

Kindergarten Handbook



Newton Lee-Elementary School
2018 - 2019



Loudoun County Public Schools
Newton-Lee Elementary School
43335 Gloucester Parkway
Ashburn, Virginia 20147
571-252-1535

Dear Parents and Kindergartners:

Welcome to Newton-Lee Elementary School! Entering the public school for the first time is a very exciting experience. We are pleased your child's public school education will begin by attending kindergarten at Newton-Lee Elementary.

We have designed this handbook to give you some basic information about the kindergarten program and to describe the curriculum and related instructional programs. We hope it answers many of your questions.

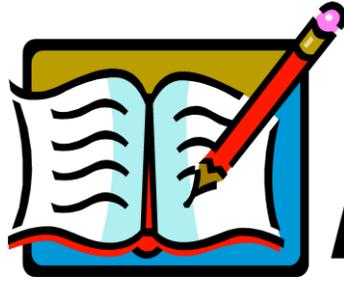
If you have any questions about the kindergarten program, please feel free to call us at (571) 252-1535.

We look forward to working with you and your child.

Shawn Lyons
Principal

Robin Kim
Assistant Principal

Daneesha Davis
Dean



Admitting

Admission of Elementary Students

Students will be eligible for placement on a class list when **ALL** of the following admission requirements are satisfied:

- **Residency:** Parents enrolling a student shall present proof the student actually resides within the attendance area of the school, i.e. housing contract, deed, rental agreement. Requests for exceptions to this requirement can be addressed with the Principal.

If a family seeking to register a student is living in the residence of a friend or relative, the homeowner or leaseholder must provide a notarized shared housing form verifying the address which the family lives. The homeowner or leaseholder must also provide a lease or deed for the address at which they report to live. Shared housing blank forms are available from the office.

- **Other Documents**
 - Loudoun County Pink Registration Form
 - Original Birth Certificate or affidavit
 - Social Security (optional)
 - Properly Completed Physical Examination Form with Immunization Records that meets Virginia requirements
 - Loudoun County Transportation form
 - Loudoun County Pre-K Survey
- **Age: For kindergarten enrollment, the child must be five years old on or before September 30, 2018**

Foreword

Kindergarten is a period of transition between the informal learning provided by the home and the more formal learning provided by the elementary school. In kindergarten, children learn to live in class-size groups and to participate as members of that group.

The kindergarten program at Newton-Lee Elementary includes the core academic areas defined by the Virginia Standards of Learning: Reading/Language Arts, Math, Science and History/Social Studies. Our program also includes motor development, art, and music instruction by the classroom teacher to extend and reinforce the core curriculum.



Overview of the Curriculum Reading/Language Arts/English Pathways to Literacy

Pathways to Literacy is a balanced literacy approach using the Reading and Writing Workshop in Kindergarten through Fifth Grade. It incorporates the following:

- Letters and Sounds: Letters have distinctive features and may be identified by names and sounds.
- Word Study: The phonetic and structural features of words are explored and learned.
- Comprehension: The process of constructing meaning while reading.
- Phonics: Letter and sound relationships and how they are used in reading and writing.
- Independent Reading: Students read texts independently or with teacher support as needed.
- Shared Reading: Teacher and children read text together concentrating on targeted skills.
- Guided Reading: Teacher guides the reading of small groups of differentiated student groups with appropriate leveled text.
- Read Aloud: Teacher reads text aloud to students to model and focus on skills.
- Writers Workshop: Students are engaged in the writing process and produce pieces of writing in many genres.

English: Reading

Learning to read is a complex task. We know that children who have many experiences with print in their early lives tend to be more “ready” for reading than do those whose experiences with books were limited. Therefore, the kindergarten program provides children with many of these pre-reading, reading skill, and reading enrichment activities.

Kindergarten children receive much exposure to written words and books as they become literate. Among the experiences appropriate for children at this age are:

- Relating printed labels to various objects in the room
- Handling books and pages within books
- Finding stories in a sequence of pictures
- Using left to right eye movements in reading
- Participating in shared and guided reading experiences
- Associating the written word with reading through the process of writing
- Associating letters and sounds
- Reading simple pattern books
- Reading charts

Our program emphasizes the acquisition of literacy through a variety of reading experiences. Teachers read books to the children and the children read books to the teacher.

Teacher and students make predictions and check their predictions as they read. Students respond to questions asked by the teacher who monitors comprehension. The teachers instruct students about the function of letters and words being studied in the context of literature.

Beginning reading is also introduced through language experiences. Children may dictate their thoughts or write about a recent field trip, the weather, a guest, or other topic. The teacher records these thoughts on a chart. Later, the teacher assists students in re-reading the chart, helping students recognize that reading can be a kind of “written talk”.

Phonemic Awareness and Phonics, woven together, have an important place in Kindergarten. Phonemic Awareness is the ability to hear, identify and manipulate individual sounds (phonemes) in spoken words. Rhyming, beginning sounds, blending, and letter/sounds segmentation are all examples of phonemic awareness. Phonemic awareness is important because it improves children’s word recognition and reading comprehension skills. It also helps children learn to spell. Phonics helps children learn the relationship between the letters of written language and the sounds of the spoken language.

