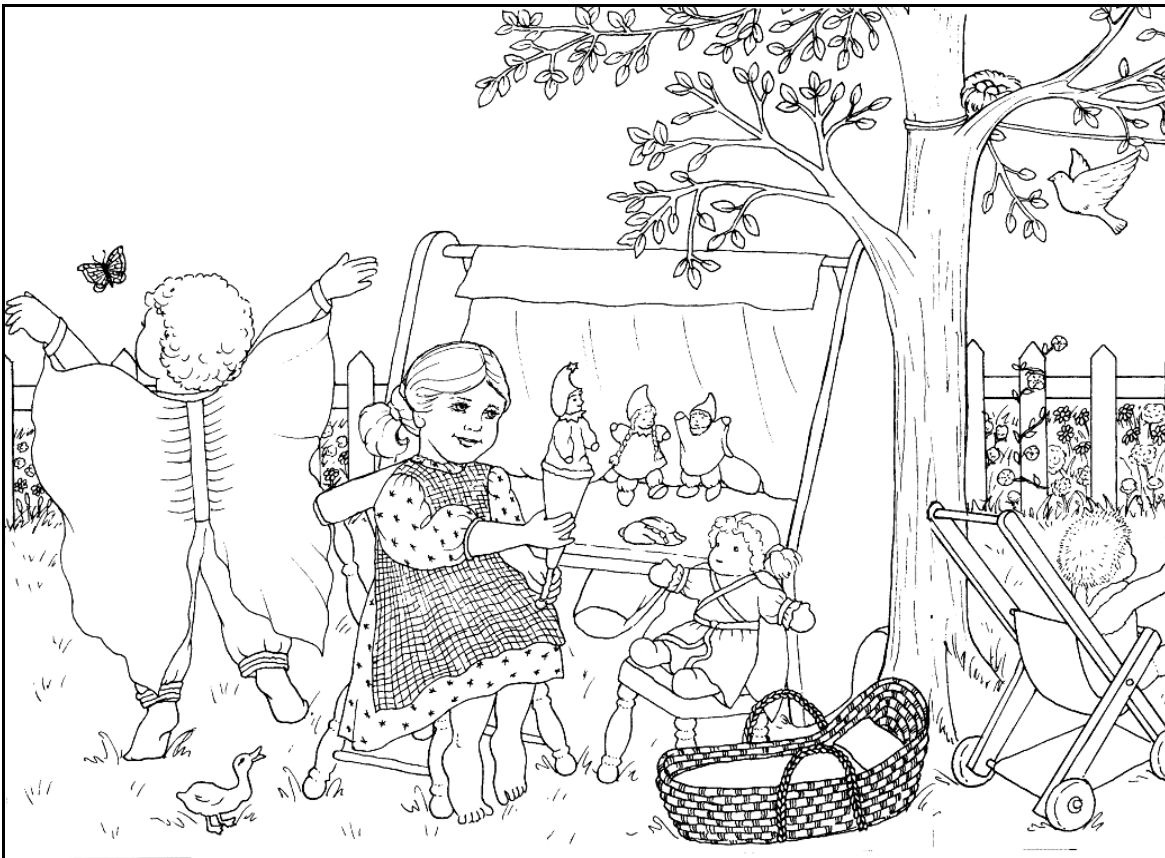


River Oak Charter School

KINDERGARTEN PARENT HANDBOOK



555 Leslie Street, Ukiah, CA 95482

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www.riveroakcharterschool.org



This Book Belongs to:

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Dear Parents,

Welcome to River Oak Charter School – Mendocino County’s Steiner Methods School! For those of you who are new to the school, you are about to begin a new and exciting journey for you and your family.

The partnership we form is very important to the success of your child’s education. Let us work together to form a mutual understanding and trust. There are many ways of doing this. I would like to take time to list some of the expectations I have which I believe will help to make the experience for you and your child richer. Please read this booklet thoroughly.

We can help each other by sharing our observations of your child. I will be the “eyes” and “ears” at school, and you the “eyes” and “ears” at home. Please write me a note or call me at home, should the need arise. I am available in the evenings after 7:30 p.m. up to 9:00 p.m. We need to keep our lines of communication open. I ask however, that you not bring up questions or concerns in front of your child. Parenting consciously and lovingly is a big task, but you are not alone in your endeavors. It is easier if we all work together. You will find that attending parent meetings can also be of great support.



STARTING AND ENDING THE DAY

Teacher prep time is from 8:00 am – 8:20 am.

- Please do not drop your child off before 8:20 am. If you need to make other arrangements, please set them up in advance.
- Even though I may be present, I am not available to take your child into the classroom until 8:20 am, because I am busy preparing for the activities of the day.
- Please do not drop your child off early.

School begins at 8:20 am.

