

# SCHOOL DISTRICT OF MCFARLAND

## CURRICULUM OVERVIEW

### Kindergarten

**2024 - 2025**

**(Last updated April 2024)**

This overview is designed to provide information to parents about what is taught in the School District of McFarland. It does not list everything students are taught or all things which students experience. Instead, for each content area, it highlights some state standards and major skills or units that students are taught. For a more in-depth overview, please contact your child's classroom teacher(s).

*The McFarland School District does not discriminate on the basis of race, color, national origin, ancestry, creed, pregnancy, religion, marital status, parental status, sexual orientation, sex, including transgender status, change of sex or gender identity, English language proficiency, age, military status, or physical, mental, emotional, or learning disability in any of its student programs and activities.*

<p style="text-align: center;"><b>READING Wonders</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Read independently with adequate stamina <ul style="list-style-type: none"> <li>About 15 minutes at one sitting</li> </ul> </li> <li>Read with accuracy (see Phonics section) <ul style="list-style-type: none"> <li>Match voice to print</li> </ul> </li> <li>Read with fluency <ul style="list-style-type: none"> <li>Recognize high frequency words</li> <li>Identify two-word chunks</li> <li>Scoop up words with their eyes</li> <li>Begin to pause at punctuation</li> <li>Begin to read with expression</li> </ul> </li> <li>Read with comprehension at grade level benchmark <ul style="list-style-type: none"> <li>Notice details in pictures and information to understand text</li> <li>With support, <ul style="list-style-type: none"> <li>Ask and answer questions about the text</li> <li>Retell the story OR identify key details in a text</li> <li>Identify the characters, setting and important events</li> <li>Compare two texts</li> </ul> </li> </ul> </li> <li>Engage in meaningful conversations about text <ul style="list-style-type: none"> <li>React to characters and events in the text</li> <li>Talk and share about texts</li> </ul> </li> <li>Understand the job of the author and the illustrator</li> </ul>	<p style="text-align: center;"><b>WRITING Wonders</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>With support, engages in writing process (plan, draft, revise, edit, publish) with a variety of text types (narrative/story, opinion, informational)</li> <li>Use appropriate spacing between letters and words</li> <li>Use pictures and words to share ideas</li> <li>Write across pages <ul style="list-style-type: none"> <li>Narrative: beginning, middle, end</li> <li>Information/opinion: states topic or opinion and includes some additional information or supports</li> </ul> </li> <li>Add details by adding to pictures and writing more sentences</li> <li>Start to learn that revision makes writing better</li> <li>Capitalize the first word in a sentence</li> <li>Name and begin to use end punctuation marks</li> <li>Write independently with adequate stamina <ul style="list-style-type: none"> <li>Begin to develop some independence while writing</li> </ul> </li> </ul>	<p style="text-align: center;"><b>FOUNDATIONAL SKILLS, PHONICS &amp; VOCABULARY Wonders and Heggerty</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify upper &amp; lower case letters</li> <li>Produce letter sounds</li> <li>Recognize and work with the sounds of oral language <ul style="list-style-type: none"> <li>Identify number of syllables in a word</li> <li>Identify initial sound</li> <li>Recognize and produce rhyme</li> <li>Blend and segment CVC (consonant, vowel, consonant) words, such as can, dog, mat, put</li> <li>Begin to blend and segment CCVC words that begin with combinations such as sh, ch, th, fl, st, fr, etc.)</li> </ul> </li> <li>Apply current phonics learning in reading and writing <ul style="list-style-type: none"> <li>Demonstrate letter to sound correspondence</li> <li>Begin to develop understanding of short and long vowels</li> <li>Produce simple words phonetically; Write a letter for each sound.</li> </ul> </li> <li>Read a growing number of snap words with automaticity (in a “snap”/about 3 seconds)</li> <li>Recognize some words have multiple meanings</li> <li>Use context clues (words around the word), meaningful word parts, and apply word solving strategies (for meaning) as appropriate</li> <li>With support, develop understanding of words <ul style="list-style-type: none"> <li>Ask and answers questions about unknown words</li> <li>Sort common words into categories</li> </ul> </li> </ul>
<p style="text-align: center;"><b>MATH Bridges &amp; Number Corner</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Develop counting skills <ul style="list-style-type: none"> <li>Count to 100 by 1's &amp; 10's</li> <li>Count on from any number</li> <li>Count backward from 10</li> </ul> </li> <li>Count up to 20 objects one by one, saying the numbers in standard order and pairing each object with only one number name.</li> <li>Read &amp; write numbers to 20</li> <li>Compare the number of objects in groups to determine more than, less than, or equal.</li> <li>Fluently add with sums to 5, and fluently add and subtract 1.</li> <li>Represent addition and subtraction in multiple ways and solve problems.</li> <li>Compose numbers from 11-19</li> <li>Identify, sort, classify, compare and describe shapes and their attributes.</li> </ul>	<p style="text-align: center;"><b>SOCIAL STUDIES</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>Communities (classroom community, neighborhoods, community helpers, global communities and keeping the environment clean and safe)</li> <li>Similarities and differences between past and present ways of living</li> <li>Health (dressing for the weather, healthy eating and exercise)</li> <li>Traditions (How does my family celebrate traditions and how do families around the world celebrate?)</li> </ul>	<p style="text-align: center;"><b>SCIENCE</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>What is Science?</li> <li>Problem Solving</li> <li>Objects</li> <li>Matter and mixtures</li> <li>Motion</li> <li>Living and nonliving things</li> <li>Earth and sky</li> <li>Plants and animals</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Study objects with a hand lens</li> <li>Use descriptive words</li> <li>Explore scientific objects and tools</li> <li>Measure to determine which objects are heavier</li> <li>Describe motion by tracing its path</li> <li>Observe that a push or pull can change motion</li> <li>Observe and classify living and non-living things including plant</li> <li>Observe and describe the weather</li> <li>Observe, describe and draw changes</li> </ul>