



ST. MALACHY CATHOLIC SCHOOL  
Kindergarten Information 2020-2021

The St. Malachy Parish School kindergarten program strives to facilitate each child with their spiritual, physical, mental and creative development; their attitudes and social relationships; and their character growth. We want your child's school experience to take place in a stimulating educational environment, while increasing self-identity and the feeling that each child is truly valuable. Our hope is that your child will recognize kindergarten as a secure and happy place where each child has an opportunity to experience independence, to develop social contacts with children of his/her own age, to express ideas verbally as well as non-verbally, and to investigate and discover. **Most importantly, we hope that your child will deepen his/her relationship with God and increase his/her knowledge of your child's Catholic faith.**

**The kindergarten parent letters are emailed weekly so you will know what we are currently learning about and our weekly activities. We have a blog at [stmalachy.org](http://stmalachy.org). There are many resources for parents available.**

**HOURS:**

6:45-7:20

- ♣ AM-Morning Care-for \$1.00 per day
- ♣ 7:20 AM- students are allowed into the school building
- ♣ 7:50-3:00 PM-school hours, except on Wednesdays when dismissal is at 2:30 PM.
- ♣ After school until 6:00 PM-Extended Day Care is available for an additional fee.

# Curriculum



## RELIGION

Our We Believe-God Made the World by Sadlier Religion program is a developmental program, based on scripture and rooted in the teachings of the Catechism of the Catholic Church. The children learn to see themselves as belonging to the Catholic community and are encouraged to make Catholic beliefs and traditions their own. The children are gradually introduced to the simple truths of the Catholic faith at their level of experience and understanding. This program fosters the awakening of a Christian conscience and good decision making skills. The children engage in activities that make them aware of the needs and feelings of others. They learn through Bible Stories, poetry, games, songs, finger plays, role-playing, creative movement, and various hands-on activities. The children respond to what they learn by using many ways to pray such as litanies, blessings, psalms, visualizations, poetry, singing, pantomiming, creative movement and storytelling. Each lesson has a Bible verse that we recite during Meeting Time daily. The children will learn about the “Circle of Grace Program”, which is about how to handle their personal space with others, and “Bully and the Bible Program” to prevent bullying behavior and what to do if someone is being bullied.

Some of the topics that the children learn about are:

- the holy Bible
- the marvels of creation and of how people are God’s unique creations
- encouraged to have a listening attitude to God and a desire to choose what God wants for them
- Mary said yes to God and is the mother of Jesus
- Jesus’ gift of new life at Easter
- The Holy Spirit helps us to live as Jesus did
- Express their love for God through prayer, forgiveness and performing acts of kindness for others
- The lives of saints
- The parts of the Mass are introduced. **The kindergarten children will attend Mass each week.**



## LANGUAGE ARTS

The children read and practice skills in small groups according to their comprehension and decoding ability, after we have individually assessed them.

The McGraw Hill Reading Readiness Wonders Program contains:

- Read aloud fiction and nonfiction trade books as well as big books introduce the theme and build on prior knowledge. The unit themes are connected to social studies and science topics and skills.
- Contemporary and traditional tales develop comprehension skills, and reading strategies; facilitate oral language development and vocabulary expansion.
- Listening comprehension development of a variety of genres of literature including informational texts and fiction.
- The children read and practice skills in small groups according to their comprehension and decoding ability. The children will work in independent groups for Reading to Self or looking at pictures in books, or reading with someone or looking at pictures together for Fluency.
- **There is an online student portal for your child to practice reading books, play phonics games, and develop comprehension skills.** The readers and weekly parent letters will be available online through your child's student portal for Wonders. You will receive login information and please keep it handy for e-learning days.

