

# KINDERGARTEN

# Parent Handbook



# Welcome to Kindergarten

As you enter into this important time in your life and the life of your child, we strive to make this transition to school a pleasant, enjoyable, and rewarding experience.

Kindergarten children are at a critical stage of their development bringing a variety of experiences and prior knowledge. Full of wonder and awe, they are highly receptive to acquire a variety of important skills, knowledge and attitudes affecting not only their ability to learn, but in their personal and social development. Central Unified is committed to helping every child be prepared for school success. This works well when parents and teachers work together to understand each child's strengths and areas of need for learning.

Our Full Day Kindergarten Program provides your child with rigorous, relevant, standards-based instruction addressing the core curriculum of English Language Arts, Mathematics and English Language development in the morning. The afternoon portion of the day provides opportunities for instruction in the areas of Science, History/Social Science, Art and Music. Children participate in whole group and small group interactions to address their individual learning needs. Daily activities are designed to engage children's natural curiosity and enthusiasm for learning as they participate in such activities of shared and guided reading, drawing and writing in journals, hands-on math problems developing skills in language, math and science. Poetry, music, art and drama enhance their learning in serving to build a well-rounded individual.

Our classrooms are well equipped with the materials and resources necessary to help each child develop and succeed intellectually, socially, emotionally, and physically. Our Kindergarten teachers are highly qualified in meeting the needs of young children.

This handbook provides you with the areas of learning your child will be receiving in Kindergarten. These areas are: Social Emotional, Language and Speaking, Reading, Writing, Mathematics, History/Social Science, Visual and Performing Arts, Health and Physical Education. Each area contains a section on Expectations and *Tips for Learning*. The *Tips for Learning* provide specific activities to help your child feel excited about their learning experience in Kindergarten.

We look forward to the start of an exciting life-long journey of learning and working with you and your child in Central Unified School District.



## Ways You Can Prepare Your Child for Kindergarten

- Be positive and encouraging when speaking to your child about going to school
- Talk about your child's feelings about leaving his/her familiar surroundings
- Have older siblings share positive, affirming experiences about school
- Read aloud with your child every day
- Teach basic needs: Tie shoes, zip and button clothing, wash hands, toileting
- Engage your child in conversations about their experiences in daily life
- Provide creative experiences for your child using writing tools, scissors, glue and tape
- Count with your child
- Teach basic shapes and colors
- Teach your child to recognize own name
- Sing and chant familiar songs and rhymes
- Pretend play with your child



### Readiness Skills for Kindergarten Success (What your child knows and is able to do before the first day of school)

- Early Literacy Skills
  - Shows interests in books and reading
  - Tells and retells familiar stories
  - **Identifies some letters of the alphabet**
  - **Identifies some letter sounds**
  - **Recognizes and writes first name with a capital letter at the beginning, the rest lowercase**
  - Says and/or sings the alphabet
  - Expresses ideas with drawings/writings
- Language and Communication
  - Uses 5-10 word complete sentences
  - Knows some songs and rhymes
  - Asks questions about the world around them
  - Communicates personal needs
- Mathematical Thinking
  - **Identifies colors, shapes, and numbers 1-10**
  - **Writes numbers 1-10**
  - Puts together simple puzzles
- Physical/Motor Skills
  - Uses crayons, pencils, scissors, glue appropriately
  - Walks in a straight line, throws a ball, hops, jumps, runs
- Social Emotional
  - Sits for short periods of time
  - Independent in their personal care
  - Shares, plays and cooperates with others
  - Tries to complete a task
  - Understands and follows rules and two step directions

## Social and Emotional Development

Children are able to share ideas and feelings and can begin to solve problems. As they gain confidence in their own abilities and learn skills to work and play in a group, they become more successful in school. Through participation children assume more obligations, responsibilities and commitments to one's self and others. Children learn and practice cooperation with others in the pursuit of goals and positive social conduct.

### Expectations

- Work in whole and small groups, and independently
- Sit for periods of time ranging from 10 to 30 minutes
- Transition smoothly from one activity to another
- Follow rules, accept consequences for their actions
- Respect one another



### **Tips for Learning**

- *Teach your child that feelings are neither bad nor good, but not all actions are okay*
- *Set limits for your child*
- *Set routines and be predictable*
- *Help your child learn from their mistakes*
- *Help your child find ways to calm down when they are frustrated*
- *Have your child help with household chores*
- *Play Games (taking turns, puzzles...)*
- *Play with other children*
- *Visit new places (museums, parks, libraries...)*
- *Have your child follow two-step directions*

## Language Speaking Skills

Language is the means by which children express their ideas, experiences and feelings. They are able to describe people, places, things, and events. These experiences help them create a link between the spoken and written language which will benefit them in reading, writing, listening and speaking activities.

