

# Southfield Public Schools



**Southfield  
Public Schools**

Scholars Positioned *for* Success

## YOUNG 5s KINDERGARTEN & KINDERGARTEN

Curriculum Handbook

## Using the Curriculum Guide

This guide is intended to address the continuum of learning as it develops across grade levels. As children enter Kindergarten with diverse experiences and varying abilities, they will continue at different rates of skill development. Classroom instruction is individualized, specific, and differentiated to meet the individual needs of the child. Although there are benchmarks for each grade level, it must be remembered that children progress at paces specific to their abilities and interests.

Therefore, this guide is an overview of the various curriculums and methodologies used to meet the Common Core and the State of Michigan's Department of Education's Learning Standards for each grade level and content area.

# CURRICULUM

## English Language Arts Program

Southfield Public Schools District has adopted a balanced literacy approach in conjunction with Teachers' College Reading and Writing Workshop. Students learn literacy skills during authentic reading and writing experiences. In Kindergarten, students will continue to reinforce their alphabet knowledge and the basic features of letters and words. They will break down spoken and written words into syllables, letters and sounds. These important skills will enable your child to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud. The instructional framework includes the following components:

- ★ Reading aloud to children to model appropriate strategies and thinking about books and to expose children to a wide range of literature.
- ★ Shared reading which demonstrates the process of reading, which provides the opportunity to participate and behave like a reader while building a sense of story and ability to predict.
- ★ Guided reading provides the opportunities to problem solve while reading for meaning, to use strategies on extended texts, and for teacher guidance, demonstration, and explanation.
- ★ Independent reading allows time for practicing what is taught during mini-lessons, read-alouds, shared reading and guided reading.
- ★ Shared writing demonstrates how writing works to enable children to compose messages and stories.
- ★ Interactive writing allows children to "share the pen" with the teacher to construct texts. The teacher demonstrates the concepts of print, early writing strategies and how words work and allows children to hear sounds in words and connect with letters.
- ★ Independent writing allows time for practicing what is taught during the mini-lessons and encourages students to write about a topic that interests them, within a specific genre, using mentor texts and models as a guide.

The Common Core Learning Standards in the English Language Arts state that children will read, write, listen, and speak for:

- ★ Information and understanding
- ★ Literary response and expression
- ★ Critical analysis and understanding
- ★ Social interaction

### Reading

To support children in the meeting of these standards, kindergarten students will read from informational texts, beginning with picture books, experience charts, classroom displays, charts and posters and progress to books, children's magazines, age-appropriate reference materials, and electronic -based texts. Using these informational texts, children will move along the continuum of developing skills:

- ★ Distinguish between print and pictures
- ★ Recognize the difference between letters and words
- ★ Recognize and identify letters
- ★ Distinguish between vowels and consonants
- ★ Recognize the different sounds that make up a word
- ★ Recognize letter/sound correspondence (phonetic awareness)
- ★ Recognize that words consist of a combination of sounds (phonemic awareness)
- ★ Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues and rereading to determine meaning
- ★ Read aloud with expression and fluency
- ★ Use computer software to support early reading development
- ★ Identify purpose for reading Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- ★ Apply corrective strategies, using classroom resources such as teacher, peers, and reference tools
- ★ Read with attention to sentence structure and punctuation to assist in comprehension
- ★ Engage in independent silent reading
- ★ Determine the meaning of unfamiliar words by using context clues and other resources
- ★ Read with increasing fluency and confidence from a variety of texts

The expectation is that students will “read a minimum of 25 books or the equivalent per year across all content areas and standards” and will “write on a daily basis across all content areas and standards.”

In support of the Southfield Public Schools' commitment to provide a robust reading program that focuses on research-based instructional strategies, all literacy instruction is grounded in the 5 components of reading identified by the National Reading Panel. These 5 components are the following: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

### The Big 5: Key Concepts for Learning to Read

Concept	Definition	Classroom/Home Activities
<p><b>Phonemic Awareness</b></p>	<p>Means knowing that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives students a basic foundation that helps them learn to read and spell.</p>	<ul style="list-style-type: none"> <li>• Recognizing which words in a set of words begin with the same sound ("Bell, bike, and boy all have /b/ at the beginning.")</li> <li>• Breaking, or segmenting a word into its separate sounds ("up - /u/, /p/.")</li> </ul>
<p><b>Phonics</b></p>	<p>Phonics teaches students about the relationship between phonemes and printed letters and explains how to use this knowledge to read and spell.</p>	<ul style="list-style-type: none"> <li>• Teach students to match the letters in their names with the sounds in their names.</li> <li>• Write letters on pieces of paper and put them in a paper bag. Let your children reach into the bag and take out letters. Have them say the sounds that match the letters</li> </ul>

