January 2012

Dear Future Kindergarten Parent,

Welcome to Chaparral Elementary School! If this is your first experience with CUSD and our school, we’re sure you will be impressed with the dedication and commitment of our teachers and staff. If you are a returning or “veteran” parent, welcome back! Kindergarten is such a pivotal year in the developmental growth of a child. You’re bound to have many questions and we’re all here to help you through the registration and transition into a major benchmark activity in your child’s life.

Chaparral has a rich tradition and history of academic excellence. We were honored as one of less than 500 elementary schools in California to be named a 2010 California Distinguished School. Our emphasis is the “balanced child,” incorporating both the “head and heart.” While our API is over 900, and academics are a priority, we also view the social-emotional, leadership and health of a child to be strong components of an effective school. In addition we were also acknowledged by the California Business for Education Excellence Honor Roll as a “Scholar School” for two consecutive years in 2009 and 2010.

One of the most impressive attributes about Chaparral is our partnership with our families and the community. Our PFA (Parent Faculty Association) supports us in so many ways. They volunteer daily in our classrooms and spend countless hours in fundraising efforts. As a result of their advocacy and assistance, Chaparral boasts an incredible Art Masters program, a strong music program, multiple field trips, assemblies, an updated Computer Lab, a remodeled Library, mounted ceiling LCD projectors in each classroom, academic assistance, and much, much more!

Chaparral’s Kindergarten Program offers a California standards rich curriculum in a safe and challenging environment. The professional teachers use a variety of strategies to develop students’ ability to use intellectual reasoning to solve problems and grow socially, while nurturing the individual child’s unique potentials. Our strategies include small and whole group instruction with visual, auditory and kinesthetic aspects to each lesson and individual assistance, when necessary. During small group instruction the teacher to student ratio is 1:6, offering direct and immediate instruction and feedback. We have found this an invaluable time of instruction since we are able to meet the needs of all the children, whether they are struggling or they are in need of more challenging work. We also offer an on site Day Care to complement our program and accommodate the needs of our working parents.

Below you will find the curriculum that each kindergarten class follows. If you would like a detailed description of California’s State Standards for Kindergarten visit
OUR CURRICULUM

Language Arts - Kindergarten uses Houghton Mifflin California Reading Series, which helps to teach letter recognition, letter sounds, and beginning words. Those children who are ready to read will be involved in an independent reading program using Scholastic Phonics Readers and a very few kinders may be ready, at some point during the year, to participate in the Accelerated Reading (AR) Program.

Mathematics – Everyday Mathematics (EDM) was newly adopted during the 2009-2010 school year. Now that we have three years of experience, we are definitely seeing the benefits as the children progress through the grade levels. EDM correlates directly with California’s State Curriculum Standards. The program utilizes a variety of game situations, manipulatives, real life math and problem solving strategies. We also use hands-on activities and Math Exemplars for problem solving.

Science and Social Studies - Our science program is based on the Scott Foresman science program. Our units of study include the California Content Standards of physical science, life science, and earth science. Our social studies program is published by Harcourt. We study safety, school life, the family, self-esteem, the community, transportation, and American holidays. The kindergarten classes rotate between Science, Social Studies and PE (motor skills). This gives each teacher an opportunity to really get to know all the children and to become a “master” at the curriculum.

Motor Skills – CUSD has adopted the California Standards curriculum of SPARKS. This program emphasizes the instruction of basic gross motor skills like hopping, skipping, jumping, running, kicking, throwing, and balance. The children learn through self-discovery, practice and games. Fun, sharing and sportsmanship are also emphasized.

Technology - Chaparral has a Computer Activity Lab in addition to three – five computers in each classroom. The kindergartners go to the lab once a week for 30 minutes, where they are taught basic computer awareness skills, beginning word processing and are actively involved in games and projects that extend the curriculum being taught in the classroom. All classrooms are equipped with ceiling-mounted LCD projectors to expand the educational opportunity.

Field Trips - To support our curriculum, our PFA enables us to go on several field trips throughout the year. We usually visit Amy’s Farm in Chino, the Los Angeles Zoo, and the Cultural Center in Rancho Cucamonga for a live literature performance.

