



# Welcome to Kindergarten!



September is such an exciting time of the year for young students just beginning school. In preparation for the fall, we have a few suggestions that will help to establish routines and settle your child into the Kindergarten programme. We are looking forward to a wonderful year of learning!



# Welcome Messages



Mr. Nathoo  
Principal



Ms. Walsh  
Office Administrator

Click on the staff member to hear the message

# Welcome Messages

Room 101

Ms Chen and Mrs. Hassan



Click on the staff member to hear the message

# Welcome Messages

Room 102

Ms Viegas and Mrs. McGrath



Click on the staff member to hear the message





## Entry

Punctuality is a life skill. It is important to have your child in the line outside the Kindergarten doors at 8:40 a.m. for morning entry and at 12:30 p.m. for afternoon entry. Please remain outside of the fence (your child may enter the Kindergarten yard) until a staff supervisor arrives. If you arrive after these times, you **MUST** accompany your child to the main office to obtain an admit slip before bringing him/her to the classroom. To ensure everyone's safe arrival, please **DO NOT** admit your child to the Kindergarten classrooms through the hallway doors unless you have a late slip. Later arrivals make it difficult for a young child to settle to the programme and can disrupt class routines and learning.



## Dismissal

Students are asked to stay in their line against the wall or on a bench outside our classrooms until the teacher has made contact with the person picking up the child on that day. Please ensure that the person picking up your child is listed on the emergency contact sheet in our office records. If an alternative person is picking up your child one day, please inform us via a note in the agenda or a phone call to the office and ask that person to bring photo ID. We need to follow these rules for your child's safety.

For lunch time, please be ready to pick up students at 11:30 a.m. For afternoon dismissal, please be ready to pick up students at 3:20 p.m. Students who are not picked up at these times will be taken to the office to await your arrival.



# Parking Lot Safety - We Need YOUR Help!

- The drive through loop should be used only to drop off your child. Your child should exit your vehicle and walk to the school entrance without your assistance. We have a number of our staff members on duty that will assist your son/daughter to their appropriate entrances. Vehicles **MUST NOT BE LEFT UNATTENDED!**
- The loop during pick up should only be used to pick up your waiting son / daughter. For the parents of our younger students, you should consider parking your vehicle (either on the south side of Canmore Boulevard or on the residential street at Halfmoon Square); walking from your parked car to pick up your child, and then walking back to your parked car with your child. Please ensure that you walk with your child to and from the entrance/exit doors, following sidewalks and pathways. We ask you please to obey the traffic and parking laws in the community and remember to always buckle up while driving.
- Keeping our loop clear of parked cars we are ensuring accessibility of emergency vehicles, school buses and keeping all student pedestrian traffic off the street. Your assistance with keeping all of our students safe is greatly appreciated.
- **Avoid Our MORRISH P.S. “Rush Hour”** - If you must drive children to school, try to avoid arriving at the 8:40 AM entry time or at 3:20 PM dismissal. School yard supervision is provided before school from 8:30 AM and after school until 3:30 PM. By arriving a few minutes early or late, motorists will avoid the most congested few minutes and children will be supervised by school staff.





## **Seesaw**

This year, we will be using the Seesaw application as an online student portfolio as well as a means of parent/teacher communication. You will be able to see pictures and videos of your child in the classroom, as well as a variety of activities completed by your child through the Seesaw app. We will send reminders about upcoming events through the messaging inbox, and you can also message us privately this way. Further information will follow, and we will ask for your written consent to use this application.



## **Backpacks**



Please send a backpack every day and check it when your child returns from school for various items such as correspondence, unfinished snack items, soiled clothing, etc. The backpack should be full-sized and large enough to accommodate over-sized library books and artwork. Please make sure that your child's name is clearly marked inside the backpack.



## **Agenda Bag**

We will be using an Agenda Bag for communication between home and school every day. All teacher notes, early-learning activities, agendas, and take-home books will be placed in this bag. To encourage student responsibility, it will be your child's job to bring this bag home and return it to school each day. We ask that you put any notes for the teacher, completed early-learning activities, books, permission forms (with money), or other forms into the bag for return to school. Please leave the agenda open to the current day and place the bag directly into your child's backpack. An adult will check the Agenda Bag each day, but we will not check backpacks for items from home. We hope that this Agenda Bag will become a daily routine, helping to keep everyone informed and making communication easier. If there is a note from the teacher, please initial it to indicate that you have read it. We will do the same so that you know your notes to us have been read.



