

Intellectual Development

At the Kindergarten level, children begin to combine simple ideas into more complex relationships. As a result, they need an environment rich in printed materials that stimulate the development of language and literacy skills. They also need a variety of direct experiences to develop cognitively, physically, emotionally, and socially.

Social Characteristics

- Kindergartners need things to play with and manipulate.
- In general, they're attention getters and crave praise, though some are overwhelmed by attention and revert to a safe place at the teacher's side.
- Keep learning fun; 5-year-olds get frustrated with serious talk and serious people.
- They'll pick up on what's important. If learning is forced, they will lose interest quickly.
- Most Kindergartners get along well with the opposite sex.

Missouri School for the Blind

What to expect in Kindergarten



Communication Arts

Reading

By the end of Kindergarten, students will be able to:

- * Demonstrate basic concepts of print - directionally, print/visual readiness skills (including visual efficiency skills) tells a story, word by word matching.
- * Developing the ability to hear and say separate sounds (phonemes) in words (phonemic awareness) produce rhyming words, isolate consonants sounds, blend onset and rhyme, blend spoken phonemes.
- * Developing alphabet and phonics knowledge by demonstrating awareness that letters represent sounds (phonics) and a string of letters represent words: names most letters, say sounds associated with most letters, write letter that goes with spoken sound.
- * Read simple text containing a small bank of high-frequency words, consisting of environmental print.
- * Developing vocabulary by listening to and discussing unknown words in stories and in the environment, including language experience activities.
- * Develop and apply with assistance pre-reading strategies to aid comprehension, access prior knowledge, preview text, pictures, and/or related objects; make general predictions.



Reading cont.



- * During reading or read-alouds, develop and orchestrate, with strategies to self-question and correct, infer, predict and check using cueing systems: meaning, structure, visual, tactual
- * Develop and demonstrate, with assistance, post reading skills after reading or reading aloud to respond to text, question to clarify, retell, illustrate (appropriate media), re-enact stories
- * Identify connections, with assistance, between text ideas—similarities and differences in various real and make-believe words (fiction and non-fiction), text ideas and own experiences
- * Locate and apply information in title, pictures (visual, tactual, described, as appropriate) and names of author and illustrator, with assistance
- * Respond to rhythm, rhymes and alliteration in oral reading of poetry and prose
- * Use details from text to identify story elements (main characters and problems)
- * Develop awareness that text and pictures (visual, tactual, described, as needed) provide information
- * Respond to rhythm, rhyme and alliteration in oral reading of nonfiction text
- * In responding to text develop questions to clarify meaning, answer questions and discuss text, recognize important information, identify supporting details
- * Follow a simple pictorial (visual, tactual) or written direction, with assistance

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Writing

- * Follow a writing process to generate a draft through pictures and words, revise text, with assistance, to make oral ideas match written text and edit by crossing out letters or words and making substitutions, publish or share stories with assistance.
- * Form letters correctly in print, using left-to-right directionality, top-to-bottom directionality; Braille letters correctly using a Perkins Braille writer.
- * Capitalize first letters of own first and last names.
- * In composing text, using period at end of sentence with assistances.
- * Write, using correct spelling of own first and last names, semi-phonetic spelling.
- * Compose text, write sentences with assistance.
- * Plan and tell stories (through pictures, objects, and words) about familiar experiences and events, with teacher assistance.
- * Plan and tell an idea through pictures and words using factual information, with teacher assistance.
- * Develop an awareness of audience and purpose in composing text, with assistance.

Listening and Speaking

- * Listen for enjoyment, for information, for simple directions, with teacher assistance.
- * Demonstrate listening behaviors (e.g. prepares to listen, listens without interruptions) with teacher assistance.
- * Share ideas and experiences by speaking audibly, using age-appropriate vocabulary.
- * Give simple oral directions, with teacher assistance.

Information Literacy

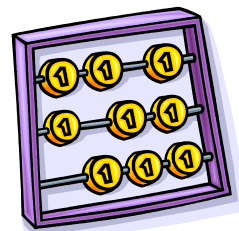
- * Develop awareness of resources on topic of interest.
- * Develop awareness, through discussion, that credit is to be given for others' ideas, images and information, with assistance.
- * Identify, with assistance, topics of messages conveyed through oral and visual media.

