



# KINDERGARTEN...

## At A Glance



*Empowering the Dragon community to  
achieve excellence.*



### **District Mission**

*Empowering the Dragon community to achieve excellence.*

### **District Vision**

*Empowered Dragons experience joy and success.*

### **Belief Statements**

We believe that:

- *Preparing Dragons is a collaboration of students, staff, families, and community.*
- *We have a responsibility to provide a safe, welcoming, equitable learning environment where all individuals are respected and valued.*
- *In fostering an environment that cultivates each individual's maximum potential.*
- *Character development is an integral part of education.*
- *In a dynamic innovative approach to educating Dragons.*

This brochure contains the expectations for language arts, math, science, social studies, art, physical education, music and media for each child in kindergarten. Separate brochures outline the expectation for other grades. The expectations are designed to ensure students receive sequenced instruction from grade to grade. These expectations are aligned with state and/or national standards.

The purpose of this brochure is to familiarize you with the concepts your child will be presented with throughout this school year. This information will allow you to work with your child's teacher to help provide the highest level of achievement. Use it when you talk with your child's teacher(s). Ask what you can do at home to support learning in the classroom and reinforce learning at home.

Lake Orion Community School teachers, administrators and support staff are committed to helping your child achieve their potential.

*Lake Orion Community Schools does not discriminate on the basis of race, color, religion, sex, national origin, disability, marital status, height, weight or age. Board of Education policy forbids acts of illegal discrimination in all matters.*





In kindergarten, students build a foundation for social, physical, emotional and cognitive development.

Kindergarteners develop a strong foundation of phonemic awareness skills. This includes rhyming, syllables, putting sounds together and pulling them apart.

Children use their understanding of letters, sounds, phonemic awareness, and concept of print to become emergent readers and writers in kindergarten.

In mathematics, kindergartners use a hands on approach to develop number sense. Children represent numbers by building, writing and recognizing numbers up to 20.

Kindergarten students are introduced to many science and social studies topics. Science curriculum is designed to lay a foundation by introducing the basic scientific processes: observing, comparing, classifying, measuring, and communicating. Social studies curriculum is designed to help children gain an increased awareness of themselves and the world around them.

## English Language Arts

### Literacy in Kindergarten

Learning new language skills is a hallmark of kindergarten. Your child will practice sorting words, rhyming words, matching words with beginning and ending sounds, and blending sounds into words. Practice with these types of activities is a powerful step toward learning to read and spell correctly. Your child will also begin to write and be encouraged to use a combination of drawing and writing letters to share information, ideas and feelings. Your child will be read to and have daily opportunities to talk about literature; growing his/her vocabulary and developing comprehension skills.

### Read Aloud with Discussion

Students are read aloud to daily. During this valuable time, teachers verbally interact with the class. The process includes prereading, during reading, and post reading conversations to enhance understanding and making connections with the story. The read aloud selections are often from a variety of genres – fiction, nonfiction, picture books or poetry. During this critical time of instruction, students see and hear what readers do so that they may apply this same process in their own reading.



## English Language Arts Continued

### Reading Workshop

Reading Workshop follows a predictable structure, fostering powerful learning. Each day, the teacher begins with a short lesson focusing on a skill or strategy that will benefit all students. During the first quarter of the year, kindergarteners reread familiar stories their teacher has read multiple times in class (called Sulzby books or star books) to develop the behaviors of reading, retelling and discussing without necessarily decoding words. For the remaining part of the year, students self-select and read books that are at their independent reading levels. At this level, students can read almost all the words accurately, read with appropriate speed and expression and above all, understand the text. While students are reading, the teacher meets with small groups or with individual students in order to meet their academic needs. Creating readers who love reading is the heart of Reading Workshop.

### Writing Workshop

The structures of Writing Workshop are similar to that of Reading Workshop. Fostering a love for writing, daily opportunities for practice and maximum student choice are foundational in Writing Workshop classrooms. Your child will write narrative, informational, and persuasive pieces reflective of his/her developmental interests and stage of writing development. Through individual meetings with the teacher, small group work, and assessment-based instruction, your child will be guided toward advancement of his/her writing skills. Students will publish and celebrate their many accomplishments throughout the year.

### Phonics/Word Study

Word Study will involve children developing knowledge of letters and sounds through stories songs, charts, rhymes and games

### What Your Child Will be Working on in kindergarten

#### Speaking and Listening Standards

- Speaking clearly to express thoughts, feelings and ideas
- Taking part in classroom conversations
- Following rules for respectful discussion
- Asking and answering questions about information presented orally
- Understanding and using question words for clarification



**English Language Arts Continued****Reading Standards for Literature and Informational Text**

- Answering questions about fiction and nonfiction text
- Retelling fiction and nonfiction stories using details from the text
- Comparing familiar stories (e.g. characters, setting, problem, solution etc.)
- Describing connections
- Understanding the role of the author and illustrator
- Exploring multiple informational books on the same topic
- Independently reading a fiction Level 4 text independently with fluency, accuracy and comprehension

