

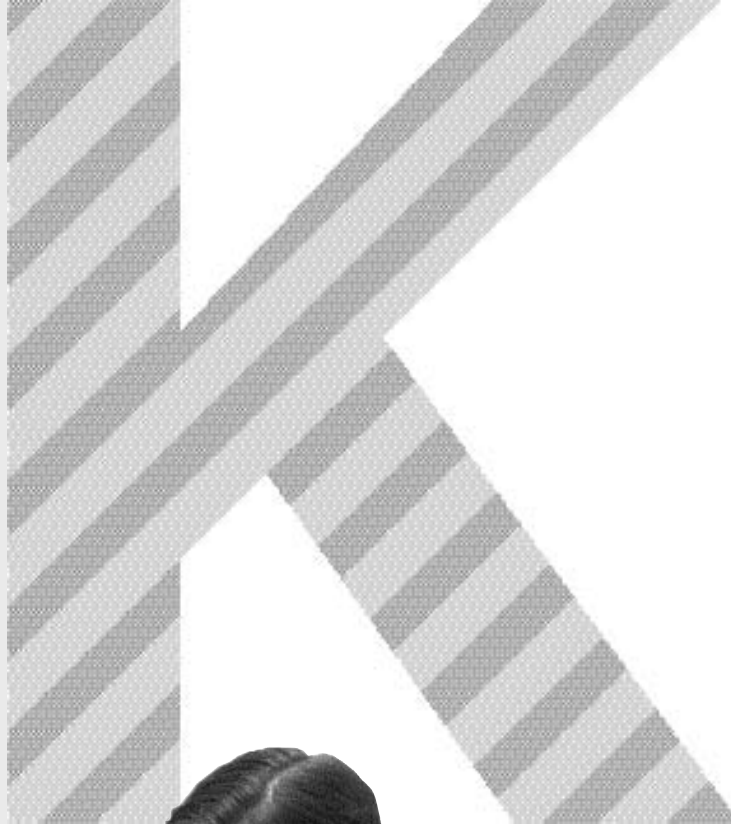


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STAMFORD PUBLIC SCHOOLS

The Kindergarten Curriculum

A PARENTS GUIDE



A Lifetime of Learning

INSIDE

- > What your child will learn this school year.
- > Curriculum information.
- > Ways to support your child's learning.



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STAMFORD PUBLIC SCHOOLS

Dear Parents,

What will my child learn in kindergarten?

It is a question you've no doubt asked, out of plain curiosity and the genuine desire to support your child through countless homework assignments and projects. Knowing what units of study are coming up can give you the big picture you're looking for, as well as the opportunity for enriching family conversations and experiences.

The Stamford Public Schools has prepared this Parent Curriculum Guide as a helpful resource for you. Our curriculum meets state and national standards in every subject and at every grade level, while also encouraging creativity and flexibility. Our teachers look forward to being your partners in developing your child's strengths and in responding to his or her specific needs and interests. That cooperative approach helps students truly enjoy school and lights the spark for a life-



Dr. Anthony L. Mazzullo

How to Hints

Help Your Child Build Reading Skills

- Create a print-rich home with books, magazines, and newspapers and read and discuss them with your child.
- Help your child create a comfortable, quiet reading spot with good lighting.
- Develop family routines that encourage reading.
- Read and discuss the newspaper.
- Visit the library as a family every week. Invite your child to bring a friend along.
- Listen together to books on tape.
- Show your child household reading: contracts, bills, and directions.
- Discuss the usefulness of reading in daily life.



Have a daily reading time with your child. Make reading a special time.

Read aloud to your child and with your child. Stop to ask simple and thought-provoking questions.

Visit book stores together. Let your child select a book s/he likes.

Find out your child's reading interests. Share yours.

Suggest new books by a favorite author.

Read a book that is coming out as a movie.

See the movie together and compare it with the book.

If something interests your child, help him/her research it on the Internet at home or at the library.

When you see your child reading, pick up a book or magazine and join him/her.

Give books as gifts.

Bring a book to read aloud to the class for your child's birthday.

Let your child see you read. Talk about what you read.

Let your child see you look up new words in a dictionary and interesting topics on the Internet.

