

FORRESTVILLE VALLEY KINDERGARTEN HANDBOOK



2017-2018

WELCOME TO FORRESTVILLE SCHOOL DISTRICT

Welcome to the Forrestville Valley Community School District 221. Our staff is looking forward to providing a rewarding and positive learning experience for your child.

The kindergarten year is a very important one for your child for it will become the foundation upon which your child's knowledge and later educational achievement can be built.

This booklet is designed to help your family as you make preparations for your child to enter school. Though believed to be complete, it is not a totally comprehensive document. You may have worked with your child in areas not mentioned in the booklet. Also, your child may not be developmentally ready to accomplish all of the skills mentioned. Don't worry. This booklet is only intended to be a resource to you. We hope you find it useful and informative.

In order for our schools to be successful, many factors must be working together for the best interests of your child. A qualified and dedicated staff, concerned and interested parents, and eager and inquisitive students are all ingredients necessary for successful learning to occur. It is hoped that the school and the home working together as partners can provide the positive impetus needed to encourage your child to reach his/her full potential as a learner.

If you have any questions about the booklet, the kindergarten program, or the district in general, don't hesitate to call one of the teachers or an administrator. We will be happy to speak to you.

KINDERGARTEN PHILOSOPHY

We believe that the foundation of successful schooling is formed during the kindergarten year through the development of positive attitudes and learning habits. We recognize that each child enters kindergarten with a unique background of experiences. Therefore, the child's kindergarten experience should be a cooperative effort of the child, parent, and teacher. The kindergarten curriculum is designed to support the intellectual, social, emotional, and physical growth of the child. The instructional program should be activity and language oriented, providing a secure and accepting environment which motivates each child to use skills when developmentally ready. The enthusiastic teacher plays a key role in providing a variety of experiences designed to nurture and develop each child's needs and learning styles. School personnel and parents working together will provide for the individual development of the whole child.

THE FIRST DAY OF SCHOOL

I used to be little, but not anymore.
Tomorrow I'll get up and walk out the door.
I'm going to school - it's the first time for me.
It's great to be big, but I'm scared as can be.

My tummy's in knots. Do you want to know why?
I'm thinking that maybe, just **maybe**, I'll cry.
When Dad leaves the school and I'm there alone,
I'm thinking that maybe I'll want to go home.

But wait - Mommy said I'll play lots of new games,
And meet lots of new friends - I can learn all their names.
The first day of school, oh there's so much to do!
There's painting and books and a big playground too.

I used to be little, but not anymore.
Tomorrow I'll get up and walk out the door.
I'm going to school - it's my first day, you see.
It's great to be big! I'm so glad that I'm me!
-Author Unknown

AGE AND MATURITY

Being the same age as the other children in kindergarten does not mean that your child is of the same maturity. A child's success in school is determined not by actual age (chronological age), but rather by the child's level of physical, emotional, mental, and social maturity (developmental age). Talk to your kindergarten teacher or principal if you have questions about your child's maturity and readiness for starting school.

HELPFUL SKILLS

- Can sit, listen, and attend to speaker
- Attempts to do some printing (may have reversals)
- Can count to ten
- Can count objects to five
- Is able to follow at least two-step directions
- Can identify some letters of the alphabet
- Copies simple shapes
- Can draw a person
- Knows some colors (red, green, blue, orange, yellow, black, brown, purple)
- Can use scissors effectively
- Can hold pencil with 3 finger grasp
- Puts on own clothing and attempts to fasten (boots, coat, gloves, shoes)
- Uses tissue
- Knows whole name
- Pronounces first and last name
- Can tie shoes or is learning how to tie
- Gets along well in a small group
- Cleans up after themselves
- Enjoys listening to stories
- Has had some experience participating in a group which sets limits and expectations (preschool, Sunday school)
- Shares
- Can do a six or more piece puzzle
- Attends to a task, start to finish
- Has been away from home for 2 to 6 hours at a time
- Understands the need for rules and playing fair
- Is responsible for clothes, supplies, notes
- Can communicate clearly in sentences of 5 or more words

IT'S TIME TO REGISTER

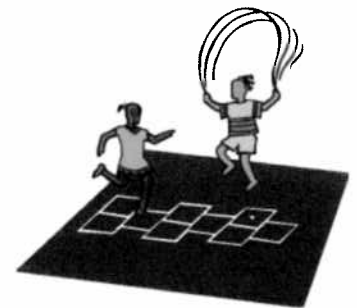
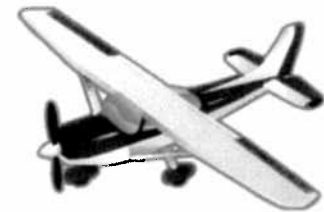
ENTRANCE REQUIREMENTS: Children will be admitted to enter kindergarten if they are five years old by September 1.