- Please be punctual; it benefits all of us for you and your child to be on time.
- Please **do not** merely drop off your child. Instead, escort your child into the classroom. Help your child put on inside shoes, hang coats up, and put lunch baskets up. After all, this is only Kindergarten, and your child needs your help with this very important transition from home to school. **Again, please do not send your child into the classroom without you.**
- If you are late, you will need to check into the office first where you will obtain a late slip. Then, please take your child quietly into the kindergarten classroom. For the Golden Sun Kindergarten, please enter through the outside door when you are late.

Visiting the Kindergarten during the day.

- If you would like to come to stay in the class, please make arrangements with us in advance of your visit. Please also remember to follow school protocol by signing the visitor registration log at the front office.

Kindergarten ends promptly at 1:00 pm.

- If your child is not picked up at this time, he/she will be escorted to aftercare (the Acorn Hut), and you will be expected to pay the aftercare fee.



CLOTHING

- Children are busy and active in Kindergarten and clothing should be of the type that does not inhibit movement.
- Young children under the age of six have no waist, so suspenders or overalls are a good idea.
- Extra warmth is important, as the weather gets cooler. On chilly mornings that turn to hot afternoons, layer your child's clothing.
- HATS! On cold, windy or rainy days hats are essential. Don't forget sun hats as well.
- Natural fibers, cotton and wool, are especially beneficial as they allow your child's skin to breathe.
- Jewelry (including watches) is not appropriate in the Kindergarten. Jewelry is often discarded or lost after arrival, and other children covet what they see other's wear if they do not have the same thing. It can also prove hazardous, catching on things or pinching when children jump and climb.
- Refrain from "media" shirts (T.V., movie, or toy characters).
- Help your child learn to snap, button, zip, and tie, if he/she does not already know how. Tying shoes is difficult at first for the younger children; however, I have seen that the older Kindergarten children who have acquired these skills are the best "teachers."
- Teach your child how to blow his nose and to carry a handkerchief.
- Girls should wear leggings or shorts under their dresses/skirts.
- No spaghetti straps. This is an all-school rule as well.

SHOES

Sneakers that tie are the best shoes for children to wear. For girls, please consider that fancy shoes are not designed for running, jumping, or climbing, and they have slippery soles. Please, no slip-ons, flip-flops, or platforms; they limit play. Please leave "lighted" shoes at home; some children find them very distracting. "Crocs" can cause blisters, so they are best left at home too. Thank you for taking these things into consideration.

RAINGEAR

Each child will need a long raincoat, waterproof hat, and rain boots. We like to play outdoors every day, even in a little drizzle. When rain seems hard to predict, please do send raingear. **Children will not be allowed outside without the proper gear for the weather!** Please, do not send umbrellas, because play is restricted with them in tow.

ATTENDANCE AND PUNCTUALITY

- Please have your child at school everyday, unless he/she is sick. This allows me to know your child and for your child to know me and the other students. It is also very important for their development.
- If your child is absent, notify the school office by telephone every day he/she is out. Call 467-1855 extension 102. Leave a message if no one is able to take your call.
- It is important for you to be on time, so that the class is not interrupted. However, if you are late, you will need to go through the front office to obtain a late pass for your child.
- If you are planning to be away for any length of time, please let me know. Please notify the front office as well. Independent Study may be possible if you are willing, and if you will be gone for three or more days. I will need plenty of time to prepare your child's Independent Study packet. Please try to let me know at least one week before you leave.

REST

After observing children for many years, I can say unequivocally that a well-rested child is far happier than a child who is not getting enough sleep. Energy is a renewable resource only if we make sure our children are allowed plenty of sleep time. Sleep is the time the body and soul regenerate.

Summer routines are often different than school year routines, so I would suggest that before school starts, you begin to adjust your child gradually to earlier bedtimes and rising times so that the change will not be abrupt and tearful. Children of this age generally do well with 11 to 12 hours of sleep per night. Please let me know if your child had less sleep or had a troubling night or morning, so that I can offer more nurturing.

It may be helpful to strive for a consistent evening routine, such as dinner together at the same time (when possible), then a bath, then a story, songs, or lullabies, and then to bed at the same time each night.



SICKNESS

- Please observe your child daily and learn those signs that say he/she or she needs to stay home. **Do not send your child to school if he or she:**
 - Has had a fever within the past twenty-four (24) hours.
 - Has vomited within the past twenty-four (24) hours.
 - Has greenish mucus, a much-clogged nose, is coughing or sneezing. **If you are in doubt, call me, and we will discuss it.** All children get colds and should not stay home for the duration of the illness. Let us have a conversation if your child is in extreme discomfort.
 - Has head lice. Call your health care provider for remedies. Information is also available in the front office. Head lice are difficult to irradiate once they are established in a school setting. If your child had head lice, he/she will be checked upon return to school.
- If your child becomes ill at school, he/she will rest in a quiet spot. You will be called (or your emergency contact) to pick up your child.
- Children on antibiotics must wait 24 hours after the first dose is taken before returning to school..
- Let us look forward to a healthy year and to being considerate of one another and to our children regarding illnesses.
- Please update your emergency card if your information changes.

