

KINDERGARTEN



**HANOVER COUNTY PUBLIC
SCHOOLS
DR. MICHAEL B. GILL
SUPERINTENDENT OF SCHOOL**

♥ Welcome to
Kindergarten

SUPERINTENDENT'S MESSAGE

Welcome to kindergarten! Your child's first educational experiences will form the foundation for later academic success. Hanover County Public Schools are truly excited to help you launch this journey!

This handbook includes a description of the kindergarten program and suggestions which might be helpful to you. We encourage you to become actively involved in your child's learning to assure a smooth start in kindergarten. Maintaining a high level of involvement will enhance your child's achievement greatly in school.

On behalf of the Hanover County School Board, I wish for you and your child many rewarding educational experiences in our fine schools!

*Dr. Michael B. Gill, Ed. D.
Superintendent of Schools*

CONTENTS

Superintendent's Message	2
The Kindergarten Program	3
Characteristics of Children Entering Kindergarten	4
Ways Parents Can Help	4
School Activities	5
School Attendance	6
Kindergarten Standards of Learning Objectives	7

THE KINDERGARTEN PROGRAM

Hanover County offers kindergarten in fourteen elementary schools which are accredited by the Virginia Department of Education and AdvancED. The kindergarten program provides various experiences designed to meet the academic, social, emotional, and physical needs of each child. Differentiated instruction is provided through a mix of individual, small group, and whole group activities. Students are instructed in language arts, mathematics, science, and social studies. Additionally, students receive instruction from art, music, physical education, and library media specialists weekly. All teachers are properly certified and class size is monitored continuously in compliance with the Virginia Standards of Quality.

SKILLS

**Social
Emotional
Physical
&
Academic
Development**



CHARACTERISTICS OF CHILDREN ENTERING KINDERGARTEN

Most kindergarten children can:

- ◆ Share and take turns.
- ◆ Enjoy being with others.
- ◆ Put a coat on without help.
- ◆ Eat with the appropriate utensils.
- ◆ Use the toilet alone.
- ◆ Usually accept limits set by parents.
- ◆ Make short visits without parent.
- ◆ Take care of personal property.
- ◆ Follow simple directions.
- ◆ Sit still for short periods of time.
- ◆ Draw simple figures.
- ◆ Identify some colors.
- ◆ Copy a circle and a square.
- ◆ Share adults' attention with others.
- ◆ Enjoy listening to stories.
- ◆ State their first and last name.
- ◆ Discuss experiences with others.
- ◆ Understand some number ideas (such as one ball or two apples).
- ◆ Select objects or pictures which look alike.
- ◆ Discuss stories read to them.
- ◆ Can count ten objects.
- ◆ Understand simple ideas (such as *in* and *out* or *big* and *little*).
- ◆ Ask questions to gain information.
- ◆ Identify some letters of the alphabet.



WAYS PARENTS CAN HELP

Help your child to:

1. Know his/her name, address, and telephone number.
2. Speak in complete sentences.
3. Share and take turns.
5. Eat nutritious foods.

Help your child understand that:

1. The teacher wants to help him/her.
2. It is nice to make new friends.
3. He/She has a safe and secure place to return after school.
4. He/She needs to follow school rules and rules for riding the school bus.

Let your child know you are interested by:

1. Taking time each day to listen to and talk with your child.
2. Keeping in contact with your child's teacher regarding his/her progress.
3. Attending PTA/PTO meetings.
4. Taking advantage of parent-teacher conferences.
5. Sending your child to school regularly unless he/she is ill.
6. Setting aside a time each day to read with your child.
7. Encouraging your child to use school tools, such as pencils, crayons, and blunt-tipped scissors.
8. Letting your child know that school is an important place.
9. Encouraging him/her to follow one/two step directions.
10. Praising your child for effort.

Group Experiences provide an opportunity to:

1. Listen when others are talking.
2. Increase both understanding and speaking vocabularies.
3. Express ideas and make suggestions for group projects.
4. Acquire general information.

Language Arts Time provides an opportunity for all children to:

1. Meet with the teacher in small groups to develop reading, spelling, and writing skills.
2. Learn the alphabet and letter sounds.
3. Read pattern and decodable books.
4. Develop phonological awareness including rhyming, segmenting sounds, and blending sounds.
5. Develop language skills through reading, writing, and listening activities.

Lunch and Snack Time provide an opportunity to:

1. Develop social courtesies.
2. Experience tasting new foods.

Outdoor Play Time and Physical Education provide an opportunity to:

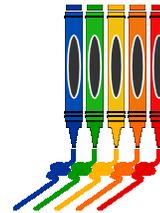
1. Practice fair play and good sportsmanship.
2. Share and take turns.
3. Follow the rules set by a group.
4. Learn how to make healthy decisions.

