



Here are a few things that are important to remember...

### **Arrival and Dismissal**

Children are to be dropped off before 9:00 a.m. and no earlier than 8:40 a.m., as there will be no supervision for those arriving early. If you bring your child to school and arrive later than 9:00 a.m. - be sure to come in with him/her and assist them in checking in at the front office. Do not just drop them at the doors if you arrive after 9:00 a.m.

In the afternoon, any children being picked up by a parent or guardian will be sent to the cafeteria near 3:45 p.m. Do not go to your child's room to pick him/her up. Meet them in the cafeteria, as they will need to be checked out by the adult on duty. Please use the doors near the gym when picking up your child and leaving the building in the afternoon. Be sure to tell the adult on duty in the cafeteria who you are and who you will be taking. There is also a clipboard that you will need to sign your child out on. This will keep the front halls less congested for those students needing to catch a bus. Thank you for your cooperation.

If there is a change in the way your child will be going home from school, you must notify me in writing or call the office at 626-8427, extension 3000. If this is not done, I am required by school policy to place your child on his/her normal bus route.

### **Health Issues**

If your child needs to take any type of medication (even Tylenol or cough drops), the office needs to have written parent approval on file. All medicines are to be kept in the office in their original containers - labeled with the child's name, with the possible exception of cough drops - which I will keep at my desk. Please notify me and/or the office if your child has any serious/life-threatening allergies or other conditions. If an Epi-pen needs to be available at close range...tell us. Please have all items necessary to treat the child's condition at school at all times.

Your child will probably come home exhausted for the first few weeks of school (I know I do!) This is perfectly normal. All children will be

expected to lie down for a "quiet time" at school, whether they actually nap or not. I usually play some relaxing music during this down time. All children are expected to have a beach towel for use during rest time. Please put this towel inside a large Ziploc bag, labeled with your child's first/last name.

Note...if your child has not been in daycare or preschool, he/she may seem to get colds more often. This is also normal for the first few months of school. Please try to send your child to school daily, unless they are vomiting or have a fever. In these cases, it is very important to the health of the other children that you keep your child at home! Make arrangements with a friend or relative if you are a working parent and cannot take the time off.

### **Absences**

If at all possible, try to limit the number of non-illness related absences during the year. It is very important to stress to children -at an early age- the importance of being in school. Not only is it very difficult to catch up on the work missed, but once a child turns six years old they are only allowed five excused absences in accordance with Wisconsin's state statutes. My policy in cases of non-illness related absences is to allow the child the same number of days as he/she was missing to complete missed work once he/she returns to school - for example, 4 days gone on vacation...4 days after returning to get work caught up. I hesitate to give work in advance, as often we get off-schedule for one reason or another...making it confusing/boring upon return for the child that is now ahead of us. Many times, if a child is going out-of-state, I may have them keep a journal and share points of interest upon returning to class.

### **Lunch/Snack**

We will be eating lunch at 11:30 a.m. You are welcome to join us. If you would like a hot lunch, please inform the office a day in advance to arrange for payment. Let your child know which choice you'd like, as the count is due to the kitchen in the morning.

A milk and snack break is scheduled for after our 2:00 recess. The snacks for this break are provided through donations from kindergarten families. I will be sending home a snack sack with the child who will be providing the next day's snack. Look for a weekly snack schedule in your child's folder each Friday! These snacks should be healthy. Some past

favorites include: fruit cocktail, pretzels, dried fruit, raisins, Chex/trail mix, cereal, veggie/fruit trays, and crackers with cheese.

It is a good idea for children with specific food allergies to have their own back-up snacks on hand. What a parent had done in the past is to pack a pencil box (labeled with that child's name) with a variety of snacks that the allergic child was able to have. When that box became empty, I simply sent it home that night for a refill.

We try to limit sweet, sugary treats to special occasions and birthdays. If you send in a cake or other hard-to-serve treat, please plan on coming in to help serve it or - at the very least- have it cut and ready to go. Also, send in the necessary utensils - ie. paper plates, plastic forks, etc... Thank you.

### **Birthdays**

In kindergarten, birthdays are a big deal. On their birthday, students may bring in a treat (please follow guidelines that were previously discussed in Lunch/Snack section), but in years past I have also encouraged parents to consider donating a favorite book (new copy) to their child's classroom in honor of his/her birthday. We share the book and celebrate the birthday boy/girl by placing an inscription in the front cover, including the date, child's photo, and their "signature". It is great to see the look on younger siblings' faces, when they pull those books off the shelf a year or so down the road, opening the front cover only to see a picture of their own brother or sister! During the school day, the birthday boy/girl may choose to wear a birthday crown or visor...and can even wear my fancy birthday sunglasses for the day, if they'd like. I will also send home a birthday certificate, sticker, and pencil.

