



**HIGHLANDS
SCHOOL DISTRICT**

Curriculum Connections



KINDERGARTEN

2019

FOREWORD

The Highlands School District has developed and published this handbook especially for parents. It is very important to keep this handbook for reference throughout your child's kindergarten year.

The purpose of this handbook is to inform parents of the skills that will be introduced and taught throughout the year which aligns with the PA Common Core Standards. Parents are encouraged to reinforce these skills at home with their children as they are presented in class. A variety of activities to assist you are included in this handbook.

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READING READINESS

A reading readiness program will help to ensure a child's future reading success. In order to perform successfully, children must develop such skills as ORAL LANGUAGE, LISTENING COMPREHENSION, and AUDITORY AND VISUAL DISCRIMINATION.

The reading readiness program in kindergarten is a thematic program entitled "Journeys (Harcourt Publishers)." The children will be introduced to letters and sounds through literature, poetry, photographs and a variety of phonemic awareness strategies

By the end of the year, your child should be able to:

1. SUPPLY WORDS THAT MAKE SENSE IN A SENTENCE.

Suggestions: Have your child supply a word that makes sense in a sentence. Read a story and omit a word. Recite a nursery rhyme and stop when a rhyming word is next. Your child should supply the rhyming word.

Example: Dottie used red paint to paint a _____.
Hickory, dickory dock. The mouse ran up the _____.

2. LISTEN AND RECALL EVENTS/DETAILS IN A STORY.

Suggestions: Read a story and have your child tell what happened first, next, and last. Recall daily activities by having the child state what activities were done in the morning, afternoon, and evening. After reading a story or watching a television program, have your child tell you what happened in the story or program.

3. DISCRIMINATE LETTER FORMS.

Suggestions: Have your child find letters that are the same in the newspaper, magazines, signs, etc. Match letters with the letters in your child's name.

4. LEARN LETTER NAMES.

Suggestions: Make flash cards and have your child learn the names of letters, capital and small, as letters are introduced in program sequence.

5. MATCH CAPITAL AND LOWERCASE LETTERS.

Suggestion: Have your child match the capital and lowercase letters on the flash cards you have made.

6. PHONOLOGICAL AWARENESS: DISTINGUISH LIKENESSES/DIFFERENCES AMONG THE SOUNDS OF SPOKEN WORDS.

Phonological activities are those that are introduced in a "spoken" manner. The children participate in speaking and listening activities to develop an awareness of sound-letter relationships such as identification of initial sounds, final sounds, and rhyming words. The children will also blend sounds to create words and segment, or separate, words to hear the individual sounds.

Suggestions: (Sound-Letter Relationships) Have your child name objects at home or at the store and tell you the letter for the sound heard at the beginning of the word. Have your child cut out pictures from magazines that begin with a particular sound.

(Rhyming Words-Likenesses) Have your child play picture games using words that rhyme such as: cat-hat, rug-bug, bit-hit.

(Differences) Play picture games with words that are similar such as: cup-cap, six-socks, pin-pen.

(Blending) Show your child a group of three pictures representing simple words such as *dog*, *cat*, *book*. Break apart the sounds in one of the words and ask your child to name the word and point to the picture. (ex. c - a - t...what's my word...*cat!*)

(Segmenting) Continue with simple word pictures as described for *blending*. Ask your child to choose a picture and break apart the sounds for you.

7. SPEAK IN COMPLETE SENTENCES.

Suggestions: Encourage your child to engage in conversation using complete sentences. When your child retells a story, encourage the use of complete sentences.

8. LISTEN AND COMPLETE ONE, TWO, AND THREE STEP DIRECTIONS.

Suggestions: Give simple oral directions to make a craft or to do simple tasks at home. Have your child repeat a given direction back to you.

9. RECOGNIZE HIGH FREQUENCY/SIGHT WORDS

"High frequency words" and "sight words" are those words that are spoken and read often. In addition, "sight words" are words that are not able to be "sounded-out;" they are to be read "on-sight." Kindergarten will be learning 87 sight words this year. Your child will receive word lists as they are learned.

Suggestions: Have your child find these words in storybooks. Make flash cards and have your child say the word on the card.

