

# Kindergarten Curriculum Guide



## Riverside Public Schools District 96

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# **Language Arts**

District 96 is committed to an integrated, holistic, and challenging language arts program, which includes high expectations in reading, writing, listening, speaking, spelling, and grammar. Success is provided at each child's developmental level through differentiated instruction. We believe in creating a low-risk environment that nurtures the joy and appreciation of language and life long learning.

**A balanced literacy program** is implemented to give students the tools to become independent learners. Open Court Reading and the school's leveled library serve as resources for the balanced literacy program. Balanced literacy provides and cultivates the skills of reading, writing, learning about words, thinking, listening, and speaking through the use of the following components:

**Modeled/Shared Writing:** *Teacher and students collaborate to write text; teacher acts as scribe*

- Develops concepts of print
- Develops writing strategies
- Supports reading development
- Provides model for a variety of writing styles
- Models connections among and between sounds, letters, and words
- Produces text that students can read independently
- Necessitates communicating in a clear and specific manner

**Interactive Writing:** *Teacher and students compose together using a "shared pen" technique in which students do some of the writing*

- Provides opportunities to plan and construct texts
- Increases spelling knowledge
- Produces written language resources in the classroom
- Creates opportunities to apply what has been learned

**Independent Writing:** *Students write independently*

- Strengthens text sequence
- Develops understanding of multiple uses of writing
- Supports reading development
- Develops writing strategies
- Provides opportunities to write authentically for audience and purpose

**Reading Aloud:** *Teacher reads selection aloud to students*

- Provides adult model of fluent reading
- Develops sense of story/text
- Develops vocabulary
- Encourages prediction
- Builds a community of readers
- Develops active listening
- Models strategies through think-alouds

**Shared Reading:** *Teacher and students read text together*

- Demonstrates awareness of text
- Develops sense of story or content
- Promotes reading strategies
- Develops fluency and phrasing
- Increases comprehension
- Encourages politeness and respect
- Promotes vocabulary development

**Guided Reading:** *Teacher introduces a selection at student's instructional level within flexible, small groups*

- Promotes reading strategies
- Increases comprehension
- Encourages independent reading
- Expands belief in own ability
- Promotes vocabulary development

**Independent Reading:** *Students read independently*

- Encourages strategic reading that is purposeful and active
- Increases comprehension
- Supports writing development
- Extends experiences with a variety of written texts
- Promotes reading for enjoyment and information
- Develops fluency
- Fosters self-confidence by reading familiar and new text
- Provides opportunities to independently monitor and clarify their own understanding

## A Balanced Literacy Framework

*Our goal in Riverside District 96 is to incorporate whole group, small group, and independent learning into everyday literacy experiences.*

**Most Support**

### Read Aloud

*Teacher exposes students to rich, interesting, and varied text forms in order to build vocabulary, fluency, comprehension, and an appreciation of literature.*

### Shared Reading

*Teacher provides explicit instruction of comprehension strategies, text forms (genres), fluency skills, word study, and vocabulary.*

### Guided Reading/Practice

*Teacher leads small group work with text at student's instruction text level, addressing learner's specific needs determined through a variety of assessments.*

### Independent Reading

*Students practice previously taught skills and strategies independently while reading for meaning. Teachers conference with students about their reading.*

**Least Support**

**WORD STUDY, VOCABULARY, SPELLING, and LANGUAGE**  
Integrated throughout the framework.

**Most Support**

### Write Aloud

*Teacher thinks aloud while composing text to model and familiarize students with the characteristics, style, and form of a chosen genre.*

### Shared Writing

*Teacher and students collaborate to write text. Teacher writes while scaffolding students' language and ideas.*

### Guided Writing

*Students plan and construct with teacher guidance. Students attempt to apply what has been previously demonstrated with support and validation from the teacher and/or group.*

### Independent Writing

*Students take responsibility to write independently for different purposes using previously taught skills.*

**Least Support**

## Kindergarten Literacy Goals

### Reading

- Recognizes that print carries meaning
- Understands how print is organized and read (from left to right and top to bottom)
- Understands the difference between letters and words
- Reads orally, matching spoken word to printed word
- Recognizes and names capital letters
- Recognizes and names lower case letters
- Recognizes letter-sound relationships
- Uses strategies to comprehend simple texts
- Constructs meaning from text
- Uses strategies to solve unknown words
- Recognizes high frequency words
- Recognizes and produces rhyming words
- Applies understanding of sounds to segment and blend words

