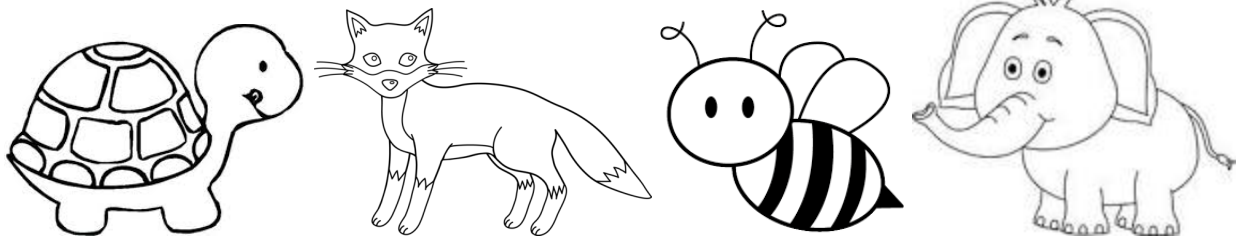
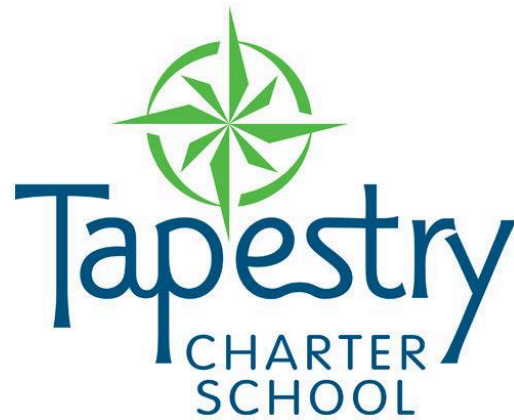


# Tapestry Charter School Kindergarten Handbook 2024-2025



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Written By: The Kindergarten Team

*"Tapestry is a vibrant, sustainable school that empowers learners and leaders to make a positive impact in our communities and beyond."*

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## Introduction

Welcome to Tapestry! We are happy that you are now part of our community. This kindergarten handbook has been created to familiarize you with the major components of our kindergarten program. Please keep this as a reference guide for the entire year; many answers to frequently asked questions can be found within this handbook. We look forward to an amazing year of growth and learning!!



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*The best way to contact teachers and/or teaching partners is via ClassDojo. We do our best to respond to messages within 24-48 hours. If the message is about something that affects your child that school day, please understand that we do not always have an opportunity to check our messages between 7:30 - 2:30 on school days, so your message may be missed. Information regarding a different dismissal arrangement for your child should be directed to the office staff.*

Tapestry Website: <https://tapestryschool.org/schools/k-4-lower-school/>

## Charter schools:

What is a charter school?	What are the benefits?
<ul style="list-style-type: none"> <li>● Free, publicly-funded, independently-operated schools of choice</li> <li>● Non-discriminatory admissions lottery</li> <li>● Governed by a not-for-profit Board of Trustees</li> <li>● Receive a per-pupil allocation from the state which amounts to approximately 66% of the funding other public schools receive</li> </ul>	<ul style="list-style-type: none"> <li>● Enable teachers to be more creative and innovative in their teaching methods</li> <li>● Are held accountable for meeting student performance goals</li> <li>● More personalized attention</li> <li>● Smaller average classroom size</li> <li>● Provides a innovative, tuition-free education alternative for families living in Buffalo</li> </ul>

Expeditionary Learning	Fieldwork	Showcase
<ul style="list-style-type: none"> <li>● A nonprofit school improvement and teacher development organization</li> <li>● Allows students to develop the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it</li> <li>● Emphasizes high achievement through active learning, character growth, and teamwork</li> <li>● Uses research-based best practices in literacy, inquiry-based mathematics, and original research and data collection</li> </ul>	<ul style="list-style-type: none"> <li>● An opportunity to do “real world” learning</li> <li>● One permission slip will be signed and a \$10 fee collected to cover the entire year</li> <li>● Fieldwork notes will be sent home to discuss specific details</li> <li>● Adult chaperones may be needed/invited for some fieldwork opportunities; this will be communicated by the classroom teacher or room parent</li> </ul>	<ul style="list-style-type: none"> <li>● Each trimester your child will be participating in expeditions to learn science and social studies standards</li> <li>● <b><i>Held at the end of the year in June</i></b></li> <li>● Celebration of student learning</li> <li>● Students share their learning with families</li> <li>● Students receive a certificate</li> <li>● Slideshow</li> <li>● <b><i>2 family members per student may attend (space is limited)</i></b></li> </ul>

→ For more information, visit: [www.eleducation.org](http://www.eleducation.org)

## Conferences

Student-Led Conferences (SLCs) are scheduled twice a year. **Children must attend SLCs with their families** as they will help report on their own progress. Of course, if you would like to discuss your child's performance throughout the year, we are available. However, please do not try to address your concerns with your child's teacher during an unscheduled time, especially during teaching time, while volunteering, or at school events. Your child's teacher will be able to give you undivided attention once classroom responsibilities have been completed.

