

## Bible

In Trinity School's kindergarten program, there is no separation between the secular and the spiritual. A Christian worldview undergirds the curriculum, and biblical principles are integrated into all content areas. Kindergarten students engage in daily reading of Bible stories and group prayer. They utilize biblical principles to solve interpersonal conflict in the classroom, sing Christian hymns and songs, and memorize selected Scripture verses.

### TEXT

*Children's Everyday Bible*, AK, 2002.

## Language Arts

### *Literature*

Trinity School's kindergarten literature program is designed to expose children to a broad range of rich, age-appropriate literature. Through this experience students develop a love of learning and gain self-confidence through an increased understanding of the world around them. They develop comprehension skills through the habit of attentiveness and clear communication of their thoughts with others. Literature is further brought to life through hands-on activities, arts and crafts, music/finger plays, and field trips.

### *Phonics*

Trinity School's kindergarten phonics program equips children with the tools necessary for formal reading instruction that begins in first grade. Activities consist of discerning subtle shapes, sounds, and learning letters through sight, and sound (phonemic awareness), and application (Show & Tell). Students are exposed to basic *PhonoGraphix* code, i.e., segmenting and blending words.

### *Handwriting*

Students are introduced to D'Nealian manuscript. They will be exposed to upper and lower case letter formation .

### TEXTS

McGuinness, Carmen, and Geoffrey McGuinness. *Reading Reflex*. Fireside, 1999.

McGuinness, Carmen, and Geoffrey McGuinness. *PhonoGraphix Word Work*. Read America, Inc., 1999.

Adams, Marilyn Jager. *Phonemic Awareness in Young Children*. Paul H. Brooks Publishing Co., 1998.

## Math

Trinity School's kindergarten math program is designed to introduce students to basic mathematical concepts through the use and manipulation of concrete materials, counting, observation and problem solving within the classroom, and through the natural extension of literature.

The content areas and skills covered during kindergarten include number sense and operations, patterns, sorting/comparing/ordering, geometry and spatial sense, measurements, collecting and representing data.

Mathematical activities occur during large and small group instruction, one-to-one instruction, literature-based center activities, daily calendar and weather time, relevant fingerplays and songs.

### **TEXT**

Schulman, Linda Dacey, and Rebekah Eston. *Growing Mathematical Ideas in Kindergarten*. Math Solutions Publications, 1999.

## History

History in Trinity's kindergarten classes is presented from the Christian perspective of God working through men across time to accomplish his perfect will. To this end, relevant historical ideas, people, and events are introduced and expanded through the Bible and our literature-based unit studies (see Monthly Unit Studies).

1. Biblical and World history
2. Biographies – Christopher Columbus, John Chapman (Johnny Appleseed), Helen Keller, Saint Nicholas, Saint Lucia, Martin Luther King, Jr., William Bentley, Saint Valentine, George Washington, Abraham Lincoln, Orville and Wilber Wright, Abbie Burgess, Saint Patrick, Edgar Degas, Vincent van Gogh, Claude Monet, Henri Matisse
3. Geography Continents– France, Mexico, Germany, Amazon rainforest, China, Japan

## Science

Trinity's kindergarten science program places a strong emphasis on exposing children to the natural world setting in order for them to understand and appreciate the order, harmony, and beauty in God's world. It provides structured and spontaneous contact with nature and exposure to scientific concepts through literature, monthly nature study, classroom science centers, structured outdoor classroom instruction, and spontaneous nature exploration.

1. Life Science – Farm animals, apples, leaves, pumpkins, animals and their habitats, birds, mammals, reptiles, amphibians, fish, flowers, butterflies, the five senses, the human body
2. Earth Science – The four seasons, solar system, weather
3. Physical Science - Colors

### **TEXTS**

Bowden, Marcie. *Nature for the Very Young*. John Wiley and Sons, Inc., 1989.

Goin, Kenn, Ripp, Eleanor, and Kathleen Nastasi Solomon. *Bugs to Bunnies (Hands-on Animal Science Activities for Young Children)*. Chatterbox Press, 1989.

## Music

The overarching goal of the kindergarten music program is to impart a love of music and to equip students for worship through familiarity and understanding of great music and through skills development. A music specialist provides 15 minutes of music education four times a

week. This skills-based program concentrates on singing, playing instruments, and moving/dancing. The daily activities are balanced for consistent training in all four of these areas:

1. Performance of a steady beat and simple rhythm patterns
2. Aural discrimination and vocal pitch matching
3. Development of coordination
4. Learning a large and varied repertoire of songs, especially ones correlated with the unit studies in the kindergarten regular curriculum.

Kindergarten students learn to sing a major scale, and songs that are based upon that scale. They learn to recognize the letters A through G, the numerals one through eight, and the solfege syllables. By the end of the year, they can play or sing a simple melody from “note” symbols.

The kindergarten music program also introduces students to classical music (Medieval, Renaissance, Baroque) and foreign language through song: **Spanish** – “Mi Cuerpo”, **Latin** – “Non nobis”, **French** – “Frère Jacques,” “Viva la Compagnie”, **German** – “Alle meine Entchen”

## TEXT

Various teacher-provided materials such as:

Carley, Isabel McNeill. *The Magic Circle: Activity Songs and Singing Games for Young Children*. Waterloo Music, Ontario, Canada, 1994.

