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# École Stanley Knowles School

**ENGLISH NURSERY,  
ENGLISH KINDERGARTEN,  
FRENCH IMMERSION  
KINDERGARTEN**

Handbook for Parents



ASPIRE - INSPIRE



## Frequently Asked Questions by Parents

### 1) Why do Children come to Nursery and Kindergarten?

Social and language development are key components in a Nursery and Kindergarten program. Young children need daily opportunities to interact with each other. Through these daily interactions they develop skills in turn taking and problem solving. They become more able to wait their turn, share toys and materials and become an active listener in group situations. Programs provide a multitude of situations for children to ask and answer questions, share stories, chant, sing and add their opinions to discussions. Readiness skills are developed through a variety of activities where the children learn to listen, speak, view, represent, read and write. Through these activities the building blocks for future learning are enhanced. The focus of the programs are on the development of the child as a whole.

### 2) Is the curriculum in Nursery the same as the Kindergarten curriculum?

Because the Nursery program is funded by the Winnipeg School Division, the curriculum has been developed by division staff. The Kindergarten curriculum has been developed by Manitoba Education and Training. Both Nursery and Kindergarten programs follow an early years philosophy. As well, the French Immersion Kindergarten program follows the principles for second language acquisition.

### 3) Is the curricula in the English program the same as the curricula in the French Immersion Program?

The curricula is the same in all subject areas except Language Arts. In English Kindergarten, the program follows the Language Arts curriculum prescribed by Manitoba Education and Training. There is no English Language Arts curriculum in French Immersion Kindergarten, because English Language Arts instruction begins in Grade 1. The focus in a French Immersion Kindergarten classroom is on second language acquisition as well as acquiring knowledge in all subject area.

### 4) What if my child has learning difficulties, how will I know?

The Winnipeg School Division completes a fall assessment which assesses Nursery to Grade 6 students in the areas of Language Arts, Math, basic motor and social emotional skills. Also, there are services available from the Child Guidance Clinic in the areas of psychology, audiology, social work, speech and language and reading. On staff we also have services of Resource Teachers. If your child has difficulty, you will be notified. You may also request supports if you feel your child needs them.



## Frequently Asked Questions by Parents Interested In French Immersion

### 1) If I choose French Immersion will my child do as well?

It is important for parents to support their child at home. Starting in Grade 1 all students in the Winnipeg School Division and in Manitoba receive 60 minutes of English Language Arts instruction per day according to the guidelines from Manitoba Education & Training. They start learning to read English in Grade 1.

National and provincial tests show that French Immersion students score equally well or better in Language Arts (than their English counterparts) in the areas of comprehension, and oral production. It is a proven fact that skills transfer from one language to the next. In the Early Years, your child may experience a slight lag in reading and writing. This is a normal developmental lag in the process of learning a second language. By the end of Grade 6, studies show that the students have enhanced their first language skills.

### 2) If I choose French Immersion, how will my child learn French?

Learning French will be natural and spontaneous, much like learning a first language. In a French Immersion classroom, teachers speak French all the time using gestures, mimes, visual, auditory and concrete materials. The teacher only speaks English if the child's health or safety is at risk or if a child has a problem and is emotionally distraught. Very quickly, your child will understand words and phrases and will respond appropriately. Songs and poems taught could possibly be sung at home.

### 3) Will my child use the French language at home?

Some children will very quickly say a few words or sing songs and recite « comptines » at home. However, don't be concerned or surprised if your child does not speak French at home. Children associate French as the language of communication at school, and their maternal language at home.

### 4) How can I help my child get ready for French Immersion?

You can help by: exposing your child to a bit of French on TV, a DVD, or a compact disc. Include French in your everyday life. Listen to exciting French singers like Jacques Chenier, Jacques Chauvin, Charlotte Diamond, Henri Dès, etc. . . You can also listen to the French radio station, CKSB 1050 AM radio or CKXL 91.1 FM radio. The Canadian Parents for French web site is <http://www.cpfmb.com> is quite informative and the St. Boniface Branch of the Winnipeg Public Library (corner of Provencher Blvd. & Taché Street) will offer many resources.



## The Nursery and Kindergarten Teachers Answer The Childrens' Questions

### 1) What will I do in the Nursery and Kindergarten classrooms?

You will learn all about your school, yourself and other children, colours, paper, books, numbers and much more. You will play and work with lots of materials and other children individually in small groups and in large groups.

