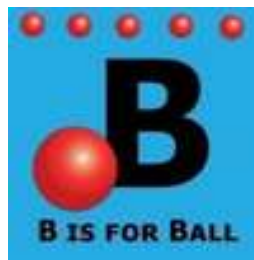


# KCS

KING'S CHRISTIAN SCHOOL

*Educating for Life*

## KINDERGARTEN PARENT HANDBOOK



### MISSION STATEMENT:

As a community of Christians,  
we desire to educate for life.

Our mission is to teach children to  
know God, his word and his world,  
challenging children to excel, yet  
with humility serve God and humanity.

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## THE GOALS

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The goals for our kindergarten program combine the scriptural mandate to train our children with the findings of educational researchers and curriculum designers.

**"... AND JESUS GREW IN WISDOM...**

**Luke 2:52**

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## GOAL: INTELLECTUAL DEVELOPMENT

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Experiences will be provided to help the child to:

- use language to communicate effectively
- use language to develop thinking and learning
- develop thinking processes (observing, predicting...)
- develop an understanding of the meaning of symbols and print
- develop basic number concepts
- sustain and extend natural curiosity
- become an independent, lifelong learner
- develop and integrate attitudes, skills and knowledge
- begin to record ideas on paper

Kindergarten Children

- are curious
- are natural explorers and inventors
- think differently from adults
- learn through play
- learn through social interactions
- are developing thinking skills
- represent knowledge in different ways
- use language to communicate
- clarify and extend thinking through language



**... AND STATURE...****Luke 2:52****GOAL: PHYSICAL DEVELOPMENT AND WELL-BEING**

Experiences will be provided to help the child:

- take care of and respect his or her body
- learn and practice safety measures
- be aware of and practice good nutrition habits
- develop fitness and movement skills
- develop appreciation and enjoyment of movement
- learn social skills in a physical activity setting

**GOAL: AESTHETIC AND ARTISTIC DEVELOPMENT**

Musical and artistic experiences will be provided to help the child to:

- develop enthusiasm
- create
- interpret
- respond
- imagine and recall
- understand rhythm and melody
- think, learn and communicate
- appreciate many different forms of music and arts.
- express and represent using a variety of forms and media
- interpret
- participate confidently in performances

**Kindergarten Children**

- re physically active
- are energetic but tire easily
- have vivid imaginations
- are inquiring
- enjoy rhythm and movement
- need mobility
- enjoy dramatic play
- are still developing all muscles
- learn by handling things
- are natural explorers, creators, inventors



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**... IN FAVOUR WITH GOD...****Luke 2:52****GOAL: SPIRITUAL DEVELOPMENT**

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Experiences will be provided to guide children to:

- increase their knowledge of Bible stories
- memorize scripture
- pray
- develop their understanding of the nature of God as Creator and Lord
- understand the importance of the death and resurrection of Jesus Christ
- experience salvation at their level of understanding
- apply Christian knowledge in practical ways through caring for people around them

**Kindergarten Children**

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- think concretely
- learn by "doing"
- are capable of an unquestioning faith
- learn from role models



**...AND IN FAVOUR WITH MEN... "****Luke 2:52****GOAL: EMOTIONAL AND SOCIAL DEVELOPMENT**

Experiences will be provided to help the child to:

- share and cooperate
- learn from others
- develop friendships
- cope with change
- feel pride in accomplishment
- develop independence
- enjoy living & learning
- develop a positive, realistic self-concept

**GOAL: SOCIAL RESPONSIBILITY**

Experiences will be provided to help the child to:

- participate in groups and individual activities
- cope with change
- respect the environment
- value respect and appreciate cultural identity and heritage
- accept and show empathy
- respect and accept others

**Kindergarten Children**

- are social
- like to please
- trust adults
- are talkative
- are learning to cooperate with others
- are egocentric
- find pleasure in routine
- need reassurance
- are unique
- are sensitive
- are dependent on adults
- resolve conflict through play



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## The Curriculum

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The curriculum as specified by the BC Ministry of Education will be taught. Christian principles will be integrated into all aspects of the curriculum. Subject areas will be integrated by the use of themes. The themes provide a focus for learning around which a variety of skills are introduced and practiced. Active hands on experiences in the classroom as well as field trips are part of thematic teaching. In general, themes are based on social studies and science topics, e.g. friendship, community helpers, apples, bears, seasons, penguins, sound, plants.

