

OSSEO AREA SCHOOLS

ISD  279



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KINDERGARTEN FAMILY CURRICULUM GUIDE

This curriculum guide gives families information about what students are expected to learn in Kindergarten.

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HOW TO USE THIS GUIDE:

This curriculum guide gives families information about what students are expected to learn in kindergarten.

- The first section lists important Lifelong Learning Skills, skill level expectations for Kindergarten and tips about how families can help build these skills.
- The next section is organized by subject area: mathematics, reading, communication, health, science, social studies, art, physical education, music.

Each subject includes a list of academic standards that teachers focus on with their students, most of which are determined by the state of Minnesota. Academic standards are statements that describe what students should learn and be able to do at each grade level. The bold statements are reporting standards used on student report cards, followed by bulleted statements giving examples of what students will be learning. At the end of each subject are some tips about what families can do at home to support their students' learning.

**Thank you for being an active partner
in your child's learning!**



LIFE AND WORK SKILLS

Problem Solver

- solves problems creatively
- thinks before acting

Resourceful

- makes the best choice for learning
- learns by working with others

Responsible

- follows class rules
- respects others

Self-Directed

- works to reach goals
- checks work and make improvements

Skilled Communicator

- uses an appropriate voice level
- is a respectful listener

WHAT CAN YOU DO AT HOME TO SUPPORT LIFE AND WORK SKILLS?

- encourage your child to solve everyday problems (work out an argument between siblings and friends, discuss how to learn from mistakes)
- encourage your child to be an independent thinker (expose your child to a variety of resources to learn more about an area of interest)
- provide opportunities for your child to take on daily/weekly household responsibilities (make the bed, empty the dishwasher, pick up his or her toys)
- help your child set goals (learn to tie shoes, read for 10 minutes a day, shoot a basketball)
- encourage your child to express ideas and feelings in a variety of ways (face-to-face conversations, write thank you notes, phone/video call)



SOCIAL EMOTIONAL LEARNING

Your child is engaging in social and emotional learning from Harmony SEL. The Harmony program is designed to build healthy relationships among students by having them engage in activities that promote understanding and respect. Over the course of the five units listed below, students will embrace their abilities to learn, collaborate, and spend time together.

Being My Best Self: Unit 1 explores understanding how everyone has connected emotions, thoughts, and actions; strategies to use more helpful self-talk and to take a growth mindset; and how these skills lead to positive group dynamics. Students learn about:

- recognizing their own and others' emotions
- how situations influence their thoughts and emotions
- how emotions, thoughts, and actions work together
- emotional regulation and supporting strategies
- using a growth mindset and flexible thinking

Valuing Each Other: Unit 2 explores recognizing and appreciating each other's emotions, perspectives, and contributions, and identifies strategies so everyone feels welcome and included. Students learn about:

- their own and others' diversity and contributions

- their own and others' perspectives to ensure everyone feels included
- breaking stereotypes and creating welcoming environments
- empathy and caring for others' feelings
- supporting and encouraging others in unfair situations.

Communicating with Each Other:

Unit 3 explores a range of interpersonal communication skills including listening and speaking in ways that support others and build harmonious communities. Students learn about:

- watching and listening attentively to understand and respond
- conversation skills
- communicating in different settings
- when and how to speak up
- communicating for collaboration

Learning from Each Other: Unit 4 explores interpersonal problem solving involving a four-step process. Students learn that solving problems is a natural and beneficial part of harmonious groups when they stop to cool off, talk about their problems, think about solutions, and try one. Students learn about:

- perspective taking to understand the problem
- identifying problems and sharing thoughts and feelings constructively
- working together to constructively problem solve
- thinking about different solutions and using compromise
- taking responsibility and making amends

WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL EMOTIONAL LEARNING?

To learn more about Harmony and explore the curriculum on your own please visit the online learning portal at online.harmonysel.org.

- Explore Home-School Connections from Harmony SEL
 - » [Grade K Home Activities](#)



MATHEMATICS

Numbers and Operations

Understands how numbers and quantities are related

- counts forward and backward to at least 20
- reads, writes, and represents numbers to 31
- finds 1 more and 1 less than a given number
- compares and orders numbers from 0-20
- recognizes that a number can be used to represent how many objects are in a set

Understands how numbers and quantities are related

- draws pictures or shows objects to represent adding or subtracting

Algebra

Uses algebra strategies to solve problems

- recognizes, creates, completes, and extends patterns using shape, color, size, etc.

