

# Kindergarten

## English Language Arts

Language arts instruction in Kindergarten focuses on developing beginning literacy skills in the areas of reading, writing and speaking. Reading instruction for each child begins with the analysis of formal, informal and observational assessments which determine each child's individual starting point and instructional needs. Ongoing observation and assessment determine the course and pace of each student's instruction through mastery and application of letter-sound recognition, early phonics decoding strategies and mastery of essential primary sight words. Children learn in a variety of heterogeneous and homogeneous instructional groupings, as well as one-on-one, and are provided with reading skill instruction tailored to their evolving instructional needs.

Simultaneously, students build skills in reading comprehension through listening, analyzing and retelling a wide variety of reading genres. Children discover reading not as a passive process, but as an interactive challenge to create a personal understanding of what they read. Students learn to discuss the connections they make between stories and real-life experiences, identify characters, and determine settings, notice story events and share oral predictions. Written language in Kindergarten begins with building an understanding of sound-symbol correlations. Students learn to use sounds heard in words to spell and master high frequency non-phonetic words such as those with silent letters or unusual vowel sounds, foundational to beginning writing. Building on oral language, students learn to express personal ideas using complete sentences.

### Essential Questions:

- How can I read for meaning and understanding?
- How does reading help us learn about ourselves and the world?
- How do you create a story?
- Why does writing need to follow a format?

### Learning Outcomes:

1. Students will be able to identify and use the parts of speech.
2. Students will be able to actively engage in reading activities with purpose and understanding.
3. Students will be able to demonstrate understanding and organization of printing.

4. Students will be able to follow words from left to right, top to bottom, and page to page.
5. Students will be able to understand that words are separated by spaces in print.
6. Students will be able to recognize and name all of the upper and lowercase letters in the alphabet.
7. Students will be able to correctly pronounce the sounds of the letters in the alphabet.
8. Students will be able to retell a story's main idea with characters and setting.
9. Students will be able to understand rhyming words and produce them.
10. Students will be able to recite and memorize monthly poems.
11. Student will be able to memorize lines and songs in a Kindergarten musical in the spring.
12. Students will be able to demonstrate understanding of the spoken word, syllables and sounds.
13. Students will be able to count, pronounce, blend and segment syllables in spoken words.
14. Students will be able to isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant) words.
15. Students will be able to add or substitute individual sounds in simple, one syllable words to make new words.
16. Students will be able to read with purpose and understanding.
17. With guidance and support from the teachers, students will be able to explore word nuances and create simple stories that are real and imaginative.
18. Students will be able to understand humor and why something makes them laugh.

## Math

Kindergarten students focus on building a concrete understanding of concepts of number sense, algebra, measurement, geometry, statistics, probability and math reasoning. Through multiple experiences with manipulatives, students learn to connect their concrete understanding to symbolic numerical representations. By the end of their Kindergarten year, students are expected to count, recognize, represent,

name and order numbers to 100, as well as use concrete objects to determine the answers to addition and subtraction problems for two numbers, each less than ten.

**Essential Questions:**

- How do numbers show us meaning?
- Where do I see numbers, patterns and shapes in my world?
- How can sorting numbers provide a deeper meaning?
- Why is it important to have units of measure?
- What is estimation?

**Learning Outcomes:**

1. Students will be able to identify and sort numbers, patterns and shapes in his/her world by using pictures and manipulatives.
2. Students will be able to indicate ordinal positions of numbers or pictures.
3. Students will be able to understand the relationship between numbers and quantities.
4. Students will be able to say the number names in the standard order.
5. Students will be able to count to 100 by ones, twos, fives and tens.
6. Students will be able to read, write, name, represent, order and count to 100.
7. Students will be able to count “How many?”
8. Students will be able to solve addition and subtraction problems using fingers, pictures or manipulatives.
9. Students will be able to fluently add and subtract within 5.
10. Students will be able to graph pictures, manipulatives and understand the results.
11. Students will be able to describe the passage of time through mathematical vocabulary and in-depth study of the calendar, days of the week, and months of the year.
12. Students will be able to use a digital and analog clock to tell time to the nearest hour and half hour.
13. Students will be able to identify the value of the penny, nickel, dime, quarter, half-dollar and dollar.
14. Students will be able to identify shapes and geometrical designs

15. Students will be able to measure objects and understand and compare their similarities and differences.
16. Students will be able to organize a word problem using pictures to solve the problem correctly.
17. Students will understand the concept of estimation and estimate seeds in a pumpkin, pennies in a jar and hearts in a basket.

## **Social Studies**

Through the Kindergarten social studies curriculum, students explore the concepts of safety, community helps, communication, children around the world, transportation and citizenship.

### **Essential Questions:**

- How can I be safe?
- Who in my community can help me?
- What ways can we gather and share important information?
- Why is it important to know about our past history?
- How are children the world over just like me?
- How do people and things get from one place to another?
- How can I be a successful citizen and friend?
- What does it mean to persevere?

