

# WILLIAM FLOYD SCHOOL DISTRICT

*Funded by New York State*



# Universal Pre-K Parent Handbook





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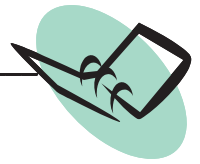


## TABLE OF CONTENTS

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<u>CURRICULUM GUIDE DEFINITIONS</u>	<u>1</u>
<u>MAJOR DEVELOPMENTAL GOALS</u>	<u>2</u>
<u>WHAT PRE-KINDERGARTENERS WILL LEARN</u>	<u>3</u>
<u>MEETING OUR GOALS</u>	<u>5</u>
<u>CHARACTER EDUCATION</u>	<u>7</u>
<u>ASSESSMENT</u>	<u>8</u>
<u>THE FAMILY’S ROLE</u>	<u>9</u>
<u>OTHER INFORMATION</u>	<u>10</u>
<u>APPENDIX</u>	<u>11</u>





## CURRICULUM GUIDE DEFINITIONS

Learning Centers: dividing the physical classroom space into smaller interest areas. Each area has a specific theme and contains materials to foster specific skills.

Developmental continuum: a sequence of steps to expect as a child progresses toward reaching developmental milestones.

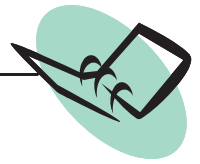
Phonemic awareness: the ability to hear and manipulate sounds in words.

Reading readiness: getting a child to the point at which he is ready to learn to read.

Developmentally appropriate practices: curriculum and teaching practices which are both age appropriate and individually appropriate for each child.

Portfolio assessment: a collection of evaluation reports and student work to serve as a record of growth and progress.





## **Major Developmental Goals**

### **Social Emotional Goals:**

- Achieving a sense of self: Knowing oneself and relating to other children.
- Taking responsibility for oneself and others: Following rules and routines, respecting others, and taking the initiative.
- Behaving in a prosocial way: Showing empathy, sharing and taking turns.

### **Cognitive Goals:**

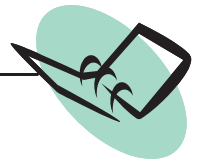
- Learning and problem solving: Acquiring and using information, observing, questioning, making predictions, testing solutions, and applying knowledge.
- Thinking logically: Conceptionally organizing the world, making sense of information, comparing, contrasting, sorting, classifying, counting, measuring, and patterning.
- Representing and thinking symbolically: Exploring abstract ideas and being freed from a literal world.

### **Physical Development Goals:**

- Achieving gross motor control: Balance, stability, and physical manipulations.
- Achieving fine motor control: Coordinating fine motor actions, manipulating small objects, and completing self-help tasks.

### **Language Development Goals:**

- Listening and Speaking: Using spoken language to communicate, enlarge the vocabulary, understand others, develop auditory discrimination skills, participate in conversation, and use language to solve problems.
- Reading and Writing: Begin to make sense of written language, understand the purpose of print, gain knowledge of the alphabet, and write some letters and words.



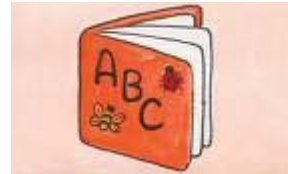
## What Pre-Kindergarteners Will Learn

Through the use of a developmentally appropriate curriculum and practices, your preschooler will strengthen the following skills:

### Literacy Acquisition:



- Increased vocabulary and language use
  - Phonological and phonemic awareness
  - Knowledge of print
  - Letters and words
  - Comprehension skills
  - Understanding how books, and other texts, look and work
  - Gaining enjoyment from reading and writing



### Mathematics:

- Numbers
- Patterns and relationships
- Geometry and spatial awareness
- Measurement
- Data collection, organization and representation

### Science:

- Physical properties of objects
- Living things
- The Earth and the environment



### Social Studies:

- How people live and work
- How people get along with others
- How people shape or are shaped by their surroundings



The Arts:

- Dance
- Music
- Dramatic play
- Drawing and painting



Technology:

- Tools: their operations and uses

Process Skills:

- Observing and exploring
- Problem solving
- Connecting and organizing
- Communicating and representing information







