

SUPERINTENDENT'S MESSAGE

We wish to welcome you and your child to the exciting first year in school. Kindergarten in Weber District schools is a wonderful occasion. We welcome the opportunity of joining with you in making this an exciting experience for both your child and for you.

This booklet is designed as a guide to help answer some of the questions you might have as your child begins this kindergarten experience.

We have excellent teachers to assist you and your child this first year. Your principal is ready to assist you and your child this first year or answer any other questions you might have. Please feel free to visit with your child's teacher, principal or myself at any time.

Welcome to a fine school district that is interested in children. We realize that you are sending us your most precious asset. We pledge only our best for your child.

Sincerely,

Gina Butters
Superintendent
Weber School District

WELCOME TO KINDERGARTEN

Our goal in kindergarten is for students to value learning, and develop the skills to gain knowledge and understand their world.

- ❖ A strong, comprehensive Kindergarten program is the foundation for the elementary grades.
- ❖ Kindergarten students will be involved in many activities that help them develop reading, writing, mathematical, speaking, and listening skills. These skills will be used as they learn about themselves, the community, and the world.
- ❖ Kindergarten students will be engaged in hands-on activities. These activities will incorporate the use of movement, music, and play as vehicles for learning.
- ❖ Kindergarten students will learn how to get along in a group setting and work together cooperatively.
- ❖ Kindergarten students will develop a sense of self as they practice responsible behaviors for health and safety, develop gross and fine motor movement, and use skills to communicate ideas, information, and feelings.
- ❖ Kindergarten students will develop an understanding of their environment as they learn about seasons and animals. They will learn about maps, globes, and other symbols or models used to represent features of the environment.

We look forward to working together to help your child experience the

JOY OF LEARNING!



ENTRANCE REQUIREMENTS

Utah State Law states that a child must be five years old on or before September 2 to enroll in Kindergarten. Each child must have a:

Registration Form
Birth Certificate

It is recommended that each child have a:

Physical Exam
Dental Exam

SPECIAL SERVICES

Weber District offers services for children who have special needs. If your child needs these services, a special program will be developed with you, the principal, and the teachers working together as a team. The following services are available:

- Speech and hearing
- Special school and classes - Alternative Kindergarten
- School Counselors
- School Nurses
- School Psychologist



HEALTH SERVICES

IMMUNIZATIONS:

- A. Under Utah State Law it is the parent's responsibility to show their child's immunization record or other documentary proof of immunization for school enrollment.
- B. Immunization Schedule
 - DPT/DT-(4) doses - 5th dose required if 4th dose given prior to 4th birthday.
 - Polio-(4) doses - IPV, if the third dose of polio is given on/after the 4th birthday, a 4th dose is not needed.
 - MMR-(2) doses. 1st dose must be given after 1st birthday
 - HEPATITIS A - 2 doses (both after 1st birthday)
 - Hepatitis B - (3) doses.
 - VARICELLA (Chicken Pox Vaccine) 2 doses.

Proof of immunity to disease(s) can be accepted in place of vaccination only if a document from a healthcare provider stating the student previously contracted the disease is presented to the school.
- C. A student who has not provided the school with a complete immunization record at the time of enrollment, can attend school for 21 calendar days. The school will provide written notice to the legally responsible individual (in person or by mail), regarding the conditional enrollment. After 21 calendar days, your child will be excluded from attending school until proper documentation has been provided to the school.
- D. An exemption to vaccination can be obtained by completing the online education module, or in-person consultation at the local health department, located at 477 23rd Street, Ogden, Utah. A copy of the exemption form must be provided to the school. Additional documentation from a licensed health care provider is required for a medical exemption.

HEALTH GUIDELINES:

- A. A **physical and dental exam** is recommended by Weber School District before a kindergarten child starts school but is optional.
- B. **Health problems** (such as diabetes, asthma, seizure or allergies) should be known to the school and parents' instructions should be on file there.
- C. **Medications** can be given at school after necessary paperwork is completed (obtain from school secretary or school nurse).

