

**Reading**— Reading instruction takes place in small groups based on individual student skill. Placement tests are used at the beginning of the year to accurately assign students to groups. As a result, not all students in Kindergarten follow the same course of study at the same pace. Strong decoding skills are combined with comprehension strategies to enable students to understand what they read and make stories come alive. The goal is for all students to be confident, strategic, independent readers. The following concepts and standards are addressed in Kindergarten; yet do not follow the same sequence of study for all students. As a result, some of the skills noted below may carry over into first grade, depending on students' level of mastery.

**Assessment:**

Assessment is an integral component of the instructional program at Mystic Valley Regional Charter School. After initial placement tests, students are evaluated daily during reading lessons. Every 10 lessons, students complete a mastery test to determine what skills or concepts need continued practice. In addition, students complete workbook pages and read aloud in which provides informal opportunities to demonstrate skills mastered.

| Reading Mastery 1 Lessons | Reading Skills  | MASSACHUSETTS CURRICULAR FRAMEWORKS  |
|---------------------------|---|--|
| 1-40                      | <p>Decoding</p> <ul style="list-style-type: none"> <li>• Basic sounds and Blends</li> <li>• Read 15 words</li> <li>• Sound out multi-syllabic words</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Make predictions</li> <li>• Answer questions</li> <li>• Discriminate between sound and word</li> <li>• Recognize 2-sound pattern</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>• Trace and copy sounds to form words</li> <li>• Print letters to represent sounds</li> </ul> | <p>Reading and Literature – Beginning Reading (<i>This standard is emphasized throughout the year</i>)</p> <p>7.1 Demonstrates understanding of the forms and functions of written English Recognize that printed materials provide information and entertaining stories</p> <ul style="list-style-type: none"> <li>• Know how to handle a book and turn pages</li> <li>• Identify the cover and title page</li> <li>• Recognize that in English print moves left to right; top to bottom</li> <li>• Identify upper and lower case letters</li> </ul> <p>7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated</p> <ul style="list-style-type: none"> <li>• Sound is a phoneme</li> <li>• Words made up of one or more syllables</li> <li>• Recognize and produce rhyming words</li> <li>• Identify the initial, medial and final sounds of a word</li> <li>• Blend sounds to make words</li> </ul> |

\*Based on Core Knowledge Sequence©

| Reading Mastery 1 Lessons | Reading Skills   | MASSACHUSETTS CURRICULAR FRAMEWORKS  |
|---------------------------|--|--|
|                           |  | <p>7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning:</p> <ul style="list-style-type: none"> <li>• Know that there is a link between letters and sounds</li> <li>• Recognize letter-sound matches by naming and identifying each letter of the alphabet</li> <li>• Understand that written words are composed of letters that represent sounds</li> <li>• Use letter-sound matches to decode simple words</li> </ul> <p>Composition – Writing<br/>19.3 Draw pictures and/or use letters or phonetically spelled words to give others information</p> <p>Composition – Writing<br/>22.1 Print upper and lower case letters of the alphabet<br/>22.2 Use correct standards English mechanics</p> |
| 41-80                     | <p>Decoding</p> <ul style="list-style-type: none"> <li>• Basic sounds</li> <li>• Recognize and read word families</li> <li>• Read 106 words</li> <li>• Use rhyming skills to sound out words</li> <li>• Read 7 sentence stories by sounding out words</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Answer factual questions about a story</li> </ul> | <p>Reading and Literature – Beginning Reading</p> <p>7.1 Demonstrates understanding of the forms and functions of written English</p> <p>7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated</p> <p>7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning</p> <p>Composition – Writing<br/>22.1 Print upper and lower case letters of the alphabet<br/>22.2 Use correct standards English mechanics</p>   |

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| Reading Mastery 1 Lessons | Reading Skills   | MASSACHUSETTS CURRICULAR FRAMEWORKS  |
|---------------------------|--|--|
|                           | <ul style="list-style-type: none"> <li>• Discriminate between sounds and words</li> <li>• Learn skills to focus on a story’s meaning as it is being read</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>• Trace and print sentences</li> <li>• Write letters that represent sounds</li> </ul>   |  |
| 121-160                   | <p>Decoding</p> <ul style="list-style-type: none"> <li>• Basic sounds</li> <li>• Decode words</li> <li>• Read 416 words</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Answer factual questions about a story</li> <li>• Answer questions from a previously read story</li> <li>• Prediction</li> <li>• Identify punctuation in a story</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>• Write words from dictation accurately</li> </ul> | <p>Language Standard - Structure and Origins of Modern English</p> <p>5.3 Identify correct capitalization for names, places, dates</p> <p>5.4 Identify appropriate end marks.</p> <p>Reading and Literature – Beginning Reading</p> <p>7.1 Demonstrates understanding of the forms and functions of written English</p> <p>7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated</p> <p>7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning</p> <p>Reading and Literature – Understanding a text</p> <p>8.1 Make predictions using prior knowledge, pictures and text (imaginative literal texts)</p> <p>8.4 Make predictions about the content of the text using prior knowledge and text features. (informational texts)</p> <p>Composition – Writing</p> <p>22.1 Print upper and lower case letters of the alphabet</p> <p>22.2 Use correct standards English mechanics.</p> |

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| Reading Mastery 11 Lessons | Reading Skills  | MASSACHUSETTS CURRICULAR FRAMEWORKS   |
|----------------------------|---|---|
| 1-40                       | <p>Decoding</p> <ul style="list-style-type: none"> <li>• Read 740 new words</li> <li>• Read with appropriate pace</li> <li>• Regular and irregular words</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Oral responses to questions</li> <li>• Answer who, what, where, when and why questions orally</li> <li>• Predictions</li> <li>• Write answers to questions</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>• Write words from dictation accurately</li> </ul> | <p>Reading and Literature – Beginning Reading</p> <p>7.1 Demonstrates understanding of the forms and functions of written English</p> <p>7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated</p> <p>7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning</p> <p>Reading and Literature – Understanding a text</p> <p>8.1 Make predictions using prior knowledge, pictures and text (imaginative literal texts)</p> <p>8.4 Make predictions about the content of the text using prior knowledge and text features. (Informational texts)</p> <p>Composition – Writing</p> <p>22.1 Print upper and lower case letters of the alphabet</p> <p>22.2 Use correct standards English mechanics</p> |
| 41-80                      | <p>Decoding</p> <ul style="list-style-type: none"> <li>• Vowels</li> <li>• Regular and irregular words</li> <li>• Read 1056 new words</li> <li>• Read with appropriate pace</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Draw conclusions</li> <li>• Answer who, what, where, when and why questions orally</li> <li>• Predictions</li> </ul>   | <p>Reading and Literature – Beginning Reading</p> <p>7.1 Demonstrates understanding of the forms and functions of written English</p> <p>7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated</p> <p>7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning</p> <p>Reading and Literature – Understanding a text</p> <p>8.1 Make predictions using prior knowledge, pictures and text (imaginative literal texts)</p> <p>8.4 Make predictions about the content of the text using prior knowledge and</p>  |

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| Reading Mastery 11 Lessons | Reading Skills  | MASSACHUSETTS CURRICULAR FRAMEWORKS   |
|----------------------------|---|---|
|                            | <ul style="list-style-type: none"> <li>• Write answers to questions</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>• Write words from dictation accurately</li> </ul>  | <p>text features. (Informational texts)</p> <p>Composition – Writing</p> <p>22.1 Print upper and lower case letters of the alphabet</p> <p>22.2 Use correct standards English mechanics</p>   |
| 81-160                     | <p>Decoding</p> <ul style="list-style-type: none"> <li>• Consonants</li> <li>• Alphabetical order</li> <li>• Capital letters</li> <li>• Read 1507 new words</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Draw conclusions</li> <li>• Answer who, what, where, when and why questions orally</li> <li>• Predictions</li> <li>• Write answers to questions</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>• Write words from dictation accurately</li> </ul> | <p>Language Standard - Structure and Origins of Modern English</p> <p>5.1 Use language to express spatial and temporal relationships</p> <p>5.3 5.3 Identify correct capitalization for names, places, dates</p> <p>5.4 Identify appropriate end marks.</p> <p>Reading and Literature – Beginning Reading</p> <p>7.1 Demonstrates understanding of the forms and functions of written English</p> <p>7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated</p> <p>7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning</p> <p>Reading and Literature – Understanding a text</p> <p>8.1 Make predictions using prior knowledge, pictures and text (imaginative literal texts)</p> <p>8.4 Make predictions about the content of the text using prior knowledge and text features. (Informational texts)</p> <p>Composition – Writing</p> <p>22.1 Print upper and lower case letters of the alphabet</p> <p>22.2 Use correct standards English mechanics</p> |

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**Language**— The Language program complements reading instruction. Students learn words, concepts, and statements important to both oral and written language comprehension. The program emphasizes language as a means of describing the world and as a tool for thinking and solving problems.

| DISTAR Language 1 Lessons | Reading Skills*   | MASSACHUSETTS CURRICULAR FRAMEWORKS   |
|---------------------------|---|---|
| 1-37                      | <p>Object Identification</p> <ul style="list-style-type: none"> <li>• Identify common classroom objects</li> <li>• Prepositions <i>over, on</i></li> </ul> <p>Following directions</p> <ul style="list-style-type: none"> <li>• Identify common action (clapping)</li> <li>• Identify body parts</li> <li>• Pronouns <i>I, you, your, my, we, she, her, he, his</i></li> <li>• Describe actions in pictures</li> </ul> <p>Information</p> <ul style="list-style-type: none"> <li>• Discriminate first and last names</li> <li>• Identify/state names of teacher, school, city, country</li> <li>• Identify parts of whole object</li> </ul> | <p>Language Standard – Discussion</p> <p>1.1 Follow agreed upon rules for discussion</p> <p>Language Standard - Structure and Origins of Modern English</p> <p>5.1 Use language to express spatial and temporal relationships</p> <p>5.3 Identify correct capitalization for names, places, dates</p> |
| 38-80                     | <p>Object Identification</p> <ul style="list-style-type: none"> <li>• Prior lesson content</li> <li>• Identify common classroom objects</li> <li>• Prepositions <i>over, on, in front of,</i></li> </ul>  | <p>Language Standard - Vocabulary and Concept Development</p> <p>4.1 Identify and sort common words into various classifications</p> <p>4.2 Describe common objects and events in general and specific language</p> <p>Language Standard - Structure and Origins of Modern English</p>                |

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| DISTAR Language 1 Lessons | Reading Skills*   | MASSACHUSETTS CURRICULAR FRAMEWORKS  |
|---------------------------|---|--|
|                           | <p><i>in back of, under, next to</i></p> <ul style="list-style-type: none"> <li>• Opposites</li> <li>• Singular and Plural nouns and verbs</li> </ul> <p>Following directions</p> <ul style="list-style-type: none"> <li>• Pronouns <i>I, you, your, my, we, she, her, he, his</i></li> <li>• Describe actions in pictures</li> <li>• Use past and present tense statements</li> </ul> <p>Instructional Word – <i>and</i></p> <p>Classification</p> <ul style="list-style-type: none"> <li>• State and use classification rules and words for objects</li> </ul> <p>Information</p> <ul style="list-style-type: none"> <li>• Prior lesson content</li> <li>• Days of the week</li> <li>• Occupations</li> <li>• Places</li> <li>• Natural phenomenon</li> </ul> | <p>5.1 Use language to express spatial and temporal relationships</p> <p>5.3 Identify correct capitalization for names, places, dates</p> <p>5.4 Identify appropriate end marks.</p> |

