

Kindergarten - Quarter 1 Year-At-A-Glance 2018- 2019

Weeks: 1-3	Instructional Days: 14	Date: 08/20/18 - 09/07/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Start Smart – Laying the Foundation with the Instructional Routines & Procedures</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • Week 1: “I Am Special” “Look At Me!” • Week 2: “Family Fun!” “Fun Together!” • Week 3: “At School” “What Can I Do?” <p>ABC Big Book Big Book of Rhymes Interactive Read Aloud Cards</p> <p>Instructional Focus Standards: LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (2) LAFS.K.SL.1.2 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. (2)</p> <div style="border: 2px solid black; padding: 5px; background-color: #f3f3f3;"> <p style="text-align: center; margin: 0;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.K.RL.3.9 Multi-Text With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (3)</p> </div> <div style="border: 2px solid black; padding: 5px; background-color: #f3f3f3;"> <p style="text-align: center; margin: 0;">CLUSTER 4: RANGE OR READING AND LEVEL OF TEXT COMPLEXITY</p> <p>LAFS.K.RL.4.10 Complexity Actively engages in group reading activities with purpose and understanding. (2)</p> </div> <p>Mini-Lessons: Phonological Awareness Week 1 & 2: Sentence - Recognize Rhyme Week 3: Recognize Syllables - Blend Syllables Phonics Skill: Review all letters of the alphabet HFV: I, can, am, have, my</p>	<ul style="list-style-type: none"> • Setting Up the Reading/Writing Notebook • Purposes for Writing: Complete a Sentence <p>LAFS.K.W.1.2 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. (2)</p> <p>LAFS.K.L.1.2. a Capitalize the first word in a sentence and the pronoun I. (1)</p>	<p>AMERICAN HISTORY (3 weeks/14 days)</p> <p>SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words. SS.K.G.2.1 Locate and describe places in the school and community. SS.K.A.1.2 Develop an awareness of a primary source.</p> <p>Topic 1: Starting School</p> <ul style="list-style-type: none"> • Explore/Understand textbooks • American History: Families Past and Present <ul style="list-style-type: none"> ○ Comparing children of today and those of the past • American History: Sequential Order of Occurrences <ul style="list-style-type: none"> ○ Events that occur in one’s day ○ Events that occur in school • Starting school <ul style="list-style-type: none"> ○ Rooms at school ○ Objects at school • Geography: Map Skills <ul style="list-style-type: none"> ○ Location of people, places, and things ○ Describe important locations

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Kindergarten - Quarter 1

Year-At-A-Glance 2018- 2019

Week: 4	Instructional Days: 4	Date: 09/10/18 - 09/14/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 1 – (Week 1)</p> <p>Reading/Writing Workshop: “I Can” “Can I?” Literature Big Book: <i>What About Bear?</i> Paired Read: “How to Be a Friend” Interactive Read Aloud “<i>The Lion and the Mouse</i>”</p> <p>Instructional Focus Standards:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.K.RL.1.1 Evidence</u> With prompting and support, ask and answer questions about key details in a text. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.K.RL.2.6 Point of View</u> With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story. (1)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.K.RI.3.7 Multi-Media</u> 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). (2)</p> <p><u>LAFS.K.RL.3.9 Multi-Text</u> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (3)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 4: RANGE OR READING AND LEVEL OF TEXT COMPLEXITY</p> <p><u>LAFS.K.RL.4.10 Complexity</u> Actively engages in group reading activities with purpose and understanding. (2)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Ask and Answer Questions Comprehension Skill: Key Details Text Features: Photographs Phonics Skill: Introduce /m/m HFW: the Additional HFW: jump, big</p>	<p>Unit 1 - (Week 1)</p> <p>Writing Trait: Ideas</p> <p>Task: Student will write a personal narrative about some things they share with a friend.</p> <p>Grammar Skill: Naming Words (Nouns)</p> <p><u>LAFS.K.W.1.3</u> 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. (2)</p> <p><u>LAFS.K.W.2.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (3)</p> <p><u>LAFS.K.L.1.1. b</u> Use frequently occurring nouns and verbs. (2)</p>	<p>AMERICAN HISTORY (2 weeks/9 days)</p> <p><u>SS.K.A.3.1</u> Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school. <u>SS.K.A.3.2</u> Explain that calendars represent days of the week and months of the year. <u>SS.K.A.2.2</u> Recognize the importance of celebrations of national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage. <u>SS.K.A.1.2</u> Develop an awareness of a primary source.</p> <p>Topic 2: Calendars</p> <ul style="list-style-type: none"> • Understanding and interpreting calendars <ul style="list-style-type: none"> ○ Days of the week ○ Months of the year ○ Dates ○ Recording events • Time concepts <ul style="list-style-type: none"> ○ Today ○ Yesterday ○ Tomorrow • Sequence words

