A Year in the Life of a PS11 Kindergartner*

*The staff of PS11 has carefully planned for this coming school year. However, all great educators understand that even the best made plans need to be reflected upon, and edited depending on the needs of the students at any given time. While we do not imagine the scope of this year to be drastically different than we have planned, this guide should be considered a framework, rather than a specific and exact plan. We try to keep these pages as up to date as possible, but typos are inevitable. If you see an error, please send an email to ps11slt@gmail.com. Thank you. Edited 8/2015.

A Typical Day in Kindergarten

Reading, Writing, Art, Math, Science, Making Friends, Playing, Enjoying Read Alouds, Singing…Welcome to Kindergarten! The Kindergarten day is jam packed with many exciting and engaging learning experiences. A sample day is provided below.

8:50	Pick up in cafeteria
8:50-9:30	Morning Routines, Morning Meeting, Word Study
9:30-10:20	Reading Workshop
10:20-10:30	Snack
10:30-11:20	Writing Workshop
11:22-12:22	Lunch/Recess
12:22-1:00	Math Workshop
1:00-1:26	Science/Social Studies
1:26-2:16	Specialty Class
2:15-2:30	Read Aloud
2:30-3:00	Choice Time/Little Yard
3:00-3:10	Dismissal

Literacy Curricula

P.S. 11 uses a research-based reading and writing curriculum developed by Teacher's College Reading and Writing Project. The Teachers College Reading and Writing Project is a research and staff development organization housed at Teachers College,

Columbia University. The teacher-educators who staff the Project are involved in long-lasting collaborations with teachers across the world. The Project has a lasting and deep affiliation with six hundred schools, and develops ideas that are foundational to literacy instruction across the globe. Due to our affiliation with Teacher's College, staff members visit Columbia a few days a year for specific professional development seminars. In addition, we have a staff developer that visits the school throughout the year to further our professional practice.

Literacy Assessments Used

We use a many forms of assessments to ensure that we are constantly aware of where your child is performing and how we can best help them succeed.

Concepts of Print: This informs us about what students know about how books work. For example, can they identify the front and back of the book? Do they know the difference between pictures and words or letters and words? Do they know that print goes from left to right and that we turn pages as we read a book?

Letter and Sound Identification: This tells us which lower case and upper case letters students can identify and what letter sounds they know.

High Frequency Word Lists: High Frequency words are the words that occur most often in print. We want students to read these words "in a snap." So, we ask them to read word lists to see which words they identify quickly and which words we need to help them to know.

Spelling Inventory: This is a list of words that a teacher dictates and students write. We look at what words students spell correctly and what words they miss. When students miss a word, we look carefully at **what** they missed as they spelled that word. For example, if the word is "cat," did the child know that it starts with the letter c, ends with t and has an a in the middle? If the child wrote, "CT," we know that the child knows beginning and ends of words and that we need to begin to teach short vowels in word study. So, we are not teaching words for students to memorize, but rather we are teaching them spelling patterns that they can apply to many different words. The spelling inventory informs us as to what is the best instruction each child needs.

Running Records: During a running record, a child sits with a teacher and reads a book or an excerpt from a book aloud. As the child is reading, the teacher takes notes about what the child does as he/she reads. What miscues (errors) does he/she make and what does the reading sound like? Is it expressive, smooth, choppy, monotone? The child then retells what was read and answers some comprehension questions about what literally happened in the text and questions that require the child to "read between the

lines" (we call this inferring). The teacher then uses all of this information to determine a reading level as well as goals and instruction for the child.

Conference: A teacher sits with a child during reading or writing and they talk about the work the child is doing. Perhaps the child will read to the teacher. The teacher gives the child positive feedback about his/her work. He/She then makes a decision about how to support this child in his/her work and teaches and guides the child to try it out.

Student Writing: Teachers look at student writing to see what writing strategies they are using and how they are progressing with their goals. This includes "on demand" pieces where the students write for one full period independently as well as published pieces from the end of each writing unit. Teachers also offer feedback to students on their published pieces.

Reading

Raise your hand if you love books. We sure do—and your children will too! Children will gain a love of reading and appreciation of books through our daily Reading Workshop. During this time students will learn the features of books, concepts of print, decoding, and comprehension skills to help them become successful, lifelong readers.

Units of Study

Unit 1	We Are Readers
Unit 2	Emergent Storybooks
Unit 3	Super Powers
Unit 4	Bigger Books, Bigger Reading Muscles
Unit 5	Becoming Avid Readers
Unit 6	Growing Expertise in Little Books: Reading for Information
Unit 7	Readers are Resourceful: Tackling Hard Words and Tricky Parts in Books

Unit 1: We Are Readers

In this unit, children will begin their reading careers! They will discover that they are indeed "Readers," and they will learn to recognize different types of texts they see in the world (e.g. signs, high-interest nonfiction books, familiar storybooks, etc.). Children will become excited as they retell stories they see in their books and proclaim "We are Readers!"