NURSING SERVICES

- A. Health Care Plans will be written by the nurse with the help of the parents and approved by the attending physician for any child with special health care needs. Some nursing services for specialized procedures can be arranged for the child.
- B. Home/Hospital tutoring is provided for a child, with the physician's approval, who will be out of school for longer than 2 weeks for health care need.
- C. Screening for vision in Kindergarten through 7th grade and 9th grade takes place annually. Scoliosis screening takes place in 7th - 9th grades. Hearing screening is conducted by the speech department. Parents are notified if further testing is recommended.
- D. Health instructions are provided as directed by the district and include safety, maturation, hygiene, beginning first aid, etc. Individual counseling is provided as needed.

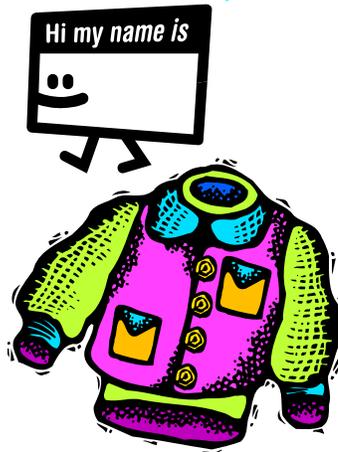
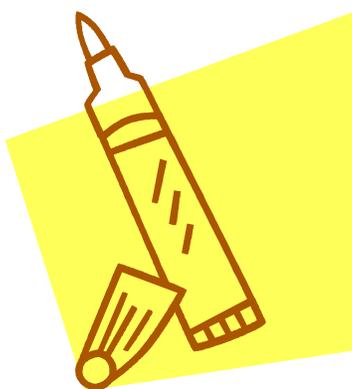
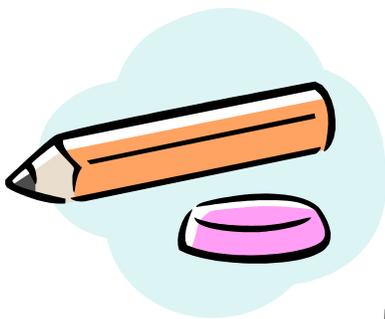
HABITS OF A HEALTHY CHILD

- A. Cleanliness is important. Children need to change their underclothes and socks daily. Teach your child to wash their hands before eating.
- B. Good restroom habits should be taught. Teach them to flush the toilet after each use and always wash their hands before leaving the restroom.
- C. Adequate sleep is necessary. Kindergarten children need 10-12 hours of sleep each night.
- D. Nutrition is provided at breakfast and/or lunch before the child comes to school.
- E. Clothing should be comfortable and the child should be dressed for the weather. Make sure their clothes are not too tight.
- F. During illness keep your child home if their temperature is 100 degrees or greater. Keep your child home for 24 hours after the last time he/she vomited or had diarrhea. Children with infectious illnesses requiring antibiotics must remain home until they are well appearing and at least 12 hours after starting the prescribed medication.
- G. Head lice are a nuisance, but cause no illness. If you find lice or their eggs (nits) please notify the school and treat your child. The school nurse will check your child's hair for lice and nits upon return to school.

Are You Ready?

The following is a list of skills that a child should have before starting Kindergarten:

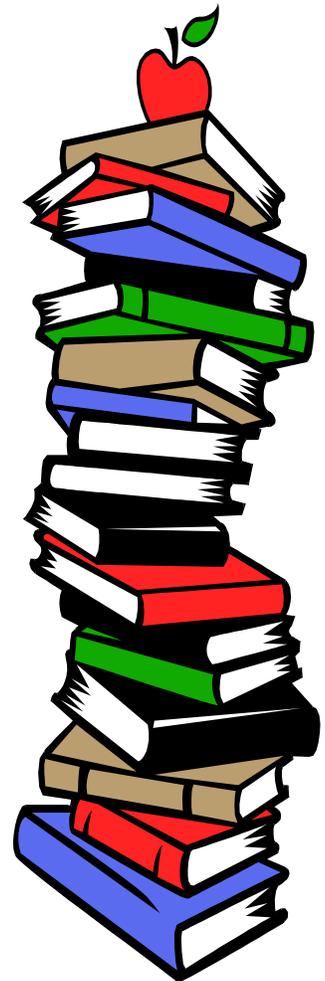
- Be able to separate from parents for 2-3 hours.
- Be able to be polite, cooperate, and participate with other children.
- Be able to listen and follow simple directions.
- Be able to stay on one activity for 10 minutes.
- Be able to put things in their places after finishing with them.
- Be responsible for their own clothing (coats, shoes, etc.) - zip, button, snap, and tie.
- Be able to speak clearly enough to be understood by adults.
- Be able to participate in conversations.
- Be able to respond to and ask questions.
- Be able to say first and last name, phone number, address, and age.
- Be able to recognize at least 10 letters including those in their own name.
- Be able to write their first name using a capital first letter followed by lower case letters.
- Be able to identify the beginning sounds (not letter name) of familiar words.
- Be able to express ideas, thoughts, and feelings using scribbles, approximations of letter, or known letters to represent written language.
- Be able to count in order from 1- 10.
- Be able match, sort, and compare objects.
- Be able to use a variety of tools such as pencils, markers, brushes, stamps, and scissors.



