

# "AT HOME" WORK

Kindergarten is a special year in the development of your child. This is where we lay the foundation for students to develop into successful students and functional adults. Here, we will develop a love for learning. There will not be even one school day this entire year where your child will not learn something socially, emotionally, academically or physically. Most days, all four aspects will be used a multitude of times. And you wonder why they fell asleep on the way home!

Although most of the learning will take place in the classroom, there will be many things that need to be practiced at home. I have compiled a list of "at home" work that should be practiced throughout the school year. It is no way a complete list of expectations. Each student comes to me with different readiness and needs. You will be the judge of whether you need to build up to these skills, or advance beyond. I only ask you to work with your child beyond their required homework. I am a mother of two, and I am all too aware of sports, school, family and religious obligations that keep us running from sun up to sun down. But every little bit of work helps.

When your child has mastered the entire list, please send it back for a prize. I will then return the list to you, with a few updates, for continued practice. The old saying, "Practice makes perfect," only works when practice is sustained, built upon continually and related to new learning. There is no due date, and no one will be checking to see if the list has been checked off each month. So whether or not the list gets finished, my hope is that you will pick 2-3 things a week to work on, build upon and revisit. The outcome of our combined hard work will be immeasurable!

- \_\_\_ Use an old magazine and ask your child to find items inside to cut out. (example: find something square, find something that starts with the letter M, find something that can move by itself, find something that is hot)
- \_\_\_ Draw straight, curvy, and crooked lines on a newspaper with a magic marker. Have your child cut on the lines using correct scissor hold. (Thumb on top in the small hole, three fingers in the large hole, opposite hand holds and rotates the paper)
- \_\_\_ Write your name with only the first letter capitalized, and the rest lowercase
- \_\_\_ Zip or button your own coat
- \_\_\_ Tie shoes
- \_\_\_ Practice good bathroom manners. (Boys: seat up, stream goes in the water, clean up any dribbles on toilet or floor, lower the seat, wash hands. All: Make sure wipes are successful at removing unwanted leftovers)
- \_\_\_ Blow your nose, throw away tissue, and wash hands.
- \_\_\_ Follow first request (If you ask your child to do something, they should do it right away, even if they're playing a game or watching TV).
- \_\_\_ Complete a task with two step directions (Example: Go to your room and make your bed. Put your clothes in the hamper.)
- \_\_\_ Complete a task with three step directions. (Example: It's time for bed. Go upstairs and put on your pajamas, brush your teeth and pick a book.)
- \_\_\_ Wait for an adult to stop talking before you ask a question or tell a story.



- \_\_\_\_ Say letters of the alphabet in order.
- \_\_\_\_ Recognize all upper and lowercase letters out of order
- \_\_\_\_ Know the sound(s) each letter makes
- \_\_\_\_ Spell and sound out simple words (cat, dog, fun, pen, wlg)
- \_\_\_\_ Read together without a phone, computer, radio or tv
- \_\_\_\_ Count to 100 without any help. Count by 1's, 5's and 10's.  
Count to 30 by 2's.
- \_\_\_\_ Create a work of art with household materials like cereal boxes, magazine clippings, cotton balls, pasta noodles. Etc...
- \_\_\_\_ Use a few old magazines and have your child cut out letters in their name. They can glue them down in order, count how many of each letter they have, make a graph, make the shape of the first letter of their name and glue the letters in that shape.
- \_\_\_\_ Tell them a story about when you were little. Make sure they listen without interrupting and there are no electronics nearby.
- \_\_\_\_ Sing together.
- \_\_\_\_ Cook together. Allow them to measure and stir. Let them wipe off the countertop or sweep the floor when finished.

\_\_\_ Look at family photos. Have your child answer questions in complete sentences. Ask questions about what is happening in the picture, how it makes them feel, who the people in the picture are, what letter a particular persons name starts with, ask them to name something special about people in the picture. Have them tell a favorite memory.

\_\_\_ Identify shapes in natural surrounds. Look for circles, squares, triangles, diamonds, pent, hex and octagons. Find three dimensional shapes like a sphere, cylinder, or pyramid. Can this shape roll, stack, slide or a combination.

