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# Kindergarten curriculum

Kelly-Ann Grossman

*Rowan College of New Jersey*

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KINDERGARTEN CURRICULUM

by  
Kelly-Ann Grossman

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree in the Graduate Division  
of Rowan College  
May 1, 1995

Approved by \_\_\_\_\_  
Professor

Date Approved May 8, 1995

## ABSTRACT

Kelly-Ann Grossman  
Kindergarten Curriculum  
1995  
Dr. Stanley Urban  
Learning Disabilities

The purpose of this project was to develop a kindergarten curriculum suitable for a rural disadvantaged full-day kindergarten program. This was accomplished by a review of literature including five major theories of curriculum: the enrichment curriculum, the directed teaching curriculum, the cognitive emphasis curriculum, the custodial care curriculum, and the combination curriculum. A combination curriculum was decided on and specific curriculums were reviewed for further content and design. Curriculums from nearby schools were reviewed and blended with the textbooks and areas of content felt necessary by the school's kindergarten teachers.

## MINI-ABSTRACT

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The purpose of this project was to develop a kindergarten curriculum suitable for a rural disadvantaged full-day kindergarten program. This was accomplished by a review of literature including five major theories of curriculum. A combination curriculum was chosen and blended with the specific needs of the children in the school district.

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## Chapter 1

### Introduction

This project is being conducted in order to design an appropriate Kindergarten Curriculum for a full-day kindergarten program in a poor rural K-8 district in Cape May County. The school includes children with a variety of learning disabilities within the regular classroom. There are many children at risk for disabilities due to several factors including socio-economic status, lack of pre-school experience, single-parent homes, and parents who may be substance abusers. The classes receive in-class support as needed along with in-class Basic Skills instruction and 1-2 class language lessons per week by the Speech/Language Specialist.

The 1990 census information reports that the community had 2,678 residents, 61.2% male and 38.8% female. Of these residents 56% were reported to be caucasian, 30% black, 16% hispanic origin, and 13% of other races. There were 684 households reported and 514 families. 12% of the population was receiving welfare and 15% were receiving food stamps. 22.24% of the families were living below the poverty rate. Out of the 684 households 159 were reported to contain a married couple with children of their own, 16 were reported to contain single fathers with their own children, and 120 were

reported to contain single mothers with their own children. It was also reported that 106 grandchildren were residing with their grandparents. The average value of homes in the community was \$69,328 and monthly rent ranges from under \$100 to over \$500 with 54% paying \$250-\$500. Finally a total of 1,228 persons aged 16 and over were reported to be unemployed, 938 males and 290 females.

Most of the children do not attend pre-school programs and have few experiences which tend to enrich their language like trips to museums, zoos, etc. A growing number of children in the community are being raised by grandparents and/or other family members including aunts and uncles. This is due in large part to parental involvement with drugs and alcohol which in many cases leads to their being either incapable of properly caring for their children or serving a jail term.

### Need

A revised Kindergarten Curriculum is urgently needed for this district to deal with the challenges of a disadvantaged population. The current curriculum has not been revised in over 10 years and was not written with a full-day program in mind. In addition, the population of the community has changed over the last 10 years requiring more emphasis on pre-school skills which are not being met in the home prior to entrance into kindergarten. The school has also brought special education students back into the regular classroom, thereby creating an additional need to adjust the curriculum.



### Purpose

The purpose of this study is to design a contemporary curriculum for the kindergarten program to meet the changing demographic and social needs of this community.

### Value of the Project

This thesis project will help to devise an educational program that will improve the opportunities for success in primary school for the children in this community.

Observations of the children's performance throughout the primary grades may indicate areas of performance needing revision. The proposed curriculum will provide a baseline of appropriate educational programming which can be revised to meet changing educational needs.

### Overview

In Chapter 2 a review of various theories of curriculum for kindergarten will be reviewed, as well as a few curricula. Chapter 3 will contain the analysis of the data. Chapter 4 will consist of the curriculum itself. Finally, Chapter 5 will contain a summary of the previous chapters.

## Chapter 2

### Curriculum Approaches

There are five models of curricula which are to be reviewed; these include (1) the enrichment curriculum, (2) the directed teaching curriculum, (3) the cognitive emphasis curriculum, (4) the custodial care curriculum, and (5) the combination curriculum. The enrichment curriculum concentrates on teaching the "whole" child by providing opportunities for exploration and child-oriented learning. The directed teaching curriculum utilizes the direct teaching of teacher-selected skills. The cognitive emphasis curriculum is designed to promote thinking skills. The custodial care curriculum meets the needs of working parents and concentrates on care-taking. The combination curriculum combines elements of all four of the above mentioned curricula (Lerner, 1987).

### Combination Curriculum

The children of this elementary school have needs which cut across the four specific curriculum approaches. Therefore, the most appropriate approach is to utilize a combination curriculum. Since the enrichment curriculum concerns all aspects of the

child's growth, including physical, emotional, linguistic, social, and cognitive, its importance to the school district is evident. The direct teaching curriculum is also important because it is both goal oriented towards the child's adaptation into society and future oriented as it concentrates on skills the child will need in the future. The cognitive emphasis curriculum emphasizes the development of areas such as memory, discrimination, problem-solving ability, concept formation, verbal learning, and comprehension, all of which are important for the children in this school. Finally, the custodial care curriculum which could include either an after-school program and/or a breakfast program is important since many of the children's parents are single and/or work outside the home (Lerner, 1987).