COMMUNICATION

- The mailboxes outside of the classroom contain one folder for each child. Newsletters, paintings, and other important items may be found here.
- Announcements are posted on bulletin boards outside of the classroom.
- Parent night meetings are an essential means of communication between teachers and parents. You will learn about the curriculum, field trips, parenting skills, make presents for your child, and more. Don't miss even one of them.
- A monthly school-wide newsletter will be distributed either by email or placed in student mailboxes.
- The class parent distributes a phone tree to each family in your child's class. It can be a successful means of communicating to the whole class.
- The school may use its automatic dialing system to send phone or email messages. Let the front office know your preferred email address and telephone number.
- If you have a difference of opinion with your child's teacher, please try to resolve the issue with the teacher before approaching the administrator or other school personnel.

BIRTHDAYS IN THE KINDERGARTEN

Birthdays are very important in the kindergarten. Both parents are urged to attend their child's birthday celebration whenever possible. The date will be nearest to or on the child's actual birthday unless your child has a summer birthday. The ceremony takes about half an hour and is from 12:10 am – 1:00 pm. However, the parent who will help set up needs to arrive by 11:45 am. If you are working, perhaps you can take this time from your lunch hour so you may attend.

The parent supplies cupcakes, candles, and napkins. Children in the class make a "Birthday Book" for the birthday child, and I make a special gift. Please remember to bring a lunch for yourself, so that you can join the afternoon meal.

A week or so before the birthday, I will need the parent to write a short biography of the child's life, highlighting stages of development that were important, funny incidences, family outings, trips, and holidays, or whatever seems important and that young children can relate to. Also, please include the time of day or night the child was born, and what the weather was like. You might even like to bring me a few photographs. I hope you do not mind, but I might edit the story a bit.

I will tell the birthday story at the child's celebration. I ask that you refrain from taking pictures during this time, but I will make photo opportunities available afterwards.



Birthday Verse

(For the night before a child's birthday)

When I have said my evening prayer,
And my clothes are folded on the chair,
And my mother switches off the light,
I'll still be ____ years old tonight.
But with the dawning of the day,
Before the children rise and play,
Before the greenness turns to gold,
Tomorrow I'll be ____ years old!
____ kisses when I wake.
____ candles on my cake.

Birthday Verse

(Morning of a child's birthday)

Please, everybody, look at me!
Today I'm ____ years old you see!
And after this I won't be ____
Or 4 or 3 or 2 or 1,
For that was when I'd first begun.
Now I'll be ____ awhile, and then,
I'll soon be something else again.
____ kisses when I wake.
____ candles on my cake

THE THREE R'S OF THE KINDERGARTEN: RHYTHM, REPETITION, AND REVERENCE

Rhythm and Repetition

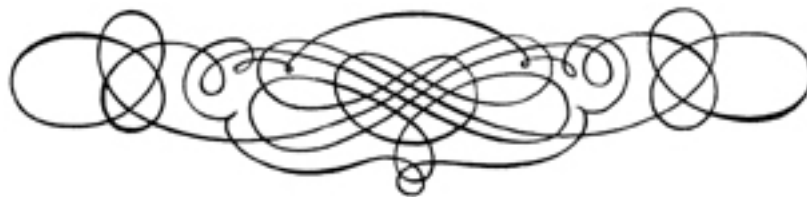
In the activities of the day, of the week, and in the festivals of the year we find rhythm and repetition. Rhythm and repetition lay the foundations for feelings of security, experience of affirmation, self-discipline, and the ability to make decisions in adult life. Having important daily events happen repeatedly at the same time each day is important – dinnertime at the same time, bath time at the same time, bedtime at the same time. Every day follow the same pattern as closely as possible. I would also like to remind you how important the transition from evening to bedtime is. A consistent evening “ritual” or way of transitioning is very important at this age. Nighttime is often a scary time for children, and this will help. There can also be a weekly rhythm such as a shopping day, a laundry day, etc.

Reverence

This develops from the care, love, and devotion we have for each other, the things around us, and the environment in which we live. We foster reverence through giving thanks for what we eat, greeting the day, and how we part from one another at the end of the day.

The Yearly Rhythm

We celebrate the festivals that bring to consciousness the changing season and cultural events. Food, decorations, candlelight, songs, and drama are a part of these celebrations. Parents are invited to attend these events, and I will send home advance notice with all the details.