\_\_\_ Cook together. Allow them to measure and stir. Let them wipe off the countertop or sweep the floor when finished.

\_\_\_ Go on a walk and listen to sounds. What animal or insect is making it? Look at flowers, bushes and trees and discuss how they're alike and different. Touch different types of tree bark. Look for animal and insect homes and discuss them in detail.

\* The list of togetherness, and learning can go on forever. When you find a favorite activity, or are particularly proud of an accomplishment, please let me know!

\* You can send it directly through class messenger and attach photos, or send a quick note in their white home folder.

read. sing. play.  
A CHILD'S MIND UNDER  
CONSTRUCTION WON'T WAIT.

What is

# FLUENCY?

Fluency is being able to identify (without help) the letter, sound, number, or word shown within 3 seconds. The more they practice, the more fluent they will become!

One great way to practice fluency is by setting a timer for one minute. During that minute, your child can practice on one of the fluency sheets included. If they get to the last row, have them go back to the top and keep going until the timer goes off. Over time, they should be able to name more and more each minute.

If setting a timer for your child is too challenging for them at first, just practice naming letters, sounds, numbers, or words each night.

I encourage you to help your child at least three times a week. Regular practice helps build confident and fluent readers!



I CAN NAME UPPERCASE  
LETTERS!

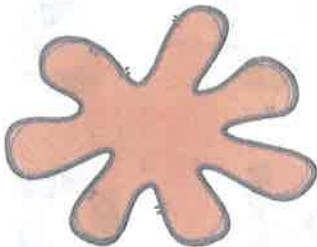
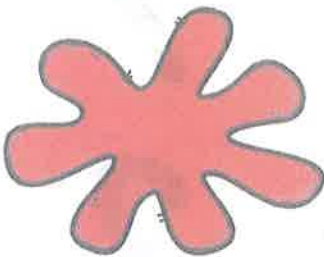
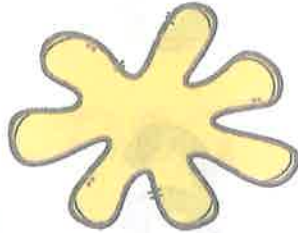
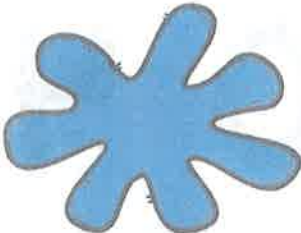

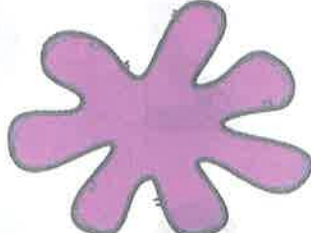
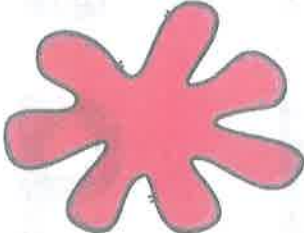
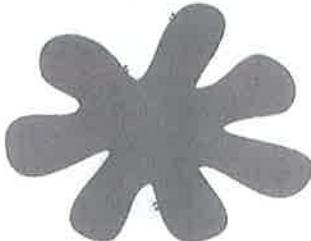
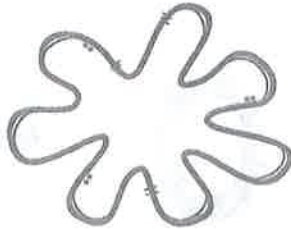
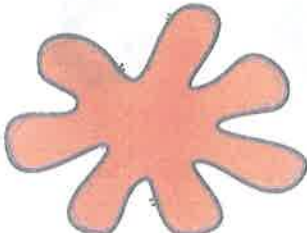

M	A	S	P
T	I	N	C
O	F	H	D
R	V	E	B
L	J	K	U
X	W	Y	Q
H	G	Z	R

I CAN IDENTIFY NUMBERS!

