

Kinder Goals

All goals need to be met by the end of May

Reading Goals

Recognizes upper case letters	Goal	Met	Goal	Not Met
Recognizes lower case letters	Goal	Met	Goal	Not Met
Identifies sounds	Goal	Met	Goal	Not Met
Identifies and produces rhyming words	Goal	Met	Goal	Not Met
Oral blending (c/a/t = cat)	Goal	Met	Goal	Not Met
Oral segmenting (cat = c/a/t)	Goal	Met	Goal	Not Met
Reads high frequency words 34 K words	Goal	Met	Goal	Not Met
Reads one-syllable words (cvc)	Goal	Met	Goal	Not Met
Predicts and retells story elements	Goal	Met	Goal	Not Met
Identifies characters, settings, and important events	Goal	Met	Goal	Not Met

Writing Goals

Writes first and last name	Goal	Met	Goal	Not Met
Writes uppercase and lowercase letters correctly	Goal	Met	Goal	Not Met
Writes sentences using letters and sounds to phonetically spell words and appropriate conventions (capital, period, spacing) (is, can, has, looks, was, will)	Goal	Met	Goal	Not Met
Uses the printing lines + forms letters from top to bottom + holds the pencil correctly	Goal	Met	Goal	Not Met

Math Goals

Can count to 30 orally without skipping numbers + write them without a chart	Goal	Met	Goal	Not Met
Counting Test (up to 30 objects)	Goal	Met	Goal	Not Met
Matches numeral to number of objects (up to 30) Be able to count objects to 30.	Goal	Met	Goal	Not Met
Can cut out and put numbers 0-30 in order without help in under 20 min. /Arranges number cards (0-30)	Goal	Met	Goal	Not Met
Writes dictated numbers to 30. Be able to write the # that the teacher says. 0-30	Goal	Met	Goal	Not Met
Identifies numbers 0 to 30 out of order Number Recognition	Goal	Met	Goal	Not Met
Can say Days of the Week	Goal	Met	Goal	Not Met
Can say Months of the Year	Goal	Met	Goal	Not Met
Be able to add single digit numbers + be able to show your work.	Goal	Met	Goal	Not Met
Be able to subtract single digit numbers + be able to show your work.	Goal	Met	Goal	Not Met
Compares sets up to 10 objects (more, less and equal) Which # is more? Which # is less?	Goal	Met	Goal	Not Met
Be able to tell time to the hour.	Goal	Met	Goal	Not Met
Be able to say the names of the shapes. (see my shape test)	Goal	Met	Goal	Not Met
Be able to use a graph.	Goal	Met	Goal	Not Met
Be able to sort objects.	Goal	Met	Goal	Not Met
Be able to make patterns. AB ABB ABC ABCD	Goal	Met	Goal	Not Met
Know Longer / Shorter Taller / Shorter Lighter / Heavier	Goal	Met	Goal	Not Met

<---Parent Signs

You must work with your child and check these off daily.

If your child cannot do them on their own, then the goal is NOT MET.

Ms. Puich's Assessment for the Report Card
(all of these areas are on the report card)

**Be able to say all of the letters
(Capitals & lowercase).**

H	Q	N	R	B
U	Y	C	W	F
D	L	Z	E	S
M	X	V	O	K
J	T	G	P	I A

d	r	m	k	c
p	b	s	g	t
i	u	l	q	e
f	n	v	a	x
o	w	h	z	y j

Capital Letters (Uppercase)

Proficient 26
Basic 21-25
Below Basic 16-20
Far Below Basic 0-15

Lowercase Letters

Proficient 26
Basic 21-25
Below Basic 16-20
Far Below Basic 0-15

Please know the SOUNDS of each letter quickly.

Bb	Dd	Zz	Cc	Ee
Gg	Ll	Rr	Tt	Mm
Yy	Qq	Aa	Vv	Hh
Ff	Jj	Uu	Pp	Xx
Oo	Ss	Ii	+___ / 26	Parent Signs Here
Kk	Ww	Nn	Suggestion: "don't put a-ld dig it."	

Alphabet Sounds

Proficient 26
Basic 21-25
Below Basic 16-20
Far Below Basic 0-15

Goal Met Goal Not Met

What rhymes with	What rhymes with	What rhymes with	What rhymes with	What rhymes with

Kinder Rhyming Assessment
Goal Met Goal Not Met

Oral Blending Assessment (CVC)

Adult says sounds - child blends to say word.

Sounds to be spoken
1. m-a-n
2. s-o-ck
3. c-u-p
4. p-e-g
5. f-i-sh
6. th-i-n
7. m-o-p
8. b-e-d
9. b-u-t
10. ch-i-p

Goal Met
Goal Not Met

Oral Segmenting Assessment (CVC)

The teacher says the word, the child says the SOUNDS.
I will change the words often. These will not be on the next test. I make up my own words so that kids cannot memorize them. These are not the words on the district test.

Words to be spoken
1. jam
2. zip
3. net
4. dog
5. shop
6. dish
7. thick
8. cut
9. sing
10. red

Goal Met

Goal Not Met

Goal Met

Goal Not Met

Reads high frequency words 34 K words

the	a	an	I	is
here	see	and	big	no
small	he	we	she	have
it	this	down	go	do
who	in	up	has	are
on	can	you	like	not
what	at	too	my	

Be able to read all of these quickly.

Reads one-syllable words (cvc)

Goal Met Goal Not Met

Ms. Puich's CVC Reading Test

How is my child reading?

h	a	m
t	a	g
l	e	t
d	e	n
b	i	z
f	i	g
h	o	t
r	o	b
s	u	m
t	u	b

+ _____ / 10

Story Title:

Who was the MAIN character in this story?

Where did the story take place?

What was the problem in the story? main idea

Predicts and retells story elements

Goal Met Goal Not Met

Identifies characters, settings, and
important events

Goal Met Goal Not Met

Comprehension Sheet

Name

--	--

Story Title:

--

Who was the MAIN character in this story?

The main character in this story was

--

Were there any other characters in this story?

The other characters in the story were

--

Where did the story take place?

The story took place

--	--	--

The moral of the story was

main idea	always	
	never	

--	--	--

Comprehension Sheet

Name

--	--

When did the story happen? time, date, day, night

The story happened

--	--	--	--

What was the problem in the story? The main character

He
had a problem. She

--	--	--	--

He

She solved the problem by

--	--	--	--

I learned that I should

always		
never		

List 3 NEW
words that
you learned.

--	--	--

Writing Goals for the Report Card

Print your first and last name. Do this twice. Use the printing lines.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