### Expectations

- Speak in complete sentences
- Communicate their needs
- Express ideas about things that have been read or discussed
- Tell or retell a story

### **Tips for Learning**

- *Engage your child in conversations*
- *Ask your child questions*
- *Encourage your child to speak in complete sentences*
- *Read and discuss stories*
- *Encourage your child to use descriptive vocabulary ("the big, red ball"...)*
- *Use correct expressive language when talking to your child*
- *Encourage your child to tell you about what they are drawing or writing*
- *Encourage them to recite short rhymes and songs*



## Reading Skills

Children begin to recognize print is a way to convey meaning. They recognize that spoken words are represented in written language by specific sequences of letters. Children develop knowledge about letters and their letter sound relationships. They play with the sounds of language known as phonological awareness understanding that spoken words and syllables are made up of speech sounds called phonemes. Kindergarten children learn to decode or recognize words by applying letter-sound correspondence and blending letter-sounds to read whole words in isolation and in text. (See *Appendix: Sight Word List*)

## Expectations

- Recognize their name
- Hold a book, know the front of the book, the back of the book, and turn the pages of a book
- Recognize rhyming sounds/words
- Able to sing or say the alphabet in sequence
- Identify uppercase and lowercase letters (See *Appendix: Uppercase and Lowercase Letters*)
- Predict what will happen next in a story
- Asks and answers questions about details of a story

### **Tips for Learning**

- *Read to your child every day*
- *Read books that have repetition and rhyme*
- *Look for and point out familiar letters or words in their environment (books, store buildings...)*
- *Teach your child to recognize the letters in his/her name*
- *Learn the letters of the alphabet (uppercase and lowercase)*
- *Help them connect letters and the sounds they make*
- *Tell stories based on pictures in books*
- *Ask and answer questions about books they read*
- *Visit the library and check out books to read at home*



## Writing

Children learn to recognize, identify, comprehend, and write letters, words, and sentences. They learn how to read and write phonetically spelled words, and use the knowledge to put their words into writing. Children learn to write about their experiences, stories, people, objects, and events. They may use a combination of drawing, dictating and writing to convey a message. There are several stages in the development of writing, which involve fine motor skills as well as “written language” skills. (See *Appendix: Stages of Writing*)

## Expectations

- Write their first name, beginning with a capital letter following with lowercase letters
- Use writing tools to draw or write ideas on paper and talk about it
- Begin to write letters of the alphabet (*See Appendix: Letter Formation Practice*)
- Holds a pencil correctly
- Cut, write and draw, glue



### ***Tips for Learning***

- *Write and draw using a variety of materials (pencils, crayons, markers...)*
- *Teach your child the correct way to hold a pencil*
- *Cut a variety of shapes*
- *Color within the lines*
- *Draw and write about things that happen in their life*
- *Draw and write cards and notes to family and friends*
- *Encourage your child to keep a journal and write everyday*
- *Draw and write about books they read*
- *Practice writing their name (First letter is capital, the rest are lowercase)*
- *Practice forming letters correctly*

## **Mathematics**

Children in Kindergarten begin to understand the relationship between numbers and the quantities they represent. They begin to build an understanding of place value as they count, represent and compare numbers to 100 by manipulating sets of objects, and representations. Children will experiment with concepts relating to addition and subtraction, shapes, size, sorting and classifying. Children begin to develop an understanding of time, patterns, and collecting and reporting data.

## Expectations

- Count, read and write numbers to 30 (*See Appendix: Number 1-100*)
- Identify times of the day and sequence events
- Understand the concept of more or less
- Identify and describe basic shapes (*See Appendix: What Shape Is It?*)
- Sort and group similar objects by color, size, and shape
- Count a group of objects and tell how many there are
- Know positional words such as above, below, before, after, left, right



### **Tips for Learning**

- *Talk about the days of the week (include the words-yesterday, today and tomorrow)*
- *Sequence events in their day*
- *Practice telling time to the hour with a clock*
- *Practice counting to 30*
- *Practice putting written numerals (1-30) in order*
- *Practice writing numbers to 30*
- *Help your child understand the idea of more or less, and 1 more*
- *Count out specific quantities of objects*
- *Practice adding and subtracting objects to ten using real objects*
- *Talk about shapes in their environment*
- *Compare and sort items by size, color or shape*
- *Look at objects and talk about what is the same and what is different*

## **History-Social Science**

Children explore the meaning of good citizenship by learning about rules and working together. They discuss conflict situations that occur at home, in the classroom and on the playground and problem-solve solutions through collaboration, cooperation and respect. Children learn about the different types of jobs and work people do in their community. They learn about national and state symbols, national holidays and famous Americans.

