



**Crocker Highlands
Kindergarten Handbook
2020-21**

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WELCOME!

Dear Kindergarten Families,

Welcome to Kindergarten! We are thrilled to have your child joining our school. This is a very exciting time in your child's development, and adjusting to kindergarten is a big deal for kids. We urge you to read this handbook carefully so both you and your child feel ready for the year. In addition, there is a more comprehensive Parent/Guardian Handbook available on our school's website (www.crockerschool.org).

We collaborate frequently as a team, providing many shared experiences for our students. All of us are committed to creating positive classroom communities and rich learning environments. In addition to fun literacy and mathematics activities, your child can look forward to a hands-on science program, weekly art, motor skills, library time, vocal music, computers in the second half of the year, field trips and assemblies. We also have P.E. as a whole grade level every Friday afternoon, as well as some special kindergarten events.

We are looking forward to getting to know your family in the course of the year and hope that your child's kindergarten experience will be WONDERFUL!

Sincerely,

The Kindergarten Team

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 waited another year for this.

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 where he was.

"Sometimes," she thought, "it is 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 the 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 sees 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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Understanding and Supporting Your Kindergartener

Parent/Guardian Involvement

We strongly encourage parents and guardians to participate in their children's education. In fact, the research clearly shows that when parents are involved in education, children are more likely to experience academic success and have high self-esteem. Your participation can take a number of forms, from reading daily with your child to volunteering in the classroom each week. After the first month or so of school, you will have the opportunity to sign up to volunteer in your child's class.

A Few Words About Academic Development

Every child is on his or her own unique, developmental timetable. As educators, we want our students to maximize their potential and be challenged at school, so we try to meet each child's individual needs academically, socially, emotionally, and physically. We call this "differentiating." Most of our day includes structured activities that help students work towards achieving the new Common Core State Standards.

Another important way to meet students' needs is to schedule some less structured 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.

We teach writing and reading simultaneously because writing helps many children reinforce left to right scanning, and it reinforces the phonics rules they need to decode words. At first, writing will just be lines and curves. Later, as students learn letter sounds and formation, their writing will evolve and improve.

Pre-Reading Skills in Kindergarten

These are the skills we teach in kindergarten. Even though some will enter knowing how to read, it is nevertheless important that all young children fully develop each skills so they have solid word-attack and writing abilities.

1. Upper and Lower Case Letter Names
2. Upper and Lower Case Letter Sounds (consonants, then short vowels)
3. Identifying Beginning Sounds
4. Identifying Ending Sounds
5. Rhyming
6. Blending
7. Segmenting

Ideas for Supporting Your Child's Emerging Reading Skills

- **Read to your child every day.** Include fiction & nonfiction and lots of rhyming books.
- **Ask your child to read to you for 10 minutes each day.** 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 looked through the whole book and told you what they think the story is about, then it will be your turn to read the story aloud. 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.
- **Fill your home with books.** Take advantage of used book stores, ask friends with older children to give you the books their kids have outgrown, use the public library. Let your child choose some books to read to you, and some stories for you to read aloud.
- **Listen to audio books** as a family. The library has free options, and there are also services such as Libro.Fm where you can purchase audio books while supporting independent bookstores.

Ideas for Supporting Your Child's Writing Skills

- **Help your child to use pencils at home and to hold them properly** (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 and small pencils** as well as fat markers. The smaller instruments 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.
- **Focus more on letter sounds** than letter names at the beginning of kindergarten.
- **Model how to write** slowly, neatly and with the correct letter formation. Most letters go from top to bottom.
- **Model the standard use of capital and lower case letters.** Books are rarely written in all caps, so it's good to get them used to seeing both upper and lower case letters.
- **Encourage your child to spell 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 or last sound in the word, and use a magic line. We call this "inventive spelling."

Example: "I am happy" might be written by a child as:

"I h _____e." or "Im hape."

After the child writes, you should write the words correctly under their writing. As you do, please model how you work out how to spell a word using *sounds*, not letter names.

