

Welcome to the  
2017  
Pre-K/  
Kindergarten  
Round-up



## **Welcome**

*Welcome to Irma Dru Hutchison Elementary! The first year in school is a great adventure away from home for children. We are looking forward to working with your child this year and helping them to reach their full potential. Please do not hesitate to contact us at (832) 223-1700.*

*The Hutchison Elementary Kindergarten Team*

## ***Hutchison Elementary Mission Statement***

***Hutchison Hornets lead,  
learn and do the right thing even  
when no one is looking.***



**Working together for the success of our kids.**

## Contents

<i>Signs of a Good Kindergarten Classroom</i> .....	2
<i>General Information</i> .....	3,4
<i>Readiness for Kindergarten</i> .....	5
<i>Parent Tips</i> .....	6
<i>Reading Readiness</i> .....	7
<i>Attendance Policy</i> .....	8
<i>Language Development</i> .....	9
<i>Homework Policy</i> .....	9
<i>Uniform Policy</i> .....	9
<i>Phonemic Awareness Continuum</i> .....	10
<i>Developmental Stages of Writing</i> .....	11-12
<i>Leader in Me Information</i> .....	13
<i>Kindergarten Sight Words</i> .....	14-15

## ***Signs of a Good Kindergarten Classroom***

- 1. Children are playing and working with materials or other children. They are not aimlessly wandering or forced to sit quietly for long periods of time.*
- 2. Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend time only with the entire group.*
- 3. The classroom is decorated with children's original artwork, their own writing with invented spelling, and dictated stories.*
- 4. Children learn numbers and the alphabet in the context of their everyday experiences.*
- 5. Children have an opportunity to play outside every day that weather permits. This play is never sacrificed for more instructional time.*
- 6. Children are listening to the teacher and following simple instructions.*
- 7. Teachers read books to children throughout the day, not just at group story time.*
- 8. Curriculum is adapted for those who are ahead as well as those who need additional help. Because children differ in experiences and background, they do not learn the same things at the same time in the same way.*
- 9. Children and their parents look forward to school.*





**Welcome to Kindergarten at Hutchison Elementary. We hope the following information will be helpful throughout the upcoming school year.**

## **General Information**

**ARRIVAL/DISMISSAL:** School begins at 7:30 a.m. Please be punctual. Classroom doors will close at 7:30, and students will need a tardy slip to enter if they arrive after this time. Front doors open at 7:00 a.m. for students to arrive. Per the LCISD Student Handbook: Students are considered tardy if they are not in their classroom at 7:30 am (or 11:10 am for children attending afternoon sessions only). Accumulated times of tardies are calculated by minutes in lost instructional time. On the first day of school, we encourage you to walk your child to their classroom. After the first day of school, please allow your child to walk to their classroom by themselves. This helps them to gain independence and show leadership. Students who arrive before the 7:30 bell will report to the gym where they will sit in a line with their grade level. There will be staff members on duty to monitor the children each morning. School ends at 2:40 p.m. Again, it is imperative that you are on time.



**LUNCH:** Plate lunches cost \$2.00; this includes the cost of milk and/or juice. Breakfast is \$1.15. For your convenience, a monthly breakfast/lunch menu is published online at [www.lcisd.org](http://www.lcisd.org). Parents are strongly encouraged to prepay meals by the week or month. You may send the payment in an envelope or in a Ziploc bag. Checks should be made payable to **Hutchison Elementary** (please be sure to write your child's lunch number on the memo line). You may also set up an account by using [parentonline.net](http://parentonline.net). This allows you to deposit money directly to your child's account and monitor their daily spending. You are welcome to join your child for lunch. Please be sure to check in at the office, secure a Visitor's Pass, and join us in the cafeteria. You will be notified of your child's lunch schedule when school begins.

**SNACKS:** We have a designated snack time each day. Please make sure that snacks are nutritious; foods with high sugar content are not allowed during snack time. You may send a water bottle, preferably with a sports top, or your child may drink from the water fountain during this time. Please be considerate of students with peanut allergies when choosing a snack for your child.



