

The cover features a vibrant, stylized illustration of a school scene. On the left is a red schoolhouse with a bell tower. In the foreground, a yellow school bus is being pushed by a child on a red cart. A group of diverse children and an adult are gathered near the schoolhouse. The background shows rolling hills with colorful trees and a blue house on a hill under a purple sky with white clouds.

Kindergarten Parent Handbook

Oceanside
School District
2011-2012

OCEANSIDE SCHOOL DISTRICT

2011-2012

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Parent Handbook Kindergarten

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Oceanside School District
Administration Building
145 Merle Avenue
Oceanside, New York 11572

Dear Parents,

You, as parents, hold the key to your child's future. As his/her first teacher, the nurturing, love and guidance you provide is the foundation for the educational program we in the schools provide. We work together to help each child develop into a caring, thinking, productive citizen of our world.

The student of today holds the promise of tomorrow. To fulfill this promise each child must acquire skills in the areas of literacy, math, science, technology, social science and the arts. These skills develop incrementally, at appropriate stages in the child's academic life. Our schools work to be on the cutting edge on each of these disciplines. Each year we strive to reach higher and higher goals.

Maintaining open and clear communication between you and the school is one way to ensure that your child meets his/her potential. Providing your child with a vast array of educational opportunities will permit him/her to reach his/her personal best. This booklet is designed to provide you with information about those educational experiences you can expect your child to meet during this school year.

This booklet, along with the district calendar and our newsletters will keep you well informed. Use this information to communicate with your child about his/her school day. Each school year represents an enormous period of growth. There are challenges to be met and successes to be had. Together we can guide your child toward both.

Sincerely,

Herb Brown, Ed.D.
Superintendent of Schools

Oceanside School District
Oceanside, New York

OCEANSIDE ON THE WEB:
Making the Home-School Connection!
www.oceansideschools.org

Dear Parents,

Oceanside is proud of its work in developing a rigorous curriculum that ensures that “No Child is Left Behind.” This booklet contains a comprehensive guide to grade appropriate studies for your child. This grade level guide was designed to provide you with a comprehensive overview of all the curriculum areas in which your child will be engaged this year. Also included are activities, parent resources and a scope and sequence, K-6, for each of the curriculum areas. Our district’s curriculum has been designed to align with New York State Standards and is spiraled so that each child may continue to expand upon the knowledge base built at the previous grade level. Oceanside is proud of its work in developing a rigorous curriculum that builds a strong foundation and maximizes the potential of all of our students.

There is also a wealth of helpful parent information on our district website. Go to www.oceansideschools.org for up to date information and resources from the district and every school. You can learn about the latest district news, the goals and objectives for the school year, and a message from our Board of Education, Superintendent of Schools, and School Report Card.

Then click on your child’s school link to find:

What’s Happening – You can access a monthly list of special school events.

Principal’s Message – You will learn of many exciting activities, special events and curricular information about your child(ren)’s school.

Parent Handbook – Our parent handbooks are designed to give parents a thorough understanding of their child(ren)’s elementary years. Hard copies are also available at your child(ren)’s school.

Library Resources – Included in this link are suggestions for parents to help children with research projects.

Extracurricular Activities – Parents can learn about all the clubs that are available to their children.

PTA - PTA brings many special activities to our schools Meeting dates and contact people are listed here for your information.

SEPTA – SEPTA lists a calendar of events, resources for parents, and other important information about special education.

Special Activities and Class Projects – See the learning in action as we showcase current class projects and activities!

Sincerely,

Robert Fenter
Assistant Superintendent for
Curriculum, Instruction and Research

OCEANSIDE PUBLIC SCHOOLS SCHOOL-PARENT COMPACT

The school and parents working co-operatively to provide for the successful education of the children agree:

The Parent/Guardian agrees:

to provide a positive and healthy environment at home.

to become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

to use or ask for professional assistance that the local education authority or school may offer on child rearing practices and teaching and learning strategies, when needed.

to read with children in the primary grades (K-3) at least 20 minutes a day.

to encourage children in the intermediate grades to read at least 30 minutes a day.

to monitor our child/children's:
attendance at school,
homework,
television watching.

to share the responsibility for improved student achievement.

to communicate with our child/children's teachers about their educational needs.

to ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them to be more effective in assisting your child/children in the educational process.

The School agrees:

to hold high expectations for all students.

to convene an annual meeting for Title I parents and to inform them of the program and their right to be involved.

to actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

to provide parents with timely information about all programs.

to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

to provide high quality curriculum and instruction.

to deal with communication issues between teachers and parents through:

- parent /teacher conferences at least annually,
- reports to parents on their children's progress, as necessary
- reasonable access to staff.

to assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.



School #6
25 Castleton Court
Oceanside, New York 11572

Julie McGahan
Principal
Pre-K and Kindergarten

(516) 594-2345
Fax: (516) 678-7330

www.oceansideschools.org

Dear Parents,

Welcome to the School #6 Kindergarten Center! Our school facility abounds in opportunities in developing our youngsters socially, emotionally, and cognitively. Awaiting you and your child is a year containing learning experiences replete with creativity, discovery, and excitement. Our staff's understanding and appreciation of young children's growth and development enables our kindergartners to embrace learning with a positive attitude within a nurturing and loving environment. Within the Kindergarten rooms, the children are reinforced to use all the colors of their imagination ... to believe in themselves that they can ... to be curious ... to play and be playful ... to love learning.

This handbook has been written so that you may better understand the Kindergarten Program. Please read it and keep it for future reference.

Please know that my door is always open to you and your child and that I am available to assist you throughout your year at School #6.

Again, welcome to the magical year of Kindergarten!

Sincerely,

Julie McGahan
Principal

**School #6
Mission Statement**

School #6, in partnership with children, parents and community,
provides a foundation for learning within a

Caring and loving environment, while

Having a balance of work and play.

Opportunities are given through our diversified curriculum, allowing

Our children to become flexible and creative problem solvers.

Literacy surrounds our students as we ...

Nurture and support their strengths and needs.

Unique individuals are developed, able to discover their special
talents.

Magical beginnings pave the way in fostering a positive self-image,
enabling them to

Become responsible citizens of the community.

Embracing others with values of

Respect, kindness, tolerance and appreciation is encouraged.

Safety and security within a child's school family enables

Growth for him/her to become independent and interdependent.

Image a place of unconditional love where the

eXcitement of life-long learning is instilled ...

“Proud to be Me at School #6!”

What Is Kindergarten All About?

Kindergarten children enter school with varied experiences and expectations. Five year olds are discovering the world around them and are anxious to explore it. Our kindergarten environment nurtures the child and encourages exploration and learning. Through a balance of play and academics, the children develop the skills necessary to become constructive members of the school community.

The primary function of the kindergarten program is to provide your child with a positive and successful learning experience in his/her first formal school year. A major goal of the kindergarten educator is to keep the child's needs as the central motivation for lessons. The development of a kindergartner's positive self image as well as his/her good feelings about school is paramount. The kindergarten curriculum provides the building blocks to help young children develop into lifelong learners. Differentiation of the curriculum is implemented in order to meet the needs of our students.

Your child's first year in school is a new experience for parent and child alike. There are many things that a child will learn to do that will be the cornerstone of his/her education. These simple rules which we would all do well to remember can be found in Robert Fulghum's work, entitled **All I Really Need To Know I Learned In Kindergarten**. An excerpt from this literature follows.

Everything I Needed to know I Learned in Kindergarten

We learned it all in kindergarten.

Most of what I really need to know

about how to live and what to do I learned in kindergarten.

Wisdom was not at the top of the graduate school mountain,
but there in the sandbox.

These are the things I learned:

Share everything.

Play fair. Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat. Live a balanced life.

Learn some and think some and draw and sing and dance

and play and work every day some. Take a nap in the afternoon.

When you go out into the world, watch for traffic,
hold hands and stick together.

Be aware of wonder.

Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really
knows why. But we are all like that.

Goldfish and hamsters and white mice and even the little seeds ... they all die.

So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of
all; LOOK.

Everything you need to know is in there somewhere.

The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all had cookies and milk about three o'clock every
afternoon

and then lay down with our blankets for a nap.

Or if we had a basic policy in our nation and other nations always to put things back where we left them
and clean up our own messes.

And it is still true, no matter how old you are, when you go out into the world,
it is best to hold hands and stick together.