State law requires that children have a complete physical, dental, and eye exam upon entering kindergarten. Illinois state law requires that immunizations for whooping cough, diphtheria, tetanus, polio, smallpox, mumps, and measles be completed or started at this time. This should be completed and forms should be mailed or brought to school.

What to bring to Registration: At the time of registration you need to present your child's certified birth certificate. (This is the one from the county court house - not the hospital one). All kindergarten students are required to have a complete physical, dental, and vision examination when starting kindergarten.

SUMMER ACTIVITIES

- Read stories to your child everyday.
- Let your child tell you about something he/she did during the day and then write it down. Have your child illustrate it.
- Learn nursery rhymes, songs, chants.
- Have an outdoor game time. Play Mother May I, Hopscotch, Beanbag Toss, London Bridge, Hokey Pokey.
- Trace around pan lids, boxes, tables, glue bottles, large spoons, hands. Cut them out.
- Let your child make at least one choice a day.
- Play "let's remember." Have your child recall facts of the day, including as much detail as possible.
- Walk or drive to school several times. Along the way, point out familiar sights so your child can look for them when it's time for him/her to walk alone. Examples of sights could be a very large tree, stop signs, a brightly painted house, a store, an empty field, street crossing, or a friend's house.
- Visit a public library, area parks, Chicago zoos and museums, Rockford's Discovery Center.



WRITING YOUR NAME

We will do some writing activities this year. If your child wants to write his/her name before school starts this fall, please use the letters below as a guide to assist you.

Write a name like this:

Patty

Not like this:

PATTY

BEFORE SCHOOL STARTS

As school approaches, you will be notified of a date for your child's kindergarten orientation. Please plan on bringing the supplies to the orientation.

KINDERGARTEN SUPPLY LIST

- 24 standard pencils
- 3 bottles of 4 oz Elmer's Glue (no paste or gel glue)
- Scissors - preferably Fiskar blunt end
- 2 boxes of Crayons (16 or 24 count)
- 1 set of colored pencils
- 6 large glue sticks
- 2 2 pocket folders
- 2 boxes of disinfectant wipes
- 1 set of watercolor paints
- 2 sets of washable markers - classic colors
- Paint shirt - long sleeved
- Large backpack for folders
- 1 roll of clear scotch tape
- 1 box Kleenex
- 1 wide ruled spiral notebook



PARENT ATTITUDE

Entering school will be a new and strange experience for many children. We cannot expect every child to make this transition from home to school with the same degree of ease. Differences in temperament, attitude, and previous experience will influence behavior.

A child's work and activities in school are important. If you show a sincere interest in the items your child brings home from school it will help develop respect for school work projects. Look in the child's backpack. Listen as your child explains each paper, drawing, note, or project.

Sometimes children don't want to talk about school immediately upon arrival from school. Wait awhile. Then ask specific questions (Did you hear a story today? What did you like best today?) as opposed to general questions (How was school today?).

Speak positively about school in front of your children. Let them know that you support the school, teacher, principal, activities, and work. Your positive attitude will make them feel positive and worthwhile in their daily association with school.

BEFORE EACH DAY

Arrival. Please be sure your child arrives at school on time.

Departure. When school is over, your child needs to be picked up on time. Children often become panicky, disoriented, and feel left if they are picked up late. Because of frequent meetings after class, it is important for the teacher not to be detained with a child who is not being picked up on time. Please notify the school if you will be late. School policy designates that if your child will be going somewhere other than the regular destination, **a written note is required.**

Physically Ready For the Day. Please help your child have a very good day at school. Follow these steps and you will have done your best to get your child ready for each day. Each day counts.

- A good night's sleep is important...have a consistent bedtime.
- Be sure your child is clean for school.
- Be sure your child has a good meal (breakfast or lunch) before school.
- Dress your child comfortably for the school day.