## The First Day of School

- The first day of school is a full day on September 3rd.
- **Children may come to the classroom at 7:50.**
- The first day can be exciting and sometimes stressful! Often, the children are excited and the *parent(s) are nervous*. **ON THE FIRST DAY ONLY**, you may walk your child to his/her cubby (not into the classroom). \*Barring any NYS covid guidelines changes. You may take a picture if you like and then please say a cheerful, short goodbye with a hug and a kiss.
- The hallways will be filled with helpful teachers and staff to guide your child to his/her classroom. Kindergarten Teaching Partners also stand in the hallway to greet and help students.
- **Dismissal starts at 2:30.**


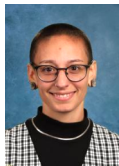







# Daily Schedule:

7:30-7:50	Arrival/Breakfast	<p><b><i>The schedule for the first few weeks of school will be flexible. We will be slowly rolling out routines/procedures and learning how to use technology before we start fully teaching curriculum.</i></b></p>
8:00-8:30	Morning Crew	
8:30-10:30	Phonics, EL, & Skills Groups	
10:30-11:00	Recess	
11:00-11:30	Lunch	
11:30-12:30	Math	
12:30-1:30	Super Subjects	
1:30-2:00	Rest Time/Bridges Math Intervention	
2:00-2:30	Expedition/Closing Crew/Pack Up	
2:30-3:00	Dismissal	

## Super Subjects:

- Tapestry Charter School was founded with the understanding that children learn best when the arts are integrated into the curriculum.
- We refer to these areas of study as "Super Subjects." We recognize these subjects build multiple cognitive, social, physical, and creative skills, as well as enrich the lives and learning of our students and our school community. Art, music, dance, and physical education connect us to culture, history, and community.
- While learning about each art form, students also experience cross-curricular learning - meaning that themes, concepts, and ideas introduced in the classroom are purposefully integrated into arts instruction.

<b>STEAM</b> (Science, technology, engineering, art, & math)	<b>Art</b>	<b>Music</b>	<b>Dance</b>	<b>Library</b>	<b>PE</b>
 <p> <b>Miss Melissa</b>  <a href="mailto:leopardm@tapestry-school.org">leopardm@tapestry-school.org</a> </p>	 <p> <b>Miss Leanne</b>  <a href="mailto:goldblattj@tapestry-school.org">goldblattj@tapestry-school.org</a> </p>	 <p> <b>Miss Marie</b>  <a href="mailto:mealerm@tapestry-school.org">mealerm@tapestry-school.org</a> </p>	 <p> <b>Miss Deborah</b>  <a href="mailto:deborah@tapestry-school.org">deborah@tapestry-school.org</a> </p>	 <p> <b>Miss Jennifer</b>  <a href="mailto:chapmanj@tapestry-school.org">chapmanj@tapestry-school.org</a> </p>	 <p> <b>Miss Katie</b>  <a href="mailto:katie@tapestry-school.org">katie@tapestry-school.org</a> </p>  <p> <b>Mr. Dawan</b>  <a href="mailto:jonesd@tapestry-school.org">jonesd@tapestry-school.org</a> </p>

*During the first week of school, your child will bring home a super subject schedule in his or her binder so that parents and students can know what to expect and how to be best prepared for the next school day. For example, on days when your child has P.E., sneakers are necessary (A spare pair of sneakers labeled with your child's name may be kept in your child's cubby). Tights are not recommended on dance days, library books must be returned on library days, and costly or favorite outfits should not be worn on days that your child attends art.*

**★ If you have any questions regarding what is happening or something that has happened during a super subject class, it is best to contact the super subject teacher directly.**

## Recess:

- We have 30 minutes of recess every day.
- We will go outside on the playground, weather permitting, so please make sure your child is dressed for the weather each day. Shoes with closed toes and backs are required to play on the playground.
- If we are unable to play outside, we have indoor recess during which students get to choose from several activities such as building with blocks, role-playing in our kitchen area, using Play-Doh, or playing with one of our many classroom toys.

## Show & Tell and Birthdays:

Show & Tell	Birthdays
<ul style="list-style-type: none"><li>• Monthly calendars will come home in your child's binder.</li><li>• One item (that fits in your child's backpack) may be brought in.</li><li>• We cannot be responsible for items that are lost or mistakenly taken.</li><li>• <b>Expensive and/or irreplaceable items may not be sent in.</b></li></ul>	<ul style="list-style-type: none"><li>• Students may bring in a special snack (cupcakes, brownies, rice krispie treats, etc.)**</li><li>• <b>All snacks must be store-bought and include an ingredient list due to allergies.</b></li><li>• <b>Cakes are not allowed.</b></li><li>• Summer birthdays are celebrated in May or June.</li><li>• Students may also bring in "Show &amp; Tell" on their birthday.</li><li>• <b>22 students per class</b></li></ul>

- ★ Please note that if there are not 22 school days in a month your child might not have his/her show and tell day until the following month.
- ★ We can only share birthday treats if there are enough for all 22 students.
- ★ Birthday invitations may be passed out if ALL students are included.



