



Curriculum Night

September 22, 2016

Welcome

- Second quarter curriculum night will be a handout that will be sent home during second quarter, not a presentation.
- Fall conferences will be the time we discuss your child's assessment scores.
- **Questions?** Please write them on the note cards at your table. FAQ will be sent home or e-mailed out.

First Quarter

- Kindergarten Entry Assessment Review
- Report card standards for quarter 1 (ELA & Math)
- Expectations of student performance
- Classroom Procedures

mCLASS {Literacy}

- First Sound Fluency (FSF)
 - /m/ for moon, /s/ for sun
 - How can you help at home?
- Letter Naming Fluency (LNF)
 - Try to do it as fast as they can
 - How can you help at home?
- Word Recognition
- Running Records (TRC)

Literacy Standards for Quarter 1

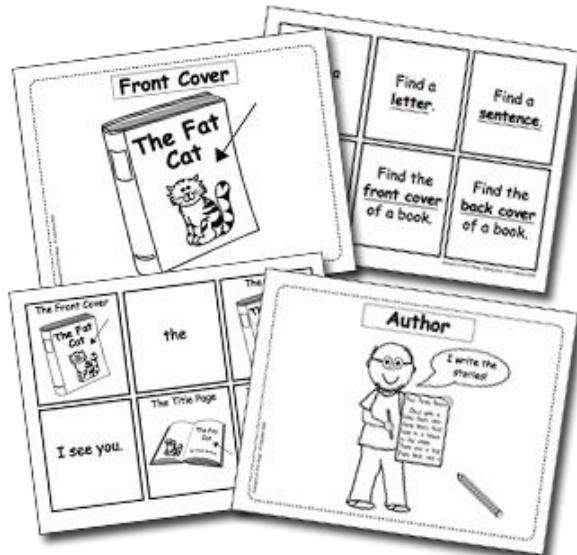
I ♥ WRITING



READING

Standard: RFK.1a Demonstrate understanding of the organization and basic features of print: follow words from left to right, top to bottom, and page by page. **Standard :** RIK.5 Identify the front cover, back cover, and title page of a book.

What does it look like?



Use document camera to model

What can I do at home?

- Review print concepts
 - Front cover
 - Back cover
 - Title
 - Title page
 - Point to each word
 - Author & Illustrator
 - Letter vs. Word

Standard: RFK.1d: Recognize and name all upper and lowercase letters.

What does it look like?

- Letterland- students learn the letter and its sound.
- Play alphabet games in the classroom.

Why is it important?

- Second quarter jumps right into reading consonant-vowel-consonant words

What can I do at home?

- Play a matching upper and lowercase letter game with flashcards.
- Have students identify letters while out and about with different fonts.
- Letterland Videos on Youtube
- Apps or abcya.com on the computer
- Letterland website

Standard: RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- **What does it look like?**

- using the pictures to help sound out words
- matching the words to the picture and vice versa
 - Helpful in their writing

- **How Can I Help at Home?**

- Picture walk - have your child read the pictures every time they choose a book.
- Encourage your child to match the pictures to the words & vice versa (Picture of a dog, child should not say puppy)



Standard: RLK.10 & RIK.10 Actively engage in group reading activities with purpose and understanding.

