



The Barbereux School

Kindergarten Curriculum

9/09

Language Arts: Reading

Learning Objectives:

- Alphabet Knowledge
 - Recognize letters order of the alphabet.
- Phonological Awareness
 - Letter sounds, rhymes.
- Concepts about books
 - front/back, left right, etc.
- Elements of story structure
 - main idea, characters, setting, plot, cause and effect, author, title, beginning, middle, and end of story.
- Concepts about print and symbols.
- Phonemic Awareness
 - Segmenting, blending syllables,
 - Phonemes, onsets, rimes.
- Read one syllable and high frequency words.
- Comprehension
 - make predictions.
 - answer simple questions about reading.
 - sequence.
 - identify setting, plot, and character.
 - make inferences.
 - retell stories and rhymes.
- Compare and contrast a variety of literary works.
- Relate prior knowledge to new information.
- Understand differences among different text forms and purposes.
- Use descriptive/background information in stories to judge and evaluate key information and characters.
- Distinguish between fantasy and reality.
- Discriminate among fiction, nonfiction, poetry and biographies.
- Demonstrate an active interest in reading and listening to stories.
- Exposure to poetry and rhymes.
- Engage in shared and independent reading of familiar predictable text.

Examples of Activities:

- Respond to literature through art, drama, music, writing, puppetry, oral reading, reciting.
- Create class stories based on the patterns of books read and class experiences.
- Share personal responses to books with other students in a variety of ways.
- Listen to a variety of literature read aloud.
- Read literature aloud with teacher, peers, and independently.
- Participate in story time with teacher and whole or small groups, during which literature is read and

discussed.

- Listen to teacher read from non-picture books to increase comprehension skills.
- Read at home for pleasure, information, and appreciation.
- Listen to and read American literature as well as literature from other cultures.
- Recite poetry and stories read and/or retell in own words.
- Discuss how stories read relate to self, family, friends, school, community, and the world.
- Write and produce individual books on various topics.
- Share books from home and take books home.

Genres Studied:

- Folktales and Fairytales
- Periodicals/newspapers related to curriculum
- Picture books
- Fiction
- Nonfiction
- Poetry
- Biographies
- Emergent and beginning reader books

Language Arts: Writing

Writing

Learning Objective:

- Use inventive spelling, based on sound, initial consonants and some ending sounds.
- Spell sight words correctly.
- Begin to write simple sentences.
- Represent stories through pictures, dictation, written words, and play.
- Use drawing and writing to convey meaning and provide information.
- Write own name.
- Experiment with writing by drawing and using letters and symbols.
- Write and match upper and lowercase letters.
- Write for a variety of purposes.
- Learn to organize ideas sequentially.
- Edit class stories
- Share writing with others

Learning Objective: Handwriting

- Begin to learn consistent letter formations and appropriate use of spacing between words.

Examples of Activities:

- Write for a variety of purposes, using a variety of formats including stories, short reports and poetry..
- Keep a daily journal of ideas and activities.
- Write chart stories, lists, etc., with whole group and in small groups.

- Receive instruction in letter formation, phonics, and phonemics, with whole group, in small groups and individually (to meet individual developmental level of each student).
- Write and create books, with the class and individually, on a variety of topics.
- Share individual compositions with peers, teachers, and family.
- Play letter, word, and language games under teacher direction during class and without teacher during free-play.

ABC



Language Arts: Speaking and Listening

Learning Objective: Speak Effectively

- Begin to identify various purposes for speaking.
- Use standard English in a manner that is appropriate for age level.
- Develop a vocabulary that is appropriate for age level.
- Participate in various informal and formal speaking situations.
- Use language to communicate wants and needs.
- Communicate new information learned.
- Participate in class discussions.

Learning Objective: Listen Effectively

- Identify various purposes for listening effectively.
- Recall content of messages received.
- Use appropriate audience/listener responses.
- Develop strategies for good listening.
- Ask appropriate questions of a speaker.
- Demonstrate ability to comprehend speech and meaning in various formal and informal situations.
- Follow 2-3 step directions accurately.
- Establish courtesy in conversation: give others a chance to share, state differences of opinion in respectful ways, speak to all members of the group, maintain eye contact during communication.

