

This handbook was developed for the purpose of communication between parents and school. It is the intent of the kindergarten teachers to provide opportunities for your children to learn and grow according to their special needs and to build a positive attitude toward school. The importance of cooperation, involvement and support of parents and school cannot be stressed enough to insure a successful educational experience for your child.

New Prairie United School

2021-2022

Kindergarten

Handbook

Welcome New Students !

SCIENCE: Cont.

Earth and Space Science (ESS)

- _____ (K.ESS.1) Make observations to determine the effect of sunlight on Earth's surface and use tools and materials to design and build a structure to reduce the warming effect on Earth's surface.
- _____ (K.ESS.2) Describe and compare objects seen in the night and day sky, observing that the sun and moon move across the sky.
- _____ (K.ESS.3) Investigate the local weather conditions to describe patterns over time.

Life Science (LS)

- _____ (K.LS.1) Describe and compare the growth and development of common living plants and animals.
- _____ (K.LS.2) Describe and compare the physical features of common living plants and animals.
- _____ (K.LS.3) Use observations to describe patterns of what plants and animals (including humans) need to survive.

Engineering (E)

- _____ (K.E.1) Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool.
- _____ (K.E.2) Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem.
- _____ (K.E.3) Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.

SCIENCE:

Science and Engineering Process Standards (SEPS)

- _____ (K.SEPS.1) Posing questions (for science) and defining problems (for engineering)
- _____ (K.SEPS.2) Developing and using models and tools
- _____ (K.SEPS.3) Constructing and performing investigations
- _____ (K.SEPS.4) Analyzing and interpreting data
- _____ (K.SEPS.5) Using mathematics and computational thinking
- _____ (K.SEPS.6) Constructing explanations (for science) and designing solutions (for engineering)
- _____ (K.SEPS.7) Engaging in argument from evidence
- _____ (K.SEPS.8) Obtaining, evaluating, and communicating information

Physical Science (PS)

- _____ (K.PS.1) Plan and conduct an investigation using all senses to describe and classify different kinds of objects by their composition and physical properties.
- _____ (K.PS.2) Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.
- _____ (K.PS.3) Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- _____ (K.PS.4) Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

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- _____ (K.ESS.1) Make observations to determine the effect of sunlight on Earth's surface and use tools and materials to design and build a structure to reduce the warming effect on Earth's surface.
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New Prairie United School Corp
5327 N Cougar Road
New Carlisle, IN 46552
Superintendent, Dr. Paul White
Asst Supt, Dr. Carrie Cannon
Phone: 574-654-7273 or 219-778-2814
Fax: 574-654-7274

Olive Township Elementary
Principal, Tara Bush
300 West Ben Street
New Carlisle, IN 46552
Phone: 574-654-7531 or 219-778-4740
Fax: 574-654-7964
School Hours: 7:20am-1:50pm CST

Prairie View Elementary
Principal, Rhonda Myers
6434 East 700 North
Rolling Prairie, IN 46371
Phone: 574-654-7258 or 219-778-9388
Fax: 219-778-9237
School Hours: 8:40am-3:10pm CST

Rolling Prairie Elementary
Principal, Becky Bartlett
605 East Michigan
Rolling Prairie, IN 46371
Phone: 219-778-2018
Fax: 219-778-4911
School Hours: 8:40am-3:10pm CST

Media Literacy

- _____ (K.ML.1) Recognize various types of media
- _____ (K.ML.2.I) Recognize common signs and logos and identify commercials or advertisements

MATHEMATICS:

Mathematical Practices

- _____ (PS.4&5) Apply strategies they know to solve problems

Number Sense

- _____ (K.NS.1) Count to 100 by ones and tens and count on by one from any number
- _____ (K.NS.2) Recognize number words 0-10
- _____ (K.NS.3) Find the number that is 1 more or 1 less of given no. to 20
- _____ (K.NS.7 &9) Compare sets (more, less, equal, most, least)
- _____ (K.NS.8) Quantity discrimination of nos. 1-20
- _____ (K.NS.10) Separate sets of ten or fewer objects into equal groups
- _____ (K.NS.11) Place Value as groups of tens and ones