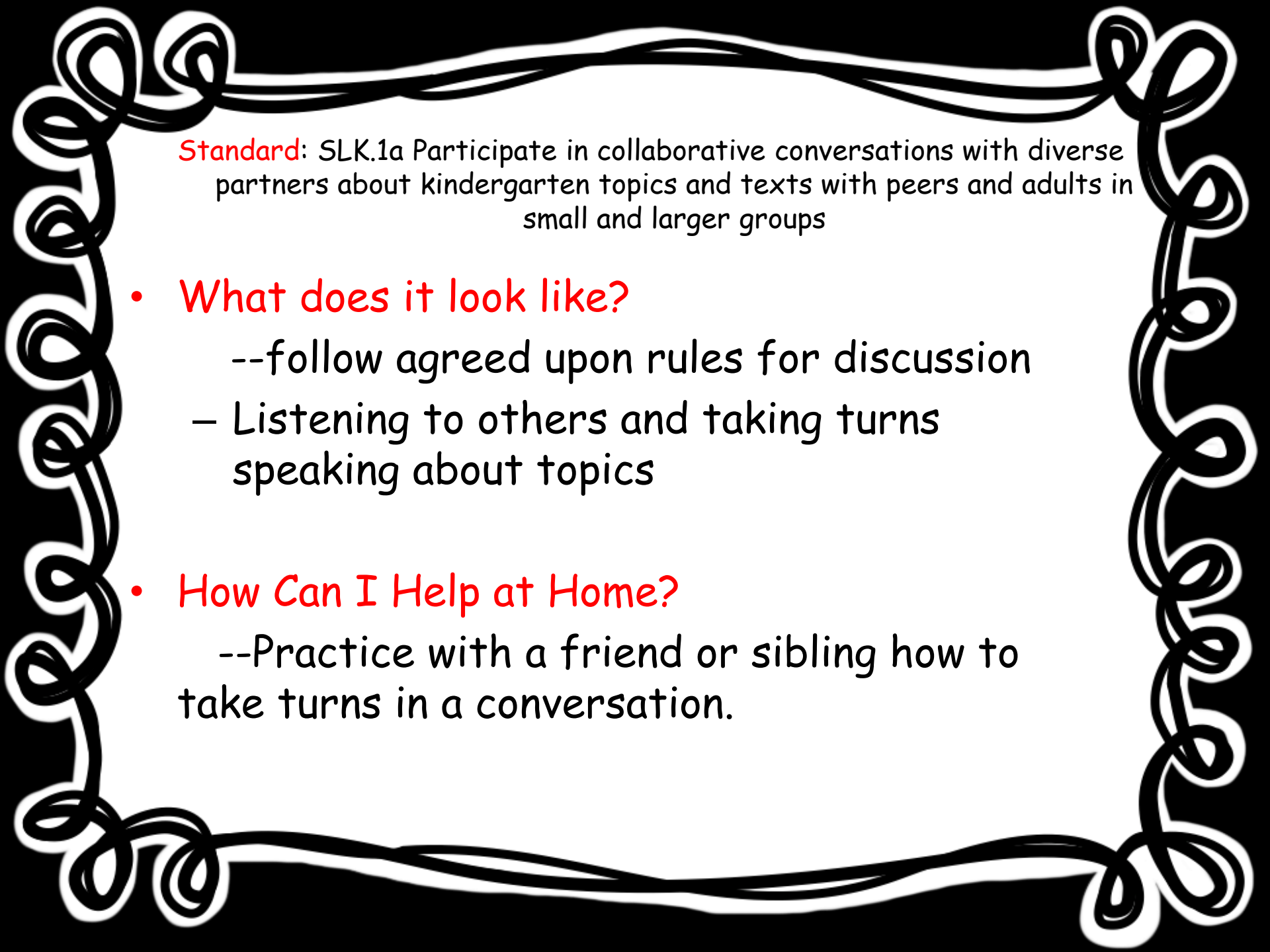
- **What does it look like?**

- -raising their hand
- -thinking how it connects to their life
- -listening to others and their ideas

- **How Can I Help at Home?**

-Ask questions such as "How does that make you feel?" "When did something similar happen to us?"





Standard: SLK.1a Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

- **What does it look like?**
 - follow agreed upon rules for discussion
 - Listening to others and taking turns speaking about topics
- **How Can I Help at Home?**
 - Practice with a friend or sibling how to take turns in a conversation.

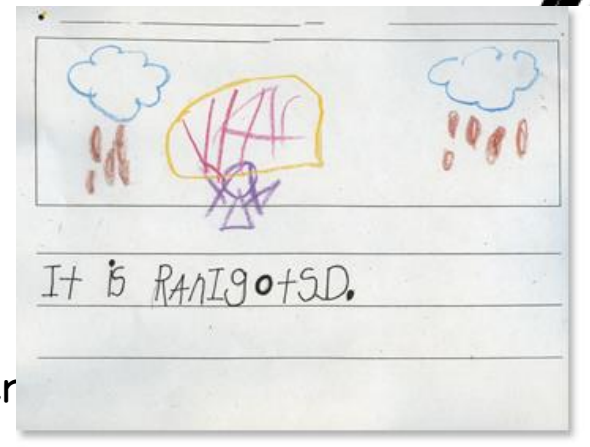
Standard: WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

- **What does it look like?**

- -"Mi brufr and me wt to the prc. We had fun."
- -Student could draw a picture and label it with a reaction shown on the face.

- **How Can I Help at Home?**

- -Keep a daily journal
- -If your child wants to ONLY draw a picture, encourage him/her to write about it.
- - Encourage your child to sound out words. Do not tell them how to spell it. Be BRAVE writer



***Standard:** SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.*

What does it look like?

Correct

Teacher: What day is it today?

