

Rockingham County Schools Kindergarten Registration

Rockingham County, NC - Kindergarten registration will be held April 1 - 18 at 11 schools across Rockingham County: Bethany, Central, Dillard Academy, Douglass, Huntsville, Leaksville-Spray, Lincoln, Monroeton, South End, Stoneville, Wentworth, and Williamsburg. Due to spring break, Dillard Academy will hold kindergarten registration March 25 – April 12.

Children must be age 5 on or before August 31, 2019, to be eligible to attend kindergarten.

Parents may still register their child prior to the first day of school on a walk-in basis.

Parent information needed for Kindergarten Registration:

- Certified Birth Certificate
- Immunization Record
- Proof of residence (street address)

Students should register at their home school regardless of whether they plan to apply for a transfer out-of-district.

Transfer forms will be available on March 25, 2019 (pending Board of Education approval) at schools and the Central Office.

(*Students wishing to enroll at Dillard Academy may enroll directly at Dillard, however, must still complete a transfer form.)

The following schools have designated **additional** specific times for registration (in addition to the open registration dates):

SCHOOL	DATE
Bethany Elementary	April 9: 7:30 am – 6:00 pm (screening) April 10: 3:00 pm - 6:00 pm (screening)
Central Elementary	April 9: 5:00 pm - 7:00 pm (Registration Night)
Dillard Academy	March 28: 5:00 pm - 7:00 pm (Registration Night)
Douglass Elementary	Sat, April 6: 11:00 am - 3:00 pm (Spring Carnival) April 18: 3:00 pm - 6:00 pm (Extended Registration)
Huntsville Elementary	April 11: 8:00 am - 6:00 pm (Extended Registration)
Leaksville-Spray Elementary	April 9: 5:00 pm - 7:00 pm (Registration Night)
Lincoln Elementary	April 2: 12 noon - 6:30 pm (Extended Registration)
Monroeton Elementary	April 11: 3:00 pm - 6:00 pm (Game Time)
South End Elementary	April 11: 4:00 pm - 6:30 pm (Extended Registration)
Stoneville Elementary	April 9: 3:00 pm - 6:00 pm (Kindergarten Camp-Out)
Wentworth Elementary	April 4: 12:00 noon - 6:00 pm (Craft Time Registration)
Williamsburg Elementary	April 9: 5:00 pm - 7:00 pm (Registration Night) April 15: 5:00 pm - 7:00 pm (Carnival Night)

For more information, call your child's school or June Nealy, Director of Elementary Programs, at 627.2680 or by email jnealy@rock.k12.nc.us.

Our question is, “Where do we need to start?”

When students enter kindergarten, we want to get an idea of what they know to inform our instruction at the very beginning of the school year.

Every minute is valuable!

We want to see if students have knowledge in early literacy and early math skills so we can personalize to best meet the needs of each student as they enter school.

Examples of early literacy and early math skills:

Does the student recognize his or her name?

Does the student know any common sight words when they are pointed out while reading a story with an adult? Common sight words in kindergarten are: is, a, most, he, why, red, yellow, black, brown, has, ten, and, his, when, or, it, the, she, of, and to.

When given an example, can the student think of another rhyming word? Ex. Frog and log rhyme. Can you think of another word that rhymes with frog and log?

Letter recognition (we start with uppercase) and beginning letter sound recognition.

Can the student point to the named shapes: circle, triangle, square, rectangle?

How far can the student count verbally?

Can the student count objects?

Can the student classify objects in groups that are the same (color, shape, size, function)?

Can the student recognize written numbers up to 10?

Can the student write their own name?

LEARNING AND THINKING

What to look for

Your child...

- ✓ Can match two pictures that are alike
- ✓ Can tell things that go together (a spoon and a fork, a fish and a boat)
- ✓ Can match, recognize and name circle, square, and triangle
- ✓ Can match, recognize and name at least 5 colors
- ✓ Can repeat a pattern you start (step, step, jump – step, step, jump)
- ✓ Can put 3 pictures in order (1. Planting flower seeds; 2. Flowers growing; 3. Picking flowers)
- ✓ Can work simple puzzles

To encourage your child's learning and thinking skills:

- ★ Collect real objects that go together: shoe/sock, hammer/nail.
- ★ Involve your child in putting pictures in order. You can use photos of your child at different ages, or pictures cut from a magazine.
- ★ Let your child help you fold laundry. Your child can match socks and other clothes by color or size.
- ★ Play "shapes" and "sizes" games with your child. Use coins, cut-out shapes, and other objects from around the house.
- ★ Have simple puzzles available for your child to play with. Make puzzles by cutting up greeting cards or the front of a cereal box into puzzle-shaped pieces.

LANGUAGE DEVELOPMENT

What to look for

Your child...

