



# St. Cletus

## Early Childhood Education

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### Kindergarten Goals

#### SUCCESSFUL LEARNER TRAITS

##### **Students will:**

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

***Curriculum:** The structure of the kindergarten classroom is meant to encourage interaction between students. Our "center-based" classroom means students spend much of the day in small learning groups working and playing together with their peers. "Second Step" is the social emotional curriculum we use to help students build social-emotional skills including managing emotions, problem solving, meeting goals, and nurturing positive relationships. These are skills that students need for both school and life!*

#### RELIGION

##### **Students will:**

- Demonstrate knowledge of God as loving Creator.
- Identify Jesus as God's Son.
- Identify the Bible as a book that tells us about God.
- Recount events and characters of the Old Testament.

- Describe stories of Jesus from the New Testament.
- Describe prayer as talking and listening to God.
- Describe God's presence within and around us.
- Engage in prayers of thanks, praise, asking, and sorrow.
- Recite prayers.
- Identify the church as a special place of prayer.
- State that we belong to the Church through Baptism.
- Express how we are loved by God and others.
- Demonstrate respect for others.
- Express the importance of participating in mission activities.

*Curriculum: Our Religion series is called "I am Special!" We will attend weekly 8:00 a.m. Mass with our 8<sup>th</sup> grade buddies, and we will also make Friday "church visits" as a kindergarten class.*

## LANGUAGE ARTS

### **Reading Comprehension**

- Actively engage in group reading activities with purpose and understanding.
- Show understanding of key parts of stories and informational texts.
- Independently interact with books and other texts.
- Participate in conversations with peers and adults about kindergarten topics/texts studied.
- Speak in complete sentences, using a variety of words, word parts, and language elements
- Listen to others and take turns speaking.
- Use words and phrases learned through books and lessons, in conversations and other daily classroom activities.

### **Letter Knowledge**

- Recognize and name all uppercase letters of the alphabet.
- Recognize and name all lowercase letters of the alphabet.
- Correctly form all uppercase letters of the alphabet.
- Correctly form all lowercase letters of the alphabet.
- Give the letter-keyword-sound for 26 Foundations letters and also the 5 digraphs (wh, ch, sh, th, ck)
- Produce the primary sound of each consonant.
- Produce the five vowel sounds (a, e, i, o, u).
- Produce the five digraph sounds (wh, ch, sh, th, ck).
- Recognize 75 high frequency words using the "heart method" approach.

- Use writing and drawing tools with control when forming letters and drawing pictures.

### **Phonological Awareness**

- Blend and segment beginnings and endings of one-syllable spoken words.
- Recognize and produce rhyming words.
- Isolate the beginning sound, middle vowel sound and final sound in three-phoneme (sound) words.
- Blend the beginning sound, middle vowel sound and final sound in three-phoneme (sound) words.
- Segment the beginning sound, middle vowel sound and final sound in three-phoneme (sound) words.

### **Print Concepts**

- Demonstrate understanding of the basic features of print (e.g., left to right, top to bottom, page by page).
- Understand that books have a title, an author, and often an illustrator.
- Recognize that there are spaces between words.
- Differentiate between: numbers and letters; letters and words; words and pictures.
- Learn the purpose of punctuation.

### **Writing**

- Generate their own writing topic.
- Use words, letters, drawings, or dictation to communicate.
- Write 1+ sentence(s) with correct spacing and use of lowercase letters.
- Add drawings to writing to give additional detail.
- Use writing and drawing tools with control when forming letters and drawing pictures.

*Our approach to literacy focuses on the 5 pillars of structured literacy which include phonemic awareness, phonics, vocabulary, fluency and comprehension. Within their literacy block time, students also participate in:*

- ✓ Daily journaling (independent writing)
- ✓ High frequency word mapping (such as "went" "the" "my" to "a")
- ✓ Guided Writing (write along with the teacher)
- ✓ Shared Writing (share the pen with the teacher)
- ✓ Interactive Writing (writing together on white boards)

- ✓ Shared reading (reading together using big books)
- ✓ Guided reading (reading in small groups with books containing the phonics skills that have been taught)
- ✓ Independent reading
- ✓ Phonemic Awareness exercises

*Curriculum: Michael Heggerty Phonemic Awareness, Foundations (phonics), High frequency word recognition, Super Kids (reading)*

## MATH

### **Patterning**

- Create and continue patterns.

