



KINDERGARTEN

CONTENT STANDARDS FOR CALIFORNIA SCHOOLS

Parent Resource Book

**Designed to Improve
Student Performance
through Communication
and Partnership**

Adapted and Prepared by:

Tehama County Department of Education
and the Eighteen School Districts of
Tehama County, California

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Tehama County Department of Education (TCDE) is dedicated to supporting schools and districts as they work to improve student achievement and meet the needs of all learners. The Department provides services and resources to educators, parents, students, and the community. Please visit our website at www.tehamaschools.org for a complete listing of Department offerings. The following programs offer resources that may be especially valuable for parents:

Early Childhood Education Programs

TCDE Early Childhood Education Programs provide leadership and assistance to ensure quality experiences for children ages 0 to 5 years. The goal for these programs is to give young children the tools they need to enter school with a foundation of knowledge and skills that will allow them to be successful throughout their school experience.

Contact: Paula Brown-Almond, Programs Director (530) 528-7343

Student Support Services

TCDE Student Support Services provide residents of Tehama County, health and human service agencies, and schools research, materials, and/or technical assistance in the areas of substance abuse and violence prevention, health education, school safety and crisis planning, as well as resiliency and youth development.

Contact: Amy Henderson, Programs Director (530) 528-7357

Safe Education and Recreation for Rural Families - SERRF

SERRF provides a safe, healthy, enriching environment for school children during the after school hours. Homework tutoring, academic enrichment, recreation, social skills development, and prevention activities are all a part of the SERRF Program.

Contact: Karla Stroman, Program Director (530) 528-7392

Special Programs

TCDE provides a wide range of services for children and young adults with special needs. These specialized programs and services are operated at the request of the county school districts, but it is the Individualized Education Plan Team who makes decisions about the type of placement or services a student may be provided.

Contact: Heidi Schueller, Assistant Superintendent of Special Programs and Services (530) 528-7248

Looking For More?

Visit the TCDE website for a wealth of additional information, website links, and other free educational resources...

www.tehamaschools.org

- * **Internet safety information** – teach your children safe browsing skills
- * **Early childhood education** – programs & resources
- * **After school activities** – SERRF program, school finder, sponsored events
- * **Free educational resources** – links to homework help, educational games and other free resources to make learning fun and enriching
- * **Information for parents** – school safety, emergency notifications
- * **School performance information** – learn about the schools in Tehama County



- When reading books or looking at photos, encourage your child to talk about the different land forms (e.g., mountains, lakes, rivers, ocean, desert).

Investigation and Experimentation

Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations

- Encourage your child to observe the world around him/her and to talk about these observations (e.g., perspective of a distant mountain range, speed things pass by while in the car, different characteristics of seasons). Encourage your child to share how the mountain looks (e.g., faraway, big, close) or how they know it is winter, spring, summer, or fall.

The Importance of Parent Involvement and Content Standards

California Content Standards identify what students should know and be able to do at each grade level. They identify what is to be learned. There are standards for the four core academic areas of English Language Arts, Mathematics, History/Social Science, and Science. There are also standards for English Language Development, Physical Education, Health Education, Career Technical Education and the Visual and Performing Arts.

The standards for the four core academic areas are included in this resource booklet as it is important for parents to know what students are expected to learn so learning can be reinforced at home. We know from research that “students with involved parents are more likely to earn higher grades and test scores and enroll in higher-level programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, and graduate and go on to postsecondary education.”

Also included in this booklet are suggestions for setting up a home environment to optimize student learning and specific home activities in support of each of the four core areas of language arts, mathematics, history/social science, and science. We know that when parents talk to their children about school, expect them to do well, make sure that out-of-school activities are constructive, and help them plan for college, their children perform better in school.

Unleash the power of this booklet. Become familiar with the standards so you know what your child is expected to learn. Follow the five suggestions for setting up an environment to increase student learning. Engage in the suggested activities to support learning. Have fun learning together!

Environment for Student Learning

We encourage all parents to set up an environment to increase student learning:

- 1. Strive to establish an encouraging family atmosphere by:**
 - Acknowledging and supporting your child's efforts.
 - Reinforcing positive behavior.
 - Providing opportunities for service to others.
- 2. Be involved in your child's education by:**
 - Providing help, resources, and encouragement.
 - Showing interest and supporting your child's work.
 - Upholding the school's expectations.
 - Supporting and participating in school service opportunities.
- 3. Set up an atmosphere conducive to learning by:**
 - Scheduling a regular, daily time where all family members are studying.
 - Making sure the house is quiet during this study time.
 - Establishing a location for completing homework that has appropriate lighting and supplies (e.g., paper, pencils, glue, crayons, resources).
 - Assigning a special place to keep school materials.
 - Reviewing the child's homework before it is handed in.
 - Establishing a consistent bedtime.
- 4. Strengthen communication with your child by:**
 - Spending quality time with your child.
 - Sharing resources from your community with your child (e.g., parks, libraries, special buildings).
 - Establishing and enforcing reasonable consequences for misbehavior.
- 5. Be involved in your child's school community by:**
 - Attending parent/teacher conferences.
 - Contacting your child's teacher when questions arise.
 - Spending time in your child's classroom.
 - Attending school functions.