Adapted from the book by Robert Fulghum

Components of a Balanced Literacy Program K-2

Reading Aloud	Shared Reading	Guided Reading	Independent Reading	Shared Writing	Interactive Writing	Writing Workshop	Independent Writing
<p>The teacher reads-aloud to the whole class.</p> <p>The collection of literature used contains a variety of genres.</p> <p>These materials give children opportunities to listen to quality literature that they cannot read independently.</p>	<p>Using an enlarged text that all children can see, the teacher involves children in reading together following a pointer.</p> <p>The process includes reading big books, poems, and songs.</p> <p>Children may also read the products of interactive or shared writing.</p>	<p>The teacher works with a small group of children who have similar reading processes.</p> <p>The teacher selects and introduces new books and supports children reading the whole text by themselves.</p> <p>Teaching points are made both during and after the reading.</p>	<p>Children read on their own or with partners from a wide range of materials.</p> <p>Provides opportunities to apply reading strategies learned during read-alouds, shared reading, and guided reading.</p> <p>Children then practice these strategies independently with a text.</p>	<p>Teacher and children work together to compose messages and stories.</p> <p>Teacher supports process as a <i>scribe</i> and writes down verbatim what the child says.</p>	<p>Teacher and children compose messages and stories that are written using a “shared pen” technique that involves children in the writing.</p> <p>The teacher asks the child to help her write certain words or sounds as needed on chart paper in front of the whole class.</p>	<p>Children engage in writing a variety of texts.</p> <p>Teacher guides the process and provides instruction through mini-lessons and conferences.</p>	<p>Children write their own pieces.</p> <p>Provides chance to use writing for different purposes across the curriculum.</p> <p>Fosters creativity and the ability to compose stories and generate ideas.</p>

Oceanside English Language Arts Program Skills Overview Kindergarten

Phonemic Awareness	Comprehension Skills	Concepts of Print	Writing	Oral Language
<p>Rhyming words</p> <p>Beginning sounds</p> <p>Syllables in spoken words</p> <p>Blending onset and rime ex. /c/+/at/</p> <p>Blending phonemes</p> <p>Segmenting phonemes ex. /m/+/a/+/p/=map</p> <p>Phoneme substitution ex. cap becomes tap by substituting /t/ for /c/</p> <p>Position of sounds in words</p>	<p>Compare and Contrast</p> <p>Noting details</p> <p>Sequence of events</p> <p>Inferences</p> <p>Making Predictions</p> <p>Summarize</p> <p>Story Structure:</p> <ul style="list-style-type: none"> • Character • Setting • Beginning • Middle • End <p>Drawing Conclusions</p> <p>Cause and effect</p> <p>Plot</p> <p>Fantasy/realism</p>	<p>Directionality:</p> <ul style="list-style-type: none"> • Left to right • Top to bottom • Return sweep <p>Capital at the beginning of a sentence</p> <p>End punctuation (. or !)</p> <p>Word spacing</p> <p>Match spoken words to print</p> <p>Distinguish difference between a letter, word, and a sentence</p> <p>First and last letter in a written word</p> <p>Quotation marks</p> <p>Recognize use of all CAPS</p>	<p>Shared Writing</p> <ul style="list-style-type: none"> • Lists • Descriptions • Observations • Stories • Notes • Friendly letters <p>Interactive Writing</p> <ul style="list-style-type: none"> • Sentences • Friendly letters • Class stories • Rhymes • Poetry <p>Independent Writing</p> <ul style="list-style-type: none"> • Genre: Personal Narratives • Simple stories 	<p>Use describing words</p> <p>Use exact naming words</p> <p>Use singular and plural naming words</p> <p>Use action words</p> <p>Use position words</p> <p>Use rhyming words</p>

LANGUAGE ARTS

K-2

READING OVERVIEW

Houghton Mifflin Reading: A Legacy of Literacy is built on a solid foundation of research, with systematic instruction and a variety of resources to ensure success for all. This new integrated program:

- Delivers *research-based reading/language arts instruction* with proven results
- Features *outstanding literature that motivates students* and develops a life-long love of reading
- Utilizes a *variety of texts for different instructional purposes*, including rich trade book literature, appealing decodable texts, informational texts that integrate the content areas, and leveled books to accommodate the range of abilities in any classroom
- Provides *purposeful reading instruction* evidenced by systematic, explicit skill lessons along with many opportunities to read a variety of texts to develop fluency
- Establishes a *clear instructional pathway* for core instruction with adaptations to meet individual needs
- Takes students to the *high levels of reading and writing proficiency* necessary to meet the New York State English Language Standards

KinderReaders



The Kindergarten Center prides itself on differentiating instruction for every student who enters through its doors. Each student receives guided reading on a weekly basis with a group of students who have similar reading abilities. However, there are some students who are reading well above a Kindergarten level. To ensure that these students are getting their needs as readers met, KinderReader groups were formed in 2005. These students meet with a reading teacher twice a week and work with a small group of students who have similar reading needs. In order to become a part of KinderReaders, students need to take an **Informal Reading Inventory**. The assessment will tell about the strategies the student currently uses not only as they decode but as they comprehend a story; two crucial components of reading success. We want to be sure that every student leaves Kindergarten with a toolbox of strategies they can use to assist them in the reading and writing tasks they will be performing in grade one and beyond.



LANGUAGE ARTS K-2



Strategies for Engaging Parents in Home Support of Reading Acquisition

Children benefit when teachers and parents reinforce the same concepts and ideas. For this to happen, teachers and parents must have some knowledge of what happens in the classroom and what happens at home that support reading acquisition (International Reading Association, 2005).

Below you will find some suggestions of how to support your child in reading instruction.

Phonemic Awareness

- Sing alphabet songs with your child
- Read stories that your child chooses
- Help your child clap the beats of syllables in words
- Point out letters, especially letters in their own name
- Play with language and rhymes
- Sing songs that manipulate phonemes, such as *The Name Game*

Phonics

- Encourage children to point to words and say them out loud when writing.
- Listen to your child read
- Help your child sort words by long and short vowels
- Help your child define larger words by breaking them into smaller chunks
- Play spelling and word games like *Scrabble* and *Hang Man*

Fluency

- Read aloud often, encouraging your child to read aloud
- Let your child choose books to read and reread favorite books
- Model reading for fun and pleasure
- Act out a book or story
- Read aloud a sentence and then invite your child to read the same sentence (i.e., echo reading)
- Help your child read new words and talk about the meaning
- Talk with your child when you go to the library about how to pick out books of interest at an appropriate reading level

Vocabulary

- Read aloud a variety of genres
- Talk with your child about daily events and about books you read with them
- Talk about how the illustrations and text in a book support each other
- Search for new words in texts with your child
- Help your child learn new vocabulary based on hobbies or interests

Text Comprehension

- Ask your child to predict what might happen next in a story
- Ask who, what, when, where, and why questions about a book
- Ask your child questions about the topic of a book before reading it
- Ask your child about books being read at school and be familiar with them in order to extend conversations
- Ask your child what the main idea or message of a book might be

Print Concepts

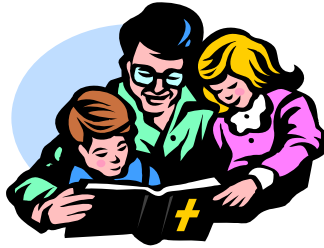
- Point out the title and author's name to your child when reading together
- Talk about where reading begins on the page and show how the words flow left to right
- Play games to match lowercase and uppercase letters
- Talk about how types of texts have similarities and differences
- Expose your child to many types of print
- Make a book with your child, using large print and illustrations

Writing

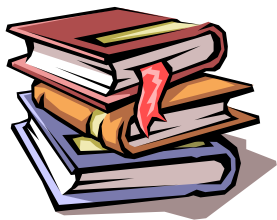
- Provide multiple writing materials and tools
- Encourage your child to write his or her name and the names of family members
- Let your child see you writing for various purposes
- Ask you child to say words out loud as he/she writes
- Respond to the ideas your child has written
- Encourage your child to write the way he or she talks, and then ask your child to read the writing aloud
- Plan a time and place for your child to write every day.

