

# Kindergarten Handbook

Mrs. Grisolono  
Kewaskum Elementary School





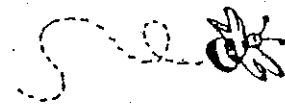
# Kindergarten Handbook

**Mrs. Grisolono**

Dear Parents,

Welcome to Kindergarten! Kindergarten is a milestone in your child's life. It is not only the beginning of his or her first formal education, but will be the first step toward life-long learning and social participation. New experiences and friends will make this year a special time for you and your child. I have planned many exciting activities for this year and am anxious to share them with you and your little ones.

I realize you may have many questions about the kindergarten program. This Kindergarten Handbook will hopefully answer some of those questions. Please let me know if you have any questions or concerns within the year. I want this year to be a great experience for your child and you. I can be reached by phone and also by email. Please take a few moments to look at my webpage for weekly homework and general Kindergarten information.



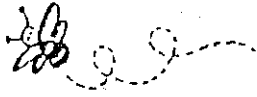
## The Beginning

The first week of school is a special time in your child's life. It may be the first major separation from the secure and familiar world of home and family. Your child will interact in a new environment, filled with new friends, activities, and exciting learning adventures. It is a place that a child can never entirely share with his or her parents. The greatest gift you can give to your child at this time is your loving support and understanding.



## Information Cards

Please take time to complete the information card I have included at the end of this handbook. The information you provide is very important and will assist me in creating a positive experience for your child.



## Schedule

Attached you will find a weekly schedule of our activities in Kindergarten. Although things may change greatly within any given day, this schedule is meant to provide you with a guide as to what your child will be doing at certain times throughout the day. It may also help you make decisions as to when you would like to visit our classroom. Our classroom also belongs to the parents and families of the children who grow within it. You are always welcome to visit or help out.



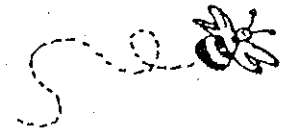
## Toys and Sharing

Due to the possibility of loss and damage, toys **should not** be brought to school for any reason ("Show and Tell" being the exception).

Our class has a "Show and Tell" schedule. Each month I will send home a schedule detailing when your child will be bringing home our "Show and Tell" can. Help him or her choose something that will fit into the can and return it the next day. "Show and Tell" begins during the second semester of school. When "Show and Tell" begins, you will be able to find a monthly calendar of when each child will bring the can home to place something in it.

We also share each Monday during "Weekend Adventure" time. The children are encouraged to share orally and in written form throughout the day. Communication is always a high priority in Kindergarten.





## Homework

Small homework assignments may be sent home once a week. Projects will also be assigned during the school year. Details and instructions will accompany each project or assignment. Homework in Kindergarten is designed to be done under the supervision of an adult. Parents should interact with their children while encouraging neatness and accuracy. Your children will need a pencil, scissors, crayons, and glue to complete some assignments.

In addition to homework projects, your child will be involved in R.A.H. (**Reading At Home**). R. A.H. is a school-wide program designed to encourage reading of all types in all environments. You will be asked to read each night with your child. Parents should not always be to the reading. Encourage your child to find familiar letters at first, then "Popcorn Words", and finally encourage them to decode new words. Your child's reading log will be located and kept in their Bee-binder.

There is also time throughout the year that your child will bring home a book bag. Instructions for the reading activity are provided on the front of the bag. Please take the time to complete with your child; it will help build comprehension skills.



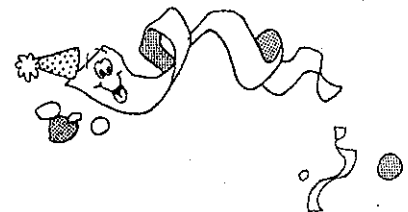
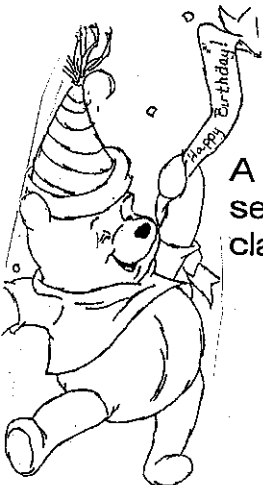
## Snack



The Kindergarten class will be having a daily snack time. Each child will be able to bring in their own healthy snack to have during this time. Children that have signed up for milk will be having their milk during this time.

## Birthdays

A birthday is a special time for young children to share with friends. Parents may send cupcakes, donuts or other treats with the Birthday Child to share with classmates during snack time. Please let me know ahead of time of your plans.





## Names and Book Orders

All clothing, backpacks, and lunch bags should be labeled with your child's name. Many children do not remember what they brought to school. Please help them (and me) by labeling everything! Remember to look at your child's nametag before labeling so you will print his or her name in the same style.

