Welcome to Ferndale Public Schools’
Kindergarten Open House!

Wednesday, January 21, 2015

Harding Administration Center
2920 Burdette
Ferndale, Michigan 48220
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Welcome, Families, to Ferndale Public Schools!

Entering Kindergarten is an exciting time for both parent and child. We are excited to have this opportunity to share with you about our high quality Kindergarten classrooms.

Here are our key ‘Learning Targets’ for tonight’s Open House:

1. To have a chance to meet & greet with other Kindergarten families, Kindergarten staff members, Administrators, and parent organizations.
2. To hear from current Seniors about their journey through Ferndale Schools.
3. To gain insight into what High Quality Kindergarten ‘looks & sounds’ like.
4. To learn about the programs available to your child in the Ferndale Schools.
5. To participate in ‘Hands-On’ stations focused on the 5 key development areas: Reading/Writing, Math, Social-Emotional, Technology, and Fine Motor Skills.
6. To walk away knowing that you are making the best decision for your child today!

Our schedule for the evening:

6:00 – 6:20 Meet, Eat, & Greet
6:30 – 6:30 Senior Shining Stars
6:30 – 7:00 Kindergarten Overview
7:00 – 7:10 Station
7:10 – 7:20 Station
7:20 – 7:30 Station
7:30 – 7:40 Station
7:40 – 7:50 Station
7:50 – 8:00 Station

Meet Fern and Dale, our Ferndale Early Childhood Mascots!

Fern and Dale say, “Parents! Please look at the Sticker at the top right of your Welcome to Kindergarten Packet. The sticker represents the station you and your child will begin at. Then you will rotate to each station in numerical order. For example, if your sticker shows that you start at Station 4, you will move to Station 5 after Station 4, Station 1, Station 2, and complete your cycle at Station 3!”
Children Are...

A amazing, cherish them.
B believable, trust them.
C childlike, let them.
D divine, respect them.
E energetic, nourish them.
F fallible, embrace them.
G gifts, unwrap them.
H here now, be with them.
I innocent, delight in them.
J joyful, appreciate them.
K kindhearted, join them.
L lovable, love them.
M magical, fly with them.
N noble, esteem them.
O open-minded, hear them.
P precious, treasure them.
Q questioners, encourage them.
R resourceful, support them.
S spontaneous, enjoy them.
T talented, believe in them.
U unique, affirm them.
V vulnerable, protect them.
W whole, recognize them.
X extra special, celebrate them.
Y yearning, notice them.
Z zany, laugh with them.

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Station # 1: Readers’ & Writers’ Workshop

What is Readers’ Workshop?
Readers’ Workshop provides students with a supportive environment that involves them in authentic reading experiences that focus on the strengths and needs of each individual student.

Readers’ Workshop helps kids develop strong reading skills through the use of a mini-lesson, shared reading, read aloud, conferencing, independent reading, paired reading, literature response, and Reader’s Chair.

The basic philosophy behind the Readers’ Workshop is to allow students to spend an extended amount of time reading authentic texts that interest them on a daily basis and to provide opportunities to talk about literature. The ultimate goal of a Readers’ Workshop is always to develop life-long passionate readers.

What is Writers’ Workshop?
Writers’ Workshop is a teaching technique that invites students to write by making the process a meaningful part of the classroom curriculum. Writing is an expected activity on a daily basis. Students are exposed to the organization and thought required to create a story or write about a favorite topic. Since they are allowed to choose the topic, students are motivated to create and complete works to read to classmates. The Writers’ Workshop format includes story planning, revision, teacher editing, and direct instruction in the mechanics of grammar.

For Kindergarten students, whose skills will greatly vary, the goal is to move pre-emergent/emergent readers into the writing process by eliciting a story from a drawing, recording the student’s words in dictation form on the drawing and encouraging the student to move from drawing to writing by guiding the student in the use of phonetics to sound out words. Ideally, students become enamored by the power of their words, and will strive for the independence of fluency. Writers’ Workshop and can be paired with reading activities to create a powerful motivating tool when teaching literacy.
Read to me!

Read to me riddles and read to me rhymes.
Read to me stories of magical times.
Read to me tales about castles and kings.
Read to me stories of fabulous things.
Read to me pirates and read to me knights.
Read to me dragons and dragon book fights.
Read to me spaceships and cowboys and then
When you are finished, please read them again!