CHARACTERISTICS OF FIVE YEAR OLDS

The five year old...

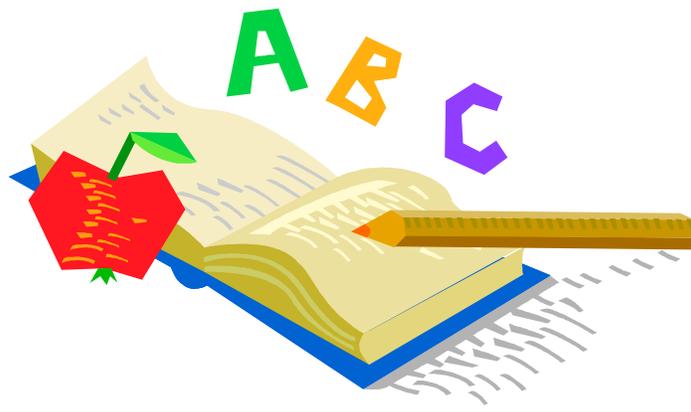
- Is creative and uses imagination
- Is self-centered
- Is talkative
- Is very active
- Learns by doing
- Likes to play
- Is curious and ready to learn
- Has a short attention span



Speech and Language of a Five Year Old:

At age five, a child...

- Gives the definition of objects
- Uses all speech sounds correctly with the possible exception of K, T, R, V, L, TH, J, S, Z, AH (as in "measure")
- Knows spatial relations like top, behind, far, and near
- Has a sentence length of five to six words
- Knows common opposites like big/little and hard/soft
- Asks lots of questions to gain information
- Counts ten objects
- Retells a simple story
- Understands same/different
- Has a vocabulary of 2,000 words



LANGUAGE ARTS

(reading, writing, speaking and listening)

Learning to read is a difficult task. The foundation for reading starts long before a child enters Kindergarten. This foundation is built through listening and speaking. This develops a child's ability to recognize and use the sounds, words, and vocabulary of our language.

Oral Language: Listening and speaking continue to play a major role and are encouraged throughout the curriculum.

Concepts of Print: Understanding that print carries the message and exploring the elements of text.

Phonological and Phonemic Awareness: Identifying, matching, rhyming, blending, and segmenting the sounds in our language.

Phonics: Learning the letter names and sounds, blending the sounds together to make words, learning high-frequency words, and spelling simple words (CVC).

Vocabulary: New words are learned through listening, reading, and discussing a variety of topics throughout the curriculum.

Comprehension: Rich discussions centered on books that are read aloud in the classroom. Demonstrating understanding through retelling, sequencing, and exploring.

Writing: Students write daily to share ideas and communicate with others.





MATHEMATICS

Number Sense and Operations: Learn about numbers. Count and estimate objects.

Patterns: Sort and classify objects. Create and reproduce patterns.

Geometry and Measurement: Identify and draw shapes. Use clocks and calendars, identify units of money. Compare objects (longer/shorter, heavier/lighter, larger/smaller, more/less)

CONTENT CORE

Self: Good health and safety behaviors. Develop skills in gross and fine motor development. Express ideas through art and music.

Community: Activities relate to the child's experience in the family, the school, and the community. Recognize traditions and cultures through art and music.

World: Investigate the environment using the five senses. Recognize signs and symbols seen in the environment.

