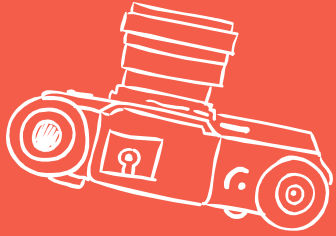


KINDERGARTEN CURRICULUM



CENTERRA MIRAGE STEM ACADEMY

- What will your child will learn this year in Kindergarten?
- What are our classroom procedures?
- What are the expectations?





MISSION



In Avondale, every student
will grow

as a *thinker, problem solver*
and

communicator to pursue a
future without limits.





CMSA CORE VALUES

CMSA students are.....

~ Respectful

~ Responsible

~ Problem Solvers

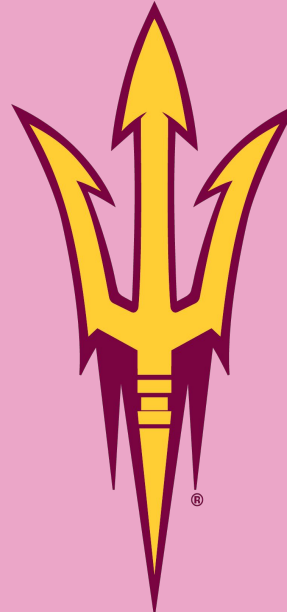
meet The Kinder Team!

Ms. Zavala

Ms. Moon



- Graduated from GCU
- 3rd year in teaching
- Loves Hiking & coffee

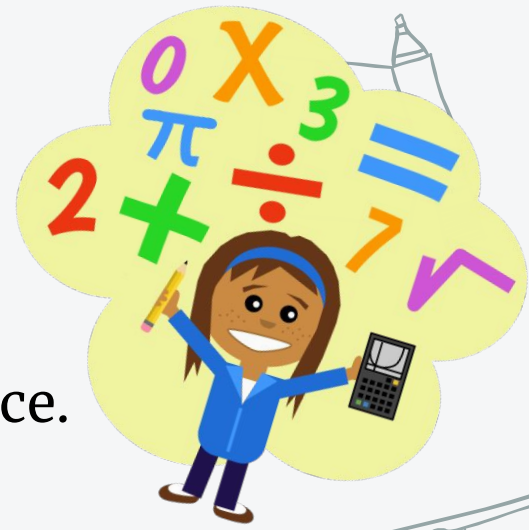


- Graduated from ASU
- 4th year in teaching
- Loves movies & crafting

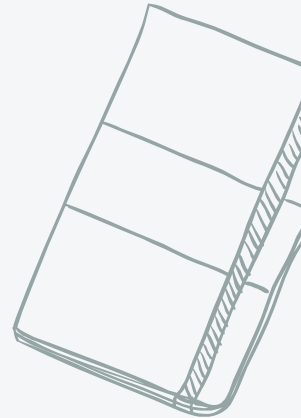
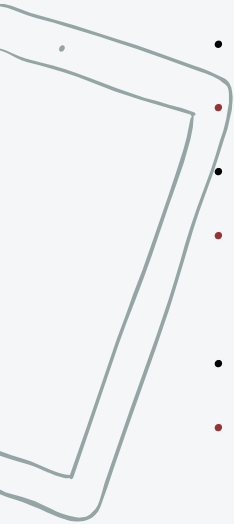


Math

Kindergarten Overview | Mathematics Expectations



- Know number names and the count sequence.
- **Count to tell the number of objects.**
- Compare numbers.
- **Work with numbers 11-19 to gain foundations for place value.**
- Describe and compare measurable attributes.
- **Classify objects and count the number of objects in categories**
- Identify and describe 2 and 3 dimensional shapes.
- **Analyze, compare, create and compose shapes.**
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



