



***What Your Child
Will Learn
In***



Kindergarten

Family Guide 2011 - 2012

The purpose of this document is to give families an overview of their child's classroom learning experiences throughout the entire school year.
A child's program may differ depending on his or her instructional needs.

LANGUAGE ARTS

Reading/Listening

Phonemic Awareness

Discriminating Sounds

- ◆ Identify initial and final sounds in a word.
- ◆ Discriminate rhyming from non-rhyming sounds.

Producing Sounds

- ◆ Orally blend syllables into whole words.
- ◆ Orally blend two-three sounds together to make a one syllable word.

Segmenting and Manipulating

- ◆ Clap the number of words in a sentence and the number of syllables in a word.
- ◆ Substitute the initial sounds in a word to form a new word.

Decoding

Orientation to print

- ◆ Hold a book and turn the pages correctly.
- ◆ Follow print on a page from left to right, top to bottom.

Print awareness

- ◆ Identify where a story begins and ends in a book.
- ◆ Identify where print begins and ends on a page.
- ◆ Locate repetitive phrases in a book.
- ◆ Recognize the difference between a letter and a word.

Strategies

- ◆ Remember text.
- ◆ Take risks when attempting to read words.
- ◆ Use prior knowledge and pictures to make predictions about a story.
- ◆ Understand that being able to read and write allows one to do many things.
- ◆ Identify all upper and lower case letters of the alphabet.
- ◆ Demonstrate a knowledge of sounds of the common consonants: b, d, f, h, l, m, n, p, r, s, t, v, w, z.
- ◆ Blend letter sounds in one-syllable words.
- ◆ Use word families in one-syllable words.
- ◆ Use word families (r-an, t-an, D-an).
- ◆ Recognize some environmental print (STOP, EXIT, etc.).

- ◆ Recognize some high-frequency words (a, the, I, my).
- ◆ Monitor reading in familiar texts.

Fluency

- ◆ Use expression when reciting rhymes, poems and other familiar texts.
- ◆ Use ending punctuation to signal expression.

Information Literacy

- ◆ Link information literacy to everyday life situations with direct modeling from the teacher
- ◆ Use the 3-step problem-solving strategy to solve problems and make decisions with direct modeling from the teacher.

Use a variety of strategies to understand what was read:

- ◆ Recall prior knowledge.
- ◆ Draw inferences.
- ◆ Ask questions.
- ◆ Make predictions.
- ◆ Determine main idea.

Developing Vocabulary

Expand vocabulary in all subject areas through oral discussion by:

- ◆ Making associations between known and unknown words.
- ◆ Identifying synonyms and antonyms.
- ◆ Using text and illustrations to identify meaning of unknown words.
- ◆ Using newly learned words on multiple occasions to reinforce meaning.

Listening

- ◆ Listen politely to adults and peers.
- ◆ Listen to expand vocabulary and comprehend messages.
- ◆ Listen to interpret messages and make judgements about information.
- ◆ Listen to be informed, to perform a task and for literary experience.

Writing/Speaking

Speaking And Writing To:

- ◆ Express personal ideas (narrative)
- ◆ Inform (expository/informational)
- ◆ Express opinion

Writing As A Process

(*Using the 6+1 Traits of Writing to support the Writing Process)

- ◆ Identify an audience, select a topic, choose a form (letter, note, poem).

- ◆ Compose a sequence of events, including a beginning, middle, and end using student dictation, scribble writing, incomplete or complete spelling.
- ◆ Write about one's own experiences.
- ◆ Write individually known words correctly.
- ◆ Use words displayed in a room or other resources when writing.
- ◆ Experiment with the use of capitalization and punctuation.

Handwriting In Manuscript

- ◆ Hold writing utensils properly.
- ◆ Write from left to right, top to bottom.
- ◆ Correctly form upper and lower case letters on lined paper, as developmentally appropriate.
- ◆ Create proper spaces between words, as developmentally appropriate.

