



Crocker Highlands

Kindergarten Survival Handbook

2010 - 2011

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A Parable for Kindergarten

Thoughts at the Bottom of a Beanstalk

Once upon a time there was a little boy named Jack who was about to climb his very first beanstalk. He had a fresh haircut and a brand-new book bag.

Even though his friends in the neighborhood had climbed this same beanstalk almost every day last year, this was Jack's first day and he was a little nervous. So was his mother.

Early in the morning she brought him to the foot of the beanstalk. She talked encouragingly to Jack about all the fun he would have that day and how nice his giant would be. She reassured him that she would be back to pick him up at the end of the day.

For a moment they stood together, silently holding hands, gazing up at the beanstalk. To Jack it seemed much bigger than it had when his mother had pointed it out on the way to the store last week. His mother thought it looked big, too. She swallowed. Maybe she should have held Jack out a year...

Jack's mother straightened his shirt one last time, patted his shoulder and smiled down at him. She promised to stay and wave while he started climbing. Jack didn't say a word.

He walked forward, grabbed a low-growing stem and slowly pulled himself up to the first leaf. He balanced there for a moment and then climbed more eagerly to the second leaf, then to the third and soon he had vanished into a high tangle of leaves and stems with never a backward glance at his mother.

She stood alone at the bottom of the beanstalk, gazing up at the spot where Jack had disappeared. There was no rustle, no movement, no sound to indicate that he was anywhere inside.

"Sometimes," she thought, "it's harder to be the one who waves good-bye than it is to be the one who climbs the beanstalk."

She wondered how Jack would do. Would he miss her? How would he behave? Did his giant understand that little boys sometimes acted silly when they felt unsure?

She fought down an urge to spring up the stalk after Jack and maybe duck behind a bean to take a peek at how he was doing. "I'd better not. What if he saw me?" She knew Jack was really old enough to handle this on his own. She reminded herself that, after all this was thought to be an excellent beanstalk and that everyone said his giant was not only kind but had outstanding qualifications.

"It's not so much that I'm worried about him," she thought, rubbing the back of her neck. "It's just that he's growing up and I'm going to miss him."

Jack's mother turned to leave. "Jack's going to have lots of bigger beanstalks to climb in his life," she told herself. "Today's the day he starts practicing for them... And today's the day I start practicing something too: cheering him on and waving good-bye."

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WELCOME!

Welcome to Kindergarten! This is a very important year in the academic advancement of your child. We urge you to take time to read this booklet carefully so the year can get off to a good start. After you have read this - we will be happy to answer any more of your questions at BackTo School Night.

We strongly encourage parents to participate in their children's education. In fact, the research clearly shows that when parents are involved in education, academic standards increase, and children's self esteem improves. We credit our students' outstanding progress, and our wonderful experiences with them to the parents who come into the classroom regularly. We are hoping to have a lot of parental support this year, although it is important to remember that we are trying to build

"independence" in each child, and if your child is having a hard time with this, you should limit your time at school.

We are looking forward to getting to know each one of you in the course of the year, and hope that your child's kindergarten experience will be WONDERFUL! You will be receiving information about the plans for the first day of school shortly.

In order to transition the children as gently as possible into all day school (which, by the way is very different from all day pre-school or daycare), we have minimum days scheduled for the first week of school, and we strongly encourage you to take advantage of the optional minimum days we are offering for the second week.

Please feel free to share any concerns you or your child might have regarding school, and we will do our best to help. The best way to reach us is by email.

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You can find out more about us on our profile page

Academic Development:

Every child is on his or her own unique, developmental timetable. Hurrying children may damage them physically, socially, and psychologically. As teachers, we do of course want our students to maximize their potential, and be challenged at school, so we do try to meet each child's individual needs academically, socially, emotionally, and physically. We call this "differentiating".

One way to meet all these needs is to leave time in the day for children to work independently on things they unconsciously need to learn. For example, the child who needs to sort out the difference between fact and fantasy may gravitate towards the dressing up corner or the action figures. Children who are in a sensitive period for one to one matching will spontaneously play with the dominoes, lotto games, number matching games, or cards. Children who are in what Erikson terms their "industry" stage will probably want to build with blocks, create books, build with legos, or make models etc. In order to ensure the students meet or exceed academic or State standards, they are required to finish their work BEFORE they can play.