THE DAILY KINDERGARTEN RHYTHM

- 8:20 Welcoming: Children arrive. Please help your child enter smoothly by coming into the cubby area, putting away the lunch basket, and taking off sweaters and jackets, and hanging them in the cubby. If your child has a hard time with separation, we will work out a routine.
- 8:30 – 9:45 **Play is our most important activity!**
Creative play and imaginative playtime every morning.
The Weekly Rhythm of Daily Activities:
Monday - Painting and washing
Tuesday - Gardening
Wednesday - Baking
Thursday - Soup making
Friday - Beeswax and nature walk
- 9:45 – 10:00 Clean-up, bathroom, hand washing, and rest time. Rest time is a time to “sing children into our culture”.
- 10:00 – 10:30 Morning Circle – We gather for our morning verse and greet the day and each other in song, movement, and poems.
- 10:30 – 11:00 Snack Time – The snack is cooked at school.
The Weekly Rhythm of Snack:
Monday - Rice day
Tuesday - Oat day
Wednesday - Muffin day (with millet)
Thursday - Soup day & bread from the day before
Friday - Popcorn day
- 11:00 – 12:10 Outside Time – We also use this time to do gardening and nature walks.
- 12:15 – 12:45 Fairy/Folk Tale (told by teacher), play, or puppet play.
- 12:45 – 1:00 Lunch – Please refrain from sending sugary or processed food.

MEDIA, TELEVISION, AND THE ELECTRONIC AGE

This, of course, is a huge topic that I can only briefly review here. I will at some point, spend more time on this, and I have some interesting literature to share. It is amazing that Rudolf Steiner forecasted many of the effects of media on young children, long before current researchers and child psychologists began to conduct their own studies on this subject.

Parents often ask, “How much is too much?” with respect to computer use, movies, and television viewing. I can only say that **any** television viewing, computer use, movie watching, videos or video games has no redeeming qualities whatsoever for the young child at this age. In the years that I have taught and observed young children, I have seen a remarkable increase in the following:

- Fears – Nightmares, sleep-related problems, obsessive thoughts, anxiety, worry, nervousness.
- Hyperactivity – Children unable to concentrate, random running around and aimlessness.
- Inappropriate age-related behavior – Children who watch television and see a great deal of adult-oriented media events tend to speak, act, and play in ways that have left their natural and organic age behind, thus accelerating the maturation process. We now see many young ones who may be 9 or 10. but they **act** like teenagers and consequently have many problems related to this.
- Changes to the body – Children are meant to be active, not passive couch potatoes. Children today are much less physically active. I see far more obesity and high blood pressure in children than ever before. I can actually tell if a child watches television or movies by their body language. It is often mechanical, nervous, and/or robot-like.
- Effects on the child’s imaginative forces and ability to play – This is the saddest part of all. Many people think that “educational” television, media, computer applications, etc., aid the child’s imagination. It is, in fact, just the opposite. Because the forces of imitation are so strong in the young child, those images and ideas, language and movements that are viewed by the child are soaked up and taken in by the child very deeply. They cannot shut them out the way an adult can. These images then become the motivating forces behind the child’s play. They are not of the child at all!! They did not spring from the inner life of that child, but from some bizarre interpretation created by some Hollywood writer

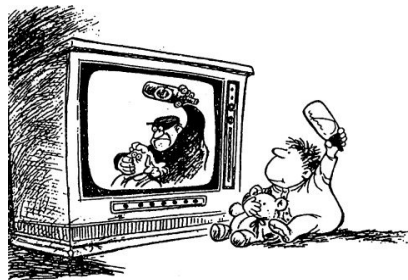
somewhere. If you think we are over-reacting, just watch Saturday morning cartoons sometime! The main objective is to sell products and toys related to the “show”. This especially victimizes little girls. Their play can be totally manipulated by what they watch. This is scary as well as sad. Boys, on the other hand, will come into the Kindergarten full of aggressive gestures, mechanical movements, and horrendous sound effects. You can imagine how this affects the classroom environment!

I have talked to many, many teachers about this issue both in the public and private sector. They all agree that the viewing of television, computers, and movies has had a profound effect on children’s overall health and development at this age.

You may be asking, “Isn’t it a matter of degrees?” Well, yes and no. For the older child, (over eleven years old) an occasional movie that is **appropriate** is not going to damage the child. But I can only say this, from what I have observed: children who watch no movies or television, play, act and think in totally different ways than children who do. This is especially true for the young child.

There is much in today’s world that we may not agree with, and a great deal that is out of our control. I am imploring you as parents to take a close look at this issue. This **is** an area where you have control. So give it some thought. Our children need all the humanizing experiences we can offer to help counter a world that is saturated with Media.

