Welcome to Methacton Kindergarten!

All I really need to know about how to live and what to do and how to be I learned in Kindergarten.

— Robert Fulghum

A year of laughter, learning, exploring and fun!

This booklet is about many of the things children learn to do in the Kindergartens of the Methacton School District!
Kindergarten activities teach children skills that will be important to them throughout their school career. Children learn how to work and play cooperatively with classmates.

Preparing for Kindergarten

Here are a few ideas to help your child ease into the wonderful world of Kindergarten!

- Read stories about school. Use these books to begin a conversation with your child about what to expect at school.
  - Franklin Goes to School by Paulette Bourgeois
  - Chrysanthemum by Kevin Henkes
  - Froggy Goes to School by Jonathan London
- Read to your child regularly. Take your child to the library. Discuss books with your child; talk about the pictures and point out words. Be a reading role model.
- Use markers, crayons, scissors and glue at home to make crafts, draw pictures and just have fun drawing things!
- Practice writing first name with only one capital letter at the beginning instead of all capital letters. (Jimmy not JIMMY) To help your child practice this, write the first name with a highlighter, and then ask him/her to trace what you have highlighted. A highlighter is easy to trace rather than trying to "connect the dots," it also has the added benefit of being able to see the completed work on top of the highlighted guide. Remind your child to start at the top and go down when writing.
  
  Do the same for last name if your child is comfortable writing his/her first name. (Jimmy Jones not JIMMY JONES)
- Practice putting on and taking off a backpack, coat, hat and mittens. Especially important is the ability to zip/unzip coats without adult assistance. Practice putting a large t-shirt on over regular clothes and taking it off. Practice untying the shirt after taking it off and then putting it back on. Large t-shirts are used as art smocks once a week.
- Read a story. Then discuss what happened first in the story, what happened in the middle and what happened at the end. Ask your child to draw a picture of the main character in the story.
- Point out letters as you are out and about with your child. For instance, if you are going to a store, ask your child what letter they see at the beginning of the sign and what sound that letter makes.
- Use the attached booklet to have fun letting your child read to you! Have your child write their name both on the front page and the last page so they are the author. Let them color the pictures after you discuss each picture.
- Practice writing capital and lower case letters of the alphabet and numbers up to ten. Remind your child to start at the top and go down when writing numbers and letters.
- Practice rhyming. A great way to do this is by reading books by Dr. Seuss or Mother Goose nursery rhymes.
- Practice following two and three step verbal directions. (First draw a picture, second cut it out, third glue the picture on a large piece of construction paper.)
Kindergarten is a very important step in your child’s academic and social development. A child’s first step into school life should be the beginning of many pleasant and worthwhile experiences. Kindergarten is the building block to your child’s educational success.

Parents can help teachers make sure the Kindergarten experience is a positive one. We hope you will use this booklet as a resource to guide you and your child throughout the year.

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**Progress Reporting and Home/School Relations**

Your child’s progress is indicated on their report card. It shows both progress in relation to individual ability and in relation to the achievement expected for his/her grade. Report cards are sent home in February and June with a conference in November and an optional conference in February.

Parent-teacher conferences are most worthwhile. The teacher will schedule at least one such conference during each school year. It is sincerely hoped that parents will get acquainted with the teacher, as the teacher also finds it beneficial to know the parents. Interim conferences can and should be initiated by either parents or the teacher. In arranging conferences, please telephone or send a note to determine a time that is satisfactory to both you and the teacher.

**YOU CAN HELP IF YOU...**

- Send a note to the teacher when transportation plans are changed, or when your child will be going home with another child after school.
- Explain the importance of remaining seated if your child will rides the bus.
- Provide a school bag to help your child carry notes and papers home safely.
- Practice basic concepts such as playground and fire safety.
- Practice good hygiene such as brushing teeth and washing hands.
- Learn basic safety habits.
- Help your child form good health habits.
- See that your child has plenty of rest.
- Give your child a good breakfast and lunch.
- See that your child is dressed according to the weather; label coats, sweatshirts and jackets with your child’s name.
- Encourage outdoor play.
- Promote regular attendance.
- Allow your child to recover from a sore throat, swollen glands, rash, earache or fever before returning to school.
- Encourage your child to talk about experiences at school.

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**Kindergarten Highlights**

The Kindergarten program is designed to give students experience in a variety of areas.