Student: Today is Tuesday.

What does it look like?

Incorrect

Teacher: What day is it today?

Student: Tuesday

Ways to Help at Home

1. Have your child ask and answer questions in a COMPLETE sentences.

2. Allow wait time for your child to process the question to answer in a complete sentence.

3. Prompt your child to answer in a complete sentence.

***Standard:** RFK.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.*

Example Rhyming Word: **cat**

- **Examples of what NOT to do**

- car, can, cup, etc (saying the initial sound /c/)
- ran, bag, etc (saying the middle sound /a/)

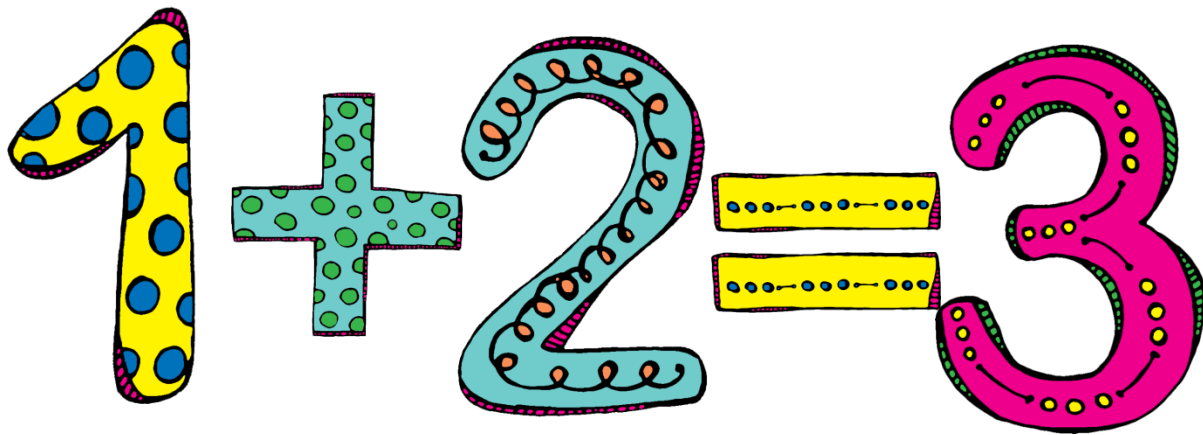
- **Example of how we do it at school**

- Integration of technology (Mimio Rhyming Sorts, [Starfall](#), etc)
- Anchor Charts
- Letterland and Word Work Centers (word family sorts, rhyming bingo, etc)
- Rhyming books and poems
- Songs and chants

- **Examples of what to do at home**

- Read rhyming books, poems, nursery rhymes, etc
- Give your child a word and they need to produce and recognize a rhyming word (could be real or nonsense)
- Explore educational websites and songs

Math Standards for First Quarter



A colorful equation $1 + 2 = 3$ is displayed. The number 1 is yellow with blue polka dots. The plus sign is light blue with green polka dots. The number 2 is light blue with orange polka dots. The equals sign is yellow with black dots. The number 3 is pink with yellow polka dots. The entire equation is framed by a thick, black, swirling border.

Standard: K.CC.1 Counting to 100 by 1s and 10s

- What does it look like?

Student should be able to count to 100 and be able to count by tens

Q1- 20

Q2- 40

Q3- 70

Q4- 100

I	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

- How can I help at home?

Count in the car, in the store, during games (by ones and tens; forwards and backwards; count on from a given number).

Standard: K.CC.3 Write numbers 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

What does it look like?

- Students should be able to draw or create a group of objects from 0 to 20 and write the correct number next to it.

3 dogs:



The same as making a "scene".

How can I help at home?

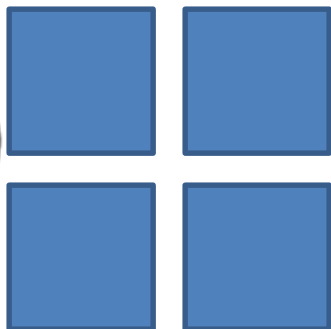
- Have your child practice drawing groups of objects and writing how many objects they drew
- Give your child a number and ask them to draw that many
- Practice writing numbers 1-20 (number reversals and correct formation using number poems)

Standard: K.CC.4: Understand the relationship between numbers and quantities, and connect counting to cardinality.

What does it look like?

