Counting Down to Kindergarten:

A Helpful Handbook for Kindergarten (K2) Families in the Boston Public Schools

Produced by the Department of Early Childhood in the Boston Public Schools and Countdown to Kindergarten. Countdown to Kindergarten is sponsored by Mayor Martin J. Walsh, the Boston School Committee, the Boston Public Schools and our community partners.
Dear Families,

Welcome to the Boston Public Schools! The Department of Early Childhood looks forward to starting this educational journey with you. We are excited to partner with you to set your children on the course to lifelong success as learners and citizens.

This guide will introduce you to your 5-year-old kindergarten classroom (K2), including the current curricula in reading and math, Focus on K2 and TERC Investigations. These programs align well with our K1 curricula, OWL and Building Blocks, so your child will have a seamless educational experience. Furthermore, the goal of the Boston Public Schools kindergarten program is to set children on a course of lifelong success as thoughtful and engaged citizens.

We would love to hear any feedback you have throughout your experience in the Early Childhood program of the Boston Public Schools. Please call the department at 617-635-6768 or e-mail jsachs@boston.k12.ma.us. You can also take advantage of the numerous resources listed at the end of this guide, including Countdown to Kindergarten, which can help you with this important transition. Please feel free to call Countdown to Kindergarten at 617-635-6816 or visit the website at www.countdowntokindergarten.org.

Best wishes for the coming school year,

Dr. Jason Sachs
Director, Department of Early Childhood

Sonia Gómez-Banrey
Director, Countdown to Kindergarten
Children Begin Learning at Home

You count! Everything families do to nurture and protect their children makes a difference. No matter when a child enters school, parents and other family members are the first people in a child’s life to appreciate who they are and what they do. By encouraging curiosity, communicating family values and genuinely appreciating the child, families establish a strong foundation for learning that lasts a lifetime.

Children thrive and grow when their parents, other family members and caregivers talk and play with them. The people in the child’s home are their first teachers. By talking, telling stories and singing to and with young children, adults help children learn language.

Young children are more likely to thrive in school when they know lots of words and are able to express their ideas and needs. Spending time talking and playing with your child helps increase their vocabulary, makes them feel good about themselves, and helps them begin school eager and ready to continue learning.
When you take time to talk with your child, you show her that you love, value and care for her. Your attention not only reassures and comforts your child, but builds her strong sense of self, a characteristic that she will rely on for the rest of her life.

Play to Help Your Child Learn

These activities have no cost, no calories and require no batteries!

Many of the things you do to help your child learn to read are easy, free and fun. You probably do many of these things without even knowing it—just 20 minutes a day makes a big difference.

TALK
Talk often to your child and encourage her talk to you by listening carefully to what she says. The more words and sentences your child hears, and the more she practices them by talking to you, the more she will understand how language works. Tell stories and jokes.

Activity: “Once Upon a Time” Tell a story about yourself. Tell her about your grandparents or something about yourself as a child. When your child hears you talk about what happened in your life, she is learning new words. Your stories make her love stories and that makes her want to learn how to read! Ask her to tell you a story.

Storytelling has a long tradition as a way of passing on values, beliefs and family history. Storytelling is an important way parents, family members and caregivers can help young children learn language and become members of their community.
**PLAY**

Let your child have plenty of play time. When your child makes up stories while playing with trucks, blocks or other toys, he is using his imagination, practicing language and having fun. When you play with your child, it’s a great time for the two of you—or the whole family—to share words and ideas.

Be selective about TV and video games. Set limits on the amount of time and types of TV and games your child sees. While some programming is educational, research shows that the less time children watch TV, the better they do in school. Also, when children sit in front of a TV, they are missing out on getting exercise and using their imagination.

**GO PLACES**

When you go places, there are often lots of new things to talk about. Remember what is regular for you is probably new to your child. Even taking a different route to the bus stop, the convenience store or the laundromat will mean new things to see.