Here are some ways to help your children develop academically. Please remember that writing and reading are taught simultaneously because writing helps many children reinforce left to right scanning, and helps reinforce the phonic rules they need to decode words. I urge you, if you want your child to be a good reader, get them to write! write! write! Yes - kindergarteners do write by themselves ...and we start this on the first day of school - so if they have not had much experience using a pencil, please work on this at home.

- Make sure your child is holding the pencil properly. i.e. with a **THREE FINGER GRASP**. Poor finger grips can be a major cause of reluctance to write as the child's hand can tire more easily.
- Provide skinny markers as well as fat markers. The skinny markers will help refine the three finger grasp. Colored pencils are even better than felt tip pens because they require the child to use more strength to make a mark on the paper, and this ultimately helps strengthen their fingers.
- **If your child is totally unable to differentiate letter sounds - he or she may not be ready for kindergarten.** TIP: At this stage - **FOCUS ON THE SOUNDS LETTERS MAKE RATHER THAN THEIR NAMES. IT IS REALLY IMPORTANT THAT EACH CHILD LEARNS LETTER SOUNDS AS SOON AS POSSIBLE.** Very few children come to kindergarten unable to say or recognize some letters of the alphabet.
- Model how to write neatly, tidily, and with the correct letter formation. **FORM YOUR LETTERS SLOWLY AND CAREFULLY, AND NEVER WRITE ENTIRELY IN CAPITAL LETTERS.** When children enter kindergarten using capital letters only, it makes it hard for them to learn to read because most regular readers are not written in capitals.
- Encourage your child to write by themselves as much as possible. If your child does not know how to spell a word - encourage him or her to at least identify and write the first and last sound in the word, and use a magic line. For example the sentence "I am happy." might be written like

"I h _____e." or maybe "I m hape."

We call this "inventive spelling". After the child has produced their word, or sentence, it is important you write the words correctly under their writing. As you write for them, please model how you work out how to spell a word using sounds - **NOT THE NAMES OF THE LETTERS**, and do not write

in capital letters please, except of course at the beginning of the sentence, and when you need to write a name.

- **Yes kindergarteners can read!** Please listen to your child read every single day for a minimum of 10 minutes. If your child is not reading words yet, make sure you ask him or her to "read" the pictures. You will be surprised at how much children can infer about a story by using this strategy. Using picture clues for decoding is extremely important. Once your child has taken a picture walk, and told you what they think the story is about - then it is your turn to read the story to them. As you read, stop occasionally to invite your child to make connections to their own personal experiences, or ask them a question about the story.
- Take your child to the library regularly, and let him or her choose some books to read to you, and some stories for you to read aloud. (This introduces children to the responsibility of keeping track of library books, and it allows them to be exposed to a wide range of literature.)
- Be sensitive to your child's "sense of order". Children of this age desperately need the security of regular routine, and "orderliness". Try to be organized at home as much as possible. Keep writing and art supplies in one place, and toys and books fairly organized, so your child does not get frustrated when trying to find things. (Leave time for tidying-up and getting ready for school before going to bed... You will be too rushed in the morning!)
- PLEASE DO NOT let your child "skip" pages in their homework journal. Remember we are trying to teach directionality and order!

Things to do to help your child's math skills.

- Give your child a wall calendar. Keep track of important events on it. He or she will soon be saying things like "It's only 10 days until my birthday!" Point out how a calendar works. Get your child to "read" the days of the week, months, important holidays etc. Kindergarteners need to know the order of the months, days and seasons before going into 1st grade. They also have to be able to recognize numbers to 100 and write numbers up to 30.
- Encourage your child to develop concepts about volume and capacity through cooking experiences. Point out the marks on the side of a measuring cup, get him or her to pour mixtures from one sized container to another, roll and cut out cookies etc. Provide lots of different sized containers in the bath -tub. This "hands-on" math experience helps

develop a conservation of liquids, and a basic understanding of volume and capacity.

