WELCOME TO KINDERGARTEN

The following pages focus more specifically on the Massachusetts learning standards for **KINDERGARTEN**.

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Massachusetts PTA

OUR VISION IS THAT:

All students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades. Culturally and linguistically sustaining classroom and school practices will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.

HERE ARE SOME GENERAL QUESTIONS YOU CAN ASK YOUR

STUDENT'S SCHOOL:

- What curriculum are you using to support instruction?
- How can I support my student outside of school?
- My student can struggle with ____. How do you support them with this?

HERE ARE SOME GENERAL QUESTIONS YOU CAN ASK YOUR

ELEMENTARY STUDENT:

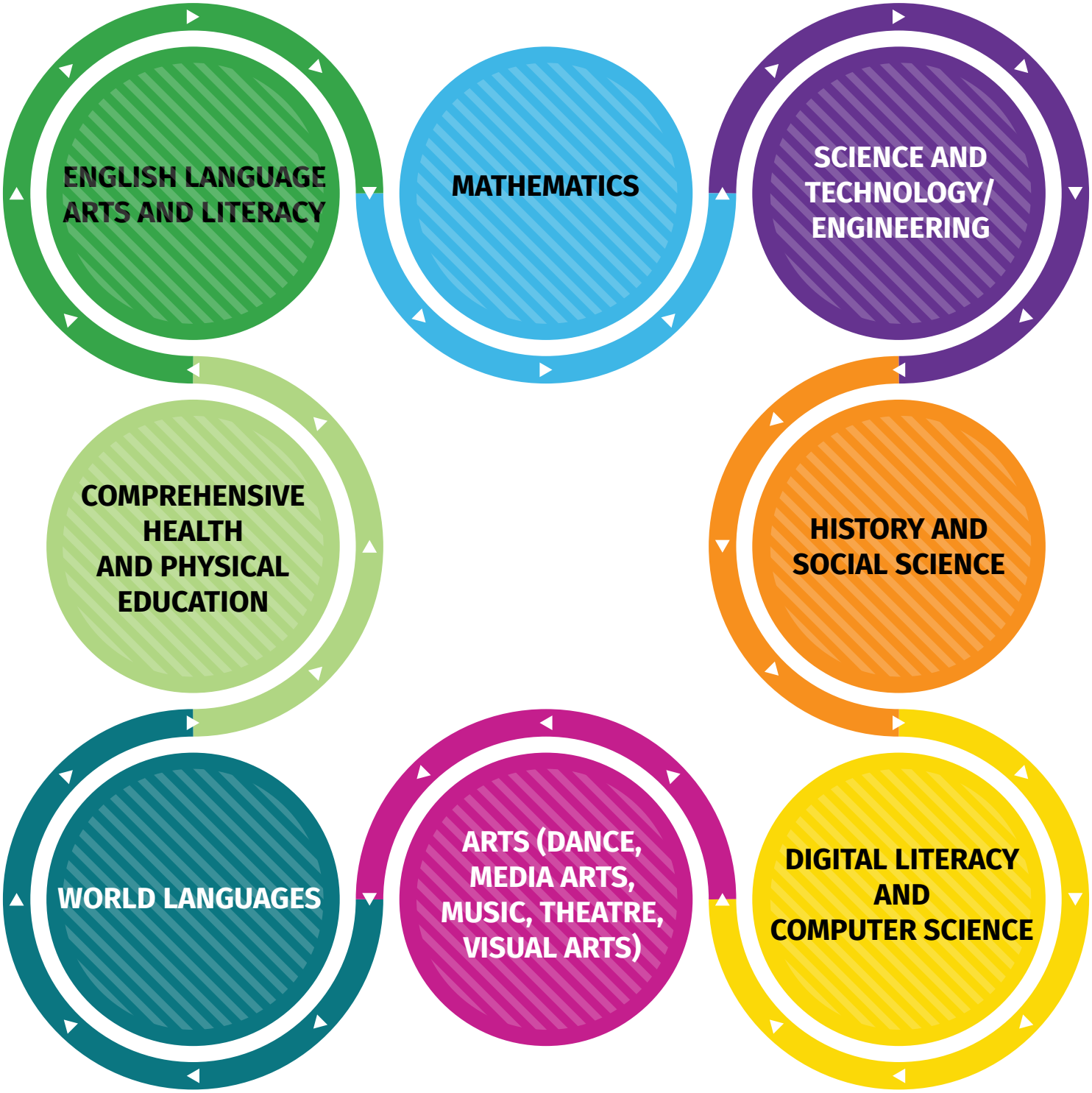
- What do you enjoy about school?
- What is one activity you did today in class? What did you learn from that activity?
- Do you know who to go to when you need help?

