

Burcham Elementary Kindergarten Curriculum Map

Creative Skills

Standard 1: The student will be encouraged to participate in activities that foster individual creativity.

- 1.1 Express thoughts and ideas about work and play.
- 1.2 Develop and verbalize solutions to simple problems.
- 1.3 Think of new uses for familiar materials.

Language Arts

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.

Standard 1: Print Awareness – The student will understand the characteristics of written language.

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- 1.1 Demonstrate correct book orientation by holding book correctly (right side up) and indicating where to begin (e.g., front to back, top to bottom left to right).

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- 1.2 Identify the front cover, back cover, title page of a book and title and author.

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- 1.3 Follow words from left to right and from top to bottom on the printed page.

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- 1.4 Understand that printed materials provide information.

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- 1.5 Recognize that sentences in print are made up of separate words.

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- 1.6 Distinguish letters from words.

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- 1.7 Recognize and name all capital letters of the alphabet.

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- 1.7 Recognize and name all lowercase letters of the alphabet.

Standard 2: Phonological/Phonemic Awareness: The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.

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- 2.1 Identify and produce simple rhyming pairs. Example bat/cat

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- 2.2 Identify and count syllables in spoken words.

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- 2.3 Distinguish onset (beginning sound(s)) and rimes in one-syllable words. (e.g., Onset-/b/ in bat and Rime-at in bat)

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- 2.4 Recognize ending sounds in spoken words. (e.g., /t/ in bat)

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- 2.5 Recognize the same sounds in different words. (e.g., /b/ in ball, big, and bun)

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- 2.6 Begin to blend phonemes to form a word. (e.g., /b//a//t/=bat)

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- 2.7 Begin to segment phonemes of one syllable words. (e.g., bat=/b//a//t/)

Standard 3: Phonics/Decoding-The student will demonstrate the ability to apply sound-symbol relationships.

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- 3.1 Identify the alphabet by name.

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- 3.2 Identify the alphabet by sound.

Standard 4: Vocabulary – The student will develop and expand knowledge of words and word meaning to increase vocabulary.

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- 4.1 Use new vocabulary and language in own speech.

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- 4.2 Use new vocabulary and language in own writing.

Standard 5: Fluency – The student will demonstrate the ability to identify words in text.

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- 5.1 “Read” familiar texts emergently, not necessarily verbatim from the print alone.

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- 5.2 Recognize some words by sight, including a few very common ones (e.g. a, the, I, my, you, is, are).

Standard 6: Comprehension- The student will associate meaning and understanding with reading.

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- 6.1 Use prereading skills (e.g., connecting prior knowledge to text, making predictions About text and using picture clues).

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- 6.2 Retell, reenact or dramatize a story read to the student or by the student.

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- 6.3 Make predictions and confirm after reading or listening to text.

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- 6.4 Tell what is happening in a picture.

Standard 7: Literature- The student will read to construct meaning and respond to a wide variety of literary forms.

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- 7.1 Literary Genre

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- 7.1a Discriminate between fiction and non fiction.

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- 7.2 Literary Elements

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- 7.2a Place events in sequential order by telling the beginning, middle and ending. (e.g., Read and retell a story orally or by illustrating the beginning, Middle, and ending.)

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- 7.2b Summarize main points and events of a simple story.

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- 7.2c Recognize cause/effect relationships. (e.g., Read *The Mitten* by Jan Brett and tell what happened to the mitten because of the animals.

Standard 8: Research and Information- The student will conduct research and organize information.

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- 8.1 Assessing Information: Select the best source for a given purpose.

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- 8.1a Begin to identify the appropriate source needed to gather information (e.g., fiction book, nonfiction book, newspaper, map, resource person)

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: Writing Process- The student will use the writing process to write coherently.

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- 1.1 Participate in frequent writing opportunities. (e.g., Modeled writing, shared writing, journal writing, and interactive writing.

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- 1.2 Dictate a story about an event or experience. (e.g., Dictate a story about an exciting event.

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- 1.3 Read his or her own writing to the group, teacher and/or parent. (e.g., May be pictures, attempts at letters, initial consonants, words or phrases.)

Standard 2: Grammar/Usage and Mechanics- The student will demonstrate appropriate practices in writing by applying standard English conventions.

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- 2.1 Spelling: Demonstrate the process of representing language by means of a writing system.

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- 2.1a Recognize that letters have different sounds.

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- 2.1b Recognize and record some beginning and ending sounds in words.

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- 2.1c Generate temporary spelling using letters, particularly to represent initial and ending consonant sounds.

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- 2.2 Handwriting: Demonstrate appropriate handwriting in the writing Process.

