

Welcome to



Athens City Schools Kindergarten Handbook



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Dear Parent:

Starting kindergarten is one of the most important experiences your child will have. He/she has already heard of school, but this may be your child's first official contact with it. It may also be the first time away from home for any length of time in a special situation with other children the same age, many of whom may be with him/her throughout the thirteen years in the public schools. Kindergarten will provide the opportunities that will stimulate his/her desire to learn.

I know you desire your child to grow and develop to his/her greatest capacity during the year in Kindergarten. It is my hope that this booklet will better inform you of the requirements and purposes of Kindergarten.

The success of your child's educational career will depend largely on the cooperation that exists between the home and the school. The cooperative effort must start with Kindergarten.

Sincerely,

Your Kindergarten Teacher



Requirements for Admission

Age

Children entering Kindergarten in September must be five years of age on or before September 30 of the current year. A birth certificate to verify the birthdate is required.

If your child was born in Athens County, you may obtain a birth certificate from:

Athens City/County Health Department
278 West Union Street
Athens, Ohio 45701
740.592.4431

If your child was born in Ohio, you may obtain a birth certificate from:

Ohio Department of Health
Office of Vital Statistics
225 Neilston Avenue
Columbus, Ohio 43215
Phone: 614.466.2531
<http://www.odh.ohio.gov/VitStats/certified.htm>

If your child was born in another state, contact [the Vital Statistics office in the state](#) where he/she was born.

Immunizations

- **Kindergarten requirements: (prior to entry)**
 - ❑ 4 DtaP (Kindergarten students shall need a 5th DtaP if 4th was given prior to 4th birthday)
 - ❑ 3 Polio (may need 4th depending on types and dates given)
 - ❑ 3 Hepatitis B
 - ❑ 2 MMR
 - ❑ 2 Varicella (Chickenpox)

Children who need the above booster vaccines or immunizations may go to the:

Athens City/County Health Department
278 West Union Street
Athens, Ohio 45701
740.592.4431
1st and 3rd Tuesday of Each Month*
**Please call ahead to verify*

Community Service Program/Immunization Clinic
Parks Hall Ground Floor, Ohio University
Athens, Ohio 45701
740.593.2421
Open: Thursdays, 8:30 a.m. – 12:00 p.m.
Open: Thursdays, 1:00 p.m. – 5:30 p.m.

THESE RECORDS **MUST BE COMPLETED AND RETURNED** TO YOUR CHILD'S BUILDING **BEFORE** HE/SHE CAN **OFFICIALLY BE ENROLLED** IN A CLASS.



Communicable Diseases

Disease	Common Early Symptoms	Control Measures	Method of Spread
Chicken Pox/Varicella	Skin rash – small blisters with fever	Return to school 7 days from appearance of first crop of Vesicles or when all lesions have crusted over.	Secretions from the nose and throat of the infected persons.
Impetigo	Presence of blister-like lesions that later develop into crusted pustules.	Return to school after antibiotic treatment for at least 24 hours.	Contact with lesions.
Pink Eye Conjunctivitis	Redness and swelling of one or both eyes with burning and itching, sensitivity to light and purulent discharge.	Return to school after antibiotic eye drops for 24 hours or cleared by a physician.	Personal Contact.
Scarlet Fever/ Streptococcal Pharyngitis (Strept Throat)	Fever, sore throat, rash.	Return to school after antibiotic for at least 24 hours and child is fever-free for 24 hours.	Discharge from the nose and throat of the infected person.
Whooping Cough Pertussis	Cough progressing to whoop. Cough with vomiting.	Isolation at home until treatment with antibiotic for 5 days.	Respiratory secretions.
Upper Respiratory Infection (Common Cold)	Running nose, cough, fever at onset.	Return to school after fever free for 24 hours.	Respiratory secretions.
Viral Gastroenteritis	Vomiting, diarrhea.	No school until symptoms are gone.	Personal Contact.
Fifth Disease Erythema Infectiosum	Red cheeks, lacy rash of extremities	May attend school with rash not contagious. Contagious before appearance of rash.	Contact.
Flu Influenza	Fever, cough, runny nose, aching.	Return to school after fever free for 24 hours.	Contact with respiratory secretions.