-Jane Yolen
# 100 Stories to Read in Kindergarten

## Classics
- Brown, M. Wise - *The Runaway Bunny*
- Burton, Virginia - *Mike Mulligan and His Steam Shovel*
- Freeman, Don - *Corduroy*
- Gag, Wanda - *Millions of Cats*
- Keats, Ezra Jack - *The Snowy Day*
- Lionni, Leo - *Swimmy*
- McCloskey, Robert - *Make Way for Ducklings*
- Rey, H.A. - *Curious George*
- Steig, William - *Doctor De Soto*
- Taback, Simms - *Joseph Had a Little Overcoat*
- Freeman, Don - *The Story of Ferdinand*
- Gag, Wanda - *Millions of Cats*
- Keats, Ezra Jack - *The Snowy Day*
- Leaf, Munro - *The Story of Ferdinand*

## Folk and Fairy Tales
- DePaola, Tomie - *Strega Nona*
- Galdone, Paul - *Henny Penny*
- Galdone, Paul - *The Monkey and the Crocodile*
- Kellogg, Steven - *Paul Bunyan: A Tall Tale*
- Kimmel, Eric - *Anansi and the Talking Melon*
- McDermott, Gerald - *Zomo the Rabbit*
- Mosel, Arlene - *Tikki, Tikki Tembo*
- Pinkney, Jerry - *The Ugly Duckling*
- Scieszka, Jon - *The True Story of the 3 Little Pigs*
- Strega Nona - *Strega Nona*
- Galdone, Paul - *Henny Penny*
- Galdone, Paul - *The Monkey and the Crocodile*

## School Stories
- Carlson, Nancy - *Look Out Kindergarten, Here I Come!*
- Henkes, Kevin - *Lily's Purple Plastic Purse*
- Rathmann, Peggy - *Officer Buckle and Gloria*
- Schwartz, Amy - *Anna Bell Swift, Kindergartner*
- Slate, Joseph - *Miss Bindergarten Gets Ready for Kindergarten*
- Wells, Rosemary - *Yoko*
- Wild, Margaret - *Tom Goes to Kindergarten*
- Carlson, Nancy - *Look Out Kindergarten, Here I Come!*
- Henkes, Kevin - *Lily's Purple Plastic Purse*

## Stories in Rhyme
- Bemelmans, Ludwig - *Madeline*
- Christelow, Ellen - *Five Little Monkeys Jumping on the Bed*
- Guarino, Deborah - *Is Your Mama A Llama?*
- Dr. Seuss - *Horton Hears a Who*
- Shannon, David - *Duck on a Bike*
- Shaw, Nancy - *Sheep in a Jeep*
- Wheeler, Lisa - *One Dark Night*
- Yolen, Jane - *How Do Dinosaurs Say Goodnight*
- Young, Ed - *Seven Blind Mice*

## Concepts
- Aylesworth, Jim - *Old Black Fly*
- Carle, Eric - *The Very Hungry Caterpillar*
- Dodd, Emma - *Dog's Colorful Day*
- Ehler, Lois - *Planting a Rainbow*
- Jonas, Ann - *Round Trip*
- Meddahua, Susan - *Martha Blah Blah*
- Walsh, Ellen - *Mouse Paint*

## Cumulative Stories
- Brett, Jan - *The Mitten*
- Brown, Marcia - *Stone Soup*
- Cunningham, John - *Mr. Gumpy's Outing*
- Ginsburg, Mirra - *Mushroom in the Rain*
- Neitzel, Shirley - *The Jacket I Wear in the Snow*
- Numeroff, Laura - *If You Give a Mouse a Cookie*
- Slobodkina, Esphyr - *Caps for Sale*
- Waring, Richard - *Hungry Hen*
- Zemach, Margot - *It Could Always Be Worse*

## Imagination
- Dorros, Arthur - *Abuela*
- Egielski, Richard - *Gingerbread Boy*
- Mayer, Mercer - *There's a Nightmare in my Closet*
- Sendak, Maurice - *Where the Wild Things Are*
- Shaw, Charles - *It Looked Like Split Milk*
- Steig, William - *Sylvester and the Magic Pebble*
- Teague, Mark - *Pigsty*
- Van Allsburg, Chris - *Jumanji*
- Wiesner, David - *The Three Pigs*
- Wiesner, David - *Tuesday*
- Williams, Linda - *The Little Old Lady Who Was Not Afraid of Anything*

## Humorous Stories
- Allard, Harry - *Miss Nelson is Missing*
- Bruss, Deborah - *Book! Book! Book!*
- Cronin, Doreen - *Click Clack Moo: Cows that Type*
- Kasza, Keiko - *Wolf's Chicken Stew*
- Lear, Edward - *The Owl and the Pussycat*
- Marshall, James - *George and Martha*
- Noble, Trinka H. - *The Day Jimmy's Boa Ate the Wash*
- Palantini, Margie - *Piggie Pie*
- Racine, Stephen - *Beverly Billinsly Borrows A Book*
- Wood, Audrey - *King Bidgood in the Bathtub*
- Rathmann, Peggy - *Good Night, Gorilla*

## Animal Stories
- Cannon, Janell - *Stellaluna*
- Feiffer, Jules - *Bark, George*
- Fleming, Denise - *Mama Cat Has Three Kittens*
- Greene, Rhonda G. - *Barnyard Song*
- Heat, Amy - *Kiss Good Night*
- Hutchins, Pat - *Rosie’s Walk*
- Johnson, Angela - *Julius*
- Keats, Ezra - *Jack Whistle for Willie*
- Simont, Marc - *The Stray Dog*
- Waddell, Martin - *Farmer Duck*
- Yolen, Jane - *Owl Moon*
Hi! We’re Fern and Dale, Ferndale’s Little Eagles! We’re here to tell you about the Kindergarten Common Core State Standards in Reading, Writing, Speaking, Listening, and Language!

