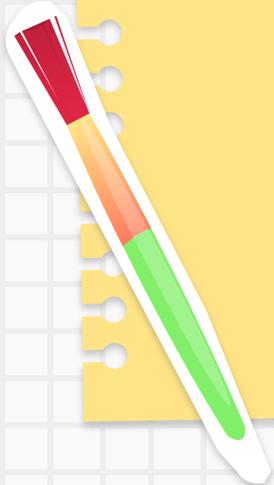


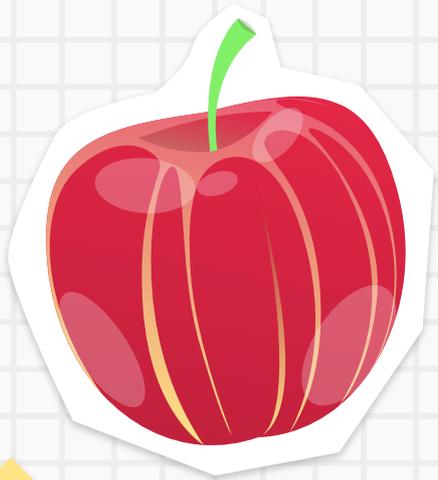


2023-2024 Curriculum Night



[HOME](#)





“Alone we can do so little; together we can do so much.”



—Helen Keller



HOME

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Specialty Areas

 **HOME** 

What is Kindergarten?

Kindergarten is social!

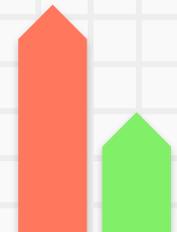
Make new friends

Build language skills

Learn to follow directions

Share with others

Becoming a leader



01

ACADEMIC

OVERVIEW

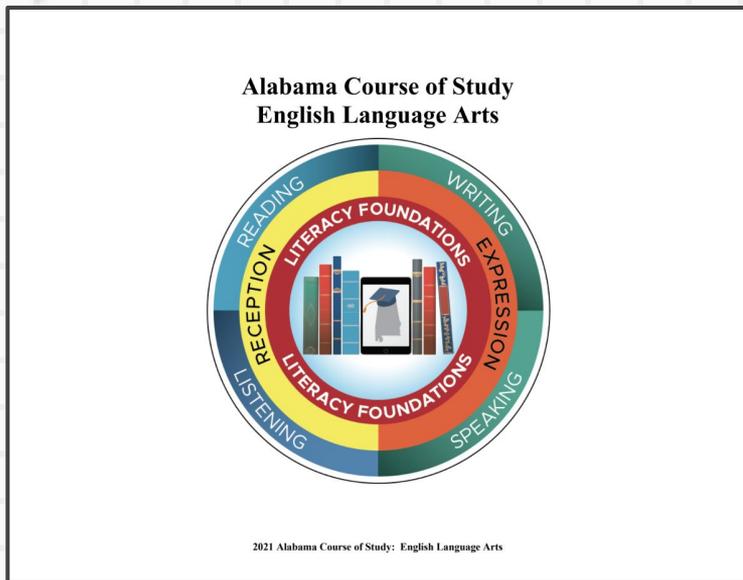


HOME

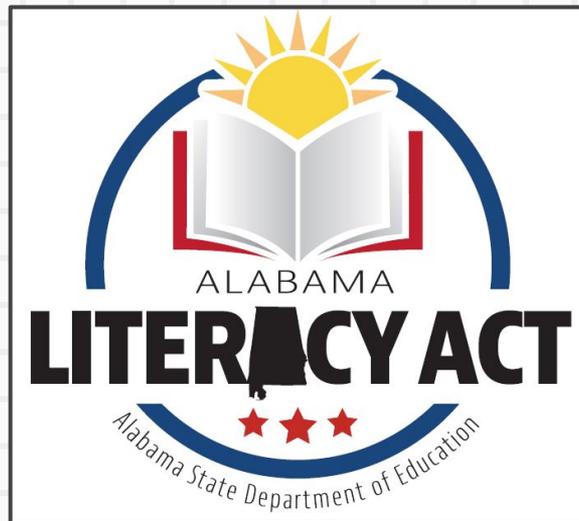
ELA Highlights



STANDARDS



The Alabama Course of Study: English Language Arts is composed of learning standards that define what learners should know and be able to do at the end of each grade level.