## Breakfast and Lunch:

- Breakfast is served in our cafeteria from 7:30am – 7:50am.
- **Breakfast ends at 7:50am.** If you are running late, please make sure your child has a healthy breakfast at home.
- **Lunch** is always monitored by a staff member.
- Please practice opening things at home before school starts; **students are expected to independently do things like spread hummus, peel oranges, open milk, or drain fruit cups.**
- Please do not pack junk food or too many sweets; students are always told to eat their healthy choices first. Please talk about this with your child at home.
  - ★ **2024-2025 : Tapestry has a Community Lunch Program. This means breakfast and lunch are available at no charge to all Tapestry students. Milk is available on a la carte basis. We anticipate the price to remain at 65 cents for the upcoming school year.**
  - ★ *Questions regarding the lunch program should be directed to the main office: at 716-332-0754.*
  - ★ *Please be certain to fill out Tapestry's Free and Reduced Price Lunch form, this will determine Tapestry's ability to continue the program in the future.*
  - ★ *Tapestry will notify families if any changes affect the policies listed in this handbook.*

### Get Packin' ...

Tips for a Healthy Lunch Box

Healthy Eating Made Easier!

**Main Courses**

- Cheese quesadillas
- Chicken drumstick
- Chicken, tuna or egg salad with pita bread
- Hard-cooked eggs
- Hot soup in Thermos®
- Pasta salad with vegetables (use colored pasta or fun shapes)
- Sandwich on whole-wheat bread, bagel or English muffin:
  - Peanut butter and jelly (add raisins for a twist)
  - Turkey, ham or roast beef
- Vegetable or cheese pizza

**Vegetables and Fruits**

- Dried raisins or plums
- Orange slices or wedges
- Snack-size applesauce
- Raw vegetables with low-fat dressing:
  - Baby carrots
  - Celery sticks
  - Cucumber slices

**Beverages**

- Fat-free or low-fat (1%) milk
- Fat-free or low-fat (1%) flavored milk
- Water
- 100% fruit juice

**Snacks**

- String cheese
- Air-popped popcorn
- Baked chips
- Cottage cheese and fruit
- Dry whole-grain cereal
- Graham crackers
- Pretzel sticks
- Trail mix with nuts and dried fruit
- Whole-grain crackers with cheese or peanut butter
- Yogurt

Make sure to include all the food groups when packing your child's lunch:

- Dairy
- Vegetables
- Fruits
- Grains
- Protein

No time to make lunch? Check out your school cafeteria as a healthy lunch option.

For other fun, easy meal and snack ideas and for lunch box safety tips, visit [HealthyEating.org](http://HealthyEating.org)

## Money:

- On occasion, it may be necessary for your child to bring a small amount of money to school. **ALWAYS send money in a sealed, labeled envelope.** Your child's first and last name, the amount of money enclosed, and the purpose of the money should be written on the envelope. Place this envelope in your child's blue binder on the "Return to School" side.
- Please understand that we cannot make change. We also cannot be responsible for lost dollar bills or coins.

## Dress Code:

- Students should arrive at school appropriately dressed.
  - Clothing should be: clean, allow for easy movement, and comfort.
- Sneakers are required for P.E. and are recommended for daily wear. (Some families choose to keep an inexpensive or older pair of sneakers in their child's cubby. If you choose to do this please be sure to label the sneakers with your child's first and last name.) *Open-toed shoes are not recommended for safety reasons.*
- Dresses and jumpers are not recommended on days that your child goes to dance class or P.E. *When wearing a dress or jumper, it is a good idea to have your child wear a pair of shorts underneath.*
- Distracting or valuable items are discouraged: animal-ear headbands, fashion glasses (with no prescription lenses), light-up jewelry or sneakers, make-up, etc.

## Visitors:

Tapestry Charter School welcomes parent and family visits to the school. In an effort to accommodate the needs of staff, students, parents, and the community at large, it is important to schedule all visits. Please call ahead to arrange a scheduled time. **Staff will not be able to accommodate unscheduled conferences or visits. When visiting, please sign-in at the office; you will not be allowed to go directly to the classroom. For security reasons family members will not be allowed to visit classrooms during the day without an appointment** (this includes dropping off forgotten items, stopping down to ask a question, delivering birthday treats, walking to get your child for an early dismissal, or walking your child down for a late drop-off).

- ★ *All visitors or volunteers MUST sign in at the office and present a valid government ID to receive a visitor's pass/badge. All visitors in Tapestry buildings during school hours must be screened using our Raptor Security system.*

## Volunteer Opportunities:

There are school-wide opportunities to volunteer for which contact is made via School-Messenger. Classroom volunteer opportunities are arranged via our room parent(s) or by the classroom teacher. If you volunteer to help chaperone field work, you will receive chaperone guidelines before the day of our off-site learning.

## Community Meetings:

- School wide (K-4) Community Meetings are held once a month from 8:00-8:45am in the gym
- Scheduled meetings are posted on our [school website](https://tapestryschool.org/schools/k-4-lower-school/): <https://tapestryschool.org/schools/k-4-lower-school/>
- These meetings are part of the Expeditionary Learning school design. The purpose is to build a feeling of community and belonging. They allow children an opportunity to be recognized for showing PIRRK (see character education) and for the work they are doing in their class.
- Open to all families of Tapestry K-4 students.
- Community Meetings include: the National Anthem, The Pledge of Allegiance, The Tapestry Student Pledge, announcements on current learning or events at Tapestry, “Bucket Fillers” are recognized, and sometimes a “Classroom Spotlight.”
- We encourage you to join us for our Community Meetings; you are guaranteed to leave proud, energized, and inspired!

