

PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144

STEAM CURRICULUM GRADE K

QUARTER 1

GRADE K STEAM

ADOPTED AUGUST 2022

Project: Vehicle Design

There are many ways people get themselves and goods from place to place. A vehicle can be used to take people where they need to go. A vehicle can be a car, truck or bus. Most vehicles have wheels. Vehicles can be used to transport things we buy and sell and for other important jobs. You have been asked to make a vehicle that can be used for a very special need. You will be showing this vehicle to the head of design and production of an auto manufacturing company. An auto manufacturing company produces vehicles. Produce means to make something, you will be helping this company by showing them the vehicle you made.

Product- Illustration, Categorize, Chart/Pictograph, Collage, Vehicle Design, Presentation, Journal Prompt

STANDARDS				INSTRUCTIONAL RESOURCES	EXTENSIONS
READING	MATH	SCIENCE	SOCIAL SCIENCE		
<p>Common Core Standards: Literature Skills</p> <p>K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Introduce & Support)</p> <p>K.RL.2: With prompting and support, retell familiar stories, including key detail. (Introduce & Support)</p> <p>K.RL.3: With prompting and support, identify characters, settings and major events in a story. (Introduce & Support)</p> <p>K.RL.4: Ask and answer questions about unknown words in a text. (Introduce & Support)</p> <p>K.RL.5: Recognize common types of text (e.g., storybooks, poems) (Introduce & Support)</p> <p>K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Introduce & Support)</p> <p>K.RL.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). (Introduce & Support)</p>	<p>Common Core Standards for Mathematics</p> <p>Count to tell the number of objects.</p> <p>*Know numbers names and count sequence.</p> <p>K.CC. B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.B.4.a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (Product-Categorize, Collage)</p> <p>K.CC.B.4.b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>Next Gen. Science Standards</p> <p>K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (Product-Vehicle Design)</p> <p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (Product-Vehicle Design)</p>	<p>Illinois Learning Standards -- Social Studies</p> <p>Processes, Rules, and Laws SS.CV.2.K: Explain the need for and purposes of rules in various settings, inside and outside of the school.</p> <p>Civic and Political Institutions SS.CV.1.K: Describe roles and responsibilities of people in authority.</p>	<p>Reading</p> <p>My On Website (Search - Vehicles)</p> <p>Reading A-Z Going Places Go, Go, Go Going Places Going Away My School Bus On an Airplane Building with Blocks</p> <p>Savvas Unit 1 Going Places</p> <p>Math</p> <p>i-Ready Math Lessons 1-12</p> <p>Science</p>	<p>Create Balloon Cars</p> <p>Host Balloon Car Races</p> <p>Field Trip Ideas: Museum of Science and Industry</p>

<p>Informational Text</p> <p>K.RI.1: With prompting and support, ask and answer questions about unknown words in a text. (Introduce & Support)</p> <p>K.RI.2: With prompting and support, identify the main topic the main topic and retell key details in a text. (Introduce & Support)</p> <p>K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. (Introduce & Support)</p> <p>K.RI.5: Identify the front cover, back cover and title page of a book. * (Master)</p> <p>K.RI.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (Introduce & Reinforce)</p> <p>K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). (Introduce & Reinforce)</p> <p>K.RI.10: Actively engage in-group reading activities with purpose and understanding. (Introduce & Support)</p> <p>Foundational Skills</p> <p>K.RF.1: Demonstrate understanding of the organization and basic features of print. (Master)</p> <p>a. Follow words from left to right, top to bottom and page-by-page. (Master)</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters. (Master)</p> <p>c. Understand that words are separated by spaces in print. (Mastery)</p> <p>d. Recognize and name 50% of all upper and lowercase letters of the alphabet. (Master)</p> <p>K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). (Introduce & Support)</p>	<p>(Product-Categorize, Collage)</p> <p>K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger. (Product-Categorize, Collage)</p> <p>K.CC.A.1 Count to 100 by ones and by tens. (Product-Categorize, Collage)</p> <p>K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (Product-Categorize, Collage)</p> <p>K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (Product-Collage)</p> <p>K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (Product-Categorize, Collage)</p> <p>Compare numbers.</p> <p>K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Product-Categorize, Collage)</p> <p>K.CC.C.7: Compare two numbers between 1 and 10</p>			<p>Studies Weekly Grade K Weeks 1-4</p> <p>Discovery Education Science Techbook Grade K Unit 1:Moving Things</p> <p>Social Science</p> <p>Social Studies Weekly Grade K Weeks 1,3,4,14,17</p>	
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<p>a. Recognize and produce rhyming words (Master)</p> <p>b. Count, pronounce, blend and segment syllables in spoken words. (Introduce & Support)</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words. (Introduce & Support)</p> <p>d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/,/x/.)</p> <p>K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words. (Introduce & Support)</p> <p>a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. (Introduce & Support)</p> <p>b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (Introduce & Support)</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Introduce & Support)</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Introduce & Support)</p> <p>K.RF.4: Read emergent-reader texts with purpose and understanding. (Introduce & Support)</p> <p>Argumentative : Writing Students will be able to write for personal and academic purposes.</p> <p>K.W.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the</p>	<p>presented as written numerals.</p> <p>Identify and describe shapes.</p> <p>K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.G.A.2: Correctly name shapes regardless of their orientations or overall size. (Product-Collage, Vehicle Design)</p> <p>K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (Product-Collage, Vehicle Design)</p> <p>K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" (Product-Vehicle Design)</p>				
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topic or book. (E.g. My favorite book...) (Master)

