

Preparing for



2023-2024

Newmarket Elementary School

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WELCOME

On behalf of the kindergarten teachers and our entire staff, we welcome you to Newmarket Elementary School. We are excited to have you and your child join our learning community. Starting Kindergarten is a very important and exciting time in your child's life and your life. We want you to know we will do everything we can to make your child's transition to kindergarten the best possible.

This book has been designed to help you understand all the things your child might learn to help make their first year at the "Big School" more comfortable. You have a long time to look at this booklet and play with your child, so keep it handy and try the suggestions. You are receiving this booklet early because you and your child are **GOING TO KINDERGARTEN!** Your kindergarten teacher is excited to meet you and welcome you into their classroom. We will see you in August.

MISSION STATEMENT

The Newmarket School District is committed to the highest standards of quality education. We ensure a safe and successful learning community. We embrace diversity and respond to every child's social, emotional, intellectual, and physical needs. We strive to work with the broader community to ensure that students develop lifelong skills enabling them to be contributing and productive members of society.

NEWMARKET ELEMENTARY SCHOOL PHILOSOPHY

Our mission at Newmarket Elementary School is to enable ALL students to achieve their full potential. We foster respect, responsibility, and teamwork. We strive to develop a love for lifelong learning in our students in an ever-changing world.



School Policies and Procedures

Admissions:

Kindergarten students must be five years of age on or before September 30th of the year they enter kindergarten. Students in this year's (2023-2024) kindergarten class will have birthdates between 10/1/2017 and 9/30/2018. Students will be assigned to a classroom in August after individual assessments are completed.

School Buses:

Students will ride to school on buses with all other elementary school students. No student will be allowed to ride a bus if he or she is not officially assigned to that bus. Students may not ride home on a bus with a friend or relative if it is not the student's assigned bus. School Board Policy states that students eligible to ride the bus will be transported to and from the same location throughout the school year. If a student boards the bus in the morning at their place of residence, that will be the only place the student will be dropped off in the afternoon. A parent must greet their child at the bus stop or the child will be driven back to school. Students will not be allowed to ride a different bus or route in the afternoon than they ride in the morning.

Bus routes are posted on the school website in mid to late August. Problems with routes may be brought to the attention of the principal.

Parent Riders:

Kindergarten students may be dropped off between 8:20 am and 8:35 am. **Our school day will begin promptly at 8:35 am.** Children should be dropped off at the back door entrance. The procedure for morning drop-off is on the next page. Parents must stay in their vehicles and the school staff members will greet your child at your car and see that they are safely escorted into the school.

Morning Drop off and Afternoon Pick up

Morning Drop-Off:

- 1) Enter the rear access road from South Main Street.
- 2) Maintain a single line unless directed to pull forward by a staff member.
- 3) Proceed to the sidewalk all the way down to the orange cone. Please pull up to where staff members are on duty.
- 4) All children should exit your car from the passenger side of the car directly onto the sidewalk.
- 5) Follow the road to the exit out onto Durrell Drive.
- 6) **Our door locks at 8:35 am.** (If you come after 8:35 am you will need to park in the front parking lot and bring your child to the front door.)
- 7) Drop-off time is only between **8:20 am and 8:35 am.**
- 8) **Do not drop off your child if there is not a staff member standing outside.**

Afternoon Pick-Up:

Please clearly write your child's full name on an 8.5 x 11 piece of paper

- 1) Enter the rear access road from South Main Street.
- 2) Maintain a single line unless directed to pull forward by a staff member.
- 3) Proceed to the sidewalk all the way down to the orange cone. Please pull up to where staff members are on duty.
- 4) Place your child's full name on the passenger side of your front dash.
- 5) **Do not exit your car. We will have your child come to you.**
- 6) Follow the road to the exit out onto Durrell Drive.
- 7) Parent riders are dismissed starting at **2:50 pm and are done approx. 3:05 pm**

Students cannot be released to anyone other than parents/guardians unless the parents/guardians give explicit written permission to the teacher and front office.

Telephone:

Parents should not request that messages be delivered to students during the school day except in case of an emergency. Plans for after-school activities should be arranged by parents and children in advance. Children will not be summoned from class to the telephone except in extreme emergencies.