Reading and writing go hand-in-hand. Encourage your child to write: e-mails, letters, journals, stories, and poems.

READING

The kindergarten reading curriculum develops student's ability to understand and interpret stories that are read aloud, to understand important ideas about the way books work, and to read a simple book.

Listening Comprehension

Understand stories and factual books when they are read aloud

Apply prior knowledge to understand new stories or nonfiction texts

Retell stories and factual books

Answer questions about stories and factual books

Relate experiences from one's own life to the events of a story or ideas of a factual book

Notice when the story isn't making sense and one is confused

Identify spoken words with similar beginning sounds (pet, pan), middle (pet, hen),



Students relate experiences from their own lives to the events of a story or ideas of

Understanding the Way Books Work: Concepts About Print

Identify the sounds that all but the vowels of the alphabet make

Identify front and back of a book

Identify the letters that correspond to sounds (b makes the sound of /b/)

Recognize that words tell the story

Use pictures to help with understanding

Know stories are read from left to right and top to bottom

Recognize and produce rhymes

Identify letters (upper case and lower case)

Put words into categories (favorite foods, favorite colors)

Know that letters represent written-down sounds (bat = the sounds of /b/ /a/ /t/)

Recognize beginning and end of words and sentences

Reading Comprehension

- Recognize words
- Read simple picture book stories
- Read simple factual picture books
- Identify characters in a story
- Identify the setting of a story
- Identify the sequence in which event take place in a story
- Infer the message of a story
- Repeat facts from a factual book
- Name the important ideas in a factual book



Students read simple picture book stories.

Word Identification

- Learn vocabulary
- Rhyme words
- Identify beginning and ending sounds of spoken words
- Blend sounds into a word (/c/ /a/ /t/ = cat)



WRITING

The kindergarten writing curriculum uses drawing or writing or a combination of the two to express ideas or tell a story.

Expressing Ideas

Draw or use scribble letters or real letters to tell a story or share information
Tell an audience what the story or information says

Handwriting

Write all the letters of the alphabet that make up one's first name
Write own name so that others can read it

Conventions of Writing

Start the first letter of a word at the left hand side of the page
and continue to add letters and words from left to right
Attempt to write words according to sounds heard
Write as many of the letters as are heard in a word (b-a-l for ball)
Write the correct letter for the beginning of words (b for big)
and the correct letter for the ending of words (p for pet)

ORAL LANGUAGE

The kindergarten oral language curriculum emphasizes speaking and listening to create and understand clear messages, stories, and information.

Listening

- Communicate a clear message
- Give another person a clear description of an event in one's life
- Deliver a simple oral message
- Engage in conversation with classmates and adults
- Relate experiences and interests

Speaking

- Listen to a message, story, or information and be able to repeat it
- Retell a story and tell about an event in the order in which it occurred



How to Hints

Help Your Child Build Math Skills



- Make math important. Regardless of your own experience with math, encourage your child to develop a love of math by discussing his or her homework each day and helping with school projects.
- Make math fun. Play simple board games and puzzles with your child they encourage positive attitudes and strong math skills.
- Mix in math. The kitchen is a great place to teach fractions like doubling and dividing cookie recipes.
- Use real world examples to teach math. Point out ways that people use math to pay bills, balance checkbooks, make change, and tip at restaurants. Ask older children to use math to figure out how to lay out a garden, build a bookshelf, or calculate gas mileage.
- Tune into technology. Encourage your child to use computers and the Internet for tasks like developing charts, graphs, maps, and spreadsheets.
- Stay informed. Familiarize yourself with specific academic standards that children are required to meet at each grade level.
- Be a champion for challenge. Support a challenging math curriculum and seek out math enrichment activities like Family Math and Science Nights.
- Encourage advanced courses. By mastering geometry and algebra by ninth grade, your child will be able to take higher levels of math necessary for admission to college and for an increasing number of jobs.
- Prepare your child for a profession. Have your child meet people in a variety of vocations that require a sound base in math, such as carpentry, landscaping, medicine, pharmacy, aeronautics, and meteorology, to name a few.
- Encourage your child to solve problems. Provide assistance, but let your child figure things out him/herself. Problem solving is a lifetime skill.

