

Kindergarten Curriculum at a Glance

Hebron Public Schools provide a well-designed, integrated, and vertically aligned curriculum supported through student-centered instruction, aligned assessments, student support and enrichment. Students are engaged in meaningful tasks demonstrating academic and artistic excellence, and innovation. Core general education practices include comprehensive curriculums in key academic areas, effective instructional strategies, the use of carefully selected materials that reflect diverse religious, ethnic, and cultural groups, creation and maintenance of a positive and safe school climate, and an extensive system of social-emotional learning, paired with tiered academic and behavioral supports. Throughout each content area, careful consideration is given to curate classroom materials and texts that are high-quality, culturally responsive, and richly diverse, to offer our students valuable opportunities to affirm their own identities, while developing understanding of various cultures and perspectives. Students are inspired to be resilient, confident, respectful, and prepared to discover and follow their dreams. The curriculum of Hebron Public Schools reflects ongoing review, revision and integration of our programs, resources, and teaching and learning experiences.

Literacy Overview

Hebron Public Schools provide literacy experiences that captivate, engage, and motivate students as readers and writers. Our approach to literacy aims to prepare students for any reading or writing task they will face by transforming our learners into lifelong, confident readers and writers who display agency and independence. Hebron's instructional approach to both reading and writing incorporates a research-based workshop model, in which direct and explicit instruction builds skills for proficient reading and writing, emphasis is placed on a high volume of reading and writing, student choice is promoted, and independence is fostered. Our units of study are aligned to the Common Core Standards and include essential literacy components centered around phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Reading Unit	Learning Outcomes Students will
We are Readers	 understand the purpose of reading workshop as a safe and fun time in the school day to read, explore books, and grow as a reader.

	 develop concepts about print, including the understanding of how to hold a book, reading directionally from left to right, and pointing to individual words on the page. orient themselves to a book by looking at the cover and making predictions. notice print all around their classroom and school environment, including signs, posters, labels, and more. read aloud and story tell texts in many different and fun ways, like a storyteller. read and reread emergent storybooks with purpose and understanding.
Sharing Reading	 understand that print conveys meaning and pay close attention to the words in books. learn to read text from left to right, one word after another, with one-to-one correspondence, pointing carefully to each word as they read. draw on their growing knowledge of high-frequency words and of the alphabetic code to read familiar patterned books. notice the letters in the words they point to, leveraging their alphabetic knowledge to help them solve their reading. continue to develop and strengthen alphabetic knowledge.
Super Powers: Reading with Print Strategies and Sight Word Power	 use different strategies to orient themselves to a text and prepare their minds for reading. think about the story or text as they read to keep track of what is happening. apply different word solving strategies ("super powers") to solve for unknown words. apply letter sound knowledge while looking through words, blending multiple sounds to accurately read whole words. read high frequency words with automaticity. discuss books with partners to add enjoyment, fluency and comprehension of what is read.
Bigger Books, Bigger Reading Muscles	 accurately read more complex texts by noticing patterns across books and using their knowledge of letters and sounds to solve tricky words. make predictions about the story they are reading by looking at the pictures and thinking about what they have read. reread books to improve fluency and expression. think about what is happening in the story to help improve their fluency and make their voice match what is happening on each page. grow ideas about books by talking with a reading partner about ideas, characters, events, connections, and wonderings.
Becoming Avid Readers	 pay close attention to characters, setting, and plot while reading fictional stories. develop nonfiction reading skills as they become experts on topics. participate in book clubs with classmates to compare and contrast

