

GIPS FAMILY LEARNING GUIDE: A Parent's Guide to Kindergarten



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By the end of the school year, we expect that a kindergarten student can:

Learning activities you can do at home and in the community:

ELA

- **Ask** and answer questions about a story the teacher reads (*who, what, when, where, why, and how*).
- **Read** common words such as: *the, of, you, are, she, and my*.
- **Explain** the difference between fiction and nonfiction texts.
- **Identify** characters, settings, and major events in a story.
- **Count** spoken words, identify syllables, and segment sounds in words.
- **Identify** letter names and sounds of all letters in the alphabet (*uppercase and lowercase*).
- **Read** and write basic consonant-vowel-consonant (CVC) words (*dog, cat, hat*).
- **Write** uppercase and lowercase letters clearly.

- **Discuss** new words to build your child's vocabulary.
- **Encourage** your child to speak in complete sentences.
- **Expand** your child's conversations. For instance: *if they say, "I'm happy," respond with, "Tell me more—why are you happy?"*
- **Point out** printed words in your home and other places.
- **Ask** your child to retell a story in their own words.
- **Visit** the Grand Island Public Library.
- **Write** upper and lowercase letters in a variety of ways.
- **Read** with your child each day tracking print from left to right. Stop to ask about pictures and about what is happening in the story.
- **Read** from a variety of children's books, including fairy tales, song books, poems, and informational texts.
- **Read** stories to your child at home in English as well as your native language.
- **Count** the sounds in CVC words. Say "cat" and count each sound: /c/-/a/-/t/

MATH

- **Count** to 100 by 1s and by 10s.
- **Write** and name numbers up to 20.
- **Count** up to 20 objects in different arrangements.
- **Compare** numbers up to 20, using words like 'more, fewer, the same as'.
- **Can** break apart a teen number into a group of ten and some more.
- **Use** strategies to add and subtract within 10.
- **Name** triangles, circles, squares, and rectangles.
- **Name** coins and tell how much each coin is worth.
- **Tell** and write time to the hour.
- **Sort** a group of objects and tell how they are sorted.

- **Use** sidewalk chalk, shaving cream, or markers to practice writing numbers.
- **Practice** counting from 0-100. Count toys while cleaning or count steps as you walk to different rooms.
- **Compare** two groups of objects. For example: *open two packages of fruit snacks. Count how many are in each pack. Tell which one has more, fewer, or if they are the same.*
- **Look** for circles, triangles, squares, and rectangles around the house or neighborhood.
- **Use** food or toys to make up simple addition or subtraction stories. For example: *3 trucks are here. 2 trucks drive away. How many are left?*
- **Play** games that reinforce math skills, such as: *UNO, Hi-Ho Cherry-O, Memory, Dominoes, or Chutes and Ladders.*

SCIENCE

- **Identify** what plants and animals need to survive.
- **Model** and identify pushes and pulls (*forces*) using strong and gentle force.
- **Observe**, describe and predict the weather and how it affects daily life.
- **Identify** parts of a plant.
- **Explain** when a force is used.
- **Understand** how important weather is in our lives.

- **Plant** a seed to allow growth.
- **Experiment** with forces by throwing, kicking, and hitting.
- **Observe** the pattern of how the sun appears to move (*shadows*) across the sky every day.
- **Observe** the weather before school every morning.
- **Discuss** what the sun does for us.
- **In the garden/backyard/community**, observe various plants and discuss the differences between seedlings and adult plants.
- **Talk** about how parents (*both plant and animal*) help their young survive.
- **Visit** a park to observe plants and animals.
- **Take** a ball to the park and play.
- **When** outside observing weather, talk about needed clothing for the seasons.

SOCIAL STUDIES

- **Identify** and describe locations using positional words.
- **Identify** different landforms, bodies of water, and man-made structures.
- **Describe** the weather and connect it to the four seasons.
- **Explain** how to prepare for various types of severe weather.
- **Identify** people and places in the community.
- **Ask** questions about a topic to gain new information.

- **Discuss** landmarks, directions (*left/right*), and street names.
- **Read** and discuss books about community helpers.
- **Play** board games that require questioning (*Guess Who, Headbandz, Go Fish*).
- **Ask** questions (*What do you think about?*).
- **Draw** a map of your house and label rooms.
- **Teach** and practice identifying home addresses.
- **Create** a chore chart with your child to practice responsibility.
- **Discuss** daily weather with your child and appropriate clothing.

KINDERGARTNERS experience a broad range of instruction that supports and enriches academic learning and understanding.

Common Expectations: Be Safe, Be Respectful, Be Responsible.

YEAR END EXPECTATIONS

Media Skills:

- Practice age appropriate responsible digital citizenship skills.
- Sign in and log off of the computer.
- Use a pointing device to click.
- Basic book care.

Speaking and Listening:

- Speak clearly.
- Participate in class discussions by listening and taking turns.
- Express thoughts, feelings, and ideas in complete sentences.
- Use an adequate volume.
- Maintain an appropriate pace.
- Stand confidently.
- Face the audience.
- Use eye contact.
- Handle presentation aids appropriately.

Arts Education:

- Practice elements of art including line, shape, form, color, texture, pattern, and space through the tasks of drawing, painting, sculpture, and assembly.
- Explore and discuss various works of art.
- Share artwork publicly.

Music Education:

- Utilize singing skills and concert performance skills.
- Listen, move, and respond to a variety of music.
- Display locomotor and non-locomotor movements.
- Listen, track, perform, and move to a steady beat in music.
- Listen and identify sounds that are the same and different.
- Perform a steady beat and simple rhythms with unpitched percussion instruments.
- Listen, identify, track, and perform long and short sounds and patterns.

Health/Physical Education:

- Develop locomotor skills such as galloping and skipping.
- Introduce non-locomotor skills such as throwing and dribbling.
- Practice social skills and communication skills through participation in small and large group activities with an emphasis on good sportsmanship.
- Travel safely in open space, among others, demonstrating spatial awareness.



SOCIAL EMOTIONAL LEARNING COMPONENTS

Self-Awareness:

- Build a growth mindset and goal setting.
- Identify emotions.
- Solve problems.
- Cultivate empathy and kindness.

Self-Management:

- Set goals.
- Manage stress.
- Build resilience.
- Build organizational skills.

Social Awareness:

- Understand others' perspectives.
- Appreciate one another's uniqueness.
- Practice civic engagement.
- Solve problems.

Relationship Skills:

- Practice communication skills.
- Engage with peers in different situations.
- Practice working together.
- Craft apologies when needed.

Responsible Decision-Making:

- Evaluate situations and respond appropriately.
- Develop ownership and self-reflection.