



# KINDERSTART

## *Program Guide*



*Make It The Family Thing To Do*

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# Preface

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In recent years, schools across the province have implemented a variety of programs for children during the year prior to school entry. The Preschool Parent Resource Package (1985) was influential in providing schools with a framework for establishing such programs.

Research continues to support the need for children and families to link with school prior to the kindergarten year in order to establish partnerships that will improve the educational experiences and learning outcomes for all children. The **National Children's Agenda** (1999), for example, highlights areas where Canadians can develop a shared vision for children, including:

- ▶ supporting parents and strengthening families
- ▶ enhancing early childhood development
- ▶ providing early and continuous learning experiences

The provincial Early Childhood Development Initiative, *Stepping into the future*, makes it possible for the Department of Education, Government of Newfoundland and Labrador, to provide some support for a pre-kindergarten orientation program. It is an important step in assisting parents in their distinct and valuable roles of supporting children's growth and development during their pre-kindergarten year.

It is important that opportunities be provided for all children and parents to connect with the school system during the year prior to school entry. The **KinderStart** program is a positive step in developing family - school relationships that will enhance children's learning. All school districts in the province will be provided with support to implement, for all children and their parents, an orientation-to-school plan, based on the guidelines presented in this document.

Early introduction to school increases the possibility of successful transition from home to school by providing opportunities for children and parents to:

- ▶ become familiar with a kindergarten environment
- ▶ develop attitudes and skills that support future performance
- ▶ develop positive home-school relationships
- ▶ gain greater knowledge of the expectations of the learning experiences provided by the school
- ▶ enhance learning experiences at home
- ▶ participate in learning experiences in the school setting

For teachers, it provides opportunities to:

- ▶ meet and interact with children and their parents/caregivers
- ▶ prepare to meet the needs of all learners in the classroom
- ▶ informally assess a child's strengths and needs

The ***KinderStart*** program is based on developmentally appropriate practices for the 3.8 to 4.5 year-old child, gradually moving from self-chosen play experiences to small group experiences and directed activities. All domains of a child's development are addressed with activities designed to support them.

It is recommended that registration for kindergarten occur in April, 17 months in advance of school entry, to facilitate the scheduling of the eight ***KinderStart*** sessions. Each of the one-hour sessions (time may vary slightly from one school to another) should occur as close as possible to the beginning of each month. To ensure that experiences are as positive as possible, the number of children and their accompanying parents/caregivers, should be manageable. This will allow the kindergarten teacher adequate time to interact with each child and to make and record observations.

It is the responsibility of the whole school to plan for positive transitions into the formal K-12 system. Principals have a critical role to play in organizing schedules and reassigning duties, enabling the kindergarten teacher to conduct the ***KinderStart*** sessions. Accommodations will need to be made in the school for:

- ▶ current kindergarten students
- ▶ multi-age/multi-grade classroom situations
- ▶ new students with exceptionalities who may require the involvement of other school/district/Health and Community Services personnel, such as:
  - special education/itinerant teachers
  - speech/language pathologist
  - guidance counsellor
  - educational psychologist

As the child's first teacher, the parent/caregiver is an integral part of this program, providing the necessary support for the child by participating in all activities during sessions 1 to 5. This participation presents opportunities for the parent/caregiver to observe the teacher modelling appropriate reading behaviours, using higher-level questioning strategies, conducting typical classroom activities and scaffolding for learning.

During sessions 6 to 8, parents/caregivers will participate in presentations/workshop sessions on issues relating to child development. The principal may avail of school district personnel, health care professionals, child care consultants and/or videos and other resources to extend and support parents' knowledge about the physical, emotional and psychological health and well-being of the ***KinderStart*** child.

## Acknowledgements

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Appreciation is extended to the following individuals, groups and agencies who contributed in various ways to the *KinderStart* project:

- ▶ Districts in the province who provided current models of transition-year programs
- ▶ District directors, assistant directors, principals, teachers, and program specialists who supported the development of the *KinderStart* program
- ▶ The K-12 and Literacy Branches, Department of Education
- ▶ The ECD *Stepping into the future* initiative
- ▶ The kindergarten teachers focus group established by NLTA (Lillian Andrews, Gladys Barrett, Marlene Biggin, Florence Costello, Jody Davis, Sue Faulkner, Barbara Penney, Pam Williams and Betty Woodford)

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- ▶ Linda Coles
- ▶ Linda Harnett
- ▶ Margaret Saunders

The members of the Early Childhood Development - Kindergarten Working Group of the Department of Education (1999-2002) are acknowledged for their contributions and feedback. The group included representatives from schools, school district offices, Memorial University of Newfoundland, College of the North Atlantic, the Department of Health and Community Services and the Department of Education:

- |                       |                       |                     |
|-----------------------|-----------------------|---------------------|
| ▶ Linda Coles (Chair) | ▶ Beverly FitzPatrick | ▶ Linda Harnett     |
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**Section 1**  
Information for Principals

# **SECTION 1**

## **Information for Principals**



# The Role of the Principal

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The Report of the Royal Commission on Education (1992), entitled *Our Children our Future*, notes that the principal acts as a facilitator and resource person for others in the school and “acts as the main catalyst of change within the school environment” (p. 265). The **KinderStart** program gives principals the opportunity to support children, parents/caregivers and teachers.

The principal assumes a key role in the **KinderStart** program, with the following:

## Registration

- ▶ conduct registration for **KinderStart** children (April, 17 months prior to kindergarten entry or as scheduled by school district)
- ▶ determine the number of **KinderStart** kits needed and place order with provincial Learning Resources Distribution Centre (June, 3 months prior to **KinderStart** program or immediately after registration)

## Parent/Caregiver Orientation Meeting #1

- ▶ September - distribute letters of invitation to parents/caregivers of **KinderStart** children (pages 13, 14)
- ▶ October - organize and conduct Parent/Caregiver Orientation Meeting #1 (page 15)
- ▶ mail all materials distributed during the Parent/Caregiver Orientation Meeting #1 to parents/caregivers who were not in attendance
- ▶ offer assistance to parents/caregivers when completing the “Help Us To Know Your Child” Form

## Sessions for Children

- ▶ develop with kindergarten teacher(s), a schedule for the 8 sessions
- ▶ meet with kindergarten teacher(s) after each session to discuss any necessary follow-up for students
- ▶ facilitate team meetings to plan for children identified above
- ▶ provide opportunities to develop the liaison between the school, the parents/caregivers and other professionals involved in providing support services for children

## Planning for Children with Exceptionalities

When a child with an exceptionality is registered, the principal will initiate discussions with the parents in order to make provisions for the child’s participation in the **KinderStart** program and the kindergarten year.

The principal, in consultation with parents, should consider the following:

- ▶ become aware of the goals of the child's ISSP, if one is in place
- ▶ if a child has a physical disability, vision or hearing impairment, discuss with the parents the need for special equipment or assistive devices in the classroom
- ▶ if a child has been receiving intervention services, discuss with the parents appropriate responses to acceptable and unacceptable behaviours to ensure consistency between home and school
- ▶ determine the need for and availability of appropriate accommodations and adaptations

**Note:** If during the course of the *KinderStart* sessions a teacher has reason to believe that a referral for services is necessary, the principal will initiate the ISSP process.

### **Parent/Caregiver Information Sessions**

- ▶ organize the three sessions (March, April, May) using sample agendas (pages 24, 25, 26)

### **Parent/Caregiver Orientation Meeting #2**

- ▶ May - organize and conduct Orientation Meeting #2 (page 16)
- ▶ mail all materials distributed during the Parent/Caregiver Orientation Meeting #2 to parents/caregivers who were not in attendance

### **Evaluation Forms**

- ▶ May - collect completed *KinderStart* Evaluation Forms (Section 5) from parents/caregivers at Parent/Caregiver Orientation Meeting #2
- ▶ June - collect completed *KinderStart* Evaluation Forms (Section 5) from teachers
- ▶ Complete *KinderStart* Evaluation Form for principals and return to:

The Executive Director of Literacy  
Literacy Branch  
Department of Education  
P.O. Box 8700  
St. John's, NF A1B 4J6

# Timelines for the Principal

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*Note:* It is recommended that ***KinderStart*** sessions occur in the first week of each month from October to May. This will give parents/caregivers and children the maximum time, in each month, to use the activities provided.

## October

- ▶ Parent/Caregiver Orientation Meeting #1 (page 15)
- ▶ ***KinderStart*** Session 1 for child and parent/caregiver

## November

- ▶ ***KinderStart*** Session 2 for child and parent/caregiver

## December

- ▶ ***KinderStart*** Session 3 for child and parent/caregiver

## January

- ▶ ***KinderStart*** Session 4 for child and parent/caregiver

## February

- ▶ ***KinderStart*** Session 5 for child and parent/caregiver

## March

- ▶ ***KinderStart*** Session 6 for child
- ▶ Parent/Caregiver Information Session #1 (page 24)

## April

- ▶ ***KinderStart*** Session 7 for child
- ▶ Parent/Caregiver Information Session #2 (page 25)
- ▶ Registration for next year's ***KinderStart*** children

## May

- ▶ ***KinderStart*** Session 8 for child
- ▶ Parent/Caregiver Information Session #3 (page 26)
- ▶ Parent/Caregiver Orientation Meeting #2 (page 16)

## June

- ▶ Evaluation forms





**Section 2**  
Parent/Caregiver  
Information Sessions

## **SECTION 2**

### **Parent/Caregiver Information Sessions**



# Sample Invitation Letter to Parents/Caregivers

---

(School Letterhead)

(to be mailed to parents/caregivers in September of the *KinderStart* year)

Date

Dear Family Members,

We are pleased to welcome your family into our school community. Starting school is an exciting time for young children and their families and it is important to us that your school experiences be positive and meaningful.

We are inviting you to attend a very important **Parent/Caregiver Orientation Meeting** at our school on \_\_\_\_\_ at \_\_\_\_\_ pm.

The purpose of this meeting is to:

- ▶ introduce you to *KinderStart*, a program that provides in-school experiences for you and your child during the year prior to kindergarten
- ▶ provide a schedule of dates and times for you and your child to attend the *KinderStart* sessions

You will have an opportunity to meet the kindergarten teacher(s) and to become familiar with our school. This will help you and your child to make the transition from home to school.

We have included a letter inviting you and your child to come to your first *KinderStart* session.

We look forward to meeting you and your child.

Yours sincerely,

\_\_\_\_\_  
Principal



# Sample Letter to Child

---

(to be mailed with letter to parents/caregivers in September of the *KinderStart* year)

Hi \_\_\_\_\_,

We are very happy that you will be coming to our school.

We think you will really enjoy meeting new friends and doing some exciting things in our *KinderStart* program.

We are inviting you to come to school on \_\_\_\_\_  
from \_\_\_\_\_ to \_\_\_\_\_.

Please come and bring a grown-up with you.

Your friend,

\_\_\_\_\_  
Principal



# Parent/Caregiver Orientation Meeting #1 - October

---

(Suggested time: 1 hour)

Conducted by principal and appropriate professionals

## Suggested Focus

Home, school and community partnership

## Purpose:

- ▶ to introduce the *KinderStart* program
- ▶ to introduce the principal, kindergarten teacher(s) and other professionals
- ▶ to foster greater understanding of the importance of language, vision and hearing screenings for young children
- ▶ to present information and explain forms being distributed to parents/caregivers
- ▶ to explain the observational component of the *KinderStart* program (teachers may use the *KinderStart* Profile Key Indicators (page 31) to observe children's behaviours/performance and record their observations on one of the data-collection records (pages 33, 34, 35)

The following information should be reproduced (see Section 2):

- ▶ Help Us To Know Your Child (pages 18, 19) (*Note:* remember to offer assistance if required)
- ▶ *KinderStart* Schedule for Parents/Caregivers and Children (page 17)
- ▶ The *KinderStart* Bag (page 20)

*Note:* The principal may make arrangements with professionals to make presentations on language, vision and hearing or use portions of the video, *Videos Three: Speak Hear See*.

## Suggestions for Meeting

- ▶ conduct a school tour
- ▶ use the kindergarten classroom to display materials and resources

## Sample Meeting Agenda Items

- ▶ Welcome and Introductions
- ▶ The *KinderStart* program (*overview*)
- ▶ Presentations
- ▶ Closing Remarks
- ▶ Refreshments

## Parent/Caregiver Orientation Meeting #2 - May

---

(Suggested time: 1 hour)

Conducted by principal and kindergarten teacher(s)

### **Suggested Focus**

Relevant school information

### **Purpose**

- ▶ to present an overview of the kindergarten curriculum
- ▶ to present information about the school's schedules, policies and procedures
- ▶ to complete *KinderStart* Program Evaluation Forms for Parents/Caregivers

### **Sample Meeting Agenda Items**

- ▶ Welcome
- ▶ Presentations
  - Topics may include:*
    - curriculum
    - school schedules and routines
    - bussing
    - policies and procedures
    - importance of nutrition, activity, sleep
- ▶ Question and Answer Period
- ▶ Closing
- ▶ Refreshments

# **KinderStart Schedule for Parents/Caregivers & Children**

## **October**

- ▶ Parent/Caregiver Orientation Meeting #1
- ▶ ***KinderStart*** Session 1 for child and parent/caregiver

## **November**

- ▶ ***KinderStart*** Session 2 for child and parent/caregiver

## **December**

- ▶ ***KinderStart*** Session 3 for child and parent/caregiver

## **January**

- ▶ ***KinderStart*** Session 4 for child and parent/caregiver

## **February**

- ▶ ***KinderStart*** Session 5 for child and parent/caregiver

## **March**

- ▶ ***KinderStart*** Session 6 for child
- ▶ Parent/Caregiver Information Session #1 (while child is attending session 6 in kindergarten classroom)

## **April**

- ▶ ***KinderStart*** Session 7 for child
- ▶ Parent/Caregiver Information Session #2 (while child is attending session 7 in kindergarten classroom)

## **May**

- ▶ ***KinderStart*** Session 8 for child
- ▶ Parent/Caregiver Information Session #3 (while child is attending session 8 in kindergarten classroom)
- ▶ Parent/Caregiver Orientation Meeting #2



# Help Us To Know Your Child

---

Developing partnerships between families and school is an important educational goal. You can help us to be more sensitive to the needs of your child by sharing important aspects of his/her development. Please complete this form and bring it to school when you come for your first *KinderStart* session.



Child's name \_\_\_\_\_ Child's date of birth \_\_\_\_\_

My child enjoys \_\_\_\_\_

\_\_\_\_\_

My child is good at \_\_\_\_\_

\_\_\_\_\_

My child is uncomfortable with \_\_\_\_\_

\_\_\_\_\_

My child's favourite playthings are \_\_\_\_\_

\_\_\_\_\_

My child's favourite stories and/or books are \_\_\_\_\_

\_\_\_\_\_

My child has lived in or visited \_\_\_\_\_

\_\_\_\_\_

My child has attended part/full-time child care at \_\_\_\_\_

\_\_\_\_\_

***Help Us To Know Your Child (Cont'd)***

Are you concerned about the way your child might behave in school?

---

My child would like to learn how to \_\_\_\_\_

---

My child prefers to play \_\_\_\_\_ with friends \_\_\_\_\_ alone \_\_\_\_\_ both

My child is generally healthy \_\_\_\_\_ Yes \_\_\_\_\_ No

My child has allergies \_\_\_\_\_ Yes Allergic to: \_\_\_\_\_

\_\_\_\_\_ No

List any other health concerns. \_\_\_\_\_

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Provide other information that will help us to know your child better.

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Parent/Caregiver's Signature

# The *KinderStart* Bag

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The *KinderStart* bag will contain a book and other items for your child to use during the *KinderStart* year.

The *KinderStart* bag will also contain a Take-Home Package with the following:

- ▶ Make-It Book
- ▶ A Pick-an-Activity Planner
- ▶ Fun-at-Home Activities

You will receive a new Take-Home Package each time you and your child attend a *KinderStart* session.

## **Make-It Books**

Each month, your child's Take-Home Package will contain a small **Make-It Book**. These books are intended to help your child become familiar with print. You and your child can have fun making these books together by drawing or cutting and pasting pictures and by printing a word that matches the picture.

*[Hint: If your child wants to do the cutting and you have child-safe scissors, draw boxes around the pictures your child would like to cut. Straight lines are easier to cut than curved lines. Thick lines made with markers make it easier for children to follow the line.]*

Collect an assortment of magazines, flyers, calendar pictures, labels and photos for you and your child to look through and use each month.

You will notice in the Make-It Books that the repeated text is in big print and is well-spaced. This makes it easier for your child to point under each word, to learn to move from left to right in reading and to read the words.

Over the eight sessions, you and your child will be creating Make-It Books about a variety of things including:

- ▶ rooms/furniture
- ▶ people doing things
- ▶ toys
- ▶ special people in your child's life
- ▶ animals
- ▶ food
- ▶ vehicles
- ▶ things your child can do

To put books together, fold page in half and then fold in half again. Open page and cut along the fold lines and join the 4 pages using a paperclip, staple or string. You might like to make your own books following the samples provided. You can make books about anything - colours, shapes, names, letters, flowers, bugs, buildings or other things that are of interest to your child. Children's early experiences with books will affect their success with reading. Make sure that

these are happy experiences. Have fun making books together!

When reading the Make-It Books, do as much of the work as your child needs you to do. Help with pointing and reading and page-turning until your child wants to do it. Gradually your child will be able to model all of these reading behaviours and you can be there to listen and to celebrate his/her successes!

You can help your child to be organized by making a special box or basket in which to keep the Make-It Books (or use the *KinderStart* bag).

### **Pick-an-Activity Planner**

As part of each Take-Home Package, you will receive a monthly Pick-an-Activity Planner that suggests an activity for your child to do each day. Display this page in an obvious place in your home and have your child choose the activity for each day. It is not necessary to follow the activities in order. However, when your child has completed an activity, encourage him/her to check it off in some way, such as colouring the box, crossing it off, drawing a happy face or covering it with a sticker. You will notice that the suggested activities are often starting places for things you can do and they suggest opportunities for learning through play. These are helpful to your child in developing thinking and talking skills. Pick-an-Activity Planners will also be provided for the summer months.