Communicable Diseases (Continued)

Disease	Common Early Symptoms	Control Measures	Method of Spread
Head Lice	Eggs, nymphs, lice in hair, itchy scalp.	No school until louse and nit free. Must be cleared to come back.	Contact.
Pinworms	Nocturnal rectal itching.	Treatment for entire family.	Hand to mouth.
Tinea Capitis (Ringworm of scalp or body)	Round or oval skin lesions with peripheral scaliness, central clearing, hair loss.	Avoid contact with lesions.	Contact.
Scabies	Itchy red small spots with scratch marks.	Do not return to school until after treatment.	Contact.
Coxsackie Virus (Hand, Foot, and Mouth Disease)	Raised rash particularly on palms, soles, and mouth progress to blisters and scars.	Return to school when lesions on hands and feet resolve.	Respiratory secretions.

Preventing Communicable Diseases

Public Health experts tell us that the number one way to prevent the transfer of many communicable diseases is good hand washing. You can help prevent your child from becoming sick more frequently by establishing good hand washing habits right at home.

Your child should practice:

- ✓ Hand washing after going to the bathroom
- ✓ Hand washing before eating
- ✓ Hand washing after playing in the dirt or with animals
- ✓ Hand washing after sneezing and coughing into the hands

Parents need to remind their children frequently of the need to wash hands as well as check the child's techniques to ensure that soap is used and hands are dried afterwards.



Attendance

After your child is enrolled and classes have begun, regular attendance is of great importance. Some new learning activity is experienced each day and missing school will work a hardship on your child. Help your child to establish the idea and habit of regular school attendance. Once established, these good habits are likely to stay with the child the remainder of his/her school career.

Any day your child will be absent from school, please call the school the morning of the absence to report it to the office. When your child returns to school following an absence, please send a note stating why he/she was absent.

Ways You Can Help

- ✓ Your child should be able to go to the toilet without any help. He/she should be able to assume other responsibilities, suitable to his/her age, such as using a handkerchief, covering his/her mouth and nose she he/she sneezes, **putting on and taking off his/her own jackets, mittens, and boots.** Boots and snowsuit should be large enough to make this easy for him/her. **Please label clothing and personal belongings so that there is no confusion on claiming items.**
- ✓ Please keep your child home if he/she has any signs of illness such as a cold, temperature, upset stomach, swollen glands, or a rash.
- ✓ Your Kindergarten child should sleep eleven or twelve hours each night.
- ✓ The teacher should be informed of any physical, mental, social, or emotional conditions that may exist and affect the child.
- ✓ For your child's safety, he/she should know his/her: full name, parent's name(s), address, and telephone number.
- ✓ A parent, caregiver, or older child should wait for the bus with the kindergarten child. A parent or caregiver needs to meet the child when the bus driver drops him/her off at the end of the Kindergarten school day.
- ✓ Even for those children who can safely walk a short distance to school, it is advisable to have an adult or responsible older child accompany him/her. Children who walk to school need to know safety procedures such as not riding with or talking to individuals they do not know, walking on sidewalks, and looking both ways before crossing a street.
- ✓ **Write a note to the teacher if your child is not to go straight home from school. This way you and the teacher will know where he/she is to be. If you are picking up your child at school, please write a note to the teacher that day. When unusual arrangements are necessary, be sure that your child understands where he/she is to go to at the close of school. Uncertainty about what he/she is to do often worries a child and can affect school performance.**
- ✓ Always speak of the school as a happy place where both the Kindergarten teacher and the school principal are friendly and sympathetic. Your child should not be led to fear the school or the teacher. First experiences are often lasting ones, and a child who learns to dislike school in his/her early formative years will probably always dislike school.

