

2011-2012

**Parent
Handbook**

for Ms. Wingo's
Kindergarten

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Ridgecrest Charter School

Soaring with Eagle Pride

Expected School-Wide Learning Results

Proficient communicators who:

- Are active and critical listeners
- Read, write, and speak effectively
- Develop a relationship with the written and spoken word

Research and technologically proficient students who:

- Apply research skills for academic purposes
- Use technology competently
- Adapt to emerging technology

Investigative problem solvers who:

- Set challenging academic goals
- Ask critical thinking questions
- Apply logic and reason to solve problems

Diligent scholars who:

- Demonstrate proficiency in English and mathematics
- Demonstrate proficiency in social studies and science
- Demonstrate proficiency in art and physical education

Ethical and honest students who:

- Exhibit personal and academic integrity
- Embrace and celebrate diversity
- Show honesty, ethics, and responsibility toward themselves and others

Ridgecrest Charter School

Mission

The mission of the Ridgecrest Charter School is to provide an experience-centered, life-long learner based environment that enables each student to meet the academic challenges and develop the social, emotional, and physical understanding necessary to succeed in life.

Our Vision

We seek to establish an educational environment that is creative, academically rigorous and emotionally nurturing. Ridgecrest Charter School will provide a safe and supportive environment that empowers students with the strategies and tools to become life long learners and informed, responsible citizens to function effectively in the 21st century global environment.

Educational Philosophy

We believe students learn in an environment that encourages inquiry and dialogue around state content standards, that values and builds on prior knowledge and that nurtures and supports the whole child.

Our school provides an environment where accountability, flexibility, innovation, parental choice, parent teacher involvement, and public-private partnerships can work together to provide a better future for our children. Our school will embrace, celebrate and benefit from the ethnic, linguistic and the socioeconomic diversity of our ever changing community by promoting family, school, and community partnerships.

Goals

1. academic achievement- the ability to read, write, speak, and calculate with clarity and precision
2. the ability to demonstrate good citizenship through self-control, respectfulness, and kindness, especially with respect to teachers and others
3. a high self-esteem, based on academic success
4. preparation to confidently address future academic challenges

Introduction to Kindergarten!

Welcome Kindergarteners and parents to the 2011 - 2012 school year! My name is Ms. Ti Wingo. I have taught in California since 1996. I have a Bachelors degree from California State University Sacramento and a Professional Clear California Teaching Credential with CLAD emphasis from National University.

I have written this packet to give you an overview of the policies, procedures, goals, and upcoming events of the year so that you will have a quick reference guide to the particulars of how I run my classroom. If you have ANY questions or concerns PLEASE call, write, or come see me. I value communication that keeps us all up to date on important issues of home and school. You are your child's biggest influence and learning is truly a partnership.

Classroom Procedures

Schedule - Our daily schedule is in this packet. This will vary for assemblies and Special Events (which will be posted in our class's weekly bulletin). The "Pacing Guides" include the events that I know about so far listed by week.

Attendance/Tardies - All notes for tardies and absences go to the office. The tardy bell rings at 8:00 a.m. and *so does learning time*. The Awesome Eagle Award does NOT allow ANY unexcused tardies.

Milk and Lunch Money - Please pay for milk at the office -- I do NOT handle any milk money.

Rules - Our Classroom Constitution and Class Rules are in this packet as well as a copy of the Playground Rules. The consequences for breaking the classroom rules are listed with the "Classroom Guidelines". An infraction of the playground rules usually results in time out on the playground, but if the behavior is considered unsafe a referral to the office may occur depending on the severity. In the classroom I use a card system (see "Classroom Guidelines"). Any Red cards during a month will disqualify a student for an Awesome Eagle Award that month.

Classroom Procedures for Basic Needs

Materials - From the materials donated, I provide each child with the materials he or she needs during the day from crayons to sharpened pencils to learning manipulatives. Replacement of materials is kept within child's reach to facilitate learning.

Restrooms - Other than no playing in the restroom, the only other major restroom rule is, when I am giving directions, I will ask the child IF he or she can wait long enough for me to finish speaking, but I do NOT restrict access.

Water - One water bottle is given each week. Your child can refill it in the restroom at recess or during free time. If you would like to send one with your child, please be sure that it is a CLEAR BOTTLE, LESS than 21 ounces, contains water only, and is NOT frozen. Frozen bottles make wet, unusable papers.

Stamped Work - Work completed in class is stamped. Please check for work that needs to be corrected or completed, have the student finish it, and return it in the Red Folder at the end of the week. Please refer to the "Daily Take Home Work" section for more valuable information.

Supplies - Supplies are a major classroom purchase, most of which the school cannot reimburse. They include not only paper, pencils, and crayons, but also Prize Box materials, arts and crafts supplies, song flutes, science materials, games and centers, and the list goes on. I will include in weekly news letters any special needs as they arise that you may be able to supply. The October Fest really helps pay for some of these. If you have fundraiser ideas please let me know.

White Envelope (WE) - These go home on **Monday** (or the first school day of the week) and need to be **returned TUESDAY**. The office tries hard to send any **school info** in the WE.

Yellow Folder - "**Sign and Return**" papers will be sent as needed in a Yellow Folder; these are to be **returned ASAP** (as soon as possible). This is a method to better facilitate the return of important papers.

Red Folder - "**Homework**" and our "**Class News**" letter will be sent home the first day of the week in a Red Folder. Please keep the Parent Letter and **return the homework in the folder on FRIDAY** or the last day of the week.

Orange Folder - "**Ms. Wingo's Class Handbook**" Please keep this at home as a reference. All vital information can be found on the Ridgecrest Charter School web site.

Backpacks and Toys - Backpacks should contain ONLY papers and/or folders to be turned in and your student's lunch (and snack).

-- Please do NOT let your child bring special or personal materials to school (this includes toys, pens, etc.). Toys brought to school will be held by the teacher for you to pick up. My concern is breakage, theft, and children giving things away that they should not.

Sharing - Please refer to the class "Sharing Schedule" on the parent letter each week. Please check for the THEME and do NOT send valuables.

Snacks - You may send snacks with your child to eat at recess. I try to watch that the children are taking a snack and not their lunch to recess. I keep a jar of pretzels, popcorn, or chips to give out at recesses. If you would like to donate bags of pretzels, chips, or unsweetened popcorn they would be greatly appreciated.

