

A Guide for Parents and Families About What Your Kindergartner Should Be Learning in School This Year

It's no longer a secret...

This guide shares important information about the South Carolina Curriculum Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Curriculum standards are useful for making sure:

- teachers know what is to be taught;
- children know what is to be learned; and
- parents and the public can determine how well the concepts are being learned.

The following pages provide information about the South Carolina Curriculum Standards for mathematics, English language arts, science and social studies for **Kindergarten**. The information can help you become familiar with what your child is learning at school and may include activities to reinforce and support your child's learning, selected book titles for additional reading, and Web site addresses for extended learning. Because sites change, please preview before students begin work. This version does not include every standard taught in **Kindergarten**. The complete South Carolina Curriculum Standards for each subject area can be found at www.sctlc.com or at www.myschools.com.

The state-developed test, Palmetto Achievement Challenge Test (PACT), is based on the South Carolina Curriculum Standards.

South Carolina Curriculum Standards.

Here are seven key reasons parents should be in the **know** about the curriculum standards:

1. Standards set clear, high expectations for student achievement. Standards tell what students need to do in order to progress through school on grade level.
2. Standards guide efforts to measure student achievement. Results of tests (PACT) on grade-level curriculum standards show if students have learned and teachers have taught for mastery.
3. Standards promote educational equity for all. Instruction in every school in the state will be based on the same curriculum standards.
4. Standards help parents determine if children in South Carolina are being taught the same subject content as children across the nation. South Carolina Curriculum Standards have been compared with and matched to national standards as well as standards of other states to make sure that they are challenging.
5. Standards inform parents about the academic expectations for their child. Standards give parents more specific information for helping their child at home. Parents no longer have to guess the type of help their child needs to do better in school.
6. Standards enable parents to participate more actively in parent/teacher conferences. Knowledge of the curriculum standards helps parents understand more about what their child is learning and what they can do at each grade level. Parents are able to have conversations with teachers about student progress in specific areas and understand more completely the progress of their child.
7. Standards help parents see how the current grade level expectations are related to successive years' expectations. Parents are able to see how their child's knowledge is growing from one year to the next.



MATHEMATICS

Students should be able to:


Number and Operations

- Count objects from 1 to 10, state how many are in the set and choose a number that matches the set.
- Count forward to 20 and backward from 10.
- Compare a set of 10 or fewer objects as having more, fewer (less than) or the same number of objects as another set.
- Add and subtract whole numbers using up to 10 objects.

Algebra

- Identify, describe and continue a repeating pattern found in common objects, sounds and movements.
Example: ○ □ ○ □ _ _
- Combine two sets of objects and count the results up to 10.

Geometry

- Identify, draw and model circles, triangles, squares and rectangles in a variety of positions.
- Compare sizes (larger/smaller/same) of circles, triangles, squares and rectangles.
- Use words to describe the location of objects (near, far, up, down, below, above, beside, next to, between, over and under).
- Identify and describe shapes in the world (nature, art and human body) that have symmetry (equal parts when folded) across a line (the fold is the line of symmetry). 

Measurement

- Compare two objects according to attributes: length (shorter, longer); height (taller, shorter); weight (heavier, lighter); or temperature (hotter, colder).
- Identify a ruler, scale, clock, calendar and thermometer and what these instruments measure.
- Tell time to the hour using an analog clock (a clock with hour and minute hands) or a digital clock.
- Use a calendar to do the following:
 - Read and write numerals to 31.
 - Identify the day and date.
 - Identify the days of the week.
 - Identify months of the year.
 - Identify yesterday, today and tomorrow.

Data Analysis and Probability

- Collect data (numerical information).
- Use real object graphs, picture graphs and tables to show data.
- Explain data shown on the graphs.

