



Kindergarten Curriculum Overview 2021-2022

PHILOSOPHY:

At Temple Emanu-El, we believe that children are individual learners; each one gains skills at their own pace and responds to different styles and methods of teaching. We strive to create a rich curriculum that meets the needs of all children: visual, auditory, and perceptual learners. Our philosophy centers itself on the whole child. Through our program, we aim to nurture and strengthen each child's social, emotional, cognitive, and physical abilities. We believe that children learn through active play and exploration in a multi-sensory environment. Outlined below you will find a more detailed explanation of each of these areas.

SOCIAL AND EMOTIONAL:

For many children Kindergarten is a transitional year. They are beginning the next stage of their life: the elementary years. During this time, their ability to get along with others, work independently, and maintain self-control is continually emerging. We teach the children to respect and care for their classroom, their world, and each others' belongings. Learning to be responsible for one's actions is the key to becoming a responsible member of our society. Our program helps the children mature into this next stage of their lives.

Social and Emotional Goals:

Children will be able to:

- Get along well with others
- Contribute to a group
- Work independently
- Show self-control
- Communicate with the teacher
- Follow teacher directed tasks
- Follow classroom rules and routines
- Respect the rights and properties of others
- Be responsible for personal belongings
- Demonstrate effort
- Use time appropriately
- Follow multi-step directions
- Exhibit growth in attention span
- Resolve conflicts appropriately
- Show independence in working and thinking

READING, WRITING, and HANDWRITING:

Part of our daily routine includes “Foundations.” The strengths of this program are their systematic, cumulative, and engaging multiple learning styles. This program is used by local public school systems and implementing it aids our Kindergarteners’ transition into first grade. Foundations encompasses the following skills:

- phonological awareness
- phonemic awareness
- sound mastery
- linking letter name, formation, and sound
- vocabulary
- high frequency words
- fluency
- comprehension
- handwriting
- spelling & punctuation

In addition to Foundations, the Kindergarten curriculum follows a Balanced Literacy program. Balanced Literacy provides the opportunity for children to participate in Reading and Writing Workshops. During this time, skills are modeled during mini lessons in a whole group setting. The components of Balanced Literacy are: Read Alouds, Shared Reading, Independent Reading and Word Study. A 5th component of the program is Guided Reading. During this time, each child meets with the teacher to read leveled books at an instructional level and to establish fundamental skills necessary for proficient reading.

Reading, Writing, and Handwriting Goals for the children include the ability to:

- Use listening, speaking, writing and reading to communicate
- Appreciate and enjoy various genres of literature
- Learn to associate oral language with print
- Understand and use left to right progression
- Seek and discover information in pictures and books
- Use class discussions, stories, or experiences as part of dramatic play or role playing
- Dictate their own stories
- Relate a story in sequence
- Identify, recall, and discuss ideas of stories read
- Identify and form upper and lower case letters and associate them with their sounds
- Hear and identify rhyming words
- Express him/herself through various media
- Hear and identify beginning, middle, and ending sounds
- Identify and use high frequency words correctly in sentences

MATHEMATICS:

Our Mathematics program is based on The Everyday Math Curriculum developed by the University of Chicago Mathematics Department. This style of mathematics education emphasizes the use of math in problem solving in everyday real-life situations and mathematical contexts. The children will use manipulatives to develop early mathematical cognitive abilities and to understand mathematical relationships. The Everyday Math Curriculum is a sequenced program where all mathematical strands are carefully introduced throughout the elementary years in simple lessons. “The curriculum is structured to provide multiple exposures to topics, and frequent opportunities to review and practice skills. A concept or skill that is informally introduced in kindergarten, for example, will be revisited, developed and extended numerous times, and in a variety of contexts, throughout the year and into later grades.” (<http://everydaymath.uchicago.edu/about.shtml#curriculum>)

Mathematics Goals:

Children will be able to:

- Count forward and backwards
- Skip count by 2’s, 5’s, and 10’s
- Demonstrate understanding of 1:1 correspondence
- Recognize, continue, and create patterns
- Identify geometric shapes
- Identify coins and their values
- Interpret simple graphs
- Understand the concept of zero
- Recognize numerals taught to date in random order
- Understand the concept of addition and subtraction
- Write numbers from 0 to 20
- Understand concept of estimation
- Represent numbers 10-19 as tens and ones
- Fluently add and subtract within 5
- Find number pairs that add to 10

SCIENCE AND SOCIAL STUDIES:

Science and Social Studies are interwoven into the Language Arts program. The main focus of the Social Studies curriculum are social skills, empathy development, geography and holidays. As the calendar year progresses, the children explore many national and Jewish holidays. They learn about their community and neighborhood.

The Science curriculum explores changes in weather patterns, motion and stability, energy and Earth’s Systems. We perform experiments and explore and use scientific language. We stress the importance of questioning the world and seeking answers.

We perform experiments and explore various scientific units including but not limited to: balls and ramps, rocks, colors and plant life. The children are exposed to scientific language and are encouraged to use proper terminology. They are given opportunities to track experiments through observations and to keep progress notes in their science journals. They explore and track our local weather patterns and care for animals and plants in TEVA (our nature classroom). Throughout all areas of our curriculum, we stress the importance of questioning the world and seeking answers.

