



Private Kindergarten

Curriculum Overview

Kindergarten Theme Overview

Enrichment Programs	Themes
<p>SEPTEMBER 2017</p> <p>KOC: Considerate</p> <p><i>Ready, Set, GROW!</i>: Health & Nutrition</p> <p><i>Language Immersion Spanish</i>: My Family</p> <p><i>Zoo-Phonics</i>: A, B, C and D</p>	<p>September 4-15, 2017</p> <p>All About Me</p>
	<p>September 18-29, 2017</p> <p>Me and My Family</p>
<p>OCTOBER 2017</p> <p>KOC: Politeness</p> <p><i>Ready, Set, GROW!</i>: Exercise & Fitness</p> <p><i>Language Immersion Spanish</i>: Colors</p> <p><i>Zoo-Phonics</i>: E, F, G and H</p> <p>Review: A, B, C and D</p>	<p>October 2-13, 2017</p> <p>Down on the Farm</p>
	<p>October 16-27, 2017</p> <p>In the Fall</p>
	<p>October 30 - November 10, 2017</p> <p>My Community</p>
<p>NOVEMBER 2017</p> <p>KOC: Generosity</p> <p><i>Ready, Set, GROW!</i>: Look at Me Move</p> <p><i>Language Immersion Spanish</i>: Community Helpers</p> <p><i>Zoo-Phonics</i>: I, J, K and L</p> <p>Review: E, F, G and H</p>	<p>November 13-24, 2017</p> <p>Construction</p>
	<p>November 27 - December 8, 2017</p> <p>Tools and Machines</p>
	<p>December 11-22, 2017</p> <p>Snow Much Fun!</p>
<p>DECEMBER 2017</p> <p>KOC: Patience</p> <p><i>Ready, Set, GROW!</i>: Locomotor Skills</p> <p><i>Language Immersion Spanish</i>: Weather</p> <p><i>Zoo-Phonics</i>: M, N, O and P</p> <p>Review: I, J, K and L</p>	<p>December 25 - January 5, 2018</p> <p>Winter Wonderland Camp</p>
	<p>January 8 - 19, 2018</p> <p>Pets</p>
<p>JANUARY 2018</p> <p>KOC: Responsibility</p> <p><i>Ready, Set, GROW!</i>: Grooving and Moving</p> <p><i>Language Immersion Spanish</i>: Spanish Numbers 0-10</p> <p><i>Zoo-Phonics</i>: Q, R, S, T, and U</p> <p>Review: M, N, O and P</p>	<p>January 22 - February 2, 2018</p> <p>Dinosaurs</p>

Kindergarten Theme Overview

Enrichment Programs	Themes
<p>FEBRUARY 2018 KOC: Empathy <i>Ready, Set, GROW!</i>: Manipulative Skills <i>Language Immersion Spanish</i>: Body Parts <i>Zoo-Phonics</i>: V, W, X, Y and Z Review: Q, R, S, T, and U</p>	<p>February 5-16, 2018 Building Friendships</p> <p>February 19 - March 2, 2018 Dream Big</p>
<p>MARCH 2018 KOC: Sportsmanship <i>Ready, Set, GROW!</i>: Music and Movement <i>Language Immersion Spanish</i>: Months <i>Zoo-Phonics</i>: A, B, C and D Review: V, W, X, Y and Z</p>	<p>March 5-16, 2018 Dr. Seuss</p> <p>March 19-30, 2018 Amazing Authors</p>
<p>APRIL 2018 KOC: Honesty <i>Ready, Set, GROW!</i>: Soccer <i>Language Immersion Spanish</i>: Days of the Week <i>Zoo-Phonics</i>: E, F, G and H Review: A, B, C and D</p>	<p>April 2-13, 2018 In the Spring</p> <p>April 16-27, 2018 Insects and Spiders</p> <p>April 30 - May 11, 2018 African Safari</p>
<p>MAY 2018 KOC: Courageous <i>Ready, Set, GROW!</i>: Tennis <i>Language Immersion Spanish</i>: Animals <i>Zoo-Phonics</i>: I, J, K and L Review: E, F, G and H</p>	<p>May 14-25, 2018 Deep Blue Sea</p> <p>May 28 - June 8, 2018 Safety Patrol</p>
<p>JUNE 2018 KOC: Compassion <i>Ready, Set, GROW!</i>: Basketball <i>Language Immersion Spanish</i>: Clothes <i>Zoo-Phonics</i>: M, N, O and P Review: I, J, K and L</p>	<p>June 11, 2018 How My Body Works</p>

