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Cover Art by:
Rafael Colon
Art Teacher
Old Bridge High School
Manuscript WritingPositions

Paper Positions

Pencil Positions

Point the pencil toward your left elbow. Rest the pencil near your big knuckle. Point the pencil toward your right shoulder.

Hold the pencil with your first two finders and thumb. Bend your thumb.

Rest your last two fingers on the paper.

Forming Our Letters

This alphabet will show you the correct formation of the letters your child will learn to write in the school handwriting program. The arrows indicate the direction and sequence of the strokes that form the letters.

The size of the letters your child is writing depends on his or her grade level. At the kindergarten level, the letter size is 1 1/8 inches, and at the first grade level, it is 5/8 inch. In the event you wish to purchase paper for your child to practice the letter formations at home, please be sure the paper has the correct size rule lines.
**September 2016 (19 days)**

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- Labor Day: 5
- Staff In-Service: 1, 2
- Schools Open: 6

**October 2016 (18 days)**

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- Rosh Hashanah: 3, 4
- Columbus Day: 10
- Yom Kippur: 12

**November 2016 (17 days)**

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- Election Day: 8
- In-Service Day: 10, 11
- Veteran’s Day: 11
- Early Dismissal: 23
- Thanksgiving: Recess 24, 25

**December 2016 (17 days)**

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- Early Dismissal: 23
- Christmas: 25
- Winter Recess: 26-30

**February 2017 (19 days)**

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- PLC Day: 8
- President’s Day: 20

**March 2017 (23 days)**

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- PLC Day: 15

**April 2017 (15 days)**

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- Early Dismissal: 7
- Passover: 10, 11
- Good Friday: 14
- Easter: 16

**May 2017 (22 days)**

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- Early Dismissal: 26
- Memorial Day: 29

**June 2017 (12 days)**

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- Last Day of School*: 16

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**Kindergarten AND First Grade Registration**

Proposed: 1.12.16
Adopted: 1.19.16
Amended: 3.16.16

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Legend:
- Opening and Closing of Schools
- School Closed
- Early Dismissal
- School Closed for Students Only
- Inservice Day
- PLC Day Early Dismissal

Attachment E-1
SCHOOL DIRECTORY

M. Scott Carpenter Elementary School: 1 Par Avenue
Principal’s Office ................................................................. 732-360-4452/Fax: 732-360-2964
Health Office ................................................................. 732-360-4450/Fax: 732-360-0628

Cheesequake Elementary School: 111 Hwy 34
Principal’s Office ................................................................. 732-360-4552/Fax: 732-316-9353
Health Office ................................................................. 732-360-4551/Fax: 732-721-2425

Leroy Gordon Cooper Elementary School: 160 Birchwood Drive
Principal’s Office ................................................................. 732-290-3881/Fax: 732-583-7109
Health Office ................................................................. 732-290-3882/Fax: 732-441-3487

Virgil I. Grissom Elementary School: 1 Sims Avenue
Principal’s Office ................................................................. 732-360-4481/Fax: 732-360-0725
Health Office ................................................................. 732-360-4482/Fax: 732-607-3902

James A. McDivitt Elementary School: 1 Manny Martin Way
Principal’s Office ................................................................. 732-360-4512/Fax: 732-721-5706
Health Office ................................................................. 732-360-4511/Fax: 732-316-0218

Madison Park Elementary School: 33 Harvard Road
Principal’s Office ................................................................. 732-360-4485/Fax: 732-721-4924
Health Office ................................................................. 732-360-4486/Fax: 732-316-0263

Memorial Elementary School: 11 Ely Avenue
Principal’s Office ................................................................. 732-290-3876/Fax: 732-583-9431
Health Office ................................................................. 732-290-3878/Fax: 732-441-3489

William A. Miller Elementary School: 2 Old Matawan Road
Principal’s Office ................................................................. 732-360-4590/Fax: 732-698-0448
Health Office ................................................................. 732-360-4591/Fax: 732-238-1286

Walter M. Schirra Elementary School: 1 Awn Street
Principal’s Office ................................................................. 732-360-4495/Fax: 732-360-0736
Health Office ................................................................. 732-360-4496/Fax: 732-679-2361