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| DISTAR Language 1 Lessons | Reading Skills*   | MASSACHUSETTS CURRICULAR FRAMEWORKS  |
|---------------------------|---|--|
| 81-120                    | <p>Object Identification</p> <ul style="list-style-type: none"> <li>• Prior lesson content</li> <li>• Prepositions <i>on, over, in front of, in back of, under, next to, in between</i></li> <li>• Opposites</li> <li>• Singular and Plural nouns and verbs</li> </ul> <p>Following directions</p> <ul style="list-style-type: none"> <li>• Pronouns <i>I, you, your, my, we, she, her, he, his</i></li> <li>• Describe actions in pictures</li> <li>• Use past and present and future tense statements</li> </ul> <p>Instructional Word – <i>and, some, all, none, same, different, before, after, or, where, who, when and what</i></p> <p>Classification</p> <ul style="list-style-type: none"> <li>• Prior lesson content</li> <li>• State and use classification rules and words for objects</li> </ul> <p>Information</p> <ul style="list-style-type: none"> <li>• Prior lesson content</li> <li>• Seasons</li> </ul> | <p>Language Standard - Vocabulary and Concept Development</p> <p>4.1 Identify and sort common words into various classifications</p> <p>4.2 Describe common objects and events in general and specific language</p><br><p>Language Standard - Structure and Origins of Modern English</p> <p>5.1 Use language to express spatial and temporal relationships</p> <p>5.3 Identify correct capitalization for names, places, dates</p> <p>5.4 Identify appropriate end marks.</p> |

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| DISTAR Language 1 Lessons | Reading Skills*  | MASSACHUSETTS CURRICULAR FRAMEWORKS  |
|---------------------------|--|--|
| 121-160                   | <p>Object Identification</p> <ul style="list-style-type: none"> <li>• Prior lesson content</li> <li>• Prepositions <i>on, over, in front of, in back of, under, next to, in between</i></li> <li>• Use comparative forms of nouns and verbs – <i>bigger, smaller, fatter, skinnier etc.</i></li> </ul> <p>Following directions</p> <ul style="list-style-type: none"> <li>• Prior lesson content</li> </ul> <p>Instructional Word – <i>and, some, all, none, same, different, before, after, or, where, who, when and what</i>; If-then statements</p> <p>Classification</p> <ul style="list-style-type: none"> <li>• Prior lesson content</li> <li>• Expand classification list</li> </ul> <p>Information</p> <ul style="list-style-type: none"> <li>• Prior lesson content</li> <li>• Today/tomorrow</li> <li>• Primary function of locations (i.e. doctor’s office, grocery store)</li> <li>• Name and function of people and things in locations listed above</li> </ul> | <p>Language Standard - Vocabulary and Concept Development</p> <p>4.1 Identify and sort common words into various classifications</p> <p>4.2 Describe common objects and events in general and specific language</p><br><p>Language Standard - Structure and Origins of Modern English</p> <p>5.1 Use language to express spatial and temporal relationships</p> <p>5.3 Identify correct capitalization for names, places, dates</p> <p>5.4 Identify appropriate end marks.</p> |

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**Writing** – Writing is integrated into all disciplines, however students do participate in a writing block two days a week, which focuses on the specific writing skills. Students are introduced to and develop these writing skills during this writing block and later apply the skills in writing assignments within specific disciplines.

|           | <b>Writing Skills<br/>(Based on Core Knowledge Sequence)</b>   | <b>MASSACHUSETTS CURRICULAR<br/>FRAMEWORKS</b>  | <b>Assessment Examples</b>                           |
|-----------|--|---|--|
| September | <p>Writing</p> <ul style="list-style-type: none"> <li>• Write own name</li> <li>• Write all upper and lower case letters</li> </ul> <p>Writing Pieces:<br/>Respect Book</p>                            | <p>Language – Structure and Origins of Modern English<br/>5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates.<br/>Composition – writing</p> <p>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.<br/>19.3 Draw pictures and/or use letters phonetically spelled words to give information.</p> <p>Composition – Standard English Conventions<br/>22.1 Print upper- and lower- case letters of the alphabet</p> | Tracing letters (a,b,c)                              |
| October   | <p>Writing</p> <ul style="list-style-type: none"> <li>• Write own name</li> <li>• Write all upper and lower case letters</li> </ul> <p>Writing Pieces:<br/>Illustrate and write about being honest</p> | <p>Language – Structure and Origins of Modern English<br/>5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates.<br/>Composition – writing</p> <p>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.<br/>19.3 Draw pictures and/or use letters phonetically spelled words to give information.</p> <p>Composition – Standard English Conventions<br/>22.1 Print upper- and lower- case letters of the alphabet</p> | Trace first name and letters of alphabet (d,e,f,g)   |
| November  | <p>Writing</p> <ul style="list-style-type: none"> <li>• Write own name</li> <li>• Write all upper and lower case</li> </ul>  | <p>Language – Structure and Origins of Modern English<br/>5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates.<br/>Composition – writing</p>   | Write first name and letters of the alphabet (h,i,j) |

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|          | <b>Writing Skills<br/>(Based on Core Knowledge Sequence)</b>  | <b>MASSACHUSETTS CURRICULAR<br/>FRAMEWORKS</b>  | <b>Assessment Examples</b>   |
|----------|---|---|--|
|          | <p>letters</p> <p>Writing Pieces:<br/>Illustrate and write about showing gratitude</p>  | <p>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.<br/>19.3 Draw pictures and/or use letters phonetically spelled words to give information.</p> <p>Composition – Standard English Conventions<br/>22.1 Print upper- and lower- case letters of the alphabet</p>   |  |
| December | <p>Writing</p> <ul style="list-style-type: none"> <li>• Write own name</li> <li>• Write all upper and lower case letters</li> </ul> <p>Writing Pieces:<br/>Make holiday cards</p>                             | <p>Language – Structure and Origins of Modern English<br/>5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates.<br/>Composition – writing</p> <p>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.<br/>19.3 Draw pictures and/or use letters phonetically spelled words to give information.</p> <p>Composition – Standard English Conventions<br/>22.1 Print upper- and lower- case letters of the alphabet</p> | Write first name and letters of the alphabet (k,l,m)                           |
| January  | <p>Writing</p> <ul style="list-style-type: none"> <li>• Write own name</li> <li>• Write all upper and lower case letters</li> </ul> <p>Writing Pieces:<br/>Journals – winter theme<br/>Writing extensions</p> | <p>Language – Structure and Origins of Modern English<br/>5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates.<br/>Composition – writing</p> <p>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.<br/>19.3 Draw pictures and/or use letters phonetically spelled words to give information.</p> <p>Composition – Standard English Conventions<br/>22.1 Print upper- and lower- case letters of the alphabet</p> | <p>Trace last name</p> <p>Write/trace letters (n,o,p)</p> <p>Journal entry</p> |

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|          | <b>Writing Skills<br/>(Based on Core Knowledge Sequence)</b>   | <b>MASSACHUSETTS CURRICULAR<br/>FRAMEWORKS</b>  | <b>Assessment Examples</b>   |
|----------|--|---|--|
| February | <p>Writing</p> <ul style="list-style-type: none"> <li>• Write own name</li> <li>• Write all upper and lower case letters</li> </ul> <p>Writing Pieces:<br/>Journals – Valentines theme<br/>Presidents Book<br/>Writing extensions</p>  | <p>Language – Structure and Origins of Modern English<br/>5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates.<br/>Composition – writing</p> <p>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.<br/>19.3 Draw pictures and/or use letters phonetically spelled words to give information.</p> <p>Composition – Standard English Conventions<br/>22.1 Print upper- and lower- case letters of the alphabet</p> | <p>Write last name, letters (q,r,s,t)</p> <p>Journal entry</p>             |
| March    | <p>Writing</p> <ul style="list-style-type: none"> <li>• Write own name</li> <li>• Write all upper and lower case letters</li> </ul> <p>Writing Pieces:<br/>Journals- St. Patrick’s Day and Weather theme<br/>Writing Extensions</p>  | <p>Language – Structure and Origins of Modern English<br/>5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates.<br/>Composition – writing</p> <p>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.<br/>19.3 Draw pictures and/or use letters phonetically spelled words to give information.</p> <p>Composition – Standard English Conventions<br/>22.1 Print upper- and lower- case letters of the alphabet</p> | <p>Write alphabet letters and full name (u,v,w,x)</p> <p>Journal entry</p> |
| April    | <p>Writing</p> <ul style="list-style-type: none"> <li>• Write all upper and lower case letters</li> </ul> <p>Spelling, Grammar and Usage</p> <ul style="list-style-type: none"> <li>• Use letter sounds knowledge to write simple words and messages; consistently representing initial</li> </ul> | <p>Language – Structure and Origins of Modern English<br/>5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates.<br/>Composition – writing</p> <p>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.<br/>19.3 Draw pictures and/or use letters phonetically spelled</p>  | <p>Write alphabet letters and full name (y,z)</p> <p>Journal entry</p>     |

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|      | <b>Writing Skills<br/>(Based on Core Knowledge Sequence)</b>                                      | <b>MASSACHUSETTS CURRICULAR<br/>FRAMEWORKS</b>   | <b>Assessment Examples</b> |
|------|---|--|----------------------------|
|      | and final consonant sounds<br><br>Writing Pieces:<br>Journals- Spring theme<br>Writing Extensions | words to give information.<br><br>Composition – Standard English Conventions<br>22.1 Print upper- and lower- case letters of the alphabet  |                            |
| May  | Writing Pieces:<br>Journals writing<br>Illustrate and write about showing forgiveness             | Language – Structure and Origins of Modern English<br>5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates.<br>Composition – writing<br><br>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.<br>19.3 Draw pictures and/or use letters phonetically spelled words to give information.<br><br>Composition – Standard English Conventions<br>22.1 Print upper- and lower- case letters of the alphabet | Journal entry              |
| June | Writing Pieces:<br>Journals writing – summer theme<br>Create book of hopes                        | Language – Structure and Origins of Modern English<br>5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates.<br>Composition – writing<br><br>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.<br>19.3 Draw pictures and/or use letters phonetically spelled words to give information.<br><br>Composition – Standard English Conventions<br>22.1 Print upper- and lower- case letters of the alphabet | Journal entry              |

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**Mathematics**— Incremental development and continual practice and review are two important aspects of the Mystic Valley Regional Charter School’s elementary math program<sup>1</sup>. Topics are introduced and students are given time to practice, review and build upon these concepts as they learn new ones. Due to the spiraling nature of the curriculum, most of the skills and standards are addressed throughout the year. Each lesson consists of a morning meeting in which students practice skills related to time, weather, counting, patterning, graphing, money and problem solving. Later in the day, the math lesson introduces a new concept and allows children time to practice and review previous skills. Students are also expected to complete daily guided practice sheets at home.

