

WELCOME TO KENBROOK

Your child has been learning many things from many people - you the parent, other children, other adults - from the date of birth. We want to welcome you to yet another set of experiences - kindergarten in the Farmington Public Schools. We are pleased to be given the opportunity to add to these learning's and look forward to sharing the responsibility for your child's education.

Two-way communication is critical to your child having a successful school experience. We encourage you to contact your school whenever questions or concerns arise. Through working together, we can better provide what is appropriate and necessary to further this process.

This booklet is intended to inform you about your school's kindergarten program and to assist you in preparing your child to begin this new experience.

CHECKLIST

The following list of items must be completed and submitted before your child can enter kindergarten:

Registration Form

Kindergarten Pupil Information Form

Health - Immunization Form

Note: Please make sure your child's immunization record is complete and up-to-date. It must include dates, as well as month and year. *By state law, a child cannot enter school without it.*

Birth Certificate

Children who will be five (5) years of age on or before December 1st may enroll in kindergarten in the fall of the year in which their fifth birthday occurs.

How to Obtain a Birth Certificate

If birth occurred in:

Washtenaw

Contact:

Michigan State Health Dept.
Bureau of Vital Statistics
Lansing, Michigan 48904

Oakland

Pontiac City Hall Records
450 Wide Track Drive, E.
Pontiac, Michigan 48058

Wayne County
Cities, Villages, and Townships

Local Registrar
(City or Village Clerk)

- or -

Wayne County Clerk
Room 205, City-County Bldg.
Detroit, Michigan 48226

- or -

Michigan State Health Dept.
Bureau of Vital Statistics
Lansing, Michigan 48904

Other counties within and
Outside Michigan

County Clerk
City-County Building
County Seat, State, Zip Code

- or -

Health Department
Bureau of Vital Statistics
State Capitol, State, Zip

PLEASE REMEMBER:

1. All pupils registering in kindergarten **MUST BE FIVE YEARS OF AGE ON OR BEFORE DECEMBER 1st** of the year in which they are enrolled for September school attendance.
2. The child's birth certificate **must** be presented to the school office before the child may enter school.

Before School Begins

The summer weeks provide a wonderful opportunity to prepare your child for going to school.

1. Practice the best route to the school or bus stop.
 2. Show your child the school playground so he/she is familiar with it when school begins.
 3. Discuss school activities, school friends, new experiences, and things to learn.
 4. Discuss any doubts or fears your child expresses. Try to answer all questions in a positive, reassuring way, and let your child know there will be friendly people to help on those first days of school.
 5. Give your child many opportunities to play with others. Preschoolers who play with other children adjust more quickly to school life.
 6. Surround your child with books and read to him/her often. It is important that he/she finds pleasure and satisfaction in reading.
 7. Encourage your child to take turns, seek permission when using the belongings of others, and become more considerate of others.
 8. Encourage your child to wash and dress, put away toys and attend to lavatory needs without assistance.
- The more independent your child is, the easier the school adjustment will be.
9. Teach first and last name and address to your child.
 10. Encourage your child to talk about experiences, and what is seen and felt. Talk about comparisons by relating present to past experiences.
 11. Give your child choices within reason, "Which of these activities would you like to do first?"
 12. Give your child tasks to do every day. Completion of these will help develop a sense of responsibility and self-worth.
 13. Encourage your child to use language appropriate to his/her age.
 14. Label all articles of clothing and other items brought to school with first and last name.
 15. Boots should be large enough so that your child can put them on and take them off without assistance.
 16. Clothing should be easy for the child to put on and remove.
 17. Make sure your child gets plenty of rest each night.

THE FIRST DAY OF SCHOOL IS A BIG EVENT!

