



# Rymfire Elementary School

Flagler County School District

## KINDERGARTEN

Volume I, Issue I

August 2008

### Raising Student Achievement One Day at a Time

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Dear Parents,

The goal of Rymfire Elementary School is to provide a quality education for every student. Our school works toward this goal by making sure that every child has an exciting and meaningful learning experience. We expect all of our students to learn and demonstrate increasingly complex skills as they progress through the grades towards ultimately becoming a responsible and productive member of society.

In an effort to involve you to the greatest extent possible in your child's education, we have compiled an outline of what your child will learn in this grade level. You can impact your child's academic success by becoming familiar with this curriculum and how you can reinforce classroom activities at home. The grade level expectations have been adopted by the state to provide focus and consistency for teachers, parents, and students.

If you have questions regarding curriculum or school programs, please call your child's teacher or principal.

Sincerely,  
Paula St. Francis  
Principal

### Language Arts

#### Reading

- knows the names of the letters of the alphabet (both upper and lower case)
- knows the sounds of the letters of the alphabet
- understands basic phonetic principles ( knows which sound is in the beginning, middle, end of a word, blends individual sounds into words)
- understands that print conveys meaning
- understands how print is organized and read (locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom, left-to-right, sweeping back to left for the next line)
- uses strategies to comprehend text (retelling, discussing, asking questions)
- uses titles and illustrations to make oral predictions
- identifies frequently used words in performing

tasks (directions, graphs, charts, signs, captions)

#### Writing

- uses prewriting strategies (drawing pictures, recording or dictating questions for investigation)
- generates ideas through brainstorming, listening to text read by teacher, discussing
- uses directionality of print in writing (including, but not limited to, left-to-right, top-to bottom, spacing between words)
- demonstrates ability to sequence events during shared writing exercises
- uses basic computer skills for writing (including, but not limited to, using a mouse, locating numbers/letters on keyboard, turning computer on/off, and locating and opening application icon)
- uses spelling approximations in written work

#### GRADE LEVEL EXPECTATIONS

##### A Representative Sample of Expectations by Grade Level

For more detailed grade level expectations see the Florida Department of Education Website

<http://www.firn.edu/doe/menu/sss.htm>

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Language Arts	1
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#### Special points of interest:

- Things Parents Can Do Page 4
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*"There are perhaps no days of our childhood we lived so fully as those we spent with a favorite book."*

*Marcel Proust*

•uses spelling approximations in written work

**Listening, Viewing, and Speaking**

- follows two-step oral directions
- listens to oral language in different forms (stories read aloud, audio tapes, nursery, rhymes, songs)
- follows rules of conversations (taking turns speaking and listening)
- listens for specific information, including sequence of events
- understands the main idea in a non-print communication

**Language**

- knows patterns of sound in oral language (rhyming, choral poetry, chants)
- uses repetition, rhyme, and rhythm in oral and written texts (reciting songs, poems, and stories with repeating patterns; substituting words in a rhyming pattern)
- knows different functions of language

(expressing oneself, describing objects)

- recognizes the differences between less formal language that is used at home and more formal language that is used at school and other public settings
- understands that word choice can shape ideas, feelings, and actions (story language, descriptive words)

**Literature**

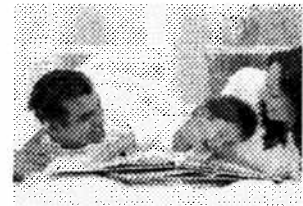
- knows the sequence of events, characters, and setting of stories (read-aloud stories)
- knows a variety of familiar literary genres (fiction, nonfiction, picture books, fairy tales, legends)
- relates characters and simple events in a read-aloud book to own life
- uses a variety of personal interpretations to respond to stories and poems (talk, movement, music, art, drama, writing)
- knows rhymes, rhythms, and patterned structures in children's text (repetitive text, pattern

movement, music, art, drama, writing)

- knows rhymes, rhythms, and patterned structures in children's text (repetitive text, pattern books, nursery rhymes)

**Ideas for Helping Your Child at Home**

- Read aloud to your child.
- Provide writing tools: paper, crayons, pens, pencils, chalk-board.
- Encourage discussions at meal times.