Class Goals

The goal of the Ridgecrest Charter School Kindergarten experience is to provide a chance for each child to:

- Develop a positive self-image and attitude toward learning.
- Enhance social and emotional development.
- Encourage independent thinking and develop problem-solving skills.
- Improve communication skills
- Expand readiness skills that will lead to success in math and reading.
- Increase the capability for self-discipline and responsibility.
- Advance the development of fundamental motor, visual, and tactile skills and abilities.
- Identify special individual mental, social, emotional, and physical needs.
- Further development of respect for others.
- Promote appreciation and expression.

Assessment

Grading - Your student's Report Card will have two kinds of grades. The letter grades for Language Arts and Math come from class work, quizzes, and tests; and in Social Studies, Science, Physical Education (PE), Art and Music the grades are for quizzes, effort, and participation. Also, students are assessed each trimester in their progress toward mastering critical California State Standard goals for Kindergarten. Most Language Arts testing is done one-on-one and Math whole or small group. The report card is ranked from 1 through 5 based on mastery. These should be low at the beginning of the year as your child is being introduced to new skills, but should build throughout the year. A passing rank at the end of the year would be a 3.

Semester Goals - The "Pacing Guides" will provide you with an outline of what chapters will go into each trimester's grades. The "CA State Standard Test Rubric" will show the Math and Language Arts Standards that will be graded each trimester. State Standards goals are developmental in nature, thus the rubric shows what standards will be tested for each report card.

Report Cards - Ridgecrest Charter School uses a trimester system. You will be receiving Report Cards: November 14, 2011, March 5, 2012, and June 7, 2012.

Parent/Teacher Conferences - Parent/Teacher Conferences will be held **mid-semester** on September 27-29, 2011, January 18-19, 2012, and April 25-26, 2012. These conferences will give us a chance to discuss your child's progress and to discuss how best to help your child end each semester well. If you need a conference at any other time during the year, please, let me know and I will sit down with you as soon as we can schedule it.

Curriculum

Texts - All of our texts have online activities you can look up. The texts we are using this year include:

- *HSP California Excursions* Language Arts program by Harcourt School Publishers
- *California Math* by Houghton Mifflin
- *Reflections* Social Studies program by Harcourt School Publishers
- *California Science* by Houghton Mifflin
- *Character Counts*

State Standards - A copy of the California State Standards for Kindergarten are in this packet.

Pacing Guides - I have created a weekly break down of the text books to give you a rough idea of where the class should be at during the year. These are subject to change as the needs of the class dictate.

Homework

Red Folder - "**Homework**" and our class "**Parent Letter**" will be sent home in the White Envelope. Please keep the Parent Letter and **return the homework in the folder on FRIDAY** or the last day of the week. The math, sight word or handwriting pages, and the homework assignment sheet with the reading log must be completed each day and turned in the last day of the week. Reading with your child every day is one of the most important ways you can help your child grow.

Homework Awards - Homework is my way of allowing you the ability to help your child earn their Awesome Eagle award. I also give out Book-It awards (Oct-Mar) for free pizza for those who return their reading form each month.

Class Work - Class work is a guide for you to know how your child is doing in class. Finished work is stamped. Unstamped/unfinished work should be *completed and returned* in the Red Folder at the end of the week for stickers.

Daily Take Home Work

Kindergarten is such a wonderful time in a child's growth. It is a time to make friends, learn group rules, be a team player, and a time to be introduced to the world of academia. Much of the daily class work you see come home from our Kindergarten class has to do with getting ready to read, write, and understand numbers.

Learning to read and write is a process of learning to recognize that different "squiggles" (what we call letters) have different meanings, and that those meanings change for some of them when the "squiggle" is turned. Our eyes are trained to notice the difference. Children must also go through the process of training their eyes to recognize the differences and strengthening their hands to

Daily Take Home Work continued

hold and use a pencil to scribe them. Your child may bring home many papers that we, as adults, would like to correct. However, a child's growth happens in predictable steps. When I look at papers done in class, I am looking at the development of the child.

For this reason, most of the papers we do in Kindergarten are practice. The purpose is to introduce, review, and/or to prepare the fine motor abilities of the students to be ready for their next growth step. The work that is sent home is, for the most part, done with the whole class. I circulate the room to check answers and give what individual instruction I can. I admit that I cannot catch everything. For this reason, we repeat, repeat, and repeat some more using different formats (writing, activities, and so forth). At this age, the instant response of my circulation or whole class oral response is the most effective form of feedback the child can receive. I try to stamp all take home work done together. Any work that I miss or that is not completed can be completed at home and returned for stickers. By checking and returning the unfinished work that your child completes at home, you can have a good feel for your child's progress and can help bolster him or her when ever you see an area in which your child is struggling.

Most of the testing and evaluations I do are one on one so that I get a better sense of where your child is at in their growth. Graded work that goes in the grade book will be returned in the Red Folder. Any non-passing grades will be sent in the Yellow "Sign and Return" Folder and will accompanied by a signature page that needs to be returned as soon as possible. If I see anything in your child's growth that indicates your child is struggling to hard in an area, I will *not* wait for progress report or report card time to bring it to your attention. Also, if you see an area of concern in your student's progress, please let me know as soon as possible.

Thank you for your participation in your child's growth. It is your interest in their school lives that foster your child's desire to learn.

Volunteers

Volunteers are needed to stuff the White Envelopes and Red Homework Folders on Mondays, read with students, help with weekly centers, help on special event days, prepare class materials at home and at school, and more. See the list below for ideas and descriptions of how you can help.

Any class field trips will be based on parent drivers and fundraising. Please watch for sign-ups in the "Parent Keep" side of the Red Homework Folder. If you can drive for field trips please sign up at the office.

Thank you so much.

Volunteer Ideas and Descriptions

- Room Parents - Coordinate tasks, events, and activities.
- Red Folders/White Envelopes - Monday morning and afternoon help filling the Red Folders and White Envelopes with the homework, parent letters, and school fliers.
- Fundraising - I am looking for a fundraising manager. The moneys would go into our classroom account and pay for materials, supplies, and field trips.
- Class Activities - We have several classroom theme days, from Johnny Appleseed to Christmas to the End-of-the-Year activities (see the "Pacing Guides"). *Volunteers will be needed to do these activities.*
- Prep Work - Many hands are needed to cut apart and bag sentences, set up math and science manipulatives, and prepare art and seasonal projects. Most can be done at home, but there is copying and slicing to do if you can help at school. Also, there is die cutting to do.
- Field Trips - We need drivers (please see Gayle in the office early to get your paperwork in). We also need a coordinator to set them up.
- Reading Partners - Come spend 30 minutes a week listening to children read! You will truly be making a difference.
- Center Helpers - This is a two part task. I need people willing to listen to children read. Also, it is great whenever a parent will come in at Center Time (1:40 - 2:45) to run a center.
- Student Computer Upkeep - Is there anyone who can set-up and do general computer maintenance once a monthish?
- Food - There are a couple times a year when we need cookies and icing, cultural foods, and even blue jello for an end-of-year science project.
- Phone Tree - Make phone calls to spread needed info to classroom families and volunteers.

