

WELCOME!

to

CURRICULUM

night!



# Meet the Kinder Team



# Morning Procedures

- School doors open at 6:45 am.
- Kinder reports to the kindergarten pod to sit in lines and look at books.
- Please make sure your child has 2 books in their backpack labeled with their first and last names.
- Students are dismissed to their classrooms at 7:05am to start their day!

## 7:05 – 7:15

- Kinders go to class at 7:05.
- They unpack and get started on morning work.
- This time helps students get ready and focus.
- Teaching begins right after 7:15 announcements.
- Tardiness interrupts the morning flow and routine – especially in kinder!

# Folders

- **Blue Daily Folder**

- Will come home daily
- Please keep the behavior chart in the front and do not remove. Initial daily.
- Sheet Protector-This is for notes, lunch money, important letters, etc. In addition to homework helpers.

- **Red Tuesday Folder**

- Return every Wednesday, initial log
- Weekly class work
- PTA/District/Community Flyers

# Water in the Classroom

- Please send a pop top water bottle daily.
- Please make sure the water bottle is SEPARATE from your child's lunch box drink.
- It may seem trivial, but the pop-top water bottle is VERY important. Students can get sidetracked for 15 minutes over spilt water and become very upset if papers are ruined.
- Thank you for understanding!.

# Snacks

- Each classroom allows one small snack during the day.
- Snacks should not need to be kept cold and should not need utensils.
- Teachers do not supply snacks to students who do not bring or forget their snack.
- Snacks are not allowed to be shared for health reasons.
- No 3 C's (no cookies, no candy, no chips)

Classrooms  
are peanut  
Free.



# Specials

**Appropriate Shoes** – your child must wear flat, rubber-soled, tennis shoes that are fixed firmly on their feet, cover the entire foot, and do not leave scuff marks on the floor.



	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<b>Art</b>	Brandt	Orsak	Moyer	Lawley	Colon	Cavazos
<b>PE</b>	Cavazos	Brandt	Orsak	Moyer	Lawley	Colon
<b>Music</b>	Colon	Cavazos	Brandt	Orsak	Moyer	Lawley
<b>PE</b>	Lawley	Colon	Cavazos	Brandt	Orsak	Moyer
<b>Comp. Lab</b>	Moyer	Lawley	Colon	Cavazos	Brandt	Orsak
<b>PE</b>	Orsak	Moyer	Lawley	Colon	Cavazos	Brandt

# Dismissal

- Dismissal Time is 2:40 p.m.
- All changes must be made before 1:45pm.
- Changes are only accepted by contacting the front office or sending a signed note with your child. E-mails cannot be accepted!
- Parents are to pick up students in the car line. You must have your car tag. Please hang it or hold it up so the teacher can read your child's number easily.

# Birthday Treats

- Must notify teacher at least 48 hours in advance if sending in treats.
- Must be store bought.
- No nut products.
- Deliver treats to the front office by 10:00.
- Mini brownie bites, cookies, fruit snacks, etc. work best!
- Party invitations, favors, party bags, balloons, etc. cannot be brought to school.

# Class Dojo

This year, we're using Class Dojo to build our classroom community as part of our PBIS system.

We'll build a **positive culture** where students are engaged, encouraged, and love learning!

**All parents** are part of our classroom community, seeing what we're learning every day.

**You'll see the Story of our classroom:**

- Photos and videos from class
- Important updates and announcements
- Private messaging between the two of us
- Translate any message or Class Story post into your preferred language!

