

All About Senior Kindergarten



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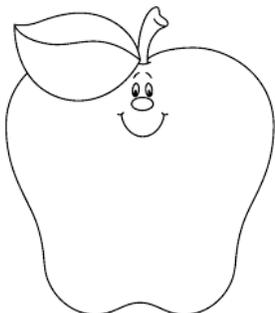


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Dear Parents/Guardians,

Welcome to Senior Kindergarten at Guelph Community Christian School! What an exciting time for you and for your child. There are so many things to see and do and learn in Kindergarten.

Please read through this orientation book. It outlines our program and details some important information for you.

We count it an immense privilege to partner with you as we spend time with your child during the kindergarten year. We will grow together as we learn more about God and His amazing world. Please feel free to contact us at any time with questions or concerns.

Looking forward to September!

In His Service,

*Sharon Putt (Teacher)
Marvin Bierling (Principal)*

II GOALS OF THE SENIOR KINDERGARTEN PROGRAM

The goal of the Senior Kindergarten Program is to provide a rich environment where each child can experience being “*nurtured, educated and inspired*” in every aspect of his being; spiritual, social, emotional, physical and intellectual.

(a) Spiritual Goals

- To develop the child's response to Christ's love to Him and to other children and adults.
- To teach the child that God has given us many talents, gifts and opportunities to use responsibly.
- To instill in the child the knowledge of his Creator and the ability to give praise to Him as ruler and maintainer of His creation.

(b) Social Goals

- To guide the child in sharing ideas, listening to others, respecting the opinions and property of others.
- To model appropriate behaviour both in the classroom and on the playground.
- To develop social skills while working in activity centres, doing group activities and while playing games.

(c) Emotional Goals

- To teach the child that she is a unique and special person, created in the image of God and that he can trust God and feel secure in His love.
- To teach the child about personal safety and the wellbeing of others.
- To teach the child to make responsible decisions.

(d) Physical Goals

- To provide many opportunities for development of large and small muscles.
- To further develop the child's use of the senses by providing rich sensory experiences.
- To encourage good food choices, getting enough sleep, hand washing, tooth brushing.

(e) Intellectual and Cultural Goals

- To widen the child's horizons by exploring the world around her; nature hikes, field trips into the community, classroom discovery activities.
- To provide many opportunities for creative expression through art, music, stories, movement and drama.
- To increase awareness of the child's environment and other cultural lifestyles within our community.
- To introduce activities to stimulate an interest and a readiness for work in language and mathematics.

III OBJECTIVES OF SUBJECT AREAS

1. BIBLE

- Listen and retell Bible stories in child's own words and/or through crafts and picture making.
- Respond to God's word through prayer, songs and finger plays.
- Memorize scripture.

2. LANGUAGE ARTS

(a) Beginning Reading

- Develop awareness that printed words represent spoken events.
- Develop appreciation for literature of all kinds; books, musical versions of stories, plays, drama, rhymes.
- Understand parts of the whole; missing letters.
- Recognize, match and name upper and lower-case alphabet letters.
- Say the alphabet.
- Distinguish between right and left, top and bottom
- Develop left-to-right progression.

III OBJECTIVES OF SUBJECT AREAS *cont'd*,

- Develop awareness of likenesses and differences in colours, shapes, designs, letters and words.
- Identify and produce rhymes.
- Identify initial and final sounds; work towards identification of middle sounds.
- Recognize some words (i.e. objects in room, first names of children in class, colour words, days of the week, months of the year, words related to themes).
- Identify letter sounds.
- Begin to blend sounds to read.
- Enjoy success in easy-read and pattern books.

(b) Writing

- Trace and copy shapes, pictures, letters, words and numbers.
- Track on dotted lines from left to right.
- Print given and surname with initial capital and lower-case letters.
- Print alphabet letters - upper and lower case.
- Experiment with inventive spellings.
- Begin to write simple sentences in journals.
- Creative writing introduced.

(c) Speaking

- State thoughts and ideas in sentence form.
- Develop expressive vocabulary.
- Ask and answer questions or retell a story.
- Take turns when speaking in a group.
- Use respectful speech.

(d) Listening

- Develop responsive listening habits.
- Listen for information and instructions.
- Develop a sense of rhyme in verse.
- Be aware of minimal differences in words (i.e. hat-hit, cat-cap).
- Be aware of word length.
- Identify main ideas, names of characters and major details from stories read aloud.
- Be aware of sequences of events.

