

# Katonah-Lewisboro School District

## Curriculum Guide

### Kindergarten

2023– 2024



# KINDERGARTEN CURRICULUM OVERVIEW

The district curriculum is based on the current [New York State Learning Standards](#).

**English Language Arts and Literacy: K-5:** The Katonah-Lewisboro School District is committed to using a comprehensive approach to literacy instruction. This approach is grounded in the [Five Essential Components of Effective Reading Instruction from the National Reading Panel \(2004\)](#), the standards and practices of the NYS Next Generation Standards, and the science of reading research. Our approach includes explicit instruction and opportunities for students to develop skills and strategies in the areas of reading, writing, listening, and speaking. We use a variety of structures to teach the essential components of effective reading and writing. Some structures teach skills in isolation, some teach skills in the context of reading and writing, while others help bridge the two. Rather than compartmentalizing the essential components of reading and writing, this combined approach supports students to learn skills in a direct and systematic way, and then to apply those skills in the context of authentic reading and writing. The structures include:

Reading Instruction	Writing Instruction
<b>Reading Workshop</b> <ul style="list-style-type: none"><li>- Mini-lesson (explicit instruction includes modeling and demonstration)</li><li>- Independent reading</li><li>- Small group instruction (guided reading and strategy lessons)</li><li>- Share</li></ul> <b>Interactive Read Aloud</b> <b>Shared Reading</b>	<b>Writing Workshop</b> <ul style="list-style-type: none"><li>- Mini-lesson (explicit instruction includes modeling and demonstration)</li><li>- Independent writing</li><li>- Conferring</li><li>- Small group instruction</li><li>- Share</li></ul> <b>Shared and Interactive Writing</b> <b>Grammar and mechanics</b> (spacing, capitalization, punctuation)
<b>Word Study:</b> Phonemic awareness, phonics, letter formation, spelling and vocabulary	

Our **reading curriculum** includes a balance of literature and nonfiction (informational text). Students read daily to improve their fluency, comprehension, and stamina. The level of text complexity increases throughout the K-5 years, and assessments are used to match students with appropriate texts. Additionally, students are taught how to self-select texts for identified purposes and enjoyment. Explicit instruction focuses on foundational skills (phonemic awareness, phonics, concepts of print), fluency, and comprehension.

The **writing curriculum** includes three main types of writing: narrative, informational, and opinion. Students write daily to improve their stamina, volume, and craft. Writing occurs across the curriculum and for a variety of purposes. Students engage in both the writing process and on-demand experiences.

**Speaking and listening** are also important components of the literacy program. Students are taught how to effectively communicate with each other, engage in opportunities to think critically, and talk with each other about content, strategies, and original ideas.

## LITERACY

The goal of our literacy program is to foster a lifelong love of reading and writing. Students begin to establish their identities as readers and writers while they build foundational skills. Children will develop concepts of print, phonemic awareness, phonics, and the knowledge necessary to use story language to support their reading. In writing, students will label, draw, and write books and stories about themselves and what they are passionate about. Teachers use the newly revised *Units of Study in Reading, Reading Strategies 2.0* and newly revised *Units of Study in Writing (Heinemann)* to guide the lessons for reading and writing workshops, and *Foundations (Wilson)* and *Heggerty* resources to guide their word study instruction.

*Foundations* is a scientifically based, multisensory, structured literacy program that aligns with Orton-Gillingham principles and offers direct, explicit, and cumulative word study instruction. It is used in the primary grades to provide explicit instruction to build foundational language skills. The lessons are sequenced for skill development in the areas of print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, vocabulary and handwriting. Students continue building high-frequency word banks. Daily activities provide opportunities for practice in order for skill application to transfer into reading and writing. Throughout the year, assessments monitor student progress and are used to determine appropriate instruction for students. In addition, teachers use *Heggerty* instructional resources and assessments to support the development of students' phonological and phonemic awareness, important indicators of future reading success.

### A sample of what your child will be working on in kindergarten includes:

- Taking part in classroom conversations and following rules for discussion (e.g., learning to listen to others and taking turns when speaking)
- Developing phonemic awareness through brief routines and exercises to promote rhyming, blending sounds together, and segmenting words into component sounds using *Heggerty* resources.
- Learning all about letters and letter-sound relationships through *Foundations* lessons.
- Engaging in a writing unit of study called ***Launching the Writing Workshop***. This is the first writing unit of study and students learn how to independently record ideas, including words and drawings, using the writing process.
- Engaging in a reading unit of study entitled ***Super Powers: Reading with Phonics and Sight Word Power***. This mid-year unit teaches students to apply the important phonics and phonemic awareness skills they've been working on to texts.
- Engaging in a writing unit of study called ***Persuasive Writing of All Kinds: Using Words to Make a Change***. Later in the year, students craft petitions, persuasive letters, and signs that rally people to address problems in the classroom, the school, and the world.
- Retelling, asking and answering questions and talking about the key details of text read aloud

