

***What a
Martin J. Gottlieb
Day School
Kindergartener
Should Know
and
Be Able To Do!***

*General Studies
Judaic Studies
Resource Program*

ושננתם לבניך

“And you shall teach
your children...”



**MARTIN J. GOTTLIEB
DAY SCHOOL**
A SOLOMON SCHECHTER SCHOOL

VALUES • KNOWLEDGE • LEADERSHIP

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A Message to the Reader

This brochure lists skills and abilities in General Studies, Judaic Studies, and the Resource program that students should acquire by the end of Kindergarten to earn promotion to the First Grade. It answers questions that everyone in the school community needs to ask, such as:

- **What are students expected to know and be able to do?**
- **How are their achievements measured?**

This document is the product of extensive work by our faculty and administration, taking into account guidelines published by the Florida Education Department and the unique needs of our school community. Besides detailing the curricular goals and objectives of this particular grade, this document is designed to be part of the overall K-8 curriculum of the Martin J. Gottlieb Day School. Similar brochures can be obtained for other grades.

If you have any questions or suggestions, please be sure to contact Mr. Mitzmacher at 904-268-4200, ext. 148. We value your feedback and input.

Mission Statement

The mission of the Martin J. Gottlieb Day School, a Solomon Schechter school, is to provide a comprehensive, academically challenging curriculum in General and Judaic Studies. The school provides a caring, supportive community in which each student can grow academically, emotionally, socially and physically. Through the bilingual curriculum and school environment, the students are presented with a philosophy of life based upon the values and concerns embodied in Conservative Judaism, stressing social action and social responsibility.

Through a curriculum based on intellectual inquiry and critical thinking, students are challenged to meet the highest standards of academic excellence. The instructional approach fosters a lifelong passion for learning. We nurture the souls of each of our students, grounding them in Jewish values. By instilling personal and social responsibility and love for Israel, we create a foundation for a life of continuity and dedication to the community, which extends to the home, the synagogue and the community at large. Our studies foster a love of learning and openness to students' ideas.

Language Arts

Reading—Reading Habits

By the end of the school year, students should:

- Choose reading as a way to enjoy free time at school and home.
- Begin choosing books to read, re-read, and have read to them.
- Hear one or two books a day read to them in school; and read for at least fifteen minutes at home daily.
- Hold books right side up and turn pages in the right direction.
- Distinguish between print and pictures in literature and be able to follow along with the text.
- Locate parts of a book such as beginning and end.
- Read a range of materials including poems and songs and picture, chapter, and nonfiction books.
- Discuss books daily with the teacher, a classmate, or in a group.
- Learn new vocabulary daily.

Reading—Getting the Meaning

By the end of the school year, students should:

- Show that they understand books read to them by retelling a story in their own words.
- Re-read favorite books that have been read to them, imitating the reading behaviors of the teacher.
- Recognize and interpret familiar signs and symbols from the environment, such as stop signs.
- Join with the class in creating charts and diagrams to record important details about characters and events in stories.

Reading—Print/Sound Code

By the end of the school year, students should:

- Recognize all the capital and lowercase letters.
- Say the sounds of all the letters of the alphabet.
- Understand the idea that letters stand for sounds that make up words.
- Blend different sounds together to make a word.
- Recognize short and long vowels.
- Identifies the beginning and ending sounds in words.
- Hear and identify rhyming words.
- Recognize their own first and last name in writing.
- Read Kindergarten sight words on their own.
- Begin to read common labels and environmental print in the classroom and at home.

Writing—Habits

By the end of the school year, students should:

- Enjoy participating in the writing process.
- Use letters, drawings, and gestures to tell a story.
- Use words and phrases from classroom charts and labels to add to writing.
- Begin to listen to others' writing and re-read their own.
- Begin to keep a collection of their writing.
- Have opportunities to share finished work with an audience.

