

# Jr. K CURRICULUM INFORMATION

Our Jr. Kindergarten Classroom (4–6 year old students) utilizes both The Experience Curriculum, as well as supplemental activities provided by our amazing Type 04 certified lead teacher. Additional curriculum programs such as Learning Without Tears, Heggerty Assessment, and UFLI Assessments are employed as students grow to ensure strong Kindergarten Readiness. Below is a sample of the weekly curriculum employed in our Roscoe Jr. Kindergarten Classroom, and the following is a letter from the teacher!

ROSCOE CLASSROOM LESSON PLAN				
THEME: LIGHT AND SHADOW/ LETTER L / NUMBER 23			DATE: MARCH 18TH, 2024	
<b>MORNING CIRCLE TIMES</b>				
<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
We will do our daily calendar and weather activities. We will review our heart words. We will create our circle chart for our letter of the week, L. We will discuss what shadows are and how they are made. Our teacher will use a flashlight to demonstrate how objects make shadows.	We will do our daily calendar and weather activities. We will create a circle chart for our letter of the week, 23. We will talk about light. Why is it important? We will list sources of light we encounter each day! We will create a 1-chart featuring natural light sources and artificial light sources.	We will do our daily calendar and weather activities. We will review our heart words. We will examine the shadows of different classroom items using a flashlight and our eyes. Which objects have bigger or smaller shadows? Can we change the size of the shadows?	We will do our daily calendar and weather activities. We will review our heart words. We will introduce and discuss prisms, and how they work to break up light. Have we seen anything outside that may act like a prism?	We will do our daily calendar and weather activities. We will review our heart words. We will use our bodies to create shadows. We will measure each one with a tape measure and graph our results!
We will learn the Heart word: "a"				
<b>WEEKLY ENRICHMENTS: TUESDAY: Music with WeeGroove WEDNESDAY: Spanish with Ms. Yesenia THURSDAY: Yoga with Buddha Belly</b>				
<b>PHYSICAL GROWTH in the MOTOR ROOM</b>				
<b>Teen Number Squares</b>				
Our teacher will tape out several boxes on the floor of the big room. Each box will be labeled with a teen number (13-19). Our teacher will call out a number, and we will race with our friends to run into the appropriate box! Our teacher will then begin to present the numbers using ten frames and other crayons! This movement activity engages our cardio-vascular system while encouraging large muscle regulation as we run, and then abruptly stop in our number boxes! It also supports the growth of our number recognition skills.				
<b>Guiding Shadows</b>				
We will break into pairs and take turns being the "shadow" and the "guide." "Shadows" will wear a blindfold and be guided around and across a series of mats on the floor. This will help us develop patience and communication skills and encourage our vestibular development!				
<b>head, shoulders, knees, cone</b>				
We will play this game with a partner. We will stand across from them, and our teacher will place a cone between us. Our teacher will then call out a command! For "head, shoulders, and knees" we will touch the corresponding body part on ourselves. When our teacher calls out, "cone," we will race our partner to grab the cone in the middle! Whoever grabs it first will win a point! We will continue until one friend reaches five points. This activity requires us to use our developing listening and focus skills while strengthening our coordination and proprioception!				
(1abc, 2abc, 3ab, 4, 5, 6, 11abcde)				
<b>LETTERS, SOUNDS, AND COMMUNICATION SKILLS</b>				
<b>Weekly Task: Alphabet Book</b>				
We will use our strips of paper to make the letter "L". We will draw a picture of something that starts with "L".				
Extension: We will write a lowercase "l" on our own. We will also write words that start with the letter "L".				
<b>Weekly Task: Letter Practice</b>				
We will practice writing an uppercase "L" on our own.				
Extension: We will practice writing lowercase "l" on our own. We will also practice writing our number of the week, 23.				
<b>Heart-Word Light Table Match</b>				
Our heart words, written on transparent plastic, will be taped to our school light table. Our teacher will then pass flashcards, with our heart words written on them, to each friend in our center group. We will place our flashcards to cover the matching word on our light table!				
Extension: We will identify the words verbally. We will then write a sentence including the word (along with punctuation) on an accompanying record sheet. This center activity continues to familiarize us with important high frequency words. It also strengthens executive functioning as we complete the steps of our task with unique sensory input (light table!)				
<b>Flashlight Letter Hunt</b>				
Our teacher will place a series of letters (upper and lower case) around the classroom. Using our flashlights, we will hunt to find each hidden letter! For each letter discovered, we will verbalize the sound and identify the name of the grapheme.				
Extension: We will keep track of the letters we find by crossing them out on an accompanying list of the alphabet. Can we identify a word that uses the letter sound in a medial or final position? Can we create consonant blends with the letters we find?				
This activity encourages letter identification and letter-sound connection. It builds our focus and cognition as we work to stay on task while hunting around the room!				
<b>SONGS/FINGERPLAYS</b>				
<b>"See My Shadow"</b> (Sung to the tune of "Frère Jacques")				
See my shadow, See my shadow, Move this way, Move that way, See it do what I do, See it do what I do, It follows me! It follows me!				

