Welcome To Kindergarten

Rev. 7/10/2020

(Kindergarteners learn counting at Hallinan Elementary)

“To be an inclusive and safe learning community with challenging opportunities that develop lifelong learners and contributing world citizens.”

2455 Country Club Road
P.O. Box 70
Lake Oswego, OR 97034-0070
503-534-2000
www.losdschools.org

Lake Oswego School District reserves the right at any time to modify this document.
Welcome to Lake Oswego kindergarten! We look forward to working with you and your child. Please use this handbook as a reference and feel free to call or email if assistance is needed.

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**Non-discrimination Statement:** It is the policy of the Lake Oswego School Board of Education that there will be no discrimination or harassment of individuals or groups based on race, color, religion, sex, sexual orientation, gender, gender identity, national origin, marital status, age or disability in any educational programs, activities or employment.


American Disabilities Act and Section 504 Coordinator: Patrick Tomblin, Executive Director of Special Services, 503-534-2359.

Title IX Coordinator: Lou Bailey, Executive Director of Secondary Programs, 503-534-2305.

For prompt and equitable resolution of student and employee complaints alleging discrimination based on sex or disability, please refer to Administrative Regulation AC. For information on harassment complaint procedures, refer to Administrative Regulations GBN/JBA, GBNA or JFCF.
Table of Contents
Registration .......................................................................................................................................3
Immunization/Vision/Dental..............................................................................................................4
Policies & Procedures.........................................................................................................................6
Kindergarten Readiness ...................................................................................................................10
Kindergarten Curriculum ................................................................................................................16
Kindergarten Frequently Asked Questions .....................................................................................18
Registration

ONLINE REGISTRATION AND ENROLLMENT GUIDELINES
Register for kindergarten on the District’s online registration portal. Please direct any enrollment inquiries to your resident school.

Enrollment Guidelines
- Students must be five years old by September 1 to enroll in kindergarten.
- Parents of children with a fifth birthday on or between September 2 and September 15 may request consideration for early admission. Please contact Lisa Oliva at the District office: 503-534-2120 or lisa.oliva@loswego.k12.or.us for more information.
- Lake Oswego elementary schools offer a full-day kindergarten program to all students.

Online registration SHOULD be used if:
- You are registering a new student who has never attended an LOSD school or program at any time in grade K-12.
- You live within LOSD boundaries.
- You are registering your student for one of the District’s 6 schools.

Online registration should NOT be used if:
- Returning Student: your student withdrew from an LOSD school in the past, is not currently enrolled in LOSD, and is now returning to an LOSD school. Use the paper registration form.
- Early Admission: you wish to enroll your student into a grade level that is above the student’s age. Visit our Kindergarten Early Admission page for information about this grade level.

GEOGRAPHICAL BOUNDARIES
Geographical boundaries determine the attendance area for each school in Lake Oswego. Search your address in our School Search Boundary Database.

LOTTERY
- On May 1st, any school that has more age-eligible registered kindergarten students than capacity will conduct a lottery.
- Lottery Tier 1: Applicants with age-eligible siblings currently attending the same resident school will be given priority and will not go into the lottery but MUST register by the May 1 deadline.
- Lottery Tier 2: Age-eligible registrations received by May 1, 2020.
- Lottery Tier 3: All registrations (including sibling and early admission) received after May 1, 2020 are subject to availability.
- Lottery Date: May 6, 2020.
- Lottery Notification Date: May 8, 2020.
- All enrollments not selected in the lottery or received after the May 1 cut off, whose school is at capacity, would then be automatically overflowed to other schools in the district.
- Overflow schools won’t be finalized until summer and we will notify families as soon as school assignments are determined.
- Most families are enrolled and attend at their resident school.
- Bus transportation will be provided for overflow students.
Early-admission candidates must be assessed and pass the approval process. Approved early-admission students will be placed at the end of the applicant list for placement in their resident school and are not included in the lottery process.

Any students who are overflowed for kindergarten will return to their home school for 1st grade.

**KINDERGARTEN SPANISH IMMERSION PROGRAM**
Registration for Spanish Immersion Kindergarten starts November 1, 2019. The application deadline is 3:30 pm February 21, 2020. For more information, please refer to the LOSD Spanish Immersion webpage. In order to be eligible for the Spanish Immersion program, you must also register your child in kindergarten at your resident school. If your child is selected in the lottery to enroll in the Spanish Immersion Program, all registration paperwork you turned in to your resident school will be transferred.

- **Application Deadline:** February 21, 2020 by 3:30pm
- **Lottery Date:** February 26, 2020
- **Lottery Notification:** February 28, 2020

**KINDERGARTEN TRANSITION PROGRAM**
The Lake Oswego School District offers the Kindergarten Transition Program through the Community School. View the flyer for more information. Registration opens March 1, 2020.

**Immunization/Vision/Dental**
The following forms will need to be completed and either uploaded via online registration portal or turned into your child’s school.

