

KINDERGARTEN

BUILDING THE FUTURE
ONE STUDENT AT A TIME!

A B C

1 2 3

A Handbook for Kindergarten Parents

Kindergarten! ... here I come!





WISE COUNTY'S KINDERGARTEN PROGRAM

The Wise County School Division believes that an exceptional Kindergarten program is adaptable to each child's needs, interests, and developmental level.

Children's intellectual, social, emotional, and physical growth is enhanced through a variety of activities that meet individual and group needs. Wise County's Kindergarten program:

- **Encourages a love of learning, and builds on students' previous experiences.**
- **Focuses on oral language development as the basis for writing, reading, and thinking.**
- **Promotes an appreciation of similarities and differences.**
- **Integrates dynamic learning through body movement activities, and interactions with others.**
- **Utilizes continuous performance assessments for observation and investigation of children's learning behavior in language arts, math, and science.**
- **Prepares students for future academic success.**

Our goal is for each student to receive the best education possible in order to be successful. Each student is given ample opportunities to be successful, and build a positive self-concept during the formative Kindergarten year. Through individualization of instruction and a dedication to affective development, we strive for every student to develop to their fullest potential.

Please feel free to visit or call if I can help you in any way.

Marcia Shortt



KINDERGARTEN PURPOSE AND PHILOSOPHY

The Wise County Kindergarten program attempts to meet the needs of every child in making the transition from the informal environment of home to the more formal environment of the school.

The purpose of the kindergarten program is to provide activities that will meet the intellectual, social, emotional, and physical needs of each child.

Kindergarten will provide a well-organized learning program to help each child to:

- **Feel wanted, accepted, and loved by teacher and peer group.**
- **Gain a positive concept of self as a learner.**
- **Experience success, gain self-confidence, and develop independence and personal responsibility.**
- **Learn to accept and understand his or her own feelings and those of others.**
- **Participate in a wide variety of experiences particularly adapted to his or her own developmental needs.**
- **Learn to listen and to speak with confidence and clarity.**
- **Express self creatively through many media: words, music, physical movement, art, manipulation.**
- **Develop and express curiosity.**
- **Become more aware of the world and how he or she relates to it.**
- **Develop the skills to become readers.**
- **Develop beginning mathematics concepts.**
- **Develop beginning writing and language skills.**



ENTRANCE REQUIREMENTS

The state of Virginia requires that kindergarten be made available by each school division to each child of appropriate age as defined by school law. Recognizing the importance of kindergarten to the early success of children in school, kindergarten is the school entry level.

ENTRANCE AGE – Virginia School Law (22.1-254) states that every parent, guardian, or other person in the Commonwealth having control or charge of any child who will have reached the fifth birthday on or before September 30th of any school year must enter that child in school.

CUSTODY/GUARDIAN STATUS OF STUDENTS – Code 22.1-3 of the State of

Virginia states that when a student is living with another person, other than his or her parent or parent by legal adoption, then this person must have legal custody or be the court-appointed guardian of the student for such student to attend a public school in Virginia.

ENROLLMENT PROCEDURES

STEP 1 **Completion of school online registration form**

STEP 2 **Verification of age – state law requires the verification of age by a certified copy of the student's birth certificate. If the person enrolling the student is unable to present a certified copy of the student's birth certificate, he/she must submit an affidavit to the school explaining the reason(s) for being unable to present a certified birth certificate.**

STEP 3 **Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap).** A minimum of 4 doses. A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective July 1, 2014, a booster dose of Tdap vaccine is required for all children entering the 6th grade.

Haemophilus Influenzae Type b (Hib) Vaccine. This vaccine is required ONLY for children up to 60 months of age. A primary series consists of either 2 or 3 doses (depending on the manufacturer). However, the child's current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have one dose of vaccine.

