

Your Child in Kindergarten



A Parent Manual Prepared by
the Hicksville School District
2011-2012

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A Message from the Superintendent

Welcome to the new school year! This booklet has been prepared to give each family an overview of the topics that children will be taught and expected to master by the end of the school year. You will find descriptions for the areas of Reading, Writing, Mathematics, Science, Social Studies, Art, Music, Physical Education, and English Language Learners.

The descriptions are based upon curricula written by the teachers and administrators of the Hicksville Public Schools, aligned to the New York State Education Department Syllabi and Common Core State Standards, which correspond to textbooks approved by the Hicksville Board of Education.

Children perform best when there is a strong link for learning between home and school. To assist us in building this strong link, located in each section of this booklet you will find suggested activities to work on with your child. These activities are designed to help reinforce and extend what is learned in school. Our goal is to foster a relationship that will assist in developing your child's intellectual abilities to his or her fullest potential. We believe that your active participation in your child's education, in conjunction with our dedicated school staff, will help ensure an enjoyable and successful school experience for your child.

If you should have any questions regarding the information presented in this booklet or about any aspect of your child's education, please do not hesitate to contact the classroom teacher, the school principal or central administration.

On behalf of the Board of Education, the faculty and the staff of the Hicksville Public Schools, I extend my best wishes for a successful school year for you and your child.



Sincerely yours,

Maureen K. Bright
Superintendent of Schools

Learning Standards

Students will demonstrate the knowledge and skills necessary to meet the following objectives:

Read increasingly complex literature such as stories, dramas & poetry
Read increasingly complex informational text such as nonfiction, historical, scientific & technical texts
Understand and use foundational skills including concepts of print, the alphabetic principle,
and basic conventions of the English writing system
Gain adequate mastery of a range of skills and applications for speaking and listening
Convey meaning through the conventions of English grammar, usage, and mechanics

Make sense of problems and persevere in solving them
Reason abstractly and quantitatively
Construct viable arguments and critique the reasoning of others
Model with mathematics
Use appropriate tools strategically
Attend to precision
Look for and make use of structure
Look for and express regularity in repeated reasoning

Engage in mathematical analysis, scientific inquiry and technological design
Manage information systems
Understand mathematical concepts and principles
Understand scientific concepts and principles
Understand the concepts and principles of technology
Understand common themes across mathematics, science and technology
Interdisciplinary problem-solving

Understand the history of the United States and New York State
Understand world history
Understand geography of the world
Understand economic systems
Understand governmental systems and the United States Constitution
Understand governmental civic values and responsibilities

Create, perform and participate in the Arts
Know and use arts materials and resources
Respond to and analyze works of art
Understand cultural dimensions and contributions of the Arts

Maintain personal health and fitness
Maintain a safe and healthy environment
Manage personal and community resources

Communicate in a language other than English
Attain cross-cultural understanding

Plan a career
Apply academic learning in real world situations
Pursue career options

English Language Arts - Kindergarten

OVERVIEW

The New York State Education Department has adopted a new set of learning standards that are summarized in a series of documents that make up the Common Core Learning Standards for English Language Arts and Literacy. The full text of the Common Core learning standards and accompanying appendices for English Language Arts and Literacy can be found at: http://www.p12.nysed.gov/ciai/common_core_standards/.

These standards are a framework to assist school districts in developing, from the earliest levels, a philosophy and set of goals for curriculum and instruction so that students will be to demonstrate the following capabilities upon graduation and be ready for college and careers:

- independence in reading with complex texts across a range of types and disciplines to build strong content knowledge;
- value evidence in reasoning and be able to critique as well as comprehend when both when speaking and writing;
- respond to the varying demands of audience, task, purpose, and discipline and understand varied perspectives and cultures when both speaking and writing.
- conduct research, interpret information, and present conclusions and perspectives clearly and effectively, both individually and as part of a collaborative team.

The purpose of reading and related English Language Arts and Literacy instruction is to develop independent and confident lifelong readers and writers. A high priority, which begins at the earliest level, is the focus on speaking and listening as well as meaning and thinking. Carefully planned teacher modeling, demonstration, and discussion assist students in understanding selections and with the development of their critical thinking, auditory and visual discrimination, language concepts, and comprehension strategies. Ultimately, it is our goal to inspire students to read for information, knowledge and enjoyment in order to satisfy their curiosity about the world in which they live and to be able to effectively compete in and contribute to a global society.