Volunteers:

Each year we have approximately 200 parent volunteers working in our school. These volunteers work in classrooms, drive on field trips, do clerical duties, and contribute many other areas of expertise to our school. We encourage parents to contact their child's teacher if they are interested in donating some time and energy to our school. School District policy IJOC details a formal approval process, including background checks and fingerprinting for all volunteers before the start of volunteering. All volunteer forms are processed through the SAU department.

Communication:

Please feel free to speak with your child's teacher, kindergarten "specialists" and the administration should you have any questions or concerns regarding your child's program. Typically, a parent should speak with the child's classroom teacher as a first step. If necessary, the teacher can direct the parent to other individuals who may be of assistance in solving any problems. We look forward to working with every parent as part of the team working for all children in our kindergarten program. We not only hope for this, but we also depend on your communications with us to act in the best interests of our students. We can best support you and your student when open lines of communication are established. Please do not hesitate to contact us with questions, compliments, and concerns.

Paying for Lunch:

My School Bucks is our online payment service and provides a quick and easy way to add money to your child's lunch account by using a credit card or debit card.

Enrollment is easy!

- 1- Go to www.MyschoolBucks.com and register for a free account.
- 2- You will receive a confirmation email with a link to activate your account.
- 3- Add your students by using their school's name and student's date of birth.

Breakfast and Lunch Prices for 2023-2024:

Breakfast costs \$1.75

Lunch costs \$3.25

To determine eligibility for Free or Reduced meals, refer to the [Free and Reduced Income Guidelines](#).

Going to Kindergarten

Soon your child will begin Kindergarten - an exciting and new place for both of you. While many parents feel sad that their child is growing up and leaving home, Kindergarten is an opportunity for your child to learn and mature. Start now to work and play with your child to make sure they have some preparation for what is to come. Having a few skills for school helps your child understand what teachers and others are talking about and what is expected of them in the classroom. Information can help make the move from home or childcare to school smoother and more fun.

Parental Involvement

What does "Parent Involvement" mean? We feel it is "a meaningful, ongoing, two-way conversation between parents and schools." Parent involvement means that you care about your child's education and find ways to let them, and the school know that you care. When families send a positive message to their children about the importance of education, children have more success in school. Research has proven that students with involved parents are more likely to earn higher grades and test scores, be promoted, adjust well to school, attend regularly, and graduate. So, talk with your child's teacher early in the year and often throughout the year. Tell the teacher what you know about your child and ask for more ways to help your child at home. Have good conversations with your child about school. Ask them to "tell me something good about your day at school."

Tell your child that education is important and that you want them to grow up to be a successful person who does their best in school.

HUG AND KISS YOUR CHILD EVERY DAY. SHOW AND TELL THEM "I LOVE YOU" AND THAT THEY ARE A GREAT KID.

Tips for Reading

- Telling stories is a wonderful way to give children imagination. Share stories from your childhood, stories about your culture or your family, stories about when you and they were babies. Kids love it!
- You can read a story to your child by looking at the pictures and making up stories from what you see. Together you and your child can talk about the pictures.
- Ask questions. Ask your child to find objects in the pictures. Ask what they think is happening from what they see in the pictures.
- Ask your child to tell a story – help them with the story. While looking at books, ask what they think will happen next.
- Ask your child to think about “why” something is happening. This will use their thinking or logic skills.
- Make sure your child sees **you** reading. Keep books, newspapers, and magazines out so your child can see that reading is important to the family.
- Read together **every day** for 15 minutes or more – or at least at bedtime.
- Listen to stories on tape. (Available at your library)
- Recite nursery rhymes and make up silly rhymes.
- Talk about and/or cut out things you see in magazines and newspapers and glue them onto blank sheets to make a book of favorite things.
- Sit or kneel on the floor at child level to talk & play.
- Write a letter together to someone you love.
- Sing songs and play music in your home and car.
- Find good websites to play and read together.
- Color and draw. Play word games and board games.
- Cook together and talk about how to cook – measure, stir, bake, pour.
- Work with your child’s teacher to help your child succeed.
- Make shopping lists and read food labels at the grocery store.

