



École Élémentaire
LOIS E. HOLE
Elementary School

**Lois E. Hole
ELEMENTARY
SCHOOL**

*“A Natural place to learn and
grow”*

**Our Kindergarten
Programs**

**Programs of Choice
English
French**

Website: leh.spschools.org

Twitter: @LoisHoleSchool



Welcome to Kindergarten at École Lois E. Hole School

At École Lois E. Hole School we offer kindergarten in two programs, French and English. Whichever program you choose for your child, the principles and program philosophy that govern our Early Childhood Programs are the same. We hope you will find the following information helpful in understanding the dimensions of the Early Childhood Programs at Lois E. Hole.

Kindergarten Program Rationale

Early childhood is a significant period in human development. Independence, initiative, decision making, creativity, the ability to learn, the ability to relate to others, and feelings of self-worth all have their beginnings in early childhood. What young children learn at this stage will have a major impact on successful learning experiences in school, on personal development, and on future participation in society.

The kindergarten program not only helps prepare children for entry into grade 1 but also provides a foundation for later success. The purpose of kindergarten is to provide learning experiences that are developmentally appropriate in order to meet the diverse needs of children and promote a positive attitude toward lifelong learning. A child whose developmental needs have been met is more likely to grow into a self reliant, responsible, caring and contributing member of society.

The kindergarten learner expectations describe learnings that are appropriate for young children and are part of a continuum of learning. Young children begin learning in a variety of environments – in their homes, in day care programs, and in the community. They arrive in kindergarten from diverse backgrounds and with a variety of experiences. Some children are already developing, or have developed, some of the learnings described in the Kindergarten Program Statement. Most children will achieve these learnings before they enter grade 1. Others will continue to develop them during the primary school years. Young children benefit from programs that help them explore the world around them and guide them through the transition from home to school.



Kindergarten Program Philosophy

Our program philosophy is based on the six principles as outlined in the Kindergarten Program Statement – September 2005

Principle 1: Young children learn best when programming meets their developmental needs.

Principle 2: Young children develop knowledge, skills and attitudes that prepare them for later learning.

Principle 3: Young children with special needs, through early intervention strategies, develop knowledge, skills, and attitudes that prepare them for later learning.

Principle 4: Young children build a common set of experiences through interaction with others.

Principle 5: Parents have the opportunity for meaningful involvement in the education of their children.

Principle 6: Coordinated community services meet the needs of young children and their families.

Program Organization

The kindergarten program statement provides learning expectations in seven learning areas. The following learning areas are interrelated and are integrated through instructional activities:

- Early Literacy
- Early Numeracy
- Citizenship and Identity
- Environment and Community Awareness
- Personal and Social Responsibility
- Physical Skills and Well-being
- Creative Expression

The expectations of the seven learning areas are interrelated and meet the social, physical, intellectual, cultural, creative and emotional needs of young children. These learning areas describe the learnings that young children accomplish not only in the kindergarten program, but also in their homes and communities. They provide a transition to the subject area expectations of elementary schooling.





Young children learn in an integrated way and many of the learnings identified in this program statement will be accomplished simultaneously. It is intended that the learner expectations will be integrated through learning activities that are developmentally appropriate for young children.

The learning expectations of the kindergarten program statement should be adapted and modified to meet the needs of all children.

Learning Through Play

The basic philosophy of the kindergarten program is that children learn best through play. Play allows children to learn about themselves, their world and how to interact with other people. Play is the foundation of an early childhood program. It is through play activities that a child has learned most of what he knows before coming to school. Play includes a wide range of activities and materials and the use of imagination, through which the child, alone or with others, explores and orients himself to the actual world of things, people, animals, structures, space and time. It provides the means for practicing and consolidating all that he knows, building a base for logical and abstract thinking. Play is the way children learn. It is their work, their accomplishment, and their pride!