Scholastic Book Brochures will be sent home every month beginning in October. If you wish to order books, please send back the order form with check made out to **Scholastic Book Clubs** by the due date.



## Language

Language activities are a priority in Kindergarten. Through the utilization of literature books, class-made books, Big Books, puppets, tapes, poems, and an array of other activities, children experience a language-rich environment daily. This setting provides children with the foundation to eventually become emergent readers.

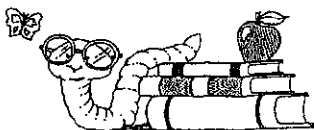
Children will be taking part in Daily 5. This is a time during our day where children will be involved in several activities to help build their language skills. Several of the activities are Read to Self, Read to Partner, Listen to Read, Writing and small group. We will be taking time in the beginning of the school year to learn about each of these activities.

## Reading and Phonics

a b c

Reading is taught by reading and phonics! The special language of the printed word is best introduced to children by reading aloud to them from a variety of sources. The desire to read is nurtured and increased when children see the necessity and joy of reading! Reading should be Fun!

In addition, Kindergarten students receive explicit instruction in phonemic awareness and phonics. Each day activities are presented that assist your children in understanding the relationship between alphabetic symbols (letters)



and sounds. Eventually, children will utilize reading strategies to decode new words.

Students will be creating Predictable Chart Stories within the classroom. Each student will create a sentence and illustration to help create a classroom book on specific topics. These books will rotate around to the students to take home and share with their families. When the year is over all stories will be sent home for students to enjoy!

## **Core Syllabus for Kindergarten Reading-Language Arts:**

### **Reading Content/Genres:**

#### **Rhyming**

- Listening for rhymes in poetry
- Locating rhymes in text

#### **Fiction**

- Identify Text as Fiction (look at characters, illustrations, and plot)
- Read a variety of Fiction 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)  
*Explored during the reading of classroom stories*
- Identifies the title or title page and front and back of book  
*Discussed before the reading of all new stories*
- Knows where to begin and end reading

#### **Reading Strategies**

- Introduce Comprehension Strategies (To be determined)
- Realizes print contains meaning  
*demonstrated and modeled during Morning Message*

#### **Vocabulary Development**

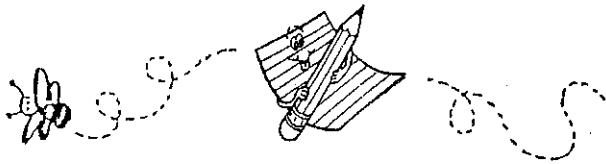
- Use Picture/Text Clues to decode and develop vocabulary
- Use Background Knowledge

### Literary Devices

- Determines if words begin with the same sound.(Alliteration) (Literacy Links)
- Identify and generate rhyming words  
*participate in games such as "Little Jumping Jones"*

### Word Recognition

- Knows the difference between lower and uppercase letters
- Associates sounds with letters and introduced to long and short vowels.
- Realizes the difference between words, letters and spaces



## Writing

The writing program builds on what each child already knows. Writing begins with scribbles, and proceeds to lines and circles, random strings of letters, words and spaces, and eventually sentences. You may hear these "terms" in school during the year . . . 'pretend writing', 'inventive writing', 'phonetic writing', or 'book spelling writing'. Your children will be encouraged and applauded for all attempts and accomplishments on writing. Providing a risk-free environment is paramount to your children's progress in writing.

If possible, please provide your children with writing tools, such as, pencils, crayons, felt pens, and paper at home.

### Core Syllabus for Kindergarten Writing:

#### 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.  
*Pooh's News and Predictable Chart Stories*
- Write a sentence dictated by the teacher.

##### Free Writing

- Displays meaning through illustrations.
- Sounds out words to represent meaning.  
*Students display free writing during Word of the Week time and Friday Free Write in their personal journals.*

## Writing Skills

### Control of Language

- 6 Traits
- Writing Process

### Content/Composition

- Contributes to predictable charts.
- Illustrates predictable charts.

## Grammar/Spelling

### Letter Identification

- Identifies all capital letters.
- Identifies all lower case letters.

### Letter Sounds

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

### Journal Writing

- Sounds out words during independent writing.
- Uses popcorn words in independent writing.

## Listening/Speaking

### Active Listening

- Listens to stories without interrupting.

### Active Participation

- Volunteers ideas regularly.

## COMMON ASSESSMENTS:

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

## Mathematics

1 2 3

The mathematics program involves children in a variety of activities that create a foundation for mathematical understandings. Children manipulate concrete



materials, such as blocks, buttons, pattern blocks, money, beads, and unifix cubes, to form mathematical concepts. Children discover the world of math through sorting, classifying, patterning, measuring, graphing, and estimating. Literature selections will focus instruction on specific mathematical concepts.

