

**KINDERGARTEN
CONTENT STANDARDS
Parent Handbook**

**Sacramento Diocese
of
Catholic Schools**

Content Standards for Kindergarten

Why Content Standards?

With the adoption of content standards, California is stating—explicitly—the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each grade. As teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in Kindergarten by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- Kindergarten Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS

Kindergarten

THEME:

The celebration of each person as a special gift from God.

OBJECTIVES:

- A. God is the creator of all things.
- B. We celebrate and enjoy God's creation.
- C. Through experience, we learn about ourselves and the world.
- D. We are members of God's family.

1.0 MESSAGE: God is our Creator.

1.1 God

- 1.1.1 To experience that the wonders of the world are gifts from a loving God.
- 1.1.2 To hear that God is a loving parent.
- 1.1.3 To learn that God is the Creator of all that is good.
- 1.1.4 To know that God loves us and cares for us.
- 1.1.5 To find out who Jesus is and why he lived on Earth.
- 1.1.6 To hear that Jesus is our Brother.
- 1.1.7 To begin to learn about the birth of Jesus.
- 1.1.8 To begin to learn that Jesus rose from the dead.
- 1.1.9 To hear that Jesus teaches us to love.

1.2 Scripture

- 1.2.1 To experience the Bible as stories of God's people.

1.3 Doctrine

- 1.3.1 To begin to learn that Jesus is the Son of God.
- 1.3.2 To begin to learn that Mary is the Mother of Jesus.

2.0 WORSHIP: We show our love for God in many ways.

2.1 Sacraments

- 2.1.1 To learn that we become members of God's special family, the Church, through Baptism.
- 2.1.2 To begin to learn about the special meal Jesus shared at the Last Supper.
- 2.1.3 To experience reconciliation by learning to say "I'm sorry".

2.2 Prayer

- 2.2.1 To experience prayer as talking and listening to God.
- 2.2.2 To know that God wants to hear all that we have to say.
- 2.2.3 To learn that God listens to us.
- 2.2.4 To participate in communal prayer, such as; (1) Sign of the Cross; (2) Hail Mary; (3) Lord's Prayer; and (4) Grace before Meals.
- 2.2.5 To have the opportunity to participate in a variety of prayer forms, such as: (1) spontaneous prayer; (2) guided meditation; (3) gestures; (4) song; and (5) dance.

2.3 Liturgy

- 2.3.1 To begin to learn that we belong to Jesus' Church.
- 2.3.2 To understand and experience that Sunday is special.
- 2.3.3 To learn simple Mass responses.
- 2.3.4 To have the opportunity to participate in the preparation of a simple liturgy and/or prayer service.
- 2.3.5 To genuflect.
- 2.3.6 To know how to sit, stand, and kneel in church.

2.4 Liturgical Year

- 2.4.1 To experience the seasons of Advent and Lent as part of the liturgical year, especially Ash Wednesday and Holy Week.
- 2.4.2 To learn about Church Holy Days.

2.5 Feast Days

- 2.5.1 To hear stories about saints at the time of their feast days and throughout the year.

2.6 Tradition

- 2.6.1 To experience customs associated with Liturgical Seasons.
- 2.6.2 To experience Marian celebrations.
- 2.6.3 To celebrate birthdays.
- 2.6.4 To celebrate Thanksgiving in a Christian context.

3.0 MORALITY: Responsibility toward God's creation.

- 3.1 To begin to learn and experience that humans are responsible for other humans.
- 3.2 To appreciate that we need others.
- 3.3 To learn to share with others.
- 3.4 To begin to learn to say I'm sorry.
- 3.5 To learn to say thanks.
- 3.6 To begin to learn and experience that choices have consequences.
- 3.7 To begin to learn and experience that humans are responsible for plants.
- 3.8 To begin to learn and experience that humans are responsible for animals.

4.0 CATHOLIC SOCIAL TEACHING: We serve God through our actions.

4.1 Justice

- 4.1.1 To experience that God loves all children.
- 4.1.2 To learn that all human beings deserve respect because they are created by and loved by God.
- 4.1.3 To begin to learn that the family of God is one.
- 4.1.4 To appreciate that all God's creatures are unique and deserving of respect.

- 4.1.5 To appreciate that the poor and needy have a right to our care and concern.
- 4.1.6 To begin to learn that God assists us in respecting and helping one another.
- 4.1.7 To begin to understand that all people have a right to those things that are necessary to sustain life.

4.2 Peace

- 4.2.1 To experience peace that is found in getting along with others.
- 4.2.2 To understand that each person in the group is responsible for that peace within the group.

