

A.D. Harvey Elementary

KINGSVILLE INDEPENDENT SCHOOL DISTRICT



400 West Corral Ave.
Kingsville, Texas 78363
361-592-4327

**Serving
Grades**

**Kinder
&
1**

Principal
Mr. Leo Ramos

Secretary
Mrs. Janie Garcia

Counselor
Mrs. Cynthia Garcia

Nurse
Mrs. Norma Moreno

Welcome to the School Year

Welcome to A.D. Harvey Elementary School. A.D. Harvey Elementary School is not only home of the fighting Jets, but it is also a Texas Education Agency Academically Recognized Campus for the 2005-2006 school year. We hope that your first, second, or third year will be educationally profitable for you and your child. We are pleased to have you as partners in this educationally year. As the year progresses, we encourage to call the school and talk to us. If your question deals with in-class events, please ask to speak with the teacher. If it deals with the overall program, curriculum, or activities, please contact me directly.

One of our goals is to see that the parents and guardians of students, like the students themselves, feel at home at Harvey. We will provide information about events and activities throughout the school year by sending parent newsletters. The staff and I are looking forward to meeting you at our Open House that will take place on Monday, September 12, 2005, 6:00-7:00 PM, in the school cafeteria.

We are glad to have you with us this year, and we want to assure you that we will do our best to help your child experience academic, social, and emotional growth. With your help, support, and cooperation, this should be an excellent school year.

Respectfully,
Leo Ramos, Jr.

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DEVELOPMENTAL CHARACTERISTICS FOR FIRST GRADE

Physical Development

- is in perpetual motion (i.e: squirming while sitting)
- gains control of fine motor activities
- tests muscle strength and skills
- develops a good sense of balance
- catches balls, ties shoelaces, manages buttons and zippers
- develops the ability to copy designs and shapes
- learns to distinguish left from right

Social and Emotional Development

- wants to make friends
- can be very competitive
- is sensitive to criticism; thrives on encouragement
- is enthusiastic; has great capacity for enjoyment
- has a strong desire to perform well
- can be helpful with small chores
- has a strong need for love and attention from parents and teachers

Intellectual Development

- has increased problem-solving ability
- loves to ask questions
- has an attention span that is relatively short
- learns best through active involvement
- is interested in real life tasks and activities
- can begin to understand time and days of week
- uses language and words to represent things
- views things as right or wrong with very little middle ground

Parent Resources

Kingsville ISD www.kvisd.esc2.net

Parent Teacher Association www.pta.org

Texas Education Agency www.tea.state.tx.us

United State Department of Education www.nochildleftbehind.gov

Study Island www.studyisland.com

Kingsville ISD Administration

361-592-3387

A.D. Harvey Elementary



DEVELOPMENTAL CHARACTERISTICS FOR KINDERGARTEN

Physical Development

- requires 10 - 11 hours of sleep each night
- throws and catches balls
- rides a tricycle skillfully
- is interested in performing tricks
- learns to tie shoelaces
- copies shapes and cuts with scissors
- dresses self independently
- establishes left or right hand dominance

Social and Emotional Development

- takes turns and shares
- understands and respects rules
- tries new things and takes risks
- likes to make own decisions
- begins understanding right and wrong
- confuses fantasy with reality
- can be very bossy
- is sensitive to others' feelings
- converses with other children or adults

Intellectual Development

- understands that stories have a beginning, middle, and end
- is able to remember stories and repeat them
- recognizes categories
- sorts and compares objects
- identifies and writes letters and numbers
- counts and identifies sets to ten
- enjoys riddles and jokes
- develops a good attention span
- draws pictures that represent objects

Campus Website
<http://harvey.kvisd.esc2.net>

A.D. Harvey Elementary

Questions To Ask The Teacher

Listed below are some questions parents can ask teachers to provide additional ways to help students be successful in school.

- What does my child need to learn this year?
- Does my child have the right material / attitude to learn?
- What are the key concepts and topics that my child will learn this year?
- How can my child use this information outside the classroom?
- What can I do to help my child be successful?
- What strategies will be used to help my child learn?
- How can I help my child be an independent learner?
- What can my child do if he or she does not understand the information?
- What will my child be expected to do to show he or she has learned the information?
- What level of performance should my child achieve?
- What goals do you have for my child to achieve this year?
- How will my child's progress be evaluated throughout the year?



Questions To Ask Your First Grader

Listed below are some questions parents can ask their child as a way of helping their student reach success in school this year.