### Writing

- Accurately writes name left to right
- Writes alphabet letters with increasingly accurate letter formation utilizing Handwriting Without Tears
- Demonstrates awareness of correct writing conventions/mechanics (spacing, punctuation, capitalization)
- Writes words phonetically, by representing some sounds at the beginning, middle, and end of words
- Uses conventional spelling for some high-frequency words
- Composes one sentence about a single idea
- Remembers message represented with letters or words
- Communicates meaning in drawings

### Speaking and Listening

- Speaks in complete sentences
- Expresses ideas and questions clearly
- Utilizes developmentally appropriate sentence structure and grammar when speaking
- Makes meaningful contributions during class activities
- Speaks clearly and with expression
- Responds to questions with clarity and insight

# **Math**

Students are provided a curriculum that is rich in opportunities and materials for exploration, inquiry, and thinking, and is centered on learner needs. *Everyday Mathematics* is a research-based curriculum developed by the University of Chicago School Mathematics Project. The balanced math curriculum contains concepts that come from five major areas: Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. The following information shows the instructional goals for each month. However, these goals are adapted through differentiated instruction, based on each child's individualized learning needs.

## **October**

Students will:

- Count forward from 0 to 21
- Count back from 10 to 1
- Read the numbers 0 to 10
- Compare lengths, matching ends
- Recognize a penny and know its value
- Match one-to-one

## **November**

Students will:

- Count forward from 0 to 35
- Count back from 10 to 1
- Read the numbers 1 to 15
- Recognize and name a triangle, square, circle, and rectangle
- Recognize simple examples of symmetry

## **December**

Students will:

- Count forward from 0 to 50
- Count back from 12 to 0
- Understand each “teen” number as 10 + a digit
- Use concepts of greater and less to find a mystery number
- Read and record amounts of pennies using the cents sign
- Generate, continue, and copy patterns

## **January**

Students will:

- Write the numbers from 0 to 10
- Count forward from 0 to 70
- Count back from 15 to 0
- Skip count with the group by 2's, 5's, and 10's
- Count with a calculator
- Explore using a variety of measuring tools
- Identify a dime and a nickel
- Participate in telling change-to-more (addition) number stories
- Discuss graph outcomes with the group

## **February**

Students will:

- Count forward from 0 to 90
- Count back from 15 to 0
- Count tally marks
- Count on, varying the starting point
- Identify a quarter

## **March**

Students will:

- Count forward from 0 to 115
- Count back from 20 to 0
- Participate in telling change-to-less (subtraction) number stories
- Make and continue three-part patterns

## **April/May**

Students will:

- Count forward from 0 to 115
- Count back from 20 to 0
- Skip count by 2's, 5's, and 10's
- Write the numbers from 0 to 20
- Read 3-digit numbers
- Recognize and understand  $\frac{1}{2}$
- Estimate time (on analog clocks) using the hour hand only
- Know the value of a penny, nickel, and dime; recognize a quarter
- Play simple “What's My Rule?” games

For more information, please visit <http://everydaymath.uchicago.edu/>

# **Social Studies**

We seek to promote informed, responsible, and participatory citizens. In order to achieve civic competence, students will be provided a solid foundation in the areas of history, geography, economics, political science, and culture. The Scott Foresman Social Studies series guides daily instruction in the following content areas:

## **Who We Are**

- Families
- Getting Along
- School Rules
- Solving Problems

## **Explorers**

- Christopher Columbus

## **Changes in Our Country**

- Native Americans
- Thanksgiving
- Past and Present

## **Veteran's Day**

- National Symbols

## **Family and Community Celebrations**

- Holidays Around the World

## **Changes**

- Seasons
- Weather

## **Equality**

- Martin Luther King, Jr.

## **Friends Around the World**

- Maps and Globes
- Life in Different Areas

## **President's Day**

- George Washington
- Abraham Lincoln

## **Communities**

- Neighborhoods, Maps, Signs
- Goods and Services

## **Earth Day**

- Conservation of Resources

## **Transportation**

## **Work**

- Jobs
- Money
- Making Choices
- Needs and Wants

For more information, please visit [www.sfsocialstudies.com](http://www.sfsocialstudies.com)

# **Science**

We are committed to an integrated, hands-on, balanced approach to science education, which includes life, earth, physical, and environmental sciences. The Scott Foresman Science series guides daily science instruction in the following content areas:

## **Senses**

- See
- Hear
- Taste
- Smell
- Touch

## **Living and Non/Living Things**

- Characteristics
- Environments

## **Growing and Changing**

- Parts of the body
- Ways people grow and change
- How people are alike and different