MATH

The Stamford Public Schools mathematics curriculum reflects state and national standards of what students need to know and be able to do. It also is designed to help students understand that math is an important part of daily life and is the basis of many varied professions.

Number Sense

Match sets 1-10, using one-to-one correspondence

Count forward 1-30 & 12-0 backwards

Use a number line to locate, compare, order, and count on

Identify and write numbers in order 0-30

Use ordinal terminology, first - fifth

Join/separate sets

Identify, create, and compare sets that have more/less items than other sets

Identify and show two equal parts of a whole

Estimate quantity in a given set of objects for numbers 30 and less

Use estimation strategies to determine the reasonableness of an answer

Use pennies, nickels and dimes to represent amounts of money to \$0

Patterns/Relationships

Model, describe, and extend growing rhythmic, size, shape, position, and number patterns using real objects

Identify and extend patterns to solve problems

Identify, extend, and solve problems with simple number patterns

Identify and extend patterns with plane shapes

Operations/Computations/Problem Solving

Recognize, describe, reproduce, create, and extend patterns and sequences using attributes, numbers, and geometric shapes

Identify rules and extend patterns based on the rule

Explore patterns on a hundreds chart

Use patterns and relationships to solve problems

Operations/Computations/Problem Solving

Develop and use computational strategies for operations such as counting on, doubles, and one/two, more/less than a given number

Model addition as combining sets and adding to sets

Add one more to the numbers zero through nine

Identify plus (+) and equal sign (=) and model recording

State addition facts up to 10

Add two more to the numbers 0 through 8

Use pictures to represent number sentences

Explore addition and subtraction through the use of manipulatives

Recognize that addition can be recorded in vertical form

Use number sentences to record subtraction

Subtract two from the numbers 2-10

Identify objects or numbers that belong in a collection or array

Use the following strategies to solve problems:

Draw a Picture, Look For a Pattern, Use a Graph, Act It



Students learn to use strategies to solve problems.

Measurement

Use comparative language when describing length and height (longer/longest, shorter/shortest, taller/tallest)

Estimate and measure length and height in non-standard units

Explore the concept of weight with a simple balance scale by

comparing and ordering

Use comparative language when describing weight (lighter/lightest, heavier/heaviest)

Explore the concept of capacity by comparing and ordering containers

Use comparative language when describing capacities of containers (more/most, less/least)

Develop concepts of an hour and a minute

Estimate how many times tasks can be completed in a minute

Tell time to the hour using analog and digital clocks

Find and use information from a calendar

(months, seasons, days of the week)

Students learn to tell time to the hour using analog and digital clocks.



Geometry/Spatial Relationships

Identify and demonstrate use of positional terms (e.g., top/middle/

bottom, before/between/after, inside/outside, right/left)

Identify, describe, compare, and name plane shapes (circle, square, triangle, rectangle)

Identify, describe, compare, and name three-dimensional shapes (cube, sphere, cone, cylinder, rectangular prism)

Identify common geometric shapes found in the world (art, nature, the classroom, or at home)

Construct shapes and solids using a variety of materials

Create symmetrical pictures and representations; identify symmetry



Students learn to identify common geometric shapes found in the world.

Data Analysis/Statistics/Probability

Sort and classify objects based on a common attribute

Engage in systematic listing, counting, and reasoning

Explore ways of recording, organizing, and analyzing data

Interpret data from bar graphs, Venn diagrams, pictographs, tables, charts, and maps to solve problems

Construct bar graphs, Venn diagrams, pictographs, and maps from data

Use tally marks to record data

Use concept of chance to make and verify predictions

Record and discuss results from simple probability experiments

and engage in chance activities using materials such as number

cubes and spinners

SCIENCE

The Stamford Public Schools science curriculum was developed to meet the goals and content objectives of the National Science Education Standards. The curriculum is divided into three standards-based strands: Life Science, Earth and Space Science, and Physical Science.

