

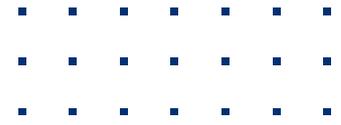


KINDERGARTEN HANDBOOK

TATE COUNTY SCHOOL DISTRICT

Revised
7.13.2023

Program Philosophy & Goals



Philosophy



The kindergarten program of the Tate County School District is adapted to the needs and interests of the five-year-old child. The kindergarten experiences should aid in the development of the whole child-physically, mentally, socially, emotionally, and intellectually. A vital part of the kindergartener's success in school depends upon the background experience established at home. A continued sharing between home and school in the growth of each student is a necessary component for a successful program.

Each child will be oriented to school life in an environment that is flexible and planned to permit him/her to make a gradual and progressive transition from the home to the school.

Goals



The goals of the Tate County School District kindergarten program are as follows:

- To help each child become comfortable in a classroom setting;
- To help each child gain independence, confidence, and self-control;
- To help each child develop communication skills;
- To help each child expand their world of people, experiences, and skills;
- To promote interaction, cooperation, and understanding among the school, parents, and the community;
- To develop a positive self-concept;
- To help the child develop initiative, creativity, independence, and motor coordination through the constructive use of materials;
- To help the child increase the skills involved in physical coordination and body mastery;
- To provide the child with an atmosphere favorable for learning and growth;
- To help the child develop trusting relationships.

Curriculum



Reading & Language Arts

Children enter school with different interests, experiences, and needs. In order to better meet the needs of individual students, the Tate County School District has adopted a structured literacy program which teaches all the components that evidence has found to be foremost in ensuring reading success. Students are involved in reading and writing activities through shared, guided, and independent reading and writing techniques.

Teachers will read to students daily, and students will participate in small groups led by the teacher to read books on their level. The difficulty will increase over time as the children begin to develop their level of reading skills.

The literacy program includes an assessment component that helps teachers identify the developmental levels of the students. The STAR and MDE approved screeners will provide teachers with valuable information on the strengths and weaknesses of the individual student. These assessments will be administered at least three times a year (at the beginning, at midterm, and at the end of school).



Parents or teachers can request a conference to discuss a child's progress at any time.

Curriculum



Mathematics

The kindergarten mathematics program is based on the premise that students learn math by doing. Students are actively engaged in hands-on activities with a variety of materials. They are encouraged to inquire, explore, and experiment. The kindergarten class becomes a laboratory for students to make predictions, draw conclusions, analyze situations, and learn through movement. The district math materials help students form a firm foundation for mathematical reasoning and problem solving.



Curriculum

Standards-Based Report Cards



Tate County School District uses a standard-based report card for all kindergarten students based on the College and Career Readiness State Standards, adopted by the Mississippi Department of Education. Grades reflect where a child is performing in direct relationship to these standards. Growth is determined by daily observation of oral and written work as well as formal and informal assessments.

Student progress will be reported in terms of mastery of the standards.

A mark of satisfactory means that a student is consistently performing on grade level. A student might begin the year with a needs improvement level in some categories of reading, writing, and mathematics, but it is our expectation that all students will be performing at a satisfactory or above level by the end of the academic year.

Standards grayed out on the report card for a specific term indicate that a particular topic has not yet been addressed at that point in the year.

Curriculum

Kindergarten Standards Assessed



The skills listed here are those considered necessary for the successful completion of kindergarten. Children that master these skills may be considered ready for first grade. The kindergarten program fosters and encourages readiness, but growth cannot be forced. Each child will grow and mature at his/her own rate.

Language Arts

Reading Standards for Literature and/or Informational Text

Key Ideas and Details

With prompting and support,

- ask and answer questions about key details in a text;
- retell familiar stories, identify the main topic, and include key details;
- identify characters, settings, and major events;
- describe the connection between two individuals, events, ideas, or pieces of information in a text in a story.