With the addition of our outdoor classroom TEVA, we are able to take their learning into the natural environment. Our daily time in TEVA provides an opportunity to incorporate natural materials and hands-on experiences across our curriculum.

Science and Social Studies Goals:

Children will be able to:

- Show curiosity about the world
- Have a growing understanding of their environment
- Contribute to discussions and activities
- Show an understanding of subject related vocabulary
- Make predictions based on experiences and observations
- Describe similarities and differences in objects, people, animals, and plants
- Use and understand comparative vocabulary
- Observe, compare, and describe living and non-living things
- Classify materials in a meaningful way

JUDAIC LEARNING:

The goal of our Judaic studies is to build and nurture each child's Jewish identity. We celebrate Shabbat every Friday and we participate in a short service led by a member of our clergy. The children spend a portion of their afternoon learning about many aspects of Judaism- including the Jewish holidays, Israel, Torah stories, famous Jewish people, and Jewish values and customs. Through our studies, the children learn basic Hebrew vocabulary and experience Israeli dance and music.

ART:

In addition to the daily art activities available in the classroom, the children will enjoy a special art class. They will learn about famous artists, their countries of origin, and experiment with various art mediums. The class will cover artists such as Monet, Pollack, Van Gogh, and Mondrian. They will learn about primary and secondary colors, art history, and the artists' techniques. After examining books and studying samples, the children are encouraged to create their own interpretations of the artists' styles.

LIBRARY:

On occasion, the children will take a “walking trip” to the Westfield Library. They will borrow a book (using their library card) and will participate in a story time. The librarian will expose them to different literature genres to coincide with what the children are learning in class, and include topics of interest to the children. There is a rotating schedule of parent volunteers who join us.

MUSIC:

Once a week, the children will have a special music class where they will learn about different styles of music. They will have the opportunity to sing and move to both Jewish and secular music as well as play instruments. Our Cantor will work with the children on improvising sound patterns and songs, identifying patterns in the music, and playing instruments with awareness of beat, tempo, dynamics, and pitch. The goal of our music program is to develop a music appreciation and experience the joy of creating music.

PHYSICAL EDUCATION:

Each morning and afternoon, the children will have fresh air/gross motor time to run, jump, climb, slide, and play together either outside on the playground, in TEVA or inside in our designated indoor play area. During this time, they will strengthen their small and large muscles, balance, improve locomotion, endurance, and flexibility, and enhance gross motor eye-foot coordination.

Each week, the children will have a structured physical education class, taught by a trained physical education specialist. Through organized games and activities, the curriculum focuses on working on their coordination and large motor skills.

Physical Education Goals:

Children will be able to:

- Demonstrate sportsmanship
- Show effort
- Develop proficiency in large muscle activities

HOME CONNECTION:

We believe that the parents and the school are partners working together to provide our children with the best possible education. We encourage each parent to talk to their children regularly about school and ask them about their favorite parts of the day. Additionally, our weekly newsletter contains suggestions of activities you and your child can do at home connecting what we learn in school to real life experiences.

- Your child will bring home practice work on a regular basis. You may find recent power words, current guided reading books, handwriting practice exercises, and other materials from the week at school to review.
- We highly encourage you to read with your child for 15 minutes every night.
- Sporadically, your child will receive “Everyday Math” activities for you to do at home with your child. These activities, relating to everyday life, reinforce math concepts that the children will be learning in class.
- Occasionally, your child will be responsible for bringing in a *show & tell* item. We ask that you help your child in choosing something to share with the class that is non-violent and not related to any “commercial” characters.

ASSESSMENT:

We use a variety of tools to assess your child’s progress throughout the year:

- The teacher maintains each individual child’s portfolio that is filled with sample work, anecdotal notes and informal and formal assessments of progress. Teachers will periodically assess guided reading levels using Foundations and Acadience assessment tools. Three times a year, children will complete a formal assessment from the Everyday Math Program as well as a year-end assessment to test their readiness for first grade. In addition, children are informally assessed on an ongoing basis.
- Twice a year, the teacher will fill out and send home a progress report that will track the children’s growth in all areas of development: social and emotional, cognitive, and physical. The report will highlight skills that the children have either mastered, shown consistent progress on, or are “a work in progress.”
- Formal parent-teacher conferences occur twice a year. This is an opportunity to discuss your child’s skills, strengths, and weaknesses based on the progress report.

Of course, at any time, if you should have any questions, comments, or concerns we encourage you to speak with your child’s teacher or the Director. We will be sure to arrange a meeting time that is mutually convenient to meet. Close communication between parents and staff will positively impact your child’s ability to succeed to the best of his/her capability.

DAILY SCHEDULE:

- Arrival
- Foundations/ Word Work
- Bathroom Break/Snack
- Literacy: Read aloud, Shared Reading followed by Literacy Centers /Guided Reading
- Writing Workshop
- Outdoor play
- Lunch
- Math Meeting (calendar, weather, daily jobs)
- Math Centers and small group work
- Outdoor play

- STEAM or Open Centers
- Snack
- Good-bye Circle
- Dismissal

Weekly Specials: Sports, Music, Shabbat