

Kindergarten Core Document

Springwater Environmental Sciences School

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Oak Leaf Core document

Science

Inquiry Standards:

- Ask questions about objects, organisms, and events in the environments
- Plan and conduct a simple investigation
- Use data to conduct a simple reasonable answer
- Participates in activities
- Participates in discussions
- Understands concepts
- Describes size and color of objects
- Recognizes that all people have basic needs including food, water, and shelter
- Recognizes cycle as a pattern
- Recognizes that plants and animals have external features which are different.
- Knows that some material can be used over and over again
- Knows that change is something that can happen to many things
- Identifies the sun, moon, and stars
- Describes or draws simple observations
- Describes things in terms of their number, shape, size and color
- Raises questions about the world around them
- Follows a list of simple steps
- Understands and makes simple graphs in a class or group
- Describes the data from a graph
- Observes changes in the world
- Integrates scientific concepts into language arts program
- Introduce concepts of scientific inquiry
 - Questions
 - Forms hypothesis
 - Design investigation
 - Collect data
 - Analyze
 - Interpret results

Math

Numbers and Operation

- Uses numbers and symbols to define, communicate, and solve math problems
 - Read, write, order, and identify whole numbers less than ten
 - Use words such as before and after to describe relative position in a sequence of whole numbers on a number line up to 10 .
- Numbers and operation
- Representing, comparing, and ordering whole numbers and joining and separating sets

Calculations and estimation

- Develop and use strategies for single digit addition and subtraction
 - Add and subtract pairs of numbers using less than 10 concrete objects
 - Use object or pictures to decompose whole numbers ($5 = 4 + 1$)
 - Mentally find one more or one less than a single digit number
- Identify and name the value of a penny, nickel, dime and a quarter
 - Explore and differentiate coins: penny, nickel, dime, quarter
- Count by 10's and 5's
- Estimates objects up to ten
- Statistics
 - Identify more or less from pictographs and bar graphs
- Algebraic relationships
 - Sort, classify and order objects by size, color, shape
 - Identify objects that do not belong
 - Copy and extend patterns using a model
 - Compare two or more sets of 10 or fewer objects and identify which set is
 - equal to, more than, or less than the other

Geometry

- Describing shapes and spaces

- Identify basic shapes (square, circle, triangle, rectangle, oval)
- Match objects to outlines of their shapes
- Classify and sort geometric shapes by attributes
- Create shapes with manipulatives

Measurements

- Ordering numbers by measurable attributes (longer, short)
- Measure objects using nonstandard measurement (hands, cubes and objects)
- Sort and classify objects to show different attributes that can be measured in different ways (length, weight, size)
- Understand concepts related to time of day (morning, afternoon, evening, day, night)
- Compare the occurrence of two events using terms before or after (Understand the concept of today, yesterday, and tomorrow)

Rote counting

Count forward by one beginning with any number less than 30

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- Recognize numerals 0 to 20
- Count objects 0-20
- Assigns values to numbers 0-10

Problem solving

Begin to solve simple problems using objects

Reading

- Habits
 - Reading engagement/ Attitude
 - Oral reading Fluency
 - Reads sentence in a natural fluid voice with expression.
 - Comprehension/ Re-telling
 - Tell the sequence of events in a story
 - Correctly answer simple questions about stories read aloud

- Retell, reenact, dramatize or draw stories or parts of stories
- Interpretation
 - Can make reasonable conclusions after hearing a story
- Reflection/ metacognitive awareness
 - Relate prior knowledge and make connections to a story of informational text
 - Can state reasonable intent of author's purpose.
- Monitoring and self-correction
 - Recognizes when a misread word does not make sense.
- Problem solving unknown words
 - Uses phonics skills, pictures, and context clues to decode unknown word.

- Previewing

Printed Language concepts

Pre-Reading and Language

- Alphabet and sound skills
 - Name capital letters
 - Name lower case
 - Produce sounds for letters

Concepts about print

Identify the front cover, back cover, title page of a book

- Follow words read aloud from left to right and from top to bottom of the page
- Know that print is spoken words written down and has meaning
- Recognize that sentences in print are made up of separate words
- Distinguish letters from words
- Recognize and name all upper and lower case letters

Phonemic awareness

- Listen to spoken sentences and recognize individual words in a sentence
- Understand that the sequence of letters in a written word represents the

- sequence of sounds (phonemes) in a spoken word (alphabetic principle)
- Given a spoken word, produce another word that rhymes with it
- Listen to one syllable words and tell the beginning and ending sounds
- Given oral sets like 'pan, pan, pen', identify the first two as being the same and the third as different
- Given oral sets like 'sat, cap, run', identify the first two as sharing the same sound
- Orally blend two to three spoken sounds into recognizable words
- Orally segment single syllable spoken words into their components (cat =

/c/a/t/)

Decoding and word recognition

- Understand that as letters of words change, so do the sounds
- Learn most one to one letter sound correspondences
- Blend sounds to read one syllable decodable words
- Recognize some words by sight (a, the, I, my, you, is, are)