You are encouraged to visit our Chaparral website at: http://chaparral.cusd.claremont.edu

Please call our office at (909) 398-0305 if you have any questions.

Yours truly,

Mrs. Olesniewicz, Principal
Mrs. Stamm, Office Manager

The Chaparral Kindergarten Teachers

Mrs. Kimberly Walters     Mrs. Annette Reed
Mrs. Kristen VanKouwenberg Mrs. Julie Upshaw
Mrs. Corrette
### SAMPLE
### TYPICAL GENERIC CLASS SCHEDULE

#### Mondays, Tuesdays, Thursdays & Fridays
- **8:05-8:30am** Opening, attendance, calendar, lunch count
- **8:30-9:00am** Whole Group – Themed based activity, letter of the week, number of the week, Writing/Printing practice
- **9:00-10:00am** Small Group – Math, Language Arts, Phonics instruction
- **10:00-10:15am** Recess
- **10:15-11:00am** Math
- **11:00-11:45am** Lunch
- **11:45am-12:15pm** Story & Rest
- **12:15-1:00pm** PE/Social Studies/Science
- **1:00-1:10pm** Recess
- **1:10-1:30pm** Singlish
- **1:30-2:00pm** Handwriting without Tears/Other
- **2:00-2:05pm** Clean up & Dismissal

#### Wednesdays
- **8:05-8:30am** Calendar
- **8:30-9:00am** Computer Lab
- **9:00-9:30am** Library
- **9:30-10:00am** Math
- **10:00-10:15am** Recess
- **10:15-10:30am** Story
- **10:30-11:00am** Music
- **11:00-11:45am** Lunch
- **11:45am-12:15pm** Story & Rest
- **12:15-12:50pm** Independent Activity Time
- **12:50-1:00pm** Clean up & Dismissal

### PHASE-IN KINDERGARTEN TIMES

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29 – November 2, 2012</td>
<td>8:05 am – 11:30 am</td>
</tr>
<tr>
<td>November 5 - December 20, 2012</td>
<td>8:05 am – 1:00 pm</td>
</tr>
<tr>
<td>January 7, 2013 - June 13, 2013</td>
<td>8:05 am – 2:05 pm</td>
</tr>
</tbody>
</table>
Re: Traffic, Parking, Drop-off and Pick-up

January 2012

To All Parents, Guardians and Caregivers of our Kindergarten Students,

Welcome! Thank you for coming today to Kindergarten Orientation and beginning to become familiar with Chaparral Elementary School. For many of you, this is your first introduction to our school and to public education, while for others, this is “old stuff!” Permit us to share the following expectations:

1. Please do not park (even for a few minutes) in the Staff Parking Lot. There are not even enough parking spaces to accommodate all staff members.

2. Students may be dropped off inside the bus lane of the Staff Parking Lot; however, it is a quick “stop & go.” We will have adults to assist your child (and we’re still looking for morning volunteers. If you’re interested, please let me or Mrs. Stamm know! It’s only one morning a week for less than half an hour!)

3. Do not stop or park in front of the trash bins or the emergency gates. And definitely do not pull into a specially marked handicapped parking space, even for a few minutes.

4. **NO PRIVATE VEHICLES ARE ALLOWED INSIDE THE STAFF PARKING LOT/BUS LANE FOR PICK UP.** Since you need to be physically present to pick your child up, it is recommended that you arrive a few minutes early and park along Longwood Ave. or on the south side of Chaparral Dr. The north side is a 3-minute pick up/drop off. Parents are NOT to leave their cars unattended and walk up to pick up a kindergarten student.

5. Please do not (ever!) walk your child across the Staff Parking Lot. Take a few minutes to walk on the sidewalk and cross at the pedestrian crosswalk at the entrance of the parking lot.

6. Lastly, please monitor your child closely. First grade students are in class in rooms 1 & 2 and the noise level gets disturbingly high when children are playing after dismissal. Our students should not be running around the trees, chasing each other on the grass or otherwise making loud noises that might be disruptive to the instruction taking place. (You will be there next year!)