The Alabama legislature passed the Alabama Literacy Act in 2019. The Alabama Literacy Act was established to ensure students are able to read at or above grade level by the end of the 3rd grade. The Alabama Literacy Act outlines steps to improve the reading proficiency of each student in Kindergarten through Grade 3. The law states that all 3rd grade students shall demonstrate sufficient reading skills for promotion to 4th grade.

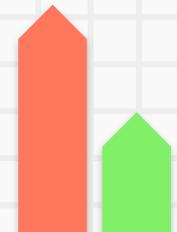
HOME

English Language Arts

Wide range of abilities

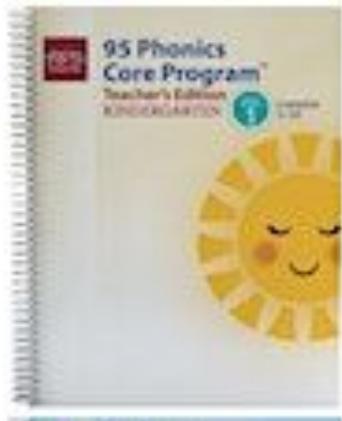
Whole group and small group instruction

Literacy Stations



ELA Highlights

95 Percent Phonics Program



The 95 Percent Phonics program will be used to teach phonics and word study in K-5. 95 Percent Phonics is evidence-based phonics instruction grounded in the science of reading. 95 Percent phonics builds critical phonics skills through explicit instruction to develop strong readers, K-5.

Assessments

- Dictation assessments will measure application of the phonics skill taught
- Summative assessments are given on review weeks. The summative assessment is used to determine if students have mastered the critical skills within the unit lessons.

← HOME →

ELA Highlights



Open Court Reading teaches critical comprehension strategies and integrates close reading strategies into learning so that students can apply them to new text. Vocabulary practice throughout each lesson provides opportunities for students to discuss definitions and better understand the meanings of new words. In addition to learning composition skills—prewriting, drafting, revising, editing, and publishing—students learn skills like handwriting, sentence construction, grammar, usage, and mechanics. Along the way, they explore the characteristics of strong writing across different genres.

Assessments

- Unit assessments are given at the culmination of a unit of lessons. They comprise all of the standards that were taught in the lessons within that unit.



ELA Highlights



INDEPENDENT READING PLAN

K-5 is committed to a set aside independent reading time where students are actively reading each day. Teachers are conferencing with students in order to gauge comprehension and gain insight into student interests and reading abilities. Each grade level has a system in place for student engagement in reading.

Kindergarten Independent Reading Plan

Each kindergarten teacher will read aloud daily to the class. The teacher will keep a count of how many books are read. Teachers will report the percent of the goal met at 4.5 and 9 weeks.



HOME



English Language Arts

DIBELS mClass- Dynamic Indicators of Basic Early Literacy Skills. DIBELS will be tested 3 times a year. (August, December, May) A teacher will test your child.

- Letter Naming Fluency
- Phoneme Segmentation Fluency – This is an auditory test.
- Nonsense Word Fluency – Correct Letter Sounds and Words Recoded Correctly
- Word Reading Fluency

	August	December	May
LNF	25	37	42
PSF	5	29	44
NWF: CLS	9	25	31
NWF: WRC	1	3	7
WRF	1	4	10

English Language Arts

Practice Sheets: Word Lists, Phonemic Awareness Skills, Sight Words

Practice Folders will start second semester.

Practice #1 Name: _____

Due Monday, September 20

Please listen to your child say the names of the letters as quickly as possible. The goal is to say more than 40 letters in one minute.

