



SECOND TERM CURRICULUM OUTLINE 2018-2019
Junior Kindergarten
Mrs. Dunschede

LANGUAGE	<p>The Kindergarten Program provides children with learning opportunities that are varied enough to be challenging and engaging, providing relevance to their own lives and the world around them. The goal is to ensure students learn the fundamentals of language development, both oral and written. Students will explore sounds, rhymes, and language structures. Students will use language in all areas of learning as they participate in planned activities at various learning centres, communicating their thoughts, posing questions, and investigating ideas. Students will also have many opportunities during activities incorporating language such as morning message, reading buddies, Jolly Phonics and Handwriting Without Tears.</p> <p>The Kindergarten language program is designed to introduce the students to the alphabet including letter identification, both upper and lowercase letters, as well as learning the sound each letter produces. Each letter of the week will be introduced with a sound and action. They will also be learning blends such as ee, ai and ing. As we move along in the program, they will begin to put the letter sounds together to form words.</p> <p style="text-align: center;"><u>Reading:</u></p> <p>The goal of the kindergarten reading program is to instil a love of reading, pique students' reading interests, and assist them in gaining confidence and pride through reading.</p> <ul style="list-style-type: none">● Students will aim to respond and understand stories and other reading material that are read aloud.● Students will begin to use reading strategies to make sense of unfamiliar texts in print● Students will begin to make sense of simple reading materials, recognize high frequency words and identify beginning, middle and end sounds in words. <p>Students will also be learning through interactive activities on the Smartboard, iPads and our classroom computer centres to help them with</p>
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their reading skills. There will be a classroom library with leveled books, pictures and story books that will be available for students to use at all times. The students will be given opportunities to work independently, in small groups and engage in whole class discussions, which will provide opportunities for guided reading and one on one interaction with the teacher.

Parents as Partners – Reading Program: The students will participate in the take home reading program, whereby each student will be given a short story to practice reading at home for additional reading practice.

Jolly Phonics: Every day we will be using the Jolly Phonics program. This program provides a thorough foundation for reading and writing. It teaches the letter sounds in an enjoyable, multi-sensory way, and enables children to use them to read and write words. Each sound has an action which helps children remember the letter(s) that represent it. This program is a great way to engage students and help them with letter and sound recognition. Each week we will focus on a new letter.

Morning Message: Every morning a morning message will be written on large chart paper and/or the smart board. The morning message will be read every morning to tell the students what they are going to be doing that day. The students will take turns assisting the teacher by helping to read different sections of the message. The morning message will help students recognize different letters, sounds, words and blends. Each morning message will have a predictable beginning and end. This will help students recognize familiar words and sounds.

Oral Language:

The goals in oral communication are for students to gain confidence in communicating by speaking and listening to others for a variety of purposes and in a variety of contexts. Students will be given daily opportunities to use language to talk about their thinking and to help problem solve.

- Students will explore sounds, rhythms, and language structures.
- Students will listen and respond to others for a variety of purposes.
- Students will orally retell simple events and simple familiar stories in proper sequence.
- Students will participate in oral discussions where they can express their ideas and feelings.

Show and Share: Each week students will have the opportunity to bring in an item to show and share with the class. The Show and Share initiative will increase students' level of confidence, improve their oral communication skills, and provide them with an opportunity to express themselves freely.

Student of the week- Every week one student will be the teachers special helper for the week. They will be our line leader and have special jobs such as turning off lights, reading our daily message, and being the first to pick from the treasure box every Friday.

Share Bear: Each week a student will be given the opportunity to take home our classroom special bag. Our classroom stuffed animal will be taken home with one student every Monday, and returned on Friday. There will be a journal in the bag that students will be encouraged to draw pictures in, or even take pictures of their adventures! Students are encouraged, but not required, to write a few words in the journal as well to describe their pictures. Each Friday the student will be asked to briefly share with the class what our stuffed animal got up to that week! ☺

Writing:

We will be using a variety of resources to support the different needs of students. The “Handwriting without Tears” program is an excellent resource for students who will be beginning to learn to print. As students advance they will be introduced to “Explode the Code” language books. The students will be able to recognize letter-sound relationships and letter patterns so that they can begin to read any word they encounter by putting the sounds together. These books use a lot of pictures to help students match beginning and ending sounds of simple words. The students will learn how to print the letters of the alphabet and how to write their name. Students will also be using iPad Apps and games to help them with their printing skills. The goal is for the students to progress towards printing in their journals in the **second term**. Students will also practice printing numbers by using their individual number lines. Proper letter formation will be practiced and students can work on individual white boards while following a lesson. Students will also come up and practice writing individual letters and numbers on large chart paper, white boards or the smart board. They will focus on pencil grip, letter and numeral formation, as well identifying lowercase and uppercase letters. Each student will practice printing throughout the term and being able to recognize their name and sight words during games, writing centres and by utilizing the class word wall.