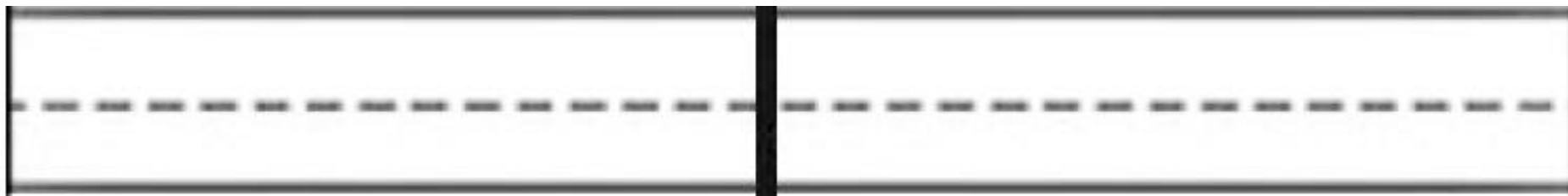
Goal Met

Goal Not Met

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

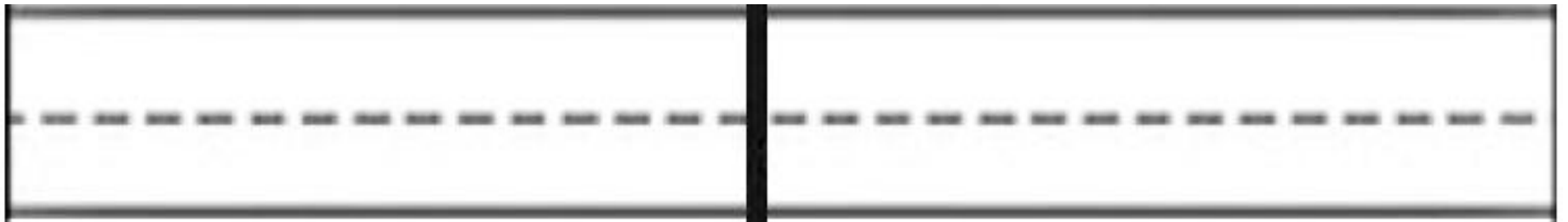
JPuich Designs



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

JPuich Designs

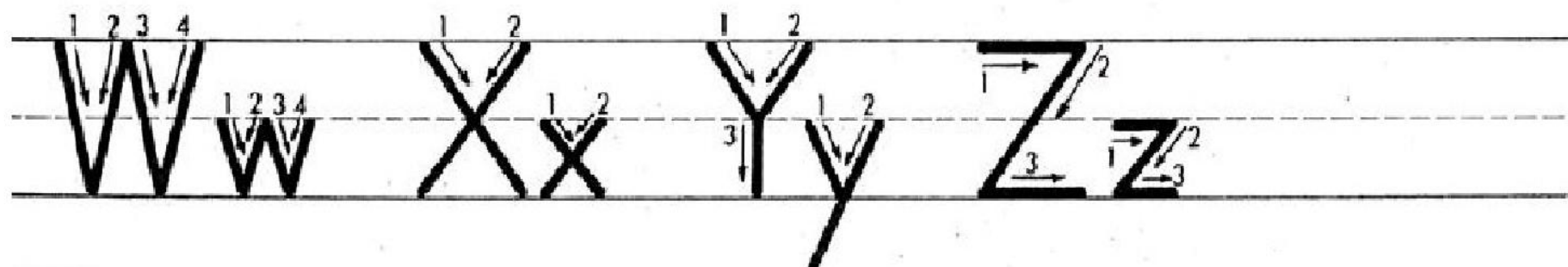
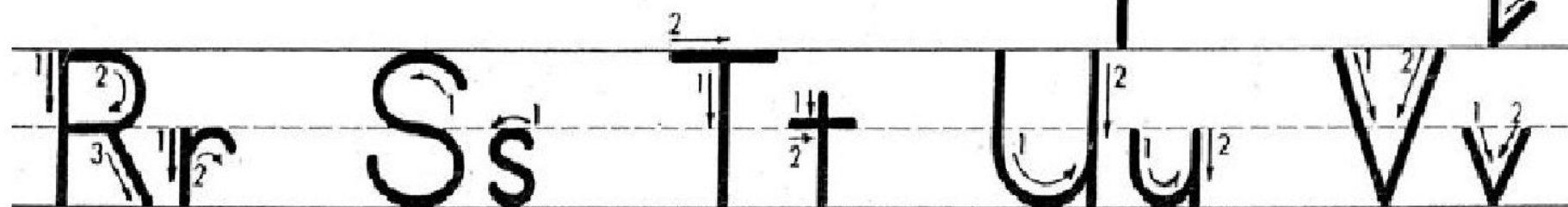
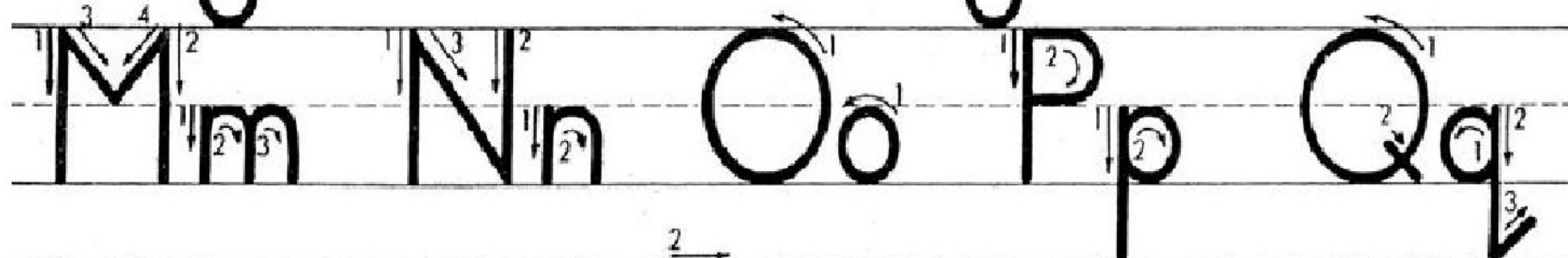
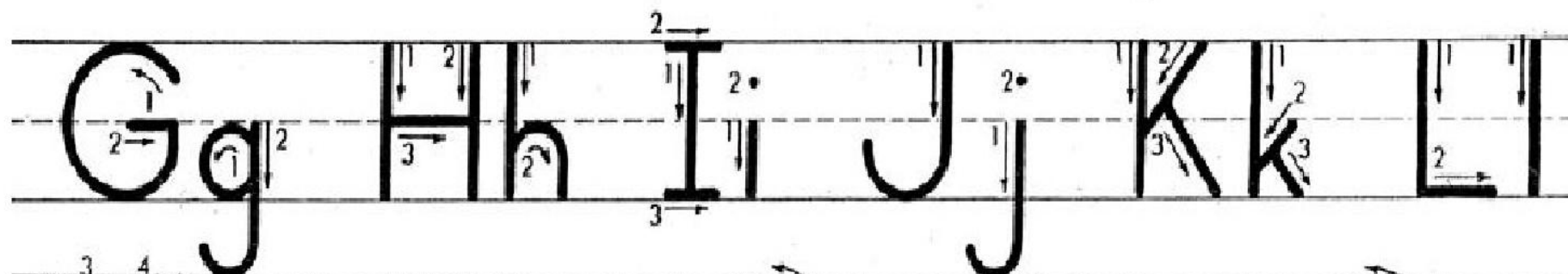
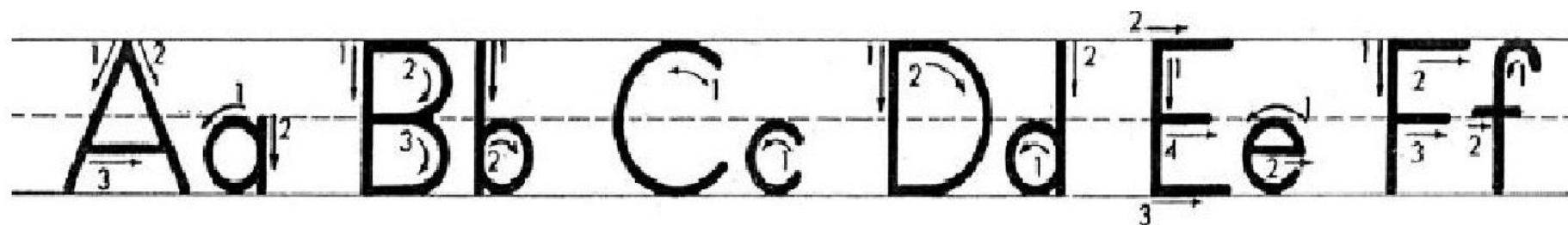


A B C D E F G H I J K L M

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



Write the CAPITAL LETTERS of the alphabet. Be neat.

Writes uppercase and lowercase letters correctly

Goal Met

Goal Not Met

Write the lowercase letters of the alphabet. Be neat.