Parents & Reading

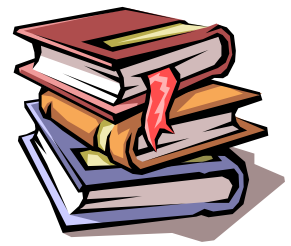
K-2



- Set a good example as a reader. Let your children see you reading every day.
- Get a subscription in your child's name to an age-appropriate magazine for your child.
- Make reading fun -- a time you and your children look forward to spending together.
- Check out *The Read-Aloud Handbook* by Jim Trelease (Penguin, 1995). It's loaded with fun tips and reading recommendations.
- Visit the library often.
- Don't fret if *Captain Underpants* has captivated your child rather than *Robinson Crusoe*. The important thing: he's reading! Encourage it and he's likely to move on to more sophisticated titles as he gets older.
- Keep reading to your child even when he can read. Read books to your child which are too difficult for him to read alone.
- Try reading books with chapters and talk about what is happening in the story. Encourage your child to make predictions about what will happen next, and connect characters or events to those in other books and stories.
- Talk with your child about reading preferences as they are beginning to develop.
- Talk with your child about favorite authors and help him find additional books by those authors.
- Take turns reading a story with your child. Don't interrupt to correct mistakes that do not change the meaning.
- Talk about the meaning of new words and ideas introduced in books.
- Ask your child to explain why a character might have taken a specific action. Ask for information from the story to support his answer.
- Enjoy yourself and have fun. The most important thing you can do to help your child become a successful reader is communicate that reading is valuable and enjoyable.
- Visit the website www.nea.org/readacross.



Suggested Kindergarten Book List



Picture Book Read Alouds

Bark, George by Jules Feiffer (HarperCollins)
Bunny Cakes and other Bunny books by Rosemary Wells (Dial)
Chrysanthemum by Kevin Henkes (Greenwillow)
Cowboy Baby by Sue Heap (Candlewick)
Daisy and the Beastie and other Daisy books by Jane Simmons (Little, Brown)
The Day the Babies Crawled Away by Peggy Rathmann (Putnam)
Doctor Desoto by William Steig (FSG)
Don't Let the Pigeon Drive the Bus! by Mo Willems (Hyperion)
Duck on a Bike by David Shannon (Scholastic)
Dumpy La Rue by Elizabeth Winthrop, illus. by Betsy Lewin (Henry Holt)
Elizabeti's Doll and other Elizabeti books by Stephanie Stuve-Bodeen, illus. by Christy Hale (Lee & Low)
From Head to Toe by Eric Carle (HarperCollins)
Hooway for Wodney Wat! by Helen Lester, illus. by Lynn Munsinger (HMCo.)
Good Morning, Sam and other Sam books by Marie-Louise Gay (Groundwood)
Gossie & Gertie and other Gossie books by Olivier Dunrea (HMCo.)
How Do Dinosaurs Say Goodnight by Jane Yolen, illus. by Mark Teague (Scholastic)
In the Small, Small Pond by Denise Fleming (Henry Holt)
Julius Baby of the World by Kevin Henkes (Greenwillow)
Julius's Candy Corn by Kevin Henkes (Greenwillow)
Lilly's Chocolate Heart by Kevin Henkes (Greenwillow)
Lilly's Purple Plastic Purse by Kevin Henkes (Greenwillow)
Max's Chocolate Chicken by Rosemary Wells (Putnam)
Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate, illus. by Ashley Wolff (Dutton)
Miss Spider's Wedding by David Kirk (Scholastic)
Mr. Wolf's Pancakes by Jan Fearnley (Tiger Tales)
My Dad by Anthony Browne (FSG)
No David! and other David books by David Shannon (Scholastic)
Off to School, Baby Duck! and others in the series by Amy Hest, illus. by Jill Barton (Candlewick)
Officer Buckle and Gloria by Peggy Rathmann (Putnam)
Old Blue Buggy by Fran Swift, illus. by Carol Thompson (Dutton)
Olivia and other Olivia books by Ian Falconer (Simon & Schuster)
Owen by Kevin Henkes (Greenwillow)
Owen's Marshmallow Chick by Kevin Henkes (Greenwillow)
Pete's a Pizza by William Steig (HarperCollins)
Sheila Rae's Peppermint Stick by Kevin Henkes (Greenwillow)
Somebody and the Three Blairs by Marilyn Tolhurst, illus. by Simone Abel (Orchard)
Suddenly! by Colin McNaughton (Harcourt)
Thunder Cake by Patricia Polacco (Philomel)
Tippy-Toe Chick, Go! by George Shannon, illus. by Laura Dronzek (HarperCollins)

The Very Hungry Caterpillar by Eric Carle (Philomel)
Wake Up, Big Barn! by Suzanne Tanner Chitwood (Scholastic)
Wemberly Worried by Kevin Henkes (Greenwillow)
Wemberly's Ice-Cream Star by Kevin Henkes (Greenwillow)
Where the Wild Things Are by Maurice Sendak (HarperCollins)

Novels for Reading Aloud

Babe the Gallant Pig by Dick King-Smith (Crown)
Charlotte's Web by E. B. White (HarperCollins)
Clever Lollipop by Dick King-Smith (Candlewick)
Hedgehogs in the Hall and other Animal Ark titles by Ben Baglio (Scholastic)
Hugh Pine by Janwillen Vandewetering, illus. by Lynn Munsinger (HMCo.)
Lady Lollipop by Dick King-Smith (Candlewick)
Stuart Little by E. B. White (HarperCollins)

Non-Fiction

All About Sharks and other titles by Jim Arnosky (Scholastic)
Animals Asleep by Sneed B. Collard III, illus. by Anik McGrory (HMCo.)
Beaks! by Sneed B. Collard III, illus. by Robin Brickman (Charlesbridge)
Chickens Aren't the Only Ones and other titles by Ruth Heller (Grosset & Dunlap)
From Wax to Crayon by Robin Nelson (Lerner)
I Took A Walk by Henry Cole (Greenwillow)
On the Way to the Beach by Henry Cole (HarperCollins)
One Small Place by the Sea by Barbara Brenner, illus. by Tom Leonard (HarperCollins)
Polar Bears and other titles by Gail Gibbons (Holiday House)
Puffins Climb, Penguins Rhyme by Bruce McMillan (Harcourt)
Red-Eyed Tree Frog by Joy Cowley, photos by Nic Bishop (Scholastic)
The Salamander Room by Anne Mazer, illustrated by Steve Johnson (Knopf)
Spinning Spiders by Melvin Berger, illus. by S.D. Schindler (HarperCollins)

Pattern Books

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr., illus. by Eric Carle (Henry Holt)
The House that Jack Built by Jeanette Winter (Dial)
I Know An Old Lady Who Swallowed A Fly by Simms Taback (Putnam)
I Went Walking by Sue Williams, illus. by Julie Vivas (Gulliver/HBJ)
Is Your Mama a Llama? by Deborah Guarino, illus. by Steven Kellogg (Scholastic)
Miss Polly Has A Dolly retold by Pamela Duncan Edwards, illus. by Elicia Castaldi (Putnam)
Old MacDonald Had A Woodshop by Lisa M. Shulman, illus. by Ashley Wolff (Putnam)
Polar Bear, Polar Bear, What Do You Hear? by Bill Martin, Jr., illus. by Eric Carle (Henry Holt)
The Seals on the Bus by Lenny Hort, illus. by G. Brian Karas (Henry Holt)
This is the House that Jack Built by Simms Taback (Putnam)
To Market, To Market by Anne Miranda, illus. by Janet Stevens (Harcourt)

Who Took the Cookies from the Cookie Jar? by Bonnie Lass & Philomen Sturges,
illus. by Ashley Wolff (Little, Brown)

Cumulative Tales

My Little Sister Ate One Hare by Bill Grossman, illus. by Kevin Hawkes (Crown)
The Napping House by Audrey and Don Wood (Harcourt)
One Hungry Monster by Susan Heyboer O'Keefe, illus. by Lynn Munsinger (Little, Brown)
One Monday Morning by Uri Shulevitz (Farrar, Straus, & Giroux)
Over In the Meadow retold by Paul Galdone (Simon & Schuster)
Over in the Meadow retold by Louise Voce (Candlewick)
I Know An Old Lady Who Swallowed A Fly by Simms Taback (Putnam)
The House that Jack Built by Jeanette Winter (Dial)
The Pot That Juan Built by Nancy Andrews-Goebel, illus. by David Diaz (Lee & Low)
This is the House that Jack Built by Simms Taback (Putnam)

