

Kindergarten & First Grade Parent Meeting



March 12, 2024

M&M ICE BREAKER

- Give each participant a fun size bag of M&Ms
- Have them select 2 or 3 colors from the bag
- During introductions have them introduce themselves by using the color of the M&Ms as follows:



Green

What is your child's favorite cartoon?



Red

Describe your child using one word.



Yellow

What do you like most about your child?



Blue

What is one thing you have taught your child?



Brown

What is your child's favorite subject?



Orange

What is your child's favorite food?



Star Early Literacy and Star Reading

FAST: Star Grades VPK- 2

- Florida Assessment of Student Thinking (FAST) is the Coordinated Screening and Progress Monitoring that is computer-adaptive and is administered three times (PM 1, PM 2, PM 3).
- The test includes a reading and a math section.

Miami-Dade Testing Windows

Grade Level	PM 1	PM 2	PM3
VPK	Completed	Completed	April 15 th –May 31 st
K -2	Completed	Completed	April 15 th –May 31 st

What does Star Early Literacy assess?

10-Key Early Literacy Sub-Domains

- Visual Discrimination
- Alphabetic Principle
- Concept of Word
- Phonemic Awareness
- Phonics
- Structural Analysis
- Vocabulary
- Sentence-Level Comprehension
- Paragraph-Level Comprehension

FAST: Star Test Content

- Tests will be computer-adaptive and administered through a secure web browser.
 - Star Early Literacy: 27 questions, approximate 20-minute test length.
 - Star Reading: 34 items, approximate 20-minute test length.


10 / 27

Stop Test



sad man him

1 2 3

 Which of these words begins with the sound /m/?
Pick the word that begins with the sound /m/.

Grade 1

14 / 34

Stop Test

Beth rides the bus to school. She sits with Ann. After school, the girls ride the bus home. They talk about their day.

How do the girls get home?

- 1 They walk home.
- 2 They ride the bus.
- 3 Their moms pick them up.

What does Star Mathematics assess?

4-Broad Mathematics Domains

- Numbers and Operations
- Algebra
- Geometry & Measurement
- Data Analysis, Statistics & Probability

FAST: Star Test Content

Star Mathematics: 34 items,
approximately 30 minutes of test
length.

The screenshot shows a digital interface for a math question. At the top, it says "Lucy Jones" and "Example Early Numeracy Question". The main area features an illustration of four cars (red, blue, green, and purple) on a road. Below the illustration is the equation $4 - 1 = \underline{\quad}$. At the bottom, there are three large numbers: 1, 2, and 3, each with a small circle underneath it, indicating they are selectable options. On the right side, there is a small icon of a rabbit with the word "Listen" below it, and a small blue circle with a white 'i' inside, likely a help or information button.

FAST Scores

Star Early Literacy and Star Reading Concordance Table										
	Level 1		Level 2		Level 3		Level 4		Level 5	
	Unified	FAST	Unified	FAST	Unified	FAST	Unified	FAST	Unified	FAST
Grade K	Below 729	Below 114	729-787	114-133	788-825	134-146	826-869	147-161	At/Above 870	At/Above 162
Grade 1	Below 791	Below 135	791-843	135-152	844-893	153-169	894-946	170-187	At/Above 947	At/Above 188
Grade 2	Below 882	Below 166	882-931	166-182	932-970	183-195	971-1014	196-210	At/Above 1015	At/Above 211

Star Math Concordance Table										
	Level 1		Level 2		Level 3		Level 4		Level 5	
	Unified	FAST	Unified	FAST	Unified	FAST	Unified	FAST	Unified	FAST
Grade K	Below 751	Below 101	751-793	101-118	794-827	119-132	828-861	133-146	At/Above 862	At/Above 147
Grade 1	Below 821	Below 130	821-861	130-146	862-893	147-159	894-922	160-171	At/Above 923	At/Above 172
Grade 2	Below 889	Below 158	889-919	158-170	920-953	171-184	954-992	185-200	At/Above 993	At/Above 201

Ways to Help at Home

- Arrive to school on time – 8:20 a.m.
 - **Proper Uniform daily, including blue school sweater**
 - Continue i-Ready, 45 minutes minimum per subject
 - Imagine Learning Weekly Goals, 60 minutes minimum
 - Home Learning Completion including Reading Log
-
- On test days encourage students by reminding them to:
 - Stay focused!
 - Take their time!
 - Answer every question!

