

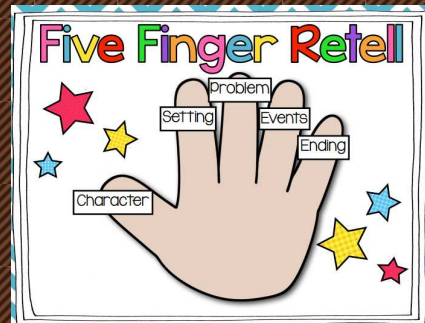
Kindergarten Curriculum Night



Teacher/Parent Communication

- Monthly Newsletter
- Sign up for Bloomz

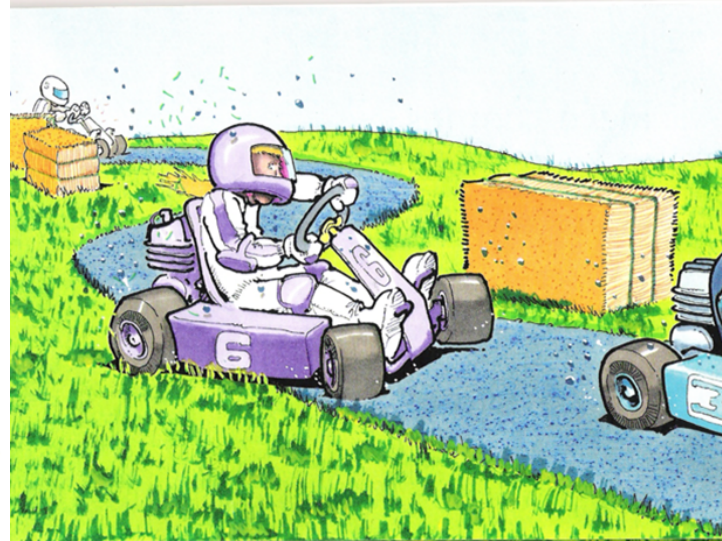
Reading Groups



- Picture Walk
- Discuss the Pattern
- Locate Words in the Story
- Make Words from Story
- Retell the Story in Sequence
- Put together Cut Up Sentences
- Flash Card Games
- Write Letters/Words on White Boards
- Thinking Maps
- Labeling Pictures / Favorite Part of Story

Level PC

Here comes
the purple go-cart.



12

Students must be able to:

- Show the front of the book
- Know where to start reading
- Know which way to go when reading (left to right)
- Know which way to go at the end of each line
- Point to each word one-to-one
- Know what a period is and what it means
- Show the first and last part of a sentence
- Identify lowercase/uppercase letters
- Identify single letters and words

Level RB

Look at me.

I am painting.



Students must be able to:

- Show the title of a book
- Point to each word one-to-one
- Know which way to go when reading (left to right)
- Know which way to go at the end of each line
- Maintain the language pattern
- Use picture support

Level B

Danny is up
on the bed.



2

"Get down, Danny,"
said Dad.



4

Level C

Here is the dog food.

The dog food goes
into the cart.



Level D

This sign has four sides.
It tells us to look out
for deer.