Unit Outcomes:

- I can use strategies to read tricky words.
- I can think about what is happening in my books.
- I can reread in different ways.
- I can talk about my books with my partner.

Unit 2: Emergent Storybooks

In this unit, children will reread storybooks to help them develop their oral storytelling skills. They will study and label the pictures in their books during the re-reading process. They will have conversations with their peers as a means of sharing their ideas and questions. At the end of the unit, they will celebrate their work by reenacting their books or creating videos of their favorite stories.

Unit Outcomes:

- I can re-read like a storyteller.
- I can re-read to learn more about my book.
- I can have fun with my partner sharing our star books.

Unit 3: Super Powers

In this unit, children will learn a variety of strategies, which will be referred to as super powers, to decode tricky words in books. They will point to words, check pictures, use patterns and think about what makes sense as they become more independent readers. Once they have super confidence they will bring their books to life through rereading, acting out, and reading to a partner.

Unit Outcomes:

- I can use strategies to read tricky words.
- I can think about what is happening in my books.
- I can reread in different ways.
- I can talk about my books with my partner.

Unit 4: Bigger Books, Bigger Reading Muscles

In this unit children will use known and new decoding strategies to read more challenging books. They will learn how books become harder and learn to read using more complicated patterns in books. They will use letter and sounds to help decode unknown words and use more and more high frequency words. Children will also think about what is happening in their books to support reading comprehension.

- I can use strategies to read tricky words.
- I can think about what is happening in my books.

- I can reread in different ways.
- I can talk about my books with my partner.

Unit 5: Becoming Avid Readers

A big goal of this unit is transfer and showing kids how they can apply the reading skills they are learning to all sorts of situations and under all types of conditions. The first part of the unit invites children to fall in love with characters by becoming the characters in their books, acting out little scenes, and recognizing and naming the types of ellings these characters have. The next part of the unit sends the message that avid readers also love reading and learning from nonfiction books. Children share this knowledge with others in topic-based reading clubs. The last part of the unit celebrates poetry and songs in order to develop fluency and to strengthen phonological awareness.

Unit Outcomes:

- I can use strategies to read tricky words.
- I can think about what is happening in my books.
- I can reread in different ways.
- I can talk about my books with my partner.

Unit 6: Growing Expertise in Little Books - Nonfiction Reading

In this unit children will be introduced to a new reading genre - nonfiction reading. Children will learn how to gather information about the world through their reading, ask questions, summarize material, and become "experts" on a variety of topics. Children will get to enjoy jumping into a new adventure with each information book!

Unit Outcomes:

- I can use strategies to read tricky words.
- I can think about what is happening in my books.
- I can reread in different ways.
- I can talk about my books with my partner.

Unit 7: Readers are Resourceful: Tackling Hard Words and Tricky Parts in Books

This unit reinforces children's problem solving and persistence while reading fiction, nonfiction, and poetry. Children will work to orchestrate the reading strategies they have been using all year as they conquer more challenging books. They will begin the unit by thinking about the whole book to use meaning to help figure out what makes sense as they encounter tricky words. They will work to notice when something doesn't seem right in their reading, stop and try something to fix it up. The will then work to be flexible problem solvers. Rather than just

relying on one strategy to solve tricky words, they will word to expand their repertoire to try multiple strategies. Finally, they will learn many ways to reread-to solve tricky words, make their voices smooth, find parts to share with a partner.

Unit Outcomes:

- I can use strategies to read tricky words.
- I can think about what is happening in my books.
- I can reread in different ways.
- I can talk about my books with my partner.

Minilesson

Each Reading Workshop begins with the class convening on the rug for the minilesson. During this time the teacher models a new skill or strategy that students will need to become proficient readers. The students are then given a chance to "try it out" with teacher support before being sent off to their seats to practice it on their own during independent reading time.

Read Aloud

Reading aloud exposes children to books on and beyond their current reading level. This enables children to enjoy and appreciate the world of literature, while giving them a glimpse into their future reading lives. It is a way to expose children to cultural and social issues that they are faced with daily. This exposure leads to rich conversation and reflection about both the literature and important worldly topics. Reading aloud is typically done in a whole class setting with time set aside for partnership discussion.

