

***KINDERGARTEN
GUIDELINES***

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KINDERGARTEN GUIDELINES

Introduction

On the hillside at Bethlehem, the angels said, “You will find Him wrapped in swaddling clothes and lying in a manger.” Jesus, the infant Savior, was welcomed by loving parents, protected by the warmth of stable animals, and celebrated by humble shepherds.

In a dream, Joseph learned about the threats of King Herod. Together, he and Mary and the Child undertook an arduous journey to safety. The child Jesus experienced cold nights and hot desert days, rough travel and finally, happy toddler times with his parents in Egypt.

Years later, Jesus and His family joined the noisy caravan to visit the Temple in Jerusalem. There Jesus first stood to speak to the wise elders about His Father in heaven. The young boy displayed not only healthy curiosity, but also knowledge beyond His years as He taught in His Father’s house that day.

He returned home with Mary and Joseph and “grew in wisdom and grace”. We know very little about this private time in the life of Jesus. However, our knowledge of His life before and after this time clearly reflects the spirit of faith and love that surrounded Jesus at home with His family.

The elements that combined to define the quality of Jesus’ childhood are the same aspects that must be included in the philosophy of Early Childhood Education. The spiritual, social, emotional, physical and cognitive aspects of a young child’s development must be addressed appropriately and consistently.

The Kindergarten Guidelines are presented, not as a list of concepts to be mastered, but as a collection of strategies and activities to be implemented in the Early Childhood classroom. Kindergartners will be able to develop spiritual, social, emotional, physical, and cognitive skills as they participate in developmentally appropriate learning activities. Many and varied learning experiences and activities will reinforce the children’s interest in school, enrich their ability to learn, and generally prepare them for more academic pursuits in the grades.

During preparation of these Kindergarten Guidelines, Early Childhood Curriculum Committee members consulted Academic Standards, published by U.S. Department of Education, PDE, and national education organizations (NCTM and NCTE). These are available at the website for each of these sources.

KINDERGARTEN GUIDELINES

RELIGION

Core Content

First Trimester

Prayer, Mary, Christian Community, Saints, Feasts and Special People, Traditional Prayer, Creation, The Bible

Second Trimester

The Liturgical Year, Prayer, Sacraments, The Holy Family, Feasts, The Liturgical Year, Worship, Sacramentals

Third Trimester

Prayer, The Trinity, Saints, Feasts and Special People, Easter Season, Mary, Honor Parents/Guardians, Ordinary Time, Year End Review, Prepare for Summer Vacation, End of Year Celebration

Topic

Essential Learnings

PRAYER

Personal Prayer

Definition

Special places of prayer

- >Church
- >Classroom prayer center
- >Within one's heart

Traditional Prayer

Sign of the Cross

Grace before and after meals

Simple Morning Offering

- >Good morning, God.
Thank You for today.
Help us with our work and
And to have a happy day!

MARY

Mary is the Mother of God and our Mother
The birth of Mary is celebrated on September 8
(Luke 1: 26-28; Luke 1: 45-56; John 19: 25-27)

TOPIC

CHRISTIAN
COMMUNITY

ESSENTIAL LEARNINGS

We belong to the Catholic Church.

The Catholic Church was founded by Jesus Christ.

The Catholic Church can be found all over the world.

There are many parishes which are part of the Catholic Church.

We become members of the Catholic Church by Baptism, Confirmation
and Eucharist.

(Matthew 16: 18; Ephesians 2: 19-22)

(Acts 2: 1-4; Acts 2: 41; Colossians 3: 16; Matthew 26: 26-29;

Mark 14: 22-25; Luke 22: 14-20)

SAINTS, FEASTS
AND SPECIAL
PEOPLE

October 2 ~ Memorial of the Guardian Angels

October 4 ~ Memorial of Saint Francis of Assisi

October 7 ~ Memorial of Our Lady of the Rosary

(The *Rosary* is a special prayer to Mary in which
we remember the life of Jesus.)

October 31~ Vigil of the Solemnity of All Saints

TRADITIONAL
PRAYER

Angel of God

Hail Mary

TOPICS

CREATION

ESSENTIAL LEARNINGS

God the Father created the universe and all that is in it.
God the Father created us with dominion over and responsibility
for the universe.
We are thankful for all that God has created.

(Genesis 1: 1-13; Isaiah 45: 7-13; Psalm 148; John 1: 1-3)

THE BIBLE

The Bible tells the story of God's love for us.
Stories from the Bible

Adam and Eve (Genesis 1: 26-31; 2: 15-25)
Cain and Abel (Genesis 4: 1-16)
Noah (Genesis 6 to 9)

SAINTS, FEASTS AND SPECIAL PEOPLE

November 1 ~ Solemnity of All Saints

We celebrate all those people who have died and are now in heaven.

November 2 ~ All Souls' Day

We remember all those who have died.

Other saints to be celebrated at the appropriate time during the year
Patron Saint of the Parish
Saints representing ethnic and cultural groups of the parish

TOPIC

LITURGICAL
YEAR

ESSENTIAL LEARNINGS

The Church year is called the Liturgical Year.

The Liturgical Year begins with the first Sunday of Advent and ends with the Solemnity of Christ the King.

The Liturgical Year has five major seasons:

Advent ~ a time of waiting: Advent wreath reminds us of the four weeks in Advent

a time to prepare to remember the birth of Jesus

a time to think about the gift of Jesus that God gave to us

a time to share joy and the love of Jesus when we give gifts to others

Nativity Story (Matthew 1: 18-2:12; Luke 2: 1-20)

Liturgical color – purple

Christmas ~ We celebrate the birth of Jesus.

Lent

Easter

Ordinary Time

TOPICS

LITURGICAL
YEAR (continued)

SAINTS, FEASTS AND
SPECIAL PEOPLE

SACRAMENTS

ESSENTIAL LEARNINGS

The Liturgical Year has other special days:

Holy Days of Obligation
(There are *six* in the United States)

Days that honor special people who are models of Christian living

December 6 ~ St. Nicholas (Bishop)

December 8 ~ Solemnity of the Immaculate Conception
(Special day to honor Mary)

December 12 ~ Feast of Our Lady of Guadalupe
(Special day of Mary in our country and in Mexico)

Sacraments are signs of God's love.

Sacraments help us to live as God asks us to live.

Sacraments help us to share in the Good News that God loves us and has saved us.

Sacraments give special graces that help us.

Each sacrament is celebrated in a special way.

Baptism uses special symbols: laying on of hands, water, oils, candle,
and white garment

We become part of God's family.

Baptism is received by immersion or the pouring of water.

TOPICS

SACRAMENTS

(continued)

THE HOLY FAMILY

SAINTS, FEASTS AND SPECIAL PEOPLE

THE LITURGICAL YEAR LENT

ESSENTIAL LEARNINGS

In the Sacrament of Baptism, we are baptized in the name of the Father, and of the Son, and of the Holy Spirit.

Jesus grew up in a family.

Mary is the Mother of Jesus and St. Joseph is the foster father of Jesus. This feast is celebrated on the Sunday in the Octave of Christmas.

January 1 ~ Solemnity of Mary, Mother of God

January 4 ~ Memorial of St. Elizabeth Ann Seton
(wife, mother, and founder of a group of Sisters)

January 5 ~ Feast of St. John Neumann
(Fourth bishop of Philadelphia)

Epiphany ~ January 6 or the Sunday between January 2 and January 8

Ash Wednesday begins the Season of Lent.

Lent is a time to prepare for Easter.

Lent lasts for a period of six weeks.

Lent is a time when the “Alleluia” is not used in the liturgy.

Easter Triduum of the Passion and Resurrection of the Lord
(Holy Thursday evening to Easter Sunday morning)

TOPICS

WORSHIP

ESSENTIAL LEARNINGS

The Mass is the most perfect way that Catholics pray together.
(Acts 2: 42-47; Ephesians 5: 19-20; Colossians 3: 16;
Matthew 26: 26-29; Mark 14: 22-25; Luke 22: 14-20)

The community gathers.
We remember the actions of Jesus at the Last Supper.
Jesus is present now in this gathering. The bread and wine become
the Body and Blood of Jesus.

The two parts of the Mass (also called Liturgy) are:

- >The Liturgy of the Word
- >The Liturgy of the Eucharist

SACRAMENTALS

These are sacred signs which bear a resemblance to the sacraments.

Examples include:

- Blessings
- Holy Water
- Palms/Ashes
- Crucifix
- Statues
- Medals
- Rosary
- Candles

THE TRINITY

God the Father is the Creator.
God the Father made the world, me and everyone I know
(Genesis 1:1; Psalm 19; Psalm 89: 6-12; Isaiah 37: 16; John 1: 1-3)

TOPICS

TRINITY (continued)

SAINTS, FEASTS AND
SPECIAL PEOPLE

PRAYER

ESSENTIAL LEARNINGS

“Abba” or Daddy

God the Son, Jesus, the Saviour of all people

(Luke 3: 22; John 3: 34-35; John 5: 19-30; John 18: 36-37;
Hebrews 1: 2-3; Romans 3:24; Ephesians 2: 4-10; 1 Peter 1: 9-10)

God the Holy Spirit, the One who helps us do the right thing
The One who lives within us and gives us the gift of grace

(Isaiah 61: 1-2; Matthew 10: 20; Luke 12:12; Acts 1: 2, 5-8;
Acts 2: 2-4; Romans 8: 9-11)

March 17 ~ St. Patrick (bishop and missionary)

March 19 ~ Solemnity of St. Joseph (husband of Mary and foster father of Jesus)

March 25 ~ Solemnity of the Annunciation (Luke 1: 26-38)

Our Father

Prayer in honor of the Trinity

Glory be to the Father, and to the Son, and to the Holy Spirit;
as it was in the beginning, is now, and will be forever. Amen.

TOPICS

EASTER SEASON

ESSENTIAL LEARNINGS

Jesus rose from the dead and is with us forever.
A time of great joy and celebration ~ the Easter Season lasts for 50 days.
The “Alleluia” is used again at Mass and in prayers.
Liturgical color ~ white
We celebrate new life ~ the new life in Jesus that Baptism gives.
The new life that we see in the season of Spring

For example:

- >birth of animals – especially the lamb; Jesus is the Lamb of God
- >the butterfly – Jesus is changed
- >new clothes

ASCENSION

Jesus returned to His Father.
This feast is celebrated 40 days after Easter.

PENTECOST

Celebrates the coming of the Holy Spirit to Jesus’ friends and the
birthday of the Church
This feast is celebrated 50 days after Easter.

MARY

Mother of God and our Mother (Luke 1: 26-38; Luke 1: 46-56)

We honor Mary in

May Processions/Devotions
May shrines in classrooms and at home
Recitation of the Rosary

TOPICS

HONOR PARENTS/
GUARDIANS

ORDINARY TIME

YEAR END REVIEW

PREPARE FOR
SUMMER VACATION

END OF YEAR
CELEBRATION

ESSENTIAL LEARNINGS

Pray for them.
Show respect to them.

The time to live the special seasons we celebrate.
Liturgical color is green.

We celebrate our growth during the school year as a child
of God and as a loving person.
Review main religious concepts presented during the year.
Review major feasts of Mary and the saints celebrated during the year.

Invite children to share their summer vacation plans.

Remind children that vacation time does not mean vacation from prayer.
Encourage them to pray during the summer months.
Create simple prayers of thanks and praise to God for family, friends,
Fun times, water, the shore, the mountains, etc.

Keep religious in nature.

KINDERGARTEN GUIDELINES

Mathematics

Jesus fed 5000 people with only 5 loaves of bread and 2 fish. Children hear this story and are fascinated with the numbers, and the miracle.