### Expectations

- We learn and work together at school
- We follow rules and laws
- People have jobs and do certain work
- We use a variety of ways to transport ourselves
- Neighborhoods are comprised of structures such as fire stations, houses, stores....

### **Tips for Learning**

- *Talk about how we can work together and conflicts can be resolved*
- *Take walks or rides around your neighborhood and talk about the buildings you see*
- *Talk about the ways we move around our city and state*
- *Talk about community helpers*
- *Talk about the work people do as you go out into your community*



## Science

Physical Science - Children use their five senses to investigate a variety of objects and learn how to classify, compare and sort these objects and materials based on their properties. Life Science - Children learn plants and animals need air, food and water to grow and be healthy. They learn to describe characteristics unique to plants and animals. Earth Science - Children observe weather conditions and seasons by observing their effects on the land and living organisms.

### Expectations

- Observe, describe, compare, sort and classify objects, materials, and organisms
- Explain and predict characteristics, conditions and effects
- Appreciate the importance of recycling and conserving Earth's resources



### Tips for Learning

- Go out for walks and collect materials (leaves, rocks, flowers... and talk about their similarities and differences)
- Talk about the weather and predict what will happen
- Experiment with objects as to whether they will sink or float
- Play with magnets
- Observe water as it freezes, melts and evaporates
- Talk about the needs of plants and animals

## Visual and Performing Arts

Music - Children become aware of music in their daily experience and about music from various cultures as they learn about rhythm and tempo by singing and playing instruments. Dance - Children learn to move their bodies as a way to respond to different types of music. Theater - Children learn the difference between portraying an imaginary character and a real person as they retell a familiar story using props and costumes. Visual Arts - Children learn to identify lines, colors, shapes and forms, and textures. They create works of art on paper and in three-dimensional constructions using a variety of materials.

### Expectations

- Move to music, rhythm and sounds by dancing
- Use their voices to create sound in the form of song
- Pretend and act out stories
- Use a variety of media to create art on paper and in three-dimensional constructions

### Tips for Learning

- Sing familiar songs with your child
- Visit museums
- Pretend play with your child by playing house, school, visit to the doctor... (dress up with props)
- Make a collage using a variety of objects (buttons, string, paper...)
- Make play dough (add coffee grinds, vanilla for texture and smell)
- Finger paint with paint or shaving cream



## Health

Children learn basic health concepts and skills so they can grow and develop into healthy adults. They learn about their body parts, the use of their five senses, and good nutrition. Children begin to understand the importance of following rules to stay safe and the procedures to follow when there is an emergency.

### Expectations

- Possess self-care skills such as brushing teeth, hand washing, following safety rules
- Cover nose when they sneeze, cover mouth when they cough
- Know some foods are good for them, but others are not
- Know doctors and dentists help them stay healthy

#### ***Tips for Learning***

- *Teach your child how to brush their teeth on their own*
- *Teach your child the correct hand washing procedure*
- *Teach your child to dress themselves (button, zip, tie shoes...)*
- *Practice the correct procedure when sneezing and coughing*
- *Talk about the healthy foods you eat at home*
- *Talk about and practice emergency procedures to follow in your home in case of fire, loss of power...*



## Physical Education

Children begin to learn the proper technique for locomotor and nonlocomotor movements and how to manipulate objects by striking, tossing, kicking and bouncing. They learn the proper form for jumping, hopping, running, skipping, stretching and sliding. They begin to learn how their body is comprised of muscles, bones, blood, heart and lungs and works together to allow them to grow and move.

