

# Welcome to School #1 Family and Friends!



Pre-K 4  
Ms. Krasnomowitz  
[Skrasnomowitz@wpschools.org](mailto:Skrasnomowitz@wpschools.org)  
2020-2021

# About Ms. Krasnomowitz

**Education:** I went to William Paterson University (WPU) as an undergraduate and obtained my degree in English-Writing and a dual teaching certification in P-3 & K-6. A few years later, I went back to WPU and graduated with a Masters in Literacy with a Reading Specialist Certification and a Supervisor Endorsement.

**Teaching Experience:** I have been teaching in Woodland Park for 10 years. I started at Charles Olbon in Kindergarten as Ms. Tonti's student teacher then I taught first grade, second grade and basic skills instruction (BSI).

**Things I Like:** I truly enjoy reading about and exploring new education trends. I love children, nature, animals, and writing. I spend most my free time with my family making memories.



# About Ms. Irene



Hi! My name is Irene Donovan. This is my fourth year working in the Woodland Park School District. The first two years I worked at Memorial School. My first year at Memorial I was a teacher aide in a LLD class and the second year I was a one-on-one for a 5th grader. The third year I was a teacher aide at Charles Olbon School in a pre-K class and now I am currently at school 1.

I live in Woodland Park for almost 28 years with my husband and have 3 daughters who all attended the school system in this town.

Before working at Memorial I worked at two different daycares in Woodland Park.

I am excited for an **AMAZING YEAR!!**

# Virtual Learning Rules

1. Allow your child to answer questions and do activities on his/ her own.
  - This will allow us to observe your child's true ability this way we can track progression throughout the school year.
1. Set up an area where your child can focus on the class during live meetings, where there are no other distractions.
1. Please save eating and playing for times set in the schedule or times that we are not in a live meeting.
1. Always do your best work!
1. Listen to your friends when they are talking.

# Class Schedule

Ms. Krasnomowitz's and Ms. Irene's Pre-K 4 Daily Schedule 2020-2021	
8:40-9:10	Review Question of the Day with Child (Google Classroom)
9:10-9:25	<a href="#">Morning Meeting (Live Google Meet)</a>
9:25-10:45	Centers (Google Classroom) <a href="#">Small Group (Live Google Meet)</a> <small>**Your child will work in centers during this time but meet with the teacher in a small group in their allotted time. Please schedule times and days with the teacher.</small>
10:45-11:25	Gross Motor/Snack (Google Classroom)
11:25-11:45	<a href="#">Read Aloud (Live Google Meet)</a>
11:45-12:25	Centers (Google Classroom) <a href="#">Small Group (Live Google Meet)</a> <small>**Your child will work in centers during this time but meet with the teacher in a small group in their allotted time. Please schedule times and days with the teacher.</small>
12:25-2:10	Lunch & Rest (Google Classroom)
2:10-2:40	Centers(Google Classroom) <a href="#">Small Group (Live Google Meet)</a> <small>**Your child will work in centers during this time but meet with the teacher in a small group in their allotted time. Please schedule times and days with the teacher.</small>

# 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.



# Pre-K 4 Curriculum Studies

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.

Simple Machines

Insects

signs

Beginning of the  
School Year

Getting Ready for  
Kindergarten

Tubes and Tunnels

Reduce, Reuse, Recycle

# Objectives

Thirty-six of the objectives are organized into nine different areas of development and learning. The first four areas describe areas of a child's growth and development (social-emotional, physical, language, cognitive).

The other five areas focus on content learning that are described as outcomes in early learning standards (literacy, mathematics, science and technology, social studies, the arts).

The tenth area is English Language Acquisition. Which helps to follow a child's progress in acquiring both receptive and expressive language in English.