KG Q1 Week 4

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Kindergarten - Quarter 1

Year-At-A-Glance 2018- 2019

Week: 5	Instructional Days: 4	Date: 09/17/18 - 09/21/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 1 – (Week 2)</p> <p>Reading/Writing Workshop: “We Can” “I Can, We Can” Literature Big Book: <i>Pouch!</i> Paired Read: “Baby Animals on the Move” Interactive Read Aloud: “The Tortoise and the Hare”</p> <p>Instructional Focus Standards:</p> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.K.RL.1.1 Evidence</u> With prompting and support, ask and answer questions about key details in a text. (2)</p> <p><u>LAFS.K.RL.1.2 Main Idea</u> With prompting and support, retell familiar stories, including key details. (2)</p> <p><u>LAFS.K.RI.1.1 Evidence</u> With prompting and support, ask and answer questions about key details in text. (2)</p> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.K.RL.2.6 Point of View</u> With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story. (1)</p> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.K.RL.3.9 Multi-Text</u> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (3)</p> <p><u>LAFS.R.I.3.7 Multi-Media</u> 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). (2)</p> <p style="text-align: center;">CLUSTER 4: RANGE OR READING AND LEVEL OF TEXT COMPLEXITY</p> <p><u>LAFS.K.RL.4.10 Complexity</u> Actively engages in group reading activities with purpose and understanding. (2)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Ask and Answer Questions Comprehension Skill: Key Details Text Features: Labels Phonics Skill: Introduce short /a/a HFW: we Additional HFW: in, out</p>	<p>Unit 1 – (Week 2)</p> <p>Writing Trait: Ideas</p> <p>Task: Students will write an opinion to tell their feelings about an animal.</p> <p>Grammar Skill: Naming Words (Nouns)</p> <p><u>LAFS.K.W.1.1</u> Use a combination of drawing, dictating, and writing to compose opinion 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 or book (e.g., My favorite book is...). (2)</p> <p><u>LAFS.K.L.1.1.b</u> Use frequently occurring nouns and verbs.(2)</p> <p><u>LAFS.K.W.2.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (3)</p>	<p>AMERICAN HISTORY (2 weeks/9 days)</p> <p><u>SS.K.A.3.1</u> Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.</p> <p><u>SS.K.A.3.2</u> Explain that calendars represent days of the week and months of the year.</p> <p><u>SS.K.A.2.2</u> Recognize the importance of celebrations of national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage.</p> <p><u>SS.K.A.1.2</u> Develop an awareness of a primary source.</p> <p>Topic 2: Calendars</p> <ul style="list-style-type: none"> • Understanding and interpreting calendars <ul style="list-style-type: none"> ○ Days of the week ○ Months of the year ○ Dates ○ Recording events • Time concepts <ul style="list-style-type: none"> ○ Today ○ Yesterday ○ Tomorrow • Sequence words

KG Q1 Week 5 The Florida Standards Access Points are **only** intended for students with disabilities (SWD) who have a significant cognitive disability and as such are participating on a modified curriculum, given parent consent, as per their Individualized Education Plan (IEP). Additional resources may be located by visiting [The FDOE Access Site: ELA Page](#). The link to the Florida Standards Access Points and Essential Understandings for the time frame in this QAG can be found by clicking [HERE](#). Essential Understandings are the "actionable steps" your students can do in your classroom to show mastery towards a standard.

