

Londonderry School District Kindergarten Philosophy

"Through positive social, physical and academic experiences, children enrolled in the Londonderry Kindergarten will enhance their natural enthusiasm for learning, while developing respect for themselves and others."

(© adapted from Shaker Road School, Concord, NH)

- We believe that all children possess the natural ability to learn, and that every child should be challenged to reach his or her highest potential.
- We recognize that the goals and objectives of our kindergarten program must address the needs of the "whole child": academic, social, and emotional.
- We believe that every child deserves the highest level of educational quality we can deliver.
- We acknowledge the kindergarten experience as the first opportunity for educational partnerships among students, parents, teachers and administrators. We are committed to the establishment and success of all such relationships.
- We acknowledge our teachers as critical contributors to both individual and overall achievement. We are absolutely committed to providing them with:
 - ◆ the tools necessary for success;
 - ◆ the freedom to focus on helping children learn;
 - ◆ extensive opportunities for training and professional development;
- We believe that our curriculum and instructional methods must account for diverse learning styles, and yet deliver consistency and reliability of results.
- We believe our decisions regarding curriculum and instruction must be grounded in research, which defines sound, early-childhood practices.
- We intend for Kindergarten activities to:
 - ◆ promote and reinforce each child's self-esteem;
 - ◆ develop respect for cultural and personal diversity;
 - ◆ provide support for the concepts of integrity and good character.
- We believe that continuous improvement of the overall process, and of the results achieved by each student, are essential.
- We believe that our success requires a well-defined system of assessment disciplines and processes, frequently measuring progress against both internal benchmarks and external standards.

Matthew Thornton School

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South School

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North School

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Moose Hill School

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For more information regarding district curriculum, go to:
www.londonderry.org

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Londonderry School District

2011 - 2012

Kindergarten Curriculum Guide for Parents

| Language Arts | Mathematics | Communication | Science and Social Studies | Fine Motor Skills | Gross Motor Skills | Health, Social/Emotional |
|--|--|---|---|---|--|--|
| <ul style="list-style-type: none"> Shows interest in books and in being read to Re-tells simple stories Sequences at least 3 story events; beginning, middle and end Recognizes & identifies all upper and most lower case letters Auditorily discriminates if words are the same or different Recognizes and produces rhymes Orally blends and segments syllables Isolates beginning sounds Associates most letter-sound matches Demonstrates use of left/right; top/ bottom orientation Demonstrates understanding of concepts of print Matches words to symbols, e.g. stop, exit, fire Recognizes some high frequency words (I, a, the, me, at, etc.) Identifies/reads simple, predictable, pattern text Reads simple decodable text Draws a picture related to a topic Uses known letters, sight words, and or environmental print to write Reads simple, decodable text | <ul style="list-style-type: none"> Sorts and classifies a variety of manipulatives Recognizes and records basic patterns (glues or colors objects to record a pattern) Names 4 basic geometric shapes Rote counts to 31 (calendar days) Names and matches numerals to 20 (1 to 1 correspondence) Recognizes ordinal numbers 1st through 3rd Join sets of objects that sum to < 10 Creates simple real graphs Recites days of week in order & possesses awareness of months Uses basic math vocabulary (i.e. smaller, bigger, more, less than, and same) Makes comparisons Familiar with names of coins Measures length using non-standard tools Understand parts of a whole | <ul style="list-style-type: none"> Uses complete sentences of increasing complexity Uses pronouns of appropriate gender Gives sensible answers to function of objects Responds to a variety of question forms: who, how, when Follows three-related-step commands Participates in discussions Carries on simple conversations Discriminates between common opposites Completes simple analogies Distinguishes spatial relations such as on top, behind, far, and near Uses new vocabulary in discussions | <ul style="list-style-type: none"> Recites significant numbers such as phone number, address Identifies weather in terms of the seasons Names and locates parts of the body Describes a given object using the 5 basic senses Displays awareness of self, i.e. hair color, age, gender, birth date, etc. Identifies and describes function of community helpers, i.e. firefighters, police Understands the need for rules and takes part in making some of the classroom rules Demonstrates awareness of individual and cultural differences Identifies 8 basic colors | <ul style="list-style-type: none"> Visually tracks moving objects, vertically and horizontally Demonstrates functional pencil/ drawing tool grasp Demonstrates proper scissors grasp Reproduces basic shapes, letters, numbers, and words Cuts out basic shapes within 1/4 inch Colors within lines Draws a person with at least 10 body parts Writes first name in appropriate case and copies last name Copies the alphabet in both upper and lower case Imitates basic block designs Copies numerals from 0 to 9 Is independent in school related self-help tasks (zipping, buttoning, lacing, etc.) | <ul style="list-style-type: none"> Safely uses all basic playground equipment Demonstrates locomotor skills, appropriate to age Plays simple organized games Demonstrates eye/hand coordination Demonstrates spatial concepts (under, over, etc.) Negotiates school environment efficiently and safely | <ul style="list-style-type: none"> Demonstrates attention to task individually and in groups Responds to consistency and limits Transitions between activities with minimal direction Follows daily routine Makes meaningful, relevant choices during unstructured time Shows sensitivity to the needs of others Works and plays cooperatively within a group Attains attention from peers in socially acceptable ways Develops at least one friendship at school Uses materials for appropriate purposes Respects the rights and property of others Accepts responsibility for his/her actions Show problem solving ability in social situations Understands and applies basic personal hygiene Shows understanding of conditions necessary for good health - food, rest, exercise |