

## *Kindergarten Syllabus*

### *Kindergarten Program Goal*

The overall goal of kindergarten is to improve children's understanding of the world and to strengthen their desire to continue learning. Appropriate, intellectually challenging learning opportunities are planned to help students meet state and district learner standards in language arts, mathematics, social studies, science, physical development, the arts, and personal/social development.

### *Grade Level Standards in Each Subject*

\*\*\*All standards for Kindergarten are available on the web-site listed below.

<http://www.myschools.com/offices/cso/>

### **Daily Activities**

1. **Daily News and Morning Message** are used daily to enhance the students' reading and writing experiences. Both are an opportunity for the teacher to discuss sentence structure, grammar and spelling.
2. **Shared Reading** with trade books, big books, poetry, and short stories. Much of the curriculum studied in our I B Units is incorporated into the Shared Reading lesson.
3. **Writing in Journals** is a regular part of most days. The students work independently on a topic of their choice or on a teacher writing prompt. The teacher usually models journal writing step by step at the beginning of the year.
4. Students have the opportunity to choose any book they want to for **self-selected reading** time. They may choose books that are beginning readers. The teacher uses this time to listen to students who want to read their book aloud.
5. **Self-Selected Reading** begins in mid- October. Students read quietly for 5 -10 minutes daily.
6. **Literacy Stations** are done each morning. Students are placed in a small groups with other students. Students rotate through several centers which include writing, word study, art, math, computer, and drama (only educational programs are used during this time.) Students are pulled out for small group guided reading lessons with the teacher. Students are placed with those on similar academic levels to better meet the needs of all children. Literacy Stations stress phonics based skills as well as comprehension skills and developmental skills like cutting.
7. **Free Choice Centers:** Students are given time to visit free choice centers on Fridays. The Centers include Home Living, Computer, Reading, Writing, Art, Blocks, Puzzles and Games and a Math Center. Center time allows the teachers to observe the children at play.
8. **Music and Movement** activities are a part of each day.
9. **Calendar Math** uses many math skills including patterning, counting, place value, shapes, etc.

10. **Math** incorporates centers, small groups, independent, and whole group instruction.

### **Language Arts Timeline**

**Reading and Language Arts:** Our school provides the Houghton Mifflin Harcourt *Journeys* reading series for Kindergarten. We also use big books and books from the library. Programs on the computer provide additional enrichment activities in phonics and reading readiness.

K5 Language Arts Long Range Plans:

#### **August –September**

Phonics:

Letter a day, A-Z, rhyming words and counting syllables, Popcorn Words

Guided Reading:

Books about:

School

Rules and Responsibilities

Colors

The Five Senses

Shared writing and introduction to journal writing.

#### **Oct.-Nov.**

ERI begins along with literacy stations(Reading A to Z)

Phonics:

ABC review along with rhyming words, blending C-V-C words, Popcorn Words

Guided Reading:

Books about:

The senses and other physical characteristics

Community and family

Wants and needs

Mapping Skills

Thanksgiving

Shared writing and journal writing

## **December:**

ERI continues along with literacy stations(Reading A to Z)

Phonics:

ABC review along with rhyming words, blending C-V-C words, Popcorn Words

Guided Reading:

Books about:

Matter (Solids and Liquids)

Christmas Holidays

Winter stories

Shared writing and journal writing

## **January-February**

ERI continues along with literacy stations (Reading A to Z)

Phonics:

ABC Review, A-Z, rhyming words and blending C-V-C words, Popcorn Words

Guided Reading:

Books about:

Fiction books by the following authors along with trade books about their countries

Keiko Kasza (Japan)

Beatrix Potter (United Kingdom)

Mem Fox (Australia)

Books about famous Americans and US symbols

Shared writing and journal writing

## **March-mid April**

ERI continues along with literacy stations (Reading A to Z)

Phonics:

Letter a day, A-Z, rhyming words and blending C-V-C words, Popcorn 'Words

Guided Reading:

Books about:

The Seasons

Math and Measurement

**Mid April-May**

ERI continues along with literacy stations (Reading A to Z)

Phonics:

Letter a day, A-Z, rhyming words and blending C-V-C words, Popcorn Words

Guided Reading:

Books about:

The Seasons

Plants

Animals

Shared writing and journal writing

**Early Reading Intervention program:**

All K5 students are regularly tested for knowledge of letter names and sounds using the Aims Web Tests. Students who test below level are provided with daily Reading Intervention lessons. The program used is the Scott Foresman Early Reading Intervention series. ERI classes are designed to last around 30 minutes daily in a small group of no more than 5 students. Classes take place during Literacy Center time each day. This is one of the centers these students visit daily.

Math Calendar

<b>Units</b>	<b>Time Allocated</b>	<b>Standards</b>
<b>First Quarter</b>		
Getting Started	Weeks 1-2	KCC1
What shape is this? Shapes and their Size	Weeks 3-4	KG2
Why do we count? Numbers 0-5	Weeks 5-6	KCC1, KCC2, KCC3, KCC4: a, b, c, KCC5, KCC6

How many? Numbers 6-10	Weeks 7-8	KCC1, KCC2, KCC3, KCC4: a, b, c, KCC5, KCC6
Where does it belong? Classifying and Counting	Weeks 9-10	KMD3
<b>Second Quarter</b>		
Which place? Relative Positions	Week 11	KG1
How many? Numbers 11-20	Weeks 12-15	KCC1, KCC2, KCC3, KCC4: a, b, c, KCC5, KCC6
How long/heavy is it? Measuring Length, Weight, & Counting	Weeks 16-18	KMD1, KMD2
<b>Third Quarter</b>		
Week built in for spiral review, assessments, enrichment, reteaching	Week 19	
Which group has more? Which group has less? Comparing Numbers	Weeks 20-21	KCC6, KCC7
How do we add? Representing Addition	Weeks 22-23	KCC2, KOA1-5
What shape is this? Analyzing Two- and Three-Dimensional Shapes	Weeks 24-26	KG2, KG3, KG4, KG5, KG6
How many tens and ones? Place Value	Weeks 27-28	KNBT1
<b>Fourth Quarter</b>		
Week built in for spiral review, assessments, enrichment, reteaching	Week 29	
How do we subtract? Representing Subtraction	Weeks 30-31	KCC2, KOA1-5

How quickly can you recall your facts? Mastering Addition and Subtraction Facts within 5	Weeks 32-34	KOA5
Preview/Review/End of the Year Assessment	Weeks 35-36	

## **K-5 Unit Study Calendar**

2013-2014

August 26-September 20: **Who We Are**

(Schools and Rules: Unit 1: Citizens are responsible at school)

September 23-October 4: My Body

October 7 –November 1: **Sharing the Planet**

(Unit 3: Citizens identify with a family and its history)

November 4-December 20: **Where We Are in Place and Time**

(Unit 2: Citizens cooperate in the community: community leaders)

(Unit 5: Citizens make choices in the community: needs and wants/goods and services)

November 25-26: Thanksgiving We will use this time for the following standards and return to Where We Are in Place and Time on Dec. 2

(Mayflower, Native American study, Family Thanksgiving traditions)

January 6-February 7: **How We Express Ourselves**

(Artist Craft)

February 10-February 28: (Unit 4: Citizens have traditions of American democracy: American Figures and Symbols)

March 3- April 11: **How We Organize Ourselves**

(Math Unit)

April 21-May 23: **How the World Works**

(Plants and Animals)

**Mapping** (Unit 6: Citizens connect to their surroundings) and **Seasonal Changes** will be incorporated throughout the year. The **Matter Unit** will be incorporated into the math sorting unit.

### ***Major Assessment/Calculation of Grades: Evaluation of student progress***

Kindergarten students are assessed throughout the year based on performance. Assessments include Aims Web for reading, Fountas and Pinnell Leveled Readers, and the Greenville County Math Assessment. Each of these is administered at the beginning and end of the year and some are given midyear as well. Beginning of the year and end of year writing samples are collected from each child.