Kindergarten Class Schedule for Ms. Wingo's Class

Time	Activity
7:55	Pledge
8:00	PE
8:25	Calendar (oral math review)
8:45	Math Lesson and Activity
9:15	Recess
9:30	Math Practice
9:45	Reading/Phonics/Writing/Spelling
11:00	Lunch
11:40	Zoophonics Monday-Thursday Art/Music Friday
12:10	Social Studies
12:45	Science
1:20	Recess
1:35	DEAR Drop Everything and Read
1:45	Learning Centers Wednesday - Computer/Library
2:45	Clean-Up Pack-Up Line-Up

Flex Friday

Kindergarten Class Schedule for Ms. Wingo's Class

Time	Activity
7:55	Pledge
8:00	PE
8:25	Calendar (oral math review)
8:45	Math Lesson and Activity
9:00	Recess
9:15	Math Practice
9:45	Reading/Phonics/ Writing/Spelling
11:00	Lunch
11:40	Clean-Up Pack-Up Line-Up

Ms. Wingo's Class Rules and Rewards

Class Rules

1 - Be Safe

- Always walk.
- Keep your hands, feet, and objects to yourself.

2 - Be Respectful

- Follow directions the first time they are given.
- Treat others the way you want to be treated.

3 - Be Responsible

- Choose a good attitude.
- Be ready to work.
- Always do your best!

Behavior Card System

- Medal - Superb!!! Child receives a "Caught Being Good" token - Sticker on "Behavior Card" = 4 tickets
- Purple - Excellent Day = 3 tickets
- Blue - Good Day = 2 tickets
- Green - Welcome to class! **Each day starts here.** = 1 ticket
- Yellow - Warning - Child may move to a place where he/she can finish their task
- Orange - Strike 2 - In class time out or loss of one recess
- Red - Strike 3 - This will mean loss of recess and a note or phone call home
- Out - If a child persists in his or her bad choices or the offense is sever or involves the safety of your child or others it could result, along with a phone call home, in a trip to the Dean of Students and or suspension from the classroom for the day.

Tickets are given based on the child's color at the end of the day. Students have a chance to redeem themselves. If a child is demonstrating inappropriate behavior a card is turned; but if the child shows after that that he/she is really trying to improve his/her behavior a card may be turned back. Every day starts on Green.

Rewards

- Tickets - Students are given tickets based on the color of their "Behavior Card" the previous day. Tickets are exchanged for Prize Box items on long Fridays.
- Table Points - Points are tallied on the board based on good group behavior. The group with the most points on Friday gets a prize out of the Penny Prize Jar.
- Incentive Treats - During class we do a lot of letter, sight word, and math practice on white boards. To keep the class motivated, I will sometimes give out Goldfish crackers to those who have the correct answer. Goldfish cracker donations are always welcome.

➤ At the end of each month I will send your child's behavior card home in the Red Folder if your child is doing well -- or the Yellow Folder for you to sign and return if your child has earned a "red card" or an "out" during the month. If there is a number 1, 2, or 3 in a box that means that a card was taken for breaking that rule. Your child may have earned the card back, but the note will be left on the card.

Behavior for the month of:

M	T	W	Th	F

Playground Rules

- Follow directions of duty person. Talking back, rudeness and a disrespectful tone of voice will not be tolerated.
- No cell phones or MP 3 players are allowed during school hours: 7:30 a.m.- 3:00 p.m.
- Play only in designated areas. Stay within boundaries and avoid:
 - Planted areas, banks and ditches
 - Restroom areas, except when needed
 - Behind the restroom
 - Between and behind buildings
 - Steps, ramps and railings
 - Areas near and behind doors
 - P.E. class areas
 - Main building activity centers
 - Classrooms and other classes
- Play games that are not dangerous. Refrain from chasing, pulling and tugging at clothing, fighting (even "play fighting"), karate and judo.
- Before school, students will walk to classrooms, put belongings down and then go to the playground to play.
- Use playground equipment in a safe manner:
 - **SWINGS:** Sit on swings, hands on chains. No jumping out of swings, no twisting or swinging sideways. Count 30 swings before your turn. Do not count if there is an open swing. Count backs are not allowed. No stretching or pulling on chair while swinging.
 - **SLIDES:** Go down one at a time in a sitting position, feet forward. Wait until the person starts down before climbing the ladder. The bars under the slide are off limits. No fancy tricks on the slide.
 - **BALLS:** No soccer without supervision of the game. Kick soccer balls in the dirt area. Do not play with balls near fences, ditches or planted areas. Softball may only be played when supervised by a teacher. Plastic bats and balls, tennis balls and Frisbee's should be used in the dirt area only. Only school balls may be used on the playground. Do not bring balls from home.
- When the bell rings, stop play immediately and no talking until the whistle blows. Then walk to your line. While in line, tuck in your undershirt and uniform shirt.
- Stand and/or walk in line quietly.
- Snacks may be eaten only in the assigned areas - please keep your area clean and use the trashcans provided. Field areas are for games only.
- **Do not bring personal items from home** unless requested by the teacher. These unauthorized items will be sent to the office and it will be the student's responsibility to take them home after school. Yo-yos and other toys are not allowed. The school is not responsible for lost or stolen items.

Climbing Equipment Rules:

- One person at a time
- No "chicken fighting", ever
- Don't touch or push anyone else.
- No jumping off of any climbing equipment. Please climb down correctly.