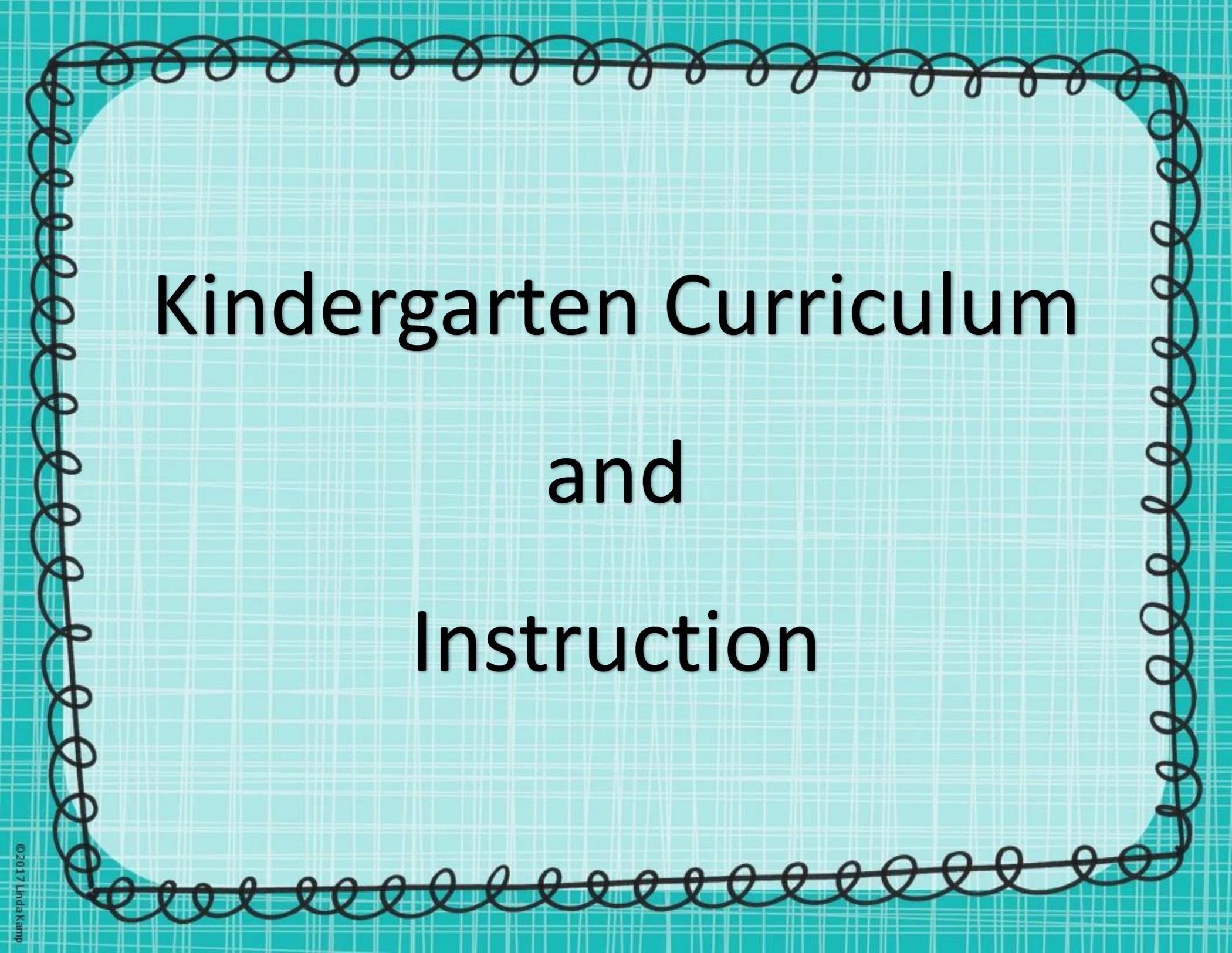


# Adolphus' Discipline Plan

- Conduct grades for **individual categories** for the nine weeks will be assigned as follows:
  - 0 – 1 N in category grade = S
  - 2 -4 N or 1 U in category grade = N
  - 5+ N or 2+ U in category grade = U
- A discipline referral will automatically lower the overall conduct one grade level.
- Loss of conduct card results in an automatic grade of N.

# Communication

- We will be actively communicating with you throughout the school year. The various means of communication are as follows:
  - Email
  - Phone Calls
  - Class Dojo
  - Friday Newsletters



# Kindergarten Curriculum and Instruction

# Foundational Skills

- Kindergarten builds on the following foundational skills. Please work extra hard at home if your student does not already know:
  - Letters and letter sounds
  - How to write their name
  - Identify and know numbers to 10
  - Count to 30
  - Identify colors and shapes
- Kindergarteners should be able to independently:
  - Use the restroom
  - Ask for help
  - Button and unbutton clothing
  - Open water bottles and snacks
  - Pick up after themselves
  - Blow their nose

