Dear Parents,

**Second Quarter Kindergarten**

**Goals and Themes**

Below you will find an outline of the second quarter goals and themes. Keep in mind that the content and pacing may be adjusted based on the students’ needs.

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**Reading**

**Theme: Listen and Learn & Listen and Understand**

**Goal: During this reading unit, the students will learn basic reading concepts that will help lay a strong foundation for them to become strong readers. Students will listen and explore books for enjoyment.**

**Weekly Themes: Fairy Tails, Veterans Day, Scarecrows, My Five Senses, Reindeer, Gingerbread Boy, Snowy Day, Penguins, MLK/Equality, Polar Bears**

**The students will:**

**Literature**

* **RL.K.1 – I can ask questions about text. I can answer questions about text.**
* **RL.K.3-Identify characters and settings**
* **RL.K.7-I can match the illustration with the story.**

**Informational Text**

* **RI.K.1 – I can ask questions about informational text. I can answer questions about text.**
* **RI.K.5- I can tell you what a text is mainly about and give details of the text.**
* **RI.K.6 – I can match the illustration with the text.**
* **RI.K.7-Tell you what an author and an illustrator of a text and what they do.**

**Foundational Skills**

* **RF.K.1a-I can show how books are organized.**
* **RF.K.2 – I can play with words, syllables, and sounds.**
* **RF.K.2b-I can count, pronounce, blend and segment syllables in words.**
* **RF.K.2d – I can change sounds to make new words.**
* **RF.K.3a-I know my letter sounds.**
* **RF.K.3c-I can read words by sight.**

**Listening and Speaking**

* **SL.K.2-I can ask and answer questions about details. I can ask about things I do not understand.**
* **SL.K.2-I can add details to drawings.**
* **SL.K.2-I can speak clearly with my thoughts, feelings, and ideas.**

**Language**

* **L.K.1e-I can use question words**
* **L.K.2a-I can capitalize the first word in a sentence and the word I.**
* **L.K.2b – I can recognize and name end punctuation.**
* **L.K.5a – Sort objects into categories.**
* **L.K.2d – I can kid-spell words, writing the sounds I hear.**

**Writing: Writer’s Workshop**

**Theme: Informative Writing**

**Goal: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Participate in shared research and writing projects.**

* **We will continue working on personal narratives during the 2nd quarter.**

**Goals: The students will:**

**Mathematics: Counting and Cardinality, Addition & Subtraction**

* **K.CC.A Know number names and the count sequence.**
* **K.CC.B Count to tell the number of objects.**
* **K.CC.C Compare numbers**
* **K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**
* **K.OA.A.1 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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.**
* **K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one-way.**
* **K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number.**
* **K.OA.A.5 Fluently add and subtract within 5**

**Science**

Science

**Theme: Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment**

**Goals: This unit provides young students with close and personal interaction with some common land and water animals. Appropriate classroom habitats are established, and students learn to care for the animals.**

**Social Studies**

Science

**Theme: Everyone has Work to Do**

**Goals:**

* **School and Community workers**
* **Working for Money**
* **Earning money and using it to buy goods and services**

**Independent Reading**

Science

**Children have an independent reading bag in homework folders. They will return the independent reader for a new one when they are able to fluently read the book.**