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## School Supplies

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All school supplies used in the Kindergarten classroom, such as exercise books, pencils, crayons and scissors will be purchased by the school. The school supplies fee will be collected in the first week of September.

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## Daily Schedule

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The day could look like this:

8:45 am.	Group time - opening activities, sharing and planning
9:15 a.m.	Theme activities / rotational centres
10:00 a.m.	Math / Language Arts activities
10:15 a.m.	Snack time
10:30 a.m.	Gym / free choice centres
11:20 a.m.	“Reading” time - story time / phonemic awareness
11:55 a.m.	Lunch
12:20 p.m.	Outside play time
1:05 p.m.	Afternoon classes begin – Bible story / related activity
1:30 p.m.	Kindergarten rest time
1:40 p.m.	Library / Music
2:20 p.m.	Snack / free choice centers /computer time
2:45 p.m.	Group time - reflecting and closing activities / story
3:00 p.m.	Dismissal
3:18 p.m.	Buses leave

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## The Weekly Schedule:

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All kindergarten students attend for full days on Tuesday and Thursday until approximately the second week in February. At this time Monday is added to the schedule and Kindergarten students attend Monday, Tuesday and Thursday until the end of the school year.

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## Reporting Times:

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The Primary Program invites all parents to be active partners in the education of their children. Communication between home and school is very important. Parents will be informed concerning student progress in different ways during the school year. The report card format will include both anecdotal comments and a checklist showing levels of achievement. Parents are encouraged to respond to and initiate communication through conferences.

### Reporting times are as follows:

Mid-October	Interim Report – telephone interview with the Kindergarten teacher
December	First Trimester Report Card – Parent / Teacher conferences
March	Second Trimester Report Card
End of June	Final Report Card

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## Field Trips:

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Field trips are an important part of the curriculum and we enjoy several outings during the school year. You will be well informed concerning each trip as it occurs during the year.

Transportation for field trips will be by bus. Usually we will ask parents to accompany the children on class field trips. We appreciate your help and support in this area.

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## Parent Help:

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Parental help in our classroom means a great deal to us. We hope you will be able to find the time to volunteer for assistance in the classroom, or helping out in other ways. We want to continue to have you feel welcome in class, actively involved in the education of your child. In September you will receive a parent volunteer form to fill out so that we can schedule times that best suit you.

### Before School Begins:

Please make sure your child has:

- a pair of indoor rubber-soled running shoes, labeled with his/her name (slip-on or velcro fasteners)
- a backpack for carrying library books, classroom work, show & tell items, etc.
- a lunch kit



## THE KINDERGARTEN CLASSROOM

The Kindergarten classroom will be a very stimulating environment due to the variety of learning resources available to them. The classroom will be equipped with an array of learning centers such as the following:



Blocks and Building Toys	Book Corner	Dramatic Play
Listening Center	Painting Center	Toys and Games
Water/Sand/Rice Table	Art Exploration	Puppets
Puzzles	Playdough	Lego



Integrated curriculum teaching opportunities will be offered in addition to the learning centers located throughout the classroom. The children also benefit from music and physical education classes taught by specialists. The opportunities for learning are indeed vast.

The kindergarten classroom reflects the child's way of learning. The physical space, equipment and materials are organized so that children at differing stages of development can learn while participating in a variety of activities. The learning environment does not stop at the classroom doors. Parents can enhance the school environment by sharing their resources and helping with field trips. Parent helper sign-up sheets will be given to you in September.

### LEARNING THROUGH PLAY:

Play is the fundamental activity of childhood. In Kindergarten, children play because this is the vehicle by which they learn. Active involvement allows children to gain understanding and acquire new concepts. As children play they are:

- exploring
- testing
- constructing
- creating
- discussing
- planning
- dramatizing
- problem solving



The teacher observes children at play and interacts to enhance the experience by providing stimulating materials, questions and challenges.

Play is an educationally important part of the Kindergarten program. Not only are physical skills developed through this activity, but also mental, social and emotional skills. Play is the "business of childhood". It is the way the young child learns to live in his world. Play is his way of dealing with experience. It is not a logically organized way, as children's ideas evolve as they play. Their plans are rarely made in advance. The play activities may be very earnest and serious at times with all aspects of a "work" situation and then they may swing into vigorous, joyous, physical movement with enjoyment their only goal.