“5 Little Pumpkins” sit on a fence; one by one they roll away. Children sense the changing of the number, as it becomes less and less.

Children sing the “12 Days of Christmas” and begin to use Math language to create sequence and order.

Kindergartners use all their senses in developmentally appropriate ways to discover and utilize the concepts and skills of Math. Much of the learning that happens in this setting is introductory in nature. It requires the use of authentic scenarios and real objects, a variety of manipulatives, and ample opportunity for verbal interaction. Revisiting and reinforcing skills within the integrated curriculum of Kindergarten provides a firm foundation for the more academic presentation of Mathematics in the following grades.

This guideline reflects the organization and expectations presented in the Standards established by the National Council of Teachers of Mathematics, 2000. It is important to recognize that these Standards cover a broad age band, from pre-kindergarten through grade two. Mastery of all Math skills is not required at the Kindergarten level.

Essential learnings are identified for each Math concept to be taught during the Kindergarten year. The expectation is that most children will meet the stated objectives. Certainly, some will exceed them. Others will require additional instruction, practice and reinforcement over time in order to successfully apply the skills and strategies. Differentiated instruction and awareness of differing learning styles will encourage optimal learning for each child.

The suggested activities, plus many more from teacher or text, will provide practice and reinforcement. In many cases, these activities will present opportunities for teacher observation and evaluation. In this way, the activities will often become the assessment.

Problem solving will be embedded into the teaching of all Math skills, using authentic scenarios and familiar objects. Adequate guidance and ample time should be devoted to the development of this fundamental skill. Reading and writing skills, utilizing correct vocabulary and numerals effectively, also will be integrated into Math activities.

In Mathematics, as in all other areas of the Kindergarten curriculum, it is imperative to maintain an atmosphere in which reflective learning is encouraged. Opportunities for looking back on the parts of a learning activity insure greater success as the child continues to process Math and other skills.

Number and Operations

Instructional programs from Pre-Kindergarten through grade 12 should enable all students to:

- Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
 - Understand meanings of operations and how they relate to one another.
 - Compute fluently and make reasonable estimates.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Counting With Understanding	Children will be able to: <ul style="list-style-type: none">- count objects up to 20 +.- recognize “how many”.- associate number with corresponding amount of objects. Vocabulary: number words.	<ul style="list-style-type: none">- Count classmates, play objects, snack treats, manipulatives orally.- Count daily attendance, days in school, calendar days, days until a holiday.- Match numerals with groups of objects, in games and puzzles.
Oral, Rote Counting	<ul style="list-style-type: none">- count in order 0 – 31 +.- count forward and backward.- identify missing numerals. Vocabulary: forward, backward, before, after, between, missing.	<ul style="list-style-type: none">- Count orally by 1s, 5s, 10s to 50 +.- Insert before, after and between numerals orally.- Sing counting songs.- Read counting stories.
Identifying Cardinal Numbers	<ul style="list-style-type: none">- identify numerals 0 – 31 +. Vocabulary: names of numerals.	<ul style="list-style-type: none">- Identify numerals within the classroom.- Create numeral shapes in sand, clay, finger paint, etc.- Recognize birthday, house and phone numbers.- Listen to numeral name, then toss a bean bag onto the correct spot on number line.- Sing number songs.

<u>Concept</u>	<u>Essential Learning</u> Children will be able to:	<u>Activities/Assessment for Teacher/Children</u>
One-to-One Correspondence	<ul style="list-style-type: none"> - compare sets of objects, one to one, without counting. <p>Vocabulary: matching, one per child.</p>	<ul style="list-style-type: none"> - Demonstrate one treat per child, one child per chair, one bean bag per child, etc. - Use manipulatives to create sets that correspond, one to one. Example: sets of trucks and drivers, bowls and spoons, shoes and socks.
Identifying And Using Ordinal Numbers	<ul style="list-style-type: none"> - identify and use positions of objects in a group, and use the appropriate vocabulary, first to tenth +. <p>Vocabulary: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, +.</p>	<ul style="list-style-type: none"> - Identify classmates' positions in line. - Complete 3-part or 4-part language arts sequencing activities. - Play "musical carpet" squares, naming the square they are on when music stops. - Put manipulatives in order, using ordinal directions. - Assign ordinal positions when lining up. - Read calendar.
Numeral Words	<ul style="list-style-type: none"> - read numeral words, one to ten +. - match numeral words to numerals. - match numeral words to sets of objects. <p>Vocabulary: number words, one to ten +.</p>	<ul style="list-style-type: none"> - Identify numeral words in story content. - Write numeral and numeral word that describes a specific set of objects. - Place correct number of manipulatives on cards printed with numeral words. - Locate and read numeral words around the classroom.
Fractions	<ul style="list-style-type: none"> - identify fractions as equal parts of a whole. - divide figures into equal parts, $\frac{1}{2}$ and $\frac{1}{4}$. - divide groups into equal subgroups. 	<ul style="list-style-type: none"> - Fold washcloths into halves, quarters. - Fold paper to create greeting cards. - Cut playdough circles in $\frac{1}{2}$s and $\frac{1}{4}$s. - Cut snack food equally in $\frac{1}{2}$s and $\frac{1}{4}$s. - Divide sets of manipulatives in $\frac{1}{2}$s and $\frac{1}{4}$s.

<u>Concepts</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Fractions (Continued)	Children will be able to: (Continued)	<ul style="list-style-type: none"> - Design same-size paper pies, divided with markers into $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{8}$. Cut apart to make fraction puzzles. - Create a fraction book, with magazine pictures, drawings, photos of things in our environment: sandwiches, playground, 4-square grid, etc.
	Vocabulary: whole, half, quarters, equal.	
Joining and Separating Sets	<ul style="list-style-type: none"> - show understanding of addition as joining sets, and subtraction as separating sets. 	<ul style="list-style-type: none"> - Follow oral directions for creating sets of manipulatives, joining sets, separating sets. - Use unifix cubes to model joining and separating sets. - Use dice/dominoes to practice joining sets. Use familiar finger plays to dramatize subtraction; e.g., Five Little Pumpkins. - Count backwards while removing manipulatives from the set. - Start with ten links or cubes, and remove a number according to oral directions, then name the new set.
	Vocabulary: joining sets, separating sets.	
More and Less	<ul style="list-style-type: none"> - demonstrate meaning of more and less. - identify which of two sets has more objects. - identify which of two sets has less (fewer) objects. - identify group with more objects than a given set. - identify group with less (fewer) objects than a given set. 	<ul style="list-style-type: none"> - Make and place a variety of clay shapes on plates. Tell which plate has more, and which has less. - Estimate sets of manipulatives, candy, marbles, etc. (not more than 25). After counting, tell whether their estimate was more or less. - Tell whether there are more (or less, fewer) boys or girls in class. - Tell how many more (or less, fewer) manipulatives are needed to create a given set.
	Vocabulary: more, less, fewer.	

Measurement

Instructional programs from Pre-Kindergarten through grade 12 should enable all students to:

- Understand measurable attributes of objects and the units, systems and processes of measurement.
 - Apply appropriate techniques, tools and formulas to determine measurements.

Concept

Essential Learnings

Children will be able to:

Activities/Assessment for Teacher/Children

Sequential

- demonstrate an understanding of the times of the day.
- use calendars to learn time concepts, such as yesterday, today, tomorrow, days of the week, months of the year, and seasons.
- show an understanding of which of two activities takes more or less time to complete.
- state the order in which events occurred.

Vocabulary: day, night, yesterday, today, tomorrow, morning, afternoon, evening, days of the week, months of the year, seasons.

- Relate vocabulary such as night, day, morning, Time afternoon, and evening to their experiences.
- Paste pictures of activities that are done at different times of day on a chart.
- Relate calendars to everyday life in and out of the classroom. Mark special events such as holidays and birthdays.
- Post a monthly calendar with all the numerals. Place a matching number card on the calendar daily.
- Sing songs to familiar tunes to memorize days of the week and months of the year.
- Make a class time line or chart to display the daily schedule.
- Sequence picture cards that tell a story, and tell what happened first, next, last.

Concept**Essential Learnings****Activities/Assessment for Teacher/Children**

Time

Children will be able to:

- show understanding of minutes and hours.

- Use a watch, clock or stopwatch to time a minute.
- Participate in an activity that is timed for one minute.
- Estimate how many times a given task can be completed in a minute interval, then check the estimates by performing the tasks. "How many times can you circle the room, walk a balance beam, write your name or sing the alphabet song in one minute?"
- Note daily events that take about an hour. Use a real clock, a demonstration clock, and a 60-minute timer.

Vocabulary: minute, hour.

-
- use digital and analog clocks as tools for telling time to the hour.

- Refer to the time in the daily schedule. "When the wall clock looks like this, it will be 10 o'clock. We will go the gym."
- Make paper plate clocks. Working in pairs, give each other times to set or use cards with times on them, such as 8 o'clock.
- Use play clock to show key times in home or school life; e.g. breakfast at 7 o'clock, recess at 11 o'clock, bedtime at 8 o'clock.
- Adapt familiar stories, such as *Cinderella*, inserting real clock times for each event described.

Vocabulary: minute, hour.

Concept**Essential Learnings**

Children will be able to:

Activities/Assessment for Teacher/Children

Size

- compare and sort objects by their size.

- Sort attribute blocks of the same shape into large and small.
- Compare and sort objects by their attributes: big – little, short – long, thick – thin.
- Stamp a little Clifford and a big Clifford on the page. Draw appropriate doghouse (or bone or food dish) for each Clifford.
- Read Goldilocks and the Three Bears. Identify largest and smallest bowl, chair and bed in the illustrations.
- Identify small, medium, and large by matching different size utensils, bowls, and cups to three toy bears in the Dramatic Play Center.

Vocabulary: big, little, small(er)(est), medium, large(r)(st), thick, thin, in order.

Length,
Height
and
Width

- order objects by their attributes of length, height and width.

- Place objects side by side to determine which is shorter – longer, shorter – taller, wider – narrower.
- Place objects such as carrots, paper strips, pencils, or ribbon in order from shortest to longest, widest to narrowest, shortest to tallest.
- Work in pairs, taking turns lying on the floor. Measure heights by placing a row of blocks next to child. Record heights in terms of how many blocks tall they are. Make graphs of lengths. Interpret the graphs. (Problem Solving)

- demonstrate an understanding of basic concepts of measurement, using nonstandard and standard units.

- Measure a few small objects with Unifix cubes. Answers can be recorded for assessment.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Length, Height and Width (Continued)	<p>Children will be able to:</p> <ul style="list-style-type: none"> - measure with multiple units of the same size. - use repetition of a single unit to measure something larger than the unit. <p>Vocabulary: long (er)(est), tall(er)(est), short(er)(est), thick, thin, wider, narrower.</p>	<ul style="list-style-type: none"> - Measure the same object with a variety of manipulatives such as links, cubes and paper clips. - Use an object or a measuring tool repeatedly to measure the length of the carpet. - Place a strip of tape on the floor. Take turns walking heel-to-toe to count the number of steps it takes to walk the strip. Compare answers. Discuss why they are different. - Use standard tools such as rulers, yardsticks and tape measures to measure objects, spaces and people.
Weight	<ul style="list-style-type: none"> - identify which of two objects is heavier or lighter. 	<ul style="list-style-type: none"> - Compare weights of objects by lifting and using simple balance scales. - Place two different objects in child's extended hands; name which feels heavier or lighter; check by using a commercial balance scale or create a coat hanger balance out of a hanger and two cups. <i>(Cut the middle section out of a wire hanger. Cover sharp ends. Punch two holes in each cup. Make a handle for each cup by tying a 6-inch piece of string. Hang a cup on each side of the hanger. Place the balance on back of chair. Compare weight of small objects.)</i>

Concept**Essential Learnings****Activities/Assessment for Teacher/Children**

Weight
(Continued)

Children will be able to:

(Continued)

Vocabulary: heavy, light, heavier,
lighter, weigh, scale.