Hepatitis B Vaccine. A complete series of 3 doses of hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule ONLY for adolescents 11-15 years of age AND ONLY when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

Human Papillomavirus Vaccine (HPV). Effective October 1, 2008, a complete series of 3 doses of HPV vaccine is required for females. The first dose shall be administered before the child enters the 6th grade. After reviewing educational materials approved by the Board of Health, the parent or guardian, at the parent's or guardian's sole discretion, may elect for the child not to receive the HPV vaccine.

Measles, Mumps, & Rubella (MMR) Vaccine. A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). First dose must be administered at age 12 months

or older. Second dose of vaccine must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

Pneumococcal (PCV) Vaccine. This vaccine is required ONLY for children less than 60 months of age. One to four doses, dependent on age at first dose, of pneumococcal conjugate vaccine are required.

Polio Vaccine. A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday.

Varicella (Chickenpox) Vaccine. All children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

STEP 4 Physical examination by a physician, recorded on Form MCH213 G revised 03/2014. (Physicals must be within one year of kindergarten enrollment.) This form is available in each local school office and can be obtained from the Wise County Health Department.

STEP 5 Social security number if parent is willing to share.

CHARACTERISTICS OF KINDERGARTEN CHILDREN

Following are characteristics of most children ENTERING kindergarten. They will be useful in helping you decide whether to enroll your child in kindergarten at this time. They also will be helpful to you in working with your child to get ready for maximum success in kindergarten.

MOTOR SKILLS:

- **Has necessary bathroom skills**
- **Runs lightly on toes**
- **Can manipulate crayons**
- **Can print a few letters**
- **Can work puzzles**
- **Has right or left hand preference established**
- **Pastes and glues appropriately**
- **Can lace, button, zip**
- **Walks on a balance beam**

- Cuts out simple shapes
- Can throw and kick a ball

COMMUNICATION SKILLS:

- Understands language
- Speaks in sentences which use many parts of speech
- Asks questions to gain information and understanding
- Can take turns in a conversation
- Gives and receives information
- Communicates well with family, friends, and others

COGNITIVE DEVELOPMENT:

- Retells story from a picture book with reasonable accuracy
- Enjoys humor, tricks, and jokes
- Paints and draws with an idea in mind
- Enjoys stories, singing, and poetry
- Names some letters and numerals
- Rote counts to 10
- Sorts objects by single characteristics
- Is beginning to use accurate time concepts of tomorrow and yesterday
- Attention span increases noticeably

SOCIAL SKILLS:

- Chooses own friends
- Plays simple table games
- Plays competitive games
- Enjoys playing and sharing with other children
- Enjoys dramatic play and pretend
- Experiences less conflict in group play
- Expects conformity among peers

EMOTIONAL CHARACTERISTICS

- Home-centered and interested in family relationships
- Embarrasses easily, especially when a mistake is made
- Aware of right and wrong
- Independent, self-reliant, obedient, dependable, serene, happy, and proud
- Shows great affection toward adults
- Wants to please
- Uses verbal aggression when angry

INFORMATION NEEDED BY THE SCHOOL

Parents will be asked to give the following information when enrolling the child for kindergarten:

CHILD'S FULL NAME AND VERIFICATION OF BIRTHDATE. Please explain if a middle name or nickname is to be used. Plan to present a certified copy of the child's birth record to verify his/her birth date. If the person enrolling the child is unable to present a certified copy of the student's birth certificate, he/she must submit an affidavit to the school explaining the reason(s) for being unable to present a certified birth certificate.

ADDRESS, TELEPHONE NUMBER, AND PARENTS' FIRST AND LAST

NAME. It is also helpful if a child knows the common name for the section, neighborhood, or community in which he or she lives. Please teach these to your child before he or she comes to school.

A CHILD'S SOCIAL SECURITY NUMBER. Provide Social Security

Number if parent is willing to share.

PLACE OF EMPLOYMENT OF PARENT(S). The school will need to know exactly how to contact at least one parent or guardian, if need be, during the school day.

TELEPHONE NUMBER OF FRIEND OR RELATIVE. This should be someone who would be most likely to know where a parent or guardian could be reached or could relay a message if other efforts by the school have failed.

