

WHAT TO EXPECT IN

K

Kindergarten

Purpose of the Grade Level Guide

- 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 parents a general overview of the intellectual, social, physical, and emotional characteristics of a child in this grade level
- List resources that can be used to gain additional information regarding Worthington's Learning Standards in ELA, Math, Science and Social Studies
- Provide resources to assist parents in supporting their child's learning
- Provide district contacts to whom questions can be directed

Communication with Parents

Communication regarding a student's program and progress in learning comes in many different ways and forms throughout the year. The chart below best describes the total "Communication Pie." The Grade Level Guide is one "slice" of the pie. It is intended to give you a snapshot of what to expect at each grade level and resources to help you gain more information about Worthington's Learning Standards for ELA, Math, Science and Social Studies.



K

Kindergarten

This Grade Level Guide is intended to give you an overview of the content in the core academic courses, materials used, and resources to help you gain more information about Worthington's Learning Standards in ELA, Math, Science and Social Studies.

NOTE: This document contains hyperlinks connecting you with samples of the resources used in Worthington Schools if the document is read electronically. These hyperlinks are meant to be a representative sample of the resources and not a comprehensive list of the materials used in our classrooms.

Worthington Schools – Kindergarten Guide

Language Arts

Worthington's Learning Standards in English Language Arts, adopted by the Worthington Board of Education, are K-12 standards that provide the basis for a rigorous education in the Worthington Schools.

The board adopted approach to comprehensive literacy instruction is the [Strategic Balanced Literacy Framework](#) (SBLF) adopted by the Worthington Board of Education in April 2006. The [SBLF Frequently Asked Questions \(FAQ\)](#) document provides more information on the guiding principles of this framework.

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 to distinguish letters and sounds, use a variety of skills to decode words, and read and remember sight words. Boys and girls 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:
Foundations Phonics; Foundations Handwriting

Mathematics

Kindergarten is a time for exploration of many concepts in mathematics. Students will be counting objects to tell how many there are, comparing two groups of objects to tell which group, if either, has more; comparing two written numbers to tell which is greater; acting out addition and subtraction word problems and drawing diagrams to represent them; adding with a sum of 10 or less; solving addition and subtraction word problems, adding and subtracting very small numbers quickly and accurately; and correctly naming shapes regardless of orientation or size. Mathematics in kindergarten is a nonthreatening, nonjudgmental atmosphere where children feel free to ask questions and give answers.

District Instructional Material:
Stepping Stones

Social Studies

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.

District Instructional Material:
Houghton Mifflin Harcourt: *Our World – Now and Long Ago*

Science

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, Kindergartners 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.

District Instructional Material:
[Macmillan/McGraw-Hill Science: A Closer Look](#)

Health

It is especially important that each kindergartner begin his/her school career feeling safe and learning to trust others. By enhancing their self-concepts, the students will begin to express their feelings. This will be done through sharing personal experiences and by learning about traditions and customs of families. Included in health are internal and external body parts, safety, nutrition and developing a sense of responsibility.

District Instructional Material:
Health Resource Guide – K

Visual Arts

Art History

- Discovers the art of artists in other times and places

Communicating Through Art

- Experiments and practices using tools, materials and techniques to discover their own possibilities

Art Criticism

- Observes and describes art in their environment

Valuing Art

- Examines personal preferences related to art and respects different opinions

Music

Historical, Cultural, and Social Contexts

- Demonstrates knowledge and understanding of a variety of music styles, cultures, and musicians both past and present

Creative Expression and Communication

- Sings, plays instruments, moves, reads, notates, improvises, and creates music

Analyzing and Responding

- Listens to a varied repertoire of music and responds by analyzing and describing music using correct vocabulary
- Evaluates the creating and performing of music

Valuing Music/Aesthetic Reflection

- Develops an understanding of why people value music and is encouraged to respect diverse opinions regarding music preferences
- Expresses the significance of music in his/her life

Connections, Relationships, and Applications

- Identifies the similarities and differences and recognizes the relationship between music and other arts disciplines, as well as other curricular subjects
- Develops a desire for lifelong learning in music



Kindergarten

Wellness 4 Life

Value of Lifetime Fitness

- Engages in regular physical activity inside and outside of school to meet national recommendations for daily physical activity

Sport Skills and Strategies

- Demonstrates locomotor and non-locomotor skills in a variety of ways
- Demonstrates developing control of fundamental manipulative skills
- Demonstrates knowledge of movement concepts related to body, space, effort, and relationships

Character Development

- Knows and follows procedures and safe practices
- Demonstrates responsible behavior in physical activity settings

Wellness Connections

- Enjoys participation in a variety of physical activities.
- Discovers that physical activities promote self-expression and positive social interaction

Worthington School District **Grade Level Kindergarten** Guide

General Characteristics of Kindergarten Children

Intellectual

- have difficulty verbalizing thoughts
- achieve according to ability
- respond with spontaneity
- are curious
- have varying attention span
- are able to observe sequence
- are interested in here and now
- exaggerate
- learn by doing
- solve simple problems
- are easily distracted because of short attention span
- have difficulty making decisions
- learn through concrete situations
- need active participation
- are interested in the process of doing, rather than the end product

Physical

- need physical activity
- develop at varying rates
- have incomplete eye-hand coordination
- are active, but tire easily
- are quiet for short periods of time only
- develop large muscles before small
- may be farsighted
- lose primary teeth

Emotional

- like to feel independent
- find security in routine
- love humor, yet cry with equal ease
- begin to acquire self-confidence
- need recognition
- feel strong links with home
- begin to acquire self-control
- are sensitive and expressive about feelings
- need a sense of belonging

Social

- try to live up to adult expectations
- display self-confidence
- are anxious to gain adult approval
- show interest in adult activities
- like group activities
- need help in developing manners and habits
- are willing to assume responsibility in own group
- display seriousness in play activities
- develop a need to share thoughts and objects

District and State Assessment Schedule

To view the [District Assessment Calendar](#), log on to the district website <http://www.worthington.k12.oh.us>, select the “Academics” tab, select “Academic Achievement” in the drop down menu, then click on “Assessment” on the left hand rail.

Resources

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

Worthington Schools Website:

<http://www.worthington.k12.oh.us/>

Ohio Department of Education Website:

<http://www.ode.state.oh.us/>

If you have questions, please feel free to discuss them with your child’s teacher, the building principal, or contact any of us in the Department of Academic Achievement. You can also use the district website to contact any administrator in the district through email.