Z p r m f J Q y L g U i o m A
 s f b a z K U i P N m x c o R
 t e D G h b d m T q o l U n F
 H j y m P l F C x N t r E q P

Please write how many letters your child said in one minute: _____

This section is done orally. Your child should **not** look at the paper.
 Say the following sentences. Have your child clap for each word and tell you how many words are in the sentence.

I have a red ball.
 The car can run.
 My hat is big and blue.
 There is a bone for the dog.

Sight Word Practice: **the**
 Say it, spell it, write it

the  the 
 the  the 

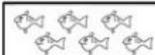
By the end of this week your child should be able to read the sight word the anytime they see this word. Have them point to it and read this word when you read stories to them, write it on post-it notes and place around the house, use it on a "posterboard" for things your child may wear. Encourage the word before opening the refrigerator, before turning on the TV/iPad. The more exposure your child has to reading this word, the quicker it will become a word they recognize automatically.

Practice #1 Have your child count to 30. Initial for each day.
 M:____ T:____ W:____ TH:____ F:____

Please have your child identify the numbers, then practice writing each number with correct formation and orientation to the line.

9 5 7 4 8 3 6 10

Count and write the number:







Draw counters to represent the numbers:

8

5

10

Circle the group that is greater.

Put an X on the group that shows fewer.

Are the groups equal? Yes No

English Language Arts

Practice #8

Name: _____

Due Monday, November 15th

Please listen to your child say the names of the letters as quickly as possible. The goal is to say more than 40 letters in one minute.

H n y j L P q r e t R Z p O L
f g B N m v y w x p u i j l Z
a s D Q y b M n c X o P h F l
J a p B n m h K L A i O p a y

Please write how many letters your child said in one minute: _____

Word List

Please have your child practice reading these words several times during the week. Your child will have a one-on-one test on reading these words next week. When your child is reading the **blending words**, encourage your child to push the sounds to read the word. **Sight Words** have to be read automatically within 3 seconds to be counted correct.

Blending Words

- tan
 - pin
 - tin
 - nap
 - man
 - pan
 - mist
 - spin
- #### Sight Words
- that
 - and

Parent Signatures:

Day 1: _____

Day 2: _____

Day 3: _____

Listen to your child read these sentences:

We nap on the mat.

The man can spin.

I can tap on the pan.

Sam can tap to the .

This section is done orally. Your child should **not** look at the paper. Say the word. Have your child tell you each sound they hear in the word. Record how many your child said correctly.

bat	/b/ /a/ /t/	___/3	lay	/l/ /a/ /y/	___/2
pad	/p/ /a/ /d/	___/3	clue	/k/ /l/ /u/ /e/	___/3
off	/ɒ/ /f/ /f/	___/2	dad	/d/ /a/ /d/	___/3
watch	/w/ /a/ /tʃ/	___/3	fun	/f/ /u/ /n/	___/3
boom	/b/ /o/ /o/ /m/	___/3	oil	/ɔɪ/ /l/	___/2
saw	/s/ /a/ /	___/2	cage	/k/ /eɪ/ /j/	___/3
tip	/t/ /ɪ/ /p/	___/3	stop	/s/ /t/ /ɒ/ /p/	___/4

Practice #8

*Please return this paper on Monday, November 15th.

Listen to your child count **backwards** from 10 each day. Did your child count accurately and automatically? If not, write how far they counted before making an error.

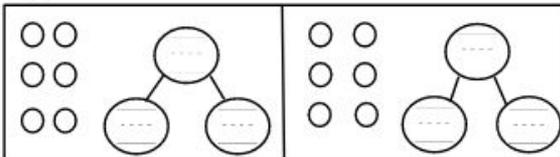
Monday: Yes No ___
Tuesday: Yes No ___
Wednesday: Yes No ___
Thursday: Yes No ___
Friday: Yes No ___

Make this AAB pattern for your child: hop, hop, clap, hop, hop, clap.
Have your child repeat and extend the pattern.

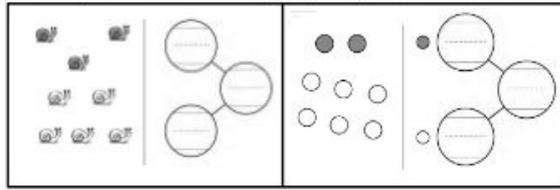
Make this ABC pattern for your child: hop, clap, snap, hop, clap, snap.
Have your child repeat and extend the pattern.

