

LANGUAGE ARTS CURRICULUM FOR KINDERGARTEN

“Rooted in Reading” Program Used Daily

Reading

Skills Development

The Rooted in Reading curriculum was created to enhance the Language Arts program for students. The teacher reads a purposefully-selected picture book to the students each week. Students are actively engaged in listening to and discussing each text throughout the read-aloud. Before, during, and after the read-aloud, the teacher guides the book conversations through thought provoking discussion questions. The learning process continues through targeting specific skills and standards as students interact with this text all week. The activities for each text have been designed to assure students are actively thinking, making connections, and responding to the text in a meaningful way. The curriculum focuses on deepening comprehension, developing and expanding vocabulary, and integrating language skills with the use of a mentor text.

Topics Covered in Kindergarten Reading

Reading Readiness skills; Phonics; Decoding; Vocabulary building; Comprehension skills; Print awareness; Dictation of stories and sentences; Creative Writing; Using phonetic approximations; Writing a complete sentence; Capitalization, spacing, and punctuation.

Skills Acquired

Identification of letters and sounds; Oral language experience; Left to right progression; Ability to follow directions; Oral story comprehension; Ability to sequence oral and visual stimuli; Auditory and visual identification of phonemes in initial, middle and ending structure; Ability to write a dictated word correctly; Ability to write a dictated sentence correctly; Decode two and three letter words independently; Have a broad sight word collection; Begin reading short sentences and decodable text on their own; Develop a better understanding of phonics rules, including blends, digraphs, diphthongs, and vowel sounds; Read decodable text fluently; Broaden their book selections to include varied text; Read short stories independently with comprehension; Continue to develop phonics skills; Students see how language works in context; Students will make deep connections to books; Students will reflect on what they have read; Students are introduced to various genres of books; Nonfiction readers are included into the reading lesson plans to complement the main text of the week, to use contextual information for summarizing and reiterating key skills from the mentor text; Sight words are introduced throughout the year and kept on a Word Wall throughout the year.

Speaking

Strategies/Skills

Practice communicating in complete sentences with a clear, strong voice; Tell stories with the proper sequence; Use their voice to be an advocate for their learning; Participate in class discussions of books in a non-threatening environment.

Writing

Strategies/Skills

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| Journal Writing to emphasize creative writing and self-expression; Draw a picture and write words to tell about the picture; Create simple sentences to go along with the picture; Use lines on writing paper correctly; Have a basic understanding of capital letters and periods; Write three on-topic sentences and include a picture; Consistently use spacing, basic punctuation and capital letters correctly; Have confidence in their writing and are not afraid to try new words and express complicated ideas; Practice all types of writing from factual to narrative; Creating class-cooperative and individual books; Handwriting program to develop manual dexterity, left-to-right directionality, letter writing skills, and proper pencil grasp. |
| Listening |
| <u>Develop active listening skills, asking self</u> Does this make sense?; Does it sound right? |
| <u>Strategies/Skills</u> Listen to stories and be able to discuss the main events of the story; Listen to and add to classroom discussions of books read in class; Listen to directions to complete assignments. |
| Grammar |
| <u>Strategies/Skills</u> Phonics skills through Word Books and Worly Wise; Spelling and vocabulary program to increase spelling strategies, which helps to expand reading and writing vocabulary; Daily grammar lessons through the Rooted in Reading program to develop knowledge and usage of the parts of speech; nouns, verbs, adjectives, adverbs, etc. which is incorporated in writing. |

MATHEMATICS CURRICULUM FOR KINDERGARTEN

The mathematics program in the Lower School at BA is based on Houghton Mifflin’s “Go Math!” curriculum. The kindergarten class is working in the 1st grade level math textbook. The program combines formal lessons with manipulative based explorations and small group activities. Lessons incorporate cooperative learning, discussion of concepts, and independent written practice. Manipulative kits enhance the exploration of concepts.

| Content Strands | Units with Concepts and skills Emphasized |
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| Introducing Mathematical Thinking | Use a variety of materials and tools; Count, compare, and combine; Collect, sort and classify objects. |
| Developing Number Sense | Introduction and knowledge of numbers 0-100; Introduction of higher numbers; Compare quantities using terms like “more”, “less”, “equal”; Counting; Graphing- ability to sort and graph objects and interpret graph using comparative terms; Measurement; Telling time to the hour and minute; Money Concepts; Fractions; Basic addition and subtraction; Place value; 2-digit addition and subtraction without regrouping; Problem Solving; Estimating quantities; “Mystery Number” games; Daily calendar; Days, months, |

