



Kindergarten

A Family Guide

The School District of Superior ❖ Jay Mitchell, Superintendent

In Kindergarten, Your Child Will Be Expected to:

- Write own name (first/last)
- Hear and use rhyming words
- Understand letter/sound relationships and use them to represent words

Art

- Demonstrate knowledge of different types of lines, shapes, and colors
- Begin to develop a basic storehouse of images by tracing classroom objects
- Look at pumpkins for inspiration to paint from nature
- Cut out organic and geometric forms
- Demonstrate knowledge of warm colors
- Demonstrate understanding of Vincent Van Gogh
- Show an understanding of elements of a community through collage
- Use clay and principles of design to create a clay beaded necklace
- Use planning and sculpting skills to create a clay 3-D dinosaur

Language Arts

- Use language to convey personal and social needs
- Recite familiar stories, poems and songs
- Contribute to group discussions
- Follow simple verbal directions
- Use concepts of print and background knowledge to understand texts
- Identify upper and lowercase letters of the alphabet
- Use picture clues, letter-sound relationships (phonics) and background knowledge to read texts
- Make predictions about a variety of texts
- Dictate and/or write stories or personal thoughts
- Print legibly

Mathematics

- Use problem-solving strategies
- Understand and communicate mathematical ideas
- Count to 50
- Understand one to one correspondence (0-20)
- Identify numbers to 31
- Write numbers correctly
- Use manipulatives to add and to write number sentences to ten
- Understand processes of measurement
- Recognize basic shapes
- Understand and use position words (i.e., inside, outside, between, above, below, behind, in front of, etc...)
- Use manipulatives to show and understand patterns
- Understand and use graphs
- Count by ones, fives, and tens

Physical Education

- Use a variety of locomotor movements (walk, skip, hop, jump)
- Use a variety of basic non-locomotor movements (bend, twist, turn)
- Use a variety of basic object control skills (throw, catch, kick, strike)
- Follow rules and procedures
- Understand the purpose of rules in games

Science

- Use process skills of the scientific investigation to question, investigate, observe, predict, collect data and communicate results (changes)
- Compare size, weight, shape, color and temperature of two objects
- Understand that the environment is made up of air, water, and land
- Understand that changes on the earth can be observed (i.e., night/day, seasons, weather etc...)
- Understand what plants and animals need to meet their basic needs
- Understand the difference between living and non-living things

Social Studies

- Describe how environments are similar and different from his/her own
- Describe how environments influence our lives
- Describe changes (past, present and future)
- Demonstrate how to be a responsible citizen (i.e., show respect for others, take turns and share, follow rules, etc...)
- Understand the difference between wants and needs
- Describe how people and families are alike and different

Music

- Sings a wide variety of songs from memory.
- Uses the voice in a wide variety of ways, including speaking, chanting and singing.
- Makes music on a wide variety of classroom instruments.
- Reads symbols representing the beat, sound and silence.
- Creates movement to a variety of musical examples.
- Moves to show awareness of basic elements in music such as loud/quiet, high/low, and fast/slow.
- Knows that music is part of every day life.
- Learns how to be personally responsible for the success of a group activity.

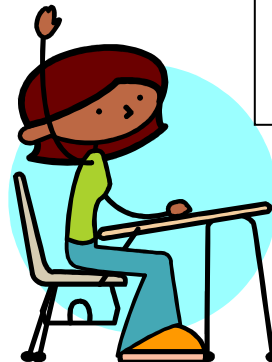
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Traits Exhibited by Many Kindergarteners:

- ☺ Can take turns and share but doesn't always want to
- ☺ Cares for all toileting needs independently
- ☺ Typically sleeps about 11 hours daily
- ☺ Cares for own clothing (buttons, snaps, zips and ties)
- ☺ Follows directions
- ☺ Has defined preferences such as choice of toys, clothes, food and activities
- ☺ Enjoys making things and is creative
- ☺ Enjoys talking, sharing his/her thoughts, and listening to stories
- ☺ Interested in exploring their environments

Sources:

Is My Child Ready for School? By Barbara Ball, M.S., NCSP



Sources: Wisconsin and Superior School District Model Academic Standards and Benchmarks. Visit our website at www.superior.k12.wi.us