The kindergarten children work on the following skills:

- Improve manual dexterity through printing, cutting on lines, coloring within lines, and gluing.
- Improve left to right directionality, eye-hand coordination
- Increase attention span and ability to follow directions
- Increase fluency by reciting poems

### **Orton Gillingham Reading skills phonics program:**

- Been in use since the 1930s and updated every year in response to research
- Diagnostic, intensive, sequential, cumulative, phonics-based system
- Utilizes three learning pathways through which people learn: visual, auditory and tactile/kinesthetic. Students listen, speak, read, and write. Multiple input channels enhance memory storage and retrieval.
- Instruction is intense with ample repetitive practice
- Elements of language are introduced in a structured, systematic manner: consonants, vowels, digraphs, and blends. Students read and write these letters in sounds in isolation. Next they blend and segment the sounds into syllables and words, again including both reading and writing. As students learn new material, they continue to review old material until it is automatic.

- Vocabulary, sentence structure, composition, and reading comprehension are introduced in a structured, sequential, and cumulative manner.
- Identifying sounds at the beginning, middle and final positions in words.
- Identify rhyming words
- Read and spell correctly high frequency words
- Learn the functions letters serve as their sounds are blended to form words.
- Learn word attack phonics skills
- Learn high frequency words/sight words
- Construct sentences

## **Writing Workshop**

Writing workshop consists of the children making picture books. This involves two processes going on at the same time- composing and spelling. We ask the children to do the best they can with drawing and spelling as five and six year olds. Most children will start composing picture books by only drawing pictures with no letters/words in their books and then develop from there. We will nurture and support your child to grow from whatever point he/she is starting, through side-by-side teaching, read aloud literature, and share time. As we work with children, we will focus on only one or two issues at a time. The children are also inspired by and learn from their classmates during the writing workshop. The children learn about the 6 Traits of Writing-ideas, conventions, organization, voice, word choice, and sentence fluency. The Indiana writing standards in kindergarten focus on the first two of the above traits, but the children learn how to recognize all of the traits in literature. Writing and reading abilities enhance one another.

### **Our writing goals:**

- The Big Idea- their book stays on one main topic
- The children draw detailed pictures and write letters, then word labels, then sentences about their pictures.
- The children use invented spelling -letter sounds they hear in words. Flwr=flower. They use correct spelling of the high frequency words learned in reading readiness.
- Conventions- The children begin to form sentences beginning with capital letters and finishing with an end punctuation mark. Finger spaces separate words. By the end of Kindergarten, the goal is to have children write two or more complete sentences.

## MATH



Our new Math program is McGraw Hill “Everyday Mathematics”. This program is concrete, hands-on and developmentally appropriate. The skills are tied to the Indiana standards. Frequent assessments measure growth and there is continual review to keep the skills from being forgotten.

The children have ongoing practice with the following skills:

- represent, count, order and print numbers 0-20
- compare numbers up to 20 by more, less and equal
- understand sets of quantities are more, less or equal to each other
- numbers are composed of varying combinations of quantities that can be added and subtracted through 10
- place value of tens and ones from 11-20
- use strategies for problem solving and use critical thinking skills
- count by 1’s, 5’s and 10’s to 100
- identify geometrical two-dimensional shapes and three-dimensional solids
- classify and count objects by color, shape, and size
- measure and compare length, height, and weight objects
- create and read graphs
- There is an online component for students. It has games which reinforce skills.

## TECHNOLOGY

Interactive Smart Boards are used daily during Meeting time, reading and math. It is used for whole group instruction. A document camera is used to show visuals and online resources. We use Chromebooks during technology class to use the Freckle website to practice Language Arts and Math skills at each child’s differentiated learning level. The kindergartners take online Star Early Literacy Benchmark assessments.

## **SOCIAL DEVELOPMENT**



The children are assigned a new partner each week. They sit at a new table together for the week. Sometimes, partners may share information, play a game together, or check and help each other with independent work. The children are able to get to know each of their classmates better and this enables the children to be able to work more together during Learning Center Time.

## **DISCIPLINE**

### **We follow the St. Malachy School Shamrock Way.**

These four classroom rules cover many behaviors.