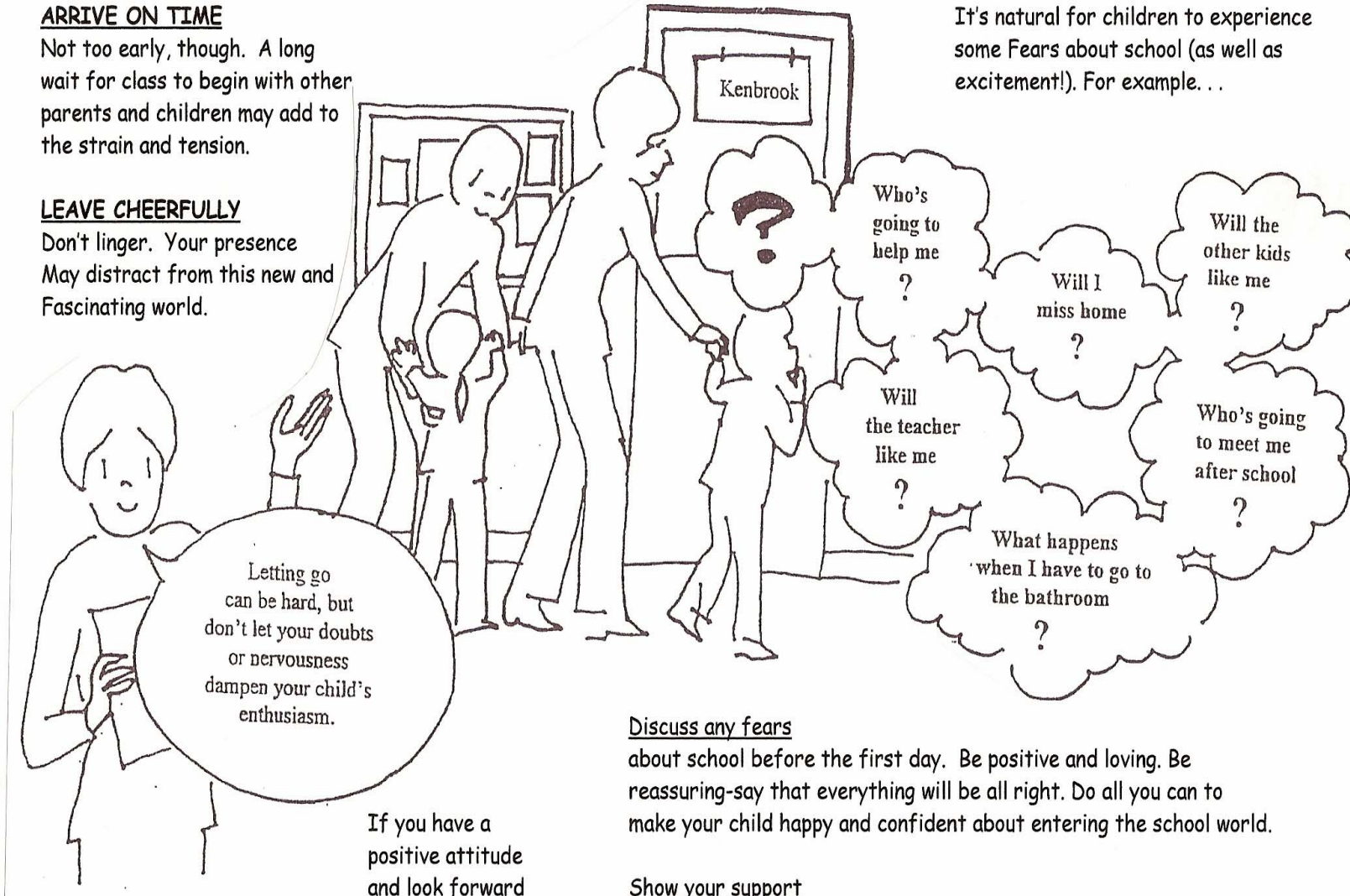
ARRIVE ON TIME

Not too early, though. A long wait for class to begin with other parents and children may add to the strain and tension.

LEAVE CHEERFULLY

Don't linger. Your presence may distract from this new and Fascinating world.

It's natural for children to experience some Fears about school (as well as excitement!). For example. . .



Letting go can be hard, but don't let your doubts or nervousness dampen your child's enthusiasm.

If you have a positive attitude and look forward to the first day in school, your child will probably do the same.

Who's going to help me ?

Will I miss home ?

Will the other kids like me ?

Will the teacher like me ?

Who's going to meet me after school ?

What happens when I have to go to the bathroom ?

Discuss any fears

about school before the first day. Be positive and loving. Be reassuring-say that everything will be all right. Do all you can to make your child happy and confident about entering the school world.

Show your support

By encouraging your child to openly discuss his or her feelings about school with you and by meeting with the teacher to work out any problems. Teachers care how parents and children feel.

