

Montessori School of Cheyenne

Kindergarten Information Packet



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Included in Packet:

- *Welcome Letter
- *Key Elements
- *Classroom Supply List
- *Weekly/Daily Outline
- *Year-Long Outline
- *Curriculum Alignment
- *Author and Artist Studies

Revised February 2023

February 1, 2023

Welcome to Kindergarten at the Montessori School of Cheyenne!

We are so happy that you are here at MSC. Thanks for playing a crucial role in our learning community!

My name is Georgie Johnson and I am the lead kindergarten teacher. I have been at MSC for the past four years. I completed my AMS Montessori Early Childhood credential in 2021. Prior to Montessori, I earned my degree in Elementary Education from the University of Wyoming in 2016. After graduating, I worked in early childhood as an infant-toddler teacher and preschool teacher. I have been working in Education for 9 years and am so grateful that I stumbled upon Montessori!

I am committed to Montessori Education and am prepared to serve and guide each child that comes into my classroom. I am delighted to have the opportunity to empower your kindergartener, nurturing their mind, body, and spirit. My goal, as the kindergarten teacher at MSC, is to cultivate a caring community of independent life-long learners and prepare them for a life full of love and wonder.

My husband and I welcomed our first child into the world in September 2022. Outside of the classroom, I enjoy supporting local businesses, experiencing live music, working on art projects, and spending time with my family!

Miss Faith has been working with me for the past three years and will be assisting me in the kindergarten classroom. Faith was born and raised in Cheyenne. She has been working at MSC for approximately three years and is excited to continue working with children in a Montessori learning environment.

Ms. Georgie



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Montessori Kindergarten

Key Elements

***Montessori curriculum is based on a three-year cycle.**

- Each year in a Montessori classroom builds on the last.
- The third year is a culmination and integration of all that they have learned.
- This third year reinforces the student's earlier experiences.
- First and second years in the classroom prepare for abstract concepts in the third.

***Kindergarten students are leaders in the classroom.**

- Peer teaching in a Montessori classroom is very powerful.
- Kindergarten age students model appropriate behavior.
- These students develop leadership skills that last a lifetime.

***The MSC Kindergarten curriculum closely aligns with the Common Core State Standards.**

***Montessori prepares for "learning how to learn".**

- Montessori kindergarteners are enthusiastic, engaged, and independent.
- Most students have already mastered the skills their new classroom requires.
- These students are confident learners who adjust quickly and enjoy the challenge of a new school environment.

MSC Kindergarten 2023-2024

Supply List

A pencil box and a composition notebook
will be provided.

Please buy one pack of the following:

crayons

thin markers

colored pencils

pencils

scissors

glue sticks

MSC Kindergarten

Weekly Outline

Weekly Outline

MSC KINDERGARTEN

2023-2024

DAILY

Attendance via Brightwheel
Read Aloud 1:00-1:30 pm
Core Lesson 1:30-1:45 pm
Reading Group 1:45-2:15 pm
Work Period 1:45-2:45 pm
Review/Clean Up 2:45-3:00 pm

MONDAY

Attendance
Read Aloud
Core Lesson: Language
Journal Prompt
Work Period
Review/Clean Up

TUESDAY

Attendance
Read Aloud
Core Lesson: Math
Reading Group #1
Work Period
Review/Clean Up

WEDNESDAY

Attendance
Read Aloud
Core Lesson: Language
Reading Group #2
Work Period
Review/Clean Up

THURSDAY

Attendance
Read Aloud
Core Lesson: Math
Reading Group #3
Work Period
Review/Clean Up

FRIDAY

Attendance
Read Aloud
Let's Find Out
Work Period
Review/Clean Up
*Culture Lesson if time

Journal Prompts

At the beginning of each week, students apply the alphabetical principle to write logical sentences about the week's cultural study. They build phonemic awareness skills as they write down the sounds they hear in words. Phonetic spelling is encouraged. As the children learn to read, their writing will become more and more conventional.