Alan B. Shepard Elementary School: 33 Bushnell Road
Principal’s Office ................................................................. 732-360-4499/Fax: 732-679-5112
Health Office ................................................................. 732-360-4500/Fax: 732-679-5079

Southwood Elementary School: 64 Southwood Drive
Principal’s Office ................................................................. 732-360-4539/Fax: 732-257-2356
Health Office ................................................................. 732-360-4541/Fax: 732-238-1295

Raymond E. Voorhees Elementary School: 11 Liberty Street
Principal’s Office ................................................................. 732-360-4544/Fax: 732-251-8549
Health Office ................................................................. 732-360-4546/Fax: 732-251-2810

SCHOOL HOURS
REGULAR CLASS SCHEDULE
Kindergarten ...........................................................................................................8:50 A.M. to 3:15 P.M.

DELAYED OPENING SCHEDULE
Kindergarten ...........................................................................................................10:50 A.M. to 3:15 P.M.

EARLY DISMISSAL SCHEDULE
(Not an Emergency) Kindergarten ...........................................................................8:50 A.M. to 1:15 P.M.

REGISTRATION
Kindergarten registration will take place at all Elementary Schools during the month of February. Contact your child’s local school for more information and an appointment.

During the summer, please contact your child’s school for information regarding registration.

In the event of inclement weather or a school emergency, radio station WCTC-1450 AM, WMGQ-98.3 FM, local cable television Channel 118 and FIOS Channel 24 provide information. You may also access this information by visiting our website at www.oldbridgeadmin.org and click on “NEW” school closings.

Please be sure to tell your child now, while there is no emergency, where they should go in case an emergency takes place. Students will not be able to call you for instructions at the time of such emergencies.

GETTING READY FOR KINDERGARTEN
Parents are encouraged to practice the following skills with their children to assist them as they prepare for entering kindergarten:

• Write and/or recognize their first name with the first letter capitalized and the rest in lower case
• Recognize most capital letters of the alphabet
• Recite the alphabet
• Recognize or name colors and shapes
• Distinguish between numbers and letters
• Count to ten
• Hold scissors and pencils correctly
• Dress themselves: zip, button, snap
• Handle bathroom needs independently
• Speak in sentences
• Listen to short stories
• Interact positively with other children

If parents have concerns about their child’s development of these emerging skills, they are encouraged to speak with the kindergarten teacher in September.

WELCOME TO KINDERGARTEN!
As your child enters kindergarten, a new world of experiences is opening to him or her. We welcome you and your child to this exciting adventure. Join with us to make these experiences happy and meaningful.
This booklet has been designed to assist you in helping your child make the best possible adjustment to kindergarten. We hope the information presented will serve to acquaint you with the basics of the Old Bridge Township kindergarten curriculum and show you how we can work together for your child.

**WHY KINDERGARTEN?**

Kindergarten literally means a “child’s garden.” It is a place where each child can grow and flourish to his or her potential. Your child’s year in kindergarten will be filled with opportunities to grow socially, emotionally, physically, and mentally.

Our primary goal is to provide a basic foundation for your child’s future education. We strive to make a smooth transition from home to school and to ensure that each child’s first elementary school experience is a successful and happy one.

The kindergarten program is designed to help stimulate a good self concept and to provide each child with many experiences of achievement. Kindergarten children will work and create independently; and learn to cooperate with others in a group.

Play is one of the primary approaches to learning available to children in early childhood. Sense impressions and ideas bubble up from within them, much as they do in an artist or a composer. The children use the arts as a form of expression but most often they use play itself to express their ideas. Through play they try on every role and situation they’ve encountered in life. They explore the world around them and make it their own. Their play is often serious, but it is also enjoyable and deeply satisfying.

**HEALTH AND ATTENDANCE**

**Before School Starts:**

Visit your family physician for a complete physical examination. The school nurse will supply a form to record the exam findings which should be returned to the school nurse.

*Have a dental check-up* by your family dentist. Forms for this are also given out by the school nurse.

**Health Screenings:**

- The State of New Jersey requires an entrance exam for your child. It is preferable that the physical is submitted at time of registration but must be submitted no later than 30 days after 1st day of school. Please submit physical to your building nurse.
- The school nurse will screen height, weight, blood pressure, visual acuity and auditory acuity.
- Follow-up is advised on any recommendations referred by your physician or school nurse.