Ask your child to make an ABC pattern. After you listen to it, join in with your child.

Color the counters red and yellow. Then complete the number bond two different ways.



Count the parts and the whole for the group. Then, complete the number bond.



MATH HIGHLIGHTS

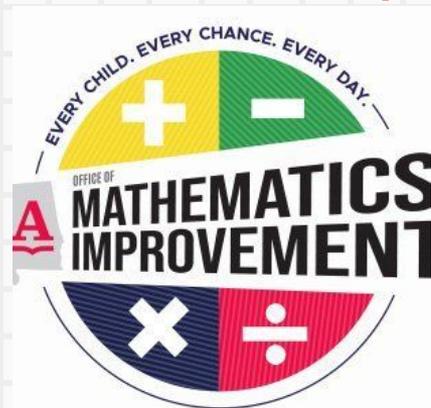
What?



Standards

Each content standard in the 2019 Alabama Mathematics Course of Study contains the minimum required content and defines what students should know and be able to do at the conclusion of a course or grade. The course of study does not dictate curriculum, teaching methods or sequence.

Alabama Numeracy Act



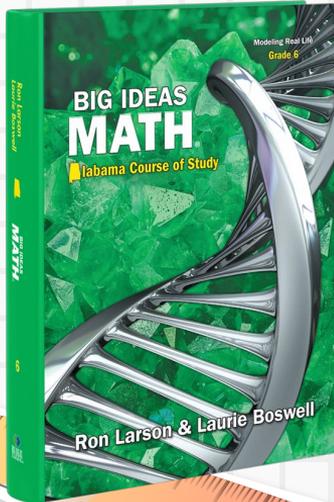
The 2022 Alabama Numeracy Act is the state's comprehensive plan to improve mathematics proficiency of public school students in grades K-5 and ensure that those students are proficient in mathematics by the end of the fifth grade and to support for all students and teachers.

HOME

MATH HIGHLIGHTS

How?

Big Ideas Curriculum



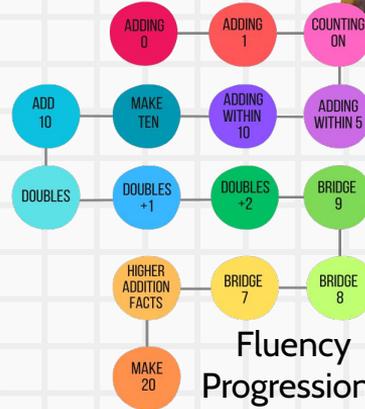
Math Workshop Model for Instruction

balance of whole group & small group instruction and teacher directed & student centered learning

Fluency Plan



Fluency Workstations



Running Records



Assessment

A variety of assessments are given to monitor student progress and work towards mastery of standards.

HOME

ASSESSMENT

01

iREADY

Measures reading & math progress compared to grade level standards

- Administered 3 times a year
- Personalized practice to follow assessment

02

mCLASS

Measures foundational reading progress in grades K-3 using various subtests

- Administered 3 times a year
- Progress monitoring follows assessment as appropriate

03

FORMATIVE

Observation, written, discussion...

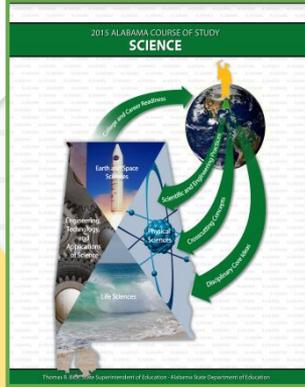
- Ongoing
- Teacher discretion
- Specific examples mentioned on previous slides

HOME

SCIENCE HIGHLIGHTS

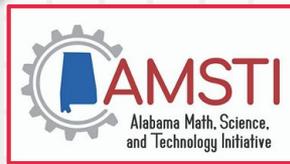


STANDARDS



The main goal of the Alabama course of study for science is to give all Alabama students a solid foundation in science and engineering.