1:00 pm Kindergarten begins on line (on the rug for group time) – attendance via Brightwheel

1:00-1:30 Large Group Read Aloud (Magic Tree House chapter book connected to weekly cultural study)

- Focuses on reading comprehension and large group story discussion.
- Includes text talk, vocabulary building and focuses on concepts of print and story elements.

1:30-1:45 Kindergarten Line Time: Core Presentation

- Used to introduce core Montessori materials from the math, language, and culture (geography/science) areas
- Once a month will focus on author or literary concept (see Yearly Schedule).
- These materials aid in development of key Kindergarten concepts (see Alignment).
- Materials presented in a variety of formats to help transition kindergarten students to a public-school classroom.

1:45-3:00 Kindergarten Work Time

- Students are encouraged to extend knowledge of kindergarten level materials through practice and repetition with continued guidance and instruction (see Alignment).

1:45-2:15 Reading Group (Each group meets once a week)

- Students work with peers in a small group setting to develop phonemic awareness, phonics, vocabulary, comprehension, and fluency skills. All 5 of these skills must be learned for a child to be a successful reader.
- The goal in Grades K-1 is to teach students phonemic awareness so they can independently start to decode unfamiliar words using the automatic skills they have developed through the application of direct phonics instruction.
- Based on science, the three elements you need for effective phonics instruction are a hands-on approach, moving from presentation to practice, and showing the direct application to reading and spelling
- These three practices support effective decoding, and decoding is among the most fundamental skills for students to master when learning to read.

3:00 After School Activities begin. Kindergarteners rejoin morning class.

MSC Kindergarten 2023-2024

Practical Life and Sensorial exercises will be highlighted during the Primary Work Period.

See Curriculum Alignment for specific information on Montessori materials.

Year-long Projects: A Tree for All Seasons

Weekly: Whole Group Read Aloud, Journaling, Reading Groups, Let's Find Out Weekly Reader

September: *A tree for All Seasons (Summer)*

Math	<ul style="list-style-type: none">• Introduce beginning number concepts.• Numerals 1-10<ul style="list-style-type: none">○ Number Rods, Rods and Numerals, Spindle Boxes, Numerals and Counters, Short Bead Stair
Language	<ul style="list-style-type: none">• Early Language Skills<ul style="list-style-type: none">○ Rhyming, Opposites Go Together, etc.• Letter Sounds<ul style="list-style-type: none">○ I spy, Sandpaper Letters
Culture	<ul style="list-style-type: none">• Grace and Courtesy• Space• Land, Air, and Water• The World• Fall• Landforms and Biomes
Author	Mary Pope Osborne
Homework/Project	Planet Research Project

October: *Tree for All Seasons (Autumn)*

Math	<ul style="list-style-type: none">• Continued review of Numerals 1-10• Introduce beginning Decimal System work<ul style="list-style-type: none">○ One Tray, Nine Tray
Language	<ul style="list-style-type: none">• Beginning reading and writing activities<ul style="list-style-type: none">○ Large Moveable Alphabet, Object Box I, Phonetic Reading Cards
Culture	<ul style="list-style-type: none">• North America• United States• Wyoming• Arachnids and Halloween
Author	Matt De la Peña
Homework/Project	none

November

Math	<ul style="list-style-type: none"> • Decimal System/Place Value <ul style="list-style-type: none"> ○ 45 Layout • Beginning Linear Counting Activities <ul style="list-style-type: none"> ○ Teens Boards, Tens Boards, Short Chains (w/extension), Hundred Board
Language	<ul style="list-style-type: none"> • Pre-Reading and Writing Activities <ul style="list-style-type: none"> ○ Sorting Letters by Formation, Placing Letters on Lines, Puzzle Words (Sight Words)
Culture	<ul style="list-style-type: none"> • South America • Rainforest • Mammals • Indigenous People • Thanksgiving • Antarctica and The Arctic Circle
Author	Monique Gray Smith
Homework/Project	Indigenous People Culture Project

