

Welcome to Kindergarten



**Kindergarten, here we come!
We know we'll have lots of fun.
Lots of things to make and do.
Reading, writing, counting, too.
Kindergarten, here we come!
We know we'll have lots of fun.**



North Providence School Department
North Providence, RI
www.nprovschools.org

SCHOOL COMMITTEE

At Large-Thomas Norato
District 1-Gina M. Picard
District 3-Kristi Mangiocca
District 2-Roderick E. DaSilva-Vice Chair
District 1-Dr. Frank Pallotta-Chair
District 3-Arthur Corsini

ADMINISTRATION 233-1100

Joseph B. Goho	Superintendent of Schools
Louise K. Seitsinger	Assistant Superintendent of Schools
Cynthia VanAvery	Director of Student Services



SCHOOL DIRECTORY

NORTH PROVIDENCE HIGH SCHOOL 1828 Mineral Spring Avenue	233-1150 Christen Magill, Principal
BIRCHWOOD MIDDLE SCHOOL 10 Birchwood Drive	233-1120 Brian Gilmore, Principal
RICCI MIDDLE SCHOOL 51 Intervale Avenue	233-1170 Kevin Lamoureux, Principal
CENTREDALE ELEMENTARY SCHOOL 41 Angell Avenue	233-1145 Donna Hanley, Principal
GREYSTONE ELEMENTARY SCHOOL 100 Morgan Avenue	233-1130 Lorraine Moschella, Lori DeSimone Interim Principals
MCGUIRE ELEMENTARY SCHOOL 55 Central Avenue	233-1135 Alicia Lisi , Principal
STEPHEN OLNEY ELEMENTARY SCHOOL 1378 Douglas Avenue	233-1160 Anthony Pacitto, Principal
WHELAN ELEMENTARY SCHOOL 1440 Mineral Spring Avenue	233-1180 Amanda Donovan, Principal

IS YOUR CHILD READY FOR KINDERGARTEN?

NORTH PROVIDENCE SCHOOL DEPARTMENT
1820 Mineral Spring Avenue
North Providence, RI 02904
(401) 233-1100

Dear Parents/Guardians,

It is with sincere excitement and gratitude that we welcome you to kindergarten!

We are proud to offer to your child our full day kindergarten program. We are confident that this first year of education within North Providence Public Schools will establish a strong foundation for learning. Your child will be afforded the experiences necessary to develop strong learner traits, core academic, critical thinking and social /emotional skills.

Our relationship with parents/guardians is a partnership that we believe is paramount to children's' success! We welcome you as partners on this journey! We believe this booklet will provide you information that will be helpful to you and your child as you enter this milestone year!

We look forward to you and your child becoming part of this community we call North Providence Public Schools!

Educators and parents know that children grow and mature at different rates. Some children may start school before they are ready. This places the child in a situation where he or she experiences frustration and unmet challenges in the first year of schooling. In turn, this often negatively affects the child's future school performance. For some children, waiting a year before entering kindergarten is in the child's best interest.

The following list of developmental skills will help you determine your child's readiness for kindergarten.

If Your Child is Able to:

- ✓ Pay attention to a short story
- ✓ Speak so that an unfamiliar person can understand
- ✓ Color with a crayon within reasonable outlines
- ✓ Take care of toilet needs by herself/himself
- ✓ Be away from mom (or dad) for up to three hours without being upset
- ✓ Zip or button his/her coat
- ✓ Tie a simple knot
- ✓ Get through the day without a nap
- ✓ Follow simple directions
- ✓ Work and play cooperatively with other children



HOW WILL I BE INFORMED CONCERNING THE PROGRESS OF MY CHILD IN KINDERGARTEN?

We believe that the parent-teacher conference is the most effective way of keeping parents informed of the child's growth and progress in school.

Conferences will be held in the fall. However, if you have a question or problem at any time during the year, please feel free to contact the school for an appointment at a time mutually convenient.

Progress reports.....




REMEMBER THESE BASIC POINTS:

Learning occurs most effectively when the child has reached a cognitive and physical stage of readiness to learn.

The stage of readiness is not effectively predicted by the child's chronological age or intelligence. The rate at which a child grows and develops is unique for each individual.