### **Fun-at-Home Activities**

This is a monthly package of activities that addresses many areas of child development, but focuses largely on supporting language and reading development. Listening to stories, songs and poems, discussing everyday experiences and talking as you make things together are all very important to your child at this stage of his/her language development. Participating in these activities will help your child to develop positive attitudes towards learning. You may choose to use some or all of the activities during the month. Fun-at-Home Activities will also be provided for the summer months.

The activities are divided into categories that are explained below.

#### ***Fun with Books***

If you do not have these books at home, check out your public library, the local store, Family Resource Centres or friends and neighbours for these and other books that are appropriate for your pre-schooler. Find a special time and place each day to enjoy reading with your child.

#### ***Fun with Recipes***

Children love to help with cooking and baking. Include your child in following the recipe by measuring, mixing and doing as much as possible.

This will help him/her develop mathematics and science skills through measuring, following directions and utilizing the senses. **Alert!** Be aware that some of the recipes in these activities may have ingredients that cause **allergic reactions** in some children.

### ***Fun with Singing***

Many of the suggested songs have familiar tunes. However, if you do not know the tune, use one that you do know and change the words to fit or you can make up your own song. It does not matter how well you can sing. The important thing is that you have fun singing together.

### ***Fun with Fingerplays and Rhyme***

Children enjoy chanting rhymes and doing actions and they will likely want to repeat them many times, helping them to memorize some of the rhymes. Enjoy the rhymes together!

### ***Fun with Talking***

Talking together plays a very important role in helping your child to develop his/her social and language skills. The suggested topics are only starting points. You will be surprised at the many ways in which you can use these ideas in everyday experiences. Encourage your child to ask questions and to talk openly. What your child has to say is important. Be a good listener!

### ***Fun with Science***

There are many things that will help your child to develop skills when doing home science activities. Let your child participate as much as possible and make it an enjoyable learning experience for the whole family.

### ***Fun with Creating***

Through creating things, children learn to express themselves in different ways. Set up a collection box of items - tissue rolls, construction paper, buttons, crayons and other interesting materials - and a special place to use them. These activities are fun and often messy! With your help, your child can learn to safely use scissors, paint, glue and other art materials. When cutting, it may be necessary to guide your child's hand to help him/her correctly hold the scissors and to follow the lines.

### ***Fun with Games***

Children enjoy games that allow them to make noise and move in many ways. The suggested activities help children to develop large-muscle and small-muscle control while having fun. These are great family-participation activities. (**Note:** your child may like to bring to school something that s/he has created from the suggested activities to share with his/her teacher and friends.)

## **Reminder Note**

Each month your child will receive a reminder note that indicates the time of his/her next visit. Sometimes the Reminder Note will ask your child to bring to school a small item for use during the ***KinderStart*** session.

## **Other Suggestions**

### ***Play Times***

You may like to enlarge your child's circle of friends by arranging play times with other children in his/her ***KinderStart*** group. This will help your child develop social skills such as co-operation, independence and communication. Play times will also give you an opportunity to share ideas with other parents/caregivers.

### ***Outings***

You may like to enhance your child's understanding of the community in which s/he lives by planning outings to the local supermarket, playground, post office, local store, and other places of interest.

## **Parent/Caregiver Information Session #1 - March**

---

(Suggested time: 50 minutes)

- ▶ may be held during *KinderStart* session 6 for children
- ▶ conducted by principal and appropriate professionals

### **Suggested Focus**

- ▶ Health and wellness

### **Purpose:**

To provide information about

- ▶ the importance of good nutrition, exercise and sleep
- ▶ food and environmental allergies
- ▶ disease prevention

### **Sample Meeting Agenda Items**

- ▶ Welcome
- ▶ Presentations
  - suggested presenters/facilitators: dietician, nutritionist, physician, dentist, hygienist, nurse
  - suggested activity: presentation or video on health and wellness
- ▶ Discussion and Questions
- ▶ Closing (parent/caregiver meets child in kindergarten classroom)

## **Parent/Caregiver Information Session #2 - April**

---

(Suggested time: 50 minutes)

- ▶ may be held during *KinderStart* session 7 for children
- ▶ conducted by principal and appropriate professionals

### **Suggested Focus**

- ▶ Young children's behaviour

### **Purpose**

- ▶ A forum for talking about young children's behaviour

### **Sample Meeting Agenda Items**

- ▶ Welcome
- ▶ Presentations
  - suggested presenters/facilitators: guidance counselor, educational psychologist, child care consultant
  - suggested activity: video, role-play and/or discussion of children's behaviours in public places
- ▶ Discussion and Questions
- ▶ Closing (parent/caregiver meets child in kindergarten classroom)



## Parent/Caregiver Information Session #3 - May

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(Suggested time: 50 minutes)

- ▶ may be held during *KinderStart* session 8 for children
- ▶ conducted by principal and appropriate professionals

### **Suggested Focus**

- ▶ Dealing with new experiences at school

### **Purpose:**

- ▶ to provide opportunities to discuss fostering positive attitudes toward school, new friends, changes in routine, independence
- ▶ to support parents/caregivers with their child's transition to school

### **Sample Meeting Agenda Items**

- ▶ Welcome
- ▶ Small Group Discussion
  - suggested presenters/facilitators: parents, guidance counselor, education psychologist, child care consultant
  - suggested activity: discuss ways parents can help children to deal with changes in their routines so that they feel confident when they come to school

#### ***Common anxieties***

- the bus experience
  - looking after belongings
  - what to do when your friend is not in your class
  - a bathroom accident
  - if someone hurts your feelings
  - if you damage something that belongs to the school or someone else
  - if you don't know the answer to the question
  - if you forget your recess or your baggie book
  - if you get hurt in gym or on the playground
  - if someone is late coming to pick you up
  - if you don't know where to go
  - fire drills
- ▶ Closing (parent/caregiver meets child in kindergarten classroom)

**Section 3**  
Information for Teachers

# **SECTION 3**

## **Information for Teachers**



# Guidelines for Teachers

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The kindergarten teacher plays a very important role in the success of the *KinderStart* program. S/he will help to create a welcoming environment for parents/caregivers and children and to provide opportunities for learning and fun.

The following guidelines may be helpful to teachers in their role during the *KinderStart* program.

## **KinderStart Sessions**

- ▶ The first *KinderStart* session should occur in early October. If registration dates do not permit this, the first session should be held as soon as possible after both registration and the first Parent/Caregiver Orientation Meeting.
- ▶ Suggested Session Plans and Take-Home Packages have been designed for each month. **Add your own ideas and adapt as necessary.** Additional Take-Home Packages have been developed for June, July and August. Distribute summer packages when children come to school for their final visit in May.
- ▶ The sessions have been designed to be developmentally appropriate and are sequential in format and expectation. It is recommended that you start with the October Session - the introduction to the school environment and personnel. If a session is omitted, include the session's suggested activities for that month in the Take-Home Package the next month because it incorporates important skill-building activities.
- ▶ All of the books suggested in the Session Plans have been supplied to kindergarten classrooms by the Department of Education as authorized resources. These resources include *Literacy 2000* and/or *Bookshop*, the Language Arts, the Mathematics and the Religious Education Literature Collections.
- ▶ Teachers may choose to use other available resources including the authorized *Sunshine Science Collection*, *The Big Books of Poetry*, *Interactions Big Book*, and the *Inside Out Health Series*.

## **KinderStart Bags**

Children will receive the *KinderStart* bag at their first *KinderStart* session. **Note:** In June, principals will order the *KinderStart* kits from the provincial Learning Resources and Distribution Centre. Included in the *KinderStart* bag will be a variety of materials (e.g., a book, crayons, pencil, paper, glue) that will become the property of the child. **Note:** Parents/caregivers will be responsible for providing extra consumables needed during the year. Also, lost or damaged

books cannot be replaced during the *KinderStart* year.

Each month, teachers will prepare the Take-Home Packages for inclusion in the *KinderStart* bags (suggestion: the packages could be placed in a large baggie or envelope before each *KinderStart* session).

The Take-Home Package items to be copied (see each Session Plan) include:

- ▶ **Reminder Note**
- ▶ **Fun-at-Home Activities** for the month
- ▶ **Pick-an-Activity Planner** for the month
- ▶ **Make-It Book**

*Note:* Label each *KinderStart* bag with the child's name.

### **The *KinderStart* Profile**

The *KinderStart* Profile is a concise way of collecting information about each child. Three sample data-collection records are provided.

- ▶ Anecdotal Comment Form
- ▶ *KinderStart* Profile Form 1
- ▶ *KinderStart* Profile Form 2

Information recorded on the *Anecdotal Comment Form* can be transferred to either *KinderStart Profile Form 1* or *KinderStart Profile Form 2* and then placed in an individual file for each child.

A comprehensive assessment of each child is not expected. The teacher's comments, however, will provide a "snapshot" of the child's growth and development. This information will provide direction for the teacher in planning for the child's entry into kindergarten. After each one-hour session, teachers should take the time to record brief observations.

For all children, the *KinderStart* Profile can be used to prepare the learning environment and to guide instruction for the kindergarten year.

## ***KinderStart* Profile Key Indicators**

Each *KinderStart* session is designed with an observational focus. The following suggestions may be helpful.

### **Session 1: reactions**

- ▶ meeting teacher - conversed/did not converse
- ▶ play choices - stayed with parent/caregiver/explored on own
- ▶ group activity - participated/did not participate
- ▶ on the walk around school - stayed with group/tried to explore on own

### **Session 2: motor abilities**

- ▶ fine-motor development - concerns/no concerns
- ▶ gross-motor development - concerns/no concerns

### **Session 3: listening skills**

- ▶ reaction to name game - responded/did not respond
- ▶ attention during story/song/poem - attended/did not attend
- ▶ involvement during marching activity - participated/did not participate

### **Session 4: expressive language**

- ▶ response to toy questions - responded/did not respond
- ▶ conversation during collage activity - talked freely/did not talk
- ▶ communication in group games - participated/did not participate

### **Session 5: creativity**

- ▶ during dramatization - invented/did not invent action/noise
- ▶ during puppet-making activity - demonstrated initiative/relied on help

### **Session 6: independence skills**

- ▶ response to parent/caregiver drop-off - handled being left/needed support
- ▶ response to bathroom visit - washed hands alone/needed help
- ▶ response to centres - made something alone/needed support

### **Session 7: co-operative skills**

- ▶ during roll-slide activity - took turns/did not wait
- ▶ during traffic game - maintained/did not maintain personal space
- ▶ during traffic light activity - shared materials/did not share

### **Session 8: maturity**

- ▶ listening to centre directions - listened/did not listen
- ▶ rotating through centres - managed rotation/needed lots of support or guidance
- ▶ responding to request to leave centres - left centres/needed coercion

**Suggestions for using Anecdotal Comment Form:**

- ▶ use after each session to record observations
- ▶ write the Key Indicators for each session at the top of the form to guide your focus
- ▶ transfer observations from the Anecdotal Comment Form to *KinderStart* Profile Form 1 or 2

**Suggestions for using *KinderStart* Profile Form 1:**

- ▶ use this form to record brief notes based on the observational focus for each session

**Suggestions for using *KinderStart* Form 2:**

- ▶ use the following key to indicate child's behaviour/performance based on Key Indicators for each session:
  - 1 - no concerns
  - 2 - further observation needed
  - 3 - concerns need to be addressed





# KinderStart Profile Form 1 (Sample)

\_\_\_\_\_  
 Child's Name

<b>Session 1:</b> Reactions (October)	<b>Session 2:</b> Motor abilities (November)
<b>Session 3:</b> Listening skills (December)	<b>Session 4:</b> Expressive language (January)
<b>Session 5:</b> Creativity (February)	<b>Session 6:</b> Independence skills (March)
<b>Session 7:</b> Co-operative skills (April)	<b>Session 8:</b> Maturity (May)

# KinderStart Profile Form 2 (Sample)

No concerns - 1  
 Further observation needed - 2  
 Concerns need to be addressed - 3

\_\_\_\_\_  
 Child's Name

<b>Session 1: Reactions</b> (October) Meeting teacher 1 2 3 Play choices 1 2 3 Group activities 1 2 3  <i>Comments:</i>	<b>Session 2: Motor abilities</b> (November) Fine-motor development 1 2 3 Gross-motor development 1 2 3  <i>Comments:</i>
<b>Session 3: Listening skills</b> (December) Reaction to name game 1 2 3 Attentive listening 1 2 3 Participation in activities 1 2 3  <i>Comments:</i>	<b>Session 4: Expressive language</b> (January) Response to questions 1 2 3 Conversation during collage 1 2 3 Communication in group games 1 2 3  <i>Comments:</i>
<b>Session 5: Creativity</b> (February) During dramatization 1 2 3 During puppet-making 1 2 3  <i>Comments:</i>	<b>Session 6: Independence skills</b> (March) Response to parent drop-off 1 2 3 Response to bathroom visit 1 2 3 Response to centres 1 2 3  <i>Comments:</i>
<b>Session 7: Co-operative skills</b> (April) During roll-slide activity 1 2 3 During traffic game 1 2 3 During traffic light activity 1 2 3  <i>Comments:</i>	<b>Session 8: Maturity</b> (May) Listening to centre directions 1 2 3 Rotating through centres 1 2 3 Response to leaving centres 1 2 3  <i>Comments:</i>





# **SECTION 4**

## **Session Plans**







## Songs for Each Monthly Session

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Three songs are included in each session to mark the transition from one activity to another. Suggestions are provided, but teachers may prefer to use their own favourite songs. It is developmentally appropriate to use the same songs for each session because repetition and predictability help to create comfortable routines for children.

### **Hello Song**

*(Tune: Twinkle, Twinkle, Little Star)*

Hello, hello, everyone;  
Time for school and time for fun!

### **Tidy-up Song**

*(Tune: The Farmer in the Dell)*

It's time to tidy up,  
It's time to tidy up;  
Let's make our classroom nice and neat,  
It's time to tidy up.

### **Goodbye Song**

*(Tune: Here We Go 'Round the Mulberry Bush)*

Now it's time to say, "Good-bye."  
Say, "Good-bye." Say, "Good-bye."  
Now it's time to say, "Good-bye."  
Good-bye to all our friends!

# Teacher Checklist - October

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## Getting Ready for the October Session

- ✓ Prepare materials for the *KinderStart* bags
- ✓ Plan centres and prepare materials
- ✓ Make name tags to be retained for each session
- ✓ Make a set of name cards to be used during the *KinderStart* year
- ✓ Locate the book, *Owl Babies*
- ✓ Arrange a school tour with the principal
- ✓ Choose and copy a *KinderStart* Profile Form and the Anecdotal Comment Form (if using)

*Note:* You may wish to tie your theme to a special day/occasion for this month (e.g., decorate classroom and design name tags).

## *Follow-up*

- ✓ Record observations and discuss any concerns with principal

## Teacher Notes

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# October Session Plan

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## Theme

Inside and Out

## Focus

- ▶ to familiarize children and parents/caregivers with the kindergarten classroom, the school and school grounds

## Welcome

The teacher greets the children and parents/caregivers and provides them with name tags. (**Suggestion:** parents/caregivers print their own names on tags.)

## Circle Time

- ▶ Sing Hello Song
- ▶ Introductions - the teacher will remove each child's name card from a container, name the child and ask the child to identify him/herself (include the teacher's name)
- ▶ Read book - *Owl Babies*
- ▶ Fingerplay - *Where is Thumbkin?*
- ▶ **KinderStart** bag introduction - the teacher will show the children the **KinderStart** bag and its contents and tell them about its purpose and about caring for the materials and the book in the bag
- ▶ Discuss centres and rules/directions for using them

## Free Choice Activity

Children and their parents/caregivers will explore the classroom and interact with each other at the centres. The teacher will interact and observe. Centres may include sand, block, dress-up, chalkboard, reading, listening, computer, water, kitchen, playdough, drawing or others that would normally be set up in the classroom. **Suggestion:** Teachers may want to limit the number of centres open at one time, the number of children at each centre and the time spent at each centre. This will help ensure that each child has an opportunity to experience each centre if s/he chooses.

## Tidy-Up

- ▶ Sing Tidy-Up Song to establish tidy-up routine

## Outside-the-Classroom Activity

The principal will welcome the children and their parents/caregivers to school and take them on a tour of the school/school grounds. They return to their classroom

for closing activities and dismissal. The teacher observes as s/he participates in the tour.

### **Closing Activities**

- ▶ Tell children about the next visit
- ▶ Sing Goodbye Song
- ▶ Distribute *KinderStart* bags
- ▶ Collect name tags

### **Key Indicators to Observe**

*Reaction to:* meeting the teacher, play choices, group activity, walk around school

## Reminder Note for November

Come to school on \_\_\_\_\_

from \_\_\_\_\_ to \_\_\_\_\_ .

Bring your *KinderStart* Bag!



## Reminder Note for November

Come to school on \_\_\_\_\_

from \_\_\_\_\_ to \_\_\_\_\_ .

Bring your *KinderStart* Bag!



# Fun-at-Home Activities for October

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## Fun with Books

*Here Comes Mother Goose* by Iona Opie

*Titch* by Pat Hutchins

*You'll Soon Grow Into Them Titch* by Pat Hutchins

*Fall* by Ron Hirschi

*Hot Cold Shy Bold* by Pamela Harris

*Is It Red, Is It Blue?* by Tana Hoban

## Fun with Recipes

### Playdough

#### *Mix in saucepan:*

1 cup flour

1/4 cup salt

2 tbsp. cream of tartar

#### *Add:*

1 cup water

2 tsp. food colouring

1 tbsp. cooking oil

Cook over medium heat and stir 3 to 5 minutes. When it forms a ball in the centre of the saucepan, turn it out. Let it cool slightly. Knead on lightly floured surface. Allow to cool. Store in plastic bag in refrigerator.

## Fun with Singing

### **We Love To Go To School**

*(Tune: The Farmer in the Dell)*

We love to go to school.

We love to go to school.

We learn new things

And have some fun.

We love to go to school.