Thank you in advance for your anticipated cooperation and for remembering that student safety is above parental convenience. If you have any questions, or we can clarify, please don’t hesitate to contact your child’s teacher or myself.

Sincerely,

Julie Olesniewicz, Principal
# Pyramid of Success

## Poise
Just be yourself!

## Confidence
You must believe in yourself if you expect others to believe in you.

## Fitness
Act, eat, and think right.

## Skill
Practice makes perfect.

## Team Spirit
Be eager to help your team.

## Self-Control
Control yourself so others won’t have to.

## Alertness
What you learn after you know it all is what counts.

## Action
Be quick, but don’t hurry.

## Determination
Slow and steady gets you ready.

## Hard Work
Failing to prepare is preparing to fail.

## Friendship
To make friends, be a friend.

## Loyalty
Be trustworthy.

## Cooperation
Be more interested in finding the best way, not in having your way.

## Enthusiasm
Make each day special.
Tips for Kindergarten Success

As a parent of a child entering Kindergarten, there are several things you can do to ensure that your child’s first year in school is happy and productive. Here are some activities that you can do together:

- Read and discuss books ... every day!
- Play with playdough
- Build with blocks
- Color with crayons
- Work on puzzles
- Play with various sized balls
- Play with other children
- Cut with scissors
- Sing children’s songs
- Watch age appropriate television programs and videos, e.g., Sesame Street

Your child will begin to learn responsibility for him or herself in Kindergarten. Here are some skills you should teach your child to do:

- Follow 2 and 3 step directions
- Use the restroom independently
- Open his or her own snack
- Put on and take off a jacket or sweater
- Use a tissue properly
- Be responsible for his or her belongings
- Tie his or her own shoes

Once the school year starts, make sure your child gets:

- A full night’s sleep
- A healthy breakfast
- A healthy snack (send to school)

Set limits on television and video games--instead, spend your precious family time talking with and listening to your child. At Chaparral Elementary School, we are looking forward to being partners in your child’s education. Together we can make it a great year!
Ready for Kindergarten?
Teachers tell you what preschoolers really need for next year.

Source: Parent & Child

If your child's preschool years are coming to an end, your thoughts are probably turning toward kindergarten. But is your child ready to move on to the "big" school? What skills do kindergarten teachers expect their new students to have? To help answer those questions (and ease your mind), we've asked highly regarded kindergarten teachers from around the country to share their insights on helping your child gain the right mix of kindergarten-readiness skills.

The skill sets they are looking for might surprise you. Because of the national focus on improving education and meeting standards, you might think that it's most important for children to enter kindergarten knowing their ABCs, numbers, shapes, and colors so they can keep up with the curriculum. While teachers would love children to come in with some letter and number recognition, they don't want you to drill your kids on academic skills. There are equally—if not more—important readiness skills that set the stage for your child's learning. Raising an eager learner is the goal, and it can be achieved easily through play and day-to-day activities.

The following seven skills are the top readiness skills that kindergarten teachers look for.

Enthusiasm Toward Learning

"I look for those qualities that prime children to be successful in school," says Kim Hughes. Does the child approach learning enthusiastically? Is she eager to explore and discover? Does she ask questions, take initiative, and persist when tasks are difficult?

"Parents can set aside a little time each day to investigate the world with their preschooler and answer those endless questions," says Sandra Waite-Stupiansky. As you drive or walk along in the park, point out your child's surroundings—the different trees or the various birds at the feeder. Demonstrate how things work. "You'll help your child develop beginning science skills—the ability to form a hypothesis, test it out, and come up with new questions and theories," Waite-Stupiansky explains. "The more kids notice, the more curious they'll become. And we'll be building on that curiosity in kindergarten."

Solid Oral-Language Skills

"Children need wide background knowledge about their world and the words to go with it," says Lisa Mosier. "I want to know where they've been and what they can talk about." You can help build language skills by taking your child to many new places and giving him words and descriptions for what he is seeing. At the zoo, explain, "There's a tiger. See how he has stripes and looks different from the lion?" Mosier says these experiences have a huge impact on literacy. "If you're reading a book about zoo animals and it says 'Look at the tiger,' and you can't tell the difference between a lion and a tiger, then you won't have the background knowledge to help you tackle the word. When children come to words that they don't know, they won't be able to make a good guess because it isn't in their vocabulary."

