



WELCOME  
TO  
KINDERGARTEN  
2010-2011

HOLY GHOST CATHOLIC SCHOOL  
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# HOLY GHOST CATHOLIC SCHOOL

## **SCHOOL MISSION STATEMENT**

Holy Ghost Catholic School is dedicated to the belief that the development of the whole child is the responsibility of the school and home. The spiritual, intellectual, and physical growth of the child benefits when the home and school go beyond support and, in fact, become one community. The faculty of Holy Ghost accepts the challenge of assisting children to develop living relationships with Christ, of maintaining outstanding academic standards, and of integrating physical development into the school program.

Holy Ghost Catholic School is a school that exists not for a singular purpose but for a multitude of reasons. It is our contention that children are enrolled in our school because of the totality of our program. Holy Ghost provides an environment that will prepare future Christian leaders to accept their roles as responsible adults and live their lives with Christ as the center of their beliefs. Thus, our mission is in reality us: student, parent, teacher, not only our beliefs, but our actions. We will attempt to achieve this by inspiring students to love, respect, and appreciate people and things of God's Earth so that they may grow into responsive, caring Christians.

Holy Ghost endeavors to provide a structure for learning that answers the needs of each child, that encourages self-direction and responsibility, and that builds a student's positive image. Children are loved, rewarded and encouraged at Holy Ghost. Children are also aware of our expectations and so respond in kind so that the future will be viewed with hope and faith.

In the words of the Bishops Pastoral, TO TEACH AS JESUS DID, "The Catholic School (Holy Ghost School) strives to relate all human culture eventually to the news of salvation, so that the life of faith will illuminate the knowledge which students gradually gain of the world, of life, and of mankind." All those involved in Holy Ghost Catholic School – parents, Priests, teachers, and administrator – earnestly desire to make it a community of faith which is alive, conscious, and active.

## **GOALS**

1. To develop an appreciation and interest in our Catholic heritage that leads to actively living the Gospel Messages.
2. To make students aware of their dignity and potential.
3. To provide students with opportunities to worship God.
4. To provide students with adult role models of Christian living.
5. To create a community that is conducive to happy and successful learning.
6. To provide a curriculum which enables students to acquire the basic knowledge and skills in academic as well as non-academic areas.

## **Religion**

Kindergarten is a time for children to experience and explore, to build skills and attitudes. There is much more to Christian life than information about God and the church.

Learning a few religious insights in depth is more valuable at this stage than learning many truths specifically.

Religion should not be shoved into a small time period to learn about Jesus, our Savior, and God as our Father. Instead, we must learn to live our Religion, which is an on-going process every minute of the day. I will, however, set a period aside for Religion class,

putting more emphasis on that particular subject. Furthermore, we as a class will attend prayer services and masses weekly with the rest of the school.

You, as parents, can help in many ways. Reading stories from the Bible, talking to your child about the Mass, making decisions and teaching your child what is right and what is wrong is also very important.

## **Objectives**

### **Language Development:**

- to develop ability to talk with others
- to become more expressive and to improve vocabulary
- to use verbal skills to solve problems
- to be able to listen to others
- to exchange ideas and ask questions
- to become familiar with nursery rhymes, stories, and poems
- to listen to stories and directions and retell them
- to improve ability for simple recall (remembering) and sequence (order)

### **Social and Emotional Development:**

- to develop a positive self-image
- to follow directions willingly
- to begin a development of responsibility
- to increase self-reliance
- to develop self-control
- to display good manners
- to enhance curiosity
- to explore new concepts and ideas
- to become both a leader and a follower
- to share belongings and experiences
- to respect others' rights, to wait for turns
- to participate as a part of a group

### **Academic Growth:**

- to master necessary basic concepts (in, on, under, beside, behind, in front of, next to, in back of)
- to develop an understanding of math readiness through counting, ordering, and seriation of objects (largest to smallest), and one-to-one correspondence
- to build reading skills
  1. visually with color and shape identification, matching patterns, classifying objects and pictures, and identifying similarities and differences
  2. auditorily by creating an awareness of sounds in the environment, clapping patterns through listening, and recalling numbers or words

### **Physical Growth:**

- to become aware of body parts
- to develop large muscle coordination (running, skipping, jumping, hopping, bouncing, and catching a ball, and etc.)
- to build fine motor skills (cutting, tracing on lines, stringing beads, etc.)

