



Kindergarten

Back to School Handbook

Fairburn Elementary School

School Policies

Absences

If your child misses a day of school, upon the first day of their return, please send a note explaining their absence. A phone call to the office the day of the absence is very much appreciated also.

Medical Appointments

Medical appointments should be made after school hours, however, sometimes that is not possible. Please sign your child out in the office on a blue form. The office will ring the classroom and I will send your child to you in the office.

Tardiness

Please bring your child to school on time. The warning bell rings at 7:58a.m. and the school day begins with the 8:00a.m. bell.

Allergies

If your child is allergic to any kind of food, please send a note describing the situation.

Administering Medicine

Only our office staff can administer medicines, with a note and specific directions.

SCORES

ACHIEVEMENT

- 4 ADVANCED
- 3 PROFICIENT *
- 2 PARTIALLY PROFICIENT
- 1 NOT PROFICIENT

**Meets grade-level standards*

ENGLISH LANGUAGE DEVELOPMENT (ELD)

- 4 ADVANCED PROGRESS
- 3 AVERAGE PROGRESS
- 2 PARTIAL PROGRESS
- 1 LIMITED PROGRESS

EFFORT

WORK AND STUDY HABITS LEARNING AND SOCIAL SKILLS

- 4 STRONG
- 3 CONSISTENT
- 2 INCONSISTENT
- 1 POOR

Kindergarten Grading Rubric



- Demonstrates a thorough understanding of the concepts and facts specific to the task or situation.
- Demonstrates effort, accuracy, thoughtful color choices, neatness and total completion of the task



- Displays an understanding of concepts and facts specific to the task and situation
- Displays effort, 90% accuracy, total completion of task, and moderate evidence of thoughtful color choices and neatness.

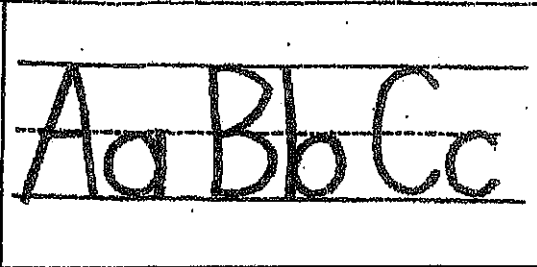
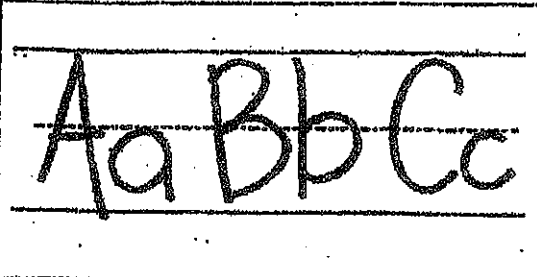
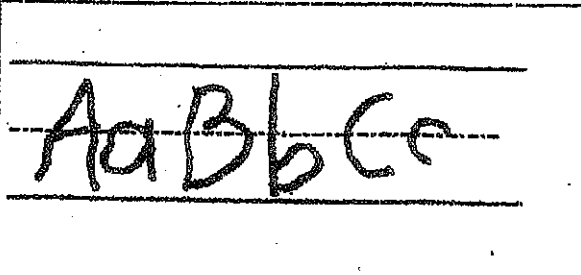
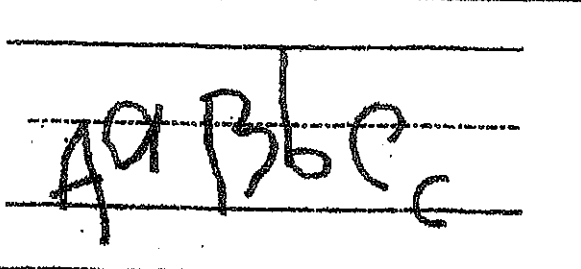


- Displays a partial understanding of the concepts and facts specific to the task or situation
- Displays EFFORT for accuracy and completion of task and color choices and neatness, but remains academically incorrect