**Assessment:**

Assessment is an integral component of the instructional program at Mystic Valley Regional Charter School. Students are assessed on their understanding of the math skills and concepts every 5 lessons. Varied assessments, both oral and written, ensure full understanding of each student’s progress in mathematics.

| Saxon Mathematics Lessons | Mathematics Skills   | MASSACHUSETTS CURRICULAR FRAMEWORKS   |
|---------------------------|--|---|
| 1-28 (K)                  | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Count by 1’s, 5’s and 10’s</li> <li>• Reads and writes numbers to 9</li> <li>• Identifies most, fewest, more and less</li> <li>• Makes estimations</li> <li>• Use concrete and pictorial models to show addition and subtraction</li> </ul> <p>Patterns, Algebra and Functions</p> <ul style="list-style-type: none"> <li>• Identifies, reads and extends repeating and continuing color patterns</li> <li>• Reads and extends a shape pattern</li> <li>• Identifies the missing shape in a matrix</li> </ul> <p>Geometry</p> | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Count by ones to at least 20.</li> <li>• Match quantities up to at least 10 with numerals and words.</li> <li>• Identify positions of objects in sequences (e.g., first, second) up to fifth.</li> <li>• Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than), and order numbers.</li> <li>• Use objects and drawings to model and solve related addition and subtraction problems to ten.</li> <li>• Estimate the number of objects in a group and verify results.</li> </ul> <p>Patterns, Relations and Algebra</p> <ul style="list-style-type: none"> <li>• Identify the attributes of objects as a foundation for sorting and classifying, e.g., a red truck, a red block, and a red ball share the</li> </ul> |

<sup>1</sup> Saxon Publishers Saxon Mathematics K-4 Program Overview, 2001 p. 9

\*Based on Core Knowledge Sequence©

| <b>Saxon Mathematics Lessons</b> | <b>Mathematics Skills</b>  | <b>MASSACHUSETTS CURRICULAR FRAMEWORKS</b>  |
|----------------------------------|--|---|
|                                  | <ul style="list-style-type: none"> <li>• Identifies common geometric shapes – circles, rectangles</li> <li>• Identifies and sorts common geometric shapes by attribute (shape, color, size)</li> <li>• Uses pattern blocks to make and cover designs</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Identifies date</li> <li>• Identifies days of week and months of year</li> <li>• Tells and shows time to the hour</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Graphs a picture on a pictograph</li> <li>• Identifies most and fewest on a graph</li> <li>• Sorts and makes a real graph</li> <li>• Sorts objects and identifies a sorting rule</li> </ul> | <p>attribute of being red; a square block, a square cracker, and a square book share the attribute of being square shaped.</p> <ul style="list-style-type: none"> <li>• Sort and classify objects by color, shape, size, number, and other properties.</li> <li>• Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes, e.g., ABABAB....</li> <li>• Count by fives and tens at least up to 50.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Name, describe, sort, and draw simple two-dimensional shapes.</li> <li>• Describe attributes of two-dimensional shapes, e.g., number of sides, number of corners.</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Make and use estimates of measurements from everyday experiences.</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.</li> </ul> |

\*Based on Core Knowledge Sequence©

| <b>Saxon Mathematics Lessons</b> | <b>Mathematics Skills</b>   | <b>MASSACHUSETTS CURRICULAR FRAMEWORKS</b>   |
|----------------------------------|---|--|
| 29-63                            | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Count by 1’s, 5’s and 10’s</li> <li>• Reads and writes numbers to 31</li> <li>• Orders 1- and 2- digit numbers</li> <li>• Identifies most, fewest, more and less</li> <li>• Identifies ordinal position to fourth</li> <li>• Use concrete and pictorial models to show addition and subtraction</li> <li>• Acts out story problems</li> <li>• Identifies and counts pennies, dimes</li> <li>• Pays for items using pennies or dimes</li> </ul> <p>Patterns, Algebra and Functions</p> <ul style="list-style-type: none"> <li>• Identifies, reads and extends repeating and continuing color patterns</li> <li>• Reads and extends a shape pattern</li> <li>• Identifies the missing shape in a matrix</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Solves spatial problems</li> <li>• Identifies and sorts common geometric shapes by attribute (shape, color, size)</li> <li>• Makes and covers designs on a geoboard</li> <li>• Creates congruent shapes and designs</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Identifies seasons</li> </ul> | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Count by ones to at least 20.</li> <li>• Match quantities up to at least 10 with numerals and words.</li> <li>• Identify positions of objects in sequences (e.g., first, second) up to fifth.</li> <li>• Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than), and order numbers.</li> <li>• Identify US coins by name</li> <li>• Use objects and drawings to model and solve related addition and subtraction problems to ten</li> </ul> <p>Patterns, Relations and Algebra</p> <ul style="list-style-type: none"> <li>• Identify the attributes of objects as a foundation for sorting and classifying, e.g., a red truck, a red block, and a red ball share the attribute of being red; a square block, a square cracker, and a square book share the attribute of being square shaped.</li> <li>• Sort and classify objects by color, shape, size, number, and other properties.</li> <li>• Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes, e.g., ABABAB....</li> <li>• Count by fives and tens at least up to 50.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Name, describe, sort, and draw simple two-dimensional shapes.</li> <li>• Describe attributes of two-dimensional shapes, e.g., number of</li> </ul> |

\*Based on Core Knowledge Sequence©

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>• Tells and shows time to the hour</li> <li>• Area – covers designs</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Graphs a picture on a pictograph</li> <li>• Identifies most and fewest on a graph</li> <li>• Sorts and makes a real graph</li> </ul> | <p>sides, number of corners.</p> <ul style="list-style-type: none"> <li>• Name and compare three-dimensional shapes</li> <li>• Identify positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions.</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language, e.g., longer, taller, shorter, same length; heavier, lighter, same weight; holds more, holds less, holds the same amount.</li> <li>• Use nonstandard units to measure length, area, weight, and capacity.</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.</li> </ul> |
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\*Based on Core Knowledge Sequence©

| <b>Saxon Mathematics Lessons</b> | <b>Mathematics Skills</b>  | <b>MASSACHUSETTS CURRICULAR FRAMEWORKS</b>   |
|----------------------------------|--|--|
| 64-91                            | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Count by 1’s, 5’s and 10’s</li> <li>• Reads and writes numbers to 31</li> <li>• Orders 1- and 2- digit numbers</li> <li>• Use concrete and pictorial models to show addition and subtraction</li> <li>• Use concrete and pictorial models to show multiplication and division</li> <li>• Acts out story problems</li> <li>• Divides a set of objects into equal groups</li> <li>• Identifies half of a whole</li> <li>• Divides a shape in half</li> <li>• Identifies and counts pennies, nickels and dimes</li> </ul> <p>Patterns, Algebra and Functions</p> <ul style="list-style-type: none"> <li>• Identifies, reads and extends repeating and continuing color patterns</li> <li>• Reads and extends a shape pattern</li> <li>• Identifies the missing shape in a matrix</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Solves spatial problems</li> <li>• Identifies and sorts common geometric shapes by attribute (shape, color, size)</li> <li>• Makes and covers designs on a geoboard, tangrams and pattern blocks</li> </ul> | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Count by ones to at least 20.</li> <li>• Match quantities up to at least 10 with numerals and words.</li> <li>• Identify positions of objects in sequences (e.g., first, second) up to fifth.</li> <li>• Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than), and order numbers.</li> <li>• Understands the concept of whole and half</li> <li>• Identify US coins by name</li> <li>• Use objects and drawings to model and solve related addition and subtraction problems to ten.</li> </ul> <p>Patterns, Relations and Algebra</p> <ul style="list-style-type: none"> <li>• Identify the attributes of objects as a foundation for sorting and classifying, e.g., a red truck, a red block, and a red ball share the attribute of being red; a square block, a square cracker, and a square book share the attribute of being square shaped.</li> <li>• Sort and classify objects by color, shape, size, number, and other properties.</li> <li>• Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes, e.g., ABABAB....</li> <li>• Count by fives and tens at least up to 50.</li> </ul> <p>Geometry</p> |

\*Based on Core Knowledge Sequence©

| <b>Saxon Mathematics Lessons</b> | <b>Mathematics Skills</b>   | <b>MASSACHUSETTS CURRICULAR FRAMEWORKS</b>  |
|----------------------------------|---|---|
|                                  | <ul style="list-style-type: none"> <li>• Creates congruent shapes and designs</li> <li>• Identifies similar shapes</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Compares objects by length</li> <li>• Measures using nonstandard units</li> <li>• Orders objects by length</li> <li>• Compares the capacity of containers</li> <li>• Identifies and uses measuring cups and spoons</li> <li>• Identifies quarts</li> <li>• Follow a recipe and measures</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Graphs a picture on a pictograph</li> <li>• Identifies most and fewest on a graph</li> </ul> | <ul style="list-style-type: none"> <li>• Name, describe, sort, and draw simple two-dimensional shapes.</li> <li>• Describe attributes of two-dimensional shapes, e.g., number of sides, number of corners.</li> <li>• Name and compare three-dimensional shapes</li> <li>• Identify positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions.</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language, e.g., longer, taller, shorter, same length; heavier, lighter, same weight; holds more, holds less, holds the same amount.</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.</li> </ul> |

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| <b>Saxon Mathematics Lessons</b> | <b>Mathematics Skills</b>  | <b>MASSACHUSETTS CURRICULAR FRAMEWORKS</b>   |
|----------------------------------|--|--|
| 91-112                           | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Identifies doubles</li> <li>• Use concrete and pictorial models to show addition and subtraction</li> <li>• Acts out story problems</li> <li>• Identifies half of a whole</li> <li>• Divides a shape in half</li> <li>• Identifies and counts pennies, nickels and dimes</li> <li>• Pays for items using pennies, nickels and dimes</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Solves spatial problems</li> <li>• Identifies and sorts common geometric shapes by attribute (shape, color, size)</li> <li>• Makes and covers designs using tangrams</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Identifies seasons</li> <li>• Compares objects by weight</li> <li>• Orders objects by size</li> <li>• Compares the sizes of objects</li> <li>• Area-covers designs</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Graphs a picture on a pictograph</li> </ul> | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Match quantities up to at least 10 with numerals and words.</li> <li>• Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than), and order numbers.</li> <li>• Understands the concept of whole and half</li> <li>• Identify US coins by name</li> <li>• Use objects and drawings to model and solve related addition and subtraction problems to ten.</li> </ul> <p>Patterns, Relations and Algebra</p> <ul style="list-style-type: none"> <li>• Identify the attributes of objects as a foundation for sorting and classifying, e.g., a red truck, a red block, and a red ball share the attribute of being red; a square block, a square cracker, and a square book share the attribute of being square shaped.</li> <li>• Sort and classify objects by color, shape, size, number, and other properties.</li> <li>• Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes, e.g., ABABAB....</li> <li>• Count by fives and tens at least up to 50.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Name, describe, sort, and draw simple two-dimensional shapes.</li> <li>• Describe attributes of two-dimensional shapes, e.g., number of sides, number of corners.</li> <li>• Name and compare three-dimensional shapes</li> <li>• Identify positions of objects in space, and use appropriate</li> </ul> |