Circle Stories

If You Give a Mouse a Cookie by Laura Numeroff, illus. by Felicia Bond (HarperCollins)
The Great Gracie Chase by Cynthia Rylant, illus. by Mark Teague (Scholastic)
A House for a Hermit Crab by Eric Carle (Simon & Schuster)
Make Way for Ducklings by Robert McCloskey (Viking)
The Napping House by Audrey and Don Wood (Harcourt)
One Monday Morning by Uri Shulevitz (Farrar, Straus, & Giroux)
Rooster's Off to See the World by Eric Carle (Simon & Schuster)
Rosie's Walk by Pat Hutchins (Simon & Schuster)
Where the Wild Things Are by Maurice Sendak (HarperCollins)

ABC Books

Alphabeep: A Zipping, Zooming ABC by Debora Pearson, illus. by Edward Miller (Holiday House)
Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault (Simon and Schuster)
Firefighters from A to Z by Chris Demarest (McElderry Books)
The Handmade Alphabet by Laura Rankin (Scholastic)
Into the A, B, Sea: An Ocean Alphabet by Deborah Lee Rose, illus. by Steve Jenkins (Scholastic)
K is for Kissing a Cool Kangaroo by Giles Andreae, illus. by Guy Parker-Rees (Orchard)
Old Black Fly by Jim Aylesworth, illus. by Stephen Gammell (Henry Holt)
The Racecar Alphabet by Brian Floca (Atheneum)

Mother Goose Books

Baby Goose by Kate McMullan, illus. by Pascal Lamaitre (Hyperion)
Monster Goose by Judy Sierra, illus. by Jack E. Davis (Harcourt)
My Very First Mother Goose collected by Iona Opie, illus. by Rosemary Wells (Candlewick)

The Neighborhood Mother Goose by Nina Crews (Greenwillow)
Will Moses Mother Goose by Will Moses (Philomel)

Phonemic Awareness Books

Look the Book: And Other Silly Rhymes by Lissa Rovetch, illus. by Shannon McNeill

Rhyme

Dr. Seuss - everything!

Little Bunny Foo Foo retold and sung by The Good Fairy, illus. by Paul Brett Johnson (Scholastic)

The Eensy-Weensy Spider and others by Mary Ann Hoberman, illus. by Nadine Bernard Westcott (Little, Brown)

I Knew Two Who Said Moo: A Counting and Rhyming Book by Judi Barrett, illus. by Daniel Moreton (Simon & Schuster)

Jesse Bear, What Will You Wear? and others in the series by Nancy White Carlstrom, illus. by Bruce Degen (Simon & Schuster)

Little Bunny Foo Foo retold and sung by The Good Fairy, illus. by Paul Brett Johnson (Scholastic)

The Monster Bed by Jeanne Willis, illus. by Susan Varley (HarperCollins)

Oh My Gosh, Mrs. McNosh and others in the series by Sarah Weeks, illus. by Nadine Bernard Westcott (HarperCollins)

Puffins Climb, Penguins Rhyme by Bruce McMillan (Harcourt)

Repetition

Dr. Seuss - everything!

Five Little Monkeys Jumping On The Bed by Eileen Christelow (Houghton Mifflin)

Is This A House for Hermit Crab? by Megan McDonald, illus. by S.D. Schindler (Orchard)

The Little Old Lady Who Was Not Afraid of Anything by Linda Williams, illus. by Megan Lloyd (HarperCollins)

Silly Sally by Audrey Wood (Harcourt)

Alliteration

Dr. Seuss - everything!

Clara the Caterpillar by Pamela Duncan Edwards, illus. by Henry Cole (HarperCollins)

Dinorella by Pamela Duncan Edwards, illus. by Henry Cole (Hyperion)

Four Famished Foxes and Fosdyke by Pamela Duncan Edwards, illus. by Henry Cole (HarperCollins)

Rosie's Roses by Pamela Duncan Edwards, illus. by Henry Cole (HarperCollins)

Some Smug Slug by Pamela Duncan Edwards, illus. by Henry Cole (HarperCollins)

Wacky Wedding: A Book of Alphabet Antics by Pamela Duncan Edwards, illus. by Henry Cole (Hyperion)

Poetry

The Bugs in Teacher's Coffee and Other School Poems by Kalli Dakos, illus. by Mike Reed (HarperTrophy)

Good for You! Toddler Rhymes for Toddler Times by Stephanie Calmenson, illus. by Melissa Sweet (HarperCollins)

A Pet for Me selected by Lee Bennett Hopkins, illus. by Jane Manning (HarperCollins)

Take Me Out of the Bathtub and other silly dilly songs by Alan Katz, illus. by David Catrow (McElderry Books)

Little Dog Poems by Kristine O'Connell George (Clarion)

Little Dog and Duncan by Kristine O'Connell George (Clarion)

Readers Theatre

Readers Theatre for Beginning Readers by Suzanne I. Barchers (Teacher Ideas Press)

MATHEMATICS

Oceanside School District is proud to announce the adoption of Scott Foresman-Addison Wesley's en**Vision**MATH™ for our math program in grades K-6. The program offers students and parents an online version of all their print materials anytime, anywhere. By logging on to <http://pearsonsuccessnet.com> and entering the student's username and password, the following digital resources can be accessed:

- The Online Student Edition
- Independent practice and problem solving
- Animated Glossary
- eTools (digital manipulatives)
- Daily Lessons with activities, printables, games, and topic videos
- Online student assignments
- Online assessments, lesson quizzes, review, and enrichment activities complete with instant feedback
- Topic Opener Videos with real-world connections to math
- Visual Learning Animations

For Additional Program Information...

Please visit www.envisionmath.com

A video overview of EnVision Math -

<http://vidego.multicastmedia.com/player.php?p=d28i3v01>



Login Information:

Username: _____

Password: _____



MATHEMATICS

GRADES K-6

The Oceanside Mathematics Curriculum is based upon both the National and Statewide Standards. In accordance with these standards, a balance of both process skills and content areas has been incorporated.

The Mathematics Curriculum focuses on the following content and process strands:

Content

- number sense and operations
- algebra
- geometry
- measurement
- statistics and probability

Process

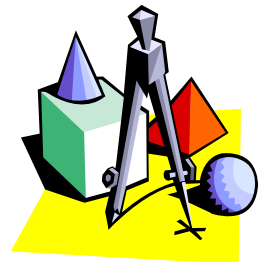
- problem solving
- reasoning and proof
- communication
- connections
- representation

Problem solving is seen as the connecting thread throughout all the strands. Students are encouraged to become active participants in their understanding of mathematical concepts and procedures as they apply them in a problem solving environment.

The Oceanside Mathematics Curriculum is designed to help all students learn to:

- think logically and creatively while exploring mathematical ideas
- apply a variety of strategies to solve problems
- determine what information is necessary in a particular situation
- organize and use information to solve problems
- perform mathematical calculations
- master computational skills as they pertain to conceptual constructions in problem solving explorations
- investigate the world of mathematics through hands-on experiences
- communicate mathematical thinking by using words, pictures, and numbers
- integrate mathematics with the rest of the curriculum, particularly with science and technology

The most effective way for elementary students to construct a foundation in mathematics is through hands-on experiences. Student motivation and curiosity increases when engaged in hands-on activities. Students make discoveries helping them draw conclusions which reflect a myriad of ways to reach a solution; therefore, empowering them to become independent thinkers who are enthusiastic about mathematics.



