



**PARENTS & STUDENTS**

**HANDBOOK**

**FOR KINDERGARTEN**

**2017/2018**

## **TAC VISION AND MISSION**



**" TAC prepares learners to be productive citizens in a changing, global society , through the use of technology in an atmosphere of mutual respect and a high sense of duty."**

## **TAC Mission Statement**

**TAC's mission is to serve the 6th of October region of Cairo, Egypt by providing an outstanding trilingual education – English, French/German and Arabic to a diverse international student body in a challenging environment of educational excellence**

**We endeavor to guide our students to their highest potential by encouraging hard work, responsibility, critical thinking, social accountability, and independence in learning.**

# American Section Bell Schedule

## 2017/2018

LESSON	FROM	TO	DURATION
Morning assembly	8 : 00	8 : 15	15 min
1	8 : 15	9 : 00	45 min
2	9 : 00	9 : 45	45 min
3	9 : 45	10 : 30	45 min
4	10 : 30	11 : 15	45 min
Break	11:15	11:45	30 min
5	11:45	12:30	45 min
6	12 : 30	1 : 15	45 min
7	1 : 15	2 : 00	45 min
8	2 : 00	2 : 45	45 min

Wednesday			
LESSON	FROM	TO	DURATION
Morning assembly	8 : 00	8 : 15	15 min
1	8 : 15	8 : 55	40 min
2	8 : 55	9 : 30	35 min
3	9 : 30	10 : 05	35 min
4	10 : 05	10 : 40	35 min
Activity	10 : 40	11 : 40	60 min
Break	11 : 40	12 : 10	30 min
5	12 : 10	12 : 45	35 min
6	12 : 45	1 : 20	35 min
7	1 : 20	2 : 00	40 min
8	2 : 00	2 : 45	45 min

## **TAC KG Division's Goals**

TAC American KG School is a learning community committed to offering and encouraging every child to achieve the academic, technological, social, physical, and emotional skills necessary to reach their greatest potential by providing a supportive environment that fosters students critical thinking, problem solving, creativity, and individuality.

### **Objectives**

To educate and develop students who will meet society's future needs through:

- Preparing students for the 21<sup>st</sup> century by providing opportunities for learning through modern technology.
- Developing strong interpersonal and communication skills.
- Providing academic support in all areas including time management.
- Instilling the concept that education is a life-long process and that the skills of creative and critical thinking and problem solving are crucial to success.
- Providing an exposure to art, music and drama as well as an opportunity to participate in various sports and activities.
- Instilling a sense of integrity, responsibility, self-respect and respect for others, thus empowering the students to achieve their goals.
- Providing ongoing training for all staff members to ensure teaching quality and administrative efficiency.
- Encouraging community service" to instill a better understanding of privilege and a stronger awareness of the issues facing our world today.

# Philosophy

## **WE BELIEVE:**

- We are a community of learners—students, faculty, and parents—working together to build a safe, supportive, and challenging environment for educational excellence.
- Student opinions and ideas are vital; students are empowered to achieve at their highest potential when they are actively involved and share responsibility for their own learning.
- A quality education enables students to make positive life choices in caring for themselves, others, and the environment.
- Independence of spirit is essential in exploring, communicating, and defending our beliefs.
- Diversity strengthens and enriches the climate and culture of our school; it helps us to recognize and appreciate the unique qualities and contributions of each individual.
- Multilingual learning encourages respectful collaboration and leads to better cultural understanding.
- Teachers, administrators, and staff will flourish in a community that provides opportunities to grow, develop, and learn together in all aspects of their professional lives.
- The learning process is more important than the outcome; knowing how to find an answer or ask a question is often more useful than the answer itself.

# Methodology

## **To reach our goal we will use:**

1. Multiple teaching strategies
2. Continual evaluation
3. Focus on individual needs
4. Cooperation
5. Instruction based on objectives
6. Homework used to reinforce objectives
7. Constant academic advising
8. Additional courses to further students.