That is why a Kindergarten using a Steiner Methods curriculum offers real activities: baking, woodworking, painting and gardening. This is also why I utilize as much natural material as possible. I believe in the preservation of childhood, and hope to nurture each child’s unfolding. Let’s work together as much as possible on this! If more clarification is needed, just ask.



WAYS TO INTRODUCE YOUR MEAL

Hands together, hands apart, hands together, we're ready to start.

Earth who gave to us this food.
Sun who makes it ripe and good.
Dear Sun above, dear Earth below.
Our loving thanks to you we show.

Kindly words are like honeycomb,
Sweetness to our soul, Health to our body.

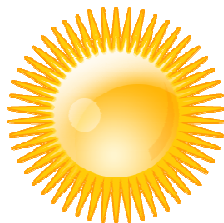
Mother Earth to you we're singing.
Listen to our song.
Thanks for all the harvest bringing.
Hear me when I sing to you, sing to you.
Songs of rain and sunshine too. Ho-oh.

We thank thee for flowers that grow
Beneath our feet, for tender grass so
Fresh, so sweet. We thank thee. For hum
Of birds and buzz of bee. For all the things
we hear and see. Ohhh, oh, oh we thank thee.
Ohoh, oh, oh we thank thee.

Thank you for the blossom.
Thank you for the fruit.
Thank you for the leaf and stem.
Thank you for the root.

For health and strength and daily bread we give our daily thanks.

Bon Appetite, now we may eat!



THE IMPORTANCE OF BREAKFAST

Breakfast is the most important meal of the day. Children who eat a hearty, nutritious breakfast do better at school; it's hard to have a good day in kindergarten if you are hungry.

It can be a struggle getting your child out of bed early enough so that he/she can eat a good breakfast before going off to school. One way to help with early rising is getting your child to bed early (7:00 – 7:30 pm). This allows him/her to wake up more easily and gives you the time to have a sit-down breakfast.

If your child has any tendency towards over-activity or irritability, then it is critical for him/her not to consume sugar in the morning. Most cold cereals these days are made with lots of sugar, colored dyes, or preservatives. Please avoid cereals with a high sugar content; also limit fruit juice and smoothies, because they also metabolize too quickly. High sugar foods may provide quick energy, but they can make your child feel quite tired later on in the morning.

Any combination of the following foods is a great breakfast for your child. I recommend choosing whole grain cereals and whole grain breads.

- Tofu scramble
- Bacon and eggs with toast
- Pigs-in-a-blanket (pancake or dough wrapped around sausage & baked)
- Sausage biscuit
- Slow-cooking oats
- Low-sugar granola or whole grain cereal
- Left-over dinner
- Peanut butter and jelly sandwich
- Peanut butter and banana sandwich
- Nut butter on toast
- Quesadilla
- Breakfast burrito*
- Whole grain pancakes or waffles with unsweetened applesauce (waffles can be made and frozen ahead of time)
- Muesli breakfast bar**

***Breakfast Burrito – makes 1 burrito**

½ cup chopped tomato	1 egg, lightly beaten
2 tablespoons chopped onion	1 flour tortilla, 6 inches in diameter
¼ cup canned corn	2 tablespoons salsa

In a small skillet, add the chopped tomato, onion and corn. Cook over medium heat until the vegetables are soft and the moisture is evaporated. Add the egg and scramble with the vegetables until cooked through, about 3 minutes.

To serve, spread the egg mixture in the center of the tortilla and top with salsa. Fold in both sides of the tortilla up over the filling. Then roll to close and serve.

**** Muesli Breakfast Bars – makes 24 bars**

These bars are easy to make ahead and are perfect for breakfast on the go.

2 ½ cups old-fashioned oats	½ cup raisins
½ cup soy flour	½ teaspoon salt
½ cup fat-free dry milk	1 cup dark honey
½ cup toasted wheat germ	½ cup unsalted peanut butter
½ cup sliced almonds or chopped pecans, toasted	1 tablespoon olive oil
½ cup dried apples, chopped	2 teaspoons vanilla extract

Preheat oven to 325 F. Lightly coat a 9x13-inch baking pan with cooking spray.

In a large bowl, combine oats, flour, dry milk, wheat germ, almonds, apples, raisins and salt. Stir well to blend and set aside.

In a small saucepan, stir together the honey, peanut butter and olive oil over medium-low heat until well blended. Don't boil. Stir in the vanilla. Add the warm honey mixture to the dry ingredients and stir quickly until well combined. The mixture should be sticky but not wet.

Pat the mixture evenly into the prepared pan. Press firmly to remove any air pockets. Bake just until the edges begin to brown, about 25 minutes. Let cool in the pan on a wire rack for 10 minutes, and then cut into 24 bars. When just cool enough to handle, remove the bars from the pan and place them on the rack to cool completely. Store, refrigerated, in airtight containers.

