



Wesley Memoria School

NURSERY • PRESCHOOL • KINDERGARTEN

Kindergarten



Handbook

WESLEY MEMORIAL
A UNITED METHODIST CONGREGATION

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School Year 2021-2022

August 23, 2021

August 25	Staff Returns
August 30 – Sept 2	Orientation Visits for children
Thursday, Sept 2	Parent Night Meeting/visit classrooms (for parents only)
Monday, September 6	Labor Day Holiday – WM School Closed
Tuesday, September 7	First Day of School – All Ages
Monday, October 25	WM School Closed - (Staff Professional Development)
Thursday, November 11	Holiday-Veteran's Day: WM School Closed
Wed – Fri Nov 24 – 26	Holiday –Thanksgiving: WM School Closed
Mon, Dec 20 – Fri, Dec 31	Holiday – Christmas: WM School Closed
Monday, January 3	Teacher Workday: WM School Closed
Tuesday, January 4	WM School Re-opens for children
Monday, January 17	Holiday – Martin L. King Day: WM School Closed
Friday, February 25	Teachers Workday: WM School Closed
Thursday, March 3	WMS "Family Night" & Ice Cream Social! 6:30-7:30pm
Mon, April 11 - Mon, April 18	Holiday – Easter: WM School Closed
Tuesday, April 19	WM School re-opens for children
Sunday, April 24	Wesley Memorial School Sunday – 11am Worship
Tues, Wed and Thur, May 24-26	End of year picnic/programs Pre-K 3, 4, K
Thursday, May 26	Last Day of School

Why our program?

We follow many established quality education standards of the National Association for the Education of Young Children (NAEYC) and developmentally appropriate practices in early childhood programs. Through the Board of Education of the United Methodist Church, we completed requirements to achieve The W.I.S.E. Award (Wonderfully In Search of Excellence) in 2005. Wesley Memorial School is committed to providing parents a safe place to nurture their children as they begin their spiritual and educational journey.

Kindergarten at Wesley Memorial School follows curriculum guidelines established by the Standard Course of Study by the State of North Carolina.

Our teachers are professionals with early childhood certification or elementary education degrees and experience. The program is administered by our Wesley Memorial School Board of Directors.

Our responsibility goes beyond that of a public or private Kindergarten. As an outreach of our church, we are obligated not only to offer a program consistent with the highest type of early childhood education but also to provide an atmosphere and program in which teachers and children are learning to live in a Christ-like way.

In approaching our task, we keep in mind the child's total growth—social, emotional, spiritual, mental, and physical. Our Kindergarten program can tailor each child's learning needs and goals to prepare him/her for their next step of education and growth.

Kindergarten is filled with specials that enrich the curriculum and development. These specials include but are not limited to, Chapel, Music and Handbells, Swimming Lessons, Eco room experiences, and field trips that coordinate with themed lesson plans.

By their signatures on the registration forms, parents indicate their willingness to cooperate with the Christian emphasis of our Kindergarten, to attend parent-teacher conferences, and to participate in other planned opportunities that will enrich communication and understanding between teacher, parent, and child.

"And the child grew and became strong, filled with wisdom, and the favor of God was upon him."

Wesley Memorial School

Mission Statement

Wesley Memorial School is a Christian school of excellence committed to caring for children and families in a safe, nurturing environment.

Our Core Values

- Preparation –** Children are prepared for academic success in an environment of excellence and creativity.
- Nurture –** Children are nurtured through positive, supportive, and caring relationships in a diverse community.
- Partnership –** A Christ-centered environment is provided as we partner with families in their child's spiritual formation.

Our Purpose

Our Purpose is to Provide:

- An environment of Christian nurture and educational opportunities based on sound principals of early childhood development and quality care for young children.
- Opportunities for each child to enhance his/her learning, academic performance, and personal gifts.
- An educated and professional staff that is passionate about early childhood education.
- A Christian environment where teachers and families partner in nurturing a child's early development in social, moral, educational, and spiritual growth.
- A welcoming and inclusive Christ-centered community that embraces and cares for all children and their families.

