

The Early Childhood Education Program (Kindergarten)

Just for Students and Parents



Elementary School
American International School Riyadh, Saudi Arabia

AIS-R

ELEMENTARY SCHOOL

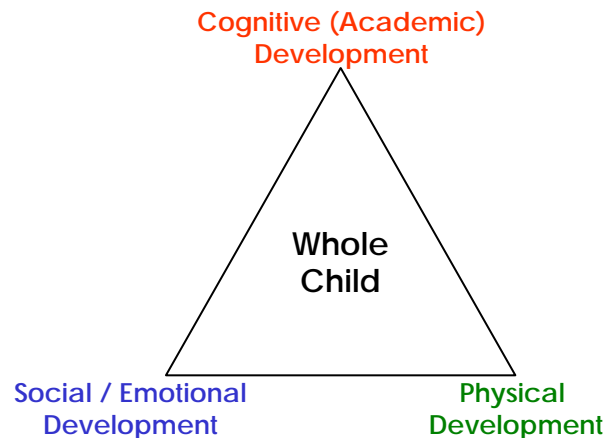
Schedule of the Day

7:20	Campus open; teachers on duty
*7:40	Students assemble for class
*7:45	Tardy bell; instruction begins
8:40	Pre-school recess
*10:00	Morning recess break (K-5)
*10:15	Pre-School recess
*12:10	Recess 3,4,5 Lunch K,1,2
*12:30	Recess K,1,2 Lunch 3,4,5
12:30	Kindergarten 1 ends
*12:50	K-5 Recess / Lunch ends
*2:30	Classroom community time / S.S.R
*2:45	School dismisses
2:50	Scheduled ASA begins
2:55	All buses depart campus
*3:55	ASA ends
4:00	ASA buses departs

***Reminder bell will sound**

The Early Childhood Education Program (K-2)

ECE Philosophy



ECE Philosophy

The ECE program at AIS-R strives to meet the social, emotional, cognitive, and physical needs of children appreciating the unique experiences that each child brings from his/her home culture. Because children develop at different rates and learn in different ways, we provide a child-centered program that is developmentally appropriate. Purposeful learning experiences are planned to be activity-based and language-rich, so that children can construct their own meanings and understandings. Learning takes place in a stimulating, nurturing environment that offers opportunities for children to make choices, and to work and play cooperatively. Early childhood education at AIS-R is accomplished in a collaborative partnership with children, parents, and educators



A. MAKING A POSITIVE START IN KINDERGARTEN

A. What to Bring To School Every Day

- Your child should bring a nutritious light snack in a clearly labeled box each day.
- A sturdy full size backpack with fasteners that your child can manage independently is needed for carrying materials to and from school. Label the backpack with your child's name, grade and section. All KG students are capable and should be expected to carry their own bags.
- Children should wear clothes that they can easily manage.
- Please walk with your child to class the first few days on campus.

B. Daily Routines

• Breakfast

Children who eat a nutritious breakfast everyday are more attentive to lessons and have the energy to complete learning assignments and activities.

• Snack

Every morning children will have the opportunity to eat a snack and have a drink. The importance of a nutritious snack cannot be overemphasized. We recommend fruit, vegetables, crackers, cheese or perhaps a sandwich accompanied with a 100% juice, milk or water. Oranges and eggs should be peeled. Candy and carbonated drinks should not be included. Snacks should be carried in a lunch box clearly labeled with the child's name, grade and section. Please note we do not have access to refrigerators or microwaves for student snacks.

• Lunch (KGII)

Students will go to the cafeteria each day for lunch. Children need to bring to school a full lunch as cafeteria services are available to children in Grade 1-5 only.



C. Bridging Home and School

How Can You Help at Home?

A little help from home goes a long way towards your child's success at school. You can help your child develop a sense of responsibility about school. Foster independence by helping your child become organized and ready to meet responsibilities at school.

- Establish a school box: The school box can be a plastic basket or cardboard pencil box. Put your child's name on the box. The child should put all materials that need to go to school in the box. This eliminates the sometimes frantic searches before school in the morning!
- Reading aloud is a wonderful way to create a love for reading in your child. The child who develops a love for reading gains a lifelong desire to read and learn. Reading aloud expands a child's vocabulary. Many children like to reread favorite books. After reading a story together, discuss what happened at the beginning, middle and end of the story. Give books as gifts to your child. Share the joy of reading with your child.
- Writing activities: Encourage your child to do writing activities at home. They reinforce important writing skills learned at school and are fun to do. Write a short note on certain days and tuck it in your child's lunch bag, or post it on the refrigerator for him/her to read. Copying titles from Library books/magazines is a fun way of learning to write. Help your child make writing a part of life. Remember, accept any form of writing in the early stages. To your child his apparent scribbling may be the start of a first novel!!