*Linda Harnett*

### **This Old Man**

This old man, he played one,  
(*Hold up one finger.*)

He played knick-knack on my thumb.  
(*Tap finger on thumb.*)

With a knick-knack, paddy-whack,  
Give a dog a bone.  
(*Clap hands.*)

This old man came rolling home.  
(*Move hands around each other in circular motion.*)

...two...on my shoe  
...three...on my knee  
...four...on my door  
...five...on my hive

## **Fun with Fingerplays and Rhyme**

### **Fingers Up, Fingers Down**

1 finger up, 1 finger down,  
Pointing, pointing to the ground.  
2 fingers up, 2 fingers down,  
Twirling, twirling all around.  
3 fingers up, 3 fingers down,  
Moving, moving all around.

*Linda Harnett*

(**Actions:** Point fingers up or down following the numbers in the rhyme. Move fingers as indicated in lines 2 and 4. Move fingers any way you like in the last line.)

### **Numbers and Letters**

My eyes are wide open; they're looking to find  
The numbers and letters on things that are mine.  
Oh, look! There's a K on my cereal box,  
And oodles of numbers on calendars and clocks.

I see S for spaghetti and H on the ham.  
I see 3, 7, 5 on my bottle of jam.  
I'll glue them and hang them on my bedroom wall.  
And I won't stop looking 'til I've found them all!

*Linda Harnett*

### **Humpty Dumpty**

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall;  
All the King's horses and all the King's men  
Couldn't put Humpty together again.

### **Mary Had a Little Lamb**

Mary had a little lamb,  
Its fleece was white as snow;  
And everywhere that Mary went  
The lamb was sure to go.

It followed her to school one day,  
Which was against the rule;  
It made the children laugh and play  
To see a lamb at school.

And so the teacher turned it out,  
But still it lingered near;  
It waited patiently about  
For Mary to appear.

“Why does the lamb love Mary so?”  
The eager children cry.  
“Mary loves the lamb, you know,”  
The teacher did reply.

### **Fun with Talking**

Look for things in your house that go together and talk about why they go together.

(sock - foot      nuts - bolts      straw - glass      bed - pillow)

Look for patterns and talk about what makes the pattern. Try making some patterns.

(bread tag, penny, bread tag, penny...      big can, little can, big can, little can...)

### **Fun with Science**

Experiment with things that melt and do not melt. Place a variety of foods in a small saucepan or frying pan - margarine, ice cube, macaroni, bread, coffee - and apply heat. Ask your child to predict whether or not the food will melt and compare the prediction with the result.



## **Fun with Creating**

### **Sponge Painting**

Cut a sponge into a variety of shapes. Dip the sponges into paint and create gift wrap, decorative lunch bags, a picture frame or any other piece of artwork. Your child's imagination will go wild! Since little hands will be full of paint with this activity, make a handprint picture - a gift for grandparents or some other special person.

### **Making Shape Pictures**

Draw simple shapes - circle, square, rectangle, triangle, oval, diamond - and have your child cut them out. Encourage him/her to cut on the line and paste the shapes to make a picture. Details can be added with crayon, pencil or paint.

## **Fun with Games**

### **Paper Pat-a-Cake**

You and your child will join palms. Slip a piece of paper between your hands. Do clapping actions as you say the rhyme, "Pat-a-Cake, Pat-a-Cake". Try not to drop the paper as you separate your hands.

Pat-a-cake, pat-a-cake, baker man,  
Bake me a cake as fast as you can.  
Pat it and prick it and mark it with B,  
And put it in the oven for baby and me.

### **Hide and Go Find**

Your child takes a small bell or other noisy object - bunches of keys, spoons - and hides somewhere in the house. When s/he is hidden, s/he makes a noise with the object. Find him/her by following the sound of the object. Now switch and you do the hiding and noise-making.

# Pick-an-Activity Planner for October



**Note to Parents/Caregivers:**

Display this page in your home and have your child choose an activity for each day. It is not necessary to follow activities in order. When your child has completed an activity, encourage him/her to check it off in some way (e.g., colour the box).

Sing a favourite song together.	Tell how old you are you now. Make the number in the air.	Find some things that are bigger than your hand.	Name the people who live in your house.	Look out your window. Talk about what you see.	Say the names of these letters. <b>S I</b> Use your finger to trace a big S and I.	Tell if it is morning, afternoon or night. Talk about things you do in the morning.
Talk about what you ate for breakfast today.	How many toes do you have on each foot? Count them aloud.	Draw a small circle. Colour it green. Draw a big circle. Colour it blue.	Tell how many hands you have. That's a pair! Can you think of other pairs?	What is your favourite colour? Find 3 things that are your favourite colour.	Draw a picture of the moon. Find other things that are circles.	Walk in a circle.
How many people live in your house?	Draw a picture for someone you love.	Clap your hands 3 times, then 4 times, then 5 times.	Stand beside someone who is taller than you. Name someone shorter.	Say something nice to someone. Did you make them smile?	What colour are your eyes? How many eyes do you have?	What colour is your house? What numbers are on your house?
Give someone a hug. Now give yourself a hug.	Listen! What do you hear? Talk about the sound. Is it loud? Is it soft? Do you like the sound?	Say the name of this numeral. <b>1</b> Trace a big copy of this numeral.	Find something red. Is it hard or soft?	Look in your cupboard. Find 2 cans that are the same size.	Show your biggest smile.	Tell what you like about your best friend. What do you like to do together?
Think about what makes you happy. Tell how you can make someone happy.	Find circles in your house? How many did you find?	Sniff, sniff! What do you smell? Do you like the smells?				

**What Is It?**

**It is a** \_\_\_\_\_

**It is a** \_\_\_\_\_

**It is a** \_\_\_\_\_





## Songs for Each Monthly Session

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Three songs are included in each session to mark the transition from one activity to another. Suggestions are provided, but teachers may prefer to use their own favourite songs. It is developmentally appropriate to use the same songs for each session because repetition and predictability help to create comfortable routines for children.

### **Hello Song**

*(Tune: Twinkle, Twinkle, Little Star)*

Hello, hello, everyone;  
Time for school and time for fun!

### **Tidy-up Song**

*(Tune: The Farmer in the Dell)*

It's time to tidy up,  
It's time to tidy up;  
Let's make our classroom nice and neat,  
It's time to tidy up.

### **Goodbye Song**

*(Tune: Here We Go 'Round the Mulberry Bush)*

Now it's time to say, "Good-bye."  
Say, "Good-bye." Say, "Good-bye."  
Now it's time to say, "Good-bye."  
Good-bye to all our friends!

## Teacher Checklist - November

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### Getting Ready for the November Session

- ✓ Prepare the Take-Home Packages for November
- ✓ Have name tags ready
- ✓ Plan centres and gather materials that help to develop fine-motor coordination
- ✓ Arrange visit to the gym or playground (if physical education occurs in the classroom, arrange for use of suitable equipment)
- ✓ Invite the physical education teacher (if available) to participate
- ✓ Find a beach ball
- ✓ Locate one of the books, *Hands, Hands, Hands (Bookshop)* or *We're Going on a Bear Hunt*
- ✓ Locate **KinderStart** Profile Form and Anecdotal Comment Form (if using)

**Note:** You may wish to tie your theme to a special day/occasion for this month (e.g., decorate classroom and design name tags).

### *Follow-up*

- ✓ Record observations and discuss any concerns with principal

### Teacher Notes

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# November Session Plan

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## Theme

Moving All About

## Focus

- ▶ to demonstrate to parents/caregivers and children the importance of gross-motor and fine-motor activities and to introduce the children and parents/caregivers to the gym equipment and the areas of the school used for physical activity

## Welcome

The teacher greets the children and their parents/caregivers and directs them to a designated area to find their name tags and collect the new Take-Home Packages.

## Circle Time

- ▶ Sing Hello Song
- ▶ Name Game - the teacher tosses a beach ball to each child who says his/her name
- ▶ Read book - *Hands, Hands, Hands* or *We're Going on a Bear Hunt*
- ▶ Singing Games - *Hokey Pokey*, *Head and Shoulders*, *Eency Weency Spider*

## Free Choice Activity

Children and their parents/caregivers may explore the centres and choose activities that help to develop fine-motor control. Centres may include playdough, legos, beads for stringing, multilink cubes, puzzles, cutting and pasting. (**Suggestion:** Sing the Tidy-up Song as children are tidying up centres.)

## Outside-the-Classroom Activity

The teacher accompanies the children and parents/caregivers on a visit to the gym and/or playground to meet the physical education teacher (if available) and to use the gym equipment. Parents/caregivers participate in the activities with the children. They return to the classroom for closing activities and dismissal. If physical education occurs in the classroom, the teacher may conduct some gross-motor activities - running, hopping, skipping, jumping.

## Closing Activities

- ▶ Ask children to bring paper towel/bathroom tissue rolls to the next session
- ▶ Sing Goodbye Song
- ▶ Collect name tags

## Key Indicators to Observe

*Motor abilities:* fine-motor development, gross-motor development



## Reminder Note for December

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring a paper towel or bathroom tissue roll and a little piece of ribbon or shiny paper.
3. Ask your parent/caregiver to come with you.

Bring your *KinderStart* Bag!



## Reminder Note for December

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring a paper towel or bathroom tissue roll and a little piece of ribbon or shiny paper.
3. Ask your parent/caregiver to come with you.

Bring your *KinderStart* Bag!



# Fun-at-Home Activities for November

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## Fun with Books

*The Blue Balloon* by Mick Inkpen

*From Head to Toe* by Eric Carle

*Dem Bones* by Bob Barner

*The Gingerbread Man* by Jim Aylesworth

*Where's Spot?* by Eric Hill

## Fun with Recipes

### Chocolate Chip Cookies

3/4 cup margarine

1 cup brown sugar, packed

1/2 cup white sugar

1 tsp. vanilla

2 eggs

2 cups flour

1 tsp. baking soda

1 tsp. salt

1 cup chopped nuts

1 cup chocolate chips

Cream margarine, sugars and vanilla. Add eggs and beat well. Combine flour, soda, salt. Add to creamed mixture. Stir in nuts and chocolate chips. Drop by teaspoonsful onto ungreased cookie sheet. Bake at 375 degrees for 8 to 10 minutes.

## Fun with Singing

### The Shape-Up Song

*(Tune: The Farmer in the Dell)*

We're bouncing up and down.

We're bouncing up and down.

We're getting lots of exercise.

We're bouncing up and down.

We bend and touch our toes.

We bend and touch our toes.

We're getting lots of exercise.

We bend and touch our toes.

*(Additional verses)*

We jump across the floor...

We stretch to touch the sky...

*Linda Harnett*

## Fun with Fingerplays and Rhyme

### Falling Leaves

My fingers are leaves that are falling from trees.

*(Fingers make a falling motion.)*

They toss and they turn as they sway in the breeze.

*(Fingers move up and down and around.)*

Sometimes they move quickly and sometimes they're slow,

*(Fingers move quickly, then slowly.)*

As they fall to the ground to wait for the snow.

*(Fingers make a falling motion and are placed in lap.)*

*Linda Harnett*

### Touching, Touching

Touch the window, touch the bed,

Touch your shirt and something red.

Touch the wall and touch the floor,

Then reach out and touch the door.

Touch the table, touch the chair.

Hands can touch things everywhere!

*Linda Harnett*

### Flying

In fall I am so happy

To feel the cold, strong breeze.

The leaves of orange, red and gold

Then fall down from the trees.

I bunch them all together

And pile them up so high.

Step back and take a running leap;

Into the leaves I fly!

*Linda Harnett*

### Hickory Dickory Dock

Hickory, dickory, dock,

The mouse ran up the clock.

The clock struck one,

The mouse ran down,

Hickory, dickory, dock.

## Hey Diddle Diddle

Hey diddle diddle,  
The cat and the fiddle,  
The cow jumped over the moon;  
The little dog laughed  
To see such sport,  
And the dish ran away with the spoon.

## Fun with Talking

Talk about the night time. Ask your child how s/he feels when it is dark. Turn off the lights in your house. Use a flashlight to take a walk around, pointing out how things look different in the dark. Talk about how it is different without the light. *Goodnight Moon* by Margaret Wise Brown is a comforting book to read to your child about night time.

## Fun with Science

Using a flashlight, have your child hold his/her hand in front of the light to make shadows on the wall. Discuss what the shadows look like.

## Fun with Creating

### Sock Caterpillar

Make a caterpillar using rolled up balls of newspaper stuffed into an old sock. Place string, wool or elastic bands at regular intervals along the filled sock to give a segmented effect. Use pipe cleaners, buttons and paint for the caterpillar's features. Here's a poem to recite as you make your caterpillar together:

Caterpillar, caterpillar, what do you see?  
I see green grass and bugs like me.

Caterpillar, caterpillar, where do you go?  
I crawl very slowly over someone's toe!

*Linda Harnett*

You can make another caterpillar by gluing pompoms onto a popsicle stick or tongue depressor. Add googly eyes and pipe cleaner antennae.

Here's another caterpillar idea. Break apart the cups of an egg carton, down the middle. There will be 6 egg cups on each piece. Paint the caterpillar and glue on antennae and eyes.

Can you and your child think of other ways to make a caterpillar?

### **Nature Head Bands**

Cut a strip of paper to fit your child's head. You may need to join two pieces. Your child can draw and cut nature objects to paste on to the band or s/he can gather some seeds, berries or other things found in nature and glue them onto the band. Tape the ends of the band to fit around his/her head.

## **Fun with Games**

### **Run and Stop**

You and your child will move around the room as you both sing the song, freezing in position when you sing the word, STOP, moving only when you start singing again.

*(Tune: London Bridge)*

I am running, running, STOP!  
Running, STOP; running, STOP!  
I am running, running, STOP!  
Now I'll change it.

*Linda Harnett*

*(Change the movements to skip, jump, hop.....)*

### **Hands Go Clap**

*(Tune: Mary Had A Little Lamb)*

Make my hands go clap, clap, clap;  
Clap, clap, clap, clap, clap, clap.  
Make my hands go clap, clap, clap;  
And then it's time to stop.

*Linda Harnett*

*(Additional verses)*

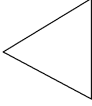
...eyes go blink, ...legs go jump, ...body shake

# Pick-an-Activity Planner for November



## Note to Parents/Caregivers:

Display this page in your home and have your child choose an activity for each day. It is not necessary to follow activities in order. When your child has completed an activity, encourage him/her to check it off in some way (e.g., colour the box).

Jump high. How many ways can you jump?	Move to your left. Move to your right.	Take a can from your cupboard. Make it roll. Make it slide.	Walk on your tiptoes. Count to 5. Walk in different ways.	Act like a monkey. Take 3 deep breaths. Act like a whale.	Toss your socks into the laundry hamper or another container.	How many giant steps can you take across your kitchen?
Try to walk on your heels.	Touch your shoulder, ankle, elbow, knee, hip, waist.	Move slowly like a turtle. Gallop like a horse.	Pretend you are driving a car. Watch for people crossing the street. Look to the left. Look to the right.	Use your finger to trace this triangle. 	Pick up something small with your finger and thumb. Try a different finger each time.	How many times can you walk around a table in 1 minute?
Say the names of these letters. <b>A O</b> Use your finger to trace a big A and O.	Curl up small like a kitten. Stretch up tall like a giraffe.	Pick out a book. Cuddle up and read it.	Sing a song you like.	Make big circles with your arms. Make little circles with your arms.	Walk backwards. Look behind you and be careful!	Pretend you are skating across the floor. Be careful!
Run on the spot. How does it feel?	Hop like a bunny. Jump like a kangaroo. Slither like a snake.	Point to something long and something short.	Put your hands above your head, behind your back and under your chin.	Say the names of these numerals. <b>2 8</b> Count to 8. Trace big copies of these numerals.	Bend and stretch 5 times. Shake yourself all over.	Sit on a chair. Sit on the floor. Sit on a pillow. How does each one feel?
Draw lines on a page. How many did you draw?	Whisper a nice message to someone.					

# Doing Things

I am \_\_\_\_\_.

she is \_\_\_\_\_.

He is \_\_\_\_\_.





## Songs for Each Monthly Session

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Three songs are included in each session to mark the transition from one activity to another. Suggestions are provided, but teachers may prefer to use their own favourite songs. It is developmentally appropriate to use the same songs for each session because repetition and predictability help to create comfortable routines for children.

### **Hello Song**

*(Tune: Twinkle, Twinkle, Little Star)*

Hello, hello, everyone;  
Time for school and time for fun!

### **Tidy-up Song**

*(Tune: The Farmer in the Dell)*

It's time to tidy up,  
It's time to tidy up;  
Let's make our classroom nice and neat,  
It's time to tidy up.

### **Goodbye Song**

*(Tune: Here We Go 'Round the Mulberry Bush)*

Now it's time to say, "Good-bye."  
Say, "Good-bye." Say, "Good-bye."  
Now it's time to say, "Good-bye."  
Good-bye to all our friends!

## Teacher Checklist - December

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### Getting Ready for the December Session

- ✓ Prepare the Take-Home Packages for December
- ✓ Have name tags ready
- ✓ Locate class set of name cards
- ✓ Find a collection box for items children bring from home
- ✓ Locate the book, *Over in the Meadow*
- ✓ Collect materials for making musical instruments (see December Session Plan)
- ✓ Make samples of musical instruments
- ✓ Arrange visit to the music room (if music occurs in the classroom, arrange to visit another classroom)
- ✓ Invite the music teacher to participate (if available)
- ✓ Locate *KinderStart* Profile Form and Anecdotal Comment Form (if using)

*Note:* You may wish to tie your theme to a special day/occasion for this month (e.g., decorate classroom and design name tags).

### *Follow-up*

- ✓ Record observations and discuss any concerns with principal

### Teacher Notes

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# December Session Plan

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## Theme

Making Music Together

## Focus

- ▶ to show parents/caregivers and children that singing and rhythm are important forms of creative expression, while expanding parent/caregiver/child knowledge of school areas

## Welcome

The teacher greets the children and their parents/caregivers and directs them to a designated area to place the items brought from home. They will find their name tags and collect the new Take-Home Packages.

## Free Choice Activity

Children and parents/caregivers are invited to explore the materials and equipment around the classroom and to use them as they choose.