HERE ARE SOME GENERAL QUESTIONS YOU CAN ASK YOUR

SECONDARY STUDENT:

- What do you enjoy about school?
- What is an activity you did in class recently? What did you learn from it?
- Do you know where to get support when you need it?

THIS GUIDE PROVIDES MORE DETAILS ABOUT LEARNING EXPECTATIONS IN THIS GRADE FOR:



ENGLISH LANGUAGE ARTS AND LITERACY

FOCUS AREAS FOR KINDERGARTEN:

- Recognize and play with sounds in words, including rhyming, syllables, and beginning sounds.
- Identify letters and their sounds, begin to decode simple words, and read emergent-reader texts with support.
- Listen to, read, and discuss diverse stories and informational texts from different cultures, backgrounds, and perspectives on the same topic to build a deeper understanding and make connections.
- Take part in conversations by listening, taking turns, and asking or answering questions to learn more.
- Use drawing, dictation, and writing to express an opinion, share information, or tell a story.

BY THE END OF KINDERGARTEN, STUDENTS CAN:

- Separate the first, middle, and last sounds of simple words: for example, cat (c-a-t), map (m-a-p), hit (h-i-t).
- Recognize all upper- and lower-case letters, match those letters with their sounds, and print them clearly by hand.
- Match letters and sounds to sound out and write simple words.
- Read decodable words and sentences in simple texts so the reading is smooth.
- Explain how to find out who wrote a book (the author) or drew its pictures (the illustrator).
- Ask and answer questions about stories and texts read aloud with support from an adult.
- Retell what happened in a story and explain key ideas from a book that teaches about a topic.
- Participate in group conversations by listening, taking turns speaking, and discussing kindergarten topics and stories with both peers and adults.
- Share something new they've learned from a book or topic in different ways, such as talking about it, drawing pictures, writing letters or journal entries, creating stories or posters, or forming sentences on a page.
- Use a combination of drawing, dictating, and writing (simple sentences, invented spelling) to answer a question or describe an event or topic from a text.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What happened at the beginning, middle, and end of the story?
- Does this story remind you of anything in your life?
- Can you write or draw about your favorite part of the story?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Anchor books and texts your child has been reading, hearing, and/or writing about this year
- What your child should be able to understand, write, and talk about as a result of what they have read

FOCUS AREAS FOR KINDERGARTEN:

- Use numbers to count and group objects, compare how many objects are in different groups, and add and subtract. For example, use subtraction to find out how many carrot sticks are left after some are eaten.
- Use language to describe, sort, name, and compare two-dimensional and three-dimensional shapes. For example, sort toys by shape, count how many are in each group, and explain which group has the most.

BY THE END OF KINDERGARTEN, STUDENTS CAN:

- Count to 100 by ones or tens, starting from any number.
- Recognize, name, and write numerals 0–20.
- Count up to 20 objects, saying a number aloud for each object.
- Compare up to 10 items in different groups using objects or written numerals. For example, tell whether a package of three pens or a package of five pens has more pens.
- Fluently (quickly and correctly) add and subtract with numbers up to 5.
- Use objects, drawings, or numerals to add and subtract with numbers up to 10.
- Break numbers into smaller numbers: for example, 5 is made of 2 and 3 or 4 and 1.
- Find the number that makes 10 for any number 1–9. For example, 6 needs 4 to make 10.
- Explain that numbers in the "teens" (11– 19) are made of a ten and some ones.
- Describe and compare objects by measuring their length, weight, or capacity (how much they can hold).
- Name, describe, analyze, and compare shapes like squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

QUESTIONS YOU CAN ASK YOUR CHILD:

- You have 5 stickers and I have 2. How many stickers do we have together?
- We have __ oranges. How many more do we need to have 10?
- What do we have in the house that is shaped like a cylinder?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Which addition and subtraction strategies work best for your child
- Games that can help your child practice math at home

MATHEMATICS

SCIENCE AND TECHNOLOGY/ENGINEERING

FOCUS AREAS FOR KINDERGARTEN:

- Observe the world by counting and measuring. For example, describe weather patterns by counting how many sunny, cloudy, and rainy days there are in a month.
- Investigate and observe temperature changes in liquids and solids. For example, notice that liquid water turns to solid ice when it gets cold.
- Use observations to describe the similarities and differences in plants and animals. For example, plants and animals (including humans) need food, water, and air, but plants can make their own food.
- Explore how objects move when pushed or pulled. For example, how a ball rolls down a ramp when it is pushed and when it is not pushed.

