

The American School of Tangier

Welcome to Kindergarten



On behalf of all of the staff, we hope that your family will enjoy being part of our Kindergarten.

The Program.

It is our intention that the best possible opportunities are offered to your child to challenge and extend their learning, allowing your child to reach their full potential.

Our goal, at all stages, is to provide the necessary opportunities for success and the laying of foundations for successful practices and knowledge for the future.

These goals include the following:

- Development of a positive self-esteem and understanding of themselves.
- Participate as members of a group, learning such attributes as sharing and taking turns.
- Development of the ability to work independently.
- Learning how to initiate and interact positively with peers and adults.
- Writing - to become aware that spoken words can be written down.
- Sounds - to focus on the first letter of a word as they learn about letter-sound connections.
- Reading - becoming interested in books and the pictures and words in them.
- Numbers - playing games that help with reading, saying numbers and joining in with stories and songs that include counting.
- Quantities - recognizing how many objects are in small collections and to compare small collections of things to say which is more or less.
- Shapes - becoming aware of shapes, size, position and order. Making models and patterns, sorting and rearranging small collections and comparing the size of things.
- Listening and Speaking - participating in class, group and pair discussions.

The content of the program will be developed from children's needs and interests, the Kindergarten requirements of the Aero Curriculum Framework and Early Learning and Development Standards.

Behavior Management

We strongly support the right of both students and staff to work and learn in a safe environment without being impeded by disruptive behavior. To support this; our staff adopt a fair and consistent approach to eliminating disruptions to the learning environment. Staff employ a range of preventative strategies which are age appropriate and which aim to reduce the likelihood of inappropriate behavior occurring.

The children will be involved in the development of classroom and playground rules, standards of behavior and consequences of inappropriate behavior.

What your child learns at Kindergarten.

Kindergarten is the beginning of your child's school journey and the time when children build on the important skills they have developed with you at home.

Loving and caring relationships with you, your family, friends, the school and school community help children develop socially, emotionally, and intellectually.

Play is particularly important in childhood learning. Play gives children the opportunities to practice skills, communicate with others, take on challenges and solve problems in fun and enjoyable ways.

Singing, playing games, talking, dancing, reading, writing and drawing all help the brain develop ways of thinking and learning.

Kindergarten is the first experience your child has of school - of the wonder and excitement of learning, exploring and imagining.

Kindergarten classrooms will become full of children's work. Walls are crammed with colorful posters, many with letters and numbers, and there are interesting displays in the rooms. The floors have carpets for different activities, and children are actively engaged in learning.

Your child begins to build on what they have learned at home. This includes their understanding of language - that language is made up of words, that written words are made up of letters in the alphabet and that spoken words can be written down.

They also learn about numbers and shapes and the many different ways we use math in our lives everyday.

These early lessons help your child later with reading, spelling, language and math skills.

Children learn social skills by playing with other children and sharing equipment. Play allows your child to share and take turns while developing coordination and confidence.

All of the above is vital to their future learning. The skills they learn give them the start they need to embark on their educational journey and head towards their bright future.

Classroom Philosophy

The emotional development of our youngest students is of paramount importance during their first experience of school. We adopted the sentiments of the poem written below as the basis of our classroom philosophy.

Children Learn What They Live

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn that the world is a nice place in which to live.

Dorothy Law Nolte 1998.

Things to do to help your child.

- Have a routine each morning as you and your child get ready for school.
- Make life easier for you and your child by buying clothing with large buttons or velcro that will allow them to dress themselves. Being able to get ready for school on their own will also boost their confidence.
- Ensure your child gets enough rest. It is normal for children to become tired as they adjust to their busy days in Kindergarten learning and playing.
- Provide your child nutritious meals and snacks to keep them energized through the day.
- Talk with your child about their day when they get home. Your enthusiasm is important for them to see and feel, and will show them that school is important.
- Developing the habit of going to school regularly in Kindergarten is vitally important so children don't miss out on important ideas and skills they need for future learning.
- If your child misses a day, talk with the teacher to find out how you can help your child to catch up.

Helping your child to have a positive experience of school is important because it can help shape the way they think about school in the future. Your ongoing support will help them build strong foundations for success.