<p><b>Fluency</b></p>	<p>Fluency means being able to read quickly, knowing what the words are and what they mean, and properly expressing certain words - putting the right feeling, emotion, or emphasis on the right word or phrase.</p>	<ul style="list-style-type: none"> <li>● Reread favorite books</li> <li>● Repeat, repeat, repeat. Read stories over, and over, and over again.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Teaches students how to recognize words and understand them.</p>	<ul style="list-style-type: none"> <li>● Using the dictionary to teach word meanings and asking students to use those words in sentences during class participation.</li> <li>● Offer a simple, kid-friendly example that makes sense within their daily life: Remember that really big watermelon we got at the grocery store? That was an <i>enormous</i> watermelon!</li> </ul>
<p><b>Comprehension</b></p>	<p>Teaches specific strategies students can use to help them understand what they are reading.</p>	<ul style="list-style-type: none"> <li>● <b>"Right There"</b> Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage.</li> <li>● <b>"Think and Search"</b> Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.</li> </ul>

## Writing

The competencies that kindergarten students are expected to develop as they learn to write include to:

- ★ Create a drawing or picture to represent a word or concept
- ★ Follow left to right and top to bottom direction when writing
- ★ Use spacing between letters and words when writing on a line
- ★ Name and write recognizable letters
- ★ Write letters of own first and last name
- ★ Spell high frequency words correctly
- ★ Put words together in sentence format
- ★ Use a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion
- ★ Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- ★ Read common words such as the, of, you, are, she, and my
- ★ Use a format that reflects beginning, middle and end
- ★ Use computer software to support development of early writing skills
- ★ Correctly write their names and many consonant-vowel-consonant (CVC) words (e.g. cat/hat, pet/wet), and phonetically or inventively spell simple high-frequency words they often see or hear (e.g. the, go, she, like, play).



Writing tasks in kindergarten may include short compositions that tell a story, share an opinion, or present information. Please review the grid below to see a few examples of how your child will develop important writing skills across grade levels.

<b>Kindergarten Writing</b>	<b>Grade One Writing</b>	<b>Grade Two Writing</b>
<ul style="list-style-type: none"><li>• Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic.</li></ul>	<ul style="list-style-type: none"><li>• Students name a topic and supply some facts about the topic.</li><li>• Students provide some sense of closure.</li></ul>	<ul style="list-style-type: none"><li>• Students introduce a topic and use facts and definitions to develop points.</li><li>• Students provide a concluding statement or section.</li></ul>

This overview for English Language Arts provided by the [Council of the Great City Schools](#), reflects how the [Common Core State Standards](#) have guided our development of a rich and comprehensive curriculum for our students.

### **K-5 District Literacy Resources:**

- Fountas and Pinnell Classroom
- Heggerty Phonological & Phonemic Awareness by Literary Resources
- [i-Ready Central Resources | Family Center - Home](#)
- Learning Ally

# CURRICULUM

## Social Studies Program

The goal of the Southfield Public Schools' Social Studies curriculum is to provide instruction that will help students assume their role as responsible citizens in America's constitutional democracy and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world. While this may sound somewhat ambitious for children at the early stages of their education, social studies instruction begins in kindergarten by focusing on developing students' awareness of themselves as individuals with unique qualities. They learn about accepting their roles as citizens by accepting rights and responsibilities in the classroom.

### ***Kindergarten Focus of Study - Self and Others***

- ★ Myself and others
- ★ My family and other families (how they are the same and different)
- ★ My school and school community
- ★ My neighborhood People helping one another to meet needs
- ★ Role of citizenship

**HISTORY:** Individually and collaboratively, students will engage in planned inquiries to investigate ways people learn about the past.

**GEOGRAPHY:** Individually and collaboratively, students will engage in planned inquiries to investigate how the environment provides for people's needs and wants, including how neighbors help each other meet needs.

**CIVICS AND GOVERNMENT:** Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people can get along with each other and explore their role as a citizen in their school and school community.

**ECONOMICS:** Individually and collaboratively, students will engage in planned inquiries to investigate how people meet their economic wants.

**PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION:** Individually and collaboratively, students will explore and discuss a classroom issue, generate and discuss possible solutions, and develop and implement an action plan around the issue.

