

JUNIOR KINDERGARTEN

LANGUAGE ARTS/LITERACY

Reading

The students will:

- Verbally interpret pictures.
- Enjoy books at developmentally appropriate level.
- Repeat stories.
- Recall details of a story.
- Name opposites.
- Recognize and write first name in capital and lower case letters.
- Recite the alphabet.
- Recognize most capital letters.
- Associate sounds to letters for initial consonant sounds.
- Pick out missing parts.
- Discriminate and know the names for colors and shapes.

Writing

The students will:

- Draw representationally.
- Copy age appropriate geometric forms.
- Write first name with capital and lower case.
- Write most capital letters.
- Use writing tools to extend play in blocks or dramatic play corners.

Listening and Oral Language

The students will:

- Be proficient in phonemic awareness activities.
- Rhyme simple word families.
- Listen for differences in sounds.
- Clap syllables to break down words.
- Recite full name, age, sex, birth date and family members.
- Engage in active listening situations.
- Think and respond divergently.
- Display imagination and creativity of expression in a play situation.
- Engage in a variety of speaking activities.
- Make associations, sequence, classify, generalize, and match.
- View and understand non text visual clues.

Study Skills

The students will:

- Demonstrate age appropriate attention span.
- Remain on task.
- Complete a project independently in an appropriate amount of time.

MATH

Numeracy

The students will:

- Recognize numbers 1-10 and beyond.
- Relate numbers to concrete sets 1-10.
- Count by rote to 20 or beyond.
- Count backward from 10.

Problem Solving

The students will:

- Communicate math through manipulatives.
- Connect math to real life situations.
- Recognize, copy, and extend age appropriate patterns and sequences.
- Explore simple word problems.

Ratio/Percent/Proportion

The students will:

- Match sets using concrete objects.
- Understand the concepts of more than, less than, and equal to.
- Connect counting to objects through one to one correspondence.

Measurement

The students will:

- Order objects by size, namely small, medium, and large.
- Demonstrate through investigation the awareness of standard and non standard measurement tools.
- Use descriptive math words to differentiate objects, units, or sets.

Geometry

The students will:

- Recognize circles, square, triangles, rectangles, and diamonds.

- Copy geometric forms at a developmentally appropriate level.
- Explore parts of a whole.
- Build three dimensional structures while naming specific shapes.
- Identify spatial position using appropriate math vocabulary.

Data Collection/Analysis

The students will:

- Follow, extend, and create simple patterns.
- Sort, classify, and compare.
- understand a simple graph as a means to record simple data.
- Draw simple inferences from data analysis.

Money/Time

The students will:

- Explore hours on a simple clock.
- Recognize different coins.
- Name the days of the week.
- Communicate birthday and month.
- Differentiate between daytime and nighttime.

SCIENCE

The students will:

- Make use of problem solving techniques, scientific method, repetition.
- Gain information as a result of their inquiry based investigations.
- Learn through the senses by observing, questioning, investigating and manipulation.
- Gain understanding of the world around him.
- Observe, communicate, compare, organize, relate, infer, apply knowledge to subsequent lessons.
- Hypothesize, experiment, infer conclusions, record, and communicate observations.

Possible science themes may include but are not be limited to:

- Floating and Sinking
- Beach and Ocean
- Flowers and Plants
- Health and Safety
- Nutrition
- Pond
- Fall
- Winter
- Spring
- Summer

- Outer Space
- Weather
- Small Living Creatures (FOSS)
- Dinosaurs
- My Body
- Dental
- Day and Night
- Penguins
- Pond Life
- Senses
- Bears
- Water
- Magnets
- Trees

Sample Theme: Dinosaurs

The students will:

- Gain an understanding for the time in which the dinosaurs lived.
- Gain an understanding for the way in which the environment of the dinosaur differed from the child's environment.
- Differentiate between the dinosaurs that were in the sky, on land, and in water.
- Understand what each type of dinosaur needed to live.
- Gain an understanding and differentiate between the meat eaters and the plant eaters.
- Gain an understanding of the size of the dinosaurs as compared with themselves.

Sample Theme: Small Living Creatures

The students will:

- Develop a growing curiosity and interest in the living world around them.
- Observe and describe the structures of a variety of common animal.
- Compare structures and behaviors of different pairs of animals.
- Observe interactions of animals with their surroundings.
- Communicate and record observations and make comparisons.
- Acquire the vocabulary associated with the structure and behavior of small animals.
- Handle animals carefully and participate in the care and feeding of class room animals.
- Gain early experiences that will contribute to their understanding of several pervasive themes that relate one scientific idea to another.

