

Kindergarten Reading Language Arts Syllabus

Teacher: Amanda Arhelger

School Year: 2025–2026

Module Length: 4 Weeks

Overview

In Kindergarten Language Arts, students will develop foundational literacy skills through engaging stories, phonics instruction, and hands-on activities. Over nine modules, they will learn to identify letters and sounds, recognize high-frequency words, blend and segment phonemes, and comprehend a variety of texts including fiction, informational text, poetry, and more. Writing will progress from opinion pieces to narratives, informational texts, and research reports. Vocabulary growth, oral language development, and understanding of print concepts will be emphasized. All learning will align with the Texas Essential Knowledge and Skills (TEKS) standards.

Module 1 – Curious About Kindergarten

Essential Question: What will I discover in kindergarten?

Learning Mindset: Curiosity

Reading

- Read-alouds: 'Keisha Ann Can!', 'School Day!', 'A Squiggly Story', 'One Happy Classroom', 'Kindergarten Kids', 'School Bus', 'Schools Around the World', 'Annie, Bea, and Chi Chi Dolores'
- Genres: Fiction, Poetry, Informational Text
- Comprehension: Identify story elements, genre characteristics, central idea, rhythm and rhyme

Phonics / Foundational Skills

- Phonological Awareness: Words in sentences, rhymes, syllables, phonemes
- Alphabet Knowledge: Aa–Zz
- High-Frequency Words: the, a, see, I
- Decodable Texts: Start Right Reader Aa–Zz
- Writing: Opinion pieces

TEKS

K.1A–K.1E, K.3B, K.3C, K.8A, K.8B, K.8D, K.2A–K.2E, K.10A–K.10E, K.11A, K.12A–K.12E

Materials

- Big Books and read-alouds
- Alphabet charts

- Letter formation sheets
- Word wall
- Opinion writing mentor texts
- Start Right Reader decodables

Module 2 – There's Only One Me!

Essential Question: What makes each of us special?

Learning Mindset: Self-Reflection

Reading

- Read-alouds: 'Thunder Boy Jr.', 'Being Different Rocks!', 'I Like Myself!', 'ABC I Like Me!', 'Naked Mole Rat Gets Dressed', 'Pete the Cat: Too Cool for School', 'Tiny Rabbit's Big Wish', 'My Friends'
- Genres: Fiction, Persuasive Text, Informational Text, Fable
- Comprehension: Problem/solution, theme, central idea, genre characteristics

Phonics / Foundational Skills

- Consonants: t, b, n, d, c/k, p
- Vowels: short a, long a
- High-Frequency Words: by, my, to, go, am, at, is, can, you, man, no
- Phonological Awareness: Syllable blending, medial vowel sounds, onset-rime blending
- Writing: Narrative writing with adjectives

TEKS

K.3B, K.3C, K.7A–K.7D, K.8E, K.2A–K.2E, K.10A–K.10E, K.11A, K.12A–K.12E

Materials

- Big Books and read-alouds
- Magnetic letters
- CVC word-building mats
- High-frequency word cards
- Narrative writing mentor texts
- Start Right Reader decodables

Module 3 – My Community Heroes

Essential Question: What makes a community?

Learning Mindset: Belonging

Reading

- Read-alouds: 'Places in My Community', 'Map My Neighborhood', 'Quinito's Neighborhood', 'ABC: The Alphabet from the Sky', 'A Bucket of Blessings', 'Bo and Peter', 'A Piece of Home', 'Welcome', 'My Neighborhood and Homes'
- Genres: Informational Text, Fiction, Fable, Poetry

- Comprehension: Predictions, central idea, key details, author's purpose, rhyme and rhythm

Phonics / Foundational Skills

- Short/long i
- Consonants: r, f
- Inflection –s for nouns and verbs
- High-Frequency Words: an, it, has, ran, he, she, did, in, put, sits, me, with
- Writing: Informational writing with lists and maps

TEKS

K.3B, K.3C, K.5C, K.5E–K.5I, K.6B–K.6E, K.7B–K.7D, K.8B, K.8D, K.2A–K.2E, K.10A–K.10E, K.11B, K.12A–K.12E

Materials

- Informational text mentor books
- Decodable readers with short i, r, f patterns
- Graphic organizers
- Mapping tools
- Word wall updates

Module 4 – Happy Healthy Me

Essential Question: How can I be my healthiest me?

