



VALLEY STREAM 13 SCHOOL DISTRICT

Family Guide to Kindergarten

October 2022

ENGLISH LANGUAGE ARTS : SUPERKIDS

Our English Language Arts curriculum emphasizes the connection between reading, writing, listening and speaking.

Reading Readiness

In Kindergarten, students will develop the following skills:

- Understanding the organization and basic features of print
- Understanding of spoken words, syllables and sounds (phonemes)
- Understanding of phonics and word analysis skills in decoding words
- Understanding of punctuation
- Recognizing upper and lower case letters
- Recognizing rhyming sounds
- Making connections between personal experience and a story
- How to engage with emergent-reader texts and read-alouds to demonstrate comprehension
- Drawing conclusions
- Making predictions
- Retelling a story
- Reading an emergent text
- Explore and discuss word relationships and word meanings

Writing Readiness

In Kindergarten, two areas of writing will be emphasized:

- Perceptual and Fine Motor Development
 - Using scissors to cut
 - Using writing utensils
 - Reproducing simple shapes
 - Printing name using upper and lower case letter
- Written expression of ideas
 - Use a combination of drawing, dictating and emergent writing to state an opinion about a familiar topic or personal experience
 - Create a response to a text
 - Develop questions
 - Describe familiar people, places, things and events

Listening

In Kindergarten, students will begin to learn the importance of listening as a critical component of communication, with the following skills being stressed::

- Identifying words that begin with specific sounds
- Listening for beginning, middle and end of story
- Recognizing sounds associated with letters and words
- Understanding class routines and directions
- Listening for comprehension
- Listening for enjoyment and appreciation of literature

Speaking

In Kindergarten, two areas of writing will be emphasized:

- Perceptual and Fine Motor Development
 - Using scissors to cut
 - Using writing utensils
 - Reproducing simple shapes
 - Printing name using upper and lower case letters
- Social Speaking
 - Using complete sentences clearly and effectively
 - Relating experiences to others
 - Communicating appropriately with peers and adults
 - Encountering a problem and finding a solution
 - Participating in creative dramatics

Mathematics: Math in Focus

In Kindergarten, students focus on skills in two key areas: (1) developing a sound sense of numbers by representing and comparing numbers, initially using sets of objects; (2) recognizing and describing shapes and using spatial relations.

Number Sense and Operations Strand

- Develop a more formal sense of numbers.
- Use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set.
- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- Count out a given number of objects.
- Model simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Work with numbers 11-19 to gain foundations for place value.
- Choose, combine, and apply effective strategies for answering quantitative questions.
- Recognize the cardinalities of small sets of objects.
- Count and produce sets of given sizes.
- Count the number of objects in combined sets.

Geometry and Measurement and Data Strand

- Describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and appropriate vocabulary.
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.
- Identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations).
- Identify, name, and describe basic three-dimensional shapes such as cubes, cones, cylinders, and spheres.
- Use basic shapes and spatial reasoning to model objects in their everyday environment to create and compose more complex shapes.
- Explore coins and begin identifying pennies and dimes.

Required Fluencies in Kindergarten

- Add and Subtract within 5

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Science: Inspire Science

Inspire Science allows students to investigate, problem solve, and discuss scientific practices. It is designed using the 5E Instructional Framework, which includes engage, explore, explain, elaborate and evaluate.

Topics of exploration in Kindergarten include:

Force and Motion

- How do Pushes and Pulls affect the way objects move?
- What happens when objects collide?
- How can pushes and pulls change an object's direction?

Energy and the Sun

- How does the Sun affect Earth's surface?
- How can we stay cool in the Sun?

Weather

- How do we measure and describe weather?
- What weather patterns do you observe in the seasons?
- What does a weather forecast tell us about severe weather?

Plants and Animals

- What do plants and animals need to live?
- Where do different kinds of plants grow?
- Where do different kinds of animals live?

Social Studies: PNW Boces

In kindergarten, students study “Self and Others.” There are five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units are interdisciplinary to include English Language Arts and Literacy skills. Each unit helps students study themselves in the context of their immediate surroundings. Students will learn about similarities and differences between children, families, and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

Kindergarten Enduring Understandings Include:

- Each person is unique and has special talents.
- Families may be similar and different and have similar and different responsibilities.
- A sense of community focuses on respect and caring.
- Good citizens have many responsibilities throughout life.
- Good school and community citizens make good choices that affect themselves and others.
- Good citizens respect their flag and understand its importance.
- All people have needs and wants that are met by goods and services.
- All human beings have to deal with scarcity.
- People need to work together to fulfill the needs and wants of many.
- People need to respect their environment while satisfying their needs and wants.

Health: The Great Body Shop

This health education curriculum is aligned to the National Health Education Standards. Every month students receive Student Issues which look like a health magazine.

- Injury Prevention & Personal Safety
- Nutrition
- Functions of the Body
- Growth and Development/Cycle of Family Life
- Disease & Illness Prevention

- Substance Abuse Prevention
- Community Health and Safety (Violent Prevention)
- Self Worth, Mental and Emotional Health
- Environmental and Consumer Health
- Physical Fitness

Kindergarten

Injury Prevention & Personal Safety

- Safety rules and helpers
- Effect of no rules
- Where injuries happen
- Safety awards
- Routines for fire, storms, floods; decision-making; emergencies
- Safe and unsafe play
- Personal safety
- Refusal skills
- Who to trust
- Safe and unsafe touches

Nutrition

- Healthful food choices
- Safe food handling
- Cultural, familial, and individual preferences
- Goals for healthful eating
- Decision-making for a healthful diet
- Food needs of living things
- Healthful vs. unhealthful
- Variety
- Meal plans
- Healthful breakfast
- Food groups

