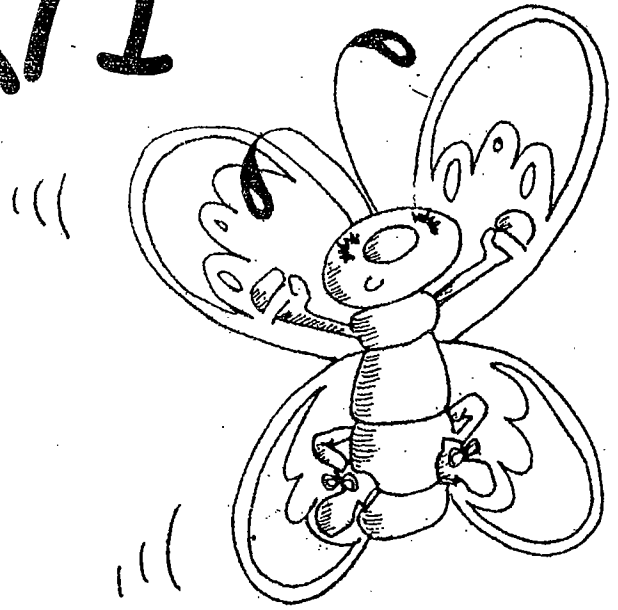


# Welcome To K/1

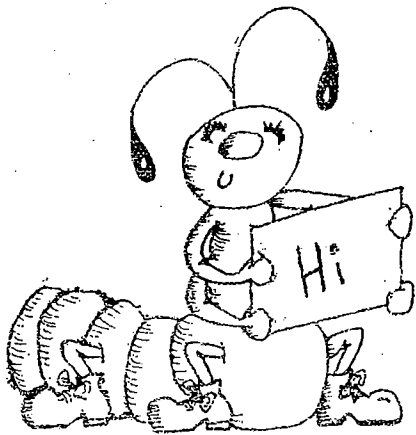
Mrs. Gillette



Mrs. Hogans

Mrs. Bardet

Mrs. Rainey



## **Curriculum**

### **Reading and Language Arts**

This year your child, both Kinder and First, will be exposed to a wide range of reading and writing experiences. Our core program is Houghton Mifflin. It is a complete language arts program that encompasses reading, writing, listening and speaking, as well as phonics (letter sounds), phonemic awareness (taking apart words, and putting sounds together to make words), read alouds, shared reading, songs and poems, independent reading and guided reading. Children will also participate in daily writing activities and experience model writing during our writer's workshop.

First graders will also be using Spelling through Phonics, and the McCracken program. We will work on decoding short and long vowel words, identifying story elements such as plot, setting, and characters. Kinders will work on writing two sentences by the end of the year. First graders will work on writing 4 or more sentences on a topic and using high frequency words in our writing by the end of the year.

### **Mathematics**

Our district adopted program is called EnVision Math, Scott Foresman-Addison Wesley. Our Kinder friends will be sorting and classifying, making patterns, graphing, counting, comparing numbers, and learning about shapes as well as measuring and beginning to add and subtract.

Our First graders will be learning concepts covering: numeration and counting, measurement and geometry, math operations, which include knowing math facts in addition and subtraction to 20,

telling time. Envision math lessons feature interactions, a technological component, as well as time for independent practice.

## **Social Studies**

Scott Foresman is the district adopted Social Studies program that extends into our daily life. The themes school, family, and community, as well as getting along are an integral part of our Kinder and First grade environment. We will explore the geography of the world and people, learning about our world now and long ago. We will learn about the symbols, icons, and traditions of the United States, as well as respecting and honoring those with different cultural backgrounds. Many of these lessons come from big books, daily classroom experiences and looking at the globe and maps, and using the technology available through the curriculum.

## **Science**

Macmillan/McGraw -Hill is our district adopted science program that meets the state standards. The program focuses on living things, weather, and seasons, as well as the physical sciences: matter and energy. We now have a science lab that is staffed by parent volunteers. **If this sounds like something you would be interested in please sign up!**

## Art and Music

These subjects will be integrated with our monthly themes. Artwork is often saved to display in the classroom and will be sent home at a later date. Don't be alarmed if you don't see projects coming home on a regular basis! 😊

First graders will have the wonderful opportunity to go to VAPA. This stands for Visual and Performing Arts. Approximately every 3 weeks they will visit the VAPA teacher. She will take the children through an exciting journey of drawing, painting, clay, and literature, while they learn of the arts, music, and drama. They love it!

