



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 ---

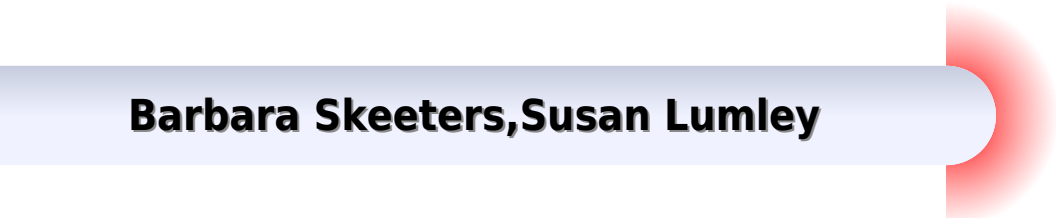
Quarter 4 Goals

- ☐ 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 ---

End Of Year Report Card Comments Kindergarten

Barbara Skeeters, Susan Lumley



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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

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

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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 Reporting Pupil Progress Linda H. Kunder, Paul J. Porwoll, 1977 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 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. Resources in Education, 1997-10

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