

## **KINDERGARTEN PHILOSOPHY**

Today children come to kindergarten with varied backgrounds due to many home experiences, nursery schools, travel, and television. Although they may have more exposure to academic knowledge, our concern is the total child. Their physical, social, emotional, and academic needs must be considered and developed for a well-balanced program.

Kindergarten is the time to develop concepts in an informal as well as a beginning formal setting.

The aim of an effective kindergarten program is to provide a learning environment which is flexible so that children will find varied opportunities in which they can learn social behaviors which benefit both the individual and the group, develop critical thinking, learn to solve problems, discover, collect, and classify information about the world, build and clarify concepts, extend present knowledge and experience, learn about words, and explore usage and meanings for effective communication with others.

## **KINDERGARTEN ORIENTATION**

In addition to the week of kindergarten orientation, each school will provide an additional orientation program for new kindergarten students.

The purpose of this program is to familiarize children and parents with the school.

### **KINDERGARTEN ORIENTATION PROGRAM**

It is recommended that the Kindergarten Orientation Program be held in August and last approximately 1 hour to 1 ½ hours. The program may be conducted in one two sessions based on the anticipated audience.

#### **Agenda**

1. Welcome by school administration to parents and students. (Curriculum should not be stressed at this time. This is a topic for September/October "Visit the School".)
2. Tour of School  
Principal's Office Nurse's Office Classrooms Media Center  
Gym Playground Area, etc,
3. Visit to the kindergarten rooms.
4. Bus -A school bus should be available for children to board.  
Arrangements should be made with the Transportation Department to have a bus driver present to give a short talk on bus safety.
5. Refreshments served to parents and students. (Refreshments should be supplied by the Food Services Department. P.T.O. groups may assist.)

# LANGUAGE ARTS LITERACY KINDERGARTEN

## PURPOSE

The focus of Language Arts Literacy for kindergarten children is on listening, speaking, viewing, pre-reading, and pre-writing activities. The integrative and interactive abilities, which make up the language arts component of the curriculum are developed through reading, writing, speaking, listening, and viewing. The kindergarten student will be immersed in a literature-rich environment to develop oral language skills and an appreciation for literature. Kindergarten students will improve oral listening and speaking skills by listening to, discussing, and retelling selections of children's literature.

There are many opportunities for writing, allowing the children to understand the uses of writing, reinforce their print awareness and recognize the structure and conventions of written language. The students will be expected to recognize and print letters of the alphabet, use basic phonetic principles, identify story elements, and communicate ideas through pictures and writing.

### I. **STUDENT OUTCOMES**

#### A. Speaking (3.3)

**STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

Students will:

1. Begin to develop oral language skills by conversing in sentences and communicating ideas.
2. Begin to understand that we speak for a variety of purposes and audiences.
3. Demonstrate the ability to tell and retell stories and experiences, which may include the use of visual aids (Show and Tell)
4. Tell a well-known story in sequence.
5. Enunciate, articulate and pronounce words properly.

#### B. Listening (3.4)

**STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS**

Students will:

1. Understand and follow directions.
2. Listen attentively to other children and adults.
3. Listen for enjoyment and to obtain information.
4. Develop listening strategies.

**STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

C. Writing (3.2)

Students will:

1. use speaking, listening, reading, and viewing to assist in the writing process. (A. 1,2,3,6,7)
2. write, as developmentally appropriate, from experiences, thoughts, and feelings. (B. 1,2)
3. write, as developmentally appropriate, for a variety of purposes, such as to enjoy, to entertain, to learn, to inform, to record and to respond to reading. (D. 1,2)
4. write on self-selected topics in a variety of literary forms. (B.2,3 D.2)
5. write collaboratively and independently.
6. use a variety of strategies and activities, such as brainstorming, listing, discussing, drawing, role playing, note-taking, and journal writing, for finding and developing ideas about which to write. (A. C)
7. establish and use criteria to revise content, organization and other aspects of writing, after self, peer and teacher collaboration. (A)
8. edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation. (C)
9. publish writing in a variety of formats. (B. D.)