- A copy of a birth certificate, passport, or some other official record of birth.
- Proof of residency (current utility bill, sales agreement for purchase of home or rental agreement).
- **Dental Screening Certification Form** – State law now requires a child who is 7 years of age or younger to have a dental screening before entering school for the first time. (HB 2972 (2015)).
- Vision Screening Certification Form – Oregon Administrative Rule 581-021-0031 states that each school must require a student age 3-7 and entering a school for the first time to submit a vision certificate within 120 days of beginning school. You may have your child's vision screening done at the doctor's office, or you may have your child’s vision screening done in the fall at school.
- Kindergarten students are required to provide "evidence of immunization" or exemption(s) on the Certificate of Immunization Status (CIS) form. This form must be completed and signed by parent or guardian and/or a health care practitioner and submitted to school prior to the first day of attendance.
- For Oregon’s immunization requirements for students in grades K-12, please refer to the Oregon Health Authority’s or Clackamas County Public Health Department websites for updated information:

  - [http://public.health.oregon.gov/PreventionWellness/VaccinesImmunization/GettingImmunized/Pages/school.aspx#flyer](http://public.health.oregon.gov/PreventionWellness/VaccinesImmunization/GettingImmunized/Pages/school.aspx#flyer)
  - [http://www.clackamas.us/publichealth/immunizations.html](http://www.clackamas.us/publichealth/immunizations.html)
In compliance with OAR 333-050-0020, all students entering school for the first time are required to submit a signed Oregon Certificate of Immunization Status (CIS) form to begin attendance. At initial enrollment, the CIS form must show at least one dose of each of the following vaccines: Dtap (Diphtheria, Tetanus, Pertussis), Polio, MMR (Measles, Mumps, Rubella), Varicella, Hepatitis B, Hepatitis A, and Hib (Haemophilus Influenza Type B - for children under 5 years of age). The form should show all immunizations the student has received to date.

In exception to this rule, some students may have immunity documentation (the student has had the disease or a lab test indicating immunity) or an appropriate medical or non-medical (previously called religious) exemption to one or more immunizations.

**MEDICAL EXEMPTIONS**
Some children cannot be vaccinated because of medical conditions. The parents of those children must submit a medical exclusion letter (from their child’s doctor) to their child’s school, along with the child’s completed CIS form.

**NON-MEDICAL EXEMPTIONS**
Some parents claim non-medical exemptions to vaccines for their children for various reasons. Parents must receive education about the benefits and risks of vaccines before choosing to sign a non-medical exemption. Parents may receive education in either one of two ways:

- **Talk to a healthcare provider**: The provider can sign a Vaccine Education Certificate that parents will submit to their child’s school, along with the child’s completed CIS form.
- **View an online vaccine education module**: Parents can print a Vaccine Education Certificate at the end of the module, to be submitted to their child’s school, along with the child’s completed CIS form. The link to the module is [www.healthoregon.org/vaccineexemption](http://www.healthoregon.org/vaccineexemption).

During disease outbreaks, unimmunized children may be excluded from school or child care until the outbreak is over. This is for their protection and the protection of others.

For more information about school vaccine requirements, please speak with your healthcare provider or contact a school district nurse.
Policies & Procedures

KINDERGARTEN ASSESSMENT
Kindergarten students will not attend the first three days of school as a class. Instead each student will have a one-on-one appointment with the kindergarten teacher on one of the three days. During this time, the kindergarten teacher will get to meet your student individually and administer the state assessment while parents complete important paperwork. On day four, all students will attend school together on a regular school schedule. This time at the beginning of the year will allow our kindergarten teachers to complete the academic portion of the state assessments as mandated for all students and then allow them to begin instruction without interruption.

ATTENDANCE
It is important to achieve regular attendance so positive attitudes toward school can be established early. Arriving at school on time for class is also important. If children need to accompany you to appointments, please plan these activities before or after school. Absences cause a break in the planned program and adjustments must be made after returning to school.

Please notify the front office at your child’s school. If the attendance secretary has not received a call or email for an absent/tardy child, an automated phone call will be generated asking about your child’s attendance status. While it is always a good idea to let the teacher know when your child will be out, your first contact should be with the school’s main office.

If a student has been absent without illness or is unexcused more than four days in a month, it is viewed as excessive absences. Excessive absences or tardies may affect a child's success at school. The importance of regular daily attendance as a basis for academic achievement cannot be over emphasized. The regular contact of students with one another in the classroom and their participation in well-planned instructional activities are vital to the learning process. If a problem exists that may cause your student to have excessive absences or tardies, please discuss the matter with your school principal. Our schools maintain positive attendance expectations for all students and are always willing to discuss difficult situations that may be impacting student attendance.

Tardy: Students who are tardy on a regular basis are missing the first instructions of the school day and late arrival also may be disruptive to the class with students entering after instruction is underway. Please make every effort to have your children arrive at school on time. The first bell rings at 8:10 a.m. Students are tardy if they are not in the classroom at 8:20 a.m., when the school day begins. Students must “check-in” with the office when they arrive late. The teacher and/or the principal may contact parents concerning a student’s absences or late arrivals in an attempt to problem-solve this situation and get students to school on time.

HEALTH
Success in school depends on many factors, one of which is health. Most five-year-olds need ten to thirteen hours of sleep every night. Limit screen time before bed for a better night’s sleep. Tired children are less successful and less able to cope with school activities.