- ✓ Can speak in complete sentences
- ✓ Can follow directions with at least two steps
- ✓ Can understand words such as 'top' and 'bottom', 'big' and 'little'
- ✓ Can follow directions in a simple game with other children or adults.
- ✓ Can say or sing familiar songs and nursery rhymes
- ✓ Can recognize when words rhyme, such as 'cat' and 'hat'

To encourage your child's language development:

- ★ Take time each day to listen to and talk with your child. Some good times for conversation are while traveling, at mealtimes and at bedtime.
- ★ Encourage your child to listen and use language to express ideas.
- ★ Involve your child in activities and games that require listening and following directions.
- ★ Read and tell stories that have interesting characters and easy-to-follow plots. Talk with your child about the stories after you read or tell them.
- ★ Read and sing nursery rhymes and rhyming stories with your child.

BEGINNING READING

What to look for

Your child...

- ✓ Can make simple predictions and comments about a story being read
- ✓ Can tell a simple story back to you after listening to it
- ✓ Knows the letters in his or her own first name, and can recognize his or her own first name in print
- ✓ Can recognize words or signs he or she sees often (local restaurants and stores, street signs)
- ✓ Can hold and look at books right side up, turning the pages one at a time from front to back
- ✓ Knows and names at least 10 letters of the alphabet
- ✓ Can match a letter with the beginning sound of a word (such as the letter 'B' with a picture of a banana)

To encourage your child's beginning reading skills:

- ★ Set aside a special time each day to read with your child. Read your child's favorite books and rhymes over and over. Read some of your favorites from childhood, too. Talk with your child about the story and the characters.
- ★ Involve your child in putting pictures in order. You can use photos of your child at different ages, or pictures cut from a magazine.
- ★ Get a set of letter magnets, and put them on the refrigerator or a cookie sheet for your child to play with.
- ★ Make a name card for your child. Display the name card in a special place, and talk to your child about the names of the letters.
- ★ Using pictures from a magazine or real objects, and magnetic letters, help your child match pictures to their beginning sound.

BEGINNING WRITING

What to look for

Your child...

- ✓ Can express ideas through pictures he or she draws
- ✓ Can use pencils, crayons, and markers for drawing and writing
- ✓ Can copy and draw a line, circle, X and +
- ✓ Is beginning to write some of the letters in his or her own first name

To encourage your child's beginning writing skills:

- ★ Let your child use school tools such as pencils, washable markers, crayons and blunt-tipped scissors. Gather and organize these materials, along with some paper, in a box that your child can decorate and have access to.
- ★ Encourage your child to explore with drawing materials, and to use drawing to express his or her ideas.
- ★ Let your child see that written words are a part of daily life. Make grocery lists together, or write notes to relatives and friends. Point out the different ways that you use writing in your daily routine.
- ★ Label your child's belongings with his or her name. Let your child label some of his or her own things such as a notebook or crayon box.

NUMBERS AND COUNTING

What to look for

Your child...

- ✓ Can count at least 5 objects
- ✓ Knows that the written numeral '3' means 3 objects, such as 3 bears
- ✓ Can add and subtract small numbers of familiar objects, such as, "I have 3 cookies. You have 2. How many do we have all together?"
- ✓ Can put written numbers in order from 1 to 5
- ✓ Can count from 1 to 10 in the correct order
- ✓ Can use the words 'more' and 'less' correctly

To encourage your child's skills with counting and numbers:

- ★ Collect a variety of materials your child can use for counting and learning about numbers. Old keys, plastic bottle caps, thread spools, and pictures from magazines all work well.
- ★ Use materials from around the house to experiment with addition, subtraction and "more" and "less" activities.
- ★ Use number words, point out numbers, and involve your child in counting activities as you go through your day.
- ★ Read, tell stories, sing songs, and say poems about numbers and counting with your child. Try to include books in which characters are added or subtracted as the story progresses. (Good books include: *Five Little Monkeys Jumping on the Bed*, by Eileen Christelow and *Roll Over! A Counting Song* by Merle Peek.)

PHYSICAL DEVELOPMENT

What to look for

Your child...

- ✓ Can cut with child-sized scissors
- ✓ Can run at a comfortable speed in intended direction
- ✓ Can hop several times on each foot
- ✓ Can throw a ball or beanbag in intended direction
- ✓ Can catch a large ball or beanbag
- ✓ Can jump over a low object, such as a line, string, or balance beam
- ✓ Can bounce a large ball several times
- ✓ Can kick a stationary ball
- ✓ Can walk along a line or a low balance beam
- ✓ Can pedal and steer a tricycle

To encourage your child's physical development:

- ★ Collect safe toys and equipment to help your child develop large muscles. Some examples are hula hoops, bean bags, tricycle, large beach balls and a child-sized basketball hoop.
- ★ Give your child the space and freedom to use large muscles, both indoors and outdoors. You can set up empty water bottles like bowling pins, and let your child use a soft ball to "bowl." Invite your child to toss rolled up socks into a basket or a masking tape circle on the floor.
- ★ Join your child in active play. You can play catch with your child, or set up a simple obstacle course.
- ★ Give your child opportunities to cut with scissors while you watch. Your child can cut pictures from magazines or shapes for a matching game.