December

Math	<ul style="list-style-type: none"> • Decimal System/Place Value <ul style="list-style-type: none"> ○ Formation of Number • Measurement and Time
Language	<ul style="list-style-type: none"> • Reading Activities <ul style="list-style-type: none"> ○ Puzzle Words, Silent "e", Punctuation Game, Introduction to Capital Letters
Culture	<ul style="list-style-type: none"> • Winter and Animal Tracks • Holidays
Author	Jan Brett
Homework/Project	none

January: Tree for All Seasons (Winter)

Math	<ul style="list-style-type: none"> • Decimal System/Place Value <ul style="list-style-type: none"> ○ Exchanging with the Bank • Geometry (2D Shapes, Constructive Triangles)
Language	<ul style="list-style-type: none"> • Reading and Writing Activities <ul style="list-style-type: none"> ○ Blends and Digraphs • Beginning Function of Words (Grammar) <ul style="list-style-type: none"> ○ Noun
Culture	<ul style="list-style-type: none"> • Africa • Community Helpers • Peace, Martin Luther King Jr. • Europe
Author	Peacemakers
Homework/Project	100 th Day Homework

February

Math	<ul style="list-style-type: none"> • Decimal System/Place Value <ul style="list-style-type: none"> ○ Introduction to the Bank Game • Fractions • Memorization <ul style="list-style-type: none"> ○ Snake Game
Language	<ul style="list-style-type: none"> • Advanced Reading Activities • Reading Sentences, Reading Books (BOB Books Series) • Function of Words <ul style="list-style-type: none"> ○ Article
Culture	<ul style="list-style-type: none"> • Reptiles • Valentine's Day and Dental Health • Presidents and Money • Asia
Author	JaNay Brown-Wood
Homework/Project	Country/Culture Project

March

Math	<ul style="list-style-type: none"> • Decimal System/Place Value <ul style="list-style-type: none"> ○ Bank Game: Static Addition • Memorization <ul style="list-style-type: none"> ○ Addition Strip Board (w/extension)
Language	<ul style="list-style-type: none"> • Reading Activities <ul style="list-style-type: none"> ○ Phonograms: Object Box II, Phonogram Moveable Alphabet, Phonogram Folders • Function of Words <ul style="list-style-type: none"> ○ Adjective
Culture	<ul style="list-style-type: none"> • Amphibians • Weather • Spring and Plants • Insects
Author	Empowerment
Homework/Project	none

April: *Tree for All Seasons (Spring)*

Math	<ul style="list-style-type: none"> • Paths to Abstraction <ul style="list-style-type: none"> ○ Stamp Game
Language	<ul style="list-style-type: none"> • Reading and Writing Extensions • Function of Words <ul style="list-style-type: none"> ○ Verb
Culture	<ul style="list-style-type: none"> • Birds • Human Body • Australia • Oceans and Fish
Author	Eric Carle
Homework/Project	none

May: *Time Tube*

Math	<ul style="list-style-type: none"> • Paths to Abstraction <ul style="list-style-type: none"> ○ Small Bead Frame, Dot Game
Language	<ul style="list-style-type: none"> • Review Function of Words
Culture	<ul style="list-style-type: none"> • Dinosaurs and Fossils • Fine Arts • Summer • Invertebrates
Author	Helena Ku Rhee
Homework/Project	none