The main aspect of play is the element of freedom. Not freedom to play or not to play, because at this time all children would be busily engaged in group social play or individual play. But rather freedom to choose his playmates, the play center, toys and equipment. Freedom brings with it the necessary acceptance of responsibility. Each child is responsible for his/her own behavior, care and use of equipment, replacement of materials in proper storage places at the end of play time.

It is the element of freedom that makes free active dramatic play so important in the development of his/her learning skills.

Play satisfies the needs of the active, inquiring, investigating four and five year old child and the "activity" of this play is of far greater importance to him than the "product" that may result from his activity. To children, work is play and play is work.

## BOOKS

In the Book Centre children can find a quiet spot to journey through the wonderful world of books.

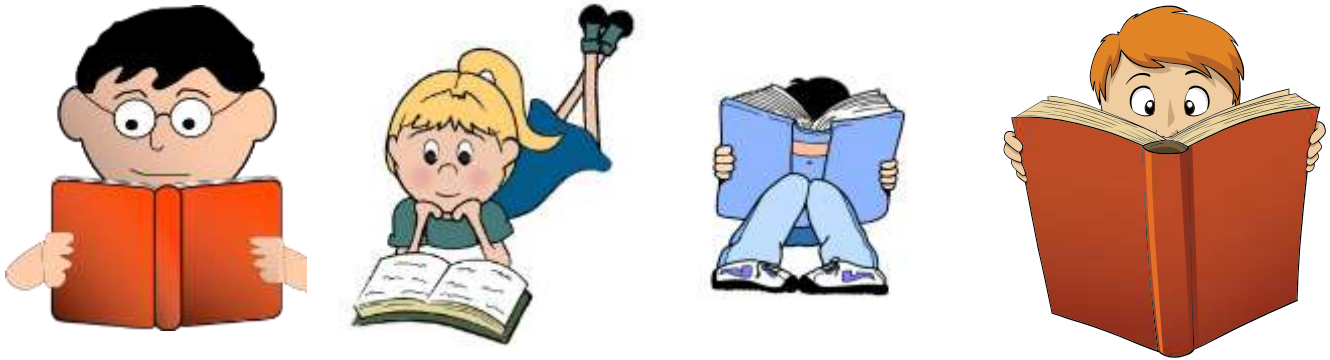
A good book provides intellectual and emotional satisfaction; it increases a child's knowledge and develops imagination; and it develops a child's taste for reading.

During the first year, each child in school learns to live and work independently and in groups. The skills of listening are also developed.

The Kindergarten program is experience oriented. Children take part in many "real life" experiences from baking bread to visiting farms. Real, first-hand experiences impel the children to explore, to discover, to gain new ideas and feelings, and to express themselves in work, in constructing, in painting, in modeling, in role-playing and in music.

The literature in each classroom is chosen to support the curriculum and to enhance the reading program. The teacher uses these books to teach children to be discerning by challenging them to think about what they are reading from a Christian perspective.





## READING READINESS

Through listening and speaking the child develops language within a meaningful context. The focus at the start of the school year is on recognizing letters and associating them with their sounds. An additional emphasis is placed on phonemic awareness, where the child is introduced to skills such as:

1. Sound Isolation

Example: The first sound in sun is /sss/.

2. Blending

Example: /sss/ - /uuu/ - /nnn/ is sun.

3. Segmenting

Example: The sounds in sun are /sss/ - /uuu/ - /nnn/.



Phonemic awareness (the ability to segment and manipulate sounds in words) is a strong predictor of children who experience early reading success.

## MATH

Mathematical experiences provide children with opportunities to count, compare, group, pattern, measure, and sequence using hands-on manipulatives.

Throughout the year, the child begins to develop foundational mathematical concepts.



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## DRAWING

Through art, a young child can say things not easily said in words. Art develops a sense of observation and imaginative thinking. Art is a constructive outlet for emotions and strengthens manipulative skills necessary for communication (writing).

The Kindergarten program allows for physical growth through large muscle activities and movement exploration. Here children also find emotional release and creative expression.



