

Welcome to
Cottonwood Creek Elementary
Kindergarten!



Parent Handbook

Welcome to Cottonwood!! We are delighted to welcome you and your child to our Kindergarten program this year!

Successful education is a partnership between parent and school: we look forward to working with you as your child explores and learns with us. Please be sure to let us know when you have questions or concerns; that is the best way to ensure a wonderful year for your child!

Thank you for entrusting us with your precious Kindergartner. We look forward to an exciting year.

Classroom Teachers

Angela Lang Tiffany Steinmetz Leslie Shedd

Support Staff

Sally Wuthrich

Teacher Assistant

Judy Carmel

Enrichment Teachers

Elane Marr Kathy Dock

Enrichment Assistants

Stacey Shwayder Becky Clawson

Tips for a Smooth Transition And Ways to Help Your Child at Home

We are looking forward to having your child at Cottonwood Creek this year! Kindergarten is an important first step in your child's formal education since many foundation life skills (academic, social, emotional) will be developed through this year.

It is our goal for each child to have a positive, happy experience starting with the very first day. We look forward to helping your child get off to a great start. One of the ways we work to establish the right tone for the year is to spend the first few days going over the rules and expectations for our classrooms. We will include fun activities as well, but it may seem like a long day for your child. He/She will probably be tired after school during the first few weeks. Most students adjust to the schedule fairly quickly and really enjoy their time at school.

There are many things you do at home that can influence learning at school and help with a smooth transition into Kindergarten. Some things you can do to help include:

*Work on these self-help skills, offering praise for accomplishments:

1. zipper, buttons, etc.
2. putting on and tying shoes
3. managing bathroom needs/hand washing after each visit
4. blowing nose/disposing tissues
5. clean-up/assist with chores
6. offer many ways to develop self reliance/independence

*Provide experiences that will give your child common knowledge of the world. Reading and other language learning depends upon wide knowledge. Take your child on trips to interesting places like the zoo, parks, airports, museums, department stores, botanical gardens, and children's theatre productions.

*Talk about an experience to help your child gain knowledge and extend understanding of concepts and vocabulary. Ask thought provoking questions that require your child to reflect upon the experience.

*Provide opportunities for writing. Make pencils, paper, crayons, chalk boards or white boards available to your child. Writing is a way to practice letter sound relationships. Magnetic letters and boards can be used with children who cannot yet write with a pencil.

*Provide opportunities to play with toys such as building blocks and puzzles to aid in the development of concepts of spatial relationships, and beads or plastic tiles to experiment with patterns. These concepts provide a good foundation for understanding math.

*Provide materials, time, and space for creative expression in art, writing, and drawing.

*Help your child divide time wisely among academic work, television and other activities. Set up a routine schedule for after school to do homework, spend some family time, etc. It is especially important to have a set time for bed every night. (We have heard from many parents that their child was VERY hungry, tired and grumpy after school during the first few weeks. Having a good snack right after school, a bit of quiet time, dinner with the family and a good night's sleep each night will be very helpful!)

*Give your child responsibilities such as dressing himself or herself, cleaning up after an activity.

*Allow your child to spend some time away from home with other children his or her own age.

*Set aside a time each day to share the day's events.

*Read aloud to your child. The benefits are greatest when your child is an active participant, engaging in discussions about stories, learning to identify letters and words, and talking about the meanings of words.

*Make frequent trips to the library and make plenty of books available to your child at home. Records or tapes with follow along books are also available.