Kindergarten - Quarter 1 Year-At-A-Glance 2018- 2019

Week: 6	Instructional Days: 5	Date: 09/24/18 - 09/28/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 1 – (Week 3) Reading/Writing Workshop: “Sam Can See” “I Can See” Literature Big Book: <i>Senses at the Seashore</i> Paired Read: “I Smell Springtime”; “Taste of Purple”; “Rain” Interactive Read Aloud: “A Feast of the Senses” Instructional Focus Standards:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; margin: 0;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.K.RI.1.1 Evidence</u> With prompting and support, ask and answer questions about key details in text. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; margin: 0;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.K.RI.2.6 Point of View</u> With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (1)</p> <p><u>LAFS.K.RL.2.5 Structure</u> Recognize common types of texts (e.g. story books, poems). (1)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; margin: 0;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.K.RI.3.7 Multi-Media</u> 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). (2)</p> <p><u>LAFS.K.RI.3.9 Multi-Text</u> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (3)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">CLUSTER 4: RANGE OR READING AND LEVEL OF TEXT COMPLEXITY</p> <p><u>LAFS.K.RI.4.10 Complexity</u> Actively engages in group reading activities with purpose and understanding. (2)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Ask and Answer Questions Comprehension Skill: Key Details Literary Element: Sensory Words Phonics Skill: Introduce /s/s HFW: see Additional HFW: so, at</p> <p>The Florida Standards Access Points are only intended for students with disabilities (SWD) who have a significant cognitive disability and as such are participating on a modified curriculum, given parent consent, as per their Individualized Education Plan (IEP). Additional resources may be located by visiting The FDOE Access Site: ELA Page . The link to the Florida Standards Access Points and Essential Understandings for the time frame in this QAG can be found by clicking HERE. Essential Understandings are the "actionable steps" your students can do in your classroom to show mastery towards a standard.</p>	<p>Unit 1 – (Week 3)</p> <p>Writing Trait: Ideas</p> <p>Task: Students will make a picture web to tell what they observe in a park.</p> <p>Grammar Skill: Naming Words (Noun)</p> <p><u>LAFS.K.W.1.2</u> 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. (2)</p> <p><u>LAFS.K.W.2.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (3)</p> <p><u>LAFS.K.L.1.1.b</u> Use frequently occurring nouns and verbs.(2)</p>	<p style="text-align: center; background-color: #e67e22; color: white; padding: 5px;">AMERICAN HISTORY (3 weeks/14 days)</p> <p><u>SS.K.A.3.1</u> Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.</p> <p><u>SS.K.A.1.1</u> Develop an understanding of how to use and create a timeline.</p> <p><u>SS.K.G.1.1</u> Describe the relative location of people, places, and things by using positional words.</p> <p><u>SS.K.A.1.2</u> Develop an awareness of a primary source.</p> <p>Topic 3: Sequential Order of Occurrences and Timelines</p> <ul style="list-style-type: none"> • Chronological Vocabulary <ul style="list-style-type: none"> ○ Before and after ○ First, next, last ○ Morning, afternoon, evening ○ Changes throughout the day • Creating a timeline • Using positional words <ul style="list-style-type: none"> ○ Front and behind ○ Left and right ○ Above and below

Kindergarten - Quarter 1 Year-At-A-Glance 2018- 2019

Weeks: 7-8	Instructional Days: 10	Date: 10/01/18 - 10/12/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 2 – (Week 1)</p> <p>Reading/Writing Workshop: “Pam Can See” “We Can See” Literature Big Book: <i>The Handiest Things in the World</i> Paired Read: <i>Discover with Tools</i> Interactive Read Aloud: “Timimoto”</p> <p>Instructional Focus Standards:</p> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #D3D3D3;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.K.RI.1.1 Evidence With prompting and support, ask and answer questions about key details in text. (2)</p> </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #D3D3D3;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.K.RI.3.7 Multi-Media 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). (2)</p> <p>LAFS.K.RI.3.9 Multi-Text With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (3)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center; background-color: #D3D3D3;">CLUSTER 4: RANGE OR READING AND LEVEL OF TEXT COMPLEXITY</p> <p>LAFS.K.RI.4.10 Complexity Actively engages in group reading activities with purpose and understanding. (2)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Ask and Answer Questions Comprehension Skill: Key Details: Use Photos Text Features: Headings Phonics Skill: Initial/Final p/p/ HFW: a Additional HFW: to, be</p>	<p>Unit 2: (Week 1)</p> <p>Writing Trait: Ideas</p> <p>Task: Students will write explanatory sentences about a tool.</p> <p>Grammar Skill: Verbs</p> <p>LAFS.K.W.1.2 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. (2)</p> <p>LAFS.K.L.1.1.b Use frequently occurring nouns and verbs. (2)</p> <p>LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (3)</p>	<p>AMERICAN HISTORY (3 weeks/14 days)</p> <p>SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.</p> <p>SS.K.A.1.1 Develop an understanding of how to use and create a timeline.</p> <p>SS.K.G.1.1: Describe the relative location of people, places, and things by using positional words.</p> <p>SS.K.A.1.2 Develop an awareness of a primary source.</p> <p>Topic 3: Sequential Order of Occurrences and Timelines</p> <ul style="list-style-type: none"> • Chronological Vocabulary <ul style="list-style-type: none"> ○ Before and after ○ First, next, last ○ Morning, afternoon, evening ○ Changes throughout the day • Creating a timeline • Using positional words <ul style="list-style-type: none"> ○ Front and behind ○ Left and right ○ Above and below

KG Q1 Weeks 7-8

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Kindergarten - Quarter 1 Year-At-A-Glance 2018- 2019

