

WELCOME TO KINDERGARTEN!

# KINDERGARTEN HANDBOOK

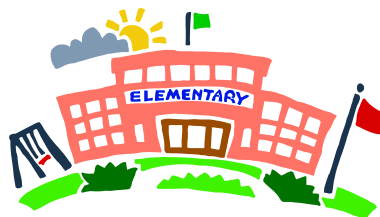


AMBRIDGE AREA SCHOOL DISTRICT  
Ambridge, Pennsylvania

## UNITY

I dreamed I stood in a studio  
and watched two sculptors there.  
The clay they used was a young child's mind  
and they fashioned it with care.  
One was a teacher---the tools she used were books,  
music and art.  
The other a parent, worked with a guiding hand  
and a gentle, loving heart.  
Day after day, the teacher toiled with the touch  
that was deft and sure.  
While the parent labored by her side and  
polished and smoothed it o'er.  
And when at last their task was done,  
they were proud of what they had wrought.  
For the things they had molded into the child  
could neither be sold or bought.  
And each agreed they would have failed  
if each had worked alone.  
For behind the teacher stood the school,  
and behind the parent, the home.

Author Unknown



## CONTENTS

Letter of Introduction.....	4
Control of Communicable Diseases .....	8
Guidelines.....	9
Throughout the Year.....	10
Maturity Guidelines.....	11
Kindergarten Checklist.....	12
Writing/Scissors Guides.....	15
Child Development Pages.....	16
Reading.....	19
Social and Emotional Development .....	20
Writing Guidelines.....	22
Administrators.....	23
Elementary Schools.....	23
School Board.....	24



Dear Parent/Guardian,

Hello, welcome to the Ambridge Area School District. We hope that you will find this booklet informative and useful. We have tried to include answers to the most common questions parents may ask when their child is ready to enter kindergarten.

Kindergarten should be a rewarding experience for your child—it truly is AN ADVENTURE IN LEARNING! It will be a year of learning and growing—mentally, emotionally, physically, and socially. Kindergarten is the MOST IMPORTANT year in your child’s educational program. The attitudes toward school and learning that develop within your child this year are a determining factor in your child’s future. The thinking skills, manipulative skills, and listening skills learned this year would be the foundation upon which the educational pyramid begins. Along with the educational skills are the social attitudes that will last a lifetime. We are asking for your cooperation in helping your child make the most of his/her potential—in and out of the classroom.

Parents can continually contribute to the educational process of their child. By reinforcing what your child will be learning in school, you become aware of the needs of your child.

Take a special interest in what your child is doing in school. Parents can enhance a child’s attitude toward school. Try to be supportive of what we do. Your child will reflect the feelings that you have about school. The following home experiences will be helpful:



### **Reading**

Children enjoy having stories read to them. Take your child to the library so that he/she can select books of interest. Have your child explain what is happening in the pictures. Ask questions about the story using Who, What, When, Where, Why, and How. Ask your child to explain the sequence of events in a story; what happened first, next, last. Help your child to learn the various nursery rhymes.

### **Mathematics**

Learning about numbers can be fun. Ask your child to count objects at home and try to make a game of it. Buttons can be used as counters. Write a number, and then have your child count the appropriate amount of buttons. Your child can learn to categorize by using buttons; show all the same color buttons, show all the buttons that are the same size, and show buttons that are different sizes and count out a certain number of them, etc.

## Writing

Your child will be taught the manuscript form of printing (straight up and down printing). At the beginning of the second nine weeks of the kindergarten year, your child will use paper that has specially color-coded lines which assist in the correct placement of letters. Included in this booklet are the correct letterforms for manuscript printing. We are enclosing this because many of the children have already been printing their names at home. We recommend your child practice correctly at home. Please have your child practice writing his/her name immediately using the uppercase (big) and lowercase (little) letters. DO NOT encourage your child to use all UPPERCASE letters. Please stress the proper way to hold the pencil or crayon when your child is using them. In school your child may be using a plastic pencil grip holder on the pencil until the proper method of holding a pencil is learned.

## Arts and Crafts

We will show your child the correct way to hold and use scissors. Please note the positions for the fingers when holding scissors that we have included in this booklet (see page 15.) Safe usage of scissors at home and in school helps your child with good eye-hand coordination. Magazines provide good practice areas for cutting. Drawing, coloring, and painting encourage creativity in your child. Pasting paper objects together gives your child a sense of accomplishment.



