

SNAPSHOT OF A KINDERGARTEN STUDENT

Language Arts

Students in kindergarten are submerged in literacy-based activities throughout the entire school day. Students are engaged in meaningful, organized activities to increase oral language, listening comprehension, and develop phonological awareness. In addition, students encounter a wide variety of shared writing opportunities to provide a broad exposure to writing experiences. By surrounding students with several manipulatives to develop fine motor skills, they will build fine motor skill development for writing. As instruction is planned out through the day, it is important that students learn in whole group, small group, and individual instruction. This allows the teacher to meet individual needs at their appropriate levels.

Students entering Kindergarten should be able to:

- Follow 2-3 step directions.
- Orally respond to questions being asked.
- Identify images (parts of the body, family members, animals, food, action words, etc.).
- Identify each uppercase/lowercase letter of the alphabet (English – 26 letters; Spanish – 30 letters).
- Clap the syllables in his/her name, blend 2 syllables (tiger), (*Spanish: va-ca*) blend onset with rime (/p/-/an/), and blend 3 individual phonemes (/d/-/o/-/g/).
- Identify and produce rhymes (Ask the child to name the 2 pictures that rhyme. What other word rhymes with fish-dish?) (*Spanish: lata/rata*).
- Identify and produce words that begin with the same beginning sound (Ask the child to name the 2 pictures with the same beginning sound. What other word starts with this sound?)
- Write his /her first name.
- Use drawing to convey meanings.
- Make simple representation of shapes.
- Write letters or picture representation to describe events or stories.
- Write letters resembling words or parts of words.
- Begin to label pictures.
- Write some letters independently or on request.

Home Support:

- Read books to your child.
- Engage your child by asking questions that require more than a yes or no answer.
- Sing songs and recite poems and rhymes.
- Point out environmental print such as store signs, street signs, and packaging labels.
- Practice writing with pencils and crayons.
- Cut paper with scissors to improve fine motor skills.
- Write names and encourage writing (i.e., labelling objects, writing grocery lists, creating words with magnetic letters).
- Take time to visit the library.

During Kindergarten, students will:

- Demonstrate an understanding of how print works. For example, print represents speech, conveys meaning, and moves from left to right and top to bottom.
- Make rhyming words, clap out syllables, and identify beginning and ending sounds to develop phonological awareness.
- Apply phonics knowledge by matching letters to sounds and develop reading skills.
- Develop vocabulary through content based read-alouds and shared reading experiences.
- Demonstrate comprehension through retelling, acting out, and/or illustrating events in a story.
- Use prior knowledge to gather important information and ask relevant questions related to a variety of texts.
- Interact with a variety of texts to recognize features of informational books, poems, and stories from a variety of cultures.
- Make connections with personal experiences which include: language, customs, and cultures of others.
- Write from left to right and top to bottom.
- Dictate messages using knowledge of letters and sounds in a collaborative setting.
- Write names, the alphabet, lists, invitations, and stories.
- Use phonological knowledge to explore letter-sound relationships in writing messages and short stories.
- Generate ideas for writing topics.
- Participate in discussion using graphic organizers for shared and independent writing.
- Use available technology to compose text with adult assistance.
- Interpret various graphic sources (i.e., illustrations and charts).
- Identify messages found in print and film.
- Listen critically and follow one-step and two-step instructions.
- Give directions, take on classroom roles such as: line leader, work station manager, door greeter, etc.
- Ask and answer relevant questions in small and large group discussions.
- Dramatize plays, poems, stories, and other experiences.
- Develop correct oral grammar by speaking in complete sentences.

SNAPSHOT OF A KINDERGARTEN STUDENT

Mathematics

Students in kindergarten develop basic foundations of numeracy concepts by reading, writing, and representing numbers. Students will use their knowledge of numbers to compose and decompose numbers in various ways in order to solve real-world math problems. Kindergarten students are expected to use formal and informal language to communicate an understanding of the problem solving process as they act-out, generate, and explain strategies used to solve problems. Kindergarten students will employ the use of technology and math tools daily as part of the math program.