TYPICAL DAY

During the school day, your child will be involved in a variety of activities which may include the following:

Large Group Activities

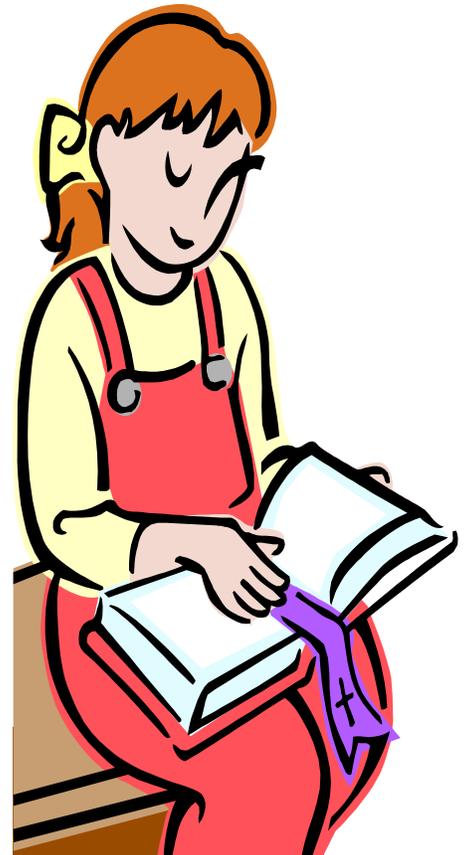
- Calendar Time
- Instructional Time
- Read Aloud
- Oral Language Activities

Physical Activities

- Gym Time
- Recess Time
- Games
- Movement/Dance

Small Group Activities

- Reading
- Math
- Literacy Learning Centers
- Math Learning Centers
- Content Area Learning Centers



School days

School days

Good old fashioned

Rule days

PARENTAL INVOLVEMENT

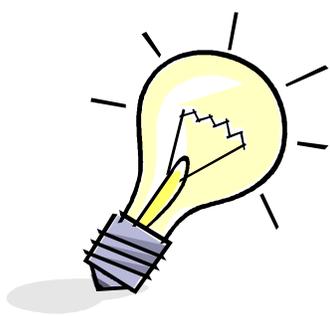
We believe that cooperative parental involvement and a positive attitude toward school are essential components of a child's success in school. Parents are the child's first and best teachers.

WAYS TO BE INVOLVED

- Check your child's backpack nightly, discuss homework and review activities.
- Encourage, appreciate, and praise your child's work and efforts
- Bring your child to school on time.
- Spend 20 minutes daily reading aloud to your child and allowing your child to read to you. Discuss words and ideas.
- Explore math with your child at home.
- Recognize and share learning opportunities with your child in your home and community.
- Attend Parent-Teacher/S.E.P. Conferences
- Volunteer in the classroom and school.

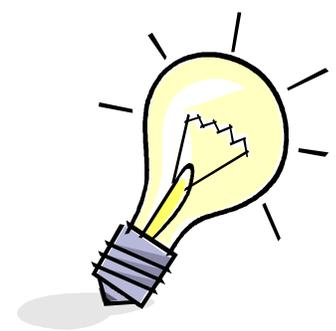
HELPFUL HINTS TO PARENTS

- Label all coats, jackets, sweaters, hats, etc., with your child's name.
- Help your child learn how to button, zip and tie.
- Clothing should be comfortable, allow for movement, and washable.
- Clothing should allow them to use the restroom without assistance.
- Sick children should not come to school.
- Let the school know when your child is going to be absent.
- Notify the school when any changes occur in phone numbers, addresses, or emergency numbers.
- Students must be checked out of the office if leaving early.



BRIGHT IDEAS

For PARENT - CHILD ACTIVITIES
at HOME



Reading at Home

Reading books to and with children is the single most important thing a parent, grandparent, or significant adult can do.

Listening to and discussing stories helps to develop a child's vocabulary and develop a feeling of the rhyme, rhythm, and repetition of our language.

- Encourage your child to join in while you read. Pause to let him/her fill in a rhyming word or repeating line: "I'll huff and I'll puff..."
- Ask open-ended questions, such as "What do you think is going to happen next?" or "Why do you think he did that?"
- Move your finger under the words as you read aloud. This helps children connect printed words to spoken words.
- Begin teaching the letters of the alphabet, starting with those in your child's name. Make learning letters fun by using a variety of material such as markers, magnets, glue, and glitter.
- Encourage a positive attitude toward reading. If you read books, magazines, and newspapers, your child will likely follow your example.
- Foster your child's interest in books by starting a personal library for them in their room.
- Visit the public library - check out books and participate in their storytime programs.
- Have your child act out stories, retell them, or draw pictures about them.
- Encourage your child to make up their own stories and illustrate them.
- Kindergarten students may qualify for the Superintendent's Summer Reading award. A list of ten or more books that have been read with the child should be turned into the teacher in the fall.

Try introducing the following types of books to your child:

- Concept books, such as counting and A-B-C books
- "Pattern books" with rhymes and repetition
- Simple stories with predictable plots
- Share informational books about things that interest them (animals, families, machines, sports, etc.)

Websites for Parents

<http://www.starfall.com/>

<http://www.nea.org/readacross/resources/catalist.html>

<http://www.ala.org>

<http://www.learningplanet.com/>

<http://www.funschool.com/>

<http://www.ed.gov/pubs/EarlyMath/index.html>

<http://www.kinderstart.com/>

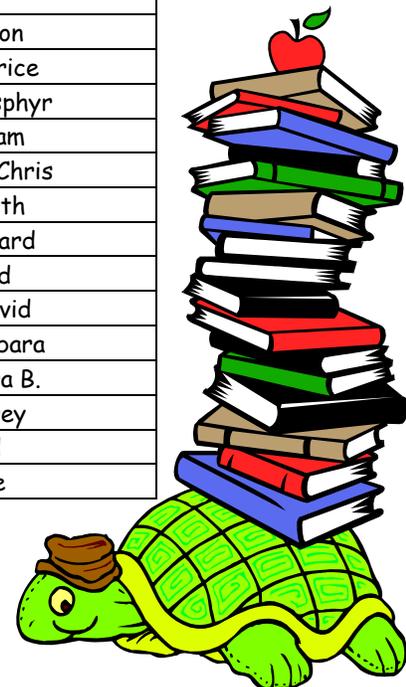
<http://www.preschoolexpress.com/>

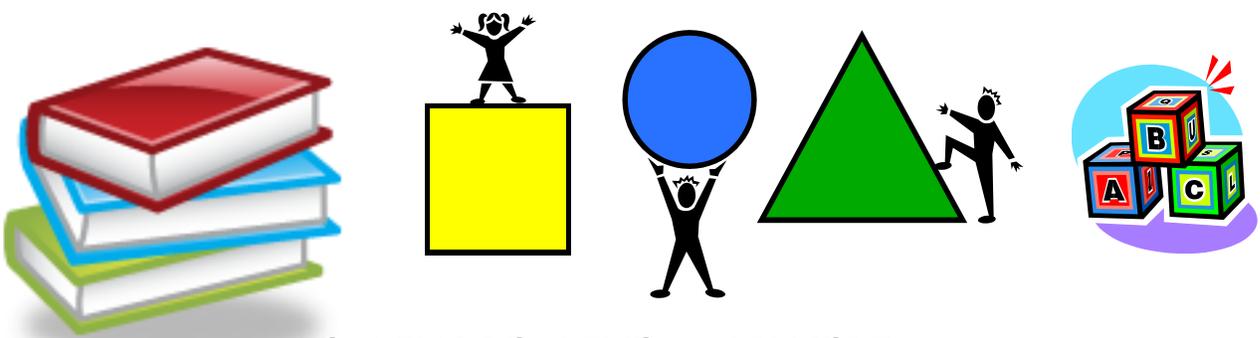
<http://www.readyschool.org/home>

<http://www.sesameworkshop.org/sesamestreet/?scrollerId=games>

RECOMMENDED LIBRARY BOOKS

TITLE	AUTHOR
Miss Nelson is Missing!	Allard, Harry
Frog and Toad Are Friends, Owl at Home	Arnold, Lobel
Madeline	Bemelmans, Ludwig
The Mitten	Brett, Jan
The Snowman	Briggs, Raymond
Mike Mulligan and His Steam Shovel	Burton, Virginia Lee
Very Busy Spider; Grouchy Ladybug; Very Quiet Cricket, etc.	Carle, Eric
Frank and Ernest	Day, Alexandra
Strega Nona, Pancakes for Breakfast	De Paola, Tomie
The Empty Pot	Demi
Green Eggs and Ham, Cat in the Hat, etc.	Dr. Seuss
On the Day You Were Born	Frasier, Debra
Corduroy	Freeman, Don
Millions of Cats	Gag, Wanda
Lilly's Purple Plastic Purse	Henkes, Kevin
Rosie's Walk: The Doorbell Rang	Hutchens, Pat
Swamp Angel	Isaacs, Anne
The Wolf's Chicken Stew	Kasza, Keiko
The Snowy Day	Keats, Ezra Jack
Leo the Late Bloomer	Kraus, Robert
The Story of Ferdinand	Leaf, Munro
John Henry	Lester, Julius
Swimmy	Lionni, Leo
Brown Bear Brown Bear; Chicka Chicka Boom Boom	Martin, Bill
Snowflake Bentley	Martin, Jacqueline Briggs
Make Way for Ducklings	McCloskey, Robert
Tikki Tikki Tembo	Mosel, Arlene
If the Dinosaurs Came Back	Most, Bernard
Love you Forever	Munsch, Robert
The Rainbow Fish	Pfister, Marcus
The Tale of Peter Rabbit	Potter, Beatrix
Officer Buckle and Gloria	Rathmann, Peggy
Curious George	Rey, H.A
The True Story of the 3 Little Pigs	Scieszka, Jon
Where the Wild Things Are	Sendak, Maurice
Caps for Sale	Slobodkina, Esphyr
Doctor De Soto: Sylvester and the Magic Pebble	Steig, William
The Polar Express	Van Allsburg, Chris
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Viorst, Judith
Ira Sleeps Over	Wager, Bernard
Biggest Bear	Ward, Lynd
Tuesday	Wiesner, David
Albert's Toothache	Williams, Barbara
A Chair for My Mother	Williams, Vera B.
Elbert's Bad Word; Rude Giants	Wood, Audrey
Seven Blind Mice	Young, Ed
Harry the Dirty Dog	Zion, Gene





READING READINESS CONCEPTS

- Help your child learn and use new words.
- Match and sort objects (buttons, socks, etc.) around the house according to color, size, shape, etc.
- Point out letters wherever you see them.
- Discuss things that go together: shoes/socks, pencil/paper, hammer/nails, etc.
- Explore and teach letters starting with the letters in your child's name.
- Use alphabet books to explore letters of the alphabet.
- Find things around the house that begin with the same sound and associate that sound with the letter.
- Play rhyming games with words. (Give a word that rhymes with hat or dog.)
- Read and learn nursery rhymes.
- Use old magazines and newspapers to find letters.
- Expose your child to understanding position words like on, off, over, under, above, middle, top and bottom. Give directions using an object or toy and have your child place the object according to the directions.

LANGUAGE DEVELOPMENT

- Read aloud to your child daily and discuss new words and concepts shared in the text. Read a variety of text.
- Discuss and talk about the why, when, who, what, and where of everything. This will give a child a chance to increase his/her vocabulary.
- Utilize opportunities to develop language skills. These might include going shopping, riding in a bus, walking around the neighborhood, working around the house, and visiting new places.
- Tell a story or watch a TV or video program together. Then have your child repeat the sequence of events and discuss what happened in it.
- Encourage your child to use complete sentences. Give them opportunities to describe objects, share their feelings, and tell about places they have gone and things they have done.
- Encourage listening skills by having them follow one or two-step directions.



MATH READINESS

- Let them count the forks, spoons, kitchen utensils, etc. while you're cooking dinner.
- Make number cards and have the child count some objects (buttons, cereal, etc.). Ask your child to match the number of objects to the numeral.
- Have your child build a block tower. Have your child count the blocks while building.
- Have your child hop so many times and count as they hop.
- When children are counting objects, have them touch each object as they count. Help them to understand that each object needs to be touched only once and we say one number as we touch each object. (One-to-one correspondence)
- Match plates to spoons or cups to spoons. (One-to-one correspondence)
- Write a number and have the child draw that many objects.
- Simply listen to your child rote count: 1,2,3,4,5,6,7,8,9,10..... Show them that you are interested in how far they can go.
- Easy dot to dot books can be helpful and enjoyable.



MUSIC ACTIVITIES

- Teach your child your favorite childhood songs and sing together.
- Let your child listen to tapes, records, or videos of children's songs.
- Create rhythm instruments from everyday things - two sticks or dowels to clap together; two cups with beans or rice sealed with tape at the rim, or bottle caps nailed to a piece of wood.
- Play a musical piece and have them clap to the beat - fast, slow, loud, soft.
- Encourage your child to move to music.
- Learn simple dances.
- Expose your child to various kinds of music: jazz, classical, country, popular.

ART ACTIVITIES

➤ Painting

Water colors
Tempra painting
Straw painting
Sponge painting
Finger painting
Q-Tip painting

Chalk painting
Wet sponge on paper then use colored chalk
Potato/vegetable painting
String painting
Marble painting

➤ Collages

Seeds, rice, beans, cereals, pipe cleaners, string, buttons, material scraps, glitter, cotton, sequins, wallpaper, gift wrap, noodles, macaroni, yarn, lace, rick rack, ribbon, feathers, popcorn, flowers, weeds, confetti, newspaper, magazines, straws, paper plates, paper bases, boxes, etc.

➤ Drawing

Materials - Crayons, pencils, colored pencils
Draw people, houses, animals, things, places, plants, etc.

➤ Play Dough

Recipe: 2 cups flour
1 cup salt
 $\frac{1}{2}$ cup cornstarch
Food coloring

1 Tbsp. salad oil
1 Tbsp. alum
2 cups water

Mix dry ingredients and stir until well blended.
Add oil and water. Cook slowly over low heat until dough clings together and is not sticky (but not dry). Remove from pan and knead until smooth. Store in airtight plastic bag or container.



MOTOR CONTROL

Large Muscle Activities:

- Trips to the park - playground equipment
- Walking on curbs
- Jumping rope
- Riding bikes
- Roller blades or roller skates
- Swimming
- Hopping, skipping, or marching
- Playing ball - catching, throwing, or kicking
- Skiing or ice skating
- Hiking
- Flying kites



Small Muscle Activities:

- Cutting - let them cut in old magazines or newspapers
- Drawing - draw pictures of a person. (See page in child's activity book.)
- Coloring - color pictures that they have drawn.
- Gluing and pasting - make collages of paper scraps, rick rack, macaroni, pictures, etc.
- Lacing-punch holes in paper and use yarn to lace.
- Practice zipping and buttoning clothes, and tying shoes.

PRINTING TIPS

(See following pages for proper letter and number formation.)

- Children should write from the left side of the paper to the right side and from the top to the bottom.
- Young children should start writing on unlined paper then progress to lined paper.
- Learning to write their name is important to children. Be sure to only capitalize the first letter - Josh not JOSH or Ashley not ASHLEY.
- A common error and the most difficult habit to break in printing is that children will start at the bottom of a letter and go up. All letters start at the top and go down. All letters are also formed from left to right. Watch your child carefully.
- Be patient with your child when they are beginning to print. You may want to start by just using the 5 basic strokes shown on the printing chart that follows.





a b c d e f g h i j

k l m n o p q r s t

u v w x y z

A B C D E F G H I J

K L M N O P Q R S T

U V W X Y Z . , ! ?

0 1 2 3 4 5 6 7 8 9

EXCURSIONS/FAMILY FUN

Excursions

- * Parks
- * Lagoon
- * Art Galleries
- * Library
- * Airport
- * Ride the downtown bus or Front Runner
- * Dinosaur Park
- * Trips to the mountains
- * Museums - Children's Museum, Weber State, Pioneer Village
- * Trips to the zoo
- * Trips to the Great Salt Lake
- * Visits to farms
- * Train Station
- * Bus Station
- * Police Station
- * Visits to Salt Lake City
- * State Capitol

Family Fun

- * Family games (Candyland, Chutes & Ladders, Bingo, Checkers, Dominos)
- * Singing songs or telling stories
- * Travel games (find the alphabet on signs/license plates, things that rhyme)
- * Collections (bugs, butterflies, rocks, leaves, cars, dolls, stuffed animals)
- * Eating out at restaurants
- * Cooking or baking
- * Picnics
- * Walks or hikes
- * Vacations
- * Reading
- * Sports

