

KG1 Overview

KG1 Topic Timeline Central Idea Key Concepts Related Concepts Lines of Inquiry	How we express ourselves		Who we are		Sharing the planet		How the world works	
	First Unit: Feelings and Conflict Resolution		Second Unit: Families and Relationships		Third Unit: Living Things		Fourth Unit: Five Senses	
	September 1 st – December 19 th 2019		September 1 st – December 19 th 2019		January 5 th – March 18 th 2020		April 5 th – June 25 th 2020	
People express their feelings in different ways	Family relationships contribute to shaping our identity		Living things have specific needs to survive and grow		People use their senses to learn about the world around them		Form, function, causation	
Form, perspective, responsibility	Form, connection, responsibility		Form, change, responsibility		Form, function, causation		Exploration, safety	
Feelings, conflict	Relationships, rights		Needs, characteristics		Exploration, safety			
1- What provokes people to feel 2- Different ways to express feelings 3- Conflict resolution	1- Relationships within the family 2- How relationships affect people 3- Responsibilities within the family		1- Characteristics and needs of living things 2- Life cycles 3- Human's responsibility towards animals		1- The five senses 2- Learning through our five senses 3- How our senses help us stay safe			
Communicator, Open-minded, Reflective	Caring, Balanced, Risk - Taker		Knowledgeable, Principled		Inquirer, Thinker			
Communication skills Thinking skills	Social Skills Self – Management Skills		Research skills Thinking skills		Research skills Communication skills			
Genre	Fiction		Fiction and Nonfiction		Fiction and Nonfiction			
Oral Language	<p>Listening and Speaking Building Vocabulary</p> <ul style="list-style-type: none"> Model choice of words when conversing with the students in different contexts Support students to name items while playing <p>Speaking and Listening Behaviors</p> <ul style="list-style-type: none"> Discuss how to take turns in a discussion. Discuss how to ensure everyone in a group has a turn. Discuss how to join or leave a game. Discuss how to express likes and dislikes sensitively. <p>Conventions of Spoken Texts (Vocabulary & Tone)</p> <ul style="list-style-type: none"> Language patterns (songs, chants and rhymes) Language functions: <ul style="list-style-type: none"> – make a request – recount an experience <p>Conventions of Listening</p> <ul style="list-style-type: none"> Provide opportunities for students to respond to spoken texts, for example: <ul style="list-style-type: none"> – retelling a favorite part of a story – through drawing, painting, sculpting – by joining in and remembering songs and poems – following directions <p>Vocabulary</p> <ul style="list-style-type: none"> * School vocabulary (class, bathroom, playground, different places in school) * Unit vocabulary: (feelings vocabulary "happy, sad, lonely, excited, angry, worried, tired", problem, argument) * Action words: (Bickering, share, push, hit, play, clean, jump, run, sleep, get along, fix it, stop it, yell, bike, build) * Phrases: I feel ---- when ----, I feel ---- to ----, I feel ---- after ----, I am glad to hear that, I am sad to hear that, How do you feel?, I was so "feeling" because ---, We get along together when we ---, I don't like it when ---- 		<p>Listening and Speaking Building Vocabulary</p> <ul style="list-style-type: none"> Teach new words needed for procedures (when cooking, planting, doing art work, etc.) Model vocabulary needed in community settings (names and labels in post office, supermarket, etc.) <p>Speaking and Listening Behaviors</p> <ul style="list-style-type: none"> Discuss how to take turns in a discussion. Discuss how to ensure everyone in a group has a turn. Discuss how to join or leave a game. Discuss how to express likes and dislikes sensitively. <p>Conventions of Spoken Texts (Vocabulary & Tone)</p> <ul style="list-style-type: none"> Language patterns (songs, chants and rhymes) Language functions: <ul style="list-style-type: none"> – make a