Mathematics

By the end of Kindergarten Math, students will be able to:

Number and Operations

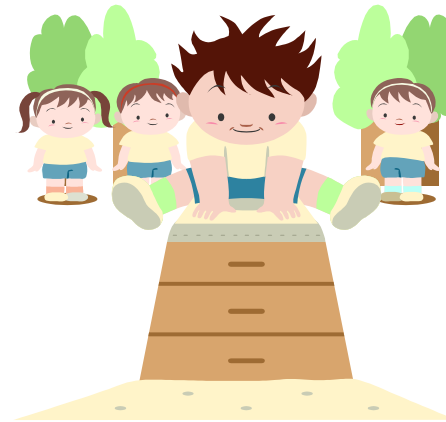
- * Rote counting to 100
- * Connect number words (orally) and quantities they represent.
- * Recognize numerals up to 31



Health and Physical Education

By the end of kindergarten Health and Physical Education, students will be able to:

- * Participate in and instruction will be on fundamental skill development, developmental games and activities.
- * Learn two major components of motor skill development, skill techniques and movement concepts which are important to a primary student.
- * Learn skill techniques including critical elements and refine skills through practice.
- * Demonstrate knowledge and awareness of movement concepts and the ability to assign number value.
- * Be involved in exploratory activities that are intended to help children understand how their bodies move and allow them to experiment with movement.
- * Participate in rhythm and dance activities to allow for creativity, self-expression and development of fundamental movement skills.
- * Be taught the purposes for activity; specific safe practices, rules, procedures and etiquette should be identified and followed with few reminders.



- * Be introduced to games that present an opportunity to participate in enjoyable activities while developing physical skills as well as social skills, e.g., cooperation, competition and sportsmanship.
- * Be introduced to games beginning in the intermediate grades are divided into two categories: low organization games and sport lead-up games.



- * Gain the knowledge, specific concept, (e.g., spatial awareness and body awareness) and skills, (e.g., catching, throwing, and kicking in the primary grades that are the foundation for a broad spectrum of sport and physical activities.
- * Learn competence in the basic movement forms leading to skill mastery and to combination of skills at intermediate and upper elementary grades.
- * Learn that balance is a complex part of physical activity, balance is static and dynamic and reflects the ability to maintain equilibrium in relation to the force of gravity.
- * Participate in fundamental skills that are divided into three categories: locomotor, nonlocomotor and manipulative.



Music

By the end of Lower Elementary music, students will be able to:

- * Use singing, speaking, whispering and shouting voices
- * Perform a varied repertoire of songs: Patriotic, Folk, Seasonal
- * Perform with others
- * Perform using two dynamic levels - soft and loud
- * Echoes simple rhythms (long and short sounds)
- * Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- * Echo short rhythmic patterns on rhythm instruments and/or body percussion
- * Perform in groups following cues of the conductor
- * Improvise short rhythmic patterns
- * Create a single tone or non-pitched accompaniment for songs and stories
- * Read icons for long and short sounds and silence in duple meter
- * Distinguish between same and different
- * Differentiate between nature, man-made and animal sounds
- * Differentiate between various vocal productions: singing, whispering, shouting
- * Develop criteria to distinguish between quality and non-quality performance with regard to musical elements

- * Use prerequisite music terms to describe their personal response to a musical example (feelings)
- * Identify similarities and differences in the meanings of common terms used in the various arts
- * Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music
- * Identify characteristics of teacher-selected genres or style: Lullabies, Marches, Nursery rhymes/chants
- * Describe how elements of music are used in teacher-selected example: Lullabies, Marches, Nursery rhymes/chants
- * Describe the function of music in various settings and cultural events: Lullabies, Marches, Nursery rhymes/chants
- * Identify responsibilities of a music leader and group participants in a classroom setting
- * Demonstrate audience behavior appropriate for the context and style of music performed

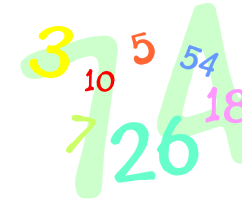
Visual Arts

By the end of Kindergarten Visual Arts, students will be able to:

- * Work on projects using different tools and supplies
- * Work on projects using knowledge of directional cues and basic art terminology (examples: vertical, edge, horizontal, parallel, positive-negative)
- * Identify and use basic two-dimensional shapes and three-dimensional forms made from these shapes. Understand how these shape our world
- * Create projects using textures
- * Create an art project that is inspired by the natural world
- * Create an art project inspired by an art or craft from another culture

Algebraic Relationships

- * Recognize or repeat sequences of sounds or shapes
- * Create and continue a pattern
- * Sort objects by size
- * Model situations that involve whole numbers using pictures, objects or symbols (Use mathematical models)



Geometric and Spatial Relationships

- * Sort two and three-dimensional shapes using physical models -- circle, rectangle, triangle, sphere, rectangular prism, cylinder and pyramid.
- * Describe, name and interpret relative positions in space-above, below, front, behind
- * Recognize geometric shapes in the student's environment-stop sign, number cube, ball

Measurement

- * Compare and order objects according to their size or weight
- * Describe passage of time using terms such as today, yesterday or tomorrow
- * Identify and know the value of a penny, nickel and dime
- * Measure with multiple copies of a unit of the same size - e.g. paper clips laid end to end

