

WHITE PLAINS PUBLIC SCHOOLS

CURRICULUM GUIDE

FOR

KINDERGARTEN



MAMARONECK AVENUE ELEMENTARY SCHOOL

7 NOSBAND AVENUE

WHITE PLAINS, NEW YORK 10605

914 422-2286

TABLE OF CONTENTS

LETTER FROM YOUR CHILD'S TEACHERS.....	P. 3
▪ KINDERGARTEN SUPPLY LIST	
▪ SPECIAL EVENTS	
ENGLISH LANGUAGE ARTS.....	P. 4
▪ READING	
▪ SUGGESTED READING LIST	
▪ PHONEMIC AWARENESS	
▪ WRITING	
▪ LISTENING/SPEAKING	
▪ SPELLING/HANDWRITING	
▪ ASSESSMENT	
MATHEMATICS.....	P. 7
▪ CONCEPTS	
▪ PROBLEM SOLVING	
▪ ASSESSMENT	
SOCIAL STUDIES.....	P. 7
SCIENCE.....	P. 7
SOCIAL SKILLS/WORK HABITS.....	P. 8
SELF-HELP SKILLS/SELF-INFORMATION.....	P. 8
MOTOR DEVELOPMENT.....	P. 8
HEALTH AND SAFETY.....	P. 9
ART/ MUSIC/ COOKING.....	P. 9
SPECIAL AREA AND SUPPORT SERVICES.....	P. 9
▪ ART	
▪ MUSIC SERVICES	
▪ LIBRARY MEDIA	
▪ PHYSICAL EDUCATION SERVICES	
▪ LEARNING STRATEGIES PROGRAM	
▪ ENGLISH FOR SPEAKERS OF OTHER LANGUAGES	
▪ READING SUPPORT SERVICES	

Dear Kindergarten Parents,

Welcome to Mamaroneck Avenue School!

We are delighted to have you here. We look forward to working with you to make your child's first year at MAS a wonderful learning experience. We invite you to join our special events, take part in classroom activities, and contact us to share questions or concerns. We hope you will share your talents with us as well. Developing a community of friends and families is one of our priorities.

This guide outlines the kindergarten philosophy, the curriculum and the special events planned throughout the year.

Warm regards,
The Kindergarten Teachers



KINDERGARTEN SUPPLY LIST

It would be helpful if your child brings the following items to school:

- A box of Crayola Classic washable markers (thick)
- A box of Crayola Classic washable markers (thin)
- 4 glue sticks (Avery, if possible)
- Liquid soap in dispenser (no Purell, please)
- An oversized, labeled T-shirt to use as a paint shirt (no plastic smocks)
- A BIG bookbag (we send home many papers and art projects; some of the cute little bags just don't hold enough!) – label with child's name
- A two pocket folder
- Box of tissues
- Baby wipes
- A beach sized towel for rest time – label with child's name
- A box of Ziploc gallon size bags
- **Daily** - A juice box (no bottles) and a healthy snack (fruit, cheese, pretzels, crackers or carrot sticks – no sugary snacks or chips)
- \$4.00 in an envelope with your child's name. We will be ordering a monthly subscription to a National Geographic magazine for children.

Please be sure to send any important notes/money in a clearly marked envelope.

SPECIAL EVENTS

- 100th day of School Celebration
- Parents are invited in for American Education Week in November as well as to read to the class or to help in a variety of ways in the classroom.
- Tentative field trips: apple picking; Steppingstones Children's Museum
- Writers' Celebrations
- Year End Celebration

ENGLISH LANGUAGE ARTS

Elements of the language arts strand of the curriculum are woven into everything we do in kindergarten. We focus on developing skills in the areas of reading, writing, listening and speaking.

READING

Kindergarteners develop a readiness for reading by being immersed in a print and language rich environment. In kindergarten, students are saturated with a variety of literature to help them develop a love of books, stories and poetry. They are introduced to rhyming words, phonemic awareness, letter and sound recognition which provide an important foundation for decoding. This developmental approach allows students to progress at their own pace and style.