Oral Communication

Communicate effectively for different audiences and purposes:

- ◆ Contribute to group-authored stories.
- ◆ Use words and grammar appropriate to the situation.
- ◆ Question to gain information.
- ◆ Share relevant thoughts.
- ◆ Stick to topics when contributing to group discussions.
- ◆ Describe objects, pictures, and events.
- ◆ Retell familiar stories.
- ◆ Express complete thoughts, when appropriate.
- ◆ Share the feelings of self and others.
- ◆ Express relevant thoughts voluntarily, in small and large group settings.
- ◆ Exhibit appropriate behaviors such as taking turns and being polite.



Mathematics

Counting and Cardinality

Know number names and sequence.

- ✦ Count to 100 by ones and by tens.
- ✦ Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- ✦ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

- ✦ Understand the relationship between numbers and quantities; connect counting to cardinality.
- ✦ Count to answer “how many?” questions about as many as 20 things. Given a number from 1-20, count out that many objects.

Compare numbers

- ✦ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or equations.

- ✦ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- ✦ Break down numbers less than or equal to 10 into pairs in more than one way.
- ✦ For any number from 1 to 9, find the number that makes 10 when added to the given number.
- ✦ Fluently add and subtract within 5.

Number and Operation in Base Ten

Work with numbers 11-19 to gain foundations for place value.

- ✦ Put together and take apart numbers from 11 to 19 into ten ones and some further ones: understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

Describe and compare measurable attributes.

- ✦ Describe measurable attributes of objects, such as length or weight.
- ✦ Directly compare two objects with a measurable attribute in common, to see which object has “more of/less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

- ✦ Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- ✦ Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to*.
- ✦ Correctly name shapes regardless of their orientations or overall size.
- ✦ Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

- ✦ Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
- ✦ Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- ✦ Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

Science

Earth Science: Weather

- ✦ Observe and record daily weather.
- ✦ Name the four seasons and describe how weather affects people’s activities and choices of clothing.
- ✦ Describe changes that occur outdoors each season.
- ✦ Classify weather conditions and events associated with each season.

Physical Science: Water

- ✦ Observe and state that water takes the shape of its container, has weight and takes up space.
- ✦ Observe and describe the changes in water as it freezes, melts and evaporates.
- ✦ Observe and state that water flows in a downward direction.
- ✦ Observe and conclude that water is absorbed by some materials and is repelled by others.
- ✦ Describe the characteristics of bubbles.

Life Science: Living Things And Plants

- ✦ Classify living things by similarities and differences.
- ✦ Describe similar and unique qualities of people and some ways people change as they grow.
- ✦ Observe, describe and classify objects using the five senses.
- ✦ State that plants are living things with the following basic needs: air, water and light.
- ✦ Distinguish between objects that once lived and objects that have never lived.
- ✦ Describe the conditions necessary for seeds to sprout.
- ✦ Recognize that plants vary in size, shape and color.

Environmental Science

- ✦ Recognize that people use land for growing food, transportation, building things and recreation.
- ✦ Identify ways that people use Earth’s resources and water.
- ✦ Recognize that living things need a clean environment.
- ✦ Recognize some factors that cause air, water and land pollution.
- ✦ Identify materials that can be reused and recycled.



Social Studies

Home And School

- ◆ Describe the rights and responsibilities of being a member of the school and community, including respect for rules by which we live.
- ◆ Identify the roles and responsibilities of authority figures within the school.
- ◆ Identify and describe events of the day in chronological order.
- ◆ Identify situations in which people make choices.

Maps And Me

- ◆ Describe a globe as a model of Earth showing land and water.
- ◆ Identify land forms such as mountains and hills, and bodies of water, such as oceans, rivers and streams.
- ◆ Identify ways that people change their environment to meet their needs, such as planting crops or cutting forests.

Road Trip USA

- ◆ Identify common symbols such as the American flag, and Statue of Liberty.
- ◆ Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King Jr. Day and Presidents' Day.
- ◆ Identify ways that people travel on land, water, and air, and how transportation is used to move goods and people from place to place.