### **Counting and Cardinality**

- Count to 100 by ones.
- Count by twos, fives, and tens to 100.
- Identify numbers 0 to 20.
- Write numbers from 0 to 20.
- Count sets of 1 to 20 objects.
- Understand the relationship between numbers and quantities; connect counting to cardinality.
- Compare two sets of objects to identify greater than, less than, or equal.

### **Operations and Algebraic Thinking**

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

### **Measurement and Data**

- Describe measurable attributes of objects such as length or weight.
- Compare data and describe differences using tables, graphs, and symbols.
- Classify objects into categories.

### **Geometry**

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

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

**Curriculum:** Houghton Mifflin Harcourt's "Into Math"

## SCIENCE AND SOCIAL STUDIES

### **Students will:**

- Use the senses, simple tools, and equipment to explore and observe materials and natural phenomena.
- Collect, describe, compare, and record information.
- Show an awareness of changes that occur in themselves and their environment.
- Describe and compare basic needs of living things.
- Identify, describe, and compare properties of objects (e.g., size, shape, color).
- Describe the effects of forces in nature.
- Explore and describe solids, liquids, and gases.
- Identify, observe, and describe changes associated with night/day.
- Identify, observe, and describe changes associated with seasons using common weather-related vocabulary.
- Begin to understand ways to reduce, reuse and recycle materials.
- Participate in simple practices that promote healthy living, safety, and prevent illness.
- Identify examples of good nutrition.
- Explore choices that can affect health (brushing teeth, washing hands).

*Curriculum: Science Fusion! We will participate in different STEM activities throughout the year and our Science Fusion program will guide us in different exploration activities.*

## SOCIAL STUDIES

### **Students will:**

- Demonstrate beginning awareness of city/town, state, and country.
- Show beginning understanding of what it means to be a leader.
- Describe some people's jobs and what is required to perform them.
- Begin to understand the use of trade or money to obtain goods and services
- Show some awareness of time and how the past influences people's lives.
- Recall information about the immediate past.
- Locate objects and places in familiar environments.
- Begin to develop an awareness of ways people depend on and interact with the environment (fishing, farming, and industry).

- Identify similarities and differences in people's characteristics, habits and living patterns.
- Understand that each of us belongs to a family and recognizes that families vary.

## ART

### **Students will:**

- Learn to cut, color and paste neatly.
- Create self-expression through art media.
- Follow specific step by step instructions.
- Learn to create and engineer and develop critical thinking skills.

*Curriculum: The art center is a part of our free choice centers. The children also attend Art class once a week for 40 minutes.*

## MUSIC

### **Students will:**

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

*Curriculum: 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.*

## GYM

### **Students will:**

- Engage in active play using gross motor skills.
- Coordinate movements to perform complex tasks.
- Show understanding and follows simple safety rules and procedures.
- Understands the importance of physical fitness.

*Curriculum: The children attend P.E. class two days a week, 40 minutes each. 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.*

## TLC (Technology Learning Center)

### **Students will:**

- Learn basic mouse controls.
- Begin an understanding of the keyboard.
- Play age appropriate games.
- Learn computer safety.
- Participate in iReady: *i-Ready* is an online program for reading and math that helps determine the needs of students, personalize their learning, and monitor progress throughout the school year. *i-Ready* consists of two parts: Diagnostic exam and Personalized Instruction. The diagnostic is taken three times a year: fall, winter and spring. It is an adaptive assessment meaning each time a student gets a correct answer, the next question will be a little more difficult. After the initial diagnostic is taken, students then begin to work on their "learning path" in both math and reading. By the end of the school year, students will take a final diagnostic which is ONE way we track student growth.

*Curriculum: The children also attend computer class once a week (40 minutes).*

## SPANISH

### **Students will:**

- Learn basic Spanish vocabulary including colors and feeling words.
- Learn about Spanish culture and customs.
- Learn to count to 20.

*Curriculum: The children receive Spanish instruction once a week for 30 minutes. Students learn through movement, chants, song and language immersion.*