

PENN-DELCO SCHOOL DISTRICT

Kindergarten

Parent Handbook

Excellence Starts Here!



Penn-Delco School District

Mission Statement

The mission of the Penn-Delco School District is to enable all students to learn the skills, acquire the knowledge, and develop the attitudes necessary for them to reach their full potential as citizens who can meet the challenges of a changing global society in the 21st century.

Our mission will be accomplished by insisting on high expectations and by providing comprehensive academic and vocational instruction.

PENN-DELCO SCHOOL DISTRICT
ASTON, DELAWARE COUNTY, PENNSYLVANIA 19014

HANDBOOK FOR PARENTS: PENN-DELCO KINDERGARTEN A GREAT BEGINNING



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For information regarding civil rights or grievance procedures, contact the district personnel office at 2821 Concord Road, Aston, Pennsylvania 19014 or call 610-497-6300 Ext. 1312.

INTRODUCING ...

PENN-DELCO'S KINDERGARTEN

Kindergarten prepares the foundation for lifelong learning and should ensure feelings of success for the young child. Penn-Delco's kindergarten is based on early childhood research and recommendations from national education reports. The program focuses on growth in these areas: cognitive development, social development, emotional development, physical coordination, motor development, health and safety habits, work and study habits.

Young children learn best from concrete experiences and social interaction; therefore, children in our program engage in hands-on activities and are active learners.

The kindergarten schedule is as follows:

AM Kindergarten 8:50-11:30

PM Kindergarten 12:40-3:20

Philosophy

Penn-Delco's kindergarten is an integrated program, rich in printed materials, and designed to foster the child's desire to become literate by focusing on the meaningful use of language: reading, writing, listening, and speaking. The program offers the child opportunities to explore, discover and create in all areas of the curriculum. Children read and write daily at the emergent level. Kindergarten provides an environment where positive attitudes are developed toward oneself, others and one's surroundings.



CURRICULUM

Shared Reading: A collaborative learning activity which involves the teacher and the students reading and rereading a text. Skills and strategies are modeled and taught during shared reading.

Guided Reading: The teacher works with a small group of students who are at a similar developmental stage of reading. The goal is for the children to learn to use the reading strategies independently.

Phonemic Awareness and Phonics: Foundations provides a systematic program in the foundational skills, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. The teacher works on phonemic awareness skills such as practice blending, segmenting, isolating and manipulating words, syllables, onset-rime and/or phonemes.

Writing: The Kid Writing program provides an integrated approach in which phonics instruction is an integral part of the instruction. The children learn the conventions of language through their daily writing.

Read Aloud: The teacher reads aloud to the children to develop a sense of story, rich vocabulary, reading strategies, listening skills, **and** most importantly a love of reading.

Mathematics: Children discover how to use numbers to represent quantities and learn problem solving strategies. Describing their physical world using geometric ideas and vocabulary is also a focus of instruction.

Social Studies: Children learn the basic concepts about communities and seasons.

Science: Children investigate life sciences through the study of nature.

Computer Literacy: To become familiar with the computer and technology children use the computers in the classroom or lab regularly working on readiness skills

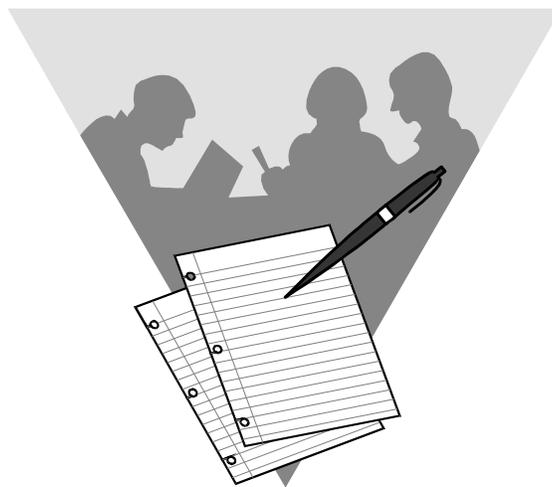
THE KINDERGARTEN REPORTING SYSTEM

Parents/Guardians are kept informed of their child's progress during the year through the report card and parent conferences.

The reporting system operates on three trimesters: December, March, and June. The report card provides information to you in the academic areas as well as progress in social development and work habits. The reporting system is designed to keep you informed of your child's progress in the following areas: literacy skills, mathematics, motor skills, social development and work habits. The teacher evaluates the child's competence in each area in terms of the skill to be mastered, not in comparison to other students.

Parent conferences are held in November and March. During the meeting, the teacher informs you of your child's progress to date. She will also share assessments in the academic areas and talk with you about how you can help at home.

If at any other time you have questions about your child's progress during the year, please call the teacher or set up an appointment to discuss your concerns. It is important to keep the lines of communication open.