Learning Mindset: Setting Goals

Reading

- Read-alouds: 'Being Fit', 'Germs Are Not for Sharing', 'Get Up and Go!', 'Stretch', 'Jack & the Hungry Giant', 'Edible Colors', 'Getting Rest', 'Bed'
- Genres: Informational Text, Fiction, Fairy Tale, Poetry
- Comprehension: Ask/answer questions, text features, plot, comparing and contrasting

Phonics / Foundational Skills

- Consonants: g, k, l, h, w, j
- Vowels: short/long o
- High-Frequency Words: big, good, his, very, got, on, here, of, lot, not, are, was, had, be, do, ten
- Writing: Research writing with glossaries

TEKS

K.3B, K.3C, K.5B, K.6B–K.6E, K.7B–K.7D, K.8A–K.8F, K.2A–K.2E, K.10A–K.10E, K.11B, K.12A–K.12E

Materials

- Health and nutrition informational texts

- Decodable texts
- Research writing templates
- Class blog or display board
- Nutrition labels, charts, glossaries

Module 5 – I Can Do It!

Essential Question: How do we keep trying when things are hard?

Learning Mindset: Perseverance

Reading

- Read-alouds: 'The Little Engine That Could', 'Giraffes Can't Dance', 'Brave Irene', 'Flight School', 'A Chair for My Mother', 'Rosie Revere, Engineer'
- Genres: Fiction, Biography, Informational Text
- Comprehension: Sequence events, cause and effect, central idea

Phonics / Foundational Skills

- Vowels: short/long e
- Consonants: y, z, v
- Blends: st, sp, sk
- High-Frequency Words: get, went, yes, help, let, just, best, fast
- Writing: Narrative writing about overcoming challenges

TEKS

K.3B, K.3C, K.5A–K.5C, K.6B–K.6E, K.7B–K.7D, K.8A–K.8E, K.2A–K.2E, K.10A–K.10E, K.11C, K.12A–K.12E

Materials

- Inspirational stories and biographies
- Decodable readers with e, y, z, v patterns
- Goal-tracking charts
- Word wall updates

Module 6 – Home of the Free and Brave

Essential Question: What symbols and traditions are important to our country?

Learning Mindset: Pride

Reading

- Read-alouds: 'The Flag We Love', 'America the Beautiful', 'The Pledge of Allegiance', 'Fourth of July Mice', 'Celebrating Presidents' Day', 'Veterans Day'
- Genres: Informational Text, Song, Fiction
- Comprehension: Main idea/details, author's purpose, compare and contrast

Phonics / Foundational Skills

- Digraphs: ch, sh, th, wh
- Vowel: short u
- High-Frequency Words: us, up, much, such, fun, run, jump, sun
- Writing: Informational writing about a U.S. symbol

TEKS

K.3B, K.3C, K.5B–K.5E, K.6B–K.6E, K.7B–K.7D, K.8A–K.8F, K.2A–K.2E, K.10A–K.10E, K.11C, K.12A–K.12E

Materials

- Books on U.S. symbols
- Flag and symbol flashcards
- Decodable texts
- Informational writing templates

Module 7 – Zoom In!

Essential Question: What can we learn when we look closely at the world around us?

Learning Mindset: Observation

Reading

- Read-alouds: 'Looking Closely', 'Snowflake Bentley', 'Seeds Move!', 'Actual Size', 'Tiny Creatures'
- Genres: Informational Text, Biography
- Comprehension: Use text features, describe key details, summarize

Phonics / Foundational Skills

- Vowel teams: ai, ee, oa
- R-controlled vowels: ar, or, er, ir, ur
- High-Frequency Words: look, see, they, make, came, gave, made
- Writing: Descriptive writing about close observations

TEKS

K.3B, K.3C, K.5A–K.5E, K.6B–K.6E, K.7B–K.7D, K.8A–K.8F, K.2A–K.2E, K.10A–K.10E, K.11D, K.12A–K.12E

Materials

- Magnifying glasses
- Labeled diagrams
- Informational mentor texts
- Decodable readers with vowel teams and r-controlled vowels

Module 8 – From Plant to Plate

Essential Question: How do plants become the food we eat?