- ✓ Showing an interest in the papers your child brings home from school and discussing his/her school activities lets your child know that school is important. Try not to compare your child's work to the work of any other child. Each child is an individual in his/her own right, and all children have their own way of growing and maturing.
- ✓ Read many stories to your child and begin a library now by purchasing a few books during the school year. Visit the public library regularly with your child.
- ✓ Help your child realize that he/she is one of a family group and that there are times when others need more attention than he/she does. This prepares your child for group activities at school.
- ✓ Encourage your child to establish good habits such as picking up and putting away toys, books, and clothing.
- ✓ Provide opportunities for your child to play with others his/her own age.
- ✓ Take your child to interesting and educational places such as libraries, parks, farms, and a zoo. These worthwhile experiences carry over into the classroom.
- ✓ Encourage your child to pronounce his/her words correctly, and try to discourage "baby talk."

Beginning Kindergarten

The transition period between a child being at home and becoming a kindergarten student is difficult for some children. A new student should be willing to be left with his/her teacher and the other Kindergarten children. You are most welcome to visit Kindergarten, but talk to your child's Kindergarten teacher first to find out how best to help your child if he/she is having difficulty with the transition.

Some of the insecurity that the beginning student feels can be avoided if the child becomes acquainted with a few of the other children in the Kindergarten group prior to the opening of school. Playing with other children who will be in kindergarten will enable your child to know a few of his/her classmates.

Reporting to Parents

The school will schedule conferences in November and February. Parents or teachers may request them at other times if deemed necessary.

Report and school newspapers will be sent to parents periodically.



A Day In Kindergarten

Our programs may vary from day to day and from one Kindergarten class to another, but most of our children will have the following experiences:

Activity Time

Children's activity time in Kindergarten is a time when children are actively involved in integrated experiences in the areas of language arts, reading readiness, science, math and social studies. Through hands-on experiences they gain knowledge and skills. Children are encouraged to express themselves creatively with art materials; to explore mathematical concepts through working with blocks and other manipulatives; to gain an understanding of print through listening to stories and dictating their own; to grow in self-confidence; and to develop the ability to work successfully with others. Through creative play, children become acquainted with the world on their own terms.

Sharing

Sharing takes place not only during activity time, but also when the group is together – sharing ideas and experiences with each other.

Snack Period

Children are served a light snack.

Rhythms, Motor Activities, and Games

Games, motor activities, and rhythms help develop muscles and coordination. Fair play and cooperation are also learned.

Story Time

Good literature is a vital part of the Kindergarten program. Children develop listening skills and an appreciation for stories and poems. They also gain some basic concept about print.

Music

The child enjoys and appreciates music through singing simple songs, listening to records, and responding to rhythmic activities.

Art

Children are given opportunities for creative self-expression through the use of a wide variety of art materials.

Reading

The partnership of parent and teacher is especially fruitful in learning to read. You can give your child a head start with reading by:



- ✓ Your encouragement
- ✓ Allowing plenty of time for talk with your child
- ✓ Modeling careful speaking and listening habits
- ✓ Setting an example by reading newspapers, books, and using the library
- ✓ Reading aloud regularly at bedtime, even if it means reading the same favorite book nightly

Not every child will learn to read in the same way or at the same rate. Upon entering first grade, some children may already be reading while others may not be motivated to read for many months. You can help by:

- ✓ Accepting where your child is at the moment
- ✓ Encouraging without pressure
- ✓ Not having preconceived ideas about when and how your child will learn to read
- ✓ Showing pleasure with his/her accomplishments

Objectives and Goals

General Objectives

The Kindergarten program contributes to the physical, social, intellectual, and emotional growth of the five and six-year-old in many planned ways. It meets the specific needs of each child as he/she learns to work individually and participate within the group.

Academic Content Standards

You may view the Academic Content Standards for Kindergarten from the Ohio Department of Education website.

<http://www.ode.state.oh.us/families/ohioseducationsystem/academiccontentstandards/guides/kintro.asp>

Specific Observations

The Kindergarten child is taught:

1. To be polite and cooperative while working and playing well with other children.
2. To share experiences, ideas, games, and tools with classmates.
3. To use verbal and nonverbal means to express ideas.
4. To develop the use of large and small body muscles through taking part in games, playing large building blocks, outdoor and indoor play, and physical education classes.
5. To appreciate and love good books and to see his/her ideas and words written by the teacher by him/herself.
6. To become more independent by caring for self and belongings. To care properly for his/her clothes, toys, school equipment, and the property of other children and the classroom.

