



MILFORD PUBLIC SCHOOLS
BEST of CLASS

Comprehensive Kindergarten Guide

For Parents and Family Members



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Regarding Programs:	Donald Civitello Director of Pupil Personnel Services

By the end of Kindergarten, your child will be expected to:

LANGUAGE ARTS WORD IDENTIFICATION

- Rhyme spoken words (*cat, hat, mat, sat*).
- Identify spoken words with the same beginning or ending sound (*sun/sat, hot/fit*).
- Hear sounds and put the sounds together to say a word (*/b/ /a/ /t/ = bat*).
- Point to the written word that matches the spoken word when reading a familiar phrase or story.
- Recognize and name all upper and lower case letters of the alphabet in order (*Aa, Bb, Cc*) and out of order (*Kk, Xx, Ee*).
- Know that books are read from left to right, top to bottom, and that words are separated by spaces.
- Know that letters in printed words stand for sounds in spoken words.
- Recognize some words by sight (e.g. I, a, here, am, said, can, look, and, my, the, go, we, up, to, me, and like).
- Recognize that pictures help words tell a story.

COMPREHENSION

- Answer factual and interpretive questions about stories (*fiction*) and informational (*nonfiction*) books which have been read to your child.

Example story: **The Three Little Pigs**

*Factual (Who? What? When? Where?):
What did the first pig use to build his house?*

*Interpretive (How? Why?):
How do you think the pig felt when his house was blown down?*

- Explain the meaning of common words used in kindergarten (*dry, cold, under, off, heavy*).
- Identify categories common words belong to:

Shapes – triangle, square, circle
Animals – dogs, cats, bears
Colors – red, blue, yellow

- Tell what might happen next in a story that is read aloud.
- Use what he/she already knows to understand stories and informational books.
- Notice when simple sentences do not make sense.
- Follow simple oral directions involving one and two steps (*Please pick up your books and get dressed for school.*)
- Retell a story using the pictures in a book.
- Make up stories or tell about his/her own experiences.

WRITING

- Write the beginning and ending sounds of many words correctly when spelling (*kt or ct for cat*).
- Communicate ideas through writing and drawing.
- Understand that print moves from left to right.
- Read one's own writing to others.

SPELLING

- Write first and last name correctly.
- Write upper and lower case letters when letter is spoken (*G g, M m, D d*).
- Use temporary (phonetic) spelling.

LISTENING/ORAL LANGUAGE

- Speak in complete sentences.
- Express ideas fluidly.
- Answer direct questions.
- Follow directions.

- Listen for specific information, such as similarities and differences, directions, details, etc.

How you can help your child with Language Arts:

WORD IDENTIFICATION

(Identifies and reads some letters and words)

- Use magazines to help your child find pictures which begin with the same sound (/m/ = milk, man).
- Draw pictures of words that rhyme (*bat, cat, hat*).
- Play or sing children's songs.
- Play "odd object out" (*Place several objects in a row. Name each of the objects. Ask your child to find the one that does not have the same beginning sound – book, bag, towel, ball.*)
- Search for items that begin with a specific sound (/t/ = toothbrush, toaster, television).
- Practice the alphabet by pointing out letters wherever you see them and by reading alphabet books.
- Use magnetic letters to practice making words.
- Recognize environmental print, such as signs and logos (e.g. exit, stop).
- Practice forming letters using sensory materials (e.g. shaving cream, chocolate pudding, sand, etc.)
- Play ABC/ word games, such as Bingo, Concentration, The Matching Game.

COMPREHENSION

(Understands what he/she hears)

- Read or tell stories, nursery rhymes and poetry to your child every day.
- Have your child use pictures in books to tell what might happen next in the story.
- Talk with your child about other books that have similar characters or events.
- Talk with your child about experiences in the neighborhood, community or world that connect him/her to the story.
- Ask your child to retell events of the story in order and use details while retelling.

- Have your child identify 3 to 4 steps in a process (*get toothbrush and toothpaste, put toothpaste on brush, brush teeth*).
- Ask your child simple and difficult questions about a book you have read.

