

# KG2

## Curriculum Overview



Our curriculum adopts “The Thematic Integrated Approach”, it is child-centered and plays a dynamic form of learning that supports every aspect of your child’s development- intellectual, physical, social, emotional, cognitive, and linguistic. The curriculum encompasses wide variety of experiences that are based on an understanding of child development. Each of these experiences is developed within an “integrated process curriculum” which draws upon many curricular areas including Reading and Language Arts, Math, Science, Social Studies, Health, Physical Development and Art into the daily instruction.

**This year children are exposed to a new rich curriculum using “Houghton Mifflin Harcourt (HMH)” ,”Into Reading” for English, “Into Math” for Math and “Into Science ” for Science that is aligned with California common core standards and NGSS next generation Science standards.**

The curriculum offers a comprehensive coverage of all the critical learning domains and fully integrates all curricular areas of learning through the program. It focuses on comprehensive lessons and high interest activities that thoroughly engage children along with a flexible instruction plan that allows them to learn and explore at many different levels. Children will also have the opportunity to participate in extensive and fun real-world center activities that maximize their experiences with the real world around them as shown in recent Early Childhood research. Furthermore, the classroom management provides the right tools for success with large and small group activities.

The curriculum enhances learning with Engaging Technology. The technology resources provide interactive learning. Children have an opportunity to interact with the interactive smart board, move and sing with music and listen to stories being read aloud and use their tablet to access the online resources and SEESAW activities.

The Curriculum fosters “learning through play”; It offers A fun child centered program where play is a part of every day of instruction. Intentional instruction through fun, playful lessons, high-interest activities, and purposeful literature prepares children for learning development and learning success. Childhood is a period of incubation. There is much to learn, and the journey as research indicates should be playful and fun.

## Building a strong foundation for early literacy



# What my child will learn in KG2?

## Literacy



One important focus is the development of Language and Literacy Skills. The program is supported by an impressive body of research on how young children develop early literacy and pre-reading skills. Woven into intriguing themes, language and literacy activities are designed to purposefully address the following:

### **Reading Literature/Informational text**

Children will

- tell who, what, where, when, why and how after listening to stories
- retell a story
- tell the characters, setting and what happens in a story
- tell who, what, where, when, why and how after reading nonfiction
- tell the main topic and details in a nonfiction book
- tell how people, events or ideas are connected
- ask and answer questions about new words in a story
- tell the difference between storybooks and poems
- tell who the author and illustrator are I can tell what their jobs are

### **Reading Foundational Skills**

#### **Print Concepts**

- use basic text features to help me
- Recognize and Name All Upper-and Lowercase Letters

#### **Phonological Awareness**

- recognize and make rhyming words
- count and divide words into syllables
- blend and divide onsets and rimes of single-syllable words
- find and say the initial, middle vowel and last sound in simple words
- can change a consonant or a vowel sound to make new words

#### **Phonics and Word Recognition**

- make the most common sound for each consonant
- match the most common long and short vowel sounds with the common spellings
- can read common high-frequency words

## **Fluency**

- read beginning books fluently
- read with understanding

## **Writing**

- can write, draw and tell opinion
- write, draw and say what happened to tell a story
- add details to writing

## **Speaking and Listening**

- follow rules for discussions
- participate in a conversation
- tell about people, places and things with help
- use drawings to add details
- speak clearly

## **Language**

### **Grammar**

- print all uppercase and lowercase letters
- use nouns and verbs
- say regular plural nouns
- understand and use question words
- use common prepositions. (to, from, in, out, on, off, for, of, by, with)
- make complete sentences
- capitalize the first word in a sentence
- capitalize the word "I"
- recognize and name end punctuation.
- write a letter or letters for all consonant sounds
- write a letter or letters for most short vowel sounds
- use what I know about phonics to write words

### **Vocabulary**

- tell the meaning of unknown and multiple-meaning kindergarten words.
- use common beginnings and endings to help me determine what a word means. (-ed, -s, re-, un-, pre-, -ful- less)
- match common verbs and adjectives with their opposites
- tell how words are used in real-life (tell animals that are colorful)
- tell the difference between similar verbs
- use new words

# Mathematics

## Mathematics skills

The following overview summarizes the knowledge and skills that your child will learn in KG2:

### Counting and Cardinality

- write numbers from 0 to 100.
- write a number for a group of 0 to 20 objects.
- put numbers in order
- tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group
- count forward starting at a given number
- name a group of objects by using a number
- understand that the last object counted tells the number of objects in a group
- understand that the number of objects in a group can be rearranged and the total number will be the same
- understand that adding an object to a group will make the total number one bigger
- count to tell how many
- count out a number of objects between 1 and 20
- compare two written numbers between 1 and 20

### Operations and Algebraic Thinking

- use objects, fingers and pictures to help show addition
- use objects, fingers and pictures to help me show subtraction
- solve addition and subtraction word problems within 10
- take apart numbers less than or equal to 10
- find the number that is added to 1 through 9 to make 10
- use objects or drawings to show my answer
- add and subtract within 10

### Numbers and Operations In Base 10

- put together and take apart numbers from 11 to 19 by naming the tens and ones
- use objects, drawings or equations to show tens and ones
- tell how an object can be measured. (Length, weight)
- compare how two objects are similar or different. (more of, less of ,taller, shorter)
- place objects into categories
- count the number of objects in categories
- sort the categories by the number of objects

### Geometry

- tell where shapes are (above, below, beside, in front of, behind, next to)
- compare shapes
- name shapes
- tell about and compare two-dimensional and three-dimensional shapes
- make shapes using materials like sticks and clay
- use simple shapes to make larger shapes

## Physical Education

**Fine Motor Skills:** Children use and explore a variety of materials: scissors, brushes, crayons, pencils, dough, clay, glue, threading beads, lacing, building blocks...

