



# KINDERGARTEN

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- ↳ Language Arts/Social Studies
- ↳ Mathematics
- ↳ Science
- ↳ Introduction to Literacy Skills

**THE LANGUAGE ARTS/SOCIAL STUDIES PROGRAM  
KINDERGARTEN, YEAR-AT-A-GLANCE**

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OVERVIEW STATEMENT

The School District of Haverford Township believes that the kindergarten program should focus on the needs of the young child and enhance the love of learning. The goal of the program is to provide a rich and stimulating environment that promotes self-esteem, social development and academic skills. An integrated curriculum has been developed with age appropriate activities to ensure that children are active learners (The Kindergarten Handbook for Parents).

### Learning Behaviors and Social Development

The kindergarten program provides many opportunities for students to learn behaviors such as listening, sharing and taking turns, playing cooperatively with others, completing activities without teacher assistance and taking responsibility for belongings (to name the most significant behaviors).

### Motor Skills Development

Students have many opportunities to learn important motor skills. Examples are scissor handling, pencil grip, jumping and skipping.

For learning behaviors and social and motor skills, students learn according to their developmental level and are guided through each learning experience to achieve success.

### Overview of the Language Arts/Social Studies Program:

The Language Arts Program is organized with the Social Studies program into three units: Me, Myself and I (A focus on the kindergarten child) I Make a Difference and The World Around Me. These units are designed to focus on the kindergarten student and the student's interactions with others.

For the first unit, students learn about themselves such as their height, weight and personal characteristics, concepts of time, and changes in themselves such as learning new skills. In the second unit, students learn rules such as those for the classroom and for moving to other places in the building. These rules help students know how they can function successfully in school. Further in this unit, they learn ways to be helpful in the classroom, the role of school helpers such as the nurse, librarian, custodian and others who make a difference in school. The third unit involves the world of the child and focuses on family, pets and plants in the student's environment. For each unit, books are selected to enhance students' understanding of the concepts. The stories are read aloud to the students and are made available for students to "picture read" individually or with a partner.

### Reading and Language Skills

In addition to the literature selections, which are taught with the three units, students hear stories and poems read aloud or on tape. The Houghton Mifflin series, "A Legacy of Literacy", uses big books and charts to teach strategies for understanding text, and introduces students to sight words that enable them to read "emergent" reader books. Students learn that reading is to make "meaning from text," according to Pennsylvania State Standards. Students also learn the emergent (beginning) reader skills such as correct book holding, directionality (reading from left to right), using pictures to tell the story, identifying story elements of characters, setting and character's problem, retelling the story from memory and read independently at the emergent reader level. Students learn to recognize the letters of the alphabet, (both lowercase and capital), the sounds of the letters, as well as initial and final consonant sounds in words, and rhyming patterns in words.

### Writing Skills

Students learn to write progressing from writing random letters for words to writing letters that match sounds in words. Instruction in writing involves modeling how to write and provides daily experiences using writing. Kindergarten students use the "Kidwriting" program, which teaches

children to use sounds to write words and sentences that describe a picture that they draw in their journals. Adult underwriting enables students to learn proper spelling of words. The Writing Spot program from Great Source is also used to assist students in the development of their writing skills in all genres of writing.

### Handwriting

Kindergarten uses the Handwriting Without Tears program. This handwriting program is a simple, developmentally based curriculum designed to teach children of all abilities. Instruction in kindergarten begins with capital letters and then moves to lowercase letters. Letters are grouped together based on similarity of formation. The program also incorporates developmentally appropriate activities to strengthen small muscles and improve eye-hand coordination. Students are taught through a multi-sensory approach. The Handwriting Without Tears printing style uses a vertical formation for letters. This approach is easier for children to identify, recognize and write letters. The program also uses double line paper that eliminates the problem of line confusion.

### Speaking and Listening

Students participate in a variety of speaking and listening experiences in which they learn to sustain attention to the speaker, to follow a series of directions, to memorize a poem or song, to listen to others, and to participate in-group discussions.

In all areas of reading, writing, speaking and listening, students learn at their developmental level and are guided through each learning experience to achieve success, according to Pennsylvania State Standards.

*For additional information please call the K-12 Humanities Coordinator, Dr. Catherine McKeone, at 610-853-5900 Ext. 7212.*

## **THE MATHEMATICS PROGRAM KINDERGARTEN, YEAR-AT-A-GLANCE**

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### OVERVIEW STATEMENT

Students entering kindergarten traditionally arrive with developmental differences that span a wide range of experiences. The kindergarten teacher and the school district's curriculum are responsible for helping prepare all students, both academically and socially, to enter a full-day first grade program. The district's kindergarten to fifth grade math program, *Everyday Mathematics*, takes advantage of what students know when they enter school, and introduces them to a more ambitious set of mathematical understandings and skills than has been traditional in schools in the past.

By the end of kindergarten, students have been introduced to the math concepts, which are listed below, under broad math strands, which are developed throughout the six years of this program. Because each child is growing at his/her own pace (particularly at this young age/grade), neither home nor school should expect that every child will have "mastered" all of these concepts. These are concepts which, though *introduced* in kindergarten, will not be "mastered" until later in first or even second grade. In kindergarten, many skills are learned through games, colorful hands-on activities, discussions, through daily calendar /weather activities and through other informal means.

Parents can best support their children at home by providing an environment in which mathematical ideas from the real world (shapes, numbers, comparative sizes, money exchanges and purchases, etc.), are discussed and applied while doing the normal routines around the house and community.

