

*The Kewaskum School District and professional teaching staff in kindergarten and 1st grade would like to share our expectations for children leaving kindergarten.*



*It is understood and acknowledged that all children are not the same and learn information at different times in their lives. Although we have expectations, as a school of professional educators, we will assist all students no matter where they are in their learning level and try to raise them to their highest ability.*

## **KINDERGARTEN MISSION STATEMENT:**

The objectives of Kindergarten are to foster learning in a comfortable environment, to acknowledge individual differences and learning styles and to help each child achieve readiness for the tasks of school.

## **PHILOSOPHY/BELIEF STATEMENT:**

Our Kindergarten Program supports realistic expectations for the age and stage of development of our children. For example: One child might pick up a book and look at the pictures; another child may look at the pictures and retell the story; another might “read” the story from memory, and another might read the story by reading the print.

## **DISTRICT MISSION STATEMENT:**

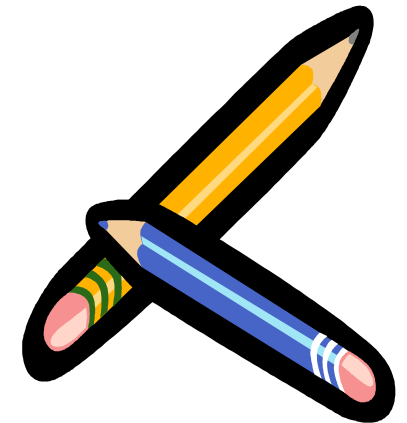
*The Kewaskum School District strives to create and enhance an educational environment that is consistent with community expectations, and challenges students to be their best.*

## **KEWASKUM SCHOOL DISTRICT**



## **OUR KINDERGARTEN PROGRAM**

*Farmington Elementary  
Kewaskum Elementary  
Wayne Elementary*



**Tel: (262)626-8427**

# KINDERGARTEN EXPECTATIONS FOR STUDENTS MOVING TO 1ST GRADE

- Exposed to vowels and vowel sounds
- Understand that letters represent sounds and writing has a purpose
- Begins to track print
- Understands that pictures match words
- Enjoys sharing with the class—books to be read, journals, and vacations. Other projects (oral language)
- Expose students to the proper formation of letters in DeNealian style
- Can read most names in the class and some sight words
- Begins to use environmental print -names, words lists, calendar, etc. when writing
- Shows respect and kindness to classmates—through words or deeds
- Has good manners
- Willing to share adult's time and attention
- Begins to understand the value of cooperation and doing your own part
- Lunchroom and bathroom etiquette
- Personal hygiene
- Appreciate differences among classmates
- Shows independence
- Begins to develop conflict resolution skills
- Follows rules

- Plays and works cooperatively with others
- Makes friends
- Respects property and materials
- Displays self control
- Shows self confidence and feels successful
- Has positive attitude towards school
- Adjusts to all day setting, lunch program and being away from parents
- Begins to develop a good attention span
- Begins to assume responsibility
- Begins to work efficiently and independently
- Begins to show concern for quality
- Can dress self
- Properly grasps and uses pencils/scissors
- Prints first and last name legibly with proper case
- Writes numbers (1-10)
- Listens attentively
- Shows interest in books and stories
- Displays story comprehension through oral discussion
- Understands print concepts and book knowledge
- Exposed to computers

- Attempts to represent ideas in writing (i.e. pictures and words)
- Developing phonological awareness (i.e. rhyming)
- Counts to 31
- Exposed to printed numbers up to 31
- Recognizes colors, makes simple patterns and basic shapes
- Know parent's first and last names, phone #, birth month
- One-to-one correspondence
- Exposed to reading & making graphs
- Exposed to measurement in non-standard units of measure
- Displays knowledge of sorting & classifying
- Exposed to basic scientific concepts (i.e. sink/float, magnets)

