



**KINDERGARTEN
WHAT'S IT ALL ABOUT?**

- **WE LEARNED IT ALL...**
- **KINDERGARTEN IN NORTH PENN**
- **EVERYDAY MATHEMATICS**
- **MATH GOALS**
- **READING WITH TROPHIES**
- **POLICIES AND GUIDELINES**
- **PARENTAL INVOLVEMENT**
- **LETTER AND NUMBER FORMATION**

We Learned It All in Kindergarten

Most of what I really need to know about how to live, and what to do, and how to be I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandbox.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Live a balanced life. Learn some and think some, and draw and sing and dance and play and work every day some.

When you go out into the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up, and nobody really knows why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup—they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: *look*. Everything you need to know is in there somewhere. The golden rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all had cookies and milk about three o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations always to put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

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North Penn School District

Kindergarten

Kindergarten is an integral part of the North Penn School District education system. Our Program incorporates all aspects of the curriculum: science, music, art, social studies, gym, library, with special emphasis on language arts and math. Curriculum goals are accomplished through activities relative to social, emotional, physical, intellectual, and creative needs of the five and six year old child.

Language Arts – The Harcourt Trophies language arts program provides daily activities in and with the instruction and practice of phonemic awareness, early literacy skills, and writing through sharing literature, listening, and speaking, children will build their knowledge of letters, words, and phonics.

Math – The Everyday Mathematics program emphasizes concrete experience through the use of manipulatives to help make math concepts meaningful. The focus is on the following skills: positional relationships, classifying and sorting, patterns, comparisons, counting to 100, ordering and measuring, shapes, graphing, problem solving, and an introduction to time and money and addition and subtraction.

Science – Many activities are used to explore animals, plants, seasons, weather, magnets, the solar system, and the five senses. There is a special emphasis on inquiry. Merck Science Kits are used to explore the five senses, living things, lady bugs, and paper.

Music – Music is a part of each day through singing, tapes, and rhythms. The Children also have music class weekly with the music teacher.

Art – Art experiences are integrated with many aspects of the curriculum. A variety of mediums are used for creative expression. The process is important, not the product. The children also have art class weekly with the art teacher.

Social Studies: The Scott Foresman Here We Go activity program revolves around the themes of who we are, communities, work, our earth and the USA. The globe and maps are introduced. Holidays and seasonal units are incorporated.

Library – Books are an integral part of the curriculum. The children go to the library once a week for a lesson with the librarian. All children check out books to take home. Many library books are available in the classroom and are used as an integral part of the curriculum.

Gym – Opportunities for large motor activities are provided throughout the day.

Technology – The children will be introduced to beginning computer skills. The computer will also be used to reinforce language and math skills.

All aspects of the curriculum are integrated with each other to reinforce and enrich concepts and skills. Our program is geared to foster the kindergarten child's enthusiasm for learning and growing.

Parent Letter

Parents' Introduction to *Kindergarten Everyday Mathematics*

This year your child will be using *Kindergarten Everyday Mathematics*, a program created through the University of Chicago School Mathematics Project. This program is based on research and experience that shows that young children are capable of more mathematics learning in kindergarten than was previously believed so long as the content is presented and explored in ways appropriate for children of kindergarten age.

Mathematics learning used to be treated differently from subjects in which discussion and creativity are welcomed. Learning was mostly by rote, memorizing equations and tables. Children learned to add and subtract, then to multiply and divide. But mathematics includes this and much more. To many of us, who learned to think of mathematics primarily as written work — problems of numbers and symbols written on paper, and solved on paper — it may be hard at first to believe that mathematics is taking place. Few papers come home. The children seem to be playing! But these playful activities are meaningful and productive and help children become independent and comfortable thinkers about mathematical ideas. Research has shown that young children often have difficulty with written and symbolic mathematics if it is emphasized too early — before a strong foundation based on understanding is built.