request – recount an experience <p>* Conventions of Listening</p> <ul style="list-style-type: none"> Provide opportunities for students to respond to spoken texts, for example: <ul style="list-style-type: none"> – retelling a favorite part of a story – through drawing, painting, sculpting – by joining in and remembering songs and poems – following directions <p>Vocabulary</p> <ul style="list-style-type: none"> * School vocabulary (class, bathroom, playground, different places in school) * Unit vocabulary: (family members, house "rooms, utensils, objects", friendship and conflict resolution vocabulary) 		<p>Listening and Speaking Building Vocabulary</p> <ul style="list-style-type: none"> Encourage and support students to name items while playing Teach new words needed for procedures (when cooking, planting, doing art work, etc.) <p>Speaking and Listening Behaviors</p> <ul style="list-style-type: none"> Discuss body language when speaking, e.g. appropriate eye contact, use of gestures. Discuss body language when listening, e.g. nodding your head, proximity to the speaker. Discuss how to take turns in a discussion. <p>Conventions of Spoken Texts (Vocabulary & Tone)</p> <ul style="list-style-type: none"> Language patterns (songs, chants and rhymes) Language functions: <ul style="list-style-type: none"> – request information – ask a question – describe an object Model the use of conjunctions when speaking, e.g. and, but, because <p>Conventions of Listening</p> <ul style="list-style-type: none"> Provide opportunities for students to listen to speech constructed for different purposes. (Fiction and nonfiction) Provide opportunities for students to respond to spoken texts, for example: <ul style="list-style-type: none"> – responding to questions – listening for key words and ideas – joining in a game – joining in a conversation. <p>Vocabulary</p> <ul style="list-style-type: none"> * Unit vocabulary: Cow, cat, hen, dog, duck, fish, goat, goose, horse, lamb, mouse, pig, rabbit, rooster, sheep, turkey, Dog, guinea pig, hamster, cat, frog, iguana, snake, turtle, parrot, goldfish, rabbit, Body parts (tail, claws, paws, whiskers, wing, feather, shell, horns, antennae, beak, antlers, tusks, trunk, hump, mane, scales, fins, gills, flippers, fur, tentacles), habitats (land, water, air) * Action words: (swim, dig, waddle, wiggle, leap, hop, spin, kick, dive, bounce, stomp, slither, glide, chomp, climb, crawl) * Descriptive words: Wild / tame, slow / fast, big / small 		<p>Listening and Speaking Building Vocabulary</p> <ul style="list-style-type: none"> Encourage and support students to name items while playing Teach new words needed for procedures (when cooking, planting, doing art work, etc.) <p>Speaking and Listening Behaviors</p> <ul style="list-style-type: none"> Discuss body language when speaking, e.g. appropriate eye contact, use of gestures. Discuss body language when listening, e.g. nodding your head, proximity to the speaker. Discuss how to take turns in a discussion. <p>Conventions of Spoken Texts (Vocabulary & Tone)</p> <ul style="list-style-type: none"> Language patterns (songs, chants and rhymes) Language functions: <ul style="list-style-type: none"> – request information – ask a question – describe an object Model the use of the correct tense <p>* Conventions of Listening</p> <ul style="list-style-type: none"> Provide opportunities for students to listen to speech constructed for different purposes. (Fiction and nonfiction) Provide opportunities for students to respond to spoken texts, for example: <ul style="list-style-type: none"> – through drawing, painting, sculpting – by responding to requests – responding to questions – listening for key words and ideas – commenting on another person's ideas <p>Vocabulary</p> <ul style="list-style-type: none"> * Descriptive words: Colors, shapes, hot, cold, big, small, short, tall, wet and dry * Use the vocabulary wheel to describe an item (what is it called? What is it made of? What size/color/shape is it? How does it feel? How do we use it?) 	