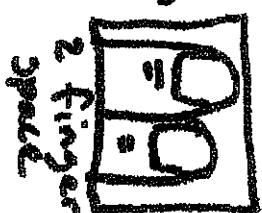



- Demonstrates severe misconceptions about the concepts and facts specific to the task or situation
- Demonstrates little or no effort paid to accuracy, thoughtful color choices, neatness and completion of task





Handwriting Rubric

4 Advanced	
3 Basic	
2 Below Basic	
1 Very Below Basic	

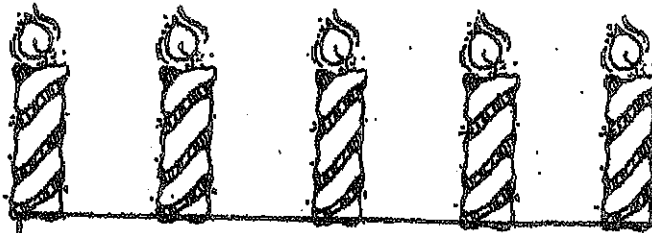
Our Writing Checklist

- Start each sentence with a capital letter. ABC
- Make Spaces between the words.  2 finger space
- End your sentence with a . ! ?
- Sound out words you do not know. 

How many points will your writing get?

			
4	3	2	1

What Makes Up Reading? The Layers



Comprehension

Automaticity/Fluency

Decoding & Word Attack Skills

Alphabetic Knowledge/Phonics

Phonological/Phonemic Awareness

Concepts About Print

What Makes Up Reading?

The Pieces



Vocabulary	Background Knowledge	Academic Language	Text Structure	Comprehension Skills	Comprehension Strategies						
					Monitoring & Clarifying	Summarizing	Making Connections	Predicting	Reading Speed	Asking Questions	Visualizing

Accuracy	Rate	Expression & Intonation
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Short Vowels in CVC Words	Short Vowels, Digraphs, rch trigraph	Short Vowels & Consonant Blends	Long Vowels	Vowel Diphthongs	R & L Controlled Vowels	Multisyllabic Words	Morphology-Word Study	Sight Words
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Letter Names Uppercase	Letter Names Lowercase	Alphabetic Principal	Consonant Sounds	Short Vowel Sounds	Long Vowel Sounds
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Rhyming	Beginning Sounds Same/Different	Beginning Sound Isolation	Ending Sound Isolation	Sound Blending	Sound/Phoneme Segmentation
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Purpose of Print	Upper & Lower Case Letters	Author Illustrator	Concept of First & Last Word	Word to Word Matching	Letter vs. Word	Parts of a Book	Directionality
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Literacy Ideas To Do With Your Child