## **What we need from parents?**

1. Responsibility and integrity.
2. Completing assignments, and class work.
3. Regular attendance and punctuality.
4. Cooperation and understanding through recognition of and respect for individual and cultural differences.
5. Commitment to and participation in extracurricular and sport activities.

# THE KINDERGARTEN PROGRAM

## What do our children learn in Kindergarten?

First, and Most Importantly:

- ⇒ They learn to be away from you - their parents - and this may take them some time.
- ⇒ They learn to work with teachers and other adults.
- ⇒ They learn to work with a large group of children.
- ⇒ They learn to work alone.
- ⇒ They learn to share and cooperate.
- ⇒ They learn simple rules and routines.
- ⇒ They learn to follow instructions.
- ⇒ They learn to complete a task or activity.
- ⇒ They learn to question and answer.
- ⇒ They learn to be independent, but not afraid to ask for help.
- ⇒ They learn to select and choose.
- ⇒ They learn to share ideas and experiences with others.

## What do we expect?

### - Areas of Development

1. Language and Communication Development.
2. Mathematical Development.
3. Intellectual Development.
4. Social Emotional Development.
5. Physical Development.
6. Artistic Development.

### 1) Language and Communication Development

At TAC, there is a strong emphasis on the development of Language and literacy skills. The area of language and literacy includes oral communication, speaking and listening for different purposes and experiences in reading, phonological awareness, and writing in their basic forms. Of course children will achieve these different aspects at their own pace and will vary in their acquisition of different skills.

### By the end of kindergarten, children will be able to:

- Communicate effectively by listening and speaking.
- Demonstrate understanding of a variety of written materials that are read to them (e.g. stories, poems, informational materials).
- Comprehend simple written materials (high frequency words, signs, labels) using reading strategies that are appropriate for beginners.
- Read phonetic early reader books.
- Spell dictated word family groups (cat, hat, had, made, sit, hit...)

- Communicate thoughts and feelings using writing strategies that are appropriate for beginners.
- Use and respond to a variety of media materials.

## **Reading and Phonological Awareness:**

- **Learning the letter sounds**

At TAC we use the Jolly Phonics program to teach the 42 main sounds of the English language, and not just the alphabet sounds. For each sound there is an action to help children remember the sound the letter makes.

Letters are introduced starting with those letters that are used most frequently and not in alphabetical order. The first group “s a t i p n” has been chosen because they make more simple three letter words than any other six letters. Sounds with more than one way of being written are first taught in one form only. For instance, the sound „air“ (rain) is taught first, the alternatives „a-e“ (cake) and „ay“ (day) will be taught later.

- **Letter Formation**

It is very important that children hold their pencils correctly. If a child’s pencil grip starts incorrectly ,it is very difficult to correct it later on.

- **Blending**

Blending is a process of saying the sounds of each letter in a word and then running them together to read the word, e.g. c-a-t is cat. It is a technique children will learn and a skill that will improve with practice.

- **Identifying Sounds in Words**

In order for a child to be able to write independently they need to be able to hear the letter sounds in a word and then write the letters for those sounds to make a word.

- **Tricky Words**

Some words cannot be sounded out or spelled correctly by listening for the letter sounds in them. These words are called “Tricky Words” and have to be learned by sight. As children become more fluent at reading and writing, they will be taught how to cope with “Tricky Words.”

- **Finally**

This all sounds like a great deal of work, but it is learned in Stages and is spread over a considerable period of time starting in KG1 and continuing through KG2.

## **2) Mathematical Development**

Throughout the course of the KG years at TAC, your child can expect to experience a wide variety of activities aiming at promoting confidence with numbers and other mathematical concepts.

### **By the end of kindergarten, children will be able to:**

- Demonstrate understanding of sets and whole numbers.
- Measure and compare the length, weight, mass, capacity, and temperature of objects, and demonstrate awareness of the passage of time.
- Identify the characteristics of two-dimensional shapes and three dimensional objects.
- Recognize and use patterns.
- Collect, display, and interpret data in daily activities.
- Show willingness to persevere in solving problems.
- Complete simple addition and subtraction math sentences (KG2).
- Seek further information, assistance, or materials when necessary.

