



École Laura Secord School

**ENGLISH NURSERY/
KINDERGARTEN
FRENCH IMMERSION
KINDERGARTEN
HANDBOOK FOR PARENTS**





FREQUENTLY ASKED QUESTIONS BY PARENTS

Why do Children come to Nursery and Kindergarten?

Social and language development are key components in a Nursery and Kindergarten program. Young children need daily opportunities to interact with each other. Through these daily interactions, they develop skills in turn taking and problem solving. They become more able to wait their turn, share toys and materials and become an active listener in group situations. Programs provide a multitude of situations for children to ask and answer questions, share stories, chant, sing and add their opinions to discussions. Readiness skills are developed through a variety of activities where the children learn to listen, speak, view, represent, read and write. Through these activities, the building blocks for future learning are enhanced. The focus of the programs are on the development of the child as a whole.

Is the curriculum in Nursery the same as the Kindergarten curriculum?

As the Nursery program is funded by the Winnipeg School Division, the curriculum has been developed by division staff. The Kindergarten curriculum has been developed by Manitoba Education and Training. Both Nursery and Kindergarten programs follow an early years philosophy. As well, the French Immersion Kindergarten program follows the principles for second language acquisition.

Is the curricula in the English program the same as the curricula in the French Immersion Program?

The curricula is the same in all subject areas except Language Arts. In English Kindergarten, the program follows the Language Arts curriculum prescribed by Manitoba Education and Training. There is no English Language Arts curriculum in French Immersion Kindergarten as English Language Arts instruction begins in Grade 1. The focus in a French Immersion Kindergarten classroom is on second language acquisition as well as acquiring knowledge in all subject areas.

What if my child has learning difficulties, how will I know?

The Winnipeg School Division completes a fall assessment which assesses Nursery to Grade 6 students in the areas of Language Arts and Math. Also, there are services available from the Clinical Support Services in the areas of psychology, audiology, social work, speech and language and reading. On staff, we also have services of Resource Teachers. If your child is experiencing challenges, you will be notified. You may also request supports if you feel your child needs them.



ABOUT THE NURSERY & KINDERGARTEN PROGRAMS

Communication with Parents/Caregivers

Conferences are usually held in November and March. These conferences will give your child the opportunity to show you firsthand what they are learning in the classroom. These conferences also ensure a communication about your child's adjustment to school and their general development.

Report cards are sent home in the fall, spring, and at the end June in Nursery and Kindergarten. At École Laura Secord School, we believe that communication between home and school is important. Meetings can be set up at any time a parent/caregiver or the teacher feels it is necessary. Class newsletters and calendars are sent home letting you know the themes and special activities your child will be involved in.

Safe Arrival Program

École Laura Secord School wants to ensure your child's safety. In order to do so, please report your child's absence on Safe Arrival when your child is away due to illness or appointments. This is to ensure that your child has not missed the bus or is lost or injured, or has wandered off on his/her own.

When your child is absent and the school has not been notified, the clerical assistant will call you to verify your child's absence.

Clothing

Children's clothing should be clearly marked with your child's name, as children often do not recognize their own clothes.

Nursery and Kindergarten classrooms are based on hands-on activities indoors and outdoors. Please ensure your child wears clothing appropriate for these types of activities. You can expect your child to go home a little dirtier than when he/she left home. Remember we are exploring and playing with water, paint, glue, etc.

Your child must bring a backpack everyday, large enough to carry letters, home-reading books, priceless art projects and snacks. Please label your child's school bag with his/her personal information.

Your child must have a pair of running shoes to keep at school all year. Please do not buy runners with black soles or laces if your child does not know how to tie laces.



Toys

All toys must be left at home. When children of this age bring toys to school, they are often misplaced, broken or they cause arguments between the children. Cooperation is very much appreciated. Special sharing days offer special times to share various items from home.

Nursery and Kindergarten Entry & Dismissal Times

For morning Nursery and Kindergarten students, classes begin at 8:55 a.m. and end at 11:30 a.m. For afternoon Nursery and Kindergarten students, classes begin at 12:55 p.m. and end at 3:30 p.m.



KINDERGARTEN
ENGLISH AND FRENCH IMMERSION CURRICULA
 (as prescribed by Manitoba Education & Training)

