

KINDERGARTEN
INTEGRATED CURRICULUM MAP
August/September

Language Arts	Math	Science	Social Studies
<p>Phonemic Awareness, Word Recognition and Fluency</p> <ol style="list-style-type: none"> 1. Read own first and last name. <p>Communication: Oral and Visual</p> <ol style="list-style-type: none"> 1. <i>Listen attentively to speakers, stories, poems and songs.</i> 3. <i>Follow simple oral directions.</i> 4. Speak clearly and understandably. <p>Reading Applications: Literary Text</p> <ol style="list-style-type: none"> 1. Identify favorite books and stories. 	<p>Number, Number Sense and Operations</p> <ol style="list-style-type: none"> 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. 6. Construct multiple sets of objects each containing the same number of objects. 7. Compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects. <p>Geometry and Spatial Sense</p> <p>*1. <i>Identify and sort two-dimensional shapes and three-dimensional objects. For example:</i></p> <ol style="list-style-type: none"> a. Identify and describe two-dimensional figures. b. Sort shapes and objects into groups based on student-defined categories. c. Select all shapes or objects of one type from a group. <p>Patterns, Functions and Algebra</p> <ol style="list-style-type: none"> 1. Sort, classify and order objects by size, number and other properties. For example: <ol style="list-style-type: none"> a. Identify how objects are alike and different. c. Recognize and explain how objects can be classified in more than one way. d. Identify what attribute was used to sort groups of objects that have already been sorted. <p>NOTES:</p> <ul style="list-style-type: none"> -Teacher will need to supplement “constructing multiple sets” by using manipulatives. -Introduce Numbers 0-10. 	<p>Scientific Inquiry</p> <ol style="list-style-type: none"> 4. <i>Use the five senses to make observations about the natural world.</i> <p>Earth and Space</p> <ol style="list-style-type: none"> 4. <i>Observe and describe day-to-day weather changes (e.g., today is hot, yesterday we had rain).</i> 	<p>Government</p> <ol style="list-style-type: none"> 1. Identify authority figures in the home, school and community. 3. <i>Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.</i> <p>Social Studies Skills and Methods</p> <ol style="list-style-type: none"> 5. Work with others by sharing, taking turns and raising hand to speak. <p>Citizenship Rights and Responsibilities</p> <ol style="list-style-type: none"> 2. Take personal responsibility to follow directions and rules. <p>Geography</p> <ol style="list-style-type: none"> 5. Demonstrate familiarity with the school's layout.

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<p>Reading Applications: Informational, Technical and Persuasive Text</p> <p>1. Use pictures and illustrations to aid comprehension.</p> <p>Phonemic Awareness: Word Recognition/Fluency</p> <p>3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.</p> <p>6. Distinguish letters from words by recognizing that words are separated by spaces.</p>	<p>Geometry and Spatial Sense</p> <p>2. Name and demonstrate the relative position of objects as follows:</p> <p>a. Place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of;</p> <p>b. Describe placement of objects with terms such as on, inside, outside, above, below, over, under, beside, between, in front of, behind.</p> <p>Patterns, Functions, and Algebra</p> <p>*2. <i>Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.</i></p> <p>3. Describe orally the pattern of a given sequence.</p> <p>Notes:</p> <p>-Supplemental materials for positional words can be found in Ohio Maps For Success pg. OH 30-34</p> <p>- Suggestion:</p> <p>Spend one week on positional words and three weeks on patterns (Supplemental materials for patterns can be found in Chapter 3 Resource Masters))</p> <p>*Assess identifying and copying 2nd 9 weeks.</p> <p>*Assess creating and extending 3rd 9 weeks.</p>	<p>Earth and Space</p> <p>5. <i>Observe and describe seasonal changes in weather.</i></p>	<p>Citizenship Rights and Responsibilities</p> <p>1. Participate and cooperate in classroom activities.</p> <p>3. Demonstrate the ability to make choices and take responsibility for personal actions.</p> <p>Geography</p> <p>1. Identify and correctly use terms related to location, direction and distance including:</p> <p>a. Up/Down;</p> <p>b. Over/Under;</p> <p>c. Here/There;</p> <p>d. Front/Back;</p> <p>e. Behind/In front of.</p> <p>Social Studies Skills and Methods</p> <p>1. <i>Listen for information.</i></p> <p>History</p> <p>1. Recite the days of the week.</p>

