

Let's Get Ready for

Kindergarten

Helpful information for Parents

Compiled by the Jamestown Kindergarten Teachers

School Enrollment Information

Before School Opens:

- Complete dental and medical examination forms by the first day of school - by family doctor.

- All immunizations must be up-to-date prior to the start of school and a copy on file in the school office. Parents can do this through their family doctor or Central Valley Health Unit (252-8130).

- Certified Birth Certificate must be on file before August 1st of the current school year.

- Student supply lists will be available on the district app and on each individual school website.
 - [District App Information](#)
 - [Lincoln Elementary School](#)
 - [Louis L'Amour Elementary School](#)
 - [Roosevelt Elementary School](#)
 - [Washington Elementary School](#)
 - [Wm. S. Gussner Elementary School](#)

Kindergarten Assessment Days:



The North Dakota Legislature approved two school days to be used for assessing Kindergarten students. In accordance with this, Jamestown Public Schools will use the first two school days as "Assessment Days" for Kindergarten students. Your scheduled appointment will be finalized in August and you will be contacted then.

Please allow approximately 45 minutes for the appointment. This will be the only time your Kindergarten student will be at school during the first two days as regular, full-day classes will begin on the third day for Kindergarten students.

Each elementary school will be having an open house prior to the start of school. The Kindergarten teachers would love for you to use this opportunity to bring your child's supplies, tour the school and classroom, fill out required school forms, and meet the teacher. Open house schedules will be printed in the paper or can be obtained by contacting your child's school in August.

We look forward to visiting with you about the policies and procedures of the Kindergarten program and assessing your child's school readiness skills during your scheduled appointment.

Jamestown Public Schools thanks you for your cooperation as it implements these assessment days.

Your attendance at the assessment appointment is essential for gathering important information to guide us in your child's education

Sincerely,
The Kindergarten Team

LANGUAGE ARTS

Literature

A. Key Ideas and Details

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

B. Craft and Structure

1. Ask and answer questions about unknown words in a text.
2. Recognize common types of texts (e.g. storybooks, poems).
3. With prompting & support, name the author and illustrator of a story and define the role of each in telling the story.

C. Integration of Knowledge and Ideas

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

D. Range of Reading and Level of Text Complexity

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

Information Text

E. Key Ideas and Details

1. With prompting & support ask and answer questions about key details in a text.
2. With prompting & support identify the main topic and retell key details of a text.
3. With prompting & support describe the connection between the individual events ideas, and pieces of information in a text.

F. Craft and Structure

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

G. Integration of Knowledge and Ideas

1. With prompting & 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).
2. With prompting & support identify the reasons an author gives to support points in a text.
3. With prompting & support identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions or procedures).

H. Range of Reading and Level of Text Complexity

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

Foundational Skills

I. 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.

J. Phonological Awareness

- 1. 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) works. *(This does not include CBCs ending with /l/, /r/, or/x/.)

K. Phonics and Word Recognition

- 1. 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 or many of the most frequent sound 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.

L. Fluency

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

Writing

M. Text Types and Purposes

- 1. 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..).
- 2. 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.

N. Production and Distribution of Writing

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

O. 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 & support from adults, recall information from experiences or gather information from provided sources to answer a question.

3. (Begins in grade 4)

P. Range of Writing

1. (Begins in grade 3)

Speaking and Listening

Q. Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small or 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.

R. Presentation of Knowledge and Ideas

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

Language

S. 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. who, what, where, when, why, how)
 - d) Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).
 - e) 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.

T. Knowledge of Language

1. (Begins in grade 2)

U. Vocabulary Acquisition and Use

1. Determine or clarify the meaning of an 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, -e, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- 2. With guidance and support from adults, explore word relationships and nuances in the 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.
- 3. Use words and phrases acquired through conversations, reading and being read to and responding to texts.

MATH

Counting and Cardinality

- A. 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).
- B. Count to tell the number of objects
 - 1. Understand the relationship between numbers and quantities, connect counting to cardinality.
 - a) When counting objects say the number names in the standard order, parting 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. 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.
- C. Compare Numbers
 - 1. Identify whether the number of objects in one group is great than, less than, or equal to the number of objects in another group, e.g. by using marching and counting strategies (Include groups with up to ten objects).
 - 2. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

- D. 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 & Data

- E. 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.
- F. Classify objects and count the number of objects in each category.
1. Classify objects into given categories, count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10).

Number & Operations in Base Ten

- G. 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

- H. 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 oval size.
 3. Identify shapes as 2-dimensional (lying in a plane, “flat”) or 3-dimensional (“solid”).
- I. Analyze, compare, create, and compose shapes.
1. 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).
 2. Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing shapes.
 3. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i j k

l m n o p q r s t u v

w x y z

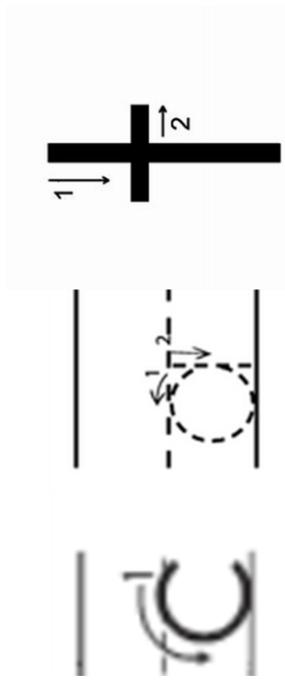
1 2 3 4 5 6 7 8 9 10

If you would like to help your child practice writing his/her name, please-

1. Print a capital letter only for the first letter.
2. Print small letters for the rest of the name.
3. Begin letter formation at the top.
4. Make rounded letters counter-clockwise.

Thank You,

The Kindergarten Teachers





Kindergarten

First Day of School Tips

- *Visit the school prior to the first day (can be done at scheduled assessment appointment)
- *Meet the Teacher
- *Begin the "going to bed / getting up routine" a week prior to the start of school
- *Make sure your child has a good breakfast
- *Discuss arrangements for dismissal at the end of the day- find out dismissal procedures from your child's teacher
- *Label ALL personal belongings with your child's name (coat, shoes, and bags)
- *Label any money your child takes to school with your child's name and what the money is for
- *Make sure your child is dressed in clothing that she/he can manage at bathroom time
- *Provide a special place at home for school materials
- *Set aside a special time at the end of the day to talk to your child about her/his day
- *Ask your child questions about the first day
 - what was your favorite part of the day
 - what did you learn today
 - tell me about your friends
- *Don't buy any supplies until you check with your child's teacher (please check the district app or the website for your school for an updated list.)
- *Teachers are very busy supervising children during arrival and dismissal. This is not a good time to talk to the teacher
- *Keep a positive attitude. If you look forward to the first day of school, your child will probably do the same

Thank You,

Jamestown Kindergarten Teachers