

When I Go to Kindergarten

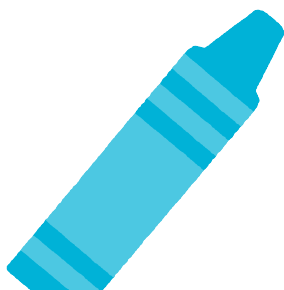
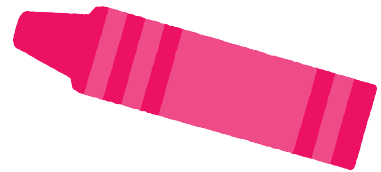




Acknowledgements

The Ministry of Education wishes to thank Raven Community Development Consultants: Wendy Kenward, Dr. Donna Kozak, and Amanda Turner for their expertise in writing this resource. Thanks also go out to parents and community representatives who provided insights in the development of this content.

Copyright © 2020 Province of BC



When I Go to Kindergarten





A Message for Families

During the early years, children develop quickly. Their bodies and brains are growing, and they learn through play. Children's experiences differ across cultures and communities so their play may look different in various settings, but its power to delight and captivate children's hearts and minds is universal.

Play encourages children to be curious, creative, and engaged lifelong learners. It provides children with the motivation to explore, come up with ideas, connect with others, and imagine new possibilities. Play is a platform for learning from birth into adulthood. It is a vehicle for inspired learning. During play, children explore, ask questions, and use their senses to experiment and make sense of the world around them.

From the B.C. Early Learning Framework:

"Families are the first teachers, the primary caregivers, and the knowledge holders of their children. Families have the most important role in promoting their children's well-being and learning."

(B.C. Ministry of Education, 2019, p.16)



*Together we are respectfully
living and learning together!*

In British Columbia, we are on a mindful path of understanding the history of Indigenous people and building a better future for all children. Reconciliation invites everyone to build new relationships to better support the education of children and families.

All families have values and beliefs that guide them in their parenting journey. As an important adult in your child's life, and an influencer of a generation of compassionate people, you can have a positive impact on society as a whole. This booklet supports a vision of communities where children feel nurtured, safe, connected to their culture, and honoured for who they are.

If your child could reassure you about going to Kindergarten, this is what you might hear...





To my family,

It seems like just yesterday, I was a toddler. Look at me now!

I am starting to do more and more things on my own. I keep growing every day. Kindergarten isn't so far away! The things we've done together since I was born have helped us to be successful on this journey of growing up.