Music Time provides an opportunity to:

1. Experience the joy of group singing.
2. Express feelings, moods, and thoughts in songs.
3. Develop a feeling for rhythm.
4. Move creatively to music.
5. Play a rhythm instrument.

Story Time provides an opportunity to:

1. Develop an interest in reading.
2. Develop a respect for books and a correct technique for handling them.
3. Build a listening and speaking vocabulary.
4. Develop listening skills.
5. Lengthen attention span.



SCHOOL ATTENDANCE

Kindergarten is a very important part of your child's life. It can be a time of forming good habits. Regular attendance in school is extremely important in your child's learning and development. It is important that he/she is on time and in school each day. Illness, doctor's appointments, or a death in the family are valid excuses for absence.

Your child will receive a student handbook at the beginning of the year with a school calendar and other helpful information.

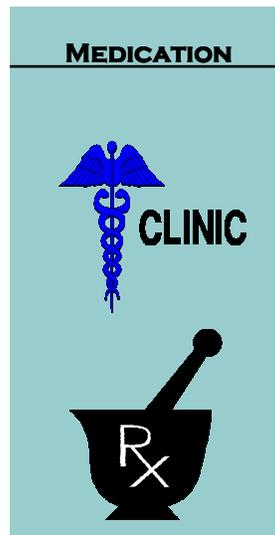
Administration of Medication

Prescription Medication

1. A written order from the student's physician giving the name, dosage and time to be administered is required for each medication. The prescription label on the bottle may be accepted as the physician's order for medications given less than 10 days.
2. The medication must be brought to school by the parent or legal guardian in the original container which is appropriately labeled by the pharmacist or the physician. A medication request form must be completed by the parent. The physician's order and medication must agree.
3. Only a one week or less supply of medication should be brought to school unless medication is taken on a daily basis throughout the school year. Unused medication should be picked up by the parent or legal guardian.
4. The school based computer program Welligent (school nurse documentation system) is utilized to document the administration of all medications to students.
5. Exceptions to these regulations may be necessary depending on individual circumstances. Exceptions may only be authorized by the principal or designee.

Non-Prescription Medication

1. Written permission must indicate the student's name, the name of medication, dosage, time to be given and the parent or legal guardian's signature.
2. The medication and permission must be delivered to the school by the parent or legal guardian in the original container.
3. Any non-prescription medication which is to be given for more than ten school days must be authorized by a physician in writing.
4. The school based computer program Welligent (school nurse documentation system) is utilized to document the administration of all medications to students.
5. Exceptions to these regulations may be necessary depending on individual circumstances. Exceptions may only be authorized by the principal or designee.



KINDERGARTEN STANDARDS OF LEARNING

In kindergarten your child will be expected to master:

LANGUAGE ARTS OBJECTIVES

Oral Language

- K.1 The student will demonstrate growth in the use of oral language.
- Listen to a variety of literary forms, including stories and poems.
 - Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
 - Participate in oral generation of language experience narratives.
 - Participate in creative dramatics.
 - Use complete sentences that include subject, verb, and object.
- K.2 The student will expand understanding and use of word meanings.
- Increase listening and speaking vocabularies.
 - Use number words.
 - Use words to describe/name people, places, and things.
 - Use words to describe/name location, size, color, and shape.
 - Use words to describe/name actions.
 - Ask about words not understood.
 - Use vocabulary from other content areas.
- K.3 The student will build oral communication skills.
- Express ideas in complete sentences and express needs through direct requests.
 - Begin to initiate conversations.
 - Begin to follow implicit rules for conversation, including taking turns and staying on topic.
 - Listen and speak in informal conversations with peers and adults.
 - Participate in group and partner discussions about various texts and topics.
 - Begin to use voice level, phrasing, and intonation appropriate for various language situations.
 - Follow one- and two-step directions.
 - Begin to ask how and why questions.

- K.4 The student will identify, say, segment, and blend various units of speech sounds.
- Begin to discriminate between spoken sentences, words, and syllables.
 - Identify and produce words that rhyme.
 - Blend and segment multisyllabic words at the syllable level.
 - Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
 - Identify words according to shared beginning and/or ending sounds.

Reading

- K.5 The student will understand how print is organized and read.
- Hold print materials in the correct position.
 - Identify the front cover, back cover, and title page of a book.
 - Distinguish between print and pictures.
 - Follow words from left to right and from top to bottom on a printed page.
 - Match voice with print (concept of word).
- K.6 The student will demonstrate an understanding that print conveys meaning.
- Identify common signs and logos.
 - Explain that printed materials provide information.
 - Read and explain own writing and drawings.
 - Read his/her name and read fifteen meaningful, concrete words.
- K.7 The student will develop an understanding of basic phonetic principles.
- Identify and name the uppercase and lowercase letters of the alphabet.
 - Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
 - Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
 - Identify beginning consonant sounds in single-syllable words.
- K.8 The student will expand vocabulary.
- Discuss meanings of words.
 - Develop vocabulary by listening to a variety of texts read aloud.

