



# Plainview-Old Bethpage Central School District



## Kindergarten

# Curriculum Overview 2021-2022

Dear Parents and Guardians of Kindergarten Students,

Welcome to the Plainview-Old Bethpage Central School District and the 2021-2022 school year! Our theme for this year is “Soaring to New Heights” which focuses on the educational and personal growth that we envision for our students in a post-pandemic world. As we welcome new and returning students back to our classrooms, our focus remains intently on providing the best possible learning experiences for the students of Plainview-Old Bethpage.

Our elementary program is a balance among academic, social and emotional, and mindfulness teaching and learning. Our teachers, support staff, administrators, and parents work cooperatively to provide our students with stimulating and nurturing classroom experiences that focus on your child’s well-being and growth.

Throughout the year, we will provide you with relevant information about your child’s school experience. This booklet provides an overview of our curricular offerings. Our goal, through the curriculum, is to awaken a variety of interests in our students and to foster skills and habits of mind that will enable them to reach their fullest potential.

Our kindergarten students’ day consists of the following: writers workshop and reading with a focus on phonemic awareness, phonics, fluency, vocabulary and comprehension; mathematics, to develop an understanding of addition, subtraction, understanding of whole number relationships and place value, and understating linear measurement; social studies, with a focus on “My Family and Other Families, Now and Long Ago”; STEAM education where students engage in activities which apply science, technology, engineering, the arts, and mathematics. Students enjoy instruction and participation in music, art, physical education and trips to our Discovery Lab. To further our first graders’ education, we also provide robust opportunities in library media science, health, American Sign Language, and technology. In all subjects, active hands-on experiences are provided and children are encouraged to express themselves, make connections among subject areas, explore issues and problems, and work cooperatively with peers and adults in the pursuit of becoming lifelong learners.

By working collaboratively, we can ensure your child is equipped with the skills and competencies necessary for his/her success. Please take the time to read this information, share it with your child, and discuss the school year ahead. Making a connection with your child’s teachers and communicating regularly throughout the year will be essential to our partnership with your family. We look forward to working with you to help all of our children soar to new heights.

Sincerely,



Dr. Jim Bolen  
Assistant Superintendent for Curriculum & Instruction  
Plainview-Old Bethpage Central School District



# Language Arts

## PARENT INFORMATION

The major goal of our English Language Arts program continues to be the enjoyment and appreciation of reading and writing. Students are encouraged to read for pleasure and for information in a variety of genres such as fiction, non-fiction, poetry and drama. Reading and writing are mutually supportive of each other and, therefore, are integrated across the curriculum. Skills and strategies will assist the students in becoming independent, confident learners in the areas defined below. However, these skills and strategies are not isolated entities, but rather embedded in our Language Arts program.

We encourage parents to support their child's development by being involved in the learning process. A strong home-school partnership is essential for ensuring your child's academic success. For additional support, we've provided website links and contact information.

All students will be expected to meet the New York State Standards for English Language Arts. That means that students will:

- Read, write, listen and speak for information and understanding
- Read, write, listen and speak for literary response and expression
- Read, write, listen and speak for critical analysis and evaluation
- Read, write, listen and speak for social interaction

During the year the children will be exposed to the following skills:



## READING

*Enriching reading experiences are offered to children in Kindergarten. Reading offers an opportunity to focus on effective strategies using a variety of genres and authors. Students will strive to develop literacy competencies in the area of reading in:*

### Phonemic Awareness

*Phonemic awareness involves separating, blending or manipulating individual sounds in spoken words.*

- Identify and produce rhyming words
- Count or tap the number of syllables in spoken words

### Alphabet Recognition and Phonics

*Phonics refers to being able to identify familiar letter patterns as one strategy to "sound out" or spell unfamiliar words.*

- Recognize and identify the letters of the alphabet
- Understand directionality of print
- Differentiate between uppercase and lowercase letters
- Recognize and identify letter-sound correspondence
- Recognize that words consist of a combination of sounds
- Recognize words that have the same beginning sound
- Recognize and identify initial consonant sounds
- Recognize words that have the same ending sound
- Spelling patterns/word families

## **Print Awareness**

*Print awareness helps the reader to understand the purpose of print is to convey meaning.*

- Distinguish between print and pictures
- Recognize the difference between numbers, letters, and words
- Follow left-to-right and top-to-bottom direction when reading/writing
- Awareness of concepts of print (e.g., front cover, back cover, title page)
- Recognize environmental print
- Point to words in a text or on a chart when read aloud, matching spoken word to print
- Retell or dramatize stories or parts of stories
- Notice when sentences do not make sense

## **Motivation to Read**

*Motivation to read for a wide range of purposes, including academic, work, or pleasure is crucial to lifelong literacy.*