(3ab, 7ab, 8ab, 9abc, 14a, 15abc, 16ab, 17ab, 19ab)		SOCIAL EMOTIONAL FOCUS
<b>LITERACY</b>		We will continue to build skills in working collaboratively with our peers towards a common goal. We will practice using words to communicate our wants, needs, and ideas in group situations and activities and will work on finding compromises and solutions to problems or disagreements that arise in play. We will continue discussing the importance and value of respecting the rules and ideas we develop and agree upon as a community! (2abc, 3ab)
<b>Shadow Show and Tell</b>		
Our teacher will hang a sheet at the front of our classroom and illuminate it from behind with flashlights and LED lights. We will then take turns coming to the front of the room to step behind the sheet and present a silhouette of a special object we'd like to share with our peers! Our classmates will then guess what the object could be before we reveal it!		
Extension: We will record the name of each object on a clipboard. We will practice raising our hands and using our "wondering words" to ask our classmates questions about their treasures!		
This activity encourages cognitive processes as we work to guess what our friends are sharing based on silhouette! It encourages us to use verbage and communication skills, while we explore the ways that light and shadow interact with different materials and objects.		
<b>Prompt: Me and My Shadow...</b>		
We will describe and illustrate an activity that we would enjoy doing with our shadow. We will work to explain why we chose this activity.		
Extension: We will write our dictation on our own.		
This prompt encourages us to make real-life connections as we apply our weekly theme to our own preferences and experiences. It encourages us to think creatively and imaginatively as we imagine an interaction with our own shadow!		
<b>Creative Expression: Story Silhouettes</b>		
Our teacher will have examples of different silhouettes of our table. We will then work with black paper to cut out silhouettes of whatever we like based on how we are feeling. We will glue our creations onto white paper.		
Extension: We will work to use our cutouts to tell a personal story on our paper.		
This activity will develop our fine motor skills and help us explore the ways that our emotions can change how we view and use simple things (our silhouettes!) to express ourselves.		
(3ab, 7ab, 8ab, 9abcd, 10ab, 11abcde, 12ab, 14a, 17ab, 18a, 19a, 25, 26, 27, 29, 31, 33)		
<b>MATHEMATICS, SCIENCE, PROBLEM SOLVING</b>		<b>CLASSROOM UPDATES</b>
<b>Shadow or No Shadow?</b>		• We will use wooden blocks and Lego to build structures we think would cast unique shadows. We will then test them out with a flashlight!
We will cut out a series of images. We will look at the object depicted and decide if we think it would cast a shadow or not. We will place the images into the corresponding column on a 1-chart.		• We will use light tables and transparent shapes during center play to encourage exploration of how light changes the way we interact with what's around us!
Extension: Within our small center groups, we will explain our reasoning for deciding where to place our pictures. This activity strengthens our fine motor skills through cutting and gluing. It encourages us to practice categorization skills and identify the physical properties of different objects. This builds our understanding of how these characteristics can impact how items interact with environments.		• We will use paper, projector, and classroom objects to tell stories in a shadow puppet theatre.
<b>Prompt: Sunlight versus Moonlight</b>		
As a large group, we will look back to what we learned during space week to think about differences between sunlight and moonlight! Then, in our center groups, we will respond to a prompt: What can we do in the sunlight? What can we do in the moonlight? We will use various art materials to create an illustration that supports our dictation.		
Extension: We will write our dictations on our own. We will also use creative and more abstract vocabulary to answer the question: What does sunlight/moonlight look like?		
This activity encourages us to think critically about our personal connections to different forms of light and shadow. It strengthens fine motor skills as we work to create a supportive illustration!		
<b>Shape Silhouettes</b>		
Using different objects from our classroom, we will work in small groups to replicate different shapes in silhouette by creating shadows of our objects with flashlights. (ex: we will create a "circle" silhouette by creating a shadow of our classroom globe).		
Extension: We will trace each shadow onto a piece of paper and color in our silhouette. We will label each shape with its name (ie: triangle, rectangle, circle).		
This activity will refresh and review our beginning concepts of geometry while encouraging us to problem-solve as we discover that the shadow created by an object may be different from the shape of the object itself! It also encourages us to work cooperatively with others as we create as many shapes as possible in our team.		
<b>Investigations: Prisms and Reflections</b>		
In our small center groups, we will use flashlights and LEDs to explore various materials and objects we have discussed throughout the week (disc balls, bowls of water, prisms, CDs, etc.). We will verbalize what we notice about the light as it interacts with each object!		
Extension: We will record what we notice on a sheet of paper. We will also explore finding ways to block our light sources from the object, and discuss what happens then! We will also consider whether our object reflects light, or lets it pass through!		
This investigation encourages curiosity around the phenomenon of light! It strengthens observational skill and use of scientific inquiry, and while also building our fine motor strength as we manipulate multiple objects of varying weight and textures.		
(3ab, 7ab, 8b, 9a, 10ab, 11abcde, 12ab, 13, 19a, 20ab, 21ab, 22a, 23)		
<b>AFTERNOON CIRCLE TIMES</b>		
We will read: "Flashlight" By: Liz Boyd	We will read: "Hello Lighthouse" By: Sophie Blackall	We will read: "George and His Shadow" By: Davide Cali
		We will read: "The Black Rabbit" By: Philippa Leathers
		We will read: "Yell, Turn Out the Light" By: Karma Wilson