Ideas for Supporting Mathematics Skills:

- **Frequently ask your child to count and compare numbers.** Make it meaningful (i.e., How many pairs of socks does each person in our home have? Who has the most? Who has the least?). If they can't count as high as they might need, fill in the blanks for them and allow them to repeat the numbers as you say them.
- **Give your child a wall calendar.** Keep track of important events on it. He or she will soon be saying things such as, "It's only 10 days until my birthday!" This will support their learning of the months of the year, days of the week, seasons, numbers and counting.
- **Teach about volume and capacity through cooking and at bath time.** 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 bathtub. These "hands-on" math experiences help develop the concept of conservation of liquids, as well as a basic understanding of volume and capacity.
- **Give your child a small allowance.** They'll enjoy counting coins and learning about how much things cost.
- **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, problem solving, engineering, and they sometimes help children understand why it is important to follow picture directions accurately.

General Tips for Supporting Young Children

- **Recognize positive behaviors:** Praise students most for their ethical choices, for making an effort, and for what they learn
- **Appreciate mistakes:** Communicate to your child that mistakes and failures are learning opportunities. Mistakes help our brains grow!

- **Avoid comparing your child to others**, both privately and publicly. Each child is unique, develops at his or her own pace and has both wonderful gifts and areas for growth.
- **Delay gratification:** In elementary school, they will have to wait their turn for adult and peer attention sometimes. Don't respond to every request by dropping what you're doing. Unless it's an emergency, they can wait and will learn an important skill in doing so.
- **Select computer and video games thoughtfully.** Choose programs or websites that encourage problem solving and/or teach skills. We recommend limiting screen time so that students have plenty of time to explore the world and spend time with their friends and families.
- **Play with your children as much as possible** - indoors and outdoors. This will provide many opportunities to communicate your values, reinforce skills taught at school, solve challenges together, and more.
- **Create order at home.** Children crave the security of regular routine and "orderliness." Show your child how to keep their belongings organized and make sure they ALWAYS participate in tidying up your home.
- **Give your child household responsibilities**, and hold him/her accountable for completing them on a regular basis.
- **Encourage some old-fashioned playtime.** Some of their most crucial learning comes when children explore the outdoors, play make-believe, build tents out of pillows and blankets, catch and observe insects, sing, dance, and come up with their own art projects.

A Few Words About Physical Development

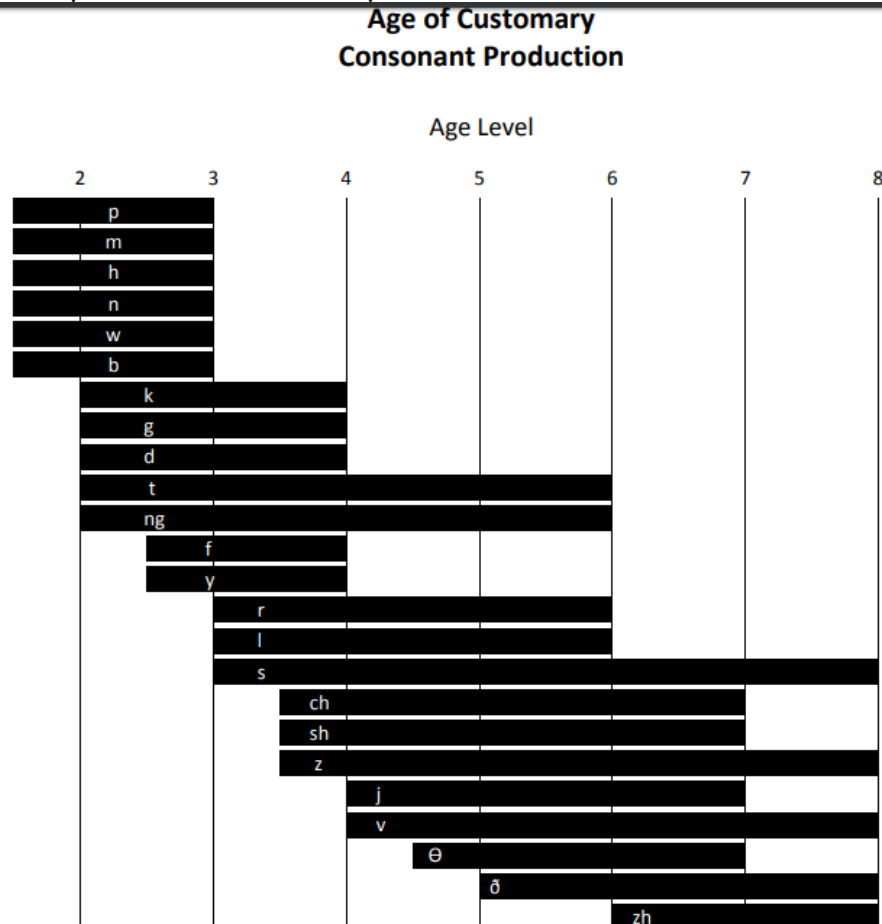
Five and six -year-olds are active little people who develop at many different rates. They need to practice running, jumping, skipping, hopping on one leg, etc. Interestingly, research indicates a correlation between skipping and a child's reading readiness.