Kindergarten Objectives: *Writing*

Common Core Standard No.	Objective	Lesson
Text Type and Purposes		
W.K.1	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book. 	Write an opinion piece about a topic or book. Include: <ul style="list-style-type: none"> A combination of writing, drawing, and dictating. The topic or title of a book. An opinion or preference.
W.K.2	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose informative/ explanatory text in which they name what they are writing about and supply some information about the topic. 	Compose informative/explanatory text in which they: <ul style="list-style-type: none"> Name the topic about which they are writing. Supply information about the topic.
W.K.3	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 	<ul style="list-style-type: none"> Draw, dictate, and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction.
Production and Distribution of Writing		
W.K.5	<ul style="list-style-type: none"> With guidance from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 	Students develop writing as needed by: <ul style="list-style-type: none"> Responding to questions and suggestions from peers. Adding details to strengthen writing as needed.
W.K.6	<ul style="list-style-type: none"> With guidance from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ul style="list-style-type: none"> Use technology to produce and publish writing individually and with peers.
Research to Build and Present Knowledge		
W.K.7	<ul style="list-style-type: none"> Participate in shared research and writing projects. 	<ul style="list-style-type: none"> Use appropriate sources and tools to conduct shared research. Participate in shared research and writing projects.
W.K.8	<ul style="list-style-type: none"> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> Answer questions using information from experience. Answer a question using information from a provided source.

Kindergarten Objectives: *Reading Literature*

Common Core Standard No.	Objective	Lesson
Key Ideas and Details		
RL.K.1	<ul style="list-style-type: none"> Identify, ask questions and answer questions about key details in a text. 	<ul style="list-style-type: none"> Reading Street: 1.1-5, 2.4, 2.6, 3.2-6, 4.1-4, 4.6, 5.1, 5.3-4, 6.2-4, 6.6
RL.K.2	<ul style="list-style-type: none"> Identify key details and retell a familiar story. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
RL.K.3	<ul style="list-style-type: none"> Define: Character, setting, and major events. Identify: Characters, setting, and the major events in a story. 	<ul style="list-style-type: none"> Reading Street: 1.1-3, 1.5, 3.2-4, 3.6, 4.1-4, 4.6, 5.3-4, 6.2-4, 6.6
Craft and Structure		
RL.K.4	<ul style="list-style-type: none"> Identify unknown words in a text. Ask questions and use resources/strategies to answer questions about unknown words in a text. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
RL.K.5	<ul style="list-style-type: none"> Recognize and identify common types of texts such as – poems, storybooks. 	<ul style="list-style-type: none"> Reading Street: 1.1-5, 2.4, 2.6, 3.2-4, 3.6, 4.1-4, 4.6, 5.1, 5.3-4, 6.2-4, 6.6
RL.K.6	<ul style="list-style-type: none"> Identify and define the author and illustrator in a story. 	<ul style="list-style-type: none"> Reading Street: K. Unit 1
Integration of Knowledge and Ideas		
RL.K.7	<ul style="list-style-type: none"> Identify illustrations, describe a moment in the story using the illustrations, and tell how the illustrations are related to the text. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
RL.K.9	<ul style="list-style-type: none"> Recognize characters in familiar stories. Find similarities and differences of adventures and experiences in familiar stories. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
Range of Reading and Level of Text Complexity		
RL.K.10	<p>Actively engage in group reading activities including:</p> <ul style="list-style-type: none"> Ask and answer questions. Identify the main topic Retell key details Describe connections in text. Identify title, author, and illustrator and the role each plays. Understand and apply activities that reflect purpose and understanding of text. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
Foundational Skills		
RF.K.1	<ul style="list-style-type: none"> Demonstrate following words on a page from left to right, top to bottom and page by page. Recognize spoken words are represented in written language by specific sequences of letters. Recognize that words are separated by spaces in print. Recognize that sentences are made up of words. Ability to name all upper- and lowercase letters of the alphabet. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
RF.K.2	<ul style="list-style-type: none"> Recognize and produce rhyming words. Recognize short vowel sounds, initial sounds, and ending sounds. Count, pronounce, and blend syllables in spoken words. Isolate and pronounce CVC words. Add and substitute individual sounds in simple one syllable words to make new words. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
RF.K.3	<ul style="list-style-type: none"> Know and apply grade level- level phonics and word analysis skills in decoding words. Distinguish the differing sounds of consonants, and long and short vowel sounds. Read high frequency sight words. Read words that have a similar word pattern and identify the sounds and letters that are different. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
RF.K.4	<ul style="list-style-type: none"> Identify and understand foundational skills for reading. Recognize and determine the purpose for reading emergent reader texts. Read emergent reader texts with purpose and understanding. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6

