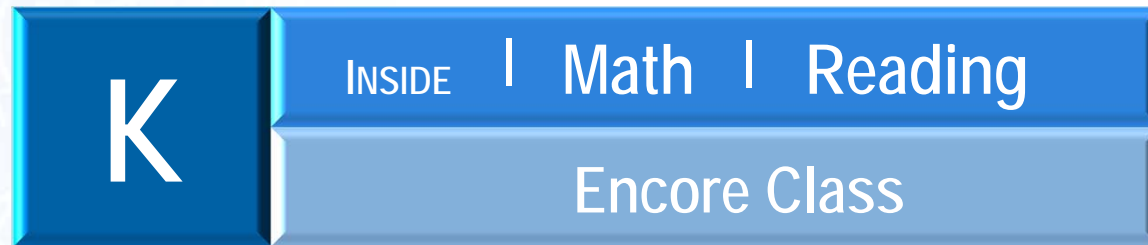




# What your child will learn in Kindergarten



Lower Merion School District ♦ 301 E. Montgomery Ave. ♦ Ardmore, PA 19003



# Kindergarten Mathematics

	Concepts	Vocabulary	Numerical Fluency	Problem Solving
<b>What your child will learn</b>	<ul style="list-style-type: none"> <li>Strategies for accurately counting sets of objects</li> <li>Counting by 10's</li> <li>How to represent a number of objects with a written numeral 0-20</li> <li>Names and attributes of shapes</li> <li>How to solve addition and subtraction word problems by using objects or drawings to represent the number</li> <li>Non-standard linear measurement and weight</li> <li>Number and geometric patterns</li> <li>Words that describe relative position</li> </ul>	<ul style="list-style-type: none"> <li>Learn mathematical words from experiences and explorations of manipulatives</li> <li>Relate informal language to mathematical language and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Use of one-to-one correspondence</li> <li>Count concrete objects</li> <li>Recognize a quantity in a set</li> <li>Recognize the numerical value of a set</li> <li>Illustrate addition and subtraction stories with the use of concrete objects</li> <li>Count and compare quantities</li> <li>Identify number that comes before or after a given number</li> </ul>	<ul style="list-style-type: none"> <li>Identify mathematics in everyday situations</li> <li>Use logical reasoning</li> <li>Investigate and solve real-world math problems</li> <li>Apply basic problem-solving strategies in various contexts</li> </ul>
<b>What your child will do</b>	<ul style="list-style-type: none"> <li>Use manipulatives, drawings, tools, words and notations to explore and develop concepts</li> <li>Use non-standard units to explore measurement and weight</li> <li>Count to answer "how many?" and compare quantities</li> <li>Construct, describe, compare and extend patterns</li> <li>Describe, identify, compare and sort 2-D and 3-D shapes</li> <li>Identify whether the number of objects in one group is greater than, less than, or equal</li> </ul>	<ul style="list-style-type: none"> <li>Participate in activities that illustrate mathematical terms</li> <li>Explore concepts by engaging in discussions with partners, small groups or whole group</li> </ul>	<ul style="list-style-type: none"> <li>Use concrete objects to solve addition and subtraction problems</li> <li>Use a 100's grid to explore number patterns</li> <li>Practice one-more and one-less situations using a number line</li> <li>Play games that develop instant recall of basic facts</li> </ul>	<ul style="list-style-type: none"> <li>Apply listening skills to facilitate the use of strategies in problem-solving</li> <li>Tell original story problems</li> <li>Model the action in the story to solve the problem</li> <li>Work to solve problems individually, in pairs and in groups</li> <li>Explain and justify the thinking process used to solve problems</li> <li>Use mathematical tools and manipulatives to solve problems</li> </ul>