Mathematics	Social Studies	Science
Numbers: <ul style="list-style-type: none"> Count out loud to 30 Count out loud starting at any number to 30 Count backwards from 10 to 1 Recognize groups of objects in the forms of finger patterns, 5 frames, and dice patterns Show a number as 2 parts (10 is 5 and 5) Compare quantities from 1 to ten (Which group has more/less?) 	Me: <ul style="list-style-type: none"> Explore what makes them unique, considering their abilities and interests, and identify groups and places that are important to them Examine rules and responsibilities and study basic needs 	Trees: <ul style="list-style-type: none"> Students will observe trees, including their seasonal changes Learn the basic parts of a tree and its usefulness
Patterns/Relations: <ul style="list-style-type: none"> Identify a repeating pattern Copy, create, extend, and describe a pattern 	The People Around Me: <ul style="list-style-type: none"> Identify the people who care for them and influence their lives Explore different ways of cooperating, communicating, and solving problems in order to live and work together with others. 	Colour: <ul style="list-style-type: none"> Explore how to create colours by mixing them Explore where colours are found in the environment Use appropriate vocabulary related to colour
Shape and Space (Measurement): <ul style="list-style-type: none"> Compare two objects based on a single attribute (length, mass, volume) Sort 3D objects based on a single attribute Create a representation of a 3D object Describe 3D objects 	The World Around Me: <ul style="list-style-type: none"> Study the world around them Explore the physical environment of their local neighbourhood Learn that they live in a country called Canada Learn that although all people have the same basic needs, they have different ways of meeting those needs 	Paper: <ul style="list-style-type: none"> Identify, describe, and manipulate different kinds of paper/products in the classroom Investigate how well different kinds of paper can be cut, torn, and folded Make a paper product



NURSERY/KINDERGARTEN PROGRAM

Nursery/Kindergarten children learn best through play. Play helps children learn about themselves and their world. Play is the "hidden curriculum."

Children develop skills in all the subject areas as they play. Here are a few examples:

Motor Development

Children are provided with ample opportunity for fine and basic motor activities. Handling small toys, cutting, drawing, tracing, painting, etc., all help to develop fine motor muscles. During play, children are also physically active. Opportunities to lift, climb, jump, run, etc., help develop the large muscles. This also helps to maintain physical fitness.

Literacy Development

Many and varied opportunities for speaking, listening, viewing and representing provide children with ways to master speech sounds, speech structures, grammar, enjoyment of language, and self-expression, while also meeting children's need to be listened to, understood and valued.

Through rhymes, songs, chants and stories, concepts of print will be developed including tracking (left-to-right orientation), letter recognition, and sound-letter relationships. Beginning writing skills can develop naturally in a play environment. Children's names are a good starting point in learning to write.

Mathematics

It is important to have an environment in which children are free to explore and where there are many and varied materials available for math exploration. Basic attributes of colour, shape and size are learned in a play environment. Sequencing, patterning, spatial concepts, one-to-one correspondence, number recognition, counting, creating sets of objects, non-standard measurement and learning about time (night and day, yesterday, today and tomorrow) can all be taught and learned through the medium of play. It is fascinating to observe children as they play and watch them experiment with and develop their mathematical skills.



Science

One of the joys of being an Early Childhood teacher is to witness young children discovering and exploring their world. Classroom science activities can range from experimenting with mixing primary paint colours to doing research on dinosaurs. The students' interests are considered when planning science activities. Science can be observed as children play at the sand table, water table, block centre and more.

Social Studies

Children need time to become comfortable in their classroom and then they can become familiar with their school environment. Trips to the gym, library and playground help them to learn about their school.

Learning about families, babies, pets and homes helps children to learn about each other and builds empathy. Children naturally act out their understanding of the world in dramatic play and other centres in the classroom.

Arts

Students learn to express their ideas through dance, drama, music, and the visual arts. The curriculum followed nurtures and inspires the growth of every student as a young artist and artful learner.

In the Nursery/Kindergarten classroom the goal is to provide joyful experiences that will create a disposition to learn in all the subject areas, in the social/emotional area, and that will nurture creativity.



FREQUENTLY ASKED QUESTIONS BY PARENTS INTERESTED IN FRENCH IMMERSION

What is the Early French Immersion Program?

The Early French Immersion Program begins in Kindergarten or Grade 1. The French Immersion Kindergarten program, as any other Kindergarten program, is centered on the whole child. It is characterized by an emphasis on the balanced intellectual, physical, emotional and social development of the child. The language component presents a different means through which learning takes place.

If I choose French Immersion, how will my child learn French?

Learning French will be natural and spontaneous, much like learning a first language. In a French Immersion classroom, teachers speak French all the time using gestures, mimes, visual, auditory, and concrete materials. The teacher only speaks English if the child's health or safety is at risk or if a child has a problem and is emotionally distraught. Very quickly, your child will understand words and phrases and will respond appropriately. Songs and poems taught could possibly be sung at home.

Will my child use the French language at home?

Some children will very quickly say a few words or sing songs and recite « les comptines » at home. However, don't be concerned or surprised if your child does not speak French at home. Children associate French as the language of communication at school, and their maternal language at home.

How can I help my child get ready for French Immersion?

