



Partners in LEARNING

GUILFORD COUNTY SCHOOLS

2007 - 2008

Dear Parent/Guardian:

We welcome your child to kindergarten and an exciting, successful school year. This brochure provides an overview of what will be taught this year in each subject area along with sample learning activities, developmental characteristics of children in this age group and favorite books and authors. We hope you will find this information helpful as you work with your child at home to reinforce the concepts taught at school.

You have a key role in your child's education, and your involvement will help ensure that we are all partners in learning. As we focus on improving student achievement, you can help by monitoring your child's progress through interim reports, teacher conferences, and by talking daily about what is happening at school. Always carefully review report cards, test results and work folders, and communicate frequently with your child's teacher.

We look forward to being partners in learning with you throughout your child's school years.

Sincerely,

Terry B. Grier, Superintendent

Developmental Characteristics

Children develop in a natural progression of growth, moving through predictable stages of development. Not all children move through these phases at the same pace. Children pass through developmental stages at their own rates.

Students in grades kindergarten through third grade, ages five to eight, are similar in the ways that they learn. They learn by doing, experiencing, and using their senses. Some general characteristics for five-year-olds are as follows:

Physical

- Is active and energetic
- Slowly develops eye-hand coordination
- Develops sense of balance
- Has short attention span
- Develops preference for right or left hand
- Often reverses numerals and/or letters
- Is farsighted, finds it hard to focus on close-up material
- Understands concept of sharing, but has difficulty waiting turn

Social/Emotional

- Is eager to please
- Loves to help
- Loves praise
- Thinks literally, not logically
- Accepts simple responsibilities
- Exhibits extreme emotions and behavior
- Has sense of property, but needs help with keeping up with belongings

Mental

- Is imaginative
- Follows directions
- Confuses fact and fantasy
- Begins cooperative play
- Likes to be read to
- Speaks in complete sentences
- Has vocabulary of 2000 to 4000 words
- Plays with language, trying out new words

The Kindergarten Program

Kindergarten is one of the most important years in your child's school experience. Attitudes toward school and learning that a child develops in kindergarten serve as the foundation for future school success.

The kindergarten program in Guilford County Schools is based on research about how children learn and develop. Young children are active and curious. They learn by handling and experimenting with materials, discussing their thoughts and feelings, and by interacting with other children and adults. Play is central to the kindergarten learning experience. Through play activities, they explore, create, solve problems, and develop language, social and critical thinking skills.

Guilford County's kindergarten classrooms provide an exciting learning environment. These classrooms are organized around learning centers where children work in small groups with their peers, teachers, and a variety of materials. Through hands-on activities in the centers, as well as through teacher instruction, children develop skills in language and literacy, math, science, social studies, art, music and physical education.

Kindergarten Assessment

It is important for the teacher to learn what a child knows and is able to do in order to plan an appropriate individualized program. Using the four-part assessment system below, the kindergarten teacher can gather important information about each child. The purpose of the assessment is to

- (1) provide information about the child's strengths and needs;
- (2) provide information to parents about the child's progress; and
- (3) evaluate how well the instructional program is working.

Parent Observation Form	Parents complete to provide information about the child's health history, language and social development.
Initial Assessment	Teachers conduct during the first weeks of school. Results are shared with parents.
Developmental Profile and Checklist	Teachers use to record the child's progress in the curriculum objectives throughout the school year.
Progress Report	Teachers use to summarize the information on the developmental checklist. It is sent home to parents at the end of the second and fourth quarters.
Literacy and Math Assessment	Teachers use to record individual progress in language arts and math.

Information Skills (Media)

- Identifies library/media center and library/media specialist
- Locates major areas in library and the kind of resources in specific places
- Recognizes alphabet on book shelves
- Distinguishes fiction from nonfiction
- Participates in listening, viewing, and reading experiences
- Identifies parts of the book
- Explains the characteristics of award-winning books
- Selects print and nonprint resources for information and literature
- Identifies the roles of the author and illustrator
- Selects appropriate books for reading interests
- Respects library resources, facilities, and personnel

Favorite authors, poets, and illustrators:

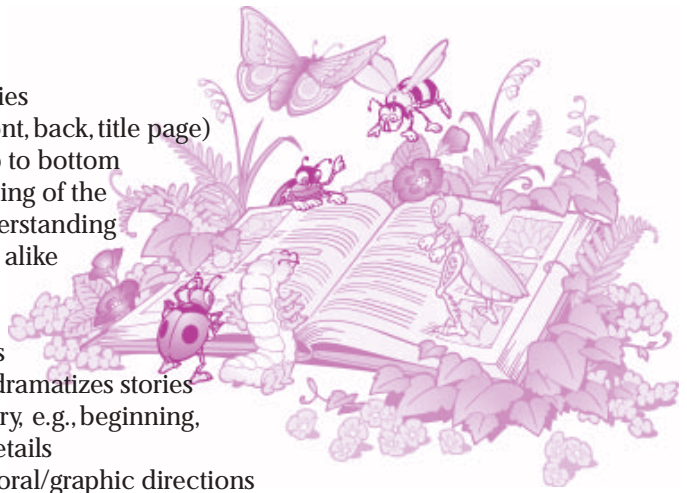
Barton, Byron	Gibbons, Gail
Brett, Jan	Henkes, Kevin
Brown, Marc	Jones, Ann
Carle, Eric	Lionni, Leo
Crews, Donald	Mother Goose
Ehlert, Lois	Oxenbury, Helen
Fleming, Denise	Wells, Rosemary
Galdone, Paul	

Favorite books for kindergarten:

Old Black Fly, Jim Aylesworth
Hide and Snake, Keith Baker
The Very Hungry Caterpillar, Eric Carle
I Like Me, Nancy Carlson
The Everything Book, Denise Fleming
Corduroy, Don Freeman
Millions of Cats, Wanda Gag
Book!, Kristine O'Connell George
Owen's Marshmallow Chick, Kevin Henkes
The Snowy Day, Ezra Jack Keats
Listen Buddy, Helen Lester
Frederick, Leo Lionni
Brown Bear, Brown Bear, Bill Martin
Chicka Chicka Boom, Boom, Bill Martin
If You Give a Mouse a Cookie, Laura Numeroff
Here Comes Mother Goose, Iona Opie
Little Engine That Could, Watty Piper
Chicken Soup with Rice, Maurice Sendak
Green Eggs and Ham, Dr. Seuss
Miss Bindergarten Gets Ready for Kindergarten, Joseph Slate
Carlo Likes Reading, Jessica Spanyol
Owl Babies, Martin Waddell
Timothy Goes to School, Rosemary Wells
The Napping House, Audrey and Donald Woods
Seven Blind Mice, Ed Young

Reading

- Listens to and revisits stories
- Knows parts of books (front, back, title page)
- Reads left to right and top to bottom
- Demonstrates understanding of the sounds of letters and understanding that words begin and end alike
- Uses new vocabulary and language in own speech
- Retells story in own words
- Discusses, illustrates and dramatizes stories
- Demonstrates sense of story, e.g., beginning, middle, end, characters, details
- Understands and follows oral/graphic directions
- Recognizes some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks
- Recognizes and names upper and lower case letters of the alphabet
- Recognizes beginning consonant sounds
- Demonstrates familiarity with a variety of types of books and selections
- Reads or attempts to read simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning
- Connects information and events in text to personal experience
- Interacts for at least 10 minutes daily with self-selected texts
- Predicts possible events in text before and during reading
- Uses words that describe color, size and location
- Maintains conversation and discussions



Writing

- Experiences modeling of good children's literature
- Contributes to group stories
- Writes during free time
- Sees self as writer
- Knows print has meaning
- Distinguishes between pictures and print
- "Reads" own writing
- Writes left to right and top to bottom
- Writes most letters of the alphabet
- Copies print from the environment
- Writes own name
- Uses drawings and writing to support ideas
- Retells using pictures and temporary spelling
- Dictates/writes personal stories as appropriate
- Draws and writes signs, labels, and notes to convey ideas
- Represents spoken language with temporary and/or conventional spelling
- Analyzes sounds in a word and writes dominant consonant sounds
- Uses capital letters to write the word *I* and the first letter in own name
- Begins to use literary language in own writing, e.g., "once upon a time," variety of sentence patterns
- Uses graphic organizers and rubrics in writing
- Participates in writing benchmarks



Science

Similarities and Differences in Animals

- Identifies the similarities and differences in animals:
 - Structure
 - Growth
 - Changes
 - Movement
- Identifies the similarities and differences in animals:
 - Appearance
 - Growth
 - Change
 - Purpose
- Observes how animals interact with their surroundings
- Observe the behaviors of several common animals
- Observes the similarities of humans to other animals and their basic needs; observes how humans grow, change and move



Related Books

Monarch Butterflies, Gail Gibbons
From Head to Toe, Eric Carle
The Very Lonely Firefly, Eric Carle
Gotta Go! Gotta Go!, Sam Swope
Owl Babies, Martin Waddell