Learning Mindset: Curiosity

Reading

- Read-alouds: 'From Seed to Plant', 'How Do Apples Grow?', 'Tops and Bottoms', 'The Vegetables We Eat'
- Genres: Informational Text, Fiction
- Comprehension: Sequence steps, identify main idea/details, cause and effect

Phonics / Foundational Skills

- Long vowels: a_e, i_e, o_e, u_e
- Consonant blends: bl, cl, fl, gl, pl, sl
- High-Frequency Words: eat, food, grow, plant, water, more, some
- Writing: How-to writing (procedural text)

TEKS

K.3B, K.3C, K.5A–K.5E, K.6B–K.6E, K.7B–K.7D, K.8A–K.8F, K.2A–K.2E, K.10A–K.10E, K.11E, K.12A–K.12E

Materials

- Plant life cycle charts
- Recipe cards
- Decodable readers with blends and long vowels
- How-to writing templates

Module 9 – Animal Habitats

Essential Question: How do animals' habitats meet their needs?

Learning Mindset: Awareness

Reading

- Read-alouds: 'Over in the Meadow', 'Animal Homes', 'Who Lives Here?', 'Welcome Home, Bear', 'The Great Kapok Tree'
- Genres: Informational Text, Fiction, Poetry
- Comprehension: Compare/contrast, identify main idea/details, author's purpose

Phonics / Foundational Skills

- Review all short and long vowels
- Advanced decoding: multisyllabic words
- High-Frequency Words: where, there, here, home, animals
- Writing: Informational writing about a habitat

TEKS

K.3B, K.3C, K.5A–K.5E, K.6B–K.6E, K.7B–K.7D, K.8A–K.8F, K.2A–K.2E, K.10A–K.10E, K.11E, K.12A–K.12E

Materials

- Habitat posters
- Nonfiction animal books
- Decodable readers
- Informational writing templates

Kindergarten Mathematics Syllabus

Teacher: Amanda Arhelger

School year: 2025–2026

Grade: Kindergarten

This syllabus summarizes the six instructional units from the *Texas Go Math* kindergarten program. Each unit clusters several modules around a common theme. The suggested pacing assumes a 36-week school year; teachers can adjust the number of weeks per unit to match their local calendar. TEKS codes and brief descriptors are included to show the learning targets for each unit.

Overview by unit

Unit	Focus and essential skills	TEKS focus	Weeks & materials
1. Number & Operations – Represent, count and compare numbers to 20	Students build number sense by counting forward and backward to at least 20, reading and writing numerals, representing quantities with objects and pictures, and comparing numbers using terms like <i>more</i> , <i>less</i> and <i>equal</i> . They use counters, cubes and number cards to model sets, recognize patterns in the counting sequence and begin ordering numbers.	K.2 Number and operations – The student applies mathematical process standards to represent and compare whole numbers and their relative positions. Students are expected to count forward/backward to 20, read and write numbers to 20, and use comparative language to describe numbers.	Approx. 12 weeks (8 modules). Materials include connecting cubes, two-sided counters, number cards, ten-frames, number lines and real-world objects for counting.
2. Number & Operations – Compose and decompose numbers, addition	Learners compose and decompose numbers up to 10 using cubes and number bonds; they model joining and	K.2 Number and operations – compose and decompose numbers up to 10 (TEKS K.2.I).	Approx. 10 weeks (7 modules). Use connecting cubes, number bonds, counters, story problem cards,