Kindergarten Strategies for Success for Entering First Grade

- Arrive to school on time – 8:20 a.m.
- Home Learning – Beginning in April home learning will be sent home on Mondays and due on Fridays.
- Reading log – Ask comprehension questions. Students complete on his/her own. Beginning in April reading log will count for a weekly grade. Student should be reading on his/her own.
- Memorize ID number and password
- Students must write first and last name from memory, know 26 letters and sounds, read all high frequency words by sight, addition and subtraction facts up to 10.

Example of First Grade Work

Ladybugs

I love Ladybugs. They make me shake and jump. The reason why I love ladybugs is because they are always so cute. They also fly cool. Their spots are beautiful. Their wings are red and black and there ^{their} eyes are white. Ladybugs have 6 legs. They are so awesome.



Great work! You do not have to rewrite this paragraph. Please sign and return.

Good work! You do not have to rewrite this paragraph. This is a good paragraph, but you can make it better. Review it to see how you can make it better by answering the questions below. Please sign and return.

You can do much better. Review your paragraph to see how you can make it better by answering the questions below. Then **rewrite** it. Please sign and return with both the original paragraph and the improved paragraph. Due tomorrow.

Please review the attached paragraph. Answer Yes or No.

1. Did you start with the topic sentence? Yes
2. Did you make it interesting by adding details that tell what, why, how, where and when? Yes
3. Did you make it interesting by using adjectives (describing words)? Yes
4. Did you write a conclusion? Yes
5. Do the sentences flow from one to the other? Yes
6. Are all the sentences about the same subject? Yes
7. Did you write at least 5 sentences? Yes
8. Did you write a title for your paragraph? Yes
9. Did you remember to indent the first sentence? Yes
10. Did you check for spelling mistakes? Yes
11. Did you start each sentence with a capital letter? Yes
12. Did you end each sentence with punctuation - period, question mark, or exclamation point? Yes
13. Is your handwriting neat? Yes

14. Tell me in one sentence how you can make your next paragraph better.

I can do all sentences better than now because I mite get better handwriting.

Sign & Return

Example of First Grade Work

UNIT 3 WEEK 3

Read the story "Mice Are Nice." Then answer Numbers 1 to 5.

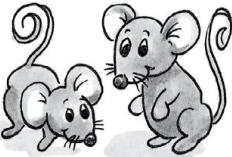
Mice Are Nice

Once upon a time, two mice lived together. They had a happy life.

One day a cat came by.

"I will eat some mice for lunch!" said the cat.

The mice did not want to be the cat's lunch. They ran and hid. They were not happy. They could not shop. They could not visit pals. At last, the cat left.



1 Go On →

Florida Progress Monitoring Assessments Grade 1 - Unit 3 Week 3 123

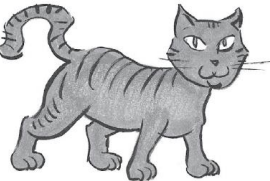
UNIT 3 WEEK 3

"He will be back," said the mice. "We must make a plan."

"The cat likes fudge," said the mice. "We can give him that. He will see that we are nice. Then he will not eat us!"

It was a good plan. So, the mice made a big pan of fudge.

The cat smelled the fudge and came back. But this time the mice did not run.



2 Go On →

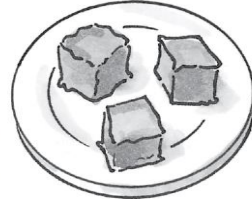
122 Grade 1 - Unit 3 Week 3 Florida Progress Monitoring Assessments

UNIT 3 WEEK 3

"Come in!" said the mice. "Have this nice fudge."

The cat did not think the mice would be so nice. "I will," said the cat. "Thank you."

And so, the cat ate fudge with the mice. It was a nice lunch. The mice were nice. The cat was nice. Best of all, the cat did not eat the mice!



3 Go On →

Florida Progress Monitoring Assessments Grade 1 - Unit 3 Week 3 123

Name _____

Now answer Numbers 1 to 5. Base your answers on the story "Mice Are Nice."

1 If the mice give the cat fudge, the cat will _____.

Ⓐ have a happy life
Ⓑ make them fudge
Ⓒ think they are nice

2 The mice did NOT want to _____.

Ⓐ be the cat's lunch
Ⓑ go to the shops
Ⓒ visit pals

3 Why did the mice make fudge?

Ⓐ The cat liked fudge a lot.
Ⓑ The cat asked them to do it.
Ⓒ They wanted to sell the fudge.