Proper nutrition, with a special emphasis on a good breakfast and lunch, is essential for fast-developing five-year-olds. In case of illness, do not send your child to school. Until the nature of the illness is determined, it is best to avoid exposing other students.
WHEN TO KEEP YOUR CHILD HOME FROM SCHOOL

School age children occasionally have signs and symptoms that may be related to communicable diseases. Only a licensed health practitioner can determine a diagnosis and/or prescribe treatment and provide instructions regarding the students' return to school. Very few illnesses mandate exclusion from school. However, students should be excluded from school participation if:

- Illness prevents student from participating in school activities;
- The student requires more care than the school can provide; or
- Any of the symptoms listed below are observed:
  - Fever greater than 100.5 degrees Fahrenheit
  - Vomiting
  - Stiff neck or headache with fever
  - Rash/with or without fever
  - Behavior change -- irritability, lethargy, somnolence
  - Jaundice (yellow color to skin or eyes)
  - Diarrhea or 3 watery/loose stools/ per day with fever or if condition persists longer than 3 days
  - Skin lesions that are "weepy" or pus filled
  - Colored drainage from eyes, nose, ears
  - Difficulty breathing

Students may return to school with written clearance of health officer or licensed physician or school district nurse, or if they are in treatment and symptom-free for 24 hours. Please call the school district nurse if you have any concerns or questions.

BREAKFAST & LUNCH PROGRAM

A daily cold breakfast program may be available at your child’s school. All schools have a hot lunch program available for students. They may also purchase milk to drink with a sack lunch. Free and reduced meals are available by application at the school office. All students eat lunch in their homeroom and under the direction of a staff member.

Meals may be purchased through the mySchoolBucks Meal Account System. Parents can deposit money in student accounts online via myschoolbucks.com or by dropping off a check at the deposit box near each school office.

If the cost of meals is a financial hardship for any family, they should contact the school for an Application for Free or Reduced Price School Lunch. You may access more information regarding the Food Service Program on the LOSD website.

FOOD ALLERGIES

If your child has a food allergy, please contact your child’s school office for more information.

MEDICATION AT SCHOOL

All medication (prescriptive and non-prescriptive (including cough drops)) needs to have an “authorization to administer” form on file – either a staff administration form or a self-administration form (available at school office). Medications must be brought in the original containers and the
directions on the bottle must match the directions you provide. A parent/guardian needs to bring the medication to the school office.

SAFETY
Encourage your child to come home immediately after school is dismissed. Please remind children of the following safety guidelines:

- Never accept rides or gifts from strangers.
- The police officer is the child's friend and helper.
- Learn basic safety regulations, including proper bicycle riding and proper bus behavior.

CHANGE IN ROUTINE
Please notify the school prior to any changes in your child's established school routine. Notify the office and your child’s teacher if there are changes in destination, meeting places, absences, dates, etc.

SUPPORT SERVICES
Every school has a team of professionals who provide support services to parents and teachers. The team may include a learning specialist, speech/language pathologist, school psychologist, school counselor, occupational/physical therapist, or nurse. If you or your child's teacher feel any of these services are appropriate for your child, you will be part of the screening team. Feel free to call the school principal about any and all services.

SCHOOL SUPPLIES
A list of basic school supplies can be found on individual school websites. In addition to regular school supplies, all students are asked to have a pair of tennis shoes and to wear shorts or long pants for physical education classes. Periodically, you may receive information from your child’s teacher that supplies may need to be replenished or additional items may be needed for special activities or projects. Should this impose a hardship on any family, please contact your school principal.

PROGRESS REPORTS
Parent/Teacher conferences are scheduled each semester. Parents are expected to use this time to meet with their teachers during the fall conference window, and again in the spring. This scheduled conference time provides a predictable opportunity to discuss your child’s social and academic growth, and conferences are placed approximately half-way between the beginning and end of each semester. This provides a perfect time to check in and discuss your child’s progress prior to the scheduled Progress Report Cards being mailed home twice during the year. We ask that you honor these scheduled times available to teachers for these meetings.

Report Cards will be mailed home in grades kindergarten through 5 at the end of each semester (twice per year). Teachers also communicate students’ progress throughout the year through folders, notes, emails, phone calls, etc.

TRANSPORTATION
Bus
Please check the District website for information on bus services for your child. The bus routes for the school year are published by the local newspaper prior to the opening of school and can also be found
on the Lake Oswego School District website under the link, Bus Routes. Kindergarteners require a parent or guardian to meet the school bus at pick-up in order for the driver to release the student.

**Bicycles, Skateboards, etc.**
The decision to permit a student to use a bike, a skateboard, Heelys (shoes with built in wheels), etc. and the duty to see that the student complies with policy and basic safety rules relating to their use are the responsibilities of the student and their parents. The School District does not undertake any responsibility for the safety of students when they are not on school grounds. Parents are solely responsible for giving permission to their child to come to or leave school on bikes, skateboards, Heelys, etc.

**Parking Lot**
Each of our schools has their own parking and traffic flow patterns for cars and for buses. Restricted areas are also well defined and procedures for drop off and pick up are communicated by each individual school. All schools ask that you not leave your vehicles unattended any place other than a designated parking space.