The Word Study approach is one way phonics is taught at Newton-Lee Elementary. Word Study occurs in hands-on activities that allow the children to compare/contrast as well as discover similarities and differences in words. This is done through pictures and word sorts. Phonics instruction is important because it leads to an understanding of the relationships between letters and spoken sounds (the alphabetic principle).

Kindergarten students are also given the Phonological Awareness Literacy Screening (PALS-K) in the fall and spring. This assessment measures several important literacy skills- phonological awareness, alphabet knowledge, knowledge of letter sounds, spelling, concept of word and word recognition in isolation. PALS-K provides the teachers with explicit information about what each student knows regarding literacy and this in turn will guide their teaching. The English Standards of Learning (SOL) include many literacy skills assessed through PALS-K. Identifying rhymes, beginning consonant sounds, alphabet knowledge, knowledge of letters, and concept of word are all listed in the English SOL’s for kindergarten.

Classrooms are “print rich.” Teachers place books all around the room in close proximity to the students. Class writings are prominently hung where children can read them again and again. Charts of frequently used words or of words relating to a beginning consonant recently studied are placed on walls for reference by students.

Kindergarten teachers constantly observe students to note each child’s development with concepts about books and print. They note if the child is:

- Familiar with book-handling skills.
- Aware that print conveys a message
- Aware that speech can be converted into print
- Capable of producing a printed message such as his or her name, labels for pictures, or sentences
- Reading.

They observe whether the child understands:

- The concept of “letter.”
- The concept of “word.”
- That letter order within a word is important.
- That the words in a sentence have an order.



English: Speaking and Listening

Oral Communication is as important as written communication. Learning how to listen as well as how and when to speak to others is an important part of the kindergarten program. Students are involved in experiences that help them become comfortable with speaking and help them become active listeners.

English: Writing

Writing is a process that involves thinking, talking, and reading, as well as the act of writing itself. Letter formation and using letters to form words, phrases, and sentences, can be extremely challenging for the typical kindergartner!

Some kindergarten children are not ready for formal handwriting or composition instruction at the beginning of the school year. Both teacher and parent must be sensitive to the readiness of the child for handwriting instruction.

Kindergartners are involved in writing activities in several ways. First, the teacher models writing by having children dictate their thoughts. The teacher transcribes their thoughts onto charts or other paper. In recording their words, the teacher helps the children see the importance of writing as a means of communication.

Another activity is the use of the writing center in the kindergarten classroom. Students are encouraged to write about various topics or to do “free writing” at this center. The writing center contains a variety of writing instruments and types of paper. Students may go to the center during times scheduled by the teacher.

Students also are involved in writing experiences during small group instruction. Because kindergarten children differ in their ability to write words, phrases, and sentences, the teacher and/or aide may lead a small group through a writing experience tailored to the student’s developmental level.

Muscular development and eye-hand coordination for writing are strengthened through painting, coloring, pasting, cutting, and manipulative activities. Teachers use journals and many other methods to provide individual and small group writing experiences to help children become more confident in the writing process.

As you can see, the kindergarten language arts program is a rich and stimulating program that enables children to enjoy using language in ways appropriate for their development. It truly is a stepping stone to first grade.

Kindergarten English Strands as Defined by the Virginia Standards of Learning

- Oral Language
- Reading and Literature
- Writing
- Research

Main Topics in English

- Listen to a variety of literature, including stories and poems.
- Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
- Discriminate between spoken words and sentences.
- Substitute words in a rhyming pattern.
- Use number words.
- Use words to describe /name people, places, and things.
- Use words to describe location, size, color, and shape.
- Use words to describe actions.
- Ask about unfamiliar words.
- Follow one and two-step directions consistently (independently).
- Follow implicit rules for conversation, (e.g., taking turns and staying on topic).
- Use voice level, phrasing, sentence structure, and intonation appropriate for language situations.
- Listen and speak in informal conversations with peers and adults.
- Initiate conversations.
- Participate in discussions about learning.
- Recognize words that rhyme.
- Sort words orally according to shared beginning, ending, or medial sounds.
- Blend sounds orally to make words or syllables.
- Divide syllables orally into sounds.
- Hold print materials in the correct position.
- Identify the front cover, back cover, and title page of a book.
- Follow words from left to right and top to bottom on a printed page.
- Match voice with print, associating oral phonemes, syllables, words, and phrases with their written forms.
- Explain that printed materials provide information.
- Identify common signs and logos.
- Read and explain own writings and drawings.
- Develop an understanding of basic phonetic principles.
- Understand that letters represent sounds.
- Identify beginning consonants in single-syllable words.
- Use pictures to make predictions about story content.
- Retell familiar stories using beginning, middle, and end.
- Talk about characters, settings, and events.

- Use story language in discussions and retellings.
- Talk about characters, settings, and events.
- Identify what an author does and what an illustrator does.
- Print his/her name.
- Draw pictures and use letters and phonetically-spelled words to write about experiences stories, people, objects, or events.
- Explore the uses of available technology for reading and writing.
- Ask how and why questions.

