Plymouth-Canton Community Schools

Family Curriculum Handbook

YOUNG 5s KINDERGARTEN & KINDERGARTEN

Development of a Young 5s Kindergarten/Kindergarten Child

The purpose of this Curriculum Handbook is to provide families an overview of the Young 5s Kindergarten/Kindergarten curriculum. Additionally, families often ask how they can help their child, therefore, we have included ideas to support your child within each content area. It is important to remember that each child is unique and that a wide-range of individual differences will be apparent with any group of children. Although there is diversity, there is also consistency. A child's development is organized and directed. Age characteristics are broad guidelines to help us know what may be expected from children of a certain age.

Please note, Young 5s Kindergarten classrooms utilize the same standards, grade level expectations, and curriculum topics as traditional Kindergarten although the structure of the classroom looks different. Young 5s Kindergarten students will have the pacing of their content move more slowly, especially at the beginning of the year. More play-based activities and shorter lesson times allow Young 5s Kindergarten students to enter into the content in a manner which best supports their needs.

The Young 5s Kindergarten/Kindergarten Child...

- Has a desire to be liked by classmates and teachers
- Is beginning to have the capacity to "wait"
- Is learning how to participate and navigate relationships with others
- Can follow directions with support
- Is learning how to manage emotions and communicate needs
- Relies on movement and sensory exploration to learn
- Likes to be taught and seeks permission

You Can Help By...

- Helping your child to find ways to learn at home
- Encouraging your child to attempt tasks that are challenging but not too difficult
- Providing varied experiences such as visits to the store, the playground, the zoo, and the library
- Playing games and helping your child practice waiting and taking turns
- Letting your child see you reading every day
- Building independence skills such as zipping coats, putting on shoes etc
- Attending parent-teacher conferences and school meetings
- Volunteering at school and in the classroom
- Monitoring television viewing and technology
- Making sure that your child eats healthy foods and gets sufficient rest
- Acknowledging your child's accomplishments
- Reading to or with your child as often as possible

CURRICULUM
English Language Arts

Overview

Within the Young 5s Kindergarten/Kindergarten English Language Arts curriculum, children learn to value being readers and writers as they explore how language comes together. They listen to, view, read, respond to, and write about a variety of texts. Within the workshop structure shared, guided, and independent reading and writing occurs. Through these experiences, students learn about letters, phonemic awareness, concepts of print, rhyming, fluency, and how to construct meaning. Children also respond to multiple text types by discussing, drawing, and/or writing to reflect meaning and make connections. Ample opportunities for children to grow as readers and writers are provided throughout the year. Specific instruction in phonics and phonemic awareness is also provided.

Reading Units of Study

Unit 1: Launching the Reading Workshop
Unit 2: Emergent Story Books
Unit 3: Readers Read Pattern Books
Unit 4: Readers Use Strategies to Read
Unit 5: Informational Reading
Unit 6: Readers Get to Know Characters

Writing Units of Study

Unit 1: Oral Language - Building a Talking Community
Unit 2: Launching the Writing Workshop
Unit 3: Label and List in a Content Area
Unit 4: Pattern Books
Unit 5: Growing as Small Moment Writers
Unit 6: Opinion Letter
Unit 7: How-To Books
Unit 8: Informational Writing: Personal Expertise

By the end of Young 5s Kindergarten/Kindergarten, most students should be able to do the following in Reading:

- Demonstrate understanding of concepts of print
- Name upper case letters
- Name lower case letters
- Associate letters and sounds
- Demonstrate phonemic awareness
- Comprehend grade level stories
- Comprehend grade level informational text

You Can Help By...

- Reading aloud with your child daily: rhyming poems, pattern, and predictable books are especially beneficial
- Providing many types of children's reading materials in your home
- Playing sound games with your child that focus on beginning sounds and rhymes
- Helping your child see and hear patterns in books
- Visiting libraries regularly
- Monitoring your child's TV watching; watch interesting shows and together discuss their meaning
- Encouraging your child's reading effort
- Helping your child to recognize everyday words. i.e. "McDonalds" to develop print awareness

By the end of Young 5s Kindergarten/Kindergarten, most students should be able to do the following in Writing and Oral Communication:

- Write semi-phonetically
- Write to convey meaning
- Form upper and lower case letters legibly
- Communicate ideas, needs and experiences
- Participate in class discussions

You Can Help By...

- Providing many opportunities for your child to write (e.g., messages, lists, cards)
- Encouraging your child to dictate stories that you write
- Encouraging your child to form the letters in the alphabet correctly
- Making writing materials available to your child at home (e.g., pencils, markers, paper).
- Providing small motor experiences like Legos
- Encouraging your child to orally express themselves with complete thoughts

Mathematics

Overview

In Young 5s Kindergarten/Kindergarten math, children begin to develop a foundation in mathematics through lessons and activities in five strands: counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry. In addition to these concepts, kindergarteners will focus on the standards for mathematical practice which focus on the varieties of expertise that mathematicians use. Problem solving in everyday situations and mathematical contexts is emphasized. Concrete modeling, activities, collaborative learning, cross-curricular connections, mathematical games, and ongoing assessment are all part of the instructional approach to promote the use of higher level thinking skills and effective problem solving.