K.W.6: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (Introduce & Support)

K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **(Product-Illustration, Journal Prompt)**

Speaking and Listening

K.SL.1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. (Introduce & Support)

a. Follow and agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts. (Introduce & Support)

b. Continue a conversation through multiple exchanges. (Introduce & Support)

K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification of something is not understood. (Introduce & Support)

K.SL.4: Describe familiar people, places, things, events, and with prompting and support, provide additional detail. (Introduce & Support)

K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. (Introduce & Support)

K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.

*(Mastery) **(Product-Presentation)**

Language

K.L.1: Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking. (Introduce & Support) a.

Print many upper and lowercase letters. (Introduce & Support) b. Use frequently occurring nouns and verbs. (Introduce & Support) f. Produce and expand complete sentences in shared language activities (Introduce & Support).

K.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (Introduce & Support)

a. Capitalize the first word in a sentence and the pronoun I.

(Introduce & Support)

b. Recognize and name end punctuation. (Introduce & Support) c.

Write a letter or letters for the most consonant and short vowel-sounds (phonemes). (Introduce & Support)

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (Introduce & Support)

K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

(Introduce & Reinforce)

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (Introduce & Reinforce)

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (Introduce & Reinforce)

c. Identify real life connections between words and their use (e.g., note places at school that are colorful). (Introduce & Reinforce)

PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144

STEAM CURRICULUM MAP GRADE K

QUARTER 2

PROJECT: Shapes Around The Neighborhood

When you look around at the buildings in your neighborhood, you will probably see many different shapes. For example, what is the shape of a window or a door? Shapes have different lines and parts that are called characteristics. In this task, you will be inspecting all the different shapes that can be found in your neighborhood.

PRODUCTS – ILLUSTRATION, SCAVENGER HUNT, POSTER, PICTURE IDENTIFICATION, JOURNAL PROMPT

STANDARDS				INSTRUCTIONAL RESOURCES	EXTENSIONS
READING	MATH	SCIENCE	SOCIAL SCIENCE		
<p>Common Core Standards: Literature Skills</p> <p>K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Introduce & Support)</p> <p>K.RL.2: With prompting and support, retell familiar stories, including key details. (Introduce & Support)</p> <p>K.RL.3: With prompting and support, identify characters, settings and major events in a story. (Master)</p> <p>K.RL.4: Ask and answer questions about unknown words in a text. (Introduce & Support)</p> <p>K.RL.5: Recognize common types of text (e.g., storybooks, poems). (Introduce & Support)</p> <p>K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Introduce & Support)</p> <p>K.RL.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). (Master)</p> <p>K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in</p>	<p>Common Core Standards for Mathematics</p> <p>Know numbers names and count sequence.</p> <p>Count to tell the number of objects.</p> <p>K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)</p> <p>K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>Work with numbers 11-19 to gain foundations for place value.</p> <p>K.NBT.A.1 : Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or</p>	<p>Next Gen. Science Standards</p> <p>K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*</p>	<p>Illinois Learning Standards - Social Studies</p> <p>Change, Continuity and Context</p> <p>SS.H.1.K: Compare life in the past with life today.</p> <p>Perspectives</p> <p>SS.H.2.K: Explain the significance of our national holidays and the heroism and achievements of the people associated with them.</p>	<p>Reading</p> <p>My On Website (Literature on Shapes/Communities)</p> <p><i>Around the Park: A Book About Circles</i></p> <p><i>Shapes Are Everywhere by Charles Ghigna</i></p> <p><i>Shapes in the City by Maria Alaina</i></p> <p>Savvas Unit 1 Going Places</p> <p>Math</p> <p>i-Ready Math Lessons 12-15, 26-28</p> <p>Discovery Ed: Putting Shapes Together Shapes and Space</p>	<p>Mystery Doug YouTube</p> <p>Neighborhood walk for shapes journal</p> <p>Create a diorama of a city, suburb or rural community displaying landmarks and structures of varied solid and flat shapes.</p> <p>Field Tip Ideas: Neighborhood Walk for Shapes Chicago Children's Museum</p>

