

School Curriculum

Pre-Kindergarten Curriculum

Children must be toilet-trained in order to attend the Pre-Kindergarten Program.

Here are some of the skills your child will develop during the school year:

Listening

1. Follow simple directions
2. Listen to a short story that is read directly or played on tape

Speaking

1. Participate in a song with movements
2. Demonstrate an understanding of the role of the speaker and listener
3. Begin to label pictures
4. Identify individual words in a spoken sentence
5. Recite simple poems, Nursery Rhymes, and finger plays

Phonics

1. Identify consonant sounds
2. Identify vowel sounds

Phonemic Awareness

1. Identify sounds in the environment
2. Recite Nursery Rhymes
3. Identify/generate new rhyming words
4. Identify/produce new words by changing beginning sounds
5. Blend phonemes
6. Produce alliterations
7. Clap out/count syllables

Print Awareness

1. Letter recognition
2. Distinguish letters from words
3. Identify individual words in a written sentence
4. Understand how print is organized and read
5. Identify names in print
6. Identify high frequency words in a written sentence
7. Identify familiar book terms: front, back, cover, title, author, illustrator
8. Master book handling skills
9. Track the print on a page

Reading Comprehension

1. Respond verbally to a discussion
2. Respond verbally to literature
3. Identify 4-step sequencing of events (first, second, next, and last)
4. Follow two-step directions
5. Make text-to-self, text-to-text, and text-to-world connections
6. Begin to identify setting and characters in a story
7. Use illustrations to make predictions

Writing

1. Trace/write letters
2. Observe/participate in shared writing
3. Participate in interactive writing
4. Write first name using uppercase and lowercase letters
5. Use inventive spelling
6. Illustrate with detail

Sight Words I, we, to, the, am, are, going

Kindergarten Curriculum

Please help develop independent skills, such as buttoning, zipping, and tying shoes. Here are some of the skills your child will develop during the school year:

Listening

1. Listen to a variety of stories with different genres (ex. poems, songs, and stories)
2. Listen for purpose (ex. following directions)

Speaking

1. Participate in a song with movements
2. Recite simple poems and rhymes
3. Identify individual words in a spoken sentence
4. Use prepositions (in/on, over/under, above/below), adjectives, and opposites
5. Speak clearly in a complete sentence

Phonics

1. Identify consonant sounds
2. Identify vowel sounds and word families
3. Match sound to appropriate letters

Phonemic Awareness

1. Change sounds in rhymes and songs
2. Blend phonemes to make new words
3. Identify rhyming words

Print Awareness

1. Letter recognition
2. Distinguish letters from words
3. Track the print on a page
4. Identify individual words in a written sentence
5. Identify names in print
6. Understand how print is organized and read

Reading Comprehension

1. Read different genres (types of stories)
2. Retell a story
3. Ask and answer questions about text
4. Use prior knowledge to make predictions
5. Make text-to-self connections
6. Compare and contrast texts
7. Discriminate between real and make believe
8. Sequence events in a story and identify setting in a story

Writing

1. Trace/write letters
2. Observe/participate in shared writing
3. Write first and last name using uppercase and lowercase letters
4. Use inventive spelling
5. Write everyday (ex. journal, message, and summary)

Sight Words

A, the, we, I, on, what, you, no, come, little, for, are, to, like, my, go, have, see, do, look, me, here, one

Suggested New York State Reading with Students

Over in the Meadow (John Langstaff)

A Boy, a Dog, and a Frog (Mercer Mayer)

A Story, A Story (Gail E. Haley)

Pancakes for Breakfast (Tomie DePaola)

Kitten's First Full Moon (Kevin Henkes)

My Five Senses (Aliki)

Truck (Donald Crews)

I Read Signs (Tana Hoban)

What Do You Do With a Tail Like This?
(Steve Jenkins and Robin Page)

Amazing Whales! (Sarah L. Thomson)

First Grade Curriculum

Here are some of the skills your child will develop during the school year:

Listening

1. Attentively listens to speakers and asks relevant questions to clarify
2. Follows and restates sequence of actions

Speaking

Shares information and ideas in complete sentences

Phonics

Letter-sound relationships, CVC (Consonant Vowel Consonant) patterned words (ex. cat, hat, box), blends (bl, cl, cr, br, sm), digraphs (sh, wh, ch, tch, ph), common word families (ex. ham, Pam, Sam, ram), long vowels with a silent e

Phonemic Awareness

Blend, isolate segment (break apart), delete initial, medial, and final phonemes (sounds)

Fluency

Re-reading, echo reading, choral reading, books on tape

Vocabulary

Building prior knowledge, picture support, guided questions, clues as support, fill-in sentences, spelling practice

Reading Comprehension

Prediction, guided questions, retell, sequence events, classify/categorize, make connections (text-to-text, text-to-self, text-to-world), visualize, inference with different genres (fantasy, folk tale, fiction, nonfiction)

Print Skills

Form letters correctly, hold pencil correctly, start writing at appropriate start line, sentence structure

Writing

Write paragraph of at least four sentences

Sight Words

after, again, an, any, as, ask, by, could, every, fly, from, give, giving, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were

Suggested New York State Reading with Students

"Mix a Pancake" (Christina G. Rossetti)

Mr. Popper's Penguins (Richard Atwater)

Little Bear (Else Holmelund Minarik)

Frog and Toad Together (Arnold Lobel)

Hi! Fly Guy (Tedd Arnold)

A Tree Is a Plant (Clyde Robert Bulla)

Starfish (Edith Thacher Hurd)

Follow the Water from Brook to Ocean
(Arthur Dorros)

From Seed to Pumpkin (Wendy Pfeffer)

How People Learned to Fly

(Fran Hodgkins and True Kelley)

Second Grade Curriculum

Here are some of the skills your child will develop during the school year:

Listening

1. Listen to a story while taking notes

Speaking

1. Respond to questions with complete answers

Phonemic Awareness

1. R-controlled vowel words (ex. recorder, assessor, calendar)
2. Abbreviations
3. Consonant blends (ex. cl, sl, st)
4. Vowel digraphs (ex. ee, ea, oo)
5. Prefixes and suffixes
6. Contractions
7. Irregular past tense
8. Inflected endings (ex. s, es, ed, ing)

Vocabulary

1. Use context clues to understand vocabulary
2. Antonyms, synonyms, homonyms
3. Use a dictionary

Reading Comprehension

1. Understand and identify author's purpose (inform, persuade, entertain, give opinion)
2. Make text connections to self, other books, and world
3. Identify narrative elements in a story (characters, setting, plot)
4. Tell main idea
5. Recognize specific genres (fiction, plays, nonfiction, and fantasy)
6. Compare and contrast

Writing

1. Write in paragraph form
2. Write summaries/retellings, sequences, story narratives, informational, persuasive and opinion pieces
3. Write letters
4. Write with correct capitalization, punctuation, grammar, and inventive spelling

Sight Words

always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write, your

Suggested New York State Reading with Students

"Who Has Seen the Wind?" (Christina G. Rossetti)

Charlotte's Web (E. B. White)

Sarah, Plain and Tall (Patricia MacLachlan)

Tops and Bottoms (Janet Stevens)

Poppleton in Winter (Cynthia Rylant)

A Medieval Feast (Aliki)

From Seed to Plant (Gail Gibbons)

The Story of Ruby Bridges (Robert Coles)

A Drop of Water: A Book of Science and Wonder (Walter Wick)

Moonshot: The Flight of Apollo 11
(Brian Floca)

Additional Programs and Services

The following programs and services enrich classroom learning for our students on an “as needed basis”. They are provided daily to support classroom instruction:

- Bilingual Classes – provide instruction in Spanish and English
- English as a Second Language (ESL)
- Reading Support
- Resource Room
- Speech and Language
- Occupational and Physical Therapy
- School Psychologist
- School Nurse

Specials

The following programs enrich the learning experience for our students and are provided on a weekly basis to support classroom instruction:

- Computer
- Music
- Library
- Physical Education