

# AlGhanim Bilingual School

## Kindergarten Division Program Guide



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## Kindergarten Division Philosophy

The GBS Kindergarten Division is committed to providing a warm, welcoming, inclusive environment that encourages individual growth and development through learner centered instruction.

We believe all children are capable and competent learners. Our students are given the opportunity to develop character and self-esteem, experience success and pride, communicate their ideas and thoughts, and extend their interests.

The GBS Kindergarten Division uses a balanced curriculum to meet the needs of the *whole child*. Instructional experiences and activities are designed to promote the social, emotional, intellectual, and physical development of our students. Learning is facilitated through the use of various teaching strategies, including:

- play-based opportunities and learner centered instruction
- structured activities and projects
- student-led discoveries and investigations
- individual, small and large group instructional settings

We encourage our students to approach learning with confidence and to express their ideas and theories about their world while being proud of their Arab and Islamic culture, heritage, and values of Kuwait. In addition, we want our children to feel a sense of ownership where their 'voice' and their experiences are represented and reflected.

The school motto, "Plan for a Brighter Future," begins with our youngest students. The GBS Kindergarten Division supports this goal, as we encourage and facilitate the development of life-long learners.

## Visiting the School

In order to ensure the safety of the students and the smooth functioning of the school, and in compliance with the directives of the Ministry of Education, Private Education Department, visitors/parents are welcomed in the reception and administration areas and in the designated dismissal areas for student pick up at the end of the day. They are not allowed in other areas of the building without permission from the administration and a proper escort.

## Parent – Teacher Communication

Parents have important perspectives on their child's interests, experiences outside of school, and relationships that may affect growth and development. A definite key to the success of students at GBS is the consistent policy of open communication between the home and school. The student's daily journal is a direct means of two-way communication between the teacher and parents. Please check the journal every day for messages from teachers or any notices from the KG Division. When you find a message, please respond by commenting and signing the page. You can also reach your child's teacher by leaving a brief note in the journal. If you have a concern that requires face to face communication, your first step is to talk to the teacher by calling the receptionist to schedule an appointment for

a parent-teacher conference. If a parent is not satisfied after the conference, the next step is to talk to the Kindergarten Coordinator and if that fails, then to the Supervisor. All appointments may be scheduled through the receptionist. Please remember that instructional time is valuable as you may know; therefore teachers are not interrupted during class time to answer parent phone calls or concerns.

## Curriculum Information

KG Division parents receive curriculum updates in our monthly parent newsletter of learning objectives describing their child's academic program and activities. Monthly objectives for Pre K and KG1 also include songs and nursery rhymes to support the theme and topics of learning.

## Morning Routine

Adjustment in the first few weeks of your child's kindergarten experience varies from family to family. Staff members are sensitive to these differences and respond to the individual needs of students accordingly. Difficulty with separation is not unusual for children, especially during their first weeks of attendance. Separation anxiety can be difficult; however it is our experience that children usually settle very quickly once parents have left. So as not to prolong the process, we encourage parents and caregivers to give a hug, reassure and leave their child as quickly as possible. You are welcome to phone the receptionist later to check that your child has settled and to put your mind at rest.

## Attendance

Student attendance is very important to us. Establishing a daily routine helps your child to be comfortable and secure and assists in the learning process. It is critical for students in the KG Division to arrive at school on time every day. Children who are often tardy miss daily phonics instruction and the instructional focus of the day. This affects the development and fluency of their English language skills. Please remember, it is the parent's responsibility to report the absence of a student the same day to the office, stating the reason. After an absence due to illness, the student must submit a note from the parent (for one day) or from a medical doctor (for medical leave and prolonged absences). The doctor's form is picked up in the main office and must be handed to the nurse the same day the student reports to school.

## GBS Nurse and Health Clinic

A child who is unwell (has high temperature, suspicious spots/rash on the body, diarrhea, suspected pink eye, head lice, or symptoms of a possible communicable disease) should be kept at home not only to reduce the spread of infection, but also to give the child appropriate care and medication. If the child begins to display the above symptoms while at school, a staff member or school nurse will inform the parent. Please notify the school immediately if the child has a contagious disease, a special medical or psychological condition, or is on any kind of medications. The nurse does not administer any medication unless a proper doctor's prescription is provided by the parents. Students are not allowed to carry medications to school.