### Expectations

- Walk, run, bounce, jump and climb
- Manipulate objects (bounce, strike, kick, toss)
- Bend, stretch, twist



#### ***Tips for Learning***

- *Play outdoors or at a park playground*
- *Pretend to be an animal (jump like a frog...)*
- *Throw, toss, catch different sized balls*
- *Play tag*
- *Bounce and kick balls*

## Dual Language Learners

Children who have the ability to speak more than one language will benefit as they become prospering citizens in their community. Speaking the home language at home helps children connect to their culture, building a strong sense of identity. This will be of great benefit in their learning experience. Children possessing strong speaking and listening skills will learn the new language quickly.

### Expectations

- Learn English as a second language

### Recommendation

- Maintain home language

#### ***Tips for Learning***

- *Speak frequently in your home language teaching your child lots of new vocabulary*
- *Stay informed about what your child is learning at school so you can talk about it in your home language*
- *Encourage your child to feel proud of your home language and culture*
- *Encourage your child to speak in their home language*



# APPENDIX

Uppercase Letter Recognition Sheet

Lowercase Letter Recognition Sheet

Sight Word List

Developmental Stages of Writing

Letter Formation Practice

Number Formation Practice

What Shape Is It?

Numbers 1 – 100

Prepositional Words

Kindergarten English Language Art Standards

Kindergarten Mathematics Standards

Central USD Kindergarten Schedule

# Uppercase Letter Recognition Sheet

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Lowercase Letter Recognition Sheet

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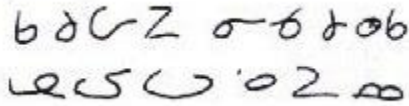
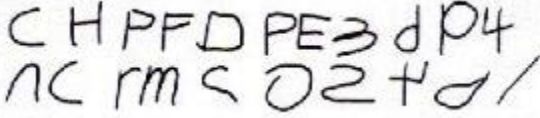
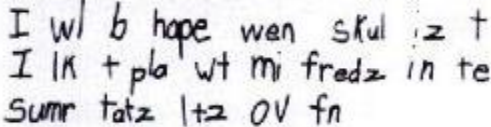
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## Sight Word List