D. Reading (3.1)

**STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION**

Students will:

1. use listening, speaking, writing and viewing to assist with reading.(A)
2. listen and respond to whole texts. (E)
3. begin to understand that reading can be for pleasure and to help us learn. (A.E. )
4. use print concepts in developmentally appropriate ways. (A.B.)
5. begin to engage their prior knowledge to bring meaning to the printed word. (A.E.)
6. integrate phonetic strategies, meaning clues and language structure when reading. (B.C.)
7. use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in their own lives. ( E)
8. read with understanding and fluency. (D)
9. demonstrate comprehension through retelling or summarizing ideas and following written directions. (D,E)
10. identify elements of a story, such as characters, setting, plot and sequence of events. (E)

11. identify literary forms, such as fiction, poetry, drama, and nonfiction.
12. expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues. (C,E)

E. Viewing and Media Literacy (3.5 A, B)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY)  
 ALL STUDENTS WILL ACCESS, VIEW, EVALUATE,  
 AND RESPOND TO PRINT, NONPRINT, AND  
 ELECTRONIC TEXTS AND RESOURCES.

Students will:

1. use listening, speaking, reading and writing to assist with viewing.
2. respond to the use of illustrations to support the text.
3. use symbols, drawings, and illustrations to represent information that supports and/or enhances their listening speaking, reading and writing.
4. use simple charts, graphs, and diagrams to represent ideas.
5. distinguish between reality and fantasy in visual representations.
6. begin to understand that information is conveyed by symbols such as those found in pictorial graphs and map keys.

F. Workplace Readiness/Study Skills

Students will:

1. Understand that written communication can affect the behavior of others.
2. Begin to adjust oral communication for different purposes.
3. Identify patterns and relationships and begin to understand the concept of classification.
4. Work cooperatively with others to accomplish a task
5. Evaluate own actions and accomplishments.
6. Use time efficiently and effectively.

## II. CONTENT

A. Literacy Experiences

1. Shared Reading Experiences
2. Exploring through discussion/oral language development
3. Formulating questions and inquiries
4. Read aloud
5. Print Awareness
6. Letter Names, Shapes and Sounds
7. Letter Formation
8. Concept Development

B. Listening

1. Phonemic Awareness
  - a. Rhyme
  - b. Familiar Sounds
  - c. Sound/Word Discrimination
  - d. Sound/Word Sequence
  - e. Oral Blending
  - f. Segmentation
2. Follow directions
3. Information and enjoyment

C. Speaking

1. Rhyming words, question words
2. Word play/study etymology

D. Getting Information From Text

1. Picture details
2. Sequence
3. Main Idea/details

E. Constructing and Organizing Meaning

1. Retelling the story
2. Comparison
3. Drawing conclusions
4. Predicting outcomes
5. Cause/effect
6. Story mapping
7. Inference

F. Viewing

1. Symbols, drawings, illustrations, objects (real and fantasy)
2. Print/Text
3. Simple charts and graphs
4. Story maps

G. Thinking Strategies

1. Building background/prior knowledge
2. Setting purpose
3. Recall, analyze, infer, synthesize, evaluate
5. Metacognition –visualization

H. Study Strategies -Learning from Text

1. Following directions
2. Book parts
3. Content area activities/reading
4. Labels, titles, headings, captions

**III. ACTIVITIES AND MATERIALS**

A. Texts

1. Collections for Young Scholars. Framework for Effective Teaching: Kindergarten Sounds and Letters. Open Court Publishing Company, 1995

Revised 2004

# MATHEMATICS KINDERARTEN

## PURPOSE

Mathematics instruction in grades Kindergarten through grade five is structured upon five overall "conceptual goals as defined by the National Council of Teachers of Mathematics in the Curriculum and Evaluation *Standards* for School Mathematics designed for students to achieve the following:

- A. value mathematics
- B. become confident in one's own mathematical ability
- C. become a mathematical problem solver
- D. communicate mathematically
- E. reason mathematically

Throughout the instructional design, students will be actively involved in doing mathematics. They will be given opportunities to explore a variety of mathematical ideas, ask questions, discuss their ideas] and verify their own thinking.

## I. STUDENT OUTCOMES

- A. All students will use discovery-oriented, inquiry-based, and problem centered approaches to investigate and understand mathematics.
- B. All students will engage in reasoning and problem solving experiences arising from everyday experiences and real-world applications. They will receive equitable treatment without regard to gender, ethnicity, or predetermined expectations for success.
- C. All students will explore and solve a variety of problems including non-routine, multi-step, story and open-ended problems with a variety of solutions and/or strategies.
- D. All students will use concrete, pictorial, symbolic, and graphical models to represent problem situations.
- E. All students will engage in geometric reasoning as a means of describing their physical world and explore geometry through experiences with measurement problems and everyday situations.

## II. Content

The following skills are presented during the Kindergarten year. These skills reflect a BEGINNING/DEVELOPING level of performance. Skills will be SECURE in grade one/two.