## **Movement**

- How things move
- Float and sink
- Magnets

## **Matter**

- Grouping objects
- Solids and liquids

## **Being Healthy**

- Healthy foods
- Dental health

## **Weather**

- Types of weather
- Weather changes
- Seasons

## **Animals**

- Kinds of animals
- What animals need
- Animal babies

## **Plants**

- How plants grow
- Seeds
- What plants need
- Parts of a plant

## **Caring for the Earth**

- Natural resources
- Conservation
- Recycling

For more information, please visit <http://www.sfscience.com/>

# **Physical Education**

The goal of the physical education program is to improve physical fitness and skill levels, develop cooperative social skills, enhance positive learning experiences, and encourage a desire for life-long fitness. Students attend physical education class 1 day each week for 30 minutes. Through a variety of movement experiences and game activities, students will:

- Demonstrate the fundamental locomotor skills of walking, running, skipping, galloping, hopping, and jumping
- Demonstrate the non-locomotor skills of bending, stretching, pushing, pulling, swinging, twisting, and turning
- Demonstrate the manipulative skills of throwing, catching, kicking, bouncing, and striking
- Identify and demonstrate spatial awareness and safe movement in activities
- Demonstrate the ability to follow directions, class rules, and procedures during physical activities
- Experience the effects of moderate/vigorous physical activity, including an increased heart rate and rapid breathing
- Demonstrate appropriate warm-up activities
- Perform sustained moderate/vigorous activity for short periods of time that improves cardiovascular endurance, muscular strength, and flexibility
- Demonstrate positive attitudes toward both winning and losing
- Demonstrate the ability to work cooperatively and safely with a partner or small group during a structured physical activity

# **Art**

The purpose of the art program is to improve creativity, enhance a positive learning experience, and to encourage a desire to embrace the area of art. Students attend art class once each week for 45 minutes. Through weekly art instruction, students will:

- Recognize various types of lines
- Use lines to create shapes
- Recognize the difference between solid shapes and closed space
- Name and identify geometric shapes
- Distinguish textures
- Recognize simple patterns
- Recognize colors change when mixed together
- Demonstrate the safe and appropriate use of materials and tools.
- Experiment with a variety of drawing materials - markers, crayons, pastels, and pencils
- Experiment with basic painting tools
- Use various painting mediums – tempera and watercolor
- Use scissors and glue to create composition
- Use basic hand building techniques to create clay sculptures
- Create art from 3 sources: memory, observation and imagination
- Demonstrate hand/eye coordination when using tools and materials to create art
- Attentively observe and discuss art works
- React to art work in a respectful manner
- Give examples of how the arts are used in celebrations
- Connect images from a book to stories about people and everyday life

# Music

The intention of the elementary music program in District 96 is to engage each student on a journey of appreciation, understanding and exploration of the world of music. Kindergarten students attend music class once a week for 30 minutes. Through singing, performing on instruments, improvising, moving, composing, reading, notating, listening, analyzing, describing, and evaluating, students in District 96 will grow in the knowledge, passion and joy of music.

The curriculum unfolds through six basic musical concepts; rhythm, melody, harmony, tone color, form and expressive qualities. Inherent to the curriculum is a spiral effect where earlier concepts are reinforced and expanded.

## Kindergarten Curriculum

- Rhythm – steady beat, long and short sounds, strong and weak beats
- Melody – high and low sounds, upward and downward motion, echo sol-mi patterns
- Harmony – accompaniment and no accompaniment
- Tone Color – environmental sounds, four types of vocal sounds, instrumental sounds including body sounds and classroom percussion instruments
- Form – call and response, introduction, same/different
- Expressive qualities: **style** – seasonal songs and celebrations for Veteran’s Day and programs/concerts, **dynamics** – loud and quiet, **tempo** – fast and slow
- History/Appreciation - Sergei Prokofiev’s Peter and the Wolf

# Social/Emotional

The purpose of the social work classroom program is to engage students in activities that promote self-awareness, interpersonal skills, and responsible behavior. Thirty-minute lessons are administered monthly by the school social worker within the classroom setting. The following areas are addressed through story telling, artwork, role-play, and/or class discussion:

- Recognize feelings/perspectives of others
- Identify one’s likes and dislikes, needs and wants, strengths and challenges
- Identify problems and conflicts commonly experienced by peers
- Recognize, manage, and accurately label emotions
- Identify ways to work and play well with others
- Demonstrate skills related to achieving personal and academic success
- Identify peer strengths

# **Notes**