### **Learning Outcomes:**

1. Students will be able to identify safety signs and community symbols.
2. Students will be able to demonstrate how to be safe both in the classroom and away from school.
3. Students will identify and understand the role of community helpers.
4. Students will be able to use technology to communicate with others and to share important information.
5. Students will be able to describe events and people in American history. (Johnny Appleseed, George Washington, Christopher Columbus, Abe Lincoln, Betsy Ross, Helen Keller, Albert Einstein, etc.)
6. Students will be able to identify the differences and similarities of others from around the world.

7. Students will be able to identify different forms of transportation on land, water and in the air.
8. Students will be able to identify the President of the United States of America and recite the Pledge.
9. Students will be able to identify specific feelings by names and verbalizing them.
10. Students will be able to accept the normalcy of feelings.
11. Students will be able to accept and carry out personal responsibilities.
12. Students will be able to participate in group activities and recognize the importance of shared play.
13. Students will be able to work in a group setting without interfering with others.
14. Students will be able to share space and equipment with others.
15. Students will be able to follow directions in sequence during any activity.
16. Students will be able to handle transitions easily and demonstrate independent problem solving skills.
17. Students will use the Four Steps to Friendship to solve minor conflicts at school and at home.
18. Students will demonstrate positive traits with others and in the classroom be helpful, kind, persevere, focus, follow directions, listen, communicate safely and appropriately, accept responsibility, think, enjoy friends and learning.

## **Science**

The Rhoades School kindergarten students develop abilities necessary to do scientific inquiry in classroom and outdoor investigations. They learn that information and critical thinking, scientific problem solving, and the contributions of scientists are used in gathering data.

### **Learning Outcomes:**

1. Students will be able to explain the scientific method.
2. Students will be able create a hypothesis and explain his/her thinking.
3. Students will be able to identify the control group.
4. Students will be able to identify and name the parts of a plant.
5. Students will be able to identify a dicot and monocot plant.
6. Students will be able to list what all living things need to survive.

7. Students will be able to explain turgor pressure.
8. Students will be able to explain and identify xylem.
9. Students will be able to identify the parts of an insect.
10. Students will be able to explain arachnids.
11. Students will be able to explain the life of a snail.
12. Students will be able to explain the life cycle of a butterfly.
13. Students will be able to explain how plants and animals change the environment to meet their needs.
14. Students will understand the effects of different directions of pushes and pulls on the motion of an object to analyze a design solution.
15. Students will be able to identify the sun as a major energy source and analyze its impact on the Earth's surface.
16. Students will understand patterns and variation in local weather.

## Visual Arts

Art education at the kindergarten level encourages early discovery and exploration through the introduction of various art media, tools, processes and techniques. Repetitive experiences with tools help students to experiment and expand previous awareness. The perceptual, sensory, and manipulative development of students is emphasized at this time.

### Essential Questions:

Why do artists create art?

How does art make people feel?

Why does art create questions?

### *Sample Activity: Art Masterpiece: A Rooster, 1938 by Pablo Picasso*

**Goal:** To engage youngsters in a masters study while exploring the elements of art-color, line, shape, form, space and texture. Identify a well-known artist. Begin to use art vocabulary referring to the elements such as line, color, shapes and texture. To respond to works of art.

**Objective:** Through the qualities of oil pastels students will learn the art elements such as color (blended/combined), line (repeated/direction), shape and form (simple shapes to create form), space (consider background) and texture (applied mark making) in an oil pastel study of Pablo Picasso's "A Rooster".

**Artist:** Pablo Picasso

## Music

### Learning Outcomes:

KINDERGARTEN students will learn that:

Sound is created by vibration and that materials of differing sizes, shapes and materials produce different timbres (sound qualities). They will practice recognizing the source of various sounds first visually, then aurally and will play on an assortment of small percussion instruments.

Steady beat is the foundation of most music; beat may be slower or faster, but it never changes.

Rhythm is the pattern of long and short sounds over the beat. They will practice echoing, reading and performing rhythm patterns consisting of various combinations of quarter notes, quarter rests and two beamed eighth notes, first with body percussion, then transferring the rhythms to unpitched percussion such as rhythm sticks or hand drums. They will understand that a "rest" is a silent beat.

Melody is created by a series of pitches (higher and lower sounds); it is the part you can hum/sing/ or play on a pitched instrument. They will practice identifying pitches of do, re, mi, sol and la when heard sung or played in short patterns, and they will sing simple songs within these patterns, striving for accurate pitch matching.

Students will sing recreational songs of various styles and be aware that songs are sung all over the world to tell stories and to express a wide variety of human emotions.

Musical Instruments are grouped into "families": strings (bowed or plucked), wind (blown), and percussion (struck, scraped, rubbed). They will hear examples of instruments from each family and will be able to identify some of them aurally.