books, and grow ideas together.play with rhyme and rhythm while reading poetry.
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Writing Unit	Learning Outcomes Students Will
Launching the Writing Workshop	 understand the purpose of writer's workshop as a time in which they think and behave like writers, writing and drawing ideas on paper to share with others. develop writing identities and begin to see themselves as authors and illustrators. draw pictures, add details and labels, and use words to communicate and to express ideas. develop and follow routines for writer's workshop and writing materials. increase stamina and gain independence during writing time.
Show & Tell: From Labels to Pattern Books	 write about objects they love by creating representational drawings and using lots of labels. build their writing stamina by writing more words, sentences and pages each day. transfer skills from writing about objects to writing books about places, people, and things that are important to them. incorporate high-frequency words to create multi-word labels and generate patterned sentences across their book. study a mentor to make writing better. use phonemic awareness and letter sound knowledge to stretch out individual sounds and spell words. learn to leave spaces in between words.
Writing for Readers	 write and spell words carefully so their piece can be read by others. draw pictures that help add details and tell their story. write in sentences to help tell a complete story. use mentor texts to help write strong beginnings for their stories. use writing tools (word wall, checklists, flaps) to make my writing more powerful. work with a writing partner to improve their writing by checking for spelling of tricky words, snap words, and lots of details.
How-To Books: Writing to Teach Others	 use writing to teach others how to do things. study the differences between how-to writing and story writing. write about areas of their own expertise. use writing partners to test out their directions and make sure their steps make sense. participate in collaborative conversations with partners. study mentor texts and try out techniques in those texts. write directly to readers, using the "you" voice. create a series or collection of how-to books.

 Writing of All Kinds share personal opinions by writing letters, songs, signs, and/or petitions about problems in their classroom, their school and t larger world. use persuasive words to help convince others about their cause and convince a reader to make a change. rehearse their writing to captivate their audience using body language, facial expressions, and gestures. 	Persuasive Writing of All Kinds	roblems in their own world and write to help make a sonal opinions by writing letters, songs, signs, and/or about problems in their classroom, their school and the rld. asive words to help convince others about their cause ince a reader to make a change. their writing to captivate their audience using body , facial expressions, and gestures.
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Mathematics Overview

Hebron Public Schools use the Bridges in Mathematics program to provide a research-based and comprehensive mathematical approach that offers our learners a unique blend of problem solving and skill building. Our vision in building mathematical thinkers is supported by a rigorous, engaging, and accessible curriculum. This integrated curriculum aligns to the Connecticut Core Standards and allows educators to fully engage learners in mathematical practices with their peers. Each day, students use an engaging selection of manipulatives, games, apps, or other unique learning materials. Seeing, touching, and sketching ideas create pictures in the mind's eye, helping our learners apply mathematical ideas. Classroom experiences allow students ample opportunity to gain a deep understanding of concepts, develop proficiency with key skills, and nurture the ability to solve complex problems.

Math Unit	Learning Outcomes Students will
Numbers to Five & Ten	 This unit will introduce students to counting sequences to 20 and quantities to 30. Students will develop mathematical routines that will take place in the classroom throughout the year. focus on similarities and differences using comparing language. sort objects into groups. create a graphical representation of sorted groups. develop understanding of counting sequences to 20. introduced to a five-frame as a strategy to compose numbers. represent quantities 1-5. work with the ten-frame to build and represent numbers for comparison and matching. use manipulatives to gain skills in recognition, description, copying, extending and creating patterns.
Numbers to Ten	 Throughout this unit, students will continue to build on the foundation laid in the previous unit of study. Lessons will relate to counting, recognition of quantities, number sequence and one-to-one correspondence. Students will practice cardinality and subitizing combinations of numbers to make 5. develop one-to-one correspondence, cardinality and subitizing

	 using the five-frame. develop combinations of numbers to make 5. compare and contrast five-frames and ten-frames. be introduced to the number-rack as a tool to understanding numbers. visualize groups of 4 and think about 5 and some more with manipulatives such as craft sticks, tens-frames, and tally marks. practice recognition and matching of numerals. explore shapes and patterns.
Bikes & Bugs: Doubles Add & Subtract	 In this unit students will explore bicycles and the idea of counting by 2s. They will be introduced to doubling and even numbers. Students will use five- and ten-frames to add 1 number from 1 to 10, compare and order numbers. This will be expressed using written equations to show combinations and sums to 5. explore bicycle wheels and their connection to 2s. be introduced to pairwise ten-frames as they learn how to count groups. continue to practice cardinality, composing, and decomposing numbers. add and subtract 1 for numbers 1 to 10. use the ten-frame model extensively to practice counting in various ways in order to subitize. solve bicycle and tricycle story problems involving adding and subtracting 1 and doubling quantities. compare trains of cubes to determine which is greater. order numbers and quantities by counting on from numbers other than 1. match numerals and amounts, counting forward and backward, and compare numbers to determine more and less.
Paths to Adding, Subtracting, and Measuring	 The Number line model will be introduced to students in this unit through hands-on activities. Students will have practice with the model to support coughing forward and backwards among the intervals. predict the length of a path and place numeral cards on the path to build a number line from 0 to 10. practice forward and backward counting to 10. develop an understanding of before and after from a given number 0-10. have practice using positional words, <i>before</i> and <i>after</i>. use vocabulary <i>greater than</i> and <i>less than</i> to determine a mystery number from 0-10 at first and then 0-20. put scrambled numbers in the correct order.
Two-Dimensional Geometry	 In this unit students will compare two-dimensional and three- dimensional shapes. Students will identify, compare and sort two- dimensional shapes. This unit included opportunities for students to construct and deconstruct a variety of shapes. develop geometric reasoning through naming, sorting and describing attributes of each shape.