4.3 Local Needs

- 4.3.1 To participate in service projects.

5.0 COMMUNITY: We belong to God's family.

5.1 Models of Church

- 5.1.1 To explore the larger world of the faith family, the Church, through experiences of family and parish.
- 5.1.2 To appreciate that family is a gift from God.
- 5.1.3 To begin to learn that each of us is a member of God's Family.
- 5.1.4 To begin to learn about belonging to Jesus' Church.
- 5.1.5 To experience that we are all children of God.
- 5.1.6 To experience the specialness and uniqueness of one's own name.

5.2 Church History

- 5.2.1 To hear about Jesus' life on earth.

5.3 Mary/Saints

- 5.3.1 To begin to learn that Mary is the Mother of God.
- 5.3.2 To begin to learn that Mary is our Mother.

5.3.3 To begin to learn that saints are friends of Jesus.

5.3.4 To hear that saints are people who have said "yes" to God.

6.0 FAMILY LIFE: Life is a Gift from God.

6.1 Human Dignity

- 6.1.1 To understand that everyone is special and unique.
- 6.1.2 To learn that our body is God's gift.
- 6.1.3 To appreciate that family is God's gift .
- 6.1.4 To experience the five senses as gifts from God.
- 6.1.5 To begin to learn that everyone needs others.

7.0 TERMINOLOGY:

- 7.1 To become familiar with titles for people that are seen in church including: (1) altar servers; (2) lectors, (3) congregation (assembly); (4) musicians; (5) Eucharistic ministers; and (6) priests.
- 7.2 To become familiar with the names for objects that are seen in church including: (1) altar cross; (2) cross; (3) banners; (4) cruets; (5) Bible; (6) hosts; (7) candles; (8) pews; (9) chalice; and (10) statues.
- 7.3 To become familiar with the names for some of the signs of the Church seasons: (1) Advent wreath; (2) Christmas crib/creche; (3) ashes; and (4) paschal candle.

8.0 SCRIPTURE REFERENCES to be used to develop the themes of the religion standards.

- 8.1 Genesis 1: 12-31 Story of Creation
- 8.2 Genesis 5-9 Story of Noah
- 8.3 Luke 1: 1-38 Annunciation: Mary being told that she would be the mother of Jesus
- 8.4 Luke 2: 7-14 Story of the birth of Jesus
- 8.5 Luke 18: 15-17 Jesus and the little children
- 8.6 Matthew 6: 9-13 The Our Father
- 8.7 Matthew 26-27 Jesus' passion
- 8.8 Matthew 28 Jesus' resurrection
- 8.9 John 10: 1-18 Jesus the Good Shepherd

LANGUAGE ARTS STANDARDS

Kindergarten

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

By the end of kindergarten, your child will:

- 1.1 Identify the front cover, back cover, and title page of a book (e.g. Bible, biblical storybooks, and general literature).
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.

- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/ difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).
- 1.8 Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 .
- 1.13 Count the number of sounds in syllables and syllables in words
- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable, high-frequency sight words. (e.g. God, love, Mom, Dad)
- 1.16 Understand that as letters of words change, so do the sounds (e.g., the alphabetic principle).
- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

By the end of kindergarten, your child will:

- 2.1 Locate the title, table of contents, name of author, and name of illustrator (e.g. Bible, biblical storybooks, general literature).
- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.4 Retell familiar stories from literature and the Bible.
- 2.5 Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis

By the end of kindergarten, your child will:

- 3.1 Distinguish fantasy from realistic text. (e.g. Bible includes factual and historical information.)
- 3.2 Identify types of everyday print materials (e.g., Bible, storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings, and important events, including those from our Catholic faith.

Writing

1.0 Writing Strategies

By the end of kindergarten, your child will:

- 1.1 Use letters and phonetically spelled words to write about experiences, stories,

- people, objects, or events. (e.g. God, Jesus, love, Mom, Dad)
- 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
 - 1.3 Write by moving from left to right and from top to bottom.
 - 1.4 Write upper case and lower case letters of the alphabet independently, attending to the form and proper spacing of the letters.