Activities Include:

- Daily read alouds
- Word games to develop sound, alphabet and rhyming skills (*see next page regarding phonemic awareness*)
- Storytelling
- Partner reading
- Message Time
- Writer's Workshop
- Shared reading
- Author Studies
- Literacy Centers
- Independent reading
- Reader's Workshop
- Guided Reading

All the kindergarten teachers are using literacy practices based on the model set forth by Children's Literacy Initiative (CLI). Through our training and close work with our individual literacy coaches, we guide the children through activities that model writing for them (during **Message Time Plus**), give them opportunities to practice skills (during **literacy centers**) and to practice their reading skills (**guided reading**). Another important component of CLI is the **Author Study**, where we learn about different authors and how they write their stories. We practice our craft of writing during Writers' Workshop.

SUGGESTED READING LIST

There are *many* wonderful books available for young children. We are including some of our favorite authors on this list. We hope you will look for some of their books to read to your child. Children should also be exposed to hearing many different types of poems. They should hear and learn to recite many of the traditional **Mother Goose Rhymes** as well as listening to more current children's poems by authors such as **Shel Silverstein** and **Jack Prelutsky**. You may also want to speak to the librarian at the White Plains Public Library for suggestions of other appropriate children's books.

Authors:

- Jan Brett
- Marc Brown
- Eric Carle
- Donald Crews
- Lois Ehlert
- Denise Fleming
- Mem Fox
- Tana Hoban
- Leo Lionni
- Pat Hutchins
- Bill Martin
- Laura Joffee Numeroff
- Dr. Seuss
- Nancy Tafuri
- Rosemary Wells

PHONEMIC AWARENESS ACTIVITIES

Phonemic awareness is the understanding that speech is composed of a series of individual sounds. The ability to hear and manipulate sounds has been shown to be a predictor of success in reading and writing. In kindergarten we do many activities to enhance phonemic awareness skills. These include:

Rhyming

- Nursery rhymes (memorize, revise, rewrite)
- Rhyming books (listen for and predict rhyming words)
- Songs and poems
- Rhyming games (“I Spy” a word that rhymes with...)

Sound Matching

- Books, poems and songs that use alliteration (tongue twisters)
- Sound games (Sound Lotto, Sound Scavenger Hunt)
- Creation of letter sound books (“A is for Apple”)

Syllable Segmenting and Blending

- Clapping out names and multi-syllabic words (di-no-saur, pa-ra-chute)
- Jumping, marching or playing instruments to segment syllables
- Taking apart and putting together compound words (rainbow, mailbox, etc.)

Phoneme Segmentation and Blending

- Stretching out words to hear individual sounds
- Sound substitution games and songs (“Willoughby, Wallaby, Woo”)

Many of the above activities are fun to do at home!

WRITING

Writing is a form of communication that is encouraged and developed in kindergarten. From the beginning of scribble writing through dictated stories and invented spelling, children learn that writing is speech written down. Children are encouraged to write/draw stories, letters, lists and poems. They begin to respect themselves as authors.

Activities Include:

- Writer’s Workshop
- Writing centers
- Shared writing
- Model writing (ex., daily messages)

The Teachers College Writing Workshop Model is used throughout the district in grades K-5.

LISTENING AND SPEAKING

Children have many opportunities throughout the day in which to practice their listening and speaking skills. For example, they learn to be active listeners at story times, during show and tell and during large group discussions. They also learn to listen to each other during their play at the centers.

Through show and tell, re-telling of stories, playing at the learning centers and through conversations at snack time, they learn to use their language to express their ideas, opinions, ask questions and to use language in social situations with peers and adults.



SPELLING

Children are encouraged to use their knowledge of letters and sounds to spell words. Print rich environments also provide resources for them to find and copy words they may need for their writing. Children grow in their spelling skills as they become developmentally ready for such tasks.