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- 2.2a Trace, copy and generate letters. Children may still be reversing some letters.

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- 2.2b Print his/her first name.

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- 2.2b Print his/her last name.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Standard 1: Listening- The student will listen for information and for pleasure.

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- 1.1 Hear and repeat sounds in sequence. (e.g., Hand rhythms, vocal sounds, numbers, in a sequence, letters in a sequence, five sounds in a sequence)

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- 1.2 Listen with interest to stories read aloud. (e.g., trade books and shared reading.)

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- 1.3 Follow one-and two-step directions.

Standard 2: Speaking- The student will express ideas and opinions in a group or individual situations.

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- 2.1 Share information and ideas speaking in clear, complete, coherent sentences.

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- 2.2 Recite short poems, rhymes and songs.

Standard 3: Group Interaction- The student will use effective communication strategies in pair and small group context.

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- 3.1 Show respect and consideration for others in verbal and physical communications.

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- 3.2 Show respect and consideration for others in physical communication.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning- The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.




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Burcham Elementary Kindergarten Curriculum Map

Mathematics



Standard 1: Patterns- The student will sort and classify objects and analyze simple patterns.

-  1.1 Sort and group objects into set and explain verbally what the objects have in common (e.g., color, size, shape).
-  1.2 Explain verbally and extend simple patterns (e.g., )











Standard 2: Number Sense- The student will understand the relationship between numbers and quantities.

-  2.1 Compare a group or set to another group, set or numerical quantity and verbally explain which has more, less or equivalent quantities.
- 2.2 Pair and count objects using one-to-one correspondence (e.g., one napkin for each child at snack time).
-  2.3 Count forward to twenty and backward from ten.
-  2.4 Count objects in a set one-by-one from one through ten.
-  2.5 Identify and create sets of objects zero through ten.
-  2.6 Identify and write numerals zero through ten, in and out of sequence. Children may still be reversing some numerals.
-  2.7 Identify the ordinal position (first through fifth) of objects.
-  2.8 Combine and remove objects from sets and verbally describe the Result (e.g. adding objects to asset makes the set larger, subtracting objects from a set makes the set smaller.)



Standard 3: Geometry and Spatial Sense- The student will identify common geometric shapes and explore the relationship of objects in the environment.

-  3.1 Identify, compare and draw basic two-dimensional geometric shapes (e.g., circle square, triangle, rectangle).
-  3.2 Model and use words indicating relative position or direction (e.g. students describe the relationships between self and objects in space using on, above, below, beside, under, on top of, behind, and over).

Standard 4: Measurement- The student will explore the concepts of nonstandard and standard measurements.

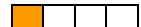
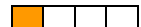
-  4.1 Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).
-  4.2 Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big bigger, biggest; small, smaller, smallest; small, medium large).
-  4.3 Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).
-  4.4 Identify the appropriate instrument used to measure length (ruler), weight (scale), time) (clock: digital and analog; calendar: day, month, year, season, and temperature (thermometer).
-  4.5 Tell time on digital and analog clocks to the hour.
-  4.6 Identify the days of the week.
-  4.6 Identify the months of the year.
-  4.7 Identify the penny.
-  4.7 Identify the nickel and dime.
-  4.7 Identify the quarter.

Standard 5: Data Analysis- The student will collect and analyze data in a group setting.

-  5.1 Collect and analyze information about objects and events in the Environment.
-  5.2 Create and verbally explain data display or graph (e.g., real object graph, Pictorial graphs).

Small Motor Skill Development







Standard 1: The student will participate in activities that involve small motor skills.

-  1.1 Demonstrate increased control of hand and eye coordination while using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles
-  1.2 Hold and use pencils, crayons, and markers using thumb and two fingers.

Science




Science Processes and Inquiry

Process Standard 1: The student will investigate and experiment with objects to discover information.

-  1.1 Observe, describe, sort and classify objects according to their common properties (e.g., animals, plants, shells, rocks, buttons). 
-  1.2 Participate in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light). 
-  1.3 Ask questions, make predictions, and communicate observations orally and/or in drawings. 




Physical Science

Standard 1: The student will investigate and describe objects that can be sorted in terms of physical properties.

-  1.1 Observe, describe, sort and classify the sensory attributes of objects according to taste, smell, hearing, touch and sight.
-  1.2 Compare and describe the properties of some objects (e.g., magnetic-nonmagnetic, float –sink, heavy-light, rough-smooth, hard-soft, solid-liquid, wet-dry).
-  1.3 Observe and describe how objects move (e.g., slide, turn, twirl, roll).

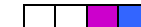


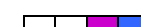
Life Science

Standard 2: The student will observe and investigate plants and animals.