You can help by:

- exposing your child to French on TV, a DVD, a CD, or internet resources such as Radio Canada and mini TFO.
- including French in your everyday life.
- listening to exciting French singers like Jacques Chenier, Jacques Chauvin, Charlotte Diamond, Henri Dès, etc. and by listening to French radio stations.
- accessing The Canadian Parents for French website <https://mb.cpf.ca/> and the French For Life website <http://www.frenchforlife.ca/index-ffl.cfm>, both which are informative and offer many resources for parents.
- visiting the St. Boniface Branch of the Winnipeg Public Library (corner of Provencher Blvd. & Taché Street) where you will find many resources such as picture books, dvds, and cds in French.



Is the curriculum in the Kindergarten French Immersion program the same as the curriculum in the Kindergarten English program?

The curriculum is the same in all subject areas except Language Arts. The English program follows the Language Arts curriculum prescribed by Manitoba Education and Training. There is no English Language Arts curriculum in French Immersion Kindergarten as ELA instruction begins in Grade 1. The focus in a French Immersion Kindergarten classroom is on second language acquisition as well as acquiring knowledge in all subject areas.

What about English Language Arts instruction?

Beginning in Grade 1, students in French Immersion receive 60 minutes of Language Arts instruction per day according to the guidelines from Manitoba Education & Training. They start learning to read English in Grade 1 and French in Grade 2.



WAYS TO PREPARE FOR NURSERY AND KINDERGARTEN AT HOME

- ♦ Read, read, and read some more!
- ♦ Discuss the pictures and the story after you have read.
- ♦ Track the print—left to right—top to bottom.
- ♦ Sing songs.
- ♦ Teach your child rhymes, emphasizing similarities and differences in sounds.
- ♦ Count with your child.
- ♦ Make sets with the numbers from 1-5.
- ♦ Help your child print his/her name.
- ♦ Make little books with the common logos on flyers (like Safeway, McDonald's).
- ♦ Make patterns with construction paper, beads, and notice patterns in the world around you.
- ♦ Play with alphabet letter tiles, magnetic letters, etc.
- ♦ Play with puzzles.
- ♦ Use sensory materials (play dough, etc.) and use small toys (lego, weaving, beading, etc) to strengthen small hand muscles.



The way your child holds onto the pencil is really important.

- Encourage your child to hold his/her pencil correctly.
- See example below.
- Encourage your child to use and cut with a pair of scissors.

Description of Grasp

Mature Dynamic Tripod (4 1/2 to 6 years)

- Wrist extended up
- Grasp distal with opposition of thumb, index and middle fingers in a triad
- Open web space with thumb stable
- Fingers move during tool use



French Immersion Kindergarten

ÉCOLE LAURA SECORD SCHOOL

Play! Learn! En français!

In our French Immersion Kindergarten classroom, children learn language and literacy, math, social studies, science, music, arts and physical education through experiences and play. French is the language of learning and instruction for all subjects.



We learn by doing both inside and outside. We do many hands-on activities. Students learn French by looking and listening. They make connections with familiar language, visual cues, repetition and by doing.

Children practice social skills, drawing, writing and math skills and explorations through student-led and teacher-led activities.

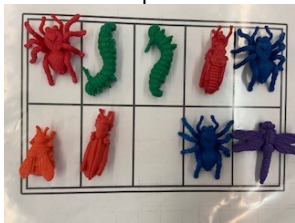


If you have any questions, please contact pnobre@wsd1.org (Trish Nobre, Classroom Teacher) or ahintherjanus@wsd1.org (Andrea Hinthier-Janus, Vice Principal).

English Nursery/Kindergarten

ÉCOLE LAURA SECORD SCHOOL

English Language Nursery and Kindergarten at Laura Secord School is an inclusive, play-based program that centres on the child as a capable and confident learner. The program stresses the importance of developmentally appropriate learning experiences, recognizing that all children learn through play and developing relationships with caring adults and with each other. Teachers guide children through interest and curriculum-based learning experiences, creating a learning environment that supports success for every student.



Children have the opportunity to develop literacy and numeracy skills, learning through themes and play-based centres, with a focus on the arts, sustainability, and multi-cultural/indigenous perspectives. Children develop listening and speaking skills through authentic learning experiences with peers and adults in the learning community. Children spend time learning from the environment and their community. By participating in shared reading experiences, children develop a love for reading and books as young readers. Learners develop as young mathematicians through participating in authentic, hands-on Math activities.



Children participate in movement, music, science, social/emotional, health, art, literacy and numeracy activities through teacher-guided and exploratory centres, as well as small and large group lessons. Curiosity and creativity is nurtured through an inquiry-based approach

to learning.

Children develop socially and emotionally in a safe environment, learning to take risks and develop their imagination through play-based learning. Our Nursery and Kindergarten program continues to lay the foundations, started at home, to develop a lifelong love of learning.



If you have any questions, please contact csavinkoff@wsd1.org (Crystal Savinkoff, Classroom Teacher) or ahintherjanus@wsd1.org (Andrea Hinthér-Janus, Vice Principal).