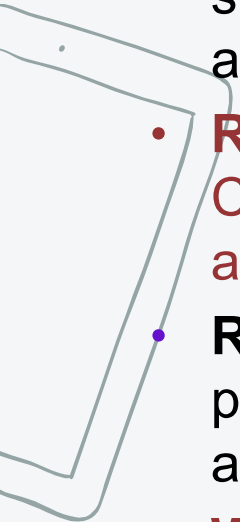


English Language Arts



Kindergarten Overview | English Language Arts

- **Reading: Literature**-Key ideas and details, craft and structure, integration of knowledge and ideas, and range and level of complexity.
- **Reading: Informational Text**- Key Ideas and Details, Craft and structure, integration of knowledge and ideas, and range and level of complexity.
- **Reading: Foundational Skills**- print concepts, phonological awareness, phonics and word recognition, and fluency
- **Writing**- Text type and purposes, production, research to build knowledge, and range of writing.
- **Speaking and Listening**- Comprehension and collaboration, and presentation of knowledge and ideas.
- **Language**- Conventions of writing and speaking, knowledge of language, and vocabulary use.



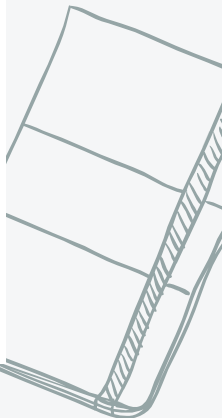


Sight Words

WE HAVE 50 REQUIRED SIGHT WORDS FOR KINDERGARTEN.

Sight Words: Yellow-Q1, Green-Q2, Blue-Q3, & Purple Q4
(Orange First Grade)

the	a	and	are	to	is	his	as
has	was	we	she	he	be	me	I
you	they	or	for	of	have	from	by
my	do	one	into	your	said	does	were
who	when	where	there	here	why	try	put
two	too	very	also	some	come	would	could
should	her	over	number	say	see	between	each
any	many	how	now	our	friend	other	another
none	nothing	people	month	little	been	own	want
Mr.	Mrs.	work	word	write	being	their	first
look	good	new	water	called	day	may	way





Comprehension

"I understand what I read!"



1. **Check for understanding:**

What is this page mostly about?

What is happening in the story so far?

2. **Back up and reread.**

Stop and think about what is happening in the story.

3. **Retell the story in order.**

4. **Make connections when you read.**

This reminds me of...

This part is just like that other book...

5. **Make a picture in your head while you read.**

6. **Ask questions when you read.**

Who/where/why/how

7. **Predict what will happen next.**

8. **Infer and support with evidence**

How do you think the character feels? Why

9. **Use text features.** (titles, headings, captions, pictures)

10. **Recognize literary elements.** (genre, plot, character, setting)





Accuracy



"I can read the words"

1. Cross checking.

- Does it look right?
- Make sense?
- Sound right?
- Match the picture?

2. Use beginning sounds and think of a word that makes sense.

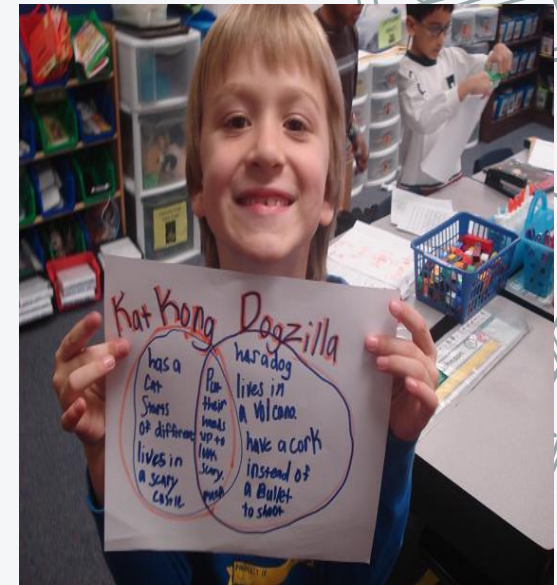
3. Read the middle and ending sounds.

