

What your child will learn in Prekindergarten



PK

INSIDE | Math | Language Arts | Science | Social Studies
BACK | Art | Music | Drama | Technology

**Dallas
Independent
School
District**



Prekindergarten **Mathematics**

	Number, Operation, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Thinking	Geometry and Spatial Reasoning	Measurement and Probability & Statistics
What your child will learn	- Count objects - Compare quantities of objects - Recognize whole and part of objects - Group and regroup objects	- Imitate patterns of sound and movement - Reproduce patterns of objects - Predict what comes next in a pattern - Recognize patterns in the environment	- Identify and name colors, shapes, sizes, and position - Match objects that are alike - Sort like/same objects into groups	- Recognize that events happen in a sequence - Put objects in order of size - Begin to use measurement tools - Use graphs to organize objects
What your child will do	- Count everyday objects to five or higher - Compare everyday objects and tell which one has “more,” “less,” “same,” or is “equal” - Tell whether an object, such as an orange, is whole or only a part of the whole - Arrange and rearrange real objects into groups	- Make movement or sound patterns such as “clap, stomp, clap, stomp,” etc. - String beads or arrange toys in patterns such as “blue, green, blue, green...” - Predict what comes next in a pattern (“triangle, circle, triangle, circle...”) - See patterns in floor tiles, windows, rows of trees, etc.	- Identify and name: colors, shapes (triangles, circles, squares, rectangles) sizes (big, little, tall, short, etc.) and positions (inside, outside, up, down, etc.) - Match shapes that are alike - Group similar objects (buttons, toys, beads, food items, etc.) and tell why they are alike	- Tell order of two events (i.e., “I woke up, and then I got dressed.”) - Put two or three objects in order of size from smallest to largest or largest to smallest - Recognize the use of a thermometer to measure temperature, and other tools to measure size and weight of objects - Use bar graphs to classify and organize objects and explain the grouping
What you’ll see (products)	- Counting fingers, toys, people, etc., out loud - Observing and arranging groups of objects during play - Identifying objects as whole or part of a whole	- Increased interest in rhythm games, dancing - Arranging toys or objects in patterns - Pointing out patterns in the world around them	- Pointing out shapes in their surroundings - Talking about objects that are the same and different - Arranging items into groups	- Asking questions about what happens next - Arranging objects according to size - Commenting on the sizes of objects - Bar graph activities
How you can help	- Divide items in two containers (i.e., pasta, beans, buttons). Encourage child to touch and count items in each container. - Combine all items. Ask your child to arrange in two groups and compare which one has more or less. Try the same activity with other items.	- Sing counting rhymes with your child (i.e., five little ducks, monkeys jumping on the bed) - Make a necklace with Fruit Loop cereal and yarn. Help your child string them in a color pattern such as “green, yellow, orange, red, green, yellow, orange, red...”	- Take your child on a color and shape hunt. Ask your child to look for and point out different shapes and colors on his clothes or around the house - When you do laundry, ask your child to help you sort pairs of matching socks by size and color	- Invite your child to tell you what will happen next in your home routines (i.e., after dinner comes bath time, then story time) - Show your child food items and ask him to guess their weight. Write down the answer. Weigh items to see if the guess is correct.

Prekindergarten **Language Arts**

	Listening and Speaking	Reading	Writing
What your child will learn	• Listen for a variety of purposes (i.e. following directions, retelling story events, etc.) • Conversational skills • Answer questions related to a specific topic	• Understand print concepts (i.e. print runs from left to right, and top to bottom) • Print and illustrations work together to communicate meaning • Letters are grouped to form words • Reading for enjoyment as well as for obtaining information	• Communicate in a variety of ways • Develop hand muscles to facilitate writing • Writing is both useful and enjoyable
What your child will do	• Follow simple directions as they are stated and retell events in a story • Participate in conversations using complete sentences • Answer questions with detail	• Examine a variety of books and printed materials • Participate in book sharing and storytelling activities • Practice recognizing letters and their sounds • Select favorite books and stories for repeat readings	• Explore writing through drawing • Grasp, squeeze, pinch, and cut various materials • Free choice writing (scribbling) and drawing
What you'll see (products)	• Directions followed when understood and simple stories retold • Requests and answers made in full sentences of at least three words • Questions answered with more than just one word	• Book and written materials handled correctly • Pretend reading (i.e. making up a story to match a picture) • Some letter/sound matching • Requests for specific books, or retelling a favorite story	• Age-appropriate attempts to communicate in writing (i.e. scribbling) • Improvements in the way writing utensils are handled • Playful attempts to write messages
How you can help	• Share simple family stories and ask your child to retell stories • Build your child's vocabulary by discussing interesting words and objects in the world around you • Encourage your child to take turns speaking during conversations	• Read daily from a variety of children's books and other forms of print and point to words from left to right • Encourage the reading of labels, signs, cereal boxes, and other printed materials in the environment • Teach your child the letters in his/her name • It is important to make daily reading an enjoyable activity	• Help your child scribble, draw pictures, and make designs with letters • Play with puzzles, tops, blocks, clay, magnetic letters, etc., to develop finger muscles • Write letters in finger paint or shaving cream for bath time fun and practice writing letters in the air

