
KCS

KING'S CHRISTIAN SCHOOL

Educating for Life

KINDERGARTEN PARENT HANDBOOK



MISSION STATEMENT:

As a community of Christians,
we desire to educate for life.
Our mission is to teach children to
know God, his word and his world,
challenging children to excel, yet
with humility serve God and humanity.

THE GOALS

The goals for our kindergarten program combine the scriptural mandate to train our children with the findings of educational researchers and curriculum designers.

Contents

THE GOALS	2
GOAL: INTELLECTUAL DEVELOPMENT	3
GOAL: PHYSICAL DEVELOPMENT AND WELL-BEING	4
GOAL: AESTHETIC AND ARTISTIC DEVELOPMENT	4
GOAL: SPIRITUAL DEVELOPMENT	5
GOAL: EMOTIONAL AND SOCIAL DEVELOPMENT	6
GOAL: SOCIAL RESPONSIBILITY	6
The Curriculum.....	7
School Supplies	7
Daily Schedule	7
The Weekly Schedule:.....	8
Communication and Reporting Times:	8
Field Trips:.....	8
THE KINDERGARTEN CLASSROOM	9
QUESTIONS OFTEN ASKED BY PARENTS	12
KINDERGARTEN TRAFFIC SAFETY TIPS	14
Preparing for Kindergarten	15

"... AND JESUS GREW IN WISDOM..."

Luke 2:52

GOAL: INTELLECTUAL DEVELOPMENT

Experiences will be provided to help the child:

- use language to communicate effectively
- use language to develop thinking and learning
- develop thinking processes (observing, predicting, etc.)
- develop an understanding of the meaning of symbols and print
- develop basic number concepts
- sustain and extend natural curiosity
- become an independent, lifelong learner
- develop and integrate attitudes, skills and knowledge
- begin to record ideas on paper

Kindergarten Children

- are curious
- are natural explorers and inventors
- think differently from adults
- learn through play
- learn through social interactions
- are developing thinking skills
- represent knowledge in different ways
- use language to communicate
- clarify and extend thinking through language



... AND STATURE...

Luke 2:52

GOAL: PHYSICAL DEVELOPMENT AND WELL-BEING

Experiences will be provided to help the child:

- take care of and respect his or her body
- learn and practice safety measures
- be aware of and practice good nutrition habits
- develop fitness and movement skills
- develop appreciation and enjoyment of movement
- learn social skills in a physical activity setting



GOAL: AESTHETIC AND ARTISTIC DEVELOPMENT

Musical and artistic experiences will be provided to help the child:

- develop enthusiasm
- create
- interpret
- respond
- imagine and recall
- understand rhythm and melody
- think, learn and communicate
- appreciate many different forms of music and arts.
- express and represent using a variety of forms and media
- interpret
- participate confidently in performances

Kindergarten Children

- are physically active
- are energetic but tire easily
- have vivid imaginations
- are inquiring
- enjoy rhythm and movement
- need mobility
- enjoy dramatic play
- are still developing all muscles
- learn by handling things
- are natural explorers, creators, inventors



... IN FAVOUR WITH GOD...**Luke 2:52****GOAL: SPIRITUAL DEVELOPMENT**

Experiences will be provided to guide children in:

- increasing their knowledge of Bible stories
- memorizing scripture
- prayer
- developing their understanding of the nature of God as Creator and Lord
- understanding the importance of the death and resurrection of Jesus Christ
- experiencing salvation at their level of understanding
- applying Christian knowledge in practical ways through caring for people around them

Kindergarten Children

- think concretely
- learn by "doing"
- are capable of an unquestioning faith
- learn from role models



...AND IN FAVOUR WITH MEN... "**Luke 2:52****GOAL: EMOTIONAL AND SOCIAL DEVELOPMENT**

Experiences will be provided to help the child:

- share and cooperate
- learn from others
- develop friendships
- cope with change
- self-regulate/self-assess
- feel pride in accomplishment
- develop independence
- enjoy living & learning
- develop a positive, realistic self-concept

GOAL: SOCIAL RESPONSIBILITY

Experiences will be provided to help the child:

- participate in group and individual activities
- cope with change
- respect the environment
- value respect and appreciate cultural identity and heritage
- accept and show empathy
- respect and accept others

Kindergarten Children

- are social
- like to please
- trust adults
- are talkative
- are learning to cooperate with others
- are egocentric
- find pleasure in routine
- need reassurance
- are unique
- are sensitive
- are dependent on adults
- resolve conflict through play



The Curriculum

The curriculum as specified by the BC Ministry of Education will be taught. Christian principles will be integrated into all aspects of the curriculum. Subject areas will be integrated by the use of themes. The themes provide a focus for learning around which a variety of skills are introduced and practiced. Active hands-on experiences in the classroom as well as field trips are part of thematic teaching. In general, themes are based on social studies and science topics, e.g. friendship, community helpers, apples, seasons, penguins, sound, plants, etc.