Home Activities for Science

Physical Sciences

Properties of Materials can be Observed, Measured, Predicted

- Around the house, or when walking with your child, talk about the things your child sees, discussing the materials these things are made of and how they look (e.g., These socks are made of wool, they are red socks, and they are soft.).
- Make ice cubes with your child. Invite your child to put the frozen cubes in a pot and watch them melt. Take the same water and boil it until most of the water is gone. Talk about how water can be ice, liquid or vapor.

Life Sciences

Different Types of Plants and Animals Inhabit the Earth

- Invite your child to go on a nature walk. Talk about the difference between living and non-living things.
- Discuss the structural components of living things: parts of animals/persons (e.g., leg, hand, finger, back, body) and plants (e.g., stem, leaf, flower, fruit).
- Collect things on a nature walk and then sort the collection (e.g., plants, rocks, insects, etc.)
- Together raise a small animals (e.g., hamster, rat, worms, crickets), observing its need for food, air, water, shelter. Compare and discuss their own need for these things.
- While watching cartoons, talk about how the story has plants and animals doing things they really can't do (e.g., Superman flying, animals talking, plants walking).

Earth Sciences

Earth is Composed of Land, Air, Water

- With your child, make a model of a country and include a mountain, valley, lake, river, ocean, desert. Make signs and label each land form using the sand box or dirt.

Investigation and Experimentation

- 4. Scientific progress is made by asking meaningful questions and conducting careful investigations.**
- a. Observe common objects by using the five senses.
 - b. Describe the properties of common objects.
 - c. Describe the relative position of objects by using one reference (e.g., above or below).
 - d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
 - e. Communicate observations orally and through drawings.

State Standards for English Language Arts

Reading

- 1.1 Identify front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right, from top to bottom on a printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters in the alphabet.
- 1.7 Say the sounds of letters and blends.
- 1.8 Sound out simple syllables or words with two or three sounds when one sound is added, substituted, omitted, shifted, or repeated.
- 1.9 Blend vowel consonant sounds orally to make words or syllables.
- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and say the beginning or ending sounds.
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables, and syllables in words.
- 1.14 Match all consonant and short vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high frequency sight words.
- 1.16 Understand that as letters of words change, so do the sounds.
- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

- 2.1 Locate the title, table of contents, name of author and name of illustrator in books.
- 2.2 Use pictures and context to make predictions about the story content.
- 2.3 Connect the information and events in books to life experiences.

- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a book.

3.0 Literary Response and Analysis

- 3.1 Distinguish fantasy from realism.
- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings, and important events.

Writing

1.0 Writing Strategies

- 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- 1.2 Write consonant-vowel-consonant words (e.g., dog, cat, hat).
- 1.3 Write by moving from left to right and from top to bottom on the paper.
- 1.4 Write using uppercase and lowercase letters and attend to the form and proper spacing of the letters.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

- 1.1 Recognize and use complete, coherent sentences when speaking.
- 1.2 Spell independently using knowledge of letter sounds and letter names.

Listening and Speaking

1.0 Listening and Speaking Strategies

- 1.1 Understand and follow one- and two-step directions.
- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

State Standards for Science

Physical Sciences

- 1. **Properties of materials can be observed, measured, and predicted.**
 - a. Know that objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
 - b. Know that water can be a liquid or a solid and can be made to change back and forth from one form to the other.
 - c. Know that water left in an open container evaporates (goes into the air), but water in a closed container does not.

Life Sciences

- 2. **Different types of plants and animals inhabit the earth.**
 - a. Know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
 - b. Know that stories sometimes give plants and animals attributes they do not really have.
 - c. Know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

Earth Sciences

- 3. **Earth is composed of land, air, and water.**
 - a. Know the characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
 - b. Know how changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
 - c. Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Events in Temporal Order

- Say the days of the week and months of the year in correct order with your child.
- In sequence, invite your child tell you events that have happened in their life (e.g., In proper order, tell me the things you did last night.).
- When traveling, invite your child to tell you, in order, the things they have just seen (e.g., blue car, white house, horses, big tree).

History Related to Events, People, and Places

- With your child, discuss the reasons for each national and state holiday (e.g., Fourth of July, Thanksgiving).
- When reading, compare the life of people in history with the life of people today (e.g., Compare the process of getting water in the "olden days" as compared with today.).

Activities for Language Arts

Reading

- Read to your child each night.
- Share and help your child memorize nursery rhymes, and songs.
- Show enthusiasm for reading.

Reading Comprehension

- Read a portion of a story and have your child predict the ending.
- Have your child retell stories.
- Ask your child questions about the story you read.

Writing

- Help your child learn how to hold pencils and crayons correctly by participating in coloring activities. (Using a triangle pencil grip will be helpful.)
- Encourage your child to write his/her name and letters of the alphabet.
- Invite your child use different mediums when writing (e.g., clay, sand, paint).
- Have lots of writing materials available and encourage your child to make list and write notes.