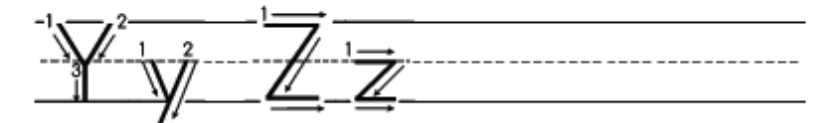
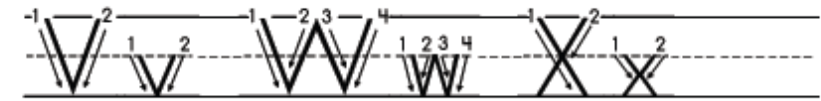
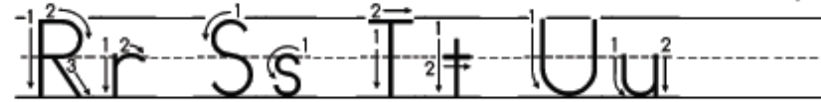
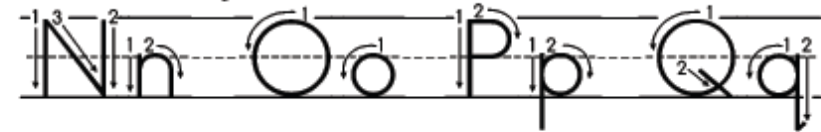
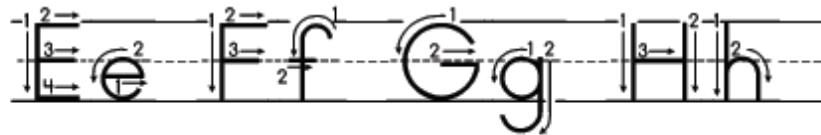
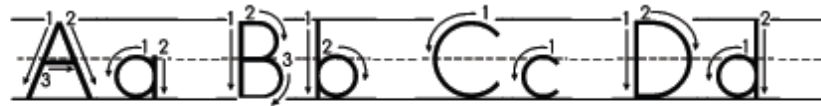
4



5

Letter Formation

Please practice the correct stroke order shown below for each letter.



Dolch Pre-Primer Sight Words



a	I	run
and	in	said
away	is	see
big	it	the
blue	jump	three
can	little	to
come	look	two
down	make	up
find	me	we
for	my	where
funny	not	yellow
go	one	you
help	play	
here	red	

Dolch Primer Sight Words

all	into	that
am	like	there
are	must	they
at	new	this
ate	no	too
be	now	under
black	on	want
brown	our	was
but	out	well
came	please	went
did	pretty	what
do	ran	white
eat	ride	who
four	saw	will
get	say	with
good	she	yes
have	so	
he	soon	

Language Arts Assessments

LNF - Letter Naming Fluency (Letter Identification)

FSF - First Sound Fluency (Beginning Sounds)

PSF - Phoneme Segmentation Fluency (Segmenting words - Cat would be /c/ /a/ /t/)

NWF - Nonsense Word Fluency - Reading words that aren't really words by putting the sounds together.

WR - Word Recognition (Reading High Frequency Words, 3 Lists A B & C)

TRC - Text Reading Comprehension

Writing

Types of Writing

Narrative: Develop real or imaginative experiences or events.

Informative: Provide information on a given topic.

Argument/Opinion: Explain your opinion with supporting details.

Response to text- Students will write about the plot, characters, setting, main idea, point of view, etc of a story.

Writing

Writing Tips

- *Writing will include phonetic spelling and sight words
- *Conventions of writing-
 - correct use of upper/lowercase letters, punctuation, spacing.
- *All students are expected to write 8 connecting sentences by the end of the year.
- *All writing should include an illustration with 5 or more details.
- *Writing will be included throughout all subjects. For example, students will have to explain answers for math and science through writing.

Rubrics

Report Guide for 1st Marking Period

Reading

Decoding/Word Study -

- Letter sounds - 10
- Letter identification - 10
- Sight Words - 4
- S- if students meets all three cut points
- I - if students misses one cut point
- U - if students misses more than one cut point

Fluency - not on first marking period

Comprehension -

- TRC (RB)
- Observations from TRC, whole-group and small-group instruction, speaking/listening skills, Common Formative assessment (making connections, sorting), etc.
- S - masters both all skills
- I - does not master at least one of the skills (TRC or others mentioned)
- U - does not master TRC and other skills

Writing

Use a combination of drawing, dictating and writing to compose a variety of pieces

-

- Draw a person, picture matches story, etc.
- Write at least 10 letters correctly
- Capitalize "I"
- S - masters all skills
- I - misses 1 skill
- U - misses more than 1 skill

Report Guide for 2nd Marking Period

Reading:

Decoding/Word Study=

- Letter Sounds - 25
- Letter Identification - 27
- Sight Words 10

S - Meets All 3 Cut Points

I - Misses 1 Cut Point

U - Misses More Than 1 Cut Point

Fluency - Not On 2nd Marking Period

Comprehension

- TRC

S - Level B or Higher

I - Level A

U - Level RB or Lower

Writing:

Use a combination of drawing, dictating & writing to compose a variety of pieces.

