



Bennington  
Public Schools  
Kindergarten  
Curriculum

# Kindergarten Information

The following is a list of items we hope you will find useful.

**1. SCHOOL ADDRESS**

Bennington Elementary School  
11620 N. 156<sup>th</sup> St.  
Bennington, NE 68007

**2. PHONE**

402-238-2690

**3. SCHOOL HOURS**

8:20-3:05

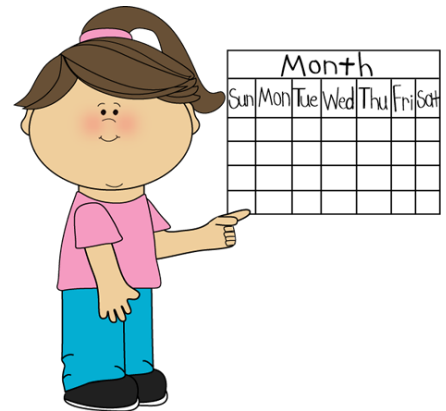
# Bennington Public Schools Kindergarten Curriculum

## Bennington Public Schools Mission Statement:

The mission of the Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future.

### **\*Daily Activities**

- PE twice a week
- Music twice a week
- Art once a week
- Library once a week - each child needs to return their library book in order to check out a new one every week
- Guidance once a week
- Spanish once a week
- Rest and Relaxation daily

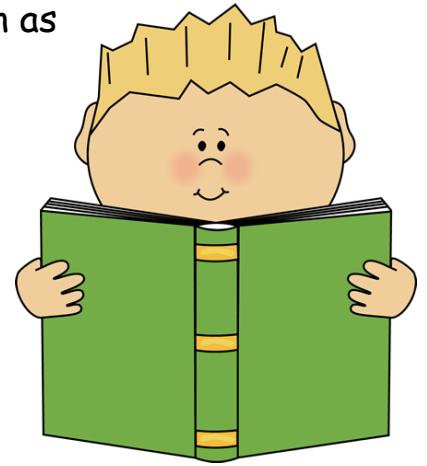


### **\*Calendar time**

- Days of the week (Today is..., Yesterday was..., Tomorrow will be...)
- Patterns with calendar pieces (ABA, AABB, etc...)
- Money (penny, nickel, dime & quarter are introduced when the letter is introduced)
- Count by 1's, 5's and 10's to 100
- Good Morning songs
- Clocks (telling time to the hour and later to the half hour)
- Letters and sounds
- Colors and shapes

## \*Reading Program

In Kindergarten we have a balanced literacy program that engages our students in reading, writing, spelling, speaking, and listening. This program helps us guide and challenge your children as they grow to be independent readers, writers and thinkers. We focus on building upon each child's strengths and we design our plans for each child's learning needs. By doing this, we are able to identify and meet the needs and support the growth of each child as a literacy learner. This balanced literacy program has rich, meaningful materials for shared, guided, and independent practice.



In **shared reading**, we model for children what good readers do. The big books include features that support the teaching of literacy skills at the word, sentence, and text level. The content and structures of the books make them models for demonstrating the use of comprehension strategies. The big books are appealing and serve to stimulate children's interest in reading and rereading and encourage them to participate and respond. Through our big book discussion, we learn about picture cues, syllables, characters, beginning, middle and end of the story and making and confirming predictions together.

In **guided reading**, we provide the opportunity to guide children to become independent readers in a small group session. Our guided reading books have features that are appropriate for emergent, early, and fluent readers. Emergent readers are learning how books work. Early readers are learning how words work. Fluent readers are learning how words and books work in many ways. These guided reading books help us to expose children to narrative and informational texts. This enables children to discover their reading preferences and learn how to approach books that are not their favorites.

Throughout the series, books will include a natural progression of literacy skills. The first level of books contain very few words that allows the reader to tell the story using the picture cues on each page. These are very supportive for the emerging reader. Our literacy skills for level one are book-handling skills, demonstrating directionality, recognizing parts of the book: cover, title, and title page, locating author and illustrator, distinguishing fantasy from reality, identifying story elements: characters and setting, and identifying story structure: beginning, middle and end.