# MATHEMATICS

The Katonah Lewisboro School District has adopted the hands-on and minds-on K-6 Math Curriculum enVision Mathematics (2024) as the primary instructional resource to use within our math workshop model. Students explore grade level concepts with engaging materials, manipulatives, videos, online access and interdisciplinary activities that support student learning. The program is organized to promote focus and coherence each day. Assessments provide meaningful feedback to support student learning. The comprehensive program focuses on problem-based learning, develops conceptual understanding, and most importantly, connects mathematical content and processes. Learning is also supported through small group and collaborative activities.

In Kindergarten, students will learn number names and count in sequence. Students will be able to count the number of objects. As they progress, they will understand addition as putting together and adding to and understand subtraction as taking apart and taking from. Students will analyze, compare, create, and compose shapes. The major domains in Kindergarten are: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.

**The New York State Next Generation Mathematics Learning Standards focus on the standards of mathematical practices listed below:**

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

The recently revised 2024 edition of enVision now includes new family engagement resources that families can access online at any time. There is general topic level support and daily lesson support for families. Families can read an overview of each topic's content, sample worked problems, and related home activities. A video of the math content from that lesson is available for families to view, with review ideas and materials to support you at home.

In addition, enVision 2024 has added a student led exploration with new lessons called, "Let's Investigate!" These lessons encourage input from every student to build a collective understanding of new ideas. "Let's Investigate" introduces new concepts and lays a foundation for upcoming lessons.

## SCIENCE

Science is taught to students in grades K-5 using the Amplify Science curriculum, which is aligned to the newly released New York State Science Learning Standards \*

[Amplify Science](#) is a phenomena-based science curriculum that is designed to give students engaging, realistic experiences that mirror how scientists and engineers work. As such, this elementary program blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify's compelling hands-on investigations, print resources, and digital modeling tools and simulations work together to enable students' investigations and explorations. These experiences also prepare students to successfully complete the four state-mandated science investigations in grades 3, 4, and 5, and the culminating state assessment in the Spring of 5th grade.

(Source: <https://amplify.com/programs/amplify-science/>)

### Kindergarten Science Units:

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

\*“The [New York State P-12 Science Learning Standards](#) are based on the Framework for K–12 Science Education developed by the National Research Council and the Next Generation Science Standards. The framework outlines three dimensions that are needed to provide students with a high-quality science education. The integration of these three dimensions provides students with a context for the content of science, how science knowledge is acquired and understood, and how the sciences are connected through concepts that have universal meaning across the disciplines.”

*[Introduction to the NYS P-12 Science Learning Standards](#)*

## SOCIAL STUDIES

Building upon the [New York State Social Studies Framework](#), the Katonah-Lewisboro curriculum supports teachers in integrating the elements of the Framework (Key Ideas, Conceptual Understandings, and Content Specifications) with Social Studies practices and Common Core Literacy Standards into rigorous and engaging curricula and instruction. Through an inquiry-based approach to instruction, students develop thematic and conceptual understandings while applying disciplinary practices and literacy skills in the context of the content of Social Studies.

The Katonah-Lewisboro Social Studies curriculum incorporates the Teacher's Curriculum Institute (TCI) program as an instructional resource to support our Social Studies Curriculum. TCI is a program that creates social studies resources to enable educators to improve their ability to engage students in a diverse classroom. TCI resources and services are based on proven teaching strategies and practices that bring education to life to achieve consistent and positive classroom results. The TCI program is specially curated to meet state standards, create engagements in lessons and help students better understand the content through hands-on and experiential exercises. In addition, teachers have access to Social Studies ELA, a digital resource collection curated by

educators throughout the region and offered through BOCES of Putnam Northern Westchester. The EngageNY website also provides access to inquiries that are aligned to the New York State Social Studies Framework.

In Kindergarten, students study “Self and Others.” The course is organized into five units of study—Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent the unifying themes of social studies that engages students in a study of themselves in the context of their immediate surroundings. Students will learn about similarities and differences between children, families, and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

Key Ideas Include:

- Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.
- Children, families, and communities exhibit cultural similarities and differences.
- Symbols and traditions help develop a shared culture and identity within the United States.
- Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

## HEALTH

The health program, *The Great Body Shop*, is designed to promote behaviors that foster better health. Though students study similar topics at each grade, they are presented with varying levels of knowledge. All students study growth and development, nutrition, safety, illness prevention, substance abuse prevention, personal safety, family life, and community health. Kindergarten topics include: *How to Stay Safe*, *The Five Senses*, *The Family Team*, *My Body is Special*, and *Keeping Clean and Healthy*. All students will learn about the importance of physical fitness and nutrition through their physical education classes.

