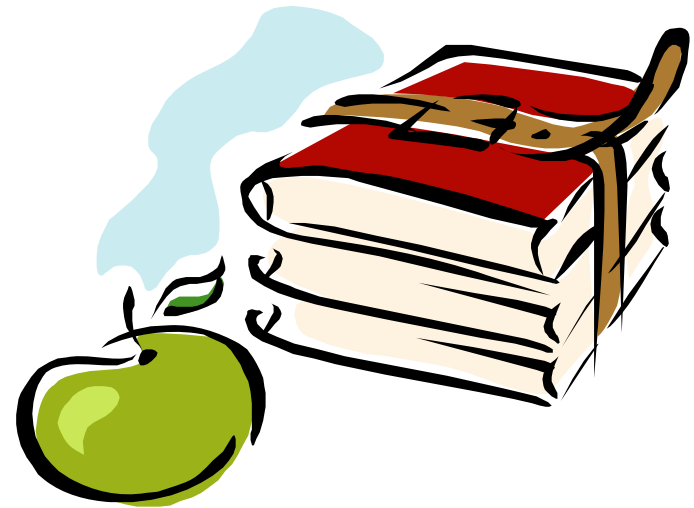


CURRICULUM AT A GLANCE



Kindergarten

Windsor Public Schools
2009

CURRICULUM AT A GLANCE
KINDERGARTEN

August 2009

We are pleased to provide this Curriculum at a Glance for kindergarten. This booklet provides a quick view of the curriculum and expected student performances for kindergarten. Expected performances identify the specific knowledge and abilities from the broader curriculum that will be assessed. It is our expectation that every child can and should learn at high levels. This belief recognizes that children have diverse needs, learn in different ways and rates, and have varied interests and experiences. We value and respect these differences. Working as a collaborative team of educational specialists, we will facilitate high-quality instruction for every child.

We recognize that to maximize each child's potential, Windsor families and staff must work as partners to create a respectful climate in which academic success is expected and the goal of lifelong learning is established. We look forward to working together so your child(ren) achieve(s) at high levels.

Sincerely,

Roger Wolcott Early Childhood Staff

Kindergarten Directory

Roger Wolcott Early Childhood Center
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Ronda Lezberg, Principal

	WHAT	WHY	WHEN
Apple Orchard	A visit to Auerbach 4H Farm in Bloomfield, CT	Enjoy the harvest as we learn about the growth of apples from seed to tree.	Mid October
Star Lab	A visit from a portable planetarium from Northwest Park.	To learn about stars, constellations and space.	Jan.-Feb.
Town Green	A school wide trip to Windsor's Town Center.	To learn about how our town runs-Town Hall, Post Office and Library.	May/June
Cathryn Falwell	Author Visit	To learn what and author/illustrator does. To learn how a book is made.	Spring
Northwest Park	A sensory saunter at Northwest Park.	To use the five senses to explore nature in the spring.	March/April
Dental Health	A visit from a Dental Hygienist.	To learn about healthy teeth and taking care of self.	February
Fire Truck Visit	Windsor Volunteer Fire Department brings a truck to Wolcott.	To learn about fire prevention, safety and community helpers.	Fall
First Grade Transition Visit	A visit to the student's home school.	To tour the building, meet first grade teachers and eat snack in the café.	May/June

LANGUAGE ARTS

CONCEPTS ABOUT PRINT

- Distinguish between letters and words.
- Track printed word from left to right.
- Read sight words.

PHONOLOGICAL AWARENESS

- Identify rhyme, syllables and sounds in words.

PHONICS

- Name all letters and sounds.

COMPREHENSION

- Retell a fiction story.
- Tell what is learned from informational text, non-fiction.
- Make predictions about text.

ORAL LANGUAGE

- Speak in complete sentences.
- Use language to relate experiences.

WRITING

- Write first and last name.
- Form letters correctly.
- Use inventive and conventional spelling during writing.

MATHEMATICS

MATHEMATICAL THINKING AND TOOLS

- Learn and use problem-solving strategies to explain and solve problems through the use of pictures and objects.
- Develop estimation skills.
- Sequence numerals 0-10.
- Sort objects by common attributes.

NUMBER SENSE AND OPERATIONS

- Describe number relationships using comparison language “more than” “less than” “same as”.
- Count 1 to 30 and by 10’s to 100.
- Recognize, name and write numerals 0-30.
- Identify a number greater or less than a given number (zero to 10).
- Solve addition and subtraction story problems with manipulatives up to 10.
- Estimate more/less up to 10 objects.
- Explore relationships between doubles and halves.
- Partition a number into two or three equal parts.
- Use the calendar to explore more than/less than, “skip” counting.
- Identify the ordinal position of objects (1st, 2nd, 3rd, 4th and last).

FRACTIONS

- Determine if a region is divided into halves.

GEOMETRY

- Identify circle, square, rectangle, triangle, rhombus, trapezoid and hexagon.
- Explore 3-D shapes by attributes.
- Create and explore shapes with one line of symmetry.
- Investigate area using non-standard and standard units.

MEASUREMENT, TIME AND MONEY

- Estimate and measure lengths using non-standard units.
- Use the calendar to identify dates, days, months and the labeling of “yesterday” “today” “tomorrow”.
- Tell time to the hour.
- Identify penny, nickel, dime and quarter and their values.

