

*École Vickers Public School*  
*Kindergarten Handbook*



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## What is French Immersion? (taken from CPF SK News)

Immersion is the most effective method known for teaching a second language. Early immersion works well because a young child lacks self-consciousness, prejudice and negativism... and loves mimicry, memorization and repetition. Early immersion provides more time working in a second language... and more time results in more learning.

In kindergarten the teacher addresses the class in French, although the children often continue to use English, especially among themselves. By the end of the year children are able to recognize a large vocabulary and are attempting to use single words and a few short sentences. They are able to follow the teacher's instructions and to understand simple stories.

In grade one all instruction, including reading, writing and arithmetic, is given in French. Speaking skills receive greater emphasis and the children get better at expressing themselves in French. They are usually speaking only French in the classroom by Christmas.

In general, beginning at about grade three, one period each day is devoted to English language arts. In later years, the amount of time spent in each language varies with different school systems. Check with your own school division to find out what their policies are.

The aim of early immersion is functional bilingualism. Graduates are able to communicate comfortably in their second language while maintaining the same fluency in their mother tongue as their peers in standard English programs.

## Answers to Parents' Questions

### **Q. How much French can one actually learn in an immersion program?**

A. Language learning is the result of language *study*, language *practice* and language *use*. The three elements are directly related to time on task or cumulative hours of instruction. Students who have had early immersion up to the end of grade six are not only ahead of students in regular French classes, but can generally understand spoken and written French as well as an average class of French-speaking students in Montreal.

Grade six and seven students can talk easily and naturally with French-speaking adult workshop leaders at Saskatchewan's Rendez-vous program. Immersion students need experiences beyond the classroom with French-speaking students and adults to reach a native-like level of fluency.

**Q. Do immersion students studying subjects such as mathematics or science in French do as well as would be expected if they were taught these subjects in English?**

A. Immersion students have been tested using standardized tests of mathematics (at all grade levels) and science (from about grade five on), and their performance has been compared to that of students in English only programs. The tests were administered in English, even though students were taught the subjects in French, because parents wanted to be assured that their children would be able to deal with mathematical and scientific concepts in English. The results showed that, whether in mathematics or science, the immersion students did as well as their English-instructed comparison groups.

**Q. How does being in a French immersion program affect pupil progress in English?**

A. The results of evaluation studies show that, for the first few years of elementary school, early immersion students do not read and write quite as well in English as students in a regular all-English program. By the end of grade four - after a year or two of formal English instruction – they are on an equal footing. Some early immersion students then go on to do even better than the English-only comparison group by the end of grade five or six. Students are able to apply skills they have developed while learning French to the study of their own language.

**Q. Are immersion programs only for students of above-average intelligence?**

A. On academic tests of literacy-related skills, the above-average students scored better than the less able students, as one would expect. There was no similar differentiation by I.Q. in students' ability to communicate in French. The below-average students understood French as well as the above-average students, and scored as well on oral production tests. I.Q. does not play a more significant role in the immersion program than in the regular English program as far as success in school is concerned. The below-average students are not any more at a disadvantage in an immersion program than they would be in a regular English program.

**Q. Would the study of a second language cause some “mental confusion”?**

A. Research results show that the study of French as a second language has no negative effect on the ability to think. There are signs that it may have a positive effect on intellectual growth, leaving students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.

## BUSSING

- We are offering bussing for all Kindergarten students.
- Several pick up/drop off points will be available for all students to access before and after school.
- Before school, the bus will unload alongside the school around 8:45 a.m. under the supervision of a teacher. Students can proceed to the playground as usual.
- After school, the bus will load in front of the school or at the Community Club parking lot at 3:10 p.m. to return to the pick-up/drop-off points.
- After school, teachers walk students to the busses.
- To register for bussing services, please go to [www.srsd119.ca](http://www.srsd119.ca). Near the bottom of the page follow the link titled "transportation requests".
- For all additional questions regarding bussing please call the bus garage at (306)763-2323.



## **ATTENDANCE**

Make school attendance a top priority!

If your child does not arrive at school, and you have not notified the school through a note, telephone call, text or personal contact with the student's teacher or through the office, we will attempt to contact a parent/guardian. Thanks for your cooperation!

## **HOURS OF OPERATION**

The playground is supervised from 8:35 a.m. until classes begin in the morning, during recesses, and at noon. Supervision is also provided for students after school until 3:15 p.m. Children should not come to school too early in the morning, especially during rainy or cold weather.