**DRAW OR “WRITE”**

Drawing and scribbling are the beginning stages of writing, so write or draw together. When you write your shopping list, let your child write his own. Show your child how you write out your list by thinking about what you need and then writing down the names of those items. Say the names of the letters as you write them on your list. Plain or recycled paper and crayons or washable markers are all your child needs to create “masterpieces.” Kindergartners like to draw pictures and often add letters or mock letters to the page. Ask your child to tell you the story in his pictures or tell you the words he has written. All of this gives children time to develop their ideas, language and small motor skills.

**Activity: “Sing a Song”**

Sing to and with your child. Music is universal and enjoyable to everyone. Music soothes and comforts children. Music is a great way for children to connect words to meaning, whether popular music or children’s songs.

**Activity: “Let’s Pretend”**

Pretend with your child to go to places or act out events that interest her. You can pretend to have a birthday party, go to a restaurant, fly in a plane, go swimming or sledding. It doesn’t have to match the season. Remember, it is just pretend.

**Activity: “I Spy”**

You can play this anywhere: in the car, on the bus or at the grocery store. Pick a letter from your child’s name and see if you can find something shaped like that letter or find the letter on a sign. “Can you find the letter M?” “S”, “T”, “V”, “C”, “O”, “E”, and “H” are other easy letters to start with.
RIGHT FROM THE START, PARENTS, FAMILY MEMBERS AND CAREGIVERS NEED TO PROVIDE YOUNG CHILDREN WITH BOOKS. KEEP BOOKS IN A SPECIAL PLACE THAT IS WITHIN REACH TO ENCOURAGE CHILDREN TO LOOK AT THEM ON THEIR OWN AND TO SHOW THEM HOW VALUABLE BOOKS ARE. WHEN THERE IS GIFT GIVING, ASK RELATIVES AND FRIENDS TO GIVE BOOKS AS PRESENTS. BOOKS DO NOT HAVE TO BE NEW TO BE GREAT. THEY CAN BE HANDED DOWN FROM OLDER SIBLINGS AND COUSINS OR PICKED UP AT A YARD SALE!

PARENTS, FAMILY MEMBERS AND CAREGIVERS SHOULD INTRODUCE BOOKS TO INFANTS AND VERY YOUNG CHILDREN. LOOKING AT THE PICTURES AND TALKING ABOUT THEM IS AN INTRODUCTION TO LIFE-LONG READING. ADULTS CAN SHOW CHILDREN HOW TO USE BOOKS BY SHOWING THEM HOW TO TURN PAGES GENTLY AND HANDLE THEM WITH CARE. YOUNG CHILDREN LEARN TO APPRECIATE BOOKS FROM ADULTS WHO SET THAT EXAMPLE.

BESIDES LEARNING HOW TO VALUE BOOKS, MOST CHILDREN ENJOY THE ATTENTION THEY GET WHEN THEY Cuddle NEXT TO AN ADULT WHO IS SHARING A BOOK WITH THEM.
Make a commitment to read to children on a daily basis. Anytime of the day works, but just before bedtime is a nice way to end the day together. It can be the most important 20 minutes in a day.

Activity: “Rhyming Words”
Rhyming books are fun for children. Read any of the Mother Goose or Dr. Seuss books. Make up silly rhyming words after reading rhyming books or play your own game by thinking up rhymes to common words. For example, “dime,” “time,” “rhyme” or “lime.” Make up new verses to a song by adding more rhymes.

Activity: “Let’s Find Out”
Be curious with your child. Find out more about something by looking in books — either at home or at the library.

Curriculum Summary

The goal of the Boston Public Schools (BPS) kindergarten (K2) program is to set children on a course to lifelong success as readers, writers, thinkers, learners and thoughtful citizens. The curriculum used in K2 classrooms meets Massachusetts Learning Standards and the new Common Core Standards.
Kindergarteners learn best when they are actively engaged in hands-on experiences in which they interact with the world, talk with adults and other children, ask questions, and seek answers to their questions. Focus on K2 Curriculum integrates reading, communication, the arts, and STEM (Science, Technology, Engineering and Mathematics). In addition, children receive daily math instruction through a program called TERC Investigations.

What is Focus on K2?