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	Fiction		Fiction		Fiction and Nonfiction		Fiction and Nonfiction	
	<p>Writing Pre-Writing Skills * Sensory Experiences: (Shaving cream, Sandpaper cards, Sand trays, play dough and clay) * Manipulatives (Puzzles, interlocking blocks, stacking toys, snapping beads, stringing beads, lacing cards, peg boards) * Cutting & Tracing Start by using thick markers and crayons, then thin tip markers and crayons and then pencils</p> <ul style="list-style-type: none"> • Fringing; then • Lines; then • Curves; then • Shapes <p>Shared Writing: Teachers model writing by writing words and sentences in clear and big font as you are speaking, it gives the students a chance to understand basics of writing and to observe directionality and letter formation</p> <p>Emergent Writing: Encourage students to draw daily to reflect on their feelings and thinking, ask the students to tell you about their drawings and write some of their ideas (in clear writing) under their drawing</p>		<p>Writing Pre-Writing Skills * Sensory Experiences: (Shaving cream, Sandpaper cards, Sand trays, play dough and clay) * Manipulatives (Puzzles, interlocking blocks, stacking toys, snapping beads, stringing beads, lacing cards, peg boards) * Cutting & Tracing Start by using thick markers and crayons, then thin tip markers and crayons and then pencils</p> <ul style="list-style-type: none"> • Fringing; then • Lines; then • Curves; then • Shapes <p>Shared Writing: Teachers model writing by writing words and sentences in clear and big font as you are speaking, it gives the students a chance to understand basics of writing and to observe directionality and letter formation</p> <p>Emergent Writing: Encourage students to draw daily to reflect on their feelings and thinking, ask the students to tell you about their drawings and write some of their ideas (in clear writing) under their drawing</p>		<p>Writing Pre-Writing Skills * Cutting & Tracing Start by using thick markers and crayons, then thin tip markers and crayons and then pencils</p> <ul style="list-style-type: none"> • Fringing; then • Lines; then • Curves; then • Shapes <p>Shared Writing: Create simple sentences using the sight words taught and pictures</p> <ul style="list-style-type: none"> • Write the sentences on the board • Provide sight words cards and pictures in the writing center and let the students create sentences. <p>Simple sentences like: I can play, I help my mom, etc.</p> <p>Emergent Writing: * Ask the students to draw a picture that matches with the simple sentences that they can read * Ask the students to create a sentence using word cards, and then write it on their whiteboards</p>		<p>Writing Pre-Writing Skills * Cutting & Tracing Start by using thick markers and crayons, then thin tip markers and crayons and then pencils</p> <ul style="list-style-type: none"> • Fringing; then • Lines; then • Curves; then • Shapes <p>Shared Writing: Create simple sentences using the sight words taught and pictures</p> <ul style="list-style-type: none"> • Write the sentences on the board • Provide sight words cards and pictures in the writing center and let the students create sentences. <p>Simple sentences like: I can play, I help my mom, etc.</p> <p>Emergent Writing: * Ask the students to draw a picture that matches with the simple sentences that they can read * Ask the students to create a sentence using word cards, and then write it on their whiteboards</p>	
Reading	<p>Reading Phonological Awareness Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration</p> <p>Resource: letters and Sounds Teacher Guide</p> <p>Sight Vocabulary Actions: Pre Primer Dolch Words: away, big, come, go, help, here, jump, look, play, run.</p> <p>* Play a game DAILY with the students when you ask the students to do those actions while you hold up the card for them to read</p> <p>Shared Reading & Comprehension Skills Read a book about feelings to the whole class Shared Reading Books: The way I feel, Glad Monster Sad Monster, Wimberly Worried * Picture walk to encourage the learners to use their background knowledge * Discussion questions * Direct vocabulary</p> <p>Concepts of Print * Hold the book upright and handle with care * Understand that stories have text and illustration and that they are both connected</p>		<p>Reading Phonological Awareness Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration</p> <p>Resource: letters and Sounds Teacher Guide</p> <p>Sight Vocabulary Words that can be used to make simple sentences Pre Primer Dolch Words: and, can, go, help, I, is, the, my, we, you * Write and build simple sentences about families and relationships, use pictures to complete a sentence</p> <p>Shared Reading & Comprehension Skills Read a book about families and relationships to the whole class Shared Reading Books: Families Families Families, Me and My Family Tree * Picture walk to encourage the learners to use their background knowledge * Discussion questions * Direct vocabulary</p> <p>Concepts of Print * Hold the book upright and handle with care * Understand that stories have text and illustration and that they are both connected</p>		<p>Reading Phonological Awareness Aspect 6: Voice sounds (s, a, t, p, i, n, m, d) Aspect 7: Oral blending and segmenting Simple words using the letter sounds they know (sat, pat, mat, map, etc.)