**EXTENDED DAY PROGRAM**
The Lake Oswego School District offers the following Extended Day Programs:

- Before and After School
- Early Release
- No School Days
- Winter, Spring, and Summer Breaks
- Pre-kindergarten
- Preschool

Extended Day programming is located at both Lake Grove Elementary and Palisades Elementary. Oak Creek and Forest Hills will have buses to and from Lake Grove Elementary. Hallinan, River Grove, and Westridge will have buses to and from Palisades Elementary. For more information, please visit the website at: [https://www.losdschools.org/domain/64#calendar6580/20190107/month](https://www.losdschools.org/domain/64#calendar6580/20190107/month).

**WORKING TOGETHER**

**Back-to-School Night**
Back-to-School Night is held early in the fall. This is an opportunity to become acquainted with your child’s teacher, classroom routine, and ask questions.

**Volunteers**
Volunteers are an important factor contributing to the success of our kindergarten program. Your child’s teacher will provide more information about how you can help.

**Meet and Greet**
Please plan on attending Meet and Greet which is held at your neighborhood school. Dates and times are determined at each school. This will give you and your child the opportunity to meet their teacher and check out the classroom. Students are encouraged to bring their school supplies as well.
Kindergarten Readiness

Your child may have already begun to practice or may have mastered some of the following skill sets associated with kindergarten:

Skills of Independence:
- Button shirts, pants, coats independently
- Use the restroom alone
- Clean up after eating

Learning Behaviors:
- Follow directions first time
- Take turns and share
- Ask and answer questions
- Take turns to speak

Academic:
- Recognize and write their first name
- Say and recognize all letters of the alphabet
- Count to 20
- Count 20 objects
- Hold a pencil correctly
- Hold and cut with scissors correctly

The above skills are a sampling of those that children need in order to function independently. Children also need to learn social skills, to solve problems, and to make good choices for themselves and others. Considerable learning takes place before school begins. The experiences below are some that parents can provide children that will enable them to make an easier transition from home to school:

- Provide opportunities to make friends with other children. It may help to leave your child at a friend's home for an occasional morning or afternoon. This also provides practice at sharing and taking turns.
- Encourage activities in which your child is successful and feels good. Self-esteem is important. Use setbacks as opportunities to teach your child how to deal with disappointment and emphasize that practice leads to improvement.
- Read to your child frequently. Encourage your child to express ideas through drawings, dramatics, or other activities that require the use of the hands. Encourage your child to share experiences and stories.
- Give responsibilities such as the following:
  ✓ Putting toys away and hanging up clothing
  ✓ Doing small jobs such as helping set the table, putting away books, etc.
  ✓ Going to the bathroom alone
  ✓ Dressing self, tying shoelaces
PRE-READING READINESS ACTIVITIES
“Reading aloud to your child is the single most important activity in building reading success and enjoyment.”

- Teach your child nursery rhymes and songs.
- Read daily to your child (15+ minutes).
- Before beginning to read, read the title and author of the story. Make predictions: “What do you think this story is going to be about?” Talk about the story: “This looks like it is going to be a funny story. Why do you think so?”
- Let your child hold the book and turn the pages.
- As the story becomes familiar, encourage your child to join in and read too.
- Help your child to tell the story from the pictures in the book.
- After reading the story, have your child retell the story. Guide your child to start at the beginning and progress through the events in the story.
- After the reading, leave the book in a prominent place so it can be read again independently by your child.
- Make sure your child sees all members of the family reading.
- Encourage your child to choose the books you read together and help him/her to tell or retell the story from the pictures in the book.
- Select books that describe familiar experiences, concepts and objects, as well as fairy tales and fantasy stories. Books that use repetition capture the rhythm of language (The Three Billy Goats Gruff).
- Talk about the books as you read – the people, things, and animals in them.
- Draw attention to the illustrations when reading.
- Purchase books as gifts. Let your child help you choose them. School book orders are an inexpensive source for new books.
- Put magnetic letters on the refrigerator (lower case and capitals). Have your child spell their name and other familiar words. You can write words on post-it notes and have your child copy the word with the magnetic letters.
- Read alphabet books. Help your child make his own by cutting out and pasting magazine pictures on individual pages.
- Create a writing basket. Have plenty of markers, crayons, pens, paper, and other materials on hand to encourage your child to make books, write and draw.
- Keep favorite audio stories and songs in the car to play. Use books and writing paper at home when your child needs something to do.
- Encourage your child to write about what they have drawn. At this stage your child will be spelling phonetically. It may look like nothing more than random letters, but this is how children connect sounds to letters.
- Visit the library with your child weekly. Let your child have their own library card. Make it a habit to visit the local bookstore. Many stores carry used books.
- Talk about everyday print. “We are going shopping. Look at the grocery store sign.” Ask, “What does the sign say?” (Fred Meyer, Safeway, Zupans, etc.). Have your child say the names of the letters in the sign.
- Fill your child’s room with posters, books, and pictures of book characters.
• Get a cloth book bag. Take books with you wherever you go.
• Make books and reading to your child a relaxed, fun activity. Keep the interaction short and geared to your child’s interests.
• Add reading readiness games to your tablet for occasional use.