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November

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<p>Phonemic Awareness, Word Recognition/Fluency 2. <i>Identify and complete rhyming words and patterns.</i></p> <p>Writing Applications 3. Write from left to right and from top to bottom.</p> <p>Research 1. Ask questions about a topic being studied or an area of interest.</p> <p>Acquisition of Vocabulary 2. Recognize and understand words, signs and symbols seen in everyday life.</p>	<p>Number, Number Sense and Operations 1. Compare and order whole numbers up to 10. *5. <i>Relate, read and write numerals for single-digit numbers (0 to 9).</i> *4. <i>Determine “how many” in sets (groups) of 10 or fewer objects.</i></p> <p>Data Analysis and Probability 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. *2. <i>Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape.</i> 3. Select the category or categories that have the most or fewest objects in a floor or table graph.</p> <p>Notes:</p>	<p>Earth and Space 1. Observe that the sun can be seen only in the daytime, but the moon can be seen sometimes at night and sometimes during the day.</p> <p>Physical Science 3. <i>Describe and sort objects by one or more properties (e.g., size, color and shape).</i> 2. Examine and describe objects according to the materials that make up the object (e.g., wood, metal, plastic and cloth).</p>	<p>History 5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.</p> <p>Social Studies Skills and Methods 2. Sort objects or pictures according to appropriate criteria.</p> <p>Economics 3. Identify goods and services.</p> <p>Government 2. Recognize symbols of the United States that represent its democracy and values including: a. The national flag; b. The Pledge of Allegiance.</p>

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December**

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<p>Communication: Oral and Visual 5. Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end. 2. Connect what is heard with prior knowledge and experience.</p> <p>Phonemic Awareness, Word Recognition/Fluency 4. <i>Distinguish and name all upper- and lower case letters.</i></p>	<p>Number, Number Sense and Operations 3. <i>Count to twenty; e.g., in play situations or while reading number books.</i> 13. Recognize the number or quantity of sets up to 5 without counting; e.g., recognize without counting the dot arrangement on a domino as 5.</p> <p>Notes: Practice writing and recognizing numbers to 20.</p>	<p>Life Science 2. Discover that stories (e.g., cartoons, movies, comics) sometimes give plants and animals characteristics they really do not have (e.g., talking flowers).</p>	<p>People in Societies 2. Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.</p> <p>Geography 2. Recite home address.</p>

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<p>Reading Applications: Literary Text 3. Retell or re-enact a story that has been heard. 5. Recognize predictable patterns in stories.</p> <p>Phonemic Awareness, Word Recognition and Fluency 5. <i>Recognize, say and write the common sounds of letters.</i></p> <p>Writing Applications 1. Dictate or write simple stories, using letters, words or pictures. 2. Name or label objects or places.</p>	<p>Measurement <i>*1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days.</i> 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more, or less. 3. Measure length and volume (capacity) using uniform objects in the environment. For example, find: a. how many paper clips long is a pencil; b. how many small containers it takes to fill one big container using sand, rice, beans. 4. Order events based on time. For example: a. Activities that take a long or short time; b. Review what we do first, next, last; c. Recall what we did or plan to do yesterday, today, tomorrow.</p> <p>Patterns, Functions and Algebra b. Order three events or objects according to given attribute, such as time or size.</p> <p>Notes: -Supplement heavily with hands-on measurement activities. -Chapter 8 will be taught in May. -Supplemental materials for ordering events based on time can be found in Ohio Maps For Success pg. OH 24-29.</p>	<p>Physical Science 1. Demonstrate that objects are made of parts (e.g., toys, chairs).</p>	<p>Social Studies Skills and Methods 3. Compare similarities and differences among objects or pictures.</p> <p>People in Societies <i>1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.</i></p>

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<p>Acquisition of Vocabulary 1. Understand new words from the context of conversations or from the use of pictures within a text.</p> <p>Writing Conventions 1. <i>Print capital and lowercase letters, correctly spacing the letters.</i> 4. Use some end consonant sounds when writing.</p> <p>Phonemic Awareness, Word Recognition and Fluency 7. <i>Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.</i></p> <p>Reading Applications: Informational, Technical and Persuasive Text 3. Tell the main idea of a selection that has been read aloud.</p>	<p>Geometry and Spatial Sense <i>*1. Identify and sort two-dimensional shapes and three-dimensional objects. For example:</i> a. Identify and describe three-dimensional figures. d. Build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks.</p> <p>Number, Number Sense and Operations <i>*9. Identify and state the value of a penny, nickel and dime.</i></p> <p>Notes: Supplemental materials for money can be found in Ohio Maps For Success Pg. OH 35-47</p>	<p>Physical Science 4. Explore that things can be made to move in many different ways such as straight, zigzag, up and down, round and round, back and forth, or fast and slow. 5. Investigate ways to change how something is moving (e.g., push, pull).</p>	<p>Citizenship Rights and Responsibilities 4. Discuss the attributes and actions of a good citizen with emphasis on: a. Trust; b. Respect; c. Honesty; d. Responsibility; e. Fairness; f. Compassion; g. Self-control.</p> <p>History 4. Recognize state and federal holidays and explain their significance. 2. <i>Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.</i></p>

