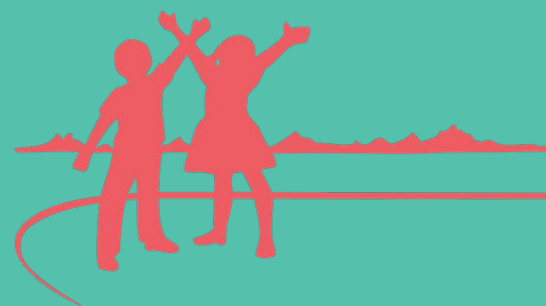




Welcome to Kindergarten in the Upper Grand District School Board

JK for children born in 2017

SK for children born in 2016





Full Day Kindergarten

During the regular school day, children are involved in many different kinds of activities designed to help young learners explore, discover and grow. They will have opportunities to initiate learning and play, as well as take part in more structured play-based learning under the guidance of a teacher and early childhood educator. The teacher and early childhood educators are guided by a curriculum document based on the existing kindergarten program, research, and other early learning curricula. Through play-based learning and small group focussed instruction, children develop a strong foundation for learning in all areas, including language and math, engage in healthy physical activities and the arts, and develop socially and emotionally through interaction with their peers and the educators who guide them.

Ontario Ministry of Education, 2013

Teachers and Early Childhood

Educators support

students to:

Explore & Investigate

Create & Wonder

Observe & Learn

Grow





What are the Kindergarten program choices for my child?

● Upper Grand District School Board offers a blended program with junior and senior kindergarten students learning in the same classroom. All of our elementary schools provide Full Day Kindergarten (FDK) for 4 and 5 year olds.

● As a parent/guardian you may choose to register your child in an English or French Immersion program. Both programs have the same Ministry expectations. In French Immersion, the program is taught only in French.

We Support Student Transitions to School in a Number of Ways...

- Registration Welcome Package
- Spring Orientation Visit
- Collaboration with community agencies to support students with exceptional needs
- Staggered Entry and school organization for September
- First Day of school drop off procedures



A Look Inside a Typical Kindergarten Class



The Full Day Kindergarten Program is grounded in curriculum expectations through 4 frames of learning.



Math in Kindergarten

Numeracy (O.E. 15, 20)	Spatial Awareness & Geometry (O.E. 17, 20)
<ul style="list-style-type: none">● Counting with meaning to 10, forward and backward<ul style="list-style-type: none">○ Stable Order○ One to One Correspondence○ More, Less & the Same○ Movement is Magnitude○ Cardinality○ Order Irrelevance and Conservation of Number○ Abstraction● Recognize, represent, order and print numbers to 10● Perceptually subitize to 5, conceptually subitize to 10● Compose and decompose numbers to 10● Explore with coins	<ul style="list-style-type: none">● Perform slides and flips using manipulatives to match shapes, complete puzzles, or make shape matches● Compare and sort shapes (2D and 3D) by a variety of attributes (including number of faces, lengths, size, etc.)● Recognize, match and name most common shapes (circle, square, rectangle, rhombus, triangle, pentagon, trapezoid)● Use appropriate mathematical vocabulary to describe attributes and movement of objects● Compose and decompose 2D figures or pictures by manipulating different geometric shapes
Patterning & Data Management (O.E. 18, 19, 20)	Measurement (O.E. 16)
<ul style="list-style-type: none">● Can recognize and fix a pattern● Create, extend, a simple patterns eg. ABBABBABB....● Collect, organize, display and interpret data in everyday concepts	<ul style="list-style-type: none">● Measure using non standard units (length, mass, capacity, area, and temperature)● Measure and compare two or more objects



Literacy in Kindergarten



English Program	French Immersion Program
<ul style="list-style-type: none">• Well developed oral language skills including strong retelling skills (O.E.1, 11, 12, 21, 22)• A solid foundation in Phonological Awareness (O.E.1)• Name recognition and printing (O.E.9, 10)• Letter names and sounds (O.E.9, 10, 11)• Confident and competent fine motor skills, including appropriate pencil grip (O.E. 8, 10)• Ability to read Kindergarten high frequency/sight words and make effective use of early reading strategies. (O.E. 9, 11)• Ability to write a complete thought that can be read by others (O.E.10)	<ul style="list-style-type: none">• Well developed French vocabulary and French Oral Language skills including comprehending instruction, generating and responding to questions and spontaneously engaging with peers in French (O.E.1, 11, 12, 21, 22)• A solid foundation in Phonological Awareness (O.E.1)• Name recognition and printing (O.E.9, 10)• Letter names and sounds (O.E.9, 10, 11)• Confident and competent fine motor skills, including appropriate pencil grip (O.E. 8, 10)• Ability to read some French Site words and show an interest in French reading (O.E. 9, 11)• Ability to write a complete thought that can be read by others (O.E.10)