Annual assessments of students' literacy skills are taken each spring in Grades 3-8 and in Grade 11. Even though the assessments begin in Grade 3, it is important to note that the development of these skills begins in Kindergarten. Throughout Kindergarten, students will be assessed on basic English Language Arts and Literacy skills. Results will be kept in an Early Literacy Profile that will follow students through the third grade, as mandated by the New York State Department of Education. This profile helps to support, assess, and diagnose students' skills before the first formal state assessment is given in Grade 3.

GRADE-SPECIFIC OBJECTIVES

Children in Kindergarten take part in activities such as those listed in the objectives below. These objectives align with the Common Core standards and assessments set by the State and will be reflected in their Elementary Report Card:

Reading Standards for Literature

1. Without prompting and support, retell familiar stories, including key details that identify characters, settings, and major events in a story.
2. Ask and answer questions about unknown words in a text.
3. Recognize common types of texts (*e.g.* storybooks, poems) and, with prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
4. With prompting and support, describe the relationship between illustrations and the story in which they appear (*e.g.* what moment in a story an illustration depicts).
5. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Reading Standards for Informational Text

1. Without prompting, identify the main topics and retell key details of a text.
2. Identify the front cover, back cover, and title page of a book.
3. Name the author and illustrator of a text and define the roles of each in presenting the ideas or information in a text.
4. Without prompting and support, identify the reasons an author gives to support points in a text.
5. Without prompting and support, identify basic similarities in and differences between two texts on the same topic.

Writing Standards

1. Use a combination of drawing, dictating, and writing to:
 - a. compose opinion pieces in which they tell a reader the topic or name of a book that they are writing about and state an opinion or preference (*e.g.* “My favorite book is...”).
 - b. compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
 - c. narrate a series of several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

In addition, your child should be able to:

1. Print many upper-and lower-case letters.
2. Understand and use questions words (*who, what, when, where, why, and how*).
3. Write the letter or letters for most consonant and short-vowel sounds (phonemes).
4. Recognize and name end punctuation (period, question mark, exclamation point).
5. Capitalize the first word in a sentence and the pronoun, *I*.
6. Use the most frequently occurring prepositions (*to, from, in, out, on, off, for, of, with*)

IMPORTANT VOCABULARY

The following words are most often found in pre-primer readers. Children should be able to recognize them on sight in books, newspapers, signs and magazines:

a	find	is	not	three
and	for	it	one	to
away	funny	jump	play	two
big	go	little	red	up
blue	help	look	run	we
can	here	make	said	where
come	I	me	see	yellow
down	in	my	the	you

Make up cards with these words on them. When possible, include a picture with the word. When your child begins to recognize some words, review a few of them with him or her each day. You can play games such as “Concentration” or “Go Fish” using the words.

HOME ACTIVITIES TO SUPPORT LEARNING

By following your child’s progress through work brought home, you will be able to reinforce skills and knowledge learned in the classroom. Here are some activities you can do with your child:

1. Use common experiences (a television show, a visit to an amusement park or the store, a car trip) as the basis for a discussion of what happened. Try to have your child put order in the experience by telling you what happened first, next, *etc.* Use questions words (*who, what, when, where, why, and how*).
2. Buy or create a set of flash cards with upper and lower-case letters of the alphabet and practice having your child identify the sounds associated with each.
3. Teach your child rhyming songs and sing them with him or her. Doing so will help him or her learn the sounds of language while having fun.
4. Read to your child often. Talk about the pictures and any of the words that are recognized. Using question words, ask your child to predict what will happen next.
5. If your child begins to read, allow him or her to read to you.
6. Encourage your child to watch shows such as “Sesame Street,” “Storytime,” or “Blues Clues.” These programs concentrate on basic reading and reasoning skills and are written to appeal to both children and adults.
7. Investigate children’s activities at the library and have your child participate in these activities.