4. Blend, stretch and reread sounds.

5. Flip the sound.

6. Chunk the letters and sounds together.

7. Skip the word and then reread.



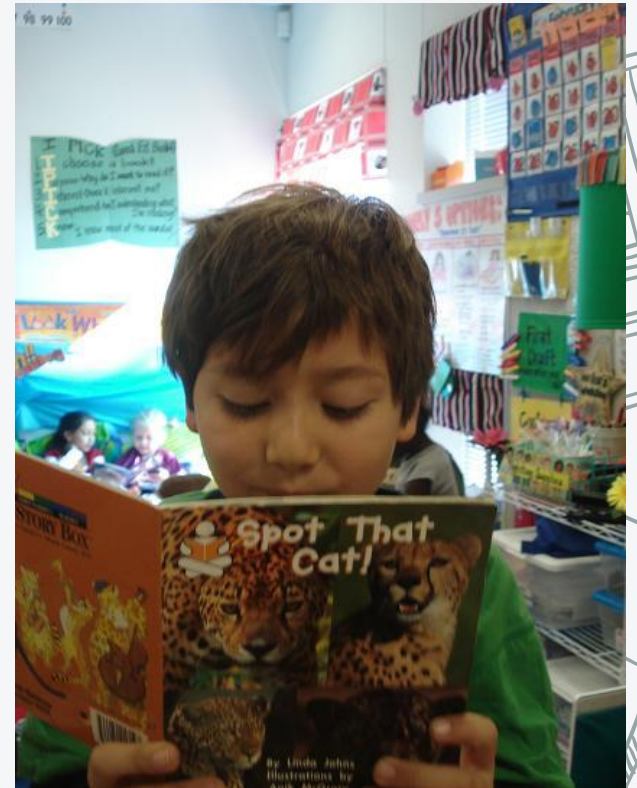


Fluency



"I can read with expression.
I understand what I read."

1. Expressive voice
2. Smooth reading
3. Process meaning as you read
4. Practice sight words
5. Read like you enjoy the book
6. Use a rate to match the text, not too fast or not too slow
7. Phrasing



Expand Vocabulary

"I know, find, and use interesting words."

- Tune in to interesting words & use them in my writing
- Reread to clarify meaning of word
- Use pictures, illustrations, and diagrams
- Use prior knowledge & context to predict and confirm meaning
- Understand content vocabulary
- Ask someone to define a word for you
- Use dictionary, thesaurus, glossary





Writing

Types of Writing we focus on
Kindergarten - 8th Grade:

- Narrative
- Expository
- Argumentative

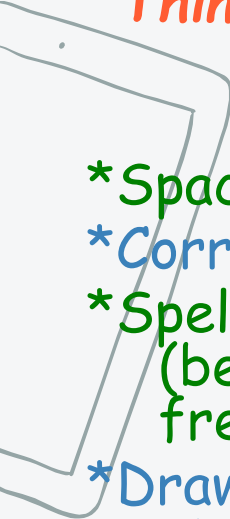




Writing



Things we focus on to become awesome writers in Kindergarten:

- 
- * Spacing
 - * Correct use of capitals and punctuation
 - * Spelling patterns
(beginning/middle/ending sounds, high frequency words)
 - * Drawing detailed sketches to help tell story
 - * Focus on one topic
 - * Thoroughly developing ideas
 - * Bringing story to a close
 - * Expression



We write everyday, sometimes several times in a day.





Thinking Maps

- There are 8 Thinking Maps total.
- We use Thinking Maps each day in our classroom.

Circle Map FOR DEFINING	Tree Map FOR CLASSIFYING	Bubble Map FOR DESCRIBING	Double Bubble Map FOR COMPARING
Flow Map FOR SEQUENCING	Multi-Flow Map FOR CAUSE AND EFFECT	Brace Map WHOLE TO PARTS	Bridge Map FOR ANALOGIES

