



The Mission of the Souderton Area School District is to prepare students to demonstrate competencies needed to contribute and to succeed in a changing world by building on a commitment to excellence and innovation, by working in partnership with family and community, and by assuring a quality education for all students in a safe and nurturing environment.

Kindergarten Overview

The Souderton Area School District emphasizes student growth and achievement academically, socially, and emotionally. The District programs are developed and revised to meet district and PA Core standards in 12 subject areas and graduation requirements of the Chapter 4 Regulations. SASD ensures accomplishment of necessary curriculum characteristics in all standards areas by collaboratively working with teachers through curriculum reviews, curriculum mapping and curriculum writing. Planned course documents include academic standards, end of unit/course assessments, essential questions, enduring understandings, key concepts and competencies, major teaching points, instructional time, and materials and resources.

English Language Arts

➤ READING

Launching Reading Workshop: This unit of study is where kindergarten begins. Children must have the opportunity to become immersed in literature and to realize the pleasure of hearing a good story. Listening to stories, *many times a day*, children begin to understand how print works—reading left-to-right, top-to-bottom, examining the cover and title page, and discovering that letters, words, and sentences and punctuation make up our language. As teachers begin their teaching of reading, most of the instruction occurs through the read aloud and shared reading. Teachers model how stories work, how to choose and care for the books they are reading, and how to navigate their classroom library. Additionally, fledgling readers will begin to learn how to discuss the books they listen to and the courtesies that are a part of being good listeners, as well as good speakers.

We are Readers: The ultimate goal for this unit is to create students who want to learn to read and who believe that they can do it. Students will learn that reading is all around them. They will build knowledge of story structure and concepts of print. This unit focuses on teaching reading strategies and habits, but mostly importantly, this unit is about desire, identity and belief.

Super Powers: During this unit, students will draw on multiple sources of information - meaning, syntax, and the sounds of letters. Emphasis will be placed on concepts of print and that print conveys meaning. Students will be introduced to book boxes, reading familiar shared texts and just-right books.

Bigger Books, Bigger Reading Muscles: In this unit, students will grow their bank of superpower reading strategies to help them face the challenges of new books. As the unit progresses and the books become harder students will use their knowledge of how patterns go to read longer, more complex patterns. Students will use more visual information in addition to meaning and structure to solve tricky words. The unit ends with more automaticity with high frequency words.

Becoming Avid Readers: During this unit children will learn ways to socialize around books through working with classmates. This unit rallies students to explore what avid readers do. There will be a focus on reading fictional stories, thinking about characters, settings, and plot. Students will become avid readers of nonfiction and poetry, too. Developing fluency and the reading processes will also be emphasized in this unit.

➤ WRITING

Launching the Writing Workshop: This unit capitalizes on the excitement for beginning writers and channels that excitement into writing all-about books and stories. This unit straddles two kinds of writing, informational and narrative to launch students into the identity and work of being writers. The foundational skills students need will be the focus of this unit.

Show and Tell Writing: Students will make texts that are a written version of show-and-tell time. This unit emphasizes effort and approximation. As students write they will learn concepts of print as well as have opportunities to work on phonemic awareness. Drawing and storytelling will also be important parts of this unit.

Writing for Readers: This unit sets up students to use a combination of drawing, dictating, and writing to narrate a true story. A big goal in this unit is to help students put actual words and sentences onto a page, by focusing on foundational skills. Students will learn to care about spelling, punctuation and conventions to make their writing easier for others to read.