The 2015 Alabama Course of Study: Science provides the framework for the K-12 science education program in Alabama's public schools. Content standards in this document are minimum and required. They are fundamental and specific, but not exhaustive.



AMSTI Science units will provide Science instruction and hands-on learning experiences across all grade level.

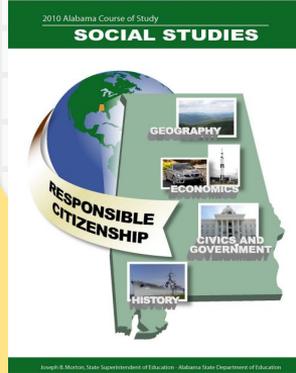


Five E + 1A Instructional Model



SOCIAL STUDIES HIGHLIGHTS

STANDARDS



The Social Studies standards describe the required knowledge and skills of economics, geography, history, and civics and government that students are expected to know and be able to do at a particular grade level. All strands are included in every grade; however, one strand may be given more emphasis at one or more grade levels.

INTEGRATED

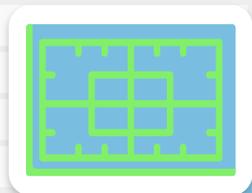
Oftentimes, social studies topics are integrated in other subject-area discussions, especially in grades K-3.



Scholastic News is utilized in our Kindergarten classrooms to teach our Social Studies Course of Study. The students love it! It costs \$8.00 per family. If you haven't sent this yet, please do so tomorrow.

HOME

DIGITAL LITERACY / COMPUTER SCIENCE



What?

All students in grades K-5 receive instruction focused on computational thinking, computer science, and digital literacy.

These lessons are embedded into the classroom curriculum, and also addressed in the media center and during STEM class.

How?

Click this image for tips to build responsible digital citizens at home, or visit bit.ly/mcsdigitalparents

Build Strong Digital Citizens

Why?

We live in a digital world. [Click here to find out more!](#)



Tips for Families



[Media Balance](#)
[Privacy and Security](#)
[Digital Footprint](#)

What?

This is a screen sharing platform that allows our teachers to monitor students' screens at school.

Through GoGuardian, teachers have the opportunity to connect easily with students, and assist students in maintaining focus on their activity.



At Home?

Teachers are unable to provide any type of monitoring of student devices outside of school hours.

We all know that our students need time to socialize and participate in off-screen activities daily. We suggest setting a household guideline and turning off/charging devices at a given time each night.

DIGITAL ACCESS AT HOME



Helpful Resources

Clever Dashboard

- Students can access and sign into their district platforms
- Access links shared by classroom teacher
- Access additional resources from the district such as coding activities and the virtual math library at any time

Problem with your device?

- Complete a help desk ticket by selecting Incident IQ from MCS Bookmarks

Elementary Parent Site

You can find helpful tutorials for all of our tech resources and platforms as well as suggestions for great online learning activities on our Elementary Parent Site.

MCS Bookmarks Programs Boo

- ACAP Sandbox
- ALSDE PD
- BookTracks
- Clever
- Elementary Instructions
- Ellevation
- Incident IQ Tickets
- iNow
- Madison City Schools
- Math 180
- Read 180
- Renaissance Place
- Scantron
- Schoology

All of the helpful resources can be found in your child's MCS Bookmarks, which is located at the top left of their chrome browser window.



We are a Google School District!
Students have access to all Google tools!

Schoology

The screenshot shows a web browser window with the Schoology website. The address bar displays `madisoncity.schoology.com/home/#?_k=x9ay6c`. The navigation bar includes 'COURSES', 'GROUPS', and 'RESOURCES'. The user is logged in as 'Annagrace Hespe'. The main content area is titled 'COURSE DASHBOARD' and features two course cards. The first card is 'Behaviors that Support Learning, Gr. K G: Section K06'. The second card, highlighted with a red circle, is 'Columbia Astros' for 'English Language Arts, Grade K: Section K06'. To the right, an 'Upcoming Events' widget shows 'No upcoming events'.