Informational Text

- Demonstrate General Understanding
- Correctly answer simple questions about a text read aloud
 - Develop an Interpretation
 - Use pictures of portions of the text to make predictions
 - Connect the information in text to life experiences

Literary Text

- Demonstrate General Understanding
- Tell the sequence of events in a story
- Correctly answer simple questions about stories read aloud
- Retell, reenact, dramatize or draw stories or parts of stories
- Develop an Interpretation
- Connect events in text to life experiences
- Make predictions

Writing

Beginning to Write in Kindergarten

- Write by moving from left to right and from top to bottom
- Independently write many uppercase and lowercase letters
- Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters
- Write most letters and some words when they are dictated
- Write some consonant-vowel-consonant words such as man, cat, run
- Write (unconventionally) to express own meaning
- Produce or dictate writing that approximates natural or story language

Writing process

- Students understand the concept of rough draft, editing, and revising
- Experimenting
 - Students independently write using inventive spelling
- Brainstorming
 - Students are able to generate an idea of what to write about .
- Drafting
 - Students are able draw a picture, label and or write sentences to transfer ideas to paper.
- Revising
 - Students are able to reread their own writing adding detail.
- Editing
 - Students are able to reread their own writing, add omitted words, correct spelling of sight words or common words.
- Publishing/ sharing
- Spelling
 - Use phonemic awareness and letter knowledge to spell independently
 - Spell some conventionally spelled consonant-vowel-consonant words
 - Spell sight words, with visual aid, correctly
 - Handwriting

- Students will form letters correctly in D'Nealian Handwriting

Social skills

- Empathy
- Emotional management
 - Problem solving/ impulse control
 - Identify a problem in the environment
 - Introduce the difference between a problem and solution
- Shows respect
 - Understand rules and responsibilities for yourself within your family
 - Demonstrative what being a good citizen involves
 - Identify authority figures, and their responsibilities, in home, school and community
- Makes good decisions
 - Identify purposes for rules as ways to provide order, security and safety

Speaking skills

- Uses language to communicate ideas effectively.
- Recite short poems, rhymes, and songs
- Retell, reenact, or dramatize stories or parts of stories
- Show and tell using props
- Share information and ideas, speaking in complete, clear sentences
- Describe people, places, things (size, color, shape), locations and actions
- Tell an experience or story in a logical sequence
- Speak audibly and look at listeners most of the time

Listening skills

- Listen when others are speaking
- Understand and follow one and two step oral directions
- Shows evidence of listening through summarizing and questioning.

Social Science

- Participates in activities
- Participates in discussions
- Introduce identifying and gathering and evaluating information as a group
- Introduce the concept of empathy
- Identify a problem in the environment
- Identify and order events that take place in a sequence
- Distinguish among past, present, and future
- Introduce diverse perspectives and interpretations on various holidays

Fine Motor skills

- Begins to develop eye-hand coordination
- Has control and consistency with pencil/ scissors
- Forms letters uniformly / correctly most of the time

Health

- Participates in all activities
- Participates in discussions
- Understands concepts
- Recognize the importance of variety and moderation in food selection and consumption.
- Choose a variety of foods to eat from different food groups.
- Advocate for more fruits and vegetables at school.
- Identify safe behaviors when traveling to and from school and in the community.
- Use decision-making model to plan ahead to avoid dangerous situations and injuries on the way to and from school.
- Identify and access resources for basic health and safety information.
- Demonstrate ways to avoid unsafe situations and practice healthy behaviors.
- Identify influences on health related behaviors including methods of persuasion.
- Demonstrate positive communication skills.

- Set short-term personal goals to enhance health and safety.
- Use a decision making model to make decisions that enhance health and safety.

Art

- Use experiences, imagination, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.
- Explore aspects of the creative process and the effect of different choices on one's work.
- Create, present and/or perform a work of art that demonstrates an idea, mood or feeling.
- Describe how one's own work reveals knowledge of the arts, orally and in writing.
- Recognize how the arts can influence an individual's life.

PE

- Demonstrate mature form of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control.
- Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike.
- Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.
- Demonstrate three different step patterns and combinations of movements into repeatable sequences.
- Identify changes in his/her body during moderate to vigorous exercise.
 - Self-management and social behavior
 - Identify rules, procedures, and etiquette in a specified physical activity.
 - Identify positive ways to resolve conflict.

Music

- Understand elements of music: rhythm, melody, harmony, dynamics, tempo

- Able to note read not on the grand staff
- Demonstrate skills in basic instrument playing (e.g. bells, rhythm instruments, marimbas)
- Demonstrate understanding of note spacing (e.g. steps and skips and chords versus arpeggios)
- Sing songs in rounds, chorus and versus and in song structures like chants with echo, call and response, group song writing, and group singing with no parts
- Exposure to types of music including jazz, classical, world, folk, bluegrass, and the types of musical instruments used in these styles