You will see your child become excited by a wealth of mathematics activities, including counting, numeration, measurement, geometry, patterns, data collecting and calculator use. Classroom routines such as keeping track of the days of school on a number line, monitoring and graphing the temperature and weather, recording attendance, counting the time it takes to clean-up, charting the daily schedule, gives children real-life opportunities to develop a variety of mathematics skills.

We hope that through experiencing *Kindergarten Everyday Mathematics*, you and your child will find that mathematics is useful, enjoyable, varied, and meaningful. Just as we know that telling stories and reading books to children helps foster a love of reading, in the same way, your support of mathematics learning will help your child to develop lasting confidence and competence. Your comments and questions are most welcome.

Sincerely,

The Kindergarten Teachers



KINDERGARTEN GOALS

- ◆ Counting 20 or more objects
- ◆ Interrupted verbal counting beyond 100
- ◆ Counting backward from beyond 22
- ◆ Counting by 2s beyond 30
- ◆ Counting by 5s beyond 110
- ◆ Counting by 10s beyond 110
- ◆ Reading any number, 100 or less
- ◆ Writing any number, 100 or less
- ◆ Understanding the meaning of addition and subtraction
- ◆ Understanding the meaning of division, at least as equal sharing
- ◆ Understanding equivalence (6 as $2+4, 5+1, 7-1$)
- ◆ Estimation
- ◆ Performing simple data collection and graphing
- ◆ Using basic geometry concepts (naming basic figures, plane and solid)
- ◆ Using calculators (counting with repeat key, making and reading larger numbers)



Kindergarten

The Trophies Kindergarten Program builds literacy skills through hands-on activities that focus on phonological awareness, phonics, reading strategies and writing.

❖ Phonological Awareness Skills include:

- Concept of Words
- Rhyme recognition and production
- Syllable segmentation and deletion
- Onset and rime blending
- Phoneme identity
- Phoneme isolation
- Phoneme segmentation
- Phoneme blending
- Phoneme addition
- Phoneme deletion
- Phoneme matching
- Phoneme substitution

❖ Phonics Skills include:

- Identifying letter and sound correspondence
- Blending and building words
- Decoding text

❖ Reading Strategies include:

- Identifying concepts of print
- Retelling familiar stories
- Identifying story elements (setting, problem, and solution)
- Distinguishing between reality and fantasy
- Identifying main idea and details
- Sequencing stories (beginning, middle and end)
- Summarizing stories
- Making and confirming predictions
- Drawing conclusions
- Making personal connections to stories
- Comparing texts

❖ Writing Skills include:

- Writing upper case and lower case letters
- Drawing pictures and writing sentences
- Drawing pictures and labeling objects
- Using invented spelling
- Identifying naming words and action words

Try the website! Many ideas for parents.

www.harcourtschool.com

KINDERGARTEN

POLICIES and GUIDELINES

Dear Parents,

In the coming weeks we will become more deeply involved in the curriculum of the kindergarten program. The children will be doing some written work, but please keep in mind that much of the learning takes place aurally through whole group instruction and manipulative activities. We do mark the children's work with specific symbols, such as a star, smiley face, or with a sticker. However, we attempt to have all children meet with some degree of success by giving help with corrections as we check their work.

In order to promote on-task behavior, we sometimes give simple coloring or identification work to the children as they are beginning their day. Please do not be alarmed if your child brings one of these pages home unfinished. We usually explain to the children that this could be completed at home. If we have a child that is consistently not completing work in the allotted time period or having difficulty with important concepts, we do contact parents through a note or phone call.

HOMEWORK

The North Penn School District's policy for homework in kindergarten says that no homework is required. We do, however, give opportunities for the children to complete some things at home. The most important kindergarten homework includes remembering library books, sneakers on gym days, show-and-tell, and giving messages to parents and teachers.