Kindergarten Readiness

"Is my child ready for Kindergarten?" is a question many parents face as their child is getting ready to start the year. Chronological age is only one determining factor. Children are like spirals, developing at different rates and in different areas. To help answer the question of kindergarten readiness, the actual readiness to learn needs to be considered. In the April/May 2003 issue of "Scholastic Parent and Child Magazine", Ellen Parfapiano lists readiness skills that kindergarten teachers look for:

1. Enthusiasm toward learning. Does the child approach learning enthusiastically? Does he/she ask questions, take initiative, and persist when tasks are difficult? Help your child develop science skills through forming a hypothesis, testing it, and coming up with new questions and theories.
2. Solid oral-language skills. Does the child speak in complex sentences, using correct pronouns and verb tenses? Help your child develop a vocabulary by giving them words and descriptions of objects. Point out similarities and differences to help categorize items. Research shows that one of the best predictors of later reading success is a well-developed vocabulary in kindergarten. The vocabulary of 4 and 5 year olds grows at 5 to 6 words per day.
3. The ability to listen. Can the child follow 3 to 5 step directions without having them repeated? Read to your child. Reading expands vocabulary, enhances attention span, sequencing of events, concentration and critical thinking. Engage your child in reading by asking, "Why do you think that happened?" "What do you think will happen next?" "How do you think that made him/her feel?" Books with rhyming and repetitive refrains the child can "read" with you make the child an active learner. Identify words as you read.
4. The desire to be independent. Can the child care for himself/herself? Encourage self-help skills. Allow your child to put on jackets, hats and shoes. Getting and putting away needed supplies for a project. Independence fosters self-confidence.

5. The ability to play well with others. Does the child have social skills of sharing, compromising, taking turns, and problem solving? Being able to express their feelings in words and learning to work through a problem is essential for kindergarten children. Adults need to guide children through conflicts, not solve them for the child.
6. Strong fine-motor skills. Are the child's hands strong enough to control crayons, scissors, pencils, and glue bottles? Using play-dough, tongs, eyedroppers and stringing beads will help strengthen small muscles in palms and fingers.
7. Basic letter and number recognition. Can the child identify some letters and numbers? Count everything: socks, shoes, silverware, and different colors of Legos. Begin with 1-10 and then expand. Identify letters in the child's name, and find those letters in signs as you drive. Play guessing games of "something that begins with the letter..." or "find the number 3".

The world around us provides many learning opportunities and a child's wonder and eagerness to learn is all that is needed.

Arrival and Dismissal

We encourage you to have your child at school on time each day as instruction begins promptly upon arrival. **Please drop your child off and pick your child up outside the Kindergarten doorway. It is important that your child enter the building with his/her classmates through the Kindergarten door.** If you are late, you must check in at the front office before bringing your child to the classroom. At the front office, you will be asked to wear a badge after you sign in. You are not allowed in the building without this badge. Morning Kindergarten and Kindergarten Enrichment begins promptly at 9:00 and dismisses at 11:50. Students may arrive between 8:45 and 9:00 and line up at the Kindergarten door on the west side of the building where a staff member will be present to monitor children as they line up.

Afternoon Kindergarten and Kindergarten Enrichment begins at 12:40 and dismisses at 3:30. Students enrolled in the Kindergarten Enrichment program have lunch daily at 11:50 and will be escorted to lunch, and then to their afternoon classes by our staff. **Kindergarten students that are not**

enrolled in the Enrichment program may only have lunch in the cafeteria if supervised by a parent. If you choose to have you or your child order a lunch from the cafeteria, you will need to call the front office that morning and place your order. If your Kindergartner is in afternoon Kindergarten only (not part of the Enrichment program), they may arrive between 12:30 and 12:40 and line up outside the Kindergarten doorway with the rest of the students. Please do not bring them through the front of the building.

Daily Snacks/Lunch

Both morning and afternoon Kindergarten students will have a daily snack time. Snack time takes place during recess so that instructional time is not interrupted. We encourage you to send a SMALL HEALTHY snack each day for your child, something that your child can manage on his or her own. Students may also bring a water bottle with them if they like. If your child has ANY food allergies, please notify the school nurse and us before the first day of school.

Students who attend the Kindergarten Enrichment program will eat lunch at school each day. Lunch count and attendance are taken by 9:15. If you would like to join your child for lunch, you may meet your child in the cafeteria at 11:50. If you would like to order a school lunch, you will need to call the front office and place your order that morning.