10. NAME PICTURES OF COMMON OBJECTS.

Suggestions: Name familiar items in the environment as you take a drive, walk through a mall, or shop for groceries.

11. DEVELOP ORAL LANGUAGE THROUGH A VARIETY OF ACTIVITIES.

Suggestions: Practice for "Show and Tell." Provide experiences for your child to talk about items and pictures.

12. GROUP THINGS IN COMMON CATEGORIES.

Suggestions: Ask your child to name items in a category (things we eat, things we wear, things we ride).

LITERACY AND WRITING READINESS

By the end of the Kindergarten year, your child should be able to:

1. BECOME WRITERS BY:

- drawing and writing personal responses to literature.
- writing in various forms: *narrative, persuasive,*
- creating their own stories.
- participating in the writing process and creating writing activities.
- sharing their writing with others.
- using a writing rubric to follow for self-assessment.

Writing personal responses by using "sound spelling" helps children learn phonics (relationship between sounds and spellings in written language) and enables children to communicate in writing long before the mastery of formal spelling.

2. EXPERIENCE LITERATURE BY:

- focusing on a literacy theme (Harcourt "Journeys" themes).
- participating in shared and repeated reading.
- listening to stories and poems read aloud.
- retelling, dramatizing, and discussing stories.
- reading independently.
- understanding main idea and purpose

Shared reading provides a model for reading and develops concepts about print. It is a natural way to help children grow into readers and writers. Rereading helps develop an understanding of stories and knowledge about language, vocabulary, and phonics.

3. LEARN ABOUT PRINT BY:

- experiencing a print-rich environment.
- participating in reading and writing activities.
- identifying letters, sounds, and words.

4. EXPLORE AND EXTEND LEARNING BY:

- participating in classroom and family projects.
- engaging in theme-related language and cross-curricular activities.

VISUAL DEVELOPMENT

Visual development is an important part of the learning process. In order to achieve success in reading, children need to move their eyes from left to right, to remember what they see, and to discriminate symbols.

By the end of the year, the children should be able to:

1. MOVE THEIR EYES FROM LEFT TO RIGHT WHEN LOOKING AT A ROW OF PICTURES, LETTERS, OR NUMBERS.

Suggestions: Point to the page when reading storybook to your child.
Point to each picture as you read the comics. Have your child put number cards in order. Cut out comic strip pictures, mix them up, and have your child put them back in order.

2. REMEMBER WHAT THEY HAVE SEEN.

Suggestions: Recall what your child saw in the store, in the park, on a walk, etc. Recognize and name colors. Cover part of a picture and have your child tell you what is missing. Match colors, objects, and letters that are the same.

3. DEVELOP COORDINATION OF EYE AND HAND.

Suggestions: Build with blocks. Follow the pattern to complete a lacing card. Build puzzles. (All suggestions in the Fine Motor section of this handbook also apply to hand-eye coordination.)

4. DISCRIMINATE LIKENESSES AND DIFFERENCES IN SIZE, SHAPE, AND COLOR.

Suggestions: Sort things by color, size, and shape (buttons, toys, clothes, etc.). Have your child tell why a picture or object is different from another.

FINE MOTOR SKILLS

Children need many experiences to develop fine motor control. Handwriting skills are easier to achieve when children have control of these muscles. Please work on the following skills at home with your child.

Please work with your child so that he/she is able to:

1. WORK TO DEVELOP SMALL MUSCLES IN FINGERS AND HANDS.

Suggestions: Squeeze and form clay. Form bread or cookie dough. Pick up coins and put them in a slot (bank). Paste shapes to a paper. "Clean" finger paint by using shaving cream on a smooth surface. "Tasty" finger paint by using thick pudding. Trace a dotted line. Color within boundaries using small, controlled strokes. Trace coloring book pictures. Follow the dots. Trace stencils.

2. FASTEN INDOOR AND OUTDOOR CLOTHING.

Suggestions: Practice zippers, snaps, and buttons of all sizes by holding the clothing on a table or on child's lap. Practicing this skill at home will help your child demonstrate self-help skills in the school environment.