7. To develop self-control and good manners by learning to take turns, through listening and talking.
8. To act out and dramatize familiar stories.
9. To enjoy music through singing and participating in rhythms.
10. To express creative ideas in clay, paint, paper, blocks, and other materials.
11. To develop self-confidence and willingness to attack simple problems.
12. To learn to clean up and put away material after work and play.
13. To develop readiness for math and reading skills.

How Parents Can Help and What They Can Do In the Home

There is an enormous opportunity to engage children in the life of the household, by teaching them life skills.

Kitchen Activities

- ✓ The kitchen is an ideal place to help a child develop the skills needed in writing; that is, flexible finger movement and a range of hand movements.
- ✓ Using a rolling pin or cookie cutters is a good activity. Cutting out circles, squares, and triangles is an excellent lesson in form perceptions. Also, when they can be eaten later, the impact is tremendous.
- ✓ The kitchen is a fine place for language training and for learning words such as hard, soft, greasy, sticky, clean, dirty, liquid, powder, hot cold, luke-warm, and cool.
- ✓ The kitchen is the ideal place to stimulate the senses of taste and smell, and to teach the appropriate words sweet, sour, salty, and bitter.
- ✓ To develop perception of smells, bring out the whole spice cabinet. Have the child close his/her eyes and guess, through smelling or tasting, what you have.
- ✓ Assign smelling jobs – see who can be the first to tell when the coffee is perking or who can guess what is in the oven.
- ✓ Developing an awareness of sequence, order, and system can be done in the kitchen through cooking. Follow a recipe, such as for making instant pudding, peanut butter and jelly sandwiches, or no-bake cookies. Divide the recipe into steps. Make sure that each of the individual steps is understood. Then introduce them in order – step 1, step 2, step 3. Demonstrate the importance of doing them in order, and then encourage your child to help you prepare the recipe.

Other Activities

- ✓ Encourage activities involving fine motor skills such as using paper, pencil, crayons, scissors, buttons, lacing, opening and closing zippers, assembling puzzles, and using staplers and other simple tools.
- ✓ Your child might enjoy sorting and matching like-objects, such as buttons, seeds, blocks, and bottle caps.
- ✓ During bedtime stories, encourage your child to help you tell the story.
- ✓ Play listening games while working in the kitchen. Make noise with a certain utensil and see if he/she can guess what it is.
- ✓ Sing songs that are familiar to your child, and encourage him/her to join in.
- ✓ Your child might enjoy card games or board games such as “Old maid” and “Candyland.”
- ✓ Outdoor walks are an opportunity to see and discuss nature and seasonal changes.
- ✓ Encourage your child to use his/her large motor skills by bouncing balls, running, jumping, climbing and hopping.
- ✓ A few ways that you may help your child’s **Left-Right Discrimination** are: *(please note – children are not expected to identify left and right until 2nd grade)*
 - Setting the table
 - Organizing the boots and shoes in the closets with mates together (an outline of a left and a write shoe drawn on cardboard can provide a great guide to correct alignment)
 - Sorting out all mittens, gloves, or socks and arranging them in pairs
 - If a child consistently puts the shoes on the wrong feet, outlining a cardboard mat and putting it beside your child’s bed can show him/her how to place them. A small mark with a felt marker on the inner edge of the soles of the shoes (make two eyes looking at each other) will give him/her the clue he/she needs to tell which shoes go where while not being noticeable to others.



Social/Emotional Development

There are a few ways that you can help your child's social and emotional development:

1. Love

- a. Children thrive on love and praise. Treat your child as you do your best friend
- b. A feeling of acceptance as the person they are, by parents, teachers, and friends is vital a child's development. Your child is a person in his/her own right, not a reflection of a parent.

