



RANKIN COUNTY  
EARLY LEARNING COLLABORATIVE  
**PRE-KINDERGARTEN**  
HANDBOOK



Rankin County  
School District  
TRADITION OF EXCELLENCE

BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

Dear Pre-Kindergarten Parents,

Welcome to the Rankin County School District! What an exciting time for you and your family!

It is a delight to be part of your child's educational journey. Their education and well-being

are of the utmost importance to the faculty, staff, and administration of the Rankin County School District.

At the Rankin County School District, our goal is to provide the BEST education for all of our

students. We know that building a solid academic foundation will pay dividends to our students and families for years to come. Our hope is for students to develop socially, emotionally, and cognitively and form a love for learning at an early age.

We want to encourage and help direct you during the beginning of your child's formal education. Through our combined efforts, we will create a wonderful year of exploration and growth for your child. You will have opportunities to communicate with the school via newsletters, notes, phone calls, conferences, progress reports, and report cards.

Our TEAM is here for you and your child! We encourage you to contact the teacher or principal at your local school if you have any questions. Thank you for trusting your child's education to the RCSD. Together, we will make this the BEST experience for your child! #rcsdg2b #TraditionOfExcellence



Scott Rimes, Ph.D.

Superintendent of Education

Rankin County School District



**Rankin County  
School District**

**TRADITION OF EXCELLENCE**

BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

## VISION

Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

## MISSION

**\*B\*ring \*E\*veryone's \*S\*trengths \*T\*ogether!** We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

## RANKIN COUNTY SCHOOL DISTRICT BOARD OF EDUCATION

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Mr. David Dyess - Vice President  
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Phone: 601.992.5442

### **ROUSE ELEMENTARY**

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Brandon, MS 39042  
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Florence, MS 39073  
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## TABLE OF CONTENTS

VISION	i
MISSION	i
RANKIN COUNTY SCHOOL DISTRICT BOARD OF EDUCATION	iii
<b>Welcome to the Pre-Kindergarten Program</b>	<b>1</b>
<b>Selection Criteria</b>	<b>2</b>
Step One	2
Step Two	2
Step Three	2
Step Four	2
<b>About The Pre-K Program</b>	<b>3</b>
Goals and Mission of the Pre-K Program	3
Transportation Services	3
Food Services	3
<b>What You Can Expect</b>	<b>4</b>
Classroom Setting and Teaching Method	4
Curriculum	4
The School Calendar Year	4
Attendance	5
Excused Absences	5
Unexcused Absences	5
Behavior	6
Toilet Training	6
Accidents Happen	7
Dress Code	7
Snacks	7
Disenrollment Policy	7
Behaviors	8
Immediate Suspension	8
Extended Suspension	9
Disenrollment	9
<b>Family Involvement</b>	<b>10</b>
Orientation	10
Your Involvement	10
Child Assessment	10
Family/Teacher Conferences	10
<b>Early Learning Standards for Classrooms Serving Four-Year-Old Children</b>	<b>11</b>
<b>READING STANDARDS FOR LITERATURE</b>	<b>11</b>
Key Ideas and Details	11
Integration of Knowledge and Ideas	11
Range of Reading and Level of Text Complexity	11
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	<b>12</b>
Key Ideas and Details	12
Integration of Knowledge and Ideas	12
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	<b>12</b>
Print Concepts	12
Phonological Awareness	13
Fluency	13
<b>WRITING STANDARDS</b>	<b>13</b>

Text Types and Purposes	13
Production and Distribution of Writing	14
Research to Build and Present Knowledge	14
<b>SPEAKING AND LISTENING STANDARDS</b>	<b>14</b>
Comprehension and Collaboration	14
<b>LANGUAGE STANDARDS</b>	<b>15</b>
Conventions of Standard English	15
Vocabulary Acquisition and Use	15
<b>MATHEMATIC STANDARDS</b>	<b>16</b>
Counting and Cardinality Domain	16
Operations and Algebraic Thinking Domain	16
Measurement And Data Domain	16
Geometry Domain	17
<b>APPROACHES TO LEARNING STANDARDS</b>	<b>17</b>
Play Domain	17
Curiosity and Initiative Domain	17
Persistence and Attentiveness Domain	18
Problem-Solving Skills Domain	18
<b>SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS</b>	<b>18</b>
Social Development Domain	18
Emotional Development Domain	19
<b>SCIENCE STANDARDS</b>	<b>20</b>
Scientific Method and Inquiry Domain	20
Physical Science Domain	21
Life Science Domain	21
Earth Science Domain	21
Technology Domain	21
<b>PHYSICAL DEVELOPMENT STANDARDS</b>	<b>22</b>
Gross Motor Skills Domain	22
Fine Motor Skills Domain	22
Self-Care, Health, and Safety Skills	23
<b>CREATIVE EXPRESSION STANDARDS</b>	<b>23</b>
Music Domain	23
Dance and Movement Domain	23
Theatre and Dramatic Play Domain	24
Visual Arts Domain	24
<b>SOCIAL STUDIES STANDARDS</b>	<b>24</b>
Family and Community Domain	24
Our World Domain	24
History and Events Domain	25
<b>Parent Tips</b>	<b>26</b>

