

Math

- Order, compare and describe objects by size, length, capacity and weight
- Identify and name basic shapes
- Describe attributes of 2 & 3 dimensional shapes
- Recognize numbers 1-100
- Recognize, sequence and order numbers 1-20
- Solve number problems using number facts and operations
- Sort objects by attributes
- Show an understanding of and use directions, location and position words
- Count with understanding and recognize “how many” in sets of objects
- Solve basic addition and subtraction problems (“some more” and “some went away” problems)
- Estimate number of objects in a set
- Compare sizes to estimate
- Develop an understanding of symmetry
- Order and compare objects by size, length and weight
- Solve for simple math problems using objects, pictures and eventually symbols
- Determine the basic probability of an event
- Use basic graphs (i.e., bar, pictographs, etc.) to compare, interpret and analyze information

- Skip count by 2, 5 and 10
- Identify the passage of time and order of events
- Make equivalent names for numbers
- Find the value of money – penny, nickel, dime and quarter combination
- Find the value of money - \$1, \$5, and \$10
- Count on a number line
- Count backwards
- Identify fractional parts (1/2)
- Estimate money (change and dollars)
- Compare two digit numbers
- Analog clock – Tell time in hours)
- Use function machines to describe numerical relationships

This curriculum guide is designed to give parents and students alike a clear representation of the academic goals and expectations of a particular grade level. Please utilize this information to support your child’s quest to pursue a quality education.

Materials are available to you from our school to assist you with helping your child achieve these academic goals. The materials can be taken home for your own personal use. If you have any questions or concerns, please feel free to contact your child’s classroom teacher.

Sincerely,
Mr. S.L. Jackson, Principal

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KINDERGARTEN CURRICULUM GUIDE

Spencer Technology Academy

*“Moving Students
Beyond the Immediate”*



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A Kindergarten Seahawk Student must have:

Literacy

A. Phonemic Awareness

- Understand that words are composed of speech sounds.
- Distinguish beginning consonant sounds.
- Distinguish final consonant sounds.
- Combine sounds into words.
- Identify rhyming words.
- Produce rhyming words.

B. Knowledge of Books

- Know the parts of a book and their function: title page, author, illustrator, and dedication.
- Track left to right, top to bottom.
- Track words one-to-one in a book.

C. Knowledge of Alphabet

- Recite the letters of the alphabet in sequence.
- Name upper and lower case letters of alphabet.

D. Beginning Phonics Knowledge and Word Knowledge

- Understand alphabet principle: A sequence of letter in a written word represents the sequence of sounds (phonemes) in a spoken word.
- Correspond sounds to letters of the alphabet.
- Recognize some words by sight.

E. Reading Comprehension

- Use own experiences and picture clues to help predict meaning.
- Approximate reading by looking at pictures in text and talking about content.
- Comprehend stories read aloud.
- Retell a story in sequence; re-enact or dramatize parts of stories.

F. Writing and Spelling

- Dictate words and stories.
- Draw a picture that tells a story.
- Label picture with semi-phonetic level spelling (some sound/some letter correspondence).
- Copy upper case and lower case letters of the alphabet.
- Write correctly his/her name.
- Use conventional spelling with small repertoire of words.

G. Listening and Speaking

- Listen attentively and actively to teacher and other students.
- Follow two-step directions
- Express ideas, things creatively, and organize information in ways appropriate to kindergarten.
- Speak in complete sentences.

Technology

Basic Operations and Concepts:

- Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.
- Use a variety of media and technology resources for directed and independent learning activities.

- Communicate about technology using developmentally appropriate and accurate terminology.
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedia) to support learning.

Social, ethical, and human issues:

- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
- Demonstrate positive social and ethical behaviors when using technology.
- Practice responsible use of technology systems and software

Technology productivity tools:

- Use a variety of media and technology resources for directed and independent learning activities.
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

Technology Communication tools:

- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.