	 extend the range of their counting forward and backward to 20. draw and construct two-dimensional shapes. analyze similarities and differences among shapes, considering their attributes. combine simple shapes to form larger. write equations and comparison statements using the shapes and corresponding numbers.
Three Dimensional Shapes	 This unit focuses on three-dimensional shapes and numbers and operations. Students will work to describe attributes, similarities and differences among two-dimensional and three-dimensional shapes. Through exploration students will develop understanding of combinations 5-10. learn the names of three-dimensional shapes and their attributes. discuss the similarities and differences among two-dimensional and three-dimensional shapes. explore the capacity of three-dimensional shapes. Build three-dimensional shapes with manipulatives. solve addition and subtraction story problems. count up to 80 and down from 30. practice counting on from 10 to understand "10 and some more" work extensively with combinations to 5 and beyond, including writing equations for representation.
Numbers Beyond Ten & Place Value	 Over the course of this unit, students will begin to develop an understanding of place value in this unit, while they explore weight and capacity. Students will make comparisons about measurement. They will develop strategies for solving addition and subtraction problems. compare objects and discuss concepts of <i>heavier</i> and <i>lighter</i>. focus on counting to 100 by 10s and 1s. develop an understanding of "10 and some more" relation to teen numbers. solve addition and subtraction story problems using strategies that work for each individual. count craft sticks, ten-frames and double ten-frames to show understanding that the number 10 is composed of ten ones that changes to one group.
Computing with Frogs & Bugs	 Through exploration, students will build a deep understanding of subtraction. They will work to strengthen the connection between quantity, related number combinations and numbers to 20. understand and record equations for subtraction in relation to 5 and 10. count on from numbers above 30 up to 100. estimating, measuring and comparing length with non-standard units of measure. compose and decompose numbers greater than 10 into groups of 10s and 1s. use manipulatives to build teen numbers with groups of 10s and

	 1s. make connections between equations and written quantities into the understanding of fact families.
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Social Emotional Learning Overview

Social Emotional Learning (SEL) is defined as "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." (CASEL, 2022) Hebron Public Schools, in partnership with families and the community, is committed to ensuring that all students are engaged in SEL curriculum and instruction in a safe, inclusive environment. Classroom communities are built through positive relationships, and specific, designed instructional techniques to allow students opportunities to build connections, resolve conflict and make responsible decisions for themselves and others. Hebron Public Schools follows the Choose Love Formula; Courage, Gratitude, Forgiveness and Compassion in Action. Choosing love means having the courage to be grateful when life isn't easy, to forgive when the person who hurt you isn't sorry, and to step outside of your own pain to help someone else.

SEL	Learning Outcomes Students will
Courage	 identify what it means to be a bucket filler/bucket dipper. demonstrate understanding of classroom/school rules - "Be Safe. Be Kind. Be Ready to Learn." label (name) several emotions by facial expressions and body language. identify and label the feeling of themselves and others. recognize facial expressions and body language of characters and determine how they may be feeling. practice diaphragmatic breathing (brave breath) and focused awareness. define courage. identify ways to demonstrate courage at home and at school. recognize that feelings change and people can have different feelings about the same thing. identify ways to handle difficult, uncomfortable, or strong feelings.
Gratitude	 appreciate different things they are grateful for. show thanks for each other's similarities and differences, and learn to be grateful for ourselves. demonstrate self-awareness and self-management skills that will enable them to manage their emotions, thoughts, and behaviors effectively. recognize the importance of taking other's perspectives as we strengthen social awareness skills.