INTERNET RESOURCES

Consonants, Vowels, and Basic Phonics:

http://www.internet4classrooms.com/skills_1st.htm

Handwriting Practice

<http://www.softschools.com/handwriting/alphabets/>

Hicksville Public Library:

<http://www.nassaulibrary.org/hicksv/>

Interactive Phonics, Sentence Completion, and Reading:

<http://www.starfall.com/>

Kindergarten Home Reading Activities:

<http://www.ed.gov/pubs/CompactforReading/tablek.html>

Rhyming Songs:

<http://www.theteachersguide.com/ChildrensSongs.htm>

Mathematics - Kindergarten

OVERVIEW

The New York State Education Department has adopted a new set of learning standards that are summarized in a series of documents that make up the Common Core Learning Standards for Mathematics. The full text of the Common Core learning standards and accompanying appendices for Mathematics can be found at:
http://www.p12.nysed.gov/ciai/common_corestandards/.

These standards define what students should understand and be able to do in their study of mathematics. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. They include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning.

GRADE-SPECIFIC OBJECTIVES

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating and operating on whole numbers, initially with sets of objects; (2) describing shapes and space.

Counting and Cardinality

- Know number names and the count sequence (to 100)
- Count to tell the number of objects
- Compare numbers

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base ten

- Work with numbers 11-19 to gain foundations for place value

Measurement and Data

- Describe and compare measurable attributes
- Classify objects and count the number of objects in categories

Geometry

- Identify and describe shapes
- Analyze, compare, create and compose shapes

MATHEMATICS GLOSSARY – KINDERGARTEN

PROBLEM SOLVING

act out - To perform in or as if in a play; represent dramatically; To realize in action

compare - To state the similarities or differences between two or more numbers, objects, or figures by considering size, shape, odd, even, or other attributes

draw - Determine a solution using a writing instrument

examine - To study or analyze

explore - To look for patterns or relationships between elements within a given setting

generate solutions - The method or process of solving a problem

identify the problem - To find out; A question to be considered, solved, or answered

interpret - To explain the meaning of

make observations - The act of noting and recording something

model using manipulatives - To make or act out a representation of something, usually on a smaller scale or in a simpler way; to use pictures, diagrams, or physical objects to further demonstrate or clarify a problem.

solution - The value or values that make an equation, inequality, or open sentence true.

strategy - A method or system of steps used to solve problems. (See problem solving strategies)

problem solving strategies - Various methods used to solve word problems; strategies may include, but are not limited to: acting it out, drawing a picture or graph, using logical reasoning, looking for a pattern, using a process of elimination, creating an organized chart or list, solving a simpler but related problem, using trial and error (guess and check), working backwards, writing an equation

REASONING AND PROOF

guess - To predict (a result or an event) without sufficient information

listen - To make an effort to hear

share - To discuss ideas, thought and solutions with a group

true/false - A process used to determine validity

COMMUNICATION

ask questions - An expression of inquiry that invites or calls for a reply

draw - Determine a solution using a writing instrument

explain - (See justify)

justify - To provide an argument for a mathematical conjecture; it may be an intuitive argument or a set of examples that support the conjecture; the argument may include, but is not limited to, a written paragraph, measurement using appropriate tools, the use of dynamic software, or a written proof

organize - To arrange in a desired pattern or structure

share ideas - To discuss thoughts and solutions with a group

use the language of mathematics - Use terms that are related to mathematics

REPRESENTATION

act it out - To perform in or as if in a play; represent dramatically; To realize in action

model a situation - To make or act out a representation or a circumstance

NUMBER SENSE AND OPERATIONS

add - To combine two or more quantities to find one quantity called a total or sum

after - Behind in place, subsequent to in time or order

all together - An amount obtained as a result of grouping thing together

before - In front of, earlier than, at an earlier time

collection - An accumulation of objects gathered for study or comparison

count - To name the numbers in order up to and including a given number (e.g., count to ten); to determine the total number or amount, as in money

count backwards - A subtraction strategy of starting with the minuend and counting backward an amount equal to the amount of the subtrahend to arrive at the difference

fewer - Amounting to or consisting of a small number

fewer than - Amounting to or consisting of a small number than expressed

less - A smaller amount

more - Greater in size, amount, extent, or degree

next - Immediately following, as in time, order, or sequence; adjacent

number - The concept of an amount, quantity, or how many items there are in a collection

numeral - The written symbol that represents a number

ordinal numbers (first-tenth) - Numbers used to specify position in a sequence (e.g., first, second, third, fourth)

sum - The result when two or more quantities are added

take away - Remove

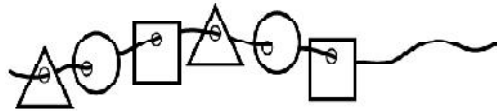
ALGEBRA

attribute - A characteristic that identifies an object or person as part of a group

length - The distance from one end of an object to the other end

pattern - A design (geometric) or sequence (numeric or algebraic) that is predictable because some aspect of it repeats

Examples: Geometric pattern:



Numeric pattern: 4, 7, 10, 13, ...