3. DEVELOP THE SKILLS OF TYING.

Suggestions: Practice one step at a time. Do not make loops until your child successfully does the first step. Practicing this skill at home will help your child demonstrate self-help skills in the school environment.

4. CUT PAPER ON A LINE.

Suggestions: Have your child fringe paper (long strips). Cut pictures from newspapers or magazines. Cut out coloring book pictures to practice more difficult shapes.

5. PRACTICE PRINTING LETTERS

Suggestions: Help your child practice writing his/her first name beginning with a capital letter at the beginning followed by all lowercase letters. See your child's teacher for correct printing strokes and formation of letters.

GROSS MOTOR SKILLS

Gross motor skills are an essential part of a child's development. They help a child develop better control of the body in space. This body awareness promotes self-confidence. Children need to develop strength as they practice crossing the "midline." These are activities that challenge the body to cross the left and the right sides as well as alternating movements. Please work on the following skills at home with your child.

Please work with your child so that he/she able to:

1. IDENTIFY BODY PARTS.

Suggestions: Play an asking game of "Show me..." Ask your child to show you his/her head, ears, nose, chin, neck, chest, arms, elbows, wrists, fingers, legs, knees, ankles, feet, hips, and waist.

2. RUN FREELY WITH BODY CONTROL.

Suggestion: Encourage your child to play outdoors and run in an area without any danger of injury.

3. JUMP WITH TWO FEET.

Suggestion: Have your child jump with feet together across a measured distance (two tapes lines that are six inches apart). Gradually widen the distance.

4. HOP ON RIGHT FOOT AND LEFT FOOT INDEPENDENTLY.

Suggestions: This is a skill usually developed easily if first done by holding the back of a chair and hopping on one foot. When legs are strengthened, your child should hop independently for a distance of six feet.

5. SKIP WITH EASE AND CONFIDENCE.

Suggestion: Skipping can be broken down into a basic "walk-hop" pattern using alternating feet.

6. WALK STAIRS WITH ALTERNATING FEET.

Suggestion: Practicing walking stairs the "grown-up way" is the best way to develop this important skill.

7. CONTROL A NINE OR TEN INCH BALL.

Suggestions: Toss and catch at a distance of six feet. Bounce and catch at a distance of six feet. Throw a ball into a large container.

MATHEMATICS

Go Math is the math program we use in Kindergarten. It is a standards based program which focuses solely on the PA Common Core Standards. Go Math allows for hands on manipulative learning, is a student centered approach to learning, and provides many opportunities for the success of secured skills.

By the end of the year, your child should be able to:

1. Count to a number beyond 100.

Suggestions: Count! Count while riding in the car! Count while swinging on the swing!

2. VERBALLY COUNT 20 OR MORE OBJECTS.

Suggestions: Count the steps that you take as you walk. Count toys and snacks.

3. READ NUMBERS 0 - 30.

Suggestions: Look for numbers in the newspaper, in books and magazines, in stores, etc. Numbers are everywhere!

4. COMPARE AND ORDER NUMBERS TO 20.

Suggestions: Offer your child some number cards to place in order. Begin with numbers 0-10 and build to 0-20. Offer your child 2 number cards and ask, "Which number comes first...which number is greater... which number is less..." etc.

5. COMPARE SIZES OF OBJECTS

Suggestions: Compare objects according to size, length, and height. Compare toys, crayons, snacks, clothing, etc.

6. NAME BASIC SHAPES.

Suggestions: Show your child shapes and name them. Have your child find items in the house that have the shapes included in this handbook.

BASIC SHAPES



circle



square



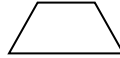
triangle



rectangle



rhombus



trapezoid



hexagon

7. EXTEND AND CREATE A PATTERN.

Suggestions: Make a paper chain repeating a color pattern. Make a line using several objects to create a pattern (block, coin, button, block, coin, button, etc.). Have your child extend your patterns and create his/her own patterns.

8. CLASSIFY/SORT OBJECTS BY CHOOSING WHICH ARE THE SAME OR DIFFERENT.

Suggestion: Sort socks, buttons, toys, etc.