Note...summer birthdays will be celebrated in December, January, and February on the child's  $\frac{1}{2}$  birthday. I will contact the parents of those children to set up a date to bring in a special birthday treat.

If your family's religion or culture does not permit the celebration of birthdays, please let me know and I will make every effort to respect your choice. On a related note, please be aware that our Everyday Math activities feature a lesson in which the class creates a Birthday Month graph and an Age Change graph. Please let me know how you'd like this lesson handled for your child. Thanks so much!

## Lunch Money

Lunch money must be brought to school in an envelope. School staff does not handle the payments, but rather sends it over to the food service office. Please be sure to pay lunch fees in a timely manner, preferably using a check (made out to School Nutrition). Include the following info on the envelope (or use the one provided as a reminder that money is needed):

- Student's Name(s)
- Parent or Head of Household's Name and Address
- Amount Enclosed (Label Envelope "LUNCH MONEY")

It is very difficult for us to try to track lunch money that has not been labeled properly, so please follow the above instructions. This will help us to ensure that your child gets to eat hot lunches whenever he/she chooses to. Thank you.

## Clothing

Be sure your child is dressed comfortably and for active play. It is important that the children have shoes that are appropriate for the playground. It is encouraged that you send a labeled pair of gym shoes to keep at school. Feel free to send an extra sweatshirt to leave at school, too... it does get chilly during those blustery winter days. Please take a few minutes to label everything with your child's name or initials, since there are often duplicates. I also ask that each child have a full set of extra clothing (including pants, shirt, and one or two pairs of socks and underwear). Many parents disagree with this, thinking it is solely due to bathroom "accidents" - but it has really come in handy in years past. Children often get wet while playing on the snowy/puddly playground, get "spilled" on during snack time, or simply are having so much fun that they forget they need to take time to use the bathroom. Being prepared for such situations helps avoid embarrassment. It is also advisable to send in clothing that is multi-seasonal; it's not good if we only have shorts for the bottom if it's the middle of winter! Another suggestion is to do periodic checks to see if the clothing sent fits your child. It's hard to believe how quickly they grow!

## Holidays

Part of the kindergarten Social Studies experience is exposing the children to a wide variety of holidays and various ways of celebrating them. Our classroom celebrations include, but are not limited to, Halloween, Thanksgiving, Christmas, Easter, and Valentine's Day. If you are willing to help plan activities for any of these special days or are able to donate food or time, please let me know. In the past, parents have often come into the classroom to share traditions reflecting holidays in their family's culture. For example, we have had speakers on both the Chinese New Year and Hanukkah in years past. This exposure to other cultures fosters an appreciation for differences among classmates. If you prefer, for personal or religious purposes, not to have your child participate in these mini-lessons, please contact me and we can make other arrangements.

\*\*\*Note- These holiday mini-lessons will NOT be of a religious nature.

## Classroom Rules & Rewards

In our kindergarten classroom, we spend a lot of time focusing on appropriate social behaviors. Children are expected not only to respect school property and adults -but to respect one another, as well. Our classroom has 5 main rules that all are expected to follow. These rules are posted at the front of the classroom on color-coded signs. Each rule has a special "silent symbol" to go with it...which allows me to subtly remind a student that they need to check their behavior or they will soon face consequences. Reviewing these rules is an important part of our daily routine for the first couple months of school. Below, you will find a color-coded list of our classroom rules - followed by its "silent symbol."

Blue Rule - Listen Carefully (Tug at Ear)

Orange -Talk Quietly (1 Finger on Lips),  
No Talking in Hall (2 Fingers on Lips)

Hot Pink Rule -Keep Hands, Feet, and Objects to Yourself  
(Give Yourself a Hug)

Purple Rule -Use Kind Words (Trace Your Smile With 1 Finger)

Green -Take Turns (Make "Windshield Wipers" using both pointer fingers)

Our classroom discipline plan incorporates both rewards and consequences. We have a traffic light-style behavior monitoring system in place. Each student starts off the day on a GREEN light. If he/she is misbehaving, I will give him/her one verbal warning. If the inappropriate behavior continues, I will have the child move his/her clothespin to their YELLOW light (and may also have them sit separately from the group for a time, if appropriate.) If he/she continues to have a bad day, they will need to move to their RED light. The consequence for being on red light is to miss a recess or free-choice play time, spending this time sitting quietly at his/her seat with their head down. If poor choices continue OR if a serious infraction occurs (stealing, fighting, swearing, etc...), the child will be asked to remove his/her clothespin from the traffic light. The consequence for this is a phone call, e-mail, or note from me to the parent/guardian describing the child's behavior that day. If a serious infraction is the reason the child removed their clothespin, our principal -Ms. Molebash - may be consulted and a pink intervention form may be sent home. Each afternoon (or the following morning), the children are rewarded with a sticker on their CHEER CHART if they stayed on GREEN light. They are also able to place a pompom in the classroom reward jar. When this jar is filled, the entire class receives a special reward - such as a movie party, extra recess, etc...