## Circle Time

- ▶ Sing Hello Song
- ▶ Name Game - the teacher removes each child's name from a container and sings, "Where is \_\_\_\_\_?" Encourage him/her to give a singing response.
- ▶ Read book - *Over in the Meadow* (sing if you know tune).
- ▶ Song - *If You're Happy and You Know It, Johnny Works With One Hammer*
- ▶ The teacher will give instructions for making musical instruments.

## Parent and Child Activity

Children and parents/caregivers may make a musical instrument chosen by the child. Materials may include rolls, paper plates, tin cans, strips of coloured tissue paper, rice, macaroni, beans, glue, staplers, elastic bands, waxed paper, items brought from home and other materials. Children and parents/caregivers will follow the tidy-up routine.

## Outside-the-Classroom Activity

The teacher, children and parents/caregivers may go to the music room to meet the music teacher (if available) and to play their musical instruments. If the music room is not available, they can visit another classroom. Activities may include marching and/or singing a song while playing instruments. Invite parents/caregivers to join in. They will all return to the classroom.

Suggested songs - *This Old Man, The Ants Go Marching, Aiken Drum*

### **Closing Activities**

- ▶ Ask children to bring a favourite toy and a catalogue to the next session
- ▶ Sing Goodbye song
- ▶ Collect name tags

### **Key Indicators to Observe**

*Listening skills:* reaction to name game, attention during story/song/poem, involvement during marching activity

## Reminder Note for January

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring your favourite thing with your name on it and an old Christmas catalogue.
3. Ask your parent/caregiver to come with you.

Bring your *KinderStart* Bag!



## Reminder Note for January

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring your favourite thing with your name on it and an old Christmas catalogue.
3. Ask your parent/caregiver to come with you.

Bring your *KinderStart* Bag!



# Fun-at-Home Activities for December

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## Fun with Books

*A Grand Band* by John Burningham

*Peef the Christmas Bear* by Tom Hegg

*Climb Into My Lap: First Poems to Read Together* by Lee Bennett Hopkins

*Effie* by Beverley Allinson

*Mama's Bed* by Jo Ellen Bogart

## Fun with Recipes

### Gingerbread People

½ cup shortening

½ cup brown sugar

1 egg

½ cup molasses

¼ cup cold water

3 cups flour

½ tsp. baking soda

½ tsp. salt

3 tsp. ginger

1 tsp. cinnamon

½ tsp. allspice

Cream shortening and brown sugar. Add egg and beat. Add molasses and cold water and mix. Combine dry ingredients and add to creamed mixture. Roll out and cut into gingerbread people shapes. Bake on ungreased baking sheet at 350 degrees for 10 to 15 minutes. Decorate with icing, if desired.

## Fun with Singing

### Marching Band

*(Tune: The Farmer in the Dell)*

I'll march around the room,

I'll march around the room.

I'll play a fiddle as I march.

I'll march around the room.

*Linda Harnett*

*(Additional instruments: guitar, tambourine, big drum, trumpet. What instruments do you like to play?)*

## Fun with Fingerplays and Rhyme

### Five Little Ducklings

5 little ducklings walking on the shore.

*(Hold up 5 fingers and move them in waddling motion.)*

1 waddled off; then there were 4.

*(Put down 1 finger.)*

4 little ducklings, happy as can be.

*(Hold up 4 fingers and move them from side to side.)*

1 waddled off; then there were 3.

*(Put down 1 finger.)*

3 little ducklings, wondering what to do.

*(Hold up 3 fingers, scratch head as if thinking.)*

1 waddled off; then there were 2.

*(Put down 1 finger.)*

2 little ducklings sitting in the sun.

*(Hold up 2 fingers then lay them in lap.)*

1 waddled off; then there was one.

*(Put down 1 finger.)*

1 little duckling, quacking all alone.

*(Hold up 1 finger then make quacking motions using thumb and fingers to resemble duckling's beak.)*

“Quack, quack, bye, bye.” Now there are none.

*(Wave bye, bye.)*

*Linda Harnett*

### Singing

I wake up in the morning

And sing my favourite song;

For singing makes me happy.

I'm singing all day long.

I sing when I am playing

And as I dress for bed.

And even when I go to sleep

There's singing in my head.

*Linda Harnett*

### **Sing a Song of Sixpence**

Sing a song of sixpence,  
A pocket full of rye;  
Four and twenty blackbirds  
Baked in a pie;

When the pie was opened  
The birds began to sing;  
Wasn't that a dainty dish  
To set before the King?

The King was in his counting house  
Counting out his money;  
The Queen was in the parlour  
Eating bread and honey;

The maid was in the garden  
Hanging out her clothes;  
Along came a blackbird,  
And pecked off her nose.

### **Little Bo-Peep**

Little Bo-Peep has lost her sheep,  
And can't tell where to find them;  
Leave them alone, and they'll come home,  
Wagging their tails behind them.

## **Fun with Talking**

Talk about family members, what makes each one special and how they can help each other. Make a family photo book with one page for each person. Ask your child to tell about the person as you record the comments. This makes a very good gift for someone you love.

## **Fun with Science**

### **Matching Sounds**

*Materials required:*

8 of the same containers with lids

4 different types of materials (e.g., rice, beans, toothpicks, sugar)

Place an equal amount of each material into 2 containers so that you make a total of 8 shakers (4 pairs). Ask your child to find the matching pairs.



## **Guess the Sound**

Ask your child to close his/her eyes while you make a variety of sounds - close a door, stir a pot, cut paper - allowing your child time to guess what is making each sound.

## **Fun with Creating**

### **Making Musical Instruments**

Children will have so much fun making these instruments that they will want to create a whole band! Here are some ideas for musical fun:

*Shaker* (1) Staple two paper plates together and fill with dried beans. (2) Fill a small plastic container with rice or oats. (3) Cover a bathroom tissue holder with fabric and secure at one end. Fill the roll with macaroni and secure the other end.

*Cymbals* Pot lids make great cymbals.

*Wood blocks* Cover blocks of wood with rough sandpaper.

*Drum* Punch 2 holes, opposite each other, in an empty plastic container. Secure string through the holes to wear the drum around your neck. The lid will be the top of the drum. Use a wooden spoon or dowel as a drumstick.

*Kazoo* Make a hole in a paper towel roll about 2cm from one end. Cover that end of the roll with waxed paper and secure with a rubber band. Another method of making a kazoo is to wrap waxed paper around a comb. Make buzzing and humming sounds with your lips on the waxed paper.

*Tappers* Lengths of doweling or copper pipe make interesting sounds when struck with a spoon.

*Jangles* Tie together spoons with rubber bands or tie together bunches of old keys or place them on rings.

### **First Prize Badges**

You and your child cut a circle for each family member. Glue or tape 2 ribbon streamers to the back of each circle, allowing the streamers to hang below the circle. Record your child's comments as s/he tells why each person is receiving the badge - 1<sup>st</sup> prize for cooking a delicious supper; 1<sup>st</sup> prize for taking me for a walk and other great things. Be sure to make a first prize badge for your child.

## Fun and Games

### Ring Around a Rosie

Play this well-known game with your child. The game works best if there are more than two people to share the fun.

### This Is The Way We Wash Our Clothes

*(Tune: Here We Go 'Round the Mulberry Bush)*

Join your child in making the motions as you sing each verse.

This is the way we wash our clothes, wash our clothes, wash our clothes.

This is the way we wash our clothes so early in the morning.

This is the way we...

...iron our clothes

...tie our shoes

...button our shirts

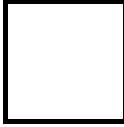
...zip our boots

# Pick-an-Activity Planner for December



**Note to Parents/Caregivers:**

Display this page in your home and have your child choose an activity for each day. It is not necessary to follow activities in order. When your child has completed an activity, encourage him/her to check it off in some way (e.g., colour the box).

<p>Sing "Twinkle, Twinkle, Little Star".</p>	<p>Listen to taped music or your radio. Move to the music.</p>	<p>String rubber bands across an open shoe box to make a guitar. Sing your favourite songs.</p>	<p>How do you feel when you sing? Talk about music and how it makes you feel.</p>	<p>Say the names of these letters. <b>C M</b> Use your finger to trace a big C and M.</p>	<p>Find something that is out of place and put it where it belongs.</p>	<p>Pretend you are playing some instruments. Ask someone to guess what they are.</p>
<p>Cover a comb with waxed paper. Press the comb lightly against your lips and hum a song.</p>	<p>Use your fingers to trace this square. </p>	<p>Dance to the music of a song you like.</p>	<p>Use a can as a drum and a spoon as a drumstick. March and sing a song you like.</p>	<p>Look for green things in your house.</p>	<p>Pour different amounts of water into glass containers. Tap them gently with a spoon. What do you hear?</p>	<p>Cover 2 blocks of wood with sand paper. Rub them together. Do you like the sound?</p>
<p>You can hear a telephone ringing. Name other things you can hear.</p>	<p>Clap softly to music. Can you keep the beat?</p>	<p>Say the name of this numeral. <b>4</b> Count to 4. Trace a big copy of this numeral.</p>	<p>Sing like a bird. What do birds see when they fly?</p>	<p>Make your voice sing low. Make it sing high.</p>	<p>Do you say hello before or after the telephone rings? What are some other before and after things?</p>	<p>Sing "The Eency Weency Spider". Do the actions.</p>
<p>Sing "I'm a Little Teapot". Do the actions.</p>	<p>Clap your hands fast. Clap your hands slowly.</p>	<p>Sing loudly and sing softly.</p>	<p>Make sound patterns - quack, moo, quack, moo.... Try some different sound patterns.</p>	<p>Find a quiet place to spend a few minutes alone.</p>	<p>Sing "The Wheels on the Bus" and do the actions.</p>	<p>Clap the rhythm of your first and last names. Have fun echoing back and forth different rhythms.</p>
<p>Sing "Row, Row, Row Your Boat". Can you pretend to row the boat?</p>	<p>Listen to a song you like. Hold someone's two hands and sway to the music.</p>	<p>Pretend you are a candle. Melt slowly. Pretend you are a melting snowman.</p>				

I see

I see a \_\_\_\_\_.

I see a \_\_\_\_\_.

I see a \_\_\_\_\_.



## Songs for Each Monthly Session

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Three songs are included in each session to mark the transition from one activity to another. Suggestions are provided, but teachers may prefer to use their own favourite songs. It is developmentally appropriate to use the same songs for each session because repetition and predictability help to create comfortable routines for children.

### **Hello Song**

*(Tune: Twinkle, Twinkle, Little Star)*

Hello, hello, everyone;  
Time for school and time for fun!

### **Tidy-up Song**

*(Tune: The Farmer in the Dell)*

It's time to tidy up,  
It's time to tidy up;  
Let's make our classroom nice and neat,  
It's time to tidy up.

### **Goodbye Song**

*(Tune: Here We Go 'Round the Mulberry Bush)*

Now it's time to say, "Good-bye."  
Say, "Good-bye." Say, "Good-bye."  
Now it's time to say, "Good-bye."  
Good-bye to all our friends!

# Teacher Checklist - January

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## Getting Ready for the January Session

- ✓ Prepare the Take-Home Packages for January
- ✓ Have name tags ready
- ✓ Find a collection box for items children bring from home
- ✓ Locate one of the books, *My Best Shoes* or *Red is Best*
- ✓ Collect magazines, catalogues, paper for collage
- ✓ Locate mystery box or other container
- ✓ Locate **KinderStart** Profile Form and Anecdotal Comment Form (if using)

*Note:* You may wish to tie your theme to a special day/occasion for this month (e.g., decorate classroom and design name tags).

## *Follow-up*

- ✓ Record observations and discuss any concerns with principal

## Teacher Notes

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# January Session Plan

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## Theme

My Favourite Thing

## Focus

to model activities that show how expressive language can be used to support a child's literacy development

## Welcome

The teacher greets the children and their parents/caregivers and directs them to a designated area to place the items brought from home. They will find their name tags and collect the new Take-Home Packages.

## Circle Time

- ▶ Sing Hello Song
- ▶ Show and Tell - the teacher asks each child to tell about the object s/he has brought. Support reluctant children by asking them questions. The object will be returned to the collection for later use.
- ▶ The teacher gives instructions for making a personal collage of favourite things using pictures cut from catalogues brought by the children.

## Parent/caregiver and Child Activity

Parents/caregivers and children cut and paste pictures from catalogues and magazines to make a collage of favourite things. The teacher encourages discussion between parents and children by modeling appropriate questions and comments. Tidy-up routine will follow.

## Free Choice Activity

Children are encouraged to choose a play activity when they have completed the collage.

## Circle Time

- ▶ Read book - *My Best Shoes* or *Red Is Best*
- ▶ Games
  - *Sorting Rule* - the teacher sorts some of the children's toys or uses toys from the classroom and asks the children to identify the sorting rule.
  - *Odd One Out* - the teacher chooses 4 of the children's toys, one of which is different or uses toys from the classroom. Children identify the odd one.
  - *Memory Game* - the children view a variety of toys. The teacher removes one. Children identify the missing toy.



- *Mystery Box* - the teacher gives clues about an object in the box. Children identify it.

### **Closing Activities**

- ▶ Ask children to bring a picture of a pet or another animal to the next session
- ▶ Sing Goodbye Song
- ▶ Collect name tags

### **Key Indicators to Observe**

*Expressive language:* response to toy question, conversation during collage activity, communication in group games

## Reminder Note for February

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring a picture of your pet or a picture of an animal you like. This picture stays at school.
3. Ask your parent/caregiver to come with you.

Bring your *KinderStart* Bag!



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## Reminder Note for February

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring a picture of your pet or a picture of an animal you like. This picture stays at school.
3. Ask your parent/caregiver to come with you.

Bring your *KinderStart* Bag!



# Fun-at-Home Activities for January

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## Fun with Books

*The Snowy Day* by Ezra Jack Keats

*Froggy Gets Dressed* by Jonathan London

*What Am I?: looking at shapes through apples and grapes* by N. N. Charles

*The Ice Cream Store* by Dennis Lee

*Owl Babies* by Martin Waddell

*The Shape of Things* by Dayle Ann Dodds

## Fun with Recipes

### Pancakes

1 egg

1 cup milk

2 tsp. sugar

1 cup flour

1½ tsp. baking powder

pinch of salt

2 tbsp. melted margarine

Beat egg and milk together. Combine dry ingredients and add to liquid. Stir to combine. Add melted margarine. Fry in large frying pan, 4 at a time.

While the pancakes are cooking, peel and cut an apple into thin slices. Melt 1 tbsp. margarine in a small frying pan. Add apples and cook until soft. Add 2 tbsp. brown sugar and coat apples with sugar. Serve with pancakes.

## Fun with Singing

### Clean Hands and Teeth

*(Tune: Row, Row, Row Your Boat)*

Wash, wash, wash my hands.

Wash before I eat.

Soap and water make them clean

To touch veggies and meat.

Brush, brush, brush my teeth.

Spread the toothpaste, too.

Brush down and up and all around.

That's the thing to do.

*Linda Harnett*

## Fun with Fingerplays and Rhyme

### Happy Birthday

10 little candles on the birthday cake.  
*(Hold up 10 fingers.)*  
Wh! Wh! Now there are 8.  
*(Blow on 2 fingers and put them down.)*  
8 little candles, standing straight as sticks.  
*(Hold up 8 fingers.)*  
Wh! Wh! Now there are 6.  
*(Blow on 2 fingers and put them down.)*  
6 little candles, I wish that there were more.  
*(Hold up 6 fingers.)*  
Wh! Wh! Now there are 4.  
*(Blow on 2 fingers and put them down.)*  
4 little candles, yellow, green and blue.  
*(Hold up 4 fingers.)*  
Wh! Wh! Now there are 2.  
*(Blow on 2 fingers and put them down.)*  
2 little candles, their melting's almost done.  
*(Hold up 2 fingers.)*  
Wh! Wh! Now there are none!  
*(Blow on both fingers and put them down.)*  
HAPPY BIRTHDAY!

*Linda Harnett*

### My Favourite Thing

There's my teddy and my puppy  
And my blocks that I connect.  
There's my goldfish Nanny bought me  
And the cards that I collect.  
There's my blanket, soft and snuggly  
And my blue and white beach ball.  
It's so hard to pick my favourite thing  
Because I love them all!

*Linda Harnett*

### Jack and Jill

Jack and Jill  
Went up the hill,  
To fetch a pail of water;  
Jack fell down  
And broke his crown,  
And Jill came tumbling after.

### **Little Miss Muffet**

Little Miss Muffet  
Sat on a tuffet,  
Eating her curds and whey;  
Along came a spider,  
Who sat down beside her  
And frightened Miss Muffet away.

### **Fun with Talking**

Look at a drawing, a photograph, a painting or a piece of sculpture. Talk with your child about what you both like and dislike about it. Discuss the details of the work of art.

### **Fun with Science**

For this experiment you will need 2 tbsp. of baking soda, 1 cup of vinegar, a small soft drink bottle, a balloon and a funnel. Use the funnel to pour baking soda into the balloon. Pour vinegar into the bottle. Carefully stretch the balloon over the top of the bottle. Allow the soda to mix with the vinegar. What happens to the balloon?

### **Fun with Creating**

#### **Name Art**

Print your child's name in large letters on a sheet of construction paper. S/he will paint the letters with white glue or some other heavy glue and sprinkle the glue with split peas to cover his/her name. Can you and your child think of other materials to use for sprinkling?

#### **Rain Pictures**

You will need white construction paper and water-based markers for this activity. Your child will use the markers to draw an outdoor picture. Lightly spray the drawing with water. Blot it dry with a paper towel and leave it to dry thoroughly. Do you think it looks like a rainy day?

#### **Roll-Up Book**

Tape together 2 or 3 sheets of paper or recycled wrapping paper. Your child can cut and paste pictures from magazines to make the book or s/he may like to draw his/her own pictures. Tape a paper towel roll to each end of the papers and roll up the book. Tell a story as the pages are unrolled. Maybe you can write the words of the story you have created together.

## Fun with Games

### Moving

I stretch up on my tiptoes,

*(Stand on tiptoes, stretch arms up.)*

And curl up like a ball.

*(Curl body on floor.)*

I stomp around like elephants,

*(Move slowly using heavy feet and swing arm for elephant's trunk.)*

And stand up straight and tall.