Activities:

Have your child:

- Determine number of forks, glasses and plates needed to set table for family.
- Count the number of wheels at your home and compare how many are small to how many are large. Use small objects such as paperclips to help keep track of the count.
- Identify up to five objects that are the same size, color or shape.
- Use positional words such as near, far, up, down, below, above, beside, next to, between, over, and under to describe the location of various objects or places in your neighborhood.
- Group the fruits and vegetables in your refrigerator or dry beans in your cabinet by color, size and shape.
- Play popular board games that require basic math skills.
- Help assemble puzzles.

Books:

- Adams, Pat. *Ten Beads Tall*.
- Bang, Molly. *Ten, Nine, Eight*.
- Carle, Eric. *My Very First Book of Numbers*.
- Christelow, Eileen. *Five Little Monkeys Jumping on the Bed*.
- Grossman, Virginia. *Ten Little Rabbits*.
- Hulme, Joy. *Sea Squares*.
- Koller, Jackie French. *One Monkey Too Many*.
- Saul, Carol P. *Barn Cat: A Counting Book*.
- Sheather, Allan and Kim Michelle Toft. *One Less Fish*.
- Wood, Don and Audrey. *The Napping House*.



Web Sites:

- <http://math.rice.edu/~lanius/counting/robcount.html> – Fun, interactive math activities for children.
- <http://www.edu4kids.com/math> – This interactive site allows students to practice basic facts.
- <http://www.funbrain.com/index.html> – Fun, interactive math activities for children of all ages.
- <http://www.illuminations.nctm.org> – Click on “I-Math Investigations” for student interactive learning.
- <http://www.myschools.com> and www.sctlc.com – Complete curriculum standards.

ENGLISH LANGUAGE ARTS

Students should be able to:

Reading

- Hold a book or printed material correctly.
- Point out the front cover, back cover and title page of a book.
- Know that words are read from left to right and from top to bottom on a page.
- Match a spoken word with the printed form of that word.
- Know that printed words have meaning.
- Identify common signs and logos.
- Explain his/her own writing and/or drawings.
- Know that letters represent sounds and that reading words requires a system of sound/letter rules (phonetic principles).
- Know the difference between letters and words.
- Demonstrate that he/she understands stories by using the pictures as clues and predicting what will happen.
- Retell familiar stories.
- Begin to draw conclusions and make inferences.
- Explain what an author does and what an illustrator does.
- Identify upper case (capital) and lower case (small) letters of the alphabet.
- Identify who is in a story and where the story takes place.
- Tell the beginning letter or sound in a word with one syllable.
- Begin identifying words that rhyme.
- Blend sounds together to make words.
- Exchange rhyming words in sentences that have a rhyming pattern (example: I saw a cat [change to bat, mat, hat, etc.]).
- Enjoy looking at and talking about books with others.
- Remember details in stories by looking at the pictures and by listening to the story.
- Make connections to what is known, the world and other stories in response to what is read aloud.
- Ask and answer questions about stories read aloud.
- Respond to stories by acting them out, by writing, and by drawing.
- Identify places where words are found, such as books, magazines, newspapers, and the Internet.

Communication

- Listen to many types of literature including stories and poems.
- Follow simple one- or two-step direction.
- Take part in group speaking activities such as reciting short poems, rhymes, etc.
- Act out stories and plays.
- Ask about words he/she does not understand.
- Take turns in a conversation and talk about one topic.
- Use voice appropriately for where he/she is speaking (example: inside with teacher or outside with friends).
- Begin conversations.
- Talk with others about what he/she is learning.

Writing

- Print his/her name.
- Draw pictures and/or use letters to tell stories about experiences, people, things and events.
- Respond to stories read aloud by talking to others, drawing pictures, and writing letters or words.
- Begin using other people's writing as a model for his/her writing.

Research

- Ask "how" and "why" questions.
- Organize information in categories.
- Recognize that pictures and charts are sources of information.
- Gather information about a topic of interest from a variety of sources.
- Share what he/she learns about something with others.

