

Lien Elementary School
Amery, Wisconsin
2020-2021

Kindergarten Curriculum Handbook



Dear Parents,

Welcome to Kindergarten! We are looking forward to working with your child this year. This handbook will help you to better understand what your child will learn and experience each day at school.

Building a positive attitude about school and learning is one of the most valuable gifts a parent can give his/her child.

We encourage you to contact us throughout the school year with any questions and concerns.

Sincerely,

Jenny Benysek

Amy Eastep

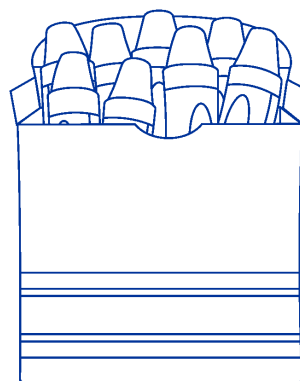
Jena Kaiser

Grant Miller



Kindergarten Schedule

- Opening/Morning Meeting
- Music & Rhythms
- Reading
- Morning Recess
- Bathroom Breaks & Snack Time
- Sharing Time
- Math
- Specials: Art, Library, Phy. Ed., Guidance, Music, Intervention Block (scheduled throughout the week at different times)
- Learning Stations
- Free Play Time
- Bathroom Break
- Lunch
- Noon Recess
- Rest / Quiet Work Time
- Story Time
- Afternoon Recess
- Unit Activities (includes Art, Social Studies, Science and Health)
- Writer's Workshop
- Dismissal



Is Your Pre-School Child Ready for Kindergarten?

Lien Elementary teachers suggest the following list of readiness skills for success in kindergarten:

Early Reading Skills:

- ◇ Name the letters in their name, and be familiar with other letters
- ◇ Recognize that letters make sounds
- ◇ Be able to hear and say words that rhyme (i.e., bat and cat)
- ◇ Given a word, come up with a word that starts with the same sound (i.e., bear and ball)
- ◇ Be able to name objects or pictures of objects
- ◇ Be able to listen while a story is read

Early Math Skills:

- ◇ Know 10 basic colors: (red, orange, yellow, green, blue, purple, black, brown, white, pink)
- ◇ Know 4 basic shapes (circle, square, triangle, rectangle)
- ◇ Match pictures
- ◇ Count objects to ten
- ◇ Sort objects into similar groups such as by color, shape, or size

Early Writing:

- ◇ Have experience using crayons, markers, and pencils with correct grip
- ◇ Experience using Play Dough
- ◇ Use scissors to cut, using correct grip
- ◇ Experience using glue and glue sticks
- ◇ Practice writing letters from the TOP down
- ◇ Be able to write their name starting with a capital letter

Early Social Skills:

- ◇ Take turns and wait for others
- ◇ Follow simple directions
- ◇ Independently use the bathroom
- ◇ Independently put on outdoor clothing
- ◇ Express needs & ask for help when necessary

Children entering kindergarten need to be five years old by September 1st.



LEARNING



I. LEARNING IS MOTIVATED BY SUCCESS

You cannot **force** learning.

Scolding and anxiety only turn off the desire to learn.

Praise and encouragement promote the desire to learn more.

Children learn best when tasks are presented in a game-like situation.

Give the child tasks at which he/she can succeed about 75% of the time.

Give the child challenging tasks about 25% of the time

"Success breeds success."

II. LEARNING OCCURS AT DIFFERENT RATES

Each child must learn at his/her own pace.

Give your child all the time he/she needs to master each step.

Everyone is different. Avoid comparisons with other children.

Learning rates vary in the same child. Your child may move quickly through some learning tasks -- get stuck with other learning tasks. He/she will perform differently at different times.

Everyone continues to learn throughout his/her entire lifetime.

How far anyone goes depends largely on the success he/she met in the past.

Success leads to self-confidence. Self-confidence enables one to continue to learn.

