

KINDERGARTEN



Parent Guide to Student Success

Parents are important partners in achieving the Utah State Board of Education’s vision that “each student is prepared to succeed and lead by having knowledge and skills to learn, engage civically, and lead meaningful lives.” The purpose of this document is to help parents better understand what their children should learn, when a child may need more help, or when a child would benefit from extra challenges. By using these resources, you may find more ways to advance your child’s learning at home while encouraging growth in their communication, critical thinking and problem-solving skills.

ENGLISH LANGUAGE ARTS

Essential Learning: ENGLISH LANGUAGE ARTS

- **Reading:** Kindergarten students can demonstrate age-appropriate phonological awareness skills (blend and segment at the syllable level, identify beginning, middle, and ending sounds, etc.).
- **Reading:** Kindergarten students can name all consonant letters and connect them to their corresponding sound(s). They can also name the vowel letters and connect the vowel to the short vowel sound in single syllable words and the long vowel sound in open syllables in single syllable words (me, we, he, etc.).
- **Reading:** Kindergarten students can read and comprehend grade level text with accuracy and fluency to support comprehension.
- **Writing:** Kindergarten students can compose opinion, informative/explanatory, and narrative pieces by using a combination of drawing and writing.
- **Writing:** Kindergarten students can participate in shared writing projects by legibly writing all upper- and lowercase manuscript letters.

- **Speaking and Listening:** Participate in a range of conversations with peers and adults, using age-appropriate vocabulary on topics and texts following agreed-upon rules for discussions such as listening to others, raising hands, and taking turns speaking during discussion.
- **Speaking and Listening:** Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting and use visual displays, when appropriate, to describe information to others.

Link to the **English Language Arts** Core Standards:

<https://www.schools.utah.gov/File/151a3048-08a7-4e91-a2dc-fda84fd4c-cf4>

■ Home-to-School Connections: ENGLISH LANGUAGE ARTS

- Read to your child; then, have a conversation about the story.
- Listen to your child read and tell you stories. Have conversations about what they are reading.
- Recite nursery rhymes, play word games, sing songs, and make up silly rhymes together.
- Practice identifying letters in print all around your child (cereal boxes, road signs, etc.).
- Visit the library and borrow books for yourself as well as for your child. Let your child know reading is important.
- Listen and talk to your child. They are never too young or old to learn from conversation. Talk about things that interest them and encourage them to ask questions.

FINE ARTS

■ Essential Learning: DANCE

- **Create:** Improvise simple choreography; edit and fix the choreography.
- **Perform:** Perform the elements of dance (awareness of space, shapes, locomotor and non-locomotor movement, energy qualities and degrees, body parts, and time).
- **Respond:** Identify movements when watching and doing; use basic dance terminology to describe movement; describe movement from a culture or genre; describe why a dance is artistic.
- **Connect:** Identify emotions when watching a dance and connect it to personal life and personal views; demonstrate movement of a specific topic; find relationship between dance and culture, historical period, society or community; connect to visual art; connect to other core content.

■ Essential Learning: DRAMA

- **Create:** Use imagination to create character and scene with movement, gesture, sound and facial expression.

(Continued from Essential Learning FINE ARTS: DRAMA)

- **Perform:** Share drama with invited guests that communicates meaning with body and voice.
- **Respond:** Identify what drama is, how it happens and share personal responses to drama performances.
- **Connect:** Make personal and other content connections to drama experiences including exploration of culture.

Essential Learning: MUSIC

- **Create:** Keep a steady beat, explore timbre and melody, generate rhythmic and melodic musical ideas.
- **Perform:** Perform simple songs and rhythms.
- **Respond:** Describe imagery conveyed by a music selection; identify elements that elicit feelings.
- **Connect:** Connect music with other content and cultures.

Essential Learning: VISUAL ARTS

- **Create:** Create art using materials and tools safely.
- **Present:** Learn about different cultures and their art.
- **Respond:** Recognize that many cultures make art, consider why people make art.
- **Connect:** Look at different artworks and talk about how different artworks can make you feel (mood).