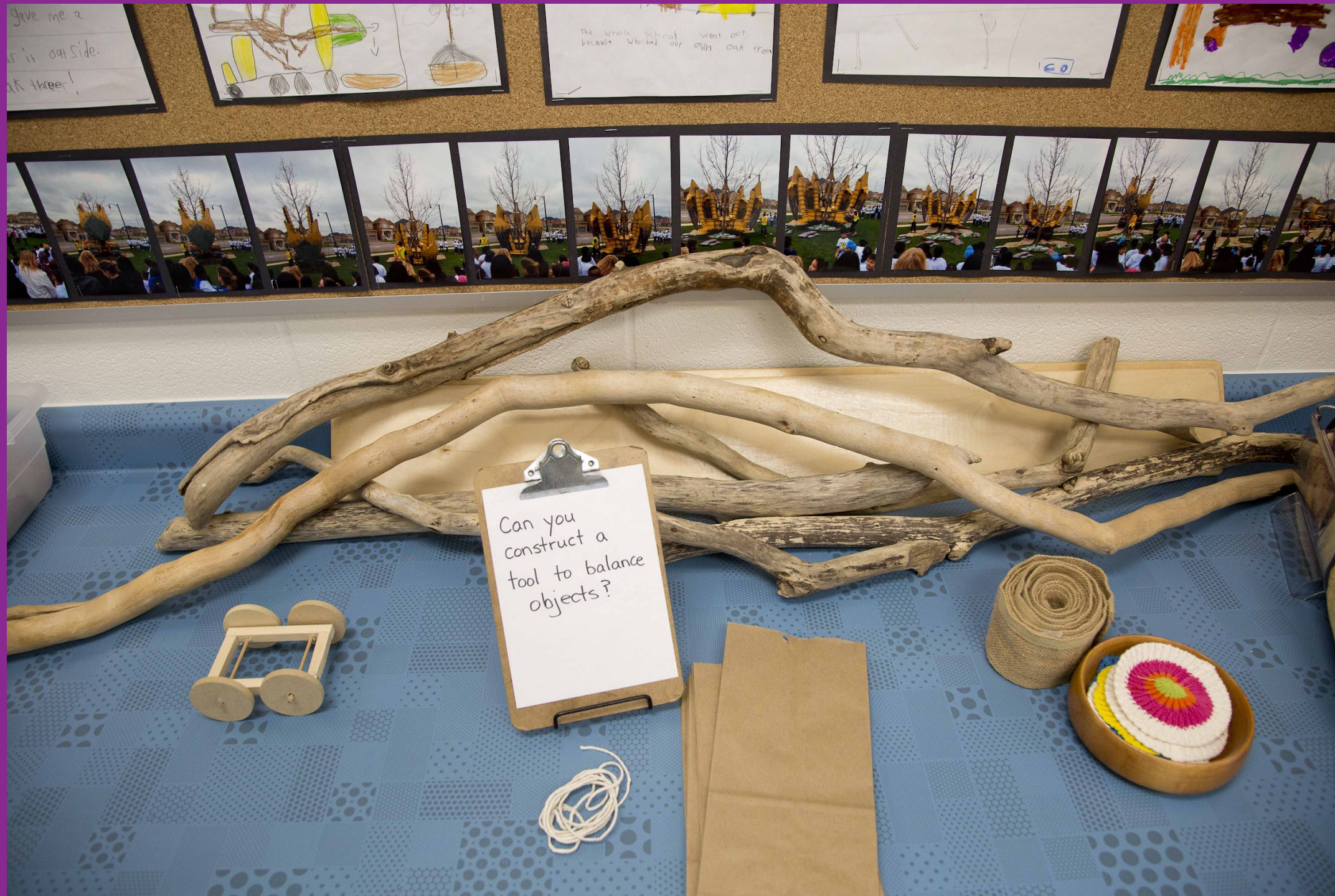
In Kindergarten we...

