

Kindergarten

In Kindergarten your child will learn through many different activities. Each day, the teacher will spend time with the class doing direct teaching. She will also spend time with students in small groups and one-to-one. The teacher will read many books and the whole class will sing songs and learn rhymes. The children will participate in many independent activities as well. There are many times when your child will be expected to sit quietly and listen.

Listening and waiting are complex skills. These are probably the most important things to do in Kindergarten. Help your child to understand and practice the steps involved to be a good listener.

- ❖ Stop what they are doing.
- ❖ Look at the person who is speaking.
- ❖ Don't talk or move around when the person is speaking.
- ❖ Think about what the person is saying.

Reading

Each day your child will participate in a guided reading approach to English Language Arts. The children will participate in five daily activities that focus on the literacy skills for the day. In the beginning of the year we will focus on alphabet identification and phonemic awareness. You will see a decrease in written work that goes home as students are actively engaged in actual reading and writing. The different types of activities will be valuable to all learners!

Handwriting

In the beginning of Kindergarten, we will reinforce the letter recognition/sounds and how to properly form the letters. We have been practicing with our names. Please make sure your child is forming the letters correctly.

Writing

Sound spelling gives children the freedom to express themselves while they are developing an understanding of how reading works, and that print has meaning. Children are encouraged to create spelling for words they wish to write by using their knowledge of letters and sounds. They are also instructed to "break apart" words to hear individual sounds. Their listening skills and understanding of letter sounds improve as they write and think about the sounds in words. Daily practices in phonics and sight word vocabulary development will help to move inventive spelling to correct spelling. Reading and writing continually reinforce each other. Beginning writers are very eager writers. They need encouragement, practice and a positive environment in which to write. In Kindergarten, we begin with labeling our pictures. Then we write sentences, journal entries and stories. We use the Think, Draw, Write and Share model during our writing time.

Religion

Learn about faith, Celebrate the Mass and Sacraments,
Choose to show love and respect, Share faith with others and Live out their faith

(Promise Magazine and Reflections Religious Education Program)

Math

Counting and Cardinality

Operations and Algebraic Thinking

Numbers and Operations to Base Ten, Measurement and Data, Geometry

**We use a guided math structure, I-Ready program that follows Next Generation Learning Standards, games and more.*

Social Studies

Teamwork, Importance of Rules, Solving Problems/Making Choices,
Understanding Others, People and Places in our World,

Gifts from the Earth

Science

Weather, Seasons,

Healthy Habits, Forces

Plants and Animal (Ladybugs) Life Cycles

**We will be teaching science and social studies through a non-fiction approach during ELA time. They will also have opportunities for hands on activities through projects.*

**Students will be assessed in a variety of ways with a variety of tools throughout the year. See the grading policy and the rubric.*

Grading Policy

The Standards Based Report card will be used to ensure expectations are more consistent from teacher to teacher, because all students are evaluated on the same grade level appropriate skills. The grade level learning standards are set by the state and indicate what a student should know and be able to do. This new tool more accurately represents and communicates the standards. Students are evaluated based on their progress toward meeting benchmarks for each standard.

Students will be evaluated using the use of classroom assignments, participation, observation, checklists, tests, projects and running records.

The evaluation key or rubric below is the general rubric that is used to report the skills and standards for kindergarten. Specific subject rubrics will also be used to assess understanding of specific skills.

4	Student work demonstrates a thorough and consistent understanding of grade level standards and objectives. Student completes work independently and integrates learned concepts and skills.
3	Student work demonstrates an understanding of grade level standards and objectives. Student completes work satisfactorily and applies expected skills to work.
2	Student work demonstrates a partial understanding of grade level standards and objectives. Student exhibits inconsistent understanding and application of concepts and skills.
1	Student work demonstrates minimal understanding of grade level standards and objectives; evidences very limited organizational, reasoning and critical thinking skills; completing independent tasks only with assistance ; struggles with grade level standards and objectives producing less than expected work.

During the course of the year you will see a number between 1 and 4 on the top of some of your child's paperwork. The number will indicate your child's proficiency with the task/skill. Reviewing all paperwork that comes home will help you know what your child knows and is able to do. Please read the paperwork and discuss the topics we have talked about in school. It greatly benefits your child and it is a great way to unwind after a busy day.

Learning standards codes:

E	Exemplary-consistently demonstrates an excellent understanding of the task and integrates concepts well.
P	Proficient-demonstrates a satisfactory understanding of the task and works independently. Meets grade level expectations.
D	Student needs improvement and more time to work independently on task.
N/A	Not assessed at this time

Academic Performance Indicators

E-Students who receive a (4) are completing the expected learning of the grade level standard. The student completes work with consistency, accuracy, independence and quality.

P-Students who receive a (3) are meeting the standards and are demonstrating a level of understanding that is typically/appropriately expected during the course of the academic year.

D-Students who receive a (2) are beginning to progress toward a standard and may require support, monitoring and or assistance from an adult for clarification in order to progress.

Needs Improvement-Students receiving a (1) are still acquiring pre-requisite skills in order to understand the content or apply the skill. Students need additional support from adult, increased time to learn or alternative strategies to gain foundational standards.

N/A-When an N/A appears, it indicates that the standard was not addressed during the months leading up to the report card. Some standards are will be addressed during specific portions of the year, while others will be addressed throughout the year.

Contact Information-If you have questions or concerns you may contact me by a note in the agenda, email or a phone call. School phone number is (518)438-0066. Email contact is jforth@ascaalbany.org. I am looking forward to working with you and your child this year!

All Saints Catholic Academy is committed to providing the highest quality Catholic education emphasizing faith formation and academic development within a safe and compassionate learning environment.