

Kindergarten, Here I Come!

Going to kindergarten is an important step for you, and your child. Kindergarten provides children with life skills and opportunities to be successful in all developmental areas, setting a strong foundation for their educational journey.

Kindergarten provides experiences for children to grow and develop through play and interaction. It also allows children to become confident learners in a safe and supported environment, providing a framework of belonging, being and becoming.

Kindergarten expands children's knowledge and connection of themselves, family, culture, their environment and the broader community.

Kindergarten programs are designed to expand your child's development in key areas.

- Children have a strong sense of identity by becoming independent. When children are provided with opportunities to explore their feelings and relationships with others.
- Children are connected with and contribute to their world by learning about their environment, cultures and heritage of others.
- Children have a strong sense of wellbeing by being involved in physical activity, learning practice, resilience and being provided with opportunities to strengthen decision-making skills.
- Children are confident and involved learners when they are challenged and inspired to investigate and explore.
- Children are effective communicators when children are immersed and involved in language with a range of contexts and materials.

2023-2024 Kindergarten Fact Sheet

Three years and counting for the Day School Kindergarten program and we are excited to keep going! We know that some parents may have questions and we want to give you a few factors to note when making your decision!

- ❖ The Kindergarten Bears curriculum includes a Social Studies and Science curriculum that is provided by McGraw Hill. The Math curriculum is provided by Life Pac and Zoo phonics curriculum for Phonics/Comprehension (there are no additional book fees). We use a theme-based curriculum to enhance writing, art, and social development. Interactive play is also an important component in our curriculum.*
- ❖ Religion is a part of the curriculum.*
- ❖ Spanish and Music are apart of the weekly schedule, while extra activities are offered for an additional cost.*
- ❖ There is no additional testing for Wieuca Pre-K students. All new students will complete an assessment with the teacher prior to being accepted into the class.*
- ❖ Registration: to fully register fill out a green card and attach the \$200 registration fee (non-refundable).*
- ❖ A breakfast snack, lunch and an afternoon snack are included in tuition.*
- ❖ The hours for the Kindergarten class are 8 am to 2 pm (there is no before care) {Kindergarten is a rigorous program with very little down time. Students only receive a half hour of recess daily}.*
- ❖ Aftercare is provided from 2 pm to 5:30 (under our regular schedule of 7 am to 6 pm) for an additional cost of \$20 a day.*
- ❖ If you would like a more in-depth description of the program a virtual Kindergarten meeting is available, please email wieucadayschool@gmail.com.*



Name: _____

Date of Birth: _____

Teachers: _____

Fall _____

Academic Key	
Exceeding	4
Satisfactory	3
Progressing	2
Beginning	1
/	Not Introduced / applicable

Language Arts	
Writes own name (first and last name).	
I can recognize that spoken words are represented in written language by specific sequences of letters.	
I can recognize and name all upper-case letters.	
I can recognize and name all lower-case letters.	
Alphabet Knowledge: Letter sounds.	
Beginning sound awareness.	
Rhyme awareness.	
Uses descriptive language and vocabulary to describe events.	
I can have a conversation through multiple exchanges.	
I can speak audibly and express thoughts, feelings and ideas clearly.	
I am able to retell stories using sequencing.	
I am able to read high frequency words by sight.	
Uses and appreciates books and other print material.	
I can follow words from left to right, top to bottom, and page by page.	
Is able to name the author and illustrator and define their roles in telling a story.	

Mathematics	
I can name and recognize numbers.	
I can count to 100 by ones and tens.	
I can count with one to one correspondence.	
I am able to create a simple pattern.	
I can add and subtract with objects, fingers, drawings, etc.	
I can show how many 10s and 1s a number has from 11-19.	
Compares, matches, and sorts objects into groups according to their attributes.	
I am able to compare objects by weight, length and capacity.	
I am able to identify the larger of two groups without counting.	
I can name a square, circle, rectangle, triangle, and hexagon.	
I can identify 2D ('flat') shapes.	
I can identify 3D ('solid') shapes.	
I can put two shapes together to create a new shape.	

Social Studies	
I can correctly use words and phrases related to chronology and time (e.g. now, long ago, before, after, today, tomorrow, yesterday).	
I can name my city, state and country where I live.	
I know my address.	
I can identify the roles and responsibilities of family members and community helpers.	
I can identify national holidays and describe the people and/or events celebrated.	
Science	
I can identify differences between living and non-living objects.	
Makes predictions about changes in materials or objects.	
Uses tools and technology to perform tasks.	

Social Emotional Development	
Demonstrates whole body listening skills.	
Independently toilets, dresses, wash hands, and take care of belongings.	
Engages and completes assigned tasks.	
Identifies own and other's feelings.	
Demonstrates care and concern for others.	
Follows daily routines and school rules.	
Practices self-control.	
Shows responsibility for care and use of materials.	
Uses problem solving strategies.	
Plays fairly with a variety of peers.	
Works independently.	
Works corporately.	
Physical Development	
Throws, catches and kicks a ball.	
Coordinates muscles to walk, run, and climb.	
Uses scissors to cut out simple shapes.	
Holds writing tools with thumb and fingers (tripod grip).	
Copies and draws simple shapes and letters.	

Attendance	
Absent	
Present	

Teacher Comments:

Parent Signature:

Teacher Signature:

Date:



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Teachers: _____

Spring _____

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