Math Units of Study

Unit 1: Numbers 0-5

Unit 2: Compare Numbers 0-5

Unit 3: Numbers 6-10

Unit 4: Compare Numbers 0-10

Unit 5: Identify and Describe Shapes

Unit 6: Analyze, Compare & Create Shapes

Unit 7: Describe & Compare Measurable Attributes

Unit 8: Understand Addition

Unit 9: Understand Subtraction

Unit 10: More Addition and Subtraction

Unit 11: Count Numbers to 20

Unit 12: Compose and Decompose Numbers 11-19

Unit 13: Count Numbers to 100

Unit 14: Classify and Count Data

By the end of Young 5s Kindergarten/Kindergarten, most children should be able to do the following:

- Count using 1-to-1 correspondence
- Count to 100 by ones and tens
- Compare numbers
- Understand addition as putting together and adding to and understand subtraction as taking apart and taking from
- Fluently add and subtract within 5
- Foundational understanding of place value (understanding the meaning of numbers 11-19)
- Describe and compare measurable attributes
- Classify objects and count the number of objects in categories
- Identify and describe shapes
- Analyze, compare, create, and compose shapes

You Can Help By...

- Cooking with your child and measuring items
- Sorting and classifying household items with your child
- Asking your child to count with pennies
- Playing simple card games with your child
- Playing math games with your child, such as Dominoes or Connect Four
- Encouraging your child to play and count with blocks
- Pointing out numbers and patterns in your child's world
- Asking your child "how many" questions (people, trees, plates for dinner, lights, etc.)

Science

Overview

Young children have a natural curiosity about the world. By using curiosity as a starting point, kindergarten teachers can show students how to make observations and create questions based on observations, discuss science, create charts and graphs, and conduct simple investigations. During the Young 5s/Kindergarten year, students will have their first formal teachings in the three disciplines: life science, physical science, and earth science. In addition, students will begin to attach appropriate language to scientific concepts.

Science Units of Study

Unit 1: What is a Scientist

Unit 2: Weather and Climate Part 1

Unit 3: Forces and Interactions (Push and Pull)

Unit 4: Ecosystems

Unit 5: Weather and Climate Part 2

By the end of Young 5s Kindergarten/Kindergarten, most students should be able to do the following:

- Describe the effects of different strengths and directions of push and pull on the motion of an object
- Describe patterns of what plants and animals need to survive
- Make observations to determine the effect of sunlight on the Earth's surface
- Observe local weather to describe patterns over time

You Can Help By...

- Reading science books and magazines with your child
- Engaging in conversations about the world around you
- Visiting science centers and zoos
- Talking about scientific topics using the appropriate senses
- Planning and conducting simple investigations
- Using inanimate objects to explain force and motion
- Encourage writing or drawing of observations

Social Studies

Overview

The Young 5s Kindergarten/Kindergarten social studies curriculum is designed to help children gain an awareness of themselves and the world around them. Using events from their own lives, they begin to explore and learn the historical concept of time and to distinguish between past, present, and future. To develop the geographic concept of space, students learn positional words and understand that maps and globes represent places. To lay the foundation for the study of civics and government, students begin to recognize that the flag is an important symbol of the United States. As classroom citizens they learn appropriate rules for individual and group activities and decision making. An awareness of economics is developed by identifying familiar economic wants and how those wants are met. Throughout the year, students learn to respond appropriately to classroom issues and make individual responses.

Units of Study

Unit 1: How Do I Get Along with Others?
Unit 2: Who Am I?
Unit 3: Where Am I?
Unit 4: How Do I Get What I Need and Want?
Unit 5: What Is the Issue?

By the end of Young 5s/Kindergarten, most students should be able to do the following:

- Differentiate between events of the past, present, and future
- Make and interpret simple maps
- Recognize the flag as a symbol of the United States
- Describe classroom rules and their purpose
- Identify economic needs and explain how money is used to meet them

You Can Help By...

- Talking about events in the past, present, and future with your child
- Making graphs of your child's height and weight and noting changes over time
- Encouraging your child to describe locations in your home and community
- Reinforcing directional terms like below, above, on, and over
- Including your child in discussing needs before shopping for groceries
- Holding family meetings to discuss rules and consequences
- Encouraging the use of problem solving skills at home

Special Curriculum Classes

Overview

Special curriculum classes such as P.E. (Physical Education), Art, Music, and Media Center (Library) are additional ways P-CCS focuses on the development of the whole child. Each week there will be opportunities (typically once a week for 50 minutes) for students to participate in these classes to broaden their experiences.

- P.E. (Physical Education): Students strengthen their large motor skills through organized skill development, cooperative learning, and competitive games. Skills may include skipping, running, balance, flexibility, throwing and kicking a ball, and learning the important life-skills of being a teammate and cooperation.

- Art: Students enjoy exploring different materials to develop their fine motor skills that may include drawing, painting, cutting, pottery, and 3-dimensional art. Beyond traditional artistic skills and mediums, students learn about cultures, history, and how art has made an impact on societies.

- Music: Music and movement provides a win-win for our students during their weekly music class. Music development teaches students discernment as they learn to listen for different sounds, patterns, beats, and rhythms. Students are taught how music can influence mood, about the sounds of different cultures, and how music is a historical part of our culture.

- Media: The library helps develop a love of reading as teachers transform their environment to take students on exciting adventures through books. Students expand their vocabulary and life experiences as they are exposed to different genres, worldly locations, and cultures. Students begin to learn about technology applications and are engaged in STEM activities. Book check out provides students with a plethora of fiction and non-fiction to share with their families at home.

You can help by:

- Asking what games they are playing in P.E. and recreating the fun with family and friends at home
- Asking your child to tell you about their art and displaying it proudly at home
- Listening to various forms of music, clapping out simple patterns and beats
- Enjoy reading together as a family