### **Special Activities:**

- Music activities encourage children:
  1. to appreciate and enjoy music

2. to release emotions through rhythmic activities
  3. to develop self-expression
  4. to become aware of the basic vocabulary and concepts of music
- Physical Education activities encourage children:
    1. to enjoy and appreciate group games
    2. to develop muscular strength and endurance
    3. to release emotions by controlled physical means
    4. to develop a sense of fair play and individual and group responsibilities
  - Art activities encourage children:
    1. to develop a greater awareness of the beauty of his/her surroundings
    2. to develop self-expression
    3. to explore and experiment with different art materials
    4. to release emotions
    5. to strengthen eye-hand coordination

### Speech and Language:

In Kindergarten, great emphasis is placed on listening activities and language development. The first part of the year is devoted to helping the children recognize sounds in the environment. Beginning with discrimination of vastly different sounds, the program then works with the fine sounds of animals and human voices, and finally, with the discrimination of speech sounds.

The development of speech is a continual process. Speech sounds are acquired slowly and perfection in speech developed gradually.

- Sounds most four year olds can make are: p, b, m, h, w, n, k, g, and f.
- Sounds most five year olds can make are: v, t, d, ng, and y
- Sounds most six year olds can make are: j, sh, ch, and l.
- Sounds most seven year olds can make are: r, wh, and th.
- Sounds most eight year olds can make are: s, z, tr, and sl.

Children are able to understand language before they can speak. Then they first learn to communicate with a single word or idea and, through increased experience, they learn to communicate at more complex levels. Through language, children learn to try out their own ideas, express their concerns, their social attitudes, and to communicate with both adults and with their peers. The way others respond to the child will either reinforce his/her language development or frustrate it.

- In Kindergarten, language skills include:
  1. Story orientation which involves both listening to and recalling stories, as well as creating original stories.
  2. Organization which includes categorizing objects and learning to sequence events.
  3. Picture orientation which involves determining the main subject of a story and noting the details about the story.
  4. Picture-word relationships which illustrate the concept that words are descriptions of pictures.

### Readiness:

Readiness skills are pre-reading skills needed before formal instruction begins.

- These skills include:

1. perceptual and auditory skills (visually seeing differences in objects or letters, and listening to and hearing differences in sounds)
2. motor skills (through general physical condition or fine eye-hand coordination)
3. language skills (through organizing thoughts and relating to others)
4. listening skills (giving attention and following directions)
5. number knowledge (understanding size differences, names of numbers, etc.)
6. showing a desire to read (enjoying readiness activities)

### **Child Growth and Development:**

Children are alike in many ways. Each child goes through the same stages of growth, yet each is different from all the others. In most instances, kindergarten children start school on the basis of their age. However, all five year old children have not reached the same level of development. Each child is as “old as his/her behavior”, and everything a child does is caused by something or someone.

You cannot make a child learn, but you can help him/her to be able to learn and to want to learn. The attitude a child develops may help or hinder the ability to learn. In kindergarten, a child prepares not only for his/her future years in school, but also for the rest of his/her life. Sometimes, a child has not matured enough to have a successful educational experience. Past experience has shown that if there is any doubt as to whether or not a child is mature enough, it is best to allow him/her another year of growth before entering kindergarten.

Some children may not progress sufficiently in kindergarten to allow them a chance for success in first grade. In these cases, the teacher and principal may suggest that a child will benefit from additional or extended kindergarten experiences. The question, “What is best for this child?” should always be the primary concern.

### **Cooperation Between Home and School:**

Cooperation between parents and teachers is very important during your child’s first year at school. Both the parents and the school are joint partners in total education of the child. Any concerns that may arise should be brought to the teacher’s attention. If your child develops or already has a particular fear or dislike, it may be overcome more easily if both parents and the school are informed and work together cooperatively.

If there is a change in routine at home or in the method of transportation, please send a note to the teacher to prevent confusion for both the child and the teacher. Your child should not arrive at school more than fifteen minutes before the class starts, as many times no supervision will be available until then.

### **How Parents Can Help:**

1. Let your child share in home responsibilities, conversations, and activities.
2. Give your child duties around the house to develop self-confidence and responsibility. (Putting away toys, taking out the trash, setting the table, etc.)
3. Establish a regular pattern for sleep (10 hours), meals (keep snacks to a minimum), and play.
4. Teach your child to get dressed independently (how to put on, take off, and hang up outer clothing).
5. Be sure your child listens to others and follows directions (one at a time) and check to see that the directions are carried out.
6. Teach your child to help others (brothers, sisters, pets, etc.)

