

Dear Parents, Guardians, and Students,

It is our goal that all who enter Holy Family School may recognize and feel that Christ is the reason and center for our school. He is the ever-present teacher who is the leader and model for our faculty and a guide and inspiration for our students.

Parents and guardians, we recognize and thank you for being your children's primary teacher. You continually teach them daily through your examples of love and faith. Your desire for quality education, love for your children, and faith in God give us shared visions and goals. We hope to work in partnership with you to help your children discover how special and loved they are and inspire and challenge them to reach their full potential.

Hopefully, this booklet and our folder will answer some of your questions about our kindergarten program and Holy Family School. If you are looking for more information, please feel free to visit our website at [www.holyfamilysc.org](http://www.holyfamilysc.org) or our Facebook page.

On behalf of our pastors, students, teachers, and staff, thank you for considering Holy Family School as an option for your children's education. We encourage your input and ideas and hope you always feel welcome here! If you have any questions, please stop in or call us at (320) 352-6535. May God's grace, love, and blessings be with you!



Blessings,  
Ms. Otte and everyone at Holy Family School

### **WE BELIEVE IN:**

- K** – Kind and caring children, growing, playing, and praying together.
- I** – Individualizing lessons to help each child succeed.
- N** – Nurturing children and encouraging them to do their best each day.
- D** – Developing strong foundational skills in subject and core areas.
- E** – Educating our students both academically and spiritually.
- R** – Respecting others, ourselves, and all of God's creation.
- G** – Giving to others and sharing our blessings with them.
- A** – Announcing the “Good News” through our words and actions.
- R** – Reading, writing, arithmetic, and of course, religion.
- T** – Trusting in the Lord and His promises.
- E** – Exploring and expanding our abilities and interests.
- N** – Never give up on any child; they are all precious and unique in God's eyes, and ours!

We'll work in partnership with you to give your child the best education possible.



**Your**  
**be learning to:**

**child will**

- ✓ work alone and with others
- ✓ share and take turns
- ✓ explore and expand his/her abilities and interests
- ✓ express thoughts and ideas
- ✓ listen to others and communicate with them

**There will be activities designed to:**

- ✓ grow in faith
- ✓ build self-confidence and learn respect
- ✓ develop vocabulary, reading, and math skills
- ✓ increase interest in books, numbers, people, and science
- ✓ improve coordination
- ✓ expand creativity
- ✓ review safety rules and procedures
- ✓ make new friends through work and play
- ✓ introduce new ideas...  
...and much more!

Our Holy Family School Kindergarten program is Christ-centered and helps the whole child grow in his or her relationship with God and others. We believe that children learn best in a loving, caring, disciplined atmosphere where a variety of experiences stress the mental, physical, spiritual and social development of each child. Our program has a strong academic focus and attempts to meet the needs of all children through various teaching styles and approaches. Below is a brief overview of our core subject areas:

### **Reading Readiness**

- Believe and Read and Wonders
- Heggerty Phonemic Awareness – Supplemental program
  - All 26 letters, letter sounds
  - Word blending skills
  - High-frequency words
  - Rhyming
  - Reading activities
    - Independent and guided reading
    - Journals
    - Morning message
    - Interdisciplinary activities throughout the day
      - Examples: songs, art, games, etc.

### **Math**

- EnVision Math Program – New Sadlier Math curriculum 2024-25
- 8 basic shapes
  - 3-dimensional and 4-dimensional shapes
  - Number sets and numerals 1-31
  - Counting 1-100
  - Patterns
  - Measurement
  - Pre-addition & pre-subtraction
  - Time/Money- if time allows

### **Religion**

- “Blest Are We” Series
  - Prayer throughout the day
  - Formal prayers (Sign of the Cross and the Glory Be) & spontaneous prayers
  - Seasonal units throughout the year (Advent, Lent, etc.)
  - Service and outreach projects to help others
  - Attend Mass on special occasions (Holy Days, etc.)

