

Welcome to Kindergarten!

The North Stonington Kindergarten program consists of three full day kindergarten classrooms. We believe in instructing the whole child and making our classrooms a safe and enriching environment where all children can flourish. We believe in open communication and parent involvement.

Teachers:

Linda Coats – coatsl@northstonington.k12.ct.us

Sarah Hines - hiness@northstonington.k12.ct.us

Sheri Tardiff - tardiffs@northstonington.k12.ct.us

Kindergarten Basic Schedule

Morning Schedule

8:25 - 8:45	Enter classroom/morning jobs
8:45 - 9:10	Morning Meeting/Story
9:10 - 9:40	Kid Writing
9:40 - 10:00	Snack/Bathroom
10:00-10:20	Fundations
10:20 - 10:50	Literacy Rotations



10:55-11:20 Lunch

11:20-11:45 Recess

Afternoon Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
11:45-12:15 Bathroom/Drink Math Lesson/Game				
12:15-12:45 Math Guided Practice				
12:45-1:30 special	12:45-1:30 special	12:45-1:30 special	12:45-1:30 special	12:45-1:30 Special
1:30-1:45 Recess	1:30-1:45 Recess	1:30-1:45 Recess	1:30-1:45 Recess	1:30-1:45 Recess
1:45-2:00 Brain Break				
2:00-2:20 Literacy Activity	2:00-2:20 Literacy Activity	2:00-2:20 Literacy Activity	2:00-2:20 Literacy Activity	2:00-2:20 Literacy Activity
2:20 Snack/Pack Up/Clip-in Time				
3:08 Dismissal	3:08 Dismissal	3:08 Dismissal	3:08 Dismissal	3:08 Dismissal

Specials:

Teacher	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Coats	Art 12:45 – 1:30	Music 12:45 – 1:30	Computer 12:45 – 1:30	PE 12:45 – 1:30	Library 12:45 – 1:30
Hines	Computer 12:45 – 1:30	Library 12:45 – 1:30	Music 12:45 – 1:30	Art 12:45 – 1:30	PE 12:45 – 1:30
Tardiff	PE 12:45 – 1:30	Computer 12:45 – 1:30	Library 12:45 – 1:30	Music 12:45 – 1:30	Art 12:45 – 1:30

Wish List for Kindergarten Classrooms:

- ❖ 4 Pack of low odor dry erase markers
- ❖ Crayola twistable crayons
- ❖ 4 pack of small glue sticks
- ❖ Pip squeak markers (shorter length Crayola markers)
- ❖ Skinny markers

Additional "community supplies" that we are often in need of are:

- ❖ Paper plates (large and small - plain white)
- ❖ Art supplies (glitter, sequins, google eyes, pipe cleaners)
- ❖ Play-doh
- ❖ Side-walk chalk
- ❖ Blank note pads
- ❖ Stickers
- ❖ Envelopes (all sizes)
- ❖ Paper bags
- ❖ Zip lock bags (large and small)
- ❖ Top Loading Plastic Sheet Protectors



HOW TO USE SCHOOLNOTES

We will be using new.schoolnotes.com to help inform you of daily happenings, reminders, and upcoming events. Please check out the website to ensure that your child is prepared each day for school.



1. Open the Internet
2. Type in the following address: <http://new.schoolnotes.com/>
3. Click on Parents or Students tab
4. Under Teacher's Last Name: **Put Teachers Last Name**
5. Under Teacher's First Name: **Put Teachers First Name**
6. Under Zip Code: **06359**
7. Click on the Find Your Teacher button (directly underneath where you typed in my first and last names and zip code)

This should bring up a results page listing my school notes page/s.

Please provide the e-mail address where you would like to receive the updated new.schoolnotes.com notifications.

Kindergarten Homework

We believe that Kindergarteners *can* benefit from a very small, purposeful amount of simple homework that reinforces what we are learning in school. Homework is an opportunity for parents to show kids that they value education. When a parent (or other family member) sits down with a child to work on homework, that adult figure is telling the child, "Hey, this is important. This is something I value." Homework provides students with additional practice and repetition. Homework should not be stressful. If homework becomes stressful please contact your child's teacher.

Curriculum Used In Kindergarten

Phonological Awareness: Students identify and isolate sounds of spoken words, segment phonemes in words, and blend phonemes into words. Phoneme substitution, addition and manipulation activities are done with letter cards and tiles to assist with cognitive manipulation. The Wilson "Foundation" Program's tapping procedure for both blending and segmenting of phonemes is used. Make It Fun and Word Play activities provide additional practice in phonological and phonemic awareness.

Phonics: Sound-to-symbol and symbol-to-sound correspondence is incorporated into each lesson during the Sky Writing/Letter Formation, Sound Drill, and Echo-Find Sounds lesson activities. Readers are directly and systematically taught word structure during Word of the Day and Word Play lesson activities. Students apply skills to decode and spell unfamiliar words.

Kid Writing: The Kid Writing program is the foundation of student's writing. The authors of the program prefer to refer to this system of teaching phonics, writing, and reading together as "phonics-based spelling" because it is based on a knowledge of phonics and actually helps children understand how reading works. We follow the same basic steps each day. For the first month or so of the program the children draw a picture and tell a story about it to either the teacher or a parent. The adult then works with the child to write down what s/he hears as each word of the story unfolds (usually just the beginning sound). Then the adult writes the correct spelling of each word under the child's spelling. This is called "adult writing", and work to ensure this part of the process does not frustrate the child's effort in any way. The key here is not to simply tell children how to write, but help them sound out the words together, thus helping them to gain confidence to continue writing on their own. The next step of the process, which continues throughout the school year, is basically the same as above with the exception of the children doing their own "kid writing" underneath the picture. They draw the picture, write their story and then bring it to an adult where the adult reads the story together with the child, celebrates his or her efforts, and does the "adult writing" under the children's own writing.

Eureka Math: In Kindergarten, instructional time focuses on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. Your child will be exploring, experimenting, counting, sorting, and explaining. Young children often have trouble with symbolic concepts. For this reason, the early childhood classroom uses many types of manipulatives.

