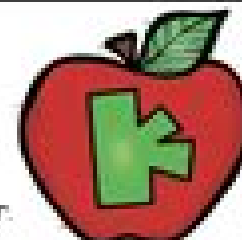




OUR BIG KINDERGARTEN

Math, Reading and Writing Goals



Please review our academic goals in kindergarten for the school year.
If your student has not yet mastered a goal, they will be assessed again on this standard(s) next quarter.

Quarter 1 Goals

- ☐ Student has mastered all CAPITAL letter names
- ☐ Student has mastered all lowercase letter names
- ☐ Student can recognize and produce rhymes
- ☐ Student can write his/her first name
- ☐ Student has mastered all quarter 1 sight words
- ☐ Student can recognize and name numbers 0-10
- ☐ Student can write numbers 1-10
- ☐ Student can count any number of objects 1-10
- ☐ Student has mastered the names of 5 basic shapes
- ☐ Student can orally count to 20

--- If student has mastered a goal, the box is checked ---

Quarter 2 Goals

- ☐ Student has mastered all letter sounds
- ☐ Students can write all capital and lowercase letters
- ☐ Student can identify initial sounds in words
- ☐ Student can write their first and last name
- ☐ Student has mastered all quarter 2 sight words
- ☐ Student can recognize and name all numbers 0-20
- ☐ Student can count to 100 by tens
- ☐ Student can count any number of objects 1-20
- ☐ Student can recognize all 5 3D solids
- ☐ Student can orally count to 50

--- If student has mastered a goal, the box is checked ---

Quarter 3 Goals

- ☐ Student can identify middle and last sounds
- ☐ Students can correctly write a sentence
- ☐ Student can read CVC words
- ☐ Student can count and clap syllables
- ☐ Student has mastered all quarter 3 sight words
- ☐ Student can tell which group has more/less
- ☐ Student can count to 100 by fives
- ☐ Student can write teen numbers
- ☐ Students can add and subtract within 10
- ☐ Student can orally count to 75

--- If student has mastered a goal, the box is checked ---

Quarter 4 Goals

- ☐ Student can substitute initial sounds (new words)
- ☐ Student can correctly write a sentence
- ☐ Student can identify short/long vowel words
- ☐ Student can segment and blend CVC words
- ☐ Student can read quarter 4 sight words
- ☐ Student can tell which numeral is greater/less than
- ☐ Student can add objects to make #s 1-9 equal 10
- ☐ Student can identify one more/one less
- ☐ Student can fluently add and subtract within 5
- ☐ Student can orally count to 100

--- If student has mastered a goal, the box is checked ---

Kindergarten End Of Year Report Card Comments

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Kindergarten End Of Year Report Card Comments:

Case Studies in School Psychology Stephanie A. Rahill, Lauren T. Kaiser, 2021-09-06 Case Studies in School Psychology is the first textbook to comprehensively introduce the NASP Practice Model through active discussion of real life school based examples of issues facing school psychologists Incorporating all 10 domains of practice these true to life scenarios span individual child class wide school wide and district community wide organizational levels across multiple age and developmental ranges Graduate students will better understand their expansive roles and potential avenues to make positive impacts as school psychologists in children s academic social emotional and behavioral development **The Parent Backpack for Kindergarten through Grade 5** ML Nichols, 2013-07-23 Finally a book that demystifies our daunting education system by giving parents the insights and strategies they need to build positive relationships with teachers and connect to their children s learning in productive ways Involved Parents Better Students How do you ensure your child gets the best education possible when U S schools have become overburdened test driven institutions that rank only average worldwide Decades of research confirm that when parents engage with their children s learning kids do better in school and life This straight talking guide helps you understand the critical role you play in your child s education connect with educators in respectful ways encourage a love of reading in your kids minimize homework meltdowns and disorganization support students who struggle academically help children navigate social situations and bullying and fuel your child s mind and body for learning Parent involvement looks different for every family and every child Packed with real stories and tested strategies The Parent Backpack demystifies our complex education system and gives you the insights you need to help your kids thrive **An Analysis of Kindergarten & Elementary Report Cards** D. Keith Osborn, Janie Dyson Osborn, 1989

The Elementary School Principal's Guide to a Successful Opening and Closing of the School Year Barbara Skeeters, Susan Lumley, 2011-03 This guide for elementary principals will provide a fingertip resource that will offer principals a systematic approach to the managerial and instructional aspects of opening and closing a school It provides specific comprehensive tools such as how to plan a strategic planning retreat timelines checklists agendas etc Reporting Pupil Progress Linda H. Kunder, Paul J. Porwoll, 1977 **Teacher Research** Deborah Roberts, Claire Bove, 2007 If you re a science teacher this collection will show you paths that others have found to deepen their understanding of the philosophy and practice of teacher research If you re a science teacher educator it will give you examples about the many ways in service teachers can conduct inquiry Either way Teacher Research provides a memorable passage into learning and growing *Exploring Inclusive Educational Practices Through Professional Inquiry* Gordon L. Porter, Déirdre Smith, 2012-01-01 Practitioners scholars and teacher education students alike can celebrate reading Exploring Inclusive Educational Practices through Professional Inquiry This rich array of case scenarios both illuminates and elaborates the meaning of inclusion in today s schools and tomorrow s visions Twenty five stories from parents teachers school principals and specialists highlight the kind of