Kinders will enjoy a variety of art and music with their teacher! 😊

## Physical Education

First graders will participate in physical education two times a week. Our P.E. days are Tuesday and Thursday. **Please remind the children to wear sneakers on those days** so that they can participate. Our P.E. teacher is Mr. LaCoste, his assistant is Mrs. Nelson.

## Library/Computer

We will be visiting the Library once a week and are allowed to check out 1 book each visit. Our lovely Librarian is Mrs. Hubley. Our Library day is Monday. The children will be allowed to check out one book. Please return the book by Friday.

Computer time is once a week. Our awesome computer teacher Mrs. Olafsen will allow the children to explore a variety of games and skill activities, which will enhance their academic program. Make sure you check out her webpage on our Cobblestone website.

## Homework

**Our main homework focus for kinder and first grade will be reading and math concepts.** Once reading groups have been established your child will be bringing home a book in their book bag most nights, Tuesday through Friday. *This can take the form of a class made book, a Scholastic reader(paper book) or a Social Studies(paper book). All paper books, Scholastic, Social Studies, and class made, should be kept at home. Small trade books that have the Cobblestone stamp or teachers name must be returned daily.* Please be sure to sign the reading log and return the book to school the following day. The books are kept in a resource room and must be shared with all of the primary grades. **For that reason, it is important that your child return the trade books promptly the next day.**

Your child will bring home a homework folder and their Poetry Folder every Monday. For Kinder this will include literacy and/or math practice paper. For First grade it will consist of math concepts that are covered in class, with a strong emphasis on math facts to 20.

## Classroom Rules

Be Kind, Be Safe, Be a Good Worker and Have Fun. We feel that positive reinforcement is the key to a successful classroom.

However, natural consequences are used when necessary. We focus on teaching respect for others, safety, listening skills, kindness and consideration. We use the 1-2-3 Magic behavior management program. Children receive up to 2 warnings before they are asked to go to the Quiet Spot for a 5 minute time away from the group. If we have concerns regarding your child's behavior, we will contact you.

### **Parent Communication**

Most correspondence will be sent home in the Tuesday Folder. You will find important notices from our school. Most Tuesdays in the folder you will also receive a K/1 newsletter. It will inform you of activities, events, and concepts we are working on. Please return the Tuesday folder by Friday.

We have **one conference** in November, where your child's report card and progress will be shared. In March there will be an opportunity for a second conference if needed.

### **Messages To The Teacher**

**If you have an urgent message for the teacher please send a note pinned to your child!**

If it is not urgent, the best way to contact your teacher is through e-mail. Your teacher will respond within 24 hours.

You can locate us through the website....or

[lgillette@rocklin.k12.ca.us](mailto:lgillette@rocklin.k12.ca.us)

[cbardet@rocklin.k12.ca.us](mailto:cbardet@rocklin.k12.ca.us)

[arainey@rocklin.k12.ca.us](mailto:arainey@rocklin.k12.ca.us)

[khogans@rocklin.k12.ca.us](mailto:khogans@rocklin.k12.ca.us)

If at any time you have a concern about your child we would be happy to arrange an appointment.

## Labels

Please label all jackets, sweaters, and lunch pails with your child's name.

## Hot Lunch

First graders please send your child's lunch money in an envelope with your child's name on it so that we don't have sad boys and girls should a quarter get lost. **Better yet...would be to put money on your child's lunch card account! This can be done through the office, it is easy and safe!**

## Star of the Week

Each week a different child will be the Star of the Week. They will be asked to bring in a poster and other things from home that they would like to share with the class. They may also bring a special or favorite snack to share with their friends for one day. I will send a tote with a poster and journal to complete with your child over the weekend. **Please return all the items Monday Morning.**

## **Child of the Day**

Each day a different child will be Child of the day. This child is the line leader for the day and has special jobs that help the teacher in the classroom.

## **Birthdays**

Most children enjoy having their birthdays recognized at school. Unless instructed otherwise we will have the class sing Happy Birthday to them. You may choose to send in a special treat to help celebrate. A healthy snack will be passed out to the children at the 9:50 snack recess. If you choose to bring a sweet treat, it will be passed out at the end of the end of the day. This is school policy. **Please note that all party invitations should be mailed from home. This is strictly for the protection of our children...to eliminate any sad hearts for those who may not receive one.**

## **Donations**

**We would greatly appreciate a \$5.00 cash donation from each parent to help pay for the cost of cooking ingredients. We do cooking projects, and feel that if we do the shopping ourselves, it would be one less task for you to accomplish in your busy day.**

Many...

many Thanks!



