

# Mrs. Zyskowski's Kindergarten Curriculum

## **Literacy:**

Kindergarten students arrive in the fall at various degrees of reading readiness - and that is okay! There are so many factors for this and few are necessary for concern. Most factors (age, gender, personality, etc.) just require patience and perseverance!

**Below is a list of the basic reading/writing foundational skills we will work on/master:**

- Follow words from left to right, top to bottom, and page by page
- Understand words are separated by spaces
- Name all upper- and lower-case letters
- Produce rhyming words
- Pronounce the initial, medial and final sounds in words
- Read common high-frequency words by sight
- Print upper-and lower-case letters
- Form plural nouns by adding /s/ or /es/
- Capitalize first word in a sentence and a pronoun
- Recognize and name end punctuation
- Spell simple words phonetically
- Use frequently occurring inflections and affixes to find the meaning of an unknown word (-ed, -s, un-, pre-, -ful, -less)
- Begin to understand synonyms and antonyms

**We will also read and understand the difference between informational text and literature by:**

- Listening to stories read aloud and answering questions about the stories

- Identifying characters, setting, and major events in a story
- Recognizing common types of text (fiction, non-fiction, biography, fairy tales)
- Identifying author and illustrator

**These are the basic writing goals:**

- Compose an opinion of a book by drawing, writing, and dictating
- Compose informative texts by drawing, writing, and dictating
- Participate in shared writing experiences
- Recall or gather information to answer questions

\*Ms. Cornell will be teaching religion and writing to our Kindergarteners this year (as I instruct her students in reading). Ms. Cornell will be incorporating Writer's Workshop - a fantastic program in which different writing techniques are introduced one at a time and students work at their individual level with lots of one-on-one conferencing and support from the teacher.

**To enhance our speaking and listening skills we will work on:**

- Participating in conversations about Kindergarten topics
- Confirming understanding of text by asking and answering questions
- Describing familiar places, things, and events
- Speaking audibly and expressing thoughts and feelings

## **Math:**

We use the Singapore Math curriculum (which follows Common Core standards). This really is an exciting curriculum. Kindergarten curriculum will start out fairly slow but rest assured it is building a foundation that will be very important for the years to come.

- Counting to 100 by ones, twos, fives and tens
- Write numbers 0-20
- Pair objects with numbers
- Comparing two numbers as greater than, less than, or equal to
- Addition and subtraction
  - Word problems within 10
  - Fluently add and subtract within 5
- Using ten frames to compose numbers 11-19
- Measurement attributes of objects (length or weight)
- Describe position of objects (above, below, left, right) and points in time (before, after)
- Name basic shapes
- Identify shapes as 2-D or 3-D
- Compose simple shapes to form larger shapes

## **Religion:**

- Recognize certain biblical heroes and stories
- Treat the Holy Bible as a 'special book'
- Tell creation story in own words
- Articulate that Jesus was born of Mary and grew up with Mary and Joseph
- Recognize the Christmas crib scene
- Make the sign of the cross

- Know the name and story of their favorite saint
- Learn the following prayers:
  - Sign of the Cross
  - Grace Before Meals
  - Grace After Meals
  - Prayer to One's Guardian Angel

## **Science:**

We will begin this year by learning about wood and paper. This comes to us from the Educational Services Department in the form of a FOSS kit. Students tend to love this unit. They learn where paper comes from and the differences between wood that comes from different trees as well as the various kinds of paper. We make wood sculptures and papier mache among other activities to learn how paper and wood are used to make useful and aesthetic objects.

During the winter trimester we will study force and motion. We will do all kinds of hands on projects to learn about these concepts.

In the spring we will hatch chicken eggs! We will learn about the incubation process and study our embryos' growth over the gestational period. We will then keep the chicks for about two or three weeks after they've hatched before we find a home for them (anyone interested in adopting?? Let me know!)

I hope to find an affordable small fish tank as well and adopt a fish or two. The students loved having a class pet last year when we temporarily had fish through a FOSS kit. If it works out, we will learn about fish and caring for them in our classroom.