III. LEARNING IS CUMULATIVE

Learning is based on what is already known.

Introduce each new step slowly.

Do not move on to more difficult levels until he/she succeeded at the preceding tasks.

If a task is too hard, break it down into small, easy steps. Give help when needed, praise the child as he/she develops independence and self-reliance.

Be **very patient**.

IV. LEARNING REQUIRES PRACTICE

Frequent, short practice periods are more effective than long sessions once or twice a week.

Make use of all the opportunities in everyday living to provide continuous practice in skills your child is mastering.

Talk to your child constantly and listen to him/her attentively as you go about your daily tasks.

KINDERGARTEN READING READINESS AND WRITING CURRICULUM

JOURNEYS COMMON CORE

Lien Elementary School has adopted the Journeys Common Core reading program along with the Reader's Workshop model. Each day your child will work with:

- Daily Phonemic Awareness
- Daily High Frequency Words
- Daily Vocabulary
- Read aloud stories that focus on comprehension skills

THE DAILY 5

The Daily 5 is used as the framework of the Kindergarten reading program. It is a way of structuring the reading block so every student is independently engaged in meaningful literacy tasks. These research based tasks are ones that will have the biggest impact on student reading and writing achievement, as well as help raise children who love to read and write. Students receive explicit whole group instruction and then are given independent practice time to read and write independently while the teacher provides focused, intense instruction to individuals and small groups of students.

Students will be engaged in the Daily 5. This includes:

- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work



There are very specific behavior expectations that go with each Daily 5 component. Your child's teacher will spend several weeks working intensely on building reading and writing stamina, learning the behaviors of the Daily 5 and fostering classroom community. He/she will also spend time learning about your child's strengths and greatest needs as a reader in order to best plan for each student's instruction.

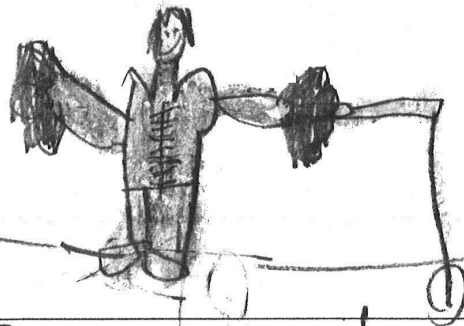
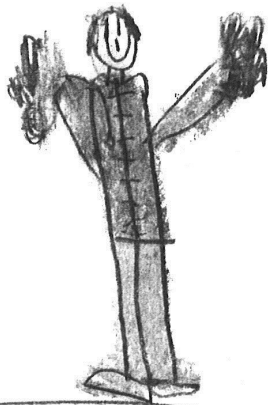
As the year progresses, your child will be taught to select "Good Fit Books" or books they can read (read the pictures, read the words, or read by memorizing the story). They will be spending most of their time actually reading, which research supports as the number one way to improve reading.

WRITER'S WORKSHOP

Kindergarten will be using H.M. & Lucy Calkins writing programs that are aligned with the Common Core State Standards. Areas of writing focus are:

- Personal narrative
- Informational
- Persuasive/Opinion

Keaton Jan 6, 2015



I like to go Ice fishing,
with my dad.

MATH READINESS

MATH EXPRESSIONS...

Lien Elementary School's Math curriculum is from Houghton Mifflin and called Math Expressions. Math Expressions is composed of five units which are aligned with the Common Core Standards. Below is a brief summary of those units.

Unit 1 -

- Children learn to write numbers 1-10, and make drawings to represent numbers.
- Children identify and draw circles, squares and rectangles and sort by attributes.
- Addition and subtraction within 5 is introduced and numbers through 10 are compared.

Unit 2 -

- Children build on their knowledge of numbers 1-10 and understand the numbers 6-10 as composed of a 5 group and some ones.
- Children learn about attributes of triangles and hexagons.



