

FPCS K-4 Curriculum Guide- Grade: Kindergarten

WIDA Standards: 1, 2, 3,

ELL Supports: Visual Vocabulary and Objects to Reinforce Daily

Tech Standards: Promethean Board-ACOS-1, Airsterver-ACOS-1, IReady- ACOS-6, Starfall- ACOS-7 Powerpoint- ACOS2, 9, 10, Scan QR- ACOS- 6, SeeSaw- ACOS- 2, 4, 5, 8, 9, 10, Nearpod- ACOS- 8, 10

<u>Date</u> Week of	<u>Focus Words</u> - High Frequency Words - Vocabulary	<u>Letter</u> Weekly Letter(s) and Sounds	<u>Foundational Standards & Additional Standards</u> Standards for Foundational Skills & Built in Standards	<u>Reading</u> Story/Skills/Focus Standard	<u>Writing/Language</u> Writing, Speaking & Listening, and Language Standards
August 16 th -20 th	HFW: I, am	Boot Camp – A, B, C, D, E	Foundational: RF.K.1d, RF.K.3c	Read Alouds	
August 23 rd – 27 th	HFW: the	Boot Camp – F, G, H, I, J	Foundational: RF.K.1d, RF.K.3c	Read Alouds	
August 30 th – Sept 3 rd	HFW: a	Boot Camp – K, L, M, N, O	Foundational: RF.K.1d, RF.K.3c	Read Alouds	
Sept. 6 th -10 th (Mid-term ends 10)	HFW: little	Boot Camp – P, Q, R ,S			
Sept. 13 th -17 th	HFW: I, am, the, a, little Vocab: reason, bother, moving, upset	Boot Camp – T, U, V, W/X, Y/Z	Foundational: RF.K.1.a,c; RF.K.2.a, RF.K.1d, RF.K.3c Additional: RL.K.1, RL.K.3, RL.K.7	Story: Jamaica’s Blue Marker Focus Standard: RL.K.2 With prompting and support, retell familiar stories, including key details	Writing: Writing: Pictures tell a story/Narrative (W.K.3; L.K.1; L.K.2.) Speak: Talk About Apologizing (SL.K.1; SL.K.4) Language: Shades of Meaning (L.K.5.d) NOUNS (L.K.1.b,L.K.2.a)
Sept. 20 th -24 th	HFW: is Vocab: artist, copy, practice, lessons	Letter(s): Cc	Foundational: RF.K.2.b,d; RF.K.1d, RF.K.3c Additional: RL.K.1, RL.K.3, RL.K.7	Story: The Art Lesson Focus: RL.K.2 With prompting and support, retell familiar stories, including key details	Writing: Writing: Pictures tell a story/Narrative (W.K.3; L.K.1; L.K.2.) Speak: Talk About Favorite Things (SL.K.3; SL.K.5; L.K.1.d) Language: Prefix un- (L.K.4.b)