Uses the printing lines + forms letters from top to bottom + holds the pencil correctly

Goal Met

Goal Not Met

~Parent Checklist for writing~

JPuich Designs

_____ < --sign / return

- ___ Be able to write 1-6 sentences about a given topic. (preferably 6)
- Ex. A person or an animal *a main character from a story
- ___ Do not write with a pen, crayon or a marker. Use a pencil.
- ___ Print neatly.
- ___ Begin with a CAPITAL letter.
- ___ End with a . ? or ! (usually a period).
- ___ Space between each word (1 finger space)
- ___ Draw a picture to go with your story.
- ___ Trace the picture with a crayon.
- ___ Add background + detail.
- ___ Color your picture neatly.

Name

--	--

Journal Topic: _____

Homework: Write 5 sentences. Stay on the topic.

1.	The		is			.
2.			can			
3.			has			
4.			will			
5.			likes			

Name

--	--

1.	My	mom	is			.
2.			can			
3.			looks			
4.			has			.
5.			was			
6.			will			

Name

Journal Topic: _____

Homework: Write 5 sentences. Stay on the topic.

1. The		is			.
2.		can			
3.		has			
4.		will			
5.		likes			

Choose a topic (a person or an animal). Write 6 sentences without help. Use is, can, has, looks, was and will. Draw a picture on the back to go with your story. It should have background, detail and be colored neatly. Space between your words. Check for CAPITAL letters and periods.

Name	
------------	--

1. The		is			.
--------	--	----	--	--	---

2.		can			
----	--	-----	--	--	--

3.		looks			
----	--	-------	--	--	--

4. The		has			.
--------	--	-----	--	--	---

5.		was			
----	--	-----	--	--	--

6.		will			
----	--	------	--	--	--

Choose a topic (a person or an animal). Write 6 sentences without help. Use is, can has, looks, was and will
Draw a picture on the back to go with your story. It should have background, detail and be colored neatly. Space between your words. Check for CAPITAL letters and periods.

Name	
------------	--

1.	•
---------	---

2.	
---------	--

3.	
---------	--

4.	•
---------	---

5.	
---------	--

6.	
---------	--

Choose a topic (a person or an animal). Write 6 sentences without help. Use is, can has, looks, was and will
Draw a picture on the back to go with your story. It should have background, detail and be colored neatly. Space between your words. Check for CAPITAL letters and periods.

Name _____

Please do not do your child's writing! Please check it for neatness!

-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----

I checked my child's writing homework. All messy work will be returned and done over.

_____ <-----Parent Signature

Be able to write sentences about a given topic for the report card. Ex. The dog is _____. The dog can _____. The dog has _____.

Use is, can, has, likes, was, will, eats, lives

Be able to space between each word. Use a capital letter for the first word only. Use a period at the end.

Your child can write about people or animals. You need to practice this, thanks. Draw a picture on the back. It needs to have background and detail + be colored neatly (left to right).

A handwriting practice sheet consisting of eight rows of primary-ruled lines. Each row is defined by a solid top line, a dashed middle line, and a solid bottom line. A thick vertical black line is positioned at the beginning of the first row, extending from the top solid line to the bottom solid line.

Can count to 30 orally without skipping numbers + write them without a chart	Goal Met	Goal Not Met
--	----------	--------------

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

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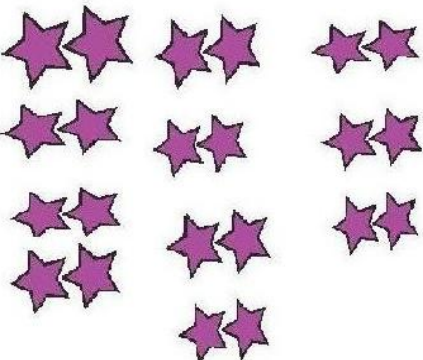
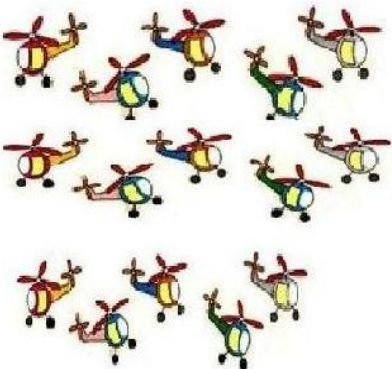
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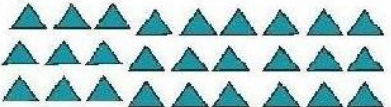

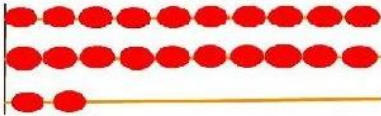
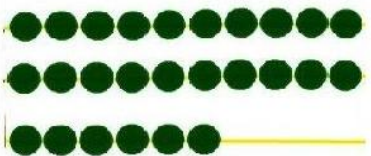
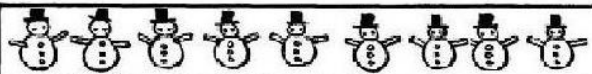


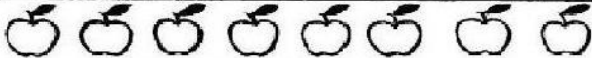

Goal Met

Goal Not Met

Be able to count objects up to 30.

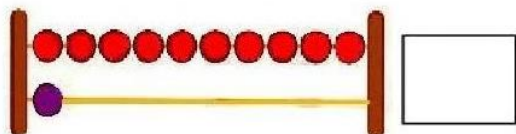
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Goal Met

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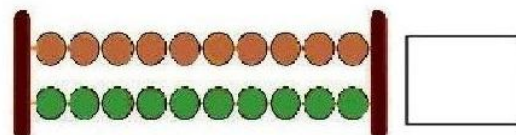
Goal Not Met

Be able to match the numeral to the object (up to 30 objects)



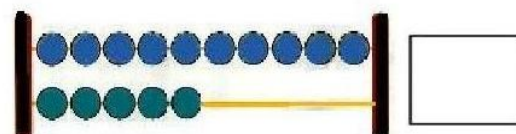
15

Fifteen



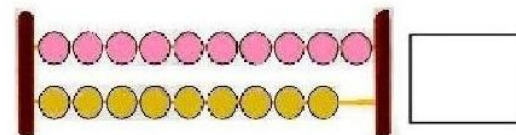
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Nineteen



18

Eighteen



20

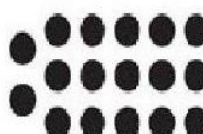
Twenty



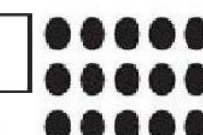
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Eleven

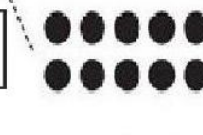
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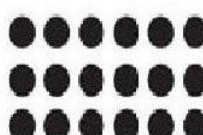
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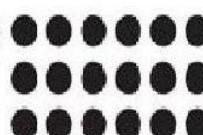
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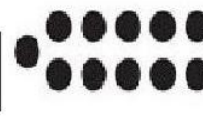
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17



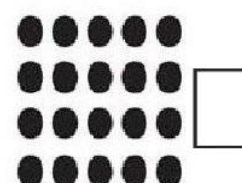
18



12



16



20



13



14



Goal Met

Goal Not Met

Writes dictated numbers to 30.
Be able to write the # that the teacher says. 0-30

Goal Met	Goal Not Met
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[illegible]

Can cut out and put numbers 0-30 in order
without help in under 20 min. /Arranges
number cards (0-30)

Goal Met Goal Not Met

Directions: Cut out the flashcards (below).
Mix them up. Put them in order.

Cut the numbers out and put them
in order.

