

Dear Parents,

This booklet has been prepared especially for you, parents of boys and girls entering school at Walnut Ridge Elementary School for the first time. We are committed to making the transition to school a positive one for you and your child. We hope this material will help you during your child's first year.

Our teachers are trained to work with each child as an individual, helping him/her to have the kinds of experiences that will enable him/her to grow and develop as a student and as a person. In order for your child to have the best possible year, the school and home must work together. Please feel free to call on us at any time in the interest of your child.

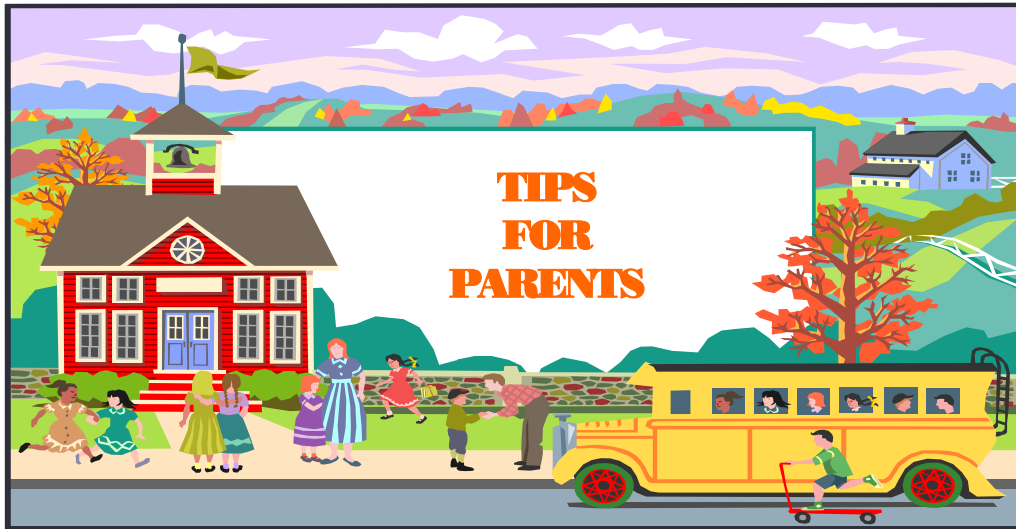
Sincerely,

Lee Ann Cheadle
Principal



General Information





- 1. Value and have a positive attitude about learning**
- 2. Set aside regular time and space for homework**
- 3. Form a two way communication between school and home**
- 4. Talk and listen to the child about school**
- 5. Make sure your child is well rested, well fed and healthy**
- 6. Know your child's grade level requirements and graduation requirements**
- 7. Use the library and other community resources**
- 8. Support family learning through everyday activities**
- 9. Form relationships with the school and teachers and attend school functions**
- 10. Set aside daily family time**
- 11. Support your child's school by notifying the school of your willingness to volunteer**
- 12. Set limits on behavior and discipline patiently**
- 13. Say, "I love you" and "yes" as much as you say, "don't" and "no"**
- 14. Meet your child's friends and get to know their parents**

TRANSPORTATION POLICIES

Many of the students who attend Walnut Ridge School are transported to and from school by bus. Therefore, it is important that students and parents be safety conscious by seeing to it that all rules of safety and good conduct are observed.

1. Children will be instructed concerning proper behavior as bus riders. It is unsafe to drive a school bus while children are misbehaving. Therefore, we insist on strict observances of the rules of behavior. The bus drivers have the same authority over the children while they are on the bus as the teacher has over them while they are in school- -with the exception of corporal punishment.
2. Parents should see that their children observe rules of good behavior and courtesy. This will make for a much more pleasant and safe trip for all the children.
3. School buses will not run when the weather makes it dangerous. On doubtful mornings, the local radio station will announce the decision as early as possible. It is impossible many times to predict the road conditions in advance, so the decision on bus operation may have to be made shortly before the regular bus departure time.
4. All kindergarten bus students will be required to ride the bus in the afternoon unless a WRITTEN NOTE or TELEPHONE CALL indicates otherwise.



PARENTS: IMPORTANT BUS SAFETY ALERT
Help us protect your children as they travel to and
from school

Certain types of children's clothing can create a hazard as your child gets off the school bus. Especially dangerous are: Long, dangling jacket or sweatshirt drawstrings - Long backpack straps
-Long scarves or other loose clothing

Such clothing can be caught in the bus handrail, door, or other equipment as the child gets off the bus. In recent years, a number of children across the U.S. have had their clothing caught as they exited the bus. Several of these children were dragged by the bus and then killed when the bus ran over them.

