

# Washoe County School District Family Guide to Learning

*How you can help your child succeed  
in elementary school*



**Washoe County  
School District**



## Kindergarten Curriculum Guide

## **Washoe County School District** **Kindergarten Family Guide to Learning**

*How you can help your child succeed in elementary school*

This guide provides an overview of what your child will learn by the end of kindergarten as determined by the Nevada Academic Content Standards (NVACS), our statewide academic standards. The NVACS describe what all students should know and be able to do from kindergarten through the 12th grade. The NVACS is a set of minimum expectations, not a curriculum, so decisions about how to help students meet learning goals remains in the hands of the District, schools, and teachers.

The guide focuses on the key concepts in literacy, mathematics, science, and social studies as well as library, music, computers, 21<sup>st</sup> Century Skills, and Social & Emotional Learning. If your child meets the expectations outlined in the NVACS, he or she will be well prepared for 1st grade.

If you have any questions or would like more information, please feel free to contact your child's teacher.

For additional ideas for learning at home, or to learn more about the Nevada Academic Content Standards please visit us online at <http://www.washoeschools.net/Page/1002>.



***Washoe County School District***

Every Child, By Name And Face, To Graduation<sup>SM</sup>

## ENGLISH LANGUAGE ARTS

As part of helping your elementary student become College and Career Ready, your child's teacher will be

1. Helping your student get into the habit of using evidence in speaking, reading and writing.
2. Building knowledge using non-fiction text.
3. Developing skills necessary for your student to work with challenging texts and its academic vocabulary.

### **Reading - Foundations, Literature, and Informational Text**

- Recognize print in daily life. This should include digital print. For example, recognize familiar signs in the neighborhood or labels of favorite foods at the supermarket.
- Retell stories that have been read several times.
- Recognize and name all upper and lowercase letters of the alphabet and their matching sounds. Begin by pointing out the association between letters and the beginning sounds of his/her own name. Make the same association between letters and the names of friends or family members.
- Use songs and nursery rhymes to recognize and say rhyming words.
- Recognize and say sounds at the beginning, middle, and end of words.
- Identify characters, settings, and major events in a familiar story.
- Read common high-frequency words by sight (e.g., the, or, to, you, she, my, is, are, do).
- Read digital print either online, on a computer or on an electronic reader.

### **Writing**

- Write her/his first name and the first names of important people, such as brothers and sisters or friends, using a capital letter at the beginning of each name and lowercase for the following letters.
- Write and draw pictures about a specific topic and provide details about the topic.
- Spell simple words using knowledge of sound-letter relationships such as C-A-T for cat.
- Write using digital tools with the teacher.

## Supporting Your Child's Learning at Home

- *Read and discuss books with your child. Make this part of your daily routine, such as just before bedtime or right after a meal.*
- *After reading a story together, talk with your child about his/her favorite part, the characters, settings and main events. Share your own ideas, too. Ask questions about the story; have your child use parts of the story to explain his/her thinking using complete sentences.*
- *After reading a story together, have your child retell the story in their own words.*
- *Read nursery rhymes and sing songs (e.g., ABC song; Twinkle, Twinkle, Little Star or works from other cultures and heritages).*
- *Set-up a writing station at home where your child can write and draw. Provide paper, markers, crayons, and other materials to encourage writing and drawing.*
- *When reading with your child, discuss differences in punctuation (period, comma, exclamation point, question mark).*
- *Help your child find information and visual media on the Internet related to what they are learning in school.*
- *If you use social networking sites, consider creating collaborative posts with your child.*

## **ENGLISH LANGUAGE ARTS (continued)**

### **Language**

- Ask and answer questions by speaking in complete sentences.
- Use words and phrases learned through conversations and reading activities.

### **Speaking and Listening**

- Take turns in a conversation with an adult about a single topic.
- Ask, "What does that mean?" when hearing a new word.
- Use technology to record their voice as they read aloud and listen to it.

# MATHEMATICS

## Counting and Cardinality

- Recognize, read, and write numbers 0 to 20.
- Count to 100 by ones and tens not always starting at zero.
- Count to answer “how many?” questions about as many as 20 objects.
- Identify a group of objects as “greater than”, “less than” or “equal to” another group of objects by matching and/or counting the objects.

