

Virtual Introduction to Kindergarten at Maple Creek

Welcome

مرحباً بكم

Hoş Geldiniz

Добро пожаловать

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جی آیاں نوں

환영합니다

歡迎

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Chào mừng

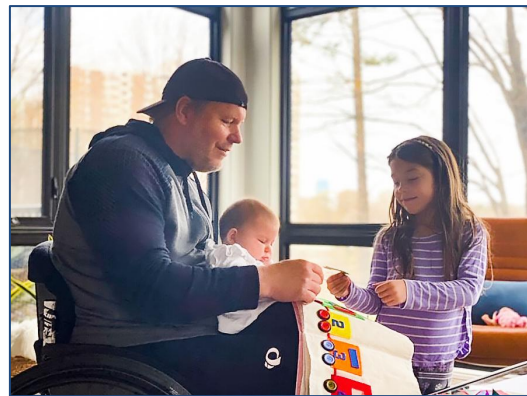
خوش آمدید

欢迎光临

Welcome to Our Introduction to Kindergarten!

You are your child's first teacher and are the most powerful influence on their learning, development, health, and well-being.

We can't wait to partner with you as your child begins school!



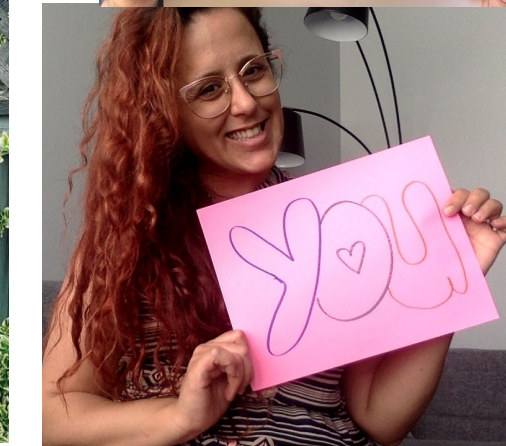
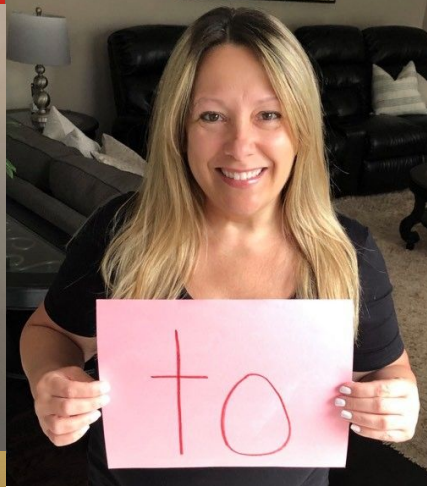
Our Kindergarten Educator Teams

Educators work together to support each child. The Kindergarten team consists of:

- a designated early childhood educator (DECE)
- a classroom teacher
- a prep-coverage (planning time) teacher



Your Teachers and DECEs



Kindergarten at Maple Creek



Arrival time: 8:05am

Dismissal time: 2:50pm

School Contact info:

Phone: (905) 417-9177
(647) 795-7719

Fax: (905) 417-9128

Email: maple.creek.ps@yrdsb.ca

Entering our Learning Spaces



Entry Routines

- Students will line up outside beside their classroom door
- A teacher or DECE will direct them to go inside
- Students will go to the cubby area, hang up their backpacks, take off their outdoor clothes, change their shoes and get ready for the day

Recess Time



Children have the opportunity to go outside for recess everyday.

Lunch & Snack



In Kindergarten, many children make choices about going to the snack table when they are hungry. Educators support children as they begin to do this independently.

Lunch & Snack Tips

Your child will need lunch and snacks that:

- are in containers easy for your child to open and eat independently
- do not require heating
- are nut aware
- are litterless

Preparing lunches and snacks with your child the night before can make getting ready for school easier the next day.



Washroom and Self-Help Routines



Children are encouraged to:

- use the washroom with minimal assistance.
- wash their hands with soap and water.
- dress and undress themselves (zippers, buttons, shoes, etc.) as independently as possible.