experiential knowledge that won't be found in typical research reports and district documents about inclusive education. What happens to real people, students and their families, doesn't always resemble policies that can look so good on paper. This book makes a wonderful contribution to better understandings of the challenges of inclusion as well as the commitments positioned alongside values in order to meet those challenges. There are brave and spirited people in these pages, not the least of whom are the children themselves. Professor Luanna H. Meyer, PhD, Director, Jessie Hetherington Centre for Educational Research, Victoria University, New Zealand. This is a book on inclusive education that leaves you with hope and ideas for action. It takes a very difficult and highly charged topic and demonstrates that it is possible to see both the trees and the forest. Michael Fullan, Professor Emeritus, OISE, University of Toronto. We are reminded in the commentaries parents share in this book of how their passionate commitment to good education and their ideas make inclusion work. The case study approach reveals the critical importance of their and many other perspectives in finding solutions to what are so often dismissed as irresolvable dilemmas. They aren't, and this book models exactly the kinds of conversations we need in schools across the country to challenge all of us to stay the course. It's a must read for anyone who wants to make diversity and inclusion a reality in public education today. Michael Bach, Executive Vice President, Canadian Association for Community Living. Resources in Education, 1997-10. **Baseline Report for the Spanish-English Longitudinal Study**, 1982.

Ready for What? M. Elizabeth Graue, 1993-01-01. This book looks at readiness from a different perspective, arguing that we must move away from the readiness as child characteristic so prevalent in education and the popular press. Instead, readiness is explained as an idea constructed by parents, teachers, and children as they interact in their neighborhoods and communities. Graue describes three communities in the same school district: a middle class suburban town of professionals, a rural working class community, and a group of Hispanic working class families making their way through their children's kindergarten experiences. In each setting, the local meaning of readiness is the underlying theme in the actions taken by parents and their attitudes about their children's first public school experience. *Affirming Black Students' Lives and Literacies*. Arlette Ingram Willis, Gwendolyn Thompson McMillon, Patriann Smith, 2022. Drawing on the authors' experiences as Black parents, researchers, teachers, and teacher educators, this timely book presents a multipronged approach to affirming Black lives and literacies. The authors believe change is needed not within Black children but in the way they are perceived and educated, particularly in reading, writing, and critical thinking across grade levels. To inform literacy teachers and school leaders, the authors provide a conceptual framework for reimagining literacy instruction based on Black philosophical and theoretical foundations, historical background, literacy research, and authentic experiences of Black students. This important book includes counternarratives about the lives of Black learners, research conducted by Black scholars among Black students, examples of approaches to literacy with Black children that are making a difference, conversations among literacy researchers that move beyond academia, and a model for engaging all students in literacy. *Affirming Black Students' Lives and*

Literacies advocates for adopting a standard of care that will improve and support literacy achievement among today's Black students by rejecting deficit presumptions and embracing the fullness of these students' strengths. Book Features A counternarrative of Black literacy history lives and learners Narrative examples of Black literacy scholarship by Black scholars who embrace their faith walk as an integral part of their holistic approach to literacy teaching and learning Discussion questions to spur conversations among school administrators parents caregivers politicians reading researchers teacher educators and classroom teachers An array of extant Black scholarship that should inform literacy praxis and research A conceptual framework CARE that is applicable for all learners with a focus on Black literacy learners *Manual of Instructions, 1954-1955* Green Bay (Wis.). Public Schools, 1954 **Raising Frankie** Brenda B. Moody, 2022-03-09 As a college student he was blessed to become a student intern in the Information Technology IT department where he continued to increase his computer skills as a part time computer lab assistant and a computer troubleshooter. These roles pushed him skilled to a brand new level. After the internship was over I followed my instructor everywhere he went so I could learn everything I could. I even stayed after hours to glean from his knowledge. His instructor told him that he had never met anyone like him before. Someone who was hungry for knowledge. After graduating with a degree in computer science he was offered a part time job in the IT department. That job later became full time. As a contributing co author to *Raising Frankie* he visited his parents twice a week to proofread and suggest any changes he felt were necessary. They wanted to make sure he was comfortable with every line before it went to publication. Since he has embraced the book the three of us hope readers will share its content to assist anyone they know who is or have dealt with ADHD. Brenda is a retired educator who lives with her husband in North Carolina. During her academic career she served in several capacities in the educational arena. These positions included teaching academically gifted to disadvantaged and handicapped students in high school high school assistant principal and supervisor director of Career Technical Education Programs. She has also taught on the community college level. In her community she serves on several church auxiliaries to include serving as a deaconess member of the senior usher board and as a Sunday school teacher. Because of her experiences working with attention deficit hyperactive disorder ADHD via students and their teachers she wanted to share her knowledge and experiences with others through *Raising Frankie*. She hopes that loving and living this work will positively impact the lives of others as it has the Moody family. Frankie L. Moody Sr. Moody coauthor is a United States Army Veteran and a retired lieutenant with the North Carolina State Highway Patrol. Presently he is actively serving as a church deacon president of the male ushers Security Team member Cub Scout Den Leader and as a literacy tutor for adults with Triangle South Literacy Works. He also is employed part time to transport people to and from medical appointments. In his years of working with people Moody often imparted words of wisdom and encouragement whenever the opportunity presented itself. Brenda and Moody worked passionately together to first of all understand the characteristics of ADHD. Secondly to embrace Frankie's diagnosis so they could help him to deal