- Discuss the fact that weight cannot always be estimated by using size as a guide.
- Compare collections on the 100th day of school. 100 pennies are heavier than 100 cotton balls.
- Use a scale to weigh fruits and vegetables as part of a Dramatic Play Grocery Store.
- Record children's weights. Compare again at the end of the year.

Money

- show understanding that money is used to purchase things.
 - identify pennies, their attributes and values.
 - differentiate between coins according to appearance and value.
- Vocabulary:** penny, nickel, dime, quarter, dollar.

- Use play money to purchase different items in the Dramatic Play Center, such as a store, a restaurant or a post office
- Write prices showing cost of items.
- Relate coins and paper money to pictures of presidents.

Algebra

Instructional programs from Pre-Kindergarten through grade 12 should enable all students to:

- Understand patterns, relations, and functions.
- Represent and analyze mathematical situations and structures using algebraic symbols.
 - Use mathematical models to represent and understand quantitative relationships.
 - Analyze change in various contexts.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Finding Unknown (In Patterns)	<p>Children will be able to:</p> <ul style="list-style-type: none"> - sort and classify objects according to color, size, shape and other attributes. <p>Vocabulary: sort, same, different.</p>	<ul style="list-style-type: none"> - Sort items such as blocks, buttons, shells, nuts, etc. according to color, size, shape and kind. - Sort sets and use three like objects, and one object that is distinctly different. - Describe the attribute that is said to be different.
Recognizing, Describing and Extending Patterns	<ul style="list-style-type: none"> - recognize, describe and extend patterns of concrete objects. <p>Vocabulary: extend.</p>	<ul style="list-style-type: none"> - Notice patterns in their environment such as clothing, floor tiles, wrapping paper, etc. - Create action patterns: E.g.: Clap, slap, snap, clap . . . Stand, sit, stand . . . Arms up, arms down, arms up . . . Song: Head, shoulders, knees & toes. - Use pattern cards, string beads, learning links, etc., with an increasing level of difficulty. - Use various manipulatives to extend and complete a pattern, then to create new patterns. - Recognize and verbalize a given pattern.
	<ul style="list-style-type: none"> - recognize patterns in numbers. <p>Vocabulary: continue, copy, extend, repeat.</p>	<ul style="list-style-type: none"> - Find number patterns on calendars and charts.

<u>Concept</u>	<u>Essential Learnings</u> Children will be able to:	<u>Activities/Assessment for Teacher/Children</u>
Ordering by Size and Properties	<ul style="list-style-type: none"> - order objects by size and/or other properties. <p>Vocabulary: smallest, shortest, largest, biggest, longest, tallest.</p>	<ul style="list-style-type: none"> - Order like objects from smallest to largest or vice versa. - Order objects from shortest to longest. - Size items like blocks or seasonal objects; e.g. shells, leaves, pumpkins, plastic eggs, etc.
Joining Sets, Understanding How Many/More	<ul style="list-style-type: none"> - develop an understanding of joining sets. - identify “+” as a sign that shows joining sets. - demonstrate understanding of how many and more. <p>Vocabulary: how many, more, altogether, plus.</p>	<ul style="list-style-type: none"> - Use concrete objects to demonstrate joining sets. - Demonstrate math facts using manipulatives. - Use dice to create number sentences. - Explain “ + ” and “ = ” signs, and show how they are used in number sentences. - Identify sets that have more.
Separating Sets, Understanding Of Less/Fewer	<ul style="list-style-type: none"> - develop an understanding that taking away from a set results in less or fewer. - identify “-” as a sign that shows taking away or minus. <p>Vocabulary: less, fewer, taking away and minus.</p>	<ul style="list-style-type: none"> - Use concrete objects to demonstrate taking away, and evaluate results. - Explain “-” sign, and how it is used in number sentences. - Compare sets of objects, and identify set which has less or fewer.
Growing Taller In One Year	<ul style="list-style-type: none"> - observe and describe a qualitative change, such as a child growing taller. - observe and describe quantitative change, such as a child growing two inches in one year. <p>Vocabulary: height, taller.</p>	<ul style="list-style-type: none"> - Use growth chart to periodically measure and record children’s height. - Display pictures of each child’s time line from birth to present.

Concept

Color

Essential Learnings

Children will be able to:

- identify basic colors.
- identify the basic primary colors that are blended to make secondary colors.

Vocabulary: red, blue, yellow, green, orange, purple, brown, black, white, pink.

Activities/Assessment for Teacher/Children

- Name basic colors.
- Play color bingo.
- Read Ellen Stoll Walsh's, "Mouse Paint" and Leo Lionni's "Little Blue and Little Yellow" on mixing colors.
- Mix paint or colored water to make new colors.
- Sing Dr. Jean's *Color Farm Song*.

Data Analysis and Probability

Instructional programs from Pre-Kindergarten through grade 12 should enable all students to:

- Formulate questions that can be addressed with data, and collect, organize and display relevant data to answer them.
 - Select and use appropriate statistical methods to analyze data.
 - Develop and evaluate inferences and predictions that are based on data.
 - Understand and apply basic concepts of probability.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessments for Teacher/Children</u>
Graphs	<p>Children will be able to:</p> <ul style="list-style-type: none">- complete a bar graph and interpret data.- complete and interpret a pictograph.- demonstrate use of a graph as a means of sorting and classifying. <p>Vocabulary: graph, pictograph.</p>	<ul style="list-style-type: none">- Answer a daily question by using a specific graph sort responses; e.g., favorite colors, foods, etc.- Use a pictograph to graph colors of apples, flavors of milk, etc.
Classifying, Sorting	<ul style="list-style-type: none">- group objects according to number, shape, size, color, category or use.- sort sets of objects by two attributes; e.g., shape and color. <p>Vocabulary: attributes, sort, alike, different.</p>	<ul style="list-style-type: none">- Sort and group objects into sets, using buttons, beans, toys, etc.- Tell why the objects belong together.- Find an object that does not belong in a group, and then tell why.- Sort same collections again and again, choosing different attributes each time.- Note similarities and differences.

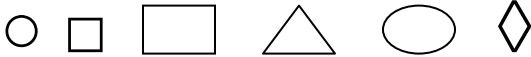
<u>Concept</u>	<u>Essential Learnings</u> Children will be able to:	<u>Activities/Assessment for Teacher/Children</u>
Comparison	<ul style="list-style-type: none"> - compare and order attributes. <p>Vocabulary: most/fewest; small(er)(est), large(r)(st), long(er)(est), short(er)(est), tall(er)(est).</p>	<ul style="list-style-type: none"> - Make a pictograph to count and compare coins, buttons, etc. - Compare and order lengths of ribbon; e.g., shortest to longest. - Compare heights of students. - Create attribute patterns; e.g., small, large, small...
Collect, Organize and Display Relevant Data	<ul style="list-style-type: none"> - collect, organize and group data, using tally marks, pictographs and graphs. <p>Vocabulary: tally, tally table, data, graph, pictograph.</p>	<ul style="list-style-type: none"> - Organize a basket of assorted manipulatives, then tally each group. - Collect data from home; e.g., front door color. Record data on student information sheet, and graph responses of all students.
Read Data	<ul style="list-style-type: none"> - analyze data collected from school or a home project. <p>Vocabulary: tally, tally table, data, graph, pictograph, most, fewest, total.</p>	<ul style="list-style-type: none"> - Complete a graph and interpret data. - Analyze data to find the sets with same, more, fewer or less objects. - Examine a graph to determine sets which represent more, less or same. - Create a pictograph and use the data to compare groups.
Tallying	<ul style="list-style-type: none"> - record tallies to match number of objects in a group. - read tallies. - recognize that the fifth tally is represented differently. $\text{++}++$ <p>Vocabulary: Tally, tally table.</p>	<ul style="list-style-type: none"> - Sort and tally a group of objects; e.g., crayons, jelly beans or M&Ms. - Ask a YES or NO question and tally responses. - Compare more or less tally marks. - Encourage observation and conversation about the tally information collected.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Probability	<p>Children will be able to:</p> <ul style="list-style-type: none"> - describe ideas as possible and impossible. <hr/> <ul style="list-style-type: none"> - identify the likelihood of events. <hr/> <ul style="list-style-type: none"> - record and analyze informal experimental results. <hr/> <ul style="list-style-type: none"> - predict and measure the likelihood of events and recognize that the results of an experiment may not match predicted outcomes. <p>Vocabulary: possible, impossible, likely, unlikely.</p>	<ul style="list-style-type: none"> - Chart nursery rhymes line by line, by category: “possible” or “impossible”. <hr/> <ul style="list-style-type: none"> - Cut out magazine pictures that illustrate events that are likely and unlikely to happen to them tomorrow. <hr/> <ul style="list-style-type: none"> - Play simple games using spinners, dice or coins (Heads-or-Tails). <hr/> <ul style="list-style-type: none"> - Play “<i>Spin It</i>” to predict the likelihood of a spinner’s coming to rest on a particular color. Use spinners with colored sections of different sizes. Identify spinner that is “fair” or “unfair”.

Geometry

Instructional programs from Pre-Kindergarten through grade 12 should enable all students to:

- Analyze characteristics and properties of two-dimensional and three-dimensional geometric shapes, and develop mathematical arguments about geometric relationships.
- Specify locations and describe spatial relationships, using coordinate geometry and other representational systems.
 - Apply transformations and use symmetry to analyze mathematical situations.
 - Use visualization, spatial reasoning, and geometric modeling to solve problems.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Shapes	<p>Children will be able to:</p> <ul style="list-style-type: none"> - recognize and name basic shapes. <div style="text-align: center;">  </div> <p>Vocabulary: circle, square, rectangle, triangle, oval, diamond/rhombus.</p>	<ul style="list-style-type: none"> - Build, draw, compare and sort shapes, using various art materials. - Find examples of shapes in the environment. - Play Shape Bingo. - Draw shapes and label each. - Share a scavenger hunt for shapes.
Geometric Solids	<ul style="list-style-type: none"> - recognize the attributes of solid shapes, including cube, sphere, cylinder, cone. <p>Vocabulary: cube, sphere, cylinder, cone.</p>	<ul style="list-style-type: none"> - Display objects from classroom and/or home, and describe them. - Use clay to make shapes. - Give clues to locate a hidden shape.
Spatial Sense	<ul style="list-style-type: none"> - describe, name and interpret relative positions in space: <ul style="list-style-type: none"> - top, middle, bottom, before, between, after, inside, outside, on, right, left, above, below, near, far. 	<ul style="list-style-type: none"> - Use bean bags; e.g., on your right foot, over your head, under your chin. - Use puppets to show positions. - Draw or place objects in a particular position on chalkboard or flannel board; e.g., put bird near the tree; put fish on the left side of the pond.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Spatial Sense (Continued)	Children will be able to: (Continued) Vocabulary: includes all positional words on previous page.	<ul style="list-style-type: none"> - Explore space through movement activities (songs, dances, exercises), using appropriate spatial terms; e.g.: <i>Hokey Pokey</i>, <i>Teddy Bear</i>, <i>Tooty Ta</i> (Dr. Jean). - Dramatize stories using children, puppets or story boards; e.g., <i>Three Billy Goats Gruff</i>.
Symmetry	<hr/> <ul style="list-style-type: none"> - recognize shapes that have symmetry. - create shapes that have symmetry. Vocabulary: symmetrical.	<hr/> <ul style="list-style-type: none"> - Find the 2 symmetrical pieces that make each geometric shape. Glue in place. - Cut folded paper to make butterflies and snow-flakes. - Draw $\frac{1}{2}$ of a picture. Place edge of mirror against the unfinished image to complete the picture. - Use graph paper to create a design on one half. Draw identical pattern on other half. - Draw the second half of various objects; e.g., Jack o'Lantern, Christmas tree.

