

Kindergarten Handbook



School District of Washington

220 Locust St., Washington, Missouri 63090

www.washington.k12.mo.us

Directory of Schools

Augusta Elementary

5541 Locust Street
Augusta, MO 63332
Phone: 636-231-2400
Local: 636-228-4375
Fax: 636-231-2405
Principal: Mrs. Mary Robertson

Campbellton Elementary

3693 Hwy. 185
New Haven, MO 63068
Phone: 636-231-2450
Fax: 636-231-2455
Principal: Mrs. Jennifer Meyer

Clearview Elementary

1581 Clearview Road
Union, MO 63084
Phone: 636-231-2500
Local: 636-583-2288
Fax: 636-231-2505
Principal: Dr. Matt Busekrus

Labadie Elementary

2749 Hwy. T
Labadie, MO 63055
Phone: 636-231-2600
Local: 636-742-2175
Fax: 636-231-2605
Principal: Mrs. Jennifer Pecka

Marthasville Elementary

800 E. Main Street
Marthasville, MO 63357
Phone: 636-231-2650
Local: 636-433-2211
Fax: 636-231-2655
Principal: Mrs. Jocelyn Schluss

South Point Elementary

2300 Southbend Drive
Washington, MO 63090
Phone: 636-231-2700
Fax: 636-231-2750
Principal: Mrs. Aimee Harty
Asst. Principal: Mrs. Melanie Trentmann

Washington West Elementary

840 West Pride Drive
Washington, MO 63090
Phone: 636-390-9150
Fax: 636-390-9152
Principal: Ms. Kim Hunt
Asst. Principal: Mrs. Glenda Leslie

Program Directors

Special Education and Challenge

220 Locust Street
Washington, MO 63090
Phone: 636-239-5162
Director: Dr. Rachael Franssen

Parents As Teachers

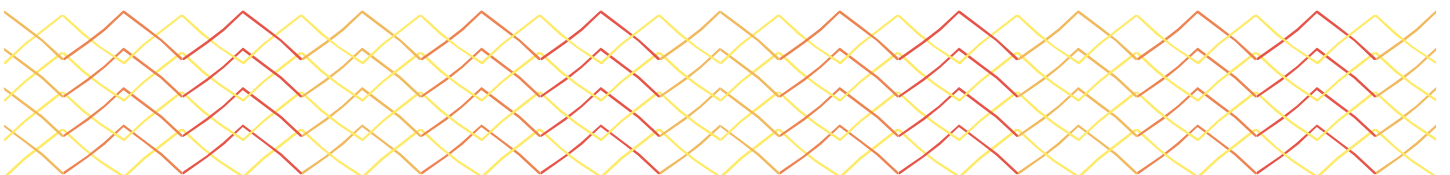
Early Learning Center
831 West Pride Drive
Washington, MO 63090
Phone: 636-231-2820
Director: Mrs. Sandy Gildehaus

Early Childhood Belief Statement

We believe that children are assets of our community who reflect its diversity; we respect and value children and their families.

Therefore, we believe that:

- ❖ all children deserve a safe and healthy environment;
- ❖ all children can learn;
- ❖ children learn through play, discovery, exploration, and interactions;
- ❖ supportive experiences and interaction enhance children's development in all areas;
- ❖ experiences should build on individual strengths of children and families;
- ❖ family involvement is crucial in a child's education;
- ❖ respecting and building family/school/community connections enrich the lives of children.



Frequently Asked Questions

1. What are the school hours?

Elementary school hours are 7:45 a.m. to 2:45 p.m. Doors open at 7:25 a.m. for students. Supervision is provided in a designated area, and breakfast and lunch are offered in all school cafeterias.

2. What will my child do in a typical day of Kindergarten?

Your child will meet his/her classmates in a supervised area of the school prior to the start of the school day.

The school day will consist of lessons in reading, writing, and math. Activities will alternate between quiet and active, structured and free choice, with two or three periods of recess per day.

Throughout the week, students will have physical education, music, art, and technology with different teachers for those subjects.

At 2:45 p.m., students will be taken to a designated point for school dismissal (bus, car rider line, walker area, or after school child-care).