**Mathematics**

**Number Sense, Concepts, and Operations**

- counts up to 10 or more objects using verbal names and one-to-one correspondence
- reads and writes numerals to 10 or more
- uses language such as *before* or *after* to describe relative position in a sequence of whole numbers on a number line up to 10 or more (for example, 4 is before 5, 5 is after 4)
- uses sets of concrete materials to represent quantities, to 10 or more, given in verbal or written form
- compares two or more sets (up to 10 objects in each set) and identifies which set is equal to, more than, or less than the other
- creates and acts out number stories using objects

**Measurement**

- describes concepts of time (before or after, day or night)
- describes concepts of temperature (for example, hot or cold)
- knows the time of day as day or night, morning, afternoon, or evening, and yesterday, today, or tomorrow
- measures length of objects and distance using nonstandard concrete materials
- weighs objects to explore concepts of heavier and lighter
- knows ways to measure time, including calendar, days, weeks, months, and days of week

**Geometry and Spatial Sense**

- matches objects to outlines of their shapes
- knows two-dimensional shapes (circles, squares, rec-

tangles, triangles), describing similarities and differences

- identifies left and right hand
- follows directions to move or place an object in relation to another (for example, next to, to the right of)
- sorts and classifies objects by color, shape, size, or kind
- identifies objects that do not belong to a particular group (for example, blue lid in set of red lids)
- knows spatial relationship (in or out, above or below, over or under, top, bottom, or middle)

**Algebraic Thinking**

- predicts and extends existing patterns using concrete materials
- uses one-to-one matching to determine if two groups are equal
- uses concrete objects to create a pattern

groups are equal

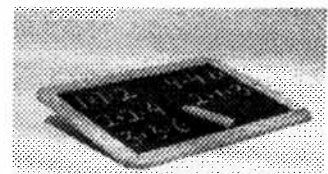
- uses concrete objects to create a pattern

**Data Analysis and Probability**

- interprets data exhibited in concrete or pictorial graphs

**Ideas for Helping Your Child at Home**

- Encourage your child to sing number songs
- Involve your child in counting and matching activities, such as matching plates to the number of people eating dinner
- Match pairs of socks at laundry time.



## Social Studies

### Time, Continuity, and Change (History)

- listens to, views, and discusses stories, poems, and other media about people from other places and times
- understands that history tells the story of people and events of other times and places
- knows selected roles of family members in various settings ( work, play, home)
- distinguishes among past, present, and future
- understands basic modes of communication (gestures, oral,

- written, symbols)
- understands basic modes of transportation ( walking, riding animals, various kinds of animal-drawn wagons, boats, trains, bicycles, cars, air-planes, space shuttles)
  - knows selected art forms from various cultures (dances, musical styles)
  - understands that art can differ in various cultures

### People, Places, and Environments (Geography)

- knows terms that describe relative location ( near, far, up, down, left, right, behind, in front)
- knows the locations of various places in the school

- (office, library, playground, cafeteria, bathrooms)
- knows that the globe is a model of the earth
  - identifies physical and human features of familiar places
  - knows types of shelter, food, and clothing used by people in the community
  - knows basic needs of families (food, shelter, clothing, companionship)

### Government and the Citizen (Civics and Government)

- understands why rules are necessary
- listens to, views, and discusses stories, poems, and other media about qualities of a good citizen

- knows some actions associated with good citizenship (for example, taking turns, sharing)

### Production, Distribution, and Consumption (Economics)

- knows simple descriptions of work and jobs that people do
- understands the basic concept of exchanging money for goods
- understands the concept of saving money for future needs and wants

#### Ideas for Helping Your Child at Home

- Introduce your child to various musical styles by playing the radio on different stations.
- Pick out various modes of transportation while driving in the car.

## Science

### The Nature of Matter

- uses charts to display daily changes in the weather
- knows ways to care for the Earth at home and in school (for example, limiting use of paper towels, turning off water while brushing teeth, turning off lights when no one will be in the room)
- knows that objects have many different observable properties:

- color
- shapes (circle, triangle, square)
- forms (flexible, stiff, straight, curved)
- textures (rough, smooth, hard, soft)
- sizes and weights (big, little, large, small, heavy, light, wide, thin, long, short)
- positions & speeds

- (over, under, in, out, above, below, left, right, fast, slow)
- knows that matter exists in different states (solid, liquid, gas)
  - knows that materials can be changed by cutting, folding, bending, and mixing
  - knows that some objects are made up of many different materials

### Force and Motion

- understands that different things move at different speeds (bicycle/motorcycle, car/plane, tortoise/hare)
- knows the names of objects that roll, slide, or fly
- knows that the motion of an object (for example, toy truck, toy car, ball, marble) can be changed by a push or a pull

### Earth and Space

- knows that the sky looks

different during the day than it does at night

- knows that the position of the Sun in the sky appears to change during the day
- knows some of the objects seen in the night sky (for example, stars, Moon)

### The Nature of Science

- knows that learning can come from careful observation
- repeats events several times and compares the findings
- knows that the five senses (taste, touch, hearing, sight, smell) allow us to take in and respond to information in order to learn about our surroundings
- displays answers to simple questions involving two categories or choices using concrete materials or pictures on a graph or chart (for example, in a class, number of boys and

a graph or chart (for example, in a class, number of boys and girls, students with buttons and students with no buttons)

### Processes that Shape the Earth

- knows that the surface of the Earth is composed of different types of solid materials (for example, sand, pebbles, rocks, clumps of dirt)
- knows that life occurs on or near the surface of the earth in land, water, and air