ANY OTHER IMPORTANT INFORMATION. Please give the school any information which may be of help in knowing and understanding your child better. Please be sure to mention any medical problems, allergies, nosebleed, significant fears, physical difficulties, and the like. Some of these items, it is true, may appear on the physical examination report; but please remind us of them specifically.

ALL CHILDREN ARE REQUIRED TO HAVE A PHYSICAL EXAMINATION AND IMMUNIZATIONS for measles, mumps, rubella,

polio, diphtheria, pertussis (whooping cough), tetanus, influenza, hepatitis, chicken pox and pneumonia before they enter school for the first

time. Forms (MCH-213 G / current) for these reports are available from the office of the school which your child will attend or from the Wise County Health Department. These reports must be signed and dated by the Medical Provider or Health Department Official. The physical examination and immunizations are required by Virginia State Law of all who enter school.

Please notify the school secretary or your child's teacher at any time during the year of changes in this basic information so that your child's record card will always be correct.

Pre-school registration will be held for kindergarten children in the spring at each local school. The date of this registration is published in the local newspapers and on the local radio stations as well as by communications from the local schools. If you have any questions about your child's enrollment in kindergarten, please contact the principal of the school your child will attend.



SCHOOL RELATIONS

Your child's teacher and principal are always pleased to talk with you about your child's progress. During the year, you will receive a checklist of skills and a brief narrative report of this progress. The report will not be in the same form as those for children in grades above kindergarten.

You will also be provided opportunities at parent visitation times to have a conference with your teacher. Should problems or concerns arise at any time, please feel free to call the school and arrange for a conference. Sometimes the teacher or other school personnel may ask you to come to a special conference.

We believe that it is essential for children to know that both school and parents share the belief that kindergarten and school are important, and that both parties are working together for a common goal. Most often, the child reflects the parent's attitude about school.

Your child's adventure in kindergarten can be happy and profitable if we work together for his/her benefit.

PARENTS CAN HELP!

Kindergarten should be a happy place, a productive place, a place of learning. A child's first step into his social life should be the beginning of many happy, productive, learning experiences for him/her. Kindergarten activities are planned, introduced, carried out, and evaluated in ways that are intended to be enjoyable.

Many of the activities are ones which can be shared by teachers and children and by parents and children. In fact, some of the activities, while they may seem simple and commonplace to us as adults, are so important to a child's development and learning that we need all the help that parents can and will give.

Below we are listing some of the kinds of activities in which your child will participate in kindergarten and some suggestions for related things you might do at home. Certainly this list is not complete. You will think of many more interesting things to do yourself.

LANGUAGE EXPERIENCES

In school, your child will:

- Listen to many stories
- Listen for sounds that are alike and sounds that are different
- Learn rhymes and verses
- Listen to recordings
- Learn to listen carefully to directions
- Talk about many important things with the teacher and other children
- Tell stories
- Dictate and write stories to go with pictures
- Act out stories
- Be encouraged (but not pressured) to pronounce words correctly
- Learn to say the letters in his/her own name upon sight
- Learn to spell his/her own name
- Learn to print his/her name using a capital letter for the first letter only
- Learn to match capital and small letters

- Learn to read simple signs such as STOP and SCHOOL
- Begin to sound out and recognize simple words

Parents can help by:

- Talking to the child about many different things
 - Giving directions carefully
 - Expecting and rewarding careful listening
 - Selecting good television programs and movies for the child to watch
 - Becoming acquainted with and using the public library
 - Helping the child to make his/her letters correctly - the teacher will be glad to give you a letter model to follow
 - Reading to the child regularly things such as fairy tales, nursery rhymes, and rhyming stories
 - Having books at home for the child to look at and talk about
 - Giving the child as many experiences as possible, which will give him/her knowledge for developing a broad speaking vocabulary
 - Playing games in which words, oral and written, are used – sometimes, children learn from having objects, such as, CHAIR, labeled at home 🏠
- Helping children learn high frequency words in current reading series

NOTE! Research shows that children who are read to on a regular basis
make
BETTER READERS!