Name

5

0

6

1

7

2

8

3

9

4

10

11	17
12	18
13	19
14	20
15	21
16	22

23	29
24	30
25	31
26	32
27	33
28	34

Practice counting out loud to 100 daily. Also, count by 2s, 5s, 10s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Identifies numbers 0 to 30 out of order Number Recognition	Goal Met	Goal Not Met
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Number Recognition 0-30. Be able to say each # quickly.

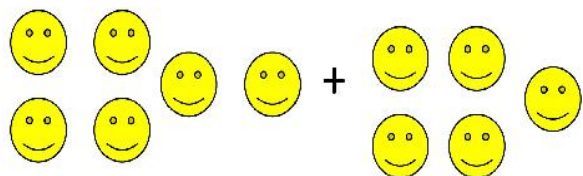
2	11	16	3	15	10	21	5	17	8
20	1	18	22	6	14	27	24	7	19
13	23	12	26	29	30	4	25	29	9
0									

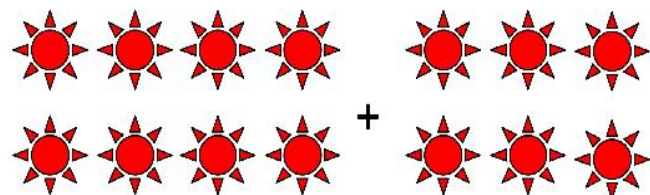
Can say Days of the Week	Goal Met	Goal Not Met
Can say Months of the Year	Goal Met	Goal Not Met

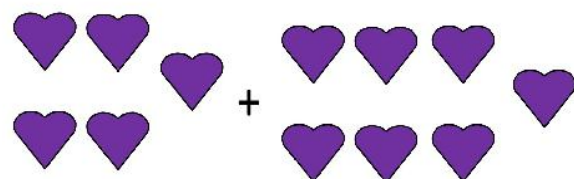
Be able to add single digit numbers + be able to show your work.

Goal Met

Goal Not Met









	+		= ○
	+		= ○
	+		= ○

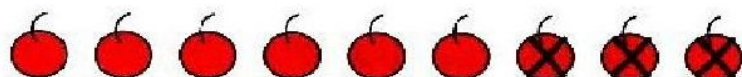
Be able to subtract single digit numbers +
be able to show your work.

Goal Met

Goal Not Met



	-		=	○
--	---	--	---	---



	-		=	○
--	---	--	---	---



	-		=	○
--	---	--	---	---

	-		=	○
--	---	--	---	---

	-		=	○
--	---	--	---	---

	-		=	○
--	---	--	---	---

	-		=	○
--	---	--	---	---

	-		=	○
--	---	--	---	---

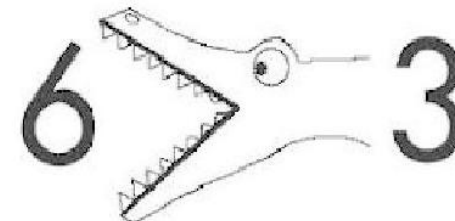
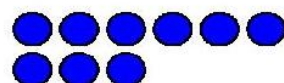
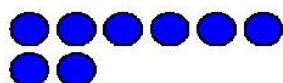
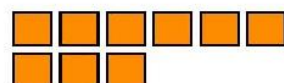
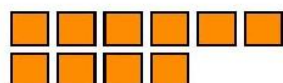
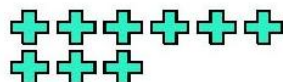
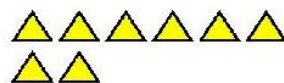
	-		=	○
--	---	--	---	---

All - x = how many left

Compares sets up to 10 objects
(more, less and equal) Which # is more?
Which # is less?

Goal Met Goal Not Met

More: Color the group that has MORE.



Color MORE yellow

1 _ 4

4 _ 5

5 _ 9

1 _ 0

8 _ 3

7 _ 6

5 _ 1

7 _ 8

9 _ 10

14 13

3 18

17 9

13 3

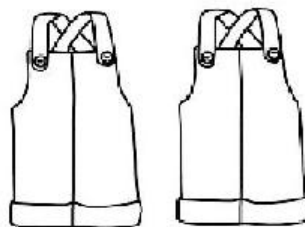
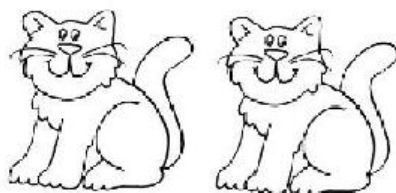
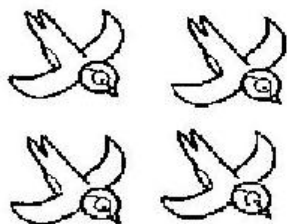
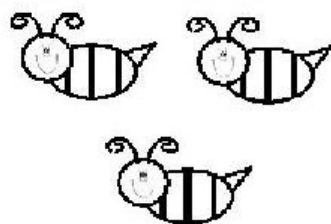
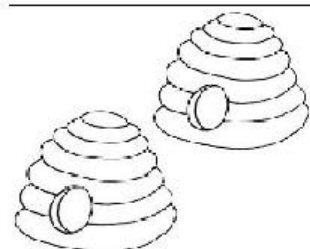
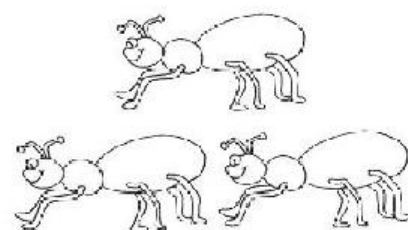
17 3