Mathematics

The kindergarten math program emphasizes counting; combining, sorting, and comparing sets of objects; recognizing and describing patterns; and recognizing shapes and sizes of figures and objects. While learning mathematics, students are actively engaged by using concrete materials and appropriate technologies such as calculators and computers. Students work toward understanding quantitative concepts and proficiency in basic computations.

Mathematics has its own language. Kindergarten students will begin acquisition of specialized vocabulary and language patterns crucial to understanding and appreciating math.

Problem solving has been integrated throughout the six math strands (see below). The development of problem-solving skills is a major goal of the mathematics program at every grade level. Instruction in the process of problem solving is integrated early and continuously into each student's mathematics education.

Kindergarten Math Strands as Defined by the Virginia Standards of Learning

Number and Number Sense
 Computation and Estimation
 Measurement
 Geometry
 Probability and Statistics
 Patterns, Functions, Algebra

Main Topics in Mathematics

- Recognize 1 to 1 correspondence.
- Count concrete items to 100, recognize and write the correct numeral to identify the given amount.
- Count by rote to 100 by 1's, 5's, and 10's. Recognize and investigate number patterns.
 Count backwards from 10.

- Recognize a penny, nickel, dime and quarter. Determine value of coins to 10 cents or less.
- Identify measurement instruments and their uses. Length = Ruler, Weight = Scale, Time = Clock, Calendar = Day, Month, Season and Thermometer = Temperature.
- Tell time to the hour using analog and digital clock.
- Correctly use position words (*for ex: near, far, close by, up, down, beside, and next to*) to describe or locate objects.
- Identify and describe plane figures according to number of sides and corners. Identify objects in the environment which depict those shapes (*circle, triangle, square and rectangle*).
- Collect and record data to create picture and bar graphs, charts and tables. Interpret the results and answer questions related to the data.
- Use words *fewer, more, greater, and less*.
- Identify other forms of data collection in the student's environment.
- Sort and classify objects according to multiple attributes (size, shape, color, purpose).
- Recognize, extend, and create patterns (both repetitive and growing) using concrete materials.
- Identify ordinal positions – first through tenth.

Science

The kindergarten science program stresses the use of basic science skills to explore common materials, objects, and living things. Students will begin to develop skills in observing, questioning, measuring, sorting, classifying, and communicating information about the natural world. These science skills allow students to learn about life processes, water, shadows, weather, plant growth, natural resources, and conservation.

Kindergarten Science Strands as Defined by the Virginia Standards of Learning

- Scientific Investigation, Reasoning, and Logic
- Force, Motion, and Energy
- Matter
- Life Processes

- Interrelationships in Earth/Space Systems
- Earth Patterns, Cycles, and Change
- Resources

Main Topics in Science

- Investigate and understand the 5 senses.
- Use non-standard units of measurements.
- Investigate magnetism.
- Observe and test various water properties.
- Identify life needs of plants and animals.
- Describe objects in terms of their physical properties.
- Investigate origin and production of shadows.
- Recognize simple patterns in daily life including changes over time.
- Understand that materials can be reused, recycled, and conserved.

Social Science

The kindergarten social science program includes an introduction to the lives of interesting people in history. During the course of their first year in school, students will learn basic concepts involving historical time sequence, geographic direction, and economic choices. They will use maps and globes to identify and locate some of the places and geographic features that they learn about in history.

Civics includes the importance of following rules and respecting the rights of other people. Students also learn about national symbols and the concepts of self-control, justice, courage, heroism and leadership.

In economics students learn how individuals acquire the economic goods and services they need and want.

Kindergarten Social Science Strand as Defined by the Virginia Standards of Learning

- History
- Geography
- Economics
- Civics

Main Topics

- Draw simple maps of familiar objects, or areas.
- Make and use simple map symbols.

- Make and explain pictorial, bar, and pie graphs.
- Construct and explain simple charts
- Identify primary ideas expressed in graphic data.
- Identify and explain symbols expressed in cartoon/pictures.
- Sequence events in chronological order.
- Make and use calendars.
- Follow oral and written directions.
- Locate and use information from print and non-print sources.
- Use resource materials.
- Use library and technology references.
- Define and use social studies terms.
- Collect, organize, and record information.
- Gather, classify, and interpret information.
- Evaluate information for accuracy.
- Separate fact from fiction.
- Participate in groups and democratic society.
- Make decisions
- Differentiate between points of view by self and others.
- Make decisions based upon information.

Learning Stations

Each learning station is designed to give students an opportunity to develop an understanding about a specific objective determined by the teacher. With learning stations, children learn through manipulation, discovery, repetition, and guided practice under the direction of the teacher or parent volunteer. Learning stations are also used to help the teacher assess student mastery of identified objectives without reliance on traditional “paper/pencil” assessments.

Interest Centers

Interest centers are an important part in the kindergarten curriculum. Students decide for themselves which interest centers they will visit during a period in the day. These centers are designed by the teacher. Students are supervised and monitored as they work in these centers.

Centers motivate children to manipulate, build, role play, investigate, and learn the “give and take” of interpersonal relations. Centers also provide an opportunity for some children to make more in-depth explorations of skills, concepts, and strategies.

Interest centers may include:

- Library Center
- Science Center
- Listening Center
- Writing Center
- Computer Center
- Math Center

Getting Ready for the First Day

Parents and children will feel both excited and somewhat apprehensive about the first day of kindergarten. It is important that you, as parent, are positive and supportive when preparing your child for school.