Virtual Introduction to Kindergarten



The Full-Day Early Learning Kindergarten Program



The Full-Day Early Learning Kindergarten Program

- Children are naturally curious and have a sense of wonder about the environment that surrounds them.
- Inquiry capitalizes on children's natural curiosity and their desire to make sense of their environment.
- Children are provided opportunity to plan, observe, gather information; as well as provided with materials and resources to help them articulate their thinking.
- The FDK program makes use of play and embed opportunities for learning through play activities.
- These activities encourage children to think creatively, explore and investigate, solve problems, and share their learning with others.



The Full-Day Early Learning Kindergarten Program



The Full-Day Early Learning Kindergarten Program

- The Early Learning Kindergarten Team (Teacher and Designated Early Childhood Educator) work together to support and facilitate your child's learning and development across the Four Frames.
- These areas include Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating.



The Four Frames of the Kindergarten Program



The Kindergarten Program,
2016, p. 14

Belonging and Contributing

As children play, educators focus on their...

- Sense of connectedness to others
- Ability to form relationships and make contributions as part of:
 - a group
 - a community
 - the natural world



Belonging and Contributing



Learning might look and sound like:

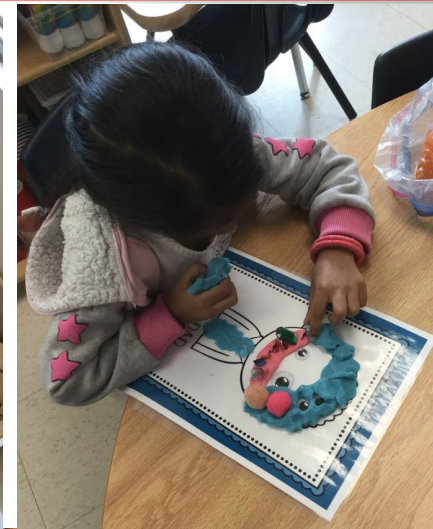
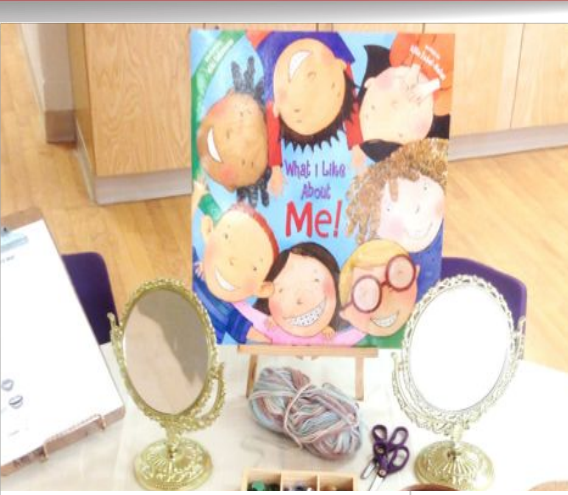
- A group of children using blocks to create a replica of a building after talking and thinking about different kinds of buildings
- “Fatima helped me pick up the blocks.”
- “Can you help us find another way to make this?”

Belonging and Contributing

The learning environment in Kindergarten reflects students' lived experiences, social identities and honours multilingual learners.



Belonging and Contributing



Self-Regulation and Well Being

As children play, educators focus on their...

- Ability to understand their own thoughts and feelings
- Ability to understand and manage emotions and impulses
- Awareness of their physical and mental health and wellness



Self-Regulation and Well Being...

at the dramatic play area

Learning might look and sound like...

Two children are playing in the dramatic play area. One child is rubbing the doll's back saying, "It's okay. Don't cry." The other child says, "I think she's nervous about getting her hair done."



Self-Regulation and Well Being



Demonstrating Literacy and Mathematics Behaviours

As children play, educators focus on their...