7 1

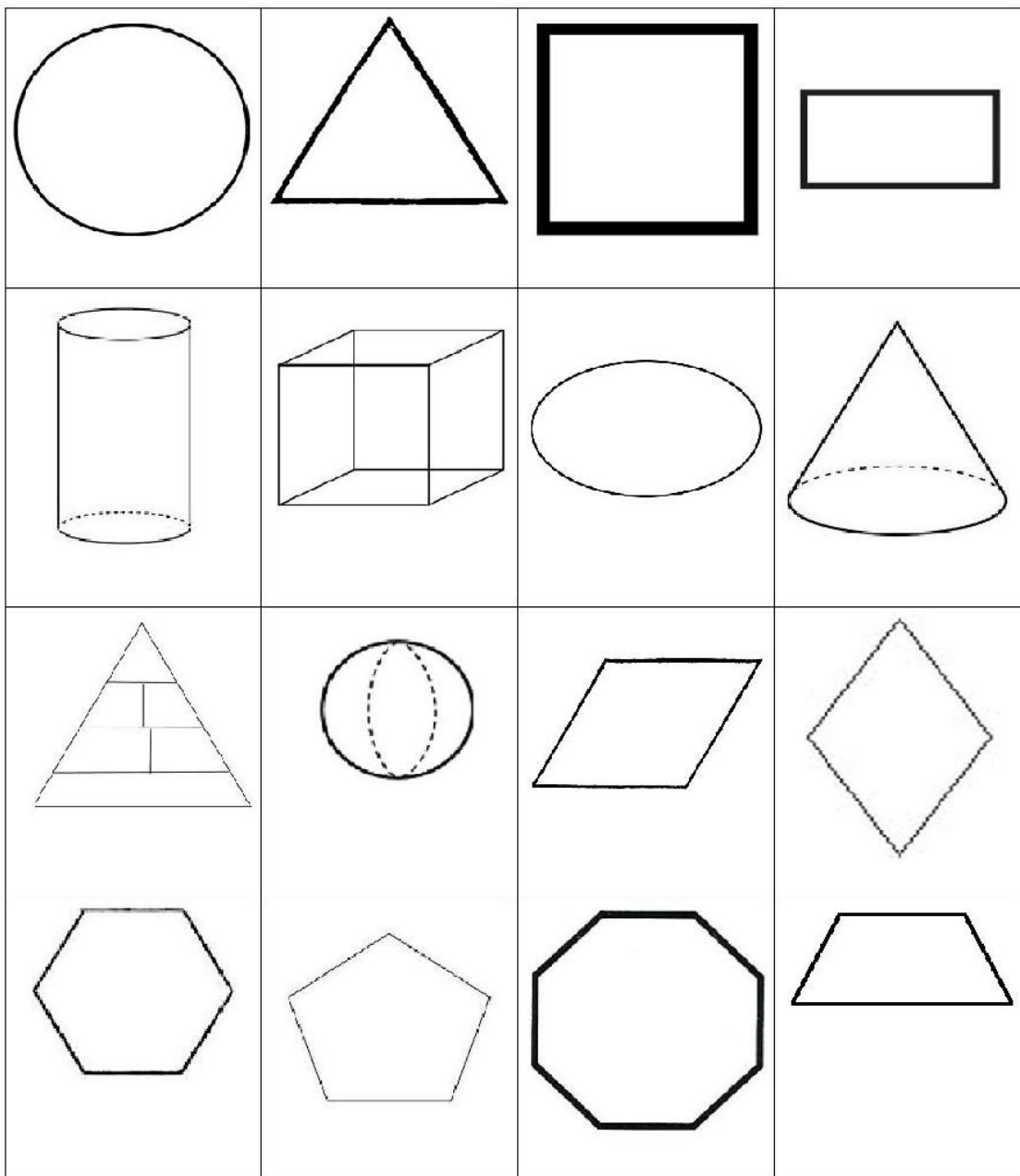
20 11

10 14

Less: Color the group that has less = fewer



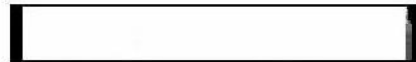
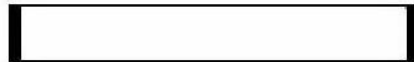
Did you color the group that has less (fewer)? Yes / No
If you colored both sides, it is wrong.



Goal Met

Goal Not Met

Be able to say each shape.

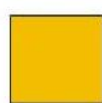
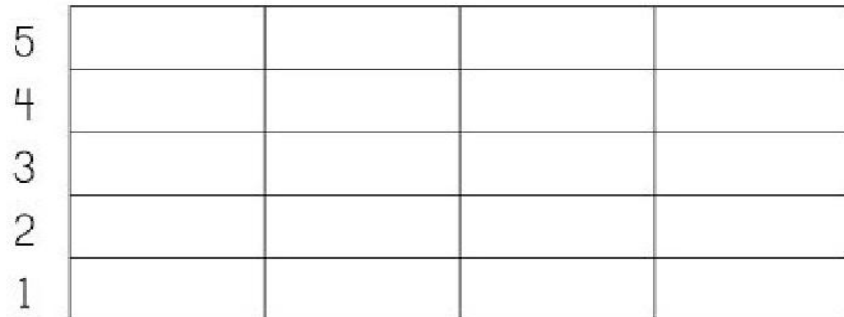
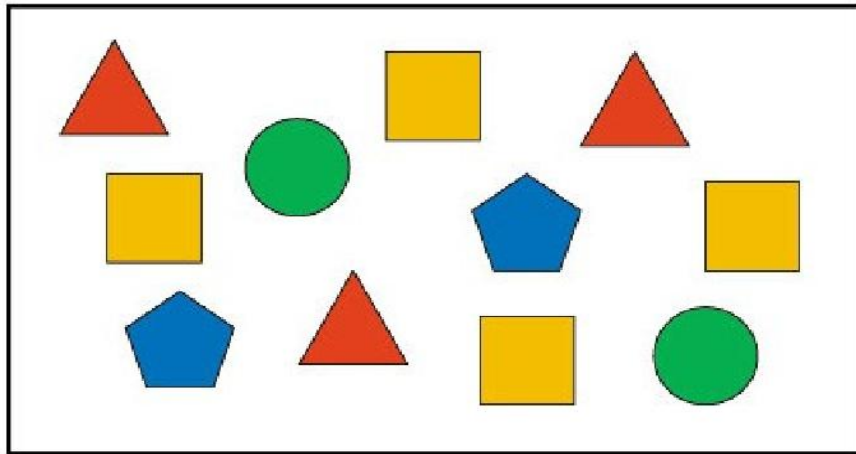


Name _____

Be able to use a graph.

Goal Met

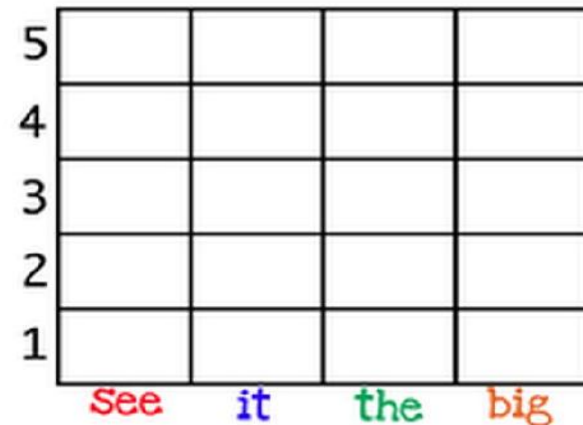
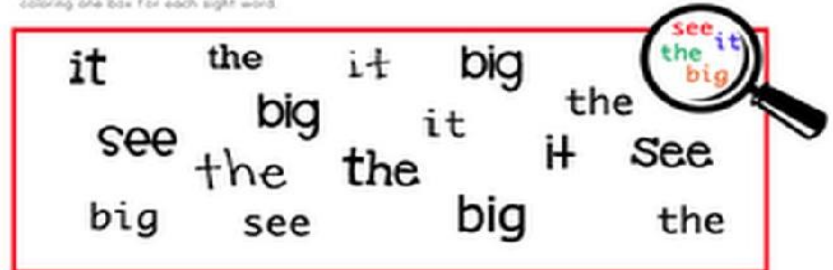
Goal Not Met



red green yellow blue

Sight Word Graphing

Directions: Count each sight word in the box below. Then fill out the graph at the bottom of the page by coloring one box for each sight word.



write how many times each word appeared.