**Get proper immunizations.**

Your child must have the following immunizations by the first day of school.

NJ Sanitary Code, Chapter 14, has mandated that all children attending any public school **must** have the following immunizations.
ATTENDANCE IS IMPORTANT

Your child should attend school each day that he or she is well. Every absence, even part of a school day, interferes with your child’s progress at school. Parents should also carefully weigh the value of any prolonged absences (due to vacations) against the value of classwork to be missed. The kindergarten activities done in class are important and cannot be made up at home. The school will require a written note from the parent or guardian concerning such absences.

IN CASE OF SICKNESS

If your child is going to be absent, call the school nurse as soon as possible. School numbers are listed in the front of this booklet. You may leave a telephone message on the Health Office voice mail.

INDICATORS FOR KEEPING YOUR CHILD AT HOME

Fever (100° F. or above)…child should be fever free, without any medication, for 24 hours before he/she returns to school.

1. an upset stomach/vomiting
2. severe cold symptoms
3. headache
4. sore throat
5. rash

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<tr>
<td>DTaP</td>
<td>A minimum of four (4) doses of DPT with at least one dose given on or after the fourth (4th) birthday, or any combination to equal a 5th dose total.</td>
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<tr>
<td>POLIO</td>
<td>A minimum of three (3) doses of Polio vaccine (IPV or OPV) with at least one dose administered on or after the fourth (4th) birthday, or any 4 (four) doses.</td>
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<td>MEASLES</td>
<td>Two (2) doses of Measles containing vaccine and one (1) dose each of live Mumps and Rubella containing vaccine given no less than one month (28 days) apart with the first dose given on or after the first birthday. Laboratory evidence of immunity shall also be accepted for the 2nd dose only.</td>
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<td>RUBELLA (MMR)</td>
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<td>HEPATITIS B</td>
<td>Three (3) doses of Hepatitis B vaccine (or any combination of Hepatitis B vaccine), meeting minimal interval requirements.</td>
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<td>VARICELLA</td>
<td>One (1) dose of Varicella (Chickenpox) vaccine on or after the first birthday. Laboratory evidence showing immunity, a physician’s statement or a parental statement of previous Varicella disease shall be accepted.</td>
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6. swollen glands
7. diarrhea
8. earache
9. persistent cough
10. pediculosis (head lice)
11. conjunctivitis (pink eye)
12. other communicable diseases

**ILLNESSES OR ACCIDENTS AT SCHOOL**

If a child is injured or becomes ill at school, parents will be notified. If the parents are not available, then the person designated to be called in an emergency will be contacted. It is vital that you keep the school notified of any change in telephone numbers, addresses, places of work, and emergency contacts, via parent portal.

**MEDICATION**

All medication which has been ordered by the physician to be given in school must be brought to the school nurse's office by the parent or guardian. **Do not send medication to school with a student.** All medication to be dispensed by the school nurse must be received in its original labeled container and accompanied by a written parental request and doctor's note stating medication, dose, and time to be administered in school.

No non-prescription medications will be administered in school without a physician's order.

**CONTACT YOUR SCHOOL NURSE WHEN**

- You have new information to add to your child’s health record
- You suspect a hearing, vision, speech, or other physical problem that can affect your child’s school progress
- Your child may be absent for a prolonged period and may need home instruction
- You need a referral to a medical resource
- You have a new emergency phone number and were unable to update the parent portal.

**To keep your child healthy, be sure he/she is -----**

**WELL RESTED . . .**
10 to 12 hours of sleep is recommended for children going to kindergarten and first grade.

**WELL NOURISHED. . .**
Meals should be well balanced and unhurried. Insist on wholesome, nutritious foods; avoid empty calorie foods.

Teach your child how and when to blow his/her nose, to cover his/her mouth when coughing and sneezing, and wash his/her hands before eating and after using the toilet.