## **INCLEMENT WEATHER**

For the most part, we want our students to enjoy playing outdoors before school, during both recesses, and the noon hour. On rainy days, we allow students to come into the school upon their arrival and remain indoors during all breaks. In the winter, we use -30 degrees Celsius as our cutoff to remain indoors. If the temperature and/or wind-chill in combination with the temperature exceed -30, then all students are permitted in the school in the morning and during break times. We do expect that all students be dressed appropriately for the weather, as there are many cold days that students are expected to be outdoors.

## **LIBRARY**

In the primary grades (K-3), the children are encouraged to take books home to be read aloud. The experience of parent and child or teacher and child reading together creates a special attitude towards books.

Borrowing of library resources is encouraged. However, this comes with the responsibility of caring for, and returning books to the school when due. We encourage parents to send/bring books to the school if they are found lying around home too long. Students will be charged a replacement fee for books that are lost or damaged.

## **PARENT-TEACHER-STUDENT INTERVIEWS**

Parent-Teacher-Student interviews will be conducted in the months of November and March. Each student (gr. 1-8) will be given his or her report card several days prior to the interview dates.

It is suggested that parents sit down with their child(ren) and thoroughly discuss their progress prior to coming to meet with their teachers.



# Seesaw



In Saskatchewan Rivers Public School Division, all Kindergarten teachers will be documenting students' learning using Seesaw. Seesaw is an app you can get on your device or a website you can access from any computer. Seesaw will give you an immediate and personalized window into your child's school day, and makes communication with teachers easier. This is a fantastic opportunity for you to see your child's progress through videos and pictures as well as teachers observations and comments. By using seesaw, teachers will be able to assess Saskatchewan Kindergarten curricular outcomes frequently throughout the year.

Rather than receiving a traditional report card three times per year, you will be able to access representations of your child's experiences and achievements.

At the start of the school year, you can look forward to your child's kindergarten teacher sending you individualized information regarding how to connect to Seesaw.

If you have questions or concerns you are invited to contact your child's teacher.

## SCHOOL PICTURES

A photographer will visit the school in the fall (please check the newsletter for specific dates). All children will be photographed and parents given the opportunity to purchase the picture package that best suits their family.

Purchasing picture packages is optional for families; however, we require photos for our records.



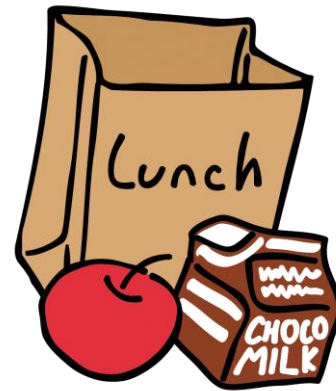
# SCHOOL COMMUNITY COUNCIL

Recognizing the immense value of the partnership and four-way communication between educators, parents, students, and the larger community. Informal meetings are held at a time and date specified in our newsletter.



## LUNCHES

- Kindergarten students eat their packed lunches in the classroom with their teacher.
- We do have a canteen option for students, but access to the canteen for kindergarten students will be up to the classroom teacher.



## SNACKS

- Kindergarten students snack once in the morning and once in the afternoon so please pack accordingly.
- We do also have a school nutrition program that provides students with a nutritious snack on Tuesdays and Wednesdays.



# KEEP HEALTH IN MIND

- When packing lunches and snacks, keep in mind the Canada Food Guide.
- We are responsible for what we fuel our kids with to grow healthy bodies and minds. 😊



## Preparing your Child for Kindergarten

(Taken from Ministry of Education Document:  
**Early Years Evaluation (EYE)**)

### **Awareness of Self and Environment**

*Understanding the world and the ability to make connections with home and community experiences.*

- Encourage your child to talk about familiar things, people and activities.
- Take your child places to provide opportunities to interact and play with other children.
- Encourage your child to consider what other people, or even animals, may be thinking or feeling.
- Explain to your child the 'why' behind the things we do, e.g. "We wear mittens to keep our hands warm." "We brush our teeth to make them clean and prevent cavities."
- Explain to your child, before leaving the house together, where you will be going and what you will be doing there, e.g. "We are going to the grocery store today to buy some bread and milk."

### **Cognitive Skills**

*Basic math, pre-reading and problem-solving skills.*

- Point out signs in your environment and talk with your child about what they mean, e.g. STOP, TRAIN CROSSING, CLOSED, WALK, etc.