SOCIAL STUDIES

Social Studies themes may include but are not be limited to:

- Around the World
- Fairy Tales and Fables

- Olympics
- Careers
- The Farm
- Supermarket
- 100th day
- Things that Go
- Author Week
- Circus
- Dr. Seuss' Birthday
- Fire Safety
- Me and My Family
- Hats
- Jungle and Rainforest
- Animals in Winter
- Zoo
- Holidays

Sample Theme: Things That Go

The students will:

- Participate in creating a class grid involving the theme to establish what the group already knows and what they would like to know about *things that go*.
- Gain an understanding of how we move from place to place.
- Become familiar with and differentiate between *things that go* in the sky, on land, and in water.
- Understand which *things that go* are vehicles that we may use daily, and which we do not use daily.
- Differentiate between things that go by manpower and *things that go* with engines.
- Participate in cross curricular extensions involving the dramatization of a journey involving one or many of the vehicles studied.
- Learn new vocabulary associated with the theme.

JUDAIC STUDIES

My Jewish Home

The students will:

- Recognize the tools we need to celebrate our Judaism.
- Explore Jewish traditions in the home.
- Show enthusiasm for the involvement of the family through the use of in class and large group parent programming.
- Demonstrate a familiarity with traditions that make a home Jewish.

Values

The students will:

- Demonstrate respect, kindness, independence, courtesy, self control, community, etc. to foster the development of positive behavior.
- Understand and model a *mitzvah*.
- Understand and model the giving of *tzedakah*.
- Show enthusiasm for our *Yad Ve Yad* buddy program.

Holidays

The students will:

- Show enthusiasm for the celebration, symbols, traditions, rituals, and *brachot* which they are exposed to through theme-based instruction and hands-on activities.
- Assist in planning for and the execution of holiday programming for parents.
- Assist in planning for and participate in Grandparent/Child Intergenerational Seder.
- Participate in the elementary school's holiday celebrations.
- Participate in class/parent holiday experiences.

Torah Stories and Heroes

The students will:

- Be familiar with stories and heroes of the Torah linking values and holiday celebrations through the Torah.

Prayer

The students will:

- Recite simple *brachot* associated with food or holiday rituals.

Hebrew Language

The students will:

- Participate in Chalav U D'vash lessons 3-5 periods per week.
- Integrate Hebrew language into their world as they listen to and use Hebrew each day.
- Repeat finger plays, songs, and phrases in Hebrew.

Israel

The students will:

- Connect to Israel through pictures, Internet, video, mailings.
- Exchange holiday experiences to more fully understand our connection to Israel.
- Participate in a school wide celebration of Yom Ha'atzmaut.

Shabbat

The students will:

- Understand the Creation as a reason for celebrating the Shabbat.
- Link the concept of Shabbat “rest” to our own busy lives.
- Participate in the rituals of Shabbat.
- Accompany their parent as Shabbat Helper for a weekly ECC wide Kabbalat Shabbat celebration.

MUSIC AND ART

The students will:

- Use musical instruments.
- Respond motorically to changes in rhythm, beat, fast/slow, loud, soft, etc.
- Respond motorically to music giving directions.
- Learn songs presented to the group.
- Show an appreciation for a wide variety of music presented.
- Use a wide variety of art media to create and explore.
- Show an appreciation for art materials.
- Use art as a means of process, expression, and representation.
- Understand the elements of art.
- Show an appreciation for lessons exploring various artists.

SOCIAL/EMOTIONAL AND COMMUNICATION

The students will:

- Show growth to a positive self esteem.
- Demonstrate positive behavior.
- Express and deal appropriately with needs, drives and feelings.
- Develop resilience to stress and frustration.
- Recognize, respect, and empathize with the feelings of others.
- Begin to self monitor in a social situation.
- Engage in conversation with peers and adults.
- Participate in small group activities and in a one to one situation.
- Follow multi step directions.
- Develop relationships with peers and adults.
- Attempt to solve problems.
- Play alone, share, take turns, and participate in cooperative play.
- Understand and abide by class rules.
- Role play.
- Demonstrate fluency of ideas in play and in speech.
- Listen to conversation in circle time and remain on task.
- Imitate classroom language models.

- Sequence thoughts.

MOTOR, VISUAL/MOTOR, SPATIAL RELATIONS

Gross Motor

The students will:

- Exhibit balance and coordination.
- Exhibit proficiency in age appropriate locomotor skills such as walking, running, hopping, sliding, leaping, jumping, and marching.
- Exhibit proficiency in age appropriate non-locomotor skills such as bending, twisting, reaching, lifting, raising, lowering, etc.
- Throw and a kick ball.
- Play a developmentally appropriate game according to parameters and rules with a group of peers.

Fine Motor

The students will:

- Exhibit age appropriate skills using scissors, puzzles, gluing, stringing beads, etc.
- Hold crayon or pencil in developmentally appropriate grasp.
- Trace and reproduce forms, shapes and designs.
- Reproduce letters and numbers.
- Complete age-appropriate puzzles.

Visual Motor/Spatial Relations

The students will:

- Build with blocks both vertically and horizontally.
- Use blocks to create and explore the world around them.
- Show left or right dominance.
- Put pieces together to make a whole.
- Demonstrate proficiency in age appropriate tasks in figure-ground, visual closure, visual memory, and visual sequential memory.
- Reproduce three dimensional models with manipulatives.