

## **KINDERGARTEN YEARLY CALENDAR**

### **September**

- Early Identification Screening
- Parent Information Form
- Staggered Entry
- Bus Safety Program

### **March**

- Registration for the following year may begin

### **OCTOBER**

- SK - Speech Articulation Screening - Special Education Teacher or SPAT

### **APRIL**

- JK - Registration
- SK - Phonemic Awareness Assessment
- Number/Letter Recognition Tested

### **NOVEMBER**

- Parent - Teacher Interviews
- JK Articulation Assessment - Special Education Teacher

### **MAY**

- Progress Review (Placement for Grade 1)
- Orientation for new pupils (individual or small group)

### **DECEMBER**

- Preview Kindergarten Electronic Report Card
- Preparation of some areas on the report can begin.

### **JUNE**

- Report Cards go home
- Interview forms to Transportation Dept. for School Calendar
- Prepare Parent letter re: Fall Interviews/Early ID

### **JANUARY**

- Report cards go home towards month's end
- IEP's/IPRC's - ongoing if necessary

### **FEBRUARY**

- Selective Interviews

### **AUGUST**

- Parent letters mailed
- Open House (Parent and/or child)

# Early Identification Instruction Manual

**Revised 2000**

## **Discover and Develop Language**

An awareness of what to expect from a four or five year old child is vital for the Kindergarten

teacher. The following information should be read prior to the JK/K Early Identification

Screening.

### **The Four Year Old Child**

- Follows three instructions.
- Tells stories using words and adding details in logical sequence.
- The sounds k, y, f, g, d, t - are made clearly when used in words.
- Remembers and understands details in a story.
- Can answer questions like "What with happen to the person in the story next?"
- Can anticipate what might come next in the events in the story.
- Communicates using sentences that have four or more words.

### **The Five Year Old Child**

- Can give reasons and answer questions which require decision making (If you were lost what would you do?).
- Recognizes the basic colours.
- Uses complete sentences and the grammar is usually right
- Descriptive words such as: soft/hard or above/below - are understood.
- Aware and demonstrates number concepts (Give me 4 blocks).
- Verbal directions with three or more details are usually followed.
- Repeats the days of the week in their correct order.
- The sounds s, t, r, th, sh, and ch are used but some may be difficult to say.
- can explain the meaning of many words.

## **HELPING KIDS DISCOVER AND DEVELOP LANGUAGE**

### **CAN YOU UNDERSTAND YOUR CHILD'S SPEECH?**

As your child develops physically (e.g, sits up  crawls  stands  walks) he/she is

also gradually developing his/her ability to produce sounds in words.

With increasing age, a child's intelligibility increases:

#### **0 – 1 and 1/2 years**

- difficult to understand except for a few words.

#### **1 and 1/2 - 2 years**

- dramatic improvement

- by 2 years, can be understood 65% of the time

## **2 - 3 years**

- continued improvement

- by approximately 3 years, can be understood 90% of the time

If your child sounds too young for his/her age (e.g., "I taught I taw a putty tat" for "I thought I

saw a pussy cat"), or sounds different (e.g., "I ee a ow" for "I see a cow"; "I kon sare" for "I don't

care"; "Franseins sastle" for "Frankenstein's castle") your child is making uncommon errors

and should have his/her sound development evaluated by Speech-Language Pathologist.

### **SUGGESTIONS:**

- Provide your child with a good speech model. Speak clearly and slowly.

When your

child mispronounces a word, repeat his/her message correctly but do not ask him/her

to repeat after you.

- Put extra emphasis on the problem sound in your own speech (e.g., Child: "I wove

you." Parent: "I love you".)

## **EARLY IDENTIFICATION INSTRUCTIONAL MANUAL**

### **LITERATURE BASED MODEL**

#### **RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD**

in Renfrew County, at an individual conference each September, the

Kindergarten teacher meets

together with each child and the parent or guardian for the purpose of building the

teacher-child-parent partnership and collecting initial data in order to record growth and

development over time. Every effort is made to provide opportunities and experiences to find

out what each child KNOWS and CAN DO. This information helps teachers plan appropriate

and effective programs for the Kindergarten children.

### **COMPONENTS OF PROGRAM:**

A. Colour Recognition

B. Speech

C. Expressive Language

D. Receptive Language

- E. Math
- F. Fine Motor and Eye-Hand Coordination
- G. Gross Motor
- H. Social-Emotional Development
- I. Record Sheets and Guides

#### **KIT MATERIALS**

- 1 set of stacking dolls:
- 1 "Jasper" hand puppet
- 1 Loonie
- 1 toy mouse
- 1 bottle of bubbles with bubble wand
- blank envelopes
- blocks
- post-Its
- 1 set of 8 Crayola Washable Markers

#### **A. COLOUR RECOGNITION**

This activity is one way of assessing the child's knowledge of colour.