## Television

Television should not become your child's constant companion. There are some programs that are of sound educational value. Screen what your child is going to watch on television.

Cooperation with the various learning techniques between home and school becomes an educational asset for your child.

### ***Kindergarten Day***--- *The kindergarten sessions are as follows:*

Highland Elementary School  
8:35am-3:05pm

Economy Elementary School  
8:35am-3:05pm

State Street Elementary School  
8:35am-3:05pm

## Early Dismissals and Cancellations

During inclement weather, there may be a school starting time delay. Please listen to the following radio and TV stations for delay or cancellation announcements: KDKA-Radio/TV; WMBA/WBVP Radio; WTAE-TV; and WPXI-TV. In addition, please participate in our Bridger Broadcast System.

### **Early Dismissal of Student**

If it is necessary for your child to be dismissed from school earlier than the regular dismissal time, please write the teacher a note explaining the reason and the time that you will come for your child. The teacher will then contact the school secretary about the request. You are to go directly to the office and sign your child out of school. Your child will be called to the office after your arrival. **For the safety of all students, if a student has a pick-up by anyone other than the parent/guardian, it must be stated in a note.**

### **Lunch**

Lunches are served daily in the cafeteria. Students may buy lunch on a daily basis. Lunch menus are sent home monthly and can be found on the school district web site.

**Free and reduced-price lunches** are available for qualifying families. Applications are sent home at the beginning of the school year. Applications can also be obtained from the school office throughout the year. The completed applications and all questions should be directed to Janet Gaffney at the Senior High School, ext. #2395.

In accordance with Federal Law and the U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (212) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

### **Breakfast Program**

Students in the Ambridge Area School District will have the opportunity to participate in a breakfast program. Students who wish to eat breakfast at school will go directly to the cafeteria.

### **Birthday Treats**

If you would like to send in treats with your child on her/his birthday, you can either send the treats with your child or you can bring them to school. If you bring the treats to school, you must sign in at the door and receive a visitors badge before going to the classroom.

### **Update Contact Information**

It is necessary to keep the school informed of any changes in telephone, address, and emergency contact names throughout the year.

### **Absence**

When your child is ill, please call the school and tell the secretary the following: your child's name, reason for absence, and approximately how long your child will be absent. Upon your child's return, please write and sign an excuse stating the following: your child's name, date of absence(s), and the reason for the absence. It is a **state law** that a signed excuse must be furnished.

### **Special Classes**

Your child will participate in physical education classes once a week. Library, music, art, and computer classes are held once a week. Please dress your child accordingly for physical education classes (ex. tennis shoes, pants, instead of skirts for girls, no excessive jewelry.)

### **Report Cards**

Report cards are distributed every forty-five days as a means to understand your child's progress in school.

### **Conferences**

Scheduled conferences between teacher and parents will occur after the first and third report card periods. Of course, a parent or a teacher can initiate a conference at any time during the year.

### **Tests, Screenings, and Evaluations**

For various reasons, your child may need additional evaluation or assistance. Your child has the opportunities for support from our school psychologist, speech therapist, nurse, audiologist, and social worker.

### **Bus**

During the first couple weeks of school and when the snow and ice arrive, please bear with us. We try our best to keep to a schedule. However, your child's safety and security are the most important thoughts in our minds. We care about our students. Parents or designee **must** be at the bus stop when your child is boarding or exiting the bus. If there is no adult at the bus stop after school, the driver will return your child to the school where you will have to pick up him/her before 4:00pm.

Please submit a note to your child's teacher if there is a change in your child's bus or bus stop. A bus pass will be issued to the student to give to the bus driver informing them of the change. Also a note must be written if the child is to be picked up after school.

We are looking forward to teaching your child and meeting you this year. If you have any further questions or concerns, please feel free to contact us. Thank you for your cooperation.

Sincerely,

Kindergarten Teachers  
And the Ambridge Area School District

# **CONTROL OF COMMUNICABLE DISEASES IN SCHOOL CHILDREN**

The duration of the period of exclusion from school for any person who has or has had one of the diseases specified below is declared to be as follows:

## **Scarlet Fever or Scarletina**

- Exclude a minimum of 24 hours after treatment is started, or at the discretion of the attending physician.

## **Chicken Pox**

- Exclude one week from last eruption or until vesicles are dry and temperature is normal, or at the discretion of the attending physician.