Wesley Memorial is a Safe Sanctuaries Church

Wesley Memorial has long been an advocate of children and recognizes their uniqueness as individuals and as children of God. We are committed to providing a nurturing, safe environment free from emotional, physical, and sexual abuse. All staff working with children are carefully screened. This includes our Wesley Memorial School Classroom Teachers, Substitute Assistants, Childcare Workers, Sunday School Teachers, and regular Volunteers. Criminal background checks are required as well as reference checks. Teachers receive annual training in prevention of abuse and are trained in Infant/Child CPR and First Aid.

Our Policies

Our Discipline Policy

Teachers at Wesley Memorial are encouraged to establish fair, simple rules and enforce them consistently. We incorporate redirection and positive reinforcement of good behavior models. Children are shown positive alternatives rather than just told “no”. Teachers use teaching statements to let children know what behavior is expected of them (“We build with the blocks”) Teachers show children how their actions affect others. Teachers also model respect for the feelings of each person.

When the behavior of children is guided using this positive approach, the children...

- Learn to share and cooperate
- Are better able to handle their own anger
- Are more self-disciplined
- Feel successful and in control of themselves

Teachers at Wesley Memorial are not permitted to use any form of physical discipline. In addition, children will not be humiliated or verbally belittled by a teacher.

Our Schedule

1. **Kindergarten will begin on Tuesday, September 7, 2021.** Our school year concludes on Thursday, May 26, 2022. Each day, Monday through Friday, 9 am - 1 pm. Children will eat lunch at school. Lunch box or bag needs to contain items which can be safely kept within the box and stored in child’s own classroom locker.
2. Arrival time is 8:50 – 9 am **using our drive thru drop off using the Sanctuary side of the church.** Each child must be temperature checked/health screened and signed-in by the teacher. Children may come no earlier than 8:50 am. We cannot stress enough the importance of being ON TIME. Best attitudes of learning and feelings of security occur when the child feels included in all of the day.
Note: teachers will be keeping records of absenteeism and of tardiness. This will be recorded on child’s Kindergarten Progress Report.
3. Dismissal time is 1:00 pm—please be prompt! Kindergarten classes will be dismissed to the car line at the Sanctuary side of church. Teachers will have the sign out sheet there.
4. Breakfast should be eaten before children enter the building.
5. In times of bad weather, decisions regarding delayed openings or cancellations will be made for our Wesley Memorial School independently of public schools. (Snow days will not be made-up or refunded.) Announcements will be broadcast:
 - a. Fox 8 TV High Point
 - b. WFMY 2 TV Greensboro
 - c. WXII TV Winston-Salem
 - d. Our WM School phone line, (336) 884-4232
 - e. Our School Website: www.wesleymemorialschool.org

6. **If the weather should become bad enough** to cause hazardous driving conditions after your child has arrived for the school day, then come and pick him/her up before the roads become slick. In a half-day program, we do not make decisions for “early dismissals.” Use your best judgment and come while you can still manage to get back home safely.

Special Days

1. **Birthdays:** We will pay tribute to your child’s special day in a variety of ways, such as singing birthday songs, using verses, and letting him/her make special choices, birthday hats, etc. If a parent would like to bring in a simple birthday snack such as a special cookie or cupcake, this **MUST** be coordinated and cleared with the teachers. **Please, no party invitations, presents, or balloons at school.**
2. **Special Seasonal Days** such as Fall Time, Christmas, Valentine’s Day and Easter will be observed throughout the year in such a way that we hope it will have real meaning for children. There will be opportunities for families to bring in “holiday snacks” and coordinate a take-home treat. Teachers will schedule and help families plan for the holiday celebrations.
3. **No candy or goodies of any kind are to be brought without first talking with the teacher.** No chewing gum, please. (Please check child’s pockets!) Parents must discuss with teachers any idea for sharing with the group.

Bringing Items to School

1. Each child will have a cubby in which to keep outer clothing, personal belongings, and creative work. Cubbies should not be used as mailboxes by others in an effort to send messages or invitations home to parents. Please handle correspondence between families outside of the classroom.
2. Each child will need to bring a book bag or backpack for carrying items to and from school. It is helpful to look for a style that your child can open and close by him/herself. Also helpful is a bag that is sufficient in size to hold creative work and notebooks.
3. Teachers will let families know if there are items that the class needs such as special craft supplies or special foods for a project.
4. Please leave special toys at home. Your teachers will guide you for “Show n Tell” items.
5. Always confer with teachers before bringing a pet. Visiting animals must be fully immunized and in good health. Animals must be suitable for contact with children.

