



Bennington
Public Schools
Kindergarten
Curriculum

Kindergarten Information

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

1. **SCHOOL ADDRESS** Pine
Creek Elementary 7801 N. HWS
Cleveland Blvd.
Bennington, NE 68007

2. **PHONE**
238-2372

3. **SCHOOL HOURS**
8:20-3:05

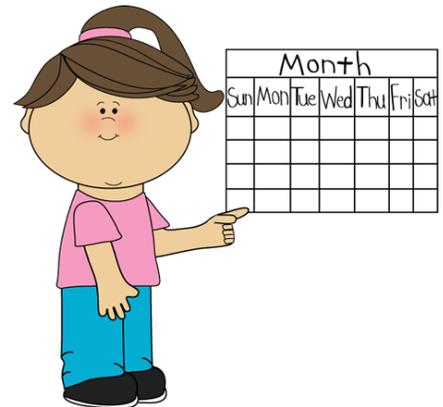
Bennington Public Schools Kindergarten Curriculum

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
- Read Aloud/Quiet Time



Calendar time

- Days of the week (yesterday, today, tomorrow)
- Months of the year
- Seasons
- Patterns
- Money
- Counting by 1's, 5's and 10's to 100
- Good Morning songs
- Letters and sounds
- Colors and shapes

McGraw-Hill Reading Wonders ©2014

Grade Levels K - 5

Unlock the Wonders of Reading

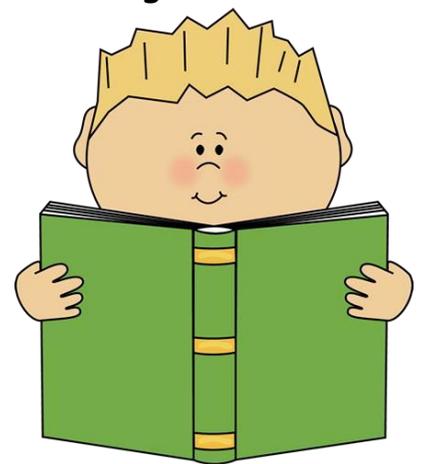
Reading Wonders is designed specifically for the State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient instruction.

The program provides support for

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing to sources

Using a rich range of diverse print and digital media, Wonders provides the instructional support and materials that were created to teach the rigor, intent, and depth of the new State Standards.

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.



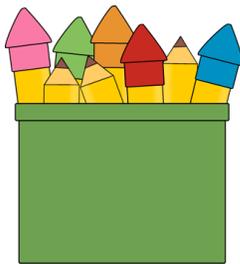
In **shared reading**, we model for children what good readers do. The big books include features that support the teaching of literacy skills at the word, sentence, and text level. The content and structures of

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.



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.

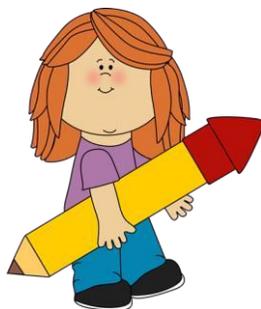
How to Print Letters



Writing

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

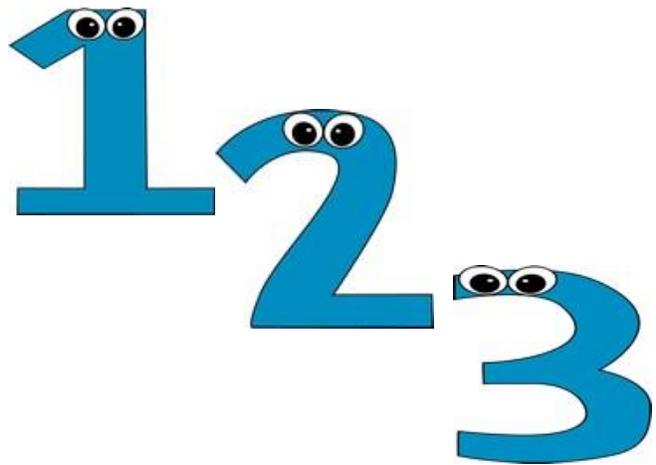
- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency



Math

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

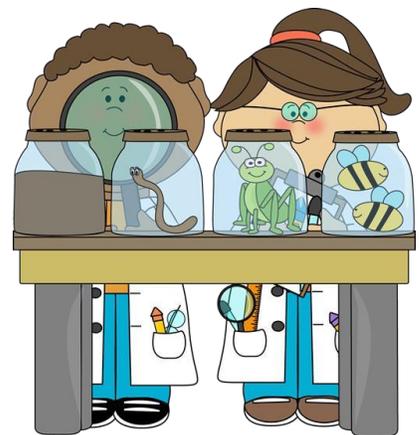
- Sorting and Classifying
- Position and Location
- Patterns
- Numbers Zero to Five
- Numbers Six to Ten
- Comparing Numbers
- Geometry
- Fractions and Ordinals
- Measurement
- Addition
- Subtraction
- Larger Numbers
- Money
- Time Calendar
- Graphing



Science

In Bennington Public Schools, we use Science Fusion by Houghton Mifflin Harcourt as our primary science source. Our program includes:

- Doing Science-Our Senses, Science Skills, Science Tools
- Animals-Living and Nonliving, Real and Pretend, Many Animals, What Animals Need, Animals Grow and Change
- Plants-Many Plants, What Plants Need, Plant Parts, Plants Grow and Change
- Habitats-Homes for Living Things, Animals and Plants Together
- Day and Night-Day Sky, Night Sky
- Earth's Resources-Rocks, Water, Natural Resources

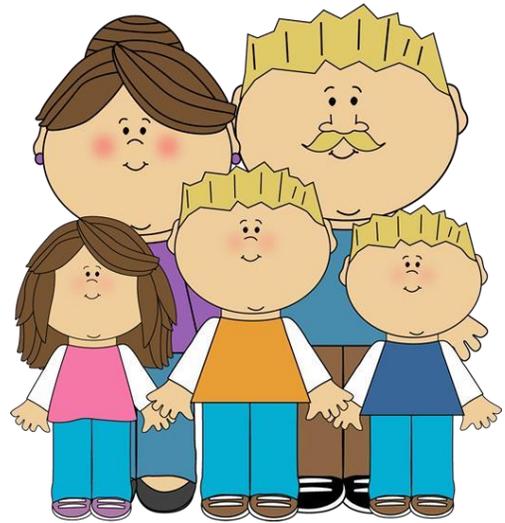


- Weather and the Seasons-Weather, Measuring Weather, Seasons
- Matter-Matter, Matter Can Change, Heating and Cooling Matter
- Energy-Sound, Light, Heat
- Motion-Where Things Are, How Things Move, Changing How Things Move, Magnets

Social Studies

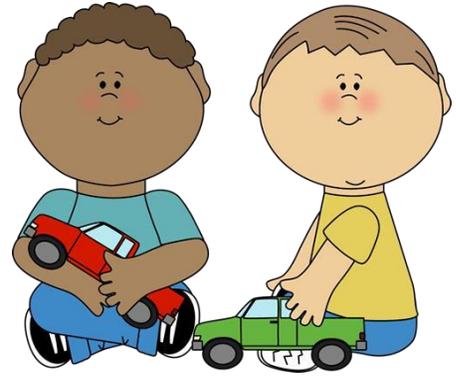
Our program includes:

- 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, Celebrations
- 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. Work samples are 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. Assessment results are included in the portfolio.

Kindergarten Homework

Each week kindergarten students will bring home a weekly calendar with an activity to do each night, Monday-Thursday. Parents can sign the calendar after their child completes the activity and return the sheet on Friday. Students will also bring home a sight word fluency sheet ("Lightning Words") each week. Students should read the sight words to a parent each night and parents can record their child's time.