Oceanside Mathematics Program Scope and Sequence Grades K-6

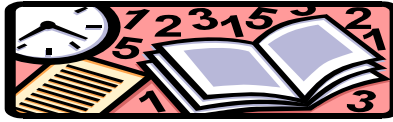
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
Arithmetic and Algebra	<ul style="list-style-type: none"> -read and write numerals from 0-10 -develop one to one correspondence -develop fraction readiness -explore first, middle, last 	<ul style="list-style-type: none"> -practice single digit addition and subtraction facts apply strategies such as doubles, doubles-plus one -understand one to one and many-to-one correspondence -use concrete materials to explore fractions -explore number combinations -explore commutative property of addition 	<ul style="list-style-type: none"> -practice single digit addition and subtraction -add and subtract to three digit numbers with no regrouping -order whole numbers and common fractions -learn place value to the hundreds -practice commutative property of addition 	<ul style="list-style-type: none"> -learn place value concepts to ten thousands and tenths -multiply two and three digit numbers by a one digit number -practice multiplication and division facts -use fractions and decimals -apply addition and subtraction facts explore equivalent fractions -apply commutative, associative, and distributive properties 	<ul style="list-style-type: none"> -learn place value to millions and hundredths -order whole numbers, fractions, and decimals -divide two & three digit dividends -know addition, subtraction, division & multiplication facts -add and subtract fractions with like denominators -understand commutative, associative, distributive properties
Geometry & Measurement	<ul style="list-style-type: none"> -recognize and create 2 and 3 dimensional shapes -order objects from least to greatest -explore the calendar -use measurement with money, time, capacity, length, width, and height -experiment with flips, turns, and slides 	<ul style="list-style-type: none"> -recognize and create 2 and 3 dimensional shapes -categorize objects according to attributes -explore symmetry -measure length in inches -investigate width, height, time and money measurements -experiment with flips, turns, and slides 	<ul style="list-style-type: none"> -compare two and three dimensional shapes -explore symmetry -learn attributes of area, length, capacity, volume, weight and temperature in metrics -explore time and make change for money up to one dollar -predict outcomes with flips, turns, and slides 	<ul style="list-style-type: none"> -explore volume, area and perimeter -analyze lines of symmetry -use metric units for area, mass, perimeter and volume -conduct experiments with area, length, weight, volume, time, and temperature -predict outcomes with flips, turns, and slides 	<ul style="list-style-type: none"> -explore lines of symmetry -understand polygon, chord, diameter, vertex, angle, parallel -explore concepts of similarity and congruence -use metrics/customary for area, mass, perimeter -plot ordered pairs -classify and draw angles
Probability & Statistics	<ul style="list-style-type: none"> -use estimation skills -predict experimental probabilities -collect, organize, sort, and graph data 	<ul style="list-style-type: none"> -estimate size, amounts -determine outcomes of experiments -collect, organize, and graph data -practice tallying -compare heights 	<ul style="list-style-type: none"> -compare actual to estimates -predict probabilities, fairness of a game -determine probabilities of events -record information with tallies, blocks, and pictographs 	<ul style="list-style-type: none"> -use tree diagrams to show possible outcomes -predict experimental probabilities -compare frequencies -predict, collect, record, organize, display information 	<ul style="list-style-type: none"> -apply arrangements and tree diagrams in probability -conduct experiments involving equally likely and unequally likely events -make frequency tables from tallies -explore mean, median, mode and range

Oceanside Mathematics Program Scope and Sequence Grades K-6
Page 2

Grade 5

Grade 6

	Grade 5	Grade 6
Arithmetic & Algebra	<ul style="list-style-type: none"> -learn place value to one billion and thousandths -find “friendly” percents of a number such as 1%, 10%, and 50% -use exponential notation, apply ratios, proportions, and % -add, subtract, and multiply decimals and fractions -convert mixed numbers to improper fractions and vice versa -use the long division algorithm to solve division problems -translate verbal expressions into algebraic expressions 	<ul style="list-style-type: none"> -learn place value to trillions and ten-thousandths -understand the concept of rate -evaluate expressions using exponents -order positive and negative numbers -solve percents of a given quantity -add, subtract, multiply and divide fractions -solve and explain two step equations -translate two step verbal expressions into algebraic expressions
Geometry & Measurement	<ul style="list-style-type: none"> -explore relationships with points, lines, angles and planes -use the coordinate plane for negative and positive numbers -create 2 and 3 dimensional transformations with symmetry, reflections, turns and slides -use ratio to find missing sides and angles of similar triangles -use ratio to find missing sides and angles of similar triangles -use metrics/customary for area, mass perimeter -relate metrics to customary system 	<ul style="list-style-type: none"> -identify parts and central angles of a circle -determine volume -find area of irregular polygons -find area of irregular polygons and triangles -use ratio to find missing sides and angles of similar triangles -create 2 and 3 dimensional transformation with symmetry, reflections, turns and slides -apply metrics to customary system
Probability & Statistics	<ul style="list-style-type: none"> -predict outcomes of experiments with independent events -explore the multiplication principle & tree diagrams -conduct extensive record keeping projects involving data collection -use circle, bar, pictograph, and line graphs to represent numerical relationships -apply mean, median, mode & range in data analysis 	<ul style="list-style-type: none"> -apply arrangements and tree diagrams in probability -conduct experiments involving equally likely and unequally likely events -conduct extensive record keeping projects involving data collection -use circle, bar, pictograph, and line graphs to represent numerical relationships -make frequency tables from tallies -apply mean, median, mode and range to real life problems



MATHEMATICS KINDERGARTEN

CURRICULUM OUTLINE

NUMBER SENSE & OPERATION, ALEGBRA

- develop strategies for selecting the appropriate operational and computational method in problem solving
- develop readiness for single-digit addition and subtraction facts
- develop the ability to read and write numerals from 0-10
- develop an understanding of one-to-one correspondence
- relate counting to grouping and place value
- develop an awareness of fractions in daily use
- develop the concept of first, last, and middle
- create linear patterns
- predict sequence of a linear pattern
- recognize situations in which only an estimate is required
- practice estimating size and amounts

GEOMETRY AND MEASUREMENT

- use concrete materials to model spatial relationships
- introduce, recognize, and create various 2-dimensional and 3-dimensional shapes.
- order sets of objects from smallest to largest
- explore the components of the calendar
- participate in activities that involve weight and duration of time
- compare length, height, and width of various objects
- use sand or water to compare the capacity of containers
- participate in hands-on money explorations
- develop an awareness of congruency with flips, turns and slide

PROBABILITY AND STATISTICS

- Collect, organize, and graph data in a group setting
- Analyze different ways of organizing information

The following process strands are interwoven throughout the curriculum:

- **Problem Solving**
- **Reasoning and Proof**
- **Communication**
- **Connections**
- **Representation**

What are the Kindergarten Math and Carry Out Strategies?

Draw a Picture

When a problem is not illustrated, it is sometimes helpful to draw your own picture or diagram. A picture of the situation may reveal condition that are not obvious when you just read the problem. If the situation is not easily pictured, a simple diagram using symbols to represent the situation may help clarify the problem for you.

Organizing Information

A useful problem solving strategy is organizing information into some type of list, graph or table. When a problem requires you to generate a large amount of data, a list may help you account for all possibilities and avoid repetitions.

Act It Out





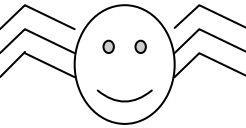
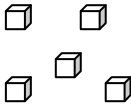
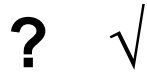

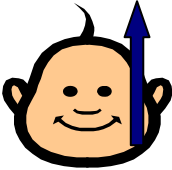
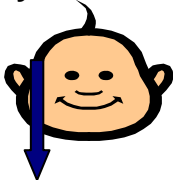
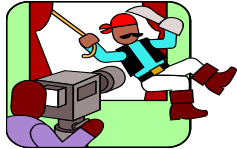
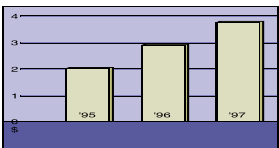
Acting out problems helps students to experience problems. Experiential learning is sometimes the best way to find solutions or to discover strategies that will lead to solutions. Acting out a problem can involve performing the roles of people mentioned in the problem. It can also mean manipulating concrete objects to mimic actions described in a problem.

Guess and Check

Probably the most commonly used strategy used outside of school is guess and check. In this strategy, one guesses at an answer, then checks the guess to see if it works. By repeating this procedure, the answer, or at least a close approximation, can often be found. This is contrary to traditional teaching, when guessing is frowned upon. Often heard in the classroom is a comment such as, "Do you know, or are you just guessing?" Of course, blind guessing should be discouraged. Guess and check is a viable method in most fields of science and mathematics, where hypotheses are generated (the guess) and then verified by testing them (the check).

As noted, this is a very popular strategy for problem solvers of all ages, and especially for primary children, who are not yet afraid to guess and be wrong. At times, many guesses must be made before the right answer is arrived at. It should be pointed out to the children that even when the guess is an 'error,' valuable information is gained in helping to solve the problem.