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 coordination. Please be assured that if we are concerned about any aspect of your child's physical development, the teacher will contact you.

It is normal for students of this age to still be developing some of their speech sounds. Please note using the chart below that we do not expect most children to be able to produce many of these sounds until they are 6, 7 or even 8 years old.

Expected Speech Sound Development



Average age estimates and upper age limits of customary consonant production. The solid bar corresponding to each sound starts at the median age of customary articulation; it stops at an age level at which 90% of all children are customarily producing the sound (from Templin, 1957; Wellman et al., 1931). Source: Sander © 1972 American Speech-Language-Hearing Association.

Tips for Developing Gross Motor Skills

- Go to playgrounds or gyms with swings, slides, bars, ropes etc.

- Provide a jump rope for skipping rope or jumping over.
- Teach your child how to sweep and use a dustpan. This also helps children develop their need for what Montessori calls, "a sense of order."
- Play catch and shoot baskets.
- Make fun obstacle courses.

Tips for Developing Fine Motor Skills

- Encourage your child to use cookie cutters and to practice tying their shoes.
- Ask your child to use tweezers to transfer beads or marbles into different piles or into little cups. This is good for the three-finger grasp required for handling a pencil, as well as for the important concept of transference.
- Have paper, scissors, pencils, thin markers and glue for art and writing.

Additional Fine Motor Skills Activities

These ideas come from a trained occupational therapist, who has a lot of knowledge about how to help kids to hone their fine motor skills, which are important as children develop their ability to write.

- Assemble **small beads, Legos, Tinker Toys, Lincoln Logs**, etc.
- Play **pegboard** games.
- Play **tops, marbles and jacks** - they require manipulation of small pieces.
- **Squirt water bottle** outdoors on the sidewalk.
- Use a **meat baster** and have a cotton ball race across the table.
- **Finger paint** with yogurt, pudding, whipped cream, or chocolate sauce.
- Form **designs using mini-marshmallows and toothpicks**.
- String popcorn, buttons, pasta or beads to make **necklaces**.
- Use a **hole-punch** to create a design on a piece of paper.
- Clip **clothespins** to a container or make designs with them
- Play **tiny tug-of-war** with a (coffee stirrer) swizzle stick, holding it with the thumb and index finger only.
- Enjoy **Play Dough or soft clay**, rolling and pinching what they make between their thumb and index fingers (pushing finger pad to finger pad).