3. MATHEMATICS

- Identify and reproduce shapes (circle, square, rectangle, triangle, oval, diamond).
- Create, reproduce and extend patterns.
- Make comparisons (larger, smaller, largest, smallest, taller, tallest)
- Discriminate likeness and differences in size and shape.
- Awareness of set concepts to 15.
- Sort and classify by colour, shape, size; similarities and differences.
- Be aware of concepts; more, less, same number, one to one matching, one more, more and fewer.
- Recognize numerals to 30.
- Print numerals clearly to 15.
- Bar graphs
- Develop awareness of addition and subtraction concepts.
- Count objects rationally.
- Count by rote to 100.
- Introduction to the concepts of estimation and measurement.
- Introduction to centimetre and metre.

III OBJECTIVES OF SUBJECT AREAS *cont'd.*

4. MUSIC

- Learn songs related to themes, Bible lessons, readiness skills (numbers, alphabet) and other subject areas.
- Listen for fun, relaxation and to develop an appreciation for music.
- Develop awareness of pitch, tempo and melody.
- Develop ability to match tones and sing in tune.
- Respond to music through rhythmic activities and patterns.

5. FRENCH

- Students will be introduced to simple words, numerals and phrases in the second and third terms.

6. PHYSICAL EDUCATION

- Proficiency in loco-motor skills including walking, jumping, skipping, running, hopping, marching.
- Skill in use of balls; rolling, bouncing, catching, throwing, kicking.
- Strengthening muscle control using various small equipment; beanbags, ropes, hoops.
- Develop awareness of the movement of various body parts.
- Static and dynamic balance.
- Co-ordination and ability to move body smoothly through rhythmic and creative movement activities.
- Game skills.

7. ART

- Respond to God's world through creative activities.
- Learn to use various materials effectively.
- Experiment with a variety of media and textures.
- Improve eye-hand co-ordination, dexterity and visual discrimination.
- Increase awareness of shape, design, colour, form and texture.

8. CREATION STUDIES/SCIENCE

- Discover the wonders of God's creation through active exploration, manipulation and sensory investigation.
- Gain better understanding of self, others and the community.
- Develop readiness skills through songs, stories, experience charts, word lists and math activities related to thematic units.

IV LEARNING THROUGH THEME STUDIES

The Senior Kindergarten activities are based on theme studies or units. The following themes may be emphasized:

1. God Made Me Special - O.A.C.S. Unit.
2. Awesome Autumn - part I of O.A.C.S. God's Changing Seasons Unit.
3. Thanksgiving - A Time to Say "Thank You" - part I of O.A.C.S. Special Days Unit.
4. Animals Prepare for Winter.
5. Christmas Story - part II of O.A.C.S. Special Days Unit.
6. God's Winter Beauty - part II of O.A.C.S. God's Changing Seasons Unit.
7. God Made My Family - O.A.C.S. Unit.
8. Celebrating God's Gift of Food - O.A.C.S. Unit.
9. Easter Story - part III of O.A.C.S. Special Days Unit.
10. God's Beauty in Spring - part III of O.A.C.S. God's Changing Seasons Unit.
11. God's Amazing Jungle Animals.

V LEARNING CENTRES

Children love to learn about their environment through active explorations, manipulation and sensory investigation. Children learn most effectively through hands-on, integrated experiences. At learning centres the child is provided with many opportunities to learn about himself / herself, others and God's world.

Children work at learning centres to meet their needs for large and small muscle development, for dramatic play, construction, exploration, testing, manipulation and discovery; for creative expression and for development of reading and math readiness skills.

Learning centres encourage children to make choices, to follow directions, to finish jobs independently and to handle materials responsibly. They make it possible to personalize and integrate learning. Children need the opportunity to move around during the school day.

The following learning centres are used in Senior Kindergarten at various times during the year:

1. **Transportation Centre**

- Cars, trucks, planes, train set, people, etc.

2. **Manipulative Materials Centre (Puzzles and Toys)**

- Beads and pattern cards
- Lego
- Bristle blocks
- Small wooden blocks
- Sewing cards

3. **Home Centre/Dramatic Play**

- Furniture, utensils, tools, telephone
- Dress-up clothes, variety of hats and helmets
- Dolls and stuffed toys
- Puppets

4. **Book Centre**

- Favourite stories and picture books
- Special books about current theme study

5. **Art Centre**

- Painting easels, tempera paints, finger paints
- Crayons, markers, pastels, chalk, paper for picture making
- Scissors and glue
- Materials for specific craft projects
- Play-dough, rolling pin, cookie cutters

6. **Math Centre**

- Materials to sort, classify and count
- Board games working with sets
- Shape games
- Activities using felt sets
- Floor sets for numeral recognition and order
- Unifix cubes

7. **Discovery Centre Related to Themes**

- Magnifying glass
- Materials to manipulate related to unit
- Seasonal items (i.e. nuts, pine cones, leaves, insects) related to current theme

V LEARNING CENTRES *cont'd.*

8. *Rice Centre*

- Shovels, scoops, spoons, sieves, funnels, containers of different shapes and sizes, cars, trucks

9. *Water Centre*

- Plastic boats, animals, dolls, fish
- Containers of various shapes and sizes
- Materials for float/sink experiments; cork, sponges, feathers, stones, etc.

