

**PROGRESS REPORT
PARENT BENCHMARK
HANDBOOK**

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KINDERGARTEN

LAKESIDE UNION SCHOOL DISTRICT

What is the Progress Report?

The progress report is the tool Kindergarten teachers use to report student progress to parents. It is a listing of the benchmarks that kindergarten students will achieve as they grow and develop in the achievement of the Lakeside/California Standards for Academic Achievement.

A child's development occurs in four main areas – emotional, social, cognitive (science, social studies, language arts, and mathematics), and physical. It is important to value development in all four areas and not just one, to ensure that the child reaches his/her full potential. The early years are essential in setting the foundation for future success in school and in life. A child's attitude toward his/her own abilities as a learner is formed during early school experiences. A child who knows success in all areas of his/her early school experiences will develop a positive attitude toward school and learning.

Kindergarten benchmarks are assessed three times during the year; December, March and June. Since each child develops in his/her own unique manner, it is a realistic expectation that different children will be in different places on a continuum at the same point in time.

How do I read the Progress Report?

The marking key in the upper left corner of the report card indicates the four levels of proficiency toward achieving the benchmarks being evaluated. Teachers will use developmentally appropriate benchmarks in December and March to evaluate a student in each cognitive, social, and physical area based on the goal of the California Standard achievement by June. Teachers will use the California State Standards to evaluate student progress in June. In this handbook we have indicated for parents the level three – “At Grade Level” expectation for December, March and June.

The / (slash) may be used for a specific area to which students have not yet been exposed. The slash / may also be used in an area where a student has met the standard in a previous report period. In some cases, the slash / indicates the learning for that area is completed and the student has moved to more sophisticated skills encompassed in another area.

The Effort in all academic areas, Fine Arts, Physical Education, and Social Skills and Work/Social Habits are evaluated on student participation. In these areas the 4 = Consistently, 3 = Usually, 2 = Sometimes, 1 = Rarely.

Why is Lakeside Union School District using the Standards Progress Report?

The Kindergarten Standards Progress Report was developed in response to the California State Department of Education development of the State Standards for Achievement in the curriculum areas. The evaluation of student progress toward the achievement of the benchmark/standards gives parents what they need to know to help improve future learning opportunities, and be aware of the learning strengths and weaknesses of their child.

How do I use the Parent Handbook?

The Progress Report Parent Handbook is designed to provide parents with information on each of the items listed on the report. The items are listed in the same order as on the report card. The December and March “at grade level” benchmarks and the June “at grade level” standards are listed for each area. For some items, further explanation of the benchmark or standard may be given. Because the best education for every student is provided when there is a parent/school partnership, suggestions are provided for ways parents can support their child’s learning at home for each area.

LANGUAGE ARTS

READING

CONCEPTS ABOUT PRINT

Suggested Home Activities:

Hold your child on your lap as you read and encourage him/her to handle books properly. Point to the words as you read them to show your child the direction in which print is read.

DECEMBER BENCHMARKS

- Student understands **3** of the following pre-reading concepts:
 1. Identifies the front cover, back cover and title page.
 2. Identifies left to right as the way to look at text.
 3. Understands words are made of letters.
 4. Understands sentences are made of words.
 5. Understands the purpose of a period.

MARCH BENCHMARKS

- Student understands **4** of the following pre-reading concepts:
 1. Identifies the front cover, back cover and title page.
 2. Identifies left to right as the way to look at text.
 3. Understands words are made of letters.
 4. Understands sentences are made of words.
 5. Understands the purpose of a period.

JUNE BENCHMARKS

- Student understands all **5** of the following pre-reading concepts:
 1. Identifies the front cover, back cover and title page.
 2. Identifies left to right as the way to look at text.
 3. Understands words are made of letters.
 4. Understands sentences are made of words.
 5. Understands the purpose of a period.

LETTER NAMES

Suggested Home Activities:

While reading to your child, driving in the car, or watching television, ask your child to identify letters that you see. Keep magnetic letters on your refrigerator and have your child name them. Children should start by learning the letters of their name and then those of family members and pets.