### **3) Intellectual Development (Science and Technology)**

Kindergarten encourages children to develop critical thinking such as observation, compare/contrast, categorization and sequencing skills, to question, to experiment, and to develop creativity. As individuals and as groups, children explore topics of natural interest to young learners.

#### **By the end of kindergarten, children will be able to:**

- Demonstrate curiosity and inquiry using the scientific method and a willingness to explore and experiment.
- Demonstrate understanding of and care for the natural world.
- Demonstrate an awareness of the characteristics and functions of some common materials.
- Demonstrate understanding of strategies for planning and organizing.
- Recognize and use some common forms of technology.

### **4) Social and Emotional Development:**

In order to learn effectively, children must feel good about themselves, about school, and about others. A prime goal of kindergarten is to foster social and emotional growth through play. Children practice socially appropriate behavior and develop self-help skills to assist them in interacting with new people and situations.

#### **By the end of kindergarten, children will be able to:**

- Demonstrate a positive attitude towards themselves and others.
- Participation in whole group activities and works well in a group.
- Demonstrate independence and willingness to take responsibility to learning and other activities.
- Follow and accept routines, instructions and school rules.
- Demonstrate positive social skills such as respect rights of others, take turns and show self-control.
- Works well independently and completes tasks.
- Demonstrate an awareness of health and safety practices.
- Makes constructive use of time.

### **5) Creative Development:**

#### **By the end of kindergarten, children will be able to:**

- Express ideas and feelings through a variety of media such as art, drama, role play, and writing.
- Experiment with techniques and materials.
- Cooperate and collaborate with others on artistic projects.
- Demonstrate the skills acquired through music, art, drama, and dance.
- Demonstrate awareness of some simple art forms from various cultures.
- Responds to rhythmic movement/game.
- Identifies different sounds and instruments.
- Sings voluntarily and participates in choir activities.

### **6) Physical Development:**

Through indoor and outdoor play, children use balls, hoops, water, sand and climbers, to strengthen large muscles. Fine motor skills enhance small muscle growth and coordination and include such activities as manipulating stacking toys, picking up small objects with The thumb and forefinger, tracing over simple shapes and Designs.



## **Before they can learn to Read they need to:**

- Be enthuse TAC tic about books.
- Know what a book is.
- Know the front of the book.
- Be able to look at the book from front to back.
- Be able to tell a story from the pictures.
- Know that print contains a message.
- Know where to start reading.
- Be able to follow print from left to right.
- Be able to follow print from top to bottom.
- Know what a word is.
- Know what a letter is.
- Be able to point to individual words while “reading”.
- Be able to memorize stories and rhymes.

## **Great Beginnings Start with a Caring Staff**

Kindergarten teachers at TAC have a genuine love for small children. They show patience, kindness, and empathy toward the needs of young children. They realize that a good kindergarten provides a warm and caring environment in which children feel secure in exploring the world around them. At the same time, the kindergarten teachers at TAC help Children to develop a sense of responsibility and independence.

### **Kindergarten class time**

The time children spend in kindergarten class includes:

#### **• Circle Time**

At the beginning of each school day children assemble in a large group for storytelling, songs, games, and discussions. The focal point of this part of the day is literacy development, the growth of oral expression, and the fostering of interest in books and reading. The related language activities are; the daily calendar reading, recognizing class jobs, reading the daily schedule and the show and tell activities

#### **• Learning Centers**

Much of the subject content in KG is pursued through activities at learning centers. Teachers modify the focus at various centers to accommodate the changing themes being taught, and the needs and interests of the class. Children may engage in small groups or individual play at learning centers. Some centers may be permanent and others short term. Learning centers may include reading, water, sand, crafts, blocks and other building tools, nature, puppets, dress-up, library, puzzles, and carpentry.

