



WELCOME TO PRE-KINDERGARTEN IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF PRE-KINDERGARTEN

LITERACY:

- Demonstrates an understanding of the organization and basic features of print.
- With prompting and support, identifies characters, settings and major events in a story.
- Recognizes and names some upper and lowercase letters in addition to those in first name.
- Demonstrates basic knowledge of letter sound correspondence by producing the sound of some letters.
- Uses a combination of drawing, dictating, or emergent writing to express thoughts and ideas.

PHONEMIC AWARENESS:

- Blends and segments syllables in spoken words (e.g., /tur/+/tle/= turtle; or clapping or snapping out syllables ap-ple= 2 claps).
- Recognizes and produces rhyming words.
- States the initial sound (phoneme) in consonant-vowel- consonant (CVC) words (e.g., cat starts with /c/).

COMMUNICATION:

- Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).
- Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and large groups.

MATH EXPECTATIONS BY THE END OF PRE-KINDERGARTEN

- Correctly name shapes regardless of their orientations or overall size.
- Counts in sequence to 30.
- Represents a group of objects with a numeral 0-12 (with 0 representing a count of no objects).
- Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (eg. counts out napkins for snack time, saying the numbers aloud as they put each one on the table).
- Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.
- Identifies whether the numbers of objects in one group is greater than, less than or equal to the number of objects in another group by using matching and counting strategies (e.g., compares the number of letters in their friends’ names and indicates who has more).
- Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).

SCIENCE EXPECTATIONS BY THE END OF PRE-KINDERGARTEN

- Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).
- Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).
- Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).

APPROACHES TO LEARNING EXPECTATIONS BY THE END OF PRE-KINDERGARTEN

- Sustains attention to task despite distractions.
- Carries out tasks, activities, projects or experiences from beginning to end.
- Remains focused on the task at hand even when frustrated or challenged.
- Seeks new and varied experiences and challenges through play.
- Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.
- Demonstrates age-appropriate independence in decision-making regarding activities and materials.



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SOCIAL EMOTIONAL SKILLS TO BE FOSTERED

- Follow predictable classroom routines, manage transitions positively most of the time with minimal adult support.
- Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.
- Develops strategies to express strong emotion and calm self, with adult help.
- Recognizes and accurately describes own feelings a majority of the time.
- Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).

STRATEGIC PLAN OBJECTIVES

- 1) Every student will achieve academic success through a challenging, relevant personalized learning plan.
- 2) Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
- 3) Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.