- Guidance lessons taught by school counselor, individual counseling is available on an as needed basis.
- Special Area Classes : Music, Art, Physical Education and Library for one thirty minute period per week
- Assembly programs/cultural arts arranged through the Home and School Associations
- Field Day in the spring
- Seasonal parties on special occasions throughout the year

**Work Study Skills**

- Listens attentively
- Follows directions
- Works independently
- Works neatly and accurately
- Completes tasks

**Social/Emotional Skills**

- Shares with others
- Displays self control
- Puts away materials and toys
- Participates in activities
- Respects the property of others
- Shows courtesy and thoughtfulness

**Physical Development**

- Dresses self independently
- Uses large muscles for physical activities, e.g. hopping, running, and jumping
- Uses small muscles for activities, e.g. cutting, coloring, printing, and drawing
### The Kindergarten Curriculum

#### Reading/Integrated Language Arts (ILA)

The Kindergarten students will develop skills in the areas of reading, writing, listening and speaking through the use of the reading program called Storytown, published by Harcourt. This research-based program offers a balanced approach to literacy learning that incorporates shared reading, guided reading and independent reading, as well as focused skill and strategy instruction. Systematic instruction in the five areas of reading instruction – **phonemic awareness, phonics, fluency, robust vocabulary, and comprehension** – are included. Storytown also integrates writing into the reading process.

The students in kindergarten will learn to:

- Analyze words at the phoneme (sound) level
- Relate letters to sounds and blend sounds to form words
- Break spoken words into sounds and write these sounds
- Recognize meanings of specific words (robust vocabulary) through oral language activities
- Understand, remember, and communicate the meaning of stories heard and/or read
- Develop comprehension skills: determining main idea and details, making predictions, drawing conclusions
- Recognize high frequency words
- Read text with accuracy and proper expression
- Develop writing skills using journal writing, shared writing and interactive writing
- For more information and activities go to www.harcourtschool.com.

#### Mathematics - Everyday Mathematics

At the kindergarten level, students will develop an understanding and knowledge of the following math concepts:

- **Numbers and Numeration** – counting; estimating; representing and comparing numbers; reading and writing numbers
- **Operations and Computation** – exploring the meaning of addition and subtraction; developing and using concrete strategies to solve addition and subtraction problems
- **Data and Chance** – collecting and organizing data; creating and using tally charts, tables, and bar graphs; exploring basic probability concepts
- **Measurement and Reference Frames** – using non-standard tools to estimate and compare weight and length; identifying pennies, nickels, dimes, quarters, and dollar bills; exploring temperature and thermometers; using calendars and other tools to track or measure time
- **Geometry** – exploring two- and three-dimensional shapes and line symmetry
- **Patterns, Functions, and Algebra** – exploring visual, rhythmic, and movement patterns; using rules to sort by attributes, make patterns, and play games; learning about the \( \ast, \ast, \ast, \ast = \) symbols

### Growth and Assessment

#### Kindergarten ILA Checklist

The information included on this checklist is assessed on a continuous record of growth. This includes daily class participation, teacher observation, and oral/written activities and formal assessments.

**By January, students should be able to:**

- recognize capital letters in mixed order
- recognize lower case letters in mixed order
- associate consonant sounds with correct letters
- recognize sight words
- print letters appropriately
- apply knowledge of letter sounds to written expression
- space words correctly when writing
- hear rhyming words
- produce rhyming words
- **Sight words** – I, a, go, the, me, to, like, he, come, here, this, me, for, where, do, you, look

**By June, students should be able to:**

- maintain and continue with above skills
- recognize all capital letters in mixed order
- recognize all lower case letters in mixed order
- recognize all sight words
- print all letters appropriately
- apply knowledge of all letter sounds to written expression
- associate vowel sounds with correct letters
- show awareness of proper capitalization
- show awareness of ending punctuation
- write 2 or 3 sentences about a topic
- **Sight words** – all of the January words plus: one, see, what, two, up, down, we, want, out, who, are, they, she, good, and, there, give, little, that, have

#### Kindergarten Math Checklist

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**By January, students should be able to:**

- count forward from 0 to 50
- relate a set of objects to a numeral up to 15
- count backward from 10 to 0
- write numbers appropriately to 15
- read 2-digit numbers to at least 30
- estimate the number of objects in a collection
- identify circle, square, rectangle, and triangle
- create, extend, and describe a pattern

**By June, students should be able to:**

- maintain and continue with above skills
- count forward by 1s from a number other than 0 or 1
- count backward from 22 or higher
- relate a set of objects to a numeral up to 30
- write numbers appropriately to 30
- compare and order numbers to 20
- read 2-digit numbers to at least 30
- identify circle, square, rectangle, and triangle
- identify sphere and cube
- create, extend, and describe a pattern
- count by 2s to at least 30
- count by 5s to 100
- count by 10s to 100
- identify pennies, nickels, dimes, quarters, and dollar bills

*same skill assessed at mid-year and end-of-year*
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