Consequences for Infractions:

- Verbal reprimand
- Redirection (have the student do it the right way)
- Time out
- Have the student remain with the noon duty supervisor
- Communication form to teacher
- Office referral/parent contact

Injuries:

- Refer to your CPR and 1st Aid training

Contact the office staff if you are not able to handle the situation

Wingo's Pacing Guides for 2011-2012

First Trimester

Week Days	Dates	Events	Math	Language Arts	Social Studies	Science
1 1-5	Aug 22 - Aug 26	BOY Assessment	Welcome to Kindergarten	Welcome To Kindergarten - Lesson 1	Unit 1 -Being a Good Citizen - Lesson 1	What Do Scientists Do?
2 6-10	Aug 29 - Sep 2 Flex Friday	Back-to-School - R Ned Show - R p.m.	Unit 1 Chapter 1 Lesson 1-5 Review/Test	Welcome To Kindergarten - Lesson 2	Unit 1 - Lesson 1	Unit A -Plants and Animals - Lesson 1
3 11-14	Sep 5 - Sep 9 NO School Monday	Labor Day - M Grandparent Day-f Hero Day - f	Chapter 2 Lesson 1-4 Review/Test	Theme 1 All About Me Lesson 1	Unit 1 Lesson 2	Unit A Lesson 2
4 15-19	Sep 12 - Sep 16 Flex Friday	Constitution Day	Chapter 3 Lesson 1-5 Chapter 3 Review/Test	Theme 1 All About Me - Lesson 2	Unit 1 Lesson 2	Unit A Lesson 3
5 20-24	Sep 19 - Sep 23	Pictures - T	Unit 1 Review/Test	Theme 1 All About Me - Lesson 3	Unit 1 Lesson 3	Unit A Lessons 4
6 25-29	Sep 26 - Sep 30 P/T Conferences T-F	Johnny Appleseed -M PTC - T-F	Chapter 4 Lessons 1-5 Review/Test	Theme 2 Families Lesson 4	Unit 1 Lesson 3	Unit A Lesson 5
7 30-34	Oct 3 - Oct 7		Chapter 5 Lesson 1-5 Review/Test	Theme 2 Families Lesson 5	Unit 1 Assessment Enrichment Activity	Unit A Lesson 6
8 35-38	Oct 10 - Oct 14 NO School Monday Flex Friday	Columbus Day - M Bench Mark 1	Chapter 6 Lessons 1-4 Review /Test	Theme 2 Families Lesson 6	Unit 6 Stories of the Past - Lesson 1	Unit A Lesson 7
9 39-43	Oct 17 - Oct 21		Unit 2 Review/Test	Theme 3 Friends At School - Lesson 7	Unit 6 Lesson 2 Red Ribbon Week	Unit A Lesson 8
10 44-48	Oct 24 - Oct 28 Flex Friday	Red Ribbon Week	Chapter 7 Lessons 1-5 Review/Test	Theme 3 Friends At School - Lesson 8	Unit 6 Lesson 3 Red Ribbon Week	Unit A Assessment/Activity
11 49-53	Oct 31 - Nov 4	Halloween - M	Chapter 8 Lessons 1-5 Review /Test	Theme 3 Friends At School - Lesson 9	Unit 6 Lesson 4	Science Fair Intro
12 54-57	Nov 7 - Nov 11 NO SCHOOL-Friday	Veterans Day - F Trimester Ends - R	Quarter End Review/Testing	Theme 4 On The Farm Lesson 10	Unit 6 Assessment Enrichment Activity	Unit B Earth Science Intro/Vocabulary

Wingo's Pacing Guides for 2011-2012

First Trimester

Week Days	Dates	Events	PE	Music	Art	Homework
1 1-5	Aug 22 - Aug 26	BOY Assessment	Gross Motor Skills Cooperation	Melody Rhythm	Lines	
2 6-10	Aug 29 - Sep 2 Flex Friday	Back-to-School - R Ned Show - R p.m.	Gross Motor Skills Cooperation	Melody Rhythm	Lines	Reading - Letter Recognition- HB Readers Vocab - Lesson 1 Sight Words - name Math - Lesson 1
3 11-14	Sep 5 - Sep 9 NO School Monday	Labor Day - M Grandparent Day- F Hero Day - F?	Gross Motor Skills Cooperation	Melody Rhythm	Lines	Reading - Letter Recognition- HB Readers Vocab - Lesson 2 Sight Words - I Math - Lesson 2
4 15-19	Sep 12 - Sep 16 Flex Friday	Constitution Day	Locomotion Skills / Cooperation	Melody Rhythm	Lines	Reading - Letter Recognition- HB Readers Vocab - Lesson 3 Sight Word - a Math - Lesson 3
5 20-24	Sep 19 - Sep 23	Pictures - T	Locomotion Skills / Cooperation	Melody Rhythm	Shapes	Reading - Letter Recognition- HB Readers Vocab - Lesson 4 Sight Word - my Math - Review
6 25-29	Sep 26 - Sep 30 P/T Conferences T-F	Johnny Appleseed -M PTC - T-F	Locomotion Skills / Cooperation	Melody Rhythm	Shapes	Reading - Letter Recognition- HB Readers Vocab - Lesson 5 Sight Word - the Math - Lesson 4
7 30-34	Oct 3 - Oct 7		Perceptual Motor Skills / Team Work	Expression Form	Shapes	Reading - Letter Sounds- HB Readers Vocab - Lesson 6 Sight Words - go Math - Lesson 5
8 35-38	Oct 10 - Oct 14 NO School Monday Flex Friday	Columbus Day - M Bench Mark 1	Perceptual Motor Skills / Team Work	Expression Form	Shapes	Reading - Letter Sounds- HB Readers Vocab - Lesson 7 Sight Words - Review Math - Lesson 6
9 39-43	Oct 17 - Oct 21		Perceptual Motor Skills / Team Work	Expression Form	Color	Reading - Letter Sounds- HB/Rigby Readers Vocab - Lesson 8 Sight Words - to Math - Review
10 44-48	Oct 24 - Oct 28 Flex Friday	Red Ribbon Week	Brain Gym Team Work	Expression Form	Color	Reading - Letter Sounds- HB/Rigby Readers Vocab - Lesson 9 Sight Words - like Math - Lesson 7
11 49-53	Oct 31 - Nov 4	Halloween - M	Brain Gym Team Work	Expression Form	Color	Reading - Letter Sounds- HB/Rigby Readers Vocab - Lesson 10 Sight Words - he Math - Lesson 8
12 54-57	Nov 7 - Nov 11 NO SCHOOL- Friday	Veterans Day - F Trimester Ends - R	Brain Gym Team Work	Expression Form	Color	Reading - Letter Sounds- HB/Rigby Readers Vocab - Lesson 11 Sight Words - come Math - Review/Testing

