MATHEMATICS

By the end of Trimester 3, your child should:

Counting and Cardinality

- Count to 100 by 1s and 10s.
- Count forward from any number (instead of having to begin at 1).
- Write numbers from 0 to 20.
- Count up to 20 objects with one-to-one correspondence between objects and numbers.
- Compare quantities of up to 10 objects and know that higher numbers mean "more" than lower numbers.

Operations and Algebraic Thinking

- Represent addition and subtraction with objects, fingers, drawings, expressions or equations.
- Add and subtract up to 10.
- Decompose numbers less than or equal to 10 into pairs in more than one way.

Numbers and Operations in Base Ten

- Compose and decompose numbers 11 to 19 into 10 "ones" or 1 "ten" plus some additional "ones" using objects or drawings.

Measurement and Data

- Describe measurable attributes of objects, such as length and weight.
- Compare two objects with measurable attributes in common to determine which object has "more" or "less."

Geometry

- Name, describe and draw shapes – circles, triangles, squares, rectangles, hexagons, sphere, cones and cubes.

You can help you child develop in mathematics by practicing the numbers 1 - 100 with him/her every day and by counting objects with him/her as often as possible. You can also help develop number sense by counting groups of objects and then comparing the sets using words like "fewer," "more" and "equal."

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LENNOX SCHOOL DISTRICT

Kindergarten

Trimester 3

Parent Guide to Standards-Based Learning

This guide provides a list of specific, standards-based academic goals for your child for the third trimester of Kindergarten. It outlines what your child should know and be able to do by the end of Trimester 3 in English Language Arts and Mathematics in order to meet the end-of-the-year expectations identified in the *California State Standards* for Kindergarten.

These expectations are rigorous and reflect the knowledge and skills required to prepare students for future achievement, both in and out of school. Use this guide as a point of reference when reflecting on your student's Trimester 3 report card, and as we work together to make this year and every year a success for your child.

ENGLISH LANGUAGE ARTS

Reading

By the end of Trimester 3, your child should:

Fluency/Foundational Skills

- Recognize and name all upper- and lowercase letters of the alphabet.
- Understand the correspondence between letters and sounds and be able to match letters to their sounds.
- Associate both long and short vowel sounds with each of the five major vowels.
- Isolate and pronounce initial, medial vowel, and final sounds in spoken CVC words.
- Count, pronounce and blend syllables in spoken words.
- Recognize and produce rhyming words.
- Read common, high-frequency words by sight.
- Track text from left to right, top of a page to the bottom, front of a book to the back.
- Read emergent-reader texts with purpose and understanding.

Literature and Informational Texts

- Describe the relationship between illustrations and the story or text in which they appear.
- Ask and answer questions about key details in a story or text that is read aloud to him/her.
- Identify characters, settings and main events in a story that is read aloud to him/her and compare the experiences of different characters.
- Retell familiar stories, including key details.
- Identify the main topic of an informational text.

You can help your child develop in reading by practicing the alphabet with him/her every day and reading to him/her every evening for at least 15 minutes. You can help develop comprehension skills by asking simple questions about the stories you read together like “Who?” “What?” “When?” “Where?” and “Why?”

ENGLISH LANGUAGE ARTS

Writing

By the end of Trimester 3, *with prompting and support*, your child should:

- Use drawings, dictation, or written letters and words to narrate an event that actually happened to him/her, including what happened first and how the event ended.
- Use drawings, dictation, or written letters and words to tell a make-believe story, including what happens first and how the story ends.
- Use drawings, dictation, or written letters and words to identify a topic and provide some information about the topic.
- Begin to use drawings, dictation, or written letters and words to state an opinion or preference.

You can help your child develop in writing by telling him/her stories and having him/her tell you stories, sometimes retelling stories you’ve told and sometimes inventing new stories of his or her own. You can also ask your child to write words and draw pictures in a journal that go along with his or her stories.

Language (*Grammar* and *Conventions*)

By the end of Trimester 3, *with prompting and support*, your child should:

- Print most upper- and lowercase letters.
- Print letters for consonant and short-vowel sounds he or she hears.
- Write his or her own first and last name, capitalizing the first letter in each name.
- Capitalize the first word in a sentence and use lowercase letters for the rest of the sentence.
- Put spaces between words.
- Copy words correctly from a word wall or other resource.
- Begin to use context clues to determine the meaning of unknown words.

ENGLISH LANGUAGE ARTS

Speaking and Listening

By the end of Trimester 3, your child should:

- Participate in collaborative conversations with the teacher and other students about stories, texts and other topics.
- Take turns when speaking and listening to others.
- Ask questions to seek help.
- Describe familiar people, places, things and events.
- Speak audibly – loudly enough and clearly enough to be heard and understood by others.
- Follow simple one-step directions.

You can help your child develop speaking and listening skills by having conversations with him/her. Take turns talking to your child and then listening to him/her. Ask him/her questions and give him/her time to respond, and then help him/her to ask you simple questions like “Who?” “What?” “When?” “Where?” and “Why?” Encourage your child to speak slowly, clearly, in a moderately loud voice, and to use complete sentences when he or she speaks.