## TECHNOLOGY

In line with the district’s [Technology and Learning Commitments](#), technology is seen as a tool to enhance student learning, support an active learning environment, and is integrated throughout the curriculum. Each student is issued a district iPad and a network log-in that provides access to district apps and programs.

***Students:***

- Understand and practice responsible use of technology systems and information
- Use technology tools to enhance productivity and creativity
- Use a variety of media formats to communicate information and ideas effectively

***By the end of kindergarten, students:***

- Locate and use letters, numbers, and the space bar on a keyboard or screen
- Log on and log off of the KLSD computer network
- Select programs from an icon menu
- Identify and use electronic drawing tools to combine graphics and text

## LIBRARY MEDIA

The Katonah-Lewisboro Library Media Program is designed to foster a love of reading and teach the skills that enable students to become effective and efficient users and producers of information. Student exploration of technology for learning and information is a key component of the library curriculum. The library media program integrates skills into all content areas at each grade level. These skills are taught in collaboration with the classroom teacher in the context of the curriculum. The three main areas of emphasis in the library media program are:

### The Information Problem-Solving Process

- Formulate appropriate questions
- Locate applicable sources
- Analyze and evaluate information retrieved
- Synthesize learning
- Evaluate the problem-solving process
- Clearly present their findings.

### Literature Appreciation

Students acquire an appreciation of a wide range of literature in a variety of formats.

### Technology

Students develop the ability to use the tools necessary to access and communicate information.

#### *Students:*

- Select books for interest and information
- Use read-aloud books to find word, image, and story patterns
- Identify the cover, title and author of a book
- Care for books properly
- Respond to literature in a variety of ways
- Use appropriate technology to locate and collect information from a variety of sources
- Use age-appropriate multi-media

## ART

The elementary art curriculum allows students to focus on a variety of drawing and painting skills and two-dimensional design in the atmosphere of a traditional *atelier* while adhering to the canon of fine arts as well as the [New York State Learning Standards for Visual Arts](#).

Through the paradigm of art history and criticism we will focus on the elements and principles of art and design with an emphasis on composition and creative problem solving.

Across all grade levels, there is an emphasis on STREAM (Science, Technology, Research, Engineering, Art/Design, and Mathematics). From architectural design to perspective study, to color and value theory and

three-dimensional design, STREAM is interwoven and is coming more to the forefront of visual art education.

Students will create projects that apply these skills to a linear (one and two-point) perspective, full color drawing; a still life painting, landscape painting and portraiture.

Students are required to complete projects and sketchbook assignments. Successful students are willing to be creative, take risks, show evidence of effort and master visual language and cognitive skills.

## MUSIC

Kindergarten students will be introduced to the rudiments of music. Students will be taught a variety of ways to find their singing voices, develop a sense of personal space, and improve motor skills through movement and song. A year-long emphasis is placed on students' ability to internalize and produce a steady beat. Units will include high/low sounds, fast/slow tempos, loud/soft dynamics, as well as listening and creating. Students will learn to differentiate between beat and rhythm. Kindergarten will participate in concerts throughout the year.

## PHYSICAL EDUCATION

The objective of the kindergarten program is to introduce each child to an environment of movement, basic locomotor skills, and spatial awareness. The sharing of time, space, and equipment in a safe learning environment in order to develop a self-confident and able participant is the center of the experiences.

**The K-5 curriculum encourages the development of the following in students:**

- Physical fitness (both cardiovascular and muscular-skeletal)
- Communication skills
- Cooperation
- Risk-taking
- Safety
- Self-initiative
- Leadership
- Trust
- Self-respect, as well as respect for others

## THE LEARNING COMMITMENT AND DISTRICT FOCUS AREAS

[The Katonah-Lewisboro School District's Learning Commitment](#) is an aspirational statement that guides the teaching and learning environment in our schools. In addition, the district has three major focus areas that provide opportunities to make the Learning Commitment come alive as students and faculty work on solutions to some of the most pressing problems in our world today. These areas are Diversity, Equity, Inclusion, and Belonging; Social Emotional Well-being, and Sustainability. Our work in these areas is guided by the following policies:

- Diversity, Equity and Inclusion (Policy 0105, Adopted June 2022)
- Sustainability (Policy 5410, Adopted June 2009 )
- Campus Sustainability (Policy 8920, Adopted November, 2012; Revised and Adopted April, 2016)
- School District Aims and Goals (Code 0200)