Shared Reading

Shared reading is when the teacher uses an enlarged text to teach skills and strategies. Skills and strategies are based around self-monitoring for meaning while reading, accumulating information, developing thoughts around the big ideas and making connections to what we already know about the world and ourselves. The text is enlarged so students can see and follow along in the learning process. Texts may include letters, short stories, poems, advertisements, newspaper articles, songs or non-fiction materials.

Small Group Instruction

Guided Reading: This instruction happens with students reading at the same reading level. This time is used to introduce a set of skills necessary to move on to the next reading level. This instruction incorporates strong teacher support as students become comfortable navigating more difficult texts. Teacher supports include strong book introductions, vocabulary exposure, tools to support students with new reading skills and in-depth book discussions.

Strategy Lessons: This is a time when the teacher works with a small group of students with the same needs. These students may not be on the same reading level but they need the same work with specific readings skills and strategies. Here students are taught strategies to practice right then and there. They work within their own books so the work is authentic. Discussions ensue about the usefulness of the strategy and how it can be incorporated into further learning. Often students set goals during this time for how they will practice this strategy in their future reading. Based on need, strategy groups are commonly held 2-3 times on the same strategy so that it becomes a natural tool for the student to use while reading.

Independent Reading

During independent reading, children are reading books at their "just right" reading level. These are books that are easy enough for them to read on their own, yet present challenges for the children to work through, using the lessons and strategies we are teaching. Children will "shop" for new books from their classroom library each week, and will have the opportunity to bring books home each night. It is during independent reading that most one-on-one conferences occur.

Word Study

Star Name: Kindergarteners begin the year by studying the most important words they need to know—the names of the children in their class! This is a great way for the children to get to know each other as they learn all about the letters, sounds, and syllables found in their names. Each child will have a chance to be featured as the star name child.

Fundations: This word study program is used to help students learn their letters and sounds. Each letter of the alphabet has a corresponding picture. This consistency helps the child identify the sound of each letter. Fundations also focuses on handwriting and proper letter formation of both lowercase and uppercase letters.

Words Their Way: This word study program also teaches letter sounds, but puts an emphasis on more complex spelling features including vowel patterns, digraphs, and blends. Words Their Way uses sorts to help the students learn new spelling features. Each sort will focus on one spelling pattern/rule, and it is the student's job to sort these words based on the given pattern.

Writing

Look around—writing is everywhere! In Kindergarten we will learn the skills and strategies needed to create our own writing work as we explore many different genres from story writing to poetry to all about books. We will learn to use our favorite authors as mentors and eventually become published authors ourselves!

Units of Study

Unit 1	Launching the Writing Workshop
Unit 2	Looking Closely: Observing, Labeling and Listing Like Scientists
Unit 3	Writing for Readers
Unit 4	How-To Books: Writing to Teach Others
Unit 5	Persuasive Writing of All Kinds
Unit 6	All About Books
Unit 7	Crafting Stories Using All We Know About Narrative Writing

Unit 1: Launching the Writing Workshop
In this unit, children will discover that they, too are writers! They will learn the power in putting their ideas to paper as well developing the habits of writers. In this unit, children will write both stories and information. As the unit progresses, they will learn to add more to their writing and will publish a piece of writing. This unit will culminate in a celebration of children as "real writers!"

Unit Outcomes:

- I can write my ideas on paper.
- I can write teaching books.
- I can write stories about my life.
- I can edit my writing to share with others.

Unit 2: Looking Closely: Observing, Labeling, and Listing Like Scientists

In this unit children will go on a nature walk and collect, observe, and study objects that they find. They will teach others by drawing and writing about their objects. Children will be encouraged to use their word study knowledge to add letters to their labels and writing. Children will explore pattern books, picture books, sentence books, and question and answer books to help them organize and revise their writing. We will celebrate the culmination of this unit by having children teach other students in different classes about their observations.

Unit Outcomes:

- I can look at real things and draw and write what I see (just like a scientist!).
- I can carry a pattern across the pages of my book.
- I can revise my books to teach my reader more.
- I can edit my writing to share with others.

Unit 3: Writing for Readers

In this unit, children will be guided to tell true stories from their lives that can be read by others. Children will continue to add in more letters to their labels and sentences as they stretch-spell words. Young writers will begin to use tools such as word walls, partners, and charts to make their stories more fun to read! This unit will culminate with students selecting a story to revise, edit and finally share with their peers.

Unit Outcomes:

- I can write true stories that people can read.
- I can use tools to help me write.
- I can revise to make my writing more interesting.
- I can edit my writing to share with others.