We hope that this will give you a good overview of some of what our friends will be learning when they come to Ferndale’s Kindergarten classes!

Dear Kindergarten Parents,

The National Common Core Standards were developed to prepare our students for the future. Jobs in the 21st Century will require a more rigorous set of skills and knowledge that are valued by employers and higher education. The Common Core Standards help ensure that students will graduate from high school with the core academic skills and knowledge necessary for success in college, careers, and life, and it all starts right here in KINDERGARTEN!

This packet details the standards for you. It will help you:

• Understand what your child is learning and is expected to know.
• Give you some ideas of how you can support learning at home.

This document was adapted from Pam Davidson • Little Bird Kindergarten.
English Language Arts Common Core Standards:  
Kindergarten • Reading Literature

Key Ideas and Details
- **K.RL.1** With prompting and support, ask and answer questions about key details in a text.
- **K.RL.2** With prompting and support, retell familiar stories, including key details.
- **K.RL.3** With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure
- **K.RL.4** Ask and answer questions about unknown words in a text.
- **K.RL.5** Recognize common types of texts (e.g., storybooks, poems).
- **K.RL.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas
- **K.RL.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- **K.RL.8** (Not applicable to literature)
- **K.RL.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity
- **K.RL.10** Actively engage in group reading activities with purpose and understanding.

Fern and Dale say, “The earlier and more often our Kindergarten friends read, the better their academic success!”
English Language Arts Common Core Standards:
Kindergarten • Reading Informational Text

Key Ideas and Details
• **K.RI.1** With prompting and support, ask and answer questions about key details in a text.
• **K.RI.2** With prompting and support, identify the main topic and retell key details of a text.
• **K.RI.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure
• **K.RI.4** With prompting and support, ask and answer questions about unknown words in a text.
• **K.RI.5** Identify the front cover, back cover, and title page of a book.
• **K.RI.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas
• **K.RI.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
• **K.RI.8** With prompting and support, identify the reasons an author gives to support points in a text.
• **K.RI.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity
• **K.RI.10** Actively engage in group reading activities with purpose and understanding.

Fern and Dale say, “Informational texts are becoming more and more important in society and in the upper grades! The earlier our youngest friends get used to reading them, the better!”
English Language Arts Common Core Standards:
Kindergarten • Foundational Skills

Print Concepts:
• **K.RF.1** Demonstrate understanding of the organization and basic features of print.
  a. Follow words from left to right, top to bottom, and page by page.
  b. Recognize that spoken words are represented in written language by specific sequences of letters.
  c. Understand that words are separated by spaces in print.
  d. Recognize and name all upper and lowercase letters of the alphabet.

Phonological Awareness:
• **K.RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  a. Recognize and produce rhyming words.
  b. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single single-syllable spoken words.
  c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/.)
  d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition
• **K.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
• **K.RF.4** Read emergent reader texts with purpose and understanding.

Fern and Dale say, “We know that our friends in 1st grade use these skills all the time! It’s a good thing that our Kindergarteners are learning them early!”
English Language Arts Common Core Standards:
Kindergarten • Writing

Text Types and Purposes
- **K.W.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- **K.W.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **K.W.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing
- **K.W.4** (Begins in grade 3)
- **K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **K.W.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge
- **K.W.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **K.W.9** (Begins in grade 4)

Range of Writing
- **K.W.10** (Begins in grade 3)

Fern and Dale say, “Whew! Some of these skills sound hard! It’s a good thing there’s a combination of speaking, collaboration, and drawing!”
English Language Arts Common Core Standards: Kindergarten • Language

Conventions of Standard English
- **K.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Print many upper- and lowercase letters.
  b. Use frequently occurring nouns and verbs.
  c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
  f. Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use
- **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Capitalize the first word in a sentence and the pronoun I
  b. Recognize and name end punctuation.
  c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- **K.L.3** (Begins in grade 2)
- **K.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **K.L.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **K.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Fern and Dale say, “Practice with language helps make it second nature for our Kindergarten friends!”
Comprehension and Collaboration
- **K.SL.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  b. Continue a conversation through multiple exchanges.
- **K.SL.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas
- **K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

**Fern and Dale say, “Speaking and listening skills are important when we’re working with others!”**
Station # 2: Math Workshop

What is Math Workshop?
Math workshop is a unique delivery system of our math curriculum. Math workshop addresses the needs of all students. Math workshop allows for the implementation of the Eight Standards of Mathematical Practice into teachers daily lessons. Math Workshop allows students to think, write and verbalize their thinking; skills that they will need for the Smarter Balanced Assessments (Common Core Testing).