#### General Statement

Every aspect of the children's lives and experiences should be considered when creating a curriculum specific to their needs. For example, in considering the population of children at this school it appears that a combination curriculum would be meaningful and appropriate.

#### Review of Research

Research on kindergarten classes throughout the United States is inconsistent and inconclusive. Attendance is mandated in a few states and the long-term effects of mandatory attendance are unclear. The programs across the country vary from half-day to

full-day. It has been found that there are at least short-term benefits to full-day programs for at-risk children. Two-year kindergarten programs, retention, and transitional programs have shown no long-term benefits. The entrance age for kindergarten also has no long-term effects. The most efficacious approach to teaching reading in kindergarten is disputed; however, whole language/language experience approaches are favored (Karweit, 1992).

Omaha's Westside Community Schools have followed through with society's need for full-day kindergarten programs. A committee of early childhood professionals has worked together to gradually change their school district's kindergarten classes from half-day to full-day. The committee saw the need for no more than a 20:1 student-teacher ratio with the assistance of a full-time aide. The program focuses on child-centered activities in their environment. A parent survey of the first class indicated an overall success of the full-day program, both emotionally and academically (Drew and Law, 1990).

In the Kindergarten Center, a socially and economically diverse kindergarten, in Phoenixville, Pennsylvania, the whole language philosophy is used. However, the program reflects a balance of all areas of learning. The staff includes a teacher of English as a Second Language, a speech therapist, a nurse, a reading specialist, and a rhythm and movement teacher. The Center believes that younger children learn best through direct sensory encounters with the world instead of strict academic instruction. They utilize cooperative learning and a hands-on approach. The staff and parents work together taking advantage of a variety of community agencies and associations (Trezza, 1992).

The Idaho Kindergarten Curriculum Guide focuses on the process of administering

the kindergarten program, human elements in the kindergarten program, kindergarten as a cooperative venture, facilities and basic equipment, interest and technology centers, development of the kindergarten curriculum in health and physical education, language arts, mathematics, science, and social studies. The guide includes suggested units, guidelines for equipment, materials, and room plans, sample forms, and a guide to high quality literature for 5- and 6-year-olds appropriate for Idaho kindergartners (Luke, 1990).

When implementing a full-day kindergarten program, preparation is key.

Teachers should be properly prepared through inservice staff development and observation of successful programs. Parents should be actively involved through workshops and invitations to visit the classroom. By mid-year, the kindergarten and first-grade teachers should collaborate to plan for the following year (Fromberg, 1992).

Kindergarten's first priority should be to deal with the nature and needs of the five-year-old. It must account for widely diverse abilities, developmental levels, learning styles and interests. It should be the first step for a good start in school subjects and activities. It should help the child medically, nutritionally, and psychologically. Supporters of full-day kindergarten differ on their concerns for part of the day for child care or a full-day of academics. It is evident, however, that education and care are inseparable. Since schools serve their communities, the benefits for the community should aid in determining the aim in education. In a typical half-day kindergarten program, 125 of the 150 minutes are taken up with non-academic activities. This leaves only 25 minutes for the acquisition of new information and skills, problem-solving, participation in group and creative activities, development or reinforcement of concepts, and discovery or drill. The pace of a full-day

kindergarten is more comfortable for both students and teachers. It allows children to become a "real" part of school which is not always possible in half-day sessions. It also creates a closer collaboration between home and school. It does not necessarily mean more academics, but more time for the social learning aspects of education. By offering a full-day kindergarten program, schools can create a stimulating, but not stressful, educational environment which will serve as a basis for future success in school (Ogens, 1990).

Due to the county's increasing number of working mothers, Maryland's Montgomery County Council met to discuss the possibility of a full-day kindergarten program. The council thought a full-day program taught by kindergarten teachers in the morning and day care by aides in the afternoon would be most appropriate. Balaban addressed the council on positive outcomes of early childhood education. She feels that child care and education must be melded to create a "whole kindergarten" which would utilize direct encounters with materials and events. The environment should be rich in storybook reading and rereading, looking at and handling books, dictating stories, and writing with the teacher in many different forms including lists, labels, messages, and memos. Young children also need time, space, and opportunity to play with the teacher, thereby capturing the "teachable moments" (Balaban, 1990).

Due to the changing economic and social conditions in our society, full-day kindergarten programs becoming more common throughout the country. Full-day kindergarten is a natural outcome of the increasing number of working mothers and the educational need for the preschool-aged children. Teachers are dealing with groups of

children with wide developmental spans dependant on their previous group experiences. The full-day kindergarten program provides a logical format to individualize the curriculum for children with diverse backgrounds. In a full-day program, the teacher is able to get to know the children and families better. The teacher is also able to accommodate for individual differences by expanding on the curriculum. A developmentally appropriate curriculum is important for a successful program. It requires that the activities and materials are age appropriate and take into account individual appropriateness. The success of a full-day kindergarten is also dependent on the types of pressures influencing its development. There is no evidence to suggest that the full-day kindergarten program is in any way detrimental to the child, and in fact, such a program has been found to benefit the child academically, socially, and emotionally (Gullo, 1990).