Suggestions for reading with your child(ren):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front of book</td>
<td>Give a book to your child. Say: “Show me the front of this book.”</td>
</tr>
<tr>
<td>Print contains message</td>
<td>Show your child the first page in the book. Say: “I’ll read the story, you help me. Show me where I start to read.”</td>
</tr>
<tr>
<td>Where to start on a page</td>
<td>Say: “Show me where to start reading the story.”</td>
</tr>
<tr>
<td>Which way to go on the page</td>
<td>Say: “Which way do I go?”</td>
</tr>
<tr>
<td>When coming to the end of a line</td>
<td>Say: “Where do I go after that?”</td>
</tr>
<tr>
<td>Word by word matching</td>
<td>Using a book that has only one sentence on the page, say: “Point to the word while I read.” (Read slowly but fluently.)</td>
</tr>
<tr>
<td>Left page before right page</td>
<td>Read along in the book until you come to a part of the book that has two pages of text. You want to know if your child knows that the left side of the page comes before the right side of the page. Say: “Where do I start reading?”</td>
</tr>
<tr>
<td>Frames a letter</td>
<td>At the end of the story, say: “Show me a (name a letter) on this page.”</td>
</tr>
<tr>
<td>Frames a word</td>
<td>Say: “Show me the word (name a word) on this page.”</td>
</tr>
<tr>
<td>Locates a capital letter</td>
<td>Say: “Find a capital letter.”</td>
</tr>
<tr>
<td>Shows and understanding of grammatical marks ( . ? ! , ” )</td>
<td>Point to a period, question mark, exclamation point, comma or quotation marks on any page. Say: “What’s this for?”</td>
</tr>
</tbody>
</table>

PRE-WRITING SKILLS
The mastery of handwriting requires development of pre-writing skills. Addressing these skills through activities, play, and instruction will help build a strong foundation for handwriting. Pre-writing skills needed for handwriting include:

• An established hand dominance for coloring, drawing, or using a fork.
• The ability to cross the midline of the body.
• A functional pencil grasp.
- An understanding of directional terms and the ability to recognize similarities and differences in forms.
- The ability to copy basic lines and shapes.
- The ability to use two hands in an activity.
- The ability to coordinate eyes and hands together.
- The ability to maintain an adequate sitting posture.
- Orientation to print.

Activities to promote these and other underlying skills can be easily incorporated into the day.

Activities such as playdough promote hand strength and fine motor skills which are pre-requisites for good hand writing. Make sure your child has enough time to play!

**Playdough Recipe**

1 cup flour  
1/4 cup salt  
2 tablespoons cream of tarter  
1 tablespoon vegetable oil  
1 cup water  
Food coloring  
Any flavoring for smell – optional

Mix all ingredients in a pan over medium heat. Stir over medium heat 3 to 5 minutes. When mixture forms a ball in the pan, remove. Knead until smooth. Store in a plastic bag.

**SPEECH AND LANGUAGE DEVELOPMENT**

**Sound Acquisition**

Generally, children should articulate the following sounds by the ages indicated:

<table>
<thead>
<tr>
<th>Age</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 to 4 years</td>
<td>m, b, n, t, d, k, g, w, h, and vowels</td>
</tr>
<tr>
<td>5 to 6 years</td>
<td>sh, ch, l, l blends</td>
</tr>
<tr>
<td>7 to 8 years</td>
<td>v, j, th, s, z, r, s blends, r blends</td>
</tr>
</tbody>
</table>

**Vocabulary and Sentences**

<table>
<thead>
<tr>
<th>Age</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 to 18 months</td>
<td>first words</td>
</tr>
<tr>
<td>2 years</td>
<td>2-word sentences</td>
</tr>
<tr>
<td>3 years</td>
<td>3 to 4-word sentences, 400 to 900 words</td>
</tr>
<tr>
<td>5 years</td>
<td>5 to 6-word sentences, 1500 to 2500 words</td>
</tr>
</tbody>
</table>

After age 5, the child rapidly advances. Children understand many more words than they can say.

**Fluency**

Hesitations in speech are normal from ages 3 to 6. Listen to your child; encourage and praise your child. Don't appear anxious about speech. Ordinarily, children do not become concerned about nonfluencies or fear them, unless they have been made unduly aware of them. Try to keep your own speech clear and unhurried. If you are very concerned, consult a speech and language pathologist for help.
What Parents Can Do:

- Talk to your child about everything. Children need a lot of verbal stimulation from infancy onward. Play games with sounds and words including rhyming games.
- Listen to your child and expand on the language used by your child. Use well-formed sentences that are a little longer than the ones used by your child. Use new vocabulary.
- Read to your child frequently. Talk about pictures and situations in books. Your child learns new vocabulary, concepts, and the patterns of language as you read. Use the library and make reading a part of your daily home life.
- Play games with your child. Through games, children can learn coordination, following rules, communication with others, and new concepts.
- Classify. Help your child make scrapbooks or sort things to learn concepts of color, size, matching, and comparisons.
- Provide new experiences. Take field trips, make things, cook, do science experiments. Talk about all of these.
- Make language and speech fun for your child. Reinforce your child’s attempts and use praise.