## Lost and Found

The school is not responsible for the loss of any valuables brought to school by the student. Valuables must be kept at home. All lost and found items will be stored in a designated area in the canteen. **All of your child's belongings must be clearly marked with the full name and grade level of the student before they are brought to the school.** If unmarked with the name of the student and unclaimed, items will be given to charity.

## Food/Canteen

A healthy breakfast and good nutrition throughout the day are important to a child's physical and intellectual growth. Please ensure that your child has an adequate breakfast before coming to school. Also, kindly provide your child with a healthy snack such as a sandwich, a fruit, and a drink (plain milk or pure natural juice.) When packing your child's lunch box, please do **not** include these items: bottle or glass containers, soft drinks, sweetened nectars or any type of other canned drinks. Please send only *carton-packed* milk and natural juices. We also encourage parents to send a container of water as each child is welcome to drink water throughout the day. GBS is a *nut free* campus. Parents must ensure that they DO NOT send any nut products or products that may contain nuts, to school with their child.

The kindergarten pupils will have their snack in class under a teacher's supervision. To support your efforts at home and to encourage your child to eat healthy foods, teachers will be emphasizing healthy eating habits during snack time and throughout the year as part of the academic curriculum. .

## Educational Field Trips

Educational field trips offer the opportunity to extend teaching beyond the walls of the classroom to explore real life situations and reinforce student learning. Field trip forms are issued to students prior to the field trip event. Parents are requested to sign and return the slip to the teacher indicating whether or not permission is granted to participate.

## Photographs

A professional photographer takes portraits of the children individually and in a small group during the first term each year. The photographs are made available for purchase.

## Academic Reports

The academic year is divided into two semesters, with the first semester ending at the start of winter break. GBS provides regular information on student achievement to keep parents updated on their child's educational performance. In the Kindergarten division, evaluation is based on daily observed performance and ongoing performance assessments. Parent conferences are conducted throughout the year as indicated on the GBS calendar. Student portfolio files are shared with parents during the first parent conference of the year (November). Written reports are distributed for each marking period after that for students in Pre K, KG1 and KG2 (December, March, June).

## Learning through Play

Children learn through play. Children build on their natural curiosity and delight in experimenting with the environment around them. Play takes many forms and has many different stages. It is purposeful, linked to learning objectives and is a major strategy for teaching and learning. It allows students to develop independence, responsibility, ownership of their learning, and self-confidence. Exploration through play allows students opportunities to develop self-initiated inquiry and offers choices in learning. Creativity and individuality is highly valued and all students are encouraged to express themselves in a variety of ways.

Play contributes to advances in spoken communication, vocabulary development, language comprehension, problem-solving strategies, cooperation skills, empathy, and group participation. These experiences help prepare students for more traditional instructional settings found in literacy and numeracy environments.

## English Instruction

GBS English Language Arts curriculum is aligned with the American Common Core State Standards. The KG Division English curriculum includes the areas of reading, writing, speaking, and listening. Students are exposed to a wide variety of literary forms (storybooks, poems, rhymes, etc.) and informational text. Such varied reading material provides students with a greater understanding of the world around them.

The English curriculum is carefully designed to provide engaging, developmentally appropriate activities. We aim to create learning activities to match our students' abilities and interests to support their growth as emergent readers. The curriculum includes the study of print concepts, phonological awareness, phonics, word recognition, fluency, vocabulary, and writing. Beginning reading concepts are enhanced by attention to skills in listening, speaking, viewing and representing.

In Pre-K and KG1, students explore and develop their pre-writing skills through engaging literacy activities. In the KG2 program, students really begin to grow as writers. They begin to write words (often using their own creative or invented spellings) and create their own sentences about their lives or what they've learned. Creative or invented spelling is a crucial part of developing writing skills. Using this method, children spell words using the letters and sounds they hear. This is an important part of your child's writing development as your child gains a deeper understanding of letters, words and their sounds. Most of their words at this stage are one syllable words which often follow the pattern of CVC, or consonant, vowel, consonant (e.g., cat, big or rug.) Furthermore, KG2 students begin to build on their emergent reading skills to strengthen fluency in preparation for grade one.