MORNING SNACK

Every day, I will serve the children a nutritious morning snack along with herbal tea. On Thursdays, we make vegetable soup for our morning snack. On Thursdays you may wish to send a smaller lunch if your child is a big soup eater.

SCHOOL LUNCH

Every day, parents pack a homemade lunch for their child. Food should be sent in a basket along with a cloth placemat and cloth napkin. If you wish to send a beverage, please send it in a thermos or other container with no pictures on it.

School lunches are often a frustration for parents. Here are some ideas to try when you tire of making peanut butter and jelly sandwiches.

- Natural peanut butter and honey on whole grain bread or crackers
- Soup in a thermos
- Unprocessed cheese
- Yogurt (with fruit or plain) – it does not need sugar
- Burritos
- Noodles with marinara or pesto sauce
- Baked chips and dip
- Sliced vegetables with ranch dressing
- Nuts or trail mix (without chocolate)
- Fresh fruit
- Boiled eggs (great if already peeled in a bag)
- Slice of pizza (freeze the rest of the pizza for later)
- Bagel with cream cheese
- Tuna fish pita pocket***
- Egg salad sandwich
- Meat sandwich – sliced beef, turkey, ham (they do not need to be processed)****
- Celery with peanut butter
- Sushi
- Veggie dogs

***** Tuna Fish Pita Pockets – makes 6 pocket halves**

Canned tuna is a good source of protein and many vitamins and minerals.

1 ½ cups romaine lettuce, shredded	¼ cup green onions, finely chopped
¾ cups tomatoes, diced	1 6-ounce can white tuna
½ cup carrots, shredded	¼ cup low-fat ranch dressing
½ cup green bell pepper, finely chopped	3 whole wheat pita pockets, halved
½ cup broccoli, finely chopped	

In a large bowl, add the vegetables. Toss to mix evenly.

In a small bowl, add the tuna and ranch dressing. Stir to mix well. Add the tuna mixture to the vegetable mixture and stir to combine.

Scoop ¾ cup of the tuna salad into each pita pocket half.

****** Healthy Meat Sandwich**

Be creative and make your child's lunch more interesting. To make a healthy sandwich, choose one or more from the following:

Turkey:	Roasted, sliced, or shaved – or substitute any lean protein
Whole grain:	Sliced bread, bun, roll, tortilla, pita, ciabatta, baguette, focaccia, naan, English muffin, bagel, flat bread, cracker
Spread or relish:	Mustard, low-fat mayonnaise, cranberry relish or other fruit spread, hummus, honey, pesto, peanut butter, salsa, low-fat refried beans, BBQ sauce
Toppings:	Lettuce, tomatoes, avocado, peppers(sweet, hot or spicy), celery, radishes, cucumbers, herbs, apple, pear, grapes, raisins, chopped nuts

THE HEALTHY EATING PYRAMID

The *Healthy Eating Pyramid* is included here as a reference for parents to use while making food choices for the entire family. The Harvard School of Public Health developed this pyramid-style nutrition guide, suggesting how much of each food category one should eat each day. The *Healthy Eating Pyramid* is intended to provide a better eating guide than the widespread food guide pyramid created by the United States Department of Agriculture which has been criticized for not differentiating between refined grains and whole grains, between saturated fats and unsaturated fats and for not putting enough emphasis on exercise.

Based on the latest science, and unaffected by businesses and organizations with a stake in its messages, the *Healthy Eating Pyramid* is a simple, trustworthy guide to choosing a healthy diet. One should eat more foods from the bottom part of the pyramid (vegetables, whole grains) and less from the top (red meat, refined grains, sugary drinks, and salt).

The *Healthy Eating Pyramid* image is owned by the President and Fellows of Harvard College. Copyright 2008. For more information about the *Healthy Eating Pyramid*, please see The Nutrition Source, Department of Nutrition, Harvard School of Public Health, <http://thenutritionsource.org>, and *Eat, Drink, and Be Healthy*, by Walter C. Willett, M.D. and Patrick J. Skerrett (2005), Free Press/Simon & Schuster Inc.



PUPPET PLAY

(For those children going on to First Grade)

Before your child passes through the gate on a journey through the grades, I ask him or her to give a gift to those staying behind in the form of a puppet play. As this year progresses, please be thinking of your child and a fairytale, preferably which typifies your child's nature and/or his/her interest. You may use our puppets unless you prefer to make your own. The story **does not** need to be memorized, unless you would care to do so. I recommend the Pantheon translation of the Grimm's Fairy Tales. I can help you choose a story, and I would be happy to loan you a book, or you could find one at the library. I will be in contact with you to set a date for your child's puppet play performance toward the end of the school year.

Let me know how I can help in **any** way. As they work together, parents and children usually find this is a gift to each other as well as to the class. Keep the puppet plays very simple, and remember, I am here to help.