### **Art**

- Teacher-Created Art Lessons
  - Creativity emphasized
  - Use of many mediums
  - Fine motor skill development
- “Arts Attack” Program
  - Understand key elements of art (lines, color, etc.)
  - Emphasis on self-expression
  - Introduction to art history and appreciation
  - Variety of techniques and media

## Social Studies/Science

- Scott Foresman Series (Science)
- Teacher-created units for Social and Science
  - Health units, Safety units and Life & Earth Science units
  - Seasonal units

## Physical Education

- Large motor skills:
  - Skipping, running, galloping, hopping, etc.
  - Ball skills – catching, throwing, bouncing, balancing, etc.
- Teamwork and sportsmanship emphasized

## Technology

- Use of Computer Lab
  - Internet applications used to support classroom curriculum
  - Create a project
  - Work on iMac desktop computers for games and creative applications
  - Review of basic technology skills
- The entire school is one-on-one with devices

## Music

- “Spotlight on Music” series, teacher units, and seasonal units
    - Celebrate and learn music concepts as they sing, listen, move, play instruments, read music, and perform
- Special kindergarten activities integrated into our curriculum and school year include:

- ✓ Gingerbread hunt
- ✓ Fire station trip
- ✓ Workathon activities
- ✓ Grandparent’s Day
- ✓ Halloween activities
- ✓ Thanksgiving feast in the room
- ✓ Advent service
- ✓ Christmas pageant
- ✓ Christmas party
- ✓ Catholic Schools’ Week
  - Student Day & Parent Day
  - So much more throughout the week!
- ✓ Valentine’s Day activities
- ✓ Lenten & Easter activities
- ✓ Visiting Junior Achievement - Economics
- ✓ Butterfly unit
- ✓ Mother’s Day service
- ✓ Field trips (TBD)



...a fun place to  
play and learn!



Here are some things to consider and ask yourself about your child:

1. Besides being “age-ready”, is my child academically, socially, physically, and emotionally ready to begin school?
2. Can my child take care of personal needs, such as dressing, putting on outerwear, tying shoes and using zippers, going to the bathroom by self, and also taking care of personal belongings?
3. Can my child sit quietly for short periods of time (at least 5 to 10 minutes) and listen quietly to stories and directions?
4. Can my child say and recognize his/her first and last name?
5. Can my child print at least his/her first name?
6. Can my child count to ten and count out ten objects?
7. Can my child identify and copy or draw the four basic shapes?
8. Can my child copy and draw lines?
9. Can my child use pencils and crayons for drawing and coloring and scissors for cutting?
10. Can my child communicate and verbalize his/her needs and speak in a complete sentence?
11. Can my child use motor skills to kick, catch, and bounce a ball, jump, hop on one foot, skip, and go up and down stairs?
12. Can my child work independently as well as in group settings?

These are just a few questions you can use to help you as you determine your child’s readiness. Remember, you know your child better than anyone, and we know you will make the best decision for your child.

# How to help your child prepare for Kindergarten

- ✓ Make sure all immunizations and medical checkups are completed.
- ✓ Help them set up a routine for getting to bed at night.
- ✓ Help them learn basic safety rules such as not talking to strangers, pedestrian and bus safety, and knowing their phone number and address.
- ✓ Read stories and nursery rhymes to your children.
- ✓ Expose them to a wide variety of children's music.
- ✓ Encourage physical and outdoor activities that address physical and motor skills.
- ✓ Use blocks, legos, and found objects for building and creating.
- ✓ Play board and card games that build not only on reading and math skills, but playing, teamwork, and sportsmanship skills as well.
- ✓ Encourage and provide independent as well as group playtime.
- ✓ Provide time for activities involving drawing, coloring, cutting, and gluing.
- ✓ Use trips, outings, and visits as a way for your children to share their experiences with you and others.
- ✓ Honestly answer any questions or concerns they might have.