Please take the time to check your children's clothing to make sure it is safe. Also, please talk with your child about the following safety rules: Stay away from the Danger Zones around the bus.

Don't try to pick up something dropped near the bus— the bus driver might not see you.

Remember that other motorists don't always stop for a stopped school bus-use extreme caution whenever getting on or off the bus.

**SCHOOL BUS SAFETY IS A TEAM EFFORT-NOTHING IS
MORE PRECIOUS THAT A CHILD'S LIFE.
WALNUT RIDGE ELEMENTARY SCHOOL**



Child Restraint Law

The Arkansas Child Passenger Protection Law states the all children must be restrained in an appropriate child safety seat until the age of six, or until the child weighs 60 pounds.

The following are guidelines for restraint designs according to a child's age and/or weight.

*A rear-facing infant carrier or rear-facing convertible seat should be used until the child is at least 12 months old and weighs 20 pounds.

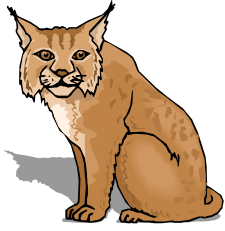
*Children over one year of age and weighing between 20 and 40 pounds should use a forward-facing seat with a harness. Use of this type of restraint should be continued until the child weighs approximately 40 pounds.

*Children who weigh between 40 and 80 pounds should ride in booster seats. Use should continue until the child fits into the adult lap and shoulder seatbelt (at approximately 80 pounds with a height of four foot, 10 inches).

*Children over six years of age and weighing more that 60 pounds must ride in a seat belt until age 15. The backseat is the safest place to ride for all children under the of 13.

*For all seats, remember to carefully read the child safety owner's manual as well as the vehicle owner's manual.

*For more information on car seat restraints, or to learn how to properly install your child's car seat, call the Community Outreach department at Arkansas Children's Hospital, 501-320-KIDS.



CHILD CARE PROGRAMS

The Walnut Ridge School District recognizes the needs of our parents in regards to the flexible hours they work and the fact that often these hours do not match the regular work day. Therefore, a licensed Before and After School child care program and June- July summer program are made available to meet the needs of parents who wish their child be in a safe and nurturing environment during the hours they are not with their parents. The school year program opens and 6:00a.m. and closes at 6:00p.m. The summer program opens at 6:00 a.m. and closes at 6:00p.m. Both are “Quality” rated by the Department of Human Services.

Paw Patch Before & After School Child Care is open on all days that school is in session, unless otherwise noted. Eligible children must be enrolled in the Walnut Ridge School District’s Kindergarten through 6th grade. Fees are based on the number of children in a family and the hours they attend. Children may attend either before school, after school, or a combination of both. They may be enrolled as full time, part time, and full time for one hour after, or drop in. After school children are provided a snack at no additional charge.

The opening day for Vacation Station Summer Child Care depends on the school year’s date. It closes for the summer on or near the last Friday in July. Any child, regardless of where they go to school, who has had their 5th birthday and are enrolled in kindergarten through the 6th grade for the next year may participate. During the summer, children are provided an afternoon snack as well as lunch and breakfast at no additional charge. They also participate in activities such as the County Library’s summer reading program, swimming at the city pool, and various field trips.

A special enrollment form to participate in the child care programs must be completed each fall and summer.

Paw Patch

Child Care
at
Walnut Ridge Elementary School

Kindergarten Through 6th Grade
(Ages 5-12)

Before School

Hours:
6:00 am - 7:30 am



After School

Hours:
3:15 pm - 6:00 pm

After school snack provided



Heather Dickson-Director
1-870-819-0431
heather.dickson@bobcats.k12.ar.us

Vacation Station



Ages 5-12

6 a.m. to 6 p.m.

**JOIN OUR TEAM DURING
JUNE AND JULY
SUPER FUN AND ACTION
PACKED GOOD TIMES!**

ACTIVITIES

SWIMMING, COMPUTER LAB,

LIBRARY,

FIELD TRIPS, MOVIES, ETC.

For more information contact

Heather Dickson-Director

1-870-819-0431

heather.dickson@bobcats.k12.ar.us



Walnut Ridge Parent Center

Providing parents with materials and services to improve children's academic achievement.