Written and Oral English Language Conventions

- Encourage your child to speak in complete sentences.
- Model proper language usage.

Listening and Speaking

- When giving directions to your child, have him/her repeat the direction back to you.
- Play age appropriate games with your child that incorporate listening and speaking (e.g., "Simon Says").
- Have your child recite a poem.

State Standards for Mathematics

Number Sense

1.0 Number Relationships

- 1.1 Compare two or more sets of objects (up to 10 objects per group) and identify which set is equal to, more than, or less than the other.
- 1.2 Count, recognize, represent, name, and order number of objects up to 30.
- 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

2.0 Addition and Subtraction

- 2.1 Use concrete objects to determine the answers to addition and subtraction problems with two numbers, each less than 10.

3.0 Estimation

- 3.1 Recognize when an estimate is reasonable.

Algebra and Functions

1.0 Sorting and Classifying Objects

- 1.1 Identify, sort, and classify objects by attribute and identify which objects do not belong to a particular group.

Measurement and Geometry

1.0 Measurement

- 1.1 Compare the length, weight, and capacity of objects (e.g., shorter, longer, taller, lighter, heavier, holds more).
- 1.2 Understand concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, month, year) and the tools used to measure time (e.g., clock, calendar).
- 1.3 Name the days of the week.
- 1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock).

2.0 Geometry

- 2.1 Identify and describe common geometric objects such as the circle, triangle, square, rectangle, cube, sphere, and cone.
- 2.2 Compare familiar plane (e.g., square, triangle) and solid objects (e.g., cube, sphere) by common attributes such as position, shape, size, roundness, and number of corners.

Home Activities for History–Social Science

Being a Good Citizen

- With your child, discuss consequences for good and bad behavior at home and in other settings.
- When reading, look at characters in stories and talk about their behavior and related consequences.
- Discuss with your child the rules for the home and rules in society, pointing out the reason for these rules.
- During a conflict between two children, have each child tell his/her point of view of the situation.
- Discuss with your child the roles of different community leaders (e.g., minister, president, chairman, national president, policeman).
- Demonstrate fair play in games.

National and State Symbols

- Identify the national and state flags when observed in different settings.
- Find pictures of national and state symbols (e.g., Bald Eagle, Statue of Liberty) and have your child identify these symbols.

Names of People's Jobs

- Cut out pictures of different people's jobs and discuss the jobs together.
- When shopping together, identify each person's job (e.g., grocery clerk, bank teller, sales person).

Locations of People and Places

- When going out to dinner, discuss the type of food you are eating and the country where the food originated (e.g., When eating Italian food, discuss the location and culture of Italy.).
- When looking at a map, help your child distinguish between the land and water symbols.
- Using blocks and a large sheet of paper, help your child build a model of your neighborhood, identifying the streets, names of various buildings, etc.
- Help your child build a flat map of your neighborhood. Be sure to label the streets, names of buildings, etc.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Statistics, Data Analysis, and Probability

1.0 Collecting Information

- 1.1 Pose informational questions, collecting data, then record the results using objects, pictures, and/or picture graphs.
- 1.2 Identify, describe, and extend simple patterns (e.g., circle, square, circle) by referring to their shapes, sizes, or colors.

Mathematical Reasoning

1.0 Making Decisions about a Problem

- 1.1 Determine the approach, materials, and strategies to be used.
- 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

2.0 Solve Problems and Justify Reasoning

- 2.1 Explain their reasoning when using concrete objects and/or pictorial representations to solve a problem.
- 2.2 Make precise calculations when solving a problem, and check the validity of the results in the context of a problem.

Home Activities for Mathematics

Number Sense

- Model counting objects around the house (e.g. chairs, books, etc.). Encourage your child to compare the objects counted (e.g., more big chairs, less wooden chairs, any items the same?).
- Invite your child to count out loud from 0 - 20. As he/she is successful, increase to 30, 40, then 50.
- Encourage your child to play counting games with you (e.g., "Candyland," "Hi Ho Cherry O" "Go Fish").

Algebra and Functions

- Invite your child to make small collections of objects (e.g., buttons, rocks, small cars, etc.) from around the house. Model sorting these collections by color, shape, size, texture, etc.

Measurement and Geometry

- Make a family calendar with your child and identify birthdays, special events. etc.
- Together, you and your child cook and make crafts.
- With your child make a monthly growth chart recording both height and weight.

Statistics, Data Analysis, and Probability

- Talk with your child about the different patterns found around the house and in nature.
- Play a game like "I Spy" (e.g., I spy something that is red, round...).

Mathematical Reasoning

- Encourage your child to share how they figured things out when solving problems, playing games, deciding how many cookies to share, etc.

State Standards for History–Social Science

Learning and Working Now and Long Ago

- K.1 Students understand that being a good citizen involves acting in certain ways.**
1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
- K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**
- K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**
- K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.**
1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.
- K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.**