

Kindergarten Learning Outcomes for December 2019

Reading

- Identify literary and informational texts
- Describe the relationship between illustrations and the text
- Make connections between self, texts, and the world
- Recognize common types of texts

Foundational Skills (Applies to Reading and Writing)

- Understand that words are separated by spaces in print
- Recognize and name all upper- and lowercase letters of the alphabet: P, CH, U
- Blend and segment syllables in spoken words
- Read common high-frequency words by sight (word wall words)
- Blend and segment individual sounds (phonemes) in spoken one syllable words
- Blend and segment onsets and rimes of spoken words: og, ap, ip, op, ag

Academic Vocabulary

- Explore and use new vocabulary and multiple meaning words and phrases in authentic experiences: off, equal

Writing

- Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic

Language

- Print many upper- and lowercase letters: P, CH, U
- Use frequently occurring nouns and verbs
- Understand and use question words (interrogatives), e.g., who, what, when, where, why, how
- Use the most frequently occurring prepositions
- Capitalize the first word in a sentence and the pronoun I
- Recognize and name end punctuation
- Write a letter or letters for most consonant and short-vowel sounds

Speaking and Listening

- Describe familiar people, places, things, and events with detail

Math

- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies
- Compare two numbers between 1 and 10 presented as written numerals
- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count
- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations
- Solve addition and subtraction word problems, add and subtract within 10, e.g., by using objects or drawings to represent the problem

Social Studies

- Symbols and traditions help develop a shared culture and identity within the United States
- People celebrate historic figures and events through national holidays to recognize their importance to the United States

Science

- Pushing or pulling an object can change the speed or direction of its motion and can start or stop it
- Relationships between energies and forces
- A situation that people want to change or create can be approached as a problem to be solved through engineering
- Asking questions, making observations, and gathering information are helpful in thinking about problems
- Before beginning to design a solution, it is important to clearly understand the problem
- Because there is always more than one possible solution to a problem, it is useful to compare and test designs

Spanish

- Apply colors and shapes to numbers
- Identify family members

English as a New Language (ENL) Targeted students only

- Can verbally answer two questions in order to describe a picture
- Identify the beginning sound of a word
- Identify the letters of the alphabet and their sounds

Art

Students in K-101, K-105, and K/1-207 will be able to:

- Choose an artwork created in class to be included in an art exhibit
- Create a signature for a chosen artwork
- Write 1-2 sentences that tell about a chosen artwork

Students in K-203 and K-204 will be able to:

- Hold their paintbrush with a proper grip
- Manage an appropriate amount of paint on their brush
- Mix two or more colors to create a new color

Music

Students will be able to:

- perform music with repetitive or contrasting patterns
- maintain a steady pulse at various tempi through call and response, clapping, tapping, or other movement
- create rhythmic patterns in relation to a steady beat
- perform in duple and triple meter
- explore melodic contour through singing, movement, and labeled pitches
- perform music with a variety of dynamic levels
- explore different timbres by using a variety of instruments and vocal sounds

Physical Education

- Participate in physical activity
- Acquire knowledge to maintain health