***ABOUT THE PARENT CENTER...**

We are here to help parents by providing a variety of materials for your use when helping your children with school work. We can also help you design specialized materials to help meet your child's specific educational needs.

Parenting materials are also available to check out that cover a variety of topics. Some topics, just to name a few, include ADD/ADHD, homework, discipline, behavior, listening, drug and alcohol prevention, and how to encourage a child to read.

***COST...**

All materials are **FREE** for your use!!!

***VOLUNTEERS...**

Volunteers are also welcome and needed. If you have a willingness to help we could use you on our team!

Materials:

- PARENTING BOOKS
- PAMPHLETS
- VIDEOS
- LEARNING GAMES
- FLASH CARDS
- SCIENCE KITS
- GEO BLOCKS
- LEAPSTER LEAP FROG SYSTEM
- GEO SAFARI
- MUCH, MUCH, MORE

Equipment Available:

- COPY MACHINE
- LAMINATOR
- CUTTING/TRIMMING BOARD
- ELLISON LETTER CUTTING SYSTEM

Activities in the Parent Center:

- Parenting Classes
- Newsletter Production
- Volunteering
- Collecting Box Tops, Best Choice UPC Codes, Tyson Project A+ Labels, and Ink Cartridges

LOCATION:

The Parent Center is the middle yellow building between the Middle School and the W.R. Community Center.

HOURS:

We are open throughout the school day. Extended hours available by appointment.

Lindsey Romine, Coordinator
Dyan Heard, Facilitator



Curriculum Information



**Walnut Ridge Elementary
Kindergarten
2019 — 2020**

Name: _____

Teacher: Mrs. Ginger Atkinson

Principal: Ms. Lee Ann Cheadle

1st Quarter

Behavior Habits

_____ Classroom Behavior

_____ Work Habits

_____ Shows Respect

_____ Practices Responsibility

_____ Playground Behavior

_____ Listens and Follows Directions

Grading Code:

S—Satisfactory

N - Needs improvement

U - Unsatisfactory

_____ Days Absent

Literacy

_____ Recognize rhyming words

_____ Produce rhyming words

_____ Count syllables in words

Grading Code:

+ meets mastery

✓ progressing

- not yet progressing

Lower Case Letter Recognition

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Upper Case Letter Recognition

A B C D E F G H I J K L

M N O P Q R S T U V W

X Y Z

Letter Sound Recognition

A B C D E F G H I J K L

M N O P Q R S T U V W

X Y Z

Math

_____ Unit Grade

_____ Write numbers 0-10

_____ Count objects in a set

_____ Count orally 0 - 25

Number Recognition

0 1 2 3 4 5 6 7 8 9 10

Writing

_____ Draw picture

_____ Orally tell a story about
the picture

_____ Understand that the
picture carries meaning

_____ Write name with correct
letter formation



Dear Family,

The year ahead promises to be an exciting one—and a very important one for your child. This is the year your child will begin to learn to read. Learning to read is hard work, but it will be fun too, because your child will be using a highly motivating program called Superkids. As the year progresses, you will often hear about the delightful characters in this program.

Look through the books with your child when they come home and you will see the carefully sequenced development of reading, writing, and spelling skills. Superkids is a thorough, systematic phonics-based program. It looks like no other program, and it works like no other! The solid phonics foundation it provides assures that children become independent and confident readers, writers, and spellers. While progress might seem slow at first, you will be amazed at the words and sentences your child will be able to read and write by the end of the year. Most important, your child will not simply be memorizing words or guessing at them by looking at the pictures; he or she will be truly, reliably, and independently reading paragraphs and stories.

Throughout the program, children will read stories about their friends, the Superkids. They will also be exposed to informational texts through Super Smart Informational Digital Read-Alouds, which use interactive features to help children learn about science, social studies, and arts concepts, build vocabulary, and become familiar with how information is presented in print and multimedia.

But the learning doesn't take place just in the classroom. The Superkids program also includes a parent web portal, which contains information about what your child will learn during the year, tips for helping your child practice skills learned in class, and activities to do at home.

Superkids is a time-tested program that has taught thousands of children to read and write. It is based on solid scientific research and aligns to the Common Core State Standards, a set of national learning expectations that most states support. Not only is Superkids effective, it's a program that makes learning to read fun! Isn't that what all of us want for our own super kids?

Sincerely,

Pleasant T. Rowland
Author of the Superkids Reading Program
Founder of Rowland Reading Foundation

P.S. If you have any questions about your child's progress throughout the year, please don't hesitate to visit with me about it.