Example story: The Three Little Pigs

Simple (Who? What? When? Where?): What did the first pig use to build his house?

Difficult (How? Why?): How do you think the pig felt when his house was blown down?

- Look at a book cover and have your child think of words that may be in the story.
- Look at opening of book and predict what it's about.
- Look at pictures in a story book and tell what is happening.

WRITING

- Have your child draw a picture and write what is happening in the picture.
- Use a picture or photo and have your child tell you a story using the details of the picture.
- Write a story that a child tells and have him/her reread the story.
- Keep paper, pencil and crayons handy and encourage your child to write.

SPELLING

- Print your child's name and have him/her copy it.
- Help your child label an object in a picture with its beginning letter.
- Play "I see" games with your child (*"I see something that begins with /t/. Child says, "table."*)

MOST IMPORTANT ACTIVITY

Take your child to the public library and select books (both fiction and nonfiction) that he/she is able to read or would enjoy hearing.

MATHEMATICS

- Count to 20 (and beyond)
- Use numbers in various settings with a variety of concrete materials to count, locate, compare, measure and label.
- Recognize and name nickels, pennies and dimes. Count pennies and trade for objects.
- Identify and compare two sets of objects for more/less/same/one more.
- Sort, compare and order a small set of objects by size, and use comparative language (larger, smaller) to describe size relationships.
- Experiment with measures of capacity, mass, area and volume.
- Experiment using balance scales, and different size containers with sand, rice, water, etc.
- Sort and compare two and three-dimensional shapes. Describe likenesses and differences.
- Identify frequently used shapes and solids.
- Use a variety of manipulative materials to create geometric shapes and solids. Make copies of simple shapes and designs by observation and by visual memory.
- Pose questions about oneself and one's surroundings and explore ways to record and organize information using tallies.
- Recognize, describe and extend simple patterns of shapes, sounds, numbers, colors and textures.
- Describe the rule of a pattern:
Ex: ABC ABC ABC Rule: ABC is the pattern that is repeated.
- Make comparisons and describe qualitative and quantitative changes of a given pattern (more, less, bigger, smaller, longer, one more, one less).
- Describe attributes of objects and describe the rule used to sort them; represent and classify data based on attributes.
Ex: Buttons can be sorted by color, shape, or number of holes. Graph results on a bar graph. Child tells how groupings changed depending on attribute used to sort.
- Follow and describe simple procedures and directions for completing tasks, solving puzzles and playing games.
- Identify numerals 0-20.

- Order numerals 0-20.
- Match numerals to sets.
- Demonstrate one to one correspondence.
- Understand position words (above, below, behind, etc.)
- Identify basic geometric shapes (plane shapes and three-dimensional shapes.)
- Create graphs using real objects.
- Sequence time, including the concepts of days, weeks, months, yesterday and tomorrow.
- Begin to use simple addition and subtraction.

How you can help your child with Math:

- Look for patterns in wallpaper, clothes, nature.
- Play games that require keeping score, tracking time and money.
- Make predictions.
- Look for charts, graphs and other forms of data collecting using the newspaper and magazines.
- Encourage your child to add and subtract simple numbers.
- Encourage your child to count objects at home.
- Keep a family calendar and have child fill in number of days. Ask what came before, what came after. Count the months.

SCIENCE:

Animals

- Determine that animals are living things.
- Distinguish between different types of animal families and groups.
- Investigate different characteristics of animals.
- Investigate how different animals care for their young in different ways.

- Identify different animal homes and their environments.

Plants

- Determine that plants are living things.
- Observe plant growth from seeds, spores and bulbs.
- Describe common features of plants.
- Observe effects of light and water on plant growth.
- Develop an awareness that trees have common characteristics.

Light/Color/Shadow

- Observe colors.
- Match colors and put shades of color in order from light to dark.
- Classify by color.
- Explore mixing of colors.
- Explore light passing through objects using materials that are transparent, translucent and opaque.
- Explore prisms, making rainbows.
- Explore how mirrors reflect images.
- Explore how light sources are needed to form and affect shadows.
- Compare different shadow shapes made by different objects.
- Explore and compare body shadows made by the sun.
- Explore how shadows change during the day when light is their source.