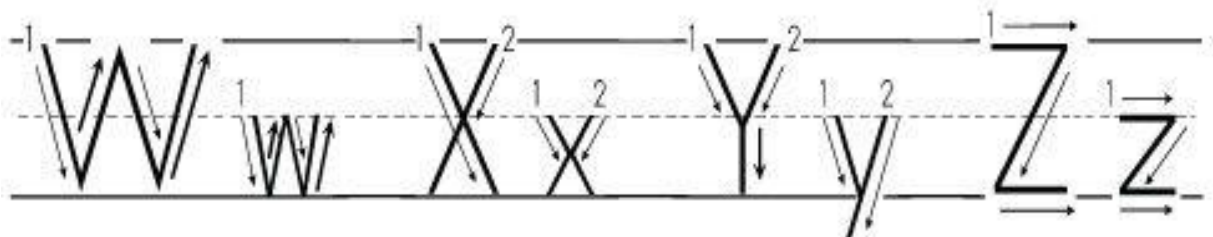
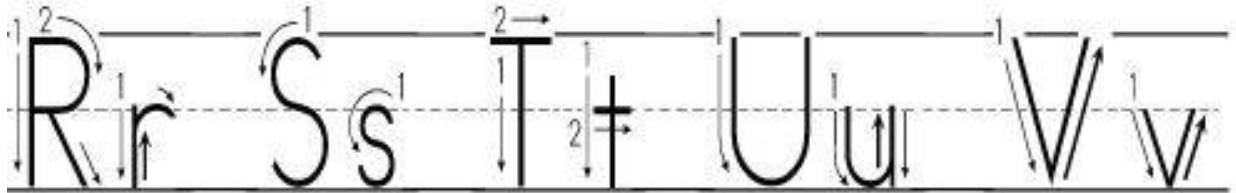
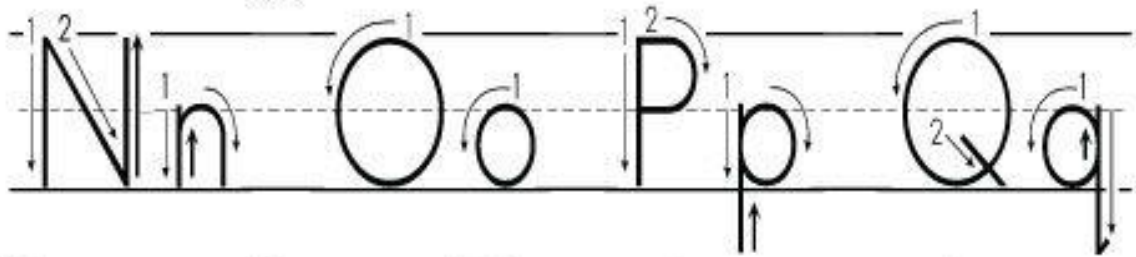
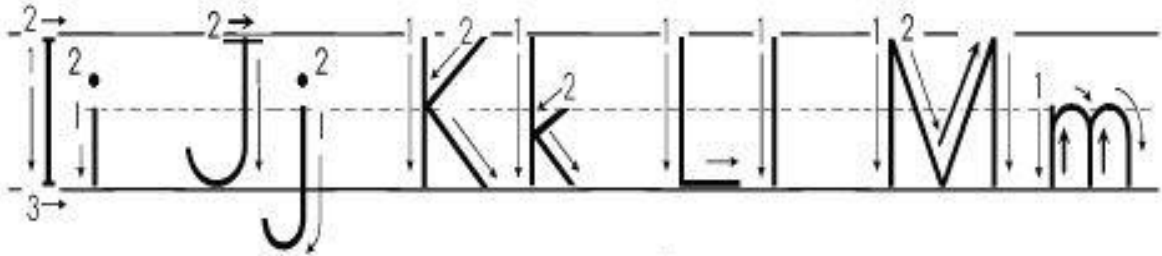
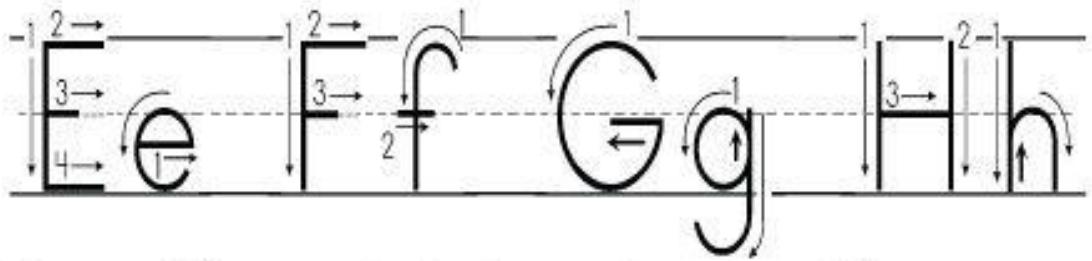
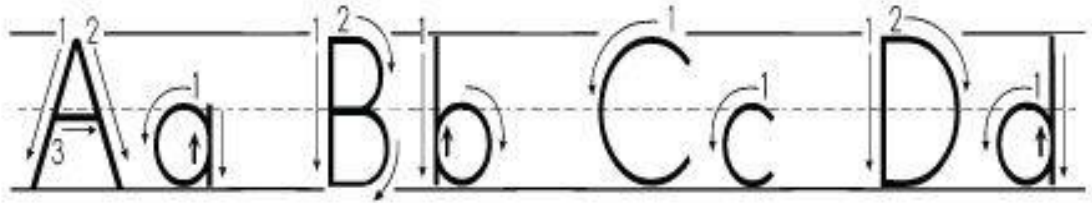
a	you	it	said
to	I	for	she
see	in	can	play
run	like	not	this
of	come	at	eat
my	am	got	have
here	go	up	man
so	on	look	day
do	and	are	sat
me	an	is	jump
the	no	sit	went
	he	ran	yes
	we	us	saw

## Developmental Stages of Writing

These stages represent a way of looking at writing development in children. All stages overlap and children progress and reach writing stages at many different ages. The development of early writing skills is another aspect of your child's emergent literacy development. Regardless of which stage your child is at, writing development can be enhanced through being encouraged to write on a regular basis. Children should never be discouraged from exploring writing by the means they are able to do, whether it be scribbling, letter strings, invented spelling, or conventional spelling.