Weather Concepts

- Observes and reports daily weather changes throughout the year
- Identify different weather features including:
 - Precipitation
 - Wind
 - Temperature
 - Cloud cover
- Identify types of precipitation, changes in wind, force, direction and sky conditions
- Observe and determine the effects of weather on human activities
- Use common tools to measure weather



Related Books

Cloudy with a Chance of Meatballs, Judi Barrett
Little Cloud, Eric Carle
The Magic School Bus Inside a Hurricane,
Joanna Cole
The Reasons for Seasons, Gail Gibbons
The Big Snow, Berta and Elmer Hader
Come on, Rain!, Karen Hesse
Let's Count the Raindrops, Fumi Kosaka

Properties of Objects

- Observe and describe the properties of different kinds of objects (clay, wood, cloth, paper, other) and how they are used
- Develop and use vocabulary associated with properties:
 - Color
 - Size
 - Shape
 - Texture
- Describe how objects look, feel, smell, taste, and sound using their own senses
- Observe that objects can be described and sorted by their properties
- Identify some common objects and organisms that are considered to be natural resources in our world



Related Books

I See, Rachel Isadora
My Five Senses, Margaret Miller
I Have a Sister - My Sister is Deaf, Jeanne Peterson
Look at your Eyes! Let's-Read-and-Find-Out-Science-Book, Paul Showers
I Can Tell By Touching. Let's-Read-and-Find-Out-Science-Book, Carolyn Otto

Using Tools and Measurement

- Describe how tools can be used to make comparisons
- Observe and describe how various tools and units of measure are useful: scissors, pencils, crayons, paper clips, hammers
- Use nonstandard units of measure to describe and compare objects



Related Books

How Tall, How Short, How Faraway, David Adler
Workshop, Andrew Clements
The Art Box, Gail Gibbons
The Tool Box, Gail Gibbons
Who Uses This?, Margaret Miller

Other Science Books

Red Fox Running, Eve Bunting
Red Leaf, Yellow Leaf, Lois Ehlert
Turtle Splash! Count Down at the Pond, Cathryn Falwell
In a Small, Small Pond, Denise Fleming
It's Pumpkin Time, Zoe Hall
Barn Dance, Bill Martin



Computer/Technology Skills

- Identifies the computer as a machine that helps people work and play
- Identifies the parts of a computer, e.g., monitor, keyboard, disk drive, printer
- Demonstrates respect for the work of others
- Demonstrates correct care and use of computers
- Identifies word processing software as a tool for writing
- Locates and uses letters, numbers, and special keys on a keyboard
- Places the cursor at a specified location
- Recognizes the characteristics of multimedia
- Arranges a picture story in sequential/linear order

Mathematics

Number and Operation

- Develop number sense for whole numbers through 30
- Connect model, number word (orally), and number using a variety of representations
- Count objects in a set
- Read and write numerals
- Compare and order sets and numbers
- Use ordinals (1st – 10th)
- Estimate quantities fewer than or equal to 10
- Recognize equivalence in sets and numbers 1-10
- Share equally (divide) between two people; explain
- Solve problems and share solutions to problems in small groups



Measurement

- Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture)
- Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons)

Geometry

- Identify, build, draw and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.
- Compare geometric shapes (identify likenesses and differences)
- Model and use directional and positional vocabulary
- Complete simple spatial visualization tasks and puzzles

Data Analysis & Probability

- Collect and organize data as a group activity
- Display and describe data with concrete and pictorial graphs as a group activity

Algebra

- Sort and classify objects by one attribute
- Create and extend patterns with actions, words, and objects



Related Books

Anno's Counting Book, Mitsumasa Anno
Bats on Parade, Kathi Appelt
Mother Goose Math, Emily Bolam
Grandfather Counts, Andrea Cheng
Ten Black Dots, Donald Crews
Color Zoo, Lois Ehlert,
Feast for 10, Cathryn Falwell
The Wolf's Chicken Stew, Keiko Kasza
Look Whooo's Counting, Suse MacDonald
10 Minutes Til Bedtime, Peggy Rathmann
Seven Blind Mice, Ed Young