Home-School Communication

We strive to keep the lines of communication open between home and school. Please feel free to contact us if you have any question or concern. We will do the same with you. Our contact information is:

| | |
|--|--------------|
| alang3@cherrycreekschools.org | 720-554-3261 |
| tsteinmetz@cherrycreekschools.org | 720-554-3261 |
| lshedd@cherrycreekschools.org | 720-554-3260 |

Each day, we will be sending home information through a daily folder. **Kindergarten Daily folders** provide us a way of sending home homework, announcements of upcoming events, and your child's schoolwork. We also check them daily for work or notes you may be sending back to school. **We ask that you EMPTY and RETURN daily folders each day with your child.**

We encourage you to check out the Cottonwood Creek website. You will be able to view PTO news, grade level information, parent/child learning resources, and much more.

<https://sites.google.com/a/cherrycreekschools.org/cottonwood-creek/>

We also communicate monthly through our school newsletter "The Cottonwood Courier". The Courier includes school information, grade level and specials updates, as well as a list of upcoming important dates.

******We would appreciate if you would communicate any changes or major family events, which may affect your child at school. This might include vacations, illnesses, deaths, or plans to leave your child with someone else for an extended period of time. We will be able to offer your child support and assistance if we have knowledge of these situations. Also, please let us know if your child's normal going home routine is going to be different. For example, if your child is having a play date and going home with a friend, please either call to let us know or put a note in their daily folder that day. Thank you!

Conferences/Progress Reports

Progress Reports are sent home three times a year. We provide formal conferences twice a year- in November and February. The dates and times of these conferences will be later noted. You are always welcome to request informal meetings throughout the year as needed.

Clothing and Personal Belongings

Your child will need to bring a backpack each day. Please supply your child with a full-sized backpack, as your child will have projects and other items coming home that will require adequate space.

PLEASE LABEL ALL ITEMS (COATS, HATS, BOOTS, LUNCHBOXES, AND BACKPACKS) THAT YOUR CHILD BRINGS TO SCHOOL. It is much easier to return lost items to your child if they are labeled.

Weather

Living in Colorado, we know our weather can sometimes be unpredictable. Please do your best to help your child come dressed prepared for the day's weather. We will go outside most days that the temperature is above 20 degrees, even if it is snowing. If snow remains on the ground, please send your child in snow boots so that they may enjoy the playground at recess time. If we have any school closure, late starts, or early dismissal it will be reported on our Cherry Creek School District website: www.cherrycreekschools.org.

Birthdays

We look forward to celebrating your child's birthday with them. Your child is invited to bring a small birthday treat for his or her class on their birthday. Treats will need to be easy to hand out (i.e. cupcakes, cookies, donuts, etc) and may NOT contain any nuts. Items will need to be pre-cut in small serving sizes. We would prefer items that do not have excessive icing as it is very messy. If your child's birthday falls on a weekend or a vacation day from school, please check with the teacher as to the best day to celebrate it at school. If your child has a summer birthday, we would still love to celebrate with them at school, either on their half birthday or in May. We will not distribute birthday invitations at school. You will need to use the Cottonwood Caller and send invitations from home.

Library

We have the opportunity to attend Library time once a week. During this time, we will listen to a short story and have time to check out books. Please help your child be responsible for returning their books each week by their library check out day.

Parent Volunteers

We look forward to inviting parents in to help out in the classroom. We use parents in a variety of ways including filing, cutting out materials, assembling

centers or projects, working with individual children, working with small groups of children, monitoring the class doing a project while we pull small groups, or cooking with small groups. We also have a "Story Parent" program sponsored by our PTO in which parents take turns coming in and reading a book to the class. Once students have settled in to the school routine and have successfully made the separation from home, we will be using in school volunteers. Our room moms will be contacting parents soon to schedule volunteer days. Hopefully, you indicated on the forms found in the PTO packet you received if you would like to volunteer either in the classroom or as a story parent. If you did not, please let us know if you wish to become involved.

Cottonwood Creek's School-Wide Behavior Expectations

"Cottonwood Creek Cougars ROAR!"

