

# Welcome to the Hamilton Family!

A place to...



Dear Families,

Welcome to our kindergarten classrooms! We are looking forward to an exciting year with your child. Our goal is to create a warm and positive classroom environment while providing learning activities that allow children to develop socially, emotionally, intellectually, and physically. We truly believe that knowing the families of the children we teach is as important as knowing the children themselves. This home/school partnership is crucial to the success of each child.

**Please take some time to read the information in this packet;** it explains in detail the daily schedule, ongoing projects, a brief overview of the curriculum, and an alphabet of frequently asked questions. We know there is a lot of information included. Please keep this packet for easy reference, and don't hesitate to call or stop by with questions, comments, or concerns. You bring a lifetime of knowledge about your children, and we value a positive partnership between school and family. We're going to have a terrific year!

Sincerely,

Mrs. Howe and Ms. Fread



### **The Kindergarten Curriculum**

Our **language arts curriculum** is based upon a framework from Orton-Gillingham and IMSE. It is a framework that combines what children need to learn with what is known about how children learn. This framework allows us to begin or continue students' literacy journeys by providing developmentally appropriate activities, such as predictable charts, teacher read-alouds, reading to and with children, and writing to, for, and by children. In our literacy block, the children experience three different instructional contexts: whole-group instruction, small-group instruction, and independent activities. With Orton-Gillingham, children experience a variety of reading and writing activities that instill the desire to learn to read and write, develop phonemic awareness, foster important language concepts, encourage letter and sound recognition, teach essential print ideas, and extend vocabulary. These six critical understandings are stressed in the Orton-Gillingham balanced literacy program.

**Desire To Learn To Read & Write:** Creates an environment where all students see themselves becoming independent readers and writers through a variety of developmentally appropriate activities.

**Language Concepts:** Fosters the ability to read and write words through the use of morning messages, journal entries, sentence-building activities, and environmental print.

**Print Concepts:** Teaches print concepts by modeling how to write and participating in shared reading and shared writing experiences.

**Phonemic Awareness:** Develops phonemic awareness, including the concept of rhyme, through activities with poetry, rhyming books, tongue twisters, and playing with language.

**Interesting Words:** Extends the list of real-life words that students find personally relevant, such as favorite restaurant names, favorite cartoon characters, and family members.

**Letters & Sounds:** Encourages letter and sound recognition through activities with alphabet books, beginning and ending sounds, and shared writing of predictable charts.

Wisconsin has adopted Common Core State Standards in literacy and math, which provide a consistent, clear understanding of what children are expected to learn at each grade level. You can find out more about these standards at [dpi.wi.gov/standards/ccss.html](http://dpi.wi.gov/standards/ccss.html)

Our district implemented a new **math curriculum** last year called Envision Math. Envision utilizes a scaffolded approach to learning new grade-level concepts to gain mastery of skills. The focus on number sense routines guarantees a solid math base from which to grow your child's math brain. Our curriculum is aligned with the Common Core math standards and uses a variety of manipulatives to combine kinesthetic, auditory and visual learning styles to best meet all student needs.

Our **social studies** curriculum focuses on self, homes, healthy bodies, and the communities around us. We integrate these units into our literacy and math lessons as much as possible, so the information will be relevant and meaningful to your children.

Our **science** curriculum is from FOSS and focuses on year-long science instruction that includes animals, our earth, trees, weather, seasons, wood, paper, fabric, and motion.

If you would like more information on the curriculum, please contact us or refer to the district website.

### Home/School Communication

To maintain positive communication between home and school, each child will have a folder that will be brought home each night with any important school notes, field trip forms, communication log, etc. We check these folders first thing in the morning, so if there is any information you would like us to know, please write a brief note. We will also do the same if there is anything we would like you to be aware of - joys, concerns, questions, etc. The communication log will keep you updated on our classroom units, special projects, or field trips.

