

# KINDERGARTEN

## CURRICULUM

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### KINDERGARTEN COMMITTEE

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### Statement of Philosophy and Purpose

Kindergarten is an important start of a child's school program that is concerned with the development of a child's healthy self-esteem and positive attitude toward education.

### Goals

The basic goals of a kindergarten program are to develop the thought processes; to build a foundation for the readiness skills involved in reading, writing, and mathematics; to develop listening skills, self-discipline skills, social adjustment skills, and school adjustment skills.

Any daily kindergarten program should keep the following in mind:

- ★ Learning should be enjoyable and productive.
- ★ Manipulative materials and concrete learning experiences help to develop concepts and motivate the child to learn.
- ★ Learning occurs as a result of a child's interests, needs and experiences.
- ★ Individual differences are recognized and shared.
- ★ The program should utilize a “learning through discovery” approach.
- ★ The physical environment should take into account safety, with appropriate space for active learning and discovery.

### **I. Socialization**

A. The student will be encouraged to:

- ★ contribute to any activity or task until completed to the best of their ability.
- ★ develop a positive self concept.

- ★ cooperate in group situations.
- ★ help others.
- ★ be honest and truthful.
- ★ assume personal responsibility in school.
- ★ show courtesy and self-control in speech and action.
- ★ develop an ability to work and play independently.
- ★ respect the property of others.
- ★ accept and act upon constructive criticism and suggestions.

## II. Life Skills

A. The student will be expected to:

- ★ say full name
- ★ say guardian's name
- ★ say phone number
- ★ say physical address
- ★ say birthday (month and date)
- ★ recognize 8 basic colors
- ★ recognize simple opposites
- ★ see, hear and describe likenesses and differences in similar objects and sounds
- ★ categorize and classify

## III. Motor Skills

A. Each child shall be introduced to and reach their own potential in the following areas:

### 1. Gross Motor Skills

- ★ Running ability and coordination.
- ★ Ability to skip.
- ★ Ability to jump rope.
- ★ Ability to hop on preferred foot and other foot.
- ★ Ability to throw, catch, kick, and bounce a ball.

### 2. Fine Motor Skills

- ★ Coloring, cutting, pasting paper; folding and tracing.
- ★ Reproducing the Four basic geometric figures.
- ★ Tying and making knots, lacing shoes, managing zippers, buttons and snaps.
- ★ Manipulating a pencil on paper appropriately.

## English Language Arts

**K.1.0** *Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

1.K.1 Use high-frequency words (sight words) and environmental print to read simple text.

1.K.2 Identify and use letter/sound relationships to identify some words.

- A. Recognize letter sounds in isolation.
- B. Blending sounds together to make words
- C. Segmenting words
- D. Read CVC words.

1.K.4 Identify initial and final sounds in words. Recognize and sequence letters of the alphabet.

- A. Identify initial sounds in words.
- B. Identify final sounds in words.
- C. Identify the middle sound or short vowel sounds.
- D. Recognize capital and lower case letters of the alphabet.
- E. Sequence the letters of the alphabet.

**K.2.0.** *Students use reading process skills and strategies to build comprehension*

- A. Demonstrate and understand concept of word.
- B. Demonstrate and understand left to right progression with return sweep
- C. Demonstrate and understand top to bottom progression.

2.K.1 Use prior knowledge and picture clues as pre-reading strategies to aid comprehension.

- A. Book to text connections
- B. Book to self connections
- C. Book to world connections
- D. Build background knowledge

**K.3.0** *Students read to comprehend, interpret and evaluate literature from a variety of authors, cultures and times.*

- A. Distinguish between fiction and nonfiction*
- B. Distinguish between realism and fantasy*

3.K.3 Listen to stories from different cultures and eras.

- A. Reads aloud from a variety of genres

3. K.5. Listen for rhythm, rhyme and alliteration.

- A. Demonstrate and understand rhyming words.
- B. Introduce word family patterns.

3.K.7 Listen and respond to poetry and prose.

- A. Retell
- B. Sequence events
- C. Dramatize simple stories
- D. Predict
- E. Infer
- F. Participate in class discussions
- G. Summarize
- H. Evaluate

**K.4.0** *Students read to comprehend, interpret and evaluate informational text for specific purposes*

4.K.1 Demonstrate an understanding that texts, pictures and graphs provide information.