Writing—Purposes

By the end of the school year, students should:

- Write in order to inform (e.g., lists, observations, thank you letters).
- Write in order to persuade (e.g., to explain why an item is their favorite).
- Write to create narratives.
- Tell about events in the order that they happened.

Writing—Language Use and Conventions

By the end of the school year, students should:

- Write freely, using drawings, signs, symbols, and invented spelling to express themselves or tell a story.
- Begin to use one or two letters, especially initial and final consonant sounds, to represent whole words.
- Be able to reread their writing immediately after they have written it.
- Leave spaces between words.
- Write left to right and top to bottom.
- Use uppercase and periods when writing a sentence.
- Begin to use classroom resources such as alphabet charts and word lists to help with writing.

Listening and Oral Language (Speaking):

By the end of the school year, students should:

Listen and speak daily in whole class and small group discussions, and in one-to-one conversations with the teacher, in order to:

- Show understanding of stories read to them.
- Learn and practice using new vocabulary.
- Share ideas and facts with classmates and teachers.
- Ask questions to clarify understanding.

- Hear and follow directions.
- Listen respectfully and learn to take turns speaking.

Mathematics

Arithmetic and Number Concepts

By the end of the school year, students should:

- Count objects up to 20.
- Identify number names orally through 20.
- Be familiar with number words through 10.
- Practice the skills of counting on from a particular number (for example, starting from the number 7).
- Use a number line to count forward and backward.
- Use ordinal number names from first to tenth.
- Compare two groups and determine which is more, less, or the same, and use appropriate vocabulary (for example, more, less/fewer, equal/same).
- Explore fraction concepts using the words whole and half.
- Practice estimating and counting the actual number to check estimates.
- Use real money to learn the names of coins and dollar.

Geometry and Measurement Concepts

By the end of the school year, students should:

- Create geometric pictures and designs.
- Introduce names of 2-dimensional and 3-dimensional shapes.
- Explore non-standard units of measure for length, capacity, weight, and temperature (e.g., use paper clips to measure length).
- Introduce standard units of measure.
- Practice estimating sizes.
- Compare size and capacity (e.g., taller than and weighs less).

Function and Algebra Concepts

By the end of the school year, students should:

- Observe and describe patterns.
- Compare and create a pattern.
- Extend patterns.

Statistics Concepts

By the end of the school year, students should:

- Sort and classify objects by one characteristic (color, shape, size).

- Gather data to create real, picture, and bar graphs.
- Talk about graphs using words like most/many, least/fewer, the same/equal.

Mathematical Process

By the end of the school year, students should:

- Talk about mathematics in their everyday life.
- Play games that involve sorting and classifying with blocks, pasta, counters, connecting cubes and other sorting manipulatives.
- Put objects in order or sequence.
- Solve problems in ways that make sense.
- Draw pictures to show mathematical situations.

Science

Scientific Thinking

By the end of the school year, students should:

- Begin to work individually and in groups to collect and share information and ideas.
- Make observations of the natural world and know that they are descriptors collected using the five senses.
- Begin to keep records of investigations.
- Begin to ask questions based on observations of objects and events.

Earth and Space Sciences

By the end of the school year, students should:

- Explore the law of gravity.
- Recognize the repeating pattern of day and night and begin to observe objects in the day and night skies (sun, moon, and stars).
- Begin to observe daily and seasonal changes in the weather.

Physical Sciences

By the end of the school year, students should:

- Observe and describe the concept of magnetism.
- Sort objects by observable properties (e.g., shape, color, texture, temperature).
- Begin to recognize that matter can undergo changes.
- Investigate objects in motion (e.g., fast, slow) and observe motion can be changed by forces (e.g., push, pull).

Life Sciences

By the end of the school year, students should:

- Observe and investigate the parts of a plant and the process of growing plants.
- Observe and describe the life cycle of animals.
- Observe, investigate and describe different animal habitats.
- Recognize the five senses and the related body parts.
- Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

Scientific Tools and Technology

By the end of the school year, students should:

- Use magnifiers and measuring devices (e.g., measuring cups and scales).
- Use non-standard units of measurement for length, width, weight, and volume (e.g. cubes, paper clips, rulers and counters).