School Supplies

The majority of the school supplies used in the Kindergarten classroom, such as exercise books, pencils, crayons and scissors will be purchased by the school. You will receive a supply list at the end of June with items that you will need to purchase. Supply lists can also be found on our website.

Daily Schedule

The day could look like this:

Begin with devotions and prayer

8:45 am	Sharing and listening time
9:00 am	Calendar/music/group time
9:30 am	Snack
9:45 am	Math activities
10:30 am	Recess outside
10:50 am	Language Arts/PE/Rotational centers/Music
12:05 pm	Lunch
12:25 pm	Recess outside
12:55 pm	Quiet time
1:20 pm	Theme activities/Bible/Art/PE
2:20 pm	Free play time/centers
2:40 pm	Group time, reflection and story
3:00 pm	Dismissal
3:18 pm	Buses leave



The Kindergarten Schedule

Our Kindergarten students begin the school year with a gradual entry schedule. Students begin by attending school on Tuesday, Thursday, Friday until Thanksgiving, after which point they begin attending on Mondays as well. Students begin a five day week in mid-November. This process allows for an easier and less shocking transition into their school career.

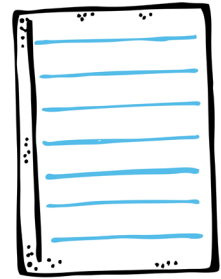
Communication and Reporting Times

The Primary Program invites all parents to be active partners in the education of their children. Communication between home and school is very important. Parents are kept informed on information and events in the Kindergarten class on the Kindergarten blog. Parents are encouraged to email the teacher with any questions, comments or concerns they may have regarding their child, the class or the Kindergarten program.

Parents will be informed concerning student progress in different ways during the school year. The report card format will include both anecdotal comments and a checklist showing levels of achievement. Parent/Teacher Interviews are scheduled in December following the first report card. Parents are encouraged to sign up for an interview slot to discuss their child's progress.

Reporting times are as follows:

Mid-October	Interim Report – telephone interview with the Kindergarten teacher
December	First Trimester Report Card – Parent / Teacher conferences
March	Second Trimester Report Card
End of June	Final Report Card



Field Trips

Field trips are an important part of the curriculum and we enjoy several outings during the school year. You will be well informed concerning each trip as it occurs during the year.

Transportation for field trips will be by bus. Usually we invite parents to accompany the children on class field trips. We appreciate your help and support in this area.

Parent Help

Parental help in our classroom means a great deal to us. We hope you will be able to find the time to volunteer for assistance in the classroom, or helping out in other ways. We want you to feel welcome in class, actively involved in the education of your child. In October, you will receive an email directing you to the "Sign-up Genius" website where you can select volunteer days in the Kindergarten classroom.

THE KINDERGARTEN CLASSROOM

The Kindergarten classroom will be a very stimulating environment due to the variety of available learning resources. The classroom will be equipped with an array of learning centers such as the following:



Blocks and Building Toys	Book Corner	Dramatic Play
Listening Center	Painting Center	Toys and Games
Water/Sand/Rice Table	Art Exploration	Puppets
Puzzles	Playdough	Legos



Integrated curriculum teaching opportunities will be offered in addition to the learning centers located throughout the classroom. The children also benefit from music and physical education classes. The opportunities for learning are indeed vast.

During the first year, each child in school learns to live and work independently and in groups. The skills of listening are also developed.

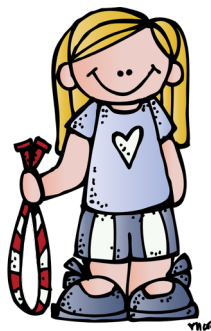
The Kindergarten program is experience oriented. Children take part in many "real life" experiences from baking bread to visiting farms. First-hand experiences impel the children to explore, to discover, to gain new ideas and feelings, as well as to express themselves in work, constructing, painting, modeling, role-playing and music.