Students entering Kindergarten should be able to:

- Show basic counting readiness and counting by using nonverbal and verbal means.
- Recite number words in order up to 10.
- Count up to 4 objects with one count per item and demonstrate that the last count indicates how many items were counted.
- Verbally identify without counting the number of objects from 1 to 3.
- Recognize one-digit numerals 1-4.
- Use informal and formal strategies to make a collection larger or smaller (adding one, taking away one).
- Identify two groups of objects as being equal or non-equal.
- Recognize, describe, and name attributes of shapes.
- Verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight.
- Show awareness of the passage of time.
- Sort and classify objects using one or more attribute.
- Use attributes of objects to duplicate and create patterns.
- Create real or pictorial graphs.

Home Support:

- Practice counting objects to 20.
- Practice writing numbers up to 20.
- Practice counting forward and backward up to 20, starting with any given number (i.e., start at 5 and count; start at 12 and count; start at 7 and count backwards; start at 20 and count backwards, etc.).
- Practice saying the number word after a number (i.e., What number is after 9? What number is after 15?)
- Practice saying the number word before a number (i.e., What number comes before 17?)
- Practice making numbers in different ways (i.e., show me 5 fingers (5,0). Show me 5 fingers in a different way (3,2), (4,1), etc.).
- Find numbers in everyday life (i.e., house address, magazines, price tags, etc.).
- Find shapes in the environment (i.e., a door is the shape of a rectangle; a pizza is the shape of a circle, etc.).

During Kindergarten, students will:

- Apply mathematics to problems arising in everyday life.
- Use a problem-solving model that helps them to analyze information, formulate a plan, determine the solution, and evaluate the problem-solving process.
- Select tools, technology, and techniques to solve problems.
- Communicate mathematical ideas and relationships using multiple representations (i.e., symbols, diagrams, graphs).
- Create and use representations to organize, record, and communicate mathematical ideas.
- Count forward and backward to at least 20.
- Read, write, and represent whole numbers from 0 to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of arrangement.
- Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.
- Compare sets of objects (up to at least 20 in each set) using comparative language and written numerals.
- Compose and decompose numbers up to 10 with objects and pictures.
- Apply mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.
- Identify coins in order to recognize the need for monetary transactions.
- Recite numbers up to at least 100 by ones and tens beginning with any given number.
- Use geometric attributes to identify, sort and create two-dimensional shapes and three-dimensional solids and develop generalizations about their properties.
- Give an example of a measurable attribute of a given object (i.e., length, capacity, and weight) and compare two objects to see which object has more of/less of the attribute.
- Collect, sort and organize data (i.e., real object and picture graphs) to make it useful for interpreting information.
- Distinguish between wants and needs and identify income as a source to meet one's wants.

SNAPSHOT OF A KINDERGARTEN STUDENT

Science

Students in kindergarten are naturally curious about science concepts and have a constant need to investigate each component of the environment they encounter. The students learn concepts through hands-on experiences, such as simple investigations and explorations. Students build their knowledge as they take in information, about matter, energy, nature, organisms, and interactions between organisms and their environment. They study the natural world using their five senses, science skills, and tools. Exploration involves observing, predicting, comparing, measuring, sorting, classifying, and investigating the world around them.

Students entering Kindergarten should be able to:

- Use nonstandard measuring devices to learn about objects.
- Use the five senses to explore properties of materials, position and motion of objects, sort objects, make observations and predictions, problem-solve, compare and question.
- Discuss sources of energy including light, heat, and sound.
- Tell the differences between living organisms and nonliving things.
- Observe changes in the life cycles of organisms.
- Identify earth materials, their properties and uses.
- Identify objects in the sky.
- Recognize the importance of caring for our environment and our planet.
- Practice good habits of personal health and hygiene; nutrition and exercise; and personal safety.

Home Support:

- Practice pouring and measuring liquids into different size containers to compare bigger and smaller, such as cups to bowls.
- Ask your child to describe the natural world (i.e., What is the butterfly doing? What do the clouds look like?) and draw it.
- Listen to the weather report daily and talk about how weather has changed from day to day.
- Collect and sort shells, leaves, stones, and seeds.
- Look for and play with patterns such as petals on a flower and leaves on trees.
- Plan and cook simple foods together. Discuss changes observed such as cake mix to solid cake and bread dough to bread.
- Conduct simple science investigations that show change.
- Read and discuss books about water, rocks, soil, plants, living organisms and non-living objects.
- Build a collection of rocks, insects, and leaves.
- Visit informal science settings such as science museums, arboretums, zoos, aquariums, and planetariums.

