

MANSFIELD PUBLIC SCHOOLS

Progress Report Kindergarten - November

Reading to Understand

Learning basic reading skills is the primary goal for kindergarten students. Since the beginning of the school year, they have been working on the following: phonological awareness, decoding, fluency, vocabulary, and comprehension skills and strategies. Auditory skills such as the awareness of differences in sounds, words, rhymes and syllables are taught. They can distinguish the differences between two different words, between two rhyming words, and between two initial sounds. Children are beginning to learn how to use strategies to decode. During this marking period, they can read/identify their own names; learn how to identify upper and lower case letters with no hesitation; recognize initial sounds in words; and recognize printed letters in their names and familiar words. Students read at least four of the following words by sight (I, see, like, my, a, to, and, go) and track print from left to right. Oral language development is ongoing through the participation in language activities. Students should speak clearly and fluently using complete sentences. They are expected to demonstrate an understanding of new words by incorporating them in classroom discussions and/or sharing experiences or feelings. They also can understand classroom language by following directions. Students begin to comprehend by identifying what a story is about; identifying the main idea in nonfiction selections; retelling a few details or events from the text; and engaging in conversations about the text read or shared. They learn to activate their prior knowledge about a topic, make predictions about what may happen next, and answer specific questions about the text.

Writing to Communicate

During the first marking period students learn that writing is a form of communication and the type of writing varies to fit a particular purpose. They understand the difference between letters and words. At this time a student can write his/her name and can also write some beginning high frequency words such as I, a, see, me, my, and, like. Students are learning to use writing tools effectively so they can begin to form letters correctly and write some words. Much of the writing done at the beginning of the school year is shared and interactive. Students work with the teacher as they write about topics together. The students contribute ideas during this shared writing time and use complete sentences when telling or adding to a story.

Mathematics

The typical math student in November is spending lots of time learning about the numbers 0 – 10 to help build number sense. They should be able to count to 10 forwards and backwards; compare groups of objects up to 10; tell if a group of objects is less than or more than 10; and be able to instantly recognize quantities up to 5. In geometry, they should recognize and name a square, circle, rectangle, and triangle. It is also expected that they are able to identify these shapes by certain attributes –straight vs. curved sides, 3 corners vs. 4 corners or no corners. Students are also working on using math words like big, small, more, less, equal, top, and bottom correctly. Time is spent recognizing, identifying, and extending simple AB type patterns. Each day data is collected about the weather to make a weather chart and students make observations about the weather over the course of the month. Students use their bug graphs to tell what was the same and different about the bugs. Finally, students are learning to be problem solvers as they make pictures to show their math thinking.