### 2) What will my classroom look like?

In your classroom, you can play in many different learning centres. In the water and sand centre, you will be able to create sand castles or play with floating objects. There is also a writing, math, science, block, house and listening centre. These vary throughout the year.

### 3) Will I learn new songs and nursery rhymes?

Yes! You will learn many songs and Nursery rhymes in class. Sing them to your parents at home.

### 4) Will I be able to play?

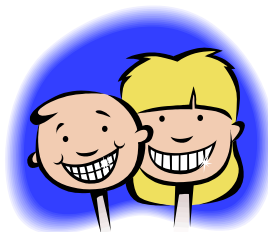
Yes, because playing is the best way for you to learn. You will have plenty of time to play in the classroom's different centres. You will also have lots of fun playing outside on the playground.

### 5) What will I do if I have a problem?

As your teacher, I am just like your mother and father. I will make sure you are safe. If you are sick, I will take care of you.

### 6) Who else will I meet at the school?

Many other people at the school care about you: the principal, the librarian, the teachers, the educational assistants, the secretary, the custodians and other students' parents. I am sure you will learn many new things from all these new persons.





**7) How do I prepare my child for school?**

Here are a few tips:

- \* Ensure that your child can put on his/her own jacket and shoes, do up his/her zipper, blow his/her nose, etc.
- \* Help your child feel comfortable away from you.
- \* Encourage your child to make decisions, to take responsibility for small tasks and to solve problems.
- \* Familiarize your child with the school, the teacher, the playground, future classmates etc.
- \* Familiarize yourself and your child with the route to/from school.
- \* Visit your child's classroom.
- \* Familiarize yourself and your child with the classroom routines.
- \* Provide your child with early bedtimes.
- \* Provide your child with healthy nutritious foods.
- \* Encourage your child to engage in physical activity (e.g.: running, jumping, skipping etc.).



*"My Kindergarten class is just like my friend's class."*



## ABOUT THE NURSERY & KINDERGARTEN PROGRAMS

### Communication with Parents

Conferences are usually held in November and April. These conferences give your child the opportunity to show you first hand what they are learning in the classroom. These conferences also ensure a communication about your child's adjustment to school and general development.

Report cards are sent home in the fall, spring and at the end of June in Nursery and Kindergarten. At École Stanley Knowles School, we believe that communication between home and school is important. Meetings can be set up at any time a parent or the teacher feels it is necessary. Class newsletters are sent home monthly periodically letting you know the themes and special activities your child will be involved in.

### Call Back Program

École Stanley Knowles School wants to ensure your child's safety. In order to do so, please call the school when your child is away due to illness or appointments. This is to ensure that your child has not missed the bus or is lost or injured, or has wandered off on his/her own.

When your child is absent and the school has not been notified, someone will call you to verify your child's absence.

### Clothing

Children's clothing should be clearly marked with your child's name, as children often do not recognize their own clothes.

Nursery and Kindergarten classrooms are based on hands-on activities. Please ensure your child wears clothing appropriate for these types of activities. You can expect your child to go back home a little dirtier than when he/she left home. Remember we are playing with water, sand, paint, glue etc.

Your child must bring a school bag to school every day to bring home letters, Home Reading books, priceless art projects and snacks. Please label your child's school bag with his/her personal information for security reasons. Your child must have a pair of running shoes to keep at school all year. Please do not buy runners with black soles or laces if your child does not know how to tie laces. We prefer Velcro.





**Fall Assessment**

The Winnipeg School Division provides a fall assessment. In Nursery & Kindergarten this program assesses each child's aptitudes in the areas of Language Arts, Mathematics, basic motor and social emotional skills.

**Nursery Program**

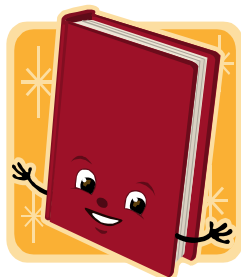
Certified teachers are hired for the Nursery programs in the Winnipeg School Division. Nursery students receive the same services available to all other students in the school division.

**Toys**

All toys must be left at home. When children of this age bring toys to school they are often misplaced, broken, or cause arguments between the children. Cooperation is very much appreciated. Show and Tell days offer special times to share various items from home.

**Nursery and Kindergarten Entry & Dismissal Times**

School begins at 8:50 a.m. for morning Nursery and Kindergarten classes and end at 11:30 a.m. Afternoon Nursery and Kindergarten programs begin at 12:55 p.m. and end at 3:30 p.m.