KINDERGARTEN WRITING READINESS SKILLS

Occupational and Physical Therapy

Children need to have many whole body experiences to provide the trunk, shoulder, arm, wrist, and finger control necessary to learn to write, attend to developmental activities and table work in kindergarten. Large wooden blocks for construction, swings, slides, climbing structures, sandboxes, tricycles, and other large muscle activities are basic play activities. They provide the normal physical activity needed for developing postural stability and upper body strength that is so important in writing and other fine motor skills.

Chalkboard activities, easel painting, ceramic clay, and other pre-writing experiences provide the opportunity to use the whole arm instead of just bracing the wrist on the desk while making tiny (tiring) finger movements. Readiness for writing begins on the playground and the park, not in the classroom at a desk.

Pre-writing skills require children to understand directions: top, bottom, middle, up, under, side, etc. They should be able to cross the midline of the body, use two hands together and coordinate their eyes and hands. Playground activities promote these skills.

Encouraging a mature grasp when coloring/writing and providing a variety of fine motor experiences helps a child develop a mature/efficient. The small muscles (intrinsic muscles) of the hand are vital for skilled movement and efficient functional grasp of a pencil. As the hand develops, the thumb side becomes more skilled in precision while the other side, the power side, becomes stronger for static holding. Use of a large pencil/marker/crayon supports the balance of the intrinsic muscles of the hand and helps keep the web space open and rounded. Sometimes, a long pencil/marker encourages a fisted/power grasp or try short/little pieces of crayon/pencil to get the normal fingertip grasp. Activities that encourage small muscle development in the hand include the normal play activities of: snapping fingers; finger songs; spinning a top; mold, roll, play with clay; play games with cards, coins, chips, or pegs; work on stringing, lacing; use tweezers or eye droppers; use a hole punch, etc.
A multisensory approach in learning to trace and copy shapes is another prewriting skill. Working in shaving cream, painting on an easel, using a small piece of chalk on a chalkboard, air writing with the whole arm, etc. to learn these basic shapes supports learning the letter formations later.

If your child appears interested in printing letters, then practice correct letter formation using a multisensory approach. Model the correct grasp and correct letter formation, with letters being formed from top to bottom and from left to right. Encourage your child to imitate you and guide them to practice correctly. Developmentally, it is easier to learn capitals first: FEDPB-RNM-HKL-UVWXYZ-COQG-SAITJ.

Continue reading for more suggestions for readiness activities for your child. We do believe that a child’s work is their play...enjoy and support your child through play.

“GET READY TO LEARN”
All children need large doses of small and large motor tasks to help their bodies develop and learn. Children learn first by doing. The more variations of movement that children perform, the better they can organize and learn about themselves and the world around them.

Research shows that our children are becoming less fit and their choice of activities tend to be non-motor tasks: TV and computer games. The Physical Therapy and Occupational Therapy Motor Team of Lake Oswego School District recommends and encourages the following “ing” words for FUN activities for your children:

**Doing:** Through games and on the playground – running, jumping, leaping, hopping, skipping, climbing, hanging, swinging, rolling, spinning, balancing, bouncing, throwing, catching, kicking, hitting balls.

**Planning:** Going forward, backward, sideward, blindfolded obstacle course (over, under, through, around, between).

**Feeling:** Variety and opportunity to explore water, sand, mud, shaving cream, rice, dried beans, clay, playdough, silly putty, cookie dough.

**Living:** Daily learning skills – sorting silverware, putting away clothes, wiping/washing dishes, carrying groceries, sweeping, raking, making bed, stirring, mixing, measuring, pouring.

**Manipulating:** Finger skills – pegs, blocks, beads, cards, puzzles, Lego, tinker toys, coloring, cutting, pasting, tracing, dot-to-dot, buttoning, snapping, zipping, lacing, tying, touch thumb to each fingertip, finger games, finger puppets.

**Writing:** All of the above are foundation skills for writing. Encourage pencil grip with thumb pad and fingertip. Use large primary pencil, grip stix pencil, Stetro pencil grips, draw letters in the air, in finger painting, in playdough.

The above, normal play activities, promote alertness, orientation, and organization needed for classroom tasks. The “work” of a child is Play. Through small and large motor play activities, you are promoting school readiness.
Kindergarten Curriculum

Each day, kindergarteners will be challenged to develop their skills across the curriculum. Oregon State Standards outline the concepts students are learning throughout the year supported by developmentally appropriate best practices to meet the needs of diverse learners.

ENGLISH LANGUAGE ARTS & LITERACY
Explicit instruction in the foundational reading skills is provided through individual, small group and whole group learning experiences. Through the integration of Common Core English Language Arts Standards, best practices and the National Geographic Reach for Reading curriculum, students are instructed in all areas of literacy learning:

Phonological Awareness
- Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Print and Alphabet Knowledge
- Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
- Child identifies letters of the alphabet and produces correct sounds associated with letters.

Comprehension and Text Structure
- Child demonstrates an understanding of narrative structure through storytelling/re-telling.
- Child asks and answers questions about a book that was read aloud.

Writing
- Child writes for a variety of purposes using increasingly sophisticated marks.

Attending and Understanding
- Child attends to communication and language from others.
- Child understands and responds to increasingly complex communication and language from others.

Communicating and Speaking
- Child varies the amount of information provided to meet the demands of the situation.
- Child understands, follows, and uses appropriate social and conversational rules.
- Child expresses self in increasingly long, detailed, and sophisticated ways.