Home | Schoology

madisoncity.schoology.com/home/#?_k=x9ay6c

MCS Bookmarks Teacher Website L... Interactive Alphab... AMSTI Online Login Scholastic News Madison City Mar... RedRover ClassWallet 95 Percent Group...

COURSES GROUPS RESOURCES

Annagrace Hespe

RECENT ACTIVITY COURSE DASHBOARD

Behaviors that Support Learning, Gr. K G: Section K06

Columbia Astros
English Language Arts, Grade K: Section K06

Upcoming Events
No upcoming events

02

GRADING OVERVIEW



← HOME →

Report Cards

K-2 Report cards are sent home following each of the four grading periods.

Report cards share information about student progress towards grade level standards.

K-2 Standards Based Rubric

- 4 - Demonstrates an understanding of the standard independently
- 3 - Demonstrates an understanding of the standard with minimum supports
- 2 - Demonstrates an understanding of the standard with continuous supports
- 1 - Does not demonstrate an understanding of the standards

Dates to Expect Report Cards

- 10/13/2023
- 1/8/2024
- 3/20/2024
- 5/22/2024

What to Expect from Reports

- Look for gradual change over the year.
- *A 4 will not appear until your child is consistently showing independent mastery of a skill.*
- Power Standards



Progress Reports

K-2 Progress Reports are sent home after 4 ½ weeks of instruction within the given nine weeks.

Progress Reports highlight areas of focus to assist your child in meeting grade level expectations.

Dates to Expect Progress Reports

- 9/14/2023
- 11/15/2023
- 2/14/2024
- 4/24/2024



Parent guides are available to assist you with helping your child at home.

HOME

03

SCHOOL HIGHLIGHTS



← HOME →

SICKNESS AND ATTENDANCE



DAILY ATTENDANCE IS EXTREMELY IMPORTANT FOR ACADEMIC GROWTH TO OCCUR AT AN ADEQUATE PACE.

Should your child have to miss school due to illness or an unforeseen event, please upload the doctor's excuse in the Power School Parent Portal. The directions were emailed to you last week.

After 3 unexcused absences, parents will be notified via a letter to caution you of possible truancy concerns

After 5 unexcused absences, the parent will receive a second letter to notify you of a meeting with a school administrator to discuss school attendance concerns.

After 7 unexcused absences, the parent will receive a third letter to notify you of a meeting with the district attendance officer.

After 10 unexcused absences, a truancy court referral will be made based upon attendance concerns.

[HOME](#)



WAYS PARENTS CAN REMAIN INFORMED

Month						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

● Review the Weekly Newsletter- / Daily Folder

● Use the PowerSchool Parent Portal

● Follow School Website & Facebook Page

● Review the Code of Student Conduct

Read our Class Website - I send the link on each text.



Columbia Elementary School

Always Striving to Reach Our Stars

[DISTRICT HOME](#)

[OUR SCHOOLS +](#)

Click here to
change to your
native language.

[Our School](#)

[Our Team](#)

[Clubs & Organizations](#)

[Parents & Students](#)

[Calendar](#)

[Home](#) | [Teachers](#) | [Hester, Laura](#) | [Announcements](#)

HESTER, LAURA

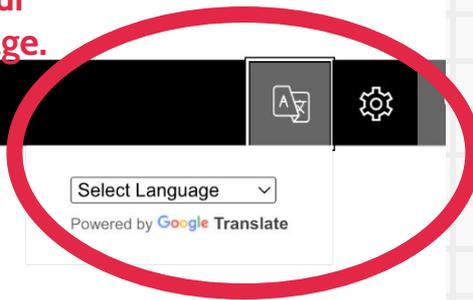
Announcements

Meet the Teacher

Monday, August 14th, 2023

There was a sea of RED at recess today! The kids looked great! We are looking forward to continuing our colors for the next two weeks. Please see the flyer [Kindergarten Color Weeks](#).

