

WELCOME  
KINDERGARTEN  
CLASS OF 2021-2022

Kindergarten Round Up





# WHO'S WHO?

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- Dr. Debbie Satterfield, PYP Principal
- Mrs. Crystal Hudson, PYP Assistant Principal
- Ms. Yashica Douglas, PYP Counselor
- Ms. Ugonna Love, PYP Counselor
- Mrs. Michelle Jacobs, Social Worker



# WHAT WILL MY CHILD LEARN IN KINDERGARTEN?

- Georgia Standards of Excellence
- Georgiastandards.org

Unit 1	Unit 2	Unit 3	Unit 4
<b>Counting With Friends</b>	<b>Comparing Numbers</b>	<b>Sophisticated Shapes</b>	<b>Measuring and Analyzing Data</b>
<p><b>Know number names and the count sequence.</b></p> <p><b>MGSEK.CC.1</b> Count to 100 by ones and by tens.</p> <p><b>MGSEK.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>MGSEK.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.</b></p> <p><b>MGSEK.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence)</li> <li>Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>Understand that each successive</li> </ol>	<p><b>Work with numbers 11–19 to gain foundations for place value.</b></p> <p><b>MGSEK.NBT.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>).</p> <p><b>Know number names and the count sequence.</b></p> <p><b>MGSEK.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.</b></p> <p><b>MGSEK.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence)</li> </ol> <p><b>MGSEK.CC.5</b> Count to answer “how many?” questions.</p> <ol style="list-style-type: none"> <li>Count to answer “how many?”</li> </ol>	<p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <p><b>MGSEK.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p><b>MGSEK.G.2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>MGSEK.G.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><b>Analyze, compare, create, and compose shapes.</b></p> <p><b>MGSEK.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices “corners”) and other attributes (e.g., having sides of equal length).</p> <p><b>MGSEK.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>MGSEK.G.6</b> Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p>	<p><b>Describe and compare measurable attributes.</b></p> <p><b>MGSEK.MD.1</b> Describe several measurable attributes of an object, such as length or weight. For example, a student may describe a shoe as, “This shoe is heavy! It is also really long!”</p> <p><b>MGSEK.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p><b>Classify objects and count the number of objects in each category.</b></p> <p><b>MGSEK.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>5</sup></p>



# PROGRAMMING HIGHLIGHTS

- Transdisciplinary Core Content Classes
- Daily Mandarin Chinese
- Health, Physical Education, Music, Art, and Technology
- Counseling Classroom Core Curriculum
- Sustainability Coordinator/Gardening
- 1:1 Devices
- Teacher Aide Program



# MEDIA CENTER

A word from our librarian!



## HOW CAN I ENSURE MY CHILD HAS A SUCCESSFUL KINDERGARTEN YEAR?

- Academic Expectations
  - Letter Recognition
  - Color Recognition
  - Some Letter Sounds
  - Able to count to 20
  - Able to write numbers correctly 0-9
  - Able to write first name correctly (starts with a capital letter, the rest of the letters are lowercase)










# WHAT IS THE INTERNATIONAL BACCALAUREATE (IB)

IB develops:

- the whole child – cognitive development, as well as social, emotional, and physical well-being
- inquiring, knowledgeable, and caring young people
- skills to tackle society's challenges
- students who will help to create a better and more peaceful world
- transdisciplinary learning in the classrooms – students learn across subject areas while investigating big ideas



# WHAT IS THE PYP (PRIMARY YEARS PROGRAMME)?

 <b>Transdisciplinary theme</b> (Type Transdisciplinary theme here.)		
<b>Who We Are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.		
 <b>Central idea</b> Everything has a form with recognizable features and has relationships with other things.		
 International Baccalaureate Baccalaureat International Bachillerato Internacional		
<div> <a href="#">Back to Overview</a> <a href="#">Back to Reflecting and Planning</a> <a href="#">Back to Designing and Implementing</a> </div>		
 <b>Lines of inquiry</b> → similarities and differences in properties and structures → systems, relationships, and networks are based on interdependence → citizenship is based upon developed values		
 <b>Key concepts</b> Form, Connection, Responsibility	 <b>Related concepts</b> Properties, Structure, Similarities, Differences, Systems, Relationships, Networks, Interdependence, Values, Citizenship	 <b>Learner profile attributes</b> * Principled * Reflective





# CARPOOL



- Wesley is a carpool only school (no buses).
- Parents are responsible for drop off in the mornings and pick up in the afternoons.
- Several centers in the surrounding area pick up students for aftercare programs such as Boys and Girls Club (on Berne Street), YMCA, MLK Center, etc.
- We dismiss students using an electronic platform.
- Aftercare will be offered - more information to come.



# NUTRITION

-WIA works with APS to provide breakfast and lunch in accordance with state and federal school nutrition guidelines. APS provides breakfast and lunch for all students. Pricing information and menus will be provided when approved by APS.

**-Free and Reduced Breakfast and Lunch Program:** WIA participates in the federal free and reduced price meal program. Parents and Guardians must complete confidential applications to determine eligibility for various resources.

**-Lunches from Home:** When packing a lunch, water, milk or 100% fruit juices are recommended. Soda is not encouraged. Please provide lunches that do not need to be heated. Students may purchase milk when packing a lunch from home.

# UNIFORMS



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<b>Shirts</b>	Red Short or Long Sleeve Knit Pique (Polo) Shirts with Logo Patch (PYP ONLY)	Black Chinese T-shirt - Available through Wesley only (ALL GRADES)	Black Dragon Boat T-shirt - Available through Wesley only (ALL GRADES)	Grey Short or Long Sleeve Knit Pique (Polo) Shirts with Logo Patch (MYP ONLY)
<b>Bottoms</b>	Black Shorts: Pleated, Fashion Fit, or Flat Front	Black Pants: Pleated, Fashion Fit, or Flat Front Slacks	Black Skort	Plaid (Black, Red, and Grey) Skirt

<b>Layers</b>	Red V-Cardigan Sweater with Logo Patch or Monogram	Black V-Cardigan Sweater with Logo Patch or Monogram	Wesley Hoodie or Sweatshirt - Available through Wesley only
<b>Jackets</b>	Black Full Zip Fleece Jacket with Logo Patch or Monogram	Red Full Zip Fleece Jacket with Logo Patch or Monogram	
<b>Accessories</b>	Solid Black Belt	White or Black socks or leggings	Black Shoes *see note below



# IMPORTANT DATES

## **Kindergarten Screeners:**

-June 18th : 9AM-12PM

-June 25th : 9AM-12PM

**Wesley Welcome Day:** July 29th - 30th

**First Day of School:** August 3rd