During Kindergarten, students will:

- Use safe practices during classroom and field investigations.
- Use and conserve resources and materials.
- Ask questions about organisms, objects, and events.
- Plan and conduct simple investigations.
- Use senses to gather information and make observations.
- Gather information using simple tools such as hand lenses, balances, cups, bowls, and computers.
- Construct reasonable explanations and make decisions using information gathered.
- Communicate findings about simple investigations.
- Discuss and justify decisions.
- Explain a problem and propose solutions.
- Identify organisms and their parts.
- Explore basic needs of living organisms and discuss their interdependence.
- Record observations about parts of plants (leaves, roots, stems, and flowers) and animals (wings, feet, eyes, head, and tail).
- Identify and group organisms as living or non-living.
- Observe and record life cycle stages of living things.
- Identify ways that the Earth provides resources for life.
- Observe and describe properties of rocks, soil, and water and give examples of ways they are useful.
- Learn how to use and conserve resources and materials.
- Observe and record weather changes from day to day and over seasons.
- Observe, identify, and predict patterns including seasons, growth, and day and night.
- Identify that heat causes change.
- Observe, describe, and record changes in size, mass, color, position, temperature, sound, and movement.

SNAPSHOT OF A KINDERGARTEN STUDENT

Social Studies

Students in kindergarten focus on the nature of people and their world. They acquire awareness of the many aspects of their culture and environment, beginning with their family customs and traditions, patriotic holidays, contributions of historic people, and natural heritage. Students learn about geography, which includes the physical and human characteristics of places. They will be introduced to basic human needs such as clothing, food, and shelter, and the ways people meet these needs. Through social studies, students will foster their skills in problem-solving, decision-making, working independently, as well as with their classmates, to become contributing members of society.

Students entering Kindergarten should be able to:

- Identify similarities and differences in characteristics of families and people.
- Name and identify roles of family members and community helpers.
- Discuss that all people need food, clothing, and shelter.
- Recognize flags of the United States and Texas.
- Engage in voting as a method of group decision making.
- Follows simple rules and demonstrates basic understanding of following classroom routines.
- Uses appropriate nonverbal standards as well as accepted language and style during communication with adults and children.

Home Support:

- Use photographs of family members to point out how they are alike and different (i.e., some have the same eye color but some are taller or older than others).
- Identify significance of family celebrations, traditions and holidays (i.e., Cinco de Mayo, Chinese New Year, etc.).
- Read books of different kinds of shelter or clothing.
- Share grocery shopping experience with your child and highlight healthy foods.
- Vote for simple family decisions, such as choice of breakfast, television program, or place for an outing.
- Discuss and identify the purpose of rules at home.
- Visit and identify community helpers around the city (i.e., police officers, firefighters, paramedics, bus drivers, nurses, etc.).
- Point out the Texas flag and United States flag as you drive around town.

During Kindergarten, students will:

- Identify customs and explain the reasons for national patriotic holidays (i.e., Presidents Day, Veterans Day, and Independence Day).
- Identify contributions of historical figures (i.e., George Washington, Christopher Columbus, etc.).
- Place events in chronological order and use vocabulary related to time and chronology (i.e., before, after, next, first, last, yesterday, today, and tomorrow).
- Locate places on campus and describe relative location (i.e., over, under, near, far, left, and right).
- Identify tools that aid in determining location, including maps and globes.
- Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.
- Identify basic human needs of food, clothing, and shelter.
- Explain the difference between needs and wants.
- Identify jobs in the home, school, and community and explain why people have jobs.
- Identify rules that provide order, security, and safety in the home and school.
- Identify authority figures and explain how authority figures make and enforce rules.
- Identify the flags of the United States and Texas.
- Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.
- Use voting as a method for group decision making.
- Identify similarities and differences among people.
- Describe, compare and explain the importance of family customs and traditions.
- Identify examples of technology as used in the home and school and describe how technology helps accomplish specific tasks and meet people's needs.
- Organize and use information acquired from a variety of valid sources, including electronic technology to sequence and categorize information.
- Express ideas orally and create and interpret visuals (i.e., pictures and maps).
- Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.