FROM THE SCHOOL NURSE-TEACHER

Please report the following communicable diseases to the school nurse-teacher:

DISEASE		CHILD MUST STAY HOME
Chicken Pox		When all vesicles have crusted
Conjunctivitis (pink eye)		Has been treated with an antibiotic for at least 24 hours
Infectious Mononucleosis		None
Meningitis		Depends on type
Head Lice (Pediculosis)		No exclusion from school, but must show proof of treatment to School Nurse Teacher
Fever (100 degrees or above), Vomiting, Diarrhea		24 hours without out fever reducing medications
Strep Throat Infections and Scarlet Fever		Determined by positive throat cultures. Exclude 24 hours after antibiotic treatment is started.

This is a partial listing of the more common communicable diseases of school-aged children. Please report all health problems to the nurse.

HOW OLD MUST MY CHILD BE TO ENTER KINDERGARTEN?

Rhode Island General Law 16-2-27 – Eligibility for Kindergarten Attendance – states as follows:

Every child who has attained or will have attained five (5) years of age on or before September 1st of any school year shall be eligible to attend kindergarten.

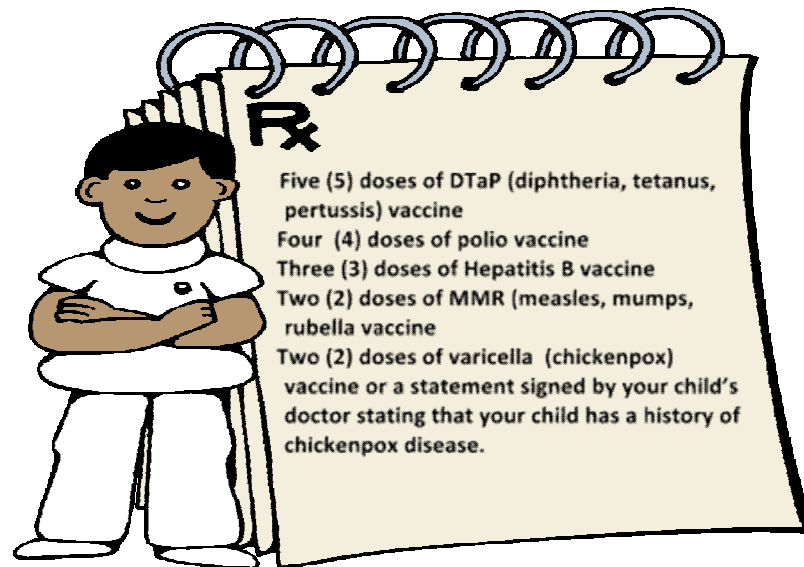


HOW DO I REGISTER MY CHILD?

Registration takes place in March on two Saturday mornings, dates will be announced in advance in the Breeze and through the schools and pre-schools. The registration packet is available on the District website www.npsd.k12.ri.us. Parents are encouraged to complete the registration documents prior to attending registration. You will need to bring the following:

- ✓ **BIRTH CERTIFICATE** in order to certify age
- ✓ **PROOF OF RESIDENCY**
- ✓ **PARENT'S DRIVER'S LICENSE**
- ✓ **IMMUNIZATION RECORDS**
- ✓ **COMPLETED REGISTRATION DOCUMENTS (AVAILABLE ON OUR WEBSITE)**

In accordance with the Rhode Island Department of Health *Rules and Regulations Pertaining to Immunization and Testing for Communicable Diseases* (R23-1-IMM), all children entering kindergarten in the fall are required to have the following immunizations:



LEAD SCREENING – EVIDENCE OF LEAD TESTING IS A REQUIREMENT FOR ENTRY INTO KINDERGARTEN.

PHYSICAL EXAM – Evidence of a physical exam performed within the period of twelve (12) months BEFORE to four (6) months AFTER school entrance is required.

VISION EXAM- Vision screening is required for school entry.

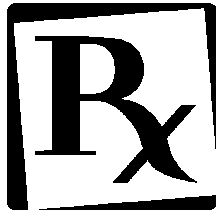
A **Health and Developmental History Form** is required at the time of registration.

NOTE:

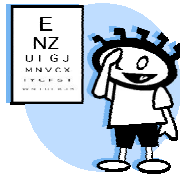
- Parents should bring evidence of immunizations with them at time of registration.
- Students will be excluded from school entrance in September until acceptable evidence of immunizations is received, or an exemption is signed by a parent.
- Please notify the School Nurse Teacher of any health issues, concerns, or medications.

WHAT HEALTH SERVICES ARE AVAILABLE AT SCHOOL?

THERE ARE SPECIFIC RULES CONCERNING DISPENSATION OF MEDICATION DURING SCHOOL.



