



1141 Kimberton Road, Chester Springs, PA 19425

2017-2018

KINDERGARTEN CURRICULUM

SOCIAL DEVELOPMENT

Kindergarten is a wonderful potpourri of experiences for young children. Full attention is given to the whole child and is guided by Montgomery's mission that centers on Mind, Body and Character. Kindergarten children love to come to school and are enthusiastic participants in all aspects of the day. When playing with peers, small groups are formed and play is centered on the individual's needs and wants. Generally, playtime is when children practice their newfound skills such as drawing, reading, and creating in a relaxed setting. They will sometimes play school and read to each other or recreate an activity that was part of a previous teacher-directed lesson. Playtime is also a time to interact with classmates who have different personalities. Learning to work and play with a variety of peers is a valuable skill being fostered throughout the day.

Kindergarten students learn by doing. They enjoy undertaking responsibilities and privileges independently. An important part of the learning process in Kindergarten has students taking academic and social risks to help increase their confidence. Teachers carefully guide students to work beyond their attained skills at a steady pace so that students feel success as they try out their newly-acquired abilities. It should also be mentioned, that there is much repetition and praise that occurs in the learning process. During activities, Kindergarten children are able to focus their attention on lessons and stories. Their motor skills enable them to establish an appropriate grip for writing, and other small motor tasks such as cutting and zipping.

On an academic level, Kindergarten children are ready to receive emergent language and math instruction. They are eager to learn and exhibit considerable pride in their accomplishments. Transitions are easier. With direction, students can complete a task, clean up and be ready for the next activity within a few minutes. The many experiences encountered throughout the year create a solid foundation for students' social and academic future.

LANGUAGE ARTS

Language immersion is the guiding principle of the Kindergarten language arts program. Students participate in listening, speaking, reading, and writing activities in the subject areas through the school day. Competency with oral language is paramount. Kindergartners develop

speaking skills by using language actively, such as when they describe meaningful experiences, ask and answer questions, and perform in Bell Hall.

Good listening skills are fostered when the children listen to the teacher read aloud, while hearing tapes, during discussions, and while following directions for board games or pencil and paper activities. Listening for letter sounds during phonics activities or for rhyming words is another way skills are enhanced.

Kindergarten students learn that there is a connection between spoken and written language as they dictate individual or group stories and subsequently observe their words in print. They begin the formal writing process by printing their own names and copying words or phrases. Gradually, they are asked to use their knowledge of phonics to approximate the correct spelling of words. Encouraging the use of phonetic spelling promotes writing fluency. As the school year progresses, the Kindergartners' attention is called to the correct spelling of high fluency words. Specific writing activities include copying words, writing individual words or sentences for a group book, and journals. At the same time, handwriting is presented formally through activities such as "skywriting," writing on the board, and workbook pages.

Teachers follow a systematized plan using the Wilson Language program called FUNDATIONS. FUNDATIONS is a structured program that builds and improves students' decoding skills in reading and encoding skills for spelling. The program emphasizes phonemic awareness, phonics, high frequency words (TRICK/SIGHT), fluency, vocabulary, handwriting, and spelling.

Emergent-reading skills involve retelling stories, working with poems, sharing books with friends, choral reading as a class, reading personally-dictated material, and reading independently. Formal language arts lessons and activities are taught to the entire class. In addition, the children receive individual reading instruction on their independent level of ability.

SKILLS

Speaking and Listening

- Speaks/performs before a group
- Communicates ideas effectively
- Asks questions to monitor understanding
- Answers questions
- Listens attentively during class activities

Reading

- Responds to and talks about stories
- Identifies rhyming words
- "Reads" using picture cues and/or memory of the story
- Uses consonant sounds to decode
- Uses vowel sounds to decode
- Builds a sight vocabulary
- Reads word-by-word

Writing Process

Grammar

Begins to capitalize first word in a sentence with direction
Begins to use end punctuation with direction
Uses phonetic spelling

Handwriting

Copies upper and lower case letters
Begins to use proper spacing between letters and words

Application

Writes first and last name
Writes "stories" independently

ENRICHMENT ACTIVITIES

Published student writing

Dramatization of stories

Independent reading

Computer software activities

Performing in chapel and other school related programs

Theme studies centered around specific books or authors

Books on CD

RESOURCES

FUNDATIONS, Wilson Language Basics, 2013

Scholastic Phonics Readers, 1997

Sunshine Series, Big Books and student books, The Wright Group Publishing Inc., 1992