#### **• Indoor / Outdoor Play**

Throughout the day, students play together in the classroom and outside. Enjoyment of energetic activities allow students to use large and small muscles to improve coordination and to build self-confidence, team spirit, good sportsmanship, promote individual challenges reached by following rules, taking turns, and following positive

## **School Timing**

Classes begin at 8:15 am and finish at 2:45 pm. Punctuality is important, late arrivals often disrupt the classroom routine and children feel more secure and comfortable when they enter class with each other.

In the event of a child being tardy, the child must report to the office for a late slip before entering class.

Please ensure your child is picked-up promptly at 3:00 pm. A Student Identification Card must be presented by the parent/driver at the gate in order for a child to leave school premises. Social skills.

## **Home School Communication**

If you or your child has any problems or concerns, please call school. If there are any changes at home such as a new caregiver, phone number, or work number, please inform the school right away. The school numbers are:

**Mobile:** 01207887315 / 01207887404

**Landline:** (+2) 38833144 / (+2)38833133

**TAC** [www.tis-schools.com](http://www.tis-schools.com)

## **The school communicates with parents through:**

- **Weekly News Letter**

- A weekly plan is sent home showing what will be covered in class during the week.

- **“The Messenger” copybook**

- This is a daily record of messages to and from Parents and teachers. Parents should read and sign your child’s messenger every day.

- **Home Information File**

- This file is used for sending all announcements/messages from the class teacher or school administration to parents. Your child’s file should be checked daily.

- **Teachers’ Web page**

- Each teacher has a web page that is maintained and Updated weekly.

- **American Division KG and Elementary Website**

- Our website allows parents to view the latest Elementary news, events, and teachers’ web pages.

- **Progress Reports**

- Progress reports are sent in the middle of each quarter.

- **Report Cards**

- Report cards are sent at the end of each quarter (4 Qtrs. /Year).
- Please: Read, Check, Sign, and Send back with your child.
- Any letter (asking for your signature) from the school administration or class teacher
- “The messenger” copybook
- Weekly News letter sent by the teacher (read only)
- Mid-quarter progress reports

- **Parent Orientation Meeting**

- An open house that allows teachers and Administrators to describe the curriculum, programs, and activities planned for the year.

- **Parent-Teacher Conferences**

- An opportunity for parents and teachers to discuss Individual student’s growth and needs.
- Parents “conferences are held at the end of the first quarter and the third quarter.
- Quarterly report cards.

### • **Parent/Teacher Appointments**

-If you need to discuss an academic issue or the progress of your child, please make an appointment through the Principal's Office. This enables us to schedule a time that is convenient for both you and your child's teacher. Parents, please be considerate of classroom routines and the time constraints and privacy of teachers by not interrupting the classroom teacher when class is in session or asking for teachers' personal phone number. Please, if possible, use mobile or email as a means of communication. It is the fastest way we can respond to your queries.

KG number: (+2) 38833144 / (+2)38833133

### **Toys**

Children are not permitted to bring toys to school. We have plenty of high quality, educational toys at school.

### **Bus Students**

If your child is a bus student, and you plan to pick him up on a particular day, please send a note to the class teacher/Elementary office of your intentions. If you forgot to send a note, please call the elementary office. If your child is to be picked up by someone other than the usual person (parent/driver), please notify the school in writing or by Phone. For the safety and security of your child, we will not release him/her without a Student Identification Card being presented by whoever is picking up your child.

### • **Bus Students:**

Bus transportation is available for all American School students. Space on the buses is limited, so your child's space should be reserved and transportation fees paid directly to the transportation office before the beginning of each new school year. Bus students are walked to the bus area and buses leave at approx. 4:15 pm.