### Homework

We know how busy your lives can be. However, an integral part of kindergarten is reading practice. We feel **very strongly** about reading at night with your child. Each child will have the opportunity to bring home two decodable readers each week - a small, leveled book. Please read the book to your child, read the book together, have your child read the book independently, pick out sight words, talk about story sequence, etc. This provides support for skills learned during the school day, and it also provides some one-on-one time with your child!

## The ABCs of Frequently Asked Questions

### Aa

**Absences:** If your child needs to miss school, please call the office at 789-7695 before 8:00 a.m. indicating why your child is absent and your child's grade and teacher.

**Allergies:** Please let us know if your child has an allergy to food, materials, etc.

**Attendance:** Attendance is extremely important! Your child's progress, both academically and socially, is greatly influenced by daily participation.

## Bb

**Birthdays:** Please contact us prior to your child's birthday so arrangements can be made if you plan on doing something special. On your child's birthday you may wish to send in a special treat but please ensure the treats are identical. To avoid hurt feelings, please do not send party invitations to school.

**Breakfast:** Research demonstrates that children who eat breakfast focus better than those who don't, so please be sure your child is eating breakfast daily. Breakfast is also offered at school daily. Your child's breakfast account is the same account as his/her lunch account. It is also very important for your child to be at school on time if eating breakfast at school.

## Cc

**Child of the Day:** At the beginning of the year, each child will have a day that they are the "Child of the Day". This requires nothing from home but gives us a chance at school to get to know each of our friends.

**Communication Log/Calendar:** This log stays in your child's folder for the duration of the week/month. It contains the following information: helpers, birthdays, art, music, LMC, P.E., computer days, and any special events. Please check this log nightly with your child.

**Community School:** Hamilton is a community school, which means we partner closely with many different organizations in our neighborhood to better the lives of our families and therefore our students.

**Conferences:** Please watch for conference information and make plans to attend in the fall and spring.

## Dd

### Daily Schedule:

**7:45-8:00** - Breakfast is served in the classroom. For safety reasons, please do not allow your child to arrive at school before 7:45.

**8:00** - The school day begins. We will start with a soft landing time and our morning meeting. This is an **extremely** important part of our day, establishing relationships and getting ready for our day. Please be sure that your child is at school by 8:00 so that no one feels left out or uncomfortable.

**9:00-11:30** - Literacy and Math instruction

**11:30-11:50** - Recess. All students will go outside, weather permitting. Two teachers are always outside on playground duty. If it is raining or below zero, we will have indoor recess in our LMC.

**11:50-12:10** - Lunch. The children have a choice of 2 entrees for lunch, or they may bring their lunch from home. There will also always be at least two teachers on duty in the lunchroom to supervise and help the children.

**12:10-1:45** - This is a rotating schedule of content. Included in this time is: WIN time, theme, social studies, science, library and guidance.

**1:45-2:30** - Specials (PE, Music and Art) will be at the end of the day in a rotating schedule.

**2:40** - Dismissal. We dismiss our students at 2:48. Children are picked up outside the classroom or are dismissed to the Boys & Girls Club.

**Discuss:** Discuss what your child did at school every night. They will love to share with you and will appreciate your interest.

## Ee

**Early Dismissals:** If your child needs to leave school before the regular dismissal time, you must go to the office to sign him or her out. Our secretary will call for your child to meet you in the office. We do not have any planned early dismissal days.

**E-mail:** We check our school email every day before school, at times during prep periods, and after school. **If there is a message that is urgent, please call the office and our secretary will take the message.**

## Ff

**Facebook:** Our classrooms have a Facebook page. There will be a note sent home with a link for you to like us on Facebook. We will post pictures and details about our days.

**Field Trips:** We will be going on several field trips throughout the year that are both fun and educational for the children. A note will be sent home in advance informing you of all the details regarding the trips. Please sign the slips and return them promptly. A few trips will include a fee; if you are unable to pay, please sign the form and write a note. We will also often request parent volunteers to chaperone field trips. Please let us know if you are available to help. The School District of La Crosse requires the completion of a background check; please see the school secretary for a form.