Written and Oral English Language Conventions

By the end of kindergarten, your child will:

- 1.1 Recognize and use complete, coherent sentences when speaking.
- 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

Listening and Speaking

1.0 Listening and Speaking Strategies

By the end of kindergarten, your child will:

- 1.1 Understand and follow one- and two-step oral directions.
- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences
- 1.3 Describe how characters in stories lived a Christ-like life.
- 1.4 Discuss, comprehend, and relate Biblical, and other forms of literature, to daily faith formation.
- 1.5 Describe people, places, things (e.g., size, color, shape), locations and actions
- 1.6 Recite short poems, rhymes, and songs.
- 1.7 Relate an experience or creative story in a logical sequence.
- 1.8 Discuss biblical stories and stories that exemplify our Catholic faith.

MATHEMATICS STANDARDS

Kindergarten

Number Sense

1.0 Number Relationships

By the end of Kindergarten, your child will

- 1.1 Compare two or more sets of objects (up to 10 objects per group) and identify which set is equal to, more than, or less than the other.
- 1.2 Count, recognize, represent, name, and order number of objects up to 30.
- 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

2.0 Addition and Subtraction

By the end of Kindergarten, your child will:

- 2.1 Use concrete objects to determine the answers to addition and subtraction problems with two numbers, each less than 10.

3.0 Estimation

By the end of Kindergarten, your child will

- 3.1 Recognize when an estimate is reasonable.

Algebra and Functions

1.0 Sorting and Classifying Objects

By the end of Kindergarten, your child will:

- 1.1 Identify, sort, and classify objects by attribute and identify which objects do not belong to a particular group.

Measurement and Geometry

1.0 Measurement

By the end of Kindergarten, your child will:

- 1.1 Compare the length, weight, and capacity of objects (e.g., shorter, longer, taller, lighter, heavier, holds more).
- 1.2 Understand concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, month, year) and the tools used to measure time (e.g., clock, calendar).
- 1.3 Name the days of the week.
- 1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock).

2.0 Geometry

By the end of Kindergarten, your child will:

- 2.1 Identify and describe common geometric objects such as the circle, triangle, square, rectangle, cube, sphere, and cone.
- 2.2 Compare familiar plane (e.g., square, triangle) and solid objects (e.g., cube, sphere) by common attributes such as position, shape, size, roundness, and number of corners.

Statistics, Data Analysis, and Probability

1.0 Collecting Information

By the end of Kindergarten, your child will:

- 1.1 Pose informational questions, collecting data, then record the results using objects, pictures, and/or picture graphs.
- 1.2 Identify, describe, and extend simple patterns (e.g., circle, square, circle) by referring to their shapes, sizes, or colors.

Mathematical Reasoning

1.0 Making Decisions about a Problem

By the end of Kindergarten, your child will:

- 1.1 Determine the approach, materials, and strategies to be used.
- 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

2.0 Solve Problems & Justify Reasoning

By the end of Kindergarten, your child will:

- 2.1 Explain their reasoning when using concrete objects and/or pictorial representations to solve a problem.

- 2.2 Make precise calculations when solving a problem, and check the validity of the results in the context of a problem.

HISTORY/SOCIAL SCIENCE STANDARDS

Kindergarten

Learning and Working Now and Long Ago

By the end of Kindergarten, your child will:

- K.1 Demonstrate an understanding that being a good Catholic involves acting in certain ways, in terms of:
1. Rules and the consequences of breaking them.
 2. Honesty, courage, determination, and individual responsibility.
 3. Beliefs and related behavior of characters in stories from times past, including the Bible, and the consequences of their actions.
- K.2 Develop a sense of patriotism by learning to recognize national and state symbols, as well as icons (e.g. flags, bald eagle, Statue of Liberty).
- K.3 Match simple descriptions of work that people do and the names of those jobs with examples from the Church, school, local community, state, and national governments.
- K.4 Compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:
1. Determining the relative location of objects using near/far, left/right, behind/in front.
 2. Distinguishing between land and water and locating general areas referenced in historically based legends and stories on maps and globes.
 3. Identifying traffic symbols and map symbols (legend references to land, water, roads, and cities).
 4. Constructing maps and models of neighborhoods, incorporating such structures as churches, police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
 5. Demonstrating familiarity with the school's layout, environs, and the jobs people do there.
- K.5 Put events in temporal order by using a calendar, placing days, weeks, and months in proper order, in addition to noting important Catholic feast days, holidays, and seasons of the Church.
- K.6 Understand that history relates to events, people, and places of other times, in terms of:
1. The people and events honored in commemorative holidays, including the human struggles that were behind the events (e.g. Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther

King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day).

2. The triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. The different ways people lived in earlier days and how their lives would be different today (e.g. the process of getting water from a well, growing food, making clothing, having fun, the type of organization. Rules and laws).
4. The characters in the Bible and the historical significance of their lives.