Algebraic pattern: x, x^2, x^3, \dots

GEOMETRY

above - Position over or higher than

below - Underneath; beneath

beside - At the side of; next to

between - In the middle of two numbers; greater than the first number but less than the second number (e.g., 17 is between 16 and 18)

geometric shape - Any regular or irregular polygon, circle, or combination of geometric figures

Examples:



next to - Immediately following, as in time, order, or sequence; adjacent

on - Used to indicate position above and supported by or in contact with

over - In or at a position above or higher than

rectangle - A quadrilateral with four right angles

Examples:



shape - (See geometric shape)

size - To arrange, classify, or distribute according to physical dimensions, proportions, magnitude, or extent of an object

sort - To separate objects into groups according to properties or characteristics

symmetry - The property of having the same size and shape across a dividing line or around a point

under - In a lower position or place than

MEASUREMENT

afternoon - The part of day from noon until sunset

as long as - Making comparisons of objects based upon length and height

daylight - The light of day; sunlight

evening - The period of decreasing daylight between afternoon and night

longer - Having the greater length of two or the greatest length of several

longer than - Making comparisons of objects based upon length and height

morning - The first or early part of the day, lasting from midnight to noon or from sunrise to noon

noon - Twelve o'clock in the daytime; midday; the time or point in the sun's path at which the sun is on the local meridian

shorter - Lacking in length or amount

shorter than - Making comparisons of objects lacking in amount or length

HOME ACTIVITIES TO SUPPORT LEARNING

1. Get an assortment of objects such as buttons, blocks, or bottle caps. Play a game in which you ask your child to arrange the objects in as many different ways as possible. Some of the ways may be shape, size, or color. Follow up this activity by counting how many are in each category.
2. Using the same assortment of objects, discuss them in terms of “bigger than, smaller than, or the same size as.”
3. Make circles, squares, and rectangles out of construction paper. Discuss with your child how they are alike and how they are different. Fold them in half and discuss them in fractional terms (e.g. this is one-half of a circle).

INTERNET RESOURCES

www.aaamath.com
www.aplusmath.com
www.factmonster.com
www.brainpop.com
www.coolmath4kids.com
www.funbrain.com
www.funschool.com
www.gameaquarium.com
www.primarygames.com

Science – Kindergarten

OVERVIEW

In accordance with the New York State Learning Standards, the science program at each grade level promotes the processes of scientific inquiry to prepare students to participate fully in an ever-changing world. Students are given the opportunity to exercise their curious and questioning spirit. Inquiry is a critical component of the science program at all levels and in every domain of science. Scientific inquiry involves a variety of skills and information gathering and analysis. The application of processing skills for science inquiry will allow our students to demonstrate safety in science, develop language skills necessary for problem solving, develop the concept that objects can be measured using a variety of scientific instruments, and communicate concepts learned through written, verbal and constructed models.

The science program nurtures problem exploration through a hands-on approach and emphasizes the use and manipulation of materials and equipment in investigations. Kindergarten children will have the opportunity to learn science by doing science. Kindergarten classes investigate units about life sciences, physical science, earth science, and the human body. These four units spiral through the curriculum each year helping students build upon prior knowledge while expanding their understanding and application of scientific concepts, principles, and theories pertaining to the living and physical environment. The objectives taught as part of the Kindergarten curriculum are listed below.