**\*\*Listed below are some hot items in our Art Center that are in constant need of replenishing.**

Paper towel tubes	9-oz plastic cups
cheap paper plates	
Toilet paper tubes	glue sticks
Small baggies	ribbon or string
Buttons	

## **Snacks**

Thank you so much for your wonderful snack donations! Please provide our children with healthy snacks once a month. **PLEASE REMEMBER THAT WE HAVE A SEVERE PEANUT**

**ALLERGY!** All four classes have close to 30 children.

We could use small 3 to 5 oz Dixie cups to serve some of the great snacks that you provide.

## **Book Orders**

Your child will be able to order books from the "Scholastic Book Club". **Please note that all checks are to be made out to "Scholastic"** We would love to have a book order parent for each classroom! This is a great way to build your child's library!

## **Volunteers**

*Thank you for volunteering!!!!* You are a valuable part of our program. All volunteers must check in at the office and obtain a visitors badge before entering the classroom. All volunteers who participate on a regular basis are required to have a TB test or

verification that you have had one. **VOLUNTEERS FOR FIELD TRIPS MUST HAVE A TB AND FINGERPRINT CLEARANCE.** A regular volunteer schedule will be established mid September. If you have a special interest in art, science, social studies, math or any other subject, and would like to bring your knowledge/expertise into the classroom, please let us know! Students love to have super moms, dads, and grandparents visit.

Finally...(bet you thought it would never end!) ☺

We would like to thank you again for the opportunity to work with your child. This year promises to be a fun and exciting experience. *We are sincerely looking forward to becoming a partner with you in your child's education.*

Very Sincerely,  
Laura, Cathy, April, Karen

# READING ALOUD

There is no more important activity for preparing your child to succeed as a reader than reading aloud together. Sit in a quiet place so you can both see the pictures and the words of the book, show your interest and enjoy the time with your child.

## **Before Reading**

Show the cover of the book and read the title, the author and the illustrator.

Talk about the picture on the cover and what the story might be about.

Turn the pages slowly and look at the pictures. Ask your child to comment on what he or she sees.

## **During Reading**

Create a sense of fun by reading in an expressive voice.

Use your finger to track the words so that your child understands the left to right progression.

Explain words or parts of the story that your child does not understand.

Pause occasionally and ask a question. "What do you think will happen next?" "Do you like this character?"

## **After Reading**

Talk about the story – the main idea, the characters in the story and especially about experiences in your child's own life that are similar to those in the book.

Listen carefully to your child's ideas about the story.

Reread, draw, and write about stories to develop understanding.

# LEARNING TO READ

The reading instruction children receive in kindergarten, first, and second grades can be divided into two areas - **word skills and comprehension.**

## **Word skills help a child read words:**

**Phonics** - When children learn to read they become aware that words are made of pieces of sound. The word "cat" for example has three sounds - kuh-a-tuh. When a child learns the sounds of the letters and letter chunks he or she can read most new words by sounding them out.

**Sight Recognition** - A child learns certain words called sight words by memorizing rather than sounding them out. Words such as "the" and "of" are examples of sight words. These words are difficult to sound out and are used frequently. The top 100 sight words represent about half of the words in kindergarten and early first grade reading. A child learns these words gradually by using them in reading and writing over and over again.

**Knowledge of Print** - There are characteristics of print that children need to know in order to read. They are: where to begin reading - left to right, where to go when you finish a line - left side of the next line, where to point as you read - word by word. Children also need to know: that clusters of letters make up words, that letter order is important, that there are first and last letters in words, that spaces are in the story for a reason, that you can choose upper and lower case letters, and that different punctuation marks have meaning.

**Context Clues** - Beginning readers use the illustrations and words they know to predict unknown words. Young readers also learn the meaning of prefixes, suffixes, contractions and compounds to help read new words.

## **Comprehension is understanding the meaning of what has been read:**

A child may be able to read a word by sounding it out but not understand its meaning. Talking about the meaning of a word, sentence or story, and relating the meaning to an experience in your child's own life, develops understanding. Rereading, drawing and writing also develop understanding.