GRADING

Children in kindergarten are, for the most part, tested individually on their knowledge of colors, shapes, letters, sounds, numbers, etc. Participation in class discussions and activities helps us assess a child's language abilities, physical skills, and social/emotional development. These areas are vitally important in order to be successful in kindergarten and throughout the school years.

Please contact us if you have questions concerning the above.

Sincerely,
The Kindergarten Teachers

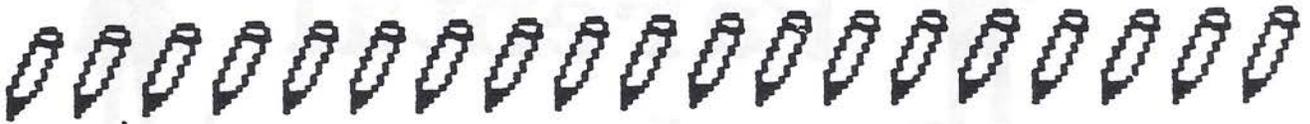


Parental Involvement



Parental involvement is an essential part of your child's progress. Here are some suggestions that can help.

1. Read to your child everyday!!!
2. Have lots of books, pencils, markers, crayons and scissors available to use.
3. Practice letters, sounds, rhymes, poems, birthdate, address, and phone number in daily activities. (Avoid worksheets, etc.)
4. Require your child to do activities as independently as possible. Give simple tasks and chores around the house.
5. Ask your child about each school day. (What was best? What was hardest? What was the most interesting?)



Dear Parents,

Many children in kindergarten are already printing letters or are showing great interest in this activity. To prevent the formation of bad habits, I am sending home some guidelines and a chart that correlates with the writing program in our school.

—All letters and numerals start at the top and come down—young children tend to start at the bottom.

—Lower case letters are the most difficult to master, especially in size relationships.

—Children should begin printing on unlined paper. They will progress to lined paper as they develop control and coordination.

Just a reminder. Printing requires many skills that develop only with age. It is not expected of all kindergarten children and should not be forced. If your child has difficulty or is not interested, put it aside as he is probably not ready.