DECEMBER BENCHMARKS

- Student knows **90% to 99%** of the letter names taught.

MARCH BENCHMARKS

- Student knows **90% to 99%** of the letter names taught.

JUNE BENCHMARKS

- Student knows **100%** of the letter names taught.

LETTER SOUNDS

DECEMBER BENCHMARKS

- Student knows **90% to 99%** of the letter sounds taught.

MARCH BENCHMARKS

- Student knows **90% to 99%** of the letter sounds taught.

JUNE BENCHMARKS

- Student knows **100%** of the letter sounds taught.

PHONEMIC AWARENESS

Suggested Home Activities:

- Go for a walk around your house or neighborhood and play detective. Look for objects that begin with certain letters of the alphabet.
- Cut out pictures from magazines that begin with a certain letter.
- When you read to your child, stop and point to the beginning letter of a word and ask your child what sound you should say.
- As you are reading or speaking with your child ask him/her “What sound did you hear at the beginning of? Can you name another word with the same sound as?”
- Names are very meaningful to children. Use family names to compare beginning sounds such as “Mom has the /m/ sound just like ‘Matt’.”
- As you read or speak with your child ask him/her: “What sound did you hear at the end of? Can you name another word that ends with the same sound as?”
- Choose simple three letter words (cat, pig, dog, hen, cup). Say each sound separately /c/ /a/ /t/ and ask your child, “What word do you hear?”
- Rhyme names of people in your family.
- When reading a familiar book to your child stop after rhyming words and ask your child what words rhyme or pause and see if he/she can guess the rhyming word before you continue reading.
- Read and reread Dr. Seuss books.
- Learn nursery rhymes.
- Ask your child to clap and count the parts (syllables) of their first and last name and names of other family members.

DECEMBER BENCHMARKS

Student demonstrates **2** of the following skills:

1. Identifies beginning and ending sounds
2. Blends sounds to make words.
3. Identifies and produces rhyming words.
4. Counts the number of sounds in syllables and syllables in words.

MARCH BENCHMARKS

Student demonstrates **3** of the following skills:

1. Identifies beginning and ending sounds
2. Blends sounds to make words.
3. Identifies and produces rhyming words.
4. Counts the number of sounds in syllables and syllables in words.

JUNE BENCHMARKS

Student demonstrates all **4** of the following skills:

1. Identifies beginning and ending sounds
2. Blends sounds to make words.
3. Identifies and produces rhyming words.
4. Counts the number of sounds in syllables and syllables in words.

DECODING AND WORD RECOGNITION

Suggested Home Activities:

- Put the sight words on cards around the house and talk about them. Sight words are words your child learns by sight. They are not spelling words.

DECEMBER BENCHMARKS

Student knows **4 to 5** sight words taught from the Houghton Mifflin reading.

MARCH BENCHMARKS

- Student knows **6 to 9** sight words taught from the Houghton Mifflin reading.
- Student reads Level AB of Houghton Mifflin assessment scoring “within” on oral reading accuracy, OR reading rate, OR fluency, OR scores “low risk” on DIBELS assessment.

JUNE BENCHMARKS

- Student knows 10 or more sight words from the Houghton Mifflin reading.
- Student reads Level AB of Houghton Mifflin assessment scoring “within” on oral reading accuracy, reading rate, and fluency OR scores “low risk” on DIBELS assessment.

VOCABULARY AND CONCEPT DEVELOPMENT

Suggested Home Activities:

Talk about how vocabulary words are related to each other. For example, name some things that fit in the category of “animals”, “food”, “things we use to eat”, “things we wear”

DECEMBER BENCHMARKS

Student can do **2 of the 3** skills listed below with a classification task:

- Identifies common vocabulary words orally.
- Sorts common vocabulary words in basic categories.
- Describes common vocabulary words, objects and events.

