

Kindergarten instructional programs in USD 379 are committed to helping each child meet the academic and intellectual competencies expected at this grade level and become active, engaged learners in a classroom setting. The following summary of the instructional program provides an overview of the kindergarten year. The kindergarten program builds a foundation of skills and knowledge for children. It encourages critical thinking, creativity, and respect for self and others. Expectations are modified or expanded to meet a child's needs and abilities.

Curriculum standards are what all grade-level students are expected to know and be able to do by the end of a school year. Key concepts and standards of kindergarten education are included. If you would like a complete description of kindergarten standards, they can be downloaded from the [Kansas State Department of Education](#) website.

If you have questions about curriculum, please contact your child's teacher.

## English Language Arts

### READING - *Foundations, Literature, and Informational Text*

- Recognize and name all upper and lowercase letters of the alphabet and their matching sounds.
- Recognize and say rhyming words and syllables.
- Recognize and say sounds at the beginning, middle, and end of words.
- Identify characters, settings, and major events in a story.
- Read common high-frequency words by sight (e.g., the, or, to, you, she, my, is, are, do).

## WRITING

- Print all upper and lowercase letters.
- Write and/or draw pictures about a specific topic and provide details about the topic.
- Spell simple words using knowledge of sound-letter relationships.

## LANGUAGE

- Ask and answer questions by speaking in complete sentences.
- Use words and phrases learned through conversations and reading activities.

## Science Topics:

- Forces and Interactions: Pushes and Pulls
- Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment
- Weather and Climate
- Engineering Design

## Social Studies: Sense of Self

### HISTORY

Students will study history through self-awareness and individual experience. They will examine how making choices to meet their daily needs at home and in school affects their lives. Students will recognize and evaluate how they are part of larger social and cultural groups by analyzing their personal history, and where they live, and how this changes over time. They will recognize significant Kansas events, symbols, and family customs.

### CIVICS/GOVERNMENT

Students will recognize the existence and importance of rules at home and at school. They will understand the role of authority figures at school and home and why they are needed. Students will recognize appropriate classroom behavior and identify characteristics of a friend, a helpful classmate, and a leader. They will recognize and demonstrate traits of being a good citizen.

## GEOGRAPHY

Students will begin to identify human and physical features of their local surroundings including home, school, and neighborhood. They will establish mental maps to help them navigate their school setting or the route from home to school. Students will be able to describe seasons and how seasonal changes affect their daily lives.

## ECONOMICS

Students will understand that people make choices because they cannot have everything they want. People work at jobs to earn money to pay for what they want and need. Students will recognize needs are defined as those things that are a necessity to life. They will understand that money can be used to purchase goods and services. Services are something one person does for someone else. Goods are something one can touch or hold. Students will recognize and evaluate the benefits of saving money.

## Mathematics

### COUNTING AND CARDINALITY

- Recognize, read, and write numbers 0–20.
- Count to 100 by ones and tens not always starting at zero.
- Count to answer “how many?” questions about as many as 20 objects.
- Identify a group of objects as “greater than,” “less than,” or “equal to” another group of objects by matching and/or counting the objects.

### OPERATIONS AND ALGEBRAIC THINKING

- Understand addition as putting together and adding to.
- Understand subtraction as taking apart and taking from.
- Represent addition and subtraction with objects, fingers, drawings, claps, acting out situations, explaining, and/or equations (e.g.,  $2 + 3 = 5$ ).

### NUMBER AND OPERATIONS IN BASE TEN

- Break apart numbers less than or equal to 10 into two addends by using objects or drawings, and record each with drawings or equations. (e.g.,  $5 = 3 + 2$  and  $5 = 4 + 1$ ).
- Add and subtract within 5.
- Understand the numbers from 11 to 19 are composed of ten ones and some more ones (e.g.,  $18 = 10 + 8$ ).

### MEASUREMENT AND DATA

- Identify, describe, compare, and classify measurable attributes of objects such as size, length, weight, or volume.

### GEOMETRY

- Correctly name two-dimensional shapes (e.g., squares, circles, triangles, rectangles, and hexagons) and three-dimensional shapes (e.g., cubes, cones, cylinders, and spheres).
- Form larger shapes from smaller shapes (e.g., join two triangles to make a rectangle).

# SUPPORTING YOUR CHILD'S LEARNING AT HOME

## **English Language Arts: At home, you and your child can:**

- Read and discuss books together.
- Talk about characters, settings, and events when reading stories together.
- Discuss stories your child is reading. Ask questions about the story; have your child use parts of the story to explain his/her thinking using complete sentences.
- Read nursery rhymes and sing songs (e.g., ABC song; Twinkle, Twinkle, Little Star) with your child.

- Set-up a writing station at home where your child can write and draw. Provide paper, markers, crayons, and other materials to encourage writing and drawing.

For additional online support, refer to [www.starfall.com](http://www.starfall.com), [pbskids.org/read](http://pbskids.org/read), or [cgcs.schoolwires.net](http://cgcs.schoolwires.net).

**For Student Writing Samples, refer to [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)**

## **Mathematics: At home, you and your child can:**

- Count up to 20 objects such as paperclips, windows, wheels, etc.
- Count to 100 beginning at any number. Ask your child to count to 100 beginning with numbers such as 9, 15, 28, 47, or 61.
- Compare two numbers in real-life situations. Ask, "Who has more pockets on their clothing, you or me?" (Your child might use matching or counting to find the answer.)
- Show how 5 crayons can be put into two groups. Five can be a group of 3 and a group of 2, and 5 can be a group of 1 and a group of 4. Record this work in drawings and equations.

- Tell subtraction stories, such as 4 birds are sitting on a fence. Three birds flew away. How many birds are on the fence now? Have your child model to show what is happening.
- Compare measurable attributes such as height by determining who is the taller or the shorter of two people.
- Go on a shape hunt to find circles, squares, rectangles, triangles, hexagons, cubes, cones, spheres, or cylinders. For additional online support, refer to [www.pbskids.org](http://www.pbskids.org), [mathisfun.com](http://mathisfun.com), or [cgcs.schoolwires.net](http://cgcs.schoolwires.net).

## **Social Studies & Science: At home, you and your child can:**

- Describe the importance of working together to complete tasks.
- Identify occupations of people in his/her school and home.
- Practice using the home address and phone number.
- Discuss the changes of seasons and how people adapt to those changes (e.g., wearing a coat when it is cold, using an umbrella when it rains, etc.).

- Examine how money is used.
- Practice trading objects or resources in the home (e.g., trading two cookies for one cupcake).
- Discuss individual choices.
- Discuss traditional patriotic activities in the United States.

For additional online support, refer to <http://www.scholastic.com/parents/plays>, and <http://kids.usa.gov/social-studies/>, or [kids.nationalgeographic.com](http://kids.nationalgeographic.com).