Functions of the Body

- Functions of and care routines for the five senses
- Responsibility
- Empathy
- Practicing being helpful
- Heeding body signals
- How senses protect you
- Predicting effects of sense impairment
- Respecting self and others
- Responsible self care
- Self awareness
- Impact of drugs on the body

Growth and Development/Cycle of Family Life

- Defining family and team
- Identifying love, trust, and caring
- Family similarities and differences
- Growing and changing
- A special person at every stage
- Family rules and jobs
- Consequences of no rules
- Comparing and contrasting different bodies
- Self awareness
- Self management
- Social awareness of differences

Disease & Illness Prevention

- What doctors, dentists, nurses, and others do
- Responsibility for following directions when sick
- MD's & dentist's tools
- Knowing emergency phone numbers
- Good hygiene
- Decision-making
- When and what not to share
- Defining sick
- Showing concern

- Medicine rules
- Communicable and non-communicable diseases

Substance Abuse Prevention

- Defining drugs and medicines
- Knowing the importance of saying no
- Identifying dangerous substances
- Practicing identifying different drugs (tobacco, alcohol)
- Following drug safety rules
- Drugs vs. non-drugs
- Drug effects
- Where to go for help
- Refusal skills
- Predicting consequences
- Medicine rules

Community Health and Safety (Violence Prevention)

- How to define community
- Community helpers
- How being a responsible citizen helps your community
- Rules and laws
- Unsafe and violent actions
- Safety routines to avoid violence and danger
- Bully prevention
- Social awareness
- Conflict resolution
- Decision making
- Respect for community helpers

Self Worth, Mental and Emotional Health

- Identifying personal talents, qualities, and feelings
- Methods of communication
- Respecting self and others
- Helping others
- Setting goals
- Using refusal skills

- Locating trusted adults
- Talking about feelings
- Making friends
- Positive character traits
- Self management of emotions

Environmental and Consumer Health

- How to identify healthy and clean communities
- Good citizenship
- Routines for a clean environment
- Types of pollution
- How to identify health care professionals and services
- Safety rules for medicines and health care products
- Influences on health
- Advocacy for clean communities
- How to access health services and products
- Media influences

Physical Fitness

- Choosing heart healthy activities
- Physical activity guidelines
- Benefits of exercise on heart and muscles
- Safety routines for physical activity
- Organized and after school play
- Good sportsmanship
- Goals for fitness
- Types of physical activities
- Fitness pyramid
- Predicting consequences

Social, Emotional, Learning:

RULER Program and Responsive Classroom

Valley Stream UFSD 13 has adopted the RULER philosophy, which is an evidence-based approach for social emotional learning. RULER—which is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions—helps students to identify their feelings using a

mood meter and work together to build a positive culture and climate in classrooms. RULER provides students with tools that help them deal with challenging feelings by reacting in less impulsive ways. Teachers incorporate aspects of RULER into their daily lessons to help support students' abilities to integrate thinking, feeling, and behaving in a fashion that promotes healthy outcomes.

In addition, Valley Stream UFSD 13 has implemented Responsive Classroom. The Responsive Classroom approach to teaching and learning fosters safe, challenging, and joyful learning environments. This approach consists of practical strategies that bring together academic and social-emotional learning throughout the day. It allows children to reach their full potential by involving them in decisions about curriculum, classroom organization, classroom management, and discipline.

SPECIALS

In Kindergarten, students will attend Art, Music and Library once a week and Physical Education twice a week.

Music:

Melody: Develop a sense of melodic contour **Rhythm:** Maintain steady beat, Identify tempo (fast vs. slow), Moving to various meters, **Timbre:** Identification of NPP timbre by sound, **Form:** Same vs. Different, Sequencing, Repetition vs. Contrast **Dynamics:** Loud vs. Quiet

Experienced and explored: 

PHYSICAL EDUCATION:

- Locomotor skills and assessment (running, skipping, jumping, hopping, galloping and leaping)
- Spatial awareness and safety
- Fitness
- Visual motor coordination/bilateral integration
- Gross motor skills
- Developmental sports skills
- Cooperative partner and small group activities
- Health concepts

LIBRARY:

Students will be introduced to a variety of authors, illustrators and genres such as folktales, nursery rhymes, picture books, poetry, and non-fiction. Students will be able to predict outcomes, draw conclusions, make inferences, and listen for details. Students will use sequencing skills for recalling details and retelling stories. Students will use visual literacy skills for interpreting illustrations. Students will be exposed to concepts of character, setting, and plot. Students will make text-to-self connections, including sharing personal responses. Students will learn basic library procedures of browsing, selecting, borrowing of books, and proper book care. Students will participate in storytelling, singing songs, poetry, artistic responses, and fingerplays. Students will be exposed to the general organization with a library, recognizing that materials have an order. Students will be able to identify concepts of fiction and nonfiction. Students will be able to describe and distinguish the unique roles of the author and the illustrator.

Art:

Kindergarteners develop motor skills through the manipulation of materials. They will recognize basic art concepts, being able to identify colors, shape and lines. Their work through self-expression will reflect their uniqueness. They will develop an understanding of the visual arts of other people and cultures.

Students will develop the following skills:

- Build skills in various media and artmaking approaches.
- Express ideas and feelings.
- Identify & use: colors, textures, lines, shapes, and patterns

Innovation Lab:

Each building boasts an Innovation Lab with a district-developed curriculum as well as supplemental activities for single-day visits to the lab. The district-developed curriculum allows students to spend four days in the lab, allowing them to discover, design, create, and build. Our K-1 students follow hands-on STEAM learning that align to their science curriculum, such as making instruments, while our 2nd-6th grade students investigate, build and code using LEGO WeDo. Activities for single day visits include using KEVA planks, Bee Bots for coding, 3D doodler pens, and LEGO train.