The Mathematics Kindergarten Curriculum in Millville, New Jersey is designed to help students develop sound mathematical judgement and number sense. Appropriate math vocabulary is built into the curriculum. Problem-solving is emphasized in each of the major skill areas. Continuous review of previously taught skills is a major part of the program (Harris, Merritt, Sergiacomi & Toscano, 1989).

The Science Kindergarten Curriculum in Millville, New Jersey is designed to help students develop an awareness of scientific concepts by exploring the world around them. Concepts and skills are built on one another (Simpkins, Harris, Hurley, Tice, Kocielski, Dutton, Fenili, D'Ambrose, Snell & Lawless, 1990).

The Integrated Kindergarten Curriculum Guide in Washington Township, New Jersey is designed to integrate all areas of Kindergarten readiness into nine progressive

units of learning. The guide is designed to allow the students to discover the world around them and how that world affects them and is affected by them. Curricular areas include social interaction, work habits, friendship, cognitive and motor readiness skills, language development, creative writing, fantasy and reality, child's personal knowledge of self, literature appreciation, critical thinking, sequencing, wants and needs of living things, day and night cycles, travel and transportation, use of five senses, comparison and contrast, cause and effect, terminology content areas, knowledge of seasons and holidays (Upperman, Lerch, Blome & Small, 1993).

The High/Scope's Cognitively Oriented Preschool Curriculum represents an attempt to construct a developmentally valid educational framework for children who are functioning in what Piaget calls the "preoperational" period of development. It exercises and challenges the capacities of the learner that are emerging at a given developmental stage, encourages and helps the learner to develop his or her unique pattern of interests, talents and long-term goals, and presents the learning experience when the learner is developmentally best able to master, generalize and retain that which is learned and relate it to previous experiences and future expectations (Hohmann, Banet & Weikart, 1979).



## Chapter 3

### Introduction

The purpose of this study is to design a Kindergarten Curriculum for a full-day kindergarten program in a poor rural K-8 district in Cape May County.

### Collection of Data

The theories and philosophies of kindergarten curriculum were researched and specific curriculum guides were reviewed. The theories and philosophies researched included enrichment curriculum, the directed teaching curriculum, the cognitive emphasis curriculum, the custodial care curriculum, and the combination curriculum. A combination curriculum was chosen as most appropriate for the children at this school. The curriculum guides reviewed included Idaho Kindergarten Curriculum Guide, Millville Kindergarten Curriculum Guide, Washington Township Public Schools Integrated Kindergarten Curriculum Guide, and the High/Scope Preschool Curriculum Guide.

### Analysis of the Data

These philosophies and curriculum guides will be integrated in Chapter 4 to create a program appropriate for the kindergarten curriculum at this school. A combination curriculum was chosen because the children have a variety of needs which cannot be met through the use of a single curriculum philosophy or theory. These children need to be taught how to take care of their personal health needs such as washing their hands after using the bathroom or blowing their noses. They also need to be taught cognitive skills such as alphabet recognition and how the letter sounds are used to make words. A variety of teaching methods are also needed such as direct instruction and the use of manipulatives.

## Chapter 4

This chapter consists of the Kindergarten Curriculum which was researched in the previous three chapters.

## Kindergarten Readiness Unit I

### Objectives:

- \*To introduce and develop social interaction
- \*To introduce and develop proper work habits
- \*To develop listening skills
- \*To develop the ability to follow directions
- \*To introduce and reinforce cognitive readiness skills
- \*To introduce and reinforce motor readiness skills
- \*To introduce seasonal activities

### I. Content/Skills

#### A. Social Interaction

1. Safety (personal, home, school, bus, and class).
2. Student responsibility
3. Student cooperation
4. Self/family concepts
5. Student self-control

#### B. Work Habits

1. Student properly uses materials
2. Student works independently, neatly, quietly, and carefully
3. Student takes turns

#### C. Listening Skills

#### D. Following Directions

#### E. Cognitive Readiness Skills

1. Letters Aa to Zz
2. Rhyming
3. Colors
4. Shapes
5. Vocabulary
6. Numbers
7. Graphs
8. Name

#### F. Motor Readiness Skills

1. Gross motor skills
2. Fine motor skills

#### G. Seasonal Activities

### II. Learning Activities

- A. The following learning activities may be used for any or all of the social interaction, work habits, listening, and following directions skills listed:

- 1.circle time
  - 2.show and tell
  - 3.play time
  - 4.drawing activities
  - 5.sharing stories
  - 6.teacher-selected activities
- B.Cognitive Readiness Skills**
- 1.Letter Aa to Zz
    - a.introduce uppercase letters A to Z
    - b.introduce lowercase letters a to z
    - c.introduce Aa to Zz sequence orally
    - d.introduce Aa to Zz sequence in written form
  - 2.Rhyming
    - introduce rhyming
  - 3.Colors
    - a.identify colors (red, green, yellow, blue, orange, brown, purple, black)
    - b.name colors
    - c.sort by colors
  - 4.Shapes
    - a.identify shapes (circle, square, rectangle, triangle)
    - b.name shapes
    - c.sort shapes
  - 5.Vocabulary
    - introduce 1 color word (red, green, yellow, blue, orange, brown, purple or black)
  - 6.Numbers
    - a.introduce number recognition
    - b.practice counting
  - 7.Graphs
    - introduce use of graphs
  - 8.Name
    - identify first name
- C.Motor Readiness Skills**
- 1.Gross motor skills
    - participate in indoor and/or outdoor play activities
  - 2.Fine motor skills
    - a.introduce right and left
    - b.introduce cutting, pasting, gluing, tracing, and proper writing form of first name
    - c.introduce journals (drawing and/or writing)
  - 3.Seasonal Activities
    - a.introduce Columbus Day