Prekindergarten **Science**

	Science Processes	Science Concepts	Health	Safety
What your child will learn	• Demonstrate safe practices and appropriate use of materials • Describe observations and give explanations using their own words • Use senses to observe and learn about objects, events, and organisms	• Observe and describe properties of rocks, soil, and water • Identify animals and plants as living things • Group organisms and objects as living and non-living and begin to identify things people have built	• Follow health-promoting routines such as washing hands • Understand the need for exercise and rest • Recognize and select healthy foods	• Respond appropriately during a fire drill • Never eat substances that are not food • Never talk to, accept rides from, or take treats from strangers
What your child will do	• Observe, touch, and use a spoon, straw, eye dropper, magnifying glass, food coloring, liquid soap, and a balance scale • Watch plants grow and trees change during each season • Use a spoon or stick to dig in moist, shaded soil • Describe what is seen	• Go on a nature walk to observe and collect various rocks, soil, and water • Touch or point to objects or pictures of living things • List items that living things need to survive (i.e. food, water, sunlight, etc.) • Sort living and non-living objects or pictures • Identify structures built by animals and people	• Wash hands daily as needed • Engage in structured and unstructured physical activity daily • Sit with head down quietly during rest time • Choose healthy foods at lunch and snack time • Distinguish between healthy and unhealthy foods by pointing to or discussing foods seen in pictures	• Practice sliding chair under the desk and lining up quietly without shoving classmates • Identify food and non-food items • Identify what to do when a stranger approaches them
What you'll see (products)	• Blowing liquid soap and water to make bubbles • Science journal entries with student drawings, teacher's anecdotal records or scribed notes of student comments • Objects with a variety of different textures, colors, tastes, and fragrances in the Science Center	• Collection of assorted rocks and soil • Identify living things by touching objects or looking at pictures • Sorting objects or pictures of living and non-living things	• Washing hands immediately after using the restroom • Participating in whole group or partnered exercise routines • Child listens to entire selections of soft music or story read aloud without talking or interrupting • Eating healthy items for lunch and snack and names which foods are healthy	• Walking quickly, calmly, and quietly out of the building in a straight line • Choosing only food items that are safe to eat • Role playing proper responses to threatening strangers
How you can help	• Prepare a meal together • Explain the use of cooking utensils and safety procedures • Put home items that have different smells in separate paper bags. Blindfold your child and ask him/her to guess each item and describe it by using his/her senses.	• Help your child start collections of shells, rocks, or bugs so that they can see similarities and differences • When you go outdoors with your child, play games to identify living things and non-living things	• Teach your child daily habits (i.e., brush teeth and tongue; bathe, clean under nails, and wash hair) • Ride tricycle, play tag, or jump rope • List all healthy foods in the home • Plan healthy meals and grocery lists with your child	• Draw a diagram of your home and practice an emergency exit plan • Allow your child to design a "Don't Eat This" symbol. Draw the symbol on small mailing labels and place them on poisonous products. • With your child, create a "secret-family" password. Only those who know the password are allowed to pick them up. Change the password often.

