

# What to Expect in **KINDERGARTEN**

## Purpose of the Grade Level Guide

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- Provide parents a general overview of the content taught at each grade level
- Provide information regarding the district instructional materials used to teach the content
- Provide key communication tools that provide information on student progress
- Provide information regarding district testing
- List resources that can be used to gain additional information

## Language Arts

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The kindergarten curriculum and environment immerse young children in learning new language skills and strategies. Students explore concepts about print, including the idea that print contains a message and that print is read from left to right. They learn that words are made up of different sounds and the sounds that letters represent. They learn how to decode words, and read and remember sight words. Kindergarteners listen to and read appropriately complex stories using comprehension strategies such as predicting, comparing and contrasting, questioning, retelling, and identifying the main idea of the text. They state opinions about favorite topics and books, participate in shared oral reading, and make connections to events and characters in the stories by retelling and talking about the stories read to them using details from the text. In writing, kindergartners begin to dictate and write ideas and information for various purposes. They develop basic writing conventions, properly use upper and lower case letters, and punctuate correctly. Students take part in classroom conversations and follow rules for discussions (listening to others and taking turns when speaking). Students learn to speak clearly to express their thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events.

**District Instructional Materials:** *Fundations* - Phonics & Handwriting; *Heggerty* - Phonemic Awareness; *Lexia* - Online Learning Platform

## Mathematics

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Kindergarten is a time for exploration of many concepts in mathematics. Instructional time should focus on the following two critical areas: *Critical Area 1*: Representing, relating, and operating on whole numbers, initially with sets of objects and *2*: Describing shapes. The end of year expectation for kindergarten students is that they know number names and count the sequence, count to tell the number of objects, and compare numbers; understand addition as putting together and adding to, and understand subtraction as taking apart and taking from; work with numbers 11-19 to gain foundations for place value; identify, describe, and compare measurable attributes, classify objects and count the number of objects in each category; identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres), and describe, compare, create, and compose shapes.

**District Instructional Material:** *Eureka* - math curriculum *Zearn and Dreambox* - Online Learning Platforms

## Social Studies

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### A Child's Place in Time and Space

The kindergarten year is the time for children to begin to form concepts about the world beyond their own classroom and communities. Culture, heritage, and democratic principles are explored, building upon the foundation of the classroom experience. Children deepen their learning about themselves and begin to form an understanding of roles, responsibility for actions, and decision making in the context of the group setting.

## Science

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Kindergarten provides students with the opportunity to develop the scientific skills of wondering, questioning, investigating and communicating, and enables them to begin to develop a sense of the world. The kindergarten theme focuses on helping students develop the skills for systematic discovery to understand the science of the natural world around them in greater depth by using scientific inquiry. In Earth Science, kindergarteners will observe, explore, describe, and compare weather changes, patterns in the sky, and changing seasons. In Physical Science, students will learn about the production of sound and the properties of objects and materials. In Life Science, students will learn about living things in Ohio.

## Synergy

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Kindergarten students will be given opportunities to be creative and collaborate through design challenges and the use of STEM materials (Legos, Magnatiles, Keva Planks, etc.) Picture books will be used to teach and discuss social and academic skills. Students will learn about careers in the healthcare field as they visit the Innovation Center to attend a Teddy Bear Clinic hosted by Mayfield High School Med Tech students. Other careers will be explored when students build a cardboard community and learn about the people and places that make up a community. These projects will allow kindergartners to apply their portrait of a graduate skills through real world experiences. Students will also learn safe and appropriate use of technology and how to be good digital citizens. Students will be exposed to a variety of print library books as well as digital and audio books.

## Visual Arts

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Students in kindergarten learn the fundamentals of the art classroom and visual design. They will build a foundation of art using line and shape as part of the elements of art. Students will manipulate different art tools and materials to create a desired effect or image. Students will work on being neat so a viewer can recognize the subject. Focusing the mind and controlling the body to create artwork are two primary goals that are a focus in kindergarten. Visual Art helps to promote fine motor skills in developing artists.

## Music

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Students in kindergarten will be introduced to the basic elements of music, including singing voice, rhythm, pitch, dynamics, tempo. Kindergarteners experience music through listening, singing, dancing, moving and playing instruments in a variety of musical settings. The primary focus of kindergarten music is to begin developing a singing voice and steady beat. Classroom instrument playing may include rhythm sticks, hand drums, egg shakers, jingle bells, maracas and triangles.

## Physical Education

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During the kindergarten year, time is spent on introducing routines, class procedures, and working with partners, small groups, & eventually teams. Students in kindergarten participate in experiences that lead to development within the physical, cognitive, and affective domains. The physical domain focuses on movement skills, manipulative skills, and fitness. The cognitive domain enables students to establish a movement vocabulary, develop concept knowledge, and explore critical elements of skill performance. Within the affective domain students learn about reasons to value being active and the importance of being a good sport. The overarching goal is to develop an appreciation for an active lifestyle.

## Communication with Parents

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The learning platform used for Kindergarten is Seesaw. Seesaw activities allow students to show their learning and document it in a platform that can be shared. Student learning is visible for parents and guardians to see in real time.

Infinite Campus is the student information system that is used across the district. Performance on assessments and classwork along with report cards will be housed in this system.

## District and State Testing

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At the beginning of each school year, children are assessed using Ohio's Kindergarten Readiness Assessment Revised. This assessment includes ways for teachers to measure a child's readiness for engaging with instruction aligned to the kindergarten standards.

Three times a year students will take the STAR Early Literacy computer-adaptive assessment. The assessment measures students' vocabulary, phonics, language, and numeracy skills and allows teachers the ability to monitor student achievement and growth in these areas.

## Resources

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*For additional information regarding our curriculum and programs, please refer to the following resources:*

**Mayfield City Schools Website:** <https://www.mayfieldschools.org/>

**Ohio Department of Education Website:** <http://www.ode.state.oh.us/>