



Welcome!

Zayn

Eli

Hala

Camila

Chelsea

Arianna

Adam

Gianna

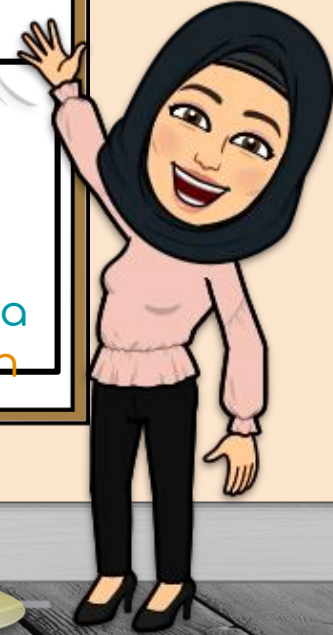
Hidaya

Nothan

Alijoh

Eymen

Eliana



About Mrs. K;

Hi!

My name is Samira Khalil. This is my second year working in the Woodland Park School district and I am so happy to be a part of the brand new school #1 team.

I have been married to my wonderful husband Akram for 10 years and have two beautiful sons Aseil (8) and Amin (5).

I love reading, cooking, movies and going to the beach.



Meet Miss Robin;

Hello Everyone!

My name is Robin Giardina and I will be Mrs. Khalil's Teacher Assistant. I have worked in the Woodland Park School District (PreK-2nd) for 24 years.

I have been married to my husband John for 41 years, we have 4 sons and 5 beautiful grandchildren!

I am very excited to get to know and help guide all the children through this very important school year.



Our S c h e d u l e

Our Daily Schedule

8:25-8:55					Question of The Day Google Classroom +Family Mobile App
8:55-9:10					Morning Meeting (Live in Google Meets)
9:10-10:20					Centers (Offline) & Small Group (Live) <i>*Small Group Schedule in Daily Agenda*</i>
10:20-11:00					Gross Motor & Snack (Offline)
11:10-11:30					Read Aloud (Live) <input type="checkbox"/> **Recording will be posted on Google Classroom**
11:30-12:10					Centers (Offline) & Small Group (Live) <i>*Small Group Schedule in Daily Agenda*</i>
12:10-1:55					Lunch/ Rest Teacher & students
1:55-2:25					Centers (offline)

Virtual Classroom Rules

1. Please allow your child to complete work Independently.
 - This will allow us to observe your child's true ability this way we can track progression throughout the school year.
1. Please minimize distractions during live meetings, maybe set up a designated learning area.
1. Please avoid eating and playing during our lives meetings. Independent work time can be a great time to grab a snack or have a play break.
1. Always do your best work!
1. Listen to your friends when they are talking.

Remote Learning Apps



Google Classroom

This is where all of the class information will be posted on a daily basis. Please check every day for your daily assignments, class schedule and class information.



My Teaching
Strategies Family

This is a mobile app that provides a two way communication system between the parent and teacher. Some class assignments will be sent through app.

Invitation will be sent but you will also need to download the app.



This is an additional resource through our curriculum that will provide ways to enhance instruction through different videos and activities.

Our Google Classroom

In our Google Classroom you will find the following sections;

Class Information:

This presentation contains information such as our daily schedule, remote learning apps and classroom expectations.

Week at A Glance:

The week at glance page will be posted every Monday at 8:00. This document will provide a brief description of the activities of the week.

Daily Agendas:

The daily agenda will be posted daily at 8:00 and will contain the activities for the day including question of the day, small groups schedule, centers choice board, gross motor activity as well as read aloud recording.

Read Alouds

In the read alouds section you will find all of the previous recordings of story organized by story name.



Google Classroom

Creative Curriculum

The Creative Curriculum® is a play-based learning curriculum that focuses on interest areas and fosters creativity. Being creative means thinking of new ideas, obtaining information by asking questions, and learning through trial and error.

The Creative Curriculum® for *Preschool* is based on 38 objectives for development and learning that focus on all the areas that are most important for school success: social-emotional, cognitive, math, literacy, physical, language, social studies, science and technology, and the arts.

In *The Creative Curriculum*® for *Preschool*, learning happens through studies. Studies, which span several weeks, are in-depth, project-based investigations of topics that are part of everyday life. In a study, children raise questions about the topic and find answers by exploring, experimenting, and investigating.

Studies that we will be implementing this year are;

Trees, Balls, Sand, Clothes, Beginning of the Year, Buildings and Pets.

Objectives in the Creative Curriculum

SOCIAL-EMOTIONAL

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

PHYSICAL

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

LANGUAGE

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

COGNITIVE

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

LITERACY

15. Demonstrates phonological awareness, phonics skills, and word recognition
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates discrete units of sound
 - d. Applies phonics rules and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books and other texts
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during reading experiences, book conversations, and text reflections
 - b. Uses emergent reading skills
 - c. Retells stories and recounts details from informational texts
 - d. Uses context clues to read and comprehend texts
 - e. Reads fluently
19. Demonstrates writing skills
 - a. Writes name
 - b. Writes to convey meaning
 - c. Writes using conventions

MATHEMATICS

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
 - d. Understands and uses place value and base ten
 - e. Applies properties of mathematical operations and relationships
 - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
 - a. Measures objects
 - b. Measures time and money
 - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

SCIENCE AND TECHNOLOGY

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

SOCIAL STUDIES

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

THE ARTS

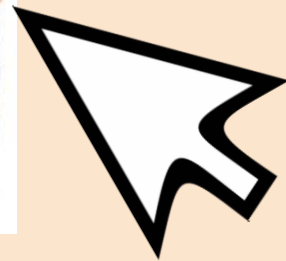
33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

ENGLISH LANGUAGE ACQUISITION

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English



Click image to be directed to website



Color Band Progression

Objective 2 Establishes and sustains positive relationships

d. Makes friends

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
	<p>Seeks a preferred playmate; shows pleasure when seeing a friend</p> <ul style="list-style-type: none"> Leaves Library area to greet another child upon his arrival Seeks preferred child to sit next to at group time 	<p>Plays with one or two preferred playmates</p> <ul style="list-style-type: none"> Builds block tower with another child during choice time and then looks at books with same child later in the day Joins same two friends for several days to play a running game outside 	<p>Establishes a special friendship with one other child, but the friendship might only last a short while</p> <ul style="list-style-type: none"> Talks about having friends and what friends do together Seeks out particular friend for selected activities on a regular basis 	<p>Maintains friendships for several months or more; forms friendships around similar play interests</p> <ul style="list-style-type: none"> Finds her friend's favorite purple marker and gives it to her Works through a conflict and remains friends after a disagreement Chooses to play with a child who also likes to pretend he is a dragon 	<p>Forms friendships based on personal qualities</p> <ul style="list-style-type: none"> Says, "Teddy is my friend because he's really nice, and he's funny." Explains that a good friend is someone who is helpful and kind 	<p>Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur</p> <ul style="list-style-type: none"> Says, "Tai and I are friends because he doesn't tease me when I get upset. He doesn't let other kids tease me, either." Chooses to play alone after disagreeing with a friend, but seeks out that friend later in the day Says, "My friend, Kamri, and I are going to sit next to each other in music because she can help me count out my part, and I can help her read the notes." 							



Example!

Questions or Concerns?



If you have any questions or concerns please feel free to contact me. I am here to help!

any questions?