There will be a Word Wall in the classroom. Each week we will add new words, students will be able to use the word wall to help them print sight words. Their names will also be on the word wall! ☺

- The goal is to help students gain an interest in writing
- Students will demonstrate an awareness that writing can convey ideas or messages
- Students will learn how to write simple messages.

<p>Integration of DRAMA and STORY TIME</p>	<p>Story time is an important part of the kindergarten program. Research has shown that children who are read to are more likely to develop the skills they need to read successfully on their own. Reading aloud to students serves many purposes. It provokes their curiosity about text, conveys to them an awareness that text has meaning, and demonstrates to them the pleasure and knowledge that reading can bring to their lives. In addition, listening to authentic selections familiarizes students with the “language of literature,” which is more complex than the language that they ordinarily speak and hear. Students will also be encouraged to read to the teacher and the class during “Guided Reading” and “Story Time”. Through listening, and exploring different elements of drama and dance students will learn how to relate with various characters, settings and themes. The students will learn to retell the story in their own words, and sequence the events in a story (beginning, middle, and end). The stories chosen will at times tie into the themes in other subjects, to extend the cross curricular connections.</p>
<p>POETRY</p>	<p>Using poetry is a fun and interactive way to help teach students about rhyming and letter sounds. It helps develop the students’ fluency and comprehension as capable readers, as well as develop the skill of appropriate expression. Each week a new sight word poem will be presented. Each poem will introduce a new sight word. The sight word learned each week will be incorporated in the students’ weekly homework. Depending on student proficiency, students will be asked to write out a letter (ex. A a) or a word wall word (ex. said) for homework. Students will be given the opportunity to do many interactive activities with the poem to help with sight word recognition. Students will also be able to communicate their understanding of poems and rhymes through drama and dance.</p>
<p>MATHEMATICS</p>	<p>The math program will provide students a solid foundation in the language and basic concepts of the areas of mathematics. We will be using Saxon Publisher’s Math K Program. The children learn through hands –on experiences, discussion, exploration, and oral/written practice. The students’ primary mode of learning will be through math circle and through learning centers. Throughout the learning centres, the students will use materials, engage in discussions and work together to help one another learn through the hands on manipulatives (teddy bear counters, pattern blocks, linking cubes, geometric shapes, mini white boards, and building blocks). By using these manipulatives the students will be able to apply their learning in a relatable and engaging way.</p> <p>The main curriculum topics that we will work on will be Number Sense and Numeration and Geometry. During our Number Sense and Numeration Unit, the students will explore counting and ordinal arrangement of numbers. The students will begin to learn about subtraction and addition of simple numbers. The students will begin to learn about money and how to estimate. They will learn the value of each coin and bill. In our Geometry</p>

	<p>Unit, the students will explore different shapes and will work on sorting and classifying shapes.</p> <p>Each day the children will participate in a Math Circle: During math circle, we will practice counting, patterning, number recognition, graphing, sequencing, and estimating. We will also do the daily calendar and the weather as a part of math circle. Learning centers will introduce new concepts.</p>
THEME	<p>Incorporating themes into the curriculum is a great way to help engage students. Themes help motivate students and keep their interest in each subject. The themes that are going to be incorporated this term will help tie in aspects of the curriculum including art, math, science and language.</p> <p>Themes by Month</p> <p>January New Year Hibernation Winter Winter Animals</p> <p>February 100th Day Love Valentine’s Day</p> <p>March Spring Easter</p> <p>April Spring/Birds Earth Awareness Planting</p> <p>May Mothers Day Under the Sea</p> <p>June Under the Sea</p>
SCIENCE	<p>In Kindergarten, students are naturally curious and ask many questions about their world and the things that puzzle them. The Kindergarten science and technology curriculum is designed to build on children’s natural curiosity and sense of wonder.</p> <p>Students will learn that science is all around them in everyday life. Science begins when you ask a question about what you see happening and changing around you. By paying attention to things we see, hear, smell, touch and taste, in the world around us, the better we will understand science and the joys of discovery. The Kindergarten science program will enable students to demonstrate a curiosity and a willingness to explore and experiment. They will gain understanding of strategies for planning and</p>