<p>familiar stories. (Introduce & Reinforce)</p> <p>K.RL.10: Actively engage in-group reading activities with purpose and understanding. (Reinforce)</p> <p>Informational Text</p> <p>K.RI.1: With prompting and support, ask and answer questions about unknown words in a text. (Reinforce)</p> <p>K.RI.2: With prompting and support, identify the main topic the main topic and retell key details in a text. (Reinforce)</p> <p>K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. (Reinforce)</p> <p>K.RI.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (Mastery)</p> <p>K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). (Master)</p> <p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>K.RI.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (Reinforce)</p> <p>Foundational Skills</p> <p>K.RF.1: Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize and name all upper and lowercase letters of the alphabet. (Master)</p> <p>K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). (Master)</p>	<p>decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Identify and describe shapes.</p> <p>Analyze, compare, create, and compose shapes.</p> <p>Identify and describe shapes.</p> <p>K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (Product-Scavenger Hunt, Poster, Picture Identification)</p> <p>K.G.A.2: Correctly name shapes regardless of their orientations or overall size. (Product-Illustration, Poster, Picture Identification, Journal Prompt)</p> <p>K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (Product-Journal Prompt)</p> <p>Analyze, compare, create, and compose shapes.</p> <p>K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides</p>			<p>Science</p> <p>Studies Weekly Grade K Weeks 5-10,15,21,25</p> <p>Social Science</p> <p>Social Studies Weekly Grade K Weeks 5,8</p>	
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<p>a. Recognize and produce rhyming words. (Master)</p> <p>b. Count, pronounce, blend and segment syllables in spoken words. (Reinforce)</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words. (Reinforce)</p> <p>d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/,/x/.) (Master)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words. (Reinforce)</p> <p>a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. (Master)</p> <p>b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (Introduce & Reinforce)</p> <p>c. Read 50 common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Master)</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Introduce & Reinforce)</p> <p>K.RF.4: Read emergent-reader texts with purpose and understanding. (Introduce & Reinforce)</p> <p>Writing (Explanatory)</p> <p>K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (Master)</p> <p>K.W.6: With guidance and support from adults, respond to questions and</p>	<p>of equal length). .(Product-Illustration, Poster, Picture Identification, Journal Prompt)</p> <p>K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.(Product-Poster)</p> <p>K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"(Product-Poster)</p>				
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suggestions from peers and add details to strengthen writing as needed. (Introduce & Reinforce)*

K.W.7: Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). (Introduce & Reinforce)*

K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Reinforce) **(Product-Illustration, Journal Prompt)**

Speaking and Listening

K.SL.1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. (Introduce & Reinforce)

a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (Master)

b. Continue a conversation through multiple exchanges. (Introduce & Reinforce)

K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification of something is not understood. (Introduce & Reinforce)

K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (Master) **K.SL.4:**

Describe familiar people, places, things, events, and with prompting and support, provide additional detail. (Introduce & Support)

K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. (Master)

K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly. (Introduce & Reinforce)

Language

K.L.1: Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking. (Introduce & Reinforce)

- a. Print 50% upper and lowercase letters. (Master)
- b. Use frequently occurring nouns and verbs. (Introduce & Support e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of by, with). (Introduce & Support) f. Produce and expand complete sentences in shared language activities. (Master)

K.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (Introduce & Reinforce)

- a. Capitalize the first word in a sentence and the pronoun I. (Master)
- b. Recognize and name end punctuation. (Master)
- c. Write a letter or letters for the most consonant and short vowel-sounds (phonemes). (Master)
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (Introduce & Support)

K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings. (Reinforce)

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (Master)
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (Introduce & Support)
- c. Identify real life connections between words and their use (e.g.,

note places at school that are colorful). (Introduce & Reinforce)

PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144
STEAM CURRICULUM GRADE K
QUARTER 3

