

A photograph of three young children sitting at a table, engaged in a painting activity. They are using brushes and paint to create colorful designs on a white surface. The child in the foreground is wearing a black and white patterned shirt, the middle child is in a pink shirt, and the child in the background is in a blue shirt. Large windows with white frames are visible in the background, letting in natural light.

5 Countdown to
3 **4** Kindergarten
2
1 **Boston**

A Helpful Handbook for Kindergarten Families in the Boston Public Schools

BOSTON PUBLIC SCHOOLS



Dear Families,

Welcome to the Boston Public Schools! The Department of Early Childhood looks forward to starting this educational journey with you. We are excited to partner with you to set your children on the course to lifelong success as learners and citizens.

This guide will introduce you to your 5-year-old kindergarten classroom (K2), including the current curricula in reading and math, Focus on K2 and TERC Investigations. These programs align well with our K1 curricula, OWL and Building Blocks, so your child will have a seamless educational experience. Furthermore, the goal of the Boston Public Schools kindergarten program is to set children on a course of lifelong success as thoughtful and engaged citizens.

We would love to hear any feedback you have throughout your experience in the Early Childhood program of the Boston Public Schools. Please call the department at 617-635-9063 or e-mail jsachs@bostonpublicschools.org. You can also take advantage of the numerous resources listed at the end of this guide, including Countdown to Kindergarten, which can help you with this important transition. Please feel free to call Countdown to Kindergarten at 617-635-6816 or visit the web site at www.countdowntokindergarten.org.

Best wishes for the coming school year,

Dr. Jason Sachs
Executive Director, Department of Early Childhood

Sonia Gómez-Banrey
Director, Countdown to Kindergarten

Children Begin Learning at Home



You count! Everything families do to nurture and protect their children makes a difference. No matter when a child enters school, parents and other family members are the first people in a child's life to appreciate who they are and what they do. By encouraging curiosity, communicating family values and genuinely appreciating the child, families establish a strong foundation for learning that lasts a lifetime.

Young children are more likely to thrive in school when they know lots of words and are able to express their ideas and needs. Spending time talking and playing with your child helps increase their vocabulary, makes them feel good about themselves, and helps them begin school eager and ready to continue learning.

Children thrive and grow when their parents, other family members and caregivers talk and play with them. The people in the child's home are their first teachers. By talking, telling stories and singing to and with young children, adults help children learn language.

When you take time to talk with your child, you show her that you love, value and care for her. Your attention not only reassures and comforts your child, but builds her strong sense of self, a characteristic that she will rely upon for the rest of her life

Play to Help Your Child Learn

These activities have no cost, no calories and require no batteries!

Many of the things you do to help your child learn to read are easy, free and fun. You probably do many of these things without even knowing it- just 20 minutes a day makes a big difference.

TALK

Talk often to your child and encourage her talk to you by listening carefully to what she says. The more words and sentences your child hears, and the more she practices them by talking to you, the more she will understand how language works. Tell stories and jokes.



Activity: "Storytelling/Story acting"

Storytelling has a long tradition as a way of passing on values, beliefs, and family history. Storytelling is an important way parents, family members, and caregivers can help young children use language and become members of their community. Tell a story about yourself. Tell her about your grandparents or about yourself as a child. When your child hears you talk about what happened in your life, she is learning new words and how language is used to communicate ideas and feelings. Invite your child to tell her own stories. If possible, consider writing down or scribing your child's story in a journal or notebook. This can help your child understand that language can be represented by print.

PLAY

Let your child have plenty of play time. When your child makes up stories while playing with trucks, blocks or other toys, he is using his imagination, practicing language and having fun. When you play with your child, it's a great time for the two of you—or the whole family—to share words and ideas.

Be selective about TV and video games. Set limits on the amount of time and types of TV and games your child sees. While some programming is educational, research shows that the less time children watch TV, the better they do in school. Also, when children sit in front of a TV, they are missing out on getting exercise and using their imagination.

GO PLACES

When you go places, there are often lots of new things to talk about. Remember what is regular for you is probably new to your child. Even taking a different route to the bus stop, the convenience store or the laundromat will mean new things to see.

DRAW OR "WRITE"

Drawing and scribbling are the beginning stages of writing, so write or draw together. When you write your shopping list, let your child write his own. Show your child how you write out your list by thinking about what you need and then writing down the names of those items. Say the names of the letters as you write them on your list. Plain or recycled paper and crayons or washable markers are all your child needs to create "masterpieces." Kindergartners like to draw pictures and often add letters or mock letters to the page. Ask your child to tell you the story in his pictures or tell you the words he has written. All of this gives children time to develop their ideas, language and small motor skills.