QUESTIONS FROM TEXTS, TEACHERS AND TESTS	THINKING PROCESSES	THINKING MAPS AS TOOLS
How are you defining this thing or idea? What is the context? What is your frame of reference?	DEFINING IN CONTEXT	Circle Map
How are you describing this thing? Which adjectives would best describe this thing?	DESCRIBING QUALITIES	Bubble Map
What are the similar and different qualities of these things? Which qualities do you value most? Why?	COMPARING AND CONTRASTING	Double Bubble Map
What are the main ideas, supporting ideas and details in this information?	CLASSIFYING	Tree Map
What are the component parts and subparts of this whole physical object?	PART-WHOLE	Brace Map
What happened? What is the sequence of events? What are the substages?	SEQUENCING	Flow Map
What are the causes and effects of this event? What might happen next?	CAUSE AND EFFECT	Multi-Flow Map
What is the analogy being used? What is the guiding metaphor?	SEEING ANALOGIES	Bridge Map





FUNdations

For students in grades K-3

- The Foundations curriculum provides multisensory lessons that benefit every student in the classroom, starting early to prevent reading and spelling failure.
- Parental involvement in developing literacy skills is encouraged—and is even built into Foundations. Foundations Home Support Packs make it easy for teachers to send updates to parents about the concepts students are currently learning and activities that should be done with children to reinforce instruction.

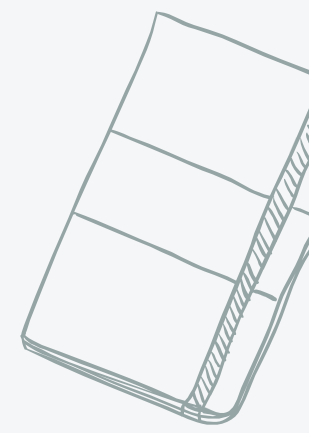




DIBELS

- Dibels is a way that we track student's progress in phonics (letter names, sounds, word reading)
- Students are assessed in the beginning, middle and end of the year
- Teachers will check for progress in between assessments

Classroom Behavior Plan





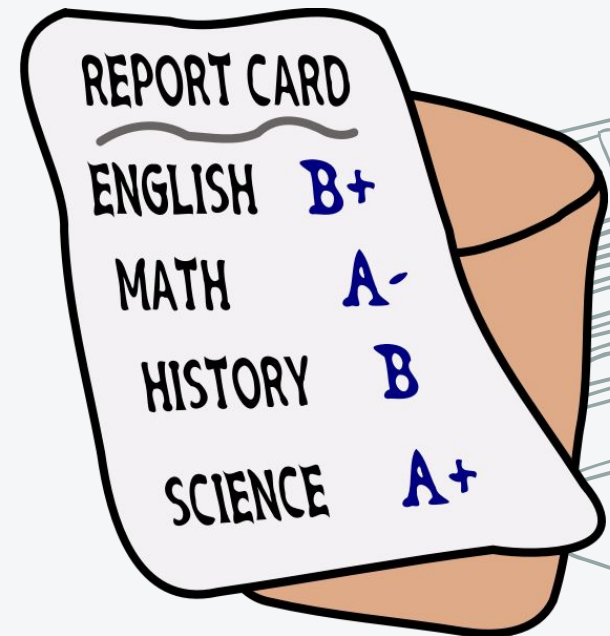
Homework Expectations

- Each week your child will get a homework packet sent home with them for the week.
- They will be sent home on Monday and need to be returned by Friday of that week.
- This homework packet will go over anything we are learning during that week.



Grading & Report Cards

- Work will be graded using the following criteria:
 - HP-Highly Proficient (4)
 - P-Proficient (3)
 - PP-Partially Proficient (2)
 - MP-Minimally Proficient (1)
- Report cards will also reflect the main math and language Common Core standards







PBIS



Positive Behavior Intervention Supports

- 
- **Three Core Values**
 - Be Respectful
 - Be Responsible
 - Be a Problem Solver
 - We teach wanted behavior
 - Reinforce wanted behavior
- 





CMSA Title 1





THANK YOU SO MUCH FOR YOUR TIME, WE
LOOK FORWARD TO A GREAT YEAR IN
KINDERGARTEN!





Please feel free to reach out to us if you have
any questions



Ms. Zavala: jzavala@chooseaesd.org

Ms. Moon: kmoon@chooseaesd.org