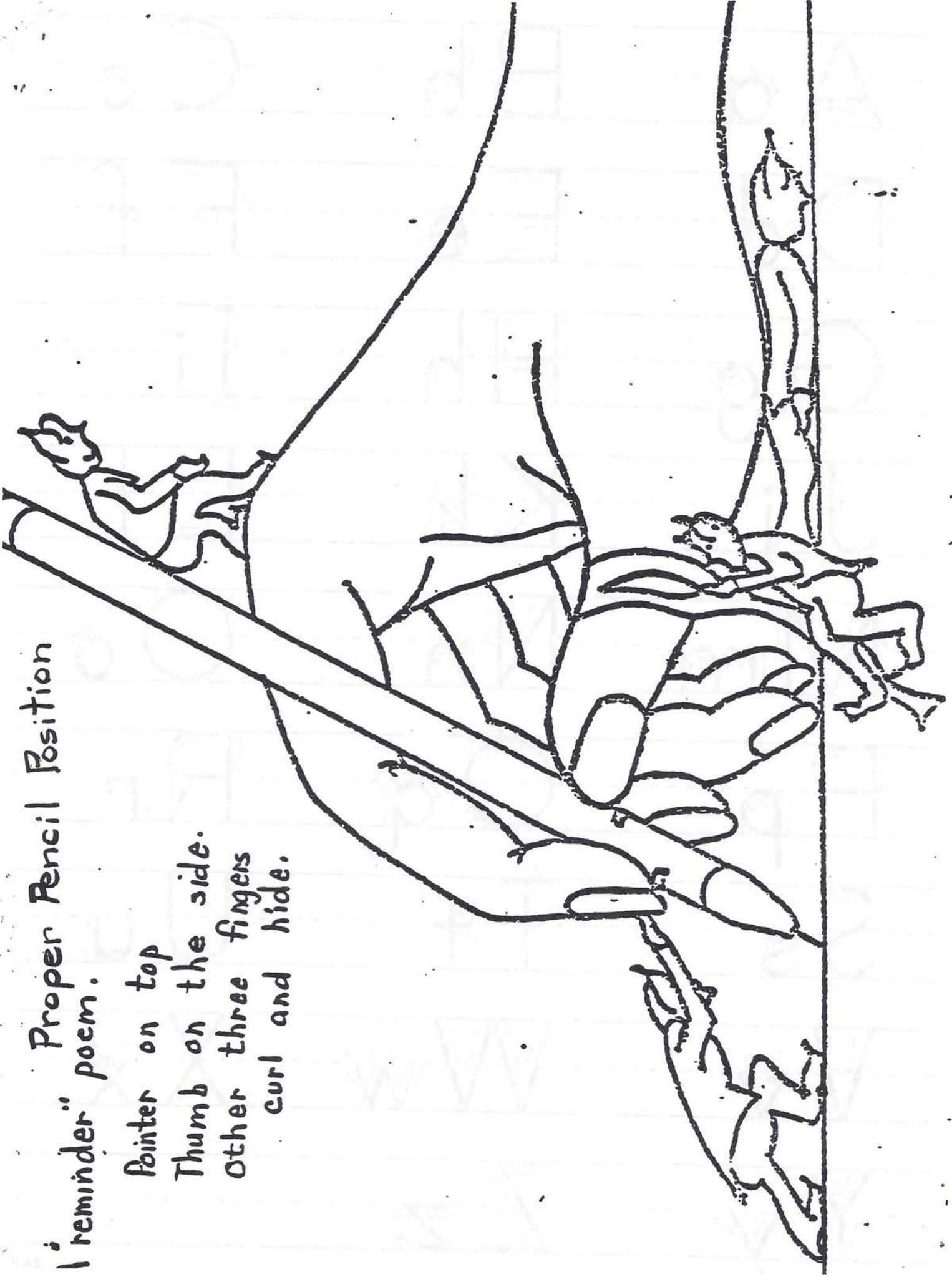
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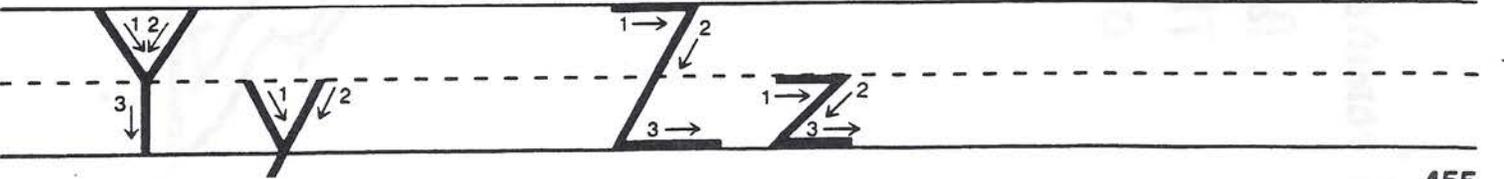
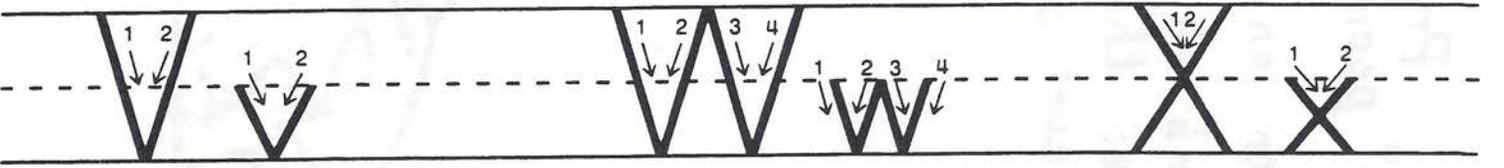