### \* **Bus students cannot go home on a bus other than their assigned bus.**

If they are to go home with another student and not on their bus, a parent/driver must pick them up and a note must be delivered to the Elementary office which contains:

- Who they will be going home with
- A parent/guardian signature
- a telephone number where the parent/guardian may be contacted for verification during the day(cell, home or work)

- **Non-bus students:** Non-bus students are to be picked up promptly & not later than 3:15 pm.

- **IMPORTANT** – As a security precaution, students will not be released through the gate without the parent/driver showing the proper Student Identification Card.

### • **Non-Bus Students**

All KG students should leave school promptly at 4:00 pm. For the safety of your child, it is very important that you provide the school with who (parent/driver) will regularly be picking them up. If your child is to be picked up by someone other than the usual person (parent/driver), please notify the school in writing or by phone. For the safety and security of your child, we will not release him/her without a Student Identification Card being presented by whoever is picking up your child.

### • **Birthdays**

We like to celebrate each child's special day. Parents are invited to send in treats or a cake to share with the class on the last Thursday of each month. Please confirm with the class teacher if you wish to send in treats!

### **Snacks:**

Each day your child should bring a HEALTHY snack that is ready to eat. Here are a few suggestions:

- **cheese and crackers**
- **raw vegetables**
- **small sandwiches**
- **popcorn**
- **Water (and lots of it!)**
- **fruit**
- **rice cakes**
- **bread sticks**
- **muffins**

Please do not send:

- **Candy – chocolates**
- **Gum**
- **Chips**
- **Soda (Fizzy drinks) or glass bottles of juice.**

**NOTE:** KG students are not allowed to buy from the canteen. Do not send money!

### **Clothing**

#### • **Uniform:**

- Uniforms are mandatory at TAC.
- You will need to purchase a school uniform as well as a PE uniform.
- Students need to buy two to three sets and one PE set.
- Students may not wear flip-flops, slippers, or ballerinas.

#### • **Jewelry:** Students are not allowed to wear jewelry or expensive watches to school. Girls may wear small stud earrings.

#### • **Girls: Wearing make-up or nail polish is not allowed and long hair must be tied back.**

#### • **Boys: should have short hair with classical haircuts.**

#### • **Shoes:** Shoes with a Velcro strap are recommended. Please avoid shoes with laces.

#### • **Change of Clothing:** in addition, each child needs to have 2 extra set of clothes (underwear, pants, socks, and shirt) to be kept at school for emergencies.

All your child's belonging should be clearly labeled with their name.

### **Illness and Allergies:**

The School Administration should be informed of any illness or allergies that your child may have. If your child uses an inhaler or has a specific medicine to take then it should be clearly labeled with your child's name and class. It then will be given to the school administration to be in the clinic with the school doctor. (Members of the teaching staff are not responsible for administering medicines)

### **Toilets:**

Kindergarten students must be toilet trained before joining TAC.

We cannot accept students who are not toilet trained. Although we try to promote children developing independence in using the toilet there are maids available to help and assist children with personal hygiene at all times.

### **Gifts:**

Staff members are not allowed to accept gifts, but cards and flowers are allowed.

### **Field Trips**

Field trips and excursions are an integral part of the school life they are planned to extend classroom activities. Prior to any field trip, parents will be notified and their written permission is required. On field trips, parents are often invited to join the class and assist with supervision.

### **School Events and Celebrations**

The last Thursday of each month is our “Celebration monthly event Day”. Some of the School Events held throughout the year are: Costume Day, Sports Day, Treasure Hunt Day, Egyptian, Culture Day, Science Fair and our Annual End of Year Event. This day is also an official Out-of-Uniform Day where we also celebrate all the students’ birthdays for that month.

### **HELPING YOUR CHILD GET AHEAD START!**

- Be sure to start going to bed early when September begins! Children will be tired during the first weeks of school.
- Start helping him/her to print his/her name, using a capital letter for their beginning, and lower case letters for the rest. Please encourage your child to begin letters at the “top” and move downwards! Try to encourage the correct grip. Doing this at an early stage, decreases frustration and muscle fatigue later!
- Let your child use quality “kid” scissors often! (right or left – if possible)
- Practice bathroom skills:
  - Toilet training (wiping) and flushing
  - putting seat up/down
  - washing hands
  - fastening clothing correctly and independently
- Teach your child your last name, street address, and phone number.
- Be sure your child has been immunized.
- Have your child’s vision and hearing checked by a specialist before school.

