

MRS. SHOCKLEY

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UNIT ORGANIZER FOR NOVEMBER

I. Language Arts

A. Poetry

1. Time to Rise
2. Hey Diddle Diddle
3. Diddle, Diddle, Dumpling

B. Fiction

1. The Legend of the Jumping Mouse (Native American Legend)

C. Aesop's Fables

1. The Grasshopper and The Ants

D. Sayings and Phrases

1. The early bird gets the worm.

II. Phonics/Writing/Penmanship

A. Phonemic Awareness

B. Phonograms: /l/ /m/ /n/ /p/ /r/ /t/ /u/ plus all the other single letter phonograms we have already learned.

C. Rhyming words

D. Recognize and name initial and end consonant sounds

E. Practice perfecting penmanship of letters learned

F. Copy print from chalkboard (writing from left to right)

- G. Participate in creating a Key Word Outline for the story of:
The Legend of the Jumping Mouse

III. American and World Civilization

A. Early Exploration and Settlement

1. Pilgrims

- a. The Mayflower
- b. Plymouth Rock
- c. Thanksgiving Day celebration

B. Native American Peoples, Past and Present

1. Learn about many different Native American peoples in many different regions.

- a. explore how they lived
- b. what they wore
- c. what they ate
- d. the homes they lived in
- e. their beliefs and stories

IV. Geography

A. Rivers, lakes, and mountains: what they are and how they are represented on maps and globes

C. Locate the Atlantic and Pacific Oceans.

D. Review the Seven Continents

E. North America-United States, Canada, Mexico, and Greenland

V. Science

A. Animals and their needs

1. Animals, like plants, need food, water, and space to live and grow.
2. Plants make their own food, but animals get food from eating plants or other living things.
3. Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.
4. Arctic, desert, and woodland animals and their different habitats.

B. Seasons

VI. Math

A. Saxon Math

1. *Geometry*
2. *Counting and writing numbers of objects in sets.*
3. *One less/ one more*
4. *Interpret simple graphs*
5. *Number sense 1-20*

THINKING FRAMEWORK

At Liberty Common, we believe that learning needs to go beyond just acquiring knowledge. The students also need to have the ability to see patterns and analyze Facts. To facilitate this, we use progressive thinking skills to guide students in applying their knowledge to patterns, using those patterns to model, and showing their mastery of the content through creativity.

While the majority of time in Kindergarten is spent gaining new knowledge, we also develop lessons that include patterning, mental modeling and creativity. Here are some examples of The Thinking Framework being used in Kindergarten this month:

History/Geography

Learning about maps—North America—Knowledge
Finding the directions on maps—Patterns
Using maps to locate places—Mental Modeling
Seeing how landforms and environment influence the types of Native Americans homes built—Patterns

Science

Learning about different animals and their needs—Knowledge
Making the connections between plants and animals and what they need to survive--Patterns
Learning about The Four Seasons—Knowledge
Seeing Weather Patterns during different Seasons—Knowledge

Literature

Learning the Nursery Rhymes--Knowledge

- Hey Diddle, Diddle
- Diddle, Diddle Dumpling

Learning the poem, Time to Rise--Knowledge
Understanding the seasons in connection with the story "The Grasshopper and the Ants"—Patterns
Learning the saying... The early bird gets the worm—Knowledge
Understanding the abstract meaning of the saying—Patterns

Math

Recognizing the numerals 1-20—Knowledge
Writing the numerals 1-20—Knowledge
Seeing the patterns when writing the numerals 1-20—Patterns
Understanding the concept of a set—Knowledge and Patterns
Completing an ABAB, AABBAABB, and ABCABC pattern—Patterns
Interpreting graphs—Knowledge/Patterns/Mental Modeling

"CAN YOU?" LIST

Assessments for November

CAN YOU...

