



The American International School of Vilnius
TARPTAUTINĖ AMERIKOS MOKYKLA VILNIUJE

Kindergarten Curriculum Overview

Ages: 5-6

Language of instruction: English

Program hours: Full-day program from

8:30 to 15:30

MATHEMATICS

Children begin to understand numbers through measuring, comparing, counting, and matching quantities. Our program introduces these concepts in activities with special hands-on math materials known as “manipulatives”. These include constructions toys, puzzles, and small objects for sorting, counting, and classifying. By using these “real things”, children see the purpose and use of math. Their findings from weighing, measuring, and estimating activities are written or recorded on charts and graphs, thus providing meaningful experiences with writing numerals.

1st Quarter

- Simple color/shape patterns
- Count forward from 0 to 10
- Read numbers 1 to 5
- Count back from 5 to 1
- Compare lengths, sizes
- Recognize simple examples of symmetry

2nd Quarter

- Recognize shapes: square, triangle, rectangle, circle
- Understand “more”/”less”, graphing
- Count forward from 0 to 20
- Count back from 8 to 0
- Understand each “teen” number as a 10+ digit

3rd Quarter

- Write the numbers from 0 to 10
- Count forward from 0 to 30
- Count back from 10 to 0
- Skip count with the group by 2’s, 5’s, and 10’s
- Discuss graph outcomes with a group
- Explore using a variety of measuring tools
- Participate in telling change-to-more (addition) number stories

4th Quarter

- Count forward from 0 to 40
- Count back from 12 to 0
- Count tally marks
- Count on, varying the starting point
- Participate in telling change-to-less (subtraction) stories
- Make and continue three-part patterns

LANGUAGE

When talking about Language, most of us think about Reading and Writing. We would like to stress that reading is by no means a passive process; it involves searching, problem-solving, active prediction and an ability to bring past knowledge and experience to bear.

When we read, it involves phonics (sounds and spelling), knowledge of context, grammatical knowledge, word recognition and graphic knowledge. As children learn to read, they need to be taught how to draw on all this knowledge and orchestrate it so that each clue is used to reinforce and check the others. Early phonics consists of general sound discrimination, speech sound discrimination, rhythm and rhyme and alliteration (playing with words which start with the same phoneme). We will play a variety of games where children listen to sounds and guess what they are.

Most focused phonics teaching will be done through play, games and activities and then applied, particularly in shared and guided sessions with the teacher.

We will take all opportunities to demonstrate and emphasize correct letter formation. And we will teach and practice handwriting daily. We use D’Nealian system at AISV.

1st Quarter

Reading readiness

- Develop vocabulary through listening and speaking
- Following oral directions
- Orally combine words to make a complete thought
- Listen to stories and poems
- Introduction of the letters of the alphabet
- Discriminate likeness and differences in beginning sounds
- Capital and lower case letter recognition and match

- Produce from memory the details, sequence and main idea of a story or poem
- Develop vocabulary through listening, speaking, and print

Writing

- Dictate to the teacher (journal writing)
- Practice proper writing posture
- Write his or her first name using upper and lowercase letters
- Recognize that a name begins with a capital letter
- Demonstrate proper form when writing letters that have been learned (upper and lower case)

2nd Quarter

Reading Readiness

- Match upper case with lower case for letters
- Recognize beginning sounds
- Name the letter that corresponds to beginning sounds of words
- Identify and use likeness and differences in colors, shapes, pictures, letters, and words
- Orally combine words to make a complete thought or a story
- Listen to stories and poems
- Develop vocabulary through listening, speaking, and print
- Identify and use combined simple letters to make a word
- Share a favorite story, book, or poem
- Identify sequence, details and main idea of a story
- Draw conclusions from a story
- Identify the difference in fact and fantasy
- Follow oral directions
- Summarize ideas

Writing

- Write first and last name using upper and lower case letters
- Recognize that first and last names begin with a capital letter
- Recognize that a sentence begins with a capital letter
- Demonstrate proper writing posture
- Demonstrate proper writing form for learned letters
- Scribbling stage changes to the inventive spelling stage

3rd Quarter

Reading readiness

- Upper and lower case letter recognition and match
- Discriminate likeness and differences in taught beginning sounds
- Follow oral directions
- Orally combine words to make a thought or story
- Listen to stories and poems
- Identify and use combined letters to make words
- Be exposed to opposites and words that mean the same thing
- Develop vocabulary through listening, speaking, and print
- Identify sequence, details, and main idea of a story
- Draw conclusions from a story