Computation and Algebraic Thinking

- _____ (K.CA.1) Addition and subtraction facts within 10
- _____ (K.CA.2) Solve real world problems involve addition and subtraction
- _____ (K.CA.3) Use objects, drawings, etc. to decompose numbers less than 10
- _____ (K.CA.4) Find numbers that make 10 when added to the given number and record with a drawing or equation

Geometry

- _____ (K.G.2) Compare two and three dimensional shapes in different sizes and orientations by parts and other attributes.
- _____ (K.G.3) Identify solid shapes and compose shapes from objects (cone, cube, cylinder, sphere)
- _____ (K.G.4) Compose simple geometric shapes to form larger shapes

Measurement

- _____ (K.M.2) Concepts of time and understand that clocks and calendars are tools to measure time

Data Analysis

- _____ (K.DA.1) Classify objects (size, color, shape) and identify objects that do not belong in a group and explain reasoning used

KINDERGARTEN CURRICULUM

LANGUAGE ARTS: Cont.

Reading Nonfiction

- ____ (K.RN.2.1) Ask and answer questions about important elements of a text
- ____ (K.RN.2.2) Retell the main idea and key details of a text
- ____ (K.RN.2.3) With support describe the connections in a text
- ____ (K.RN.3.2) Recognize that a nonfiction text is structured to describe a topic
- ____ (K.RN.4.1) With support, identify the reasons an author gives to support points in a text
- ____ (K.RN.4.2) With support, identify basic similarities between texts of same topic

Reading Vocabulary

- ____ (K.RV.1) Vocabulary development (build and apply)
- ____ (K.RV.2.4) Recognize frequently occurring inflections
- ____ (K.RV.3.1 & 3.2) Ask and answer questions about unknown words

Writing Standards

- ____ (K.W.1) Write for specific purposes and audiences
- ____ (K.W.2.1) Write letters correctly shaping and spacing the letters of the words
- ____ (K.W.2.2) Write by moving left/right and top to bottom
- ____ (K.W.3.2) Use words/pictures to develop main idea and facts on topic
- ____ (K.W.3.3) use words and pictures to narrate an event or story, arranging ideas in order
- ____ (K.W.4) With support apply the writing process to review and revise
- ____ (K.W.5) With support, build understanding of a topic using various sources
- ____ (K.W.6.1a & 6.1b) Write sentences using nouns/pronouns and verbs
- ____ (K.W.6.2a & 6.2b) Uses capitalization and punctuation
- ____ (K.W.6.2c) Spelling simple words phonetically

Language Standards

- ____ (K.SL.4.1) Speaks in complete sentences
- ____ (K.W.6.1) Demonstrate usage of good grammar

Speaking and Listening

- ____ (K.SL.1 & 4.3) Listen and follow directions
- ____ (K.SL.2.1, 2.3 & 2.5) Participate in collaborative conversations
- ____ (K.SL.2.4, 3.1 & 3.2) Ask and answer questions to get information
- ____ (K.SL.2.3 & 4.1) Speak audibly and express thoughts, feelings, and ideas clearly

Nutrition Services

It is the mission of the New Prairie United School Corporation's (NPUSC) Nutritional Services Department to offer healthy choices and quality food at reasonable prices, while keeping excellent customer service. School menus are planned to provide students an opportunity to select nutritious food that they will enjoy eating and contribute to good health. NPUSC participates in the National School Breakfast Program and the National School Lunch Program. Both of these programs must meet requirements from USDA based on the Dietary Guidelines for key nutrients and calories for growing children.

Menus

School menus can be found online at www.schools.mealviewer.com or the NPUSC website.

Free/Reduced Price Meals

Parents are encouraged to apply for free/reduced price meals. Applications can be filled out after July 1st online at www.myschoolapps.com. Paper applications are available upon request to your child's school office, or downloaded from the NPUSC website.