## **K-5 District Social Studies Resources:**

- SAVVAS MyWorld Interactive
- BrainPOP and BrainPOP Jr.
- Newsela (for Grades 3-5)

# CURRICULUM

## District Math

### *Kindergarten Overview*

In kindergarten, students learn to use mathematics as a means to describe and make sense of the world around them. The development of language is interwoven with the development of mathematical understanding. Critical areas of learning are Oral counting to 100 by 1 and 10, count to tell the number of objects up to 20, read and write numbers to 20, solve problems using objects or drawings to add and subtract within 10, understand that teen numbers always have a group of 10 ones and some more ones, recognize combinations within 5 (e.g., 1 and 3 more is 4) and partitions to 5 (2 goes with what quantity to make 5), name and describe shapes (squares, circles, triangles, rectangles, cubes, cones, cylinders, and spheres) and see them in their world.

### *District Math Resources*

- Curriculum Resource: EnVision Mathematics K-5
- Supplemental Resource: BrainPOP Jr

	Months	Topic
Quarter 1	September - October	1. Numbers from 0 to 5 counted, read, and written 2. Numbers from 0 to 5 compared and ordered 3. Numbers from 6 to 10 counted, read, and written 4. Numbers from 0 to 10 compared and ordered
Quarter 2	November - January	5. Classify data help answer questions 6. Types of situations involve addition

		<p>7. Representing taking apart and taking from in different ways to learn subtraction</p> <p>8. Solving problems in more than one way to learn about addition and subtraction</p>
<b>Quarter 3</b>	January -March	<p>9. Numbers to 20 counted, read, written, and pictured</p> <p>10. Composing and decomposing numbers from 11 to 19 into ten ones</p> <p>11. Numbers to 100 Counted using a hundred chart</p> <p>12. Identify and Describe two- and three-dimensional shapes</p>
<b>Quarter 4</b>	April - June	<p>13. How can solid figures be named, described, compared, and composed?</p> <p>14. How can objects be described and compared by length, height, capacity, and weight?</p>

# CURRICULUM

## Science

The SPS Science program includes unit lessons aligned with the Next Generation Science Standards (NGSS) which include learning in Life Science, Earth and Space Science, and Physical Science. It is well known that we learn by doing, and with the adoption of 3 Dimensional learning, Science learners engage in lessons that are rich in content and practice. The Science Department creates, promotes, and supports a rigorous, engaging, and hands-on curriculum that sparks student curiosity, allows students to be active participants in their own learning. Our goal is that all students:

- Are curious, and have an appreciation for discovery and science
- Feel actively involved in the classroom learning community
- Deeply understand key scientific concepts that will have real world connections
- Can think critically and communicate effectively about science

**K-5 District Science Resource Mystery Science**

**Supplemental Science Resource BrainPOPJR**

Chart Below



### **Animal Needs**

• K-LS1-1 • K-ESS2-2 • K-ESS3-1

In this unit, students use observations to understand the basic needs of animals. Students explore how animals need things to eat and a safe place to live, and also how animals can change their environments to meet those needs.

### **Plant Needs**

• K-LS1-1 • K-ESS3-3

In this unit, students use observations to understand the basic needs of plants, such as water and sunlight. They also observe young plants and the changes they undergo as they grow from seed to seedling.

### **Severe Weather**

• K-ESS2-1 • K-ESS3-2

In this unit, students explore storms and severe weather! They obtain information from weather forecasts to prepare for storms and stay safe. They also practice describing the various characteristics of weather (wind, clouds, temperature, and precipitation) in order to make their own predictions about storms.

### **Weather Patterns**

• K-ESS2-1 • K-ESS2-2

In this unit, students gather evidence in order to identify daily and seasonal weather patterns. They use those patterns to explain mysteries like why you might lose your jacket during the day or why birds lay their eggs at certain times of the year.

### **Sunlight and Warmth**

• K-PS3-1 • K-PS3-2 • K-2-ETS1-1 • K-2-ETS1-2 • K-2-ETS1-3

In this unit, students make observations to explore how sunlight warms the Earth's surface. The Sun's energy heats up the pavement, keeps us warm, and can even melt marshmallows. Using what they learn, students think about ways that shade and structures can reduce the warming effect of the Sun.

### **Pushes and Pulls**

• K-PS2-1 • K-PS2-2 • K-2-ETS1-1 • K-2-ETS1-2 • K-2-ETS1-3

In this unit, students are introduced to pushes and pulls and how those affect the motion of objects. Students observe and investigate the effects of what happens when the strength or direction of those pushes and pulls are changed.