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Welcome to
Kindergarten

PRINCE PHILIP SCHOOL
2020 - 2021



Welcome to Prince Philip School

We welcome your child to kindergarten and look forward to making the beginning of school life an exciting and rewarding time.

We hope that this information booklet will be of assistance to you in understanding and enjoying your child's year in kindergarten. We strive to stimulate your child's interests and abilities in a warm, supportive atmosphere.

WE BELIEVE IN CHILDREN!



A Kindergarten Parable
Author unknown

or....

"Thoughts at the Bottom of the Beanstalk"

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."

Important Information

A child who will be five years old by January 31, 2021 may enter kindergarten in the fall. Upon registration, or by the time school opens in the fall, parents are asked to submit a birth certificate or acceptable proof of age such as health card or passport.

Attendance Checking

If your child is going to be late or absent from school, please call the Prince Philip office before 8:40 a.m. with this information, leave a message on our school answering machine, email the school or use the SafeArrival App. The number is 683-7400. The school has 24 hr. message manager so you may leave a message at any time. As a safety precaution the Administrative Assistant or Secretary must make “checkup” calls on missing students if we do not receive a call from parents.

Kindergarten Program Hours (tentative)

Students attend school MONDAY to FRIDAY at the following times:

AM Class: Monday – Friday; 8:45 – 11:33 a.m.

PM Class: Monday – Friday; 12:23 – 3:05 p.m. (if numbers permit)

We will set our kindergarten schedules based on the number of registrations received and requests of parents.

How Do We Begin the School Year?

All kindergarten students attend school starting with a brief morning on registration day. This morning is a confirmation of registration and a chance for students to familiarize themselves with the Kindergarten classroom. Parents attend with their child. Staggered start dates will be the three days after the registration day. You will be notified by letter by the end of June about your child’s staggered start date.

Kindergarten Drop-Off Routine

Morning supervision begins at 8:30 a.m. Lunch supervision begins at 12:00 pm. Please do not drop off your child before this time. The children will come to the classroom when the bell rings.

Recess and Supervision

Kindergarten children will be going outside for recess. Recess is a part of school life and is the only unstructured playtime for your child. It is a time to encourage children to play and make friends on their own. The playground is supervised at recess, at lunchtime and also for 15 minutes before the bell rings at the start of the day.

Dressing

Children attending kindergarten are expected to dress themselves. If your child has difficulty dressing, please practice putting on coats, doing up zippers and buttons, and putting on boots and shoes.

Snack

Snack time and good nutrition are part of the kindergarten program. The children are encouraged to bring a nutritious snack such as fruit, raw vegetables, cheese and crackers. We are an allergy alert school so we ask that you do not send nuts or nut products to school.

Library and Home Reading

Your child's first step in learning to read is being read to daily. Kindergarten children go to the school library weekly to sign out a library book to be taken home. We also have a daily Home Reading program that begins later in the school year where you will read a book with your child and return it the next Day. Please make daily reading part of your home routine.

Fire Drills/Lockdown

Fire drills and practice lockdowns are held at different times throughout the year. Please make sure that your child has running shoes to leave at school so they are able to wear them at all times.

Out of School Experiences

An important part of our program is going on learning adventures outside the classroom. The children gain much from these first-hand experiences. You will be notified of each intended trip in the form of a letter or email which your child will bring home. Parent volunteers are welcome.

Kindercare

Kindergarten students will be able to access the Kindercare/ Before and After school program.

Newsletters

Kindergarten newsletters are sent home at the beginning of each month. These letters will outline activities and program information pertaining to the kindergarten class.

School newsletters will be sent home or emailed monthly. These contain information regarding activities and functions in the school and the community. We also publicize non-attendance days. We ask that you read the newsletters thoroughly to be informed of these dates and times.

Emergencies

If your child becomes ill at school and needs to be sent home, you will be contacted. Please be certain that the school has a phone number we can call in the event of emergency. If you are unable to be reached, we will phone your emergency contact number (often a grandparent, friend, or baby-sitter).

Supplies

A list of supplies will be mailed to parents with the staggered start letter in June.



The Kindergarten Program

Principles of Early Learning

The following principles are followed when developing the kindergarten program

1. Children are seen as competent learners. Children have different strengths, interests, and ways of learning. They come to school competent, inventive and full of ideas that can be expressed in many ways.
2. Development and learning as holistic. Each person finds identity meaning and purpose in life through connections to people, places, values, and beliefs.
3. Relationships as opportunities. Relationships are opportunities for young children to create a sense of self, identity, and belonging while learning about the world around them.
4. Environments as stimulating and dynamic.

The Distinguishing Features

The distinguishing features of environment, conversations, and play can provide for children's learnings.