Link to the Utah **Fine Arts** Core Standards:

<https://www.schools.utah.gov/file/d1fde2c5-7463-4892-9d23-8584924537a7>

SOURCES

Utah Arts and Museums Parent Community Handbook:

https://artsandmuseums.utah.gov/wp-content/uploads/2019/04/parent-community-handbook-insides_2PRESS.pdf

Home-to-School Connections: FINE ARTS

- Provide materials for children to create:
 - Old clothes, hats, and props for playmaking and movement exploration.
 - Simple musical instruments.
 - A stage area created by hanging old sheets or open space for dancing/playing.
 - Puppets and puppet stage.
 - Art materials to explore the art making process: crayons, markers, colored pencils, water with food coloring for watercolors, scrap paper, old magazines for making collages, and/or cardboard from cereal boxes/paper towel rolls for sculpture, etc.
 - An “art area” where messes are OK.

(Continued from Home-to-School Connections: FINE ARTS)

- Use arts for parties and celebrations:
 - Go to live arts, music, dance, and drama performances.
 - Have the children create and perform dance, drama, or music performances.
 - Sing simple songs together.
 - Play drama games.
 - Go to museums.
 - Gather art supplies and make a mural.
- Consider a variety of arts activities:
 - Create simple melodies, write plays and dance pieces, and perform them.
 - Organize a children's group or playdate to meet for arts activities or experiences.
 - Take children to live dance, music, and theatre productions.
 - Make puppets out of materials around the house: sticks, pinecones, old socks, lunch sacks, etc.
 - Make funny faces or sculptures out of food.

HEALTH EDUCATION

■ Essential Learning: HEALTH EDUCATION

- **Health Foundations and Protective Factors of Healthy Self:** Identify trusted adults and describe what makes these adults trusted and safe.
- **Mental and Emotional Health:** Identify how emotions feel and how the body reacts to those emotions. Practice methods to calm down like counting, deep breathing or singing songs.
- **Nutrition:** List a variety of foods in each food group; discuss the importance of trying new foods.
- **Human Development:** Describe why oral hygiene, washing body and hands and wearing clean clothes are important for a healthy body. Explain how booster seats, seatbelts, helmets and other safety equipment keep you safe and healthy.
- **Human Development:** Distinguish between appropriate and inappropriate touch. Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid or unsafe.

Link to the full Utah **Health Education** Core Standards:

<https://www.schools.utah.gov/curr/health?mid=908&tid=1>

■ Home-to-School Connections: HEALTH EDUCATION

- Talk with your child about safe people such as a parent, guardian, relative, teacher, counselor or clergy; and make a list of at least three specific people that your child could go to for help.
- Practice methods to calm down when feeling frustrated or angry.
- Prepare a meal together with a variety of foods and colors.

(Continued from Home-to-School Connections: HEALTH EDUCATION)

- Discuss why booster seats and seatbelts are important, and always model proper use.

MATHEMATICS

Essential Learning: MATHEMATICS

STANDARDS FOR MATHEMATICAL PRACTICE

The Standards for Mathematical Practice describe the ways students interact with math concepts. These standards represent the behaviors, skills and habits your child will develop as they engage and progress in their mathematics learning.

Students will:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

KINDERGARTEN STANDARDS FOR MATHEMATICS

These are the critical skills your child will be learning in kindergarten. These skills lay the foundation for future success in mathematics.

Counting and Cardinality

- Know number names and the counting sequence (1, 2, 3,...).
- Count to tell the number of objects.
- Identify and compare quantities.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking from.

Numbers and Operations in Base Ten

Compose and decompose (build and break apart) numbers 11 through 19 to gain foundations for place value (for example, $18 = 10 + 8$).

Measurement and Data

Describe and compare measurable attributes (characteristics) of objects and classify objects and count the number of objects in each category (for example, longer/shorter).

(Continued from Essential Learning: MATHEMATICS)

Geometry

- Identify and describe shapes, including squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.
- Analyze, compare and build shapes.