- Show interest in reading a wide range of kindergarten-level text from a variety of genres such as alphabet books, stories, poems, and informational text
- Show familiarity with some book titles and authors
- Read voluntarily familiar kindergarten-level texts
- Read emergent storybooks
  
- Use pictures to tell a story
  
- Proper care and handling of a book
- Locate the parts of a book
- Understand the roles of an author and an illustrator
- Differentiate between fiction and nonfiction



*Additionally, through teacher “read alouds”, a component of the Reader’s Workshop approach, students will:*

- Build good reading habits
- Use strategies to build fluency and develop comprehension
  
- Make connections between texts and their own lives
  
- Use various sources of information as they read
  
- Distinguish between the features of various genres
- Form opinions about books and authors
- Form opinions about characters and what they are saying and doing

# WRITING



## Overview:

Our comprehensive writing curriculum includes units of study for each grade that align to the NYS Next Generation Standards. In every unit, teachers model for students how to: read like writers, use a variety of writing strategies, and interact with mentor texts. Modeling, with sample language, is a foundational part of the mini-lessons. Teachers are strategically reading aloud, prompting personal connections, and encouraging students to discuss, listen and ask questions.

Every writing unit of study in all grades methodically and routinely guides students through stages of the writing process, including: .

Immersion – reading and analyzing mentor texts, learning the features of the genre
Generating Ideas – writing short entries, stories and informational pieces- using paper choice or writer’s notebooks (some of these ideas will be published into stories)
Selecting – choosing a central idea for a fiction story or choosing a central topic for a nonfiction piece
*Collecting – researching an idea or topic and writing more information in the writer's notebook
Drafting – organizing ideas and writing out the whole piece on separate paper
Revising – reworking the draft by adding literary features, working on sentence variety, and/or sensory details
Editing – correcting spelling, punctuation, capitalization, grammar and/or paragraphing
Publishing – planning and writing a final copy (could be typed, handwritten, a book, a poster, an essay, a speech, etc.)
Evaluation – using a standards based rubric to assess different qualities of writing, including: purpose/meaning, structure/organization, craft/style, and conventions
Reflection – students reflect on the skills learned during the unit and the stages of the writing process

## Kindergarten Writing Pacing Overview

Month	Writing - Units of Study	Grammar:
<b>Sept</b>	Launching the Writing Workshop ( <i>Book 1</i> ) ( <i>Bend I &amp; II</i> )	<p><u>End-of-year goals:</u> (<i>Grammar focus for units to be determined at grade level meetings</i>)</p> <ul style="list-style-type: none"> <li>● Attempt to write symbols or letters to represent words.</li> <li>● Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>● Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>● Recognize and name end punctuation.</li> <li>● Capitalize the first letter of their name.</li> <li>● Capitalize the first word in a sentence and the pronoun I.</li> <li>● Produce and expand complete sentences in shared language activities.</li> <li>● Use frequently occurring conjunctions (e.g., and, but, or, so because).</li> </ul>
<b>Oct/Nov</b>	Show and Tell: From Labels to Pattern Books ( <i>New Book</i> )	
<b>Nov/Dec</b>	Launching the Writing Workshop (Bend III) Writing For Readers ( <i>Book 2</i> )	
<b>Jan/Feb</b>	How-to-Books: Writing to Teach Others ( <i>Book 3</i> )	
<b>Feb/Mar</b>	Persuasive Writing of All Kinds ( <i>Book 4</i> )	
<b>Mar/Apr</b>	All About Books ( <i>If... Then</i> )	
<b>May/June</b>	Crafting Stories Using All We Know about Narrative Writing ( <i>Curricular Calendar</i> )	

## LISTENING



Through listening, students will be exposed to a range of grade level materials for pleasure and information. The development of listening skills enables students to develop language, expand vocabulary, and increase attention span. Students who are making adequate progress in speaking are able to:

- Listen respectfully, responsively, and attentively for different purposes (information and details)
- Comprehends information presented
- Attend to a listening activity for a specified period of time
- Understand and follow multi-step oral directions
- Avoid interrupting/raise hand or wait turn to speak
- Answers questions appropriately
- Identify and respond to environmental sounds (such as a school bell or a fire alarm) that provide information
- Recognize differences in two or more versions of a familiar story, song, or finger play
- Listen to friendly notes, cards, letters, and personal narratives to get to know the writer and/or classmates

## SPEAKING



Through speaking activities, students will be exposed to a range of grade level materials for pleasure and information. Development of speaking skills enables students to develop language, expand vocabulary, and increase attention span. Students who are making adequate progress in speaking are able to:

- Respond respectfully
- Ask questions appropriately
- Use age-appropriate vocabulary and grammar
- Take turns speaking in a group and contribute to discussion
- Speak for different purposes in complete sentences (e.g., share ideas or information, retell a story, dramatize an experience or event) by using grade level vocabulary and conventional grammar
- Remain on topic
- Speak clearly and audibly with speed and expression
- Retell a story using details
- Relate an event in sequence
- Retell more than one piece of information in sequence
- Participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment

## PROGRESS MONITORING

Approximately 3 or 4 times per year, students participate in literacy benchmarking to determine reading levels, areas of growth and/or areas in need of attention. In addition to these universal-screening measures, informal assessments are embedded in daily instruction. Students' independent reading levels are uploaded and can be found on the parent portal in March and June.