**Fire Drills:** Practice fire drills are held on a monthly basis throughout the school year. All students will participate and are expected to walk quickly and quietly to our designated spot outside. To prepare the children, we will practice the procedures so that the children are comfortable and familiar before our first drill.

**Forms:** The necessary forms to enroll should have been completed online through Skyward Family Access however we will also need the following: student code, immunization, doctor, dental, and early closing card.

**Family Access:** Please take time to access Skyward on the School District of La Crosse website. It will provide you with information regarding your student's lunch account balance.

## Gg

**Goodbyes:** Saying goodbye at school can be very emotional for you or your child. Try to send your child off with a smile and a wave. Please remember that even distressed children settle in very quickly once you're gone, and we will show them the comfort and compassion they need.

**Greetings:** We will practice friendly greetings with our classmates every day. Ask your child how we greeted one another each day.

**Games:** We love to play games at school. Play them at home as well to build your child's problem-solving skills.

## Hh

**Handouts:** Handouts from the office, such as the monthly Hamilton newsletter, will come home periodically to the oldest child in the household.

**Health:** Please let us know of any special circumstances that may affect the health of your child, either physically or emotionally, such as medications, a death in the family, or simply an "off" morning. Please also let us know of any allergies your child may have, especially food allergies.

**Holidays:** We will discuss and explore traditions celebrated in our classroom and around the world.

**Helpers:** Every day there is a classroom helper. We will rotate through the class list to make sure that all students have equal opportunities to be our classroom helper.

## Ii

**Illnesses:** The question of when to keep your child home from school is often a difficult one. Children function more effectively in a classroom where they are healthy, so please refrain from sending your child to school if he or she has had a fever, diarrhea, or thrown up in the last 24 hours.

**I-Pads:** Each student will receive a district I-pad for use in the classroom. They will be taught proper school use of this device. It will not be sent home.

## Jj

## Kk

**Kindness:** We discuss this word daily in our classrooms including how our actions affect not only ourselves but others as well.

## Ll

**Library:** We will visit the library once a week for books that will stay in our classroom.

**Lost and Found:** We do have a lost and found by the cafeteria; we encourage you and your child to check it regularly for any missing items. Please also label your child's clothing that is worn to school, especially clothing that may be removed such as jackets, sweatshirts, and even boots or gloves.

**Lockers:** Each child will have their own locker. Please send a change of clothes (pants, underwear, socks and shirt) in a bag to be kept in their locker. This will come in handy if there are any accidents.

**Lunch:** We will eat lunch every day with the other Hamilton classrooms. You are always welcome to come and eat lunch with your child. Each student is issued a Personal Identification Number for his or her account; it is the same PIN number that he or she will use throughout his/her time at Hamilton. Lunch menus can be accessed from the menu link at [www.lacrosseschools.org](http://www.lacrosseschools.org).

## Mm

**Money:** Money is difficult for children to keep track of at this age. Whenever you send money to school with your child (field trip, Scholastic books, etc.) please put it in your child's take-home folder. Please put it in a sealed envelope that is labeled with your child's name and indicate what the money's for.

**Medication:** If your child needs to receive medication during the school day, a medical form must be completed and signed by the parent (non-prescription drug) or by a physician and parent (prescription drug). These forms are available at the clinics or in the school office.

## Nn

**Newsletter:** Look for the Community School Newsletter coming home throughout the year. Hamilton is a community school and therefore we partner closely with our neighborhood to bring some really fun opportunities into the classroom. You can read about all these fun activities and partnerships in the newsletter!

## Oo

**Opportunities:** Because children learn to read by reading (lots!), they need plenty of opportunities to read both with you and independently. By giving children time to read both at school and at home, we can work together to provide a literature-rich environment and a lifelong love of learning.