5	1	7	10	3
6	8	2	4	9
2	9	7	10	4
8	5	3	1	6
0	4	6	1	9
7	2	8	5	3



# Colors

Brown 	Red 	Yellow 
Blue 	Green 	Purple 
Pink 	Black 	White 
Orange 	Gray 	



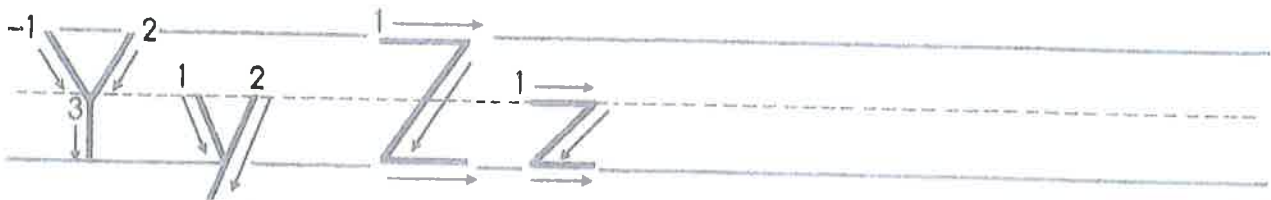
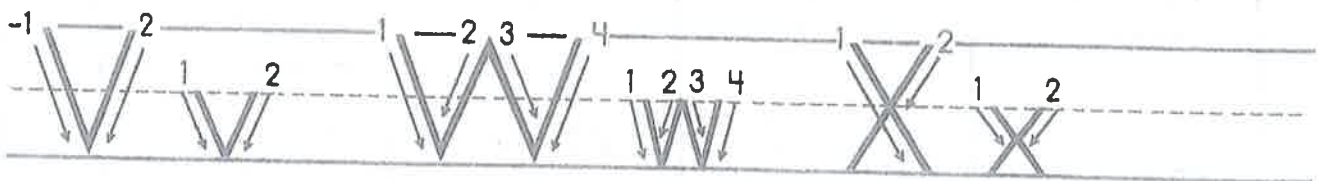