With each successive year your child will be involved in carefully planned learning activities to help them meet their grade level expectations in Language Arts, Mathematics, Science and Social Studies.

Language Arts

Most Pre-K students begin to learn the English language for the first time and throughout the year progress to be able to listen and respond to spoken instructions and ask and answer questions about stories read to them. By the end of Kindergarten 3 they will have been taught to read simple stories and write using verbs, adjectives, capitalization, and end punctuation.

Mathematics

Pre-K students are taught how to count up to 5, sort objects into sets of 5, match objects by color and size, problem solve by completing simple puzzles, and recognize different two-dimensional shapes. By the end of Kindergarten 3 they are

taught to count forward by ones and tens to 100, identify, sort and compare sets of up to 30 objects, complete simple problem solving activities, use calendars, tell time, identify and sort local currency, introductory level geometry and data analysis, and simple addition and subtraction.

Science

Pre-K students begin to identify what things are made of, recognize different materials, types of motion, characteristics of the day and night sky, similarities and differences in animals, and recognize that people can be alike and different. By the end of Kindergarten 3 they will have been taught the physical properties of matter, the effects of gravity and motion, sorting living organisms and non-living materials by physical attributes, comparing different rocks and soils, and study various plants, and identify the characteristics of the sun, moon and stars, and clouds.

Social Studies

Pre-K students begin to identify themselves as individuals, learn to function as cooperative members of a group and how to avoid/cope with conflict, and follow class rules and routines. By the end of Kindergarten 3 they will be taught about family structures, past events and people, awareness of the roles and responsibilities of others, and identify and respect the different countries, cultures and languages of classmates.

Details of the Learning Objectives for each Kindergarten class are available if parents wish to have a copy.

Promotion to the next Grade

While the School remains committed to the personal growth and development of each of our Kindergarten students, it cannot guarantee the social readiness or the developmental progress of any individual student, nor can it guarantee that every student will meet the School's performance standards.

Promotion from one grade to the next is dependent upon satisfactory achievement of grade level expectations. While the School looks carefully at each individual case, it reserves the right to withhold promotion of a student.

Early Years Learning

When I am 4 years old I
should be able to;

Understanding and Learning

- Follow 2-step unrelated instructions, e.g. *"Get your bag and put your shoes on."*
- Follow instructions with up to 6 key words, e.g. *"Put the black box and the string under teachers table."*
- Understand words such as 'yesterday' and 'tomorrow'.
- Understand why and when.
- Know colors and some numbers and shapes.

Speaking

- Speak clearly with only a few speech immaturities remaining.
- Tell news with support.
- Use basically adult like grammar.
- Ask 'what', 'where' and 'why' questions.
- Use future and past tense.
- Use 'and', 'then', 'because' and 'but' in sentences.

Play and Social Skills

- Make friends.
- Use imaginary play.
- Play simple games with rules.
- Join in and start conversations.

- Use an extensive vocabulary to express ideas and request information.
- Enjoy social communication with a variety of people.

Tips For Home

If possible parents or siblings could;

- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in books.
- Talk about past, present and future events with your child.
- Talk about what you are doing and ask your child to retell what you did together.

Causes For Concern

- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Cannot retell an event or simple story even with support.
- Difficulty following instructions.
- Difficulty understanding simple 'who, 'what' and 'where' questions.
- Childs speech is difficult to understand.
- Does not enjoy listening to stories.
- Short attention span.

When I am 4 years old I should be able to;

Use My Body

- To peddle a small bike.
- Run around.
- Climb up stairs.
- Kick, catch and throw a large ball.
- Balance on each foot for a moment.
- Stand on the tips of my toes.
- Jump with both feet.
- Sway and march to music.
- Begin to hop on one foot.

Use My Hands

- To do simple finger actions to songs.
- Build with construction toys.
- Hold my pencil with thumb and fingers and draw simple lines.
- Manipulate large buttons.
- String beads onto a shoelace.
- Complete simple puzzles.
- Use scissors to make simple cuts.

Making Sense of the World

- Recognize up to 5 colors.
- Show my age using my fingers.
- Count 10 objects aloud.
- Put 2 halves of a picture together.
- Understand hot and cold.

- Start to remember details on a picture.
- Start to sort real objects.