Activity: "Sing a Song" "Let's Make Music"

Music is universally enjoyable to everyone and a great way for children to connect words to meaning.

Music also helps children recognize rhythms and patterns. Sing to/enjoy popular music or children's songs with your child.

Activity: "What If?"

Pretend with your child to go to places or act out events that interest her. You can pretend to have a birthday party, go to a restaurant, fly in a plane, go swimming, etc. This is also a good way for children to practice unfamiliar or new situations, i.e.,

"What if you went to a new school, how could you make friends?"

Activity: "I Spy"

You can play this anywhere: in the car, on the bus, or at the grocery store. Pick a letter from your child's name and see if you can find something shaped like that letter or find the letter on a sign or find something that begins with the same letter sound. "I spy an M, the letter that your name starts with..." You can also describe an object and have your child guess what it is, "I spy something on wheels that you put your groceries in..." Or "I spy something that begins with the sound /m/?"

Activity: "Count Around"

Look for opportunities to count the number of everyday objects with your child. For example: How many forks or spoons on the table? How many plates are needed for everyone having dinner? For young children, counting small numbers (0-10) is more manageable and less frustrating.

Activity: "Let's Act It Out"

After reading a story more than once, act out the story with your child and her siblings or friends. Each of you can become a character and play out what happened in the story. And don't worry about child's embellishments of the story; they are just expanding on what they heard.

Activity: "Chiming In"

After reading a book several times, pause and let your child say some of the words and read with you. Give hints by pointing at pictures.

Activity: "Number/Shape Hunt"

Help your child find and identify numbers and shapes around them, e.g. numerals on keyboards, clothing, and phones; shapes of objects such as round wheels, square signs, triangle pieces of pizza.



READ

Right from the start, parents, family members and caregivers need to provide young children with books. Keep books in a special place that is within reach to encourage children to look at them on their own and to show them how valuable books are. When there is gift giving, ask relatives and friends to give books as presents. Books do not have to be new to be great. They can be handed down from older siblings and cousins or picked up at a yard sale!

Parents, family members and caregivers should introduce books to infants and very young children. Looking at the pictures and talking about them is an introduction to life-long reading. Adults can show children how to use books by showing them how to turn pages gently and handle them with care. Young children learn to appreciate books from adults who set that example.

Besides learning how to value books, most children enjoy the attention they get when they cuddle next to an adult who is sharing a book with them.



Activity: "Rhyming Words"
"Rhyme Time"

Rhyming is a foundational literacy skill that children can develop in fun and interesting ways. Rhyming books, such as Dr. Seuss and Mother Goose, are engaging for children. Make up silly, even nonsensical, rhyming words with your child. Play a game of thinking up rhymes to common words. For example, "time," rhymes with "dime," "lime," or even, "sime" (a nonsense word that still makes a rhyme. Make up new verses to a song by adding more rhymes).

Activity: "Let's Find Out"

Be curious with your child. Find out more about something by looking in books — either at home or at the library.

Make a commitment to read to children on a daily basis. Anytime of the day works, but just before bedtime is a nice way to end the day together. It can be the most important 20 minutes in a day.

Curriculum Summary

The Boston Public Schools Early Childhood curriculum spans K0-K2, serves children aged 3-6 and meets Massachusetts Learning and Common Core Standards. Our goal is to provide children with a quality early childhood experience in order to meet the challenges and opportunities of the 21st century.

The curriculum combines the most current research on teaching and learning, with attention to high standards for achievement. Most importantly, it instills a life-long love of learning in Boston's youngest citizens. The curriculum is designed for how children learn best: through making choices, engaging with materials, and robustly interacting with others. Children also develop the confident disposition of critical thinkers and the ability to use skills in flexible, creative ways.

What does this look like in the classroom?

Children are reading, writing, talking, singing, and building with blocks, conducting science, engineering, and math investigations, or role-playing in dramatization. Teachers facilitate learning in centers, develop foundational skills in small groups, and value a growing child's needs for physical movement, rest, and engagement.

Below is a summary of the components of the curriculum.

What is Focus on K2?

The Focus on K2 curriculum combines the most current research on teaching and learning with attention to high standards for achievement. Most importantly, it honors the value of instilling a life-long love of learning in Boston's youngest citizens. What does this look like in the classroom?