SOCIAL AND EMOTIONAL DEVELOPMENT

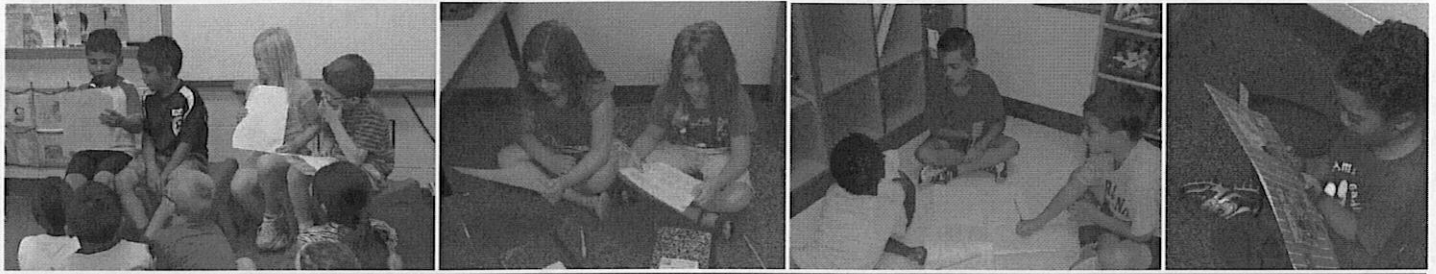
What to look for

Your child...

- ✓ Can say if he or she is a boy or girl
- ✓ Can tell first and last name and names of parents
- ✓ Can say how old he or she is
- ✓ Takes care of own needs, such as toileting, washing hands and dressing
- ✓ Adjusts to new situations without parent being there

To encourage your child's social and emotional development:

- ★ Create with your child an "All About Me and My Family" book. Staple or tie a few sheets of paper together to make the book. Involve your child in adding personal information, such as first and last name, parents' names, child's gender, age, address, likes and dislikes. Your child can make a cover and decorate the book.
- ★ Support and celebrate your child's independence. Give lots of praise for things that your child has learned to do on his or her own, such as brushing teeth, washing hands, putting on shoes, zipping jacket, riding a tricycle, and buttoning shirt.
- ★ Help your child be prepared for going to kindergarten. With your child, pretend to go to school and practice how you will say goodbye. Visit the new school to meet the kindergarten teacher and explore the classroom and building together.



OFF TO A GOOD START: Formative Assessment for Kindergartners

The NC KEA Formative Assessment Process supports teaching and learning by helping teachers, students, and families understand the learning needs of each child as they grow and develop.

WHY is it important?

Almost 120,000 children in North Carolina enter kindergarten each year with varying experiences, knowledge, and skills. The KEA Formative Assessment Process helps teachers and families gain an ongoing understanding of the strengths and needs of each child as a way to help ensure that each child reaches his or her greatest potential.

WHAT happens?

In the formative assessment process, teachers collect information about children to guide teaching and learning. The information gathered during the first 60 days of kindergarten creates a child profile – a snapshot of each child’s early learning development in key areas. Teachers use this understanding– as well as information collected throughout the school year – to meet the specific learning needs of each child.

HOW does it work?

The teacher intentionally collects evidence about what children say, do, make, or write (e.g., observations, work samples, parent input, activities) through the course of regular instruction. The focus is on five areas of learning and development:

- Approaches to Learning
- Cognitive Development
- Emotional--Social Development
- Language Development & Communication
- Health & Physical Development

The teacher and student use the evidence collected through the formative assessment process to better understand where a child is developmentally in his or her learning. This helps the teacher and student make immediate and ongoing adjustments to instruction and learning.

A secure electronic platform stores the collected student information to support sound instructional decision--making.

The materials developed as the foundation for this process align with both the *NC Foundations for Early Learning and Development* and the *NC Standard Course of Study*.

WHO participates?

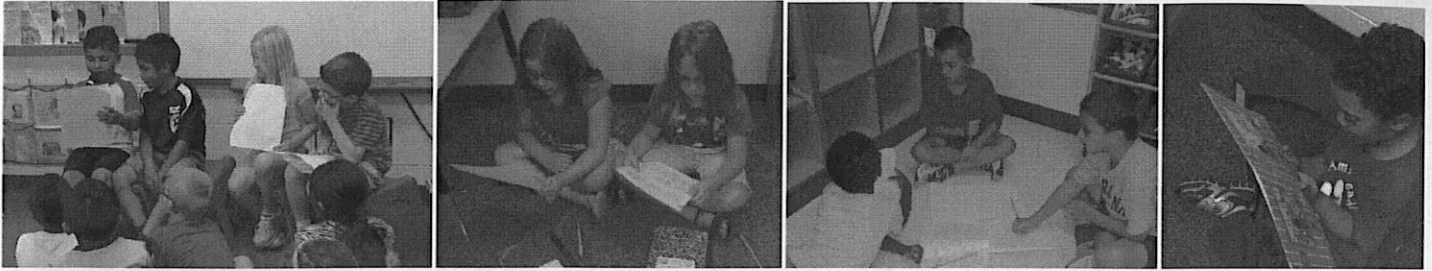
Kindergarten teachers in all school districts will assess children in all five areas – or domains – of learning and development with these learning objectives:

- Following Directions
Letter Naming
(Language Development & Communication)
- Object Counting (Cognitive Development)
- Engagement in Self--Selected Activities
(Approaches to Learning)
- Emotional Literacy
(Emotional--Social Development)
- Fine Motor: Grip and Manipulation, Hand Dominance
Crossing Midline
(Health & Physical Development)

For more information, please visit: <http://www.dpi.state.nc.us/earlylearning/k3assessment/>

The contents of this document were developed under a grant from the Department of Health and Human Services. However, those contents do not necessarily represent the policy of the Department, and you should not assume endorsement by the Federal Government.