Tips For Home

If possible parents or siblings could;

- Encourage your child to dress and undress independently. Help only in the parts they have difficulty with.
- Encourage your child to eat independently. Prepare to get messy.
- Provide a range of manipulative activities, e.g. play dough, drawing, cutting, gluing, puzzles, beads and pegboards.
- Build some outside playtime into your day to run, climb, swing, jump and play ball.
- Join in activities with your child, it is more fun to play together.

Causes For Concern

- Avoids or has difficulty with hand activities.
- Has difficulty with dressing and eating.
- Stumbles and falls frequently. Or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and is not able to calm or quiet self.
- Has difficulty matching colors, sizes and shapes.

When I am 5 years old I should be able to;

Understanding and Listening

- Follow three step instructions, e.g. *"get your book, put it in your bag and then put your bag by the door."*
- Follow instructions containing the words 'first', 'last', and 'after'.
- Understand everything said to me (age appropriate).
- Answer 'when', 'why', and 'what' questions.
- Understand opposites (hot and cold), location words (next to, between, in front).
- Understand humor and laugh at jokes.

Speaking

- Speak intelligibly with some speech immaturities remaining.
- Use basically adult like grammar.
- Tell news or stories without any assistance.
- Retell a story accurately.
- Participate in long detailed conversations with a range of people.
- Explain why something happened.

Play and Social Skills

- Enjoy social communication with a variety of people.
- Make friends and engage easily with peers.
- Play fairly in simple games with rules.
- Engage in complex imaginary play.
- Join in and start conversations.
- Use an extensive vocabulary to express ideas and request information.

Tips for Home

If possible parents or siblings could;

- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in textless books.
- Talk about past, present and future events with your child.
- Give the child the meaning of words they don't know.
- Plan and rehearse your child's news prior to the school news telling day.

Causes for Concern

- A small vocabulary with grammatical errors.
- Speech is difficult to understand.
- Cannot retell an event or simple story even with support.
- Difficulty following instructions with two or more steps.
- Poor conversation and social skills.
- Does not enjoy listening to stories.
- Short attention span.

When I am 5 years old I should be able to;

Use My Body

- To pedal a small bike around objects and make U turns.
- Run around objects and turn corners with speed.
- Walk up and down stairs with alternate feet.
- Control and bounce a large ball.
- Balance on one foot for the count of 10.
- Walk on tip toe.
- Walk backwards.
- Begin to jump rope.
- Hop on one foot for several hops. Balance on a wide beam.
- Begin to skip on one foot.
- Catch and throw a beanbag.

Use My Hands

- Use my pencil to draw a person and some simple objects.
- Fasten small buttons and use a zipper.
- Cut out large shapes with scissors.
- Screw and unscrew lids, nuts and bolts.
- Cut food with a knife.
- Brush my own teeth.
- Color a simple picture.

Making Sense of the World

- Know most of my colors.
- Use my eyes to follow moving objects.
- Count up to 10 objects aloud.
- Feel objects without looking and identify simple shapes and objects.

- Copy simple patterns.
- Differentiate differences in size.
- Complete an unfinished drawing.
- Start to notice when something is missing.

Tips for Home

If possible parents or siblings could;

- Have your child help with household chores, e.g. setting the table, packing away toys, or putting clean crockery and cutlery away. It's great for matching and sorting.
- Encourage your child to be as independent as possible in dressing, eating, and grooming.
- Try to build some table activity time into your day, drawing, cutting, and gluing. Use a wide variety of materials and writing instruments to keep it interesting.
- Grab a ball and throw it, kick it, bounce it, and catch it.
- Play some outside games e.g. races that involve hopping, skipping, jumping, running, and balancing.
- Join in activities with your child. It's more fun to play together.

Cause for Concern

- Avoids or has difficulty with hand activities, e.g. drawing, puzzles, scissor use.
- Difficulties with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn't able to calm or quiet self.
- Avoids or dislikes equipment that is fast moving or off the ground, e.g. swings, roundabouts.
- Has difficulty matching colors, sizes, and shapes.

Parents and Guardians please note:

If a child demonstrates that they cannot function in their assigned class due to development or academic deficiencies that were not apparent during the admissions process, AST reserves the right to rescind the acceptance of this child. Tuition refunds will be pro-rated according to the time spent at school; application and registration fees will not be refunded.

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