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## SNACKS

Snack time is an important part of the Kindergarten program. It is a time for sharing and learning good manners. It is a time for quiet relaxation and polite conversation.



Children usually enjoy a light snack at this time. An apple, banana, orange, or carrot sticks are nutritious examples of snacks that could be brought in a reusable container. The children are expected to bring a nutritious snack, rather than sweets.

Children are free to use the bathroom at any time during the day. Good bathroom habits, flushing the toilet after use, washing hands, getting a drink, are encouraged.

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## QUESTIONS OFTEN ASKED BY PARENTS

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### **Will My Child Learn to Read in Kindergarten?**

Possibly. However, no formal group reading lessons will be conducted. Books are a vital part. Words, letters, and sounds are part of the environment.

### **Will My Child Learn to Print in Kindergarten?**

Activities with manipulatives such as pencils, scissors, and crayons help develop correct pencil grip. Tasks involving printing will be approached developmentally, beginning with tracing letters to gradually printing independently. Teaching correct letter formation begins with each child's Kindergarten name (uppercase first letter followed by lowercase letters). As you support printing skills at home please refer to the guide for correct letter and number formation located at the back of this handout. As the school year progresses these skills continue to be systematically introduced and practiced.

### **How Should My Child Dress for Kindergarten?**

Boys and girls engage in the same activities. They participate in painting, climbing, sitting and playing on the floor, as well as playing outdoors in all seasons, and should be dressed for these activities. Girls may like to wear shorts underneath dresses or skirts. **Please have all belongings clearly marked.** Please also send a spare set of labeled clothing that will be kept in the backpack at all times, in case of "accidents".

### **What if My Child is Upset?**

Keep in close touch with your child's teacher. Clear up misunderstandings immediately - this is vital to your child's happiness. Exhibit a cheerful, positive attitude toward school.

### **Will I Be Able to Visit My Child's Class?**

Parents and guardians are encouraged to visit. Please call your child's teacher to arrange a convenient time. Also, parents are requested to help with such things as field trips, cooking classes, special events and some regular class programs. This provides a valuable link between home and school.

### **Does My Child Have a Hearing Problem?**

The ability to hear will have an effect on learning. The child who does not hear well will likely have problems in school. Early detection of a hearing impairment is vital. If your child shows some of the following behaviors, contact your physician and request a hearing test:

- seems not to pay attention
- asks to have things repeated
- often frowns or strains forward to hear
- does not come when called
- does not use certain sounds in speech
- shows a deformity or swelling in or about the ears, discharge from ears or has frequent earaches

### Does My Child Have a Vision Problem?

Vision needs time for growth and development in order that seeing tasks can be performed with both eyes working together. The development of a child's visual skills in the pre-school years will have a definite effect on his/her achievement in school. Many children enter school with undetected visual problems, Children's vision should be tested by an ophthalmologist or optometrist before age three. It is estimated that one child in four will need some type of eye care and delaying treatment may result in unnecessary damage to vision. Signs of vision problems include the following:

- excessive watering of eyes
- frequent blinking, squinting or rubbing eyes
- tilting the head noticeably to one side or the other
- covering one eye and using the other
- frequent stumbling over objects
- red, swollen eyelids
- inability to pay attention or lack of interest in picture books
- undue sensitivity to light

### What Can I Do Just Before School Begins in September?

- label all your child's belongings
- establish regular routines for meals and bedtimes
- establish safety rules and routines: drive to the school and show your child the drop-off place and explain what safety precautions need to be taken in the parking lot
- make alternate arrangements for care after school, when necessary, and notify the school of baby-sitting arrangements
- all school supplies will be provided for your child
- **please send a pair of "inside" shoes that will be left at school. (rubber soles and slip on or velcro fasteners rather than shoes with laces.)**
- your child will need a **backpack** to carry papers and newsletters home
- please provide a spare set of clothing to be kept in your child's backpack in case of "accidents"
- please send your child's lunch in a **lunch kit**

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## KINDERGARTEN TRAFFIC SAFETY TIPS

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A child must always be accompanied by a responsible adult when crossing the street for a variety of good reasons:

- their vision and hearing is not fully developed;
- it takes them longer to focus and their vision is blurred;
- their thinking is concrete rather than abstract (danger and safety are abstract concepts);
- their attention span is short and they are easily distracted; and
- they cannot see the roadway over shrubs, snowdrifts or the hoods of parked cars.