## **Infectious Conjunctivitis**

- Exclude a minimum of 24 hours after treatment is started, or until physician certifies as non-infectious.

## **Flu (Influenza)**

- Should be kept at home until symptoms (fever, chills, headache, muscle ache, vomiting) are gone.

## **Mononucleosis**

- Not highly communicable, student may return to school when well enough to resume normal activities.

## **Head and Body Lice (Pediculosis) or Scabies (Itch)**

- Exclude until adequately treated.
- Students may return when they are not free.

## **Diarrhea**

- Spread by person-to-person contact.
- May be spread by ingestion of contaminated food and water.
- Should keep student home if having frequent bowel movements.
- Hand washing is necessary to prevent spread.

## **Common Cold**

- Exclude from school until child is able to resume normal activities.

## **Impetigo**

- Exclude a minimum of 24 hours after treatment is started and when sores are no longer draining, or until judged as non-infectious by school nurse or attending physician.

## **Ringworm**

- Exclude a minimum of 24 hours after treatment is started and when sores are no longer draining, are dry or covered with no visible drainage.

***Reference Source: Allegheny County Health Department***



# AMBRIDGE AREA SCHOOL DISTRICT

## Guidelines for the Assignment of Students in the Elementary School Program

1. Students will be assigned according to the student's home address.
2. Assignment to a kindergarten class shall be influenced by class size.
3. The school district shall endeavor to balance kindergarten class size as equitably as possible in each of the three elementary schools.
4. We will make every effort to balance the class size of the kindergarten rooms.
5. Children in the same family will be permitted to attend the same elementary school **unless** such an enrollment pattern will create a severe imbalance in the affected building.



### Upon entering school, each child should:

- ❖ Be able to use the bathroom independently
- ❖ Be able to dress independently
- ❖ Know full name (first, middle and last)
- ❖ Know telephone number
- ❖ Know address (house number, street, town, and state)
- ❖ Be wearing a "nametag" which includes his/her name, walker or bus number, and bus stop. You will receive this "nametag" when you attend the kindergarten orientation meeting prior to the first day of school.
- ❖ Have his/her name on all personal items; book bags, umbrellas, coats, sweaters, gloves, boots, gym shoes, hats, etc.



# THROUGHOUT THE YEAR

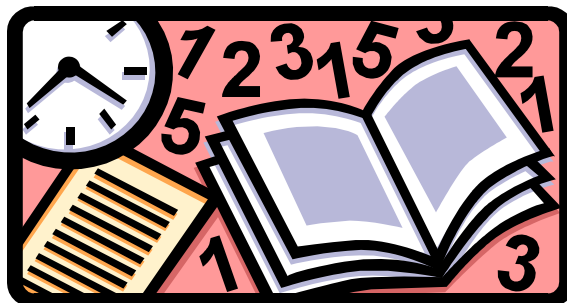
Throughout the year, your child will be getting adjusted to new surroundings and will learn to accomplish the following:

- ❖ Follow classroom rules and listen attentively to the teacher
- ❖ Cooperate with others
- ❖ Learn to respect other people and other's property
- ❖ Focus during story time and class work
- ❖ Tell stories in sequence
- ❖ Listen when others are talking
- ❖ Remember songs, poems, and finger plays
- ❖ Recite the ABC's, enunciating each letter
- ❖ Recognize, identify, and write the letters of the alphabet, both uppercase and lowercase
- ❖ Recognize and identify the sounds that the letters of the alphabet make
- ❖ Be exposed to different genres of literature
- ❖ Identify the author and illustrator of a story
- ❖ Identify and count syllables in words
- ❖ Identify and produce rhyming words
- ❖ Demonstrate understanding of vocabulary words
- ❖ Segment and blend letters for word building
- ❖ Recognize and generate word families
- ❖ Decode consonant-vowel-consonant words
- ❖ Begins to write simple sentences
- ❖ Develop beginning sentence structure: using an uppercase letter, proper punctuation
- ❖ Draw a picture and write a corresponding sentence(s)
- ❖ Identify story elements: plot, setting, main idea, and characters
- ❖ Read simple sentences
- ❖ Learn correct letter and number formation
- ❖ Read and recognize high-frequency words and color words
- ❖ Count orally (1-100 by the end of the year)
- ❖ Recognize and identify, numbers 0-50 and write numbers 0-31
- ❖ Count by 2's to 20, by 5's to 100, and by 10's to 100
- ❖ Develop addition and subtraction skills
- ❖ Estimate numbers
- ❖ Identify 3-dimensional shapes
- ❖ Develop calendar skills: months, days, year
- ❖ Graph data collected
- ❖ Identify, create, and extend a pattern
- ❖ Identify ordinal numbers
- ❖ Sort objects by one or two attributes
- ❖ Develop measurement concepts: length, height, capacity
- ❖ Finger paint and paint with brushes
- ❖ Move from left to right and from top to bottom of the paper
- ❖ Find the front cover of a book, the back cover and how to turn the pages
- ❖ Match colors, shapes, sizes, letters, numbers, objects, etc.
- ❖ Associate (apple-tree), classify (apples, oranges, and bananas, as fruit), arrange in sequence (small to large, first – next –last.)
- ❖ Paste, glue, and cut neatly
- ❖ Move to music by dancing, exercising, and playing rhythm instruments

