

Kelso Elementary School
34651 SE Kelso Road
Boring, OR 97009
503 668-8020

Kindergarten Handbook for Parents 2018-2019



Introduction

The Kindergarten Handbook has been created to acquaint you with information about Kindergarten at Kelso Elementary School. We hope you will encourage and support your child as he/ she begins the life-long journey of learning. We look forward to getting to know you and your child.

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We want to welcome you and your child to our kindergarten program at Kelso Elementary School. We are looking forward to an exciting year of new experiences and lots of fun.

It is during the first years of life that children form attitudes about themselves, others, learning and the environment. These attitudes last a lifetime, so we work very hard to find ways to help children develop positive attitudes.

Our mission at Kelso is to encourage and implement a partnership between the school and the community that is focused on fostering the love of learning, maximizing scholastic opportunities and improving student achievement.

Educating a child is most successful when families and schools work together in the best interest of the child. Valuing education and the opportunities it provides are important. We are hopeful that you will find time to participate in some of our school activities. We are always in need of parents to help in the classrooms and in many other capacities.

Going to school is one of the most important experiences in a child's life. School can be an exciting place where children meet new and different people and participate in many new and different experiences. We promise to work diligently to provide all children with wonderful experiences that help them to feel good about themselves and their school.

Contact Information

Contacting the School

Kelso Elementary School: 503 668-8020

Website: www.oregontrailschools.com

Important Office Staff

School Principal: Robbie Bouslaugh

Secretary: Velita Shull

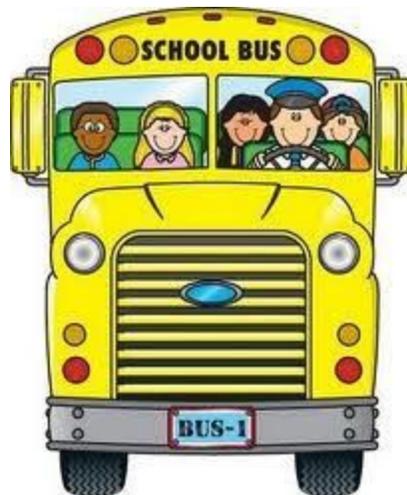
Assistant Secretary: Dawn Stubbs

Contacting the District

Oregon Trail School District Office: 503 668-5541

Contacting Transportation

STA: 971-249-3802



The First Day of School

I used to be little, but not any more.
Tomorrow I'll get up and walk out the door.
I'm going to school--it's the first time for me.
It's great to be big, but I'm scared as can be.

My tummy's in knots. Do you want to know why?
I'm thinking that maybe, just maybe, I'll cry.
When Dad leaves the school and I'm there all alone,
I'm thinking that maybe I'll want to go home.

But wait--mommy said I'll play lots of new games,
and meet lots of friends--I can learn all their names.
The first day of school, oh there's so much to do!
There's painting and books and a big playground, too.

I used to be little, but not any more.
Tomorrow I'll get up and walk out the door.
I'm going to school--it's my first day, you see.
It's great to be big! I'm so glad that I'm me!



Helpful Reminders

School Start Time: 8:45 AM

School End Time: 3:35 PM

****Please do not walk students to their classroom before 8:40**

Breakfast & Lunch: Students who qualify may receive free or reduced price meals. Applications are available at the school office.

Transportation: If you plan to pick up your child each day from school, please let the office know. Bus schedules will be available the week before school starts. Remember a bus driver will **NOT** drop off a kindergarten student at home without an adult present. Please send a note to school with your child if there are any changes in how he /she will be getting home.

When Your Child Is Ill: When your child is ill, please call the office at 503-668-8020 and report your child's absence. Thank you for keeping your child home if he/she has any of the following symptoms:

- a sore throat or earache
- swollen glands
- red or discharging eyes
- nausea or vomiting the previous night
- skin eruptions or rash
- signs of weakness, drowsiness, flushed skin, chills, headache, chronic cough or fever. Students must be fever-free for 24 hours before returning to school.
- All cases of head lice or nits should be treated and removed thoroughly so that your child can return to school as soon as possible.

If your child becomes ill at school, he/she will be sent to the office and you or one of the names listed on the emergency card will be contacted. Please notify us **immediately** if any contact numbers change.



Health Concerns: Please notify the school if your child has a health condition that might need special attention such as allergies to bee stings, food allergies, epilepsy, asthma, diabetes, heart conditions, hearing loss or vision problems.