What a Typical Day in Kindergarten May Look Like

- Half-day Kindergarten is a 2 hour and 40 minute daily program.
 - the morning program runs 8:55 a.m. to 11:35 a.m.
 - the afternoon program runs 12:45 p.m. to 3:25 p.m.
- Full-day Kindergarten runs 8:55 a.m. to 3:25 p.m.

Our days are active and busy! The schedule is a flexible one that changes according to the needs of the students and program content, but we try to keep a fairly regular routine so the children can be comfortable and confident. Some days may include special projects within a topic: field trips, group art, class writing, constructing, cooking, holiday celebrations, etc.

Half-Day Kindergarten Schedule (A Sample)

8:50 a.m. 12:45 p.m.	Children enter the school. Children are encouraged to remove jackets, boots, outdoor shoes, etc. independently. Children put their indoor shoes on in the group area in the classroom. Children hang up their names on the classroom chart. Children look at books in the group area until opening exercises begin.
9:05 a.m.	“O Canada”/Announcements
9:10 a.m. 1:00 p.m.	Circle Time: Greetings: Guests, parent helpers, teachers Calendar Concepts – Theme Work Possibly Stories/Poems/Rhymes
9:40 a.m. 1:30 p.m.	Center Time: Many of the centers relate to our theme or topic of interest which can be initiated by the teacher or children. Within the week there are centers all children are expected to participate in (e.g. – literacy, math, science, fine motor or art experiences). The teacher may work individually or with small groups of children during this time. The parent helper is working at a center with individual or small groups of children. Children are expected to clean up their area before choosing another center. Each centre has an optimum number of participants at a time.
10:50 a.m. 2:40 p.m.	Clean up
11:00 a.m. 2:50 p.m.	Creative Time: Stories Songs Drama Sharing Stories Puppets Games
11:30 a.m. 3:15 p.m.	Preparation for home Reminders/reviews of upcoming events Removing indoor shoes
11:35 a.m. 3:25 p.m.	Departure for home. Parent pick up or bus pick up.

Full-Day Kindergarten Schedule (Sample)

8:50 a.m.	Children line up and enter school
9:00 a.m.	O Canada/Announcements
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9:10 a.m.	Carpet/Circle time #1
9:40 a.m.	Work/Play Centres A (includes snacks)
10:50 a.m.	Tidy up
11:00 a.m.	Carpet/Circle time #2
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11:30 a.m.	Prepare for lunch
11:40 a.m.	Lunch Recess (outside or in the gym)
12:10 p.m.	Lunch
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12:40 p.m.	Quiet time
1:10 p.m.	Carpet/Circle time #3
1:30 p.m.	Work/Play Centres B and special activities (e.g. Drama)
2:45 p.m.	Tidy up
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2:50 p.m.	Group afternoon snack
3:00 p.m.	Carpet/Circle time #4 or Recess outside/Community Walk
3:15 p.m.	Prepare to go home
3:25 p.m.	Dismissal, buses and pick-up to go home.

Learning Centers

The learning center time is an essential part of the kindergarten program. Children make choices and interact with their environment. As children use the learning centers, the teachers will be providing experiences that foster thinking. We are active participants, stimulating learning using a variety of approaches – through questions which extend learning and reinforce concepts. The information and observations we make through this active participation are used to evaluate and modify both the program and/or environment and to meet group and individual needs. Orienting children to new centers and/or materials as they are introduced is vital.

Many centers continue throughout the school year but the materials at these centers are changed to provide the children with a variety of learning experiences to reflect the themes that are being explored in the classroom. The teacher and/or children can initiate themes.

Following are a number of centers that your child may experience over the course of the year:

Writing Center

As the children become familiar with, and gain confidence in, using basic writing tools (pencils, paper, felts, crayons, stapler, hole punch, etc.), they develop an awareness of the concept of print and are encouraged to become authors as they dictate or write their own stories. The writing center encourages expression of ideas and beginning writing skills.

Math Center

Children discover basic math concepts through the manipulation of a wide variety of materials: blocks, water table, sand box, play money, balance scale, measuring devices, counting, and sorting materials.