PARA TENER UN BUEN COMIENZO: Evaluación Formativa para Niños de Kindergarten

El proceso de evaluación formativa, NC KEA, apoya la enseñanza y el aprendizaje ayudando a los docentes, alumnos y familias a entender los estilos de aprendizaje de cada niño para que puedan crecer y desarrollarse.

¿PORQUÉ es esto importante?

Cada año, casi 120,000 niños con una variedad de experiencias, conocimiento y destrezas comienzan kindergarten en Carolina del Norte. El proceso de evaluación formativa KEA ayuda a los docentes y a las familias a identificar las fortalezas y necesidades de cada niño para asegurar que cada niño alcance su máximo potencial.

¿QUÉ pasa?

En el proceso de evaluación formativa los docentes recolectan información acerca de cada niño para guiar la enseñanza y el aprendizaje. Con la información recolectada durante los primeros 60 días de clases en kindergarten se crea un perfil del alumno – Un indicador, para cada niño, del desarrollo de su aprendizaje temprano en áreas claves. Los docentes utilizan esta información – en conjunto con información acumulada durante el año lectivo – para cumplir las necesidades de aprendizaje de cada niño.

¿CÓMO funciona?

Los docentes con este propósito en mente recolectan datos de lo que los niños dicen, hacen, crean, escriben (observaciones, muestras de trabajo, información de los padres, actividades) durante un día escolar habitual. El enfoque se concentra en cinco áreas de aprendizaje y desarrollo:

- Métodos de aprendizaje
- Desarrollo cognitivo

- Desarrollo social y emocional
- Desarrollo del lenguaje y comunicación
- Desarrollo físico y de salud

El docente y el alumno utilizan la información obtenida por medio del proceso de evaluación formativa para entender la etapa del desarrollo en la que se encuentra el niño. Esto ayuda al docente y al alumno a modificar con regularidad la enseñanza y el aprendizaje.

La información del estudiante recolectada se mantiene guardada en un sistema operativo seguro para apoyar decisiones de enseñanza concretas.

Los materiales desarrollados para este proceso están en acorde con *NC Foundations for Early Learning and Development* y the *NC Standard Course of Study*.

¿QUIÉN participa?

En todos los distritos escolares, los docentes de kindergarten evaluarán los niños en las cinco áreas de aprendizaje y desarrollo mencionadas anteriormente manteniendo los siguientes objetivos en mente: seguimiento de instrucciones y conocimiento de las letras (Desarrollo del lenguaje y comunicación); contar objetos (Desarrollo cognitivo); participación en actividades propias (Métodos de aprendizaje); competencia emocional (Desarrollo social y emocional); destreza motriz pequeña: sujeción y manipulación del lápiz y cruzar la línea media al escribir; preferencia de uso de mano (Desarrollo físico y de salud).

Para más información vaya al sitio de internet: <http://www.dpi.state.nc.us/earlylearning/k3assessment/>

Los contenidos de este documento se desarrollaron con una beca del Departamento de Salud y Servicios Humanos. Sin embargo, el contenido no representa necesariamente la política del Departamento, y usted no debe asumir el respaldo del Gobierno Federal.



AT A GLANCE • NC KEA CONSTRUCT PROGRESSIONS

APPROACHES TO LEARNING

ENGAGEMENT IN SELF-SELECTED ACTIVITIES

A. Wanders, examining many options for self-selected activities in the classroom environment, but does not settle with one particular choice.	B. Begins to make purposeful choices for self-selected activities that are highly engaging and begins to sustain engagement in a chosen activity.	C. Sustains engagement in a self-selected activity, ignoring task-irrelevant information and low-level distractions from peers or other classroom activities.	D. Sustains engagement in self-selected activities, while increasingly resisting distractions. Resumes or re-engages in activities following interruptions.
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COGNITIVE DEVELOPMENT

OBJECT COUNTING

A. Says or indicates counting words out of sequence while pointing to objects.	B. Says or indicates counting words in the correct sequence without keeping track of objects counted (counts with one-to-one correspondence and one-to-one tagging).	C. Says or indicates counting words in the correct sequence while keeping track of objects counted (counts with one-to-one correspondence and one-to-one tagging).	D. States or indicates that the last number counted is the total quantity. (Cardinality)	E. States or indicates that the same total quantity of previously counted objects does not change unless objects are added or removed.	F. States or indicates that the same total quantity of previously counted objects does not change when the objects are rearranged (conservation).	G. Continues the counting sequence automatically when ONE object is added to the set.	H. Continues the counting sequence automatically when MORE THAN ONE object is added to the set.
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EMOTIONAL AND SOCIAL DEVELOPMENT