## English Language Arts Curriculum Standards

Here is a sample of some of the literacy goals for reading, writing, speaking, and listening that are incorporated into our language arts program.

- Ask and answer questions about details, characters and events in texts
- Retell familiar stories
- Actively engage in pre-reading and formative reading activities
- Make connections to own life while enjoying stories
- Recognize that spoken words can be represented in print
- Name upper and lower-case letters
- Associate letters with sounds
- Follow words from left to right, top to bottom, and page by page
- Attempt to spell simple words using invented or creative spellings during writing activities
- Using conventional spellings in KG2 to write some words (CVC and basic sight words)
- State an opinion or preference about a topic or book (e.g., My favorite book is . . .)
- Begin to express thoughts, feelings, and ideas in English and strengthen language development
- Take part in extended conversations, following agreed upon rules for discussion such as listening to others and taking turns when speaking
- Ask and answer questions about key details in stories or other information read aloud
- Understand and use question words such as who, what, when, where and why

## Mathematics Instruction

GBS Mathematics curriculum is aligned with the American Common Core State Standards. Mathematics learning activities for kindergarten are often integrated into the child's daily routine (e.g., calendar, circle time skills, tally marks, etc.) The mathematics program is age appropriate and adaptable to the many different paces of development as an early childhood learner. Specific content objectives are taught using a variety of manipulatives through whole-class and small group instruction and learner centered activities. In addition, students explore and play with puzzles, building blocks, assorted manipulatives and shapes, as well as instructional games to practice and build math skills in an enjoyable and engaging way, establishing a more meaningful and effective learning experience.

## Mathematics Curriculum Standards

KG Division students acquire math skills and concepts at a concrete level. These include one to one counting; measuring, estimating and comparing sizes and numbers; classifying, sorting and graphing using a variety of characteristics (size, shape, color, etc.); building or completing patterns; developing number sense; practicing with shapes, symbols, time, and calendar; and exploring problem solving strategies. Here is a sample of some of the math goals of the kindergarten division.

- Recognize and investigate numbers
- Count objects to tell how many there are
- Use objects or pictures to display information (e.g., favorite snacks, favorite colors)
- Compare two groups of objects (such as taller, shorter, greater, less, bigger, smaller, etc.)
- Act, draw a picture, or use objects to represent adding to or taking away from a group
- Investigate and name shapes
- Participate in math activities designed to make real life connections

## Science Instruction

The GBS Kindergarten Science curriculum includes standards that allow children to investigate properties of the world around them through exploration. Students learn about key scientific core ideas designed around student interests for high levels of engagement.

During science time students explore topics such as water (oceans), weather, plants, animals, nature and energy. Teachers facilitate this learning process through the use of stories, classroom demonstrations, sensory bins, learner-centered investigations or interactive activities. Very often science lessons are integrated with math and literacy concepts for a better understanding of the core idea.

Students may investigate answers to questions such as: *Where do animals live, and why do they live there? What is the weather like today, and how is it different from yesterday? What do plants and animals need to survive? What happens if you push or pull an object harder?* Specific performance expectations include developing and using a model, planning and carrying out an investigation, analyzing and interpreting data.

## Nutrition/Health

The students in the Kindergarten Division are offered nutritional cooking activities and health/hygiene classes once a week. The nutrition and cooking activity is very popular among the children. It is taught in English and aims at promoting healthy eating as well as familiarizing the students with every day English vocabulary in a real life setting. Pupils will prepare simple foods and eat them with their classmates. The health and hygiene class teaches children how to keep themselves clean and well groomed. Students are taught skills of washing face and hands, brushing teeth, combing hair, fastening buttons and closing zippers, folding clothes, and other every day skills.

## Social Studies

The social studies curriculum begins with the focus on a young child's emerging self-identity at home and school. The program includes central themes such as all about me; the best I can be; living and working together; and where I am and kindness. The above themes stress interpersonal relationships and the importance of cooperation at home, school and in the community. Social Studies instruction takes place throughout the day beginning with a class meeting, often called "circle time." During this time classes review qualities of a good



student, classroom rules, calendar skills, along with any other “class news” for the day. Students may also share their own news during this time. Further instruction occurs at other times in the day as students work on building their social skills interactions, sharing and cooperating with others. Teachers use a wide range of resources, as social studies themes are best taught through a multidisciplinary approach. We believe that students learn best through real world examples and therefore when studying about a topic of community workers or occupations they may visit the fire department or have a classroom visit from a dentist, doctor or police officer.

