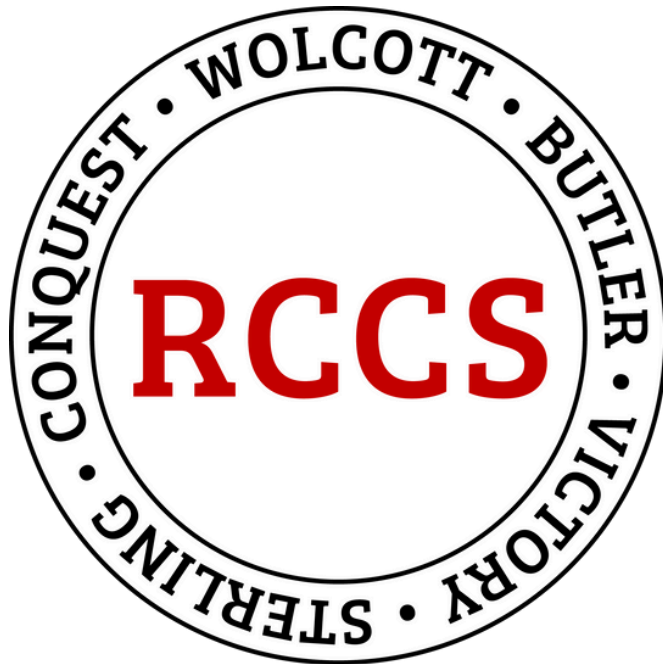


Welcome to Kindergarten

2024-2025

RCCSD FAMILY GUIDE



The New York State Education Department sets expectations, or standards, for what *every* student will know and be able to do in school. This guide is designed to help you understand these standards and partner with teachers to support your child's learning at home. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

Important Concepts

To learn English Language Arts and Literacy at every grade, your child will:

- Think, write, speak, and listen to understand and to support writing.
- Read often and widely from a range of global and diverse texts.
- Read and write for multiple purposes, including for learning and for pleasure.
- Persevere through challenging, complex texts and writing tasks.
- Enrich personal language, background knowledge, and vocabulary through reading and communicating with others.
- Monitor comprehension and apply reading strategies flexibly.
- Make connections (to self, other texts, ideas, cultures, eras, etc.).
- Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

To learn social studies at every grade, your child will:

- Develop fundamental civic knowledge including the structure and functioning of the government, law, and democracy at all levels of government.
- Analyze the impact of individual and collective histories in shaping contemporary issues.
- View and analyze history and current issues from multiple perspectives.
- Demonstrate respect for the rights of others in discussion and classroom debates, and how to respectfully disagree with other viewpoints using evidence.
- Analyze and evaluate news, media, social media, and other sources of information for accuracy, bias, reliability, and credibility.

To learn mathematics at every grade, your child will:

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

To learn science at every grade, your child will:

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Meet Our Team



Mrs. Hargrave

Mrs. Hargrave joined the Red Creek Central School district in 2004 and is currently teaching kindergarten. Mrs. Hargrave believes that Kindergarten is a year to establish positive learning habits. It is her goal to create a safe and enjoyable learning environment for your child. Mrs. Hargrave loves to learn and is looking forward to helping your child foster a love for learning as well. She will create strong peer relationships, explore the curriculum, and celebrate successes throughout the year with your child.



Mrs. Osborne

Mrs. Osborne has worked as a Special Education teacher at Red Creek Central School District for 21 years. First hired at the high school level, she was then reassigned to the elementary school where she has been working in kindergarten for the last 8 years. She believes in a multimodal approach to learning. Mrs. Osborne is dedicated to creating hands-on activities that will meet the needs of all learners. Building a strong relationship with families is something Mrs. Osborne strives for and believes is necessary for a successful school year.



Mrs. Southwick

Mrs. Southwick has had the privilege of teaching for 20+ years. Her enthusiasm lies in working with children and she has devoted the past several years to serving as a kindergarten teacher. She firmly believes in building a positive partnership with each child & their family through open and frequent communication. She takes immense pride in crafting a welcoming and compassionately inclusive classroom environment. Her lessons are engaging, developmentally appropriate, & responsive to each individual student's needs. Mrs. Southwick continues to strengthen her knowledge by researching and implementing new methodologies and best practices to benefit her students. She is dedicated to ensuring that every child in her class acquires essential foundational skills, knowledge and experience as well as a lifelong passion for learning.



Mrs. VanHorn

Mrs. Van Horn has been teaching at Cuyler for 20+ years. She has taught 3rd grade for 5 years, 2nd grade for 5 years and Kindergarten for 10. She is passionate about teaching Kindergarten and is always amazed at how much they learn and grow. Her experiences have helped to create a classroom that focuses on Academic Achievement, collaborative partnerships, and compassion for others. She aspires to meet the needs of all students, encourages a love for learning and provides them with a foundation for the learning experiences that lie ahead.