Craft and Structure

With prompting and support,

- name the author and illustrator of a story and define the role of each in telling the story;
- Ask and answer questions about unknown words in text;
- Recognize common types of texts;
- Identify the front cover, back cover, and title page of a book.

Integration of Knowledge Ideas

With prompting and support,

- describe the relationship between illustrations and the story in which they appear;
- describe the relationship between illustrations and the story in which they appear;
- compare and contrast the adventures and experiences of characters in familiar stories;
- identify reasons an author gives to support points in a text;
- identify similarities and differences between two texts.

Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding.

Reading Standards: Foundational Skills

Print Concepts

- Demonstrate Understanding of the organization and basic features of print.

Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds.

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- Read emergent-reader texts with purpose and understanding.

Writing Standards

Text Type and Purposes

Use a combination of drawing, dictating, and writing to

- narrate an event or events in chronological order including a reaction to what happened;
- compose opinion pieces.
- compose informative/explanatory texts that include information about the topic.

Production and Distribution of Writing

With guidance and support from adults,

- respond to questions and suggestions from peers and add detail to strengthen writing as needed;
- explore a variety of digital tools to produce and publish writing, including collaboration with peers.

Research to Build and Present Knowledge

- Participate in shared research and writing projects;
- With guidance and support from adults, recall information from experiences or gather information.



Speaking and Listening Standards

Comprehension and Collaboration

- Participate in collaborative conversations; listen to others with care, speaking one at a time;
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details;
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- Describe familiar people, places, things, and events; with prompting and support, provide additional detail;
- Add drawings or other visual displays to descriptions as desired to provide additional detail;
- Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing and grammar/usage when writing and speaking;

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content;
- With guidance and support from adults, explore word relationships and nuances in word meanings;
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Math



Counting and Cardinality

- Count to 100 by ones and by tens; (0-25) (-50) (-75) (-100)
- Count forward beginning from a given number within the known sequence;
- Write numbers from 0-20; represent number of objects with written numerals 0-20;
- Understand the relationship between numbers and quantities;
- Count to answer "How many?" within 10 items scattered;
- Identify whether the number of objects in one group is "greater than" or "equal to" the number of objects in another group;
- Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

- Represent addition and subtraction with objects, verbal explanations, expressions, or equations;
- Solve addition and subtraction word problems; add and subtract with 10;
- Decompose numbers less than or equal to 10 into pairs in more than one way;
- For any number from 1-9, find the number that makes 10 when added to the given number;
- Fluently add and subtract within 5;
- Identify, reproduce, and extend repeating patterns.

Number operation in Base Ten

- Compose and decompose, by drawing or equation, numbers from 11-19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

- Describe measurable attributes of objects, such as length or weight;
- Directly compare two objects with measurable attribute in common to see which object has "more of"/"less of" the attribute and describe the difference;
- Classify objects into given categories;
- Count the number of objects in each category and sort the categories by count.

Geometry:

- Describe objects in the environment using names of shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres);
- Describe position of objects using terms "above", "below", "beside", "in front of", "behind", and "next to";
- Correctly name shapes regardless of their orientations or overall size;
- Identify shapes as two dimensional or three-dimensional;
- Analyze and compare two-and three-dimensional shapes;
- Model shapes in the world by building shapes from manipulatives and drawing shapes;
- Compose simple shapes to form larger shapes.

Measurement:

- Measure length, weight, and capacity using nonstandard units;
- Compare length (longer, shorter, same), mass (heavier, lighter, same) and capacity (more, less, same) using different containers, objects, or figures; and
- Recognize that a clock and calendar measure time.

Data Analysis and probability:

- Organize data by counting and using tally marks;
- Describe data using math language (more than, less than, etc.);
- Interpret a bar graph and pictograph.