\*Based on Core Knowledge Sequence©

| <b>Saxon Mathematics Lessons</b> | <b>Mathematics Skills</b>   | <b>MASSACHUSETTS CURRICULAR FRAMEWORKS</b>   |
|----------------------------------|---|--|
|                                  | <ul style="list-style-type: none"> <li>• Sorts objects and identifies a sorting rule</li> </ul> | <p>language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions.</p> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language, e.g., longer, taller, shorter, same length; heavier, lighter, same weight; holds more, holds less, holds the same amount.</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.</li> </ul> |

| <b>Saxon Mathematics Lessons</b> | <b>Mathematics Skills</b>   | <b>MASSACHUSETTS CURRICULAR FRAMEWORKS</b>  |
|----------------------------------|---|---|
| 1-30 (G 1)                       | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Count by 1's, 2's, 5's 10's and 100's</li> <li>• Matches sets and numbers</li> <li>• Writes numerals 0-9</li> <li>• Reads and writes numbers to 122</li> <li>• Compares 1- and 2- digit numbers</li> <li>• Orders 1- and 2- digit numbers</li> <li>• Represents equivalent forms of the same number</li> <li>• Identifies ordinal position</li> <li>• Shows the meaning of addition and</li> </ul> | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.</li> <li>• Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.</li> <li>• Identify and represent common fractions (1/2, 1/3, 1/4) as parts of wholes, parts of groups, and numbers on the number line.</li> <li>• Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation, e.g., 69¢, \$1.35.</li> </ul> |

\*Based on Core Knowledge Sequence©

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|--|---|--|
|  | <p>subtraction</p> <ul style="list-style-type: none"> <li>• Acts out, draws and writes number sentences to show addition and subtraction</li> <li>• Masters addition facts to 18</li> <li>• Solves problems involving addition and subtraction</li> <li>• Identifies fractional parts of a whole</li> <li>• Identifies and knows the value of coins</li> <li>• Counts money</li> </ul> <p>Patterns, Algebra and Functions</p> <ul style="list-style-type: none"> <li>• Identifies the missing shape in a repeating pattern</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Identifies and describes geometric figures</li> <li>• Identifies and sorts geometric figures by attribute</li> <li>• Identifies angles and sides of a polygon</li> <li>• Identifies right and left</li> <li>• Gives and follows directions about location</li> <li>• Arranges and describes objects in space</li> <li>• Identifies first, last, between and middle</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Identifies date</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).</li> <li>• Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.</li> </ul> <p>Patterns, Relations and Algebra</p> <ul style="list-style-type: none"> <li>• Skip count by twos, fives, and tens up to at least 50, starting at any number</li> <li>• Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides.</li> <li>• Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Identify parts of the day (e.g., morning, afternoon, evening), week,</li> </ul> |
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|  |  |  |
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|  | <ul style="list-style-type: none"> <li>• Identifies days of the week and months of the year.</li> <li>• Identifies morning, afternoon, evening and night</li> <li>• Identifies seasons</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Graphs a picture on a pictograph</li> <li>• Identifies most and fewest on a graph</li> <li>• Graphs data on a bar graph</li> <li>• Sorts and classifies objects</li> </ul> | <p>month, and calendar.</p> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.</li> <li>• Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.</li> </ul> |
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| <b>Saxon Mathematics Lessons</b> | <b>Mathematics Skills</b>  | <b>MASSACHUSETTS CURRICULAR FRAMEWORKS</b>  |
|----------------------------------|--|---|
| 31-65                            | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Count by 1's, 2's, 5's 10's and 100's</li> <li>• Reads and writes numbers to 122</li> <li>• Orders 1- and 2- digit numbers</li> <li>• Identifies place value in numbers to 1,000</li> <li>• Represents 2- and 3- digit numbers using concrete materials and pictures</li> <li>• Writes numbers using words</li> <li>• Shows the meaning of addition and subtraction</li> <li>• Acts out, draws and writes number sentences to show addition and subtraction</li> <li>• Identifies odd and even numbers</li> </ul> | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.</li> <li>• Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.</li> <li>• Identify and represent common fractions (1/2, 1/3, 1/4) as parts of wholes, parts of groups, and numbers on the number line.</li> <li>• Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation, e.g., 69¢, \$1.35.</li> <li>• Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more),</li> </ul> |

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|  |  |  |
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|  | <ul style="list-style-type: none"> <li>• Masters subtraction facts to 18</li> <li>• Identifies one more than a number</li> <li>• Identifies one less than a number</li> <li>• Solves problems involving addition and subtraction</li> <li>• Identifies fractional parts of a whole</li> <li>• Identifies and knows the value of coins</li> <li>• Counts money</li> </ul> <p>Patterns, Algebra and Function</p> <ul style="list-style-type: none"> <li>• Identifies the missing number in a sequence</li> <li>• Identifies the missing shape or design in a repeating pattern.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Solves spatial problems</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Identifies morning, afternoon, evening and night</li> <li>• Identifies days of the week and months of the year.</li> <li>• Identifies seasons</li> <li>• Tells and shows time to the hour and half hour</li> <li>• Solves problems using a calendar</li> <li>• Estimates length</li> <li>• Measures length using non-standard units</li> <li>• Compares and orders objects by length</li> <li>• Compares objects by weight</li> </ul> | <p>equalizing (how many more are needed to make these equal), and separation (how much remaining).</p> <ul style="list-style-type: none"> <li>• Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.</li> <li>• Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements.</li> </ul> <p>Patterns, Relations and Algebra</p> <ul style="list-style-type: none"> <li>• Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Predict the results of putting shapes together and taking them apart.</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Identify parts of the day (e.g., morning, afternoon, evening), week, month, and calendar.</li> <li>• Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.</li> <li>• Compare the length, weight, area, and volume of two or more objects by using direct comparison.</li> <li>• Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.</li> <li>• Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.</li> <li>• Make and use estimates of measurement, including time, volume, weight, and area.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Weighs objects using non-standard units</li> <li>• Estimates capacity</li> <li>• Compares and orders containers by capacity</li> <li>• Measures capacity using standard units</li> <li>• Follows a recipe and measures</li> </ul> |   |
|  | <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Graphs data on a bar graph</li> <li>• Sorts and makes real graph</li> <li>• Draws and reads a bar graph</li> </ul>   | <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Use interviews, surveys, and observations to gather data about themselves and their surroundings.</li> <li>• Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.</li> </ul> |

| <b>Saxon Mathematics Lessons</b> | <b>Mathematics Skills</b>  | <b>MASSACHUSETTS CURRICULAR FRAMEWORKS</b>  |
|----------------------------------|--|---|
| 66-100                           | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Count by 1's, 2's, 5's 10's and 100's</li> <li>• Matches sets and numbers</li> <li>• Reads and writes numbers to 122</li> <li>• Compares 1- and 2- digit numbers</li> <li>• Orders 1- and 2- digit numbers</li> <li>• Identifies place value in numbers to 1,000</li> <li>• Estimates and counts collections</li> <li>• Renames numbers using regrouping</li> <li>• Shows the meaning of addition and subtraction</li> <li>• Identifies addends and sums</li> </ul> | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.</li> <li>• Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.</li> <li>• Identify and represent common fractions (1/2, 1/3, 1/4) as parts of wholes, parts of groups, and numbers on the number line.</li> <li>• Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation, e.g., 69¢, \$1.35.</li> <li>• Demonstrate an understanding of various meanings of addition and</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Identifies and uses commutative and associative properties</li> <li>• Masters addition and subtraction facts to 18</li> <li>• Identifies missing addends</li> <li>• Identifies ten more than a number</li> <li>• Adds 2-digit numbers without regrouping</li> <li>• Adds 2-digit numbers with regrouping</li> <li>• Identifies fractional parts of a whole</li> <li>• Identifies and knows the value of coins</li> <li>• Counts money</li> <li>• Writes money amounts using symbols</li> <li>• Selects coins for a given amount</li> </ul> <p>Patterns, Algebra and Functions</p> <ul style="list-style-type: none"> <li>• Identifies the missing number in a sequence</li> <li>• Identifies the missing shape or design in a repeating pattern.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Identifies and creates congruent shapes and designs</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Identifies days of the week and months of the year.</li> <li>• Tells and shows time to the hour and half hour</li> <li>• Solves problems using a calendar</li> <li>• Measures length using customary units</li> </ul> | <p>subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).</p> <ul style="list-style-type: none"> <li>• Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.</li> </ul> <p>Patterns, Relations and Algebra</p> <ul style="list-style-type: none"> <li>• Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.</li> <li>• Construct and solve open sentences that have variables, e.g., <math>\square + 7 = 10</math>.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Recognize congruent shapes</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Identifies parts of the day (e.g. morning, afternoon, evening, night), week, month and calendar</li> <li>• Tell time at quarter-hour intervals on analog and digital clocks using am and pm</li> </ul> |
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\*Based on Core Knowledge Sequence©

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|  | <p>(nearest inch and foot)</p> <ul style="list-style-type: none"> <li>• Draws line segments using customary units to the nearest inch</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Draws and reads a bar graph</li> <li>• Tallies</li> <li>• Sorts and classifies objects</li> </ul> | <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.</li> <li>• Use interviews, surveys, and observations to gather data about themselves and their surroundings.</li> </ul> |
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| Saxon Mathematics Lessons | Mathematics Skills   | MASSACHUSETTS CURRICULAR FRAMEWORKS  |
|---------------------------|--|--|
| 101-135                   | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Reads and writes numbers to 122</li> <li>• Compares 1- and 2- digit numbers</li> <li>• Identifies place value in numbers to 1,000</li> <li>• Represents 2- and 3- digit numbers using concrete materials and pictures</li> <li>• Estimates and counts collections</li> <li>• Identifies dozen and half dozen</li> <li>• Shows the meaning of addition and subtraction</li> <li>• Divides a set of objects into equal groups</li> <li>• Masters addition and subtraction facts to 18</li> <li>• Estimates a sum</li> <li>• Adds three single-digit numbers</li> <li>• Identifies ten less than a number</li> <li>• Subtracts 2- digit numbers without</li> </ul> | <p>Number Sense</p> <ul style="list-style-type: none"> <li>• Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.</li> <li>• Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.</li> <li>• Identify and represent common fractions (<math>1/2</math>, <math>1/3</math>, <math>1/4</math>) as parts of wholes, parts of groups, and numbers on the number line.</li> <li>• Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation, e.g., 69¢, \$1.35.</li> <li>• Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).</li> <li>• Understand and use the inverse relationship between addition and</li> </ul> |