KINDERGARTEN GUIDELINES

Integrated Language Arts

When Jesus was still a young boy, He sat in Jerusalem's great temple, listening to the wise teachers. Much later, He shared a parable about Bartimaeus, a man who was filled with surprise and gratitude at the gift of sight. His story of those who lowered their friend down through the roof communicated so clearly the virtue of hope. His account of the man healed of leprosy reminds all to go back and say "thank you."

Very young children first learn the art and practice of communication at home with their families. Loving, interesting and funny sounds, made enthusiastically by parents and siblings provide the stimuli that lead babies to vocalize, and later to talk and sing. By Kindergarten age, children are comfortable with a vocabulary of awesome size. They are becoming increasingly aware of the combinations of sounds that make words, the groups of words that express thoughts, and the variety of media that comprise the world of spoken, heard, written and read communication.

Integrated Language Arts at the Kindergarten level includes exposure to strategies that increase awareness of the basic letter/sound relationship. Further skill development enables children to unlock both sound and meaning of words, to increase vocabulary, to comprehend ideas expressed in print and illustration, and to analyze the content and purpose of written material. By means of ILA instruction and practice, children move steadily along the continuum of emergent literacy and communication. Kindergartners progress from listening to expressed thought to speaking in meaningful conversation, and they move from reading the varied content of print to writing appropriate and enriching responses.

Print

Students learn about letters, sounds and words. They apply their knowledge to read simple sentences.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Print	Children will be able to:	
	- locate front cover, back cover and title page of book.	- Draw attention to these features each time a story is read aloud.
	- follow text from left to right and top to bottom on a printed page.	- Track printed words during a read-aloud. - Slide a pointer as text is read aloud.
	- recognize that printed materials provide information.	- Provide a variety of printed materials in the classroom; e.g., lists, schedules, maps, newspapers, dictionaries, encyclopedias.
	- discover that sentences in print are made up of separate words.	- Tally words in sentences using counters. - When writing/copying sentences, leave finger spaces between words. - Visualize a “spaghetti” space between letters and a “meatball” space between words in a sentence.
	- differentiate letters from words.	- Circle/underline specific letters in lists or sentences. - Build words with magnetic letters, stamps, etc. - Circle/underline 3-letter and 5-letter words, etc.
	- know and name all upper and lower case letters of the alphabet.	- Recite the alphabet while pointing to each letter on individual or large charts. - Play various games: Alphabet Bingo, Partner Game (match upper/lower case letters), Alphabet Memory.

Phonemic Awareness

The development of phonemic awareness is essential in preschool and elementary school children. The knowledge that speech is composed of a sequence of sounds should be a priority in early reading instruction. Students should be able to hear and manipulate the sounds in spoken words.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Phonemic Awareness	Children will be able to:	
	- identify whether words are the same or different; e.g., dog/dog – same; dog/door – different.	- Prepare a list of word pairs, and have the children give a “thumbs up” for word pairs that are the same, and “thumbs down” when the words are not the same.
	- tell which word is different; e.g., ball, tall, ball.	- Give each child a paper divided into four sections. Read a set of words and have them draw a picture of the word that is different in one of the sections. Repeat with 3 other sets.
	- identify the differences between single speech sounds; e.g., which one is different: C – C – P.	- Use alphabet song CDs, like <i>Dr. Jean’s Time To Learn</i> , to differentiate between letter sounds.
	- identify words with common beginning and ending sounds; e.g., man, moon, cup, mat, dog, sat.	- Listen to a set of words, and repeat the two that begin or end with the same sound.
	- tell whether words rhyme; e.g., hit/sit; me/see.	- Sing <i>Down By the Bay</i> (Raffi). After learning verses, have children create their own verses.
	- name a word that rhymes with another; e.g., man rhymes with tan. Name another word that rhymes with man.	- Have a puppet ask them to think of a word to finish a rhyme. “I have a cat in my ____.” The group thinks of a word that rhymes with cat and makes sense in the rhyme. Someone says the finished rhyme aloud. Repeat with other rhyming words.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Phonemic Awareness (Continued)	Children will be able to: (Continued)	<ul style="list-style-type: none"> - Listen for rhyming words in <i>The Rain</i> (anon.) <i>“Rain on the green grass, and rain on the tree, And rain on the housetop, but not upon me!”</i> Ask what words rhyme – grass/tree or tree/me? What words rhyme with rain – grass or train? “Top” and “mop” rhyme. What other words rhyme with “top”?
	- blend syllables orally, (e.g., Bi-ble) and onset-rimes (e.g., T-old) into whole words.	- Hold a puppet and say, “If (name of puppet) says /l/-ast, what word do you hear?” Repeat using words such as /p/-eg; /t/-ight; /f/-it.
	- blend two-three separate phonemes into one syllable words; e.g., i-n – IN; b-a-t – BAT.	<ul style="list-style-type: none"> - Play Rubber Band Stretch Game: model with a large rubber band how to stretch out a word /k/ /a/ /t/, then bring the rubber band back to original length and say the word fast: /CAT/. - Pretend to stretch rubber bands as they say the sounds in words, slow and fast.
	- clap and count the words in a three-five word sentence; e.g., Sam has a ball.	- Jump rope as teacher reads a sentence: “Tom can run fast.” Children jump rope once for each word they hear.
	- name the first sound in a one-syllable word; e.g., /t/ in top.	<ul style="list-style-type: none"> - Sing to teach phonemic segmentation: “Listen, listen to my word, Then tell me all the sounds you heard: TOP /t/ is one sound, /o/ is two, /p/ is the last in top, it’s true. Thanks for listening to my word, And telling all the sounds you heard”.
	- segment individual sounds in one syllable, two, and three-phoneme words; e.g., DAD: /d/ /a/ /d/; ME: /m/ /e/.	

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>												
Phonemic Awareness (Continued)	Children will be able to: - repeat the syllables in 2-4 syllable words: e.g., pa-per, croc-i-di-le.	<ul style="list-style-type: none"> - Clap syllables in words; e.g., telephone, pancake, vacation, lollipop, supper, shop, alphabet, basketball, calendar, wonderful - Move a counter for each syllable in a word, beginning with one syllable words, and building up to longer words with more syllables: <table> <tr> <td>Cat</td><td>cat</td><td>1</td></tr> <tr> <td>Table</td><td>ta ble</td><td>2</td></tr> <tr> <td>Newspaper:</td><td>news pa per</td><td>3</td></tr> <tr> <td>Kindergarten</td><td>kin der gar ten</td><td>4</td></tr> </table>	Cat	cat	1	Table	ta ble	2	Newspaper:	news pa per	3	Kindergarten	kin der gar ten	4
Cat	cat	1												
Table	ta ble	2												
Newspaper:	news pa per	3												
Kindergarten	kin der gar ten	4												
Decoding And Word Recognition	<ul style="list-style-type: none"> - associate sounds of consonants and short vowels with appropriate letters. 	<ul style="list-style-type: none"> - Identify initial consonant sounds, using puzzle pieces to match letters to corresponding pictures. - Use picture cards to identify initial, medial and final sounds. 												
	<ul style="list-style-type: none"> - read one syllable and high frequency sight words. 	<ul style="list-style-type: none"> - Create a word wall. 												
	<ul style="list-style-type: none"> - notice that as letters and words change, the sounds change. 	<ul style="list-style-type: none"> - Recognize words in context using pre-decodable and decodable books. 												
	<ul style="list-style-type: none"> - create word families to identify short vowel sounds; e.g., cat / pat / mat; fit / sit / kit. 	<ul style="list-style-type: none"> - Associate word families with a specific visual; e.g., The King of “ing” family. A Cat for the “at” family. A net for the “et” family. 												

Concept**Essential Learnings**

Children will be able to:

Activities/Assessment for Teacher/Children

Vocabulary
And Concept
Development

- classify pictures or common words into groups.

- Sort various picture cards into specific categories; e.g., size, shapes, colors, etc.
- Separate words into specific categories; e.g., number of letters, beginning sounds, word endings, number of syllables, etc.

-
- talk about ordinary things or events.

- Utilize *Show'n Tell* and/or Morning Message to develop use of descriptive language.

Reading Comprehension

Students identify basic facts and ideas in what they read, hear, or view.
They learn to use such strategies as asking and responding to questions, as well as comparing information to prior knowledge.

<u>Concept</u>	<u>Essential Learnings</u> Children will be able to:	<u>Activities/Assessment for Teacher/Children</u>
Structural Features of Informational Texts	<ul style="list-style-type: none">- locate the title and author's name. <hr/> <ul style="list-style-type: none">- locate table of contents.	<ul style="list-style-type: none">- Point out the title of the book, the author, and illustrator on the cover and the title page.- Copy the title of a story and illustrate a favorite part.- Display books by a favorite author, such as Dr. Seuss.- Place theme books together; e.g., alphabet, plants, ocean, etc.- Sort the Corduroy, Clifford, and the Curious George books by placing them with the appropriate stuffed animal. <hr/> <ul style="list-style-type: none">- Find table of contents in texts.- Use table of contents to locate topics and identify page numbers.- Point out table of contents in a chapter book, such as <u>Frog and Toad</u> or <u>Little Bear</u>.
Comprehension	<ul style="list-style-type: none">- relate information and events in texts to their own experience.	<ul style="list-style-type: none">- Read bible story of <i>The Good Shepherd and the Lost Sheep</i>, and recall occasions of being lost and what happened when found.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Comprehension (Continued)	Children will be able to: - retell familiar stories.	<ul style="list-style-type: none"> - Act out a story such as <i>The Three Little Pigs</i> or <i>The Three Bears</i>, using props and a narrator to tell the story. - Retell the story of <i>The Gingerbread Man</i>, using a book or flannel board pictures as clues. - Take turns around the circle telling the next part of a familiar book, such as <u>If You Take a Mouse to School</u> by Laura Joffe Numeroff or <u>Who Took the Cookies From the Cookie Jar?</u> by Rozanne Lanczak Williams.
Analysis	- ask and answer questions relating to the essential elements of text.	<hr/> <ul style="list-style-type: none"> - Read a simple story such as <i>The Three Billy Goats Gruff</i> to identify: <ul style="list-style-type: none"> • Main idea – to cross the bridge to get fat • Setting – countryside • Characters – 3 goats, troll • Problem – hungry troll under bridge • Solution – trick the troll into waiting for the biggest billy goat - Use a story such as <i>Jack and the Beanstalk</i> to identify characters, settings, and problems/ solutions that are more complex.

Literary Response and Analysis

Students listen and respond to stories based on familiar characters, themes, plots and settings.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Narrative Analysis Of Grade Level Appropriate Text	Children will be able to:	
	<ul style="list-style-type: none">- discriminate between fantasy and realistic text (make-believe vs. real).	<ul style="list-style-type: none">- Read <u>Miss Bindergarten Gets Ready for Kindergarten</u> by Joseph Slate. Ask the children if the characters in the story are animals or people. Do they think this story is real or make-believe? Why do they think so? Complete a chart listing the animal names and characteristics that make them real or make-believe.- Explore reality and fantasy in a variety of books.
	<ul style="list-style-type: none">- recognize different kinds of text.	<ul style="list-style-type: none">- Use a variety of print in the classroom, including poems and experience stories on chart paper, newspaper items, labeled classroom objects, traffic signs, magazines and an assortment of books.- Name a familiar place, such as a library. Brainstorm about what happens in this place. Draw a picture of this place.
	<ul style="list-style-type: none">- name characters, settings and key events.	<ul style="list-style-type: none">- Read <i>Goldilocks and the Three Bears</i>. After reading, talk about the bears in the story and what they do.