Forgiveness	 strengthen relationship skills including communicating effectively, resolving conflicts, managing healthy and supportive relationships. recognize how the brain and body respond to anger. demonstrate listening skills to support each other when they feel angry or are having strong emotions. practice healthy ways to express anger and how to calm themselves down.
Compassion in Action	 develop their social awareness and responsible decision making competencies. appreciate similarities and differences with classmates practice taking others' perspectives. demonstrate compassion by doing something to help others. make positive choices that benefit their mind, heart, and relationships.

Social Studies Overview

The Kindergarten Social Studies curriculum integrates the study of civics, economics, geography, and history through an inquiry-based instructional approach that is grounded in local historical content.

Me and My Community: Then and Now	
Social Studies	Learning Outcomes Students will
Me & My Family	 learn about themselves and the important role they play in their family community. identify personal characteristics (food, language, culture, traditions, etc.) and compare it to their family history. recognize similarities and differences amongst classmates. compare and contrast personal vs. peer experiences. describe how one's cultural heritage (holiday traditions, dress, etc.) have changed over time. contribute to an inclusive classroom community. describe where (town/state/country) members of one's extended family live.
Me & My Caring School Community	 analyze the roles, rights and responsibilities people play in the school community. work collaboratively to develop and justify classroom rules that ensure fair treatment. explain the reasons for rules in their school community. demonstrate kindness and care in their class & school community.

	 apply concepts of directionality, spatial relation and size of their school community to understand how geography affects their daily life in school.
Me & My Community	 describe key community roles in Hebron, including police officers, firefighters, mail carriers, farmers, and other town workers. explain the reasons for law in Hebron, related to safety and fairness. identify basic Hebron laws that affect them. explain the geographical relationships of familiar places in Hebron. compare and contrast life in Hebron today to life in Hebron in the past, including transportation, communication, maps/locations, and jobs.

Science Overview

Hebron Public Schools utilize the Mystery Science Program in Grades K - 2 to support our Science Curriculum. Mystery Science is aligned to the Next Generation Science Standards (NGSS). Each lesson is aligned to a topic, performance expectation, science and engineering practice, disciplinary core idea, and crosscutting concept. Students participate in an inquiry-based approach that poses questions at the beginning of each lesson in the form of a mystery that students work together and solve. Students use a variety of tools including, analyzing photos and videos, conducting hands-on activities, and creating scientific models. Students focus on creating claims and providing evidence based on experts, their own background information, or classroom experiments to prove their claims.

Science Unit	Learning Outcomes Students will
Animal Needs NGSS Alignment - Life Science (LS)	 use observations to understand what animals need to survive. explore how animals need things to eat and a safe place to live.
Plant Needs NGSS Alignment - Life Science (LS)	 use observations to understand what plants need to survive. explore how plants need water and sunlight. observe how plants grow from seed to seedling.
Severe Weather & Weather Forecasting NGSS Alignment - Earth & Space Science (ESS)	 explore storms and severe weather. obtain information from weather forecasts to prepare for storms and stay safe. practice describing the various characteristics of weather (wind, clouds, temperature, and precipitation) in order to make their own predictions about storms.
Weather Patterns & Seasons NGSS Alignment - Earth & Space	 gather evidence in order to identify daily and seasonal weather patterns. use those patterns to explain mysteries like why you might lose your jacket during the day or why birds lay their eggs at certain

Science (ESS)	times of the year.
Sunlight & Warmth NGSS Alignment - Physical Science (PS)	 make observations to explore how sunlight warms the Earth's surface. think about ways that shade and structures can reduce the warming effect of the Sun.
Forces, Machines, & Engineering NGSS Alignment - Physical Science (PS)	 introduce pushes and pulls and how those affect the motion of objects. observe and investigate the effects of what happens when the strength or direction of those pushes and pulls are changed.

For any questions regarding curriculum and instruction, please reach out to Alexandra Canniff at Gilead Hill School (860-228-9458) or Julia Clark at Hebron Elementary School (860-228-9465).