# MATURITY GUIDELINES

## MATURE BEHAVIOR

1. Remembers where to get and put materials
2. Often initiates activities; finds something to do when work is finished
3. Works in spite of distractions
4. Moves about purposefully
5. Persists until task is done
6. Uses materials constructively
7. Contributes own experiences to discussions
8. Participates willingly in group activities
9. Interprets own pictures and constructed objects
10. Has accurate information about common things
11. Speaks clearly, expresses oneself well in words, has adequate vocabulary
12. Understands and follows directions easily
13. Does not interrupt others and is willing to wait his/her turn
14. Learns to value and finds joy in his achievements
15. Has good muscular coordination
16. Enters into activities
17. Plays cooperatively with other children during free time
18. Is active and vigorous in movement
19. Uses play equipment competently
20. Initiates ideas in play
21. Is responsive to teacher suggestion
22. Controls his temper
23. Seldom shows excessive frustration
24. Plays with children his own age
25. Is eager for story time and shows interest in books
26. Listens to stories, enjoys familiar parts, retells favorite parts, selects favorite story
27. Maintains attention during stories
28. Interprets stories from pictures
29. Shows some ability to detect likenesses and differences in word forms, is curious about the meaning of symbols
30. Knows how to care for and handle books
31. Enjoys singing with the group
32. Has learned to enjoy rhythms, has developed a feeling for rhythms
33. Listens at length to music
34. Knows and feels the difference between loud and soft music, fast and slow music
35. Can hear and appreciate the difference between major and minor music



# KINDERGARTEN CHECKLIST

The following is a list of desired accomplishments prior to kindergarten entrance:

## **Size**

- Understand big and little
- Understands long and short
- Matches shapes or objects based on size

## **Colors and Shapes**

- Recognizes and names primary colors
- Recognizes circles
- Recognizes rectangles
- Matches shapes or objects based on shape
- Copies shapes

## **Numbers**

- Counts orally through 10
- Counts objects in one-to-one correspondence
- Understands empty and full
- Understands more and less

## **Reading Readiness**

- Remembers objects from a given picture
- Knows what a letter is
- Has been read to frequently
- Has been read to daily
- Looks at books or magazines
- Recognizes some nursery rhymes; such as
- Identifies parts of the body
- Identifies objects that have a functional use
- Knows common farm and zoo animals
- Pronounces own first name
- Pronounces own last name
- Expresses self verbally
- Identifies other children by name
- Tells the meaning of simple words
- Repeats a sentence of 6-8 words
- Completes incomplete sentence with proper word
- Has own books
- Understands that print carries a message
- Pretends to read
- Uses left-to-right progression
- Answers questions about a short story
- Tells the meaning of words heard in story
- Looks at pictures and tells a story
- Identifies own first name in manuscript
- Prints own first name

**Position and direction**

- Understands up and down
- Understands in and out
- Understands front and back
- Understands over (on) and under
- Understands top, bottom, middle
- Understands beside and next to
- Understands hot and cold
- Understands fast and slow

**Time**

- Understands day and night
- Knows age and birthday

**Listening and sequencing**

- Follows simple directions
- Listens to a short story
- Listens carefully
- Recognizes common sounds
- Repeats a sequence of sounds
- Repeats a sequence of orally-given numbers
- Retells simple stories in sequence

