

## **Kindergarten Parent Tips**

### **Math Tips**

Talk often about how knowing numbers are important in daily life: grocery store, gas station, road signs, store price tags, checkbooks, cooking. Use numbers in your conversations as often as possible.

Make a game of sorting pillows, animals, or books: from fattest to thinnest, all the different colors together, tallest to shortest, heaviest to lightest.

Wherever you are (home, park, doctor's office, etc.) ask your child to point to something that's a circle, triangle, rectangle, sphere, etc. Play the reverse by stating, "I see a rectangle. Do you?" "I see a circle. Do you?" Then have your child question you.

Have your child help sort the laundry by size, color, weight, or ownership.

Ask your child to handle and count the number of crayons in a small box, spoons in your kitchen drawer, socks on his floor, eggs in a carton, etc.

Slowly help your child count up to 30.

Ask your child to do simple addition and subtraction: "I have three milk cartons. If I put two in the recycling, how many would I have then?" or "Will you please bring me two of the four magazines on the couch? Thank you, how many are left on the couch?"

Cut out large pictures from magazines. Ask your child to draw around the various shapes with a crayon.

### **Language Arts Tips**

Read aloud to your child every day.

As you read, stop occasionally and ask questions about what you're reading:

"What do you think will happen next?" "Why do you think she is doing that?"

"What if he goes down this road?"

Ask your child to tell you her own made-up story.

As you read a book, point out the title, author's name, and anything else interesting about the book. Discuss the illustrations together.

As you read, point to some basic words. Have your child point to them. Sound them out. Then have your child try.

Have your child make his own storybook using pictures from magazines or his own drawings. Then have him "read" it to you and other members of the family.

After you've read a book, ask your child to repeat the story briefly in his own words.

Ask him what he thought about the story, the illustrations, etc.

Talk with your child during your daily activities as much as possible.

Ask your child to tell you about the happiest thing that happened today, the most exciting, the hardest, etc.

Give your child different sizes of pens, pencils, and crayons. Have her draw or print something as often as possible.

Take your child to the library often. Check out books on subjects that interest your child.

Consult with the children's librarian when necessary.

Make up a story with the whole family, each taking turns one sentence at a time.

Play "Simon says" with your child, giving one or two things to do. You can also teach body parts ("Simon says, touch your head.")

Let your child talk on the phone to grandma, grandpa, or other relatives.

Severely limit the TV use in your home. Studies show the higher the TV use, the lower your child's grades. Instead, establish a regular Family Reading Time when everyone reads their own choices.

Sing the alphabet song together with your child as often as possible. Make a sheet of the alphabet, put it on the refrigerator and have your child point to the letters as you both sing.

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## Kindergarten Language Arts

### ***Standard 1 - Reading: Word Analysis, Fluency, and Systematic Vocabulary Development***

Students know about letters, words, and sounds. They apply this knowledge in reading simple sentences.

- Concepts About Print (upper-and lower-case letter recognition, distinguish letters from words, recognize words make up sentences, follow words on the page)
- Phonemic Awareness (awareness of sounds that make up spoken words)
- Decoding (ability to sound out words and get the meaning) and Word Recognition
- Vocabulary and Concept Development

### ***Standard 2 - Reading: Comprehension***

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies, (e.g., generating and responding to questions, comparing information received to prior knowledge).

- Structural Features of Informational Materials (locate title, table of contents, author, illustrator)
- Comprehension and Analysis of Grade-Level-Appropriate Text (retell, ask/answer question, make predictions)

### ***Standard 3 – Reading: Literary Response and Analysis***

Students listen and respond to stories on well-known characters, themes, plots and settings.

- Narrative Analysis of Grade Level Text (distinguish fantasy from realistic text; identify different kinds of writing, characters, settings, key events)

### ***Standard 4 - Writing: Writing Strategies***

Students write words and brief sentences that are legible.

- Organization and Focus (use letters and phonetically spelled words moving from left to right and top to bottom)
- Penmanship (write upper and lower case letters)

### ***Standard 5 - Written and Oral Language Conventions***

Students write and speak using standard English.

- Sentence Structure (speak in complete and coherent sentences)
- Spelling (use pre/early phonetic knowledge, knowledge of letter names and sounds of alphabet)

### ***Standard 6 - Listening and Speaking Strategies***

Students listen and respond to oral communication. They speak in clear and coherent sentences.

- Comprehension (share information and ideas; understand and follow one/two step oral directions)

### **Number Sense**

- Students understand the relationship between numbers and quantities, i.e., that a set of objects has the same number of objects in different situations, regardless of its position or arrangement (count and order numbers to 30 using objects).
- Students understand and describe simple addition and

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