- get to know our students
- meet them where they are at
- support the development of oral language and literacy, math, critical thinking, problem solving and well being



Math and language opportunities can be incorporated in play.

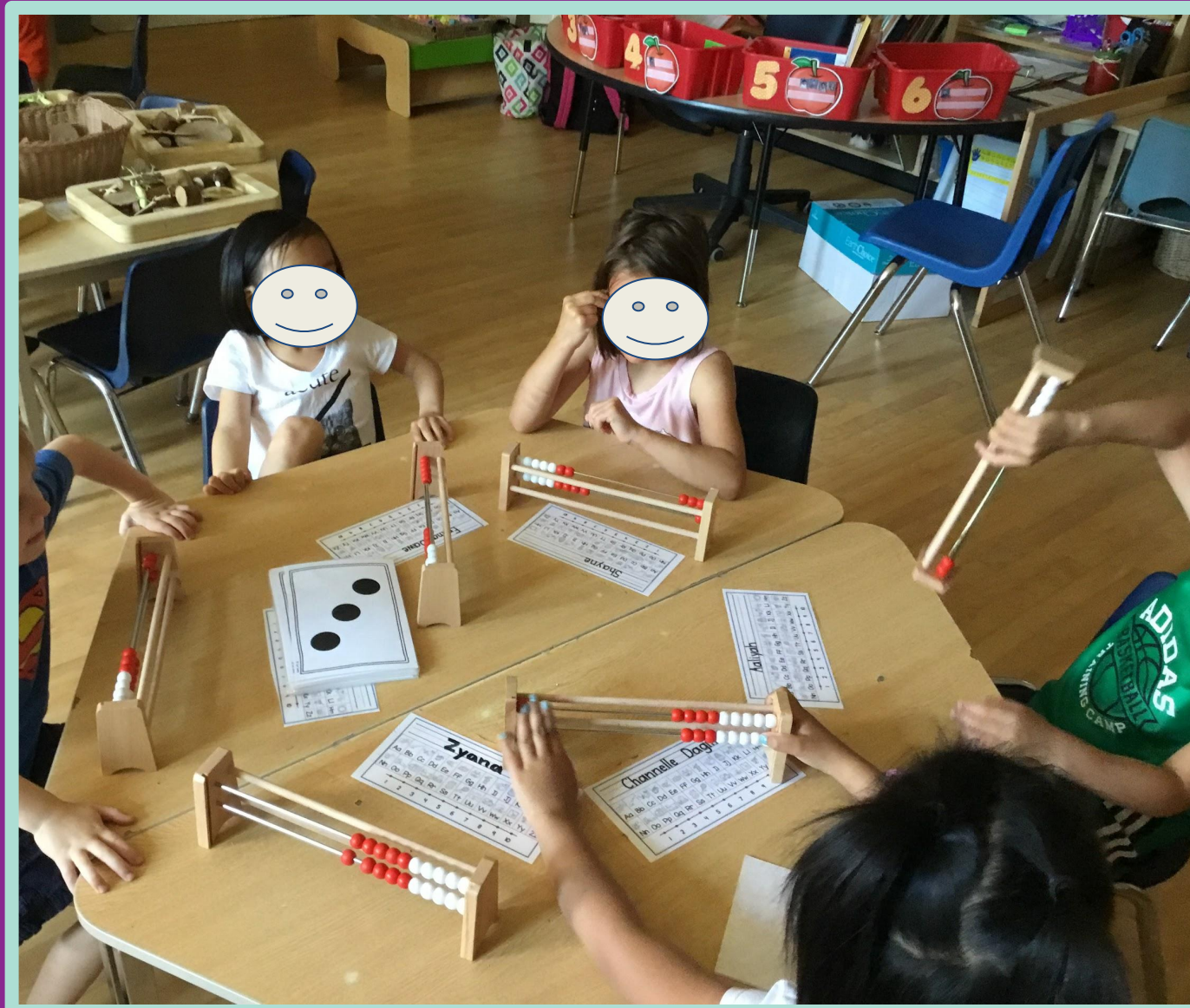




Provocation for Students: Can you construct a tool to balance objects?

Intentional Learning Opportunities Are Connected to Curriculum Expectations:

- 4. demonstrate an ability to use problem solving skills in a variety of contexts, including social contexts
- 16. measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature, and explore ways of measuring the passage of time, through inquiry and play-based learning



Students also learn through educator led small group instruction focused on specific skills.