MARCH BENCHMARKS

Student can do **2 of the 3** skills listed below with a classification task:

- Identifies common vocabulary words orally.
- Sorts common vocabulary words in basic categories.
- Describes common vocabulary words, objects and events.

JUNE BENCHMARKS

Student can do **all of the skills** listed below with a classification task:

- Identifies common vocabulary words orally.
- Sorts common vocabulary words in basic categories.
- Describes common vocabulary words, objects and events.

READING COMPREHENSION

Suggested Home Activities:

Ask your child to tell you a favorite story without looking at the book. You can model this by telling folk tales, such as *The Gingerbread Boy*, to your child from memory. You can encourage your child by asking, "What happened next?"

Strategies used by teachers:

Picture clues – Child uses pictures to determine an unknown word.

Structural clues – Child uses syntax, or grammatical structure of the sentence to help determine the unknown word.

Context clues – Child uses an understanding of the meaning of the words around the unknown word to help determine its meaning.

Phonetic clues – Child uses knowledge of sound/symbol relationships to determine unknown words.

DECEMBER BENCHMARKS

Student demonstrates **2** of the skills listed below:

1. Locates title, table of contents, name of author, illustrator.
2. Understands essential elements of a text.
3. Retells familiar stories.
4. Makes reasonable predictions using pictures and context.

MARCH BENCHMARKS

Student demonstrates **3** of the skills listed below:

1. Locates title, table of contents, name of author, illustrator.
2. Understands essential elements of a text.
3. Retells familiar stories.
4. Makes reasonable predictions using pictures and context.

JUNE BENCHMARKS

- Student demonstrates **4** of the skills listed below:
 1. Locates title, table of contents, name of author, illustrator.
 2. Understands essential elements of a text.
 3. Retells familiar stories.
 4. Makes reasonable predictions using pictures and context.
- Student retells story from AB Level Houghton Mifflin Reading assessment scoring "within" on comprehension questions and retell.

LITERARY RESPONSE AND ANALYSIS

Suggested Home Activities:

Discuss what the characters are doing in stories you read together and where it is taking place. Identify why the events are taking place the way they are. Discuss what the characters might be thinking or feeling.

DECEMBER BENCHMARKS

Student demonstrates **2** of the skills listed below:

1. Knows the difference between real and make-believe.
2. Identifies characters in a story.
3. Identifies setting in a story.
4. Identifies important events in a story.

MARCH BENCHMARKS

Student demonstrates **3** of the skills listed below:

1. Knows the difference between real and make-believe.
2. Identifies characters in a story.
3. Identifies setting in a story.
4. Identifies important events in a story.

JUNE BENCHMARKS

Student demonstrates **4** of the skills listed below:

1. Knows the difference between real and make-believe.
2. Identifies characters in a story.
3. Identifies setting in a story.
4. Identifies important events in a story.

WRITING

WRITING STRATEGIES AND APPLICATIONS

Suggested Home Activities:

When you read with your child, point out that print moves from across the page from left to right. Encourage your child to write from left to right.

DECEMBER BENCHMARKS

- Student writes some words that connect to ideas.
- Student uses uppercase and lowercase letters of the alphabet randomly in writing.

MARCH BENCHMARKS

- Student writes patterned sentences that express his/her ideas.
- Student writes correctly 90% to 100% of uppercase and lowercase letters of the alphabet taught.
- Student uses upper- and lowercase letters of the alphabet appropriately in writing.

JUNE BENCHMARKS

- Student writes ideas in non-patterned complete sentences and/or compound sentences.
- Student writes 100% or upper- and lowercase letters of the alphabet independently, attending to proper form and spacing of letters.

SPELLING

Suggested Home Activities:

As your child's writing skills increase continue to provide materials, space, and time for writing activities. Encourage your child to write letters and illustrate them to mail to family and friends.

DECEMBER BENCHMARKS

- Student uses initial consonants correctly.

MARCH BENCHMARKS

- Student uses copied words correctly in context.
- Student uses initial and final consonants correctly.

JUNE BENCHMARKS

- Student uses consonant/vowel/consonant words spelled correctly.