GRADE SPECIFIC OBJECTIVES

1. Understanding that things can be classified as living and nonliving
2. Investigating the difference between living and nonliving
3. Exploring the shared environments of plants and animals
4. Identifying and describing animals by their covering and by how they move
5. Investigating the needs of all living things
6. Investigating the main parts of plants and the role of the seed
7. Understanding that matter can be described and classified
8. Investigating mass
9. Inquiring about sound, heat, and light
10. Experimenting with magnets (they attract some objects and push/pull each other)
11. Identifying and describing the main features of the Earth's surface
12. Exploring the nighttime sky and daytime sky
13. Identifying and describing the sun, moon, stars, and clouds
14. Recognizing that the weather changes and affects daily life
15. Understanding that there are seasons and that they follow a pattern
16. Identifying the Earth's natural resources
17. Understanding that people can have a positive or a negative effect on the environment
18. Exploring with the five senses and identifying body parts
19. Understanding that people change as they move from infancy to adulthood
20. Understanding that exercise, relaxation, and sleep contribute to good health
21. Identifying foods that are important to good health
22. Understanding that germs cause illness and disease and exploring basic hygiene

IMPORTANT SCIENCE VOCABULARY

classification	hot	plant
cold	hypothesis	predict
conservation	inference	pull
control	interaction	push
data	large	record
day	leaf	recycle
estimate	life processes	root
evaporation	light	season
experiment	living	seed
filter	loud	senses
float	magnet	shallow
flower	model	sink
forecast	night	small
habitat	non-living	soft
heat	observation	stem
heavy	pattern	variable
		weather

HOME ACTIVITIES TO SUPPORT LEARNING

The following activities will allow you to promote your child's success in various science courses throughout their academic career:

- Review their completed homework assignments
- Aid your child in any science project assigned by the classroom teacher
- Visit various museums and zoos in the metropolitan area
- Encourage the viewing of science programs on the television
- Encourage your child to visit the recommended web sites
- Make regular contact with their classroom teacher

INTERNET RESOURCES

www.sfscience.com – textbook

www.kz.com - textbook

<http://www.nysl.nysed.gov/reference/educoref.htm#sci> – link to multiple websites

www.nysed.gov

www.CastleLearning.com

www.science.nasa.gov

www.discovery.com

www.sciencereviewgames.com

Social Studies - Kindergarten

OVERVIEW

The Social Studies program focuses on helping children develop awareness of self as a growing individual. The child's unique qualities, as well as similarities to others, are stressed through the following concepts and themes:

Identity - each person is unique and important.

Change - people change over time.

Identity - families are similar and different.

Culture – ideas, values and traditions are transmitted through families.

Interdependence - people rely on each other.

Needs and Wants - unlimited needs and wants conflict with limited natural and human resources.

Places and regions - awareness of community and nation through maps.

Citizenship - children and adults have responsibilities in the community.

Government - people make and change rules to govern and protect.

GRADE SPECIFIC OBJECTIVES

1. Describe their role in the family and the roles of other family members.
2. Identify verbally/pictorially ways in which families are alike and different.
3. Discuss needs and wants of families.
4. Identify ways in which family members meet needs.
5. Identify community services.
6. Describe some goods and services found in the community.
7. Discuss how people use the money that they earn.
8. Demonstrate location using directional words, e.g. left/right, above/below, near/far, front/back, here/there, up/down, top/bottom, and over/under.
9. Recite the Pledge of Allegiance.
10. Describe the American flag.
11. Celebrate national holidays in the classroom.
12. Identify basic classroom rules and explain why people make rules.
13. Identify cultural customs, such as food, dress, or special holidays.
14. Gather information from pictures.
15. Listen for information.
16. Make inferences and draw conclusions.
17. Rank order pictures in sequence.
18. Describe illustrations that communicate ideas.
19. Cooperate with other children during classroom activities.
20. Take responsibility according to the task.
21. Demonstrate a willingness to accept others' points of view in decision making.

IMPORTANT VOCABULARY

alike/different
celebrations
change
choices
community
decisions
family
globe
goods and services
govern
holidays
legends
map
neighborhood
rights
responsibilities
rules
school
self
wants and needs

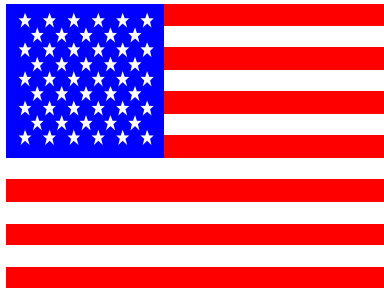
HOME ACTIVITIES TO SUPPORT LEARNING

Reading to your child daily will support social studies instruction.