Sept. 27 th -1 st	HFW: like Vocabulary: Review vocab from previous stories	Letter(s): Oo	Foundational: RF.K.1d, RF.K.3c Additional: RL.K.2, RL.K.7	Story: Asking Questions on previous stories Focus: RL.K.1 With prompting and support, ask and answer questions about key details in a text	Writing: Writing: Pictures tell a story/Narrative (W.K.3; L.K.1; L.K.2.) Speak: Talk About Favorite Things (SL.K.3; SL.K.5; L.K.1.d) Language: Prefix un- (L.K.4.b) NOUNS (L.K.1.b, L.K.2.a)
Oct. 4 th -8 th (Begin testing for report cards) Start teaching Aa...will finish next week	HFW: see Vocabulary: perfect, scarcely, wilted, dreadful	Letter(s): Aa	Foundational: RF.K.1d, RF.K.3c, RF.K.1.a,c; RF.K.3.c Additional: RL.K.1, RL.K.3, RL.K.7	Story: Chrysanthemum Focus: RL.K.2 With prompting and support, retell familiar stories, including key details.	Writing: Writing: Pictures tell a story/Narrative (W.K.3; L.K.1; L.K.2.) Speak: Get into Character (SL.K.4) Language: Common and Proper Nouns (L.K.1.b, L.K.2.a)
Oct. 11 th - 15 th FALL BREAK Oct. 11 th -12 th (Report cards go home 15 th)	HFW: see Vocabulary: Review vocab from The Art Lesson & Chrysanthemum	Letter(s): Aa	Foundational: RF.K.1d, RF.K.3c Additional: RL.K.2, RL.K.7	Story: Identifying Characters using The Art Lesson & Chrysanthemum Focus: RL.K.3 With prompting and support, identify characters in a story	Writing: Write a Narrative (W.K.3 L.K.1.a; L.K.2.b, c) Speak: Get into Character (SL.K.4) Language: Common and Proper Nouns (L.K.1.b, L.K.2.a)
October 18 th -22 nd	HFW: to, and Vocabulary: feared, spare, boil, dined	Letter(s): Dd (start blending)	Foundational: RF.K.1d, RF.K.3c, RF.K.2a, 2c, 2e Additional: RL.K.1; RL.K.3; RL.K.7	Story: Stone Soup Focus: RL.K.2 With prompting and support, retell familiar stories, including key details	Writing: Write a Narrative (W.K.3; L.K.1; L.K.2.) Speak: Describe a Feast (SL.K.4; SL.K.6) Language: Prepositions (L.K.1.e)
October 25 th - 29 th	HFW: you Vocabulary: Review vocab from Jamaica's Blue Marker & Stone Soup	Letter(s): Gg,	Foundational: RF.K.1d, RF.K.3c Additional: RL.K.2; RL.K.7	Story: Identifying Setting using Jamaica's Blue Marker & Stone Soup Focus: RL.K.3 With prompting and support, identify settings in a story	Writing: Write a Narrative (W.K.3 L.K.1.a; L.K.2.b, c) (W.K.3; L.K.1; L.K.2.) Speak: Describe a Feast (SL.K.4; SL.K.6) Language: Prepositions (L.K.1.e)

Nov. 1 st - 5 th	HFW: are Vocabulary: alarm, warn, council, fault	Letter(s): Mm, LL	Foundational: RF.K.1d, RF.K.3c; RF.K.1.b,d; RF.K.2.c,e; RF.K.3.c Additional: RL.K.1; RL.K.3; RL.K.7	Story: Why Mosquitoes Buzz in People's Ears Focus: RL.K.2 With prompting and support, retell familiar stories, including key details	Writing: Write a Narrative (W.K.3 L.K.1.a; L.K.2.b, c) Speak: Hold a Council Meeting (SL.K.1; SL.K.6) Language: Nouns and Verbs (L.K.1.b)
Nov. 8 th - 12 th No school 11th (Mid-term ends 12 th)	HFW: play Vocabulary: Review vocab Jamaica's Blue Marker & Why Mosquitoes Buzz in People's Ears	Letter(s): Hh	Foundational: RF.K.1d, RF.K.3c Additional: RL.K.2; RL.K.7	Story: Identifying Events with Jamaica's Blue Marker & Why Mosquitoes Buzz in People's Ears Focus: RL.K.3 With prompting and support, identify major events in a story	Writing: Write a Narrative (W.K.3 L.K.1.a; L.K.2.b, c) Speak: Hold a Council Meeting (SL.K.1; SL.K.6) Language: Nouns and Verbs (L.K.1.b)
Nov. 15 th - 19 th Next week: Thanksgiving Break: Nov. 22 nd -26 th	HFW: no, so, go Vocabulary: Review vocab with Chrysanthemum	Letter(s): Tt	Foundational: RF.K.1d, RF.K.3c Additional: RL.K.7	Story: Retelling Stories with Chrysanthemum Focus: RL.K.2 With prompting and support, retell familiar stories, including key details	Writing: Write a Narrative (W.K.3 L.K.1.a; L.K.2.b, c) Speak: Hold a Council Meeting (SL.K.1; SL.K.6) Language: Nouns and Verbs (L.K.1.b)
Nov. 29 th - 3 rd	HFW: me, we, be Vocabulary: evening, near, lands, shuts	Letter(s): Ii	Foundational: RF.K.1d, RF.K.3c; RF.K.2.d, e; RF.K.3.a,d Additional: RI.K.1, RI.K.3, RI.K.7	Story: Red-Eyed Tree Frog Focus: RI.K.2 With prompting and support retell key details of a text.	Writing: Write a Narrative (W.K.3 L.K.1.a; L.K.2.b, c) Speak: Act It Out (SL.K.4; SL.K.6) Language: Recognize End Punctuation (L.K.2.b)
Dec. 6 th - 10 th	HFW: was Vocabulary: fins, scales, gills, oxygen	Letter(s): Jj, Kk	Foundational: RF.K.1d, RF.K.3c; RF.K.1.d; RF.K.2.d; RF.K.3.c Additional: RI.K.1; RI.K.3; RI.K.7	Story: What's It Like to Be a Fish Focus: RI.K.2 With prompting and support retell key details of a text.	Writing: Write a Narrative (W.K.3; L.K.1.a; L.K.2.b, c) Speak: Describe Fish (SL.K.4; SL.K.5; SL.K.6) Language: Multi-Meaning Words (L.K.4.a)