- Pay attention to your child's homework, in Kindergarten, this usually refers to papers that need to be read, signed and returned.
- Check your child's school bag daily for notes from the school.
- Attend parent/teacher conferences and school events.
- Fill out school forms and return them on time.
- Join groups, attend workshops, and look for services that support your parenting.
- Offer to help at the school. Many volunteer jobs can be done at home.
- Do not leave it up to others to decide your child's school life – you have a voice.
- Take your child to the library.
- Read road signs and point out things as you drive.
- Visit your community events, cultural fairs, museums, ballgames, fire stations, and parks.

Around the age of four, your child will begin to understand what is "real" and what is "pretend". For example, cartoons are not "real"; they are pictures that have been made to walk and talk. Actors in a movie are "real" people, but they are pretending as they act out a story. By the time your child enters school, the differences between real and make-believe should be mostly clear in their mind. You can help your child with this concept by watching television with them and pointing out what is real and what is not. When reading books or magazines, point out pictures and talk about the differences between photographs and drawings. Ask your child to name the pictures and say whether they are "real" or "pretend".

The average 5-year-old laughs 400 times a day while the average adult laughs just 15 times a day! Surprised? That is why it is important to learn through play and fun. Enjoy being with your child while they learn!



Make the Big Day a Happy One!!

The first day at the "big school" can seem frightening to even the most confident child. Here are some ways you can help make that first day a happy one:

1. Be positive. Tell your child that education is important and that you are happy that they are going to school to learn so many new things, meet new friends, and have fun.
2. Discuss your child's concerns about school. If they have fears, help them know that everything will be okay because their teacher and family care about them and will help.
3. Make sure your child knows that you, their room, their favorite toys, and friends will be waiting for them at the end of the school day.
4. You can visit the school and classroom before the school year starts. Your child's teacher will be sending a welcoming letter in August to let you know when a special open house is being held for you and your child.
5. Children sometimes worry about using the bathroom at school. Let your child know that there will be a bathroom nearby and that they can use it when they need to. Each classroom has its own bathroom!
6. The week before school starts, practice going to bed on time. Put your child to bed earlier to get them up in time for school. Most children need 8-10 hours of sleep. Have a regular bedtime. 7:30/8:00 PM is good for most young children.
7. Make sure your child knows how they are getting to school and most importantly how they are getting home. Let them know that their teacher will help them get home.
8. Children do their best when they come to school healthy and well-rested. Your child needs to bring a healthy snack each day to school.
9. Limit television – playing and getting exercise is much better for them.
10. Keep your child healthy – lots of sleep, exercise, and healthy food.

Academics/Curriculum

Presently in the Newmarket Elementary School Kindergarten program, the foundation for teaching Math is the ***Bridges in Mathematics*** program, which is supplemented by other materials.

The foundation for teaching reading and literacy is the ***Superkids Reading*** program. Science is taught through hands-on experiments and is taught thematically.

Superkids Reading program website: <http://www.superkidsreading.com/>

Bridges in Mathematics program website:
<https://www.mathlearningcenter.org/curriculum/bridges>

Unified Arts Classes:

Kindergarten students will also be participating in Unified Arts classes also known to students as “Special” which consist of Art, Computer, Library, Music, and Physical Education. Grades will be based on participation and respect. Paraeducators will attend each special with the students.



Homework:

Kindergarten students may have one or two homework assignments per week requiring five to fifteen minutes. These are often assignments where parents may assist.

Academic Calendar and Progress Reports:

NES operates on a trimester schedule. Progress reports are issued three times a year via our online portal, Infinite Campus. To sign up for Infinite Campus send an email to: IC@newmarket.k12.nh.us or call the IT Office at (603) 659-3271.



SOCIAL/EMOTIONAL READINESS AND SELF-HELP SKILLS

When children are ready for school, they will understand all about school and why they are going there. They are happy to be going to school and curious about learning new things and making new friends. Children come to school with different skill levels. Your child will learn the following skills while attending kindergarten.

Your child will know how to:

- Wait their turn.
- Be away from their family without being too sad.
- Follow the teacher's directions and do what is asked.
- Understand that others have feelings and rights.
- Know how to follow rules.
- Share items, work on projects with other children, and be helpful.
- Ask for help when they need it.
- Sit quietly for 15 to 20 minutes.
- Use words to settle disagreements.
- Eat snacks and lunch neatly, using a fork and spoon.
- Finish one activity, clean it up, and put it away before beginning another.
- Put on and take off jackets, mittens, shoes, and hats.
- Hang up your coat and hat on a hook.
- Open juice boxes and clean up snack wrappings.
- Go to the toilet, flush, wash hands, and manage clothes.
- Continue to work on an activity for a short time even when she/he gets bored, when it gets hard, or when it takes a while to finish.
- Use their manners: say, " Please, thank you, excuse me, I'm sorry, can I play with you?"

