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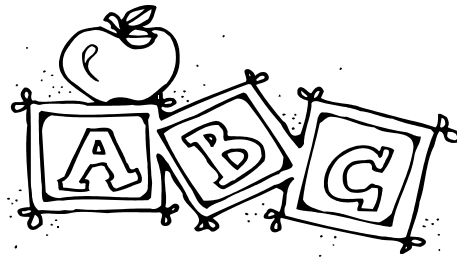
## Making the Connection....

Grade

K

## Superintendent of Schools

Christopher Steinhauser



Published by  
Office of Curriculum, Instruction and  
Professional Development

Publication authorized:  
Christine Dominguez,  
Assistant Superintendent

## How Parents Can Help at Home

Long Beach Unified School District

1515 Hughes Way  
Long Beach, Ca. 90810

(562) 997 - 8000

### Our Mission Statement

The mission of the Long Beach Unified School District is to insure the educational success of all students by having high expectations, a commitment to excellence, and a comprehensive program, confirming the belief that all students can learn and become responsible, productive members of a competitive society.



## Websites and Phone Numbers

Long Beach Unified School District:  
(562) 997-8000 *or* www.lbusd.k12.ca.us

Main Library:  
(562) 570-7500 *or* www.lbpl.org

California Department of Education:  
www.cde.ca.gov

## Kinder Textbooks

- Open Court Reading 2002, SRA McGraw-Hill 2002
- Houghton Mifflin Mathematics, Houghton Mifflin 2002
- Adventures in Time and Place, MacMillan McGraw-Hill 1999
- Discovery Works, Houghton Mifflin 2000
- Portfolios, Barrett Kendall Publishing
- The Music Connection, Silver Burdett Ginn

## Computer Software for Your Child...

### **Reading Programs**

“Orchard for California”

“Cornerstone Reading”

“Destination Reading: Course 1”

“Earobics Literacy: Step 1”

### **Writing Programs**

“Kidspiration”

### **Math Programs**

“Larson’s Elementary”

“Math Blaster”

LBUSD website (math facts reference)

### **Research Programs**

“Grolier’s Encyclopedia” K-12



Dear Parent/Guardian:

Welcome to the new school year. We are looking forward to continued academic success for all students in the Long Beach Unified School District.

The purpose of this grade level pamphlet is to both acquaint you with the major areas of study your child will experience throughout the school year and to offer helpful hints regarding how you can assist and enrich his/her learning experiences at home. Listed below are the highlighted areas addressed in this pamphlet.

- A sampling of grade level specific California Content Standards in the core curricular areas
- Comprehension questions to ask your child after reading at home
- Study skills to assist your child in obtaining academic success
- Academic software to enhance the curriculum
- Places to visit with your child to enrich his/her grade level curriculum
- A glossary of academic terminology that you may hear from your child or child’s teacher throughout the school year
- A summary of the LBUSD’s Homework Policy
- A list of common textbooks for each grade level

As dedicated and professional educators, we are proud to offer you this pamphlet as a tool to better help your child toward further academic success.

Sincerely,

Christopher Steinhauser

*Note: All content standards listed in this brochure have been paraphrased from the California Department of Education standards document to give caregivers a general idea of grade level curriculum. Please refer to [www.lbusd.k12.ca.us](http://www.lbusd.k12.ca.us) for a complete list.*

## Language Arts Content Standards

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:

- \* Know about letters, words, & sounds and apply this knowledge to read simple sentences.
- \* Concepts About Print (i.e. identify the front cover, back cover, and title page of a book; follow words from left to right and from top to bottom on the printed page; understand that printed materials provide information; recognize that sentences in print are made up of separate words; distinguish letters from words; and recognize and name all uppercase and lowercase letters of the alphabet.)
- \* Have phonemic awareness. For example, track (move sequentially from sound-sound) and represent number, sameness/difference, and order of two and three isolated sounds; blend vowel-consonant sounds orally to make words or syllables; and identify and produce rhyming words in response to an oral prompt.
- \* Match all consonant and short-vowel sounds to appropriate letters; read simple one-syllable and high-frequency words; and understand that as letters of words change, so do the sounds.
- \* Identify and sort common words in basic categories (e.g., colors, shapes, foods) and describe common objects and events in both general and specific language.

### 2.0 Reading Comprehension:

- \* Identify the basic facts and ideas in what they have read, heard, or viewed and use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).
- \* Locate the title, table of contents, name of author, and name of illustrator.
- \* Use pictures and context to make predictions about story content.
- \* Connect to life experiences the information and events in texts.

### 3.0 Literary Analysis

- \* Students listen and respond to stories based on well-known characters, themes, plots, and settings.
- \* Distinguish fantasy from realistic text.
- \* Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels).
- \* Identify characters, settings, and important events.

### 1.0 Writing

- \* Students write words and brief sentences that are legible.
- \* Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- \* Write consonant-vowel-consonant words and write by moving from left to right and from top to bottom.
- \* Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

## Questions to Ask Your Child After Reading: Fiction

- What is the story about?
- What is your favorite part of the story? Why?
- What did the character (do, say, play, see, etc.)

## Non-Fiction

- What is this book about?
- Where are some places the people went?
- What are some things the people (did, saw, ate, etc.)
  - What did you learn?