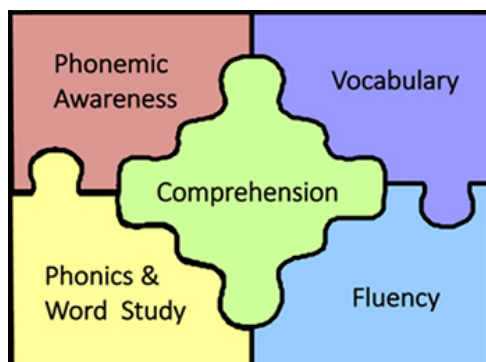
How-To Books: Writing to Teach Others: This unit's genre of how-to writing weaves together drawing, labeling, and writing. Students will break down each procedural step, act it out or envision the steps, record it, then proceed to the next step. Students will reread to be sure the process is clear. This unit also provided opportunities for students to write how-to texts relating to the science and social studies units they are studying.

Persuasive Writing of All Kinds: Using Words to Make a Change: This unit is designed so that students do lots of persuasive writing. Students begin by writing signs, songs, petitions and letters about problems they see in their classroom and in their school. They learn more about persuasive writing and about writing in general.

➤ PHONICS / WORD STUDY

Wilson Foundations is a supplemental phonics/spelling program delivered to general education classrooms in 30-minute daily lessons. (Tier 1) It is designed to be combined with a literature-based program to comprehensively address English Language Arts (comprehension and writing). The program incorporates research based multisensory literacy instruction that is explicit, systematic, and cumulative. Foundations activities address all five areas of reading through an integrated approach. In addition, it addresses spelling and handwriting.

Five Areas of Reading



Fundations Daily Lesson

- The daily lesson is 30 minutes
- Consists of 3-5 *Learning Activities* that are rotated daily, provide lots of repetition in varied ways, and are delivered through standard procedures

Schedule of Daily Learning Activities – Example

(Each day 3-5 activities will be presented and rotated)

Day1	Day 2	Day 3	Day 4	Day 5
Letter-Keyword Sound	Drill Sounds/Warm up	Drill Sounds/Warm up	Drill Sounds/Warm up	Drill Sounds/Warm up
Drill Sounds/Warm up	Sky Write/Letter Formation	Make it Fun	Word Play	Storytime
Sky Write/Letter Formation	Student Notebook	Echo/Find Letters	Sky Write/Letter Formation	Echo/Find Letters
Student Notebook	Echo/Letter Formation	Student Notebook	Echo/Find Letters	

Scope and Sequence

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words including 25-30 irregular words such as the, was, of
- Identify and name correct punctuation at end of sentences
- Capitalize words at the beginning of sentences and names of people
- Name the author and illustrator of a story and define their roles
- Explain narrative story structure, including character, setting and main events
- Use a combination of drawing and dictating to narrate linked events to tell a story in sequence
- Retell key details of narrative and informational text, using pictures or prompts as a guide
- Identify characters, setting, and main events in a story with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text
- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings of familiar words and newly taught words
- Produce and expand complete sentence in shared language activities

Math

Everyday Mathematics focuses on procedures, concepts, and applications in the two critical areas:

- Representing and comparing whole numbers, initially with sets of objects.
- Describing shapes and space.

Scope and Sequence

The progression of learning for the course and each unit of study is below:

Unit 1: Calendars, Weather, Graphs, Describing Shapes, Patterns

Unit 2: Sorting, Comparing, Getting to Know Triangles and Rectangles

Unit 3: Pattern-Block Graphs, Comparing Representations, Number-Card Activities

Unit 4: Shapes by Feel, Introducing Calculators, Counting by 10s

Unit 5: Shape Combinations, the Equal Symbol (=), the Addition Symbol (+)

Unit 6: Body Weight, Length, Flat and Solid Shapes, the Subtraction Symbol (-)

Unit 7: Number Line Addition and Subtraction, Count and Skip Count with Calculators, Class Collection

Unit 8: Counting to Measure Time, Interrupted Counting, Nonconsecutive Numbers

Unit 9: Height, Width and Area; Measuring Time in Seconds; Weight and Capacity

Science

Students experience science through active construction of ideas and studying phenomena. Children investigate and begin to develop concepts and vocabulary around these experiences. Developing inquiry skills is central to helping children think as "scientists." As children begin investigations they learn to ask scientific questions, investigate the world around them, and use their observations to construct reasonable explanations for the questions that are framed for them. The role of the teacher is to guide children in the extending their scientific knowledge and to encourage children to communicate their learning, both orally and in writing, as a result of the inquiry process.