Dec. 13 th - 17 th (End of 2 nd Nine Weeks 17 th) nine weeks testing	HFW: end of nine weeks testing Vocabulary: Review	Letter(s): End of nine weeks testing	Foundational: RF.K.1d, RF.K.3c Additional:	Story: Christmas stories and review previously taught skills Focus: RI.K.2; RI.K.3	Writing: Review Speak: Review Language: Review
Jan. 4 th - 7 th Teacher workday 3 rd Students return 4 th (Report Cards – 7 th)	HFW: for, on Vocabulary: Review vocab with Red-Eyed Tree Frog & What's It Like to Be a Fish	Letter(s): Pp	Foundational: RF.K.1d, RF.K.3c Additional: RI.K.2; RI.K.7	Story: Asking Questions with Red-Eyed Tree Frog & What's It Like to Be a Fish? Focus: RI.K.1 With prompting and support, ask and answer questions about key details in a text	Writing: Informational (W.K.2; L.K.1.a; L.K.2.b, c) Speak: Describe Fish (SL.K.4; SL.K.5; SL.K.6) Language: Multi-Meaning Words (L.K.4.a)
Jan. 10 th - 14 th	HFW: as, has Vocabulary: safe, grows, enemy, outgrows	Letter(s): /ch/	Foundational: RF.K.1d, RF.K.3c; RF. K.2.d, RF.K.3.b,d Additional: RI.K.1; RI.K.3; RI.K.7	Story: What Lives in a Shell? Focus: RI.K.2 With prompting and support retell key details of a text	Writing: Informational (W.K.2; L.K.1.a; L.K.2.b, c) Speak: Discuss Movable Homes (SL.K.1; SL.K.4; SL.K.6) Language: Opposites (L.K.5.a,b)
January 17 th - 21 st No school 17 th MLK	HFW: his Vocabulary: Review vocab What's It Like to Be a Fish? and What Lives in a Shell?	Letter(s): Uu	Foundational: RF.K.1d, RF.K.3c Additional: RI.K.1, RI.K.7	Story: Main Topic with What's It Like to Be a Fish? and What Lives in a Shell? Focus: RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	Writing: Informational (W.K.2; L.K.1.a; L.K.2.b, c) Speak: Discuss Movable Homes (SL.K.1; SL.K.4; SL.K.6) Language: Opposites (L.K.5.a,b)
Jan. 24 th - 28 th 100 th day 25 th	HFW: good Vocabulary: Review vocab from Red-Eyed Tree Frog and What's It Like to Be a Fish?	Letter(s): Bb	Foundational: RF.K.1d, RF.K.3c Additional: RI.K.2; RI.K.7	Story: Describing Connections with Red-Eyed Tree Frog and What's It Like to Be a Fish? Focus: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	Writing: Informational (W.K.2; L.K.1.a; L.K.2.b, c) Speak: Discuss Movable Homes (SL.K.1; SL.K.4; SL.K.6) Language: Multi-Meaning Words (L.K.4.a)