LISTENING AND SPEAKING

LISTENING AND SPEAKING STRATEGIES

Suggested Home Activities:

Play "Simon Says" with your child. Tell your child to move a certain way (to hop on one foot, take two steps forward). Be sure you do not demonstrate the movement you said, so your child will have to listen to your words.

DECEMBER BENCHMARKS

- Student usually follows one- and two- step directions.
- Student usually speaks in clear, coherent sentences.

MARCH BENCHMARKS

- Student usually follows one- and two- step directions.
- Student usually speaks in clear, coherent sentences.

JUNE BENCHMARKS

- Student consistently follows one- and two- step directions.
- Student consistently speaks in clear, coherent sentences.

SPEAKING APPLICATIONS

Suggested Home Activities:

- Ask your child to tell you the steps in simple tasks such as getting ready for bed or brushing your teeth. Focus on your child giving you the correct order for these steps.
- Talk with your child throughout the day about objects you use. Talk about daily activities. Model good oral language yourself by speaking clearly and in complete sentences.
- Listen to your child.

DECEMBER BENCHMARKS

- Student usually shares information and ideas in a manner understood by others.

MARCH BENCHMARKS

- Student usually shares information and ideas in a manner understood by others.

JUNE BENCHMARKS

- Student consistently shares information and ideas in a manner that can be understood by others.

MATHEMATICS

NUMBER SENSE

Suggested Home Activities:

- Practice counting aloud with your child in various situations. Count the number of steps to the mailbox, count how long you sit at a red light.
- Encourage numeral recognition by pointing out numerals in the environment (addresses on signs).
- Provide numerals for your child to use in the home, such as magnetic numerals on the refrigerator or homemade number cards. Ask your child to put the numbers in order.
- Hang a calendar at your child's level and mark off the days of the month. As your child's writing skills develop, let him/her make an original calendar to practice writing the numbers in order.
- Encourage your child to count out objects around the house. Have him /her count the number of socks in the laundry, the number of napkins needed for dinner and compare other groups of objects asking questions such as: "Who has more socks? Is that the same number of napkins as last night?"
- Using apples you can play games with your child to encourage his/her understanding of addition and subtraction: "I have one apple in the bag. If I buy two more, how many will I have?"

Counts numbers orally	DECEMBER BENCHMARKS
	▪ Counts to between 10 and 14
	MARCH BENCHMARKS
Recognizes numbers	▪ Counts to between 15 and 20
	JUNE BENCHMARKS
	▪ Counts to 30
Orders numbers	DECEMBER BENCHMARKS
	▪ Recognizes to between 10 and 14
	MARCH BENCHMARKS
Writes numbers	▪ Recognizes to between 15 and 20
	JUNE BENCHMARKS
	▪ Recognizes to 30
Orders numbers	DECEMBER BENCHMARKS
	▪ Orders to between 10 and 14
	MARCH BENCHMARKS
Writes numbers	▪ Orders to between 15 and 20
	JUNE BENCHMARKS
	▪ Orders to 30
Writes numbers	DECEMBER BENCHMARKS
	▪ Writes to between 10 and 14
	MARCH BENCHMARKS
Writes numbers	▪ Writes to between 15 and 20
	JUNE BENCHMARKS
	▪ Writes to 30