#### **MATERIALS:**

- Picture Book "Just Like Jasper"
- "Jasper" Hand Puppet

#### **PROCEDURE:**

Show the child the books and talk about all the colours on the cover. Invite the child to indicate what colours they know in the title or anywhere on the cover. Notice if they know any other colours.

Basic Colours Identified:

- Yellow Orange
- Green Blue
- Black Purple
- Red White
- Grey Pink

#### **RECORDING:**

Record colours child recognized in Section A Colour Recognition, on the Child's Record Sheet

Form A

#### **B. SPEECH**

This activity is to help determine which children may require further assessment by the Speech Pathologist.

**MATERIALS:**

Picture Book: "Just Like Jasper"

Puppet - "Jasper" cat puppet and real objects may be collected to match pictures in the book

1. cat
2. ball
3. mouse
4. push (the red switch)
5. bubbles
6. doll
7. robot
8. funny
9. letter
10. laugh (f sound)
11. shoe (doll's)
12. see
13. yellow
14. go

**PROCEDURE:**

The child or teacher uses the puppet to name each of the objects or pictures in the books. When the child uses a non-standard label, the teacher may wish to name the object for the child and invite the child to repeat the Word. Use recording form on back of Child's Record Sheet entitled

B. Speech.

**RECORDING:**

- a) When the child names or labels the object as listed, put a checkmark beside the word  
observing the particular the underlined sounds,
- b) When the child uses non-standard names or labels, record what and how the child says the word in the right hand column.
- c) If the teacher has concerns, the Child's Record Sheet, Section B of Form B, may be photocopied and shared with Speech/Language Pathologist prior to formal referral.

**B. EXPRESSIVE LANGUAGE**

This activity is one way of assessing the child's ability to express ideas in words. The focus is

on the quantity and quality of concepts, not on articulation or grammar.  
The ideas are grouped into five categories:

- 1) Name of Object
- 2) Action or Function
- 3) Characteristics
- 4) Composition
- 5) Comparison

**MATERIALS:**

- Bottle of Bubbles
- Bubble Wand

**PROCEDURE:**

Show the child the bottle of bubbles and provide time for the child to enjoy blowing bubbles.

Jot down the child's spontaneous conversation and any questions.

**DIRECTED QUESTIONS:** (OPTIONAL) some teachers may wish to use these if time permits.

- 1) What are these called?
- 2) How do you make the bubbles?
- 3) Do you see any colours in the bubbles?
- 4) What shape are the bubbles?
- 5) Can you think of anything else that moves through the air like bubbles?

e.g. - snowflakes

balloons, feathers, dandelion seeds

Some of these questions may be answered spontaneously by the child while the child is blowing

bubbles. The teacher may only wish to ask any remaining questions.

**RECORDING:**

- a) Record the child's spontaneous conversation and or questions.
- b) Use Section C. Expressive Language, on the Child's Record Sheet Form A to record information in the five categories.

**D. RECEPTIVE LANGUAGE**

This activity is one way of assessing the child's ability to receive information verbally and to respond non-verbally.

**MATERIALS:**

- "Jasper" hand puppet
- 1 Canadian dollar coin, i.e. loonie
- Use 3 dolls of the set of wooden stacking dolls, small, medium and large

**PROCEDURE:**

1. Give the child "Jasper" puppet and ask the child to have "Jasper" touch  
your chin  
arm  
elbow  
knee  
the wooden doll
2. Invite the child to put a finger: **on** the largest doll's head.
3. Invite the child to hide the loonie:
  - a) under the smallest doll
  - b) behind the middle doll
  - c) beside the largest doll
  - d) between the middle and the smallest doll
4. Invite the child to put the loonie inside the largest doll .
5. and take the loonie out of the doll and put the doll back together.
6. Invite the child to repeat these words . . . loonie, doll, cat, (Jasper)

**RECORDING:**

Place a checkmark beside the item the child can do or knows In Section D.  
Receptive Language,  
on the Child's Record Sheet Form A.

**C. MATHEMATICS**

This activity is one way of assessing the child's knowledge of number concepts.

**MATERIALS:**

- 1 set of wooden stacking dolls (using masking tape, number the dolls starting with 1 for smallest and continuing to the largest).
- Individual blocks
- Picture Book "Just Like Jasper"

Note: Before beginning, show the children the materials and allow time for free exploration. As well, if time allows, invite the children to play with the materials at the end of the session.

**PROCEDURES:**

1. Rote Counting. Invite the child to:  
"Count as far as you can." Record
2. Rational Counting.  
Use the book and invite the child to count the bubbles.
3. Value of Numbers.  
Ask the child to put the correct number of blocks in the correspondingly numbered container

(i.e.) 2 balls in container/cup 2. 3 balls in container/cup 3

4. Seriation, Size, Spatial Awareness.

Use all the dolls and invite the child to line them up from smallest to largest.