GRAPHING

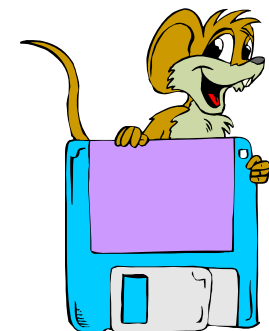
- Use information from data tables to interpret and create bar and pictographs

PATTERNS

- Identify and extend patterns.

LIBRARY MEDIA AND TECHNOLOGY

- Develop a love of reading through weekly visits to the Early Literacy Center.
- Demonstrate learning and viewing skills through books and stories that are read aloud.
- Express enjoyment by participating orally with rhymes, refrains and shared reading activities.
- Begin to identify characters and other story elements.
- Understand author, title, illustrator and other basic parts of a book.
- Self-select books for personal reading enjoyment.
- Borrow and return library books on a weekly basis.
- Demonstrate care of library materials.
- Begin to learn basic computer operations through the use of software that supports early learning.



EXHIBITING A PHYSICALLY ACTIVE LIFESTYLE

- Experience and express pleasure from participation in physical activity.
- Identify individual movement patterns.

ACHIEVING A HEALTHY LEVEL OF FITNESS

- Engage in sustained physical activity, increasing the heart rate and breath intake.
- Understand the physiological indicators that accompany moderate to vigorous activity. (e.g. increased heart rate and breath intake).

RESPONSIBLE BEHAVIOR DURING PHYSICAL ACTIVITY

- Share space and equipment with others and learn to take turns.
- Follow directions, apply the rules and safety procedures.

RESPECT FOR DIFFERENCES

- Cooperate and participate with classmates regardless of gender, ethnicity or disability.
- Treat others with respect during physical activity and make progress toward understanding and accepting differences in the physical level of classmates.

OPPORTUNITIES PROVIDED THROUGH PHYSICAL ACTIVITIES

- Try new activities.
- Experience enjoyment while interacting with classmates through movement and various physical activities.

SOCIAL STUDIES

GOVERNMENT/CIVICS

- Develop and demonstrate a sense of a positive school community.
- Understand that rules and responsibilities support a positive school community.
- Develop problem-solving and listening skills.

GEOGRAPHY

- Identify land/water formation on a map/globe.
- Give and follow directions using up/down, near/far and front/back.
- Identify locations in school building.
- Identify different means of transportation.

HISTORY

- Develop a sense of U.S. History and culture through the study of famous Americans and national holidays.

ECONOMICS

- Identify different kinds of jobs and community helpers.

SCIENCE

PHYSICAL SCIENCE

- Sort and compare properties of objects through the five senses.

LIFE SCIENCE

- Compare the characteristics of living and non-living things.
- Study the life cycle of animals and plants.

EARTH SCIENCE

- Learn about weather changes and seasons.
- Identify appropriate clothing and activities based on weather conditions.
- Examine materials used by humans and animals to build shelters.
- Identify stars, planets and astronauts.

PERSONAL HEALTH

SUPPORT the DEVELOPMENT of CRITICAL SOCIAL SKILLS

- Communicating
- Turn-taking
- Identifying feelings
- Solving problems peacefully
- Demonstrating good sportsmanship
- Give Me 5!
 1. Eyes looking
 2. Ears listening
 3. Hands in lap
 4. Crisscross applesauce
 5. Mouth quiet

ESTABLISHING CHARACTER and CITIZENSHIP

- Develop skills in Caring, Cooperation, Respect and Responsibility.

FIRE SAFETY

- Learn about ways to stay safe in case of a fire.

DENTAL HEALTH

- Learn about ways to keep teeth and mouth clean and cavity free.

EYE AND EAR HEALTH

- Learn why screening by school nurse is important to ensure healthy eye sight and hearing.

MUSIC

SINGING

- Sing alone and with others a varied song repertoire– simple songs, echo songs, action songs, songs with circle games.

PERFORMING/IMPROVISING

- Develop a steady beat through gross motor/ locomotor movements (circle games and action songs), non-locomotor beat activities (finger plays), and maintain a steady beat while playing percussion instruments.
- Improvise short songs in response to a teacher prompt.

LISTENING/RESPONDING

- Identify pitch movement (up, down) and recognize familiar melodies.
- Recognize changes of tempo (fast, slow), dynamics (loud, soft), and same different sections.
- Respond to the expressive qualities of music through appropriate movement.

UNDERSTANDING CULTURE/HISTORY

- Make connections between music and other disciplines (e.g., identify rhyming structures in song).
- Demonstrate appropriate audience behavior at cultural programs.
- Sing songs and perform games and dances from a variety of cultures.

PHYSICAL EDUCATION

MOVEMENT FORMS

- Demonstrate mature forms of walking and running.
- Learn to skip, hop, and jump.
- Acquire the beginning skills of non-locomotor and selected manipulative skills (balancing, tossing, overhand throwing, kicking).

APPLYING MOVEMENT CONCEPTS

- Use movement vocabulary, (e.g. personal space, fast, slow, medium).
- Identify individual movement patterns.