



## Kindergarten

### Language Arts

#### Reading

*Kindergarteners display a large variety of reading readiness skills. At Foothills, we focus on meeting each child where they are at in reading. We encourage children to seek enjoyment from literature through stories and texts that interest them and to engage with the text in meaningful ways. We use phonemic/phonological awareness, phonics, fluency, comprehension, and vocabulary to support children as they are learning to read. We use focus groups to help children build literacy concepts with small group instruction, and we use one-on-one conferencing to meet individualized objectives for each child.*

- We use phonemic and phonological awareness skills to rhyme, identify initial, middle, and final sounds, verbally blend and segment sounds, add or delete sounds to make a new word, and identify letters, words, and sentences
- To build phonics, we use uppercase and lowercase letter identification, letter-sound correspondence, practice short and long vowel sounds, and practice blending CVC (consonant-vowel-consonant) words
- To build fluency, we build on each child's concepts of print, practice letter recognition, reinforce looking closely at letters in a word, practice word families, and read decodable texts with simple high-frequency words
- To begin the year, we use read-alouds to support comprehension and vocabulary and then transition these practiced skills to independent reading as needed.
- To support vocabulary development, we listen for interesting words in the text, ask questions about the word, use pictures, context clues, and prior knowledge to help build our understanding, as well as a dictionary as needed.

- With comprehension, we model asking questions as we are reading, make and adjust predictions in the story as needed, listen for main events, and retell a story

### **Speaking and Listening**

*Through modeling and practice, Kindergarteners are developing speaking and listening skills that will support them through their academic life. At Foothills, we value giving children a voice, and we help them develop the confidence to share their ideas through guidance and support. Teachers model speaking and listening skills and we have group discussions about why these skills are important. We take learning opportunities that arise naturally to remind each other of the importance of showing someone we are listening and how to let others know we have information to share.*

- We practice raising our hands to get attention to ask questions or share a comment
- We describe people, places, and events, model asking questions to support detailed answers, give gentle reminders to speak clearly, face the speaker, participate in collaborative conversations, and model questioning for clarification

### **Spelling and Writing**

*In Kindergarten, expressing ourselves through writing starts at the beginning of the year. We take weekly opportunities to share our lives with each other through Weekly Writing and My Friend Writing. We incorporate writing through our Project Based Learning (PBL) topics, math calendar, literacy groups, and handwriting practice. Writing often begins with pictures and teacher annotations, then develops into listening for sounds we hear in words and recording what we hear using phonetic spelling. In Kindergarten, we revisit our collections of writing and use the opportunity to embrace our growth throughout the year.*

- To help reinforce spelling, we begin with labeling pictures by listening for the initial sound in a word and recording the corresponding letter. We model stretching out words into their sound parts and record a letter for each sound we hear. We reinforce our phonics skills to help us become better spellers. For high-frequency words, we assist with spelling words that do not sound the way they are spelled
- During our Weekly Writing, we help children share events in their lives that they enjoy and then they share their writing with a partner or the class.
- For My Friend Writing, we build on reinforcing positive relationships with our peers and finding common games or activities that each set of partners

enjoys doing together. We create collections of each type of writing and present it as a whole in each child's portfolio

- We practice writing from left to right, use spacing between words, including details in our sentences and pictures, and rereading our own work

## Math

*At Foothills we use Investigations for our K-5 math curriculum. This program allows children to engage with math concepts through manipulating tools and playing games with partners. The Investigations curriculum allows space for children to problem solve, use creative thinking skills, and understand that it is okay to struggle with misconceptions to make learning meaningful to them. Through differentiation, we are allowed to support children in building concepts as they master them. In Kindergarten, the use of formative assessments allows the flexibility to offer extensions or interventions as needed for Number and Operations, Algebra, Measurement, Geometry, and Data Analysis.*