Help Your Child Have An Enjoyable Day – Everyday!

- Encourage your child to perceive school as a friendly place.
- Try to avoid upsets prior to leaving for school (some days are harder than others, we know!).
- Ensure that your child has had enough sleep (10-12 hours each night is recommended).
- Help your child to arrive at school ten minutes before the entry bell which is at 7:40 A.M. so there is time to play and greet friends.
- Label all your child's belongings. We will do our best to return them to you!
- Show an interest and appreciation in the creations your child brings home. If you cannot recognize a piece of art, ask the child, "Tell me more about this!" It works every time!
- Provide a place to proudly display your child's work.
- Pack a snack/lunch with ample nutritious foods and two drinks a day.



Kindergarten Show & Tell

Teachers will schedule Show & Tell, and students are encouraged to bring items to display. However, all treasures must remain in a student's backpack until it is to be shown to the class and returned home that afternoon. Any extra toys (other than for show and tell) are to stay at home.

Kindergarten Program Highlights

Throughout the year, many exciting events are planned for our kindergarten students. Activities are included in the school calendar, however kindergarteners celebrate events not always indicated on the calendar. We plan EXTRA things as the year advances.

In late October, KG students will experience a fun costume parade. In the fall you'll be invited to a Holiday Concert (specific dates and times will be published in the News Flash). After the winter break, students will look forward to our Disney Day games, and a hopping good time on our Spring Bunny's Egg Hunt. In between all of these activities, there will be special events specifically planned by the teachers. These events are exciting times for your child and parents are always welcome.



B. ENRICHMENT PROGRAM OPPORTUNITIES IN EARLY CHILDHOOD

A. Library

ECE Children will have access to the Library on a regular scheduled basis.

Library books are a very special treat for children of this age. We ask parents to help make reading important by reading the chosen stories at home everyday. No matter what the level of reading difficulty, permit your child to explore books. Pictures, letters and words all tell a story.

Please assist your child in remembering to bring his/her books back on the designated library day. Children who fail to return their books are not permitted to check out other books until records indicate the previous books have been returned.

Should a library book replacement be necessary, parents will receive an invoice with the title of the missing book and a replacement price listed. Students may only check out more books once the payment has been received.

B. Art

A special Art/Activity Room is provided for children where they are encouraged to explore and develop art talents. These classes are twice within a six-day schedule week for approximately 45 minutes.

See the Six Day Rotation Schedule at the back of this handbook. It will correspond to the schedule the classroom teacher sends home with your child.

C. Music

Children will attend music classes twice within the six-day rotation schedule. The music teacher will help children to explore various instruments, develop their singing voices, and enrich their sense of rhythm and enjoyment and appreciation of music. This is accomplished through the students' active participation through singing, listening, and moving to music.

A goal of our music department is to have all students perform on stage at least one time a year!

You won't want to miss it!

D. Physical Education

Children will attend physical education classes twice in a six-day rotation schedule. They will work on large muscle development, games and ball skills appropriate for their age. Students should wear comfortable, loose fitting clothing such as shorts or slacks that will not restrict their movements. They will be upside down; stretching and bending in all directions. Girls should not wear dresses on PE days. Proper shoes that are easy to remove and easy to put on are encouraged. It is especially important for parents to send their children to school with well-fitting sneakers fit for active play on scheduled P.E. days.



Hats are recommended for all outdoor activities! Label all hats and clothing.

E. Computer Class

Children will explore many different software programs related to early math, reading and language development. Students will have the opportunity to use a classroom computer and the computer lab on a regular basis.



F. Guidance

A school counselor serves as a consultant to classroom teachers regarding students' social, emotional and educational growth. The counselor periodically visits the classroom and shares learning lessons related to positive social skills and personal safety. Students may also participate in 30-minute discussions offered on a regular basis in the counseling office. Topics addressed include making friends, dealing with peer conflicts, and other self-esteem building activities. The counselor is also available as a resource for parents regarding various aspects of their child's development, parenting, and other personal issues.