5. Quantitative.

The teacher organizes the dolls into two unequal groups. The teacher asks the child:

a) "Which group has more dolls?"

b) "Which group has fewer or less dolls?"

The teacher places three dolls 'in a group. The teacher says to the child:

c) "Make a group of dolls like mine." The teacher places one doll to one side. The teacher

says to the child:

d) d) "Put a different number of dolls on your side."

e) ) "Tell me the number that comes before 5?"

f) f) "Tell me the number that comes after 7?"

6. Numeral Recognition.

Use the dolls and invite the child to name and point to the numbers they recognize.

7. Problem Solving.

Find the clockwork mice picture in the book "Just Like Jasper" and say to the child: In the book

"Just Like Jasper"

a) "Jasper wound up 3 mice, then he would wound up 3 more. How many mice did he wind up altogether?" (addition)

b) "Jasper had 4 mice. One ran off the page. How many mice did he have left?" (subtraction)

### **RECORDING:**

Use Section E. Mathematics, on the Child's Record Sheet Form A, to record responses.

### **D. FINE MOTOR AND EYE-HAND COORDINATION**

(Following Directions and Listening Skills)

This activity is one way of assessing the child's development of fine visual motor skills.

### **MATERIALS:**

"Just Like Jasper' Picture Book

Set of Crayola washable markers

8 1/2 x 11 " paper to use to draw a person, page 13

Six-Sectioned 8 1/2 x 11" paper to use to draw symbol, page 12

### **PROCEDURE:**

1 . Teacher Directed Symbols. The teacher uses six-sectioned 8 1/2 x 11" paper, page 12. The teacher draws a circle and may refer to the balls in the picture book, "Just Like Jasper". The teacher invites the child to draw a Circle, too. The teacher draws a cross pattern (+) like the patterns on the balls in the story. The teacher invites the child to draw a cross (+), too. The teacher draws a box and says, "It is to put the ball in." The teacher invites the child to draw a box, too. Finally, the child is invited to choose a marker and print his/her first and/or last name.

2. The teacher says to the child: "Use these markers to make a picture of yourself or someone in your family. if you are making a picture of yourself, be sure to make your whole self. If you are making a picture of someone in your family, be sure to make the whole person." The children may wish to choose a marker and sign their name on the bottom of the page (13).

**RECORDING:**

For the activity "teacher directed symbol drawing", record what the child can do in Section F.a),

Form C, of the Child's Record Sheet, and use Form D for the record of the child's drawings of the symbols.

For the draw a person, use Section F.b) of the Child's Record Sheet Form A for comments.

To identify the child's development stage of drawing refer to the stages of picture making, use

Guides 1 and 2. The teacher may wish to highlight the stage. This activity can be repeated each

term or at different time throughout the school year to observe and record growth and

development.

**E. PHYSICAL EDUCATION - GROSS MOTOR**

Gross Motor

These activities are ways of assessing gross motor functions including balance, body

coordination, eye-hand coordination and internalization of spatial relations.

**MATERIALS:**

2" masking tape 3 meters long taped to the floor

Beanbag/ball

**PROCEDURE:**

Record any significant gait or movement patterns and any confusion in locating body parts or changing sides. Make a general comment.

1. Creative Movement. The teacher says to the child –“Show me all the ways you can move on this tape.”

2. The teacher invites the child to play follow the leader. The teacher models the movements

listed below and invites the child to copy.

a) The teacher walks along a taped line 3 meters long. The child copies.

b) The teacher walks a 3 meter taped line heel to toe. The child copies.

c) The teacher stands on 1 foot for 10 seconds. The child copies.

d) The teacher stands on the alternate foot for 10 seconds. The child copies.

e) The teacher stands with eyes closed for 10 second without moving feet or swaying. The child copies.

f) The teacher hops on 1 foot for about 3 meters. The child copies.

g) The teacher hops on the alternate foot for about 3 meters. The child copies.

h) The teacher maintains a skipping pattern. The child copies.

i) The teacher throws a ball or beanbag gently from 3 meters away and the child catches it.

j) The child throws the beanbag back and the teacher catches it.

Children may feel more confident and comfortable doing these things with the teacher. You

may wish to invite the parent/guardian to record or join in.

**RECORDING:**

Use Section G. Gross Motor of Form A, to record the Child's Responses.

**H. SOCIAL-EMOTIONAL DEVELOPMENT**

Page 15 is one way of observing and assessing social. emotional and behaviours characteristics and development.

**PROCEDURE:**

The teacher focuses on total impressions rather than on specific instances.

After observing the

children over a period of time, the teacher checks the following with a red pen and then connects the check marks. Initial assessment for each- child should be completed by the end of October. Continuous assessment may be completed each term to observe changes in growth and development.

For those individuals for whom problem behaviours emerge, regular reassessment should occur.

The subsequent recording should be made in different colours with the dates recorded.

**RECORDING:**

Use Section H. Social Emotional Development, on the Child's Record Sheet Form E.