**Motor Skills**

- Is able to run
- Is able to walk a straight line
- Is able to jump
- Is able to hop
- Is able to alternate feet walking downstairs
- Is able to march
- Is able to stand on one foot 5-10 seconds
- Is able to walk backwards for five feet
- Is able to throw a ball
- Is able to button
- Is able to zip
- Pastes objects
- Claps hands
- Matches simple objects
- Touches fingers
- Builds with blocks
- Completes simple puzzles (5 pieces or less)
- Draws and colors beyond a simple scribble
- Controls pencil and crayon well
- Cuts simple shapes
- Handles scissors well
- Able to copy simple shapes

## **Social-Emotional Development**

- Takes care of toilet needs independently
- Feels good about self
- Is not afraid to go to school
- Cares for own belongings
- Knows full name
- Dresses self
- Knows how to use a handkerchief or tissue
- Knows own sex
- Brushes teeth
- Crosses a residential street safely
- Asks to go to school
- Knows parents' names
- Knows home address
- Knows home phone number
- Enters into dinner table conversation
- Carries a plate of food
- Maintains self-control
- Gets along well with other children
- Plays with other children
- Recognizes authority
- Shares with others
- Talks easily
- Likes teachers
- Meets visitors without shyness
- Puts away toys
- Able to stay on a task
- Able to work independently
- Helps family with chores

# WRITING/SCISSOR GUIDES

The proper manipulation of school materials is an important task to be learned by your child. When your child is taught the correct positions in holding pencils or using scissors early, it prevents bad habits in these areas from being formed. The following positions are used in all of our kindergartens.

## PENCIL POSITION

Proper pencil position is “thumbkin: and “pointer” only holding the pencil. The pencil rests on “tallman.” Please correct your child at home if “tallman” is holding the pencil too!

## SCISSOR POSITION

Proper scissor position is “thumbkin” and “tallman” in holes. “Pointer” takes a ride and helps to guide.



# Concept Development

DOES YOUR CHILD...	Yes	Not Yet
..recognize and name colors?	<input type="checkbox"/>	<input type="checkbox"/>
..match or sort items by color and shape?	<input type="checkbox"/>	<input type="checkbox"/>
..participate in art and music activities?	<input type="checkbox"/>	<input type="checkbox"/>
..understand concepts such as: in, out, over, under, on, off, front, back?	<input type="checkbox"/>	<input type="checkbox"/>
..know his/her body parts (head, shoulder, knees, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
..draw a picture of her/himself Including head, body, arms, and legs?	<input type="checkbox"/>	<input type="checkbox"/>
..demonstrate curiosity, persistence, and exploratory behavior?	<input type="checkbox"/>	<input type="checkbox"/>

## Concept Development Tips

Young children construct their own understanding of concepts as they interact and work with real materials, people, events and ideas.

### Parents can help this process by:

- Providing age appropriate toys which require thinking such as puzzles, blocks, or sorting toys.
- Offering scraps, bits, boxes, and other things from around the house to use for creative experiences.
- Counting objects around the house (plates and forks for the table, crackers for snacks).
- Playing games with your child using words such as: Put the ball **on** the chair. Get the pot from **under** the sink.
- Playing Simon Says. Simon Says, “Put your hands **under** your feet. Put your hands **over** your head.”

## Health and Safety

DOES YOUR CHILD...	Yes	Not Yet
..have a set schedule for preparing for bed (e.g., brushing teeth, taking a bath going to sleep, and eating meals)?	<input type="checkbox"/>	<input type="checkbox"/>
..use good habits (e.g., closes mouth when chewing, covers nose and mouth to sneeze, washes hands after toilet and before eating)?	<input type="checkbox"/>	<input type="checkbox"/>
..follow simple safety rules?	<input type="checkbox"/>	<input type="checkbox"/>
..visit the doctor and dentist regularly?	<input type="checkbox"/>	<input type="checkbox"/>
..eat healthy foods?	<input type="checkbox"/>	<input type="checkbox"/>



## Health and Safety Tips

“Children must have their basic needs for health care and nutrition met if they are to be prepared to achieve in school.” — Marlan Wright Edelman

### Parents can help this process by:

- Making sure your child has regular medical check-ups, up-to-date shots, and prompt medical attention if needed.
- Remembering trips to the dentist and regular tooth brushing.
- Reminding your child to get rest and establishing a set bedtime.
- Providing opportunities for your child to get exercise.
- Taking your child to swimming lessons.
- Modeling and encouraging healthy eating, and limiting junk food.
- Teaching your child simple safety rules (e.g., fire, traffic, bicycle, poisons).
- Keeping a watchful eye on your child and removing hazards from your home and outdoors.
- Having home fire drills.
- Practicing emergency situations to use 911.
- Alerting your child to the dangers of strangers and drugs.

