

Welcome  
to Pre-K!

# My School



*This week, children will be introduced to their classroom, their teacher, their classmates, and to the school campus.* By the end of the week, children will begin to feel right at home in their new school family. To help us get to know your child better, please complete and return the "Getting to Know Your Child" questionnaire. We are looking forward to an exciting year together!



*Each week, we will be learning many new words.*

We will focus on one special word each week called our "Word of the Week." We will use this word many times during our classroom day. Try using this word at home, too. You might say to your child: *Can you tell me the names of some of your classmates? What did you do at school today with your classmates?*

## Word of the Week

classmates • compañeros de clase  
*Classmates are members of the same class.*

*This first week of school will be very exciting for your child* with so many new things to learn including new school routines. We will be talking about routines your child does at home to get ready for school, such as getting dressed, eating breakfast, and brushing teeth. Review with your child how he or she gets ready for school. Ask: *What do you do first? Next? Last?*

*We will also learn new school routines* that will be a part of your child's daily experience with his or her School Family. These routines will include:

- Uniting together during the morning **Greeting Circle**
- Exploring at **Practice Centers**
- Listening to **Read-Aloud** stories
- Exploring new **Math** ideas
- Dancing and singing during **Music and Movement**
- And so much more!

*Our special classmate is Fanny Frog.*

She is a lovable frog puppet that children will interact with daily during their classroom experiences.



## S.T.A.R.

Smile  
Take a deep breath  
And  
Relax

*Throughout the year, your child will learn calming strategies.*

These strategies will help your child learn to manage feelings and deal with them in appropriate ways. Review S.T.A.R. breathing with your child: *Take in a deep breath by inhaling through your nose as if smelling a flower. Then pretend to blow out a candle as you exhale and let the air out.*

**Coming Next Week: We will learn about our amazing bodies!**

# Getting to Know Your Child

Dear Family,

Welcome to Pre-K! We are excited that your child is joining our School Family. We would like to get to know your child better so we can better meet your child's needs.

Child's Name: \_\_\_\_\_

Who is in your family?

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

What language is your child most comfortable speaking? \_\_\_\_\_

What language(s) does your family speak at home? \_\_\_\_\_

Has your child been to school before? \_\_\_\_\_ If yes, please describe the experience:

\_\_\_\_\_

What is the best way to share information with you?

email: \_\_\_\_\_  phone call: \_\_\_\_\_

text: \_\_\_\_\_  mail address: \_\_\_\_\_

What do you do to calm your child when he or she is upset? \_\_\_\_\_

What is your child's favorite food? \_\_\_\_\_

What is your child's favorite color? \_\_\_\_\_

What activities does your child most enjoy? \_\_\_\_\_

Does your child have any allergies? \_\_\_\_\_ If so, what? \_\_\_\_\_

What goals do you have for your child this year? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# My Body

***This week, we will learn that our awesome bodies*** come in different shapes, sizes, and colors. Every body part has a name. We can move our bodies in many ways!



## Word of the Week

awesome • fantastica

*Awesome describes something that is extremely good or impressive.*

Use the Word of Week at home.

You might say: *You ate a healthy breakfast. That was awesome!*

## Move Your Feet

Name a way to move your feet, demonstrate it, and ask your child to copy your actions. Ask your child to name and demonstrate a move. Take turns seeing how many ways you can move your feet. Repeat using other body parts. How many ways can you move your arms/hands/legs?

## Draw Together

Provide paper, drawing tools (pencils, crayons, markers) and a place to draw. Enjoy drawing with your child. Explore the different tools. Ask your child to tell about his or her drawings. Another time, have your child draw a self-portrait and point out different body parts.

## More Words to Know

hands • manos  
feet • pies  
head • cabeza  
nose • nariz  
eyes • ojos  
knees • rodillas  
shoulders • hombros  
toes • dedos de los pies  
teeth • dientes  
ears • orejas

## Where Is It?

Sit with your child. Place a familiar object (plastic cup, stuffed animal) in different places on or near your child's body. Have your child tell where it is. For example, place a stuffed animal on your child's head. Ask: *Where is it?* Your child might answer: *It is on top of my head!* Move the object and repeat. Your child will be practicing location words (top, bottom, in front, in back, between, beside, on) as well as naming body parts.