ENGLISH LANGUAGE

NYS ENGLISH LANGUAGE ARTS LEARNING STANDARDS

Arts



NEW LEARNINGS & FOCUS AREAS:

- Identify Literary & Informational Texts.
- Use emergent level texts & read-alouds to demonstrate comprehension.
- (Recall details, characters, setting, & events).
- With help from an adult, use written words & drawings to express an opinion or give information about something.
- Participate in conversations with teachers & peers.

QUESTIONS YOU CAN ASK YOUR CHILD:

- Who is the story about?
- Where does the story take place?
- What happened in the story?
- Would you rather have ___ or ___? Why?
- What are the two sounds (short & long) for each of the vowels (a, e, i, o, u)?
- What is the beginning, middle, end sound of a word?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Recognize all uppercase (capital) and lowercase letters in the alphabet.
- Write uppercase (capital) and lowercase letters.
- Capitalize the first word in a sentence.
- Apply phonics (letter/sound knowledge) when decoding/reading regularly spelled one-syllable words.
- Separate/Segment & put together/Blend the first, middle, and last sounds of simple/one syllable words.
- For example, cat (c-a-t), map (m-a-p), hit (h-i-t).
- Recognize and produce spoken rhyming words.
- Read heart words/HFWs- ex. the, of, to, you, she, my, is, are, do, and does.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- What are some resources for supporting the child at home?
- How Nursery Rhymes help with K skills.
- Request Local Library Information.
- Request Online Sources for Digital Books.
- Books and authors to look for at the library.
- Experiences that can help build your child's vocabulary.





MATHEMATICS

NYS MATH LEARNING STANDARDS

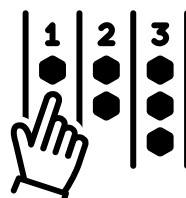


NEW LEARNINGS & FOCUS AREAS:

- Develop number sense by representing and comparing numbers using sets of objects.
- Use written numbers to represent quantities and solve problems.
- Count objects in a set, count out a given number of objects in a set, compare sets or numerals, show joining and separating stories with objects with use of equations.
- Answer quantitative questions by recognizing small sets of objects, count and produce sets of given sizes, count number of objects in 2 sets or count number of objects that are left. Recognize and describe shapes.
- Describe their world by using shapes, orientation and spatial relations.
- Identify, name, and describe 2 dimensional shapes such as; squares, triangles, circles, rectangles and hexagons in different sizes and orientations.
- Identify, name and describe 3 dimensional shapes such as cubes, cylinders, cones and spheres.
- Explore coins, start to identify pennies and dimes.

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Count to 100 by ones and tens.
- Count to 100 by ones from a given number.
- Understand the relationship between quantities to 20.
- Write numbers from 0-20.
- Represent a set of objects with a written number 0-20.
- Count objects to 100 with 1:1 correspondence.
- Count and answer questions using up to 20 objects arranged in a line, array and a circle.
- Count objects of a given number.
- Identify and compare the number of objects in groups up to 10.
- Compare two numbers up to 10.
- Represent addition and subtraction using objects, drawings, explanations and equations.
- Add and subtract within 10.
- Solve addition and subtraction word problems within 10.
- Decompose numbers to 10 using drawings or equations.
- Make 10 when given a number 1-9.
- Add and subtract fluently within 5.
- Duplicate, extend and create patterns using objects.
- Compare numbers 11-19.
- Decompose numbers from 11-19 into one 10 (ten ones) and some ones.



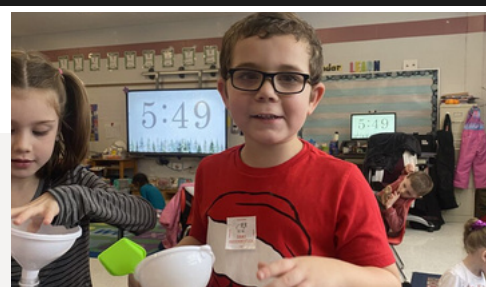
QUESTIONS YOU CAN ASK YOUR CHILD:

- Can you count as high as you can?
- How many _____ are there? (set up to 20)
- How many _____ are there? (linear, circular or an array configurations up to 20)
- Can you count the _____ in both groups and tell which group is more than or less than?
- Can you compare the two numbers by telling which number is greater than or less than? You have 4 stickers and I have 5. How many stickers do we have all together? (use objects or drawing)
- We have 3 cookies, how many more cookies to make 10?
- What can you find in the house that is shaped like a sphere, cylinder, cone or cube?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Addition and subtraction strategies work best for their child.
- Games you can play to help your child practice at home.
- Activities to practice that would help your child's progress.
- Compare objects at home by measuring length, weight or capacity. (use words longer than or shorter than, heavier than, lighter than and more or less capacity)





SCIENCE & TECHNOLOGY

NYS SCIENCE LEARNING STANDARDS



NEW LEARNINGS & FOCUS AREAS:

- Different kinds of matter exist as either solid or liquid, depending on temperature
- Plan, conduct and analyze data to compare the effects of different strengths and different directions of pushes and pulls on the motion of an object.
- Based on observation, describe patterns of what plants and animals need to survive.
- Support with evidence how plants and animals can change the environment to meet their needs.
- Use models to represent the relationship between the needs of different plants and animals and the places they live.
- Communication solutions that will reduce the impact of humans on living and non-living things in the local environment.
- Make observations of local weather conditions to describe patterns over time.
- Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.
- Make observations to determine the effects of sunlight on Earth's surface.
- Use tools and materials to design and build a structure that will reduce the warming effect of sunlight.