One of the "specials" classes that your child receives each week is a STEM class. Each nine weeks our STEM teacher, Mrs. Vandiver provides us with a newsletter of the activities the students are working on. You can read this newsletter at the link: [STEM Newsletter](#).



GRADE LEVEL FIELD TRIPS



Our first field trip will be on October 18th. We will visit Guillon Farms in Somerville, Alabama. We will need parent chaperones to ride with us on the school bus. We will need one parent to volunteer to bring the pumpkins back to school. Other parents can meet us there. You will need to bring cash and pay when you arrive. You must notify your child's teacher prior to the field trip if you are planning on joining us on the field trip. You will also be required to sign in at the front office and get a visitor sticker. Remember all school rules apply while we are on our field trip.

There will be a school field trip to see the school production of Finding Nemo.

We will take a spring field trip to Early Works museum.

[HOME](#)

Birthdays and Parties

We will celebrate birthdays as a class by recognizing your child and singing to them. We no longer purchase ice cream or bring goody bags.

Invitations-If you are sending invitations through our daily folders please invite all students, only boys or only girls. If you want to invite a smaller group of kids, please mail invitations using the classroom directory.

Class Parties – 2 per year – no siblings are invited to parties - only parents

We must follow the school nutritional guidelines for parties.



CLASSROOM VISIT



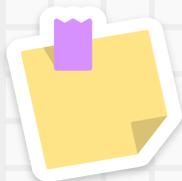
**DAILY
SCHEDULE**



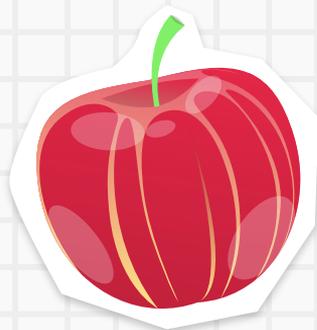
VOLUNTEERS



CELEBRATIONS



**BEHAVIOR
EXPECTATIONS**



TEACHER CONTACT



PLEASE HELP YOUR CHILD REMEMBER THESE THINGS EACH DAY



Backpack

To include daily folder, library book, change of clothes, and Poetry Notebook (Mondays).



Water Bottle

Only water, please



Snack

All students have a snack time daily



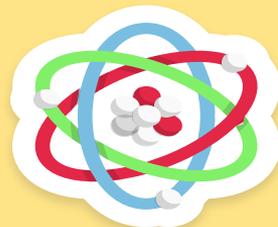
OTHER IMPORTANT INFORMATION



- Library
- Behavior
- Daily Schedule
- Money
- Reminders from Kindergarten 101
- Classroom Directory
- Class Shirts - Deadline to order is August 28 at 8:00am
- Madison City Schools Calendar- Half Days Dismissal at 11:30
Oct 11, Dec 18, Dec 19, Feb 14, May 21, May 22

04

SPECIALTY AREAS



← HOME →

CES Counseling Program

Counseling Services

Individual Counseling

Small Group Counseling

Core Counseling Lessons

Crisis Intervention

Parent and Teacher Consultation

Referral Services

504 Coordination

How can your child see the school counselor?

Parent Referral

Teacher Referral

Student Self - Referral

Administrator Referral

Counselor Observation

Opt-In Forms

Benefits

Good mental health allows children to think clearly, develop socially, and learn new skills.

Children who develop a strong emotionally intelligence are better able to control their behavior.

Self-regulation and prevention strategies can equip students with the skills necessary to combat mental health issues.

School Counselors serve as advocates for all students to succeed.

Schools, parents, and communities that collaborate provide the most effective support system for students.

Sadie Sturdivant, M.A.Ed., NCC, ALC - sksturdivant@madisoncity.k12.al.us (K, 2nd, 4th)

Hillary Bowen, M.A. Ed - hbbowen@madisoncity.k12.al.us (1st, 3rd, 5th)



LIBRARY MEDIA

-  The library media center (LMC) is a place where individuals and groups of students use information to extend classroom studies and to further personal interests.
-  Students have open, flexible access to library media resources and services.
-  Library media resources are available to support the curriculum, encourage research, engage students in pleasure reading, and address individual needs and interests.
-  Resources are organized by a recognized method and are available in an automated format via Atrium.
-  Please help our child learn his/her lunch number as this is the number utilized to check out books when visiting the media center for that purpose.
-  Stephanie Nguyen is our Library Media Specialist.