Medication: If your child needs to take medicine while at school, a medicine authorization form must be filled out. These forms are available at the office. In addition, parents must bring the medication to the school office in the original container with complete directions. Please do not send medications to school with your child.

School Accident Insurance: Student Accident insurance is available to all interested families. Application forms will be sent home at the beginning of the year. They will also be available at the office.

School Closures: If a closure or late opening is deemed necessary, the information will be available on the district web site, www.oregontrailschools.com. The following radio and television stations also carry news of emergency school information due to bad weather:

Radio Broadcasting:

KRDR	1230	KWJJ	1080
KGW	620	KEX	1190
KXL	750	KYXI	1520
KUPL	1330	KCNR	1410

Television Channels:

2, 6, 8 and 12

Immunization Requirements

Oregon State law requires entering kindergarten students to have the following immunizations. These are to be up to date prior to starting school.

DTP: 5 injections

Polio: 4 doses

MMR (Measles, Mumps, Rubella): 2 injections

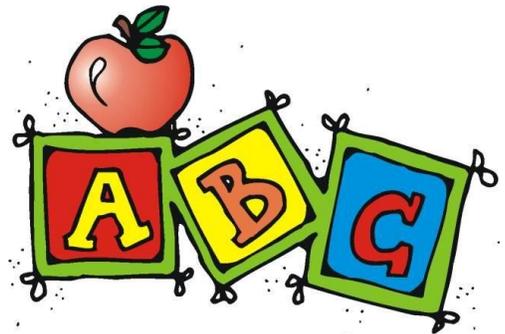
Hepatitis A: 2 injections

Hepatitis B: 3 injections

Varicella (chicken pox): 1 injection

If you anticipate having difficulty in complying with immunization law or have difficulty providing the appropriate dates, you may wish to contact your physician or the Public Health Department for assistance.

Clackamas County Health Department
1425 S. Kaen Road
Oregon City, Oregon
503 655-8471



Positive Behavior Support

We believe in creating a positive environment for students, providing them with the opportunities to become successful learners. Our school wide positive behavior support program (PBS) emphasizes teaching behavioral expectations. Students are taught what behavior is acceptable / unacceptable in order to be successful in the school setting.

School Rules: We expect all Kelso students to follow the school rules when on school grounds. School grounds include classroom, hallway, stairs, restroom, library, office, gym, playground, bus and after school events. These rules are very important for the student to follow on a daily basis.

Be SAFE
Be RESPONSIBLE
Be RESPECTFUL

Caught Ya Awards: When students are "caught" demonstrating excellent behavior, they will receive Caught Ya Awards. These Caught Ya's can be used to purchase fun items at the Kelso Student Store. The student store will be open weekly.

Oops and Referrals: When students do not demonstrate acceptable behavior, they will receive an Oops slip. These slips must be signed and returned to school the next day. An office referral will be given when students receive 3 Oops slips or when student behavior endangers the safety of others or creates a serious disruption of the learning environment.

Assemblies: Every month, Kelso students and staff will participate in school wide assemblies. At each assembly, students will learn about our school's monthly focus, and observe / participate in silly games that support the focus. Students of the month will be recognized and classroom awards will also be handed out at this time.

Kindergarten Supply List

***All supplies will be shared except student backpacks and headphones**

- 2 dozen Ticonderoga pencils
- 10 glue sticks
- 2 pink pearl erasers
- 1 box of 24 ct. Crayola crayons
- 1 set of Crayola markers, broad tip
- 2 boxes of Kleenex
- 2 packages of baby wipes
- 2 containers of sanitizing wipes (teacher use only)
- 1 bottle of hand sanitizer
- 1 box Ziploc gallon size bags
- 1 backpack (please label)
- 1 pair of headphones (please label) for Ipad/computers
- 1 can Lysol (scented)
- 2 marble composition notebooks
- 1 black sharpie
- 4 black Expo markers
- 1 watercolor set
- 1 box colored pencils
- 1 bottle Elmer's glue

Overview of the Curriculum

Reading and Language Arts

Your child will participate in activities to enhance his/her skills in the following communication arts areas:

Pre-reading and reading activities

- Letter identification
- Letter-sound relationships
- Letter formation (printing upper and lower case letters)
- Sight word recognition
- One-to-one correspondence
- Determining real and make-believe
- Knowing and using basic library terminology (author, title, illustrator, title page)
- Identifying parts of a book (spine, cover)
- Making predictions and drawing conclusions
- Selecting appropriate reading materials
- Demonstrating respect for others using library materials
- Participating in author studies
- Using visual structure to communicate ideas
- Developing organizational skills in association with art activities
- Learn to read at a beginning level

Writing activities

- Drawing a picture to convey meaning
- Holding a pencil correctly
- Copying words
- Identifying and writing sight words
- Writing words and sentences
- Revising writing in a group setting
- Write a basic story with a beginning, middle and an end
- Write first and last name



Speaking and listening activities

- Telling stories
- Dictating lists, stories, and descriptions
- Listening to others
- Listening to stories
- Story retelling
- Reciting poems
- Participating in class discussion
- Show & Tell

Mathematics

Your child will participate in activities to enhance his/her skills in the following mathematics areas:

- Counting forward from 0 to 100
- Color Recognition
- Recognizing and writing numerals 0 to 100
- Skip counting by 2, 5, and 10
- Counting backwards from 20 to 0
- Reading numerals to 100
- Estimating time on an analog clock
- Naming the value of a penny, nickel, dime, and quarter
- Performing simple data collection and graphing
- Patterning
- Naming geometric shapes (circle, square, triangle, rectangle, cone, sphere, and cube)
- Showing Addition and subtraction facts to 10

Activities to Support Learning

Practice writing first and last name

- Have your child practice writing his/her name using a variety of tools such as a Magna Doodle, crayons, pencils, and markers. Check that your child is gripping the writing utensil correctly. You may even consider having your child practice writing his/her name using different items around the house such as pudding, rice, sand, or shaving cream.
- Be sure that your child uses a capital letter only at the beginning and lowercase letters for the rest of the name.
- Cut apart the letters of your child's name (or use magnetic letters) and have him/her put them back in the correct order saying the name of each letter while doing so. (Start with just the first name, adding the last name only when they have mastered this.)
- Label your child's door or other objects so his/her name can be seen in print.

Practice recognizing & writing the numbers 0 to 30 (or higher)

- Read and enjoy counting books together.
- Point out numbers in license plates, in the store, in your home, and all around you.
- Use magnetic numbers to have your child practice naming them. Have your child put the numbers for your phone number in order saying each number while doing so.
- Practice writing numbers using a variety of materials such as pencils, crayons, markers, and sidewalk chalk, etc. (see number formation sheet in folder).

Practice counting orally & practice counting objects

- Have your child count his/her own snacks such as pretzels, goldfish crackers, grapes, etc....
- Count each item as you pick up 10 things to put away in the house.
- Count the number of stair steps in your house or the number of steps from your car to the store.

Practice naming & correctly writing the letters in the alphabet

- Read and enjoy alphabet books together.
- Help your child recognize letters of the alphabet in everyday life (ex. Restaurants, road signs, store signs, cereal boxes, etc...).
- Practice recognizing and writing both upper and lowercase letters.

Practice book handling skills

- Discuss how to open the book from the front. Point out the front of the book and the back of the book. Discuss that the front of the book is where the story begins and the back is where the story ends.
- Discuss how to hold a book so it is not upside down and show where to start reading.
- Read with your child on a daily basis.

Practice recognizing the eight primary colors

- When your child is coloring, ask what colors were used.
- Have your child draw objects on paper and ask him/her to color the objects in certain colors.
- Have your child sort objects or food by colors. Use items such as clothes, blocks, Skittles, M&M's, or Fruit Loops. Have your child name the colors.
- Discuss colors of things in the world around you such as the sky, the grass, cars, clothing items.