### A. Numeration

1. Read and write numbers to 20
2. Read and write 2- digit numbers
3. Read and write 3 digit numbers
4. Order Numbers to 20
5. Compare numbers to 20
6. Perform rational counting
7. Skip count by 2s, 5s and 10s
8. Count using a calculator
9. Find equivalent numbers
10. Identify place value in 2 and 3 digit numbers
11. Display and read numbers on a calendar

#### Mathematics

- 4.1 Number and Numerical Operations Geometry and Measurement
- 4.2 Patterns and Algebra
- 4.3 Data Analysis, Probability, and Discrete Mathematics Mathematical Processes

### B. Money and Decimals

1. Use cents notation
2. Identify equivalencies and make coin exchanges
3. Show money amounts with coins and bills
4. Calculate the value of coin combinations

### C. Operations and Computation

1. Understand the meaning of addition and subtraction
2. Solve addition and subtraction number stories
3. Add 3 or more 1 – digit numbers

### D. Patterns, Functions, and Algebra

1. Create patterns with 2 dimensional shapes
2. Sort and identify shapes/objects and attributes
3. Explore and extend visual patterns
4. Find common attributes in objects and people
5. Find equivalent names for numbers
6. Solve “What’s my rule?” number problems
7. Write and solve addition and subtraction number sentences

### E. Geometry

1. Identify 2 and 3 dimensional shapes
2. Create/extend designs with 2- dimensional shapes
3. Explore shape relations
4. Identify lines of symmetry

### F. Measurement and Reference Frames: Measurement

1. Estimate and compare lengths/heights of objects
2. Measure lengths with nonstandard units

3. Investigate the yard, meter and use tools to measure length
4. Compare capacities of containers
5. Use a pan balance
6. Estimate and compare weights
7. Recognize pennies and nickels
8. Use the calendar
9. Compare the hour and minute hands

G. Data and Chance

1. Collect data by counting
2. Conduct a survey
3. Make a tally chart
4. Make a bar graph
5. Read tables, graphs

**III. ACTIVITIES AND MATERIALS**

- A. Everyday Mathematics, SRA McGraw – Hill 2004
- B. Teacher Resources
  1. Manipulatives
  2. Calculators

**IV. EVALUATION**

- A. Students will work independently and cooperatively in groups.
- B. Students will be responsible for mathematics materials.
- C. Students will be responsibly prepared for math activities.
- D. Students will! actively participate in math activities.
- E. Students will hand in completed class work at the proper time.
- F. Students will study for and complete evaluative activities successfully.
- G. The final grade represents the teacher's professional judgment of student performance. All of the above are included in the evaluative process.

Revised: August 1992  
June 1994  
July 1998  
September 2002  
December 2004

## **SOCIAL STUDIES**

### **GRADES K-6**

The goal of the elementary social studies program is to prepare students for life in a global society in the next century. They must possess the skills and knowledge to participate in our democratic society, think critically to make informed decisions and solve problems, and be sensitive to the needs of others.

Through carefully planned activities students will demonstrate the ability to articulate social studies related concepts and ideas through discussion, written work and group projects. They will acquire an appreciation and understanding of the diversity of cultures within their community, state and country. Students will explore the geographical structures and resources of their New Jersey, the United States and other nations.

The instructional framework will include an integrated approach, linking social studies to the arts and sciences. Cooperative learning and technological applications will be emphasized.

# SOCIAL STUDIES

## PURPOSE

Social Studies at the Kindergarten level presents an introduction to the concepts of self and others; ourselves as part of a family, community and the world around us; an appreciation of the family and holiday traditions of other cultures. Social studies concepts should be integrated throughout the curriculum.

## I. STUDENT OUTCOMES

### A. Geography

1. Students will demonstrate the ability to identify the shape and size of our country.
2. Students will understand the various career opportunities in this field.

### B. History

1. Students will demonstrate a knowledge of American holidays.
2. Students will understand the various career opportunities in this field.

### C. Economics

1. Students will identify the many kinds of jobs that are needed to get things done.
2. Students will understand the various career opportunities in this field.

### D. Government/Citizenship

1. Students will demonstrate a knowledge of famous American people.
2. Students will explain why it is important to have rules in our family / school, neighborhood, and communities.
3. Students will recognize the symbol of our country as a flag.
4. Students will understand the various career opportunities in this field.

F. Sociology

1. Students will recognize that everyone is special.
2. Students will develop skills to promote positive social interaction with one another .
3. Students will understand the various career opportunities in this field.