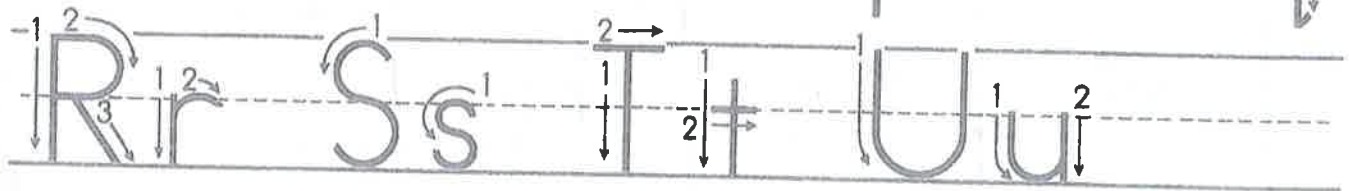
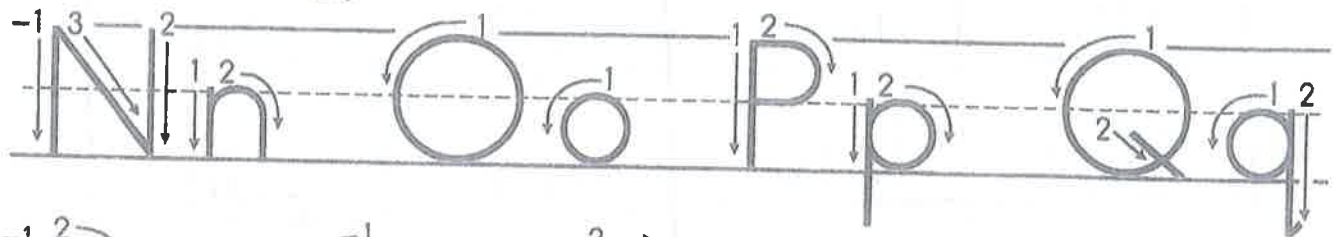
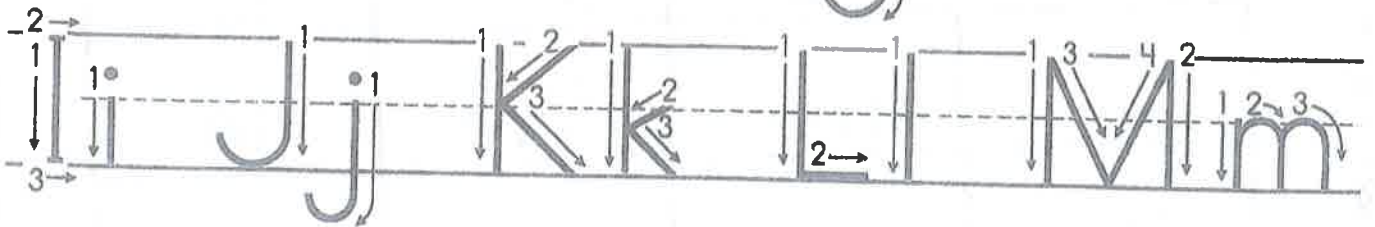
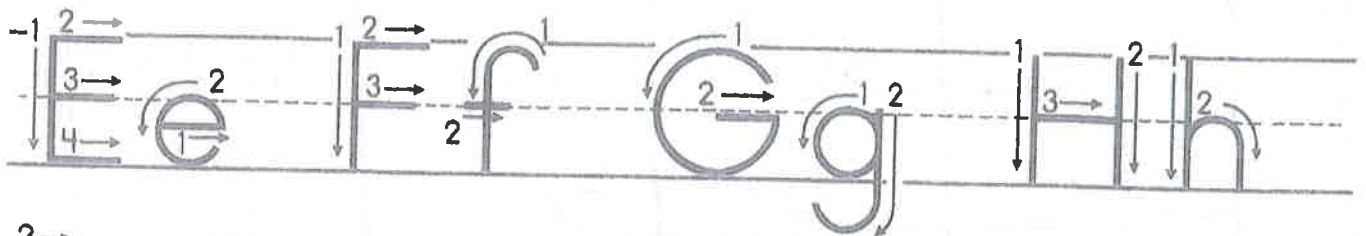
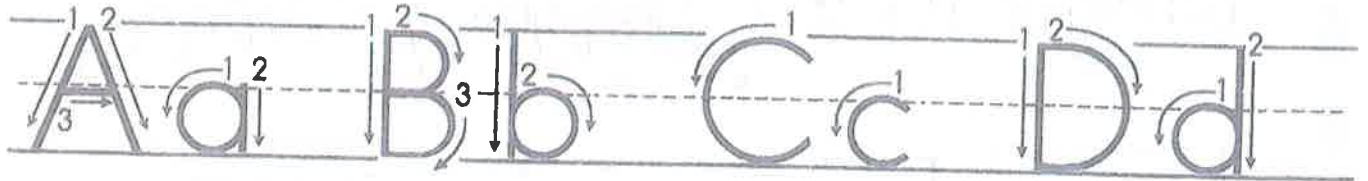
# Say, Spell, Say