Practice naming and drawing the four basic shapes (circle, triangle, square, rectangle)

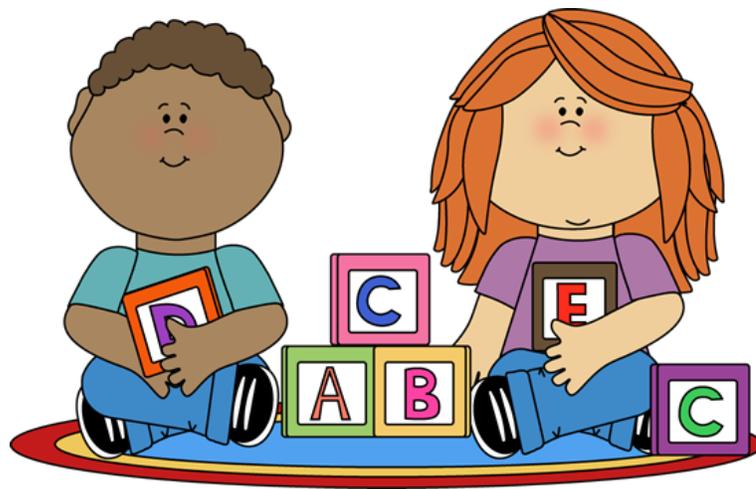
- Point out objects in your house or environment that have the basic shapes such as doors, windows, clocks, can tops, kites, etc...
- Read and enjoy shape books together.
- Have your child draw the shapes on chalkboards, paper, etc....then cut them out naming each shape while doing so.

Practice your phone number and address

- Have your child practice his/her phone number on a play telephone.
- To help your child remember his/her phone number, make up a rhyme or song to go along with it.

Practice coloring within the lines and cutting on the lines

- Have your child cut out coupons.
- Have your child cut out pictures from old magazines of things that he/she is interested in.
- Have your child draw simple objects with some detail (including "self, family, house, and pets).
- Explore coloring with a variety of resources including markers, crayons, chalk, and paint.



Support Beginning Reading and Writing at Home

The greatest benefits of reading are obtained when your child is an active participant engaging in discussions about stories, talking about meanings of words and the story, predicting outcomes, and relating the story matter to other texts and his/her own life.

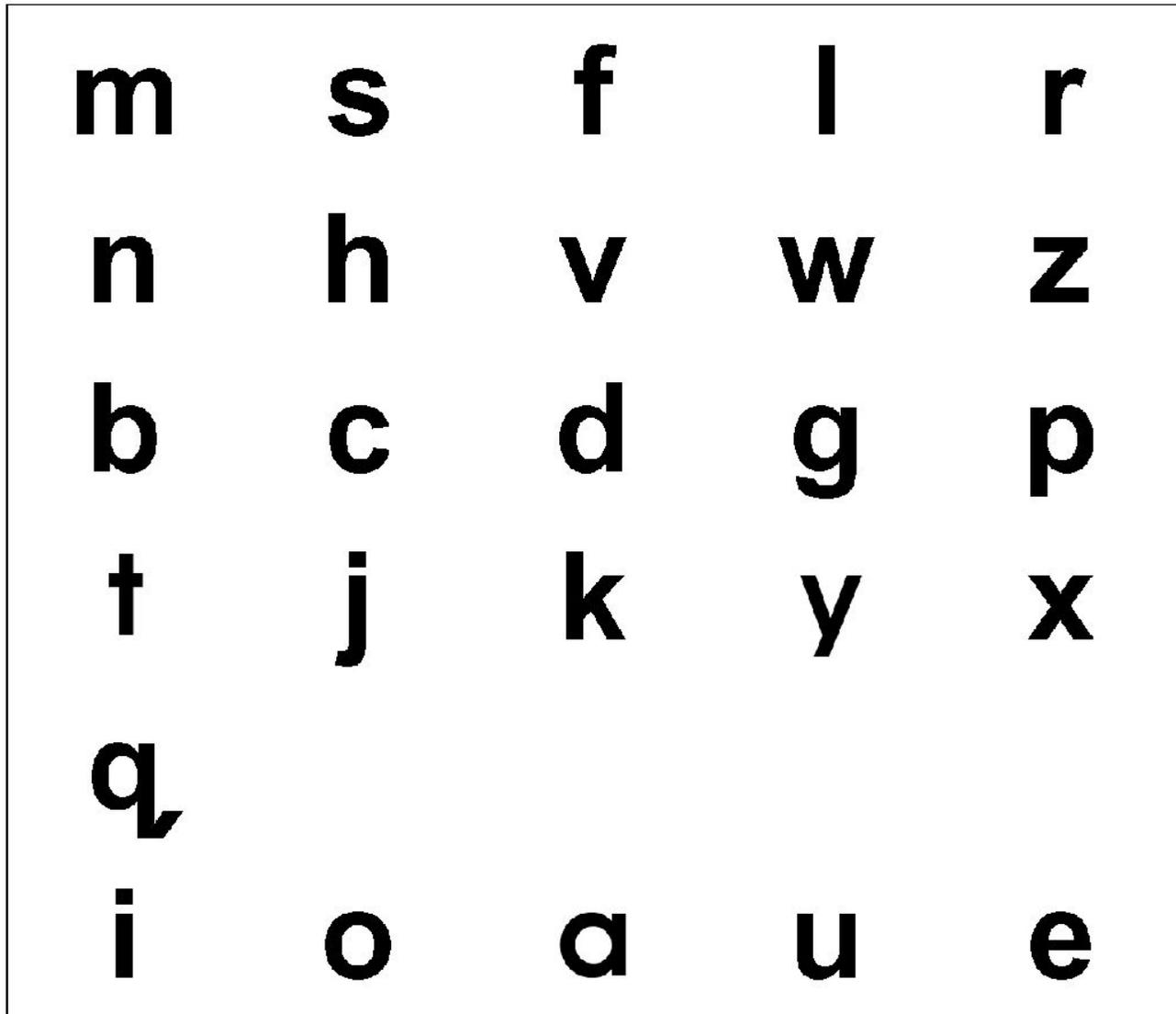
1. Read to your child daily.
2. Talk about the book as you read with your child and after you have finished reading it.
3. Look at the book cover before reading. Point out the title, author, and illustrator.
4. Point out words or phrases that are repeated several times throughout the story.
5. Encourage your child to finish predictable phrases or rhymes.
6. Remember to focus on the meaning of the story. If a child reads something that doesn't make sense, often he or she will go back and try again. If this doesn't happen, stop and ask, "Does that make sense?"
7. If your child comes to a word he or she does not know and asks for help, consider asking these questions:
 - Does the picture give you a clue?
 - What word would make sense here?
 - With what letter does the word begin (or end)?
8. Don't worry if your child memorizes a particular phrase or story. That is an early stage in the reading process.
9. Encourage your child to point to the word with his or her finger as he/she reads.
10. Some helpful questions:
 - What happened at the beginning, middle, or the end of the story?
 - What do you think will happen next?
 - Why do you think the character did that?
 - What would you have done if you were that character?
 - What was the best thing about the story?
11. Make sure your child sees you as a reader, (reading a newspaper, enjoying a good book, reading a catalog, etc...).
12. When reading with a child, always sit beside the child with the book between you so that you can both see the text and enjoy the pictures.
13. Consider giving books as presents so they become associated with a