**MONEY:** There are various times during the school year that you may need to send money to school with your child. Please put money in a sealed envelope or in a Ziploc bag and place it in the Daily Folder. Please label it with your child's name, the teacher's name, and the purpose so that it can be distributed effectively.

**DAILY/BEHAVIOR FOLDER:** Each child will have a pocket folder that will be sent home every day please check the folder daily and sign. On Mondays, pertinent school wide information, flyers, and messages from the PTA will go home in a Hornet folder. Please empty the folder and return it to school the following day. This is the beginning stage in teaching your child responsibility for the rest of his or her school life.

**BIRTHDAYS:** Birthdays are very special occasions and we do like to celebrate them. Store bought cupcakes, cookies or other treats that are easily served may be brought and distributed to your child's class only. These treats are to be shared with the class during the last 15 minutes of their school day. Private birthday party invitations should be mailed unless all members of the class are invited. Birthday invitations for the entire class can be placed in Daily Folders.



**TRANSPORTATION:** To avoid miscommunication and prevent transportation errors, we **MUST HAVE** a written note stating any change in transportation. It is **required** that the address of the person along with phone numbers be included on this note. Lamar CISD transportation policy requires an address on the bus permit and it is Hutchison policy to require this information on notes. We cannot allow any student to go home on a different bus and/or with a different person without written permission. In the event a change is necessary, call the office **before 2:00 p.m.**

**REPORT CARDS:** We are on a nine week grading schedule. Your child will receive a report card each nine weeks, along with a Kindergarten skills checklist. Your child's progress is reflected through mastery of specific objectives/skills on the checklist each nine weeks, rather than by letter grades.

## **Getting Ready for School**

1. *Help your child practice cooperation, sharing, and friendliness, especially in a group.*
2. *Read! Read! Read! Try to read to your child every day and listen to them as they "read" to you. (Picture books, pattern books, books on tape, etc.) Visit the public library together. Let your child see you reading.*
3. *Encourage singing, rhymes, rhythms, etc. Nursery Rhymes are a wonderful way to develop phonemic awareness. Look for children's music CD's, such as Raffi, Joe Scruggs, and Greg & Steve. You can even make them part of your regular routine during car trips.*
4. **Make sure your child knows personal information, such as:**
  - a. *Name-first, middle, and last*
  - b. *Address*
  - c. *Age*
  - d. *Parent's name*
  - e. *Phone Numbers*
  - f. *Birthday*
5. *Practice identifying simple shapes (circle, square, rectangle, triangle, diamond, and oval) and solids (sphere, cone, cube, pyramids, and rectangular prism).*
6. *Recognize and name the 11 basic colors (red, orange, yellow, green, blue, purple, pink, grey, black, brown, and white).*
7. *Count to 10 (beginning with 0). This should be done with objects and not just verbally. Use macaroni, toothpicks, marbles, utensils, etc.*
8. *Practice recognizing the alphabet and the sounds that many consonants make.*
9. *Practice cutting with scissors. Use old coloring books or magazines to cut out pictures or cut out coupons for mom. Safety scissors are recommended.*
10. *Encourage free art and drawing vs. coloring pre-existing pictures.*
11. *Let your child experiment with Crayola Washable markers. They do not stain things or people.*
12. *Encourage toys that explore and develop muscle control. Example: Legos, play dough, silly putty, Lincoln logs, etc.*
13. *Encourage listening skills by reading and recalling story details such as: characters, setting, events, and problem.*
14. *Purchase the same supplies for home as required for school to encourage continued learning.*
15. *Allow children to use regular glue rather than glue sticks. They need to learn the tricks of how to open and close the bottle and how to use just a little drop instead of a big puddle.*
16. **Practice zipping, snapping, buttoning, and tying. (Please consider Velcro shoes until your child learns to tie them.)**

## **How Parents Can Help**

1. *Let your child share in home responsibilities, conversations, and activities.*
2. *Give your child duties at home to develop self-confidence and responsibility. (setting the table, sorting the laundry, putting away toys, etc)*
3. *Establish a regular pattern for sleep (10 hours), meals, and play.*
4. *Teach your child to get dressed independently.*
5. *Be sure your child listens to others and follows directions.*
6. *Teach your child to help others (brothers, sisters, pets, neighbors, etc.)*
7. *Teach appropriate safety procedures.*
8. *Supervise viewing of television programs.*