## SOME FUN & SPECIFIC IDEAS YOU CAN USE

- Read often to your children and hold the book so they can follow along as you read. Show them you always begin at the left and move to the right. (Avoid pointing to individual words as you read. A line marker may be used without developing a bad habit.)
- Play word games with your child, such as thinking of all the words that rhyme with “car” or thinking up several words that start with the same sound as “bat.”
- Give your children old magazines and let them cut out all the pictures of dogs, cats, etc. that they can find to make a scrapbook. This helps develop the ability to classify items and also develop hand-eye coordination.
- When you finish reading a story, ask questions. (What happened first? What happened next? Was the dog brown or black? Etc.)
- When you are out driving, watch for words that they can learn to read such as: “stop”, “slow”, “go”, etc. When you come to an intersection, count the number of cars going one way or the number going the other way.
- Give your children lots of experiences in counting real objects such as: how many spoons, buttons, spools of red thread, green, etc. Have them touch and count each item, going from left to right.
- When you're cooking, show them how much a quart is, how many eggs are in a dozen, etc. Are there vegetables for dinner? Which one can name the most vegetables and fruits?
- Trips to the library for story hour or to look at books will help to deepen their love for books and show them a real purpose in learning to read.



## Teaching Basic Concepts for Early School Success!

by Keri Spielvogel, M.C.D., CCC-SLP

Basic concepts are words that depict location (i.e., up/down), number (i.e., more/less), descriptions (i.e., big/little), time (i.e., old/young), and feelings (i.e., happy/sad). Children's understanding of basic concepts is important for early school success. These are usually taught outright to a child during his/her early years, and learned by listening to adults, following commands, and participating in reading activities. Understanding and using basic concepts help children learn to read and understand what they've read or written. They also help children become more effective communicators.

### Why are basic concepts important?

There are four classifications of concepts. These are spatial (location), temporal (time), quantity (number), quality (description), and social-emotional (feelings). Generally, children learn marked concepts, or the concept with more distinctive attributes first. These include size, texture, quantity, emotional state, physical attributes, etc. For example, since the concept thick has more size than thin, it is the marked concept.

Upon entering kindergarten, children should understand concepts as pairs, with the unmarked concept understood receptively and the marked concept understood receptively and expressively. Basic concepts help build pre-reading and early mathematics skills, strengthen a child's vocabulary, and are building blocks of early curriculum.

### What basic concepts should a child know?

Listed below is a sampling of concepts a child should know between the ages of two and a half to five years of age. They are listed by order of age occurrence (i.e., the younger developing concepts are listed first). This list does not include all concepts and the concepts have a variety of age ranges for mastery. For example, the concept pair tall/short has an age range of 30-84 months for mastery.

#### MARKED (Receptive/Expressive)/UNMARKED (Receptive)

|              |                  |                    |
|--------------|------------------|--------------------|
| On/Off       | Same/Different   | Happy/Sad          |
| Full/Empty   | Loud/Quiet       | Old/Young          |
| Sharp/Dull   | Tall/Short       | In front of/Behind |
| Up/Down      | More/Less        | Top/Bottom         |
| Big/Little   | All/None         | Front/Back         |
| Thick/Thin   | Old/New          | Long/Short         |
| Hard/Soft    | Over/Under       | Hot/Cold           |
| Smooth/Rough | High/Low         | Always/Never       |
| Heavy/Light  | Forward/Backward | Above/Below        |



The above list does not include all concepts; it just presents a general list of concepts developing in the early childhood years.

## What can I do to teach my child concepts?

Read to your child! A lot of common childhood books and stories teach early developing concepts. If the concepts are not stated directly within the text, the illustrations lend themselves to teaching a variety of concepts. As a parent or teacher, start by using an illustration and saying, for example, "Where is the cat? It's on the bed." Then, allow the children to tell you what is off the bed. As an extension activity, go around the room and find things that are on something and things that are off something.

Play the game, "I Spy." Use the early developing concepts in your clues. You could say, "I spy something that is empty." For more practice, encourage the children to use concepts when it is their turn. This game is great to use one-on-one, as a group, or on long car trips.