Homework is intended to be worked on throughout the week to reinforce skills students are learning at school. Students that return the homework sheets on Friday will receive a small prize.

***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 Big Ideas

1. Communicating: People communicate ideas and feelings through art.

Concept 1. "I am an Artist" -

Artists share what they think, feel, and believe in the artworks they create.

Concept 2. "Art All Around Me" - Artists are inspired by the natural world, and by the people, places, and things that are important to them.



2. Problem Solving: People solve problems through art.

Concept 1. "Our Colorful World" - Through their work, artists remind us to look around and appreciate the beauty and color in our world.

Concept 2. "Lines Make Shapes" - Everything we see or draw has a shape.

3. Connecting: Art is a means of connecting people to the world.

Concept 1. "Everything Grows" - Artists use their senses to observe patterns, changes, and growth in nature.

Concept 2. "Art Year Round" - Many artists celebrate the seasons through their art.

Art Focus

Elements

Color - Warm, Cool, Primary & Secondary

Line - Line Types (ex. zigzag, wavy, straight, diagonal etc.)

Shape - Geometric & Letters

Space - Overlapping

Principles

Pattern - Fills the Space

Spanish

	UNIT 1	UNIT 2	UNIT 3
KINDERGARTEN	Numbers 1-10	Colors (primary)	Shapes and sizes

*Students will receive a "Spanish Squares" sheet at the beginning of each unit. It consists of 5 tasks or skills the students are to master by the end of the unit. Students are asked to practice the skills every day at home and return the individual Squares signed, when they have mastered the task/skill. Parent involvement, support and, encouragement in this process not only increases student acquisition of Spanish but also gives students an increased sense of confidence.

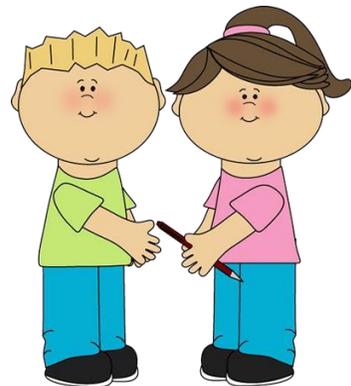
*Please access our Spanish website for vocabulary lists, copies of assignments, and copies of the Spanish Squares. The website also has additional practice for students.

WEBSITE ADDRESS:

<http://bennington.ishareinfo.org/kadeshina/index.cfm>

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.
- Each kindergarten classroom has the following classroom expectations: Be Safe, Be Respectful, Be Responsible. Each kindergarten classroom will use the Class Dojo app for behavior management, sharing class photos, and class announcements. Parents will be given a personal login at the beginning of the school year to have access to their child's class Dojo information.



Discipline with Purpose

The district uses the Discipline with Purpose curriculum to teach and promote self-discipline in and out of the classroom. There are fifteen self-discipline skills that give the students fifteen opportunities to "WAIT" and make the right choice. The skills are categorized in three skill areas: Basic Skills, Constructive Skills, and Generative Skills. A skill is taught and revisited each month.

Basic Skills-listening, following instructions, questioning, sharing-time,space, people & things, and basic social skills

Constructive Skills-cooperating with others, understanding the rules, completing a task, exhibiting leadership, and communicating effectively

Generative Skills-organizing-time, space, people & things, resolving mutual problems, taking the initiative in problem solving, distinguishing fact from feeling, and sacrificing and serving others.

DOJO

Pine Creek has adopted Class DOJO as a school-wide discipline program that correlates with the Discipline with Purpose skills. This program records positive points for the student when demonstrating Discipline with Purpose skills. It also records needs improvement when a child has not met the expectation of the skills. This program helps Pine Creek create a positive culture school-wide, it gives students a voice to show off their skills and classwork, and helps share information with parents along with class videos and photos of wonderful classroom moments.

