

Delaware Christian School's

# Kindergarten Handbook



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# **Introduction to Kindergarten**

The Kindergarten program at Delaware Christian School is academic by design, stressing reading and other educational studies. Reading is taught with a strong phonemic awareness which enhances handwriting, spelling and English skills. Bible and math are also included in our core curriculum. Resource lessons covering topics in science, history, and social studies are coordinated with language arts units. The students also enjoy music and physical education classes.

Delaware Christian School kindergarten curriculum uses materials published by Bob Jones University Press and A Beka Books. Other resources employed are multi-sensory, structured language, reading and spelling programs. The lessons are Biblically-based recognizing that all truth comes from God.

## **A Note from Mrs. Sapoval**

Many people think of playtime when they think of Kindergarten. They assume that this year of schooling is less important than the other academic years. On the contrary, I believe that the Kindergarten year is just as important as, if not more important than, the other years of a child's school career.

The Kindergarten year is foundational for all the following years of schooling. A positive, successful experience will establish good attitudes toward learning, work habits, student-teacher relationships and subject matter that will contribute to successful future school experiences. With this in mind, several goals for the Kindergarten year include:

- Establish a solid base of academic knowledge
- Relate academic studies to the character of God so that students begin to see that all truth and knowledge comes from Him.
- Enlighten children with the joy of learning.
- Advance the student's Bible knowledge and help them begin to apply God's truth to their daily lives.
- Acquaint children with the school rules and regulations, based on love and respect for others and help them start to develop self-discipline in following the rules and regulations.
- Help children develop loving, cooperative peer relationships.
- Encourage parents to be actively involved in their child's education.

# Subjects

## Bible

Our Bible curriculum consists of stories from the Old and New Testaments. Through these stories we learn about God: His attributes, His promises, and His desires. The students memorize Bible verses that correspond to the lessons. The main focus of this curriculum is the application of God's truth in their lives.

## Language Arts

In general, the progression of phonemic learning is as follows:

1. Letter sounds and letter formation
2. Consonants and vowels
3. Blends (sounds to make words)
4. Digraphs( sh, th, ch, wh,)
5. Long vowels
6. R-controlled vowels( ar,er,ir,ur,)

As soon as the blending of sounds to make words become more familiar, reading is introduced. The students read to the teacher individually from a series of 12 small readers. Reading is a skill where the student sees the letter and knows the sound. Spelling is a skill where the student hears the sound and identifies and writes the letter. Therefore, spelling and reading are taught simultaneously. English concepts are also introduced while reading and learning about words, sentences and stories.

## Handwriting

Kindergarten students learn the preCursive alphabet. This alphabet differs slightly from the familiar manuscript writing, but eases the transition to cursive writing in second grade. You will find a copy of this alphabet on the next page. Please teach your child to write his/ her name using this alphabet as soon as possible.

## Math

The math curriculum focuses on number recognition from 1 to 100. Students also have fun playing with manipulatives; learning about sorting, patterning, graphing, adding, subtracting, telling time and money.

# Parent/Teacher Interaction

## Communication

In order to best meet the needs of the Kindergarten students, it is important to maintain clear communication between parents and the teacher. You know your child better than anyone else and can be the best source of information to help the teacher understand the unique needs and strengths of your child. You are encouraged to communicate with the teacher – by note, phone call, e-mail or in person – whenever you feel the need. Conferences can be arranged at anytime to discuss your concerns or questions.

You will be receiving communications from the teacher on a regular basis. At the beginning of each week, your child will bring home a folder containing the previous week's work. A newsletter from the school office and a letter from the teacher detailing the weekly assignments can be found on Edline(a school website). The website is updated weekly with Bible memory verses, new concepts being introduced and grade updates. Your child's academic progress will be greatly improved by your consistent involvement at home.

## Grades

Most of the endeavors in Kindergarten are completed together in class, with emphasis placed on learning, rather than grades. Children receive stickers and comments on daily work. Some grades are obtained to evaluate the student's progress. For example, **E** represents excellent progress with **S+**, **S**, **S-** for satisfactory progress and **U** for unsatisfactory progress. The teacher strives to facilitate the student's success, developing strengths and overcoming weaknesses. Each child is encouraged to perform his/her best in order to please the Lord and prepare for first grade.

## Discipline Procedures

As an introduction to the school experience, the Kindergarten year is a learning and growing period. At the beginning of the year the teacher spends a great deal of time discussing and practicing the school rules. The emphasis is on pleasing the Lord by doing their best and by being considerate of others.