- Write 27 Letters
- Capitalize I, 1st Word in a Sentence
- Recognize and name Period and Question Mark
- Use letter sounds to write.

S - Masters All Skills

I - Misses 1 or 2 Skills

U - Misses 3 or more Skills

With support, responds to questions and suggestions from peers to strengthen writing.

- Teacher Observation
- Student Work

S - Always

I - Sometimes

U - Never

Participates in shared research and writing projects.

- Teacher Observation
- Student Work

S - Always

I - Sometimes

U - Never

Report Guide for 3rd Marking Period

Reading:

Decoding/ Fluency

- Letter Sounds - 26
- Letter Identification - 40
- Sight Words - 18

S - Meets All 3 Cut Points

I - Misses 1 Cut Point

U - Misses More Than 1 Cut Point

Comprehension

TRC

S - Level C or Higher

I - Level B

U - Level A or Lower

Writing:

Composes own writing pieces using the writing process.

- Write 40 Letters
- Capitalize I, 1st Word in a Sentence
- Recognize and name Period, Question Mark and Exclamation Point
- Use letter sounds to write.

S - Misses 1 Skill

I - Misses 2 Skills

U - Misses 3 or more Skills

Responds to open ended text based questions.

- Teacher Observation
- Student Work

S - Always

I - Sometimes

U - Never

Report Guide for 4th Marking Period

Reading:

Decoding/Fluency-

- Letter Sounds - 26
- Letter Identification - 55
- Sight Words - 24

S - Meets All 3 Cut Points

I - Misses 1 Cut Point

U - Misses More Than 1 Cut Point

Comprehension

TRC

S - Level D or Higher

I - Level C

U - Level B or Lower

Writing:

Composes own pieces using the writing process.

- Writes 55 Letters
- Capitalize I, 1st Word in a Sentence
- Recognize and name Period, Question Mark and Exclamation Point
- Use letter sounds to write.

S - Misses 1 Skill

I - Misses 2 Skills

U - Misses 3 or more Skills

Responds to open ended text based questions.

- Teacher Observation
- Student Work

S - Always

I - Sometimes

U - Never

Pitt County Schools Kindergarten Report Card

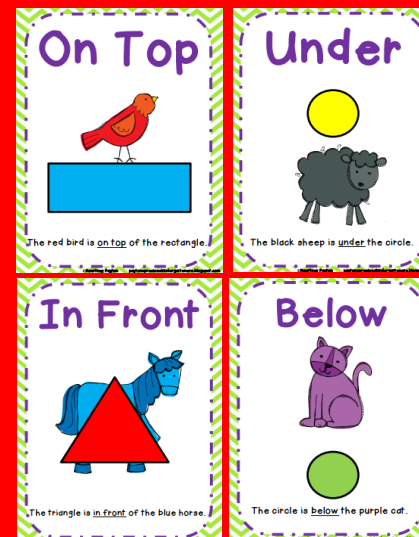
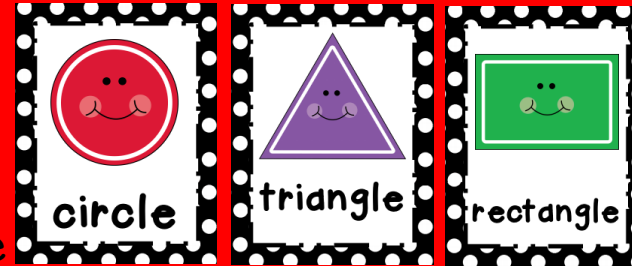
Name			Grading Rubric
School			S - Satisfactory (On Grade Level)
Teacher			I - Improvement Needed (Below Grade Level)
School Year			U - Unsatisfactory (Well-Below Grade Level)