Special Dietary Needs

NPUSC adheres to specific USDA guidelines in providing special diet accommodations for students. In accordance with the criteria set forth in [7 CFR Part 15b](#), those students who are unable to eat the school meal due to a disability/medical need/or impairment are accommodated, at no additional charge. Dietary needs due to lifestyle and religious reasons are important to our school but not a requirement by USDA to make accommodations. Our school will try to accommodate lifestyle and religious needs through our current menu choices. If your child has a special dietary need requirement accommodation from the cafeteria, it is the parent's responsibility to contact [Laurie Jacobson](#), Director of Nutritional Services at 574-654-0401 or 219-778-2215 or email her at lauriejacobson@npusc.k12.in.us. You may find the meal accommodation forms at the NPUSC website at www.npusc.k12.in.us under the programs/services tab, nutritional services.

Meal Accounts

Elementary students are requested to bring all lunch and milk money to school on Monday or the first day of the school week. Students should plan ahead for meal/milk purchases. Envelopes will be provided to students on Friday for money to be sent in on Monday. (If you do not need envelopes please let your child know.) Envelopes should be filled out completely with student's name, grade, teacher and amount enclosed. All lunch accounts are computerized by student. Money can be deposited in lump sums or by the week or month. The computer will keep track of money used and the balance of the account. Limited extra items will be sold and can be purchased with the child's account. Cash or Checks will be accepted. All money will be collected, counted and recorded through the cafeteria, not the school office. Money can also be deposited into your child's account online at www.myschoolbucks.com for a small fee. There is a link to the website and instructions for usage on the New Prairie website at www.npusc.k12.in.us under the Programs/Services tab.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail:

U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

KINDERGARTEN CURRICULUM

LANGUAGE ARTS: The student will: Foundational Skills

Print Concepts

____ (K.RF.2.1,2,2&2.3) Understands Print Concepts

____ (K.RF.2.4) Recognize & name all uppercase and lowercase letters

Phonological Awareness

____ (K.RF.3.1) Recognize and produce rhyming words

____ (K.RF.3.2) Orally pronounce, blend, & segment words into syllables

____ (K.RF.3.3) Orally blend onset rimes

____ (K.RF.3.4) Tell the order of sounds heard in words with 2 or 3 phonemes

____ (K.RF.3.5) Add, delete, or substitute sounds to change words

Phonics and Word Recognition

____ (K.RF.4.1) Use letter sounds to decode the sound of each consonant

____ (K.RF.4.2) Blend consonant-vowel-consonant (cvc) sounds to make words

____ (K.RF.4.3) Recognize short and long vowel sounds

____ (K.RF.4.4) Read common high-frequency words by sight

____ (K.RF.4.5) Identify similarities and differences in words

Fluency

____ (K.RF.5) Demonstrate accuracy and fluency when reading emergent reader texts

Reading Literature

____ (K.RL.1 & K.Rn.1) Actively engage in group reading activities

Key Ideas and Textual Support

____ (K.RL.2.1) Answer questions about key details in a text

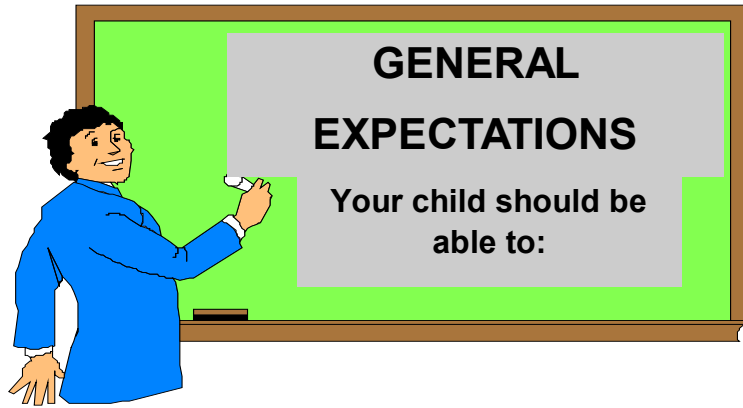
____ (K.RL.2.3) Identify important elements of text (character, setting or events)

