

## **Focus on K2 – An Integrated Approach towards Teaching and Learning**

There are 4 Units of Study with smaller studies built into these studies. This allows teachers and children to explore deeply concepts using skills and strategies to engage in inquiry, critical thinking, collaborating, communicating, and creating through hands on projects that meet the diverse learning needs of the students.

- **Our Community – September – October (6 weeks)**
  - How to learn in Kindergarten (building a classroom community of learners)
    - Learning through Centers (collaboration, creativity, imagination, structure, rules & expectations, safety)
      - *Abiyoyo* by Michael Hays – Reading Literature
      - *Abuela* by Arthur Dorros – Reading Literature
      - *Amazing Grace* by Mary Hoffman – Reading Literature
  - Our Names (all about me and how I fit into the classroom community)
    - *Chrysanthemum* by Kevin Henkes – Reading Literature
    - *The Name Jar* by Yangsook Choi – Reading Literature
  - Friendship (collaboration, respect, honesty, fun)
    - *Big Al and Shrimpy* by Andrew Clements (Close Read) Reading Literature
- **Animals and Habitats – October – December (10 weeks)**
  - Life cycle of Fish & Tadpoles
    - Study of Fish (including care, safety, and responsibility of the environment)
      - *The life Cycle of a Salmon* a Bobbie Kalman Book – Informational Text
    - Author/Illustrator/Artist Study – Leo Lionni
      - *Fish is Fish* by Leo Lionni – Reading Literature
    - Study of Tadpole/Frogs
      - *From Tadpole to Frog* by Wendy Pfeffer (Close Read) – Informational Text
  - Owls/Birds
    - Stories of Nighttime adventures (multicultural family stories and telling our own family stories including concepts of courage and respect)
      - *Owl Moon* by Jane Yolen – Reading Literature
    - Study of Owls (including care, safety and responsibility of the environment)
      - *Owls* by Gail Gibbons – Informational Text
  - Wolves/Dogs
    - Study of Wolves (including how they work as a community, what they need for survival, and care, safety and responsibility of the environment)
      - *Wolves* by Seymour Simon – Informational Text
    - Multicultural Wolf Tales (including concepts of courage, respect and responsibility)
      - *Lon PoPo* by Ed Young – Reading Literature
- **Construction – January – March (10 Weeks)**
  - *Three Little Pig* book study –

- Comparing and contrasting the various versions of the story and why and how the authors/illustrators constructed their story)
- *The Three Little Pigs* by Paul Galdone – Reading Literature
- *The True Story of The Three Little Pigs* by Jon Scieszka – Reading Literature
- Construction of homes and structures
  - Compare and contrast the different building materials for homes and various structures, the roles of different workers and jobs in creating these structures)
    - *Houses and Homes* by Ann Morris – Informational Text
    - *The Night Worker* by Kate Banks (Close Read) Reading Literature
    - *How a House is Built* by Gail Gibbons – Informational Text
- Purposes of constructing
  - Constructing communities and cities (including where my school and home are in my community)
    - *Roxaboxen* by Alice McLerran – Reading Literature
  - Constructing music, dances, plays, sculptures
  - Constructing ramps, bridges, and naturally made structures
    - *Dirt The Scoop on Soil* by Natalie Rosinsky – Informational Text
- **Our Earth – March – June (10 Weeks)**
  - The Earth Surface and Geography
    - Different roles, responsibilities, and various jobs relating to the earth
      - *Tomas and the Library Lady* by Pat Mora – Reading Literature
      - *Fossils Tell of Long Ago* by Alikei (Close Read) – Informational Text
  - Trees and Recycling (including concepts of respect, authority, honesty, courage, responsibility, and care)
    - *The Great Kapok Tree* by Lynne Cherry – Reading Literature
    - *The Gift of the Tree* by Alvin Tresselt – Reading Literature
    - *Recycle!* By Gail Gibbons – Informational Text
  - Gardening & Community Gardens (including things people buy with money from the earth, healthy lifestyles, and urban renewal)
    - *City Green* by DyAnne DiSalvo-Ryan – Reading Literature
    - *From Seed to Plant* by Gail Gibbons – Informational Text

### **Daily Components of *Focus on K2* – An Integrated Approach towards Teaching and Learning**

#### Whole Groups

- Prior to Centers – 20 minutes
  - Focus on community building, organization, introduction and planning for Center Work
- After Centers – 20 minutes
  - Focus on Reflections on Center work
  - Participation in a Read-aloud, Close Read, Class Meeting/Problem Solving, or Shared Research

#### Centers & Small Groups– 80 Minutes

- Teachers engage with students in Centers, scaffolding, differentiating, documenting, assessing, questioning, and prompting learning (intentional Instructional Strategies imbedded in Center Work) – 40 minutes

- See chart below for breakdown of centers
- Teachers pull small groups for concept development, guided reading, leveled reading, interventions, etc – 40 minutes

**Additional Daily Components of a K2 Day**

- Reading Foundation Mini Lessons – 20 minutes
- TERC Investigations Curriculum - 45 minutes
- Writers Workshop & Storytelling/Acting – 45 minutes
  - Writers Workshop includes a writing mini-lesson, mentor text and follows the current scope and sequence for narrative, opinion, and informational writing. The writing rubrics are used for formative assessment
  - Story Telling/Acting follows the sequence and protocols inspired by Vivian Paley

Recommended Centers – (these centers can be combined if necessary because of space)

<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Library Corner</li> <li>• Listening Center</li> <li>• Word Work/sequencing/puzzles</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Writing/Drawing</li> <li>• Dramatization</li> </ul>
<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>• Science Area (including observational drawing)</li> <li>• Discovery (sand/water table)</li> <li>• Block Area</li> <li>• Small Manipulatives (mathematical tools and engineering tools)</li> </ul>	<p><b>ART STUDIO</b></p> <ul style="list-style-type: none"> <li>• Easel Painting</li> <li>• Paint Color Mixing</li> <li>• Art Table           <ul style="list-style-type: none"> <li>Water colors</li> <li>Clay</li> <li>Crayons, pastels, charcoal</li> <li>Beautiful Stuff - found materials</li> </ul> </li> <li>• Music &amp; Movement</li> </ul>