

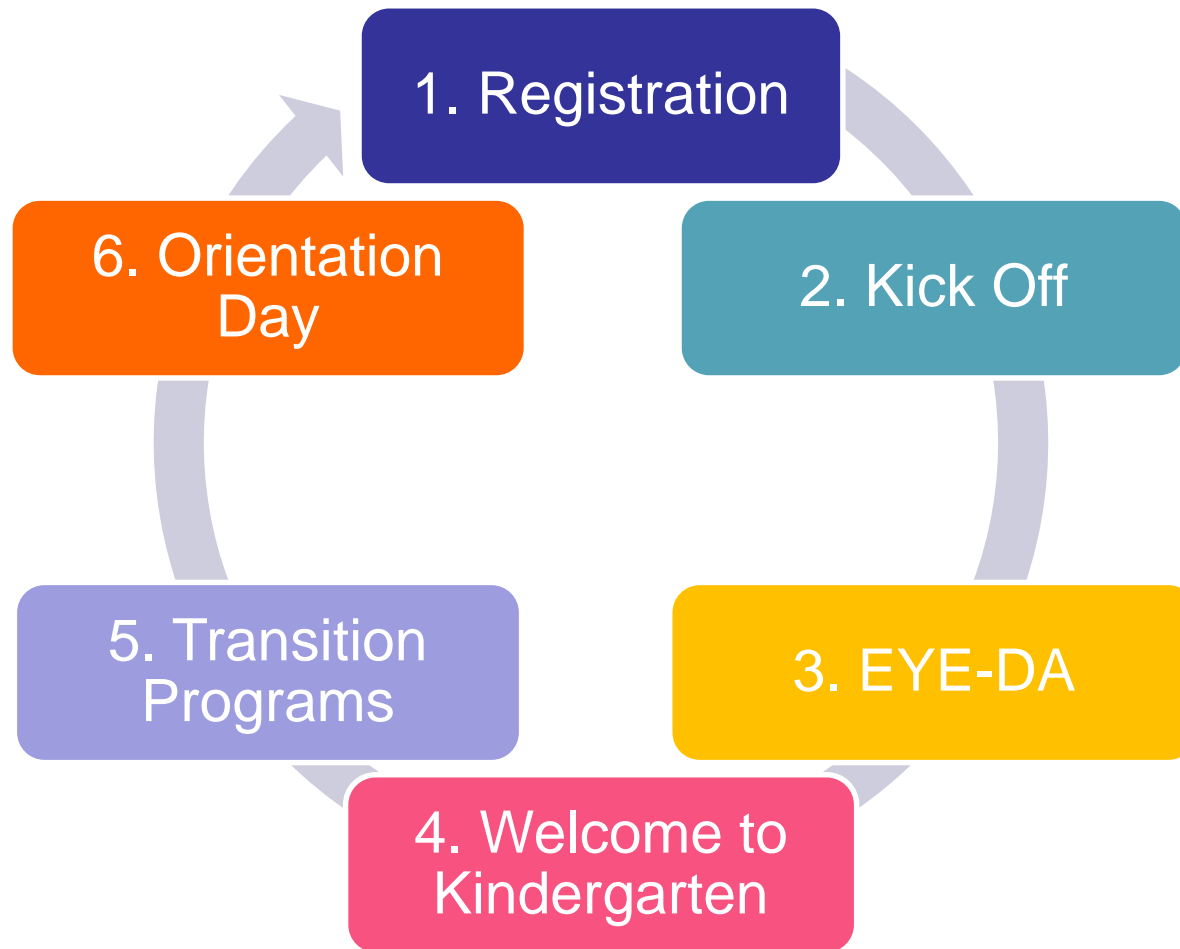
# Kick Off to Kindergarten



# Our DATL Family

- 214 students
- 3 kindergarten classes
- 4 grade one classes
- 1 1/2 combined class
- 3 grade 2 classes
- Specialists-Phys.Ed, Music, Literacy, Resource and Methods, Guidance
- 5 EAs
- 1 Administrative Assistant
- 2 Custodians

# Calendar of Events



# Daily schedule

- *7:50am-Buses and students can arrive*
- *8:20am-First Bell*
- *8:25am-Announcements*
- *8:30am-Instruction begins*
- *10:30am-Outdoor Recess*
- *11:50am-Outdoor Lunch Recess*
- *12:20pm-Lunch*
- *1:45pm-Dismissal Bell*
- *1:50pm-Buses Load*



A child's formal education begins in kindergarten, but learning begins at birth. You have been your child's first and best teacher during those critical first five years of life. You will continue to support your child through this transition year and in the years to come.

