>• Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather K-ESS3-2</li> </ul>
<b>Plants and Animals</b>	<ul style="list-style-type: none"> <li>• Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs K-ESS2-2</li> <li>• Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live K-ESS3-1</li> <li>• Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment K-ESS3-3</li> <li>• Use observations to describe patterns of what plants and animals (including humans) need to survive K-LS1-1</li> </ul>
<b>Pushes and Pulls</b>	<ul style="list-style-type: none"> <li>• Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object K-PS2-1</li> <li>• Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull K-PS2-2</li> </ul>

# SOCIAL STUDIES

Unit Name	Skills/Student Outcomes
<b>My Self and My Family: Families</b>	<ul style="list-style-type: none"> <li>• Compare and contrast family life between different cultures for today and for the recent past</li> <li>• Identify different sources of information about our families (written documents, photos, online, newspapers, etc.)</li> <li>• Explain why or how your family moved here</li> <li>• Understand the variety of family structures and relationships</li> <li>• Investigate how the past is represented through a sequence of events and the purpose of tools for representing time (e.g., timelines, dates)</li> <li>• Explore the ways that people from other times can be alike and different from people of today (e.g., holiday celebrations, religious practices, beliefs)</li> </ul>
<b>My Self as a Citizen: Citizenship</b>	<ul style="list-style-type: none"> <li>• Explore the roles and responsibilities people play within a family, school and community</li> <li>• Identify different sources of information about citizenship (written documents, photos, online, newspapers, etc.)</li> <li>• Explain the purpose of rules in various settings inside and outside the school</li> <li>• Understand the rights and responsibilities of citizens</li> <li>• Describe roles and responsibilities of people in authority</li> <li>• Explain how all people, not just leaders, play a critical role in the community</li> <li>• Describe "good citizenship" and community involvement (voting, community service, helping)</li> </ul>
<b>My Self and My Community: My School</b>	<ul style="list-style-type: none"> <li>• Identify how geography affects students' daily lives (where they live, transportation, recreational activities, what they eat)</li> <li>• Identify different sources of information about our school community (written documents, photos, online, newspapers, etc.)</li> <li>• Explore the purpose and function of maps</li> <li>• Use a map to identify specific and general locations, directionality, spatial relations and size</li> <li>• Construct maps, graphs, and other representations of familiar places (home, school, community)</li> <li>• Use a map to observe how communities change over time</li> <li>• Analyze how people live differently in other places (differences in climate, region, etc.)</li> <li>• Identify and classify natural resources on a map</li> </ul>

# S.T.E.M.

Module Name	Skills/Student Outcomes
<b>Structure &amp; Function: Exploring Design</b>	<ul style="list-style-type: none"> <li>Evaluate a problem in a new and novel situation</li> <li>Apply a step by step design process to solve a problem</li> <li>Identify the structure and function of real world objects</li> </ul>
<b>Pushes and Pulls</b>	<ul style="list-style-type: none"> <li>Evaluate a problem in a new and novel situation</li> <li>Apply a step by step design process to solve a problem</li> <li>Identify pushes and pulls on real world objects</li> </ul>

# HEALTH EDUCATION

Unit Name	Skills/Student Outcomes
<b>Nutrition</b>	<ul style="list-style-type: none"> <li>Understand the importance of a healthy breakfast</li> <li>Understand what a healthy breakfast choice looks like versus an unhealthy choice</li> </ul>
<b>Substance Abuse</b>	<ul style="list-style-type: none"> <li>Define medication</li> <li>Identify who should give medication</li> </ul>
<b>Growth and Development</b>	<ul style="list-style-type: none"> <li>Define germs and bacteria</li> <li>Describe the connection between germs and getting sick</li> <li>Demonstrate proper hand washing</li> <li>Give examples of when to use proper hand washing techniques</li> <li>Describe why we need a good night's sleep</li> </ul>