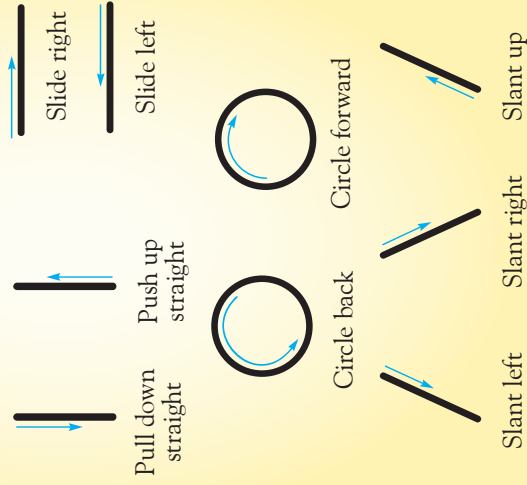
Teacher

SUPERKIDS® LETTER FORMATION GUIDE

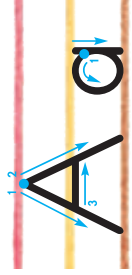
Ice Cream Lines in Student Books, on Student and Teacher White Boards, and on Ice Cream Paper provide a fun way to help children distinguish between top, middle, and bottom during handwriting instruction and practice. The top line is the strawberry line, the middle is the vanilla line, and the bottom is the chocolate line. See the Letters section of the *Superkids Skill-Building Book* for tips and activities to help children develop good handwriting skills.

Handwriting Basic Strokes

All manuscript letters are composed of combinations of four basic lines, or strokes—vertical, horizontal, circle, and diagonal. Familiarize yourself with the stroke names and descriptions so you can provide children with clear, consistent language when teaching them to write the letters of the alphabet.

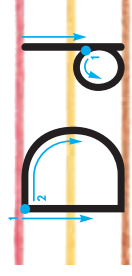


Uppercase and Lowercase Letters



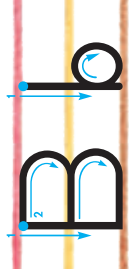
Uppercase A—Touch the strawberry line; **slant left** to the chocolate line. **Lift.** Touch the strawberry line; **slant right** to the chocolate line. **Lift.** Touch the vanilla line; **slide right.**

Lowercase a—Touch below the vanilla line; **circle back** all the way around. **Push up straight** to the vanilla line. **Pull down straight** to the chocolate line.



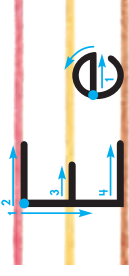
Uppercase D—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the strawberry line; **slide right**; **curve forward** to the chocolate line; **slide left.**

Lowercase d—Touch below the vanilla line; **circle back** all the way around. **Push up straight** to the strawberry line. **Pull down straight** to the chocolate line.



Uppercase B—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the strawberry line; **slide right**; **curve forward** to the vanilla line; **slide left.** **Slide left.**

Lowercase b—Touch the strawberry line; **pull down straight** to the chocolate line. **Push up**; **circle forward** all the way around.



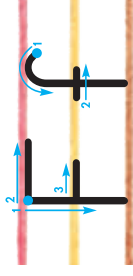
Uppercase E—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the strawberry line; **slide right.** **Lift.** Touch the vanilla line; **slide right.** Stop short. **Lift.** Touch the chocolate line; **slide right.**

Lowercase e—Touch halfway between the vanilla line and chocolate line; **slide right**; **circle back**, ending above the chocolate line.



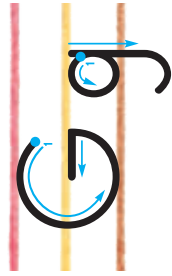
Uppercase C—Touch below the strawberry line; **circle back**, ending above the chocolate line.

Lowercase c—Touch below the vanilla line; **circle back**, ending above the chocolate line.



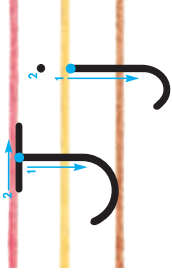
Uppercase F—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the strawberry line; **slide right.** **Lift.** Touch the vanilla line; **slide right.** Stop short.

Lowercase f—Touch below the strawberry line; **curve back**; **pull down straight** to the chocolate line. **Lift.** Touch the vanilla line; **slide right.**



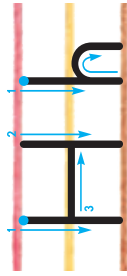
Uppercase G—Touch below the strawberry line; **circle back**, ending at the vanilla line. **Slide left**.