Components of Math Workshop:
- Launch (Mini lesson) - 5 - 15 minutes
- Three or four rotations (one rotation teacher led) - 12 - 15 minutes per rotation
- Whole Group reflection - 15 minutes

Why in today’s day and age – with calculators and computers – do our kids really need to rote learn their basic addition, subtraction, multiplication and division? Isn’t this just ‘old school’?

Math facts fluency refers to the ability to recall the basic facts in all four operations accurately, quickly and effortlessly. When students achieve automaticity with these facts, they have attained a level of mastery that enables them to retrieve them for long-term memory without conscious effort or attention. Brain imaging studies have shown how the progression from effortful processes, such as finger counting, to automatized retrieval is associated with actual changes in the regions of the brain involved in mathematical computation (Rivera, Reiss, Eckert and Menon, 2005).

So why focus on math facts? Math facts fluency leads to higher order mathematics. Through automaticity students free up their working memory and can devote it to problem solving and learning new concepts and skills (Geary, 1994). Quite simply, a lack of fluency in basic math fact recall significantly hinders a child’s subsequent progress with problem-solving, algebra and higher-order math concept.

Math facts are important because they form the building blocks for higher-level math concepts. When a child masters his/her math facts, these concepts will be significantly easier and the student will be better equipped to solve them faster. If the child spends a lot of time doing the basic facts, he/she is more likely to be confused with the processes and get lost in their calculations.

Math can be compared to languages in some ways. Just like you have to learn to combine letters into words and words into sentences – and we have strategies like phonics and sight words to help kids to learn to read - math facts are the foundation blocks for learning the next level of math. There is rote learning involved in both language and math mastery.
Hi! We’re Fern and Dale, Ferndale’s Little Eagles! We’re here to tell you about the Kindergarten Common Core State Standards in Mathematics.

We hope that this will give you a good overview of some of what our friends will be learning when they come to Ferndale’s Kindergarten classes!

Dear Kindergarten Parents,

The National Common Core Standards were developed to prepare our students for the future. Jobs in the 21st Century will require a more rigorous set of skills and knowledge that are valued by employers and higher education. The Common Core Standards help ensure that students will graduate from high school with the core academic skills and knowledge necessary for success in college, careers, and life, and it all starts right here in KINDERGARTEN!

This packet details the standards for you. It will help you:

- Understand what your child is learning and is expected to know.
- Give you some ideas of how you can support learning at home.

This document was adapted from Pam Davidson • Little Bird Kindergarten.
Mathematics Common Core Standards:
Kindergarten · Counting and Cardinality

Know number names and the count sequence
- **K.CC.A.1** Count to 100 by ones and by tens.
- **K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  c. Understand that each successive number name refers to a quantity that is one larger.
- **K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers
- **K.CC.C.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- **K.CC.C.7** Compare two numbers between 1 and 10 presented as written numerals.

Fern and Dale say, “10, 20, 30, 40, 50, 60, 70, 80, 90, 100! We can do it!”
Mathematics Common Core Standards:
Kindergarten • Operations and Algebraic Thinking

Understand addition, and understand subtraction.
- **K.OA.A.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- **K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **K.OA.A.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- **K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- **K.OA.A.5** Fluently add and subtract within 5.

Mathematics Common Core Standards:
Kindergarten • Number Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.
- **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Fern and Dale say, “When we’re learning math, we know it helps to draw, clap, or count with our fingers!”
Mathematics Common Core Standards:
Kindergarten • Measurement & Data

Describe and compare measurable attributes.
- **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- **K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Classify objects and count the number of objects in each category.
- **K.MD.B.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Mathematics Common Core Standards:
Kindergarten • Geometry

Identify and describe shapes.
- **K.G.A.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **K.G.A.2** Correctly name shapes regardless of their orientations or overall size.
- **K.G.A.3** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.
- **K.G.B.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
- **K.G.B.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- **K.G.B.6** Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

Fern and Dale say, “Don’t be afraid of Geometry! You know your shapes!”
Station # 3: Fine Motor Development

What is the importance of Fine Motor Development?
Fine motor skills are achieved when children learn to use their smaller muscles, like muscles in the hands, fingers, and wrists. Children use their fine motor skills when writing, holding small items, buttoning clothing, turning pages, eating, cutting with scissors, and using computer keyboards. Mastery of fine motor skills requires precision and coordination.

Fine motor skills develop after gross motor skills, which control actions like throwing and kicking balls, as well as walking and jumping. Gross motor skills utilize larger muscle groups and require less precision.

