

*A Parent's Guide To Our  
Kindergarten Program*

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Central Square Central School District  
Central Square, NY 13036



*Welcome!*



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*To Central Square Central School District Families,*

*The best educational opportunities are provided when families and the school are partners in the educational process. In order to attain this goal, students are provided with a supportive learning environment focusing on: high expectations; meaningful relationships; real-life learning experiences; and respect for individual differences.*

*This guide provides an overview of what your child is expected to learn by the completion of this grade level. Since children learn in different ways and at various rates, teaching methods and the amount of time spent on a subject will vary from student to student and from class to class. It is important to realize that the outcomes listed are on a continuum. Some children will attain them more quickly than others.*

*The following skills, from our K-12 written curricula, are based on the K-12 New York State Learning Standards, and reflect the minimum skills most students will master at this grade level.\* During a student's education, these and additional skills will continually be reinforced and enriched. Although the skills and concepts are listed in separate subject areas, they will be integrated with other subjects when possible.*

*Each elementary school in the Central Square Central School District strives to help all students reach their personal best. Working together we can reach our goal – your child's personal best.*

*\* Other skills are introduced and/or developed at each grade level.*





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# Kindergarten Skills Guide

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## ***English/Language Arts***

### **READING SKILLS**

**Phonemic Awareness** – hears and changes sounds in words

- Recognizes and produces rhyming words
- Identifies the position of a sound as beginning, middle or end

**Phonics** – identifies letter/sound relationships

- Identifies and names all upper and lower case letters
- Identifies and pronounces beginning, middle and ending sounds to make a word

**Reading Strategies** – uses pictures and context clues

- Uses picture clues and sound/letter relationships to read an unknown word
- Tells what the story is about before, during and after reading

**Fluency** – reads automatically

- Reads letters and sight words with no hesitation

**Comprehension** – retells stories

- Tells the beginning, middle and end of a story in detail
- Identifies characters and setting in a story

**Vocabulary** – reads grade-level words in text

- Reads color and number words
- Reads sight words in stories



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***English/Language Arts (cont.)***

**WRITING SKILLS**

**Conventions of Writing** – writes 1-2 sentences

- Writes a sentence beginning with a capital letter and ending with a punctuation mark

**Writing Process** – writes, revises, edits, publishes

- Draws and writes a sentence to communicate a thought or idea

**Grammar** – writes grammatically correct sentences

- Recognizes sentences with incorrect grammar

**Spelling** – spells words correctly in daily work

- Uses beginning, middle and ending sounds to write words

**Composition** – writes for a variety of purposes

- Writes with an audience in mind

**Handwriting** – writes legibly

- Forms letters correctly with proper spacing

**LISTENING SKILLS**

- Listens attentively
- Follows 2-step directions

**SPEAKING SKILLS**

- Uses grammatically correct sentences
- Uses appropriate voice level and quality
- Responds appropriately during discussions



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## *Mathematics*

- Counts to 115+ by June
- Writes to 115+ by June
- Counts 20 or more objects
- Counts back from 30 by June
- Counts by 2 to 30+ by June
- Counts by 5 to 110+ by June
- Counts by 10 to 110+ by June
- Identifies penny, nickel, dime, quarter and dollar bill
- Compares/orders number's
- Counts forward from various starting points
- Performs simple data collection and graphing
- Identifies lines of symmetry
- Extends, describes, creates patterns
- Gives value of penny, nickel, dime and quarter
- Solves +/- number stories
- Recognizes/applies  $\frac{1}{2}$  with manipulatives
- Applies meaning of estimation
- Identifies  $\frac{2}{3}$  dimensional shapes
- Applies value of penny, nickel, dime and quarter
- Identifies solid figures (spheres/cubes)
- Describe events using basic probability
- Exchanges 1's for 10's; 10's for 100's
- Understands equivalent names for number's
- Uses a rule to sort object's/solve +/- problems
- Identifies/applies standard and nonstandard measuring tools to compare weight, length, temp and time



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## ***Science***

### **The Human Organism/Heredity**

- Identifies the five senses, body parts, and basic needs
- Recognizes similar and different physical traits between parents, self, and siblings

### **Diversity of Living Things**

- Distinguishes between living and non-living things
- Sequences and records the life cycles of various plants and animals
- Lists basic needs of plants and animals
- Classifies animals by various characteristics and recognizes that they may change

### **Ecology and Evolution**

- Names the basic natural resources and identifies ways they can be conserved
- Describes characteristics of plants and animals that allows them to survive in their habitats
- Recognizes that cycles exist in nature

### **Meteorology**

- Observes and charts daily weather
- Matches the four seasons to their properties

### **Matter**

- Classifies materials by their properties
- Identifies states of matter and recognize it can change

### **Energy**

- Identifies the energy source of a variety of objects
- Shows how the sun produces heat and light
- Explores how shadows and rainbows are made

### **Astronomy**

- Identifies the sun as the center of the solar system

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## ***Social Studies / Health***