Curriculum Alignment

Common Core State Standards

Aligned with

MSC Montessori Kindergarten Curriculum

MATHEMATICS

Common Core State Standards	Montessori Materials and Lessons
<p>K.NCC Number and Counting</p> <ol style="list-style-type: none"> 1. Say the number name sequence to 100. 2. Know the decade words to ninety and recite them in order. 3. Say the number names sequence forward and backward beginning from a given number within the known sequence. 4. Write numbers from 1 to 20 in base-ten notation. 5. Count to answer how many? questions about as many as 20 things. 6. Understand when counting objects, <ol style="list-style-type: none"> a. The number names are said in standard order. b. Each object is paired with one and only one number name. c. The last number name said tells the number of objects counted. 7. Understand when counting forward, each successive number name refers to a quantity that is one larger. 8. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group. 9. Compare and put in order numbers between 1 and 10 presented in written symbols. 	<p>Linear Counting</p> <ol style="list-style-type: none"> 1, 2. <i>Hundred Board</i> <ul style="list-style-type: none"> -Reinforcement of counting 1 to 100. -Sorting numerals by tens. 1, 2, 3, 4, 6, 7. <i>Short Chains</i> <ul style="list-style-type: none"> -Practice skip counting. -Prepare for memorization of multiplication facts. -Discover the squares of numbers. 2, 6, 7. <i>Tens Board</i> <ul style="list-style-type: none"> -To practice the exchange of ten units for a ten bar. -To learn to count from 1-99. -To develop an understanding to add one more. 4, 6, 7. <i>Teens Boards</i> <ul style="list-style-type: none"> -Recognize and associate quantities and numerals 1-20. -To teach the sequence of teens. <p>Introduction to Numerals 1-10</p> <ol style="list-style-type: none"> 5, 6, 7, 9. <i>Numerals and Counters</i> <ul style="list-style-type: none"> -To reinforce the ability to order numbers. -To develop idea of number quantity. 6, 7. <i>Number Rods</i> <ul style="list-style-type: none"> -To develop verbal number names with the appropriate quantities. -To develop concepts of number quantities (cardinal numbers) and number sequence (ordinal numbers). 6, 9. <i>Rods and Numerals</i> <ul style="list-style-type: none"> -Associate written numerals with their corresponding quantity.

	<p>6, 7, 8. <i>Spindle Boxes</i></p> <ul style="list-style-type: none"> -Introduce the concept of a set. -Introduce concept of zero. -Introduce successive numbers.
<p>K.NOP Number – Operations and the Problems They Solve</p> <p>1. Understand addition as putting together. Understand subtraction as taking apart.</p> <p>2. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, or equations.</p> <p>3. Decompose numbers less than or equal to 10 into pairs in various ways. Compose numbers whose sum is less than or equal to 10.</p> <p>4. Compose and decompose numbers less than or equal to ten in two different ways and record by drawings or equations.</p> <p>5. Understand that addition and subtraction are related.</p> <p>6. Solve addition and subtraction word problems and calculate additions and subtractions within 10.</p> <p>7. Fluently add and subtract, for sums and minuends of 5 or less.</p>	<p>Decimal System / Place Value</p> <p>1, 2. <i>Bank Game: Addition with the Golden Beads</i></p> <ul style="list-style-type: none"> -Develop the concept of addition. -Visual representation of the meaning of addition in the decimal system. -Understanding numbers and their place values. -Learning the meaning of mathematical terms such as plus, equal, addends, and sum. <p>1, 2. <i>Bank Game: Subtraction with the Golden Beads</i></p> <ul style="list-style-type: none"> -To develop the concept of subtraction. -To provide a visual picture of how subtraction works in the decimal system. <p>Memorization</p> <p>3, 4, 5. <i>Snake Game (Positive Snake)</i></p> <ul style="list-style-type: none"> -To practice combinations that make tens. -To begin to memorize addition facts. <p>1, 2, 3, 4, 6, 7. <i>Addition Strip Board</i></p> <ul style="list-style-type: none"> -To memorize addition facts. -Practice how many ways to make a number. <p>1, 2, 3, 4, 6, 7. <i>Subtraction Strip Board</i></p> <ul style="list-style-type: none"> -To develop an understanding of the logical and orderly progression of the subtraction tables. -Memorization of the subtraction facts.
<p>K.NBT Number – Base Ten</p> <p>1. Understand that 10 can be thought of as a bundle of ones, a unit called a "ten."</p> <p>2. Understand that a teen number is composed of a ten and ones.</p> <p>3. Compose and decompose teen numbers into ten and some ones by using objects or drawings and record in base-ten notation.</p> <p>4. Put in order numbers presented in base-ten notation from 1 to 20 and be able to explain</p>	<p>Linear Counting</p> <p>1, 4, 5, 6. <i>Tens Boards</i></p> <ul style="list-style-type: none"> -To practice the exchange of ten units for a ten bar. -To learn to count from 1-99. -To develop an understanding to add one more. <p>2, 3. <i>Teens Boards</i></p> <ul style="list-style-type: none"> -Recognize and associate quantities and numerals 1-20. -To teach the sequence of teens.