Learning in a K2 classroom is active, interesting, and fun! In a Focus on K2 classroom, you will see children working in learning centers for most of the day. They might be reading, writing, talking, singing, building with blocks, conducting science, engineering, or math investigations, or taking on roles through dramatization. Teachers join children in the centers to facilitate learning, help them develop critical thinking skills, and solve problems. They also work with small groups on foundational skills.

DECODING:

- Alphabet Letter Identification
- Phonological Awareness
- Alphabetic Principles
- Sound/Letter Correspondences
- Print Conventions
- Print Awareness

COMPREHENSION:

- Vocabulary
- Syntax
- Content Knowledge
- Reasoning/Inferential Thinking
- Knowledge of Text Structures



LITERACY LEARNING

The five foundational skills for literacy are woven throughout the curriculum.

1. **ORAL LANGUAGE/COMPREHENSION** is the ability to engage in conversations to build knowledge and understanding. This includes using language to resolve conflicts, tell stories, and pretend play. Example: "I feel frustrated when you said I can't have a turn at the sand table."

2. **VOCABULARY** is the number, variety, and complexity of words children understand and use. It includes familiar words and uncommon words not heard in everyday speech. Examples: "That sandwich was delicious," or "That sandwich was scrumptious!"

3. **PRINT AWARENESS** is knowing that letters, numbers, and symbols convey meaning, that print goes from left to right, and that words are separated by spaces. Example: Child holds a book right side up and turns pages left to right.

4. **ALPHABET KNOWLEDGE** is telling letters apart from each other and knowing the names of letters. Example: "Hey, I have a 'J' in my name too!"

5. **PHONOLOGICAL AWARENESS** is understanding that sounds make up words. This includes being able to identify the first sound in a word (such as /t/ in top) and being able to recognize rhymes. Examples: "Jelly, belly, Nelly – those rhyme!" or "Samaya and Sarah both start with /s/!"

MATH / STEM

(Science, Technology, Engineering, and Mathematics)

Mathematics instruction in early childhood classrooms emphasizes developing a strong sense of numbers and how they work in the world.

Both Building Blocks used in K0-K1, and TERC Investigations in K2, provide a strong foundation in mathematics through rich and varied experiences.

Children have daily opportunities to develop math concepts, problem-solve creatively, and apply flexible strategies.

STEM experiences tap into children's natural desire to engage with the world in a hands-on, concrete way. Throughout the day, children observe, investigate, watch, listen, design, build, and learn from physical experiences. Some schools also have science specialists who support classrooms. Many schools offer additional programming for science and math.

SOCIAL & EMOTIONAL DEVELOPMENT

How young children feel is as important as how they think, particularly with regard to school readiness. Academic success is linked to well-developed social-emotional skills. Young children learn best in the context of positive relationships that make them feel safe, loved, and supported. Early childhood classroom communities are intentionally built around the values of respect, responsibility, and care.

ROUTINES

Consistent classroom routines and structures help children become more independent and self-regulated. Through community building, teachers and children appreciate diversity of thoughts, experiences, and ideas. Conflicts are seen not as problems, but as opportunities to learn how to resolve them creatively, honor different perspectives, and value each other's contributions.

PHYSICAL DEVELOPMENT

Young children need many opportunities to move their bodies to support their physical health. K0-K2 children spend time outdoors everyday (weather permitting), as well as in large motor activities throughout the week.

GROSS MOTOR: Children build their large motor skills through movement activities in the classroom and outdoor play. Examples include dancing, climbing, jumping jacks, catching a bouncing ball, and using the slide or swings at the playground.

FINE MOTOR: Children develop their fine-motor skills through drawing, writing, painting, cutting, building, and working with small materials such as linking cubes or Legos, as well as exploring sensory materials such as water, sand and play dough.





ART & MUSIC

Through Art and Music, children integrate literacy and math skills, explore their creativity, and express their ideas and feelings. Children sing songs, participate in rhythmic activity, and explore a variety of art media.

Many schools offer additional programming for art, music, physical education, or some combination of the above.

Classroom Environment

Early Childhood classrooms convey a tone of warmth, community, and engagement. They are busy places where children are actively engaged in learning through talk, exploration, and cooperation. Children's work is prominently displayed throughout the classroom for children to reflect on and revise as they build new understanding. Materials are organized for children to access easily and capably. The schedule of the day is set up to allow for whole group, small group, and independent learning opportunities.