- Once again, PLEASE LIMIT television, video game play and computer time.
- Give your child a small allowance. There is nothing like having your own money to teach you the value of it.
- Buy toys that encourage patterning (e.g. beads), or working with shapes (e.g. tangrams). Legos and other model making materials are great for developing logical thinking, and problem solving, and they help children understand why it is important to follow picture directions accurately. (Once again you will be working on developing their sense of order.)
- Be really careful choosing computer and video games for children. While I feel that giving children access to computers is very important, remember computers cannot provide them with the human interaction they need. If you are not sure what computer games are developmentally appropriate for your child, try visiting the Crocker Highlands Virtual Library. There are some excellent games there which will help your child's math and reading.
- **ALWAYS REMEMBER - PRAISE IS MUCH MORE EFFECTIVE THAN CRITICISM...** (This is certainly also true in how you interact with your child's teacher!)

Physical development

As you will have noticed 5 year olds are active little people who can be hard to keep up with. They need to practice running, jumping, skipping, hopping on one leg etc. It is definitely a mistake to compare your child with another in the class, as there is a normal range of abilities at this age. It is interesting to note that research shows there is a correlation between skipping and a child's reading readiness. Please work on this. For some children, the development of fine motor skills is much slower than their gross motor skills - and sometimes their brain is simply ahead of their physical co-ordination. Please be assured that if I am concerned about your child's physical development, I will definitely tell you.

Here are some suggestions of things to do with your children that will certainly help them develop their physical skills.

Gross Motor Skills:

- Take them to a playground or gym which has swings, slides, bars, ropes etc. Give them plenty of time to play.
- Give them a skipping rope to skip with or jump over. (The boys seem to prefer high jump to jump rope.)
- Teach your child how to sweep up their own mess. Using a dustpan and brush is difficult for many of them, but they really enjoy doing this once they have mastered it. Once again, this helps children develop their need for what Montessori calls, "a sense of order."
- Encourage them to play ball.

Fine Motor Skills:

- Encourage your child to use cookie cutters to cut out cookies for you.
- Provide tweezers, paper cups and some different colored beads or marbles, and let your child use the tweezers to transfer the beads into different piles. (This is good for the three finger grasp required for handling a pencil, as well as for the important concept of transference.)
- ALWAYS HAVE PAPER, SCISSORS, GLUE, PENCILS, AND THIN FELT TIP PENS AVAILABLE.
- If your child is having significant trouble in this area, please talk to one of us. Our occupational therapist has some excellent suggestions of activities for you to do at home with your child, and we are happy to share these with you.

Discipline and Character Development

Every teacher uses different techniques for classroom management. We use what is called "positive discipline", which includes a system of rewards. Please remember that everyone makes mistakes at some time in their lives. Children are learning right from wrong, what is acceptable and what is not, and what responsibility and consequences means. Please help me by reinforcing all these concepts at home. If we are really concerned about your child's behavior, we will contact you. If your child does get in to trouble with the teacher, please don't make excuses for his/her behavior. e.g. "He's getting over a cold." "She had a late night." "He's allowed to do this at home, so we can't expect him not to do it at school!" It is best to remind your child that everyone has a bad day sometimes, and they will probably have a good day tomorrow. Then move on.

We like it if the children see the parents who are working in the classroom supporting and encouraging good work and positive behavior. We

also appreciate it when parents do some gentle "re-directing" when necessary. We expect the children to treat ALL parents with respect, and we expect them to co-operate with all adults.

At Crocker we work hard on the children's notion of "independence" and "responsibility". This is usually very hard for kindergarteners who are used to adults doing a great deal for them. At the beginning of the year there are always one or two children who do not get the idea that when the teacher is talking to the class as a whole, perhaps giving directions, or homework assignments, the instructions are intended for them too! This can cause a problem. We handle this by telling everyone what we want them to do, and we explain the lesson is several different ways - usually by giving auditory directions, then by demonstration, so they get visual cues, then asking someone in the class to repeat the directions. If the child comes up after all of this and says "I don't know what to do", we make them take responsibility for not listening by telling them to find out from a friend. They soon learn to pay attention!