<p>Jan. 31st- Feb. 4th</p> <p>Groundhog's Day- Feb. 2nd</p> <p>(Mid-term ends 4th)</p>	<p>HFW: look, of</p> <p>Vocabulary: Review vocab from Red-Eyed Tree Frog and What's It Like to Be a Fish?</p>	<p>Letter(s): Rr</p>	<p>Foundational: RF.K.1d, RF.K.3c</p> <p>Additional: RI.K.2; RI.K.7</p>	<p>Story: Repeat lesson from previous week. Describing Connections with Red-Eyed Tree Frog and What's It Like to Be a Fish?</p> <p>Focus: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p>	<p>Writing: Informational (W.K.2; L.K.1.a; L.K.2.b, c)</p> <p>Speak: Discuss Movable Homes (SL.K.1; SL.K.4; SL.K.6)</p> <p>Language: Nouns and Verbs (L.K.1.b)</p>
<p>February 7th- 11th</p>	<p>HFW: have, said</p> <p>Vocabulary: Review vocab from Stone Soup and Why Mosquitos Buzz in People's Ears</p>	<p>Letter(s): Ff</p>	<p>Foundational: RF.K.1d, RF.K.3c</p> <p>Additional: RL.K.2; RL.K.7</p>	<p>Story: Unknown Words using Stone Soup and Why Mosquitos Buzz in People's Ears</p> <p>Focus: RL.K.4 Ask and Answer questions about unknown words in a text</p>	<p>Writing: Informational (W.K.2; L.K.1.a; L.K.2.b, c)</p> <p>Speak: Discuss Movable Homes (SL.K.1; SL.K.4; SL.K.6)</p> <p>Language: Nouns and Verbs (L.K.1.b)</p>
<p>February 14th- 18th</p>	<p>HFW: come, my</p> <p>Vocabulary: Pull vocab from projectable 1 and projectable 2. Review vocab from Stone Soup</p>	<p>Letter(s): Nn</p>	<p>Foundational: RF.K.1d, RF.K.3c</p> <p>Additional: RL.K.2; RL.K.7</p>	<p>Story: Types of Text using Projectable 1 & 2; and Stone Soup</p> <p>Focus: RL.K.5 Recognize common types of texts</p>	<p>Writing: Informational (W.K.2; L.K.1.a; L.K.2.b, c)</p> <p>Speak: Connect to the Anchor Standard pg 108 (SL.K.1; SL.K.2)</p> <p>Language: Common and Proper Nouns (L.K.1.b, L.K.2.a)</p>
<p>February 21st- 25th</p> <p>No School 21st</p> <p>President's Day</p>	<p>HFW: here</p> <p>Vocabulary: Pull vocab from projectable 1 and projectable 2. Review vocab from Stone Soup</p>	<p>Letter(s): Ee</p>	<p>Foundational: RF.K.1d, RF.K.3c</p> <p>Additional: RL.K.2; RL.K.7</p>	<p>Story: Continue lesson from previous week: Types of Text using Projectable 1 & 2; and Stone Soup</p> <p>Focus: RL.K.5 Recognize common types of texts</p>	<p>Writing: Informational (W.K.2; L.K.1.a; L.K.2.b, c)</p> <p>Speak: Connect to the Anchor Standard pg 114 (SL.K.1; SL.K.2)</p> <p>Language: Recognize End Punctuation (L.K.2.b)</p>