Unit	Focus and essential skills	TEKS focus	Weeks & materials
& subtraction, coins	separating actions to represent addition and subtraction and solve word problems using objects and drawings. The unit ends with identifying U.S. coins (penny, nickel, dime and quarter) and relating them to the need for money.	K.3 Number and operations – apply mathematical process standards to understand addition and subtraction situations; model joining and separating to represent addition and subtraction; solve word problems and explain strategies K.4 Number and operations – identify U.S. coins by name to recognize the need for monetary transactions.	part-part-whole mats, and plastic coins for hands-on practice.
3. Algebraic reasoning – Counting to 100	This short unit focuses on counting up to 100 by ones and tens, beginning with any given number. Students explore patterns in the number sequence and practice skip counting.	K.5 Algebraic reasoning – apply mathematical process standards to identify patterns in the number word list and recite numbers up to at least 100 by ones and tens.	Approx. 3 weeks (1 module). Materials include hundred charts, counting songs, number lines, and models for skip counting (e.g., bundles of ten sticks).
4. Geometry & Measurement	Children examine attributes of two-dimensional shapes (circles, triangles, rectangles and squares) and three-dimensional solids (cubes, cones,	K.6 Geometry and measurement – analyze attributes of 2-D shapes and 3-D solids; identify shapes; classify and sort figures regardless of	Approx. 6 weeks (3 modules). Provide pattern blocks, attribute blocks, 3-D solids, linking cubes, balance scales,

Unit	Focus and essential skills	TEKS focus	Weeks & materials
	<p>cylinders and spheres). They classify and sort shapes, build composite shapes and use informal language to describe attributes.</p> <p>Measurement lessons help students compare length, capacity and weight using non-standard units.</p>	<p>orientation or size.</p> <p>K.7 Geometry and measurement – directly compare measurable attributes such as length, capacity and weight.</p>	<p>measuring cups and sorting cards.</p>
5. Data analysis	<p>Learners collect, sort and organize data into two or three categories (e.g., favorite fruits or school transportation). They create real-object and picture graphs to represent data and use these representations to answer simple questions.</p>	<p>K.8 Data analysis – apply mathematical process standards to collect and organize data to make it useful for interpreting information 【622836735486980† L2011-L2016】 ; students collect, sort and organize data into two or three categories.</p>	<p>Approx. 3 weeks (1 module). Activities use T-charts, tally marks, picture cards, and simple graph templates to help students represent and discuss data.</p>
6. Personal financial literacy	<p>The final unit introduces basic financial concepts. Students explore the difference between needs and wants, identify ways to earn income (jobs, chores), distinguish between money received as income and gifts, and</p>	<p>K.9 Personal financial literacy – apply mathematical process standards to manage one's financial resources effectively for lifetime financial security; students identify ways to earn income and distinguish between</p>	<p>Approx. 2 weeks (1 module). Suggested materials include pretend money, job picture cards, needs-versus-wants sorting activities, and storybooks about earning and saving.</p>

Unit	Focus and essential skills	TEKS focus	Weeks & materials
	consider simple skills needed for jobs. They learn about saving versus spending and relate these ideas to classroom experiences.	income and gifts (TEKS K.9.B–D).	

Additional notes

- **Mathematical process standards:** Throughout the year students use the mathematical process standards (TEKS K.1) to reason mathematically, communicate their thinking, and make connections. These practices should be embedded in daily instruction and routines.
- **Adjustable pacing:** The suggested week allocations are approximate. Teachers may extend or shorten units based on student progress and local school calendars.
- **Integration with other subjects:** Counting, sorting, and financial literacy activities can be connected to science, social studies and language-arts topics to provide real-world contexts for mathematical learning.

Kindergarten Science Syllabus

Teacher: Amanda Arhelger

School Year: 2025–2026

This syllabus outlines the sequence of science units for kindergarten based on the Texas Essential Knowledge and Skills (TEKS). Each unit focuses on a major TEKS strand and includes example topics, suggested materials and an approximate timeframe. The pacing assumes a 36-week school year but can be adjusted to fit local calendars.

Unit 1: Matter and Its Properties (K.6 – Matter)

TEKS Focus: K.6.A – Properties of Objects

Estimated Duration: About 4 weeks

Overview:

Students learn that objects can be described and classified by observable physical properties such as shape, color, texture and the materials they are made from.

