

## **Dear Soon-to-be Kindergarten Parents:**

Transitioning into kindergarten can be a challenging time for children. Children benefit greatly from home support as they enter this new phase of their education. The time and energy you spend helping your child's first impression to be a positive one is time and energy well spent. Most kids take to Kindergarten like fish to water, but the more you can mentally, physically and emotionally prepare your child for the transition, the easier it will be.

### **Some suggestions for you:**

- ✓ Remember that you are setting the tone for how your child views this experience. Discuss how excited you were when you attended your first day of school. If older siblings have had positive experiences, involve them in the discussion.
- ✓ Read stories about Kindergarten and school. *Look Out Kindergarten, Here I Come!* by Nancy Carlson, *The Night Before Kindergarten* by Natasha Wing and Julie Durrell, and *Mrs. Bindergarten Gets Ready for Kindergarten* by Joseph Slate and Ashley Wolff are great "getting ready" books.
- ✓ During the month preceding your child's entry into Kindergarten, begin routines that will work during the school year. Paying attention to bedtimes and diet prior to school starting will make a big difference for your child. We see the most success when students have stopped taking naps in the months prior to Kindergarten in August. Having a month or more of **no naps** really helps them have the stamina they need to emotionally and physically be actively participating the entire school day.
- ✓ If your child has not had experience being around other children, set up play dates with neighbors, family, and/or friends. A big part of the Kindergarten experience requires that children know how to relate to and work with others.
- ✓ Make sure that you're emotionally prepared; it won't be easy to walk away if your child is crying, but staying will only make the situation more difficult. Simply say goodbye and remind your child that you'll see him or her soon.

### **Some suggestions for your child:**

- ✓ *Know his/her full name* - and know how to write their first name.
- ✓ *Practice fine-motor skills* - A typical day in Kindergarten involves cutting, coloring, gluing, tracing, holding a pencil or crayon, etc. Beginning writing depends on these types of skills so be sure to spend some time engaging in these types of activities at home so your child is not frustrated or falls behind at school.

- ✓ *Function independently* - While at school your child will be expected to manage bathroom needs independently, fasten and unfasten simple buttons, put on and take off their coats, etc. Encourage this at home so that they feel confident doing these things for themselves. If your child does not know how to tie their own shoes it would be wise to use shoes or sneakers with Velcro or straps. It becomes tedious for a teacher to tie children's shoelaces all day long.
- ✓ *Prepare for lunch time* - set a timer to 15 minutes when your child sits to eat so they can practice eating and opening everything during the 15 minutes allotted for lunch time in school. The more items your child can open independently will benefit them greatly.
- ✓ *Use good social skills* - Much of Kindergarten involves working and getting along with others. Your child should be able to feel comfortable doing this. Help your child refine essential social skills such as turn-taking, sharing, compromising and problem-solving.
- ✓ *Recognize basic letters and numbers* - Though they are not expected to know all the letters of the alphabet going into Kindergarten, they should know the letters in their name and as many of the other letters as possible. Children are expected to be able to count from at least 1-10 and be able to recognize these numbers as well as know some basic shapes and colors.
- ✓ *Sit and listen to a story without interrupting* - In Kindergarten children must be able to concentrate on what the teacher is saying, listen and follow simple directions, etc. The best way to prepare children for this is to sit and read with them and encourage them to focus on the story. This fosters retention and understanding. To encourage them to be able to follow simple commands - practice at home. Give your child simple 2 or 3 step directions such as - pick up the toy from the floor, put it into the toy box and close the lid. This will prepare them for when their teacher asks them to complete work at school. The Security Public Library offers summer library activities and story time.

You will find the list of sight words your child will learn next school year, along with the district-wide Kindergarten report card. On it you will see what they will learn throughout the entire school year. We look forward not only to building authentic relationships with your child, but also to working alongside you to ensure your child has an exceptional year.

Respectfully,

Grand Mountain School Kindergarten Team

# Kindergarten Sight Word List

Revised 5/15/2019

**Directions:** When assessing students, go all the way down through the 1<sup>st</sup> quarter list before going to 2<sup>nd</sup> quarter and so on. This means you will need to go to next page to complete each quarter. You can highlight words that student says incorrectly and calculate score at the end.

**Rules:** You should continue through the entire list. We want students to show automaticity and respond to each word within a long 1 count "one Mississippi" for it to count as correct - no sounding out words. Students can only read word one time (If student reads word two times, it does not count as correct.)

