



PS 46Q
The Alley Pond School

Kindergarten Open House

- Friday, January 20, 2012
8:30am-9:30am
12:00pm-1:00pm
- Wednesday, February 8, 2012
8:30am-9:30am
12:00pm-1:00pm



P.S.46Q

The Alley Pond School
"Joined Together in Excellence"

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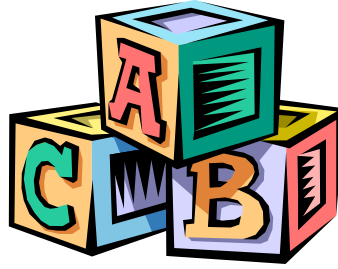
64-45 218 Street; Bayside, N.Y. 11364
schools.nyc.gov/SchoolPortals/26/Q046

P.S. 46, The Alley Pond School, is a community that will provide a quality, standards driven environment that is conducive to hands-on inquiry based learning where students are encouraged to query, apply, and extend their understanding of the world through problem-solving, high order thinking, and enhanced decision-making skills. We seek to provide a challenging learning environment for **all** children through the differentiation of curriculum and instructional strategies in order to maximize success for all students. Through the joint efforts of our learning community, we have focused on a balanced developmental educational program that works to ensure that our students will become productive, informed, literate, and responsible citizens.

Our mission at P.S. 46 is to provide all students with the educational opportunities to learn to the best of their abilities and to meet or to exceed the New York City Performance Standards. We seek to provide a challenging educational experience and a rigorous curriculum for all children through the differentiation of instruction and through the joint efforts of our learning community. We utilize a child centered integrated approach to learning in order to ensure that our students will become productive, informed, literate, and responsible citizens, as well as life long learners. We also continue to recognize the importance of coming together as a community in order to demonstrate respect and concern for all people.

P.S. 46 Activities

- Art Fair
- After School Programs
 - Assembly Programs
 - Ballroom Dancing
 - Band
 - Basketball Team
 - Book Fairs
 - Book of the Month
 - Bumblebee Program
 - Cheerleading Squad
 - Chorus
 - Cohen's Jog-a-thon
- Concerts - Winter and Spring
 - Cooking
 - Dance
- Ecology and Recycling Club
- English Language Learner Program
 - Family Fun Nights
- Field Trips - Day and Extended Day Trips
 - Geek Squad
- IIM (Independent Investigative Method)
 - International Multicultural Festival
 - Literacy Enrichment
 - Lunar New Year Celebration
 - Math Enrichment
 - Mighty Milers Team
 - Overnight Trips
 - Peer Mediation
 - Project Beyond
- PTA Sponsored Assemblies and Events
 - Publishing Parties
 - Recorders
 - Science Fair
 - School Spirit Days
- Schoolwide Field Day
 - Star Student
 - String Ensemble
- Student Government
- S.W.E.E.T. Serendipity
 - Talent Show
 - Violin Program



• Kindergarten Readiness Behaviors

- *Children entering Kindergarten should demonstrate the following:*
- **Oral Language, Reading, Writing**

- Says his or her first name
- Follows simple instructions
- Shares thoughts and opinions
- Answers simple questions
- Listens to stories read each day
- Recites some nursery rhymes
- Retells a familiar event or story
- Identifies colors
- Discusses a favorite story
- Talks about pictures
- Pretends to “read” a book
- Identifies some letters in the alphabet
- Writes his or her first name
- Attempts writing by using scribbling, print-like marks, or strings of letters

Mathematics

- Identifies some shapes
- Matches objects (socks, shoes, mittens, gloves)
- Notices similarities and differences
- Sorts and classifies objects
- Uses math language (bigger, smaller, tallest, shortest)
- Plays counting games
- Tries to count to 10
- Has one to one correspondence (Touches or points at objects when counting)
- Arranges objects by size from tallest to shortest

Social and Emotional

- Makes choices
- Takes turns
- Uses self-help skills (dressing, toileting, eating)
- Shares with others
- Practices self-control
- Helps with chores at home
- Begins to demonstrate independence
- Finishes new tasks
- Begins to show self-confidence
- Tries new things
- Expresses thoughts and feelings