	<p>organizing. They will learn to make appropriate observations about results or findings.</p> <p>The First unit will be: Planets and The Solar System. Students will be learning about the planets and their relationship to the sun. They will be learning about the earth's rotation, gravity, the day and night relationship as well as the seasonal relationship between the sun and the earth.</p> <p>The Second unit will be learning about States of Matter. Students will be learning about Solids, Liquids and Gases and conducting experiments.</p> <p>The Third unit will be Animal Habitats. The students will explore different animal habitats. The students will learn how to sort animals into broad categories according to characteristics or even observable features. We will discuss features of animals in particular habitats and how they change in different animal habitats.</p> <p>The Forth unit will be: The Life Cycle of a Plant. The students will be planting a seed and observing and recording the different stages of its growth.</p> <p>The Fifth unit will be: Under the Sea. The students will be exploring the ocean and learning about various sea animals.</p>
<p>ART</p>	<p>The arts in their many forms provide a natural vehicle through which children express their interpretation of our world. Therefore, the arts play an important role in the development of children's communication and thinking skills. This term, students will be introduced to a variety of tools, materials and processes to create visual art forms in familiar and new ways. Students will learn the importance of special awareness and how to ensure there is enough room on a page to fit in all the necessary parts (a head, body, arms and legs for a person). Students will learn the importance of adding detail to their pictures to make their art more realistic.</p>
<p>MUSIC (Ms. Murphy)</p>	<p>The students will begin their study of music by identifying a variety of instrument sounds and categorizing instruments into musical families. They will be performing numerous rhythm exercises using a variety of percussion instruments. A recurring theme for the year is for the students to learn how to maintain a steady beat and create their own rhythmic patterns. Students will also learn the notes on the bass clef this term. In Term II, students will prepare for the spring concert, music Monday, Arbour Arts Week and Graduation.</p>

<p>HEALTH (Mr. Fretz)</p>	<p>In health this term, students will begin to demonstrate an understanding of the effects of healthy, active living. They will investigate the benefits of nutritious practise and discuss appropriate personal hygiene that promotes personal, family, and community health foods. We will also talk about safe and unsafe situations inside and outside the classroom and discuss ways to be safe, including identifying and applying basic safety rule. We will also discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations.</p>
<p>PHYSICAL EDUCATION (Mr. Fretz)</p>	<p>In term two physical education, students will continue to promote and develop movement skills through the participation in co-operative and active games.</p> <p>Students will continue to use the fundamental movements skills developed in term one to take part in games and sports which will further develop their body awareness and kinesthetic ability.</p> <p>In term two, students will participate in sport related games and activities involving volleyball, track and field, ball hockey and European handball skills and knowledge.</p>
<p>FRENCH (Ms. Israil)</p>	<p>We will continue to explore simple and basic French concepts through interactive songs and games; fun coloring worksheets will also be incorporated into lessons. Oral practice will continue to serve as the most fundamental and emphasized component of our French learning.</p> <p>As much as possible, the French program will seek to mirror the themes which their English Language program will cover. This overlap will create consistency while ensuring that whatever interests and curiosities are established in one class may carry over in a cross curricular manner.</p> <p>Students will also have the opportunity to participate in activities related to holidays such as Valentine’s Day, Family day, Easter etc.</p> <p>By the end of the second term, students are expected to be on their way towards master of classroom routines and basic instruction. Overall, the goal is to render positive learning experiences with French in order for students to be eager to continue studying the language in the coming years.</p>
<p>COMPUTERS</p>	<p>Computers will be in available to the students in the classroom and in the lab during computer buddies with the Grade 5 class. During computer time students will become familiar with the letters and numbers on the keyboard, and will practice games that focus on their hand and eye coordination. The students will have ample opportunity this year to learn the letters and numbers on the keyboard and practice in many games and interactive activities on the computer. Students will learn about and utilize computer safety. We will also be using iPads and the Smartboard during our lessons. The students will be able stay engaged and motivated to learn through interactive lessons.</p>
<p>DRAMA</p>	<p>Throughout this term students will focus on different elements of drama through games, movement, role playing, puppets, improvisation, choral reading, and dramatic literature.</p>

	Students will engage in drama activities by sharing ideas (e.g., working in pairs or small groups, large-group discussions) and listening to the ideas of others. Drama will also be integrated in other subject areas,
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