pleasurable experience and have special meaning.

14. Make sure your child sees you as a writer, (writing things such as grocery lists, thank you notes, notes to other family members, etc....).
15. Have a wide variety of writing supplies available for your child to write and draw on including various sizes and types of paper, pencils, crayons, markers, chalk, etc...
16. When your child draws a picture, encourage him/her to tell you about it. Then write down what your child says as he/she says it. Let your child see you write down what is said. Read it back. Point to the words as you read.



Lower Case letter names and sounds



Have your child point to each letter and tell you the name of the letter. Record the letters your child has difficulty identifying. Write each of the difficult letters on an index card and use the index cards as flash cards. Practice with flash cards starting with a few at a time. This can also be used to practice letter sounds.

Upper Case letter names

M	S	F	L	R
N	H	V	W	Z
B	C	D	G	P
T	J	K	Y	X
Q	I	O	A	U
E				

Have your child point to each letter and tell you what the name of the letter. Record the letters your child has difficulty identifying. Write each of the difficult letters on an index card and use the index cards as flash cards. Practice with flash cards starting with a few at a time.

Identifying the Numbers 0 - 20

5	3	0	9	2	6
8	4	1	7	10	13
11	14	16	12	17	15
18	20	19			

Instructions:

1. Have your child point to each number and tell you the name of the number.
2. Record the numbers your child has difficulty identifying. Write each of the difficult numbers on an index card and use the index cards as Flash Cards.
3. Practice with the Flash cards and have your child count out beans, or pennies. Start with the number 0 - 5. Once that becomes EASY, add a few more numbers 1 - 10. Continue to add a few more. Make a matching game: you place 8 pennies on the table. Have your child count them, then find the correct flash card. Keep a progress chart and set goals. 0- 10, 10 - 20. Encourage your child and when he/she meets a goal, do something fun and special together.

Alphabet Practice

Directions: Trace the letters in the directions of the arrows

