

MANSFIELD PUBLIC SCHOOLS
Progress Report
Kindergarten - March

Reading to Understand

Kindergarten students continue to learn basic reading skills and strategies. Students have been working on a variety of phonological skills such as segmenting spoken sentences into individual words, producing rhyming words, and blending sounds to make real words. They have learned how to identify spoken words that have similar sounds and they can orally substitute initial sounds in different words. By this time of year, students can identify the letters of the alphabet, both upper and lower case, and write some letters when the name or sound is dictated. Print concepts such as knowing the difference between letters and words, recognizing punctuation, and one-one matching have been learned. Students can automatically identify taught letters and eight Bedrock Words in and out of context. Using good expression and pacing, they can repeat simple rhymes, poems and songs. Vocabulary development is on-going. Students can identify common words in basic categories; use content words and other new words appropriately in responses and discussions; and can describe objects, events, and feelings with some detail or examples. There has been a focus on learning and using before, during, and after reading comprehension strategies. Students can make predictions, activate prior knowledge about a topic, use pictures, make connections, and evaluate and question text ideas. They can identify character(s), setting, and important events in a story. The topic and one or two important details in an informational/nonfiction text can be identified. Students are able to retell parts of a text.

Writing to Communicate

During this term students have learned to become more independent writers. They are expected to write or draw in journals. They can write or dictate stories using pictures, words, and letters; and write additions to books and texts following the text's patterned language. Students can write some beginning and ending letters that correctly represent the sounds. They are expected to write in a left to right, top to bottom progression and to use the correct capital/upper case letter(s) and punctuation when prompted. Students can revise work by adding details to pictures, or letters to words. They can talk about their writing with teacher prompting. The students are expected to contribute ideas during shared writing and/or interactive writing time and to use complete sentences when telling a story. The vocabulary they use when participating during shared and interactive writing is on topic.

Mathematics

Students in Kindergarten are continuing to build their understanding of numbers to 20. This includes reading and counting by ones to 20, counting by twos to 10, knowing "one more than" for numbers to 10, writing numbers to 10, and instantly recognizing quantities to 10. They are beginning to learn through problem solving situations that addition is joining sets together and that subtraction is separating the set into parts. Students can also identify and count pennies and nickels. In geometry, they should recognize the shapes hexagon, rhombus, and trapezoid as part of the pattern blocks. Students continue to sort the pattern block shapes by one or two attributes and build and extend ABC patterns. Kindergarteners are also collecting data and helping to record the information on pre-made classroom graphs. They then make statements or observations about the data collected. Probability is introduced in the form of spinners used in games. Students are just being introduced to the idea that some games depend on chance. In problem solving, students are sharing their strategies and solutions with the class.