*(Stand tall, arms to the side.)*

I fly just like an eagle,

*(Stretch arms out and fly.)*

And gallop 'round the room.

*(Legs make galloping movements.)*

I stop and count to 10 and then

*(Stop, count to 10.)*

I'm a rocketship! I zoom!

*(Hands together, arms up in the air, move quickly.)*

*Linda Harnett*

### Animals Walking

*(Tune: similar to Here We Go 'Round the Mulberry Bush)*

I'm an animal on one leg, one leg, one leg.

*(Stand on one leg, hold on to something so that you don't fall.)*

I'm an animal on one leg, now I stand on two.

*(Stand on two legs.)*

I'm an animal on two legs, two legs, two legs.

*(Stand on two legs.)*

I'm an animal on two legs, now I stand on three.

*(Stand on two legs and one arm.)*

*Linda Harnett*

*(Continue adding legs ending at 4. Last line for 4 legs:*

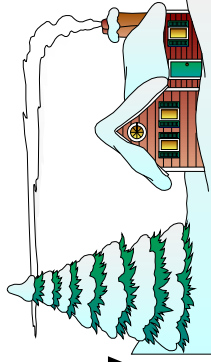
*....then I go to sleep.)*

*Actions for...*

*... three legs - 2 legs and 1 arm*

*... four legs - 2 legs and 2 arms*

# Pick-an-Activity Planner for January



## Note to Parents/Caregivers:

Display this page in your home and have your child choose an activity for each day. It is not necessary to follow activities in order. When your child has completed an activity, encourage him/her to check it off in some way (e.g., colour the box).

What clothes do you wear on a cold, wintry day?	Put 5 toys on your bed. Look at them. Cover them. How many toys can you remember?	What makes shadows? Look for your shadow. Make shadows with your hands.	Use blocks to build a tower. How many did you stack when the tower fell?	Find something that is dark blue and something that is light blue.	Say the name of this numeral. <b>3</b> Count to 3. Trace a big copy of this numeral.	Choose a toy. Tell everything you can about it.
Line up your stuffed toys from smallest to largest.	Put a toy in different places - on, under, in, between, beside other objects.	Find things that are made from plastic, wood, glass, metal.	Lift 2 toys. Which is heavier? Which is lighter?	Draw your favourite toy. Colour it to look like your toy.	Describe the clothes you are wearing.	Make a toy from a box or a milk carton or from other materials you have in your house.
What do you like about your bed? Tell someone.	What is your favourite soup? What is needed to make the soup?	Help to set the table for your family. How many forks and spoons do you need?	Tell someone how to make a snowman or a snowfort.	White is a winter colour. What white things indoors and outdoors do you see?	Line up 3 toys. Which one is in the middle? Move them around. Name the one in the middle now.	Use your favourite water toy in the bath tub. Make it float and sink?
What is a colour you do not like? Name some things that colour.	Say the names of these letters. <b>R J</b> Use your finger to trace a big R and J.	Cut and glue pictures to make a card for someone special.	Play "I Spy Rectangles". Look for rectangles in your house.	Tell how you would feel if your favourite toy is lost or broken.	Use playdough to make a model of your favourite animal.	Use a box and a towel to make a bed for your favourite stuffed animal.
Cuddle up with a soft toy and read a book. Use the pictures to help you "read" the story.	How many cookies would you need for each member of your family to have one?	Recite your favourite nursery rhyme.				

**I Love**

**I love \_\_\_\_\_.**

**I love \_\_\_\_\_.**

**I love \_\_\_\_\_.**







## Songs for Each Monthly Session

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Three songs are included in each session to mark the transition from one activity to another. Suggestions are provided, but teachers may prefer to use their own favourite songs. It is developmentally appropriate to use the same songs for each session because repetition and predictability help to create comfortable routines for children.

### **Hello Song**

*(Tune: Twinkle, Twinkle, Little Star)*

Hello, hello, everyone;  
Time for school and time for fun!

### **Tidy-up Song**

*(Tune: The Farmer in the Dell)*

It's time to tidy up,  
It's time to tidy up;  
Let's make our classroom nice and neat,  
It's time to tidy up.

### **Goodbye Song**

*(Tune: Here We Go 'Round the Mulberry Bush)*

Now it's time to say, "Good-bye."  
Say, "Good-bye." Say, "Good-bye."  
Now it's time to say, "Good-bye."  
Good-bye to all our friends!



# February Session Plan

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## Theme

Animals Everywhere

## Focus

- ▶ to model activities that support creative expression

## Welcome

The teacher greets the children and their parents/caregivers and directs them to a designated area to find their name tags and collect the new Take-Home Packages.

## Group Activity

Children paste the pictures they have brought onto a large sheet of paper to make a group animal collage.

## Circle Time

- ▶ Sing Hello Song
- ▶ Read book - *Mouse Count*
- ▶ Dramatization - the teacher will reread the story and invite the children to dramatize it. You may need to involve parents/caregivers if there are not enough children.
- ▶ Song - *Old MacDonald, When Cows Get Up In The Morning*
- ▶ Animal Pretend - children will take turns choosing an animal card from a bag (or other container) and the group will mimic the animal's movement and sound
- ▶ The teacher gives directions for creating an animal puppet

## Parent/caregiver and Child Activity

Children and parents/caregivers make an animal puppet. Children are encouraged to use their imaginations to create interesting animals. Materials may include paper plates, paper bags, buttons, construction paper, macaroni, yarn and ribbon. Tidy-up routine will follow.

## Free Choice Activity

Children are encouraged to choose a play activity when they have completed the puppet.

### **Outside-the-Classroom Activity**

The teacher, children and parents/caregivers visit the principal's office or another classroom to display their puppets. They return to the classroom for closing activities.

### **Closing Activities**

- ▶ Ask children to bring bite-size pieces of fruit or vegetables to the next session (**Allergy Alert!** Some children are allergic to certain fruits and vegetables)
- ▶ Sing Goodbye Song
- ▶ Collect name tags

### **Key Indicators to Observe**

*Creativity:* during dramatization, during puppet-making

## Reminder Note for March

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring \_\_\_\_\_ small pieces of one kind of fruit or vegetable to share.  
Put your name on your container.
3. Remember there is a special session for parents/caregivers to attend.



Bring your *KinderStart* Bag!

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## Reminder Note for March

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring \_\_\_\_\_ small pieces of one kind of fruit or vegetable to share.  
Put your name on your container.
3. Remember there is a special session for parents/caregivers to attend.



Bring your *KinderStart* Bag!

# Fun-at-Home Activities for February

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## Fun with Books

*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.  
*Mouse Paint* by Ellen Stoll Walsh  
*Color Farm* by Lois Ehlert  
*My Cats Nick & Nora* by Isabelle Harper  
*Eye Openers - Farm Animals* published by Douglas & McIntyre Ltd.  
*Eye Openers - Pets* published by Douglas & McIntyre Ltd.  
*Eye Openers - Zoo Animals* published by Douglas & McIntyre Ltd.  
*Dots, Spots, Speckles and Stripes* by Tana Hoban  
*One Gray Mouse* by Katherine Burton

## Fun with Recipes

### Blueberry Muffins

1½ cups flour	¾ cup milk
½ cup sugar	⅓ cup melted margarine
2½ tsp. baking powder	1 cup blueberries
¼ tsp. salt	1 tbsp. grated lemon rind
1 egg	2 tbsp. sugar

Mix together flour, ½ cup sugar, baking powder and salt. In smaller bowl, beat egg. Add milk and melted margarine. Add liquid to dry ingredients all at once. Stir to moisten. Stir in blueberries. Fill muffin cups ¾ full. Combine lemon rind and 2 tbsp. sugar and sprinkle over top of batter. Bake at 400 degrees for 20 minutes or until tops spring back. Makes 12 medium muffins.

## Fun with Singing

### Good Morning on the Farm

*(Tune: The Wheels on the Bus)*

The rooster on the fence goes cock-a-doodle-doo,  
Cock-a-doodle-doo, cock-a-doodle-doo,  
The rooster on the fence goes cock-a-doodle-doo,  
Wake up, everyone!

*(Additional verses:)*

The cow in the field goes moo...  
The ducks on the pond go quack...  
The sheep in the meadow go baa...  
The pig in the pen goes oink...

*Linda Harnett*



## Fun with Fingerplays and Rhyme

### Five Little Puppies

Five little puppies, rolling round and round.

*(Hold up 5 fingers, make two fists and twirl them around each other.)*

They jump and run and make happy barking sounds.

*(Make jumping and running motions with fingers, make barking motions using thumb and fingers to resemble dog's mouth.)*

They leap over flowers, they run behind trees.

*(Make leaping motion with fingers, hide fingers behind your back.)*

They sit very still to hide from the bees.

*(Place one hand in lap, cover with other hand.)*

They walk very slowly until they see a cat.

*(Move fingers slowly in walking motion.)*

Then they're off and running! Scat, cat, scat!

*(Move fingers quickly across lap.)*

*Linda Harnett*

### Skidooing

We have a skidoo that can go very fast.

The rabbits go running when we're zooming past.

I hang on more tightly the faster it goes.

The wind stings my cheeks and it freezes my nose.

Our skidoo can go anywhere over the snow

And take me to places I never would go.

I lie in my bed but my mind's far away

To places I'll go on my next skidoo day.

*Linda Harnett*

### To Market, To Market

To market, to market,

To buy a fat pig;

Home again, home again,

Jiggety-jig.

To market, to market,

To buy a fat hog;

Home again, home again,

Jiggety-jog.

### **Pussy Cat, Pussy Cat**

Pussy cat, pussy cat,  
Where have you been?  
I've been to London  
To visit the Queen.  
Pussy cat, pussy cat,  
What did you there?  
I frightened a little mouse  
Under her chair.

### **Fun with Talking**

Tell your child short stories and ask him/her questions. This activity will help your child to develop listening, thinking and reasoning skills.

#### **Try these for starters.**

4 cows were eating grass. It started to rain so they went into the barn.

#### ***Questions:***

How many cows were there?  
Where did they go?  
Why did they go there?

A hen laid 6 eggs. Now there are only 3 left.

#### ***Question:***

What do you think happened to the other eggs?

### **Fun with Science**

Your child will wet two cloths of the same material and same size. Place each in a plastic bag. Close one bag securely at the top and leave the other open. Leave it for two days. Observe what happens. Discuss with your child why one cloth is dry and the other remains moist.

### **Fun with Creating**

#### **Animal Stick Puppets**

Make animal heads and bodies from paper, paper plates, playdough or any materials you and your child choose. Secure them to popsicle sticks and use them to dramatize a poem, make up a story or a puppet play. Have fun!

### **Fan Peacock**

Little hands will need help to make this two-dimensional peacock. Fold a piece of paper, accordion style. Secure it in the middle with string, tape, a pipe cleaner or a rubber band. Bring the two ends together and secure touching pieces of paper with tape. You will now have a semi-circle fan shape to represent the peacock's tail feathers. Accordion pleat 2 thin strips of paper for the peacock's legs and cut out a beak, feet and eyes. Glue body parts onto the fan.

### **Snowman Scene**

Your child will enjoy using something other than a brush to paint. S/he will dip a Q-tip into white paint and make small dabs representing snow on a piece of blue construction paper. Allow it to dry. Help your child to find three cans that are different sizes. Your child will trace around the end of each one and cut out the circles and glue them onto the blue construction paper to make a snowman. Add details using materials around your house - fabric scraps, buttons, googly eyes.

## **Fun with Games**

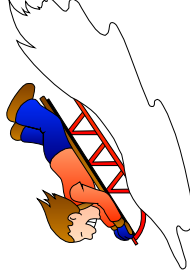
### **Blanket Fun**

Use your blanket

- ▶ as a cradle for gently swinging a toy back and forth
- ▶ for tossing a ball or a teddy bear into the air
- ▶ as a tent or a fort by draping it over chairs

Think of other ways to have fun with a blanket. Make sure you use it safely.

# Pick-an-Activity Planner for February



## Note to Parents/Caregivers:

Display this page in your home and have your child choose an activity for each day. It is not necessary to follow activities in order. When your child has completed an activity, encourage him/her to check it off in some way (e.g., colour the box).

<p>What pet would you like to have? What name would you give your pet?</p>	<p>Name some animals that live on a farm. What sounds do they make?</p>	<p>Pretend to be an animal. Ask someone to guess what you are.</p>	<p>Which animals have stripes? Which animals have spots?</p>	<p>Does a cat have feathers, fins or fur? What do a bird and a fish have?</p>	<p>Find the animals that are the same in a box of animal crackers. Share them with a friend.</p>
<p>How are a dog's body parts the same as yours and different from yours?</p>	<p>Say the names of these letters <b>Y D</b> Use your finger to trace a big Y and D.</p>	<p>How can you show a pet that you love it?</p>	<p>Have you seen a blue animal that is real? Find blue things in your house.</p>	<p>Which animal sleeps through the winter? Why?</p>	<p>Pretend you are a bee. Buzz around your house. What do bees do?</p>
<p>Make some animal sounds. Ask someone to guess the animals.</p>	<p>What can we do to keep our rivers and ponds clean?</p>	<p>Cut and glue different shapes to make a picture of an animal.</p>	<p>Walk like an elephant, creep like a mouse, pounce like a cat. Try other animal movements.</p>	<p>Find things that are furry, smooth, rough, hard, soft. Do you like how they feel?</p>	<p>Make an animal mask. Ask someone to help you make holes for the eyes.</p>
<p>When do owls sleep? Find out what it means to be a night owl.</p>	<p>Draw a picture of what you think an animal from outer space would look like.</p>	<p>What is an animal doctor called? Would you like to be a vet?</p>	<p>Where does an elephant live? What other animals live in the jungle?</p>	<p>Pretend you are a fish. What special parts of a fish help it to swim?</p>	<p>What will you do if you meet a dog in the park or on the street?</p>
<p>Make a puppet. Create a story using your puppet.</p>					<p>Say the name of this numeral. <b>6</b> Count to 6. Trace a big copy of this numeral.</p>

# Animal Friends

Look at the \_\_\_\_\_.

Look at the \_\_\_\_\_.

Look at the \_\_\_\_\_.





## Songs for Each Monthly Session

---

Three songs are included in each session to mark the transition from one activity to another. Suggestions are provided, but teachers may prefer to use their own favourite songs. It is developmentally appropriate to use the same songs for each session because repetition and predictability help to create comfortable routines for children.

### **Hello Song**

*(Tune: Twinkle, Twinkle, Little Star)*

Hello, hello, everyone;  
Time for school and time for fun!

### **Tidy-up Song**

*(Tune: The Farmer in the Dell)*

It's time to tidy up,  
It's time to tidy up;  
Let's make our classroom nice and neat,  
It's time to tidy up.

### **Goodbye Song**

*(Tune: Here We Go 'Round the Mulberry Bush)*

Now it's time to say, "Good-bye."  
Say, "Good-bye." Say, "Good-bye."  
Now it's time to say, "Good-bye."  
Good-bye to all our friends!





# March Session Plan

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## Theme

Yummy! Yummy!

## Focus

- ▶ to observe independence skills

(*Note:* this is the first session for the children without their parents/caregivers)

## Welcome

The teacher greets the children and directs them to a designated area to place the food brought from home. They will find their name tags and collect the new Take-Home Packages.

## Circle Time

- ▶ Sing Hello Song
- ▶ Read book - *The Doorbell Rang*
- ▶ The teacher and another available staff member or volunteer will take the children to the washroom to wash their hands before sampling the food.
- ▶ Tasting Time - the teacher initiates conversation about the food and encourages responses from the children about the taste, texture and colours of the food and why they do or do not like it.
- ▶ The teacher will give instructions for centre activities.

## Centre Activities

(*Note:* Centre activities can be food-related.)

Children will choose from a variety of centres. The teacher will encourage them to try activities in more than one centre but rotation will not be required.

Centre activities may include making patterns using pasta, making a cheerios/fruit loop necklace, sorting plastic food, counting beans into a numbered egg carton, making a plate of food (using food pictures to paste onto the plate) and looking at books about food. Tidy-up routine will follow.

## Free Choice Activity

Children may be encouraged to choose a play activity when they have completed the centre activities.

### **Closing Activities**

- ▶ Read book - *The Very Hungry Caterpillar*
- ▶ Ask children to bring to the next session a small object that rolls or slides
- ▶ Sing Goodbye Song
- ▶ Collect name tags

### **Key Indicators to Observe**

*Independence skills:* response to parent drop-off, response to bathroom visit, response to centres

## Reminder Note for April

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring something that slides or rolls. Put your name on it.
3. Remember there is a special session for parents/caregivers to attend.



Bring your *KinderStart* Bag!

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## Reminder Note for April

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring something that slides or rolls. Put your name on it.
3. Remember there is a special session for parents/caregivers to attend.



Bring your *KinderStart* Bag!

# Fun-at-Home Activities for March

---

## Fun with Books

*10 Red Apples* by Pat Hutchins

*The Very Hungry Caterpillar* by Eric Carle

*Stone Soup* by Marcia Brown

*Eating the Alphabet: Fruit from A to Z* by Lois Ehlert

*Growing Vegetable Soup* by Lois Ehlert

*Growing Colours* by Bruce McMillan

*Pumpkin Pumpkin* by Jeanne Titherington

## Fun with Recipes

### Carrot Cake

***Sift together in a large bowl:***

1½ cups flour	1 tsp. soda
1 cup sugar	1 tsp. cinnamon
1 tsp. baking powder	½ tsp. salt

***Add:***

⅔ cup salad oil	½ cup crushed pineapple with syrup
2 eggs	1 tsp. vanilla
1 cup shredded carrot	

Mix all ingredients together. Pour into greased pan (22cm x 22cm) and bake at 350 degrees for 35 minutes. When cool spread with:

### ***Cream Cheese Icing***

3 oz. cream cheese	2½ cups icing sugar
4 tbsp. margarine	¼ tsp. vanilla

Beat together until fluffy.

## Fun with Singing

### **Fruit, Fruit, Fruit!**

*(Tune: Twinkle, Twinkle, Little Star)*

Apples, oranges, peaches, plums;  
I can't wait 'til lunchtime comes.  
I like grapes without the seeds.  
May I have a banana, please?  
I will eat them 'til I'm stuffed.  
I love fruit! I can't get enough.