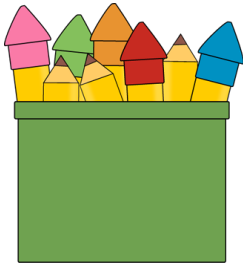
Then the series transitions to books that include one line of text per page and two to three words on those pages. There is a strong match between pictures and the text that helps the children follow the simple story line. Literacy skills for this level are: understanding that words are separated by spaces, matching spoken words to print, reading one-syllable and high-frequency words, identifying initial sounds, identifying story elements: characters, setting and conflict, and continuation of the skills from level one.

**The next stage** includes one line of text per page with complete sentences using periods and exclamation marks. They have repetitive language structure throughout the text. Our literacy skills are demonstrating understanding of noun plurals, adding phonemes to change words, recognizing and producing rhyming words, understanding the use of dialogue in text: speech balloons, identifying and matching initial and final sounds in spoken words, identifying story elements: sequence of events, and a continuation of skills previous skills.

**Finally the books** include one line of text per page with complete sentences using periods and question marks and simple syntax. There is a clear sequence of events with the repetitive language structure throughout the text. Our literacy skills are recognizing text features:

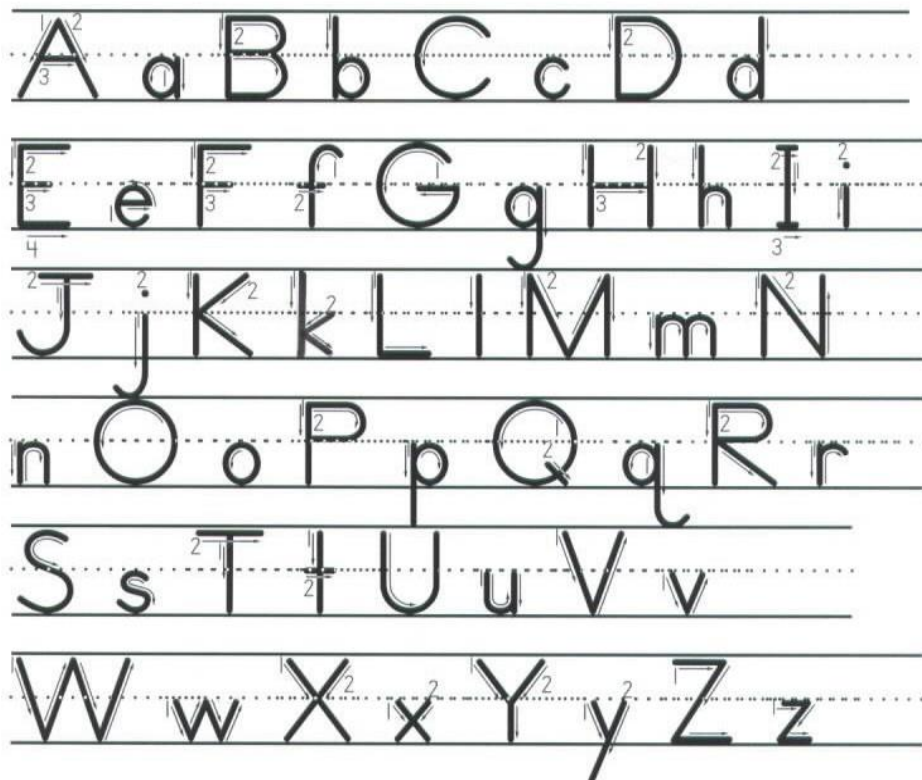
section headings, developing and applying knowledge of short vowels consonant blends, using graphic elements: simple charts, identifying a question-and-answer format, developing and applying knowledge of consonant digraphs, recognizing parts of a book: table of contents, index and charts, blending phonemes to make words, recognizing humor in text, and all previous skills.

### \* Handwriting



Zaner-Bloser is a developmentally appropriate handwriting instruction program that is delivered in a consistent, ongoing manner, and is a proven critical component of overall literacy development. This method is generally referred to as the "stick and ball" style.