see

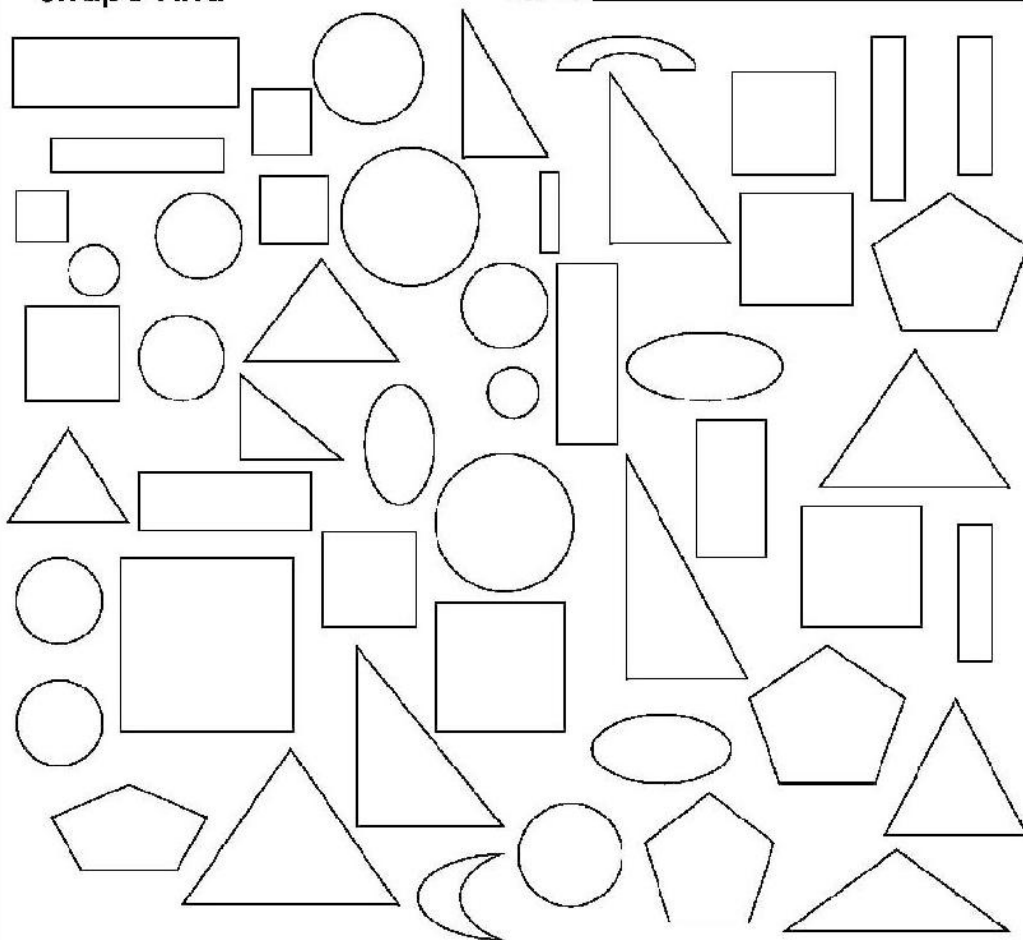
it

the

big

Shape Find

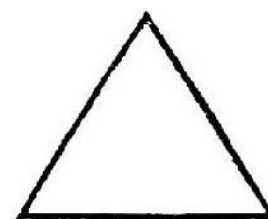
Name: _____



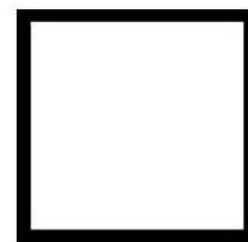
Color all the triangles green. How many triangles are there? _____

Color all the squares red. How many squares are there? _____

Color all the rectangles blue. How many rectangles are there? _____



green



red



blue

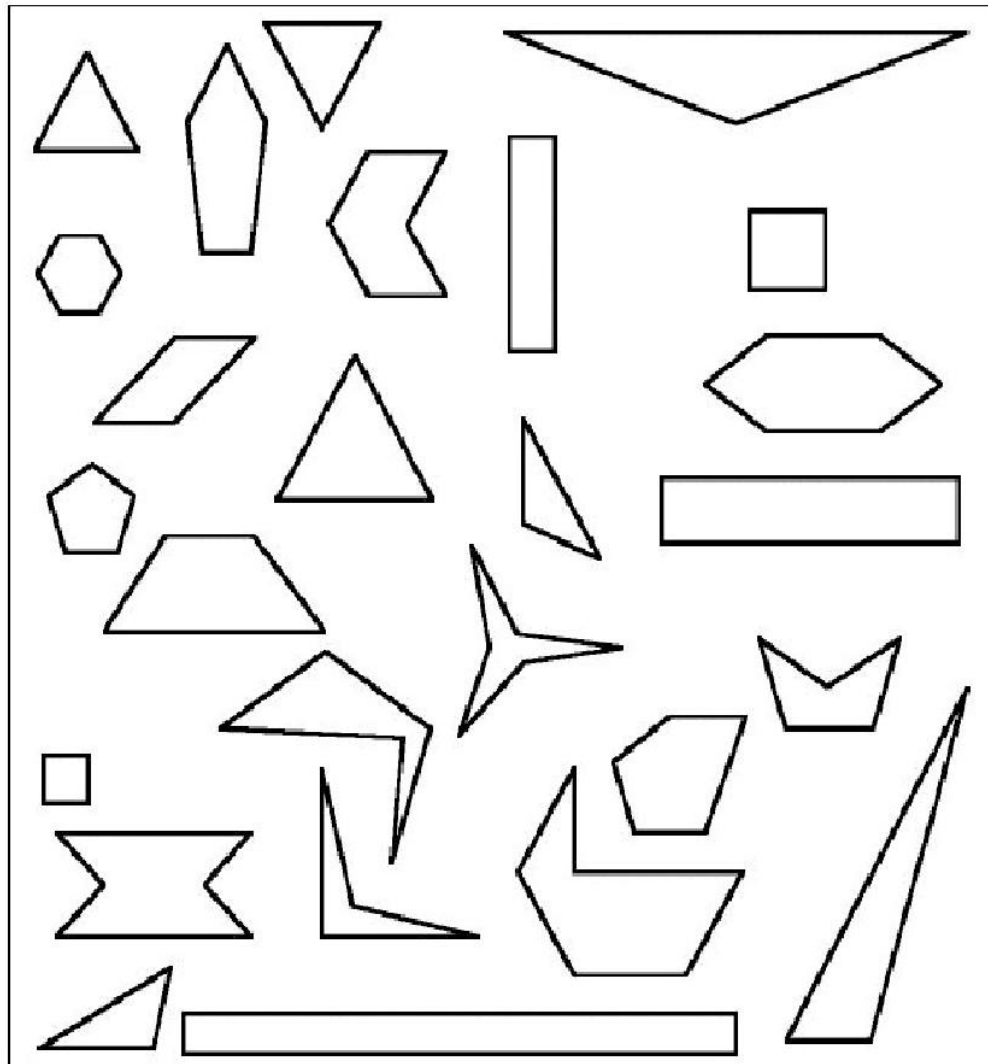


Be able to sort objects.

Goal Met

Goal Not Met

Count each side first. You have to count them or you won't get them right.