How Do We Help Children Develop Fine Motor Skills?
Practice, practice, practice! In most cases of fine motor skill development, practice does, in fact, make perfect. Some ways to develop these skills are having children do the following activities:

- Pop bubbles on bubble wrap with just the index finger and thumb.
- Use an eyedropper to add food coloring to batter with just the index finger and thumb.
- Finger painting
- Puzzles
- Video games
- Trace shapes or letters
- Legos or building blocks

These activities focus on smaller muscle groups. Using the same muscles can help children develop muscle memory, which is when repetition of one action allows that action to be performed almost automatically without much effort. For example, pressing the correct buttons on video game controllers can be difficult the first few tries. But after playing the game a few times, we tend to master the buttons on the controller. Whether or not we can master the video game itself is a different story, but it does become second nature to press certain buttons to run or jump in the game.
Fern & Dale’s Introduction to Fine Motor Development

There is no pencil in sight for these activities – no drawing, no coloring, just lots of fun activities to improve fine motor skills. Through these easy kindergarten hand exercises, we will encourage the hand muscles to be used in a way that makes it easy to develop the correct pencil grasp. It is VITAL for young children to move through the different stages of pencil grasp development in order to develop good fine motor skills. Do NOT force a young child to hold the pencil the “right” way – you will do more harm than good. Encourage fine motor skills to develop without using a pencil and you should find that your child will naturally holds the pencil with a more functional pencil grip as fine motor abilities improve.

1. Play dough is great for strengthening hand muscles. Squash it, squeeze it, and pound it! Use both hand together to mold a pot, ‘eagles’ nest or anything that is of interest. Roll a few balls to make eggs for the nest. Harder Activity: Have your child take a small piece of playdough in one hand. With one hand and the 3 pencil grasp fingers roll a small egg. See how many he or she can make. Then switch hands!

2. Learn the value of saving and coin identification while encouraging fine motor development. Encourage your child to pick up and put in one at a time, and once he has mastered this, let him hold a few coins in his hand and put them through one by one without letting the others fall. Harder Activity: Switch hands to put money in. Have him identify coin and value before placing in money box. Begin to add up coins prior to dropping into box, etc.

3. Everyone has old newspaper or magazines laying around. Try this difficult activity! Crumple a sheet of newspaper or scrap paper in the hand until it is a tight ball. Try to do it while holding the hand in the air. That way, the fingers work harder! Switch hands and try again!

4. Use the fingers to “walk” a tennis ball up and down the legs. You could even go up one leg, across the tummy and down the other leg. A larger plastic kiddies ball also works well. Sing, The Itsy Bitsy Spider while moving the ball!

5. Deal cards flat onto a table face down. Pick up cards with fingertips and turn them face up without bringing care to the edge of the table. Count the designs on each card. Race a friend flipping over cards. Build an upright house of cards leaning on against the other. Practice holding cards like you’re playing cards – like a fan in your hand. Switch hands!
6. Clothespins are an endless source of fun & great for fine motor development. Place clothespins on the table, pick up clothespins with both hands/alternating and clip onto the side of a tub, egg carton or book. Remove clothespins. Use deck cards and place clothespins on the side of card. Using any kind of small item such as cotton, beans, small toys, crayons, etc. are a great way to modify activity and spark interest.

7. Pipe cleaners are an endless way to strengthen hand & fingers. Twist pipe cleaner into a snail, uncoil. Make shapes/letters with pipe cleaners. Wrap pipe cleaner around a pencil. Thread macaroni onto pipe cleaner. Allow macaroni to fall off into a small container...

8. Use a clean sponge and rub the surface of the sponge with the tip of fingers to stimulate proprioceptors. Pull sponge apart into small piece and use to sponge paint holding the sponge only using the thumb, index and middle fingers.

9. Using a beanbag play hand games while listening to music or watching tv. Have child position fingertips and hold bean bag up for as long as they can. Switch hands! Keeping the bean bag level, slowly rotate the bean bag 360 degrees, using the fingers and thumb to manipulate it. Switch Hands!

10. More at home activities: open jars, do wall push-ups, sew/lace cards, stir cookie dough, knead bread dough or play dough, use stencils, use tweezers to pick up beans/rice, trace pictures, do mazes, put paperclips on papers, play jacks, roll dice, remove the toothpaste cap with only one hand, snap fingers to music, tear paper with finger tips to make a collage, stretch a rubber band and place around objects, spray plants with water bottle, use small medicine dispenser to paint with, and manipulate small nuts & bolts.
**Station # 4: Gross Motor Development**

**What is the importance of Gross Motor Development?**

Gross motor skills are movements that involve using the large muscles of the body. The development of gross motor skills starts as soon as a child is born. As children age, their gross motor abilities continue to develop and improve. Boys usually develop gross motor skills much sooner than girls, with the exception of skills that involve balance and precise movements (i.e., skipping and hopping).

Children rely on gross motor skills to engage in physical play. For example, playing a game of tag requires running after friends, and reaching out and touching someone (gross motor skills). Children also rely on gross motor skills for everyday activities, such as walking in and out of a room.

