Course of Study
Elementary School
Kindergarten
Kindergarten Scope and Sequence

English/Language Arts

Reading - Reading Habits
Over the course of the year students will:
  • Choose books to read
  • Begin choosing books to read, re-read, and have read to them
  • Hear one or two books a day read to them in school and two more outside of school
  • Hold books right side up and turn pages in the right direction
  • Distinguish between print and pictures in literature
  • Locate the beginning and ending of a book
  • Read a range of materials including picture books, songs, and informational texts such as ABC books
  • Discuss books daily with the teachers, a classmate or in a group
  • Learn new words daily

Reading - Getting the Meaning
Over the course of the year students will:
  • Show that they understand a book by retelling a story in their own words
  • Re-read favorite books that have been read to them, imitating behaviors of the reader
  • Recognize and interpret familiar words and signs in the environment
  • Join with the class in creating charts and diagrams to record important details about characters and events in a story

Reading - Print/Sound Code
Over the course of the year students will:
  • Understand that letters stand for sounds that make up words
  • Recognize the sounds of the letters of the alphabet
  • Begin to recognize the way different sounds go together to make a word
  • Hear and identify rhyming words
  • Recognize their name in print
  • Read common words on their own
  • Begin to read common labels in the classroom and at home
Writing - Habits

Over the course of the year students will:

- Write daily on topics they enjoy
- Use letters and drawings to tell a story
- Use words and phrases from classroom charts and labels to add to their writing
- Begin to listen to others' writing and re-read their own
- Have opportunities to share finished work with an audience
- Begin to keep a collection of their writing

Writing - Purposes

Over the course of the year students will:

- Write in order to:
  - Share an experience or events
  - Communicate information to others
  - Tell a made-up story
  - Share their thoughts on a book
  - Tell how to do something
- Retell and act out stories as an activity before writing
- Tell about events in the order they happened
- Begin to use "storybook" language such as "...and they lived happily ever after"

Writing - Language Use and Convention

Over the course of the year students will:

- Write freely, using drawings, signs, symbols, and invented spelling to express themselves or tell a story
- Create writing that sounds like talk, choosing words carefully to express what they want to say
- Begin to use one or two letters especially initial consonants to represent whole words
- Be able to re-read their writing to others immediately after they have written it
- Leave spaces between words
- Write left to right
- Begin to use classroom resources as alphabet charts and word lists to help with writing

Listening and Speaking

Over the course of the year students will:
• Listen and Speak daily in whole class, small group discussions, and in one-to-one conversations with the teacher in order to:
  ➢ Demonstrate an understanding of stories read to them
  ➢ Learn and practice new vocabulary
  ➢ Share ideas and facts with students and teachers
  ➢ Ask questions to make things clearer
  ➢ Listen to and follow directions
  ➢ Listen respectfully and learn to take turns speaking

**Mathematics**

**Arithmetic and Number Concepts:**
Over the course of the year students will:
• Count objects to 10
• Identify numbers to 15
• Practice the skills of counting on from a specific number
• Use a number line to count forward and backward
• Use 10 frames to identify numbers
• Use ordinal numbers from first to tenth
• Share sets of objects with others
• Compare two groups to determine which is more, less, or the same, and use appropriate vocabulary
• Explore fractional parts such as whole and half
• Practice estimation and counting the actual number to check estimations
• Use real money to learn the values of coins

**Geometry and Measurement Concepts:**
Over the course of the year students will:
• Know the names of geometric shapes
• Create geometric pictures and designs
• Explore non-standard units of measurements
• Practice estimating sizes
• Compare size and capacity
• Use comparisons such as larger than, lighter than, less than, equal to etc.
Function and Algebra Concepts:
Over the course of the year students will:
- Observe and compare patterns
- Follow directions to copy patterns
- Attempt to extend patterns
- Look for patterns in graphs
- Look at quilt patterns for different geometric shapes

Statistics and Probability Concepts:
Over the course of the year students will:
- Sort and classify objects by one characteristic
- Gather data
- Talk about graphs using words such as most, least, same etc.
- Use spinners for making decisions while playing games
- Discuss the certainty and uncertainty of events

Mathematical Process:
Over the course of the year students will:
- Talk about math in their everyday lives
- Play games that involve sorting and classifying
- Put objects in order or sequence
- Solve problems in ways that make sense
- Draw pictures to represent mathematical situations

Science

Physical Sciences
Over the course of the year students will:
- Observe, investigate, describe and sort objects based on the five senses
- Observe and describe position and direction of objects

Life Sciences
Over the course of the year students will:
- Begin to distinguish between living and non-living
- Begin to observe and explain differences between specific animals and plants
• Begin to explain how certain animals and plant parts enable animals and plants to survive in their different environments

Earth and Space Sciences
Over the course of the year students will:
• Examine and describe earth materials such as water, rocks and soil
• Begin to observe objects in the day and night sky
• Begin to observe daily and seasonal changes in the weather

Scientific Thinking
Over the course of the year students will:
• Begin to work individually and in groups to collect and share information and ideas
• Begin to ask questions based on observations of objects and events

Scientific Tools and Technology
Over the course of the year students will:
• Use magnifiers and measuring devices
• Use non-standard units of measurement for length, width and volume

Social Studies

Self and Others
Over the course of the year students will:
• Develop an awareness of growing individually
• Understanding values, ideas and customs

History
Over the course of the year students should understand that:
• Their physical self includes gender, ethnicity and language
• Each person has needs, wants talents and abilities
• Each person has likes and dislikes
• Each person is unique and important
• People are alike and different in many ways
• All people need others
• People change over time
- People use folktales and stories to teach values and traditions
- Families are alike and different
- What a school is