- K.9 The student will demonstrate comprehension of fictional texts.
- Identify what an author does and what an illustrator does.
 - Relate previous experiences to what is read.
 - Use pictures to make predictions.
 - Begin to ask and answer questions about what is read.
 - Use story language in discussions and retellings.
 - Retell familiar stories, using beginning, middle, and end.
 - Discuss characters, setting, and events.
- K.10 The student will demonstrate comprehension of nonfiction texts.
- Use pictures to identify topic and make predictions.
 - Identify text features specific to the topic, such as titles, headings, and pictures.

Writing

- K.11 The student will print in manuscript.
- Print uppercase and lowercase letters of the alphabet independently.
 - Print his/her first and last names.
- K.12 The student will write to communicate ideas for a variety of purposes.
- Differentiate pictures from writing.
 - Draw pictures and/or use letters and phonetically spelled words to write about experiences.
 - Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
 - Write left to right and top to bottom.
- K.13 The students will use available technology for reading and writing.

MATHEMATICS OBJECTIVES

Number and Number Sense

- K.1 The student will:
- tell how many are in a given set of 20 or fewer objects by counting orally;
 - and read, write, and represent numbers from 0 through 20.

- K.2 The student, given no more than three sets, each set containing 10 or fewer concrete objects, will
- compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and
 - compare and order sets from least to greatest and greatest to least.
- K.3 The student will:
- count forward orally by ones from 0 to 100;
 - count backward orally by ones when given any number between 1 and 10;
 - identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10; and
 - count forward by tens to determine the total number of objects to 100.
- K.4 The student will:
- recognize and describe with fluency part-whole relationships for numbers up to 5; and
 - investigate and describe part-whole relationships for numbers up to 10.
- K.5 The student will investigate fractions by representing and solving practical problems involving equal sharing with two sharers.

Computation and Estimation

- K.6 The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.

Measurement and Geometry

- K.7 The student will recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies equivalent to a nickel, a dime, and a quarter.

- K.8 The student will investigate the passage of time by reading and interpreting a calendar.
- K.9 The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).
- K.10 The student will:
- identify and describe plane figures (circle, triangle, square, and rectangle);
 - compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and
 - describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.

Probability and Statistics

- K.11 The student will
- collect, organize, and represent data; and
 - read and interpret data in object graphs, picture graphs, and tables.

Patterns, Functions, and Algebra

- K.12 The student will sort and classify objects according to one attribute.
- K.13 The student will identify, describe, extend, create, and transfer repeating patterns.

SCIENCE OBJECTIVES

Scientific Investigation, Reasoning, and Logic

- K.1 The student will conduct investigations in which
- basic properties of objects are identified by direct observation;
 - observations are made from multiple positions to achieve different perspectives;
 - a set of objects is sequenced according to size;
 - a set of objects is separated into two groups based on a single physical characteristic;

- nonstandard units are used to measure the length, mass, and volume of common objects;
- observations and predictions are made for an unseen member in a sequence of objects;
- a question is developed and predictions are made from one or more observations;
- observations are recorded;
- picture graphs are constructed;
- unusual or unexpected results in an activity are recognized; and
- objects are described both pictorially and verbally.

- K.2 Students will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings. Key concepts include:
- five senses and corresponding sensing organs; and
 - sensory descriptors used to describe common objects and phenomena.

Force, Motion, and Energy

- K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include:
- magnetism and its effects; and
 - useful applications of magnetism.

Matter

- K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include:
- colors of objects;
 - shapes and forms of objects;
 - textures and feel of objects;
 - relative sizes and weights of objects; and
 - relative positions and speed of objects.
- K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include:
- water occurs in different phases;
 - water flows downhill; and
 - some materials float in water, while others sink.

Life Processes

- K.6 The student will investigate and understand the differences between living organisms and nonliving objects. Key concepts include:
- all things can be classified as living or nonliving; and
 - living organisms have certain characteristics that distinguish them from nonliving objects including growth, movement, response to the environment, having offspring, and the need for food, air, and water.
- K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include:
- animals need adequate food, water, shelter, air, and space to survive;
 - plants need nutrients, water, air, light, and a place to grow to survive;
 - plants and animals change as they grow, have varied life cycles, and eventually die; and
 - offspring of plants and animals are similar but not identical to their parents or to one another.

Interrelationships in Earth/Space Systems

- K.8 The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include:
- shadows occur in nature when sunlight is blocked by an object; and
 - shadows can be produced by blocking artificial light sources.