Physical

- Hops, jumps, gallops, runs, leaps, climbs, balances
- Throws and catches a ball
- Alternates feet when walking up steps
- Buttons and zips
- Assembles puzzles
- Uses crayons

PS 46 Kindergarten Curriculum



Children learn about reading and writing from hearing stories read aloud; talking about stories; reading and writing with the teacher; writing their own stories; and having opportunities to interact with each other about stories that they both read and write. These learning experiences occur daily. When reading and writing, the children are encouraged to draw on background experiences and pictures, use meaning, language structure, and phonics (letter-sound) cues. Big books and stories or poems with rhyme, rhythm, or repetitive patterns are appealing to kindergarten children and are used daily in the classroom. Kindergarteners will also be reading “old favorites” which are folk tales that have been around for centuries such as Caps for Sale, The Gingerbread Boy and The Three Billy Goats Gruff.

Development of letter-sound relationships occurs within the framework of stories the children read and write as well as the specific teaching of individual letters and sounds when necessary. Reading instruction is always tied to meaning. Foundations for reading and writing are built on what children already know and by expanding and enriching their language through experiences that encourage listening, thinking, and speaking.

Mathematics

In kindergarten mathematics, children begin by using concrete objects to represent numbers, compare quantities, represent and extend patterns, match and identify shapes, and sort objects. Problem-solving skills are encouraged and developed throughout the year as children make up their own math stories, solve and illustrate simple story problems, and share their thinking about how a problem is solved.

Science

In science, children investigate and understand simple patterns in their daily lives by recognizing classroom routines, and observing and discussing daily weather patterns and seasonal changes. Children begin to investigate and understand the needs and life processes of plants and animals. Activities with shapes, magnets, sand, and water encourage further discovery, investigation, and problem solving.

Social Studies

Children examine a variety of picture books, information books, and other materials to acquire additional knowledge about themselves as individuals, and as part of a family and a community. Children share family traditions and celebrations, observe changes within the community, and explore American traditions, leaders and historical events.

The kindergarten program utilizes a variety of learning centers for small group and individual learning. Center activities incorporate skills used in different areas of the kindergarten program. These centers include blocks, art, math, science, listening, dramatic play, and beginning reading and writing centers. Centers may change to meet the needs of a particular unit of study.



How Parents Can Help Children at Home

To effectively support the child's educational progress parents are encouraged to:

- recognize that play is the natural way children learn
- read to the child daily or as frequently as possible
- understand that young children require concrete, "hands-on" learning experiences
- provide varied activities and experiences that contribute to learning
- encourage the child to learn through discovery
- discuss experiences with the child
- praise the child for strengths and be patient with regard to areas not yet developed
- Model reading and writing in your home. Involve your child in writing shopping lists, telephone messages, or reading letters from relatives. Let your child see you reading books, instructions, newspapers, magazines.
- Expose your child to wordless picture books. Such books encourage your child to use picture clues to make up his/her own stories.
- Take trips to the library.
- Include your child in family discussions. Use questions that involve who, what, where, why, and when.
- Use family activities as a chance to explore new language. Visit and talk about the zoo, library, park, store, movies, or sports events.
- Play games that involve following directions. "Simon Says" is a good game that involves following directions.
- Sing and read simple songs and nursery rhymes. (Twinkle, Twinkle Little Star; Wheels on the Bus). Clap the rhythms.
- Reread favorite stories. Allow your child to choose the book for story time.
- Provide writing materials - pencils, pens, chalk, markers, crayons, different sizes and colors of paper, envelopes and tape. Allow your child to write messages to family members, book authors, or friends.

- Also leave notes on the refrigerator or in a lunch box from you to your child.
- Ask your child questions that require more than a "yes" or "no" answer. Example: "What do you think will happen to Goldilocks?" Look at books and magazines and ask questions about what was read.
- Listen to your child when he or she speaks. Show that you are interested in what is being said. This encourages good listening habits.
- Let your child have opportunities to choose what book they want to read.
- Give your child building blocks, puzzles, and other hands on math manipulatives. Let your child explore with them, make connections and build.