Kindergarten Objectives: *Reading Informational Text*

Common Core Standard No.	Objective	Lesson
Key Ideas and Details		
RI.K.1	<ul style="list-style-type: none"> Identify, ask and answer key details in informational text. 	<ul style="list-style-type: none"> Reading Street: 1.6, 2.1-3, 2.5, 3.1, 3.5, 4.5, 5.2-3, 5.5-6, 6.1, 6.3, 6.5-6
RI.K.2	<ul style="list-style-type: none"> Identify the main topic of a text. Identify and retell key details of a text 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
RI.K.3	<ul style="list-style-type: none"> Identify key details about an individual and events discussed in an informational text. Discuss how two individuals, events, ideas, and pieces of information in a text connect. Identify relationships in informational texts. 	<ul style="list-style-type: none"> Reading Street: 2.1-3, 2.5, 3.1, 3.5, 5.2, 5.5-6, 6.1, 6.6
Craft and Structure		
RI.K.4	<ul style="list-style-type: none"> Identify unknown words and formulate questions. Answer questions about unknown words in a text. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
RI.K.5	<ul style="list-style-type: none"> Identify the front cover, back cover, and title page of a text. 	<ul style="list-style-type: none"> Reading Street: K. Unit 1
RI.K.6	<ul style="list-style-type: none"> Name the author and illustrator and define what their role is. 	<ul style="list-style-type: none"> Reading Street: K. Unit 2
Integration of Knowledge and Ideas		
RI.K.7	<ul style="list-style-type: none"> Identify illustrations and text. Describe people, places, things, and ideas. Describe the relationships between illustrations and text. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
RI.K.8	<ul style="list-style-type: none"> Identify reasons the author gives to support points in the text. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
RI.K.9	<ul style="list-style-type: none"> Identify similarities and differences between two texts on the same topic. 	<ul style="list-style-type: none"> Reading Street: 2.1, 3.1, 6.1
Range of Reading and Level of Text Complexity		
RI.K.10	<p>Actively engage in group reading activities including:</p> <ul style="list-style-type: none"> Ask and answer questions. Identify the main topic Retell key details Describe connections in text. Identify title, author, and illustrator and the role each plays. Understand and apply activities that reflect purpose and understanding of text. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6