Activities:

- Talk to your child. Answer questions and ask "how" and "why" questions.
- Provide materials to use to create stories – scissors, papers, glue, buttons, glitter, markers, etc.
- Have your child tell you about pictures he/she draws. Write down the story he/she shares.
- Make up stories to go with coloring book pages.
- Read restaurant, business and road signs while traveling.
- Play "I Spy," looking for letters or words, while traveling.

SCIENCE

Students should be able to:

Inquiry and Process Skills

- Use the five senses (sight, smell, hearing, touch and taste) to gather information about objects or events.
- Compare and sort/group objects, including arranging them in sequential order.
- Estimate and measure mass, length, volume and temperature.
- Describe objects and explain ideas using drawings, tables, graphs and written and oral language.
- Use simple equipment such as thermometers or hand lenses to investigate objects, organisms or the environment.

Life Science

- Observe and describe how living things change as they grow and identify their need for food, water and air to survive.
- Name major body parts and their uses (example: eyes for seeing, ears for hearing).
- Investigate using the five senses and communicate using descriptive words (such as sweet, sour, salty, rough, smooth, hard, soft, cold, hot, loud, bright and dull).
- Identify plant and animal life cycles.

Earth Science

- Use the senses to describe earth materials such as rocks, soil and water.
- Describe the natural flow of water (downhill) and ways to conserve water.
- Compare and sort soil samples by a single attribute (such as color or texture).
- Draw pictures to record weather observations.
- Name the seasons and describe how seasonal changes affect animals and plants.

Physical Science

- Compare the physical properties of a variety of materials.
- Observe, describe and sort objects made of different materials, such as paper, wood, fabric and metal.
- Observe and describe objects that can move.
- Observe and describe water as a solid or a liquid.
- Classify materials that float/sink in water.
- Explore with magnets and discover their useful applications.
- Classify and describe materials that can be recycled.

Activities:

Have your child:

- Cut pieces of fabric, cork, paper and other such items into similar shapes. With eyes closed, try to identify the different materials based on touch.
- Collect leaves and sort them by size, shape, color and texture.
- Put several types of toys in order from smallest to largest and vice versa.
- Draw a picture of him/herself and name the major body parts (eyes, ears, feet and hands).
- Plant seeds and observe them as they grow. Discuss what the seeds need to stay alive.
- Create a sink/float station in your home by filling a tub or sink. Place different objects in the water, and ask your child to guess which objects will sink or float before dropping objects into the water.
- Establish a home recycling center. Have your child identify items placed in the center as recyclable or non-recyclable.
- Discover what objects will stick to a kitchen magnet.

Books:

- Aiki. *My Five Senses*.
- Asch, Frank. *Sand Cake*.
- Baylor, B. *Everybody Needs a Rock*.
- Gibson, Gary. *Playing With Magnets*.
- Hall, Zoe. *The Surprise Garden*.
- Kalbacken, Joan. *Recycling*.
- Kandoian, Ellen. *Molly's Seasons*.
- Lang, Susan S. *Nature In Your Backyard*.
- Marzollo, Jean. *I Am Water*.
- Rogers, Paul. *What Will the Weather Be Like Today?*
- Wood, Nicholas. *Touch.... What Do You Feel?*

Web Sites:

- AAAS Science Netlinks – www.sciencenetlinks.com
- National Parent Information Network – www.npin.org
- National Wildlife Federation – www.nwf.org/kids/
- South Carolina Department of Education – www.myschools.com or www.sctlc.com
- South Carolina ETV's Resources for Teachers, Students and Parents – www.knowitall.org

SOCIAL STUDIES

Students should be able to:

History: Time, Continuity and Change

- Compare individuals, families and communities from the past with those of the present.
- Describe changes that occur as people grow.
- Describe different types of homes and communities.

Government/Political Science: Power, Authority and Governance

- Explain purposes of rules and laws.
- Describe consequences of breaking rules and laws.
- State sources of power and authority at home, school and in the community.
- Name key historical figures, events and national symbols.
- Tell how to be a good family member, schoolmate, neighbor and citizen.
- Demonstrate ways citizens get along regardless of cultural differences.