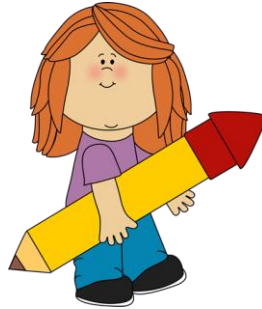
### How to Print Letters



## \*Writing

In Bennington Public Schools, we use Scholastic Traits writing as our primary writing source. Our program covers 5 of the 6 traits:

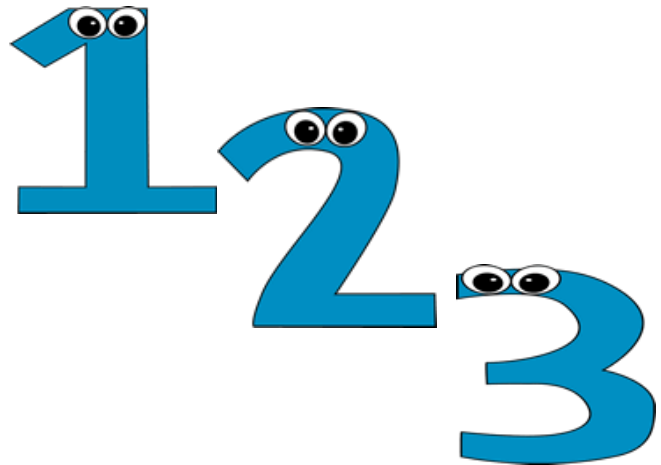
- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency



## \* Math

In Bennington Public Schools, we use enVision as our primary math source. Our program covers the following topics:

- Sorting and Classifying
- Position and Location
- Patterns
- Numbers Zero to Five
- Numbers Six to Ten
- Comparing Numbers
- Geometry
- Fractions and Ordinals
- Measurement
- Addition
- Subtraction
- Larger Numbers
- Money
- Time Calendar
- Graphing

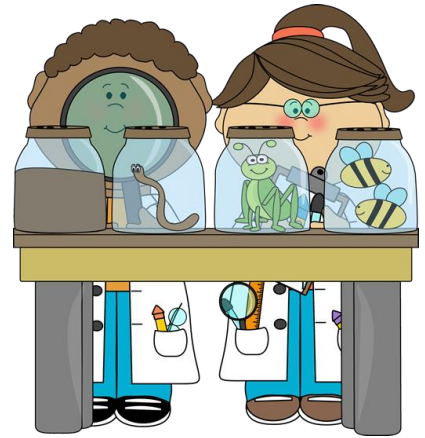


## \* Science

In Bennington Public Schools, we use Scott-Foresman as our primary science source. Our program includes:

- Living Things: Identify living things and identify needs of living things

- Nonliving Things: Identify nonliving things and classify living and nonliving things
- Kinds of Animals: Observe how animals move and animal coverings
- What Animals Need: Identify animal needs and helping pets meet their needs
- Animal Babies: Identify baby and adult animals and how to care for baby animals
- How Plants Grow: Observe how seeds grow and compare seeds and plants
- What Plants Need: Observe what plants need and help meeting plants' needs
- Parts of Plants: Identify parts of a plant and observe the jobs of plant parts
- Matter-Grouping objects
- Light or Heavy: Compare weights of objects
- Looking at Objects: Identify parts of objects and relate to the whole
- Loud and Soft Sounds: Compare sounds and explore how sounds are made
- Hot and Cold: Classify objects as hot or cold and observe the effects of hot and cold
- Light: Identify sources of light and explore traffic lights
- How Things Move: Describe how people and objects move
- Sink or Float: Classify objects that float and sink and observe how objects sink
- Magnets: Observe magnetic attraction and explore magnets
- Weather: Identify types of weather and explore how weather affects people
- Seasons: Compare the seasons and observe seasonal weather changes
- Earth: Describe landforms and bodies of water
- Daytime: observe the daytime sky and the sun's position
- Nighttime: Observe the nighttime sky and the stars