GENERAL TIPS AND SUGGESTIONS

1. Morning Snack time - Crocker is going green! Each family is responsible for providing snack for the class for the whole week two times during the year. The room mothers will organize this. Ideas for snack include crackers, cheese, pretzels, mini bagels, mini muffins or cut up fruit. In the interest of reducing garbage, we prefer it if you do not send individual bags of things. When it is your turn - please also send in some hand sanitizer and napkins so the children can clean their hands before they eat. Snack needs to be something VERY easy to serve, and quick to eat. **Also, please send your child to school with a refillable, sports type water bottle with a top that closes securely and easily.**

2. Lunch time - Children need to have a lunch box which is clearly labeled with their name and room number. We do not encourage the students to buy a lunch until they have got used to the cafeteria and eating lunch in 15 minutes! When your child is ready to try something new, lunch costs \$2.25. (subject to a price change!) PLEASE send in the exact change, or send in check to cover multiple lunches. This is by far the easiest way for both you and your child. We ask that children bringing lunch do NOT bring anything that needs to be heated up. Students need to be able to open as much of their lunch as possible without needing the teacher's help. For example -

send orange slices rather than a whole orange. In the interest of good nutrition - a reasonable lunch for a 5 year old is something like the following: a sandwich, some cut up fruit, and milk or good quality juice. A not so good lunch would be - a large bag of cheetos, a soda, and a large chocolate chip cookie. (Yes, we see this kind of lunch all too frequently.)

3. Quiet time: Children are required to have a minimum of 20 minutes of "quiet time" at the beginning of the year. During this time we may play some quiet music, listen to a story, or allow the children to look at books or do silent drawing. We do have "nap mats".

4. Usual School Schedule: School starts at 8.40am and ends at 2.55pm except on Wednesdays when everyone leave at 1.40pm. We meet the students on the playground - NOT IN THE CLASSROOMS.

Teachers have a prep period from 8.10am to 8.40am. Please respect this as an important time for the teacher to get ready for the day. Do not come into the classroom to "talk" to the teachers at this time please, unless you have an appointment. Also, NO child may come into the classroom (unless it is raining), before 8.40am please because we may not be there,

NOTE #1. In order to make dismissal time easier, the kindergarten teachers will bring their students to the playground at 2.45pm on regular school days and 1.25pm on minimum days. We encourage you to please leave the playground promptly (unless you have an older child to pick up), so we can keep traffic flowing, and keep track of which children have left. On rainy days, please come to the classrooms. Obviously, we will wait with your child until you get there, but if you are very late, (i.e after 3.00pm on regular days, or 1.45pm on minimum days) we will take your child to the office to meet you there

NOTE#2. For logistical reasons, Anna Henry picks her students up from the playground at 8.35am daily. This allows her students to hang up their jackets and backpacks before the other students in that wing have to get through the shared hallway to get to the other classrooms.

NOTE #3 There is NEVER any supervision on the playground before 8.30am. or after school. Parents need to supervise their own children on the playground until we get there.

Note #4. We will meet you in line, in the playground. Please respect your child's effort at independence. Please do not come into the building unless you are scheduled to work.

IMPORTANT RULE: Children may NEVER walk down any sidewalks outside the school by themselves. Please go over this rule with your child.

5. Tardiness and Unnecessary absences: OUR PET PEEVE!

It is disruptive to the class, rude to the teacher, and a terrible message to give to your child. It also goes on your child's permanent school record. Please make sure your child is here by 8.30am in time to play in the playground before school. We start teaching promptly at 8.40am. If your child is late, he or she may well miss the directions/lesson and get off to a very bad start for the day. **IF YOU ARE LATE, YOU WILL NEED TO ACCOMPANY YOUR CHILD TO THE OFFICE TO GET A LATE SLIP BEFORE COMING INTO THE CLASSROOM.** 5 tardies or absences, in the course of the year is regarded as excessive! We are mandated by law to document all tardies and absences and send this information down to administration. If you are constantly late, you may be required to move your child to their neighborhood school.