# Daily Instruction

- 6:45 Building is open; students go to K hall
- 7:05 Students enter classroom
- 7:15 Tardy Bell; announcements begin
- 7:20 – 9:30 ELAR
- 9:30 – 10:00 Recess
- 10:00 – 10:30 Lunch
- 10:30 – 11:15 ELA
- 11:15 – 11:50 Math
- 11:50 – 12:40 Specials
- 12:40-1:10 Math
- 1:10– 2:15 Science/Social Studies
- 2:15 – 2:40 Pack up & dismissal

# Reader's Workshop

- Components of Reader's Workshop in Kindergarten include:
  - Reading aloud mentor texts with a focus on comprehension strategies
  - Independent reader's responses based on mentor texts read and the comprehension strategy we are focusing on
  - Guided reading instruction on students' independent reading levels
  - Silent reading time

# Reading Assessments

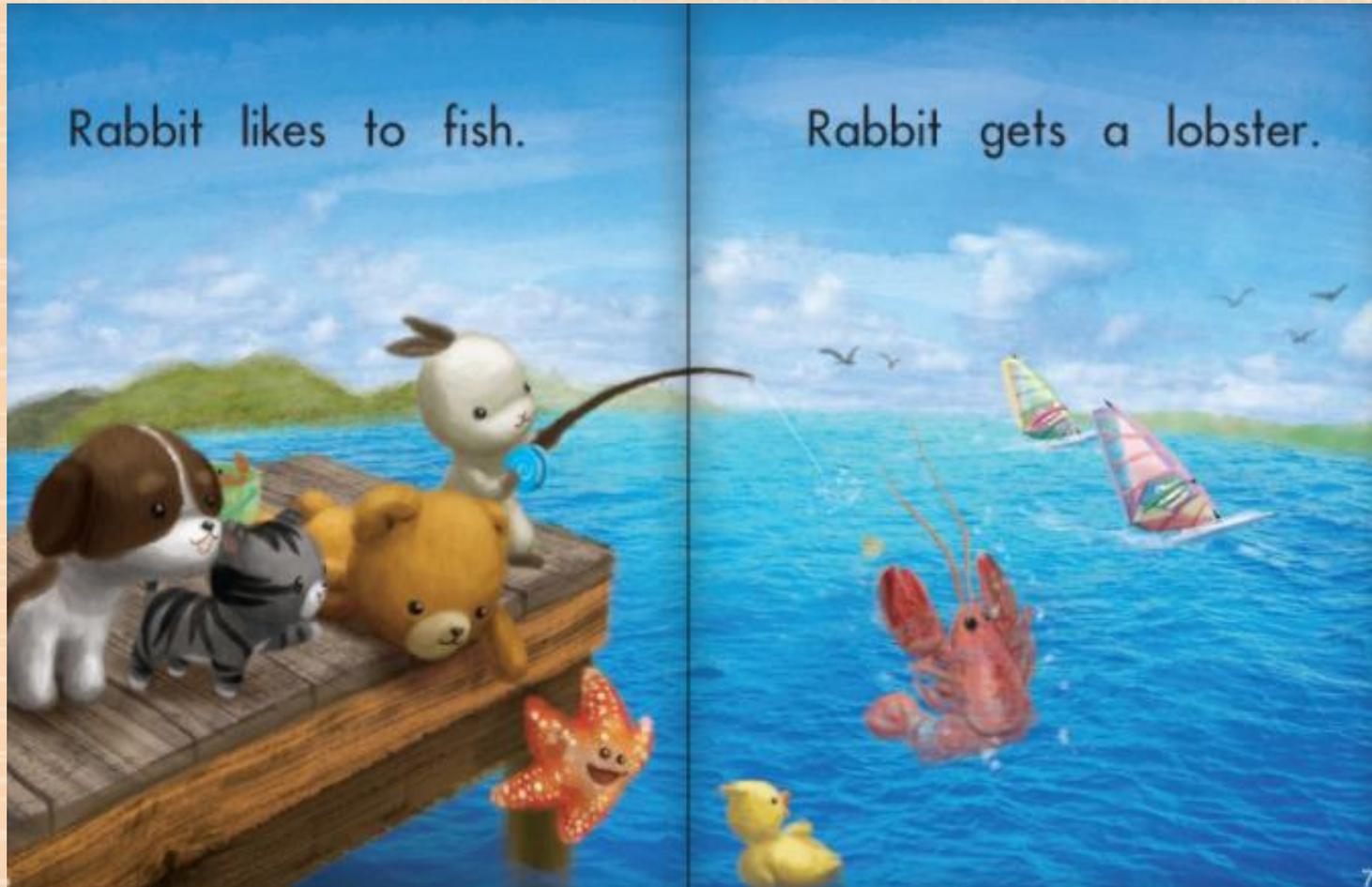
- Students are assessed based on their independent reading level during guided reading in addition to science of reading phonemic awareness and phonics skills.
- We perform two district required GRA assessments each school year during specific time frames.