The following information gives some behavioral characteristics of children from 5 years old to 7 years old. The chronological age of most Kindergarten Students on the first day of school can be anywhere from 4 to 7 years old. Remember that most children look like the 5½ year old as described below. Our curriculum needs to be able to accommodate these behaviors.

Typical 5 ½ year old behavior characteristics

1. Is poor in making choices.
2. Responds slowly to direct commands and may need more than one chance.
3. Shows extremes in behavior and may burst into tears when he/she cannot resolve the inconsistencies he/she senses.
4. Knows when he/she doesn't have the "right answer", but sticks to original idea - is unwilling to try a different answer or process - has difficulty making choices.
5. Needs consistency; it helps to organize self.
6. Is inconsistent in what he/she can turn out; some days is very productive, some days can accomplish nothing and needs adults who can adjust to inconsistencies.
7. Finds it difficult to stop poor behavior once it starts; needs a re-routing of behavior before he/she gets into trouble. Needs to be warned as he/she approaches poor behavior.
8. Is much more awkward in many movements and the way he/she handles materials (spilling, accidents, knocking things over, etc.)
9. Tensional outlets increase markedly and take a variety of forms (hand-to-mouth, nail biting).
10. May work with tongue out or tongue sweeping across lower lip; may chew on hair or on a pencil.
11. May have lost a considerable amount of the sureness of eye-hand coordination possessed at age 5.
12. May show temper tantrums (but this usually happens at home).
13. May call names. ("You're a dope" is a favorite".)
14. May resist direction with "I want".
15. Teeter totters - reverses in performing tasks.
16. Consistently reverses with right and left, with numbers or letters going in "correct" direction.
17. Fluctuates between tattling and pleasing.

Parent's attitudes are important, too!

Much of a child's attitude towards school and learning is formed before reaching kindergarten. The attitudes and practices of parents are crucial, because you're the most important person in your child's life. Children learn in many ways. One of the most prominent is by modeling those important to them.

For example, reading is more likely to be important if a child has seen reading material around the house, has observed adults reading a great deal and has been read to frequently.

If a child sees parents deal with new situations openly and calmly, coming to kindergarten will more likely be viewed positively.

All I Really Need to Know I Learned in Kindergarten.

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 plan and work every day some.

Take a nap every afternoon.

When you go out into the world, watch out for traffic, hold hands, and stick together.

Be aware of wonder. Remember the little seed in the Styrofoam 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 Styrofoam cup - they all die. So do we.

And then remember the Dick-and-Jane books and the first word you learned - the biggest word of all - LOOK.

Author - Robert Fulghum, (1988)

Kindergarten Philosophy

The focus of kindergarten is to look at each child as a unique individual and to provide a supportive, caring environment in which to build a positive self-image and nurture the child's desire to learn.

Learning is a developmental process in which children progress through predictable stages at their own rate of growth. The curriculum integrates this process by coordinating the child's natural learning styles with instruction that is responsive to individual differences and prior experiences. Children actively engage in learning through a hand-on-approach that encourages exploring and sharing.

Play is a child's work. It is the natural means by which physical, social/emotional and intellectual growth takes place. As children play, they are making choices, solving problems and learning to interact with peers.

We believe that this philosophy can best be implemented through a multisensory and developmentally appropriate program, which focuses on the whole child.

Kindergarten Curriculum

Our kindergarten is designed to help children learn skills and concepts in all curriculum areas - mathematics, art, language, social studies, science, health, physical education and music - through activities and materials designed to meet the developmental needs of the young learner.

Research in the area of child development has indicated that young children learn very differently than older children or adults. They need to have many concrete experiences with skills and concepts before they encounter them in the more abstract workbook format. We are addressing the young child's unique learning style by providing carefully planned activities and utilizing the learning center approach in the classroom.

As children work at learning centers, they are presented with letters and sounds, counting and number recognition, and skills needed for school success. They are also learning many "life skills" that can help them be successful even beyond their school years. In a learning center approach, children make choices; use time management techniques, problem solve, and work cooperatively. They are learning how to learn and are becoming life-long learners.

Pre-Reading General

Read to your child. **This is a must.** Read stories, poems, and riddles often and look at magazines and books. Talk about the pictures. Sometimes use a puppet and pretend it is doing the reading.