# Kindergarten Mathematics

	Concepts	Vocabulary	Numerical Fluency	Problem Solving
<b>What you will see (Products)</b>	<ul style="list-style-type: none"> <li>Projects that require the application of concepts and skills</li> <li>Use of manipulatives and drawings to develop concepts and skills</li> </ul>	<ul style="list-style-type: none"> <li>Your child using math terminology</li> <li>Activities that use graphic organizers to facilitate understanding and exploration of mathematical terms and concepts</li> </ul>	<ul style="list-style-type: none"> <li>Number sequences</li> <li>Addition and subtraction story problems</li> <li>Creation of number patterns, such as skip counting</li> </ul>	<ul style="list-style-type: none"> <li>Combinations of pictures, words and numbers to communicate problem-solving strategies</li> <li>Active modeling of the mathematical situation</li> <li>Application of problem-solving strategies in various contexts</li> </ul>
<b>How you can help</b>	<ul style="list-style-type: none"> <li>Ask your child to explain what was done with numbers or shapes in school</li> <li>Help your child to see mathematical concepts in real life</li> <li>Cook with your child and provide opportunities to measure ingredients</li> <li>Estimate and determine the amount of time needed to complete an activity</li> <li>Have your child organize household items by shape and size</li> <li>Have your child create patterns using household or craft items</li> </ul>	<ul style="list-style-type: none"> <li>Encourage use of academic terms</li> <li>Allow your child to explain his or her math activities to you</li> <li>Talk about math and how it is used everyday</li> <li>Have your child identify geometric shapes in the world around them</li> <li>Point out math in games, sports, music, cooking, shopping, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Play board games and card games that involve counting and number recognition</li> <li>Assist your child in utilizing websites and/or apps to practice counting, sequencing, one-to-one correspondence and the concepts of addition and subtraction</li> <li>Give your child objects to sort and count</li> <li>Encourage your child to work simple connect-the-dot puzzles</li> <li>Sing songs, recite rhymes, and read stories that have numbers in them</li> </ul>	<ul style="list-style-type: none"> <li>Read a variety of materials to your child and ask him or her questions pertaining to the content</li> <li>Ask your child his or her opinion when making family decisions</li> <li>Play board games with your child that require making choices</li> </ul>

# Kindergarten Reading

	Reading Comprehension	Reading Fluency	Vocabulary	Writing
<b>What your child will learn</b>	<ul style="list-style-type: none"> <li>• With prompting and support, identify main idea and retell key details of text.</li> <li>• With prompting and support, answer questions about key details in a text.</li> <li>• With prompting and support, make a connection and identify basic similarities and differences between texts.</li> <li>• Identify parts of a book</li> <li>• Answer questions to describe the relationship between illustrations and the text</li> <li>• With prompting and support identify the reasons an author gives to support points in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Sound/letter correspondence</li> <li>• Focus on recognizing and naming upper and lower case letters with automaticity</li> <li>• Grade level phonics and word analysis skills (e.g., rhyming and word families)</li> <li>• Multiple strategies to decode unknown words (e.g., context/picture clues, phonics)</li> <li>• Grade level high-frequency words</li> <li>• Skills to read with expression</li> <li>• Self-select books to read</li> </ul>	<ul style="list-style-type: none"> <li>• Grade-appropriate words and phrases acquired through conversations, reading or being read to</li> <li>• Words that name persons, places, things, actions</li> <li>• Words that evoke feelings and/or appeal to the senses</li> <li>• Ask and answer questions about unknown words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Sound/letter correspondence</li> <li>• Basic conventions; i.e. capitalization, end of sentence punctuation, spacing</li> <li>• A variety of words, phrases, and sentence types</li> <li>• To use word walls</li> <li>• To use a combination of drawing, dictating and writing to express an idea</li> <li>• To use of words and phrases for effect</li> <li>• To correctly write first name</li> </ul>
<b>What your child will do</b>	<ul style="list-style-type: none"> <li>• With prompting and support retell familiar stories or main idea of a text including key details.</li> <li>• With prompting and support identify characters, settings, and major events in a story.</li> <li>• Actively engage in group reading activities with purpose and understanding.</li> <li>• Ask and answer questions about the text</li> <li>• With prompting and support, identify the title and author of a book.</li> <li>• With prompting and support, identify the beginning, middle, and end details of a</li> </ul>	<ul style="list-style-type: none"> <li>• Name upper and lower case letters with automaticity</li> <li>• Apply grade level phonics</li> <li>• Apply word analysis skills in decoding words</li> <li>• Read grade level high-frequency words with automaticity</li> <li>• Blend and segment beginning, middle, and ending sounds in</li> </ul>	<ul style="list-style-type: none"> <li>• Speak and write using grade-appropriate words and phrases</li> <li>• Explore word relationships</li> <li>• Use words or phrases acquired through conversations, reading, and being read to</li> <li>• Identify words and phrases in</li> </ul>	<ul style="list-style-type: none"> <li>• Write using conventions such as proper letter formation, spacing, developmentally appropriate spelling, and punctuation</li> <li>• Employ classroom aides</li> <li>• Write with clarity and focus</li> <li>• Write first name properly</li> <li>• Publish pieces of writing</li> <li>• Participate in shared writing projects</li> </ul>