6. Bathroom Policy: We always allow the children to go to the bathroom if they need to, but we encourage all of them to use the bathroom at recess time. If we have just come in from recess we will try to make them wait unless it is clear that an accident is about to happen. Children have to go with a partner, and have to carry a pass. It is very important that your child can use the bathroom independently. In case of accidents, please send your child to school with a change of clothes in a **NAMED** ziplock bag. We will collect these and give them back at the end of the year.

7. P.E.: We have this every day. In the interest of safety, please make sure your child is appropriately dressed for this. (i.e. No slip on shoes or long skirts for the girls, no crocks or boots.) We encourage the girls to wear shorts under their skirts. If you send your child to school in rain boots, please send him or her with a change of shoes. Also, if your child cannot tie their

own shoe laces yet - please choose a Velcro style shoe. Tying childrens' shoes is a terrible time waster for the teachers!

8. School Supplies:

IMPORTANT:

a) Please send your child to school every day with a large, NAMED backpack or zippered tote bag. It needs to be large enough to hold the homework file, library book, lunch box, and a sweater or jacket. PLEASE PUT YOUR CHILD'S INITIALS ON THE OUTSIDE OF THE BACKPACK, so we can identify it easily when it ends up in the Lost and Found pile. (This is located by the bathrooms near the playground, and you should probably check it weekly!) We do not recommend that you write full names on the outside of the back pack.

b) Here is a list of everything your child needs for homework assignments. We will supply everything in the classroom but always appreciate it if the children bring in supplies to share, so we have more left in the class fund for field trips, clay, cooking, special projects, assemblies etc.

- Thin felt tip pens.
- Fat felt tipped pens
- Colored pencils.
- Glue sticks.
- Good scissors.
- Black sharpie pens
- Regular and fat #2 pencils with an eraser on the end -
- Counters for the math homework.

9. Homework/Communication Folders:

Homework begins after Back to School Night. Your child is very young and we do have to ask you to help them every day with their homework. Please plan on setting time aside for this. The daily reading requirement is definitely the most important part of the homework, and completing the reading log is mandatory.

Every child has a "Communication/Homework folder". This is an easy way for us to communicate whenever necessary. When the folder comes home on Mondays, please empty it. Go over the work, and the letters that are in it with your child, then please sign and initial the sheet in the folder so we

know you have received everything, and return this to school on Friday with the homework package.

Everyone definitely needs to do their best to complete the homework package. Remember, we are trying to teach students responsibility, and routine. Your student should be putting his or her own homework in the back pack. It is their job - not yours! By getting your child into the habit of being responsible for their own work you will be helping them develop their organizational skills and study habits that will be helpful for the next 12 years.

Homework is usually due on Fridays (unless there is a holiday), and goes out on Monday in the communication folder.

Homework, (not including you reading to them EVERY night) should take your kindergartener no more than 15 minutes a day. **If your child has made a concerted effort to do the work but is having difficulty with it please let us know by writing a note at the top of the homework package.** We need to rely on you to monitor this. Remember, while it may take your child only 5 minutes to complete a work sheet, it may take another child 30 minutes, and we have to balance the amount of homework we give with the developmental levels of the majority of the class.

If you want to challenge your child to do more homework, we encourage you to stay away from work sheets and work books. Encourage more writing in the homework journal, or ask your child to read a nature magazine, design a poster, play a board game, play cards, bingo, lotto, or chess, or follow a recipe etc.

10. Field Trips:

We really enjoy getting to know the parents at these times. We try to do approximately one every two months (5 in all). These vary according to the children's interest and the projects we are doing. We cancel field trips if we feel we do not have enough parent chaperones to ensure the safety of the students. If we feel a child does not have enough self control to manage the excitement of a field trip, we may require a parent or guardian to come with him or her, or we make arrangements for them to spend the day in another classroom.