- b.introduce Veteran's Day
- c.introduce Autumn as a Season
- d.introduce characteristics of Autumn

### **III. Suggested Materials**

- A. Teacher-selected literature, materials, and activities
- B. Reading Mastery I Fast Cycle Books A and B
- C. Getting Ready to Read - Houghton-Mifflin
- D. Exploring Mathematics - Scott Foresman
- E. Experience paper and drawing paper
- F. Scott Foresman manipulatives and classroom manipulatives
- G. Designated classroom areas (kitchen, block area, etc.)
- H. Calendar, records, games, and charts
- I. Physical education equipment
- J. Audio-visual equipment
- K. Art supplies
- L. Art, music, and physical education resources

### **IV. Student Evaluation**

- A. Informal teacher assessment
- B. Teacher observation
- C. Student work (worksheets, art projects, journals, etc.)
- D. Student participation in class activities and discussions

## Kindergarten Readiness Unit II

### Objectives:

- \*To introduce the concept of friendship
- \*To introduce and reinforce sequencing
- \*To promote language development
- \*To introduce and reinforce creative writing
- \*To introduce and reinforce cognitive readiness skills
- \*To reinforce motor readiness skills
- \*To introduce seasonal activities

### I. Content/Skills

- A. Friendship
- B. Sequencing
- C. Language Development
  - 1. Student speaks in complete sentences
  - 2. Student distinguishes between "asking" and "telling" sentences
- D. Creative Writing
- E. Cognitive Readiness Skills
  - 1. Letters Aa to Zz
    - a. Visual discrimination
    - b. Auditory discrimination
  - 2. Vocabulary
    - a. reading book words
    - b. color words
  - 3. Patterns
  - 4. Sorting
- F. Motor Readiness Skills
  - 1. Gross motor skills
  - 2. Fine motor skills
- G. Seasonal Activities

### II. Learning Activities

- A. Friendship
  - 1. introduce the concept of friendship
  - 2. teacher-selected activities
  - 3. circle time
  - 4. show and tell
  - 5. cooperative play time

- 6.introduce multi-cultural activities
- B. Sequencing
  - retelling stories in sequence
- C. Language Development
  - 1.modeling correct language patterns
  - 2.teacher-selected activities
  - 3.circle time
  - 4.show and tell
- D. Creative Writing
  - continue journal writing
- E. Cognitive Readiness Skills
  - 1. Letters Aa to Zz
    - a.reinforce Aa to Zz sequence
    - b.reinforce letter recognition
    - c.introduce letter sounds
  - 2. Vocabulary
    - a.introduce sight words
    - b.introduce one color word
  - 3. Patterns
    - introduce and recognize patterns
  - 4. Sorting
    - practice sorting by likenesses and differences
- F. Motor Readiness Skills
  - 1. Gross motor skills
    - participate in indoor and/or outdoor play activities
  - 2. Fine motor skills
    - a.practice writing letters
    - b.practice tracing shapes
    - c.reproduce patterns
    - d.practice cutting, pasting, gluing, tracing
    - e.practice proper writing form of first name
- G. Seasonal Activities
  - 1.introduce Veteran's Day
  - 2.introduce Thanksgiving

### **III. Suggested Materials**

- A. Teacher-selected literature, materials, and activities
- B. Reading Mastery I Fast Cycle Books A and B
- C. Getting Ready to Read - Houghton-Mifflin
- D. Exploring Mathematics - Scott Foresman
- E. Scott Foresman manipulatives
- F. Classroom manipulatives
- G. Experience paper, drawing paper



- H.Designated classroom areas
- I.Calendar, records, games, charts
- J.Physical education equipment
- K.Art, music, and physical education resources

**IV. Student Evaluation**

- A.Informal teacher assessment
- B.Teacher Observation
- C.Student work (worksheets, art projects, journals, etc.)
- D.Student participation in class activities and discussions

## Kindergarten Readiness Unit III

### Objectives:

- \*To introduce the concept of wants and needs for living things
- \*To familiarize students with language(terminology) of content areas
- \*To develop an understanding of main ideas and details
- \*To reinforce creative writing
- \*To introduce and reinforce cognitive readiness skills
- \*To reinforce motor readiness skills
- \*To introduce seasonal activities

### I. Content/Skills

- A. Concepts of Wants and Needs for Living Things
- B. Language (Terminology) of Content Areas
  - 1. more/less
  - 2. sets
- C. Main Ideas and Details
- D. Creative Writing
- E. Cognitive Readiness Skills
  - 1. Letters Aa to Zz
    - a. Visual discrimination
    - b. Auditory discrimination
  - 2. Vocabulary
    - a. reading book words
    - b. color words
  - 3. Classifying
  - 4. Numbers
- F. Motor Readiness Skills
  - 1. Gross motor skills
  - 2. Fine motor skills
- G. Seasonal Activities

### II. Learning Activities

- A. Concepts of Wants and Needs for Living Things
  - 1. introduce concept that all living things have wants and needs
  - 2. student interacts with peers through cooperative play and teacher-selected activities
- B. Language (Terminology) of Content Areas
  - 1. introduce the use of literary terms
  - 2. introduce the use of science terms
  - 3. introduce the use of mathematical terms

