

MILFORD PUBLIC SCHOOLS KINDERGARTEN CURRICULUM

Philosophical Approach to the Kindergarten Curriculum

The Milford Public School system believes that all children are entitled to a high quality early childhood program, which provides a safe and nurturing environment. This environment promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families. Our kindergarten program is based upon the guidelines set forth by the State of Connecticut Board of Education and the National Association for the Education of Young Children.

Therefore, the foundation of our kindergarten program is seated in the concept of “developmental appropriateness.” Our developmentally appropriate program reflects what is known about children’s learning and provides experiences that will contribute to the overall development of the children entrusted to our care.

The concept of developmental appropriateness has two dimensions:

Age Appropriateness: Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, and cognitive. This knowledge provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual Appropriateness: Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Both the curriculum and adults’ interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child’s thoughts and experiences with materials, ideas, and people. These experiences should match the child’s developing abilities, and challenge the child’s interest and understanding.

(Extracted from: *Coming to School in Connecticut: Accepting Children As They Are*, May 1996.)

Milford endorses this belief in the value of providing developmentally appropriate experiences for its public school children. Children begin the year at different points along the developmental continuum. Teachers encourage and challenge each student throughout the year to reach his or her full potential. Teachers have a knowledge of how children learn and how they can be challenged. They look at each child as an individual and tailor activities for each child. Teachers also have a knowledge of the social and cultural contexts in which children live that enables them to make learning experiences meaningful. As such, our teachers attend on-going professional development making them learners throughout their careers.

Our kindergarten program is language based with an emphasis on hands-on learning experiences. The school environment fosters a love of listening, speaking, writing, and reading through activities that are based on themes. These themes are integrated throughout the curriculum in the areas of language arts, math, science, music, art, drama, motor skills, and social studies. Our goal is to make each child a lifelong learner with up-to-date current knowledge enabling him/her to be a contributing member of our Milford community.

KINDERGARTEN SKILLS

The skills listed in this document are taught over the course of a full school year at a time appropriate to the student's understanding and use of the skill.

Social/Emotional Skills

Goal: Interact appropriately in school situations

Indicators of Mastery

The student will be able to:

- share
- take turns willingly
- follow directions
- adjust to change without fear or anger
- interact verbally with teachers and peers
- play well with two or more children
- appropriately handle frustration
- follow school rules
- assume responsibility in clean-up
- adjust to disappointment
- take only his/her share of attention
- exhibit self-control
- display patience
- sustain appropriate attention to activity
- display kindness and concern for others
- respect (self, authority, environment, cultural differences, feeling of others)
- show initiative and self-confidence
- take risks (answer higher level questions, try something new, etc.)
- make choices
- solve problems using the skills of conflict resolution

Assessment Tools

- teacher observation
 - circle time
 - shared reading
 - math workshop
 - journal writing
 - center time
- anecdotal records

Motor Skills

Goal 1: Perform basic gross motor skills

Indicators of Mastery

The student will be able to:

- jump
- hop
- gallop
- run
- skip rhythmically with alternating feet
- balance throw and catch a ball
- walk in a straight line
- sit in a chair correctly and safely
- imitate simple movements
- demonstrate an awareness of
 - rhythm
 - body parts
 - physical space

Assessment Tools

- teacher observation
 - movement activities (games, obstacle course, rhythm)
- recess
- block building

Goal 2: Perform basic fine motor skills

Indicators of Mastery

The student will be able to:

- cut on the line (shapes, straight, zig zag)
- grip pencil/crayon correctly
- copy (shapes, letters, numbers)
- trace
- hold scissors correctly
- develop hand preference
- zip
- tie
- manipulate small items

Assessment

- project assessment
- journal writing
- manipulatives (stringing beads, unifix cubes, pattern blocks, etc.)
- clay modeling
- painting and drawing
- sand and water play
- computer skills

Language Arts

Goal 1: Develop and demonstrate speaking and listening skills

Indicators of Mastery

The student will be able to:

- stay on topic
- speak in complete sentences
- use proper grammar
- expand vocabulary
- organize and express ideas fluidly and clearly
- articulate clearly and in an appropriate inflection and voice level
- answer direct questions
- follow simple directions
- listen for specific information (ex. Directions, details, sequence, similarities and differences, retelling, etc.)
- exhibit good listening behavior during stories, poems, and directions
- sustain appropriate attention span
- react to environmental sounds (fire drill)

Assessment

- teacher observation/tape recordings
 - shared reading
 - class discussion
 - read alouds circle times
- story retelling
- reenactment of stories through art, puppetry, and dramatic play

Goal 2: Develop phonological awareness

Indicators of Mastery

The student will be able to:

- understand the concept of rhyming words
- identify rhyming words
- identify some sounds with letters
- clap syllables
- demonstrate an awareness of alliteration
- identify beginning and ending sounds

Assessment

- phonemic awareness test
- shared reading
- daily message
- rhyming activities

Goal 3: Demonstrate knowledge of basic concepts of print

Indicators of Mastery

The student will be able to:

- follow print from left to right
- know that spoken words are represented by print
- identify letters and point to a single letter on a printed page
- recognize environmental print (signs and logos)
- demonstrate interest in letter names, words, and sounds
- match upper case letters to lower case letters
- identify upper and lower case letters
- attempt to read by attending to pictures and/or print
- recognize 10-20 high frequency words
- demonstrate one-to-one correspondence
- identify first and last letter in a word
- demonstrate book knowledge (from/back of book, bottom/top of page, author, illustrator, title)
- recognize print contains meaning
- demonstrate knowledge of directionality (left-right page sequence, left-right in sentence, return seep, top to bottom)

Assessment

- shared reading
- retelling using familiar books
- letter matching games
- daily news
- poem/song charts
- Wright Co. guided Reading Concepts of Print checklist Emergent level-first 4 sections only
- identify concepts of print using unfamiliar text
- sight word list (Ex. I, a, here, am, said, can, look, and, my, the, mom, dad, go, we, up, to, me, like, child's name, family's name, colors).