Clothing

1. Children should wear comfortable play clothes. Be sure your child has adequate clothing for outdoor activity on colder days, especially head attire. It is our goal to go outside every day; even if it is just for a few minutes to get some fresh air, change of scenery, and to break up the morning. Cowboy boots, slick hard-sole shoes, jelly shoes, “crocs,” and flip-flops are not safe for climbing activities that children enjoy. Tennis shoes are the best choice.
2. Please label all outdoor clothing: sweaters, coats, caps, and mittens

Drop Off/ Pick Up and Carpool Safety Concerns

1. **It is the law for each child to wear a seat belt and/or car seat. If you are in a carpool, go directly to and from school.** No stopping on the way for any purpose without the consent of every parent in the driving pool. Insurance covers traveling directly between home and school.
2. **Arrival:** Children will be arriving through our drive thru drop off on the Sanctuary side of the building directly behind the Fellowship Hall. Your child’s teacher will take his/her temperature at the car, sign your child in, and then walk them in the building. **For those with a younger and older child, Drive thru for older child drop off first, then proceed to park and walk in younger child.**
3. **If arriving after drive thru is complete, park and walk your child in using the main entry of the building. The reception desk will call the school office to check your child in and walk them to their class.**
4. **Dismissal procedures:** Kindergarten classes will be dismissed to cars at the Sanctuary side of the church directly behind the Fellowship Hall. **For those with a younger child and older child to pick up. Pick up the younger child first and then proceed to the drive thru line.**

Late Pick Up – You must contact the school office if you are going to be late (after drive thru is complete). There is a late pick up charge of \$1 per minute. Parent must park and enter through the main entry of the building and stop at the reception desk. The Director or Associate Director will be called.

5. **Please provide us with a list of those who will be in your carpool** by opening day of school, along with a written schedule. Please be sure your teacher is up to date with your carpool schedule and/or who will be dropping off and picking up your child.

Health

WMS Board of Directors requires all children to be immunized to attend our school.

1. When a child has a health care need that requiring medication to be given at school - or stored in case of emergency (i.e. epi pen) - parent must see Directors to complete proper forms and directions.
2. Food allergies can be serious. Information concerning the allergy will be posted.
3. A First Aid kit will be available for use by teachers in the room.
4. In case of a health emergency, you will be notified. If you cannot be reached, we will use emergency contacts provided, including your child’s doctor if necessary.

5. Food that comes from home for sharing among the children must be either WHOLE FRUITS or COMMERCIALLY PREPARED PACKAGED FOODS in factory-sealed containers.
6. If you feel that your child should not play outdoors on any day, please arrange to pick him/her up at outdoor play time (check class schedule) because all teachers must be with the group on the playground.
7. Each child is covered by accident insurance, as included in your Registration fee. If an accident does occur, it is the responsibility of parents to secure the correct forms from the office and have them filled out by the doctor.

Transmission and Symptoms of COVID-19:

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection.

Therefore, personal prevention practices (such as handwashing and staying home when sick) and environmental cleaning and disinfection are important principles to follow.

Symptoms may appear 2-14 days after exposure to the virus. People with COVID-19 have reported a wide range of specific and non-specific symptoms of COVID-19.

People with these symptoms may have COVID-19 (but this list does not include all possible symptoms):

- **Fever* or chills**
- **New cough**
- **Shortness of breath or difficulty breathing**
- **Fatigue**
- **Muscle or body aches**
- **New loss of taste or smell**
- **Sore throat**
- **Congestion or runny nose**
- **Headache**
- **Nausea or vomiting**
- **Diarrhea**

People with COVID-19 report a wide range of symptoms from no symptoms and mild to severe illness. Even people with no or mild symptoms can spread the virus.

Children with COVID-19 may not initially present with fever and cough as often as adult patients.

***Fever is determined by a measured temperature of 99.9 °F or greater, or feels warm to the touch, or says they have recently felt feverish.**

WHAT HAPPENS IF OR WHEN (COVID-19)?

Each potential case or scenario will be addressed on a case-by-case basis, and we will refer to local and state officials for guidance.