Unit 4: How-To Books: Writing to Teach Others

In this unit, children will explore procedural writing. They will learn features of this genre from mentor How-to books read aloud. The children will then begin drawing and writing their own How-To books (for example: how-to brush your teeth, how-to be a princess, How-to play soccer, etc.) Children will also learn the importance of sequencing and procedural vocabulary (first, second, next, then, finally). In addition, they will learn that adding "warnings" or "tips" will make their writing easier to follow.

Unit Outcomes:

- I can use pictures and words to teach people how to do something.

- I can write and revise using what I learn from real authors in my how-to books.
- I can think about my reader as I write.
- I can edit my writing to share with others.

Unit 5: Persuasive Writing of All Kinds

In this unit, Kindergartners are introduced to a new, powerful type of writing - persuasive writing! The children will learn that persuasive writers are convincing writers. They write to change the world. They will explore different ways they can persuade an audience through the use of songs, signs, speeches, and letters. The children will identify an issue that's important to them, determine an appropriate audience that should be convinced, identify reasons why there's an issue, and offer a strong solution to make a change. Soon enough, they will be writing all their problems away!

Unit Outcomes:

- I can write my opinion to convince others.
- I can add more to my writing to make it more persuasive.
- I can edit my writing to share with others.

Unit 6: All About Books

In this unit, Kindergartners will write topic based informational books. Young children are experts on so many topics of interest. Their natural curiosity and energy will be tapped into to teach others by organizing information on their own.

Unit Outcomes:

- I can write teaching books about topics I'm an expert on.
- I can revise to teach my reader more.
- I can edit my writing to share with others.

Unit 7: Crafting Stories Using All We Know about Narrative Writing

In this unit, children will return to narrative writing by writing true stories of moments from their lives. They will explore ways to write longer and more exciting pieces. The children will study the craft of a favorite author to make their stories more interesting. For example, the children could study Mo Willems and add speech bubbles and dialogue and they could also use bold print to

emphasize words. The children will also create their own characters and invent their stories using all that they have learned about writing.

Unit Outcomes:

- **I** can use what I know as a reader to help me write stories.
- I can revise to make my pieces more interesting.
- I can edit my writing to share with others.

Minilesson

Just like in Reading Workshop, Writing Workshop begins with a minilesson. During this time, the teacher will instruct the class on a writing technique that is not just appropriate to the unit of study they are working in, but to their life as a writer. Again, students will have the opportunity to practice each skill while on the rug before independent writing time.

Shared Writing

During shared reading the teacher and students work to create a writing piece together. During this time, the students generate the ideas and sentences, while the teacher does the physical writing. It is a time for students to practice writing skills as a whole class with teacher support. Shared writing emphasizes both skills recently learned and those skills that should be used consistently in their life as a writer. It is a piece that can be referenced as an example during their independent writing time.

Interactive Writing

Interactive writing is when the teacher and student share the pen. This means that instead of the teacher doing the writing, the students hold the marker and do the writing. If teacher support is needed during the letter formation process, a hand-over-hand procedure will be used. Often the ideas/sentences are teacher generated, however, depending on the level of students, and the topic at hand, it can be jointly created with students.

Independent Writing

Independent writing is similar to independent reading in that the children are working at their own "just right" writing pace. During independent writing time, students have the opportunity to generate their very own writing pieces. Students will learn how to go

through the writing process, taking a seed idea into a published piece! It is during independent writing that most one-on-one conferences occur

Small Group Instruction

Teachers pull small groups of students to work with based on their needs as a writer. This can include revisiting old strategies, reviewing the day's lesson, or even learning something brand new. Teachers may use interactive or shared writing during small group instruction time.

Math

The PS11 math curriculum is designed around the Common Core Math Standards and is taught through a constructivist philosophy intended to develop critical thinkers and problem solvers through a deep understanding of mathematics.

Our curriculum integrates many programs and is designed to:
• Support students to MAKE SENSE OF MATHEMATICS and become mathematical thinkers

• Focus on COMPUTATIONAL FLUENCY with whole numbers
• Provide substantive work in areas of rational numbers, geometry, measurement, data and early algebra AND MAKE THE CONNECTIONS AMONG THEM
• Emphasize REASONING about mathematical ideas, CONSTRUCTING arguments, and CRITIQUING the thinking of others
• Using appropriate TOOLS and MODELING with mathematics

Our curricular resources are compiled from many different, research-based math programs to ensure that we are addressing all the common core standards and the diversity of student learning in the richest way possible. We draw our resources from TERC Investigations, Houghton Mifflin's Math in Focus, Singapore Math and Contexts from Learning. We also reference units of study written by New York and Georgia. The Common Core State Standards can be found online at http://www.corestandards.org/the-standards

Small Group Instruction

Teachers work with small groups of students based on their needs as mathematicians. Instruction may be focused on revisiting concepts or strategies, reviewing the day's lesson, or an extension of the current unit's work.