Goal 4: Demonstrate listening comprehension and respond thoughtfully to a variety of texts

Indicators of Mastery

The student will be able to:

- retell familiar stories using the pictures in a book
- retell a story without the help of a book
- respond to story readings with appropriate questions and comments
- demonstrate an awareness of fact and

Assessment

- shared reading (predictions, sequencing, respond to questions, compare similarities and differences in stories)
- story sequence cards
- oral or picture retelling of stories
- story mapping (Venn diagram, webbing)

fiction

- note important details
- participate in predictable story reading
- use personal experiences to make predictions
- follow simple directions
- compare similarities between stories

Goal 5: Communicate through writing

Indicators of Mastery

The student will be able to:

- develop an understanding of directionality
- take part in the interactive writing process (as a group – students working alongside the teacher on many rewriting skills such as brainstorming, organizing thoughts, using descriptive thoughts)
- record and communicate ideas through drawing and writing
- work left to right
- read own writing to others
- demonstrate use of beginning, middle, end
- may exhibit one or more of the following developmental stages of writing (picture, scribble, linear, random letters, temporary spelling)

Assessment

- writing checklist
- journals
- daily message
- center record sheets (ex. What did you do in the science center today? Draw what you did.)

Mathematics

Goal 1: Demonstrate understanding of number and number concepts (counting and place value)

Indicators of Mastery

The student will be able to:

- name, count, and order numbers, 1-20
- write numerals, 1-20
- understand one-to-one correspondence
- understand sets, including comparisons, the empty set, and concept of zero
- classify objects by attributes
- match numerals to sets
- recognize, complete, and design patterns
- sort/classify
- show knowledge of position words
- recognize and begin to use the number line

Assessment

- manipulatives
- checklist
- number line
- math workshop

Goal 2: Demonstrate beginning knowledge of addition and subtraction

Indicators of Mastery

The student will be able to:

- recognize and begin to use addition and subtraction
- develop an understanding of sets (empty, equal, more, less)

Assessment

- manipulatives
- felt board
- number line
- calendar

Goal 3: Demonstrate a beginning understanding of fractions

Indicators of Mastery

The student will be able to:

- identify and estimate objects that are full, empty, half-full, half-empty, whole, not-whole
- use appropriate materials and divide

Assessment

- manipulative
- food
- blocks

them into 2, 3, and 4 equal parts

Goal 4: Explore measurement and graphing

Indicators of Mastery

The student will be able to:

- compare and categorize objects by length, weight, size, and volume using terms of comparison such as longer, shorter, etc.
- sequence time including concepts of day, week, month, calendar, yesterday, today and tomorrow
- generate graphs using real objects, pictures, bars, and tally marks

Assessment

- calendar
 - manipulatives
 - relevant surveys (i.e. eye color)
 - classroom graphs
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Goal 5: Identify and compare basic geometric shapes

Indicators of Mastery

The student will be able to:

- identify basic geometric shapes
- compare shapes for likeness and differences
- identify 3D shapes (cone, ball, cube, etc.)

Assessment

- checklist
 - attribute blocks
 - shape bingo
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Goal 6: Demonstrate ability to problem solve

Indicators of Mastery

The student will be able to:

- use numbers to interpret information from pictures
- use objects to solve simple story problems
- interpret number sentences using pictures and objects
- discuss real situations and begin to apply logical thinking
- depict a mathematical concept through drawing

Assessment

- picture stories
- manipulatives

Social Studies and Science provide experiences through which kindergarten students will acquire the aforementioned skills.

Social Studies

Goal: Develop a concept of self, community, and respect for differences by introducing the children to the following ideas:

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- the importance of family life
 - people as members of a community, i.e. family, school, neighborhood
 - rules and the need to respect the rights of others
 - celebration of diversities of people living long ago and now
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Science

Goal: Develop the process skills of observation, classification, measuring, recording data, making predictions, and drawing conclusions. These skills will be developed in the following units:

Animals

- determine that animals are living things
- distinguish between different types of animal families and groups
- investigate different characteristics of animals (covering, adaptations, food, movement, and behavior)
- investigate how different animals care for their young in different ways
- identify different animal homes and their environments

Plants

- determine that plants are living things
- observe plant growth from seeds, spores, and bulbs
- describe common features of plants (leaf, root, stem, seed)
- observe effects of light and water on plant growth
- develop an awareness that trees have common characteristics (bark, leaves, etc.)

Light/Color/Shadow

- observe colors
- match colors and put shades of color in order from light to dark
- classify color
- explore missing colors

- explore light passing through objects using materials that are transparent, translucent, and opaque
- explore prisms, making rainbows
- explore how mirrors reflect images
- explore how light sources are needed to form and effect shadows
- compare different shadow shapes made by different objects (shadow plays)
- explore and compare body shadows made by the sun (on playground with chalk)
- explore how shadows change during the day when light is their source

Food and Nutrition

- explore which foods help us grow and make our bodies strong
- compare foods that are healthy with junk foods
- sort and classify foods using the food pyramid
- become aware of personal eating habits in relation to healthy eating habits and learn to make appropriate choices for meals
- explore foods specific to diverse cultures

Seasons and Change

- observe and describe the characteristics of each season
- explore how seasonal changes affect environment, plants (ex. no leaves vs. leaves), animals (ex. hibernation, migration, life cycles), weather (ex. temperature, precipitation), water (ex. water, ice), people (ex. food, clothing)