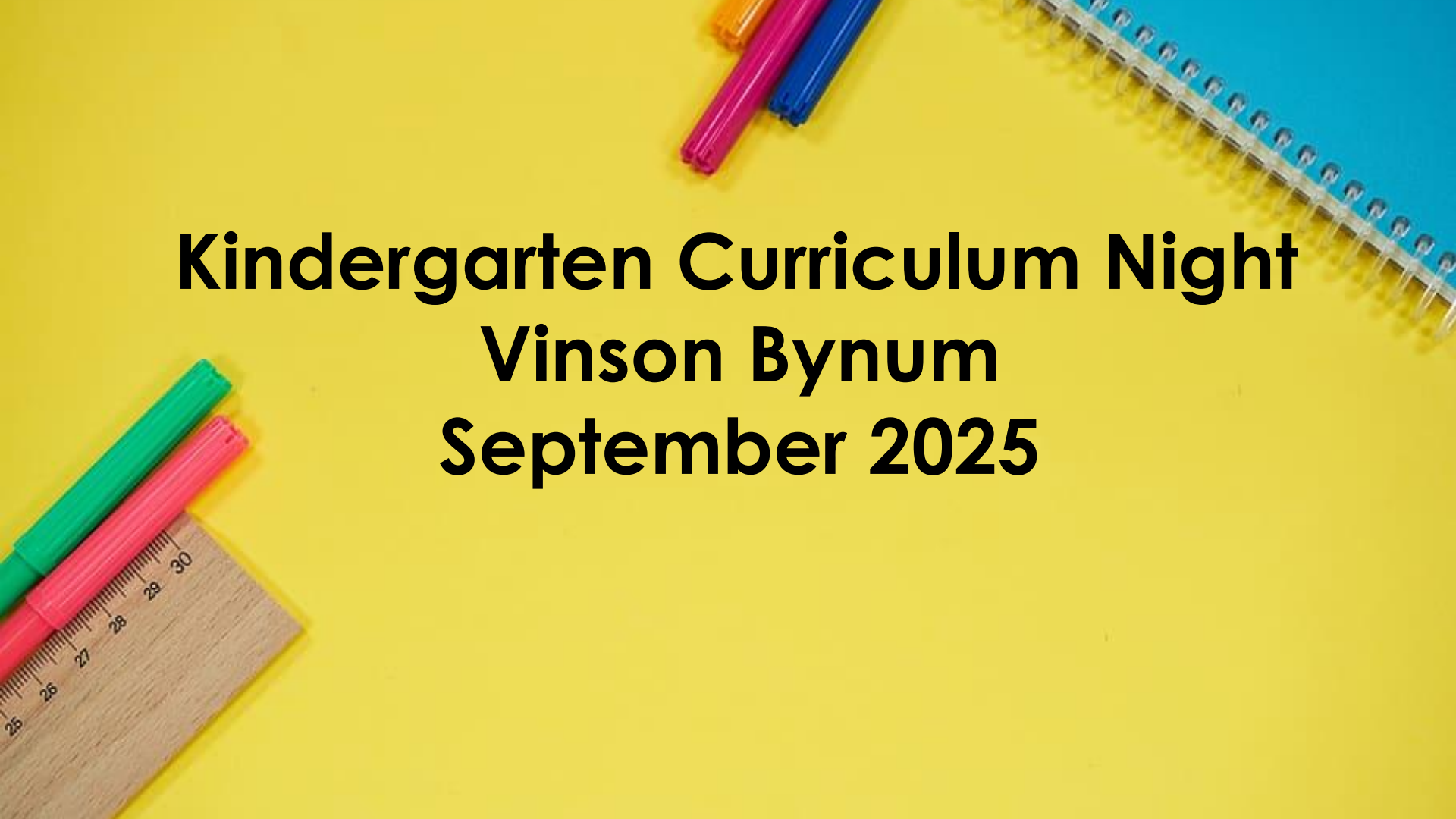
Kindergarten Curriculum Night
Vinson Bynum
September 2025



In Reading…

- Identify all upper and lowercase letters out of order and say their sounds
- Read and write 25+ basic sight words
- Identify the front and back of the book, the title, and the title page.
- Write complete sentences with capital letters and end marks.
- Retell and ask/answer questions about a story read to them

Reading

Our ELA block typically starts with a read aloud. This may be done at the carpet or at their tables. Students are engaged by listening and having their eyes on the teacher or story being read to them.

Distributive summarizing- before, during and after reading

-This is where students will talk or work with a partner to discuss what they think the story is about, the characters/setting, parts of a book, retelling, etc. Failing to participate in this causes not only the child who wont share to miss out on key parts of the lesson, but causes their partner to miss out on the chance to practice the skills being taught.

We also follow the gradual release model in reading. An example of this is shown on the next slide.