Earth Patterns, Cycles, and Change

- K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include:
- weather observations;
 - the shapes and forms of many common natural objects including Seeds, cones, and leaves; and
 - animal and plant growth.

- K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include:
- natural and human-made things may change over time; and
 - changes can be observed and measured.

Resources

- K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include:
- materials and objects can be used over and over again;
 - everyday materials can be recycled; and
 - water and energy conservation at home and in school helps ensure resources are available for future use.

SOCIAL STUDIES OBJECTIVES

Introduction to History and Social Science

Skills

- K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- viewing artifacts and primary and secondary sources to develop an understanding of history;
 - using basic map skills to support an understanding of the community;
 - gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;
 - asking appropriate questions to solve a problem;
 - comparing and contrasting people, places, or events;
 - recognizing direct cause-and-effect relationships;
 - making connections between past and present;
 - using a decision-making model to make informed decisions;
 - practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and
 - developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

History

- K.2 The student will recognize that history describes events and people of other times and places by
- identifying examples of historical events, stories, and legends that describe the development of the local community; and
 - identifying people who helped establish and lead the local community over time.
- K.3 The student will sequence events in the past and present and begin to recognize that things change over time.

Geography

- K.4 The student will describe that relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.
- K.5 The student will use simple maps and globes to
- develop an awareness that a map is a drawing of a place to show where things are located and that a globe is round model of the Earth;
 - describe places referenced in historical events, stories, and real-life situations;
 - locate land and water features;
 - identify basic map symbols in a map legend; and
 - identify places and objects in a familiar area.
- K.6 The student will develop an awareness that maps and globes
- show a view from above;
 - show things in smaller size;
 - show the position of objects.
- K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Economics

- K.8 The student will match simple descriptions of work that people do with the names of those jobs.
- K.9 The student will
- recognize that people make choices because they cannot have everything they want;
 - explain that people work to earn money to buy the things they want.

Civics

- K.10 The student will demonstrate that being a good citizen involves
- taking turns and sharing;
 - taking responsibility for certain classroom chores;
 - taking care of personal belongings and respecting what belongs to others;
 - following rules and understanding the consequence of breaking rules;
 - practicing honesty, self-control, and kindness to others;
 - participating in decision making in the classroom;
 - participating successfully in group settings.
- K.11 The student will develop an understanding of how communities express patriotism through events and symbols by:
- recognizing the American flag;
 - recognizing the Pledge of Allegiance;
 - knowing that the president is the leader of the United States; and
 - recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).



gearing up for 
Kindergarten

NOTES

HANOVER COUNTY ELEMENTARY SCHOOLS

BATTLEFIELD PARK ELEMENTARY

Ms. Judith Bradley, Principal
723-3600 or 779-2500

KERSEY CREEK ELEMENTARY

Ms. Lisa Thompson, Principal
723-3440

BEAVERDAM ELEMENTARY

Mr. Chip Joseph, Principal
449-6373 or 798-5929

LAUREL MEADOW ELEMENTARY

Ms. Karen Carpenter, Principal
723-2040

COLD HARBOR ELEMENTARY

Dr. Cheri Beth Fisher, Principal
723-3620

MECHANICSVILLE ELEMENTARY

Dr. Amy Robinson, Principal
723-3640

COOL SPRING ELEMENTARY

Dr. Paula Brown, Principal
723-3560

PEARSON'S CORNER ELEMENTARY

Ms. Dawn Armstrong, Principal
723-3660

ELMONT ELEMENTARY

Ms. Pamela Harvey, Principal
365-8100

POLE GREEN ELEMENTARY

Ms. Rhonda Voorhees, Principal
365-4700

HENRY CLAY ELEMENTARY

Ms. Teresa Keck, Principal
365-8120

RURAL POINT ELEMENTARY

Ms. Nicole Currie, Principal
723-3580

JOHN M. GANDY ELEMENTARY

Ms. Leigh Finch, Principal
365-4640

SOUTH ANNA ELEMENTARY

Ms. Alicia Todd, Principal
749-4222 or 883-6089

WASHINGTON HENRY ELEMENTARY

Dr. Dana Jackson, Principal
723-2300

Instructional Leadership

Ms. Jennifer Greif

Assistant Superintendent of Instructional Leadership
and Chief Academic Officer

Dr. Patricia W. Miller

Director of Elementary Education

The Hanover County School Board does not unlawfully discriminate on the basis of age, sex, race, color, religion, disability or national origin in its employment practices or educational programs and activities. The Director of Special Education is designated as coordinator for non-discrimination for access to and implementation of programs under Section 504 and the Americans with Disabilities Act. The Assistant Superintendent of Human Resources is designated as coordinator for non-discrimination regarding personnel matters and under Section 504 and the Americans with Disabilities Act. To contact Hanover County Public Schools by telephone, please call 804-365-4500.