K5 students do not receive report cards the first nine weeks. Personal conferences are scheduled to be held with each child's parents or guardians. Students do receive a progress report mid quarter as well as a report card at the end of the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> nine week grading periods. Students do not receive letter grades. They are graded with a system of checks and minuses. Parents or teachers may request additional conferences throughout the year to discuss progress or behavior issues.

### **IB Portfolios:**

Student portfolios are shared with parents throughout the year. An example of work from each of the six IB units is included in the portfolio. Examples of children's work are given to receiving teachers. Student work is given to parents upon completion of the 5<sup>th</sup> grade.

### ***Communication with Parents***

We communicate with parents through a weekly newsletter/homework sheet that is sent home each Monday in the homework folder. In the fall, we will conference with each parent about their child. Periodic progress reports will be sent home to keep you informed of your child's achievement. Parents also receive notes and phone calls or emails concerning their child's behavior. These notes and newsletters allow the parents to be involved in their child's learning. Our classroom website will also include the updated newsletter for parental convenience.

**\*\*The attendance and tardy policy can be found in the Student Handbook.**

### ***Guidelines and Procedures***

1. During instructional activities: K5 students follow four rules:

I am in control of my voice.

I am in control of my body.

I cooperate.

I follow directions.

2. During non-instructional activities: Routines and procedures have been established in our classroom to manage behavior during non-instructional activities. Students know what is expected of them in centers, in line, and in everyday occurrences, such as going to the bathroom. We have a morning routine before the bell rings to limit the amount of confusion in the room, which sets the tone for behavior. During recess, we have rules that apply to the

playground equipment. The students know if they break these rules, they will have to walk laps during playtime. Routines and procedures are listed as follows:

### **Parent Participation**

Throughout the school year there will be a variety of special classroom activities and celebrations. I encourage you to attend these functions when possible and to support them by sending needed supplies or treats. I do understand that some of you work and cannot make it to everything. Parents are encouraged to share special skills and talents relating to jobs or hobbies, serve as classroom volunteers, assist with field trips and special activities, and collect materials for the classroom. Parents are also encouraged to become active members of the Parents Teacher Association (PTA). Your support and participation in school activities makes your child feel important and sends a message that you value your child's school and education.

### **Home -School Connection**

You are your child's first teacher. A strong home school connection contributes to your child's experience in school. I believe that working together will help your child succeed. Throughout the year I will communicate with you through notes, telephone calls, weekly newsletters, progress reports and parent teacher conferences.

### **Contact Information**

If you have any questions or concerns throughout the year please feel free to contact me at any time. You can reach me by several methods. Call the school at 355-6000 or my extension 355-6066 and leave a message. Or through my e-mail address: kevans@greenville.k12.sc.us. I will get back to you as soon as possible.

### **Money**

On occasion it will be necessary for your child to bring money to school. Always send money in a sealed envelope or Ziploc bag with the following information written on it:

1. Your child's first and last name
2. The amount of money enclosed
3. The purpose for the money (book money, field trip, etc.)
4. Teacher's name

### **Book Bags**

Please help your child to remember to bring their book bag to school every day. In the past I have found that a regular-size book bag will help prevent your child's work from getting ruined. Also, please label all your child's personal items such as sweater, coat, and lunch box.

### **Outdoor Recess**

The children will be going out for recess every day weather permitting. We are fortunate to have a variety of playground equipment. Certain types of shoes and boots are less than ideal if your child chooses to play on this equipment. Please keep this in mind and help your to dress appropriately.



## **Changes in Transportation**

If your child has any changes in how they will get home, you must send a written note or call the school office before 2:00 P.M. I do not rely on information a child tells me because children often become confused and relay messages incorrectly. If no written note or phone call is received, your child will be sent home by his/her usual method of transportation. If your child is a car rider please notify the school office or me if they will be riding home with another person. This will help the teachers on car duty maintain the safety of your child.