# Developmental Growth of Your Four Year-old

- These developmental domains are key to your child's transition to school:
  - Social Development
  - Emotional Development
  - Motor Development
  - Language/Intellectual Development

# Social Development

- Play simple games with your child.
- Talk about how it feels to share and take turns.
- Help your child wait to have a turn playing with a toy.
- Encourage your child to do things independently (e.g., getting dressed, brushing teeth).



# Emotional Development

- Help your child develop ways to work out a solution to a problem.
- Talk to your child about feelings (e.g., happiness, sadness, anger) so he or she can make good choices about how to act when he or she has these feelings.





# Emotional Development

- Help your child feel more secure by having regular routines such as bedtime, mealtimes, etc.
- Encourage your child to take responsibility by assigning simple chores (put away toys), etc.
- Encourage your child to try new activities.



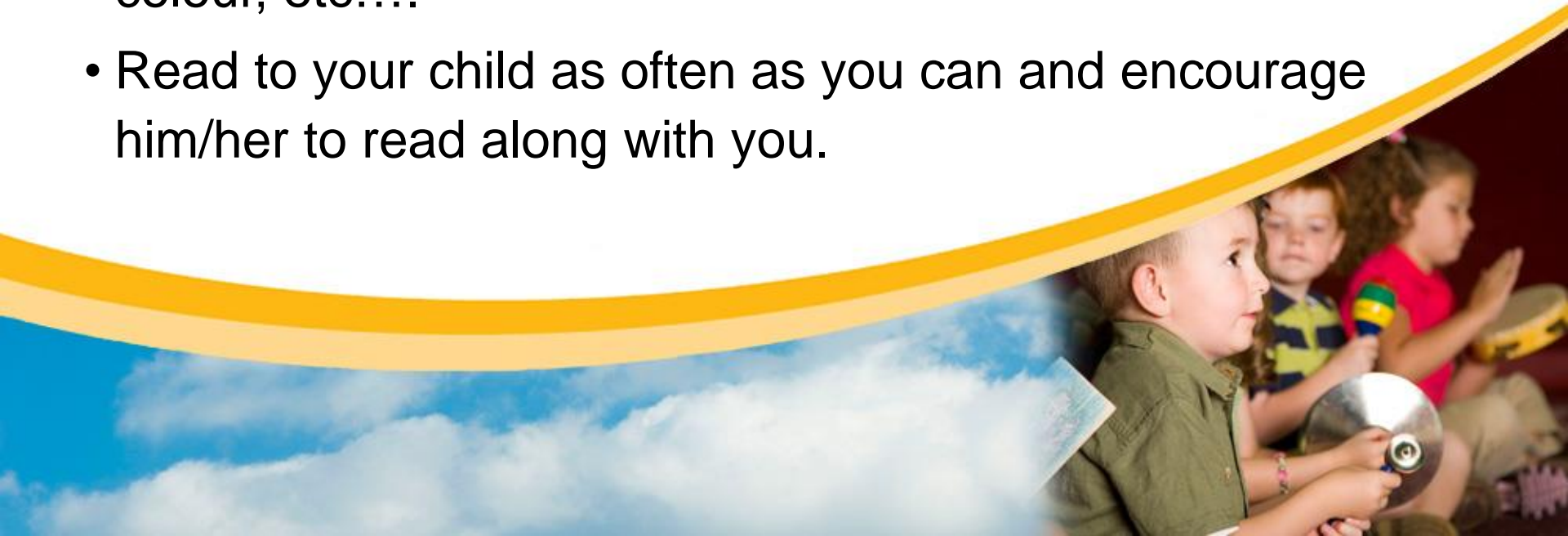
# Language & Intellectual Development

- Having conversations/oral language
- Being familiar with rhymes and songs
- Knowing about books
- Awareness of numbers and letters



# Language Development

- Talk with your child; allow time for him/her to respond.
- Sing songs and recite nursery rhymes; encourage your child to repeat parts of them.
- Encourage your child to help you around the house. Teach him/her to categorize and organize by size, shape, colour, etc.....
- Read to your child as often as you can and encourage him/her to read along with you.



