



Science

The student will:

- describe seasonal changes in our Michigan weather.
- compare and contrast proper attire and activities based on Michigan weather.
- describe the cycle of seasons in Michigan.
- identify and compare physical attributes using the five senses.
- compare and contrast animals based on observable physical characteristics (fur, feathers, beaks, claws, etc.).

Social Studies

The student will:

- demonstrate self-awareness and comply with behavior expectation (school rules/ consequences/rewards).
- develop an understanding of the passage of time.
- develop an understanding of money and its uses as it relates to goods and services.



Art

The student will:

- create artwork using patterns, shape, texture, and line.
- be introduced to the color wheel and color mixing.
- create artwork to express seasonal differences.
- learn to use different art mediums.
- learn about art history.
- make a sculptural form using 3D medium.
- develop hand-eye coordination and small motor skills.

Music

The student will:

- experience and perform developmentally appropriate songs.
- speak in an echo with vocal inflections.
- develop steady beat.
- develop singing voice.
- experience music from diverse cultures.
- play rhythm instruments.
- echo a simple melody pattern.



Health and Physical Education

The student will:

- demonstrate beginning locomotor skills (running, stopping, skipping, hopping, etc.).
- demonstrate beginning object control skills (throwing, catching, striking, kicking, etc.).
- demonstrate beginning body control (balancing skills, spatial awareness, body awareness, etc.).
- develop and maintain healthy level of cardio respiratory, muscular strength, flexibility and endurance.
- demonstrate appropriate behaviors related to personal character traits (listening to and following directions, fair play, sportsmanship, etc.).
- value and participate in physical activity for life-long health and well-being.

Hartland Consolidated Schools

Kindergarten Curriculum Guide



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Reading

The student will:

- Change the beginning sound of a word to make a new word (ex. hat, sat, mat).
- recognize that words are made of sounds blended together and that they have meaning.
- identify upper and lower case letters.
- begin to match letters and sounds.
- use letter-sound clues to recognize a few one syllable words.
- easily recognize about 18 familiar words they see in and around the home.
- recognize with ease a few basic sight vocabulary words such as, go, the, is.
- follow the written text of familiar stories by pointing to known words.
- be able to predict unknown words.
- know the meaning of words they hear and see often.
- try to figure out the meaning of new words and phrases.
- automatically name letters, and match letters and their sounds.
- understand that words and sentences are arranged from left to right, top to bottom, front to the end of books.
- discuss simple story elements like setting, characters, and events.
- use pictures to help understand text.
- show how two or more stories can be connected.
- understand the differences between fiction and non-fiction books.
- use their prior knowledge to help understand new ideas and connect to ideas in texts.
- retell up to three events from a familiar story in their own words.
- predict what will happen next in a story based on pictures or portions of the story.



The student will:

- write a brief personal story using pictures, words, and/or sentences.
- read and try to copy different styles of poetry matched to their grade level.
- write a short informational piece using drawings, words, and/or sentences.
- help with a class research project by adding key information gathered from materials supplied by the teacher.
- think about the audience they are writing for
- brainstorm ideas.
- spell words based on how they sound when writing and add pictures and drawings that fit the story.
- edit their own writing after conferencing with teacher or a peer.
- correctly spell about 18 words they see often and find meaningful such as their name, and some basic vocabulary words.
- use beginning and simple ending sounds, or word lists provided by the teacher to figure out how to spell more words.

Speaking/Listening

- use language to communicate with all kinds of people for all kinds of reasons.
- speak loud and clear in complete sentences.
- stay on the subject as they discuss books or other topics during conversations with friends and others.
- briefly retell about experiences they've had or things they care about.
- understand and follow one and two-step directions.
- ask good questions during a report or presentation.

Math

The student will:

Numbers and Operations

- count objects using one number for each item.
- put in order sets of up to 30 objects and compare using such phrases as "same", "more than", or "less than".
- read and write numerals to 30 and match them to the same number of objects.
- count orally to 100 by ones.
- count to 30 by 2s, 5s, 10s.
- understand that the numbers to 30 can contain groups of ten plus some ones. Also, use objects to count by tens to 100.
- put together and take apart numbers that total up to 10 (ex. $4 + 1 = 5$ $5 = 2 + 3$).
- learn number sense (ex. 6 is 1 more than 5, 7 is one more than 6).
- count objects using fingers and or objects.
- record mathematical facts by writing simple addition and subtraction sentences.
- create, describe, and extend simple number patterns, ex. 1,2,4,5,7.

Concepts of Time—Measurement

- know and use the common words for the parts of the day (morning, afternoon, evening, night).
- know the common words for relative time (yesterday, today, tomorrow, last week, next year).
- name tools that measure time (clocks measure hours and minutes; calendars measure days, weeks and months).
- name times when daily activities occur to the nearest hour: lunchtime is at 12 o'clock; bedtime is at 8 o'clock.
- compare two or more objects by length, weight and capacity.

Geometry

- relate familiar three-dimensional objects inside and outside the classroom to their geometric name (ex. ball to sphere, soup can to cylinder, ice cream cone to cone, dice to cubes).
- identify objects that do not belong in a particular group (color, size, shape, etc.).