Life Science

What is living? What is nonliving? Identify animals and plants as living things; describe the differences between living and nonliving things

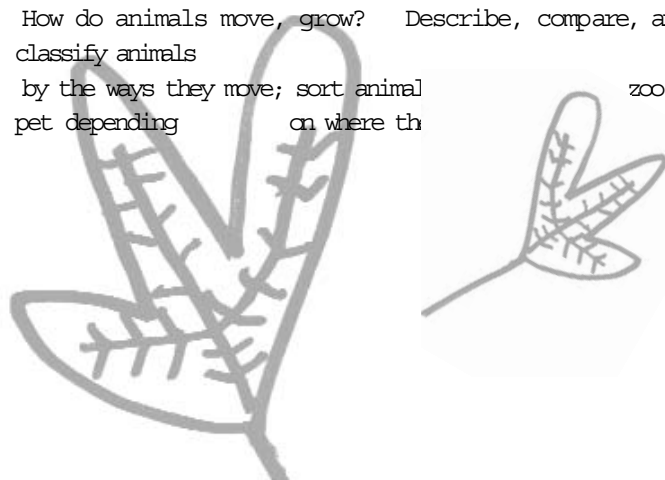
What is an animal? Recognize that animals have various kinds of similarities and differences; describe the sizes, shapes, and structures

of animals; observe, describe, and sort animals

What do animals need? Recognize that animals need food, water, air and a place to live; explain how plants and animals depend on each other; identify animals by their habitat and explain how habitat loss can endanger them

How do animals move, grow? Describe, compare, and classify animals

by the ways they move; sort animal pet depending on where th zoo, or +



Earth and Space

How can we keep track of weather? Recognize kinds of weather and weather tools and how weather affects Earth and its inhabitants; describe weather differences using terms related to weather; observe and record weather conditions

What are the seasons? Recognize that changes in weather occur over seasons, affecting Earth and its inhabitants; recognize that the seasons occur in a pattern;

identify weather that is characteristic of spring, summer, fall and winter

How can we predict the weather?

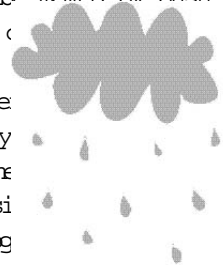


Physical Science

How do objects change through out

What about objects? Observe and describe common objects and their properties by using the five senses; describe and compare objects in terms of properties such as shape, form and texture; sort objects by their properties including size and weight; predict the next object in a sequence to complete a pattern; describe objects in terms of physical properties; recognize that objects can be moved by pushes or pulls and through the force of describe the movement and speed of objects; develop questions based on observations

What about water? Recognize the way water flows and takes the shape of its container; recognize and describe the surface tension of water as it reacts to other objects; recognize that some objects sink when placed in water, some objects float; recognize that objects can change over time and those changes can be observed and measured; recognize that water can be a liquid or solid and can be made to change back and forth; recognize that



water has properties that can be observed and tested;

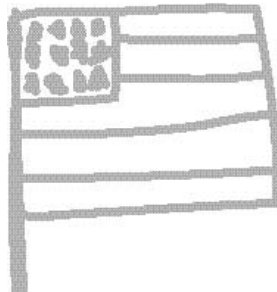
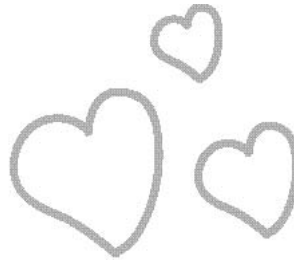
communicate observations of water in liquid and solid forms and evaporation