## WEBSITES

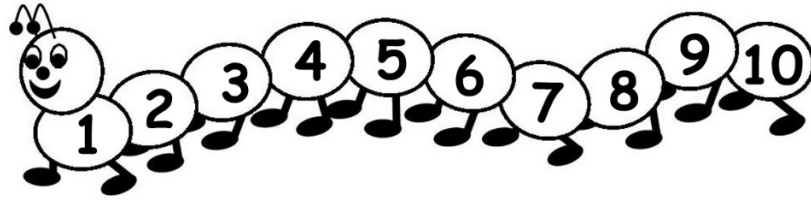
- Plainview-Old Bethpage School District-<http://www.pobschools.org/>
- New York State Department of Education Parental Resources-<http://usny.nysed.gov/parents/>
- New York State Department of Education Student Resources-  
<http://usny.nysed.gov/students/>
- Plainview-Old Bethpage Public Library-<http://www.nassaulibrary.org/plainv/>
- 100 School-Home Links Activities  
<http://www.ed.gov/pubs/CompactforReading/tablek.html>
- Kindergarten Literacy Support Games and Activities  
<http://www.goldendoorschool.org/literacy1.html>
- Kindergarten Literacy  
[www.readingrockets.org](http://www.readingrockets.org)  
[www.readingrainbow.com](http://www.readingrainbow.com)  
[www.starfall.com](http://www.starfall.com)

## CONTACT

Ms. Eileen Annino, English Language Arts Chair K-6, can be reached by phone at (516) 434-3254 or via e-mail at [eannino@pobschools.org](mailto:eannino@pobschools.org)

Mr. Jeffrey Yagaloff, English Language Arts Chair 7-12, can be reached by phone at (516) 434-3185 or via e-mail at [jyagaloff@pobschools.org](mailto:jyagaloff@pobschools.org)

# Mathematics - Kindergarten



## PARENT INFORMATION

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The goal of the mathematics program is to develop a deep, conceptual understanding of mathematical concepts that will lay the groundwork for all your child's subsequent work in mathematics. A strong home-school partnership is essential for ensuring our students' academic success. While most of the work will be done in school, your child may bring home some activities to reinforce the material taught in school. Also included are suggested links to the New York State Education Department to learn more about the Next Generation Mathematics Learning Standards.

**Thank you for your continued support!**

## VOCABULARY

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- Add, sum, plus, put together
- Subtract, difference, minus, take away
- Altogether, whole, total, part, take apart
- Before, after, next
- Number, numeral, number sentence, **equation**
- Attribute
- Pattern, rows, columns
- Morning, afternoon, evening
- As long as, longer, longer than, shorter, shorter than
- Data
- Compare, exactly the same, not exactly the same, match, sort
- Above, below, beside, between, next to, behind
- Capacity, weight, heavier, height, length, taller, longer than, shorter than
- Enough, not enough
- More, more than, less, less than, fewer, fewer than, greater than
- On, over, under
- Shape, size
- Square, rectangle, triangle, circle, hexagon
- Sphere, cone, cube, cylinder
- Flat, solid, face
- Match, sort
- Number bond, five-frame, ten-frame
- Coins, pennies, nickels, dimes, quarters



# Mathematics - Kindergarten

## CURRICULUM OVERVIEW

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In Kindergarten, instructional time focuses on two areas: (1) developing a sound sense of numbers by representing and comparing numbers, initially by using sets of objects; (2) recognizing and describing shapes and using spatial relations.

(1) Through their learning in the **Counting and Cardinality** and **Operations and Algebraic Thinking** domains, students:

- develop a more formal sense of numbers;
- use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ . *Note: Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required; and*
- choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

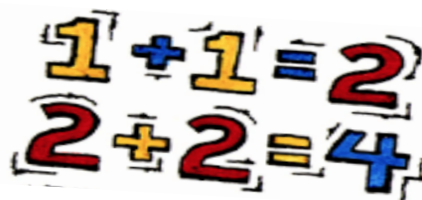
(2) Through their learning in the **Geometry** and **Measurement and Data** domains, students:

- describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and appropriate vocabulary;
- identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres;
- use basic shapes and spatial reasoning to model objects in their everyday environment to create and compose more complex shapes; and
- explore coins and begin identifying of pennies and dimes.