Concept

Narrative
Analysis
Of
Grade Level
Appropriate
Text
(Continued)

Essential Learnings

Children will be able to:

(Continued)

Activities/Assessment for Teacher/Children

- Prepare a chart, writing **What Real Bears Do** and **What Story Bears Do**. Share known facts.

What Real Bears Do

They live in the woods.

They growl.

They have fur.

They sleep in winter.

They eat fish.

What Story Bears Do

They live in a house.

They talk.

They wear clothes.

They sleep in beds.

They eat porridge.

- Explore picture books and fiction about bears. Sort books by real and make-believe.
- Bring teddy bears from home to reinforce the concept of fantasy vs. reality.

Writing Strategies

Students understand and use writing as a process. They use their growing knowledge of language structure and the conventions of print to begin expressing ideas through words and pictures. They begin to write information and ideas individually or with teacher or peer assistance.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Shared/Modeled Writing	Children will be able to:	
	<ul style="list-style-type: none">- observe their own speech and the speech of others being recorded in print.	<ul style="list-style-type: none">- Set the purpose for writing.- Brainstorm topics.- Use uppercase/lowercase letters correctly.- Demonstrate correct use of spacing/punctuation.- Use word families to spell words; e.g. at, cat, fat.- Say slowly all the sounds in a word (sound segmenting), and write a letter for each sound.- Use a dictionary when unsure of the spelling of a word.- Model making corrections when a mistake is made.
Interactive Writing	<ul style="list-style-type: none">- compose a message or story as the teacher writes.	<ul style="list-style-type: none">- Participate in Shared Writing:<ul style="list-style-type: none">• Morning Message, News of the Day• Language Experience stories recording a child's talk• Invitations or thank you letters• Poems or descriptive stories
	<ul style="list-style-type: none">- practice concepts of print.	<ul style="list-style-type: none">- "Share the pen," composing and writing jointly.- Write messages, lists, labels, sentences, signs.- Write individual letters, word parts or whole words, while teacher does the rest.
	<ul style="list-style-type: none">- use letter/sound correspondence and discover how words are put together to make a meaningful product.	<ul style="list-style-type: none">- Count how many syllables are in the word and listen for the letter sounds in each syllable.- Use rimes to spell new words; e.g., pot, hot, cot.

<u>Concept</u>	<u>Essential Learnings</u> Children will be able to:	<u>Activities/Assessment for Teacher/Children</u>
Interactive Writing (Continued)	- develop phonological awareness.	- Use matching and isolating sounds to help spell a word; e.g., if “man” starts with the same sound as “Mary”, what letter makes that sound? - Segment the sounds in a word; listen for the letter sounds in the entire word. E.g., C-A-T.
Guided Writing	- work in small group with others who have similar writing abilities, so teacher can provide instruction.	- Experience writing as a process, brainstorming, writing, revising, proofreading and publishing.
	- use phonemic awareness skills to produce a meaningful product.	- Write at their level from scribbling to phonetic writing.
	- experience multiple opportunities to write, seeing themselves as writers and increasing self-confidence.	- Write throughout the day - sign in, journals, centers.
Independent Writing	- copy print from around the room (some will use drawings initially).	- Print words seen around the room that are on labels, bulletin boards, word wall, story boards.
	- use sound segmenting and awareness of how sound patterns work to produce inventive spelling.	- Use inventive spelling to tell a story or message.
	- use random letters or letter-sound correspondence to record complete thoughts.	- Observe proper use of upper or lower case letters, correct use of spacing and placing a period at the end of sentences.
	- include illustrations depicting the story content, as well as characters and setting of the story.	- Use story starters, e.g., <i>I like to eat</i> _____. - Make signs and greeting cards. - Label objects in drawings. - Write and illustrate original stories.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
	Children will be able to:	
Organization	<ul style="list-style-type: none"> - locate top, bottom, left, and right on a page. - write letters, words, or sentences from left to right. - write a list from top to bottom. - write sentences from top to bottom. 	<ul style="list-style-type: none"> - Play motor skill games that include directionality. - Observe left-to-right directions when recording stories. - Write letters in name in correct left-to-right order. - Follow directions about name placement on paper. - Use a sign-in sheet. - List ingredients in a recipe. - List and number steps in giving directions.
Penmanship	<hr/> <ul style="list-style-type: none"> - develop and refine eye-hand coordination in handwriting. <hr/> <ul style="list-style-type: none"> - form upper/lowercase letters independently, using spatial alignment. <hr/> <ul style="list-style-type: none"> - write own name on unlined and, eventually, lined paper, capitalizing first letter only. 	<hr/> <ul style="list-style-type: none"> - Use puzzles, manipulatives, art activities and sewing cards. <hr/> <ul style="list-style-type: none"> - Form letters with snack foods, Wikki Stiks and Play-doh. - Make letters in the air, wet sand, cornmeal, and fingerpaint. - Write letters on paper, chalkboard, and dry erase board. <hr/> <ul style="list-style-type: none"> - Write own first name. - Write own first and last name, eventually. - Write names of family, friends and classmates on notes, invitations, etc.

Oral Language and Written Language Conventions

Students write and speak with a command of standard English conventions.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Sentence Structure	Children will be able to: - converse in coherent sentences.	<ul style="list-style-type: none">- Introduce themselves to a partner and describe an article of clothing they are wearing, using a color word.- Use complete sentences; e.g., “My name is Mrs. Smith, and I am wearing a blue blouse.”- Work with a partner to create an announcement to be heard over the PA system. Using a toy microphone, partners present their announcement to the class, using complete sentences.- Take turns as “Reporter of the Day.” (Children) wear the reporter’s blazer and share the news. (Teacher) summarizes his news on a chart, using complete sentences, and reads the report to the class.
Spelling	- use phonetic knowledge and sounds of the alphabet to spell independently.	<ul style="list-style-type: none">- Make a chart titled, “Look Who Is In Our Class”. Write students’ names on the chart.- Draw a picture of the class. Write the name of each child in the picture.- Read <i>Baa, Baa, Black Sheep</i>. Identify the sound sheep make. Draw a picture of the sheep and write “Baa” on the picture.- Keep a journal and use daily journal prompts; e.g., My favorite pet, Today I feel, My parents, The groundhog, etc. Use the sounds they know in their writing.

Speaking and Listening Strategies

Students listen and respond to oral communications and speak in clear and coherent sentences.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Comprehension	Children will be able to:	
	- understand and follow one and two-step oral directions.	<ul style="list-style-type: none"> - Restate directions in their own words. - Play games with oral directions; e.g., <i>Simon Says</i>, <i>Mother May I</i>.
	- speak in coherent and complete sentences to share information, opinions and questions.	<ul style="list-style-type: none"> - Demonstrate comprehension with conversations, answering questions & responding appropriately. - Make predictions, identify events and use new vocabulary; e.g. weather, calendar, <i>Show 'n Tell</i>.
	- participate in conversations and discussions.	<ul style="list-style-type: none"> - Practice informal conversation, shared dialogue; e.g., center time, circle time, current events.
Speaking Applications	- describe people, places, things, locations, sizes colors, shapes and actions.	<ul style="list-style-type: none"> - Develop and share three clues to help classmates guess what is in the “Surprise Box”. - Play <i>Twenty Questions</i> to locate hidden object. - Report an emergency to adults; e.g., role-play when and how to call for help.
	- sing or recite short poems, rhymes and songs.	<ul style="list-style-type: none"> - Recite seasonal nursery rhymes, poetry, songs, fingerplays, and/or those found in Religion, Math or Language Arts programs. - Add own words to familiar rhymes and poems; e.g. <i>Down by the Bay</i>; <i>Brown Bear, Brown Bear</i>.
	- retell an experience or familiar story in a logical sequence.	<ul style="list-style-type: none"> - List sequence of steps in an activity, recipe, event, or situation on experience chart. - Retell the <i>Little Red Hen</i> in a logical sequence. <ul style="list-style-type: none"> - Relate life cycle of butterfly or frog.

KINDERGARTEN GUIDELINES
Integration of Related Content Areas
Social Studies, Science, Creative Arts, Physical Health

Social Studies Introduction

When Jesus was a young boy, he traveled in a caravan with his parents, family and friends to the city of Jerusalem. He was twelve years old, and this was His first experience with the larger Jewish community. He enjoyed the company of familiar cousins, as well as new acquaintances. He caused Mary and Joseph great concern when they realized He had been left behind in the big city. But He surprised them greatly when they found Him sitting in the Temple, questioning the wise teachers there. He reminded His parents that He needed to share His knowledge about His heavenly Father.

In Kindergarten, children first acknowledge their own specialness and uniqueness. They express a natural interest and pride in their immediate and extended families. School experiences, including commuting, being in the classroom, sharing meal times, and interacting with upper-grade children all combine to widen the scope of the children's world.

The Social Studies curriculum provides information and activities that foster interest in this world that we share. Topics range from the child him/herself, to family, neighbors and friends, and church and school community.

The social nature of our world is celebrated within other topics, such as holidays, diversity of culture, and travel – far and near. Field trips provide a natural reinforcement of many Social Studies topics.

Social Studies

The Kindergarten Social Studies curriculum is designed to help children gain an increased awareness of themselves and the world around them. Teachers facilitate student growth by involving them in activities that build knowledge and understanding.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Citizenship	Children will be able to:	
	<ul style="list-style-type: none">- identify the behaviors of a good citizen.- identify personal rights and responsibilities at school.	<ul style="list-style-type: none">- Discuss the purpose of rules; e.g., bus rules, playground rules.- Develop and post a set of classroom rules.- Create a job chart to promote responsibility in caring for the classroom.- Participate in cooperative learning activities; e.g., put children in groups of four. Give each child a piece of paper and a variety of pre-cut shapes. The group creates a picture by listening to each other's ideas and agreeing on a final product. Gluing is done last.- Conduct classroom meetings where children can suggest ways to improve classroom behavior.
	<ul style="list-style-type: none">- acknowledge that respect for others is the responsibility of each member of the group.	<ul style="list-style-type: none">- Identify emotions and distinguish between appropriate and inappropriate behavior in dramatic play and in classroom interactions.
	<ul style="list-style-type: none">- realize that everyone has a right to be happy and secure in school.	<ul style="list-style-type: none">- Honor space and personal property rights of others during large-group, small-group, and independent activities throughout the Kindergarten day.- Care for classroom and school equipment in cooperation with classmates.

<u>Concept</u>	<u>Essential Learnings</u> Children will be able to:	<u>Activities/Assessment for Teacher/Children</u>
Citizenship (Continued)	<ul style="list-style-type: none"> - develop an understanding of the democratic process. 	<ul style="list-style-type: none"> - Conduct voting sessions for choosing a story or song to emphasize our elective process. - Use graphing activities to show concretely the variety of opinions, likenesses, and differences expressed by classmates.
History	<ul style="list-style-type: none"> - place familiar events in the order of occurrence. 	<ul style="list-style-type: none"> - Identify days of the week and months of the year, utilizing songs and rhymes. - Locate events on a calendar; e.g., birthdays, holidays, school events. - Use the Weekly Reader or other timely publication. - Develop and follow the daily classroom schedule.
	<ul style="list-style-type: none"> - describe how history is the story of events, people and places in the past. 	<ul style="list-style-type: none"> - Read books about life long ago; e.g., Jesus' time, Pilgrims, Colonial times, etc. - Discuss the Thanksgiving Story, detailing the role of Native Americans who welcomed the Pilgrims. - Compare life long ago with life today, using trade books, picture boards, paintings, photos, etc. - Make a collage, showing past and present (magazines and/or draw pictures).
	<ul style="list-style-type: none"> - recognize people and events honored on national holidays. 	<ul style="list-style-type: none"> - Complete units on Martin Luther King, Black History Month, the Presidents; e.g., George Washington, Abraham Lincoln and the current president. - Celebrate Christopher Columbus, Memorial and Independence Days with poems, songs and stories.