EMOTIONAL LITERACY

A. In response to an experience, expresses a range of emotions. This may manifest as an outburst, change in activity level or facial expressions.	B. Exaggerates expression of emotions to get needs and desires met and/or to get help from an adult or peer.	C. Expresses emotions through language, posture, or gestures suitable to the context.	D. With support from an adult, labels emotions in self and others.	E. Independently labels emotions in self and others.	F. Labels higher-order emotions (confused, worried, surprised) in self and others.	G. Explains that an event can cause certain emotions.	H. Explains that an event can cause more than one emotion.	I. Explains that the same event can cause different people to experience different emotions.
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HEALTH AND PHYSICAL DEVELOPMENT

CROSSING MIDLINE

A. Isolates movement to one side of the midline (the invisible line running from our head to our toes, dividing the body into left and right halves).	B. Begins to cross the midline in some situations.	C. Consistently crosses midline.
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GRIP & MANIPULATION

A. Uses a fist or palmar grasp to reach, manipulate or hold items (palmar grasp), with whole arm movement.*	B. Uses thumb and fingers to manipulate objects (pincer grip), with whole arm movement and increased stability from the shoulder.*	C. Uses refined wrist and finger movement, beginning to transfer control of movement from the shoulder to the elbow.*	D. Uses hands with minimal elbow movement and primary control from wrist and fingers.*	E. Hand movements are primarily controlled by actions from the wrist and fingers.
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HAND DOMINANCE

A. Uses no established dominance for lead/dominant hand (switching still continues).	B. Uses established dominant hand.	C. Performs actions involving mirrored movements with opposing hand.	D. Manipulates with dominant hand with assistance from other hand.
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LANGUAGE DEVELOPMENT AND COMMUNICATION

BOOK ORIENTATION

A. Holds the book in random ways and flips pages, not looking at pages, nor looking at anything specifically.	B. Turns the book to an upright orientation so pictures and text are right side up.	C. Holds the book upright, opens it from the front cover, and turns pages front to back not always one by one.	D. Holds the book upright, turns the pages in order, front to back one page at a time.
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FOLLOWING DIRECTIONS

A. Responds with silence.	B. Responds non-verbally to simple requests in a variety of ways (nodding, pointing, gesturing, facial expressions, eye pointing, sign language).	C. Indicates when something is not understood by making gestures or asking "what?"	D. When given visual cues, accurately follows an oral one-step direction that includes positional words: 1) on, off, in, out, under 2) in front of, behind, on top of, bottom, before, after 3) next to, between, above, below	E. Without visual cues, accurately follows oral one-step directions that include positional words: 1) on, off, in, out, under 2) in front of, behind, on top of, bottom, before, after 3) next to, between, above, below	F. Asks simple questions to clarify directions, requests, and commands.	G. With visual cues (if needed), follows two-step directions.	H. Without visual cues, accurately follows two-step directions.	I. With visual cues (if needed), accurately follows three- to four-step directions at one time, and carries out the tasks over time.	J. Without visual cues, accurately follows three- to four-step directions at one time and carries out the tasks over time.	K. With visual cues (if needed), accurately follows multi-step directions (more than four).
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LETTER NAMING

A. Recognizes own name in isolation and in context.	B. Makes connections to particular letters in the print environment (one's name, family members' names, friends' names).	C. Locates, talks about, and/or asks questions about letter(s) in the print environment.	D. Discriminates letters from pictures and numbers.	E. Accurately selects and names some-to-all of the letters in own name. <i>Some-to-all of the letters indicates a range of knowledge. For children with longer names, they may select and name some-to-all of the letters in own name.</i>	F. Accurately selects letters when given the letter name.	G. Accurately matches some uppercase to lowercase letters, matching the same letter uppercase to lowercase form. <i>Some indicates the child is able to select and accurately name letters throughout printed materials within the following range (8-13) for uppercase or lowercase letters.</i>	H. Accurately names some letters (uppercase or lowercase). <i>Some indicates the child is able to select and accurately name letters throughout printed materials within the following range (8-13) for uppercase or lowercase letters.</i>	I. Accurately names most letters (uppercase or lowercase). <i>Most indicates the child is able to select and accurately name letters throughout printed materials within the following range (14-25) for uppercase or lowercase letters.</i>	J. Accurately names letter for most letters (uppercase and lowercase). <i>Most indicates the child is able to select and accurately name letters throughout printed materials within the following range (14-25) for uppercase and lowercase letters.</i>	K. Accurately names all letters of the alphabet (uppercase and lowercase, including different fonts encountered during reading).
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PRINT AWARENESS

A. Attends to pictures as the only source of information.	B. Indicates that books can have pictures and/or words.	C. Attends to words on a page by mimicking directionality.	D. Distinguishes between the general area of printed words when prompted to show where we read words.	E. When prompted, indicates that the first word on the page is where to begin reading.	F. Distinguishes between letters and words on a page of text (excluding the words a, A, and I).	G. Uses directionality while indicating one word on the page for each word read aloud (concept of word: one-to-one correspondence and voice to print match).
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READING STRATEGIES

Reading outside of school provides the additional support and encouragement that allows students to create a deep passion for reading, to deepen their comprehension skills, and to build a broad vocabulary knowledge. Reading strategies can be developed and used before, during, and after reading takes place. These strategies reinforce what your student is learning in kindergarten.