Food and Nutrition

- Explore which foods help us grow and make our bodies strong.
- Compare foods that are healthy with junk foods.
- Sort and classify foods using the food pyramid.

- Become aware of personal eating habits in relation to healthy eating habits and learn to make appropriate choices for meals.
- Explore foods specific to diverse cultures.

Seasons and Change

- Observe and describe the characteristic of each season.
- Explore how seasonal changes affect plants, animals, weather, water and people.

Process Skills

Develops the process skills of:

- Observing
- Classifying
- Measuring
- Recording data
- Making predictions
- Drawing conclusions

How you can help your child with Science:

- Visit a local garden center or nursery.
- Plant a flower/vegetable garden.
- Observe the trees in your own neighborhood.
- Visit your local pet shop.
- Watch the Animal Planet Channel.
- Check out animal books from your local library.
- Plan meals together.
- Read food labels.
- Visit aquariums or science centers. Some excellent places to visit in Connecticut include The Norwalk Maritime Center, Beardsley Zoo, Mystic Seaport, Peabody Museum and the Science Center of Connecticut.
- Watch “Bill Nye the Science Guy” or “The Magic School Bus” together.

SOCIAL STUDIES

Focus: My World –Self, School, Community, Home

- Develop the ability to share and play with kindness and consideration for one's peers.
- Develop an understanding of the environment and one's responsibility to it.
- Extend his/her understanding and appreciation of one's community and its helpers.
- Learn the roles and responsibilities of the school helpers as they relate to the operation of the whole school: principal, professional staff, nurse, secretary, custodial staff and cafeteria staff.
- Develop an understanding of one's family group and one's relation to it.
- Develop an understanding of families and societies in other lands and appreciate the differences and similarities between these cultures and his/her own.
- Understand maps and globes and their use.
- Understand various holidays and their historical background.
- Recognize the contribution of Black Americans, Native Americans, Europeans and Asians to our culture.
- Demonstrate respect for self, authority, cultural differences, and feelings of others.

How you can help your child with Social Studies:

- Visit local museums and government buildings.
- Check the newspaper for community functions that are fun as well as educational.
- Role play situations about sharing and kindness. Discuss alternatives to not sharing and what to do if someone will not share.
- Share your heritage with your child. Visit the library and read about your ancestors' country and customs. Do an online search about the country.
- Discuss with your child what is acceptable behavior.
- Involve your child in the practice of recycling.
- Involve your child in family decision-making; help weigh pros and cons and understand why compromise is often necessary.

- Discuss current events with your child.
- Remember that communication is an important part of your relationship with your child.
- Provide access to maps or globes in the home.

VISUAL ARTS

- Use and carry scissors properly.
- Hold a pencil, crayon, brush, etc. correctly.
- Demonstrate how color is made darker with a crayon.
- Recognize and use shapes.
- Talk about what is seen in a painting.
- Understand and use symbols.
- Understand how different artists represent families and groups of friends in art.
- Draw families and friends.
- Discuss what he/she sees in his/her work or the work of others.
- Understand how artists tell stories.
- Show respect and appreciation towards art.
- Copy shapes, letters and numerals.

How you can help your child with Visual Arts:

- Display art work around the home and workplace.
- Keep a variety of art materials available.
- Encourage safe use of materials and cleanup practices.
- Do art projects with your child, and have him/her discuss the projects.
- Talk about the art objects in your home.
- Sign, date and save some artwork in a folder.

- Visit galleries and museums and attend cultural events.
- Provide opportunities for children to explore with a variety of art materials, including watercolors, clay, finger-paints and cut paper designs.

MUSIC

Through performing, creating and responding to music, students should be able to:

- Sing by rote, accompanied and unaccompanied, on pitch with appropriate expression and posture, a variety of songs from different styles and cultures.
- Sing echo responses.
- Differentiate between speech and song.
- Perform easy rhythmic and melodic patterns on percussion instruments.
- Create simple lyrics to familiar songs.
- Identify simple music symbols.
- Respond to music through movement and listening.
- Demonstrate proper audience etiquette.