7. Teach appropriate safety procedures. All kindergarten children should know how to cross the street without assistance.
8. Supervise viewing of TV programs.

#### Before School Begins:

1. Read and discuss nursery rhymes, poems, and stories to your child to stimulate a love of good books.
2. Talk to your child as a friend, as well as a parent.
3. Discourage "baby talk".
4. Discuss experiences your child has had and places he/she has been (zoo, fire station, farm, etc.).
5. Provide opportunities to play and share with other children and make friends.
6. Teach your child his/her full name, parents' name, address, and phone number. When learning to print his/her name, he/she should use both capital and lower case letters.
7. Teach your child to be independent about appropriate toilet habits.
8. Encourage your child to look forward to kindergarten as a happy, friendly place.

#### Once School Begins:

1. Make sure labels are on all outer personal belongings, with both first and last names (jackets, sweaters, boots, mittens, books, Show and Tell objects, etc.).
2. Encourage regular attendance and punctuality.
3. When you bring your child to school the first day, your child fears and tears will best be overcome if you do not linger. (Sometimes the first day of school is more difficult for the parents.).
4. Show interest in the work your child brings home to help develop a good self-concept. Admire those "immature" pictures. Encourage him/her to explain them and talk about them.
5. When asking your child what happened during his/her day in kindergarten, ask what happened first, second, third, and after that. If you ask to have things listed in order, it will eliminate answers of "nothing" or "we just played".
6. Recognize that each child is different and that some develop faster than others.
7. All children become discouraged. Help your child to be happy in the activities he/she can do well, but not to shed tears or give up when difficulties occur. Each child needs to feel he/she is loved, that he/she belongs, and that his/her successes outweigh his/her failures.
8. If you help your child with lessons, kindness will win out. Shouting at a child only locks all doors to learning.
9. Remember, a good parent is the child's first and most important teacher.

#### **Kindergarten Checklist for Parents:**

The following is a "Yes" or "No" checklist for you to use to make the kindergarten year as successful as possible for your child. The more "Yes" answers your child has in September, the more time he/she can spend getting along and learning with his/her class next year. Some of the "No" answers at this time could be because he/she has not had the chance to do or practice the activity. By all means, teach your child the answers or activities, and give him/her the chance to do and practice those things he/she has not done yet. If you think your child has too many "No" answers and you would like to talk about it, call the school for an appointment to find out how the school staff may be able to help.

#### Growth and Age:

1. Will your child be 5 years or older when he/she starts kindergarten?
2. Is your child at or better than the following norms or averages in weight and height?  
Boys: Weight 40lbs. Height 43 inches; Girls: Weight 37lbs. Height 42 inches
3. Can strangers easily understand your child's speech?

General Activity Related to Growth:

Can your child:

1. Pay attention to a short story when it is read and answer simple questions about it?
2. Draw and color, beyond a simple scribble?
3. Tie a shoe?
4. Zip or button up a coat?
5. Walk backward for a distance of 5 or 6 feet?
6. Stand on one foot for 5 to 10 seconds?
7. Alternate feet walking down stairs?
8. Walk in a straight line?
9. Fasten buttons that he/she can see?
10. Tell his/her left hand from the right?
11. Use scissors, pencils, or crayons carefully?
12. Use a knife for spreading jam or butter?
13. Travel alone in the neighborhood (2 blocks), to the store, school, playground, or to a friend's home?
14. Take care of toilet needs by himself/herself?
15. Be away from home for 2-3 hours without being upset?
16. Cross a residential street safely?

Remembering:

Can your child:

1. Repeat a series of four numbers without practice, such as "say after me 6-1-7-4"?
2. Repeat 8 to 10 words sentences, such as "The boy ran all the way home from the store."?
3. Remember instructions and carry out 2 or 3 simple errands or tasks in the home after being told once? (Pick up the book, bring me the pencil, and close the door)

Understanding:

Can your child:

1. Tell you the meaning of simple words like bicycle, apple, car, hammer, water, shirt, horse, etc.?
2. Count 4 objects?
3. Supply the last word to all of the following statements: Mother is a woman; Father is a ..... A fire is hot; an ice cube is ..... A plane goes fast; a turtle goes...
4. Put together a puzzle of 3 to 6 pieces?
5. Tell what parts are missing if you draw a stick picture of a person and leave out a leg and an arm?
6. Draw or copy a square?
7. Correctly name simple drawings? (Car, dog, chair, etc.)