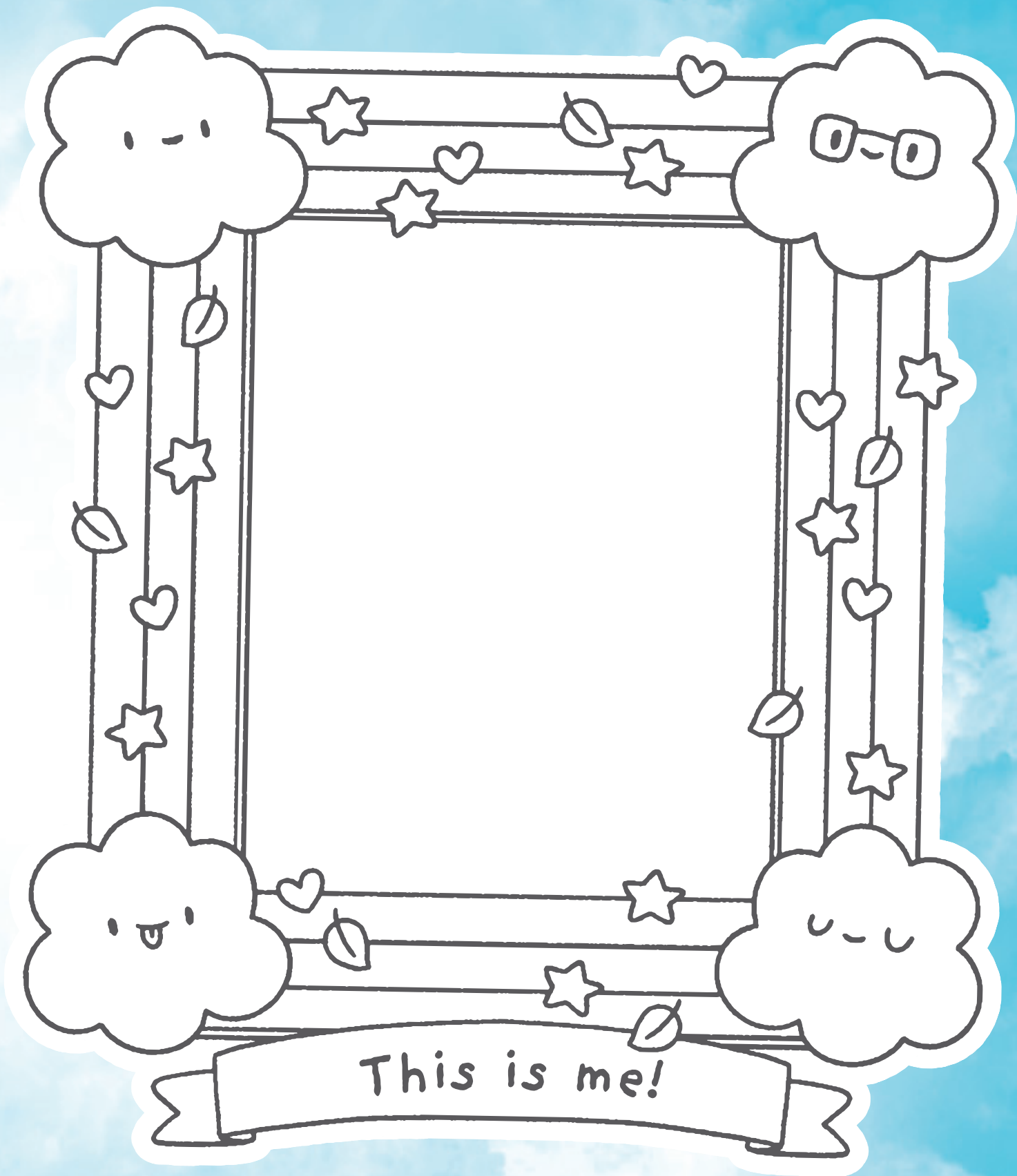
Let's use this booklet to celebrate all that we've been doing. This booklet will help us to explore four different topics: my well-being and belonging, my interactions with the world around me, my ways of communicating, and my sense of who I am. We can explore the things I'm starting to do or can do already, and the things that help me grow.

In this booklet there are places where we can record things I like, things I'm good at, and things that are important to me. We can keep it to remember me at this age, and we can also share it with my teachers.

My family is so important to me! You will always know the most about me and can help me share my gifts with others. I thrive when I feel safe and cared for. By surrounding me with people who love and care for me, you have helped me develop and grow. As we get closer to Kindergarten, the circle of people who believe in us will grow. We can become part of another circle: our school community.

Kindergarten is a place for me to
wonder, to play, and to learn.





This is me!

My Well-Being and Belonging



What it Means for Me

When I know who I am and where I come from, I have a strong sense of well-being and belonging. All the things you have taught me about our family, where we come from, and what matters to us has helped to shape who I am.

From the B.C. Early Learning Framework:

Nurturing a sense of well-being and belonging supports children as they learn about and investigate the world around them. This sense is fostered through reciprocal relationships with people and places where each child is valued both as a gift and for their gifts—a feeling of being grounded in their immediate environment, their communities, their culture and the wider world... By developing responsive relationships with adults and peers, each child feels a sense of well-being and can contribute to the well-being of their family, community and society. This confidence is essential for children as they explore their capacities as family members, friends, thinkers, citizens, and discover their connections to the natural environment.

(B.C. Ministry of Education, 2019, p. 67)

Things I can do, or that I am starting to do, to the best of my abilities:

- I am able to leave you once in a while
- I can tell you how I am feeling, and I care about how others are feeling
- I am proud of what I am good at, who I am, and where I come from
- I am learning to care about nature and the land we live on
- I am learning to play with my friends, get along with others, share, and take turns



Here are some things that help me grow:

- Hug me, hold me, and help me feel important and loved
- Celebrate family traditions and show me what makes our family special
- Teach me ways to share my feelings and show me that my feelings matter
- Show me how my words and actions affect others and help me to be kind
- Play games with me and help me learn how to take my turn
- Teach me how to care for pets and plants
- Bake and cook with me so we can try different kinds of food together
- Support me to do things by myself—I need to try, try, and try again
- Help me rest when I'm tired and eat when I'm hungry
- Encourage me to try lots of activities, so I can find out what I like and what I'm good at





My Story - Let's Celebrate Me...