1. If a child has displayed an elevated fever in two screenings upon arrival (5 minutes apart), the child may not stay at school. If a child displays a fever during the school morning or other concerning symptoms, the child will be escorted to a designated sick room to wait while parent/guardian is called for pick up.
2. Someone in my household has tested positive for COVID-19, but my child is not showing signs or symptoms? Can they come to school? NO, all members of the family must be quarantined for 14 days from the positive test.
3. A member of our extended family (outside the home) or good friend tests positive for COVID-19? Can my student still attend school? If your household has had no close contact (within 6 feet, without face coverings for longer than 15 minutes), then, yes, your child may attend school.
4. If a child is diagnosed with COVID-19, additional cleaning protocols will occur, the school will notify the local Health Department for guidance and families will be notified.
5. If a staff member is diagnosed with COVID-19, additional cleaning protocols will occur, the school will notify the local Health Department for guidance and families will be notified.

We will comply and coordinate with local health officials to notify staff and families while maintaining confidentiality in accordance with FERPA and all other state and federal laws.

Wesley Memorial School reserves the right to cancel or close the school due to widespread illness or pandemic.

The school will adhere to the following process for allowing a student or staff member to return to school:

- If a person had a negative COVID-19 test, they could return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours.
- If a person is diagnosed with COVID-19 by a medical professional based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until they (or a family member if a younger child) can answer YES to the following three questions:
 1. Has it been at least 10 days since the individual first had symptoms?

2. Has it been at least 3 days since the individual had a fever (without using fever reducing medicine)?
3. Has it been at least 3 days since the individual's symptoms have improved, including cough and shortness of breath?

Wesley Memorial School – Daily Agreement/Waiver

- To my knowledge, the child I am dropping off does not have COVID-19
- There are no close contacts or household members with a confirmed case of COVID-19 nor are presenting any related symptoms
- The child I am dropping off does not currently have any of the symptoms listed below:
 - Fever (fever is determined by a thermometer reading above normal or by subjective signs such as flushed cheeks, fatigue, extreme fussiness, chills, shivering, sweating, achiness, headache, not eating or drinking)
 - Cough
 - Shortness of breath
 - Excessive runny nose
 - Runny nose presenting a consistent green color
 - Sore throat
 - Headache
 - Vomiting
 - Diarrhea
 - Loss of taste or smell
- My child has not been given any medication that could mask symptoms they are experiencing
- I understand that if any symptoms arise throughout the day in my child I will be notified and required to pickup within 30 minutes and then follow the Exclusion Policy provided
- I have read through and understand the policies provided to me

Childhood Illness - When to Keep/Send a Child Home

Certain symptoms in children may suggest the presence of a communicable disease. Children who have the following symptoms should be excluded from school until...

1. A physician has certified the symptoms are not associated with an infectious disease or they are no longer a threat to the health of other children at school, or
2. The symptoms have subsided for a full 24 hour period *without* medication. For example, children should be free of fever without the need for fever-reducing medication for a full 24 - hours before returning.

Fever	<i>Auxiliary or Oral</i> temperature: 100 degrees F. or higher, or <i>Rectal</i> temperature: 101 degrees F. or higher; especially if accompanied by other symptoms such as vomiting, sore throat, diarrhea, headache and stiff neck or undiagnosed rash.
Respiratory	Difficult or rapid breathing or severe coughing: - child makes high-pitched croupy or whooping sound after he/she coughs. - child is unable to be comfortable due to continuous cough.
Diarrhea	An increased number of abnormally loose stools in the previous 24 hours. Parent will be called after a <u>second</u> occurrence of diarrhea that occurs during the school morning. Observe the child for others symptoms such as fever, abdominal pain, or vomiting.
Vomiting	vomiting within the previous 24 hours.
Eye/Nose Drainage	<i>Thick</i> mucus or pus draining from the eye or nose. Child is unable to be comfortable due to continuous discharge.
Sore Throat	<i>Sore</i> throat, especially when fever or swollen glands in the neck are present.

Skin Problems	<i>Rash-skin rashes, undiagnosed or contagious infected sores-sores with crusty, yellow or green drainage which cannot be covered by clothing or bandages.</i>
Itching	<i>Persistent itching (or scratching) of body or scalp.</i>
Appearance/Behavior	Child looks or acts differently: unusually tired, pale, lacking appetite, confused, irritable, difficult to awaken.
Unusual Color	<i>Eyes or Skin-yellow (jaundice) Stool-grey or white Urine-dark, tea colored (These symptoms can be found in hepatitis and should be evaluated by a physician.)</i>

*Parents are asked to please notify our school if your child develops a contagious disease.