Stages	Example
<p><b>Preliterate: <i>Drawing</i></b></p> <ul style="list-style-type: none"> <li>• Uses drawing to stand for writing</li> <li>• Believes that drawings / writing is communication of purposeful message</li> <li>• Read their drawings as if there were writing on them</li> </ul>	
<p><b>Preliterate: <i>Scribbling</i></b></p> <ul style="list-style-type: none"> <li>• Scribbles, but intends it as writing</li> <li>• Scribbling resembles writing</li> <li>• Holds and uses pencil like an adult</li> </ul>	
<p><b>Early Emergent: <i>Letter-like forms</i></b></p> <ul style="list-style-type: none"> <li>• Shapes in writing actually resemble letters</li> <li>• Shapes are not actually letters</li> <li>• Look like poorly formed letters, but are unique creations</li> </ul>	
<p><b>Emergent: <i>Random-letters or letter strings</i></b></p> <ul style="list-style-type: none"> <li>• Uses letter sequences perhaps learned from their name</li> <li>• May write the same letters in many ways</li> <li>• Long strings of letters in random order</li> </ul>	
<p><b>Transitional: <i>Writing via invented spelling</i></b></p> <ul style="list-style-type: none"> <li>• Creates own spelling when conventional spelling is not known</li> <li>• One letter may represent an entire syllable</li> <li>• Words may overlay</li> <li>• May not use proper spacing</li> <li>• As writing matures, more words are spelled conventionally</li> <li>• As writing matures, perhaps only one or two letters invented or omitted</li> </ul>	
<p><b>Fluency: <i>Conventional Spelling</i></b></p> <ul style="list-style-type: none"> <li>• Usually resembles adult writing</li> </ul>	<p>Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while he found his way home again. His family was very happy.</p>

# Letter Formation Practice



# Number Formation Practice

1 2 3 4 5 6 7

8 9 10 11 12

13 14 15 16

17 18 19 20

How many of these shapes can you name?

## Flat Shapes



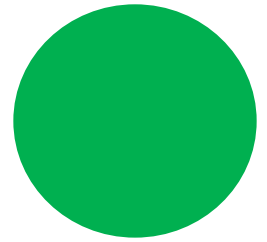
Heart



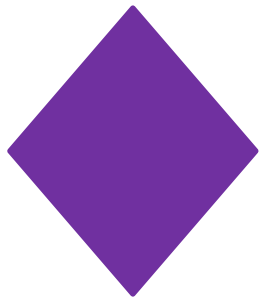
Rectangle



Square



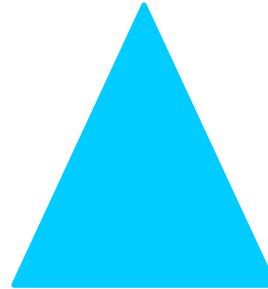
Circle



Diamond



Oval



Triangle



Star

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## Solid Shapes



**Cube** – A cube has six square faces



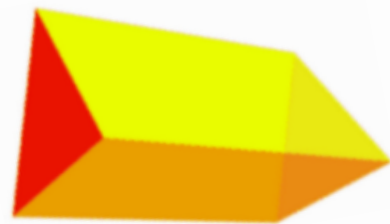
**Cylinder** – A cylinder rolls smoothly on its one curved face



**Cone** – A cone has one flat face and one curved face

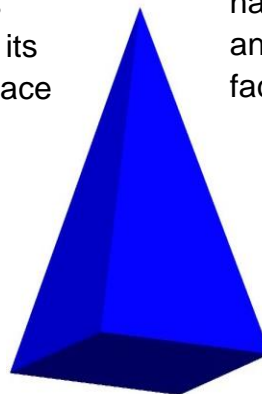


**Sphere** – A sphere has one curved face



**Triangular Prism**

What would happen if you tried to roll this on the floor?



**Pyramid**

What shape are the faces of this pyramid?



**Rectangular Prism**

What flat shapes do you see in this rectangular prism?