Our mission is to prepare students for global communication and innovation through visual literacy.

ART



- Mrs. Murine is our art teacher.
- Students participate in art class once a week for 30 minutes.
- The art teachers follow a scope and sequence aligned to the Alabama Course of Study for Arts Education.





MUSIC

The goal of the program is to assist students in developing knowledge, understanding, and skills required to participate authentically in the discipline of music. Musically literate individuals can independently carry out the Artistic Processes of Creating, Performing, Responding, and Connecting.

- Mrs. Loftin is our music teacher.
- Students receive music instruction once a week for 30 minutes.
- The music teachers follow a scope and sequence aligned to the Alabama Course of Study for Arts Education.
- Music teachers use instruments as a hand-on approach to teaching music as well as Quaver, a program aligned to the general music standards also providing an interactive experience and application of the skills being taught.

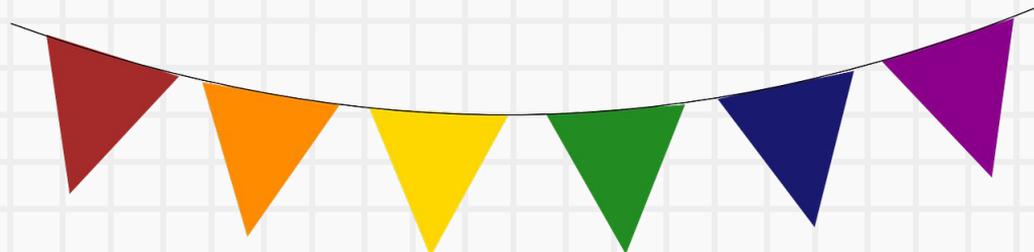
Physical Education

PE Teacher(s): Coach Fields

PE Highlights:

- Provide students with 30 minutes of physical activity every day of the week.
- The goal of the program is to develop students physical competence and knowledge of movement and safety.
- Provides team building opportunities among the students and allows them to develop communication skills between their peers.
- They must wear velcro or slip-on tennis shoes with socks to participate in Kindergarten P.E.





SPANISH

Madison City Schools offers an exploratory Spanish program. Señora Aybar is our Spanish teacher.

- The goal of the program is to give students a positive exposure to the language and culture of Spanish-speaking countries.
- All students receive instruction from the Spanish teacher once a week for 30 minutes.
- The curriculum begins with simple conversational Spanish in Kindergarten to more advanced levels in 5th grades.





STEM

MCS Elementary STEM Program

- Mrs. Vandiver is our STEM teacher.
- The goal of the elementary (PreK-5) STEM program is to develop 21st century skills and a foundational knowledge base important to STEM fields and global citizenship. This program is also designed to prepare students for middle school STEM opportunities and create awareness of STEM career pathways.
- Students will have STEM classes once a week for 30 minutes for grades PreK-5th.
- Students can expect hands on explorations with various technologies and they will design “out of the box” projects based on student learning.
- Students will experience STEM at a level that is above and beyond what is done in their regular classroom.



GIFTED PROGRAM

Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program.

- **Second Grade Child Find** - Second-grade teachers and gifted specialists will observe the students and note any gifted behaviors. Teachers use a state department required indicators list and the Gifted Specialist presents a series of lessons designed to elicit work samples for potential referrals.
- **Standard Referrals** - Students in grades 3rd-5th may be referred for gifted services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities. Standard referral processes have a timeline of 90 days and consist of several assessments, work samples, and behavior scales completed by a Gifted Referral Screening Team.

Provided Services Include...

- Pull out services for 3rd-5th grade students (3 hours a week)
- Consultative services for K-2nd grade teachers & students
- Collaborative services for 3rd-5th grade teachers



Thank You!

We appreciate your
attendance at the
2023 Curriculum Night!



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