- “Literacy behaviours” – the various ways children respond to words and stories, begin to think critically, and begin to read and write



Demonstrating Literacy and Mathematics Behaviours...

at the sand table

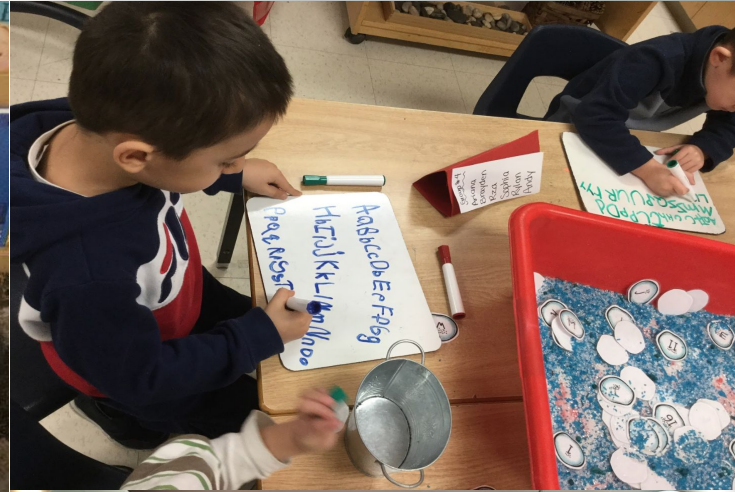
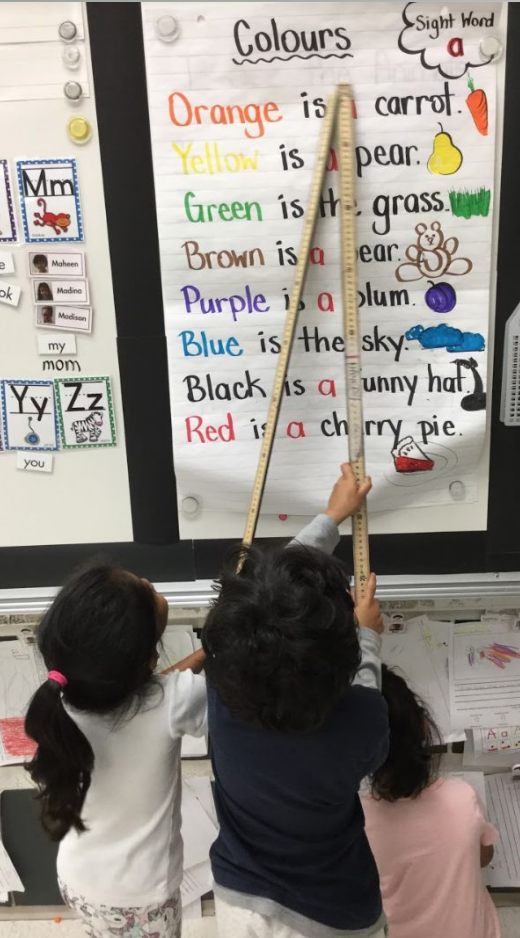


Learning might look and sound like...

- Children retelling the story of *The Tiny Seed*, a book they have just heard in a read aloud

They use materials that have been intentionally placed at the sand table

Demonstrating Literacy and Mathematics Behaviours...



Demonstrating Literacy and Mathematics Behaviours

As children play, educators focus on their...

- “*Mathematics behaviours*” – the various ways in which children learn more about mathematical relationships, concepts, skills and processes



Demonstrating Literacy and Mathematics Behaviours...