The Focus on K2 curriculum combines the most current research on teaching and learning with attention to high standards for achievement. Most importantly, it honors the value of instilling a life-long love of learning in Boston’s youngest citizens. What does this look like in the classroom?

Learning in a K2 classroom is active, interesting, and fun! In a Focus on K2 classroom, you will see children working in learning centers for most of the day. They might be reading, writing, talking, singing, building with blocks, conducting science, engineering, or math investigations, or taking on roles through dramatization. Teachers join children in the centers to facilitate learning, help them develop critical thinking skills, and solve problems. They also work with small groups on foundational skills.

DECODING:
- Alphabet Letter Identification
- Phonological Awareness
- Alphabetic Principles
- Sound/Letter Correspondences
- Print Conventions
- Print Awareness

COMPREHENSION:
- Vocabulary
- Syntax
- Content Knowledge
- Reasoning/Inferential Thinking
- Knowledge of Text Structures
LITERACY LEARNING

High quality instruction in Boston’s K2 programs is based upon best practices as researched and defined by the fields of early childhood and related disciplines.

While much of K1 and K2 literacy learning is embedded within theme-based knowledge building activities, time each day is devoted to literacy skills instruction. Including:

• oral language development,
• phonological awareness,
• alphabet knowledge, and
• comprehension.

Teachers offer explicit instruction regarding the way books work, how to figure out words in print and the formation of letters. What children learn in whole group time is put to use during centers and other instructional times.

Children are naturally motivated for reading through their love of stories, information and adventure. When adults read with enthusiasm and interest, we engage children as active participants in the reading process.

Focus on K2 Curriculum includes the following literacy activities:

• Read aloud and think aloud: an opportunity for teachers to demonstrate strategies for comprehension.
• A whole group time used to introduce and model reading foundation skills such as phonological awareness, concepts of print and reading strategies.
• Storytelling and Story acting: promote children’s cognitive and literacy development. Storytelling provides a critical bridge between the oral language of early childhood and the more mature language of reading and writing.
• Writers’ Workshop: a whole group time focusing on a specific text, followed by independent writing and drawing.
• Small groups: an opportunity to engage in concepts development, topic exploration and development of foundational reading skills.
MATH
Kindergarten children investigate mathematics in the world around them. They count how many students are in the classroom, describe the shapes they see and reason about how numbers work. The Investigations kindergarten math curriculum provides a strong foundation in mathematics through rich and varied experiences.

Developing a strong sense of numbers and how they work is an important goal for kindergartners. Throughout the year, students develop:
• Language to describe the math concepts they are noticing
• Ability to count aloud and to write and interpret numerals in a variety of contexts
• Ability to interpret visual images for quantities and a sense of the relationship between them (10 is more than 5; 4 is less than 6; each counting number is one more, etc.)
• Strategies for solving addition and subtraction problems with small numbers
• Ability to use concrete objects, drawings and notations to show their strategies and solutions
• Ability to determine what comes next in a repeating pattern, and begin to think about how two patterns are similar and different
• Their understanding about shapes by describing, identifying, comparing and sorting shapes
• Ability to understand length as a dimension, and use direct comparison to compare the lengths of objects

SOCIAL & EMOTIONAL DEVELOPMENT
How young children feel is as important as how they think, particularly with regard to school readiness. Academic success is linked to well developed social-emotional skills. Young children learn best in the context of positive relationships and cannot learn if they do not feel safe, loved and supported. Teachers work with children on resolving conflicts, understanding the meaning of friendship and acting respectfully and responsibly.

ROUTINES
Teachers establish classroom routines to help children know what to expect, which helps them to regulate their own behavior. For example, many teachers use a song-
or bell to help children know it is time to clean up, or hang a wall chart to show the schedule for the day. As kindergartners become more familiar with print, teachers use more charts as resources to support children’s acquisition of behavioral and academic skills.

■ ■ ■ COMMUNITY BUILDING
Teachers help children learn to be part of a community and to develop a sense of responsibility for one another through conversations and rules about being safe, taking turns, sharing, and helping with and resolving conflicts. In many classrooms, children are given jobs and other responsibilities for maintaining the classroom. Children have opportunities to share their ideas, thoughts and experiences with one another during the day’s whole group meeting.