Research shows that one of the best predictors of later reading success is a well-developed oral vocabulary in kindergarten. "PreK kids are learning vocabulary at the rate of five to six words a day," says Waite-Stupiansky. "It's just amazing how they will retain words if you use them several times in context and conversation."

The Ability to Listen

Children's literature is a rich resource for expanding language. "We expect parents to be reading to
kids every day," says Jayne C. Isaacs. "I can tell which children have been glued to the TV or computer for hours at a time. When we read them a story and ask them to tell us in their own words what they liked or remembered, they're unable to do so." Besides fostering vocabulary and comprehension, reading develops the attention skills necessary in a kindergarten classroom. "Listening is a key part of school behavior," Isaacs notes. Students must be able to concentrate on what the teacher is saying, listen carefully for directions, and tune in to the sounds in letters and words.

"The more animated you are as you read, the better you'll focus your child's attention on what she's hearing," says Armando Argandona. Use different voices for the characters. Promote critical thinking by asking questions like, "Why do you think that happened?" and "How would you feel if that happened to you?" and "What do you think will happen next?" Engage kids by inviting them to clap or stomp when they hear a rhyming word, and letting them finish sentences in familiar stories. Books with rhyme and repetitive refrains (like those by Mother Goose and Dr. Seuss) help kids predict what's coming and detect consonant sounds at the beginning and end of words, which fosters phonemic awareness—the ability to hear and break down the subtle sounds in words. Your child won't be able to read the word "cat" until she understands that it actually has three sounds: "cuh," "ah," and "tuh."

Singing fosters pre-reading skills too. "Take turns substituting new sounds in nursery rhymes and songs," suggests Mosier. For example, transform "Twinkle Twinkle Little Star" to "Dinkle Dinkle Dittle Dar" or "Zippety Doo Da" to "Bibbety Boo Bah."

The Desire to Be Independent

Encouraging self-help skills is an important step to preparing your child for kindergarten. "It's amazing how many kids come to kindergarten not knowing how to hang up a jacket," says Argandona. It might be quicker for you to do it, but "independence is critical for helping your child adjust to school," he emphasizes. Teachers expect children to:

- Get coats on and off and hang them up
- Follow simple two-step instructions such as "take off your boots and put on your sneakers"
- Go to the bathroom and wash their hands
- Blow their nose and cover their mouth when they cough
- Fasten and unfasten simple buttons and snaps
- Eat neatly and pour into a cup
- Open up a juice box and get the straw in.

"Some children are so dependent on their parents that they expect the teacher to do these things for them," says Hughes. "But when you have 20-plus kids in the room, it's hard to worry about wiping noses!" However, she notes that tying shoes is a developmental skill that often doesn't come until the first grade. If kids can't yet tie their shoes, Hughes suggests sending them in slip-ons or sneakers with Velcro fasteners.

The Ability to Play Well with Others

Your child will need your assistance refining essential social skills such as sharing, compromising, turn-taking, and problem-solving. "Children are naturally egocentric at this age, and we don't expect them to be able to share everything," says Waite-Stupiansky. "But by the time they reach kindergarten, they should be able to express their feelings in words and begin to understand that two people can use the same thing at the same time."

If you and your child are building with blocks and he reaches for one you're using, Hughes suggests you first encourage your child to ask, "May I have the block?" Then model sharing by saying something like, "I'm glad to share my block with you." When you notice your child sharing with others, celebrate it by saying, "I'm so proud of you. It's really hard to share your favorite doll, but you were able to do it. Good for you!"
On play dates and park outings, stay within earshot so you can help kids problem-solve when conflict occurs, Hughes recommends. If your son gets in a power struggle over a toy and can't seem to work it out, step in and say, "It looks like we're having a problem here. What can we do about it?" Encourage him to come up with possible solutions, offering your own suggestions, if necessary. "Help kids understand the feelings of others," says Hughes. "I want them to know when a friend is sad by looking at her face and seeing that her mouth is frowning or her eyes are crying." This nurtures compassion and empathy, values that are prized by kindergarten teachers.