What do you remember? Show the child a simple picture and ask him/her to look at it carefully. Take away the picture and ask him/her to tell you all the things he/she remembers in the picture.

Which disappeared? Show several small familiar items. Have your child cover his/her eyes. Remove one of the items and then ask he/she to say which was removed.

Describe the feeling. Have your child discuss how he/she would feel if they were Pinocchio or Cinderella. (Name other characters he/she knows well enough to imagine being.)

Since reading is from left-to-right and top-to-bottom, it is important that children become familiar with this order. Use a calendar to develop the left-to-right on the page. Suggest he follow with his finger as you read.

Place items left to right in activities you do with your child, i.e., putting cookies on trays, hanging items on a line, frosting cupcakes, etc.

Have your child watch educational children's TV shows such as Sesame Street and others. Too much TV can be inhibiting to creative thinking!

Teach simple nursery rhymes: "Jack be Nimble", "Jack Sprat", etc.

Through magazines and experiences, help your child understand such concepts as in, out, under, over, between, large, small, wet, dry, soft, rough, and smooth. When giving directions, use the terms, "under, over, between", etc. Make collections of items with similar characteristics such as rough or smooth or shiny.

Comic cutouts. Give your child sets of pictures in which each picture tells part of a story. Simple comic strings are especially useful for this. Mix up the pictures and ask him/her to arrange them to tell the story. Be sure he puts them in left-to-right order. Accept any order that makes sense.

Teach him/her his own address and phone number.

Dear Kindergarten Parents,

Next year your child will be learning a manuscript handwriting called "Zaner-Bloser" or more commonly called the "block and stick" method. Based on current research, the Farmington Schools decided that the Zaner-Bloser handwriting method would be taught beginning next year to all students. Students in second through fifth grades will continue using the D'Nealian handwriting method that was taught to them in previous years.

Below is a copy of the block and stick alphabet. During the summer you may have your child use this type of manuscript handwriting to help them recognize their letters. Direct teaching of this handwriting will occur in your child's Kindergarten classroom next year.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq Rr

Ss Tt Uu Vv

Xx Yy Zz

Dear Kenbrook Parents,

As you may be aware, we are working hard to make our arrival and dismissal time safe and efficient. We have many parent volunteers who are working closely with the school to monitor the safety of our students at the beginning and end of the day. Our parking lot and neighborhood streets are very congested with cars dropping off/picking up students. Additionally, some students walk to school, and we have neighbors who would like to get to work on time. We need your help in relieving the frustration caused by this congestion, and we need your help in making it safe for our children.