Link to the Utah **Mathematics** Core Standards (K–5):

<https://www.schools.utah.gov/file/8686fa6b-4ded-4a33-92a5-e444a5029f48>

Home-to-School Connection: MATHEMATICS

- **Portray a positive view of math:** Speak positively about math around your child. This will help build their identity as a mathematician and encourage them to persevere through challenging tasks.
- **Focus on flexibility and perseverance rather than speed:** When engaging in mathematics with your child, encourage them to try multiple strategies to solve problems. Support their growing understanding by celebrating effort, perseverance and the learning process without focusing attention on speed.
- **Encourage your child to explain their thinking:** If you notice errors in your child's mathematics, avoid telling them that they're wrong. Rather, engage them in a conversation about how they solved the problem.
- **Count with familiar items:** Count together using items like blocks, coins or toys. Practice counting by ones and tens. Practice representing addition and subtraction by adding groups of objects together or separating groups and taking objects away.
- **Develop estimation skills:** When things are stored or poured into varying size containers you have an opportunity to build your child's concept of quantity and estimation. During meal time, ask which bowl has more and which has less. Ask your child to guess how many cereal pieces will cover a note card or piece of paper.
- **Use real money with your child:** Engage your child in transactions at the store using real currency rather than credit or debit cards. Help them practice counting coins and making groups of ten with pennies and dimes.
- **Use calendars at home:** Keep a calendar displayed in your home. Practice saying the days of the week and counting down the days until an exciting event.
- **Play games with math and math vocabulary:** Play counting games and simple games with addition and subtraction during downtime, such as driving in the car. For example: I'm thinking of a number that's greater than four and less than nine.
- **Regularly check in with your child's teacher(s):** Touch base with your child's teacher through email, phone calls, conferences, etc. to further discuss ways in which you can support your child's learning at home.

PHYSICAL EDUCATION

■ Essential Learning: PHYSICAL EDUCATION

- **Motor Skills and Movement Patterns:** Perform hopping, galloping, running, sliding, skipping, jumping and landing while maintaining balance. Toss underhand, kick a stationary ball, jump a long rope with teacher-assisted turning and transfer weight from one foot to another.
- **Attain Efficient Movement and Performance:** Travel in different directions and speed.
- **Components to Maintain Health and Fitness:** Actively participate in physical activity. Understand how food provides energy and hydration is necessary during physical activity.
- **Develop Cooperative Skills:** Follow directions and share equipment with others.
- **Personal Value of Physical Activity:** Identify physical activities that are enjoyable.

Link to the Utah **Physical Education** Core Standards:

<https://schools.utah.gov/file/6192280d-2ab2-4ff1-b5dd-a9c2f95c1b11>

■ Home-to-School Connections: PHYSICAL EDUCATION

- Practice and play a variety of physical activities together.
- Let your child help plan a healthy meal and discuss how the meal supports an active lifestyle.
- Invite other children to participate in games and activities of all ability levels, practice cooperation and sportsmanship.
- Talk about games and activities you enjoy and teach your child how to play or participate in them.

SCIENCE

■ Essential Learning: SCIENCE

WEATHER PATTERNS:

- **Obtain, evaluate and communicate information** about local, observable weather conditions to describe patterns over time.
- **Obtain, evaluate and communicate information** on the effect of forecasted weather patterns on human behavior.
- **Carry out an investigation** using the five senses to determine the effect of sunlight on different surfaces and materials.
- **Design a solution** that will reduce the warming effect of sunlight on an area.

(Continued from Essential Learning: SCIENCE)

LIVING THINGS AND THEIR SURROUNDINGS:

- **Obtain, evaluate and communicate information** to describe patterns of what living things (plants and animals, including humans) need to survive.
- **Obtain, evaluate and communicate information** about patterns in the relationships between the needs of different living things (plants and animals, including humans) and the places they live.
- **Obtain, evaluate and communicate information** about how living things (plants and animals, including humans) affect their surroundings to survive.
- **Design and communicate a solution** to address the effects that living things (plants and animals, including humans) experience while trying to survive in their surroundings.