The Kindergarten classroom reflects the child's way of learning. The physical space, equipment and materials are organized so that children at differing stages of development can learn while participating in a variety of activities. The learning environment does not stop at the classroom doors. Parents can enhance the school environment by sharing their resources and helping with field trips. Parent helper sign-up information will be provided in October.

LEARNING THROUGH PLAY:

Play is the fundamental activity of childhood. In Kindergarten, children play because this is the vehicle by which they learn. Active involvement allows children to gain understanding and acquire new concepts. As children play they are:

- exploring
- testing
- constructing
- creating
- discussing
- planning
- dramatizing
- problem solving



The teacher observes children at play and interacts to enhance the experience by providing stimulating materials, questions and challenges.

Play is an educationally important part of the Kindergarten program. Not only are physical skills developed through this activity, but also mental, social and emotional skills. Play is the "business of childhood", it is the way young children

learn to live in the world. Play is their way of dealing with experience. It is not a logically organized way, as children's ideas evolve as they play. Their plans are rarely made in advance. The play activities may be very earnest and serious at times with all aspects of a "work" situation and then they may swing into vigorous, joyous, physical movement with enjoyment their only goal.



The main aspect of play is the element of freedom. Not freedom to play or not to play, because at this time all children would be busily engaged in group social play or individual play. But rather freedom to choose their playmates, the play center, toys and equipment. Freedom brings with it the necessary acceptance of responsibility. Each child is responsible for his/her own behavior, care and use of equipment, replacement of materials in proper storage places at the end of play time.

It is the element of freedom that makes free active dramatic play so important in the development of their learning skills.

Play satisfies the needs of active, inquiring, investigating four and five year old children and the "activity" of this play is of far greater importance to them than the "product" that may result from their activity. To children, work is play and play is work.

BOOKS

The literature in each classroom is chosen to support the curriculum and to enhance the reading program. The teacher uses these books to teach children to be discerning by challenging them to think about what they are reading from a Christian perspective. In the Book Centre children can find a quiet spot to journey through the wonderful world of books.

READING READINESS

Through listening and speaking the child develops language within a meaningful context. The focus at the start of the school year is on recognizing letters and associating them with their sounds. An additional emphasis is placed on phonemic awareness, where the child is introduced to skills such as:

1. Sound Isolation

Example: The first sound in sun is /sss/.

2. Blending

Example: /sss/ - /uuu/ - /nnn/ is sun.

3. Segmenting

Example: The sounds in sun are /sss/ - /uuu/ - /nnn/.



Phonemic awareness (the ability to segment and manipulate sounds in words) is a strong predictor of children who experience early reading success.

MATH

Mathematical experiences provide children with opportunities to count, compare, group, pattern, measure, and sequence using hands-on manipulatives.

Throughout the year, the child begins to develop foundational mathematical concepts.



ART

Through art, a young child can say things not easily said in words. Art develops a sense of observation and imaginative thinking. Art is a constructive outlet for emotions and strengthens manipulative skills necessary for communication (writing).

The Kindergarten program allows for physical growth through large muscle activities and movement exploration. Here children also find emotional release and creative expression.



SNACKS AND BATHROOM BREAKS

Snack time is an important part of the Kindergarten program. It is a time for sharing and learning good manners. It is a time for quiet relaxation and polite conversation.



Children usually enjoy a light snack at this time. An apple, banana, orange, or carrot sticks are nutritious examples of snacks that could be brought in a reusable container. The children are expected to bring a nutritious snack, rather than sweets.

Children are free to use the bathroom at any time during the day. Good bathroom habits, flushing the toilet after use, washing hands, getting a drink, are encouraged.

QUESTIONS OFTEN ASKED BY PARENTS

Will My Child Learn to Read in Kindergarten?

Possibly, though every child progresses differently. Emphasis will be put on knowing letter names and sounds and learning to blend these together. Reading is often a natural result of practicing these skills.

Will My Child Learn to Print in Kindergarten?

Activities with manipulatives such as pencils, scissors, and crayons help develop correct pencil grip. Tasks involving printing will be approached developmentally, beginning with tracing letters to gradually printing independently. Teaching correct letter formation begins with each child's Kindergarten name (uppercase first letter followed by lowercase letters). As you support printing skills at home please refer to the guide for correct letter and number formation located at the back of this handout. As the school year progresses these skills continue to be systematically introduced and practiced.

How Should My Child Dress for Kindergarten?

Boys and girls engage in the same activities. They participate in painting, climbing, sitting and playing on the floor, as well as playing outdoors in all seasons, and should be dressed for these activities. Girls may like to wear shorts underneath dresses or skirts. **Please have all belongings clearly marked.** Please also send a spare set of labeled clothing that will be kept in the backpack at all times, in case of bathroom accidents or outdoor wetness.