Once the rules and the reasons for rules are clearly understood, the teacher expects the children to do their best to obey. When an infraction occurs, a judgment is made regarding the nature and seriousness of the offense. Childish irresponsibility usually results in a reminder, re-teaching, and encouragement. Willful defiance requires sterner measures. If the occasion demands, a student may miss recess or other playtime privileges. If the offense persists, the parents will be notified and asked to assist. Serious and persistent defiance will lead to a visit to the principal's office. It is Delaware Christian School's desire to work as a team with parents to help the child develop character and self-control under God's authority.

### Parental Involvement

Parents are welcome in the Kindergarten classroom and are invited to participate in our daily learning experiences. The following are some of the ways you may want to be involved:

- Volunteer in the classroom once a week
- Schedule an hour or two to listen to children read or work with individuals or small groups to develop skills.
- Share a hobby, talent, special knowledge or work experience with the class.
- Read or tell a story to the class.
- Help plan and implement field trips and class parties.

# Parent Checklist

How do I assist my child to prepare for school and learning?

- ✓ I sing and recite nursery songs and rhymes to my child, and have done so since he/she was an infant.
- ✓ I read something (newspaper, books, Bible, etc.) every day. My child sees me getting pleasure and information from reading.
- ✓ I have a library card. I take my child to the library frequently where we look at children's books and select some for reading at home.
- ✓ I read aloud to my child at least fifteen minutes every day.
- ✓ I often ask my child to tell me a story or describe something he has seen.
- ✓ Sometimes I write down what my child tells me and read their "story" back to them.
- ✓ I encourage my child to recognize words on cereal boxes, billboards, in books, etc.
- ✓ I take my child places (walks, car rides, zoo, parks, etc.)
- ✓ I devise sorting games to help my child see differences and likenesses in shapes, color, size and texture.
- ✓ I play word games and listening games so my child will learn to listen attentively.
- ✓ I encourage my child to draw.
- ✓ Books are at the top of my list for birthday and Christmas gifts for my child.
- ✓ My child has his own bookshelf for his own books.
- ✓ I monitor my child's television time and limit excessive screen time with audio/visuals.
- ✓ My child has access to a dictionary and other resource materials that we use to look up information.
- ✓ I praise my child's efforts and accomplishments so that my child will have self confidence and zest for new adventures in learning.
- ✓ I have my child's health checked by a physician and dentist regularly. I am observant, watching for hearing and vision problems.
- ✓ I am sensitive to my child's shifting book interests and stay out of my child's way when he/she seems to want to explore the world of books on his/her own.
- ✓ I am a good listener and give individual attention to encourage my child to talk and learn to listen to others.
- ✓ I help my child to develop attitudes of respect toward adults. Adult judgment can be trusted to guide him/her in learning; he/she can accept that.
- ✓ I carefully guard against being over-indulgent or over-protective with my child.
- ✓ I realize that my relationships and involvement with my child are the most vital element in his/her school achievements or failures.
- ✓ I will expect my child to do his/her best in school; to glorify God rather than achieve the impossible.

# **What Children Entering Kindergarten Need to Know**

Children need to have foundational skills and a readiness to learn in order to be prepared for the school setting. This would include visual and auditory skills, fine and gross motor abilities, proficient capacity to interact with other children and adults and a maturity to sit and to follow directions. The following is a basic checklist to assist you in determining your child's readiness for school.

- Dresses independently
- Cares for toileting needs, including flushing toilet and washing hands
- Knows which shoe goes on which foot
- Takes care of personal items
- Interacts well with other children
- Obeys directions from adults
- Able to separate from mom and dad
- Capable of conversing with adults (being able to answer questions)
- Speaks in complete sentences
- Knows their age
- Eager to learn
- Identifies colors and shapes
- Counts from 1 to 10
- Recites ABCs
- Recognizes most letters and numbers 1 to 10
- Counts objects
- Spells and writes first name
- Holds and uses a pencil
- Holds and cuts with scissors
- Colors with crayons within lines
- Draws basic shapes
- Able to sit and listen to a story
- Adept at retelling key story parts
- Familiar with basic body parts
- Follows 3 step directions (ex. Touch your nose, hop on one foot and then sit down.)
- Stands on one foot
- Catches a playground ball with both hands
- Kicks a playground ball
- Comprehends directional and positional concepts (ex. up/down, out/in, forward/backward)
- Understands quantitative concepts( ex. little/big, short/long, few/many)
- Aware of basic spiritual concepts (ex. Who is Jesus? What is the Bible? Why do we pray?)