Lowercase g—Touch below the vanilla line; **circle back** all the way around. **Push up straight** to the vanilla line. **Pull down straight** past the chocolate line; **curve back**.



Uppercase J—Touch the strawberry line; **pull down straight**; **curve back**. **Lift**. Touch the strawberry line; **slide right**.

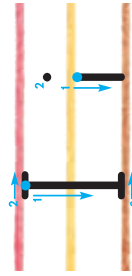
Lowercase j—Touch the vanilla line; **pull down straight** past the chocolate line; **curve back**. **Lift**. **Dot**.



Uppercase H—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift**.

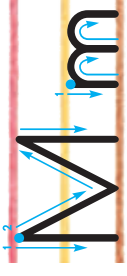
Move to the right and touch the strawberry line; **pull down straight** to the chocolate line. **Lift**. Move to the left and touch the vanilla line; **slide right**.

Lowercase h—Touch the strawberry line; **pull down straight** to the chocolate line. **Push up**; **curve forward**; **pull down straight** to the chocolate line.



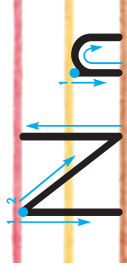
Uppercase I—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift**.

Touch the strawberry line; **slide right**. **Lift**. Touch the chocolate line; **slide right**. **Lowercase i**—Touch the vanilla line; **pull down straight** to the chocolate line. **Lift**. **Dot**.



Uppercase M—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift**. Touch the strawberry line; **slant right** to the chocolate line. **Slant up** to the strawberry line. **Pull down straight** to the chocolate line.

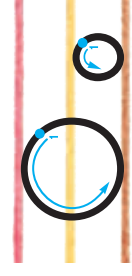
Lowercase m—Touch the vanilla line; **pull down straight** to the chocolate line. **Push up**; **curve forward**; **pull down straight** to the chocolate line. **Push up**; **curve forward**; **pull down straight** to the chocolate line.



Uppercase N—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift**.

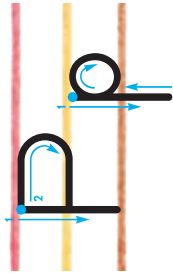
Touch the strawberry line; **slant right** to the chocolate line. **Push up straight** to the strawberry line.

Lowercase n—Touch the vanilla line; **pull down straight** to the chocolate line. **Push up**; **curve forward**; **pull down straight** to the chocolate line.



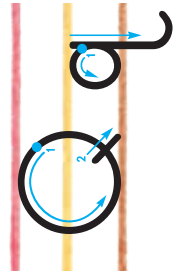
Uppercase O—Touch below the strawberry line; **circle back** all the way around.

Lowercase o—Touch below the vanilla line; **circle back** all the way around.



Uppercase P—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the strawberry line; **slide right**; **curve forward** to the vanilla line; **slide left.**

Lowercase p—Touch the vanilla line; **pull down straight** past the chocolate line. **Push up**; **circle forward** all the way around.



Uppercase Q—Touch below the strawberry line; **circle back** all the way around. **Lift.** **Slant right** to the chocolate line.

Lowercase q—Touch below the vanilla line; **circle back** all the way around. **Push up straight** to the vanilla line. **Pull down straight** through the chocolate line; **curve forward.**



Uppercase R—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.**

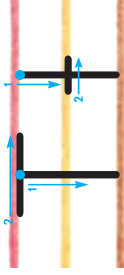
Touch the strawberry line; **slide right**; **curve forward** to the vanilla line; **slide left.** **Slant right** to the chocolate line.

Lowercase r—Touch the vanilla line; **pull down straight** to the chocolate line. **Push up**; **curve forward.**



Uppercase S—Touch below the strawberry line; **curve back**; **curve forward**, ending above the chocolate line.

Lowercase s—Touch below the vanilla line; **curve back**; **curve forward**, ending above the chocolate line.



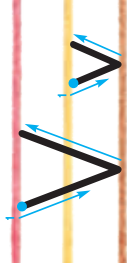
Uppercase T—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the strawberry line; **slide right.**

Lowercase t—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the vanilla line; **slide right.**



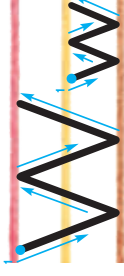
Uppercase U—Touch the strawberry line; **pull down straight**; **curve forward**; **push up** to the strawberry line.

