



## St. Joseph School Kindergarten

“HOLINESS CONSISTS SIMPLY IN DOING GOD’S WILL,  
AND BEING JUST WHAT GOD WANTS US TO BE.”

-Saint Therese de Lisieux

### Writing/Journaling:



Families attended a workshop presented by teachers on the writing process. After learning about the typical progression of writing from scribbles to conventional spelling, parents stitched pages together and created personal journals for their child. Children are coached in the writing process in small groupings. Each takes a moment to depict in illustration and supported with their own words. The journals are shared in parent conferences and are presented to parents at our end of year celebration. Now filled with beautiful; it is a real treasure from kindergarten. .



The last of our spectacular monarch butterflies took flight in October. We sent them off in our little St. Joseph School apple orchard while on our apple picking “trip” and enjoyed them lingering on the tips of our noses and lightly perched on the branches of the apple trees.

**Science:** What insects are necessary to populate our environment? Without our wonderful honeybees flowers, fruits and trees would suffer.



Honeybees are our pollinators and important to the food chain. Did you know that Mrs. LaPlume is a beekeeper?

Wearing the protective veil of a beekeeper, the children inspected a frame from an actual hive, without bees, and sampled the delicious honey by poking into the capped cells.

**Family Involvement:** Our grandparents are absolutely GRAND. Though a chilly October morning, the kindergartners warmed the hearts of grandparents with a beautiful song, *Family Tree*,” impressing their grandparents with their knowledge of sign language but truly delighting them with their talents in playing the kazoo. Our theme, The Giving Tree, was carried over the craft table where children prepared a keepsake for their grandparents by



placing a thumbprint alongside theirs. We especially thank our musicians, not one, but two, for working with the children in advance and

joining us in the classroom for a sing along. Thank you so much, Grandpa Jim Meriano and Memere Yvette Landroche. Our kindergarten room parent team and all our families ensured that this would be a lovely tribute to these always giving grandparents. We are so blessed by all they do for our families and our school.



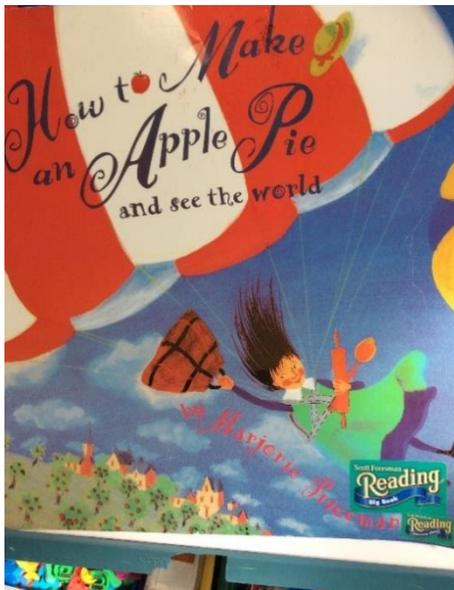
Mrs. Torti binds together pages for Lena’s writing journal. The evening gathering afforded families an opportunity to build a sense of community.



**Mathematics:** Subitizing is “instantly seeing how many.” Young children spontaneously use the ability to recognize and discriminate small number of objects (Klein/Starkey 1988) Children recognize the number patterns on dominos and dice easily while playing a game without stopping to actually count the dots represented on each. Research supports that subitizing is a necessary precursor to counting. Our early math work in kindergarten is framed around the knowledge of how children approach counting and develop the sense of quantity. This is achieved through kinesthetic activities, finger patterns, rhythmic patterns and attention to the arrangements of quantities—as five on a dice is four and one more. (Clements, D, 1999).

**Subitizing:** <http://www.yellow-door.net/blog/what-is-subitizing>.

**Cross-Curricula Connections:** How do we bring together important concepts across our curriculum while still addressing important learning benchmarks? Teachers choose literature with attention to these standards and with create an environment for learning with intention. The story, *How to Make an Apple Pie and See the World*, in its big book format supports print concepts with a repetitive and cumulative storytelling that children participate in. As the children travel through the book, teacher references an atlas as a source of mapping a journey. Children tramped outdoors to the school yard to pick apples from the school' apple laden down with a fall harvest of delicious apples. What is on the menu? Apple dumplings for our little dumplings.



Apples were a recurring theme as children listened to oral storytelling of *The Little Red House*.

Children were captivated in the tale that sent them on a discovery of the little red house with no window or doors and a star inside. Just

what was this special house? Mr. Wind knows as he urges an apple to drop to the ground, the teacher cuts it open to

**Block Play:** Block play is a developmentally appropriate means to meet curriculum standards for early childhood. Children approach the Block Center with clipboards and writing materials to design and label their plan for this work, create signage on buildings etc. (Print Awareness). Socially they interact and negotiate with peers in constructive play. An increasingly complex vocabulary is evident (Vocabulary Development). Using unit blocks, children recognize shapes and fractional parts. They develop an awareness of spatial relationships (Geometry). Play contributes to children's ability to solve problems, encourages inventive thinking and logical reasoning while constructing three dimensional structures (Bruner, 1972).



find the hidden star inside. Children delight in finding the gift of seeds and collecting them—perhaps to plant their own trees.



**Fall Visitors:** Apple Annie delighted children with storytelling and song. The interactive program invites children to sing, dance and imagine while reinforcing literacy skills.



**Royal Readers:** We know how important it is for children to hear the language of wonderful stories. Inviting parents to join us in sharing favorite reads reinforces the importance of reading. We give our families the royal treatment as they don crown and cape.



Grade Five Buddies engaged the kindergartners in a science experiment. Children investigated the chemical process in making slime by mixing Borax, glue and water. Their glow-in-the-dark compound was a perfect Halloween activity.

## Faith Formation and Artistic

**Expression:** October's Feast of the Guardian Angel inspired children to design beautiful handprint angels. Their replications of their work with blackline drawing reinforced fine motor development. The language of children was added to the documentation as we delved into questioning the children of what an angel is. Their language is pure and beautiful.



**Thankfulness:** It gave children great pleasure to demonstrate thankfulness for our SJS school principal, Mr. Woodmansee. We are blessed by his commitment and vision for our school. Children marvel at his assortment of seasonal and festive ties and took this opportunity to create their own ties while making a special Thanksgiving tie for him in celebration of *Principal Appreciation Day*.

## Literacy:

Children develop oral language skills as they share and dictate stories to teacher on Mondays. The elements of stories including characters, setting, problem and conclusion develop as the stories are acted out in a very special way. Fridays are Campfire Stories Day in kindergarten. The lights are lowered and a log of "flickering candles" creates the ambiance for theatre. A campfire song is sung, hands are warmed by the log and marshmallows are toasted. That delicious toasted marshmallow is popped into our mouths and we are quieted for the story to evolve as the actors take center stage.