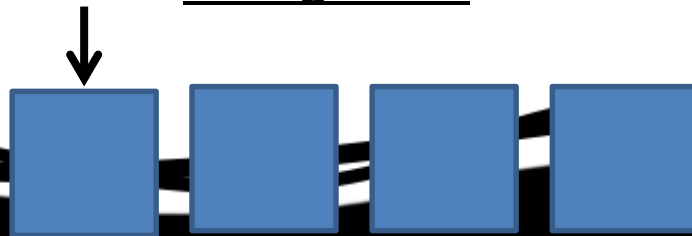
Student should be able to point and count each object correctly and remember the amount of objects even if the arrangement is changed.

Student should also be able to determine the amount when one more is added without hesitation. Goal is to have students complete without recounting.



← This is a **group** of four squares ("1, 2, 3, 4").

This is the same group of four in a different **arrangement**

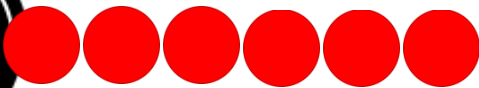


Standard K.CC.5 -Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

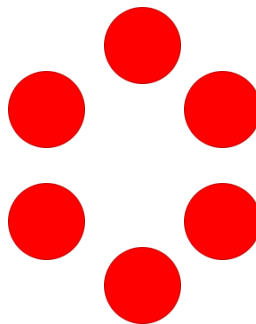
What does it look like?

- Student should be able to count from 1 to 20 objects that are arranged in any manner (line, circle, array)
- Goal is to have students complete without recounting.

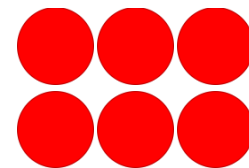
Line



Circle



Array

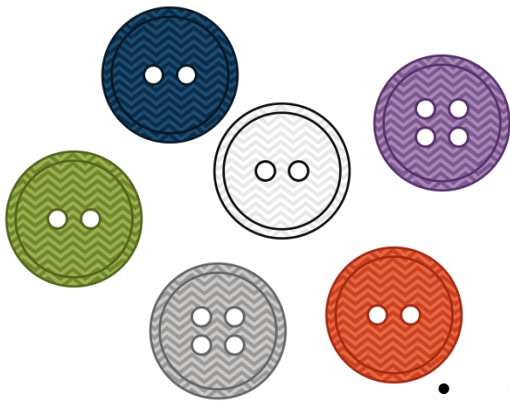


Standard: K.CC.6- Identify whether the number of objects in one groups is greater than, less than or equal to the number of objects in another groups, eg., by using matching and counting strategies.

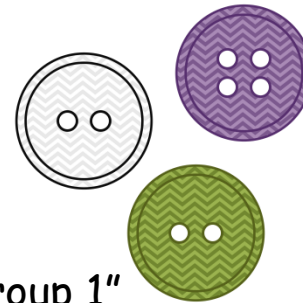
What does it look like?

- Student should be able to compare the number of objects between groups.

Group 1



Group 2



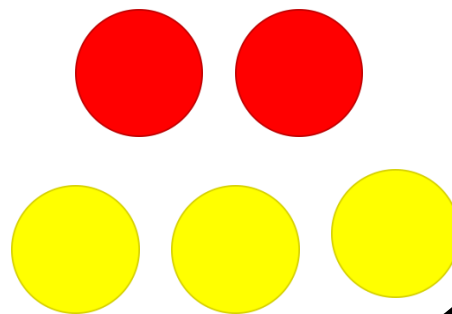
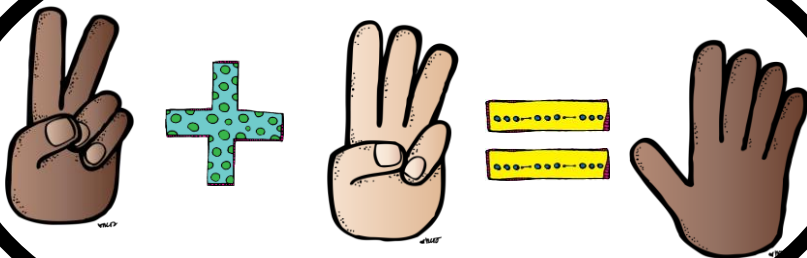
- "Group 2 has less than group 1"
- "Group 1 has 3 more than group 2"

Standard: K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (eg. claps), acting out situations, verbal explanations, expressions, or equations.