The Market

- ◆ Use experiences such as class trips, classroom visitors, stories, and electronic media to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories and music.
- ◆ Explain that goods are things that people make or grow.
- ◆ Describe how buyers and sellers make exchanges at the market.

Health

Disease Prevention And Control

- ◆ Recognize that germs can make a person sick.
- ◆ Identify ways to reduce the risk of becoming sick.
- ◆ Recognize signs of illness and when to tell an adult.

- ◆ Identify healthy personal hygiene habits and reasons for each.
- ◆ List proper times and procedures for washing hands.

Nutrition And Fitness

- ◆ Categorize foods as they fit into the MyPyramid.
- ◆ Identify healthy eating habits and proper eating manners.
- ◆ Identify common food allergies and risks associated with them.
- ◆ Recognize that physical activity is a necessary part of a healthy lifestyle.

Safety, First Aid, And Injury Prevention

- ◆ Identify how to cross a street safely.
- ◆ Identify ways to stay safe from fires.
- ◆ Identify ways to be safe in a car and on a school bus.
- ◆ Identify the safe use of school materials.
- ◆ Recognize the safe use of medicines.
- ◆ Recite personal information to know when lost or separated from parent or caregiver.
- ◆ Describe and practice responding to emergency situations.
- ◆ Demonstrate safe decision-making skills regarding interactions with strangers.
- ◆ Use the "No, Go, Tell, Keep Telling" strategy for personal body safety.
- ◆ Identify adults who can help in an abusive situation.

Social And Emotional Health

- ◆ Identify words that describe a variety of feelings.
- ◆ Show consideration and respect for self and others.
- ◆ Identify and practice skills for making friends.
- ◆ Discuss healthy ways to express feelings.
- ◆ Choose nonviolent ways to resolve conflicts.
- ◆ Identify characteristics that contribute to one's uniqueness.
- ◆ Explore roles and responsibilities of families and family members.

Educational Technology

Technology Systems

- ◆ Identify and describe the basic functions and parts of a computer system such as a monitor, keyboard, mouse and CD-ROM or DVD drive.

- ◆ Store and save data on electronic devices with assistance.

Digital Citizenship

- ◆ Use software and hardware responsibly.

Technology For Learning And Collaboration

- ◆ Use word processing software to create and print documents.
- ◆ Use a graphics program to create an original picture.
- ◆ Create a document that includes words and pictures.
- ◆ Use a graphing program, with assistance, to construct tables and graphs.
- ◆ Create a multimedia presentation using various features (such as text and images).

Technology For Communication And Expression

- ◆ Recognize technology's role in telecommunication.
- ◆ Communicate ideas or information using technology.
- ◆ Use various media and formats for multiple purposes.

Technology For Information Use And Management

- ◆ Identify, obtain and use information from electronic data sources such as CD-ROMs, databases and the Internet.

Technology for Problem Solving and Decision Making

- ◆ Solve real-world problems using technology as a tool.
- ◆ Make informed decisions using technology as a tool.



Metacognition

(Thinking Skills)

Self-Regulation

- ✦ Identifying and adhering to the boundaries of one's own body in various activities.
- ✦ Recognizing expected behavior and deliberately planning, managing and directing one's physical and mental actions accordingly.

Looking Carefully

- ✦ Systematically searching for details.
- ✦ Collecting clear and concise information to delineate characteristics.
- ✦ Using selective attention to relevant clues for identifying unique traits.

Comparing

- ✦ Using systematic searches to inspect two or more objects, creatures or events for similarities and differences.
- ✦ Labeling and describing features that distinguish similarities and differences.
- ✦ Describing similarities and differences on multiple dimensions.

Precision and Accuracy

- ✦ Demonstrating control of physical movement and articulation of thoughts.
- ✦ Gathering detailed information, applying defining criteria to it and articulating findings about it.