MOTOR SKILLS

Children have two different kinds of motor or movement skills. One is called gross motor or large muscle movements. These movements include running, jumping, climbing; activities that use arms and legs. The other is called fine motor or small muscle movements. These movements include writing, putting small objects into an opening, stacking blocks, turning pages, and other activities that use fingers and wrists.

Look for and practice these skills:

- Walk, run without falling often, and jump, using both feet.
- Balance on one foot for a few seconds.
- Hop on one foot one or two times.
- Walk up and down stairs using one foot on each step.
- Walk backward in a straight line without looking.
- Toss and catch a large ball.
- Carry a tray with something on it.
- Stir things in a small bowl or jar – no spills.
- Stack more than 5 blocks on top of each other.
- Use a fork and a spoon.
- Hold a pencil with thumb and fingers – not fist.
- Open a screw top jar.
- Turn the water on and off.
- Lace a punched card or thread beads.
- Cut with scissors.
- Button, zip, Velcro, and snap clothes.
- Pick up tiny items – beans, Cheerios, raisins, sand.
- Pour from a container into a cup or bowl.
- Climb, swing, ride a trike or bike, kick a ball.

SENSORY USE

Children use their whole body - eyes, nose, ears, fingers, and mouth to learn new things. These are our 'senses' and they allow us to know if things are alike or different. Reading, science, and mathematics are based on these skills. Children entering kindergarten should be able to know same and differences in:

- ✓ Size - (i.e., smaller, and larger)
- ✓ Colors - (i.e., red, and green)
- ✓ Shapes - (i.e., square and round)
- ✓ Touch - (i.e., soft, and hard)
- ✓ Sounds - (i.e., loud, and quiet)
- ✓ Smells or odors - (i.e., sweet, and stinky)
- ✓ Tastes of foods - (i.e., sweet, and sour)

LANGUAGE

Kindergarten children are developing clear speech and using words in a way that will help teachers and others understand what they need. Many common speech concerns are developmentally appropriate for kindergarteners. However, if you are concerned about your child's speech, our school can assist with speech problems. They should have enough words in their vocabulary so that they understand what the teacher, bus driver, cafeteria workers, friends, and others are saying to them. If English is not your child's first language, they may get extra help from ESOL.

Dressing for Kindergarten

**Please label ALL belongings (including shoes)
with your child's name.**



Indoor Clothing:

In Kindergarten, students use a variety of potentially “messy” materials (such as glue, paints, glitter, etc.) and become involved in active play indoors and outdoors at recess. For these reasons, we ask that students wear casual and comfortable clothing to school that can be easily laundered and is suitable for running and climbing. We recommend casual shoes such as sneakers. We strongly discourage sandals, clogs, or party shoes for daily kindergarten attendance (unless there is a special school occasion).

Outdoor Clothing:

Students in Kindergarten play outdoors at recess every day, weather permitting. While August and June are typically warm months, October through May bring a variety of weather and playground conditions which calls for a variety of outdoor clothing. We ask that parents stay aware of weather conditions and dress their children so that they are appropriately prepared for outdoor play. School policy is unless it is below 18 degrees or we have extreme wind chill, we will go outside. Below is a list of typical requirements to keep your youngster comfortable while playing outside:

<u><i>Fall months:</i></u>	Lightweight or warm jacket as temperatures decrease. Mittens and hats as temperatures get colder.
<u><i>Winter months:</i></u>	Snow pants, warm winter coat, boots, hats, and mittens and sneakers for indoor classroom wear.
<u><i>Spring months:</i></u>	Boots(mud!) and any of the above depending on the weather for the day.

Kindergarten Questions and Answers

Q: My child has been going to nursery school or Head Start. Do I still have to be involved in preparing them for school?