On the first day of school we suggest that you begin with what will be the normal routine for each day. If that means riding the bus to school, then permit your child to ride the bus to school on the first day, rather than taking your child to school by car. Certainly, you are encouraged to wait at the bus stop with your child. Taking your child to school and walking him/her to the classroom can sometimes result in your child (and sometimes the parent!) experiencing separation anxiety. The resulting disturbance can upset other children in the process. Setting the routines from the first day is beneficial to everyone – parent, teacher, and child.

We will have parent volunteers on hand to make your child feel welcome and comfortable on the first day of school. We have older students standing by to help your child get to class. These older students know the school, and they relate well to the younger students as well.

In order to aid the teacher, please label backpacks, coats, sweaters, and other personal items that your child brings to school. Placing your child’s name on his/her backpack and other important items can save some confusion when other children have similar items.

NOTES FROM THE CLINIC

Prescription Medications

School Board Policy requires that prescription medication be accompanied by written instructions from the physician. Loudoun County Medication Forms may be obtained from our health clinic personnel at any time. All prescription medications, including antibiotics, must be in an original pharmacy bottle with the proper label containing the student's name, medication, dosage, and instructions for administration. The pharmacy will give you an extra bottle with the proper amount of medication for school. **School personnel will not give prescription medication without the proper packaging and paperwork.**

Non-prescription Medications

Non-prescription medication must be in the original packaging with the name of the medication and administration instructions accompanied by a complete Loudoun County Non-Prescription Medication Form – Parent Section (over-the counter medications). Medication includes products such as cough drops, cold medication, ibuprofen, non-prescription eye drops, etc. Our health clinic personnel will give only the amount on the package for your child's age and weight. If your child needs a larger dose, your physician must complete a medication form. School personnel will not give non-prescription medication without proper packaging and paperwork.

REMINDER: BY SCHOOL BOARD POLICY, CHILDREN ARE NOT PERMITTED TO CARRY ANY PRESCRIPTION OR ANY NON PRESCRIPTION MEDICATION TO SCHOOL, WHILE IN SCHOOL, OR WHEN LEAVING SCHOOL. ONLY PARENTS ARE PERMITTED TO DROP OFF AND PICK UP MEDICATION (PRESCRIPTION AND NON-PRESCRIPTION) AT THE CLINIC.

Food Allergies

If your child has any allergies to food or milk, please discuss these needs with the school's cafeteria manager, your child's teacher, and health clinic personnel.

Other Serious Medical Conditions Newton-Lee has health clinic personnel on duty whenever students are in school. Make an appointment to meet our health clinic personnel to discuss appropriate intervention if your child has a serious medical condition.

Parent Contact

It is important that we are able to contact a parent/guardian during an emergency or child's illness. We would never want a sick child to remain in the clinic most of the day because parents have not informed the school of phone number changes. Please notify the school of any phone number changes as soon as possible so we may keep our records up to date.



Healthy & Safe Food Party Policy

Due to the increasing number of students who have severe and in some cases life threatening allergies the county has initiated a more comprehensive and consistent policy regarding food consumption in classroom and at school. What does this mean for students and staff at Newton-Lee?

For school parties we will not be serving any treat that has not been **pre-approved at least 24 hours in advance of the party**. All parties will be arranged with the classroom teacher, room moms and with parents of students in the class with documented allergies.

In some cases this may also include the school nurse. Even some of what we think may be safe items can potentially be life threatening to students with a severe allergy. We will make every effort to plan safe, nutritious and balanced treats. It is our hope that our commitment to this initiative will help us ensure students safety while also helping students make strides towards a more healthy and happy future.



Ideas for party treats include:

(This list may change depending on specific student allergies)

Fruit or Veggie Platter

Veggie Dip

Rice Krispie Treats

Frozen Juice Bars

Popcorn

Cheese and Crackers

Pretzels

Frozen Yogurt

Student Profile

At the beginning of the year a student profile card is sent home with every child for parents to verify and to list any changes of phone numbers or persons to contact in case of an emergency. **This card is EXTREMELY IMPORTANT.** Student Profile cards must be kept up-to-date for child safety. If you change your home or work phone number or move during the year, we ask you to notify the office immediately. It is essential we have accurate information at all times.

Dismissal

Anytime you or another person will be picking up your child at school, please send a note with your child. **A NOTE IS NEEDED** if your child is riding home with another child on a bus other than his/her regular bus, otherwise your child will go home the regular way. This requirement is part of the school security plan. If you need to pick up your child for an early dismissal, you need to go to the office and have your child and teacher paged. **DO NOT GO DIRECTLY TO THE CLASSROOM.** Your child will not be dismissed unless you request dismissal from the school secretary and sign your child out. **Students will not be called to the office for dismissal until parents arrive in the office.**

Birthdays

A very special part of each student's life is the celebration of his/her birthday. **Only non-food items will be allowed for birthday treats.** The following suggestions are offered as approved ways in which the school can acknowledge this special day at school:

- Donate a book to the school's or classroom library in recognition of the birthday. The librarian can be consulted for Birthday Book Club information. Mr. Lyons always loves to read any donated book to the student's class when asked!
- Chalk, Bubbles, Birthday Pencils, Stickers. The classroom teacher must be asked 24 hours in advance. If items come to school unannounced they may not be distributed based on other activities occurring on that day.
- Parent may donate a teacher pre-approved board game or outside recess game to the class.