Kindergarten Math Problem Solving Strategies

Counting Strategies		Plan and Carry Out Strategies	
<p style="text-align: center;">Use Counters</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>	<p style="text-align: center;">Use a Number Line</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>	<p style="text-align: center;">Draw Pictures</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>	<p style="text-align: center;">Look for Patterns</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>
<p style="text-align: center;">Use Doubles</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>	<p style="text-align: center;">Estimate</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>	<p style="text-align: center;">Guess and Check</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>	<p style="text-align: center;">Look for Clues</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>
<p style="text-align: center;">Count Up in your head</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>	<p style="text-align: center;">Count Down in your head</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>	<p style="text-align: center;">Act It Out</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>	<p style="text-align: center;">Organize Information</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 15px;" type="text"/> </div>

KINDERGARTEN SCIENCE CURRICULUM

Essential Question:

How do observations help us understand our world?

Curriculum Overview

The kindergarten science curriculum is aligned with the New York State Elementary Science Core Curriculum Grades K-4. Modeled on Standard 4, the units will be organized into two categories: the physical setting and the living environment. Particular emphasis will focus on a hands-on, minds-on approach to learning, using inquiry process skills and the scientific method. The curriculum is designed to:

- develop students' understanding of key science concepts and science process skills
- engage students in active construction of knowledge through experiences
- allow students to learn new science content, and increase their scientific literacy
- encourage problem solving through experiences in the natural environment
- foster the development of positive attitudes about science
- bridge science concepts to current social and environment events
- integrate science with the rest of the curricula, particularly with math, technology, language arts, and social studies

This curriculum will prepare our students to explore the most important ideas about our physical setting and our living environments. Scientifically literate students understand basic concepts and processes, and can apply them to real life situations. Each unit targets one or more key ideas within the core standards.

Through a series of planned learning experiences, students will explore specified major understandings. Students will learn to question, hypothesize, experiment, gather data, organize results, and draw conclusions based on their own actions. Moreover, each unit will emphasize a revolving ‘talk’ curriculum that establishes vocabulary, content literacy, and idea development. Finally, each unit will have district process skills that are emphasized as an integral part of the learning experience. Writing to learn assessments will be incorporated throughout each unit, and as a culmination for each unit.

The curriculum builds on the NYS Elementary Science Core Curriculum Grades K-4, previous district curricular guides, and the experiences of curriculum writers.



Process Skills

Across Elementary Grades : K-6



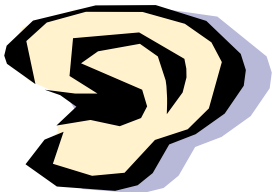

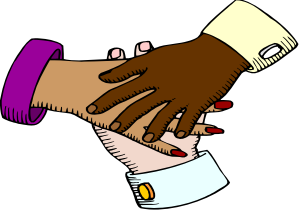
The science process skills are emphasized as an integral part of the learning experiences. The skills are taught using a scaffolding approach. It is recognized that these skills are the tools that students use to solve problems. There is an equal balance between development of science process skills and content.

Kindergarten	First Grade	Second Grade	Third-Sixth Grades
<ul style="list-style-type: none"> • Observe • Question • Classify • Communicate • Hypothesize 	<ul style="list-style-type: none"> • Observe • Question • Classify • Communicate • Hypothesize • Compare 	<ul style="list-style-type: none"> • Observe • Question • Classify • Communicate • Hypothesize • Compare • Variables • Make & Use Models 	<ul style="list-style-type: none"> • Observe • Compare • Classify • Use Numbers • Measure • Communicate • Collect, record, display or interpret data • Predict • Infer • Hypothesize • Make and use models • Use variables



OBSERVATION

SCIENTIFIC INQUIRY SKILL

 <p>The Human Eye</p>	LOOKS	COLOR SIZE SHAPE
 <p>The Human Nose</p>	SMELLS	ODORS
 <p>The Ear</p>	HEARS	SOUNDS
 <p>The Human Mouth</p>	TASTES	SWEET SOUR SALTY BITTER
	TOUCH	TEXTURES

Kindergarten Science Units



Using Your Senses:

Students investigate how each of our senses helps us to make observations about the world around us.

- Different senses give different information.
- The human body has parts that help us survive.
- Using our senses helps us to sort objects based on properties.
- Science process skill emphasis on observe and question.



Investigating Water:

Students explore the unique properties of water.

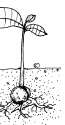
- Water has properties that can be observed and described through the senses.
- Water can be a liquid, solid or gas. It can go back and forth from one state of matter to another.
- Water evaporates.
- Science process skill emphasis on observe and question.



Sunshine and Shadows:

Students explore the world of light and shadows. They learn about how shadows are formed and why shadows change size and shape. They find out about different sources of light and identify kinds of objects that block light to make a shadow.

- Light, object and surface is needed to make a shadow.
- Shadows move based on the position of the sun.
- The position of a light source result in different size shadows.
- Shadows may be light or dark depending on the amount of light that passes through them.
- Science process skill emphasis on observation, question and hypothesize.



From Seed to Plant:

Students learn about seeds and observe how plants grow by creating a class experiment.

- Seeds can be classified based on properties and have a function.
- Plant parts have different structures and functions.

Kindergarten Science Curriculum

<u>Dates</u>	<u>Unit</u>	<u>Title</u>	<u>Inquiry Skills</u>	<u>Assessment</u>
September	1	Explorations		
October- November	2	Using Your Senses	Observation Manipulating Materials Classification	Journal Drawing Labels Scientific Thinking
December/January	3	Investigating Water	Observation Manipulating Materials Models	Drawing Labels Scientific Thinking
February-March	4	Sunshine and Shadows	Observation Manipulating Materials Measurement	Drawing Labels Scientific Thinking
April-June	5	From Seed to Plant	Observation Manipulating Materials Measurement Classification	Drawing Labels Scientific Thinking Experiment Hypothesize Record Data Conclusion

SOCIAL STUDIES

GRADES K-6

Essential Questions are open-ended questions which are challenging, interesting and worthy of the students' efforts to answer them. Such questions promote the use of a variety of information sources to provide answers. They provide students with their assessment for the course and unit of study on Day 1 of study, not the last day. In sum, they help students focus on the Big Picture, and encourage the marshaling of documentary evidence to support their judgments about significant issues facing society.

Kindergarten: Self and Others

Are people more alike or different?

Can people who are different learn to live together as friends?

Grade 1: My Family and Other Families, Now and Long Ago

Are families today more alike or different from each other?

Are families today more alike or different from families in the past?

Grade 2: My Community and Other United States Communities

Are communities more alike or different from each other?

Does a diverse community make for a stronger community?

Grade 3: Communities Around the World – Learning About People and Places

Are cultures more similar or different from each other?

Can we combat stereotypes that exist about people?

How do other regions' geographies and climates and the effects compare to ours?



Grade 4: Connecting Local, New York and United States History and Government

Have the histories of New York State and Long Island been ones of progress for all?

To what extent have the geography and climate affected the state and region: economically, politically, socially and technologically?

How do other regions' geographies and climates and their effects compare to ours?

GRADE 5: The United States, Canada and Latin America

Has the history of the Western Hemisphere been one of progress for all?

Will the peoples of the Western Hemisphere be able to live in justice and peace?

Grade 6: The Eastern Hemisphere

Has the history of the Eastern Hemisphere been one of progress for all?

Will the peoples of the Eastern Hemisphere be able to live in justice and peace?

SOCIAL STUDIES

KINDERGARTEN: SELF AND OTHERS

ESSENTIAL QUESTIONS:

Are people more alike or different?

Can people who are different learn to live together as friends?

UNITS OF STUDY: Self, Rules, Family, Needs and Wants*

*The social studies program at the kindergarten level focuses on helping each student develop awareness of self as a growing individual. The child's unique qualities, as well as similarities to others, are stressed. In addition, the child's relationships with others in the classroom and the school become sources for social studies learning. Children begin to learn about their roles as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws. Children also begin to examine similarities and differences among families. Finally, children begin to define needs and wants, recognizing that people rely on each other for goods and services in families, schools and neighborhood.

- Social:** -uniqueness of self and families
 -comparison of different family structures
- Political** -rules and responsibilities for protection
 -holidays, celebrations and symbols of nations
 -how children make decisions and solve problems
- Economic:** -satisfying and meeting wants and needs of families
- Geographic:** -maps of room, school, community; globes
 -directions for relation and location
- Historic:** -people, places and things may change over time
 -how children change as they grow
 -traditions and customs

CONCEPTS:

- History: Change Culture, Diversity, Empathy, Identity, Interdependence
Geography: Places and Regions
Economics: Needs and Wants
Civics: Citizenship, Government

SPANISH

¡Hola! (Hello!) Bienvenidos a nuestro programa de español! (Welcome to our Spanish program!)