A: Nursery schools and other out-of-the-house programs can be wonderful preparation for kindergarten, but teachers cannot and should not be expected to do it all. Your involvement in your child's education both before kindergarten and all through the school years is the single most important factor in his school's success. No matter how much time your child is in childcare or preschool, **YOU** still have the most influence on their life. Many things which make a child ready for kindergarten are best learned from parents, such as your child's interest in the world around them, knowing right from wrong, their ideas about themselves and others, their ability to communicate, and their attitude toward school, teachers, and learning. When you become involved in your child's education, you show your child that education is important to you. This is something they cannot learn from anyone else.

Q: Parents hear a lot about "readiness," but what does it really mean? How do I know if my child is "ready?" How does anyone know?

A: Being "ready" for kindergarten means, quite simply, that your child is able to learn what will be taught in kindergarten. They will be able to pay attention and function comfortably with their teachers and other children in the classroom. Since learning builds on learning, a child needs to have the skills, information, and attitudes that can make this possible. They should be able to get along with others and be part of a group. This helps make their school time as fine as it can be. However, children develop in their own time at their own rate, so do not expect perfection. They bloom when they are ready. Sometimes parents think readiness means academics. But the skills that define readiness are far broader than knowing letters, shapes, and how to count. To be ready for kindergarten, a child needs to have a positive attitude toward starting school, some understanding of why they are there, and be receptive to learning new things and making new friends. The best way to learn what will be expected of your child is to contact the school your child will attend and speak with their teacher. Arrange for your child to visit the school before kindergarten begins.

Q: How will my child get to lunch and pay for lunch?

A: At lunchtime, students are escorted to the cafeteria by paraeducators. Paraeducators stay with the students for the duration of their lunch and help them with purchasing their lunch/milk. To pay for lunch students will need to tell the cashier their name. The money is deducted from their My SchoolBucks account. You can find our monthly lunch menu on our website.

Almost 50 Ways to Learn Letters **Without Holding a Pencil**

All letters are formed starting at the top!

1. Use magnetic letters to sequence and match letters. Build simple words.
2. Use felt letters or alphabet cards to sequence and match letters.
3. Put plastic letters in a feel bag or box and let children guess what letter they are feeling.
4. Paint letters on an easel.
5. Finger paint letters.



Write letters with your finger in the:

- a. in cornmeal
 - b. in sand
 - c. in the pudding (dry or prepared)
 - d. in foam soap
 - e. in shaving cream
 - f. in birdseed
 - g. in colored sand
6. Glue beans, noodles, cloth, cotton balls, miniature marshmallows, rice, or paper to make mosaics in the shape of letters.
 7. Build letters with Playdough, pretzel, or bread dough.
 8. Use letter stamps to sequence the alphabet or name.
 9. Write letters in the air. Use a dowel with colorful streamers attached.
 10. Water paint letters on the driveway or blackboard.
 11. Make letters with Wikki Stix or pipe cleaners.
 12. Play alphabet bingo.
 13. Play mystery writing: take the child's hand and write a letter with his or her hand while their eyes are closed. Have the child guess what letter was made.
 14. Cut out letters with scissors.
 15. Use Scrabble tiles to match letters and build words or sentences.
 16. Use computer games and programs to reinforce letter recognition such as "Bailey's Book House" by Edmark or "Reader Rabbit" by The Learning Company

Make alphabet cards for matching (visually or by touch) and tracing them with:

- a. colored glue
- b. yarn and glue
- c. dry Jell-O and glue
- d. puff paint
- e. glue and sand, cornmeal, oatmeal, etc.

Note: you can make the tactile alphabet cards by either cutting out alphabet shapes from cardboard and covering it with the tactile media or by “writing” the letter with glue and covering that area with the tactile material.

Write letters on:

- 17. Magna-doodles
- 18. Clay trays (Styrofoam trays with clay spread on them.) Use a popsicle stick to write the letters in the clay.
- 19. Dry-erase boards
- 20. Paper with sandpaper under it.
- 21. Paper with a bumpy board under it.
- 22. Play “go fish” with alphabet cards.
- 23. Fish for letters using a homemade fishing pole with a magnet hanging from a string. Letter cards can have paper clips placed on them.
- 24. Complete an alphabet puzzle of all the letters.
- 25. Make alphabet cards and cut them in half; have the child match them.
- 26. Match upper and lowercase letters.
- 27. Find letters in magazines, books, cereal boxes, and on other household items.
- 28. Hide letters in sand, rice, beans, or birdseed, and have your child find them and identify them by touch.
- 29. Make an ABC book by cutting out pictures that start with a given letter.
- 30. Sponge paint letters.
- 31. Play “I Spy” with letters. For example, I spy with my little eye on the letter “r” hiding on this page.