Independent Reading Level Expectations per 9 Weeks	
1 <sup>st</sup> – October	GRA level A
2 <sup>nd</sup> – January	GRA level B
3 <sup>rd</sup> - March	GRA level C
4 <sup>th</sup> – May	GRA level D

## Level A Student Behaviors

- Locate known and new words
- Tell the story by using the pictures
- Use the pictures to figure out what the print says
- Match word by word, pointing with one finger under words, moving from left to right
- Are able to answer these questions:
  - Does this book remind you of anything?
  - What sound does this letter make?
  - Where is the word \_\_\_\_\_?

# Sample Text on Level A

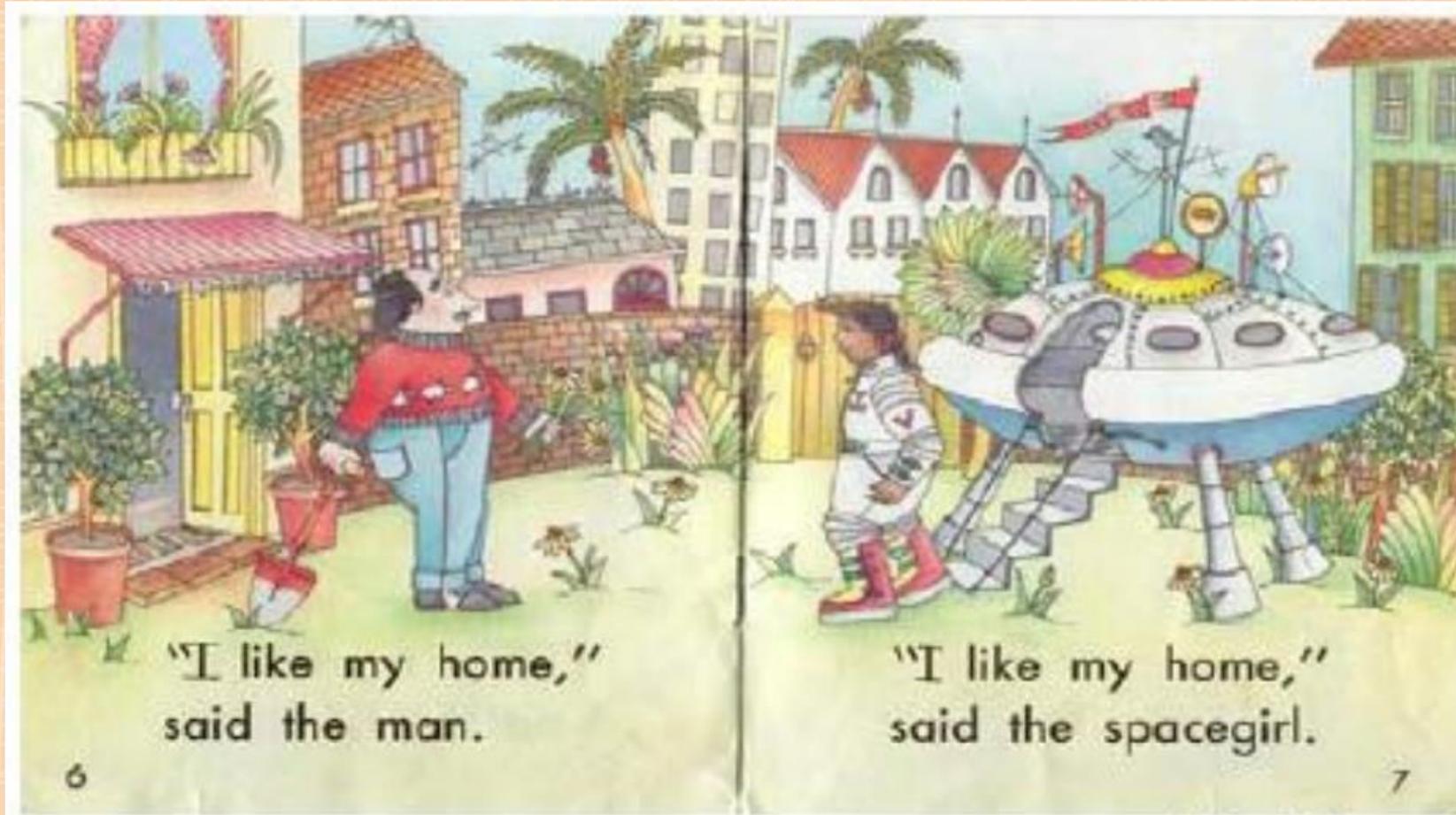