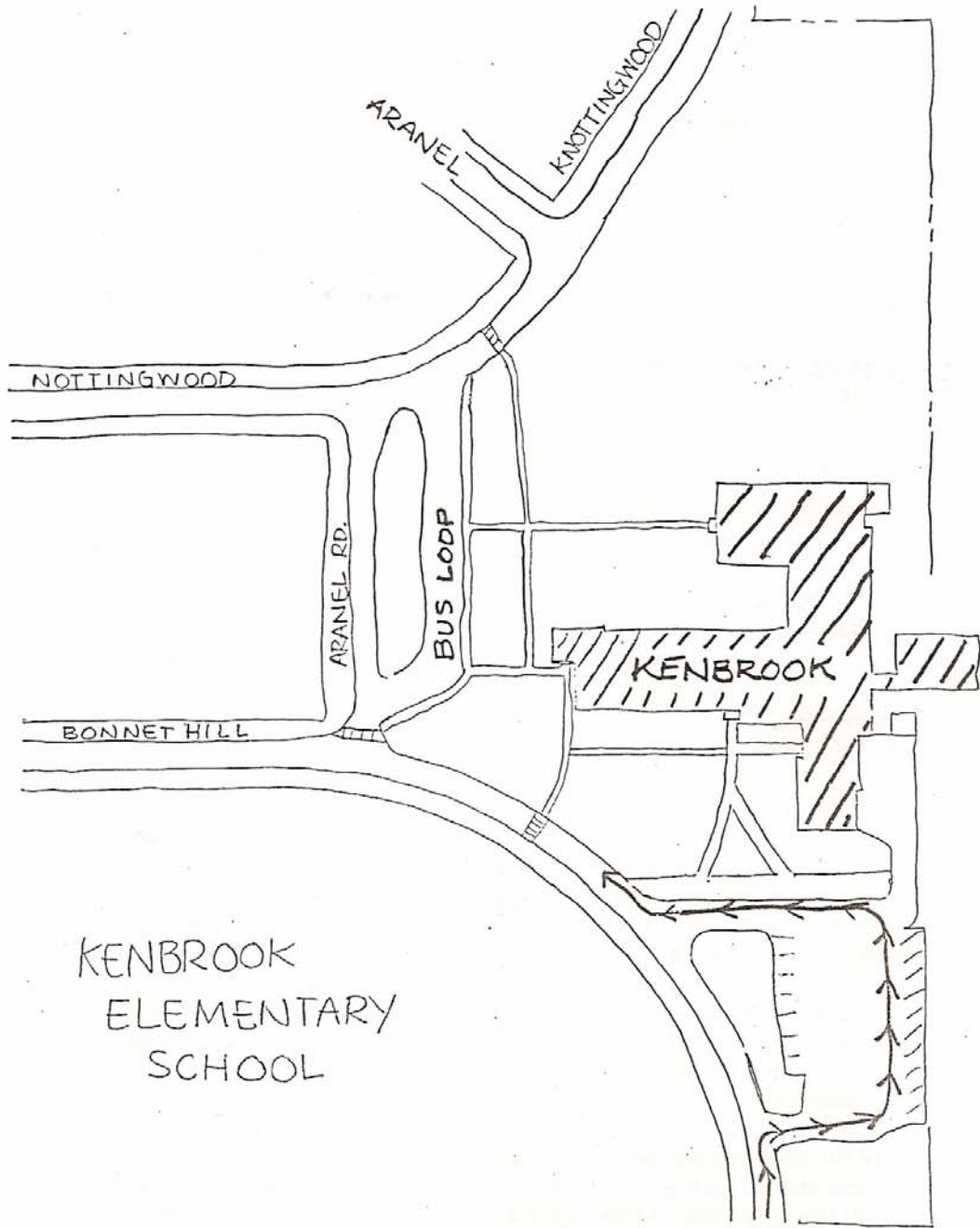
On the reverse side is a map showing the traffic flow at arrival and dismissal. The bus loop is intended for bus traffic only. All students must be dropped off and picked up on the sidewalks by **the parking lot**. Please, please do not drop off children in the street, as this is very dangerous. We also ask that you do not park your car in the parking lot to pick up your children. There is little space in our parking lot, many staff are leaving at the end of their day, and it creates a lot of traffic that our children have to walk through, which is extremely hazardous.

We are working with the city of Farmington Hills, the police and the school district to improve the current signage for both the parking lot and adjacent streets to Kenbrook. Please look for any new signs. The police will monitor and ticket those who do not follow the directions on the signs.

Student safety is our number one priority during arrival/dismissal, and we are asking that all Kenbrook families that pick children up follow these rules at dismissal:

- Cars will pull all the way along the sidewalk to the first red cone to wait for children. Do not leave a gap between cars, as this holds up the waiting cars in the street. Move the line forward as cars leave the parking lot.
- Children must watch for their cars in a single file line along the sidewalk. They may not approach their car until all cars have stopped.
- All cars must turn right as they exit the parking lot on to Bonnet Hill. Bonnet Hill continues into Brandywine that will take you to 12 Mile Road, or if you turn right on Hearthstone, it takes you out to Farmington Road.
- If your child is not outside waiting, or is not paying attention when you pull up, we must ask you to circle around the parking lot again, as all pick-up traffic is at a standstill until children arrive.
- The staff who is monitoring arrival/dismissal is there to help. Their job is to watch for students' safety and to help move the traffic along. It is not reasonable to expect us to open/close every door, or to individually assist each child as they arrive/depart Kenbrook.
- There may be times that you must park your car and come into the building (teacher conferences, after school classes, Scout meetings, etc.) This is not a problem, but if you park in the parking lot and come in to pick up your children, you must wait until all cars have cleared the sidewalk area before you can enter the parking lot.

Please take the time to thoroughly go over these new procedures. If you have any questions, or if you have insights that would help us make dismissal safe and efficient, I welcome all suggestions. Thanks to all of you that help make our children safe!



KENBROOK
ELEMENTARY
SCHOOL

Notes