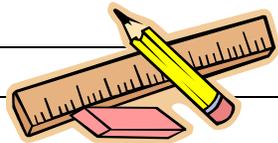


Kindergarten Philosophy

The Kindergarten program promotes the development of the whole child: socially, emotionally, cognitively and physically. We create a classroom environment that encourages awareness and acceptance of our community's social, cultural and linguistic diversity, while celebrating the unique individuality of each student. We encourage children to explore a variety of materials and experiences through a balance of child-initiated and teacher-directed activities. Children begin their journeys as life-long learners!



Social/Emotional Development

Children will learn to understand and manage their feelings and gain empathy for others; make a friend and be a friend; solve problems with classmates; discuss the importance of personal safety; recognize differences between appropriate and inappropriate physical and emotional contact.

Children will learn to be respectful of other children and adults within the school. The goal of our kindergarten is to have children feel good about themselves and be willing to take risks in life. We use the "Social Problem Solvers" and "Zones of Regulation" curriculums to explicitly teach social thinking skills.

Homework

- * Letter of the week– Bring something from home that begins with that letter
- * Read with your child every night
- * Talk to your child about his/her school day. Ask specific questions about their day, such as : Who sat with you at snack today?
- * Check backpacks for notes, art projects and school community correspondence.

Enhancement

Our Kindergarten Enhancement block provides a special time to reinforce skills that we are learning, develop new skills, and practice skills that are hard or difficult to master. It is also a time where we can provide individual, small group, and large group instruction.



Academic Development:

Children will be introduced to all academic areas of learning , and will be instructed at their own developmental level of learning throughout the year. Children will also acquire skills in the areas of risk-taking and work habits.



Kindergarten at Pelham Elementary 2017-2018

Teacher and Room Information

Will Lawrie
Sage Scott
Sue Longto

Room 30

This brochure will provide you with information about the key curriculum areas your child will study this year. We hope that you will use this as a guide in supporting your child's success at school.

Computers:

We have been playing the Alphabet Bubbles game on the ABCya.com web site to help students learn to control a mouse and navigate a qwerty keyboard while reinforcing letter recognition and alphabetical order.. Our next challenge will be to draw, type and print posters in the Story Maker site, which is also at ABCya.com. Coming later this year: Wixie!

Pelham Elementary School

Lisa Desjarlais, Principal
45 Amherst Road
Pelham, MA 01002
(413) 362-1100
<http://pe.arps.org/>

MATH

The kindergarten math program is aligned with the common core state standards. This program, Everyday Math has the following program goals:

Number And Numeration: Counting; estimating; representing and comparing numbers; reading and writing numbers.

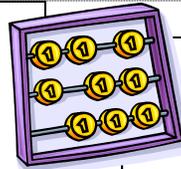
Operation And Computation: Exploring the meaning of addition and subtraction; developing and using concrete strategies to solve addition and subtraction problems

Data And Chance: Collecting and organizing data; creating and analyzing tally charts, tables, and bar graphs.

Measurement And Reference Frames: Using non-standard tools to estimate and compare weight and length; identify coins, explore temperature; use calendar to track time.

Geometry : Exploring 2- and 3-dimensional shapes and line symmetry.

Patterns, Functions, and Algebra: Exploring visual, rhythmic, and movement patterns; using rules to sort by attributes, make patterns, and play games; learning about the +, -, and = symbols.



LANGUAGE ARTS

In kindergarten, children learn about the many features of books including how pictures help support the meaning, and how words convey the message, are separated by spaces, and move from left to right and down the page. Teachers read aloud from a wide variety of books including fiction and nonfiction picture books, poems, and traditional literature from across cultures. While reading, teachers think aloud demonstrating reading strategies such as asking questions, and making connections and predictions in order to understand the text. Students learn to identify story characters, setting, and events retelling stories through drama, and art. Phonemic awareness is strengthened through rhyming, chants, songs, and word play. Children learn to identifying upper and lower case letters and their corresponding sounds, which they begin to apply when reading environmental print or simple patterned books. Students practice correct letter formation, and learn to recall letters to represent the sounds in words they attempt to spell. Using a Story Grammar Marker, students learn storytelling and narrative story structure. In writing workshop, kindergarteners authentically tell their own stories, make sketches of them and transpose them into writing. They share information with others by writing all-about and how-to books, and express themselves through poems and writing and recording songs.

SCIENCE

INQUIRY & ENGINEERING SKILLS:

Students will be able to:

- *Sort objects by observable properties
- *Make predictions
- *Record observations with pictures, numbers or written statements
- *tell about why and what would happen if Ask a questions about objects, organisms and events in the environment

UNITS:

WOOD
FLOAT AND SINK



ART- Ms. Mattison

In Kindergarten, we:

- *Learn about respectful interactions with materials, workspace and friends
- *Introduce basic art skills and techniques (cutting, pencil grip, tearing, folding, color)
- *Begin using an art vocabulary
- *Explore the art elements (line, shape, color, value, space, texture and form)
- *Connect visual literacy to emerging literacy



MUSIC- Ms. Arpianinen

 Kindergarten musicians

learn basic concepts of high and low, fast and slow, loud and soft. They practice the steady beat through singing, listening, playing percussion instruments and performing motions.

They practice social skills and learn social skills by playing games.



PHYSICAL EDUCATION -

 This year in

PE Kindergarteners will be working on their listening skills and learning how to work together.

The goal of our sessions together is to spend as much time moving and playing as possible while keeping everyone safe. We will have a combination of structured play and instruction ensure that each student gets exposed to games beyond just their personal favorites as well as choice time so that students can build on their skills with familiar physical activities and deepen their joy for playing and moving. We are excited to keep growing together!



SOCIAL STUDIES

UNITS:

- * Friendship/Social Justice
- * SECOND STEP Anti-bullying Curriculum
- * Teaching for Change's Anti-Bias Curriculum
- * Develop a positive self-image
- * Learn how to live in a socially acceptable way in the home, school and community environment.

LIBRARY- Ms. Booth

The primary goal is to make the library a welcoming place filled with enticing books.

Literature

- * Seasonal literature
- * Folktales from around the world
- * The best of our picture book collection

collection

Interactive stories

Library Skills

- * Library procedures
- * Book care

