

# Parents' Guide to Student Success in Science Kindergarten

## Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

### Here are Some Things Your Child Will Be Working on in Kindergarten

- Wonder why things move and note the various patterns in their movement
- Use whole numbers to describe scientific data and how to identify parts of things
- Use their senses (sight, smell, taste, touch and sound) to group objects
- Use their senses (sight, smell, taste, touch and sound) to make observations about the physical world
- Learn to follow rules to stay safe



#### Keeping the Conversation Focused:

When you talk to the teacher, do not worry about covering everything instead keep the conversation focused on the most important topics. In Grade K, these include:

- How science relates to everyday situations in your child's life
- Places in the community that can help your child learn science

## Help Your Child Learn at Home

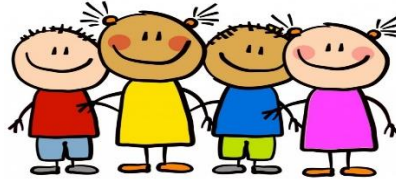
Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

- Ask your student what they learned today
- Check the homework and testing expectations so you can prepare your child
- Go on nature walks ☺

Resource: <http://www.pta.org/parents/> and <http://www.georgiastandards.org>

# Kindergarten

## Nine Week Checkpoints for Parents and Students



| <b>Helpful Websites</b>   |   |
|---|---|
| <a href="#">Science for Kids</a><br><a href="#">Discovery Kids</a><br><a href="#">NASA Climate Kids</a>   | <a href="#">National Geographic Kids</a><br><a href="#">NASA Kids' Club</a><br><a href="#">Ask a Biologist</a>  |
| <b>First Nine Weeks</b>   | <b>Second Nine Weeks</b>  |
| <p><i>Students should know and be able to:</i></p> <p><b><u>Physical Attributes</u></b></p> <ul style="list-style-type: none"> <li>• Compare and sort objects made of different materials</li> <li>• Use 5 senses to sort objects based on color, size, texture and weight</li> <li>• Determine whether an object will sink or float based on size, texture and weight</li> </ul> <p><b><u>Motion</u></b></p> <ul style="list-style-type: none"> <li>• Describe different types of motion based on size, texture and weight</li> <li>• Determine the best way an object can move based on size, texture and weight</li> </ul> | <p><i>Students should know and be able to:</i></p> <p><b><u>Time Patterns (Day and Night)</u></b></p> <ul style="list-style-type: none"> <li>• Name objects in the day and night sky</li> <li>• Describe day and night sky-during the day, as day turns into night, during the night and as night turns to day</li> </ul>   |
| <b>Third Nine Weeks</b>   | <b>Fourth Nine Weeks</b>  |
| <p><i>Students should know and be able to:</i></p> <p><b><u>Earth Materials (Rocks, Soil, Water &amp; Air)</u></b></p> <ul style="list-style-type: none"> <li>• Identify differences between rock and soil</li> <li>• Use size, texture and weight to classify and sort rocks and types of soil</li> </ul>  | <p><i>Students should know and be able to:</i></p> <p><b><u>Living/Nonliving</u></b></p> <ul style="list-style-type: none"> <li>• Tell how living/nonliving things are alike and different</li> <li>• Sort living/nonliving things based on size, texture and weight</li> <li>• Group animals based on observable features</li> <li>• Group plants based on observable features</li> <li>• Describe similarities and differences in offspring to their parents</li> </ul> |