2. Self-confidence

- a. Self-confidence allows children to try new experiences. Without a feeling of self-worth and confidence, a child may draw away from new experiences.
- b. Success builds self-confidence. Your child needs to feel he/she is successful. Parents need to provide successful experiences and then praise the child for completing them.
- c. Make no promises you cannot keep
- d. Set aside some time each day for individual attention.
- e. Provide a variety of creative materials such as clay, paints, crayons, scissors, and music.

3. Discipline

- a. Set reasonable limits with your child and expect your child to live within them.
- b. Take the least action that is effective in keeping children within those limits. Save heavy discipline for major problems.
- c. Make no threats you cannot keep.
- d. Recognize anger as a natural emotion and help children find appropriate means of releasing their feelings.
- e. Provide suitable responsibilities considering age, size, and development.

4. General Suggestions

- a. Prepare your child for the school experience by leaving him/her with others.
- b. Experience has shown us that it is best if the child can be sent on the bus to school beginning the first day. It is easier for parents and children.
- c. Teach your child his/her full name and address.
- d. Give some tasks to develop responsibility such as putting away toys, etc.
- e. Help your child become self-reliant so he/she can cope with new situations.
- f. Encourage trying new experiences.
- g. Provide experiences with peers.

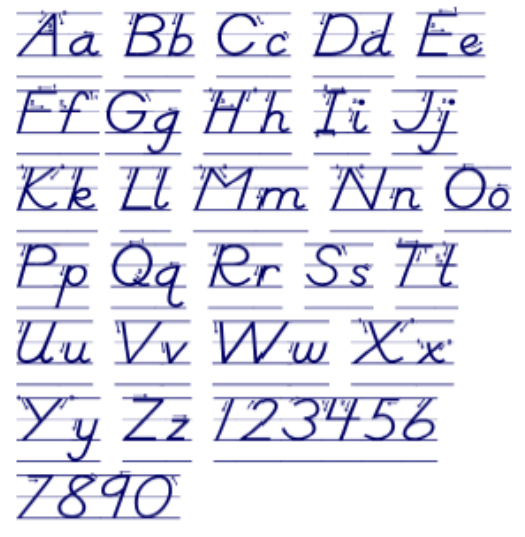
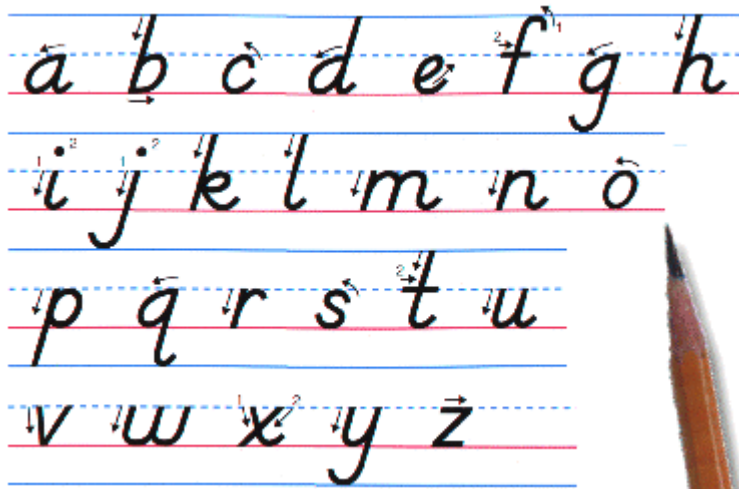


D'Nealian Handwriting

In September of 1983, Athens City Schools introduced the Scott Foresman D'Nealian handwriting program in Kindergarten. The D'Nealian program is a simplified method of teaching handwriting with continuous logical skill development.

From the very beginning of their handwriting instruction, children learn the basic letter forms, sizes, slant, rhythm, and spacing they will do for a lifetime. Children beginning D'Nealian manuscript writing are motivated by knowing that they are writing an alphabet that is similar to the way “big people” write.

Because most letters are made with a continuous stroke, a beginning writer needs only the find the place on the paper once for each letter. This contrast with two to four pencil lifts for most letters, made with circles and straight or slanted lines. The D'Nealian program further simplifies numbers and punctuation in both manuscript and cursive.