**KINDERGARTEN  
ENGLISH AND FRENCH IMMERSION  
CURRICULA**  
(as prescribed by Manitoba Education & Training)

Mathematics	Social Studies	Science
<p><b>Numbers:</b></p> <ul style="list-style-type: none"> <li>Count out loud to 30</li> <li>Count out loud starting at any number to 30</li> <li>Count backwards from 10 to 1</li> <li>Recognize groups of objects in the forms of finger patterns, 5 frames, and dice patterns</li> <li>Count objects up to 10</li> <li>Show a number as 2 parts (10 is 5 and 5)</li> <li>Compare quantities from 1 to ten (Which group has more/less?)</li> </ul>	<p><b>Me:</b></p> <ul style="list-style-type: none"> <li>explore what makes them unique, considering their abilities and interests, and identify groups and places that are important to them</li> <li>examine rules and responsibilities and study basic needs</li> </ul>	<p><b>Trees:</b></p> <ul style="list-style-type: none"> <li>students will observe trees, including their seasonal changes,</li> <li>learn the basic parts of a tree and its usefulness</li> </ul>
<p><b>Patterns/Relations:</b></p> <ul style="list-style-type: none"> <li>Identify a repeating pattern</li> <li>Copy, create, extend and describe a pattern</li> </ul>	<p><b>The People Around Me:</b></p> <ul style="list-style-type: none"> <li>identify the people who care for them and influence their lives</li> <li>explore different ways of cooperating, communicating, and solving problems in order to live and work together with others</li> </ul>	<p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>explore how to create colours by mixing them</li> <li>explore where colours are found in the environment</li> <li>use appropriate vocabulary related to colour</li> </ul>
<p><b>Shape and Space (Measurement):</b></p> <ul style="list-style-type: none"> <li>Compare two objects based on a single attribute (length, mass, volume)</li> <li>Sort 3D objects based on a single attribute</li> <li>Create a representation of a 3D object</li> <li>Describe 3D objects</li> </ul>	<p><b>The World Around Me:</b></p> <ul style="list-style-type: none"> <li>study the world around them</li> <li>explore the physical environment of their local neighbourhood</li> <li>learning that they live in a country called Canada</li> <li>learn that although all people have the same basic needs, they have different ways of meeting those needs</li> </ul>	<p><b>Paper:</b></p> <ul style="list-style-type: none"> <li>identify, describe, and manipulate different kinds of paper/products in the classroom</li> <li>investigate how well different kinds of paper can be cut, torn and folded</li> <li>make a paper product</li> </ul>





**KINDERGARTEN  
ENGLISH AND FRENCH IMMERSION  
LANGUAGE ARTS  
CURRICULA**

(as prescribed by Manitoba Education & Training)

<b>Language Arts "French Immersion"</b>	<b>Language Arts "English Program"</b>
<p><b>Oral Comprehension</b></p> <ul style="list-style-type: none"> <li>•Active listening is viable through reactions and comments in the first language.</li> <li>•Understanding the global meaning of a story.</li> <li>•Knowing the routine.</li> </ul>	<p><b>Outcome 1:</b></p> <ul style="list-style-type: none"> <li>•Develop understanding between old and new experiences.</li> <li>•Group sharing.</li> <li>•Respectful listening.</li> <li>•Story predictions.</li> </ul>
<p><b>Written Comprehension</b></p> <ul style="list-style-type: none"> <li>•Understanding messages by looking at the picture.</li> <li>•Understanding the global meaning of a story using the pictures.</li> </ul>	<p><b>Outcome 2:</b></p> <ul style="list-style-type: none"> <li>•Recognize labels and environmental print.</li> <li>•Understand print is organized left to right and top to bottom.</li> <li>•Recognize that letters represent sounds.</li> <li>•Distinguish between reality and fantasy.</li> <li>•Shared reading.</li> <li>•Curiosity about language.</li> </ul>
<p><b>Oral Production</b></p> <ul style="list-style-type: none"> <li>•Imitating, repeating and using some words.</li> <li>•Singing songs.</li> <li>•Repeating short sentences.</li> </ul>	<p><b>Outcome 3:</b></p> <ul style="list-style-type: none"> <li>•Use illustrations to understand ideas.</li> <li>•Ask and answer questions.</li> <li>•Seek information.</li> <li>•Discuss personal knowledge.</li> </ul>
<p><b>Written Production</b></p> <ul style="list-style-type: none"> <li>•Transmitting ideas using pictures.</li> <li>•Copying words correctly using patterns.</li> <li>•Forming some letters of the alphabet.</li> </ul>	<p><b>Outcome 4:</b></p> <ul style="list-style-type: none"> <li>•Connect sounds with letters.</li> <li>•Recognize name and letters.</li> <li>•Story retelling.</li> <li>•Print letters.</li> <li>•Active listening and viewing behaviour.</li> </ul>
	<p><b>Outcome 5:</b></p> <ul style="list-style-type: none"> <li>•Celebrate community.</li> <li>•Demonstrate curiosity.</li> <li>•Work and cooperate with others.</li> </ul>