Geometry

Uses geometry to solve problems

- recognizes 2- and 3- dimensional shapes such as triangles, squares, cubes, and cylinders

Measurement & Data

Uses measurement and data skills to solve problems

- sorts objects using characteristics such as shape, size, color, thickness

WHAT CAN YOU DO AT HOME TO SUPPORT MATHEMATICS?

- explore family resources at The Math Learning Center
 - » mathlearningcenter.org
- connect mathematical problems to your everyday life, for example when cooking, shopping, or driving
- have your child count objects at home
- have your child count backwards when washing hands, waiting at a stoplight, walking down steps, etc.
- read numbers on a calendar
- have your child practice writing numbers
- have your child use real world objects to add and subtract
- ask your child to look for patterns in everyday life
- ask your child to find and name shapes in everyday life
- have your child sort coins
- have your child help sort laundry by color
- sing counting songs with your child

READING

Reads grade level materials independently

- reads a variety of grade level materials both fiction and nonfiction
- accurately reads grade level materials with fluent expression at an appropriate speed

Comprehension/literature

Uses comprehension strategies to understand fictional materials

- selects a story for independent reading and enjoyment
- asks and answers questions about details in a story
- retells stories including main idea and details
- identifies characters, setting, and events in a story

Uses comprehension strategies to understand non-fiction materials

- describes connections between people, events, ideas, or information
- retells main idea and facts from the material
- understands why the author wrote the piece
- compares and contrasts two different pieces on the same topic

Vocabulary/Word Analysis

Uses vocabulary strategies to make sense of readings

- develops awareness of words with similar meanings
- sorts common objects into categories
- asks and answers questions about unknown words in a reading

Demonstrates awareness of sounds and spoken words

- recognizes and produces rhyming words
- hears and pronounces beginning, middle, and end sounds of words

Phonics/Word Recognition/Concepts of Print

Uses phonics, word recognition, and concepts of print to make sense of printed materials

- recognizes upper and lower case letters
- produces consonant and vowel sounds
- reads high frequency words
- understands how to hold a book, where to find the title, reading left to right, etc.

WHAT CAN YOU DO AT HOME TO SUPPORT READING?

- visit the local library and the website: www.hclib.org
- read with and to your child everyday
- ask your child to retell a story they've read
- ask questions about stories to build understanding
- play rhyming games
- practice high frequency words with your child
- look for words around you (cereal boxes, signs, magazines, etc.)
- have your child practice identifying and naming uppercase and lowercase letters
- have your child practice all letter sounds
- have your child practice reading skills through games



COMMUNICATION

Writing

Writes effectively for a variety of purposes

- uses the writing process including drawing, dictating, and writing
- writes opinions, informational reports, and personal stories

Uses punctuation, grammar, and spelling correctly when writing

- writes upper and lower case letters
- capitalizes the first word of sentences
- writes letters for sounds and spells simple words using knowledge of letters and sound

Speaking, viewing, listening, media, and technology

Communicates knowledge and ideas about a range of subject areas to an audience in a variety of ways

- communicates with other children and adults about various topics in small and large groups

- understands and uses different types of print including digital and other media formats
- communicates using a variety of formats (spoken, written, digital, and multimedia)
- uses appropriate technology tools to communicate learning

WHAT CAN YOU DO AT HOME TO SUPPORT COMMUNICATION?

- have your child write in a journal using pictures and letters
- have your child write cards to friends and family members using pictures, letters, or words
- have your child practice writing uppercase and lowercase letters (using pencils, finger paint, sand, etc.)
- help your child use technology to communicate to friends and family members
- engage in a family conversation every day at the dinner table

HEALTH

Understands and demonstrates health skills and concepts to make healthy choices

- uses personal safety (bus, fire, pedestrian)
- understands concepts of disease prevention and health promotion (washing hands, brushing teeth, physical activity, etc.)
- learns about nutrition and making healthy food choices (learns food groups, serving sizes, etc)

WHAT CAN YOU DO AT HOME TO SUPPORT HEALTH?

- teach your child safety at home
- create and share family emergency plans with your child
- have your child practice drills at home and have him or her check smoke detectors
- have your child wear proper safety equipment (seat belts, bike helmets, etc.)
- teach your child personal hygiene including washing hands and brushing teeth
- provide healthy meals for your child and have him or her try new foods
- make sure your child is active for at least 30 minutes daily outside of school
- visit choosemyplate.gov and use resources

SCIENCE

Understands and demonstrates science skills and concepts

Needs of Plants and Animals

- use observations to describe patterns of what plants and animals (including humans) need to survive
- construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs
- use a model to represent the relationship between the needs of different plants and animals (including humans) and the place they live
- communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment

Pushes and Pulls

- plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
- analyze data to determine if a design solution works as intended to change the

speed or direction of an object with a push or a pull

- ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool
- develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem
- analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

Sunlight and Weather

- make observations to determine the effect of sunlight on Earth's surface
- use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area
- use and share observations of local weather conditions to describe patterns over time
- ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to severe weather

WHAT CAN YOU DO AT HOME TO SUPPORT SCIENCE?

