



Family Resource Guide



KINDERGARTEN





Welcome to Kindergarten!

Purpose of the Guide

Students in Charlotte-Mecklenburg Schools follow the state of North Carolina's expectations for what every student will know and be able to do by the end of their current grade level. This guide is designed to help you support your child by understanding those expectations, provide everyday activities to reinforce their learning at home and partner with their teachers throughout the school year.

This guide includes...



Key Skills for Reading and Math

Understand the most important things your child should know and be able to do by the end of the school year.



Questions to Ask Your Child

Engage in conversations with your child using these suggested reading and math questions.



Topics to Discuss with the Teacher

Find sample questions and topics you might want to talk about with the teacher related to reading and math skills.



Learning Activities

Explore some easy ways you can support your child's learning important reading and math concepts and skills.



Words to Know

Learn some important words and acronyms used at school to "speak the same language".



Helpful Resources to Practice Skills at Home

Click the link to access a collection of reading and math resources aligned to your child's grade level.



LITERACY

Your child will learn how letters make up words and the sounds letters represent. They will practice breaking apart spoken and written words into smaller parts called syllables and individual sounds. For example, they'll separate the word "cat" into c-a-t and hear each sound. Grasping these basic skills will help your child unlock new vocabulary, read simple stories, and comprehend what they read. Your child will also get plenty of practice expressing themselves in age-appropriate ways - drawing pictures, writing letters and words, listening respectfully to classmates, and sharing their thoughts out loud.



Key Skills

Learning Early Reading and Writing Skills:

- Playing with sounds - rhyming words, clapping out parts of words, counting syllables. Picking out the first, middle and last sounds in spoken words.
- Naming all upper and lower case letters. Matching the letters to their sounds. Carefully writing the letters by hand using lined paper.
- Blending letter sounds together to try reading and spelling simple words, starting with the most common consonants and short vowels. This may include made up spelling or writing.
- Reading and re-reading basic words and sentences until the reading becomes smooth and fluent.

Learning About Topics by Listening and Sharing:

- Asking and answering questions about stories and texts read by the teacher. Retelling important events and ideas, sometimes with helpful prompting.
- Figuring out unfamiliar words using pictures, clues from the story, etc. (Children may need help sounding out new words.)
- Sharing and showing new knowledge learned from texts in creative ways: talking, drawing, writing letters/stories/sentences, making posters.
- Drawing, dictating to the teacher, and writing to answer questions, describe events/topics from texts - using simple sentences and made up spelling.

The texts are often read by the teacher first since they are too complex for children to read alone. But kids can also practice reading easier books themselves with help.



Questions to Ask Your Child

- Who was in the story? What happened in the story?
- Can you read this book to me (tell me what happens in the book)?
- Would you rather have ___ or ___? Why?



Topics to Discuss with the Teacher

- What books and authors should I borrow at the library for my child?
- What experiences will help build my child's vocabulary?



Learning Activities

- Read with your child for 20 minutes every day. Talk about what's happening in the story. Ask what they are learning or wondering.
- Pick a fun topic you can learn about together. Read simple books, look stuff up online, do activities related to the topic. Help your child build knowledge and enjoy learning new things.
- Play sound and word games together! Take turns starting sentences with words that use the same letter sound ("Lil' Lisa likes lemon lollipops"). Make up silly rhyming words. Clap out the parts of words. Sing songs and call out the words that rhyme.
- Pick out the first, middle and last sounds in words your child says. Break words into their different sounds (/c/ /a/ /t/). Then put the sounds together to make the word ("c-a-t, cat!").
- Have your child help with making real grocery lists or to-do lists. Use the first letter of the word as a hint for them to figure out and write the rest ("What letter should we write down to help us remember we need milk at the store?")



MATH

Your child will learn about reading, writing, composing and decomposing numbers up to 20. Your child will also learn to count to 100. As students connect the written numeral to quantities he or she will also learn to reason through addition and subtraction stories up to 10.