KINDERGARTEN READINESSS

Although children develop at different rates, there are certain expectations for a child entering Kindergarten. This list outlines some readiness skills that are important to help prepare your child for the coming year.

Language Skills

- develop language through daily conversation
- speak in complete thoughts or sentences
- listen to a story for 5-10 minutes
- follow a set of 2 directions
- recite simple nursery rhymes
- identify and produce spoken words that rhyme (e.g., c-at, s-at, b-at)
- recognize first name in print
- recognize letters of the alphabet in print out of order
- follow left-to-right and top-to-bottom direction when reading English

Mathematics

- count from 1 – 10
- identify numbers from 1 – 10 in print out of order
- identify the number of objects in a set from 1 – 5
- identifies 4 shapes: circle, square, rectangle, triangle
- understands spatial relationships (top/bottom, near/far, ahead/behind)
- shows understanding of and uses comparative words (big/little, large/small)

Motor Skills

- print first name
- have experience with pencil, crayons, and scissors
- be able to button and/or zip outer wear

WHAT YOU CAN DO FOR “A GREAT BEGINNING”

As a parent or guardian you make an enormous difference in how much and how well your child learns. You are your child’s most important teacher and valuable partner of your child’s teachers in school.

When working with your child, remember not to push too hard. It takes time and maturity to master pre-reading skills and easier activities have to be mastered first. Let our child help you set the pace.

The following section presents areas of readiness which need careful development in order that your child be ready to take on the complex task of learning to read. Most of these will be practiced in kindergarten, but you may want to help your child with some additional practice.

Cultivate your child’s power of close observation – Visual Discrimination

- Discover likenesses and differences in objects, pictures, letters, words
- Make comparisons and match objects by: sizes (big, middle-sized, little; large, medium, small), shapes (round, square, flat), colors, numbers (many, few, and actual count)
- Notice details, study pictures and objects carefully
- Identify particular objects or figures from the background in a picture (point out the horse in a farm picture)
- Work with beads, blocks, or pegs and reproduce a pattern by color, shape, size, and sequence

Cultivate your child’s power to listen carefully – Auditory Discrimination

- Note likenesses and differences in sounds (loud, soft, high, low)
- Listen to common sounds and identify the source (a passing car, bird singing, siren)
- Listen to nursery rhymes, having the child first identify and then supply the rhyming words
- Note likenesses and differences in sounds of words (words that begin or end with the same sound)

Cultivate your child’s ability to recall what he/she has seen – Visual Memory

- Reproduce a simple pattern from memory using beads or blocks
- Recall details from a picture
- Describe an object just seen (What did it look like?)
- Recall details from an outing (What was in the store window we just passed? What did you see on the way to the store?)

Cultivate your child’s ability to remember what he/she has heard – Auditory Memory

- Have the child repeat a direction after hearing it once

- Repeat songs and poems heard
- Follow directions in order given (Run to the door, shut it quietly, hop back to me)
- Recall and repeat information given orally (series of numbers, words, or a sentence)

Build up your child's resources of information – Background of Experience

- Encourage the child to ask worthwhile questions about things all around him/her
- Help the child to find answers to his/her questions him/herself whenever possible
- Take the child to see and do things within the range of his/her understanding and enjoyment (to museum, to the zoo, on walks in the park)
- As far as he/she is able to understand, encourage him/her to discover the “how” and “what” and “why” of the things he/she sees and uses daily

Develop your child's ability to express him/herself through Language

- Have him/her retell stories you have read or told to him/her
- Have him/her make up stories about pictures he/she looks at
- Encourage him/her to recount experiences he/she has had
- Avoid use of “baby talk” when you speak to your child and encourage him/her not to use it

Encourage your child to develop his Motor Skills

- Encourage running, skipping, hopping, jumping, skating, bouncing, and catching balls, etc. to develop large muscular coordination
- Encourage careful coloring of large outline pictures, cutting, pasting, working with tools, etc. to develop fine muscle control and coordination

Develop your child's Sense of Responsibility

- Have him/her learn to finish a task before leaving it
- Have him/her learn to work steadily
- Have him/her learn to clean up when task is completed
- Have simple tasks which he/she does daily as a part of his/her regular contribution to the family living - for which he/she is responsible
- As soon as the child learns to do something, let him/her do it (Don't do for the child what he/she can do for him/herself)

It is important that your child get satisfaction from working with you. Praise his/her efforts. Show him/her that you are pleased when he/she is successful. Encourage him/her when he/she is unsuccessful and make suggestions for improvement. Remember to be patient. Each child matures at his/her own rate.



The Best Activity – Reading Aloud

Reading aloud to your child is probably the most valuable – and the most enjoyable activity you can do. Young children learn by listening and responding to literature at home long before any formal instruction begins. A literate environment at home usually results in a child who loves books and is ready to learn to read. This helps lay a solid foundation for school success. Make your home a place where reading is a frequent, enjoyable activity!