- **Scissors** play: Cut envelopes, straws, paper, etc. Be sure they have the "secret side" of the hand hidden. Scissors should be held so that the thumb is in one hole, the mid in the other hole and the index is the "guide" finger. You may need to flip the child's scissors upside down to encourage this.
- Find **hidden small objects** (proportionate to your child's hand to encourage a neat pincer grasp) in beans or rice
- Play with **tongs** to pick up objects and place them in containers. Be sure your child is holding the tongs between the thumb and first two fingers to encourage hand separation.
- Play with **eye droppers** to fill containers with water or to color paper towels with colored water.
- Color with **broken crayons** to encourage a mature grasp pattern when they are writing.
- Use a **push pin or toothpick** to poke holes along lines on paper to make designs or pictures. (Put the paper on styrofoam, a piece of carpet or another soft surface.)
- Play with **nuts, bolts and screws**.
- Use **stamps** that are small enough to encourage a refined grasp.

Discipline and Character Development

Two important parts of the kindergarten experience are learning to work in a group setting and understanding that each child is responsible for his or her own behavior. Students learn that sometimes people make poor choices that lead to consequences we don't enjoy. But our staff also reminds kids that we all make mistakes. You can help us by reinforcing these ideas at home. If your child does get into trouble, ask what they learned from the experience. Then remind your child that everyone has a bad day sometimes, and they will probably have a good day tomorrow.

At Crocker, we work hard to help children develop independence and a sense of personal responsibility. This can be very hard for kindergarteners who are used to adults doing a great deal for them. To this end, we do our best to provide clear oral instructions and use visual aids. When students are unclear after the teacher finishes giving directions, we encourage them to ask classmates for help. We also expect students to keep the classroom tidy, clean up after themselves, turn in their work, take care of library books, etc.

Throughout the year, we emphasize different character traits, known at school as "Words of the Month." We regard as essential for social success. These are: respect, cooperation, self-discipline, acceptance, compassion, responsibility, perseverance and friendship. You will hear more about this as the year progresses.

Our school also has a mantra: "At Crocker, we show respect to everyone." We reinforce this message school-wide as an important part of creating our supportive, welcoming, positive school climate and culture.

Food and Drink at School

Sharing Food

Children may not share their snacks and lunches with friends. We will teach students about this but also rely on families reinforcing this rule.

Water Bottles

Please send your child to school with a labelled, refillable, sports type water bottle with a top that closes securely and easily. We have a filtered water filling station.

Morning Snacks

Teachers do not provide snacks, so please send your child with healthy options. **Some students have serious allergies, so we politely request that you avoid sending nuts or peanut butter.**

School Lunches

Hot lunches come from a central OUSD kitchen each day. Menus are posted online at <https://www.ousd.org/Page/11930> and outside the office. The application for free and reduced lunches will be available in August at <https://mealapps.ousd.k12.ca.us/>. Other students may purchase lunches for \$2.75 and milk for \$.50. Please either pay online at www.myschoolbucks.com, send exact change or write a check to OUSD to cover multiple lunches.

Lunches and Snacks from Home

Crocker is green! We teach kids to compost and recycle as much of their waste as possible. Please use a clearly labeled reusable lunch box. We also encourage reusable food containers instead of plastic bags. Please note that we are not able to heat up children's food and do not provide eating utensils. Finally, students need to be able to access as much of their lunch as possible without requiring an adult's assistance (i.e. orange slices instead of a whole orange, food containers they can open easily, etc.). Examples of difficult packages for younger children include Capri Sun, Lunchables, fruit cups, and yogurt in squeeze packaging.

Volunteering at Lunchtime

A parent/guardian will coordinate lunchtime volunteers. All are welcome! Kids love to see their grownups at the lunch tables and on the playground.

School Routines

Parent and Guardian Handbook

More detailed information is available in the Parent & Guardian Handbook, which is intended for families with students at all grade levels.

Mornings on the Playground

Playground supervision begins at 8:30 each day. We encourage families to arrive at school earlier if adults are able to stay and supervise their children. It's a nice way for kids and adults to catch up with their friends and for kids to run around a bit before getting settled in their classrooms.

Drop-off Procedures for Kindergarten

Kindergarten teachers meet their classes in designated spots on the playground at 8:45 AM each day. Students walk in a line to their classrooms with the teacher. Please do not bring your child directly to the classroom in the morning unless you are late and have already checked in at the office.