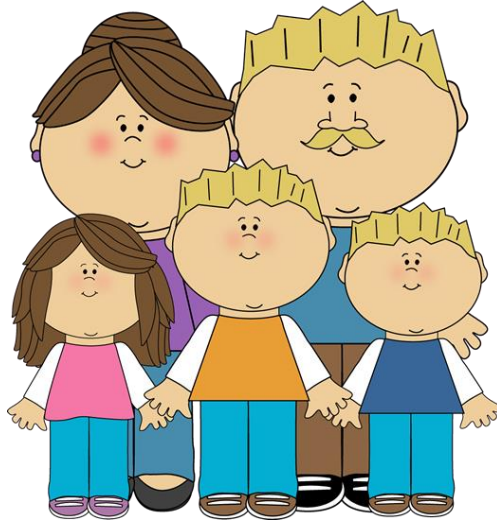




## \*Social Studies

Our program includes:

- Unit 1 - Who We Are
  - Families
  - Homes
  - Getting Along
  - Positions
  - School Rules
  - Solving Problems
  - School Helpers
- Unit 2 - Communities
  - Neighborhoods
  - Maps
  - Signs
  - Rules
  - Community Helpers
  - Communities
- Unit 3 - Work
  - Work
  - Jobs
  - Earning and Using Money
  - Making Choices
  - Needs and Wants - food, clothing, shelter
- Unit 4 - Our Earth
  - Weather
  - Seasons
  - Forests, Plains, Mountains, Oceans
  - Maps and Globes
  - Conserve Resources
- Unit 5 - The U.S.A.
  - National Symbols
  - First Americans
  - Explorers
  - Thanksgiving

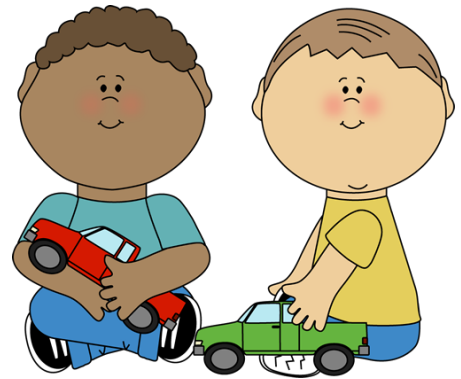


- Celebrations
- Changes in Travel
- Scientists and Inventors
- Unit 6 - Family Stories
  - Alike and Different
  - Everyday Routines
  - Family Celebrations
  - Then and Now
  - Special Foods
  - Games
  - Places We Go

### \* Centers

Centers are used as reinforcement of concepts learned in the core subjects. Children practice the skills daily through engaging, hands-on activities. Here are a few examples of centers:

- ABC Center: activities focusing on identifying the letters of the alphabet/later working on our sight words and word families
- Block Center: math concepts, patterns, counting, building, construction, and socialization
- House Center: role playing, develop vocabulary and language development, make believe
- Math Center: patterns, sorting, working with a variety of hands-on items, grocery store to work with money
- Reading Center: exploring a variety of books and later books from our guided reading series
- Writing Center: first and last name, post office to practice writing letters
- Art Center: develop creativity, explore with many items from paint and glitter to clay and markers
- Computer Center: basic skills and interactive Kindergarten activities



## **\* Student Evaluation and Assessment**

### **Portfolios**

Children are evaluated on their strengths and growth throughout the year. Information on student progress is compiled into a portfolio divided into content areas. Portfolios will be shared with parents during the fall and spring conferences and sent home at the end of the school year.

### **Kindergarten Assessments**

The children are given state assessment tests throughout the year in all core curriculum subjects. All assessments are aligned with the state standards. These assessments' results are included in the portfolio.

## **\*Specialists**

### **Guidance and Counseling**

Guidance classes as well as small group lessons and individual guidance assistance are an integral part of the school curriculum. Guidance lessons are designed to promote student growth in three areas: social/emotional domain, academic/educational domain, and career/occupational domain. The school counselor works with staff and parents in various ways to support a positive school experience for all students.

### **Technology**

Technology is taught sequentially from Kindergarten through sixth grade. New skills are introduced at each grade level. Mastery of age appropriate skills begins in second grade and continues. Performance indicators have been determined for each grade and checklists have been developed to track the growth of skills for each student. Skills have been divided into 5 general areas with specific skills in each area.