Other examples of gross motor skills include:

- Running
- Climbing up a tree
- Throwing a baseball
- Dribbling a basketball

At age 4 years, a child should be able to:

- Stand on one for at least 5 seconds
- Hop on one foot 1 to 3 times
- Gallop 5 feet
- Pedal a tricycle for longer distances and be able to turn corners

At age 5 years, a child should be able to:

- Do a somersault
- Gallop 10 feet
- Catch a tennis ball from 5 feet away using only their hands
- Run while pumping arms
- Walk down the stairs independently

At age 6 years, a child should be able to:

- Hop 20 feet without falling
- Walk 15 feet on the tips of their toes
- Skip 10 feet
Fern & Dale’s Introduction to Gross Motor Development

When children are young they need to engage in playful activities that encourage the development of sensory and motor skills. The activities are crucial to early brain development. They lay the neural foundation for enriched brain structures that serve us throughout our life. Dr. Bob Sornson. President of The Early Learning Foundation, says,

“Children need to experience play that encourages basic level balance, bi-lateral motor, visual motor, directionality, and body awareness skills. These skills along with language and behavioral skills are the key to early school success.”

Sensory, Motor & Cognitive Skill Progression in the Early Years

- Adequate Balance
- Gross Motor Skills
- Visual & Fine Motor Skills
- Near Point Visual Skills
- Visualization & Visual Memory
- Optimal Readiness for reading, writing, spelling & mathematics

These skills occur sequentially, but are refined and practiced throughout the early years. When a child has difficulty with one skill it impedes future learning. Continue playing, practicing gross motor skills with your child as it continually increases academic achievement. Four & Five year olds should be given a wide variety of movement experiences that require coordinating body movements with visual information, such as ball rolling, throwing and catching balls, and striking or kicking. Four & Five year olds can also be introduced to activities that elevate the heart rate such as dancing, biking, jump rope, swimming, and brisk walking. Experiences with outdoor play equipment stimulate movement exploration and creative play.

In addition to developing the motor system and laying the foundation for a positive attitude about physical activity, early childhood programs are finding that movement is a very effective learning medium for the young child. Through the use of movement experiences, educators can stimulate problem-solving abilities, critical thinking, and reinforce a variety of academic concepts. As interpreted from the work of Robert Sylwester (1995), author of A Celebration of Neurons, such experiences aid learning and retention by creating a multidimensional mental model of the experience.

There are many reasons why Yoga and relaxation are part of Ferndale Schools Gross Motor Focus:

**Body:**

- Assists neuromuscular-development
- Promotes development of the vestibular system
• Encourages midline crossing motions; motor development on both sides of the body

**Body (continued)**
• Develops a strong and flexible body
• Increases balance, body awareness and coordination
• Improves posture and alignment
• Develops core strength, essential for good posture and correct physical alignment
• Reduces injuries and improves performance
• Improves digestion, circulation and elimination
• Strengthens the immune system
• Relaxes the body, promoting better sleep

**Mind:**
• Calms and clears the mind, bringing us into the present moment
• Relieves tension and stress
• Increases concentration, focus and attention span
• Promotes thinking and memory
• Stimulates auditory processing and responsiveness
• Expands imagination and creativity
• Reduces stress and anxiety
• Improves ability to be less reactive; more mindful of thoughts, words and actions
• Balances energy (high or low)

**Spirit:**
• Builds confidence and self-esteem
• Supports character development and emotional intelligence
• Enhances team skills and social interaction
• Develops discipline and self-control
• Supports individuality and self-expression
• Encourages social and environmental awareness and responsibility
• Supports a sense of universal connectedness
• Inspires respect for self and others

**Overall:**
•Improves mind/body connection
•Encourages a fit and healthy lifestyle
•Promotes an overall sense of well-being

Yoga helps children see the beauty and light within themselves, thereby boosting their self-confidence, allowing them to feel more comfortable with their bodies, and helping them get in touch with who they are inside. A child who learns yoga, mindfulness and relaxation will be developing essential skills for a lifetime of health and wellness in mind, body and spirit.
Station #5: Social & Emotional Development

What is the importance of Social & Emotional Development?
How do children start to understand who they are, what they are feeling, what they expect to receive from others? These concepts are at the heart of their social-emotional wellness. They contribute to a child's self-confidence and empathy, her ability to develop meaningful and lasting friendships and partnerships, and her sense of importance and value to those around her. Children's social-emotional development influences all other areas of development: Cognitive, motor, and language development are all greatly affected by how a child feels about herself and how she is able to express ideas and emotions.

Healthy social-emotional development includes the ability to:

- Form and sustain positive relationships
- Experience, manage, and express emotions
- Explore and engage with the environment
- Children with well-developed social-emotional skills are also more able to:
  - Express their ideas and feelings
  - Display empathy towards others
  - Manage their feelings of frustration and disappointment more easily
  - Feel self-confident
  - More easily make and develop friendships
  - Succeed in school

Social-emotional development provides the foundation for how we feel about ourselves and how we experience others. This foundation begins the day we are born and continues to develop throughout our lifespan. The greatest influence on a child's social-emotional development is the quality of the relationships that he develops with his primary caregivers. Positive and nurturing early experiences and relationships have a significant impact on a child's social-emotional development. They also influence how the young child's brain develops. An attachment relationship is an enduring one that develops during the first few years of the child's life. They have a lasting influence on how the child feels about himself, how he thinks and interacts with his world, and what he comes to expect from others.
Fern & Dale’s Introduction to Social & Emotional Development

What is social and emotional development? Social and emotional health is “a young child’s growing capacity to form close personal relationships with other people, especially parents and caregivers; express and manage emotions; and to explore new environments.” These skills include enjoying interactions with others, making and keeping friends, appropriately expressing a wide variety of emotions, calming down when upset without hurting others, being curious about the people and things around him or her, and liking to discover new things.