Social Studies

American History

By the end of the school year, students should:

- Develop an understanding of timelines.
- Compare children and families of today with those in the past.
- Recognize the importance of celebrations and national holidays.
- Listen to and retell stories about people in the past.
- Recognize U.S. symbols.
- Explore calendars.

Geography

By the end of the school year, students should understand:

- Begin using positional words and cardinal directions.
- Use maps and globes to locate places and differentiate land and water features (e.g., United States, Florida, Atlantic Ocean).
- Know one's personal information (e.g., phone number, street address, city and state).

Physical Geography

By the end of the school year, students should understand:

- Identify basic landforms and bodies of water.

- Describe and give examples of seasonal weather changes, and illustrate how weather affects people and their environment.

Economics

By the end of the school year, students should understand:

- Explore different kinds of jobs.
- Recognize that United States has its own unique currency.
- Identify the difference between basics needs and wants.

Government

By the end of the school year, students should understand that:

- Define and give examples of rules and laws at home, school, and community and why they are important.
- Demonstrate the characteristics of being a good citizen.
- Understand that the United States and Israel have flags and be familiar with them.
- Be able to recite the “Pledge of Allegiance.”
- Be able to sing the Israeli national anthem.

Judaic Studies

Conservative Judaism

We are a school proudly aligned with the Conservative Movement. We adopt the guiding principles of our Movement for our school’s curriculum and program. As such we provide learning and experiences that encourage:

- Development of a personal relationship with God.
- The centrality of Mitzvah and Torah Study.
- Valuing and cherishing Jewish plurality and diversity, both within our school and the larger world around us.
- Identity with Jews in Israel and the world.

Mitzvah

As a Conservative Day School, we teach, experience, and celebrate mitzvah. All of the mitzvot are both taught and observed throughout our school program. Much of the Mitzvah curriculum is implicit in all phases of our school program. This applies both to mitzvot we traditionally call “ritual” (*mitzvot bein Adam l’Makom*) and those we sometimes refer to as “ethical” (*mitzvot bein Adam l’chavero*). For example, all children give tzedakah each week. So too, Kashrut is strictly observed throughout the school. At the same time, we teach respect for teachers through an emphasis on proper behavior.

While we recognize the wide range of observances among our families, the school remains committed to the observance of mitzvot for our children and families.

As the first year of our school program, Kindergarten children begin their exposure to a wide range of daily, lived mitzvot in school. These mitzvot are taught and observed as the way Jews live.

Among the mitzvot lived in Kindergarten are:

- Tzedakah
- Shabbat – Candles, Kiddush, Challah
- Food – Kashrut, Brachot
- Tefillah

Tefillah

Tefillah is seen as the central way we express our thoughts, needs, and wishes as Jewish people. Tefillah teaches us the central categories of Jewish values and helps us communicate with God. Because the school sees Hebrew as the language of the Jewish people, tefillah is always done in Hebrew. Boys and girls participate equally in all aspects of the school's curriculum and Jewish experiences.

We teach tefillah both to help children learn the *matbayah tefillah* (the way the tefillot are recited in the synagogue services) and the ideas and aspirations the tefillah encompasses.

Tefillah is a sequential curriculum. Each year builds on the tefillot learned in the previous school years. By the end of their learning in the Elementary School, the children are capable of leading almost all of the daily and Shabbat tefillot. By the end of Middle School, students are expert-level tefillah-leaders.

Because we do not formally teach reading or writing of Hebrew in Kindergarten, tefillah is done orally as a class experience. The children master each of the tefillot through choral singing. In Kindergarten the children learn the central tefillah vocabulary, such as *Tefillah, HaShem, siddur, Torah, Aron Kodesh*.

