



KINDERGARTEN LEVEL

Discovery Charter School - Teachers, Students, Families, and Community in a Learning Partnership

Family Guide To Total Learning Objectives: Creating Knowledge Through Questions, Projects, Experiences and Problem Solving

WELCOME TO LITERACY

*“Open up the treasure chest
To see what you will find
Answers for your questions
And a fortune for your mind”*

METHODOLOGY

All instruction at the Discovery Charter School focuses on total learning. We feature a blended teaching method that engages students in acquiring knowledge and skills through an extended inquiry and experience based process. Learning is structured around authentic questions, carefully designed projects and targeted learning experiences. Teachers, students and families are fully involved in planning and implementing learning experiences and projects. Our instruction blends the processes of thinking, developing skills and gaining knowledge allowing students to “understand”, “know” and “do”. We support students in learning and practicing skills in problem solving, communication, and self-management. We integrate curriculum areas, thematic instruction, and community issues. Assessment of performance is on content and skills using criteria similar to those in the work world, thus encouraging accountability, goal setting, and improved performance. We focus on meeting the needs of learners with varying skill levels and learning styles and we target individual interests to engage and motivate bored or indifferent students. We highlight the Learning Team Concept focusing on the synergistic power of teachers, students and families working together. We develop Individualized Learning Plans closely aligned with curriculum guidelines, benchmarks, and standards.

COLLECTING INFORMATION

- _____ understands that each human brain is a powerful learning tool
- _____ forms simple questions and shares previously gained information
- _____ responds to questions posed by family, teachers, peers and other adults
- _____ identifies areas of interest and curiosity
- _____ organizes, records, and shares information using objects, pictures, demonstrations, technology and verbal responses
- _____ uses questions to guide the information collection
- _____ values personal knowledge skills in light of rapid growth of information base due to technology
- _____ understands that their brain is constantly growing and collecting information from all activities and experiences
- _____ understands that there are many ways to learn and that different people learn in different ways

SOLVING PROBLEMS

- _____ applies previous experience and knowledge to problem solving experiences
- _____ explains and verifies results of problem solving experiences
- _____ continues to apply a variety of strategies when the first strategy proves to be unproductive
- _____ develops confidence in the use of technology to assist in solving problems
- _____ reviews problem solutions and uses questions to identify new problems and experiences

ENGLISH - LANGUAGE ARTS - READING

As Kindergarten students begin the complex process of learning to read and write they open the great “Treasure Chest of Learning” and unwrap the wonderful “Gift Of Literacy”. With this gift they make the connection of the printed word with reading and writing thus opening the door for the exciting world of learning and knowledge.

WORD ANALYSIS

- _____ demonstrate awareness of spoken words through concept of words, syllable recognition, word beginning sounds and rhymes
- _____ demonstrate word sound awareness through matching, isolating, blending, segmenting, deleting, and substituting individual sounds in spoken words
- _____ recognize and name upper and lower case letters of the alphabet
- _____ identify and use letter-sound relationships to read simple words in text (e.g. dog, cat, run)
- _____ use pictures, symbols, and environmental print to build and comprehend vocabulary
- _____ read high frequency words to build fluency and construct meaning

READING STRATEGIES

- _____ use concept of print (e.g. top/bottom, left/right, story sense), and concept of word
- _____ recognize that print conveys a message
- _____ predict what a story will be about
- _____ retell beginning, middle, and end of familiar stories
- _____ restate the main idea of a story or text
- _____ identify author, illustrator, cover, and title

LITERARY TEXT

- _____ listen to and identify setting and sequence of events in a story
- _____ listen to and identify the main idea of a story
- _____ listen to stories from different cultures and time periods
- _____ respond to who, what, where, when, and why questions

EXPOSITORY TEXT

- _____ gain information from text using titles, illustrations, graphs, and charts
- _____ listen to, read, and discuss texts from different cultures and time periods
- _____ listen to and describe sequential order
- _____ listen to and use information to answer specific questions
- _____ listen to and use pictures and written directions to complete a task
- _____ distinguish between statements and questions

MATHEMATICS

COMMUNICATING WITH NUMBERS

- _____ uses games, stories, questions and experiences in daily interactions with numbers
- _____ uses questions to solve mathematical problems (discussion, questioning, research, collecting information)
- _____ uses mathematical symbols and notation to communicate and explain problems
- _____ uses technological devices, physical materials, models, pictures, and writing to represent and communicate mathematical ideas

THINKING WITH MATHEMATICS

- _____ develops the ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct learning in all content areas
- _____ uses models, objects, and technology to explain mathematical interactions
- _____ explains thinking and experiences used to solve a mathematical problem
- _____ explains the results of interactions and experiences with numbers

CONNECTING MATHEMATICAL IDEAS

- _____ uses prior experiences and information to ask new questions and solve new problems
- _____ identifies, explains, and uses mathematics in everyday life
- _____ applies experiences with numbers to ask questions to solve problems and ongoing experiences, such as rhythm in music and motion in science, and collection of information with technology
- _____ uses experiences with numbers to understand the relationship of mathematics to all life experiences