HANDWRITING

Most activities in kindergarten focus on pre-writing skills which strengthen the children's fine motor skills. These early activities help to prepare them for more formal writing instruction in first grade.

In kindergarten, children are taught proper pencil grip, left to right orientation and top to bottom writing. They are shown and taught the correct letter formation on a more individual basis depending on their developmental readiness.



ASSESSMENTS

We use many different forms of assessing our young children. They include:

- Teacher observation
- Teacher checklists
- Writing portfolio
- Running records of students reading skills
- DRA (Developmental Reading Assessment)

MATHEMATICS

CONCEPTS AND PROBLEM SOLVING

Math is integrated using a hands-on approach throughout the kindergarten curriculum. Children have opportunities for exploring their environment daily. The concepts that are woven into the curriculum throughout the year include the following:

- One to one correspondence
- Number sense
- Recognizing, copying and creating patterns
- Graphing
- Sorting and classifying
- Rote counting
- Recognizing numerals
- Estimating
- Measuring
- Problem solving
- Geometry (shapes)

ASSESSMENTS

Math progress is assessed through teacher observations, teacher checklists and student work samples.

SOCIAL STUDIES

In kindergarten the social studies curriculum begins with self-awareness and extends to developing an understanding of the child's world. We focus on developing healthy social skills, which are very important throughout life. Children learn about the concept of community by becoming a classroom community of learners.

SCIENCE

Throughout kindergarten, children are encouraged to interact with their environment. Our science program emphasizes learning in a hands-on fashion; there is a sense of discovery to the science curriculum in kindergarten. Through active investigation, the children learn about the world around them.

Children learn to:

- Observe and compare
- Classify
- Predict
- Record information
- Form conclusions

The core curriculum focuses on:

- Five senses
- Learning about various properties of fabrics
- The weather
- Water play
- Living things

SOCIAL SKILLS/WORK HABITS

Through their play and classroom activities, children practice important social skills such as sharing, turn-taking and problem solving. Our goals are to help children learn to be able to:

- Play well with others
- Work well with others
- Be considerate of others
- Be cooperative
- Share and take turns
- Assume and share responsibilities
- Develop self-confidence
- Be dependable

Kindergarten students have opportunities to work in large groups, small groups and also independently. We hope to help all children develop in their ability to:

- Follow directions
- Work independently
- Work to the best of their ability
- Take pride in their work
- Be observant and curious
- Use materials correctly
- Finish their work

SELF-HELP SKILLS/SELF-INFORMATION

Kindergarten will help students become more independent as they learn to zip, snap and tie by themselves. They will also grow in skills such as opening up their own juice boxes, cleaning up their areas and managing their papers. Also, children will reinforce their knowledge of personal information such as their:

- First and last name
- Address and phone number
- age
- birthday

MOTOR DEVELOPMENT

Students in kindergarten need activities to help develop their gross and fine motor skills. Gross motor refers to the large movements such as running, climbing, jumping, hopping and ball skills. In addition to physical education class, students have opportunities for gross motor development on the playground and through various movement activities and games in the classroom.

Fine motor refers to smaller movements involving the hands and fingers. Many classroom activities help to strengthen fine motor skills and also develop eye-hand coordination. Some examples of these activities include puzzles, cutting, pasting, drawing, legos, lacing cards and play doh. Self-help skills such as zipping, buttoning and tying are also practiced in the kindergarten classroom.

HEALTH AND SAFETY

Children in kindergarten are instructed in proper health and safety rules throughout the year. The importance of exercise, proper nutrition, good dental health and taking care of our bodies is stressed in the classroom. In addition, the students learn to follow the school safety rules in the classroom and on the playground. We have several bus drills during the year to help them learn about bus safety as well.

ART/ MUSIC/ COOKING

All kindergarten children participate in art and music activities both in special area classes as well as within the classroom. Children are encouraged to do activities throughout the year that may reinforce concepts taught and/or encourage them to use their creativity. At the same time, they are strengthening their fine motor skills while cutting, pasting, coloring, manipulating rhythm sticks, etc. Art and music are also excellent avenues of self-expression for young children. Plus they are FUN!