## How the Universal Pre-Kindergarten (UPK) Program Meets these Goals

These goals are met by UPK teachers in two ways:

### *I. Using a set daily schedule including:*

- Group instruction time
- Choice time in learning centers
- Story time
- Outdoor time



### *II. Children work in Learning Centers:*

Each interest area has a theme and fosters specific skills. There are eleven learning centers which may or may not all be operating at the same time. Choice time in the learning centers may be anywhere from one to two hours each day. Children at this age learn best when engaged in productive play. The learning centers are:

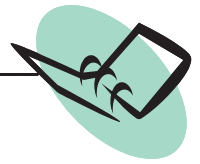
- *Blocks:* skills fostered in the block area include: spatial sense, sorting, number concepts, and vocabulary acquisition.
- *Dramatic Play:* skills fostered in the dramatic play area include: life science, knowledge of how people live, sharing, and fine motor skills.
- *Toys and Games:* skills fostered in the toys and games area include: problem solving, turn taking, matching, counting, and data organization.
- *Art:* skills fostered in the art center include: physical science, vocabulary, patterning, classifying and fine motor.





- *Library:* skills fostered in the library include: making connections, prediction, print awareness, sense of story, reading readiness, storytelling and writing.
- *Discovery:* skills fostered in the discovery area include: the scientific method, processing skills, organizing data and asking questions.
- *Sand and Water:* skills fostered in the sand and water area includes: number concepts, measuring, estimating, physical science and free expression.
- *Music and Movement:* skills fostered in the music and movement area include: phonological awareness, auditory discrimination, patterns and relationships, and art appreciation.
- *Cooking:* skills fostered in the cooking area include: vocabulary enrichment, healthy habits, number concepts, measurement and use of tools.
- *Computers:* skills fostered in the computer area include: technological vocabulary, letters and words, and how to use software that assists in development in all major goal areas.
- *Outdoors:* skills fostered in the outdoor area include: large motor development, data collection and organization, and life sciences.





## **Preschool Character Education**

Our UPK students will be learning the best ways to be a productive, caring member of a classroom and a school. Each month the students will be introduced to a positive character trait, with examples as “I” statements, and be given opportunities to strengthen that skill. Socialization and learning to get along with others is a major goal of the UPK program.

### **Respect**

- I can be a good listener
- I can share and wait my turn
- I can keep my hands and feet to myself
- I can use our materials carefully

### **Responsibility**

- I can be a helper
- I can help myself
- I can accept the consequences of my actions

### **Perseverance**

- I always do my best
- I can try new things
- I know that I am important and valuable

### **Forgiveness**

- I make mistakes
- I like to be forgiven for my mistakes
- I can forgive others for their mistakes

### **Humility**

- I know that all people are important
- I can let other people shine
- I can encourage my friends

### **Acceptance**

- I know that people come from many different cultures
- I accept people even if they are different than me
- I will treat others the way I would like to be treated

### **Compassion**

- I can help others
- I can be a good friend
- I can include everyone
- I can use nice words

### **Citizenship**

- I am part of a community
- I can help people in my community
- I can help take care of my community





## Portfolio Assessment

Each child will leave the UPK program with a portfolio. Each portfolio will have information on how your child progressed during the Prekindergarten year. The portfolio will be sent to the child's elementary school. Items in the portfolios include:

- The Creative Curriculum Developmental Continuum Student Evaluation packet which is filled out three times per year by your child's teacher.
- The Anecdotal Records kept by the teachers from observations of each child.
- A journal written and illustrated by each child.
- Parent-teacher conference forms. Parent-teacher conferences are held twice per year.





## The Family's Role

You are your child's first teacher. You can be a partner in your child's preschool education in a variety of ways:

- Bring your child to school in a timely and consistent manner. UPK students are expected to attend 5 days per week.
- Keep open communication with your child's teacher, school director and the UPK program coordinator.
- Volunteer in your child's school or classroom.
- Attend parent-teacher conferences.
- Attend evening events offered by the UPK program including: a Winter Festival, arts and crafts, and theater productions.
- Read to your child everyday.