Concept

History
(Continued)

Essential Learnings

Children will be able to:

- recognize people and events honored on holydays.

-
- celebrate familiar holidays.

-
- appreciate cultural holidays.

-
- appreciate one's own uniqueness.

-
- recognize differences and similarities in people.

-
- recognize the importance of belonging to a family.

Activities/Assessment for Teacher/Children

- Use books, pictures, prayers and poems to honor the feasts of Blessed Kateri Tekakwitha, Saints Nicholas, Katharine Drexel, Joseph, Valentine, John Neumann, Elizabeth Ann Seton, and Patrick.
- Celebrate the parish/school patron.

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- Complete units on Halloween, Thanksgiving, Christmas, Valentine's Day, Easter and other specific school holidays.

-
- Share the customs surrounding the celebration of multi-cultural holidays such as: Cinco de Mayo, Kwanza, Rosh Hashanah, Yom Kippur, Hanukkah, and Chinese New Year, according to the local parish/school custom.

-
- Share *I Am Special* activities.
 - Read All the Colors of the Earth by Sheila Hamanaka. Discuss how God made each person unique.

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- Trace a simple doll pattern on multicultural-colored construction paper. Add features and cut out. Connect all dolls together, holding hands.
 - Use graph activity to note different eye and hair color, number of boys vs. girls in the class, etc.
 - Line up students by height to compare shorter/taller children in the class.

-
- Make a simple family tree.
 - Draw pictures of family members and introduce them to the class.
 - Make a collage of family members' pictures.

Concept**Essential Learnings**

Children will be able to:

Activities/Assessment for Teacher/Children

Community
(Continued)

- learn about belonging to a school community.

- Choose a *Student of the Week*.
- Visit classrooms/offices in the building.
- Interact with Grade Buddies.
- Make cards for teachers, secretary, Principal, etc.

-
- learn about belonging to a town/city, state, country and the world.

- Recite own address and phone number.
- Work together to list many different places within the community. Discuss what happens in each place. Create a simple town map, showing some of the places on the list.
- Use a map or globe to find other places in our country or the world where friends or relatives live.

-
- identify community helpers and the services they provide.

- Make a list of community helpers. Add photos or magazine illustrations. Invite community helpers to speak with the children about their roles; e.g., principal, police officer, fire fighter, crossing guard, etc.
- Visit a fire station, or invite local fire fighters to visit Kindergarten.

-
- develop an awareness of the dignity of work by learning about different occupations.

- Participate in field trips that highlight how a specific business serves the community.
- Share stories about the work that the parents do every day.
- Invite parents to speak to class about their jobs. Props would increase the children's interest.

Concept**Essential Learnings**

Children will be able to:

Activities/Assessment for Teacher/Children

Community
(Continued)

- know that there are ways children can help others.

- Raise money for specific causes; e.g., bake sales, dress-down days, penny races, etc.
- Collect food items for local food banks, or for families at Thanksgiving.
- Supply baby items for shelters.
- Make cards for senior citizens, hospital patients, military personnel, or for persons who are confined to their homes.

Geography

- demonstrate understanding of the use of maps, globes, and the concept of location.

- Discuss what a globe or a map represents, and explain that the blue color indicates water, and that brown and green indicate land. Use this information to decide what is present in greater or lesser amounts.
- Find the United States on the globe or map.
- Assemble a large floor puzzle of the United States and explore the relative size of the states.
- Use a large floor puzzle of the United States to find familiar places; e.g., our state of Pennsylvania, Disney World, Washington, D.C., residences of grandparents and other family members, etc.
- Use maps to locate and identify familiar places within classroom and school environment.

- identify concepts of direction.

- Play games or read books that use terms such as near/far, behind/in front of, over/under, right/left.
- Play games or read books that use terms of direction; e.g., north, south, east or west.

<u>Concept</u>	<u>Essential Learnings</u> Children will be able to:	<u>Activities/Assessment for Teacher/Children</u>
Economics	<ul style="list-style-type: none"> - describe the ways families produce, consume, and exchange goods in their communities. 	<ul style="list-style-type: none"> - Investigate books, videos, magazine pictures that show different jobs and why people have to work. - Match pictures illustrating occupations with simple descriptions. - Invite parents to share their occupations/careers.
	<ul style="list-style-type: none"> - recognize various forms of United States money. 	<ul style="list-style-type: none"> - Create displays of magazine pictures that show people using U.S. currency.
	<ul style="list-style-type: none"> - recognize alternative forms of payment. 	<ul style="list-style-type: none"> - Discuss ways people purchase goods; e.g., money, credit cards, checks. Role-play the use of each form of payment.
	<ul style="list-style-type: none"> - explore how money is used to purchase goods and services. 	<ul style="list-style-type: none"> - Set up grocery store, book store, toy store, post office, etc. in the Kindergarten for practice in economic decision-making. - Practice exchanging play money for make-believe goods and services.
	<ul style="list-style-type: none"> - learn the difference between <i>wants</i> and <i>needs</i>. 	<ul style="list-style-type: none"> - Create a list of things that children <i>want</i> and <i>need</i>. Discuss and decide what we really <i>need</i> to survive.
	<ul style="list-style-type: none"> - recognize the need to make choices because resources are limited. 	<ul style="list-style-type: none"> - Explain how scarcity often prevents us from having all we want or need. Show pictures of natural disasters, such as flood or drought. - Identify ways we can protect natural resources; e.g., <i>reuse, reduce, recycle</i>. - Participate in Earth Day activities in school. - Develop activities that include a recycling component; e.g., recycling scrap paper, melting broken crayons to create rainbow crayons, cutting up old greeting cards in the art center.

Science Introduction

Once, Jesus told a story about a farmer who planted seeds here and there. Some fell on the path and were eaten by birds. Some fell on rocky soil, and could only grow for a short time. Some fell among weeds and were choked. Some settled into good soil, and grew into strong and healthy plants. As Jesus was telling this story, His listeners were asking, “What does this mean?”

Young children are questioners by nature. Learning in early childhood is often a process of discovery and problem solving.

The Kindergarten Science curriculum encourages a sense of wonder, as children and their teachers discuss the wonders of the bodies God has given them. They are awed by the world around them, including animals, plants, and non-living things. They take notice of the weather and the seasons. They ask questions about the way things work. They experiment to ascertain the properties of objects and materials.

The goal of the Science curriculum in Early Childhood is to stimulate a growing understanding of self and the wonderful world in which he/she lives. Both Religion and Science play important roles in this area of learning, integrated seamlessly into the Kindergarten experience.

Life Science

Concept

Living Things

Essential Learnings

Children will be able to:

- recognize differences between living and non-living things.
- note changes in people and other living things over time.
- acknowledge ways in which people are alike and different.
- identify body parts and their functions.
- name the five senses and understand the purpose of each.
- identify the body part that is associated with each of the five senses.

Activities/Assessment for Teacher/Children

- Use toys or pictures to sort living and non-living things; e.g., block-flower; truck-cat; rock-person.
- Read books and study illustrations about living and non-living things.
- Make a time line for each child, from birth to present age, using photos or drawings of several important events.
- Make graphs showing the diversity of eye color, hair color, skin color, height, etc., within the group of children.
- Make fingerpaints with tempera paint to show differences.
- Work in pairs on the floor, tracing each other's body shape on large craft paper. Display and compare differences.
- Look at appropriate images in magazines & photos to find the parts of the human body at work. Label and discuss.
- Play CDs, such as Dr. Jean or Hap Palmer, that encourage the use of specific parts of the body in movement and dance.
- Make popcorn to see, hear, smell, touch and taste.
- Discuss visual disabilities and view pictures or photos of equipment or animals used to aid non-seeing people.
Describe classroom objects according to their sounds; e.g., a ringing bell, a banging door, a person's loud voice, loud or soft music on CD or tape.

Concept

Living Things
(Continued)

Essential Learnings

Children will be able to:

(Continued)

Activities/Assessment for Teacher/Children

- | | |
|---|---|
| | <ul style="list-style-type: none">- Smell an object while blindfolded. Remove blindfold and point to a picture of that scent.- Taste SAFE foods and describe the taste as salty, sweet, sour or spicy.- Feel SAFE objects in a mystery bag; describe them before taking them out of the bag.- Name the part of the body (e.g., eyes, nose, ears, tongue, hands) used to perform the activities listed above. |
| <ul style="list-style-type: none">- recognize and use correct names of a variety of animals. | <ul style="list-style-type: none">- Identify pictures of animals. On chart paper, list names of adult and baby of each; e.g., cat-kitten; kangaroo-joeey. |
| <ul style="list-style-type: none">- sort animals according to their habitats; air, land, water.- sort animals by their coverings; e.g., fur, feathers, scales. | <ul style="list-style-type: none">- Observe real animals at the zoo or in classroom presentations. Use books, posters, photos or other high-quality illustrations, if it is not practical to view real animals.- Use fur, feather, scale symbols to complete a graphing activity of some familiar animals. |
| <ul style="list-style-type: none">- identify the basic needs of animals. | <ul style="list-style-type: none">- Take nature walks, view videos or collect magazine pictures to ascertain the basic needs of animals in their natural habitat.- Read books, such as <u>Night Tree</u> by Eve Bunting, that describe and illustrate the things animals need to survive in their natural habitat. |
| <ul style="list-style-type: none">- identify the basic needs of plants. | <ul style="list-style-type: none">- Look at books, posters, and photos for examples of growing plants.- Use real plants to show the parts; e.g., roots, stem, flower, seed. |

Concept

Living Things
(Continued)

Essential Learnings

Children will be able to:

(Continued)

Activities/Assessment for Teacher/Children

- Plant seeds and follow progress of their growth.
 - Root a potato (or sweet potato) in water, suspended by toothpicks. Observe the development of roots and vines.
 - Use puzzles or charts that show plant parts.
 - Create books, over time, that chronicle the growth of each child's plant.
 - Use a wide variety of books, such as The Carrot Seed by Ruth Krauss, or The Tiny Seed by Eric Carle, to dramatize the plant's growing process.
 - Cover one planted seed with a brown bag, and place another on the windowsill. Observe and record the effects of darkness and light.
 - Put one planted seed in a warm place, and one in a cold spot. Observe and record the effects of warmth and cold.
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- explore the life process of insects.
- Observe real insects in the classroom or outdoors; e.g., butterfly garden, worm farm.
 - Follow and record the metamorphosis of a caterpillar into a butterfly in a classroom butterfly garden.
 - Use a commercial or class-built worm terrarium.
 - Use a wide variety of books, such as Eric Carle's The Very Hungry Caterpillar, to dramatize the butterfly's life process.