What if My Child is Upset?

Keep in close touch with your child's teacher. Clear up misunderstandings immediately - this is vital to your child's happiness. Exhibit a cheerful, positive attitude toward school.

Will I Be Able to Visit My Child's Class?

Parents and guardians are encouraged to visit. Please email your child's teacher to arrange a convenient time. Also, parents are requested to help with such things as field trips, cooking classes, special events and some regular class programs. This provides a valuable link between home and school.

Does My Child Have a Hearing Problem?

The ability to hear will have an effect on learning. The child who does not hear well will likely have problems in school. Early detection of a hearing impairment is vital. If your child shows some of the following behaviors, contact your physician and request a hearing test:

- seems not to pay attention
- asks to have things repeated
- often frowns or strains forward to hear
- does not come when called
- does not use certain sounds in speech
- shows a deformity or swelling in or about the ears, discharge from ears or has frequent earaches

Does My Child Have a Vision Problem?

Vision needs time for growth and development in order that seeing tasks can be performed with both eyes working together. The development of a child's visual skills in the pre-school years will have a definite effect on his/her achievement in school. Many children enter school with undetected visual problems, Children's vision should be tested by an ophthalmologist or optometrist before age three. It is estimated that one child in four will need some type of eye care and delaying treatment may result in unnecessary damage to vision. Signs of vision problems include the following:

- excessive watering of eyes
- frequent blinking, squinting or rubbing eyes
- tilting the head noticeably to one side or the other
- covering one eye and using the other
- frequent stumbling over objects
- red, swollen eyelids
- inability to pay attention or lack of interest in picture books
- undue sensitivity to light

What Can I Do To Prepare Before School Begins?

- label all your child's belongings
- establish regular routines for meals and bedtimes
- establish safety rules and routines: drive to the school and show your child the drop-off place and explain what safety precautions need to be taken in the parking lot
- make alternate arrangements for care after school, when necessary, and notify the school of baby-sitting arrangements
- assemble supplies as needed: a list will be supplied by the end of June and will also be available on the school website
- **please send a pair of "inside" shoes that will be left at school (rubber soles and slip on or velcro fasteners rather than shoes with laces)**
- your child will need a **backpack** to carry completed work, library books and school information home
- please provide a spare set of clothing to be kept in your child's backpack
- please send your child's lunch in a **lunch kit** that your child can open on his/her own



KINDERGARTEN TRAFFIC SAFETY TIPS

A child must always be accompanied by a responsible adult when crossing the street for a variety of good reasons:

- their vision and hearing is not fully developed
- it takes them longer to focus and their vision is blurred
- their thinking is concrete rather than abstract (danger and safety are abstract concepts)
- their attention span is short and they are easily distracted
- they cannot see the roadway over shrubs, snowdrifts or the hoods of parked cars

The following rules of safety should be learned by the first day of school:

STOP: before crossing the road, street or railroad tracks

LOOK: left and right, then left again, before crossing the road

LISTEN: carefully before crossing the road. In some places traffic is unseen until too close for safe crossing.

If there are no sidewalks and it is necessary to walk along the road then:

- walk on the left side of the road, facing the traffic
- keep to the edge of the road
- never play games while walking on the edge of the road
- use the safety lanes where provided