In Kindergarten,
students develop
early reading skills

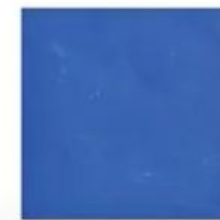


This is a kitten.

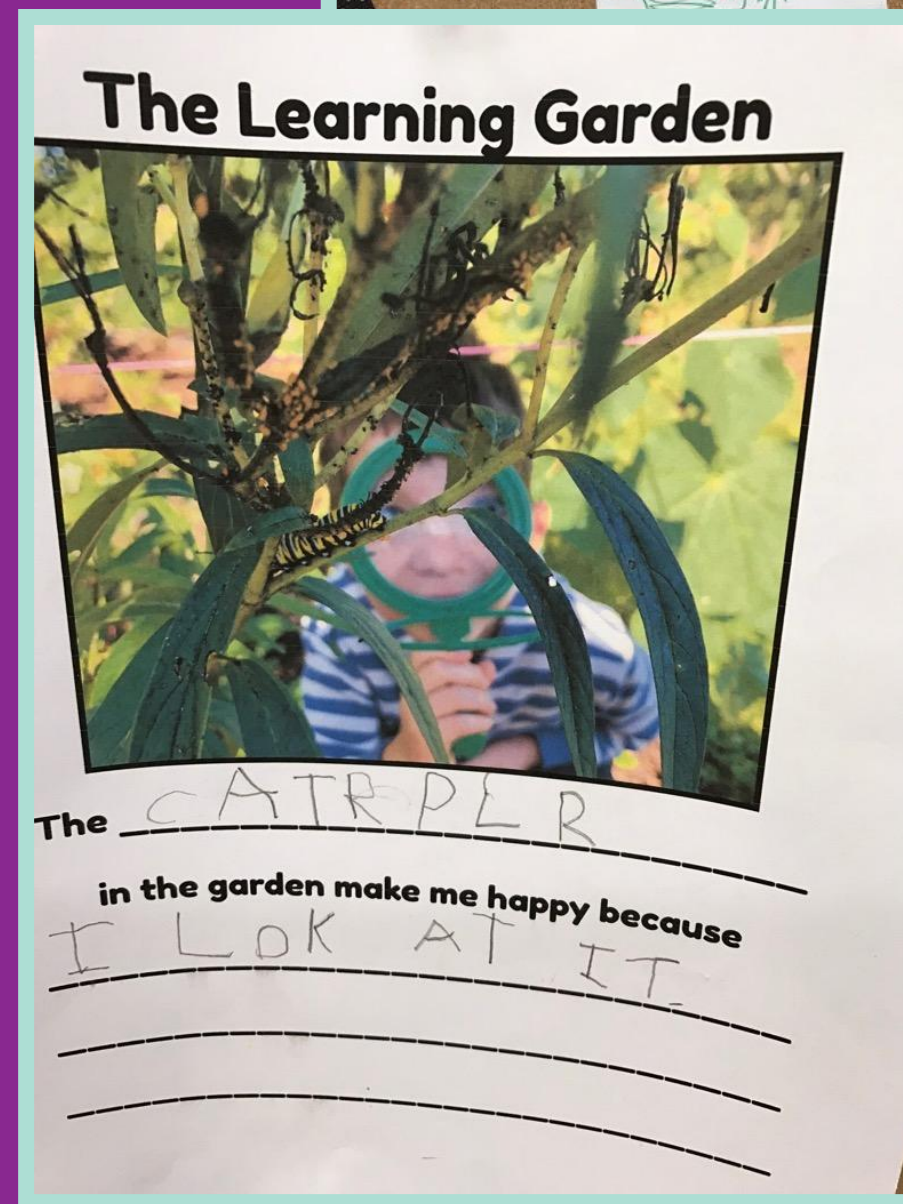
"Look at the big cloud,"
said Kate.
"That one looks like a car."




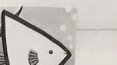









Regarde le carré !