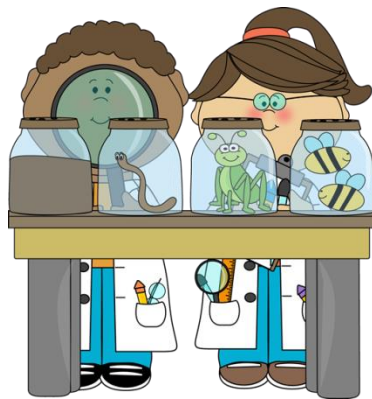
• **What does it look like?**

• At this time, students should be able to make a number by putting two numbers together or find the partners of that number.

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Science & Social Studies Standards for Quarter 1



Science

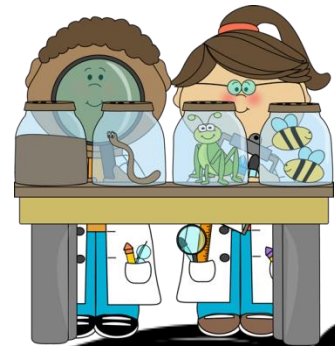
What is a Scientist?

- **What does it look like?**

There are no Wake County standards for Science this quarter; therefore, your child will investigate what a scientist is, participate in kid-friendly science experiments, and learn vocabulary to prepare them for the upcoming units for quarters 2-4.

Vocabulary Used:

- Observation
- Science Journal
- Experiment
- Senses



Social Studies

I Am a Citizen

- What does it look like?
- Students will learn what it means to be a citizen, traits of a citizen, the importance of following rules, etc.
- Please visit our [Kindergarten Website](#) to dig deeper into the unit!





Procedures

Daily Schedule

- Announcements at 9:10 a.m. {School begins at 9:15}
- Calendar
- Writing
- Specials
- Lunch
- Literacy {Daily Five}
- Snack
- Math
- Recess
- Social Studies/Science
- Team Time/Dismissal Meeting
- Dismissal





how safe behavior.



ave a positive attitude.



nclude and work with others.



ever gives up.



xpects success.

and we all shine on....



Super Improvers

- Students have a goal that they are working on to improve. For the beginning of the year, students have a goal of following the 5 classroom rules.
- Students earn a sticker when they show growth towards their goal. They should earn 10 stickers on their chart before moving up to the next level.
- Students start at the beginner level, and move up. They receive a choice of rewards when they complete a level.



Birthdays



Birthday treats must be store-bought and not homemade.

Birthday Invitations: Per Wake County policy, teachers are not allowed to hand out invitations in daily folders. Please use the class directory for sending out invitations.

We will be celebrating the birthdays on the last Friday of the month (during snack).

- Goodie bags cannot be given out.

Report Cards

- Report Cards will be sent home each quarter.



Field Trips



- Durham Life and Science Museum- November 4th
- Marbles Kids Museum- December 20th
- NC State Plays- March 3rd

Please make sure you have submitted the t-shirt and field trip forms and payments.

If your child is buying lunch, the cafeteria form must be filled out ahead of time.

Volunteers must be approved!

Grading

Level 4	Extends targeted grade level standards "Since I can do/get this, I can figure out new things!" ***Not all standards have a level 4 opportunity!
Level 3	Demonstrates proficiency of targeted grade level standards. "I get it!" "I can do it well!"
Level 2	Needs support to meet targeted grade level standards. "I almost get it but I need help."
Level 1	Insufficient performance of targeted grade level standards. "I don't get it yet. I need help."

How Can You Help?

- ❖ Please empty and check daily folders every day. Please return the very next day.
- ❖ Please read/fill out notes in folders and return. We are under a paper restriction this year due to budget cuts and we cannot afford to make multiple copies of notes.
- ❖ Please do not send your child in sick! Kids are getting sick and so are the teachers. Children must be fever free (without using Tylenol) for 24 hours and vomit/diarrhea free for 12 hours before returning.

How Can You Help?

- ❖ Please pack a healthy snack daily and in a separate container from their lunch box.
- ❖ Please be cognizant of the amount of money on your child's lunch account.
- ❖ If you are assigned to volunteer on a certain day, please be sure to **arrive on time**. We count on you!
- ❖ Please check our website weekly!
- ❖ Please feel free to contact me by note or email if needed at any time!

How Can You Help?

- ❖ Starting mid-October, your child will begin guided reading....
 - ❖ your child will meet with his/her teacher and teacher assistant multiple times a week.
 - ❖ Around that time, your child will be bringing home a book baggie filled with a book on your child's reading level and a reading log. The book is meant to be read every day by your child!
 - ❖ Since your child does not always meet with the teacher, the book may not change every day.
 - ❖ More information will follow in the coming weeks.



**Thank You For
Coming!**