4 Go On →

124 Grade 1 - Unit 3 Week 3 Florida Progress Monitoring Assessments

Name _____

4 If the cat likes the mice, he will not _____.

Ⓐ go away
Ⓑ eat the mice
Ⓒ want the fudge

5 What is the lesson of the story?

Ⓐ Mice are always nice.
Ⓑ It can help to be nice.
Ⓒ Some cats are not nice.

Choose the best answer.

6 Madge didn't have _____ fun at the dance.

Ⓐ upon
Ⓑ so
Ⓒ any

7 I got a fine bike _____ Lance.




Ⓐ once
Ⓑ from
Ⓒ happy




5 Go On →




Florida Progress Monitoring Assessments Grade 1 - Unit 3 Week 3 125

Name _____

Listen while your teacher reads the directions.

8   

9   




10   




4 Go On →




126 Grade 1 - Unit 3 Week 3 Florida Progress Monitoring Assessments

Name _____

Choose the word that names the picture.

11   

12   

13   

7 Go On →

Florida Progress Monitoring Assessments Grade 1 - Unit 3 Week 3 127

Name _____

Choose the best answer.

14 Yesterday we _____ at the ice rink.

Ⓐ skating
Ⓑ skates
Ⓒ skated

15 The kids are _____ now.

Ⓐ race
Ⓑ raced
Ⓒ racing

8 Go On →

128 Grade 1 - Unit 3 Week 3 Florida Progress Monitoring Assessments

First Grade Strategies for Success for Entering Second Grade

- Arrive to school on time – 8:20 a.m.
- Attendance is important!
- Reading log – Students complete on his/her own. Students must answer the weekly question on book report and include the genre.
- Students should be completing Reflex Math for addition and subtraction practice weekly.
- Agenda and blue folders are required daily

Example of Second Grade Work

Letter Template 2

February 23, 2024
(Date)

Dear First Grader,
(Greeting)

My name is _____ I am in second grade. My teacher's name is Ms. _____ I will give you three tips to prepare for second grade. First tip work quickly but try your best. Second tip don't chill out do your work. Last tip Cold reads are a bit harder than fresh reads.

You have to work quickly but don't rush. Try your best and take your time. Work quickly because there are timers. Try your best so you can get questions correct. Don't rush because you can get questions wrong.

Don't chill out only in meditation on time. Don't chill while work time. You can go to yellow orange and even red. If you chill while work time you won't learn. Don't chill out because there is a lot of work in second grade.

Cold reads are harder than fresh. Some questions have two answers. Sometimes there's a picture. The cold read is longer than fresh read.

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Letter Template 2

In conclusion Second grade is a lot of fun. Here three tips will help you prepare for second grade. I hope this helps.

(Body)

Your friend,
(Closing)

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Example of Second Grade Work


UNIT 1
WEEK 1

Read the story "Singing Out" before answering Numbers 1 through 10.

Singing Out

Nina Martinez shut the classroom door behind her and walked down the hall. She nudged up the steps to the second floor. There was a reason why Nina felt nervous this morning. She could not believe that she decided to try out for the talent show. She loved to sing, but she disliked singing in front of other people. "Why am I doing this?" Nina thought.

Taking a deep breath, she pushed open the door of the auditorium and went inside. The theater was filled with laughing children. Nina saw her friends Luz and James along with a few other students from her class. The bright, sunny room left no place for her to hide. A few teachers sat on folding chairs. Seeing Mrs. Brent, her music teacher, made Nina even more nervous. The teachers waited for the children to settle down. Here was the stage, cold and bare.



"Hi, Nina!" called out. "I didn't think you would try out for the talent show. You are usually so timid and shy in front of a group of people."

GO ON →
Weekly Assessment • Unit 1, Week 1
Grade 2 1

UNIT 1
WEEK 1

"That's someone," Nina said. "I'm not shy at all."

Luz laughed. "Yeah, right." Then she chuckled as she ran off to find a seat. Nina followed, dragging her feet. She wished she were downstairs sitting quietly at her desk. What mess had she gotten herself into?

One by one the students got up on the stage and sang or played a musical instrument. Nina was amazed at how confident her classmates seemed. "Nina Martinez?" a voice called out. It was Mrs. Brent, the music teacher. Nina jumped from her chair when she heard Mrs. Brent announce her name. Nina felt small as she walked to the enormous, empty stage. It was huge! Her face was hot, and her shut-up hands were as cold as ice. She fumbled with the sheet music of her favorite song. She tried to sing, but the words would not come out.