Pick-up Procedures for Kindergarten

At 2.45 PM every day (except Wednesdays when they are dismissed at 1:30 PM), teachers bring all kindergarten students to the playground. Those going to Adventure Time will be escorted to the MPR from the playground by A.T. staff. All other students will wait with their teachers until each is matched with their grownup. If no adult arrives within 5-10 minutes of dismissal time, the teacher brings the student to the office and calls an adult. Students remain in the office until their grown up arrives. We do not allow kindergarten students to wait unattended and never allow them to walk on sidewalks without an adult. Please call the school if you are going to be late.

Teachers' Prep Time from 8:15 - 8:45 AM

Please respect this as an important time for the teacher to get ready for the day. We request that you only go into the classroom to talk to the teachers if you have already scheduled an appointment, or it is an emergency.

Being On Time

Please plan to be on campus between 8:30-8:35 each morning. This makes it easy to be in line by 8:45 when the teacher will pick up the class. Tardiness is disruptive to the class and uncomfortable for your child. If you do arrive late, you must go to the office to get a late slip. After five tardies, you will receive a warning notice from the school district.

Absences

According to California law, illness, medical appointments, hospitalization, a death in the family, visits with immediate family members who are active duty military and independent study are the only reasons absences are excused. Please refer to the Parent Handbook for more information about attendance policies. Independent Study is available for absences of 5 to 20 days.

Medical Appointments

It's best to schedule appointments after school. However, if you must bring your child to an appointment during the school day, please notify your child's teacher in advance. During the appointment, ask for a verification slip from the doctor's office and bring it with you when you return to school.

If your appointment starts at 9:30 AM or later, please bring your child to school for the first part of the morning, then pick him or her up for the appointment afterwards. This will avoid concerns about truancy on the part of the school district.

To pick up a child during the school day, please come to the office. We will call the classroom when you arrive and ask the teacher to send your child. Your child may not wait in the office for you unless we have called you due to illness or injury. When you return to school, always check in at our office before sending your child back to class.

Lost and Found

Items left on the playground go to the Lost and Found, located near the bathrooms closest to the playground. Labeling your child's clothes and other belongings helps, but most items languish in the Lost and Found for weeks. We therefore recommend checking the Lost and Found on a semi-regular basis.

Restroom Use

We send children to the restroom if they need to go during class time, but we encourage them to go during recesses and lunch. 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. Kindergarteners walk to the restrooms with partners.

Backpack and Clothing Guidelines

Change of Clothes

It is normal for children this age to have "accidents." Therefore, we require each kindergartener to keep a complete change of clothes at school in a labeled Ziploc-style bag. Occasionally, kids need clean clothes for other reasons as well, and it's really nice for them to have their own belongings.

Clothing & Shoes

In the interest of safety, please make sure your child is appropriately dressed for lots of activity and potentially messy projects. We encourage wearing shorts under skirts or dresses and avoiding slip-on shoes, flip flops and boots. If your child wears rain boots to school, please also send along a change of shoes. Also, if your child cannot tie their own shoes yet, please choose a Velcro style sneaker instead and keep working on that skill at home!

Backpacks

Please send your child to school **each day** with a backpack with a zipper. It needs to be large enough to hold a folder, 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. We do not recommend that you write full names on the outside of the backpack.

Special Objects and Sports Equipment from Home

Sports Equipment

Students may NOT bring their own equipment for recess. The PTA generously purchases plenty of equipment for us, and this policy prevents toy envy, helps us to encourage sharing, and allows us to manage the safety of the items brought onto the playground.

Toys and Other Special Objects

Students should NOT bring toys or special objects from home. They have a way of getting lost or broken or causing conflict at school. The only exception to this rule is for teacher-approved class sharing time such as being Star of the Week (see below).