## Handwriting

Young learners are introduced to the letter sounds (phonemic awareness) in the Kindergarten Division and at the same time will usually begin to practice writing the letters. Early phonemic awareness is taught in a structured manner with lots of time for practice. Learning to print the letters is approached in a similar manner, beginning with basic letter strokes and moving on to combining the letter strokes to form letters.

Students in Pre-K work to build their fine and small motor skills during center time activities to prepare for writing. In KG1 and KG2 students continue to participate in activities that promote the development of small motor skills to strengthen handwriting abilities.

Interactive writing opportunities are also built into the language arts program and activities.

## Art Activity

Children in the Kindergarten Division enjoy the opportunity for hands-on learning experiences and instruction. Students make discoveries and work on a variety of skills and concepts during this time (e.g., drawing lines and objects, using color names, painting, and exploring art through other craft projects.) During this activity, students also improve in their fine motor coordination and their ability to express ideas visually. The art experience also fosters self-esteem and allows for growth through the manipulation of materials and exposure to art created by others.

## Music

The music activity is designed to provide students with an opportunity to develop an appreciation and enjoyment of musical arts. Lessons are integrated with seasonal or topic themes to support the core curricular areas. Near the end of the school year, students enjoy participating in an end of the year concert designed to showcase what they have learned.

## Physical Education (P.E.)

Students begin to learn the proper techniques for locomotor and non-locomotor movements and how to manipulate (e.g. strike, toss, kick, bounce) objects such as lightweight balls and beanbags. They also begin to learn the proper form for jumping, galloping, sliding, leaping and skipping. Additionally, students practice non-locomotor movements such as bending, stretching, swaying and twisting. The goal of GBS’s physical

education program is to foster a lifetime commitment to physical activity as part of a healthy lifestyle. During P.E., students are also introduced to a variety of activities including movement concepts (space awareness, effort and force, and relationships), skill themes (locomotor and manipulative), sports, cooperative games, creative movement, and fitness. An environment is created so that children feel comfortable participating and exploring. A high value is placed on respect, honesty, and fair play.

Students in the Kindergarten Division visit the library classroom for story-time and formal instruction. Students participate in storytelling, discussion sessions, and peer sharing opportunities. They are also introduced to proper book handling techniques.

## Supporting Your Child's Learning at Home

Parents play a crucial role in helping their children achieve school success. Research shows that the following steps help avoid school anxiety and children to become more successful.

- Make sure children attend school regularly and always arrive on time to school.
- Create and maintain a home environment that will help children be well rested during school days.
- Talk with your children everyday about their school day, share your thoughts and ideas with each other.
- Speak positively about their school and teachers.

Parents can also support what their children learn in the classroom by including any of the following activities into their daily home routines:

### Literacy Activities

**Alphabet Books:** Use drawings or pictures from magazines to create an alphabet book which has a letter and an object that begins with that letter on each page.

**Fill in the Blank:** When you read a favorite picture book to your child and you come across a short word that rhymes or is familiar to your child because he or she knows the book very well, stop and let your child say the word. Point to the word as your child says it, and spell it out.

**Label Things:** Create labels with your child for different objects in your house. For example, different books, places for toys, foods or objects in the kitchen, or clothes. You or your child can write the names of the objects, and your child can draw a picture to go along with it.

**Guessing Games:** Give your child a few letters in a word. For example show your child “\_AT,” then ask your child to make as many words as possible by adding a different beginning sound.

**Have a Letter Treasure Hunt:** When you are in the car, at home or in the store, ask your child to find certain upper or lower-case letters. Your child can write down a list of the letters located.

## Supporting Your Child’s Learning at Home (continued)

### Math Activities

**Tell Math Stories:** Use objects or toys at home to practice adding to or taking away from a group. If you have a box of 5 toy cars, ask your child to help count how many you will have left when you take away 3 cars from the box.

**Build Things:** Use blocks, LEGO, or other building toys to construct houses, towers, vehicles etc. As your child builds, ask him or her to count pieces, create patterns, or talk about the shapes.

