

DEAR PARENTS AND CAREGIVERS:

We recognize that you are your child’s first and most important teacher and that it is our responsibility to build on your efforts by providing the rich set of learning experiences outlined in this curriculum digest.

Our curriculum follows the hundreds of pages of the Massachusetts Department of Education Curriculum Frameworks. This curriculum digest, therefore, is only a summary, but we believe the summary paints a vivid picture of the abilities and skills your child will develop this year. If you would like additional details about our curriculum expectations, please ask your child’s teacher or download copies of the Massachusetts Frameworks from the Department of Education website at: <http://www.doe.mass.edu>.

As we deliver this curriculum we strive to provide all students with the skills and knowledge that they need to be successful in a complex world. We do this by providing an educational environment that is supportive of individual differences and where all people are valued and respected. Finally, we recognize how critical the parents and community members are to achieving this mission.

We look forward to communicating with you while we help your child to have a productive and rewarding year.



Daniel Mayer, Ed.D.

Assistant Superintendent of Curriculum,
Assessment, and Instruction

ENGLISH LANGUAGE ARTS

Language *Students will:*

- Listen and participate appropriately in class discussions.
- Understand and use new vocabulary.
- Understand basic English grammar: positional words, names of things, action words, capitalization, commas in dates, periods, and question marks.

Reading and Literature *Students will:*

- Begin reading.
- Understand a book’s parts (Title, Title Page, etc.).
- Understand phonics and spelling patterns.
- Recognize and produce rhyming words.
- Identify upper- and lower-case letters.
- Understand that written words are composed of letters that represent sounds.
- Understand a text using predictions, retelling of main ideas and details, and questioning.
- Identify and analyze plot, setting, and characters in a variety of genres such as fiction, nonfiction, poetry, myths, fairy tales, rhymes, and plays.
- Understand the lessons learned in stories.
- Retell or dramatize traditional literature.

Composition *Students will:*

- Use a variety of forms or genres for writing to evolve through drawings, child-dictated stories, letter(s), word(s), phrase(s), and sentence(s) using details that connect ideas to tell the whole story.
- Organize ideas in a sequential order.

Media *Students will:*

- Distinguish between fact and fiction in media.
- Record stories on tape.

Major Projects

- Vary by themes
- Three Writing Prompts per Year
- Summer Reading Program

Major Resources Used

- Green Meadow Media Center
- Scott Foresman Reading-www.kz.com
- Classroom trade books
- Kindergarten video library

MATHEMATICS

Number Sense and Operations *Students will:*

- Count to at least 30 by ones.
- Match quantities to at least 20 with numerals and words.
- Identify positions of objects in sequences (e.g., first, second) up to fifth.
- Compare sets of up to and at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than) and order numbers.
- Understand the concepts of whole and half.
- Identify U.S. coins by name (nickel, dime, penny).
- Use objects and drawing to model and solve related addition and subtraction problems to ten.
- Estimate the number of objects in a group and verify results.

Patterns, Relations, and Algebra *Students will:*

- Identify the attributes of objects as a foundation for sorting and classifying.
- Sort and classify objects by color, shape, size, number, and other properties.
- Identify, reproduce, describe, extend, and create color, rhythmic, shape number, and letter repeating patterns with simple attributes.
- Count by fives and tens to at least 50.

Geometry *Students will:*

- Name, describe, sort, and draw simple two-dimensional shapes.
- Describe attributes of two-dimensional shapes, e.g., number of sides, number of corners.
- Name and compare three-dimensional shapes.
- Identify positions of objects in space and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions.

Measurement *Students will:*

- Recognize and compare the attributes of length volume/capacity, weight, area, and time using appropriate language, e.g., longer, taller, shorter, same length, heavier, 1 lighter, same weight, holds more, holds less, holds the same amount.
- Make and use estimates of measurements from every day experiences.
- Use non-standard units to measure length, area, weight, and capacity.

Data Analysis, Statistics, and Probability *Students will:*

- Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.

Major Resources Used

- Scott Foresman Mathematics-www.mathsurf.com
- TERC Investigations and Resources
- Math Night

SCIENCE

Inquiry *Students will:*

- Ask questions.
- Tell why and what.
- Make predictions.
- Name and use equipment to gather data.
- Observe and record data.
- Discuss outcomes.

Earth Science *Students will:*

- Recognize that the sun supplies heat and light to the earth and is necessary for life.
- Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

Life Science *Students will:*

- Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
- Differentiate between living and nonliving things. Group both living and nonliving things according to the characteristics that they share

Physical Science *Students will:*

- Sort objects by observable properties such as size, shape, color, weight, and texture.
- Describe the various ways that objects can move, such as in a straight line, zigzag, back and forth, round-and-round, fast, and slow.
- Demonstrate that the way to change the motion of an object is to apply a force (give it a push or a pull). The greater the force, the greater the change in the motion of the object.

Technology and Engineering *Students will:*

- Distinguish between natural and human-made materials.
- Identify and describe safe and proper use of classroom tools.
- Identify that materials both natural and human-made have specific characteristics that determine how they will be used.
- Describe how engineering design requires creative thinking and consideration of a variety of ideas to solve practical problems.

