



Kindergarten 2016-2017

Semesters 1 and 2

Student success at school:

- Recognize that the sun is a source of heat and light.
- Observe, describe, and record seasonal changes.
- Describe and compare different materials and their properties.
- Use observations to describe what plants and animals need to survive.
- Use evidence to show how plants and animals can change the environment to meet their needs.
- Discuss different ways humans can reduce their impact on the environment.



Student success at home:

- Ask probing questions “Why do you think...?” and “What would happen if...?”
- Put different objects in water and see what floats and sinks.
- Connect science with a family vacation. Explore non-formal education sites (museums, zoos, science centers, and aquariums).
- Visit your local library—check out items with a science focus.
- Compare different textures from nature such as sticks, leaves, grass, stones and bark.
- Count the trees. Look at the kinds of trees you find. Compare the bark, the leaves, and the shapes of the trees. Explore the natural world.
- Engage in simple hands-on experiments to foster curiosity.
- Take a walk in your neighborhood to look for animals and talk about animals around your home.

Your child’s achievement is a partnership between you and your child’s teacher. Below is information about the CCSD English Language Arts, Mathematics, and Science kindergarten curriculum resulting from the ongoing implementation of the Nevada Academic Content Standards (NVACS).

Tips for Reading with Your Child at Home

Reading with your child in any language is a proven way to promote literacy skills. Take time each day to read with your child or have your child read to you. Select books that interest your child. You may find you read a favorite book repeatedly! Here are a few tips to boost your child’s literacy skills:

- Point to each word as you read. This will help your child learn that reading goes from left to right and gain an understanding that the spoken word matches the printed text.
- When you come to an unfamiliar word, take this opportunity to discuss the meaning of the word with your child. A wide vocabulary is beneficial to your child. For example, “The **automobile** rolled down the street. Automobile is another word for car. Where else do we see automobiles?”
- When reading a book with rhyming words, encourage your child to supply the rhyming word for the following line or supply other words that rhyme. If there is a repeated line in the story, encourage your child to repeat the lines with you.
- Stop and ask your child about the illustrations. Ask questions about what has happened in the story and what they predict will happen. After completion talk about any connections you can make to the book or their favorite part.

When your child is reading here are a few strategies you can use to encourage their reading:

- Use the pictures as clues to determine a word.
- Look at the initial letter of the word, look at the final letter.
- Break the word into chunks; look for smaller words in the larger word.
- Read on. Skip the unknown word and read to the end of the sentence. When they finish the sentence ask what word would make sense and reread the sentence.
- Make sure that the book that your child is reading is “just right.” Have your child read the back and front cover, and first page of the book. If there are more than five words that he/she cannot pronounce or understand in context, the book may be too challenging. Be supportive about finding a more perfect fit. Choosing the right book will help your little reader feel successful.

Websites to Support Reading and Mathematics Skills



www.pbskids.org



James Patterson's
READKIDDOREAD.com
Dedicated to making kids readers for life.

www.readkiddoread.com

**Coolmath
4kids.com**

www.coolmath4kids.com

**MATH'S
FUN.com**

www.mathisfun.com

Kindergarten English Language Arts

Semester 1

Student success at school:

- Read stories and informational books and materials in order to ask and answer questions about key details.
- Understand the organization and basic features of books and print.
- After listening, retell the story by identifying characters, setting, and major events.
- Write and/or draw pictures about a specific topic and provide details.
- Use drawing, dictating, and writing to narrate events in order.
- Recognize, name, and print all uppercase/lowercase letters of the alphabet.
- Recognize and produce the sounds of letters, rhyming words, and syllables, as well as sounds at the beginning, middle, and end of words.
- Read common high-frequency words by sight (e.g., the, or, to, you, she, my, is).
- Spell simple words, drawing on knowledge of sound-letter relationships.
- Capitalize the first word in a sentence and the pronoun "I."
- Recognize, name, and use end punctuation in writing sentences.
- Respond to questions and suggestions from peers and add details to their writing.