Library and Reading Corner

The enjoyment of books develops an awareness of the concept of print, introduces characters, and teaches sequencing, consequences and outcomes of situations. Children may retell stories using other media, such as puppets, microphone, flannel board, etc.

Fine Motor Activities with Manipulatives

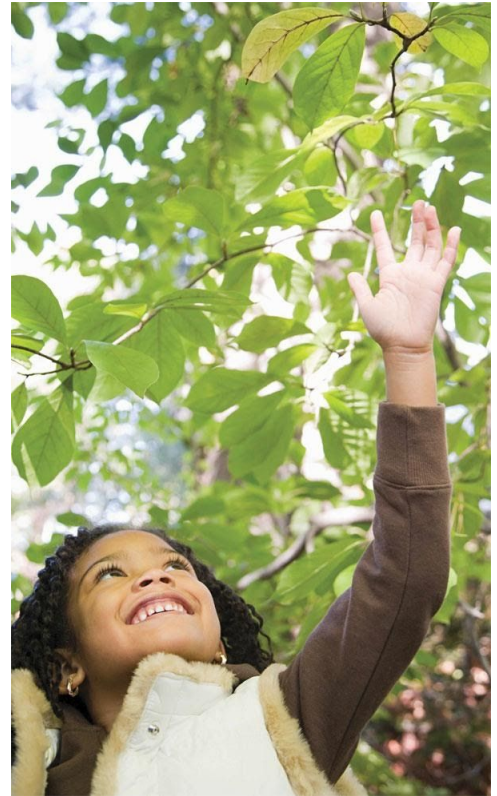
You will find a wide range of materials in the kindergarten classroom, including: puzzles, beads, magnetic and chalk boards as well as learning games which promote literacy, language, and math concepts and increase concentration, attention span, and small muscle control.

Creative Expression

Various materials (paint, scissors, glue, crayons, paper, cloth, etc.) help to develop fine motor skills and serve as vehicles for self-expression.

Dramatic Play

Dramatic role-playing encourages social and emotional growth. The house can serve as a store, space center, hospital, cave, etc. Language skills are developed as children role-play in the house.



Block Play

Block play is a rich area to encourage cooperation among children. Block play is a testing ground for simple building principles and many math and science concepts.

Nature as our Classroom

Nature is good for our children's education, health and well-being. Being regularly immersed in the outdoors can reduce stress while boosting immunity, energy levels and creativity. Our students will use our local natural environment often as an extension of their classroom.

Sand/Water Play

The use of funnels, measuring cups, and toys in the sand/water fosters math and science concepts. As well, sand/water play provides sensory experiences and promotes social interaction and cooperation between children.

Science

Science activities allow children to discover, observe, and explore basic concepts in their environment. These observations become the foundation for further learning in the sciences.



Cooking

Cooking develops and fosters a variety of skills, for example, *sensory experiences* (shape, colour, texture, smell, and taste); *math concepts* such as quantity, measuring, timing, dividing, and portions; *reading skills*: following a recipe, introduction of new vocabulary related to this experience; *comparisons* between raw and cooked foods; *experiments* and new tastes in food.

Listening

Recordings and musical instruments may be used to develop a sense of rhythm. Exposure to a variety of music, poems, rhymes, and stories promotes listening and language skills.

Technology

The use of technology by the children extends and reinforces literacy, numerical, and science concepts in the classroom. This includes exposure to and interactions with interactive white boards, iPads, document camera and other technology.

Playdough

Playdough is used to develop fine-motor skills with children: sculpting letters, numbers, and various shapes. Mathematical concepts and language are also developed at the play-doh table.

Puzzles and Games

Puzzles and games encourage the development of spatial relationships, patterns, perceptual skills, and co-operation.



Puppetry

Children may use puppets to act out stories, or to express their own ideas and opinions.

Art

Children are provided opportunities for expression of their ideas, perceptions, feelings, and thoughts through experimentation with various materials.