**Strong Fine-Motor Skills**

Your child's hands must be strong enough to master coloring, cutting, pasting, and holding a pencil — fine-motor tasks that kids use every day in kindergarten. "By week one, we're already writing a letter of the alphabet," says Argandona. "If kids can't hold the pencil correctly, they will fall behind."

To hold the pencil the right way, kids need to develop the small muscles in their palms and fingers. Hughes suggests giving your child a pipe cleaner and some Cheerios (or similar, colorful cereal) to make bracelets. "It requires you to pinch with your fingers," she explains, the same motion needed for grasping a pencil. Or ask your preschooler to mist your houseplants with a spray bottle, an activity that boosts both writing and scissor skills. Scribbling in clay with fingers is a fun alternative to doing it on paper and especially helpful for kids who are resistant to writing and drawing. (A child can practice cutting the clay into small strips too.)

"Offer writing utensils in a variety of sizes and shapes," advises Hughes. "Some people think that fat pencils are easier to hold, but that's not always true. For a child with weak hands, a smaller, shorter pencil might be easier to manage."

**Basic Letter and Number Recognition**

Kindergarten teachers believe that it is their responsibility to teach kids letter sounds and how to write, but they do hope incoming students can recognize most letters by sight. They also hope children can count to 10, identify numbers 1 to 5, and know some shapes and colors.

But teachers don't want you to quiz your child or use workbooks, flashcards, or phonics kits. "So much learning can happen without quizzing or sitting down with a pencil," says Isaacs. The lessons unfold naturally as you and your child sort Legos by color or shape. Your daughter practices counting as she doles out pretend cookies for the dolls in her tea party. Your son builds letter recognition while scrambling alphabet magnets on the fridge.

"Every outing is a spontaneous opportunity to learn," Isaacs adds. Play guessing games like, "I spy with my little eye something with the number 3."


Most important, always keep the focus on fun. "Relax, and enjoy your children," Mosier says. "Read, play, and go places. And talk the whole time you're doing it!"
IS YOUR CHILD READY FOR KINDERGARTEN?

The following questions will help you determine how ready your child is for a successful year of kindergarten:

1. _____ Will your child be 5 yrs or older when he/she starts kindergarten?
2. _____ Can others easily understand your child's speech?
3. _____ Can your child pay attention to a short story when it is read and answer simple questions about the story?
4. _____ Can your child draw and color, beyond a simple scribble?
5. _____ Can your child tie a shoe, zip or button a coat?
6. _____ Can your child alternate feet walking down stairs?
7. _____ Can your child use scissors, pencils, or crayons correctly?
8. _____ Can your child take care of toilet needs by himself/herself?
9. _____ Can your child be away from home for 2-3 hours without being upset?
10. _____ Can your child follow simple instructions?
11. _____ Can your child put a simple puzzle of 3 to 6 pieces together?
12. _____ Can your child correctly name simple things? (car, cat, chair)
13. _____ Can your child copy a simple shape? (square, circle, triangle)
14. _____ Can your child count 5 objects?
15. _____ Do you have books, magazines and newspapers in your home that your child looks at?
16. _____ Is your child looking forward to going to school?
17. _____ Does your child ask when he/she is going to start school?
18. _____ Have you attempted to create in your child the idea of looking forward to school experiences?

If you answered many questions with a "yes", your child is ready to start Kindergarten. Every child is unique and age is not the only criteria for readiness. If you think your child is not ready for kindergarten and would like to discuss your child's readiness, call the school office and request an appointment with one of the kindergarten teachers or a member of the staff. If your child is attending a Preschool or Head Start Program, the teacher will advise you of your child's readiness for a successful year in kindergarten.
ACTIVITIES FOR HELPING YOUR CHILD READ FOR GREATER UNDERSTANDING

Stories
Write down (print) a story your child tells you and have him draw pictures to go with it. Reread the story together.

Nursery Rhymes
Read or repeat from memory nursery rhymes and name the words that rhyme. Encourage your child to memorize the nursery rhymes and repeat them to you.

