Kickoff to Kindergarten

2020 ~ 2021
Agenda

Staff Introductions
Administrators
Front Office Staff
Teachers and Paraprofessionals

Academic Information
Standards
Assessments
Report Cards

Kindergarten Tidbits
Routines
Schedules
Questions

If you have questions throughout the presentation, please add them to the chat box. Thanks!!!
Introductions

Meet the Spring Hill Elementary Staff
Administrators

Principal
Jamie Munoz

Assistant Principal
Anissa Freeman
Front Office Staff

Secretary
Pamela Lyons

Nurse
Nirmada Hall
Counselors

Mrs. Patricia Scott

Mrs. Bekah Kirk
Title I Staff

Mrs. Cara Colson

Mrs. Katie Gay
Mrs. Draper and Mrs. Stancu

Teacher

Paraprofessional
Ms. James and Mrs. Edwards

Teacher

Paraprofessional
Ms. Thompson and Ms. Auers

Teacher

Paraprofessional
Mrs. Young and Mrs. Riffell

Teacher

Paraprofessional
Websites

Spring Hill- https://www.fcboe.org/shes

Fayette County Schools- https://www.fcboe.org/

Georgia Department of Education https://www.georgiastandards.org/Pages/default.aspx
School wide expectations:

- Be responsible
- Be respectful
- Be safe
Academic Areas
Kindergarten Standards

The Kindergarten teachers are aware that each student has his or her own strengths and weaknesses. We tailor our instruction to meet those individual needs. We will use several different strategies including differentiation of assignments, guided reading, guided math, and flexible grouping to meet those needs.
- Identify characters, settings, and major events in a story.

- Ask and answer questions about key details in a text.

- Retell familiar stories, including key details.

- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Foundational Reading

- Print Concepts - difference between letters & words, identify letter names, track print

- Phonological Awareness (letter sounds, isolate sounds, manipulate sounds, rhyming, syllables)

- Phonics/Word Recognition (letters, word building, sight words)

- Fluency (automatic and fluent)
Foundational Reading

- Know all uppercase letters
- Know all lowercase letters
- Know all letter sounds
- Reads 62 letters in 1 minute
- Blend real and nonsense (3-letter words)
- Reads a minimum of 40 sight words
Sight Words

Sights words are words that can be difficult to sound out and should be learned by sight. Learning sight words will help your child learn how to read and strengthen their writing and reading abilities.

Students will be taught 100 sight words and expected to master a minimum of 40 words.
Writing

Use a combination of drawing, dictating, and writing to compose opinion pieces (my favorite animal), informative/explanatory texts (provide information on given topic) and narrative pieces that narrate a single event or several loosely linked events.

Students will be given 2 writing assessments per unit. We will have a total of 6 units.

Students will:
Write in complete sentences, using correct punctuation and capitalization, writing several sentences with prompting and support, as well as handwriting.
Math

• Counting by 1’s and tens to 100
• 1-1 correspondence counting sets
• Count from any given number
• Addition/Subtraction Strategies
• More/Less
• Coins
• 2D and 3D shapes
• Place value 11-19
• Graphing
• Sorting/grouping objects
Science

- **Earth Science**
  - Day and night sky
  - Sort rocks and soils

- **Physical Science**
  - 5 Senses
  - Motion
  - Gravity

- **Life Science**
  - Living and nonliving
  - Plants and animals
Social Studies

**Historical Understandings**
- National Holidays
- American Symbols
- Chronology and Time

**Geographic Understandings**
- American culture and family celebrations
- Maps and globes
- Street address, city, state and country in which you live

**Government/Civic Understandings**
- Rules and procedures
- Character traits (honesty, self-control, truth, respect, pride…)

**Economic Understandings**
- Community Helpers
- Wages and Salaries
- Goods and Services
- Wants and Needs
Standards Based Grading

- A standards-based report card gives information on the student’s progress on the standards he/she is learning.
- The student’s progress is reported in terms of performance levels.
- The indicated progress is based on evidence from the student’s most recent work.
- A standards-based report card can show growth over time.
- Academic standards are reported separately from behaviors.
## Standards Based Grading

<table>
<thead>
<tr>
<th>Score</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indicates that your child has minimal ability to perform the standard, therefore needing additional instruction</td>
</tr>
<tr>
<td>2</td>
<td>Indicates that your child still needs prompting and support to perform the standard</td>
</tr>
<tr>
<td>3</td>
<td>Indicates that your child can consistently demonstrate mastery of the standard.</td>
</tr>
<tr>
<td>4</td>
<td>Indicates that your child can self-initiate and extend knowledge of the standard.</td>
</tr>
</tbody>
</table>