## Clothing

Students must have a second pair of shoes for indoor use. It would be helpful if these indoor shoes were running shoes, as this is a requirement for Physical Health and Education classes which are held in the gymnasium. We would recommend Velcro shoes, rather than those with laces, so that your child can put on and take off the shoes independently.



Please have your child practise dressing and undressing, especially with zippers, and show your child how to put on and remove his/her own outerwear. Students should be familiar with how to complete these tasks independently, as we will only be able to provide minimal assistance in getting their shoes changed and putting on coats, hats, mittens, etc.

All outerwear (e.g., shoes, boots, coats) should be marked with your child's name. As many children have identical pieces of clothing, it is almost impossible to identify items that have been moved or misplaced unless they have been labelled. All personal belongings should also be labelled to assist in the return of any lost items.



Please send a change of clothes (including undergarments) to be kept at school, in case of any little accidents. Place the clothing in a plastic bag labelled with your child's name.



## **Snacks and Lunches**

Students are strongly encouraged to bring two healthy snacks to school each day – one for the morning and one for the afternoon. Healthy snacks such as fresh fruit, raw vegetables, whole grain crackers, hummus, yogurt, and cheese help to maintain your child's energy level and concentration throughout the day. If your child requires a drink during snack time, there is a water fountain located in the classroom. You can also send a leak-proof water bottle containing only water.

At lunch, please send something to drink and a more substantial, nutritious lunch (e.g., a sandwich with meat or cheese, pasta, rice and beans, leftovers from dinner). We would request that you do not send juice or other beverages in a water bottle, as it is too difficult to clean up when spills occur.

**It is also of utmost importance that you do not send foods that contain nuts, seeds, peanuts, peanut butter, or any nut products including Nutella. In addition, please do not send any products with pineapple. We have students with severe allergies, and often just the smell can trigger a reaction.**

Morrish will once again provide the opportunity for families to participate in a daily snack program. Kindergarten students will receive one snack in the morning and one in the afternoon. Participation is entirely optional. If you are unable to cover the cost, please speak with a teacher or the office, as we do not want any students to be left out for this reason. More information will follow.



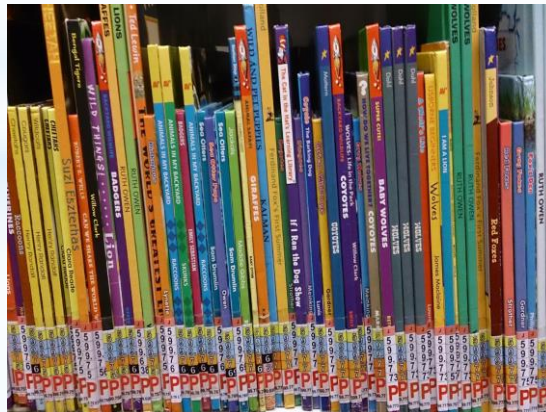
## Paint



You will soon be aware of our Painting Centre. While we provide smocks for the students to protect their clothing, from time to time paint will get on their clothing. We use tempera paint that can usually be removed with cold water and mild soap. Do not use hot water and detergent, as this will set the colour.

## Library

Children will have the opportunity to sign out books from our school library. These books are often not at their reading level and are meant to be shared with an adult. Please refer to the monthly classroom calendar to return the books on time.





## **Birthdays**



Students celebrating a birthday are recognized on the morning announcements. We will also note the day on our calendar and sing to the student. If you would like to send something to celebrate your child's birthday in the classroom, we would ask that it be a small gift item for each child (e.g., stickers, pencils, books). Another wonderful idea to recognize your child's birthday is to donate a new book to our classroom or school library on your child's special day. A bookplate will be pasted inside the front cover recognizing your child as the donor. How exciting for this book to first be shared with our class and then be enjoyed by many other children for years to come. As there are many different types of food allergies and dietary restrictions for the students in our class, we would ask that you refrain from sending any food items for birthday celebrations.