\*Based on Core Knowledge Sequence©

|  |   |  |
|--|---|--|
|  | <p>regrouping</p> <ul style="list-style-type: none"> <li>• Checks subtraction answers using addition</li> <li>• Identifies fractional parts of a whole</li> <li>• Identifies fractional part of a set</li> <li>• Finds half of a set of objects</li> <li>• Identifies and knows the value of coins</li> <li>• Counts money</li> <li>• Writes money amounts using symbols</li> </ul> <p>Patterns, Algebra and Functions</p> <ul style="list-style-type: none"> <li>• Identifies the missing number in a sequence</li> <li>• Identifies the missing shape or design in a repeating pattern.</li> <li>• Uses comparison symbols (&lt;,&gt;, and =)</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Identifies and describes 3-dimensional geometric objects</li> <li>• Identifies and describes geometric figures</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Identifies seasons</li> <li>• Identifies days of the week and months of the year</li> <li>• Orders events by time</li> <li>• Solves problems using a calendar</li> <li>• Reads a Fahrenheit thermometer to the nearest 10 degrees</li> <li>• Identifies cold, cool, warm, hot temperatures</li> </ul> | <p>subtraction to solve problems and check solutions.</p> <ul style="list-style-type: none"> <li>• Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.</li> <li>• Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (&lt;, =, &gt;).</li> </ul> <p>Patterns, Relations and Algebra</p> <ul style="list-style-type: none"> <li>• Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.</li> <li>• Construct and solve open sentences that have variables, e.g., <math>\square + 7 = 10</math>.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Name and compare three-dimensional shapes</li> <li>• Identify positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions.</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Identify parts of the day (e.g., morning, afternoon, evening), week, month, and calendar.</li> <li>• Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.</li> <li>• Compare the length, weight, area, and volume of two or more objects by using direct comparison.</li> <li>• Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.</li> </ul> |
|--|---|--|

\*Based on Core Knowledge Sequence©

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|  | <ul style="list-style-type: none"> <li>• Measures using nonstandard units</li> <li>• Compares and orders objects by length</li> <li>• Measures length using metric units to nearest centimeter</li> <li>• Measures length using customary units (nearest inch and foot)</li> <li>• Draw line segments using metric units (nearest centimeter)</li> <li>• Estimates capacity</li> <li>• Measures capacity using standard units</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Graphs data on a bar graph</li> <li>• Writes observations about a graph</li> <li>• Describes the likelihood of an event</li> <li>• Predicts the outcome of a probability experiment</li> <li>• Conducts a probability experiment</li> </ul> | <ul style="list-style-type: none"> <li>• Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.</li> <li>• Make and use estimates of measurement, including time, volume, weight, and area.</li> </ul> <p>Data Analysis, Statistics and Probability</p> <ul style="list-style-type: none"> <li>• Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.</li> <li>• Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.</li> <li>• Decide which outcomes of experiments are most likely.</li> </ul> |
|--|--|--|

**History and Geography**- The goal of History and Geography in Kindergarten is to broaden each child’s focus on the world around them. The school fosters curiosity and the beginnings of understanding of the larger world outside of the child’s neighborhood and community. This is done through a variety of methods including story, drama, art, music, discussion etc. Beginning in Kindergarten, history covers topics pertaining to both world and American history providing a brief overview of major events and figures. Within the area of Geography students gain a spatial sense of the world through working with maps and globes, and begin building a geographic vocabulary.

| MONTH                     | CORE KNOWLEDGE CONTENT*   | MASSACHUSETTS CURRICULAR FRAMEWORKS  | ASSESSMENT Examples   |
|---------------------------|---|--|---|
| <b>August - September</b> | <p><i>Introduction of Maps/Spatial Sense</i></p> <ul style="list-style-type: none"> <li>• Overview of the Seven Continents</li> <li>• How to use maps and globes, what they represent</li> <li>• Atlantic and Pacific Oceans</li> <li>• North and South Poles</li> </ul> <p><i>Christopher Columbus</i></p> <ul style="list-style-type: none"> <li>• Early Exploration</li> <li>• Settlement</li> </ul> | <p>Learning Standard 1 - Chronology and Cause<br/>Students grasp the importance of individual action and character.</p> <p>Learning Standard 7 - Physical spaces of the earth<br/>Students know and locate the cardinal directions, poles, equator, hemispheres, continents &amp; other major geographic features of earth</p> <p>Learning Standard 8 - Places Regions of Earth<br/>Students locate their own community<br/>Students learn and locate major countries of the world</p> <p>Learning Standard 9: The Effects of Geography<br/>Students understand reasons why people move from one place to another.</p> | <p>Student creates a map of their bedroom and classroom</p> <p>Defines globe</p> <p>Locates oceans on a map</p> |
| <b>October</b>            | <p><i>The Seven Continents</i></p>  | <p>Learning Standard 7 - Physical spaces of the earth<br/>Students know and locate the cardinal directions, poles, equator, hemispheres, continents &amp; other major geographic features of earth</p>   | <p>Locates continents on a map</p> <p>Makes associations between continents and characteristic. (Example</p>    |

\*Based on Core Knowledge Sequence©

| MONTH                           | CORE KNOWLEDGE CONTENT*   | MASSACHUSETTS CURRICULAR FRAMEWORKS   | ASSESSMENT Examples   |
|---------------------------------|---|---|---|
|                                 |   |   | – penguins in Antarctica)   |
| <p><b>November-December</b></p> | <p><i>Early Exploration and Settlement</i></p> <ul style="list-style-type: none"> <li>• Thanksgiving Day Celebration</li> <li>• Pilgrims</li> </ul> <p><i>Native Americans</i></p> <ul style="list-style-type: none"> <li>• Ways of life of various tribes</li> </ul> <p><i>Community Workers</i></p> | <p>Learning Standard 1 - Chronology and Cause<br/>Students grasp the importance of individual action and character.</p> <p>Learning Standard 9: The Effects of Geography<br/>Students understand reasons why people move from one place to another.</p> <p>Learning Standard 10 – Human Alteration of the Environment<br/>Students learn native and non-native species in MA domesticated and wild.<br/>Describe natural resources of New England</p> <p>Learning Standards 11<br/>Students understand differences between work and play</p> <p>Learning Standard 12: Economic Reasoning<br/>They understand that price may be determined by bargaining</p> <p>Learning Standard 18 – Principles and Practices of the American Government<br/>Students identify patriotic symbols, pledges and documents</p> <p>Composition standard – Writing<br/>19.1 Draw pictures and/or letters or phonetically spelled words to tell a story<br/>19.2 Dictate sentences for a story and collaborate to put the sentences in chronological order</p> | <p>Participations in Stone Soup Feast</p> <p>Makes a canoe or teepee</p> <p>Designs and creates geometric pottery in art class</p> <p>Creates a community booklet</p> |

\*Based on Core Knowledge Sequence©

| MONTH                      | CORE KNOWLEDGE CONTENT*   | MASSACHUSETTS CURRICULAR FRAMEWORKS   | ASSESSMENT Examples  |
|----------------------------|---|---|--|
| <b>January</b>             | <p><i>Africa</i></p> <ul style="list-style-type: none"> <li>• Animal life</li> <li>• Location</li> <li>• Geography – Nile River, Grasslands</li> </ul> <p><i>North America</i></p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Geography – mountains, MA, USA</li> </ul>   | <p>Learning Standard 7 - Physical spaces of the earth<br/>Students know and locate the cardinal directions, poles, equator, hemispheres, continents &amp; other major geographic features of earth</p> <p>Learning Standard 8 - Places Regions of Earth<br/>Students locate their own community<br/>Students learn and locate major countries of the world</p> <p>Learning Standard 18 – Principles and Practices of the American Government<br/>Students identify patriotic symbols, pledges and documents</p>                 | <p>Students locate Africa on a map</p> <p>Students identify animals of the African grasslands</p> <p>Students locate USA on a map</p>  |
| <b>February/<br/>March</b> | <p><i>Presidents Past and Present</i></p> <ul style="list-style-type: none"> <li>• George Washington</li> <li>• Abraham Lincoln</li> <li>• Theodore Roosevelt</li> <li>• Thomas Jefferson</li> <li>• Current President</li> </ul> <p><i>Symbols and Figures</i></p> <ul style="list-style-type: none"> <li>• US Flag</li> <li>• Mount Rushmore</li> <li>• Statue of Liberty</li> <li>• The White House</li> <li>• Bald Eagle</li> <li>• Lincoln Memorial</li> </ul> | <p>Learning Standard 16 – Authority, Responsibility and Power<br/>Students learn school and class rules<br/>Learn individual responsibilities</p> <p>Learning Standard 18 – Principles and Practices of the American Government<br/>Students identify patriotic symbols, pledges and documents</p> <p>Composition standard – Writing<br/>19.1 Draw pictures and/or letters or phonetically spelled words to tell a story<br/>19.2 Dictate sentences for a story and collaborate to put the sentences in chronological order</p> | <p>Students write “If I were President...” story.</p> <p>Student recites the Pledge of Allegiance</p> <p>Identifies presidents, flag, Statue of Liberty, The White House</p> <p>Students make President Book using coin rubbings and facts</p> |

\*Based on Core Knowledge Sequence©

| MONTH                   | CORE KNOWLEDGE CONTENT*   | MASSACHUSETTS CURRICULAR FRAMEWORKS   | ASSESSMENT Examples  |
|-------------------------|---|---|--|
| <b>March/<br/>April</b> | <i>Asia</i> <ul style="list-style-type: none"> <li>• Animal life</li> <li>• Location</li> <li>• Geography – Japan, China, Europe</li> </ul>   | Learning Standard 7 - Physical spaces of the earth<br>Students know and locate the cardinal directions, poles, equator, hemispheres, continents & other major geographic features of earth<br><br>Learning Standard 8 - Places Regions of Earth<br>Students learn and locate major countries of the world | Students identify animals of Asia<br><br>Complete Map of Europe<br><br>Locate Asia on a map and globe  |
| <b>April/<br/>May</b>   | <i>Australia</i> <ul style="list-style-type: none"> <li>• Animal life</li> <li>• Location</li> <li>• Geography</li> </ul><br><i>Antarctica</i> <ul style="list-style-type: none"> <li>• Animal life</li> <li>• Location</li> <li>• Geography</li> </ul> | Learning Standard 7 - Physical spaces of the earth<br>Students know and locate the cardinal directions, poles, equator, hemispheres, continents & other major geographic features of earth<br><br>Learning Standard 8 - Places Regions of Earth<br>Students learn and locate major countries of the world | Complete Map of Antarctica and Australia<br><br>Create artwork depicting animal life of these continents – Penguin booklets and pictures<br><br>Locate Australia and Antarctica on a map and globe |
| <b>May</b>              | <i>South America</i> <ul style="list-style-type: none"> <li>• Animal life</li> <li>• Location</li> <li>• Geography</li> </ul>   | Learning Standard 7 - Physical spaces of the earth<br>Students know and locate the cardinal directions, poles, equator, hemispheres, continents & other major geographic features of earth<br><br>Learning Standard 8 - Places Regions of Earth<br>Students learn and locate major countries of the world | Complete Map of Antarctica and Australia<br><br>Locate South America on a map and globe  |
| <b>June</b>             | <i>Symbols and Figures</i><br><br><i>Democracy</i>  | Learning Standard 1 - Chronology and Cause<br>Students grasp the importance of individual action and character.   | Identify symbols of US and democracy   |

\*Based on Core Knowledge Sequence©

| MONTH | CORE KNOWLEDGE CONTENT* | MASSACHUSETTS CURRICULAR FRAMEWORKS   | ASSESSMENT Examples  |
|-------|-------------------------|---|--|
|       |                         | <p>Learning Standard 16 – Authority, Responsibility and Power<br/>                     Students learn school and class rules<br/>                     Learn individual responsibilities</p> <p>Learning Standard 18 – Principles and Practices of the American Government<br/>                     Students identify patriotic symbols, pledges and documents</p> | <p>Participate in Flag Day celebration</p> <p>Make patriotic decorations</p> <p>Create Betsy Ross booklets</p> |