PROJECT: My Piggy Bank

MANY PEOPLE, NOT JUST CHILDREN, HAVE A PIGGY BANK OR SPECIAL CONTAINER IN THEIR HOMES WHERE THEY COLLECT SMALL AMOUNTS OF MONEY OR CHANGE. SOME PEOPLE MAY HAVE AN ACTUAL CERAMIC PIGGY BANK, A LOCK BOX OR TOY BANK, SOME MAY EVEN JUST USE A SHOE BOX OR SIMILAR CONTAINER TO COLLECT EXTRA MONEY AND COINS. SAVING SMALL AMOUNTS OF MONEY, SUCH AS DOLLARS OR COINS, CAN EVENTUALLY ADD UP TO A LARGER AMOUNT OF MONEY. IT MAY BE SURPRISING TO EMPTY OUT A PIGGY BANK AND COUNT UP THE MONEY THAT HAS BEEN COLLECTED OVER TIME. PIGGY BANKS ARE A GREAT WAY TO SAVE UP FOR SOMETHING SPECIAL THAT YOU MAY NEED OR WANT. COLLECTING MONEY IN A CONTAINER SUCH AS A PIGGY BANK IS A GOOD WAY TO START LEARNING ABOUT THE IMPORTANCE OF MONEY, ESPECIALLY SAVING YOUR MONEY.

YOU ARE A MONEY MANAGER WHO STUDIES HOW TO SAVE MONEY SO YOU CAN BE ABLE TO INVEST OR BUY SOMETHING YOU NEED OR MAYBE EVEN JUST WANT.

PRODUCTS – ILLUSTRATION, MY NEEDS AND WANTS CHART, MAKING A DIME, COUNTING PENNIES AND DIMES, JOURNAL PROMPT

STANDARDS				INSTRUCTIONAL RESOURCES	EXTENSIONS
READING	MATH	SCIENCE	SOCIAL SCIENCE		
<p>Common Core Standards: Literature Skills</p> <p>K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Support)</p> <p>K.RL.2: With prompting and support, retell familiar stories, including key details. (Support)</p> <p>K.RL.4: Ask and answer questions about unknown words in a text. (Support)</p> <p>K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Master)</p> <p>Informational Text</p> <p>K.RI.1: With prompting and support, ask and answer questions about unknown words in a text. (Support)</p> <p>K.RI.2: With prompting and support, identify the main topic the main topic</p>	<p>Common Core Standards for Mathematics</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>(Product- Making a Dime)</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (Product- Making a Dime)</p>	<p>Life Science</p> <p>K-LS1-1.</p> <p>Use observations to describe patterns of what plants and animals (including humans) need to survive. (Product- Needs and Wants Chart)</p>	<p>Illinois Learning Standards -- Social Studies</p> <p>Human Population: Spatial Patterns and Movements SS.G.2.K: Identify and explain how people and goods move from place to place.</p> <p>Economics and Financial Literacy</p> <p>Economic Decision Making</p> <p>SS.EC.1.K. Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want). (Product- Needs and Wants Chart)</p>	<p>My On Website (Literature on Currency/Money, Banks, Saving Funds, Investing)</p> <p><i>Save Money by Mary Reina</i></p> <p><i>In the Money: A Book About Banking</i></p> <p><i>Katy Woo: Piggy Bank Problems by Fran Manushkin</i></p> <p>Savaas Unit 2: Living Together</p> <p>i-Ready Math Review Lessons:</p>	<p>Choose a specific need or want that requires funds and create a savings plan.</p> <p>Host quarterly class/school fundraisers and save as a class/school for a class/school want or need.</p> <p>Make a Class Piggy Bank</p> <p>Field Trip Ideas: Local Bank</p>

and retell key details in a text.
(Support)

K.RI.4: With prompting and support ask and answer questions about unknown words in a text. (Support)

K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). (Master)

K.RI.8: With prompting and support, identify the reasons on author gives to support points in a text. (Support)

Foundational Skills

K.RF.1: Demonstrate understanding of the organization and basic features of print. * (Master)

a. Follow words from left to right, top to bottom and page-by-page. * (Master)

b. Recognize that spoken words are represented in written language by specific sequences of letters. * (Master)

c. Understand that words are separated by spaces in print. *

(Master) d. Recognize and name all upper and lowercase letters of the alphabet. * (Master)

K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). (Master)

a. Recognize and produce rhyming words. (Master)

b. Count, produce, blend and segment syllables in spoken words. (Master)

c. Blend and segment onsets and rimes of single-syllable spoken words. * (Master)

d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/,/x/.) * (Master)

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

(Product- Making a Dime)

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

(Product- Making a Dime)

K.OA.A.5 Fluently add and subtract within 5.