Feb. 28 th - Mar. 4 th	HFW: make Vocabulary: determined, mastered, attempted, challenge	Letter(s): Ss, sh	Foundational: RF.K.1d, RF.K.3c; RF.K.2.c; RF.K.3.a,b,d Additional: RI.K.1; RI.K.3; RI.K.7	Story: America’s Champion Swimmer Focus: RI.K.2 With prompting and support retell key details of a text	Writing: Informational (W.K.2; L.K.1.a; L.K.2.b, c) Speak: Conduct an Interview (SL.K.1; SL.K.2; SL.K.3) Language: Plural Nouns (L.K.1.c; L.K.4.b)
March 7 th - 11 th (End of 3 rd Nine Weeks) nine weeks testing	HFW: Review Vocabulary: Review vocab words from Red-Eyed Tree Frog & America’s Champion Swimmer	End of 9 weeks testing and review	Foundational: RF.K.1d, RF.K.3c Additional: RI.K.2; RI.K.7	Story: Unknown Words using Red-Eyed Tree Frog & America’s Champion Swimmer Focus: RI.K.4 With prompting and support, ask and answer questions about unknown words in a text	Writing: Informational (W.K.2; L.K.1.a; L.K.2.b, c) Speak: Connect to the Anchor Standard pg 126 (SL.K.1; SL.K.2) Language: Plural Nouns (L.K.1.c; L.K.4.b)
March 14 th - 18 th (Report Cards – 18 th) March 17 th - St. Patty’s Day	HFW: down, find Vocabulary: Review vocab from Red-Eyed Tree Frog; What’s It Like to Be a Fish; What Lives in a Shell	Letter(s): Ww, /wh/	Foundational: RF.K.1d, RF.K.3c Additional: RI.K.2; RI.K.7	Story: Parts of a Book using Red-Eyed Tree Frog; What’s It Like to Be a Fish; What Lives in a Shell Focus: RI.K.5 Identify the front cover, back cover, and title page of a book RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text	Writing: Write an Opinion (W.K.1; L.K.1.a; L.K.2.b,c) Speak: Connect to the Anchor Standard pg 132 (SL.K.1; SL.K.2) Language: Recognize End Punctuation (L.K.2.b)
Mar. 21 st - 25 th Next week: SPRING BREAK March 28 th -1 st	HFW: all, do Vocabulary: Review vocab Stone Soup & Why Mosquitoes Buzz in People’s Ears	Letter(s): Yy,	Foundational: RF.K.1d, RF.K.3c Additional: RL.K.2	Story: Story Words and Pictures with Stone Soup & Why Mosquitoes Buzz in People’s Ears Focus: RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear	Writing: Write an Opinion (W.K.1; L.K.1.a; L.K.2.b,c) Speak: Connect to the Anchor Standard pg 138 (SL.K.1; SL.K.2) Language: Nouns and Verbs (L.K.1.b)