10. *Printing Centre*

- Templates to trace (shapes, letters, words, numerals)
- Pencils, markers, pens, lined and unlined paper
- Small chalkboard and chalk
- Printing worksheets, booklets and word cards to trace and copy

11. *Alphabet Centre*

- Alphabet puzzles, books, games

12. *Language Centre*

- Rhyming games and phonics activities

13. *Puzzle Centre*

- Wooden puzzles, floor puzzles
- Sequence puzzles for themes
- Simple jigsaw puzzles
- "Lace and tie" game

14. *Listening Centre*

- C.D. player
- Listening center with headphones
- Variety of books with matching C.D.s

15. *iPad Centre*

- Pre-reading
- Math
- Logic
- Variety of games to introduce computer technology

VI SCHEDULE

8:30 **Bell/Enter**

8:35 **Opening/Circle Time**

Calendar activities

Bible Devotions/praise songs/prayer time

Attendance

French vocabulary (terms 2, 3)

8:50 **Language Activities**

Early Reading skills

Chart stories

Morning message

Rhymes/finger plays

Word building

Preliminary writing activities

Read-aloud story

VI SCHEDULE *cont'd.*

9:25 **Activities of the Month/Free Play**

Activities include skill-building language and mathematic games and some written work. Free play centres as listed.

10:00 **Healthy Snack**

Good AM choices include yogurt, granola bars, fruit, veggies, crackers, cheese, part of a sandwich. Sweets and candy not allowed at this time.

10:15 **Recess**

10:30 **Bible**

We will systematically work through our OACS units of Bible lessons. This also includes regular Bible memory verses.

10:50 **Math Activities**

11:10 **Theme Activities**

These activities are related to our themes, as outlined. Some of the activities are arts and crafts, while others centre around language, drama or music.

11:30 **Activity Time**

12:00 **Show and Tell**

12:15 **Story**

12:25 **Lunch**

12:45 **Outdoor Play**

1:15 **Quiet Time**

Quiet time includes enjoying books while resting.

1:35 **Printing/Journal**

2:00 **Activity Time**

Includes snack time

2:50 **Story**

3:10 **Ready for Home**

3:20 **Dismissal**

* We will also have a Library period, a Phys. Ed. period and a Music period each week.

VII ASSESSMENT OF STUDENTS

The following methods are used to assess your child's progress in Senior Kindergarten:

1. *Anecdotal Records*

Observations are recorded noting the student's development, strengths and weaknesses, specific behaviours and social readiness. These records are helpful in planning the Senior Kindergarten program. Individual checklists are maintained that show the skills mastered or those requiring reinforcement.

2. *Report Cards*

Formal written reports will be sent home throughout the year. A booklet, "My Progress in Kindergarten" will also accompany the report card. Parent-Teacher Interviews are also scheduled.

VII ASSESSMENT OF STUDENTS *cont'd.*

3. *Special Education Testing*

Students experiencing difficulty in a particular area or areas may be referred to the Special Education teacher for testing. Parents will be informed of the results and suggestions may be made for ways to help at home.

VIII HOME AND SCHOOL WORKING TOGETHER

1. LEARNING AT HOME

The following suggestions are ways in which you can create a rich learning environment at home. It is best if these activities are done casually and incidentally. Learning is fun, and may be encouraged in the following areas:

(a) *Visual-Motor* (Hand and Eye Co-ordination)

- Provide your child with constructive manipulative toys such as blocks and other building blocks, clay or play-dough, beads, pegs and pegboards, Lego, puzzles and balls.
- Promote fine-motor development through activities such as cutting and gluing, colouring, painting and printing.
- As you help your child print his name, teach him to use lower case letters for all but the first letter of his name – e.g. "Jane"
- Encourage your child to become involved in game or sport activities which require the child to keep the moving object constantly in view.

(b) *Language*

- Help your child to learn his given name, surname name, age, address, telephone number and birth date. Encourage him to ask questions. Show respect for your child's ideas and encourage his curiosity and interests. Model good language!

