Academic Goals – ELA
Kindergarten

By the end of the school year, all students should be able to:

■ Engage in pre-reading and reading activities to make predictions, retell a story in sequence, and make connections between the events in a story and the events in their own lives.

■ Track print by pointing to written words when texts are read aloud by self or others.

■ Create a story with a beginning, middle, and end using pictures and some words.

■ Know the difference between real stories (nonfiction text, such as "all about" books) and imaginary stories (fictional text, such as fairy tales).

■ Identify and use spoken words that rhyme, recognize the same sounds in different words, and know that letters have individual sounds.

■ Read automatically a small set of high-frequency sight words (for example, "a," "the," "my," "is," "are").

■ Write, using letters and drawings, to label and communicate for different purposes (such as to tell stories, communicate feelings, and provide information).

■ Use the basic conventions of reading: left-to-right; top-to-bottom; know the difference between letters and words; know the difference between print and pictures.

■ Talk for a variety of purposes: explain and discuss new information; ask questions; express ideas, thoughts, and feelings; and engage in imaginative dialogues and social interaction.

■ Learn and use new words in context.

Learning at Home

The following strategies can be done in the families’ native languages as well as in English.

Read to your children every day. Children also can hear and read books online in English, French, or Spanish at the New York Public Library’s site, "On-Lion"for Kids. Go to kids.nypl.org and click "TumbleBooks."

Have a Letter of the Day. Each day, pick a different letter of the alphabet. Ask your child to find all the things in your home or neighborhood that start with that letter. Have your child trace the letter as you say the word.

Visit the Web site www.colorin colorado.org/guides/readingtips, which provides reading strategies for parents in 10 different languages.

Take your child to the local library. Any child who can write his or her own name will be issued a library card.
Academic Goals – Math

Kindergarten

By the end of the school year, all students should be able to:

■ Count out loud by ones from 1 to 20.

■ Use the number line to count backward from 10 to 1.

■ Use ordinal numbers to describe an item’s place in a sequence from 1 to 10. For example, first, second, third, fourth—all the way to tenth.

■ Compare two groups and determine which is more, which is less, or if they are the same.

■ Sort groups of items by size—from smallest to largest and from largest to smallest.

■ Recognize basic shapes in the environment such as the circular face of a clock, a rectangular door, and a square floor tile.

■ Understand and use words such as “over,” “under,” “above,” “below,” “next to,” and “between.”

■ Know words that relate to a time of day, such as “morning,” “noon,” and “evening.” Know which activities often happen during each period, such as eating breakfast in the morning, eating lunch at noon, and so on.

■ Recognize, describe, and create patterns of colors, sizes, and shapes. For example, what comes next in this pattern?

■ Make informed predictions and estimations.

Learning at Home

Sort coins with your child. Make piles of quarters, nickels, dimes, and pennies. Count how many coins are in each.

Together, make a chart of things your child does each day, such as brush teeth, put away toys, read a book, or feed a pet. Show if it is light or dark outside when it’s time to do each one.

String beads or form blocks into different patterns of size or color. Start a pattern, and then let your child decide what comes next.

Provide opportunities to do puzzles.
Science in kindergarten explores the physical properties of materials and the changes in plants and animals through the seasons.

**By the end of the school year, all students should be able to:**

- Use their senses, such as sight and touch, to observe and describe different objects. For example, they should be able to tell that a basketball looks round, that the surface is covered with little rubber dots and feels rough, and that it makes a sound when it bounces on the ground.

- Observe a number of objects and decide whether they are alike or different.

- Use tools to describe and compare the physical properties of objects. For example, use a pan balance scale to see which of two objects weighs more, or use a thermometer to find out which of several glasses of water is warmer.

- Observe, describe, and recognize the properties of materials such as wood, plastic, or metal. For example, recognize the grains of wood or the shiny surface of polished metals.

- Sort objects according to their physical properties, such as color, shape, or texture.

- Observe and describe how plants change from season to season.

- Observe how plants and animals grow and change.

- Identify what plants and animals need to live, such as air, water, and light.

- Observe and compare the parts of a plant—such as roots, leaves, stems, and flowers—that enable different plants to live.

- Recognize that living things have offspring and that offspring closely resemble their parents.

**Learning at Home**

**Check the weather together when your child wakes up each day.** Talk about what clothes he or she might wear to school based on that day’s forecast.

**Ask your child to take photos or draw pictures of a tree or plant near your home as it changes from season to season.** Display the pictures together and talk about the changes.

**Help your child raise an easy-to-grow plant,** like a begonia or coleus, in a pot in your home. Together, find out what the plant needs to be healthy.

**Start a family leaf collection** and talk about how the leaves are alike and different. The American Museum of Natural History offers an online guide to leaves, plus tips for adult helpers. Go to www.amnh.org/nationalcenter/online_field_journal/. Click on “Field Journals” and choose “Leaves.”
Academic Goals – Social Studies

Kindergarten

In kindergarten social studies, students explore the concepts of self and others, including family and community.

By the end of the school year, all students should be able to:

■ Understand how families, schools, neighborhoods, and communities work.

■ Know that families have needs and wants and that people help each other.

■ Identify themselves as members of a community, city, state, and country.

■ Recognize symbols of citizenship, such as the flag of the United States. Know that citizens have responsibilities to their country and community.

■ Show respect for others and work well with others.

■ Know that people make and change rules.

■ Show that they are aware of current events, such as a presidential election.

■ Look at or read different fiction and nonfiction books about children, families, schools, or neighborhoods.

■ Identify with their family’s cultural roots (such as Italian, African-American, or Puerto Rican).

■ Listen to folktales and other texts to learn about the values and traditions of different cultures.

Learning at Home

Talk about things that are happening in your child’s school or neighborhood. What has your child noticed that is new and different?

Take your child to the local library and explore books about the history of your community.

Read your child folktales that reflect your family’s heritage. The public libraries in New York City have books of folktales from many countries.

Make a family tree or create a photo album of your family and talk to your child about how families are different.