*Linda Harnett*

## Fun With Fingerplays and Rhyme

### **Ten Tiny Seeds**

Ten tiny seeds in the soft, brown earth I pressed.  
*(Hold up 10 fingers, make pressing motion on lap with fingers.)*  
Four grew, five grew, so did all the rest.  
*(Hold up 4 fingers, 5 fingers, then 10.)*  
They grew all summer in the warm, wet ground.  
*(Hold fingers up straight, move arms up in the air.)*  
Out from the garden came ten carrots, long and round!  
*(Make pulling motion with two hands, hold up 10 fingers.)*

*Linda Harnett*

### **Dogberry Tree**

Five red berries on a dogberry tree.  
*(Hold up 5 fingers.)*  
A bird flew down and said, "This one's for me!"  
*(Hold up 5 fingers, make flapping motion with other hand, use fingers on that hand to pinch one finger on the other hand.)*  
How many dogberries were left in the tree?  
*(Put down 1 finger.)*

*Linda Harnett*

*(Additional verses: Continue fingerplay, each time reducing the number of fingers by 1.)*

### **The Muffin Man**

Do you know the muffin man,  
The muffin man, the muffin man?  
Do you know the muffin man,  
Who lives in Drury Lane?

### **Making Cookies**

My mommy lets me help her  
When it's cookie-making day.  
I wait until she's ready.  
I don't get in her way.

I measure the ingredients,  
And stir the batter, too.  
My finger slipped, I took a lick!  
I'm sure my mommy knew.

I love to use the cutters  
To make birds and sailing ships.  
But my favourite part of baking  
Is eating chocolate chips.

*Linda Harnett*

### **Little Jack Horner**

Little Jack Horner  
Sat in the corner,  
Eating his Christmas pie;  
He put in his thumb,  
And pulled out a plum,  
And said, "What a good boy am I!"

### **Fun with Talking**

You and your child can describe a banana or other fruits and vegetables. Remember to talk about how it feels, tastes, smells, what it looks like and sounds like when you eat it.

Take turns playing "I Spy". Set a rule that the caller must give 3 descriptive characteristics about the object.

### **Fun with Science**

Talk about foods that we eat when they are cold, hot or frozen. Freeze some foods that we usually eat when they are hot and try to eat them. Melt some foods that we usually eat frozen and try to eat them.

## Fun with Creating

### Apple Prints

Cut 2 apples through the centre, one from the stem down to the bottom and the other one across the middle to show the star hiding inside. Ask your child to paint the white of the apple with a brush and make a print by placing it on paper. Carefully remove the apple. It is possible to make several prints before needing to paint the apple again. Try using other materials such as thread spool, sponge or leaves to make prints.

Here's a poem about apples.

### An Apple A Day

An apple a day keeps the doctor away.  
My mom told me so. Now here's what I say.  
Eat one every day especially for lunch.  
By the end of the week, you'll eat a whole bunch!

*Linda Harnett*

### Paper Towel Art

Drop small amounts of food colouring on a damp paper towel. Watch the colours move. Allow the paper towel to dry. Hang it in your window for everyone to enjoy.

## Fun with Games

### Silk Scarf Movement

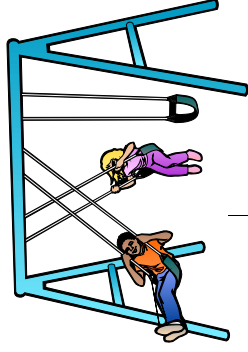
Give your child a silk scarf or some other piece of lightweight material (a long piece is best) and encourage him/her to move to music. Twirl, bend and fling it, so that the scarf flutters with the movement.

### Ten-Pin Bowling

Milk cartons are good for 10-pin bowling. Collect and wash 10 cartons and close the tops with tape. Provide your child with a ball and get rolling!



# Pick-an-Activity Planner for March



## Note to Parents/Caregivers:

Display this page in your home and have your child choose an activity for each day. It is not necessary to follow activities in order. When your child has completed an activity, encourage him/her to check it off in some way (e.g., colour the box).

Let's practise brushing your teeth to keep them healthy.	If you could eat only green foods, what would they be?	Which healthy foods did you eat today?	Look at the pots used for cooking in your house. Which one is the largest? the smallest?	Say the name of this numeral. <b>5</b> Count to 5. Trace a big copy of this numeral.	Which foods are fruits? Which ones are vegetables? Can you find some?	Glue dry macaroni, rice, beans, or spaghetti to make a picture or pattern.
Guess how many spoons are in your drawer. Count them.	Why do you wash your hands before you eat?	What shape is your favourite cookie, cracker, or piece of pie?	Do you eat purple food? Find purple things in your house.	Who helps you to stay healthy?	Spread jam or butter on a slice of bread. Use raisins, cherries, and chocolate chips to make a funny face.	Glue seeds from fruits and vegetables onto paper. Count them.
Have a tasting party. Try foods that are sweet, sour or salty.	What do you drink that begins with M and is good for you?	What is the symbol for POISON? Don't touch things that have the symbol on them.	Your body needs water. How many glasses of water did you drink today? Drink one more.	Guess how many carrot sticks are in a bowl. Count them and eat them.	Look at an apple and an orange. How are they the same? How are they different? Taste them.	What colours are the foods going into your tummy at dinner today?
Ask for help to make fresh orange juice. Squeeze, that orange! Do you like the smell and taste?	Help Mom or Dad to cut the front panel of an empty cereal box into shapes to make a puzzle. Have fun!	Collect labels from cans and bottles. Sort the labels.	Decorate sheets of paper to make placemats for your family.	Say the names of these letters. <b>B H Q</b> Use your finger to trace a big copy of each letter.	Squish a dab of margarine between your fingers. Tell how it feels.	Make a sandwich with someone and eat it.
What are the names of your favourite fruit and vegetable?	Pour a little bit of water on a plate. Try to soak it up with different materials.	Pretend to eat a banana and drink a glass of juice.				

## **Foods I Like**

**I like to eat \_\_\_\_\_.**

**I like to eat \_\_\_\_\_.**

**I like to eat \_\_\_\_\_.**





## Songs for Each Monthly Session

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Three songs are included in each session to mark the transition from one activity to another. Suggestions are provided, but teachers may prefer to use their own favourite songs. It is developmentally appropriate to use the same songs for each session because repetition and predictability help to create comfortable routines for children.

### **Hello Song**

*(Tune: Twinkle, Twinkle, Little Star)*

Hello, hello, everyone;  
Time for school and time for fun!

### **Tidy-up Song**

*(Tune: The Farmer in the Dell)*

It's time to tidy up,  
It's time to tidy up;  
Let's make our classroom nice and neat,  
It's time to tidy up.

### **Goodbye Song**

*(Tune: Here We Go 'Round the Mulberry Bush)*

Now it's time to say, "Good-bye."  
Say, "Good-bye." Say, "Good-bye."  
Now it's time to say, "Good-bye."  
Good-bye to all our friends!



# April Session Plan

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## Theme

Go! Go! Go!

## Focus

- ▶ to observe co-operative skills

## Welcome

The teacher greets the children and directs them to a designated area to place the items brought from home. They will find their name tags and collect the new Take-Home Packages.

## Circle Time

- ▶ Sing Hello Song
- ▶ Read book - *The Wheels on the Bus*
- ▶ Song - *Little Red Caboose, Little Red Wagon, Take Me For A Ride In Your Car*, or teacher's choice
- ▶ Roll and Slide - children predict whether the objects brought from home will roll, slide or roll and slide down a ramp and will proceed with the action, observing the movement of the objects. They will sort them into categories.

## Movement Activities

- ▶ Traffic Go, Traffic Stop - 3 paper circles (red, yellow, green) are secured to a stick. The teacher shines a flashlight on or points to each circle. The children, pretending to drive a vehicle, respond appropriately.
- ▶ STOP! - Children pretend to drive a vehicle and respond to a STOP sign.

## Circle Time

- ▶ The children will repeat the poem, *Red, Yellow, Green* (Red means STOP! Green means GO! Yellow take care, you have to be slow!) Use the prepared chart as you chant the poem.
- ▶ The teacher gives instructions for making a traffic light.

## Child Activity

The children make a traffic light using pre-cut circles pasted onto a pre-cut rectangle of black construction paper. They will paste a copy of the poem on the light. Children will be encouraged to play when they have completed the traffic light activity. Tidy-up routine follows.

### **Closing Activities**

- ▶ Read a book or poem - teacher's choice
- ▶ Ask children to bring a painting shirt and their *KinderStart* book to next session
- ▶ Sing Goodbye Song
- ▶ Collect name tags

### **Key Indicators to Observe**

*Co-operative skills:* during roll-slide activity, during traffic game, during traffic light activity



## Reminder Note for May

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring an apron or an old shirt for painting time.
3. Bring back the *KinderStart* book you have been enjoying all year.
4. Remember there is a special session for parents/caregivers to attend.



Bring your *KinderStart* Bag!

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## Reminder Note for May

1. Come to school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .
2. Bring an apron or an old shirt for painting time.
3. Bring back the *KinderStart* book you have been enjoying all year.
4. Remember there is a special session for parents/caregivers to attend.



Bring your *KinderStart* Bag!

# Fun-at-Home Activities for April

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## Fun with Books

*The Runaway Bunny* by Margaret Wise Brown

*Snowballs* by Lois Ehlert

*Sadie and the Snowman* by Allen Morgan

*Just Look* by Tana Hoban

*I Went Walking* by Sue Williams

*Red Leaf, Yellow Leaf* by Lois Ehlert

## Fun with Recipes

### Shortbread

$\frac{3}{4}$  cup margarine

2 cups flour

1 tsp. salt

1 egg, well beaten

$\frac{3}{4}$  cup brown sugar

2 tsp. baking powder

$\frac{1}{2}$  tsp. vanilla

Cream margarine, add sugar and egg, then sifted dry ingredients. Roll out onto lightly floured surface. Use cookie cutters to make shapes. Bake at 350 degrees for 10 to 15 minutes. Decorate with icing if desired.

## Fun with Singing

### Raining Cats and Dogs

*(Tune: The Farmer in the Dell)*

It's raining cats and dogs,

It's raining cats and dogs.

Mew, mew, woof, woof.

It's raining cats and dogs.

It's raining jellybeans.

It's raining jellybeans.

Yummy, yummy, yummy, yum.

It's raining jellybeans.

It's raining noodle soup.

It's raining noodle soup.

Slurp, slurp, slurp, slurp.

It's raining noodle soup.

*Linda Harnett*

### **The Traffic Light**

*(Tune: Twinkle, Twinkle, Little Star)*

Red means stop and green means go.  
Yellow take care, you have to be slow.  
Look straight at the traffic light.  
It will tell you what is right.  
Red means stop and green means go.  
Yellow take care, you have to be slow.

*Linda Harnett*

## **Fun with Fingerplays and Rhyme**

### **Rowing**

My dad and I went rowing  
In our little yellow boat.  
*(Make rowing motions with two arms.)*  
At first the waves were gentle,  
And so calmly we did float.  
*(Make small, wavy motions with two hands.)*  
But then the wind grew stronger  
*(Move arms in wide, sweeping motions.)*  
And the rain began to pour.  
*(Quickly move fingers down.)*  
We turned our boat and rowed so hard  
And headed back to shore.  
*(Make turning motion with one hand, make rowing motions with two arms.)*

*Linda Harnett*

### **My Pet**

I saved up all my money  
To buy myself a pet.  
I went down to the pet store  
To see what I could get.  
  
I knew I'd buy a parrot  
If I could have my wish.  
The lady counted out my coins-  
Enough to buy a fish!  
  
I chose the little goldfish.  
He was swimming all alone.  
He's small but I still love him  
Because he is my own.

*Linda Harnett*

### **Wee Willie Winkie**

Wee Willie Winkie runs through the town,  
Upstairs, downstairs, in his night gown.  
Rapping at the window, crying through the lock,  
Are all the children in their beds?  
For now it's eight o'clock.

### **Rub-a-Dub Dub**

Rub-a-dub, dub, three men in a tub.  
And who do you think they be?  
A butcher, a baker, a candlestick maker.  
Turn them out, knaves all three.

## **Fun with Talking**

Place an object in a paper bag or a box. Give your child clues about the object to help him/her identify it. Encourage your child to be the one who gives the clues about a different object. Try a variation. Ask your child to feel the object in the bag, describe what s/he feels and try to identify the object.

## **Fun with Science**

### **Mixing Colours**

Provide small jars into which your child can pour small amounts of water. Place drops of food colouring into the water. What happens when you mix red and blue colouring, red and yellow colouring, yellow and blue colouring? Try mixing all the colours. Which new colour did you make?

## **Fun with Creating**

### **Blotto Paint**

Help your child fold a sheet of paper and open it out flat. Drop little blobs of paint on one side of the fold. Fold the other half of the paper over and press from the fold out, all around the paper. Open the paper to discover the great design your child has made. Repeat the directions on the same sheet of paper to add to the beauty of the design.

## Fireworks Painting

The child drops a small blob of watery paint on a piece of black construction paper that represents the sky. Brightly-coloured paints are best. Using a straw, the child will blow the paint in different directions across the paper. Other colours can be added until the sky is bright with fireworks. While the paint is still wet, sprinkle it with salt or glitter. Shake off excess when the paint is dry.

## Fun with Games

### Hand Muscle Strength Activities

Provide materials for your child to try these hand muscle-building activities.

*Playdough:* Roll coils from the playdough using both hands together. Then cut coils into pieces using pairs of fingers as scissors.

*Sponge:* Cut small squares of sponge and soak in water. Squeeze water from sponges with one hand, two fingers, three fingers. How hard can you squeeze?

*Clothespins:* Place clothespins, using the thumb and one finger (different finger each time) around the top of an empty can or plastic container. Then remove the clothespins using different fingers.

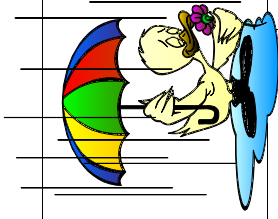
*Tug of War:* Hold a sheet of paper between two fingers and a partner does the same. Pull in opposite directions.

*Cutting:* Use different grades and thicknesses of paper, cardboard or material.

*Hole Punch:* Using one hand, punch holes in paper, cardboard or cloth.

*Stringing:* String beads, cereal or drinking straws that are cut into small pieces to make a necklace. (**Note:** if string is frayed, tape the ends.)

# Pick-an-Activity Planner for April



## Note to Parents/Caregivers:

Display this page in your home and have your child choose an activity for each day. It is not necessary to follow activities in order. When your child has completed an activity, encourage him/her to check it off in some way (e.g., colour the box).

Find some round things that move.	Try to walk with an object between your knees. Try using a ball.	Play a game where you have to take turns with someone.	See how long you can keep a ball up in the air.	Walk across your bedroom. Ask someone to help you count the baby steps you take.	Lie on your back. Move your legs as if you were riding a bicycle.	Wear a hat. Pretend you are a bus driver.
What would it be like to fly? What would you see?	Ask someone to help you count backwards from 10 to make a rocket ship blast off.	Shape your body so that it rolls along the floor. How many ways can you do it?	Say the name of this numeral. <b>7</b> Count to 7. Trace a big copy of this numeral.	Look for letters and words on buildings as you move around your town. Do you know what they say?	Hop like a rabbit. Leap like a frog. Are the movements the same?	Push 2 dinkies or other small cars from a starting line at the same time. Which goes faster? slower?
Pretend you are a train. Chug around your house. Next be a plane, a motorcycle.	Make a STOP sign and a GO sign. Ask a friend to pretend to drive a car for you to use your signs.	Do you have a brown bicycle? Look for brown things in your house.	Make an action pattern - stomp, clap, stomp, clap. Try arms up, arms down, arms up, arms down.....	Listen to a favourite story. Tell someone about it.	Move on 1 body part, 2 body parts, 3 and 4 body parts.	Tell someone why cars must stop at a red light or a STOP sign.
What do you think it would be like to fly into outer space? What would you see?	Explain to someone how to climb a ladder.	Say the names of these letters. <b>N X Z</b> Use your finger to trace a big copy of each letter.	Draw your house. How many windows and doors does it have?	Ask someone to help you make a ramp. Try moving things up and down.	Do these actions with a ball - roll, bounce, throw, catch.	Balance a bag of beans on your head. Try walking, running and crawling with the bean bag.
What are some ways people travel? Are they fast or slow ways?	Name some safety rules.					

Go, Go, Go!

A \_\_\_\_\_ can go fast.

A \_\_\_\_\_ can go fast.      A \_\_\_\_\_ can go fast.







## Songs for Each Monthly Session

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Three songs are included in each session to mark the transition from one activity to another. Suggestions are provided, but teachers may prefer to use their own favourite songs. It is developmentally appropriate to use the same songs for each session because repetition and predictability help to create comfortable routines for children.

### **Hello Song**

*(Tune: Twinkle, Twinkle, Little Star)*

Hello, hello, everyone;  
Time for school and time for fun!

### **Tidy-up Song**

*(Tune: The Farmer in the Dell)*

It's time to tidy up,  
It's time to tidy up;  
Let's make our classroom nice and neat,  
It's time to tidy up.

### **Goodbye Song**

*(Tune: Here We Go 'Round the Mulberry Bush)*

Now it's time to say, "Good-bye."  
Say, "Good-bye." Say, "Good-bye."  
Now it's time to say, "Good-bye."  
Good-bye to all our friends!



# May Session Plan

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## Theme

I Can Do It!

## Focus

- ▶ to observe individual maturity

## Welcome

The teacher greets the children and directs them to a designated area to find their name tags and collect the new Take-Home Packages for May, June, July and August. The teacher collects the books from the *KinderStart* bags.

## Circle Time

- ▶ Sing Hello Song
- ▶ Read book or do fingerplay - teacher's choice
- ▶ The teacher will give directions for completing centre activities and demonstrate the signal for rotating through centres. (*Note*: the children will be required to rotate.)
- ▶ The teacher explains to the children that their paintings will remain at school to be displayed when they arrive for kindergarten in September.