## Welcome to the Pre-Kindergarten Program

Dear Pre-K Family Member:

Thank you for enrolling your child in the Rankin County Early Learning Collaborative Program. The purpose of this handbook is to help you understand Pre-K, to explain the goals and objectives of the program, and to offer suggestions that will help your child be successful in the Pre-K program and throughout his or her educational career.

We also want you to know we value your input. Please contact the Pre-K teacher or our office with any questions or comments. We appreciate your support of the Rankin County Early Learning Collaborative Program.



**Rankin County  
School District**

TRADITION OF EXCELLENCE

### **Rankin County School Early Learning Collaborative Program**

1220 Apple Park Place Brandon, MS 39042

Phone: 601-825-5590

Fax: 601-825-2618

[www.rcsd.ms/departments/federal-programs/pre-kindergarten](http://www.rcsd.ms/departments/federal-programs/pre-kindergarten)

## Selection Criteria

### STEP ONE

The Director of Pre-K gathers all submitted applications from each school site.

### STEP TWO

Each application is assigned a number which allows all names and addresses to be omitted.

### STEP THREE

The Pre-K Selection Committee receives a printout that does not contain the name or address of any child. The printout contains a corresponding number that correlates to each individual submitted application. The Pre-K Selection Committee is tasked to randomly select children while ensuring each classroom is balanced. From this selection a class roll is developed, as well as the waitlist for each school.

### STEP FOUR

Parents are notified via the U.S. Postal Service, using only the physical mailing address indicated on the application submitted of either their child's acceptance and/or waitlist for the Pre-K program in the Rankin County School District. Notifications letters are not mailed to Post Office boxes.

## About The Pre-K Program

### GOALS AND MISSION OF THE PRE-K PROGRAM

The Pre-Kindergarten program provides appropriate activities and learning experiences that help prepare young children for school. For a child to be school ready, it means they are socially, emotionally, physically, and cognitively prepared for success in Kindergarten.

The Rankin County Early Learning Collaborative Program helps children become independent, self-confident, enthusiastic learners. Participation in the program encourages children to develop good habits and daily routines.

To ensure a smooth transition to Kindergarten, families will be provided information and assistance in preparing for and gathering the documentation necessary for their child's enrollment in Kindergarten. You are encouraged to become involved in what your child is learning and experiencing in Pre-Kindergarten, because your participation contributes to your child's success in school.

The vision of the Rankin County Early Learning Collaborative Program is to continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

The mission of the Rankin County Early Learning Collaborative Program is to Bring Everyone's Strengths Together! We will intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

### TRANSPORTATION SERVICES

Students enrolled in the Pre-Kindergarten program have the option to be car riders or ride the bus. Any student who rides the school bus must be fitted for a car seat prior to riding the bus. It is required that Pre-K students remain seated and buckled in the seatbelt during the entire time of the bus ride. If not, this could result in bus suspension and dismissal from the Pre-K program. Because the seat is specific to each bus and each child, bus changes are not permitted during the school year.

### FOOD SERVICES

Breakfast and lunch are available for Pre-Kindergarten students through the cafeteria. There may be fees associated with these services. Parents are encouraged to fill out the application to see if their child qualifies for free or reduced lunch. The link to the application is <https://www.nlappscloud.com/Welcome.aspx?sid=1480#loaded>

Please contact the cafeteria manager at your child's school for more information.

## What You Can Expect

### CLASSROOM SETTING AND TEACHING METHOD

Pre-K classrooms have learning areas and free choice centers set-up in the classroom, and each is supplied with books, materials, and learning activities. Typical learning centers in a Pre-K classroom might include math, blocks, reading, art, science, dramatic play, writing, and music.