NUMBER SENSE Continued	
Demonstrates understanding of: <ol style="list-style-type: none"> 1. more than 2. less than 3. equal to 4. when an estimate is reasonable. 	<p style="text-align: center;">DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Understands at least 2 of the 4 concepts.
	<p style="text-align: center;">MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Understands at least 3 of the 4 concepts.
	<p style="text-align: center;">JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Understands all 4 concepts.
Uses concrete objects to solve addition and subtraction (numbers less than 10)	<p style="text-align: center;">DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Solves addition combinations with 2 numbers where the sums are less than 10 using concrete objects.
	<p style="text-align: center;">MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Solves addition combinations with 2 numbers where the sums are less than 10 and subtraction with numbers less than 5 using concrete objects.
	<p style="text-align: center;">JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Solves addition and subtraction combinations with two numbers less than 10 using concrete objects.
ALGEBRA	
<p>Suggested Home Activities: Let your child help sort the laundry, buttons, silverware, etc., and discuss with him/her how he/she sorted: "I put all the buttons that have 4 holes together." "I put the ones with the same color together."</p>	
DECEMBER BENCHMARKS	
<ul style="list-style-type: none"> ▪ Student sorts by at least one attribute, but can't explain reasoning for groups. 	
MARCH BENCHMARKS	
<ul style="list-style-type: none"> ▪ Student sorts by at least one attribute, but can't explain reasoning for groups. 	
JUNE BENCHMARKS	
<ul style="list-style-type: none"> ▪ Student independently sorts by one or more attribute and explains reasoning for groups. 	

MEASUREMENT

Suggested Home Activities:

- Compare everyday objects at home. Identify which one is longer; which one is heavier, which one holds less.
- Use the calendar to practice saying the days of the week and discuss what day is before and what day is after.
- Relate the activities your child does during the day (lunch, nap, dinner, bedtime, various practice times, favorite television show) to the clock. For example: “We will have lunch at 12:00. Let’s look at the clock to see if it says 12 o’clock.” Make a paper plate clock to manipulate the hour and minute hands. Make sure to have a clock with hands in your home.

COMPARES: 1. Length 2. Volume 3. Weight	DECEMBER BENCHMARKS Compares objects in 2 of the 3 areas.
	MARCH BENCHMARKS Compares objects in 2 of the 3 areas.
	JUNE BENCHMARKS Compares objects in all 3 of the areas.
Days of the week	DECEMBER BENCHMARKS Names 5 or 6 days of the week.
	MARCH BENCHMARKS Names 5 or 6 days of the week.
	JUNE BENCHMARKS Names 7 days of the week.
Identifies time to the nearest hour of everyday events	DECEMBER BENCHMARKS ▪ Tells events using morning, afternoon, night (identifies all 3 times)
	MARCH BENCHMARKS ▪ Tells events using morning, afternoon, night (identifies all 3 times)
	JUNE BENCHMARKS ▪ Tells events using time of day and the hour.

GEOMETRY

Suggested Home Activities:

Encourage your child's recognition of geometric shapes in the environment: signs, wooden blocks, balls and globes, ice cream cones. Use the correct shape terminology.

DECEMBER BENCHMARKS

- Student identifies and describes 3 of the following shapes: circle, triangle, square, rectangle, cube, sphere, cone, pyramid, rectangular prism, cylinder.

MARCH BENCHMARKS

- Student identifies and describes 4 or 5 of the following shapes: circle, triangle, square, rectangle, cube, sphere, cone, pyramid, rectangular prism, cylinder.

JUNE BENCHMARKS

- Student identifies and describes at least 6 of the following shapes: circle, triangle, square, rectangle, cube, sphere, cone, pyramid, rectangular prism, cylinder.
- Student compares plane and solid shapes by common attributes.

STATISTICS AND PROBABILITY

Suggested Home Activities:

- Take a handful of buttons and compare the number of buttons with two holes versus the number with four holes. The next step is to create a concrete graph by lining up two holed buttons next to the line of four holed buttons, then the groups can be counted and compared.
- Make an alternating pattern with objects such as spoon, fork, spoon, fork and have your child copy the pattern. Begin an alternating pattern such as penny, quarter, penny, quarter, and have your child continue the pattern. Encourage your child to name the pattern, first using the objects' names and then using a letter to represent each object.

