

Tips to Supporting Learning at Home

Language Arts Tips

- Read aloud to your child every day.
- As you read, stop occasionally and ask questions about what you're reading: "What do you think will happen next?" "Why do you think she is doing that?" "What if he goes down this road?"
- Ask your child to tell you her own made-up story.
- As you read a book, point out the title, author's name, and anything else interesting about the book. Discuss the illustrations together.
- As you read, point to some basic words. Have your child point to them. Sound them out. Then have your child try.
- Have your child make his own storybook using pictures from magazines or his own drawings. Then have him "read" it to you and other members of the family.
- After you've read a book, ask your child to repeat the story briefly in his own words. Ask him what he thought about the story, the illustrations, etc.
- Talk with your child as much as possible during your daily activities.
- Ask your child to tell you about the happiest thing that happened today, the most exciting, etc.
- Give your child different sizes of pens, pencils, and crayons. Have her draw or print something as often as possible.
- Take your child to the library often. Check out books on subjects that interest your child. Consult with the children's librarian when necessary.
- Make up a story with the whole family, each taking turns one sentence at a time.
- Play "Simon says" with your child, giving one or two things to do. You can also teach body parts ("Simon says, touch your head.")
- Let your child talk on the phone to grandma, grandpa, or other relatives.
- Limit the TV use in your home. Studies show the higher the TV use, the lower your child's grades. Instead, establish a regular Family Reading Time when everyone reads their own choices.
- Sing the alphabet song together with your child as often as possible. Make a sheet of the alphabet, put it on the refrigerator and have your child point to the letters as you both sing.
- Pick a story or poem that repeats phrases. Ask your child to repeat the phrase when you come to it in the story. Point out the words in the book.

Math Tips

- Talk often with your child about how numbers are important in daily life: grocery store, gas station, road signs, store price tags, checkbooks, cooking. Use numbers in your conversations.
- Make a game of sorting pillows, animals, or books: from fattest to thinnest, all the different colors together, tallest to shortest, heaviest to lightest.
- Have your child help sort the laundry by size, color, weight, or ownership.
- Wherever you are (e.g. home, park, doctor's office) ask your child to point to something that's a circle, triangle, rectangle, sphere, etc. Play "I Spy" by stating, "I spy a rectangle. Do you?" "I spy a circle. Do you?" Then have your child question you.
- Cut out pictures from magazines. Ask your child to draw around the various shapes with a crayon.
- Ask your child to handle and count the number of crayons in a small box, spoons in your kitchen drawer, socks on his floor, eggs in a carton, etc.
- Slowly help your child count up to 30.
- Ask your child to do simple addition and subtraction: "I have three milk cartons. If I put two in the recycling, how many would I have then?" or "Will you please bring me two of the four magazines on the couch? Thank you, how many are left on the couch?"

West Contra Costa Unified School District

Essential "I Can" Student Standards

Kindergarten

Dear Parents/Guardians,

This brochure is designed to introduce families, students and caregivers to the key standards in Reading Language Arts and Mathematics. The standards are written to be parent friendly. Tips are provided on the back of the brochure to help you support your child's learning at home. The school district recognizes that while our curriculum is consistent, our students develop at their own pace. Therefore, students are assessed several times throughout the school year to monitor progress in meeting the essential grade-level standards.

The school district is committed to working with families to assure student mastery of these important standards.



For more information contact:
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Area	ENGLISH LANGUAGE ARTS STANDARDS	
READING—Word Analysis, Fluency, Vocabulary Development, and Comprehension	I can point to the front and back covers and title page of a book.	1.1
	I can read in the right direction, from left to right and from top to bottom.	1.2
	I can tell the difference between a letter and a word.	1.5
	I can recognize and name all the uppercase and lowercase letters of the alphabet.	1.6
	I can recognize when I hear a rhyming word and I can make a rhyme to match.	1.10
	I can count the sounds in a syllable and the syllables in a word.	1.13
	I can read the kindergarten sight words.	1.15
	I can see that when letters change, so do the sounds.	1.16
	I can put words that go together into a group or category. Example: colors, shapes, or foods	1.17
	I can describe things or events.	1.18
	I can point to the title, author, illustrator, and table of contents in a book.	2.1
	I can use the pictures and words that I know in a story to help me guess or predict what will happen.	2.2
	I can retell a story that I've heard and know well.	2.4
	I can ask and answer questions about a book or story.	2.5
	I can tell when a story is made-up and when it is real.	3.1
I can identify the characters, settings, and events in a story. Example: who, where, what happened	3.3	
WRITING	I can write three-letter words. Example: can = c-a-n (consonant-vowel-consonant)	1.2
	I can write my uppercase and lowercase letters neatly and correctly.	1.4
	I can learn to spell kindergarten words on my own.	1.2
LISTENING AND SPEAKING	I can understand and follow directions that I hear. Example: one- and two-step directions	1.1
	I can share my ideas and other information by speaking clearly and using complete sentences.	1.2
	I can tell a story that makes sense. Example: with proper sequence: beginning, middle, end	2.3

Area	MATH STANDARDS		
NUMBER SENSE	I can tell by looking at two groups of up to 10 things which group has more, less, or the same number of things in it. Example: Are there more circles or more triangles in the following collection? 	1.1	
	I can count, show, and organize up to 30 things. Example: Which numbers are missing? 11, 12, 13, __, __, 16, 17, __, __, __, 21, 22, 23, 24	1.2	
	I can show that a larger number describes a group with more objects than a smaller number. Example: 16 objects are more than 3 objects	1.3	
	I can use objects to find answers to addition and subtraction problems with numbers up to 10.	2.1	
	AF*	I can sort objects by size, shape, color and length. Example: Describe how the following 2 objects are the same or different. 	1.1
	MEASUREMENT AND GEOMETRY	I can tell if objects are shorter, longer, taller, lighter, heavier, or can hold more than each other.	1.1
I can use words like today, tomorrow, yesterday, morning, afternoon, evening to describe when things happen, and I know that clocks and calendars measure time.		1.2	
I can name the days of the week.		1.3	
I can tell the time of everyday events to the nearest hour. Examples: Lunchtime is at 12 o'clock. Bedtime is at 8 o'clock.		1.4	
I can name and describe many shapes or objects like circle, triangle, square, rectangle, cube, sphere, pyramid, and cone. Example: Which of these is a square? 		2.1	
I can explain the differences between two shapes or objects, like a triangle and a square, or a cube and a cone.		2.2	
STATISTICS, DATA ANALYSIS and PROBABILITY	I can collect and show information with a graph, pictures or objects.	1.1	
	I can copy, describe and invent patterns with shapes, sizes and colors. Example: 	1.2	
MATHEMATICAL REASONING	I can figure out ways to solve math problems, like making a sketch or using blocks.	1.1 & 1.2	
	I can think about my answer and decide if it makes sense.	2.2	

* AF= Algebra & Functions