Marking Period

	1	2	3	4		1	2	3	4
Reading					Attendance				
Decoding/Fluency (Student is able to accurately and smoothly read grade level text.)					<i>Days Absent</i>				
Comprehension (Student is able to retell and answer oral questions using vocabulary and details from grade level text)					<i>Tardy</i>				
Writing					Citizenship				
Composes own writing pieces using the writing process					Uses self-control				
Responds to open ended text based questions					Respects Others				
Math					Follows Rules				
Counting and Cardinality					Uses Time Wisely				
Operations and Algebraic Thinking					Completes Classwork and Homework				
Number and Operations in Base Ten					TEACHER COMMENTS				
Measurement and Data					First Quarter				
Geometry					Second Quarter				
Integrated Areas					Third Quarter				
Social Studies					Fourth Quarter				
Science									
Art									
Music									
Physical Education/Health									
Placement for Next Year	Grade:								

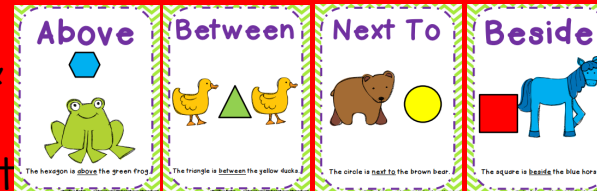
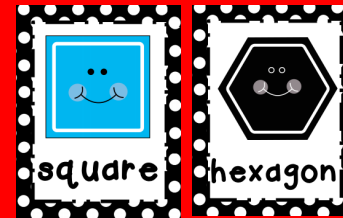
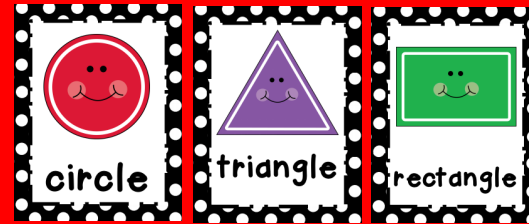
Math - 1st 9 Weeks

- Shapes - Identify Shapes & Real World Shapes
- Positional Words - Identify & Demonstrate Positions
- Sorting - Sort by color and order by number in the group (less than 5)
- Numbers 0-5 - 1-1 Correspondence, Writing Numbers, Labeling Sets, Drawing Sets
- Counting to 25 - Rote Count out loud



Math - 2nd 9 Weeks

- Numbers 0-10 - 1-1
Correspondence, Writing
Numbers, Labeling Sets,
Drawing Sets
- Positional Words - Identify &
Demonstrate Positions
- Sorting - Sort by color and
order by number in the group
(less than 10)
- Shapes - Identify Shapes &
Real World Shapes
- Counting to 50 - Rote Count
out loud, Counting on from a
number, Count by 10s to 50
- Comparing Numbers -
Greater than, Less than, Equal
To (Sets & Numbers)
- Addition - Story Problems to
5
- Subtraction - Story
Problems to 5



Math - 3rd 9 Weeks

- Numbers 0-20 - I-I
Correspondence, Writing
Numbers, Labeling Sets, Drawing
Sets
- Shapes - Identifying Flat
Shapes, Drawing, Building on
Geoboard, Analyzing,
Comparing
- Solid Shapes - Identifying,
Building, Analyzing, Comparing
- Comparing Numbers -
Greater than, Less than, Equal
To (Sets & Numbers)
- Measurement - Describe
measurable attributes
(height, length, weight, depth,
temperature)
- Counting to 80 - Rote Count
out loud, Counting on from a
number, Count by 10s to 80

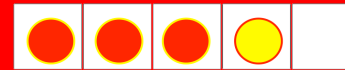


Math - 4th 9 Weeks

- Counting to 100 - Rote
Count out loud, Counting on
from a number, Count by 10s
to 100
- Addition - Fluently to 5
(Problems Read Aloud) &
Word Problems to 10
- Subtraction - Fluently to 5
(Problems Read Aloud) &
Word Problems to 10
- Decomposing Numbers -
Showing different ways to
make numbers
- Composing Numbers -
Numbers 11-19 (Tell that a
number is 10 with _ left
over)
- Making 10 - Given a number,
how many more do you need
to make 10?