## Language

DOES YOUR CHILD...	Yes	Not Yet
..talk in sentences?	<input type="checkbox"/>	<input type="checkbox"/>
..follow through when you give her/him one or two directions?	<input type="checkbox"/>	<input type="checkbox"/>
..use descriptive language? (That's a <b>tall</b> building with <b>round</b> windows.)	<input type="checkbox"/>	<input type="checkbox"/>
..use simple conversational sentences?	<input type="checkbox"/>	<input type="checkbox"/>
..sing and/or recite nursery rhymes?	<input type="checkbox"/>	<input type="checkbox"/>
..uses sentences that include two or more separate ideas?	<input type="checkbox"/>	<input type="checkbox"/>
..pretend, create and make up songs and stories?	<input type="checkbox"/>	<input type="checkbox"/>
..talk about everyday experiences?	<input type="checkbox"/>	<input type="checkbox"/>
..ask questions about how things work In the world around her/him?	<input type="checkbox"/>	<input type="checkbox"/>
..express her/his ideas so that others understand?	<input type="checkbox"/>	<input type="checkbox"/>
..recognize her/his name in print?	<input type="checkbox"/>	<input type="checkbox"/>

## Language Tips

The development of language abilities-listening, speaking, reading, writing- is critical to children’s success throughout their school years and the rest of their lives. It is tied to everything children learn or do in school. Parents can support the development of language abilities by talking with and listening carefully to children as they share their ideas and experiences.

### Parents can help this process by:

- Talking with your child about what interests him or her.
- Using questions which have more than one answer such as: “What do you think?”, “How would you feel?”
- Playing rhyming games.
- Letting your child know what she/he says is important by listening.
- Getting down at eye level and showing your interest.
- Encouraging other members of the family to listen.
- Encouraging your child to develop and share ideas by asking questions and offering suggestions.

## Physical Development

DOES YOUR CHILD...	Yes	Not Yet
..put puzzles together?	<input type="checkbox"/>	<input type="checkbox"/>
..cut with scissors?	<input type="checkbox"/>	<input type="checkbox"/>
..try to tie his/her shoes?	<input type="checkbox"/>	<input type="checkbox"/>
..enjoy outdoor play, including running, jumping, climbing, exploring?	<input type="checkbox"/>	<input type="checkbox"/>
..hold a crayon or marker correctly?	<input type="checkbox"/>	<input type="checkbox"/>
..ride a tricycle?	<input type="checkbox"/>	<input type="checkbox"/>
..bounce a ball?	<input type="checkbox"/>	<input type="checkbox"/>

### Physical Development Tips

Children need physical skills to be successful in school. Daily opportunities to use large and small muscles should be provided.

### Parents can help this process by;

- Taking your child to a park to play on outdoor equipment.
- Allowing your child time to dress her/himself.
- Providing experiences with scissors such as cutting pictures from a magazine.
- Providing opportunities to use crayons, markers, pencils and pens.
- Providing opportunities for your child to experiment with balls, tricycles and jump ropes.

# Reading

<b>DOES YOUR CHILD...</b>	<b>Yes</b>	<b>Not Yet</b>
..enjoy getting a book for a present?	<input type="checkbox"/>	<input type="checkbox"/>
..have many books of her/his own and a special place to keep them?	<input type="checkbox"/>	<input type="checkbox"/>
..recognize her/his first name?	<input type="checkbox"/>	<input type="checkbox"/>
..look at books or pictures on her/his own?	<input type="checkbox"/>	<input type="checkbox"/>
..like you to read to her/him?	<input type="checkbox"/>	<input type="checkbox"/>
..read stories or verses to you? (e.g., shares verses or stories read at school; reads or pretends to read her/his library books).	<input type="checkbox"/>	<input type="checkbox"/>
..try to read in everyday situations? (e.g., street signs, store signs, cereal boxes, newspapers, magazines, TV advertisements)	<input type="checkbox"/>	<input type="checkbox"/>
..try to talk about or retell the stories or verses heard at school?	<input type="checkbox"/>	<input type="checkbox"/>
..try to read along with you on favorite parts of the story or sentences that is repeated over and over again?	<input type="checkbox"/>	<input type="checkbox"/>
..see you reading (books, magazines, letters, newspapers, recipes, etc.?)	<input type="checkbox"/>	<input type="checkbox"/>
..know any nursery rhymes by heart?	<input type="checkbox"/>	<input type="checkbox"/>

## Reading Tips

Reading a book to children is an enjoyable and interesting experience. It should be part of the daily family routine. It is the most important way in which parents can help children to learn to read.