F. The final grade represents the teacher's professional judgment of student performance. All of the above are included in the evaluative process.

**II. EVALUATION**

- A. Students will work independently and cooperatively in groups.
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# SCIENCE

## PURPOSE

Science at the Kindergarten level will introduce the student to scientific concepts by developing a positive attitude toward the world around him, and his relationship to his environment.

The child will be able to focus on his role with others in preserving our natural resources of our world.

The science curriculum will encourage *integration* of other appropriate subjects throughout the kindergarten program.

## I. STUDENT OUTCOMES

- A. The students will identify the four seasons, their characteristics and changes that take place around them.
- B. The students will interact with their world by exploring their senses.
- C. The students will discover the characteristics of animals.
- D. The students will observe and identify the characteristics of plants.

## II. CONTENT

### A. Looking at Seasons

- 1. Weather conditions
- 2. Clothing/seasonal activities
- 3. Calendar/months during each session
- 4. Seasonal habits of animals

### B. Looking at Me

- 1. Identify the five senses
- 2. Identify the sensory organs
- 3. Explore, describe and classify by touch, taste, sight, sound and smell

## SUGGESTED SCIENCE RESOURCES

### SEASONS

BranJey, Franklyn

Flash. Crash. Rumble & Roll

Branley, Franklyn

Sunshine Make the Seasons

Bunting, Eve

Winter's Coming

Burningham, John

Seasons

Carlstron, Nancy

Jesse Bear. What Will You Wear?

Davis, Hubert

What Will the Weather Be?

No.2 Animal Signs

DePalsa, Tomie

Four Stories for Four Seasons

Florian, Douglas

A Summer Day

Goennel, Heady

Seasons

Hider, Berta & Elmer

The Big Snow

Kalan, Robert

Rain

Keats, Ezra

The Snowy Day

McCully, Emily

First Snow

Ryder, Joanne

White Bear, Ice Bear

Sendak, Maurice

Chicken Soup with Rice

Stock, Catherine

Sophie's Bucket

### THE FIVE SENSES

Aliki,

My Five Senses

Aliki,

My Hands

Brown, Marc

Arthur's Eyes

Brown, Margaret Wise

The Seashore Noise Book

Hest, Amy

The Crack-of-Dawn Walkers

Martin, Bill

Here Are My Hands

Pluckrose, Henry

Think About Seeing

Riddell, Chris

The Trouble with Elephants

Schwartz, Alvin

All of Our Noses are Here and Other Noodle Tales

## PLANTS

J Bancroft, Henrietta	<u>Down Come the Leaves Carle, Eric The Tiny Seed</u>
Cherry, Lynne	<u>The Great Kapok</u>
Cole, Joanna	<u>Plants in Winter</u>
Ehlert, Lois	<u>Planting a Rainbow</u>
Gibbons, Gail	<u>The Seasons of Arnold's Apple Tree</u>
Giles, John	<u>First Forest</u>
Ginsberg, Mirna	<u>Mushroom in the Rain</u>
Goldfish, Meish -	<u>How Plants Get Food</u>
Harner, Marlin	<u>Trees</u>
Harding, Diana	<u>Some Plants Have Funny Names</u>
Heller, Ruth	<u>Plants That Never Ever Bloom</u>
Heller, Ruth	<u>The Reason for a Flower</u>
Keats, Ezra Jack	<u>Clementina's Cactus</u>
Kellog, Steven	<u>Johnny Appleseed: a Tall Tale</u>
Krause, Ruth	<u>The Cabot Seed</u>
Cheekily, Susan	<u>All About Seeds</u>
Label, Arnold	<u>The Rose in My Garden</u>
Lyon, George Ell	<u>AB -Cedar: An Alphabet of Trees</u>
Lyon, George Ell	<u>Tree Trunk Traffic</u>
McCloskey, Robert	<u>Blueberries for Sa!</u>
Oppenheim, Joanne	<u>Have You Seen Trees</u>
Ramonova, Natalia	<u>Once There Was a Tree</u>
Rockwell, Anne & Harlow	<u>How My Garden Grew</u>
Silverstein, Shel	<u>The Living Tree</u>
Soya, Kiyosha	<u>A House of Leaves</u>
Tilherington, Jeanne	<u>Pumpkin, Pumpkin</u>
Turkle, Brinton	<u>Deep in the Forest</u>
Udry, Janise	<u>A Tree is Nice</u>
Van Allsburg, Chris	<u>Ben's Dream</u>

### **III. EVALUATION**

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