The learning centers are designed to promote various development skills in the follow areas:

- English Language Arts
- Mathematics
- Social Studies
- Science
- Approaches to Learning
- Social and Emotional Development
- Physical Development
- Creative Expression

The Pre-K classroom has ample space to accommodate individual, small, and large-group instruction. The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children provide the basis for instruction in the Pre-K classroom.

Teachers and assistants interact with children and move about the classroom to facilitate learning experiences. You can find a copy of a daily schedule posted in the classroom.

The Pre-K schedule allows for daily story times, outside time, rest time, instruction in the learning centers, and in large and small groups.

### CURRICULUM

Mississippi Beginnings Pre-K Curriculum provides an open-source curriculum for four-year-old preschool classrooms (public, private, childcare, home care, Head Start). MS Beginnings: Pre-K curriculum is intended to support any preschool teacher in providing a rich, play-based, intentional developmentally appropriate instructions. When implemented with fidelity, the MS Beginnings: Pre-K builds social-emotional, executive function, language, literacy, math, and vocabulary skills.

MS Beginnings: Pre-K meets the requirements of the Early Learning Guidelines:

- Aligned to Early Learning Standards
- Comprehensive to cover all domains
- Emphasis on early childhood literacy
- Evidence-based of child outcomes
- Thematic based

### THE SCHOOL CALENDAR YEAR

The Rankin County Early Learning Collaborative Program classroom is based on a calendar year starting in August. The core instructional program is at least 330 minutes per day and may begin as early as 7:00 a.m. Please check with your local school to determine the start time and end time for your child's school.

Families enrolling children in the program must agree to send the child the full 7 hours, five days per week, for the entire school year.

### ATTENDANCE

Regular school attendance is a component of a child's academic success. Children who do not attend on a regular basis, are routinely late, or routinely leave the program early may be disenrolled. In addition, children who are late, leave early, or are absent for ten consecutive days without a medical or other reasonable explanation must be disenrolled from the program.

- 2 unexcused absences = a parent phone call and a reminder of the importance of daily full-day attendance
- 3 unexcused absences = a face-to-face conference with the guidance counselor and school administrator
- 20 days total (excused & unexcused), excluding extreme medical circumstances = disenrollment from the Pre-K program

### EXCUSED ABSENCES

The following will constitute a valid excuse for temporary non-attendance, provided satisfactory evidence of the excuse is provided to the principal of the school:

- Personal illness; or
- Serious illness in the family; or
- Death in the family; or
- Special permission of the principal (obtained in advance in person by the parent or legal guardian).

Excused absences are granted once the written notes from parents/guardian or medical/dental excuses are received by the school. These written notes must be received on the day of return to school if the absence is to be excused. After 3 excused absences per nine weeks based on parental notes, a doctor's excuse will be required for excusing an absence.

According to Mississippi Law, a student shall be counted present for average daily attendance record keeping purposes if he/she is present for 63 percent of the day (or 208 minutes, approximately 3.5 hours) any portion of the regular school day in grades K-12. Tardies and early dismissals will be considered when determining perfect attendance and exemption status.

### UNEXCUSED ABSENCES



The principal can make exceptions when extreme circumstances arise.

An unlawful or unexcused absence is an absence during the school day that is not due to a valid excuse.

Any student who has accumulated 20 days total (excused & unexcused), excluding extreme medical circumstances will be reported to the Rankin County Early Learning Collaborative Program Director and will be subject to disenrollment from the program (see Disenrollment Policy and Process).

## BEHAVIOR

The Pre-K program is based on the belief that children learn self-discipline and behavior that will result in cooperation, sharing, following directions, listening, and showing respect for themselves and others.

It is the adult's responsibility to help children learn this behavior. The Pre-K staff will respond to challenging behaviors as follows:

- Be proactive: Teach social and problem-solving skills, implement a caring classroom community, and emphasize and teach desired skills.
- Provide the child with constructive alternatives to disruptive behavior.
- Document challenging behaviors and strategies implemented.
- Discuss repetitive behavior problems with the child's parents.
- Request that parents come to school and pick up a child when his/her actions are dangerous to self or others.

It is the parent's responsibility to respond to the child's behavior problems in the following ways:

- Teach the child self-discipline and respect for authority.
- Be available for conferences.
- Cooperate with school personnel and the Pre-K staff for the benefit of the child.