- For Number and Operations, we help children build on their number value by matching quantities to their number symbol, counting up to 20 items, recording whole numbers to 10, and adding and subtracting single digits
- In Algebra, we practice constructing and deconstructing patterns into their repeating parts, describe patterns and non-patterns, and find what is missing in a pattern
- For Measurement, we use nonstandard forms of measurement to help build the concept of a unit and how different units take up different amounts of space.
- We introduce telling time to the hour using analog and digital clocks
- In Geometry, we practice identifying and building two-dimensional and three-dimensional shapes
- For Data Analysis, we take surveys, record information, and analyze the data collected. We use real-world questions that are applicable to what is happening in the classroom

# Music

*General Music: The goal for Kindergarten Music is to serve as the foundation for further music instruction. Students are introduced to basic musical concepts through singing, playing instruments, listening, and responding to music with movement. Emphasis is placed on beginning to obtain musical knowledge, skills, and understanding as performers, composers, and listeners. Students investigate personal feelings and preferences evoked by musical experiences.*

## Performing Skills

- Perform in front to peers on a small and larger scale a learned and or improvised piece through singing and / or playing their performance instrument

## Tools and Knowledge

- Continue to be introduced to basic note values, rhythms and symbols of music
- Continue to be introduced to music vocabulary such as: tempo, dynamics staccato, legato and pitch
- Continue exploration and understanding of harmony, melody, and timbre
- Be introduced to the structural components of The Grand Staff and how it is used to organize music
- Begin to compose short musical phrases using basic note values and the current organizational structure for music

## Historical and Cultural Context

- Continue to be introduced to a variety of music genres and cultural expressions of music
- Continue to introduce a variety of instruments such as voice, percussion, string, woodwind and brass
- Continue to explore the various careers and roles in the music industry including performing, composing and conducting

## Appraising Skills

- Continue to learn how to reflect and communicate about their own musical working process
- Continue to learn how to analyze and critically assess their performances and compositions

## Listening Skills

- Continue to learn how to critically listen for music elements such as timbre, melody, structure and rhythm through the act of listening
- Continue to identify times where music enhances or demonstrates mood through the act of listening to music
- Begin to identify high and low pitch through the act of listening

# Performing Arts

*In Performing Arts, Kindergarten students focus on becoming active listeners through various theater games and activities. They also learn what it means to be a good audience member. Movement is another focus in Performing Arts and we do many activities to encourage different forms of expression through movement. The students memorize a short poem or song for their final project and perform as a group using all the elements learned in class.*

## Creating

- Students will respond through movement to music
- Students will explore different ways to do basic locomotor and non-locomotor skills, utilizing different levels in space
- Students will improvise a dance with a beginning, middle, and end
- Students will express an idea, feeling, or image through improvised movement alone, with a partner, and in a group
- Students will apply suggestions for changing movement through guided improvisation

## Performing

- Students will make still and moving body shapes that show lines. (i.e. straight, curved, spiral, zig-zag)
- Students will demonstrate tempo contrasts with movements that match the tempo of the music
- Students will identify moving with opposing characteristics (i.e. slow, smooth or wavy)
- Students will demonstrate same side and cross-lateral locomotor and non-locomotor movement body patterning

## Responding

- Students will identify a movement that repeats in a dance
- Students will observe movement and describe it using dance terminology
- Students will find a movement in a dance, demonstrate that movement and explain why it attracted their attention

## Connecting

- Students will recognize and name an emotion that was experienced when watching, improvising or performing dance
- Students will observe a work of visual art or listen to music, then express through movement something of interest about the artwork or music

## Physical Education

*PE in Kindergarten ranges from free play to organized group games to practice of movement. We start the year learning physical boundaries of space and personal boundaries, especially learning to trust one's own body. We use the JUMP space which allows the use of the pyramid, open spaces, and the yard for our many games. As the year progresses, students are given the chance to practice gross motor skills through big body play, as well as fine motor skills through specific skills practice. From beginning to end, we focus on sportspersonship as a guiding principle. Some examples of games we play include: what time is it Mr. Fox, red light green light, predator and prey, Oh Deer, and North-South-East-West.*

Students in Physical Education

- Apply motor skills in physical education activities
- Provide best efforts in physical education activities
- Demonstrate sports social skills (e.g. responsible behavior, respect and encouragement of others, cooperation, fair play)