Kindergarten Objectives: *Language*

Common Core Standard No.	Objective	Lesson
Conventions of Standard English		
L.K.1	<ul style="list-style-type: none"> Recognize letters of the alphabet. Recognize that letters can be upper and lower case. Recognize nouns and verbs and that nouns can be plural. Demonstrate command of grammar and usage when writing and speaking. Form regular plural nouns orally. Use question words in speaking. Recognize, produce and speak complete sentences. 	<ul style="list-style-type: none"> Zoo Phonics Reading Street: K. Units 1-6
L.K.2	<ul style="list-style-type: none"> Apply correct capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence. Recognize and name end punctuation. Use sound-letter awareness to spell simple words phonetically. 	<ul style="list-style-type: none"> Reading Street: 3.5-4.5, 5.1, 5.2, 6.3-6.6
Vocabulary Acquisition and Use		
L.K.4	<ul style="list-style-type: none"> Recognize that some words and phrases have multiple meanings. Apply the appropriate meaning for the word within the context. Identify and apply frequently occurring inflections and affixes to determine the meaning of a word. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
L.K.5	<ul style="list-style-type: none"> Identify common objects and categories, and sort objects into categories. Know verbs and adjectives and relate them to their opposite. Identify real life connections between words and their use. Distinguish ways to act out verbs. 	<ul style="list-style-type: none"> Reading Street: 1.3-4, 1.6, 2.3-3.4, 4.5, 5.6
L.K.6	<ul style="list-style-type: none"> Obtain and use words and phrases acquired through conversations, reading, being read to, and responding to text. Distinguish if a word or phrase should be used when responding. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6

Kindergarten Objectives: *Speaking and Listening*

Common Core Standard No.	Objective	Lesson
Comprehension and Collaboration		
SL.K.1	<ul style="list-style-type: none"> Identify ideas and participate in conversations about kindergarten topics and texts. Follow agreed-upon rules for discussion. Listen and respond to continue conversations with peers and adults. 	<ul style="list-style-type: none"> Small and large group discussions. Learning Centers
SL.K.2	<ul style="list-style-type: none"> Identify key ideas from text, ask and answer questions about key details. Ask for clarification if something is not understood. 	<ul style="list-style-type: none"> Reading Street: K. Units 1-6
SL.K.3	<ul style="list-style-type: none"> Recognize that asking questions is an appropriate strategy to further understanding. Identify situations in which help or information is needed. Formulate and ask appropriate questions to seek help, information, or clarification. 	<ul style="list-style-type: none"> Small and large group discussions.

Kindergarten Objectives: *Speaking and Listening*

Common Core Standard No.	Objective	Lesson
Presentation of Knowledge and Ideas		
SL.K.4	Identify, determine relevant details, and orally perform a clear presentation that describe: <ul style="list-style-type: none"> • A person, place, thing or event. 	<ul style="list-style-type: none"> • Small and large group discussions.
SL.K.5	<ul style="list-style-type: none"> • Know what visual displays are. • Add drawings or visual displays to provide details to descriptions. 	<ul style="list-style-type: none"> • Small and large group discussions.
SL.K.6	<ul style="list-style-type: none"> • Identify different voice volumes used for different situations. • Speak to communicate thoughts feelings and ideas clearly using the appropriate voice volume for the situation. 	<ul style="list-style-type: none"> • Small and large group discussions. • Learning Centers

Kindergarten Objectives: *Mathematics*

Common Core Standard No.	Objective	Lesson
Counting and Cardinality		
K.CC.1	<ul style="list-style-type: none"> • Know the count sequence when counting to 100 by tens and ones. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 1-4
K.CC.2	<ul style="list-style-type: none"> • Count forward to 10 and 20 from any given number. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 5-6
K.CC.3	<ul style="list-style-type: none"> • Represent a number of objects with a written numeral. • Write numbers 0-20 	<ul style="list-style-type: none"> • On-Core Mathematics K. 7-21
K.CC.4a	<ul style="list-style-type: none"> • While counting objects, say the number names in standard order, pairing each object with only one number name and only one object. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 22-24
K.CC.4b	<ul style="list-style-type: none"> • Know the last number name said tells the number of objects counted. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 25
K.CC.4c	<ul style="list-style-type: none"> • Understand that each successive number name refers to a quantity that is one larger. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 26
K.CC.5	<ul style="list-style-type: none"> • Model and count objects 0-20 	<ul style="list-style-type: none"> • On-Core Mathematics K. 27-32
K.CC.6	<ul style="list-style-type: none"> • Use matching and counting strategies to compare sets of objects. • Determine greater than, less than, and equal to. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 33-41
K.CC.7	<ul style="list-style-type: none"> • Compare two numbers between 1 and 10 presented as written numerals. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 42
Operations and Algebraic Thinking		
K.OA.1	<ul style="list-style-type: none"> • Use expressions (fingers, objects, drawings) to represent addition and subtraction. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 43-48
K.OA.2	<ul style="list-style-type: none"> • Solve addition and subtraction word problems. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 49-51
K.OA.3	<ul style="list-style-type: none"> • Decompose numbers within 10 into pairs in more than one way. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 52-57
K.OA.4	<ul style="list-style-type: none"> • Use drawings to find and make 10 from a given number. • Understand and record the equation. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 58-59
K.OA.5	<ul style="list-style-type: none"> • Use drawings to solve addition and subtraction word problems within 5. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 60-63
Number and Operations in Base Ten		
K.NBT.1	<ul style="list-style-type: none"> • Use objects to compose and decompose numbers 11-19 using ten frames. 	<ul style="list-style-type: none"> • On-Core Mathematics K. 64-68