C – SKILLS FOR SUCCESS

A. KGI to KGII Successful Transition Skills

The following are some of the skills the KGI and KGII teachers believe are appropriate for successful entry into the KGII program:

- Use of glue with control.
- Use of scissors with control.
- Has been introduced to the proper pencil grip.
- Recognition of numbers 1 – 10.
- Recognition of colors.
- Recognition of basic shapes.
- Recognition of letters and some sounds.
- Ability to recognize the letters of their name.
- Ability to write their own name
- Understanding of positional words (up, down, under, top, middle, bottom, over).
- Follows simple directions.
- Cooperation in group situations.
- Understanding of “ taking turns” .



B. KGII to Grade 1; Successful Transition

The next skills listed are ones that the KGII and Grade 1 teachers believe are appropriate and necessary for success in Grade One:

Language Arts:

- Recognizes and writes capital and lowercase letters.
- Knows most initial consonant sounds on a continuing basis.
- Writes first name with appropriate letters, capitals, and lower case letters.
- Identifies word patterns in rhyming words.
- Sequences 3 or 4 pictures.
- Uses left to right directionality for reading and writing.
- Recognizes some high frequency sight words used in the written message in Kindergarten.
- Understands letters and experiment with writing letters and words in daily writing. We recognize and honor different levels of writing development at this level.
- Applies invented spelling in writings and drawings.
- Listens and tells stories in sequence.
- Demonstrates proper formation of D'Nealian letters.

Mathematics:

- Recognizes and recites numbers 0 – 100
- Writes most numerals accurately
- Builds number families to 5
- Makes equal groups.
- Identifies, describes, and uses patterns to create and extend.
- Understands concepts more or less.
- Draws and identifies circle, square, triangle, and rectangle.

Fine Motor:

- Cuts on a line.
- Folds paper into halves.
- Motor skills are developed enough to trace shapes.

C. Learning About Your Child's Developmental Writing Stages

Remember how excited you were when you heard your child's first spoken word. You eagerly accepted whatever variations and simplifications your child used in that treasured word. You were very instrumental in bringing about that word and the many that followed. By listening, echoing, modeling, and elaborating, you taught your child language with no lesson plans.

Just as you helped your child to speak, you can lead the path to literacy. As your child begins to learn printed language, you can make the learning as meaning-centered and risk-free as the process of learning to talk.

You know from experience with your child that children go through stages of oral language development. Encourage very clear articulation of words. When "baby talk" is used, simply repeat the word correctly and very distinctly by over emphasizing the consonant sounds.

Written language development also follows some predictable stages. These are the stages children pass through as they develop writing ability.

STAGE 1: **SCRIBBLING**



SCRIBBLING is your child's experimentation with writing. It can be compared with your child's babbling as an infant. Both babbling and scribbling need lots of adult praise. Just as you encouraged your child to babble, it is very important to encourage your child to scribble.

STAGE 2: **LINEAR DRAWING**



This stage is similar to the stage at which baby begins to string sounds together. It shows that your child knows how writing should look.

STAGE 3: **LETTER LIKE FORMS**



By now your child's writing may look recognizable. Your child is making his or her writing look like "real" writing, just as he or she turned babbling into the sounds of language.

STAGE 4: LETTER AND EARLY WORD SYMBOL RELATIONSHIPS

A L G W G O A K
A little girl was going on a walk.

This stage is similar to the stage at which your child said his or her first words. As parents, you understood and accepted many errors in these first words. You will see many of the same errors in your child's writing as he or she learns to make the connection between letters and sounds of words. Whole words are often represented by just one letter during this stage.

STAGE 5: INVENTED SPELLING

TDL turtle

In this stage your child is beginning to realize that each letter has a sound. At first he or she may only use beginning sounds for words. Frequently a child uses the final consonant next.

STAGE 6: STANDARD SPELLING

cat zat bat

In this stage your child recognizes and attempts to use standard spelling. Our goal for the class is for each child to gain confidence and pleasure in writing. As parents, you can help us reach this goal by praising your child's early incorrect writing just as you praised your child's early incorrect talking.

D. **D'Nealian Handwriting**

KGI students are exposed to the letter formation in D'Nealian Handwriting. The letters and their sounds are integrated into the KGI thematic units activities. Emphasis is on letter sounds.

In KGII and beyond, the lower and upper case letters are reinforced and practiced. Students will be provided a variety of ways to learn sounds and associate them with related letters.