SCIENCE STANDARDS

Kindergarten

Physical Sciences

By the end of Kindergarten, your child will know the:

- 1.0 Properties of materials can be observed, measured and predicted. As a basis for understanding this concept, students know:
- 1.1 objects can be described in terms of the materials they are made of (clay, cloth, paper, etc.) and their physical properties (color, size, shape, weight, texture, flexibility, attraction to magnets, floating and sinking etc.)
 - 1.2 water can be a solid or a liquid and can be made to change back and forth from one form to the other.
 - 1.3 water left in an open container evaporates, but water in a closed container does not.

Life Sciences

By the end of Kindergarten, your child will know that:

- 1.0 God made different types of plants and animals that inhabit the Earth. As a basis for understanding this concept, students know:
- 1.1 how to observe and describe similarities and differences in the behavior of plants and animals (e.g. seed bearing plants, birds fish insects).
 - 1.2 stories sometimes give plants and animals attributes they do not really have.
 - 1.3 how to identify major structures of common plants and animals (e.g. stems, leaves, roots arms, wings legs).
 - 1.4 how to observe and record the changes of a caterpillar, cocoon and butterfly.

Earth Sciences

By the end of Kindergarten, your child will know that

- 1.0 The Earth is composed of land, air and water. As a basis for understanding this concept, students know:
- 1.1 characteristics of mountains, rivers, oceans, valleys, deserts and local landforms.
 - 1.2. changes in weather occur from day to day and over seasons, affecting the Earth and its inhabitants.
 - 1.3 how to identify resources from the Earth that are used in every day life and know that many of them can be conserved.

Investigation and Experimentation

By the end of Kindergarten, your child will know that

- 1.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content in the other three strands, students should develop their own questions, and perform

investigations. Students will:

- 1.1 observe common objects using the five senses given by God.
- 1.2 describe the properties of common objects.
- 1.3 describe the relative position of objects using one reference (e.g. above or below).
- 1.4 compare and sort common objects based on one physical attribute (including color, shape texture, size and weight).
- 1.5 communicate observations orally and in drawings of everything. They know that all we study comes from God and therefore is holy and should be respected.

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

1. **Provide an appropriate work space that is:**
 - Quiet with appropriate lighting.
 - Contains supplies such as paper, pencils, resources, etc.
2. **Set up an atmosphere for studying by:**
 - Scheduling a regular, daily study time where all family members are studying.
 - Making sure the house is quiet during study time.
 - Working on establishing trust and accountability..
3. **Be involved in your child's education by:**
 - Being a role model, setting values, and modeling good Christian values.
 - Demonstrating a positive attitude.
 - Providing help, resources, and encouragement.
 - Showing interest and supporting your child's work.
 - Upholding the school's expectations.
 - Supporting and participating in school service opportunities.
4. **Strive to establish a Christian family atmosphere by:**
 - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
 - Encouraging regular family prayer and the celebration of religious experiences.
 - Modeling Christian values.
 - Acknowledging and supporting your child's efforts.
 - Reinforcing Christian behavior.
 - Providing opportunities for service to others.
5. **Strengthen communication with your child by:**
 - Spending quality time with your child often.
 - Sharing resources from your community.
 - Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR LANGUAGE ARTS

Reading

- Read to your child each night.
- Share and help your child memorize Nursery Rhymes, prayers, and songs.
- Show enthusiasm for reading.

Reading Comprehension

- Read a portion of a story then have your child predict the ending.
- Have your child retell stories.
- Ask your child questions about the story you read.

Writing

- Help your child learn how to hold pencils and crayons correctly by participating in coloring activities. (Using a triangle pencil grip will be helpful.)
- Teach your child to write his/her name and letters of the alphabet correctly (e.g., Charles *not* CHARLES).
- Make dots on paper, forming the letters of the child's name, and have your child write his/her name tracing the dots.
- Have your child use different mediums when writing (e.g., clay, sand, paint).

Written and Oral English Language Conventions

- Encourage your child to speak in complete sentences and use correct grammar.
- When ready, help your child sound out and write 3 letter words that are in the same family (e.g., cat, hat, rat *or* sat, hat, cat).
- Model proper English usage when speaking.

Listening and Speaking

- When giving directions to your child, have him/her repeat the direction back to you.
- Play age appropriate games with your child that incorporate listening and speaking (e.g., "Simon Says").
- Have your child recite a poem or prayer.

HOME ACTIVITIES FOR MATHEMATICS

Number Sense

- Count objects around the house and compare them (e.g., more, less, the same).
- Practice counting from 0 - 50 with your child.
- Play counting games with your child (e.g., "Candyland," "Hi Ho Cherry O").