</p> <p>Resource: http://www.letters-and-sounds.com/phase-2-resources.html</p> <p>Sight Vocabulary Pre Primer Dolch Words: a, find, for, funny, in, it, my, not, said, to, where.</p> <p>* Write and build simple sentences, use pictures to complete a sentence</p> <p>Shared Reading & Comprehension Skills Read a book about living things to the whole class Shared Reading Books: Eric Carle stories about animals * Picture walk to encourage the learners to use their background knowledge * Discussion questions * Direct vocabulary * Sequencing * Story Characters</p> <p>Concepts of Print * A book has a front and a back. * Books are read from front to back.</p>		<p>Reading Phonological Awareness Aspect 6: Voice sounds (g, o, c, k) Aspect 7: Oral blending and segmenting Simple words using the letter sounds they know (cap, cot, tag, etc.)</p> <p>Resource: http://www.letters-and-sounds.com/phase-2-resources.html</p> <p>Sight Vocabulary Words to describe Pre Primer Dolch Words: Blue, little, make, red, see, yellow, one, two, three, up, down.</p> <p>* Encourage the students to use those words to describe, they can also match word cards with pictures</p> <p>Shared Reading & Comprehension Skills Read a book about the 5 senses to the whole class Shared Reading Books: My 5 Senses, The Listening Walk * Picture walk to encourage the learners to use their background knowledge * Ask questions * Direct vocabulary * Sequencing</p> <p>Concepts of Print * There is a match between spoken and written words; that is, print is speech written down.</p>	

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	Math							
Math / Data Handling	Collecting data: Simple bar graph (do you like ice cream?) Sorting: What does not belong in a set (logical reasoning)				Collecting data: Simple bar graph (What is your favorite animal?) Sorting: Sorting real objects by one attribute (animals that live in land, water and air)		Sorting: Sort real objects by one attribute (color, shape, size, etc)	
Math / Measurement	Sequencing: <ul style="list-style-type: none"> Sequencing in our daily life in school. Acknowledging what happens first and what is next in our daily life Understanding, and describing events in daily routine and knowing it's sequence, for example, before, after, bedtime, story time, today, tomorrow, morning, afternoon, evening, ..etc. Simple picture sequencing 		Sequencing: <ul style="list-style-type: none"> Sequencing in our daily life at home. Acknowledging what happens first and what is next in our daily life Understanding, and describing events in daily routine and knowing it's sequence, for example, before, after, bedtime, story time, today, tomorrow, morning, afternoon, evening, ..etc. Simple picture sequencing 		Measuring and Estimating: <ul style="list-style-type: none"> Understand, identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, colder 		Measuring and Estimating: <ul style="list-style-type: none"> Understand, identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, colder Compare and estimate weight by hand (which is heavier?) Compare and estimate length (shorter , taller) 	
Math / Shape and Space					Space: Use positional words to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.		Shape: <ul style="list-style-type: none"> Identify 2D & 3D shapes in their immediate environment Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms 	
Math / Pattern and Function	Identify Patterns: Help children to recognize patterns all around them and point them out; in clothes, in music, in the garden, and everywhere patterns are to be found. Be on the lookout for patterns in clothing i.e., stripes and prints, patterns in shoe prints, nature, books, posters, art, tire tracks, etc. Notice shoe tracks when you walk through dirt or make prints with wet soles. <ul style="list-style-type: none"> Sing: Sing songs that rhyme, repeat, or have numbers in them. 		Identify Patterns: Sing: Sing songs that rhyme, repeat, or have numbers in them.		Identify Patterns: <ul style="list-style-type: none"> Describe animal patterns (striped, spots, etc.) Make music: Use clapping, drum beats, animal noises, and various sounds to make and explore different rhythms and patterns. 			
Math / Numbers	1- Produce the standard list of counting words verbally in order (1 to 10) 2- Connect the verbal counting sequence in a one-to-one correspondence with objects in a set being counted (1 to 10). Each object must get one and only one count.		1- Order numbers from 1 to 10, in writing if possible 2- Represent a number of objects with a written numeral 0-10 3- Understand the number of objects does not change when the objects are moved, rearranged, or hidden.		1- Compare sets of objects (0-10) (more or less)		1- Count to 30 by ones 2- Count to answer "how many?" (20 things arranged in a line, a rectangular array, or a circle) (10 things in a scattered configuration; given a number from 1–20, count out that many objects)	
	Science and Social Studies							
Science	NA		NA		- Identify needs of living things - Explore a variety of life cycles and understand that living things go through a process of change - Identify how the environment (land, water, air) provide living things with what they need to survive		- Identify the five sense (touch, taste, see, smell, hear) - Demonstrate that he/she understands what they observe. - Use the senses to assist and guide learning -Ask questions and makes predictions based on observations and manipulation of things and events in the environment.	