<p>the reasoning.</p> <p>5. Understand that a decade word refers to 1-9 tens.</p> <p>6. Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>7. Decompose 10 into pairs of numbers and record with a drawing or equation.</p> <p>9. For any number from 1 to 9, find the number that makes ten when added to the given number.</p>	<p>Decimal System / Place Value</p> <p>7, 9. <i>Snake Game (Positive Snake)</i></p> <ul style="list-style-type: none"> -To practice combinations that make tens. -To begin to memorize addition facts.
<p>K.MD Measurement and Data</p> <p>1. Understand that objects have measureable attributes, such as length and weight. A single object might have several measureable attributes of interest.</p> <p>2. Directly compare two objects with a measureable attribute in common, to see which object has "more" of the attribute.</p> <p>3. Classify objects or people into given categories; count the numbers in each category and sort the categories by count.</p>	<p>Measurement</p> <p>1, 2. All Sensorial activities leading up to this have invited students to compare items by length, width, and height.</p> <p>1, 2, 3. Measurement activities based on:</p> <ul style="list-style-type: none"> -Length -Area -Volume -Weight -Time -Value/Money -Estimation
<p>K.G Geometry</p> <p>1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>2. Understand the names of shapes apply regardless of the orientation or overall size of the shape.</p> <p>3. Understand that shapes can be two-dimensional or three-dimensional.</p> <p>5. Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe the similarities and differences.</p>	<p>Sensorial: Visual Discrimination</p> <p>1. <i>Early Learning Materials: Prepositions</i></p> <ul style="list-style-type: none"> -Develop an understanding of positional words. -Use positional words to describe objects. <p>2. <i>Geometric Cabinet</i></p> <ul style="list-style-type: none"> -To develop ability to make judgments and comparisons to two-dimensional shapes. <p>3, 5. <i>Geometric Solids</i></p> <ul style="list-style-type: none"> -Develop understanding and vocabulary of three-dimensional shapes including cube, sphere, cone, cylinder, ellipsoid, ovoid, rectangular prism, triangular prism, square-based pyramid, and triangular-based pyramid.