-  2.1 Observe and describe what various plants and animals need for growth.
-  2.2 Observe and describe the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).
-  2.3 Observe and describe how animals move (e.g., walk, crawl, hop, fly).





Earth/Space Science

Standard 3: The student will investigate and observe the basic concepts of the Earth.









-  3.1 Explore and describe the properties of common earth materials (e.g., soil, rocks, water).
-  3.2 Observe and describe daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).
-  3.3 Observe and describe characteristics of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).
-  3.4 Describe simple conservation measure used to protect the environment (e.g., recycling, careful use of water).

Social and Personal Skills

Standard 1: The student will participate in activities to develop the skills necessary for work and interacting with others.

-  1.1 Work independently and/or cooperatively to solve problems.
-  1.2 Choose a variety of materials and activities from learning centers.
-  1.3 Select and complete a task while working at a learning center.
-  1.4 Stay involved in a self-selected activity for approximately 15 to 20 minutes.





Standard 2: The student will participate in activities to develop the skills necessary for caring for oneself.

-  2.1 Recognize potential safety hazards and take action to protect self (e.g., bicycle, water, fire, vehicle, firearm bus, playground, pedestrian).
-  2.2 Attend to personal tasks (e.g., dressing self, washing hands).
-  2.3 State his/her full name.
-  2.3 State his/her age.
-  2.3 State his/her birthday.
-  2.3 State his/her address.
-  2.3 State his/her telephone number.
-  2.3 State his/her name of parent or guardian.

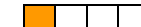

Social Studies

Civics

Standard 1: The student will exhibit traits of good citizenship.


-  1.1 Work and play cooperatively in a variety of settings (e.g. in large and small groups, learning centers).
-  1.2 Exhibit behavior that demonstrates an understanding of school and classroom guidelines (e.g., rules, routines, schedules, procedures).
-  1.3 Listen to others while in large and small groups.
-  1.4 Show respect for others and their property.

Standard 2: The student will recognize patriotic symbols and activities.

-  2.1 Identify the American flag as a national symbol of our country and understand the etiquette of its use.
-  2.2 Identify the Oklahoma flag as a symbol of our state.


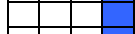


Burcham Elementary Kindergarten Curriculum Map

Standard 3: The student will explain the importance of individual responsibility.



-  3.1 Describe the importance of individual responsibility (e.g., responsibility as a student, family member, citizen).

Geography

Standard 1: The student will demonstrate knowledge of basic geographic concepts.



-  1.1 Locate and describe familiar place (e.g., classroom, home, school).
 1.2 Begin to develop an understanding of city/town, state, and country.
 1.3 Identify a map as a drawing of a particular location.
 1.4 Recognize Oklahoma on a map of the United States.

Standard 2: The student will discuss how children in various communities and cultures are alike and different.

-  2.1 Explore how children within the local community and around the world have needs in common (e.g., food, clothing, shelter).
 2.2 Explore how children within the local community and around the world are unique as to languages, food, clothing, transportation, and Customs.



History

Standard 1: The student will understand that history relates to events and people of other times and places.

-  1.1 Explore through literature examples of past events and important Americans in legends and historical accounts (e.g., Paul Revere's ride, Johnny Appleseed, Betsy Ross).
 1.2 Explore through literature the people and events honored in commemorative holidays (e.g., Martin Luther King, Jr. Day, President's Day, Memorial Day, Independence Day, Thanksgiving).

Economics

Standard 1: The student will identify basic economic concepts.

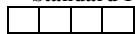
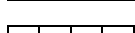
-  1.1 Recognize money is used to purchase goods.
 1.2 Introduce concept of saving.

Standard 2: The student will explore various careers and the concept of employment (e.g., school personnel, community helpers).

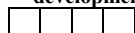
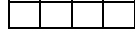
- 2.1 Explore various careers and the concept of employment.

Visual Art

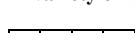



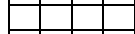


Standard 1: Language of Visual Art- The student will identify visual art terms

-  1.1 Name and describe elements of art: line, color, form, shape, texture, value and space.
 1.2 Explore different art methods such as drawing, painting, weaving, and sculpting.

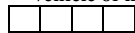
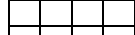
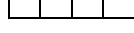
Standard 2: Visual Art History and Culture- The student will recognize the development of visual art from a historical and cultural perspective.

-  2.1 Identify other art forms such as music, dance, and drama.
 2.2 Discuss and identify art used every day in the home, community or school (e.g., signs, posters, cartoons, labels, menus)

Standard 3: Visual Art Expression- The student will observe, select and utilize a variety of ideas and subject matter in creating original works of visual art.