Vocabulary
- Child understands and uses a wide variety of words for a variety of purposes.
- Child shows understanding of word categories and relationships among words.

MATHEMATICS
Mathematics provides a foundation for the learning of science and technology as well as for the interpretation of quantitative information in other subjects. It teaches how to reason logically and develops skills that students can carry into other disciplines and many situations in real life.
Mathematics helps students understand how the world works while exposing them to some of its unanswered mysteries. Ensuring all students develop a solid foundation in mathematics is our challenge. (source: ODE Standards website: https://www.oregon.gov/ode/educator-resources/standards/mathematics/Pages/MathStandards.aspx)

Lake Oswego uses enVisionMath for kindergarten, which addresses Common Core rigor in a way that’s easy for students to understand. Kindergarten math curriculum covers these Common Core Standards:

**Counting and Cardinality**
- Child knows number names and the count sequence.
- Child recognizes the number of objects in a small set.
- Child understands the relationship between numbers and quantities.
- Child compares numbers.
- Child associates a quantity with written numerals and begins to write numbers.

**Operations and Algebraic Thinking**
- Child understands addition as adding to and understands subtraction as taking away from.
- Child understands simple patterns.

**Number and Operations in Base Ten**
- Child works with numbers 11 to 19 to gain foundations for place value.

**Measurement and Data**
- Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons.
- Child classifies objects into given categories; counts the number of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10.)

**Geometry and Spatial Sense**
- Child identifies, describes, compares, and composes shapes.
- Child explores the positions of objects in space.

**HEALTH**
THE GREAT BODY SHOP is a comprehensive health education curriculum which is sequential, developmentally appropriate, culturally sensitive, and medically accurate. The lessons align with Oregon’s Health Education Standards and are embedded with social-emotional learning.

**SOCIAL STUDIES**
Social Studies is an on-going interactive curriculum that is integrated throughout the kindergarten day. The National Geographic language arts program is packed with activities that promote community, awareness, positive social clues, vocabulary development and discovery of the uniqueness of the people and environment around us.

**SCIENCE**
Since kindergarteners are naturally curious scientists and social beings, the primary Science skills are developed through hands-on interactive activities built into the daily routines, seasonal themes, and calendar events that occur throughout the year. Lessons are aligned with the Oregon Science Standards (NGSS). In kindergarten, students visit our Innovation Lab to receive additional hands-on STEM instruction (Science, Technology, Engineering, and Mathematics).
LIBRARY
All students visit the library to hear stories and check out books. Parents are encouraged to share the book with their child.

MUSIC
Kindergarten students in Lake Oswego receive music instruction from a music specialist. A planned, balanced program includes creative rhythmic experiences, listening, appreciation, participation in singing games and dances, and having opportunities to play instruments.

P.E.
Kindergarten students in Lake Oswego receive physical education instruction from a P.E. specialist. A planned, balanced program includes the opportunities to develop fine and gross motor skills, cooperation, participation, good sportsmanship, self-control, listening skills, and practice following game rules.

Kindergarten Frequently Asked Questions

What is the age requirement for enrolling in kindergarten? Children who are five years old on or before September 1st may enter kindergarten in September.

My child’s birthday is after September 1st, can I still enroll my child in kindergarten? If your child will be 5 years old on or between September 2nd and September 15th of the school year, you may request consideration for early entrance. Please contact the Lisa Oliva at the District office: 503-534-2120 or lisa.oliva@loswego.k12.or.us. Children with birthdays after September 15th of the school year are not eligible for enrollment or early admission consideration according to School Board Policy.

When should I register my child for kindergarten? Each year, a parent information night (Kindergarten Counts) will be held at each school for students entering kindergarten the following year. For the 2020-21 school year, Kindergarten Counts will be January 22, 2020. This is a parents-only night, no students. Online registration will be available starting January 22, 2020. Registration forms are date and time-stamped upon receipt to establish priority for enrolling in the resident school (or participation in the lottery should more students register than space available).

How do I register my child for kindergarten? Register for kindergarten on the District’s online registration portal. Please direct any enrollment inquiries to your resident school.

What documentation is required to enroll my child?

- A copy of a birth certificate, passport, or some other official record of birth.
- Proof of residency (current utility bill, sales agreement for purchase of home or rental agreement).
- Completed and signed Oregon Certificate of Immunization Status.
- Home Language/Recent Arrivers Survey.
- Certification that the student received a dental screening within the previous 12 months.
My child is already in Pre-kindergarten; do I still need to register? Students who are currently enrolled in a LOSD pre-kindergarten program are NOT automatically enrolled in kindergarten. Pre-k students who reside within Lake Oswego may enroll as a new student. Pre-k students who live outside of the Lake Oswego boundary are not eligible for kindergarten enrollment.