## Arrival & Dismissal

Arrival	Dismissal
<ul style="list-style-type: none"> <li>● Please stay in your car</li> <li>● A staff member will help your child out of the car and into the building each morning.</li> <li>● From 7:30 am to 7:50 am our main doors open and breakfast is available from 7:30 to 7:50 am.</li> <li>● On the rare occasions that there is a reason to walk your child directly into the main office (carrying birthday cupcakes, etc...) please do not park in the pick up/drop off lane. You may park in visitor parking located at the back of the loop. (Items should be dropped off in the office. A staff member will bring them to the classroom.)</li> </ul>	<ul style="list-style-type: none"> <li>● Dismissal begins at 2:30.</li> <li>● Please stay in your car</li> <li>● Please do not park, but instead, stay in line with the flow of traffic</li> <li>● A staff member will help your child out of the building and into the car each afternoon</li> <li>● <b><u>Kindergarten students (and their younger siblings) are expected to be fastened into their booster seat/car seat before leaving the parking lot</u></b></li> <li>● Dismissal ends at 3:00. Students who are not participating in an after-school club or attending the after-school YMCA program must be picked up by this time.</li> <li>● Alternate pick-up arrangements must be communicated with a written note in the morning.</li> </ul>

★ *Erie County has banned smoking in cars with children under the age of 18. There is a \$50 fine for a first offense which increases by \$50 with each subsequent offense.*

### After-school care:

- The Western New York YMCA - Delaware branch runs an after-school program on our premises, which runs from the end of the school day to 6:00pm.
- Before school care is TBD. Please contact the school and the Delaware YMCA if you are interested in before school care.
- The cost of the program is determined based on family income and hours of usage.

★ **Contact the Delaware YMCA (716-875-1283) for more information.**









## Student Absences:

Student Absences & Early Dismissal	School Nurse
<ul style="list-style-type: none"> <li>• Please call the school office at 332-0754 and let Veronica, Tonya, or Naida know.</li> <li>• Missed work will be caught up in class but please read and count together if your child feels well enough</li> <li>• A written note is required upon your child's return.</li> <li>• Dentist/doctor appointments are recommended to be scheduled on days off or after dismissal.</li> <li>• Students who arrive after 8:00 must be signed in at the office. <i>Family members are not permitted to walk students to class.</i></li> <li>• If an appointment causes your child to miss his/her lunch period, please be sure your child eats before coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Deborah Capitano</li> <li>• No medication can be dispensed without a written note from your child's pediatrician.</li> <li>• Students are not permitted to return to school unless they are fever-free (without medication) for 24 hours</li> <li>• Students are not permitted to return to school with an illness for which they were prescribed an antibiotic unless the antibiotic was started 24 hours prior</li> <li>• Pay close attention to paperwork sent home from the health office prior to the start of school</li> <li>• <b>Paperwork such as immunization forms, copies of physicals, birth certificates, etc. must be turned into the health office before a child starts school in September</b></li> </ul>

### [Tapestry Sick Child/Stay Home Guidelines](https://tapestryschool.org/wp-content/uploads/2021/08/sick-child-guidelines.pdf)

(<https://tapestryschool.org/wp-content/uploads/2021/08/sick-child-guidelines.pdf>)

## I NEED TO STAY HOME IF...

I HAVE A NEW SORE THROAT, RUNNY/STUFFY NOSE, COUGH, HEADACHE	I HAVE A FEVER	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE HEAD LICE	I HAVE AN EYE INFECTION	I HAVE BEEN IN THE HOSPITAL
							
Symptoms started the past 24 hours	Temperature of 100.0 or higher	Within the past 24 hours	Within the past 24 hours	Rash on any part of the body that is itchy	Itchy head, active lice	Red, itchy and/or crusty eye drainage	Hospital stay and/or ER visit
I AM READY TO GO BACK TO SCHOOL WHEN I AM...							
Feeling better and it's been 24 hours after symptoms begin	Fever free for 24 hours without use of medication	Free from vomiting for 24 hours and at least 2 solid meals	Free from Diarrhea for at least 24 hours	Released by my doctor to return with a note that I am not contagious	Treated for LICE at home and proof is provided to the nurse	Released by my doctor to return to school with documentation	Released by my doctor to return to school with documentation

## **Emergency Situations:**

Parents/guardians are responsible for completing all information requested on the Student Registration Form either online or in paper form at the time of acceptance. It is the family's responsibility to notify the school of any changes that occur during the year, so that this form can be updated. It is especially important to have updated phone numbers and email addresses. Parents/guardians are responsible for providing transportation home in the case of illness or family emergency.

## **Emergency/Weather-related School Closings:**

- If school is canceled, you will receive an email, phone call, or text message.
- Tapestry is an independent school and may not necessarily close when Buffalo Public / other charter schools close

## **Technology:**

- All classrooms have flat panels to project learning and allow students opportunities to engage and manipulate objects on the screen.
- All students will receive an iPad which typically remains in school for use during independent work time.
- If a student damages the device he/she has been assigned to use during school hours, an invoice will be sent home to reimburse the school for any cost related to the damaged part.

## Character Education

**PIRRK:**

**Perseverance**

LT: I can keep trying even when things are difficult.

**Integrity**

LT: I can do the right thing even when no one is watching.