## Centre Activities

The Centres will include painting and any of the following suggested activities:

- ▶ manipulating playdough
- ▶ making name puzzles - children find an envelope labelled with his/her name. The name card prepared for the October session is cut into individual letters and placed in the envelope. The children reassemble their names and glue them onto the envelope.
- ▶ making shape pictures using pre-cut shapes
- ▶ matching, patterning or sorting using mathematics manipulatives
- ▶ drawing on chalkboard, whiteboard, mural paper, other
- ▶ listening
- ▶ teacher's choice

Tidy-up routine follows.

### **Closing Activities**

- ▶ Read book or poem - teacher's choice
- ▶ Readiness for kindergarten - the teacher celebrates the children's growth during the past year and expresses excitement for the coming school year
- ▶ Collect name tags for use in September
- ▶ Presentation of ***KinderStart*** certificates
- ▶ Sing Goodbye Song

### **Key Indicators to Observe**

*Maturity:* listening to centre directions, rotating through centres, responding to request to complete centre activities

# Sample Letter to Children on School Letterhead

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(Place in Take-Home Package in May)

Dear \_\_\_\_\_,

What an exciting year this has been! We have had so much fun learning new things and meeting new friends. You have grown and you can do things now that you could not do when you first came to visit our school.

Now you are ready to come to kindergarten!

I know you will like coming to school every day. You will learn interesting things and share happy times with the boys and girls in your class.

I am happy that you will be coming to our kindergarten class in September. Your first day will be on \_\_\_\_\_  
from \_\_\_\_\_ to \_\_\_\_\_ .

Play safely this summer.

Your friend,

\_\_\_\_\_  
Kindergarten Teacher



# Fun-at-Home Activities for May

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## Fun with Books

*Big Sarah's Little Boots* by Paulette Bourgeois

*Red Is Best* by Kathy Stinson

*The Handmade Alphabet* by Laura Rankin

*Hickory Dickory Dock* by Robin Muller

*Little Red Riding Hood* by Trina Schart Hyman

*Ten, Nine, Eight* by Molly Bang

## Fun with Recipes

### Making Butter

Beat cold heavy cream (32% milk fat) in a mixer bowl until it turns to butter (it may take a few minutes). Add a little salt to taste. Spread it on a slice of bread or your favourite cracker. Enjoy!

## Fun with Singing

### H-A-P-P-Y

*(Tune: B-I-N-G-O)*

Today I'm going out to play.  
I'm feeling very happy.  
H-A-P-P-Y, H-A-P-P-Y, H-A-P-P-Y!  
I'm feeling very happy.

Today I'm staying in to play.  
I'm feeling very happy.  
H-A-P-P-Y, H-A-P-P-Y, H-A-P-P-Y!  
I'm feeling very happy.

*Linda Harnett*

## Fun with Fingerplays and Rhyme

### Five Black Crows

Five big, black crows stopping for a rest.  
*(Hold up 5 fingers.)*  
The first one said, "As a flyer, I'm the best."  
*(Wiggle thumb.)*  
The second one said, "I can fly much faster."  
*(Wiggle pointer finger.)*

The third one cawed and flew right past her.  
(*Wiggle middle finger.*)  
The fourth one said, “I’ll fly higher than the tree.”  
(*Wiggle ring finger.*)  
The fifth one said, “I’m happy being me.”  
(*Wiggle pinkie.*)  
*Linda Harnett*

### **No Stopping**

I can run in a circle  
And walk a straight line.  
I can move fast or slowly,  
I really don’t mind.  
I go zig-zagging sideways.  
I can jump, I can hop.  
There’s only one problem.  
I don’t want to stop!  
*Linda Harnett*

### **Old King Cole**

Old King Cole  
Was a merry old soul,  
And a merry old soul was he;  
He called for his pipe,  
And he called for his bowl,  
And he called for his fiddlers three.

### **There Was An Old Woman**

There was an old woman  
Who lived in a shoe;  
She had so many children,  
She didn’t know what to do.  
She gave them some broth  
Without any bread.  
She whipped them all soundly  
And put them to bed.

## **Fun with Talking**

Using a cardboard box, you and your child can make a puppet theatre. Make puppets (e.g., stick, sock, paper bag) to dramatize a story or you might like to make up your own play. Include family members in creating the puppets and the play and arrange to have an audience. Talk about what you are doing as you make the props for the play.



## **Fun with Science**

Do an experiment to find out if ice melts more quickly in the sunlight or in the shade. Your child will place an ice cube on each of two sheets of dark construction paper which have been laid on a plate or cookie sheet. Then s/he child will place one plate in a sunny window and the other plate in a shaded area. Check the progress of the ice periodically. Lead your child to conclude that ice melts more quickly in the sunlight than it does in the shade because the sun gives off heat. What observations can be made about the paper and where the water goes as the ice melts?

## **Fun with Creating**

### **String Painting**

Short lengths of heavy, soft, cotton twine are best. Your child will fold a sheet of paper in half, then open it out flat. Help him/her to dip the string in paint. Lift it out and spread it over one-half of the paper. Arrange 2 or 3 different coloured strings on one side of the fold. Fold the other half of the paper over and press it down firmly. The design is duplicated on the paper. Carefully remove the paint strings. Continue adding strings to your design.

Here is another technique that will produce a different effect. Your big hands are needed to help little hands with this art activity. Your child will fold the paper in half and open it out flat. S/he dips the string in paint and place one string at a time on one-half of the paper, leaving about 5 cm of the string hanging free at the bottom of the paper. Fold the paper over the string. You can help by holding it firmly with the palm of your hand as your child pulls the string back and forth gently until it comes out. Surprise!

### **Starry Night Picture**

Make a starry night picture. Help your child to cut a star-shaped tracer. It should be large enough for your child to handle when cutting but small enough to include several stars in the picture. Help him/her to trace around the star onto yellow construction paper. S/he will cut the stars and glue them onto black construction paper. Outline the stars with glue and allow him/her to sprinkle them with glitter.

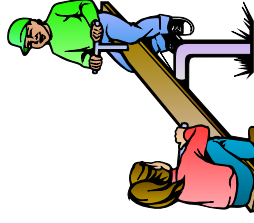
## Fun with Games

### Pretending

Children love to pretend and they can be anything they want to be. Give simple directions to your child. Pretend to be:



- ▶ a tree on a high hill on a windy day
- ▶ a bird with an injured wing trying to fly
- ▶ a cloud in the sky on a bright, sunny day
- ▶ walking barefoot in spring grass
- ▶ a goldfish swimming in a fishbowl
- ▶ an old person walking with a cane
- ▶ a baby just learning to eat with a spoon
- ▶ riding a bicycle up a hill
- ▶ walking in shoes that are too small for your feet
- ▶ an old, ragged teddy bear in the bottom of a toy chest

# Pick-an-Activity Planner for May



## Note to Parents/Caregivers:

Display this page in your home and have your child choose an activity for each day. It is not necessary to follow activities in order. When your child has completed an activity, encourage him/her to check it off in some way (e.g., colour the box).

<p>Ask someone to print your name. Can you count the letters in your name?</p>	<p>Trace your hand. Glue a picture of you on the hand and print your age. Hang it for everyone to see.</p>	<p>Line up 3 objects. Point to the first one, the second, the third.</p>	<p>What is the number you call when there is an emergency?</p>	<p>Tape strips of paper together to make a chain of circles.</p>	<p>Place a sheet of paper over a coin. Rub a crayon across the paper where the coin is. Surprise!</p>	<p>Hide something in your house. Give someone clues, like "It is under something or behind something." to help him/her find it.</p>
<p>Talk about a safe way to get out of your house in an emergency.</p>	<p>Use string as long as your arm to measure things in your house. Are the things shorter or longer?</p>	<p>Look for squares in your house.</p>	<p>Make the shape of these letters with your fingers. <b>O T C L</b> <b>V X W</b></p>	<p>Name some things in your house used for cutting.</p>	<p>Say the names of these letters. <b>U F</b> Use your finger to trace a big U and F.</p>	<p>Make a number book using bread tags. Print a numeral on each page and glue bread tags to match the numeral.</p>
<p>Use popsicle sticks to measure across your bed. How many did you use?</p>	<p>Look at yourself in a mirror. Describe what you see.</p>	<p>Use your imagination to make up your own story about you and a friend.</p>	<p>Black is a very dark colour. Can you find black things in your house?</p>	<p>Which number comes after 3? 8? 6? Which number comes before 2? 5?</p>	<p>Use a piece of string to make these shapes. </p>	<p>Do be a picker-upper. Don't be a litter bug. Pick up 10 pieces of litter from your yard.</p>
<p>Say a word that rhymes with fly, sail, tree, coat.</p>	<p>Say the name of this numeral. <b>9</b> Count to 9. Trace a big copy of this numeral.</p>	<p>Be a letter detective. Find things that begin with <b>S</b></p>	<p>It is spring. Describe the weather today.</p>	<p>What can you do now that you could not do when you were a baby?</p>	<p>Can you name these shapes? </p>	<p>Recite "One, Two, Buckle My Shoe".</p>
<p>Use toothpicks or popsicle sticks to form the numerals <b>1</b> and <b>7</b>.</p>	<p>Tell someone what you like best about yourself.</p>	<p>Show others how well you can co-operate.</p>				

I Can

I can \_\_\_\_\_.

I can \_\_\_\_\_.

I can \_\_\_\_\_.



**June, July  
& August**

# Fun-at-Home Activities for June

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## Fun with Books

*Sleepy Bears* by Mem Fox

*Guess How Much I Love You* by Sam McBratney

*Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault

*The Three Little Pigs* by Paul Galdone

*Forest of Dreams* by Rosemary Wells

*Time for Bed* by Mem Fox

## Fun with Recipes

### Raisin Buns

3 cups flour

5 tsp. baking powder

½ tsp. salt

½ cup sugar

¾ cup margarine

1 cup milk

2 eggs

1 cup raisins

Combine dry ingredients. Rub in margarine with your fingers until fine. Combine eggs and milk and mix gently into batter. Add raisins. Press out carefully with fingertips onto lightly floured surface. Cut with round cutter and place in greased pan (22 cm x 30 cm) with sides touching. Bake at 400 degrees for 15 minutes.

## Fun with Singing

### Moving Feet

*(Tune: If You're Happy and You Know It)*

Oh, my feet are marching 'round, marching 'round.

Oh, my feet are marching 'round, marching 'round.

Oh, my feet are marching 'round. Now they're jumping up and down.

Oh, my feet are marching 'round, marching 'round.

Oh, my feet are in the air, in the air.

Oh, my feet are in the air, in the air.

Oh, my feet are in the air. Now they're walking on the stairs.

Oh, my feet are in the air, in the air.

*Linda Harnett*

## Fun with Fingerplays and Rhyme

### Five Little Froggies

Five little froggies, sitting on a log.

*(Hold up 5 fingers.)*

The first one said, "I wish I were a dog."

*(Wiggle thumb.)*

The second one said, "I want to be a horse."

*(Wiggle pointer finger.)*

The third one said, "I'd be a bird, of course."

*(Wiggle middle finger.)*

The fourth one said, "I'd like to be a seal."

*(Wiggle ring finger.)*

The fifth one said, "Like a whale is how I feel."

*(Wiggle pinkie.)*

Along came a fairy and waved her magic wand.

*(Wave arm in flowing motion.)*

POOF! Those five little froggies were gone!

*(Throw both arms in the air.)*

*Linda Harnett*

### Raining

I'm feeling very grumpy

Because it's raining hard.

I really wanted to go out

And ride in my back yard.

Perhaps I'll paint a picture.

I'll get the things I need.

But best of all, I'll find my book

I really like to read.

Hey, now I'm feeling happy.

I'm doing things I like.

I'm glad that it is raining.

Tomorrow I'll ride my bike.

*Linda Harnett*



### **Old Mother Hubbard**

Old Mother Hubbard  
Went to the cupboard  
To get her poor dog a bone;  
When she got there  
The cupboard was bare,  
And so the poor dog had none.

### **Georgie Porgie**

Georgie Porgie, pudding and pie,  
Kissed the girls  
And made them cry;  
When the boys  
Came out to play,  
Georgie Porgie ran away.

## **Fun with Talking**

Take a walk. Before you start your walk, decide with your child if it will be a looking walk, a hearing walk, a collecting walk or a visiting walk. Your child might like to take pictures of interesting things s/he sees on the walk. Disposable cameras are great for young photographers. As you walk, talk about the things you see, hear, find and do.

## **Fun with Science**

Experiment with absorption of water. Ask your child to place drops of water on a variety of materials in your home - counter top, bread, waxed paper, paper towel, dish towel, plate - and observe what happens to the water. Allow your child to try to soak up water using a variety of materials - cotton ball, bottle cap, bread tag, sponge, coffee filter, tissue. Discuss the results.

## **Fun with Creating**

### **Frame It**

Your child will paste a photograph or picture s/he likes onto a sheet of heavy paper or cardboard. Help him/her to punch holes in the top of the paper or cardboard to tie a string for hanging the picture. S/he will collect outdoor treasures - shells, twigs, leaves, seeds, cones - and glue them around the outside of the photograph to make a terrific nature frame. When it dries, s/he will hang it for everyone to admire.

### **Hot Air Balloon**

You and your child will cut a large circle from wallpaper, old wrapping paper or brown paper. This will be the balloon. The child glues the circle onto the top of a sheet of light blue construction paper that represents the sky. S/he will cut a square of coloured paper for the bucket and glue it onto the bottom of the blue paper. Help him/her to cut and glue pieces of yarn or string to represent the ropes between the balloon and the bucket. S/he can draw people in the balloon.

### **Marble Painting**

Your child will drop blobs of thick paint onto the inside of a box cover (shoe box covers are a good size). S/he will place a marble into the cover and move the cover, allowing the marble to roll through the paint, leaving a trail of colour as it moves.

## **Fun with Games**

### **Movie Night**

Include all family members in choosing a movie for your movie night. Rearrange your television-viewing area to represent a movie theatre. Darken the room by covering door openings and windows with a blanket or towel. Help your child to make paper money (or use play money) and movie tickets for customers to buy (family members will purchase them as they enter). Have bags of popcorn and drinks ready for purchasing before the movie. Enjoy the show! After the movie, talk about what each family member liked and did not like about the movie.

# Pick-an-Activity Planner for June



## Note to Parents/Caregivers:

Display this page in your home and have your child choose an activity for each day. It is not necessary to follow activities in order. When your child has completed an activity, encourage him/her to check it off in some way (e.g., colour the box).

Find a set of stairs and walk up. Count the steps as you go.	Name the large letters on a carton or box.	What comes first - putting on your shoes or putting on your socks?	Think of a number between 1 and 10. Ask someone to guess the number.	Say the names of these letters. <b>L V</b> Use your finger to trace a big L and V.	Help to sort the laundry. Make a pile of white clothes and a pile of dark clothes.
What can you think of that comes in pairs?	Count with Daddy or Mommy to see how long it takes you to put on your pyjamas.	Talk about some things you can do outside this summer. What will you do on a rainy day?	Cut pictures from magazines or flyers. Glue them on paper to make a collage of things that are the same.	Borrow some money. Put all of the pennies in one pile, then the nickels, the dimes and quarters.	Go for a walk around your garden. Look for brown things.
Count the number of cups of water it takes to fill a bowl.	Find numeral <b>6</b> on a calendar and on a clock. Trace a big copy of this numeral.	Name some of your neighbours. Who is your best friend in your neighbourhood?	What is the weather today?	An orange is orange. Find orange things in your house?	Mix water and liquid detergent in a container. Go outdoors and use a straw to blow bubbles in the container.
Name your body parts that come in 2s.	Find things indoors or outdoors that begin with <b>T</b> .	Let's sing the alphabet song.	Cat rhymes with hat. Can you think of other words that rhyme?	Put a box in your garden with things birds use to build nests - string, cotton balls, twigs, yarn, leaves.	Ask someone to go on a walk with you. Look, listen, smell and touch.
How many pairs of socks do you have in your drawer?	<b>DANGER!</b> What are some dangerous things indoors and outdoors?				

# Fun-at-Home Activities for July

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## Fun with Books

*I Love You, Little One* by Nancy Tafuri

*My Puppy Is Born* by Joanna Cole

*Tops & Bottoms* by Janet Stevens

*Draw Me A Star* by Eric Carle

*Over in the Meadow* by Olive A. Wadsworth

*Sense Suspense: A Guessing Game for the Five Senses* by Bruce McMillan

## Fun with Recipes

### Salt Dough Ornaments

#### *Mix:*

$\frac{3}{4}$  cup water

$\frac{3}{4}$  cup salt

2 cups flour

Mix and knead 7 to 10 minutes. Roll out and cut into shapes, either free-hand or by using cookie cutters. Make lots of pin pricks in the dough when ornaments are placed on a cookie sheet. Use a straw to cut a hole in the top of the ornament for hanging. Bake at 325 degrees for 30 minutes. Ornaments can be painted when dried from the heat of the oven or you can add a small amount of food colouring to the water in the recipe.

## Fun with Singing

### Weather Fun

*(Tune: The Farmer in the Dell)*

I love to see the sun.

I love to see the sun.

I run and run and have some fun.

I love to see the sun.

I love to see the rain.

I love to see the rain.

I splash and splash and splash again.

I love to see the rain.

*Linda Harnett*

## Fun with Fingerplays and Rhyme

### Happy Beavers

Today I saw a beaver  
'Aswimming in the pond.  
It seemed that he was looking  
For someone to come along.  
And then I heard the slapping  
Of another beaver's tail.  
Together they went swimming  
As I stood there on the trail.

*Linda Harnett*

### My Caterpillar

As I was lying in the grass,  
A caterpillar came crawling past.  
Wearing a furry coat of green,  
The handsomest caterpillar ever seen.

I played and played all summer long.  
I wondered where my friend had gone.

As I was looking at the sky,  
A butterfly came flitting by.  
I wondered as his green wings passed,  
Was he my caterpillar in the grass?

*Linda Harnett*

### Three Blind Mice

Three blind mice, three blind mice.  
See how they run, see how they run.  
They all ran after the farmer's wife  
Who cut off their tails with the carving knife.  
Did you ever see such a sight in your life  
As three blind mice?

### Mary, Mary Quite Contrary

Mary, Mary quite contrary,  
How does your garden grow?  
With silver bells and cockle shells  
And pretty maids all in a row.

