

# Kindergarten Grade Level Benchmarks continued

## Library/Information Technology

Kindergarten students come to the media center for an enhanced storytime experience. They are introduced to fiction and non-fiction books. There is discussion time after the story. Students also check out books during the library session.

### Expectations for students:

- locate picture books and easy-to-read books
- demonstrate proper care of materials
- identify the cover and spine of books
- recall content of stories
- retell stories or information orally
- distinguish between fiction and non-fiction books
- begin to recognize Caldecott Medal books and other award winning books

## Art

The children will be introduced to a wide variety of materials, techniques, and equipment. They will also be exposed to the vocabulary of art. We study famous artists, careers, historical significance and aesthetics through the use of books, art reproductions and visual aids.

The following concepts will be covered:

- the elements of art
  - texture, shape, self-awareness
  - color, space, self-awareness in their environment
  - line, pattern, repetition/nonpattern
- the subject matter of art
  - landscape, human figure, portrait
  - nonobjective, illustration, animals
  - 3 dimensional
- the skills of art
  - drawing, painting, printmaking
  - weaving, stitching, pasting/gluing
  - cutting, tearing, handbuilding in clay

## Music

The study of music is a vital part of our total education. Instruction will provide opportunities for children to enjoy themselves while engaging in various musical experiences. Music objectives focus on:

- **Singing** (pitch matching, vocal tone)
- **Movement** (action and dance movements to songs)
- **Playing Instruments** (variety of percussion)
- **Listening** (variety of styles and periods from classical to contemporary)
- **Reading/Notation** (introduction to music symbols and pictures)
- **Creating** (improvising and dramatizing to express music)

## Physical Education

The physical education program is designed following national standards and provides sequential and progressive opportunities for the development of motor skills and physical fitness. Students will recognize the benefits from involvement and see the value of physical activities toward a healthful lifestyle. The following concepts are introduced:

- body and spatial awareness
- jumping and landing
- chasing, dodging, and fleeing
- balancing and weight transfer
- dribbling with hands
- throwing and catching
- striking
- fitness
- problem solving
- locomotor movements



# 2012 - 2013 Regional School District #10 Grade Level Benchmarks *Experience and Expectations*

## Kindergarten

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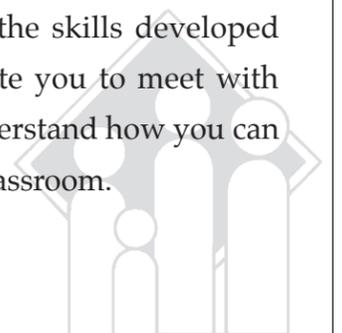
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Dear Parents,

This document provides you with a preview of the skills, knowledge, and concepts that are at the core of learning for this grade level. It also gives you a snapshot of what school life is like in kindergarten. "Benchmark" is a word used to identify target skills we seek to focus on and to develop in a particular year.

Teachers seek an active partnership with parents. Your involvement is critical to your child's success in school. Each teacher combines individual creativity with district wide goals. Different teaching strategies will be used in the instruction of these skills and concepts.

Please make opportunities to reinforce the skills developed in kindergarten in your home. We invite you to meet with your child's teachers so that you will understand how you can reinforce what is taught in your child's classroom.



# Kindergarten Level Benchmarks

## Typical Day

The kindergartners' typical day is a busy one. Our routine day consists of approximately two and a half hours. During this time the students are involved in opening and calendar activities, writing and reading activities, center activities, and small and whole group instruction. In this way, language arts, mathematics, science, health, and social studies are accommodated in the kindergarten day. Additionally, students will have 30 minutes of physical education, art, music, and library during the week. Please contact the teacher for the specific times and routines of the week.



## Language Arts Philosophy

Communication is essential to lifelong learning and successful participation in today's world. Since reading, writing, speaking, listening and viewing are keys to thinking and learning, instruction in the language arts is integrated into all disciplines. Lessons build upon prior knowledge and skill development, progressing from mastery of simple concepts of print to understanding the structure and meaning of language.

In addition, students need to be immersed in language throughout their day. Therefore, teachers, as well as administrators, media specialists, and - most importantly - parents, must provide opportunities for children to become literate. As students progress through the grades, these experiences with language help them reach the goal of becoming independent thinkers and learners.