# Objectives

## Objectives for Development & Learning: Birth Through Third Grade

### 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 roles 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 concepts 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 ideas and information
  - 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

# Color Band Progression



## Objective 2 Establishes and sustains positive relationships

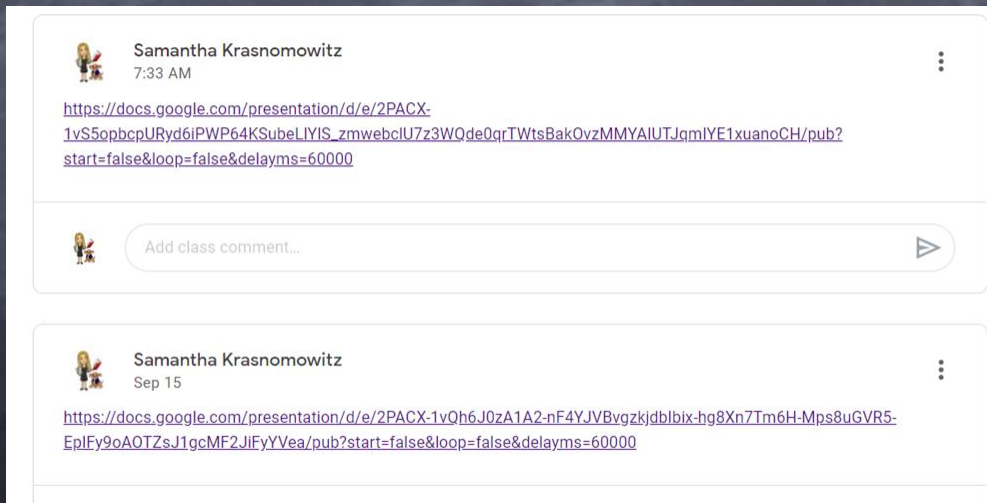
### d. Makes friends

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

# Google Classroom

This is where you will find the link to our daily bitmoji classroom slide presentation.

Class code:  
wrp7n2s



A screenshot of a Google Classroom post. The post is from Samantha Krasnomowitz, posted at 7:33 AM. It contains a link to a Google Slides presentation: [https://docs.google.com/presentation/d/e/2PACX-1vS50pbcpURyd6iPWP64KSubeLIYIS\\_zmwebcIU7z3WQde0qrTWtsBakOvzMMYAIUTJqmIYE1xuanoCH/pub?start=false&loop=false&delayms=60000](https://docs.google.com/presentation/d/e/2PACX-1vS50pbcpURyd6iPWP64KSubeLIYIS_zmwebcIU7z3WQde0qrTWtsBakOvzMMYAIUTJqmIYE1xuanoCH/pub?start=false&loop=false&delayms=60000). Below the link is a comment input field with the placeholder text "Add class comment..." and a send button. The post also shows a second timestamp "Sep 15" and another link to a presentation: <https://docs.google.com/presentation/d/e/2PACX-1vOq6-J0zA1A2-nF4YJVbvgzkjdblbix-hg8Xn7Tm6H-Mps8uGVR5-EpIFy9oAOTZsJ1gcMF2JiFyYVea/pub?start=false&loop=false&delayms=60000>.



# Bitmoji Classroom

The classroom features a white brick wall background. At the top, a colorful banner spells out 'welcome'. An American flag is on the right. A teacher's Bitmoji is sitting in a purple beanbag chair on the left, reading a red book. A dog Bitmoji is sitting on the floor in the center. A large whiteboard in the background displays the following information:

- Class Read Aloud Video** (in an orange box)
- Google Meet Code: krasnomowitzpre-k4** (in a cyan box)
- Welcome to Ms. Krasnomowitz's Pre-K 4** (with a dog illustration)
- Morning Meeting** (in a red box)
- Small Group** (in a yellow box)

Other elements include:

- A table on the left with the heading **Simple Machines** and three columns: **Know**, **Want to Know**, and **Learned**.
- A corkboard with the heading **September Birthdays** listing: **Mohammad 9/3**, **Luciana 9/6**, and **Owen 9/13**.
- An **Email** box with the address: **Ms. Krasnomowitz krasnomowitz@wpschools.org**
- A sign that says **Our Daily Schedule** with illustrations of a scale, a bicycle, a shovel, and a ladder.
- A bookshelf on the right with sections: **Daily Activities**, **Ready Rosie**, **Teaching Strategies** (highlighted in green), **WPSD WEBSITE**, and **Realtime**.
- An easel on the right with a sign for **Simple Machines Study** that says: **Exploring the Topic** and **What do we know about simple machines?** Below it is a **Question of the Day**: **How do you use this simple machine? (tongs)**
- A sign that says **LEARN** above the bookshelf.
- A red apple illustration on the right.