Reading Pictures
Help your child interpret or "read" pictures in magazines, billboards, or in picture books.

Retelling Stories
Have your child retell a story you have read together. Attention span may be very short. Try to pick a short, action-filled story.

Classifying
Have your child cut out pictures from old catalogs or magazines. Sort pictures according to similarities and differences.

Riddles
Make up riddles using rhyming words. For instance, "I am gray. I come from a fire. I rhyme with poke." (Smoke) "This is a house for a horse. It rhymes with table." (Stable)

Comic Strips
Read comic strips to your child and have him follow the picture from left to right.

Magazine Pictures
Select a picture from a magazine and have your child name everything while you write the words directly on the picture. For instance, in a picture of a man he/she might name feet, nose, elbow, hand, face, suit, etc.
Websites

Chaparral's Website
This website will tell you more than you probably ever wanted to know about Chaparral! 😊 Look under the resource section. Don't forget to look at the classroom web pages.
http://chaparral.cusd.claremont.edu

California Department of Education
This website will give you all the California State Standards for every grade level in every core subject... plus much more!
www.cde.ca.gov/

Kindergarten Readiness
This website was created in conjunction with The Kindergarten Readiness Guide. Our website offers updated articles related to preschool and preparing children for kindergarten. You will also find links to other helpful websites.
www.KindergartenReadiness.net

Preschool Rainbow
www.preschoolrainbow.org/book-themes.htm
This website recommends books for almost any theme or topic you can imagine!

Preschoolers Today
www.preschoolertoday.com
This website offers news articles, expert Q &A, activities to do with your child at home, and even free stuff!

Parents.com
www.parents.com
This website offers advice by age (0-6+), crafts and activities, and much, much more.

What to Expect in Kindergarten
www.education.com/grade/kindergarten/

From tips for emergent readers to great gifts ideas, we've got kindergarten covered! Learn about the major milestones for speech, reading, math and science.
Recommended Books

1. A is for Apple: Take a Peek! Slide and Seek! (letter sounds) available at Borders
2. A You’re Adorable by Buddy Kaye (alphabet, letter sounds)
3. Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
4. Arthur series by Marc Brown
5. The Berenstain Bears series by Stan and Jan Berenstain
7. Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault (alphabet)
8. Cinderella - fairy tale
9. Clifford books by Norman Bridwell
10. The Complete Adventures of Curious George by H.A. Rey (making good choices)
11. The Doorbell Rang by Pat Hutchins (math)
12. Dr. Seuss books (rhyming) The Cat in the Hat; Green Eggs and Ham; Hop on Pop;
13. Horton Hears a Who!
14. Eric Carle books
15. Gingerbread Baby by Jan Brett
16. The Gingerbread Man illustrated by Karen Shmidt
17. The Giving Tree by Shel Silverstein (generosity)
18. Goldie Locks and the Three Bears - folktale
19. Goodnight Moon by Margaret Wise Brown
20. Goodnight Owl by Pat Hutchins
21. Gregory the Terrible Eater by Mitchell Sharmat (nutrition)
22. Harold and the Purple Crayon by Crockett Johnson
23. If You Give a Mouse a Cookie series by Laura Joffe Numeroff
24. The Little Engine That Could by Watty Piper (determination)
25. Little Red Riding Hood – folktale
26. Look Out Kindergarten, Here I Come! by Nancy Carlson
27. Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate
28. The Mitten by Jan Brett
29. No, David! by David Shannon
30. No Jumping on the Bed by Tedd Arnold
31. Rainbow Fish by Marcus Pfister (sharing)
32. The Tale of Peter Rabbit by Beatrix Potter
33. The Three Little Pigs by Margot Zemach (determination)
34. The Very Hungry Caterpillar by Eric Carle (days of week, counting)
35. Where the Wild Things Are by Maurice Sendak (imagination)
Videos/DVD’s