## Funny Faces

Sit in front of a mirror with your child. Take turn making funny faces. Discuss the body parts used to make each face. For example, you might say: *You showed all of your teeth. I used my tongue to make my funny face. You made your eyes get really big.*

**Coming Next Week: We will learn about our sensational senses.**

# My Senses



**We have five senses. We can see, touch, hear, taste, and smell.**

Our senses help us gather information to learn about our world. We use a different body part for each sense. We use our eyes to see, our fingers to touch, our ears to hear, our tongue to taste, and our nose to smell.

## More Words to Know

alike • igual  
 bumpy • rugoso  
 compare • comparar  
 different • diferente  
 predict • predecir  
 prickly • espinoso  
 rough • áspero  
 smooth • liso

## Outdoor Walk

Invite your child to take a walk outdoors with you. Point out things you see, hear, and smell. Invite your child to touch safe things and then describe the feel of each item.

## Word of the Week

senses • sentidos

*Our senses are tools our body uses to gather information.*

Use the Word of the Week at home.

You might ask your child: *Which sense do you use to understand what someone is saying to you?*

*Which sense do you use when you are eating dinner?*

## Texture Hunt

Walk around inside or outdoors and notice different textures. Some things will be smooth and others rough. You might even find a prickly or bumpy surface. Use both your eyes (to see) and your hands (to touch). Tell about the different textures. For example, you might say: *The kitchen counter feels smooth.*

## What Are We Having for Dinner?

Help your child notice smells and tastes. Say: *Use your nose to predict what we are having for dinner.* After predicting, have your child take a small taste without looking. Ask: *Was your nose's guess correct?*

## Bath Time Senses

Encourage your child to describe the feel of the water, soap, and sponge or washcloth during bath time.

## Stop, Look, and Listen

Review the poem with your child, pointing to each body part named.

*Stop, look and listen*

*Before you cross the street.*

*Use your ears and use your eyes*

*Then use your feet.*

**Coming Next Week: We will learn about our emotions (feelings).**

# My Feelings



**We all have emotions (feelings).** We can feel happy, sad, frightened, disappointed, frustrated, angry, and surprised. This week, your child will learn how to identify emotions and discover ways to handle his or her feelings.

## Word of the Week

emotions • emociones

*Our emotions are our response to what happens around us.*

Use the Word of the Week at home.

You might ask your child: *What emotion do you feel when \_\_\_\_\_?*

## Talk about Your Feelings

Describe a time when you felt sad. Ask your child to share something that makes him or her sad. Talk about other emotions you and your child have felt. Describe a scenario and ask your child how it would make him or her feel. For example: *How did you feel on your first day of Pre-K? How do you feel when you make a new friend?*

## Open and Closed

Use a piece of string to make a shape. If the ends of the string touch, the shape is called a closed shape. If the ends of the string do not touch, it is an open shape. Ask your child to tell if you if the shape is open or closed. Practice making lots of open and closed shapes with your child.

## More Words to Know

angry • enojada  
bored • aburrido  
closed • cerrado  
disappointed • desilusionada  
feelings • sentimientos  
happy • feliz  
open • abierto  
proud • orgulloso  
sad • triste

## How Do You Feel?

At different times of the day notice what your child is doing, comment on what you noticed, and ask: How do you feel? For example, you might say: *I noticed you cleaned up your blocks. How do you feel?* or *I noticed you pushed your brother. How do you feel?* Help your child connect the feelings with behaviors. Remind your child to practice S.T.A.R.

## Story Characters

Always remember to read to your child every day. As you read, discuss the emotions expressed by characters in the story. Point out character's faces in the illustrations when they show emotional expressions.

**Coming Next Week:** We will learn about our families. Please send a photo of your family to school.

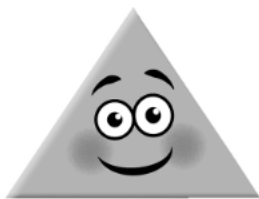
# Numbers, Counting, Shapes, and Size

Dear Family,

This year, your child will build a strong foundation for acquiring math skills through fun, playful and engaging activities. These activities will build on your child's informal understanding of math and enhance and bridge that understanding to move toward more formal math concepts. Your child will be encouraged to think creatively and solve problems in the key areas recommended by the National Council of Teachers of Mathematics (NCTM).