## Pp

**P.E.:** Your child must wear appropriate shoes to fully participate in P.E. If at all possible, leave a pair of shoes in your child's locker so he or she will always have shoes on P.E. days.

**Pictures:** Will be taken at our open house. If you are unable to attend, your child's picture will be taken in the fall. Please watch for information regarding student picture retakes.

**PTO:** The PTO is a Parent-Teacher Organization that helps support and plan school functions at Hamilton. Please consider becoming a member of this group.

## Qq

**Questions or Concerns:** We believe that a positive home-school partnership is essential for the success of each child. Please feel free to contact us should you feel the need to schedule a conference or if you have any questions or concerns.

**Quiet Time:** During the day a quiet time is scheduled; this may be every day, or it may only be 2-3 days per week. We will modify this time according to how the children are adjusting to a full day of school. Quiet time (we call it read, write, rest) will consist of stories, soft music, dim lights, and restful activities.

## Rr

**Recess:** Our two recesses will be outside daily, weather permitting. Please keep the weather in mind when helping your child select clothing for the day. If it is raining or below zero outside, we will have indoor recess in our classrooms.

**Restrooms:** As a class, we will visit the restroom once in the morning, before lunch, and once in the afternoon. Children may go individually as needed throughout the day. Please make us aware of any medical conditions that might require frequent restroom trips.

**Respect:** BE Respectful! It's a school-wide expectation and your child will learn this quickly.

**Responsible:** BE Responsible! Another school-wide expectation!

## Ss

**Sight (Red) Words:** These are words your child will learn that will improve their reading skills. There is a list included in this packet.

**Star Student:** Once we complete Child of the Day, we will begin Star Students. Each child will have a week of fun-filled activities about them. You will receive more information when your child is the Star Student.

**Snack Time:** Each day the children will have a break for snack. Please donate to our classrooms and if possible, please send enough snacks for approximately 20 children. Please send healthy snacks such as pretzels, crackers, cheese sticks, fruit snacks, etc. This time is short, so please send things that do not need to be cut up.

**School Closing and Delays:** Please tune into the radio, local TV or check the internet to find information regarding school closings, delays or early releases.

**Safe:** BE Safe! The last of our 3 school-wide expectations!

**School Hours:** 8:00 a.m. to 2:40 p.m.

## Tt

**Toys:** Bringing toys to school is discouraged simply because they are a distraction from learning. Please encourage your child to leave personal items at home, such as toys, cards, electronics, etc. Our classroom is filled with items to keep us busy and lost or broken toys result in very sad feelings.

**Tardies:** If you bring your child to school later than 8:00, you will need to walk with him or her to the office to sign in. It is very important that your child arrives on time so that he or she can get settled in and ready for the day.

**Thank You:** We would like to take the opportunity to thank you in advance for the support of our classrooms and of your child's education.

## Uu

**Unique:** Each and every child is unique. Because all children enter our Hamilton family with differing abilities, learning styles, prior knowledge and experiences, they may require different levels of instruction. As educators, it is our duty to differentiate instruction so that all children succeed.

**University Students:** Our school works in close collaboration with many universities in the area. These students serve our school in many capacities. Many serve as volunteers while others serve as service learning and student teachers. We are thankful for this collaboration and the time these students provide to our students at Hamilton.

## Vv

**Visitors:** All guests, including familiar faces, must sign in and get a name tag in the school office. Hamilton Elementary welcomes and encourages family involvement. It is important to remember that while this may seem inconvenient to frequent visitors, it is the goal and responsibility of the school to create a safe learning environment for all.

**Volunteers:** We strive to utilize volunteers in our classroom because we believe your involvement in your child's education is essential. In order to volunteer in the classroom and on field trips you must complete the district's background check. If this is something you would be interested in, please contact the office.