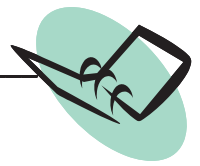




## **Other Information**

- The UPK program runs five days per week for 2 ½ hours per day.
- To be eligible, children must live in the William Floyd School District and be 4 years old on or before December 1<sup>st</sup> of the current school year. To register, you will need an updated immunization form, the child's original birth certificate, and proof of residency.
- Transportation will not be provided.
- The UPK program is funded by a grant from New York State. If, for any reason, the funding is not supplied by the State, the UPK program will not be offered.





## Suggested Reading List for Pre-Kindergarteners



Alexander and the Terrible, No Good, Very Bad Day, by Judith Voirst

Bedtime for Frances, by Russell and Lillian Hoban

Big Red Barn, by Margaret Wise-Brown

Big Sarah's Little Boots, by Paulette Bourgeois and Brenda Clarke

Bill and Pete, by Tomie DePaola

Biscuit Goes to School, by Alyssa Satin Capucilli and Pat Schories

Blueberries for Sal, by Robert McCloskey

Brown Bear, Brown Bear, by Bill Martin Jr. and Eric Carle

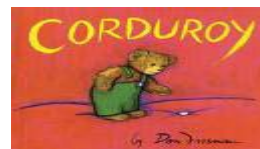


Caps for Sale, by Esphyr Slobokira

Chicka Chicka Boom Boom, by Bill Martin Jr.,  
John Archambault and Lois Ehlert

Cookie's Week, by Cindy Ward

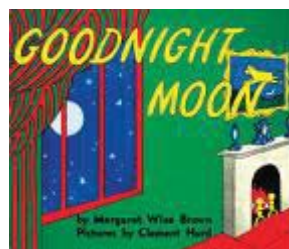
Corduroy, by Don Freeman

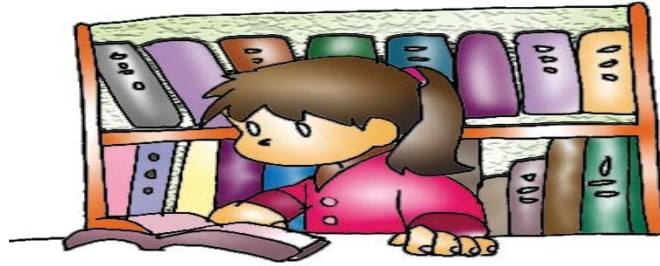
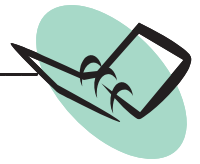


Feast for Ten, by Cathryn Falwell

Five Little Monkeys Jumping on the Bed, by Eileen Christelow

Goodnight Moon, by Margaret Wise-Brown and Clement Hurd





Growing Vegetable Soup, by Lois Elhert

Harold and the Purple Crayon, by Crockett Johnson

If You Give a Mouse a Cookie, by L. Joffe-Neumeroff and Felicia Bond

Jamberry, by Bruce Deegan

Leo the Late Bloomer, by Robert Kraus

Love You Forever, by Robert Munsch and Sheila McGraw

Lyle, Lyle Crocodile, by Bernard Waber

Millions of Cats, by Wanda Gag

Mouse Count, by Ellen Stoll Walsh

Mouse Paint, by Ellen Stoll Walsh

Oh, A Hunting We Will Go, by John Langstaff

One Fish, Two Fish, Red Fish, Blue Fish, by Dr. Seuss

Over in the Meadow, by John Langstaff

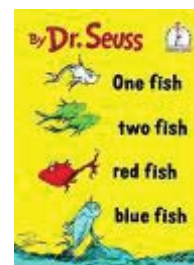
Rosie's Walk, by Pat Hutchins

Sheep in a Jeep, by Nancy E. Shaw

Ten Black Dots, by Donald Crews

The Jacket I Wear in the Snow, by Shirley Neitzel and Nancy Winslow-Parker

The Kissing Hand, by Audrey Penn







The Mitten, Jan Brett

The Napping House, by Audrey Wood

The Rainbow Fish, by Maurice Pfister

The Snowy Day, by Ezra Jack Keats

The Very Hungry Caterpillar, by Eric Carle

Tikki Tikki Tembo, by Arlene Mosel

Where the Wild Things Are, by Maurice Sendak

