



# St. Cletus

## Early Childhood Education

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### Kindergarten Goals

#### SUCCESSFUL LEARNER TRAITS:

Understands and follows classroom conventions for such things as changing from one activity to another, getting ready for or finishing up specific classroom activities, and following the classroom schedule

- Participates cooperatively in structured activities, in learning centers, and in play with other children in the classroom
- Participates in classroom activities and performs tasks with increasing independence
- Uses various problem-solving strategies such as asking for help, seeking missing materials, or negotiating a compromise / agreement with another child
- Persists at a task even if it is a little difficult, has a variety of interests, and shows enjoyment for most classroom activities
- Manages feelings such as anger, sadness, frustration, pride, enthusiasm, envy, or joy appropriately

*The children learn to accomplish tasks both independently and as a group. Our classrooms promote this by having a balance of team activities, whole group activities and independent activities.*

#### **What can we do at home to promote these successful learner traits?**

- *Independence: Is your child emptying his/her own folder? Carrying his/her own backpack? Walking into school independently? Buttoning or zipping pants and jackets?*
- *Be patient and give your child time to complete tasks independently. This can be hard, we're all busy!*

- *Play dates—always be listening to how your child is interacting with others*
- *Problem solving: encourage your child to come up with solutions to problems; try to stop yourself before jumping in to help your child.*
- *Let your child hear "no" from you and other grown-ups.*
- *When your child comes home with school work, be excited for your child! Show your child how proud you are!*

### HEALTH AND PHYSICAL DEVELOPMENT:

- Engages in active play using gross motor skills
- Engages in active play using fine motor skills
- Uses writing and drawing tools with control
- Coordinates movements to perform complex tasks
- Shows understanding and follows simple safety rules and procedures
- Understands the importance of physical fitness
- Participates in simple practices that promote healthy living, safety, and prevent illness
- Performs self-care tasks
- Identifies examples of good nutrition
- Explores choices that can affect health (brushing teeth, washing hands)

*The children attend P.E. class two days a week. Full day students have a 20-30 minute recess after lunch. The students are regularly involved in movement activities within the classroom throughout the day.*

### **What can we do at home to promote health and physical development?**

- Put the ipads and videos games away and get outside and PLAY!
- Encourage health practices at home like "catching your cough," washing hands ("did you flush and wash?") and brushing teeth.
- Make fruits and veggies a part of every meal.
- Participate in fine motor activities.

### RELIGION:

- Demonstrates knowledge of God as loving Creator
- Identifies Jesus as God's Son
- Identifies the Bible as a book that tells us about God
- Recounts events and characters of the Old Testament
- Describes stories of Jesus from the New Testament

- Describes prayer as talking and listening to God
- Describes God's presence within and around us
- Engages in prayers of thanks, praise, asking, and sorrow
- Recites prayers and participates in rituals
- Identifies the church as a special place of prayer
- States that we belong to the Church through Baptism
- Expresses how we are loved by God and others
- Demonstrates respect for others
- Expresses the importance of participating in mission activities

*Our Religion series is called I am Special! He shows us His love through the people in our lives. We will attend Mass twice a month with our 8<sup>th</sup> grade buddies and will make Friday "church visits" as a kindergarten class.*

### **What can we do at home to grown in our faith?**

- Go to Mass each week.
- Pray together as a family—before meals, before bed, etc. Ask your child about the prayers we learn in school!
- Model positive, kind, Christian behaviors for your child. Remember, your child is always watching you!
- Find ways to help others. Encourage your child to start seeing the needs of others.

### **LITERACY:**

#### **Reading Comprehension**

- Actively engages in group reading activities with purpose and understanding
- Shows understanding of key parts of stories and informational texts
- Independently interacts with books and other texts
- Participates in conversations with peers and adults about kindergarten topics/texts studied
- Speaks in complete sentences, using a variety of words, word parts, and language elements
- Listens to others and takes turns speaking
- Uses words and phrases learned through books and lessons, in conversations and other daily classroom activities

#### **Letter Knowledge**

- Recognizes and names all uppercase letters of the alphabet
- Recognizes and names all lowercase letters of the alphabet
- Writes all uppercase letters of the alphabet

- Writes all lowercase letters of the alphabet

### **Phonological Awareness**

- Blends and segments beginnings and endings of one-syllable spoken words
- Recognizes and produces rhyming words
- Isolates the beginning sound, middle vowel sound and final sound in three-phoneme (sound) words
- Blends the beginning sound, middle vowel sound and final sound in three-phoneme (sound) words
- Segments the beginning sound, middle vowel sound and final sound in three-phoneme (sound) words

### **Print Concepts**

- Demonstrates understanding of the basic features of print (e.g., left to right, top to bottom, page by page)
- Demonstrates understanding of concept of a written word
- Phonics and word recognition
- Produces the primary sound of each consonant
- Knows the appropriate letter or letters of the consonant sounds and the five major vowel sounds
- Reads common high-frequency words by sight