Supporting Learning from Home

Daily Reading

The best way for kids to become readers is to spend lots of time looking at, listening to and reading books. We ask parents to read with the students each night for about 15 minutes. If your child wants to read the same book over and over, that's fine. Young kids love feeling that they really know a book. When you read aloud, use fun voices, lots of expression, and model paying attention to punctuation. If your child is ready to follow along with a finger as you read, that's a great strategy for helping kids to track from left to right. If your child already knows a few words, stop every once in a while to allow them to read those words.

Communication Folders

We will provide these. It is an easy way for us to communicate whenever necessary. When the folder comes home, please empty the work in it. Go over the work with your child, read any correspondence from the teacher, then please return this to school.

Extra Learning at Home

If you want to create more learning opportunities for your kindergartener beyond the school day, we encourage you to avoid workbooks. Instead, we suggest following a recipe, building, reading a nature magazine, making a poster, games, drawing, or added journal writing. The Crocker virtual library is another resource available from home.

Special Activities

Field Trips

The places we go vary according to the children's interests and the projects we are doing. We cancel field trips if 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 will ask that a parent or guardian comes on the trip with him or her, or we make arrangements for the child to spend the day in another classroom.

Birthdays

On your child's birthday, (s)he may come to the office to receive a special pencil as well as a button to wear throughout the day. Because we follow district guidelines about celebrations involving food, we ask that you bring only healthy treats to school that day. Please arrange this with the teacher in advance and incorporate students' allergies into your planning. We celebrate summer birthdays in August.

All-Kindergarten Gatherings

All of the kindergarten classes have outdoor P.E. on Friday afternoons together, and we shuffle the kids around to create new groupings across classrooms. This helps us to create a whole grade-level community.

Buddies

Each kindergarten student will have an older buddy. Their classes will meet on a regular basis for joint activities. This is part of our social-emotional curriculum, Caring Schools Communities, and it helps us to create a supportive environment for kids of all ages.

Parent/Guardian Volunteers

We Love Your Help!

We love working with you and we both appreciate and rely upon your help. Moreover, the children love it when "their grownups" help at school. At Back-to-School Night, teachers will explain how and when they need volunteers, and you'll be able to sign up. Please note that these opportunities will not start until after the first month of school. You will need to have registered with the Oakland Education Fund before you will be allowed to volunteer. Here's the link: <http://www.oaklandedfund.org/parent-volunteers/>. Our school's website has the TB Risk Assessment Form for all volunteers and the Live Scan form people need to drive on field trips.

Weekly Commitment for Classroom Volunteering

If you want to work in the classroom, the kindergarten teachers ask that you be 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. Please just let us know in advance if possible. (You are welcome and

encouraged to arrange a "job share" with your partner or a friend if this works better for you.). It's always great when you can find a sub!

Frequency of Volunteering

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 seeing you working with other children in the classroom, we reserve the right to change your volunteer arrangements with us.**

Sign in at the Office First

All visitors and volunteers must sign in at the office and get a badge before going to classrooms. Although it might be quicker to reach your child's classroom through another entrance, please always enter the school via the office. We know 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!**

Examples of Volunteer Opportunities

- Supporting work centers in literacy, math or science
- Helping out in the library
- Reading with individuals or small groups of students
- Preparing homework/communication folders
- Compiling Scholastic book orders
- Coordinating field trip chaperones/drivers
- Taking and distributing photos of class events
- Helping at lunch or on the playground

Room Parent/Guardian

This important volunteer serves as a liaison between the school and families. Typical duties might include:

- Emailing parents as necessary
- Collecting voluntary donations from families for field trips, celebrations, etc.
- Recruiting volunteers for special projects and field trips
- Organizing celebrations such as the 100th Day of School

Still Have Questions?

Principal: Jocelyn.kelleher@ousd.org or principal@crockerschool.org

Administrative Assistant: Catherine Carmans; Catherine.carmans@ousd.org or office@crockerschool.org

Attendance Clerk: Brenda Rigsby; Brenda.rigsby@ousd.org or office@crockerschool.org;

PTA Co-Presidents 2020-21: Colleen Orfuss & Megan Bacigalupi;
President@crockerschool.org