**Follow the doctor's or nurse's advice about when to return to school. On return of child who has been out with a fever, we may choose to check child's temperature before allowing participation. We may also ask you to provide proof of treatment.

Staff / Parent Communication and Involvement

1. Teachers will communicate through special notes, phone calls, e-mails, and texts.
2. Your teacher may use a shared Classroom Site. Parents use passwords to access their account, which communicates teacher blogs, calendar, special plans, family contact information, volunteer sign-ups, and photos of class events. ***Parents should not post pictures of children, other than their own, on their personal social media sites.***
3. Parent/Teacher conferences will be held during the year.
4. Report cards will go home quarterly.

Our Wesley Memorial School monthly newsletter will be a source of information for families throughout the year. Also, be aware of emails from the school office using Constant Contact.
5. Teacher's plans for the week are posted so that parents may know and follow-through at home.
6. Parent involvement greatly enhances the learning opportunities for children. We encourage parents to share their special talents, and to check the message board outside their child's room and Classroom Site for opportunities to participate. We also appreciate parent involvement in the planned events throughout the year.
7. Parents volunteering for Kindergarten class field trips need to keep in mind our policy of **NO SIBLINGS ON CLASS FIELD TRIPS.**

Please remember! Release Policy

We will not release a child to anyone other than his/her usual ride without a written note from parents! This applies to relatives, sitters, and friends. This also means we must have a written note from parents if your child is going home with a classmate in another carpool. If there is an emergency that will affect who will be picking up your child, please call the school office.

Tuition

Registration fee of \$100.00 (\$40.00 for 3rd, 4th child enrolled same school year) includes insurance. Tuition rate for Kindergarten is \$345 per month, this includes activity fee.

Direct Payment Policy

1. WMS will require all **tuition** payments, including morning and after school fees, to be set up on draft authorization through a Direct Payment Authorization Form obtained through the school administrative office. The draft will occur on the 5th of the month, September through May. **This service will not deduct registration fees.**
2. An insufficient fund fee of \$20.00 will be assessed for all returned checks or draws.
3. Monthly tuition is paid in full, regardless of enrollment date and/or absenteeism and snow days.
4. Tuition is due for the entire month in which the withdrawal of a child occurs unless the Director or Associate Director is notified in writing of such withdrawal at least 30 days prior.
5. When tuition is due and payable from previous school year or from the summer program, the child will not be re-enrolled in another program (summer or fall) until the full amount is paid up-to-date.

Special Experiences Just for Our Kindergarten!

Field Trips

Field trips throughout the year are for the purpose of enriching their background of experiences and learning more about our units of study. Parents sign a permission slip and are given information prior to each trip. Transportation is provided in our church Minotaur bus. Trips are always taken during the school morning—leaving from school and returning by 1:00 pm. Our field trips may vary year to year, but include visits to places such as:

High Point Museum and Historical Village

Children's Theater

Greensboro Nature Science Center

Swimming Lessons through High Point Swim Club (Spring)

Computer use and technology tools in each classroom reinforce letter and word recognition, math, creative thinking and problem-solving; also promotes eye-hand coordination and simple keyboarding skills. Computers also used for individual and small group research of study topics.

“Let's Find Out” Newspaper subscription by Scholastic brings the latest news information to Kindergarten children in an appealing, easy to read format. We will incorporate use of this newspaper and activity pages into our class lessons at school.

Media Center visits for book check-out and story-time session emphasizes love of literature and responsibility of caring for books.

Children's Worship weekly Chapel Time is a special and important part of our continual faith building. Chapel is led by our Director of Wesley Memorial School or one of our Pastoral staff.

Handbells and Music is a special music enriching time. Handbells are led by our Director. Music and movement is lead by our Director of Children's Ministry at the church.

Sight Word Tool - Each child will have printed word cards that will become his/her individual word file. New words are added on an on-going basis, as child's readiness for more complex words occurs. Your child will dictate or copy words that he/ she is learning to read. The words will be used for independent writing of sentences and creative stories and will make reading individualized and meaningful.

Homework Folders - Kindergarten homework offers opportunity for reinforcing the concepts learned at school. Folders also serve as a communication tool between families and teachers

Individual Workbooks and materials in Language Arts & Math individualizes learning at each child's own level of skills and understanding. Readers and composition books are used for one-on-one instruction of child with teacher – not as a class group activity.