Math Journal Tasks

Journal tasks provide students with opportunity to organize, clarify and reflect on their thinking while also developing key mathematical skills, concepts and understandings through problem solving.
They also address the 8 Common Core State Standards For Mathematical Practice.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Mathematics Assessments

Several comprehensive assessments are used to track Students' math performance. These assessments allow the teacher to determine how to best support a student's progress.

Pre- and post-assessments: Students are given an assessment at the beginning and end of each unit. These assessments test students' understanding of unit benchmarks. The purpose is to gauge prior knowledge and mastery. Based on this assessment a teacher is able to adjust the curriculum, plan for small groups and individual instructional time in order to provide support and/or enrichment. Students are not expected to know what they are being tested on at the beginning of a unit; so if no skills are mastered, don't worry! At the end of the unit, the assessment is administered again. Based on the assessment, teachers will continue to work with small groups of students on areas that need continued support.

Curriculum-Based Assessments: In an effort to continuously assess each student, quick interim assessments and/or exit tickets are given throughout the unit to test students' mastery.

Fact Fluency Assessment: Four times a year, students are given timed addition/subtraction and multiplication/division sheets with 4 problems per specific fluency skill set. This is a way to gauge a student's mental mastery of one- and two- digit addition and subtraction facts. Benchmarks and at-home strategies are provided in student's portfolios during the first parent-teacher conference.

Units of Study

The essential math concepts for Kindergarteners are categorized below by mathematical strand. *Please note that many math skills are incorporated during Morning Meeting and throughout the day, in addition to the work done in Math Workshop.

Unit 1: Classroom Routines and Materials: Counting People, Sorting Buttons

This unit introduces the processes, structures, and materials that form the basis of math instruction throughout the year and establishes the math workshop. This unit focuses on counting and representing quantities. Number concepts are central to all activities. All activities involve counting and provide a chance to compare quantities with terms such as more, less, and the same (equal). In addition to counting a given set, students are asked to make a set of a given size and, eventually, to represent a quantity on paper.

Unit Outcomes:

- I can count to 100 by ones and tens
- I can name the number for each thing in a group as I count them
- I can understand that the last thing I count tells the number of things in a group
- I can understand that things in a group can be moved around and the total number will be the same
- I can understand that the next number I say when I count means that there is one more
- I can count up to 20 to tell how many things are in a line, a box, or a circle
- I can count up to 10 to tell how many things are in a group
- I can count out a group of things when someone gives me any number from 1 to 20
- I can name and tell about shapes I see around me
- I can tell where I see shapes by using words like: above, below, beside, in front of, behind, and next to
- I can think about and compare two-dimensional and three-dimensional shapes

- I can use simple shapes to make larger shapes

Unit 2: Counting and Measurement: Counting Quantities, Comparing Lengths

This unit develops students' ideas about counting and quantity, place value and the structure of our base-ten number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations. Because counting and comparing are integral ideas in measurement, three of these units are also a part of the measurement strand. This strand develops students' ideas about measurable attributes and the techniques, tools, and units used to measure each of them.

The unit focuses on connecting number names, numerals, and quantities; counting and developing visual images of quantities up to 10; comparing and ordering two or more amounts; and describing and measuring the length of objects by direct comparison.

Unit Outcomes

- I can count to 100 by ones and tens.
- I can write numbers from 0 to 20.
- I can understand that the last thing I count tells the number of things in a group.
- I can understand that things in a group can be moved around and the total number will be the same.
- I can understand that the next number I say when I count means that there is one more.
- I can count up to 20 to tell how many things are in a line, a box or a circle.
- I can count up to 10 to tell how many things are in a group.
- I can count out a group of things when someone gives me any number from 1 to 20.
- I can use matching or counting to tell if a group of objects in one group is bigger, smaller or the same as a group of objects in another group.
- I can show and tell about the parts of of a thing that I can measure.
- I can compare two things that are measured using the same tool by using words like longer and shorter.
- I can put things into groups by looking at how they are the same.
- I can count the things that I put into groups and then sort then by how many.

Unit 3: 2-D Geometry

This is the first of two units in Kindergarten Geometry. The focus of this unit is on identifying, describing, and comparing attributes of 2-D shapes, naming shapes, considering the features of specific shapes (e.g., a triangle has three sides and three vertices), making

shapes, and composing and decomposing shapes from and into smaller shapes.

Unit Outcomes

- I can name and tell about shapes around me.
- I can tell where I see shapes by using words like: above, below, beside, in front of, behind, and next to.
- I can name shapes no matter how big they are or which way they are turned.
- I can tell if a shape is two-dimensional (flat) or three-dimensional (solid).
- I can make shapes by drawing them or by using things like sticks and clay.
- I can use simple shapes to make larger shapes.

