

# SPRUCE STREET KINDERGARTEN

## Curriculum Night

September 23rd, 2021



***\*\*Click on the speaker icons at the top of each slide to hear us say a little about the slide.***



# Social and Emotional Learning Standards



## **SELF-AWARENESS AND SELF-MANAGEMENT SKILLS -**

- Manages emotions and behavior
- Demonstrates skills related to achieving personal and academic goals
- Exhibits curiosity, interest, and willingness to learn new things and have new experiences
- Demonstrates persistence
- Demonstrates organizational skills
- Adapts to change

## **SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS**

- Recognizes the feelings/perspectives of others and develops positive relationships
- Uses communication and social skills to interact effectively with others
- Demonstrates the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

## **DECISION-MAKING SKILLS**

- Applies decision-making skills to deal responsibly with daily academic and social situations

## **COLLABORATION**

- Participates in collaborative conversations
- Listens to others, takes turns, and stays on topic
- Expresses thoughts, feelings and ideas with clarity



# Phonics/Word Recognition Standards

**Phonological Awareness** - syllables, rhymes, blending/segmenting phonemes

**Phonics and Word Recognition** - letter name/sound correspondence, sight words, application of phonics to word analysis (i.e. understanding and applying common spelling patterns/rules when reading and writing)



# WORD WORK and HANDWRITING Practice at Home

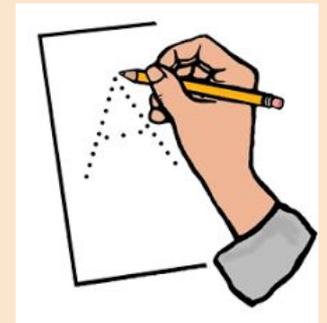
## Word Work

- use songs/poems to practice sight words and rhymes
- practice segmenting (taking apart the sounds in words) and blending (putting sounds together to read words)
- Label things around the house by stretching out the words and carefully listening to the sounds
- Play “I-Spy” for letter names/sound or sight words all around you (on the street, in the grocery store, on your drive, etc). \*Additional ideas for sight words games can be found here: [K Sight Words Games](#)
- Link to interactive slides for sight words and letter name/sound practice: [Interactive Sight Words](#), [Interactive Letter Sounds](#)



## Handwriting-

- forming letters from the top down
- writing on the line
- pay attention to the size of the letter, depending on whether it is a uppercase or lowercase letter





# Reading Standards



## Print Concepts

- follows left to right, top to bottom
- identifies front, back, title of book
- demonstrates 1:1 correspondence

## Fluency

- demonstrates comprehension
- uses words/phrases acquired through conversations, reading/being read to, to respond to texts

## Key Ideas and Details

- retells key details from text
- identifies characters, setting, major events or key pieces of information in text craft/structure

## Integration of Knowledge and Ideas

- describes relationship between illustration and text
- identifies specific information to support ideas in a text
- makes connections between self/text/the world
- explores and uses new vocabulary and applies them accurately





# READING Practice at Home



- Read books, sing songs, and tell stories at home **every day/night!** This is so important for developing oral language, increasing vocabulary and understanding/a sense of story.
- Your child will be taking home leveled books in a couple of months, so they can practice reading from those, too.

## Helpful Links:

### **-Student Friendly Charts:**

- [Tricky Word Strategies Chart](#)
- [Reading Comprehension Strategies Chart](#)
- [Reading Comprehension Questions by Reading Level](#)

### \*Book/Text Level Descriptions:

<https://drive.google.com/file/d/1-idjwAsrNJ9A9T1Jr1Ik1vJoUoh70kF4/view?usp=sharing>

### \*Reading Level/Grade Level Correspondence Chart:

<https://drive.google.com/file/d/1ZmN0KfRsaTKCKHSNtxryMxQeJBqCRs9B/view?usp=sharing>



# Writing Standards



Uses a combination of drawing, dictating, oral expression, and emergent writing in the following genres:

- Opinion/Persuasive Writing:** state an opinion about a familiar topic or personal experience and states a reason to support that opinion
- Informational Writing** (All About Books & Procedural Books/How To's): name a familiar topic and supply information
- Narrative Writing:** narrate an event or events in a sequence

## **Conventions of Academic English/Language for Learning:**

- uses correct English grammar when writing or speaking
- uses correct capitalization, punctuation, and spelling when writing
- uses a variety of words to identify and describe the world, making connections between words and their use



# WRITING Practice at Home



- Tell oral stories at home. The beginnings of writing has to do with the ability to think and express oneself clearly. Making a habit of orally telling stories will help your child think through their ideas (i.e. sequencing, using descriptive words, forming complete sentences).
- Practice writing sight words (repetition is key). The more sight words they know, the more they can add to their writing.
- Practice stretching out sounds in words. The more sounds they hear the more they can add to their words.

## **Helpful Links:**

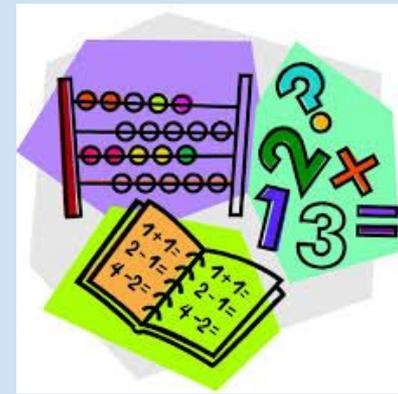
[Early Writing Stages & Developmental Progression](#)

[K Sight Words Chart](#) *(this can also be used to assist with letter sounds - the beginning sound of each picture represents that letter sound)*

[Editing Checklist](#)



# Math Standards



## -COUNTING AND CARDINALITY

- counts to 100 by 1's and 10's from any given number
- writes numbers to 20
- compares numbers - greater than, less than, etc.

## -OPERATIONS AND ALGEBRAIC THINKING

- Adds and subtracts within 10 (e.g. using objects & drawings to represent the problem)
- Fluently adding and subtracting within 5 (in kindergarten, this means students can find sums and differences within 5 reasonably quickly, and say or write it.)
- creates and extends patterns

## -NUMBERS AND OPERATIONS IN BASE TEN

- understands place value of tens and some more ones

## -MEASUREMENT AND DATA

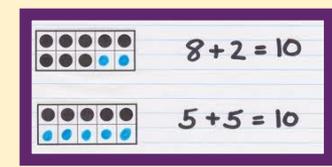
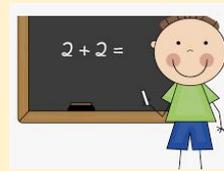
- Describes, compares and classifies attributes of objects
- Identifies pennies and dimes

## -GEOMETRY

- Identifies, describes, analyzes, compares, sorts and differentiates 2D & 3D shapes
- Compose larger shapes from simple shapes
- Describes objects in the environment using relative positions words



# Math Practice at Home



- Practice counting with your child up to 100 by 1s. Encourage one to one matching with their fingers or a pointer when counting as well as organizing objects to help them count more easily. Make a habit of double checking your counting!
- Practice writing numbers 1 - 20 and comparing quantities (greater or less)
- Keep playing math games introduced in lessons!
- Example of end of year word problems that students are expected to be able to solve and explain using pictures/objects. Ask them HOW they know their answer or to prove it!

Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now?  
 $2 + 3 = ?$

Five apples were on the table. I ate two apples. How many apples are on the table now?  
 $5 - 2 = ?$

Three red apples and two green apples are on the table. How many apples are on the table?  
 $3 + 2 = ?$

Five apples are on the table. Three are red and the rest are green. How many apples are green?  
 $3 + ? = 5$ ,  $5 - 3 = ?$

## Helpful Links

Math Developmental Concepts Chart

[https://drive.google.com/file/d/1rgqzWzkpXztVZk-oldrhVIWHPKU0c\\_7Q/view?usp=sharing](https://drive.google.com/file/d/1rgqzWzkpXztVZk-oldrhVIWHPKU0c_7Q/view?usp=sharing)

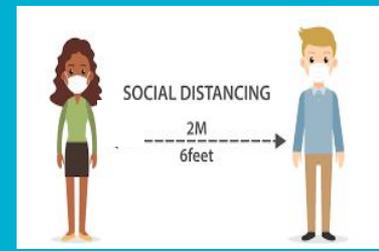
Math is Everywhere! Watch this video to learn about ways that you can incorporate math into everything you do and see how you can find math everywhere.