**SPEECH—LANGUAGE SERVICES**

Speech-Language Services are provided to students who are either eligible for Speech-Language Services or those who are eligible for Special Education and Related Services.
In the past, the Speech-Language Specialists screened the speech skills of all second graders to determine if further assessment was needed. The state’s special education code does not allow for such screenings, but the therapist can address concerns about children’s speech or language skills if these are raised by parents or teachers.

If you have a concern about your child’s speech and/or language skills, you can write a letter to the Speech-Language Specialist at your school, and she will schedule a meeting with you and a teacher to discuss concerns, make suggestions, and determine if an evaluation is warranted to see if your child is eligible for Speech-Language Services.

**CHARACTERISTICS OF A SPEECH-LANGUAGE DISORDER**

The major types of communication disorders are impairments of ARTICULATION, LANGUAGE, VOICE and FLUENCY. The following characteristics may indicate the presence of a speech-language disorder. Assessment by a Speech-Language Specialist can reveal whether these behaviors are indicative of normal, delayed, or disordered development of oral communication skills.

An **ARTICULATION DISORDER** is characterized by difficulty with the way sounds are formed and strung together. You or a teacher might consider referring a student to the Speech-Language Specialist if that student:

- substitutes one sound for another
- omits, distorts, or adds one or more sounds
- is unintelligible or difficult to understand
- produces sounds that are distracting or unclear to the listener

A **LANGUAGE DISORDER** is characterized by difficulty in understanding and using the symbols of language. You or a teacher might consider referring a student to the Speech-Language Specialist if that student has significant difficulty:

- communicating through speaking, relying on gestures to express needs and wants, initiating verbalizations, or producing original sentences
- using language appropriately without etiologic or perseverative verbalizations
- labeling or retrieving (recalling) the names of objects or events
- using aspects of grammar such as verbs, pronouns, comparatives, superlatives, prepositions, or “wh” questions
- using complete sentences or a variety of sentence structures
- understanding and using age-level vocabulary
- expressing word meanings
- describing objects or events
- completing a sentence or remaining on topic
- sequencing words, thoughts and events, and relating events in an organized sequential manner
- understanding or using semantic categories such as quantity, time, or multiple meanings of words
- classifying (categorizing) objects or events or forming associations between them
• demonstrating the ability to use abstract language

A **VOICE DISORDER** is characterized by inappropriate pitch, volume, duration or quality. You or a teacher might consider referring a student to the Speech-Language Specialist if that student’s voice is:

- inappropriate for age, sex or stature
- too high or too low
- persistently hoarse or harsh
- hypernasal (through the nose)
- hyponasal (like having a cold)
- lacking appropriate inflections or never changing (monotone)
- interrupted by breaks in pitch
- too fast or too slow
- too weak to complete an utterance

A **STUTTERING DISORDER** is characterized by an interruption in the flow or rhythm of speech. It is demonstrated through hesitations, prolongation of sounds, or repetition of sounds, syllables, words or phrases. You or a teacher might consider referring a student to the Speech-Language Specialist if that student:

- demonstrates dysfluent speech behaviors
- has accompanying physical mannerisms while speaking such as facial grimaces, eye blinking, finger snapping, head shaking, foot stamping, or fist tightening
- exhibits overall body tension in the act of speaking
- gasps for air or appears unable to emit a sound
- avoids verbal contact or talking before a group

**GET YOUR CHILD OFF TO A GOOD START!**

**GETTING READY FOR SCHOOL**

In kindergarten your child will learn basic skills in language, reading, math and writing along with arts, music and other lifelong skills.

Here are some things to help prepare your child for school;

**TEACH YOUR CHILD TO BE SAFE**

Your child should know:
TEACH YOUR CHILD TO BE RESPONSIBLE

- first and last name
- parent’s name
- phone number
- address
- not to talk to or go with strangers
- to go to and from school the safest way
- to obey school patrols
- to cross the street carefully
- to go straight home from school
- to behave properly on the school bus
- where to go in the event school is closed early

Your child should know:

- how to listen and follow directions
- how to get dressed independently
  (how to identify, put on, take off and hang up outer clothing)
- how to use the toilet independently and wash and dry hands
- how to clean up and put toys away

TEACH YOUR CHILD TO LEARN:
Note: Parents can help develop responsibility by having their child do small household chores.