Unit 4: Collect, Count and Measure

The focus of this unit is on counting and representing sets of up to 15 objects, applying counting skills by using multiple units to measure and compare lengths, decomposing numbers in many different ways, and beginning to make sense of the operations of addition and subtraction.

Unit Outcomes

I can count to 100 by ones and tens.
I can write numbers from 0 to 20.
I can name the number for each thing in a group as I count them.
I can understand that the last thing I count tells the number of things in a group.
I can understand that things in a group can be moved around and the total number will be the same.
I can understand that the next number I say when I count means that there is one more.
I can count up to 20 to tell how many things are in a line, a box or a circle.
I can count up to 10 to tell how many things are in a group.
I can count out a group of things when someone gives me any number from 1 to 20.
I can use matching or counting to tell if a group of objects in one group is bigger, smaller or the same as a group of objects in another group.
I can show and tell about the parts of of a thing that I can measure.
I can compare two things that are measured using the same tool by using words like longer and shorter.
I can put things into groups by looking at how they are the same.
I can count the things that I put into groups and then sort then by how many.

I can use what makes sense to me to show that I know how to add and subtract.
I can use objects or drawings to show that I can solve addition and subtraction word problems.
I can add and subtract numbers within 5.

Unit 5: 3-D Geometry
This unit develops students' ideas about the attributes of 2-dimensional and 3-dimensional shapes and how these attributes determine their classification. The focus of this unit is on identifying, describing, and comparing attributes of 3-D, naming 3-D shapes, constructing 3-D shapes, and composing and decomposing 3-D shapes from and into smaller shapes.

Unit outcomes:
- I can think about and compare 2D and 3D shapes.
- I can make shapes by drawing them or by using things like sticks and clay.
- I can use simple shapes to make larger shapes.
- I can tell if a shape is two-dimensional or three-dimensional.

Unit 6: Addition, Subtraction, and the Number System: How Many Now?
This unit develops students' ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations.

The focus of this unit is on counting sets of up to 20 objects; decomposing the numbers to 10 in a variety of ways (e.g., 7 can be seen as 5 and 2 or as 3 and 2 and 2); using notation to describe addition and subtraction situations; finding and exploring combinations of a number; and solving addition and subtraction story problems.

Unit Outcomes
- I can count to 100 by ones and tens.
- I can count forward starting at any number I have learned.
- I can write numbers from 0 to 20.
- I can understand that the last thing I count tells the number of things in a group.

- I can understand that things in a group can be moved around and the total number will be the same.
- I can understand that the next number I say when I count means that there is one more.
- I can count up to 20 to tell how many things are in a line, a box or a circle.
- I can count up to 10 to tell how many things are in a group.
- I can count out a group of things when someone gives me any number from 1 to 20.
- I can use matching or counting to tell if a group of objects in one group is bigger, smaller or the same as a group of objects in another group.
- I can compare two written numbers between 1 and 10.
- I can use what makes sense to me to show that I know how to add and subtract.
- I can use objects or drawings to show that I can solve addition and subtraction word problems.
- I can add and subtract numbers within 5.

Unit 7: Modeling with Data

Unit 7 develops students' ideas about collecting, representing, describing, and interpreting data. The focus of this unit is on describing attributes of objects and data; on using this information to sort, classify, count, order, compare, and represent data and on using the data to model real-world problems with mathematics. The unit also extends work with counting by 1s and introduces students to counting sequences of 2s and 10s.

Unit Outcomes

- I can put things into groups by looking at how they are the same.
- I can count the things that I put into groups and then sort them by how many.
- I can count to 100 by ones and tens.
- I can write numbers from 0 to 20.
- I can write a number to tell about a group of 0 to 20 things.
- I can name the number for each thing in a group as I count them.
- I can understand that the last thing I count tells the number of things in a group.
- I can understand that things in a group can be moved around and the total number will be the same.
- I can understand that the next number I say when I count means that there is one more.
- I can name shapes no matter how big they are or which way they are turned.

- I can think about and compare two-dimensional and three-dimensional shapes.

Unit 8: Tens Frames and Teen Numbers: Addition, Subtraction, and the Number System 2

This unit develops students' ideas about counting and quantity, place value and the structure of the base-ten number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations. The focus of this unit is on extending the counting sequence to 100, including counting from numbers other than 1 and by 10s, adding and subtracting in a variety of contexts, making sense of the teen numbers as a group of ten ones and some number of leftover ones.