\*Based on Core Knowledge Sequence©

**Science** Science instruction in kindergarten focuses on hands-on experiences and observation. Students will begin to develop scientific understanding and vocabulary, which will be expanded upon in subsequent years. Through reading aloud, observations, and varied activities, students will explore common characteristics and needs of plants, animals and humans. In addition, students will observe and describe weather patterns and the seasons.

| MONTH                     | CORE KNOWLEDGE CONTENT*  | MASSACHUSETTS CURRICULAR FRAMEWORKS   | ASSESSMENT Examples  |
|---------------------------|--|---|--|
| <b>August - September</b> | <p><i>Human Body – Taking care of your body</i></p> <ul style="list-style-type: none"> <li>• Germs</li> <li>• Healthy food</li> <li>• Exercise</li> </ul>              | <p>Life Science – Standard 1<br/>Recognize that animals including humans, and plants are living things that grow, reproduce and need food, air and water.</p> <p>LA Standards – Questioning, Listening<br/>2.1 contribute knowledge to class discussion in order to develop a topic for a class project</p> | <p>Students brush teeth appropriately</p> <p>Identify healthy food choices</p> |
| <b>October</b>            | <p><i>Human Body – Five senses</i></p> <ul style="list-style-type: none"> <li>• Sight</li> <li>• Hearing</li> <li>• Smell</li> <li>• Taste</li> <li>• Touch</li> </ul> | <p>Physical Science – Standard 1<br/>Sort objects by observable properties, size, shape, color, weight and texture</p> <p>Life Science – Standard 6<br/>Recognize that people and other animals interact with the environment through their sense of sight, hearing, touch, smell and taste.</p>            | <p>Use all 5 senses to describe something</p> <p>Create a “5 Senses” book</p>  |

\*Based on Core Knowledge Sequence©

| MONTH           | CORE KNOWLEDGE CONTENT*  | MASSACHUSETTS CURRICULAR FRAMEWORKS  | ASSESSMENT Examples  |
|-----------------|--|--|--|
| <b>November</b> | <p><i>Taking Care of the Earth</i></p> <ul style="list-style-type: none"> <li>• Conservation</li> <li>• Recycling</li> </ul>                                 | <p>Life Science – Standard 1<br/>Recognize that animals including humans, and plants are living things that grow, reproduce and need food, air and water.</p> <p>Life Science – Standard 2<br/>Differences between living and non-living things<br/>Group living and non-living things by characteristics they share</p> <p>LA Standards – Questioning, Listening<br/>2.1 contribute knowledge to class discussion in order to develop a topic for a class project</p> | <p>Categorize living and non-living things</p> <p>Follow recycling procedures at the school</p> <p>Discuss recycling and how to keep our environment clean</p> |
| <b>December</b> | <p><i>Introduction to Magnetism</i></p> <ul style="list-style-type: none"> <li>• Magnet use</li> <li>• Classify objects</li> </ul>                           | <p>Physical Science – Standard 1<br/>Sort objects by observable properties such as size, shape, color, weight, and texture</p> <p>LA Standards – Questioning, Listening<br/>2.1 contribute knowledge to class discussion in order to develop a topic for a class project</p>   | <p>Classify object according to whether or not magnets are attracted to nor</p>  |
| <b>January</b>  | <p><i>Animals and their Needs</i></p> <ul style="list-style-type: none"> <li>• Living and non-living things</li> <li>• Life cycle</li> <li>• Care</li> </ul> | <p>Life science – Standard 1<br/>Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.</p> <p>Life science – Standard 2<br/>Differentiate between living and nonliving things. Group both living and nonliving things according to the characteristics that they share.</p>  | <p>Students create collages of living and non living things</p> <p>Identify basic needs of animals</p>   |

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| MONTH           | CORE KNOWLEDGE CONTENT*  | MASSACHUSETTS CURRICULAR FRAMEWORKS   | ASSESSMENT Examples  |
|-----------------|--|---|--|
|                 |  | <p>Life science – Standard 3<br/>Recognize that plants and animals have life cycles, and that life cycles vary for different living things.</p> <p>Life science – Standard 4<br/>Describe ways in which many plants and animals closely resemble their parents in observed appearance.</p> <p>Life Science – Standard 8<br/>Identify the ways in which an organism’s habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).</p> | <p>Can describe the life cycle of an animal</p> <p>Describes ways that people provide care for pets</p>  |
| <b>February</b> | <p><i>Science Biographies</i></p> <ul style="list-style-type: none"> <li>• Jane Goodall</li> </ul>   | <p>Life Science – Standard 8<br/>Identify the ways in which an organism’s habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).</p>  | <p>Describe contribution that Jane Goodall made to animals in Africa</p>   |
| <b>March</b>    | <p><i>Weather and Seasons</i></p> <ul style="list-style-type: none"> <li>• Four seasons</li> <li>• Sun</li> <li>• Daily weather changes</li> <li>• Weather vocabulary</li> </ul> | <p>Earth Science – Standard 3<br/>Describe the weather changes from day to day and over the seasons</p> <p>Earth Science – Standard 4<br/>Recognize that the sun supplies heat and light to the earth and is necessary for life.</p> <p>Earth Science – Standard 5<br/>Identify some events around us that have repeating patterns,</p>   | <p>Student maintains daily weather chart</p> <p>Student graphs weather patterns</p> <p>Identifies four seasons and characteristics of each</p> |

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| MONTH        | CORE KNOWLEDGE CONTENT*   | MASSACHUSETTS CURRICULAR FRAMEWORKS   | ASSESSMENT Examples   |
|--------------|---|---|---|
|              |   | including the seasons of the year, day and night.<br>Life Science – Standard 7<br>Recognize changes in appearance that animals and plants go through as the seasons change.   |   |
| <b>April</b> | <i>Plants and Plant Growth</i> <ul style="list-style-type: none"> <li>• Parts</li> <li>• Basic needs</li> <li>• Life cycle</li> </ul> | Life science – Standard 1<br>Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.<br><br>Life science – Standard 2<br>Differentiate between living and nonliving things. Group both living and nonliving things according to the characteristics that they share.<br><br>Life science – Standard 3<br>Recognize that plants and animals have life cycles, and that life cycles vary for different living things.<br><br>Life Science – Standard 8<br>Identify the ways in which an organism’s habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter). | Student plants seeds and cares for plant through growth process<br><br>Identifies needs of plants |
| <b>May</b>   | <i>Plants and Plant Growth</i> <ul style="list-style-type: none"> <li>• Farming</li> </ul>  | Life science – Standard 1<br>Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.<br><br>Life Science – Standard 8<br>Identify the ways in which an organism’s habitat provides for its  | Describe how farmers take care of crops<br><br>Identify technology used                           |

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| MONTH       | CORE KNOWLEDGE CONTENT*   | MASSACHUSETTS CURRICULAR FRAMEWORKS   | ASSESSMENT Examples       |
|-------------|---|---|---------------------------|
|             |   | basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).<br><br>Scientific Technology and Engineering -Engineering Design 2.1<br>Identify tools and simple machines used for a specific purpose, e.g., ramp, wheel, pulley, lever. | on farms                  |
|             |   |   |                           |
| <b>June</b> | <i>Scientific Biographies</i> <ul style="list-style-type: none"> <li>• The Wright Brothers</li> </ul> | Scientific Technology and Engineering – 1.3<br>Identify and describe the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.  | Construct balloon rockets |

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**Character Education** – The character education program at Mystic Valley Regional Charter School is literature based. Students listen to, read and discuss literature and how the stories exemplify the virtue of the month. The goal is to cultivate character through the promotion of basic moral, civic and intellectual virtues.<sup>2</sup>

| MONTH                            | CORE VIRTUE  | MASSACHUSETTS CURRICULAR FRAMEWORKS   | ASSESSMENT Examples          |
|----------------------------------|--|---|------------------------------|
| <p><b>August - September</b></p> | <p><i>Respect and Responsibility</i></p> <ul style="list-style-type: none"> <li>• Cinderella</li> <li>• The Ugly Duckling</li> <li>• The Tortoise and the Hare</li> <li>• Snow White and the Seven Dwarfs</li> <li>• The Lion and the Mouse</li> <li>• Grasshopper and the Ants</li> </ul> | <p>Language Standard – Discussion<br/>1.1 Follow agreed upon rules for discussion</p> <p>Reading and Literature Standard –Theme<br/>11.1 Relate themes in works of fiction and nonfiction to personal experience</p> <p>Reading and Literature Standard –Fiction<br/>12.1 Identify the elements of plot, character and setting in a favorite story</p> <p>Reading and Literature Standard –Nonfiction<br/>13.1 Identify and use knowledge of common textual features (title, heading, key words, table of contents)</p> <p>13.2 Identify and use knowledge of common graphic features (illustrations)</p> | <p>Create respect flower</p> |

<sup>2</sup> Klee, Mary Beth; Core Virtues 2000  
\*Based on Core Knowledge Sequence©

| MONTH           | CORE VIRTUE  | MASSACHUSETTS CURRICULAR FRAMEWORKS   | ASSESSMENT<br>Examples   |
|-----------------|--|---|--|
| <b>October</b>  | <p><i>Honesty</i></p> <ul style="list-style-type: none"> <li>• Tug of War – African Folktale</li> <li>• George Washington and the Cherry Tree</li> <li>• The Boy Who Cried Wolf</li> <li>• The Honest Woodsman</li> <li>• Pinocchio</li> </ul> | <p>Language Standard – Discussion<br/>1.1 Follow agreed upon rules for discussion</p> <p>Reading and Literature Standard –Theme<br/>11.1 Relate themes in works of fiction and nonfiction to personal experience</p> <p>Reading and Literature Standard –Fiction<br/>12.1 Identify the elements of plot, character and setting in a favorite story</p> <p>Composition Standard – standard English<br/>22.1 Print upper and lower case letters of the alphabet</p> | <p>Contribute to the class honesty book</p>  |
| <b>November</b> | <p><i>Gratitude</i></p> <ul style="list-style-type: none"> <li>• Stone Soup</li> <li>• Pilgrims First Thanksgiving</li> <li>• Circle of Thanks</li> </ul>  | <p>Language Standard – Discussion<br/>1.1 Follow agreed upon rules for discussion</p> <p>Reading and Literature Standard –Theme<br/>11.1 Relate themes in works of fiction and nonfiction to personal experience</p> <p>Reading and Literature Standard –Fiction<br/>12.1 Identify the elements of plot, character and setting in a favorite story</p>  | <p>Create Gratitude placemat</p> <p>Make Stone Soup</p> <p>Design and create a hat to represent the First Thanksgiving</p> |
| <b>December</b> | <p><i>Kindness</i></p> <ul style="list-style-type: none"> <li>• Mary Had a Little Lamb</li> </ul>  | <p>Language Standard – Discussion<br/>1.1 Follow agreed upon rules for discussion</p>   |  |