11. Star of the Week:

Each week, one child of the class gets to be the "THE STAR!" It is a nice way to make everyone feel special. This person gets to hold the door for the other children, be the line leader for the week, and gets to share a special poster they have made. This poster should have your child's name on it, plus some pictures of the family, things he or she likes to do, eat, play etc. Please make this colorful and special... and be as creative as you like. 3D posters are fine. The poster is on display for a whole week, and during this time the "star" is the teacher's special helper, and the class line leader. Please help your child with this project. The "Star" may also bring in something small every day to share - BUT he or she needs to be able to tell us about the item. Please sign up for your child's turn at Back to School Night.

12. Sharing: Please look for the "Sharing Box". The children take turns bringing this home and filling it following the directions on the box. The box gets sent home each day with a different child. Please return the box the day after you receive it.

13. Safety: We are all well aware of some of the terrible incidences of violence that have recently occurred on various school campuses. In the interest of keeping every child and teacher safe in our school, every visitor or volunteer needs to sign in at the office and get a badge before they can be admitted onto the school premises. This means that the only entrance and exit for parents is through the doors by the office. Please do not attempt to go through the side gate near the classroom, or walk through the corridors without getting a badge. ALWAYS ENTER THE SCHOOL BY THE ENTRANCE NEAREST TO THE OFFICE. I am sure you will appreciate our efforts to maintain a safe environment for your children. Please remember, while we may recognize you immediately, other teachers and children may not. **We are mandated to question and report anyone not wearing a badge on campus. Thank you so much for your support here!**

14. Birthdays:

If you would like to send in a special treat for your child's birthday, please check with the teacher first in case someone else is already bringing treats on a specific day. Please TRY to avoid cakes with "mega frosting"! Mini muffins work great. No drinks please. If the treats are really sugary, we may invite your child may give them out at the end of the day, when the class is leaving to go home or to daycare! We do not allow the children to have birthday "parties" in my classroom, because this takes away from instructional time - but if you would like to organize an educational presentation such as the man from the Berkeley Vivarium, the Zoomobile, or the "Bat lady" etc, as your child's birthday treat -that will be fine, and a lot of fun for us.

15. Wish List:

We will try to get as many of the following items as possible using class fund money and money from the P.T.A. If you would like to contribute anything on this list - we would really appreciate it! This will leave us more for field trips and class parties.

Art supplies:

Kindergarteners do a lot of art projects and we are always grateful for donations of the following. However, so we can be sure we get some of each item, rather than too many donations of a similar item, we would like to divide this list up according to last names. If you would like to donate something for classroom use - here is the list.

Last names: A-F

Glitter, glitter pens, doilies
White school glue (e.g. Elmers)
Glue sticks (large size preferred)
Stickers
Skinny felt tip pens (Sharpies)
Fat felt tip pens
Card stock paper
Copy paper - assorted colors

Last names: G- L

Fuse beads
Colored pencils
Wax Crayons (good quality - because the cheap ones break too easily)
People colors - felt tips or crayons
Brown or white paper lunch bags
Chart Paper - plain, squared or lined (Office Max or Lakeshore has it)
Sticky tape
Clear 8 1/2 X 11 plastic sheet protectors

Last names: M-R

Computer friendly decorated stationary 8 1/2 X 11 inches for "publishing" work
White Board markers (Expo)
Sentence strips
Standard sized staples
Baby wipes
Paper towels
Liquid soap

Last names: S - Z

Hand sanitizer
Erasers
Kleenex
Legos
Lincoln Logs
Zubes
Assorted stickers
Labels - assorted sizes and colors
Antiseptic table wipes
**Please note: space in the classroom is extremely limited so it is nice if we can "stagger" the supplies.*

16. Parent Volunteers:

We love working with parents, and the children love it when their parents help. Please make a point of helping out at least once either in the classroom, or on a field trip in the course of the year. We do not want more than three adults including the teacher in the room at any one time. This is simply too overwhelming for everyone.

We do ask for you not to sign up to work in the classroom unless you are prepared to make a commitment to come in EVERY week at the same time, so we can plan our lessons accordingly. Of course, there may be an occasional time when something gets in the way of you participating, and this is fine, but please let us know ahead of time if possible. (You are welcome and encouraged to arrange a "job share" with your spouse or a friend if this works better for you.)