3. What childcare services are available before and after school?

The YMCA provides in house before- and/or after-school care at many schools. For more information, call the Four Rivers YMCA at 636-239-5704

4. When/where do I get a supplies list?

School supply lists are available in August at some area stores, plus on the district website: www.washington.k12.mo.us

5. When will I meet the teacher?

Kindergarten Open House is usually held a few days before the first day of school. You will usually receive a letter in August with that date and the name of the teacher.

6. Is bus transportation provided?

Yes, for students living more than a mile from school. For Kindergarten and First Grade students, a parent or older sibling must meet the child at the bus stop in the afternoon, or the driver will not let the student off the bus. If there is no one to meet the student at the

bus stop, First Student will attempt to call the parent. If contact is not made, the student will be taken back to the school and enrolled in the After Care Program. All charges for the program will apply. If no afterschool program is available, the student will be taken to the police station.

Questions about bus service can be directed to First Student Bus Company at 636-239-1429. Bus stop information may be found by going to the “Transportation” page of the school district website and using the “Stop Locator”. Bus stop information is also published in the Missourian in early August. Any requests for changes in pick-up or drop-off points must be submitted 3 days in advance. Bus change forms are available from the school office and on the district website.

7. What do students need to know before entering Kindergarten?

You will find suggested skills for students entering Kindergarten in this handbook. All children develop at different rates, so there is not a specific list of skills to be mastered prior to entering Kindergarten.

8. How do I decide if I should send my child to Kindergarten this year or wait a year?

The results of your child’s screening may help you decide. A parent educator will explain the data and let you know if any concerns have been identified.

9. Who is able to answer questions during the summer?

Most elementary school offices are not staffed during the summer. If you cannot reach anyone at your neighborhood school, call the District Office at 636-231-2000.

10. What if my child loses his/her coat/jacket, sweater, etc.?

Please always write your child’s name inside all articles of clothing. We have Lost & Found at all schools, but it is much easier to find the rightful owner when there is a name on the article.

Food Service Department

Answers to Most Frequently Asked Questions

1. **How do we pay for meals?**

All schools in the district use a debit account system. Each child has an account number that will remain their number until they leave the school district. Parents are encouraged to deposit money into their child's lunch account using Rev Trak which is accessible on the district website: www.washington.k12.mo.us, Go to "online payments", then choose "Food Service", and then choose a school. You may do multiple payments to your students' accounts per transaction. As your child purchases breakfast, lunch, or milk, the amount is deducted from their account. A note will be sent home when the account is running low on money. Please be prompt in crediting your child's account. There is no charge for account transactions. Those parents who do not have web access may send a check. If checks are returned by the bank for insufficient funds, the amount owed will be deducted from the child's account, until the check is reconciled.

2. **If I do not have web access and must write a check, who should I make the check out to? And, if I have more than one child in school, may I write one check?**

Checks may be made out to the Food Service Department. Yes, you may write one check for all your students no matter which schools they attend. Please always indicate how you want the amount divided in the memo: include the child's **first and last name**, account number, and amount you want deposited into each account. For example, a \$25 check could be divided as such: "Sue Smith, \$10; Tom Bell, \$15."

3. **Do you only serve lunch?**

No, we also serve breakfast at all schools. Check with your school to find out the exact time breakfast is served. There are several options for breakfast—assorted Cold Cereal; Oatmeal; Toast; a choice of Peaches, Pineapple, Mixed Fruit, Applesauce, Pears, or Mandarin Oranges; Fresh Fruit Choice; Assorted 100% Juice; Scrambled Eggs; Assorted Yogurt; Low Fat Cottage Cheese with Fruit; Assorted Milk

4. **What's for lunch?**

Lunch menus are posted on the district's website at www.washington.k12.mo.us Click on Cafeteria Menus, under Quick Links on the district homepage.

5. **My child has medical needs, can you help us?**

Yes, in fact, it is required by Missouri State Law that we keep a Medical Statement on file for students requiring special meals. This form is available at each school. It must be filled out and signed by a physician. This form is needed for all medical conditions, such as, but not limited to: lactose intolerance, food allergies, and diabetes.