Unit Outcomes

- I can count to 100 by ones and tens.
- I can count forward starting at any number I have learned.
- I can write numbers from 0-20.
- I can name the number for each thing in a group as I count them.
- I can understand that the last thing I count tells the number of things in a group.
- I can that things in a group can be moved around and the total number will be the same.
- I can count up to 10/20 to tell how many things are in a group (line, box or circle.)
- I can use matching or counting to tell if a group of objects in one group is bigger, smaller, or the same as a group of objects in another group.
- I can use what makes sense to me to show that I know how to add/subtract.
- I can use objects or drawings to show that I can solve addition/subtraction word problems up to 10.
- I can take apart any number from 1 to 10 to show that I understand that number. (5-2+3)
- I can take any number from 1 to 9 and show what I need to add to it to make 10.
- I can add/subtract numbers within 5.
- I can show and tell about the parts of a thing that I can measure.
- I can compare two things that are measured using the same tool by using words like longer and shorter.
- I can make and take apart numbers from 11 to 19 by telling how many tens and ones are in a number.

Content Areas

Does your child ask questions about EVERYTHING? In Kindergarten, asking questions about the world is welcome and highly encouraged. Throughout the year, Kindergarten students are engaged in a multitude of themed studies across content areas. While learning about various topics, students will be developing critical thinking and problem-solving skills, as well as building a rich vocabulary for speaking and listening during class discussions. Emphasis is placed on hands-on experiences and literacy-rich materials to help students grow ideas and become "experts."

The following is a guide to the Content Areas Units of Study developed by the Kindergarten Teachers based on the NYC Scope and Sequence for Science and Social Studies. FOSS science kits are also being introduced to enhance the curriculum.

Social Studies Units of Study

Unit 1	Welcome to Kindergarten! ● Kind & Gentle ● Star Name ● Class Rules & Mottos ● Classroom & School Community
Unit 2	Me, Myself & Others ● Feelings ● Friendship ● Diversity ● Commonalities ● Needs & Wants ● Traditions
Unit 3	Family Study New Year's Resolutions & New Rules
Unit 4	Neighborhood Study & Community Helpers
Unit 5	Reflection: How Much We've Grown & Kindergarten memories

Science Units of Study

Unit 1	Launch Sky Tree Study
Unit 2	All About Farms Apples & Pumpkins + 5 Senses
Unit 3	Fall Study
Unit 4	Winter Study
Unit 5	Properties of Matter ● Sink/Float, Making Boats
Unit 6	Spring Study
Unit 7	Animal Study ● Habitat ● Life cycles ● Animal needs ● Babies ● *Butterflies/ frogs/ fish in class*
Unit 8	Summer Study (Last visit to Sky Tree!)

Assessments

Performance-Based Assessments: During the course of each unit, students will participate in performance-based assessments that demonstrate student understanding of the topic through both independent and group projects. Possible projects include contributing to a class mural or collecting and sharing information through a journal.

Teacher Conferences and Observations: Teachers observe and meet with students during content lessons just as they would during other learning times, offering guidance and support. These conferences also allow teachers to assess and track student development and progress.

Choice Time

Choice time, or centers, quickly becomes many Kindergarteners favorite time of the day. Through this organized play, students make their own choices based on their interests and strengths. During this time, students are developing stronger communication skills, engaging in their favorite activities, practicing appropriate peer interactions, and loving every minute!

Social/Emotional Development

"You got a friend in me." Developing friendships is one of the most important parts of Kindergarten. Being a friend means sharing, caring and compromise, but these invaluable skills aren't always easy. Through community building activities, turning and talking, organized and free play, students learn how to respond appropriately to their peers and to adults. Another important part of being a friend is handling conflicts and working things out. It's always better to say sorry than to lose a friend!

Throughout the year, students develop listening and speaking skills. This includes following directions, looking at the speaker, thinking about what is said and hand raising during class discussions. There is also an emphasis on vocabulary and saying more than just a "yes or no."

From day one of Kindergarten, we start developing skills to become more independent. Early in the year, students learn how to unpack their own bags and prepare for the day. Later in the year, students learn how to develop their own projects and direct some of their own learning. To help students develop better monitor their own behavior, most Kindergarten classrooms have a visual system to remind students of when their behavior is on track and when it isn't.

Specialty Classes

P.S. 11 offers many specialty classes within the building. These are programs that are offered year round by full-time, certified staff members.

Music: Ms. Golub has an enriching music curriculum in which students learn about the history and evolution of music with a focus on famous musicians. They learn and recreate songs as a class while learning to read and write music. Students are also given the opportunity to learn how to play piano on their own in-class keyboards!

