



United Friends School Kindergarten Curriculum At a Glance

Language Arts

Reading: Emergent readers (pre K – middle of 1) – Children are developing awareness of the strategies and skills necessary for reading; teacher modeling of reading behavior by reading aloud; enthusiasm for reading; awareness of signs, symbols, logos; recognition of familiar words and some high frequency words; beginning, middle, and ending of stories; approximate reading behaviors – including left to right, top to bottom, and front to back; book handling skills.

Writing: children use invented spelling to write stories, labels, signs, etc. Begin to leave spaces between words; use upper and lower case letters; use initial and final sounds to represent a word; beginning sentence structure; sharing of their writing in the “Author’s Chair.”

Spelling: Emergent stage – Develop concept sorts; play with speech sounds to develop phonological awareness; alphabet activities; sort pictures by beginning sound; encourage fingerpoint memory reading of rhymes, dictations; encourage invented spelling.

Handwriting: *Letters and Numbers for Me* emphasizes capitals and number formation. Lower case letters are taught using pencil and paper, manipulatives, games and activities.

Library: To see the library as a place of possibility and playground for the imagination; understand what authors and illustrators do; use pictures to read a book; begin to differentiate between fiction and non-fiction; begin understanding information problem solving as a process; begin using the Super3 IPM to answer questions and present answers.

Math: The Kindergarten *Everyday Mathematics* Program emphasizes the following grade level goals:

Number and Numeration:

Count on by 1s to 100; count on by 2s, 5s, and 10s and count back by 1s with number grids, number lines, and calculators; Count 20 or more objects; estimate the number of objects in a collection; model numbers with manipulatives; use manipulatives to exchange 1s for 10s and 10s for 100s; recognize that digits can be used and combined to read and write numbers; read numbers up to 30; use manipulatives to model half of a region or a collection; describe the model; use manipulatives, drawings, and numerical expressions involving addition and subtraction of 1-digit numbers to give equivalent names for whole numbers up to 20; compare and order whole numbers up to 20.

Operations and Computation:

Use manipulatives, number lines, and mental arithmetic to solve problems involving the addition and subtraction of single-digit whole numbers; identify join and take away situations; use (+), (-), and (=) symbols to tell number stories; match sums of dots to numbers; tell and act out fraction stories; add numbers from dice throws; find the missing addend.

Data and Chance:

Collect and organize data to create class constructed tally charts, tables, and bar graphs; use graphs to answer simple questions; graph age changes; keep tally record; make a bar graph, pictograph and Venn diagram; count or add dots on dice; discuss probabilities.

Geometry: identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, and cubes; identify shapes having line symmetry; identify and describe plane and solid figures

including circles, triangles, squares, rectangles, spheres, and cubes;

Numeration:

Count; skip count by 5's and 10's; backward counting and counting on; order numbers; write 2 and 3 digit numbers; make groups of 10's; exchange; explore the number 100; estimation activities – Estimation Jar.

Measurement and Reference Frames: Use nonstandard tools and techniques to estimate and compare weight and length; identify standard measuring tools; measure objects with body parts; volume, weight; time by the hour; read and make a simple recipe; count to \$1.00 by 1's, 5's, and 10's; identify coins, 1, and 10 dollar bills; place value; draw timeline of daily events.

Patterns, Functions, and Algebra:

Extend describe, and create visual, rhythmic, and movement patters; use rules, which will lead to functions, to sort, make patters, and play “What’s my Rule?” and other games; Make and extend patterns with blocks, craft stick and other materials; copy patterns; identify objects by attribute; identify a function rule; generate numbers that follow a rule.

Science:

In the study of science, we provide opportunities for our students to learn that “people can figure out how the world works, that the universe is a unified system, that knowledge gained from studying one part of it can often be applied to other parts, and that knowledge is both stable and subject to change.”

Benchmarks for Science Literacy

We do this by providing a science program that enables students to be independent learners and thinkers who are engaged in the scientific process of discovery. Students learn to observe, question, organize, research, and connect information as they construct meaning. For example, some topics may include: Life cycles; metamorphosis and butterflies; constellations and planets; weather, seasons; dinosaurs and prehistoric life; animals and endangered species; insects; senses; magnets; simple machines; plants; gardening.

Social Studies:

Our primary goals in teaching social studies include: to develop cultural awareness, to improve the ability of students to think critically and analytically about social issues, and to empower our students to think from multiple perspectives, especially while developing their own.

We do this by providing many opportunities to explore and understand topics drawing upon such disciplines as history, geography, economics, anthropology, archaeology, sociology, political science, and religion. We seek to integrate the study of the social sciences with the humanities so that students begin to see these topics as complex, interrelated ones. For example, some topics may include: My family and my community; community helpers; farms and markets, holidays; simple map skills; Native Americans; animals of different countries; Quaker history – Benjamin West; Chinese New Year.

Spirituality: Meeting for Worship. Service, including holiday singing and food pantry visits.

Art: one class per week, focusing on exploration of materials; fine motor skills; introducing more complex tasks related to the elements; painting, drawing, cutting; 3-d work with clay and paper.

Music: one class per week, focusing on **Singing:** unison songs; simple rounds; partner songs. **Listening:** identify phrases, mood, timbre, musical elements. **Moving:** echo clap, tap, clap, walk, and run to basic pulse; move to the mood of the music; action songs, finger plays, and singing games. **Creating:** rhythmic and melodic patterns; make up phrases; set nursery rhymes and poems on instruments; improvise phrases.

Physical Education: One class per week; daily recess; walks to the park; walking field trips throughout the community; extra play time. Moving in my environment: running and moving with control; balancing; twisting, bending, stretching; ball activities; striking a ball with various body parts; simple rhythmic movement to music; game playing skills; personal space awareness; following instructions.

Health, Safety, and Human Development: personal hygiene, personal safety, fire safety, nutrition, pet safety, household safety, dental health, bus safety, calling 911.

Activities: Block building; dramatic play; partner reading; art activities; solving puzzles.