Children's feelings can be easily hurt. Consequently, all invitations for individual parties must be made outside of school. Students may only bring invitations to school for distribution if **ALL students in the classroom are invited.**

For security and privacy the school (classroom teacher) will only release student names to members of the class. They will not distribute a master list to all parents with student's addresses, phone numbers, or email. **If parents want this information they may purchase the PTO Student Directory.** The directory contains all information individual parents have given the PTO permission to release for play dates, birthday parties, etc. Please note this information may not be used for any other purpose or for any type of solicitation.

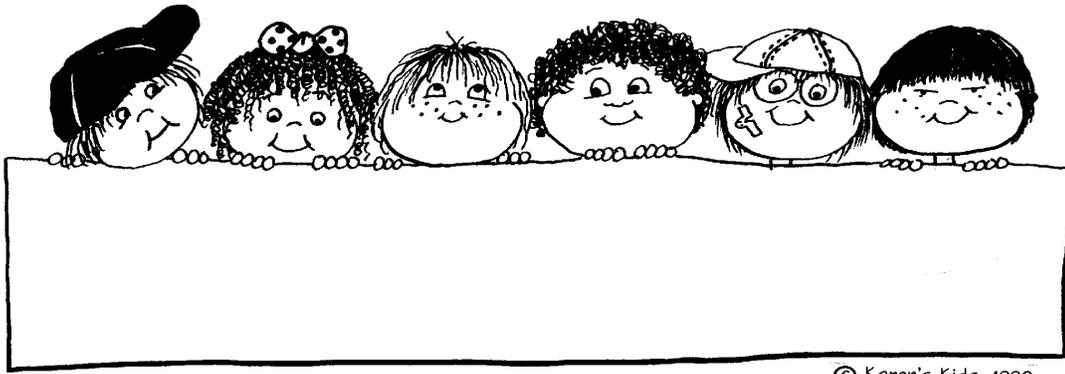
Field Trips

Students in kindergarten may be participating in a variety of field trips during the year. Parents attending the trip are cautioned to take pictures of their student only. Some parents have not given consent for their student to be photographed and we must honor their request.

Please note: A parent should never post a field trip or classroom picture to Facebook or other web page of any other student but their own without the other student's parent permission.

CLASSROOM SNACK

Students in grades K-5 may bring a small nutritious snack to school depending on their lunch time and at the teacher's discretion. Grades K-5 may have a working snack. Examples of a nutritious snack include fruit, vegetables, cheese, crackers, and pretzels. We encourage you to avoid junk food. Please restrict liquids to bottled water only. **Soda will not be permitted.** We encourage all parents to make sure their children eat a full and healthy meal before coming to school. When this is not possible morning students may purchase breakfast in the cafeteria from 7:30 to 7:50 each morning for a nominal fee.



© Karen's Kids 1990

EARLY CLOSING/DELAYED OPENING DUE TO WEATHER

Early closings of school may occur if weather conditions deteriorate once the students are in school. If you suspect an early closing stay tuned to your local TV, radio station, or sign up for Loudoun Alert on the Loudoun County Public School home page at www.lcps.org. When an incident or emergency occurs, authorized senders will instantly notify you using Loudoun Alert. Loudoun Alert is your personal connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. **PLEASE AVOID CALLING THE SCHOOL; phone lines must be kept open for emergencies and updated information.**

It is strongly suggested that parents set up procedures for early closing with their children at the beginning of the school year. If a student is to go somewhere other than their normal route in such emergencies, it is imperative that both the student and the school are informed. An early dismissal form will be sent home in the first day packet. This form will be kept on file at the school with the procedures that the parent has set up ahead of time for their child. **Please be sure this form is kept up to date** and your child knows what to do.

Delayed Opening:

- **One Hour Delayed Opening**
Students will arrive one hour late and remain until normal dismissal time.
- **Two Hour Delayed Opening**
Students will arrive two hours late and remain until normal dismissal time.

Early Closing:

- **One Hour Early Closing**
All bus routes operate as usual except starting one hour earlier than the normal time. All after-school activities requiring school bus transportation are cancelled. Other school activities not requiring transportation service are at the discretion of the school principal.
- **Two Hour Early Closing**
All bus routes operate as usual except starting two hours earlier than the normal time. All after-school activities requiring school bus transportation are cancelled. Other school activities not requiring transportation service are at the discretion of the school principal.

CELL PHONES

Staff Use: We live in a digital age where our electronic devices are interwoven in all aspects of our life. Cell phone use is permitted in so far as it supports our work and doesn't distract from it.

Volunteers and Visitors: In order to maintain instructional time, cell phones are not permitted to be used in the building during regular school hours. If needed while volunteering or visiting, the phone *should be set on vibrate and should be answered in a location that will not disrupt students or staff.*

Students: Personal electronic devices are now a reality in the classroom. All students are permitted to bring personal electronic devices to school. While devices are permitted in school, each grade level team of teachers will determine how best to engage and regulate their use.

