

A Kindergarten through 6th grade state
approved elementary school

Inquire ☆ Imagine ☆ Innovate ☆ Inspire

KINDERGARTEN

The Robert Williams School of Arts and Sciences

Kindergarten schedule

8:30 – 9:00 Arrival & Free choice

9:00 – 9:30 Circle/large group time

9:30 – 9:45 Snack

9:45 – 10:45 Small group activities (literacy/math/social studies)

10:45 – 11:30 Outside time

11:30 – 12 Music

12:00 – 12:30 Lunch

12:30 – 1:15 Outside play

1:15 – 2:00 Art/Science

2:00 – 2:30 Snack & quiet activities on stage

2:30 Pick up time

**** Early release Thursdays – pick up at 12:30**

Kindergarten/grade 1 skills

Literacy:	
•Beginning/middle/end sounds	•Sounding out words and writing sentences
•Letter recognition	•Word sorts
•ASL alphabet	•Writing our names
•Upper/lower-case letters	•Silly sentences
•Grammar, punctuation, and sentence structure	•CVC words
•Rhyming words	•Spelling three- and four-letter words
•Counting out syllables	•Recognize digraphs such as sh, ph, th, wh, and ch
•Sight/high frequency words	•Recognize diphthongs such as oi, oy, ow, ou, aw, au, ew, oo, ue,
•Vocabulary	•Pronounce word endings in -ed, -s, and -ing
•Leveled readers	•Segmenting
•Modeling picture stories (Shayne)	•Fiction/nonfiction
•Retelling stories	•Predict events in a story
•David Matteson Picture Stories “yellow books” - drawing/writing their own personal narrative (Each child has their own book that stays at school.)	•Comprehension
•Consonants and vowels	•Inferring meaning from text or pictures
•Consonant blends such as fl, tr, sl, sm, sn, bl, gr, dr, br, pl, gl, and str	•Bossy “r” words
•Short and long vowels	•Rules of capitalization
•Vowel teams ea, oa, ai, ie	•Word families
•Decoding	•Various literacy games
•Silent “e”	•Visual discrimination skills

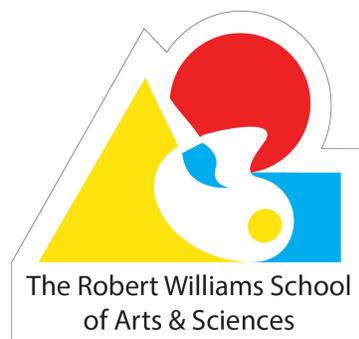
Math:	
•Numbers and number sense	
•Counting, identifying, and writing numbers	
•Counting by twos, threes, fives, tens	
•Mental math	
•Addition and subtraction	
•Making comparisons	
•Shapes and patterns	
•Sorting and classifying	
•Quantity (more and less)	
•Composing/decomposing numbers	
•Graphing	
•Measurement	
•Money	
•Telling time	
•Critical thinking skills	

Social emotional learning:

We have been working hard on our social emotional skills. Connection is so important and what creates a school family. We do our safe keeper box and wish you well ritual each day at group time. The children are learning critical skills of self-regulation, communication, using their Big Voice, and active calming. We always want to be helpful not hurtful. We are learning how to handle big emotions (to be a S.T.A.R.), and how to be kind, caring, compassionate, and empathetic human beings. Each day I help to facilitate communication between the children. They are learning how to problem solve, how to teach others how they want to be treated, and conflict resolution. We role play during large group. They are doing awesome! We also practice active calming together daily.

The Safe Place is somewhere they can go if they feel like they need a break from the group to actively calm before they handle a situation. I am always there to breathe with them when necessary, and to support and guide them through situations or big emotions. In the Safe Place they can be a S.T.A.R, pretzel, balloon, or a drain. They can use the feeling buddies to identify their emotions. They can also draw, read a book, or use the sensory squeeze balls or sensory bottle to help them to self-regulate. They are encouraged to rejoin the group whenever *they* feel ready.

**** Developmentally appropriate Geography, Science, Social Studies, Art, Music, fine and gross motor activities, outdoor play in nature, and social emotional learning are infused throughout each day.**



Inquire
think curiously
Imagine
think beyond
Innovate
think creatively
Inspire
influence excellence in a global society

We believe that arts integration into the curriculum will create academic excellence which in turn will produce critical thinkers who are academically proficient