Student success at home:

- Talk about characters, setting, and events when reading stories together.
- Ask your child to describe different events or retell information.
- Practice naming letters and the sounds they make.
- Give your child a simple word like *dog*. Have your child identify the first, middle, and ending sound.
- Practice correctly writing the letters of the alphabet.
- Work together to write/draw real-life situations, such as creating a grocery list or writing a letter to someone.
- Encourage your child to capitalize the first word in a sentence and the pronoun "I."
- Set up a writing station at home where your child can write and draw; provide paper, markers, crayons, and other materials to encourage writing and drawing.

Semester 2

Student success at school:

- Read stories and informational books and materials.
- Compare and contrast the adventures/experiences of characters in familiar stories.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions about key details in text.
- Use a combination of drawing, dictating, and writing to compose opinion pieces telling the topic or the name of a book and stating an opinion or preference (e.g., My favorite book is...).
- With guidance and support from adults, recall information from experiences and gather information from provided sources to answer a question through writing.
- Use the most frequently occurring affixes (e.g., -ed, -s, re-, pre-, -ful, -less) as a clue to the meaning of unknown words.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and the verb to duck).
- With guidance and support from adults, respond to questions from peers to strengthen their writing and use digital tools to produce and publish writing.

Student success at home:

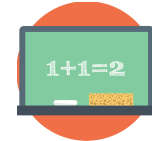
- Read different stories and ask your child questions about how the characters are similar and different; use parts of the story to explain his/her thinking.
- Ask your child to describe different events or retell information from books (e.g., what he/she liked and/or did not like about the book).
- Ask your child to write stories about events from his/her day or about stories they have read or heard; encourage him/her to include events in the order in which they took place and to use capital letters at the beginning of sentences.
- Set up a writing station at home where your child can write and draw; provide paper, markers, crayons, and other materials to encourage writing and drawing.

Kindergarten Mathematics

Semester 1

Student success at school:

- Count as many as 20 objects scattered and arranged in a line, circle, or rows.
- Compare two groups of objects (up to 10 objects in each group) to determine if the number of objects in one group is greater than, is less than, or is equal to the other.
- Compare two numbers between 1 and 10 presented as written numerals.
- Learn names of shapes and identify shapes as two-dimensional or three-dimensional.
- Learn position words such as above, below, beside, in front of, behind, and next to.
- Solve and represent addition and subtraction problems up to 10 using objects, fingers, mental images, drawings, and sounds (claps).
- Sort objects into categories.



Student success at home:

- Practice counting to 100 by ones and tens.
- Count two different sets of objects around the house and determine which set of objects is greater than, is less than, or is equal, to the other objects.
- Look for two-dimensional and three-dimensional shapes in the environment.
- Practice position words (e.g., "The window is beside the door." "I am behind you.").
- Using sets of objects to 10, practice combining (putting together 3 grapes and 4 grapes) and separating (taking 3 grapes away from 8 grapes). Create drawings to represent these problems.
- Sort objects by characteristics (e.g., shape, size, weight).

Semester 2

Student success at school:

- Break apart numbers less than or equal to 10 into pairs in more than one way (e.g., $5 = 2 + 3$, $4 + 1 = 5$, and $5 = 5 + 0$).
- Fluently add and subtract within 5.
- Describe measurable attributes of objects, such as length or weight.
- Compare two objects with a measurable attribute in common to see which has "more of/less of" the attribute.
- Compose (put together) and decompose (break apart) numbers from 11 to 19 into ten ones and some more ones using objects and drawings.
- Describe similarities and differences when comparing two-dimensional and three-dimensional shapes (e.g., the number of sides and vertices (corners) and with sides of the same length).
- Compose simple shapes to form larger shapes (e.g., joining two triangles with full sides touching to form a rectangle).

Student success at home:

- Ask your child to compare two objects (e.g., a pencil and a fork) to see which has more/less length or weight.
- Choose a number from 11 to 19, draw a set of ten objects, then count and draw how many more ones you need to make the number. Write this as an equation (e.g., $15 = 10 + 5$).
- Find two-dimensional and three-dimensional shapes, such as a cube and a square, and discuss how the shapes are similar and different.
- Draw and cut out shapes. Create larger shapes out of two smaller shapes.