____ (K.RL.2.4) Make predictions about what will happen in a story

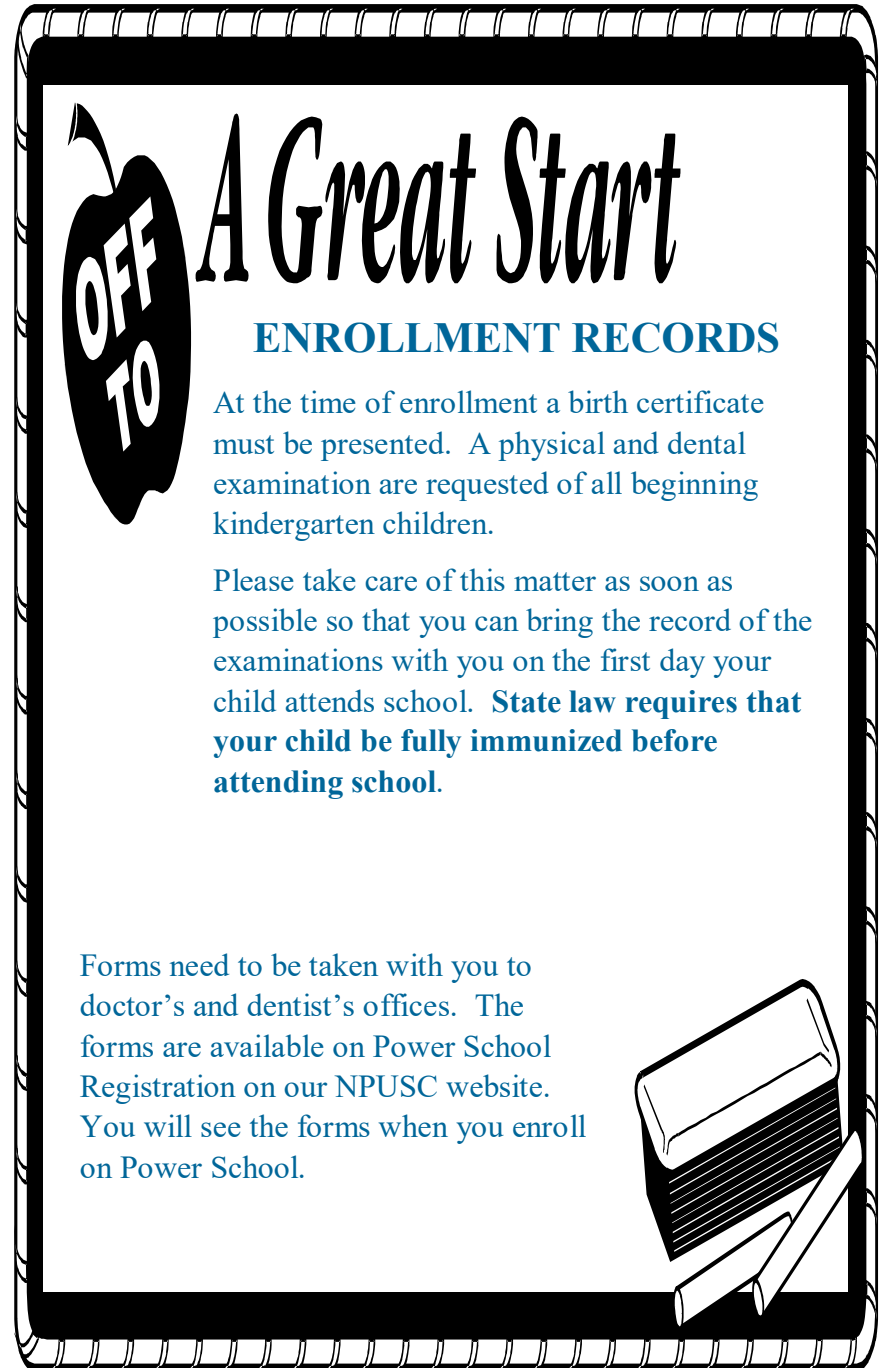
____ (K.RL.3.1) Recognize familiar narrative text genres