Tefillah is a daily experience. On Monday through Thursday, the children begin each Jewish Studies class with several prayers. On Friday, the children anticipate the beginning of Shabbat through the Kabbalat Shabbat.

By the end of Kindergarten, the expectation is that our students will be familiar with the following tefillot:

Modeh Ani; Mah Tovu; Shema; Torah Tzeva Lano Moshe; Adon Olam; and VeShamru.

Shabbat and Holidays

Through the weekly and monthly life of the school, the children see Shabbat and the Jewish holidays as special moments for Jewish celebration. Connections are made between the mitzvot of the Torah, our Jewish life in school, and our lives as Jews at home and in the wider world. Each Jewish holiday is celebrated with songs, crafts and stories.

Each week the children learn to celebrate Shabbat with a Kabbalat Shabbat program. The children learn to light the Shabbat candles, say the brachot over the wine and challah, and learn many Shabbat songs. They also learn the mitzvah of *hachnasat orchim*, inviting guests to our homes. The emphasis is on the beauty of the home Shabbat rituals.

An overt connection is made between our school celebration and home observances and celebrations. For example, families are welcome to join us on Friday afternoons for Kabbalat Shabbat. One of the highlights of our Jewish Studies program is an annual Kabbalat Shabbat program and dinner in which the Kindergarten families come together on a Friday evening to celebrate Shabbat together. This includes a Friday evening family service, a special program performed by the kindergarten students and Shabbat dinner. Also, the students make their own candlesticks, kiddush cup and challah cover.

Torah Study

The goal of Torah study is to fulfill the mitzvah of *Talmud Torah*. We study the Torah as the central unifying story of our people's understanding of the world and our relationship with God. By studying the Torah, we come to identify with our Jewish history and fulfill God's covenant with the Jewish people. Finally, we begin to appreciate God's commands and wishes for us as responsible and committed Jewish people.

The children in Kindergarten learn about the major story cycles of the Torah. Following the holiday of Simchat Torah, when we begin anew the reading of the Torah, the Kindergarten children learn about God's creation of the world, the story of Noach and the Flood, the major life events of Avraham, Yitzchak, and Ya'akov, Yosef, and the story of the Egyptian slavery and Exodus.

The learning is done through a variety of class lessons, ranging from crafts to storytelling to song. The design of the lessons is to engage each child in the wonder of the Torah stories and the holiness of Torah learning. While the majority of the lessons are

conducted in English, the Hebrew names for people and places are exclusively used.

By the end of the year, the children will be familiar with the major stories of the Torah. They will also have acquired a love for the study of Torah.

Hebrew Language

The school assumes that the children coming to our school do not necessarily bring any Hebrew background. The goal of the Kindergarten year is to teach the students the Aleph Bet and many Hebrew vocabulary words. The children feel comfortable hearing the teacher speak in Hebrew and begin to respond in simple dialogues. While there is an exposure to written Hebrew, it is not a formal part of the program.

Medinat Yisrael

All children in the school learn about the State of Israel. Focusing primarily on modern-day Israel, the children daily express our love of Medinat Yisrael by singing Hatikvah at the start of the school day.

Through our annual celebration of Yom Ha'Atzmaut (Israel Independence Day), the children learn about different aspects of modern day life in Israel, ranging from Jerusalem to the Army, from the map of Israel to the joy of Israel's existence.

Resource Program

21st Century Technology & Learning

At MJGDS, we incorporate 21st Century skills with academic curriculum. Computer technologies are utilized as a tool for students to use in creating, communicating, making connections, researching, and solving problems. Never are computer skills taught in isolation; students acquire fluency with technology concepts, applications, terminologies and troubleshooting through working on projects and assignments that enhance and extend classroom learning. Our program provides a framework for the development of 21st century literacies including information literacy, media literacy, digital citizenship, global literacy and network literacy. All lessons are designed to help students meet [ISTE's NETS](#) (National Educational Technology Standards) for students. The NETS provide a foundation for "what students should know and be able to do to learn effectively and live productively in an increasingly digital world."