ACTIVITIES TO DO AT HOME:

- **Provide** a time and space for your child to read every day.
- **Play** word games like I Spy, sing songs like Itsy Bitsy Spider, and make silly rhymes together.
- **Read** to your child or have your child read to you every day. Reading aloud to children, of all ages, provides opportunities to discuss more challenging and complex plots and themes which builds critical thinking skills.
- **Discuss** vocabulary found in texts.
- **Discuss** any confusing parts, elements, or information in the book, chapter, or passage.
- **Help** your child visualize or have a mental picture of what he/she is reading.
- **Ask** your child to retell what he/she reads in his/her own words.
- **Ask** your child to summarize what he/she read and tell what he/she learned from what was read. This could be connected to something in real life, another reading, or to events happening in the world.
- **Visit** the local library and make reading fun for the entire family.
- **Give** your child opportunities to participate in new experiences. Visit museums, the zoo, theaters, historical sites, aquariums, etc. to help build your child's vocabulary and speaking skills.
- **Pick** a "special word of the week" for your child to practice writing and using in his/her speaking.
- **Begin** a family project of building vocabulary. Ask all family members to contribute to the project by submitting new vocabulary words they read or hear. Vocabulary words may be compiled in a decorative container in a prominent place. Family members practice using the new vocabulary words in their speaking and writing.
- **Act** out a story, poem, or other text as if it is a play by using different voices for the characters. This will help children practice appropriate pacing while reading and encourage reading with expression.
- **Ask** your child to "read" his/her favorite book to you, using memory, associations, and clues from the pictures.
- **Ask** your child to draw a picture of a favorite part of a story. Allow your child to describe the drawing. You can support your child by writing his/her description.
- **Talk** about current events together. Discuss with your child so he/she understands what is happening and how it connects to him/her, other events that he/she may have seen or read about, and other areas of the community.
- **Use** drawings or pictures from magazines to create an alphabet book with a letter and an object that begins with that letter on each page.
- **When** you read a favorite picture book to your child and come across a short word that is familiar to your child because he/she knows the book very well, stop and let him/her say the word. Point to the word as he/she says it and spell it out.

POSSIBLE QUESTIONS/PROMPTS TO ASK AS OR AFTER YOUR CHILD READS:

Who was this about?

What were the main ideas/topics?

Where did this take place?

What happened first? Next? Last?

What did the characters do to solve the problem?

What does an author do?

What does an illustrator do?

What in the illustration helps you better understand the words?

Can you think of another story that is like this one?

What are the important details in this book?

How are _____ and _____ connected to each other?

What did you do to help you figure out an unknown word?

Show me how to hold this book and turn the pages.

Describe how the picture helps you understand what the author has written.

We read two books. How are they the same? Different?

Show me where to start reading on this page.

How many words are in this sentence? How do you know?

Point to the first word in the sentence. Point to the last word in the sentence.

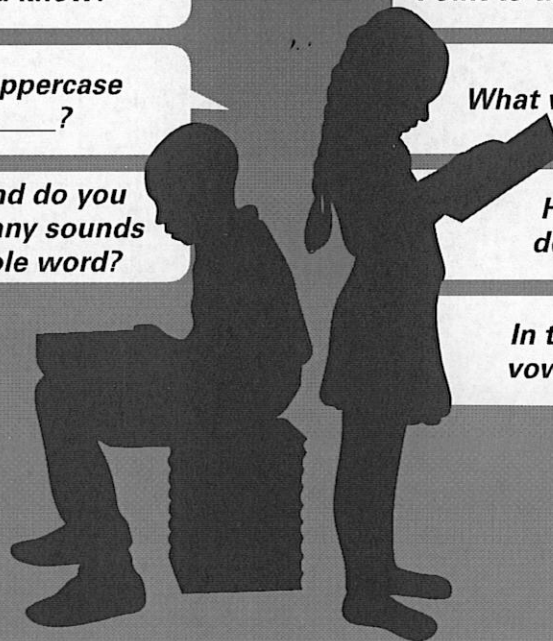
Can you show me an uppercase _____? Lowercase _____?

What word rhymes with _____?

In this word, what sound do you hear first? Last? How many sounds do you hear in the whole word?

How many syllables does this word have?

In the word _____, what vowel sound do you hear?