**Responsibility**

LT: I can follow classroom expectations and complete independent work.

**Respect**

LT: I can listen and show kindness to my teachers and peers.

**Kindness**

LT: I can treat others the way I want to be treated.

- We use read-alouds and classroom discussions to teach each of these character traits during the first month of school. They become a daily part of our classroom and school culture.
- Character trait development is reported in the HOW (Habits Of Work) section of the report card. You will be notified if there are any specific concerns.

## Crew

*“We are all in this together - we are crew, not passengers.”*

- Crew is how we start and end each day at 8:00am.
- It is a Tapestry tradition that all students K-12 participate in daily
- Crew builds a sense of community and celebrates each student
- The focus of crew is to build social emotional skills, commonly referred to as SEL. Students sit in a circle. We frequently start with a greeting, do a feelings check in, read stories, learn calming and problem solving strategies, and participate in discussions.
- For closing crew, we say goodbye and talk about our day.

★ LT → Learning Target

## Responsive Classroom:

Responsive Classroom is a research and evidence-based, student-centered, social and emotional learning approach to teaching. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. Responsive Classroom is directly linked to Expeditionary Learning.

## Classroom Management:

In Kindergarten, we spend the first 4-6 weeks learning the routines and structures of our days. We will learn about and set academic or behavioral goals each trimester. We incorporate mindfulness practices and help students learn how to achieve a growth mindset. Students will learn the differences between big problems vs. small problems and are always encouraged to use positive problem solving and calming strategies.

***Our classroom core values are as follows: PIRRK***

1. We can keep trying even if it's hard. We don't give up! ***(Perseverance)***
2. We can do the right thing even when no one is watching. We always tell the truth. ***(Integrity)***
3. We can follow classroom expectations and work independently. ***(Responsibility)***
4. We can listen to our teachers and friends. ***(Respect)***
5. We can always be kind to our teachers and friends. ***(Kindness)***

Below are some tools we use in our classrooms to help students when they are distracted, experiencing tough emotions, or not following our classroom values:

1. **Quiet Place:** Our "Quiet Place" is a small space in the classroom where students can visit to take a break from learning and reset if needed or if they are experiencing a tough feeling and need some space. Each "Quiet Place" has a basket of tools to help students identify and work through emotions. These tools may include: sensory bottles, picture cards, paper to draw on, books, squishy balls, and other sensory items.
2. **Restorative Practices:** If a child damages something or hurts someone's feelings, she/he will try to fix the damage. In the case of hurting someone's feelings, the child might offer an "apology of action" by writing a card, helping with an activity, drawing an illustration, or taking some other action beyond verbally saying "sorry." All of these are opportunities for a child to reflect (through words and/or pictures) about what was done and how it can be repaired. Some teachers may send these home to be returned with a signature.
3. **Buddy Room:** Some teachers use this solution if the child is unresponsive to multiple interventions. The student may be asked to go to the buddy room with adult supervision. Some students may need a change of



environment to help them calm down. The student may complete a fix-it plan. If your child has to visit the buddy room or fills out a fix-it plan, a copy of it may be sent home for a signature or you may be contacted.

4. **Mindfulness Room:** Miss Krista teaches whole group lessons in our Mindfulness Room throughout the school year to help teach students self-regulation. Students learn how to deal with tough emotions. She teaches them the vocabulary to identify how they are feeling, as well as strategies to use to help calm down. For example: she teaches them deep breathing techniques, such as the *Butterfly* breath or the *Roller Coaster* breath.
5. **Bucket Fillers:** Every month, 1-2 students are recognized from each class at our Community Meetings for displaying our PIRRK traits. Individual classrooms also have incentives for students. Your classroom teacher will notify you of these incentives. Students are encouraged to display PIRRK traits in super subjects as well. Each month, a class with the most stars earned, wins the *Super Subject Trophy* at our Community Meetings.
6. If a child needs additional assistance, then he/she will meet with our Assistant Principal, Jennifer Tarnowski ([tarnowskij@tapestryschool.org](mailto:tarnowskij@tapestryschool.org)), or Shimal Largie ([largies@tapestryschool.org](mailto:largies@tapestryschool.org)), from Student Support. Please refer to the Tapestry Family Handbook regarding infractions and suspension policies. Each summer our administration revises this important family document. A revised version will come out for the 2024-2025 school year.
7. Our K - 4 Counselor, Krista Coon ([coonk@tapestryschool.org](mailto:coonk@tapestryschool.org)), often helps when children are having a hard time productively participating in the school day. She is available to parents and families for guidance or help as needed. It is usually a good idea to let both the classroom teacher and Krista know about significant changes in a child's home situation such as parents' separation, a death in the family, or a current health issue. Miss Krista pulls our Kindergarten friends for lunch groups as needed to work on positive social skills.
8. Our school Social Worker, Becky Goggins ([gogginsr@tapestyschool.org](mailto:gogginsr@tapestyschool.org)), is a licensed mental health professional available to provide trauma informed services to students, as well as resources for families.

