

Kindergarten Goals and Objectives

Religion:

Concordia Publishing House publishes the Christian based Voyages program that gives the opportunity for lessons about God, Jesus, and His followers to be taught. The daily lessons focus on the topic of the weekly theme. Each Friday, the Family Letter will go home. It is a description of what the Kindergarten class was talking about for the week. It may be cut along the dotted lines, and then your child can use the Family Letter scene to retell the week's story.

We have a special friend who sometimes visits during Jesus Time – a puppet, Jelly. He is quite entertaining and the children really like him! We also have fun learning new songs, going to Chapel on Wednesday's, and learning our weekly Bible verses!

Reading:


In Kindergarten we use the Houghton Mifflin Reading program that is based on phonics and balanced literacy. We learn the letters of the alphabet (both upper and lower case) and their sounds, how those letters go together to make words, and how words are put together to make sentences. Some of the methods we use to promote reading and reading skills include:

Teacher 'read-alouds' from picture and chapter books
Guided reading groups (later in the year)

Independent reading from personal book baggies
Whole group reading using trade books in content areas
(example: science-books on apples during our apple unit;
social studies-books on helpers during our community
helpers unit)
At-home reading minutes
Book discussions
Library time
National Geographic for Kids magazine

Kindergarteners will also use centers and games to reinforce letter recognition, phonemic awareness, phonics skill building, and sequencing. We will sing songs and chant rhymes, retell stories, and identify beginning, middle, and end of stories.

Writing:

The Kindergarten curriculum focuses on printing and proper letter formation in both the upper and lowercase letters. We use the Handwriting Without Tears program. The program uses wood pieces, letter cards and mats as readiness materials to develop skills in a playful but structured way. Slates, sponges, and chalk are also used in the “wet, dry, try” procedure. The  is an orientation icon to let students know where to start their letters and numbers. We also use a rocking CD to make learning our letters and numbers fun and memorable. Lessons are organized to help children learn handwriting skills in the easiest, most efficient way (beginning with the capital

letters, then lower case letters, and numbers-which will be taught in math).

Kindergartners will also be journal writing. This will incorporate a range of items from drawing a picture and labeling it, drawing a picture and writing a sentence (or two), copying a daily message, writing their own daily message, and writing across the curriculum (theme based; example – after our field trip to the apple/pumpkin farm, the student will draw their favorite part and describe it).

Mathematics:

We use the Scott Foresman-Addison Wesley program. The scope and sequence for Kindergarten addresses the following concepts:

Whole number concepts and operations (numeration-meaning of numbers, reading and writing numbers, ordinal numbers, comparing and ordering; addition/subtraction-meaning of, basic facts and strategies, problem solving)

Fraction concepts - part of a whole

Number Sense, Estimation, and Mental Math (number sense-meaning of whole numbers, fractions, number patterns, number relationships, relative magnitude of numbers; estimation-estimation quantities and measures; mental math-count on/count back, make ten, skip count)

Mathematical Processes (problem solving-choose an operation, use objects/act it out, draw or use a picture/diagram, guess and check, look for a pattern, make an organized list, use logical reasoning, make a choice;

reasoning-classifying/sorting, comparing/contrasting, finding/extending/using patterns/making generalizations, drawing conclusions, visual patterns, spatial reasoning; reading from math, write about it/journal, talk about it/share)

Geometry (plane and solid shapes-identify and relate plane and solid figures, circles and parts of circles, draw/construct/build, visual thinking; classification-congruent figures, triangles, quadrilaterals)

Patterns - with objects/geometric figures, with numbers, skip counting, making predictions, logical reasoning

Measurement, Time, and Money (measurement-comparing lengths and sizes, nonstandard units, estimating length, capacity and weight, temperature; time-nearest hour/half-hour, estimating time, calendar; money-identify coins and bills, count and show amounts, comparing)

Data and Statistics (graphing-reading/making pictographs, making predictions; data-collecting an organizing data, reading/making charts and tables, tally charts, using data in problem solving)

Social Studies and Science:

Concepts in these areas will be taught around themes and will be incorporated into our whole group reading and activity time. Opportunities for field trips, experiments, art projects, and other classroom activities will promote learning. Some of the curriculum topics that may be included, but are not limited to: All About Me, Families, Community Helpers, Transportation, Apples, Pumpkins, Holidays, Winter/Snow, Animal Homes...

Concepts are also reinforced through the use of the National Geographic for Kids magazine.

Character Education:

Habits of good citizens are addressed on a daily basis, through literature and real life situations. Our Morning Meeting/Calendar Time and Afternoon Wrap-Up provides an opportunity to build community and address important issues each day. We focus on:

Respect

Responsibility

Fairness

Caring

Honesty

Consequences for actions

Personal safety and health

Reading – A Balanced Literacy Program

Total Immersion – Reading is not an isolated subject. It is used all day long in every aspect of the child's day.

Things you will find in a Kindergarten reading program.

Reading Aloud – Purpose is for enjoyment, vocabulary building/development, and exposure to good literature, raising comprehension, and teacher modeling oral reading.

Shared Reading – An expert is modeling reading. It can be done in many ways:

one on one	small group	poetry
whole group reading	paired reading	choral
tape recorder and read along book		

Guided Reading – The teacher works with a group of children. The teacher and each child have a copy of the book. The group has been chosen for a specific reason. The teacher may want to teach the short /a/ sound to this group or work on higher thinking skills such as predicting. The groups change according to student's needs.

Whole Class Guided Reading – occurs when the teacher has a specific reason for teaching something to the entire class. For example, many teach the science and social studies curriculum through whole class guided reading. Also, lessons on sequencing, reading for information, modeling questioning techniques, modeling beginning, middle, and end of stories can be taught this way.

Sustained Silent Reading/Independent Reading – Each child is free to choose books or magazines that interest him/her. It is a quiet reading time. The children are

accountable for their reading through a reading log or an alternate method chosen by the teacher.

Homework – Reading is a skill and skills need to be practiced. This is why there is 15 minutes of reading a night.

Phonics – The children are instructed in phonics directly and indirectly. Every opportunity is taken to name letters, their sounds, how sounds go together to make new sounds and words throughout the day.

Literature – There is an abundant supply of reading material that may be used.

Instructors – Teachers, assistants, tutors, and parents all help the child with reading. The more the children practice and are taught strategies the more successful they will become.

Benchmarks – These are the standards designed to provide criteria by which the children are measured.