### **Writing**

- Uses words, letters, drawings, or dictation to communicate
- Adds drawings to writing to give additional detail
- Names and understands the purpose of end punctuation

*Our balanced approach to literacy offers a chance for students to read and write independently, together with the teacher as a class or in small groups. Throughout the day the students participate in the following activities that help to promote reading and writing skills:*

- ✓ *Daily journaling (independent writing)*
- ✓ *Learning High Frequency words using monthly lists*
- ✓ *Guided Writing (write along with the teacher)*
- ✓ *Shared Writing (share the pen with the teacher in a whole group setting; ex. Morning message)*
- ✓ *Interactive Writing (writing together on white boards in a whole group setting)*
- ✓ *Shared reading (reading together using big books in a whole group setting)*
- ✓ *Guided reading (reading in small groups with skill level appropriate books)*
- ✓ *Independent reading*

*The Michael Heggerty Phonemic Awareness Program is a part of our daily instruction. Phonemic awareness involves being able to orally manipulate the sounds of words. This program helps children to break down words to hear the individual phonemes or sounds, identify beginning, middle and end sounds in words, rearrange, add or take away sounds to create new words and understand letter/word/sentence concepts.*

*Our phonics program is called **Jolly Phonics**. The program involves learning the first 42 most common letters sounds, letter formation, blending sounds and learning high frequency words (words that are most commonly used in reading and writing that students should recognize on sight without having to sound them out). With this program, the students will also begin to read books appropriate to their skill levels.*

## **MATH:**

### **Patterning**

- Creates and continues patterns

### **Counting and Cardinality**

- Counts to 100 by ones
- Counts by twos, fives, and tens to 100
- Identifies numbers 0 to 20
- Writes numbers from 0 to 20
- Counts sets of 1 to 20 objects
- Understands the relationship between numbers and quantities; connects counting to cardinality
- Compares two sets of objects to identify greater than, less than, or equal

### **Operations and Algebraic Thinking**

- Solves simple addition problems
- Solves simple subtraction problems
- Decomposes numbers into equations (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ )

### **Measurement and Data**

- Describes measurable attributes of objects such as length or weight
- Compares data and describes differences using tables, graphs, and symbols
- Classifies objects into categories

### **Geometry**

- Names the shape of two- and three-dimensional objects (e.g. circle, sphere, triangle)
- Describes the relative position of objects in the environment (e.g. above, below, beside, in front of, behind, and next to)

- Uses informal language to compare shapes (e.g. number of sides, number of corners)

*The children participate in whole group and center group activities that help to promote these skills. We use Houghton Mifflin's GO MATH!*

## **SCIENCE AND SOCIAL STUDIES:**

### **Science**

- Uses the senses, simple tools, and equipment to explore and observe materials and natural phenomena
- Collects, describes, compares, and records information
- Shows an awareness of changes that occur in themselves and their environment
- Describes and compares basic needs of living things
- Identifies, describes, and compares properties of objects (e.g., size, shape, color)
- Describes the effects of forces in nature
- Explore and describe solids, liquids, and gases
- Identifies, observes, and describes changes associated with night/day
- Identifies, observes, and describes changes associated with seasons using common weather-related vocabulary
- Begins to understand ways to reduce, reuse and recycle materials
- Participate in STEM activities involving building, creating and experimenting to encourage critical thinking skills.

### **Social Studies**

- Demonstrates beginning awareness of city/town, state, and country
- Shows beginning understanding of what it means to be a leader
- Describes some people's jobs and what is required to perform them
- Begins to understand the use of trade or money to obtain goods and services
- Shows some awareness of time and how the past influences people's lives
- Recalls information about the immediate past
- Locates objects and places in familiar environments
- Begins to develop an awareness of ways people depend on and interact with the environment (fishing, farming, and industry)
- Identifies similarities and differences in people's characteristics, habits and living patterns
- Understands that each of us belongs to a family and recognizes that families vary

*Our Social Studies program is **Scott Foresman, Here We Go!** We will learn about our communities, transportation, our country and the similarities and differences in our families.*

## **Art**

- Learn to cut, color and paste neatly
- Create self-expression through art media
- Follow specific step by step instructions

*The art center is a part of our free choice centers. The children also attend art class once a week.*

## **Music**

- Become exposed to different types of music
- Develop an appreciation of music
- Learn simple songs
- Learn basic rhythms and proper response through body movements
- Learn about and play different instruments

*The children are exposed to and learn new songs that help to promote specific skills that we are working on in class. We sing daily in the classroom. They also attend music class one day a week.*

## **Computers (Technology Learning Center)**

- Learn basic mouse controls
- Begin an understanding of the keyboard
- Play age appropriate games
- Computer safety

*The computer center is a part of our free choice centers. The children also attend computer class once a week.*

## **Spanish**

- Learn basic Spanish vocabulary
- Learn about Spanish culture and customs
- Learn to count to 30

*The children receive Spanish instruction once a week for 45 minutes. Students learn through movement, chants, song and language immersion.*