Examples of Activities:

- Show and tell.
- Observe and discuss works of art: line, form, color, shape, etc.
- Discuss the current day's activities; e.g., what was enjoyed, what happened, what didn't happen.
- Respond to teacher read selections of literature.
- Play audio and video recordings of stories or songs using a variety of English dialects from different regions of the US.
- Conduct brainstorming sessions.
- Retell stories in sequence.
- Listen to, bring or tell the joke or riddle of the day.
- Create add-on stories with peers.
- Memorize and recite poetry.
- Read aloud to teachers and peers.



Mathematics

(We use the University of Chicago Math Program, “Everyday Math”)

Number Sense:

- Counting.
- Number recognition.
- Sequence numbers to 100.
- Count by twos, fives, and tens to 100.
- Begin to write numerals.
- One to one correspondence.
- Use ordinal numbers.
- Match number to sets of objects.
- Compare number values to one another.
- Count On and Backwards.
- Use strategies for adding and subtracting, such as counting up and back, doubling, halving.
- Identify one half, one third, one fourth using models and symbols
- Begin add and subtract objects and numbers.
- Solve simple math problems mentally or with objects.
- Experiment with number stories.
- Learn to use estimation techniques to determine reasonable quantities.
- Know place value of ones and tens.
- Understand the symbols +, -, and =.

- Begin to understand the concept of zero.
- Skip count by 2, 5, and 10.

Money:

- Identify coins and their values.
- Count out prices using pennies and other coins.
- Understand value and use of money.

Time:

- Identify times of day on the hour and at the half hour on circular
- Gain awareness of time by participating in daily activities.
- Discuss elapsed time concepts.

Patterns:

- Complete, copy and create new patterns using manipulatives, sound, and movement.
- Identify missing part of a pattern.

Geometry:

- Identify and create square, rectangle, triangle, circle.
- Classify objects by shape..
- Identify shapes in our environment and their purposes.
- Describe attributes of shapes.
- Explore concepts of congruency and symmetry.
- Begin to know 3-dimensional shapes.

Sorting /Classifying:

- Sort by color, shape, size or use.
- Describe how or why a set of objects is sorted.
- Arrange objects by size.
- Identify smallest and largest.

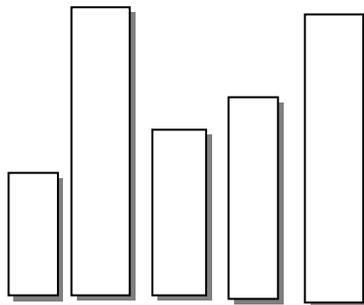
5, 10, 15, 20, 25



Mathematics

Statistics and Graphing:

- Collect and record observations of particular things over periods of time.
- Display and analyze data in a variety of methods.
- Interpret a variety of graphs.
- make pictographs, venn diagram and bar graphs.
- use proper terminology to discuss data and graphs.
- Count with tally marks.
- Predict number of objects in a group.
- Predict longest, heaviest, etc.



Measurement:

- Use a variety of nonstandard and standard objects to measure for a variety of reasons.
- Understand how to use a scale to measure weights.
- Use comparative language.
- Measure length, size, weight, etc.
- Measure by inches, feet and centimeters.
- Read and use a monthly calendar.
- Use thermometer to measure temperature.

Technology:

- Use calculators for math computation.



Examples of Activities:

- Use a variety of math and sorting manipulatives daily; including puzzles, shapes, peg boards, Unifix cubes, etc.
- Use measuring tools daily; include rulers, scales, kitchen tools; improvise measuring devices.
- Play a variety of age appropriate board and card games.
- Use math throughout the day, such as when setting the snack table or taking attendance.
- Listen for math terms and ideas used as teacher and peers engage in daily conversation.
- Participate in cooking and baking projects.
- Participate in daily math exercises created to meet individual level of each student, that focus on developing particular math skills.
- Participate in critical and creative thinking games, exercises, puzzles, etc.; some introduced by teacher and some created by students individually and collectively.
- Apply math concepts and relationships in other subject areas.

Social Studies

(Kindergarten and first grade do the same science and social studies units. Children who attend two years, do not repeat duplicate activities.)