Preparing for Kindergarten

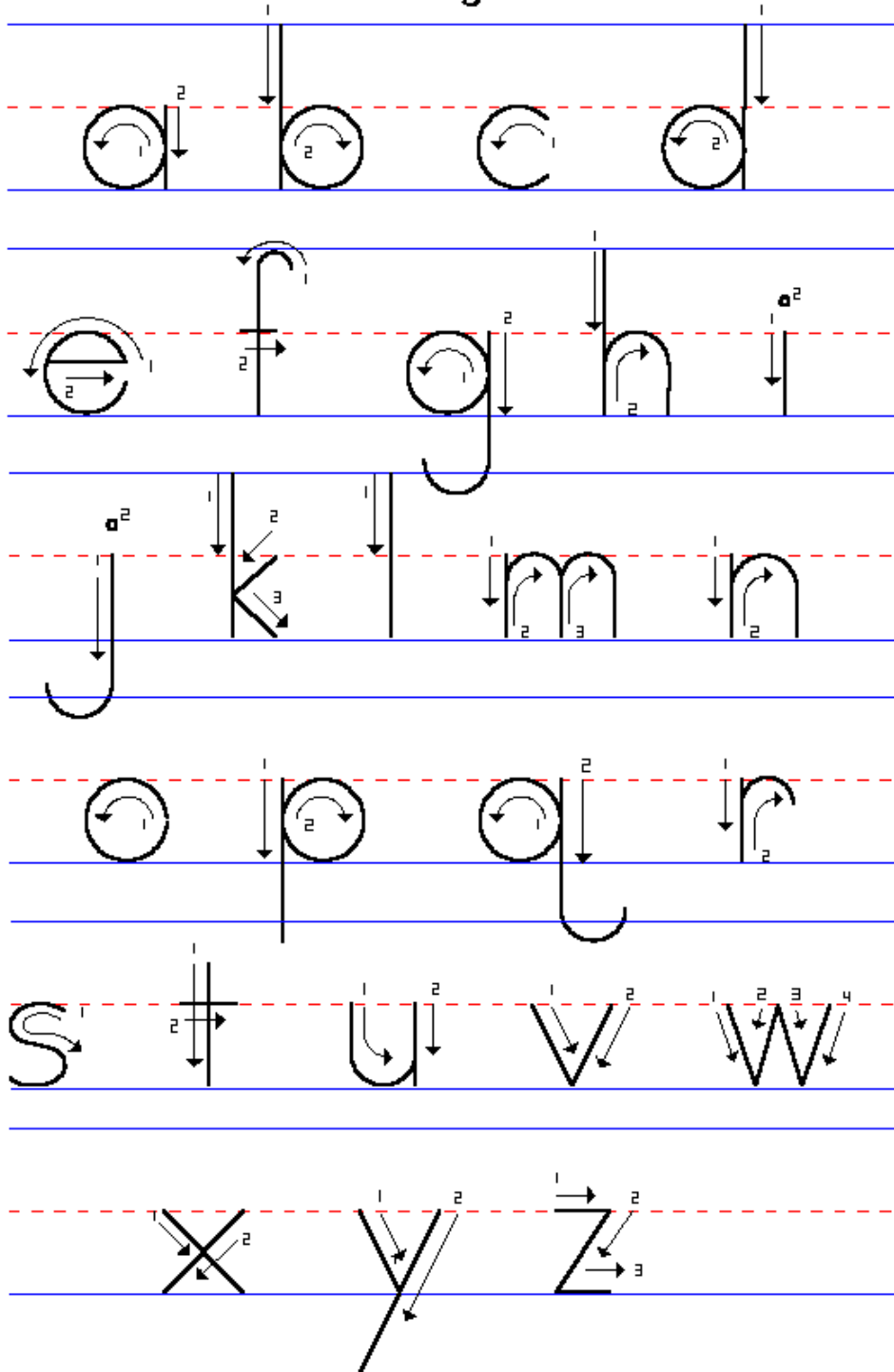
Here are some suggestions you may find helpful:

- Review Bible stories and encourage your child to participate in prayer with you.
- Read to your child daily. Research has shown that those children who learn to read easily have one thing in common: they had been read to from a very young age. Vocabulary, knowledge of the way words go (left to right) and attitudes are developed in a secure loving setting. Parents should, as much as possible, encourage children in the enjoyment of reading. Let your child sit beside you so that words can be pointed out. Encourage your child to tell you what might happen next. If you are interested and enthusiastic, your child will be too. Show that books are sources of various kinds of information, not only stories.
- Help your child learn how to hold a pencil, color, paint, and use scissors.
- Help your child to begin learning to write his or her name and to recognize it on paper.
- Have your child count to 10 with you and without you.
- Give instruction in appropriate toilet and bathroom habits: e.g., washing face, combing hair and blowing nose; washing hands after using the toilet and before eating.
- Teach your child how to dress and undress using buttons, zippers, buckles and laces, and how to hang up clothing.
- Give your child small jobs around the house such as setting the table, putting away toys, putting out clean towels in the bathroom. Some reasons for doing this are that the child; learns to accept responsibility, feels useful, and learns to follow directions.
- Help your child learn the importance of good manners (table and social) e.g., please, thank you, excuse me, you're welcome.
- Allow your child to take some risks, to pursue curiosity and to deal with change.
- Allow your child to make choices.
- Provide your child with strategies to process and accept emotions. Discuss appropriate responses to the variety of emotions one might feel throughout the day.



Name: _____ Date: _____

Tracing Guide



Name: _____ Date: _____

Tracing Guide