HISTORY/SOCIAL STUDIES

Theme: Living, Learning, and Working Together

Topics

- American Leaders
- National Holidays
- Pledge of Allegiance
- Family, Home, and Community
- Our World

History and Geography *Students will:*

- Identify important figures of U.S. History.
- Identify people and events celebrated in major national holidays, and recognize symbols, and monuments.
- Learn about people of other lands and times, their fables, folk tales, and fairy tales.
- Recognize patriotic symbols and songs.
- Identify the national capital city, Washington, D.C.
- Identify the state capital city, Boston.
- Read/relate stories about the ways people live “now” and “long ago” and connect these to geography. When appropriate, also include shelter, food, clothing, resources, mutual assistance, and exchange.
- Find the location on a globe of major global features.
- Observe natural surroundings, noting change and patterns—length of day/night, seasons, local topography, biology.
- Present basic global/map features- continents, oceans, poles, axis, hills, road/street, block, woods/forest, river, lake, desert, pond, etc.

Civics *Students will:*

- Discuss responsibility, following rules, fairness, democratic process, Pledge of Allegiance, Star Spangled Banner, American flag.

Economics *Students will:*

- Become aware of basic needs of people “now” and “long ago” for food, clothing, and shelter.
- Become aware of resources, plentiful and scarce, for people “now” and “long ago.”
- Become aware of family economy for meeting needs (various roles of members).
- Become aware of community “economy.”

Resources:

- Green Meadow Resource Center
- Scott Foresman Mathematics-www.mathsurf.com
- Classroom Trade Books
- Kindergarten Video Center
- Maps

WELLNESS

Physical Education *students will:*

- Demonstrate a variety of motor skills to move from one place to another with balance.
- Throw an object at a target with an overhand and underhand arm motion.
- Bounce and catch a ball with two hands.
- Identify fundamental motor patterns like throwing, catching, and kicking.
- Move on command at a variety of levels, speeds, and directions.
- Takes turns using equipment.
- Responds to teacher signals for attention.
- Knows the rules for participating in the gymnasium.

Health *students will:*

- Identify selected body parts on command.
- Associate a faster heart beat with vigorous activity.
- Identify food groups with-in the food pyramid.
- Identify behaviors that promote healthy bodies, e.g., good nutrition, exercise, and sleep/rest.

MUSIC

Students will:

- Use beat, simple rhythms, and simple meter 2 or 3.
- Begin development of singing skills.
- Learn very basic notation.
- Use movement to music.
- Learn repertoire-building songs connected to music.
- Recognize some orchestral instruments.
- Use dramatic play with music.
- Recognize basic dynamics.
- Listen to varied styles of music.
- Verbally describe and discuss music.
- Learn about the early life and works of Mozart; learn Native American songs and stories; build a repertoire of nature, animal, and holiday songs; identify classroom and orchestral instruments; participate in cultural programs and performances at morning meetings.

ART

Students will:

- Use vocabulary related to materials and techniques.
- Use art materials and tools.
- Have class discussions of art history-individual artists and historical or cultural styles.
- Identify primary colors.
- Learn visual effects: texture in rubbings.
- Identify geometric shapes.
- Learn pinch techniques in clay.
- Learn balance in three-dimensional sculpture.
- Identify types of lines.
- Identify and create pattern.

LIBRARY / MEDIA

Students will learn:

- Areas of the library: Story Corner, Everybody, Nonfiction sections.
- Book selection using shelf markers.
- Care of books.
- Circulation procedures.
- Visual and auditory skills re: storytelling.
- Verbal response re: stories.
- Everybody section (picture books); Nonfiction section (information books).
- Concepts of title, author, illustrator, title page.
- Parts of a book: front and back covers, spine, barcode label.
- Literature genre

Major Projects

- Completion of I Love Books! Booklet (how to care for books)
- Author/illustrator/storyteller visit
- Poem in Your Pocket Week

HOME/SCHOOL CONNECTION

Learning is a continuous process that involves the home as well as the school. Children need to see a relationship between the classroom learning experience and their lives out of school.

It is important for students to develop sound study habits at an early age. Children benefit greatly from the knowledge that parents are interested in and supportive of their education. The following are general guidelines for parental involvement in children’s education:

Keep informed of your child’s progress by:

- Taking time each day to talk with your child about school.
- Communicating with teachers regularly.
- Scheduling classroom visits.
- Volunteering time in the classroom.
- Attending parent conferences, Open House, and other school activities.

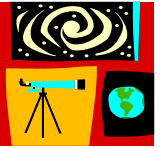
Help your child develop good study habits by:

- Establishing a regular routine for completion of homework.
- Providing quiet time and place for study.
- Assisting your child with the completion and correction of homework, making sure the final product is reflective of the child’s understanding of the assignment.
- Maintaining a positive manner about your child’s school.

Develop attitudes that encourage learning by:

- Developing good nutritional, rest, and safety habits.
- Taking educational trips to pursue individual interests.
- Providing books, newspapers, and magazines.
- Encouraging your child to pursue reading and writing for pleasure.
- Using television and computers in educationally appropriate ways.
- Visiting and utilizing the public library.

Maynard Public Schools



A CURRICULUM OVERVIEW YOUR CHILD’S YEAR IN KINDERGARTEN



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