# Jr. Kindergarten: Roscoe Classroom

Welcome to the Roscoe Jr. Kindergarten Classroom!

Our classroom is thoughtfully designed to support the needs of children ages 4-6 years old. While a variety of ages are hosted, we integrate and scaffold for kindergarten learning throughout all activities and lessons.

While we hold important large group lessons daily, the majority of our time involves small group work. Groups of 3-5 students rotate through teacher-guided mini-lessons and activities, as well as curated play centers designed to inspire creativity. This small group philosophy allows the teacher to adapt every lesson to meet the specific learning targets of each student.

We provide daily pullouts and 1:1 lessons exclusively for our Jr. Kindergarteners! Each afternoon older students work directly with the teacher, who additionally provides them with supplementary work to build important skills.

We rely primarily upon the Creative Curriculum and State Standards to guide our teaching. This allows for a focus on child-led learning while ensuring that students leave our classroom equipped with everything they need to excel in their next academic environment.

Our learning domains are also designed to incorporate multiple curricula, allowing students to investigate, explore, and build confidence on an individualized educational adventure! Please see below for some examples:

- **Phonics and Literacy:** While our Preschool classrooms incorporates daily literacy lessons, we take this to the next level with our Jr. Kindergarteners. We employ the UFLI curriculum, a method aligned with the Science of Reading. We supplement this with concepts from Learning Without Tears.
- **Mathematics, Science and Problem-Solving:** We utilize hands-on activities aligned with students' individual interests to make math and science exciting and accessible! We explore simple equations, learn to tell time, perform experiments and much more, all through the lens of children's real-world interests and curiosities.
- **Social Studies:** We work hard in the Roscoe classroom to develop understanding and respect for our school and greater community. Through projects and investigation-based learning, we explore the needs of others, learn about world cultures, and delve into history.
- **Digital Literacy:** Investigative learning is a strong focus in Roscoe. Under supervision, our older students begin exploring and utilizing appropriate digital resources to research topics of interest and to practice important skills.

Our school days also include focus on Arts Education, Physical Exercise and Social-Emotional Learning. We believe that all children deserve to leave our Jr. Kindergarten program well-rounded, prepared, and excited for the future!"

I look forward to supporting your child in their growth here at Kids' Work Chicago Riverview!

Sincerely,  