- A. Predict
- B. Infer
- C. Retell
- D. Sequence
- E. Summarize
- F. Participate in class discussions

4.K.2 Recall information from texts, pictures and graphs.

- A. Identify story elements
  - 1. character(s)
  - 2. setting
  - 3. problem (plot)
  - 4. solution (plot)
  - 5. conclusion
  - 6. beginning/middle/end

4.K.3 Distinguish between statements and questions

- A. Verbally formulate a question and a statement
- B. Knowing when to verbally respond to a question
- C. Recognize the difference between a written question or statement

4.K.6 Follow, with teacher assistance, a simple pictorial/written direction.

A. Look at picture clues and words to complete a task

**K.5.0** *Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.*

*A. Inventive spelling*

*B. Read and write sight words*

*C. Copy words from around the room (environmental print)*

*D. Writing simple sentences*

*E. Shared writing*

*F. Use describing words to write and/or illustrate*

*G. Use action words to write and/or illustrate*

5.K.1 Respond to information by drawing or writing with teacher assistance.

5.K.2 Draw or write, with teacher assistance, to communicate.

5.K.3 Draw or write, with teacher assistance, stories and about familiar experiences and events.

5.K.4 Draw or write, with teacher assistance, responses to literature.

**K.6.0** *Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

6.K.3 Draw or write simple stories with teacher assistance.

- A. Draw and verbally tell about picture
- B. Label pictures
- C. Text and picture match
- D. Write simple sentences

6.K.7 Share drawings or writing with others.

**K.7.0** *Students write using standard English grammar, usage, punctuation, capitalization, and spelling.*

- A. Recognize a period, question mark and exclamation point.*
- B. Demonstrates knowledge that sentences begin with capital letters.*
- C. Demonstrates knowledge of spaces in between words*

7.K.4 Capitalize first letters of own first and last names.

- A. Recognize, print, and spell own first and last name with upper and lower case letters legibly.
- B. Orally spell first and last name

7.K.5 Use correct spelling of own first and last names.

7.K.6 Form letters correctly.

- A. Recognizing likeness and differences of letters
- B. Naming and printing the letters of the alphabet, upper and lower case, in random order
- C. Printing letters correctly using top to bottom formation according to adopted handwriting book

**K.8.0** *Students listen to and evaluate oral communications for content, style speaker's purpose, and audience appropriateness.*

- A. Demonstrate active listening by*
  - 1. Eyes on the speaker*
  - 2. Mouths quiet*
  - 3. Hands in lap*
  - 4. Sitting attentively*

8.K.1 Listen for a variety of purposes such as to obtain information, to solve problems, for enjoyment

Listen to and follow an oral direction.

8.K.4 A. Follow a 3-step direction. (first, next & last)  
B. Repeat directions

**K.9.0** *Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

9.K.1 Use and expand vocabulary to communicate ideas.

9.K.2 Speak clearly at an understandable pace.

9.K.3 Share and respond to ideas.

9.K.4 Relate experiences and retell stories.

9.K.5 Give clear directions to complete a simple task.

A. Student verbally gives instructions to another person to complete a simple task

**K.10.0** *Students participate in discussions to offer information, clarify ideas, and support a position.*

10.K.1 Demonstrate turn taking in conversation and group discussion.

10.K.2 Ask and answer questions.

10.K.3 Share ideas and information.

**K.11.0** *Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.*

11.K.1 Formulate questions, with teacher assistance, to explore areas of interest.

11.K.2 Use, with teacher assistance, reference materials and technology.

## **Math**

### **K.1.0 *Numbers, Number Sense, and Computation***

1.K.1 Use concrete objects to model simple sums and differences.

- A. Add digits to 10
- B. Subtract digits from 10
- C. Use correct mathematical vocabulary associated with addition and subtraction
- D. Oral explanations of number sentences

1.K.5 Count to 20

1.K.6 Recognize, read, and write numbers from 0-10

- A. Recognize and read number words
- B. Organize numbers in order from 0-10
- C. Identify missing numbers from a numerically ordered 0-10 set

1.K.7 **Estimate** the number of objects in a set of 10 and **verify** by counting: use ordinal positions first to third.

1.K.8 Match the number of objects to the correct numeral, 0-10

- A. One-to-one correspondence

### **K.2.0 *Patterns, Functions, and Algebra***

2.K.1 Sort and describe objects by similar attributes; recognize and replicate a pattern.

