

CURRICULUM OVERVIEW

Bible

Text: Leading Little Ones to God by Marian M. Schoolland

Basic Bible doctrine will be taught concerning who God is, His creation, sin, God's law, Jesus Christ, salvation, the work of the Holy Spirit, becoming and living as a Christian, prayer, the church, Heaven, Hell and Christ's return. ABeka Bible pictures will be used as well as acting out lessons where appropriate. In the month of December we will review a history of redemption using symbols of Old Testament history and prophecy that looked forward to the coming of the Messiah. Memory verses are sung and signed with sign language and recited weekly. Catechism questions and answers are explained, recited and reviewed together. Hymns, as well as songs about Bible truths and the books of the Bible will be sung and regularly reviewed. Teacher lead prayer as well as student encouraged prayer will be incorporated.

Language

Text: Bob Jones Beginnings

Teacher-read stories will be used to develop good listening and comprehension skills as well as daily recitation of thematic and seasonal poems. Experience stories and letters will be dictated together as a class as well as individually later in the year. This activity will be used to reinforce verbal expression of a complete thought, use of punctuation marks such as commas, periods, question marks, and exclamation marks. We also practice simple spelling and will journal our own simple sentences with drawn pictures.

Phonemic Awareness, Phonics, Reading and Spelling

Text: Bob Jones Beginnings ; Phonics for Reading and Spelling by Bonnie L. Dettmer; Phonemic Awareness in Young Children by Marilyn Jager Adams...

Sentence School: Quick, Active Lessons that Build Sentence Skills Handwriting Without Tears; Heidi Songs- www.heidisongs.com

Phonemic Awareness, an essential pre-reading skill, is the ability to hear and manipulate sounds (phonemes) within a one-syllable word in your head. Each day we will do phonemic awareness games activities which involve counting and saying sounds, adding and deleting sounds, changing sounds, comparing words, blending sounds and creating rhyming words. Building of the students' phonemic awareness will continue throughout the year since it is proven to be such a strong determinant of a child's success in learning to read and write.

Letters are first introduced through *Zoo-phonics*, which uses pictorial mnemonics (animal letters) and body movements (kinesthetic mnemonic) to help "cement" the information into the memory. We begin with short-vowels. Soon we will be blending sounds together, reading and writing

words as well as “nonsense words” and eventually short sentences. The Bob Jones curriculum introduces words in families so children can see the word patterns. We often will sing-spell the “service words”, (sight words in the Bob Jones curriculum), but the use of phonetic skills are regularly emphasized and encouraged. Later, a ring of phonogram cards (phonogram means ‘sound write’) adapted from *Phonic for Reading and Spelling* will be sent home for review. This set of 61 sound cards and 5 rule cards begins with single letter phonograms and progresses to multi letter phonograms. They are in the order in which they are taught in class. Songs, action chants and games are incorporated to provide an age appropriate and multi-sensory approach to learning the complex skill of reading and simple spelling.

Phonics rules and word patterns, using the Bob Jones phonics characters as well as fun songs and chants (many from Heidi Songs) will be learned to teach simple spelling skills. We will mark short and long vowels, slash silent letters and use our erasable colored pencils to color phonograms within words. This help us to “see” the smaller units in the words and to encourage our decoding (reading) and encoding (spelling) skills. I anticipate that the kindergarten children will reach various levels of proficiency in reading and spelling but all are expected to be at least “emergent” readers and spellers by the school year’s end. My goal is that all students will master short-vowel words with consonant blends and have at least emergent skills at reading common words with the long vowel- silent e pattern as well as other vowel patterns.

Bob Jones Readers will be sent home to stay and be read at home after they are read in class. Phonics Stories, which apply to the Bob Jones units and have teacher or parent read guiding questions, will be sent home for further practice after they are read together from an overhead projector at school. Later in the year the Reading Binders with specific skill and reading practice sheets will help you reinforce the phonetic skills taught. Other various level readers will also be used later in the year. My goals are to develop the mechanics of reading, comprehension of what is read, good oral reading expression and to encourage a love for reading.