Physical Science

<u>Concept</u>	<u>Essential Learnings</u> Children will be able to:	<u>Activities/Assessment for Teacher/Children</u>
Matter	- sort and classify common household and classroom materials as solid, liquid or gas.	- Rotate items in water/sand table using liquid, solid or gas matter; e.g., colored water, sand, balloons filled with air. - Use a range of tools to experiment with solids and liquids; e.g., funnels, eyedroppers, etc.
	- recognize that matter can change from one state to another.	- Experiment with water. Freeze water in different size and shape containers to later build ice castles. (Can be frozen in freezer, or outside in the winter.)
	- understand that cooking is a form of science.	- Make Jello, pancakes, applesauce, etc.
	- understand that various forms of matter can be mixed.	- Mix dirt with water to make mud pies. - Make your own play dough.
	- understand that some matter does not mix or dissolve in water.	- Mix water and baby or vegetable oil in a bottle, to show the matter does not mix.
	- make predictions on evaporation and condensation.	- Observe cups for evaporation or condensation.
	- make predictions about objects sinking or floating.	- Drop a variety of objects into container of water. Note whether the items sink or float.
Sound	- compare loud and soft sounds.	- Place objects in film canisters that will produce soft or loud sounds when shaken. - Make animal sounds. Create a chart that lists soft animals sounds and loud animal sounds. - Parade around the room with musical instruments, making loud and soft sounds.

Concept**Essential Learnings**

Children will be able to:

Activities/Assessment for Teacher/Children

Heat

- classify hot from cold.
- explore thermometers as tools for measuring temperature.

- Make hypothesis as to what will happen to substances when heat or cold is applied.
- Taste warm and cold foods.
- Make a menu using pictures of hot/cold foods.
- Use graphing activity or time line to track daily temperatures over extended periods.

Light

- observe sources of light and understand how light helps in daily activities.

- Name ways we get light. Tell ways we use both natural and artificial light.
- Place pieces of colored construction paper in different areas of the room, such as windowsill, table or closet. Place a block on the paper and observe changes in the paper after a few days. Discuss cause and effect.
- Observe shadows at different times of day and note the differences.

Earth Science

Concept

Essential Learnings

Children will be able to:

Activities/Assessment for Teacher/Children

Weather
& Seasons

- understand changes in the environment, including weather and seasons.
- build a vocabulary of weather-related terms.

- Take walks to observe changes in seasons, such as leaf color, flowers blooming, cold or warm air.
- Record data on daily weather.
- Read a classroom thermometer. Check and/or graph daily/monthly temperature changes.
- Sort drawings/photos according to weather/season.
- Look at book illustrations to determine the weather or season in the story.

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- explain how seasons affect animals, plants, and daily human life.

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- Use fiction and non-fiction books discussing rain, snow, clouds, etc.
 - Conduct hands-on experiments to investigate weather concepts; e.g., making a cloud in a jar, making hail with different colored clay, making a tornado in a bottle.
 - Talk about clothing changes that are appropriate for the weather, and add samples of that clothing to the dramatic play area.
 - Present reasons for hibernation, migration and molting.
 - Create a cave where teddy bears can hibernate in winter. On the 1st day of spring have a teddy bear picnic to celebrate the beginning of a new season.

Flat Land, Hills
& Mountains

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- identify flat lands, hills and mountains.
 - describe the type of land in their community.

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- Use various art materials to create model of these land forms.
 - Create class mural that illustrates these land forms.

<u>Concept</u>	<u>Essential Learnings</u> Children will be able to:	<u>Activities/Assessment for Teacher/Children</u>
Types of Earth: Soil, Rock, Sand	<ul style="list-style-type: none"> - distinguish between three types of earth: soil, rock, sand. 	<ul style="list-style-type: none"> - Examine soil, rock and sand with magnifying glasses. Sort and classify these items. - Collect a soil sample from a lawn or garden, and investigate its contents.
	<ul style="list-style-type: none"> - explore what a fossil is. 	<ul style="list-style-type: none"> - Make a fossil out of clay. Look at pictures of fossils on posters or in books.
Bodies of Water	<ul style="list-style-type: none"> - distinguish between streams, lakes, rivers and oceans. - distinguish between fresh and salt water bodies. 	<ul style="list-style-type: none"> - Create a K-W-L chart with the children on what they know about the water on the Earth. - Identify various fresh and salt water bodies in photos or illustrations, on maps or globes. - Identify local ponds, lakes, rivers. Plan a field trip, if practical and safe. - Create oceans and rivers in the water table. Add appropriate animals to the water table to recreate habitats.
Daytime & Nighttime	<ul style="list-style-type: none"> - identify objects in the daytime sky. 	<ul style="list-style-type: none"> - Make viewers. Punch two holes in opposite sides of one end of a paper towel tube. Thread string through each hole, and knot it so it can be used as a viewer to look at the sky. Record findings in pictures and writing. - Use cotton balls to create different kinds of clouds. - Use star stickers to make constellations on dark blue paper. Name the constellation. - List activities done in the daytime vs. nighttime. - Call attention to the daytime or nighttime sky in storybook illustrations.

Concept**Essential Learnings**

Children will be able to:

Activities/Assessment for Teacher/Children

Caring
For Earth

- identify natural resources;
e.g., air, water, soil, forests, oil.

- Discuss ways that people can affect the environment, positively or negatively.

-
- identify ways to conserve our natural resources.

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- Look at a collection of newspapers, bottles, cans. Sort into groups that can or cannot be recycled.

-
- discover that electricity is made from water power.

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- Graph uses of electricity; e.g., lights, TVs, computers, dishwashers, stoves, refrigerators, heaters, air conditioners.
 - Use graph above to stimulate discussion on ways to conserve use of electricity at school and home.
 - Graph uses of water; e.g., drinking, bathing, washing clothes, washing cars, watering lawns, swimming pools.
 - Use graph above to stimulate discussion on ways to conserve water at school and at home.

Scientific Inquiry

Concept

Scientific Inquiry

Essential Learnings

Children will be able to:

- identify and explain a problem.
- identify possible solutions (hypothesis).
- test out solutions (hypothesis).
- organize and record information.
- report the conclusion.

Activities/Assessment for Teacher/Children

- Use senses to explore and to gather information.
- Predict what might happen next.
- Make lists, drawings or charts.
- Use tools such as magnifying glasses, scales, magnets, or tape measures to experiment with materials.
- Perform scientific experiments, utilizing activities from the Junior Scientist Program (NIDA, part of the National Institute of Health). Specifically, introduce “The Scientist of the Week”, with home preparation. The student scientist presents a simple science experiment. Teacher and other students observe, predict, ask relevant questions, and reach a conclusion together.
- Build scientific language into experiments.

Creative Arts Introduction

Noah gathered the animals and led them slowly, two by two, onto the ark to survive the great flood. The great spaces within the boat were filled with a kind of music, created by animal sounds of every tone and timbre. When the rains had stopped, and when the waters had receded, Noah opened the great doors on the boat. The animals left the ark, dancing merrily down the great gangplank to new lives in a world washed clean and bright. God's creatures were renewed, and the sight was crowned by a dazzling rainbow, God's promise for future generations.

Creative Arts provide happy and expressive experiences for young children as they grow in the creative and affective domain. Their potential for appreciating and creating art, dramatic play and music is nurtured.

Visual Art for a young child is a manipulative experience, creative and freeing. The child's own art expression should be nurtured. Art also opens the child to see the beauty of the world which God has given to His children.

Music & Movement activities, because they are pleasurable and spontaneous as well as educational, can and should occur anytime in the school day.

Dramatic Play enables children to verbalize and to role-play feelings, to develop appropriate social behaviors, and to practice Christian values in play scenarios that reflect real life situations.

Appreciation of the Creative Arts fosters a young child's ability to respond to the rich art forms that are available in our world. It also provides many opportunities for the child to acknowledge God as the Creator of the beauty around us.

Creative Arts

Students experience creative expression through a variety of media that fosters imagination and creativity. Opportunity to experiment freely teaches them to express their individuality as they grow in competence. When they view the creative work of others, they also learn to appreciate and respect differences in the world around them.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Creative Expression and Representation Using Visual Arts	Children will be able to:	
	- explore visual arts materials and activities.	<ul style="list-style-type: none">- Use a variety of materials such as paint, crayons, pencils, markers, play dough, chalk, and paper.- Experiment with varying textures, shapes and tactile qualities; e.g., rough, smooth, hard, soft, sharp, wet and polished.- Manipulate materials in a variety of ways; e.g., pounding, squeezing, cutting, or rolling play dough, or painting with brushes, sponges, hands.
	- demonstrate the ability to represent experiences, thoughts, and ideas through the use of visual art forms.	<ul style="list-style-type: none">- Select different media to express emotions and ideas.- Create artwork to explore and extend topics being studied in the classroom.
	- use a growing number of details as representations become more realistic.	<ul style="list-style-type: none">- Identify and portray essential characteristics of human or familiar animal forms in their own original works.
	- explore line, shape, form, color, texture, design and pattern in art.	<ul style="list-style-type: none">- Independently choose different materials available in the art center to create original art.- Experiment with mixing colors; create rubbings of leaves, bricks or other textured objects; paint with sponges or marbles; use dot markers to create a variety of designs and patterns.

Concept

Creative
Expressions
Through
Music &
Movement

Essential Learnings

Children will be able to:

- listen to and participate in various types of music.

-
- respond to different forms of music.

-
- show an awareness of tempo, rhythm and pitch.

-
- sing simple melodies in songs, chants, and finger plays.

-
- express themselves through movement.

Activities/Assessment for Teacher/Children

- Listen to a variety of music -- live, on CDs or on tape. Include children's music, as well as classical, seasonal, spiritual, marching, folk, and other age-appropriate contemporary forms.
- Interpret live or recorded music with physical movement.

-
- Compare the mood of different selections; e.g., happy, sad, excited, reflective, etc.
 - Explore and compare the sounds of a variety of musical instruments.

-
- Imitate the steady beat of a song by clapping, marching, tapping, or playing rhythm instruments.
 - Respond to changes in tempo, rhythm, and pitch.
 - Explore rhythm by imitating a pattern of sounds, using long and short, strong and weak beats.
 - Listen for changes in a musical piece; e.g., fast, slow, loud, soft.

-
- Identify voice qualities; e.g., speaking, whispering, calling, singing.
 - Creatively change the words to known songs.

-
- Create dance or body movements to different types of music; e.g., jazz, classical, cultural.
 - Respond appropriately to the change in tempo.

Concept

Creative
Expression
Through
Dramatic Play

Essential Learnings

Children will be able to:

- represent make-believe and real-life experiences through pretend play.

- show imagination and creativity in play.

- engage in cooperative pretend play.

- participate in teacher-guided activities, such as acting out stories.

- observe and applaud the creative work of others.

- use oral language to describe or explain the creative arts.

- identify color, line and shape, as well as storytelling factors in famous paintings and sculptures.

Activities/Assessment for Teacher/Children

- Talk about real and pretend situations.
 - Role-play real-life settings, as well as familiar storybook characters.
-
- Role-play familiar roles or situations, such as a family at home, or visiting a restaurant or store.
 - Use props or costumes in dramatic play activities.
 - Develop a storyline to extend imaginative play.
-
- Participate with others in dramatic play situations; e.g., mother and baby, dentist and patient.
 - Resolve conflicts by means of dramatic play.
-
- Act out stories under teacher's guidance; e.g., the *Palm Sunday* story or *Three Billy Goats Gruff*.
 - Use role-play activities to solve problems.
-
- Visit an art museum.
 - Attend a play, musical or concert.
 - Share their own talents.
-
- Describe and critique the creative work of others.
 - Answer questions about their own creative work
-
- Observe work by famous artists, and discuss composition, style and meaning.
 - Go online to see works by famous artists.
 - Create their own art in a similar style.
Paint a self-portrait after observing the style Van Gogh used in his self-portraits.
 - Enlarge a small object after viewing Georgia O'Keeffe's flowers.

Concept**Essential Learnings****Activities/Assessment for Teacher/Children**

Children will be able to:

Creative
Expression
Through
Dramatic Play
(Continued)

- enjoy listening to a variety of music forms.