Example Activities:

- Sort household objects by size, shape, color, texture or material.
- Describe objects orally and with drawings.
- Compare objects and justify how they were classified.

Materials:

Assorted classroom objects (blocks, fabric scraps, balls, plastic and wooden items), magnifying glasses and sorting trays.

Unit 2: Force, Motion and Energy (K.7 – Force, Motion and Energy)

TEKS Focus: K.7.A – Magnets

Estimated Duration: About 4 weeks

Overview:

This unit introduces magnets, focusing on how magnets interact with various materials and how magnets can be used to push or pull.

Example Activities:

- Investigate what objects magnets attract or repel.
- Explore push-and-pull forces with magnetic wands.

- Set up simple challenges where students use magnets to move objects without touching them.

Materials:

Assorted magnets, paperclips, metal and non-metal objects, magnet wands and small cars.

Unit 3: Light (K.8 – Light as Energy)

TEKS Focus: K.8.A – All About Light and K.8.B – Light and Materials

Estimated Duration: About 4 weeks

Overview:

Students explore light as a form of energy and investigate how light interacts with materials to create shadows, pass through or reflect.

Example Activities:

- Use flashlights to explore more and less light.
- Investigate which materials are transparent, translucent or opaque.
- Create and investigate shadows.
- Design and build a simple shade to block light.

Materials:

Flashlights, colored cellophane, opaque and transparent objects, construction paper and craft supplies for building shades.

Unit 4: Earth and Space (K.9 – Objects and Patterns in the Sky)

TEKS Focus: K.9.A – Patterns in the Sky and K.9.B – Objects in the Sky

Estimated Duration: About 4 weeks

Overview:

Young scientists observe the Sun, Moon, stars and clouds and learn about recognizable patterns in the natural world such as day and night.

Example Activities:

- Chart day and night patterns.
- Observe the sky at different times of the day.
- Sort pictures of the Sun, Moon, stars and clouds.
- Create simple models or drawings of the day–night cycle.

Materials:

Pictures of daytime and nighttime skies, star charts, simple models (foam balls and sticks) and observation journals.

Unit 5: Earth's Materials and Systems (K.10 – Earth's Materials and Systems)

TEKS Focus: K.10.A – Rocks, K.10.B – Weather and K.10.C – Air

Estimated Duration: About 4–5 weeks

Overview:

This unit examines Earth's natural materials, including rocks, weather patterns and air. Students sort and classify rocks, observe daily and seasonal weather patterns and investigate how air moves and supports life.

Example Activities:

- Sort rocks by size and type.
- Record weather conditions on charts and discuss patterns.
- Experiment with wind using pinwheels or fans.
- Discuss how air helps living things.

Materials:

Rock samples, magnifying lenses, weather charts and thermometers, pinwheels, balloons and fans.

Unit 6: Natural Resources (K.11 – Natural Resources)

TEKS Focus: K.11.A – Using Resources

Estimated Duration: About 3–4 weeks

Overview:

Students identify and classify natural resources such as water, soil, rocks and living things and explore how people use these resources in everyday life.

Example Activities:

- Match natural resources to their uses.
- Discuss the importance of conserving water and other materials.
- Solve simple problems about using and protecting resources.

Materials:

Picture cards or real examples of water, soil, plants, animals and human-made products; sorting mats.

Unit 7: Organisms and Environments (K.12 – Environments)

TEKS Focus: K.12.A – What Plants Need and K.12.B – What Animals Need

Estimated Duration: About 4 weeks

Overview:

Students explore the needs of plants and animals and how the environment provides what living things need to survive.

Example Activities:

- Observe how water and sunlight affect plant growth.
- Plant seeds and track their growth in journals.
- Identify animals' needs for food, water, shelter and space.
- Compare plant and animal needs using charts.

Materials:

Seeds, soil, water, light source (sunlight or lamp), observation journals and pictures or models of animals and their habitats.