Reading

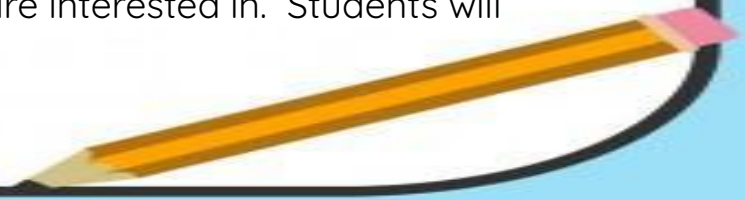
Example of the “I do”, “We do”, “You do” model being taught in an ELA lesson.

I Do:
Review the essential question and vocabulary.

Read aloud the story, “Helpers in our Neighborhood”. As you are reading, create a tree map identifying the main topic.

We Do:
Distributed Summarizing: Turn and Talk
Have students turn to discuss what some of the community helpers are in the book.
Have students share what they discussed with their partner and add it to the tree map.

You Do:
Students will choose one community helper that they are interested in. Students will create an illustration and label it.



Phonics

For phonics we use the 95% curriculum. This curriculum walks through the following skills:

-letter formation (stroke patterns)

-letter sounds

-high frequency words (sight words)

-beginning sounds

-syllables

-writing words (CVC words)

-blending/segmenting

-reading/writing phrases and sentences



How should your child be participating during phonics instruction?

Phonics instruction begins with displaying and reviewing the slides for the skills we will be learning that day. While we go through the slides, there is opportunity for students to participate by asking and answering questions, engaging in distributed summarizing, and just simply repeating after the teacher when practicing skills.

Following the slides, the students will move into their phonics workbook. This is a workbook that aligns with the skills shown on the slides. The teacher will model what to do in the notebook and the students will participate by completing their workbook to the best of their ability.

Overview: After completing the workbook, students will share with partners about what they learned during the lesson. Actively engaging in conversations with others is key for their growth and understanding of the material.



And in Math…

- Count to at least 100
- Read and write numbers 0 - 20
- Count sets of objects 0 - 20 and match the number to the set
- Identify basic shapes (circle, triangle, square, rectangle, and hexagon)
- Correctly use directional and positional words (on, above, beside, below, under, around, in front of)
- Add and subtract up to 10

How can your child participate during a math lesson?

-During the introduction or video, your child should be seated quietly and watching/listening to the video or teacher.

“I do”-Then while creating the anchor chart, your child can engage by raising their hand to answer questions about what should go on the anchor chart. If they are not participating in that way, they can participate by paying attention and listening to their classmates and teacher.

“We do”-Next, participation should consist of the student actively building and using the manipulatives given to them to show the number 2. (not playing with the cubes or throwing them) They also may be asked to work with a partner. Participation with a partner means communicating with their classmate about the appropriate topic and supporting each other when needed.

“You do”- Working quietly to complete the task given to them (worksheet) and trying their best on each part.

How is this assessed?

- BOY, MOY and EOY Mclass assessments
- BOY, MOY, EOY Math assessments
- Teacher made assessments
- Teacher observations/documentation
- Participation

Behavior

- Discussing the difference between home and school. (playing with siblings vs playing with classmates.) ex. Keeping hands and feet to yourself

- Daycare vs Kindergarten- More freedom and “play” in daycare. Sitting quietly and listening for longer periods of time

- Paying attention and engaging in the classroom. Participation is key.

What is currently expected?



- Is able to correctly write their first name independently (capitalizing only the first letter)
- Is able to identify upper and lowercase letters (letters and letter sounds) that have been taught so far
- Is able to identify the front cover, back cover, and title page of a book
- Is able to tell the role of author and illustrator
- Is able to orally count to 20
- Is able to write numbers from 0-10
- Can identify and tell the names of basic shapes (circle, square, triangle, rectangle)
- Understand why we have rules in our classroom, school, and community
- Identify the consequences of following or not following the rules in a certain setting
- Effectively communicate with peers and adults. Turn and talk and participate.

How can you support your child?

- Practice fine motor skills by coloring, drawing, and writing. Using Play Doh and Legos strengthens the fingers and improves control.
- Help your child learn to write their name. (Capitalizing only the first letter.)
- Practice buttoning, snapping, unfastening and fastening belts, and tying shoes.
- Discussing how they go home and what all they need to bring with them (coat, lunch box, etc.)
- Read a book with your child every night! Ask them questions about the book after and have them tell you about it.
- Technology is great, but the kids need to handle books and see you as a reader!

How can you stay involved?

- Join the VBS PTO; we are currently looking for officers and members.
- Join Volunteer Tracker; you must be on the tracker to participate in field trips and help at school events
- Use the communication tools your teacher provides (Dojo, communication folders, newsletters, etc.)
- Listen to messages from the school
- Reach out when you need support



Thank you so much for joining us!

We look forward to sharing the rest of this year with you and your kindergartner. Please do not hesitate to contact us at any time!

Check out the Vinson-Bynum website and like us on Facebook to stay updated.