NUMBERS

In school your child will:

- Learn to count the number of children in the group
- Learn to relate numerals to correct number of objects
- Learn to use a calendar and a clock
- Learn to count things he/she uses
- Learn the meanings of number words such as small, less, largest, more/less than

Parents can help by:

- **Marking days which are important to the child on a calendar**
- **Using the clock to call attention to things that must be done at a certain time**
- **Measuring the child, and using other appropriate measurement activities**
- **Counting household objects with the child**
- **Helping the child write numbers correctly**
- **Talking about things in terms of their number, size, position, value, etc.**

SCIENCE

In school your child will:

- **Learn about the seasons and the weather**
- **Talk about rivers, the sky, pets, electricity, and many other things**
- **Have experiences with rocks, magnets, water, plants, animals, and other things**
- **Learn about the five senses**

Parents can help by:

- **Doing simple “experiments” at home – the teacher can give you many ideas**
- **Encouraging the child to ask questions**
- **Helping the child to find satisfactory, accurate answers to his/her questions**
- **Encouraging the child to take interesting things to school to share with the class**

SOCIAL STUDIES

In school your child will:

- **Talk about himself/herself and his/her family**
- **Talk about children and families who have customs different from ours**
- **Sing songs about the flag and our country**
- **Learn about special days and holidays**
- **Learn new things about our school and community**
- **Learn how to get along with other children**

Parents can help by:

- **Taking the child to new and interesting places**
- **Telling the child new things about familiar places**
- **Making arrangements for the child to play with other children often**
- **Visiting historical landmarks in the area**
- **Talking with the child about his/her family and its history**

- **Calling to the child's attention the things that are in our community and how we benefit from them**

PHYSICAL EDUCATION

In school your child will:

- **Exercise by running, jumping, hopping, and skipping**
- **Play games indoors and outdoors and do easy stunts**
- **Use balls, balance beams, and engage in rhythmic activities**

Parents can help by:

- **Playing games with your child**
- **Teaching your child games that you know**
- **Teaching your child how to ride a tricycle, bicycle, use roller skates, play with a toy wagon, or other activities that he/she can safely do which will promote muscle and general body coordination and development**

WORK-PLAY ACTIVITIES

In school your child will:

- **Use blocks, playhouse toys, wagons, puzzles, and games**
- **Be encouraged to take care of what he/she uses**
- **Take turns using various items**
- **Share items with others**
- **Learn to put away toys and other materials which he/she uses**
- **Learn to complete tasks before leaving them**
- **Learn to use his/her imagination in using items to solve problems**

Parents can help by:

- **Showing interest in the work the child brings home from school  Letting the child tell what he/she means the artwork to portray**
- **Displaying the child's work at home and speaking of it with pride**
- **Providing the child with opportunities to work with paste, crayons, paint and scissors at home**
- **Calling the child's attention to the artwork of other people**
- **Develop responsibility by assigning simple tasks (chores) at home**

MUSIC

In school your child will:

- **Listen to recordings**

- **Learn and sing new songs**
- **Play singing games**
- **Keep time to music**
- **Run, skip, walk, and march to music**
- **Play simple rhythm instruments**
- **See and hear band and orchestra instruments**
- **Sing for other people**

Parents can help by:

- **Enjoying the songs the child sings at home**
- **Play singing games with the child**
- **Teach the child songs and singing games that you know**
- **Encourage the child to enjoy music and to respect the musical tastes of others**
- **Provide opportunities for the child to hear different kinds of music**

SOME IMPORTANT REMINDERS

There are a number of things which parents can do that will have a significant effect

on their child's performance in school. Some of the most important are:

- **ATTENDANCE is extremely important!!! Your child needs to attend school every day!!! Set the habits for the future by requiring attendance at the beginning.**
- **Help your child form good health habits. See that your child has plenty of rest and give him/her a good breakfast.**
- **Dress your child according to the weather, and wear appropriate shoes.**
- **Encourage your child to play outdoors.**
- **See that your child attends KINDERGARTEN REGULARLY AND IS ON TIME; when a child is absent, he/she should bring a written excuse upon his/her return to school.**
- **If your child must be absent, please notify the school.**
- **Do not send the child to school if he/she has a sore throat, swollen glands, rash, earache, or fever.**
- **Show your child the safe way to walk to school or to the school bus stop. Send him/her to school at the same time other children are on their way – not too early and not too late.**
- **Show your child where and how to cross the street safely and if he/she rides the school bus, exactly where to catch the bus.**

- Explain to your child, if he/she rides the bus, about the necessity for remaining seated on the bus when it is moving, for obeying the bus driver and the student bus patrol person, and for talking quietly on the bus.
- Send a note to the teacher or call the school when transportation plans change, even for one day.
- Remind your child to bring home any communications sent by the school.

A TYPICAL KINDERGARTEN DAY

The typical kindergarten day will focus on activities such as group time, academic skills, language skills, computer skills, social skills, phonics, snack, lunch, outside play and resource classes such as physical education, music, and/or library.

The typical day will vary from school to school. Teachers will be glad to respond to any questions you might have regarding the activities of the day.

BASIC ENTRY LEVEL EXPECTATIONS FOR GRADE ONE

- A. A child entering the first grade should be able to perform the following basic learning requirements:
1. Know the following positions:
 - a) Right/left
 - b) Top/bottom
 - c) First/second/third/fourth
 - d) Up/down
 - e) Front/back
 - f) First/middle/last
 2. Follows directions
 3. Sit still and listen for ten minutes (teacher judgment)
 4. Recognize capital and small letters out of sequence
 5. Exhibit visual discrimination of letters, numerals, and pictures
 6. Recognize his/her name in print
 7. Repeat simple sentences upon hearing them
 8. Print his/her first and last name, using a capital letter for the first letter only
 9. Use vocabulary appropriate to age (teacher judgment)
 10. Look at a picture and tell about it (teacher judgment)
 11. Know the differences in letters and numerals
 12. Use scissors properly
 13. Hold pencils and crayons correctly
 14. Know the colors:
 - a) red
 - b) blue
 - c) yellow

- d) green
- e) brown
- f) black
- g) orange
- h) purple
- i) white

15. Know the four basic shapes:

- a) circle
- b) square
- c) triangle
- d) rectangle

16. Distinguish sizes:

- a) larger/smaller
- b) shorter/longer
- c) heavier/lighter

17. Recognize numerals 0 through 30

18. Identify the sets 0 through 10

19. Count ten concrete object

20. Recognize pennies, nickels, dimes, and quarters

21. Give personal information (not to strangers, however):

- a) first name
- b) last name
- c) address/location of home
- d) parent's/guardian's name
- e) age
- f) telephone number

22. Use left to right progression

23. Can recognize sounds of consonants and short vowels

24. Recognizes high frequency words in current reading series

B. The attendance record in kindergarten is extremely important to the success of your child.

C. The following Wise County Objectives and the Virginia Standards of Learning Objectives in English, Mathematics, History, Social Sciences and Science are integrated into the curriculum. SATISFACTORY PROGRESS TOWARD ATTAINMENT OF THESE OBJECTIVES MUST BE DEMONSTRATED.



STANDARDS OF LEARNING

ENGLISH

Your child will:

- K.1 Build oral communication skills.
- K.2 Demonstrate growth in oral, early literacy skills.
- K.3 Orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.
- K.4 Understand how print is organized and read.
- K.5 Demonstrate and understanding that print conveys meaning.
- K.6 Develop and understanding of basic phonetic principles.
- K.7 Expand vocabulary and use of word meanings.
- K.8 Demonstrate comprehension of fictional texts.
- K.9 Demonstrate comprehension of nonfiction texts.
- K.10 Print in manuscript.
- K.11 Write a variety of forms to include narrative and descriptive.
- K.12 Conduct research to answer questions or solve problems using available resources.