6. **If I have questions or concerns, whom do I contact?**

Start with the school's Kitchen Manager. She should be able to address any questions or comments that you have. The Food Service Director, Jill Poepsel is also available. Feel free to contact her at 636-231-2050, ext. 4909.

Kindergarten Entry Expectations

English Language Arts

- Write/Read/say First Name
- Some letter and sound recognition
- Phonemic Awareness
 - Beginning sound awareness
 - Rhyming
- Answer Questions related to a story
 - Character/setting
 - Beginning/ middle/end (with support)
 - Problem/solution (with support)
 - Real/make believe
 - Preschool teachers should use deep questioning, evoke critical thinking, encourage students to “prove” their thinking with text based evidence (with support)
- Print exposure
 - Letter vs. word vs. sentence
 - Concepts of print
 - Sentence structure
- Book handling skills
- Writing is Authentic
 - Be able to put own thoughts/actions in picture
 - Draw things that are “true to you” (did you really do this?)
- Writing
 - “Label” picture
 - Make lists
 - Spell words with a beginning sound
 - “write” (developmentally) about picture

Math

- Count to 20 fluently (with exposure to counting higher during calendar)
- 1 to 1 correspondence to 10 in a ray or manipulated group (move as you count)
- Attributes
 - Colors
 - Basic shapes
 - Size
 - More/less
 - Big/small
- Sorting by 1 attribute
- Positions
- Basic patterning (leads into number patterns in K)
- Recognize 0-10 out of order

- Order 0-10 when presented out of order
- Number sense/Math talk (with support)
- Problem solving with Math skill (with support)
- Comparing (with support)

Social/Emotional

- Attend to task for 15 minutes (minimum)
 - Work independently or with a partner
- Follow routines/expectations
 - Walk/stand in line
 - Turn taking
 - Following directions
- Understand consequences
- Problem solving skills
 - Use your words (with support as needed)
 - Turn taking
 - Ask for help
- Have control of emotions
- Understand the words “no” and “stop”
- Keeping hands/body to self
 - Understand personal space

Self Help

- Fine Motor
 - Pencil grip appropriate
 - Scissors grip appropriate
 - Glue use appropriate
- Toileting/Handwashing
- Eat independently
- Dress self, put coat on
- Responsible for own belongings
 - Hang up backpack
 - Put folder in/out of backpack
- Open snack

DEVELOPMENT

Here are some activities that promote child development and will help prepare your child for Kindergarten:

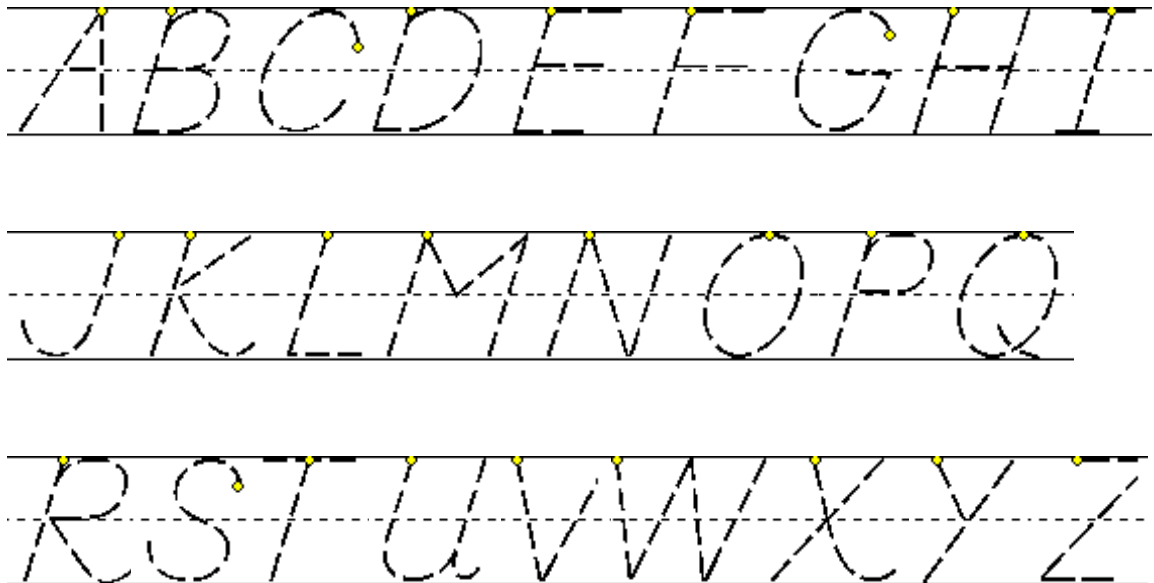
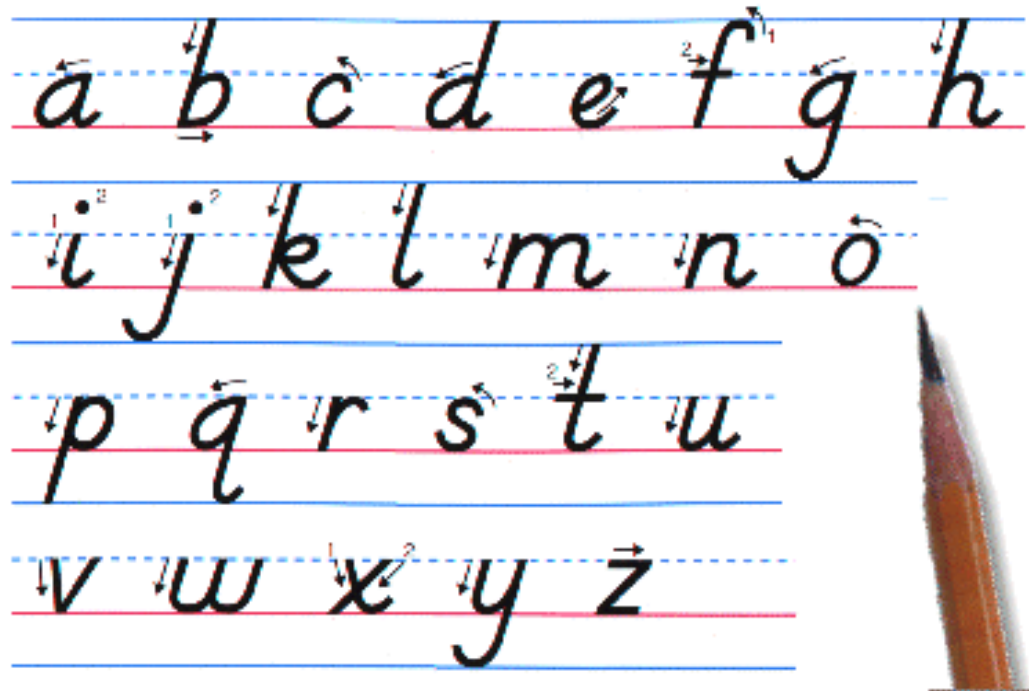


- Practice zipping, buttoning, and tying
- Encourage washing and drying of hands
- Practice hopping, jumping, and playing with a ball
- Draw attention to bugs, plants, animals, and the outside world
- Visit the library, zoo, farm, or anywhere pointing out items of interest
- Read books together and talk about the story
- Point out letters of the alphabet in your child's name, on signs, on cereal boxes, etc.
- Count objects in the home—spoons, chairs, etc.
- Let your child help with simple household tasks to encourage listening and following directions
- Practice using “school tools” (pencils, crayons, scissors, glue, etc.)
- Play games and work puzzles together
- Get into an “early to bed” routine a week or two before school starts
- Offer praise and encouragement for efforts and accomplishments



D'Nealian Handwriting

The School District of Washington has adopted D'Nealian Handwriting for students in Kindergarten through Second Grade.



When your child is ready

STAGES IN WRITING

You know from experience with your child, that children go through stages of speaking. Writing development also follows stages. These are the stages children pass through as they develop their writing ability.