Research shows the link between social and emotional skills and school success is so strong, it is a greater predictor of children’s’ academic performance in the first grade than their familial background and their cognitive abilities.

Ten "To Do's" for Discipline

1) **Tell children what to do.**  
*Principle:* What you focus on, you get more of.  
*Application:* Instead of saying, "No pushing, you know better than to push your brother, pushing is not nice," say, "When you want your brother to move say, 'Move please.' Tell him now." Focus on what you want your children to do!

2) **Give children useable information, especially when you are upset.**  
*Principle:* When you are upset you are always focused on what you don't want.  
*Application:* Instead of saying, "Why isn't this homework done? Do you want to fail? How many times do we have to go over this?" you could say, "You can start with your math homework or reading. Which is best for you?"

3) **Help children to be successful instead of attempting to make or get them to behave.**  
*Principle:* The only person you can make change is yourself.  
*Application:* How often have we attempted to make a smoker quit smoking or growing child eat her peas? There is a better way. Instead of asking yourself, "How am I going to get my child to stay in bed," ask yourself, "How am I going to help my child be more likely to choose to stay in her bed?" The first question will give you manipulative, coercive answers. The second question will give you creative, cooperative solutions.

4) **Use your children as resources to solve their own problems.**  
*Principle:* Two heads are better than one.
**Application**: Instead of you trying to figure out what needs to be done, ask your children for input. You could say, "What would help you finish your homework by 8:00 p.m.?" Help children solve their problems themselves.

**5) Put your children on your "to do list" and spend time enjoying them.**

**Principle**: The motivation to behave comes from being in relationship with one another.

**Application**: When a child says, "I don't care," she is really saying, "I don't feel cared for." Cooperation comes from connection. If your child chronically refuses to listen or tells you they don't care, then you must start by rebuilding your relationship and rekindling family rituals.

**6) Encourage your children during wonderful times and tough times. Do not attempt to get children to feel bad in order to behave better.**

**Principle**: Encouragement empowers.

**Application**: Be your children's cheerleader. Constantly tell them, "You did it," "Way to go," "Look at you," or "Good for you." When your children are struggling, you might say, "I believe in you, you can do this."

**7) Take back your power. You are in charge.**

**Principle**: Whoever you believe to be in charge of your feelings, you have placed in charge of you.

**Application**: Instead of saying, "Don't make me have to pull this car over," say, "I'm going to pull this car over until the seatbelts are fastened and everyone is safe." Instead of saying, "You drive me nuts," say, "I'm going to take a few deep breaths and calm myself down. Then I will talk to you." When your children refuse to do what you ask, say, "I'm going to show you what I want you to do." Then help them be successful.

**8) Become the person you want your children to be.**

**Principle**: We must discipline ourselves first and our children second.

**Application**: Instead of screaming, "You better get control of yourself right now," take a deep breath and calm yourself down. Be a S.T.A.R. (Smile, Take a deep breath, And Relax). Become what you want your child to be. If you want calmness, demonstrate how to be calm.

**9) Do not save your children from the consequences of their actions.**

**Principle**: Psychological pain is a signal to make changes in your life.

**Application**: Help your child handle disappointing choices. Offer empathy instead of lectures after poor choices. Instead of saying, "I told you not to take that picture to school. It's your own fault it got torn in half. That is what you get for not listening to me," say, "How disappointing for you. I know how important that picture was to you." Empathy allows children to take responsibility for their actions, while lecturing allows them to blame you for their distress.

**10) Teach children how to handle their conflicts instead of punishing them for not knowing how.**

**Principle**: Conflict is an opportunity to teach.
### Application
When one child comes to you tattling on the other, use these moments to teach life skills. When one sibling says, "He pushed me," you say, "Did you like it?" The child will likely say, "No!" At this point you can say, "Go tell your brother, I don't like it when you push me." Use these intrusive episodes as a way to teach assertiveness skills to your children.

#### The Seven Powers of Self Control

- **Perception** – No one can make you mad without your permission
- **Unity** – We are all in this together
- **Love** – See the best in others
- **Attention** – What you focus on, you get more of
- **Acceptance** – The moment is as it is
- **Free will** – The only person you can make change is yourself
- **Intention** – Conflict is an opportunity to teach

Become conscious of the intent behind each of your interactions. Your intent is more powerful than any words.