Unit 8: Plants and Animals (K.13 – Plants and Animals)

TEKS Focus: K.13.A – Plant Parts, K.13.B – Animal Parts, K.13.C – Plant Life Cycles and K.13.D – Plants and Their Parents

Estimated Duration: About 5 weeks

Overview:

This culminating unit deepens understanding of living things by focusing on plant and animal structures and life cycles. Students identify and describe plant parts and their functions, compare animal body parts, model plant life cycles and explore how young plants resemble or differ from their parent plants.

Example Activities:

- Examine plant parts (roots, stems, leaves and flowers) and discuss their roles.
- Compare animal body parts and their functions.
- Plant beans and document the life cycle.
- Match young plants with parent plants.
- Design simple models or crafts to represent life cycles.

Materials:

Fresh plants and flowers, pictures or models of animal body parts, seeds (such as beans), planting containers and craft materials for life-cycle models.

Kindergarten Social Studies Syllabus

Teacher: Amanda Arhelger

School Year: 2025–2026

This syllabus provides a full-year overview of the Kindergarten Social Studies curriculum, organized by chapter with adjusted pacing based on content length. Each unit includes a summary of topics, TEKS focus areas, suggested materials, and the number of weeks allotted.

Celebrating Texas and the Nation

Weeks: 2

Summary: Students explore Texas and U.S. heritage, state and national symbols, and important celebrations. Topics include Texas heroes, the U.S. flag, the Texas flag, and the state song 'Texas, Our Texas'.

TEKS Focus: K.10.C, K.2.A, K.10.A, K.10.B, K.14.A

Materials:

- Images of Texas and U.S. flags
- Audio of 'Texas, Our Texas'
- Biographies of Texas heroes
- Freedom celebration visuals

Chapter 1: My Family, My School

Weeks: 8

Summary: Students learn about cooperation, good citizenship, rights and responsibilities, rules and laws, leaders and decision-making, and national symbols. Skills include problem solving, collaboration, and understanding roles in the community.

TEKS Focus: K.14.B, K.15.A, K.10.B, K.15.B, K.16.A, K.8.A, K.8.B, K.11.A, K.9.A, K.9.B, K.10.D, K.16.B, K.10.A

Materials:

- Classroom rules chart
- Leader role-play props
- National symbol flashcards

- Decision-making games

Chapter 2: Everybody Works

Weeks: 7

Summary: Students explore needs and wants, earning and using money, different types of jobs, and the role of goods, services, and technology in meeting needs. They practice economic decision-making and learn how work impacts communities.

TEKS Focus: K.6.A, K.6.B, K.6.C, K.7.A, K.7.B, K.13.A, K.13.B, K.13.C, K.14.A, K.14.B, K.15.A, K.15.B

Materials:

- Play money and coins
- Job role-play costumes
- Goods and services sorting cards
- Technology in the community visuals

Chapter 3: Where We Live

Weeks: 7

Summary: Students learn about their community, maps, globes, landforms, weather, seasons, Earth's resources, and different places around the world. They develop geography skills such as map keys, classifying landforms, and categorizing climates.

TEKS Focus: K.14.B, K.15.B, K.4.A, K.4.B, K.4.C, K.5.A, K.5.B

Materials:

- Classroom globe and maps
- Map key activities
- Landform and body of water visuals
- Weather chart

Chapter 4: Our Traditions

Weeks: 6

Summary: Students explore culture, customs, traditions, religion, folk heroes, national holidays, and ways families celebrate. They learn to compare and contrast cultures, distinguish fact from fiction, and understand diversity.

TEKS Focus: K.11.A, K.11.B, K.12.A, K.12.B, K.14.A, K.14.B, K.15.A, K.15.B, K.1.A, K.1.B

Materials:

- Holiday and tradition visuals
- Storybooks on folk heroes
- Cultural artifacts
- Comparison charts

Chapter 5: Life Then and Now

Weeks: 6

Summary: Students study personal history, timelines, ways to measure time, learning from history, explorers, heroes from the past, and changes in schools, technology, and the world over time.

TEKS Focus: K.14.B, K.15.B, K.3.A, K.3.B, K.14.C, K.2.A, K.13.A, K.13.C

Materials:

- Timeline templates
- Historical photographs
- Old and new technology comparisons
- Explorer biographies