■ ■ ■ STEM (Science, Technology, Engineering, and Mathematics)
The purpose of STEM investigations is to tap into children’s natural desire to engage with the world in a hands-on, physical way. STEM provides children with opportunities to observe, investigate, watch, listen, design, build, and learn from physical experiences. Some schools also have science specialists who provide additional opportunities for hands-on-activities. Many schools offer additional programming for science and math.

■ ■ ■ PHYSICAL DEVELOPMENT
Young children’s motor skills are developing rapidly and they need many opportunities to move their bodies to support this growth. Kindergartners spend time outdoors everyday (weather permitting) as well as engage in large motor activities at various times throughout the week.

GROSS MOTOR: Children build their large motor skills through movement activities in the classroom as well as through outdoor play. Examples include dancing, hopping, climbing, jumping jacks, catching a bouncing ball and using the slide or swings at the playground.

FINE MOTOR: Children develop their fine motor skills through hands-on activities including drawing, writing, painting, cutting, building, playing with puzzles and small materials such as linking cubes or legos, and exploring sensory materials such as water, sand and play dough.
ART & MUSIC

Through Art and Music, children are able to integrate literacy and math skills, explore their creativity, and express their ideas and feelings. Throughout the day, children have the opportunity to sing songs, participate in rhythmic activity, and express themselves through the visual and dramatic arts as an integral part of Focus on K2 curriculum. One of the centers required by the curriculum is the art studio. In this center children explore ideas through two and three dimensional visual art media and engage in music, dance, and movement as forms of expression.

Many schools offer additional programming for art, music, physical education or some combination of the above.

Classroom Environment

K2 classrooms are set up to allow for whole group, small group and independent learning opportunities. They are busy places where children are actively engaged in learning through talk, exploration and cooperation.

MEETING AREA RUG: This is an area where the children gather for teacher-led whole group activities including read alouds, explicit instruction in literacy and math, and class discussions of academic or social issues. The rug is often used for book browsing, storytelling/story acting, block building and/or large scale projects.

LEARNING CENTERS: The room is divided into learning centers that are not subject-specific, but rather serve multiple purposes. There may be a drama center for theme- and text-related role playing, enactment and retelling; a building center that includes various types of blocks; a manipulative center for hands-on materials like puzzles and table top constructions; a drawing and writing center that houses a variety of writing tools and supplies; a classroom library for reading a variety of familiar books; poems and other print materials; and, a STEM center for exploring and experimenting with theme-related materials and concepts. When children are working in centers, teachers are circulating among them or working with small groups of children for individualized instruction.
A Sample Day in K2

BREAKFAST AND ARRIVAL ACTIVITIES

MORNING MEETING
Sets the stage for the day’s activities with beginning of the day routines, highlights of current unit concepts, and an orientation to the day’s activities.

FOCUS ON K2
Includes whole group time for building children’s knowledge related to the current theme, and reading and discussing fiction and non-fiction text. Children spend time in small groups, in individual working centers, and in guided facilitated learning by teachers.

OUTDOOR/GROSS MOTOR TIME
Kindergartners spend time outdoors everyday (weather permitting) as well as engage in large motor activities at various times throughout the week.

MATH BLOCK
Includes whole group instruction on the current math concept, small group/independent math manipulative work and problem solving, and whole group sharing of new learning.

LUNCH AND RECESS

WRITERS WORKSHOP or STORYTELLING/STORY ACTING
This often includes a teacher-led mini lesson related to what good writers do, time for independent writing with teacher guidance and then sharing of student work. There is often a read aloud for purposes of showing models of good writing and illustrating. In addition, storytelling/story acting is the time for children to share stories with their classmates and/or act them out.

ART, MUSIC, GYM, COMPUTERS OR SCIENCE SPECIALIST
These vary school by school. Ask your principal what takes place in your school.

END OF THE DAY CENTERS
A time of the day when children can choose their activity, either returning to a center previously visited or exploring a new opportunity.