Theatre: Ms. Sarah teaches students how to be expressive through movement, facial expressions and voice. Students learn how to engage an audience through emotion and dialogue. They even get the chance to work on the P.S. 11 stage!

Gym: Mr. Nichols helps keep our kids healthy and active, through exposure to various sports and games. Through a collaboration with The City Soccer Initiative, students train with a professional soccer coach! This program promotes sportsmanship, teamwork and the basic fundamentals of soccer.

Computers: Mr. Fier teaches students how to navigate various programs including Kid Pix and Shapes. Students are able to create independently within these programs. students also have the opportunity to express ideas/concepts taught in their classrooms through technology.

Art: Ms. Sam teaches students the importance of expressing themselves through various forms of art. Students use drawing, painting, oils, clay, ceramics, mosaics and collages to learn about various techniques and styles of art.
Dance: Ms. McGregor focuses on the ability to express a story through body movement. Students learn various movements and ways to express emotion and then collaborate to create their own performances.

Outside Partnerships

CookShop: CookShop is a program sponsored by the Food Bank of NYC that helps introduce students to healthy produce. The students will be exploring foods that are grown by local farmers. After exploring the food and learning all about where the produce comes from and the students will have the opportunity to cook with that ingredient!

Education in Dance: Teaching artists from this non-profit integrated arts enrichment program will work with us once a week from November through February. They will teach us about movement, basic dance skills, music, composers, healthy eating, visual arts, and acrobatics. They focus their work on Kindergarten friendly topics and themes including shapes, directionality, and the seasons!

Field Trips

Field Trips: Field trips provide us with rich learning experiences and allow us to take the teaching outside of the classroom. Kindergarteners will visit the Atlantic Theater/Theatreworks, the Central Park Zoo, Union Square Farmers Market, the Highline, the Natural History Museum, the Transit Museum, Queens County Farm, and apple picking (just to name a few!).

School Community

Grit: We believe in respecting ourselves and others as we take risks, reflect on our learning process, celebrate our triumphs and struggles and persevere to reach our goals.

After a year of research and collaboration between faculty and families we are excited to continue to improve practices that will inspire and promote grit in every student. This is a work in progress but through this joint effort we decided the following principles are the first examples of what you will be seeing in the classroom.

Our GRITTY school will <u>LOOK</u> like:

- Gritty language will be on charts.
- Evidence of student reflections about work will be evident.
- Students will be solving their own academic and social emotional issues (with support from adults).
- Families will learn how to use language to support student independence.
- Teachers will present at monthly PTA meetings to talk about the "work."

Our GRITTY school will sound like:

Students will say things like:

- I had a hard time with...
- Next time I will try...
- I tried...but...
- I can use (Strategy) to help me with...
- When I am confident...
- I can offer help with...
- After struggling with...I learned...
- I am proud of the way I...
- Let me show you how I...
- I felt frustrated, but then I...

Adults will say things like:

- Can you show me where it got hard?
- Let me show you how I worked through...
- I struggled with...
- Next time I might...
- You worked so hard at...
- What's your plan?
- How can you solve this using the tools that you have?
- What would you do differently next time?

Our GRITTY school will feel like:

- Students are celebrated for their resiliency when solving academic, social and emotional problems.
- Process will be celebrated as equally as product.
- We will learn from our efforts.
- We will all work hard and solve issues without giving up.
- We will all understand that even though we may try our best, the outcome may not be what we desired. We will be resilient in our disappointment and try again!

Kind and Gentle: The P.S. 11 community revolves around a philosophy called Kind and Gentle. More than just words, K & G means all the actions and the language of doing onto others what you would have them do unto you. (Yes, the Golden Rule is back and needed more than ever!) Throughout the school, there are clear expectations for students to behave in a kind and gentle way towards others within our community and beyond. They are encouraged to maintain this attitude towards others throughout their years at P.S. 11. Some examples of ways teachers foster K & G in the classroom include: picking a secret K & G and being extra kind to that person all day or all week.

Family Friday: The last Friday of every month is designated as Family Friday. All families are invited to come into the classroom and take part in activities that reflect an element of the school day. This is a great opportunity for families to see all the amazing work that is going on in the classroom. Activities in the past have featured reading workshop, art projects, Family CookShop, publishing celebrations and poetry centers.

Kindergarten Favorites

Thought you might appreciate a list of some popular Kindergarten favorites…

Favorite Author: Kevin Henkes
Favorite Choice Time Activity: Dramatic Play
Favorite Writing Unit: Story Writing
Favorite Series Books: Piggy & Elephant
Favorite Lunch Food: Pizza
Favorite Math Game: Double Compare

What will be your child's favorite?