How you can help your child with Music:

- Sing and/or play instruments together.
- Listen to, attend and participate in a variety of musical activities.
- Obtain videos of musicals suitable for children.
- Listen to various recordings of vocal/instrumental performances.
- Discuss how music and the other arts are used at home.

HEALTH

Healthy and Active Life

- Identify foods from each group of the food pyramid.
- Appreciate the importance of eating a variety of foods from each group.

- Make healthy food choices.
- Practice healthy ways to handle food.
- Name breakfast and snack foods that provide energy and nutrients for work, play and growth.

Injury and Disease Prevention

- Know and demonstrate ways to stay safe at home and school.
- Demonstrate simple emergency procedures such as calling “911” and “Stop, Drop and Roll.”
- Identify skills necessary to resolve conflicts peacefully.
- Differentiate between appropriate and inappropriate touch, say “no” to inappropriate touch, and tell a trusted adult.
- Demonstrate respect for and responsibility to others without bias or discrimination.
- Use Internet access with adult supervision only.

Human Growth and Development

- Be able to name and locate major body parts.
- Define general health practices and good personal hygiene to prevent the spreading of germs.
- Demonstrate and know that it is normal to experience change in feelings and emotions.
- Understand the importance of self-esteem and its relation to bullying.

Substance Abuse and Prevention

- Understand that a drug is a chemical that changes the way the mind and the body work.
- Understand that medicine is used to treat an illness and should be given only by a trusted adult.
- Understand that medicine is not candy.

How you can help your child with Health:

- Discuss bicycle safety practices and ways to prevent injuries.
- Practice emergency drills and procedures for your home.
- Include your child in meal planning and preparation.

- Model positive communication skills.
- Encourage children to sample foods from various cultures.

PE/Fitness

Physical Activity

- Demonstrate developmentally mature form in the fundamental movement skills: locomotor (e.g., walk, jump, skip); nonlocomotor (e.g., bend, twist, swing); and selected manipulative skills (e.g., throw, kick, strike).

Human Movement

- Apply movement concepts (e.g., body space, effort, relationships) to a variety of basic locomotor, nonlocomotor and manipulative skills.

Fitness

- Demonstrate several activities related to each component of health-related fitness (e.g., cardiovascular and respiratory efficiency, muscular strength and endurance and flexibility) necessary for a healthy lifestyle.

Responsible Behavior

- Follow classroom rules, activity-specific rules, safety practices, procedures, etiquette and good sportsmanship in various physical activity settings.

Respect for Differences

- Work cooperatively with peers of varying skill levels.

Benefits of Physical Activity

- Express feelings about participating in physical activity.
- Experience enjoyment while participating in physical activity.

How you can help your child with PE/Fitness:

- Provide opportunities to create movement sequences.
- Practice throwing, catching, kicking, dribbling and hitting skills.
- Organize a family exercise time using warm-up and cool down times.

- Encourage play with children of other cultures, genders and abilities.
- Attend a sporting event and discuss evidence of good sportsmanship.

LIBRARY/MEDIA

- Respond to children’s literature.
- Identify and describe story elements:

Setting

Main Character

Problem

Solution

- Recognize the elements/format of fiction call numbers.
- Understand that fiction is arranged alphabetically by author’s last name.
- Identify and locate book parts (e.g. cover and spine.)

How you can help your child with Library/Media:

- Read to and with your child.
- Keep appropriate reading materials readily available.
- Visit the public library with your child.
- Have your child get their own library card.
- Invite your child to ask questions. Discuss vocabulary in stories you read.
- Ask your child to retell a story.
- Ask your child to make personal connections with stories.
- Practice alphabetical order.
- Maintain a safe place at home for borrowed library books.
- Remind your child to return borrowed library books each week.

Please see additional information and resources available on the Milford Public Schools website www.milforded.org