Taken from Children First: A Resource for Kindergarten

Kindergarten; A time to Learn and Explore

Children learn through play, imitation and shared experiences with their classmates and teachers. They come to school eager to learn, with the ability to learn and needing experiences to help them learn. Much of the learning that happens in kindergarten is done in a well-planned environment, where meaningful conversations take place and purposeful play is provided. Children explore and experiment with their environment to add to their knowledge, learn new skills and practice familiar ones.

Students investigate and explore their own interests through a wide variety of play opportunities that include:

- Painting
- Cutting and sticking/junk-modelling
- Drawing and writing
- Game playing
- Block play
- Small-world play (figures, vehicles, doll house)

- Sand/water play
- Sensory play
- Imaginative role-play (kitchen area/dress-up)
- Books
- Technology (Smartboard/i-pads)
- Manipulative Play (Playdough/clay)

Each child that enters kindergarten is unique. They have different interests, experiences and rates of learning. Play is a very important part of helping all children learn. An activity centered kindergarten program allows all children to develop physically, emotionally, socially, and intellectually at their own rate, as well as build a foundation for their academic learning. These areas are not independent but are interrelated. In order to meet the needs of the whole child it is important to provide for the totality of experience.

The activity centered kindergarten program provides children with

- An enhanced literacy component
- Hands on experiential learning
- Language rich experiences
- The opportunity to learn basic skills
- A sense of trust, security and competence
- The ability to learn, to reason and to solve problems
- To be creative
- To develop physical coordination
- To share experiences with other children and adults



The Value of Play

You say that you love your children,
And are concerned that they learn today,
As am I, that's why I'm providing
A variety of kinds of play.

You are asking what's the value
Of having your children play?
Your daughter's creating a tower,
She may be a builder someday.

You're asking me the value
of blocks and sand and clay.
Your children are solving problems,
They will use that skill every day.

You're saying that you don't want your son
To play in that sissy way.
He's learning to cuddle a doll,
He may be a father someday.

You're questioning the learning centers,
They just look like useless play.
Your children are making choices,
They'll be on their own someday.

You're worried your children aren't learning
And later they will have to pay.
They're learning a pattern for learning,
For they'll be learners always.

By Laurie Monopoli



Skills Developed in Kindergarten

1. Reading and Writing Readiness

- alphabet identification of upper and lowercase letters
- formation of letters
- letter sounds
- participates in discussions
- recalls sequence of events in stories
- sight words
- phonemic awareness
- listening and viewing skills
- connecting text to their drawings

2. Math

- number sense
- formation of numbers
- 2D and 3D shapes
- measurement
- repeating patterns
- sorting, comparing, and classifying
- time (calendar skills)

3. Physical Education

- exploration of locomotor movement
- spatial awareness
- rhythmical movement
- safety awareness of self and others
- sending and receiving (throwing, catching, kicking)

4. Health

- healthy relationships
- safety of self and others at school and at home
- healthy habits and choices

5. Science

- characteristics of living things (plants, animals, people)
- effects of physical forces
- weather

6. Social Studies

- diversity and uniqueness of each other
- rules and responsibilities
- conflict and resolution
- caring for the environment
- importance of keeping promises
- spatial relationships
- First Nations

7. Arts Education

- music and movement
- drama
- music
- creating & using a variety of art media



“Literacy for Life” in Kindergarten

Kindergarten students in Saskatoon Public Schools benefit from an enhanced literacy component in their kindergarten program. We are proud to be in a position to offer our kindergarten students this type of joyful, playful and productive programming.

We implement a literacy program called the Picture Word Inductive Model PWIM. Students use large pictures to develop vocabulary words with their classmates, learn attributes of letters and sounds, study interesting topics related to the pictures, and learn to read and write these words.

By the end of the school year, we anticipate all of our kindergarten children will be reading several sight words and simple books, will know and use the alphabet, and will be in the developing stages of independent writing. Of course, given the diversity of development stages of independent writing of 5-year olds, some students will surpass these anticipated targets while others will work to achieve them. In either case, and thanks to recent research on the brain and early childhood development, we know that our kindergarten children are very ready for language learning and we are keen to respond to this information by enhancing the literacy portion of your child’s kindergarten day.

We look forward to your literacy involvement and support as you read to and with your child on a daily basis. Trips to the library can be a weekly highlight for the whole family.

If you would like to learn more about our literacy focus, Literacy for Life, go to the Saskatoon Public Schools’ website at <http://www.spsd.sk.ca>.



Saskatoon Public Schools
Inspiring Learning

What is P.W.I.M?

P.W.I.M. is short for Picture Word Inductive Model. It is a literacy strategy used to help teach children to read and write. A real life poster is used and displayed in the classroom.

Step 1 – The children are asked “what do you see?” Through this, the words that they know already are ‘shaken out’. The poster is labelled with each word. This increases a child’s vocabulary.

Step 2 – We “see, say, spell” the words almost every day. This assists the children with letter identification and helps them memorize spellings of words. Each child is given a set of words that they are asked to read each day. If the word is unfamiliar to them, they go to the poster, find the matching word and follow the line to the picture telling them what the word is. Many other activities are done with the words that teach such things as phonetic and structural awareness, rhyme, syllables, and patterns.