1 <sup>st</sup> Quarter Modules 1 / 2	2 <sup>nd</sup> Quarter Modules 3 / 4	3 <sup>rd</sup> Quarter Modules 5 / 6	4 <sup>th</sup> Quarter Modules 7 / 8 / 9
the	an	but	down
a	has	look	off
see	it	up	so
I	he	want	will
by	ran	for	back
my	she	her	let
to	did	him	were
am	in	us	what
at	put	help	could
go	me	they	now
is	sits	too	then
man	with	yes	this
no	big	have	tell
and	good	six	well
can	his	some	who
you	very	we	your
	got	get	know
	here	hot	out
	of	or	same
	on	where	take
	are	come	home
	lot	from	like
	not	if	many
	was	stop	right
	be	as	keep
	do	our	made
	had	red	why
	ten	that	would
		cut	all
		must	into
		said	make
		when	time
			about
			came
continue to next page	continue to next page	continue to next page	continue to next page

			gave
			one
			because
			just
			pick
			play
			again
			ate
			how
			them
16 Total	44 Total	76 Total	120 Total
<b>Total 1<sup>st</sup> Quarter Score: _____</b>	<b>Total 2<sup>nd</sup> Quarter Score: _____</b>	<b>Total 3<sup>rd</sup> Quarter Score: _____</b>	<b>Total 4<sup>th</sup> Quarter Score: _____</b>

A = 15 or more words

P = 12-14 words

PP = 8- 13 words

U = 7 or fewer words

A = 42 or more words

P = 33-41 words

PP = 22-32 words

U = 21 words or less

A = 72 or more words

P = 57-71 words

PP = 38-56 words

U = 37 words or less

A = 114 or more words

P = 90-113 words

PP = 60-89 words

U = 59 words or less

Student: \_\_\_\_\_  
 Student ID: \_\_\_\_\_  
 Homeroom: \_\_\_\_\_  
 School: Grand Mountain School

Attendance Summary By Term:

	1st Qtr		2nd Qtr		3rd Qtr		4th Qtr		Total	
	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
	0	0	0	0	0	0	1	0	0	1

Academic Performance Level for Elem		New Rubric	
Name	Score		
Above level expectations	A		
Demonstrates level expectations	P		
Progressing to expectations	PP		
Lacking significant progress	U		
Not Assessed	NA		

SKILLS AND BEHAVIOR THAT SUPPORT LEARNING

	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
<b>GR KG</b>				
Respects others				
Follows rules and procedures				
Follows directions				
Shows motivation and effort				
Listens attentively				
Works cooperatively with others				
Works independently				
Participates in large group activities				
Accepts responsibility				
Uses time appropriately				

LITERACY

	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
<b>READING</b>				
<b>SPEAKING &amp; LISTENING</b>				
<b>GRADE K</b>				
SL.K.6 Speaks audibly and expresses thoughts, feelings, and ideas clearly.				

LITERACY

	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
<b>READING: LITERATURE</b>				
GRADE K				
R.L.K.3 Identifies characters, settings, major events in fictional text				
<b>READING: FOUNDATIONAL SKILLS</b>				
GRADE K				
RF.K.1.D Identifies all upper-case letter names				
RF.K.1.D Identifies all lower-case letter names				
RF.K.2.A Recognizes and produces rhyming words				
RF.K.2.B Segments syllables in spoken words				
RF.K.2.C Blends single-syllable words				
RF.K.2.D Orally segments words into phonemes (sounds)				
RF.K.3.A-B Identifies phonemes (sounds) for all letters				
RF.K.3.C Reads grade level sight words				

LITERACY

	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
W.K.3 Writes narrative text				
<b>LANGUAGE</b>				
GRADE K				
L.K.2 Writes complete sentence(capital letter, period, subject, predicate)				
L.K.1.A Writes all letters using proper line placement				
L.K.2.D Spells simple words phonetically				
3.2.a.vii Uses correct spacing				
3.2.a.viii Writes using left-to-right directional movement				

COMPUTER SCIENCE & CODING

	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
Utilizes attending skills				
Positive classroom behavior				
Participates in learning				
Productive Worker				

MATH

	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
<b>COUNTING AND CARDINALITY</b>				
GRADE K				
K.CC.A.1 Counts to 100 by ones and tens				
K.CC.A.3 Writes numbers from 0 to 20				
1.1.c Identifies numbers from 0 to 100				

<b>MATH</b>				
	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
K.O.C.C.6 Identifies groups of objects greater than, less than, or equal to				
<b>OPERATIONS AND ALGEBRAIC THINKING</b>				
<b>GRADE K</b>				
K.OA.A.2 Models addition to 10 using objects or drawings				
K.OA.A.2 Models subtraction to 10 using objects or drawings				
1.2.a.v Identifies penny, nickel, dime, and quarter				
K.OA.A.5 Fluently adds and subtracts within 5				
<b>MEASUREMENT AND DATA</b>				
<b>GRADE K</b>				
K.MD.B.3 Classifies objects & counts the number of objects in each category				
<b>GEOMETRY</b>				
<b>GRADE K</b>				
K.G.A.1 Identifies 2D shapes (square, circle, triangle, rectangle, hexagon)				
K.G.A.1 Identifies 3D shapes (cube, cone, cylinder, sphere)				

<b>MUSIC</b>				
	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
Participates				
Skills				
Respect				

<b>PHYSICAL EDUCATION</b>				
	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
Participates, Listens, Follows Directions				
Skills				
Sportsmanship/Teamwork, Respect for Others/Equipment				