### I Love You Rituals: Songs & Poems to Build Relationships and Strengthen Bonds

<table>
<thead>
<tr>
<th>Twinkle, Twinkle Little Star</th>
<th>Peter, Peter Pumpkin Eater</th>
</tr>
</thead>
<tbody>
<tr>
<td>What a wonderful child you are!</td>
<td>Had a friend he love to greet.</td>
</tr>
<tr>
<td>With bright eyes and nice round cheeks,</td>
<td>Treated him (her) with kind respect,</td>
</tr>
<tr>
<td>Talented from your head to your feet.</td>
<td>And in the morning hugged her (his) neck.</td>
</tr>
<tr>
<td>Twinkle, Twinkle Little Star</td>
<td></td>
</tr>
<tr>
<td>What a wonderful child you are!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A wonderful mommy/daddy lived in a shoe.</th>
<th>Little Miss Muffet sat of her tuffet,</th>
</tr>
</thead>
<tbody>
<tr>
<td>She had so many children she/he knew exactly what to do.</td>
<td>Eating her curds and whey.</td>
</tr>
<tr>
<td>She held them, she rocked the, And tucked them in bed.</td>
<td>Along came a spider</td>
</tr>
<tr>
<td>I love you, I love you is what she said.</td>
<td>And sat down beside her,</td>
</tr>
<tr>
<td></td>
<td>And said, “Have a great day!”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Georgie Porgie,</th>
<th>On your face you have a nose,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pudding and pie,</td>
<td>And way down here you have ten toes.</td>
</tr>
<tr>
<td>Gave his friend a big High Five!</td>
<td>Two eyes that blink,</td>
</tr>
<tr>
<td>With his friend he loved to play,</td>
<td>And a head to think.</td>
</tr>
<tr>
<td>A gift of a smile – he gave each day!</td>
<td>You have a chin and very near,</td>
</tr>
<tr>
<td></td>
<td>You have two ears to help you hear.</td>
</tr>
</tbody>
</table>
Station #6:  Technology for Lil’ Ones

What is the importance for technology in Kindergarten?
A variety of technologies are all around us in our homes, offices, and schools. When used wisely, technology and media can support learning and relationships. Enjoyable and engaging shared experiences that optimize the potential for children's learning and development can support children's relationships both with adults and their peers. Thanks to a rich body of research, we know much about how young children grow, learn, play, and develop. There has never been a more important time to apply principles of development and learning when considering the use of cutting-edge technologies and new media. When the integration of technology and interactive media in Kindergarten is built upon solid developmental foundations, and early childhood professionals are aware of both the challenges and the opportunities, educators are positioned to improve program quality by intentionally leveraging the potential of technology and media for the benefit of every child.

Interactive media refers to digital and analog materials, including software programs, applications (apps), broadcast and streaming media, some children’s television programming, e-books, the Internet, and other forms of content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults.

Our Kindergarten classrooms are equipped with a wide variety of interactive media. All students spend time on the computer working at their individualized level using a program called, Study Island. Study Island will also be available to families at home so you can work with your child in a fun, interactive way.
Class of 2028, Here We Come!

K is for Kindergarten---hip, hip, hooray.

I is for imagination we will use everyday.

N is for numbers—we will know more than one, two, & three.

D is for drawing, the best you can see!

E is for exercise to keep our bodies strong.

R is for reading books all day long.

G is for good friends. We will make each day.

A is for the alphabet we know how to say.

R is for remembering everything we learned.

T is for treats every Friday we earned.

E is for excitement. We will certainly have some.

N is for new experiences.

Look out, Kindergarten,
HERE WE COME!

Fern and Dale say, “We’re so glad that you came to see us tonight! We hope that we’ll see you very soon as Ferndale Kindergarteners!”
Dear Parents,

We hope you enjoyed the district wide Open House that was provided for you and your child. Our goal is to enrich the lives of all children who walk through our school doors and be an active part of watching them grow, learn, develop and flourish. As we begin this journey into Kindergarten we want to partner with you to support your child’s individual needs.

Although we covered a lot of pertinent information during our Open House there is still so much we would like to share. We have several upcoming events schedule to provide parents, children, and community members’ opportunities to see the incredible offerings Ferndale Schools has to offer.

Feb 28  •  District Open House  •  10:00 – 4:00 PM  •  All schools will be open.
May 28  •  Roosevelt Primary Open House  •  6:00-8:00 PM
May 21  •  Kennedy Elementary Open House  •  6:00-7:00 PM

In addition, please know we have an open door policy so that families can stop by to visit any of our schools, classrooms, or programs. If you would like to set up a tour or speak with a Principal here is the contact information:

Diana Keefe, Roosevelt Primary Principal
Diana.Keefe@ferndaleschools.org
248-586-8801

Derek Adams, Kennedy Elementary Principal
Derek.Adams@ferndaleschools.org
248-586-8782

Just a reminder that if you take our Kindergarten Open House survey at www.ferndaleschools.org/kopenhousesurvey, you will be entered in a drawing for a $50 Gift Card to Target! We look forward to hearing your thoughts on our Kindergarten Open House.

We look forward to having your child become one of our Little Eagles and partnering with you to make our School Family stronger and stronger.

Wishing you well,
Dina Rocheleau

Assistant Superintendent of Instruction
Dina.Rocheleau@ferndaleschools.org
248-586-8658