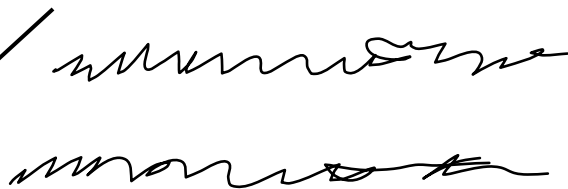
SCRIBBLING:

Scribbling is your child's first attempt at writing.



LINEAR DRAWING:

This is when the child begins to string objects together.



LETTER LIKE FORMS:

Your child is making his/her writing look like "real" writing.



LETTERS AND EARLY SYMBOLS:

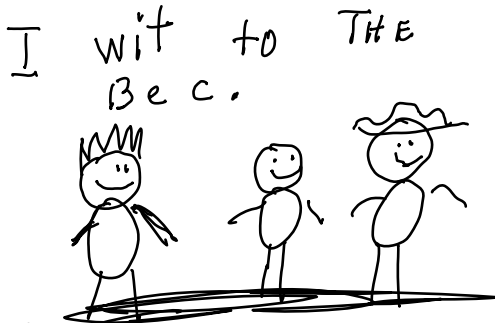
Whole words are often represented by just one letter during this stage.

R C R B K D

M B E W W M L N t

INVENTED SPELLING:

Your child begins to recognize and attempts to use standard spelling.



STANDARD SPELLING:

In this stage, your child is beginning to realize that each letter has a sound.

At my house I have some dayseases
they are flowres they growe in the
spreing I pike them in the spreing
the rain make the flowres growe and
in the somme they all dray up and more
flowres growe bak and they have new
levs and I poke them agin.

Parental Assistance to Help Your Child Succeed in Kindergarten

All parents want to see their child be successful in school. Below are several ideas for parents to help their children succeed in kindergarten and develop a solid foundation for learning.

1. Do set high expectations for child. It is amazing what five year olds can do if we get out of their way and let them do. They may struggle a bit but with words of encouragement and prompting they can do so much for themselves. Let them open their own snack bags, let them put on their own coat, hat, gloves, shoes, etc. Let them pick up their own toys. Let them use crayons, scissors, and glue. Will they make a mess, yes, but let them help clean up! Don't forget to praise them for their efforts.
2. Give your child the opportunity to problem solve. For example, rather than telling your child to put the lid on the play dough, ask them what will happen if they don't put the lid on the play dough. Hopefully they will understand that it will dry out. If they don't know this, talk them through it. This conversation will help begin to learn the theory of physics! For every action there is a reaction. If I put the lid on the play dough, it won't dry out. If I don't, it will dry out and I won't be able to play anymore. It also helps children to learn responsibility and become problem solvers. Another example of problem solving is letting them help set the table. Ask your child how many of each type of silverware is needed for your family to eat. Let the child get out the number needed and set the table. If they don't get enough out, ask them how many more are needed (rather than handing them the needed items). Ask them how many pieces of silverware there are all together? Ask them if you were to have dinner guests, how many more of each item would be needed. This type of questioning helps students develop foundational math skills.
3. Ask questions about typical child development so you know if your child is developing at a typical rate. Good resources are Parent As Teachers educators, pediatricians, and other parents. Just remember that all children are different and develop at different rates.
4. Don't interfere. Work towards having your child do a task for 15-20 minutes without having you jump in. The activity should include both preferred and non-preferred activities. For example, let your child put puzzles together, without your help, for about 15-20 minutes, then ask them to match socks or fold the hand towels for about 15 min. Coach on how to fold correctly for 2-3 minutes and then let them have at it. Try to refrain from refolding the towels as it makes the child feel they didn't do it correctly. A messy closet isn't the end of the world and children will get better with practice. If it really bothers you, wait and refold when they aren't around! In school, students will be asked to work on activities they like and some they would rather not do for time spans of 15-20 minutes.

5. Leave your child. Not alone, of course! If your child did not attend preschool, plan some play dates for your child. Find a trustworthy person, a family member or friends/neighbor and arrange for them to watch your child for even 20-30 minutes. Students with these types of experiences have less separation anxiety than those who have never been without Mom or Dad. Don't forget to return the favor and have the playmate to your house. Parents learn so much about child development from what they overhear and see children playing.