Children may be disenrolled from the Pre-K Program if they are hurting themselves or others and/or are chronically disruptive to the extent that they are not benefiting from the Pre-K program. Disenrollment of a child for behavior reasons is the last step taken after all other attempts to help the child within the program have been exhausted (see Disenrollment Policy and Process on pages 7-8).

## TOILET TRAINING

Our Pre-Kindergarten program is designed for students who are comfortable taking care of their own toileting needs. For this reason, all children are required to be toilet trained before they enter school. The following is a list of our school's readiness criteria:

- Consistently recognize when he/she needs to go to the bathroom.

- Have the ability to wait to use the toilet.
- Pull down pants and sit on toilet without assistance.
- Use toilet paper correctly and understand how to clean themselves adequately.
- Pull pants back up with no assistance.
- Flush the toilet.
- Wash and dry hands after using toilet.

Children in all Pre-K classes are expected to be able to completely potty independently. Pre-K classrooms are not equipped with a diaper changing table/station or diapering supplies.

It would be helpful to dress children in clothing that is easy to manage so that toileting is not difficult for the child. Pull-up diapers are not acceptable under-clothing.

## ACCIDENTS HAPPEN

Any child who has an accident will be removed from the classroom discreetly and escorted to the bathroom by a teacher or assistant.

In case of an occasional accident at school, a child needs to be able to clean him/herself up with minimal assistance. If not, parents (or a designated adult) will be asked to come to the school in a timely manner to assist the child. Please make sure your child has a clean set of clothes at school at all times.

Students who cannot routinely adhere to the toileting policy may be subject to disenrollment from the program (see Disenrollment Policy and Process on pages 7-8).

## DRESS CODE

- Please make sure your child wears the appropriate under garments daily.
- Pull-Ups are not allowed.
- Clothing that exposes a Pre-K child's back, spaghetti straps shirts or dresses should not be worn to school.
- Shorts and skirts should be an appropriate length.
- Wear closed toe shoes daily.
- Rubber sole shoes are preferred.

## SNACKS

- Please send healthy snacks for your child daily.
- Please refrain from sending candy and carbonated drinks.

## DISENROLLMENT POLICY

The Rankin County Early Learning Collaborative Program seeks a solid partnership with families as a basis for their children's success within our program. Because we accommodate a wide range of individual differences, it is only on



rare occasions that a child's/family's behavior may warrant the need to be find a more suitable setting for either a short term or permanent basis. We will do everything possible to work with you to avoid a child's disenrollment from the program.

The following are some reasons why we would have to disenroll a child or family from the program.

Some examples of such instances include:

### BEHAVIORS

- Ongoing physical or verbal abuse to staff or other children.
- Ongoing uncontrollable tantrums/angry outbursts.
- Destruction of property.
- Excessive aggressive behaviors, such as temper tantrums, biting, spitting, etc.
- Unable to adhere to toileting requirements.
- Attendance
- 3 or more unexcused absences.
- Frequent tardies or early dismissals.
- Toilet Training
- Failure to routinely adhere to the toileting policy.
- Excessive toileting accidents that exceed 10 times or more within a school year, will result in disenrollment from the Pre-K program.
- Persistent public toileting.
- Parental Actions
- A parent/guardian is physically or verbally abusive or intimidating to program's staff, children, or anyone else at the school.
- Potentially dangerous behavior by a parent or child.

The Rankin County Early Learning Collaborative Program reserves the right, as circumstances may arise, to discharge a child from the program at the discretion of the Pre-K Director, the Principal, and the child's teacher. Parents will be consulted at any point where a child's behavior is at issue or there is a learning need the school is unable to meet. Every effort will be made to avoid disenrollment.

### IMMEDIATE SUSPENSION

An immediate suspension for up to two (2) days can be made at any time the Pre-K provider/principal determines a child is causing harm to himself/herself or others; or a child is unable to successfully participate in program activities. Programs can implement immediate suspension (up to two days) and a maximum of three occasions per child. Prior approval from the district office is not needed; however, the program's Pre-K Director must be notified that such action has been taken. If all three immediate suspensions have been used and a child is a danger to self, peers, or staff; the child may be sent home for the day with a plan for the child's successful return.