BY THE END OF KINDERGARTEN, STUDENTS CAN:

- Understand that all plants and animals grow and change over time.
- Explain how plants and animals (including humans) can change their environments. For example, observe how tree roots grow and break sidewalks.
- Make observations to describe how the Sun warms Earth. Investigate differences between warmer and cooler materials like rocks, sand, and water.
- Create models of structures to demonstrate how people can build things to protect themselves and their homes from the sun's heat.
- Get information from weather forecasts and use it to prepare for local weather (like rain coming the next day).
- Explain how people can use fewer natural resources. For example, by recycling cans or reusing pieces of paper instead of throwing them away.
- Investigate how things can change to liquid or solid depending on temperature. For example, how a crayon or glue stick melts in heat.
- Compare what happens when objects are pushed or pulled in different ways. For example, when a book is pushed straight down on a table and when it is pushed sideways across the table.

QUESTIONS YOU CAN ASK YOUR CHILD:

- How can we prepare for the weather tomorrow?
- How can we stay cool outside on a hot, sunny day?
- What are some ways we can reduce the amount of resources we use at home?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How science relates to everyday situations in your child's life
- Places in the community that can provide opportunities for your child to engage in science

FOCUS AREAS FOR KINDERGARTEN:

- Show respect to classmates and participate in the classroom community.
- Use maps, globes, photographs, and other tools to describe places nearby.
- Explore how people keep national, state, and local (community) traditions.
- Understand the difference between goods (things) and services, and needs and wants, in an economy.

BY THE END OF KINDERGARTEN, STUDENTS CAN:

- Understand and follow rules, limits, and expectations. Help and respect other people.
- Give examples from texts of people acting responsibly and groups creating and following rules.
- Recognize major symbols, songs, and texts of the United States (like the flag, bald eagle, Star-Spangled Banner, and Pledge of Allegiance).
- Explain how various peoples and cultures in the United States and the community celebrate their histories (like with holidays).
- Use words and phrases like before, afternoon, next week, and long ago to put events in order and explain when they happened or will happen.
- Use words and phrases like left, far, in front of, and between to explain where people, animals, and things are.
- Explain how maps and globes are similar and different. Make maps, drawings, or models to show how familiar places (like the school) look.
- Explain the parts of a physical address: street name and number, city or town, state, country.
- Ask questions about the past and begin to gather information from various sources.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What does it mean to be responsible?
- How do maps, globes, and photographs show different things about a place?
- How do people make choices between things they need and things they want?"

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Biographies, autobiographies, and historical fiction to look for at the library
- Celebrations and traditions that are important to local communities

DIGITAL LITERACY AND COMPUTER SCIENCE

FOCUS AREAS FOR KINDERGARTEN:

- Design, build, and test inventions and solutions through exploration and play.
- Learn that tools help people do things better, or more easily, or do some things that could otherwise not be done at all.
- Understand differences between humans, computing devices, and digital tools, and when and how students should use technology.
- Develop concepts through exploration, discovery, and creativity with the guidance, support, and encouragement of their teacher.

BY THE END OF KINDERGARTEN, STUDENTS CAN:

- Understand how to stay safe online.
- Explain how to share information safely online.
- Explore what it means to be a good digital citizen.
- Describe how people use technology and how technology can influence people.
- Use of digital tools and research skills to create simple projects and communicate ideas.
- Identify many types of computing devices, for example laptops and smartphones.
- Identify visible parts of computing devices, for example a keyboard, screen, and headphones.
- Explain that networks connect computers locally and around the world
- Explore human and computer differences to determine when technology is beneficial to society.
- List the shared characteristics of common objects, for example that animals have a color and number of legs. (This skill leads to a computer science concept called Abstraction)
- Define an algorithm as a sequence of steps.
- Create and enact a simple algorithm, for example the steps to make a sandwich.
- Understand how digital information can be collected, used, and presented on a computer.
- Create a computer program and explain that the computer follows the program's instructions.
- Use basic models and simulations, for example digital maps and weather forecasts.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What does it mean to be safe online?
- What are some examples of computing devices?
- What algorithm can we use to put on a coat?
- How would you put these household items (socks, books, etc) into groups? By color? By size?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Where can you get access to technology?
- How can you help reinforce classroom instruction at home?
- What are places in the community that can help your child learn computing skills?