In KG1 children are trained to use comfortable and efficient pencil grip (eye-hand coordination) through tracing simple patterns, upper and lowercase letters, numerals and their own names.

**Gross Motor Skills:** children develop spatial awareness and take part in throwing, catching, running, and jumping activities. They develop their coordination skills while playing simple games and learning to follow simple commands.

## Creative Art

**Art:** We encourage natural curiosity and creativity, and we provide many opportunities for expressive learning including arts, music, drama and stories. Children enjoy drawing, painting, and cutting, tearing, pasting, and playing with dough...They use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, or knowledge.

Children use drawing, painting, and cutting, pasting, and playing with dough etc.

### Music

Our regular music sessions enable the children to participate in music activities, such as listening, singing, or performing, enjoy and learn new songs and rhymes, play simple instruments, learn how to clap to a beat, and move their bodies to the changes in the rhythm and speed of the music, and to different patterns of beat.

### Drama

In drama, they use dialogue, actions, and objects to tell a story, express thoughts, and feelings, and assume role in dramatic play situations.

## Technology

Our kindergarten classes are equipped with Interactive white boards (Smart Boards)

Technology is integrated into lessons through the use of interactive Smart Boards, tablets (BYOD) and applications used on tablets to reinforce learning.

Children use the SMART Board for hands-on interactive learning games, to practice math and reading skills, to enhance exposure to literature and to perform daily classroom management procedures.

**Seesaw** is a digital portfolio platform that empowers children with choice by creating, maintaining, updating, and sharing their self-reflections. Teachers and parents offer descriptive feedback for their child.

### SEL (Social emotional Learning)

Children start to demonstrate positive attitudes, social skills, critical thinking, ability to solve problems, independence, an awareness of health and safety practices, and an awareness of their surroundings to build a foundation for lifelong participation in and appreciation for healthy living.

## What will you see in a Kindergarten Classroom?

A Kindergarten classroom can usually be recognized by the way it looks and sounds: bright, happy, and many busy voices at play! Since play is the work of children, most classrooms have a variety of **learning centers** to facilitate play and learning.

**The Daily 5 concept** is a literacy management system that we follow in our KG classroom. The system has 5 components- read to self, read to someone, listen to reading, work on writing and word work. Students are explicitly taught how to work within each component to achieve success. Here are some of the areas that may make up a Kindergarten classroom:

- Dramatic play - an area that may be used for imaginative play with props, puppets, and masks
- Building- blocks of various shapes and sizes and manipulative toys for children to design, create and build
- Art - painting, drawing and creating with a variety of materials for children to explore and express their feelings.
- Games - puzzles and games for children to share, think and problem solve
- Sand and Water - cups, spoons, funnels and other tools for children to measure, create and solve problems
- Discovery- materials such as seeds, plants and objects from nature for children to observe and investigate
- Library and Listening - a wide variety of books for reading
- Writing - paper, pencils, markers, crayons for children to express their thoughts and ideas



## Assessment, Evaluation and Reporting

Assessment is a natural, ongoing and important part of daily learning. In order to help children, grow and develop, teachers must know each child's level of skill and understanding. Kindergarten teachers spend much time talking to children, asking questions, listening to the language they use and observing their behavior in a variety of settings.

Teachers will collect learning evidence through observations, conversations, and student-created products in order to build a complete picture of your child's learning progress. They will gather learning evidence by using a combination of descriptive notes, check- lists, photographs and videos on SEESAW. In kindergarten, your child will also begin to develop an understanding of self-assessments in relation to their participation in learning and/or the creation of their personal work products. Items such as artwork, writing samples, work samples, photographs or videos may be compiled over the course of the year in SEESAW portfolio.

The following types of assessments are used in kindergarten:

**Diagnostic assessment** is used to determine what the students currently know and can do and to identify strengths and weaknesses so that suitable instruction can be provided.

**Formative assessment** is the on-going assessment of student learning used to inform and improve performance and instruction. Methods of formative assessment used in kindergarten include:

- observation student journals and work
- portfolios self and peer reflection
- questions and answers
- discussions
- checklists

**Summative assessment** provides a cumulative description of student achievement and assists students, parents and teachers to plan further instruction and learning activities. Methods of summative assessment used in kindergarten include:

- performance-based tasks
- learning logs
- conferences
- checklists

The kindergarten report card will be issued 4 times a year. Parents are invited to talk with their child's teacher during teachers-parents conferences about their child's progress and achievements, in order to celebrate and support their learning at home.

**Assessment is a natural, ongoing, and important part of daily learning.**

## Home - School Partnership

The kindergarten year is where the partnership between home and school begins. We welcome you to be involved in your child's schooling! For example, parents can share their expertise and skills with the class, help organize activities or school functions, help on field trips or prepare materials at home.

Parents have an important role in supporting their child's development. Here are some ways you can help your child make the most of their Kindergarten year.

- Talk to the teacher and ask how you can support your child at home every day. For example, by reading to your child every day, playing with your child and providing opportunities for them to make decisions and solve problems.
- Show an interest in your child's learning by asking what your child learned at the activity centers.
- Celebrate and encourage early attempts at writing and reading.
- Attend information meetings and other events organized for parents and families.
- Speak to your child's teacher if you have any questions or concerns about your child's school experience.

***By working together, you and your child can become partners in learning.***

***Your interest, praise, and encouragement will certainly help your child have a successful year of reading!***