LANGUAGE

Common Core State Standards	Montessori Materials and Lessons
<p>Reading Standards for Literature (RL) – Kindergarten</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about details and events in a text. 2. Retell familiar stories. 3. Identify characters, settings, and key events in a story. 4. Ask questions about unknown words in a text. 5. Recognize common types of texts. 6. Name the author and illustrator of a text and define the role of each. 9. Compare and contrast the adventures of characters in familiar stories. 10. Read emergent-reader literature texts with purpose and understanding. 	<p>Large Group Read Aloud 1, 2, 3, 4, 5, 6, 9. <i>Focuses on reading comprehension and large group story discussion.</i></p> <ul style="list-style-type: none"> -Text talk. -Story retelling. -Vocabulary building. -Concepts of Print. -Story Elements (plot, characters, setting) <p>Reading</p> <ol style="list-style-type: none"> 1. <i>Reading Books</i> <ul style="list-style-type: none"> -Development of reading skills. -Stimulus for writing stories.
<p>Reading Standards for Informational Text (RI) 1, 4, 6, .. See Above</p> <ol style="list-style-type: none"> 2. Identify the main topic and main ideas of a text. 3. With prompting and support describe the connection between two events or ideas in a text. 7. Relate pictures or illustrations to the overall text in which they appear. 8. With prompting and support, recognize cause and effect relationships in text. 	<p>Large Group Read Aloud 2, 3, 7, 8. <i>Focuses on reading comprehension and large group story discussion.</i></p> <ul style="list-style-type: none"> -Text talk. -Story retelling. -Vocabulary building. -Concepts of Print. -Story Elements (plot, characters, setting)
<p>Reading Standards: Foundational Print Concepts, Phonological Awareness, Phonics and Word Recognition</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the organizations and basic features of print. <ol style="list-style-type: none"> a. Identify the front cover, back cover, and title page of a book. b. Follow words from left to right, top to bottom, and page by page. c. Understand that words are separated by spaces in print. 	<p>Large Group Read Aloud 1. <i>Focuses on reading comprehension and large group story discussion.</i></p> <ul style="list-style-type: none"> -Text talk. -Story retelling. -Vocabulary building. -Concepts of Print. -Story Elements (plot, characters, setting)

<p>d. Recognize and name all upper and lowercase letters of the alphabet.</p> <p>2. Demonstrate understanding of spoken words, syllables, and phonemes.</p> <ol style="list-style-type: none"> Recite and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Count individual words in spoken phrases or simple sentences. Blend and segment consonants and rimes of spoken words. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel and final phonemes (sounds) in three-phoneme (CVC) words. Add or substitute individual phonemes in simple, one syllable words to make new words. <p>3. Know and apply grade-level phonics and words analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary of most frequent sound for each consonant. Associate short and long vowel sounds with the graphemes for the five major vowels. Read at least twenty-five high frequency words by sight. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>Key Lessons for Reading and Writing</p> <p>2. <i>1 SPY Game</i> -Help become aware of the sounds of language. -Develop phonemic awareness – words are composed of sounds.</p> <p>2. <i>Moveable Alphabet</i> -Aid in exploration and analysis of language. -Associates sound with symbol. -Child can communicate through CVC words or simple sentences.</p> <p>3. <i>Sandpaper Letters</i> -To associate the sounds of our language with their symbols.</p> <p>Reading</p> <p>2. <i>Object Box 1 (Phonetic CVC)</i> -Developing child's awareness that a written word is a group of sounds represented by graphic symbols. -Introduction to reading.</p> <p>2. <i>Phonetic Word Cards</i> -Develop reading skills of single phonetic words. -Includes blending and segmenting.</p> <p>3. <i>Silent "e"</i> -Introduce the child to silent "e" and other long vowel sounds.</p> <p>3. <i>Short/Long Vowel Sounds</i> -To familiarize the child with vowel sounds.</p> <p>3. <i>Puzzle Words</i> -Familiarize the child with words that do not follow regular rules and cannot be sounded out. -Introduce top 100 High Frequency Words.</p>
<p>Writing Standards (W)</p> <ol style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a topic they are writing about and give an opinion about the topic. Use a combination of drawing, dictating and writing to compose explanatory and 	<p>Year-Long Projects</p> <ol style="list-style-type: none"> 2. <i>Journal Prompts</i> -Students are asked to choose topics, write about them, and draw their description. Done on a weekly basis. Need to use descriptive text and illustration.