Why read aloud to children?

- to help them understand that printed material is “talk” written down
- to share something enjoyable
- to develop the idea that reading is done left to right, one line at a time, from one page to the next
- to develop curiosity about books and a desire to learn to read
- to enlarge vocabulary
- to learn that books are a rich source of information
- to develop social and moral values
- to expose children to new and exciting experiences
- to provide entertainment and pleasure
- to make reading a lifetime habit



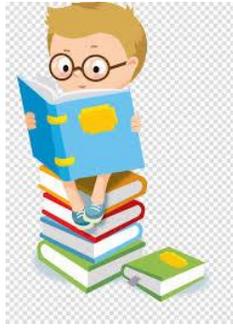
When should you read to your children?

- anytime is a good time for reading – bedtime, when waiting...
- make reading aloud a daily activity
- continue to read aloud even when children have learned to read themselves

How should reading aloud be done?

- parents serve as models, the child should sit next to you so that he/she can see the book
- you may want to stop occasionally when reading aloud to discuss the story or ask “What do you think will happen next?”
- the child might interpret the story by drawing a picture of a favorite part

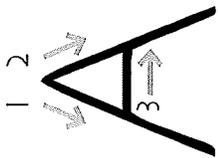
For the Child Who is Reading



Does your child already know how to read? Some children learn to read at an early age. We provide experiences which will enhance and maintain their interest in reading. Here are some activities you may do at home to support your child's reading:

- Read to your child and let her/him read to you using picture books and poetry
- Ask about his/her favorite part of the story. She/he may want to reread this section to you
- Have the child survey material before reading by noticing pictures, titles, headings. Have them try to determine what the story will be about by using these clues. This helps develop purpose for reading.
- Discuss characters in a story and how they feel. Have the child point out events or facts that led to this conclusion.
- After reading a story, see if the child can tell the story in her/his own words
- Ask your child "Why?" about things he/she reads, sees, or hears. This activity develops thinking skills and reading is a thinking process.
- Have your child tell you a story or tell you about a picture. Print the story as she/he tells it and then read it back together. Have the child illustrate the story. You may want to collect these stories and make a book for the child to keep.

Handwriting Without Tears®



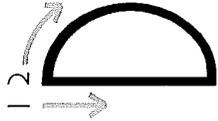
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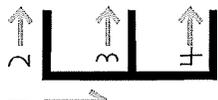
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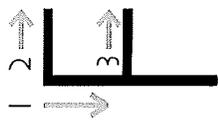
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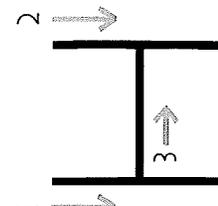
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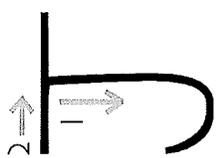
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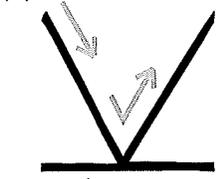
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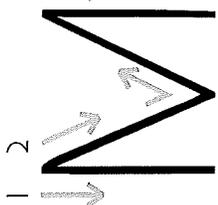
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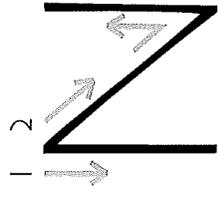
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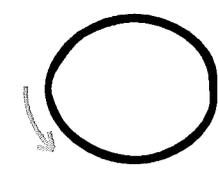
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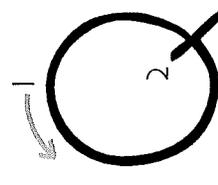
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Big C curve
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Little curve



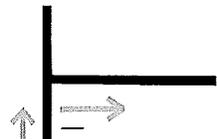
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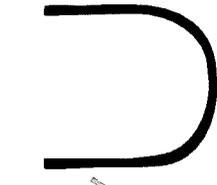
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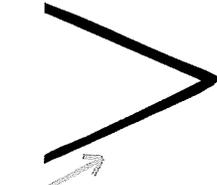
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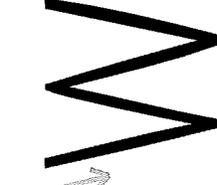
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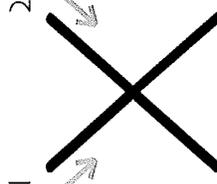
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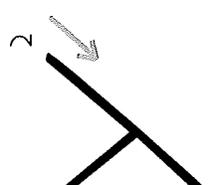
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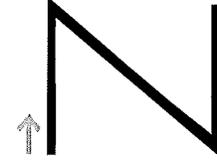
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