# Numbers 1 – 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Prepositional Words

above

below

beside

in front  
of

behind

next to

**Central Unified School District  
Kindergarten English Language Arts Standards**

Standards	Student/Parent Friendly Language
<b>Reading for Literature and Reading for Information</b>	
<b>Key Ideas and Details</b>	With help is able to: <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a story</li> <li>• Retell a story in one’s own words</li> <li>• Recall details in one’s own words</li> <li>• Identify characters, settings and major events in a story</li> <li>• Tell the front cover, back cover and title page of a book</li> </ul>
<b>Craft and Structure Integration of Knowledge/Ideas</b>	With help is able to: <ul style="list-style-type: none"> <li>• Ask and answer questions about unknown words</li> <li>• Recognize storybooks, fantasy, poems</li> <li>• Name author and illustrator</li> <li>• Talk about a book</li> <li>• Describe the persons, place, things the pictures in a book show</li> <li>• Predict what will come next in the story</li> <li>• Talk about “what is the same” and “what is different” between two books on the same topic</li> </ul>
<b>Foundational Skills</b>	
<b>Print Concepts</b>	Is able to: <ul style="list-style-type: none"> <li>• Read from left to right, top to bottom, page by page</li> <li>• Understand spoken words can be shown in writing</li> <li>• Understand words are separated by spaces in print</li> <li>• Recognize and name all upper- and lowercase letters</li> </ul>
<b>Phonological Awareness</b>	Is able to: <ul style="list-style-type: none"> <li>• Understand sounds can be put together to make words</li> <li>• Recognize and produce rhyming words (i.e. “I say cat. You say- rat, bat, sat...”)</li> <li>• Count, pronounce, blend, and segment syllables in spoken words (i.e. /d/ /o/ /g/ is dog)</li> <li>• Isolate the beginning, middle and ending sounds of words</li> </ul>
<b>Phonics and Words Recognition</b>	Is able to: <ul style="list-style-type: none"> <li>• Match all the letters and sounds of the alphabet out of order</li> <li>• Use long and short sounds with spelling of words</li> <li>• Read simple words (<i>High Frequency Sight Words</i>)</li> <li>• Read emergent reader texts with understanding</li> </ul>
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	Is able to: <ul style="list-style-type: none"> <li>• Participate in conversations with teacher and other students</li> <li>• Follow rules, take turns when talking</li> <li>• Follow one- and two step oral directions</li> <li>• Describe familiar people, places, things and events</li> <li>• Speak clearly to share thoughts, feelings, and ideas</li> </ul>

**Central Unified School District  
Kindergarten English Language Arts Standards**

Standards	Student/Parent Friendly Language
<b>Writing Strategies</b>	
<b>Text Types and Purpose</b>	Using drawings, dictation, and writing is able to: <ul style="list-style-type: none"> <li>• Write an opinion about the topic or book</li> <li>• Write an explanation about some information on a topic</li> <li>• Write about something that happened</li> </ul>
<b>Production and Distribution of Writing</b>	With help is able to: <ul style="list-style-type: none"> <li>• Respond to questions from teachers and other students</li> <li>• Use technology such as computers to publish their writing</li> </ul>
<b>Research to Build and Present Knowledge</b>	With help is able to: <ul style="list-style-type: none"> <li>• Participate in class projects (<i>class book</i>)</li> <li>• Recall information from things that happened or information gathered to answer a question</li> </ul>
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	Is able to: <ul style="list-style-type: none"> <li>• Print many upper- and lowercase letters</li> <li>• Use nouns and verbs (<i>i.e. The boy jumps. We hop.</i>)</li> <li>• Use plurals (<i>i.e. dogs, wishes</i>)</li> <li>• Understand and use question words</li> <li>• Speak in complete sentences</li> <li>• Capitalize first word in a sentence</li> <li>• Recognize and name period, question mark and exclamation mark (<i>. ? !</i>)</li> <li>• Write a letter or letters for most consonant and short-vowel sounds</li> <li>• Spell simple words using sound-letter relationship (<i>i.e. c-a-t spells cat</i>)</li> </ul>
<b>Vocabulary Acquisition and Use</b>	With help is able to: <ul style="list-style-type: none"> <li>• Determine or clarify familiar words that have more than one meaning (<i>i.e., to, two</i>)</li> <li>• Use some suffix endings (<i>i.e. liked, jumped</i>)</li> <li>• Sort common objects into categories (<i>i.e. foods, shapes ...</i>)</li> </ul>