Role Taking

- ✦ Perceiving the attitudes and beliefs of others based on feelings and prior experiences.
- ✦ Imagining one's self from the point of view and in the roles of others.

Sequencing

- ✦ Recognizing sequences and patterns in a line or in time.
- ✦ Identifying and validating sequences and patterns based on a rule of regularity and repetition.

Labeling

- ✦ Naming objects, locations, tasks and processes in a precise manner.

Art

Drawing

- ✦ Use lines to make a picture based on personal experiences.

Painting

- ✦ Explore the qualities of different painting materials.
- ✦ Use different painting materials as a method of self-expression.

Printmaking

- ✦ Use lines, shapes, and textures to make prints.

Sculpture

- ✦ Construct, use and manipulate sculptural forms to make a three-dimensional object.

Crafts

- ✦ Use a variety of materials and methods to produce a craft object which serves a functional or decorative purpose.

Music

Melody and Pitch

- ✦ Identify high and low sounds.
- ✦ Practice "wait and listen" before imitating melodic patterns.

Tone Color

- ✦ Identify classroom instruments such as: wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, tambourines and hand drums.
- ✦ Explore and discuss environmental sounds.
- ✦ Listen to examples of adult male and female and children voices.
- ✦ Experiment with singing, whispering, calling and speaking voices.

Tempo

- ✦ Identify fast and slow.
- ✦ Match tempo (fast and slow).

Rhythm

- ✦ Explore steady beat through singing, playing and speaking matching tempo.
- ✦ Explore long/short sounds.
- ✦ Practice "wait and listen" before imitating rhythmic patterns.
- ✦ Explore steady beat through singing, speaking and playing instruments.

Movement

- ✦ Show understanding of personal space while moving to music.

- ✦ Explore steady beat through locomotor and non-locomotor movement.
- ✦ Follow simple directions or verbal cues in singing games.
- ✦ Use a variety of locomotor and non-locomotor movement to show meter.

Dynamics

- ✦ Recognize and perform loud and soft sounds.

Form

- ✦ Identify repeated patterns.

Physical Education

Movement

- ✦ Travel forward and sideways with a walk, run or hop (locomotor movements).
- ✦ Change directions quickly in response to a signal.
- ✦ Toss and catch a ball before it bounces twice.
- ✦ Balance on different body parts and at different levels.
- ✦ Show an understanding of the terms: under, over, through, beside and behind.

Attitude

- ✦ Enjoy participating in physical activities.
- ✦ Choose to participate in activities with peers without regard to personal differences.
- ✦ Take turns using equipment.

Fitness

- ✦ Maintain moderate physical activity for short periods of time.
- ✦ Identify personal preferences for different types of physical activities (striking, kicking, catching and throwing).



LIBRARY MEDIA / HOW TO HELP YOUR CHILD AT HOME

Library Media

Inquiry Process

- ◆ Identify information needs.
- ◆ Develop questions to guide the research process.
- ◆ Follow systematic problem-solving steps using the Super3 process.

Locate and Evaluate Resources and Sources

- ◆ Explore and identify a wide variety of resources.
- ◆ Evaluate potential sources for the information need.
- ◆ Use text features to select appropriate sources.
- ◆ Explore the arrangement of media materials on the shelves.
- ◆ Identify and follow the district's Acceptable Use Policy and school-based computer use rules.
- ◆ Learn to use safe practices online.

Find, Generate, Record, and Organize Data/Information

- ◆ Learn to use keywords for finding answers to questions.
- ◆ Utilize effective search strategies for collecting relevant information from sources.
- ◆ Use technology tools to find, record, and organize data/information within sources.
- ◆ Learn to recognize information being sought in resources.
- ◆ Differentiate between fact and opinion.
- ◆ Participate in group note-taking activities to capture concepts, credit sources, and avoid plagiarism.
- ◆ Explore various formats for recording and organizing data/information.
- ◆ Create a source list using an accepted citation style.
- ◆ Match appropriate format with content to be organized.