with whatever he may have encountered academically as well as socially during his formative years. Toward that end, Moody spent his days off each week serving as a teacher assistant when Frankie was in elementary school. He also chaperoned every field trip and assisted with all of his sport activities. During high school, we worked together as a team to support Frankie as needed to include how to handle unwarranted bullying. During high school and college, we realized that Frankie needed space to make his own decisions. With that said, we were always available and ready to activate whatever actions as were necessary to help Frankie to be successful without encroaching on his. I can do it on my own abilities.

The Art of Focused Conversation for Schools, Third Edition Jo Nelson, 2013-08-20. Why don't kids learn? Why can't students do higher order thinking? Why do educators have endless staff meetings with few results? How can parents and teachers communicate better? The pressure upon educators to teach more to a wider range and number of students with decreasing resources and supports makes it urgent to find tools to answer such questions. *The Art of Focused Conversation for Schools* demonstrates how the Focused Conversation method, widely used in organizations and businesses, can effectively be used in a K-12 educational setting. Each section deals with interactions among students, staff, and parents and elaborates with over 100 sample conversations designed to make learning more meaningful, prevent and solve problems, and make communications in meetings more effective. Appendices showcase integrated curriculum examples where conversations have been used in unique combinations and list sample questions for each level of the conversation method. With a bibliography and index included and patterned after its highly successful predecessor *The Art of Focused Conversation: 100 Ways to Access Group Wisdom in the Workplace*, this book will be welcomed by parents, students, educators, and school administrators everywhere. The Institute of Cultural Affairs has over 40 years' experience in more than 32 nations. A unique facilitation research and training organization, ICA Canada has provided participatory skills to many thousands of people worldwide.

Teaching Kindergarten Bonnie Brown Walmsley, Anne Marie Camp, Sean A. Walmsley, 1992. Authorized teaching resource in Alberta for kindergarten 1997-2002. [Oversight Hearing on Preschool Education](#) United States. Congress. House. Committee on Education and Labor. Subcommittee on Human Resources, 1986. [Just Add Water](#) Clay Marzo, Robert Yehling, 2015. From the best freestyle surfer in the world, an inspiring and moving memoir about his ascendance to the top of the surfing world while struggling for most of his young life with undiagnosed Asperger's syndrome. Clay Marzo has an almost preternatural gift with a surfboard. From his first moments underwater, he learned to swim at two months old to his first ventures atop his father's surfboard as a toddler, it was obvious that Marzo's single-minded focus on all things surfing was unique. But not until late in his teens, when this surfing phenom was diagnosed with Asperger's syndrome, did the deeper reasons for his obsession and his astonishing gift for surfing become clear. *Just Add Water* is the remarkable story of Marzo's rise to the top of the pro surfing world and the personal trials he overcame in making it there. Marzo endured a difficult childhood. He was a colicky baby who his mother found could be soothed only with water. Later, as he entered school, his undiagnosed Asperger's made it

tough for him to relate to his peers and fit in but his relationship with the wave was elemental Marzo could always turn to surfing the only place where he truly felt at peace Unflinching and inspiring Just Add Water is a brave memoir from a one of a kind surfing savant who has electrified fans around the world with his gift and whose story speaks boldly to the hope and ultimate triumph of the human spirit

Elementary School Administration and Supervision Willard Slingerland
Elsbree, Harold Joseph McNally, Richard Wynn, 1967

Personhood and Music Learning Susan A. O'Neill, 2012-11-01

Personhood and Music Learning edited by Susan O'Neill is a scholarly but accessible exploration of personal action and experience across diverse music learning contexts It offers interesting and challenging insights into persons making meaning and connections with music critical for understanding choices and decisions that impact people's lives Perspectives and narratives by 25 authors from around the world focus on musicians composers and conductors music teaching and learning with children and adolescents music education research and professional practice This book aims to recast theories of personhood in relation to music learning reassert the person into multiple narratives and restore the centrality of personhood to music education theory research and practice Students and researchers internationally as well as music educators in all areas of professional practice will find in these pages thought provoking ideas with profound implications for envisioning the future of music education

School, 1921

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