Prekindergarten **Social Studies**

	Individual, Culture and Community	History	Geography	Economics
What your child will learn	• Build necessary skills for sharing, cooperating, and participating in social communities • Follow rules and contribute to the class community • Compare the characteristics and feelings of others to himself/herself	• Identify common routine events, and categorize time (next time, tomorrow, etc.) • Recognize changes over time, such as seasons and growth • Understand cause-and-effect	• Identify and create simple representations of home, school, or community features • Specific words that indicate a general location (i.e., back, front, far, near, etc.)	• The basic needs everyone has for food, clothing, and shelter • The role and importance of community workers • Awareness about what it means to be a consumer
What your child will do	• Share classroom items, participate in group activities, and play with others daily • Identify and follow class rules • Identify feelings such as happy, sad, etc. in themselves and others	• Identify what comes next in the daily schedule (i.e., quiet time after lunch) • Describe seasons by observing the weather and nature • Describe simple outcomes (i.e. if it is cloudy, it may rain)	• Draw pictures, use blocks, or other items to create models of their home and other community places • Describe locations in relation to other objects	• Discuss human needs through story or group lesson activities • Interact with a variety of community workers in person, and learn about their roles through stories • Discuss and answer questions about needs, wants, and purchases
What you'll see (products)	• Sharing and turn-taking in a variety of activities • Positive behaviors such as sharing, cleaning up, etc. • Making decisions that lead to the well-being of self and others	• The ability to follow a routine • Decision-making based on time and seasonal changes (i.e. choosing what to wear) • Matching causes to effects (i.e. if ice is taken out of the freezer, it will melt)	• Individual drawings or models of the home and other buildings or places • Use of new and familiar vocabulary to describe relative locations	• Discuss what people need to live • Discussion about community helpers and different workers • General discussion about how to buy things or get needs met
How you can help	• Assign simple chores to your child at home (set table, put away clothes, etc.) • Play table games that involve following rules and taking turns • Create a "Feelings" book. Cut faces from magazines and tape or glue them on a page. Write words for each feeling and staple the pages together.	• Celebrate holidays and talk about months and weeks • View family pictures of different seasons. Talk about appropriate clothes for each season. • Develop a chart with rules and consequences for not following the rules at home	• Draw a map of your home with your child • Use positional words with your child during daily activities like picking up toys (i.e., in, on, above, below, under)	• Help your child care for pets or plants to learn about the need for sun, air, food, shelter, and water • Visit your local library to obtain a library card and check out books about community workers • Have your child save money for a specific item that he/she needs or wants

Kindergarten **Enrichment Opportunities**

	Art	Music	Drama	Technology
What your child will learn	• Use a variety of materials to create original work • Use different colors, textures, and shapes to express thoughts and feelings • Share ideas about personal artwork and show interest in the artwork of others	• Participate in music activities • Sing a variety of simple songs • Play simple instruments • Respond to music of various tempos through movement	• Express feelings through movement • Create or recreate stories, moods, or experiences through dramatic representations • Engage in dramatic play with others	• Use software programs to enhance learning (i.e., improving vocabulary, increasing phonological awareness) • Use input devices, such as mouse, keyboard, etc. • Use technical terms, such as “mouse,” “keyboard,” “printer,” “CD-ROM”
What your child will do	• Create original artwork with crayons, paint, clay, markers, etc. • Express themselves with a variety of colors and surface textures, such as scrap materials, button, beads, cotton balls, and yarn • Talk about own artwork and that of others	• Sing and dance to selected music with other students • Play rhythm sticks, drums, xylophone, etc. • Move creatively to different types of music	• Interpret music, songs, and stories through movement and dramatic experiences • Communicate feelings and ideas and participate in cooperative activities with other children	• Have regular access and exposure to computers and related technology that enhances learning • Learn the basic functions of the computer and related technologies
What you’ll see (products)	• Original artwork • Conversations about what his/her pictures mean	• Increased interest in music and dance through requests to hear favorite songs • Tapping and drumming to music	• Using body motions to act out the words in familiar songs and stories	• Increased interest in computers, the Internet, and computer games • Using the mouse and/or keyboard to interact with a computer learning activity
How you can help	• Help your child use art materials responsibly (scissors, glue, etc.) • Read daily with your child • Ask your child to make a drawing of his/her favorite part of the story • Exhibit paintings or drawings in visible areas • Ask your child about his/her artwork by saying, “Tell me about your picture”	• Clap the words of a song. Start with songs that have one syllable words and then increase to more syllables. • Play different kinds of music • Take turns leading dance movements • Allow your child to use safe items at home as musical instruments (pots, pans, wooden spoons, etc.)	• Plan a family talent show. Encourage everyone to sing, read, or perform. • Praise your child for his/her efforts • Engage child in pretend play. Have child choose his/her favorite animal. Dramatize movements and sounds the animal would make.	• Identify child friendly Web sites that your child can access for educational or leisure purposes • Provide and monitor access to computers on a regular basis at home or at your local library