TEACH YOUR CHILD GOOD CHARACTER

- be cooperative, courteous and respectful
- print his/her name with first letter as a capital
  and all others in lower case i.e. Thomas …refer to the alphabet sheet provided on the inside back cover of this booklet.
- hold and use scissors correctly
- use glue
- be familiar with crayons and coloring
- button and zipper jackets
- begin to tie shoes
- know birth date, phone number and address
- recognize letters of the alphabet
- recognize numerals 0-10
- recognize basic colors
- recognize basic shapes
- Respect
- Citizenship
- Caring
- Fairness
- Responsibility
- Trustworthiness

YOUR CHILD WILL NEED...

- a positive attitude
- clothes that are simple, washable and sturdy
- clothes that can easily be fastened and unfastened
- boots, if worn, that come off easily
- identification on each child for the first few days of school
- a light weight back pack that is easy to open and a folder
- crayons, pencils, scissors and glue for use at home
ONCE SCHOOL BEGINS

The first day of school is a milestone in your child’s life. Your understanding at this “turning point” is important to your child’s future attitude toward school and to his or her healthy growth and development.

On the first day of school

• arrive on time (not too early; not too late)
• leave cheerfully
• do not linger
• explain to your child where his/her parents will be and what they will be doing while he/she is in school

Things to think about

• hanging your child’s schoolwork up at home will reward and reinforce good efforts
• praise your child and offer positive rewards
• most of your child’s accomplishments come from having a positive self esteem

Get Involved

SPECIALS

• read daily with your child
• promptly review notices
• keep in touch with the teacher
• spend quality time with your child
• support the PTA
• attend scheduled programs

The children will have physical education two times a week—art, music and computers once a week with the special teachers. They must wear sneakers to school in order to participate in physical education class.

HELP US HELP YOUR CHILD

• If you are coming into school for any reason, report to the office first. All visitors are required to sign in. For safety reasons DO NOT go straight to the classroom.
• Label all clothing with first and last name.
• When sending money into school, include exact change in a sealed envelope labeled with your child’s full name and an explanation.
• Send a note if someone else is to pick up your child from school.
• Make sure your child eats before coming to school.
• All notes should be sent to school inside their kindergarten folder.

HOMEWORK
Homework is considered to be an integral part of the students’ total program. It is the perfect opportunity to review and practice what your child learns in the classroom. Give the assistance your child needs, but do not do the homework for the child.

The amount of homework will vary from day to day based on subject matter and varying abilities of the students. The time allotment for kindergarten is 10-15 minutes daily.

Absences for vacations or family trips cannot be approved by the school staff, and requests for future assignments will not be given.

JOIN THE P.T.A.

Take an active role in school life for your child’s sake and for the school’s sake. Get acquainted with the school staff, discuss common problems, hear fine speakers, and work together to improve the school.

THE KINDERGARTEN PROGRAM

A copy of the board approved kindergarten curriculum is available in the main office of each elementary school. The kindergarten program is flexible and prepares your child for his or her future in school. Your child is recognized as an individual with his or her own strengths and limitations. Experiences are planned to stimulate your child’s growth in keeping with his/her capacity to learn.

Each child’s experiences and abilities are different. Avoid making comparisons. Encourage your child to do his or her best which is all you should expect from him/her.

The year spent in kindergarten is an important one in the life of your child. During this first year your child will learn the following:

- to feel comfortable at school
- to work alone and with others and to share and take turns
- to develop good work habits
- to learn to listen and follow directions
- to learn to care for materials

Kindergarten will also help your child to:

- develop large muscle coordination through games and rhythms
- develop skills in the use of pencils, paints, scissors and other materials
- increase his/her vocabulary through observation and stories
- enrich his/her background through planned activities to aid in reading readiness
- to build self-confidence

………………and much more

SKILLS LEARNED THROUGH CURRICULUM

The children will be able to do the following:

- listen and enjoy a story
• recognize shapes and colors
• recognize similarities and differences
• learn to classify/sort by color, shape and size
• learn book handling skills
• recall and sequence events in a story
• recognize letters and discriminate consonant sound
• recognize rhyming words and opposites
• begin forming letters correctly
• begin using writing to record ideas
• identify positional words
• recognize, identify, number group concepts and reproduce numbers 0-20
• understand the concept of equal, more and fewer
• measure
• identify and create patterns
• graphing, tallying
• calendar concepts
• birthday, phone number, address
• recognize some frequently used sight words

A FINAL NOTE

Once your child is enrolled in school, our partnership becomes even more important. Feel free to contact the teacher if a problem, question, or concern arises about how your child is doing. Remember that you are an important member of the teaching team.