Mentally Ready For the Day.

- Give your child plenty of rest the night before.
- Avoid late evening and early morning T.V.

LEARNING IN KINDERGARTEN

We teach many and varied activities which are needed to successfully complete kindergarten.

- printing
- cutting
- rhyming
- ordering
- playing
- coloring
- physical education
- reading
- vocabulary building
- studying about others
- thinking for oneself
- kindness
- consideration
- independence
- math
- phonics
- listening
- sequencing
- singing
- poetry
- self worth
- sharing
- studying nature
- learning differences
- cooperation
- respect
- use of technology

Children also need to have an awareness of one's own culture and those of others, music, art, dramatics, and physical education.

THOSE "SCHOOL TERMS"

Language Development. The ability to talk and understand. Can your child:

- describe: on, under, above, in
- follow 2 or 3 step directions
- talk in a complete sentence
- talk about or tell stories

Helpful Activities

- speak in simple, clear correct language
- name objects in picture
- talk aloud about what you are seeing, doing, feeling
- encourage your child to talk
- play a game of "words that mean the same as..."
- help your child develop the concept of taking turns in a group talking situation

Visual Motor Integration. The ability of the child to coordinate eye and hand movements. Can your child:

- copy simple forms on paper
- stay "in the line" (almost) when coloring
- put puzzles together
- fit pegs into holes, button

Helpful Activities

- play with beads and string, Legos, pipe cleaners, string, clay, pencils, crayons, scissors, tracing patterns, stacking and nesting toys, carpenter tools
- use toys that teach lacing, buttoning, zipping
- do lots of drawing and scribbling on paper
- tracing, building, creating in the sand

School Terms (cont'd)

Visual Discrimination. The ability to see likenesses and differences. Can your child:

- notice the differences between letter forms
- identify colors
- differentiate between shapes
- pick out larger and smaller objects

Helpful Activities

- sort objects by colors, by size, by kind (rocks, shells, etc), by shape
- make cutout letters and numbers out of paper, sandpaper, felt
- use puzzles

Auditory Discrimination. The ability to distinguish between sounds. Can your child:

- hear differences between beginning sounds
- differentiate between high and low, loud and soft sounds
- identify animals by their sounds

Helpful Activities

- play listening games "which words sound like..."
- have child close eyes and listen for special sounds (tapping, scratching, dripping)
- use drum or sticks to beat out loud or soft sounds
- hide a ticking clock and have child find it
- play "Simon says"

Gross Motor Coordination. This refers to the child's larger muscular movements. Can your child:

- walk, run, hop, skip, gallop
- use a tricycle, wagon

Helpful Activities

- play
- climb, crawl, race
- use records with rhythm activities

School Terms (cont'd)

Social Emotional Development. This refers to the kind of interaction between the child and others. Can your child:

- share, cooperate, listen
- perform independently
- interact with large or small group

Helpful Activities

- child needs to play with other children
- take on some responsibility for fair play, clean up, toy selection
- practice dressing and undressing, putting on shoes, using the bathroom, crossing streets

Classroom Expectations. The ability to do what has been established by the teacher in order to make a classroom happy, safe, calm, and educational. Can your child:

- play cooperatively
- clean up after him/her self within an expected length of time
- not yell, scream, and cry when he/she doesn't get his/her way
- move at an acceptable indoor pace (walk)
- share

Helpful Activities

- encourage your child to help clean up messes other than his/her own
- help your child to understand the importance of doing what he/she is told to do for reasons of safety
- help your child realize that a "tantrum" will not produce happy results for child, parent, or teacher
- encourage your child to share time, toys, treats, and treasures
- help your child do what you tell or ask him to do within an expected length of time

PEOPLE YOU WILL MEET

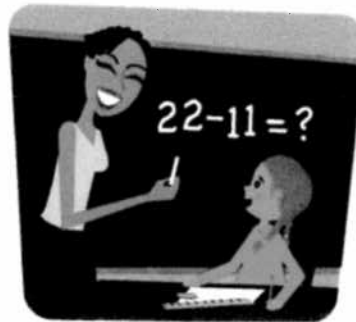
Teacher: The most important person your child will be influenced by is his/her classroom teacher. The teacher is anxious to know you and your child and will welcome any help you can offer. The teacher is just as anxious as you to have your child do well.