Part of the students' Daily Wrap-Up routine is to color the date box on their Monthly Behavior Calendar (located in take-home folder) to match the color light that his/her clothespin ended that day on. Please initial each date, nightly...so I know that you are aware of any behavior issues. Thank you.

NOTE - Sometimes it may become necessary to adjust these rewards/consequences based upon the classroom make-up and/or the behavior itself. If this happens, I will make you aware of the change in written form.

# Kindergarten Concepts

Kindergarten is a time for advancement and exploration in many core subject areas. Please review the following syllabi for an overview of the key concepts taught in Kindergarten. Note that these concepts may change from year to year, as we are always trying to improve our educational practices.

## Math

### **Number and Numeration 1**

- Count on by 1s to 100; count on by 2s, 5s, and 10s and count back by 1s.
- Count 20 or more objects; estimate the number of objects in a collection.
- Model numbers with manipulative; use manipulative to exchange 1s for 10s and 10s for 100s; recognizes that digits can be used and combined to read and write numbers; read numbers up to 30.

### **Number and Numeration 2**

- Use manipulative to model half of a region or a collection; describe the model.
- Use manipulative, drawings, and numerical expressions involving addition and subtraction of 1-digit numbers to give equivalent names for whole numbers up to 20.
- Compare and order whole numbers up to 20.

### **Operation and Computation**

- Use manipulative, number lines, and mental arithmetic to solve problems involving the addition and subtraction of 1-digit whole numbers.
- Identify join and take-away situations.

### **Data and Chance**

- Collect and organize data to create class-constructed tally charts, tables and bar graphs.
- Use graphs to answer simple questions.
- Describe events using certain, possible, impossible and other basic probability terms.

## Measurement and Reference Frames

- Use nonstandard tools and techniques to estimate and compare weight and length; identify standard measuring tools.
- Identify pennies, nickels, dimes, quarters, and dollar bills.
- Describe temperature using appropriate vocabulary, such as hot, warm, and cold; identify a thermometer as a tool for measuring temperature.
- Describe and use measures time periods relative to a day and week; identify tools that measure time.

## Geometry

- Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, and cubes.
- Identify shapes having line symmetry.

## Patterns, Functions, and Algebra

- Extend, describe, and create visual, rhythmic, and movement patterns; use rules, which will lead to functions, to sort, make patterns, and play "What's My Rule?" and other games.
- Read and write expressions and number sentences using the symbols +, -, and =.

Common Assessments: Teacher observation/individual quarterly assessments

## Writing

### Topics/Genres

#### Morning Message

- Identify letters, words and sentences.
- Count letters, words and sentences.
- Compare letters, words and sentences.

#### Dictation

- Dictate a sentence for the teacher to write.
- Write a sentence dictated by the teacher.

#### Free Writing

- Display meaning through illustrations.
- Sound out words to represent meaning.

## Writing Skills

### Control of Language

- 6 Traits
- Writing Process

### Content/Composition

- Contribute to predictable charts.
- Illustrate predictable charts.

## Grammar/Spelling

### Letter Identification

- Identify all capital letters.
- Identify all lower case letters.

### Letter Sounds

- Produce beginning consonant sounds.
- Produce both long and short vowel sounds.

### Journal Writing

- Sound out words during independent writing.
- Use popcorn words in independent writing.

## Listening/Speaking

### Active Listening

- Listen to stories without interrupting.

### Active Participation

- Volunteer ideas regularly.

### Common Assessments:

- Teacher observation
- Letter identification checklist
- Letter sound checklist
- Sentence dictation
- Predictable chart class books/publications
- Popcorn word checklist

## Social Studies

### Holidays

- Students will explain the significance of national holidays.
- Students will participate in discussions about holidays.