The following rules of safety should be learned by the first day of school:

**STOP:** before crossing the road, street or railroad tracks

**LOOK:** left and right, then left again, before crossing the road

**LISTEN:** carefully before crossing the road. In some places traffic is unseen until too close for safe crossing.

If there are no sidewalks and it is necessary to walk along the road then:

- walk on the left side of the road, facing the traffic
- keep to the edge of the road
- never play games while walking on the edge of the road
- use the safety lanes where provided.



## How Can I Help - Now & Throughout the Year?

Here are some suggestions you may find helpful:

- Review Bible stories with your child and help them practice memory verses.
- Encourage your child to participate in prayer with you.
- Encourage your child's independence at school by slipping out of the classroom once you have helped them get ready for the day, and possibly supported them with activities at their tables. When parents stay much longer, children find it more difficult to have them leave and are less focused due to their presence.
- When your child is exposed to media (video, TV, movies, computer and electronic games), watch it with your child and talk about what is going on - is it "real" or "make believe"?
- Read to your child daily. Research has shown that those children who learn to read easily have one thing in common: they had been read to from a very young age. Vocabulary, knowledge of the way words go (left to right) and attitudes are developed in a secure loving setting. Parents should, as much as possible, encourage children in the enjoyment of reading. Let your child sit beside you so that words can be pointed out. Encourage your child to tell you what might happen next. If you are interested and enthusiastic, your child will be too. Show that books are sources of various kinds of information, not only stories. Some books on reading to children are available from the public library. A home reading program begins in November. It is expected that you will read with/to your child every school night.
- Give your child simple instructions to follow - "put in/on, beside, under" or "please bring the big, fuzzy, yellow teddy bear".
- Help your child accept emotions - anger, sadness, happiness, loneliness, and learn to live with them. i.e., showing empathy. Let your child know that everyone, including adults, experience these feelings. (To feel anger is all right, but it is not all right to take out your anger by hitting someone).
- Give your child a wide variety of experiences e.g., show where you work, or visit grandparents, aunts, uncles, cousins, friends.
  - help your child learn to pump a swing, swing a bat, hop, skip and jump
  - help your child learn how to hold a pencil, color, paint, use scissors
  - help your child determine and remember left and right
  - visit beach, art gallery, shopping center, bank, dentist, doctor, zoo, library
  - let your child have some time away from you.
- Let your child help plan some activities for the day.
- Help your child learn the importance of good manners (table and social) e.g., please, thank you, excuse me, you're welcome.
- Help your child repeat nursery rhymes, tell stories and sing songs.
- Help your child learn to finish tasks.
- Give your child small jobs around the house such as setting the table, putting toys away, putting out clean towels in the bathroom. Some reasons for doing this are that the child learns to accept responsibility, the child feels useful, and the child learns to follow directions.