<p>Collects data and records results with picture graphs.</p> <p>A picture graph uses picture representations to show how many objects are being compared.</p>	<p>DECEMBER BENCHMARKS</p> <p>Collects data and creates a picture graph with teacher direction.</p>
	<p>MARCH BENCHMARKS</p> <p>Collects data and creates a picture graph with teacher direction.</p>
	<p>JUNE BENCHMARKS</p> <p>Independently collects and records data on a graph accurately.</p>
<p>Identifies, describes, and extends simple patterns</p> <p>Patterns are described using letter labels. "ABAB" or "AABAAB"</p>	<p>DECEMBER BENCHMARKS</p> <p>Performs 2 of the following skills with a simple pattern: identify, describe, extend.</p>
	<p>MARCH BENCHMARKS</p> <p>Performs 2 of the following skills with a simple pattern: identify, describe, extend.</p>
	<p>JUNE BENCHMARKS</p> <p>Performs all of the following skills with a simple pattern: identify, describe, extend.</p>

SCIENCE

**** SCIENCE BENCHMARKS ARE BY THE UNIT. EACH TEACHER WILL IDENTIFY DURING WHICH TRIMESTER THE UNITS ARE TAUGHT. IF A UNIT IS TAUGHT DURING TWO TRIMESTERS THE TEACHER WILL EVALUATE THE SKILLS TAUGHT DURING EACH TRIMESTER.**

<p style="text-align: center;">PHYSICAL SCIENCE</p> <ol style="list-style-type: none"> 1. Students describe objects in terms of the materials they are made of (clay, cloth, paper), and their physical properties (size, color, shape, weight, texture floating, sinking) 2. Students describe how water can be a liquid or a solid and can be made to change back and forth 3. Students describe how water left in an open container evaporates, but water in a closed container does not 4. Students describe objects by using the five senses 5. Students communicate their observations orally and through drawings 	<p style="text-align: center;">DECEMBER BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p style="text-align: center;">MARCH BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p style="text-align: center;">JUNE BENCHMARKS</p> <p>Students have all of the skills listed.</p>
<p style="text-align: center;">LIFE SCIENCE</p> <ol style="list-style-type: none"> 1. Students observe and describe similarities and differences in the appearance and behavior of plants and animals 2. Students describe stories that give plants and animals attributes they do not have 3. Students identify the major structures of common plants and animals. (stems, leaves, roots, arms, wings, legs) 4. Students describe objects by using the five senses 5. Students communicate their observations orally and through drawings 	<p style="text-align: center;">DECEMBER BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p style="text-align: center;">MARCH BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p style="text-align: center;">JUNE BENCHMARKS</p> <p>Students have all of the skills listed.</p>
<p style="text-align: center;">EARTH SCIENCE</p> <ol style="list-style-type: none"> 1. Students describe characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms 2. Students describe changes in weather from day to day and across seasons and how it affects Earth and its inhabitants 3. Students identify resources from Earth that are used in everyday life and how resources can be conserved 4. Students describe objects by using the five senses 5. Students communicate their observations orally and through drawings 	<p style="text-align: center;">DECEMBER BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p style="text-align: center;">MARCH BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p style="text-align: center;">JUNE BENCHMARKS</p> <p>Students have all of the skills listed.</p>