MATHEMATICS

Number and

Number Sense

- K.1 Your child will
 - a) tell how many are in a given set of 20 or fewer objects by counting orally;
 - b) read, write, and represent numbers from 0 through 20.
- K.2 The student, given no more than three sets, each set containing 10 or fewer concrete objects, will
 - a) compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and
 - b) compare and order sets from least to greatest and greatest to least.
- K.3 Your child will
 - a) count forward orally by ones from 0 to 100;
 - b) count backward orally by ones when given any number between 1 and 10;

- c) identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10; and
- d) count forward by tens to determine the total number of objects to 100.

K.4 Your child will

- a) recognize and describe with fluency part-whole relationships for numbers up to 5; and
- b) investigate and describe part-whole relationships for numbers up to 10.

K.5 The student will investigate fractions by representing and solving practical problems involving equal sharing with two sharers.

Computation

and Estimation

K.6 The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.

Measurement

and Geometry

K.7 Your child will recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies equivalent to a nickel, a dime, and a quarter.

K.8 Your child will investigate the passage of time by reading and interpreting a calendar.

K.9 Your child will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).

K.10 Your child will

- a) identify and describe plane figures (circle, triangle, square, and rectangle);
- b) compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and
- c) describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.

Probability and Statistics Your child will:

K.11

- a) collect, organize, and represent data; and
- b) read and interpret data in object graphs, picture graphs, and tables.

Patterns, Functions, and Algebra

K.12 Your child will sort and classify objects according to one attribute.

K.13 Your child will identify, describe, extend, create, and transfer repeating patterns.

SCIENCE

Scientific and Engineering

Practices Your child will:

- K.1 Demonstrate an understanding of scientific and engineering practices by**
- a) asking questions and defining problems
 - ask questions based on observations
 - identify a problem based on need
 - make predictions based on observations
 - b) planning and carrying out investigations
 - make observations to collect data
 - identify characteristics and properties of objects through observations
 - measure the relative length and weight of common objects
 - record information from investigations
 - c) interpreting, analyzing, and evaluating data
 - describe patterns
 - classify and/or sequence objects based on a single physical characteristic or property
 - organize and represent data
 - read and interpret data in object graphs, picture graphs, and tables
 - d) constructing and critiquing conclusions and explanations
 - make simple conclusions based on data or observations
 - e) developing and using models
 - distinguish between a model and an actual object
 - f) obtaining, evaluating, and communicating information
 - communicate comparative measures (e.g., heavier, lighter, longer, shorter, more, less, hotter, colder)
 - communicate observations using pictures, drawings, and/or speech

Force, Motion,

and Energy Your child will:

- K.2 Investigate and understand that pushes and pulls affect the motion of objects.**
- Key ideas include**
- a) pushes and pulls can cause an object to move;
 - b) pushes and pulls can change the direction of an object; and
 - c) changes in motion are related to the strength of the push or pull.

Matter

Your child will:

- K.3 Investigate and understand that physical properties of an object can be described. Properties include a) colors;**

- b) shapes and forms;
- c) textures and feel; and
- d) relative sizes and weights of objects.

- K.4** The student will investigate and understand that water is important in our daily lives and has properties. Key ideas include a) water has many uses;
- b) water can be found in many places;
 - c) water occurs in different phases; and
 - d) water flows downhill.

Living Systems and Processes

Your child will:

- K.5** The students will investigate and understand that senses allow humans to seek, find, take in, and react or respond to different information. Key ideas include
- a) the five basic senses correspond to specific human body structures; and
 - b) senses are used in our daily lives.
- K.6** The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include a) all things can be classified as living or nonliving; and
- b) living organisms have certain characteristics that distinguish them from nonliving objects.
- K.7** The student will investigate and understand that plants and animals have basic needs and life processes. Key ideas include
- a) living things need adequate food, water, shelter, air, and space to survive;
 - b) plants and animals have life cycles; and
 - c) offspring of plants and animals are similar but not identical to their parents or to one another.