## **Awards**

At Morrish, we recognize two students per class each month for exemplifying a specific character trait, which you can find on the TDSB calendar. Selected students will receive their award during a schoolwide assembly in the gymnasium. You will be notified of the date and time of the assembly if your child is receiving an award, and you are most welcome to attend. At the ends of Term 1 (February) and Term 2 (June), we also award two students per class with a Principal's Award for overall performance at school. Again, you will be notified of the assembly if your child is selected.

# Things to Practise During the Summer



Children should practise putting on and taking off their shoes by themselves. If they cannot manage laces, which most Kindergarten students cannot, then velcro or zipper shoes are recommended.

Putting on and taking off jackets is a necessary skill since we will be going outside every day. This means the children should be able to manage zippers and buttons. Teachers will be there to assist, but since classes are large, the more independent the children are, the easier it will be.



# Things to Practise During the Summer



This is a picture of the actual washroom in the classroom. When or if it is possible, you may want to show the children a public washroom so that they are familiar with this style. Students will be using the washrooms independently. To make this easier, pants with elastic waists are recommended.

If children are bringing snacks from home, or if they are staying for lunch, then you can have them practise opening and closing containers. However, adults will always be there to assist during these times, and we would prefer that containers be spill-proof and leak-proof, even if the children cannot open them.



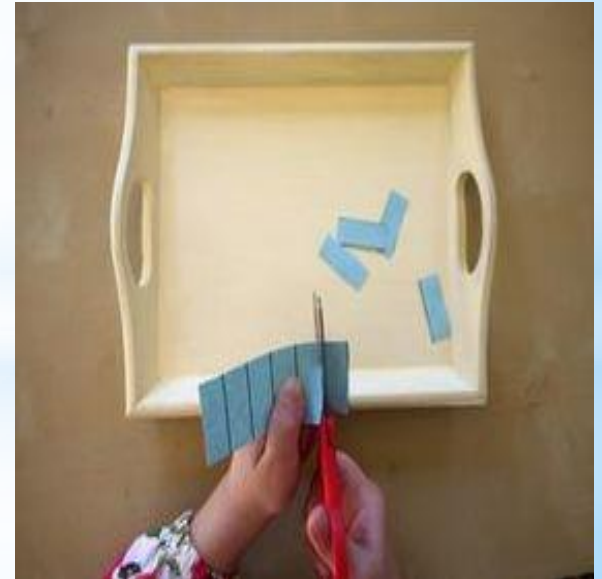


# Things to Practise During the Summer



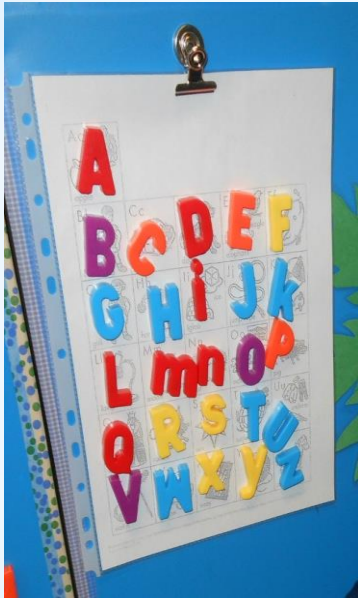
Using real scissors to cut strips of paper, cut along lines, or cut around shapes is a great fine motor activity to work on this summer.

Children can practise using proper pencil grip while printing letters of the alphabet. Year 1 students can start by printing upper-case letters, and when this is mastered, they can move on to printing lower-case letters. Children should also practise printing their names.





# Things to Practise During the Summer



Children can practise identifying their name, saying the letters in their name, and putting the letters in order to spell their name. If they are ready, they can also practise printing their name.

The children are probably already able to sing the alphabet song and say the letters of the alphabet in order. They should work on recognizing the letters out of order. Upper-case letters are easier to recognize, and once the children know these they can work on recognizing lower-case letters or identifying letter sounds.