# Curriculum

- **ELA**
  - **Reading:**
    - EL Education curriculum
    - Phonics to Reading curriculum
    - Small differentiated/tiered skills groups
    - Phonemic awareness, high frequency words, decoding strategies, comprehension
  - **Writing**
    - narrative, opinion, informational
  - **General Knowledge:**
    - concepts of print, setting, characters, types of text, predicting, inferencing, comparing and contrasting, making connections
    - *Our literacy coach, Vanessa Wiltberger, and our Literacy Specialists/Interventionists, Christina Faraci, Emily Buerster, & Kathleen Lysek are invaluable assets!*
- **Math**
  - New York State Next Generation Learning Standards for Kindergarten Math (via the EngageNY modules) are followed.
  - Small, differentiated/tiered groups
  - **General Knowledge:**
    - counting, comparing numbers, addition & subtraction, foundations of place value, measurement, sorting, shapes
    - *Our math coach, Sandra Bookmiller, is an invaluable asset!*
- **Science**
  - We follow the Next Generation Science Standards
  - We learn about force and motion, energy, the needs of plant and animals, weather, our environment, engineering
- **Social Studies**
  - We follow the EngageNY Social Studies Framework.
  - We learn about our identities, families, and communities, citizenship (rules, rights, and responsibilities, roles), basic geography and weather, needs and wants, goods and services, holidays and seasonal celebrations

# High-Frequency Words: 58 words

## What Are High-Frequency Words?

High-frequency words are the most common words used in the English language. Some words, like *the* and *was*, are irregular in that they do not follow common English sound-spelling patterns. Other high-frequency words follow phonics patterns but may be words that emerging readers do not have the phonics skills to decode. High-frequency words are essential to literacy success and are the cornerstone of developing reading fluency and comprehension. Each week, selected high-frequency words are introduced and practiced using the brain-based Read/Spell/Write routine designed to help students learn the words. Students are exposed to these words in isolation and within context. In addition, these words appear in the lesson's decodable text for reinforcement that students will bring home.

- A letter will be sent home with the first set of flashcards containing ideas and strategies to use at home.

I	do	go
can	you	hurt
see	what	day
a	this	of
the	and	said
on	under	that
like	or	there
to	are	out
is	up	all
it	down	read
big	she	for
little	her	finds
my	make	was
good	they	too
yes	where	come
no	with	some
look	we	your
he	play	very
	one	use
	have	blue

**What Are High-Frequency Words?**

High-frequency words are the most common words used in the English language. Some words, like *the* and *was*, are irregular in that they do not follow common English sound-spelling patterns. Other high-frequency words follow phonics patterns but may be words that emerging readers do not have the phonics skills to decode.

High-frequency words are essential to literacy success and are the cornerstone of developing reading fluency and comprehension. Each week, selected high-frequency words are introduced and practiced using the brain-based Read/Spell/Write routine designed to help students learn the words. Students are exposed to these words in isolation and within context. In addition, these words appear in the lesson's decodable text for reinforcement that students will bring home.

In order to help our Kindergartners learn high-frequency words, we will be sending home "Words of the Week." By the end of the year, your child should master 58 words. The cards will come home on a metal ring today. Please keep the ring in a safe place and keep it at HOME. Each week, take the new cards out of your child's binder and add them to the ring.

The more your child is exposed to each word, the easier it will be to master it. Your child should practice spelling, saying, writing, and using the word in a sentence.

Below are some suggestions for how to help your child practice high-frequency words:

- ★ Write them with chalk, play-doh, crayon, etc. or trace them with your finger or in sand
- ★ Post them on the refrigerator or a mirror
- ★ Write or orally dictate a sentence using the High Frequency Word
- ★ Find and point to them as you are reading books
- ★ Make a Tic Tac Toe board with the HFWs and play Tic Tac Toe
- ★ Flashlight words - tape the words up on the ceiling or wall and turn off the lights. Use the flashlight to read the words.
- ★ Create a word search puzzle on [www.puzzlemaker.com](http://www.puzzlemaker.com)
- ★ Play HFWs Bingo on [http://www.abcaud.com/games/dolch\\_sight\\_word\\_bingo](http://www.abcaud.com/games/dolch_sight_word_bingo)
- ★ Go on a HFWs Scavenger Hunt by hiding the cards around the house
- ★ Write the HFW with a letter missing and ask your child which letter is missing
- ★ Here is an app we use in school during independent work → → →

**Sight Word Games**  
 Dolch Sight Words  
 The Reading Wonders, LLC  
 10000 1st Street, Suite 100  
 Dallas, TX 75243  
 (972) 494-1111  
 www.readingwonders.com

We will practice these words daily in school. Practicing regularly at home will help your child become a stronger reader. Thank you for working with us as a team!

The Kindergarten Team

# OTHER KINDERGARTEN LITERACY EXPECTATIONS

## UPPERCASE AND LOWERCASE LETTER IDENTIFICATION

Letter ID Expectations at the end of Trimester 1	
Exceeds Expectations	26
Meets Expectations	23-25
Approaches Expectations	18-22
Does Not Meet Expectations	17 and below

Letter ID Expectations at the end of Trimester 2	
Exceeds Expectations	26
Meets Expectations	25
Approaches Expectations	24
Does Not Meet Expectations	23 and below

Letter ID Expectations at the end of Trimester 3	
Exceeds Expectations	26
Meets Expectations	25
Approaches Expectations	24
Does Not Meet Expectations	23 and below

## LETTER SOUND IDENTIFICATION

Letter Sound Expectations at the end of Trimester 1	
Exceeds Expectations	26
Meets Expectations	23-25
Approaches Expectations	18-22
Does Not Meet Expectations	17 and below