- A. Categorize and classify
- B. Distinguish between AB, ABB, ABC, and ABBC patterns

2.K.4 Identify and create sets of objects with unequal amounts, describing them as more or less.



A. Use correct mathematical vocabulary associated with greater than, less than, and equal to

**K.3.0** *Measurement*

- A. *Nonstandard measurement using unifix cubes, paperclips, counting bears, etc*
- B. *The concept of fractional parts of a whole; 1 and 1/2*
- C. *The concept of telling time to the hour using digital and regular clocks*
- D. *The concept of temperature*
- E. *The quantities of measurement: liquid, linear, and mass*

3.K.1 Compare and order objects by size communicating their similarities and differences.

3.K.4 Identify and sort pennies, nickels, and dimes.

- A. Count by ones (pennies)
- B. Count by fives (nickels)
- C. Count by tens (dimes)

3.K.6 Recite, in order, the days of the week.

A. Month's of the year

**K.4.0** *Spatial Relationships and Geometry*

4.K.1 Identify **two-dimensional shapes** (circles, triangles, rectangles, including squares) regardless of position.

4.K.2 Use position words (e.g. middle, before, down) to place objects.

4.K.3 Identify **two-dimensional figures** (e.g. windows are shaped like rectangles) as they appear in the environment.

**K.5.0** *Data Analysis*

5.K.1 Collect and describe data.

A. The concept of recording information on various kinds of graphs.

B. The concept of drawing conclusions and making predictions from graphs.

**K.6.0** *Problem Solving*

- 6.K.1 Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.
- 6.K.2 Apply previous experience and knowledge to new problem-solving situations.
- 6.K.3 Formulate (own) problems; use various approaches to investigate and solve problems.
- 6.K.4 Explain and verify results with respect to the original problem.
- 6.K.6 Try more than one strategy when the first strategy proves to be unproductive.
- 6.K.8 Apply solutions and strategies from earlier problems to new problem situations.

**K.7.0** *Mathematical Communication*

- 7.K.1 Discuss and exchange ideas about mathematics as a part of learning.
- 7.K.2 Use inquiry techniques (e.g. discussion, questioning, research, data gathering) to solve mathematical problems.
- 7.K.4 Use pictorial representations to identify mathematical operations and concepts.
- 7.K.7 Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.
- 7.K.12 Explain and justify thinking about mathematical ideas and solutions.
- 7.K.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems.

7.K.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.

7.K.17 Use mathematical notation to communicate and explain mathematical situations.

**K.8.0 *Mathematical Reasoning***

8.K.1 Justify and explain the solutions to problems using manipulative and physical models.

8.K.8 Ask questions to reflect on, clarify, and extend thinking.

8.K.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.

8.K.11 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.

**K.9.0 *Mathematical Connections***

9.K.1 Link new concepts to prior knowledge.

9.K.5 Identify practical applications of mathematical principles that can be applied to other disciplines.

9.K.7 Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g. rhythm in music and motion in science).

9.K.8 Identify, explain, and use mathematics in everyday life.

## **Science**

### **Scientific Inquiry Nature of Science Unifying Concept A)**

Scientific inquiry is the process by which humans systematically examine the natural world. Scientific inquiry is a human endeavor and involves observation, reasoning, insight, energy, skill, and creativity. Scientific inquiry is used to formulate and test explanations of nature through observation, experiments, and theoretical or mathematical models. Scientific explanations and evidence are consistently reviewed and examined by others. Questioning, response to criticism, and open communication are integral to the process of science.

**N.2.A**     *Students understand that science is an active process of systematically examining the natural world.*

**A. Biological**

- 1. Investigate and observe the five senses*
- 2. Observe major body parts – arms, legs, etc.*
- 3. Observe environments of plants and animals*

**B. Physical**

- 1. Classification of everyday objects by properties*
  - a. Rough/Smooth*
  - b. Sink/Float*
  - c. Heavy/Light*
  - d. Hot /Cold*
  - e. Hard/Soft*
  - f. Color*

**C. Earth and space**

- 1. Observe four basic seasonal changes*
- 2. Observe basic weather changes – sun/rain, etc.*

**D. Health and nutrition**

*1. Develop awareness of basic hygiene*

*2. Foods*

*a. Classify healthy vs. non-healthy*

*b. Introduce basic food groups*

*E. Safety*

*1. Street/ bike*

*2. Fire*

*3. Water*

*4. Personal*

*5. Car*

*6. Home*

*F. Environmental*

*1. Respective environment*

*2. Awareness of recycling*

N.2.A.1 Students know how to make observations and give descriptions using words, numbers and drawings.