The goal of the kindergarten Spanish program is to introduce students to the Spanish language using visuals, gestures, songs, games, literature, and our friendly puppet Rosco.

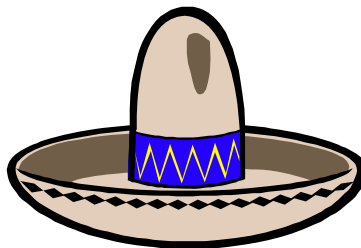
Topics in the curriculum were selected to integrate and reinforce the basic concepts taught as part of the kindergarten curriculum. The Spanish curriculum covers such topics as numbers, shapes, colors, parts of the body, family, weather, and seasons, to name a few.

Each class meets every other day for a delightful 20 minutes. During each lesson, previously learned materials are reviewed, new vocabulary is learned or reinforced, and a summary activity is included. Occasionally, homework is given. For now, this consists of drawing, coloring, cutting, and/or pasting pictures of the words the children are learning.

Every other month, parents receive a Spanish newsletter ("Little Amigos") that updates them on the content their child is learning in Spanish. Parents are encouraged to ask their children to "show off" for them.

Indeed, it's a delight to hear the children and their teachers at School #6 greet each other with, "¡Hola!, ¿Cómo estás?" (Hello, How are you?) and say farewell to one another with, "¡Adiós, hasta luego!" (Good-bye, see you later!). At School #6, "to know Spanish is to love it!" (¡Saberlo es quererlo!).

Hasta el próximo año ... (Until next year ...).



Social Emotional Literacy

What is Social and Emotional Literacy (SEL)?

SEL is a process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.

These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.

A group of teachers and administrators made the decision to utilize the SEL program offered by Marc Brackett, Yale professor and advocate of a **RULER** model for teaching students these important skills in a way that is accessible for all. The tools that Dr. Brackett has developed are easy to use and have been shown to be effective as assisting students to understand and deal with their emotions in a manner that actually increases student achievement.

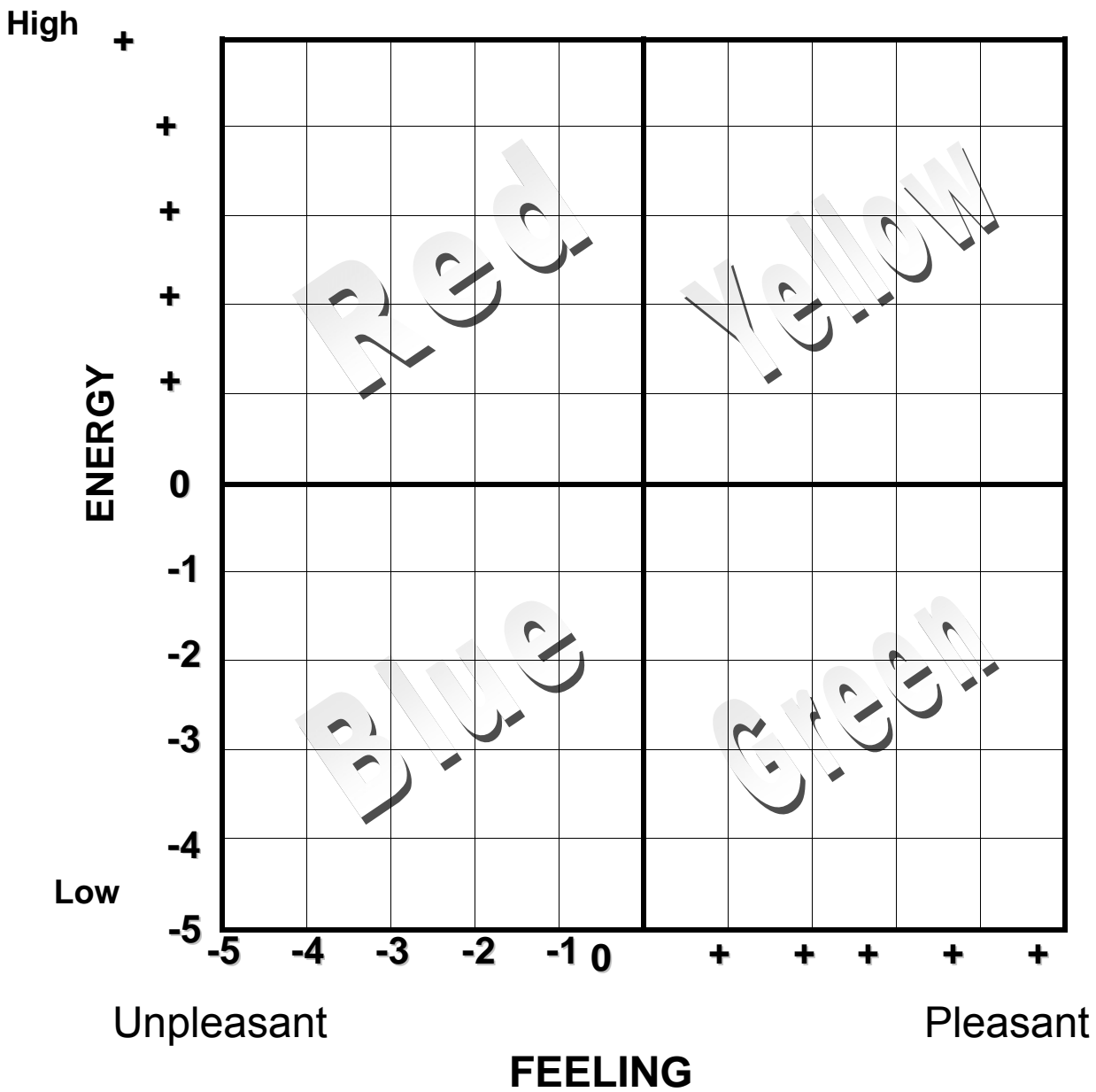
We look forward to the positive impact of this program on our staff, students, and parents.

Emotional Literacy

Emotional Literacy (EL) is the:

- Recognition
- Understanding
- Labeling
- Expression
- Regulation of emotions

My Mood Meter



My Emotional Blueprint

Describe	What was the situation, circumstance, or problem?	
EL Skill	_____	_____
Recognize & Label	How did I feel?	How did ___ feel?
Understand	What caused my feelings?	What caused ___'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ___ express and regulate his/her feelings?
Reflect & Act	What could I have done to handle the situation better? What can I do now?	

COMPUTERS

The computer room at School #6 is an exciting place for our kindergartners. Each week, the children have the opportunity to use interactive software, do research projects, and/or learn the curriculum, complemented by technology. The children enjoy working individually and in pairs on the computer when they are not involved in whole group instruction. We are fortunate to have two computers in each classroom as well, which are busily at use during Center time.

We are also excited about having Smartboards in all of our classrooms. Children will enjoy a wonderful approach to learning as they explore the world using this interactive technology.



LIBRARY

Each class has a scheduled weekly period in our newly constructed, beautiful library. The love of literacy is nurtured as the children enjoy of early childhood literature. They for the week as they are also It's always a special treat for the to the Oceanside Library. At that time, have an opportunity to apply for one.



The love of listening to a book selected from a wide array excitedly select a book of their own to borrow taught responsibility for its care and return. children when they go on a trip in the Spring those who do not already have a library card,

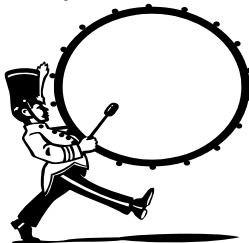
MUSIC AND MOVEMENT

Music is interwoven into the curriculum in order to enhance the learning process. The children enjoy listening to music as well as learning songs and associated movements. Some of us enjoy forming our own "band" using an assortment of musical instruments. Of course, dancing is always fun! Our children love to perform for their parents and special guests!

Music is also a great way to reinforce concepts and awareness of ourselves and others. It helps to develop listening skills and reinforces the idea of following directions. It also gives the child an opportunity to learn about other cultures.

Creative movement is an integral part of every kindergarten class. Music, along with movement activities, helps the child to develop skills for following oral and visual directions. These activities also aid them in developing their spatial perception and learning directionality concepts.