- What did you do today to help you learn to read?
- What do you do in math today? Why do you think this is important?
- What are you learning about in science?
- Tell me things your teacher said.
- Tell me things your teacher showed you.
- Tell me things you read or wrote.
- Did you listen to a story? What was it about?
- Tell me something new you learned today.
- Did you ask your teacher any questions today? What did you ask?
- How does your teacher know you are learning?

Additional Information About Your Kindergarten and First Grader

Each second and third grade student is tested on his/her development in reading three times during the year: beginning, mid-year, and at the end of the year. The Texas Primary Reading Inventory and Tejas Lee for bilingual students are used in Kingsville ISD. As part of the student success initiative parents will receive a letter informing them if their child is having difficulty in learning to read. Each campus provides special instruction for students who experience reading problems. Special instruction may include such things as small group instruction during the school day, after-school tutorials, and use of specialized reading programs.

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Questions To Ask Your Kindergarten Child

Listed below are some questions parents can ask their child as a way of helping their student reach success in school this year.

- Did you practice saying the alphabet today? Say it for me.
- Did you practice writing letters today?
- Did you try to read today? Could you do that?
- Did you practice saying and writing your numbers?
- Did you count things?
- Show me the letters and numbers you can write.
- Why do you need to learn the letters of the alphabet?
- Where do you see me using numbers?
- Did you listen to a story? What was it about?
- Tell me something new you learned today.
- Did you ask your teacher any questions today? What did you ask?
- How does your teacher know you are learning?

Homework Tips For Parents

These homework tips are ways you can help your child be more effective and efficient in completing his/her homework.

- ↪ Make sure your child has a quiet, well-lit place to do homework.
- ↪ Make sure the materials your child needs, such as paper, pencils and a dictionary, are available.
- ↪ Help your child with time management. Establish a set time each day for doing homework.
- ↪ Be positive about homework.
- ↪ When your child asks for help, provide guidance, not answers.
- ↪ When the teacher asks that you play a role in homework, cooperate with the teacher.
- ↪ Stay informed. Make sure you know the purpose of homework and what your child's class rules are.
- ↪ Help your child figure out what is hard homework and what is easy homework. Have your child do the hard work first.
- ↪ Watch your child for signs of failure and frustration. Let your child take a short break if he/she is having trouble focusing.
- ↪ Reward progress in homework.

Character Traits



September - RESPONSIBILITY

Be accountable for what you say and do.

October - COOPERATION

Work together to achieve a common goal.

November - RESPECT

Be considerate of the feelings, rights and property of others.

December - COMPASSION

Show, think and feel concern for others.

January - SELF-DISCIPLINE

Practice self-control with positive behaviors and thoughts.

February - SELFLESSNESS (FRIENDSHIP)

Give of yourself, without hurting yourself, and don't expect anything in return.

March - TRUSTWORTHINESS & HONESTY

Be reliable and truthful in what you say and do.

April - COURAGE

Have the courage to stand for a noble and generous purpose.

May - TOLERANCE

Be open-minded and respectful towards those with beliefs and practices different from your own.

A.D. Harvey Elementary

TEKS (Texas Essential Knowledge and Skills) Objectives

English Language Arts and Reading - Kindergarten

- (1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.
- (2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.
- (3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.
- (4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.
- (5) Reading/print awareness. The student demonstrates knowledge of concepts of print.
- (6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).
- (7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.
- (8) Reading/vocabulary development. The student develops an extensive vocabulary.
- (9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.
- (10) Reading/literary response. The student responds to various texts.
- (11) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.
- (12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.
- (13) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.
- (14) Writing/spelling/penmanship. The student develops the foundations of writing.
- (15) Writing/composition. The student composes original texts.
- (16) Writing/inquiry/research. The student uses writing as a tool for learning and research.

English Language Arts and Reading - First Grade

- (1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.
- (2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.
- (3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.
- (4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.
- (5) Reading/print awareness. The student demonstrates knowledge of concepts of print.
- (6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).
- (7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.
- (8) Reading/word identification. The student uses a variety of word identification strategies.
- (9) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.
- (10) Reading/variety of texts. The student reads widely for different purposes in varied sources.
- (11) Reading/vocabulary development. The student develops an extensive vocabulary.
- (12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

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TEKS (Texas Essential Knowledge and Skills) Objectives

English Language Arts and Reading - First Grade (continued)

- (13) Reading/literary response. The student responds to various texts.
- (14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.
- (15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources, including selections read aloud.
- (16) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.
- (17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing.
- (18) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.
- (19) Writing/writing processes. The student selects and uses writing processes to compose original text.
- (20) Writing/spelling. The student spells proficiently.
- (21) Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage.
- (22) Writing/evaluation. The student evaluates his/her own writing and the writing of others.
- (23) Writing/inquiry/research. The student uses writing as a tool for learning and research.