- \* One line text
- \* Predictable text
- \* Supportive pictures
- \* Repeated text
- \* Large spaces between words

# Level B Student Behaviors

- Locate known and new words
- Use return sweep at the end of a line
- Notice and discuss detail in pictures
- Remember and use language patterns to read
- Notice mismatches in meaning or language
- Are able to answer these questions:
  - What's happening in this picture/story?
  - Does that make sense? What would?
  - Which word didn't match what your finger pointed to?

# Sample Text on Level B



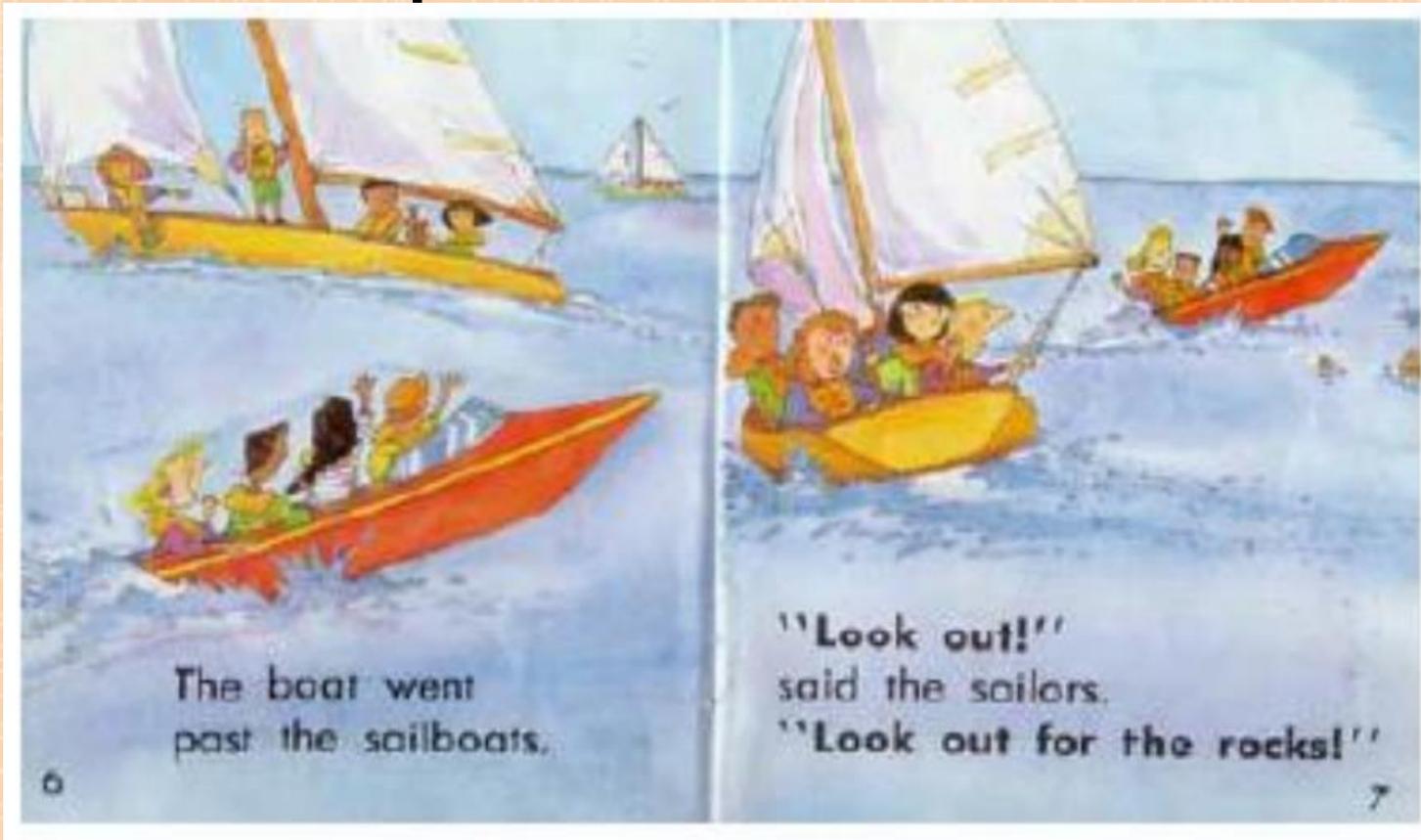
- \* Two or more lines of print
- \* Predictable text
- \* Supportive pictures