My name is:

I like to be called:

My birthday is:

My age is:

Where I live:

Here is a drawing or a picture of me and my family:

My Interactions with the World Around Me



♡ What it Means for Me

I make sense of the world by having many experiences with different people, places, nature, and items. By spending time with me, you are giving me what I need to be strong, skilled, and successful. I am ready to learn from others and with others.

When adults pay attention to the interests of children, children get serious about learning. The more that adults listen to them, the more curious children become about their experiences. Because children enter the world wired to wonder and make sense of life, the adults in their lives can inspire and support their curiosity by noticing the things that attract their attention.

(Mackay, 2010)

Things I can do, or that I am starting to do, to the best of my abilities:

- I am curious and want to learn about our world
- I am meeting new people and making new friends
- I explore with my whole body and my senses
- I like to play inside and outside
- I can climb, run, jump, dance, twirl, and hide
- I can organize, count, sort, and measure things
- I use my imagination and try new ways of creating things



Here are some things that help me grow:

- Show me nature and take me on walks, play outside, and notice the seasons—I like to smell the flowers, feel the rain, touch the grass and roll in the snow
- Help me look up and learn about the sun, clouds, moon, and stars
- Introduce me to new people, places, and materials
- Make sure I have lots of time and space to move my body every day
- Explore parks and playgrounds, including my future school
- Encourage me to play dress-up, pretend, paint, or play with playdough
- Help me use my imagination to play with things like buttons, boxes, sticks, pebbles, and blankets
- Play with me as I solve puzzles, build, and make things
- Show me patterns and ways to collect and sort different objects
- Experiment with me in nature using water, dirt, sand, and stones
- Ask me questions about my ideas and what I'm thinking and doing





Let's Celebrate the World Around Me...

My favourite place to explore and play is:

I am really good at:

Some of my friends are:

A question that I have about the world is:

Here is a drawing or a picture of what I see
when I go outside:

My Ways of Communicating



♥ What it Means for Me

I am discovering that I have a voice and that it matters. I am learning ways to share my ideas and needs in many different ways, especially when we spend time playing together.

Children communicate right from birth using sounds, silence, movement, eye contact, and body language. They observe, imitate, and listen to you—their most important teacher. Children learn to express, explore, and connect their thoughts, feelings, and imagination in many different ways including talking, storytelling, drawing, playing, painting, writing, math, sculpting, construction, dance, music, movement, role playing, using technology, and through drama.

(Edwards, Gandini & Forman, 2012)

Things I can do, or that I am starting to do, to the best of my abilities:

- I can learn more than one language
- I can communicate in my first language, and I enjoy traditional songs and stories
- I can read pictures and signs around me
- I am interested in reading the pictures and words in books with you
- I try to use some letters and numbers (especially those in my name and my age)
- I communicate clearly enough for others to understand me
- I can share my thinking and ideas by painting, drawing, building, singing, dancing, and telling stories



Here are some things that help me grow:

- Listen to my stories—I have so many to tell
- Sing songs and rhyme with me—they can even be ones that we make up together
- Speak and read to me every day in our language
- Help my imagination and language grow by encouraging me to play make-believe or pretend
- Take turns with me to ask and answer questions about our day—I love learning new words
- Encourage me to write, draw, paint, build, and create using different tools and materials
- Show me how to use technology and help me set limits
- Teach me to use technology in positive ways
- Create opportunities for us to connect with family and friends in different ways





Let's Celebrate the Ways We Connect...

The language(s) that I can speak and understand:

My favourite rhyme, song, or story is:

When I want to be quiet, I like to:

When I want to be noisy, I like to:

Here is a drawing or a picture of me playing and learning:

My Sense of Who I Am



♥♥ What it Means for Me

I am aware of who I am, and I also know that I'm part of a bigger community. With you by my side, I am beginning to think about how we can make the world a better place.

The more that children are taught about who they are and where they come from, the more they learn to move with grace and confidence among a diversity of communities, and the closer we get to building a world of respect, curiosity, sharing, and humanity.

(Pulido-Tobiassen & Gonzalez-Mena, 1999)

Part of this learning calls us to reconnect with our natural world. Growing up playing outdoors reduces stress, improves physical and mental health, stimulates creativity, builds self-esteem, and encourages cooperation, collaboration, and self-regulation.