Interpret Recorded Data/Information

- ◆ Identify the main ideas of recorded information.
- ◆ Apply critical thinking and problem-solving strategies.
- ◆ Create new understanding and knowledge related to the information need.

Share Findings/Conclusions

- ◆ Explore options for sharing information learned.

- ◆ Reflect on and provide feedback about the research process and the information product.

Literature Appreciation and Life-long Learning

- ◆ Read, listen to, view, and discuss stories that reflect human experiences.
- ◆ Make literature connections to self, other literature, multimedia, and the world.
- ◆ Use libraries for personal or assigned needs.
- ◆ Utilize library circulation procedures and policies to access reading materials.
- ◆ Locate and select literature and/or multimedia in a variety of genres.
- ◆ Recognize the connection between reading and being a lifelong learner.

How To Help Your Child At Home Language Arts

- ◆ Read as often as possible with your child. Show your child how to hold a book and turn the pages correctly. Encourage your child to try different ways to figure out unknown words. Talk about books *before*, *during*, and *after* reading.

Before: Discuss the title, author, illustrator, title page and dedication page. Predict what the story might be about.

During: Discuss what is happening in the story and ask what might happen next. Track the words with your finger as you read. With familiar stories, invite your child to read along with you or "read" to you.

After: Discuss what the author/illustrator did to make the book interesting to read. Help your child distinguish between a letter and a word. Have your child point to the first and last word on a page. Help your child locate the beginning and end of the story.

- ◆ Read rhymes and poems to your child, pointing out the words that rhyme.
- ◆ Help your child learn all upper and lower case letters of the alphabet.
- ◆ Help your child learn the sounds for the consonants: b, d, f, h, l, m, n, p, r, s, t, v, w, z, and words that begin with those sounds.
- ◆ Allow your child to help you compose notes, signs, letters and lists.
- ◆ Assist your child in forming letters correctly.
- ◆ Encourage your child to write frequently.

- ◆ Provide an area for writing with special materials such as pencils, markers and different types of lined and unlined paper.
- ◆ Praise your child's efforts at writing.
- ◆ Share letters and cards from friends and relatives.
- ◆ Encourage journal-writing for special occasions: trips, family events or planning a birthday party.
- ◆ Allow children to make mistakes on a rough draft. Help your child stretch out the sounds in a word, and write the letters for the sounds heard.
- ◆ Encourage your child to write thank-you notes, invitations, letters to friends and relatives, lists of things to do and items to take on a trip.

Mathematics

- ◆ Listen carefully to your child as he or she solves problems.
- ◆ Help your child use mathematical thinking to solve real problems. For example, ask "Are there enough cookies for everyone to have two?"
- ◆ Help your child use the words: small, medium and large to describe the size of objects.
- ◆ Help your child find ways to describe how two objects are alike and different.
- ◆ Help your child learn to count forward and backward starting at any number.
- ◆ Help your child sort objects into different categories by shape, size, color, weight, texture and other characteristics.
- ◆ Help your child name and describe shapes regardless of size or orientation (e.g. a square oriented as a diamond is still a square)
- ◆ Work on puzzles.
- ◆ Explore the mathematics in books that you read with your children.
- ◆ Use computers and calculators as tools to solve problems.
- ◆ Make mistakes a part of learning.
- ◆ Help your child discover mathematics in everyday life.

Metacognition

- ◆ Encourage your child to compare items, events, or feelings using vocabulary that is specific and precise.
- ◆ Assist your child in predicting the sequence of upcoming events and describing past events.
- ◆ Ask your child how he/she plans to approach an activity, and discuss the results.

HOW TO HELP YOUR CHILD AT HOME

Science

- ◆ Encourage your child to observe carefully and to describe things in the environment - indoors or outdoors - such as plant and animal life, weather events, the movement of people, animals and objects.
- ◆ Allow your child to observe objects through a magnifying glass and discuss what is seen.
- ◆ Help your child explore the properties of water by pouring water into different types of containers and noticing that water takes the shape of the container, takes up space and has weight.
- ◆ Blow bubbles using a soap solution, and encourage your child to discuss what he or she notices about the bubbles.