<https://drive.google.com/file/d/1ATT852lb3rFYPQFBs45krtIsW0FLhkID/view?usp=sharing>

**\* Students will be receiving IXL accounts, which students will get to practice various skills on, including math. We will be in touch shortly with student account information!**



# Safety Protocols



In order to ensure the safety of your child and others...

- ❑ **Face masks will be required** for the entire length of the school day, except when they are eating and drinking.
- ❑ **Social distancing of 3ft will be implemented where possible** across all school settings.

\*CDC Guidance for K-12 Schools:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

\*CDC Guidance for room set up (social distancing was updated to 3ft instead of 6ft):

[https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/How Do I Set Up My Classroom.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/How%20Do%20I%20Set%20Up%20My%20Classroom.pdf)

**\*\*If your child experiences any Covid related symptoms or has been in contact with someone suspected of having symptoms of Covid, please keep your child at home and get tested! This is to ensure the safety of everybody!**

**\*Link to NY Health & Hospitals testing sites:**

<https://www.nyhealthandhospitals.org/covid-19-testing-sites/>



# Lunch Protocols

Mondays-Thursdays - lunch in the classroom

Fridays - lunch in the cafeteria



- ❑ Pack food and drink items in containers/packaging that **students can open and close independently** (you can practice together at home to be sure!).
- ❑ Pack utensils that your child can utilize **without adult assistance**.
- ❑ If your child needs a **school lunch**, we ask your child what they want from the menu and place those orders with our school kitchen in the AM. *You may find the DOE Lunch menu on our school website: <https://www.sprucestreetnyc.org/>*
- ❑ **Review hand-washing and clean-up routines** at home.



# Building Independence



- ❑ **Jackets:** Students should be able to put jackets on and take them off independently. Please practice dressing routines at home.
- ❑ **Lunch:** Students should be able to open the contents of their lunch off independently. Please practice opening/closing lunch materials at home.
- ❑ **Shoes:** If your child's shoes become untied often and he/she cannot tie them independently, consider Velcro or slip-on shoes. Please practice tying shoes at home!
- ❑ **Backpacks:** Students should be able to pack/unpack and put on their backpacks independently. Please practice at home!



# K-01's Special Class Schedule

**Mondays** - Music

**Tuesdays** - Science & Library

**Wednesdays** - P.E. & Music

**Thursdays** - Music & Science

**Fridays** - Art & Library

**\*Students will also have 20 mins of rooftop/outdoor recess per day** - *dress in closed-toed shoes and layers as the rooftop can get very windy and be colder than street-level temps (and our classroom can get very warm in warmer weather and very cold in colder weather).*

## K-01's Classroom



[Click this link if the video will not load on this slide](#)

# K-02's Specials Schedule

**Mondays** - Music & Gym (wear sneakers)

**Tuesdays** - Library & Art

**Wednesdays** - Science & Music

**Thursdays** - Science & Library

**Fridays** - Music

**\*Students will also have 20 mins of rooftop/outdoor recess per day - dress in layers as the rooftop can get very windy and be colder than street-level temps (and our classroom can get very warm in warmer weather and very cold in colder weather).**

# K-02's Classroom:



**Link to video (if it doesn't load):**

[https://drive.google.com/file/d/1oW1xKF5HMU9YZAvF4KsGcS\\_1lh1viT6K/view?usp=sharing](https://drive.google.com/file/d/1oW1xKF5HMU9YZAvF4KsGcS_1lh1viT6K/view?usp=sharing)