

# Individual Syllabus

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## Language

Language activities are a priority in Kindergarten. Through the utilization of literature books, class-made books, Big Books, puppets, tapes, poems, and an array of other activities, children experience a language-rich environment daily. This setting provides children with the foundation to eventually become emergent readers.

## Reading and Phonics      a    b    c

Reading is taught by reading and phonics! The special language of the printed word is best introduced to children by reading aloud to them from a variety of sources. The desire to read is nurtured and increased when children see the necessity and joy of reading! Reading should be Fun!

In addition, Kindergarten students receive explicit instruction in phonemic awareness and phonics. Each day activities are presented that assist your children in understanding the relationship between alphabetic symbols (letters) and sounds. Eventually, children will utilize reading strategies to decode new words.

Students will be creating Predictable Chart Stories within the classroom. Each student will create a sentence and illustration to help create a classroom book on specific topics. These books will rotated around to the students to take home and share with their families. When the year is over all stories will be sent home for students to enjoy!

### Core Syllabus for Kindergarten Reading-Language Arts:

#### Reading Content/Genres:

#### Rhyming

- Listening for rhymes in poetry
- Locating rhymes in text

**Fiction**

- Identify Text as Fiction (look at characters, illustrations, and plot)
- Read a variety of Fiction Text

**Non-Fiction**

- Identify Text as Non Fiction (examine text structure i.e. captions, illustrations, and table of contents)
- Read a variety of Non Fiction Text

**Reading Skills:****Text Structure**

- Identify Story Sequence (Beginning, Middle, End)  
*explored during the reading of classroom stories*
- Identifies the title or title page and front and back of book  
*discussed before the reading of all new stories*
- Knows where to begin and end reading

**Reading Strategies**

- Introduce Comprehension Strategies (To be determined)
- Realizes print contains meaning  
*demonstrated and modeled during Morning Message*

**Vocabulary Development**

- Use Picture/Text Clues to decode and develop vocabulary
- Use Background Knowledge

**Literary Devices**

- Determines if words begin with the same sound. (Alliteration) (Literacy Links)
- Identify and generate rhyming words  
*participate in games such as "Little Jumping Jones"*

**Word Recognition**

- Knows the difference between lower and uppercase letters
- Associates sounds with letters and introduced to long and short vowels.
- Realizes the difference between words, letters and spaces

## Writing

The writing program builds on what each child already knows. Writing begins with scribbles, and proceeds to lines and circles, random strings of letters, words

and spaces, and eventually sentences. You may hear these “terms” in school during the year . . . ‘pretend writing’, ‘inventive writing’, ‘phonetic writing’, or ‘book spelling writing’. Your children will be encouraged and applauded for all attempts and accomplishments on writing. Providing a risk-free environment is paramount to your children’s progress in writing.

If possible, please provide your children with writing tools, such as, pencils, crayons, felt pens, and paper at home.

### **Core Syllabus for Kindergarten Writing:**

#### **Writing Topics/Genres**

##### **Morning Message**

- Identify letters, words and sentences.
- Count letters, words and sentences.
- Compare letters, words and sentences.

##### **Dictation**

- Dictate a sentence for the teacher to write.  
*Pooh’s News and Predictable Chart Stories*
- Write a sentence dictated by the teacher.

##### **Free Writing**

- Displays meaning through illustrations.
- Sounds out words to represent meaning.  
*Students display free writing during Word of the Week time and Friday Free Write in their personal journals.*

#### **Writing Skills**

##### **Control of Language**

- 6 Traits
- Writing Process

##### **Content/Composition**

- Contributes to predictable charts.
- Illustrates predictable charts.

#### **Grammar/Spelling**

##### **Letter Identification**

- Identifies all capital letters.
- Identifies all lower case letters.

##### **Letter Sounds**

- Produces beginning consonant sounds.
- Produces both long and short vowel sounds.

##### **Journal Writing**

- Sounds out words during independent writing.
- Uses popcorn words in independent writing.

### **Listening/Speaking**

#### Active Listening

- Listens to stories without interrupting.

#### Active Participation

- Volunteers ideas regularly.

### **COMMON ASSESSMENTS:**

- ❖ Teacher observation
- ❖ Letter identification checklist
- ❖ Letter sound checklist
- ❖ Sentence dictation
- ❖ Predictable chart class books/publications
- ❖ Popcorn word checklist

## **Mathematics**

**1 2 3**

The mathematics program involves children in a variety of activities that create a foundation for mathematical understandings. Children manipulate concrete materials, such as blocks, buttons, pattern blocks, money, beads, and unifix cubes, to form mathematical concepts. Children discover the world of math through sorting, classifying, patterning, measuring, graphing, and estimating. Literature selections will focus instruction on specific mathematical concepts.

