



Kindergarten

It's time for your child to begin the journey of being a lifelong learner! The kindergarten program at Springhurst is developmental in nature, and nurtures the social, emotional, physical and cognitive growth of the whole child. Our Kindergarten program takes a child-centered, inquiry-based approach, encouraging students to challenge themselves and think creatively through both play and more formal learning activities. These activities are differentiated in order to support the diverse learners in our classrooms.



Classroom Routines



As the children become familiar with the classroom and school environments and routines, we assist them in developing social responsibility and positive attitudes. We also help them to express themselves and learn to take risks in a safe and nurturing environment. We work on whole body listening and follow multi-step directions.



Language Arts



Reading, writing and language experiences are an important part of the Kindergarten day. Our Language Arts curriculum consists of a variety of rich language experiences such as:

- ★ Reading Workshop
- ★ Writing Workshop
- ★ Read Alouds
- ★ Shared Reading
- ★ Interactive Writing
- ★ *Foundations* Phonics Program -a systematic and explicit approach to reading and spelling with phonics. Foundations instruction emphasizes phonemic awareness, phonics word study, high frequency word study, fluency, vocabulary, handwriting and spelling.

In addition to these experiences, our children are exposed to a wide variety of literature. We use puppetry, music, art and drama to extend literature used in our classrooms. The children are involved in the process by experimenting with writing, drawing, and inventing their own spelling.



Math

In math, the children learn basic vocabulary, counting, numbers, and patterning through everyday experiences and discussions. We are using the Primary Mathematics Program which utilizes a systematic progression from concrete (using manipulatives), to pictorial (visual models), to the abstract (using numbers and symbols) to demonstrate mathematical understanding and problem solving.



Science

In science, we support the children's natural curiosity about their physical world by providing centers and units of study that allow them to have hands-on experiences. We will also be using Science 21: A Comprehensive Standards-based Science Program for the 21st Century Learner. In kindergarten the units of study are Weather and Climate, Forces and Interactions: Pushes and Pulls, and Interdependent Relationships in Ecosystems; Animals, Plants, and their Environment.



Character Education



Developing caring, responsible, and respectful community members through education and active participation is one of our primary goals as elementary school educators. Parental and guardian support is key to the success of some of these programs and initiatives. In kindergarten, some of the topics we discuss are Skills for Learning, Empathy, Emotion Management, and Problem Solving.



Communications



Please remember that any changes to your child's dismissal must be completed through School Dismissal Manager.

Throughout the year, we will be observing your child's growth and development so that we can support their individual needs. It is helpful to advise your child's teacher if your child had a particularly difficult time, is experiencing some sort of change, or is under any unusual stress. We are always available to discuss any thoughts, questions or concerns.



The Five Year Old



- ☐ Cooperative and friendly
- ☐ Likes to help adults...follows directions
- ☐ Dependent, trusting of adult authority
- ☐ Seeks praise and approval
- ☐ Primarily interested in own self...own ideas
- ☐ Socially "pulls in" from expansive four
- ☐ Inhibits impulses
- ☐ In touch with own vulnerability
- ☐ Beginning to differentiate fact from fantasy
- ☐ Frightening dreams are common
- ☐ Loves to learn about self and others
- ☐ Seeks information about the real world
- ☐ Learns best through play
- ☐ Likes to plan own activities....needs help following through with plans
- ☐ Prefers predictable, repetitive experiences...likes the familiar
- ☐ Learns through sensory modalities
- ☐ Focus of attention easily changes
- ☐ Can focus at length on favorite activities and projects
- ☐ Can get "stuck" at times on tasks
- ☐ Loves being read to....loves new words
- ☐ Speech is literal, succinct...one word
- ☐ Visually, focuses well on close-in work
- ☐ Visual tracking is not well developed



The Six Year Old



- ☐ Boundless energy and enthusiasm
- ☐ Industrious, a risk taker
- ☐ Has many ideas
- ☐ Always ready to begin projects...needs to complete them
- ☐ Intense
- ☐ Can be aggressive and demanding
- ☐ Strong sense of independence...can be bossy, overly sure of self
- ☐ Unsure of adult assistance
- ☐ Loves being praised...criticism seems unfair
- ☐ Beginning to see others point of view
- ☐ Strong need to socialize
- ☐ Talks continuously
- ☐ Enjoys group games but dislikes losing
- ☐ Loves to think...is creative and dramatic
- ☐ Loves acquiring new skills and knowledge
- ☐ Wants to share knowledge with others
- ☐ Learns best by active participation, experimentation, discovery
- ☐ Fantasy play is still important
- ☐ Rapid physical growth and activity
- ☐ Speedy...often messy workers
- ☐ Difficulty sitting still for long periods of time
- ☐ High energy discharge...tired in afternoons
- ☐ Visual tracking is developing well

All I Really Need to Know I Learned in Kindergarten

All I really need to know about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox in kindergarten. These are the things I learned:

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat.

Flush.

Warm cookies and cold milk are good for you.

Live a balanced life--learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon.

When you go out into the world, watch out for traffic, hold hands, and stick together.

Be aware of wonder. Remember the little seed in the Styrofoam cup: The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup--they all die. So do we.

And then remember the Dick-and-Jane books and the first word you learned--the biggest word of all--LOOK.

Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living.

Take any one of those items and extrapolate it into sophisticated adult terms and apply it to your family life or your work or your government or your world and it holds true and clear and firm. Think what a better world it would be if we all--the whole world--had cookies and milk about three o'clock every afternoon and then lay down with our blankies for a nap. Or if all governments had as a basic policy to always put things back where they found them and to clean up their own mess.

And it is still true, no matter how old you are-- when you go out into the world, it is best to hold hands and stick together. --Robert Fulghum