- Read or look at books every day with your child.
- Talk about the stories you read. It is O.K. for children to move about, to talk and to ask questions.
 - Encourage their questions.
 - Encourage your child to become involved in the story.
- Talk about the outside cover.
 - Ask them what they think the book will be about.
 - Talk about the pictures.
 - Ask them what they think might happen next.
- Ask who do they see in the picture. Children need to name objects as well as animals and people.
- Ask what the people in the story are doing.
- Do they see anything funny? (You may substitute sad or silly.)
- Ask how many different things they see in the pictures - how many cars, or different kinds of animals.
- Ask about what colors they see, or what size something is, or what shape.
- Ask them if they would like to be in that picture or why not.
- Take turns talking about the pages.
- When reading to your child, point out occasional words.
 - Talk about what letter and sound the word starts with.
- Encourage child to "read" their books.
 - Even if a child is not truly reading, they can hold the book in the correct way, turn the pages from left to right, and "read" the book by telling about the pictures. Sometimes children have memorized their favorite book, and can read it to you.
 - Read aloud with joy!
- Visit the library often.
- Tell stories to each other. Talk about stories.
- Talk about the things you've read.
 - Let your child see you reading and talk about what you have read.
 - Ask them to help you look up the time of a TV program in your daily newspaper. Together look up a number in the telephone book. Have them look up the number of their grandparents or friends number in the phone book.
- Model for your child by reading yourself.
 - Read the newspaper together and aloud.
 - Point out the written word on cereal boxes, road signs, and other printed words used in every day life.
 - Have your child label items around the house.
- Reward your child's attempts at writing and reading with praise.
 - Accept and encourage any spellings, even if they aren't even "close".
 - If your child doesn't want to tell you what the writing says, that's O.K.
 - If your child asks you how to spell a word, spell it for them letting them hear the sounds the letters make.
- Encourage their writing and provide writing material for them - paper of different sizes, markers, pencils, and pens.
 - Set up an "office" for them at home.
 - This can be a box or a drawer filled with writing material, books, real ordering pads, or catalogues.
 - When going to garage sales, look for old briefcases, crates, and maybe even an old typewriter for your child to use.
 - Plastic or wood crates make excellent shelves for a library or an office for your child to have as a small space that is their own.
- Write notes to them.
 - Read your notes to your child. Ask your child to read them to you.
 - Have your child help write out a grocery list for when you go to the store.
 - Encourage your child to write letters to grandparents, friends, teachers, or other members of your family.
- Let reading and writing be enjoyable experiences so that your child will associate them with pleasure.
 - Encourage and encourage some more. The praise you give them and the enjoyment you have of their literacy efforts are the most powerful motivators your child will have for becoming a reader and writer.

"I Can" Common Core!

Kindergarten Reading

I Can Read Fiction with Help

- I can tell who, what, where, when, why and how after listening to stories. RL.K.1
- I can retell a story. RL.K.2
- I can tell the characters, setting and what happens in a story. RL.K.3

I Can Read Nonfiction with Help

- I can tell who, what, where, when, why and how after reading nonfiction. RI.K.1
- I can tell the main topic and details in a nonfiction book. RI.K.2
- I can tell how people, events or ideas are connected. RI.K.3

I Can Understand Fiction

- I can ask and answer questions about new words in a story. RL.K.4
- I can tell the difference between storybooks and poems. RL.K.5
- I can tell who the author and illustrator are. I can tell what their jobs are. RL.K.6

I Can Understand Nonfiction

- I can ask and answer questions about new words in nonfiction. RI.K.4
- I can find the front cover, back cover and title page in a book. RI.K.5
- I can tell who the author and illustrator are. I can tell what their jobs are. RI.K.6

I Can Use What I Know To Understand Fiction with Help

- I can use the illustrations help to tell the story. RL.K.7
- I can compare and contrast familiar characters in stories. RL.K.9

I Can Use What I Know To Understand Nonfiction with Help

- I can use words and pictures to help me understand nonfiction. RI.K.7
- I can find the reasons an author gives to support his or her ideas. RI.K.8
- I can tell how two nonfiction books are alike and different. RI.K.9

I Can Engage in Class Fiction Reading Activities RL.K.10

I Can Engage in Class Nonfiction Reading Activities RI.K.10

I Can Use Basic Text Features to Help Me Read RF.K.1

(read left to right, read top to bottom, spaces between words)

I Can Recognize and Name All Upper- and Lowercase Letters RF.K.1

I Can Use Phonics Skills to Help Me Read

- I can recognize and make rhyming words RF.K.2
- I can count and divide words into syllables. RF.K.2
- I can blend and divide onsets and rimes of single-syllable words. RF.K.2
- I can find and say the initial, middle vowel and last sound in simple words. RF.K.2
- I can change a consonant or a vowel sound to make new words RF.K.2
- I can make the most common sound for each consonant. RF.K.3
- I can match the most common long and short vowel sounds with the common spellings. RF.K.3
- I can read common high-frequency words. RF.K.3

I Can Read Fluently

- I can read beginning books fluently. RF.K.4
- I can understand beginning books. RF.K.4

"I Can" Common Core!