Math Links will be sent home throughout the year. Please complete with your child and send back to school. Please enjoy these math links and help your child grow within math.

### **Core Syllabus for Kindergarten Math:**

#### **Number and Numeration 1**

- Counts on by 1s to 100; count on by 2s, 5s, and 10s and count back by 1s.  
*Demonstrated by the daily counting of school days.*
- Count 20 or more objects; estimate the number of objects in a collection.  
*Colored Bear Game; Jelly Bean Jar (estimation)*
- 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.  
*Place Value Chart, Daily Calendar*

#### **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.  
*Individual Math/Science Journal*
- 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.  
*Monthly Weather Graph*
- 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**

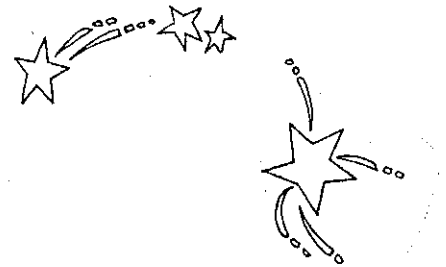
- Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, and cubes.
- Identify shapes having line symmetry.

### **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

District Policies: District Assessments-quarterly progress



## **Math Game Bags**

Your child will bring home a math game bag throughout the year. These bags include a math game and materials needed to play the game. The respect and prompt return of these materials is essential to their success.

## **Social Studies, Science, and Health**

In social studies, science, and health, children learn about themselves, others, and the world around them. Real objects, pictures, films, books, graphs, experiments, and field trips are utilized to provide information and opportunities for children to explore, compare and experiment.

## **Core Syllabus for Kindergarten Science:**

### **Physical Science: We use our senses to investigate the properties of matter**

- Sort and classify objects by their physical attributes.  
*Sort toy bugs by color*
- Explore the properties of magnets.  
*Manipulate magnets and magnet sticks*
- Predict, test hypotheses and record data during sink and float activities.  
*Guess and record items that will sink and float at water table*

### **Earth Science: We observe weather and seasonal changes**

- Identify and record daily weather conditions.  
*Students will record and explore the different weather conditions that happen in Kewaskum. Information will be recorded during calendar time and inside their individual journals.*
- Observe, classify and compare daily weather and seasonal changes.  
*Students will take part in creating individual science journal. Weekly Readers are used for 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.  
*Questioning, predicting, and inferring are done on a daily basis in many of our content areas. Ex) Reading*
- Students demonstrate an interest in science topics, books, activities and centers.

Common Assessments: Teacher Observations

## **Core Syllabus for Kindergarten Social Studies:**

### **Holidays**

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

*Holidays will be explored through stories.*

### **Character Traits**

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

*Character Traits will be introduced during our classroom meeting time. These character traits will be modeled throughout the day. Students will also be sorting our classroom stories by individual character traits.*

### **Safety**

Focus on home and school evacuations/procedures:

- Fire
- Tornado
- Lock down

*Our Kindergarten classroom will be taking a walking field trip to our local fire department.*

Common Assessments: Teacher Observations

*\*Items colored in Red are Individual Activities.*

## **Kindergarten Grading**

Student behavior will not affect student grades. Behavior is recorded separately on the report card.

Homework is expected to be completed and is evaluated as a learning tool. However, late or missing work doesn't affect their academic grade. Extra credit is not available for students as their grades are based on progress and achievement.

Incomplete or copied work during class time will not affect their academic grade; however, it will be recorded separately on the report card.

Good attendance is encouraged as many of the activities we do require in class participation, however, attendance will not affect your student's academic grade.

Students will work in a variety of learning groups. Their grades will always affect their personal achievement.

Student grades will be based on their performance/progress throughout each report card session.

If a student is absent or unable to complete an assessment they will make up the assessment on an alternate date. All assessments will be completed prior to the delivery of report cards.



## Music, Drama, and Art

Children listen to music, sing songs, participate in rhythmic activities, and use rhythm instruments. They learn to appreciate music in a variety of ways.

Selected stories and rhymes are "brought to life" through dramatizations. These impromptu reenactments help children to internalize the language contained in the stories.

Creative art activities include drawing, painting, coloring, and cutting. Children manipulate a wide variety of materials to stimulate creativity. Individual expression and imagination are encouraged.

In addition to these regular classroom activities, your child will take part in Music and Art classes that are lead by wonderfully talented teachers.

Our Kindergarten class also takes part in a weekly Kindergarten Sing Time. During this time students use motion and songs to help build reading and readiness skills.

