



Play is an essential component of the full day Kindergarten program.

Research has shown that learning through play allows children to understand themselves and others, to grow intellectually, emotionally and socially, and to develop creative, divergent thinking skills.



Play is the natural language of the child. It is the child's WORK - a highly absorbing and very serious activity that allows the child to explore, experiment and acquire new information about the world.



Although play creates its own natural course, teachers plan the organizational framework by providing the appropriate location, equipment, and materials in order to stimulate curiosity, commitment, and self motivation. These activities help children to expand their scope of play by suggesting new ideas and encouraging individual thought.



Our teachers provide children in Kindergarten with opportunities to represent their learning in a wide variety of ways. Children are encouraged to make decisions about their learning and be creative problem solvers. They experience a safe and caring environment which is rich in language. They are involved with activities that are open-ended and that promote collaborative and cooperative approaches. Through purposeful play, Kindergarten teachers provide both structured and open-ended environments for their students. They do so knowing that when children play, learning happens. Play is an essential part of how children learn in Kindergarten.



For more kindergarten information visit our district website at [www.sd61.bc.ca/kindergarten.aspx](http://www.sd61.bc.ca/kindergarten.aspx)

## Full Day Kindergarten

All of our elementary schools offer full day Kindergarten.

The full day Kindergarten program allows students to spend more time on the five areas of the Primary Program, found at [www.bced.gov.bc.ca/primary\\_program/primary\\_prog.pdf](http://www.bced.gov.bc.ca/primary_program/primary_prog.pdf).

The curriculum for the full day kindergarten program can be found at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm).

To find out more about early learning initiatives please visit [www.bced.gov.bc.ca/early\\_learning](http://www.bced.gov.bc.ca/early_learning).

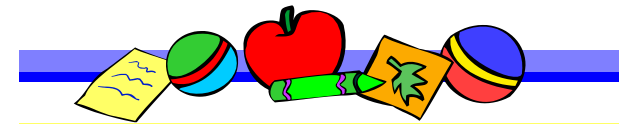


## The Wonderful World of Kindergarten



Welcome to Kindergarten!

Your child is moving into an exciting new phase in a learning journey. In the Greater Victoria School District we strive to create enriched and exciting learning experiences for each student. We accomplish this in a supportive atmosphere, where positives prevail, where we celebrate a child's wonder of learning, and where we embrace the concept of *learning through play*.



[www.sd61.bc.ca](http://www.sd61.bc.ca)

# SUPPORTING THE PARTNERSHIP BETWEEN HOME AND SCHOOL

Here are some suggestions to prepare your child for school.

## At School Children Will ...

Encounter new people and situations.

Extend oral language skills.

Dress themselves to play outside and go home.

Make choices (activities in the class, materials to use).

Share materials and spaces with other children in order to develop the ability to cooperate well with others.

Learn the routines for the classroom and school. They will begin to take responsibility for materials and their belongings.

Develop the desire to be independent.

Further develop listening skills. Listening is a key part of school behavior. Students need to be able to concentrate on what others are saying, listen carefully to directions and focus on the sounds in letters and words.

See adults and other children write for different purposes. They will use materials such as crayons, markers and pencils for drawing and writing their own ideas.

Explore nature in the world around them and talk about what they see and learn.

Develop early literacy and numeracy skills.

Create art, explore and use art materials and take part in music, drama and movement activities.

Use a variety of materials and equipment to develop large and small muscles.

## At Home You Can...

Involve your child in new situations where they will meet people.

Encourage your child to use language to make his/her needs known (going to the washroom, getting a drink) and to solve problems.

Encourage your child to dress independently.

Help your child make choices (which clothes to wear, activities to do).

Give your child opportunities to be with other children, share and take turns.

Encourage your child to listen to directions and follow through with what is expected. Help your child take some responsibility (putting belongings away, manipulating backpacks and lunch kits).

Praise your child's efforts to develop self-help skills (find shoes or lost toys, fasten and unfasten zippers, buttons and snaps).

Tell stories, read rhymes, sing songs in your own language. Read to your child and talk about pictures, ideas, and words. Point out signs, words, numbers in the home and community and visit the library together.

Involve your child in drawing and writing in everyday activities at home (making cards, signing own name, drawing pictures). Praise your child's attempts to draw and write. Talk about your child's name and the letters.

Talk to your child about the things they see and hear in the community. Help them identify things in their environment (changes in the weather, the seasons or places).

Read to your child, using a variety of story and information based books (fairy tales, volcanoes, dinosaurs, families around the world). Sort, count, and make patterns with a variety of materials.

Encourage your child's imagination and creativity through drawing, building, singing, moving to music, acting out stories, and role-playing.

Provide opportunities for your child to exercise and use large muscles (e.g., running, climbing, playing with a ball), and small muscles (using crayons and markers, playdough, puzzles and toys with pieces that fit together).