32. Play Concentration or Memory with letter cards. Place cards face down. Take turns turning over two cards. If they match, they are removed. If they do not match, the cards are turned back over and replaced in the same spot. Use as many or as few matching letter cards as you want.
33. Play "Guess a letter". Give clues about a letter and have your child guess the letter. I am thinking of a letter that is short and comes after "D" in the alphabet.
34. Play "What letter is missing" Sequence alphabet cards from A to Z. Remove one letter and have your child figure out which letter is missing. As your child becomes more confident, remove more letters.
35. Play "That's Not Right". Sequence alphabet cards but misplace several cards. Have your child find the errors and correct them.
36. And when your child is ready to write letters on paper, do it with:
Crayons, markers, chalk, paint, grease pencils, colored pencils, vibrating pens, and
finally a pencil!



Glossary

Accountability

This is the responsibility that teachers, students, and families have to make it possible for learning to take place.

Authentic Assessment

Methods of measuring student achievement or performance that are as close to real-life situations as possible.

Centers

Utilizing small group instruction, normally 2- 5 students, engaged in hands-on learning activities. May include art, writing, math, science, and other learning objectives.

Critical Thinking Skills

Your child's ability to examine the information and use it to solve problems.

Curriculum

A curriculum is an outline or guide that a teacher develops for the materials that will be taught during the year. This is a district-wide learning plan. Teachers can tell you about their curriculum so that you know what your child will be doing in school and how you may help at home.

Differentiated Instruction

Teaching and learning by using listening, seeing, touching, and doing. Teaching in all the different ways children learn.

Inclusion

Grouping children into regular classrooms regardless of skill levels, needs, or differences.

Language Arts

Reading, writing, speaking, and listening skills are used together in teaching and learning.

Literacy Skills

Reading, writing, speaking, listening, and thinking. Understanding what is read and reading at a fluent rate.

Performance Assessment

Your child will use what he has learned by telling, showing, and demonstrating tasks and products.

Reinforcement

Practicing certain skills over and over until the child has learned them.

Rubric

A rubric is one of the ways a teacher measures a student's learning. A rubric may use numbers to measure (4-1 or 5-1) instead of the letters that may be more familiar (A- F) to you. Rubrics outline in step-by-step detail the skills that a student must show to meet a standard. Students can use rubrics to plan their work, check their own work and their classmates' work, and revise their work to make it better before they turn it in.

Sportsmanship

A child's ability to treat others fairly and understand their feelings.

Standards

Standards describe the requirements for each subject your child has at school. They set the level of learning your child must have before entering the next grade.

Parent /Teacher Conference

The conference is a meeting time that is set up between you and the teacher to talk about how your child is doing in school. This is for all students - when they are doing well and when they need more practice.

Thematic Unit

Using one idea (such as 'weather') to teach all subjects.



As We Go Forward

Your kindergartener needs to have certain knowledge before graduating to first grade. Here are a few of the things your child needs to know and will be instructed on during kindergarten.

Reading:

- Identify and say the letters of the alphabet.
- Recognize and sort capital and small letters.
- Identify and spell his or her name.
- Know the sound that each letter makes by itself.
- Know that words written in English are read from left to right and top to bottom.
- Follow writing with a finger, moving from left to right, pointing to separate words
- Identify favorite books and talk about why they are favorites.
- Name and talk about the characters, setting, and events in stories.
- Use pictures in books as a guide to the words and storyline.
- Make connections between books, songs, events, and personal experiences
- Know common “sight words” (I, go, this, look, big, my, me, am, he, her, for)
- Notice and invent rhyming words.
- Identify and sort words based on their sounds (for example cat, mat, shut, share, wish, flashlight)

Writing:

- Understand that people write down their thoughts, feelings, and ideas.
- Discuss ideas and draw pictures to show how to plan writing.
- Write their name with the correct capital and small letters.
- Begin writing from left to right, top to bottom, using legible letters.
- Read writing aloud to others, using a finger to follow the words.
- Write and draw pictures for different reasons, to tell a story, to describe thoughts and feelings, or to use a computer to write.



