

Welcome
to
Open House



Kindergarten Information
Packet

Dear Kindergarten Families,

Listed below are the kindergarten first quarter benchmarks. These are skills your child will be learning in the first grading period of kindergarten. Please work with your child at home on these skills to help in his/her academic achievement. Thank you!

First Quarter Benchmarks

Phonemic Awareness

- Segment spoken sentences into words
- Identify letter sounds
- Recognize and produce rhyming words
- Recognize alliteration (focus on beginning sounds in words)
- Manipulate syllables in words
- Blend onset/rimes

Fluency

- Recognize upper and lower case letters in random order
- Recognize sight words introduced in class

Writing

- Write first name correctly (only use a capital letter for first letter)
- Intend print to have meaning
- Use pictures to communicate a message
- Use left to right directionality
- Label pictures
- Spell some sight words correctly



Oral Language

- Retell a story using correct sequence and details
- Answer comprehension questions
- Communicate ideas in complete sentences
- Use appropriate vocabulary

Math

- Describe, sort, and resort objects by color, shape, size, kind, or position
- Identify an object or objects that do not belong
- Describe spatial relationships (ex – in/out, above/below, over/under, etc.)
- Name 2-dimensional shapes (circle, square, rectangle, triangle, hexagon, trapezoid)
- Describe similarities and differences of 2-dimensional shapes
- Identify attributes (sides, vertices) of 2-dimensional shapes
- Match 2-dimensional shapes to real world objects
- Count by ones to five
- Write numbers to 5
- Label sets up to 5
- Identifies more/less/same up to 5
- Label sets of objects up to 5
- Identify numbers before, after, and between up to 5



Primary Writing Rubric Kindergarten Version



Stage 1 - Drawing & Scribbling

Stage 1 - Mock Letters
(P1 Level of writing)

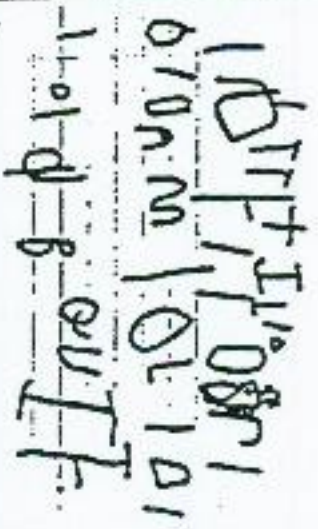
Stage 1 - Random String of Letters
(P1 Level of Writing)

Translation:
When I was playing cowboys and Indians, I fell and I was bleeding from my belly and I was crying and it hurt really bad.



- uses pictures or scribbling to communicate

Translation:
My brother and me was playing outside and he was chasing me and I fell on the sidewalk and I got a boo boo on my knee.



- uses mock letters
- may group mock letters into mock words
- may use left to right directional pattern
- may use correct return sweep

Translation:
I fell at school. It hurt.



- uses random strings of letters
- may group letters into mock words
- may use left to right directional pattern
- may use correct return sweep

Play is Learning

When your child plays with blocks...

- He learns to use his imagination to create something from his own thinking.
- He has the satisfaction of being able to make something.
- He learns about sizes and shapes, weights and balances, height and depth, smoothness and roughness.
- He is exercising his body.
- He may be learning to play with others.



When your child paints...

- She is more concerned with the process she is going through than her finished product. This is as it should be for this stage of development
- She learns about colors and how she can use them.
- She learns to use her imagination and transfer her ideas to paper.
- She gets emotional satisfaction from being able to express herself.
- He learns how to use small muscle coordination to handle a brush.
- She learns to make choices and decisions.

When your child makes a gift out of paper and glue....

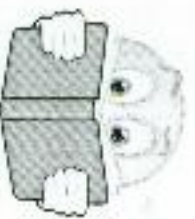
- He learns about doing things for others.
- He learns how to use materials like scissors and glue.
- He learns how to use his imagination to make the kind of present he has in mind. Once again, the process not the finished product is important to him.
- He learns about shapes, sizes, colors and textures.



When your child plays on the outdoor equipment...

- She learns how to use her body effectively.
- She experiences joy in achieving a skill.
- She has fun and relaxation to be found in bodily movements.
- She learns the limitations of her body.
- She learns safety and caution.
- She learns to take turns and share a piece of equipment.

Play is Learning



When your child works with puzzles...

- She has the opportunity to work alone or together with other children.
- She gains satisfaction in completing a puzzle and builds her self confidence.
- She has an opportunity to improve her eye-hand coordination.



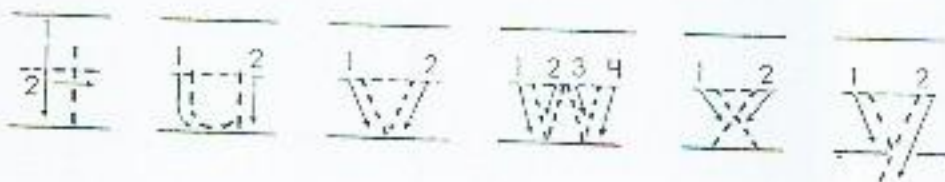
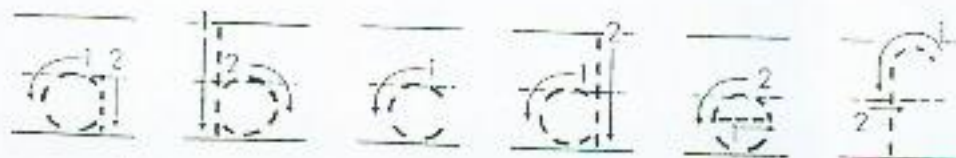
When your child listens to stories or looks at books...

- He learns to listen.
- He has an opportunity to increase his vocabulary by hearing new words read to him.
- He learns about different concepts, people and places.
- He learns to enjoy books and reading.
- His mind is stimulated, visualizing the things he is hearing about.

Five tips on how to play with your child:

- Talk about different roles that people play and how these roles are related to each other. After a trip to the post office, talk about the different people that are required, like the cashiers, who sell stamps and postage services, the sorters, the loaders, the truck drivers and plane pilots, the people who put gas in the vehicles, the deliverer, and the recipient. After a visit to a restaurant, how many different roles can you think of? Allow the children to volunteer for roles to play, or help them at first by assigning them, if necessary.
- Help children plan their play. Talk about who they are going to be, what they are going to play—as opposed to play with—and what is going to happen while they play. Encourage the children to discuss these things with each other.
- Extend their play when it breaks down. When two children begin bickering over a toy, enter to extend the play. For instance, pretend to knock on a door and ask if now is a good time for a visit. Refocus the play away from the distraction and allow them to continue in the play time.
- Provide a safe play environment for children. Go beyond age appropriate materials, and also get to the safety of the children when interacting with each other. Have the children help develop rules for play that ensure safety and help to prevent injuries.
- Encourage imaginative and creative play, rather than imitative play. When children begin to focus on violent or silly actions that are very narrow in scope, help them to expand the scope of play by refocusing them on other roles, other solutions to problems, and other skills that can be used to achieve the same result. Banning any type of play, violent or otherwise, rarely works for long. Help children work through issues that are restricting their imagination and creativity. Suggest painting, story-telling, and later, writing as other ways that are easier to control when dealing with these types of issues.





A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z	a	b
c	d	e	f	g	h	i
j	k	l	m	n	o	p
q	r	s	t	u	v	w
x	y	z	a	g		

KINDERGARTEN SIGHT WORDS

I	my	a
we	like	go
the	see	to
do	you	what
have	here	look
for	are	me
little	he	she
can	is	play
and	said	has
this	was	with
where	it	will