R-Respect

O-Own Behavior

A-Attitude

R-Responsible

Today I will show RESPECT for people and property. I will take OWNERSHIP for my behavior. I will have a positive ATTITUDE, and I will be a RESPONSIBLE citizen in our learning community.

Discipline

We strive to maintain an orderly, happy learning environment where each child's right to learn and play is protected. In order for all children to have this opportunity, a few rules must be intact, understood, and consistently enforced. We suggest you review the PBS expectations that will be coming home with your child often and discuss the importance of following through. During the first few weeks of school, we will spend much time discussing safety, respect, rules, and procedures. When a child is having difficulty following rules, we may ask them to have a time out (5 minutes at seat or on sidewalk at recess) if necessary. Your child's teacher may contact you if your child is having repeated difficulty following school rules. We wish to keep you informed about behavior and desire to work with you to alleviate any difficulties.

Curriculum

The academic curriculum in Kindergarten will include:

- 🌀 Reading Readiness/Reading
- 🌀 Writing
- 🌀 Handwriting
- 🌀 Math
- 🌀 Science
- 🌀 Social Studies

Reading Readiness/Reading

Reading is a major focus in Kindergarten. Our students come to us with a wide range of abilities. We have some students that enter Kindergarten not being able to read their own name all the way to those that come to us already reading independently at a 4th grade level! In our 2 1/2 hours of contact time per day, we consider it our job to help each of these children demonstrate a full year of growth no matter where they begin. We perform frequent formal and informal assessments to ensure we are meeting each student's needs. We teach reading in a variety of ways. We will begin the year with a strong emphasis on phonemic awareness (the ability to hear/produce rhyme and differentiate sounds). Reading research has shown that a strong foundation in phonemic awareness is critical to reading success. Our school uses the F.A.S.T. program, which is based on teaching this phonemic awareness. It also really helps our students with their spelling. Other aspects of our reading program include: whole group reading activities (big books, read aloud, etc), word work, teacher-guided literacy groups (ability based and flexible), independent book browsing/reading time, literacy centers, and explicit teaching of sight words ("Word of the Week" sent home each Friday).

We frequently send home "little books" that the students may color and read to parents. They re-enforce the letters or sight words we are learning about in class. We will send home a note asking you to help your child make a "special home"(decorated shoe box) to house these special books, sight words, and the "magic wand" that we send home. We encourage you to have your child read and re-read these books. Often the children will seem to memorize these books. In the early reading stages, this is okay and is actually a good skill. Just make sure your child is pointing to the words with their finger or their magic wand as they are "reading". ☺ Your role in this exciting adventure is the "3 P's"- PRAISE them, be PATIENT, and PRACTICE every night-either by you reading to them or them reading to you.

WRITING

Your child will also have writing time several times a week. Long before your child entered school, he or she watched you write and imitated you by scribbling on paper, on sidewalks, and possibly on walls! These scribbles were the baby talk of your child's written language. Now, we want to encourage your child to progress through the many stage of writing toward proficient use of the written language. Think back to your child's cooing and babbling and his/her attempts at words. You encouraged this babbling and the eventual "invented" talk that was "da da" and combined words like "mama drink." You had confidence that your child would develop appropriate speech naturally and so you responded with attention, affection, and approval. The introduction and experimentation with learning to write and spell can be as natural and enjoyable as learning to talk. We will encourage this process using "Writer's Workshop" in our classroom. This is a period of time dedicated to creative writing in a monthly journal, preceded by direct instruction from the teacher on "what good writers do". Just a few of the concepts we will cover in Writer's Workshop are: picture/story matching, using knowledge of sounds to represent the written word, adding details to pictures and stories to make them more interesting, experimenting with conventions of print (punctuation, capitalization, spaces between words). We encourage the students to become proud of their writing attempts and to see themselves as authors. "Temporary spelling" is encouraged for Writers Workshop. We do not want the kids to be hung up on how to spell a word correctly at this time (unless it is one of the sight words we have already mastered). During this time, we also encourage the students to simply cross out their mistakes rather than use their eraser. They can correct those mistakes later if they decide to "publish" their story. Correct spelling will be modeled and focused on during group time as we write our "daily message" together. Later in the year, we also take turns having our work "edited" using the document camera.