# Kindergarten Reading

	Reading Comprehension	Reading Fluency	Vocabulary	Writing
<b>What you will see (Products)</b>	<ul style="list-style-type: none"> <li>• Pictorial responses to literature</li> <li>• Illustrations of story sequence</li> <li>• Role-play or dramatic interpretation to text</li> </ul>	<ul style="list-style-type: none"> <li>• High-frequency word lists</li> <li>• Picture books</li> <li>• Decodable readers</li> <li>• Reading at home to increase fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly word work (high-frequency/vocabulary words)</li> <li>• Ability to express ideas/opinions using details in conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Prewriting activities (drawing/labeling/listing)</li> <li>• Kid-writing Journals</li> <li>• Finished pieces of writing</li> <li>• Published pieces of writing</li> <li>• Responses to literature</li> </ul>
<b>How you can help</b>	<ul style="list-style-type: none"> <li>• Read to your child and have him or her read to you every day</li> <li>• Talk to your child about what he/she is reading</li> <li>• Listen to your child retell a story or personal event</li> <li>• Ask your child to describe characters and settings</li> <li>• Ask “why” events happened in a story</li> <li>• Ask your child to think about what the message of a story might be or what he or she learned from an informational book.</li> <li>• Re-read a story many times</li> <li>• Ask what’s real and not real</li> <li>• Take your child to the public library regularly and visit book stores when authors visit</li> <li>• Use technology to help build your child’s reading interest</li> </ul>	<ul style="list-style-type: none"> <li>• Read with your child daily</li> <li>• Store books in different rooms and in your car</li> <li>• Read rhyming books</li> <li>• Have your child practice reading familiar books often</li> <li>• Let your child see you read</li> <li>• Utilize reading development and curriculum-based websites [Starfall.com, Thinkcentral.com)</li> <li>• Play word games like <i>I Spy</i> and sing songs like <i>Itsy Bitsy Spider</i> and make silly rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child practice weekly words</li> <li>• Ask your child to identify letters and words seen in familiar places</li> <li>• Help your child create a mental image for unknown vocabulary words</li> <li>• Ask questions that require your child to explain</li> <li>• Have your child draw pictures about stories</li> <li>• Look for opportunities in everyday places to build your child’s vocabulary</li> <li>• Pick out words that might be new to your child. Discuss those word and ask how they add to what the writer is saying.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to read his/her writing to you</li> <li>• Write notes to your child and ask for written responses</li> <li>• Praise your child’s writing</li> <li>• Encourage your child to write letters to others</li> <li>• Ask your child to help with the grocery list</li> <li>• Create a writing station with pencils, crayons, paper, etc.</li> <li>• Write a story your child tells</li> <li>• Display your child’s writing</li> </ul>

# Kindergarten Encore Class

	What you child will learn	What your child will do	What you will see (Products)	How you can help
Physical Education	<ul style="list-style-type: none"> <li>• conflict resolution</li> <li>• safe practices in physical activity settings</li> <li>• individual responsibility for safety during various activities</li> <li>• engage in physical activities that promote physical activity and health</li> <li>• good sportsmanship</li> <li>• the positive effects of regular participation in moderate to vigorous physical activity</li> <li>• changes in body responses during physical activity</li> <li>• likes and dislikes related to participation in physical activity</li> <li>• reasons why regular participation in physical activities improves motor skills</li> <li>• recognize positive and negative interactions of small group activities</li> <li>• how to recognize and use basic movement skills and concepts</li> <li>• recognize and describe the concepts of motor skill development using appropriate vocabulary</li> <li>• the function of practice</li> <li>• how to identify and use the principles of exercise to improve movement and fitness activities</li> <li>• know and describe scientific principles that affect movement and skills using appropriate vocabulary</li> <li>• how to recognize and describe game strategies using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• participate in all aspects of physical education class to improve physical fitness and health</li> <li>• follow safe practices during physical activities</li> <li>• engage in individual, small group, team and whole group activities</li> <li>• practice skills taught during physical education class</li> <li>• use teacher feedback to improve physical fitness and practice skills taught during physical education class.</li> </ul>	<ul style="list-style-type: none"> <li>• development of motor skills such as running, hopping, jumping, skipping, sliding, galloping</li> <li>• develop confidence</li> <li>• acquire an appreciation for physical activities</li> <li>• develop cooperative skills</li> </ul>	<ul style="list-style-type: none"> <li>• promote healthy lifestyle choices in relation to nutrition, fitness, hygiene, sleep etc.</li> <li>• visit your local community centers to become involved in activities</li> <li>• advocate to increase active play time and reduce screen time</li> </ul>

