

In Kindergarten your child will learn through many different activities. Each day, the teacher will spend time with the class as a whole group 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. Children will work as part of a group or with a partner on many occasions throughout the week. There are many times when the children will be expected to sit quietly and listen. It is a place where your child will grow and learn!

Listening is a complex skill. It is probably the most important thing 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.

**The Daily Five**

Each day your child will participate in the Daily Five approach to English Language Arts. The children will participate in five daily activities that focus on the literacy skills for the day. The five components are Read to Self, Read to Someone, Word Work, Work on Writing and Listen to Read. In the beginning of Kindergarten we will focus on alphabet identification and phonemic awareness. The different types of activities will be valuable to all learners!

**Religion**

**Learn** about their faith  
**Celebrate** the Mass and Sacraments  
**Choose** to show love and respect  
**Pray** every day  
**Share** faith with others  
**Live** out their faith  
 \*We use Pflaum weekly magazine and Reflections book

**Social Studies**  
**My World and Me**

Teamwork, Importance of Rules,  
 Solving Problems/Making Choices,  
 Understanding Others, People and Places in our World,  
 Gifts from the Earth and Neighborhoods

**Science**

The Five Senses, Weather  
 The Four Seasons, Healthy Habits, Forces  
 Plant and Animal (Ladybugs) Life Cycles

***Things you can do at home to help develop skills...***

Notice and discuss the world around us! Observe and describe to your child seasonal changes, weather and plant growth. Take a walk and look closely at trees, smell flowers, different textures and use your senses. Talk about people and places. Discuss why we have rules. Look at maps and just have fun!

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

### Writing

In the beginning of Kindergarten we will reinforce letter recognition, sounds and how to properly form the letters. Please review the manuscript alphabet to make sure your child is forming the letters correctly.

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. We write daily.

### Sound Spelling

*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.*

### Mathematic Topics

Counting and Cardinality  
Operations and Algebraic Thinking  
Numbers and Operations to Base Ten  
Measurement and data  
Geometry

\*We use a guided math structure, Envision Math Series, NYS Learning Modules, games and more.

### Academic Performance Indicators

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

**Meeting**-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.

**Approaching**-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 will be addressed during specific portions of the year, while others will be addressed throughout the year.

**Mrs. Jennifer Forth**

[jforth@ascaalbany.org](mailto:jforth@ascaalbany.org)

518 438-0066

Follow us on Twitter:

**Mrs.Forth@ASCAkinder All Saints@ASCA\_Albany**



## Kindergarten

*Our Mission: 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.*