Cooking activities are often integrated into the curriculum. Through cooking, children learn math while measuring, science while observing changes and language skills while reading recipes and sequencing steps. They enhance their social skills during the fun of working in a group and, of course, get to eat whatever they make!

SPECIAL AREA AND SUPPORT SERVICES

KINDERGARTEN ART CURRICULUM

Kindergarten students receive one period of art each cycle. Elements and principles of art are introduced, such as line, color, shape and texture. Students are introduced to a variety of art materials, including crayons, craypas, paint, scissors, glue and clay. Emphasis is on understanding and applying traditional media, techniques and processes. Instruction is given on proper use of materials and the development of fine and gross motor skills. Kindergarten classroom curriculum is reinforced. Students are introduced to examples of fine art and a variety of multicultural art activities. Adaptations are made for students with special needs.

KINDERGARTEN MUSIC SERVICES AND GOALS

All kindergarten children receive one music period a cycle taught by the music specialist in the music room. In addition, each class receives one additional music period with the music teacher in their classroom.

Goals:

- To find a singing voice
- Develop independent singing
- Play simple rhythm and melodic patterns
- Listen attentively to a short piece of music
- Compose simple melodies and phrases of a song
- Move expressively to a piece of music
- Begin to recognize and read a simple 3 note pattern

KINDERGARTEN LIBRARY MEDIA CURRICULUM

Each class is scheduled for a library class each cycle. Kindergarten library time introduces children to listening, age appropriate stories and authors. Students borrow a book each time they come to the library.

KINDERGARTEN PHYSICAL EDUCATION SERVICES AND GOALS

All kindergarten students at MAS receive one 40-minute period of physical education per cycle. The physical education staff teaches these classes in the gymnasium.

Goals:

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health

- Participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area
- Develop fitness skills through regular practice, effort and perseverance
- Demonstrate mastery of fundamental motor, non-locomotor and manipulative skills, and understand fundamental principles of movement
- Understand the effects of activity on the body, the risks associated with inactivity and the basic components of health-related fitness (cardiovascular, muscle endurance, flexibility and body composition)
- Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component and establish personal goals to improve their fitness
- Understand the relationship between physical activity and individual well being

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

- Contribute to a safe and healthy environment by observing safe conditions for games, recreation and outdoor activities
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment
- Work constructively with others to accomplish a variety of goals and tasks
- Know how injuries from physical activity can be prevented or treated
- Demonstrate care consideration and respect of self and others during physical activity

Students will understand and be able to manage their personal and community resources.

- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time
- Become discriminating consumers of fitness information, fitness and sports equipment and health-related fitness activities in their communities
- Demonstrate the ability to apply the decision making process to physical activity

LEARNING STRATEGIES PROGRAM

In kindergarten the learning facilitator acts as a consultant for the classroom teacher. A child many have difficulty learning alphabet letters or sounds, developing handedness or working with paper and pencil activities. The learning facilitator may go into the classroom to observe or work with the child in an informal way and make recommendations. Occasionally, the learning facilitator may recommend a more formal assessment if further information is needed.

E.S.O.L. (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)

All E.S.O.L. students, kindergarten through fifth grade, are aiming to acquire the English language as quickly and proficiently as possible. E.S.O.L. students receive small group instruction to enhance their English language skills. All instruction and work is carefully aligned with the standards to better assist and prepare the students for the challenging New York State testing. Incorporating listening, speaking, reading and writing in English, E.S.O.L. students master English through content based instruction and thematic units.

READING SUPPORT SERVICES

The Reading Support Services for Kindergarten consist of a small group (pullout). It is designed to supplement the daily reading instruction, which takes place in the classroom. The Reading Specialist administers the assessment tools (Developmental Reading Assessment; Observation Survey) and relies on the classroom teacher's observations and feedback in order to make the selection process an effective one. The students selected are those who are in need of more individualized reading instruction.