HISTORY/SOCIAL SCIENCE

CITIZENSHIP	
<ol style="list-style-type: none"> 1. Students follow rules, such as sharing and taking turns, and know the consequences of breaking them 2. Students understand examples of honesty, courage, determination, responsibility, and patriotism in historical stories and folklore 3. Students discuss the beliefs and related behaviors of characters in stories from times past and the consequences of the characters' actions 4. Students recognize national and state symbols and icons such as national and state flags, the bald eagle, and the Statue of Liberty 	<p>Suggested Home Activities:</p> <ul style="list-style-type: none"> ▪ Discuss with your child the rules and consequences at home and at school. ▪ Discuss the behaviors of characters in stories you read together.
<p>DECEMBER BENCHMARKS Students have all of the skills listed.</p>	
GEOGRAPHY	
<ol style="list-style-type: none"> 1. Students describe relative locations of objects using the terms near/far, left/right, and behind/in front 2. Students can show land and water on maps and globes and locate general areas referenced in historical legends and stories 3. Students identify traffic symbols and map symbols 4. Students construct maps and models of neighborhoods, incorporating structures such as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines 5. Students demonstrate familiarity with the school's layout. 	<p>Suggested Home Activities:</p> <ul style="list-style-type: none"> ▪ Look at maps together. ▪ Identify map symbols and signs and their meaning. ▪ Discuss location of structures in the community, such as the hospital, the fire station, the trolley station.
<p>MARCH BENCHMARKS Students have all of the skills listed.</p>	
<p>JUNE BENCHMARKS Students have all of the skills listed.</p>	
HISTORY	
<ol style="list-style-type: none"> 1. Students identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day) 2. Students describe the heroes and their actions in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Ben Franklin 3. Students describe how people lived in earlier times and how their lives would be different today (getting water from a well, growing food, making clothing, having fun) 4. Students match simple descriptions of work that people do and the names of related jobs at school, in the local community, and from historical accounts 	<p>Suggested Home Activities:</p> <ul style="list-style-type: none"> ▪ Discuss holiday traditions and the meaning behind holiday celebrations. ▪ Discuss how your grandparents lived with your child and the differences in our lives today. ▪ Discuss your family's needs as opposed to your wants. ▪ Ask your child to show you around the school environment, and tell you about the jobs of the people on campus.
<p>JUNE BENCHMARKS Students have all of the skills listed.</p>	

SOCIAL SKILLS/WORK HABITS

Cooperates and Respects Others/Shares	<ul style="list-style-type: none"> ▪ Student takes turns with everyone ▪ Student shares materials and space ▪ Student waits his/her turn ▪ Student shows respect to others ▪ Student handles conflicts effectively ▪ Student is a willing worker ▪ Student cooperates with other students and adults in the classroom and on the playground. 	<p>Suggested Home Activities:</p> <ul style="list-style-type: none"> ▪ Encourage your child to initiate interaction with others in a polite manner. Hitting, yelling or crying should be discouraged. Help your child learn that he/she cannot always have his/her needs met immediately. ▪ The ability to work with others is a life long skill that children need to develop. You can foster this at home by including your child in family discussions. Let him/her know that his/her opinion is valued and he/she plays an important role in the family.
Completes Tasks in Time Allotted	<ul style="list-style-type: none"> ▪ Student finishes work within an appropriate time frame. 	<p>Suggested Home Activities:</p> <p>Encourage your child to complete household chores within a time frame. Set a timer or provide a clock for your child to see.</p>
Completes Assignments Neatly		<p>Suggested Home Activities:</p> <p>Encourage your child to put his/her best effort into any task. Praise your child for effort.</p>
Listens and Follows Directions	<ul style="list-style-type: none"> ▪ Student follows oral directions. ▪ Student participates in routine activities. 	<p>Suggested Home Activities:</p> <p>Play games that foster following directions such as “Simon Says”. Give your child household responsibilities and praise for acting responsibly.</p>
Works Independently	<ul style="list-style-type: none"> ▪ Student gets work done by his/herself after directions are given. ▪ Student works without disrupting others. 	<p>Suggested Home Activities:</p> <p>Encourage your child to complete tasks independently. Provide him/her with a place to do homework and the necessary materials. Encourage him/her to do assignments without your help. When your child is finished, offer to review the work.</p>
Completes Homework		<p>Suggested Home Activities:</p> <p>Set a regular time for homework and have a quiet task of your own to do while your child does a task. Divide homework assignments into manageable units for your child’s attention span.</p>
Respects Class and School Rules and Property of Others	<ul style="list-style-type: none"> ▪ Student follows class rules. ▪ Student is responsible for his/her own belongings. 	<p>Suggested Home Activities:</p> <p>Help your child to see their part in problems that arise. Discuss what he/she could do to make the situation better.</p>
Organizes Space and Belongings	<ul style="list-style-type: none"> ▪ Student organizes belongings. ▪ Student organizes materials for a learning task. 	<p>Suggested Home Activities:</p> <p>Help your child organize his/her bedroom or desk or toy box. Identify how you are organizing the items and expect that things be put away in the appropriate manner.</p>