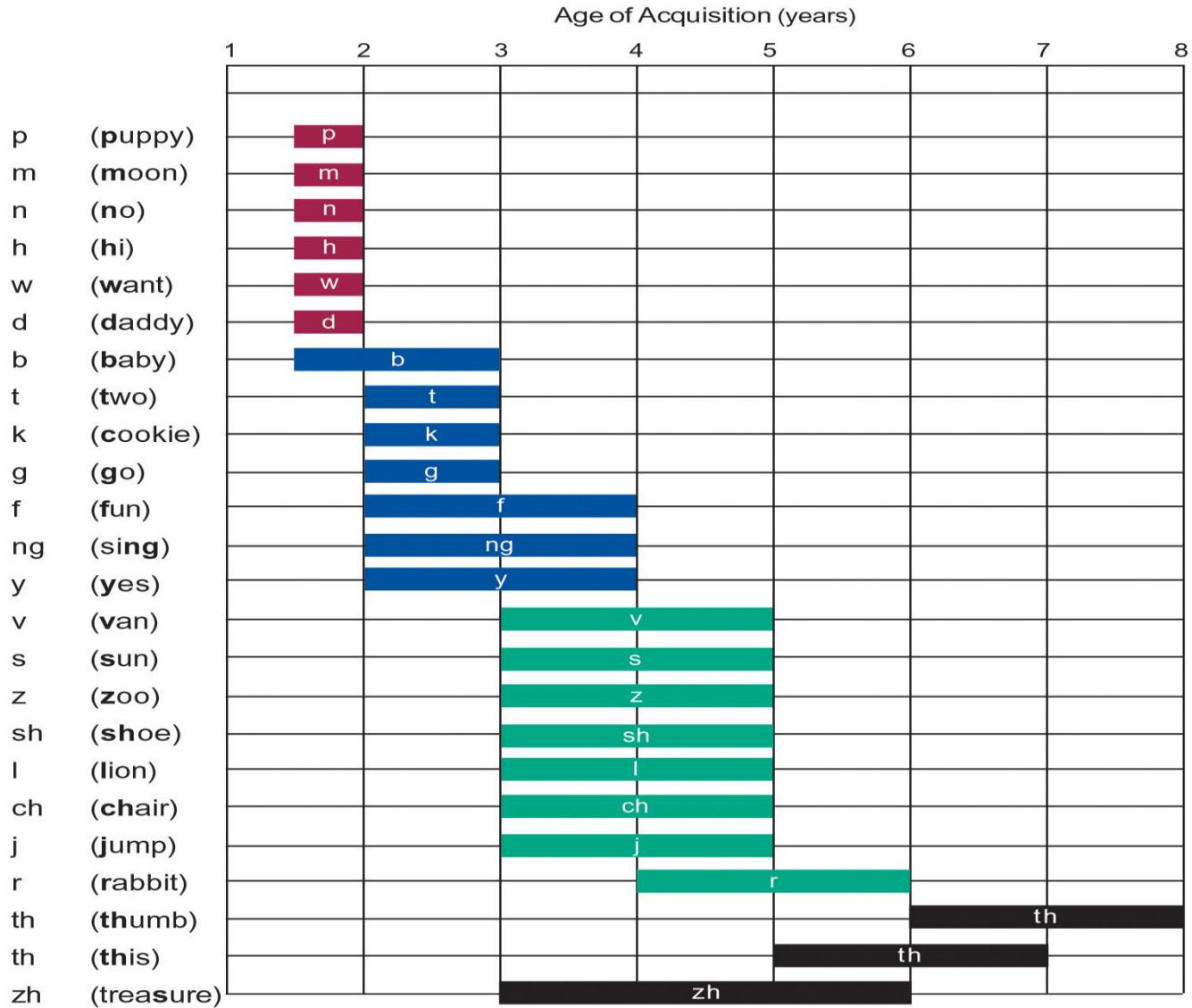
# Reading With Your Child





- Encourage your child to count things and look for numbers in the environment.
- Give your child three-step directions to follow without help from you.
- Find ways to display your child's name.
- Ask your child to talk about his/her drawings and writings.
- Ask your child to tell you about specific events in their day.

# Speech Sound Development Chart



©1997 Word Play Publications

©2002 Super Duper® Publications from Clinical Assessment of Articulation & Phonology

# Fine Motor Development

- Encourage your child to draw, colour, cut and glue things.
- Provide your child with play-doh or clay to use
- Encourage stringing things like beads and macaroni to make necklaces to wear.
- Encourage your child to button shirts and pants, and zipper jackets.



# Gross Motor Development

- Provide opportunities for your child to run, jump and play outdoors.
- Set an example of an active lifestyle by spending time playing catch, walking skating, biking, etc.
- Visit the school playground so your child can become familiar with the playground.
- Dance with your child to music.





# What is the EYE-DA?

The *Early Years Evaluation-Direct Assessment (EYE-DA)* is an assessment administered individually with pre-kindergarten children.

Family and Child Education (**FACE**) – Anglophone South administers the EYE-DA and provides support to parents and children.