Using barrier games, give directions to the children using basic concepts. For example, you could say, "Color the big ball red and the little ball green." When the children are finished, the pictures should be exact. Allow the children to compare pictures and take turns telling each other what they did using basic concepts.

For children who have difficulty understanding and using basic concepts, using real objects works best. Start with a box of objects and have the child follow directions with basic concepts. ("Put the spoon in the cup.") As the child progresses, allow him/her to tell you things to do using basic concepts. Remember, however, that a child must have a firm grasp of the concepts receptively before using them expressively.

Basic concepts are building blocks to early school and reading success. Help a child learn these concepts by fostering his/her love of reading and playing games.



Call Toll Free 1-800-277-8737  
Fax Toll Free 1-800-978-7379



Online!  
[www.superduperinc.com](http://www.superduperinc.com)



## MEDICAL INFORMATION

### Immunizations

Minnesota law requires up-to-date records for all children entering school. These records must be completed and **returned to school on or before the first day of school.**

### Medications

In order to give medications to children in school, a permission slip should be sent in with the following information:

- Child's name
- Name & amount of medication to be given
- Time medication is to be given
- Dates medication is to be given (eg. Sept. 5-10)
- Parent/guardian's signature

All prescription medications to be given at school must be in the original **container**. (The pharmacists are happy to give a second container if requested at the time the prescription is filled.)

### Absent or Sick

If a child is absent from school and you cannot be reached by phone during the school day, please call the school and notify us of the reason your child will be absent or send a note with a sibling.

### Special Health Needs

If your child has a special health need, or if a child will need medication daily at school, please notify the school nurse prior to the first day of school.





# Holy Family School

## 2023-2024

### Kindergarten Report Card

320-352-6535  
231 Sinclair Lewis Ave  
Sauk Centre MN 56378

Name: Demo, Student 1  
Grade: KG Advisor: K - Mrs. VanBeck  
Principal: Ms. Otte

| Attendance |           | Q1 | Q2 | Q3 | Q4 | Total |
|------------|-----------|----|----|----|----|-------|
| Absent     | Excused   | 0  | 0  | 0  | 0  | 0     |
|            | Unexcused | 0  | 0  | 0  | 0  | 0     |
| Tardy      | Excused   | 0  | 0  | 0  | 0  | 0     |
|            | Unexcused | 0  | 0  | 0  | 0  | 0     |

#### Recognizes Letter Names

|  | Q1                       | Q2                       | Q3                       | Q4                       |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Cc, Aa, Ll, Dd, Tt, Ii, Rr, Nn, Ff, Pp | <input type="checkbox"/> |                          |                          |                          |
| Hh, Gg, Oo, Bb, Mm, Ss, Jj, Vv, Ww, Ee |                          | <input type="checkbox"/> |                          |                          |
| Yy, Xx, Kk, Zz, Uu, QU, qu             |                          |                          | <input type="checkbox"/> |                          |
| CVC Blending / Segmenting              |                          |                          |                          | <input type="checkbox"/> |

#### Recognize Upper and Lower Case Letters

|  | Q1                       | Q2                       | Q3                       | Q4                       |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| C, L, S, P, T, I                         | <input type="checkbox"/> |                          |                          |                          |
| H, E, I, N, C, O, D                      |                          | <input type="checkbox"/> |                          |                          |
| F, R, K, U, G, W, L, B, V, X, J, Q, Y, Z |                          |                          | <input type="checkbox"/> |                          |
| Can sound out long vowel sounds          |                          |                          |                          | <input type="checkbox"/> |

#### Identifies Sounds

|   | Q1                       | Q2                       | Q3                       | Q4                       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| C, L, S, P, T, I                          | <input type="checkbox"/> |                          |                          |                          |
| H, E, I, N, C, O, D                       |                          | <input type="checkbox"/> |                          |                          |
| F, R, K, U, G, W, L, B, V, X, J, Q, Y, Z  |                          |                          | <input type="checkbox"/> |                          |
| Can identify words with long vowel sounds |                          |                          |                          | <input type="checkbox"/> |