We also spend some time writing in our "Response Journals". These journals provide a place in which the students respond to literature they hear in class. Some concepts that may be covered in these responses include favorite part of the story, what the setting was, what happened in the beginning, middle, and end of the story, what was the problem/solution in the story, who was the main character, etc.

Handwriting

Cottonwood uses a program called Handwriting Without Tears®. The HWT Kindergarten program teaches capital and lowercase letter and number formation. Children learn to print using hands-on materials and developmentally appropriate activities. Singing songs to help us learn handwriting rules is a fun part of our day—especially at the beginning of the year! We also spend some time making sure all students are using a correct (3 point) pencil grip. We will let you know if this is something your child needs some extra practice with.

The teaching order is planned to help children learn handwriting skills in the easiest, most efficient way. As a result, children can transition quickly from learning the mechanics of handwriting to focusing on content and meaning—in all subjects. Developmentally, capitals are easier so we teach/review them first. The capital teaching order helps teach correct formation and orientation while eliminating reversals.

- Ⓢ Frog Jump Capitals: FEDPBRNM
- Ⓢ Starting Corner Capitals: HKLUVWXYZ
- Ⓢ Center Starters: COQGSAITJ

Learning capitals first makes learning lowercase letters easy. We teach lowercase c o s v w first because they are exactly the same as their capital partners, only smaller. By teaching capitals first, we have prepared children for nearly half of the lowercase letters that are similar in formation.

Handwriting Without Tears teaches a simple, clean, vertical style of printing and cursive that is easy for everyone to learn. We teach the easiest style so that all children can be successful in handwriting. The continuous stroke print looks like the letters and words children read every day. It follows developmental principles, prevents reversals, and prepares children for a smooth transition to cursive.

Science

Our goal is to motivate students in Science by encouraging inquiry, discovery, observation, and invention. We will expose students to scientific language. Our curriculum is from Discovery Works, and the units we cover are:

- Ⓢ Living/Nonliving Things
- Ⓢ The Night Sky
- Ⓢ Pushes and Pulls
- Ⓢ Wood and Paper
- Ⓢ Weather

Social Studies

The major objective of social studies is the development of effective citizenship. Our program extends the concepts of the child's relationship to others by studying the family and cultural similarities/differences through thematic units. Our units of study are:

- Ⓢ Safety and Friendship/Bully Proofing
- Ⓢ Cultural Heritage: Farm and Family Traditions
- Ⓢ The Continent of Africa—Animals, Regions, and Cultural Heritage

Math

We are pleased to have the Everyday Mathematics program at Cottonwood. Everyday Math was created by the University of Chicago and is a fully researched, spiraling math program that begins in Kindergarten and will follow your child through Middle School. A spiraling program is one that teaches new skills while continually revisiting and enriching learned skills.

This program provides lessons, activities, and games that integrate mathematics into children's daily life in the classroom. Our activities include: counting, numeration, measurements, geometry, patterns/functions, clocks, data collection/graphing, money, operations and calculator use. Our daily calendar time is rich in math concepts and skills as well. If you visit our classroom, you will often find us in conversation around a math problem or

situation. Such conversation affords opportunity to develop higher-level thinking, vocabulary expansion, and an appreciation for mathematics in our daily lives.

Along with EDM, we use a program called Stand Out Math. Each teacher has been formally trained to implement this program. Stand Out Math is a math program that enhances math concepts through creative chants, songs, movement, and visuals. This is fun way to teach math strands of every kind.

We will use many hands-on activities in our math lessons and centers. Therefore, you will not see many pencil and paper math sheets come home this year. Children grow in math using practice, repetitions, and exploration and discovery.

In addition to the daily math concepts your child will be exposed to, you will be given a password to log onto the Everyday Math Website and allow your child to continue to strengthen his/her skills.

Below, we have broken down each trimester's expectations. We hope you find this helpful.