## Ww

**Wish List:** Throughout the year, we will write small requests in our communication log for items that we may need in our classrooms that you may have at home, especially things that are "junk" for you but a treasure for us!

**Walking:** To stay safe at Hamilton we will walk everywhere in the school with the exception of PE class and recess.



**Website:** Please visit our district website at [www.lacrosseschools.org](http://www.lacrosseschools.org)

**Xx**

**Yy**

**You!** Please remember that you are your child's first and most important teacher. No one can influence your child's life in the way that you can!

**Zz**

**ZzZzZzZz:** Please make sure that your child gets plenty of sleep each night. Setting and keeping a bedtime helps your child to be alert and ready to learn each day.

### **Targeted Activities You Can Do at Home to Help Your Child with Kindergarten Readiness**

#### **Practice writing his/her first and last name**

- Have your child practice writing his/her name using a variety of tools such as a Magna Doodle, crayons, pencils, and markers. Check that your child is gripping the writing utensil correctly. You may even consider having your child practice writing his/her name using different items around the house such as pudding, rice, sand, or shaving cream. \*\*\* Be sure that your child uses a capital letter only at the beginning and lowercase letters for the rest of the name.
- Write your child's name in large letters (or use magnetic letters). Say each letter aloud as you write or place it so your child can associate the name of the letter with the shape of the letter.
- Cut apart the letters of your child's name (or use magnetic letters) and have him/her put them back in the correct order saying the name of each letter while doing so. (Start with just the first name, adding the last name only when they have mastered this.)
- Label your child's door or other objects so his/her name can be seen in print.

#### **Practice recognizing and writing the numbers 0 to 10 (or higher)**

- Read and enjoy counting books together.
- Point out numbers in license plates, in the store, in your home, and all around you.
- Use magnetic numbers to have your child practice naming them. Have your child put the numbers for your phone number in order saying each number while doing so.
- Practice writing numbers using a variety of materials such as pencils, crayons, markers, and sidewalk chalk, etc.

#### **Practice counting orally and practice counting objects (to 10 or higher)**

- Have your child count his/her own snacks such as pretzels, goldfish crackers, grapes, etc.
- Count each item as you pick up 10 things to put away in the house or bedroom.
- Count the number of stair steps in your house or the number of steps from your car to the store.

#### **Practice naming and correctly writing the letters in the alphabet**

- Read and enjoy alphabet books together.
- Help your child recognize letters of the alphabet in everyday life (ex. Restaurants, road signs, store signs, cereal boxes, etc.).
- Practice recognizing and writing both upper and lowercase letters.

### **Practice book-handling skills**

- Discuss how to open the book from the front. Point out the front of the book and the back of the book. Discuss that the front of the book is where the story begins and the back is where the story ends.
- Discuss how to hold a book so it is not upside down and show where to start reading.
- Read with your child on a daily basis.

### **Practice recognizing the eight primary colors**

- When your child is coloring, ask what colors were used.
- Have your child draw objects on paper and ask him/her to color the objects in certain colors.
- Have your child sort objects or food by colors. Use items such as clothes, blocks, Skittles, M&M's, or Fruit Loops. Have your child name the colors.
- Discuss colors of things in the world around you such as the sky, the grass, cars, and clothing items.

### **Practice naming and drawing the four basic shapes (circle, triangle, square, rectangle)**

- Point out objects in your house or environment that have basic shapes such as doors, windows, clocks, can tops, kites, etc.
- Read and enjoy shape books together.
- Have your child draw the shapes on chalkboards, paper, etc. Then cut them out naming each shape while doing so.

### **Practice your phone number and address**

- Have your child practice his/her phone number on a play telephone.
- To help your child remember his/her phone number, make up a rhyme or song to go along with it.

### **Practice coloring within the lines and cutting on the lines**

- Have your child cut out coupons.
- Have your child cut out pictures from old magazines of things that he/she is interested in.
- Have your child draw simple objects with some detail (including "self, family, house, and pets).
- Explore coloring with a variety of resources including markers, crayons, chalk, and paint.