*In some cases a 3 is the highest score that can be earned. For example, a student can only learn 26 letters.*
Report Card Resources

Standard Based Report Cards
Parent Presentation

Report Card Sample
## Rubric Example

### English/Language Arts

<table>
<thead>
<tr>
<th>Report Card Section</th>
<th>Domain/Standard Assessed</th>
<th>Beginning to Demonstrate (1)</th>
<th>Developing (2)</th>
<th>Meets (3)</th>
<th>Exceeds (4)</th>
<th>Evidence or support could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING FOUNDATIONAL</strong></td>
<td>ELA&lt;EKRF1</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
<td>Recognize that a book can be read.</td>
<td>Hold a book correctly standing at the front and right side up.</td>
<td>Follow words from left to right, top to bottom, page by page.</td>
<td>N/A</td>
</tr>
<tr>
<td>Understands concepts of print</td>
<td>ELA&lt;EKRF1</td>
<td>b. Recognize that spoken words are represented in written language by specific sequences of letters.</td>
<td>Beginning to recognize print in their environment.</td>
<td>Begin to recognize that spoken words are represented by letters.</td>
<td>Recognize that spoken words are represented in written language by specific sequences of letters.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>ELA&lt;EKRF1</td>
<td>c. Understand that words are separated by spaces in print.</td>
<td>Beginning to understand that words are separated by spaces in print.</td>
<td>Apply varied spacing between words. (GKIDS)</td>
<td>Apply consistent spacing between words. (GKIDS)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Journal Writing
- Claps out words
- Finger points to words.

**GKIDS 2.0**
- Big Idea 1
- Progression 1--Conventions of Writing
- Progression 2--Spelling
- Big Idea 3
- Progression 2--Phonics

- Students will likely understand spacing in printed text before they master it in writing.

**GKIDS 2.0**
- Big Idea 1
- Progression 1--Conventions of Writing
Homework
Reading Log
15-20 minutes a day

Sight Words
3-5 words a week

Calendar
Math Practice Book
Assigned pages
Digital Learning
Digital Learning

To access online resources:

Go to the Spring Hill Elementary Website  https://www.fcboe.org/Domain/28

Click on Student Resources then Spring Hill Technology on the drop down menu.

Click the blue cloud icon for Classlink. Select Login with Google. Students will login to Classlink with their username 2033Lastname.Firstname@mail.fcboe.org and their password first two letters of their last name (first letter capitalized) and birthday - Example: Sh06122015
School Supply List
School Supply Examples

- Shoebox with Lid
- Pencil Pouch
- Composition Notebooks
- Spiral Notebook
- Pink Erasers
- Folder with Prongs
Connecting with the Teacher

Email
Schoology
Infinite Campus
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 - 7:40</td>
<td>Morning Procedures</td>
<td>Unpack, Breakfast, Morning Work</td>
</tr>
<tr>
<td>7:40 - 8:00</td>
<td>Morning Meeting</td>
<td>SNN, Circle Time</td>
</tr>
<tr>
<td>8:00 - 9:15</td>
<td>Reading Block</td>
<td>Phonics, Reading, and Writing Lessons</td>
</tr>
<tr>
<td>9:15 - 9:30</td>
<td>Snack and Restroom</td>
<td></td>
</tr>
<tr>
<td>9:30 - 10:20</td>
<td>Math Block</td>
<td>Mini-lesson, Small Groups</td>
</tr>
<tr>
<td>10:25 - 11:00</td>
<td>Specials</td>
<td>Art, Computer, PE, Technology</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>Lunch</td>
<td>Lunch will be in the classroom</td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>Science or Social Studies</td>
<td></td>
</tr>
<tr>
<td>12:00 - 1:00</td>
<td>WIN</td>
<td>Differentiated Instruction</td>
</tr>
<tr>
<td>1:00 - 1:30</td>
<td>Recess</td>
<td></td>
</tr>
<tr>
<td>1:30 - 2:00</td>
<td>Rest Time/D.E.A.R./Dismissal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Things to Know before You Go</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Verbalize wants and needs.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dress themselves.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Independently use the restroom.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Eating habits and cleaning up after themselves.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Know their first and last name. <em>write first name</em></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Use crayons, scissors, and glue.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>State birthday, phone number, and address.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Recognize some letters and numbers.</td>
<td></td>
</tr>
</tbody>
</table>
Thank You!

Questions?

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Alternative Resources