Please remember, in the interest of developing independence in your child, you should not sign up for more than one period of classroom time per week. It is very important that your child learns to separate from you... and you from him or her! **In the event that your child does not respond well to you working with other children in the room, and becomes disruptive, we reserve the right to change your volunteer arrangements with us.**

Please indicate where you would like to volunteer by downloading and returning the form on page 21. "Jobs" will be given out on a first come - first served basis. Thank you. We will not have any volunteers in the classroom until after Back to School Night

1. 8.40am to 9.30 am - Two parents to help with writers workshop, or math activities, and to set up for snack. (Days vary according to each teacher's pull-out schedule.)

2. 10.30am to 11.30am - Workshop/Group time. (Days vary according to each teacher's pull-out schedule.) During this time volunteers work with children in small groups on pre-reading, writing, science, math activities and art projects. Training given! Please note - it may not be possible for you to work with your child EVERY time. Volunteers must be committed to come every week. Parents are encouraged to "job share"- i.e. come alternate weeks.

3. **Library** (Days to be announced) Help check in and check out library books.

4. Preparing Communication/Homework Folders. Fridays - 8.30am to approximately 9.15am. Put homework packages together. Collect the homework, Fill the communication folders with the children's work from their "take home" cubbies, and with any letters etc.

5. Scholastic Book Orders: Collect orders and money, send in the orders and help the class get FREE books from Scholastic (homework)

6. Room Parents

Keep track of classroom fund, and collect a minimum of \$50 from each family for supplies, field trips, parties etc. at Back to School Night
Create snack schedule AND call or email people to remind them.

Support the teacher.

Help get volunteers for special projects.

Keep a list of children's names, addresses, parents' names, phone numbers, email addresses etc, and email parents as necessary.

Organize parties including: Hallowe'en Carnival, pancake breakfast, 100th Day of School Celebration, Valentines Day treats, Station day, etc.

Holiday Party - gift exchange. (December)

End of Year picnic

7. Auction Donation Organizers: Come up with a great idea for a class project, and implement it. Dates and times to suit your schedule.

8. Field trip co-ordinator; This wonderful person will co-ordinate carpools, and drivers/chaperones. (At least 6 parents will be needed every time because we need room for car seats.)

9. Historian. Collect and organize photographs from field trips, special events, and from the classroom. Give these to the 'web page co-ordinator' to be added to the web site. Help create our kindergarten year book at the end of the year.

12. Star of the Week parent. Organizes the "star roster", and calls to remind each person when it is their child's turn to bring in the poster. (We try to get the children to be the star as close to their birthday as possible.) If a child doesn't have a poster - please try to come in and make one with him/her.

13. Science assistant - helps with special science projects including setting up FOSS lessons from the kits, science fair etc.

14. Web page manager. Parents and I will email you the things we want to put on the class website. You will be in charge of actually putting this on the site.

15. Wednesday Clean Up Crew. We need a few people to be willing to come in each week on our minimum day (well behaved children can stay too). These people sanitize the tables, sweep the floors and vacuum, and sometimes help the teachers prep for projects, or put work in folders.

Thank you very much!

Volunteer form - (Print and return to your child's teacher)

Your name: _____ Child's name: _____

Your phone numbers: Home _____ work _____ cell _____

Email address: _____

I am interested in volunteering for _____

I am available on _____ (days of week) Times: _____

I have a special skill which may be useful to you.

I am from a different country and would like to tell the children about

If you need me I am willing to

Put your questions or comments here!

Thank you

Booklist (sample)

(You may print this out in the event that you lose the one sent in the homework package.)

THIS MONTHLY BOOKLIST IS MANDATORY FOR ALL STUDENTS. PLEASE KEEP IT IN A SAFE PLACE. Students get rewards for completing it, and this really increases their reading skill. Parents please complete the form for your child until he or she can write small enough to complete it independently.

Name: _____ Due Date: _____ Goal: 15 books

Name of reader	Date	Title
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		