____ (K.RL.4.1) Describe relationship between illustrations and story

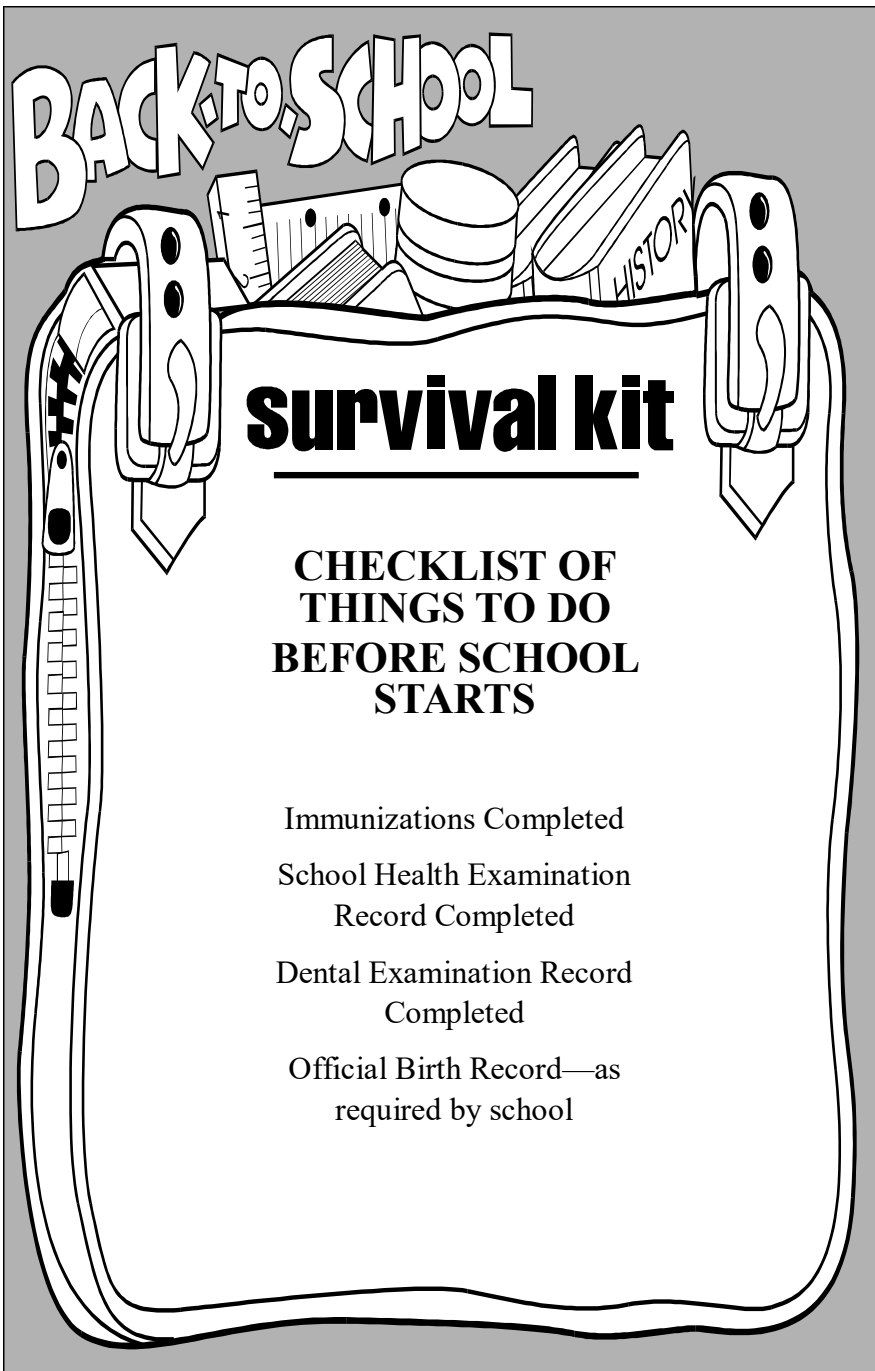
____ (K.RL.4.2) With support, make comparisons within text



- ☒ tell his/her full name, address, telephone number, birth date
- ☒ tie his/her own shoes
- ☒ dress themselves
- ☒ carry out certain responsibilities assigned at home
- ☒ play and share with other children
- ☒ follow directions of adults and listen to others
- ☒ be away from parents for several hours without becoming upset
- ☒ take care of his/her own toilet needs
- ☒ wash his/her own hands at appropriate times
- ☒ cover his/her mouth appropriately when sneezing and coughing
- ☒ keep their hands to themselves
- ☒ wait his/her turn and respond at appropriate times



Forms need to be taken with you to doctor's and dentist's offices. The forms are available on Power School Registration on our NPUSC website. You will see the forms when you enroll on Power School.