## REQUIRED KEY FLUENCIES

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Grade K:	Add/subtract within 5
Grade 1:	Add/subtract within 10
Grade 2:	Add/subtract within 20
	Add/subtract within 100 (pencil and paper)



### Note on Fluency with Facts:

*Fluently* adding and subtracting means students can find sums and differences reasonably quickly, and say or write it. Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies. In kindergarten, some students may still need to use fingers or make drawings. Students grow in fluency throughout the year as they work with addition and subtraction situations.

# Mathematics - Kindergarten

## MATHEMATICAL PRACTICES

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1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

## FORMAL ASSESSMENTS

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Students in Kindergarten will be taking two district-wide assessments (midyear & end-of-year) to gauge the child's understanding with respect to the Next Generation Standards for Mathematics as well as inform teachers and administrators of the potential support needed within this school year and next school year.

## HELPFUL NYSED WEBSITES

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[Next Generation Standards for Mathematics](#)

[Kindergarten Snapshot](#)

[Mathematics Glossary](#)

[Parent Roadmap](#)

[NYS Next Generation Mathematics Learning Standards Glossary for Grades PreK-8](#)

Please click on any of the links above or refer to the [Math Department's website](#) to access these links by clicking on "[Updates from NYSED – Next Generation Standards.](#)"

## FREE INTERACTIVE WEBSITES

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[Sheppard Software](#)

[Splash Math](#)

[The Math Learning Center](#)

[Education.com](#)

[PBS Kids](#)

[abcya](#)

Please click on any of the links above or refer to the [Math Department's website](#) to access these links by clicking on "[Helpful Math Websites, Grades K-12.](#)"



Regina Lee, Mathematics Chairperson, K-12  
[reglee@pobschools.org](mailto:reglee@pobschools.org) ♦ (516) 434-3125



# Science - Kindergarten

The elementary science program at Plainview-Old Bethpage offers students a hands-on science experience. The curriculum is aligned to the New New York State Science Learning Standards (NYSSLS) which has been developed to mirror the Next Generation Science Standards. All students are well prepared for the new NYS Science Learning Standard Grade 5 Elementary Science Assessment.

## ***What is our vision for science education?***

The NGSS/NYSSLS reflect the latest research and advances in modern science. In order to equip students to think critically, analyze information, and solve complex problems, the standards are arranged such that— from elementary through high school—students have multiple opportunities to build on the knowledge and skills gained during each grade, by revisiting important concepts and expanding their understanding of connections across scientific domains.

The NGSS/NYSSLS enables teachers to offer all students interactive science instruction that promotes analysis and interpretation of data, critical thinking, problem solving, and connections across science disciplines—with a high set of expectations for achievement in grades K–2.

The science standards complement English/ Language Arts and mathematics standards, enabling classroom instruction to reflect a clearer picture of the real world, where solving problems often requires skills and knowledge from multiple disciplines. Further, these standards are designed to provide an equitable, high-quality science education to all students.

Parents should understand that while some content might be similar to the past, it may look different from how they were taught.

As the science standards are implemented in POB, they will enable students to:

- Develop a deeper understanding of science beyond memorizing facts
- Experience similar scientific and engineering practices as those used by professionals in the field.

K-2 classes follow the OHM BOCES Science Center curriculum. Units for kindergarten are;

- Weather and Climate
- Gravity and Motion
- Relationships in an Ecosystem
- Five Senses

## **STEAM at POB**

*STEAM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, the arts and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEAM literacy and with it the ability to compete in the new economy.* (Tsupros, 2009) Expect to hear more from your children about STEAM in their classrooms.

## **Science Websites**

Next Generation Science Standards: [www.nextgenscience.org](http://www.nextgenscience.org)

Science with Me: [www.sciencewithme.com](http://www.sciencewithme.com)

HHMI Cool Science for Curious Kids: [www.hhmi.org/coolscience/forkids](http://www.hhmi.org/coolscience/forkids)

American Museum of Natural History – Ology: [www.amnh.org/ology](http://www.amnh.org/ology)

Endangered Animal Channel: [www.endangeredtv.com](http://www.endangeredtv.com)

Enchanted Learning: [www.enchantedlearning.com](http://www.enchantedlearning.com)

BBC – KS2 Bite-size Science: [www.bbc.co.uk/schools/ks2bitesize/science](http://www.bbc.co.uk/schools/ks2bitesize/science)

OHM BOCES Science:

<https://www.oneida-boces.org/cms/lib/NY01914080/Centricity/Domain/65/2017-2018-kit-info-description.pdf>

## **Contact**

Mrs. Joyce Thornton Barry, Science, Research and Technology Chair K–12, can be reached by phone at (516) 434-3191 or via e-mail at [jbarry@pobschools.org](mailto:jbarry@pobschools.org)



## Social Studies - Kindergarten

The social studies program at the kindergarten level focuses on helping students develop awareness of themselves as growing individuals. Students learn about values, ideas, customs and traditions through folktales, legends, music and oral histories. Additionally, students' relationships with others in the classroom and the school become sources for social studies learning. Social interaction skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. Students also begin to learn about their role as citizens by accepting the rights and responsibilities in the classroom and by learning about rules and laws.