If you do not have a trustworthy person to arrange a playdate, Parents As Teachers also offers Playtime on Friday mornings at the TLC building. Parents stay in the room with the children but it is a wonderful opportunity for children to interact with someone other than just mom.

You could also choose to enroll your child in the School District of Washington Preschool or one of the community's preschool if that is within your means, to provide your child with this experience. For information about the District's preschool, see the District website, www.washington.k12.mo.us

One additional option is to have your child attend the School District of Washington Summer School. Students going into kindergarten have the opportunity to go to summer school to learn what school is all about during the summer prior to their kindergarten year. Summer school is free to all kindergarten students. It is typically held the last two weeks of June through the first two weeks of July, from 8:00 a.m. to noon, Monday through Friday. This is a wonderful free opportunity for your child to get ready for kindergarten on a modified basis. The final summer school schedule and registration materials are posted on the school district website in April.

6. Communicate! Communication is key for the success of your student. Communicating with your child as to what they learned at school is a must. Ask your child what they did at school every day. Don't be satisfied with "Nothing!" for an answer. You may need to ask specific questions such as, What did you do in math? What book did you read today? How far did you count? etc.

Also communicate with your child's teacher. If you have questions or concerns, don't wait to ask. All teachers can be reached by e-mail. You will be receiving your child's teacher's e-mail at the beginning of school. You can also call school and leave a message for the teacher to call you on their plan time or before or after school.

7. Lastly, be positive! Going to kindergarten is a fun and exciting experience for your five year old. Talk about the experience in a positive manner. Share your favorite kindergarten experiences with your child. Children love to hear stories about when their parents were little.

Life of a Kindergarten Student

A day in the life of a kindergarten student is very busy. Students learn about reading, writing, math, science, and social studies. They also learn how to get along with others, develop independence, problem solving skills, and how to develop relationships with other students who have a variety of different learning levels and backgrounds. Developing these skills enables the students to become well rounded individuals who are ready to conquer their academic career from first grade through college or technical school.

The expectations for kindergarten are high. Every minute of their day is packed with learning. The following is a **sample** kindergarten schedule. **Times on the schedules vary by building** due to the specials (P.E., Art, Music, Technology) rotation but all kindergarten students receive the same amount of time in each content area.

Following the schedule is a comprehensive list of skills that students will learn by the end of kindergarten.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45	Math Review	Math Review	Math Review	Math Review	Math Review
8:00	ELA/ Math Concepts in Calendar	ELA/ Math Concepts in Calendar	ELA/ Math Concepts in Calendar	ELA/ Math Concepts in Calendar	ELA/ Math Concepts in Calendar
8:30	Pathways to Reading	Pathways to Reading	Pathways to Reading	Pathways to Reading	Pathways to Reading
9:30	Recess	Recess	Recess	Recess	Recess
9:50	Pathways to Reading	Pathways to Reading	Pathways to Reading	Pathways to Reading	Pathways to Reading
10:20	BR/ Wash up for Lunch	BR/ Wash up for Lunch	BR/ Wash up for Lunch	BR/ Wash up for Lunch	BR/ Wash up for Lunch
10:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:00	Math	Math	Math	Math	Math
12:00	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
12:30	Writing	Writing	Writing	Writing	Writing
1:10	Recess	Recess	Recess	Recess	Recess
1:30	Specials (P.E., Art, Music, or Technology)	Specials	Specials- 1:45 DISMISSAL	Specials	Specials
2:45	Go Home	Go Home	Go Home	Go Home	Go Home

Upon completion of kindergarten, students will be able to:

ENGLISH LANGUAGE ARTS (includes Reading, Writing, Speaking & Listening, and Language skills)

Reading

- Ask and answer questions about key details in a text with prompting and support.
- Retell familiar stories, including key details with prompting and support.
- Identify characters, settings, and major events in a story with prompting and support.
- Identify the main topic and retell key details of a text with prompting and support.
- Describe the connection between two individuals, events, ideas, or places of information in a text, with prompting and support.
- Ask and answer questions about unknown words in a text with prompting and support.
- Recognize common types of texts (e.g., storybooks, poems).
- Name the author and illustrator of a story and define the role of each in telling the story with prompting and support.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- Identify the front cover, back cover, and title page of a book.
- 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).
- 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).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Actively engage in group reading activities with purpose and understanding.
- 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.
- 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.* (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.
- Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with 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.
- Read emergent-reader texts with purpose and understanding.