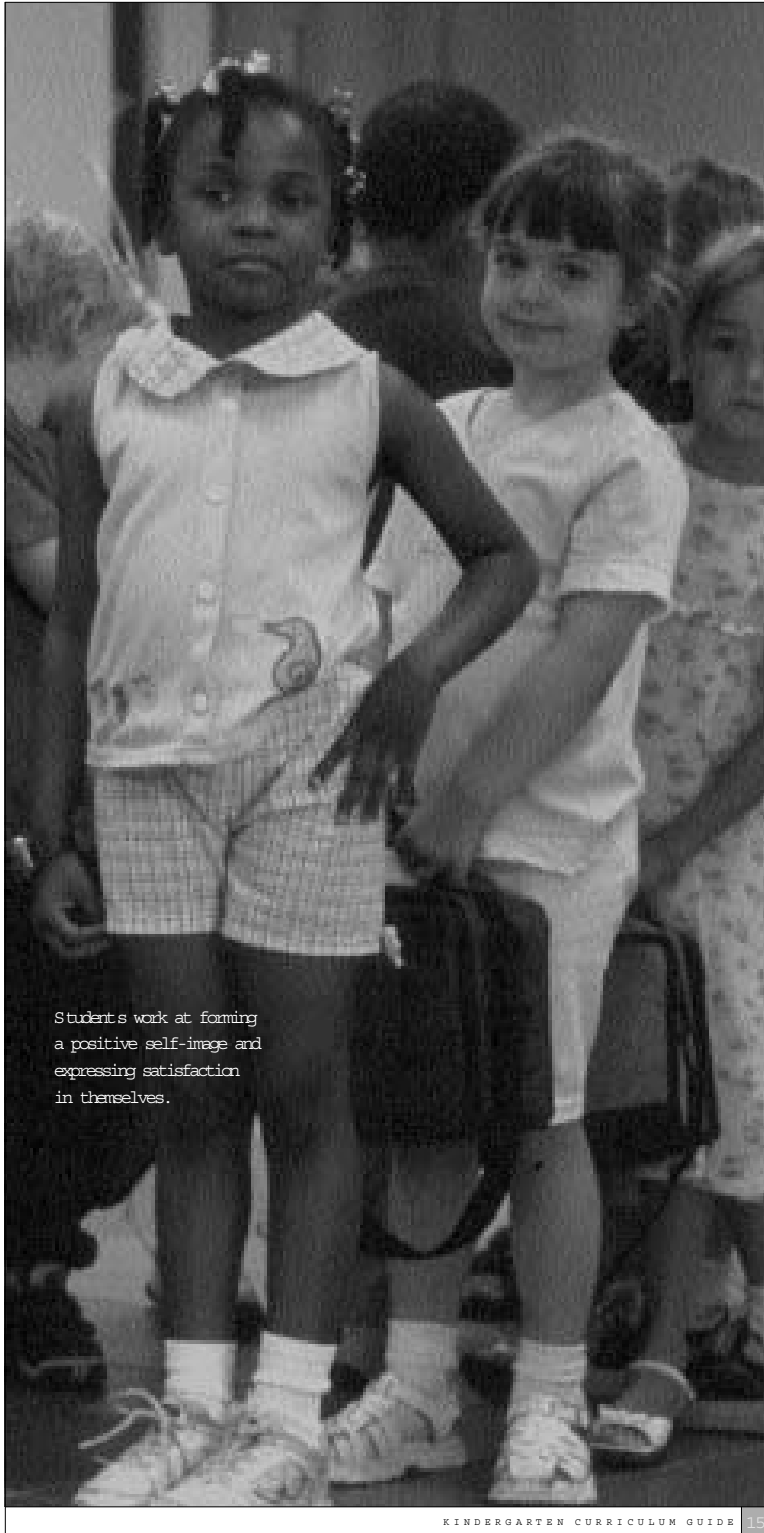
SOCIAL STUDIES

The Stamford Public Schools social studies program prepares students to take an active role in the affairs of their local, state, and national community. Decision-making, research, analysis and evaluation of graphic and textual information, cooperative group interaction, and presentation skills are emphasized to help students learn about themselves and the interdependence of their families, culture, nation, and world.

Families

Work at forming a positive self-image
expressing satisfaction in themselves
Develop awareness that everyone is
similar and different
Understand the importance of good
neighbors
Enjoy music from each other's cultures
Be aware of various customs and religions
Learn about different kinds of homes around the world
Recognize how families celebrate different American holidays
Recognize the contributions made by people from various ethnic groups





Students work at forming a positive self-image and expressing satisfaction in themselves.