### Identity:

- My physical self includes gender, ethnicity and languages
- People are alike and different in many ways
- My family and other families are alike and different
- My school and school community has characteristics that impact identity

### Place and Regions:

- My neighborhood can be located on a map
- Different people live in my neighborhood
- Land and water masses can be located on a map and a globe
- The United States can be located on a map and globe

### Needs and Wants:

- People define basic needs and wants
- Families have needs and wants
- People rely on each other for goods and services in families, schools and the neighborhood
- People make economic choices and decisions

### Citizenship:

- Citizenship includes an awareness of the symbols of our nation
- Citizenship includes an awareness of the holidays at home, in school, in the classroom and in the community

### People making and changing rules and laws:

- Rules affect children and adults
- People make and change rules for many reasons

## WEBSITES

### **National Archives – Introduction to Documents:**

[http://www.archives.gov/digital\\_classroom/introductory\\_activity.html](http://www.archives.gov/digital_classroom/introductory_activity.html)

### **National Archives – Document Analysis Worksheets:**

[http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/worksheets.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html)

### **Geography Olympics:** <http://www.geographyolympics.com/challenge.php>

### **Ellis Island:** <http://www.ellisland.org/>

### **Popular Songs in American History:** <http://www.contemplator.com/america/>

### **PBS Growing Up Global – Kid Cards:** <http://www/pbs.org/wnet/wideangle/shows/global/cards.html>

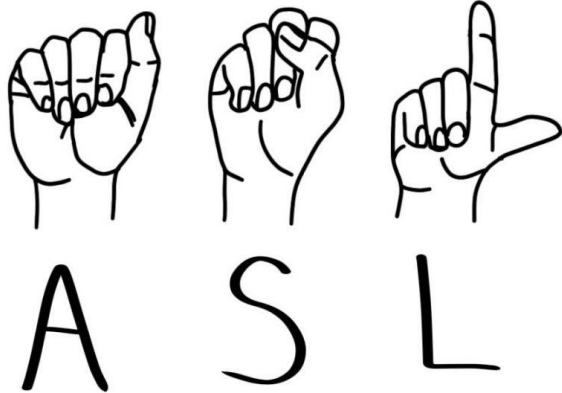
## CONTACT

Ms. Maria Carnesi, Social Studies Chair K–12, can be reached by phone at (516) 434-3203 or via e-mail at [mcarnesi@pobschools.org](mailto:mcarnesi@pobschools.org)



# World Languages - Kindergarten

## American Sign Language



At Plainview-Old Bethpage Central School District we feel that the study of world languages helps our students develop strong communication skills, 21st Century Skills, foster a love of learning, cultural awareness, and form strong bonds within their community and beyond. Our world languages courses are rooted in the 2021 NYS/ACTFL World Language Anchor Standards. At the core of language learning are the 5-C's: Communication, Culture,

Connections, Comparisons, and Communities. The interplay of these aspects gives our students a well-rounded educational experience.

Our world language kindergarten program introduces our students to American Sign Language (ASL). Students participate in a 40-minute class within a 6-day cycle. Emphasis will be placed on the various facets of visual communication, including facial expression, body movement, and basic hand shapes of ASL. Students will become familiar with the manual alphabet and will learn a core vocabulary of signs that coincides with the kindergarten curriculum. They will acquire these skills by participating in games, signing songs, and exchanging greetings through puppetry and role play. Students will gain an awareness and appreciation of the deaf culture through various stories and videos.



### **CONTACT**

Mr. Leonardo Rivera  
Chairperson K-12, World Languages and ENL  
Office (516) 434-3179  
Email <[LRivera@pobschools.org](mailto:LRivera@pobschools.org)>

# Library - Kindergarten



The Library Program at the Kindergarten level focuses on familiarizing students with the layout and policies of the library. The program also develops children's interest in quality literature and love of reading. Basic instruction in Technology is provided so that students become comfortable with the tools they will be working with in the years to follow. Please check your school's library website for more information.