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| MONTH                 | CORE VIRTUE  | MASSACHUSETTS CURRICULAR FRAMEWORKS  | ASSESSMENT<br>Examples   |
|-----------------------|--|--|--|
|                       | <p><i>Core Saying</i> – “Do unto others as you would have them do unto you”</p>  | <p>Reading and Literature Standard –Theme<br/>11.1 Relate themes in works of fiction and nonfiction to personal experience</p> <p>Reading and Literature Standard –Fiction<br/>12.1 Identify the elements of plot, character and setting in a favorite story</p> <p>Composition Standard – standard English<br/>22.1 Print upper and lower case letters of the alphabet</p> <p>Composition Standard – - Writing<br/>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story<br/>19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.</p> <p>Language Standard- Oral presentation<br/>3.1 Give oral presentations about personal experience or interests, using clear enunciation and volume.<br/>3.2 Maintain focus on topic</p> | <p>Contribute to the Giving Tree bulletin board</p> <p>Write Kindness cards</p> <p>Share orally examples of kindness they have witnessed at school</p> |
| <p><b>January</b></p> | <p><i>Perseverance</i></p> <ul style="list-style-type: none"> <li>• The Little Red Hen</li> <li>• The Three Little Pigs</li> <li>• The Velveteen Rabbit</li> </ul> <p><i>Core Sayings</i><br/>“Where there’s a will there’s a way”</p> | <p>Language Standard – Discussion<br/>1.1 Follow agreed upon rules for discussion</p> <p>Reading and Literature Standard –Theme<br/>11.1 Relate themes in works of fiction and nonfiction to personal experience</p>   | <p>Create perseverance headbands</p>   |

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| MONTH           | CORE VIRTUE   | MASSACHUSETTS CURRICULAR FRAMEWORKS  | ASSESSMENT<br>Examples  |
|-----------------|---|--|---|
|                 | "Practice makes perfect"  | Reading and Literature Standard –Fiction<br>12.1 Identify the elements of plot, character and setting in a favorite story  |   |
| <b>February</b> | <p><i>Courage</i></p> <ul style="list-style-type: none"> <li>• Arthur Meets the President</li> <li>• Arthur Goes to Camp</li> <li>• The Little Hero of Holland</li> </ul> | <p>Language Standard – Discussion<br/>1.1 Follow agreed upon rules for discussion</p> <p>Reading and Literature Standard –Theme<br/>11.1 Relate themes in works of fiction and nonfiction to personal experience</p> <p>Reading and Literature Standard –Fiction<br/>12.1 Identify the elements of plot, character and setting in a favorite story</p> <p>Composition Standard – standard English<br/>22.1 Print upper and lower case letters of the alphabet</p> <p>Composition Standard – - Writing<br/>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story<br/>19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.</p> | <p>Students illustrate a time when they demonstrated courage</p> <p>Create Presidential Puppets</p> |
| <b>March</b>    | <p><i>Self-Control</i></p> <ul style="list-style-type: none"> <li>• Alexander Who Use to be Rich Last Sunday</li> <li>• Farmer Duck</li> <li>• Hey Al</li> </ul>          | <p>Language Standard – Discussion<br/>1.1 Follow agreed upon rules for discussion</p> <p>Reading and Literature Standard –Theme<br/>11.1 Relate themes in works of fiction and nonfiction to personal experience</p>   | <p>Create a self portrait</p>   |

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| MONTH        | CORE VIRTUE  | MASSACHUSETTS CURRICULAR FRAMEWORKS  | ASSESSMENT<br>Examples                              |
|--------------|--|--|---|
|              | <i>Core Sayings</i><br>“Better safe than sorry”<br>“Look before you leap”  | Reading and Literature Standard –Fiction<br>12.1 Identify the elements of plot, character and setting in a favorite story  |   |
| <b>April</b> | <i>Generosity</i> <ul style="list-style-type: none"> <li>• The Rainbow Fish</li> <li>• The Selfish Giant</li> <li>• A Chair for My Mother</li> <li>• Kindness to Animals</li> </ul><br><i>Core Sayings</i><br>“Great oaks from little acorns grow” | Language Standard – Discussion<br>1.1 Follow agreed upon rules for discussion<br><br>Reading and Literature Standard –Theme<br>11.1 Relate themes in works of fiction and nonfiction to personal experience<br><br>Reading and Literature Standard –Fiction<br>12.1 Identify the elements of plot, character and setting in a favorite story | Create their own rainbow fish<br><br>Design a chair |
| <b>May</b>   | <i>Forgiveness</i> <ul style="list-style-type: none"> <li>• Ms. Nelson is Missing</li> <li>• Amazing Grace</li> <li>• Bootsie Barker Bites</li> <li>• The Color of Family</li> <li>• Best Friend Wanted</li> </ul>                                 | Language Standard – Discussion<br>1.1 Follow agreed upon rules for discussion<br><br>Reading and Literature Standard –Theme<br>11.1 Relate themes in works of fiction and nonfiction to personal experience<br><br>Reading and Literature Standard –Fiction<br>12.1 Identify the elements of plot, character and setting in a favorite story | Contribute to the best friend bulletin board        |
| <b>June</b>  | <i>Wonder – Hope</i>   | Composition Standard – standard English<br>22.1 Print upper and lower case letters of the alphabet<br><br>Composition Standard – - Writing   | Contribute to the classroom book of Hope            |

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| MONTH | CORE VIRTUE | MASSACHUSETTS CURRICULAR FRAMEWORKS   | ASSESSMENT<br>Examples |
|-------|-------------|---|------------------------|
|       |             | 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story<br>19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence. |                        |

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**Library**– Kindergarteners come to Library class to learn how to handle books appropriately, recognize popular authors and illustrators of books, practice their reading skills and encourage shared reading at home.

| MONTH                         | CORE KNOWLEDGE/<br>TOPIC   | MASSACHUSETTS CURRICULAR FRAMEWORKS   | Activity<br>Examples  |
|-------------------------------|--|---|---|
| <b>August -<br/>September</b> | Responsibility for school property<br>Caring for books<br><br><i>Mother Goose Poetry</i> <ul style="list-style-type: none"> <li>• Jack and Jill</li> <li>• Hickory Dickory Dock</li> <li>• Little Miss Muffit</li> <li>• Old King Cole</li> <li>• There was an Old Lady</li> <li>• Three Blind Mice</li> </ul> | Language Standard – Discussion<br>1.1 Follow agreed upon rules for discussion<br><br>Reading and Literature standard – Poetry<br>14.1 Identify regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry<br><br>Reading and Literature standard – Myth, Traditional Narrative and Classical Literature<br>16.1 Identify familiar forms of traditional literature<br>16.2 Retell or dramatize traditional literature<br>16.3 Identify and predict recurring phrases | Students recreate Mother Goose stories using felt boards.<br><br>Create “Leo the Library Mouse” book care booklets. |
| <b>October</b>                | <i>Fairy Tales</i> <ul style="list-style-type: none"> <li>• Cinderella</li> <li>• Little Red Riding Hood</li> </ul>  | Reading and Literature standard – Myth, Traditional Narrative and Classical Literature<br>16.1 Identify familiar forms of traditional literature<br>16.3 Identify and predict recurring phrases   | Identify leaves<br><br>Select books to share at home  |
| <b>November</b>               | <i>Poetry by Robert Louis Stevenson</i> <ul style="list-style-type: none"> <li>• Happy Thought</li> <li>• Rain</li> <li>• Time to Rise</li> </ul> <i>Sayings and Phrases</i>   | Reading and Literature standard – Poetry<br>14.1 Identify regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry  | Create finger puppets of Native Americans and Pilgrims  |

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| MONTH           | CORE KNOWLEDGE/<br>TOPIC  | MASSACHUSETTS CURRICULAR FRAMEWORKS  | Activity<br>Examples   |
|-----------------|---|--|--|
|                 | “Look before you leap”<br>“Great oaks from little acorns grow”  |  |  |
| <b>December</b> | <i>Poetry by Jack Prelutsky</i> <ul style="list-style-type: none"> <li>• I Do Not Mind You Winter Wind</li> </ul> <i>General Poetry</i>                         | Language Standard – Discussion<br>1.1 Follow agreed upon rules for discussion<br><br>Reading and Literature standard – Poetry<br>14.1 Identify regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry        | Use alphabetical order<br><br>Participate in class read-alouds and discussions.        |
| <b>January</b>  | <i>Folk Tales</i>   | Reading and Literature standard – Myth, Traditional Narrative and Classical Literature<br>16.1 Identify familiar forms of traditional literature<br>16.2 Retell or dramatize traditional literature<br>16.3 Identify and predict recurring phrases | Select and recreate animals from folk tales in art project                             |
| <b>February</b> | <i>Aesop’s Fables</i> <ul style="list-style-type: none"> <li>• The Grasshopper and the Ant</li> <li>• The Dog and His Shadow</li> </ul> Valentine’s Day Stories | Language Standard – Discussion<br>1.1 Follow agreed upon rules for discussion<br><br>Reading and Literature standard – Myth, Traditional Narrative and Classical Literature<br>16.1 Identify familiar forms of traditional literature              | Create and deliver Valentines to local nursing homes.<br><br>Students dramatize fables |

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| MONTH           | CORE KNOWLEDGE/<br>TOPIC  | MASSACHUSETTS CURRICULAR FRAMEWORKS   | Activity<br>Examples  |
|-----------------|---|---|---|
| <b>March</b>    | <p><i>Nursery Rhymes</i></p> <ul style="list-style-type: none"> <li>• Rain, Rain Go away</li> <li>• Baa, Baa Black Sheep</li> <li>• It’s Raining, It’s Pouring</li> <li>• One, Two Buckle My Shoe</li> </ul> <p><i>Brothers Grimm</i></p> <ul style="list-style-type: none"> <li>• Bremen Town Musicians</li> </ul> <p><i>Japanese Folk Tales</i><br/>Momotaro: Peach Boy</p> | <p>Language Standard – Discussion<br/>1.1 Follow agreed upon rules for discussion</p> <p>Reading and Literature standard – Myth, Traditional Narrative and Classical Literature<br/>16.1 Identify familiar forms of traditional literature<br/>16.3 Identify and predict recurring phrases</p> <p>Reading and Literature standard – Poetry<br/>14.1 Identify regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry</p> | <p>Use alphabetical order to sort books.</p> <p>Participate in class read-alouds and discussions</p>  |
| <b>April</b>    | <p><i>Fiction Stories</i></p> <ul style="list-style-type: none"> <li>• The Velveteen Rabbit</li> <li>• King Midas and the Golden Touch</li> </ul>   | <p>Language Standard – Discussion<br/>1.1 Follow agreed upon rules for discussion</p> <p>Reading and Literature standard – Myth, Traditional Narrative and Classical Literature<br/>16.1 Identify familiar forms of traditional literature</p> <p>Reading and Literature Standard –Fiction<br/>12.1 Identify the elements of plot, character and setting in a favorite story</p>  | <p>Participate in class read-alouds and discussions</p> <p>Oral storytelling – students explain what would happen if their stuffed animal came to life.</p> |
| <b>May/June</b> | <p><i>Stories related to plants</i></p> <p><i>Stories related to Flag Day</i></p> <ul style="list-style-type: none"> <li>• John Philip Sousa</li> </ul>   | <p>Language Standard – Discussion<br/>1.1 Follow agreed upon rules for discussion</p> <p>Reading and Literature Standard –Theme<br/>11.1 Relate themes in works of fiction and nonfiction to</p>  | <p>Create mural of flag</p>   |

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| MONTH | CORE KNOWLEDGE/<br>TOPIC | MASSACHUSETTS CURRICULAR FRAMEWORKS  | Activity<br>Examples |
|-------|--------------------------|--|----------------------|
|       |                          | personal experience<br><br>Reading and Literature Standard –Fiction<br>12.1 Identify the elements of plot, character and setting in a favorite story |                      |

The following standards will be covered throughout the year during Library class:

**Reading and Literature Standard: Beginning Reading**

7.1 Demonstrate understanding of the forms and functions of written English:

- Recognize that printed materials provide information or entertaining stories
- Know how to handle a book and turn the pages
- Identify the covers and title pages of a book
- Recognize that in English, print moves from left to right across the page and from top to bottom
- Identify upper and lower case letters
- Recognize that written words are separated by spaces
- Recognize that sentences in print are made up of separate words

**Reading and Literature Standard – Genre**

- Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction and dramatic literature

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**Music and Visual Arts**- Music and the arts is an integral part of the curriculum focusing on creativity and active participation. Instruction is non-competitive and provides significant opportunities to sing, dance, listen to music, play act, listen to and read poetry, draw, paint, and create. In addition, children are also exposed to great pieces of art and music.