Step 3 – The words are classified according to an attribute. This is modelled by the teacher and phonetic and structural analysis is taught. The children are asked to make categories with their set of words and explain ‘their rule’ or what attribute they are using. This helps children notice details in their words to help them remember the words. Ideas for a title for the poster can be done during any of these steps.

Step 4 – Sentences are created using the words by asking the children “What can we say about the picture? What sentences can we write to tell about the picture? These sentences are recorded and each child is given a set to practice reading with. In these sentences, frequently used sight words are pointed out. A few activities are done with the sentences such as finding words in them, making puzzles, or illustrating them. Punctuation and mechanics are taught when creating the sentences. The sentences can then be categorized to form paragraphs.

Step 5 – The sentences and words are sent home.

Suggestions on how to continue to use the words and sentences at home:

1. Play “I spy”.
2. Reverse roles and allow your child to be the teacher and ask you to do activities with the words. Think out loud as you complete your given task.
3. Make a second set and play memory.
4. Have your child write and illustrate the words.

Do not expect your child to be able to read every word in the sentences.

Highlights of the Kindergarten Program

- Literacy enhanced program
- PWIM and 5 Pillars of Literacy Instruction
- Shared Reading Experiences
- Daily math explorations
- Sharing time
- Daily nutritional snack time
- Supervised recess
- Regular teacher/parent communication through notes, email and virtual classroom
- Integrated learning centers and literacy centers
- Care partner experiences
- Music
- Gym
- Computer time
- Library
- Daily free play/discovery time
- Class excursions
- Class guests
- Special Day celebrations
- Option of attending the Before and After School Program



Early childhood is the time of greatest learning. Parents are a child's first and most important teacher and will continue to be throughout the school years.

What Parents Can Do to Help

You can help prepare your child for this new experience by talking about school as a happy, friendly place and by answering their questions positively.

Activities to promote learning:

- Read daily: nap time and bed time are special times to share stories.
- Actively listen to your child. Being a good model encourages communication and supports language development. Have them talk about their day.
- Encourage them to speak clearly and in complete sentences.
- Promote good listening skills. Much of what is learned is through listening. Teach your child to listen and follow through with one or two step directions.
- Play word games
- Develop muscle control by allowing them to cut, paste, color, dig, do puzzles, build with blocks, and dress themselves. Provide activities such as skipping, climbing, biking, skating, swimming, etc.
- Encourage curiosity. Encourage and answer their how and why questions. Allow them to discover the answers to their questions. Take them to the library, museum, the park, a farm and other interesting places in the community.
- Teach responsibility and independence. Have your child complete small chores around the home such as cleaning up toys, and hanging up their clothes. Encourage independence with getting dressed and bathroom routines.
- Count things all day long. Point out numbers seen in their environment and in the community on signs and buildings.
- Point out words and names of familiar places and on signs. Talk about the letters in the words and in their names.
- Build your child's self- confidence. Let them know they are loved. Allow them to do and try new things on their own.
- Give your child opportunities to interact with other children and adults. Play dates are a great way to do this.
- Sing songs with your child that include rhyming words and predictive beat

Teach your child his/her:

- First and last name
- Address
- Parents first and last names
- Phone number
- Safety habits –crossing streets, obeying traffic signs, not getting into cars with strangers
- Common courtesy and manners

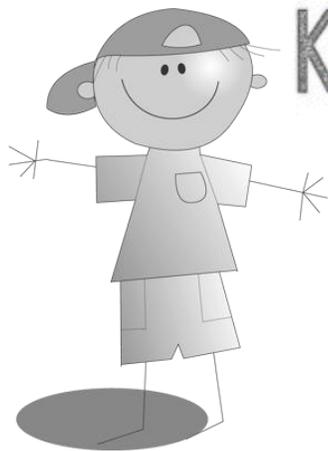
First Day Of School by Sharon Fitzpatrick

With hug and kiss we swapped goodbyes,
I turned my head and wiped my eyes;
Then off to school, his first big day,
I couldn't wait, I used to say.

He turned and flung one final wave,
Then off he marched, so big and brave.
His new world called, he couldn't stay;
He looked so small to go away.

And so he went, my youngest too.
The house was still, I'd time to do
The many things I'd left undone
To play with him in summer's sun.

The day is gone and nothing's done,
The hours squandered one by one
Beside the window I stood all day
Till he got home and in the way.



**My first day of
KINDERGARTEN!**

Some Websites to check out...

www.starfall.com - alphabet and beginning reading

www.create-a-reader.com - letters and sound recognition

www.pbskids.org - games

www.kinderwebgames.com/index.html - letters, shapes, colors and numbers

www.seussville.com

www.abcya.com - letter recognition and letter sounds

www.learninggamesforkids.com





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