AFTERNOON MEETING
Includes a review of the day’s highlights and a preview of tomorrow’s activities. Some children go home at this time while others transition to after school programs.
Kindergarten Transition

Transitions can be very challenging for anyone, adults and children alike, especially the transition into kindergarten. Most of the time, the transition into kindergarten is harder for parents than for the child. We have some suggestions for activities that may help ease the transition for you and your child into the kindergarten classroom.

VISIT YOUR CHILD’S NEW SCHOOL TOGETHER. This is an important part of the transition process. Each of the Boston Public Schools offers a Welcome Session for new kindergarten families usually between April and June. This is a great opportunity to meet the principal and kindergarten teacher and tour the school. If you can, visit the school several times during the summer and let your child play in the playground. Your child will become familiar with the school environment, and come September the school will not be a strange place for him.

TALK ABOUT TRANSITIONS. For example, say, “We are going to the library. After the library, we will stop at the supermarket and buy some groceries, and then we will come home, have lunch and take a nap.”

CREATE ROUTINES. Have a set bedtime and wake up time, and stick to it. This helps children know what to expect and ensures they get enough rest.

READ BOOKS about going to school, but also continue to read books with your child for pleasure. When reading, ask your child “Who? What? Where? When?” questions to help your child remember the story and “Why?” questions to support your child’s thinking about it. At another time, let your child read the story to you. He can tell you what he sees in the illustrations or just tell the story from memory. Visit your local library often. They have great, free reading programs during the summer.

HOW DO I GET A LIBRARY CARD?
Each neighborhood library branch has a Circulation Desk. The Circulation Desk is generally located at the front of each building. To get a library card, you must legibly fill out the library’s application form and bring identification with your name, present address and signature to the Circulation Desk.
ENCOURAGE INDEPENDENCE. Nurture independence by allowing your child to make certain choices. Do you want to wear your purple shirt or the yellow one? Allow her to dress herself. If she is not already doing it, teach her how to open her own juice boxes or food containers. Children may bring their own lunch to school, and they will have to open their lunch on their own. Also, if your child will be wearing shoes that require laces, teach her how to tie her own shoes.

COMPLETE THE PARENT QUESTIONNAIRE that is attached, or one that is provided by your school. The information will help the teacher get to know your child better.

CELEBRATE THE TRANSITION INTO KINDERGARTEN. Countdown to Kindergarten offers a number of events throughout the city to help celebrate this important milestone. Pick up your free Kindergarten Readiness packet which includes the “I’m going to Kindergarten” t-shirt, the “I’m Ready!” DVD and an activity guide with a list of free events throughout the city. These packets are available at your local library.

HINT: For the first day of school, dress your child in comfortable clothing. Have him wear elastic waistband pants (zippers, belts and buttons may be too much during the first couple of days). This way if he waits until the last minute to use the restroom, it will be easier for him to pull his pants down. Also, if your child does not know how to tie his own shoes, have him wear Velcro or slip-on shoes. Once your child feels comfortable and he is used to the new routines you can let him dress how he chooses.

COUNTDOWN TO KINDERGARTEN TRANSITION CALENDAR

APRIL-JUNE: Attend a Welcome Session at your child’s school. You will receive an invitation from your school.
JUNE: Pick up your readiness packet which includes your free t-shirt and Summer Guide at your local library.
JULY-AUGUST: Participate in free summer events throughout the city including the Summer Reading Program at your local library. Ask your librarian about free passes to several museums.
AUGUST: Celebrate Kindergarten Days at a local library. Attend the free citywide Kindergarten Celebration at the Children’s Museum. You will receive invitations from Countdown in August or visit www.countdowntokindergarten.org for scheduled events.
SEPTEMBER: The first day of kindergarten is the first Monday after Labor Day.
DEVELOP A PLAN FOR THE FIRST DAY OF KINDERGARTEN. When you visit your child’s school in the spring ask the principal about guidelines for the first day of school. Can you walk your child into the school? Some schools have strict policies and prefer parents to say good-bye outside. You can prepare your child ahead of time so she will know what to expect. You can also pack a picture of your family in her backpack. If come in the classroom, talk about how long you will be there (10-15 minutes may be all you need). When saying good-bye, mean it.