Kindergarten Objectives: *Mathematics*

Common Core Standard No.	Objective	Lesson
Measurement and Data		
K.MD.1	<ul style="list-style-type: none"> Describe several measurable attributes of a single object including: Length and weight. 	<ul style="list-style-type: none"> On-Core Mathematics K. 69
K.MD.2	<ul style="list-style-type: none"> Directly compare two objects with a measurable attribute in common. Describe the difference. 	<ul style="list-style-type: none"> On-Core Mathematics K. 70-73
K.MD.3	<ul style="list-style-type: none"> Classify, sort, and count objects into given categories. 	<ul style="list-style-type: none"> On-Core Mathematics K. 74-79
1.MD.3	<ul style="list-style-type: none"> Tell time to the hour and half hour using analog and digital clocks. 	<ul style="list-style-type: none"> On-Core Mathematics 1st Grade. 75-78
2.MD.8	<ul style="list-style-type: none"> Identify coins and values (penny, nickel, dime, quarter). 	<ul style="list-style-type: none"> Activities using real world problems and solving those problems using money counting skills.
Geometry		
K.G.1	<ul style="list-style-type: none"> Describe objects in the environment using names of shapes, describe positions of these objects in relation to the picture. 	<ul style="list-style-type: none"> On-Core Mathematics K. 80-82
K.G.2	<ul style="list-style-type: none"> Correctly name shapes regardless of their orientation or size. 	<ul style="list-style-type: none"> On-Core Mathematics K. 83-91
K.G.3	<ul style="list-style-type: none"> Identify shapes as a two-dimensional or three-dimensional. 	<ul style="list-style-type: none"> On-Core Mathematics K. 92
K.G.4	<ul style="list-style-type: none"> Describe, analyze, compare and create shapes according to their specific attributes. 	<ul style="list-style-type: none"> On-Core Mathematics K. 93-99
K.G.5	<ul style="list-style-type: none"> Use objects to build models of real-world shapes. 	<ul style="list-style-type: none"> On-Core Mathematics K. 100
K.G.6	<ul style="list-style-type: none"> Use the strategy draw a picture to solve problems and make larger shapes using smaller shapes. 	<ul style="list-style-type: none"> On-Core Mathematics K. 101-102

Kindergarten Objectives: *Science*

Science Standards	Objective	Lesson/Theme
Physical Science		
K-PS2-1	<ul style="list-style-type: none"> Plan and conduct investigations to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. 	<ul style="list-style-type: none"> Construction: Students build using common and uncommon materials. Tools and Machines: Students plan and construct simple machines using common and uncommon materials.
K-PS2-2	<ul style="list-style-type: none"> Compare data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull. 	<ul style="list-style-type: none"> Tools and Machines: Students use their simple machines to carry out investigations to answer questions and test solutions to problems.
K-PS3-1 K-PS3-2	<ul style="list-style-type: none"> Make observations to determine the effect of sunlight on the Earth's surface. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. 	<ul style="list-style-type: none"> In the Fall: Students will observe and record the effect of reduced sunshine on plants. Snow Much Fun: Students will observe and analyze the effect of snow and its reflective properties. In the Spring: Students will observe and record the effects of increased sunshine on plants. Deep Blue Sea: Students will observe and record the effects of sunlight on water.