- Learn the names of the composers and musicians whose music they experience.
- Respond to the creative work of others through movement and song.

Appreciation

- develop a respect for originality in one's own artistic expression and the expression of others.

- Enjoy, experiment and expand creativity through the arts.
- Allocate time regularly to paint, sing, and move, role-play and appreciate own and others' creative work.

Physical Health Introduction

When a storm came up and strong winds threatened their boat, the apostles were very afraid. Jesus saw this from the shore, and walked across the water to help them. His friends saw His great power and strength. Jesus encouraged Peter to walk on the water, too! As long as Peter kept his eyes on Jesus, as long as Peter was not afraid, he could stay on top of the water. As soon as he looked down, as soon as he felt afraid, he began to sink. Peter needed to have faith in his Teacher, to draw courage and strength from Him.

The Physical Health curriculum provides opportunities for young children to express natural talents and abilities in movement and exercise. It also provides a non-threatening environment in which children are encouraged to participate, according to their developmental readiness.

Physical Education can be provided in the regular classroom. Another setting, specifically a gym, will enhance the experience. If the weather permits, and if there is a suitable setting, Physical Education can be taught very effectively outdoors. Periods of physical activity, indoors or outdoors, can help to relieve tensions and aggressions. While Kindergarten children are full of energy, they tire easily. A period of rest or quiet time should follow their physical activities.

Practices of Healthful Living are taught and modeled in the Kindergarten setting. Learning basic terminology for parts of the body enables a child to communicate more effectively about sensations, injuries and accomplishments that are purely physical. Habits of exercise, good nutrition, safety, and personal hygiene are demonstrated, reinforced, and practiced in the learning environment

Physical Activity

Students' physical health and well-being are related to the development and strengthening of their gross and fine motor muscles. Through active play, their minds and bodies work together to develop large muscle control, strength, flexibility, balance and coordination. Students develop eye-hand coordination, strength, and control as they exercise their fingers and hands in fine motor activities.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
	Children will be able to:	
Gross Motor	<ul style="list-style-type: none">- participate in physical activity that promotes fitness and health, both indoors and outside.- participate in activities that develop gross motor skills.	<ul style="list-style-type: none">- Bounce, catch, throw, roll and kick a ball.- Join in movement games and action songs, such as Simon Says, Hokey Pokey, various Dr. Jean songs, and recordings of other artists.- Use bean bags, a balance beam, hoops, or scarves in classroom activities.
	<ul style="list-style-type: none">- combine large motor movements with use of equipment.	<ul style="list-style-type: none">- Use permanent outdoor equipment to climb, slide or swing safely and appropriately.- Use equipment that encourages active play, such as balls, ramps, boxes, ribbons, hoops, jump ropes.
Coordination	<ul style="list-style-type: none">- demonstrate control of large body movements.	<ul style="list-style-type: none">- Engage in large motor activities such as walking, running, climbing, marching, hopping, jumping, skipping and dancing.
Balance	<ul style="list-style-type: none">- demonstrate control in non-locomotor/stability skills.	<ul style="list-style-type: none">- Participate in a variety of non-locomotor activities such as turning, twisting, bending and balancing.
Strength	<ul style="list-style-type: none">- exhibit strength and stamina.	<ul style="list-style-type: none">- Complete a given physical task.- Describe physical differences felt after moderate to vigorous exercise; e.g., faster heart rate, increased breathing, sweating.

<u>Concept</u>	<u>Essential Learnings</u> Children will be able to:	<u>Activities/Assessment for Teacher/Children</u>
Spatial Awareness	<ul style="list-style-type: none"> - maintain personal space and boundaries while moving. 	<ul style="list-style-type: none"> - Move appropriately in an open space. - Avoid bumping or touching others as they run under the parachute or play games such as <i>Crossover</i>. - Go over, under, around and through barriers and tunnels in an obstacle course.
Safety	<ul style="list-style-type: none"> - follow class rules and safe practices of movement. 	<ul style="list-style-type: none"> - Follow directions carefully when participating in large motor games with a group of children.
Sportsmanship	<ul style="list-style-type: none"> - work cooperatively and productively with a partner or in a small group. - accept all classmates, regardless of differences in background or ability. 	<ul style="list-style-type: none"> - Play games with careful attention to fair play and good sportsmanship. - Join teams with various classmates, regardless of their talent or skill in a particular activity.
Fine Motor	<ul style="list-style-type: none"> - use fingers and hands to manipulate tools and materials. - use eye-hand coordination to perform simple tasks. 	<ul style="list-style-type: none"> - Explore a variety of materials and tools; e.g., crayons, markers, sponges, paint brushes, scissors, pencils, silverware. - Build with hammer, nails and wood. - Use puzzles, Legos, links and other manipulatives. - Cut, paste, mold, color and write. - Use fine motor skills in daily living; e.g., opening juice boxes, zipping, tying, snapping.

Healthful Living

An important part of the learning for a young child is an awareness of God's love for him/her as a special human being.

Taking care of the body that God has given each of us is addressed in concepts below.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
My Body	Children will be able to:	
	- identify and locate basic body parts: head, neck, arm, fingers, leg, foot, toes, elbow, shoulder.	- Participate in interactive games and songs that require touching or moving body parts; e.g., <i>Simon Says</i> , or Dr. Jean CDs.
	- identify the body parts that are associated with the senses: eyes, ears, nose, mouth, hands.	- Play games that require identification of objects by sight, hearing, smelling, tasting or touching.
Nutrition	- understand that our bodies are growing in unique ways.	- Measure and compare heights. - Acknowledge loss of baby teeth. - Read and discuss books, such as <u>I'm Growing</u> by Alikei, <u>The Very Little Girl and The Very Little Boy</u> by Krasilovsky, and <u>How Tall Are You?</u> by JoAnne Nelson.
	- understand that healthy eating plays an important role in keeping our bodies healthy.	- Use trade books such as <u>The Berenstain Bears and Too Much Junk Food</u> by Stan and Jan Berenstain, to illustrate healthy eating. - Use puppets, picture cards, videos, games and class discussions to identify healthy foods. - Prepare and eat healthy snacks in school, as part of Language Arts, Social Studies or other content area lessons.
	- understand that we take in food for energy needed to produce physical activity.	- Participate in indoor gym activities or outdoor playground activities that use energy gained from healthy eating.

Concept**Essential Learnings**

Children will be able to:

Activities/Assessment for Teacher/Children

Nutrition
(Continued)

- discover that there are a variety of food groups.

- Use books, picture cards, songs, or videos to identify the various food groups; e.g., illustrations of the Food Pyramid.
- Use magazine pictures to create collages of food groups.
- Use graphing activities to sort foods into groups, such as nutritious and non-nutritious, vegetables and fruits, meat and dairy, grain and fat.
- Use drawing and writing activities to elicit children's favorite meal choices, including meats, vegetables, fruits, grains and beverages.
- Plan healthy food choices for breakfast at home, lunch at school, or supper at home. Plan a holiday menu. Share traditional family foods.

-
- understand the importance of drinking water and other healthy beverages.

-
- Use graphing activities to sort favorite healthy drink choices, including milk, juices and water. Soda is not included in healthy drink choices.

Exercise

-
- participate in regular physical exercise that requires exertion and promotes fitness.

-
- Adopt strenuous activities; e.g., walk, jog, jump.
 - Relax during a period of rest after being active.
 - Discuss how a balance of rest and good nutrition provides the energy to keep the body active.

-
- recognize the signs of physical activity.

-
- Notice heart rate before and after activity.
 - Recognize that increased breathing and sweat are signs of exertion.

Safety

-
- learn rules of safety in school and at home.

-
- Participate in fire drills.
 - Practice the proper way to go up and down stairs.
 - Practice the proper use of scissors.

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Safety (Continued)	<p>Children will be able to:</p> <ul style="list-style-type: none"> - learn rules of safety on the bus and in the car. <hr/> <ul style="list-style-type: none"> - learn rules of safety on the street. <hr/> <ul style="list-style-type: none"> - learn rules of safety when interacting with people and animals. 	<ul style="list-style-type: none"> - Sing songs, recite poems about using seatbelts. - Role-play safe behavior on the bus. <hr/> <ul style="list-style-type: none"> - Visit with the Crossing Guard. - Role-play safe ways to cross street, using props. <hr/> <ul style="list-style-type: none"> - Participate in “Safe Touch” program, presented twice each year. (Source: Archdiocese of Philadelphia, Office of Catholic Education). - Recognize grown-ups who can give medicine. - Role-play saying “NO” to unhealthy behaviors, such as using drugs, smoking and using alcohol. - Use puppets and stories that help deal with bullies. - Use animal safety programs, available from local townships, counties or state agencies.
Personal Hygiene	<ul style="list-style-type: none"> - recognize how personal health practices help keep the body healthy and prevent illnesses. <hr/> <ul style="list-style-type: none"> - understand that germs make people sick. 	<ul style="list-style-type: none"> - Practice proper hygiene; e.g. proper toothbrushing, hand washing, sneezing or coughing into sleeve. - Use stories, songs, videos and puppets to learn about self-care. - Make form to record daily toothbrushing at home. - Create “WASH YOUR HANDS” signs. - Use puppets or dolls to role-play symptoms of being sick, as well as appropriate care. - Read children’s books about being sick, or visiting the doctor or dentist, such as <u>The Bernstein Bears Go To The Doctor</u>, by Stan and Jan Bernstein. <hr/> <ul style="list-style-type: none"> - Read about germs: <u>Germs Germs Germs</u>, by Bobbi Katz; <u>Germs Make Me Sick</u>, by Melvin Berger; <u>The Germ Patrol</u>, by Shulman, Stolp and Voss.

Concept

Personal
Hygiene
(Continued)

Essential Learnings

Children will be able to:

- recognize community health care providers.

Activities/Assessment for Teacher/Children

- Invite community health care experts to provide health information.
- Role-play various health care providers, using props.
- See Community Helpers at work on the pages of Books, such as Community Helpers for A to Z by Bobbie Kalman and Niki Walker.

KINDERGARTEN GUIDELINES

Research and Technology

For information on Concepts, Essential Learnings and Activities/Assessment, early childhood teachers are directed to the Archdiocese of Philadelphia Elementary Technology Standards.

In the Kindergarten section of the guideline mentioned above, the concepts treated include Keyboarding, Word Processing and Multi-Media. In the language of the guideline, “Even though these are the standards, the ability to accomplish them will vary according to the availability of equipment and, in some cases, scheduling in particular schools.”

Exploration is an appropriate mode of learning in Kindergarten. This attitude describes the disposition of students to all content areas, including the aspects of computer technology at this level.

KINDERGARTEN GUIDELINES

Summary

The guidelines that have been developed on these pages seek to encourage spiritual, social, emotional, physical and cognitive growth in the Kindergartner. Each child is invited to interact in an environment rich in learning opportunities. Spiritual, social and emotional growth are fostered as the children learn about God's love for them, and as they show respect and care for their classmates. Large and small motor abilities are strengthened by means of carefully planned activities in the classroom, the gym, and outdoors. Through a combination of whole-group instruction, small-group interaction, and center-based learning, the children develop number and language skills that prepare them for the academic demands of reading and writing.

The strategies and activities that have been listed represent only a sampling of the many ways in which teachers and children together can express the playful spirit of learning within them. The planning and enjoyment of the Kindergartner's learning is only limited by the teacher's creativity and knowledge of developmentally appropriate practice.

Each of the aspects of learning that have been described and developed here contribute to the young child's sense of his/her value as a cherished child of God, a loved and loving member of a family, and a vitally important citizen of our world.