## **Library Procedures**

- Understand library rules and manners
- Follow circulation procedures
- Participate in guided book exchange
- Introduce book care

## **Literary Understanding and Appreciation**

- Introduce parts of a book (title, author, illustrator)
- Introduce various literary genres (e.g. fiction, nonfiction, poetry, fairy tales, etc.)
- Author and illustrator studies

## **Information Literacy Skills**

- Introduce classification: fiction books are separate from non-fiction books
- Introduce organization: how materials in the library are organized
- Introduce listening skills and following directions

## **Technology**

- Introduce computer-related vocabulary
- Introduce computer log-on procedures
- Introduce computer hardware and software appropriate to grade level
- Introduce coding





# Physical Education - Kindergarten



The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

Students will be engaged in various lessons that focus on movement patterns and pathways (i.e. tempo, force, zig-zag, straight, etc...), locomotor (walking, jogging, jumping, running, etc...) and non-locomotor skills (stretching, bending, pulling, pushing, swaying, twisting, log rolling and balancing).

Lessons will also emphasize sportsmanship, respect, cooperation, following directions/instructions, teamwork, and communication.

## SHAPE America National Physical Education Standards

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

# Music - Kindergarten



Through recommended activities such as singing, moving, playing instruments, reading music, creating and listening, students will study the following concepts:

## Rhythm:

- Steady beat
- Tempo
- Sound/silence
- Long/short patterns
- Simple rhythm reading

## Melody:

- High/low
- Singing simple folk songs and melodies
- Melodic direction (upward-downward)
- Major/minor
- Simple instrumental/vocal improvisation

## Form:

- Melodic pattern/contrast
- Contrasting sections

## Timbre:

- Unique sounds of different instruments
- Using percussion instruments, voices and body percussion to create different effects

## Dynamics:

- Loud/soft
- Contrasts

## **WEBSITES**

Plainview-Old Bethpage Music Department: <http://www.pob.k12.ny.us/MUSIC/musicdepartment.htm>

Music Association of Plainview-Old Bethpage (MAPOB): <http://www.pob.k12.ny.us/MAPOB.HTM>

New York State School Music Association: <http://nyssma.org/>

Nassau Music Educators Association: <http://www.nmea.us/>

Long Island String Festival Association: <http://www.lisfa.org/>

National Association for Music Education: <http://www.pob.k12.ny.us/MUSIC/musicdepartment.htm>

## **CONTACT**

Mr. Michael Rodgers, Director of Music K–12, can be reached by phone at (516) 434-3283 or via e-mail at [MRodgers@gmail.com](mailto:MRodgers@gmail.com)



**MUSIC ASSOCIATION OF PLAINVIEW-OLD BETHPAGE**

**MAPOB**

*A district-wide organization dedicated to developing our student's musical skills in all the music disciplines: band, chorus and orchestra. We encourage parents, faculty, students and community members to join together to provide organized support for the music programs in the POB School District and community.*

**Please show your support! Dues are only \$10.00 per family!**

**MAPOB dues provide:**

- Scholarships for graduating seniors
- Instrument Zoo
- Informational programs for district parents & students



**Janet Herman**  
*President*  
MAPOBJFK@gmail.com

Member's Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ Town \_\_\_\_\_

E-Mail Address \_\_\_\_\_

<u>Name of Student(s)</u>	<u>School</u>	<u>Performing Ensemble/Grade</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

\_\_\_\_\_ Enclosed is \$10.00 for MAPOB membership. Make checks payable to MAPOB.

\_\_\_\_\_ Enclosed is an additional contribution to the *Scholarship Drive* for music students in POBJFKHS.

**MAIL TO: MAPOB membership  
C/o Janet Herman  
49 Knickerbocker Rd. E.  
Plainview, New York 11803**

## K-6 Visual Arts: Kindergarten



The Plainview-Old Bethpage elementary art program is designed to reach all students and offer them a broad range of experiences and activities. While supporting the New York State Standards for the Arts, art instruction is based on the Basic Elements of Art and Principles of Design. Children are exposed to creative opportunities in various mediums and areas of self-expression, which are enriched further with art history and the works of accomplished artists. The art program is an integral part of the elementary interdisciplinary curriculum and plays a significant role in community activities as well.

At the conclusion of each year, there is a celebration of the Visual Arts in the form of the Annual Elementary Art Expo, held at the POB Middle School Art Visions Gallery.

*Dr. Ben Wiley*

*Director of Art and Digital Instruction*

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### Students will focus on exploration and experimentation in:

- Line
- Shape
- Color
- Texture
- Patterns
- Balance

### Examples may include:

- **Drawing**
  - Linear and figure
- **Painting**
  - Color mixing
  - Warm and cool colors
  - Primary and secondary
- **3-Dimensional work**
  - Surface design, modeling clay, and paper sculpture
- **Art History**

### Possible mediums:

- **Paint**
  - Tempera
  - Watercolor
- **Crayon**
  - Blending
  - Outlining
  - Rubbings
  - Crayon resist
- **Clay**
- **Paper**
  - Stencils
  - Cutting
  - Folding
  - Gluing
- Collage