# EYE-DA FYIs

- The EYE-DA is a ‘snap-shot’ of a child’s skills at a particular time.
- Occasionally that snap shot will not accurately reflect a child’s skills (a very shy child or a child who does not feel well, for example).
- The evaluator will make note of anything that may affect the child’s results.

# What does the EYE-DA assess?

- The EYE-DA assesses your child's developmental strengths and areas that may require some support prior to school entry.
- The EYE-DA assesses four key areas of early childhood development: Awareness of Self and Environment, Cognitive Skills, Language and Communication, and Physical Development.
- These key areas are linked to children's readiness to learn at school.



# EYE-Direct Assessment

- The EYE-DA takes approximately 45 minutes per child.
- Colourful pictures and physical activities make the EYE-DA fun for children.
- Most children enjoy doing the EYE-DA



# What is the EYE-DA used for?

The EYE-DA is used to:

- ✓ **Assess** areas of strength
- ✓ **Identify areas where children may benefit from additional support**
- ✓ Help facilitate **a positive transition** to school.

Parents will receive information about their child's development that will guide them to support their child at home, daycare or, if needed, additional supports in the community.



# EYE-DA Child Report

This report lists each of the developmental areas, along with examples describing each area, and a colour coded box showing the child's results.

Recently your child took part in the *Early Years Evaluation*. This assessment is part of the important partnership between you and your child's new school. It provides information to encourage a positive transition to school.










Thank you for the opportunity to meet with your child. We look forward to our future work together and to providing an excellent learning environment for your child.

The following presents the results of your child's assessment.





**Name:** Jimmy Jones

**Date of Birth:** July 10, 2007

**School Name:** Test School

Description of the developmental areas:		Your child's results	
	<p><b>Awareness of Self and Environment</b> - a child's understanding of the world and his or her ability to make connections with home and community experiences.</p> <p>- for example, a child's ability to:</p> <ul style="list-style-type: none"> <li>• identify opposites</li> <li>• name colours and animals</li> <li>• recognize body parts such as their chin and shoulder</li> </ul>		
	<p><b>Cognitive Skills</b> - a child's basic math and pre-reading skills and his or her ability to solve problems.</p> <p>- for example, a child's ability to:</p> <ul style="list-style-type: none"> <li>• recognize words that rhyme</li> <li>• name letters and sounds</li> <li>• count numbers and form sets of objects</li> </ul>		
	<p><b>Language and Communication</b> - a child's understanding of spoken language and his or her ability to express thoughts and feelings.</p> <p>- for example, a child's ability to:</p> <ul style="list-style-type: none"> <li>• listen to and understand instructions, discussions and stories</li> <li>• use full sentences (5 to 7 words)</li> <li>• talk so people can easily understand</li> </ul>		
	<p><b>Physical Development</b>  <b>Fine motor</b> - a child's ability to perform small movements that require hand-eye coordination.                      - for example, a child's ability to:                      • use crayons, pencils, and scissors  <b>Gross motor</b> - a child's ability to perform large movements that involve arms, legs, and body.                      - for example, a child's ability to:                      • balance, jump and hop on one foot</p>	<b>Fine Motor</b> 	<b>Gross Motor</b> 

### Explanation of Results

-  **Appropriate development** - your child's development in this area is typical for children of a similar age.
-  **Experiencing some difficulty** - your child would benefit from additional experiences in this area.
-  **Experiencing significant difficulty** - your child would benefit from additional experiences in this area, and may require further assessment and on-going support.
-  **Not complete** - the child did not complete enough items in the domain to provide a result.

# I have the EYE-DA report, what do I do now?

- Continue to engage in activities with your child that support his/her development.
- If your child's EYE-DA results concern you and you would like to discuss them with FACE, you are encouraged to contact them.
- A 'red' or 'yellow' does not mean that there is something wrong with your child.
- For some children, individual support will be offered by FACE:
  - Home programming
  - Play, Learn, and Go program
  - Referral to Talk with Me or other community agencies





# Welcome to Kindergarten™

THE LEARNING PARTNERSHIP

# Welcome to Kindergarten™



# Welcome to Kindergarten Event

The **Welcome to Kindergarten™** program has been developed to provide pre-school children (and their families) with resources and experiences to begin their formal education with a foundation in early learning nurtured in their homes. The program was developed by The Learning Partnership, a national not-for-profit organization.

# Welcome to Kindergarten



# Orientation Day

- End of May or early June



# Questions?

- <http://web1.nbed.nb.ca/sites/ASD-S/1940/Pages/default.aspx>
- **FACE: 1-855-383-5437**
- **Talk With Me: 1-877-492-8255**