Kindergarten Objectives: *Science*

Science Standards	Objective	Lesson/Theme
Life Science		
K-LS1-1	<ul style="list-style-type: none"> Observe and describe patterns of what plants and animals (including humans) need to survive. 	<ul style="list-style-type: none"> Down on the Farm: Students observe, analyze and describe how the plants and animals on a farm provide sustenance for the farm and others. In The Fall: Students observe, analyze and describe how and why plants lose leaves in the fall. Pets: Students observe and describe different types of pets and their varying needs. In the Spring: Students observe, analyze and describe what plants need to grow. Insects and Spiders: Students observe, analyze, and describe the role that insects and spiders play in our survival. African Safari: Students observe and describe how animals in the safari meet each other's needs for survival. Deep Blue Sea: Students observe and describe how animals in the ocean meet each other's needs for survival. How My Body Works: Students observe, analyze and describe what the human body needs to survive and function.
Ecosystem Science		
K-ESS2-2 K-ESS3-1 K-ESS3-3	<ul style="list-style-type: none"> Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. 	<ul style="list-style-type: none"> Down on the Farm: Students observe, analyze and describe how the farmer changes their environment to meet their needs. In the Fall: Students observe, analyze and describe how animals make changes within their environment to survive. My Community: Students observe, analyze and describe how humans make changes within their community to survive. Construction: Students observe, analyze and describe how humans make changes within their community to survive. Snow Much Fun: Students observe, analyze and describe how humans and animals make changes within their environment to survive. In the Spring: Students observe, analyze and describe how animals and plants make changes within their environment to survive. Insects and spiders: Students observe, analyze, and describe how insects and spiders make changes to their environment.
K-ESS2-1	<ul style="list-style-type: none"> Use and share observations of local weather conditions to describe patterns over time. 	<ul style="list-style-type: none"> Make daily observations and graph the weather throughout the year.
K-ESS3-2	<ul style="list-style-type: none"> Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather. 	<ul style="list-style-type: none"> Investigate natural hazards and how weather can be predicted by studying the local weather history. As a class, plan and prepare emergency plans in case of weather emergency.

Private Kindergarten Program Highlights

Zoo-Phonics®

The principle of Zoo-Phonics® maximizes understanding, memory, utilization, and transference to all areas of the reading, spelling, and writing process in a playful and concrete manner. The Zoo-Phonics® Multisensory Language Arts Program is a kinesthetic, multi-modal approach to learning all aspects of language arts. Zoo-Phonics® is a curriculum-based reading and spelling program which teaches children the fundamentals of the English language.

www.zoo-phonics.com

Ready, Set, GROW! Fit Foundations

The Ready, Set, GROW! Fit Foundations curriculum blends educational concepts promoting health and fitness. Hands-on experiences inspire Healthy Beginnings by providing activities and games designed to support muscle development, coordination, and manipulative skills to help children master basic physical skills. With the ability to utilize our state-of-the-art gymnasiums and playgrounds, our programming is consistent and year-round.

Language Immersion Spanish

Our Language Immersion Spanish curriculum balances fun and learning while offering children opportunities to expand their language development. Through thoughtfully designed activities and a strong literature component, your child will learn a second language as their teachers use a combination of different strategies to make learning memorable and enjoyable.

On Core Mathematics®

On Core Mathematics® is a complete program for transitioning to the Common Core State Standards with interactive, real-world applications that help students deepen their understanding of crucial math concepts, while addressing the Common Core Curriculum and the Standards for Mathematical Practice. This program allows students to not just “do the math,” but also to “understand and explain their math.” On Core Mathematics® helps prepare students for national assessments and develops their procedural, application, and critical thinking skills.