Wingo's Pacing Guides for 2011-2012

Second Trimester

Week Days	Dates	Events	Math	Language Arts	Social Studies	Science
13 58-62	Nov 14 - Nov 18 Flex Friday	Thanksgiving - F	Chapter 9 Lessons 1-5 Review /Test	Theme 4 On The Farm Lesson 11	Unit 2 My Country Lesson 1	Unit B Looking At The Earth - Lesson 1
14 63-67	Nov 28 - Dec 2		Unit 3 Review/Test	Theme 4 On The Farm Lesson 12 Theme 5	Unit 2 Lesson 2	Unit B Lesson 2
15 68-72	Dec 5 - Dec 9 Flex Friday		Chapter 10 Lesson 1-5 Review/Test	Whatever the Weather - Lesson 13 Theme 5	Unit 2 Lesson 3	Unit B Lesson 3
16 73-77	Dec 12 - Dec 16 Flex Friday	Christmas - F	Chapter 11 Lessons 1-5 Review/Test	Whatever the Weather - Lesson 14 Theme 5	Unit 2 Lesson 4	Unit B Lesson 4
17 78-81	Jan 2 - Jan 6 NO School Monday Flex Friday	New Year - M	Chapter 12 Lessons 1-4 Review/Test	Whatever the Weather - Lesson 15	Unit 2 Lesson 5	Unit B Lesson 5-6
18 82-86	Jan 9 - Jan 13	Bench Mark 2	Unit 4 Review/Test	Theme 6 Let's Play Lesson 16	Unit 2 Assessment Enrichment Activity	Unit B Review Assessment/Ac tivity
19 87-90	Jan 16 - Jan 20 NO School Monday P/T Conference W-R	MLK Day - M PTC - W-R	Chapter 13 Lesson 1-4 Review/Test	Theme 6 Let's Play Lesson 17	Unit 4 Where Do We Live Lesson 1	<u>Sci Fair proj due Tues</u> Unit C Intro/Vocab
20 91-95	Jan 23 - Jan 27	Chinese New Year -M	Chapter 14 Lesson 1-5 Review/Test	Theme 6 Let's Play Lesson 18 Theme 7 In the	Unit 4 Lesson 2	Unit C Weather and Seasons - Lesson 1
21 96-100	Jan 30 - Feb 3 Flex Friday	Groundhog Day -R 100 th Day - F	Unit 5 Review/Test	Neighborhood Lesson 19 Theme 7 In the	Unit 4 Lesson 3	Unit C Lesson 2
22 101-105	Feb 6 - Feb 10		Chapter 15 Lesson 1-5 Review/test	Neighborhood Lesson 20 Theme 7 In the	Unit 4 Lesson 4	Unit C Lesson 3- 4
23 106-109	Feb 13 - Feb 17 NO School Friday	Valentine Day - T Lincoln B-day - F	Chapter 16 Lesson 1-4 Review/Test	Theme 7 In the Neighborhood Lesson 21	Unit 4 Review	Unit C Lesson 5
24 110-113	Feb 20 - Feb 24 NO School Monday	Wash B-day - M	Unit 6 Review/Test	Theme 8 Jobs people Do - Lesson 22	Unit 4 Assessment Enrichment Activity	Unit C Lesson 6
25 114-118	Feb 27 - Mar 2 Flex Friday	Leap Year - W Dr Seuss - F	Quarter End Review/Testing	Theme 8 Jobs people Do - Lesson 23		Unit C Assessment/Ac tivity

Wingo's Pacing Guides for 2011-2012

Second Trimester

Week Days	Dates	Events	PE	Music	Art	Homework
13 58-62	Nov 14 - Nov 18 Flex Friday	Thanksgiving - F	Rhythm and Movement Health	Texture	Color	Reading - Vowel-consonant blends Vocab - Lesson 12 Sight Words - here, this Math - Lesson 9
14 63-67	Nov 28 - Dec 2		Rhythm and Movement Health	Texture	Color	Reading - Vowel-consonant blends Vocab - Lesson 13 Sight Words - Review Math - Review
15 68-72	Dec 5 - Dec 9 Flex Friday		Rhythm and Movement Health	Texture	Color	Reading - Vowel-consonant blends Vocab - Lesson 14 Sight Words - me, for Math - Lesson 10
16 73-77	Dec 12 - Dec 16 Flex Friday	Christmas - F	Rhythm and Movement Health	Texture	Black and White	Reading - Vowel-consonant blends Vocab - Lesson 15 Sight Words - where, do Math - Lesson 11
17 78-81	Jan 2 - Jan 6 NO School Monday Flex Friday	New Year - M	Dance Steps and Formations / Nutrition	Texture	Black and White	Reading - CVC Blends Vocab - Lesson 16 Sight Words - you, look Math - Lesson 12
18 82-86	Jan 9 - Jan 13	Bench Mark 2	Dance Steps and Formations / Nutrition	Texture	Black and White	Reading - CVC Blends Vocab - Lesson 17 Sight Words - one, see Math - Review
19 87-90	Jan 16 - Jan 20 NO School Monday P/T Conference W-R	MLK Day - M PTC - W-R	Dance Steps and Formations / Nutrition	Harmony	Black and White	Reading - CVC Blends Vocab - Lesson 18 Sight Words - what, two Math - Lesson 13
20 91-95	Jan 23 - Jan 27	Chinese New Year -M	Dance Steps and Formations / Nutrition	Harmony	Black and White	Reading - CVC Blends Vocab - Lesson 19 Sight Words - want, we Spelling - Sam, han, mat, sat Math - Lesson 14
21 96-100	Jan 30 - Feb 3 Flex Friday	Groundhog Day - R 100 th Day - F	Calisthenics and Stretches / Body	Harmony	Black and White	Reading - CVC Blends Vocab - Lesson 20 Sight Words - out who Spelling - Pam, Pat, hat, has Math - Review
22 101-105	Feb 6 - Feb 10		Calisthenics and Stretches / Body	Harmony	Texture	Reading - HB/Rigby Readers Vocab - Lesson 21 Sight Words - are, they Spelling - lit, sit, sip, pal Math - Lesson 15
23 106-109	Feb 13 - Feb 17 NO School Friday	Valentine Day -T Lincoln B-day - F	Calisthenics and Stretches / Body	Harmony	Texture	Reading - HB/Rigby Readers Vocab - Lesson 22 Sight Words - she, good Spelling - lip, tip, hit, pit Math - Lesson 16
24 110-113	Feb 20 - Feb 24 NO School Monday	Wash B-day - M	Calisthenics and Stretches / Body	Harmony	Texture	Reading - HB/Rigby Readers Vocab - Lesson 23 Sight Words - up, down Spelling - nap, nat, cap, cat Math - Review
25 114-118	Feb 27 - Mar 2 Flex Friday	Leap Year - W Dr Seuss - F	Fitness / Track	Harmony	Texture	Reading - HB/Rigby Readers Vocab - Lesson 24 Sight Words - there, her Spelling - bib, pot, fox, hog Math - Review