Communicating with Parents

Every effort is made to keep parents informed of what is happening at school. Each teacher and the school provide regular communication via e-mail, telephone, newsletters, website updates, Tweets, and more. If you need a hard copy of communication from the teacher, please contact the teacher early in the year to inform her/him. **Parents are encouraged to go through their child's book bag each day to review papers sent home from school. For the most up to date information please refer to the school or teacher webpage.**

Conferences

Newton-Lee Elementary staff encourages frequent parent communications. The school year is divided into four 9-week grading periods. At the end of each period, your child's **progress** will be reported to you in the following ways:

1st grading period—conference with teacher and explanation of progress report, no grades are given.

2nd grading period—progress reports sent home.

3rd grading period—progress reports sent home.

4th grading period—report card /student's final progress report mailed to the home at the close of the final teacher's workday.

Emergency Practice Drills

A letter reviewing all drills is sent home at the beginning of the year.



Student Rights and Responsibilities

The *Student Rights and Responsibilities 2018–2019* is available at www.lcps.org under “Quick Links.” Parents/guardians should access the information and discuss it with their school-aged child(ren). It is incumbent upon every parent to read this document carefully before signing it and helping all students understand the rules and expectations our county has set forth. Schools and public libraries can provide internet access, if needed. If a printed copy of the information is needed, please contact the school and one will be provided.

After reviewing the document, the “Signature Form” given to your child in their first day packet, must be signed and returned to the student's homeroom teacher by **September 5, 2018.**

Parent Volunteers

Parents are invited to participate in our kindergarten program. If you have never been a volunteer at Newton-Lee we will ask that you complete a volunteer training session before beginning to volunteer. Your assistance is vital and much appreciated. **Volunteers are not permitted to visit other classrooms or stop by other rooms for impromptu conferences.** If this occurs, the volunteer will be given a reminder. If it occurs again the volunteer will not be invited to volunteer for the balance of the year.

Loudoun County Public Schools 2018-2019 School Calendar

August 23: First Day of School

September 3: Holiday (Labor Day)

October 8: Holiday (Columbus Day)

November 2: End of the Grading Period

November 5-6: Student Holidays (Planning/Records/Conference Days)

November 21-23: Holiday (Thanksgiving)

December 21-January 1: Winter Break (Classes Resume January 2)

January 17: End of Grading Period

January 18: Moveable Student Holiday* (Planning/Records/Conference Day)

January 21: Holiday (Martin Luther King Jr. Day)

February 18: Holiday (Presidents' Day)

March 28: End of Grading Period

March 29: Student Holiday (Planning/Records/Conference Day)

April 1: Student Holiday (County-wide Staff Development)

April 15-19: Holiday (Spring Break)

May 27: Holiday (Memorial Day)

June 7: Last Day of School/End of Grading Period

*NOTE: Parents with childcare or other weekday scheduling concerns – dates of the Moveable Planning/Records/Conference Day between first and second semesters may change if the school calendar must be changed due to school closings for inclement weather or other emergencies.



Kindergarten Supply List 2018-2019

Supplies can also be ordered through our PTO's online orders with Sprout

- 3 Boxes Crayola Crayons 16 count
- 10 large (.77oz.) white Elmer's Glue Sticks (**no purple**)
- 1 Box Crayola Thin Classic Washable Markers 8 count
- 1 Box Baby Wipes Unscented 80 count
- 1 **Blue** Poly Pocket Folder
- 1 **Green** Poly Pocket Folder
- 1 Black Composition Notebook
- 4 EXPO Dry Erase Markers Black/Fine/Low Odor
- 1 pkgs. 12 count each Ticonderoga #2 Pencils Sharpened
- 1 scissor (Fiskars)
- 1 Box of Kleenex - Large 160 count

Book Clubs

As you are aware, it is important for students to read a variety of materials if they are to become successful readers. Surrounding a child with books they enjoy reading not only helps a child develop fluency with reading, but it also helps that child develop a love for reading. In order to help you purchase books at a reasonable cost for your child's personal library, kindergarten classes participate in several book clubs (such as Scholastic, Lucky, and Troll). These book clubs offer a selection of books at a reasonable cost.

The book clubs select the books to include in these book clubs. Most of the books are written by established authors of children's literature. From time to time, however, students have purchased books that parents found objectionable. Therefore it is important that you assist your child in the selection of books. As you make selections, read the description of the book(s) given and the designated age or grade level to which the book is written. Your participation in these book clubs is optional.

Please make your check payable to the book club—not the school or the teacher.

Preparing Your Child For Kindergarten

Dear Parent:

Often, parents of kindergartners ask us, “How do I know if my child is ready for kindergarten?” or “What can I do to get my child ready for kindergarten?” We hope you will find some guidance from the activities contained in this section.

The teaching and learning experiences provided to students during the kindergarten years are designed to be “user friendly”. Students enter kindergarten exhibiting various levels of skill and concept mastery. Kindergarten teachers formally and informally assess students, observe student mastery, and then design experiences appropriate for the student’s growth. Teachers use some of the materials found in this booklet to assess kindergartners and to provide a framework in designing instructional activities.