Educational Technology

- ◆ Discuss uses of technology in the home and community.
- ◆ Help your child use software programs appropriate for Kindergarten, such as *Pixie* and *Kidspiration*.
- ◆ Practice computer skills with your child at home or at the public library.
- ◆ Visit appropriate websites to help support the classroom instruction. The Howard County Public School System provides online resources to assist students (*SIRS Discoverer* and *World Book Online*). Check with the library media specialist at your school for access information.

Art

- ◆ Set aside an area in the home for artwork to be done, if possible.
- ◆ Provide a variety of materials for your child to use, such as: salt dough, found and natural objects such as wood shapes, shells, rocks and sticks.
- ◆ Encourage your child to use different tools, such as: water colors, crayons, tempera paint, colored chalk, water-based markers, blunt-tipped scissors, glue and paper.
- ◆ Have your child draw what he or she sees outdoors, on a trip or in the home.
- ◆ Discuss the different ways stories are illustrated as you read books together.
- ◆ Praise and display your child's art work in special places.

Music

Singing and Movement

- ◆ Teach your child to sing familiar songs such as nursery rhymes, play songs and folk songs.
- ◆ Help your child maintain a steady beat by clapping, tapping, patting or stepping to music.
- ◆ Draw your child's attention to a variety of environmental sounds such as airplanes, striking clocks, automobile horns, birds whistling and the sounds that household pets make.
- ◆ Have your child distinguish familiar voices and describe them as *high* or *low*.
- ◆ Encourage your child to move appropriately to music by marching, skipping, tiptoeing, walking and swaying.
- ◆ Encourage your child to move creatively while listening to music.

Physical Education

- ◆ Encourage your child to experiment with movement through hopping, running and walking in different directions.
- ◆ Arrange for your child to have short periods of vigorous physical activity.
- ◆ Encourage your child to share toys and play equipment with others.

Social Studies

- ◆ Help your child make good choices in everyday life and discuss the consequences of his or her choices.
- ◆ Have your child point out areas of land and water on a map or globe.
- ◆ Help your child learn *left* and *right*.
- ◆ Help your child identify different types of transportation in your community, and determine whether they are used for air, land or water travel.
- ◆ Discuss ways that children can protect and preserve the earth and be a help to others.

Health

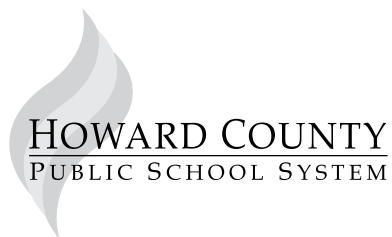
- ◆ Discuss items in the home that are edible and those that are not safe to eat, especially medicines, household cleaners, paint and glue.
- ◆ Reinforce basic safety rules to follow at home, school and in the community, including stranger safety and personal body safety.

- ◆ Identify with your child the adults to go to for help with problems.
- ◆ Help your child practice skills of good hygiene to prevent the spread of germs.
- ◆ Help your child choose healthy foods.
- ◆ Encourage daily physical activity.

Library Media

- ◆ Read and enjoy books with your child as often as possible.
- ◆ Establish a routine at home for reading.
- ◆ Talk about books before, during and after reading.
- ◆ Discuss ideas in books your child reads.
- ◆ Read an action story or tale of adventure to replace an evening TV program.
- ◆ Be a role model. Let your child see you read for pleasure.
- ◆ Practice using the Super3 model for problem solving everyday life situations.
- ◆ Obtain a library card for your child, and schedule regular family visits to the library.
- ◆ Encourage your child to participate in age-appropriate activities sponsored by the public library.
- ◆ Look for computer programs that encourage reading.





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