Class code:  
krasnomowitzpre-k4

# Google Meet

This is where any live interaction and teaching will occur.

Morning Meeting (9:10-9:25)



Read Aloud (11:25-11:45)

Small Group 9:30-9:50, 10:00-10:20, 10:25-10:45, 11:50-12:10, 2:10-2:30

You can find a link to google meet in our bitmoji classroom or just type google meet into your browser and then type the class code.

**\*Please allow your child to answer questions and do activities on his/her own during these times.**

# Teaching Strategies Family App

This is a school wide app that teachers, parents and administrators use.

Using this makes sending pictures and videos of your child quick and easy. When you send a video or picture please be sure to write what activity your child has completed.

Please download this app if you have not yet.



# Ready Rosie

Short videos of developmentally appropriate and engaging activities to do with your child at home .



## Ready Rosie



**Stomp the Letter**  
3-4 Years, 4-5 Years



**Snack Count**  
18-36 months



**Reading Strategies: Look at the Picture**  
Kindergarten, 1st grade



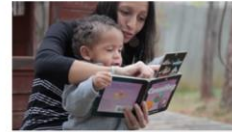
**Ten in a Row**  
Kindergarten



**Tips for tech: Screen time battles**  
18-36 months, 3-4 Years, 4-5 Years,  
Kindergarten, 1st grade, 2nd grade, 3rd grade



**Bear Hunt**  
18-36 months



**Reading Routines for Early Readers**  
0-9 months, 09-16 Months, 18-36 months, 3-4  
Years, 4-5 Years, Kindergarten, 1st grade



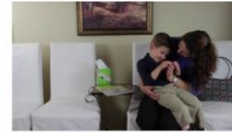
**Funny Reading**  
3-4 Years, 4-5 Years



**I Went to the Zoo and Saw**



**Routine Strategy: Transition Timer**



**Choosing the Right Voice**



**Numbers Everywhere**

# Centers

Parents/caregivers these are just ideas for the different centers, the students by all means can build, play and create whatever they would like. Please allow your child to do these activities on his/her own and upload the picture to teaching strategies app labeling which activity he/she has completed.

**Blocks:** Build a simple machine. Can you draw a picture of it?

**Outdoors:** bring a simple machine outside and explore.

**Art:** Use your scissors to create something.

**Writing:** write your name

**Library:** Read a book



## More Centers

Math

Toys and Games

Music and Movement

Sand and Water

Cooking

Dramatic Play



# Gross Motor

These activities will help to build your child's ability to control his/her use of large muscles.

walking

throwing

kicking

running

sitting



lifting

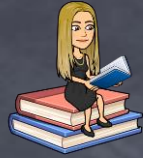
# Small Group

Continue practicing skills and activities we learn in small group for as long as your child is interested. These are objective based activities that will help your child progress throughout the school year.

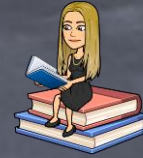
During this time it is important that your child is doing the work on his/her own so he/she can begin to develop these skills and I can teach him/her new skills.

You can view the activity and materials on the slide document posted each day.





# Literacy



Reading to your child every day or night will help to develop his/her vocabulary and important pre-reading skills that he/she will use for the rest of his/her life.

Start by doing a “picture walk” look at the pictures in the book and talk about them. Next read the story and talk about the characters or the information in the book.

When your child sees you reading, they will want to read too!

**“Young Children are the perpetual tourists without much life experience, truly strangers in a strange land. They are developing their minds at such a rate that they are literally new people with each sunrise. Their backlog of experience is so slight that each day, each new place brings surprises.”**

**-Jim Greenwood-**



# Thank You!

Parents you are doing an amazing job thank you for all of your efforts and support in this new learning and teaching journey!

Thank you for sharing your babies with me! It truly makes me happy to see their little faces on my screen each morning and I HOPE soon there will be a day that they can walk into my classroom where they will feel safe and at home.