N.2.A.2 Students know tools can be used safely to gather data and extend the senses.

N.2.A.3 Students know observable patterns can be used to predict future events or sort items.

### **Science, Technology, and Society (Nature of Science Unifying concept B)**

Technology defines a society or era. It can shape the environment in which people live, and it has increasingly become a larger part of people's lives. While many of technology's effects on society are regarded as desirable other effects are seen as less than desirable. These concepts are shared across subject areas such as science, math, technology, social studies and language arts. The development and use of technology affects society and the environment in which we live, and, at the same time, society

influences the development of technology and its impact on culture.

**N.2.B**      *Students understand that many people contribute to the field of science.*

N.2.B.1      Students know science engages men and women of all ages and backgrounds.

N.2.B.2      Students know that in science, it is helpful to work in a team and share findings.

### **Social Studies**

*Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.*

A. *All students will be introduced to and reach their own potential in the following:*

1. *Have an understanding of who community helpers are and what they do*
2. *Begin to develop a sense of the past and acquire simple historical facts.*
3. *Begin developing an interest in current events.*
4. *Describe different means of transportation*
5. *Develop democratic practices in the school and in his/her environment*
6. *Identify school, community, state, and nation by name.*

GS.K.2      List and recall a geographic fact from a story.

***The World in Spatial Terms:*** *Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*

1.K.1      Use vocabulary related to direction and location (e.g., up/down; left/right; near/far; above/below).

1.K.2      Recognize a map and a globe.

1.K.3      Recognize water and land on a map or globe.

***Physical Systems***-Students understand how physical processes shape Earth's surface patterns and ecosystems.

3.K.1 Discuss daily weather conditions (e.g., rain, sunshine, snow, fog).

## **SAMPLE FULL DAY SCHEDULE**

8:00am – 8:15am	Attendance & Lunch Count
8:15am – 9:45am	Language Arts I
9:45am – 10:00am	Recess
10:00am – 11:00am	Math
11:00am – 11:10am	Recess
11:10am – 11:40am	Lunch
11:40am – 12:00pm	Rest Time
12:00pm– 12:30pm	Specials
12:30pm – 1:30pm	Language Arts II (small group, intervention)
1:30pm – 1:45pm	Recess
1:45pm – 2:00pm	Snack
2:00pm – 2:25pm	Writing
2:25pm – 2:40pm	Science & Social Studies
2:40pm – 3:00pm	Discovery Time (free choice centers)

## **SAMPLE SOUTHSIDE HALF-DAY SCHEDULE**

### **Reading First School**

8:10 am – 8:15am	Opening
8:15am – 8:45am	Specials
8:45am – 9:00am	Calendar
9:00am – 9:30am	Intervention/Math 2 days a week
9:30am – 9:45am	Writing
9:45am – 10:00am	Recess
10:00am – 11:00am	Reading block/Literacy (small group instruction)
11:00am – 11:10am	Snack/Cleanup/Home

## **SAMPLE JACKPOT HALF-DAY SCHEDULE**

8:00am – 8:10am	Opening, Attendance, Pledge, Sign-in
8:10am – 9:35am	Language Arts
9:35am – 9:55am	Math
9:55am – 10:05am	Recess
10:05am – 10:30am	Language Arts
10:30am – 10:55am	Discovery Time/Centers
11:00am	Dismissal



## Instructional Minutes Comparison

Subject Area	All-Day Minutes	Half-Day Min Reading First	Half-Day Min Regular
Language Arts*	150	60	110
Writing*	25	15	
Math / Calendar*	60	45	20
Science / Social Studies*	15		
Centers*	20		25
Specials*	30	30	
Recess	40	15	10
Snack/Rest/Cleanup	35	10	5
Lunch	30		
Attendance, Lunch Count, etc	15	5	10
<b>*Total Instructional Minutes</b>	<b>300</b>	<b>150</b>	<b>155</b>
<b>Total Other Minutes</b>	<b>120</b>	<b>30</b>	<b>25</b>
<b>Total Minutes</b>	<b>420</b>	<b>180</b>	<b>180</b>