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<p>Writing Conventions 5. Place punctuation marks at the end of sentences. 2. Leave spaces between words when writing.</p> <p>Research 3. Recall information about a topic, with teacher assistance.</p> <p>Reading Applications: Literary Text 2. Identify the characters and setting in a story. 4. Distinguish between fantasy and reality.</p> <p>Communication: Oral and Visual 6. Recite short poems, songs and nursery rhymes.</p>	<p>Number, Number Sense and Operations 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green. <i>*10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example:</i> <i>a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount.</i> <i>b. Count on (forward) and count back (backward) on a number line between 0 and 10.</i></p> <p>Patterns, Functions and Algebra 4. Model a problem situation using physical materials.</p> <p>Notes: - Addition will be covered in March - Subtraction will be covered in April.</p>	<p>Life Science 1. Explore differences between living and non-living things (e.g., plant-rock). 3. Describe how plants and animals usually resemble their parents. 4. Investigate variations that exist among individuals of the same kind of plant or animal.</p>	<p>History 3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).</p> <p>Social Studies Skills and Methods 4. Communicate information.</p>

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April

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<p>Reading Applications: Informational, Technical and Persuasive Text 2. Identify and discuss the sequence of events in informational text. 4. Identify and discuss simple maps, charts and graphs.</p> <p>Writing Applications 4. Dictate or write informal writings for various purposes.</p> <p>Acquisition of Vocabulary 3. Identify words in common categories such as color words, number words and directional words. 4. Determine the meaning of unknown words, with assistance, using a beginner’s dictionary.</p> <p>Research 2. Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.</p>	<p>Number, Number Sense and Operations 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green. *10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount. b. Count on (forward) and count back (backward) on a number line between 0 and 10.</p> <p>Patterns, Functions and Algebra 4. Model a problem situation using physical materials.</p> <p>Notes: - Addition will be covered in March - Subtraction will be covered in April.</p>	<p>Science and Technology 1. Explore that objects can be sorted as “natural” or “man-made”. 2. Explore that some materials can be used over and over again (e.g., plastic or glass containers, cardboard boxes and tubes). 3. Explore that sometimes change is too fast to see and sometimes change is too slow to see.</p>	<p>Geography 6. Describe the immediate surroundings of home (e.g., streets, buildings, fields, woods or lakes). 7. Identify key natural resources that are used in the students' daily lives.</p>

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May

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<p>Phonemic Awareness, Word Recognition and Fluency</p> <p>8. <i>Read one-syllable and often-heard words by sight.</i></p> <p>9. Reread stories independently or as a group modeling patters of changes in timing, voice and expression.</p> <p>Research</p> <p>4. Share findings visually or orally.</p> <p>Reading Applications: Informational, Technical and Persuasive Text</p> <p>5. Follow simple directions.</p> <p>Writing Conventions</p> <p>3. <i>Show characteristics of early letter name-alphabetic spelling.</i></p>	<p>Number, Number Sense and Operations</p> <p>11. Demonstrate joining multiple groups of objects, each containing the same number of objects; e.g., combining 3 bags of candy, each containing 2 pieces.</p> <p>12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 stickers equally among 3 children.</p> <p>Notes:</p> <p>- Supplemental materials for joining multiple groups can be found in Ohio Maps For Success Pg. OH 18-23</p>	<p>Life Science</p> <p>6. Investigate the habitats of many different kinds of local plants and animals and some of the ways in which animals depend on plants and each other in our community.</p> <p>5. Investigate observable features of plants and animals that help them live in different kinds of places.</p> <p>Earth and Space</p> <p>2. Explore that animals and plants cause changes to their surroundings.</p>	<p>Economics</p> <p>2. Explain how people make decisions in order to satisfy their wants.</p> <p>1. <i>Recognize that people have many wants.</i></p> <p>Geography</p> <p>3. Make models and maps representing real places including the classroom.</p> <p>4. Distinguish between land and water on maps and globes.</p>