# Sight Words for Beginning Readers

Sight words represent about 50% of the words in beginning reading and writing and they are not easy words to sound out. Young readers learn sight words gradually as they encounter them in early reading and writing. It takes about twenty "sightings" to memorize a word and read it automatically. By the end of kindergarten, a child will usually know about 25 sight words. By the end of first grade, a child will know at least 100.

One popular activity for learning sight words is the "cut up sentence." Here's how to proceed: You will need several sheets of blank 8\_ x 11 inch paper - some cut into 1 inch wide strips the long way, an envelope, a glue stick, scissors, and a pencil. You might also use a file folder as a handy place to keep the completed sentences. You can label the file "My Special Words" and your child can decorate the cover.

Children typically want to learn words that are important or interesting to them. A word such as the name of a friend or a favorite food is more interesting than a sight word like "this" or "we". Let your child choose any word that is interesting to him or her. Make sure the idea for the word and the sentence are your child's own. When your child has decided on a word, ask him or her to dictate a sentence using the word. This sentence will most certainly contain sight words as well as your child's special word. Write the sentence on a sentence strip. Say each word as you write it. Ask your child to point to each word and read the sentence out loud. Then cut the sentence strip into words and ask your child to reassemble the sentence and read it again. Put the cut up words into the envelope. Your child can keep the envelope and practice putting the sentence together.

When your child is ready, glue the words back into a sentence across the bottom (horizontally) of a blank piece of paper. Your child can draw a picture to go with the sentence. Practice only one new word a day and read "yesterday's" sentence before writing a new one.



I	like	ice	cream.
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# LISTENING TO YOUR CHILD READ

Children will usually begin reading to a parent or sibling when they know a book by heart. This is an important beginning for your child. You need to praise the effort not correct mistakes. Don't worry if a word or two is missed.

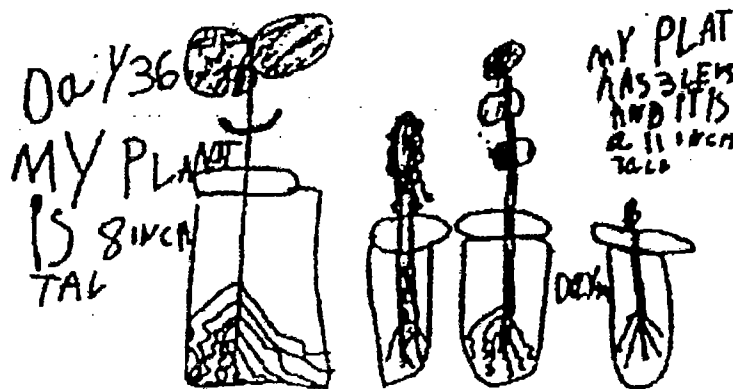
From this point on, building success depends on having the right books. It is better that a book be too easy than too hard for a beginning reader. Ideally, a book is right if your child can read 90% of the words. Start with very simple books that have a repeating phrase and familiar objects.

When your child begins to read aloud to you and cannot read a word, wait a few seconds before saying the word. Beginning readers need to develop strategies for reading. Sounding out words is one strategy. Suggest that your child make the sound of the first letter of the word. Beginning readers also use the pictures for clues. Be patient. When your child has made an attempt and asks for your help, say the word.

If your child reads a word incorrectly, let the mistake go as long as he or she keeps the meaning of the sentence. **Remember you are building your child's confidence as a reader!** Always encourage your child's efforts with positive comments. "Good job! I liked the way you used your sounds. I liked the way you looked at the picture to help yourself. You are becoming a good reader. I'm proud of you!"

Drawing and writing help children organize their thinking, express themselves, and develop a better understanding of the stories they have read. Parents can encourage their children to draw and write from the preschool years on. Don't worry about spelling. Children use "inventive" or phonetic spelling when they are beginning to write. Provide a few supplies such as paper and colored pencils and show your interest.

When you read to your child or your child reads to you, ask him or her to draw a picture about the story – a favorite part or a favorite character. Your child can write or dictate a sentence to go with the picture. Before drawing and writing, it helps to read a story more than once.



The drawing and writing above is from the journal of a kindergarten boy, age five. Keeping a journal is a valuable learning experience for all ages. You can even provide a journal for your preschooler. He or she can dictate a sentence for you to write and draw a picture to go with the words.