Enclosed are several informational items that you may find helpful as you work with your child. Enclosed are:

- | | | |
|---------|---|--|
| Page 19 | - | Suggestions for Building Print Awareness |
| Page 20 | - | Analyzing Your Child’s Development Level |
| | | • Voice to Print |
| | | • Spelling Awareness |
| Page 21 | - | General Suggestions for Activities |
| Page 23 | - | How to Develop a Writer |
| | • | How to Develop a Reader |

The most important things you can do for your child, however, are to read to your child each day for as long as his/her attention span permits, to build your child’s awareness of mathematics in the world around him/her, and to talk about school in a upbeat, positive manner.

We look forward to getting to know you and your child!

Shawn Lyons, Principal
Robin Kim, Assistant Principal
Daneesha Davis, Dean

Suggestions for Building Print Awareness

Spend time reading to your child daily. Even 10 to 15 minutes is good! This develops a rich listening vocabulary, along with building many important concepts about the printed word, story structure and plot, and story problems and resolution.

It is very important that children are read to – the more, the better!

Reading Books

Consider incorporating these suggestions:

- Discuss the title, author, and illustrator.
- Look at the cover and predict what might happen in the story.
- Point to the words as they are being read, using a sliding motion with your finger.
- Check the predictions you made and adjust as you go along in the story.
- Reread the story, look for specific words or ideas.
- Reread the story, asking your child to supply the next word or complete the phrase.
- Read the story again and again.
- Include nonfiction as well as fiction.

By doing the above, the student will learn:

- Left to right progression
- Sight words
- Sense of story (beginning, middle, end)
- Words are separated by spaces
- Pictures give clues about the story

Additionally, have your child do one of these activities on occasion:

- Retell the story (listen for sequencing, story conventions like “once upon a time”, and “they lived happily ever after”).
- Complete phrases and/or sentences as you read the story.
- Pretend to read the story by looking at the pictures.
- Illustrate his/her favorite part of the story.
- Create a new ending.
- Write about the story. A developmental chart is on page 20 of this booklet. Praise the child for writing; it does not matter which stage the child is in. Display the writing.
- Dictate sentences to you and you do the writing.
- Write what he/she would do if they were the main character.



Analyzing Your Child's Developmental Level

As they develop literacy skills, children pass through the stages listed in the sequences below. Each child, however, will go through the stages at a rate unique to the child.

VOICE TO PRINT MATCH **Developmental Stages**

When being read to, the child:

- Has no discernable unit or direction (syllable, letter, word, left to right)
- Moves left to right but no discernable unit
- Moves left to right and points to letters for each stress unit in speech
- Moves left to right and points to a word for each syllable in speech
- Points to each word
- Self corrects while reading words or sentences

SPELLING AWARENESS **Developmental Stages**

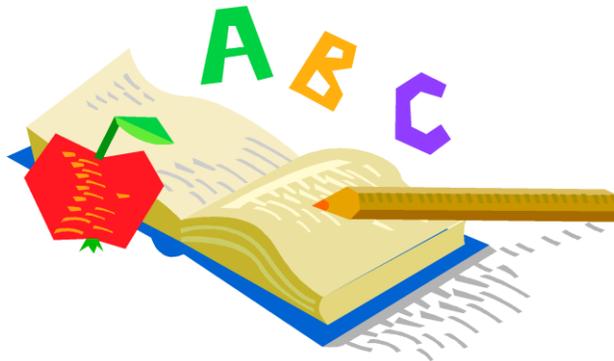
- Random Marks
- Waves (pretending to use cursive writing)
- Letter like
- Random letters
- Initial consonants
- Initial and final consonants
- Vowels by letter name

Vowels Include:

- a, e, i, o, u and sometimes y.

Consonants include:

- b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.



General Suggestions for Activities

Here are some activities you can do with your child. Spend two or three minutes several times a day doing these or similar activities. Remember, never “force” learning! Always make activities pleasurable.

◆ **BODY PARTS**

Have your child name a part of his body that you touch while you talk about it. “Yes, that’s your ear. You hear with your ear. What do you do with your ear?” It’s hard to describe a use for all body parts. Name some, such as shoulder, heel, elbow and ankle. Give uses for others, such as eyes, nose, mouth, legs. Begin to talk about left and right. “Here is your right knee. Show me your right foot.”

◆ **COLORS**

Name the color of the clothes your youngster wears, the food he eats and things around the house. When you are away from home, talk about the colors on the traffic signals, billboards or food packages. If you tell your child the color names today, perhaps your child can tell you the color names tomorrow. Talk about colors every day. If your child is having trouble remembering a particular color, spend a week pointing out and talking about just that color.

◆ **NUMBERS TO TEN**

Count to ten or twenty often. Show your child the numerals 1 2 3 4 5 6 7 8 9 10. Tell him/her to give you two shoes, one cup, five spoons, six pieces of paper. Count cars, lights, doorknobs, buses anything! Encourage your child to point to or touch the objects as he counts. This will help your child to be more accurate.