<p>April 4th-8th</p>	<p>HFW: she, he</p> <p>Vocabulary: Review vocab with Jamaica’s Blue Marker & Chrysanthemum</p>	<p>Letter(s): Vv</p>	<p>Foundational: RF.K.1d, RF.K.3c</p> <p>Additional: RL.K.2; RL.K.7</p>	<p>Story: Comparing Characters with Jamaica’s Blue Marker & Chrysanthemum</p> <p>Focus: RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p>	<p>Writing: Write an Opinion (W.K.1; L.K.1.a; L.K.2.b,c)</p> <p>Speak: Connect to the Anchor Standard pg 144 (SL.K.1; SL.K.2)</p> <p>Language: Opposites (L.K.5.a,b)</p>
<p>April 11th-15th</p> <p>No School 15th Good Friday</p>	<p>HFW: from</p> <p>Vocabulary: Review vocab from What Lives in a Shell; America’s Champion Swimmer</p>	<p>Letter(s): Xx, Zz</p>	<p>Foundational: RF.K.1d, RF.K.3c</p> <p>Additional: RI.K.2</p>	<p>Story: Words and Pictures with What Lives in a Shell & America’s Champion Swimmer</p> <p>Focus: RI.K.7 With prompting and support describe the relationship between illustrations and the text in which they appear</p>	<p>Writing: Write an Opinion (W.K.1; L.K.1.a; L.K.2.b,c)</p> <p>Speak: Connect to the Anchor Standard pg 150 (SL.K.1; SL.K.2)</p> <p>Language: Recognize End Punctuation (L.K.2.b)</p>
<p>April 18th- 22nd</p> <p>(Mid-term ends 22nd)</p>	<p>HFW: with</p> <p>Vocabulary: Pull vocab from Projectable 3 & America’s Champion Swimmer</p>	<p>Letter(s): Voiced and Unvoiced /th/</p>	<p>Foundational: RF.K.1d, RF.K.3c</p> <p>Additional: RI.K.2; RI.K.7</p>	<p>Story: Identifying Reasons with Projectable 3 & America’s Champion Swimmer</p> <p>Focus: RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text</p>	<p>Writing: Write an Opinion (W.K.1; L.K.2.a)</p> <p>Speak: Connect to the Anchor Standard pg 156 (SL.K.1; SL.K.2)</p> <p>Language: Recognize End Punctuation (L.K.2.b)</p>
<p>April 25th- 29th</p>	<p>HFW: where,there</p> <p>Vocabulary: Review vocab from Red-Eyed Tree Frog; What’s It Like to Be a Fish; What Lives in a Shell</p>	<p>Letter(s): Qq</p>	<p>Foundational: RF.K.1d, RF.K.3c</p> <p>Additional: RI.K.2; RI.K.7</p>	<p>Story: Comparing Two Books with Red-Eyed Tree Frog; What’s It Like to Be a Fish; What Lives in a Shell</p> <p>Focus: With prompting and support, identify basic similarities in and differences between two texts on the same topic</p>	<p>Writing: Write an Opinion (W.K.1; L.K.1.a; L.K.2.b,c)</p> <p>Speak: Connect to the Anchor Standard pg 162 (SL.K.1; SL.K.2)</p> <p>Language: Nouns and Verbs (L.K.1.b)</p>

<p>May 2nd- 6th</p>	<p>HFW: Review/Test</p> <p>Vocabulary: Review vocab from Red-Eyed Tree Frog; What's It Like to Be a Fish; What Lives in a Shell</p>	<p>Letter(s): Review/Test</p>	<p>Foundational: RF.K.1d, RF.K.3c</p> <p>Additional: RI.K.2; RI.K.7</p>	<p>Story: Continue lesson from previous week: Comparing Two Books with Red-Eyed Tree Frog; What's It Like to Be a Fish; What Lives in a Shell</p> <p>Focus: With prompting and support, identify basic similarities in and differences between two texts on the same topic</p>	<p>Writing: Write an Opinion (W.K.1; L.K.1.a; L.K.2.b,c)</p> <p>Speak: Connect to the Anchor Standard pg 162 (SL.K.1; SL.K.2)</p> <p>Language: Nouns and Verbs (L.K.1.b)</p>
<p>May 9th- 13th</p> <p>Begin EOY Assessments</p>	<p>HFW:</p> <p>Vocabulary: Review/Test</p>	<p>Introduce magic e to students who are ready *new standard NEXT year</p>	<p>Foundational:</p> <p>Additional:</p>	<p>Story: Review/Test</p> <p>Focus:</p>	<p>Writing:</p> <p>Speak:</p> <p>Language:</p>
<p>May 16th-27th</p> <p>Last two weeks</p> <p>(Report Cards – 26th)</p> <p>Students last day 26th</p> <p>Workday- 27th</p>	<p>Last Weeks of School- Read and review</p>				