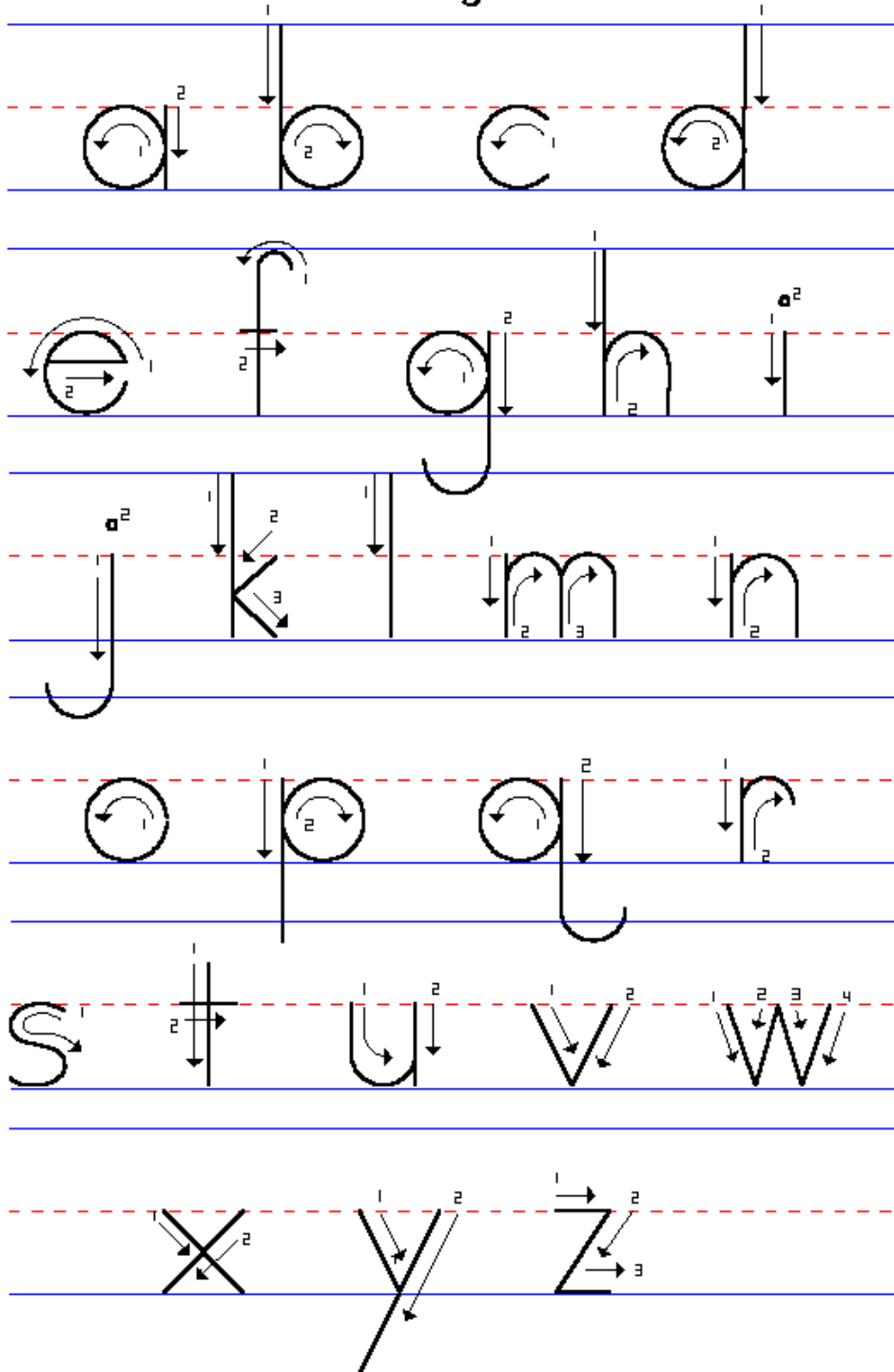


- Let your child take short trips with you to the mailbox, store, or the neighbors. Research has shown that these outings provide valuable opportunities for you to talk with your child about what is going on at the time. It is not necessary to talk down to your child or talk "baby talk".
- Help your child learn his/her full name, address, telephone number, birth date and your family name.
- Give instruction in appropriate toilet and bathroom habits: e.g., washing face, combing hair and blowing nose; washing hands after using the toilet and before eating.
- Teach your child how to dress and undress using buttons, zippers, buckles and laces, and how to hang up clothing.
- Encourage the development of curiosity by being curious yourself, by answering your child's questions and by helping your child find the answers.
- Allow and encourage your child to plan some time of his own without parental guidance.
- Allow your child to try several times at accomplishing a task before you step in and help. Encourage your child not to run to you at every step as he does a task.
- Speak with your child, encouraging use of full sentences. Verbalizing everything you do increases your child's vocabulary and understanding. Explain what you are doing while making a bed, scooping out ice-cream for a cone, or doing your grocery shopping. Talk about color of clothing, number of socks, etc.
- Encourage imagination.
- Allow your child to take some risks, to pursue curiosity and to deal with change.
- Allow your child to make choices.
- Establish limits. Enforce these kindly but firmly.
- Sort objects into categories, e.g., cutlery from the dishwasher or toys (vehicles, books, doll's clothing, etc.)
- Please encourage regular attendance at school.
- However, when your child is not well we would appreciate you keeping him/her at home and notifying the school. Please call the office at 250-832-5200 and leave a message with the secretary or send an email to [info@kingschristianschool.com](mailto:info@kingschristianschool.com) by 8:00 a.m.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Tracing Guide



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Tracing Guide