## Numbers and Counting

Your child will learn to correspond the ability to verbally count with matching each count in one-to-one correspondence to concrete objects. Your child will learn that the last counting word said tells how many objects he or she counted all together. Your child will learn to identify, create and extend patterns, such as red, green, red, green, \_\_\_\_\_. Your child will use counting as a strategy to name, combine, separate, and compare different sets of objects. This skill builds a foundation for learning to add and subtract.



## Shapes

Your child will learn to recognize and describe shapes. For example, your child will learn that a triangle has three straight sides and three corners. Your child will have fun comparing shapes to see how they are alike and different. Your child will learn to describe an object's location using words, such as *above*, *below*, *top*, *bottom*, *right*, and *left*. Your children will also explore sliding, flipping, and turning shapes to create new shapes and take shapes apart.

## Measurement

Your child will learn to measure objects using informal tools, such as a piece of yarn to measure how long an object is, and formal tools, such as a balance scale to measure the weight of an object. Your child will compare objects to determine which are longer, shorter, heavier, wider, and fuller.

Your child will spend this school year working hard while having fun to develop important skills that will provide the foundation for mathematical success.

Make it add up,  
Brian Mowry, PhD  
Frog Street Pre-K Math Author



# My School Family

Dear Family,

Your child is joining a new family—the School Family. *School Family* is a term we use to describe the classroom environment in the program Conscious Discipline®. The School Family does not and cannot replace the home family, but it can, in partnership with you, help create the best possible learning experience for your child.

Each child enters school with three important questions:

- Am I safe?
- Am I loved?
- What can I learn?

Conscious Discipline®, a comprehensive classroom management and social emotional program, creates learning environments where children will know, “Yes, I am safe,” and “Yes, I am loved.” From this foundation of safety and caring, children begin learning how to solve conflicts, manage their emotions, and take responsibility for their actions.

Each morning, your child will transition from being your son or daughter to being a classmate. To help with this transition, your child will start the day the Brain Smart® way. Your child’s teacher will lead children through four daily activities to help prepare their brains for optimal learning. The Brain Smart® Start includes activities to unite, calm, connect, and commit.

<b>Unite:</b>	Children join together to sing a song and begin to develop a sense of belonging.
<b>Calm:</b>	Children learn breathing strategies to calm themselves when they are upset.
<b>Connect:</b>	Children interact with each other, which builds healthy friendships, increases attention span, and fosters cooperation.
<b>Commit:</b>	Children make and follow through on pledges to keep their classroom safe and take responsibility for their actions.

Don’t be surprised when you hear your child say, “Be a S.T.A.R.” if you are upset. S.T.A.R. means **S**mile, **T**ake a deep breath **A**nd **R**elax. You may also find your child wishing people well when they are sick or going through tough times. S.T.A.R. and “wishing well” are foundational components for the kindness, helpfulness, and emotional control that are at the heart of Conscious Discipline®.

From my heart to your heart, I wish you well,  
Becky Bailey, PhD  
Founder of Conscious Discipline®



**S.T.A.R.**

Smile  
Take a deep breath  
And  
Relax

# Reading to Your Child

Dear Family,

Shared storybook reading is one of the greatest gifts you can give your child. Reading stories with your child can:

- promote strong parent-child attachment.
- nurture key early language and literacy skills.
- strengthen your child's pride in cultural and personal identity.
- expand your child's knowledge of the world.
- help your child process strong emotions and deal with life's challenges.

## When you read together . . .

- Choose books that interest your child. Include stories with vocabulary that can expand your child's spoken language.
- Include informational books that teach, such as books about animals, nature, space, and other topics that interest your child.
- It is important that children "see themselves" in books. When choosing books to read with your child, include books that feature characters who look like your child and have the same cultural background and family structure.
- Ask your child to name what he or she sees in the pictures in the book. Ask why characters are acting in certain ways. Ask your child to predict what will happen next.
- After the story, ask questions, such as: *What was your favorite part? Which character would you want to be? Would you want to change the ending? How?*
- Point to the words in the book's title as you read it. Ask your child to find a letter in the book title that is the same as a letter in his or her name. Count how many words are in the title.
- Point to a word in the book that has the same first letter as the first letter in your child's name. Ask your child to say the name of the letter. Invite your child to find another word with the same letter.



Read 20 minutes every day! Have fun! And remember,  
children love to hear the same book again, and  
again, and again!