



**NEWS LETTER**  
**SHARING THE PLANET**

KINDER 5 TRACK A

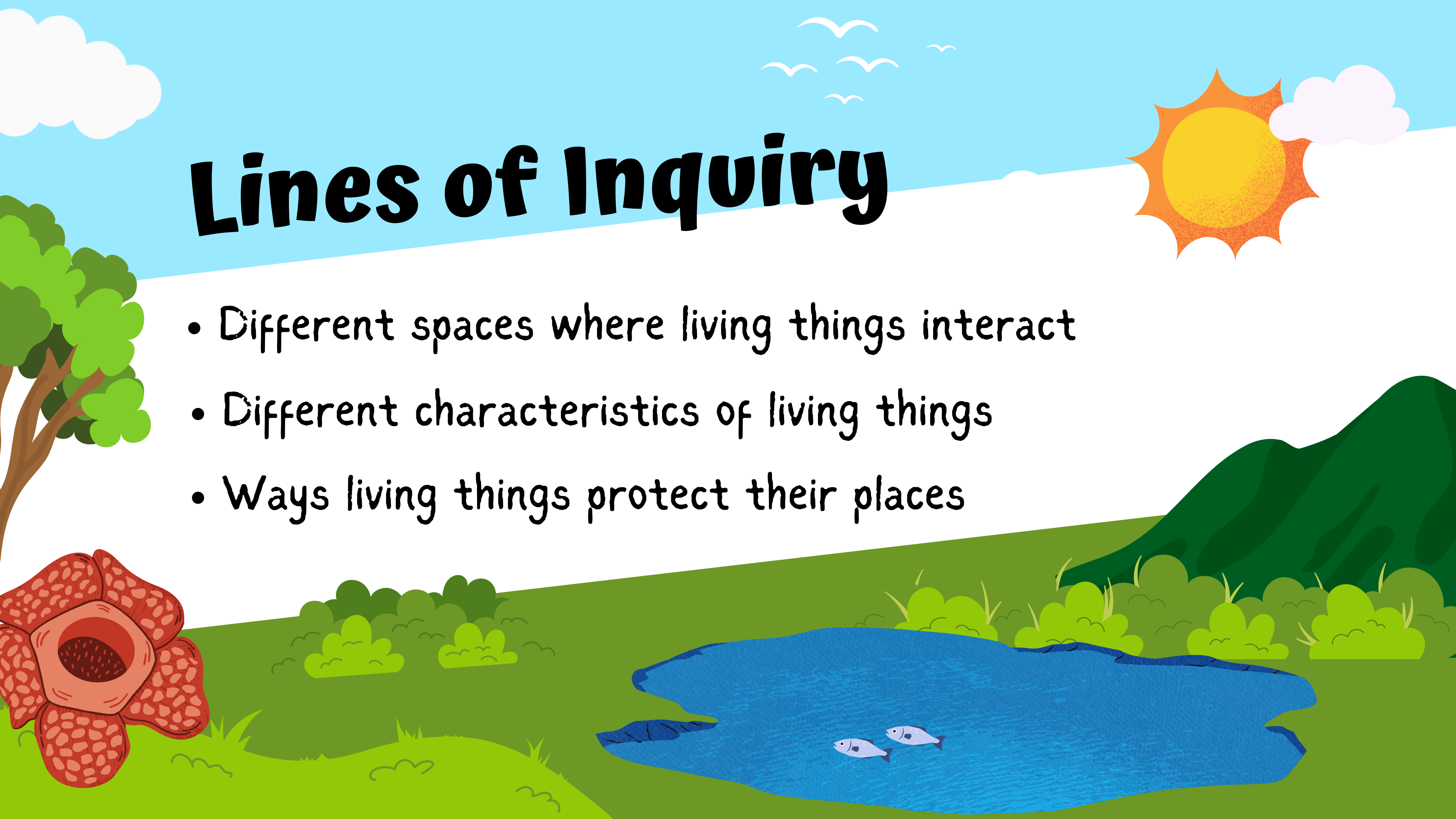


# Central Idea

Living things could teach us  
how to share our resources

# Lines of Inquiry

- Different spaces where living things interact
- Different characteristics of living things
- Ways living things protect their places