## Operations and Algebraic Thinking

- Understand addition as putting together and adding to.
- Understand subtraction as taking apart and taking from.
- Represent addition and subtraction with objects, fingers, drawings, claps, acting out situations, explaining, and/or equations (e.g.,  $2 + 3 = 5$ ).

## Number and Operations Base 10

- For numbers 11 to 19, think of ten ones and more ones. (e.g.,  $12 = 10 + 2$ ).

## Measurement and Data

- Identify, describe, compare, and classify measurable attributes of objects such as size, length, weight, or volume.

## Geometry

- Correctly name two-dimensional shapes (e.g., squares, circles, triangles, rectangles, and hexagons) and three-dimensional shapes (e.g., cubes, cones, cylinders, and spheres).
- Form larger shapes from smaller shapes (e.g., join two triangles to make a rectangle).

## Supporting Your Child’s Learning at Home

- *Find different ways to count with your child. You can count aloud, count objects (toys, books, pennies, crackers, cereal) and ask your child questions that involve counting. For example, let your child count their snack (goldfish crackers, cheerios, raisins, etc.). Keep the snack less than 20 objects. Ask your child how many they counted. Have your child write the number.*
- *Read or sing stories that involve counting.*
- *Talk to your child about putting objects together or adding to by saying, “We have three red apples and three green apples. How many apples do we have?” or “You have two girl cousins and four boy cousins. How many cousins do you have?”*
- *Talk to your child about taking objects apart or taking from by saying, “Mom has seven tamales. She gave three to her friend. How many tamales does Mom have now?”*
- *Ask your child to classify toys by small, medium, and large. Explore the difference in weight between two toys. Classify the toys as smallest or largest.*
- *Take your child on a shape hunt around the house. Ask your child to find shapes on your daily drives or walks.*
- *Have your child set the table for dinner; counting the correct number of forks, glasses, plates etc.*
- *Encourage your child to use digital tools and apps that support development of mathematical concepts and skills.*

## SOCIAL STUDIES

### History

- Understand the importance of working together to complete tasks.
- Recall stories of people and families around the world and use the internet to find information, images, and videos related to these stories.
- Identify problems or benefits that occur when people live and work together.

### Geography

- Recognize maps or globes as representations of places, including digital and online maps.
- Identify places that have different purposes in the home (e.g. kitchen for cooking, garage for storage) and in the community (library for research or borrowing books, police station for community protection).
- Recall a family phone number from memory.

### Economics

- Identify jobs in the community.
- Identify United States currency (e.g., penny, nickel, dime, quarter, dollar).
- Make decisions involving classroom resources (e.g., sharing different colors of paint with classmates so that everyone has more colors).

### Civics

- Identify an individual's rights within the classroom (e.g., right to share supplies or be treated fairly).
- Name a traditional United States patriotic activity, holiday, or symbol (e.g., parade, Fourth of July, flag).
- Name the colors of the flag.
- Name his/her school.

## Supporting Your Child's Learning at Home

- *Describe the importance of working together to complete tasks.*
- *Identify occupations of people in his/her school and home.*
- *Practice using the home address and phone number (including area code).*
- *Discuss the changes of seasons and how people adapt to those changes (e.g., wearing a coat when it is cold, using an umbrella when it rains, etc.).*
- *Discuss how money is used.*
- *Practice trading objects or resources in the home (e.g., trading two cookies for one cupcake).*
- *Discuss individual choices that have pros and cons (e.g. choosing to watch television or read a book, choosing to ride a bike or play inside).*
- *Discuss traditional patriotic activities in the United States.*

## SCIENCE

### Forces and Interactions

*What happens if you push or pull an object?*

- Pushes and pulls have different strengths and directions.
- Pushes and pulls start, stop, change speed or direction of an object.\*

### Interdependent Relationships in Ecosystems

*Where do animals live and why do they live there?*

- Animals need food and water.
- Plants need food, water, and light to live and grow.
- Living things need water, air, and resources from their environment.
- Plants and animals can change their environment.
- Understand the concepts of dependence, independence, and interdependence.