The following MA Frameworks will be addressed in Music and Art class throughout the year:

**Music Standard 3.4 Playing Instruments**

Echo and perform easy rhythmic melodic and choral patterns accurately and independently on rhythmic melodic and harmonic classroom instruments.

**Music Standard: Singing**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, timbre, clear diction and correct posture.
- 1.2 Sing expressively with appropriate dynamics, phrasing and interpretation.
- 1.4 Sing ostinatos, partner songs, rounds etc.

**Visual Arts Elements and Principles of Design**

- 2.1 For color, explore and experiment with the use of color in dry and wet media. Identify primary and secondary colors. Explore how color can convey mood and emotions.
- 2.2 For line, explore the use of line in 2 dimensional and 3 dimensional works; identify a variety of types of lines.
- 2.4 For shape and form, explore the use of shape and form in 2 dimensional and 3 dimensional works. Identify simple shapes of different sizes.

**Visual Arts Methods, Materials and Techniques**

- 1.1 Use a variety of materials and media and understand how to use them to produce different visual effects.
- 1.2 Create artwork in a variety of two-dimensional and three-dimensional media.
- 1.3 Learn and use appropriate vocabulary related to methods, materials and techniques.
- 1.4 Learn to take care of materials and tools and to use them safely.

| MONTH                            | MUSIC – Core Knowledge   | VISUAL ARTS Topics– Core Knowledge   |
|----------------------------------|--|--|
| <p><b>August / September</b></p> | <p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Rhythm, melody, harmony, timbre through body movements</li> <li>• Steady Beats</li> </ul> <p><i>Instrument Recognition - Guitar</i></p> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• I'm a Little Teapot</li> <li>• Oats, Peas, Beans and Barley Grow</li> <li>• Oh Do you know the Muffin Man?</li> <li>• Who Stole the Cookie From the Cookie Jar?</li> <li>• A Tisket, a Tasket</li> </ul> | <p><i>Earth and Maps</i></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Color - Warm and cool</li> <li>• Line and texture</li> <li>• Sculpture</li> </ul> <p>Art Work:</p> <ul style="list-style-type: none"> <li>• Paper mache globes</li> </ul>   |
| <p><b>October</b></p>            | <p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Rhythm, melody, harmony, timbre through body movements</li> <li>• Recognize beats with accents</li> </ul> <p><i>Instrument Recognition - Piano</i></p> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• Open Shut Them</li> <li>• Where is Thumbkin?</li> <li>• Are you Sleeping</li> <li>• Do your Ears Hang Low?</li> <li>• Head, Shoulders, Knees and Toes</li> </ul>                          | <p><i>Five Senses</i></p> <p>Topics: Texture Line</p> <ul style="list-style-type: none"> <li>• Straight</li> <li>• Zig-zag</li> <li>• Curves</li> <li>• Wavy</li> <li>• Thick</li> <li>• Thin</li> </ul> <p>Art works:</p> <ul style="list-style-type: none"> <li>• Frottage, rubbings</li> <li>• Sponge paintings inspired by music</li> <li>• Stick puppets and edible art</li> <li>• Textured self-portraits</li> </ul> |
| <p><b>November</b></p>           | <p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Rhythm, melody, harmony, timbre through body movements</li> </ul> <p><i>Instrument Recognition - Trumpet</i></p> <p><i>Songs</i></p>  | <p><i>Native American Art</i></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Sculpture</li> </ul>   |

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| MONTH           | MUSIC – Core Knowledge  | VISUAL ARTS Topics– Core Knowledge   |
|-----------------|---|--|
|                 | <ul style="list-style-type: none"> <li>• Songs for Holiday Show</li> </ul>  | <ul style="list-style-type: none"> <li>• Native American Art</li> <li>• Totem Poles</li> </ul> <p>Art Works:</p> <ul style="list-style-type: none"> <li>• Kachina Dolls</li> <li>• Patter, stamp printing</li> <li>• Cut paper blanket designs</li> <li>• Showing movement figure collage</li> </ul>                       |
| <b>December</b> | <p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Rhythm, melody, harmony, timbre through body movements</li> </ul> <p><i>Instrument Recognition - Flute</i></p> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• Songs for Holiday Show</li> </ul>  | <p><i>Feelings and Color</i></p> <p>Topic:</p> <ul style="list-style-type: none"> <li>• Color - Warm and cool</li> </ul> <p>Art Works:</p> <ul style="list-style-type: none"> <li>• Artwork shown and used in celebrations (banners, props)</li> <li>• Costuming</li> <li>• Printmaking</li> <li>• Color mixing</li> </ul> |
| <b>January</b>  | <p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Rhythm, melody, harmony, timbre through body movements</li> <li>• Discriminate between fast and slow</li> </ul> <p><i>Instrument Recognition - violin</i></p> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• Bear Went Over the Mountain</li> <li>• BINGO</li> <li>• Eensy- weensy spider</li> <li>• Five Little Ducks that I Once Knew</li> <li>• Five Little Monkeys Jumping on the Bed</li> </ul> | <p><i>Animals in Art</i></p> <p>Art Works:</p> <ul style="list-style-type: none"> <li>• Large scale paintings of their pets</li> <li>• Paper sculptures of rainforest animals</li> <li>• Environments for animal sculpture</li> <li>• Animal alphabet book</li> </ul>  |

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| MONTH           | MUSIC – Core Knowledge   | VISUAL ARTS Topics– Core Knowledge   |
|-----------------|--|--|
| <b>February</b> | <p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Rhythm, melody, harmony, timbre through body movements</li> <li>• Discriminate between differences in pitch</li> </ul> <p><i>Instrument Recognition - Drum</i></p> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• Here is the Beehive</li> <li>• Kookaburra</li> <li>• Oh Where, Oh Where Has My Little Dog Been?</li> <li>• Teddy Bear, Teddy Bear Turn Around</li> <li>• Teddy Bear’s Picnic</li> </ul>                                   | <p><i>African Art</i></p> <p>Art Works:</p> <ul style="list-style-type: none"> <li>Masks</li> <li>Embellishing</li> <li>Expressive movement /performance art</li> </ul>  |
| <b>March</b>    | <p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Rhythm, melody, harmony, timbre through body movements</li> <li>• Recognize short and long sounds</li> </ul> <p><i>Instrument Recognition – Discrimination of instruments</i></p> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• Here We Go Round the Mulberry Bush</li> <li>• The Hokey Pokey</li> <li>• Hush Little Baby</li> <li>• If You’re Happy and You Know It</li> <li>• Morning</li> <li>• In the Hall of Mountain King</li> </ul> | <p><i>Sculpture</i></p> <p>Art Works:</p> <ul style="list-style-type: none"> <li>• Mobiles (kinetic sculpture)</li> <li>• Treasure boxes</li> <li>• Textured yarn bowls</li> <li>• Found object sculpture</li> </ul> |
| <b>April</b>    | <p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Rhythm, melody, harmony, timbre through body movements</li> <li>• Recognize similarities and differences with phrases</li> </ul> <p><i>Instrument Recognition - Discrimination of instruments</i></p> <p><i>Songs</i></p>   | <p><i>Japanese/Chinese Art</i></p> <p>Art works:</p> <ul style="list-style-type: none"> <li>• Japanese brush paintings</li> <li>• Lanterns</li> <li>• Dragons</li> </ul>   |

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| MONTH       | MUSIC – Core Knowledge  | VISUAL ARTS Topics– Core Knowledge  |
|-------------|---|---|
|             | <ul style="list-style-type: none"> <li>• Row, Row, Row Your Boat</li> <li>• This Old Man</li> <li>• Twinkle, Twinkle Little Star</li> <li>• Wheels on the Bus</li> </ul> <p>March of the Toys <i>Songs</i></p>  | <ul style="list-style-type: none"> <li>• Nature study of flowers, watercolors</li> </ul>  |
| <b>May</b>  | <p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Rhythm, melody, harmony, timbre through body movements</li> <li>• Recognize differences between loud and quiet</li> </ul> <p><i>Instrument Recognition- Discrimination of instruments</i></p> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• The Farmer in the Dell</li> <li>• Old MacDonald</li> <li>• March of the Siamese Children</li> </ul> | <p><i>Aboriginal Art</i></p> <p>Art works:</p> <ul style="list-style-type: none"> <li>• Animal mural</li> <li>• Relief sculpture</li> <li>• Nature collage</li> <li>• Embellishing pouch</li> </ul> |
| <b>June</b> | <p><i>Elements of Music</i></p> <ul style="list-style-type: none"> <li>• Rhythm, melody, harmony, timbre through body movements</li> <li>• Sing accompanied, unaccompanied in unison</li> </ul> <p><i>Instrument Recognition – combination of instruments</i></p> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>• You Are My Sunshine</li> <li>• Grande Ole Flag</li> <li>• Carnival of the Animals</li> </ul>             | <p><i>South American Art</i></p> <p>Art works:</p> <ul style="list-style-type: none"> <li>• Fiber art: God’s eye</li> <li>• Shadow boxes</li> <li>• Pinwheels</li> </ul>                            |

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**Physical Education**– Students will participate in individual and group activities to increase awareness of the benefits of physical activity and fitness as well as how the body functions.

The following MA Frameworks will be addressed in Physical Education class throughout the year:

**Learning Standards: Physical Activity and Fitness (Physical Health Strand)**

*Motor Skill Development*

- 2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
- 2.2 Use a variety of manipulative (throwing, catching, striking), loco motor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-loco motor (twisting, balancing, extending) skills as individuals and in teams.
- 2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.

*Fitness*

- 2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
- 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle.
- 2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, rest, and recreation)

*Personal and Social Competency*

- 2.7 Demonstrate responsible personal and social conduct used in physical activity settings.

**Dance Learning Standard Movement Elements**

- 1.1 Identify and demonstrate basic locomotor and non-locomotor movements.
- 1.2 Develop strength, flexibility, balance and neuromuscular coordination.