3 sides **red**

4 sides **blue**

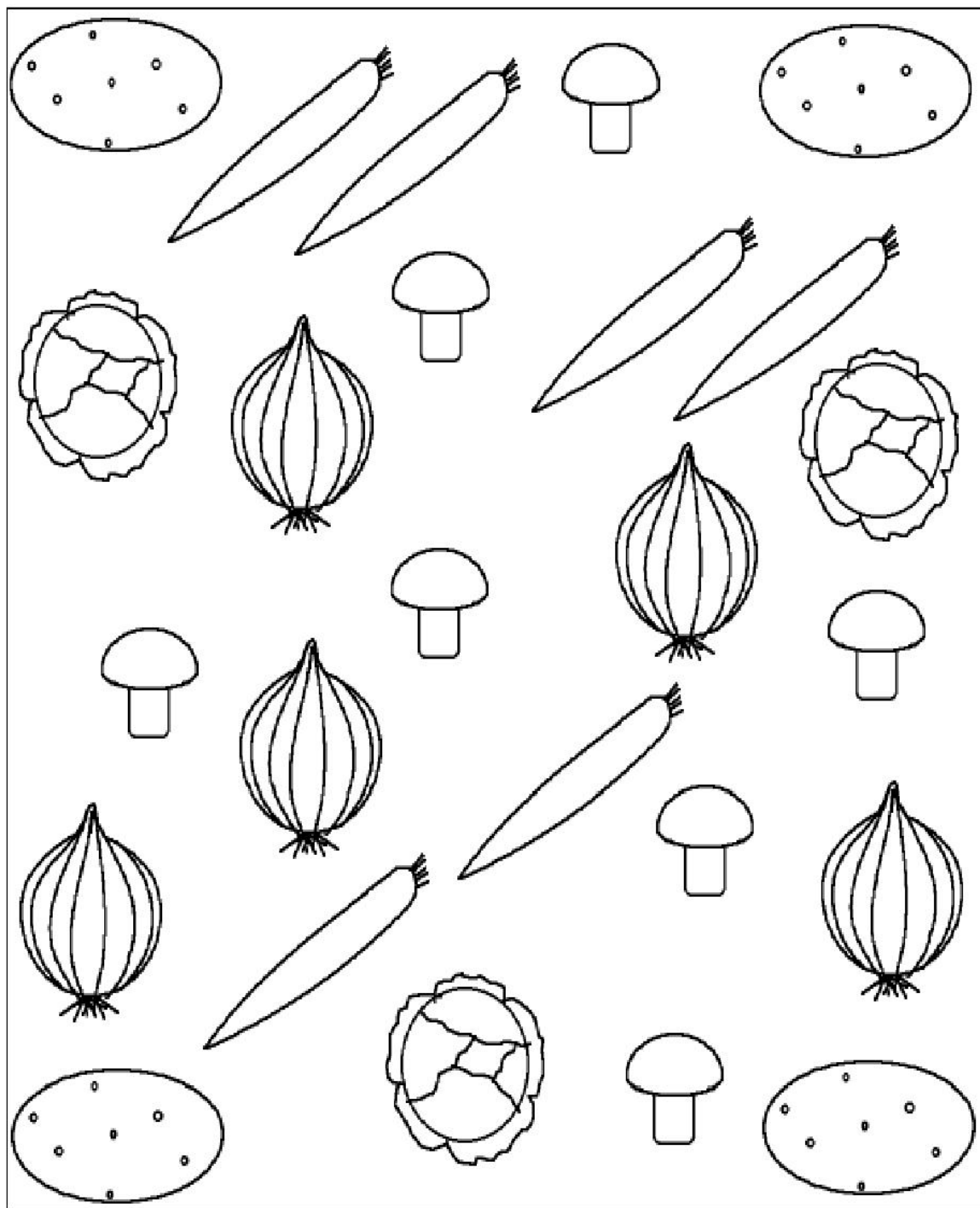
5 sides **green**

6 sides **yellow**

Be able to sort objects.

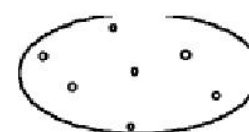
Goal Met

Goal Not Met

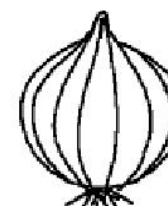


Be able to sort objects.

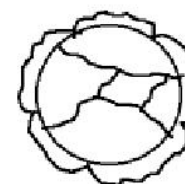
Goal Met Goal Not Met



brown.

☐


purple.

☐


green

☐


orange.

☐

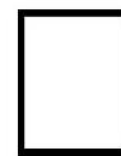
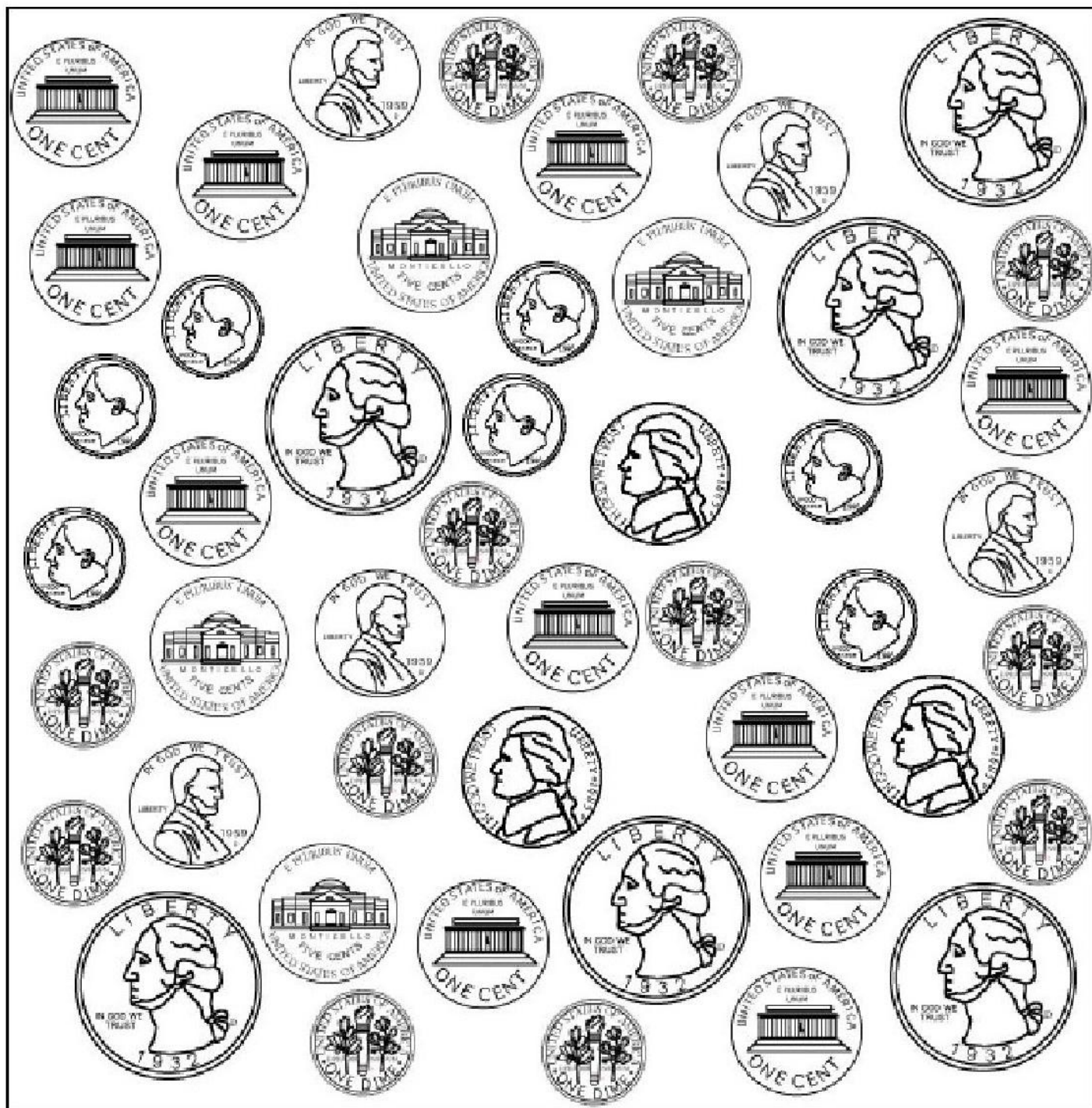

gray.

☐
☐
☐

--	--

A collection of various US coins and a one-dollar bill. The coins include a Roosevelt dime, a Lincoln penny, a Washington quarter, a Kennedy half-dollar, a Jefferson nickel, a Roosevelt dime, a Lincoln penny, a Washington quarter, a Kennedy half-dollar, a Jefferson nickel, and a one-dollar bill. The coins are arranged in a circular pattern around the central dollar bill.



brown



blue.



gray

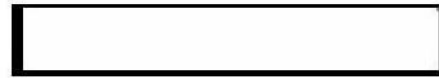


green



Be able to make patterns.

