

**Library/Media Skills**

Kindergarten students come to the media center for an enhanced storytime experience. They are introduced to fiction and non-fiction books. There is discussion time after the story. Students also check out books during the library session.

**Expectations for students:**

- Locate picture books and easy-to-read books
- Demonstrate proper care of materials
- Identify the cover and spine of books
- Recall content of stories
- Retell stories or information orally
- Distinguish between fiction and non-fiction books
- Begin to recognize Caldecott Medal books and other award winning books

**Art**

The children will be introduced to a wide variety of materials, techniques, and equipment. They will also be exposed to the vocabulary of art. We study famous artists, careers, historical significance and aesthetics through the use of books, art reproductions and visual aids.

**The following concepts will be covered:**

- The elements of art
  - texture, shape, self-awareness
  - color, space, self-awareness in their environment
  - line, pattern, repetition/non-pattern
- The subject matter of art
  - landscape, human figure, portrait
  - non-objective, illustration, animals
  - 3 dimensional
- The skills of art
  - drawing, painting, printmaking
  - weaving, stitching, pasting/gluing
  - cutting, tearing, hand-building in clay

**Music**

The study of music is a vital part of our total education. Instruction will provide opportunities for children to enjoy themselves while engaging in various musical experiences. Music objectives focus on:

- **Singing** (pitch matching, vocal tone)
- **Movement** (action and dance movements to songs)
- **Playing Instruments** (variety of percussion)
- **Listening** (variety of styles and periods from classical to contemporary)
- **Reading/Notation** (introduction to music symbols and pictures)
- **Creating** (improvising and dramatizing to express music)

**Physical Education**

The physical education program is designed following national standards and provides sequential and progressive opportunities for the development of motor skills and physical fitness. Students will recognize the benefits from involvement and see the value of physical activities toward a healthful lifestyle.

The following concepts are introduced:

- Body and spatial awareness
- Jumping and landing
- Chasing, dodging and fleeing
- Rolling
- Balancing and weight transfer
- Dribbling with hands
- Kicking and punting
- Throwing and catching
- Volleying
- Striking
- Fitness



**Kindergarten Grade Level  
Benchmarks**

**This publication is presented to you by the Office of the Assistant Superintendent, 215 Harry Howard Ave. Hudson, NY 12534**

**Mr. John F. Howe  
Superintendent  
518-828-4360, Ext. 2101**

**Ms. Maria Suttmeier  
Assistant Superintendent  
518-828-4360, Ext. 2134**

**Mr. Steven Spicer  
High School Principal  
518-828-4360, Ext. 3100**

**Mr. Derek Reardon  
Jr. High School Principal  
518-828-4360, Ext. 8100**

**Mr. Mark Brenneman  
Intermediate School Principal  
518-828-4360, Ext. 1112**

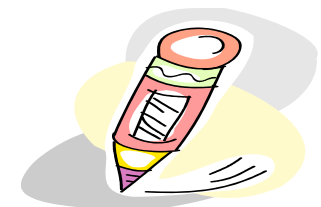
**Ms. Carol Gans  
Primary School Principal  
518-828-4360, Ext. 4300**

Dear Parents,

This document provides you with a preview of the skills, knowledge, and concepts that are at the core of learning for this grade level. It also gives you a snapshot of what school life is like in Kindergarten. "Benchmark" is a word used to identify target skills we seek to focus on and to develop in a particular year.

Teachers seek an active partnership with parents. Your involvement is critical to your child's success in school. Each teacher combines individual creativity with district-wide goals. Different teaching strategies will be used in the instruction of these skills and concepts.

Please make opportunities to reinforce the skills developed in Kindergarten in your home. Each teacher sends home information about tasks you can do at home. We invite you to meet with your child's teachers so that you will understand how you can reinforce what is taught in your child's classroom.



# KD Grade Level Benchmarks

**Typical Day** Hudson City School District students have a full day schedule in Kindergarten. The day includes morning meeting, story time, literacy lessons (shared reading, guided reading, phonics, interactive writing, journal writing, listening and speaking) math instruction, science and social studies as well as lunch, recess and snack time. Students also go to gym, music, library and art class.



## Language Arts Philosophy

Communication is essential to lifelong learning and successful participation in today's world. Since reading, writing, speaking, listening and viewing are keys to thinking and learning, instruction in the language arts is integrated into all disciplines. Lessons build upon prior knowledge and skill development, progressing from mastery of simple concepts of print to understanding the structure and meaning of language.