Earth and Space

Systems

- K.8** The student will investigate and understand that light influences temperature on Earth's surfaces and can cause shadows. Key ideas include a) the sun provides light and warms Earth's surface;
- b) shadows can be produced when sunlight or artificial light is blocked by an object; and
 - c) objects in shadows and objects in sunlight have different temperatures.
- K.9** The student will investigate and understand that there are patterns in nature. Key patterns include a) daily weather;
- b) seasonal changes; and

- c) day and night.

K.10 The student will investigate and understand that change occurs over time.

Key ideas include

- a) natural and human-made things change over time;
- b) living and nonliving things change over time;
- c) changes can be observed and measured; and
- d) changes may be fast or slow.

Earth Resources

The student will investigate and understand that humans use resources. Key ideas include

- a) some materials and objects can be used over and over again;
- b) materials can be recycled; and
- c) choices we make impact the air, water, land and living things.

HISTORY

Your child will:

- K.1** Demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship.
- K.2** Recognize that history describes events and people from other times and places by identifying examples of historical events, stories, and legends that describe the development of the local community and identifying people who helped establish and lead the local community over time.
- K.3** Sequence events in the past and present and begin to recognize that things change over time.

Geography

Your child will:

- K.4** Describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.
- K.5** Use simple maps and globes to develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; describe places referenced in stories and real-life situations; locate land and water features, identify basic map symbols in a map legend, and identify places and objects of a familiar area.
- K.6** Develop an awareness that maps and globes show a view from above; show things in smaller size; and show the position of objects.

K.7 Describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter transportation, and recreation.

Economics

Your child will:

K.8 Match simple descriptions of work that people do with the names of those jobs.

K.9 Recognize that people make choices because they cannot have everything they want and explain that people work to earn money to buy things they want.

Civics

Your child will:

K.10 Demonstrate that being a good citizen involves: taking turns and sharing; taking responsibility for certain classroom chores; taking care of personal belongings and respecting what belongs to others; following rules and understanding the consequences of breaking rules; practicing honesty, self-control, and kindness to others, participating in decision making in the classroom, and participating successfully in group settings.

K.11 Develop and understanding of how communities express patriotism through events and symbols by recognizing the American flag, recognizing the Pledge of Allegiance, and knowing that the president is the leader of the United States, and recognizing the holidays and the people associated with the holidays—Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).



BOOKS OF INTEREST

Below are listed some children's books which have been suggested by the Wise County school librarians as ones which are especially good to use with young children. As you will notice, some are for children to look at and some are for parents and others to read to the children. These books are available at most of the school libraries and/or public library. Enjoy books and stories with your children. This list only hints at many, many good books available.

TITLE**AUTHOR**

THE EMPEROR'S NEW CLOTHES	Brown
A POCKET FOR CORDUROY	Freeman
STORY OF FERDINAND	Leaf
FAIRY TALES	Grimm
VEVETEEN RABBIT	Williams
READ-ALOUD POEMS EVERY YOUNG CHILD SHOULD KNOW	Barrows
WINNIE-THE-POOH	Milne
CHARLIE BROWN SERIES	Schultz
BEARS ON WHEELS	Berenstain
THE BIKE LESSON	Berenstain
WE LIKE KINDERGARTEN	Cassidy
THE BIG BOOK OF FAVORITE SONGS FOR CHILDREN	Commins
MOTHER GOOSE	Disney
JUST ME	Ets
WHAT IS A BROTHER	Gill
ANIMAL ALPHABET FROM A TO Z	Hagen
A BABY SISTER FOR FRANCES	Hoban
BRIGHT BARNYARD	Ipcar
PLANES, TRAINS, CARS AND BOATS	Kalish
BLUEBERRIES FOR SAL	McCloskey
FINGERPLAYS AND ACTION RHYMES	Pierce
THE LITTLE RED CABOOOSE	Potter
THE THREE BEARS	Sharp
GOOSEBERRY LANE	Tudor
WHERE THE WILD THINGS ARE	Sendak
DR. SEUSS SERIES	Seuss
BROWN BEAR, BROWN BEAR	Martin



Revised: March, 2023