The classroom is structured with learning centers that serve multiple purposes and include:

- Dramatization center for theme- and text-related role-playing, enactment, and retelling
- Building center that includes various types of blocks and props
- Hands-on center with materials like puzzles and table top constructions
- Drawing and Writing center with a variety of writing tools and supplies
- Library and Listening center for reading a variety of familiar books, poems, and other print materials
- STEM/Discovery center for exploring and experimenting with theme-related materials and concepts

A Sample Day in Early Childhood

BREAKFAST AND ARRIVAL ACTIVITIES

MORNING MEETING/INTRODUCTION TO CENTERS

Children are introduced to the day's learning expectations with highlights of current unit concepts.

CENTER TIME

Children engage in project work at learning centers such as Blocks, Art Studio, Writing, Library, Puzzles and Manipulatives, Discovery, and Dramatization.

THINKING AND FEEDBACK

Children and teachers reflect on a piece of children's work. Children give helpful feedback/suggestions to their peers to revise/ revisit on-going projects.

OUTDOOR/GROSS MOTOR TIME

Children spend time outdoors everyday (weather permitting), as well as engage in large motor activities.

SONGS, WORD PLAY & LETTERS

Children sing and play instructional games designed to build letter knowledge, vocabulary, and phonological awareness.

READ-ALOUDS

Children read and discuss fiction and non-fictional texts to develop vocabulary and comprehension skills.

WHOLE GROUP MATH & MATH CENTERS

Children choose from a variety of independent math activities while the teacher instructs small groups of children in math concepts and skills.

LUNCH AND RECESS

WRITERS WORKSHOP or STORYTELLING/STORY ACTING

Children develop writing skills through teacher guidance, independent work, and group/peer collaboration.

Storytelling/story acting is a time for children to share stories with their classmates and /or act them out.

SMALL GROUPS

Children rotate through a variety of teacher-guided, skill-building experiences.

ART, MUSIC, GYM, COMPUTERS OR SCIENCE SPECIALIST

These vary school by school. Ask your principal what takes place in your school.

END OF THE DAY CENTERS

Children continue work in centers and/or explore new learning opportunities.

CLOSING MEETING

Children review the day's highlights and preview tomorrow's activities. Some children go home at this time, while others transition to afterschool programs.

Kindergarten Transition

Transitions can be very challenging for anyone, adults and children alike, especially the transition into kindergarten. Most of the time, the transition into kindergarten is harder for parents than for the child. We have some suggestions for activities that may help ease the transition for you and your child into the kindergarten classroom.

VISIT YOUR CHILD'S NEW SCHOOL TOGETHER. This is an important part of the transition process. Each of the Boston Public Schools offers a Welcome Session for new kindergarten families usually between April and June. This is a great opportunity to meet the principal, kindergarten teacher and tour the school. If you can, visit the school several times during the summer and let your child play in the playground. Your child will become familiar with the school environment, and come September the school will not be a strange place for him/her.

TALK ABOUT TRANSITIONS. For example, say, "We are going to the library. After the library, we will stop at the supermarket and buy some groceries, and then we will come home, wash our hands, have lunch, clean up, and take a nap."

CREATE ROUTINES. Have a set bedtime and wake up time, and stick to it. This helps children know what to expect and ensures they get enough rest. American Pediatrics recommends 10 hours of sleep for kindergartners.

READ BOOKS about going to school, but also read books with your child for pleasure. When reading, ask your child "Who? What? Where? When?" questions to help your child remember the story and "Why?" questions to support your child's thinking about it. At another time, let your child read the story to you. S/He can tell you what he sees in the illustrations or just tell the story from memory. Visit your local library often. They have great, free reading programs during the summer. www.BPL.org

HOW DO I GET A LIBRARY CARD?

Each neighborhood library branch has a Circulation Desk. The Circulation Desk is generally located at the front of each building. To get a library card, you must legibly fill out the library's application form and bring identification with your name, present address and signature to the Circulation Desk.

ENCOURAGE INDEPENDENCE. Nurture independence by allowing your child to make certain choices. Do you want to wear your purple shirt or the yellow one? Allow her to dress herself. If she is not already doing it, teach her how to open her own juice boxes or food containers. Children may bring their own lunch to school, and they will have to open their lunch on their own. Also, if your child will be wearing shoes that require laces, teach her how to tie her own shoes.

COMPLETE THE PARENT QUESTIONNAIRE that is attached, or one that is provided by your school. The information will help the teacher get to know your child better.