### **History of the United States and New York**

- Describes his/her physical appearance using a self-portrait
- Identifies how people change over time
- Uses a time-keeping device to demonstrate understanding of yesterday, today, and tomorrow
- Identifies various modes of transportation used to travel between communities (e.g. land, sea, air)

### **Civics, Citizenship and Government**

- Recognizes that rules affect all people
- Recognizes that rules are made to guide and protect all people
- Recognizes that individual families develop rules to guide and protect their family members
- Discovers that children and adults have responsibilities at home, in school and in the classroom
- Identifies the roles and responsibilities of school and community helpers who provide services to families, schools and neighborhoods

## ***Health***

### **Safety/First Aid/Survival**

- Develops an awareness of hazards in school, and at home:
  - matches/lighters
  - stoves/fireplaces
  - sharp objects
- Discusses safety rules at school and at home
- Develops an awareness of personal safety equipment
- Develops an awareness of traffic signs and symbols

### **Community Health**

- Recognizes that there are people in the community that provide emergency and rescue services

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## *Technology / Art / Music*

Technology skills are integrated throughout our curriculum.

### *Art*

- **Color**  
Students will learn to recognize and identify basic colors (red, yellow, blue, green, orange, violet, white, black, brown and pink)
- **Line**  
Students will be introduced to line (what is it?)
- **Shape and Form**  
Students will learn to recognize and identify basic shapes (circle, diamond, square, rectangle, triangle and oval) and will be introduced to the concept of sizes and shapes
- **Texture**  
Students will learn the definition of texture as the way something feels or looks like it feels
- **Space**  
Students will discuss the definition of space

### *Music*

Students completing kindergarten general music will demonstrate the ability to:

#### **Melody**

- Differentiate between and perform high and low sounds
- Differentiate between upward and downward melodic movement
- Match pitches
- Sing songs from diverse styles, genres and cultures

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## ***Music (cont.) / Library and Media***

### **Rhythm**

- Recognize and perform a steady beat
- Aurally and visually discriminate between long and short sounds using a sound/symbol system
- Recognize and repeat patterns of long and short sounds

### **Tone Color**

- Explore various means of playing instruments
- Aurally and visually identify flute, drum, piano and trumpet
- Explore range of sound possibilities with objects, voice, instruments and words

### **Form**

- Discriminate same from different

### **Expressive Qualities**

- Recognize and perform loud and soft

### **Movement**

- Participate in finger play and singing games
- Explore high/low, fast/slow, and long/short movements

## ***Library and Media***

Kindergarten students will be introduced to a variety of literary genres, identify types of resources available and when to use them, identify favorite books, authors and illustrators.

### **Rights and Responsibilities**

- Students will demonstrate grade appropriate library media center (LMC) behavior, including respecting the rights of others

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### ***Library and Media (cont.) / Physical Education***

- Students will demonstrate grade-appropriate care and handling of materials and equipment, both at school and at home
- Students will follow appropriate circulation procedures (signing materials out of the LMC, returning materials in a timely manner, reimbursing the LMC for lost or damaged materials)

#### **Location and Access**

- Students will identify and use the following parts of a book:
  - Cover
  - Spine
  - Barcode

### ***Physical Education***

Students will:

- Demonstrate the ability to move in a variety of ways, changing speeds and levels in a rhythmic manner
- Jump and land on one foot and both feet
- Understand and explain the importance of safe and controlled movements in a large group setting
- Participate in a variety of games that include throwing, catching, kicking and dribbling various size and shaped balls
- Learn a variety of fine motor and large motor activities designed to enhance physical abilities
- Demonstrate concepts right, left, up, down and awareness of space in a large room environment
- Learn the importance of listening to and following teacher directions



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## *Parental Support*

### **Tips**

- Read with your child every day for 15-20 minutes and talk about what was read.
- Ask your child each day what s/he accomplished or discovered in school rather than what s/he did.
- Practice counting, identifying and writing numbers with your child.
- Use math in daily activities (sorting, measuring, patterning, using money, shapes)
- Practice writing his/her name and alphabet letters with your child.
- Plan and enjoy activities together (library, zoo, park, museum, sporting events, etc.).
- Encourage your child to use his/her senses to observe and talk about the world around him/her.
- Watch and talk about educational TV programs. Monitor and set limits for TV/video game use.
- Plan and enjoy physical activities together (walk, climb, swing, hop, skip, run, play ball, etc.).
- Model and expect respectful, responsible, honest and caring behavior (please, thank you).
- Enjoy the arts with your child (music, art, dance, etc.).



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***Parental Support (cont.)***

- Encourage a healthful life-style (a good breakfast, a balanced diet, plenty of sleep and exercise).
- Review and monitor your child's progress by looking at and discussing all work your child brings home.
- Use car travel time to talk with your child.
- Model good table manners.
- Each day try to spend one-on-one time with your child. Tell your child you are proud of his/her work and efforts.
- Help your child recognize simple words in books and their environment.

***Give each of your children a hug and a kiss  
and tell them you love them every day.***



**District Mission: To Empower All Students To Excel  
As Citizens In A Changing World**

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