RECOMMENDED READING

Pamela Johnson Fenner – September 1995

Developing a reading list is an on-going process. Please note that we have not included the name of the publisher as a library or bookstore can provide such current information. Occasionally, a book may be listed as out-of-print at a bookstore, but may be located at your library. Sometimes such titles may be reissued by a new publisher.

Selecting a Book Title

Our designation of a particular grade level is only a guide and many titles are listed at several grade levels. Those who choose a book for a particular child should not only consider the child's grade level, but also the stage of development and the child's interest in a particular subject. Many titles can be read aloud to a child, and then read by the child when older.

Special reference marks

(B) represents biographies

Titles which may not be available in your area can be ordered from:

- * Anthroposophic Press, RR 4 Box 94A 1, Hudson, NY 12534
- * Rudolf Steiner College Bookstore, 9200 Fair Oaks Boulevard, Fair Oaks, CA 95628
- * Sunbridge College Bookstore, 260 Hungry Hollow Road, Chestnut Ridge, NY 10977
- * Wind rose, Rose Harmony Association, Inc., 171 Water Street, Chatham, NY 12037

Anthologies of verse, rhymes, and stories

Authors	Books
Barker, Cecily Mary	Old Rhymes for All Times
Bennett, William J.	The Book of Virtues
Blisken, Edward	Oxford Book of Poetry for Children
Caduto, M.J. and Bruchac, J.	Keepers of the Animals: Native American Stories and Wildlife Activities for Children
	Keepers of the Earth: Native American Stories and Environmental Activities for Children
Causley, Charles	Early in the Morning: A Collection of New Poems
Colum, Padraic (Editor)	The Complete Grimm's Fairy Tales

Daniel, Mark	A Child's Treasury of Seaside Verse
	A Child's Treasury of Animal Verse
	A Child's Treasury of Poems
	A Child's Christmas Treasury
*Dover, L. Phillips– Introduction	Peter Piper's Practical Principles of ????? and Perfect Pronunciation
Drucker, Malker	The Family Treasury of Jewish Holiday
Herriot, James	Treasury for Children
Hopkins, Lee Bennett	Hand in Hand: An American History Through Poetry
* Howden, E. (Editor)	The Blacksmith and the Fairies and ????? Scottish Folk-tales
Houghton, Mifflin and Company	The Anthology of Children's Literature
*Karadzic, Vuk (Editor)	Nine Magic Pea-Hens and other Serbian Folk-tales
Lionni, Leo	Frederick's Fables (Also sold singly)
*Lotz, Karen E.	Snowsong Whistling
* Masters, Brian	Meteor Showers and Us: Poems for Speaking Aloud in School and Home (ages 6 – 18)
Museum of Fine Arts, Boston	Who Has Seen the Wind: An Illustrated Collection of Poetry for Young People
Newbery Collection	A Newbery Christmas
	A Newbery Halloween
	A Newbery Zoo
Oxfam Children's Stories	South East North West
Prelutsky, Jack	Read-Aloud Rhymes for the Very Young
	Ride a Purple Pelican
Random House	Random House Book of Bedtime Stories
* Scott, Anne	The Laughing Baby: Remembering Nursery Rhymes and Reasons (Songs and Rhymes from Around the World)
Schwartz, Alvin	And the Green Grew All Around: Folk Poetry from Everyone
Singer, Isaac Bashevis	Stories for Children
	Zlateh the Goat and Other Stories
Sherlock	West Indian Folk Tales
*Thomas, Heather	Journey Through Time in Verse and Rhyme
Van Allsburg, Chris	Polar Express

Kindergarten – Reading Aloud

Adams, Judith	Looking for a Fairy
	Hedgehogs' Midnight Milking
Barker, Cicely Mary	Flower Fairy Books (series)
Berger, Barbara Helen	When the Sun Rose
	Grandfather Twilight
* Beskow, Elsa	Around the Year
	Children of the Forest
	Christopher's Harvest Time
	The Flowers' Festival
	Ollie's Ski Trip
	Pelle's New Suit
	Peter's Old House
	Peter in Blueberry Land
	The Sun Egg
	The Tale of the Little, Little Old Women
	Woody, Hazel, and Little Pip (and others ????)
Bryan, Daniel C.	Sun and Seed
Burgess, Thornton	Nature Stories
	The Adventure of Peter Cottontail
	The Adventures of Little Joe Otter
	Adventures of Mr. Mocker
	The Adventures of Lightfoot the Deer
	The Adventures of Johnny Chuck (and others)
Colum, Padraic (Editor)	The Complete Grimm's Fairy Tales
* Cople, Rudolf	To Grow and Become: Stories for Children
Hol, Coby	Punch and His Friends
McDermott, Gerald	Zomo the Rabbit
Melmed, Laura Krauss	Rainbabies
* Mosel, Arlene (Retold by)	Tikki Tikki Tembo
* Romer, Norah	Birthday
* Sehlin, Gunhild	Mary's Little Donkey and the Flight to Egypt
Stietencron, Bettina	A Day in the Garden
* Tolstoy, Leo	Little Philip
* Von Olfers, Sibylle	The Princess in the Forest
	Story of the Root Children
Van Zeyl, Marjan	Goodnight