MATHEMATICAL SKILLS CHECKLIST

- _____ recognizes, reads, and writes numbers from 0 - 10
- _____ identifies positions in order, first to third
- _____ matches the number of objects in a set to the correct numeral 0 - 10
- _____ recognizes relationships of more than, less than, and equal to
- _____ counts to 20 by demonstrating one-to-one correspondence using objects
- _____ uses concrete objects to model simple addition and subtraction
- _____ identifies attributes used to sort objects
- _____ identifies and creates sets of objects with unequal amounts, describing them as greater than or less than
- _____ compares, orders, and describes objects by size
- _____ identifies and sorts pennies, nickels and dimes
- _____ recites in order the days of the week
- _____ identifies two-dimensional shapes (circles, triangles, rectangles including squares) regardless of location
- _____ demonstrates an understanding of relative position words, including before/after, far/near, and over/under, to place objects

- _____ identifies two-dimensional figures (windows are shaped like rectangles) as they appear in the world around them
- _____ identifies three-dimensional figures in the environment world around them

SCIENCE

Kindergarten students use previous experiences and questions to observe and explore the world around them. They understand that they are always collecting information, and they interact as learners in all experiences. They collect and share information about all life around them. They keep records, over time, of weather patterns and seasonal changes. They are introduced to the concepts of measurement and recording. Animals, plants, and the world around them become exciting and constant opportunities to collect information.

NATURE OF THE SURROUNDING WORLD

- _____ records observations and experiences using pictures, words, or numbers, and technology
- _____ uses tools (magnifying lens, funnel, eye dropper, camera, and sound recorder) to gather information
- _____ observes patterns in nature (leaves, feathers, night, day, weather conditions)
- _____ asks questions about their observations and experiences with the world around them
- _____ shares information, observations, ideas, experiences and questions with others
- _____ recognizes that science involves people of all ages and backgrounds

PHYSICAL SCIENCE

- _____ describes observable materials and properties of objects (size, shape, color)
- _____ compares objects/products made of different materials

EARTH AND SUN

- _____ recognizes that the sun is a source of heat and light
- _____ observes, describes, and records seasonal changes

LIFE SCIENCE

- _____ identifies observable characteristics and behaviors of animals
- _____ sorts animals by observable characteristics
- _____ observes and explains that animals have offspring that are the same kind of animal
- _____ uses five senses to investigate the natural world
- _____ recognizes and explains that animals live in different places
- _____ asks questions and plans experiences to provide new information about animals

SOCIAL STUDIES

Kindergarten students use prior knowledge, experiences, and questions to learn about the blend of people in the world. They share and observe values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. Photographs, technology, videos, and books provide information and lead to new questions. Students observe the purpose of rules and respect to provide safety and communication in families, schools, and social gatherings. They observe how social rules become laws in larger social groups such as countries.

HISTORY

- _____ discusses, observes and experiences the importance of working together to complete tasks
- _____ listens to stories and asks questions of family members, local residents, and prominent figures to highlight the human experience
- _____ listens to stories of people and families around the world
- _____ identifies and observes problems that occur when people live and work together
- _____ observes and recognizes differences between home and school
- _____ describes the importance of working together to complete tasks and plans, experiences, and group interactions
- _____ observes, records and identifies the occupations of people in their school
- _____ defines, discusses, observes and practices respect for others at home, in the classroom, at school, and in the community
- _____ shares events that are important to the students and their families

GEOGRAPHY

- _____ summarizes and shares prior knowledge of the earth
- _____ uses prior knowledge to develop new questions about the earth
- _____ observes that a globe is a representation of earth and uses vocabulary related to direction and location, i.e., up/down; left/right; near/far; above/beyond
- _____ uses observation and experiences to explain areas that have different purposes in the home, i.e., kitchen, bedroom; or the classroom, i.e., exit door, teacher desk
- _____ describes self as a unique individual with characteristics similar to others
- _____ recalls from memory the street on which they live
- _____ identifies the geographic setting of a picture or story
- _____ explains that people move from one location to another
- _____ recognizes weather changes with the seasons and how people adapt to those changes
- _____ generates ongoing questions to guide the collection of new knowledge about their relationship to the earth around them

ECONOMICS

- _____ discusses, defines and gives examples of resources
- _____ observes differences in quantities of resources (many, few, limited and limitless)
- _____ observes and identifies jobs in the community

- _____ observes and identifies United States currency
- _____ experiences decisions involving classroom resources
- _____ discusses and develops solutions to resource problems

CIVICS

- _____ observes, identifies and follows classroom and school rules that guide behavior and resolve conflicts
- _____ identifies an individual's rights within the classroom
- _____ recognizes individual choices
- _____ recognizes the Pledge of Allegiance
- _____ names a traditional United States patriotic activity, holiday, or symbol