Geography: People, Places and Environments

- Identify elements on a map, globe and graph.
- Locate important places in his or her community.
- Compare and contrast environments made by nature and made by people.
- Discuss how people make a living.
- Identify similarities and differences in people from different regions.
- Explain ways people depend on the environment.
- Name ways people can change and take care of the environment.

Economics: Production, Distribution and Consumption

- Explain needs and wants of families.
- Describe ways families and communities work together.
- Give examples of how people act as consumers and producers.
- Name a variety of jobs.
- State how people live and work together as a family.
- Describe tools that different types of workers use.

Activities:

Have your child:

- Participate in a family game night. Children learn to follow directions and take turns.
- Visit older members of the family. Discuss ways life was different years ago.

- View old photos, home movies or videos. Discuss how people are the same or different.
- Volunteer to pick up litter, deliver meals to the elderly or help in a shelter.
- Tour an industrial area in the state. Discuss the resources needed to make the products.
- Identify landmarks in your community that make it unique.
- Visit a cultural center of a different ethnic group. Discuss customs of that group.
- Discuss his/her wants and needs while in a store.

Books:

- Barnes, Peter and Cheryl. *Woodrow, the White House Mouse*.
- Barnes, Peter and Cheryl. *House Mouse, Senate Mouse*.
- Barnes, Peter and Cheryl. *Marshal, the Courthouse Mouse*.
- Barnes, Peter and Cheryl. *Woodrow for President*.
- Benchley, Nathaniel. *Sam the Minuteman*.
- Brisson, Pat. *Benny's Pennies*.
- Dorros, Arthur. *This is my House*.
- Halliman, PK. *For the Love of the Earth*.
- Hoban, Tana. *I Read Symbols*.
- Hoberman, Mary Ann. *A House Is a House for Me*.
- Hudson, Cheryl W. and Bernette G. Ford. *Bright Eyes, Brown Skin*.
- Keats, Ezra Jack. *The Trip*.
- Leedy, Loreen. *Mapping Penny's World*.
- Leddy, Loreen. *Who's Who in my Family?*
- McMillian, Bruce. *Mouse Views*.
- Morris, Ann. *Light the Candle! Bang the Drum!*
- Parrish, Peggy. *Amelia Bedelia's Family Album*.
- Sathre, Vivian. *Three Kind Mice*.



Web sites:

- Children's Books – www.cbcbbooks.org
- National Geographic – www.nationalgeographic.com
- PBS – www.pbs.org
- Primary Games – www.primarygames.com
- U.S. Mint – www.usmint.gov
- Weekly Reader – www.weeklyreader.com



- Read or say nursery rhymes with your child.
- Play rhyming word games with your child. (example: ask your child to tell you a word that sounds like “cat”)
- Allow your child to “retell” a story in his/own way.
- Read aloud to your child.
- Use different voices when reading different parts of a story aloud.

Books:

- DePaola, Tomie. *Strega Nona*.
- Dorros, Arthur. *Abuela*.
- Freeman, Don. *Corduroy*.
- Greenfield, Eloise. *Grandpa’s Face*.
- Henkes, Kevin. *Julius, the Baby of the World*.
- Rylant, Sylvia. *The Relatives Came*.
- Williams, Vera. *A Chair for My Mother*.
- Zimmerman, Andrea. *Trashy Town*.

Web Sites:

- Carol Hurst’s Children’s Literature Site – www.carolhurst.com
- Learning Page.com – www.sitesforteachers.com
- Media Literacy Clearinghouse – <http://www.med.edu/medialit>
- National Association for the Education of Young Children – www.naeyc.org
- National Parent Teacher Association – www.pta.org
- South Carolina Department of Education – www.myschools.com
- Surfing the Net with Kids – www.surfnetkids.com



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