VISUAL ARTS

The basic elements and principles of design (drawing, painting, printmaking, sculpture, and crafts) form the basis of the units studied in the elementary grades. Students achieve a level of understanding and skill which will prepare them for lifelong enjoyment and involvement in the visual arts

Media, Techniques, and Processes

Differentiate between a variety of media, techniques, and processes

Describe how different media, techniques, and processes cause

different effects and personal responses

Use different media, techniques, and processes to communicate

Elements and Organizational Principles of Art

Use art media and tools in a safe and responsible manner

Identify the different ways visual characteristics are used to convey ideas

Describe how different expressive features and ways of organizing them cause different responses

Use the elements of art and principles of design to communicate ideas

Subject Matter, Symbols, and Ideas

Discuss a variety of sources for art content

Select and use subject matter, symbols, ideas to communicate meaning

Students learn to use elements of art and principles of design to communicate.



The Visual Arts in Relation to History and Cultures

Recognize that the visual arts have a history and variety of cultural purposes and meanings
Create art work that demonstrates understanding of how history or culture can influence visual art

Interpreting and Evaluating Art Work

Identify various purposes for creating works of art
Describe visual characteristics of works of art
Recognize that there are different responses to specific works of art
Describe one's personal responses to specific works of art
Identify possible



improve-

The Visual Arts in Connection to Other Disciplines and Daily Life

Describe how the visual arts are combined with other arts in multimedia work
Demonstrate understanding of how the visual arts are used in the world around us
Recognize that works of visual art are produced by artisans and artists, working in different cultures, times, and places

MUSIC

The Stamford Public Schools music curriculum provides opportunities for students to develop their abilities in keeping with state and national content standards. Areas of study include vocal performance, music reading and notation, listening, creating, movement, and history and culture.

Singing

Sing alone and with others a variety of songs
learning about and developing vocal range

Creating Music

Listen and respond to a variety of music
understanding the flow of the melody
the pulse of the rhythm

Music Appreciation

Improvise and create music with voice
instruments

Responding To Music

Respond to music through movement
and dances
Respond to music of various cultures
Explore and experience connections
music and other subjects



PHYSICAL EDUCATION

Students will become competent in a variety of physical activities. They will understand and apply principles of human movement to the learning and development of motor skills. Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression, and social interaction.

Physical Activity

Demonstrate progress toward the mature form of selected manipulative, locomotor and nonlocomotor skills

Travel in a forward and sideways direction using a variety of locomotor patterns and change direction quickly in response to a signal

Balance on a variety of combinations of body parts

Toss a ball and catch it before it bounces twice.

Kick a stationary ball using a smooth continuous running

Human Movement

Walk, run, hop, and skip in forward and sideways directions, and changes

directions quickly in response to a signal

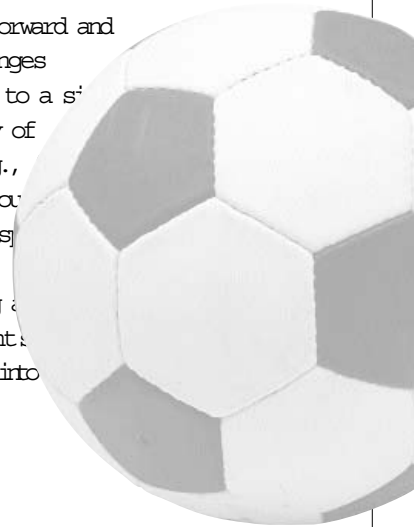
Travel demonstrating a variety of relationships with objects, e.g.,

under, behind, alongside, through

Travel and change from one space to another at a signal

Lead or follow a partner using a variety of locomotor movements

Place a variety of body parts into high, middle and low levels



Fitness

Engage in moderate to vigorous physical activity
Recognize that physical activity is good for personal well-being

Responsible Behavior

Know the rules for participating in the gymnasium and on the playground
Respond to rule infractions when reminded once
Take turns using a piece of equipment
Transfer rules of the gym to rules of the playground

Respect for Differences

Enjoy participation alone and with others
Choose playmates without regard to personal differences (e.g., race, gender, disability)

Benefits of Physical Activity

Enjoy participation alone and with others
Identify feelings that result from participation in physical activities
Look forward to physical education classes
Try new activities willingly

For more information about the
kindergarten curriculum, call:
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Dr. Margaret Queenan 203.977.5106

Credits

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