These include:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

In Kindergarten, students will acquire basic mouse and keyboarding skills. They will use mind-mapping tools and tools that support math, reading and writing skills. Students will be exposed to different media and creation tools. They will practice basic online safety. Students will have the opportunity to publish their work and connect with a global audience. Through digital portfolios, students will reflect on their learning journey.

Library

Kindergarten students at MJGDS visit the library once a week for a scheduled class visit where they learn our information literacy curriculum and participate in reading promotional activities and author studies. In addition kindergarten students may come to the library either individually or as a class at other times as needed.

Art

Kindergarten students at MJGDS have Art once a week:

Skills and techniques

Students will be given the opportunity to create art using a variety of techniques and different media. The media they will use include, but are not limited to: tempera paint, colored pencils, watercolor paint, oil pastels, markers, wood, wire and clay. The techniques will include forming with clay, tearing, cutting, gluing, painting and drawing. They will be introduced to the elements and principles of design. The elements of art are line, shape, color, value, form, space and texture. The principles of art are balance, contrast, emphasis, movement, pattern, rhythm, and unity.

Creation and Communication

Students will know that art can communicate an idea.

Cultural and historical connections

Students will analyze and create art from different cultures, time periods and artists. Artists studied may vary from Pablo Picasso, Wassily Kandinsky, Nam June Paik, Frida Kahlo to Leonardo DaVinci. Cultures studied can vary from Africa, Australian Aboriginal art, Japanese Art, and more.

Aesthetic and Critical Analysis

Students will use age appropriate vocabulary to describe, analyze,

interpret and make judgments about works of art. They will be able to compare paintings by different artists such as Pablo Picasso's self-portrait to Frida Kahlo's self-portrait.

Applications to life

Understand that art is created for many reasons and uses, such as decorative, architecture, interior design, and more.

Music

The music program in Kindergarten combines the playing of un-pitched instruments, clapping, and movement to teach beat competence and rhythm. Music theory is taught using musical notation and non-musical symbols to explain melody and harmony, counterpoint, dynamics, form, and expression.

Music appreciation units are comprised of famous composers and their respective musical genres, world music, and popular music. Additional educational units cover conducting, instrumental families, and holiday music. Students are provided with social, historical, and cultural information pertaining to each subject.

By the end of the school year students should be able to

- Identify simple rhythmic notation (whole, half, quarter note), simple time meter (4/4, 3/4, 2/4), and know the basic components of music notation (staff, G Clef, F Clef, time signature, bar lines)
- Understand and use basic vocabulary to describe the musical dynamics— fast, slow, loud, soft
- Understand the different roles of musicians – conductor, composer, performer
- “Answer” a rhythm and imitate a melodic phrase
- Sing a basic song in a 5-note or 1-octave range

Physical Education

Students at MJGDS have PE three times a week.

Movement Competency

Students will be able to move in a variety of ways in relation to others around them. They will develop a number of ball skills and equipment skills such as rolling actions, bouncing actions, and throwing and catching competency. They will also learn body balance and object balance.

Cognitive Abilities

Children will be able to identify safety rules and procedures. They will recognize dominant hand or foot and be able to use forcefully. They will also be able to determine personal space and identify

body parts. Kids will recite cues for actions needed during activity or sport.

Lifetime Fitness

Student will develop healthy habits for exercise and nutrition. They will know that exercise is a key component of a healthy life and invite others to participate with them. Children will also be able to identify healthy and unhealthy food and drink choices and recognize the difference between heart at rest and heart at play.

Responsible Behaviors and Values

Children will treat others with respect during play. They will use equipment safely and properly and enjoy participation alone and with others. Kids will be willing to try new movements and skills and will continue to participate when not successful on the first attempt.