# Key Concepts

✓ Connection

✓ Form

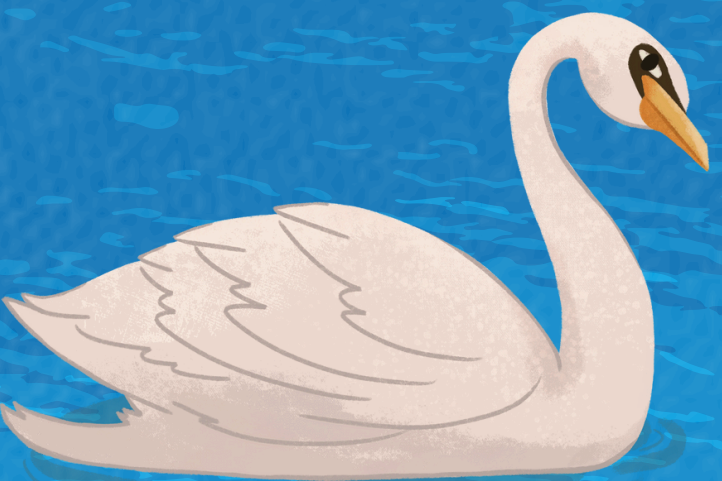
✓ Perspective

# Related Concepts

✓ Differences

✓ Similarities

✓ Relationships



# IB Learner Profile

## THINKERS



Skilled at critical and creative thinking.

## CARING



Showing empathy and compassion.

## KNOWLEDGEABLE



Individuals with a deep understanding of various subjects and concepts.

# Approaches to learning

A vibrant, cartoon-style illustration of a natural scene. At the top, a dragonfly with orange and black wings is perched on a green vine. Below it, a blue sky features several white birds in flight. In the foreground, a green hillside is dotted with small white flowers and a large, pink and green Venus flytrap. A blue stream flows through the bottom left corner. The overall scene is bright and cheerful.

COMMUNICATION:

I can compare  
and contrast

SOCIAL:

I can share  
with others

# CONTENT

## Science:

- Life cycle of animals (first steps in animal's life)

Living beings : Types of habitats and individuals that inhabit them.

## Social studies:

- Elementos físicos (ejemplo: mountain/hill, lake/ocean, river) y seres vivos que los habitan.
- Reconoce las relaciones y responsabilidades que tienen las personas con el medio ambiente y seres vivos de su entorno.



## Math: -

Temperatura (hot/cold), peso (heavy/light). "-  
Recolección de datos por marcas de conteo. -  
Conjuntos de hasta 16 objetos con su número  
cardinal." - Patrones (ABCD). "- Conteo  
ascendente hasta el 16 reconociendo el símbolo  
(Direccionalidad/discriminación visual) y la  
cantidad. - Suma con un dígito con material  
concreto hasta el 15. - Lateralidad y direccionalidad  
de los números hasta el 16."

"Recognize the sounds worked during the semester.

Understand that letters make words.

Recognize the phonemes and graphemes worked during the unit to start  
reading longer words ""f.b.k.h.j""

"Use the vocabulary learned during the unit to read pictures.

Make drawings to show the understanding of a text.

Copy the vocabulary seen in class following a given model.

Identify sight words worked during the unit ""do, you, are, with, has, my, eat""  
and use them in simple sentences"



## Language Arts:





## Arts:

- Dibujo a lápiz II (naturaleza muerta)
- Luz y sombra a lápiz.
- Difuminado a color.

## EPFS:

1. Representación temporal:
  - Orden, duración, ritmo, velocidad
2. Juegos reglados y juegos cooperativos.
3. Independencia corporal de segmentos y posturas.

## Música:

- Funciones ejecutivas conscientes por medio de las actividades musicales.
- Creación de instrumentos con material de reciclado y/o ofrecidos por el entorno.
- Buenos comunicadores compartiendo espacio, instrumentos, materiales.

## Español:

- Recursos literarios: La rima y el trabalenguas.
- Cuentos dibujados.
- Palabras monosilábicas y bisilábicas.