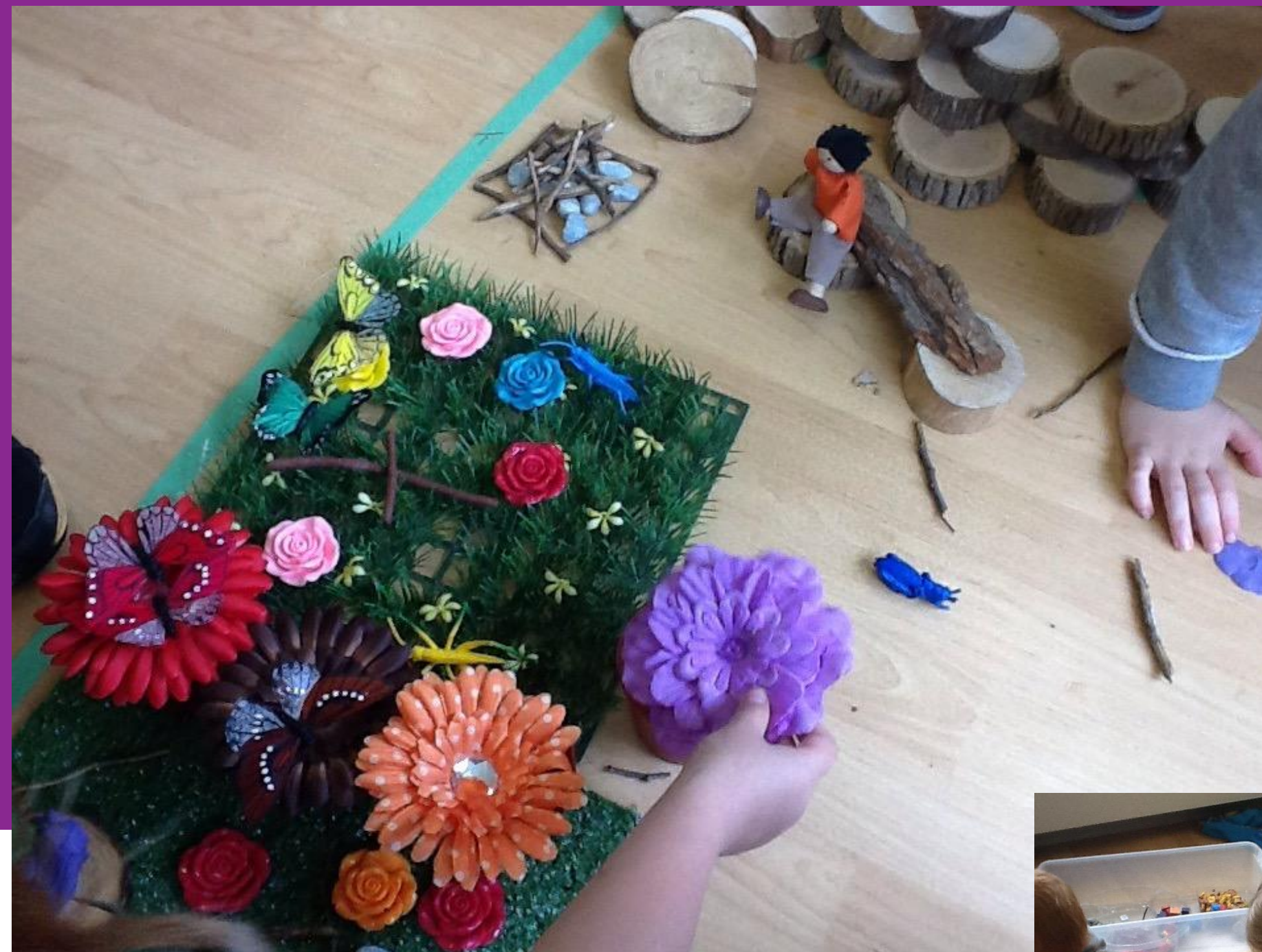
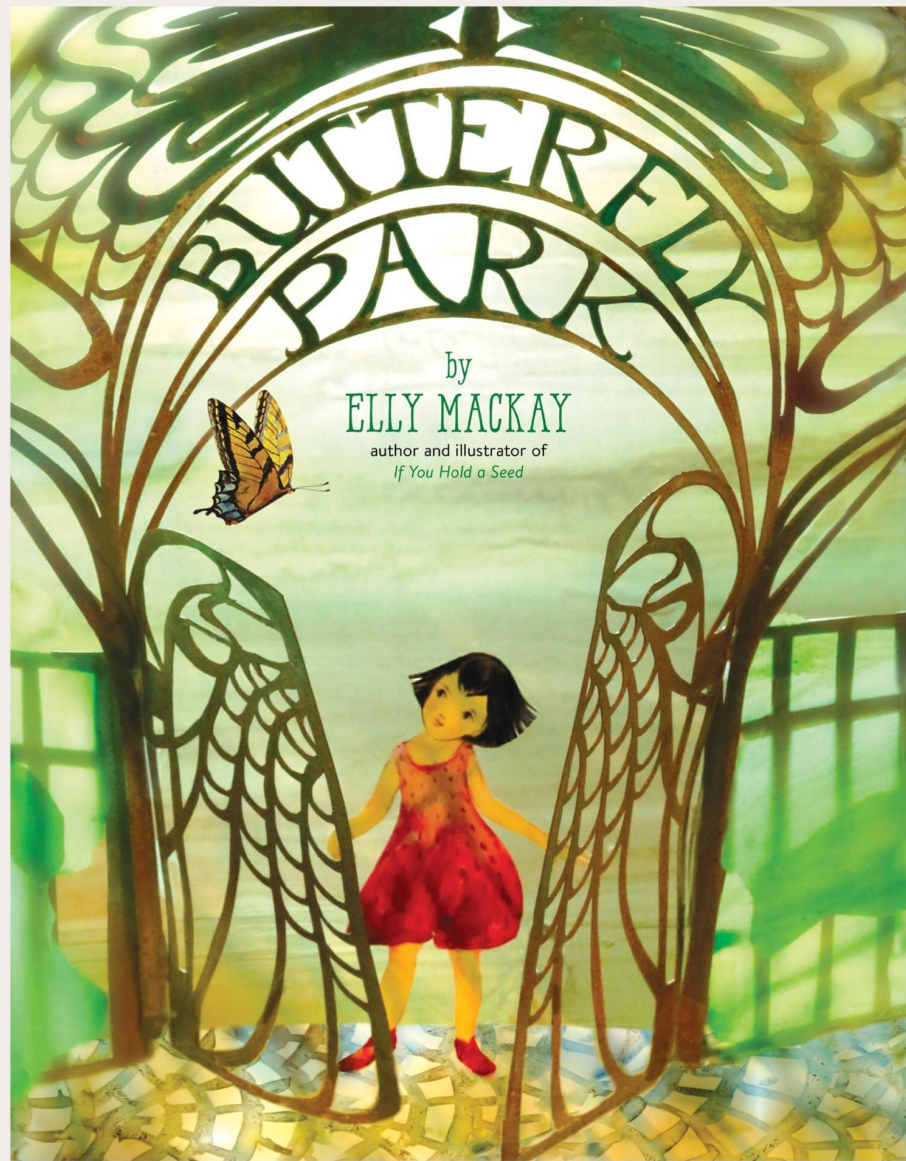