Lunch at School every day! Children bring their own meal in lunch-box or bag, including beverage. (No soft drinks or “fast food” meals.) Children will eat in the classroom or designated lunch room with their own class group.

Children's Programs and special days give the opportunity to share what they have been learning with their families. Teachers will notify parents well in advance of special days and events through classroom communication site, emails, and/or group texts.

Kindergarten Academic Program

General Program Objectives:

Actively engage children in exciting multi-sensory learning activities that prepare them for First Grade placement the following year.

1. To promote development of good health habits.
2. To provide opportunities for self-expression through language, music, art, and play experiences.
3. To provide situations in which the child can succeed, and through success build confidence in his own ability and worth.
4. To develop a feeling of adequacy through emphasis on independence and good work habits.
5. To lay foundations for subject matter learning and intellectual growth.

Kindergarten Curriculum

We follow the North Carolina Department of Public Instruction Standard Course of Study for Kindergarten. In addition, the curriculum based on sound principles of early childhood growth and development through criteria established by the National Association for the Education of Young Children (NAEYC). The United Methodist Curriculum is interwoven throughout our units of study. Planned experiences during each unit of study will further each child's understanding of:

—reading and language arts—science—mathematics—social studies—
—music—art—health and safety—physical education—

The concepts gleaned from these learning experiences are as unique as each child. It is the objective of each teacher to meet each child's needs at his particular level so as to enhance his/her self-worth and capitalize on his/her learning potential, and help him/her find a responsible place in the world. To help the children learn at their individual levels the teachers will use many tools—such as workbooks, puzzles, beginner readers, phonetic awareness games, hands-on math and science, books and stories, music, computers, iPads, and outdoor experiences.

An Overview of the Kindergarten Curriculum

Science

- Names likenesses and differences among animals
- Learns about weather changes throughout the year
- Describes objects by color, size, shape, and texture using five sense
- Learns how to use simple tools
- Learns how to use tools and measurements to describe their environment and world

Computer Skills

- Identifies and discusses correct and responsible use and care of computers and resources
- Uses a computer for learning to read, write, and organize information
- Uses teacher-selected Internet resources/information to enhance learning

Social Studies

- Displays good citizenship and correct behavior at school and other social environments by use of the following character traits: honesty, respect, responsibility, self-discipline, courage, and integrity
- Identifies how individuals, families, and groups are alike and different
- Describes the importance of rules and laws
- Recognizes and describes changes in self, families, schools, and communities
- Learns about famous people, holidays, and special days of diverse cultures
- Uses simple maps and models to locate familiar places
- Identifies examples of how families and communities work together to meet their basic needs and wants
- Recognizes how technology is used at home, school, and in the community

Healthful Living

- Learns how to develop healthy habits through
 - ◆ Good diet
 - ◆ Feelings
 - ◆ Exercise
 - ◆ Cleanliness
 - ◆ Safety
 - ◆ Rest
- Learns to be careful with medicine
- Becomes aware of the health risks of smoking and other drug addictions

In order to be ready for first grade in reading, writing, and math, kindergarten students should master the North Carolina state required skills by the end of kindergarten. On the following pages and after each skill areas are examples that measure how well students understand and apply what they have learned.

Language Arts

Literature

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Informational Text

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.

- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- 3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 - b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- 4. Read emergent-reader texts with purpose and understanding.

Writing

Text Types and Purposes

- 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader
- 2. The topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

1. (Begins in grade 3)
2. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
3. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

1. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
3. (Begins in grade 4)

Range of Writing

1. (Begins in grade 3)

Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.

- b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Vocabulary Acquisition and Use, continued

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Math

Counting and Cardinality

Know number names and the count sequence

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Numbers and Quantities

1. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
2. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers

1. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
2. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

Measurement and Data

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Number & Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Geometry