Unit 3 -

- Children deepen their understanding of addition and subtraction by telling and solving story problems and show expressions to represent a problem.
- Children develop counting and cardinal skills for numbers 11-20 and show teen numbers as a ten group and some ones.

Unit 4 -

- Children continue to develop skills with addition and subtraction, telling story problems and representing them with drawings, expressions and equations.
- Children decompose numbers within 10 to find partners.
- Children identify, describe and name 3 dimensional shapes including cones, cubes, cylinders and spheres.

Unit 5 -

- Children deepen understanding of addition and subtraction to 10 by solving story problems.
- Children will compare groups and numerals.
- Children will print numerals to 100.
- Children are introduced to measurable attributes of length, height, weight, and capacity.

TECHNOLOGY

As a part of the kindergarten curriculum, your child will be exposed to a variety of technology including iPads, interactive whiteboards, ActiVotes, document cameras, etc. A variety of software is integrated into the technology providing opportunities for the learner to advance their skills in all curricular areas.

SCIENCE

Beginning in Kindergarten, your child will learn about the world of science, primarily through activities and personal experience. Key areas are developed within our classroom themes. You might want to try these activities at home:

- Encourage your child to make "collections".
- Visit museums and zoos. Explain their importance.
- Make science a part of your vacation: look for fossils, visit caves, collect shells.
- Build a bird feeder and hang it in your backyard.
- Provide your child with a small garden to plant and tend vegetables and/or flowers.

SOCIAL STUDIES

Kindergarten social studies revolves around a child's sense of identity and everyday experiences. Children will discuss themselves and their families, learn about their communities, transportation, farms, communication, weather and seasons. Here's what you can do at home now:

- Talk about names. Why was your child's name chosen? Help your child learn his/her full name.
- Cut out magazine pictures of children doing things or expressing feelings. Talk about them.
- Look through your child's baby book or help your child make a scrapbook about himself/herself. Observe the changes since he/she was a baby.
- Take a barefoot walk around the house and talk about the different "foot feelings".
- Help your child listen to the different sounds you can hear around the house.
- Discuss the weather forecast from the newspaper or television or draw a picture of the weather each day on a calendar.
- Visit the fire department, police station, post office, and library. Explain their importance.



MUSIC



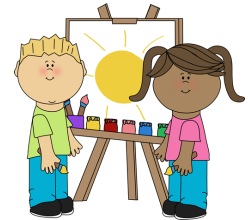
Your child will be taught to enjoy singing and learning rhythms.

- Ask your child to teach songs to the family.
- Listen to and talk about different kinds of music and musical instruments.
- Choose objects for your child to tap, so he/she can hear different sounds and rhythms.

ART

In school as well as at home, art activities allow your child to be creative, express ideas and learn to control small muscles.

- Provide materials for your child to color, paste and cut with a scissors.
- Enjoy and encourage your child's experiments. Try combining food coloring or watercolors to make new colors.
- Show your child how to draw basic shapes and then turn them into objects.
- For instance: A triangle on a square looks like a house.
- Allow for exploration -- not always a finished product.
- Display your child's work.



PHYSICAL EDUCATION AND HEALTH

In Kindergarten, your child will participate in simple exercises, play organized games, and discover different ways the body can move. Good health habits will be emphasized. At home you can:

- Run, hop, skip, jump, throw and catch with your child.
- Give your child opportunities to play with groups of children. Encourage your child to share toys and games.
- Help your child learn good health habits, such as washing hands and brushing teeth.

GUIDANCE

The role of the school counselor will be to emphasize the prevention of problems by providing students with age appropriate skills and information. The school counselor is available to listen to you and your child and help solve problems that your child might be having with school, friends, family, and others. Lessons will be taught using a variety of evidence based curriculum and other resources.

Individual counseling is offered at the parent's request or when needed. Student support groups may include social skills, family change, emotion management, and anti-bullying. Parents may also ask for help in making connections with community resources.