Key Skills

- Count to 100 by ones from any number and by tens beginning with 10.
- Use written numerals 0-20 to represent a set of objects.
- Count to find out "how many" with up to 20 objects and identify up to 5 objects without counting.
- Compare sets of objects and numbers 1-10.
- Solve addition and subtraction word problems within 10 using drawings, objects, or other representations to show my thinking.

Key Skills continued

- Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings.
- Fluently add and subtract within 5 using mental strategies.
- Recognize and combine groups with totals up to 5.
- Make and break apart 11-19 using “ten and some more.”
- Describe and compare two objects using measurable attributes.
- Classify, count, and sort objects into given categories.
- Identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.
- Compare attributes of shapes, model shapes in my world, and put shapes together to make new shapes.



Questions to Ask Your Child

- How many objects are in this set?
- How many if I place one more with them?
- How many if I mix them up? (change the arrangement of objects)
- Count each set, which set has more? Less?
- Which number is greater? (within 10)
- How many ways can you break apart 8? (repeat with all numbers 1-10)
- How many more do you need to build 10? (repeat with numbers 0-10)
- How many do you see? (for numbers 5 and less)
- Which object is heavier? Lighter?
- Which object is longer? Shorter?
- Which object is closer? Farther?
- Can you find a square? Rectangle? Triangle? Circle? Hexagon? Cube? Cone? Cylinder? Sphere?



Topics to Discuss with the Teacher

- Math games to play at home
- Developmentally appropriate ways to include math in daily conversations



Learning Activities

- Which Doesn't Belong?**
Create a pattern and identify what comes next or what does not belong
Example: spoon spoon fork, spoon spoon fork, spoon knife fork
- One More/One Less & Two More/Two Less**
Have the student roll a number cube and then say one more/one less or two more/two less. If this is too easy, have the child roll two dice and combine.
Example: child rolls 1 and you call out 2 more-child counts and says 3

Learning Activities continued

Say Ten Way

Have the student count the 'say ten way' instead of saying twelve, the student will say Ten Two. Begin at one or any number before ten and continue to twenty counting the say ten way

Example: Nine, Ten, Ten-One, Ten-Two, Ten-Three, Ten-Four, Ten-Five



Words to Know

- Author** - the person who wrote the story
- Character** - a person in a novel, play, or movie.
- Circles** - have 1 curved surface and look "round." Circles are different from ovals. In Grade 1 students learn that all of the points on the curve of a circle are the same distance from the center of the circle which is not the case for an oval.
- Cones** - three-dimensional shapes that have 1 circle in them (face) and at the other end there is a point (vertex). If the circle is touching the table it will slide. If the curved surface is touching the table it will roll.
- Cubes** - three-dimensional shapes that have 6 squares in them. No matter how a cube is oriented it will always slide.
- Cylinders** - three-dimensional shapes that have 2 circles in them (faces). If a circle is at the bottom of the shape it will slide. If the curved surface is at the bottom of the shape, then it will roll.
- Hexagons** - shape with six straight sides.
- Illustrator** - the person who drew the pictures in the story
- Positional Words** such as in front of, behind, under, above, next to, on top of, and beside.
- Rectangles** - have four straight sides and four corners that look like an uppercase L or as they are called in Grades 1-3 "square corners." The opposite sides are always the same length. Avoid saying "2 long sides and 2 short sides" since that is not always true.
- Setting** - The setting of a story is the time, duration, and place an author chooses to write about. The place of a setting can be a real location or a fantasy made up location.
- Spheres** - three-dimensional shapes that look "round" no matter which way you look at it. Spheres roll.
- Squares** - rectangles in which all four sides are the same length. Squares, like rectangles, have four corners that look like an uppercase L (square corners).
- Story** - a connected series of events told through words.
- Triangles** - shapes that have three straight sides and three corners (vertices). In kindergarten students should see triangles with different orientations and different size angles. Developmentally, many children in kindergarten have the misconception that a triangle must look like the traditional triangle with a corner (vertex) at the top and a horizontal line at the bottom.



Helpful Resources to Practice Skills at Home for Kindergarten

- <http://bit.ly/CMSHomeSchoolConnect>