## **Helping Your Child Be a Better Reader**

*You can help your child be a better reader by doing some reading activities at home. Extra reading activities are beneficial to all children.*

- *Read aloud traffic signs as you travel by car or bus with your child.*
- *Stash a few children's books in your car. They will come in handy for children to read in the car.*
- *Help your child get a library card at the public library. Find out from the children's librarian if they have special materials or programs for school-age children.*
- *Establish a special place where your child can keep his or her books and library card.*
- *Give books to your child as gifts. Encourage your child to buy books as gifts for others.*
- *Play board games together. Games involve reading directions and taking turns.*
- *Encourage your child to read stories to younger brothers and sisters.*
- *Don't worry if your child wants to read the same story again and again. Most children like to reread favorite books. Let your child have fun reading.*
- *Write notes to your child. If your child can't read a note alone, you can help read it to them.*



## ***How Do I Know When My Child is Ready to Read?***

*Children who have developed readiness skills are most likely to:*

- *Visually see differences in objects and letters.*
- *See and hear differences in letter sounds and words.*
- *Enjoy reading activities.*
- *Recognize & name most upper and lower case letters, as well as their sounds.*
- *Hear and judge sounds in words (phonemic awareness).*



### ***Readiness Preparation***

1. *Read and discuss nursery rhymes, poems, and stories to your child to stimulate a love of books.*
2. *Sing songs with your child.*
3. *Talk to and with your child.*
4. *Discourage "baby talk".*
5. *Discuss experiences your child has had and places they have been. (zoo, farm, post office, fire station, etc.)*
6. *Provide opportunities to play and share with other children and make friends.*
7. *Teach your child their full name, parents' name, address, and phone numbers. When learning to print their name, they should use both capital and lower case letters appropriately. (Example, Thomas, Katie).*
8. *Always ask child to use "their words" instead of pointing or mumbling.*
9. *Allow children to "read" favorite books often; memorizing familiar text is one of the beginning stages of reading.*

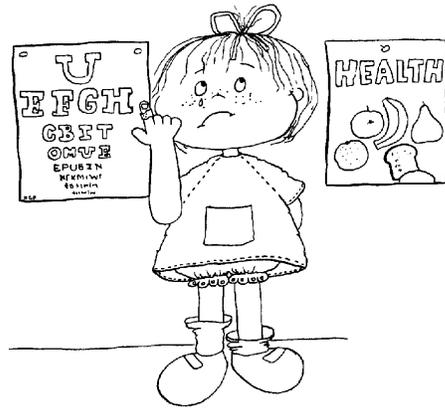


## **What is the Attendance Policy?**

*Good attendance habits begin in Kindergarten. However, if your child is ill and needs to remain home, please send a note explaining the absence upon their return. Excessive absences may affect promotion at the end of the year.*

*For the protection of your child and others, please do not send your child to school with any of the following symptoms without consulting your pediatrician:*

1. *An upset stomach*
2. *Runny nose with a cold*
3. *Fever\**
4. *Sore throat*
5. *Rash*
6. *Swollen glands*
7. *Diarrhea*
8. *Earache*
9. *Persistent cough*
10. *Other communicable illnesses*



*\*If your child has a fever (100.4° or higher), they may not return to school until they have been fever free for 24 hours.*

*Please attempt to make doctor and dentist appointments after school hours. Daily attendance is taken at 9:30 a.m. Students who leave school before 9:30 a.m. are counted absent unless they return the same day with a note from the doctor.*

*The tardy bell rings at 7:30 a.m. Your child must be in the classroom at this time.*

## **Language Development / Articulation**

*In Kindergarten, great emphasis is placed on listening activities and language development. The first part of the year is devoted to helping children distinguish and produce sounds in their environment. The development of speech is a continual process. Speech sounds are acquired slowly and perfection in speech develops gradually.*