### **BEFORE** reading a story:

- Introduce the book, discussing the cover, title, author and illustrator.
- Look at the pictures to discover what the story is about.
- Discuss special or new words that are in the story.
- Talk about places, people and things in the story with which your child is familiar.
- Remember to keep the Introduction simple and quick.

### **DURING** the story reading:

- Allow time for your child to look at and talk about the pictures. (Pictures and illustrations are very important.)
- Talk with your child about the characters and story events.
- Ask questions: What do you think is happening? How would you feel if that happened? What might happen next? (prediction) Would you ever do that?
- Did you think that would happen?
- Allow your child to ask questions as you read and answer his/her questions.
- Accept and be positive about your child's responses to your questions

**AFTER** the story reading:

- Go back to the beginning and have your child turn the pages and share comments or questions he/she might still have.
- Have your child retell the story to you.
- Compare the story situations to your child’s experiences. Could you do that? Has that ever happened to you? Did we ever do that?

**Parents can help this process by:**

- Providing a wide variety of books for your child, including nursery rhymes and fairy tales.
- Providing a library card for your child.
- Providing a special place for your child to keep her/his books.
- Giving your child books as presents.
- Making reading a part of your daily routine.
- Providing a place to read that is comfortable and quiet.
- Providing a wide variety of reading materials (magazines, newspapers, recipes),
- Accepting your child’s “pretend” reading.
- Pointing out print in the environment (signs, cereal boxes, restaurants).
- Reading your child’s favorite stories over and over again.
- Allowing your child to select the story that she/he would like to hear.

## Social and Emotional Development

<b>DOES YOUR CHILD...</b>	<b>Yes</b>	<b>Not Yet</b>
..use words to solve problems when angry or frustrated?	<input type="checkbox"/>	<input type="checkbox"/>
..use words such as “please” and “thank you” and “excuse me”	<input type="checkbox"/>	<input type="checkbox"/>
..attempt new tasks knowing it is okay to make mistakes?	<input type="checkbox"/>	<input type="checkbox"/>
..do things for her/himself (e.g., dress self, put away toys & belongings)	<input type="checkbox"/>	<input type="checkbox"/>
..have success in taking turns and sharing?	<input type="checkbox"/>	<input type="checkbox"/>
..interact appropriately with peers and have friends?	<input type="checkbox"/>	<input type="checkbox"/>
..ask for help when necessary?	<input type="checkbox"/>	<input type="checkbox"/>
..stay with an activity to completion (e.g., finish a picture)	<input type="checkbox"/>	<input type="checkbox"/>
..follow through when you give directions?	<input type="checkbox"/>	<input type="checkbox"/>
..comply with rules, limits, and routines	<input type="checkbox"/>	<input type="checkbox"/>
..interact appropriately with adults?	<input type="checkbox"/>	<input type="checkbox"/>
..respect the rights, property and feelings of others?	<input type="checkbox"/>	<input type="checkbox"/>

## Social & Emotional Development Tips

Children must be socially ready for school. Parents can help their children get ready for school by giving them the opportunity to be part of a group of children, whether in a playground or a preschool classroom. Children need to know how to: take turns, make compromises, approach familiar children, obey those in authority (principals and teachers) and generally be nice to others.