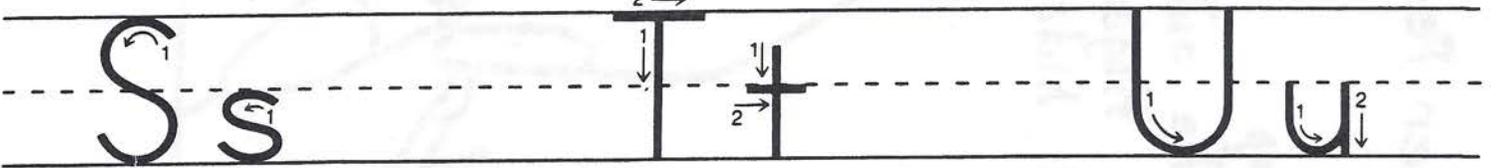
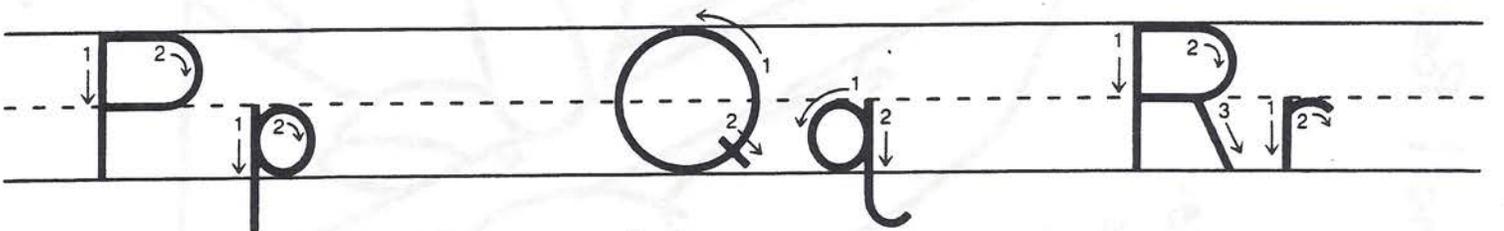
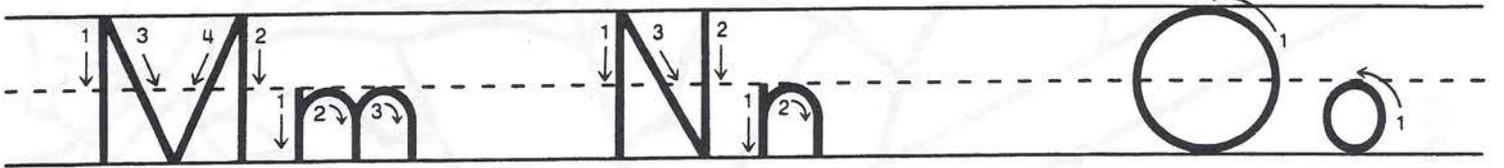
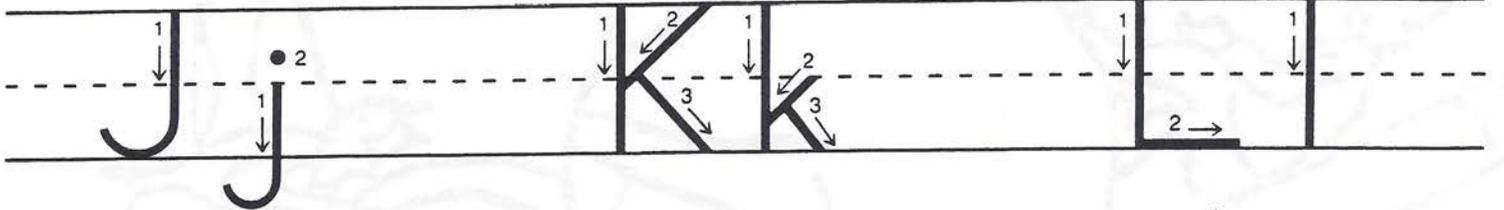