IF YOUR CHILD REQUIRES ANY MEDICATION, PLEASE CONTACT THE SCHOOL NURSE-TEACHER.



The following program for kindergarten students is conducted under the supervision of a school nurse-teacher. Students will be examined unless documentation of these screenings is on file along with a parental note barring these examinations.

VISION SCREENINGS – Children are screened in grades k through 5. If a child does not perform satisfactorily on the vision screening, a second test will be given before any referral to a doctor is made.

HEARING SCREENINGS – Each child in kindergarten, grades 1, 2, and 3 is screened annually by individual audiometric and impedance testing performed by testers from the State Hearing Center. Students who fail the first screening are re-tested before a referral is made.

DENTAL SCREENINGS – Each child in grades K through 5 who do not return a dental form denoting a private examination is screened by the school dentist. Dental cards are given to parents at registration time and distributed annually to all grades.

SCHOOL NURSE-TEACHERS – A school nurse-teacher provides service to each school.

SPECIAL EDUCATION SERVICES – The North Providence Public Schools provides special instructional programs to children with specific needs. Evaluative, remedial and supportive assistance is extended to all children between the ages of 3 and 21. Further information is available through our Special Education Office.

HOW CAN I PREPARE MY CHILD FOR KINDERGARTEN?

You can help in the following way by seeing that your child knows:

- ✓ His/her full name
- ✓ His/her address
- ✓ How to be independent in toilet habits
- ✓ How to use a handkerchief/tissue
- ✓ How to follow simple directions
- ✓ How to put on and remove outdoor clothing with little help

Suggestions about clothing:

- ✓ Mark all garments and boots with child's name
- ✓ Clothing should be the correct size and easy to put on and remove
- ✓ Dress appropriately for scheduled activity

Before he/she starts school:

- ✓ See that he/she has a chance to play with other children
- ✓ Emphasize that school is a happy place so he/she will look forward to coming
- ✓ Take trips to parks, farms, airports, etc.
- ✓ Read stories aloud to him/her and let him/her handle picture books
- ✓ Select good television programs for him/her to view.
- ✓ Monitor computer and internet use and exposure.
- ✓ Give him/her experiences with pencils, crayons, paints, scissors, and paste.



HEALTH AND SAFETY

Safe and healthful living is important to the child when he/she is four or five. He/she will have the opportunity to:

- Learn bus safety
- Participate in the school district's health program
- Learn to play safely in the schoolyard
- Learn to practice good health and safety rules

PHYSICAL EDUCATION

Your child will enjoy space and time to:

- Use apparatus in the classroom and school yard for muscular development and coordination
- Learn to enjoy games
- Become more aware of the many ways in which he/she can use his/her body in physical space





MUSIC

In music your child will have the opportunity to:

- Enjoy singing with other children
- Enjoy listening to good music
- Learn to carry a simple tune
- Develop a feeling of rhythm
- Interpret moods of music

ART

During the art activities your child will have the opportunity to:

- Use many materials for art expression: paint, scissors, crayons, chalk, clay, paper, and paste
- Be responsible for completing work and putting away materials
- Find satisfaction in his/her achievements
- Develop originality and initiative
- Express himself/herself creatively



Foundational Reading Skills

Print Concepts:

- Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness:

- Demonstrate understanding of spoken words, syllables, and sounds.
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Add or substitute individual sounds in simple, one-syllable words to make new words.

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Associate the long and short sounds with the common spellings for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency:

- Read emergent-reader texts with purpose and understanding.



Reading Literature

Key Ideas and Details:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure:

- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas:

- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity:

- Actively engage in group reading activities with purpose and understanding.



Reading Informational Text

Key Ideas and Details:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:

- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas:

- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

- Actively engage in group reading activities with purpose and understanding.



Writing

Text Types and Purposes:

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing:

- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



Speaking and Listening

Comprehension and Collaboration:

- Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
- Continue a conversation through multiple exchanges.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas:

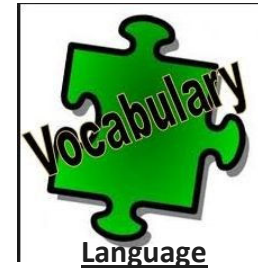
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.



Language

Conventions of Standard English:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*).
- Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).
- Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).
- Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun *I*
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.



Vocabulary Acquisition and Use:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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Mathematics Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



Science

Performance Expectation:

- Students formulate answers to questions such as: “What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?”
- Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather.
- Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.
- Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.