### Processes of Life

- knows some of the basic needs of living things (for example, food, water, space)
- knows names for animal offspring (for example, puppies, kittens, cubs, calves, chicks, children)

• knows ways living things change and grow over time (for example, seed to flowering plant, tadpole to frog)

#### How Living Things Interact with Their Environments

- understands ways that animals obtain food from plants and other animals
- knows that if living things do not get food, water, shelter, and space, they will die

#### Energy

- knows the effects of sun and shade on the same object (for example, crayons, ice, chocolate)

• knows that light can pass through some objects, but cannot pass through other objects

- understands that a terrarium or an aquarium is a model of a system
- knows some processes where heat can be released (for example, playing a radio, burning a candle)
- understands that people eat food to survive

#### Ideas for Helping Your Child at Home

- Observe the night sky and keep a journal about observations.
- Bake cookies to observe how the color and shape change after cooking

## For Parents

Prepared by the FCRR Curriculum and Instruction Team:  
Marcia Kosanovich, Ph.D. Carol Robinson, Ph.D. Mary Van Sciver, M.S. Michelle Wahl, M.S.

1. Create a special workspace and schedule daily quiet time for your child to do his/her homework from school. Be sure this is a time you are available to help if needed.
2. Schedule 15 minutes of special time everyday to read to your child. Before you read each book, read the title and look at the cover and pictures inside. Ask your child what she thinks the book may be about (prediction). After reading the book, review her prediction. Was the prediction right? If not, what happened instead?
3. Plan to go to the school library, public library, or the local bookstore once each week and read a new book together. After reading each book, talk to him about what happened at the beginning, the middle, and the end of the story.
4. Play rhyming games. Say two words that rhyme (e.g. cat, sat) and ask your child to say a word that rhymes with your words. Take turns. Ask your child to say a word and then you respond with a rhyming word. For example, child says "cat", parent says "hat"; child says "chair", parent says "pair".
5. Take turns thinking of two words that begin with the same sound. Examples: mom, moon; dog, door; fun, fast; paper, pet.
6. Play the "say it fast" game. Say a word, one sound at a time and have your child say the word at a normal rate. For example, you say each sound in the word cat, "/c/ /a/ /t/." Then your child says the word at the normal speed, "cat." Play this game with about five to ten short words (e.g. am, is, it, in, on, sit, pan, sun, top, net, fin) each day.
7. Take every opportunity you can to help increase your child's vocabulary. You can do this by pointing to things and asking the child to tell you what they are, or you can stop and explain the meaning of any words in your reading that the child may not understand. The more you talk to your child, the faster their vocabulary will grow.

**"If you add a little to a little, and then do it again, soon that little shall be much." —Hesiod**

## Suggested Books

The Cat in the Hat - Dr. Seuss

The Shape of Me and Other Stuff - Dr. Seuss

Clifford the Big Red Dog - Norman Bridwell

The Very Hungry Caterpillar - Eric Carle

My Very First Book of Shapes - Eric Carle

Goodnight Moon - Margaret Wise Brown

Brown Bear, Brown Bear What Do You See? - Bill Martin Jr.

Read-Aloud Rhymes for the Very Young - Jack Prelutsky

Mrs. Wishy Washy - Joy Cowley

Always Room for One More - Nonny Hogrogian

The Lost Button - Arnold Lobel

Anno's Math Games - Mitsumasa Anno

In a Pumpkin Shell - Joan Walsh Anglund

The Mother Goose Treasury - Raymond Briggs

The Wobbly Tooth - Nancy Cooney

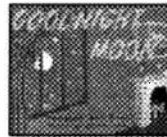
Nobody Asked Me If I Wanted a Baby Sister Martha Alexander

The Storm Book - Charlotte Zolotow

Noisy Nora - Rosemary Wells

Harold and the Purple Crayon - Crockett Johnson

Good Night, Gorilla - Peggy Rathmann



*Children are made readers on the laps of their parents. (1994)*

*~ Emilie Buchwald ~*

## Web Sites for Parents

<http://www.netsmartz.org/>

The NetSmartz Workshop is an interactive, educational safety resource to teach kids and teens how to stay safer on the Internet. NetSmartz combines the newest technologies available and the most current information to create high-impact educational activities that are well received by even the most tech-savvy kids

<http://www.healthykids.org/>

A public/private organization providing quality health insurance to Florida's children.

<http://www.readingrockets.org/home.php>

Hundreds of research-based and best-practice articles about reading and video interviews with top children's book authors plus great kids books.

<http://www.rif.org/>

Check out tips and activity ideas to help you motivate your kids to read.

*"Children are our most valuable natural resource."*

Herbert Hoover  
President, Engineer,  
Statesman, and  
Humanitarian  
1874-1964