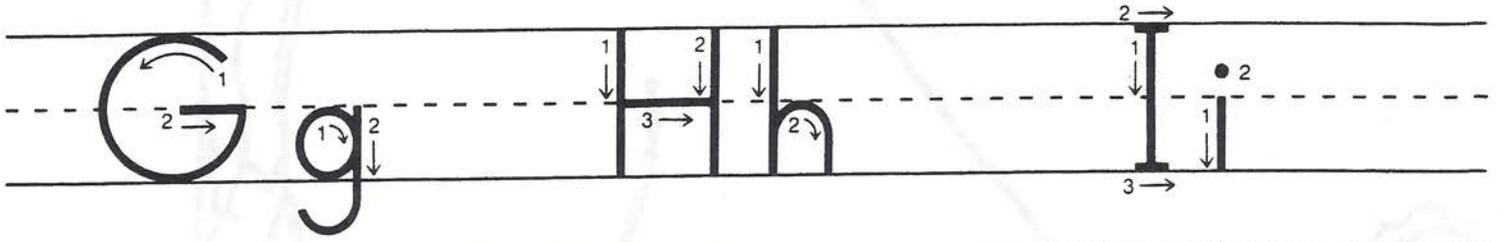
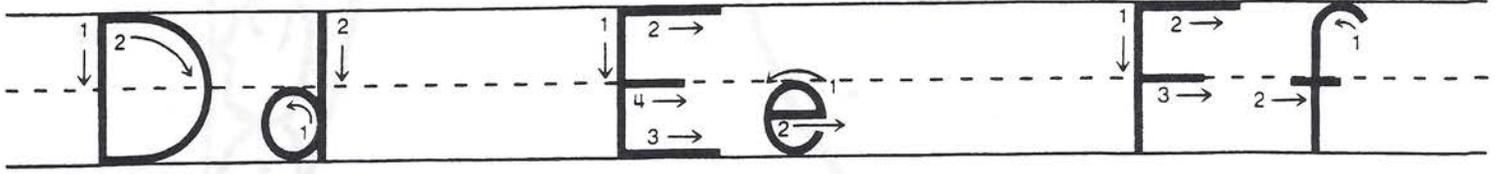
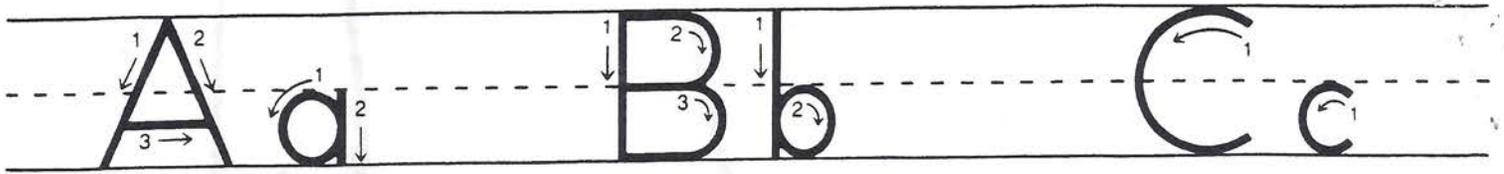
Kindergarten Teachers