Kindergarten Writing

I Can Write Different Types of Writing

- I can write, draw and tell my opinion. W.K.1
- I can write, draw and tell to teach. W.K.2
- I can write, draw and say what happened to tell a story. W.K.3
- I can tell how I feel about the story I told. W.K.3

I Can Make My Writing Better

- I can add details to my writing. W.K.5
- I can publish my writing. W.K.6

I Can Use Research to Help My Writing

- I can help my class research. W.K.7
- I can help my class write. W.K.7
- I can remember what I have been taught to answer a question. W.K.8

"I Can" Common Core!

Kindergarten Language

I Can Use Proper English When I Write and Speak

- I can print many uppercase and lowercase letters. L.K.1
- I can use nouns and verbs. L.K.1
- I can say regular plural nouns. L.K.1
- I can understand and use question words. L.K.1
- I can use common prepositions. L.K.1 (to, from, in, out, on, off, for, of, by, with)
- I can make complete sentences with my class. L.K.1
- I can capitalize the first word in a sentence L.K.2
- I can capitalize the word "I". L.K.2
- I can recognize and name end punctuation. L.K.2
- I can write a letter or letters for most consonant sounds. L.K.2
- I can write a letter or letters for most short vowel sounds. L.K.2
- I can use what I know about phonics to write words. L.K.2

I Can Figure Out What Words Mean and Use Them in Different Situations

I can tell the meaning of unknown and multiple-meaning kindergarten words.

L.K.4

I can use common beginnings and endings to help me determine what a word means. L.K.4 (-ed, -s, re-, un-, pre-, -ful, -less)

I can match common verbs and adjectives with their opposites. L.K.5

I can tell how words are used in real-life. L.K.5 (tell animals that are colorful)

I can tell the difference between similar verbs. L.K.5

I can use new words I learn L.K.6

"I Can" Common Core!

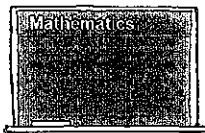
Kindergarten Speaking & Listening

I Can Understand and Talk About What I Hear

- I can follow rules for discussions. SL.K.1
- I can talk with others. SL.K.1
- I can participate in a conversation. SL.K.1
- I can tell what a story is about. SL.K.2
- I can ask and answer a question about what I have heard. SL.K.3

I Can Share What I Know

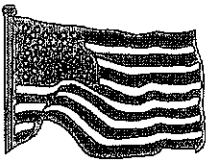
- I can tell about people, places and things with help. SL.K.4
- I can use drawings to add details. SL.K.5
- I can speak clearly. SL.K.6



This year Kindergarten Math

- We are learning to understand relationships between numbers of objects and quantities of objects.
- We know that even if we move the same objects to different places, we still have the same number of them.
- We are learning to compare two or more sets of objects and we can identify which set is equal to, more than, or less than the other set.
- We are learning to count up to 30 objects, and to use the correct number names to describe them. We can also put them in order by number.
- We are learning that larger numbers describe sets with more objects in them and that smaller numbers describe sets with less objects in them.
- We are learning to understand and describe simple additions and subtractions.
- We are learning to use real objects to figure out the answers to addition and subtraction problems.
- We are learning to use estimation strategies when we are counting and solving problems.
- We are learning how to recognize when an estimate is reasonable.
- We are learning how to sort and classify objects.
- We are learning to identify, sort, and classify objects by attribute. We are learning to identify objects that do not belong to a particular group.
- We are learning about the concept of time. We are learning about the units of time and how to measure it.
- We are learning that objects have properties such as length, weight, and capacity and that we can compare objects based on these properties.
- We are learning to compare the length, weight, and capacity of objects by making direct comparisons with reference objects.
- We are learning to demonstrate an understanding of the concepts of time and how we use tools to measure time. We are learning the meaning of the following time comparison terms: morning, afternoon, evening, today, yesterday, tomorrow, week, year, clock, calendar.
- We are learning the names of the days of the week.
- We are learning to tell time to the nearest hour of everyday events including: lunchtime is 12 o'clock; bedtime is 8 o'clock at time.
- We are learning to identify common objects in our environment and to describe geometric features.
- We are learning to identify and describe common geometric objects such as circles, triangles, square, rectangles, cubes, spheres, and cones.
- We are learning to compare familiar plane and solid objects by common attributes such as position, shape, size, roundness, and number of corners.
- We are learning to collect information about objects and events in our environment.
- We are learning to ask informational questions; collect data; and record the results using objects, pictures, and picture graphs.
- We are learning to identify, describe, and extend simple patterns by referring to their shapes, sizes, or colors.
- We are learning how to make decisions about how to set up a problem.
- We are learning to figure out how to approach solving math problems by selecting the right materials and strategies to use.
- We are learning to use tools and strategies such as math tools or manipulatives or pencil and paper sketches to model problems.
- We are learning to solve problems in reasonable ways and to justify our reasoning.
- We are learning to explain the reasoning we use to solve problems by using math tools or manipulatives and/or paper and pencil sketches.
- We are learning to make precise calculations and to check our results to make sure that they are right, within the context of the problem.