- 4.introduce the terms "set", "more", "less"
- C.Main Ideas and Details
  - 1.introduce main ideas through pictures
  - 2.introduce details through pictures
  - 3.teacher-selected activities
  - 4.dramatic play
  - 5.circle time
  - 6.sharing stories
- E.Cognitive Readiness Skills
  - 1.Letters Aa to Zz
    - a.reinforce Aa to Zz sequence
    - b.reinforce letter recognition
    - c.introduce letter sounds
    - d.reinforce letter sounds
  - 2.Vocabulary
    - a.introduce sight words
    - b.introduce one color word
    - c.introduce two number words
  - 3.Classifying
    - a.practice measuring (weight, length, size, etc.)
    - b.reinforce use of graphs
    - c.practice grouping/sorting (with emphasis on categories and individual units that belong in that category)
  - 4.Numbers
    - a.practice rote counting 1-20
    - b.recognize numbers 0-5
    - c.match sets 0-5
- F.Motor Readiness Skills
  - 1.Gross motor skills
    - participate in indoor and/or outdoor play activities
  - 2.Fine motor skills
    - a.practice writing letters
    - b.practice writing numbers 0-5
- G.Seasonal Activities
  - 1.introduce Martin Luther King's Birthday
  - 2.introduce Winter as a season
  - 3.introduce the characteristics of Winter

### **III. Suggested Materials**

- A. Teacher-selected literature, materials, and activities
- B. Experience paper, drawing paper
- C. Reading Mastery I Fast Cycle Books A and B
- D. Getting Ready to Read - Houghton-Mifflin

- E.Exploring Mathematics - Scott Foresman
- F.Scott Foresman manipulatives
- G.Designated classroom areas
- H.Calendar, records, games, charts, classroom manipulatives
- I.Physical education equipment
- J.Art, music, and physical education resources

**IV. Student Evaluation**

- A.Informan teacher assessment
- B.Teacher observation
- C.Student work (worksheets, art projects, journals, etc.)
- D.Student participation in class activities and discussions

## Kindergarten Readiness Unit IV

### Objectives:

- \*To introduce day and night cycle
- \*To develop an understanding of cause and effect
- \*To introduce and reinforce sequencing events
- \*To reinforce creative writing
- \*To introduce and reinforce cognitive readiness skills
- \*To reinforce motor readiness skills
- \*To introduce seasonal activities
- \*To introduce dental health

### I. Content/Skills

- A. Day and Night Cycle
- B. Cause and Effect
- C. Sequencing Events
- D. Creative Writing
- E. Cognitive Readiness Skills
  - 1. Letters Aa to Zz
    - a. Visual discrimination
    - b. Auditory discrimination
  - 2. Vocabulary
    - a. reading book words
    - b. color words
    - c. number words
  - 3. Positional Terms
  - 4. Numbers
- F. Motor Readiness Skills
  - 1. Gross motor skills
  - 2. Fine motor skills
- G. Seasonal Activities
- H. Dental Health

### II. Learning Activities

- A. Day and Night Cycle
  - 1. introduce sun, moon, stars
  - 2. compare and contrast day and night activities
  - 3. teacher-selected activities
  - 4. dramatic play
  - 5. sharing stories
  - 6. circle time

- B. Cause and Effect
  - introduce cause and effect through pictures and literature
- C. Sequencing Events
  - 1. dramatic play
  - 2. teacher-selected materials
  - 3. stories
- D. Creative Writing
  - continue journal writing
- E. Cognitive Readiness Skills
  - 1. Letters Aa to Zz
    - a. reinforce Aa to Zz sequence
    - b. reinforce letter recognition
    - c. introduce letter sounds
    - d. reinforce letter sounds
    - e. introduce use of beginning sounds
  - 2. Vocabulary
    - a. introduce sight words
    - b. introduce one color word
    - c. introduce two number words
  - 3. Positional Terms
    - a. introduce above/below
    - b. introduce over/under
  - 4. Numbers
    - a. practice rote counting 1-20
    - b. recognize numbers 0-10
    - c. match sets 0-10
    - d. introduce whole/half
- F. Motor Readiness Skills
  - 1. Gross motor skills
    - participate in indoor and/or outdoor play activities
  - 2. Fine motor skills
    - practice writing letters
    - practice writing numbers 0-5
- G. Seasonal Activities
  - 1. introduce Martin Luther King's Birthday
  - 2. introduce Lincoln's Birthday
  - 3. introduce Washington's Birthday
  - 4. reinforce Winter as a season
  - 5. reinforce the characteristics of Winter
- H. Dental Health
  - teacher-selected activities or guest speaker/nurse

### **III. Suggested Materials**

- A. Teacher-selected literature, materials, and activities
- B. Experience paper, drawing paper
- C. Reading Mastery I Fast Cycle Books A and B
- D. Getting Ready to Read - Houghton-Mifflin
- E. Exploring Mathematics - Scott Foresman
- F. Scott Foresman manipulatives
- G. Designated classroom areas
- H. Calendar, records, games, charts
- I. Pictionaries
- J. Physical education equipment
- K. Art, music, and physical education resources

### **IV. Student Evaluation**

- A. Informal teacher assessment
- B. Teacher observation
- C. Student work (worksheets, art projects, journal, etc.)
- D. Student participation in class