AB ABB ABC ABCD

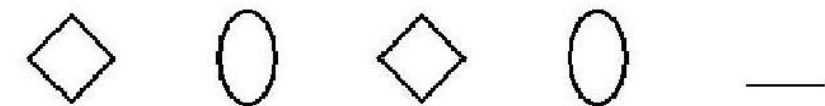
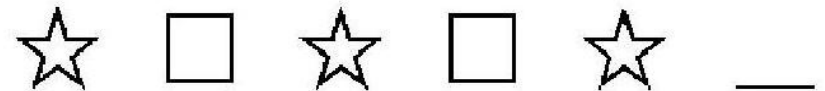


Goal Met



Goal Not Met

Make AB Patterns (2 colors)



Make ABC Patterns (3 colors)



Make ABB Patterns (2 colors)



Make ABCD Patterns (4 colors)



the the the the the _____

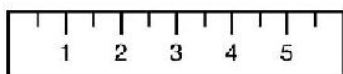
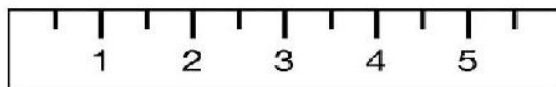
school school school _ _ _ _ _

Know Longer / Shorter Taller / Shorter
Lighter / Heavier

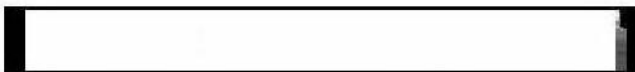
Goal Met Goal Not Met



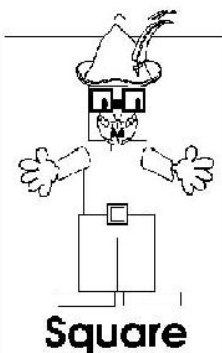
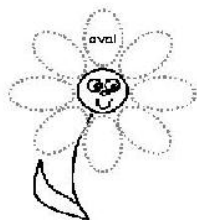
Color the longest green. Color the shortest yellow.



Color the longest green. Color the shortest yellow.

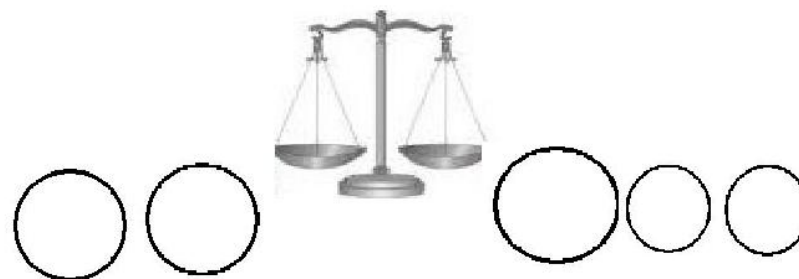


Color the tallest green. Color the shortest yellow.



Square

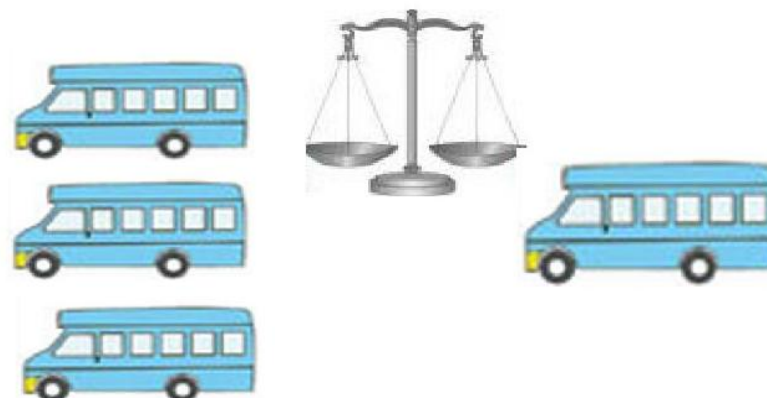
Color the side that is heavier green. Color the side that is lighter yellow.



Color the side that is heavier green. Color the side that is lighter yellow.



Color the side that is heavier green. Color the side that is lighter yellow.



Your child needs help with printing and writing.

You need to practice writing more often with your child.

Your child is expected to write sentences.

It is on the report card. You need to practice, thanks.

(get your child a notebook to keep at home and practice)

You don't have to return it to me.

I will KNOW who is practicing by how well they do "in class" :)

Write about people or animals. Use is, can, has, will, likes, was <---for help and ideas

ex. The boy is _____. The boy can _____. The boy has _____. The boy will _____. The boy likes _____.

Change the TOPIC daily. You have to practice or they won't improve.

Check for:

____ Capital letter (first letter only) unless it's a name, city, state, etc.

____ Period at the end of the sentence

____ Spacing after each word

____ Neatness

____ Be able to draw a picture with it (use the back of the writing paper for that)

____ color left to right ____ trace your picture ____ add background ____ add detail

If your child "still" cannot do this, then they are "falling behind" and will need a lot of help in this area.
Practice makes better!!!!!!

Ms. Puich's Progress Report for 3rd Trimester

Please work on the **YELLOW or RED** areas <--really needs your attention

Green = good (goal met)

I understand, as the parent of _____, that I need to work on the **YELLOW and RED areas**. I need to get them to **GREEN** by the end of May.

_____ <----sign / return

Do not keep this packet at home or lose it.

If you lose it, then your child will have to do another one. :(

I will, however, keep it in your folder after you sign it so that you can work on the areas of need.

Practice the YELLOW & RED AREAS daily!!!!

The words "will" be changed for the next test.

The problems "will" be changed for the next test. Do not just memorize this test!

Make sure that your child is able to do each skill in this booklet.

Keep the blank one. Check off each goal as your child meets it.

Kinder Goals

All goals need to be met by the end of May

Reading Goals

Recognizes upper case letters	Goal	Met	Goal	Not Met
Recognizes lower case letters	Goal	Met	Goal	Not Met
Identifies sounds	Goal	Met	Goal	Not Met
Identifies and produces rhyming words	Goal	Met	Goal	Not Met
Oral blending (c/a/t = cat)	Goal	Met	Goal	Not Met
Oral segmenting (cat = c/a/t)	Goal	Met	Goal	Not Met
Reads high frequency words 34 K words	Goal	Met	Goal	Not Met
Reads one-syllable words (cvc)	Goal	Met	Goal	Not Met
Predicts and retells story elements	Goal	Met	Goal	Not Met
Identifies characters, settings, and important events	Goal	Met	Goal	Not Met

Writing Goals

Writes first and last name	Goal	Met	Goal	Not Met
Writes uppercase and lowercase letters correctly	Goal	Met	Goal	Not Met
Writes sentences using letters and sounds to phonetically spell words and appropriate conventions (capital, period, spacing) (is, can, has, looks, was, will)	Goal	Met	Goal	Not Met
Uses the printing lines + forms letters from top to bottom + holds the pencil correctly	Goal	Met	Goal	Not Met

Math Goals

Can count to 30 orally without skipping numbers + write them without a chart	Goal	Met	Goal	Not Met
Counting Test (up to 30 objects)	Goal	Met	Goal	Not Met
Matches numeral to number of objects (up to 30) Be able to count objects to 30.	Goal	Met	Goal	Not Met
Can cut out and put numbers 0-30 in order without help in under 20 min. /Arranges number cards (0-30)	Goal	Met	Goal	Not Met
Writes dictated numbers to 30. Be able to write the # that the teacher says. 0-30	Goal	Met	Goal	Not Met
Identifies numbers 0 to 30 out of order Number Recognition	Goal	Met	Goal	Not Met
Can say Days of the Week	Goal	Met	Goal	Not Met
Can say Months of the Year	Goal	Met	Goal	Not Met
Be able to add single digit numbers + be able to show your work.	Goal	Met	Goal	Not Met
Be able to subtract single digit numbers + be able to show your work.	Goal	Met	Goal	Not Met
Compares sets up to 10 objects (more, less and equal) Which # is more? Which # is less?	Goal	Met	Goal	Not Met
Be able to tell time to the hour.	Goal	Met	Goal	Not Met
Be able to say the names of the shapes. (see my shape test)	Goal	Met	Goal	Not Met
Be able to use a graph.	Goal	Met	Goal	Not Met
Be able to sort objects.	Goal	Met	Goal	Not Met
Be able to make patterns. AB ABB ABC ABCD	Goal	Met	Goal	Not Met
Know Longer / Shorter Taller / Shorter Lighter / Heavier	Goal	Met	Goal	Not Met

<---Parent Signs

You must work with your child and check these off daily.

If your child cannot do them on their own, then the goal is NOT MET.