



Bennington
Public Schools
Kindergarten
Curriculum
2018-2019

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

402-238-2372

3. SCHOOL HOURS

8:20-3:07

Bennington Public Schools Kindergarten Curriculum

Bennington Public Schools Mission Statement

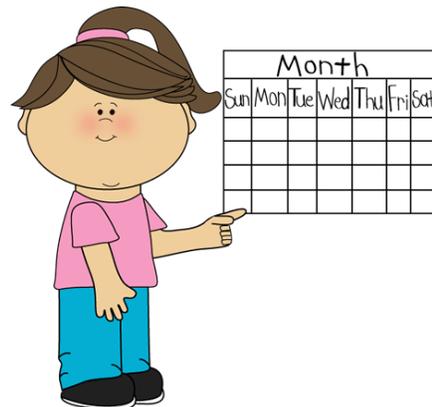
The mission of the Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future.

Daily Activities

- PE twice a week
- Music twice a week
- Art once a week
- Library once a week
- Guidance once a week
- Spanish once a week

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

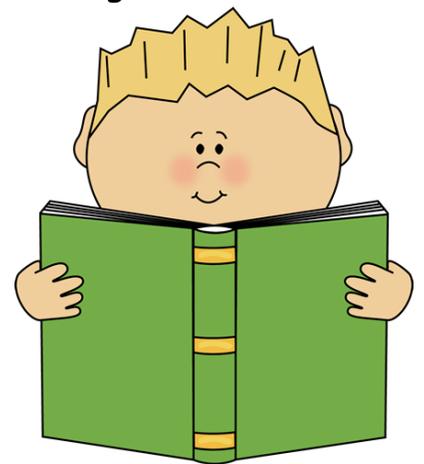
Reading Wonders is designed specifically for the State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient instruction.

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.



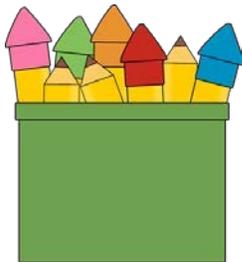
In **shared reading**, we model for children what good readers do. The big books include features that support the teaching of literacy skills at the word, sentence, and text level. The content and structures of the books

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.

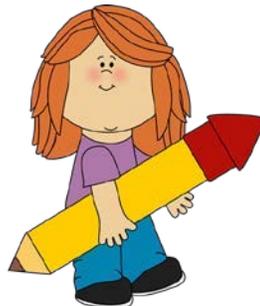
How to Print Letters



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

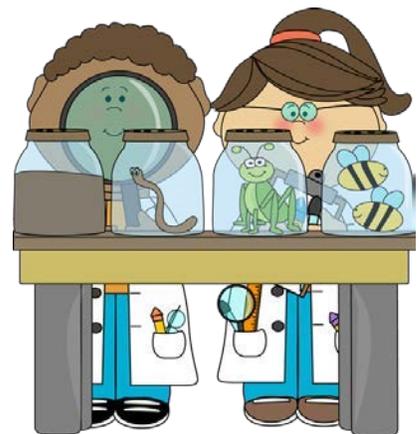
In Bennington Public Schools, we use Bridges in Mathematics 2nd Edition from The Math Learning Center as our primary math source. In kindergarten math, your child will:

- Count objects and tell how many there are
- Write numerals 0-20
- Compare numbers or sets of objects to tell which has more or less
- Add & subtract quickly and easily to 5
- Add & subtract within 10 using objects, fingers, drawings, numbers, or equations
- Solve addition and subtraction story problems
- Understand that teen numbers are 10 and some more
- Identify and describe shapes
- Understand length and weight as something that can be measured

Science

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

- 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

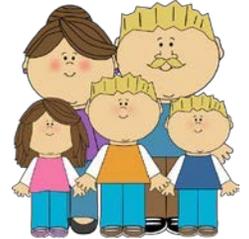


- Motion-Where Things Are, How Things Move, Changing How Things Move, Magnets

Social Studies

In Bennington Public Schools, we use Networks Social Studies by McGraw Hill as our primary social studies source. Our program includes the following topics:

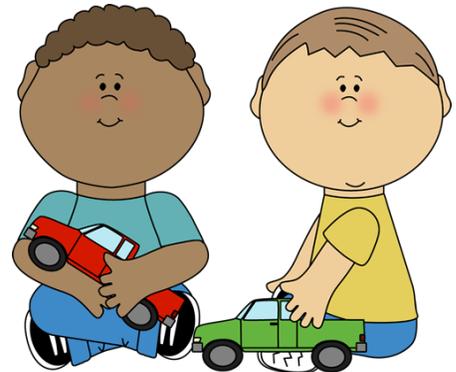
- Unit 1 Hello, Changes!-Things change over time.
- Unit 2 Hello, Friends!-Rules help us get along.
- Unit 3 Hello, America!-We celebrate our culture.
- Unit 4 Hello, Earth!-Where we live affects how we live.
- Unit 5 Hello, Choices!-People make choices.



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

Student Evaluation and Assessment

Students 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. Students also take the MAP assessment in the areas of math and reading three times a year. Assessment 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

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.

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

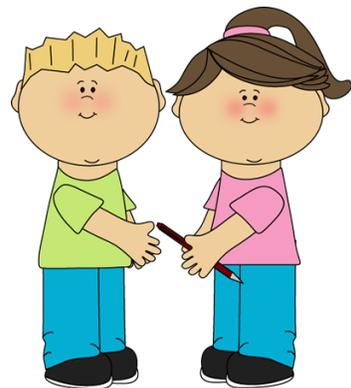
*Students will receive a "Spanish Squares" sheet at the beginning of each unit. It consists of 5 tasks or skills the students are to master by the end of the unit. Students are asked to practice the skills every day at home and return the individual Squares signed, when they have mastered the task/skill. 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 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

Class 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.