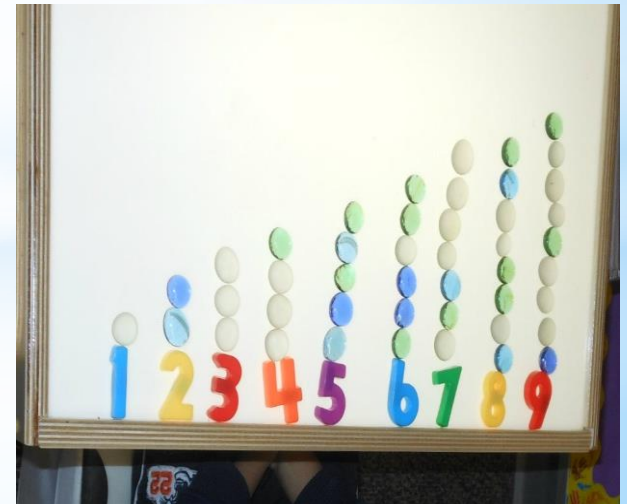


# Things to Practise During the Summer



Children should practise counting aloud to 10 and counting objects in their home (e.g., I have 1, 2, 3 toys on my bed). They can also work on recognizing the numerals to 10, even when the numbers are not in order.

Reading to children is extremely important to foster a love of literacy and to ensure that they understand the stories. To check for comprehension, you can ask your child to retell what happened in the story, to describe a character, or to give their opinion of the story.



# \*What is Play-based Learning....?

- \*Play-based learning is a unique and natural way for children to learn in their environment. Children learn best through play. During play, they use exploration, thinking skills, problem solving, and language expression that furthers their emotional, social, physical, language and cognitive development. We are here to facilitate their learning and guide them through this exciting journey.



# \* 4 Frames of Learning

- \*The overall learning expectations for the Kindergarten program are listed by frame. Your child's growth in learning over the two years of the Kindergarten program is assessed in relation to the knowledge and skills described in the overall expectations noted below. Educators will focus on the overall expectations when co-constructing learning with students.



# \*Belonging and Contributing

This frame encompasses children's learning and development with respect to:

- their sense of connectedness to others;
- their relationships with others, and their contributions as part of a group, a community, and the natural world;
- their understanding of relationships and community, and of the ways in which people contribute to the world around them.

The learning encompassed by this frame also relates to children's early development of the attributes and attitudes that inform citizenship.

# \*Self-Regulation and Well-Being

This frame encompasses children's learning and development with respect to:

- their own thinking and feelings, and their recognition of and respect for differences in the thinking and feelings of others;
- regulating their emotions, adapting to distractions, and assessing consequences of actions in a way that enables them to engage in learning;
- their physical and mental health and wellness.

# \*Self-Regulation and Well-Being

- \* In connection with this frame, it is important for educators to consider:
  - \* the interrelatedness of children's self-awareness, sense of self, and ability to self-regulate;
  - \* the role of the learning environment in helping children to be calm, focused, and alert so they are better able to learn.

What children learn in connection with this frame allows them to focus, to learn, to respect themselves and others, and to promote well-being in themselves and others.

# \* Demonstrating Literacy and Mathematics Behaviours

This frame encompasses children's learning and development with respect to:

- communicating thoughts and feelings - through gestures, physical movements, words, symbols, and representations, as well as through the use of a variety of materials;
- literacy behaviours, evident in the various ways they use language, images, and materials to express and think critically about ideas and emotions, as they listen and speak, view and represent, and begin to read and write;
- mathematics behaviours, evident in the various ways they use concepts of number and pattern during play and inquiry; access, manage, create, and evaluate information; and experience an emergent understanding of mathematical relationships, concepts, skills, and processes;
- an active engagement in learning and a developing love of learning, which can instil the habit of learning for life.

What children learn in connection with this frame develops their capacity to think critically, to understand and respect many different perspectives, and to process various kinds of information.



# \* Problem Solving and Innovating

This frame encompasses children's learning and development with respect to:

- exploring the world through natural curiosity, in ways that engage the mind, the senses, and the body;
  - making meaning of their world by asking questions, testing theories, solving problems, and engaging in creative and analytical thinking;
  - the innovative ways of thinking about and doing things that arise naturally with an active curiosity, and applying those ideas in relationships with others, with materials, and with the environment.
- The learning encompassed by this frame supports collaborative problem solving and bringing innovative ideas to relationships with others.

# \*Additional Resources

- \*[The Kindergarten Program, 2016](#)
- \*[Addendum to Kindergarten Program 2019](#)
- \*[Growing Success Kindergarten Addendum](#)
- \*[The Learning Partnership, Welcome to Kindergarten](#)
- \*[Morrish Public School Website](#)
- \*[Toronto District School Board](#)



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