Wingo's Pacing Guides for 2011-2012

Third Trimester

Week Days	Dates	Events	Math	Language Arts	Social Studies	Science
26 119-123	Mar 5 - Mar 9		Chapter 17 Lessons 1-5 Review/Test	Theme 8 Jobs people Do - Lesson 24	Unit 3 Workers Lesson 1	Unit D Observing Materials - Lesson 1
27 124-128	Mar 12 - Mar 16 Flex Friday	St Patrick's - F Spring Break	Chapter 18 Lesson 1-5 Review/Test	Theme 9 Animals All Around - Lesson 25	Unit 3 Lesson 2	Unit D Lesson 2
28 129-133	Mar 26 - Mar 30 Flex Friday	Bench Mark 3 Olympics - F	Unit 7 Review/Test	Theme 9 Animals All Around - Lesson 26	Unit 3 Lesson 3	Unit D Lesson 3
29 134-137	Apr 2 - Apr 6 NO School Friday	Spring Pictures -W Book Fair - 4-13 Good Friday - F	Chapter 19 Lesson 1-5 Review/Test	Theme 9 Animals All Around - Lesson 27	Unit 3 Lesson 4	Unit D Lesson 4
30 138-142	Apr 9 - Apr 13 Flex Friday		Chapter 20 Lesson 1-5 Review/Test	Theme 10 On the Go Lesson 28	Unit 3 Lesson 5	Unit D Lesson 5
31 143-147	Apr 16 - Apr 20		Unit 8 Review/Test	Theme 10 On the Go Lesson 29	Unit 3 Assessment/ Activity	Unit D Lesson 6
32 148-152	Apr 23 - Apr 27 P/T Conferences W-R	PTC - W-R	Chapter 21 Lesson 1-5 Review/Test	Theme 10 On the Go Lesson 30	Unit 5 Time Goes By Lesson 1	Unit D Lesson 7
33 153-157	Apr 30 - May 4	Cinco de Mayo - F	Chapter 22 Lesson 1-5 Review/Test	Review and Extend Lesson 31	Unit 5 Lesson 2	Unit D Assessment/ Activity
34 158-162	May 7 - May 11 Flex Friday	Mother's Day - F	Unit 9 Review/Test	Review and Extend Lesson 32	Unit 5 Lesson 3	
35 163-167	May 14 - May 18	Open House - R	Chapter 23 Lesson 1-5 Review/Test	Review and Extend Lesson 33	Unit 5 Lesson 4	
36 168-172	May 21 - May 25 Flex Friday		Chapter 24 Lesson 1-5 Review/Test	Review and Extend Lesson 34	Unit 5 Assessment/ Activity	
37 173-176	May 28 - June 1 NO School Monday	Memorial Day - M Bench Mark 4	Unit 10 Review/Test	Starfall Readers		
38 177-180	June 4 - June 8 Minimum Days	K Graduation - R Work Day - F	Fitness / Track	Starfall Readers		

Wingo's Pacing Guides for 2011-2012

Third Trimester

Week Days	Dates	Events	PE	Music	Art	Homework
26 119-123	Mar 5 - Mar 9		Fitness / Track	Listening Performing	Texture	Reading - HB/Rigby Readers Vocab - Lesson 25 Sight Words - give, little Spelling - dot, dog, sad, mad Math - Lesson 17
27 124-128	Mar 12 - Mar 16 Flex Friday	St Patrick's - F Spring Break	Fitness / Track	Listening Performing	Texture	Reading - HB/Rigby Readers Vocab - Lesson 26 Sight Words - that, have Spelling - run, bus, can, Ron Math - Lesson 18
28 129-133	Mar 26 - Mar 30 Flex Friday	Bench Mark 3 Olympics - F	Fitness / Track	Listening Performing	Space	Reading - HB/Rigby Readers Vocab - Lesson 27 Sight Words - my, the Spelling - hub, bug, bag, mom Math - Review
29 134-137	Apr 2 - Apr 6 NO School Friday	Spring Pictures - W Book Fair - 4-13 Good Friday - F	Team Sports Skills and Rules	Listening Performing	Space	Reading - HB/Rigby Readers Vocab - Lesson 28 Sight Words - like, he Spelling - ten, men, fit, fin Math - Lesson 19
30 138-142	Apr 9 - Apr 13 Flex Friday		Team Sports Skills and Rules	Listening Performing	Space	Reading - HB/Rigby Readers Vocab - Lesson 29 Sight Words - come, go Spelling - jet, set, zig, zag Math - Lesson 20
31 143-147	Apr 16 - Apr 20		Team Sports Skills and Rules	Listening Performing	Form	Reading - HB/Rigby Readers Vocab - Lesson 30 Sight Words - here, this Spelling - fix, wet, Max, box Math - Review
32 148-152	Apr 23 - Apr 27 P/T Conferences W-R	PTC - W-R	Team Sports Skills and Rules	Listening Performing	Form	Reading - HB/Rigby Readers Vocab - Lesson 31 Sight Words - me, for Spelling - kit, cut, dug, bid Math - Lesson 21
33 153-157	Apr 30 - May 4	Cinco de Mayo - F	Team Sports Skills and Rules	Listening Performing	Form	Reading - HB/Rigby Readers Vocab - Lesson 32 Sight Words - where, do Spelling - vet, vet, my, by Math - Lesson 22
34 158-162	May 7 - May 11 Flex Friday	Mother's Day - F	Team Sports Skills and Rules	Listening Performing	Form	Reading - HB/Rigby Readers Vocab - Lesson 33 Sight Words - you, look Spelling - quiz, make, use, us Math - Review
35 163-167	May 14 - May 18	Open House - R	Team Sports Skills and Rules	Listening Performing		Reading - HB/Rigby Readers Vocab - Lesson 34 Sight Words - one, see Spelling - bump, mugs, flat, ship Math - Lesson 23
36 168-172	May 21 - May 25 Flex Friday		Team Sports Skills and Rules	Listening Performing		Reading - HB/Rigby Readers Vocab - Lesson 35 Sight Words - what, who Spelling - them, shop, must, sits Math - Lesson 24
37 173-176	May 28 - June 1 NO School Monday	Memorial Day - M Bench Mark 4	Evaluation	Listening Performing		
38 177-180	June 4 - June 8 Minimum Days	K Graduation - R Work Day - F				