### Weather and Climate

*What is the weather like today and how is it different from yesterday?*

- Weather is a combination of sunlight, precipitation, and temperature at a particular time and place.
- Sunlight warms the Earth's surface and everything on it.\*
- Severe weather is regionally specific. Name the types of severe weather (Nevada: floods and/or winter storms).

\*Engineering opportunities that allow children to apply what they have learned in science and mathematics. These activities are based on real-world problems to see how science and mathematics are relevant to children's lives.

## Supporting your child's learning at home

- *Encourage your child to observe, ask questions, experiment, locate information online, and seek their own understandings of natural and human-made phenomena around them.*
- *Experiment with the pushing and pulling of different objects of various weights.*
- *Make observations about motion: on a playground, in nature and other experiences.*
- *Grow a plant or a garden.*
- *Look at the daily weather (perhaps on the television or on a mobile phone app or website) when picking out what to wear to school, or to help you determine if you will be able to go out for recess.*
- *Have your child measure the growth of a plant each week and talk about effects of the sun, watering, etc.*

## **Other areas of learning beyond the areas of reading and writing, mathematics, science, and social studies include:**

### **Music**

- Perform nursery rhymes, multicultural songs, chants, and children's songs from memory.
- Perform, read, and identify the steady beat.
- Perform and identify
  - Beats: fast and slow
  - Sounds: high and low / soft and loud / long and short / same and different
- Match pitch on simple (2-note) melodies.
- Perform beat on rhythm instruments, such as hand drums, claves, bells, woodblocks, and glockenspiels (bells).
- Read and point to beat and rhythm charts.
- Read and point to icons (symbols) for beat and rhythm.
- Perform chase, elimination, circle and partner games, and circle dances with peers.
- "Tinker" with digital apps and tools for creating music.

### **Library**

- Information literacy by recognizing examples of complete and incomplete information, in print and online; identifying the main areas of the library and the sources found in each area; learning that information is available from print and digital sources; and recognizing facts.
- Independent learning by looking for information (in the library or online) of personal interest or well-being; listening to quality literature from various cultures and genres including folktales, fiction, and non-fiction; and choosing fiction and other kinds of literature to read.
- Social responsibility by demonstrating appropriate behaviors for using and checking out library materials; listening to ideas of others; and expressing ideas when working in groups.

### **Computers**

Kindergarteners will be introduced to the computer and its components. They will be able to use the mouse to point and click. They will follow directions to locate specific Internet sites. They will learn about the basics of identity and how to protect personal information as part of the cyber safety curriculum. They will also be introduced to the concept of netiquette, the proper way to communicate with people when using the Internet. They will receive an introduction to keyboarding. With assistance, kindergartners will collaborate with other students on classroom projects. They will practice mathematics, phonics, reading, and keyboarding skills through various interactive software products.

### **Social and Emotional Competencies**

Social and Emotional Learning (SEL) is a process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.

- Self-Awareness: Recognizes and labels emotions and feelings and accepts personal responsibility.
- Self-Management: Manages own emotions appropriately.
- Social Awareness: Works well with others.
- Relationship Skills: Forms and maintains relationships with others.
- Responsible Decision-Making: Understands there are choices in how to respond to situations.

## **21<sup>st</sup> Century Learning**

Students need to be prepared for this rapidly changing world and it is critical that we give them a well-rounded experience that includes not only strong academic content, but essential skills that prepare them for careers and college and help them to think critically, solve real-world problems, speak and write clearly, and work productively with others. These competencies, known as 21<sup>st</sup> century competencies, include:

- Collaboration: working effectively in pairs or groups
- Knowledge Construction: generating ideas and understandings about the world
- Real-World Problem Solving and Innovation: defining and developing solutions to problems
- Use of Technology for Learning: using technology creatively to construct knowledge
- Self-Regulation: planning and improving work over time
- Skilled Communication: connecting and expressing ideas to an audience

**Students in kindergarten will also be exposed to visual arts, physical education, and health concepts as applicable.**

MATHEMATICS LITERACY SCIENCE  
Social and Emotional Learning  
library music computers  
21st Century Skills  
SOCIAL STUDIES



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