**Writing Standards**

- Using a combination of drawing, dictation and writing to describe an event that happened to him/her, to express an opinion on a topic or a book and to report research on a topic
- Using the writing process (drafting or organizing thoughts, writing, revising, editing and publishing) to produce multiple finished products
- Participating in shared (group) writing projects

**Language and Foundational Reading and Skills**

- Understanding the parts of a book and the organization of print (i.e. left to right, front to back, spaces, words vs. letters)
- Naming upper and lower case letters and matching those letters with sounds
- Learning to properly form letters using traditional handwriting
- Exploring words through rhyming, breaking words into parts, blending words and sorting
- Adding or deleting sounds to make, spell or read new words
- Applying knowledge of long and short vowels to decode unknown words
- Using strategies to determine unfamiliar words (e.g. skip it and go back, reread, chunk it, get your mouth ready)
- Using question words when speaking
- Sorting common objects and letters into categories
- Spelling simple words phonetically
- Learning to quickly read 50 of the most common words used in print
- Capitalizing the first word in a sentence
- Recognizing and naming end punctuation
- Relating words to opposites, i.e., in, out, up, down
- Distinguishing meanings of verbs by acting them out
- Developing an expanded personal vocabulary



## Mathematics

### Counting and Cardinality

- Count to 100 by ones and tens
- Count forward beginning from any number
- Write numerals from 020
- Recognize numerals 020 in random order
- Count objects in sets to show numbers 120
- Compare two numbers between one and ten
- Compare the quantities of two groups of objects by counting
- Compare sets of objects using “more than” or “less than”



### Operations and Algebraic Thinking

- Represent addition and subtraction with objects, verbal explanations, or expressions
- Solve addition and subtractions problems within 10 by using objects or drawings
- Fluently add or subtract within 5
- Decompose numbers less than or equal to 10 in more than one way by using objects or drawings

### Number and Operations in Base Ten

- Compose and decompose numbers from 1119 into tens and some further ones

### Measurement and Data

- Compare length and weight, using nonstandard measurement
- Sort and classify sets of objects by their attributes

### Geometry

- Describe objects relative to their position (above, below, beside, in front of, behind, and next to)
- Identify and build 2D and 3D shapes



## Science

All science units are aligned with the Michigan Science Standards. The Michigan Science Standards are really a set of student performance expectations. These performance expectations incorporate three main elements:

- Disciplinary Core Ideas (science specific concepts in the life, earth and space, and physical sciences),
- Science and Engineering Practices (*asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information*)
- Crosscutting Concepts (*Patterns, Cause and Effect, Scale, Proportion, and Quantity, Systems and System Models, Energy and Matter in Systems, Structure and Function, and Stability and Change of Systems*).

### *Earth and Space Science*

#### **Students will be able to:**

- Observe and record changes in temperature and weather during different times of the year.
- Identify the sun as the source of warmth for the earth.
- Investigate temperatures in sun and shade.
- Determine the effect of sunlight on Earth materials by identifying patterns of relative warmth of materials in sunlight and shade (e.g., sand, soil, rocks, water).
- Design and build a structure to reduce the effect of sunlight on the Earth's surface.

### *Physical Science*

#### **Students will be able to:**

- Demonstrate pushes and pulls on an object.
- Understand how pushes and pulls can change the speed or direction of moving objects.
- Construct simple charts from motion data and observations.
- Describe the position of an object in relation to other objects. (Positional)
- Describe the direction of a moving object. (Directional)
- Share ideas about motion and communicate findings linguistically and visually through talking, writing, and drawing.
- Recognize patterns in the effect of pushes and pulls on objects.
- Gather information from books and one another.
- Analyze the design of an object in terms of its ability to change its speed.



## Life Science

### Students will be able to:

- Distinguish between living and nonliving specimens.
- Use evidence to construct an argument for how plants and animals/humans change their environment to meet their needs.
- Create a model to represent relationships between the needs of living things and their habitats.
- Communicate noticeable patterns of what living things need to survive.
- Discover solutions that will reduce human impact on the local environment.



## Social Studies

### History

- Distinguish among yesterday, today, and tomorrow
- Create a timeline using events from their own lives
- Identify the beginning, middle, and end of historical narratives or stories, and learn about the ways people learn about their past

### Geography

- Recognize that maps and globes represent places and use positional words (up/down, in/out, above/below) to describe locations
- Identify and describe places in the immediate environment
- Learn ways that people use the environment to meet human needs (food, clothing)

### Civic and Government

- Identify our country's flag
- Learn why people do not have the right to do anything that they want, and describe fair ways to make decisions
- Understand situations in which American citizens demonstrate self-discipline and individual responsibility





**Economics**

- Distinguish between goods and services
- Identify economic wants, and situations in which people trade

**Public Discourse, Decision Making and Citizen Involvement**

- Identify an issue in the classroom, and explore possible resolutions

**Visual Arts**

The visual arts curriculum is based on the National, Michigan, and Lake Orion standards and builds a foundation for creative thinking, problem solving, and lifelong learning in the arts and other disciplines. In art class, children learn to convey ideas, feelings, and emotions by creating their own images. They explore the historical and cultural messages wrapped up in works of art. They also reflect on the meaning of what they see in art. Students learn to express their opinions and show respect for their own ideas and creations and for those of others. They explore a variety of media techniques, and processes in the broad categories of painting, drawing, mixed media, and sculpture. They also learn the safe use and care of art materials and tools. Looking at, thinking about, and making art are presented as enjoyable and integral parts of learning about art. Students develop a better understanding of beliefs and ideas that are different from their own.