1. Do your best and do all of your work. (Ask the teacher for help when needed, work carefully and neatly.)
2. Treat others with kindness and speak kind words. (Take turns, listen to others, share, be honest, clean up after yourself, and be helpful.)
3. Honor and respect our teachers and staff. Listen carefully and follow directions. (Talk and participate when it is your turn, pay attention)
4. Keep your hands and feet to yourself, and unwanted comments to yourself. Use a small, indoor voice. (Stay in your own personal space, raise your hand and wait to be called on.)

The Clip Chart is a simple discipline strategy for promoting positive behavior. Every day is a new day; all children start with their clothespin on the green Ready to Learn level. During the course of the day, the clothespins with their names on them move up and down the chart based upon the behavioral choices each student makes. Good behavioral choices cause the clothespin to move up one level. Please keep in mind your child's clothespin may not move every day. To move up, children must go above and beyond in their behavior choices. Conversely, inappropriate behavioral choices will cause the clothespin to move down one level each time. If children are not following the rules, they are reminded and the child moves their clip to the "Think About It" level. If they continue to have difficulty following the rules, their clothespin will be moved to the "Teacher Choice" level, where a consequence will happen. Consequences may be a five minute time out and/or loss of learning center time. If there are frequent episodes of "Teachers Choice" with your child, we will talk with you to share ideas about how to help your child to improve his/her behavior. The "Parent Contact" level may involve a phone call or email that day. If a child ends his/her day on the

pink level, the child will receive a referral explaining the behavior choices that were made. The referral needs to be signed by parents and returned. The parent contact clip down consequences reset every month for Kindergartners.



At the end of each day, all the children will look at where their clothespin is located on the clip chart and place a sticker on their Reward Chart if their clothespin is on Ready to Learn or higher. When your child has filled their Reward Chart, your child may choose from a list of privileges. Each day, your child's chart color will be sent to you through Class Dojo. You will be emailed or notified through the app daily. Your support at home makes the biggest difference! All teachers in the building, including the Specials Teachers will use the Clip Chart system with the kindergartners, as good behavior is expected throughout our school building.

## Behavior Levels for the Clip Chart-Kindergarten – 5th grade

Kindergarten – 5th grade utilize the clip chart as a behavior management tool to help students self-monitor their behavior. Clip chart color will be communicated to parents. Should a student clip down to parent contact, a Discipline Form will be issued with one copy going home and the other going to Mrs. Kennison. The copy going home must be signed and returned. The teacher will communicate the behavior to parents. If a student has recurring behavior issues, there will be certain interventions, consequences, and supports that will take place in order to establish goals to improve a student's behavior. There will be certain levels that a student could reach:

1st Parent Contact Clip Down Intervention: A parent is contacted and a discipline form is issued. Consequence: Eat lunch in the office

2nd Parent Contact Clip Down Intervention: A parent meeting will be set up with the student's teacher(s). Consequence: Loss of recess/lunch for the day

3rd Parent Contact Clip Down: Intervention: Parent is contacted and teacher(s) will meet with the parent(s). Consequence: Loss of recess/lunch a week

4th Parent Contact Clip Down: Intervention: Parent is contacted; administration and teacher(s) will meet with the parent(s) and the student. Consequence: To be determined by administration with parent(s) and student involvement.

5th Parent Contact Clip Down: Intervention: Parent(s) is contacted and Discipline Review Board will meet to collaborate with administration to develop a plan. Consequence: To be determined by administration and Discipline Review Board.

\*The Discipline Review Board is made up of a variety of teachers, aides, and staff members with Mrs. Kennison and Mrs. Bostrom overseeing the board and making the final adjustments to the plan. We, at St. Malachy, believe we have an obligation to our students to make them the best they can be spiritually, academically, behaviorally, physically, and socially. Therefore, we explore every option to help our students and exhaust all efforts to make them successful.

\*Reset occurs for kinder, first grade, and second grade every month; 3rd – 5th grade is quarterly.



## LEARNING CENTERS

Each child chooses the activity that suits his/her mood and need for the day. A limited number of children may take part in each activity. The activities involve independent work with little or no teacher help. In this way, the children may take enough time to work at their own rate and are free to experiment and discover for themselves as they participate in problem solving. The children are encouraged to quietly communicate with their peers and either work individually or in a group. During this time, the children will be developing basic skills, good work habits, and a growing ability to be purposeful and plan as they carry out their work.