First Trimester:

- Represent numbers with concrete objects to 10
- Identify and writes numbers 0-10
- Sequence numbers from 0-10
- Order and compare numbers 0-10
- Count 10 objects
- Orally count by 1's to 30
- Recognize a visual pattern
- Recognize and identify circles, squares, rectangles and triangles
- Compare heights of objects

Second Trimester:

- Represent numbers with concrete objects to 15
- Identify and write numbers 0-30
- Identify and give value of penny
- Sequence numbers from 0-15
- Count 15 objects
- Count by 1's to 50
- Count by 10's to 100
- Count backwards 10-1
- Draw pictures or use manipulatives to solve addition problems to 6

Extend patterns
Sort objects into sets
Draw circles, squares, rectangles, and triangles
Measure objects using non-standard units

Third Trimester:

Represent numbers with concrete objects to 20
Identify and write numbers 0-99
Identify and give value of penny, nickel, dime, and quarter
Sequence numbers 0-20
Order and compare numbers 0-20
Count 30 or more objects
Count by 1's to 100
Count by 5's to 100
Count by 2's to 20
Count backwards 15-1
Add and subtract with manipulatives, objects, numbers from 0-6
Create pattern
Describe categories for sorting objects
Relate circles, squares, triangles, and rectangles to real world situations
Describe and compare length and weight (longer than, shorter than, the same as, heavier than lighter than)
Tell time to the nearest hour

Homework

Our purpose for homework is to help foster strong work habits and to help students gain responsibility-not to teach new information or to provide "challenges" for your child. A Homework Folder will be sent home at the beginning of each month with a calendar full of assignments and a reading log for the month. We ask that you return the folder each Friday so that we can monitor your child's progress. Please have your child complete all homework assignments in pencil using correct letter formation and neatest handwriting. When spelling words, your child should sound out his own words. Parent support is encouraged, but please do not spell out the words for your child. In addition, each Friday a new "Word of the Week" will be sent home. Please take the time to practice reading the word, spelling the word, writing the word, tracing the word, and even writing a sentence using the word and then illustrate it. Collect all the weekly words and review them often. You can even play duplicate them and play memory games with them. BE CREATIVE!!

Class Books

Look for class books to come home throughout the year. These are special books that each child has taken part in creating. It is our expectation that you and your child will enjoy reading the book together that night and return it the following day. Before you send it back to school for another family to enjoy, please write a comment in the back of the book for all to read.

Specials

Our Kindergartners are very fortunate to have the opportunity to rotate through a Specials schedule just like the other grades. Our Specials rotation consists of Art, Music, P.E. (Physical Education), and Technology. Every other week your child will spend a week in one of these areas with one of these fabulous teachers. Look for a Specials schedule to come home with your child at the beginning of the year. This will especially be helpful when planning appropriate dress attire for your child. (For example, Mr. Mundy asks that the students wear tennis shoes for P.E.).

| | |
|------------|------------------|
| Art | Bobbi Toews |
| Music | Debi Christensen |
| P.E | Matt Mundy |
| Technology | Melissa Kreider |

Centers

During Centers your child will be given the opportunity to make choices on how he/she would like to spend their allotted time. While your child's teacher will be working with students either individually or as a group, your child will have a chance to explore. Centers time may look different on any given week, but for the most part this is when the students will be able to choose and in engage in either a learning or play activity. We believe all children at this age need time to socialize, interact, and play. Our classrooms are designed for these activities including: dress up, computers, various math manipulatives, building blocks, arts and crafts, books, and a host of other things to choose from.

Kindergarten Daily Schedule

| | |
|-------------|-----------------------------------|
| 9:00-9:10 | DEAR, Attendance, Lunch Count |
| 9:10-9:55 | Language Arts |
| 9:55-10:40 | Specials/Centers (Reading Groups) |
| 10:40-10:55 | Snack/Recess |
| 10:55-11:05 | Daily Message, Class Books |
| 11:05-11:45 | Math/Science/Social Studies |
| 11:45-11:50 | Clean up/Dismissal |
| | |
| 12:40-12:50 | DEAR, Attendance |
| 12:50-1:00 | Daily Message, Class Books |
| 1:00-1:45 | Language Arts |
| 1:45-2:00 | Snack/Recess |
| 2:00-2:40 | Math/Science/Social Studies |
| 2:40-3:25 | Specials/Centers (Reading Groups) |
| 3:25-3:30 | Clean up/Dismissal |

Beginnings

I'm learning how to spell today;
I'm doing very well!
I know that exit starts with "X",
and elephant with "L".