"I-4—" Nina began, and then stopped. "I can't," she said softly. "Close your eyes and pretend you are alone," said Mrs. Brent gently. "Forget about everyone else and just sing to please yourself!"

Nina felt silly, but she gave it a try. She shut her eyes and raised her voice and sang out. To Nina's surprise, her hands stopped shaking and the song poured out like honey from a jar.

"That's the first time I have actually heard your voice," she said. "You have such a beautiful voice. You are in the show!"

Nina let out a big sigh and smiled happily. Singing in front of people wasn't so bad, after all.

GO ON →
Weekly Assessment • Unit 1, Week 1
Grade 2 2

Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on "Singing Out."

1 Read these sentences from the story.

Taking a deep breath, she pushed open the door of the auditorium and went inside. The theater was filled with laughing children.

Which word helps you understand what auditorium means?

A breath C laughing
 B door D theater

2 Why does Nina feel nervous the first time she tries to sing?

A She does not get along with Mrs. Brent.
 B She cannot remember the words to her song.
 C She cannot see the words on her music sheet.
 D She does not like to perform in front of people.

3 Read these sentences from the story.

"I didn't think you would try out for the talent show. You are usually so timid and shy in front of a group of people."

Which word helps you understand what timid means?

A show C talent
 B shy D usually

GO ON →
Weekly Assessment • Unit 1, Week 1
Grade 2 3

Name: _____ Date: _____

4 Luz laughs as she runs off to her seat because she

A thinks Nina looks silly.
 B thinks Nina is very funny.
 C does not believe Nina can sing well.
 D does not believe that Nina is telling the truth.

5 When Mrs. Brent tells Nina to just sing for herself, it shows that Mrs. Brent

A wants Nina to do well.
 B thinks Nina's voice is too soft.
 C does not think Nina will be in the show.
 D does not think Nina will remember the song.

6 Read these sentences from the story.

Luz laughed, "Yeah, right." Then she chuckled as she ran off to find a seat.

Which word helps you understand what chuckled means?

A laughed
 B ran
 C right
 D seat

7 How do Nina's feelings about singing in front of people change after she follows Mrs. Brent's advice?

A She feels calm.
 B She feels lively.
 C She feels angry.
 D She feels nervous.

GO ON →
Weekly Assessment • Unit 1, Week 1
Grade 2 4

Name: _____ Date: _____

8 Read these sentences from the story.

Nina felt small as she walked to the enormous, empty stage. It was huge!

Which word helps you understand what enormous means?

A felt
 B huge
 C Nina
 D stage

9 Why is Nina proud of herself at the end of the story?

A She remembers her sheet music.
 B Mrs. Brent picks her to direct the play.
 C She sings her song in front of everyone.
 D Mrs. Brent says she played her instrument well.

10 Read the sentence from the story.

Nina heard Mrs. Brent clap and applaud loudly at the end of her song.

Which word helps you understand what applaud means?

A clap
 B end
 C heard
 D song

GO ON →
Weekly Assessment • Unit 1, Week 1
Grade 2 5

UNIT 1
WEEK 1

Read the story "New Kid in School" before answering Numbers 11 through 20.

New Kid in School

Jayden watched the kids play from his corner of the school playground. Some were swinging on the swings or sliding down the slide. Others were kicking a dirty old soccer ball around. It was his third day at his new school. And his third recess period standing in the corner of the playground, alone. He wished someone would ask him to swing, slide, or play soccer. No one did. That day after school, Jayden walked home slowly with his head down. As he passed the park, shouting and laughing caught his attention.

"Over here!" someone shouted. "Kick it! Kick it to me!" someone hollered. It was some neighborhood kids playing soccer. Jayden stopped to watch them. He recognized several of his classmates. He paused a few minutes to observe them. He was hoping they would let him and invite him to join their game, but no one did.

Jayden missed his old school and his old friends. "Why did we have to move?" he muttered to himself and whispered under his breath. "I don't have any friends here. I'll never have any friends here. Back home, I had Shawn, Jorge, and Nora. Back home, I—" Jayden caught himself. This was his home now, whether he liked it or not.

When he reached his house, it appeared empty. "Mom?" he called out, walking from room to room. "Mom? I'm home." Then he noticed a note attached to the refrigerator. It read, "Bary and I are across the street at our neighbor's house. Come on over, honey."