TRANSITION TO KINDERGARTEN

It is important that your child enter kindergarten ready and eager to learn. Listed below are a number of general and academic skills that will assist in preparing your child for the kindergarten experience. Each elementary school has a resource center with materials geared to support your child's readiness. Please contact the principal or kindergarten teacher for additional information.

Talk, talk, talk with your child. As you talk with him/her about interests, what you are doing, and what is going on around him/her, you will be helping to increase his/her vocabulary, improve his/her speech patterns, and stimulate thoughts.



Listen to your child.

Praise your child on achievements and comfort, not criticize on failures.

Show an interest in your child's schoolwork and homework.

Support your child and school by having a positive attitude. Make an effort to get to know your child's teacher. Attend Open House, school programs, and parent/teacher meetings.

Avoid comparing one child with another. We are all unique individuals with different learning styles and traits.

Let your child know that it is all right to make mistakes. Mistakes are part of the learning process.

ATTENDANCE

Your child should attend school each day he/she is well. Every absence, even part of a school day, interferes with your child's progress at school. Each subject is taught in sequence which builds understanding and correct habits of study. In order to be ready for new steps in learning, your child must have mastered the previous steps and be sufficiently ready to profit from new materials.



Should your child be absent or tardy, you are requested to send a note of explanation with your child upon his/her return to school or call the school office.

If a child is injured or becomes ill at school, the parents will be notified. If the parents are not available, then the person designated to be called in an emergency will be contacted. Be sure to keep the school notified of any changes in telephone numbers, addresses, places of work, and emergency contacts.



Parent Health Questionnaire (blue form)

Parents must complete and sign the Health Questionnaire. The Physical Examination information should be completed and signed by your family physician.

Indiana State Law requires all grade school children to be fully immunized *PRIOR* to entering school.

Kindergarten Immunization Requirements

5 - **DTaP** (Diphtheria, Tetanus & Pertussis)

4 - **Polio***

3 - **Hep B** (Hepatitis B)

2 - **MMR** (Measles, Mumps & Rubella)

2 - **Varicella** (Chickenpox) vaccine or evidence of physician documentation of disease history including month and year, is proof of immunity.

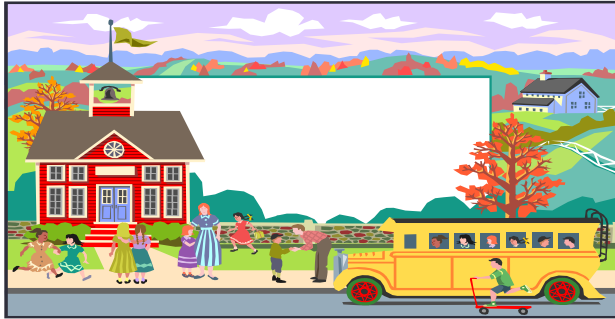
2 - **Hep A (Hepatitis A)** 6 months apart

DTaP—4 doses of DTaP/DTP/DT are acceptable if 4th dose was administered on or after child's 4th birthday.

Polio—3 doses of polio vaccine are acceptable if 3rd dose was administered on or after child's 4th birthday.

*The 4th dose must be administered on or after child's 4th birthday and be administered at least 6 months after the previous dose.

COOPERATION BETWEEN



HOME AND SCHOOL

Cooperation between parents and teachers is very important during your child's first year at school. Both the parents and the school are joint partners in the total education of the child. Any concerns that may arise should be brought to the teacher's attention. If your child develops or already has a particular fear or dislike, it may be overcome more easily if both the parents and the school are informed and work together cooperatively.

TRANSPORTATION

If your child rides the school bus, please take some time to review the Transportation Behavior Pamphlet with them. This pamphlet will be distributed at the beginning of the school year. The safety of your child is of the utmost importance. Any questions or concerns regarding transportation should be forwarded to the Director of Transportation. If there is a change in routine at home or in the method of transportation, please send a note to the teacher or call the school office to prevent confusion for both the child and the teacher.

If your child does not ride to school on a bus, arrival should not be more than 10 minutes before the class starts, as many times no supervision will be available until 10 minutes before the start of class.