## **Social Studies**

Have you ever read the article "Everything I need to know I learned in Kindergarten"? Learning to get along is a process that takes some of us longer than others and generally really heats up for the first time around Kindergarten as five/six year olds begin to become a little less egocentric. More interaction (versus parallel play) means learning how to get along. Hence, the majority of our social studies curriculum will include:

- Explaining the rules of the school, classroom, and playground
- Demonstrating sharing and fairness
- Recognizing and evaluating the fairness of one's point of view
- Brainstorming questions about school community
- Stating own viewpoints and listening to the viewpoints of others
- Learning about our school and home communities
- Creating and explaining an individual timeline that shows personal events over time
- Creating and explaining a classroom timeline

## **Library**

We have a class library that has many books for the students. They are categorized by subjects so students can check out books that interest them. We will also go to the Bainbridge Public Library every week as a class. The students will have the opportunity to check out a book at this time. I am happy to allow students to bring them home but please help me help you get those books returned on time! We will return the books that are at school each time that we go back to the library. Please make sure that your child has a library card and have them bring one of the copies to the teacher.

## **Calendar Time**

We start every morning with calendar. We talk about the months, the days of the year, the date, the weather, and the number of days we have been in school.

## **Reading Groups**

Once I have evaluated each student's reading level (and 'reading' may just be recognizing letters for some), I will split students into appropriate groups and meet with each for 30 mins, 2-3 times per week (depending on the number of groups). This is intense (but fun!) instruction time. We play games, learn reading strategies and work on our comprehension.

While I meet with a small group of students, the others will be at stations. Stations will be updated and altered throughout the year but will consist of hands-on phonics practice.

Volunteers are much appreciated during this period which will be from about 9:20am-10am each morning. Let me know if you'd like to help with station 'management'!

## **Classroom Management**

There are a few different classroom management strategies that I will be using this year. As a school we will all be creating T-charts that will show different ways we see and hear examples of the word of the month (September = Respect). These charts will be referred to and updated regularly and posted in every classroom.

Another strategy we will be using is the De-Bug Unit. This is a lesson that teaches different ways to deal with each other when we're having a tough time getting along. They strategies are:

1. Ignore
2. Move away
3. Talk friendly
4. Talk firmly
5. Get adult help

We have a warm fuzzy jar in which students can earn 'fuzzies' as a class when they all show respectful, kind behavior. When the jar is full they earn a little reward. I think this year it may be a free dress day or an extra recess. It tends to take a while to fill up the jar - more because the kids and Mrs. Z forget about it 😊 than do to poor behavior. However, sometimes we need that visual and extra motivation that it provides.

I also use songs and clapping patterns to get the students' attention or to signal them to transition quickly and efficiently. Phrases such as "Mac and cheese, everybody freeze!" or "1,2,3 Eyes on me". Another song we will sing is "Clean up, Clean up 1,2,3; I help you, you help me." These songs make things a little more light and fun as well as encouraging us to work together as a team.

## **Year Long Service Project**

Each classroom has a yearlong service project. I am really excited to be working with Fishline in Poulsbo. They are an incredible organization that helps families on the peninsula. They work closely with a couple of elementary schools on the peninsula that have a high percentage of low-income families. For the first trimester Kindergarten will be sponsoring a

food drive on each Mass day (every other Friday). Even just one can or box of food from each child will make a big difference. We will visit Fishline to learn more about what the foodbank is and even help stock shelves. For the winter semester we are going to have a 'gently used' clothing drive. Since our children wear uniforms, most of their street clothes tend to be in fairly good shape by the time they grow out of them. Fishline would greatly appreciate these hand-me-downs! Please note that all donations will be requested from the whole school (courtesy of the Kindergarten class) so Kindergarten parents will not be solely responsible for all items.

## **Field Trips**

I plan to go on a few field trips this year. Volunteers will be needed for field trips so please let me know if you are interested in helping. I will soon generate plans and dates and get them to you as soon as possible.