- \* Large spaces between words
- \* Repeated text (last page different)

# Level C Student expectations

- Begin to track print with eyes (instead of fingers)
- Use pictures to confirm meaning instead of using picture to give meaning
- Make the return sweep on more than one line of print
- Recognize known words quickly and use them to figure out meaning of new words
- Reread to confirm or figure out new words
- Are able to answer these questions:
  - Does that make sense?
  - Can you try it again with a word that makes sense?

# Sample Text on Level C



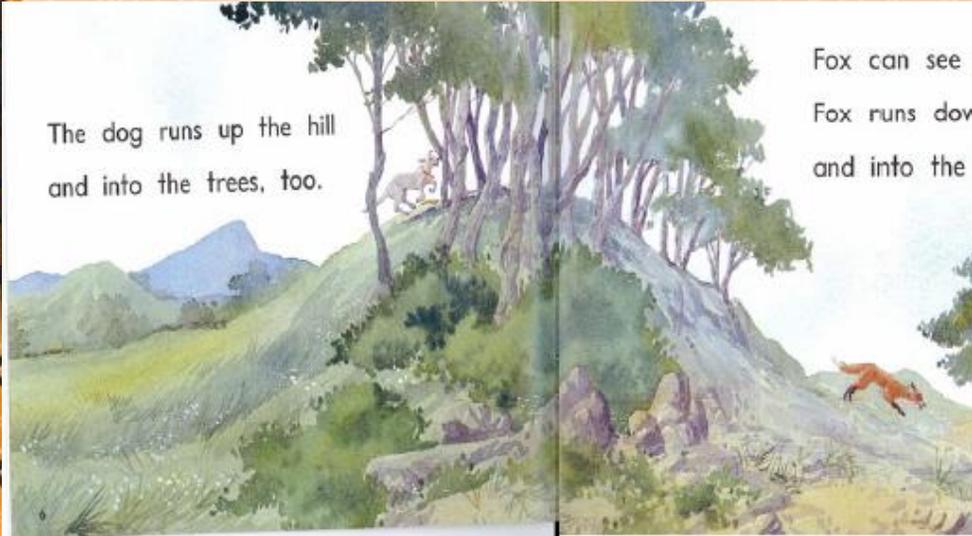
- \* Two or more sentence patterns
- \* 2 to 5 lines of print per page
- \* Supportive pictures
- \* Higher level of vocabulary
- \* More of a story line

