

In Kindergarten your child will learn through many different activities. Each day, the teacher will spend time with the class group doing direct teaching. She will also spend time with students in small groups and one-to-one. The teacher will read many books and the whole class will sing songs and learn rhymes. The children will participate in many independent activities as well. Children will work as part of a group or with a partner on many occasions throughout the week. There are many times when the children will be expected to sit quietly and listen. It is a place where your child will grow and learn!

Listening is a complex skill. It is probably the most important thing to do in Kindergarten. Help your child to understand and practice the steps involved to be a good listener.

- ❖ Stop what they are doing.
- ❖ Look at the person who is speaking.
- ❖ Don't talk or move around when the person is speaking.
- ❖ Think about what the person is saying.

The Daily Five

Each day your child will participate in the Daily Five approach to English Language Arts. The children will participate in five daily activities that focus on the literacy skills for the day. In the beginning of the year we will focus on alphabet identification and phonemic awareness. The different types of activities will be valuable to all learners!

Writing

In the beginning of Kindergarten, we will reinforce the letter recognition/sounds and how to properly form the letters. We have been practicing with our names. Please review the manuscript alphabet to make sure your child is forming the letters correctly.

Sound Spelling

Sound spelling gives children the freedom to express themselves while they are developing an understanding of how reading works, and that print has meaning. Children are encouraged to create spelling for words they wish to write by using their knowledge of letters and sounds. They are also instructed to "break apart" words to hear individual sounds. Their listening skills and understanding of letter sound improve as they write and think about the sounds in words. Daily practices in phonics and sight word vocabulary development will help to move inventive spelling to correct spelling. Reading and writing continually reinforce each other.

Writing Process:

1. Drawing representations of ideas. A child can "read" his/her pictures to tell the story or message.
2. Then the child writes random letters near the picture.
3. When a child begins to understand letter/sound relationships, he/she will attempt sounding out a word to go with the picture.

Beginning writers are very eager writers. They need encouragement, practice and a positive environment in which to write. In Kindergarten, we begin with labeling our pictures. Then we write sentences, journal entries and stories. We use the Think, Draw, Write and Share model during our writing time.

Religion

Learn about their faith
Celebrate the Mass and Sacraments
Choose to show love and respect
Share faith with others
Live out their faith

*We use Pflaum weekly magazine and Reflections book

Social Studies

**Teamwork, Importance of Rules,
Solving Problems/Making Choices,
Understanding Others,
People and Places in our World,
Gifts from the Earth and
Neighborhoods**

Science

The Five Senses, Weather,
Seasons, Healthy Habits, Forces
Plants and Animal (Ladybugs) Life Cycles

Math

Counting and Cardinality
Operations and Algebraic Thinking
Numbers and Operations to Base Ten
Measurement and Data
Geometry

*We use a guided math structure, Envision Math Series, NYS Learning Modules, games and more.

Grading Policy

The Standards Based Report card will be used to ensure expectations are more consistent from teacher to teacher, because all students are evaluated on the same grade level appropriate skills. The grade level learning standards are set by the state and indicate what a student should know and be able to do. This new tool more accurately represents and communicates the standards. Students are evaluated based on their progress toward meeting benchmarks for each standard.

Students will be evaluated using the use of classroom assignments, participation, observation, checklists, tests, projects and running records.

The evaluation key or rubric below is the general rubric that is used to report the skills and standards for kindergarten. Specific subject rubrics will also be used to assess understanding of specific skills.

4	Student work demonstrates an understanding of above grade level standards and objectives. Student completes work independently and integrates learned concepts and skills.
3	Student work demonstrates a thorough and consistent understanding of grade level standards and objectives. Student completes work satisfactorily and applies expected skills to work.
2	Student work demonstrates a partial understanding of grade level standards and objectives. Student exhibits inconsistent understanding and application of concepts and skills.
1	Student work demonstrates minimal understanding of grade level standards and objectives; very limited organizational, reasoning and critical thinking skills; completing independent tasks only with assistance ; struggles with grade level standards and objectives producing less than expected work.

Learning standards codes:

M	Mastery -Student consistently demonstrates an excellent understanding of the task and integrates concepts well.
P	Proficiency -Student demonstrates a satisfactory understanding of the task and works independently. Meets grade level expectations.
N	Needs Improvement -Student needs improvement and more time to work independently on task.
N/A	Not assessed at this time

Academic Performance Indicators

Exceeds-A student who receives a (4) has advanced understanding and exceeds grade-level expectations. The student demonstrates academically superior skills in that specific area nearly all the time. The student demonstrates initiative, challenges him or herself and requires no support.

Meeting-A student who receives a (3) has a thorough and consistent understanding and meets grade-level expectations. We want all our students to reach a level 3. A student receiving a 3 is on the right track. It is something to be celebrated.

Approaching-A students who receives a (2) has basic understanding some of the time and partially meets grade-level expectations. A student receiving a 2 understands the basic concept or skill but has not yet reached the proficient level and requires moderate support. A 2 student should practice/understand that concept or skill.

Needs Improvement-A student receiving a (1) has minimal understanding and does not meet grade-level expectations. A student receiving a 1 needs considerable support. Interventions may be needed to learn and stay on track.

N/A-When an N/A appears it indicates that the standard was not addressed during the months leading up to the report card. Some standards will be addressed during specific portions of the year, while others will be addressed throughout the year.

All Saints

Catholic Academy

Kindergarten

Mrs. Jennifer Forth

jforth@ascakinder.org

(518)438-0066

Follow us on Twitter: [Mrs.Forth@ASCakinder](https://twitter.com/Mrs.Forth@ASCakinder)