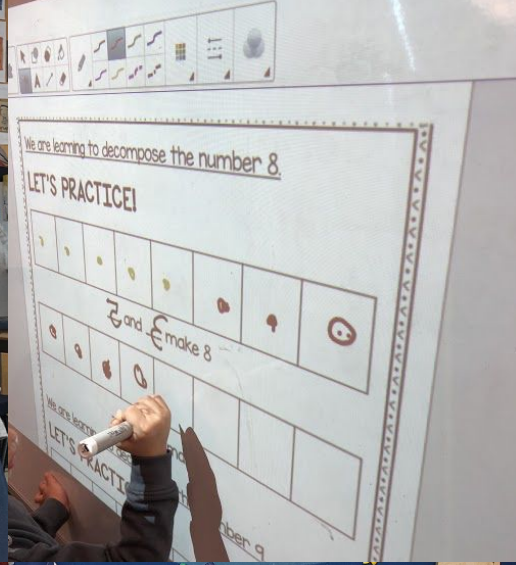
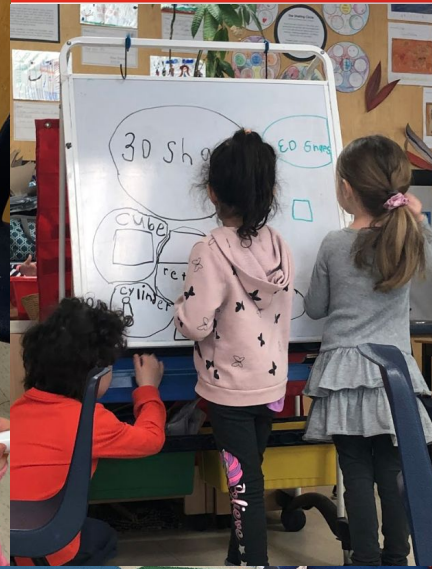
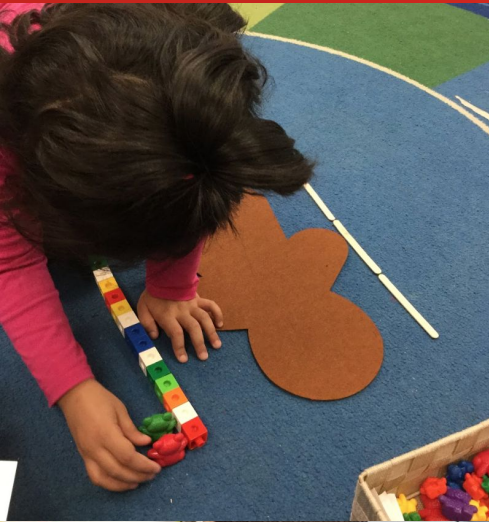
with building materials

Learning might look and sound like...

- A group of children use cubes or spools to measure their structures after reading *Short, Tall, Big or Small?*
- “My structure is 12 spools tall.”



Demonstrating Literacy and Mathematics Behaviours



Problem Solving and Innovating

As children play, educators focus on their...

- Desire to make meaning of their world by asking questions, testing theories, solving problems, and using creative and analytical thinking
- Confidence to explore the innovative thoughts and activities that naturally arise with an active curiosity



Problem Solving and Innovating...

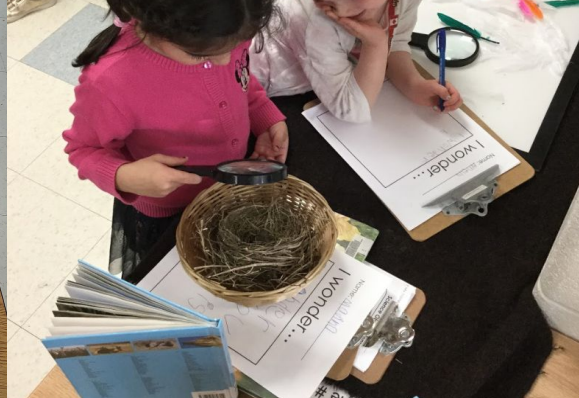
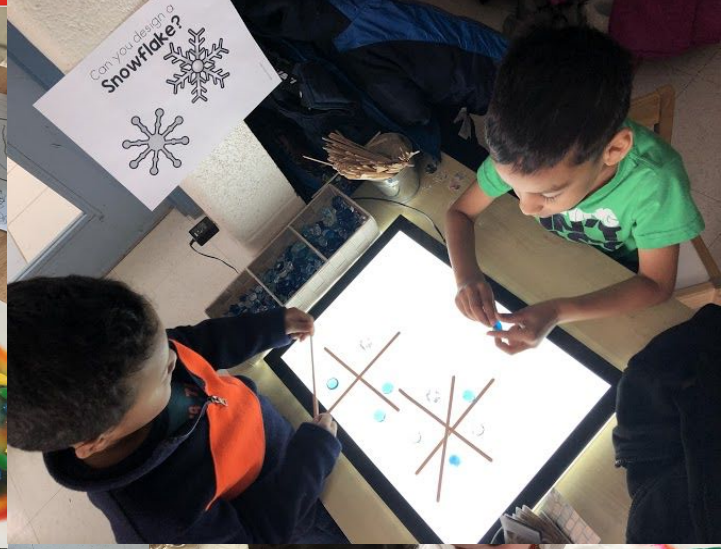
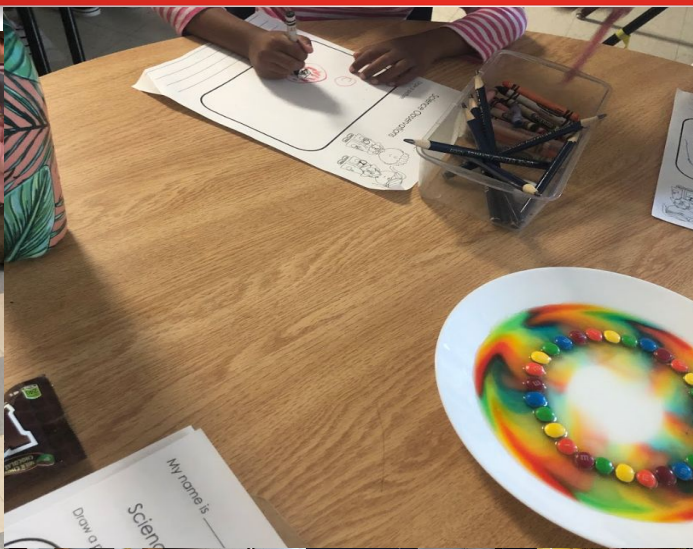
with natural materials