QUESTIONS YOU CAN ASK YOUR CHILD:

- How can we get dressed each morning by looking at the weather outside?
- How can we stay cool on a hot day? How can we stay warm on a cold day?
- How can we move to put many toys away?
- Should we push or pull the wagon across the yard?
- What animals live in our neighborhood? What resources do they use to live there?



BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Explain how things change depending on the temperature; for example how an ice cube melts in heat
- Compare what happens when objects are pushed or pulled in different ways; for example a toy car being pushed across a table and when it is pushed down a ramp
- Understand that plants and animals need certain things to live, grow, and thrive.
- Explain how plants and animals can change their environments; for example a beaver building a dam in a river.
- Explain how people can recycle as a way to have less of an impact on their local environment
- Describe how weather patterns can help us prepare for the day; for example months in the summer tend to be warm and sunny while months in the winter tend to be cold and snowy
- Explain how we can build objects to protect our houses and pets from the heat

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:



- Appropriate apps/technology for the age & developmental level
- Places in the community that can help your child learn science.
- How science relates to everyday situations in your child's life.



SOCIAL STUDIES

NYS K-8 SOCIAL STUDIES FRAMEWORK



NEW LEARNINGS & FOCUS AREAS:

- All about family members: talk about who is in their family, their likes and dislikes, skills and attributes
- Students will identify characteristics of themselves that are similar and different from their classmates
- Discuss family traditions
- Compare ways diverse cultural groups within the community and nation celebrate distinct holidays
- Learn about how to stay safe and follow rules at home, school, and within the community
- Learn classroom rules and routines
- Learn the Pledge of Allegiance
- Learn Parts of the flag
- Learn patriotic songs
- Explain why we have National holidays such as Martin Luther King Day, Labor Day, Presidents Day
- Learn about their basic rights to have food shelter, education, etc.
- Learn the difference between a globe and a map
- Locate places on a map or globe

QUESTIONS YOU CAN ASK YOUR CHILD:

- What does it mean to be responsible?
- What are the rules of your classroom?
- How do we use maps and globes to locate different places?
- Why do we celebrate Thanksgiving, Martin Luther King Day, Labor Day...?
- Recite the Pledge of Allegiance.



BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

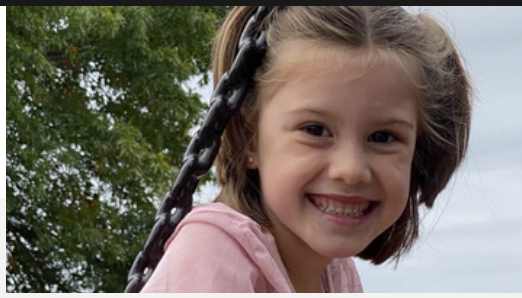
- Create an All About me Booklet explaining who is in their family, what interests they have, what attributes they possess
- Explain how various peoples and cultures in the United States celebrate their histories such as their holidays
- State classroom rules
- Give examples of people acting responsibly and groups creating and following rules
- Recognize major symbols and songs of the United States such as the flag, the Pledge of Allegiance, and the Star-Spangled Banner
- Explain how maps and globes are different and how they are similar

TOPICS YOU CAN DISCUSS WITH YOUR

CHILD'S TEACHER:

- Places to visit within the community
- What are some historical fiction to look for in the library
- Celebrations and traditions that are important to local communities





SOCIAL-EMOTIONAL LEARNING

NYS SEL BENCHMARKS



NEW LEARNINGS & FOCUS AREAS:

- Expressing feelings and name feelings
- Problem solve
- Regulation skills
- Knowing who to ask for help

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Learn how to listen to learn
- Be able to recognize and name their basic emotions with adult support
- Be able to identify their emotions and make choices to support their well-being such as self-regulation techniques with adult support
- Identify likes, dislikes and personal strengths with adult support
- Identify the people in their life who can help them
- Learn problem solving skills with adult support

QUESTIONS YOU CAN ASK YOUR CHILD:

- What was something exciting/positive in your day?
- What was something you found challenging in your day?
- What does _____ (insert emotion) mean to you?
- How does it make you feel when you are _____ (insert emotion)?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How may I support my child with their SEL skills (school & home)?
- What are some good problem solving skills for children?
- What are suggestions for children that have a difficult time expressing their emotions?
- What resources does the school have to support children & parents/families?



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