A variety of art materials will be available over the year for the children to explore. We stress the process, the creative intention – not an end product. We encourage the children to explore openly with the materials provided. **ALL** children's creative endeavors will be celebrated!

Communication

We believe it is important to inform you, the parent/guardian, about the program and the learning that is occurring within the classroom for your child. As well, you will need to be informed about school activities. You can expect to be informed in the following ways:

- Teachers will send home a weekly or monthly newsletter. The newsletter will contain information about what we are learning in the classroom as well as upcoming events such as field trips, library days, assemblies, items that the children will need to bring in, etc. Included in the newsletter will be a monthly calendar, indicating special events. Please take the time to read the newsletter. Children are often upset if they have not brought in their required materials for special outings/projects, and this often results in tears.
- The school produces a weekly newsletter.
- During the year we have two conference times: in late Fall and late Winter. This is an opportunity to share with you the growth and development that your child has made in the program. Ongoing communication happens on a daily basis with parents, as needed, through personal notes, telephone calls, emails and/or interactions at school.

Parent Partnership

Many aspects of our programs would not be possible without the assistance of parents/guardians. If you are able to help in the classroom you are usually in the room for the duration of the morning/afternoon. As a helping parent in the classroom you may be doing any number of activities. You will usually be working with a small group of children during our center/activity time. You may be facilitating a center or working with a small group. When possible, we try to have your child start the day with you at the center. After they have completed the activity with you, they can choose another center.

All parents will be given a volunteer form in September to fill out. On this form you can indicate if you are able to help in the classroom and what days of the month work best for you.

If you are a working parent, do remember that other family members are welcome to assist in the classroom. We have an open door policy in our kindergarten programs. Please know that you are always welcome to join our exciting kindergarten learning community!

Wired for Sound: FM Soundfield Systems

You may notice some teachers wearing mike headsets. These wireless microphones are part of a system in the classroom which amplifies the teacher's and student's voice slightly and channels the voice through speakers placed strategically in the classroom in order to meet the learning needs of all students.



What Can I Do To Prepare My Child For Kindergarten?

Parents often ask us if there is anything that they can do to prepare their children for school. Our answer would be to:

- Read to your child every day for 15 minutes (or longer) from birth to infinity. Share your enthusiasm for books and have fun. Talk about the book with your child, pointing out the title, author, beginning and end of the story. Ask questions about the book or story: What do you think is going to happen next? Encourage your child to ask questions and take time to answer questions. What is a word? Talk about the space between words.
- Develop your child's literacy skills by singing the alphabet and/or other songs. Point out letters around the house (on cereal boxes, on television, in books or in magazines). Play letter games to help your child learn the names of the letters of the alphabet. Talk about the sounds of letters.
- Recite familiar rhymes like "Jack and Jill", "Twinkle, Twinkle Little Star", "Mary Had a Little Lamb", "Little Miss Muffet", "Humpty Dumpty", and "Hickory Dickory Dock". Talk about words that rhyme. Play "pat-a-cake" with your child.
- Encourage children to take increasing responsibility for dressing/undressing themselves, i.e., putting on their own jackets and shoes, zipping up their backpacks and jackets, etc.
- Provide opportunities for your child to use scissors, pens, pencils and markers. Encourage your child to experiment with these tools to draw, create and record their observations of their world. Help your child to learn to print his/her name and other letters/words.
- Help your child learn his/her name, shapes, and numbers 1 to 10.
- By the end of kindergarten we encourage children to know their home phone number and address.
- Provide opportunities where your child can gain independence and social self-confidence outside the home setting, i.e., playgroups, library classes, dance classes, etc.



All I Ever Really Needed To Know I Learned In Kindergarten

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned:

Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work some every day.



Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup - they die. So do we.

And then remember the Dick and Jane books and the first word you learned - the biggest word of all - LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think what a better world it would be if we all - the whole world - had cookies and milk about three o'clock every afternoon and then lay down with our blankets for a nap. Or, if we had a basic policy in our nation and other nations to always put things back where we found them and clean up our own messes. And it is still true; no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

Robert Fulghum