Social Studies

- Participates constructively in school and classroom activities
- Participates in democratic decision-making and acts in keeping with group decisions
- Assumes responsibility in routine activities
- Describes aspects of families
- Distinguishes likenesses and differences among individuals and families
- Compares one's family life with that of another child
- Describes aspects of the home environment and one's role in that environment
- Compares appropriate behaviors in home and school environments
- Demonstrates an understanding of appropriate behavior in different environments. Uses established procedures in the classroom and school
- Respects persons in positions of authority
- Assumes responsibility for own actions
- Recognizes the need for fair rules and laws
- Analyzes classroom problems and suggests fair solutions
- Recognizes examples of community services
- Summarizes jobs performed by community workers
- Identifies relationships between community needs and community services
- Identifies changes in one's family and one's self
- Recognizes changes in the classroom and school environments
- Identifies religious and secular symbols associated with famous people, holidays, and special days
- Participates in special days that are observed by the class
- States reasons for observing special days and religious and secular holidays
- Locates and describes familiar places in home, classroom and school settings
- Constructs simple maps, models and drawings of home, classroom and school settings
- Analyzes the functions of places in the home, the classroom and the school
- Recognizes seasonal changes
- Identifies things in the natural environment that are important to oneself
- Participates in activities that demonstrate the concept of scarcity
- Distinguishes between wants and needs
- Identifies different types of work
- Participates in activities that require division of labor
- Identifies some uses of money by individuals and families



Related Books

My Dad, Anthony Browne
Firefighters A to Z, Chris L. Demarest
Petunia, Roger Duvoisin
Wemberly Worried, Kevin Henkes
Hooway for Wodney Wat, Helen Lester
The Jacket I Wear in the Snow, Shirley Neitzel
Aero and Officer Mike: Police Partners, Joan Plummer
Yo, Yes, Chris Raschka
The Squiggle, Carole Lexa Schaefer
The Journey, Sarah Stewart
Elizabeth's Doll, Stephanie Stuve-Bodeen

Art

The study of visual arts begins in kindergarten with introduction of skills and concepts that will be completely new for most children. Due to different developmental levels of children when entering kindergarten, it is expected that this year will emphasize exploration and discovery; mastery is a process that will require repetition at subsequent grades. The emphasis at this level is on:

- exploring a variety of media to develop fine and gross motor skills
- learning care and use of tools and equipment.
- following safety rules
- counting and retelling stories in pictures
- learning about a variety of artists and art forms, including architecture
- using color, shape and line
- exploring the five senses



Related Books

My Car, Byron Barton
The Art Lesson, Tomie DePaola
Color Zoo, Lois Ehlert
Go Away, Big Green Monster, Ed Emberley
Lunch, Denise Fleming
The Art Box, Gail Gibbons
Sun Dance, Water Dance, Jonathan London

Advanced Learner Program

Advanced Learners are described as students who demonstrate remarkably high levels of accomplishment when compared with others of their age, experience or environment.

Formal eligibility for the Advanced Learner Program is not determined until the fall of Grade 3. However, the Team for Advanced Learners (TAL) at each school can review any students in grade K-2 and recommend differentiation strategies to address the advanced needs of an individual or group of students. Advanced Learner Curriculum Specialists in each school collaborate with classroom teachers to provide resources and instruction for advanced learners.

Music

Focus areas at this level include:

- developing appropriate vocal and instrumental practices
- developing beginning skills in improvising and creating music
- reading simple rhythmic and melodic notation
- developing beginning skills in listening to, analyzing and evaluating music
- developing understanding of music in relation to history, culture and other content areas
- showing respect for the efforts of others



Related Books

Thump, Thump, Tat-a-tat-tat, Gene Baer
Hush Little Baby, Shari Halpern, Illustrator
The Eensy-Weensy Spider, Mary Ann Hoberman, adapter
Over in the Meadow, John Langstaff
I Had A Rooster, Laura Vaccaro Seeger
The Wheels on the Bus, Paul Zelinsky

*Extended opportunities for the study of dance, foreign language, and theatre are available at selected elementary magnet schools.

Guidance

- Describes how she/he is alike as well as different from others
- Verbalizes a personal trait or behavior that she/he likes about self
- Recognizes words that express feelings
- Recognizes the diverse world of work
- Learns the rules for participating in group discussion
- Demonstrates knowledge of the importance of following rules for group
- Learns effective listening skills
- Recognizes the importance of working together in a group
- Adjusts to the school environment
- Recognizes the importance of self control



Related Books

Amazing Grace, Mary Hoffman
All by Myself, Alike
ABC, I Like Me, Nancy Carlson

Healthful Living Education

The Healthful Living Education program promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students.