### **Some Tips to Help with Beginning Reading and Writing**

The greatest benefits of reading are obtained when your child is an active participant engaging in discussions about stories, talking about meanings of words and the story, predicting outcomes, and relating the story matter to other texts and his/her own life.

- Read to your child daily.
- Talk about the book as you read with your child and after you have finished reading it.
- Look at the book cover before reading. Point out the title, author, and illustrator.
- Point out words or phrases that are repeated several times throughout the story.
- Encourage your child to finish predictable phrases or rhymes.
- Remember to focus on the meaning of the story. If a child reads something that doesn't make sense, often he or she will go back and try again. If this doesn't happen, stop and ask, "Does that make sense?"
- If your child comes to a word he or she does not know and asks for help, consider asking these questions:
  - Does the picture give you a clue?
  - What word would make sense here?
  - With what letter does the word begin (or end)?
- If these strategies fail and your child wants you to say the word, go ahead and do so rather than having your child labor over it.

- Don't worry if your child memorizes a particular phrase or story. That is an early stage in the reading process.
- Encourage your child to point to the word with his or her finger as he/she reads.
- Some helpful questions:
  - What happened at the beginning, middle, or the end of the story?
  - What do you think will happen next?
  - Why do you think the character did that?
  - What would you have done if you were that character?
  - What was the best thing about the story?
- Make sure your child sees you as a reader, (reading a newspaper, enjoying a good book, reading a catalog, etc.)
- When reading with a child, always sit beside the child with the book between you so that you can both see the text and enjoy the pictures.
- Consider giving books as presents so they become associated with a pleasurable experience and have special meaning.
- Make sure your child sees you as a writer, (writing things such as grocery lists, thank you notes, notes to other family members, etc.)
- Have a wide variety of writing supplies available for your child to write and draw on including various sizes and types of paper, pencils, crayons, markers, chalk, etc.
- When your child draws a picture, encourage him/her to tell you about it. Then write down what your child says as he/she says it. Let your child see you write down what is said. Read it back. Point to the words as you read.

### 25 Ways To Use Magnetic Letters At Home

- **LETTER PLAY:** Encourage children to play with the magnetic letters on the refrigerator or on a table. Playing with letters allows children to learn more about how they look.
- **MAKING NAMES:** A child's name is the most important word. Have children make their names several times, mixing up the letters, making their names and checking them with their names written on a card.
- **LETTER MATCH:** Invite children to find other letters that look exactly the same as a letter in their name (e.g., place an m on the refrigerator and have the child find all the ones that look like it). They don't need to know the letter name.
- **NAME GAME:** Have children make names of friends or family. Have them make the name, mix the letters, and make the names several times.
- **MAKING WORDS:** Make a simple word like mom or dad or son and have your child make the same word by matching each letter below the model (sun - s-u-n).
- **ALPHABET TRAIN:** Have your child put the lowercase magnetic letters in the order of the alphabet. Then they can point to them and sing the alphabet song. Have them repeat the process with uppercase letters.
- **CONSONANT/VOWEL SORT:** Have children sort the consonant letters and the vowel letters.
- **FEATURE SORT:** Have children sort letters in a variety of ways - e.g., letters with long sticks and letters with short sticks, letters with circles and letters with no circles, letters with tunnels and letters with dots, letters with slanted sticks and letters with straight sticks.
- **COLOR SORT:** Have children sort all the red, blue, green, yellow letters.
- **UPPERCASE/LOWERCASE MATCH:** Have children match the uppercase letters with the lowercase form.
- **WRITING LETTERS:** Have children select ten different letters and write each letter on a paper. They can use the magnetic letter as a model.