At the Kindergarten level, students are introduced to the visual elements of design, such as line, shape, texture, and color. They learn to recognize the primary colors and are introduced to mixing secondary colors. They learn art room procedures and behavior expectations. Students create art based on their personal experiences as well as imagination. Some ideas are developed by exploring media. Basic skills in cutting, pasting, and using clay are introduced through lessons that encourage experimentation and growth skills.



## Media

The media curriculum, which is based on national standards, builds a foundation for future library and media center use, nurtures an interest in reading, and develops the skills for students to become lifelong learners. In order for the media program to be effective, information skills are taught in conjunction with subject area benchmarks. This requires cooperative planning between classroom teachers and media specialists.

Students visit the media center weekly as a class group. Additionally, they may visit independently or in small groups. A media specialist is available to instruct and assist students during their visits to the media center.

At the kindergarten level, students learn about the many offerings of the school media center including:

- Check out procedures and library behavior expectations
- Differentiate between fiction and nonfiction books, identify parts of books and recognize the role of authors and illustrators
- Choose books from a variety of genres, based on their knowledge of characters, stories, authors, and illustrators
- Exposure to selected authors and illustrators
- Enjoy stories, songs and book related social interaction

Kindergarteners are encouraged to enjoy, value, and embrace books and reading.

## Technology

The Lake Orion Elementary Technology Curriculum is based on the Michigan Educational Technology Standards for Students (METS). These standards are embedded in the Lake Orion curriculum and are introduced, reinforced, or mastered by students throughout their elementary educational experience. Lake Orion educators use the technology standards as guidelines when integrating technology into the curriculum. To be effective, technology skills are taught in conjunction with subject area benchmarks in every discipline across the curriculum and result in a technologically literate individual. Media Specialists and classroom teachers work cooperatively to structure the learning environment and educate student in the tools of their time.



## Music

The music curriculum is based on the National and Michigan standards and builds a foundation for creative thinking, problem solving, and lifelong learning in music and other disciplines. Music is a unique way of knowing the world. It is a vehicle for personal expression, common to all cultures, and a doorway into understanding cultural diversity.

The nature of musical learning is such that musical understanding is developed and assessed through listening, creating, and performing. Musical thinking supports and connects to other ways of thinking. It is fundamental to developing the whole learner. Musical learning provides students with the opportunity to experience the aesthetic value of music. Everyone has the ability, and therefore, the right to learn and understand music.

Participation in music education fosters ability, positive self-image, personal and group interaction, cooperative learning, personal growth and development, and a sense of accomplishment.

At the kindergarten level, students are introduced to the musical elements of pitch, rhythm, melody, tempo, dynamics, and timbre. They learn music room procedure and behavioral expectations. Students demonstrate their understanding through movement, singing, playing instruments, and verbal description.

## Physical Education

The Physical Education program in Lake Orion is designed in accordance with the Michigan Benchmarks and Standards. Our curriculum provides students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle. Below you will find a brief overview of what your child will be exposed to during their K5 career.

- Demonstrate appropriate form of walking, running, horizontal jumping, vertical jumping, skipping, hopping, galloping, sliding and leaping
- Demonstrate appropriate form of underhand throwing, overhand throwing, catching, hand dribbling, foot dribbling, kicking, and striking (batting)
- Demonstrate the ability to bend, stretch, rock, roll, curl, twist, turn, push, pull, swing, sway, and land
- Demonstrate selected fundamental rhythmical skills i.e., clapping while walking



- Demonstrate selected combinations of locomotor, object control non locomotor and body control, and rhythmical skills
- Participate successfully in selected health enhancing, lifelong physical activities and develop working knowledge of the effects of physical activity on the body
- Develop and maintain healthy levels of cardiorespiratory endurance
- Develop and maintain healthy levels of muscular strength and endurance
- Develop and maintain healthy levels of flexibility of selected joints of the body
- Develop and maintain healthy levels of body compositions
- Apply the concepts of body awareness, time, space, direction, and force to movement
- Explain and apply the essential steps in learning motor skills
- Apply appropriate rules and strategies when participating in physical activities
- Describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness
- Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.
- Value physical activity and its contribution to lifelong health and well being

### **Social Emotional Learning (SEL)**

The social emotional learning is based on the CASEL framework. Social and emotional learning is an integral part of education and human development. Students are exposed to CASEL's core competence areas:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