FOCUS AREAS FOR KINDERGARTEN:

- Explore various art forms to understand the unique attributes of each
- Learn essential concepts and skills within each art form in a way that supports their own artistic ideas
- Gain exposure to different works of arts from diverse cultures and periods of time
- Begin to develop their own choices and preferences for artistic expression

BY THE END OF KINDERGARTEN, STUDENTS CAN:

For Dance:

- Explore movement of different body parts safely in their personal space and the general space of their peers' movements.
- Express emotion through moving in various dance styles

For Media Arts:

- Experiment with a variety of media and digital tools
- Respond to different media arts pieces

For Music:

- Choose favorite musical ideas to practice and demonstrate vocally or on an instrument
- Engage actively when listening to short pieces of music that feature 1 or 2 musical "opposites" such as: fast/slow, loud/soft, high/low, choppy/smooth

For Theatre:

- Respond to a theatrical prompt using body, voice, and/or imagination.
- Make voice, sound, or body choices to pair with a specific moment in a story during dramatic play

For Visual Arts:

- Create an image or object and describe what it represents.
- Pursue a process or idea to completion when experimenting with a wide variety of art materials and tools.

QUESTIONS YOU CAN ASK YOUR CHILD:

- Can you tell me about your picture/ song/play, etc.?
- How did it make you feel when you saw or heard that work of art?
- How did you come up with that idea?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Artists and artworks that are age appropriate to share with your child
- How to provide experiences that will expand your child's exposure to a variety of arts materials and tools

WORLD LANGUAGES

FOCUS AREAS FOR KINDERGARTEN:

- Use the target language to engage with classmates and communicate with native speakers, signers, and writers of the language.
- Identifying products, practices, and perspectives of the varied cultures that use the studied language and comparing them to their own
- Use the language in authentic ways, such as expanding upon content from other courses and engaging with speakers/signers of the language in the community
- Take early steps in the path to language proficiency which will lead to the Massachusetts State Seal of Biliteracy.

BY THE END OF KINDERGARTEN, STUDENTS CAN:

- Recognize words, phrases, and attributes of the culture when reading, viewing, or listening to authentic texts about familiar topics such as simple poems, advertisements, infographics, and announcements.
- Engage in predictable conversations using familiar words and phrases
- Provide information about themselves, their thoughts, opinions, and feelings
- Communicate in ways (such as gestures) and about topics which are authentic to the target language
- Identify products, practices, perspectives and identity factors which comprise culture and cultural identity
- Compare products, practices, perspectives, and linguistic features while learning to avoid stereotypes
- Use the language to expand other content and to obtain diverse viewpoints
- Use the language to engage with the language community (such as participating in cultural events), speaking to family members, to make or strengthen friendships, for personal enjoyment, and to set linguistic goals, such as obtaining the MA State Seal of Biliteracy.

QUESTIONS YOU CAN ASK YOUR CHILD:

- Can you tell me how we're the same and how we're different from the cultures you're studying?
- What was challenging or exciting about speaking in the target language today?
- What are some ways we can use your language at home or in our community?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Resources in your community to support your child's language acquisition
- Music, videos, or apps to support your child's language comprehension
- How to prepare your child to earn the State Seal of Biliteracy when they graduate.

FOCUS AREAS FOR KINDERGARTEN:

- Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.
- Set goals, engage in health-promoting behaviors, and avoid risky behaviors.
- Enhance relationships, personal health, and the health of others through social awareness and effective communication.
- Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

BY THE END OF KINDERGARTEN, STUDENTS CAN:

- Describe personal health habits (i.e., hygiene, sleep, sun safety, physical activity, limiting screen time) that can prevent illness and promote overall health.
- Identify simple goals for health, behavior, and academic success.
- Exhibit positive self-concept, self-esteem, and confidence.
- Acknowledge diversity, including racial, ethnic, religious, dis/ability and cultural differences and traditions, and demonstrate dignity and respect for others.
- Practice talking to trusted adults, parents/guardians, and/or family members.
- Identify reasons why it is important to have positive social relationships (e.g., positive emotions, support and help, someone to play with).
- Explain benefits of health-promoting eating choices and habits.
- Identify and describe strengths and interests related to physical activity and movement skills.
- Identify and practice behaviors for personal safety.
- Encourage peers and family members to make choices to help protect the environment (e.g., recycling, using less water, turning off the lights).

QUESTIONS YOU CAN ASK YOUR CHILD:

- What are some of your favorite physical activities at school? Why?
- Can you help make dinner using all 5 food groups?
- Who are some kids and grownups you trust at school?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How Health/Physical Education at school relates to everyday situations in your child's life
- Places in the community that can help your child learn about healthy choices and physical activity.