Library
During the first half of the school year, Kindergarten students use their library time to familiarize themselves with the concept of a lending library, and to practice strategies for being responsible users of a shared community resource. Kindergarten library time begins with a shared story. Students are challenged to apply their growing knowledge of patterns to discover and discuss patterns within and between the stories we read. The second portion of library class is set aside for book selection. Kindergarteners are given a wide selection of age-appropriate materials to browse and are encouraged to make independent choices, allowing them to explore their interests through books, and begin to take ownership of their identities as readers.

Literacy
This semester Kindergarten students will explore patterns in symbols, sounds, words and literature. Students will look at similarities and differences in sounds and words and also notice predictable text structures. Our young readers and writers will make predictions and connections as they notice and analyze these patterns and use mentor texts to learn the important craft lessons of using well-planned pictures and/or words to express their ideas, staying focused on a topic and adding details to their work.

Mathematics
Mathematical investigations in Kindergarten will be focusing on the concepts of quantity, number and pattern. Beginning with questioning how many in a variety of authentic contexts, the children will explore quantity through counting and sorting efficiently by developing strategies for keeping track. Number strings and models such as the ten and twenty frame will be introduced to classroom routines to help children develop fluency in finding and communicating their understanding of quantity. Classroom investigations will extend beyond quantity and into number where our young mathematicians begin examining attributes by paying close attention to the lines and curves in forming numbers. In the latter part of the semester children will be making connections by investigating patterns and relationships. From comparing quantities to understanding how numbers are related to each other, the children will have opportunities to share their mathematical thinking with their classmates and teachers.

Performing Arts: Dance
Grounded in the Kindergarten theme of “self,” dance classes offer students the opportunity to learn all about themselves as safe and creative movers. Students are introduced to basic movement skills such as freeze, levels, direction and tempo changes, safety while still and traveling, and personal and relational spatial awareness. Students have been developing listening and observational skills during “Listening Circle” when the study theme of the day is introduced. During our unit on “pattern,” students learn to recognize, repeat, invent, predict, and execute shapes and rhythmic movement phrases in simple and more complex repeatable patterns. They learn to perform basic choreographies to a wide variety of themes, musical styles, and song. Students practice safe and careful behavior while freely expressing themselves during dance activities such as “A-B-C Dancing,” “Story Dance,” and the “Animal/Letter Adventure Trail.”
Performing Arts: Music
Since young children are innately musical, the Kindergarten concept of Pattern connects naturally to the music curriculum. Through performing musical patterns with their feet, their bodies, the instruments and their voices, they develop their musicianship as they reinforce the concepts of rhythm, tempo, melody and form. They discover their singing voice, experience the steady beat, explore musical instruments, and engage in musical dramatic play. In addition to instruction in the music room, all teachers and students gather once a week for a Kindergarten sing-along.

Science
In Kindergarten, the children are learning scientific skills and developing scientific attitudes through the concept of Pattern. They are learning to gather evidence, ask and answer questions, make predictions, find patterns, and communicate their ideas. Their focus is on how scientists gather evidence using their senses as well as use tools to extend the senses. The children will explore with magnifying lenses, and measure length using cubes, mass using a balance, volume with a graduated cylinder, and temperature with a thermometer. Throughout the semester they will make and share their discoveries as Kindergarten scientists.

Social Emotional Learning
In Kindergarten, social emotional learning skills and objectives are woven into the children’s study of pattern. Students learn to recognize patterns throughout their day: in their daily routines, their interactions with others, and their own emotional responses. As their conceptual understanding deepens, they acquire a more nuanced sense of both their own unique qualities and of how they fit into the larger worlds of classroom and home. In the first semester, children are also expected to master specific skills, including recognizing and naming their own feelings and the feelings of others, and employing self-calming techniques when they become upset.

Social Studies
Kindergarten students are exploring the theme of Self. They learn about themselves and each other through class discussions, read a louds and hands on projects. This coming semester students will create “I am statements” (ex. I am a sister. I am a New Yorker,) to label different parts of their identities. Students will also engage in activities that allow them to identify commonalities and differences between their classmates and themselves. They will also be exploring this concept in a broader sense as they connect with other schools around the world thorough the use of technology.

Spanish Language/Literacy
The Kindergarten Spanish Curriculum exposes students to the world of second language learning through active, multi-sensory lessons in a safe and engaging learning environment. Students learn a variety of Spanish songs and games that become a part of their Spanish routine. This semester kindergartners connect to our study of Pattern by learning basic phrases and expressions in Spanish. Students learn the names of colors, numbers and shapes to explore and create patterns. They also learn to express likes and dislikes and to identify parts of the body. They practice this new vocabulary through a variety of activities ranging from artistic and musical to kinesthetic.

Technology
Students in Kindergarten are learning how to use an iterative approach to solving problems and testing ideas through coding. Using their personally assigned world wide web accessible code.org accounts, students learn how patterns are used to create algorithms to solve puzzles and mazes. Creating loops, sequences and variables allow students to develop critical thinking and problem solving skills; a skill set that we hope transfers to all their disciplines. Students will continue to explore these themes by programming robots like
the Bee-Bot, a tool for teaching sequencing, measurement and estimation. In addition to coding, Kindergarten students continue to use technology to extend, reflect upon and display their understanding of learning content areas. Apps like Book Creator, SMART Notebook and LetterSchool are a few examples of applications students use to support learning in Kindergarten.

Visual Arts
In the art studio, the kindergartners will begin to develop basic artistic skills and learn studio routines. The students will engage in a rich study of collage, learning the variety of ways that paper can be cut, torn, arranged and overlapped. The kindergartners will then move on to discover the exciting possibilities of paint. Students will explore how the primary colors can be mixed to create new colors and discover ways to make marks with a paintbrush. In connection with the integrated curriculum, students will also investigate the concept of pattern through the art making process.

Wellness
In Kindergarten Wellness, the students are learning and practicing the 8 basic locomotor skills: walking, running, hopping, jumping, skipping, galloping, side-sliding, and leaping. In addition to this, students also learn the four major pathways, straight diagonal, curved, and zig-zagged, while reinforcing their locomotor skills. The students learn about personal space and how to maintain it as well as general space and how to effectively work within general space. They participate in discussions about self-control and how it can help them to stay in their personal space. Students use a parachute to illustrate patterns and begin working together to achieve a common goal. Kindergarteners work in small groups and in partnerships to develop cooperative learning skills.