## K~12 Art Department *Director Contact*

**Dr. Ben Wiley, Director of Art and Digital Instruction**

106 Washington Ave  
Plainview, New York 11803

Phone: (516) 434-3014  
Email: [BWiley@pobschools.org](mailto:BWiley@pobschools.org)

## K~6 Art Resource Websites

- Plainview-Old Bethpage Art Department: <http://www.pobschools.org/domain/208>
  - Metropolitan Museum: <http://www.metmuseum.org>
- Just for Kids: <http://www.princetonol.com/groups/iad/lessons/middle/for-kids.html>
  - J. Paul Getty Museum: <http://www.getty.edu>
  - Art Institute of Chicago: <http://www.artic.edu>
  - Cleveland Museum of Art: <http://www.clemusart.com>
    - National Gallery of Art: <http://www.nga.gov>
    - Kids Zone: <http://www.nga.gov/kids/zone/zone.htm>
  - Tessellations: <http://tessellations.org/animation-aquarium.htm>
  - Optical Illusions: [http://www.michaelbach.de/ot/mot\\_sigma/index.html](http://www.michaelbach.de/ot/mot_sigma/index.html)

# CHILD CARE PROGRAM



Plainview-Old Bethpage Central School District offers Child Care for children in the elementary schools K-4. Both the Before School Program and the After School Program will begin on September 9, 2021, for all four elementary schools. Breakfast will be available daily to all children in the Before School Program, which starts at 7:00 AM, and a snack will be provided to all children after school at no additional charge.

The after-school program is available until 6:15 PM at the elementary schools. Registration is completed on Family ID. The link is on the district website under *Families/Child Care*. The childcare office is located at the Stratford Road School Administrative Annex at 33 Bedford Road.

Registration for all programs is accepted throughout the year as long as there is space available. For more information, contact Cheryl Dender at the Child Care office 434-3124 between the hours of 4:00 PM and 6:30 PM during the school year.

## HEALTH SERVICES

The Registered Nurse is a resource for the planning, coordination, and implementation of an effective program meeting all the requirements set forth in the New York State laws and the Commissioner's regulations. These include monitoring of physical examinations, immunizations, as well as vision, hearing and scoliosis screening. A cumulative health record is maintained for all students. Registered nurses are available for emergency care as well as consultation in all matters pertaining to the health and well-being of the students.

**Physical examinations are required by October 1<sup>st</sup>** (or 30 days from the first day of school) for all new entrants, kindergartners, students entering 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> grade. Physicals are also required for any student participating in a sports activity. **All physicals must be completed on the mandatory NYS physical form by your doctor.** All students are required to have Diphtheria, Pertussis, Tetanus, Measles/Mumps/Rubella (MMR), Polio, Hepatitis B and Varicella vaccines as mandated by NYS law. All students entering school are required to have DTap – 4-5 doses (with one dose being given after the 4<sup>th</sup> birthday), Polio – 4 doses (with one dose being given after the 4<sup>th</sup> birthday), MMR – 2 doses, Hepatitis B – 3 doses, and Varicella – 2 doses. In addition, all students entering grade 6 must have a Tdap vaccine by their 11<sup>th</sup> birthday and at least one dose of Meningococcal conjugate vaccine (MenACWY) entering grades 7, with a 2<sup>nd</sup> dose after their 16<sup>th</sup> birthday. If a student has not had the required vaccines, they will be excluded from school as per the NYS guidelines. Hearing and vision screening will be performed by the school nurse for any new entrant **and students** in grades K, 1, 3, 5, 7, 9 and 11 as well as any other time as it may be deemed necessary.

If your child is to be excused from Physical Education for the day, a note is required. If a student visits a doctor and is to be medically excused from participating in class, a doctor's note is required with the length of time for excuse. A parent's note can be accepted for one day only after which a note from a physician is required.

If your child must take medication in school, please contact the school nurse. **The school may not give your child any medication (including over-the-counter) internally and externally, unless there is a written direction by the family physician and parent.** Students are **not** permitted to administer their own medication in school. **A parent must bring the medication to the nurse, students may not transport medication.**

**Contact Information:** It is most important that the contact information form be returned to the school office. The individuals you choose for this responsibility should be able to come to school during the day to pick up your child if necessary.

**Please update your contact information for Infinite Campus, with the school registrar 516-434-3045, as necessary.**

## EMERGENCY SCHOOL CLOSINGS / DELAYED OPENINGS (Normal School Day)

In the event of inclement weather or emergency conditions, the Superintendent of Schools determines whether schools will be closed or there will be a delayed opening of schools.

If it is determined that the conditions will allow for the safe arrival of staff and students, the Superintendent may authorize a **two-hour delay** in the start of the school day. This alternative to closing the schools permits greater flexibility in meeting the 180-day minimum session requirement for students set by the New York State Education Department.

A delayed opening schedule means that classes will start two hours later than normal, and transportation will be provided two hours later than the normal pickup for all district and private schools.