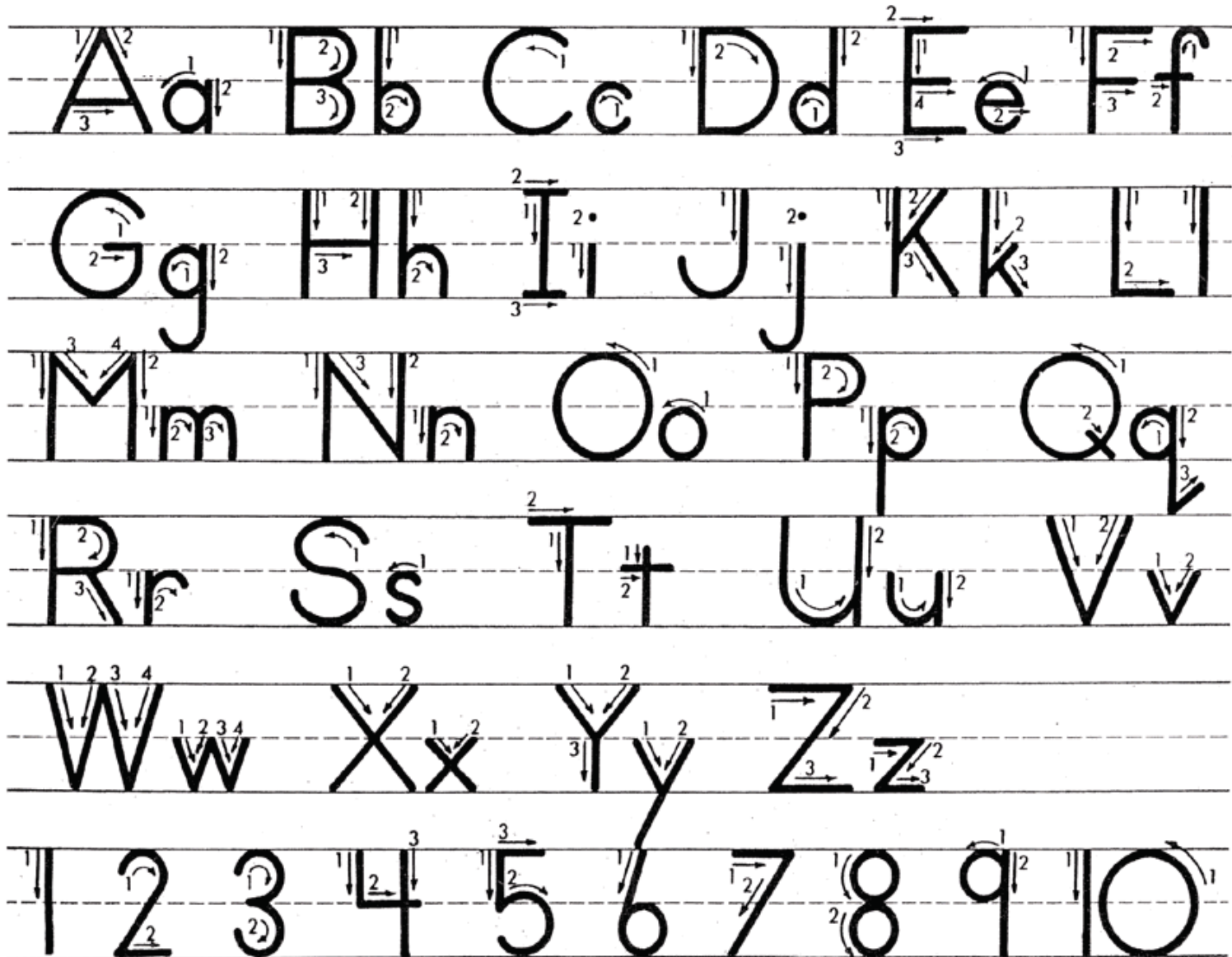
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

Traditional Manuscript



* **To Parents:** As you write your child's name and make other labels to mark toys and belongings, **be sure to print just as the word would appear in a book.** Do *not* use all capital letters. For example, print **Jim**, not **JIM**. This gives your child real experiences with name recognition and print awareness that will not have to be "re-taught" later.

All I Ever Really Needed to Know I Learned in Kindergarten

By Robert Fulghum

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

Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life.

Learn some and think some and draw and paint and sing and dance and play and work every day some. Take a nap every afternoon. When you go out into the world watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup— they all die. So do we. And then remember the book about Dick and Jane and the first word you learned, the biggest word of all. LOOK.

Everything you need to know is in there somewhere. The golden rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all—the whole world—had cookies and milk about 3 o'clock every afternoon and then laid down with our blankets for a nap. Or if we had a basic policy in our nation and in other nations to always put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