### EXTENDED SUSPENSION

An extended suspension (i.e., more than two days and/or more than three incidents of immediate suspension) requires prior approval from the Pre-K Director. The building level Principal must contact the Pre-K Director to discuss requests for extended suspension.

The following information is needed to request an extended suspension:

- Reason(s) extended suspension is being requested and the length of the extended suspension
- Attempted interventions to help the child, including any immediate suspension information
- All documentation of written correspondence and meeting notes showing ongoing involvement with the parents
- Behavioral and instructional observations of the child supporting the extended suspension request
- Documentation of consultation of the school system special needs personnel (behavior interventionist)

All extended suspension requests including supporting documentation should be sent via email to the Pre-K Director.

### DISENROLLMENT

Disenrollment will only take place when all other options have been exhausted (immediate suspension and extended suspension). Disenrollment requires prior approval from the Pre-K Director.

The following procedures will be used in each situation:

- The school will contact the Pre-K Director the same day of incident.
- The school will provide documentation for disenrollment
- The school will prepare all documentation of behaviors and strategies used to address concerns. The documentation must state the behavior, how often the behavior occurs, the interventions used, and the child's response to the interventions.
- The school must schedule a conference with the child's family to discuss strategies and options. This conference will be documented.
- Parents will be notified via phone and letter of the final decision regarding disenrollment.

## Family Involvement

### ORIENTATION

A parent orientation of the program will be scheduled during the summer before Pre-K starts. Parents will be notified via mail of the orientation date. The orientation will include more specific information about the curriculum and general program information. Attendance at orientation is mandatory.

### YOUR INVOLVEMENT

Whenever possible, families should actively participate in the Pre-K program and maintain open communication with the Pre-K program staff. Research shows that active family participation in children's learning experiences contribute to success in school. Volunteering in the classroom is highly recommended, because it helps children and is informative and rewarding for families.

Contact your child's teacher or principal to find out about opportunities to volunteer your time, talents, and experiences in your child's classroom.

### CHILD ASSESSMENT

The Rankin County Early Learning Collaborative Program uses a comprehensive learning assessment (CELA) and a statewide assessment for four-year-olds. {Mississippi K-3 Assessment Support System} (MKAS). The primary purpose of these assessments is to improve the quality of classroom instruction provided to students from birth to 3rd grade.

### FAMILY/TEACHER CONFERENCES

A minimum of three family/teacher conferences will be offered to families during the school year. During these conferences the teacher will discuss your child's progress by providing information about your child's performance in regards to the Mississippi Standards for four-year-olds.

## Early Learning Standards for Classrooms Serving Four-Year-Old Children

The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children provide the foundation for instruction in classrooms as teachers use these goals to plan activities for your child. On the following page you will find the complete listing for Reading, Language, Writing, and Math Standards.

### READING STANDARDS FOR LITERATURE

#### KEY IDEAS AND DETAILS

- With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, "What is the duck doing?" or respond to, "Tell me about the duck.").
- With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing).
- With prompting and support, identify some characters, settings, and/or major events in a story.
- Craft and Structure
- Exhibit curiosity and interest in learning words in print.
- Develop new vocabulary from stories.
- Identify environmental print (e.g., word wall, class dictation).
- With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).
- With prompting and support, identify the role of the author and illustrator.

#### INTEGRATION OF KNOWLEDGE AND IDEAS

- With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).
- (Not appropriate for literature as indicated in the CCSS for ELA)
- With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).

#### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).

## READING STANDARDS FOR INFORMATIONAL TEXT

### KEY IDEAS AND DETAILS

- With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).
- With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).
- With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).
- Craft and Structure
- Exhibit curiosity and interest about words in a variety of informational texts.
- With prompting and support, identify the front cover, back cover, and title page of a book.
- With prompting and support, identify the role of the author and illustrator in informational text.

### INTEGRATION OF KNOWLEDGE AND IDEAS

- With prompting and support, make connections between self and text and/or information and text.
- With prompting and support, explore the purpose of the informational text as it relates to self.
- With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.
- Range of Reading and Level of Text Complexity
- With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

## READING STANDARDS: FOUNDATIONAL SKILLS

### PRINT CONCEPTS

- With prompting and support, demonstrate understanding of conventions of print.
- Recognize an association between spoken and written words.
- Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.
- Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.
- Differentiate letters from numbers.
- Recognize words as a unit of print and understand that letters are grouped to form words.
- Understand that print moves from left to right, top to bottom, and page-

by-page.