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| | seasons, years. |
| Working with Patterns & Data | Observe and describe attributes (i.e., size, color, shape, quantity); Describe, copy, extend and construct patterns; Discriminate between patterns and random arrangements or designs; Graphing-ability to sort and graph objects and interpret graph using comparative terms; Bar graphs, tally charts, picture graphs; Collect, record, represent, and explain data; Daily “Math Wizard” games (predicting, sequencing, patterning); Development of higher order thinking skills through problem solving. |
| Geometry | Two dimensional and three dimensional shapes; Experiences with shapes: circle, oval, square, rectangle, hexagon, triangle, rhombus, trapezoid; Equal and unequal parts; Halves and fourths; Analyze relationships. |

SCIENCE CURRICULUM FOR KINDERGARTEN

The science program for Kindergarten is theme-based with several units being studied throughout the year. Each unit follows the sequence of scientific inquiry, beginning with questioning, then observing, predicting, experimenting with hands-on materials, and recording our discoveries. Cooking and gardening activities enhance both our math and science curriculum. Rooted in Reading materials are integrated into the science curriculum when applicable. Manipulatives, classroom and library book resources, videos, and trips to the science lab enhance our learning. Real-life explorations including field trips to the Glazer Children’s Museum and the Lowry Park Zoo, raising our own butterflies, and hatching baby chicks bring our science units to life.

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| Topics Covered | Five Senses; Health and nutrition; Hygiene; Dental Health; Taste; Germs; Human Body; Shadows; Magnets; Simple Machines; Sinking and floating; Weather; Planting and growing; Animals and habitats; Life cycles; Living and nonliving things; Recycling/ecology; States of Matter. |
| Skills Acquired | Observing; Sequencing; Predicting; Measuring; Describing; Ability to classify animals, plants, and living/nonliving organisms; Understanding of principles of magnetism and floating/sinking; Identification of major organ systems and their job in the body. |

SOCIAL STUDIES CURRICULUM FOR KINDERGARTEN

The Social Studies curriculum is divided into different topics of studies for the year. Social Studies in Kindergarten includes a character development program called Positive Action, a curriculum that stresses learning the social art of getting along with others and showing mutual respect, which continues throughout the year. Children participate in dramatizations and cooperative hands-on projects to help them gain a true understanding and appreciation of the topics studied. Each year, the class focuses on a different country and shares what they learn with the whole school on “International Day.” The kindergarten uses books, videos, internet resources, as well as inviting speakers to share their careers, cultures, or expertise with us. Field trips are also incorporated into the curriculum such as trips to the post office and fire station.

| Content Strands | Units with Concepts and Skills Emphasized |
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| All About Me Personal Safety & Awareness School Orientation Rules and Expectations | Adjusting to school; Learning about rules and procedures in the classroom; Positive Action (learning the social art of getting along with others and showing mutual respect). |
| Seasons - Fall Family and Neighborhoods Community Johnny Appleseed | Improving critical thinking; Identifying emotions; Developing a sense of empathy; Ability to cooperate with others in an interdependent setting; Learning about family, neighborhoods, and community; Understand how seasons affect us. |
| Holidays Columbus Day | Appreciation for diversity and different cultures; Recognizing national and/or religious holidays and their significance; Improving critical thinking. |
| Native Americans, Pow Wow and Pilgrims | Understand the Seminole culture; Develop a sense of empathy; Ability to cooperate with others in an interdependent setting; Appreciation of Native American cultures and of the hardships endured by the early American settlers. |
| Holidays Around the World Christmas, Hanukkah, Kwanzaa, Diwali | Appreciation for diversity and different cultures; Recognizing national and/or religious holidays and their significance; Improving critical thinking. |
| Seasons - Winter MLK Day, President’s Day, Valentine’s Day, St. Patrick’s Day | Developing a sense of empathy; Identifying important national figures in history and their contributions to our country; Identifying emotions. |
| Weather Map Skills/Globe Continents & Oceans | Understanding direction and location; Recognizing symbols used on a map; Understanding of the concept of water and land masses; Recognizing national and/or religious holidays and their significance. |

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| Seasons - Spring Earth Day Recycling | Understand the importance of recycling; Understand how seasons affect us; Recognizing national and/or religious holidays and their significance. |
| Community Helpers, Careers, End of Year | Learning about family, neighborhoods, and community. |