INTERNET RESOURCES

<http://www.emsc.nysed.gov/ciai/social.html>

New York State Education Department: Social Studies Information



Fine Arts – Kindergarten

ART OVERVIEW

The elementary art program provides children with experiences to develop creativity and to learn to admire and appreciate beauty. In keeping with the N.Y. Learning Standards for the Arts, the goals of this “hands-on” program are to have the children participate in the creation and production of a variety of visual art works, know and use art materials and resources, appreciate, respond to, and analyze art that they see. Children will develop an understanding of their own historical and cultural heritage and those of others within their communities and beyond.

These learning experiences for grades K-2 are presented repeatedly in a variety of ways to teach the basics of line, color, value, texture, shape and form. Gradually children also learn about rhythm, balance, unity, variety, emphasis, contrast, and proportion. Between Kindergarten and Second Grade students participate in experiences listed below.

GRADE SPECIFIC ART OBJECTIVES

1. Drawing, painting, designing, sculpting, constructing and print-making in a variety of media and imaginative ways.
2. Learning about art heritage, artists, their contributions, and ways of communicating cultural values.
3. Responding to artwork and talking about its characteristics, structure, and mood.
4. Building skills of observation and discrimination to compare contrast, discuss, and build a base for making informed judgments.

IMPORTANT VOCABULARY

artist	brush	camera	cartoon	circle	clay
collage	color	crayon	create	cut	cylinder
decorate	design	detail	diagonal	display	draw
erase	exhibit	figure	fold	horizontal	landscape
lettering	line	marionette	mask	materials	mobile
museum	object	octagon	paint	paper	pattern
photograph	picture	portrait	poster	print	produce
puppet	rectangle	repeat	round	scene	shape
sketch	sphere	sponge	square	stamp	statue
structure	studio	texture	title	trace	triangle
vertical	watercolor	weaving	yarn		

HOME ACTIVITIES TO SUPPORT LEARNING

- Talk to your child about what they did in art class each week
- Take your child to museums where art is displayed
- While reading children’s books, take the time to observe and discuss with your

- child what they like or find interesting in the illustrations or photographs
- Share with your child the art of your own cultural heritage
- Discuss how various works of art make your child feel
- Encourage your child to observe and find various shapes, textures, or types of lines in familiar objects, nature, photographs or works of art
- Encourage your child to create at home by drawing, coloring with crayons or use of watercolor paints
- Compliment your child's creativity
- Watch educational television programs with your child that use art as a primary medium for learning and expression
- Ask your local library for books on art appropriate for kindergartners

MUSIC OVERVIEW

The elementary music program provides balanced, comprehensive, and sequential experiences for children to perform, create, and respond to music. Through singing, playing instruments, moving to music, and creating music, children acquire musical skills and knowledge by doing. In keeping with the N.Y. State Learning Standards for the Arts, the goals of this “hands-on” program are to have children create, perform, and participate in music-making, to know and use musical materials and resources, and to appreciate, respond to, and analyze music they hear.

Furthermore, through experiential learning, students will understand their own historical and cultural heritage and those of others within their communities and beyond. The specific learning objectives taught in Kindergarten are listed below.

GRADE SPECIFIC MUSIC OBJECTIVES

1. Sing, alone and with others, a varied repertoire of songs.
2. Perform on instruments, alone and with others, a variety of music.
3. Improvise and create melodies, variations, and accompaniments.
4. Listen to, analyze, and describe music.
5. Understand relationships between music, the other arts, and other disciplines.
6. Understand music in relation to history and culture.
7. Learning to sing in tune and on pitch.
8. Learning to discriminate between high and low; fast and slow; loud and soft.
9. Learning to respond to and maintain a steady beat.
10. Learning a varied repertoire of folk songs and singing games with movement.
11. Discriminate between like and different pitches, melodic phrases, and rhythmic passages.
12. Accurately echo rhythmic and melodic patterns.
13. Create rhythmic and melodic patterns and ostinati.
14. Listen and respond to music of various moods and styles.