## NURSERY/KINDERGARTEN PROGRAM

Nursery/Kindergarten children learn best through play. Play helps children learn about themselves and their world. Play is the "hidden curriculum."

Children develop skills in all the subject areas as they play. Here are a few examples:

### Motor Development

Children are provided with ample opportunity for fine and basic motor activities. Handling small toys, cutting, drawing, tracing, painting, etc., all help to develop fine motor muscles. During play children are also physically active. Opportunities to lift, climb, jump, run, etc., help develop the large muscles. This also helps to maintain physical fitness.



### Literacy Development

Many and varied opportunities for speaking, listening, viewing and representing provide children with ways to master speech sounds, speech structures, grammar, enjoyment of language and self-expression, while also meeting children's need to be listened to, understood and valued.

Through rhymes, songs, chants and stories, concepts of print will be developed including tracking (left-to-right orientation), letter recognition, and sound-letter relationships.

Beginning writing skills can develop naturally in a play environment. Children's names are a good starting point in learning to write.



### Mathematics

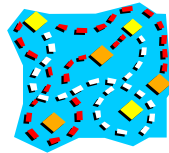
It is important to have an environment in which children are free to explore and where there are many and varied materials available for math exploration.





### Mathematics (Cont'd)

Basic attributes of colour, shape and size are learned in a play environment. Sequencing, patterning, spatial concepts, one-to-one correspondence, number recognition, counting, creating sets of objects, non-standard measurement and learning about time (night and day, yesterday, today and tomorrow) can all be taught and learned through the medium of play. It is fascinating to observe children as they play and watch them experiment with and develop their mathematical skills.



### Science

One of the joys of being an Early Childhood teacher is to witness young children discovering and exploring their world. Classroom science activities can range from experimenting with mixing primary paint colours to doing research on dinosaurs. The students' interests are considered when planning science activities. Science can be observed as children play at the sand table, water table, block centre and more.



### Social Studies

Children need time to become comfortable in their classroom and then they can become familiar with their school environment. Trips to the gym, library and playground help them to learn about their school.

Learning about families, babies, pets and homes helps children to learn about each other and builds tolerance. Children naturally act out their understanding of the world in drama and block centres and props are often used to enhance this process.



In the Nursery/Kindergarten classroom the goal is to provide joyful experiences that will create a disposition to learn in all the subject areas, in the social/emotional area, and that will nurture creativity.





### WHAT COULD I DO AT HOME

- Read, read and read some more!
- Discuss the pictures and the story after you have read.
- Track the print—left to right—top to bottom.
- Provide a good role model. Read and write at home yourself.
- Sing songs.
- Teach your child rhymes, emphasizing similarities and differences in sounds.
- Model proper speech.
- Count with your child.
- Make sets with the numbers from 1 to 5.
- Help your child print his/her name.
- Make little books with the common logos on flyers (like Safeway, McDonald's).
- Make patterns with construction paper, beads etc.
- Play with the alphabet letter tiles, magnetic letters etc.
- Play with puzzles.
- Encourage your child's successes.



The way your child holds onto the pencil is really important.

- ⇒ Encourage your child to hold his/her pencil correctly.
- ⇒ See example.
- ⇒ Encourage your child to use and cut with a pair of scissors.
- ⇒ Visit the website [www.crayola.com](http://www.crayola.com) for ideas and activities.

Description of Grasp

Mature Dynamic Tripod (4 1/2 to 6 years)

- Wrist extended up
- Grasp pencil with opposition of thumb, index and middle fingers in a triad
- Open web space with thumb stable
- Fingers move during tool use



*example*