(Blanchard & Buchanan, 2011)

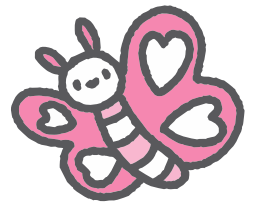
Things I can do, or that I am starting to do, to the best of my abilities:

- I am learning about my culture and some of our traditions and celebrations
- I can share songs, rhymes, and stories from my culture with my friends
- I am learning about the importance of taking care of our land for our future
- I am interested in learning about the plants, animals, and insects where we live
- I can be helpful to my family, friends, and community
- I am learning that people have different ideas about the world and ways of celebrating, and that is okay



Here are some things that help me grow:

- Spend time with me in various places within our community and beyond
- Show me how to plant and take care of a flower or vegetable garden
- Teach me how to recycle and compost
- Show me how to be kind, generous, and helpful to my family, friends, and community
- Give me choices and let me make some decisions that affect me
- Read books with me about children that are like me and that are different from me
- Share stories of this country and the histories of all people here
- Take me to museums and parks and other community places where we can learn more about local people, places, and history





Let's Celebrate Our Family...

My favourite people are:

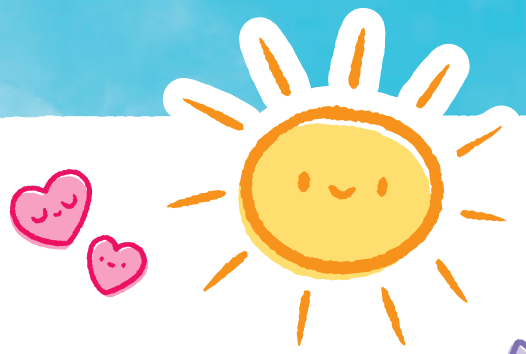
My special gifts and talents are:

A feeling I had
today was:

My favourite food is:

Here is a drawing or a picture of something that is important to our family:





When I Go to Kindergarten

Starting school is a new experience for me and for our whole family. We can expect changes for everyone. We might have new things to do, new places to go, and new feelings to feel. Since it might take us some time to get used to these changes, let's make sure that we are patient with and kind to one another.

There will be many different things that I will be learning, so I might have lots of new feelings. I know that I can feel safe to share my feelings with you. It might be hard for you to not be in Kindergarten with me, but don't worry, I will be okay. There are new adults who are now looking out for me. I will share my stories when we spend time together.

When I go to Kindergarten, I am going to learn about my new school, classroom, playground, routines, and what school is all about. I'm going to learn to do more things for myself, like opening my lunch containers and putting on my coat. I will learn about how to be around lots of kids and where I can go when I need help. I will also learn where I fit in my class and my school. At first, I might be pretty tired when I get home.

Making friends and feeling like the adults at my school know who I am, will help me feel like I belong. We will be part of a school community. There will be many new people for our family to get to know at school, like teachers, principals, and school office staff. They are getting the school and classroom ready and planning lots of fun activities to get to know me and my new friends. They are ready, and I am too! This means that my family can relax and enjoy this change, because it is going to be great.

Here we go!



 Here is a picture to colour:





References

B.C. Ministry of Education. (2019). British Columbia Early Learning Framework. Victoria, B.C.

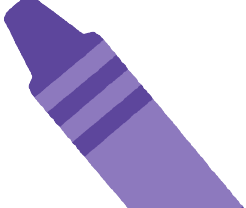
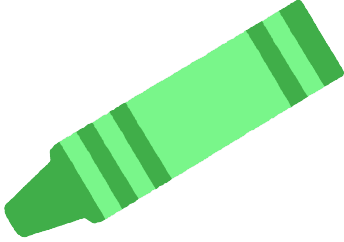
Blanchard, P. B. & Buchanan, T. K. (2011). Environmental stewardship in early childhood, *Childhood Education*, 87(4), 232-238.

Edwards, C. P., Gandini, L., & Forman, G. E. (Eds.). (2012). *The hundred languages of children: The Reggio Emilia experience in transformation* (3rd ed.). Santa Barbara, CA: Praeger.

First Nations Education Steering Committee. (2012). First People's principles of learning. Retrieved from: <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>

Harris MacKay, S. (2010). *What about play? The value of investing in children's play*. Portland Children's Museum: Portland, OR.

Pulido-Tobiassen, D. & Gonzalez-Mena, J. (1999). *A place to begin: working with parents on issues of diversity*. California Tomorrow: Oakland, CA.





Ministry of
Education