FORCES, MOTION, AND INTERACTIONS:

- **Plan and conduct an investigation** to compare the effects of different strengths or different directions of forces on the motion of an object.
- **Analyze data** to determine how a design solution causes a change in the speed or direction of an object with a push or a pull.

Link to the Utah **Science with Engineering Education (SEEd)** Core Standards:

<https://www.schools.utah.gov/file/f4cb6568-bb85-4908-a1f6-45feb-98b9ebc>

■ Home-to-School Connections: SCIENCE

- Collect and observe data about the weather (e.g., sunny, windy, cloudy, rainy, cold, warm) for one week during the fall, winter and spring. Describe patterns in the data for each time of year.
- Observe plants and animals to see what they need to survive. How do they find what they need to survive in the places where they live?
- Push a ball with less strength and more strength. What effect does the type of push have on the ball?

SOCIAL STUDIES

■ Essential Learning: SOCIAL STUDIES

HISTORY:

- **Understand** that history is the study of events, people, and places of other times.
- **Compare** how people lived in earlier times and how their lives would be different today.

(Continued from Essential Learning: SOCIAL STUDIES)

- **Analyze and retell** the stories of a diverse range of key historical figures and why they are remembered and honored.
- **Explain** how families provide support and how each family has its own unique history.

GEOGRAPHY:

- **Demonstrate** knowledge of basic physical and human geographical concepts.
- **Construct** a simple map, and explain how the map represents a place.
- **Explain** how a globe is a model of the Earth.
- **Recognize** and describe geographical features in their community.
- **Use** relative location terms (left/right, above/below) while using maps and globes.

CIVICS:

- **Learn and practice** traits of good citizenship.
- **Describe** some rules students or family members follow and why they are important.
- **List and describe** the essential qualities needed to learn and work together.
- **Identify** ways that people work together to build a strong community.
- **Explain** why symbols and actions (including the U.S. flag, Pledge of Allegiance, bald eagle, Utah flag) are considered important.

ECONOMICS:

- **Identify** concepts of needs, wants, spending, saving, sharing, and value of work.
- **Make** distinctions between basic needs and individual wants and how that can change.
- **Relate** how types of work can help people and communities meet needs and wants.
- **Identify** ways that people use money, including spending, saving, and sharing.

Link to the Utah K–6 **Social Studies** Core Standards:

<https://schools.utah.gov/file/d4786362-c911-4113-afc3-40af09ead425>

Home-to-School Connections: SOCIAL STUDIES

- Talk to your children about your family's history - people, places, and important events. Tell stories, share photographs and artifacts, show locations on maps and globes.
- While driving, walking, biking, hiking, rollerblading, help your child notice features unique to the area such as mountains, lakes, streams, roads, trails, etc. As often as possible, point out maps and help your child use them.

(Continued from Home-to-School Connections: SOCIAL STUDIES)

- Help your children notice how people contribute to the community, including following rules and laws, volunteering, working together, and participating in diverse celebrations and holiday observances.
- Reinforce with your children the difference between needs (food, shelter, clothing, etc.) and wants (new bike, video games, toys, etc.), and point out different jobs that people around them do.

PARTNER WITH YOUR CHILD'S TEACHER(S)

Productive relationships between parents and teachers are essential to learning. You can facilitate development of a respectful relationship with your child's teacher(s) by:

- Introducing yourself.
- Asking about the best means to communicate effectively regarding your child's learning (for example: email, notes, phone calls).
- Sharing anything that would be important to consider when planning for your child's learning experiences (for example: strengths, areas for growth, goals and/or any other special considerations).
- Attending parent teacher conferences and identifying ways you can support your child's development, growth and learning.
- Asking your child about what they are learning and reinforcing their learning at home by maintaining focus on the learning process rather than outcomes and celebrating both successes and failures.
- Acknowledging the positive contributions of educators on your child's development, growth and learning.

5Es FOR FAMILIES

To support your child in developing the characteristics found in [Utah's Portrait of a Graduate](#), you will find [Utah's 5Es for Families](#) to be another helpful resource. By using the 5Es for Families, your home environment can support and enrich your child's learning.