- Understand that words are separated by spaces in print.

### PHONOLOGICAL AWARENESS

- With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.
- Engage in language play (e.g., sound patterns, rhyming patterns, songs).
- Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).
- Demonstrate awareness of the relationship between sounds and letters.
- Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.
- With prompting and support, isolate and pronounce the initial sounds in words.
- Demonstrate an awareness of ending sounds in words.
- With prompting and support, demonstrate emergent phonics and word analysis skills.
- Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.
- Recognize own name, environmental print, and some common high-frequency sight words.

### FLUENCY

- Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).

## WRITING STANDARDS

### TEXT TYPES AND PURPOSES

- With prompting and support, recognize that writing is a way of communicating for a variety of purposes.
- Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.
- Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.
- Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.
- No developmentally appropriate standard.

### PRODUCTION AND DISTRIBUTION OF WRITING

- No developmentally appropriate standard.
- With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.
- With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.

## RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.
- With prompting and support, recall information from experiences to answer questions.
- No developmentally appropriate standard.
- Range of Writing
- No developmentally appropriate standard.

## SPEAKING AND LISTENING STANDARDS

### COMPREHENSION AND COLLABORATION

- With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.
- Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).
- Engage in extended conversations.
- With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.
- With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.
- Presentation of Knowledge and Ideas
- With prompting and support, describe familiar people, places, things, and events.
- With prompting and support, add drawings or other visual displays to descriptions.
- With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.

## LANGUAGE STANDARDS

### CONVENTIONS OF STANDARD ENGLISH

- With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).
- Produce and expand complete sentences in shared language activities.
- With prompting and support, demonstrate awareness of the conventions of standard English.
- Write first name, capitalizing the first letter.
- Attempt to write a letter or letters to represent a word.
- Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.
- Knowledge of Language
- No developmentally appropriate standard

### VOCABULARY ACQUISITION AND USE

- With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.
- Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).
- With guidance and support, explore word relationships and word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).
- Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).
- Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).
- With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.

## MATHEMATIC STANDARDS

### COUNTING AND CARDINALITY DOMAIN

Know number names and the count sequence.

- With prompting and support, recite numbers 1 to 30 in the correct order.
- With prompting and support, recognize, name, and attempt writing numerals 0 – 10.

Count to tell the number of objects.

- With guidance and support, understand the relationship between numerals and quantities.
- Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.
- Match quantities and numerals 0–5.
- Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.
- Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

Compare numbers.

- Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.

### OPERATIONS AND ALGEBRAIC THINKING DOMAIN

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

- With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.
- With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.
- With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.
- Duplicate and extend simple patterns using concrete objects.

### MEASUREMENT AND DATA DOMAIN

Describe and compare measurable attributes.

- With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).

- With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).
- Use nonstandard units of measurement.
- Explore standard tools of measurement.

Classify objects and count the number of objects in each category.

- With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

### GEOMETRY DOMAIN

Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- With guidance and support, correctly name shapes.
- With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.
- With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.
- Analyze, compare, create, and compose shapes.
- With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).
- With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).

## APPROACHES TO LEARNING STANDARDS

### PLAY DOMAIN

Engage in play.

- Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.
- Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
- Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).
- Demonstrate active engagement in play.

### CURIOSITY AND INITIATIVE DOMAIN

Demonstrate curiosity and initiative.

- Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.
- Ask questions to seek new information.

- Make independent choices.
- Approach tasks and activities with flexibility, imagination, and inventiveness.

### **PERSISTENCE AND ATTENTIVENESS DOMAIN**

Demonstrate persistence and attentiveness.

- Follow through to complete a task or activity.
- Demonstrate the ability to remain engaged in an activity or experience.
- Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

### **PROBLEM-SOLVING SKILLS DOMAIN**

Demonstrate problem-solving skills.

- Identify a problem or ask a question.
- Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).
- Apply prior learning and experiences to build new knowledge.

## **SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS**

### **SOCIAL DEVELOPMENT DOMAIN**

Build and maintain relationships with others.

- Interact appropriately with familiar adults.
- Communicate to seek out help with difficult task; to find comfort, and to obtain security.
- Engage with a variety of familiar adults for a specific purpose.
- Interact appropriately with other children.
- Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).
- Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).
- Ask permission to use items or materials of others.
- Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).
- Express empathy and care for others.
- Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).
- Offer and accept encouraging and courteous words to demonstrate kindness.
- With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).