Data and Probability

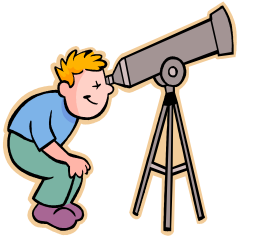
- * Pose questions and gather data about themselves and their surroundings
- * Sort items according to their attributes
- * Represent data using physical objects

Science

By the end of Kindergarten, students will be able to:

Properties and Principles of Matter and Energy

- * Describe physical properties of objects (i.e., size, shape, color, mass) by using the senses, simple tools (e.g., magnifiers, equal arm balances), and/or nonstandard measures (e.g., bigger/smaller; more/less)
- * Identify materials (e.g., cloth, paper, wood, rock, metal) that make up an object and some of the physical properties of the materials (e.g., color, texture, shiny/dull, odor, sound, taste, flexibility)
- * Sort objects based on observable physical properties (e.g., size, material, color, shape, mass)
- * Identify the sounds and their source of vibrations in everyday life (e.g., alarms, car horns, animals, machines, musical instruments)
- * Compare different sounds (i.e., loudness, pitch, rhythm)
- * Recognize that the ear serves as a receiver of sound



Principles and Properties of Force and Motion

- * Describe an object's position relative to an other object (e.g., above, below, in front of behind)
- * Identify ways (push, pull) to cause some objects to move by touching them
- * Recognize magnets cause some objects to move without touching them

Living Organisms

- * Observe and compare the structures and behaviors of different kinds of plants and animals
- * Recognize that living things have offspring
- * Recognize a parent - offspring relationship based on the organisms physical similarities and differences
- * Changes in ecosystems and interactions of organisms with their environments
- * Describe how the seasons affect the behavior of plants and animals.
- * Describe how the seasons affect the everyday life of humans (e.g., clothing, activities)

Earth's Systems

- * Recognize moving air is felt as wind
- * Observe and describe daily weather: precipitation (e.g., snow, rain, sleet, fog), wind (i.e., light breezes to strong wind), cloud cover, temperature
- * Observe and describe the general weather conditions that occur during each season

Composition and Structure of the Universe and the Motion of the Objects Within It

- * Observe and describe the presence of the sun, moon, and stars in the sky
- * Recognize there are more stars in the sky than anyone can easily count, but they are not scattered evenly and vary in brightness
- * Describe the sun as only being seen in the daytime
- * Recognize that the sun appears to move across the sky from morning to night
- * Observe that the moon can be seen sometimes at night and sometimes during the day-time
- * Recognize that the moon appears to change shape over the course of a month

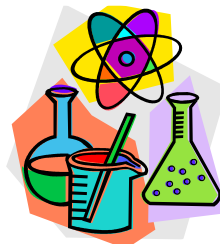
- * Observe and describe the characteristics of the four seasons as they cycle through the year (summer, fall, winter, spring)

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Scientific Inquiry

- * Pose questions about objects, materials, organisms and events in the environment
- * Conduct a simple investigation (fair test) to answer a question
- * Make qualitative observations using the five senses
- * Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers)
- * Measure length and mass using non-standard units
- * Compare amounts/measurements
- * Use observations as support for reasonable explanations
- * Use observations to describe relationships and patterns and to make predictions to be tested
- * Compare explanations with prior knowledge
- * Communicate observations using words, pictures and numbers



Impact of Science, Technology and Human Activity

- * Recognize some objects occur in nature (natural objects); others have been designed and made by people
- * Describe how tools have helped scientists make better observations (i.e. magnifiers)
- * Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or non-fiction) of individuals solving everyday problems or learning through discovery
- * Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member



Social Studies

By the end of Kindergarten Social Studies, students will be able to:

Principles of Constitutional Democracy

- * Identify why laws and rules are made
- * Identify the flag as a symbol of our nation; recite the Pledge of Allegiance



Principles and Processes of Governance Systems

- * Participate in a democratic decision-making process; explain how to resolve disputes peacefully at school
- * Describe how groups need to make decisions and how those decisions are made in families and classrooms
- * Explain what it means to make rules and how it is necessary to carry out or enforce rules

Economic Concepts and Principles

- * Identify examples of scarcity; identifying examples of opportunity cost

Geography

- * Identify maps and globes as geographic tools

Relationships of the Individual and Groups to Institutions and Traditions

- * Name common physical, social and emotional needs

Tools of Social Science Inquiry

- * Identify visual, tactual, graphic (visual and/or tactual, as appropriate) and auditory aids; identify primary and secondary sources (diaries, letters, people, interviews, journals and photos); identify library and media resources (videos, descriptive videos, computers, newspapers, periodicals and books); and identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)