## **Fun with Talking**

Talk with your child about the importance of taking care of our world and the creatures living in it. Demonstrate caring ways by recycling, not littering, not polluting and by planting trees. Talk about other ways of looking after our world.

## **Fun with Science**

Experiment with things that dissolve and do not dissolve in water - salt, sugar, coffee, rice, oats, macaroni, popcorn. Provide your child with a small container to mix the substances in the water. Talk with your child about what is happening as s/he stirs and shakes.

## **Fun with Creating**

### **Weather Mobile**

You and your child will draw pictures of weather symbols - sun, cloud, rainbow, raindrop, snow - and cut them. Help him/her to punch a hole in the top of each picture and hang with string from a clothes hanger.

### **Clothespin Butterfly**

You and your child will cut 2 circles, each one 20 cm in diameter, from tissue paper - different colours look nice. Help him/her to fold the circles in half. Open the circles and gather them together on the fold to make the butterfly's wings and secure with a clothespin. Cut small pieces of pipe cleaner for him/her to glue onto the clothespin for the butterfly's antennae. S/he can glue a piece of magnetic tape to the back of the clothespin to make a pretty note holder for your refrigerator.

### **What Time Is It?**

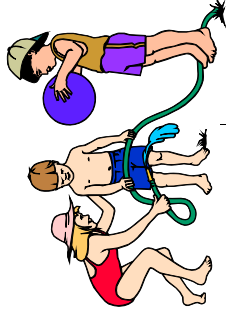
You and your child can make a wristwatch to wear. Cut a 4 cm strip of paper, long enough to fit around his/her wrist. Cut a circle about 5 cm in diameter and glue it in the centre of the strip. Help your child to print numerals and draw hands that point to his/her favourite time of day. Tape the watch around his/her wrist and ask him/her to tell why the time shown on the watch is a favourite time.

## **Fun with Games**

### **Obstacle Course**

Help your child to set up an obstacle course in your back garden. Include objects to go under, over, around, between, on. It's always fun to include a sprinkler or a small pool, a beach ball, sand or other fun toys in your obstacle course. Inviting your child's friends will make this more fun. Have a cool drink ready to enjoy at the end of the obstacle course.

# Pick-an-Activity Planner for July



## Note to Parents/Caregivers:

Display this page in your home and have your child choose an activity for each day. It is not necessary to follow activities in order. When your child has completed an activity, encourage him/her to check it off in some way (e.g., colour the box).

What is your full name?	Take a walk around your garden. Can you find some bugs?	What clothes do you wear on a hot, sunny day?	Make a book of pictures. Read it to someone.	Say the names of these letters <b>E P W</b> Use your finger to trace a big copy of these letters.	Keep your eyes open for butterflies today.
Make a collection of outdoor things - rocks, leaves, shells.	Lift a rock in your garden to find some bugs. Was the soil wet or dry?	What is your address?	Look for things that are opposites in your kitchen - empty-full, hot-cold, big-small.	Find a friend. Kick a ball back and forth to each other.	Drop some watery paint on a piece of paper. Blow into a straw to move the paint around.
Play dress-up and act out a part of your favourite story.	Name some people you see at birthday parties or at your daycare.	Pick up a handful of sand. Let it slip through your fingers.	Cat and hat rhyme. Do these words rhyme? me ----three dog----frog you ---blue	Find a leaf. Look at the veins.	Make a picnic lunch. Eat it outdoors. Share it with a friend.
What would you put in a suitcase to go to the beach?	Say the name of this numeral. <b>10</b> Count to 10. Trace a big copy of this numeral.	Make a rainbow of colours.	What day was yesterday? What day will tomorrow be?	Toss a bean bag into a pail. Move further away from the pail with each toss.	Pretend you are a nurse or a doctor. Make your sick bear well.
Tell someone what you do on a rainy day, a sunny day.	Say your favourite nursery rhyme.	Use cans from your cupboard to make a pattern - label up, label down, label up, label down. Try a different pattern.			



# Fun-at-Home Activities for August

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## Fun with Books

*Puddleman* by Ted Staunton

*To Market, To Market* by Anne Miranda

*Goldilocks and the Three Bears* by Jan Brett

*So Many Circles, So Many Squares* by Tana Hoban

*Cookie's Week* by Cindy Ward

*The Doorbell Rang* by Pat Hutchins

## Fun with Recipes

### Apple Crisp

4 cups sliced apple

3 tbsp. sugar

1 tsp. cinnamon

4 tbsp. margarine

¼ cup flour

¼ cup brown sugar

¾ cup rolled oats

Place sliced apples in greased baking dish and sprinkle with 3 tbsp. sugar and cinnamon mixed together. Cream margarine, add brown sugar and blend together well. Blend in dry ingredients until crumbly and sprinkle on top of apples. Bake at 375 degrees until fruit is soft and the top is golden brown, about 40 minutes.

### Ice Cream Fizz

2½ cups cold milk

2½ cups fresh fruit

¼ cup orange juice

500 ml vanilla ice cream

Combine milk, fruit and juice in blender until smooth. Add ice cream and blend just until frothy. Pour into glasses. Makes 8 servings.

## Fun with Singing

### Summer Fun

*(Tune: The More We Get Together)*

I love to play in summer, in summer, in summer.

I love to play in summer, for summer is fun.

We go on a picnic; have fun at the playground.

I love to play in summer. I love Mr. Sun.

*Linda Harnett*

## Fun with Fingerplays and Rhyme

### This Little Bird

This little bird is flying away.  
*(With the back of your hands facing you, cross thumbs and flap hands.)*  
He flaps his wings as if to say,  
*(Flap arms.)*  
“Fall is coming, so I’ll be gone.  
*(Move fingers down to mimic falling leaves.)*  
I’ll see you again when spring comes along.”  
*(Put hands together, reach upward and spread arms out to mimic growth of plants in spring.)*

*Linda Harnett*

### Little Squirrel

I saw a little squirrel  
‘Ascrampering up a tree.  
I said, “Oh, little squirrel,  
Please come and talk to me.”

The squirrel didn’t answer  
Or stop to take a rest.  
I saw him gather nuts and seeds;  
He only took the best.

I wonder what the squirrel  
Is having for his lunch.  
I’ll bet that he is making  
His own granola crunch!

*Linda Harnett*

### Pease Porridge

Pease porridge hot,  
Pease porridge cold,  
Pease porridge in the pot,  
Nine days old.  
Some like it hot,  
Some like it cold,  
Some like it in the pot,  
Nine days old.

### **Bow-Wow-Wow**

Bow-wow-wow, who's dog art thou?  
Little Tommy Tucker's dog.  
Bow-wow-wow.

### **Fun with Talking**

It will soon be time for your child to begin school. Talk about things that will be new - new friends, new building, new rules, new school bag, new clothes and other new things. Ask your child to tell you what s/he likes or dislikes about new things and how s/he feels about going to school.

### **Fun with Science**

Provide a container for your child to fill to the top with water. S/he will slowly drop in several ice cubes, one at a time. Ask your child to explain what is happening. Carefully remove the ice cubes. Ask your child to tell what has happened to the water level. Why?

### **Fun with Creating**

#### **Yarn Art**

Children are very creative with using yarn. Here are some yarn art activities that you might like to try.

First you will need a yarn "needle". **Bobby pin needles** are good for sewing cards, stringing large beads or macaroni, or for any project that requires putting yarn through holes in paper. **Glue needles** are made by dipping the ends of yarn pieces into glue and letting them dry. Make **tape needles** by wrapping pieces of masking tape tightly around the ends of pieces of yarn. A substitute for yarn and a needle is a **shoelace**.

#### **Lacing Cards**

Help your child to punch holes around the edges of greeting cards or postcards. Tie a piece of yarn to one of the holes and show your child how to lace around the card.

### **Circle Pictures**

Your child will paint small circles of glue onto a piece of construction paper. Help him/her to place the end of a piece of yarn in the centre of one of the glue circles and hold it down. Together you press the yarn down onto the glue in a spiral design to make a yarn circle. After the glue has dried, s/he can add details to the picture. The circles can be flowers, moons, wheels or many other ideas.

### **Treehouse**

You and your child will cut a large circle from green construction paper and paste it onto a background sheet. The child will cut a thin brown rectangle and paste it under the green circle. This will be the tree. The child will make a ladder going up to the tree by gluing popsicle sticks - 2 for each side of the ladder and others going cross-wise to make the rungs of the ladder.

## **Fun with Games**

### **I Can Build**

Children like to use a hammer. Lightly hammer some nails into a piece of wood. Allow your child to completely hammer them into the wood. Discuss the safety rules before the budding carpenter begins to work. It is a good idea for your child to wear safety goggles.

# Pick-an-Activity Planner for August



## Note to Parents/Caregivers:

Display this page in your home and have your child choose an activity for each day. It is not necessary to follow activities in order. When your child has completed an activity, encourage him/her to check it off in some way (e.g., colour the box).

Name one thing you did yesterday.	Read your favourite book. Draw a picture to tell about the story.	Draw a picture of yourself. Remember to include all of your body parts.	Are you learning to tie your shoes? Show someone what you can do.	Say the names of these letters. <b>G K T</b> Use your finger to trace a big copy of each letter.	Paint or draw a picture. Display it where everyone can see your great artwork.
Send a card to a friend. A card you make is the best one.	Name some things that are the colour of a banana.	Take a bag with you on a walk. Collect treasures you see.	Fill a container with water outdoors. Find things that float and sink.	Who played with you today? What did you play?	Fill a large and small glass with water. Which has more? Which has less?
What would you do if you became lost?	Look for letters in your house. Can you name them?	Name the days of the week.	Count beans into the cups of an egg carton. Start with 1, then 2, up to 12.	Call someone on the telephone. Can you find the number yourself?	Cut letters from newspapers, magazines, labels to spell your name.
Point to the parts of a chair and name them.	Say all of the letters of the alphabet.	Where would you go if you had a magic carpet?	What would you find in a bakery? in a post office?	Count to <b>15</b>	Draw these shapes. 
What will you do if someone calls you a name or hits you?	What jobs can you do to help at home?	Make a promise to someone. Be sure to keep it.		Show that you can wait for your turn. Good for you!	Hooray! It is almost time to go to school!





# **SECTION 5**

## **Appendices**





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# ***KinderStart* Evaluation Form for Principals**

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*(to be completed when all parent/caregiver and child sessions have ended and to be returned to the Literacy Branch, Department of Education by the end of June)*

Thank you for taking the time to complete this ***KinderStart*** Evaluation Form. Your responses will help the Early Childhood Development - Kindergarten Working Group of the Department of Education to effectively meet the goals of the ***KinderStart*** program and to assist you in helping kindergarten teachers to implement the various components of the program.

Please evaluate the following components of the ***KinderStart*** program using this rating scale:

1	2	3	4	5
needs to be changed	fair	good	very good	excellent

## **Information for Principals**

1. Degree of expectation	1	2	3	4	5
2. Clarity of directions	1	2	3	4	5
3. Availability of other school personnel	1	2	3	4	5

*Comment:*

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## **Parent/Caregiver Information Sessions**

1. Suggested topics	1	2	3	4	5
2. Clarity of sample agendas	1	2	3	4	5
3. Parent/caregiver responses to sessions	1	2	3	4	5

*Comment:*

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**Information for Teachers**

- |                            |   |   |   |   |   |
|----------------------------|---|---|---|---|---|
| 1. Guidelines for teachers | 1 | 2 | 3 | 4 | 5 |
| 2. Session Plans           | 1 | 2 | 3 | 4 | 5 |
| 3. Teacher checklists      | 1 | 2 | 3 | 4 | 5 |

*Comment:*

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**Developmental Profile**

- |                                      |   |   |   |   |   |
|--------------------------------------|---|---|---|---|---|
| 1. Usefulness for future programming | 1 | 2 | 3 | 4 | 5 |
| 2. Acceptance by teachers            | 1 | 2 | 3 | 4 | 5 |

Please indicate forms used:

- KinderStart** Profile Form#1  
 **KinderStart** Profile Form#2  
 Anecdotal Comment Form

*Comment:*

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**Information for Parents/Caregivers**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Support for parenting                    | 1 | 2 | 3 | 4 | 5 |
| 2. Support for developing home/school links | 1 | 2 | 3 | 4 | 5 |
| 3. Amount of information provided           | 1 | 2 | 3 | 4 | 5 |

*Comment:*

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**Overall Rating of the *KinderStart* program**

1 2 3 4 5

How many...

monthly sessions for children were held in your school? \_\_\_\_\_

information sessions for parents/caregivers were held in your school? \_\_\_\_\_

children attended the ***KinderStart*** sessions in your school? \_\_\_\_\_

Please provide suggestions for improving the ***KinderStart*** program.

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Please identify the strengths and weaknesses of the ***KinderStart*** program that were identified by parents/caregivers and teachers (information gathered from Parent/Caregiver and Teacher ***KinderStart*** Evaluation Forms).

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**Thank you for your input.**

Please return this form to:

Executive Director of Literacy  
Department of Education  
P.O. Box 8700  
St. John's, NF A1B 4J6

\_\_\_\_\_  
Name of School

\_\_\_\_\_  
Principal's signature

# KinderStart Evaluation Form for Teachers

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*(to be completed when all parent/caregiver and child sessions have ended)*

Thank you for taking the time to complete this **KinderStart** Evaluation Form. Your responses will help the Early Childhood Development - Kindergarten Working Group of the Department of Education to improve the **KinderStart** program to effectively achieve the program goals and to assist you in providing rich learning experiences for parents/caregivers and children during the year before kindergarten.

Please evaluate the following components of the **KinderStart** program using this rating scale:

1	2	3	4	5
needs to be changed	fair	good	very good	excellent

## Parent/Caregiver Information Sessions

1. Suggested topics	1	2	3	4	5
2. Information handouts for parent/caregiver	1	2	3	4	5
3. Clarity of agendas	1	2	3	4	5
4. Parent responses to sessions	1	2	3	4	5

*Comment:*

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## Guidelines for Teachers

1. Clarity of directions	1	2	3	4	5
2. Helpfulness in understanding Developmental Profile	1	2	3	4	5

*Comment:*

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## Developmental Profile

Please indicate forms used:

\_\_\_\_\_ **KinderStart** Profile Form#1  
\_\_\_\_\_ **KinderStart** Profile Form#2  
\_\_\_\_\_ Anecdotal Comment Form

1. As an assessment tool	1	2	3	4	5
2. Format	1	2	3	4	5
3. Usefulness for future programming	1	2	3	4	5

Comment:

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**Teacher Checklists**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Helpfulness in preparing monthly sessions | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

Comment:

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**Session Plans**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Format  | 1 | 2 | 3 | 4 | 5 |
| 2. Number of activities to be completed              | 1 | 2 | 3 | 4 | 5 |
| 3. Themes for sessions                               | 1 | 2 | 3 | 4 | 5 |
| 4. Availability of suggested resources/<br>materials | 1 | 2 | 3 | 4 | 5 |
| 5. Types of activities suggested                     | 1 | 2 | 3 | 4 | 5 |
| 6. Children's responses to in-class sessions         | 1 | 2 | 3 | 4 | 5 |
| 7. Parent/caregiver responses to in-class sessions   | 1 | 2 | 3 | 4 | 5 |
| 8. Availability of other school personnel            | 1 | 2 | 3 | 4 | 5 |
| 9. Key Indicators                                    | 1 | 2 | 3 | 4 | 5 |

Comment:

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**Take-Home Packages**

***Pick-an-Activity Planner***

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Developmental appropriateness<br>of suggested activities | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Comment:

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***Reminder Note***

- |               |   |   |   |   |   |
|---------------|---|---|---|---|---|
| 1. Usefulness | 1 | 2 | 3 | 4 | 5 |
|---------------|---|---|---|---|---|

Comment:

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**Make-It Book**

- |                                     |   |   |   |   |   |
|-------------------------------------|---|---|---|---|---|
| 1. Support for literacy development | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------|---|---|---|---|---|

Comment:

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**Fun-at-Home Activities**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Support for parenting                             | 1 | 2 | 3 | 4 | 5 |
| 2. Support for child's holistic developmental growth | 1 | 2 | 3 | 4 | 5 |

Comment:

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**KinderStart Bags**

- |                                     |   |   |   |   |   |
|-------------------------------------|---|---|---|---|---|
| 1. Materials provided               | 1 | 2 | 3 | 4 | 5 |
| 2. Responses from children          | 1 | 2 | 3 | 4 | 5 |
| 3. Responses from parents           | 1 | 2 | 3 | 4 | 5 |
| 4. General condition of book in May | 1 | 2 | 3 | 4 | 5 |

Comment:

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**Other**

Overall rating of the **KinderStart** program 1 2 3 4 5

How many monthly sessions for children did you complete? \_\_\_\_\_

How many children attended the **KinderStart** sessions in your classroom? \_\_\_\_\_

Please provide suggestions for improving the **KinderStart** program.

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**Thank you for your input.**

Please return this **KinderStart** Evaluation Form to your principal.

# ***KinderStart* Evaluation Form for Parents/Caregivers**

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*(to be completed at Parent/Caregiver Orientation Meeting #2)*

Thank you for taking the time to complete this ***KinderStart*** Evaluation Form. Your responses will help the Early Childhood Development - Kindergarten Working Group of the Department of Education to improve the ***KinderStart*** program so that it supports children's development in all areas and is helpful to parents/caregivers as they continue to share in their children's learning.

Please evaluate the following aspects of the ***KinderStart*** program using this rating scale:

	1	2	3	4	5
	needs to be changed	fair	good	very good	excellent
<b>Parent/Caregiver Information Sessions</b>	1	2	3	4	5
<b>KinderStart Bags</b>	1	2	3	4	5
<b>Pick-an-Activity Planner</b>	1	2	3	4	5
<b>Reminder Notes</b>	1	2	3	4	5
<b>Fun-at-Home Activities</b>	1	2	3	4	5
<b>Make-It Books</b>	1	2	3	4	5

*Comment:*

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Please suggest ways to improve the ***KinderStart*** program for parents/caregivers and children.

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**Thank you for your input.**

Please return this ***KinderStart*** Evaluation Form to the Principal