**The most important reason for Learning Center time is the opportunity to develop self-confidence and to experience success, while learning social skills!** Some of the Learning Center choices may be - Blocks, Books, Puzzles, Constructs, Marble Works, Create, Drawing, Tree House play set, and Train set.



## DAILY SCHEDULE

1. **Meeting Time-** The activities on the Interactive Smart board are: the agenda for the day, calendar, weather, counting how many days of school, movement songs and poems. We do many of these activities in Spanish.
  2. Phonics
  3. Reading Readiness
  4. Lunch
  5. Writer's Workshop
  6. Recess-20 minutes-the time may be adjusted according to the weather/season
- Afternoon:
7. Story time
  8. Snack-5 minutes
  9. Recess-20 minutes-the time may be adjusted according to the weather/season
  10. Math activities
  11. Religion Activities
  12. Learning Centers- time for teachers to work with individual children
  13. Special class -varying times through the day.

## SPECIAL CLASSES

- **Library-children may check out two books each week, if both books are returned.**
- **Music-twice a week**
- **Art-twice a week**
- **Gym-twice a week**
- **Spanish**
- **Technology**

## SNACKS AND LUNCH

Parents are asked to send in nutritious individual nut-free snacks each day with a full refillable flip-top water bottle daily, packed separately from cold lunches. **(Desserts, chips and candy are not allowed for snacks, they may be eaten with lunch.)**

A well balanced hot lunch, including milk is served daily or you may pack a nutritious lunch from home. Children may choose to have the tray, substitute the entre for a turkey sandwich daily, or on Fridays peanut butter and jelly uncrustable sandwich. Instead of a tray, your child may have a salad. Milk is sold for cold lunches, if needed.

Hot food from fast food restaurants and soft drinks are not permitted. Parents are asked not to take their student off campus for the lunch period- it counts for a half day absence. Parents are welcome to have lunch with your student at school for special occasions.

## RECESS

To encourage large motor development, there will be a 20 minute recess after lunch on the playground. If the wind chill is below 25 degrees or the weather is inclement, we will have large motor activities indoors for recess.

## UNIFORMS

Schoolbelles is our vendor for our uniforms. Their website for price and ordering information is [www.schoolbelles.com](http://www.schoolbelles.com) and their phone number is 317-255-5275. Their store is located at 2625 E. 62<sup>nd</sup> St., Glendale Town Center, Indianapolis, 46220. Our school number is 1422. Kindergartners follow the school dress code including a St. Malachy Schoolbelles navy or green monogrammed uniform shirt or Schoolbelles blouse for girls with the Schoolbelles plaid skirts, skorts, jumpers, or the polo solid colored dress with shorts worn under. Plain white shirts (turtlenecks, long or short sleeved t-shirts) may be worn under the uniform shirt during colder weather. Only khaki pants from Old Navy, Schoolbelles or French Toast brand which can be purchased at Amazon, JCPenny's, Wal-Mart, Target, or Kohl's are allowed. Uniform pants need to be proper fitting khaki slacks in good condition with no holes or frayed hems, without pockets on the outside. Any brand of khaki uniform shorts, without outside pockets may only be worn on non-Mass days in August, September, October, November, April and May. St. Malachy crewneck Logo sweatshirts or a navy Schoolbelles cardigan sweater, vest, or fleece pullover may be worn

during colder weather with the Schoolbelles uniform shirt underneath. Socks are worn and visible to the ankles in shoes. Only athletic or rubber soled shoes with backs are allowed-no slip on shoes or boots are worn during school. **Please see the Parent Handbook for details.**

## **Questions**

If you have questions or would like to speak to us about our kindergarten program, please email us at: **[mfeeney@stmalachy.org](mailto:mfeeney@stmalachy.org)** or **[sadolay@stmalachy.org](mailto:sadolay@stmalachy.org)**

Mary Feeney and Sarah Adolay- Kindergarten Teachers