Each year in December we have annual tradition... our "Holiday



been bringing in the holiday spirit with an Sing-Along".

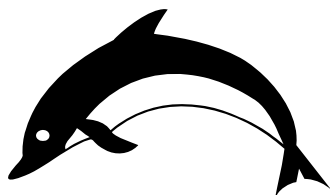
PHYSICAL EDUCATION

Physical Education combines the fun of imaginative play with active play. We have a wide variety of games and equipment which are used to help the children learn to play cooperatively, build their gross and fine motor skills, strengthen their eye-hand coordination and help build their physical strength. We are fortunate to have the availability of a gym, outdoor field, two indoor playgrounds, and three outdoor playgrounds to help us accomplish these goals.



HEALTH EDUCATION

Health Education at the elementary level includes pupil participation in planned activities for developing attitudes, knowledge, and behavior to contribute to their own sense of self-worth, respect for their bodies, and ability to make constructive decisions regarding their social, emotional, and physical health. Good Nutrition and encouragement of physical exercise are stressed.



D.U.S.O.

Developing Understanding of Self and Others

In Kindergarten, the school Social Worker visits with each class for a series of lessons. These lessons are designed to foster self-esteem, encourage children to appreciate diversity, help them accept responsibility, make good decisions and understand consequences. Personal safety issues including abuse and abduction prevention are introduced in kindergarten.



CHARACTER EDUCATION

"KINDERBLOCKS" is School #6's Character Education Program. "KINDERBLOCKS" incorporates the "Six Pillars of Character". Each of the "Six Pillars" will be outlined monthly; two students from each class who have portrayed the character trait in an exemplary way will be highlighted. The name of each student and act will be displayed on our "KINDERBLOCKS" bulletin board.

Six Pillars:

- Citizenship
- Caring
- Respect
- Fairness
- Honesty/Trustworthy
- Responsibility/Taking Care of the Earth

In addition, Kelso (the frog) will be incorporated into the character lessons when appropriate. Kelso, (a conflict resolution program), is used within the classroom on an ongoing basis. This program enables children to learn how to make appropriate choices dealing with small and big problems.

KELSO



IT'S YOUR CHOICE!
DO YOU HAVE A SMALL PROBLEM?
TRY 2 OF KELSO'S CHOICES:

Wait And Cool Off
Go To Another Game
Share and Take Turns
Talk it out
Walk Away
Ignore It
Tell Them To Stop
Apologize
Make a Deal

IF YOU HAVE A **BIG** PROBLEM
TELL AN ADULT YOU TRUST.

ARTS AND CRAFTS

Arts and crafts are an important part of the kindergarten day. Projects are integrated within the themes taught across the content areas. The children are offered many opportunities to explore and use various techniques and mediums.

Their participation within different activities help in the development of important fine motor skills, creativity, and self expression.



REPORT CARDS

The Oceanside School District believes that the partnership between parent and teacher in the child's primary years is of utmost importance. Our belief that learning is a developmental process that occurs over time, and that all children can learn, but do so at different rates. Each child is unique and learning expectations for children in the early grades follow a developmental continuum. In November, Parent-Teacher Conferences occur, at which time, an initial general overview of your child's Progress Report is shared. Report cards are distributed in January and June, following the elementary schedule as per the district calendar. When deemed necessary, a Parent-Teacher Conference may occur in April, as well.

We know that learning occurs best in a secure and supportive environment with appropriate role models. Encouraging risk-taking, accepting approximations, offering positive feedback...all help to promote a learning environment in which learning is valued and successful. Because the building of a child's self-esteem in the primary grades is essential, meaningful instruction, planned for the individual learner, is paramount.



CODE OF CONDUCT

The School Code of Conduct is in accordance with that developed by the Oceanside School District.

SCHOOL #6 RIGHTS AND RESPONSIBILITIES

In order to provide a safe, learning classroom environment which allows children to work and play together, School #6's Rights and Responsibilities is followed. Your support in its implementation is expected.



School #6
RIGHTS AND RESPONSIBILITIES

I have a right to be happy and treated with respect:

...this means that no one will laugh at me or hurt my feelings.

I have a responsibility to treat everyone so they can be happy and feel respected:

...this means that I will not laugh at anyone or hurt anyone's feelings.

...this means that I will help my classmates and support their ideas.

I have a right to be safe:

...this means that no one will hurt me or say they will hurt me.

I have a responsibility to be sure that my classmates are safe:

...this means that I will keep my hands, feet and objects to myself.

I have a right to be heard:

...this means that no one will yell, shout, interrupt or make loud noises when I am speaking.

I have a responsibility to be a polite listener:

...this means I will not yell, scream, shout or make loud noises when others are speaking.

...this means I will listen to others.

I have a right to learn:

...this means to have a quiet environment,
work hard at learning and to express my ideas without being interrupted.

I have a responsibility to help everyone learn:

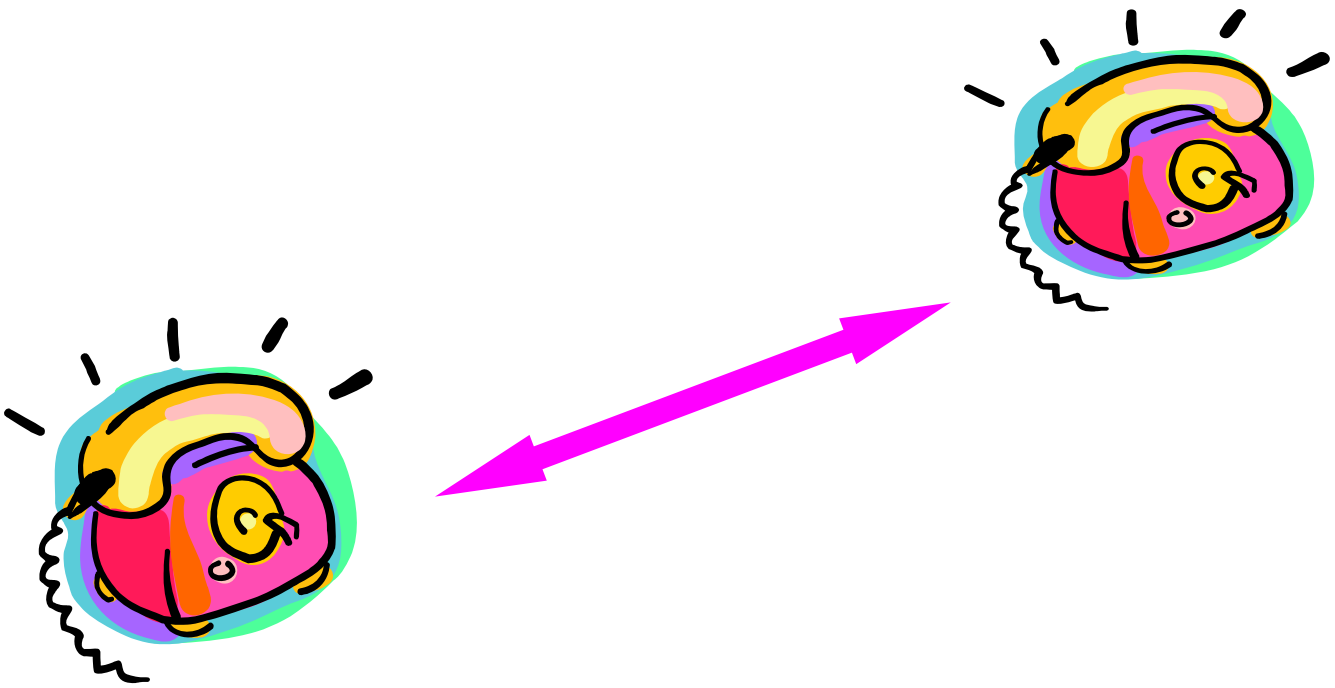
...this means I will work quietly,
listen without interrupting others and respect their ideas.

I have a right to be treated like a friend:

...this means that no one will treat me unfairly because
we are all special and unique in our own way.

I have a responsibility to recognize that everyone is different and should be treated fairly:

...this means that everyone should be respected and has a right to be who they are.



ENDING NOTE

Always remember that we are here to listen, assist, and work together in a partnership with you and your child. Please feel free to contact us in the event that you have a question or concern that needs clarification, you wish to leave a message, or to schedule an appointment.

Main Office: 594-2345

Nurse's Office: 594-2347