In addition, students need to be immersed in language throughout their day. Therefore, teachers and – most importantly – parents, must provide opportunities for children to become literate.

As students progress through the grades, these experiences with language help them reach the goal of becoming independent thinkers and learners.

In the kindergarten language arts program, children are introduced to the world of print. A variety of classroom approaches support and encourage the development of children's knowledge of concepts of print, letter-sound relationships, and comprehension. The Kindergarten classroom is filled with a variety of print resources, such as poems and songs, displays on bookshelves, walls and charts. This print-rich environment supports and stimulates children's literacy by giving them opportunities to participate in whole-group shared reading, small-group guided reading, and individual independent reading and writing.

## Listening and Speaking

### **Expectations for students:**

- Follow simple and multi-step directions
- Participate in group discussions
- Speak in complete sentences
- Listening
- Taking turns speaking
- Respond to story by recalling information
- Increase vocabulary
- Verbalize rhyming words
- Discriminate likenesses and differences among sounds

## Writing

### **Expectations for students:**

- Draw to convey meaning
- Engage in writing activities using sound spelling and begin to use standard spelling
- Begin to use upper and lower case letters and end punctuation
- Begin to use appropriate spacing

## Reading

### **Expectations for students:**

- Know that print conveys meaning
- Know that print is read from top to bottom and left to right
- Identify upper and lower case letters
- Develop a sense of sound-symbol correspondence
- Recognize familiar words
- Know the meaning of title, author and illustrator
- Predict story outcomes
- Recognize beginning, middle and end of stories
- Retell stories in proper sequence
- Make connections to personal experiences
- Demonstrate an understanding of rhymes and word parts

## Math

In Kindergarten, we want students to learn about math throughout the day as they participate in whole group lessons, small group activities and projects as well as solve problems. The major focus at this grade level is to learn to count accurately as well as to begin to notice patterns. Students need to learn about numbers and patterns in context. Students at this age do a lot of work that looks like play such as building with blocks, making puzzles, playing store, drawing, making crafts, singing songs, playing "I Spy" as well as many other fun and educational activities. It is important that students are not forced to show their thinking using purely number based methods at this time. Often students will use objects or diagrams to show their thinking. They need to learn to read and write math in much the same way that they learn to read and write words.

Math instruction in Kindergarten focuses on building mathematical and numerical understanding using a hands-on approach. Instruction takes place in large and small groups using various math materials. While direct instruction does take place, there are many opportunities for children to make their own discoveries. Kindergarten math skills include shapes, counting, patterns, numeral recognition, number value, making comparisons, graphing, making sets of objects and problem solving.

## Science

Young children are naturally curious and eager to investigate science ideas. They learn best when given opportunities to explore familiar materials, then share and compare their ideas with others. Students will use science, language arts and mathematics tools and skills to observe, predict, record, describe and compare natural phenomena.

### **Concepts explored:**

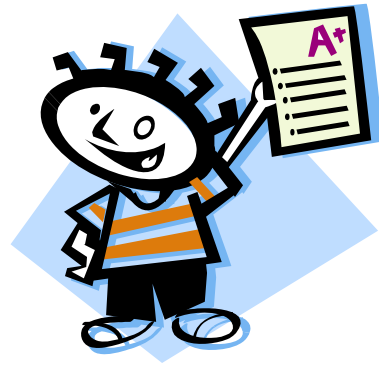
- Properties of Matter—observing with the senses
- Living and nonliving things
- Changes in daily and seasonal weather

## Social Studies

The Social Studies program at the Kindergarten level focuses on helping students develop an awareness and understanding of themselves as growing, developing individuals and as members of their families. During Kindergarten, children develop and refine concepts about themselves and about the family as a basic institution in society. They come to understand that there are basic needs common to all people. Citizenship and social interaction skills are embedded throughout the Kindergarten program.

### **Students will:**

- Recognize that all children have responsibilities at home, in the classroom, and at school.
- Demonstrate an understanding of how their actions have an impact on themselves and others.
- Recognize that all children have similarities and at the same time are unique individuals.
- Understand that there are basic wants and needs common to all people.
- Compare their own family traditions with those of other families (holidays).
- Develop an understanding of national traditions and patriotic symbols.



## **Homework**

The most important homework you can do with your child is to read, read, read! Take time to discuss what is happening in the books you read and to explain unfamiliar words which will help your child learn new vocabulary. Other homework may include practicing letters and sounds, bringing in objects from home or other simple activities assigned by the classroom teacher. Homework at the Kindergarten level should be brief, reinforce skills learned in class and last only a few minutes.