◆ **PREPOSITIONS OF PLACE AND POSITION**

Your child should learn the meanings of on, in, under, next to, in front of, and behind. Ask your youngster to stand on the rug, get in a box, sit next to the refrigerator, and stand in front of you. Now have your child put an object - a toy or a crayon - in a box, on a table, next to the bed, behind a chair, and in front of the TV. Other words to use for playing these position games are through, above, between, around, over, below, and beside.

◆ **FOLLOWING DIRECTIONS**

Your child’s teacher will be saying things like, “Hang up your coat, bring me your lunch money, and sit in the circle.” If your child finds it difficult to remember and follow several instructions given at one time, start by giving your child only one, then two, and build to three. Give the directions slowly and look at the child while you talk.

One direction “Give me the sock.”

Two directions “Give me the sock and get your shoe.”

Three directions “Close the door, hang up your coat, and get a book to read.”

◆ **PLURALS**

Children learn to use plural words by hearing them. When you say “two books”, say the /s/ sound clearly. If you talk about pennies say the final /z/ sound distinctly so your child will learn the signal that means more than one. Children may need some help with plural words that do not follow the rules: foot - feet, man - men, mouse - mice. Plurals are

difficult for children, and it will be several years before youngsters use all plurals correctly.

◆ **GENERAL KNOWLEDGE**

Everything in our world has a name. Identify for your child and explain how they are used. Talk about what things are made of, how they are the same, and how they are different. Play games using same and different. “How are a cat and a dog the same?” Tell him/her why you are doing what you are doing. “We peel a banana because the skin doesn’t taste good.” “We sweep the floor to keep dirt and dust out of the house.” Answer your child’s what, where, why and how questions. All through life, your child will use the information you shared during these early years.

◆ **VISUAL PERCEPTION**

The eye and the brain work as a team. This teamwork is called visual perception. Help your child observe the shape, size, color, and relationships of objects. Talk about square-shaped things in the kitchen, round things on the shelves, long and short sleeves, and big and little pans.

Do easy dot to dot books (up to 100 numbers), simple jigsaw puzzles (10 to 16 pieces), and matching games (Lotto, Concentration, Go Fish).

◆ **COMPARE AND CONTRAST**

As you and your child explore the environment, be sure to look for ways things are similar and different. Encourage your youngster to notice and describe similarities and differences. Compare similar things...two dogs, for example. Ask your youngster to notice ways they are alike. Encourage your youngster to look for differences, too. When comparing, help your youngster to develop the words to express similarities and differences.

◆ **GROSS MOTOR DEVELOPMENT**

It’s time to be active. Young children need to develop their large muscles. Teach them to hop, gallop, and skip. Encourage dancing, turning somersaults, jumping over boxes or ropes, and skating. Walking heel to toe on sidewalk cracks is fun and develops balance. Play catch. Throwing and catching games develop eye-hand coordination. For indoor throwing games, try balloons or nerf balls.

◆ **CATEGORIES**

Your child needs to become familiar with the basic skill of classifying. Here are some categories to explore:

Food: apple, meat, milk, carrot
Vehicles: car, bus, tractor, airplane
Tools: hammer, saw, pliers, screwdriver
Clothing: dress, pants, shirt, coat
Furniture: table, chair, lamp, sofa

When your child notices a dump truck you can say, “A dump truck is a vehicle. Do you see any more vehicles? Let’s see how many vehicles we can find.” At an early age boys and girls enjoy sorting things. Children can learn to sort the socks and put away the

silverware. Talk about what you are doing as you go about your daily tasks. Discuss body parts during bath and dressing time. Talk about colors, numbers, shapes, and categories while shopping or riding in the car. Talk about the world around you – rivers, bridges, streets, corners, mountains, puddles, shadows! Read to your child often. Stop in the middle of a familiar story and ask your child to predict what happens next. As a parent, you are your child’s most important teacher. Talking with, listening to, and having a good time with your child are the best kinds of teaching.

HOW TO DEVELOP A WRITER

Write to your children often. Surprise them with a note in their backpack.

React positively to your child’s attempts to communicate in writing. Concentrate on the message and less on the mechanics in the early years (Letter formation, etc.).

Invent invented spelling. Encourage your children to make use of their knowledge about letters, sounds and words. Give them a model to copy.

Talk with your child about the functions writing serves – writing letters, making lists, organizing thoughts, and reflecting on experiences and problems.

Enjoy your child’s productions. Display them, share them, send them to relatives, etc.



HOW TO DEVELOP A READER

Read and reread. Anything worth reading once is worth reading many times. Understanding a book completely may not happen with one reading. Increased enjoyment and comprehension seem to occur with increased familiarity.

Encourage your child to predict. Provide your child with opportunities to predict what information will be learned from a piece of nonfiction, what events will happen next in a story, what words will follow next in a sentence, what letters will be found in a word.

Ask your children to talk about the books they read. Interaction appears to be an important component of reading comprehension. (Talking with your children about what they are reading will help them clarify thinking, form opinions, and receive answers to questions.)

Develop a love of reading. Model reading – show how much you enjoy reading by reading yourself. Establish a daily reading routine. Build a home library. Share your favorite children’s books frequently.

Please sign and return to school by September 4 documenting that you have read the Parent/Student Handbook. Classes that have the highest rate of returns will receive a reward!

Parent Signature

Student Name & Signature

Teacher’s Name