(c) *Mathematics*

- Encourage your child to count objects around the house. Have her compare and sort various objects according to size, shape, colour and use.
- Help your child become aware of the calendar; the months, days and dates. Mark special events and help him count the days in anticipation.

(d) *Reading*

- It is never too early to begin reading to your child. You can help create the desire to read by reading aloud every single day. Your reading time doesn't need to be long - ten or fifteen minutes each day, but it's important that reading is a regular part of your day. As you read, boost your child's thinking skills and have fun at the same time.

Here are some tips:

- Stop in the middle of the story and ask; "What do you think will happen next?"
- As you read along ask, "Why is...happening?"
- What might you do if you were in this situation e.g., "What would you do if you were Little Red Riding Hood?"
- When you've finished reading a favourite book, ask your child to think about how she might have changed the story, "What would have happened if all the pigs had built brick houses?"
- You'll have fun with questions and retelling the story.
- Encourage your child's interest in reading by pointing out signs, labels, etc.

(e) *Development of Your Child's Five Senses*

1. Sight

- Encourage your child to notice things around him (i.e. different shapes of leaves, various sizes of buildings). Help him use words to describe shapes, sizes, colours, likenesses and differences.

VIII HOME AND SCHOOL WORKING TOGETHER *cont'd.*

2. Touch

- Let your child touch things and help her to learn the differences between rough and smooth, cold and hot, hard and soft, etc.

3. Taste and Smell

- Let your child help with food preparation. Help him become aware of terms such as sweet, sour, bitter, etc.

4. Hearing/Listening

- Encourage your child to listen for sounds in her environment. Help her become aware of the concepts of loud, soft, high and low. Have her describe the various sounds she hears.
- Help your child to listen for words that rhyme; words that start with the same sound, words with the same ending consonant.
- Teach your child to follow directions. Keep the directions simple and have her repeat the directions sometimes.

(f) Social/Emotional Development

- Take your child on outings; to the library, stores, airport, zoo, etc.
- Teach him the way to school, basic safety rules and a healthy fear of strangers.
- Encourage your child to use words such as "please," "thank you," "excuse me," "I'm sorry." Help him to state his needs clearly and simply.
- Emphasize sharing, playing fair, sensitivity to the needs of others, and keeping her word. Limit playing with toys that promote violence.
- Help your child feel comfortable away from you and his home. Encourage social friendships with one or two close friends.
- Limit your child's screen time. Help her choose programs that are worthwhile and discuss what she is watching whenever possible.
- Teach your child responsibility by having him put away his toys and clothes and do simple chores such as setting the table, drying the dishes, emptying the garbage and cleaning up the yard. Be sure to praise him for a job well done.

(g) Physical

- Ensure that your child starts each day well rested. A regular bedtime, a minimum of 10 hours sleep and time to relax and be quiet, are all extremely important.
- Be sure your child eats a nourishing breakfast. Provide healthy high-energy snacks and limit the amount of sweets your child brings to school.
- Teach your child healthy habits, such as covering his mouth while coughing, not putting objects in his mouth, and washing hands.
- Please keep your child home from school if he is ill.

2. **PREPARING FOR SEPTEMBER**

For September your child will require the following:

- (a) A large school bag that is big enough to take home paintings and crafts. It is easier for the child to be able to put everything in one bag than to have several things he must try to carry home.
- (b) Inside shoes. If you choose runners they can also double as gym shoes. We do not change for gym classes.
- (c) A blanket or bath towel, large enough to rest and relax on.

Please label all belongings.

VIII HOME AND SCHOOL WORKING TOGETHER *cont'd.*

3. SHARING YOUR INSIGHTS AND CONCERNS

You know your child better than anyone else. Please be sure to share your insights about your child's strengths and weaknesses, likes and dislikes, moods and adjustments to school. Your input is invaluable in planning appropriate educational experiences for your child.

We believe that each child is unique and we want each child to develop the abilities God has given her! Feel free to contact the school if you have any questions or concerns.

4. KEEPING INFORMED

The Newsweekly is designed to keep you in touch with our school. Watch for ways you can reinforce learning at home, special events coming up and materials your child needs to bring to school. Ask your child specific questions about his day; what learning centres he worked at, stories he enjoyed, friends he played with. Encourage her to tell about her artwork and other materials that she brings home. Have a special place for him to display his work and encourage him to do his best.

5. OPPORTUNITIES TO VOLUNTEER

What better way to learn firsthand about your child's school experience than to volunteer? There are many ways for volunteers to help; playing games with individual or small groups, assisting with arts and crafts projects, coming with us on trips, reading during our library period. Your help in any of these areas would be greatly appreciated!