## Library

Your child will visit the school librarian during our scheduled library time. As they begin bringing home library books, designate a place in your home where they can be kept. Old detergent boxes kept in a consistent location serve this purpose very well and prevent books from being misplaced. Please watch our daily schedule to help your child remember to bring back their books for other children to enjoy.



## Physical Education



Large and small muscle coordination is developed through movement activities and games. Children learn to throw, bounce, and catch a ball. They practice skipping, hopping, and rope jumping.

Your child will develop these skills in "gym" class twice a week. On these days, please be sure your child wears or brings shoes that allow him or her to run, jump, and climb freely. Dresses, sandals and boots take away so much from the child's physical development during these activities.

## Choice Time

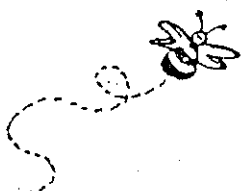
During "choice" time, children choose activities that are of interest to them. They determine where they will spend time period. Children work cooperatively and independently, share materials, and demonstrate responsibility and decision making skills, as they expand their imaginations and think critically.

## Lunch Money

When sending lunch money to school, please place the check or cash in an envelope and provide the following information on the outside of the envelope:

- \*Head of Household**
- \*Student's Name**
- \*Home Address**
- \*\$ Amount**

It is very important that this information is always present. The classroom teachers, therefore, do not open envelopes inaccurate or missing information may result in the delay of credit to your account. Please follow this procedure carefully to avoid your child receiving a "token" lunch. Also, place any quarters or change for lunch milk money in the same type of labeled envelope. Teachers and cooks are not able to accept quarters for cold lunch milk purchases.



# Classroom Discipline Plan

We all want our children to have a safe and fun environment in which to learn. To ensure this environment is maintained, our classroom has a system of rewards and consequences.



Each child has a name card he or she places in a pocket chart at the beginning of each day. They also have an envelope with their name on the front of my desk. Should a student exhibit behavior that disrupts the flow of our classroom (where ever it may be on the school grounds), he or she will be asked to flip a card inside their envelope. The flip card progresses as follows: \



\*Everyone is on white at the beginning of each day.

**\*Disruption #1** – Green: verbal warning.

**\*Disruption #2** – Yellow: child is will be given another verbal warning and asked to describe to teacher what they believe their disruption is.

**\*Disruption #3** – Red: child will be given last verbal warning on disruption and asked to come up with a solution to help fix it.

There will also be an opportunity for your child to get onto a purple card. The purple card is for demonstrating “outstanding” behavior. If your child receives a purple card, they went up and beyond on their behavior during their day. Please give praise for an outstanding day!

Disruptive behavior typically stops at some point on the flip cards. Should it continue, removal from the groups would continue as the student continues to flip the cards again. Reaching red a second time results in a phone call home and a behavior “write-up” which will be filed in the school office.

For those students that proudly display their name in the pocket chart at the end of the day will receive a sticker to place on their “Bee-Havior” Chart. When the student fills his or her “Bee-Havior” Chart, their classmates for demonstrating good behavior inside class will cheer them on.

- Individual Discipline Plans may be developed by parents, regular classroom teacher, and other school personnel as needed.
- Absences will be taken into account when necessary.

In an effort to maintain communication between school and home, a Flip Card Calendar will be kept in each student’s “Take Home” folder. At the end of each day, your child will color that day’s square to match the color of flip card they had. Your child will draw a smile face if he/she was on white. I ask that you please look at this calendar each night as you discuss the day with your child. Then, initial the square letting me know that you and your child discussed the day and



return the calendar to school in the "Take Home" folder daily. Please make sure that you initial, if I notice that there are no initials appearing on the calendar, I will contact you to make sure that your child has been showing and discussing their behavior with you nightly.



## Winter Recess



During the winter months, we do go outside in cold weather. Every student should always have appropriate coat, hat, and mittens. We also play in the snow. Snow pants and boots are required for this sort of play.

## Departure

Your children are very important to all of us, as is their safety. On the information card, I've asked for your child's "after school transportation." Should your child need to depart school in **any** way other than what was noted on this card, please send a quick note along with your child on that day. This helps eliminate any misunderstandings.

## A Time for Children

Your children are special, rare, and unique. It is my pleasure to have them in Kindergarten this year. It is my hope that all of my students will leave Kindergarten at the end of year knowing the joy and value of learning as well as the power of knowledge. I want each of them to have a love of books and a desire to read for entertainment and to acquire information. They should be happy, feel good about themselves and school, and work cooperatively with others. To achieve these goals, I need the support and understanding of their parents. Let's work together to create the best possible environment for your children. This is their time. It is the beginning of their educational future.

Sincerely,

Mrs. Grisolono