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. **(Product- Making a Dime)**

Counting and Cardinality Know number names and the count sequence.

K.CC.A.1 Count to 100 by ones and by tens. **(Product- Counting Pennies and Dimes)**

1-11,4
Lessons:16-20, 21-25, 30, 31

Science

Studies Weekly
Grade K
Weeks 15-16

Social Science

Studies Weekly
Grade K
Weeks-2,7, 9, 22, 24

- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 8 (Mastery)
- K.RF.3:** Know and apply grade level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. * (Mastery)
- b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (Introduce & Reinforce)
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Master)
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Introduce & Reinforce)
- K.RF.4:** Read emergent-reader texts with purpose and understanding. (Introduce & Reinforce)

Writing (Narrative)

- K.W.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (Master)
- K.W.6:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (Introduce & Reinforce)*
- K.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Master) **(Product-Illustration)**

Speaking and Listening

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **(Product-Counting Pennies and Dimes)**

Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

(Product- Counting Pennies and Dimes)

K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

(Product- Counting Pennies and Dimes)

K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger. **(Product-Counting Pennies and Dimes)**

K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given

K.S.L. .L.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. * (Master)

a. Follow and agreed -upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). * (Mastery)

b. Continue a conversation through multiple exchanges. * (Master)

K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (Introduce & Reinforce)

K.SL.4: Describe familiar people, places, things, events, and with prompting and support, provide additional detail. (Introduce & Reinforce)

K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. * (Mastery)

Language

K.L. 1: Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking. (Introduce & Reinforce)

a. Print many upper and lowercase letters. (Master)

b. Use frequently occurring nouns and verbs.

c. Understand and use question words (interrogatives) (e.g., who, what, where when, why, how). (Master)

d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of by, with).(Master)

e. Produce and expand complete sentences in shared language activities.(Master)

K.L. 2: Demonstrate command of the conventions of Standard English

a number from 1-20, count out that many objects.
Compare numbers.
(Product- Counting Pennies and Dimes)

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
(Product- Counting Pennies and Dimes)

Measurement and Data
Classify objects and count the number of objects in each category.
K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
(Product- Counting Pennies and Dimes)

<p>capitalization, punctuation, and spelling when writing. (Introduce & Reinforce)</p> <ul style="list-style-type: none">a. Capitalize the first word in a sentence and the pronoun I. (Master)b. Recognize and name end punctuation.(Master)c. Write a letter or letters for the most consonant and short vowel-sounds (phonemes). (Master)d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (Introduce & Reinforce) <p>K.L. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (Introduce & Reinforce)*</p> <p>K.L. 5: With guidance and support from adults, explore word relationships and nuances in word meanings. (Introduce & Reinforce)</p> <ul style="list-style-type: none">c. Identify real life connections between words and their use (e.g., note places at school that are colorful). (Introduce & Reinforce)d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (Master) <p>K.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Introduce & Reinforce)*</p>					
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PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144

STEAM CURRICULUM MAP GRADE K

QUARTER 4

Project: Seasons

Your town is a community. It is important for communities to share celebrations together. There are celebrations for holidays, cultures and seasons. Your town may have picnics, meetings, decorations and musical gatherings to honor certain celebrations. In this task, your town is going to be deciding how to celebrate the four seasons.

Products – Illustration, Plan A Parade, Picture Book, Traditions and Celebrations Poster, Journal Prompt