Work productively toward common goals and activities.

- Participate successfully as a member of a group.
- With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).
- Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
- Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).
- Join ongoing activities in acceptable ways.
- Express to others a desire to play (e.g., say, “I want to play.”).
- Lead and follow.
- Move into group with ease.
- Resolve conflicts with others.
- With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).
- With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”).

### **EMOTIONAL DEVELOPMENT DOMAIN**

Demonstrate awareness of self and capabilities.

- Demonstrate trust in self.
- Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).
- Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).
- Develop personal preferences.
- Express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose...”, “I want ...”).
- Select and complete tasks (e.g., finish a puzzle or drawing).
- Show flexibility, inventiveness, and interest in solving problems.
- Make alternative choices (e.g., move to another area when a center is full).
- Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).
- Know personal information.
- Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).
- Refer to self by first and last name.
- Know parents’/guardians’ names.



Recognize and adapt expressions, behaviors, and actions.

- Show impulse control with body and actions.
- Control own body in space (e.g., move safely through room without harm to self or others).
- Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).
- Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).
- Manage emotions.
- With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).
- With prompting and support, recognize emotions (e.g., “I am really mad.”).
- With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).
- With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).
- Follow procedures and routines with teacher support.
- Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).
- Use materials with care and safety (e.g., use scissors to cut paper).
- Take turns sharing information with others (e.g., interact during group time).
- Demonstrate flexibility in adapting to different environments.
- Adjust behavior in different settings (e.g., at the library, playground, lunchroom).
- Follow rules (e.g., use outside voice, use inside voice) in different settings.

## SCIENCE STANDARDS

### SCIENTIFIC METHOD AND INQUIRY DOMAIN

Engage in simple investigations.

- Make observations, make predictions, and ask questions about natural occurrences or events.
- Describe, compare, sort and classify, and order objects.
- Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).
- Explore materials, objects, and events and notice cause and effect.
- Describe and communicate observations, results, and ideas.
- Work collaboratively with others.
- Use the five senses to explore and investigate the environment.
- Name and identify the body parts associated with the use of each of the five senses.

- Describe similarities and differences in the environment using the five senses.

### PHYSICAL SCIENCE DOMAIN

Develop awareness of observable properties of objects and materials.

- Manipulate and explore a wide variety of objects and materials.
- Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).
- Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).
- Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).

### LIFE SCIENCE DOMAIN

Acquire scientific knowledge related to life science.

- Name, describe, and distinguish plants, animals, and people by observable characteristics.
- Describe plant, animal, and human life cycles.
- Describe the needs of living things.
- Compare and contrast characteristics of living and nonliving things.

### EARTH SCIENCE DOMAIN

Apply scientific knowledge related to earth science and space.

- Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).
- Identify characteristics of the clouds, sun, moon, and stars.
- Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).

### TECHNOLOGY DOMAIN

Identify and explore a variety of technology tools.

- Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.
- Use technology tools to gather and/or communicate information.
- With prompting and support, invent and construct simple objects or structures using technology tools.



## PHYSICAL DEVELOPMENT STANDARDS

### GROSS MOTOR SKILLS DOMAIN

Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.

- Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).
- Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).
- Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.
- With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).
- Use various types of equipment (e.g., playground equipment, tricycles, slides).
- Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).

### FINE MOTOR SKILLS DOMAIN

Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

- With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).
- Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.
- Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).
- Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).
- Participate in fine motor activity for self-expression and/or social interaction.
- With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).
- With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).

Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.

- With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).

### SELF-CARE, HEALTH, AND SAFETY SKILLS

Demonstrate an awareness and practice of safety rules.

- With prompting and support, identify safety rules (e.g., classroom, home, community).
- With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.
- With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.

Demonstrate an emerging (developing) use of standard health practices.

- With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).
- With prompting and support, participate in a variety of physical activities.
- With prompting and support, identify nutritious foods.

## CREATIVE EXPRESSION STANDARDS

### MUSIC DOMAIN

Participate in music-related activities.

- Create sounds and rhythms using voice, body, instruments, or sound-producing objects.
- Sing a variety of short songs.
- Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).
- With prompting and support, identify fast and slow tempos and simple elements of music.
- With prompting and support, recognize a wide variety of sounds and songs from other cultures.

### DANCE AND MOVEMENT DOMAIN

Demonstrate understanding through the use of movement.

- Create simple movements (e.g., twirl, turn around, skip, shake).
- Respond rhythmically to different types of music (e.g., fast, slow).