LIBRARY

Students will have library check out every week. Library Skills Class will be twice per month.

LANGUAGE DEVELOPMENT

By kindergarten age, a child has the essential building blocks to become an adult language user. By age five, a child is able to identify and label concepts like "behind," "on top of," "near" and "far," has a vocabulary of approximately 2000 words, carries a plot in a story, uses future, present and past tense in a story and questions for information. A child continues to get better at expressing himself and using more and more sophisticated sentences throughout the elementary grades. Language development is dependent on practice and the opportunity to talk to an available listener.

Ideas to encourage expressive language abilities:

1. Encourage your child to create stories and use language in an imaginative way. Even create silly sentences, etc. (e.g. I saw a silly dog driving Mrs. Smith's car to work.)
2. Have your child describe objects, people and pictures as you guess what objects are being described.
3. Set aside a special talking time to discuss the happenings at school and the things your child may have experienced throughout the school day. Let him/her know that you want to hear what he/she has to say.
4. Talk to your child in an adult-like manner in most situations. Be a model of good language.
5. Teach your child correct use of the telephone or practice talking on a play telephone.



Comments to parents:

1. View your child's "talkativeness" as a sign that skills are being developed.
2. Allow him/her the opportunity to listen to your talking.
3. Do not expect absolute perfection in his/her speech and language at this time.
4. Remember that your child can understand more than he/she can say at this point.

ACTIVITIES TO DEVELOP LANGUAGE SKILLS

1. The experiences of daily living provide unlimited opportunities to develop language. Everything has a name. Ask, "What's this? Tell me about it." Encourage your child to talk and ask questions. Listen attentively and encourage him to listen to others.
2. Help your child learn many nursery rhymes and stories. Have him/her retell them. If your child cannot, model sentences for him/her to repeat.
3. Help your child express feelings (happy, sad, angry, tired, etc.). Help him/her describe things (colors, shapes, sizes, textures, uses, etc.). Help your child make comparisons (bigger than, tallest, small, etc.). Help him/her position words (on top of, beside, over, etc.).

ACTIVITIES TO FOSTER SOCIAL AND EMOTIONAL GROWTH

1. Accept your child as he/she is, with patience and affection. Help develop the best that is in him/her. Accept his/her personal timetable for growing and learning. Avoid comparing him with others.
2. Provide regular routines for sleep, meals, play, etc. Be consistent with rules and discipline. The child feels secure when he/she knows what to expect.
3. Provide opportunities for playing with other children away from the family. Encourage his/her growing independence.
4. Let your child know he/she can talk to you about anything, and you really care about him/her and what he/she is saying. Love and security in early childhood are the foundations upon which future successes and self-confidence will be built.



ARTICULATION SKILLS

The ability to make correct speech sounds in proper sequence continues to develop throughout the preschool and kindergarten years. By age 5, a child should use all speech sounds correctly with the possible exception of "t, r, l, s, z, v, and th." Sounds in longer words (e.g. spaghetti) or in blends (e.g. blocks) may still be difficult. By age 8, all sounds should be made correctly. Children who misarticulate sounds in words and sentences do so as a result of learning or a less developed motor system. There are two important factors in enabling a child to make correct speech sounds:

1. Maturation of the ability to use the tongue, lips and teeth to make the speech sound.
2. Exposure to the correct production and use of the sound.

Ideas to expose children to a variety of speech sounds:

1. Play sound games by making the sound while the child watches you make it. Have your child do it with you.
2. Use a mirror at bath times to make faces and sounds.
3. Have your child imitate words containing the sound after you say each word. Use nursery rhymes, songs and sentences as well as word lists.
4. Read a story containing the specific sound. (e.g. /f/ sound in a story about fishing, /s/ sound in a story about a snake.)
5. Encourage listening for a sound by having your child identify when you make a different sound than the one being worked on.
6. Think of words that begin with the sound and pretend to pack them in a suitcase, shopping bag or school bag.
7. Ask your child to make a choice of 2 words containing the sound. Would you like a fan/fish, soup/seal, lion/lemon?