Handwriting

Text: Handwriting Without Tears

A multisensory approach with wooden lines and curves, and chalk on chalkboards will be used before we focus on a lot of paper writing. Your child will first write his name in capitals, then later in case sensitive letters. We use hand signals to notice the differences between capitals and the tall, small or descending lowercase letters. Many fun and creative action songs are sung to teach and reinforce challenging handwriting skills.

Our first paper has gray blocks for writing capital letters and the we will use two-line paper in our books or three lined paper for writing names on papers and in our whiteboard writing work. The children are encouraged to develop a correct pencil hold as well as proper paper positioning and body posture. The handwriting books will stay in school until they are completed, but I will periodically send them home for you to see your child’s work. The pre-cursive handwriting style on the *Bob Jones Beginnings* papers as well as the numbers in *ABeka Number Skills* will be either skipped or adjusted. A copy of the style in which the letters are taught is available in this folder.

Arithmetic

Text: A Beka Number Skills K-Arithmetic and SRA Real Math

The children will count, recognize, and learn to understand and use numerals from 1-100. Simple place value of the ones and tens place will be practiced and applied regularly. Calendar activities include weeks, months, today, yesterday and tomorrow concepts and ability to apply them. They will count by 10's, 5's, and 2's to 100. Many hands on activities, songs and chants will help develop understanding of shapes, patterns, positioning, measurement, sorting by attributes, graphs and number concepts. Understanding of more and less and addition facts to 10 and subtraction facts to 8 will be explored and learned. Simple story problems and daily application within the classroom reinforces many number skills. The children work on the skill of telling time—the hour, half hour and quarter hour and an understanding of the use of money—identifying and understanding the value of coins and the dollar bill. Specific games and playful activities are a wonderful way that we use our math skills regularly in the classroom.

Science

**Text: Carson-Dellosa's Hands on Science and The Wild Goose Company Science Puzzles
National Wildlife Federation *Big Back Yard* and miscellaneous books**

Unit studies throughout the year involve the use of our five senses to explore God's world, to wonder at and appreciate His creative work. Our nature studies include insects, trees, animals, birds, plants & flowers. Each season will be explored for the unique qualities of weather, animal behavior such as migration, hibernation, and the growth of plants. Hands on experiments will be used to explore some laws of nature God has designed. The monthly magazine, *Ranger Rick Jr.* will be used to learn about many interesting animals. Through all these activities my goal is to motivate the children's hearts to love and worship our awesome Creator.

Social Studies

**Text: BJU Beginnings/ ABeka America: Our Great Country
Frank Schaffer Publications Exploring My World / Miscellaneous books**

Our social studies focus will begin with learning about ourselves and broaden to include our families, our communities and a simple understanding of our country and its place in the world. The BJU Unit topics will highlight various areas of our country, such as mountains, rivers and prairies. Simple globe and map skills, such as the location of the five continents, the major oceans and our own country and state will be taught and regularly applied and reviewed. The simple historical background of holidays will be covered. We will learn about Christopher Columbus and the discovery of the New World and the history of the Pilgrims. The children learn about our flag, our current president and famous presidents of the past such as George Washington and Abraham Lincoln. My goal is for the children to appreciate and bless God for our American Heritage.

Art- Music- Gym

Art will involve drawing, painting, cutting and gluing skills in various projects, which tie in to the season or our current unit of study.

Music, taught by Mrs. Lisa Cunningham, is a Bob Jones program with many great supplementary activities. It includes much singing of songs, listening to music, playful activities, and playing “boom whackers” in order to develop basic musical understanding. The children are also introduced to and enjoy listening to the instruments in the orchestra recorded on a cd or played by older students in our school.

Gym, taught by Janice Dolce (Dōl•chā) seeks to develop your child’s physical skills, provide enjoyment through various games and organized activities as well as encourage good sportsmanship. The Kindergartners have gym with the 1st Grade this year.

Thinking and Reasoning Skills

Text: Critical Thinking Co. **Dr. Doo Riddles: Associative Reasoning Activities A-1**
Deductive Thinking Skills: Mind Benders Book 1

Comprehension and deductive reasoning skills are developed through group logic exercises. This encourages problem-solving skills, which are needed for schoolwork. Solving age appropriate riddles require associative reasoning, which involves perceiving relationships between words, ideas and concepts. They are fun and greatly enjoyed by the children. They also encourage the development of creative thought in the children.