

# Kindergarten Parent's Guide to Marking Period 1

During Marking Period 1, students in Kindergarten receive instruction on the concepts and skills described below.

**PLEASE NOTE:** Skills and Concepts in *Italics* Are Taught but Not Graded on the Report Card.

## MATHEMATICS

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### Counting and Cardinality

- Count objects to tell how many there are.
- Write numbers and represent quantities with a number.
- Make equivalent (equal) sets.
- Identify the number of objects in familiar grouping without counting (subitizing).
- Apply the Ten-Frame structure as another way to represent quantities in familiar grouping.
- Apply the understanding that each successive number name refers to a quantity that is one larger as they count.

### Measurement and Data

- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10).

### Geometry

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

## READING

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### Reading Comprehension: Literature

- Identify front cover, back cover, and title page of a book.
- Identify characters in a story, with prompting and support.
- Ask questions about key details, with prompting and support.
- Actively engage in group-reading activities of complex text, with purpose and understanding.

### Reading Comprehension: Informational

- Identify front cover, back cover, and title page of a book.
- Answer questions about key details in text, with prompting and support.
- Describe relationship between illustrations and the text, with prompting and support.
- Actively engage in group-reading activities of complex text, with purpose and understanding.

### Foundational Skills

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Recognize and produce rhyming words.

### Language: Vocabulary Acquisition and Use

- Confirm understanding of a text read aloud by answering questions about key details.
- Ask and answer questions in order to get help, get information, or clarify something that is not understood.

### Additional Reading Data

Additional reading data includes information about skills that are necessary and important to develop proficient readers.

- High Frequency Words (Out of 44)
- Letter Identification and Naming—Uppercase (Out of 26)
- Letter Identification and Naming—Lowercase (Out of 26)
- Initial Consonant Sounds (Out of 19)

## WRITING

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### Process, Production, and Research

- Describe familiar people, places, or things, with prompting and support.
- Produce complete sentences in shared language activities.
- With guidance and support from adults, respond to questions and suggestions from peers to strengthen writing.
- Add drawings or visual displays to descriptions to provide additional details.

### Expression of Thoughts and Ideas

- Use drawings, dictating, and writing to narrate a single event, or several linked events, and a reaction to what happened.
- Describe familiar people, places, or things.
- Recall information from experiences.

### Use of Language

- Produce and expand complete sentences.
- Spell simple words phonetically.
- Write a letter or letters for most consonant sounds.
- Use frequently occurring nouns and verbs (e.g., boy, dog, girl, teacher, classroom, fish, run, hop, play, write).

## SCIENCE

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### Earth and Space Science

- Identify and describe attributes of weather conditions.
- Observe the weather and use pictures, symbols, or words to record weather conditions.
- Use weather data to identify, describe, and compare weather conditions over time.
- Identify weather patterns across seasons (i.e., fall, winter, spring, summer).

## SOCIAL STUDIES

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### **Civics**

- Identify and describe rights and responsibilities in the classroom.
- Identify and describe roles and responsibilities of members of a school and a family (e.g., teacher, student, principal, child, parent).
- Identify and name symbols associated with the United States of America (i.e., American flag, Statue of Liberty).
- Identify and describe the contributions of American leaders and historical figures.

## INFORMATIONAL LITERACY

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- Identify a personal information need.
- Create and refine questions to meet an information need.
- Use specific sources to find information.

## ART

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### **Creating and Connecting to Art**

- Use color, line, shape, texture, and form to represent ideas visually from observation, memory, and imagination.
- Create artworks that explore the uses of color, line, shape, texture, and form to express ideas.
- Identify and use color, line, shape, texture, and form in artworks.

### **Presenting and Responding to Art**

- Describe colors, lines, shapes, textures, and forms found in the environment.
- Identify color, line, shape, texture, form, and basic principles of design in artworks.
- Observe, describe, and respond to selected artworks.

## MUSIC

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### **Performing Music**

- Identify and use voice in various ways (i.e., speaking, whispering, calling, and singing).
- Identify sounds as fast or slow and perform a steady beat at various speeds, rhythms, and sounds.
- Perform and explore a steady beat through movement and using classroom instruments.
- Sing songs that use the voice in a variety of ways.
- Listen to and perform singing games and finger play, and explain their use and significance in the lives of those who created them.

### **Responding to Music**

- Identify various ways to use the voice: whispering, shouting, speaking, and singing.
- Identify sounds as fast and slow in musical examples.

## PHYSICAL EDUCATION

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### **Movement Skills and Concepts**

- Identify or demonstrate the cues to hop, jump, gallop, and slide in response to the teacher signal.
- Identify or demonstrate bending, stretching, twisting, and turning within self-space.
- Identify or demonstrate the cues necessary to perform hopping, jumping, galloping, and sliding while traveling safely through general space.

### **Personal and Social Responsibility**

- Identify and demonstrate rules and routines used in physical education.
- Identify and demonstrate respect, cooperation, and responsibility and be able to explain the importance of respect, cooperation, and responsibility in physical education.

## HEALTH EDUCATION

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### **Mental and Emotional Health (MH)**

- Recognize ways of communication.
- Examine emotions and responses to various situations.
- Identify positive and negative character traits contributing to one's uniqueness.

### **Alcohol, Tobacco, and Other Drugs (ATOD)**

- Identify appropriate uses of medicine.