We will keep you informed about your child’s progress. Report cards and parent-teacher conferences are some of the best ways for you to see how well your child is doing.

By working together, we will be sure your child gets off to a good start now and has a successful school experience every year.
These Books Help Children Ease Their Way Into The First Day of School
(May be available at the Old Bridge Public Library)

A My Name is Alice, Jane Bayer (Dial Books for Young Readers, 1984)
Alphabatic, Sue MacDonald (Simon & Schuster, 1986)
Alphabet Adventure, Audrey Wood (Blue Sky Press, 2001)
Alphabet Mystery, Audrey Wood (Blue Sky Press, 2003)
Alphabet Rescue, Audrey Wood (Blue Sky Press, 2006)
Alphabet Under Construction, Denise Fleming (Henry Holt, 2002)
Amanda Pig, School Girl, by Jean Van Leeuwen (Dial Books for Young Readers, 1997)
Billy and the Big New School, by Laurence Anhold (Whitman & Co., 1999)
Book, Book, Book, Deborah Bruss (Scholastic, 2001)
Click, Clack, Quackity Quack, Doreen Cronin (Simon & Schuster, 2003)
Countdown to Kindergarten, Allison Mcghee (Harcourt, 2003)
Eating the Alphabet, Lois Ehlert (Harcourt, Brace Jovanovich, 1989)
Emily’s First 100 Days of School, by Rosemary Wells (Hyerion Books for Children, 2000)
Deep Blue Sea, Audrey Wood (Blue Sky Press, 2004)
First Day, Hooray, by Nancy Poydar (Holiday House, 1999)
Franklin Goes to School, by Paulette Bourgeois (Scholastic Books, 1995)
First Day Jitters, Julie Danneberg (Whispering Coyote, 2000)
Friends, by Helme Heine (Margaret McElderry Books, N.Y., 1994)
Friends at School, Rochelle Bunnett (Scholastic, 2002)
Jeepers Creepers, Laura Leack (Chronicle Books, 2003)
Kindergarten ABC, Jacqueline Rogers (Scholastic, 2002)
Kindergarten Rocks, Katie Davis (Harcourt, 2005)
Kissing Hand, Audrey Penn (Child Welfare League, 1993)
Little Bear Goes to Kindergarten, by Jutta Langreuter and Vera Sobat (Millbrook Press, 1997)
Little Miss Spider at Sunny Patch School, by David Kirk (Scholastic Books, 2000)
Look Out Kindergarten, Here I Come, by Nancy Carlson (Viking Press, 1999)
My First Day of School, P.K. Hallinan (Candy Cane Press, 2006)
My Teacher’s My Friend, P.K. Hallinan (Candy Cane Press, 2004)
Off to School, Baby Duck, by Amy Hest (Candlewick Press, 1999)
Picture A Letter, Brad Sneed (Phyllis Fogelman Books, 2002)
Sparky and Eddie, the First Day of School, by Tony Johnston (Scholastic Books, 1997)
Tiptoe Into Kindergarten, by Jacqueline Rodgers (Scholastic Books, 1999)
Tom Goes to Kindergarten, by Margaret Wild (Whitman & Co., 2000)
We Share Everything, by Robert Munsch (Scholastic Books, 1999)
Welcome to Kindergarten, Anne Rockwell (Walker & Co., 2001)
Who Will go to Kindergarten?, Karl Ruhmann (North-South Books, 2002)

Introduction to Letters and Numbers

100 Day Worries, by Margaret Cuyler (Simon and Schuster Books for Young Readers, 2000)
Miss Bindergarten Gets Ready for Kindergarten, by Joseph Slate (Dutton Children’s Books, 1996)
One Lighthouse, One Moon, by Anita Lobel (Greenwillow Publishing, 2000)