There's "K" for cape, came and cake, and "Q"
for cucumber.
Forest starts with "4", I think,
Oops, "4" is a number!

Birthday ends with letter "A",
and easy ends with "Z".
"O" comes last in scarecrow,
and baby ends with "B".

It gets harder, I suppose,
As you go along.
But spelling seems quite simple now,
Perhaps...I could be rong!

Spelling Development

Kindergarten children are active writers at various stages of Writers Workshop. Often parents are concerned about spelling development. The following information describes the predictable stages in spelling development. You may wish to refer to this as you view your child's writing throughout the year. Most Kindergarten children work within the first 3 stages, while some may begin to move into the last 2 stages.

Precommunicative Stage

The child uses symbols from the alphabet but shows no knowledge of letter/sound correspondences. The child may also lack knowledge of the entire alphabet, the distinction between upper and lower case letters, and the left-to-right-direction of English orthography.

Semiphonetic Stage

The child begins to understand letter/sound correspondence—that sounds are assigned to letters. At this stage, the child often employs rudimentary logic using single letters, for example, to represent words, sounds and syllables (e.g. U for you).

Phonetic Stage

Use a letter or group of letters to represent every speech sound that they hear in a word. Although some of their choices do not conform to conventional English spelling, they are systematic and easily understood. Examples are KOM for come and EN for in.

Transitional Stage

The speller begins to assimilate the conversational alternative for representing sounds, moving from a dependence on phonology (sound) for representing words to a reliance on visual representation and an understanding of the structure of words. Some examples are EQUŁ for eagle and HIGHEKED for hiked.

Correct Stage

The speller knows the English orthographic system and its basic rules. The correct speller fundamentally understands how to deal with such things as prefixes and suffixes, silent consonants, alternative spellings and irregular spellings. A large number of learned words are accumulated and the speller recognizes incorrect forms. The child's generalizations about spelling and knowledge of exceptions are usually correct.

Attendance/Health

When the possibility of illness occurs, it is sometimes difficult to decide whether your child should come to school.

- He/she is fever free for 24 hours.
- Diarrhea and/or vomiting have subsided for 12-24 hours.
- Strep infections have been treated with medication for 24-48 hours.
- You have checked with the school or your doctor regarding contagious diseases such as pink-eye, chicken pox, etc.

When your child will not be in school, it is imperative that the school be notified by 9:00 a.m. The school is obligated to call on all absences. This is done for your child's safety and for your peace of mind. Please call the attendance office, **720-554-3295** or the main office, 720-554-3200.

Immunizations:

Colorado Immunization Law requires that Kindergarten students comply on or before their first day of school. Transfer students must comply within 60 days of admission to Cherry Creek Schools.

Confidential Emergency Cards:

For your child's protection, it is requested that we have current emergency information on file. A person to contact if the parent is not available is an absolute necessity.

Medication Policy:

Medication cannot be taken at school unless the medication is brought to the clinic along with written permission from the physician for prescription medications. These forms are available in the clinic. The medication must be brought to the clinic in the original container appropriately labeled from the pharmacy. Nonprescription medication must be brought in the original container and may be given with the signature of the parent on the medication form. It is against school policy for your children to carry medications while at school.

Vision and Hearing Screening:

Every year, hearing screening is provided for students in kindergarten through third grade, fifth graders, and children in any special program. Vision screening is done for all students. Parents are notified of any abnormal findings or concerns.

Have a FABULOUS year at:

Cottonwood Creek Elementary

11200 East Orchard Avenue

Englewood, CO 80111

720-554-3200

School fax number

720-554-3288