Learning Objectives:

- Become aware of social and cultural diversity in the world.
- Discuss and explore how to think about and seek solutions to present and future social and political problems.
- Distinguish between past, present, and future.
- Develop ability to make decisions based on exemplary values.
- Explore various ways and means to go about solving problems.
- Learn what a responsible citizen is and how to be one in school, community, and the world.
- Understand basic principles of government such as leadership, fairness, and cooperation.
- Understand simple economic principles, such as buying/selling, trading, and integrity.
- Understand simple geography concepts such as city, state, country, continent, and oceans.
- Demonstrate an awareness of our community and its participants/workers.
- Know address and phone number.

Units:

- Prominent, historical, and contemporary figures.
- Our country and its symbols.
- Sources and types of food, clothing, shelter.
- Geography (maps and basic geography features).
- History of neighborhood and country.
- Community Workers.
- Local and National Holidays.
- Families.
- Native Americans.



Examples of Activities:

- Celebrate cultural holidays that are meaningful to one or more of the children/teachers.
- Create a class cultural book, which includes a page about each family or each culture represented in the class.
- Read and discuss simple books about cultural holidays, foreign cultures, and diversity..
- Explore the diversity of classroom and world through posters, artwork, songs, books, and play items.
- Discuss and/or invite parents to come speak about or demonstrate appropriate cultural/family activities.
- Participate in voting activities.
- Role play commercial activities such as buying and selling.
- Use a variety of maps as references.

Science

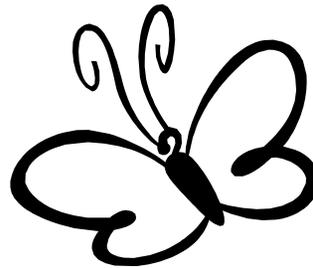
Learning Objectives:

- Learn distinguishing characteristics of non-living and living things.
- Acquire skills of scientific observation.
- Understand the concept and process of cause and effect.
- Make predictions; discuss whether they are based on personal experience, scientific fact or speculation/intuition.
- Learn to question: Utilize inherent sense of wonder to formulate scientific hypotheses.
- Understand and practice the process of experimentation: hypothesis, test, conclusion.
- Analyze, question and evaluate data.
- Recognize, appreciate, articulate and record scientific discovery.
- Begin to understand scientific classification.
- Use scientific language, tools, and technology.
- Learn and follow safety procedures.



Examples of Units:

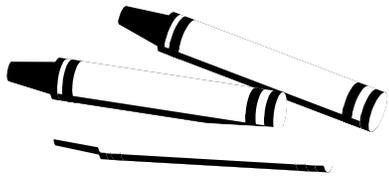
- Living versus non-living
- Solids, liquids, gasses
- Our earth and environment
- Conservation and Recycling
- Weather and seasonal cycles
- Hygiene and nutrition
- Force and motion
- Simple machines
- Astronomy
- Biology and ecology (species and classes of animals)
- Plants



Examples of Activities:

- Nature walks throughout the year (During each walk, discuss what we discover. Back at school, extend activity by reading books about what was discovered, drawing pictures or creating a class book from pictures.)
- Maintain a science table for items to explore or research such as rocks, seashells, flowers, plants, seeds.
- Grow seeds inside and transplant them in late spring.
- Participate in baking/cooking projects every other week.
- Make “play dough” once a month and observe the changes.
- Pursue in-depth science activities that correlate with the current unit.
- Use fiction and non-fiction books, charts, discussions and experiments to explore topics/units in depth.
- Make models of scientific objects.
- Role play and illustrate scientific concepts.





Art

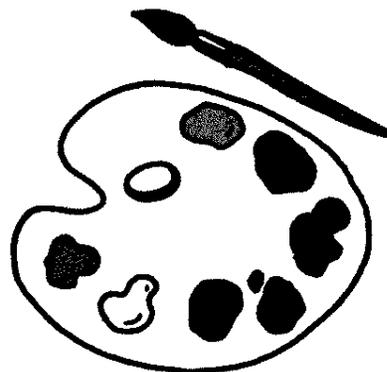
Learning Objectives:

- Identify elements/principles of design.
- Demonstrate skills necessary to produce visual art.
- Use appropriate vocabulary to describe art.
- Recognize processes and tools.
- Be familiar with artwork representing historical periods and styles.
- Recognize art forms that are important to a variety of cultural traditions.
- Be introduced and engaged with a variety of art media.
- Acquire a sense of pride about their art accomplishments.
- Use creative arts as an avenue for self-expression.
- Learn about famous artists and their work.