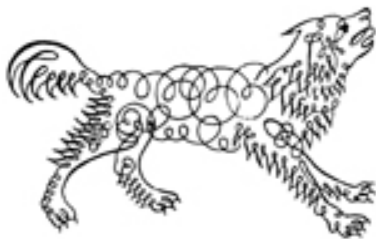
First Grade – Reading Aloud

Adams, Judith	Looking for a Fairy
	Hedgehogs' Midnight Milking
Afanaser	Russian Fairy Tales
Abjornsen & Moe	East of the Sun, West of the Moon
Barnes (Edited By)	The Golden Footprints
Barker, Cicely Mary	Flower Fairy Books
Berger, Barbara Helen	Animalia
	The Donkey's Dream
	Grandfather Twilight
	Gwinna
	The Jewel Heart
	When the Sun Rose
Burgess, Thornton	Nature Stories (See Kindergarten)
D'Aulaire	Children of the Northern Light
De Paola, Tomie	Clown of God
	Big Anthony
	Stregna Nona
	Oliver Butto is a Sissy
	Many others
Horenstein, Henry	My Mom's a Vet
Lindman, Maj	Flicka, Ricka, Dicka and the Three Kittens (series)
Lindgren, Astrid	The Tomten & the Fox
	The Tomten
	The Children on Troublemaker Street
	Christmas in Noisy Village
McCloskey, Robert	Make way for Ducklings
	Blueberries for Sal
	One Morning In Maine
McDermott, Gerald	Zomo the Rabbit
Orczy	Old Hungarian Fairy Tales
Ranson	Old Peter's Russian Tale
Steel	English Fairy Tale
Tennyson, Alfred	The Brook
Williams, Carol Ann	Tsubu the Little Snail
*Wyatt, Isabel	Seven Year Old Winder Book
	The Book of Fairy Princes

MAKING UP STORIES

Making up stories is a great way to help your child through the issues of daily life. The following list has been compiled to help you make up children's stories.

Antelope – Speed, grace, rapid advancement
Bear – Strength, introspection, self-knowledge
Beaver – Building, shaping
Bee – Service, gathering, community
Buffalo – Abundance, healing, good fortune
Butterfly – Transformation, balance, grace
Cougar – Balance, leadership
Coyote – Humor, trickiness, reversal of fortune
Crow – Council, wisdom, resourcefulness
Deer - Gentleness, sensitivity, peace
Dolphin – Joy, harmony, connection with self
Dragonfly – Skill, refinement, relentlessness
Eagle – Potency, healing, power, illumination
Elk – Pride, power, safe movement
Fox – Cleverness, subtlety, discretion
Frog- cleansing, peace, emotional, healing
Horse – Freedom, power, safe movement
Hummingbird – Beauty, wonder, agility
Moose – Unpredictability, spontaneity
Otter – Joy, laughter, lightness
Owl – Wisdom, vision, insight
Porcupine – Innocence, humility
Quail – Protectiveness, group harmony
Raven – Mystery, exploration of the unknown
Seagull – Carefree attitude, versatility, freedom
Snake – Power, life force, sexual potency
Turtle – Love and protection, healing, knowledge
Whale – Creativity, intuition
Wolf – Teaching skills, cleverness



Please consult me if you wish to receive recommendations for great books for your own reading delight and personal growth.

For your convenience, you may wish to clip the list below and take it along when you go shopping.



CHECK LIST FOR SCHOOL SUPPLIES

- ___ Lunch basket.
- ___ One cloth napkin.
- ___ One cloth placemat.
- ___ A vegetable every Thursday (soup day)
- ___ One apron to stay in the cubby.

Ask us for a simple pattern if you need one. Please make straps long enough to wrap around and tie in front. Please make them out of denim or heavy cotton. We use the apron often for baking, cooking, and painting.

- ___ One pair of indoor shoes to stay in the cubby. A solid color is preferred.
- ___ One cloth bag with extra clothes to stay in the cubby:
Please replenish clothes as needed and check the bag for appropriate seasonal items at mid-year and springtime.

- Underwear
- Socks
- Long pants
- Shirts
- Sweaters or sweat shirts

- ___ Rain boots
- ___ Rain hat
- ___ Warm hat
- ___ Sun hat
- ___ Mittens