### ***2-Hour Delayed Starting Time:***

Plainview-Old Bethpage JFK High School	9:25 am
H.B. Mattlin Middle School	10:40 am
Plainview-Old Bethpage Middle School	10:40 am
All Elementary Schools (Gr. K-4)	11:20 am

In the event that schools are closed or delayed in opening because of inclement weather or other emergency, the following radio/TV stations will be notified and will make announcements beginning 7:00 am:

*WCBS 880AM*  
*WALK 97.5FM*

*WBAB 102.3FM*  
*WINS 1010AM*

*WKJY 98.3FM*  
*WGBB 1240AM*

*WHLI 1100AM*  
*Cablevision News 12*



**In addition, "School Messenger" will send a voice and text message to all families with active phone numbers in our system.**  
Please make sure the school has your current telephone number in order for you to receive this call.

Plainview~Old Bethpage CSD



# Save the Dates

Monday, November 8, 2021

Friday, May 13, 2022

## Family Nights

Take the night off from the hustle & bustle and spend quality family time together.

Dine-in or take-out  
Restaurant discounts will be made available.

- ❖ Watch a Movie
- ❖ Make a Family Photo Album
- ❖ Work on a Puzzle
- ❖ Share Read-Alouds
- ❖ Listen to Music
- ❖ Play Games



*No Homework – No Tests the Next Day  
No District Events!*

# PLAINVIEW-OLD BETHPAGE CENTRAL SCHOOL DISTRICT

## SCHOOL CALENDAR 2021-2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 1 & 2 Supt Conf Days  
Schools Closed-Teachers Report  
September 3 School Closed  
for students and teachers

September 6 Labor Day  
September 7 & 8 Holiday  
September 9 First Day of School (K-12)

September 16 Holiday

October 11 Columbus Day

November 4 Holiday  
November 11 Veterans' Day  
November 25 & 26 Thanksgiving

December 24-31 Holiday

January 17 Martin Luther King, Jr. Day

February 1 Supt Conf Day  
Schools Closed-Teachers Report

February 21-25 Holiday


April 15-20 Holiday


May 30 Memorial Day

June 20 Holiday (observed)

June 24  Last Day of School

June 26 Graduation

"Snow Days"   
(1) April 22  
(2) April 21

Conference Days 

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Student Attendance Days = 180 days + 3 (Conference Days) + 2 (Snow Days)

Adopted 4-12-2021  
Revised 7-28-2021

2021-2022

**BOARD OF EDUCATION**

Debbie Bernstein, President  
Seth Greenberg, Vice President  
Gary Bettan  
Ginger Lieberman  
Tara Rock  
Lauren Sackstein  
Susan Stewart

**CENTRAL ADMINISTRATION**

<b>Administration:</b>		
Dr. Mary O'Meara	Superintendent of Schools	434-3001
Dr. Vincent K. Mulieri	Asst. Superintendent for Human Resources	434-3040
Mr. Richard Cunningham	Asst. Superintendent for Business	434-3050
Dr. Jim Bolen	Asst. Superintendent for Curriculum & Instruction	434-3010
Mr. Chris Donarummo	Asst. Superintendent for Student Safety & Transportation	434-3074
<b>Pupil Personnel Services:</b>		
Ms. Dolores Espinosa	Director of Pupil Personnel Services	434-3020
Ms. Jennifer Lott	Asst. Director of Special Education, Grades Preschool-4	434-3020
Ms. Kristin Durante	Asst. Director of Special Education, Grades 5-8	434-3032
Ms. Sandra Permentier	Asst. Director of Special Education, Grades 9-12	434-3025
<b>Other Important Contacts:</b>		
Mr. Joseph Braico	Director of Phys Ed, Recreation, Athletics and Health	434-3100
Dr. Ben Wiley	Director of Art and Instructional Technology	434-3274
Ms. Joyce Barry	Chairperson of Science and Technology	434-3191
Ms. Maria Carnesi	Chairperson of Social Studies	434-3203
Mr. Jeff Yagaloff	Chairperson of English (Gr. 7-12)	434-3185
Ms. Regina Lee	Chairperson of Math	434-3197
Mr. Leonardo Rivera	Chairperson of World Language (K-12)	434-3179
Ms. Eileen Annino	Chairperson ELA (Gr. K-6)	434-3254
Mr. Michael Rodgers	Director of Music	434-3283
Mr. Alex Goldberg	Director of Technology	434-3099
Mr. Andrew Ward	Director of School Facilities and Operations I	434-3110
Mr. Seth Brown	Transportation Supervisor	434-3075

**MISSION STATEMENT**

The mission of the Plainview-Old Bethpage Central School District is to prepare civic-minded students to productively participate in a diverse and ever-changing world as self-directed, confident, curious, respectful and empathetic learners.