### **You can stimulate four/five year old speech and language by**

- Helping your child classify objects and things by talking about what kinds of things are alike or different.
- Teaching your child the correct use of a telephone.
- Helping you plan activities such as dinner or a family outing.
- Giving your child more responsibility.
- Talking with him/her as you would to an adult.
- Reading longer stories to him/her.
- Letting him/her tell and make up stories for you.
- Continuing to show your pleasure at his/her development in speech, language and thought.
- Not expecting absolute perfection in the way he/she pronounces words.

# HOME LEARNING ACTIVITIES

Learning Activities	Related Skills
*Sorting laundry, putting piles of sorted clothes in washer, dryer, drawers, closets.	*likeness, differences, sorting,
*Setting the table	*sequencing, organization
*Planning meals	*sequencing, organization, problem solving
*Making a schedule of jobs, broken down into days, weeks, months, events.	*sequencing, association, organization
*Scheduling special jobs on certain days (taking out garbage)	*responsibility, organization, sequencing
*Doing daily chores (making bed, putting dirty clothes in hamper.	*responsibility, independence
*Choosing T.V shows from structured options	* decision-making
*retelling sequence of events and main ideas from selected TV shows	* sequencing, finding the main idea,

**Here are some simple ways to help your child develop academically, socially, and emotionally.**

## Literacy

- Read regularly to your child before they go to sleep, making sure that you are sharing quality time with your child.
- Develop a home library with some of your child’s favorite books.
- Let your child see some of your reading books.
- Have your child’s name written on their bedroom wall, pointing out to them the letter it begins with.
- Have a writing area at home where your child pretend to write – include paper, pencils, chalk board, whiteboard, and pretend telephone.
- Let your child see writing for different purposes – letters, shopping lists, on your calendar, in your diary.
- Provide coloring books to develop their fine motor skills.
- Have tracing paper available which you can put on top of pictures for them to trace and color.
- Encourage your child to recognize their name in other places – on their bag, in their clothes.
- Have a time at home where the whole family speaks English.
- Ensure that your child doesn’t interrupt you when you are speaking and that you encourage them to wait their turn.
- When your child has waited for the right time to speak make sure you listen carefully to what they have to say.
- Provide a dressing up box with masks, hats, shoes, etc. ... and a play area where your child can use their imagination to create different situations.
- Create a library of story tapes with the relevant books so your child can develop their listening skills.

## **Mathematics**

- Counting items of clothing when they get dressed, counting the plates on the table, count the chairs at the table.
- Play games such as dominoes, or any games using dice getting your child to count the dots, or recognizing and saving the number.
- Look at shapes in the environment getting your child to identify circles, squares, triangles.
- Have lots of junk available for your child to make 3 dimensional models.

## **Knowledge and Understanding the world**

KG children are like sponges in that they soak up Information and quickly build on their experience and understanding.

- Use visits to different places to broaden your child's Vocabulary and develop their confidence.
- Familiarize your child with their immediate surroundings at home and outside.
- Plant seeds on the balcony, help your child dig in the garden; let them buy a special plant of their own to look after.
- Have lots of construction materials for them to experiment with and explore.
- let them help you with cooking and baking. Talk to the children about how the mixture changes as it cook, freezes, and melts.

## **And for this Learning to Happen, Parents and Teachers Must Remember:**

- That I am an individual and I will learn at my own rate and this may be faster or slower than others.
  - ✓ That I will succeed if I am given time, practice and encouragement.
  - ✓ That you trust I will learn, just as I did when I learnt to walk.
  - ✓ That you give me praise for my efforts.
  - ✓ That I want to learn