## Science

*In Kindergarten Science, we explore the world around us and take direction from the interests of the children. We ask questions and seek answers, work collaboratively, find a problem and work to solve it, learn from evidence, and use our natural curiosity to drive each project. We use PBL, Literacy, and Math to help children fully engage in the concepts that interest them. Recent examples of science topics in Kindergarten include an in-depth study of birds to learn “How can we improve the lives of birds?” and guts and stuff (microorganisms and our bodies). Some science objectives we seek to address include the following:*

- Make observations building on prior experience
- Begin to use counting and numbers to identify and describe patterns in the natural and designed world(s)
- Begin to compare predictions (based on prior experiences) to what occurred (observable events)
- Begin to record information (observations, thoughts, and ideas)
- Begin to use and share pictures, drawings, and/or writings of observations

## Social Studies

*In Social Studies, we build content through student interests and create a community of active contributors in our Kindergarten classroom. Children love sharing their lives and experiences with each other. We support the children using comparisons, connections with peers, understanding the past, present and future, asking questions about our surroundings, and noticing their roles in their lives (i.e. a learner, a child, a friend, a son/daughter, or brother/sister). Examples of recent social studies topics in Kindergarten include: Where are you? (maps) and Let's play (social interactions). Below are some of the objectives we discuss in Kindergarten:*

- Identify the role of the individual in the classroom
- Create an understanding of the past, present and future
- Develop questions about themselves
- Identify similarities and differences between home and school
- Identify similarities and differences between yourself and peers
- Retell an important life event in sequential order

## PBL - Project Based Learning

*In Kindergarten, we use Project Based Learning (PBL) to enhance science and social studies content. Topics are decided based on building community, student interest, and parent involvement. Each PBL topic addresses the interests of the children and lessons are modified accordingly. This opens up a variety of learning opportunities and themes to explore, while reinforcing science and social studies concepts.*

## Spanish

*Spanish instruction in the early elementary classes is designed to be fun and to encourage risk-taking in a new language. Students in Kindergarten through second grade learn high-frequency words in the target language and student-centered vocabulary through weekly lessons. Instructional themes include: greetings, colors, numbers, animals, body parts, and family, which are taught through stories, games, and songs. Spanish is also connected to Project Based Learning when possible. Students build a solid foundation in listening and reading in the early years, and they begin to write and speak in Spanish at their own pace.*

- Arts integrated school wide Día de los Muertos Cultural Celebration
- Había una vez Spanish Curriculum
- ¡No me digas! Spanish Curriculum
- Rockalingua
- Spanish Cuentos

## Visual Arts

*Students in the visual art classes will gain a combination of technical skills and art appreciation strategies throughout their tenure at Foothills. They will be introduced to a variety of mediums and techniques, including drawing, painting, printmaking, ceramics, sculpture, textiles, and collage. While creating they will develop a vocabulary that they can use to describe the processes and tools of art-making. Students will be introduced to the elements and principles of design and use them in their own work. They will practice using their own ideas and concepts to create meaningful pieces of art. They will view artworks from a variety of sources to gain an appreciation for the role of art in culture and community. Students will take field trips to view art, including visits to the Boise Art Museum each year.*

*Below is a list of skills and concepts Kindergarten students can expect to learn in a typical year:*

### Creating

Students will:

- Engage in exploration and imaginative play with materials
- Work collaboratively in creative art-making
- Build skills in various media and techniques through experimentation
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art
- Create art that represents natural and constructed environments
- Explain the process of making art while creating
- Give their best effort

### Presenting

Students will:

- Select art objects for display and explain why they were chosen
- Explain what an art museum is and distinguish how an art museum is different from other buildings



## Responding

Students will:

- Identify uses of art within their personal environment
- Describe what an image represents
- Interpret art by identifying subject matter and describing relevant details
- Explain reasons for selecting a preferred artwork

## Connecting

Students will:

- Create art that tells a story about a life experience
- Identify a purpose for an artwork