



## **Guthrie School**

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# 2018/2019



# Kindergarten Program Handbook

Sturgeon Public School Division



## **DEAR PARENTS/GUARDIANS:**

**Welcome to Guthrie School and an exciting year of Kindergarten! Starting school means so many things for parents and children to remember. We hope this information booklet will introduce you to our program. Please feel free to contact the school administration at 780-973-3111 if you have any questions.**

## **KINDERGARTEN REPORTING/POWERSCHOOL**

**Guthrie Kindergarten reports on the Alberta Kindergarten Program Statement using an online format—PowerSchool. Parents will have access through individual logins to be able to view their child’s progress throughout the year.**

## **REGISTRATION FEE**

**The yearly fee for attending Kindergarten at Guthrie School, as set by Sturgeon Public School Division, is \$130.00. (\$110 field trips + \$20 craft supplies)**



## **GUTHRIE SCHOOL KINDERGARTEN PROGRAMING PLAN**

The Kindergarten Program covers seven learning areas including the social, physical, intellectual, cultural, creative and emotional needs of young children. The program provides a foundation for elementary schooling. The seven areas include:

- ♦ **Early Literary**
- ♦ **Early Numeracy**
- ♦ **Environment and Community Awareness**
- ♦ **Personal and Social Responsibility**
- ♦ **Physical Skills and Well-Being**
- ♦ **Creative Expression**
- ♦ **Citizenship and Identity**



Kindergarten to Grade three follows the “Reggio Emilia” inspired philosophy for preschool and primary education. Developed in Italy, its goal is to develop a lifelong passion for learning and exploration.

### **Child-Centered Philosophy**

- The focus is on children’s natural development and close connection to their environment
- Children are viewed as capable, creative, curious and full of potential
- They are active participants in education

### **Play and Projects**

- Instruction is delivered largely through play and projects
- Projects are in-depth studies of concepts, ideas and interests that come from the children
- Projects build valuable skills related to collaboration, research, discussion, negotiation, problem solving and evaluation

### **Student-Led Curriculum**

- Curriculum is flexible and builds upon the students’ interests
- Topics for study arise from student ideas and observations, classroom discussions, community and family events, as well as from popular themes such as dinosaurs, nature, construction sites, etc.

### **Joyful Classrooms**

- Physical space is an important consideration in the Reggio Emilia Approach
- Classrooms are open, pleasant spaces full of natural light
- They are designed to create a feeling of playfulness and joy

### **Guiding Principles**

- Children must have some control over the direction of their learning
- Children must have opportunities to learn through touching, moving, listening and observing
- Children must be allowed to explore their relationship with other children and the world around them
- Children must have endless ways and opportunities to express themselves

## **Kindergarten Program Highlights**

### **Early Literacy**

- *Enjoying and sharing books, stories, poems, recordings and videos*
- *Predicting what happens next in story*
- *Asking questions about their reading, listening, viewing*
- *Expressing ideas and experiences*
- *Recognizing, copying and writing familiar words and letters*

### **Early Numeracy**

- *Patterns and numbers*
- *Sorting, matching, counting, ordering*
- *Measurement, capacity, weight*
- *Temperature, time, shape, space*
- *Problem solving skills*

### **Environment and Community Awareness**

- *Early learning in science and social*
- *Using senses to explore, investigate and describe their environment*
- *Recognize similarities and differences*
- *Using simple tools*
- *Building simple structures*
- *Explore scientific concepts*
- *Describe feeling, special interests, events and experiences*
- *Learn about special places and people*

### **Personal and Social Responsibility**

- *Personal and social management skills*
- *Taking responsibility*
- *Contribute to a group*
- *Work cooperatively*

### **Physical Skills and Well-Being**

- *Health and physical education*
- *Healthy food choice*
- *Safety rules*
- *Games and activities using equipment*
- *Develop coordination, balance, stability*
- *Hand precision and dexterity*

### **Creative Expression**

- *Art, music, drama*
- *Explore and express thoughts in many ways*
- *Use of language, sound, colour, shape and movement*
- *Action verses, songs and poems*

### **Citizenship and Identity**

- *Discover how they are connected to other people and to their communities*
- *Express interest, sensitivity and responsibility in interactions with others*
- *Become aware of who they are as unique individuals*
- *Family traditions and celebrations*

## **Centre Time Fun**

Centre time in kindergarten is a fun time for the boys and girls. But it's not just all fun and games...they are learning too! It is a chance for them to socialize on their terms and learn very important skills for everyday life. Centres are an opportunity for students to use their language to help each other to develop into citizens of our community. Here are some examples of how centres are beneficial for our little learners!

**House Centre**—The house provides a hands-on experience with actual props. The house is a centre that changes depending on the theme or unit of the month and provides the children with a variety of role playing activities or dramatization. Children learn and practice self-expression, vocabulary, communication, and social skills. There are also opportunities for children to use fine motor skills and gross motor skills.

**Blocks and Building Centres**—This centre provides a variety of experiences from fine to gross motor practice. It encourages language development of those involved and social skills in terms of turn taking and sharing. Children develop cooperation and planning skills. Since a variety of resources fit under this heading, they change as well with the unit and can involve a number of activities. Some of the resources fit under our curriculum in terms of math, science or language arts.

**Sand/Water Centre**—Sand and water centres are an opportunity for children to experience different textures and measurements. They develop gross motor skills through pouring and scooping as well as comparison skills of full, empty, etc. This centre is another that provides the opportunity for discussion of cooperation and planning and helps to develop language overall.

**Book Centre**—This is not only a centre, but a daily part of kindergarten life. Reading is an aspect that is a focus of Guthrie School from kindergarten to Grade 9. Whether our children are being read a story, looking at a book with a friend, looking at a book by themselves or reading a book as a class, books are an important part of our day.

**Art/Craft Centres**— Children learn to plan and organize and eventually develop what is magically growing inside their imagination. A variety of resources are available for children to use and learn about.

**Playdough Centre**—Children love playdough and enjoy creating a wealth of interesting items, from a pizza with worms to a pirate ship with aliens! Their imaginations take this strange dough into a new dimension. Playdough helps to develop fine motor skills, planning skills and organization.

**Science Centres**—Developing a curiosity of our environment and community is the importance of this centre. Children become aware of a variety of curriculum goals from similarities and differences, our senses, changes in weather, etc.

**Math Centres**—Math centres are provided to give our children the opportunity to practice their early numeracy skills. They are learning the numbers from 0—10, addition and subtraction, patterns, measurement, 2D and 3D objects and collecting data.

**Writing Centres**—Writing centres are an opportunity for our children to practice what they have been learning in kindergarten...the important skills of printing, whether it is numbers or letter. This is an every-growing skill that with practice and support will continue throughout their school years.

## HOW WILL PARENTS BE INFORMED?



All kindergarten information will be sent home via the newsletter and the calendar of events, the See-Saw app, or through online Power Announcements. Please post your calendar somewhere convenient for you, as it contains important information about the events happening in Kindergarten that month.

## WILL THERE BE FIELD TRIPS?

Field trips are a valuable enrichment to the curriculum. Throughout the year, the kindergarten children travel to several “out of school” places which will enhance their learning and extend upon the topics covered in class. For example, trips in the past have included:

- ◆ Edmonton Valley Zoo
- ◆ Safety City
- ◆ Provincial Museum
- ◆ Telus World of Science



These trips are fully funded by the kindergarten program fees. Speakers, In-school field trips and special craft activities are also covered by the program fees.

Parent supervisors are needed on these trips and a field trip form for volunteers will be sent out prior to each field trip.

Parent volunteers are required to obtain a Criminal Record Check.

## **How are Birthdays Celebrated In Kindergarten?**

Birthdays will be recognized throughout the year in kindergarten. On your child's birthday, parents can send in one snack to be shared in the classroom (e.g. cupcakes, cookies, rice crispy squares, etc.) if they wish. These birthday snacks will be shared during regular snack time in the morning.



For those children who have their birthday in June, July, or August, we will have their “unbirthdays” during the last month of school.

## **WHAT IS DONE FOR SNACK TIME?**

Students will have a short snack time each day (about 15 minutes in length). As part of our Health and Science curriculum, we will be discussing nutrition throughout the year. Please help to encourage healthy eating habits by sending a nutritious snack with your child. Some suggested snacks include: fresh fruits and vegetables, crackers and cheese, half-sandwich, granola bar, etc. One drink may also be sent.

**Guthrie School strives to be a peanut and nut free school!**



# WHAT SUPPLIES WILL MY CHILD NEED?



**Inside Shoes**—One pair of white-soled shoes to be kept at school (ideal for gym use (please practice putting on and off before school)/Velcro preferred)

**Kleenex**—one box (do not label)

**Felt Markers**—one package of felt markers (BroadLine) (please label each marker)

**Wax Crayons**—one package of wax crayons (please label each crayon-24 count)

**Glue Sticks**—Four (4) large (do not label)

**Pencil box/case**-large enough to hold markers & crayons (please label)



**Duotangs**—Four (4) 3 metal pronged (please label)

**Zip-lock bags**—Four (4) large

**Black Sharpie Markers**—Two (2)

*Please remember to label your child's belongings with their name or initials (especially both shoes, backpack, gloves and coats.)*

## WILL THERE BE SHOW AND TELL?

We will incorporate our themes and alphabet letters into our 'show and tell' time. Please check the calendar each month for the theme and your child's show and tell date.

## VOLUNTEER IN THE CLASSROOM?

Yes, we would love to have help. Any time you wish to visit, please let the teacher know! Parent volunteers are required to obtain a Criminal Record Check.

In order to maintain the best learning environment, with the least amount of distraction, we ask that you do not bring younger siblings when you visit or volunteer in the class or on field trips. Thank you for your cooperation.

## Do the students have gym, library, computers and music classes?



We are lucky to have wonderful facilities to allow all these learning opportunities to take place. Students will visit the library once a week and be able to sign out one book to take home and share. Students will receive gym time each week, either in the gym or outside. Music is offered in the class throughout the day. We also have access to the music room and rhythm instruments. We will have time in the computer lab, as well as by using the Promethean board or Activtable.

## What Are the Kindergarten Times & Pick Up Procedures

AM Class —8:50—11:30

PM Class —12:35—3:15



The outside Kindergarten door will open 10 minutes before class time to allow time for the students to come in, take off their coats, get on their inside shoes and be ready for calendar time.

Students get ready in the last five to ten minutes of the day. Please come to the outside kindergarten entrance to pick your child up. They will be sent out when the teacher sees their parent or caregiver arrive.

Please sign the pick-up sheet in the class in September to let me know who will pick up your child on a regular basis (parent, daycare, babysitter, relative, etc.) If you need to park your vehicle please use the visitor parking lot.

**If there is a change in the regular pick-up routine**, a written note must be sent to the teacher prior to the pick-up time or a phone call made to the office. Students will remain at school and parents contacted if someone new arrives to pick them up and the teacher is not informed. Your child's safety is our first priority.



# ***Signs of Readiness***

Readiness factors you should consider before  
registering your child for kindergarten:

## **PERSONALITY**

- \* The child is confident; she/he feels good about herself/himself and is confident in her/his ability to succeed.
- \* She/he is curious about her/his environment and motivated to learn about it.
- \* She/he is independent enough to do certain things for herself/himself.

## **SOCIAL SKILLS**

- \* She/he can integrate into a group, and relate to new children and adults.
- \* She/he can adapt to new routines.
- \* She/he is able to take turns and share.

## **LANGUAGE SKILLS**

- \* She/he can communicate effectively.

## **MOTOR SKILLS**

- \* She/he can put on her own coat and go to the bathroom by herself/himself.

## **ATTENTION AND FOCUS**

- \* She/he can follow simple directions.
- \* She/he can listen to a story or participate in a discussion for 10 to 15 minutes.
- \* She/he can finish projects she/he starts.

## **OTHER COGNITIVE SKILLS**

- \* She/he can name some letters and understand letter/sound relationships.
- \* She/he can name some numbers and count.

*From "The National Association for the Education of Young Children"*