Writing

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader 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.
- 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.
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- 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.
- 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.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- 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.
- 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.
- 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.

- 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.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

MATH

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- 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).
- 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.
- 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.
- 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.
- Compare two numbers between 1 and 10 presented as written numerals.
- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- 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 $5 = 4 + 1$).
- 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.
- Fluently add and subtract within 5.
- 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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- 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 into given categories; count the numbers of objects in each category and sort the categories by count.
- 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*.
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

- 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).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

SCIENCE

- Describe physical properties of objects (i.e., size, shape, color, mass) by using the senses, simple tools (e.g., magnifiers, equal arm balances), and/or nonstandard measures (e.g., bigger/smaller; more/less).
- Identify materials (e.g., cloth, paper, wood, rock, metal) that make up an object and some of the physical properties of the materials (e.g., color, texture, shiny/dull, odor, sound, taste, flexibility).
- Sort objects based on observable physical properties (e.g., size, material, color, shape, mass).
- Identify the sounds and their source of vibrations in everyday life (e.g., alarms, car horns, animals, machines, musical instruments).
- Compare different sounds (i.e., loudness, pitch, rhythm).
- Identify the ear as a receiver of vibrations that produce sound.
- Describe an object’s position relative to another object (e.g., above, below, in front of, behind).
- Identify ways (push, pull) to cause some objects to move by touching them.
- Identify magnets cause some objects to move without touching them.
- Observe and compare the structures and behaviors of different kinds of plants and animals.
- Identify that living things have offspring based on the organisms’ physical similarities and differences.
- Describe how the seasons affect the behavior of plants and animals.
- Describe how the seasons affect the everyday life of humans (e.g., clothing, activities).
- Observe wind as moving air that is felt.
- Observe and describe daily weather: precipitation (e.g., snow, rain, sleet, fog), wind (i.e., light breezes to strong wind), cloud cover, temperature.
- Observe and describe the general weather conditions that occur during each season.
- Observe and describe the presence of the Sun, Moon, and stars in the sky.
- Observe there are more stars in the sky than anyone can count and that they are scattered unevenly and vary in brightness.
- Describe the Sun as only being seen in the daytime and appears to move across the sky from morning to night.
- Observe the Moon can be seen sometimes at night and sometimes during the daytime.
- Observe that the Moon appears to change shape over the course of a month.
- Observe and describe the characteristics of the four seasons as they cycle through the year (summer, fall, winter, spring).
- Pose questions about objects, materials, organisms and events in the environment.
- Conduct a simple investigation (fair test) to answer a question.
- Make qualitative observations using the five senses.
- Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers).
- Measure length and mass using non-standard units.
- Compare amounts/measurements.
- Use observations as support for reasonable explanations.
- Use observations to describe relationships and patterns and to make predictions to be tested.
- Compare explanations with prior knowledge.
- Communicate observations using words, pictures, and numbers.
- Observe and identify that some objects occur in nature (natural objects); others have been designed and made by people.
- Describe how tools have helped scientists make better observations (i.e., magnifiers).

- Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery).
- Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member.

SOCIAL STUDIES

- Identify why laws and rules are made.
- Identify the flag as a symbol of our nation.
- Recite the Pledge of Allegiance.
- Participate in a democratic decision-making processes.
- Explain how to resolve disputes peacefully in the classroom and on the playground.
- Describe how groups need to make decisions and how those decisions are made in families and classrooms.
- Explain what it means to make rules and how it is necessary to carry out or enforce rules.
- Identify examples of scarcity.
- Identify examples of opportunity cost.
- Identify maps and globes as geographic tools.
- Name common physical, social and emotional needs.
- Identify visual, graphic and auditory aids (posters and recordings).
- Identify primary and secondary sources (diaries, letters, people, interviews, journals and photos).
- Identify library and media resources (videos, electronic resources, periodicals and books).
- Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).