If you anticipate a difficult time for your child, when it comes to separating in the morning or at another particular time of the day you think might be difficult for your child, feel free to discuss it with your child’s teacher or principal so that together you can ease the transition for your child. Remember you know your child better than anyone else.

A BPS kindergarten classroom is the next step in your child’s educational journey. Time flies and soon you will be saying goodbye and leaving your child at college. Enjoy the journey! Thank you for choosing the Boston Public Schools.
Kindergarten Family Questionnaire

Please take a few minutes to answer the questions below and then return the completed form to your child’s new kindergarten teacher. This questionnaire will help the teacher get to know your child better and help inform instruction. Thank you!

CHILD NAME: _________________________ BIRTHDAY: ____________

PLACE OF BIRTH: _____________________________ AGE: _______

1. Please list the names and ages of your child’s brothers and sisters or other children in the home.

2. What is the primary language spoken in your home? Are there any other languages spoken? Does your child know more than one language?

3. With whom does your child live (i.e. mom, dad, mom and dad, grandmother, other)?

4. Is your child able to care for his/her own personal care needs, such as dressing, toileting, opening lunch and snacks? If not, how do you help her/him at home?

5. What time does your child typically go to bed?

6. What responsibilities does your child have at home?
7. Please list any fears your child may have (dogs, being alone, etc).

8. What comforts your child when he/she is upset?

9. What are your child’s interests and hobbies?

10. Is there anything else you would like to share about your child (daily routines, likes/dislikes)?

11. Does your child have any allergies? Please list.

12. Does your family have special celebrations that you’d like to share with the class?

13. Has your child had previous experience in a preschool or daycare setting? If yes, please include the name of the center or school.

14. What are your expectations for the K2 program? What specific things would you like to see happen this year?

15. Please share something special about your child.

If there is any other important information you would like to share in a more confidential manner, please feel free to set up an appointment with your child’s teacher.

Best wishes for an exciting year ahead! Thank you for taking the time to fill out this questionnaire.
# Family Resources

## Websites:

  Includes activities to do with your child to encourage literacy development.
  Educates parents on general kindergarten expectations. There are also forums with advice from other parents.
  Details several activities to try with your children are categorized under themes that include sensory play, health and sorting/matching.
  Includes interactive activities that are fun and educational for your child.
- [http://www.jstart.org/](http://www.jstart.org/)
  Features a monthly guide to school readiness, as well as other tools for families.
- [http://www.terc.edu](http://www.terc.edu)
  Provides more information about the TERC math curriculum.
- [http://www.n cela.gwu.edu/pathways/reading/index.htm](http://www.n cela.gwu.edu/pathways/reading/index.htm)
  Lists practices for teaching bilingual children how to read.
- [http://www.rif.org/leer](http://www.rif.org/leer)
  Details reading activities for Spanish-speaking families.

## Resources:

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<tr>
<th>Boston Public Schools</th>
<th>Countdown to Kindergarten</th>
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<tr>
<td>Main phone number: (617) 635-9000</td>
<td>(617) 635-6816</td>
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<tr>
<th>School Hotline</th>
<th>(617) 635-3046</th>
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<td>(August &amp; September)</td>
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<th>Special Education</th>
<th>(617) 635-8599</th>
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<th>Transportation</th>
<th>(617) 635-9520</th>
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<th>Boston School Committee</th>
<th>(617) 635-9014</th>
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<th>Food &amp; Nutrition Services</th>
<th>(617) 635-9144</th>
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Below is a list of suggested books to read with your child. Visit any Boston Public Library to borrow these books!