## *THEATRE AND DRAMATIC PLAY DOMAIN*

Engage in dramatic play throughout the day in a variety of centers.

- Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.
- Use available materials as either realistic or symbolic props.
- Make up new roles from experiences and/or familiar stories.
- Imitate characteristics of animals (e.g., the sounds animals make) and of people.

## *VISUAL ARTS DOMAIN*

Create and respond to visual art.

- Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.
- Create artwork that reflects an idea, theme, or story.
- Describe own artwork.

## **SOCIAL STUDIES STANDARDS**

### *FAMILY AND COMMUNITY DOMAIN*

Understand self in relation to the family and the community.

- Identify self as a member of a family, the learning community, and local community.
- With prompting and support, identify similarities and differences in people.
- With prompting and support, describe some family traditions.
- Identify some similarities and differences in family structure, culture, ability, language, age and gender.
- Understand the concept of individual rights and responsibilities.
- With prompting and support, demonstrate responsible behavior related to daily routines.
- With prompting and support, explain some rules in the home and in the classroom.
- Identify some rules for different settings.
- Identify appropriate choices to promote positive interactions.
- With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
- With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).
- With prompting and support, describe a simple sequence of familiar events.

### *OUR WORLD DOMAIN*

Understand the importance of people, resources, and the environment.

- Treat classroom materials and the belongings of others with care.

- With prompting and support, identify location and some physical features of familiar places in the environment.
- With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).
- Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.
- Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

### *HISTORY AND EVENTS DOMAIN*

Understand events that happened in the past.

- With prompting and support, describe a simple series of familiar events.
- Recognize events that happened in the past.

## Parent Tips

Reading aloud to your child is the single most important activity for building the knowledge required for success in reading. Choosing many different types of books will expose your child to new concepts, vocabulary, and interests. Listed below are some recommended books that represent various types of literature.

A completed listing of recommended books for children can be found on the Pre-K website:

- Dr. Seuss's ABC., Dr. Seuss
- Anno's Counting Book, Mitsumasa Anno
- Red, Blue, Yellow Shoe, Tana Hoban
- Read Aloud Rhymes for the Very Young, Jack Prelutsky
- If You Give a Mouse a Cookie, Laura Numeroff

Visit your local library for other books to enjoy with your child.

### The Year Before Kindergarten

So, your child starts Kindergarten next year...

In the year before Kindergarten you should be laying a foundation for your child's transition to Kindergarten.

You can begin the process by connecting with other families. Find parents with children who will enter Kindergarten at the same school next year. This is a good time for you to get to know the other adults. You can support each other in an emergency situation, take turns waiting at the bus stop, or car-pool.

Also, obtaining the following information from the school will help with the process:

- A list of entry requirements (immunizations, documentation, etc.)
- An enrollment form
- School calendar and times of operation
- Information about after-school programs (if available)
- Transportation information (pick-up location, hours, telephone number of the county transportation office, rules)
- Dates for Kindergarten registration
- What meal options are provided, requirements for free and reduced lunches, and the cost of meals
- A description of the Kindergarten program.

### **FLOWOOD ELEMENTARY**

102 Winner's Circle  
Flowood, MS 39232  
Phone: 601.992.6277

### **HIGHLAND BLUFF ELEMENTARY**

5970 Highway 25  
Brandon, MS 39047  
Phone: 601.992.5168

### **MCCALL HEAD START CENTER**

300 Kirby Avenue  
Pelahatchie, MS 39145  
Phone: 601.854.8463

### **NORTHSHORE ELEMENTARY**

110 Northshore Parkway  
Brandon, MS 39047  
Phone: 601.992.5279

### **NORTHWEST RANKIN ELEMENTARY**

500 Vine Drive  
Flowood, MS 39232  
Phone: 601.992.0924

### **OAKDALE ELEMENTARY**

171 Oakdale Road  
Brandon, MS 39047  
Phone: 601.992.5442

### **ROUSE ELEMENTARY**

151 Boyce-Thompson Dr.  
Brandon, MS 39042  
Phone: 601.825.5437

### **ST. JAMES HEAD START CENTER**

147-105 Head Start  
Ln, Pearl, MS 39208  
Phone: 601.932.6029

### **STEEN'S CREEK ELEMENTARY**

300 Highway 469 N  
Florence, MS 39073  
Phone: 601.845.5724