#### Program Highlights:

Some of the key features of the Everyday Mathematics program include:

- △ Problem solving for everyday situations
- △ Developing readiness through hands-on activities
- △ Establishing links between past experiences and explorations of new concepts
- △ Sharing ideas through discussion
- △ Cooperative learning through partner and small-group activities
- △ Practice through games
- △ Ongoing review throughout the year
- △ Daily routines
- △ Ongoing assessment
- △ Home and school partnership

#### Mathematical Content for Kindergarten Everyday Mathematics

*Everyday Mathematics* covers a broad range of mathematical content, not just numbers and arithmetic. *Kindergarten Everyday Mathematics* content emphasizes the following content strands, skills, and concepts:

##### Numeration

Counting; reading and writing numbers; investigating place-value of whole numbers; exploring fractions and money.

##### Operations and Computation

Exploring additions and subtraction; beginning informal work with properties of numbers and problem solving.

##### Data and Chance

Collecting, organizing, and displaying data using tables, charts, and graphs; exploring concepts of chance.

##### Geometry

Exploring 2-and 3-dimensional shapes.

##### Measurement and Reference Frames

Using tools to measure length, capacity and weight; using clocks, calendars, timelines, thermometers, and ordinal numbers.

##### Patterns, Functions, and Algebra

Exploring attributes, patterns, sequences, relations, and functions; solving “What’s My Rule?” problems and studying properties of operation

*For additional information, please call Mr. Frederick Brown, Haverford's K-12 Mathematics Coordinator, at 610-853-5900 Ext. 7211.*

## **THE SCIENCE PROGRAM KINDERGARTEN, YEAR-AT-A-GLANCE**

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### OVERVIEW STATEMENT

Before children enter the world of school, they develop ideas about the world around them. Many of their ideas about natural phenomena derive from sensory experiences. Building on this awareness and knowledge, students in the early grades, engage in science in a form that involves the active construction of ideas and explanations. This hands-on experience enhances their opportunities to develop abilities of doing and understanding science. In Kindergarten students investigate properties of common objects and organisms, raise awareness about individual senses, and watch patterns of changes through the seasons. The students will focus on the process of doing investigations, developing the ability of asking scientific questions and sharing their explanations with their peers to investigate the world around them.

Kindergarten students will be using three units: *Seasons, Trees and The Senses*. These units focus on three content areas of science, Earth and Space Science, Physical Science and Life Science.

#### Seasons

This unit begins to develop a beginning understanding of natural patterns. Students will explore the four seasons and observe the characteristics of each season. They will be able to name the four seasons in order and identify the season by their environment. They will observe how seasonal changes affect plant, animal and human life. They will create predictable charts using information about each season or a particular season. Students will use Kid-writing journals to write and/or draw on topics focused on the seasons. Students will use literacy connections to reinforce characteristics of the seasons. Additional poems and songs, related to the changing seasons are introduced during the year.

#### Trees

The giant sequoia is the most massive living organism on earth. It is a tree, magnificent in dimension and inspiring in terms of its longevity and durability. To the kindergartner the oak tree on the corner, the pine trees at the park and the maple trees at school are giants. This unit provides children with a systematic investigation of trees that will bring students an understanding of the scientific ideas of characteristics and life cycles of organisms and will provide some solid experiences on the way to understanding all plants. Using the child's growing curiosity and interest in living things that make

up their world, students observe and describe properties of trees and leaves on mini field trips in their schoolyard, collect leaves to compare them, make leaf booklets and extend their understanding of trees as a growing, changing, living part of their world. Students will continue to make these observations throughout the school year documenting their observations in a science notebook. Kindergartners will help plant a tree temporarily in the classroom and then permanently in the schoolyard.

### The Senses

This module introduces children to the process of using their senses for exploring the everyday world. They will explore and identify objects using their senses. They will be able to identify their senses as seeing, hearing, touching, smelling and tasting. Students will sort and compare objects based on the different senses. They will use hand lens to extend their sense of seeing. They will take walks outside, looking carefully for things and details they may not have noticed before. They will explore mystery sounds and develop vocabulary for describing sounds. They will record observations using their science notebook pages and their Kid-writing journals. They will discuss their observations in class and make simple graphs to display the information they have observed. They will learn how different senses provide information about their environment.

*For additional information, please call Mrs. Natalie Hiller, Haverford's K-12 Science Coordinator, at 610-853-5900 Ext. 7208.*

## **INTRODUCTION TO LITERACY SKILLS KINDERGARTEN, YEAR-AT-A-GLANCE**

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### OVERVIEW STATEMENT

In kindergarten, students experience the warm friendly atmosphere of the library fostered by the school librarian. They listen to a wide variety of stories read aloud by the librarian. They become familiar with library procedures and develop responsibility for borrowing, caring for and returning library books.

### Library Skills

Students are introduced to the following library skills:

Listening to stories read aloud.

Selecting a book.

Checking out the book.

Returning the book.

### Computer Skills

Students are introduced to the following computer skills:

Keyboarding - letters, numbers, hyphen, shift key, spacebar, delete, arrow keys.

Basic mouse skills (cursor placement, point, click and drag).

Menu - File (Save, Enter title).

Word-processing first and last name, street address, and telephone number.

*For additional information, please contact the District's Technology Director, Mrs. Jane Greenspun at 610-853-5900 Ext. 7215.*