Is my child guaranteed enrollment in kindergarten at our resident school? Kindergarten is capped at 26 students per classroom (Spanish immersion kindergarten is capped at 28 students). In the event that the number of kindergarten registrants exceeds the number of spaces available at your resident school, the school will hold a lottery for applications received until the May 1, 2020 deadline. Students who are not accepted into their resident school for kindergarten will be assigned a non-resident school (“overflow”) to attend. If your child attends kindergarten at a non-resident school due to insufficient space at your resident school, transportation will be provided (some exceptions may apply). The number of kindergarten classrooms being offered at each school is typically determined in late spring by the District; however, the number of classrooms can change if there is a significant increase in registrations during the summer. Families will be notified of their kindergarten placement during the summer once the number of classrooms has been established and overflow schools have been identified.

Lottery Important Dates:

- On May 1st, any school that has more age-eligible registered kindergarten students than capacity will conduct a lottery.
- **Lottery Deadline:** May 1, 2020.
- **Lottery Tier 1:** Applicants with age-eligible siblings currently attending the same resident school will be given priority and will not go into the lottery but MUST register by the May 1 deadline.
- **Lottery Tier 2:** Age-eligible registrations received by May 1, 2020.
- **Lottery Tier 3:** All registrations (including sibling and early admission) received after May 1, 2020 are subject to availability.
- **Lottery Date:** May 6, 2020.
- **Lottery Notification Date:** May 8, 2020.
- All enrollments not selected in the lottery or received after the May 1 cut off, whose school is at capacity, would then be automatically overflowed to other schools in the district.
- Overflow schools won’t be finalized until summer and we will notify families as soon as school assignments are determined.
- Most families are enrolled and attend at their resident school.
- Bus transportation will be provided for overflow students.
- Early-admission candidates must be assessed and pass the approval process. Approved early-admission students will be placed at the end of the applicant list for placement in their resident school and are not included in the lottery process.
- Any students who are overflowed for kindergarten will return to their home school for 1st grade.

If a lottery is necessary, is there a lottery deadline? Yes. The enrollment deadline to be included in the lottery is May 1, 2020.

How do I know which school is my child’s resident school? A student’s resident school is determined by their home address. If you are in question of which school your child should attend based upon where you live, please contact the District office at 503-534-2000 or visit the [LOSD Boundary Search Tool](https://www.locused.org/).
to search for your child’s school using your home address. Students must reside within the school district boundaries for which they attend school. Legal residency is governed by Oregon Revised Statute 339.1333. For school purposes, students are considered residents of the district in which their parents or guardians reside. It is not determined by condominiums, rentals, or businesses that parents own.

**We don’t live in Lake Oswego. Can I enroll my child in kindergarten in the Lake Oswego School District?** No. We do not accept elementary out of district transfers or tuition students.

**Can I enroll my child in a different school in the district other than our resident school?** Parents must register their child at their resident school. You may then submit an Admission Request form to the District Office seeking permission to transfer to another school. Admission Request forms can be obtained from any elementary school, the District Office or on the District website at www.losdschools.org (About LOSD/Enrolling and Transfer/Forms). Typically, transfer requests are not reviewed until mid-summer. If your child is approved to attend a non-resident school, all registration paperwork you turned in to your resident school will be transferred. Admission Request approvals are valid for one year ONLY and must be submitted each subsequent year for consideration.

**How do I enroll my child in the Spanish Immersion Kindergarten?** Applications are available at each elementary school and on the District website on the Spanish Immersion Kindergarten webpage. In addition to completing the Spanish Immersion application, you must follow the process for registering your child in your resident school. If your child is selected in the lottery to enroll in the Spanish Immersion Program, all registration paperwork you turned in to your resident school will be transferred.

**When will we receive information on the start of school?** Information will be available online on your neighborhood school’s webpage. Each school also provides packets of information on or before the first week of school. For the 2020-21 school year, kindergarten assessments will be held on August 31-September 2, 2020. Your child will be scheduled to come in for an assessment during one of these days. The first FULL day of kindergarten will be Thursday, September 3, 2020. Please note: Thursdays are early release at 2:00 pm.

**My child is nervous about meeting their teacher, can we meet the teacher before school starts?** Most definitely! Please plan on attending Meet and Greet which is held at your neighborhood school. Dates and times are determined at each school. This will give you and your child the opportunity to meet their teacher and check out the classroom. Students are encouraged to bring their school supplies as well.

**What are the school hours?** School doors open in the morning at 8:00 AM, with the tardy bell ringing at 8:20 AM. School concludes at 2:40 PM. Lunch times will be scheduled just before the start of the school year.

**Who should I contact about my child’s medical condition(s)?** Please contact Student Services at 503-534-2359, to discuss any medical issues or concerns. Our nurses will develop a health plan for your child that ensures that their teacher and office staff are informed of this important information.

**How do I set up a lunch account so my child can buy hot lunch or milk?** On the District website under Departments select the Food Services link and you will be instructed on how to set up an online account. You will need to provide your child’s ID number which is a six-digit number in order to establish an account. If preferred, payment by check or cash can be made in the school office. You can contact the
school office in late August for your child’s student ID. You may also contact the district’s Food Service Office at mcdowelj@loswego.k12.or.us or 503-534-2361 for this information or to answer any food service questions.

If my child is absent, do I need to contact anyone other than their teacher? Communication is very important especially when it involves your child’s safety. If your child is going to be absent, please notify the front office at your child’s school. If the attendance secretary has not received a call or email for an absent child, an automated phone call will be generated asking about your child’s attendance status.