- **WRITING WORDS:** Have children make five simple words (such as dog, fun, big, hat, like, sit) and then write them on a sheet of paper.
- **MAKING FOOD WORDS:** Make some words that identify food - e.g., bun, corn, rice. Have children draw pictures of each, mix the letters, and make the words again.
- **MAKING COLOR WORDS:** Give children a list of color words with an item made in that color as a picture support (for example, a red ball). Have children make the color word with magnetic letters using the model, mix the letters, and make it again several times.
- **MAKING NUMBER WORDS:** Give children a list of numerals with the number word next to each. Have children make the word and mix the letters two or three times.
- **LETTER NAMES:** Specify a color and have children take one colored letter at a time and say the letter name.
- **MAGAZINE MATCH:** Look through a magazine or newspaper with children, cutting out some larger print simple words (such as man, box, boy). Glue them on a sheet of paper with plenty of space below each. Have children make each word below the printed one.
- **FIND THE LETTER:** Make a set of alphabet letters, upper or lowercase, on a set of index cards. Shuffle the "deck" and take turns drawing a card and finding the magnetic letter that corresponds to it.
- **LETTER IN THE CIRCLE:** Draw two circles and place an (h) in one and an (o) in the other. Have children put letters in the h circle and say how they are like the h. Do the same with the o. This activity will help children learn to look at features of letters. Vary the letters in the circles; accept their explanations about what they are noticing.
- **CHANGE THE WORD:** Build several simple words and show the children how to change, add, or take away a letter to make a new word. Examples are: he, we; me, my; at, hat, sat. After the demonstration, put the needed letters in a special place in an empty container for them to practice.
- **ALPHABET SEQUENCE:** Place the letter a on the table and have the child find the next letter (b) and place the letter c next to the b and have the child look for the next letter (d). Continue through the alphabet with lowercase letters. Repeat the uppercase letters.
- **LETTER SORT:** Place a pile of magnetic letters on the table for the child to spread out. Have the child put all letters that are the same together in a pile. Then, if appropriate, have the child give the letter name for each pile.
- **LETTER CHAINS:** Make a five letter chain (for example, dfrmo). Have children find the same letters and make the same chain below your model. Then have the children make a chain that you copy.
- **LETTER BINGO:** Make two cards with a grid of three boxes across and three down. Trace one lowercase letter in each box. Put a pile of magnetic letters that represent the letters on the cards and some that are not in a plastic bowl. Play a Letter Bingo game. Take turns taking a letter, saying its name, and then placing the letter in the box if there is a match. If there is not a match, put the letter back in the bowl. The first to fill three boxes across, down, or diagonally says, "Bingo" and wins the game.
- **RHYMING PAIRS:** Use a magnetic cookie sheet. Make a simple three letter word such as dog, but, cat, fan, can, hot, man, net, pan, rat, sit. Say the word and then say a second word that rhymes (dog-log, bug-mug, cat-fat, fan-man).

## Everything I Needed to Know I Learned in Kindergarten

We learned it all in kindergarten.

Most of what I really need to know  
about how to live and what to do I learned in kindergarten.  
Wisdom was not at the top of the graduate school mountain,  
but there in the sandbox.

These are the things I learned:

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat. Live a balanced life.

Learn some and think some and draw and sing and dance  
and play and work every day some. Take a nap in the afternoon.

When you go out into the world, watch for traffic,  
hold hands and stick together.

Be aware of wonder.

Remember the little seed in the plastic cup.

The roots go down and the plant goes up and nobody

I really know why. But we are all like that.

Goldfish and hamsters and white mice and even the little seeds ... they all die.

So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all; LOOK.

Everything you need to know is in there somewhere.

The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all had cookies and milk about three o'clock every afternoon  
and then lay down with our blankets for a nap.

Or if we had a basic policy in our nation and other nations always to put things back where we left them and clean  
up our own messes.

And it is still true, no matter how old you are, when you go out into the world,

It is best to hold hands and stick together.

Adapted from the book by Robert Fulghum