# Central Unified School District Kindergarten Mathematics Standards

Standards	Parent/Student Friendly Language
<b>Number Sense and Place Value</b>	
<b>Know number names and count in sequence</b>	<p>Count to 100 by ones and tens</p> <p>Count, write, and represent objects to 20, (<i>i.e.</i>, 20 cubes)</p> <p>Count and match the number to the objects, (<i>i.e.</i> one to one matching)</p> <p>Count the number of objects in a group up to 20</p> <p>Understand more than, less than, equal to</p>
<b>Operations and Algebraic Thinking</b>	
<b>Understand addition as putting together and adding to</b>	<p>Add and subtract using objects, fingers, mental pictures, drawings, clapping, acting out situations, explaining, or equations</p> <p>Solve addition or subtraction word problems within 10 using objects or drawings, and illustrate with a picture or equation</p> <p>Add and subtract within 5 automatically (<math>1+4=5</math>)</p>
<b>Understands subtraction as taking apart and taking from</b>	
<b>Operations and Algebraic Thinking</b>	
<b>Work with numbers 11-19 to begin understanding of place value - Tens and Ones</b>	Put together and take apart numbers from 11 to 19 into ten ones and extra ones using a drawing or equation. ( <i>i.e.</i> $18=10+8$ )
<b>Measurement and Data</b>	
<b>Describe and compare objects</b>	<p>Compare objects and tell:</p> <ul style="list-style-type: none"> <li>• Which is shorter/longer/taller?</li> <li>• Which is lighter/heavier?</li> <li>• Which holds more?</li> </ul>
<b>Classify and count the number of objects in a group</b>	Classify objects into categories, and count the number of objects in that category
<b>Geometry</b>	
<b>Identify and describe shapes</b>	<p>Know shapes: square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, and sphere</p> <p>Describe position as above, below, beside, in front of, behind, and next to</p> <p>Know the difference between two-dimensional (<i>lying flat</i>) or three-dimensional (<i>“solid”</i>)</p>
<b>Compare and create shapes</b>	<p>Talk about the similarities and differences of two- and three-dimensional shapes (<i>using words such as sides, corners...</i>)</p> <p>Use drawings or clay and sticks to make shape models of shapes</p> <p>Use simple shapes to make larger shapes (<i>two triangles to make a rectangle</i>)</p>

## CENTRAL USD KINDERGARTEN SCHEDULE

Time	Instructional Activities	Skills/Procedures
Start of Day	<b>Greeting/Calendar/Attendance</b> <b>Turn in Homework</b> Whole Group	<ul style="list-style-type: none"> <li>• <i>Opening routines, hear about new or special activities for the day, calendar, weather</i></li> </ul>
120 min.	<p><b>Reading Language Arts</b> Whole Group: Reading Comprehension Shared Reading/Read Aloud Modeled Writing/Shared Writing</p> <p>Whole Group: Phonological Awareness Phonics Sight Words/Building Words Academic Vocabulary</p> <p>Small Group Instruction: Differentiated Instruction</p> <ul style="list-style-type: none"> <li>• Guided Reading/Independent Reading</li> <li>• Interactive Writing/Guided Writing</li> <li>• Independent Centers</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Read books, song charts/picture stories as a whole group</i></li> <li>• <i>Build reading comprehension skills</i></li> <li>• <i>Learn about print concepts, language conventions, writing strategies</i></li> <li>• <i>Rhyming, Phoneme Awareness, Segmenting, Blending, Phonetic Structure, Sight Words, Spelling Academic Vocabulary Development</i></li> <li>• <i>Express thoughts and ideas, write about self-chosen or prompted topics</i></li> </ul>
20 min.	Recess	
30 min.	<b>English Language Development</b> Small Group Instruction Independent Student Work: Writing/Reading Activities	<ul style="list-style-type: none"> <li>• <i>Build listening, speaking, reading and writing skills at the proficiency level of instruction of English Learners</i></li> </ul>
30 min.	<b>Mathematics</b> Whole Group and Small Groups	<ul style="list-style-type: none"> <li>• <i>Build Conceptual Understanding, Computational and Procedural Skills, and Problem Solving</i></li> </ul>
45 min.	Lunch/Recess	
15 min.	Quiet Time	<ul style="list-style-type: none"> <li>• <i>Read Aloud/Look at Books/"Rest your heads"</i></li> </ul>
60 min.	<p><b>History/Social Science/Science</b> <b>Visual and Performing Arts</b> Whole Group: Music and Movement, Finger Plays, Poetry</p> <p>Small Group: Work Time in Learning Centers</p>	<ul style="list-style-type: none"> <li>• <i>Building Knowledge in the content areas of science, social studies, history, and the visual &amp; performing arts</i></li> <li>• <i>Use of voice, rhythm, pattern, rhyme, flexibility, counting</i></li> <li>• <i>Dramatic Play, Puppets, Skits, Blocks, Art, Puzzles, Manipulatives, Word Play, Independent Writing/Reading (Journals, Class Books)</i></li> </ul>
15 min.	<b>Shared Writing</b> Whole Group: Daily Reflection	<ul style="list-style-type: none"> <li>• <i>Oral/Written Review of Learned Concepts</i></li> </ul>
End of Day	<b>Dismissal: Pick Up and Bus</b>	<ul style="list-style-type: none"> <li>• <i>Site developed plan</i></li> </ul>