In the neighbor's backyard, Jayden saw his mother talking with a woman. They were chatting over cups of tea at a patio table. His three-year-old brother Bary and a little girl about the same age were playing in a sandbox.

GO ON →
Weekly Assessment • Unit 1, Week 1
Grade 2 6

UNIT 1
WEEK 1

"Hi, sweetie," his mother called. "How was school today?"

"Okay," Jayden replied, though it hadn't been. "This is our neighbor, Mrs. Ori, and her little girl Ava."

Just then, Ava reached out and grabbed the toy car at Bary's feet.

"Uh-oh," Jayden thought. "Look out!"


The car was Bary's favorite toy, and if anybody else touched it, he would wail and cry and kick. But the wail and the kicks didn't happen. Instead, Bary watched Ava roll the car through the sand. Then he picked up a toy truck and did the same.

That night in bed, Jayden did some thinking. "Maybe I've been going at this friends business the wrong way. I've been waiting for people to make friends with me. Maybe I should try to make friends with them," he said to himself. The next day on the playground, he approached Tyler, one of the soccer players he'd seen the day before.

"Hi," Jayden smiled. "I got this new soccer ball for my birthday a few weeks ago. Do you want to use it instead of that old muddy one?"

"Sure!" Tyler answered.

"Do you want to be on my side? What position do you play?"



Out loud, Jayden said, "I play forward!" To himself, he said, "Whoever thought I could learn something from my three-year-old brother!"

GO ON →
Weekly Assessment • Unit 1, Week 1
Grade 2 7

Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on "New Kid in School."

11 How does Jayden feel on the playground at the beginning of the story?

A He is excited because it is the first day of school.
 B He is lonely because he has no one to play with.
 C He is happy because he brought his soccer ball.
 D He is tired because his brother kept him up last night.

12 Read these sentences from the story.

"Over here!" someone shouted. "Kick it! Kick it to me!" someone hollered.

Which word helps you understand what hollered means?

A here
 B kick
 C me
 D shouted

13 Read these sentences from the story.

Jayden stopped to watch them. He recognized several of his classmates. He paused a few minutes to observe them.

Which word helps you understand what observe means?

A passed
 B recognized
 C stopped
 D watch

GO ON →
Weekly Assessment • Unit 1, Week 1
Grade 2 8

Name: _____ Date: _____

14 Which evidence from the text tells you how Jayden feels about the move?

A Jayden recognized several of his classmates.
 B Jayden missed his old school and his old friends.
 C He wished someone would ask him to swing, slide, or play soccer.
 D He was hoping they would see him and invite him to join their game, but no one did.

15 Read this sentence from the story.

"Why did we have to move?" he muttered to himself and whispered under his breath.

Which word helps you understand what muttered means?

A himself
 B move
 C under
 D whispered

16 Read these sentences from the story.

In the neighbor's backyard, Jayden saw his mother talking with a woman. They were chatting over cups of tea at a patio table.

Which word helps you understand what chatting means?

A backyard B talking
 C saw D tea

GO ON →
Weekly Assessment • Unit 1, Week 1
Grade 2 9

Name: _____ Date: _____

17 Read this sentence from the story.

The car was Bary's favorite toy, and if anybody else touched it, he would wail and cry and kick.

Which word helps you understand what wail means?

A anybody
 B cry
 C favorite
 D touched

18 Because of his brother's success at making a new friend, Jayden feels that

A his mother was wrong.
 B no one at school likes him.
 C he needs to try harder to make friends.
 D he should make friends with his brother.

19 Which sentence BEST explains how Jayden feels when he walks home from school?

A He is sad because school is over.
 B He is angry because he has to walk.
 C He is worried because he may get lost.
 D He is upset because he has no friends.

20 Which word BEST describes Jayden at the end of the story?

A happy C shy
 B pushy D upset

GO ON →
Weekly Assessment • Unit 1, Week 1
Grade 2 10

End of Year Activities

- March 18-21st – Spirit Week for \$5
- March 20th - Spring Egg Hunt at Morgan Levy Park
- April 23rd - Third Grading Period Honor Roll Ceremony
- May 9th – Kindergarten Mother’s Day Tea
- May 13th – End of Year Hallway Decorating
- May 10th - Climate Survey due
- May 30th - End of Year Celebration
- June 4th - Fourth Grading Period Honor Roll Ceremony