## Kindergarten Readiness Unit V

### Objectives:

- \*To distinguish fantasy from reality
- \*To reinforce creative writing
- \*To introduce and reinforce cognitive readiness skills
- \*To reinforce motor readiness skills
- \*To introduce seasonal activities

### I. Content/Skills

- A. Fantasy and Reality
- B. Creative Writing
- C. Cognitive Readiness Skills
  - 1. Letters Aa to Zz
  - 2. Vocabulary
    - a. reading book words
    - b. color words
    - c. number words
  - 3. Ordinal Numbers
  - 4. Positional Terms
  - 5. Numbers
  - 6. Graphs
  - 7. Money
- D. Motor Readiness Skills
  - 1. Gross motor skills
  - 2. Fine motor skills
- E. Seasonal Activities

### II. Learning Activities

- A. Fantasy and Reality
  - 1. teacher-selected activities
  - 2. dramatic play
  - 3. sharing stories
  - 4. circle time
  - 5. introduce fantasy and reality through pictures and literature
- B. Creative Writing
  - continue journal writing
- C. Cognitive Readiness Skills
  - 1. Letters Aa to Zz
    - a. reinforce Aa to Zz sequence
    - b. reinforce letter recognition



- c.introduce letter sounds
  - d.reinforce letter sounds
  - e.reinforce use of beginning sounds
- 2.Vocabulary
  - a.introduce sight words
  - b.introduce one color word
  - c.introduce two number words
- 3.Ordinal Numbers
  - introduce first, second, third, etc.
- 4.Positional Term
  - introduce first, middle, last, between
- 5.Numbers
  - a.reinforce number recognition
  - b.introduce sequencing 0-10
- 6.Graphs
  - reinforce use of graphs
- 7.Money
  - introduce penny, nickel, dime
- D.Motor Readiness Skills
  - 1.Gross motor skills
    - participate in indoor and/or outdoor play activities
  - 2.Fine motor skills
    - a.practice writing letters on lined paper
    - b.practice writing first name on lined paper
- E. Seasonal Activities
  - 1.reinforce Winter as a season
  - 2.reinforce characteristics of Winter

### **III. Suggested Materials**

- A.teacher-selected literature, materials, and activities
- B.Experience paper, drawing paper
- C.Reading Mastery I Fast Cycle Books A and B
- D.Getting Ready to Read - Houghton-Mifflin
- E.Exploring Mathematics - Scott Foresman
- F.Classroom manipulatives
- G.Pictionaries
- H.Designated classroom areas
- I.Calendar, records, games, charts
- J.Physical education equipment
- K.Art, music, and physical education resources

**IV. Student Evaluation**

- A. Informal teacher assessment
- B. Teacher observation
- C. Student work (worksheets, art projects, journals, etc.)
- D. Student participation in class activities and discussions

## Kindergarten Readiness Unit VI

### Objectives:

- \*To develop the skill to compare and contrast
- \*To reinforce child's proper identification
- \*To reinforce creative writing
- \*To introduce and reinforce cognitive readiness skills
- \*To reinforce motor readiness skills
- \*To introduce seasonal activities

### I. Content/Skills

- A. Comparison and Contrast
  - Showing opposite relations
- B. Child's Proper Identification
- C. Creative Writing
- D. Cognitive Readiness Skills
  - 1. Letters Aa to Zz
    - a. Visual discrimination
    - b. Auditory discrimination
  - 2. Vocabulary
    - a. reading book words
    - b. color words
    - c. number words
  - 3. Positional Terms
  - 4. Numbers
  - 5. Money
- E. Motor Readiness Skills
  - 1. Gross motor skills
  - 2. Fine motor skills
- F. Seasonal Activities

### II. Learning Activities

- A. Comparison and Contrast
  - Showing opposite relations
    - a. teacher-selected activities
    - b. dramatic play
    - c. circle time
    - d. sharing stories
    - e. introduce comparison and contrast through literature and pictures
    - f. show the difference between city and country living

**B. Child's Proper Identification**

1. reinforce child's full name
2. reinforce child's address
3. reinforce child's phone number

**C. Creative Writing**

continue journal writing

**D. Cognitive Readiness Skills**

**1. Letters Aa to Zz**

- a. reinforce Aa to Zz sequence
- b. reinforce letter recognition
- c. introduce two letter sounds
- d. reinforce letter sounds
- e. reinforce use of beginning sounds

**2. Vocabulary**

- a. introduce sight words
- b. introduce one color words
- c. introduce two number words
- d. introduce familiar signs

**3. Positional Terms**

introduce in/out

**4. Numbers**

- a. reinforce number recognition 0-10
- b. practice sequencing 0-10
- c. practice rote counting 1-50

**5. Money**

introduce quarter

**E. Motor Readiness Skills**

**1. Gross motor skills**

participate in indoor and/or outdoor play activities

**2. Fine motor skills**

- a. practice writing letters on lined paper
- b. practice writing first name on lined paper

**F. Seasonal Activities**

1. introduce Spring as a season
2. introduce characteristics of Spring
3. introduce Lincoln's Birthday
4. introduce Washington's Birthday

**III. Suggested Materials**

- A. Teacher-selected literature, materials, and activities
- B. Experience paper, drawing paper
- C. Reading Mastery I Fast Cycle Books A and B
- D. Getting Ready to Read - Houghton-Mifflin