Lowercase u—Touch the vanilla line; **pull down straight**; **curve forward**; **push up** to the vanilla line. **Pull down straight** to the chocolate line.



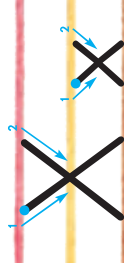
Uppercase V—Touch the strawberry line; **slant right** to the chocolate line. **Slant up** to the strawberry line.

Lowercase v—Touch the vanilla line; **slant right** to the chocolate line. **Slant up** to the vanilla line.



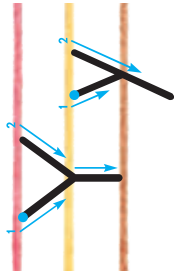
Uppercase W—Touch the strawberry line; **slant right** to the chocolate line. **Slant up** to the strawberry line. **Slant right** to the chocolate line. **Slant up** to the strawberry line.

Lowercase w—Touch the vanilla line; **slant right** to the chocolate line. **Slant up** to the vanilla line. **Slant right** to the chocolate line. **Slant up** to the vanilla line.



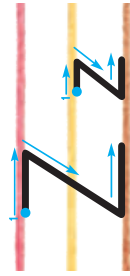
Uppercase X—Touch the strawberry line; **slant right** to the chocolate line. **Lift.** Move to the right and touch the strawberry line; **slant left** to the chocolate line.

Lowercase x—Touch the vanilla line; **slant right** to the chocolate line. **Lift.** Move to the right and touch the vanilla line; **slant left** to the chocolate line.



Uppercase Y—Touch the strawberry line; **slant right** to the vanilla line. **Lift.** Move to the right and touch the strawberry line; **slant left** to the vanilla line. **Pull down straight** to the chocolate line.

Lowercase y—Touch the vanilla line; **slant right** to the chocolate line. **Lift.** Move to the right and touch the vanilla line; **slant left** past the chocolate line.

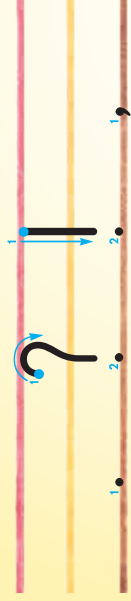


Uppercase Z—Touch the strawberry line; **slide right.** **Slant left** to the chocolate line. **Slide right.**

Lowercase z—Touch the vanilla line; **slide right.** **Slant left** to the chocolate line. **Slide right.**

Punctuation Marks

You can use the following descriptions to support children who might benefit from explicit instruction in forming punctuation marks.



Question Mark—Touch below the strawberry line; **curve forward** to the vanilla line; **pull down straight**, ending above the chocolate line. **Lift.** Dot on the chocolate line.

Exclamation Mark—Touch the strawberry line; **pull down straight**, ending above the chocolate line. **Lift.** Dot on the chocolate line.

Comma—Dot on the chocolate line; **curve forward.**



Apostrophe—Dot on the strawberry line; **curve forward.**

Quotation Marks

Opening—Dot on the strawberry line; **curve back.** **Lift.** Dot on the strawberry line; **curve back.**

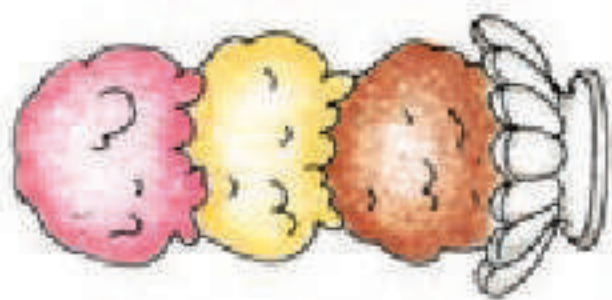
Closing—Dot on the strawberry line; **curve forward.** **Lift.** Dot on the strawberry line; **curve forward.**

ZB Zaner-Bloser

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Handwriting practice lines consisting of 12 sets of three horizontal lines (top, middle, bottom) in red, yellow, and brown colors, arranged vertically on the page.

Kindergarten

Behavior Expectations

These are the learning time rules that we use each day to help practice self control:

- **Eyes are watching**
- **Ears are listening**
 - **Hands in lap**
 - **Sit on pockets**
- **Cross-cross applesauce**
 - **Lips are closed**
- **Raise your hand when you want to talk**