"Composers" are musicians who write ("make up") musical pieces/songs. They will learn about the childhoods of famous classical composers such as Bach, Beethoven, Tchaikovsky and Mozart and hear brief examples of their compositions.

## Spanish

A critical learning outcome of Kindergarten Spanish at the Rhoades School is for all students to acquire an affinity and appreciation for learning Spanish. To this end, kindergarten students are active learners of Spanish, engaging in real world encounters, play-based activities, games, songs, and crafts.

Kindergarten students are exposed to Spanish language and grammar concepts including: pronunciation, singular and plural forms of nouns, gender agreement, words to describe location, expressions of quantity, and interrogatives. Listening and speaking skills are emphasized as students learn how to greet each other in Spanish, express their emotions, follow directions, and ask simple questions.

Units are organized around thematic topics such as: greetings and salutations, the body, family, shapes/colors/numbers, the school, food, seasons and weather. In addition, students grow in their awareness of Hispanic and Latino cultures with exposure to music, art, and literature. Students are encouraged to make connections and comparisons among cultures.

Resources include Spanish picture books, Spanish songs, puppets, and Spanish websites, such as Spanish 4 Teachers, Study Spanish, and Fun for Spanish Teachers.

## Computer Technology

Kindergarten through 2<sup>nd</sup> grade computer curriculum is an interdisciplinary approach to the learning of technology and computer programming skills through the content areas of language arts, science, math, art and social studies. There are seven broad categories for computer instruction as defined by ISTE (International Society for Technology in Education):

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

Kindergarten Learning Outcomes:

- Students will understand that a computer is made up of various components and will be able to identify the main components.
- Students will begin to communicate about technology using accurate terminology.
- Students identify letters on a keyboard.
- Students use a mouse.
- Students will be able to open and close programs on various devices including iPads and computers.
- Students will record, listen to, and reflect upon their oral reading fluency and intonation as they read their own stories.
- Students will practice beginning computer programming language and skills.
- Students will learn about robotics components and their functionality.



## Physical Education

The Rhoades School Physical Education Department understands that practicing physical activity, movement, and sport in a safe environment is essential in the development of the whole student. The staff not only teaches about the physical and mental benefits of exercise and fitness, but also stresses the importance of social skills applied within group game play and sports. The program emphasizes a supportive social arena in physical education classes where students feel safe enough to take risks and express themselves through movement and action, as well as verbally. All movement skills and concepts learned are developmentally appropriate and are taught within a logical, gradual progression to ensure confidence and efficiency. Students not only develop physically and individually on all levels, but also learn how to positively contribute to their peer group in an informal, athletic setting. A student's confidence grows as class offers various opportunities to practice decision-making and leadership skills, as well as developing athletic skills and seeing how physical education knowledge contributes to an overall healthy lifestyle and wellness.

At The Rhoades School, grades K-5 have physical education class three times each week. At all levels classes include an aerobic warm-up, flexibility/stretching training, specific lead-up activity or game instruction. The majority of the period focuses on sport/activity/game play.

The main goal of the staff is to promote a fun, safe atmosphere that promotes healthy, educated students that have the skills and confidence needed to enjoy a lifetime of physical activity. Our curriculum is based on the California State Physical Education Framework and the AAHPERD (American Alliance for Health, Physical Education, Recreation, and Dance) general national standards.

### Learning Outcomes & Essential Questions:

Each of the following general learning outcomes apply to all grade levels (K-8) at age adjusted expectations within these criteria. For example, for the final standard, a first grade student would demonstrate a lack of interference with others and an eighth grade student would demonstrate respect for officials in a game and show appreciation for all participants with the game.

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performances of physical activities.
- Students demonstrate an appropriate level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

## *Grades K-1*

### Development Factors and Essential Questions

DF: Slow reaction time, moderate/steady growth phase, impulsive, balance improving, no abstract thinking, “me” oriented, fundamental movement skills emphasized.

EQ: Why is it important to have strong muscles?

What does exercise make you feel like? Why is it important?

## **Learning Resources**

### Language Arts

Scott Foresman Reading, Phonics Readers by Educational Insights--Short to Long Vowels, proprietary teacher created materials, Primary Phonics Workbooks and Readers, Scholastic Leveled Readers, Scholastic News Issues, Junior Great Books, and Words Their Way.

### Math

Math in Focus (Singapore Math), iPad math apps, proprietary teacher created materials.

### Social Studies

Proprietary teacher created materials, curated selection of fiction and non-fiction, and educational DVDs.

### Science

Proprietary teacher created materials, curated selection of fiction and non-fiction, and educational DVDs.

### Social and Emotional

Proprietary teacher created materials (Four Steps to Friendship), curated selection of fiction and non-fiction, and educational DVDs.

\*Brain Pop is used to supplement all subjects