D'Nealian Handwriting Lowercase Letter Formation Directions

<p>Start at the middle line; go left around, down to the bottom line, around and up to the beginning; close; retrace down, and swing up. [Around, down, up, down, and a monkey tail.]</p>	<p>Start at the middle line; slant down half a line below the bottom line; hook to the left. Make a dot above the letter. [Down, and a fishhook under water. Add a dot.]</p>	<p>Start at the middle line; go left around, down to the bottom line, around and up to the beginning; close; retrace down, and swing up. [Around, down, up, down, and a monkey tail.]</p>
<p>Start at the top line; slant down to the bottom line; go right around, up to the middle line; curve left and close. [High start, down, around, up into a tummy.]</p>	<p>Start at the top line; slant down to the bottom line; go right around, down to the bottom line; curve left and swing up. [High start, down, and a monkey tail.]</p>	<p>Start at the top line; slant down to the bottom line; go right around, up to the middle line; curve left and close. [High start, down, around, up into a tummy.]</p>
<p>Start at the top line; go left around, down to the bottom line; curve right and stop. [Curved start, around, down, up, and stop.]</p>	<p>Start at the top line; slant down to the bottom line and swing up. Make a crossbar on the middle line. [High start, down, and a monkey tail. Cross.]</p>	<p>Start at the top line; go left around, down to the bottom line; curve right and stop. [Curved start, around, down, up, and stop.]</p>
<p>Start at the middle line; go left around, down to the bottom line, around up to the top line; retrace down, and swing up. [Around, down, up high, down, and a monkey tail.]</p>	<p>Start at the middle line; slant down to the bottom line; curve right; slant up to the middle line; retrace down, and swing up. [Down, over, up, down, and a monkey tail.]</p>	<p>Start at the middle line; go left around, down to the bottom line, around up to the top line; retrace down, and swing up. [Around, down, up high, down, and a monkey tail.]</p>
<p>Start between the middle and bottom lines; curve right up to the middle line; go left around, down to the bottom line; curve right and stop. [Curve up, around, down, up, and stop.]</p>	<p>Start at the middle line; slant right down to the bottom line; slant right up to the middle line. [Slant right down, slant right up.]</p>	<p>Start between the middle and bottom lines; curve right up to the middle line; go left around, down to the bottom line; curve right and stop. [Curve up, around, down, up, and stop.]</p>
<p>Start a little below the top line; go up to the top line; go left around, slant down to the bottom line. Make a crossbar on the middle line. [Curved high start, around, down. Cross.]</p>	<p>Start at the middle line; slant right down to the bottom line, and swing up. Cross the letter with a slant left. [Slant down and a monkey tail. Cross with a slant.]</p>	<p>Start a little below the top line; go up to the top line; go left around, slant down to the bottom line. Make a crossbar on the middle line. [Curved high start, around, down. Cross.]</p>
<p>Start at the middle line; go left around, down to the bottom line, around up to the middle line; close; retrace down, and go half a line below the bottom line; hook to the left. [Around, down, up, down, and a fishhook under water.]</p>	<p>Start at the middle line; slant down to the bottom line; curve right; slant up to the middle line; retrace down, and go half a line below the bottom line; hook to the left. [Down, over, up, down, over, up.]</p>	<p>Start at the middle line; go left around, down to the bottom line, around up to the middle line; close; retrace down, and go half a line below the bottom line; hook to the left. [Around, down, up, down, and a fishhook under water.]</p>
<p>Start at the top line; slant down to the bottom line; retrace up halfway; make a hump to the right, and swing up. [High start, down, up, and a hump with a monkey tail.]</p>	<p>Start at the middle line; go left around, down to the bottom line, around and up to the beginning; close. [Around, down, up, and close.]</p>	<p>Start at the top line; slant down to the bottom line; retrace up halfway; make a hump to the right, and swing up. [High start, down, up, and a hump with a monkey tail.]</p>
<p>Start at the middle line; slant down to the bottom line; curve right; slant up to the middle line; retrace down, and go half a line below the bottom line; hook to the right. [Around, down, up, down, and a backward fishhook under water.]</p>	<p>Start at the middle line; slant right down to the bottom line; slant right up to the middle line. [Slant right down, slant right up.]</p>	<p>Start at the middle line; slant down to the bottom line; curve right; slant up to the middle line; retrace down, and go half a line below the bottom line; hook to the right. [Around, down, up, down, and a backward fishhook under water.]</p>
<p>Start at the middle line; slant down to the bottom line; curve right; slant up to the middle line; retrace down, and go half a line below the bottom line; hook to the left. [Down, over, up, down under water, and a fishhook.]</p>	<p>Start at the middle line; slant down to the bottom line; curve right; slant up to the middle line; retrace down, and go half a line below the bottom line; hook to the left. [Down, over, up, down, over, up.]</p>	<p>Start at the middle line; slant down to the bottom line; curve right; slant up to the middle line; retrace down, and go half a line below the bottom line; hook to the left. [Down, over, up, down under water, and a fishhook.]</p>
<p>Start at the middle line; make a bar to the right on the middle line; slant left down to the bottom line; make a bar to the right on the bottom line. [Over, slant down, over.]</p>	<p>Start at the middle line; slant right down to the bottom line, and swing up. Cross the letter with a slant left. [Slant down and a monkey tail. Cross with a slant.]</p>	<p>Start at the middle line; make a bar to the right on the middle line; slant left down to the bottom line; make a bar to the right on the bottom line. [Over, slant down, over.]</p>