<p>informative text in which they name what they are writing and share some information about it.</p> <p>3. Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, talk about the events in order that they occurred and provide a reaction to what happened.</p>	<p>3. <i>A Tree for all Seasons</i> -Documented study of seasonal changes of trees through student writings and pictures. Includes sequence of events and reactions.</p>
<p>Speaking and Listening (SL)</p> <p>1. Participates in conversations with peers and adults about kindergarten topics and texts being studied in class.</p> <p>a. Listen to others and take turns speaking.</p> <p>b. Continue a conversation through several exchanges.</p> <p>2. Confirm understanding of information presented orally or through media by asking and answering questions about key details.</p> <p>3. Ask questions to get information, seek help, or clarify something that is not understood.</p>	<p>Large Group Read Aloud</p> <p>1, 2, 3. <i>Focuses on reading comprehension and large group story discussion.</i></p> <ul style="list-style-type: none"> -Text talk. -Story retelling. -Vocabulary building. -Concepts of Print. -Story Elements (plot, characters, setting) <p>Oral Presentations</p> <p>2, 3. Students research and prepare oral presentations on a variety of themes. Presented in a variety of formats.</p>
<p>Language (L)</p> <p>1. Observe conventions of grammar and usage.</p> <p>a. Print most upper and lowercase letters.</p> <p>b. Write a letter or letters for most consonant and short vowel sounds (phonemes).</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.</p> <p>e. Produce and expand complete sentences in shared language and writing activities.</p> <p>f. Understand and use question words in discussions.</p> <p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Name and identify end punctuation, including periods, question marks and exclamation points.</p> <p>c. Spell simple words phonetically using knowledge of letter-sound relationships.</p> <p>5. Understand word relationships.</p> <p>a. Build real-life connections between words and their use.</p> <p>b. Distinguish shades of meaning among verbs describing the same general action.</p> <p>c. Use common adjectives to distinguish</p>	<p>Reading</p> <p>1. <i>Sorting Letters by Formation</i> -Preparation of similarities and differences among letters. -Preparation for placing letters on lines.</p> <p>1. <i>Moveable Alphabet</i> -Aid in exploration and analysis of language. -Associates sound with symbol. -Child can communicate through CVC words or simple sentences.</p> <p>Function of Words (Farm)</p> <p>1. <i>Noun</i> -To introduce to the written noun – naming word. -To develop clarity of expression and thought, through exploration of the parts of speech.</p> <p>5. <i>Adjective</i> -Learn function of the adjective – it modifies or describes the noun. -Develops child's awareness that words have special tasks.</p> <p>5. <i>Verb</i> -Learn the written verb – action/doing word. -To learn that words have special tasks.</p>

objects.

d. Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).

(Also includes lessons on article, adverb, conjunction, and preposition).

Writing

2. Introduction of Capital Letters and Letter Names

-Teach the child capital letters and the letter names.

-Preparation for writing.

2. Punctuation Game

-Introduce the child to the use of punctuation marks.

Kindergarten 2023-2024

Author Studies

Month	Study	Background/Topics
August	No Study	Grace and Courtesy
September	Mary Pope Osborne	American Author, Magic Tree House series, Fiction
October	Matt de la Peña	Mexican American author, Matt de la Peña is the New York Times Bestselling, Newbery Medal-winning author of seven young adult novels and six picture books.
November	Monique Gray Smith	Cree, Lakota, and Scottish Author with a focus on resilience and reconciliation
December	Jan Brett	Jan Brett is an American illustrator and writer of children's picture books. Her colorful, detailed depictions of a wide variety of animals and human cultures range from Scandinavia to Africa.
January	Peace	Martin Luther King Jr., Maria Montessori, peacemakers
February	JaNay Brown-Wood	Black author, JaNay Brown-Wood, grew up in Fresno, California. Overall, JaNay has been a performer, preschool teacher, camp counselor, poet, silly-song singer, youth specialist, designer of curriculum, Harry Potter lover, college professor, reader, jellybean eater, and someone who truly cares about our future generations.
March	Empowerment	Books about confidence, courage, and self-love
April	Eric Carle	American picture book author. Eric Carle's art is distinctive and instantly recognizable. His artwork is created in collage technique, using hand-painted papers, which he cuts and layers to form bright and cheerful images.
May	Helena Ku Rhee	Helena has lived in various parts of the U.S., Asia, and Europe. She draws story ideas from her travels as well as her childhood.