

Sanborn Regional School District  
Kingston & Newton New Hampshire

**SCHOOL BOARD POLICIES REGARDING COURSE  
OUTLINES**

- It is expected that within each class/grade, teachers make reasonable efforts to accommodate differences among students and use a variety of instructional methods.
- The purpose of this course/grade outline is to communicate general expectations and policies to our students and their families. The timelines and activities are offered as guidelines and are subject to change.
- If you have any questions, comments, or suggestions, please feel free to call the teacher and the school office.

**D.J. BAKIE ELEMENTARY SCHOOL**

**COURSE OUTLINE-KINDERGARTEN  
2005-2006**

**KINDERGARTEN TEACHERS:**     **KATHY BROSNAN**  
   **BETH PAUL**  
   **SARAH WISECARVER**

Sanborn's Kindergarten program will provide a developmentally appropriate program to its students through a hands-on, multisensory curriculum consisting of projects, learning centers, themes, and playful activities. We will enrich learning experiences by extending children's ideas, responding to their questions, engaging them in conversation, and challenging their thinking. We will provide a positive atmosphere that fosters an acceptance of the uniqueness of self and others. In Kindergarten we will provide effective communication skills (oral, written, listening, and reading) that are interwoven into the child's daily routine.

All of these goals will be met through district-wide initiatives including:

- Collins Writing
- TLC Phonemic Awareness Program (Lively Letters)
- Responsive Classroom
- Building Blocks
- Everyday Math

## CORE SUBJECTS

### Language Arts

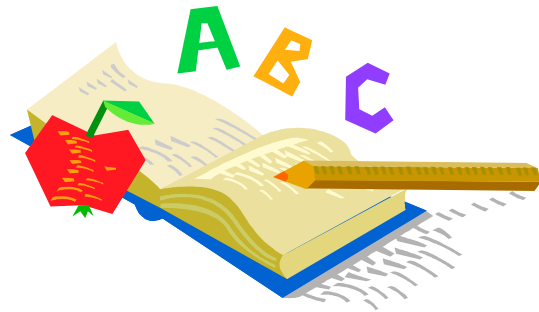
The core of the language arts program in kindergarten is the integration of all the elements of language- listening, speaking, reading, and writing. All activities are aimed at creating a classroom in which children are exposed to a wide variety of literature in a variety of ways. Concepts introduced will include the following:

#### Concepts about Print

- Seeing likenesses and differences in letter and word forms.
- Recognizing how sounds are represented in print.
- Recognizing and identifying the front cover, back cover, and title page of a book.
- Following words from left to right and top to bottom of a printed page.
- Explaining that printed materials provide information.
- Recognizing that sentences in print are made up of separate words.
- Distinguishing letters from words.
- Recognizing and naming all capital and lower case letters.

#### Phonemic Awareness

- Noticing auditory likenesses and differences in sounds such as rhyming, beginnings, and endings of words.
- Recognizing letters sounds- consonants and short vowels.
- Identifying and matching similar beginnings and ending of words.
- Identifying rhyming words.
- Supplying a rhyming word when given a model.
- Blending vowel and consonant sounds to make words.
- Counting the number of syllables in a word.
- Recognizing simple one syllable and high frequency sight words.
- Recognizing one's own name.



#### Vocabulary and Concept Development

- Identifying and sorting common words from basic categories.
- Describing common objects and events in both general and specific language.

### Comprehension and Analysis

- Using pictures and context to make predictions about story content.
- Connecting information and events in texts to life experiences.
- Retelling familiar stories.
- Asking and answering questions about essential elements of a text.

### Narrative Analysis

- Distinguishing between fact and fiction.
- Identifying different genres including everyday print materials such as storybooks, poems, newspapers, signs, and labels.
- Identifying character settings and key events.

### Writing Strategies

- Using letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- Beginning to write using consonant-vowel-constant words.
- Writing using a left-to-right, top-to-bottom progression.
- Engaging in writing or writing-like activities using transitional and/or conventional spelling.

### Penmanship

- Using McGraw Hill style handwriting. (Stick and Ball Method)
- Writing capital and lower case letters using form and spatial alignment.
- Holding a writing tool correctly.

### Listening and Speaking Strategies

- Listening to and responding to oral communications
- Speaking in clear and coherent sentences.
- Understanding and following one- and two- step oral directions.
- Sharing experiences orally with a group.
- Recognizing main ideas.
- Understanding cause and effect in making predictions about text.
- Using prior knowledge to make predictions about text.
- Reciting short poems, rhymes, and songs.
- Relating experiences or stories in a logical sequence.
- Retelling familiar stories in logical order.



## Mathematics

During kindergarten, children will be introduced to mathematics through a manipulative based program that incorporates mathematics into every day situations. Concepts introduced will include the following:

### Number Sense, Numeration

- Count, recognize, represent, name, and order a group of objects.
- Form groups.
- Recognize numerals and numbers.
- Associate numbers and numerals with groups of objects.
- Write numbers.
- Count backward.
- Read an addition number sentence using simple numbers.
- Perform simple operations (no regrouping).

### Geometry and Spatial Sense

- Identify, describe, and classify common geometric objects.
- Compare and sort items.
- Know positional terms (above, below, inside...)
- Use order terminology (before, after, first...)

### Patterns and Relationships

- Identify and extend a simple pattern.
- Demonstrate comparisons using manipulatives (more, less, same...)

### Data, Probability, and Statistics

- Help create a graph.
- Read a graph.
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### Measurement

- Compare objects to self.
- Measure using own body.
- Compare length, weight, and capacity of objects.
- Use a calendar to identify days of the week, months of the year, holidays, and student's birthday.
- Recognize coins by name- penny, nickel, dime, quarter.

## Social Studies

The kindergarten social studies program will include introduction and exposure to the following:

- All About me
- School and home rules
- Community helpers
- Friends

## MUSIC

- To develop an interest in and enjoyment of music.
- To provide experiences relating to numeracy and literacy thru music.
- To use music and movement activities to enhance our curriculum.



## ART

- To experience paint, clay, play dough, and other artistic medium.
- To use different media, techniques, and processes to communicate and express ideas.
- To make connections between art and literature.



## ENRICHMENT

**TEACHER: MS. KLEMARCZYK**

The Enrichment Specialist will work within the classrooms to support instruction that models differentiated instruction, compacting, tiered lesson planning, and creative and critical thinking. Together, the Enrichment Specialist and Classroom Teacher could team teach lessons, and plan extensions for units of study that will enrich the curricula. The Enrichment Specialist will also work with the Unified Arts Specialists, (Library, Music, Art, and Physical Education), when possible to enhance those programs and make connections to the classroom studies.

The Enrichment Specialist will work to enrich the *Animals in Winter* Unit. A strong focus will be to tie in literacy and work with all of the children's learning modalities to integrate their learning.

## **PHYSICAL EDUCATION**

- To use Brain Gym movements to enhance student experiences of whole brain learning.
- To use daily outdoor recess to improve both gross and fine motor skills.
- To develop movement and cooperative play thru musical activities.