- Use words such as more/less, larger/smaller, big/bigger/biggest, beside/above/under/over when playing with your child.
- Count with your child when going up or down stairs.
- Point out numbers on community signs, your house or apartment number, or the keypad on a phone or computer.
- Point out letters such as the first letter in a child's or family member's name, letters in an alphabet book, or on toys such as blocks.
- Use opportunities when your child is feeling frustrated to encourage new ways to solve a problem, e.g. "You seem frustrated. What would happen if you turned the puzzle piece and tried again?"

### **Language and Communication**

*Understanding spoken language and the ability to express thoughts and feelings.*

- It is important to talk, sing, chant and read books with your child. Talk about new words that might be in songs, chants or stories.
- Look at books with your child every night before bed. You might read the words or just talk about the pictures together.
- Visit the library regularly to borrow books and attend library events such as story time.
- Share cultural, historic or family stories with your child, even short ones, e.g. "When I was your age ...," "Once upon a time ...". Encourage your child to share stories as well.
- Listen carefully to your child. Reflect back with comments, ask questions and use descriptive words to encourage your child to think more deeply about ideas.

### **Physical Development**

*Involves two important types of movement for children, fine and gross motor.*

#### **Fine Motor**

*Use of small muscles and movements that need hand-eye coordination.*

- Encourage your child to:
  - Squish, squeeze and pull materials such as snow, play dough, clay or bread dough.
  - Pick up small items such as berries, coins, beads or bread tabs and toys like building blocks, cars, animals or people.
  - Use spoons, forks, pencils, paint brushes, sand tools, or sidewalk chalk. Your child can use tools such as screwdrivers or scissors with adult supervision.

## **Gross Motor**

*Use of large muscles that control arms, legs and body.*

- Allow your child to explore the environment as much as possible keeping health and safety in mind.
- Encourage your child to climb up and down hills and play on various types of surfaces such as dirt, grass, sand, rock, carpet, etc.
- Encourage your child to throw, catch and kick balls and to use other items such as racquets or scoops, etc.
- Take your child to parks and playgrounds where there is lots of space to run, climb and play.
- Allow your child to construct forts with blankets and pillows. Create imaginary objects and spaces like castles, vehicles or farm yards and encourage movement that goes along with the place, e.g. walking like different animals, marching bands in a parade, moving like a train, etc.

# École Vickers Public School Bell Schedule

**8:50-8:55** Students come in from outside

**8:55-9:45** Period 1

**9:45-10:35** Period 2

**10:35-10:50** Recess

**10:50-11:40** Period 3

**11:40-12:20** Noon

**12:20-12:25** Students come in from outside

**12:25-1:15** Period 4

**1:15-2:05** Period 5

**2:05-2:20** Recess

**2:20-3:05** Period 6

**3:05-3:10** Homeroom getting ready for dismissal

**3:10** Dismissal



# First Day of Kindergarten

I use to be little, but not anymore,

Today I'll get up and walk out the door,

I'm going to kindergarten –

it's the first time for me.

It's great to be big, but I'm scared as can be.

It's great to be big! I'm so glad that I'm me.



# Play Based Learning

(taken from the Ministry of Education Website)

The distinguishing features of environment, conversation, and play provide the foundation for children's learning. It is through these features that relationships among peers and with the educator can be established and strengthened.

In an effective Kindergarten classroom, a flexible, dynamic environment stimulates inquiry, facilitates play, and inspires curiosity. As children interact with their environment, they come to understand the world in which they live and learn. A well-planned environment can enrich and expand children's experiences, and support their growth and development.

Through meaningful conversations, respect and relationships are affirmed. As educators provide experiences that increase children's understandings through authentic questions about their play, offer ideas that extend their play, and encourage children to be self-directed learners, children learn to trust in their own ability to make decisions and to investigate new projects. When educators respect and acknowledge the knowledge, skills, and interests children bring to their play and learning, children are able to develop as confident learners.

Play provides children with opportunities to construct knowledge as they create and test theories, practice their skills, and make sense of the world around them, working together, children learn to use their language and social skills as they co-operate, negotiate, persist in tasks, and collaborate to sustain their play. Children who are engaged in play use their imagination, express their thoughts and feelings, develop large and fine motor skills, solve real problems, and use flexible and divergent thinking skills while developing language, literacy skills, and concepts.

