

# WELCOME TO KINDERGARTEN

## A FAMILY PREVIEW: WHAT YOU AND YOUR CHILD CAN EXPECT IN KINDERGARTEN



Together, we can help your child reach their full potential and get the most out of their Kindergarten experience.

### ENGLISH-LANGUAGE ARTS

#### Reading: Literature + Informational Text

- With prompting and support identify characters, setting and major events in a story
- Ask and answer questions about unknown words in a text.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).

### Writing

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

### Foundational Skills

- Demonstrate understanding of the organization and basic features of print.

### Foundational Skills cont

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent reader texts with purpose and understanding.

### Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### MATHEMATICS

#### Number and operations Standards

- Understand the relationship between quantities and whole numbers up to 31.
- Use objects and pictures to represent situations involving combining and separating.

## **MATHEMATICS**

### **Algebra Standards**

- Recognize, create, complete, and extend patterns.

### **Geometry and Measurement Standards**

- Recognize and sort basic two- and three- dimensional shapes; use them to model real-world objects.
- Compare and order objects according to location and measurable attributes.

## **SCIENCE**

### **Life Science: Trees**

- Observe and compare plants and animals.
- Sort objects in terms of color, size, shape, and texture, and communicate reasoning for the sorting system.
- Identify the external parts of a variety of plants and animals including humans. For example: Heads, legs, eyes and ears on humans and animals, flowers, stems and roots on many plants.
- Differentiate between living and nonliving things.
- Observe a natural system or its model, and identify living and nonliving components in that system.

### **Earth, Space and Physical Science: Wood and Paper**

- Identify and/or describe objects by physical characteristics and make comparisons between objects that have been collected or observed.
- Sort objects in terms of color, size, shape, and texture, and communicate reasoning for the sorting system.

### **Life Science: Animals and Plants**

- Observe and compare plants and animals.
- Identify the external parts of a variety of plants and animals including humans. For example: Heads, legs, eyes and ears on humans and animals, flowers, stems and roots on many plants.

### **Life Science: Animals and Plants**

- Differentiate between living and nonliving things.
- Observe a natural system or its model, and identify living and nonliving components in that system.

### **Earth and Space Science: Day and Night**

- Monitor daily and seasonal changes in weather and summarize the changes.
- Identify the sun as a source of heat and light. The Nature of Science and Engineering (embedded in other standards)
- Use observations to develop an accurate description of a natural phenomenon and compare one's observations and descriptions with those of others.
- Sort objects into two groups: those that are found in nature and those that are human made.

## **SOCIAL STUDIES**

### **U.S. history (people, events, and early days)**

- Expresses ideas/opinions
- Volunteers solutions to problems
- Asks relevant questions

### **Government/Citizenship (key symbols, songs, and geography)**

- Expresses ideas/opinions
- Volunteers solutions to problems
- Asks relevant questions (Government/citizenship is graded 3rd trimester)

## **ART**

### **Artistic Knowledge**

- Demonstrate knowledge of the foundation of the art area.
- Demonstrate knowledge and use of the technical skills of art including technology when appropriate.

## **ART Artistic Knowledge**

- Demonstrate understanding of the personal, social, cultural, and historical contexts that influence art including the contributions of the American Indian tribes and communities.

## **ART Creative Process/ Evaluation**

- Create a variety of artwork using the artistic foundations.
- Respond to and critique a variety of artworks using the artistic foundations.
- Share personal artwork.

## **MUSIC**

### **Artistic Knowledge**

Demonstrate knowledge of duration by: keeping a steady beat (stepping, patting, clapping, hopping, or swaying) on unpitched percussion instruments

Demonstrate knowledge of vocal tone color (whispering, calling, speaking, and singing)

### **Creative Process / Evaluation**

- Perform/ present in a variety of contexts in music using the artistic foundations:
- Identify, and perform higher and lower pitches and upward and downward movement
- Respond to and critique a variety of music using the artistic foundations

## **WORLD LANGUAGE**

### **Communicate in Ojibwe**

- Participate using Ojibwe words and phrases.
- Comprehend and respond to questions in Ojibwe.
- Listen during class time.
- Use new vocabulary in context of lesson.

## **PHYSICAL EDUCATION**

### **Skills and Movement**

- Demonstrate over/under
- Demonstrate through/around
- Demonstrate front/behind

### **Skills and Movement**

- Stop on feet
- Sit/stand in personal space by count of 5
- Respect distance away from walls, children, and equipment
- Step-slide to the right and left
- Gallop
- Hop on 1 foot

### **Fitness**

- Participate individually
- Understand balance
- Demonstrate understanding of fitness awareness

## **PERSONAL MANAGEMENT SKILLS:**

### **Respectful behavior**

Criteria:

- Interacts with children and adults in a positive manner in school, on the bus and field trips. (sharing, taking turns, initiating and joining in play)
- Practices strategies related to anti-bullying and anti-harassment curriculum and discussions.
- Respects individual and school property
- Makes safe and appropriate choices with personal behavior and reporting.
- Manages conflict appropriately
- Listens attentively while others speak (no interruptions; provides appropriate verbal/non-verbal feedback)
- Understands and follows classroom and school rules, routines and procedures
- Keeps hands, feet and other objects to self

## Panther Path Core Values

### PERSONAL MANAGEMENT SKILLS:

#### Adherence to instructions and rules

Criteria:

- Understands and follows classroom and school routines and procedures
- Keeps hands, feet, and other objects to self

#### Focused on-task behavior

Criteria:

- Completes activity with minimal redirections from teacher
- Works independently and cooperatively without being easily distracted
- Upon completion of assignments chooses an appropriate activity

#### Appropriately completed work

Criteria:

- Meets the requirement of the assignment
- Completes assignment in a reasonable amount of time

#### Organizational Skills

Criteria:

- Keeps locker, cubby, and workspace organized
- Shows responsibility for all belongings
- Returns classroom materials to proper location