- recite poetry selections for the month?
- retell the stories and fables of the month?
- explain what "The early bird gets the worm" means?
- copy from the board the saying, "The early bird gets the worm"?
- help write a Key Word Outline for The Legend of the Jumping Mouse?
- write first and last name correctly?
- name the continents?
- explain what rivers, lakes, and mountains are and how they are represented on maps and globes?
- identify North America on a map?
- locate the Atlantic and Pacific Oceans?
- name the things that animals need to live and grow?
- name some arctic, desert, and woodland animals?
- count and write the number of objects in a set?
- recognize the shapes: square, triangle, rectangle, circle?
- interpret a simple graph?
- show a set with one less or one more?
- show a number sense from 1-20?
- talk intelligently about weather, and how one might dress appropriately for certain weather conditions?
- name the seasons?
- say all the sounds of the phonograms and write them in upper and lower case letters?
- copy from the chalkboard into our Writing Log?
- name some different Native American homes?
- name some different ways that Native American tribes traveled?
- share what kinds of foods Native Americans ate?
- tell who the Pilgrims were and why they weren't happy in England or Holland?
- name the ship that the Pilgrims came to America on?
- tell where the Pilgrims landed?
- share about the First Thanksgiving?

Character Qualities

These are the Foundation Stones/Character Qualities that Liberty Common School emphasizes.

Respect

- ...is encouraged when the children listen to others without interrupting.
- ...is shown when the children raise their hand in class.
- ...is encouraged as we line up nicely, and don't disturb other classes.
- ...is encouraged when walking quietly in the hallways.
- ...is encouraged when we learn to treat others like we want to be treated.
- ...is encouraged when we work quietly as to not disturb others.
- ...is encouraged when we learn to accept people from other countries and continents, even though then might be different.

Responsibility

- ...is learned by remembering our own backpack, lunchbox, and folder.
- ...is learned when we accept the consequences for our own actions.
- ...is learned when we clean up after ourselves and do not leave messes for others.
- ...is shown when we remember to pack up all our belongings at the end of the day.
- ...is learned when we remember to push in our chair and clean up our work space.
- ...is learned when discussing Native American families and their jobs within their families.

Self Control

- ...is learned when we solve our problems rationally, both in the building and on the playground.
- ...is shown when we raise our hand in class instead of interrupting.
- ...is shown when we work quietly without disturbing others.
- ...is learned when we ask for help when frustrated versus losing control.
- ...is learned when we work quietly, and quickly.

Perseverance

- ...is learned when we see a tough assignment through to the end.

- ...is encouraged when learning our phonograms.
- ...is shown when we sit quietly when listening to a story.
- ...is learned when we always try to do our very best.
- ...is learned in our study of the Pilgrims and their determination to find a place where they could worship as they pleased.

Cooperation

- ...is shown when the child listens and follows directions.
- ...is not ever saying "it's not mine" when asked to pick something up.
- ...is demonstrated when playing quietly at free time and always using a quiet, inside voice.
- ...is shown when the child follows both the school and classroom rules.

Integrity

- ...is shown when we do our own work.
- ...is demonstrated by admitting our faults and accepting the consequences of our own behavior.
- ...is shown when we tell the truth and are honest.
- ...is shown when we do not cut in line.

Citizenship

- ...means saying the Pledge of Allegiance to the flag each morning with respect.
- ...is shown when we take pride in our school.
- ...means being polite and quiet in the hallway, at assemblies, and for all our teachers, parents, and staff.
- ...is shown by being a good example to our classmates.
- ...means hanging up our coats and backpacks, and sometimes even hanging up somebody else's.
- ...means taking pride in keeping our playground clean and not littering.
- ...is shown when we are happy for others when good things happen to them.

November Habits of Mind

History:

- Understand the significance of the past to their own lives and society
- Distinguish between important and inconsequential; to develop a "discerning memory" and judgment
- Perceive past events as they were experienced by people at the time, to develop historical empathy vs. "present-mindedness"
- Acquire a comprehension of diverse cultures and shared humanity
- Understand how things happen and how things change, how human intentions matter but how consequences are shaped by the means of carrying them out
- Comprehend the interplay of change and continuity
- Grasp the complexity of historical causation; respect particularity and avoid excessively abstract generalizations
- Appreciate the often tentative nature of judgments about the past and thereby avoid the temptation to seize on "lessons of history" as cures for present ills
- Recognize the importance of individuals who have made a difference in history, and the significance of personal character for good and ill
- Understand the relationship between geography and history as a matrix of time and place as a context for events
- Read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