Principal: The principal has ultimate authority over all school activities. He/she is responsible for the school's program and, in time, will get to know your child's class and your child.

Nurse: The nurse is available one scheduled day during the week. The school nurse maintains health records, deals with emergencies, and does hearing and vision testing.

Secretary: The secretary is the first person your child will encounter in the office. She will be the person with whom you will talk with if an illness or emergency occurs. She is a person that children soon learn to trust and appreciate as she helps them.

Custodian: The custodian has charge of the maintenance and cleanliness of the building and grounds. They contribute much toward making the school a safe and healthy place for your child.



EXTRA HELP

In a classroom of children, no two children are alike. They look different, behave differently, and respond differently. It is a monumental job to successfully educate all those eager little children who are so different. But a teacher can do it. That's why he/she is there.

Sometimes, however, a child starts kindergarten and a problem arises. It might be a problem that the parents were aware of and have told the teacher about in that first fall conference.

When a problem in school arises, the parents and the teacher may need to spend extra time analyzing the problem and:

- talk to specialists
- arrange for testing for the child

Some common areas of concern which may show up in the first year of school are:

- learning disability
- communication disorder
- speech and/or hearing problem
- behavior disorder
- muscular (large or small) coordination
- social interaction difficulty

CONFERENCES

You will have one scheduled conference during the year. It will occur in the fall.

You will receive a progress report and a report card about your child each quarter.

Some families will have more than one conference. These may be called by the parent or the teacher in order to discuss strengths, weaknesses, problems, program change, or to discuss your child's progress. Remember, parents are encouraged to call for a conference if they have specific items to discuss.

IN SICKNESS AND IN HEALTH

When your child becomes ill which will keep him/her from school, please call the school office after 7:00 a.m. When your child returns to school, please send in a brief note to the teacher.

If there is a health factor in your child's background that may require program modification, please alert the teacher and the school nurse. If you want your child to miss recess for a medical reason for a day or two, a note is required.

If your child is affected by a communicable disease such as chicken pox, head lice, strep throat, impetigo, mumps, etc, please notify the school.

Sometimes your child may get sick at school. If this happens, we will notify you at home or work. If you can't be reached, we will call your emergency number on your registration form. **This emergency number is extremely important for your child's well being.**

HOW TO HELP YOUR CHILD

- Consider the home and school as a partnership to help your child, we cannot be adversaries or strangers.
- Know what your child is doing in school. Meet the teacher and principal. Discuss how you can help each other.
- If you have a school problem, notify the teacher.
- Establish clear, reasonable and consistent expectations for your child and his/her behavior at school. Help your child stick to these behavioral expectations.
- Communicate!** If you have questions about a field trip, supplies, a lesson, a problem your child has, special events happening at school, birthday treats, your child's attitude about something, etc. Call the teacher or the school office. **DON'T WAIT AND WONDER!**
- Return messages, notes, and field trip slips promptly.
- Try to establish a family reading time **each** evening. A ten to fifteen minute story, read aloud, will show your child you like to read to them. Visit a library.
- Provide your child with the best possible send-off each day (proper clothing, meals, rest, and a hug!)



HOME

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SCHOOL

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HAPPY CHILDREN

STUDENT INFORMATION

SCHOOL PHONE NUMBERS YOU MAY NEED

German Valley Grade School.....362-2279
District Office.....938-2036

FORRESTVILLE VALLEY SCHOOL DISTRICT #221

2017-18

KINDERGARTEN

PLEASE PRINT NAME ON ALL ARTICLES

12 Standard Pencils – Sharpended

3 Bottles of 4 oz. Elmer’s Glue **(No gel glue or “no run” glue)**

Scissors – Fiskars Metal (rounded ends)

2 Boxes of Crayola crayons (16 or 24 count)

1 Set of colored pencils - Sharpened

6 Large Glue Sticks

2 -2 Pocket Folders

2 Boxes of Disinfectant Wipes

1 Set of Watercolor Paints (Crayola or Prang)

2 Sets of Washable Markers (Classic Colors)

1 Paint Shirt – Long Sleeved

1 Backpack large enough for a folder

1 Roll of clear scotch tape

1 Pink Eraser

1 Wide-Ruled Spiral Notebook