Writing

- Demonstrate proper writing posture
- Demonstrate proper form in writing letters
- Inventive spelling encouraged
- Write first and last name using upper and lower case letters
- Recognize that names and sentences begin with a capital letter

- Recognize that a sentence ends with punctuation

4th Quarter

Reading readiness

- Upper and lower case letter recognition and match
- Discriminate beginning sounds of all letters of the alphabet
- Name the letter that corresponds to the beginning sound of words
- Follow oral directions
- Orally combine letters to make words and words to make sentences
- Listen to stories and poems
- Develop vocabulary through listening, speaking, and print
- Identify sequence, details, and main idea of a story
- Draw conclusions from a story
- Visually discriminate simple sight words
- Summarize ideas
- Share a favorite book, story, or poem

Writing

- Demonstrate proper writing posture
- Demonstrate proper form in writing letters (upper and lower case)
- Write full name using upper and lower case letters
- Recognize that names and sentences begin with upper case
- Recognize that sentences end with punctuation
- At various developmental levels inventive spelling and sentence writing encouraged

SOCIAL STUDIES

We believe that a good “social studies” program starts by looking at the lives and cultures of their children. This helps children understand and appreciate who they are, helps them understand others and provides a base from which to look at larger communities. We will celebrate similarities and differences, building a child’s sense of self within the larger view of the world. Activities and discussion will be provided in areas of conflict resolution, economics, relevant history, ethics, careers, and work. The Units mentioned below are optional – the teacher will decide, which Units will be chosen during a particular year (some things will be covered each year).

- State reasons for rules
- Practice address, phone number, and birthday
- Recognize how people are alike and different
- Recognize important symbols and holidays (on-going throughout the year)
- Use simple directions
- Recognize and identify feelings
- Identify our “global address” (maps, globes etc.)
- Understand the physical and human characteristics of place – houses and homes
- Identify that people have different wants and needs
- Identify major professions and what people do
- Describe how community helpers work in their community
- Identify main means of transportation; care of vehicles; uses of vehicles
- Recognize familiar fairy-tales and stories

SCIENCE

Young children are naturally curious. They ask questions about the world around them all the time. As children explore, they experiment, they invent, they think about cause and effect, and they predict results – all stages of the scientific method! Children explore with the materials they are familiar with: sand, water, clay, and paint, among others. In Kindergarten we predict, record and observe the results which enables a child to see her ideas and findings and to share them with others. The Units mentioned below are optional – the teacher will decide which Units will be chosen during a particular year. (Some things will be covered each year).

- Weather patterns and appropriate dress
- Identify the 5 senses, human body, human life-cycle
- Observe and classify the characteristics of animals
- Life-cycles we see around us (frog, butterfly, etc.)
- Healthy habits for a healthy body
- The sun, moon, and the planets
- Observe and identify things as living and non-living
- Recognize ways to help our environment (plants, trees etc.)

SPECIALIST SUBJECTS

Art Education

- Collage
- Color theory
- Drawing
- Texture
- Sculpture
- Art Appreciation

Physical Education

- Movement awareness
- Rhythms and dance
- Supporting and Balancing.
- Rotation around the body axes. Landing.
- Games skills.
- Special games. Imitation games.

Music

Kids play different musical games, sing and dance, participate in school concerts and performances.

Library

Students are taught the following skills:

- Locate books
- Care for books
- Fiction and non-fiction books
- Dictionaries (K-2)
- Primary Encyclopedias (K-2)
- Picture research
- Ask and answer questions
- Respond to information

Technology/Computers

Topics Covered:

Begin to learn basics of computer use:

- Become familiar with the computer keyboard
- Become familiar with the computer mouse

Begin to understand uses of computer programs:

- Opening and closing computer programs
- Printing, saving and other menu options
- Drawing and computer graphics
- Very beginning word processing
- Use programs to reinforce work in the classroom (math, e.g.)
- Introduced to computer uses in society

After-School Activities

After-School Activities are available to students of all ages Monday through Friday afternoons until 4:30pm. Past activities have included art, drama, sports, computers, games, photography, yoga, library, science and language clubs and more. Please ask for calendar of this year’s activities.