This year Kindergarten History and Social Science

- We are learning how to follow rules including how to share, and how to take turns. We are learning the consequences of breaking the rules.
- We are learning about responsibility and patriotism by studying American history and world history. While we study history, we are learning about people who showed courage and who had determination. We are learning about people who were responsible.
- We are learning about people who lived long ago from stories. We are learning about consequences of actions from the characters in the stories.
- We are learning to recognize national and state symbols and icons such as the American flag, the flags for the states, the bald eagle, and the Statue of Liberty.
- We are learning about the kinds of work people do in our community and the jobs that people do at our school. We are also learning about jobs that people used to have long ago.
- We are learning how to use the terms near/far, left/right, and behind/in front to describe where objects are.
- We are learning how to tell the difference between land and water on maps and globes
- We are learning how to find places that we are reading about in stories and legends, using a map and a globe.
- We are learning how to identify traffic symbols and map symbols (e.g., symbols for land, water, roads, cities).
- We are learning how to make maps and models of neighborhoods that include police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
- We are learning about our school's layout, the environment of our school, and the jobs that people do at our school.
- We are learning to put events in time order using a calendar. We can place days, weeks, and months in the proper order.
- We are learning about why we celebrate holidays including the human struggles that were the basis for the events behind the holidays (e.g., Labor Day, Thanksgiving, Independence Day, Memorial Day).
- We are learning about the people for which holidays are celebrated (e.g. Washington's and Lincoln's birthdays, Martin Luther King Jr. Day, Columbus Day).
- We are learning about the triumphs in American history through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
- We are learning how people lived in earlier times. We are comparing how people used to do everyday things and how we do them today (e.g. getting water, growing food, making clothing, having fun, forming organizations, living by rules and laws).





This year Kindergarten Science

- We are learning that objects can be described by what they are made of and how they look.
- We are learning that water can be a liquid or a solid and that it can go from a solid (like ice) to a liquid (like rain).
- We are learning that water evaporates (goes into the air) when there is no top on its container. We are learning that if water is in a container with a top on it, the water will not evaporate.
- We are learning how to observe and describe animals and plants based on how they act and how they look. We are learning to explain how they are similar and how they are different.
- We are learning that sometimes authors write stories in which they pretend that plants and animals can behave like humans, but that this is just imaginary, it is not real.
- We are learning to identify the important parts of plants and animals.
- We are learning about the characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
- We are learning how weather changes from day to day and across seasons. We are learning that the changes in weather affect our planet Earth and all the living things on Earth.
- We are learning how to identify the resources from our planet Earth that we use in everyday life. We are learning how to conserve or save these resources so that they do not disappear.
- We are learning to observe the things around us by using our five senses.
- We are learning to describe the properties of the things we have around us.
- We are learning to describe where things are by using position words like above or below.
- We are learning to compare and sort things around us by a physical attribute, such as color, texture, size, or weight.
- We are learning to communicate with words and drawings about what we see around us.