-  3.1 Manipulate a variety of materials (media).
 3.1a Drawing Media: markers, chalks, crayons
 3.1b Painting Media: finger paint
 3.1c Sculpture Media: clay, string, paper, foil, cardboard, found objects.
 3.1d Mixed Media: tissue, photos, found objects foil, fiber, paint, paper.
 3.2 Use objects to express creative ideas.
 3.3 Use art media and tools in a safe and responsible manner.

Standard 4: Visual Art Appreciation- The student will appreciate visual art as a vehicle of human expression.

-  4.1 Demonstrate appropriate behavior while viewing art.
 4.2 Demonstrate respect for their work and the work of others.
 4.3 Demonstrate thoughtfulness and care in completion of artworks.

Curriculum Resources

- Kindergarten Priority Academic Student Skills
Oklahoma State Department of Education
- Handwriting
 - Handwriting Without Tears Curriculum
- Language Arts
 - The Phonics Dance
 - “Treasures” MacMillan-McGraw-Hill
 - Literacy First Manual and Resources
 - Alpha Time
 - Frog Street
 - Harcourt
 - Write Source Language Curriculum
 - Library Media Center Resources
 - Websites:
 - www.carlscorner.com Carl’s Corner
 - www.mailbox.com Mailbox Magazine
 - www.readinga-z.com A-Z Reading
 - www.virtualvine.com The Virtual Vine
 - www.hubbardscupboard.com Hubbard’s Cupboard
 - www.kidscount1234.com Kid’s Count
 - www.kinderkorner.com Kinder Korner
 - www.littlegiraffes.com Little Giraffes
- Math
 - Saxon Math Curriculum
- Science
 - F.O.S.S. Curriculum
 - Library Media Center Resources
 - Scholastic News Magazine
- Social Studies
 - Red Brick Leveled Readers
 - National Geographic Readers
 - Scholastic News Magazine
 - Videos (LMC)

Assessment Tools

- Literacy First Assessments
- STAR Early Literacy Tests
- Saxon Math Assessments
- Kindergarten Skills Checklist
- Kindergarten Report Card Skills Checklists

Burcham Elementary Kindergarten Curriculum Map

Thematic Units of Study

Teaching Practices

1. August
 - Back to School
 - Rhymes
 - All About Me
2. September
 - Farm/Animals
 - Apples
 - Colors
3. October
 - Community Helpers
 - Fire Safety
 - Fall/Seasons
 - Pumpkins
4. November
 - Families
 - Pilgrims
 - Indians
 - Thanksgiving
5. December
 - Gingerbread Man
 - Christmas
 - Five Senses
6. January
 - Winter
 - Bears
 - Nutrition
7. February
 - Dental Health
 - Valentine's Day
 - Friends
 - Patriotism
8. March
 - Dr. Seuss
 - Plants
 - Spring
 - Easter
9. April
 - Easter
 - Insects
 - Weather
 - Planets/Space
10. May
 - Oceans
 - Safe Summer Fun

- Teachers will provide [active, engaging, and meaningful learning experiences](#).
- Teachers will connect learning experiences by integrating [all content areas](#) within learning themes.
- Teachers will challenge students to develop true understanding of concepts through [inquiry-based](#) teaching.
- Teachers will provide an early childhood program that is [developmentally appropriate](#).
- Teachers will provide a learning environment where students can [recreate and reinvent learning](#) through center activities that allow students to [be expressive](#) through speech, writing, reading, drawing, poetry, dance, dramatic play, music, movement and visual arts.
- Teachers will provide opportunities for students [to reflect](#) on what they have felt, thought, and learned from their experiences.
- Teachers will provide a consistent routine or [daily schedule](#) within the classroom.
- Teachers will work to develop a [sense of community](#) in the classroom with all students through [cooperative learning activities](#) as students learn to live as [citizens](#) of the school.
- Teachers will be [considerate and respond to](#) students as individuals.
- Teachers will provide a [physically and emotionally safe](#) environment.
- Teachers will continually assess Kindergarten skills using assessment tools.
- Teachers will provide opportunities for students to become more independent and responsible learners.
- Teachers will use a variety of teaching strategies, meaningful materials, and emerging technology to [reach the learning styles of each student](#).
- Teachers will work hard to [get to know the families](#) of the children they teach and establish opportunities to [work with them as partners](#).
- Teachers will provide a careful [transition](#) to K+ or First Grade.
- Teachers will communicate and work collaboratively with other teachers and will value and reinforce [continuity](#) throughout the Kindergarten classrooms and the school as a whole.

Revised 1/08