- Alphabet Phonics and Fun
- Baby Babble - Speech-Enhancing DVD for Babies and Toddlers
- Baby Einstein video series
- Barney’s ABC’s and 1,2,3’s
- Barney: It’s Time For Counting
- Blue’s Clues- ABC’s and 1,2,3’s by Steve Burns
- Blue’s Clues- Reading With Blue by Steve Burns
- Blue’s Clues- Telling Time With Blue by Steve Burns
- Clifford series
- Disney movies
- The Letter Factory DVD by Leapfrog
- Maisy’s Colors and Shapes by Lucy Cousins (mostly colors)
- My Baby Can Talk- First Signs (ages 10-24 months)
- Richard Scarry’s Best Counting Video Ever! by Richard Scarry
- Richard Scarry’s Best ABC Video Ever! by Richard Scarry
- Richard Scarry’s Best Sing Along Mother Goose Video Ever! by Richard Scarry
- Sesame Street- Do the Alphabet by Jim Henson
- Sesame Street- Learning About Letters by Jim Henson
- Sesame Street- Learning About Numbers by Jim Henson
- Sesame Street- 1,2,3 Count With Me
- Sounds of Letters
- The Word Factory DVD by Leapfrog

Educational Computer Software

- Adventure Workshop Grades Preschool-1st Dr. Seuss
- Blue’s Clues ABC Time Activities
- Blue’s Clues 123 Time Activities
- Chicka Chicka Boom Boom
- Curious George Learns Phonics
- Dr. Seuss ABC
- Jumpstart Advanced Preschool
- Jumpstart Kindergarten
- Reader Rabbit Preschool
- Reader Rabbit Kindergarten
- Reader Rabbit Learn to Read With Phonics
- Reading Lesson CD-ROM
- Schoolzone: Alphabet Express Preschool
- Sesame Street Elmo’s Art Workshop Ages 2-6
- Stuart Little Learning Adventures
CHAPARRAL ELEMENTARY SCHOOL
Kindergarten Placement Form

Name of Student ___________________________________________  Boy _____  Girl _____

Prefer to be called _________________________________________

Birthdate _________________________

Names of Parents ____________________________________________

Name of Nursery/Preschool attended ________________________________

How long? _________________

My child can print his/her first name: Yes _____  No _____

What are your goals for your child academically?

What are your goals for your child’s social development?

What type of discipline works best for your child?

Do you have suggestions for your child’s adjustment needs and concerns on becoming a Kindergartener? Yes _____  No _____  If yes, briefly describe:

What responsibilities does your child have at home (i.e., dresses himself/herself, takes care of pets, etc.)?

Are there health concerns the school should be made aware of (including food allergies)? Yes _____  No _____  If yes, briefly describe:
My child speaks clearly _____ speaks very rarely _____ is difficult to understand _____
My child is/was in a formal speech/language program: Yes _____ No _____
If yes, please indicate how long: ________________________
If yes, please indicate where: __________________________

If applicable, please attach a copy of the most recent IEP (Individual Education Program).

Are there any special situations or concerns that you feel your child’s teacher should be aware of?
Yes _____ No _____
If yes, please explain:

If you have concerns about your child being developmentally ready for Kindergarten, please put a check below. We will call you for a 20-minute appointment to assess your child’s readiness (generally, in May or early June).

_____ Yes, I would like an assessment. I can be reached @ ______________________ residence
@ ______________________ work
@ ______________________ cellular phone

KINDERGARTEN HOURS: (Phase-In Full Day)
September – Friday, November 2nd: 8:05 - 11:30 am
Monday, November 5th – Thursday, December 20th: 8:05 am – 1:00 pm
Monday, January 7th, 2013 – End of school year: 8:05 am – 2:05 pm
Except ALL Wednesdays: 1:00 pm dismissal for all students beginning with 11/7/12

Have you already registered for on-site childcare? Yes _____ No _____
Do you intend to register for on-site childcare? Yes _____ No _____

Chaparral Elementary School personnel do not make childcare arrangements. Parents must apply for the on-site day care through the Childcare Office. They may register immediately following the school’s Kindergarten registration. Questions regarding enrollment and fees may be directed to (909) 398-0373. Childcare registration forms are available in the Childcare Office at 170 W. San Jose Avenue, 3rd Floor, Claremont, CA.

Will have private childcare? Yes _____ No _____
Name of private childcare: ________________________________
Address: _____________________________________________
Phone number: ________________________________