### Parents can help this process by:

- Remembering discipline is teaching your child how to behave rather than punishing her/him for misbehavior.
- Remembering to always love your child and let her/him know it's the misbehavior you dislike.
- Having high, yet realistic, expectations for your child. Understand your child's limits.
- Letting your child know exactly what is expected.
- Letting your child know what he or she SHOULD do, as well as what he or she should NOT do.
- Showing love to your child frequently.
- Giving hugs and smiles, and spending happy times together.
- Helping your child find words to describe feelings.
- Letting your child know all feelings are okay.
- Teaching acceptable ways of expressing feelings.
- Telling your child when she/he does things right,
- Involving your child in choosing daily clothing, dressing, and taking care of personal needs whenever possible.
- Telling your child about the fun things you remember from school.
- Setting the tone that learning is good, fun, and important.
- Encouraging your child to attempt new tasks and support her/him when she/he is unsuccessful.
- Providing opportunities for your child to be with other children such as joining a play group, going to story time at the library or playing at the park.
- Describing ways your child can solve disagreements with others.
- Showing your child how to be a friend.
- Modeling the use of words such as please, thank you, and excuse me.
- Giving your child small responsibilities around your home (making her/his bed, picking up toys, emptying trash, taking care of pets, helping in the yard). Let your child know you respect her/him for being responsible.



# Writing

<b>DOES YOUR CHILD...</b>	<b>Yes</b>	<b>Not Yet</b>
..attempt to write her/his name?	<input type="checkbox"/>	<input type="checkbox"/>
..like to write alphabet letters?	<input type="checkbox"/>	<input type="checkbox"/>
..have a collection of paper, pencils, and crayons?	<input type="checkbox"/>	<input type="checkbox"/>
..like to receive notes from you and others?	<input type="checkbox"/>	<input type="checkbox"/>
..ask you to write words or notes to people?	<input type="checkbox"/>	<input type="checkbox"/>
..have a chalkboard with chalk or a magnetic board with magnetic letters?	<input type="checkbox"/>	<input type="checkbox"/>
..attempt to invent her/his own spelling while writing?	<input type="checkbox"/>	<input type="checkbox"/>
..write stories?	<input type="checkbox"/>	<input type="checkbox"/>
..see you writing (e.g., notes, recipes, lists, letters, reminders)?	<input type="checkbox"/>	<input type="checkbox"/>

## Writing Tips

To become skilled, lifelong writers, children need encouragement and support as they begin the writing process. They'll play at writing like they play at reading. Ask them to read what they've written. Children go through various stage of writing development. These stages include scribbling, drawing pictures and pretend writing.

### Parents can help this process by:

- Providing materials (e.g., crayons, pencils, paper) and a space for writing.
- Focusing on what your child can do.
- Having a place to display your child's writing efforts.
- Watching your child as she/he writes.
- Answering your child's questions about writing.
- Accepting trial and error (e.g., scribbles, pictures, alphabet soup).
- Making signs to label objects in your child's room or other rooms in the house.
- Letting your child see you write.
- Encouraging your child to read her/his writing to you.
- Providing magnetic letters for your child to practice forming her/his name and words she/he want to know.
- Encourage your child to invent her/his own spelling for words (e.g., shopping lists, reminder notes, messages, signs, and stories).

### **Special Note:**

Remember to respond to the message and content of what your child is writing about, not how it looks on the surface. Writing is not just copying. By providing opportunities to write as part of your daily family routine, you will keep your child interested and excited about writing.

## ADMINISTRATORS

School District Phone Number: 724-266-2833

Dr. L. Jo Welter	Superintendent	Ext. 1209
Mr. Barry King	Director of Academic Affairs	Ext. 2269
Dr. Lee Myford	Director of Pupil Personnel	Ext. 1219
Mr. Doug McCausland	Director of Operations	Ext. 2240
Mr. David Matzie	Facilities Director	Ext. 1261
Mr. John Booher	Asst. High School Principal	Ext. 2479
Ms. Janice Zupsic	High School Principal	Ext. 2287
Mr. Thomas McKelvey	Middle School Principal	Ext. 3245
Mrs. JoAnn Hoover	State St. Elementary Principal	Ext. 4213
Mrs. Aphrodite Galitsis	Economy Elementary Principal	Ext. 6245
Dr. Laura Burns	Highland Elementary Principal	Ext. 7202

## ELEMENTARY SCHOOLS

### **Economy Elementary School**

1000 First Street  
Freedom, PA 15042  
724-266-2833, Ext. 6238/6240

### **Highland Elementary School**

1101 Highland Avenue  
Ambridge, PA 15003  
724-266-2833, Ext. 7200/7201

### **State St. Elementary School**

600 Harmony Road  
Baden, PA 15005  
724-266-2833, Ext. 4215

**Office of Special Education**

Dr. Lee Myford  
901 Duss Avenue  
Ambridge, PA 15003

724-266-2833, Ext. 1219