CELEBRATE THE TRANSITION INTO KINDERGARTEN. Countdown to Kindergarten offers a number of events throughout the city to help celebrate this important milestone. Pick up your free Kindergarten Readiness packet which includes the “I’m going to Kindergarten” t-shirt and an activity guide with a list of free events throughout the city. These packets are available at your local library, take your postcard and exchange for t shirt.

HINT: For the first day of school, dress your child in comfortable clothing. Have him wear elastic waistband pants (zippers, belts and buttons may be too much during the first couple of days). This way if he waits until the last minute to use the restroom, it will be easier for him to pull his pants down. Also, if your child does not know how to tie his own shoes, have him wear Velcro or slip-on shoes. Once your child feels comfortable and he is used to the new routines you can let him dress how he chooses.

COUNTDOWN TO KINDERGARTEN TRANSITION CALENDAR

APRIL-JUNE: Attend a Welcome Session at your child’s school. You will receive an invitation from your school.

JUNE: Pick up your readiness packet which includes your free t-shirt and Summer Guide at your local library.

JULY-AUGUST: Participate in free summer events throughout the city including the Summer Reading Program at your local library. Ask your librarian about free passes to several museums.

AUGUST: Celebrate Kindergarten Days at a local library. Attend the free citywide Kindergarten Celebration at the Children’s Museum. You will receive invitations from Countdown in August or visit www.countdowntokindergarten.org for scheduled events.

SEPTEMBER: The first day of kindergarten is the first Monday after Labor Day.



DEVELOP A PLAN FOR THE FIRST DAY OF KINDERGARTEN. When you visit your child's school in the spring ask the principal about guidelines for the first day of school. Can you walk your child into the school? Some schools have strict policies and prefer parents to say good-bye outside. You can prepare your child ahead of time so she will know what to expect. You can also pack a picture of your family in her backpack. If come in the classroom, talk about how long you will be there (10-15 minutes may be all you need). When saying good-bye, mean it.

If you anticipate a difficult time for your child, when it comes to separating in the morning or at another particular time of the day you think might be difficult for your child, feel free to discuss it with your child's teacher or principal so that together you can ease the transition for your child. Remember you know your child better than anyone else.

A BPS kindergarten classroom is the next step in your child's educational journey. Time flies and soon you will be saying goodbye and leaving your child at college. Enjoy the journey! Thank you for choosing the Boston Public Schools.

Kindergarten Family Questionnaire

Please take a few minutes to answer the questions below and then return the completed form to your child's new kindergarten teacher. This questionnaire will help the teacher get to know your child better and help inform instruction. Thank you!

CHILD NAME: _____

BIRTHDAY: _____

PLACE OF BIRTH: _____

AGE: _____

1. Please share something special about your child.
2. Please list the names, ages and relationships of other children in your home.
3. What is the primary language spoken in your home? Are there any other languages spoken? Does your child know more than one language?
4. With whom does your child live (i.e. mom, dad, grandmother, other)?
5. Is your child able to care for his/her own personal care needs, such as dressing, toileting, opening lunch and snacks? If not, how do you help her/him at home?
6. What time does your child typically go to bed?

7. What responsibilities does your child have at home?
8. Please list any fears your child may have (dogs, being alone, etc).
9. What comforts your child when he/she is upset?
10. What are your child's interests and hobbies?
11. Is there anything else you would like to share about your child (daily routines, likes/dislikes)?
12. Please list any allergies your child has.
13. Does your family have special celebrations that you'd like to share with the class?
14. Has your child had previous experience in a preschool or daycare setting? If yes, please include the name of the center or school.
15. What are your hopes for your child this year?

If there is any other important information you would like to share in a more confidential manner, please feel free to set up an appointment with your child's teacher. Best wishes for an exciting year ahead! Thank you for taking the time to fill out this questionnaire.

Family Resources

Websites

- www.ed.gov/pubs/CompactforReading/tablek.html - Includes activities to do with your child to encourage literacy development.
- www.familyeducation.com/home - Educates parents on general kindergarten expectations. There are also forums with advice from other parents.
- www.kinderart.com/littles - Details several activities to try with your children are categorized under themes that include sensory play, health and sorting/matching.
- www.seussville.com - Includes interactive activities that are fun and educational for your child.
- www.jstart.org - Features a monthly guide to school readiness, as well as other tools for families.
- www.terc.edu - Provides more information about the TERC math curriculum.
- www.ncela.gwu.edu/pathways/reading/index.htm - Lists practices for teaching bilingual children how to read.
- www.rif.org - Details reading activities for Spanish families.