Science:

- Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out
- Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences
- Give rough estimates of numerical answers to problems before doing them formally
- Make quantitative estimates of familiar lengths, weights, and time intervals and check them by measurements
- Use hammers, screwdrivers, clamps, rulers, scissors, and hand lenses, and operate ordinary audio equipment
- Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets, and the like
- Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task
- Describe and compare things in terms of number, color, shape, texture, size, weight, and motion
- Draw pictures that correctly portray at least some features of the thing being described
- Ask "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question

Poudre School District Standards

Language Arts

Reading: 1.1, 1.2, 1.3, 1.4, 1.5
Writing and Speaking: 2.1, 2.3, 2.4, 2.5, 2.6
Language Structure: 3.1, 3.2, 3.3, 3.4
Thinking and Viewing: 4.1, 4.2, 4.3
Research: 5.1, 5.2,
Literature and Culture: 6.1, 6.2, 6.3, 6.4

Math

Number Sense: 1.1, 1.2, 1.5,
Patterns and Algebra: 2.2, 2.4
Statistics and Probability: 3.1, 3.2,
Geometry: 4.1, 4.2, 4.3, 4.5
Measurement: 5.2, 5.3
Computation: 6.1, 6.3, 6.4

History

Chronological Organization: 1.1, 1.2
Historical Inquiry: 2.1,
Diverse Societies: 3.2
Science, Technology and Economic Activity: 4.1
Political Institutions and Theories: 5.1, 5.2
Religion and Philosophy: 6.1, 6.3

Geography

People, Places and Environments: 1.1, 1.2, 1.3
Regional Characteristics: 2.1, 2.2
Earth: 3.1, 3.2
Economic, Political, Cultural, and Social Processes: 4.1, 4.2, 4.3, 4.4, 4.5
Human Interactions: 5.1

Science

Physical Science: 2.1, 2.2
Life Science: 3.1, 3.2, 3.3, 3.4
Science, Technology and Human Activity: 5.1

Weekly map follows on next page.

<u>Nov</u>	Phonics	Language Arts	Poetry	Amer./World Civilization	Geography	Science	Math	Sayings / Phrases	Legends and Biographies	Foundation Stones
Wk 1	Intensive Phonics, Phonemic Aware-ness, Phonograms: Ll, Mm Handwriting/ Writing: Copying from board Sight Word: in	The Grasshopper and The Ants	Hey, Diddle Diddle	North America Natural Wonders	Foster Geo-Graphic Aware-ness, Rivers, Lakes, Mountains	Weather Animals of North America	Singapore Shapes Day and Night Ordinal Numbers	The early bird gets the worm.		Citizenship
Wk 2	Intensive Phonics, Phonemic Aware-ness, Phonograms: Nn, Pp Handwriting/ Writing: Copying from Board Sight Word: Review	The Grasshopper and The Ants	Hey Diddle Diddle Time to Rise	Native American Study	Discussion On the Different Native American Tribes and where they lived	Seasons Animals of North America	Shapes	The early bird gets the worm.		Citizenship
Wk 3	Intensive Phonics, Phonemic Awareness, Phonograms: Rr, Tt Handwriting/ Writing: Copying Poem— Time to Rise Sight Word: is	The Legend of the Jumping Mouse	Hey Diddle Diddle Time to Rise Diddle, Diddle, Dumpling	North America Native American Study Pilgrims	Discuss need for different kinds of Native American Homes and travel	Seasons	Shapes Counting Sets Up to 10	The early bird gets the worm.		Citizenship

Wk 4	Intensive Phonics, Phonemic Aware-ness, Phonogram: Uu Handwriting/ Writing: Copying from board Sight Word: you	The Pilgrims First Year	Hey Diddle Diddle Time to Rise Diddle, Diddle, Dumpling	Pilgrims/ Native Americans Plymouth Mayflower	Pilgrims Journey Across Atlantic	Seasons	One More/ One Less	The early bird gets the worm.		Citizenship
	Field Trip			Denver Museum of Nature and Science	Native American Exhibit					

Weekly Map Grid for November