ELA STANDARDS' EXPECTATIONS FOR KINDERGARTEN

This section focuses on the key skills your child will learn throughout kindergarten, which build a solid foundation for success in later grades. The skills in each strand are broken down into topics. If your child is meeting the expectations outlined here, he or she will be well prepared for first grade. The ELA Standards' expectations for kindergarten include:



READING FOUNDATIONAL SKILLS

PRINT CONCEPTS

Students:

- recognize the basic features of text, which includes following words from left to right, top to bottom, and page to page.
- recognize that words are represented by letters and separated by spaces.
- recognize and name all letters of the alphabet.

HANDWRITING

Students:

- print upper and lowercase letters.

PHONOLOGICAL AWARENESS

Students:

- recognize and produce rhyming words.
- work with syllables and pronounce, blend, and segment the sounds of simple words.
- change simple words into new words by adjusting individual sounds.

All of these skills are done orally.

PHONICS AND WORD RECOGNITION

Students:

- produce the sounds of consonants.
- recognize long and short sounds of the five major vowels.
- read common high-frequency words.
- tell the difference between similarly spelled words by identifying the sounds of the letters that make them different.

FLUENCY

Students:

- read emergent level books with purpose and understanding.



READING (LITERATURE)

KEY IDEAS AND EVIDENCE

Students:

- ask and answer questions about a text
- retell stories with details
- identify characters, settings, and major events in a story.

Students receive prompting and support from an adult.

CRAFT AND STRUCTURE

Students:

- ask and answer questions about words related to feelings and senses (with prompting and support)
- recognize common types of texts
- define the role of the author and illustrator in telling a story (with prompting and support).

INTEGRATION OF IDEAS AND ANALYSIS

Students:

- describe how the words and illustrations work together to tell a story
- compare and contrast adventures and experiences of characters in familiar stories.

Students receive prompting and support from an adult.

RANGE OF READING AND THE LEVEL OF COMPLEXITY

Students:

- understand and participate in group (or class) reading activities.



READING (INFORMATIONAL TEXT)

KEY IDEAS AND EVIDENCE

Students:

- ask and answer questions about a text
- identify the main topic and retell key details in a text
- describe the connection between two individuals, events, ideas, or pieces of information in a text.

Students receive prompting and support from an adult.

CRAFT AND STRUCTURE

Students:

- ask and answer questions about words (with prompting and support)
- identify the front cover, back cover, and title page of a book
- define the role of the author and illustrator in presenting information in a text (with prompting and support).

INTEGRATION OF IDEAS AND ANALYSIS

Students:

- describe how the words and illustrations work together to provide information
- identify the similarities and differences in two texts on the same topic.

Students receive prompting and support from an adult.

RANGE OF READING AND THE LEVEL OF COMPLEXITY

Students:

- understand and participate in group (or class) reading activities.

ELA STANDARDS' EXPECTATIONS FOR KINDERGARTEN

(continued)



WRITING TEXT TYPES, PURPOSES, AND PUBLISHING

Students:

- use drawings, dictations, and writing to express opinions, write information or explanations, or narrate an event.
- add details to strengthen their composition (with guidance and support)
- explore digital tools to produce and publish their writing (as a whole class or small group).

RESEARCH

Students:

- participate in group investigations of grade appropriate topics, as well as writing projects.
- gather information from provided sources and recall information from personal experiences to answer a question (with guidance and support)



SPEAKING AND LISTENING COLLABORATION AND COMMUNICATION

Students:

- follow established rules for talking with others
- understand how to take turns allowing everyone to speak.
- ask and answer questions about key details of information presented or read to them.
- ask and answer questions when they are confused, need clarification, or need help.

PRESENTATION OF KNOWLEDGE AND IDEAS

Students:

- speak clearly, audibly, and in an organized manner to express their ideas.
- add pictures or other visual representations to clarify their thoughts or to provide additional detail.



LANGUAGE CONVENTIONS OF STANDARD ENGLISH

Students:

- demonstrate a basic understanding of standard grammar rules and learn parts of speech such as nouns, verbs, adjectives, conjunctions, etc.
- produce simple sentences and questions, as well as use conventions such as basic capitalization, punctuation, and spelling.

VOCABULARY ACQUISITION AND USE

Students:

- determine the meaning of unknown words in kindergarten level books by using context clues, word parts, and noting how words are related.
- sort common objects into categories.
- develop an understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- act out the meanings of similar verbs, such as walk, march, strut
- use words/phrases learned through conversations, reading, being read to, and talking about texts

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by individual grades so you will notice that your child will be working with the same skills in multiple grades, but the activities and texts will become more complex. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade of the band, students are applying the skill to more complex text as they work toward mastery.

PORTION OF THE CONTINUUM FOR LANGUAGE STANDARD 1

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none"> • Use singular and plural nouns with matching verbs in basic sentences 	<ul style="list-style-type: none"> • Ensure subject/verb agreement 	<ul style="list-style-type: none"> • Continue to ensure subject/verb agreement 	<ul style="list-style-type: none"> • Continue to ensure subject/verb agreement 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Nouns	<ul style="list-style-type: none"> • Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) • Use common, proper, & possessive nouns 	<ul style="list-style-type: none"> • Explain the function of nouns • Use collective nouns (such as <i>group</i>) • Form and use frequently occurring regular and irregular plural nouns 	<ul style="list-style-type: none"> • Use abstract nouns (such as <i>courage</i>) • Continue to use regular and irregular plural nouns 		

NC Parent Brief – Kindergarten Math



Purpose: This document is intended to help parents/guardians understand the NC Standard Course of Study (SCOS), the major concepts in the NC SCOS for kindergarten mathematics, a list of ways to support their student(s) at home and ideas for partnering with their child's teacher, school or district.