## High-Frequency Words

I	am	the	little
to	a	have	is
we	my	like	he
for	me	with	she
see	look	they	you
of	are	that	do
here	go	from	what
said	was	where	come

# Letter Formation

Please practice the correct stroke order shown below for each letter.



**Kindergarten Progress Report**  
**School Year** \_\_\_\_\_

Student: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

<b>ATTENDANCE</b>				
Marking Period	1	2	3	4
Days Present				
Days Absent				
Tardies				

<b>PROFICIENCY LEVELS</b>	
<b>ME: Meets Expectations</b> The student demonstrates proficiency in grade-level expectations. Performance is characterized by the ability to apply skills and strategies with consistency, quality, and independence.	
<b>DE: Developing Understanding of Expectations</b> The student is making progress in grade-level expectations. Performance is characterized by the ability to apply skills and strategies with varied accuracy, quality, and support.	
<b>LE: Limited Understanding of Expectations</b> The student has a beginning understanding of grade-level expectations. Performance is characterized by an inability to apply skills and strategies, and student needs considerable support and guidance.	
<b>Shaded box indicates NOT assessed this marking period</b>	

**READING**

	<b>Marking Period</b>					<b>Marking Period</b>			
<b>Foundational Literacy (Reading Readiness)</b>	1	2	3	4	<b>Reading Literature (with "prompting and support")</b>	1	2	3	4
Demonstrate understanding of the organization and basic features of print					Ask and answer questions about key details in a text				
Demonstrate understanding of spoken words, syllables, and sounds					Orally retell familiar stories including key details				
Know and apply grade-level phonics when reading					Orally identify characters, setting, major events from a story				
Know and apply grade-level phonics when spelling					<b>Reading Informational Text (with "prompting and support")</b>	1	2	3	4
With adult support, use correct grammar when speaking					Ask and answer questions about key details in a text				
With adult support, use correct grammar, including capitalization and punctuation, when writing					Orally identify the main topic and retell key details				
Write legibly					Orally identify the connection between two individuals, events, ideas, or pieces of information in a text				
<b>Speaking and Listening</b>	1	2	3	4	<b>Writing (with "prompting and support")</b>	1	2	3	4
Participate in large and small group conversations on topic					Use a combination of drawing, dictating, and/or writing to compose opinion, narrative, or informational pieces				
Ask and answer questions to seek help, get information, or clarify something that is not understood					Respond to questions and suggestions and add details to strengthen writing				
With guidance and support, express thoughts, feelings, and ideas through speaking					Recall information from experiences or from a text to answer a question				



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# MATHEMATICS

Counting and Cardinality	1	2	3	4	Measurement and Data	1	2	3	4
Counts to 100 by 1's, 5's, and 10's and counts backward from 10					Describe and compare length, height, weight, etc.				
Given a number from 1 to 20, counts out that many objects					Sort, count, and compare the number of objects in categories				
Write numbers from 0 to 20					Identify the penny, nickel, dime, and quarter and recognize value of each				
Count forward from any given number					Geometry	1	2	3	4
Compare two numbers up to 10 (greater, less, equal)					Identify and describe shapes				
Operations and Algebraic Thinking	1	2	3	4	Analyze, compare and create shapes				
Fluently add within 10									
Fluently subtract within 10									
Add and subtract within 10 to solve word problems using objects or drawings to represent the problem									
Number and Operations in Base Ten (Place Value)	1	2	3	4					
Identify the number of tens and ones in numbers 11-19									

# SCIENCE

# SOCIAL STUDIES

	1	2	3	4		1	2	3	4
Makes scientific observations using five senses					Gathers, examines, and organizes information from a variety of sources				
Uses and produces models					Communicates ideas supported by evidence				
Identifies problems and designs solutions in early engineering					Uses historical awareness with social studies concepts				
Carries out scientific investigations					Uses geographical awareness with social studies concepts				

# SPECIAL AREAS

	1	2	3	4
Art				
Music				
Physical Education				

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## CLASSROOM WORK HABITS AND BEHAVIOR

**ME = Meets Expectations**  
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CLASSROOM WORK HABITS	1	2	3	4	SPECIAL AREAS BEHAVIOR	1	2	3	4
Actively participates in group instruction					Art				
Organizes self and materials					Music				
Stays on task independently					Physical Education				
Uses time effectively to produce quality work									
CLASSROOM BEHAVIOR	1	2	3	4					
Exercises self-control									
Follows directions									
Listens attentively									
Respectful of others									

### TEACHER COMMENTS:

### PARENT/GUARDIAN COMMENTS/SIGNATURE: (Sign and return progress report to classroom teacher.)

1st:

1st:

Parent/Guardian Signature: \_\_\_\_\_

2nd:

2nd:

Parent/Guardian Signature: \_\_\_\_\_

3rd:

3rd:

Parent/Guardian Signature: \_\_\_\_\_

4th:

4th:

Parent/Guardian Signature: \_\_\_\_\_

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3rd:

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4th:

4th:

Parent/Guardian Signature: \_\_\_\_\_