Math Links will be sent home throughout the year. Please complete with your child and send back to school. Please enjoy these math links and help your child grow within math.

### **Core Syllabus for Kindergarten Math:**

#### **Number and Numeration 1**

- Counts on by 1s to 100; count on by 2s, 5s, and 10s and count back by 1s.  
*Demonstrated by the daily counting of school days.*
- Count 20 or more objects; estimate the number of objects in a collection.  
*Colored Bear Game; Jelly Bean Jar (estimation)*
- Model numbers with manipulative; use manipulative to exchange 1s for 10s and 10s for 100s; recognizes that digits can be used and combined to read and write numbers; read numbers up to 30.

*Place Value Chart, Daily Calendar*

**Number and Numeration 2**

- Use manipulative to model half of a region or a collection; describe the model.
- Use manipulative, drawings, and numerical expressions involving addition and subtraction of 1-digit numbers to give equivalent names for whole numbers up to 20.  
*Individual Math/Science Journal*
- Compare and order whole numbers up to 20.

**Operation and Computation**

- Use manipulative, number lines, and mental arithmetic to solve problems involving the addition and subtraction of 1-digit whole numbers.
- Identify join and take-away situations.

**Data and Chance**

- Collect and organize data to create class-constructed tally charts, tables and bar graphs.
- Use graphs to answer simple questions.  
*Monthly Weather Graph*
- Describe events using certain, possible, impossible and other basic probability terms.

**Measurement and Reference Frames**

- Use nonstandard tools and techniques to estimate and compare weight and length; identify standard measuring tools.
- Identify pennies, nickels, dimes, quarters, and dollar bills.
- Describe temperature using appropriate vocabulary, such as hot, warm, and cold; identify a thermometer as a tool for measuring temperature.
- Describe and use measures time periods relative to a day and week; identify tools that measure time.

**Geometry**

- Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, and cubes.
- Identify shapes having line symmetry.

**Patterns, Functions, and Algebra**

- Extend, describe, and create visual, rhythmic, and movement patterns; use rules, which will lead to functions, to sort, make patterns, and play "What's My Rule?" and other games.
- Read and write expressions and number sentences using the symbols +, -, , and =.

Common Assessments: Teacher observation/individual quarterly assessments

District Policies: District Assessments-quarterly progress

## **Math Game Bags**

Your child will bring home a math game bag throughout the year. These bags include a math game and materials needed to play the game. The respect and prompt return of these materials is essential to their success.

## **Social Studies, Science, and Health**

In social studies, science, and health, children learn about themselves, others, and the world around them. Real objects, pictures, films, books, graphs, experiments, and field trips are utilized to provide information and opportunities for children to explore, compare and experiment.

\*Weekly Readers are also utilized for Social Studies, Science, and Health.

### **Core Syllabus for Kindergarten Science:**

#### **Physical Science: We use our senses to investigate the properties of matter**

- Sort and classify objects by their physical attributes.  
*Sort toy bugs by color*
- Explore the properties of magnets.  
*Manipulate magnets and magnet sticks*
- Predict, test hypotheses and record data during sink and float activities.  
*Guess and record items that will sink and float at water table*

#### **Earth Science: We observe weather and seasonal changes**

- Identify and record daily weather conditions.  
*Students will record and explore the different weather conditions that happen in Kewaskum. Information will be recorded during calendar time and inside their individual journals.*
- Observe, classify and compare daily weather and seasonal changes.  
*Students will take part in creating individual science journal. Weekly Readers are used for seasonal changes.*

#### **Life Science: People and animals have basic needs**

- Identify and discuss basic physical needs of animals (food, water, shelter, etc).

- Begin to demonstrate an understanding that people have the same physical needs as animals, as well as additional social and emotional needs.

**Scientific Process: We are curious**

- We question, predict, infer and propose explanations.  
*Questioning, predicting, and inferring are done on a daily basis in many of our content areas. Ex) Reading*
- Students demonstrate an interest in science topics, books, activities and centers.

Common Assessments: Teacher Observations

**Core Syllabus for Kindergarten Social Studies:**

**Holidays**

- Students will explain the significance of national holidays.
- Students will participate in discussions about holidays.

*Holidays will be explored through stories.*

**Character Traits**

- Students will demonstrate the following character traits as introduced:
- Respect
- Responsibility
- Self-Discipline
- Caring
- Integrity
- Leadership
- Cooperation
- Citizenship
- Reflection

*Character Traits will be introduced during our classroom meeting time. These character traits will be modeled throughout the day. Students will also be sorting our classroom stories by individual character traits.*

**Safety**

Focus on home and school evacuations/procedures:

- Fire
- Tornado
- Lock down

*Our Kindergarten classroom will be taking a walking field trip to our local fire department.*

Common Assessments: Teacher Observations

*\*Items colored in Red are Individual Activities.*