D'Nealian Handwriting Uppercase Letter Formation Directions

A	line. Start at the same point on the top line; slant right down to the bottom line. Make a crossbar on the middle line. [High start, slant left down. Same high start, slant right down. Cross.]	K	Make a small crossbar on the top line. Make a small crossbar on the bottom line. [Down. Cross top. Cross bottom.] Start at the top line; slant down to the bottom line; curve left and stop. [High start, down, and curve up left.]
B	Start at the top line; slant down to the bottom line; retrace up; go right around, down to the middle line, and close; go right around, down to the bottom line, and close. [High start, down, up, around halfway, around again.]	L	Start at the top line; slant down to the bottom line; make a bar to the right. [High start, down, and over right.]
C	Start a little below the top line; go up to the top line; go left around, down to the bottom line; curve right and stop. [Curved high start, around, down, up, and stop.]	M	Start at the top line; slant down to the bottom line. Start at the same point on the top line; slant right, down to the middle line; slant right, up to the top line; slant down to the bottom line. [High start, down. Same high start, slant down halfway, slant up, down.]
D	Start at the top line; slant down to the bottom line; retrace up; curve right around, down to the bottom line, and close. [High start down, up, around, and close.]	N	Start at the top line; slant down to the bottom line. Start at the same point on the top line; slant right, down to the bottom line; go up to the top line. [High start, down. Same high start, slant down, up.]
E	Start at the top line; make a bar to the left on the top line; slant down to the bottom line; make a bar to the right. Start at the middle of the letter; make a bar to the right. [High start, over left, down, over right. Middle bar across.]	O	Start at the top line; go left around, down to the bottom line, around and up to the beginning; close. [Curved high start, around, down, up, and close.]
F	Start at the top line; make a bar to the left on the top line; slant down to the bottom line. Start at the middle of the letter; make a bar to the right. [High start, over left, down. Middle bar across.]	P	Start at the top line; slant down to the bottom line; retrace up; go right around, down to the middle line, and close. [High start, down, up, around, halfway, and close.]
G	Start a little below the top line; go up to the top line; go left around, down to the bottom line; curve right, up to the middle line; make a bar to the left. [Curved high start, around, down, up, and over left.]	Q	Start at the top line; go left around, down to the bottom line, around and up to the beginning; close. Start below the middle line; slant right across the bottom of the letter, and swing up. [Curved high start, around, down, up, close. Add a monkey tail.]
H	Start at the top line; slant down to the bottom line. Start at the top line, to the right of the first start; slant down to the bottom line. Make a crossbar on the middle line. [High start, down. High start, down. Middle bar across.]	R	Start at the top line; slant down to the bottom line; retrace up; go right around, down to the middle line, and close; slant right down to the bottom line, and swing up. [High start, down, up, around halfway, slant down and a monkey tail.]
I	Start at the top line; slant down to the bottom line; retrace up; go right around, down to the middle line; then go right around, down to the bottom line; curve left up, and stop. [Curved high start, around left, and a snake tail.]	S	Start at the top line; slant down to the bottom line. Make a crossbar on the top line. [High start, down. Cross.]
J	Start at the top line; slant down to the bottom line; retrace up; curve right around, down to the bottom line, and close. [High start, down, over, up high, down, and a monkey tail.]	T	Start at the top line; slant down to the bottom line; curve right; slant up to the top line; retrace down, and swing up. [High start, down, over, up high, down, and a monkey tail.]