# PHYSICAL EDUCATION

Unit Name	Skills/Student Outcomes
<b>Manipulative</b> <i>Units may include: Volleyball, Basketball, Throwing/Catching (Football, Frisbee, etc.)</i>	<ul style="list-style-type: none"> <li>Demonstrate proper technique of skills with correct body placement</li> <li>Establish rules for unit and exhibit fair and safe playing procedures</li> <li>Show progress toward achieving mature form in the more complex manipulative skills</li> </ul>
<b>Striking</b> <i>Units may include: Soccer, Tennis, Floor Hockey, Badminton, Baseball/Softball</i>	<ul style="list-style-type: none"> <li>Recognize the importance of practicing to improve performance</li> <li>Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns</li> <li>Demonstrate the correct body position for striking various implements</li> </ul>
<b>Fitness</b>	<ul style="list-style-type: none"> <li>Developmentally appropriate recognition of the effects of physical activity and exercise</li> <li>Demonstrate a variety of activities that increase heart rate, stretch and strengthen muscles</li> <li>Locate pulse</li> <li>Recognize feeling of stretching muscles</li> <li>Recognize feeling of muscle burn</li> </ul>
<b>Locomotor Movements</b>	<ul style="list-style-type: none"> <li>Successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, and walking) using a variety of pathways and speeds, while maintaining body control</li> </ul>

# VISUAL ARTS

Unit Name	Skills/Student Outcomes
<b>Claywork</b>	<ul style="list-style-type: none"> <li>• Introduction to hand building techniques (pinch, slab, and imprinting to pinch/pull, coil and carving)</li> <li>• Introduction to glazing process</li> <li>• Introduction to use of clay tools</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Introduction to use and care of drawing materials</li> <li>• Introduction to exploration of pencils, crayons, colored pencils, pens, markers, chalk, pastels, etc.</li> <li>• Introduction to exploration of mark making</li> <li>• Introduction to pictorial space and realistic rendering (grade 2)</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Color identification (primary/secondary to warm/cool and complementary)</li> <li>• Color mixing primaries</li> <li>• Introduction to use and care of painting tools</li> <li>• Introduction to palette</li> <li>• Introduction/review of tempera and water color paints</li> <li>• Introduction/review of paint application techniques</li> </ul>
<b>Printmaking</b>	<ul style="list-style-type: none"> <li>• Introduction to the use and care of printing tools and materials</li> <li>• Introduction to the printing process (impression/repetition)</li> </ul>
<b>Responding</b> <i>(embedded throughout all projects as well as VTS)</i>	<ul style="list-style-type: none"> <li>• Introduction to looking at and talking about artwork; be able to describe and examine details</li> <li>• Looking at and talking about art heritage and cultures from around the world</li> <li>• Introduction to listening and discussion skills; consider and respect the thoughts and ideas of others</li> <li>• Introduction to “art detectives” (hunting for clues)</li> <li>• Begin to use art vocabulary in expressing thoughts and opinions</li> <li>• Introduction to interpreting what is going on in artwork</li> </ul>
<b>Fabrics/Textiles</b>	<ul style="list-style-type: none"> <li>• Introduction to creating with fabrics/textiles such as yarns, cloth, felt</li> <li>• Introduction to collaging techniques</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Introduction to 2D vs 3D concepts, sculptural artwork has many sides</li> <li>• Introduction to creating 3D artwork using a variety of materials and methods</li> <li>• Introduction to moving sculptures: mobiles, etc.</li> </ul>

# MUSIC

Unit Name	Skills/Student Outcomes
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Voice exploration</li> <li>• Use four voices appropriately</li> <li>• Sing with good posture</li> <li>• Matching pitch</li> <li>• Performing so mi patterns</li> </ul>
<b>Read/Notate</b>	<ul style="list-style-type: none"> <li>• Read simple melodic and rhythm patterns</li> <li>• Notate what they can hear in traditional and nontraditional formats</li> <li>• Notate pulse in music</li> </ul>
<b>Listen</b>	<ul style="list-style-type: none"> <li>• Stars and Stripes—composer/march/AB patterns/loud/soft</li> <li>• Compare Moonlight Sonata and Flight of the Bumblebee—same/different; fast/slow</li> <li>• Haydn’s Surprise Symphony—loud/soft</li> </ul>
<b>Create</b>	<ul style="list-style-type: none"> <li>• Move to the Pulse of Movement</li> <li>• Move expressively to familiar and unfamiliar music</li> </ul>