Week: 9	Instructional Days: 5	Date: 10/15/18 - 10/19/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 2– (Week 2)</p> <p>Reading/Writing Workshop: <i>“We Like Tam” “I Like Sam”</i> Literature Big Book: <i>Shapes All Around</i> Paired Read: <i>“Find the Shapes”</i> Interactive Read Aloud: <i>“Kites in Flight”</i></p> <p>Instructional Focus Standards:</p> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.K.RI.1.1 Evidence</u> With prompting and support, ask and answer questions about key details in text. (2)</p> <p><u>LAFS.K.RI.1.3 Interactions</u> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (3)</p> </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.K.RI.3.7 Multi-Media</u> 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). (2)</p> <p><u>LAFS.K.RI.3.9 Multi-Text</u> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (3)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 4: RANGE OR READING AND LEVEL OF TEXT COMPLEXITY</p> <p><u>LAFS.K.RI.4.10 Complexity</u> Actively engages in group reading activities with purpose and understanding. (2)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Ask and Answer Questions Comprehension Skill: Key Details: Use Photos Text Features: Headings Phonics Skill: Initial/Final p/p/ and Introduce digraph (th) HFW: a Additional HFW: to, be</p>	<p>Unit 2 – (Week 2)</p> <p>Writing Trait: Ideas</p> <p>Task: Students will make a shape poster and write informative sentences explaining the items.</p> <p>Grammar Skill: Verbs</p> <p><u>LAFS.K.W.1.2</u> 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. (2)</p> <p><u>LAFS.K.L.1.1.b</u> Use frequently occurring nouns and verbs. (2)</p> <p><u>LAFS.K.W.2.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (3)</p>	<p>AMERICAN HISTORY (2 weeks/9 days)</p> <p><u>SS.K.A.2.1</u> Compare children and families of today with those in the past. <u>SS.K.A.3.1</u> Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school. <u>SS.K.A.1.2</u> Develop an awareness of a primary source.</p> <p>Topic 4: Families Past and Present</p> <ul style="list-style-type: none"> • Understanding time • Differences and similarities of families of the past and the present. • Past, present, and future • Primary sources • Children and families of the past • Comparing children today with those of the past

KGQ1 Week 9

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Kindergarten - Quarter 1 Year-At-A-Glance 2018- 2019

Week: 10	Instructional Days: 4	Date: 10/22/18 - 10/25/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 2– (Week 3)</p> <p>Reading/Writing Workshop: “Pat” “Tap, Tap, Tap” Literature Big Book: <i>I Love Bugs!</i> Paired Read: “Bugs All Around” Interactive Read Aloud: “From Caterpillar to Butterfly”</p> <p>Instructional Focus Standards:</p> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.K.RI.1.1 Evidence</u> With prompting and support, ask and answer questions about key details in text. (2)</p> <p><u>LAFS.K.RL.1.2 Main Idea</u> With prompting and support, retell familiar stories, including key details. (2)</p> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.K.RL.2.6 Point of View</u> With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story. (1)</p> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.K.RL.3.9 Multi-Text</u> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (3)</p> <p style="text-align: center;">CLUSTER 4: RANGE OR READING AND LEVEL OF TEXT COMPLEXITY</p> <p><u>LAFS.K.RL.4.10 Complexity</u> Actively engages in group reading activities with purpose and understanding. (2)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Ask and Answer Questions Comprehension Skill: Key Details: Use Illustrations Text Features: Captions Phonics Skill: Review /m/ m, /a/ a, /s/ s, /p/ p, /t/ t Review Digraph (th) HFW: the, a, see, we, like Additional HFW: but</p>	<p>Unit 2: (Week 3)</p> <p>Writing Trait: Ideas</p> <p>Task: Students will write a story about a bug.</p> <p>Grammar Skill: Verbs</p> <p><u>LAFS.K.W.1.3</u> 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. (2)</p> <p><u>LAFS.K.L.1.1.b</u> Use frequently occurring nouns and verbs. (2)</p> <p><u>LAFS.K.W.2.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (3)</p>	<p>AMERICAN HISTORY (2 weeks/ 9 days)</p> <p><u>SS.K.A.2.1</u> Compare children and families of today with those in the past. <u>SS.K.A.3.1</u> Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school. <u>SS.K.A.1.2</u> Develop an awareness of a primary source.</p> <p>Topic 4: Families Past and Present</p> <ul style="list-style-type: none"> • Understanding time • Differences and similarities of families of the past and the present. • Past, present, and future • Primary sources • Children and families of the past • Comparing children today with those of the past

KG Q1 Week 10

The Florida Standards Access Points are **only** intended for students with disabilities (SWD) who have a significant cognitive disability and as such are participating on a modified curriculum, given parent consent, as per their Individualized Education Plan (IEP). Additional resources may be located by visiting [The FDOE Access Site: ELA Page](#). The link to the Florida Standards Access Points and Essential Understandings for the time frame in this QAG can be found by clicking [HERE](#). Essential Understandings are the "actionable steps" your students can do in your classroom to show mastery towards a standard.