

DRAFT

Kindergarten Checklists

(November, March, and June Reports)

June, 2013

MATHEMATICS: Please see the online [Kindergarten Support Document](#) for more indepth understanding of outcomes and indicators

Number Concepts and Operations	November ____	March ____	June ____
◆ Can count forward from 1-30 (N.1)			
◆ Accurately counts objects to 10, matching one number to one object (N.5)			
◆ Recognizes numbers to 10, out of order (N.3)			
◆ Matches numbers 1-10 to the correct number of objects (N.3) (N.5)			
◆ Counts on (starting anywhere from 1-30) (N.1)			
◆ Counts backward (starting anywhere from 10-1) (N.1)			
◆ Names the number before and after a given number (to 10) (N.1)			
◆ Builds and compares 2 sets of objects using Math language (more, less, fewer, as many as, same number as) (N.6)			
◆ Shows a given number 2-10 in two parts (using fingers, counters, or other objects)(N.4)			
◆ Recognizes, at a glance, familiar arrangements from 1-6 (N.2)			
◆ Can role play and use manipulatives to solve addition and subtraction story problems			
◆ Can print numbers from 1-10 correctly			
Patterns and Relations (PR.1)			
◆ Distinguishes between repeating and non-repeating patterns by identifying the part that repeats			
◆ Copies a repeating pattern (action, sound, colour, size, shape, orientation)			
◆ Extends and describes simple repeating patterns (red blue red blue)			
◆ Creates own repeating pattern			
Shape and Space			
◆ Compares 2 objects based on length, mass, and volume (using math language such as longer/shorter, heavier/lighter) (SS.1)			
◆ Sorts 3-D objects using a single attribute (colour, size, shape) and explains the sorting rule (SS.2)			
◆ Can identify the difference between two sorted sets and name the sorting rule (SS.2)			
◆ Describes 3-D objects (big, little, round like a ball, like a can, etc.) (SS.3)			
◆ Builds a 3-D structure (SS.3)			
◆ Draws 2-D shapes			

COMPREHENSION:

Reading Readiness:	November ____	March ____	June ____
◆ Identifies words that rhyme			
◆ Names words that rhyme with a given word			
◆ Recognizes upper and lower case letters given in random order /54			
◆ Makes connections between letters and sounds /26			
◆ Identifies beginning sounds in words			
◆ Recognizes environmental print, symbols, and images (such as illustrations, photographs) in context			
◆ Recognizes own name and personally familiar words (such as classmate and family names)			
◆ Understands directionality; recognizes that print is organized from top to bottom and from left to right			
◆ Actively participates in read-aloud and shared reading of stories, chants, songs, and rhymes, recognizing and anticipating meaning from print, symbols, and images			
◆ Reads familiar texts such as personal writing and experience charts			
Listening and Viewing:			
◆ Demonstrates active listening and viewing skills, and uses strategies such as showing facial expression and respectful silence			
◆ Considers ideas of others; listens to experiences and feelings shared by others			

COMMUNICATION:

Writing Readiness	November ____	March ____	June ____
♦ Forms recognizable letters			
♦ Prints first name with correct formation			
♦ Independently writes the alphabet			
♦ Prints with correct formation of upper and lower case letters			
♦ Writes left to right; uses spaces between words			
♦ Uses sounds and letters to represent words, is willing to take a risk to "write"			
♦ Independently records many sounds in each word to complete a sentence			
♦ Develops original texts (such as pictures, charts, storyboards, dramatic plays, etc.) to communicate			
♦ Experiments and chooses language and forms; shares ideas, experiences and feelings through pictures and print			
Speaking and Representing			
♦ Experiments with sounds and rhythm of language (such as nursery rhymes, shared reading, songs, finger plays)			
♦ Contributes to group inquiry; asks and answers topic-related questions to satisfy curiosity and information needs			
♦ Describes, labels and enhances owns drawings, stories, and writing to express ideas, feelings, and information			
♦ Expresses ideas; talks about personal experiences			
♦ Sets goals; talks about reading and writing stories			
Critical Thinking			
♦ Identifies and seeks information from a variety of sources			
♦ Compares, understands, and uses prior knowledge to make sense of information			
♦ Makes connections between oral language, texts, and personal experiences			