#### Reading

|                               | Q1                       | Q2                       | Q3                       | Q4                       |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Recites alphabet              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shows interest in reading     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands concepts of print | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reads sight words             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizes rhyming words      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sounds out words              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands story sequences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### Religion

|                             | Q1                       | Q2                       | Q3                       | Q4                       |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Makes Sign of the Cross     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Joins in Spontaneous Prayer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recites Glory Be            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### Result Key:

E - Excellent  
S - Satisfactory / Meeting Expectations  
D - Developing / Working on it  
N - Needs Improvement  
U - Unsatisfactory  
X - Not Covered  
I - Incomplete

#### Math

|  | Q1                       | Q2                       | Q3                       | Q4                       |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Recognizes and Names 2D Shapes                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizes and Names 3D Shapes                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tells How Items Are Alike and Different (Weight, Length, Size) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies and creates patterns - AB, ABC, ABB, AABB           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizes one more or less than given number                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands pre-addition                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands pre-subtraction                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### Rote Counting 1-100

|        | Q1                       | Q2                       | Q3                       | Q4                       |
|--------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1-25   | <input type="checkbox"/> |                          |                          |                          |
| 26-50  |                          | <input type="checkbox"/> |                          |                          |
| 51-75  |                          |                          | <input type="checkbox"/> |                          |
| 76-100 |                          |                          |                          | <input type="checkbox"/> |

#### Counts with Objects 1-20

|                              | Q1                       | Q2                       | Q3                       | Q4                       |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1-5                          | <input type="checkbox"/> |                          |                          |                          |
| 6-10                         |                          | <input type="checkbox"/> |                          |                          |
| 11-20                        |                          |                          | <input type="checkbox"/> |                          |
| Writes numbers in order 1-20 |                          |                          |                          | <input type="checkbox"/> |

#### Reads and Recognizes Numerals 1-30

|       | Q1                       | Q2                       | Q3                       | Q4                       |
|-------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1-5   | <input type="checkbox"/> |                          |                          |                          |
| 6-10  |                          | <input type="checkbox"/> |                          |                          |
| 11-20 |                          |                          | <input type="checkbox"/> |                          |
| 21-30 |                          |                          |                          | <input type="checkbox"/> |

#### Social Studies/Science

|                                     | Q1                       | Q2                       | Q3                       | Q4                       |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Participation/Effort                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands Social Studies Concepts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Name: Demo, Student 1  
 Grade: KG  
 Advisor: K - Mrs. VanBeck

|   |                    |
|---|--------------------|
| <b>Result Key:</b>                      |                    |
| E - Excellent                           | U - Unsatisfactory |
| S - Satisfactory / Meeting Expectations | X - Not Covered    |
| D - Developing / Working on it          | I - Incomplete     |
| N - Needs Improvement                   |                    |

**Personal Development**

- Listens Without Interrupting
- Adequate Attention Span
- Follows Directions
- Uses Time Well
- Works Independently
- Participates In Class
- Uses Appropriate Voice Level
- Strives To Do His Or Her Best
- Is Responsible for Materials and Belongings
- Plays Well With Others
- Displays A Fair Degree of Confidence
- Practices Self-Discipline
- Attempts to Solve Own Problems
- Respects Authority

|  | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
|  |    |    |    |    |
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**Art**

- Understands Art Concepts
- Participation/Effort

|  | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
|  |    |    |    |    |
|  |    |    |    |    |

**Phy Ed**

- Demonstrates Progress in Motor Skills
- Participation/Effort

|  | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
|  |    |    |    |    |
|  |    |    |    |    |

**Music**

- Understands Music Concepts
- Participation/Effort

|  | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
|  |    |    |    |    |
|  |    |    |    |    |

**Computer**

- Understands Computer Concepts
- Participation/Effort

|  | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
|  |    |    |    |    |
|  |    |    |    |    |

**Comments**

Q1:

Q2:

Q3:

Q4: