



Crocker Highlands
Kindergarten Survival Handbook
2009-2010
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A Parable for Kindergarten

Once upon a time there was a little boy named Jack who was about to climb his very first beanstalk. He had a fresh haircut and a brand-new book bag.

Even though his friends in the neighborhood had climbed this same beanstalk almost every day last year, this was Jack's first day and he was a little nervous. So was his mother.

Early in the morning she brought him to the foot of the beanstalk. She talked encouragingly to Jack about all the fun he would have that day and how nice his giant would be. She reassured him that she would be back to pick him up at the end of the day.

For a moment they stood together, silently holding hands, gazing up at the beanstalk. To Jack it seemed much bigger than it had when his mother had pointed it out on the way to the store last week. His mother thought it looked big, too. She swallowed. Maybe she should have held Jack out a year...

Jack's mother straightened his shirt one last time, patted his shoulder and smiled down at him. She promised to stay and wave while he started climbing. Jack didn't say a word.

He walked forward, grabbed a low-growing stem and slowly pulled himself up to the first leaf. He balanced there for a moment and then climbed more eagerly to the second leaf, then to the third and soon he had vanished into a high tangle of leaves and stems with never a backward glance at his mother.

She stood alone at the bottom of the beanstalk, gazing up at the spot where Jack had disappeared. There was no rustle, no movement, no sound to indicate that he was anywhere inside.

"Sometimes," she thought, "it's harder to be the one who waves good-bye than it is to be the one who climbs the beanstalk."

She wondered how Jack would do. Would he miss her? How would he behave? Did his giant understand that little boys sometimes acted silly when they felt unsure?

She fought down an urge to spring up the stalk after Jack and maybe duck behind a bean to take a peek at how he was doing. "I'd better not. What if he saw me?" She knew Jack was really old enough to handle this on his own.

She reminded herself that, after all this was thought to be an excellent beanstalk and that everyone said his giant was not only kind but had outstanding qualifications.

"It's not so much that I'm worried about him," she thought, rubbing the back of her neck. "It's just that he's growing up and I'm going to miss him."

Jack's mother turned to leave. "Jack's going to have lots of bigger beanstalks to climb in his life," she told herself. "Today's the day he starts practicing for them... And today's the day I start practicing something too: cheering him on and waving good-bye."



WELCOME!

Welcome to Kindergarten! This is a very important year in the academic advancement of your child. I urge you to take time to read this booklet carefully so the year can get off to a good start. After you have read this - I will be happy to answer any of your questions at BackTo School Night.

INTRODUCING MYSELF

Please call me Anna. The children call me "Mrs. Henry", but I feel that if we are to work closely together, I would like to be more relaxed with you.

I have been teaching for 30+ years, and have had experience teaching 2 through 9 year olds. I have a British teaching credential, a Californian teaching credential, a Masters in Early Childhood education, and a Montessori certificate. I have very strong opinions regarding appropriate learning environments for young children. I believe that "hands on" learning is essential for all young children. While I have a strong Montessori background, I call myself a "reformed Montessorian", as I certainly do not have an orthodox Montessori classroom!

I strongly encourage parents to participate in their children's education. In fact, the research clearly shows that when parents are involved in education, academic standards increase, and children's self esteem improves. I credit my students' outstanding progress, and my wonderful experience with them to the parents who come into the classroom regularly. I am hoping to have a lot of parental support this year... although it is important to remember that we are trying to build "independence" in each child, so **it is not appropriate to be in the classroom for more than one and a half hours a week.**

Please feel free to share any concerns you or your child might have regarding school. I will do my best to help. *I am generally a kind and patient person - but please do not abuse my natural charm and affability!* You may call me at home **ONLY between 7:30pm and 8:30pm**, Monday through Thursday to set up a conference time. I cannot come to the phone during the class time, and there is no phone in my classroom. **My email address is anna@thearchitects.com. This is the best way to reach me.** I am looking

forward to getting to know each one of you in the course of the year, and I hope that your child's kindergarten experience will be WONDERFUL!

Social and Emotional Development

Friends are important at this age. Some children seem to like the security of one particular friend; others change "best friends" frequently. This is normal. Because children of this age have limited experiences with friendships and social etiquette, sometimes they choose to play games that are inappropriate, aggressive or dangerous. It is definitely true that television greatly influences how children play, and what kind of games they play. Therefore I strongly advocate minimizing cartoon and "sit com" viewing.

At Crocker we are very committed to our **Conflict Resolution Program**, and our new "**Caring Communities**" Program. Current research links academic success to social competence, and this exciting curriculum teaches children how to change the attitudes and behaviors that contribute to violence by developing their social skills. (You will hear more about this at Back to School Night.)

Academic Development:

Every child is on his or her own unique, developmental timetable. Hurrying children may damage them physically, socially, and psychologically. As teachers, we do of course want our students to maximize their potential, and be challenged at school, so we do try to meet each child's individual needs academically, socially, emotionally, and physically. We call this "differentiating".

One way to meet all these needs is to leave time in the day for children to work independently on things they unconsciously need to learn. For example, the child who needs to sort out the difference between fact and fantasy may gravitate towards the dressing up corner or the action figures. Children who are in a sensitive period for one to one matching will spontaneously play with the dominoes, lotto games, number matching games, or cards. Children who are in what Erikson terms their "industry" stage will probably want to build with blocks, create books, build with legos, or make models etc. In order to ensure the students meet or exceed academic or

State standards, they are required to finish their work BEFORE they can play.

Here are some ways to help your children develop academically. Please remember that writing and reading are taught simultaneously because writing helps many children reinforce left to right scanning, and helps reinforce the phonic rules they need to decode words. I urge you, if you want your child to be a good reader, get them to write! write! write! Yes - kindergarteners do write by themselves ...and we start this on the first day of school - so if they have not had much experience using a pencil, please work on this at home.

- Make sure your child is holding the pencil properly. i.e. with a **THREE FINGER GRASP**. Poor finger grips can be a major cause of reluctance to write as the child's hand can tire more easily.
- Provide skinny markers as well as fat markers. The skinny markers will help refine the three finger grasp. Colored pencils are even better than felt tip pens because they require the child to use more strength to make a mark on the paper, and this ultimately helps strengthen their fingers. (Most true Montessori classrooms do not have felt tip pens in them!)
- **If your child is totally unable to differentiate letter sounds - he or she may not be ready for kindergarten.** TIP: At this stage - **FOCUS ON THE SOUNDS LETTERS MAKE RATHER THAN THEIR NAMES. IT IS REALLY IMPORTANT THAT EACH CHILD LEARNS LETTER SOUNDS AS SOON AS POSSIBLE.** Very few children come to kindergarten unable to say or recognize most letters of the alphabet. If your child has no idea about this.... we will all have a LOT of work to do!
- Model how to write neatly, tidily, and with the correct letter formation. **FORM YOUR LETTERS SLOWLY AND CAREFULLY, AND NEVER WRITE ENTIRELY IN CAPITAL LETTERS.** When children enter kindergarten using capital letters only, it makes it hard for them to learn to read because most regular readers are not written in capitals.
- Encourage your child to write by themselves as much as possible. If your child does not know how to spell a word - encourage him or her to at least identify and write the first and last sound in the word, and use a magic line. For example the sentence "I am happy." might be written like

"I h _____e." or maybe "I m hape."

We call this "inventive spelling". After the child has produced their word, or sentence, it is important you write the words correctly under their writing. As you write for them, please model how you work out how to spell a word using sounds - NOT THE NAMES OF THE LETTERS.

- **Yes kindergarteners can read!** Please listen to your child read every single day for a minimum of 10 minutes. If your child is not reading words yet, make sure you ask him or her to "read" the pictures. You will be surprised at how much children can infer about a story by using this strategy. Using picture clues for decoding is extremely important. Once your child has taken a picture walk, and told you what they think the story is about - then it is your turn to read the story to them. As you read, stop occasionally to invite your child to make connections to their own personal experiences, or ask them a question about the story.
- Take your child to the library regularly, and let him or her choose some books to read to you, and some stories for you to read aloud. (This introduces children to the responsibility of keeping track of library books, and it allows them to be exposed to a wide range of literature.) You may also always borrow books from the classroom library, and you are encouraged to do so, provided these books are returned in the zip-lock bag they are sent home in.
- Be sensitive to your child's "sense of order". Children of this age desperately need the security of regular routine, and "orderliness". Try to be organized at home as much as possible. Keep writing and art supplies in one place, and toys and books fairly organized, so your child does not get frustrated when trying to find things. (Leave time for tidying-up and getting ready for school before going to bed... You will be too rushed in the morning!)
- PLEASE DO NOT let your child "skip" pages in their homework journal. Remember we are trying to teach directionality and order!

Things to do to help your child's math skills.

- Give your child a wall calendar. Keep track of important events on it. He or she will soon be saying things like "It's only 10 days until my birthday!" Point out how a calendar works. Get your child to "read" the days of the week, months, important holidays etc. Kindergarteners need to know the order of the months, days and seasons before going into 1st grade. They also have to be able to recognize numbers to 100 and write numbers up to 30.

- Encourage your child to develop concepts about volume and capacity through cooking experiences. Point out the marks on the side of a measuring cup, get him or her to pour mixtures from one sized container to another, roll and cut out cookies etc. Provide lots of different sized containers in the bath -tub. This "hands-on" math experience helps develop a conservation of liquids, and a basic understanding of volume and capacity.
- PLEASE LIMIT television and computer time.
- Give your child a small allowance. There is nothing like having your own money to teach you the value of it.
- Buy toys that encourage patterning (e.g. beads), or working with shapes (e.g. tangrams). Legos and other model making materials are great for developing logical thinking, and problem solving, and they help children understand why it is important to follow picture directions accurately. (Once again you will be working on developing their sense of order.)
- Be really careful choosing computer games for children. While I feel that giving children access to computers is very important, remember computers cannot provide them with the human interaction they need.
- **ALWAYS REMEMBER - PRAISE IS MUCH MORE EFFECTIVE THAN CRITICISM...** (This is certainly also true in how you interact with your child's teacher too!)

Physical development

As you will have noticed 5 year olds are active little people who can be hard to keep up with. They need to practice running, jumping, skipping, hopping on one leg etc. It is definitely a mistake to compare your child with another in the class, as there is a normal range of abilities at this age. It is interesting to note that research shows there is a correlation between skipping and a child's reading readiness. Please work on this. For some children, the development of fine motor skills is much slower than their gross motor skills - and sometimes their brain is simply ahead of their physical co-ordination. Please be assured that if I am concerned about your child's physical development, I will definitely tell you.

Here are some suggestions of things to do with your children that will certainly help them develop their physical skills.

Gross Motor Skills:

- Take them to a playground or gym which has swings, slides, bars, ropes etc. Give them plenty of time to play.
- Give them a skipping rope to skip with or jump over. (The boys seem to prefer high jump to jump rope.)
- Teach your child how to sweep up their own mess. Using a dustpan and brush is difficult for many of them, but they really enjoy doing this once they have mastered it. Once again, this helps children develop their need for what Montessori calls, "a sense of order."
- Encourage them to play ball.

Fine Motor Skills:

- Encourage your child to use cookie cutters to cut out cookies for you.
- Provide tweezers, paper cups and some different colored beads or marbles, and let your child use the tweezers to transfer the beads into different piles. (This is good for the three finger grasp required for handling a pencil, as well as for the important concept of transference.)
- ALWAYS HAVE PAPER, SCISSORS, GLUE, PENCILS, AND THIN FELT TIP PENS AVAILABLE.
- Make sure your child ALWAYS holds the pencil properly - i.e using a three finger grasp.

Discipline and Character Development

Every teacher uses different techniques for classroom management. I use what is called "positive discipline", which includes a system of rewards, or "reinforcers". I am very kind but VERY firm and consistent, and tend to deal with problems immediately. I do not give warnings very often... I don't seem to need to because I make my expectations very clear from day one, and the children in my class are generally very good!

You will hear your child talk about "reinforcers". I use this strategy to get children to do what I want them to! Please make a big deal if your child brings one home for you to see. Please remember that everyone makes mistakes at some time in their lives. Children are learning right from wrong, what is acceptable and what is not, and what responsibility and consequences means. Please help me by reinforcing all these concepts at home. If your child comes home with a "discipline form" for you to sign, please sign it promptly, talk to your child about how disappointed you are to see this - then drop the subject! If I am really concerned about your child's behavior, I will

telephone you, and probably ask for a conference. If your child comes home with a discipline form, please don't make excuses for his/her behavior. e.g. "He's getting over a cold." "She had a late night." "He's allowed to do this at home, so he thinks he can do it at school!" (This child was breaking pencils in half daily in the classroom, AND standing on the table whenever he felt like it!) It is best to remind your child that everyone has a bad day sometimes, and they will probably have a good day tomorrow. Then move on.

Parents who are working in the classroom are strongly encouraged to give out re-inforcers. I like it if the children see the parents supporting and encouraging good work and positive behavior.

At Crocker we work hard on the children's notion of "independence" and "responsibility". This is usually very hard for kindergarteners who are used to adults doing a great deal for them. At the beginning of the year there are always one or two children who do not get the idea that when I am talking to the class as a whole, perhaps giving directions, or homework assignments, the instructions are intended for them too! This can cause a problem. I handle this by telling everyone what I want them to do, and I explain the lesson is several different ways - usually by giving auditory directions, then by demonstration, so they get visual cues, then asking someone in the class to repeat the directions. If the child comes up to me after all of this and says "I don't know what to do", I make them take responsibility for not listening by telling them to find out from a friend. They soon learn to pay attention!

GENERAL TIPS AND SUGGESTIONS

1. Morning Snack time - Crocker is going green! Each family is responsible for providing snack for the class for the whole week two times during the year. The room mothers will organize this. Ideas for snack include crackers, cheese, pretzels, mini bagels, mini muffins or cut up fruit. In the interest of reducing garbage, I prefer it if you do not send individual bags of things. When it is your turn - please also send in some hand sanitizer and napkins so the children can clean their hands before they eat. Snack needs to be something VERY easy to serve, and quick to eat. **Also, please send your child to school with a refillable, sports type water bottle with a top that closes securely and easily.** I will ask the parent responsible for snack, to wash out their bottles as needed. This water bottle is not to be used outside of the classroom...as I don't want it to get lost!

2. Lunch time - Children need to have a lunch box which is clearly labeled with their name and room number. We do not encourage the students to buy a lunch until they have got used to the cafeteria and eating lunch in 15 minutes! When your child is ready to try something new, lunch costs \$1.75. (subject to a price change!) PLEASE send in the exact change, or send in check to cover multiple lunches. This is by far the easiest way for both you and your child. We ask that children bringing lunch do NOT bring anything that needs to be heated up. Also - remember these children are no longer toddlers and should not have "sippie cups"!! Students need to be able to open as much of their lunch as possible without needing the teacher's help. For example - send orange slices rather than a whole orange. In the interest of good nutrition - a reasonable lunch for a 5 year old is something like the following: a sandwich, some cut up fruit, and milk or good quality juice. A not so good lunch would be - a large bag of cheetos, a soda, and a large chocolate chip cookie. (Yes, we see this kind of lunch all too frequently.)

3. Quiet time: Children are required to have at least a 20 minute mandatory "quiet time" at the beginning of the year. During this time we may play some quiet music, listen to a story, or allow the children to look at books or do silent drawing. We do have "nap mats". No "snugglies" or blankets please.

4. School Schedule: School starts at 8.40am and ends at 3.00pm - except on Wednesdays and on minimum days when everyone leave at 1.40pm. There is NEVER any supervision on the playground before 8.30am or after school. Parents need to supervise their own children on the playground until I get there. **NO child may come into the classroom before 8.40am please because I may not be there.** I will meet you by the small play structure at 8.35am. Please respect your child's effort at independence. While I encourage parents to walk the children to my "The Magic Gate", please do not come into the building unless you are scheduled to work. **IMPORTANT RULE: Children may NEVER walk down any sidewalks outside the playground by themselves.** In the event that you are late picking up your child, we will take them to the office to wait for you there.

5. Tardiness and Unnecessary absences: MY PET PEEVE!

It is disruptive to the class, rude to the teacher, and a terrible message to give to your child. It also goes on your child's permanent school record. I urge you to make sure your child is here by 8.30am in time to play in the playground before school. We start Math groups immediately at 8.40am. If your child is late, he or she may well miss the directions/lesson and get off to a very bad start for the day. IF YOU ARE LATE, YOU WILL NEED TO ACCOMPANY YOUR CHILD TO THE OFFICE TO GET A LATE SLIP BEFORE COMING INTO THE CLASSROOM. Be warned: 5 tardies or absences in the course of the year is regarded as excessive! We are mandated by law to document all tardies and absences and send this information down to administration. If you are constantly late, you may be required to move your child to their neighborhood school.

6. Bathroom Policy: We always allow the children to go to the bathroom if they need to, but we encourage all of them to use the bathroom at recess time. If we have just come in from recess we will try to make them wait unless it is clear that an accident is about to happen. Children have to go with a partner, and have to carry a pass. Please send your child to school with a change of clothes in a ziplock bag. We will leave this bag on their peg outside the classroom.

**7. School Supplies:
IMPORTANT:**

a) Please send your child to school every day with a large, NAMED backpack or zippered tote bag. It needs to be large enough to hold the homework file, library book, lunch box, and a sweater or jacket. PLEASE PUT YOUR CHILD'S INITIALS ON THE OUTSIDE OF THE BACKPACK, so we can identify it easily when it ends up in the Lost and Found pile. (This is located by the bathrooms near the playground, and you should probably check it weekly!) In the interest of safety we do not recommend that you write full names on the outside of the back pack.

b) Here is a list of everything your child needs for school, and for homework assignments. We will supply everything in the classroom but always appreciate it if the children bring in supplies to share, so we have more left

in the class fund for field trips, clay, cooking, special projects, assemblies etc.

- Thin felt tip pens.
- Fat felt tipped pens
- Colored pencils.
- Glue sticks.
- Good scissors.
- Black sharpie pens
- Regular and fat #2 pencils with an eraser on the end -
- Counters for the math homework.

9. Homework:

Your child is very young and will need help every day with their homework. Please plan on setting time aside for this. The daily reading requirement is definitely the most important part of the homework, and completing the reading log is mandatory.

Everyone definitely needs to complete the homework package I send home on Mondays. This packet is due back on Fridays. Remember, we are trying to teach students responsibility. They should be putting their own homework in their back packs on Thursday nights. It is their job - not yours! By getting your child into the habit of being responsible for their own work you will be helping them develop their organizational skills and study habits that will be helpful for the next 12 years. Each week the children earn a star for each homework package they turn in. Children earn stars for completed homework. 10 consecutive stars = lucky dip!

Homework, (not including you reading to them EVERY night) should take your kindergartener no more than 15 minutes a day. **If your child has made a concerted effort to do the work but is having difficulty with it please let me know by writing a note at the top of the homework package.** I need to rely on you to monitor this. Remember, while it may take your child only 5 minutes to complete a work sheet, it may take another child 30 minutes, and I have to balance the amount of homework I give with the developmental levels of the majority of the class.

If you want to challenge your child to do more homework, I urge you to stay away from work sheets and work books. Encourage more writing in the homework journal, or ask your child to read a nature magazine, design a poster, play a board game, play cards, bingo, lotto, or chess, or follow a

recipe. Etc. Another great way to enrich the homework, is to go to the Crocker web site and click on "Starfall", or on our new math program, and encourage your child to PLAY!!!

10. **Communication:**

Every child has a "Communication folder". This is an easy way for us to communicate whenever necessary. When the folder comes home on Mondays, please empty it. Go over the work, and the letters that are in it with your child. PLEASE DO NOT RETURN THE WORK OR PAPERS TO SCHOOL, BUT RETURN THE COMMUNICATION FOLDER ON FRIDAY with your child's homework in it, and any notes you may want to send me.

11. **Field Trips:**

I really enjoy getting to know the parents at these times. These vary according to the children's interest and the projects we are doing. I cancel field trips if I feel I do not have enough parent chaperones to ensure the safety of the students. Also, if I feel your child does not have enough self control to manage the excitement of a field trip, I may require a parent or guardian to come with him or her, or I will make arrangements for them to spend the day in another classroom.

12. **Star of the Week:**

Each week, one child of the class gets to be the "THE STAR!" It is a nice way to make everyone feel special. This person gets to hold the door for the other children, be the line leader for the week, and gets to share a special poster they have made. This poster should have your child's name on it, plus some pictures of the family, things he or she likes to do, eat, play etc. Please make this colorful and special... and be as creative as you like. 3D posters are fine. The poster is on display for a whole week, and during this time the "star" is the teacher's special helper, and the class line leader. Please help your child with this project. The "Star" may also bring in something small every day to share - BUT he or she needs to be able to tell us about the item. You will receive a list showing when it is your child's turn to be the star.

13. **Sharing:** Please look for the "Sharing Box". The children take turns bringing this home and filling it following the directions on the box. The box

gets sent home each day with a different child. Please return the box the day after you receive it.

14. **Safety:** We are all well aware of some of the terrible incidences of violence that have recently occurred on various school campuses. In the interest of keeping every child and teacher safe in our school, every visitor or volunteer needs to sign in at the office and get a badge before they can be admitted onto the school premises. This means that the only entrance and exit for parents is through the doors by the office. Please do not attempt to go through the side gate near the classroom, or walk through the corridors without getting a badge. **ALWAYS ENTER THE SCHOOL BY THE ENTRANCE NEAREST TO THE OFFICE.** I am sure you will appreciate our efforts to maintain a safe environment for your children. Please remember, while I might recognize you immediately, other teachers and children may not. **We are mandated to question and report anyone not wearing a badge on campus. Thank you so much for your support here!**

15. **Parent Volunteers:** We love working with parents, and the children love it when their parents help. Please make a point of helping out at least once either in the classroom, or on a field trip in the course of the year. I do not want more than three adults including the teacher in the room at any one time. This is simply too overwhelming for everyone.

At the end of this package, I have indicated some ways to help your child's kindergarten experience grade be great for all of us. Please check all the things you might be interested in helping with, and return the form in the communication folder. I do ask for you not to sign up to work in the classroom unless you are prepared to make a commitment to come in EVERY week at the same time, so I can plan my lessons accordingly. Of course, there may be an occasional time when something gets in the way of you participating, and this is fine but please let me know ahead of time as I WILL have to change my lesson plans. (You are welcome and encouraged to arrange a "job share" with your spouse or a friend if this works better for you.)

Please remember, in the interest of developing independence in your child, you should not sign up for more than about one and a half hours of classroom time per week. It is very important that your child learns to separate from you... and you from him or her! **In the event that your child does not respond well to you working with other children in the room,**

and becomes disruptive, I reserve the right to change your volunteer arrangements with me.

16. Birthdays:

If you would like to send in a special treat for your child's birthday, please check with me first in case someone else is already bringing treats on a specific day. Please TRY to avoid cakes with "mega frosting"! Mini muffins work great. No drinks please. If the treats are really sugary, I may invite your child may give them out at the end of the day, when the class is leaving to go home or to daycare.! I do not allow the children to have birthday "parties" in my classroom, because this takes away from instructional time - but if you would like to organize an educational presentation such as the man from the Berkeley Vivarium, or the "Bat lady" etc, as your child's birthday treat -that will be fine, and a lot of fun for us.

17. Wish List:

I will try to get as many of the following items as I can, using class fund money and money from the P.T.A. If you would like to contribute anything on this list - we would really appreciate it! I will set up a list on "Jooners" once school starts, so we don't get all the same thing! Please check on the list to see what we have and what we still need. Here is a list of the kind of things we love to get.

Art supplies:

Glitter, glitter pens, doilies

White school glue (e.g. Elmers)

Glue sticks (large size preferred)

Stickers

Skinny felt tip pens (Sharpies)

Fat felt tip pens

Copy paper - assorted colors

Fuse beads

People colors - felt tips or crayons

Brown or white paper lunch bags

Chart Paper - plain, squared or lined (Office Max or Lakeshore has it)

Sticky tape

Classroom misc. supplies

White Board markers (Expo)

Standard sized staples

Sentence strips

Baby wipes

Hand sanitizer

Paper towels

Liquid soap

Finger positioners - for improving the pencil grip

Kleenex

Advil for the teacher (just kidding!)

Legos

Zubes

Money for field trips - to help those children who can't afford to contribute to the class fund.

Labels - assorted sizes and colors.

**Please note: space in the classroom is extremely limited so it is nice if we can "stagger" the supplies.*

16. Volunteering at School: I rely on parent volunteers. We have no teacher's aides, so I really need everyone to consider donating some time to my classroom, so we can increase the adult to child ratio. Thank you so much in advance for doing this.

Please indicate where you would like to volunteer by returning the form on page 20 to me ASAP. "Jobs" will be given out on a first come - first served basis. Thank you. We will not have any volunteers in the classroom until after Back to School Night.

1. Writer's Workshop. I need two parents on Tuesdays, Thursdays and Fridays from 8.40am to approximately 9.30am to help with this. (Training given). Volunteers must be committed to come every week. Parents/friends are encouraged to "job share"- i.e. come alternate weeks, and go to work late!

2. Workshop/Group time. I need two parents to help from 10.30am to 11.25am on Mondays, Tuesdays and Thursdays. During this time you will work with children in small groups on pre-reading, writing, science, math activities

and art projects. Training given! Please note - it may not be possible for you to work with your child EVERY time. Volunteers must be committed to come every week. (I rely on you!!!) Parents/friends are encouraged to "job share"- i.e. come alternate weeks.

3. Library (Day to be announced - probably Friday from 2.00pm to 2.45pm)
Help check in and check out library books.

4. Preparing Communication/Homework Folders.

Put homework packages together. Collect the homework, fill in the "star" chart. Fill the communication folders with the children's work from their "take home" cubbies. Mondays - 8.40am to approximately 9.30am.

5. Scholastic Book Orders: Collect orders and money, send in the orders and help the class get FREE books from Scholastic (homework)

6. Room Parents

- Keep track of classroom fund, and collect \$45 from each family for supplies, field trips, parties etc. at Back to School Night
- Create snack schedule AND call or email people to remind them.
- Support the teacher.
- Help get volunteers for special projects/events.
- Create a list of children's names, addresses, parents' names, phone numbers, email addresses etc, and email parents as necessary.
- Organize the class camping trip in May.
- Work as Party coordinators (Work with the Kindergarten Coordinator please Hallowe'en Carnival, pancake breakfast, 100th Day of School Celebration, Valentines Day treats, Station day, etc.
- Holiday Party - gift exchange. (December)

7. Auction Donation Organizers: Come up with a great idea for a class project, and implement it. (Dates and times to suit your schedule.) Please discuss this with the Kindergarten coordinator.

8. Ways and Means. I'm looking for lots of stuff for lucky dip and "reinforcers". I re-cycle the junk that the kids get in birthday "goody bags"... so if you don't know what to do with all those little bits and pieces - send them in!

9. Historian. Collect and organize photographs from field trips, special events, and from the classroom. Give these to the "web page manager" to be added to the web site. Help create our kindergarten year book at the end of the year.

12. Star of the Week parent. Organizes the "star roster", and calls to remind each person when it is their child's turn to bring in the poster. (We try to get the children to be the star as close to their birthday as possible.) If a child doesn't have a poster - please try to come in and make one with him/her.

13. Science assistant. Helps with special science projects including FOSS kits. Jobs may include things like hanging the science fair projects, collecting supplies, helping with Nature walks, owl pellets, science field trips, putting FOSS lessons together - and helping to present these lessons. We will try to do FOSS science on Wednesdays from 10.45am to 11.25 am.

14. Class Web page manager. Parents, kindergarten coordinator and I will email you the things we would like you to put on the class website. Todd Marshburn will help you with this.

15. Room organizers. I need help on Wednesday afternoons to help tidy the toys/ shelves etc., and sanitize the tables, sweep and vacuum etc. It's more fun if several people come in at once. Some parents chose to do this while their student is in an after school class.

Volunteer form - (Please copy and return ASAP)

Your name: _____ Child's name: _____

Your phone numbers: Home _____ work _____ cell _____

Email address: _____

I am interested in volunteering for _____

I am available on _____ (days of week)

I have a special skill which may be useful to you.

I am from a different country and would like to tell the children about

If you need me I am willing to

Send me a note, question or comment here!

Thank you

Booklist (sample)

THIS MONTHLY BOOKLIST IS MANDATORY FOR ALL STUDENTS. PLEASE KEEP IT IN A SAFE PLACE. Students get rewards for completing it, and this really increases their reading skill. Parents please complete the form for your child until he or she can write small enough to complete it independently.

Name: _____ Due Date: _____ Goal: 15 books

Name of reader	Date	Title
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		