- *Sounds most four year olds can produce: p, b, m, h, w, n, k, g, and f.*
- *Sounds most five year olds can produce: v, t, d, ng, and y.*
- *Sounds most six year olds can produce: j, sh, ch, and l.*
- *Sounds most seven year olds can produce: r, wh, and th.*
- *Sounds most eight year olds can produce: s, z, tr, and sl.*

## **Kindergarten Homework Policy**

*In Kindergarten, we value homework as a vital connection between the child's classroom experience and home experiences. Each month, your child will receive a homework calendar with activities that are designed to be completed at home with their family. Our homework assignments are optional; however, we encourage you to participate as often as you can. Please do not spend more than fifteen minutes on an assignment. Occasionally, you will be asked to participate in special projects that support our curriculum. We strongly encourage your participation. District policy sees homework as a valued extension of learning beyond the classroom and an integral part of the instructional program.*

## **Uniform Policy**

*A uniform dress code has been established at Hutchison Elementary. Students may wear solid khaki, navy, or black shorts, skirts, skorts, capris, pants, or jumpers. Blue or black denim pants, skirts, or shorts may be worn any day. Jeans should not have any holes. **No sweatpants or athletic wear.** Any solid colored collared shirt/blouse or Hutchison T-Shirt. No sleeveless tops are permitted.*

*When selecting your child's clothing, please remember that Kindergarteners will be painting, gluing, climbing, and sitting on the floor.*

*Comfortable shoes that allow your child to run jump, and play are important. Sandals, boots, and dress shoes are discouraged. **Flip flops are not allowed.** For safety during PE, it is requested that tennis shoes be worn. Be sure to help your child learn to tie their shoes, as well as button and zip their clothes independently.*

## **Phonemic Awareness Continuum**

**Listening:** Children listen actively and identify everyday sounds. (outdoor sounds, animal sounds)

**Rhyming and Alliteration:** Children identify similarities and differences in the sounds of words.  
(cat-/c/-/a/-/t/, ball, big, bank)

**Sentence Word Segmenting:** Children identify the separate and sequential order of words in sentences.  
(I like you.)

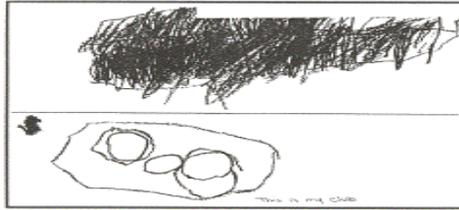
**Syllable Segmenting and Blending:** Children identify words that are made of smaller units of speech. (sun-ny, table)

**On-set and Rime Segmenting and Blending:** Children identify all of the sounds in a word that come before the first vowel (onset) and identify the first vowel in a word and all the sounds that follow (rime).  
(/c/--/at/, /sp/--/ill/)

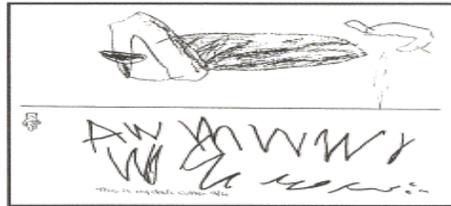
**Phoneme Segmenting and Blending:** Children identify individual sounds in words.  
(/d/--/o/--/g/)

## Developmental Stages of Writing

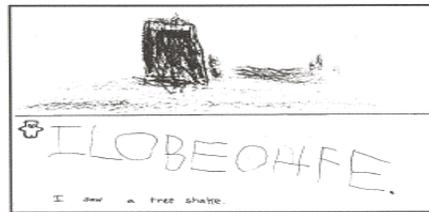
*Scribbling:* Scribbling looks like a random assortment of marks on a child's paper. Sometimes the marks are large, circular, random, and resemble drawing. Although the marks do not resemble print, they are significant because the young writer uses them to show ideas.



*Letter-like Symbols:* Letter-like forms emerge, sometimes randomly placed and are interspersed with numbers. The children can tell about their own drawings or writings. In this stage, spacing is rarely present.