**Geography**

*Over the course of the year students will demonstrate understanding that:*
- Their neighborhood can be located on a map
- Different people live in their neighborhoods
- Land and water masses can be located on maps and globes
- The United States can be located on a map and globe

**Economics**

*Over the course of the year students will demonstrate understanding that:*
- Families have wants and needs
- People help one another to meet needs and wants
- People make economic decisions and choices

**Political**

*Over the course of the year students will understand that:*
- Citizenship includes an awareness of the symbols of our nation
- Citizenship includes an awareness of holidays and celebrations of our nation
- As Americans we have knowledge and respect for the flag of the United States
- All children have responsibilities at home and at school
- Rules affect children and adults
- People make and change rules for many reasons
- Families develop rules to govern and protect family members
- People in school groups develop rules to govern and protect themselves

**Judaic Studies**

**Mitzvot (commandments)**

At the first year of our school program, Kindergarten children begin their exposure to a wide range of daily, lived mitzvot in school. These mitzvot are taught and observed as the way Jews live.
Among the mitzvoth lived in Kindergarten are:

- Tzedakah – Charitable giving for the well-being of others
- Shabbat – Candles, Kiddush, Challah, Tefillah
- Food – Kashrut, Brachot
- Tefillah – Prayer as part of daily routine and spontaneous response to God

Tefilah (prayer)
Because we do not formally teach reading or writing of Hebrew in Kindergarten until the spring, tefilah is done orally as a class experience. The children master each of the tefilot through choral singing. In Kindergarten the children learn the central tefilah vocabulary, such as tefilah, HaShem, siddur, shliach tzibiur, tallit, Torah, Aron Kodesh.

Tefilah is a daily experience. On Friday, the children anticipate the beginning of Shabbat through the Kabballat Shabbat as a ritual that is both communal/synagogue based and family/home based. An overt connection is made between our school celebration and home observances and celebrations. For example, the children will invite guests to their room and a Shabbat Eema (mother) and Shabbat Abba (father) lead the class celebrations. The children learn the central Friday night tefilot of the synagogue and table service. They also learn Havdalah.

By the end of Kindergarten, the expectation is that our students will be familiar with the following tefilot:

*Bracha for Wearing a Talit; Modeh Ani; Mah Tovu; Shema; V’ahavta. Amidah – Avot Bracha; Oseh Shalom; Torah Tzeva Lano Moshe; Adon Olam, Birkat Ha-Mazon,*

Students spend time not only learning the recitation of the prayers but the meaning of each prayer. In addition, attention is paid to personal connection to the prayer text. Students have an opportunity to present their individual understanding of the prayer text in both oral and pictorial form. Their pictorial representations become the illustrations of the ever-growing “Big Book Siddur” that the class creates.

**Shabbat and Holidays**
Since the holidays are annual celebrations, the classes review and include the learning from previous years.

Each week the children learn to celebrate Shabbat with a Kabbalat Shabbat program. The children learn to light the Shabbat candles, say the brachot over the wine and challah, and learn many Shabbat songs. They also learn the mitzvah of *Hachnasat Orchim,* welcoming guests to our homes. The emphasis is on the beauty of the home Shabbat rituals.

**Torah Study**
The children in Kindergarten learn about the major study cycles of the Torah. Following the holiday of Simchat Torah, when we begin anew the reading of the Torah, the Kindergarten children learn about God’s creation of the world, the story of Noach and the Flood, the major life events of Avraham, Yitzchak, and Ya’akov, Yosef, and the story of the Egyptian slavery and Exodus.

The learning is done through a wide variety of class lessons, ranging from crafts to dramatics, from story-telling to song. The design of the lessons is to engage each child in the wonder of the Torah stories.
and the holiness of Torah learning. While the majority of the lessons are conducted in English, the Hebrew names for people and places are exclusively used.

By the end of the year, the children will be familiar with the major stories of the Torah. They will also have acquired a love for the Study of Torah.

**Hebrew Language**

The school assumes that the children coming to our school do not bring any Hebrew background. The goal of the Kindergarten year is to immerse the children in spoken Hebrew. By the end of the school year, the Judaic Studies teacher is speaking approximately 75% of the time in Hebrew. The children feel comfortable hearing the teacher speak in Hebrew and responding in simple dialogues. Children learn Hebrew letter recognition, connection of the letter sound to the visual of the letter, and children learn to write the letters.

Students begin to sound out basic words and begin to recognize sight words in Hebrew.

Kindergarten utilizes the *Chalav U’dvash* curriculum. It is a fully comprehensive curriculum that concentrates on Hebrew language acquisition through aural exposure to the language through speaking, patterned repetition and songs. Teachers follow the instructional guide and use the materials that include games, songs, poems and activities. Teachers undergo intensive week-long training with the curriculum developers of *Chalav U’dvash* and experience professional development.

The curriculum is spiraled; with each unit building on the vocabulary, language patterns, and syntax knowledge acquired earlier.

**The Land, People and State of Israel**

All children in the school learn about the State of Israel. Focusing primarily on modern-day Israel, the students in Kindergarten daily express our love of *Medinat Yisrael* by singing *Hatikvah* at the start of the school day. The children learn about the Flag of Israel, symbols of the State, foods, music and basic culture of modern Israel. They are introduced to the history of Israel through their study of the Jewish holidays.

Through our annual celebration of *Yom HaAtzmaut* (Israel Independence Day), the children learn about different aspects of modern day life in Israel.