# Level D Student expectations

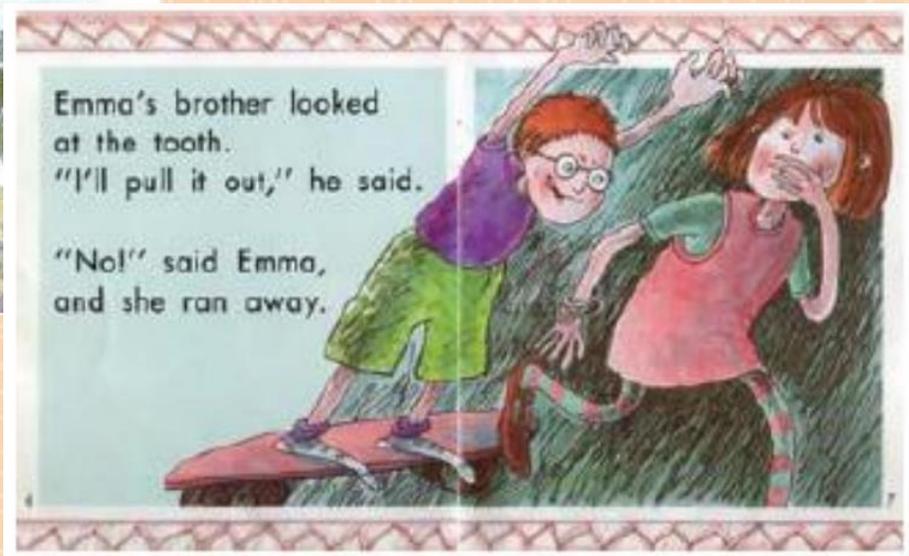
- Make text-to-text connections
- Recognize many sight words quickly and automatically
- Remember details and show where they find information
- Use expression while reading
- Read fluently with phrasing
- Retell the story
- Are able to answer these questions:
  - Do you know any part of that word?
  - What did you notice that seemed wrong?
  - Show me where that happened.

# Sample Text on Level D

The dog runs up the hill  
and into the trees, too.



Fox can see the river.  
Fox runs down the hill  
and into the river.



Emma's brother looked  
at the tooth.  
"I'll pull it out," he said.  
"No!" said Emma,  
and she ran away.

- \* Three or more sentence patterns
- \* 2 to 6 lines of print per page
- \* Some pictures support

- \* Pictures now add to story
- \* May contain unfamiliar words to decode

# Writer's Workshop

- Teacher thinks aloud while modeling writing process
- Teacher models the mode of writing and author's craft through drafting, revising, and editing for students
- Students write independently while teacher conferences with students
- Students are constantly revising, editing, adding to, and beginning new pieces
- Students share and reflect on writing process

# Word Study

- By the end of kindergarten, student should be able to manipulate letters/sounds in words to make and read new words. Example: change the /c/ in cat to a /b/ to make bat.
- Each we week will focus on multiple letters and sounds, followed by diagraphs and word families.
- Students will identify syllables, rhyming words, and blend/segment words.
- Students will participate in phonics lessons to apply their knowledge of letters and sounds.

# Brain Breaks

You might need one now... 😊

- Brain breaks can be anything from simple yoga and stretches, to songs with dances and certain exercises.
- The goal of brain breaks is to simply give the students a break for a few minutes. They have the opportunity to dance, sing or stretch and get their wiggles out.
- Research shows that the more breaks students have, the more they are able to focus
- They are able to pick up behaviors more quickly and are able to process things more quickly.
- Some calming strategies....
  - " Take a deep breath and hold it for five seconds
  - " Breathe in and out deeply and count to ten
  - " Rainbow breathing (Breathe in and raise arms, breathe out and release arms to do down by your side)

# Math

- Math lessons include calendar, numeracy routine, number talks, fluency, data analysis, whole group lessons and stations
- New concepts introduced we follow the CPA method: concrete (using manipulatives), to pictorial (drawing pictures and talking about math), to abstract (using signs and mental math)
- Teaching problem solving models

# Social Studies

- Many lessons are embedded in our ELA read aloud lessons
- Specific social studies lessons will focus on: at school, family, community, holidays around the world, historical figures, the United States and Texas, technology then and now, land & water, and time/chronology skills

# Science

- Science lessons follow the 5 E model: engage, explore, explain, elaborate, evaluate
- We plan to have one designated day a week for science labs
- Hands on science investigations will help build background and vocabulary for future interest in success in science
- Please read the weekly newsletter for specific investigations planned and materials we might need donated (this is sent out a week in advance)

# What is your role?

To be our partner in teaching concepts that set the foundation for the rest of your students learning!

- Making sure your child knows all of their letters and sounds by using flashcards, songs and videos from YouTube, games, and apps.
- Helping your learner practice sight words nightly. They should identify them expressively (read it on a flash card) and receptively (finding the words out of a group or in a sentence).
- Helping them complete homework (including reading every day).
- Correcting work that is sent home.
- Build independence (i.e. by giving your child tasks and chores that must be completed).



Questions...