Decomposing Numbers



Social Studies

1st 9 Weeks

- Bus Safety
- All About Me
- Classroom Rules
- Seasons

2nd 9 Weeks

- Cultures
- People Changing over time
- Friendship
- Rules
- Wants/Needs

Social Studies

3rd 9 Weeks

- People Change over time
- Friendship
- Rules
- Maps
- Seasons
- Community Helpers

4th 9 weeks

- Friendship
- Seasons

Science

1st 9 Weeks

- Five Senses
- Colors
- Motion (fast/slow)
- Weather Conditions
- Seasons (Fall)
- Animals

2nd 9 Weeks

- Comparing Animals
- Physical Properties
- Measurement
- Weather Conditions
- Motion

Science

3rd 9 Weeks

- Motion
- Physical Properties
- Comparing Animals
- Dental Health
- Weather Conditions
- Seasons

4th 9 Weeks

- Physical Properties
- Seasons
- Weather Conditions
- Comparing Animals
- Living/Nonliving Organisms

Homework

- Sent home on Monday.
- Complete assignments each night.
- Use Kindergarten Handwriting Paper, pencils, and crayons.
- Homework will include two take home books, kindergarten sight words and a math topic.
- Books must be returned before new books will be issued. (You are responsible for any damaged or lost books)
- Homework and books must be returned Friday!

Name _____

Homework for Week of September 29, 2014

Please write neatly on Kindergarten Handwriting paper.

Day	Language Arts	Math
Monday	Practice saying the alphabet. Write "Aa" five times, neatly. Write the words in and go two times. *Write on writing lines like we practiced.	Draw 3 red apples. Write 3 . Draw 5 red apples. Write 5 .
Tuesday	Practice saying the alphabet. Write "Bb" five times, neatly. Write the words see and am two times.	Draw 1 yellow apple. Write 1 . Draw 4 green apples. Write 4 .
Wednesday	Practice saying the alphabet. Write "Cc" five times, neatly. Write the words in and see 2 times.	Draw 2 green apples. Write 2 . Draw 5 red apples. Write 5 .
Thursday	Write "Dd" five times, neatly. Write the sight words 2 times, neatly. in am see go Practice spelling the sight words. (Spelling Test on Friday!)	Draw 3 red apples. Draw 2 green apples. How many apples all together? _____

Science/ Social Studies Unit: Five Senses

Math: Sorting objects, Rote counting 1-25, counting objects 0-5

Vocabulary Words: in am see go *five (bonus)

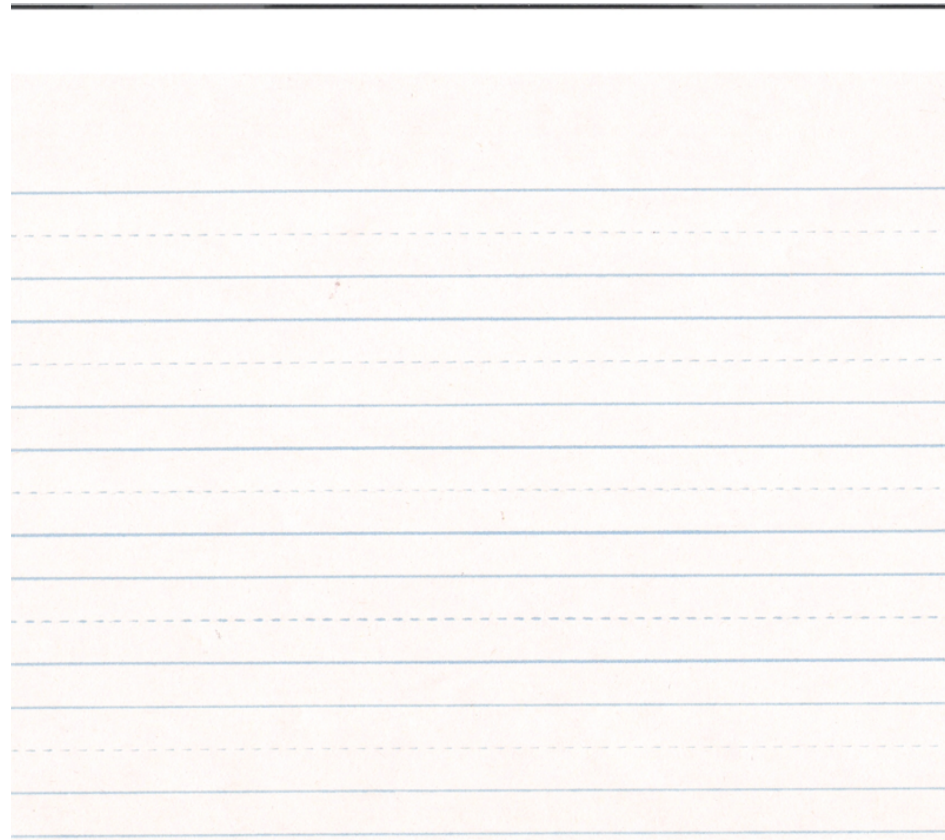
Optional Activities:

1. Make flash cards with letters and make the sound for each letter, then write them.
2. Say a letter. Have your child think of a word that begins with that letter (sound).
3. Make flash cards with the number words and numbers. Practice matching them. (1-10)
4. Bounce a ball with your child. Count as you bounce. Try counting by 5's!
5. Try to make a sentence with each one of the sight words. Write the sentences.

Classroom Needs: Treats for the Treat Jar and ink cartridges for hp #96 or #97

Please keep Homework Assignment Sheet in the homework folder.
Return this folder to school every day.

Bring Box Tops for School Supplies



Behavior Management

Positive Motivators:

Verbal rewards	Happy notes	Extra Recess
Stickers	Phone calls	Extra center time
Candy treats	Special treats	Certificates/ Awards

We welcome donations for our candy treat jar or other fun things for our special treat box. Things like pencils, erasers, small toys, stickers, and tattoos are always appreciated.

Rules:

1. Listen when your teacher is talking.
2. Raise your hand.
3. Follow directions quickly.
4. Be safe, be kind, and be honest.
5. Respect others, yourself, and your school.
6. Sit crisscross applesauce with your hands in your lap.

Students will begin their day on Ready to Learn and will have the opportunity to move their clip up the chart when good choices are made.

We concentrate on positive reinforcement as much as possible, however there are times when rules are not being followed and consequences are enforced. We have a clip chart in our classroom to remind us to follow rules at school. Students will have a behavior chart in their homework folder to be signed each night indicating their behavior for the day.

Consequences:

- 1st time - Verbal reminder
- 2nd time - Move clip to Warning
- 3rd time - Move clip to Consequence
- 4th time - Move clip to Parent Phone Call (This may result in an Office Referral)

Consequences may include walking at recess, silent lunch, timeout in another classroom, or office referrals. Severe behaviors will result in a direct visit to the office.

Keep this top portion for your records

Outstanding
pink
Great Choices
purple
Good Choices
blue
Ready to Learn
green
Warning
yellow
Consequence
orange
Parent Contact
red

Helpful Hints

Encourage your child to:

- Get plenty of rest each night!
- Learn their lunch number, bus number, van name etc.
- Have self control!
- Talk at appropriate times.
- Treat others as they want to be treated.
- Be responsible and bring back materials every day.
- Use school tools appropriately.
- Review and practice skills learned in class.



Report Card Dates

MARKING PERIODS

Grades K-8 (Nine Week) Marking Periods

Week	End Date	Report Card Issue Date
1 st 9 Weeks	10/27/2017	11/6/2017
2 nd 9 Weeks	1/19/2018	1/29/2018
3 rd 9 Weeks	3/28/2018	4/16/2018
4 th 9 Weeks	6/8/2018	Mailed Home

Interim Report Dates:

September 27th

December 6th

February 28th

May 9th

Websites

Starfall

ABCYA

Harry Kindergarten

Have Fun Teaching

Pitt County Schools

Curriculum Guide

Thank you for coming tonight!
We appreciate all you do to help
make your child's education a
success!

Questions???

