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A PARENT/CAREGIVER'S GUIDE TO **Kindergarten**



Sun Prairie Area
School District



Child Development

WE KNOW...

“Stages of growth and development follow a reasonably predictable pattern. Children and adolescents do not proceed through each stage at the same pace. Children and adolescents progress through the various aspects of development at their own rate. Growth is uneven.”

Source: *Yardsticks, Child and Adolescent Development Ages 4–14*, by Chip Wood



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.

Kindergarten Experience

Kindergarteners will ...

ARTS 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
- 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

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
- 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

PHYSICAL EDUCATION

- Travel safely in pathways and personal space
- Participate cooperatively for the enjoyment of movement
- Perform fundamental motor skills while maintaining balance
- 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

MUSIC

- Identify and demonstrate four voices: Whisper, Talk, Shout, Sing
- Keep a steady beat with their body and on various instruments
- Describe music using appropriate vocabulary, *fast/slow, high/low, loud/soft*
- Move expressively in response to different styles of music

GUIDANCE

- Listen, focus, and pay attention (attention skills)
- Be a friend, cooperate, not bully others (social skills)
- Identify feelings and emotions
- Identify ways to express needs, wants, and feelings
- Identify ways to communicate
- Identify ways to prevent bullying
- Begin career exploration

End-of-Year Expectations

Kindergarteners will know how to ...

Family Learning Activities

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

LITERACY

- Break apart spoken words sound by sound, and blend them back together.
- Use their knowledge of letters and sounds to read and write three-letter words and some words with digraphs (e.g., *th, sh, ch*).
- Read and write grade-appropriate irregularly spelled words (e.g., *the, of, to, you, my, are*, etc).
- Retell important information after reading or listening to fictional texts (main character/s and some main events).
- Share new knowledge after reading or listening to informational texts.
- Participate in conversations around texts and about their own writing.

- Read to your child every day with joy and expression. Read their favorite books again and again.
- Sing songs, read rhyming books, and say silly tongue twisters. These help children become sensitive to sounds in words.
- Practice blending sounds into words. Stretch (or sing) the sounds in words with 3 and 4 sounds. Say, "Guess my word: /s/ - /u/ - /n/."
- Play "Letter Hunts" in the grocery store and large-print books (e.g., "How many Ts can you find on this cereal box?") or play with letter sounds (e.g., "I Spy with my little eye something that starts like *Tiger*."
- Ask questions when reading with your child to support their understanding and vocabulary learning.
- Talk about words with similar and opposite meanings (synonyms and antonyms).
- Create simple stories together. Segment the sounds in some important words with your child, encouraging them to write down each sound they hear.

MATH

- Count to 100, forwards and backward, by 10s and by 1s.
- Write and represent the number of objects with written numbers from 0 to 20 (e.g., OOO = 3 Os).
- Quickly recognize quantities briefly shown, up to 5 (in structured or unstructured arrangements without counting).
- Count up to 20 arranged objects and up to 10 scattered items. (Counting neatly organized rows of blocks is easier than counting 10 blocks that have been scattered across the table.)
- Create the number 10 in more than one way using two different numbers (or objects that represent each number), and quickly name the number of objects up to 10 without counting (e.g., 1 and 9 =10; 2 and 8 =10; 3 and 7 =10, etc.) .
- Create numbers 11 to 19 into 10s and 1s using objects or drawings (e.g., one 10 plus two 1s = 12).

- Count up to 100 with your child by taking turns saying the next number. If your child doesn't know the next number, tell it to them, and the game starts over at zero.
- Ask questions that encourage your child to count up to 20 objects. (e.g., "How many beans are on the plate?") Challenge your child with adding and subtracting by showing them how many beans we would have if we "take away 5", etc.
- Ask your child to read and write numbers on a calendar and talk about numbers that are bigger or smaller.
- Encourage your child to sort common objects (coins, cereal, toys) by attributes such as size, color, and shape. Ask, "Which has more?" and "Which has less?"
- 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 the length? Which is shorter? Which is longer?

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

- 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

- 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

- 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.

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