Speaking and Listening:

- Listen and respond to a range of stories and performances, including puppet shows, plays, musical shows, fantasy stories, non-fiction (true) stories, fiction (made-up) stories, and poetry.
- Retell stories and events in order (beginning, middle, and end) with some details that describe the story more realistically.

40 High-Frequency Words for Kindergarten

I	am	the
little	to	a
have	is	we
my	like	he
for	me	with
she	see	look
they	you	of
are	that	do
one	two	three
four	five	here
go	from	yellow
blue	green	what
said	was	where
come		

Help Me Write My Name

“That’s my name. My name starts with _____. ” Maybe your child is trying to write or even make letters you can recognize. If so, then it is time to start showing your child how to write a few letters. Here is how:

1. Be a good example.
2. Write in all capitals.
3. Start each letter at the top.
4. Teach letters step by step.
5. Write on paper strips with a smiley face in the top left corner.

How can I be a good example?

Hold the crayon correctly. Your child will be watching how you make letters and how you hold the crayon or pencil. Be sure to be a good model. You may need to make a special effort to hold it correctly.

Why should I use all capitals?

Capitals are the first letters to learn. Capitals are the letters children can visually recognize and remember. Capitals are the first letters children can physically write. You may use lowercase if you and your child's teacher think your child is ready.

Does it matter where my child starts?

Yes, it really does. English has one basic rule for both reading and writing: read and write English from the top to bottom, left to right. When you write with your child, always start at the top!

What do I say when I teach the letters?

This is easy. Always say, “I start at the top.” Then describe the part you are making. Say “big” or “little” for size. Say “line” or “curve” for shape, like this: D = “I start at the top. I make a big line. I go back to the top. Now I make a big curve.

What kind of paper should I use?

Just fold a paper in half the long way and then in half again. Cut. That will give you four strips about 2” by 11”. You can adjust the size if your child needs to write bigger. Now put a smiley face in the top left corner of each strip. Use two strips. You write on the top one; your child writes on the bottom one. Make the capital letters as big as the paper.

Health Information for Incoming Kindergarten Students

Welcome to the Newmarket School District. Our health office invites you to partner with the school nurse in order to promote an optimal educational opportunity for your child.

PHYSICAL: A complete physical is **required** within *one* year before entering school. Appointments should be made by the student's parents with the family physician, with results dropped off at the front office or faxed to the school nurse at FAX #603-659-4716.

IMMUNIZATIONS: State Law, RSA 141-C: 20 requires all students in **New Hampshire** to be immunized before enrolling in **school**. Children entering school that have had less than the minimum requirements, will be conditionally enrolled* or excluded until immunizations are submitted, up to date, or have legal documentation for medical or religious exemption.

**A child may be "conditionally" enrolled when the parent or guardian provides:*

1. *Documentation of at least one dose for each required vaccine; **AND***
2. *The appointment date for the next dose of the required vaccine.*

VACCINE NAME	REQUIRED DOSES
DTaP/DPT/DT/Td	5
Hepatitis B	3
Polio (IPV)	4
MMR	2
Varicella*	2

**Documentation of immunity by confirming laboratory tests is acceptable for Measles, Mumps, Rubella, Varicella, and Hepatitis B. Disease or serologic proof of immunity is acceptable.*

EMERGENCY CARDS: Both yellow and white emergency cards must be current. The main office and Nurse must be made aware of any updates so that you or someone else can be notified if your child is sick or injured.

MEDICATION: All medication that a student may need in school must be in its original labeled container, and a medication form must be filled out and signed by the parent/guardian. A doctor's order is necessary for any prescription medication. **ONLY** an adult may transport medication to and from school.

HEALTH CONCERNS: If your child has healthcare needs that require special assistance during school hours or you have any significant concerns about your child's health or development, our School Nurse is available for consultation. If they are sick, please review the school district's illness policy JLCG-R

RECESS: Students are expected to go outside for recess, weather permitting (to be determined by the administration). Please dress your child appropriately for the changing weather conditions. Any exception to this policy requires a note from a physician.

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