- E.Exploring Mathematics - Scott Foresman
- F.Scott Foresman manipulatives
- G.Classroom manipulatives
- H.Designated classroom areas
- I.Calendar, records, games, charts
- J.Physical education equipment
- K.Audio-visual equipment
- L.Art, music, and physical education resources

**IV. Student Evaluation**

- A.Informal teacher assessment
- B.Teacher observation
- C.Student work (worksheets, art projects, journals, etc.)
- D.Student participation in class activities and discussions

## Kindergarten Readiness Unit VII

### Objectives:

- \*To develop an appreciation of literature
- \*To understand the concept of reading for pleasure
- \*To reinforce creative writing
- \*To introduce and reinforce cognitive readiness skills
- \*To reinforce motor readiness skills
- \*To introduce seasonal activities

### **I. Content/Skills**

- A.Literature Appreciation
- B.Reading for Pleasure
- C.Creative Writing
- D.Cognitive Readiness Skills
  - 1.Letters Aa to Zz
    - a. Visual discrimination
    - b.Auditory discrimination
  - 2.Vocabulary
    - a.reading book words
    - b.color words
    - c.number words
  - 3.Numbers
  - 4.Money
  - 5.Addition
  - 6.Graphs
- E.Motor Readiness Skills
  - 1.Gross motor skills
  - 2.Fine motor skills
- F.Seasonal Activities

### **II. Learning Activities**

- A.Literature Appreciation
  - 1.teacher-selected activities
  - 2.students share and discuss favorite stories
  - 3.circle time
  - 4.creating stories
- B.Reading for Pleasure
  - 1.teacher-selected materials
  - 2.students share and discuss favorite stories
  - 3.circle time

- 4. creating stories
- C. Creative Writing
  - continue journal writing
- D. Cognitive Readiness Skills
  - 1. Letters Aa to Zz
    - a. reinforce Aa to Zz sequence
    - b. reinforce letter recognition
    - c. introduce two letter sounds
    - d. reinforce letter sounds
    - e. reinforce use of beginning sounds
  - 2. Vocabulary
    - a. introduce sight words
    - b. introduce one color word
    - c. introduce two number words
  - 3. Numbers
    - a. reinforce number recognition 0-10
    - b. practice sequencing 0-10
  - 4. Money
    - reinforce money
  - 5. Addition
    - a. introduce the concept of addition
    - b. practice problem solving
  - 6. Graphs
    - reinforce the use of graphs
- E. Motor Readiness Skills
  - 1. Gross motor skills
    - participate in indoor and/or outdoor play activities
  - 2. Fine motor skills
    - a. practice writing on lined paper
    - b. practice writing first name on lined paper
- F. Seasonal Activities
  - 1. reinforce Spring as a season
  - 2. reinforce characteristics of Spring
  - 3. introduce Arbor Day

### **III. Suggested Materials**

- A. Teacher-selected literature, materials, and activities
- B. Experience paper, drawing paper
- C. Reading Mastery I Fast Cycle Books A and B
- D. Getting Ready to Read - Houghton-Mifflin
- E. Exploring Mathematics - Scott Foresman
- F. Scott Foresman manipulatives
- G. Classroom manipulatives

- H.Designated classroom areas
- I.Calendar, records, games, charts
- J.Physical education equipment
- K.Audio-visual equipment
- L.Art, music, and physical education resources

**IV. Student Evaluation**

- A.Informal teacher assessment
- B.Teacher observation
- C.Student work (worksheet, art projects, journals, etc.)
- D.Student participation in class activities and discussions



## Kindergarten Readiness Unit VIII

### Objectives:

- \*To develop the use of critical thinking skills
- \*To reinforce creative writing
- \*To introduce and reinforce cognitive readiness skills
- \*To reinforce motor readiness skills
- \*To introduce seasonal activities

### **I. Content/Skills**

#### A. Critical Thinking Skills

1. Imagery
2. Inferences
3. Predicting

#### B. Creative Writing

#### C. Cognitive Readiness Skills

1. Letters Aa to Zz
  - a. Visual discrimination
  - b. Auditory discrimination
2. Vocabulary
  - a. reading book words
  - b. color words
  - c. number words
3. Numbers
4. Subtraction
5. Rhyming

#### D. Motor Readiness Skills

1. Gross motor skills
2. Fine motor skills

#### E. Seasonal Activities

### **II. Learning Activities**

#### A. Critical Thinking Skills

1. teacher-selected activities
2. reading or telling stories without visual aids
3. circle time
4. creating stories
5. use predictable books
6. use high-level questioning techniques

#### B. Creative Writing

- continue journal writing

### C.Cognitive Readiness Skills

#### 1.Letters Aa to Zz

- a.reinforce Aa to Zz sequence
- b.reinforce letter recognition
- c.introduce two letter sounds
- d.reinforce letter sounds
- e.reinforce use of beginning sounds

#### 2.Vocabulary

- a.introduce sight words
- b.introduce one color word
- c.introduce two number words

#### 3.Numbers

- a.reinforce number recognition 0-10
- b.practice sequencing 0-10
- c.practice rote counting 1-100

#### 4.Subtraction

- a.introduce the concept of subtraction
- b.practice problem solving

#### 5.Rhyming

- match rhyming pictures

### D.Motor Readiness Skills

#### 1.Gross motor skills

- participate in indoor and/or outdoor play activities

#### 2.Fine motor skills

- a.practice writing on lined paper
- b.practice writing first name on lined paper