**Find Different Sizes in Nature:** Go outside and observe things in nature such as leaves, stones or shells. Count how many things you locate and talk about their sizes, which are larger or smaller.

**Discover Patterns:** Patterns can be found in everyday items. For example, when in the kitchen look for patterns in snack items; a sandwich could have a pattern of cheese and cucumber layers. Talk about what would come next in the pattern as you enjoy a snack together.

### Science Activities

**Food Discoveries:** When enjoying different fruits or vegetables, talk about what you find inside. Talk about the seeds, the difference between fruits and vegetables, and other things you notice. Try planting some of the seeds.

**Sort Toys:** Use various toys at home to classify and organize, such as creating separate toy groups of animals, birds and fish. Another idea is to classify and sort *ocean animal* toys separately from *land animal toys*.

**Learn About a Favorite Animal:** Pick an animal your child loves and learn about it. Read about it together and talk about how it moves, what it eats, where it lives. Then draw a picture of what was discovered, add labels to the picture.

## منهاج اللغة العربية في مرحلة الروضة

البرنامج الدراسي في مرحلة الروضة متوازن ومصمم لتمكين الأطفال من النمو البدني والاجتماعي والعاطفي، والمعرفي ويساعدهم على تنمية مهاراتهم اللغوية في اللغتين العربية والإنجليزية. والبيئة التعليمية الإيجابية التي تحترم اللغة الأم للطفل، وثقافته، وقدراته ومواهبه المتنوعة والفريدة. ونحن نبني على فضول الأطفال الطبيعي وحبهم للاستكشاف والاكتشاف ونشجعهم على الثقة بالنفس وتحقيق النجاح من خلال التعلم بواسطة اللعب ومجالات الخبرات التي يتدرب عليها الأطفال عمليا ويستمتعون بها تحت رعاية المعلمات المتمرسات في مجال تربية الطفل. نرحب بك ...

يتضمن البرنامج الدراسي في مرحلة الروضة الكثير من الأنشطة التعليمية المتنوعة التي تجمع بين المرح والفائدة. فيوميا يشارك أطفال الروضة في أنشطة صيفية إنجليزية تحوي اللغة الإنجليزية والرياضيات والعلوم.

منهاج اللغة العربية في مرحلة الروضة يتضمن القرآن الكريم و أساسيات اللغة العربية والرياضيات والعلوم

يتكون البرنامج من مواضيع مستوحاة من بيئة الطفل لإثراء حصيلته اللغوية بالعديد من الكلمات التي يتداولها يوميا عن الروضة والأسرة وبلده الكويت و المهن والحيوانات والنباتات و المواصلات و البر و البحر و الطبيعة والفصول وتهتم المدرسة بتعليم الأطفال مبادئ القراءة من خلال ربط مجموعة من الحروف التي درسها وتكوين كلمات جديدة يستطيع تهجئتها وقراءتها وكذلك تدريب الطفل على الكتابة الصحيحة للحروف والكلمات.

أما برنامج الرياضيات فيتضمن معرفة الأعداد ومكوناتها والعد التنازلي والتصاعدي والتكراري والترتيبي ويتعرف على المفاهيم الرياضية والأشكال الهندسية والألوان من خلال الأنشطة المتنوعة والألعاب والأناشيد الهادفة.

أما برنامج العلوم فيتم من خلال مختبر مصغر لمرحلة الروضة ويتضمن مجموعة من التجارب العلمية التي تتناسب مع تفكير الأطفال وقدراتهم العقلية.

أما الفترة الدينية فتشتمل على السور القرآنية والأحاديث وقصص الأنبياء والسلوكي

تقوم المدرسة بمشاركة الأهل وإطلاعهم على البرنامج التعليمي من خلال رسالة مسبقة عن برنامج الفترة المقبلة

يهتم قسم الروضة كذلك بالكثير من الأنشطة اللاصفية التي تدعم منهاج مثل الرحلات و الاحتفال بالعيد الوطني و عيد الأم يوم التخضير ويوم الثلوج.

أما الأنشطة التعليمية الخفيفة مثل التربية البدنية، والتربية الفنية، والتربية الموسيقية، والتغذية والطبخ، والمكتبة، والوسائل السمعية البصرية، واللعب، والصحة والنظافة فتوزع على الجدول الأسبوعي .