Major Emphases for Grades K – 3

The students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially the role of their own behaviors in regard to eating breakfast and balanced meals; rest and exercise; using seat belts; responding to traffic, fire and other warning signs, sounds, and symbols; avoiding burns and getting help in an emergency; and the impact of substances, including alcohol and tobacco, on their lives.

The students will be able to demonstrate ways in which they can manage stress, be responsible for their own behaviors, cope with fear and embarrassment, deal with aggression and bullying, resolve disputes, know safe practices, and respect the rights of others.

The students will understand the value of being physically fit and the types of activities that contribute to total fitness. They will understand that choosing to be physically active is a conscious decision and personal choice that has health related benefits.

The students will be able to demonstrate fundamental motor skills, develop and refine creative movements, demonstrate manipulative skills, display appropriate behaviors during social situations, and express an enjoyment for movement experiences.



Related Books

Throw Your Tooth on the Roof, Selby Beeler

From Head to Toe, Eric Carle

Dance! Elisha Cooper

Growing Vegetable Soup, Lois Ehlert

How are you Peeling? Foods with Moods, Saxton

Freyman & Joost Elffers

Miss Bindergarten Stays Home from Kindergarten,

Joseph Slate

Harry the Dirty Dog, Gene Zion

Sample Learning Activities

★ Examine/read a book and answer these questions:

- What is the title of the book?
- Who is the author(s) and the illustrator(s)?
- What did you think about this book? Would you tell a friend to read this book? Why or why not?
- Was there something in this book that you particularly liked?
- Tell something that happened in this book that was either funny, exciting, interesting or surprising.

★ Match community workers with the jobs they perform.

★ View pictures of a child in another culture and compare that child's family life with your own.

★ Become aware of and expand vocabulary through viewing charts, signs, labels, books, songs, poems, and nursery rhymes.

★ Arrange five glasses of water, filled to different levels, from least amount to greatest amount.

★ Look through a newspaper and talk about the kinds of things newspapers tell about, e.g., news, sports, people, food, comics, cars, clothes, etc.

★ Make observations based on the five senses.

★ Sort coins by pennies, nickels and "others." Tell the value of a penny and a nickel.

★ Use geometric shapes (triangles, squares, circles, rectangles) to form patterns. Draw shapes.

★ Choose two objects. How are they alike? How are they different?

★ Estimate number of objects in a group, e.g., napkins, candies, pennies, etc.

★ Practice using ordinals first through fifth, e.g., *The fifth car is red.*

★ Work puzzles.

★ Count from one to twenty and then count backwards from twenty to zero.

★ Draw a picture, then write words or sentences to describe the picture.

★ Show left/right, up/down, front/back, forward/backward.

★ Make a collection of pictures from newspapers, magazines and catalogs that depict people using computers in a variety of ways, e.g., bank, office, factory, home. When shown pictures of computers, identify whether they are being used for work or play.

★ Color letters on a paper computer keyboard as the letters are shown or read.

★ Given pictures of a computer monitor, keyboard, disk drive and printer, choose the correct picture when the name is called.

★ Dictate a story about a family event such as a new move or a vacation.

★ Participate in making decisions about how to care for a pet.

★ Volunteer to assist in community activities, such as a clean-up project.

Character Traits

Building good character is an important part of every child's education and is a joint responsibility of home and school. In the Guilford County Schools, promoting ethical standards is an integral part of the learning process. The eight cornerstones of good character which parents and teachers are asked to teach and model are as follows:

Respect

- Showing high regard for self, other people, property and authority
- Understanding that all people have value
- Responding sensitively to the ideas of others without dismissing or degrading them

Caring-Compassion

- Treating others with compassion, generosity and friendship, recognizing that everyone feels hurt, confused and angry from time to time
- Seeking understanding and reconciliation with other members of a community in conflict

Responsibility

- Being dependable
- Carrying out obligations and having a sense of duty to fulfill tasks one has accepted
- Being accountable

Courage

- Attempting difficult things that are worthwhile
- Doing the right thing even when others do not
- Following your conscience rather than the crowd

Integrity

- Carrying out your responsibilities without claiming credit for someone else's work
- Willing to acknowledge wrongdoing
- Being truthful and trustworthy

Determination

- Having perseverance and the inner strength to pursue goals
- Completing individual assignments and supporting others in their work

Self-Discipline

- Demonstrating hard work and commitment
- Improving yourself and restraining from inappropriate behavior
- Always doing your best

Giving

- Discovering that one of life's greatest satisfactions comes from giving to others
- Sharing through service
- Responding to the needs of others, without expectation of reward