## Examples of Kinder Literature

*Listed below are examples of excellent books and authors that you might enjoy reading with your child at home. For many more examples, check out **LBUSD's website!***

Wolf! by Becky Bloom

Jamela's Dress by Niki Daly

One Monkey Too Many  
by Jackie French Koller

No, David! by David Shannon

Pete's a Pizza by William Steig

Elizabethi's Doll

by Stephanie Stuve-Bodeen

I Know a Lady by Charlotte Zolotow

## Study Skills for your Kindergartener:

- *Establish a regular routine for homework time and place.*
- *Provide a quiet and well lit area for studying.*
- *Encourage your child to read and write for pleasure.*
- *Provide reference materials such as a dictionary, thesaurus, encyclopedias, and computer internet access (most libraries offer internet access with a library card) for a curious mind.*
- *Prompt your child to ask questions about the material before, during and after they read.*

## LBUSD Homework Policy...

In summary, LBUSD believes that homework is an important part of the educational program at each grade level. Homework assignments which are meaningful and have a clear purpose offer you a key communication tool about your child's attainment of the content standards. Please encourage

your child to do homework independently but be available if needed to advise and help so that they can continue to work independently. Each grade level has recommended daily times for homework. Your kindergartener will have an average of 15-30 minutes of homework daily or 120 minutes weekly.

## Looking for an educational excursion for your kindergartener?

**L.A. Zoo: (323) 644-6400**

**L.A. County Fair (Sept.): (909) 623-3111**

**Santa Ana Zoo: (714) 835-7484**

**Green Meadows Farm: (714) 289-0348**

**International City Theatre (Saturday Family Series):  
(562) 436-4610**

**Children's Museum (213) 687-8800**

Language Arts Content Standards Continued:

### 1.0 Written and Oral Language Conventions

Recognize and use complete, coherent sentences when speaking and spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

### 1.0 Listening and Speaking Strategies

Listen and respond to oral communication and speak in clear and coherent sentences; Understand and follow one-and two-step oral directions; share information and ideas, speaking audibly in complete, coherent sentences.

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests (i.e. Recite short poems, rhymes, and songs or tell about an experience).

## Mathematics Content Standards

### Number Sense

- 1.0 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other; count, recognize, represent, name, and order a number of objects (up to 30); know that the larger numbers describe sets with more objects in them than the smaller numbers have.
- 2.0 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
- 3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places

### Algebra and Functions

- 1.0 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

### Measurement and Geometry

- 1.0 Understand the concept of time and units to measure it; understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made.
- 2.0 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone) and compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).

### Statistics, Data Analysis, and Probability

- 1.0 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs and identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

### Mathematical Reasoning

- 1.0 Make decisions about how to set up a problem by determining the approach, materials, and strategies to be used and using tools and strategies, such as manipulatives or sketches, to model problems.
- 2.0 Solve problems in reasonable ways and justify their reasoning by explaining the reasoning used with concrete objects and/ or pictorial representations and making precise calculations and check the validity of the results in the context of the problem.

## Science Content Standards

### Physical Science

Your kindergartener will learn that properties of materials can be observed, measured, and predicted. For example, they'll learn 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).

### Life Science

Your kindergartener will study about different types of plants and animals that inhabit the Earth. For example, students 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).

### Earth Science

Your kindergartener will learn that Earth is composed of land, air, and water.

### Investigation and Experimentation

Your kindergartener will work with the scientific process by asking meaningful questions and conducting careful investigations. They will observe common objects by using the five senses and describe the properties of common objects.

## Visual and Performing Arts Content Standards

**Dance:** Perform basic locomotor skills (i.e. walk, run, gallop, jump, hop, and balance).

**Music:** Use a singing voice to echo short melodic patterns, sing age-appropriate songs from memory, and play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.

**Theatre:** Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times; and portray different community members (i.e. firefighters, family, teachers) through role-playing.

**Visual Arts:** Describe what is seen in a piece of art both literally and expressively and discuss their own works of art using appropri-

## History/Social Science Content Standards

- K.1 Students understand that being a good citizen involves acting in certain ways. (i.e. follow rules, such as sharing and taking turns, and know the consequences for breaking them).
- 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.
- K.5 Students put events in temporal order using a calendar; placing days, weeks, and months in proper order.
- K.6 Students understand that history relates to events, people, and places of other times.

## Physical Education Content Standards

**Motor Learning:** Students develop effective movement skills.

**Biomechanics:** Students demonstrate an understanding of the fundamentals of movement.

**Exercise Physiology:** Students achieve and maintain a health enhancing level of physical fitness.

**Exercise Physiology:** Students develop the skills, knowledge, and interest to independently maintain an active lifestyle.

**Human Growth and Development:** Students demonstrate an understanding of the stages of growth and development and their effect on performance.

**Physiology:** Students demonstrate knowledge, acceptance and appreciation for differences among themselves and others in regard to abilities and achievements.

**Aesthetics:** Students will develop a sense of appreciation and aesthetic pleasure of movement as a performer and as an observer.

**Sociology:** Students demonstrate appropriate social behaviors by respecting others, appreciating diversity and recognizing the importance of understanding other cultures.

**Historical Perspectives:** Students demonstrate an understanding of the various influences on the evolution of a movement related activity.