Mathematics - Kindergarten

- (1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities.
- (2) Number, operation, and quantitative reasoning. The student describes order of events or objects.
- (3) Number, operation, and quantitative reasoning. The student recognizes that there are quantities less than a whole.
- (4) Number, operation, and quantitative reasoning. The student models addition and subtraction.
- (5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns.
- (6) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions.
- (7) Geometry and spatial reasoning. The student describes the relative positions of objects.
- (8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different.
- (9) Geometry and spatial reasoning. The student recognizes characteristics of shapes and solids.
- (10) Measurement. The student uses attributes such as length, weight, or capacity to compare and order objects.
- (11) Measurement. The student uses time and temperature to compare and order events, situations, and/or objects.
- (12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.
- (13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- (14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language.
- (15) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world.



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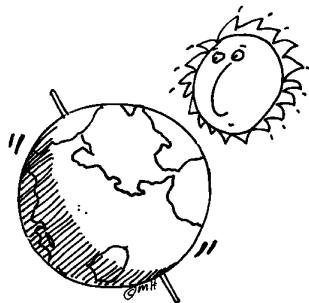
TEKS (Texas Essential Knowledge and Skills) Objectives

Mathematics - First Grade

- (1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.
- (2) Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.
- (3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations.
- (4) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions.
- (5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations.
- (6) Geometry and spatial reasoning. The student uses attributes to identify, compare, and contrast shapes and solids.
- (7) Measurement. The student uses nonstandard units to describe length, weight, and capacity.
- (8) Measurement. The student understands that time and temperature can be measured.
- (9) Probability and statistics. The student displays data in an organized form.
- (10) Probability and statistics. The student uses information from organized data.
- (11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- (12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language.
- (13) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world.

Science - Kindergarten & First Grade

- (1) Scientific processes. The student participates in classroom and field investigations following home and school safety procedures.
- (2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom.
- (3) Scientific processes. The student knows that information and critical thinking are used in making decisions.
- (4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.
- (5) Science concepts. The student knows that organisms, objects, and events have properties and patterns.
- (6) Science concepts. The student knows that systems have parts and are composed of organisms and objects
- (7) Science concepts. The student knows that many types of change occur.
- (8) Science concepts. The student knows the difference between living organisms and nonliving objects.
- (9) Science concepts. The student knows that living organisms have basic needs.
- (10) Science concepts. The student knows that the natural world includes rocks, soil, and water.



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TEKS (Texas Essential Knowledge and Skills) Objectives

Social Studies - Kindergarten

- (1) History. The student understands that holidays are celebrations of special events.
- (2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation.
- (3) History. The student understands the concept of chronology.
- (4) Geography. The student understands the concept of location.
- (5) Geography. The student understands the physical and human characteristics of the environment.
- (6) Economics. The student understands that basic human needs are met in many ways.
- (7) Economics. The student understands the importance of jobs.
- (8) Government. The student understands the purpose of rules.
- (9) Government. The student understands the role of authority figures.
- (10) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.
- (11) Culture. The student understands similarities and differences among people.
- (12) Culture. The student understands how people learn about themselves through family customs and traditions.
- (13) Science, technology, and society. The student understands ways technology is used in the home and school.
- (14) Science, technology, and society. The student understands ways in which technology has changed how people live.
- (15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- (16) Social studies skills. The student communicates in oral and visual forms.
- (17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Social Studies - First Grade

- (1) History. The student understands how historical figures helped to shape our community, state, and nation.
- (2) History. The student understands the origins of customs, holidays, and celebrations.
- (3) History. The student understands the concepts of time and chronology.
- (4) Geography. The student understands the relative location of places.
- (5) Geography. The student understands the purpose of maps and globes.
- (6) Geography. The student understands various physical and human characteristics of the environment.
- (7) Economics. The student understands the concepts of goods and services.
- (8) Economics. The student understands the condition of not being able to have all the goods and services one wants.
- (9) Economics. The student understands the value of work.
- (10) Government. The student understands the purpose of rules and laws.
- (11) Government. The student understands the role of authority figures and public officials.
- (12) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.
- (13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.
- (14) Culture. The student understands how families meet basic human needs.
- (15) Culture. The student understands the importance of family beliefs, customs, language, and traditions.
- (16) Science, technology, and society. The student understands how technology has affected daily life, past and present.

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TEKS (Texas Essential Knowledge and Skills) Objectives

Social Studies - First Grade (continued)

- (17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- (18) Social studies skills. The student communicates in written, oral, and visual forms.
- (19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.