Literacy is also developed through rich provocations set out by educators, often connected to inquiry.



Les animaux aquatiques préférés

Animaux	Votes
Les poissons	 
Les raies	  
Les baleines	
Les poissons globes	  
Les étoiles de mer	 



Curriculum
Connections:
Retell
experiences,
events and
familiar stories
in proper
sequence



Students use materials to create
the setting and retell the story.
We encourage them to create a
new ending to the story. Include
new vocabulary from story!



Outdoor Learning



- ❖ Making connections in Math, Literacy and Problem Solving.
- ❖ Discussions about how we interact with nature. What do we take with us? What do we leave?



Meaningful, hands-on learning opportunities help build students natural curiosity and provides opportunities to apply and build on their learning.



Preparing your child for Kindergarten?



If you have questions or concerns about your child's development we suggest visiting

www.lookseechecklist.com

- read with your child every day
- play games with your child (go fish, eye spy, candy land etc.)
- colour, play and build with your child, and make up stories about your creations
- consider having your child's vision, hearing and/or speech assessed early if you have any concerns

looksee
checklist® by ndds

A checklist to monitor your child's development from 1 month to 6 years of age with tips to help them grow.



Looking for additional Kindergarten information?

- reach out to your child's teacher or ECE or school administrator
- Board Website/Kindergarten:

www.ugdsb.ca/Kindergarten



@ugdsb



Uppergrand



ugdsb



UGDSB

Communications



Thank you for
joining us this
evening!