9. COUNT BY TENS TO 110.

Suggestions: Group objects by tens. Count the objects by tens.
Make it fun! Use pretzels, cereal, or small toys.

10. IDENTIFY/SOLVE SIMPLE JOINING (+) AND TAKE AWAY (-) NUMBER STORIES

Suggestions: Show your child 3 objects and count them out loud together. Put the objects in your pocket or a small bag. Put 2 more objects in with the 3 objects. Ask, "How many are in there now?" Repeat with subtraction by taking objects out of the pocket or bag.

😊 Also use small toys to tell number stories.

Addition example: Here are three bears playing a game. Two more bears came along. How many bears are all together?

Subtraction example: Four cars were at the gas station. Two drove away. How many cars were left?

11. WRITE NUMBERS 0 - 20.

Suggestions: Make dotted outlines of numbers and ask your child to trace them. Name a number and ask your child to write the number.

12. USE GRAPHS TO ANSWER SIMPLE QUESTIONS.

Suggestion: Throw a die 10 times. Record how many times the number 1 is rolled. Ask your child about the results shown on the graph. (ex. How many times was the number 2 rolled? Which number did we roll the most...the least?).

13. RECOGNIZE AND KNOW THE VALUE OF COINS AND THE DOLLAR BILL.

Suggestions: Have your child name the penny, nickel, dime, and quarter. Start a family money jar. Count the values of the coins from time to time. Begin to add the dollar bill to the bank. Discuss that 100 pennies are equal to one-dollar bill.

14. READ AND WRITE NUMBER SENTENCES USING THE SYMBOLS +, -, AND =.


Suggestions: After telling a simple addition or subtraction number story as described in number 10, model how to write the number sentences (ex. $3+2=5$ or $4-2=2$).

15. MODEL HALF.

Suggestions: While eating a small snack, such as a graham cracker, have your child break the cracker in half. Discuss that half means two equal parts. Place four pretzels on the table and have your child divide the pretzels in half or two equal groups.

16. BEGIN TO EXPRESS A NUMBER IN DIFFERENT WAYS (UP TO 20).

Suggestion: Use pretzel groups to show how many different ways to make a number.

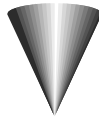
Example: 6 is the same as $4+2$, $7-1$, $1+1+1+1+1$,  , 6 pennies, etc.

17. RECOGNIZE 3-DIMENSIONAL OBJECTS.

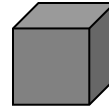
Suggestions: Have your child find objects in the house or at the grocery store that have the following shapes:



sphere



cone



cube

😊 In addition to the skills listed above, the children will be exposed to some additional skills. By the end of the year, your child should also be able to:

1. RECOGNIZE DAILY USES OF NUMBERS.
2. COUNT ON FROM A GIVEN NUMBER TO A NUMBER BEYOND 100.
3. COUNT BACKWARDS FROM THE NUMBER 22 OR HIGHER.
4. COUNT BY TWOS TO 30.
5. COUNT BY FIVES TO 100.
6. ESTIMATE TIME USING ONLY THE HOUR HAND.
7. BEGIN TO UNDERSTAND TWO DIGIT NUMBERS IN TERMS OF TENS AND ONES.
8. RECOGNIZE STANDARD MEASURING TOOLS (clock, weather thermometer, ruler, balance scale).
9. ESTIMATE COMFORTABLY (Place some pretzels in a container. Ask, "About how many pretzels do you think are in the bowl?").

HEALTH AND SAFETY

Children need to know the importance of basic health habits. With the help of the physical education staff, the children will learn to use their five senses, identify health helpers, and prevent health problems.