### E. Seasonal Activities

- 1.reinforce Spring as a season
- 2.reinforce characteristics of Spring

## III. Suggested Materials

- A.Teacher-selected literature, materials, and activities
- B.Experience paper, drawing paper
- C.Reading Mastery I Fast Cycle Books A and B
- D.Getting Ready to Read - Houghton-Mifflin
- E.Exploring Mathematics - Scott Foresman
- F.Scott Foresman manipulatives
- G.Classroom manipulatives
- H.Designated classroom areas
- I.Calendar, records, games, charts
- J.Physical education equipment
- K.Audio-visual equipment
- L.Art, music, and physical education resources

**IV. Student Evaluation**

A. Informal teacher assessment

B. Teacher observation

C. Student work (worksheets, art projects, journals, etc.)

D. Student participation in class activities and discussions

## Kindergarten Readiness Unit IX

### Objectives:

- \*To develop an awareness of the importance of writing
- \*To introduce the concept of travel and transportation
- \*To develop the use of more detailed language skills
- \*To develop an awareness of the five senses
- \*To reinforce creative writing
- \*To introduce and reinforce cognitive readiness skills
- \*To reinforce motor readiness skills
- \*To introduce seasonal activities

### I. Content/Skills

- A.Importance of Writing
- B.Travel and Transportation
- C.Language Skills
  - 1.naming words
  - 2.action words
  - 3.describing words
- D.Five Senses
- E.Cognitive Readiness Skills
  - 1.Letters Aa to Zz
    - a.Visual discrimination
    - b.Auditory discrimination
  - 2.Numbers
  - 3.Graphs
  - 4.Addition/Subtraction
  - 5.Time
- F.Motor Readiness Skills
  - 1.Gross motor skills
  - 2.Fine motor skills
- G.Seasonal Activities

### II. Learning Activities

- A.Importance of Writing
  - 1.teacher-selected activities
  - 2.cicle time
  - 3.sharing stories
  - 4.continue journal writing
- B.Travel and Transportation
  - 1.introduce students to the concept of travel

- 2.introduce a variety of transportation modes
- C.Language Skills
  - 1.introduce naming words
  - 2.introduce action words
  - 3.introduce describing words
- D.Five Senses
  - 1.introduce the concept of five senses
  - 2.practice use of the five senses orally or in writing
- E. Cognitive Readiness Skills
  - 1.Letters Aa to Zz
    - a.reinforce Aa to Zz sequence
    - b.reinforce letter recognition
    - c.introduce letter sounds
    - d.reinforce letter sounds
    - e.review use of beginning sounds
  - 2.Numbers
    - a.reinforce number recognition 0-10
    - b.practice sequencing 0-10
    - c.practice rote counting 1-100
  - 3.Graphs
    - reinforce the use of graphs
  - 4.Addition/Subtraction
    - a.review the concepts of addition and subtraction
    - b.practice problem solving
  - 5.Time
    - introduce the concept of time
- F.Motor Readiness Skills
  - 1.Gross motor skills
    - participate in indoor and/or outdoor play activities
  - 2.Fine motor skills
    - a.practice writing on lined paper
    - b.practice writing first name on lined paper
- G.Seasonal Activities
  - 1.introduce Arbor Day
  - 2.introduce Flag Day
  - 3.introduce the concept of Summer
  - 4.introduce characteristics of Summer

### **III. Suggested Materials**

- A.Teacher-selected literature, materials, and activities
- B.Experience paper, drawing paper
- C.Reading Mastery I Fast Cycle Books A and B
- D.Getting Ready to Read - Houghton-Mifflin

- E. Exploring Mathematics - Scott Foresman
- F. Scott Foresman manipulatives
- G. Classroom manipulatives
- H. Designated classroom areas
- I. Calendar, records, games, charts
- J. Physical education equipment
- K. Audio-visual equipment
- L. Art, music, and physical education resources

**IV. Student Evaluation**

- A. Informal teacher assessment
- B. Teacher observation
- C. Student work (worksheets, art projects, journals, etc.)
- D. Student participation in class activities and discussions

## Chapter 5

### Summary

Several kindergarten curricula have been researched and reviewed in order to ascertain the most appropriate curriculum for a full-day program in a small, poor, rural school district. Curricula from specific school districts as well as components deemed important in other schools were reviewed. These curricula and components greatly influenced the development of this kindergarten curriculum, which utilizes the theory of a combination curriculum.

### Suggestions for Further Study

This curriculum will be given to the Curriculum Coordinator in this school district. Since the district is in the process of re-writing their curriculum, it is expected that this curriculum or components of it will be used in the new curriculum.

Obviously, things sometimes look wonderful on paper, but tend to be less successful when implemented. Therefore, if further research were to be done, it is suggested that actual observations of the kindergarten curricula be conducted.

It is also suggested that teachers consider the specific make-up of their class when implementing the curriculum. Different classes progress at different rates and therefore, no timeline was put on the units in this curriculum. It should be noted, however, that the first unit will most likely take longer because the teacher and the students are spending a good deal of time getting to know each other as well as understanding each other's

expectations.

This curriculum should be carefully considered and implemented as this first year lays the groundwork for future enjoyment and success in school.



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