Algebra and Functions

- Help your child sort objects around the house by color, shape, size, and texture.

Measurement and Geometry

- Help your child make a family calendar.
- Have your child help with cooking and crafts.
- Make a monthly growth chart with your child, recording both height and weight.

Statistics, Data Analysis, and Probability

- Discuss, with your child, various patterns found around the house and in nature.
- Play a game like "I Spy" (e.g. I spy something that is red, round).

Mathematical Reasoning

- Include your child in discussions about money, numbers, and solving simple family problems.

HOME ACTIVITIES FOR HISTORY–SOCIAL SCIENCE

Being a Good Citizen

- With your child, discuss consequences for bad behavior at home and in other settings.
- When reading, look at characters in stories and talk about their behavior (both good and bad) and related consequences.
- Discuss with your child the rules for the home and rules in society, pointing out the reason for these rules.
- During a conflict between two children, have each child discuss their point of view of the situation.
- Discuss with your child the roles of different community leaders (e.g., minister, president, chairman, national president, policeman).
- Demonstrate fair play in games.

National and State Symbols

- Identify the national and state flags when observed in different settings.
- Find pictures of national and state symbols (e.g., Bald Eagle, Statue of Liberty) and have your child identify these symbols.

Names of People's Jobs

- Cut out pictures of different people's jobs and then have your child name each person's job.
- When shopping together, identify each person's job (e.g., grocery clerk, bank teller, sales person).

Locations of People and Places

- When going out to dinner, discuss the type of food you are eating and the country where the food originated (e.g., When eating Mexican food, discuss the location and culture of Mexico).
- When looking at a map, help your child distinguish between the land and water symbols.
- Using blocks and a large sheet of paper, help your child build a model of your block, identifying the streets, names of various buildings, etc.
- Help your child build a flat map of your block using the map built from blocks. Be sure to label the streets, names of buildings, etc.

Events in Temporal Order

- Have your child say the days of the week and months of the year in correct order.
- In sequence, have your child tell you events that have happened in their life (e.g., In proper order, tell me the things you did last night.).
- When traveling, have your child tell you, in order, the things they have just seen (e.g., blue car, white house, horses, big tree).

History Related to Events, People, and Places

- With your child, discuss the reasons for each national and state holiday (e.g., Fourth of July, Thanksgiving).
- When reading, compare the life of people in history with the life of people today (e.g., Compare the process of getting water in the “olden days” as compared with today.).

HOME ACTIVITIES FOR SCIENCE

Physical Sciences

Properties of Materials can be Observed, Measured, Predicted

- Around the house, or when walking with your child, talk about the things your child sees, discussing the materials these things are made of and how they look (e.g., These socks are made of wool, they are red socks, and they are soft.).
- Make ice cubes with your child. When frozen, put them in a pot and watch them melt. Take the same water and boil it until most of the water is gone. Talk about how water can be ice, liquid or vapor. Talk about the different forms of other things.

Life Sciences

Different Types of Plants and Animals Inhabit the Earth

- On a nature walk with your child, discuss the difference between living and non-living things.
- Discuss the structural components of things, such as parts of animals/persons (e.g., leg, hand, finger, back, body) and plants (e.g., stem, leaf, flower, fruit).
- Help your child categorize things into similar categories (e.g., plants, animals, rocks) by collecting things on a nature walk and then categorizing the objects.
- Compare the basic needs (food, air, water, shelter) of all living things. Raise small animals (e.g., hamster, rat, worms, crickets), observing each one’s different need for food, air, water, shelter.
- While watching cartoons, talk about how the story has plants and animals doing things they really can’t do (e.g., Superman flying, animals talking, plants walking).

Earth Sciences

Earth is Composed of Land, Air, Water

- In a sand box or in some dirt in the back yard, make a model of the country and include a mountain, valley, lake, river, ocean, desert. Make signs and label each land

form.

- When reading, point out and talk about the different land forms (e.g., mountains, lakes, rivers, ocean, desert).
- Make a simple weather station outside and record the temperature on a regular basis. Talk about how the weather changes during the day, from day to day, and from season to season.
- Organize a recycling system and help your child understand the types of resources being saved by recycling various items.

Investigation and Experimentation

Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations

- Encourage your child to observe the world around him/her and to communicate those observations and ask questions (e.g., perspective of a distant mountain range, speed things pass by while in the car, different characteristics of seasons).

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record**, write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.