By the end of the year, your child should be able to:

1. IDENTIFY ITEMS THAT ARE SAFE AND UNSAFE TO EAT.
Suggestion: Identify and label safe/unsafe household items.
2. APPRECIATE THE USEFULNESS OF THEIR FIVE SENSES.
Suggestions: Recognize common indoor and outdoor sounds. Identify odors such as food, smoke, and flowers. Describe the way toys feel. Develop a vocabulary to identify tastes with and without looking at the foods. Practice eye safety.
3. RECOGNIZE GOOD DENTAL HEALTH HABITS.
Suggestions: Help your child develop good brushing habits. Encourage your child to eat "good tooth" snacks. Provide regular dental checkups.
4. REALIZE THAT MANY PEOPLE HELP US TO STAY HEALTHY AND SAFE.
Suggestion: Identify and discuss how we are helped by nurses, doctors, dentists, fire fighters, police officers, teachers, and parents.
5. UNDERSTAND THAT INDIVIDUAL CHOICES CAN CAUSE US TO BE HEALTHY OR UNHEALTHY.
Suggestions: Help your child practice good health habits such as cleanliness, eating healthy foods, dressing for the weather, and using a tissue. Discuss the dangers of smoking, alcohol, drugs, and strangers.
6. RECOGNIZE THE IMPORTANCE OF BEING KIND AND HELPFUL TO OTHERS.
Suggestions: Set a good example for your child. Praise your child for sharing being kind to a friend and caring for family, friends, and pets.

In addition to the health and safety topics that are introduced in school, we encourage the parents to help each child learn his/her 10-digit phone number and home address.

SCIENCE

Science is natural for children. The world is full of interesting things to see and touch. Children are wonderful at using their senses to explore and gain knowledge. After observing, it is natural for children to tell us what they see. Children will then compare what they see to what they have already experienced. They organize their thoughts, draw conclusions, and apply their knowledge. The processes of observing, communicating, comparing, organizing, relating, inferring, and applying are all a part of scientific thinking.

In kindergarten, the children will become scientists as they have a variety of opportunities to explore the scientific world. The *Science Companion* includes the following themes:

1. COLLECTIONS FROM NATURE

The children will:

- develop a growing curiosity and interest in the living things.
- observe and describe trees and leaves and the changes that occur during the different seasons.
- acquire vocabulary associated with the property and structure of trees.
- compare the similarities and differences of a variety of objects from nature.
- create a nature collection.

2. THE HUMAN BODY PART I: THE FIVE SENSES

- actively use the five senses: seeing, touching, tasting, smelling, and hearing.
- relate the five senses to specific body parts.
- participate in a variety of experiments and activities using the five senses.

3. THE HUMAN BODY PART II: THE BODY SYSTEMS

The children will:

- increase awareness the human body.
- recognize that all living things grow.
- begin to understand the functions of the circulatory, respiratory, skeletal, and muscular systems.
- create visual models of the body.
- Participate in a variety of experiments and activities focusing on body systems.

😊 In addition, the kindergarten science program also offers exposure to constructions, colors, light and shadows, magnets, animal and plant life cycles, the water cycle, weather, recycling, and many other everyday science interactions.

SOCIAL STUDIES/SOCIAL SKILLS

The kindergarten social studies program, "Here I Am," presents relevant experiences as children develop a sense of citizenship.

This readiness program will encourage children to:

1. distinguish between doing things alone and together.
2. recognize that families are unique.
3. identify likenesses and differences between the seasons, the country and
4. the city, etc.
5. appreciate the earth.
6. recognize our country and develop a respect for the United States.
7. identify one's own state.
8. recognize months, weeks, and days of the year.
9. recognize that people all over the world celebrate a variety of holidays.

The students will also participate in a conflict resolution/violence prevention program entitled "Second Step." The children will become involved in demonstrating how to solve social conflicts as they learn to recognize their own emotions as well as others emotions. It is important for children to understand that their feelings, as well as the feelings of others, change often. Children will learn the steps to calming down, talking about problems instead of using harsh words and physical violence.

😊 In addition to the topics listed above, social skills and work habits will be addressed throughout the year. We will encourage children to:

1. share/play with others.
2. work cooperatively in small groups.
3. contribute to discussions.
4. listen attentively.
5. follow directions.
6. demonstrate self-control.
7. follow rules and expectations.
8. use materials appropriately.
9. clean up after self.
10. demonstrate self-help skills (tie shoes, zipper/button coat and pants, fasten book bag...)
11. work independently to complete a task.
12. use time appropriately.
13. work carefully and neatly.
14. seek help when needed.
15. show confidence.

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