

# Hartland Kindergarten Program

## Language Arts

Kindergarten reading and writing instruction occurs in a balanced literacy context. Reading instruction includes read aloud initiated by the teacher, shared reading, guided reading and independent reading. Teachers will also engage in literacy practices that develop the student's phonemic awareness, and letter and sound relationships.

Our Language Arts program includes language, reading and writing. The children receive instruction in phonemic awareness and phonics. They learn the relationship between letters and their sounds and strategies to help decode new words. "Guided Reading" provides opportunities for the teacher to closely match students with appropriate text and to spend time with each student.

Research suggests that vocabulary is enormously important to children's development, especially in reading. Research clearly indicates that children with larger vocabularies have higher school achievement in general (Smith, 1941, cited in Beck, McKeown, and Kucan, 2002) and higher reading achievement in particular (Anderson and Freebody, 1981; Graves, 1986; Stahl, 1998). Growth in vocabulary is done naturally through wide reading and discussion with other students and the teacher.

**Writing** is practiced daily. The writing program includes modeled writing, writing with inventive spelling, guided writing and finally independent writing. Students maintain a writing folder and write a variety of pieces based on their own stories, knowledge and opinions.

Writing progresses from scribbles, to letter-like forms, and eventually conventional letter forms. In the beginning children hear sounds and record letters (inventive spelling). Conventional spelling develops as they become aware of the link between sounds, letters and spelling patterns.

## Handwriting

Fine motor skills are worked on daily. Children need strength and dexterity in their hands and fingers in order to manipulate a pencil on paper. Students will participate in daily center and classroom activities such as manipulating clay, using tongs to pick up and move items, lacing, tracing, cutting, and drawing to strengthen those muscles. In addition, students are taught letter formation and provided time to practice independently and with teacher support.

## Math

Students will learn to count, read and write numbers, do simple number patterns and sequences, and learn beginning addition and subtraction. Student expectations include – the ability to recite and write numbers, perform basic addition and subtraction, recognize patterns and sequences.

## Science

The science curriculum focuses on developing the science inquiry skills of the students and a lifelong understanding of science concepts.

## Social Studies

Students are involved in monthly themes and weekly magazines that focus on the development of the child as an individual as well as a member of a family, school, community, and world. The children learn about holidays and current events.

**Media and Computers (once a week)**

Students will listen to stories, use computer games to learn the alphabet and numbers and experience the wonder of the media center.

**Art (once a week)**

Students will enjoy using different art media to indulge their imagination while learning about color, line, shading and representation.

**Music (once a week)**

The music curriculum for kindergarten tries to balance active learning, which combines the feeling (affective) and reasoning (cognitive) aspects of the child's development.

**Physical Education (once a week)**

1. Opportunities to grow and develop large motor skills and muscles.
2. Teamwork – students will learn to play as a team member, learn to work together towards a common goal and be composed and respectful at all times.
3. Sportsmanship – students will continue to learn the meaning of sportsmanship, to be gracious in winning and losing and to respect their opponents and officials.

**Academic expectations at the end of Kindergarten include:**

- Develop a comfortable and efficient pencil grip
- Form most letters correctly and fluently
- Write some familiar common words accurately
- Read some common words (sight words)
- Use knowledge of sounds to write simple words and to attempt other words
- Compose and write simple sentences
- Write labels, captions, lists, and instructions for a purpose
- Write a simple story and an informational text with sentences and pictures
- Read simple books using one-to-one match, known words, the picture and first letter of a word to read text accurately