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Kindergarten

Buttercup Hill Kindergarten teachers are fortified with exceptional knowledge of child development. Their rooms display an esthetic quality that invites the child to learn with great enthusiasm. Opportunities for self-selection, manipulation, organization and exploration are everywhere. How far can we climb? As far as we can reach together! The challenge is exciting and the reward is seeing children stretch to actualize their unique human potential.

Class Hours: 1/2 day kindergarten is Monday – Friday 8:30 – 12:00 noon
Full day kindergarten is Monday – Thursday 8:30 – 2:30 and Friday 8:30 – 12:00 noon

Our Staff: Laura Stehno, Zoe Jundt and Allie Saucy (music)

The kindergarten child has been learning many new things in his/her few years of living, and has developed a real sense of excitement and enthusiasm for learning. We as teachers are ready to share our world with your children with a great sense of challenge and joy.

A good day for a child is much like a day for adults. It includes:

- Something important to do and time to do it in.
- Opportunity for self-expression and time for fun.
- A certain amount of success and time for rest.
- Acceptance by the group and something to grow on.

It must be remembered that each child is unique and will differ in where he or she begins, how he or she progresses, and the achievement he or she will make. Only some children will be ready for all the experiences introduced. We will take them as far as they are ready to go. The children are our guides on what they are ready to learn. Any curriculum is only as good as the teachers that are implanting it.

Kindergarten literally means, “Children’s Garden,” a place where children grow. Through our love, education and experience, we joyfully share with you a safe, stimulating, “hands on,” experience through the following materials, hoping to develop in each child self reliance, and a successful transition to the first grade as a **whole child!**

Language Arts

Reading

- Word analysis
- Fluency and systematic vocabulary development
- Clear understanding of letters, sounds and words
- Use of simple songs to reinforce letters and sounds
- Working toward the ability to read simple sentences and more
- Concepts about print
- Phonemic awareness
- Decoding and word recognition
- Vocabulary and conceptual development
- Reading comprehension
- Literary response and analysis
- “Book Bags” individualized reading program (January – April)

Writing

- Students write words and brief sentences that are legible.
- Organization and focus
- Penmanship
- Inventive spelling and correct spelling

Listening and Speaking

- Comprehension
- Speaking application
- Public speaking
- Articulation
- Eye contact
- Voice inflection

Sign Language

Sign language is recognized as a second language and is easily acquired by kindergarten children. The early introduction of a second language can lead to future study.

Whole Language

Memorizing familiar rhymes, songs, and verses is a strategy that will give your child a storehouse of language to call upon when he or she is asked to read, write, and speak. This approach to reading focuses on the total meaning and often-predictable response. Your child will enjoy chanting or singing with you in the car or perhaps as a part of his/her bedtime routine. Recite songs or poems from memory or follow along with the words. In this way, children role-play themselves as successful readers and many children will begin to recognize some of the words or phrases and progress as an emergent reader. Some students will gain fluency by the end of their kindergarten year.

Mathematics

Students understand numbers, qualities and shapes in their environment. They will count, tally, compare, describe, sort objects and develop a sense of properties and patterns.

- Number Sense
- Functions of sorting and classification
- Measurement and geometry
- Mathematical reasoning
- Sequencing
- One to one correspondence
- Simple addition and subtraction
- Ten Frames
- Counting by 5's and 10's
- Grouping and tallying

Music Education

Music curriculum is based on a combination of primarily two wonderful sources. "Activate," the premier music journal for music in education written by the top musical educator in our country. This journal is received bi-monthly throughout the school year and is full of cutting edge musical activities and experiences based on the seasons and current trends. Also, the tried and true Macmillan, "Music and You" curriculum is used each year to make sure the children meet national music standards for their age group. The children will experience the learning of measurable musical skills, the exploration of body movement to music and rhythm, and using their voice in song. This music curriculum is designed to develop and enact musical potential in each child through movement to music, songs, musical games, instrumental experimentation, rhymes, and finger play, ear and rhythm training.

Experiences in music and movement encourage:

- Basic movement coordination
- Development of body and space awareness as well as inhibitory control

- Attending ability by providing learning opportunities that strengthen aural comprehension and visual perception skills.
- Language development through vocal play
- Development of a positive self concept

Physical Education

Buttercup Hill's physical education program will provide key experiences in movement for the young child through the following:

- Basic movement coordination
- Body and space awareness
- Attending ability
- Awareness of basic time (learns to move to the beat)
- Develop positive self-concept

These key experiences will be obtained through the following curriculum themes:

- Games with my friends
- Music, movement and rhythms
- Group games
- Movement with objects
- Various sports
- Large motor activities

Social Studies

Learning and working now and long ago. Students are introduced to basic spatial, temporal and casual relationships emphasizing the geographic and historical connections between the work today and work long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules and respecting the rights of others.

- Being a good citizen involves acting certain ways.
- Students recognize national and state symbols and icons.
- Students match simple descriptions of work that people do to jobs.
- Students see relationships in local community to historical accounts.
- Students compare and contrast the locations of people, places and environments.
- Students put events in temporal order
- Students understand that history relates to events, people and places of other times.

Science

Natural environments heighten mental acuity. Children thrive with the opportunity to deeply explore our own home ground. Buttercup Hill offers children a world full of smells, varied land forms and mesmerizing creatures with its steady infusion of nature. Classrooms with creatures, refuges, water, sand, trees, flowers, movement and make believe. Excitement over small things induces hours of self propelled learning.

Physical Science

Properties of materials are observed, measured, and predicted as a basis for understanding concepts.

Life Science

Different types of plants and animals inhabit the earth.

Earth Science

Earth is composed of land, air and water.

Investigation and Experimentation

Second Step Program I

Children will explore their feelings and the emotions and feelings of others through role play, puppetry and example. Appropriate actions and reactions to a variety of social situations will be taught.

Second Step Program II

The *Talking About Touching* personal safety curricula focuses on teaching children basic skills that will help keep them safe from dangerous or abusive situations. Safety rules about people and touch are taught with the same logic as the rules about traffic and fire.

***“Schools, which do not produce self-directed citizens, have failed everyone—
The student, the profession, and the society they are designed to serve.”***

By Arthur W. Combs

From Here to There to Anywhere

“Rearing children is like holding a bar of very wet soap.

Too firm a grasp and it shoots from your hand.

Too loose a grasp, and it slides away.

A gentle but firm grasp keeps it in your control.”

By Mary C. Walker

Mindset: The New Psychology of Success

“If a parent wants to give their child a real gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning.”

Carol S. Dweck, Ph.D.

Parents and teachers alike must:

Anticipate possible problems before they occur

Hesitate

Investigate

Communicate

Guide the child to the understanding that his/her action(s) (cause), brought about a consequence (effect). Thus, discipline becomes a learning tool rather than an action that creates fear or resentment.

This program is designed to support the development of the ***whole child***. Each experience in a child’s early years lay the foundation for school success and lifelong learning.

We are delighted that you are here and hope your stay is fun, pleasant and memorable! Welcome to a new school year and thank you for choosing Buttercup Hill!