K	Start at the top line; slant down to the bottom line. Start at the top line; slant right down to the bottom line; slant right up to the top line. [Slant right down; slant right up.]	U	Start at the top line; slant down to the bottom line; slant right up to the top line. [Slant right down; slant right up.]
L	Start at the top line; slant down to the bottom line. Start at the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line. [High start, slant right down, slant right up, slant right down, slant right up.]	V	Start at the top line; slant down to the bottom line. Start at the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line. [High start, slant right down, slant right up, slant right down, slant right up.]
M	Start at the top line; slant down to the bottom line. Start at the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line. [High start, slant right down, slant right up, slant right down, slant right up.]	W	Start at the top line; slant down to the bottom line. Start at the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line. [High start, slant right down, slant right up, slant right down, slant right up, slant right down, slant right up.]
N	Start at the top line; slant down to the bottom line. Start at the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line. [High start, slant right down, slant right up, slant right down, slant right up, slant right down, slant right up.]	X	Start at the top line; slant down to the bottom line. Start at the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line. [High start, slant right down, slant right up, slant right down, slant right up.]
O	Start at the top line; slant down to the bottom line. Start at the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line. [High start, slant right down, slant right up, slant right down, slant right up, slant right down, slant right up.]	Y	Start at the top line; slant down to the bottom line. Start at the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line. [High start, slant right down, slant right up, slant right down, slant right up, slant right down, slant right up.]
P	Start at the top line; slant down to the bottom line. Start at the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line. [High start, slant right down, slant right up, slant right down, slant right up, slant right down, slant right up.]	Z	Start at the top line; slant down to the bottom line. Start at the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line; slant right down to the bottom line; slant right up to the top line. [High start, slant right down, slant right up, slant right down, slant right up, slant right down, slant right up.]



Bibliography for Parents

There are many books that are useful and helpful in answering the questions that parents have about their children. Just a few are suggested below.

<u>Author</u>	<u>Title</u>
Anderson	Happy Childhood
Arbuthnot	Children and Books
Basmeister	Growing Together, All in the Family, Your Child and Other People
Bauer	Stop Annoying Your Children
Biatz	The Management of Young Children
Bryant	How to Tell Stories to Children
Bryant	Stories to Tell Children
Burger	Growing Up With Our Children
Church	Everything you Always Wanted to Know About Kindergarten but Didn't Know Whom to Ask
Church	Everything you Always Wanted to Know About First Grade but Didn't Know Whom to Ask
Eaton	Reading with Children
Frank	Your Child's Reading Today
Gesell	The Child From Five to Ten
Gesell	The First Five Years of Life
Gilbreth	Living With Our Children
Jenkins	These Are Your Children
Mink	The Behavior Change Process
Myers	Books and Babies
Myers	New Ways in Discipline
Myers	You and Your Child Today
Partl	How to Help Your Child Grow Up
Sadler & Sadler	Growing Out of Babyhood
Stephens	Directive Teaching of Children With Learning and Behavior Handicaps
Thom	Everyday Problems of the Everyday Child
Van Riper	Teaching Your Child To Talk
Zelings	Glimpse Into Child Life
Ziman	Jealousy in Children