Examples of Activities:

- Explore mediums of paint, including oils, watercolors, tempera, fingerpainting.
- Create original designs for printmaking and produce prints.
- Create 3-D sculptures using various materials.
- Use clay to create objects through hand coiling and pinching.
- Explore techniques of drawing from life objects and imaginative design using pencil, pen, charcoal, marker, pastels, colored pencils and crayon.
- Use various media to create group and individual collages.
- Construct structures using various building materials.

- Use various media to create large-scale cooperative murals.
- Observe, discuss, compare and replicate various works of art from diverse sources and historical periods.



MUSIC & DRAMA

MUSIC GOALS:

- Learn to appreciate and enjoy a variety of music.
- Develop a sense of rhythm, balance and pitch.
- Respond to music through singing, dance and movement.
- Learn and perform a wide repertoire of songs.



MUSIC ACTIVITIES:

- Move to music (piano or other instruments as well as recorded music) mimicking the movements of animals, forms of transportation and or using different gaits (skipping, hopping, galloping) to match the music.
- Sing with the piano, guitar, etc.
- Play rhythm sticks or other simple instruments to music.
- Participate in creative dance activities.
- Mimic rhythms by clapping hands, tapping rhythm sticks or other simple instruments.
- Draw to music.
- Free dance to music and learn simple dances.
- Play games or act out stories to music.

DRAMA ACTIVITIES:

- Role play characters from stories and real life situations.
- Interact with other children in role play situations.

DRAMA ACTIVITIES:

- Act out various rhymes and stories in a formal and informal manner.
- Create scenery and props to accompany role playing.
- Develop improvisation skills.



SOCIAL and EMOTIONAL



SOCIAL-EMOTIONAL GOALS:

- Recognize and name feelings.
- Express feelings appropriately.
- Learn how to treat adults and peers with respect.
- Communicate effectively and appropriately.
- Acquire good friendship skills such as sharing, taking turns, etc.
- Learn how to work and play cooperatively.
- Develop problem-solving skills.
- Develop self-reliance and self-control.
- Develop initiative and independence.
- Learn to follow classroom routines and rules.
- Develop a positive self-concept.
- Recognize and honor self-worth of others.



SOCIAL-EMOTIONAL ACTIVITIES:

- Talk about and continually model appropriate manners. Acquiring these skills is an ongoing process.
- Encourage the use of words instead of tears or physical means. We help them express to us what is wrong so we can help them solve problems.
- Teach problem solving skills by modeling how to resolve conflicts peacefully, giving suggestions when there is conflict, or allowing the children to contribute ideas on how a problem should be solved.
- Consistently read about and discuss friendship issues throughout the year.
- Include the children in creating and maintaining the classroom rules and resolving classroom conflicts.
- Provide activities where children can achieve success and help others achieve success.
- Empower children to make their own decisions appropriately.

PHYSICAL DEVELOPMENT

PHYSICAL DEVELOPMENT GOALS:

- Develop a variety of large-motor skills such as galloping, jumping, climbing, pedaling, hopping and skipping.
- Develop fine motor control/skills.
- Develop attention span for age-appropriate activities.
- Know and apply the principles and components of health related fitness and nutrition.
- Learn how to play safely and prevent illness or injury.
- Understand the human body systems, how they function and interrelate.
- Acquire skills needed to take independent care for personal hygiene needs.

PHYSICAL DEVELOPMENT ACTIVITIES:

- Large Motor: Outdoor play, indoor games and music/rhythm activities.
- Small Motor: Cutting, stringing beads, puzzles, drawing, using pegboards, painting, doing lacing activities, etc.
- Attention span increases with age and a gradual exposure to longer and more complex group time as well as individual exposure to more complex activities.
- Regularly discuss and read about safety, fitness and health practices.