STANDARDS				INSTRUCTIONAL RESOURCES	EXTENSIONS
READING	MATH	SCIENCE	SOCIAL SCIENCE		
<p>Common Core Standards: Foundational Skills</p> <p>K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). (Master)</p> <p>a. Recognize and produce rhyming words (Master)</p> <p>b. Count, pronounce, blend and segment syllables in spoken words. (Master)</p> <p>K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words. (Master)</p> <p>a. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (Master)</p> <p>b. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Master)</p> <p>c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.(Master)</p> <p>K.RF.4: Read emergent-reader texts with purpose and understanding. * (Master)</p>	<p>Common Core Standards for Mathematics</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing</p>	<p>Next Gen. Science Standards</p> <p>Physical Science</p> <p>Earth’s Systems</p> <p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.</p>	<p>Illinois Learning Standards - Social Studies</p> <p>Human Population: Spatial Patterns and Movements</p> <p>SS.G.2.K: Identify and explain how people and goods move from place to place.</p> <p>Human-Environment Interaction: Place, regions, and Culture</p> <p>SS.G.1.K: Explain how weather, climate, and other environmental characteristics affect people’s lives.</p> <p>Perspectives</p> <p>SS.H.2.K: Explain the significance of our national holidays and the heroism and achievements of the people associated with them.</p> <p>(Product-Traditions and Celebrations Poster)</p>	<p>Reading</p> <p>My On Website (Literature on Seasonal Holidays)</p> <p>Celebrations Around the World by Helen Gregory</p> <p>How Long is a Day/Week/Month/Year? Claire Clark</p> <p>People in the Fall/Winter by Martha E.H. Rustad</p> <p>Family Celebrations by Martha E.H. Rustad</p> <p>Savvas Units 5</p> <p>Math</p>	<p>Create & display exhibits representing different cultures/ethnic customs within our school community.</p> <p>Invite community members/families to explore the cultures through food, music, decoration, etc.</p> <p>Culture Parade</p> <p>Field Trip Ideas: to Museum of Science & Industry to explore Christmas Around the World</p>

<p>Informational Text</p> <p>K.RI.1: With prompting and support, ask and answer questions about key details in a text. (Mastered at Grade Level) (Product-Journal Prompt)</p> <p>K.RI.2: With prompting and support, identify the main topic the main topic and retell key details in a text. (Mastered at Grade Level) (Product-Journal Prompt)</p> <p>K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text. (Mastered at Grade Level) (Product-Journal Prompt)</p> <p>Literature Skills</p> <p>K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Mastered at Grade Level)</p> <p>K.RL.4: Ask and answer questions about unknown words in a text.</p> <p>K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Mastered at Grade Level)</p> <p>Speaking and Listening:</p> <p>ELA Standard: Speaking Students will be able to speak English in both a social and school setting.</p> <p>ELA Standard: Listening Students will be able to aurally comprehend spoken English in both a social and school setting.</p> <p>K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (Mastered at Grade Level)</p> <p>K.SL.4: Describe familiar people, places, things, events, and, with prompting and support, provide</p>	<p>or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.OA.A.5 Fluently add and subtract within 5.</p> <p>Describe and compare measurable attributes. Classify objects and count the number of objects in each category.</p> <p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (Product-Picture Book, Traditions and Celebrations Poster)</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (Product-Picture Book, Traditions and Celebrations Poster)</p> <p>K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Product-Picture Book, Traditions and Celebrations Poster)</p> <p>Know number names and the count sequence.</p>			<p>i-Ready Math Review Lessons: 16-20, 21-25</p> <p>Lessons 32</p> <p>Science</p> <p>Studies Weekly Weeks 16,29</p> <p>Discovery Education Science Techbook Grade 1 Unit 4 Seasons of the Year</p> <p>Social Science</p> <p>Studies Weekly Weeks 13,15,16</p>	
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additional detail. (Mastered at Grade Level)

Language

K.L.1: Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters. (Mastered at Grade Level)
- b. Use frequently occurring nouns and verbs. (Introduce & Reinforce)(Introduce & Reinforce) (Mastered at Grade Level)
- c. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of by, with). (Mastered at Grade Level)
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (Mastered at Grade Level)
- e. Produce and expand complete sentences in shared language activities. (Mastered at Grade Level)

K.L. 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I (Mastered at Grade Level)
- b. Recognize and name end punctuation. (Mastered at Grade Level)
- c. Write a letter or letters for the most consonant and short vowel-sounds (phonemes). (Mastered at Grade Level)
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.) (Mastered at Grade Level)

K.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately

K.CC.A.1 Count to 100 by ones and by tens.

(e.g., knowing duck is a bird and learning the verb to duck). (Introduce & Reinforce)

K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Identify real life connections between words and their use (e.g., note places at school that are colorful)
- b. (Mastered at Grade Level)

K.L. 6: Use words and phrases acquired through conversations, reading, and being read to, and respond to texts. (Mastered at Grade Level)

Writing (Argumentative, Explanatory, Narrative)

K.W.1: Use a combination of drawing, dictating, and writing to compose opinions pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic of book (e.g., My favorite book is...).

K.W.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

(Product-Plan a Parade, Picture Book, Journal Prompt)

K.W.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **(Product-Picture Book)**

K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **(Product- Journal Prompt)**

K.W.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

(Product-Plan a Parade)

K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **(Product- Illustration,**

Plan a Parade, Picture Book, Traditions and Celebrations Poster, Journal Prompt)

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