

Kindergarten Curriculum Overview

Literacy:

Kindergarten Literacy Settings include: Shared Reading, Self-Selected Reading, Systematic Study of Alphabetic Principle, Read Aloud with Think/Aloud, KLP (Kindergarten Literature Program) Shared Writing, Modeled Writing, and Independent Writing.

Shared Reading consists of the Teacher reading a story aloud with student participation. Texts used include Big Books, Poems, Songs, and Riddles.

Self-Selected Reading involves students investigating and reading texts of various interests. Book bins include popular topics, favorite authors, and familiar text structures.

Systematic Study of Alphabetic Principle involves an in-depth study of the letters and the letter/sound relationship. Activities involve both reading and writing using the designated letters. Approximately two letters per week will be investigated.

Read Aloud with Think Aloud involves the teacher reading a story and stopping to "think aloud" as various reading skills and comprehension strategies are modeled. Gradual release of responsibility will be implemented allowing students to take ownership and responsibility of their own emergent reading.

KLP is an integral part of the Kindergarten Literacy Curriculum. Research shows the repeated readings of "favorite" storybooks helps develop emergent literacy in young children. KLP involves repeated readings of quality children's books. The children hear book language, develop concept of story, become familiar enough with a book to begin to match words with print, and further develop their love of reading. After hearing the same story several times, children are encouraged to "read" the story independently. They are encouraged to read the "kindergarten way" using pictures and their knowledge of the story. Children are able to progress at their own rate while individual needs are being addressed as teachers work with individual students based on their strengths and needs. This is a very

exciting time in the kindergarten day when students immerse themselves in the joy of reading.

Shared Writing involves the students and teachers working together to write. Students work to develop complete thoughts, organize their ideas, and begin to make the correlation of letter/sound relationship and concept of word and sentences. You will see evidence of this writing in the Kindergarten Weekly Newsletters.

Modeled Writing allows for the teacher to demonstrate specific writing skills that students can integrate into their own writing. Our Kindergarten Book Bins are collections of bins sorted by text structures and authors. The teacher will read texts from these bins as models and examples of text structures, topics of interests, etc.

Independent Writing allows for students to developmentally progress through writing stages at their pace. Students will use knowledge gained from other literacy settings and begin to apply it to write their own piece. Students will participate in cloze writing activities, journal writing, and Writer's Workshop. Students develop through stages of developmental writing including: scribbling, drawing, and letter like forms, strings of letters, phonetically based writing, transitional writing, and conventional writing.

□ **Reading**

- Letter Recognition
- Letter/Sound Relationship
- Phonemic Awareness
- Concept of Word
- Story Understanding
- Emergent Reading

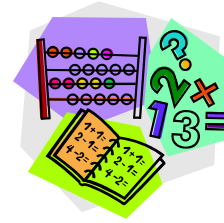


□ **Writing**

- Letter Production
- Letter/Sound Relationship
- Concept of Word
- Storytelling
- Story Development



Math:



- **Number Sense**
 - Rote counting to 100
 - Counting backward from 10
 - Number recognition to 20
 - Creating sets of objects to match numbers
 - Problem solving
 - Describing position and ordinality

- **Algebraic Thinking**
 - Sorting and classifying sets
 - Patterning
 - Sequencing
 - Graphing

- **Geometry**
 - 2-D Shapes
(square, triangle, circle, rectangle)
 - 3-D Shapes
(sphere, cube, rectangular prism, cylinder)
 - Understanding positional terms
 - Making comparisons

Social Science:



- **Umbrella Question:** How do connections shape our world?

Trimester 1:

- **Choices:** What choices do I make? (rules and consequences)
- **Relationships:** How do I connect with others? (friendships and community workers)
- **Heritage:** How do I connect with my family's past? (family)
- **Place:** How do I connect with my environment? (map skills)

Trimester 2:

- **Relationships:** How am I alike and different from others? (needs/wants)
- **Place:** How does physical environment affect lifestyle? (rural/urban)
- **Heritage:** How are culture and heritage communicated and celebrated? (National Holidays)

Trimester 3: Case Study of Mexico (comparing and contrasting Mexico and Naperville)

- **Place:** How does physical environment affect lifestyle?
- **Relationships:** How am I alike and different from others?
- **Heritage:** How are culture and heritage communicated and celebrated?

Science:



- **Umbrella Question:** How does science explorations help me understand my world?

- **Life Science: Growing and Changing**

- **Trimesters 1,2,3**

- How have I grown and changed since birth?
- How can I observe and record my growth and change?
- Do living things grow and change in the same ways?

- **Earth Science: Collections from Nature**

- **Trimester 1**

- What is a scientist?
- How does a scientist acquire info using the process presented in the I wonder circle?
- How am I a scientist?

- **Physical Science: Constructions**

- **Trimester 2**

- How does the use of different materials affect the strength and quality of structures?
- How does the use of different designs affect the strength and quality of structures?
- How does trial and error help scientists solve problems?

Speaking:

- Give reasonable responses to questions posed
- Share thoughts and work with others to form new ones
- Express thoughts clearly
- Know and use the difference between questions and statements
- Contribute to discussions
- Stay on the topic at hand
- Use words to describe and locate
- Participate meaningfully in cooperative group discussions
- Speak clearly and audibly in the group in group, in play, and when presenting or sharing



Listening:

- Store and retrieve concepts covered in all content areas
- Process and internalizing information
- Form logical conclusions
- Predict possibilities based on present knowledge
- Prove ideas and answers
- Use strategies taught to solve problems
- Follow 2,3, and 4 step directions



Social Skills:

- Work cooperatively with others
- Take turns
- Use manners
- Interact with others appropriately