# Grade Kindergarten Guidance / Holistic Supports

## Second Step

What your child will learn	What your child will do	What you will see and hear (products)	How you can help
Unit 1 : 1 Skills for Learning	<ol style="list-style-type: none"> <li>Learning to Listen</li> <li>Focusing Attention</li> <li>Following Directions</li> <li>Self-Talk for Staying on Task</li> <li>Being Assertive</li> </ol>	<ul style="list-style-type: none"> <li>Name and demonstrate the rules for listening in a group</li> <li>Name and demonstrate the Listening Rules</li> <li>Demonstrate attention skills in the context of a game</li> <li>Demonstrate listening and following directions within the context of a game</li> <li>Demonstrate self-talk for remembering directions in the context of a drawing game</li> <li>Demonstrate being assertive in response to scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Home links are simple, fun activities for you and your child to complete together. They are a great way for you to understand what your child is learning and for your child to show you what they know.</li> <li>Make sure to join <a href="http://www.secondsstep.org">www.secondsstep.org</a> with activation key for your child's grade level.</li> <li>KG activation key is <b>SSPK FAMI LY70</b></li> </ul>
Unit 2 : Empathy	<ol style="list-style-type: none"> <li>Feelings</li> <li>More Feelings</li> <li>Identifying Anger</li> <li>Same or Different?</li> <li>Accidents</li> <li>Caring and Helping</li> </ol>	<ul style="list-style-type: none"> <li>Name happy and sad when presented with physical clues</li> <li>Identify that happy is a comfortable feeling and sad is an uncomfortable feeling</li> <li>Identify a variety of feelings displayed in response to scenarios</li> <li>Name <i>interested</i> and <i>afraid/scared</i> when presented with physical and situational clues</li> <li>Identify that interested is a comfortable feeling and scared an uncomfortable one Identify a variety of feelings displayed in response to scenarios</li> <li>Name <i>angry</i> when presented with physical and situational clues</li> <li>Identify that anger is an uncomfortable feeling</li> <li>Identify a variety of feelings displayed in response to scenarios</li> <li>Compare physical and emotional similarities and differences between two students depicted in a story</li> <li>Identify same and different feelings in response to scenarios</li> <li>Identify what to say when they do something by demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios Accident</li> <li>Identify that listening is one way to show you care</li> <li>Identify that helping is another way to show you care</li> <li>Demonstrate caring and helping behaviors</li> </ul>	



# Grade Kindergarten Guidance / Holistic Supports

## Second Step

What your child will learn	What your child will do	What you will see and hear (products)
<b>Unit 3: Emotion Management</b>	12. We Feel Feelings in Our Bodies 13. Managing Frustration 14. Calming Down Strong Feelings 15. Handling Waiting 16. Managing Anger 17. Managing Disappointment 18. Handling Being Knocked Down	<ul style="list-style-type: none"> <li>• Identify physical clues for feeling worried</li> <li>• Identify a grown-up to talk to when they feel worried</li> <li>• Identify “Stop” and “Name your feeling” as ways to begin to calm down</li> <li>• Demonstrate saying “Stop” and naming feelings in response to scenarios</li> <li>• Demonstrate belly breathing</li> <li>• Identify and demonstrate the Calming-Down Steps</li> <li>• Identify the Calming-Down Steps</li> <li>• Apply the Calming-Down Steps while waiting in a game situation</li> <li>• Name physical signs of anger</li> <li>• Apply the Calming-Down Steps in a game situation</li> <li>• Identify the feeling of disappointment</li> <li>• Demonstrate calming-down skills when they feel disappointed</li> </ul>
<b>Unit 4: Problem Solving</b>	19. Solving Problems 20. Inviting to Play 21. Fair Ways to Play 22. Having Fun With Our Friends 23. Handling Having Things Taken Away 24. Handling Name-Calling 25. Reviewing <i>Second Step</i> Skills	<ul style="list-style-type: none"> <li>• Use words to describe problems presented in scenarios</li> <li>• Generate multiple solutions to problems presented in scenarios</li> <li>• Demonstrate inviting someone to play in response to scenarios</li> <li>• Identify a problem in response to a scenario</li> <li>• Generate solutions in response to a scenario</li> <li>• Name <i>sharing</i>, <i>trading</i>, and <i>taking turns</i> as fair solutions when two students want to play with the same thing</li> <li>• Demonstrate the Problem-Solving Steps with a problem in the lesson</li> <li>• Demonstrate assertive communication in response to scenarios</li> <li>• Demonstrate assertiveness and ignoring as effective strategies for handling name calling that hurts feelings</li> <li>• Identify an adult to tell if they cannot stop the name-calling</li> <li>• Recall and demonstrate the Listening Rules</li> <li>• Demonstrate how to calm down</li> <li>• Recall the Fair Ways to Play</li> </ul>



# Grade Kindergarten Guidance / Holistic Supports

## No Place For Hate

What your child will learn	What your child will do	What you will see and hear (products)	How you can help
<ul style="list-style-type: none"><li>The No Place for Hate program was developed by the Anti Defamation League to organize communities to participate in projects that encourage an awareness of differences as well as to encourage acceptance</li></ul>	<ul style="list-style-type: none"><li>To appreciate individual and group differences.</li><li>To have honest and respectful conversations and interactions in order to develop connections with other students and school staff</li></ul>	<ul style="list-style-type: none"><li>The No Place for Hate® campaign empowers schools to create projects to help children to learn about the differences of others and to work together to build a community where everyone can feel safe and happy at school</li></ul>	<ul style="list-style-type: none"><li>At home, you are encouraged to continue the discussion about diversity and to foster a sense of all belonging in the Lower Merion School District</li></ul>