Proper Pencil Position
"reminder" poem.

Pointer on top.
Thumb on the side.
Other three fingers
curl and hide.





NUMBER POEMS

Cut out each of the squares below. Put them together to make a number book. Trace over the numbers and learn the poem for each one. Practice writing your numbers with the poems.

<p>My Number Book by</p> <hr/>	 <p>Around we go!</p>	 <p>One is fun!</p>
 <p>Around and back on a railroad track! 2-2-2-2</p>	 <p>Around a tree and around a tree, that's the way to make a three.</p>	 <p>Down and over and down some more, that's the way to make a four.</p>
 <p>Fat old five goes down and around. Put a hat on top and see what you've found!</p>	 <p>Roll a hoop and make a loop.</p>	 <p>Across the sky and down from heaven, that's the way to make a seven.</p>
 <p>We make an "S" but do not wait, go back up and close the gate.</p>	 <p>A hoop and a line, that makes a nine.</p>	<p>The End</p>

WHAT KINDERGARTEN EXPECTS OF PRESCHOOLERS

(One public school published this listing as the abilities needed to enter Kindergarten)

ARE YOU HELPING YOUR CHILD TO LEARN TO...

- turn lights off and on and other simple tasks
- wash hands before meals and after using the bathroom
- listen and follow directions (respect adult authority) needs reminding less than three times
- put on shoes, tie own shoestrings, button, zip
- carry water without spilling (balance)
- hop, skip, run, jump, gallop
- talk about names of things around home, their use and importance
- say own name, parents' names, address, phone number, area code, and be willing to give them when asked
- retell and dramatize stories and events that interest him
- play with other children...be able to work in a group and share toys with others
- see the differences in size of objects (small plate, large bowl, etc) and differences in forms (triangle, circle, square, rectangle)
- know what it means to go up, down, around, behind, inside of, or in front of
- know colors and be able to name them (red, blue, yellow, green, orange, purple, black, brown)
- begin to recognize capital and lower case letters of the alphabet
- cut on the lines of shapes and large pictures with children's blunt scissors (right or left handed scissors)
- draw with crayons on a big sheet of paper
- scribble and show interest in printing
- name the parts of the body and functions (eyes are to see, elbows bend arms, etc.)
- identify differences in color, picture, size, shape, and sound
- listen to music that tells to march, jump, skip, slide, hop, or sing to its rhythms as well as do the activities
- take things apart as well as put them together
- enjoy stories read often
- count toys, buttons, socks, pennies, etc.,
- count on a calendar, see the sequence of the numbers and learn to recognize numerals 0-10
- put puzzles together
- use hands to string buttons or beads and use lacing cards

READING/LANGUAGE ARTS PROGRAM OBJECTIVES

Kindergarten: First Quarter:

1. Predicts what a story is about based on cover and illustration.
2. Names common objects.
3. Describes likenesses and differences in colors, pictures, objects, sizes, shapes, and spoken words.
4. Listens, repeats, and adds missing words to stories, songs, jingles, poems, and rhymes.
5. Uses a variety of words to express ideas in complete sentences.
6. Identifies and classifies by color, size, and shape.
7. Demonstrates an understanding of positional words such as over, under, top, bottom, left, right, inside, outside, etc.
8. Recognizes colors.
9. Communicates through drawing.
10. Chooses a topic on which to write.

Kindergarten: Second Quarter:

1. Supplies missing rhyming words in sentences using models.
2. Uses details to describe people, places, and things.
3. Follows two part oral directions.
4. Follows oral directions such as underline, circle, put an "x" on, or find the row.
5. Participates in discussions, pantomimes, or dramatizations.
6. Retells stories and other language experiences.
7. Writes own first name.
8. Draws pictures and is able to tell about it.

Kindergarten: Third Quarter:

1. Creates new endings for oral stories, working independently and in groups.
2. Sequences pictures after teacher tells or reads a story.
3. Increases comprehension by changing the ending of a story or poem.
4. Identifies the characters in stories and poems.
5. Answers questions orally about stated facts in stories, events, or pictures.
6. Predicts outcomes orally from stories, events, or pictures/.
7. Recognizes letter names.
8. Identifies letter sounds.
9. Follows a left-to-right sequence in reading and writing.
10. Expresses ideas in writing using approximations.

11. Identifies periods, question marks, exclamations, and quotation marks and gives reasonable definition.

Kindergarten: Fourth Quarter:

1. Writes on lined handwriting paper if developmentally appropriate.
2. Remediation