Letter Sound Expectations at the end of Trimester 2	
Exceeds Expectations	26
Meets Expectations	23-25
Approaches Expectations	18-22
Does Not Meet Expectations	17 and below

Letter Sound Expectations at the end of Trimester 3	
Exceeds Expectations	26
Meets Expectations	25
Approaches Expectations	24
Does Not Meet Expectations	23 and below

# Kindergarten Report Card Sample



**Tapestry Charter School**

**Report Card 2023-2024**

**Grade K**

**Student:**

	Trimester		
	T1	T2	T3
<b>Attendance</b>			
<b>Days Absent</b>			
<b>Days Tardy</b>			

Super Subject & HOW	
<b>A</b>	Above
<b>O</b>	On
<b>B</b>	Below
<b>N/A</b>	Not Applicable at this time

**Teacher:**

	Trimester		
	T1	T2	T3
<b>High Frequency Words</b>			
<b>Number of Known Words</b>			
<b>Grade Level Expectations</b>			

Standards	
<b>4</b>	Mastery
<b>3</b>	Proficient
<b>2</b>	Developing Proficiency
<b>1</b>	Needs Improvement
<b>N/A</b>	Not Applicable at this time

<b>CREW: Habits of Work</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Perseverance: I can keep trying even when life is difficult.			
Integrity: I can do the right thing even when no one is watching.			
Responsibility: I can meet classroom expectations and complete independent work.			
Respect: I can listen and show kindness to my teachers and peers.			
<b>Long Term Learning Targets: English Language Arts</b>	<b>Trimester</b>		
I can with prompting and support identify the characters, settings, and major events in a story. (EL:/RL.K.3) (NG: KR3)			
<b>Reading Literature &amp; Informational Texts</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can with prompting and support ask and answer questions about key details in a text. (EL: RI.K.1/RL.K.1) (NG: KR1)			
I can with prompting and support retell familiar stories (beginning, middle, end) (EL: RI.K.2/RL.K.2) (NG: KR2)			
I can with prompting and support ask and answer questions about unknown words in a text (EL: RI.K.4/RL.K.4) (NG: KR4)			
<b>Reading Foundational Skills</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can understand concepts of print. (NG: KRF1)			
I can identify all uppercase letters. (NG: KRF3)			
I can identify all lowercase letters. (NG: KRF3)			
I can recognize and produce all letter sounds. (NG: KRF3)			
I can read high-frequency sight words. (NG: KRF3)			
I can read CVC (short vowel) words. (NG: KRF3)			
I can use a variety of decoding strategies while reading. (NG: KRF2)			

★ Subject to change

<b>Writing</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can use a combination of drawing and writing to compose an informational piece of writing. (EL: W.K.2/ NG: KW2)			
I can use a combination of drawing and writing to compose an opinion piece of writing. (EL: W.K.1/ NG: KW1)			
I can use a combination of drawing and writing to compose a narrative piece of writing. (EL: W.K.3/ NG: KW3)			
I can use letter sounds and combinations, sight words, and classroom resources to express my ideas.			
<b>Speaking and Listening</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can participate in collaborative conversations with adults and peers about kindergarten topics and texts. (EL: SL.K.1/ NG: KSL1)			
I can ask and answer questions about key details in a text or information presented orally. (EL: SL.K.2/ NG: KSL2)			
I can speak audibly and express thoughts, feelings, and ideas clearly. (EL: SL.K.6/ NG: KSL6)			
I can read my writing			
<b>Language</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can demonstrate conventions when writing and speaking. (EL: L.K.1/L.K.2)			
I can use new words and phrases learned through texts and conversations. (EL: L.K.6/L.K.6)			
<b>Long Term Learning Targets: Math</b>	<b>Trimester</b>		
<b>Counting and Cardinality</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can name numbers 0 - 10. (NY-K.CC.3)			
I can write numbers 0 - 10. (NY-K.CC.3)			
I can name numbers 11 - 20.			
I can write numbers 11 - 20.			
I can count to 100 by ones. (NY-K.CC.1)			
I can count to 100 by tens. (NY-K.CC.1)			
I can count to tell the number of objects in different configurations. (NY-K.CC.5a)			
I can compare numbers. (NY-K.CC.7)			
I can compare quantities.			
I can count on from any given number within 100.			
<b>Operations &amp; Algebraic Thinking</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can understand addition as putting together and understand subtraction as taking apart.			
I can solve addition and subtraction word problems. (NY-K.OA.2a)			
NY.K.OA. 5 I can fluently add within five.			
NY.K.OA. 5 I can fluently subtract within five.			
<b>Numbers &amp; Operations in Base Ten</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can compose and decompose numbers from 11 – 19 to gain foundations for place value.			