Some of the topics students investigate and explore are:

- Weather
- Plants
- Life Cycle
- Earth Day
- Water Safety

Social Studies

In Social Studies we focus on three essential questions: Who am I? What are the rules of my school? Who helps the community run smoothly?

Students work together to explore these questions and are supported by lessons focused on the topics below:

- Rules
- Community Helpers
- Community Workers
- Maps
- Neighborhoods
- Holidays

Second Step SEL (Social Emotional Learning)

Skills for Social and Academic Success

Second Step SEL is an evidence-based social-emotional learning curriculum. When students are better equipped to manage their own emotions and build positive relationships, they're better equipped to learn.

- **Unit 1: Skills for Learning**
 - Learning to Listen
 - Focusing Attention
 - Following Directions
 - Self-Talk for Staying on Task
 - Being Assertive
- **Unit 2: Empathy**
 - Feelings
 - More Feelings
 - Identifying Anger
 - Same or Different?
 - Accidents
 - Caring and Helping
- **Unit 3: Emotion Management**
 - We Feel Feelings in Our Bodies
 - Managing Frustration
 - Calming Down Strong Feelings
 - Handling Waiting

- Managing Anger
- Managing Disappointment
- Handling Being Knocked Down
- **Unit 4: Problem Solving**
 - Solving Problems
 - Inviting to Play
 - Fair Ways to Play
 - Having Fun with Our Friends
 - Handling Having Things Taken Away
 - Handling Name-Calling
 - Reviewing Second Step Skills

Related Arts

➤ ART

The art curriculum develops skills and concepts that build upon each other throughout their school career. The content is built around the elements of art with awareness of the context of art. This context connects art to student experience, children’s literature, local and global cultures, historical perspectives, emerging technologies, and the changing roles of artists in society.

Elements of Art

- Line – Types of lines
- Shape – Basic geometric, Patterns, Sizes
- Color – Primary
- Texture – Rubbings
- Form – 3-Dimensional

Units

- Line
- Shape
- Texture
- Color
- Clay

➤ **LIBRARY**

The library curriculum develops skills and concepts to teach students how to appropriately access and use books and e-books.

Students will understand that:

- Books require proper care.
- Expected library behaviors are required.
- They can read for appreciation.
- Technology can be used to access books and fiction/nonfiction sources.

➤ **MUSIC**

Students will experience rhythm, melody, harmony, form, expressive qualities, and tone color through listening, singing, movement, creativity, and instrumental performance.

Students will understand concepts of:

- Rhythm – steady beat, same/different rhythm patterns
- Melody – speaking/singing voice, high/low, same/different melodic patterns
- Harmony – exposure to music with harmony, exposure to tonalities
- Form – echo singing, call and response
- Expressive Qualities – style, dynamics, tempo
- Tone Color – environmental sounds and vocal sounds
- Movement – experience creative and choreographed movement
- Instrumental performance – explore a variety of classroom instruments

➤ **WELLNESS**

Kindergarten students are introduced to basic locomotor and nonlocomotor skills and concepts. Students observe changes that occur to the body as a result of physical activity. They explore spatial awareness concepts including personal and shared space. Expectations, routines, and procedures are established during the year as students interact positively with classmates and their instructor in a physical activity setting.

- | | |
|------------------|------------------|
| • Personal Space | • Heart Rate |
| • Shared Space | • Muscles |
| • Walk | • Safety |
| • Jog | • Rhythm |
| • Hop | • Muscles |
| • Jump | • Flexibility |
| • Forward | • Cooperation |
| • Backward | • Consideration |
| • Sideways | • Start and Stop |