## Art

The kindergarten art program introduces young students to the art in the world around them and fosters self-confidence in their own abilities. They develop observation skills, explore their own imaginations, develop eye and hand coordination through the manipulation of materials and tools, discover the art and artists of other times and places, and go beyond “I like it” to explain what they enjoy about a particular work of art.

They are given opportunities to explore aesthetically the beauty of God’s world through visual observation combined with using their senses of smell, touch, and taste. Basic art room skills, such as cutting, gluing, use of paint, care of materials, and use of combinations of materials are taught. Students are provided with a large variety of hands-on visual experiences to encourage their own creativity and to appreciate the creativity of others. Collaboration with classroom teachers gives opportunities for artistic enrichment of social studies, literature, and Bible stories. Group discussions centered on famous works of art allow students to connect their own life experiences with those represented in the artwork.

## SELECTED TEXTS

A variety of children’s picture books that relate to current topics and provide a variety of techniques in the illustrations:

Browne, Anthon. *Willy’s Pictures*

Masiells, Ralph. *The Icky Bug*

Oxenbury, Helen. *We’re Going on a Bear Hunt*

## Monthly Unit Studies

The beauty of our kindergarten program is in its integration. Monthly themes provide a framework through which learning can take place in a natural, appropriate, and meaningful context. It is through the reading of “living books” (i.e., books that open the mind and encourage reading) that students are exposed to the study of language arts, history, geography, science, math, music, art, and Bible.

### SEPTEMBER

**Themes:** Creation

Bears and friendships

Ducks

Spiders

**Literature:**

*The Creation Story*, Norma Messenger

*Corduroy*, Don Freeman

*Make Way for Ducklings*, Robert McCloskey

*Be Nice to Spiders*, Margaret Bloy Graham

**Picture Study:**

*A Young Girl Reading*, Fragonard

### OCTOBER

**Themes:** Farms and farm animals, apples, pumpkins, leaves

**Literature:**

*How to Make An Apple Pie and See the World*, Marjorie Pricemann

*Pumpkin Circle*, George Levenson

*Autumn Leaves*, Ken Robbins

*What a Wonderful Day to Be a Cow*, Carolyn Lesser

*Ox Cart Man*, Donald Hall

**Picture Study:**

*Cakes*, Thiebaud

**Field Trip:** Duke Gardens, Waller Farms

### NOVEMBER

**Themes:** Five senses, Native Americans, Pilgrims and Thanksgiving

**Literature:**

*My Five Senses*, Aiki

*Who Were the First North Americans*, Usborne

*The Very First Thanksgiving Day*, Rhonda Gowler Green

*Let's Celebrate Thanksgiving*, Peter and Connie Roop

### DECEMBER

**Themes:** Christmas Around the World

**Literature:**

*One Wintry Night*, Ruth Graham Bell

### JANUARY

**Themes:** Winter and Snow, Polar regions, moon, sun and shadows

**Literature:**

*The Snowy Day*, Jack Ezra Keats

*Snowflake Bentley*, Jacqueline Briggs Martin

*Very Last First Time*, Jan Andrews

*Owl Moon*, Jane Yolen

*Sun*, Steve Tomcek

*The First One Up*, Iris Hiskey Arno

**Field trip:** Duke Gardens

### FEBRUARY

**Themes:** Planets, Presidents, Lions and Africa

**Literature:**

*Planet's Around the Sun*, Seymour Simon

*Young Abraham Lincoln*, Andrew Woods

*Young George Washington*, Andrew Woods

*Lion's Precious Gift*, Barbara Bennett

**Picture Study:** *The Washington Family*, Edward Savage

**Field Trip:** Morehead Planetarium

**MARCH****Themes:** Tropical Rainforest, Artists**Literature:**

*The Great Kapok Tree: A Tale of the Amazon Rain Forest*, Lynne Cherry  
*I am an Artist*, Pat Collins  
*The Dot*, Peter Reynolds  
*Camille and the Sunflowers*, Laurence Anholt  
*A Blue Butterfly*, Bijou Le Tord (Monet)  
*Degas and the Little Dancer*, Laurence Anholt  
*A Bird or Two*, Bijou Le Tord (Matisse)

**Picture Study:**

*Tropical Forest with Monkeys*, Henri Rousseau  
*Sunflowers*, Vincent Van Gogh  
*Japanese Footbridge*, Claude Monet  
*Little Dancer*, Edgar Degas  
*Purple Robe and Anemones*, Henri Matisse

**Field trip:** Ackland Art Museum**APRIL****Theme:** Flowers and bees, Butterflies and Easter**Literature:**

*Miss Rumphius*, Barbara Cooney  
*Are You a Bee?*, Judy Allen & Tudor Humphries  
*The Very Hungry Caterpillar*, Eric Carle  
*Benjamin's Box*, Melody Carlson

**Picture Study:**

*Young Woman with Peonies*, Frederic Bazille

**Field Trip:** Beekeeper, Duke Gardens**MAY****Themes:** Grandparents, China & Japan, Oceans & lighthouses**Literature:**

*Grandparents are the Greatest*, Adele Aaron Greenspur  
*The Paper Lanterns*, Stefan Czernecki  
*Grandfather's Journey*, Allen Say  
*The Ocean is...* Kathleen W. Kronking

*The Little Red Lighthouse and the Great Gray Bridge*, Hildegard H. Swift and Lynd Wand

**Picture Study:**

*Children Playing on the Beach*, Mary Cassatt