In the kindergarten language arts program, children are introduced to the world of print. A variety of classroom approaches support and encourage the development of children's knowledge of concepts of print, letter-sound relationships, and comprehension. The kindergarten classroom is filled with a variety of print resources, such as poems and songs, displays on bookshelves, walls and charts. This print-rich environment supports and stimulates children's literacy by giving them opportunities to participate in whole-group shared reading, small-group guided reading, and individual independent reading and writing.

## Reading

### Expectations for students:

- know that print conveys meaning
- know that print is read from top to bottom and left to right
- identify upper and lower case letters
- develop a sense of sound-symbol correspondence
- recognize familiar words
- know the meaning of title, author and illustrator
- predict story outcomes
- recognize beginning, middle and end of stories
- retell stories in proper sequence
- make connections to personal experiences
- demonstrate an understanding of rhymes and word parts
- reads books with predictable patterns and begins to recognize simple words in print

## Writing

### Expectations for students:

- draw to convey meaning
- engage in writing activities using temporary spelling and standard spelling
- use upper and lower case letters and end punctuation
- use appropriate spacing

## Listening and Speaking

### Expectations for students:

- follow simple and multi-step directions
- participate in group discussions
- speak in complete sentences

## Social Studies

The Social Studies program at the kindergarten level focuses on helping students develop an awareness and understanding of themselves as growing, developing individuals and as members of their families. During kindergarten, children develop and refine concepts about themselves and about the family as a basic institution in society. They come to understand that there are basic needs common to all people. Citizenship and social interaction skills are imbedded throughout the kindergarten program.

### Students will:

- Recognize that all children have responsibilities at home, in the classroom, and at school.
- Demonstrate an understanding of how their actions have an impact on themselves and others.
- Recognize that all children have similarities and at the same time are unique individuals.
- Understand that there are basic wants and needs common to all people.
- Identify personal information.
- Compare their own family traditions with those of other families (holidays).
- Develop an understanding of national traditions and patriotic symbols.

- increase vocabulary
- verbalize rhyming words
- discriminate likenesses and differences among sounds

## Math

In In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ . (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. (Common Core State Standards, pg. 9)

## Health

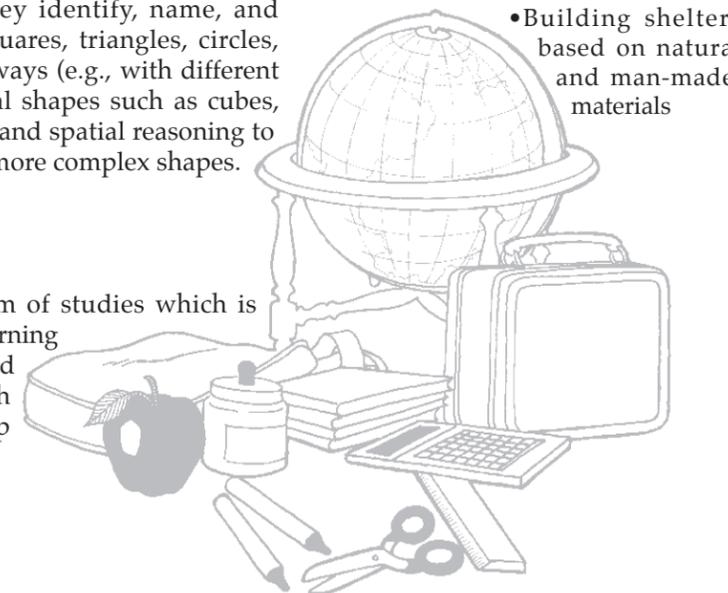
The health curriculum is a comprehensive program of studies which is informational and skill based. Students are exposed to learning experiences which enable them to promote, maintain and protect their health. The focus is to provide them with skills necessary to make responsible decisions and develop positive attitudes toward a healthy lifestyle.

### Areas of emphasis in kindergarten will be:

- social skills
- nutrition
- growth and development

## Homework

The Region 10 Board of Education outlines a homework policy for each grade level. For kindergarten, the policy suggests 15 minutes of homework twice a week. Studies show that "parental involvement helps children learn more effectively." In keeping with the homework policy, we will assign homework activities that involve the suggested amount of time. In addition to the assigned homework, we also recommend reading to your child whenever possible.



## Science

Young children are naturally curious and eager to investigate science ideas. They learn best when given opportunities to explore familiar materials, then share and compare their ideas with others. Students will use science, language arts and mathematics tools and skills to observe, predict, record, describe and compare natural phenomena.

### Concepts explored:

- Properties of Matter – observing with the senses
- Living and nonliving things
- Changes in daily and seasonal weather
- Building shelters based on natural and man-made materials