*Strings of Letters:* In the "strings of letters phase", students write some legible letters that tell us they know more about writing. Students are developing awareness of the sound to symbol relationship, although they are not matching most sounds. Students usually write in capital letters and have not yet begun spacing.



*Beginning Sounds Emerge:* At this stage, students begin to see the differences between a letter and a word, but they may not use spacing between words. Their message makes sense and matches the picture, especially when they choose the topic.



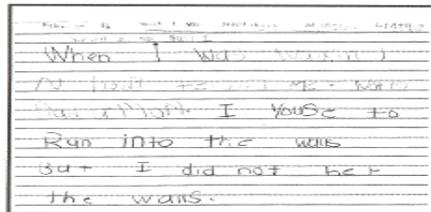
*Consonants Represent Words:* Students begin to leave spaces between their words and may often mix upper and lowercase letters in their writing. They begin using punctuation and usually write sentences that tell ideas.



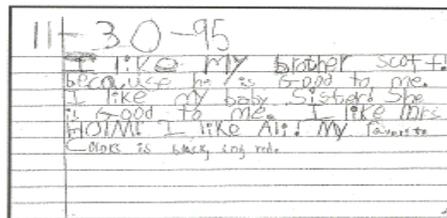
*Initial, Middle, and Final Sounds:* Students in this phase may spell correctly some sight words, siblings' names, and environmental print, but other words are spelled the way they sound. Children easily hear sounds in words, and their writing is very readable.



*Transitional Phases:* This writing is readable and approaches conventional spelling. The students' writing is interspersed with words that are in standard form and have standard letter patterns.



*Standard Spelling:* Students in this phase can spell most words correctly and are developing an understanding of root words, compound words, and contractions. This understanding helps students spell similar words.



# The Leader in Me Parent Information

**Goal:** Creating self-driven leaders

**Mission:** Hornets: Lead, Learn and Do the right thing when no one is looking

## What is the *The Leader in Me*?

*The Leader in Me* is a whole-school transformation model that acts like the operating system of a computer- it improves the performance of all other programs. Based on the *7 Habits of Highly Effective People*, *The Leader in Me* equips all students with the self-confidence and skills they need to thrive in the 21<sup>st</sup> century economy.

The focus is on developing a student's full potential. It provides them opportunities to develop the following 21<sup>st</sup> century essential skills:

- Leadership
- Accountability
- Adaptability
- Initiative and Self-direction
- Cross-cultural Skills
- Responsibility
- Problem Solving
- Communication
- Creativity
- Teamwork

## How is it different?

- It is not character education.
- It embodies a different paradigm – seeing that every child is capable, and every one is a leader
- It works from the inside out – transforms teachers to transform kids. We can't expect kids to change if we don't change.
- It uses a common language – everywhere, by everyone
- Implementation is ubiquitous. – It is not an event or a curriculum – it is taught everywhere, all the time.

## What are the results?

- Increases in students' self-confidence, teamwork, initiative, creativity, leadership, problem solving, communication, diversity awareness, and self-directed learning.
- Improved school culture.
- Dramatic decreases in disciplinary issues.
- Increased teacher pride and engagement.
- Greater parent satisfaction and involvement.

## *Kindergarten Sight Words*

the  
be  
this  
have  
from  
or  
one  
had  
by  
words  
but  
not  
what  
all  
were  
we  
when  
your  
can  
said  
there  
use  
an  
each  
which  
she  
do  
at  
of  
and  
a  
to  
in  
is  
you

that  
it  
he  
was  
for  
on  
are  
as  
with  
his  
they  
I  
at  
be  
this  
have  
from  
or  
one  
had  
by  
words  
but  
not  
what  
all  
were  
we  
when  
your  
can  
said  
there  
use  
an

each  
which  
she  
do  
how  
their  
if  
will  
up  
other  
about  
out  
many  
then  
them  
these  
so  
some  
her  
would  
make  
like  
him  
into  
time  
has  
look  
two  
more  
write  
go  
see  
number  
no  
way

could  
people  
my  
than  
first  
water  
been  
called  
who  
oil  
sit  
now  
find  
long  
down  
day  
did  
get  
come  
made  
may  
part