Sight Words

School Week	3	4	5	6	7	<u>8</u>	9	10	11
Lesson #	1	2	3	4	5	<u>6</u>	7	8	9
Words and Letters	m s I	r a	t my	n p the	c go	A I my the go	am at can to	d like	an he
School Week	12	13	<u>14</u>	15	16	17	18	19	
Lesson #	10	11	<u>12</u>	13	14	15	16	17	
Words and Letters	i in come	g f here this	to like he come here this	b k me for	is where do	o on you look	l h one see	what two	

Spelling

School Week	20	21	22	23	24	25	26	27	28
CVC and Spelling Words	Sam ham mat sat <u>my</u> <u>the</u>	Pam Pat hat has <u>up</u> <u>down</u>	lit sit sip pal <u>want</u> <u>we</u>	lip tip hit pit <u>out</u> <u>who</u>	nap nat cap cat <u>are</u> <u>they</u>	bib pot fox hog <u>she</u> <u>good</u>	dot dog sad mad <u>like</u> <u>he</u>	run bus can Ron <u>there</u> <u>her</u>	hub bug bag mom <u>give</u> <u>little</u>
School Week	29	30	31	32	33	34	35	36	
CVC and Spelling Words	ten men fit fin <u>that</u> <u>have</u>	jet set zig zip <u>come</u> <u>go</u>	fix wet Max box <u>here</u> <u>this</u>	kit cut dug bid <u>me</u> <u>for</u>	vet yet my by <u>where</u> <u>do</u>	quiz make use us <u>you</u> <u>look</u>	bump mugs flat ship <u>one</u> <u>see</u>	them shop must sits <u>what</u> <u>two</u>	

Spelling tests begin January 23rd, and count both for a spelling and a handwriting grade. The pretest is given Monday, a practice test is on Wednesday, and the final test is on Friday (unless it is a 4 day week). *Wednesday*, those with perfect spelling and 4 out of 5 on handwriting will have free time Friday while the others take the final test. **New Sight Words** are underlined in bold and are also tested.

Grading Rubrics

Handwriting

One point is give for each of the following:

- Writing is legible
- Letters are formed properly and fluidly
- Tall letters go from the top to the bottom
- Small letters go from the dotted line to the bottom line
- Tailed letters go from the dotted line to the bottom with an appropriate tail under the line

* *Handwriting grades will be taken from the spelling tests.*

Written Name

One point is give for each of the following:

- Child's complete first and last name is written
- Appropriate capitals are used
- Writing is legible
- Letters are formed properly and fluidly
- Tall letters go from the top to the bottom. Small letters go from the dotted line to the bottom line. Tailed letters go from the dotted line to the bottom with an appropriate tail under the line.

Third Trimester Writing Rubric

	1	2	3	4	5
Ideas Content	*Writes but cannot tell what was written	*Writes words or phrases that convey a message	*Writes 1-2 sentences that convey a message	*Writes 2-3 sentences about the same topic	*Writes 4 or more sentence with a topic sentence and detailing sentences.
Organization	*Can give a title or combine some words and pictures	*Understands left to right, top to bottom directionality	*Sentences have a complete thought	*All sentences relate to one topic	*Topic follows a logical sequence
Spelling	*Some letter sound match (usually beginning and/or ending sounds)	*Relies almost entirely on invented spelling	*Writes recognizable words Uses combination of conventional and invented spelling	*Uses phonemic rules to sound out words *Spelling words are correct.	*Has almost no mistakes
Conventions	*Some letters are legible	*Letters are legible *Some spacing is evident	*Mostly uses capitals at the beginning and some end punctuation *Uses correct word spacing	*Uses capitals at the beginning of sentences *Uses correct punctuation at the end	*Capitalizes proper nouns *Uses commas and apostrophes in appropriate places
Ownership	*Has a story to tell orally but needs support when telling a story	*Tentative about writing	*Writes willingly	*Enjoys writing *Is open to new ideas and actively adds to topic.	*Extends writing to multiple pages

Math and Language Arts Semester Learning Goals

State Standard	Trimester 1	Trimester 2	Trimester 3
Math			
Identify numbers 0-10	not tested	✓	✓
Count objects in a set	✓	✓	✓
Counts 1-100	1 - 20	1 - 50	1 - 100
Counts 10's to 100	not tested	not tested	✓
Counts 5's to 50	not tested	not tested	✓
Copies to extend patterns and sequence	✓	✓	✓
Names the days of the week	not tested	✓	✓
Identifies and names geometric shapes	Circle, Square, Triangle, Rectangle	* Rhombus, Oval, Hexagon, Parallelogram	all
Identify Coins	pennies nickels	dimes *	Quarters *
Compare objects by length	not tested	not tested	✓
Language Arts			
Identify upper case letters	M S R T N P C A D I	G F B K O L H W X*	E V J Y Z U Q*
Identify lower case letters	m s r t n p c a d	i g f b k o l h w x*	e v j y z u q*
Identify letter sounds	m s r t n p c a d	i g f b k o l h w x*	e v j y z u q* Long Vowels
Identify and produce rhyming words	✓	✓	✓
Identify concepts about print	✓	✓	✓
Phonemic awareness	✓	✓	✓
Recognizes high frequency/site words	I a my the go to like he	come here this where do one me for you look see what two*	up down we want out who are they she good and there give little that have*
Retells stories	not tested	✓	✓
Writes name correctly	See Grading Rubric First Name Only	See Grading Rubric	See Grading Rubric
Read word families	not tested	✓	✓
Blend/Segment sounds in words	not tested	✓	✓
Read grade level text fluently	not tested	✓	✓
Write legibly	See Grading Rubric	See Grading Rubric	See Grading Rubric

* Past trimester's skills are included in this semester's evaluations.

Reference Pages

Kindergarten Supply List

The following is a list of supplies that our classroom uses each year. A well supplied classroom means less fundraising later. No names are needed on donation items. On the first day of school there will be a box for each of the items. Please, sort the items into the boxes for your child.