Comments to parents:

1. Always be careful not to draw too much attention to or criticize a child's speech.
2. Praise him/her for telling you things and for his/her effort rather than performance during games and talking.
3. Remember maturation plays a part in learning a speech sound.



ACTIVITIES TO DEVELOP MATH READINESS SKILLS

1. Capitalize on everyday living experiences to develop awareness of numbers -- notice prices in stores, the value of coins, the clock, the calendar, the thermometer, and use numbers when playing games.
2. Teach your child to count objects. "Put 5 plates on the table." "Give the clerk 10 pennies." "How many letters did the mailman bring today?"
3. Teach your child songs and nursery rhymes which use numbers.

ACTIVITIES TO DEVELOP READING READINESS SKILLS

1. READ! READ! READ! Set aside a time every day to read to your child. Hold him/her on your lap; let him/her talk about the pictures; encourage your child to retell the story. Sometimes guide his/her hand across the words. Children who learn to read well come from families that read. Set aside a quiet time each day when everyone in the family reads. One idea would be to learn and say nursery rhymes.
2. Help your child become aware of the many times each day that **you** read -- read the recipe aloud as you cook, read instructions when you make something, read maps and road signs as you drive, read labels as you shop, and read aloud the rules for games.
3. Make regular visits to the library and let your child select books to take home.
4. Let your child draw pictures and tell about them. You can write down his/her stories and make books. He/she will come to realize that reading is "talk written down."
5. Talk with your child continuously, helping him/her increase his/her vocabulary. Reading depends **totally** on the words he/she already knows.
6. Do not try to teach your child to read, but answer his/her questions about words and letters. The initiative should come from him/her. Most children have a natural curiosity about things they see older people do. Just help the preschooler learn to enjoy books. Make story time fun!



ACTIVITIES TO DEVELOP GROSS MOTOR SKILLS

1. See that your child is active for a considerable time each day -- running, climbing, playing ball, or using playground equipment. Limit passive activities such as TV, computer, video games, in favor of vigorous physical activity.
2. Set up obstacle courses with furniture, blocks, boxes, etc. Your child can jump **over** a block, crawl **under** a chair, skip **around** the table. To extend vocabulary, have him/her describe what he/she is doing.
3. Encourage your child to move to music -- skip, march, jump, run or dance. Sing motion songs like "Where is Thumbkin?," "The Farmer in the Dell," etc. Encourage your child to create with blocks, dress up clothes, empty boxes, etc.
4. Play "Follow the Leader" and pantomime movement -- walk like an elephant, waddle like a duck, fly like an airplane, tumble like a puppy, etc. Give directions using body parts: touch your ankle, put your left leg out, etc.

ACTIVITIES TO DEVELOP FINE MOTOR SKILLS

1. Encourage your child to use crayons, pencils, paints, clay, scissors, etc. Provide plenty of inexpensive paper -- bags, boxes, or wrapping paper.
2. Help your child learn to tie shoes, use zippers and buttons. Provide old dress-up clothing for practice.
3. Your child can string beads or buttons, work jigsaw puzzles, use simple tools, or help with household tasks. Cut shapes from plastic lids to trace.
4. If your child lacks interest in "school work" set aside a short period each day for supervised activities. There are good activity books and color books available. Buy books with large, simple pictures; avoid forcing a child to try things that are too difficult or setting standards that are so high he/she becomes discouraged.

MAKE LEARNING AN ADVENTURE TO ENJOY WITH YOUR CHILD!!!



Zaner-Bloser Alphabet

Readiness and Grade 1

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i j k l m n

o p q r s t u v w x y z

0 1 2 3 4 5 6 7 8 9 10 11 12

13 14 15 16 17 18 19 20