### Character Traits

- Students will demonstrate the following character traits as introduced:
  - ✓ Respect
  - ✓ Responsibility
  - ✓ Self-Discipline
  - ✓ Caring
  - ✓ Integrity
  - ✓ Leadership
  - ✓ Cooperation
  - ✓ Citizenship
  - ✓ Reflection

### Safety

- Focus on home and school evacuations/procedures, including:
  - Fire
  - Tornado
  - Lock down

Common Assessments: Teacher Observations

## Reading

### Content/Genres:

#### Rhyming

- Listen for rhymes in poetry
- Locate rhymes in text

#### Fiction

- Identify text as fiction (look at characters, illustrations, and plot)
- Read a variety of fictional text

#### Non-Fiction

- Identify text as non-fiction (examine text structure i.e. captions, illustrations, and table of contents)
- Read a variety of non-fiction text

## Reading Skills:

### Text Structure

- Identify story sequence (Beginning, Middle, End)
- Identify the title or title page and front and back of book
- Know where to begin and end reading

### Reading Strategies

- Introduce comprehension strategies
  - Retelling
  - Visualizing
  - Big Idea vs. Details
- Realize print contains meaning

### Vocabulary Development

- Use picture/text clues to decode and develop vocabulary
- Use background knowledge

### Literary Devices

- Determine if words begin with the same sound.(Alliteration) (Literacy Links)
- Identify and generate rhyming words

### Word Recognition

- Know the difference between lower and uppercase letters
- Associate sounds with letters and introduces long and short vowel sounds
- Realize the difference between words, letters and spaces

## Science

### Physical Science:

**We use our senses to investigate the properties of matter.**

- Sort and classify objects by their physical attributes
- Explore the properties of magnets
- Predict, test hypotheses and record data during sink and float activities

### Earth Science:

**We observe weather and seasonal changes.**

- Identify and record daily weather conditions
- Observe, classify and compare daily weather and seasonal changes

## Life Science:

### People and animals have basic needs.

- Identify and discuss basic physical needs of animals (food, water, shelter, etc)
- Begin to demonstrate an understanding that people have the same physical needs as animals, as well as additional social and emotional needs

## Scientific Process:

### We are curious.

- We question, predict, infer and propose explanations
- Students demonstrate an interest in science topics, books, activities and centers

Common Assessments: Teacher Observations

## Special Themes & Units in Mrs. Rohrer's Room

- ✓ Getting to Know You / Names Theme
  - Done during first semester
  - Incorporates the use of children's first and last names to teach letters, sounds, print concepts, and phonemic awareness skills - such as rhyming, blending, segmenting, alliteration, and syllable counting.
  - Activities included - sorting alphabet letters into categories (in my name, not in my name, etc...); creating rhymes to go with our name; reading interactive charts/nursery rhymes that feature student names; using letters in our names to create other smaller words; doing word searches and playing BINGO with classmates' names
- ✓ Oviparous Animals Unit
  - Done around Easter time
  - Incorporates reading/language arts, social studies, and science.
  - Activities included - sort animal list as to whether they are egg-layers (oviparous) or live birthing; solve rhyming riddles regarding oviparous animals; do egg activities related to character education (everyone looks the same on the inside and fragile on the outside); scrambled names and popcorn words in plastic eggs.

✓ Pet and Pet Shop Theme

- Done 4<sup>th</sup> quarter
- Incorporates math, reading, writing, science, and social studies concepts.
- Activities included - Learning about the care and characteristics of various pets; bringing pets in to visit classroom with Ms. Molebash's approval; using Venn Diagrams to sort pets by various attributes; graphing favorite pets; creating a predictable chart telling the pet we wish we had and/or tips for the care of a specific type of pet; using imagination to play in dramatic play center that is set up as a veterinary clinic, pet shop, and groomer.

Grading

In kindergarten, students' academic grades are determined based upon individual progress/achievement relative to what is expected of them during that particular grading period.

Homework is used as a learning tool and its completion will not be reflected in the academic grade of the students. However- our report card does feature a separate grade for work habits, which would include responsibility.

Student behavior does not get factored into their academic grade. The report card includes a section outlining the students' social skills and grades these areas individually.

Finally, although regular school attendance is strongly encouraged...students' academic grades will not reflect their school attendance. However, be aware that truancy laws will be enforced once a child reaches his/her 6<sup>th</sup> birthday.

Here's to having a great year, filled with fun memories! If you have questions or concerns of ANY nature, please do not hesitate to contact me. My phone number at school is 262/626-8427, extension 3104. I can also be reached via e-mail at [crohrer@ksd.k12.wi.us](mailto:crohrer@ksd.k12.wi.us). Otherwise, a note placed in your child's take-home folder will work, too! Many of your questions may also be answered by searching the Farmington website or my classroom website. Both can be found at [www.kewaskumschools.org](http://www.kewaskumschools.org).

Your Partner in Education,

Mrs. Connie Rohrer