Learning might look and sound like...

- “We made our stack wider at the bottom so that we could build it taller. Now it doesn’t fall down.”
- Children draw and label a picture of the finished tower to show their solution



Problem Solving and Innovating



Outdoor Learning

- Outdoor learning is a repeated and regular part of the Full-Day Kindergarten program and is a natural way to incorporate children's interests and questions into the school year.
- It is important that children **dress properly** for outdoor learning, as the program will carry on, rain or shine- except under extreme weather conditions.



Tips for the First Day of Kindergarten

1. Get up in time to allow for a relaxed morning routine
2. Send a family photo in your child's backpack that they can visit throughout the day if they need to feel connected to you
3. Remind your child of who is picking them up
4. Use a goodbye routine you have practiced with your child
5. Remember to remain cheerful and reassure your child that they will be okay!



Before and After Care Program

If you require Before and After Care, please visit our board website to find contact information for your school's provider.

www.yrdsb.ca/schools/ChildCare/Pages/default.aspx



Will Your Child be Taking the Bus?



Families can access this website to:

- Check if you are eligible for the school bus
- Find your bus stop

Student Transportation Services of York Region

(<http://net.schoolbuscity.com/>)

When you click on the link, on the right hand side you can select a specific language.

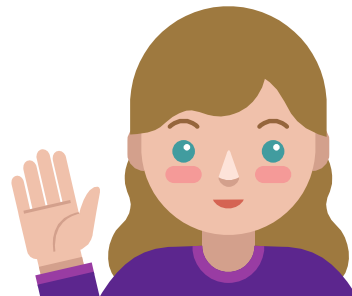
- Children are walked to and from the bus by educators, and all children engage in a Bus Safety Program in the Fall.

Speech & Language Services in Kindergarten

- Speech-Language Pathologists embrace all communicators, languages and cultures.
- We partner with educators and families to nurture oral language, play, social interaction, reading and writing.
- Supports are integrated within play-based learning in the classroom.



How can I help my English Language Learner Succeed?

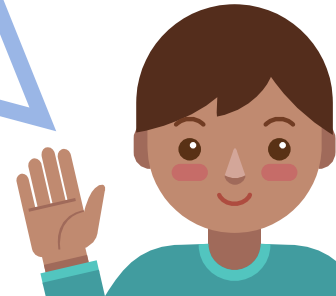


Make room for FIRST languages.

Students rely on their first language as a tool for thinking, at least until their English is sufficiently well-developed for conceptual tasks.

The first language can be an asset in another way: students who continue to develop age-appropriate proficiency in their OWN language do better in school, and in learning English, than students who abandon their first language – and often do better than monolingual English-speaking students as well.

(CILT: National Centre for Languages, 2006; Thomas & Collier, 2002).



How else can I help?

Say rhymes and sing songs



Rhymes, songs, and chants can develop oral language skills such as intonation and word stress.

Make frequent trips to the public library



Libraries are free and for everyone!

<http://www.vaughanpl.info>



We Look Forward to Welcoming You!



If you have any questions please feel free to reach out to us.



Maple Creek Public School

<http://www.yrdsb.ca/schools/maplecreek.ps>

Twitter: @maplecreekPS

Thank You!