Quantity	Description	Donated
1	Back Pack, labeled with student's name	
1	Lunch Box/Bag	
3	boxes of #2 Pencils - <u>SHARPENED!!!</u>	
10	Non-Toxic Glue Sticks	
2	Boxes of Big Crayons	
3	Boxes of 24 Crayons	
2	Washable Water Color Set	
2	Washable Color Markers	
1	Package of Dry Erase Markers	
1	Package of Vis-à-vis Markers	
2	Boxes Sanitizing Wipes	
2	Boxes of Baby Wipes	
1	Roll of Paper Towels	
1	Bottle of Hand Sanitizer	
2	Boxes of Kleenex for the Class	
1	Boxes Gallon-Sized Zipper Bags	
2	Boxes Sandwich-Sized Zipper Bags	
2	Boxes of Band aids	
1	Ziploc Bags Gallon and Sandwich size	
1	White paper lunch bags (for puppets)	
1	Wall Ball	

Backpacks

Backpacks should contain **ONLY** papers and/or folders to be turned in and your student's lunch (and snack). Please do **NOT** let your child bring special or personal materials to school (this includes toys, pencil boxes, etc.). **PLEASE LABEL YOUR STUDENT'S BACKPACK, SWEATERS, SWEATSHIRTS, AND JACKETS**

Water Bottles

I will provide a water bottle each week that your child can refill at recess. If you would like to send one with your child, please be sure that it contains water only, is **LESS** than 21 ounces, and is **NOT** frozen. Frozen bottles make wet, unusable papers.

Home Materials

Please be sure your student has the following items at home for use on homework assignments: Pencils, Crayons, Scissors, Glue

Uniform Quick Reference

<u>YES</u>	<u>NO</u>
<u>Polo or Button up Shirt</u> Plain	No ribbing No Sequins
<u>Pants, Shorts, Skorts</u> Navy, Khaki, Black	No Short Skirts
<u>Sweatshirts and sweaters</u> SOLID COLORS	NO DESIGNS NO WRITING
<u>Shoes</u> Tennis Shoes Solid athletic shoes	NO SANDLES NO MARY JANES No Boots No Holes in the toes or heels

Dress Code Violation RCS Ridgcrest Charter School	Name: _____ Grade: _____ Date: _____	Teacher: _____ <input type="checkbox"/> 1 st Notice <input type="checkbox"/> 2 nd Notice <input type="checkbox"/> 3 rd Notice									
<table style="width: 100%;"> <tr> <td><input type="checkbox"/> Shirt Not Buttoned</td> <td><input type="checkbox"/> Inappropriate Jewelry</td> <td><input type="checkbox"/> Inappropriate Pants</td> </tr> <tr> <td><input type="checkbox"/> Inappropriate Shirt</td> <td><input type="checkbox"/> Belt Absent <small>(does NOT apply Kindergarten)</small></td> <td><input type="checkbox"/> Inappropriate Jacket/Hoodie</td> </tr> <tr> <td><input type="checkbox"/> Shirt Not Tucked In</td> <td><input type="checkbox"/> Inappropriate Shoes</td> <td><input type="checkbox"/> Other: _____</td> </tr> </table>			<input type="checkbox"/> Shirt Not Buttoned	<input type="checkbox"/> Inappropriate Jewelry	<input type="checkbox"/> Inappropriate Pants	<input type="checkbox"/> Inappropriate Shirt	<input type="checkbox"/> Belt Absent <small>(does NOT apply Kindergarten)</small>	<input type="checkbox"/> Inappropriate Jacket/Hoodie	<input type="checkbox"/> Shirt Not Tucked In	<input type="checkbox"/> Inappropriate Shoes	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Shirt Not Buttoned	<input type="checkbox"/> Inappropriate Jewelry	<input type="checkbox"/> Inappropriate Pants									
<input type="checkbox"/> Inappropriate Shirt	<input type="checkbox"/> Belt Absent <small>(does NOT apply Kindergarten)</small>	<input type="checkbox"/> Inappropriate Jacket/Hoodie									
<input type="checkbox"/> Shirt Not Tucked In	<input type="checkbox"/> Inappropriate Shoes	<input type="checkbox"/> Other: _____									
Preliminary Action: <input type="checkbox"/> Held Conference with Student <input type="checkbox"/> Telephoned Parent <input type="checkbox"/> Consulted Principal <input type="checkbox"/> Other: _____ _____ _____		Students have three "formal warnings" for minor uniform infractions. Staff may assign additional consequences, as appropriate, in addition to warning the student. If a student has accumulated more than three warnings in the course of the school year, they will be referred to the office for defiance. Consequences for defiance range from campus cleanup to suspension from school activities. Failure to return this form will result in further consequences.									
Staff Signature: _____		Student Signature: _____									
Admin. Signature: _____		Parent Signature: _____									

California Department of Education

Kindergarten State Standards

Mathematics Content Standards

By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.

Number Sense

1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):

1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.

1.2 Count, recognize, represent, name, and order a number of objects (up to 30).

1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

2.0 Students understand and describe simple additions and subtractions:

2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:

3.1 Recognize when an estimate is reasonable.

Algebra and Functions

1.0 Students sort and classify objects:

1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

Measurement and Geometry

1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:

1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).

1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).

1.3 Name the days of the week.

1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).

2.0 Students identify common objects in their environment and describe the geometric features:

2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).

2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).

Statistics, Data Analysis, and Probability

1.0 Students collect information about objects and events in their environment:

1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

2.0 Students solve problems in reasonable ways and justify their reasoning:

2.1 Explain the reasoning used with concrete objects and/ or pictorial representations.

2.2 Make precise calculations and check the validity of the results in the context of the problem

English-language Arts Content Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic Awareness

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).
- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in words.

Decoding and Word Recognition

- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Vocabulary and Concept Development

- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students.

Structural Features of Informational Materials

- 2.1 Locate the title, table of contents, name of author, and name of illustrator.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Distinguish fantasy from realistic text.
- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings, and important events.

Writing

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

- 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
- 1.3 Write by moving from left to right and from top to bottom.

Penmanship

- 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Sentence Structure

- 1.1 Recognize and use complete, coherent sentences when speaking.

Spelling

1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

1.1 Understand and follow one-and two-step oral directions.

1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.

2.2 Recite short poems, rhymes, and songs.

2.3 Relate an experience or creative story in a logical sequence.

History-Social Science Content Standards

Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving,

Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Science Content Standards

Physical Sciences

1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
 - a. *Students know* objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
 - b. *Students know* water can be a liquid or a solid and can be made to change back and forth from one form to the other. c. *Students know* water left in an open container evaporates (goes into the air) but water in a closed container does not.

Life Sciences

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
 - a. *Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
 - b. *Students know* stories sometimes give plants and animals attributes they do not really have. c. *Students know* how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).
3. Earth is composed of land, air, and water. As a basis for understanding this concept:
 - a. *Students know* characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. b. *Students know*

changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

- c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations.

As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Observe common objects by using the five senses.
- b. Describe the properties of common objects.
- c. Describe the relative position of objects by using one reference (e.g., above or below).

- d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
- e. Communicate observations orally and through drawings.