Library
During the second half of the school year, Kindergarten students use their library class time to select books, further exploring their interests, and identities as readers. Students enjoy read-alouds and discussions focused on the themes of self and discovery, and are given opportunities to discover many different kinds of books. As the year progresses, students begin to learn about basic organization of the library and become increasingly independent library users.

Literacy
Our Kindergarten students use their growing letter sound and word knowledge to continue gaining confidence and independence as readers and writers. Literacy skills are extended through continued instruction in word study, reading strategies and the craft and skill of writing. The children participate in discussions about stories read aloud and begin making connections to the text. They use the discoveries that they made about themselves and their peers to spark their writing as they explore poetry and informational, instructional and narrative nonfiction.

Mathematics
Kindergarten children continue to stretch their mathematical minds with daily number work. They discover classification systems and apply their understanding in a variety of contexts in their school environment. Exploring measurement using nonstandard units such as paper clips and popsicle sticks leads kindergarteners to uncover the purpose of standard units and tools. Opportunities to generate questions of inquiry provide authentic contexts for children to collect, represent, and analyze data. Beyond ideas and questions, our Kindergarteners also investigate a variety of problem solving situations to apply their mathematical thinking. Collaborative and independent work, coupled with an emphasis on communicating, thinking and sharing multiple perspectives, play an integral role in the children’s math investigations.

Performing Arts: Dance
During the second semester, students continued to explore the Kindergarten theme of Self as part of the curricular concept of Discovery. Students have learned to express their ideas and communicate their understandings by creating their own movement interpretations through many units of study including Nursery Rhymes. They were introduced to basic principles of yoga such as self-discipline, focus, spatial awareness, balance, and relaxation techniques through the study of a variety of yoga poses. Students were given informal opportunities to demonstrate their learning during full-grade live curriculum shares with their families.

Nature themes were danced through Wind Dancing, Puppy Play, Country Dance and The Animal Adventure Trail. Students discovered tools needed and used for dance. Students also discovered more about themselves by listing all the parts of the body and then using their bodies as measuring tools to figure the size of the dance studio. Students learned to discern subtle differences in music and movement qualities by dancing to music from many cultures. Movement vocabulary and self-expression were developed through Dancing the A B C Train, Story Dancing, and Discovering Why I Love To Move solos. Students built self-confidence, learned to make connections with dance and
other studies, and were encouraged to understand the joy and importance of movement in the world around them.

**Performing Arts: Music**
The integration of the music curriculum with the Kindergarten Discovery unit gives the children an opportunity to continue their exploration of the basic concepts of music. The students discovered dynamics: loud and soft; tempo: fast and slow; melody: singing and pitch matching; rhythm: steady beat and rhythm patterns; movement: rhythmic and melodic interpretation; improvisation: stories and songs; instrument technique: pitched and un-pitched percussion; and ensemble work. In addition to instruction in the music room, all teachers and students enjoyed gathering once a week for a Kindergarten sing-along.

**Science**
Kindergarten children continued to develop the scientific skills of gathering evidence, asking questions, making predictions, finding patterns, and communicating their ideas. To explore the concept of Discovery, the children investigated what it means to be alive and put living things into categories. They focused on a different class of animals during each visit to the Discovery Room, including mammals, reptiles, amphibians, fish, birds, insects, earthworms and crustaceans. They learned about the characteristics of each group and considered how they are similar to and different from themselves.

**Social Emotional Learning**
In the second half of Kindergarten, children learn to become more self-aware and to manage their own emotions and behavior. They learn that choices have consequences and that hard work produces measurable results in which they can take pride. Friendships deepen and children begin to learn how to resolve conflicts independently, using words to express their feelings while listening to the needs of their friends. Through their study of Discovery, children have begun to understand the ebb and flow of their energy and attention, and to master self-calming strategies such as asking for a break, sitting next to a good learning partner, and taking a deep breath when they are upset.

**Social Studies**
Kindergarten students are exploring the theme of Self through the lens of discovery. They continue to learn about themselves and each other through class discussions, read-alouds, and integrated projects. During Integrated Project Week, students chose one of three experiences to further discover and express their identities. In the Bookmaker in Me, children explored and created various kinds of books about themselves. In the Puppeteer in Me, students used art media to create puppets to represent different facets of their identity. In the Maker in Me, students brainstormed important parts of their identity, and chose one to create with recycled materials. In the classroom this semester, students explored their identities through math and literacy investigations. Students wrote non-fiction books about themselves, which allowed them to identify similarities and differences among them. In math, the children focused on data collection, in order to discover the preferences and interests of their classmates. Students concluded the year by writing personal narratives that captured a significant, small moment in their lives.

**Spanish Language/Literacy**
Kindergarten Spanish students begin the second half of the school year guided by the grade-wide Discovery unit. Students identify different tools for learning and discovery within their classroom
settings, and practice speaking and writing new vocabulary by creating labeled maps of their classrooms. As we move into our study of nature this spring, students connect to the natural world around them by learning about different animals and describing our natural environment. They hear stories, sing songs and express opinions about these animals. Students practice all of their new language through a variety of activities ranging from artistic to musical to kinesthetic.

**Visual Arts**
This semester Kindergarten artists explored a wide variety of materials and tools in conjunction with the integrated concept of discovery. The kindergarteners investigated the many possibilities of three-dimensional art, gaining experience with molding clay, sculpting wire, constructing wood, and manipulating paper. The kindergarteners also practiced observational drawing skills while looking closely in the mirror to capture a self-portrait. Students also practiced the printmaking process by stamping unexpected tools such as found objects, fruits and vegetables. Delighted by these activities and materials, the kindergarteners become skilled artists and creative problem solvers.

**Wellness**
During the second semester, students discover who they are as individuals and how to maintain a lifetime of wellness. They learn to recognize and respect the needs of all living things, including themselves. They continue to master the eight basic locomotor skills while practicing basic ball handling skills. They learn to balance their bodies and equipment, and to strike a ball using a variety of body parts. The students also become aware of how creativity fits into an active lifestyle. Instruction in safety and fairness is emphasized in all wellness learning this semester, and helps students discover the many aspects of staying fit. Students learn about the safe use of the bouldering wall, not only as climbers, but also as spotters.