What is the NC Standard Course of Study?

North Carolina's *Standard Course of Study* defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students know and should be able to do by the end of a specified year or course. Based on current research and exemplary practices, the *Standard Course of Study* is designed to support North Carolina educators in providing the most challenging education possible for the state's students. The goal of these standards is to prepare all students to become career and college ready.

Who determines how the standards are taught?

Local school districts choose the comprehensive curriculum to deliver instruction to students to help meet the expectations of the content standards. Instruction is delivered by the classroom teacher and is aligned to the local school and district curriculum; as well as the North Carolina Standard Course of Study.



The Content

Elementary math builds a strong foundation of mathematical understanding that will be applied in later grades. Students develop number sense and fluency with operations using conceptual models. Students develop an understanding of properties of operations and apply the properties to problem solving. Students in elementary grades also develop an understanding of shapes and their properties; as well as, collecting and representing data in various ways. Students will apply what they learn in elementary mathematics to middle school mathematics and beyond. The Standards for Mathematical Practice are habits that help students develop a sense of ownership and proficiency as they engage in mathematics learning.

What's New in Kindergarten Math?

The table below summarizes the content for kindergarten mathematics, along with content from the next grade level.

Kindergarten Mathematics

- Know number names
- Know the count sequence
- Count to tell the number of objects
- Understand addition as putting together and adding to
- Understand subtraction as taking apart and taking from
- Work with numbers 11-19 to build the foundation for place value
- Identify and describe shapes
- Create and compare shapes

Grade One Mathematics

- Solve problems with addition and subtraction
- Extend the counting sequence, counting beyond 100
- Understand place value
- Measure lengths with non-standard units
- Tell time to the hour and half hour
- Identify coins
- Build and identify shapes
- Partition circles and rectangles into two and four equal shares

*Fluency is defined as the ability to apply procedures accurately, efficiently, and flexibly; to transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognize when one strategy or procedure is more appropriate to apply than another. NCTM Position Paper, Procedural Fluency in Mathematics, Retrieved from https://www.nctm.org/uploadedFiles/Standards_and_Positions/Position_Statements/Procedural%20Fluency.pdf



Support mathematics learning outside of school.

There are a variety of ways that parents and guardians can support their math student at home. Here are a few suggestions for supporting student learning outside of school.

1. **Encourage perseverance.** Problem-solving requires students to conjecture, inference, test and rethink strategies. It is important that parents, teachers and students partner to help their students work through difficult problems.
2. **Ask students questions about what they're learning in school.** Class notes, assignments, and activities are resources that students can use when studying or doing homework. They provide insight on the strategies and methods that students are expected to use when solving problems.
3. **Make mistakes opportunities for reflection and learning.** Having students share their graded work helps them to reflect on their learning. These assignments can be used to determine areas of growth. This includes homework, classwork, and assessments. Doing this regularly will assist parents in monitoring progress, minimizing surprises in the gradebook or on report cards.
4. **Seize opportunities to practice math in the real world.** Numbers and patterns are visible everywhere. Look for opportunities during family time to see mathematics in the world.
5. **Practice computational skills to increase their fluency.** Students should be fluent with whole numbers, decimals and fractions by the end of 6th grade. Regular practice will increase their speed and efficiency with these procedural fluencies.
6. **Support student responsibility.** Help your student to take ownership for their own learning. Ask them to assess their own strengths and weaknesses and how they can monitor their own learning.



Partnering with the school

A healthy parent-student-school relationship is a vital component to the success of students. Asking questions can help parents and guardians to understand what their student is learning so that they can provide support to their student and teacher.

1. **Classroom instruction.** Ask questions to help you understand what and how your student will be learning. What math will my student be learning this year? How will I know throughout the year? What skills should they already have mastered? How will I know if they need more practice? How much and what kind of homework will they be bringing home? How often will students be assessed cumulatively? How many interim assessments are there prior to a summative assessment? What are some ways that I can help my student prepare at home?
2. **District Curriculum.** Find out what curriculum resources the district uses to teach the NC SCOS. What curriculum materials does the school or district use? Is there a parent resource? Will my student have a workbook or a textbook? If so, will they bring it home?
3. **District and State Assessments.** Get information about the assessment schedule for the year. Find out what assessments are required by the district and which are required by the state. What assessments are required this year? How often throughout the year will they be assessed? How and when will I receive the results?
4. **Parent-teacher communication.** Open a line of communication with the teacher and the school so that you can stay abreast of your student's progress. How is my student progressing? What are some things that my student does well? What gaps in understanding do you see?