Kindergarten students are **introduced** to many technology skills including;

- General computer knowledge
- Beginning keyboarding strategies
- Use of multimedia resources
- Common network courtesies
- Beginning word processing skills
- Use of simple graphics
- Technology is used to promote curiosity and learning

## Physical Education

The primary purpose of the physical education program is to provide students with the opportunities to gain the knowledge, understanding, and skills to practice healthy physical activities throughout their lives. All students are taught to work together and treat others with respect and good sportsmanship.



## Music

General/Vocal Music    Kindergarten - Grade 3    Content Standards

Music lessons teach the following sequentially from Kindergarten through third grade, through out the year and the sequence of grades.

- ❖ Singing, alone and with others, a varied repertoire of music.
  - High, medium, low ranges
  - Sing a pentatonic song with pitch accuracy
  - Sing from a varied repertoire of songs
  - Sing songs from different cultures and different eras
- ❖ Reading and Notation of Melody and rhythm
  - Steady beat, no beat, fast, slow
  - Short and long sounds, silence and sound
  - Quarter notes, half notes, eighth notes, whole notes and corresponding rests, 2/4, 3/4, & 4/4 meters
  - Space notes, line notes, melodic contour, upward, downward, pitch names
  - Bar line, measure, double bar line, repeat sign, ties, phrases, Accent, staccato, marcato, legato, syncopation
  - Loud, soft, pp through ff dynamic markings, cresc., decresc.
  - Pentatonic scale, major scale
  - Learn and use notes as pitches and rhythm on the music staff
  - Recognize when melodies move by step, skip or repeated notes
  - Learn pitch names
  - Sharps, flats, naturals, treble clef, ledger lines,
- ❖ Perform on unpitched instruments, recognize instruments by sight and sound
  - Play a steady beat on instrument
  - Play a rhythm to a known song
  - Use instruments properly
  - Play rhythm notation

Recognize instrument families of the orchestra and band  
Introduce instruments from different cultures

- ❖ Introducing the structural components of form and harmony.  
Same/ different, using pictures, icons, letter, patterns,  
Call and response, question and answer, Introduction,  
Interlude  
Sectional forms: AB, ABA, Rondo, Theme and Variations  
Ostinato, round, countermelody, partner songs, harmony in  
3rds & 6ths
- ❖ Composing, arranging and improvising melodies, rhythms, variations  
and accompaniments within specified guidelines as a class.  
Listening to, analyzing, evaluating and describing music and  
music performances and styles  
Listening to many different genres of musical style  
Listening to or performing music of various cultures  
Understanding music in relation to history and culture

## Art

The elementary art curriculum encompasses the Art Elements and Design Principles in a comprehensive art education model and uses the National Art Standards and SRA Art Connections. Kindergarten students will focus on 6 different units in Art.

**Line:** Kindergarten will learn about lines, see how artists use lines to make their works of art, & use line in their art.

**Shape:** Kindergarten will learn about shapes, and practice using shapes in artwork.

**Color:** Kindergarten will learn about colors, and practice using them in their artworks.

**Space & Form:** Kindergarten will learn about space and form, & practice using them in their artwork.



**Texture:** Kindergarten will learn about texture, see how artists use texture in their works of art, & use texture in their own work.

**Principles of Art:** Kindergarten will learn about pattern, rhythm, balance, and unity, see how artists use pattern, rhythm, balance, and unity in their works of art, & use pattern, rhythm, balance, and unity in their artwork.

- **Personal and Social Development** are integrated on a daily basis as students learn to work and interact with other students and adults in a positive and productive way.
- High expectations are held for all students to grow and develop to their greatest potential.
- Rules of respect for one another and responsibility for oneself are stressed. Students listen to one another, solve conflicts and become sensitive to one another's feelings.
- DWP is incorporated into each classroom and throughout our school. *Discipline With Purpose* is a nationally acclaimed program that is built on the idea that children and adults can and should become self-disciplined. This program has a framework of 15 skills that a self-disciplined adult should have that and can be taught to children and practiced for a life time.
- Parents and teachers work together as partners in the educational decision-making process for students.