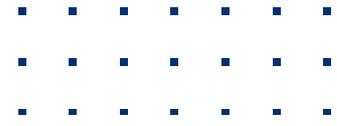
Social Development:

- Obey school/class rules;
- Demonstrate self-control;
- Complete activities;
- Follow directions promptly and willingly;
- Work independently;
- Listen attentively;
- Participate in group activities;
- Work cooperatively without disturbing others;
- Use materials properly; and
- Accept responsibility for his/her actions.

Physical Development:

- Run, jump, hop, and climb;
- Catch/bounce/throw ball;
- Control pencils/scissors;
- Button, zip, and tie;
- Participate in physical activity;
- Follow rules/safety practices; and
- Demonstrate proper use and care of equipment.

What Parents Can Do: Be Involved



At School

- Join the PTO and attend all meetings;
- Volunteer to go on field trips;
- Collect objects and materials for projects.

At Home

- Encourage regular attendance;
- Make sure your child gets plenty of sleep;
- Have a good healthy diet, including a good breakfast;
- Take a real interest in the things your child brings home from school;
- Read to your child (fairy tales, adventure stories, alphabet picture dictionary, nursery rhymes, and poetry);
- Please put your child's name on all clothing
- Help your child learn to do the following tasks at home:
 - hang up coats and sweaters and identify his/her own garments
 - handle small amounts of money
 - manage buttons, zippers, buckles, and shoe laces
 - take turns listening and talking
 - know simple safety rules, such as not running inside buildings, being alert when crossing streets, using scissors properly, and behaving on a bus

- take turns in games, on swings, and on slides
- assign simple responsibilities at home to teach the importance of following instructions
- impress upon your child that the teacher is in charge of the classroom and is your child's best friend.

Entrance Requirements

- The child must be 5 years old on or before September 1 of the year he/she enters kindergarten;
- The child must have a certified birth certificate (long form);
- The child must have an immunization form obtained from a doctor or health department;
- The child must have proof of residency in the area. Forms for this will be provided to you by the school.

Clothing/Possessions

Students should be dressed neatly and appropriately. Boys and girls are permitted to wear shorts. All possessions should be labeled with the child's name. Please send a change of clothing. Do not send toys to school, even for show and tell.

Parent Conferences/School Visitation

Your child's teacher will welcome any concerns or questions about your child and will be willing to talk with you about these. Arrange an appointment with the teacher in advance, so both of you will have time to talk. Please do not confer with the teacher in the pupil's presence or during kindergarten work hours without an appointment.

Health/Safety

As a protection to the children, any child with an illness should be kept at home. If a child appears ill and the teacher feels it advisable, the parent may be asked to come for the child. Parents should inform the teacher if the child has been exposed to any contagious diseases. All precautions will be taken to prevent accidents. First aid will be administered for minor injuries. Parents and doctors will be contacted whenever necessary. Be sure to complete the emergency form provided to you by the school.

Messages

Communication between the school and home will be through School Status and may also include written notes signed by the teacher and/or parent. Do not send an oral message by your child. If there is any emergency or any changes in afternoon transportation, parents should call the office, and it will be handled appropriately. Send an written excuse to school when your child has been absent.



Report Cards

A report card will be sent home at the end of each nine-week period. Parents or teachers can request a conference to discuss a child's progress.



Medication

Parents must sign the appropriate form provided by the school before prescription drugs can be given. Medications will only be administered to children by the school if the prescription medication is in its original container.

Our Schools



Coldwater Elementary School

671 West Street
Coldwater, MS 38618
Phone: 662-622-5511

East Tate Elementary School

6832 East Tate Road
Coldwater, MS 38618
Phone: 662-562-4688

Strayhorn Elementary School

3402 Highway 4 West
Sarah, MS 38665
Phone: 662-562-8637

Our Vision

Tate County School District will strive to become a learning organization in which students and staff work together to help all students exceed their potential in academics, the arts, and athletics.



TATE COUNTY SCHOOL DISTRICT

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