- visit [Amplify Home Investigations](#) for ideas
- visit the Minnesota Zoo or Como Zoo
- visit the Chanhassen Arboretum
- visit the Children's Museum
- look for plants and animals on a nature walk
- offer examples (found in our world) of effects of forces (pushing and pulling) on the motion of an object
- explore balance and motion with toys or objects from home (spinning, dropping, balance points)
- engage in conversations about sunlight, weather and seasons



SOCIAL STUDIES

Understands and demonstrates social studies skills and concepts

Citizenship and Government

- demonstrates qualities of a responsible citizen
- describes symbols, songs, and traditions that identify our nation and state
- identifies examples of rules in the school community

Economics

- identifies needs and wants
- distinguishes between goods and services

Geography

- compares and contrasts people, places, and events
- identifies a map and a globe as a representation of space
- identifies physical and human characteristics of places (climate, land, culture, population)

History

- compares how people lived in the past to how we live today
- compares and contrasts different family traditions

WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL STUDIES?

- talk with your child about rules and create family rules
- go on a scavenger hunt with your child and look for patriotic symbols and discuss their meanings
- go to different cultural events around the city to expose your child to different cultures
- have your child give you directions or draw a map to a familiar location
- with your child, explore Minnesota historical landmarks and discuss how things were different in the past
- visit the Kelly Farm with your child



ART

Understands and demonstrates art skills and concepts

- creates 2- and 3- dimensional artwork
- identifies color, line, shape, space, and texture in artwork
- identifies tools, materials, and techniques used in 2- and 3- dimensional artwork

WHAT CAN YOU DO AT HOME TO SUPPORT ART?

- have your child explore art using markers, crayons, pencils, paint, chalk, play dough, and other materials
- have your child create costumes, masks, puppets, etc. and put on a play
- have your child use materials from around the house or nature to create an art project
- have your child find shapes, line, and textures in everyday life
- visit the Minneapolis Institute of Art or Walker Art Center with your child



PHYSICAL EDUCATION

Demonstrates competency in motor skills

- performs skills in the areas of body control, propelling, receiving, striking, and fitness
 - » underhand and overhand throw
 - » dribbling with hands and feet
 - » striking with hands and feet
 - » receiving a variety of objects
- demonstrates safe behaviors while engaged in physical activities

Demonstrates understanding of cognitive concepts

- understands the concepts of balance
- identifies safe behaviors in physical activities
- identifies appropriate rules and etiquette related to physical activities
- identifies appropriate player positions, player responsibilities, and activity strategies related to physical activities

Achieves a healthy level of physical fitness

- learns the correct form for a variety of fitness skills
- shows where the heart is and what changes have taken place with the heart and body after exercising

WHAT CAN YOU DO AT HOME TO SUPPORT PHYSICAL EDUCATION?

- ask your child questions about what he or she learned in physical education
- encourage your child to be active
- encourage your child to limit electronic time or find electronics that keep him or her physically active
- do family activities together and play together
- encourage healthy snacks for at school and home
- encourage your child to try new fruits and vegetables
- encourage your child to try new activities

MUSIC

Demonstrates knowledge and use of music skills

- identifies and uses singing voice
- experiences steady beat, divided beat and silent beat rhythms
- plays classroom instruments
- experiences music elements and vocabulary
- engages in expressing music with creativity

Remains attentive during group instruction

WHAT CAN YOU DO AT HOME TO SUPPORT MUSIC LEARNING?

- encourage your child to listen to music from a variety of cultures and genres including pop, classical and folk
- encourage your child to experience the pulse of the music by moving, dancing, clapping, or drumming to the beat
- sing a variety of songs for fun and play, including commercials, folk songs, and silly songs with your child
- with your child, attend concert in the community and those involving family and friends (Family Concerts by the Minnesota Orchestra are a good introduction to music listening)
- encourage your child to make up songs to accompany everyday tasks
- share songs that you enjoy from your childhood and sing them with your child





If you have any questions about this curriculum guide, contact your child's teacher.

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ISD  279

11200 93rd Avenue North | Maple Grove, MN 55369
763.391.7000
www.district279.org