The Wright Skills, student books, The Wright Group Publishing Inc., 1999

Various literature trade books and professional publications

Phonemic Awareness in Young Children, Paul H. Brookes, 1998

MATHEMATICS

The Singapore Math method of teaching and learning was introduced in the fall of 2011. Singapore Math emphasizes the development of strong number sense, excellent mental math skills, and a deep understanding of place value. The curriculum is based on a progression from a concrete experience (using manipulatives), to a pictorial stage (picture representations), and finally to an abstract level or algorithm. The sequence gives students a solid understanding of basic mathematical concepts and relationships. These concepts are taught to mastery with a focus on early math vocabulary and math literacy. Singapore Math's framework has problem solving at the heart of the curriculum to foster strong mathematical thinkers who are persistent and confident math students. Montgomery's kindergarten uses the *US Edition of Primary Mathematics* textbook and workbook series.

SKILLS

Compares two or more numbers

Recognizes, writes and represents numbers to 30

Counts to 100 by 2's, 5's and 10's
Counts to and recognizes all numbers up to 100
Counts objects to 30 using one-to-one correspondence
Completes addition and subtraction problems through 20
Tells time to the hour
Identifies penny, nickel, dime, and quarter and knows their values
Counts sum of simple combinations of coins
Problem solving skills
Mental math skills

ENRICHMENT ACTIVITIES

100 Days of School
"Zero the Hero" units
Math board games
AIMS Math Kits: "Valentine Candy Count," "Joy of Jelly Beans," "M&M Count," etc.

RESOURCES

Kindergarten Mathematics by Yeap Ban Har, Nirmala Segaran, and Duriya Aziz
Math Their Way by Mary Baratta-Lorton, Addison-Wesley, 1976
Math Excursions K by D. Burk, A. Snider, and P. Symands, Heinemann, 1993
Variety of trade books

SOCIAL STUDIES

The social studies curriculum focuses on the comparison between the Kindergarten and people and places throughout history. The children begin their studies by discussing themselves, their physical characteristics, their home and school surroundings, and the people in their lives. Awareness of people from different environments is fostered by children's literature, craft projects and field trips. Important holidays are studied and beginning map skills are introduced. Students will also have a theme unit of study on Canada, in order to begin to understand the concepts of countries and relate it to their place in the world.

SKILLS

Demonstrates understanding of families
Demonstrates understanding of where and how other people live
Names days, months and seasons
Understanding of various holiday celebrations
Beginning map skills
Compare and contrast concepts of social studies unit

ENRICHMENT ACTIVITIES

Trip to an orchard
Trip to a dairy farm
Holiday celebrations
"Scholastic News" publication
Study of individual country - Canada

RESOURCES

Literature and Trade Books

SCIENCE

In Kindergarten, the emphasis is on experiencing science in a hands-on manner. Learning is promoted through various activities such as nature walks, experiments, and visits to the garden. The science process is introduced as students learn to observe, predict, hypothesize, and record data in their science journals. The Kindergarten approaches their scientific learning through an introduction to these units: weather, seasons, stages of matter, sounds, plants, differentiating between living and non-living, a chick life cycle, animal habitats, planets and an introduction to the solar system. The entire School's science curriculum is built on a spiraling curriculum so that each of these topics is touched on in another two years when they are in second grade, and again each two years after that.

SKILLS

Recording observations in a science journal

Observe, describe, and record changes in the seasons and the weather

Know the basic needs of living things

Know that our five senses help us take in and respond to our surroundings

Observe and record the sequence of simple life cycles

Know the names of most objects in a night sky

Know that everything they can touch is some form of matter

Know ways to care for the Earth

Use proper safety precautions during scientific investigations

ENRICHMENT ACTIVITIES

Visits to the Science Lab once a cycle

Nature walks

Visits to the school garden

Star Lab

RESOURCES

Scott Foresman textbook as a teacher reference

SERVICE LEARNING

Montgomery has always taken pride in teaching our students the importance of service to others, which is part of our school mission. The service projects are directly tied to our classroom curriculum. This approach gives students the opportunity to observe directly the measurable change that is provided through their efforts in a grade appropriate way. The project will not only affect the recipient of the service, but also the providers -- our students. In kindergarten, the service learning project relates to an outreach project to support animals at All 4 Paws Animal

Rescue. Each year, the students help think of something we can do as a grade to make the lives of our furry friends at All 4 Paws a little bit better.