A PARENT’S GUIDE TO **Kindergarten**

Sun Prairie Area School District
## Kindergarten Experience

**Kindergarteners will . . .**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **Physical Education** | • Build skills through experimentation with drawing, painting, collage and sculpture  
• Create art that tells a story about a life event  
• Explain their process for creating an artwork  
• Describe what an image represents  
• Present or display works of art and explain why they were chosen  
| **Health**            | • Describe ways to prevent common childhood accidents and injuries  
• Describe healthy behaviors that impact personal health  
• Use refusal skills, including firmly saying no and getting away from the situation  
| **Arts Education**   | • Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces  
• Engage in The Studio Habits of Mind, a set of thinking dispositions utilized throughout the creative process  
• Kindergarten media includes drawing, painting, collage, fiber, printmaking, ceramics, and 3D sculpture  
| **Music**            | • Identify and demonstrate four voices: Whisper, Talk, Shout, Sing  
• Keep a steady beat with their body and on various instruments  
| **Guidance**        | • Listen, focus, and pay attention (attention skills)  
• Be a friend, cooperate, not bully others (social skills)  
• Identify feelings and emotions  
| **Physical Education** | • Travel safely in pathways and personal space  
• Participate cooperatively for the enjoyment of movement  
• Perform fundamental motor skills while maintaining balance  
| **Health**            | • Perform the physical skills required for class activities  
• Be responsible for personal and social behavior in physical activity settings  
• Understand and respect differences among people in physical activity settings  
| **Arts Education**   | • Describe ways to respond when in unwanted, threatening, or dangerous situations  
• Demonstrate behaviors that avoid or reduce health risk  
• List ways to prevent communicable diseases  
| **Music**            | • Describe music using appropriate vocabulary, fast/slow, high/low, loud/soft  
• Move expressively in response to different styles of music  
| **Guidance**        | • Identify ways to express needs, wants, and feelings  
• Identify ways to communicate  
• Identify ways to prevent bullying  
• Begin career exploration  

---

### Physical Development

- Kindergarteners need a lot of physical activity. They enjoy both indoor and outdoor physical play and activities.
- They have control of running, jumping, and making other large movements.
- They struggle with tasks that require small movements.

### Social and Emotional Development

- Kindergarteners are anxious and can be quite sensitive. Criticism can be traumatic.
- They need consistency with rules and consequences, and they respond well to clear and simple expectations.
- They look for verbal permission from adults.

---

*Source: Yardsticks, Child and Adolescent Development Ages 4-14, by Chip Wood*
## End-of-Year Expectations

**Kindergarteners will know how to ...**

### LITERACY
- Identify and write letters and sounds
- Read and write at least 30 sight words
- Track, print, and decode simple words by looking at beginning, middle, and ending sounds
- Tell a story through pictures and words
- Read and understand grade-level text
- Participate in conversations around text and their own writing

### MATH
- Count to 100 by 10s and 1s
- Write, identify, and count objects for numbers 1–20
- Add and subtract fluently using numbers 1–5
- Sort and recognize 2- and 3-dimensional shapes by their attributes
- Understand vocabulary terms, such as *greater than, less than, longer, shorter, heavier, lighter*

### SCIENCE
- Use senses to make and describe observations
- Identify characteristics of living versus nonliving things (ability to grow; ability to reproduce; need for air, food, and water)
- Participate in lessons involving Earth, life, and physical science

### SOCIAL STUDIES
- Identify one or more causes of an event, issue, or problem (History)
- Describe groups they belong to in school and in the community, and the various roles of people (Civics)
- Differentiate between a want and a need (Economics)
- Interact with people who are like them and different from them, and be friendly to everyone (Culture)
- Understand the relationship between people, places and environment (Geography)
- Work with others to solve problems

## Family Learning Activities

Practice these strategies at home in your family’s native language as well as in English.

### LITERACY
- Read with and to your child every day.
- Play games involving rhyming and identifying letters and letter sounds.
- Encourage your child to retell stories.
- Ask questions when reading with your child to support their understanding.
- Ask your child to put letters and pictures together to create simple stories.
- Encourage you child to identify sight words in text and in isolation.
- Help your child be responsible for any homework, reading logs, or projects.

### MATH
- Ask questions that encourage your child to count up to 20. (How many beans are on the plate?)
- Ask your child to read and write numbers on a calendar.
- Encourage your child to sort common objects (coins, cereal, toys) by attributes such as size, color, and shape.
- Play games and create simple addition and subtraction problems for your child using life situations.
- Ask your child about the length of certain objects. How do you know? (Which is shorter? Which is longer?)

### SCIENCE
- Observe changes in the seasons and discuss them with your child.
- Explore the world (visiting parks, zoos, ponds) and look for living and nonliving things.
- Have conversations. Take turns talking and listening.

### SOCIAL STUDIES
- Look for opportunities to discuss, explore, and experience different cultures.
- Discuss your child’s goals, and ways to reach them.
- Share stories about family history, places, and jobs.
- Have play dates, visit parks, and encourage your child to socialize with peers.
WE **welcome** OUR FAMILIES.

WE **honor** WHAT YOU BRING TO OUR LEARNING COMMUNITY.

WE WANT TO **partner** WITH YOU IN WAYS THAT HELP YOUR CHILD.