



Triple R Child Care

Building a foundation for learning

9500 La Porte Rd. Mokena, Illinois (708)479-4646

Kindergarten Curriculum

All material in the Triple R Kindergarten program meets and exceeds the Illinois Learning Standards for Kindergartens. Below is a short summary of our Kindergarten curriculum, including the resources we use to teach the material.

Reading

Reading is taught through Whole Language and Phonics. Resources used in teaching reading include the *Scott Foresman Reading Street program*. The core program includes a variety of reading components, including Student and Teacher's Editions, big books, practice books, leveled readers, decodable readers, Strategic intervention readers, picture cards, graphic organizers, and phonics songs and rhymes. The Reading Street curriculum is also divided into four different areas: Oral Language, Shared Reading, Word Work, and Language Arts.

The Hands-On Alphabet Activities for Young Children provides a unique approach to reading. The program incorporates poems, art activities, and specially designed letter books. This program brings together whole language and phonetic approaches by providing children with "real" reading experiences as they master the letters and sounds of the alphabet, while focusing on the four main cueing systems needed to become a successful reader. *Building Blocks* is the Kindergarten level in *The Four-Blocks Literacy Model*. This program integrates Guided Reading, Self-Selected Reading, and Writing.

Reading is reinforced by using the following activities:

- **Journals and Young Authors** – Children each get a chance to do creative writing and add original words to stories.
- **Reading Aloud** – Each child reads a book out loud to the class. This helps children overcome shyness and become more comfortable speaking in front of their peers.

Over 80 high frequency words are introduced throughout the school year. Words are taken from the *Dolch Word List*, a list of the most frequently found words in school books, library books, newspapers and magazines. Children who learn these words have a solid foundation for beginning reading.

Mathematics

Starting with our 2007-08 school year, we will be introducing a new program called *Everyday Mathematics*. *Everyday Mathematics* is an enriched, comprehensive, and balanced mathematics curriculum for grades Pre-K-6. Developed by the University of Chicago School Mathematics Project and based on extensive research, teacher input and field-testing. Students learn computational skills as well as a broad range of mathematics concepts including data and probability, geometry and spatial sense, measures and measurement, algebra and uses of variables.

The authors of *Everyday Mathematics* believe that it is crucial to begin laying the groundwork for mathematical literacy at an earlier age than offered in traditional programs. Based on research educators firmly believe that children are capable of learning a great deal more than previously expected. For this reason the scope of the K-6 *Everyday Mathematics* curriculum includes the following mathematical strands:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

Very few people learn a new concept or skill the first time they experience it, because of this the curriculum is structured to provide multiple exposures to topics, and frequent opportunities to review and practice skills. A concept or skill will be revisited, developed and extended numerous times, and in a variety of contexts, throughout the year.

Gross & Fine Motor Skills

Our gross motor program includes hopping, skipping, jumping, galloping, catching, throwing, balancing, and walking backwards. Fine motor skills taught are drawing shapes, printing letters, cutting along lines, ties, buttons, snaps, zippers, knowing right & left, and coloring within lines.

Science

In the Science Discovery Works (Silver Burdett Ginn) program, meaningful connections are made between science and other areas of the curriculum. Science becomes more important to students when they become aware of how fundamental it is to every aspect of their lives. Each child makes a science notebook throughout the school year, since recording information as it is observed is a key aspect of any scientific investigation. For children, knowing they will be recording data usually leads them to make more careful observations during an activity. The science notebook teaches each child to look for important details that can support a concept or conclusion.

The five units taught in science include Living & Non-living Things, The Senses, The Sky, Pushes and Pulls, and Our Body.

Social Science

Geographic thinking is introduced, using maps and a globe of the earth, as well as introducing children to directions (north, south, east, and west). Each week, the children also receive the Weekly Reader children's newspaper, which often covers social topics. The children are also introduced to leaders of the world, and are taught to recognize and appreciate similarities and differences in people.

Arts and Crafts

Many of the above subjects are also taught using arts and crafts, including painting & coloring.



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Triple R Child Care Kindergarten Testimonials

"This is a note to let you know how well prepared Elise was for 1st grade. As you know, we have the September birthday issue to deal with, and that is the reason our paths crossed in the first place, and we are very glad of that.

Elise was (we believed) ready for Kindergarten in August of 2003, but [the public school] would not admit her. This was because they and the state of Illinois have a policy of not accepting children who are not 5 years old before September 1st for Kindergarten, and 6 years old before 1st grade. We had difficulty finding any school willing to accept her for Kindergarten until we went to Triple R Child Care.

We met and were pleased with our discussion with Mrs. Michelle about the Kindergarten curriculum as well as the size of her class -- Elise would be just the 11th child in the class. Mrs. Michelle assured us that each child would get age and development-appropriate materials through the course of the year, and that we could call her or meet with her if we felt the need anytime during the school year.

*Elise had a great year at Triple R, making new friends and learning all she would need to know, and then some. Elise was professionally evaluated again (we had done this the previous spring) by a certified Education Psychologist for early admittance to [public school]. Elise did **very well** -- and we are sure that Mrs. Michelle and your staff at Triple R had a significant hand in that.*

As you know, Elise is now in 1st grade at [public school] and has made a very easy transition into the public school. After 3 weeks of class, we feel great about our decision to send Elise to Triple R for Kindergarten. I would happily recommend that any parent send their child to Triple R, whether for the reason we did, or for the smaller class size and individual attention provided by Mrs. Michelle and the rest of your professional staff.

Thanks again for a great year with Elise. Sincerely with best wishes,"

Triple R Kindergarten Parent

"The Triple R Child Care Kindergarten program is wonderful. My daughter really enjoyed going to school and loved learning.

The activities the children do in class are fun and exciting and really get them into the mode of learning. My daughter loved being the special person. She got to choose the books to be read and dictated the "morning message", and at the end of the year, actually read the story she picked out to the class.

She also enjoyed learning the numbers up to 100. The 100-day party was a great hit. After learning how to count to 100, she kept on going -- all the way to 500! They get to learn through playing and actual bookwork and practice. The "homework" is fun and stresses reading as well as thinking skills.

As a parent, I found the experience rewarding. It was amazing to watch her practice her writing and reading and learn patience in the process. She learned that if she did not understand something the first time, she needed to practice and try again to get it right.

The small class size allows the children to learn more and retain more than in a bigger class because they get more individualized attention.

Mrs. Michelle is a wonderful teacher who gives each of her students a great foundation for future learning."

Triple R Kindergarten Parent