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<th>Books</th>
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<tr>
<td>Welcome to Kindergarten by Anne Rockwell</td>
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<td>Bigmama’s by Donald Crews</td>
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<tr>
<td>Gathering the Sun: An Alphabet Book in Spanish and English by Ada &amp; Simon Silva</td>
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<td>The Dinosaur Alphabet Book by Jerry Pallotta</td>
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<td>Dim Sum for Everyone by Grace Lin</td>
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<td>Eli’s Night-Light by Liz Rosenberg</td>
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<td>Good Boy, Fergus! by David Shannon</td>
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<td>Elizabeti’s Doll by Stephanie Stuve-Bodeen</td>
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<td>Bippity Bop Barbershop by Natasha Tarpley</td>
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<td>What comes in 2s, 3s, and 4s by Suzanne Aker</td>
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<tr>
<td>Big Fat Hen by Keith Baker</td>
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<tr>
<td>Ten Little Rabbits by Virginia Grossman</td>
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<tr>
<td>Color Zoo by Lois Ehlert</td>
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<tr>
<td>Changes, Changes by Pat Hutchins</td>
</tr>
<tr>
<td>Mr. Cookie Baker by Monica Wellington</td>
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<tr>
<td>Ten, Nine, Eight by Molly Bang</td>
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<tr>
<td>Irene and the Big Fine Nickel by Irene Smalls</td>
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<td>12 Ways to Get to 11 by Eve Miriam</td>
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<td>Giant Pandas by Gail Gibbons</td>
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<tr>
<td>Jamaica Tag-Along by Juanita Hill</td>
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<tr>
<td>When Mama Comes Home Tonight by Eileen Spinelli</td>
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<tr>
<td>La lagartija y el sol/The Lizard and the Sun by Alma Flor Ada</td>
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<tr>
<td>Tar Beach by Faith Ringgold</td>
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<tr>
<td>When I am Old with You by Angela Johnson</td>
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<td>Frederick and his Friends by Leo Lionni</td>
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Community Resources

Free or Reduced Admission to Museums and Cultural Institutions:

Boston Children’s Museum
308 Congress St. Boston, MA 02210
- Admission is $1.00 per person EVERY FRIDAY night from 5:00pm to 9:00pm
- Admission is $2.00 per person EVERY DAY for Massachusetts Electronic Benefits Transfer (EBT) cardholders.

Institute of Contemporary Art
104 Norther Ave, Boston, MA 02210
- Admission is free EVERY DAY for youth aged 17 and under

Museum of Fine Arts
465 Hunting St. Boston, MA 02115
- Admission is free EVERY WEDNESDAY night after 4:00pm (voluntary donation)

Museum of Science
1 Science Park, Boston, MA 02114
- Admission is free EVERY DAY that the museum is open for Massachusetts Electronic Benefits Transfer (EBT) and WIC cardholders. Discount applies for up to four free Exhibit Hall admissions. Please bring your valid photo ID and your Massachusetts EBT/WIC card to the admission desk.

Use your Boston Public Library card to reserve discounted passes to museums and cultural institutions around Boston!
Glossary of Terms

**Differentiated Instruction** – Not all students are alike. Based on this knowledge, differentiated instruction applies to an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.

**Focus on K2** – The new Kindergarten curriculum in the Boston Public Schools. Focus engages children’s creativity, critical thinking and problem solving, collaboration, and communication. Content such as math and literacy are taught in part through whole-group mini-lessons, but with an emphasis on hands-on, authentic learning in interdisciplinary centers, such as the Block Area, Dramatization Center, and the Art Studio.

**FOSS (Full Option Science System) Kits** – A research-based science curriculum for grades K-8. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century.

**Phonological Awareness** – The area of oral language that relates to the ability to think about the sounds in a word rather than just the meaning of the word. It is an understanding of the structure of spoken language – that is made up of words, and words consist of syllables, rhymes, and sounds.

**State Common Core Standards** – A single set of clear educational standards for the knowledge and skills students need in English language arts and mathematics at each grade level to ultimately be prepared to graduate college and be career ready.

**TERC Investigations** - A complete Kindergarten through grade 5 mathematics curriculum, developed at TERC in Cambridge, Massachusetts. It is designed to help all children understand fundamental ideas of number and operations, geometry, data, measurement and early algebra.

**Theme-based learning** – seeks to put the cognitive skills such as reading, thinking, memorizing, and writing in the context of a real life situation using topics that children are familiar with to allow creative exploration. Children learn in a holistic way and when they can associate whatever they learn to their surrounding and real life examples.
THANK YOU

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