IMPORTANT VOCABULARY

beat	fast	slow	tune
high	low	sound	loud
soft	echo	march	lullaby
movement	pat	clap	stomp
personal space			

Instrument names to include:

hand drum	wood block	rhythm sticks
maracas	tambourine	triangle

HOME ACTIVITIES TO SUPPORT LEARNING

- Talk to your child about what they did in music class each week.
- Take your child to live music concerts.
- Listen to music of various styles, from various cultures and historical eras.
- Share with your child the music of your own cultural heritage.
- Discuss how various songs or pieces of music make your child feel.
- Sing various children's songs to them and with them.
- Watch educational television programs with your child that use music as a primary medium for learning and expression.
- Visit the local library for CDs of music to listen to.



Physical Education & Health - Kindergarten

PHYSICAL EDUCATION – OVERVIEW

The Physical Education Program is an important part of your child’s education. It is an integral part of the total educational growth and development process of each child. This program significantly contributes to the acquisition of personal living skills such as cardiovascular fitness, muscular skeletal fitness, cooperation, risk taking, safety, trust and respect.

The sequential learning experiences in Physical Education are designed to fulfill the child’s physical development and translate into a meaningful and successful program that meets the needs of all children.

Activities will include physical fitness, locomotor and non-locomotor skills, movement exploration, perceptual motor skills and object manipulation in the lower grades (K-2). In grades 3-5 the activities will include rhythms, ball handling, team and individual sports and physical fitness. These activities and experiences will help prepare the youngster for middle school physical education and after school athletics.

HEALTH – OVERVIEW

THE GREAT BODY SHOP is a comprehensive health, substance abuse and violence prevention program in which your child will be participating this year. This program will help your child learn more about his or her body and how to take care of it. The program is a team effort involving you, your child, the teacher and members of the community. Each month, your child will receive a student issue of THE GREAT BODY SHOP which will present an appropriate level of knowledge about topics such as nutrition, safety, preventing illness and drug and alcohol prevention. Games, quizzes and other material will help develop values, build critical thinking skills and promote behaviors that relate to health goals. Your child’s teacher will discuss the units of THE GREAT BODY SHOP in depth with the students. Student monthly issues will be sent home to share with the family and we ask that you talk about the lessons learned with your child.



English as a Second Language –Kindergarten

OVERVIEW

English Language Learners are given daily instruction in English as a Second Language to support work done in their primary classroom and to help them become confident in all English-language skills. The amount of English as a Second Language instruction is determined by the student's scores on either the LAB-R test or the NY State English As A Second Language Achievement Test (NYSESLAT).

We encourage parents to be partners in their children's education. In the Fall, parents of English Language Learners are invited to meet with the ESL teacher during Back-To-School night. We host ESL Family Game Nights and Math Activities Nights that you can attend with your child and his/her ESL teacher. Your child's ESL teacher holds morning meetings a few weeks before the NYSESLAT so that you can learn more about this important test and help your child meet with success.

Should you have any questions or concerns during the school year, please contact your child's ESL teacher.

GRADE SPECIFIC OBJECTIVES

1. Listen for specific information
2. Become aware of print
3. Learn sound-letter correspondence
4. Learn to form letters
5. Use picture details, main ideas and sequencing to understand a story
6. Use classification and comparison
7. Understand sentence meaning
8. Express themselves in complete sentences
9. Develop vocabulary concepts
10. Tell a story
11. Associate oral language with print

IMPORTANT VOCABULARY

a	find	is	not	three
and	for	it	one	to
away	funny	jump	play	two
big	go	little	red	up
blue	help	look	run	we
can	here	make	said	where
come	I	me	see	yellow
down	in	my	the	you

HOME ACTIVITIES TO SUPPORT LEARNING

1. Ask your child what they are doing in school.
2. Review your child's homework assignment or ask your child to explain it to you.
3. Make regular visits to the Hicksville Public Library and get a library card for your child.
4. Read to your child in English or in your native language and ask your child to tell you about the reading.

INTERNET RESOURCES

You can request the following publications in English and Spanish from the U.S. Department of Education. All are provided at no cost. They can be ordered on-line at www.edpubs.org

Helping Your Child Learn Mathematics
Como Ayudar a Su Hijo a Aprender Ciencias
La Lectura Es Lo Primero: Como Ayudar a Aprender a Leer
Como Ayudar a Su Hijo a Ser Un Buen Lector
(English/Spanish)Guide for Parents:
How Do I Know a Good Early Reading Program When I See One