Resources

Boston Public Schools

Main phone number: (617) 635-9000

www.bostonpublicschools.org

School Hotline

(617) 635-3046

(August & September)

Special Education

(617) 635-8599

Transportation

(617) 635-9520

Boston School Committee

(617) 635-9014

Food & Nutrition Services

(617) 635-9144

Countdown to Kindergarten

(617) 635-6816

www.countdowntokindergarten.org

Office of Engagement

(617) 635-5770

Newcomer Assessment Center

(617)-635-1565

Citywide Parents' Council

(617) 635-9210

Office of English Language Learners

(617) 635-9435

Family Resources

Continued

Books

Below is a list of suggested books to read with your child. Visit any Boston Public Library to borrow these books!

Oonga Boonga

by Frieda Wishinsky

Abiyoyo

by Pete Seeger

Peter's Chair

by Ezra Jack Keats

Abuela

by Arthur Dorros

Charlie Parker Played Bebop

by Christopher Raschka

Amazing Grace

by Mary Hoffman

Tito Puente Mambo King

by Monica Brown

Chrysanthemum

by Kevin Henkes

Sometimes I'm Bombaloo

by Rachel Vail

The Name Jar

by Yangsook Choi

Mouse Paint

by Ellen Stoll Walsh

Big Al and Shrimpy

by Andrew Clements

Corduroy

by Don Freeman

Uncle Nacho's Hat/El sombrero del tío Nacho

by Harriet Rohmer

Shoes, Shoes, Shoes

by Ann Morris

Oh The Places You'll Go

by Dr. Seuss

Seven Chinese Sisters

by Kathy Tucker

Mama Always Comes Home

by Karma Wilson

Bread, Bread, Bread

by Ann Morris

On the Go

by Ann Morris

Community Resources

Free or Reduced Admission to Museums and Cultural Institutions:

Boston Children's Museum

308 Congress St. Boston, MA 02210

Admission is \$1.00 per person EVERY FRIDAY night from 5:00pm to 9:00pm

Admission is \$2.00 per person EVERY DAY for Massachusetts Electronic Benefits Transfer (EBT) cardholders.

Institute of Contemporary Art

104 Northern Ave, Boston, MA 02210

Admission is free EVERY DAY for youth aged 17 and under

Museum of Fine Arts

465 Hunting St. Boston, MA 02115

Admission is free EVERY WEDNESDAY night after 4:00pm (voluntary donation)

Museum of Science

1 Science Park, Boston, MA 02114

Admission is free EVERY DAY that the museum is open for Massachusetts Electronic Benefits Transfer (EBT) and WIC cardholders. Discount applies for up to four free Exhibit Hall admissions. Please bring your valid photo ID and your Massachusetts EBT/WIC card to the admission desk.

Use your Boston Public Library card to reserve discounted passes to museums and cultural institutions around Boston!

Glossary of Terms

Differentiated Instruction – Not all students are alike. Based on this knowledge, differentiated instruction applies to an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.

Focus on K2 – The new Kindergarten curriculum in the Boston Public Schools. Focus engages children’s creativity, critical thinking and problem solving, collaboration, and communication. Content such as math and literacy are taught in part through whole-group mini-lessons, but with an emphasis on hands-on, authentic learning in interdisciplinary centers, such as the Block Area, Dramatization Center, and the Art Studio.

FOSS (Full Option Science System) Kits – A research-based science curriculum for grades K-8. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century.

Phonological Awareness – The area of oral language that relates to the ability to think about the sounds in a word rather than just the meaning of the word. It is an understanding of the structure of spoken language – that is made up of words, and words consist of syllables, rhymes, and sounds.

State Common Core Standards – A single set of clear educational standards for the knowledge and skills students need in English language arts and mathematics at each grade level to ultimately be prepared to graduate college and be career ready.

TERC Investigations - A complete Kindergarten through grade 5 mathematics curriculum, developed at TERC in Cambridge, Massachusetts. It is designed to help all children understand fundamental ideas of number and operations, geometry, data, measurement and early algebra.

Theme-based learning – Seeks to put the cognitive skills such as reading, thinking, memorizing, and writing in the context of a real life situation using topics that children are familiar with to allow creative exploration. Children learn in a holistic way and learn best when they can associate whatever they learn to their surrounding and real life examples.

Notes



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