Social Studies	- Identify their feelings and emotions and explain possible causes - Identify and explore strategies that help them to cope with change - Share their own relevant ideas and feelings in an appropriate manner		- Identify their family members - Explain how different family members have different responsibilities - Identify ways families care for them - Share their chores or routines that they do with their families - Recognizes how their choices and behaviors affect people around them		- Explain human's responsibility towards animals		- Demonstrate awareness of hygiene and safety rules	

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Art	<p>Drawing: Lines and Curves: discover and draw line and shape as seen in natural and manufactured objects and discover that lines can make shapes Kinder Line Designs</p> <p>Painting: Use color to express vividly recalled feelings, experiences and imaginings Hooked on a Feeling II</p>		<p>Making Constructions: Make imaginative structures Self portraits with natural materials</p> <p>Drawing: Make drawings based on vividly recalled feelings, real and imaginative experiences and stories Primary/Secondary Self Portraits</p>	<p>Drawing: Use their awareness of lines and shapes to draw different animals</p> <p>Making Prints: Use a variety of print-making techniques Animal Prints: Make a variety of animal prints using textured items and paint pressed against paper or fabric</p> <p>Collage: Eric Carle style butterflies</p>	<p>Painting: Use color to express vividly recalled feelings, experiences and imaginings Mouse Paint: https://kinderart.com/art-lessons/painting/mouse-painting-color-mixing/</p> <p>Clay: Make a clay form and manipulate it with fingers to suggest a subject https://kinderart.com/art-lessons/crafts/tips-working-play-dough/</p>
PSPE	<p>Athletics Running * Walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds running with a partner, moving into space following a leader art * Participate in a pair relay using a beanbag * Participate in team relays, in small groups, using various means of travelling</p> <p>Jumping * Practice skipping activities with and without ropes * Experiment with various ways of jumping</p> <p>Throwing * Experiment with appropriate objects and methods of throwing, aiming for height and distance</p>		<p>Athletics Running * Walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds running with a partner, moving into space following a leader art * Participate in a pair relay using a beanbag * Participate in team relays, in small groups, using various means of travelling</p> <p>Jumping * Practice skipping activities with and without ropes * Experiment with various ways of jumping</p> <p>Throwing * Experiment with appropriate objects and methods of throwing, aiming for height and distance</p>	<p>Gymnastics Movement • Develop the basic movement actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing, swinging, twisting and turning using a variety of body parts while exploring space • Practice rocking and rolling activities leading to the forward roll • Develop body awareness through variations of direction, pathways, levels, shape, speed and effort</p> <p>Activities can be:</p> <ul style="list-style-type: none"> • Travelling slowly on two hands and one foot following a curved pathway • Travelling sideways on two hands and two feet keeping the body low • Supporting weight on one foot with the body in a stretched position and transferring weight to two hands and one foot with the body in a curled position 	<p>Games Sending, receiving and travelling Ball handling: begin to develop ball-handling skills</p> <ul style="list-style-type: none"> • rolling a ball to a partner or at a large target • throwing a beanbag or ball under-arm into the air • throwing under-arm and over-arm at a large target • catching by cradling (scooping) <p>Kicking: begin to develop kicking skills</p> <ul style="list-style-type: none"> • kicking a ball to a partner along the ground using the inside and the instep of the foot • controlling a ball with the foot by trapping or stopping it • dribbling a ball with the foot and trapping or stopping it <p>Carrying and Striking: begin to develop carrying and striking skills</p> <ul style="list-style-type: none"> • carrying a beanbag on different body parts (e.g. palm of hand, back of hand, head) • carrying a beanbag on a small bat while moving slowly or quickly • tossing the beanbag on a small bat or the hand while stationary, using forehand or backhand • alternating tossing and carrying a beanbag on a small bat or the hand • bouncing a ball on a racquet while stationary striking a softball along the ground with a bat and retrieving it • striking a softball against a wall using the hand or bat. <p>Creating and playing games Create and develop games in pairs</p> <ul style="list-style-type: none"> • rolling a ball at a target kicking a ball to a partner through a 'goal' <p>Play simple playground games</p> <ul style="list-style-type: none"> • cat and mouse, keep the basket full, fox and geese, hot ball.