<b>Measurement &amp; Data</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can describe and compare measurable attributes. (NY-K.MD.1 & 2)			
I can sort objects into categories. (NY-K.MD.3)			
<b>Geometry</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can identify and describe two-dimensional shapes. (NY-K.G.2)			
I can identify and describe three-dimensional shapes. (NY-K.G.2)			
I can analyze, compare, and compose shapes. (NY-K.G.4)			
<b>Long Term Learning Targets: Science</b>	<b>Trimester</b>		
<b>Science</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can identify a force as a push or pull.			
I can decide what affects the strength, direction, and speed of an object that has been pushed or pulled.			
I can explain what plants and animals (including humans) need to survive.			
I can explain how plants and animals (including humans) can change the environment to meet their needs.			
I can communicate solutions that will reduce the impact of humans on the land, water, and air.			
I can use and share observations of local weather conditions over time.			
I can explain the purpose of weather forecasting to prepare for severe weather.			
<b>Long Term Learning Targets: Social Studies</b>	<b>Trimester</b>		
<b>Social Studies</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
I can describe my physical and cultural traits as well as my likes, dislikes, talents, and skills.			
I can demonstrate an understanding that each person is unique but also shares common characteristics with other family, school and community members.			
I can explain unique family traditions and activities as well as those of others.			
I can recognize that children and adults have rights and responsibilities at home, at school, and in the community.			
I can understand that people make and change rules for many reasons.			
I can identify and differentiate between globes and maps.			
I can identify and differentiate between needs and wants.			
I can identify and differentiate between goods and services.			

★ Super-subjects report HOW (Habits of Work) grades as well



## 10 Ways to Prepare Your Child for KINDERGARTEN



1. Read **books** everyday.
2. Develop **fine motor skills**: holding a pencil, coloring, cutting with scissors.
3. Print **first name** with *only* the first letter capitalized.
4. Learn to follow 2-step **instructions**: "Please go get your shoes and then put them on."
5. Use good **manners**: "Please" and "Thank You"
6. Talk about **social skills**: sharing, taking turns, positive words, talk about handling anger.
7. Help your child take **responsibility**: clean up messes, dress themselves, get their own snacks.
8. Practice **number recognition**: Count objects daily.
9. Practice **letter and sound recognition**. Practice saying the letters and their sounds every day.
10. Build **self-esteem**. Praise your child often because Kindergarten is hard!



## Kindergarten Supply List

(Please bring all supplies to the “Welcome to Kindergarten” event in August.

***Please LABEL the following items: change of clothes, composition notebook, drinking bottle, and headphones.***

- 1 composition notebook **(labeled with your child’s name)**
- 1 4-pack of **regular** sized BLACK expo markers
- 1 box of 24 Crayola crayons
- 1 Elmer’s glue stick
- 1 pair of **Fiskars** scissors (If your child is left-handed, please make sure she/he has “lefty” scissors.)
- 2 large boxes of tissues
- 2 rolls of paper towels
- 1 bottle of hand sanitizer
- 1 package of reclosable baby wipes
- 1 box of small, quart-sized Ziploc bags (with the **slide-style zipper** on top)
  - 1 box of gallon sized Ziploc bags (with the **slide-style zipper** on top)



- 1 pair of inexpensive, WIRED personal headphones with 3.5mm headphone jack (compatible with iPad and STRAIGHT, not “L” shaped) **(labeled with your child’s name) Do not send in wireless earbuds!**
- 1 regular-size bath towel or small blanket comparable in size to be used for rest time for the first six weeks of school **(Label this with your child’s name using permanent marker. NO MATS, PILLOWS, OR LARGE BLANKETS WILL BE ALLOWED.)**
- Complete (with undies and socks) change of clothes, season-appropriate, in a gallon size Ziploc bag **(labeled with the child’s name on it)**. Even if you are sure your child will not have an “accident” it is probable that at some point your child will spill something on him/herself.
- Drinking bottle **(labeled with your child’s name)**

**Note: Label every piece of your child’s outerwear and his/her bookbag. Coats, boots, hats, etc... must have your child’s name inside! We cannot be responsible for lost items.**

## Super Subject Supply List

### General Super Subject Supplies

- 1 box of tissue labeled “Supers”

### PE

- Sneakers
- Box of Band-aids

**If possible, please consider donating the following “Wish List” items:**

- \*plastic forks/spoons
- \*paper bowls
- \*Expo markers
- \*pump-style liquid hand soap
- \*play-doh
- \*Pony beads (red & white)
- \*spring-style clothespins
- \*seasonal stickers
- \*paper plates
- \*Individually wrapped snacks (peanut-free preferred)
- \*Dixie cups (5oz)

Dear Kindergarten Families,

We are happy to be starting another year at Tapestry! We are excited to have the opportunity to work with your child (and your family) this year as he/she grows socially, emotionally, physically, and intellectually.

Please take the time to read this family handbook. It has been written by the kindergarten team, is updated annually, and is based on questions that parents have asked throughout the previous years. It will help you learn about our policies and programs and is the first place to go if you have a question. Please keep it in a safe place.

**After you have read through it, please sign the statement below, indicating that you have read the handbook and agree to support and abide by all policies. Please rip this page out of your book and return it to school the first week of class.**

We look forward to growing and learning with you and your child. If you have any questions or concerns please do not hesitate to contact us. Thank you for your cooperation and support.

Sincerely,

Jill Fox  
Jessica Lemke  
Elise Gruber  
Claire Arnott

I have read the policies described in the Tapestry Charter School Kindergarten Family Handbook and agree to abide by all of its policies.

Parent name (please print) \_\_\_\_\_

Parent signature \_\_\_\_\_

Child's name (please print) \_\_\_\_\_

Date \_\_\_\_\_