Brigance Screening

Brigance is a screening tool that is used in our Private Kindergarten program. The test is not an IQ test nor is it a full scale educational assessment – it is a norm referenced test that compares each child’s results with the performance of other examinees. Brigance Testing covers a variety of school based curriculum topics through a series of 12 assessments, including language development, science and math proficiencies, and gross motor skills. The screenings provide quick, easy, and accurate view of skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills—all in just 10–15 minutes per child.

Parent Teacher Communication and Report Cards

You will have the opportunity to have formal parent teacher conferences twice a year with your child’s teacher, with consistent communication between conferences encouraged as well. Your child’s teacher will complete a report card for them twice a year. They will complete mid-terms using a norm referenced screening tool in between report cards, document your child’s results, and send them home with you to continue communication of your child’s progress.

The image shows two overlapping forms from Rainbow Child Care Center. The background form is the 'Private Kindergarten Report Card', which is a grid-based assessment tool. It is divided into four main sections: 1. Counting, 2. Basic Arithmetic, 3. Average, and 4. Reading Skills. Each section contains a list of specific skills with checkboxes for 'Met', 'Not Met', and 'Not Tested'. The skills listed include: General Skills (e.g., Recognize Full Name, Recognize Full Address), Math Skills (e.g., Count Objects Up To, Write Numbers To), Gross-Motor Skills (e.g., Run Without Difficulty, Skip Without Difficulty), Fine-Motor Skills (e.g., Can Grip, Can Button), and Social Skills (e.g., Follow All Safety Rules, Follow Age Appropriate Behavior). The foreground form is the 'Private Kindergarten Mid-Term Report'. It features the Rainbow Child Care Center logo and asks for the child's name and date. It contains two large text boxes: 'Your child is working on...' and 'Your child has begun to master...'. At the bottom, there are lines for 'Parent Signature' and 'Teacher Signature', each with a corresponding 'Date' field. A note at the bottom states: 'Your child's norm referenced screening tool is available for you view if you would like more information about which words, numbers, etc. your child might need continued practice with.'

Kindergarten Concepts

Social-Emotional:

Self-Control/Self Help

- Participation in whole group and small group activities
- Gentle touches with occasional reminders
- Working independently and completing work
- Using emotional vocabulary
- Following multi-step directions
- Following safety rules
- Taking turns
- Understanding personal space

Physical:

Fine-Motor

- Using scissors
- Using correct pencil grip
- Stringing beads
- Lacing cards
- Buttoning, zipping, buckling, tying
- Snapping

Gross-Motor

- Running
- Skipping
- Hopping
- Balancing
- Throwing and catching
- Movement coordination

Language:

- Identifying to rhyming words
- Identifying letter sounds
- Identifying vowel sounds
- Identifying sight words
- Expressing self in complete sentences
- Memorizing and repeating rhymes, songs and finger plays

Cognitive:

- Written full name recognition
- Shape recognition
- Color word recognition
- Days of the week recognition
- Knowledge of phone number, address and birthday
- Identifying left and right
- Identifying to opposites
- Identifying to similarities and differences
- Identifying cause and effect
- Measuring objects using standard and non-standard units
- Recognizing addition and subtraction concepts
- Introduction to money recognition
- Introduction to telling time
- Recognizing signs and safety concepts

Cognitive (continued):

- Working with letters
 - Phonics
 - Recognizing letters-uppercase and lowercase
 - Using phonetic spelling and sight word spelling
 - Beginning, middle and ending sounds of words
 - Forming of letters through various mediums (writing in sand, writing in shaving cream, forming with play dough, etc.)
- Working with numbers
 - Counting using one-to-one correspondence
 - Recognizing numbers 1-50
 - Recognizing number words 1-20
- Sequencing and sorting
- Recognizing, making and extending patterns
- Introduction to maps
- Distinguishing between real and imaginary events
- Identifying main ideas
- Predicting outcomes
- Following game directions
- Identifying instruments and basic music concepts
 - Beats
 - Rhythms
 - Tempo
 - Singing
 - Dancing