

All Day Kindergarten

Welcome to Kindergarten!



A Positive Beginning 2018-2019



*Central Kitsap School District
Silverdale, Washington*

Incoming Kindergarten Targets

A five year old with these skills is ready to succeed in school.

1. Letters and Sounds

- enjoys being read to and can retell a story
- recognizes and names 10-15 alphabet letters and their sounds
- repeats beginning and ending sounds in words
- speaks in complete sentences
- prints his or her first name
- understands 4,000 to 5,000 spoken words

2. Math

- counts in order from 1 to 20
- recognizes numbers and quantities to 10
- names and sorts items by color, shape and size
- understands concepts such as more, less, same, above, below, big and small

3. Social

- settles into new groups or situations
- can concentrate on a task for at least 5 minutes
- follows simple directions
- shows kindness and concern for others

4. Bi-lingual

- comes to school speaking English, if other languages are spoken at home.

5. Personal Health

- potty trained
- no longer takes a daily nap (slowly wean away naps the summer before school starts)

Reading aloud 20 minutes a day helps your child master these skills.

The Kindergarten Program

Central Kitsap School District welcomes parents of new kindergarten students into a partnership with the District. Our goal is to provide a strong academic program which meets Washington State standards while nurturing these young children and providing a safe, caring learning environment. Our program is designed so children meet sets of standards in English Language Arts (reading, writing, speaking & listening, and language), Mathematics, Science, and Social Studies by the end of the year.

Central Kitsap School District staff understands and respects that each child is a unique person with an individual personality and distinctive family background. The beginning years in school are among the most important for learning because attitudes and patterns are formed early. The staff works diligently to provide positive learning experiences designed to help children reach standards while supporting their developing abilities.

SOCIAL AND EMOTIONAL DEVELOPMENT

In kindergarten, important lifelong learning skills will be emphasized, including . . .

- Respecting others
- Accepting responsibility
- Becoming more self-sufficient
- Cooperating with peers and adults
- Problem solving
- Communicating about what he/she has learned
- Following directions
- Changing easily from one task to another
- Handling mistakes in a positive way
- Creating and imagining



MATHEMATICS

In kindergarten mathematics, students begin developing the concept of number by

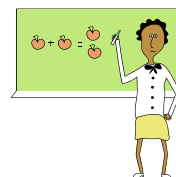
counting, drawing, writing, and ordering numbers. Students combine, sort, and compare groups of objects based on qualities like shape, size, and color. They learn that addition and subtraction are putting groups of things together and taking them apart. They explore shapes and learn their names and descriptions. They begin to understand basic measurement and solve simple problems.

By the end of kindergarten, your child will learn to. . .

Counting and Cardinality (the number of items in a set)

- Count forward to 100 by ones and tens
- Count forward from any number in a given sequence (ex. Begin with 7 and count to 20)
- Write numerals from 0 to 20 or more
- Represent number of objects with numerals 0 to 20
- Use a number to represent an amount of objects
- Count objects and recognize that each number said represents one object
- Count and recognize the last number said is how many objects there are and that the number doesn't change even if counted a different way

- Recognize when counting that the number gets bigger
- Count to answer "how many," using sets of objects of 20
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
- Compare two written numbers between 1 and 10



Operations and Algebraic Thinking

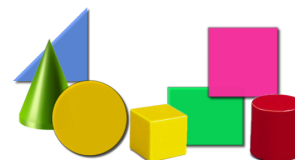
- Represent addition and subtraction with objects, fingers, sounds, numbers, drawings, etc.
- Solve addition and subtraction word problems within 10 using objects or pictures
- Fluently take apart and put together numbers within 10 (ex. $5 = 2 + 3$, $5 = 4 + 1$)
- Fluently add and subtract within 5

Number and Operations in Base Ten

- Fluently take apart and put together numbers from 11-19 into ten ones (grouped as a ten) and some ones (not grouped) using objects or drawings and recording with drawing or numbers (ex. $18 = 10 + 8$)

Measurement and Data

- Describe attributes of objects, such as length and weight
- Make direct comparisons using measurable attributes such as length, weight, and capacity (longer/shorter, heavier/lighter, etc.)
- Classify objects and count the number of objects in each category



Geometry

- Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), hexagons, cubes, cones, cylinders, and spheres
- Sort shapes using a sorting rule and explain the sorting rule
- Describe the location of one object relative to another object using pairs of words such as in/out, over/under, above/below, between/next to and behind/in front of
- Identify, describe and compare two-dimensional (flat) or three-dimensional (length, width and height) objects
- Make a larger two-dimensional shapes using two or more two-dimensional shapes (ex. Two triangles make a larger rectangle)
- Model shapes in the world using materials (toothpicks and gumdrops) and drawings shapes

READING

In kindergarten, children learn how print works, how letters represent sounds that are blended together to make words and other necessary, foundational skills of reading. During group reading times, kindergarteners also develop skills important to understanding both literature and informational texts.

By the end of the kindergarten year, your child will learn to . . .



- Identify consonant and vowel sounds at the beginning, middle and end of words
- Count, segment, and blend syllables and sounds within words.
- Identify upper and lowercase letters
- Read common sight words automatically (i.e., *the, of, my, to*)
- Use knowledge of common letter sounds to read three and four letter words
- Recognize and produce rhyming words
- Identify parts of a book—including front cover, back cover, and title page
- Recognize common types of texts (story books, poems, informational text)
- Understand how texts work: Words are separated by spaces, and go from left to right, top to bottom, and page to page
- Actively engage in group reading activities.
- Listen to and discuss literature that represents different cultures and traditions
- Ask and answer questions about text
- Draw or write to show ideas from text
- Make predictions and simple inferences based on text and pictures
- With guidance, identify characters, setting, and important events in a story *or* main ideas and supporting points in informational text
- With guidance, retell text using key details and correct sequence: beginning, middle, and end
- With guidance, compare characters, events, or information within a text or in multiple texts
- With guidance, choose books and share them with others
- Read emergent-level texts with purpose and understanding

WRITING

In kindergarten, students begin to build their own simple sentences. Even at this early age, students start to understand that they can write to tell personal stories, share their opinions, and respond to text.

By the end of the kindergarten year, your child will learn to . . .

- Use drawings, dictating, and writing to:
 - Tell about an event or experience
 - State opinions
 - Communicate non-fiction information
- Add details to strengthen writing based on peer and teacher input
- Use digital tools to produce and publish their writing
- Participate in research and writing projects



Speaking & Listening

In kindergarten, students increase their vocabulary and communication skills through shared experiences. Students of this age increase their ability to listen to adults and peers. They also extend their ability to communicate their own ideas clearly, using an increasingly large vocabulary.

By the end of the kindergarten year, your child will learn to . . .

- Ask or answer questions to get help or to clarify understanding of information



- Answer questions following a read-aloud or video to confirm understanding (Increase comprehension)

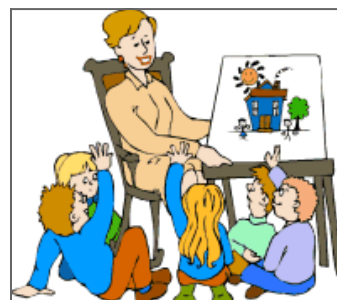


- Participate in conversations with kids and/or adults about books and kid-friendly topics



- Take turns being a listener and a speaker (Demonstrate social skills)

- Orally describe thoughts, feelings, ideas, familiar people, places, or things in a clear, concise manner.



LANGUAGE

In kindergarten, students will demonstrate knowledge of standard English when writing or speaking. As they progress through their kindergarten experiences, these young students add written language skills to their expanding oral abilities, extending their knowledge and use of the conventions of standard English as they build their vocabularies.

By the end of the kindergarten year, your child will learn to . . .

- Correctly and legibly form upper and lowercase letters
- Correctly write first and last name (capitalizing the first letters only)
- Use high frequency words in writing (*i.e.*, *cat*, *dog*, *run*, *play*, *like*...)
- Use complete sentences, orally and in writing
- Capitalize the beginning of a sentence and the word “I”
- Recognize and name end punctuation (.,?,!)
- Spell simple words by writing the sounds heard (*i.e.*, first, last, and middle sounds)
- Understand and use question words (*who*, *what*, *when*, *why*, and *how*)
- Build vocabulary by:
 - Reading and being read to
 - Studying and discussing text illustrations
 - Responding to text, orally or in writing
 - Using new vocabulary when conversing with teacher and peers and making real-life connections with words and their use



SCIENCE

In kindergarten science, students begin to explore the process of scientific inquiry.

They understand that scientists observe carefully and ask questions. Students develop the skills of observing, sorting, and identifying parts and begin using scientific tools to understand the natural world. The Guiding Question in kindergarten science is, ***“How do we (as scientists) explore and observe our natural world?”***

Important Investigative Science Skills in Kindergarten

- Exploring
- Observing
- Sorting



Kindergarten Science Kit Topics

- Wood and Paper – Physical Science
- Organisms – Life Science

By the end of the kindergarten year, your child will learn to . . .

- Sort objects by properties including shape, size, color, texture, and hardness
- Identify observable characteristics of living organisms (e.g., spiders have eight legs; birds have feathers; plants have roots, stems, leaves, seeds, flowers)
- Observe and show how living things look different under a magnifier
- Wonder and ask questions about objects, organisms, and events based on observations of the natural world
- Follow all safety rules during investigations



SOCIAL STUDIES

The context for social studies in kindergarten is the student’s interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. They begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

By the end of the kindergarten year, your child will...

- Understand and create timelines to show personal events in a sequential manner.
- Understand one’s point of view.
- Evaluate the fairness of one’s point of view.
- State own viewpoint and listen to viewpoints of others.
- Retell and explain personal history.
- Apply the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.
- Remember the people who make and carry out rules in the classroom and school (i.e., teacher, librarian, cafeteria & playground, assistants, custodian, learning specialist, principal...)



ART, MUSIC and PHYSICAL EDUCATION

In class, your child will experience the arts through . . .

- Responding
- Drawing
- Painting
- Building
- Acting
- Dancing
- Singing



Additionally, specialists in the areas of Music and Physical Education (P.E.) provide instruction for kindergarten children.

SOME HELPFUL FACTS TO KNOW . . .

Entrance . . .

Children must be five years old on or before August 31 to enter kindergarten. A copy of the child's state-issued birth certificate is required for proof of age.

First day . . .

The first day of the 2018-2019 school year is September 5, 2018.

Health . . .

The Washington State Board of Health requires that every child be immunized against tetanus, diphtheria, pertussis, polio, measles, rubella, mumps, Varicella (chicken pox) and hepatitis B before entering school. An immunization form must be completed prior to the first day of school.

All students are encouraged to have a physical examination prior to entering kindergarten. School health forms are available from your physician or local community clinic. We recommend that children also have vision and hearing screened by the physician prior to entry. Please inform the school of any disability, medical restriction, or special needs your child may have.



Attendance . . .

Regular attendance is very important. Your child is developing attitudes about school which will have a significant impact on success in school and educational development. Irregular attendance can make a child feel insecure or confused upon his/her return to school. Please send your child to school every day unless there is illness or a family emergency.



Arrival and dismissal . . .



Send your child to school on time. It is difficult for everyone when a child arrives late, since important activities and directions begin as soon as school starts. It is also very important that you do not send your child any earlier than 10 minutes before the school's starting time because teachers have conferences, meetings, planning, and set-up which makes child care impossible.

If you are planning to pick up your child after school, send a note to the teacher and please come on time. Children can get very upset and frightened when other children leave and you are not there to get them.

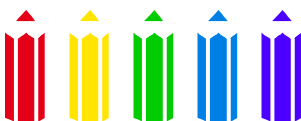
If your child goes to a place other than home after school, please give this information to the school office manager and the teacher. It is also important to send a note telling the teacher about any changes from the usual routine (visits to friends, other parent or friend who will pick up the child, etc.). Please inform the school of daycare arrangements and assure the school of-
fice always has updated address and telephone information for your child.



Kindergarten Assessment . . .



Kindergarten teachers assess what their students can do throughout the year. One test that teachers may use is a district-developed literacy and math assessment that reflects state standards for kindergarten students. Teachers may give portions of this test throughout the school year to check on student growth. In the fall, teachers will administer an assessment called WaKIDS (Washington Kindergarten Inventory of Developing Skills). This assessment measures a child's strengths and development in the areas of social-emotional, physical, language, cognitive, literacy and mathematics skills. WaKIDS also includes meetings between kindergarten teachers and families at the beginning of the school year to help teachers learn more about each child's interests and needs.



Additionally, all kindergarten students are assessed three times a year with two widely-used measures: DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and the STAR Early Literacy assessments. Results from these tests inform instruction and help your child's teacher monitor progress.

Other tips . . .



Think ahead about the weather. Have your child dress for the weather (coats, hats, boots, mittens, or other needed clothing). Children often participate in outside activities.

Do not send medicine to school with your child. Schools cannot dispense any medication without an authorization form. Parents should personally bring the form and medication to the school office to ensure the safety of everyone.

Send all money in envelopes marked with purpose, child's name, amount, and teacher's name. Pin the envelope to the child's clothing if possible.

Label all items sent to school including clothing, personal items for sharing, and school materials.

Do not send toys or valuable or breakable items!

A birthday is an important event in a child's life. Check with your child's teacher about appropriate classroom birthday celebrations.



Please call the teacher any time you have a question or if your child is experiencing a problem or specific worry. A conference with the teacher may be arranged by calling for an appointment.

In the fall parent-teacher conferences are scheduled with all with parents.



MORE WAYS TO HELP AT HOME

You are the first teacher and most significant adult in your child's life. Read to your child at least 20 minutes a day, building up reading time as your child's attention span allows. Reading together boosts vocabulary, comprehension, attention span and listening, and promotes imagination, curiosity and knowledge.

Take time to talk with your child about school.

Ask about events at school. Share your day as well. Go for walks - talk together about what you see. Talk while you are working. Spend time listening to your child talk.



Give your child paper and crayons, pencils, and markers. Encourage writing for many purposes. Use coloring books and workbooks sparingly. Blank paper encourages writing development and creative activities.

Limit television viewing and screen time on all electronic devices. Watch and do selected programs together and discuss them with your child.



Talk to your child as you use simple math throughout the day; counting, adding, subtracting, measuring, etc.

Arrange special time alone with each child in your family.

Provide outdoor time. Children need to develop muscles by running, playing, skipping.

Play is child's learning. Give your child plenty of time to play.

Play games together. Games are a wonderful teaching tool and promote both academic and social skills.

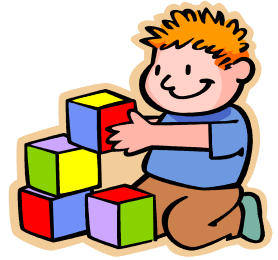
Sing together.

Most importantly, have fun learning with your child.



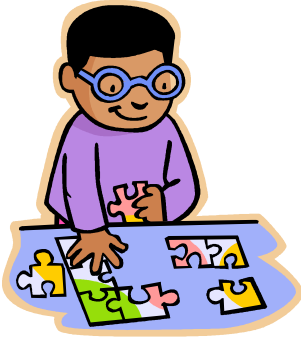
Working Together to Prepare Children for a Successful Kindergarten Mathematics Experience (from the National Council of Teachers of Mathematics)

All children need to be encouraged, supported, and nurtured as they explore the world of number, shape, space, and pattern. Mathematics learning builds on the natural curiosity of children and the natural world around them. Rich and varied experiences and play are natural vehicles for developing mathematical thinking. All mathematical experiences should be positive, fun, and based on the principle that all children can learn to do significant mathematics and enjoy the journey.



Some activities might include...

- Point out numbers, sizes, and shapes as you and your child encounter them
- Count things in your world
- Sort and order things as you play and clean up
- Ask questions that could be answered by simple numbers or shapes
- Enjoy the mathematics (counting, shapes, sorting) of shopping
- Build things (measurement, shape)
- Use measurement to cook
- Represent numbers by drawing (3 birds; a yellow circle sun)
- Look for patterns in books, art, and the world around you
- Use spatial skills to do puzzles
- Enjoy and appreciate music



Home Activities that Support Reading, Writing, Speaking & Listening, and Language

Read to your child at least 20 minutes a day, building up reading time as your child's attention span allows. Reading together boosts vocabulary, comprehension, attention span and listening, and promotes imagination, curiosity and knowledge.

- When preparing to read aloud, pick diverse books that match your child's attention span and ever-widening interests. Talk to your child about the books you read. Ask what the story makes them think about, and share your own responses. Don't hesitate to reread favorite books or to experiment with different kinds of books.
- Make sure that your child has access to lots of books throughout the day. Take advantage of the public library to help keep a good variety of books in your home.



cover, title, author, illustrator, pages, words, sentences and periods. Show and talk about how we read pages from the front of the book

to the back, and pages from left to right and from top to bottom.

Encourage your child to talk about their favorite part of the book and then illustrate that part with their own drawing. Ask them to share and tell about their illustration when they're finished.



When reading storybooks, occasionally stop to ask questions about the characters, setting and events.

When reading non-fiction, talk about what the author is trying to teach.

- When reading storybooks, stop occasionally and ask your child to predict what will happen next. When reading non-fiction, talk about how we could use the information from the author.

- Encourage your child to develop a list of favorite authors. Share what you like or dislike about a book, and ask your child to do the same.
- Use the new vocabulary introduced in books in everyday speech. Encourage your child to use the new words in their own speech.
- When reading, occasionally point to a letter on the page and have your child “find another letter shape that is the same.” Once your child can *match* letters easily, you can begin to add the letter *name* to this activity. (ex. “Here’s an “m”. Can you find another “m”?”)
- Once your child can accurately *match* identical letter shapes, help them learn



the names of the letters in their first name. Look for those letters all around throughout the day: on signs, on labels, in books and wherever you encounter print. Show your child how to form the letters on paper, while finger-painting in shaving cream, with a stick in the sand or mud, with sidewalk chalk, with a paintbrush dipped in water and written on the sidewalk, etc. Once your child has learned the letters in their first name, gradually work on all of the letters of the alphabet in the same way. Teach the lowercase (small) letters first, as these are the form of letters most used in text.

- Read and write in front of your child often. Try to establish a family reading time where everyone reads silently for a few minutes, and let your child know how much you enjoy reading. Talk about what you’re doing as you write, whether you’re adding items to a grocery list, filling out a form or signing a greeting card. Use every opportunity to share how we use reading and writing throughout the day.
- Create a literacy corner that includes writing materials (like pencils, pens, crayons, markers, paper and envelopes) and plenty of books.
- Read nursery rhymes and stories with a rhyming pattern, and sing rhyming songs with your child. To help build rhyming skills, point out words that rhyme. Occasionally leave out a rhyming word in a familiar story or song and have your child say the word. Play Rhyming Toss and Catch with a bean bag or soft ball, saying a word as you toss the ball and having your child say a word that rhymes when they throw the ball back to you.
- Talk about the sounds that begin words. Play games like “I see something that starts with the /mmmm/ sound. Can you figure out what it is?”



For more ideas, attend a Ready! for Kindergarten parent class. Call (360) 662-1678 for information, or go to www.ReadyForKindergarten.org to sign up.



Letter Shapes Matching

Cut out the attached alphabet cards to make two sets.

1. Using just two letter shapes (such as s and b), show your child how to match these shapes to their identical card from the second set.
2. Have your child make a match, given just two choices.
3. Increase the number of letter shapes as your child is able to match more and more letter shapes accurately.
4. Once your child can accurately match all of the lower case letters, begin to call the letter by name. ("Can you find another "m" just like this one?")
5. Once your child can accurately name all of the lower case letters, refer to the letters by their sound. ("Can you find another "s" that makes the /ssss/ sound?

Numeral Shapes Matching

Cut out the two sets of numerals 1-12. Use Steps 1-4 (see above) with these numeral cards to teach the numeral names.

Quantity-to-Numeral Matching

Cut out the numeral and dot cards. Start with the cards with the smallest quantity and work up, having your child match the number of dots with the correct numeral card.

a

b

c

d

e

f

g

h

i

j

k

l

m

n

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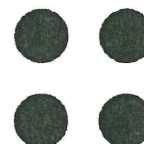
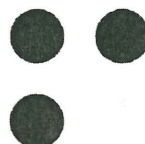
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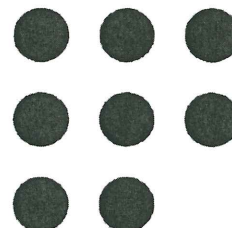
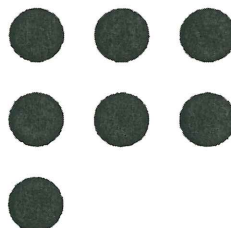
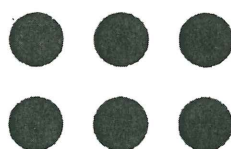
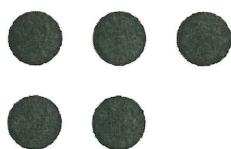


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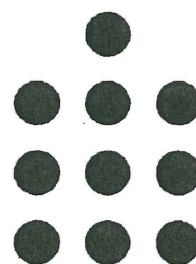
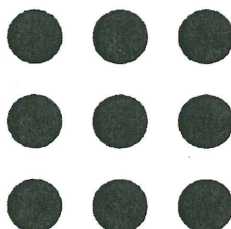
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8



9

10



Songs and Fingerplays to Build Rhyming and Other Skills

Tiny Tim

I had a little turtle, his name was Tiny Tim.
I put him in the bathtub, to teach him how to swim
He drank up all the water, he ate up all the soap.
And now when he talks, there's a bubble in his throat.

Right Hand, Left Hand

This is my right hand,
I'll raise it up high (right hand over head).
This is my left hand,
I'll touch the sky (left hand up).
Right hand (show right palm)
Left hand (show left palm)
Roll them around (roll hands over and over)
Left hand (show left palm)
Right hand (show right palm)
Pound, pound, pound (pound fists together)

Sleepy Caterpillars

Let's go to sleep, the caterpillar said, (wiggle finger)
As they tuck themselves into their beds. (make a fist)
They will awaken by and by,
And each one will be a lovely butterfly. (open hand one finger at a time)

Five Little Fishes

Five little fishes swimming in a pool, (wiggle 5 fingers)
The first one said, "the pool is cool". (wrap arms around body)
The second one said, "the pool is deep", (voice deep)
The third one said, "I want to sleep", (rest head on hands)
The fourth one said, "let's dive and dip", (hand dives and dips)
The fifth one said, "I spy a ship", (peer out under hand)
Fisherman boat comes, (fingers form V and move away from body)
Line goes KER-SPLASH, (pantomime throwing fishing line)
Away the five little fishes dash. (wiggle 5 fingers away)

Bunny and The Cabbage

Once there was a bunny (right fist forms bunny and two fingers his ears)
And a great big cabbage head (fist of left hand)
"I think I'll have some cabbage," the little bunny said.
So he nibbled and he nibbled (nibble cabbage head w/fingers of right hand)
And pricked his ears to say (ears straighten up)
Now I think it's time to be hopping on my way.

Chipmunk in a Tree

See the little chipmunk (hold left hand up, elbow bent.)

Run up the tree (right hand running up left arm.)

There he finds a hole and hides from me. (right hand through hole and disappears)

Watch and you will see him peek all around. (put forefinger of right hand through hold as though looking about.)

And if you'll be quite still, he'll come down. (chipmunk runs down.)

Going to Bed

This little boy is going to bed (place forefinger in left hand.)

Down on the pillow he lays his head,

Wraps himself in the cover tight. (fold left hand over right forefinger)

This is the way he sleeps all night.

Morning comes he opens his eyes. (blink eyes as if just opening)

Back with a toss the cover flies

Up he jumps, is dressed and away

Ready for work, ready for play. (open left fist and quickly raise right forefinger, then wiggle it and move hand as if walking on its way.)

Beehive

Here is a beehive.

Where are all the bees?

Hidden away where nobody sees!

I see something! They are alive!

One! Two! Three! Four! Five!

Grandmas' Glasses

Here are grandmas glasses

Here is grandmas hat.

This is the way she folds her hands

And put them in her lap.

Here are grandpas glasses,

Here is grandpas hat.

This is the way he folds his arms!

Just like that!

There Was a Little Turtle

There was a little turtle, (make a small circle w/hand)

He lived in a box, (make box w/hand)

He swam in a puddle (wiggle hands)

He climbed on the rocks. (stack hands on the other)

He snapped at a mosquito, (clap hands)

He snapped at a flea, (clap hands)

He snapped at a minnow, (clap hands)

He snapped at me. (clap hands)

He caught the mosquito, (clap hands)

He caught the flea, (clap hands)

Fine Motor Activities

Finger Strengthening

Squeeze a ball (“squish,” play dough or foam)

Tug of war – Make a loop with thumb and index finger, interlock other hand loop, pull loops tight without pulling apart. Try with thumb and each finger.

Lay palms flat on table. Pull fingers up and make a “cave.” Next lay fingers flat and raise finger up, one at a time.

Hand Strengthening

Play Dough/Clay – Stretch, twist, squish, roll.

Wall Pushes – Place palms flat against wall, push as if you were going to move the wall back.

Rotating – Do activities that involve rotating your hand.

Single handed: Turn on and off faucet, turn doorknobs.

Dual handed: Put together nuts and bolts, screwdriver and screw, twist open jar.

Manipulation

Attach large paper clips to tag board.

Clip clothespins on a shoebox, drop into container from waist height.

Pin large safety pins into fabric.

Stack small blocks, holding one block in hand while stacking.

Use tweezers to pick up small objects

Coordination

Sequencing – Copy someone’s pattern of clapping, snapping, tapping.

Bilateral – Claps on body parts, alternating hands, cross over.

Twiddle thumbs, alternating directions.

Action songs – “Eency, Weency Spider,” finger plays.

REPORT TO PARENTS

Preparing for Kindergarten

The move from preschool to “real” school is exciting (and often tearful) for both children and parents. There’s a lot you can do to make the transition to kindergarten enjoyable.

Making Friends with the School – Point out the school as you drive or walk past, and say, “That’s your school.” Attend kindergarten orientation together, taking the opportunity to tour the school and meet the principal and teachers. Take your child to play on the school’s playground after school, on weekends, and during the summer.

Social and Emotional – *Sharing* is a regular part of the day in kindergarten. Help your child learn to take turns by sharing toys, crayons, and games with friends and family members. *Waiting* is tough for preschoolers, but you can help them get used to it by saying things like, “We’ll go to the park after lunch.” Teach your child to *communicate* with words, not actions when upset. Children need to be able to settle into new groups and situations. Concentrate on a task for five (5) minutes. Follow simple direction and finally, be able to show kindness and concern for others.

Helpful websites

PBS: <http://www.pbs.org/parents/>

Department of Education: <https://www2.ed.gov/parents/earlychild/ready/preschool/preschool.pdf>

Understanding Social and Emotional Development: <http://www.getreadytoread.org/early-learning-childhood-basics/early-childhood/understanding-social-and-emotional-development-in-preschoolers>

Edutopia: <http://www.edutopia.org/SEL-parents-resources>

Listening is Important – Looking at the person who’s talking to you is more than good manners when it’s the teacher who’s doing the talking. Work with your child on paying attention and following simple directions...“Please put your pillow on your bed, and then put your shoes in your closet.”

Loosening the Apron Strings – If your child isn’t already attending preschool or day care, look for ways for them to spend some time apart from you. Trade off with a friend, or sign your child up in a community or church program for preschoolers.

Who Am I? – Kindergarteners should know not only their full names, but the first and last names of their parents and caregivers. Memorizing your phone number and address may be a little easier for a preschooler if you set them to a familiar tune, like “Mary Had a Little Lamb.”

All by Myself – Your child should know how to zip, snap, tie, button, and fasten Velcro. Be sure that your little one can also take care of his or her bathroom needs well before the first day of school.

Begin with Basics – Go beyond teaching your child the ABC song by working on letter recognition, especially letters that spell out his or her name. It’s also helpful if your child can recognize isolated letters and those not in alphabetical sequence. Talk about the colors and shapes around you—the round clock, the red umbrella. Make simple counting a part of your preschooler’s day by counting aloud as you put each piece of silverware in the drawer, climb stairs, or bring in bags of groceries. Help your little one learn important concepts by acting out the differences between up and down, in and out, high and low, over and under, small and tall.

Ensure a Healthy Start – Make sure your child’s immunizations are up to date. A complete physical before the start of school, including vision and hearing tests, is also a good idea. Start your preschooler on a school day regimen of bedtime and wake-up time several weeks before school starts. At this age, a child should have ten 10 hours of sleep.

Most importantly, understand that your child is unique and will learn at his or her own pace. So don’t become frustrated if your child fails to master simple skills right away. The best thing you can do to prepare your preschooler for kindergarten is to invest as much time as possible helping him or her learn new skills. The long-term results will be worth your efforts.

Early Literacy Websites For Parents

Literacy Center Education Network (Computer games for alphabet, shape, and high frequency word learning): <http://www.literacycenter.net/>

Carl's Corner: Alphabet and Blends Charts and Game plus MORE:
<http://www.carlscorner.us.com/>

Perpetual Preschool Lesson Ideas: <http://www.perpetualpreschool.com/>

Early Literacy Poetry <http://www.enchantedlearning.com/rhymes/topics/cats.shtml>

Nursery Rhyme Collection <http://www-personal.umich.edu/~pfa/dreamhouse/nursery/rhymes.html>

Books for the Very Young <http://www.lil-fingers.com/>

Starfall www.starfall.com

Math Parent Resources

PBS Parents Preschool and Kindergarten Math Games
<http://www.pbs.org/parents/education/math/games/preschool-kindergarten/>

Preschool and Kindergarten Splash Math
<https://itunes.apple.com/us/app/preschool-kindergarten-splash/id610303073?mt=8>

Kindergarten Interactive Math Skill Builders
http://www.internet4classrooms.com/skill_builders/beginning_counting_math_kindergarten_k_grade.htm

BedtimeMath.org



Central Kitsap Elementary School Directory

Brownsville Elementary	662-8000
Clear Creek Elementary	662-8100
Cottonwood Elementary	662-8300
Cougar Valley Elementary	662-8400
Emerald Heights Elementary	662-8500
Esquire Hills Elementary	662-8600
Green Mountain Elementary	662-8700
Hawk Elementary at Jackson Park	662-9000
PineCrest Elementary	662-9200
Silverdale Elementary	662-9400
Silver Ridge Elementary	662-9500
Woodlands Elementary	662-9700
Barker Creek Community School	662-2570

Board of Directors

Jeanie Schulze– President
Rob MacDermid – Vice President
Scott Woehrman– Legislative Representative
Eric Greene – Director
Bruce Richards – Director

Superintendent

David McVicker

Affirmative Action/Title IX Officer
Jeanne Beckon, Assistant Superintendent for Human Resources
(360) 662-1680

Section 504 Compliance Officer
Julie McKean, Director of Special Services-Elementary
(360) 662-1044

U.S. Department of Education, Office for Civil Rights, Region X
Henry M. Jackson Federal Building
Mail Code 10-9010
915 Second Avenue
Seattle, WA 98174-1099

Central Kitsap School District

9210 Silverdale Way NW
Mailing Address: PO Box 8
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Inquiries regarding compliance or complaint procedures may be directed to the School District's Title IX Officer/Section 504/RCW 28A.640 compliance Officer or to the U.S. Department of Education, Office for Civil Rights.