



Counting Down to Kindergarten:

A Helpful Handbook for K0 and K1 Families in the Boston Public Schools



Produced by the Department of Early Childhood in the Boston Public Schools and Countdown to Kindergarten. Countdown to Kindergarten is sponsored by Mayor Thomas M. Menino, the Boston School Committee, the Boston Public Schools and our community partners.

BOSTON PUBLIC SCHOOLS



Dear Families,

Welcome to the Boston Public Schools! The Department of Early Childhood looks forward to starting this educational journey with you. We are excited to partner with you to set your children on the course to lifelong success as learners and citizens.

This guide will introduce you to our 3 and 4 year old kindergarten classrooms (K0 and K1), including the state of the art curriculum used: Opening the World of Learning (OWL) and Building Blocks. We compiled this curriculum to give your child the richest learning experiences based on research on how young children learn best. We are also currently developing a new curriculum our 5 year old kindergarten programs so that your child will have a seamless educational experience that will provide the academic and social-emotional foundations needed to ensure success throughout their school years and beyond.

We would love to hear any feedback you have throughout your experience in the Early Childhood program of the Boston Public Schools. Please call the department at 617-635-6768 or e-mail me at jsachs@boston.k12.ma.us. You can also take advantage of the numerous resources listed at the end of this guide, including Countdown to Kindergarten, who can help you with this important transition. Please feel free to call Countdown to Kindergarten at 617-635-6816 or visit the web site at www.countdowntokindergarten.org.

Best wishes for the coming school year,

Jason Sachs

Dr. Jason Sachs

Director, Department of Early Childhood

Denise Snyder

Denise Snyder

Director, Countdown to Kindergarten

Children Begin Learning at Home



You count! Everything families do to nurture and protect their children makes a difference. No matter when a child enters school, parents and other family members are the first people in a child's life to appreciate who they are and what they do. By encouraging curiosity, communicating family values, and genuinely appreciating the child, families establish a strong foundation for learning that lasts a lifetime.



Children thrive and grow when their parents, other family members and caregivers talk and play with them. The people in the child's home are their first teachers. By talking, telling stories and singing to and with young children, adults help children learn language.

Young children are more likely to thrive in school when they know lots of words and are able to express their ideas and needs. Spending time talking and playing with your child helps increase their vocabulary, makes them feel good about themselves, and helps them begin school eager and ready to continue learning.

When you take time to talk with your child, you show her that you love, value and care for her. Your attention not only reassures and comforts your child, but builds her strong sense of self, a characteristic that she will rely upon for the rest of her life.



Play to Help Your Child Learn

These activities have no-cost, no calories and require no batteries!

Many of the things you do to help your child learn to read are easy, free and fun. You probably do many of these things without even knowing it. Just 20 minutes a day makes a big difference.

TALK

Talk often to your child and encourage her talk to you by listening carefully to what she says. The more words and sentences your child hears, and the more she practices them by talking to you, the more she will understand how language works. Tell stories and jokes.



Activity: "Once Upon a Time" Tell a story about yourself. Tell her about your grandparents or something about yourself as a child. When your child hears you talk about what happened in your life, she is learning new words. Your stories make her love stories and that makes her want to learn how to read! Ask her to tell you a story.

Storytelling has a long tradition as a way of passing on values, beliefs and family history. Storytelling is an important way parents, family members and caregivers can help young children learn language and become members of their community.



PLAY

Let your child have plenty of play time. When your child makes up stories while playing with trucks, blocks or other toys, he is using his imagination, practicing language and having fun. When you play with your child, it's a great time for the two of you—or the whole family—to share words and ideas.



Be selective about TV and video games. Set limits on the amount of time and types of TV and games your child sees. While some programming

is educational, research shows that the less time children watch TV, the better they do in school. Also, when children sit in front of a TV, they are missing out on getting exercise and using their imagination.

GO PLACES

When you go places, there are often lots of new things to talk about. Remember what is regular for you is probably new to your child. Even taking a different route to the bus stop, the convenience store or the laundromat will mean new things to see.

DRAW OR "WRITE"

Drawing and scribbling are the beginning stages of writing, so write or draw together. When you write your shopping list, have your child "write" his list, even if it is just scribbles. Plain or recycled paper and crayons or washable markers are all your child needs to create "masterpieces." They like to scribble, make pictures and pretend to write—all of which gives them time to develop small motor skills and their imagination.

Activity: "Sing a Song" Sing to and with your child.

Music is universal and enjoyable to everyone. Music soothes and comforts children. Music is a great way for children to connect words to meaning, whether popular music or children's songs.

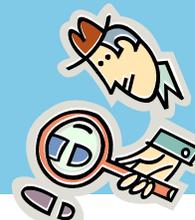


Activity: "Let's Pretend"

Pretend with your child to go to places or act out events that interest her. You can pretend to have a birthday party, go to a restaurant, fly in a plane, go swimming or sledding. It doesn't have to match the season. Remember, it is just pretend.



Activity: "I Spy" You can play this anywhere: in the car, on the bus or at the grocery store. Pick a letter from your child's name and see if you can find something shaped like that letter or find the letter on a sign. "Can you find the letter M?" "S", "T", "V", "C", "O", "E", and "H" are other easy letters to start with.



Activity: "Write a Letter"

Have your child draw a picture. Then write what she tells you about the picture. Read it back to her. Let your child decide to whom it will be sent: a relative, a friend, a teacher. Put it in an envelope and give it to the person or mail it.



Activity: "You Tell Me" After you tell a story or

read a book to your child, ask her what happened. Encourage her to tell the story back to you in her own words. Let her have fun with it. If you see that she didn't understand something, do not scold or tease her. Just talk more about the story. Let her use her imagination to make up other stories.



READ

Right from the start, parents, family members and caregivers need to provide young children with books. As a way to help children learn to value the books, keep them in a special place that is within reach to encourage children to look at them on their own. When there is gift giving, ask relatives and friends to give books as presents. Books don't have to be new to be great. They can be handed down from older siblings and cousins, or picked up at a yard sale!

Parents, family members, and caregivers should introduce books to infants and very young children. Looking at the pictures and talking about them is an introduction to life-long reading. Adults can show children how to use books by showing them how to turn pages gently and handle them with care. Young children learn to appreciate books from adults who set that example.

Besides learning how to value books, most children enjoy the attention they get when they cuddle next to an adult who is sharing a book with them.

Activity: "Chiming In" After reading a book several times, pause and let your child say some of the words and read with you. Give hints by pointing at pictures.

Activity: "My Favorite Part" After reading a book, talk with your child about each of your favorite parts of the story.





Activity: "Rhyming Words"

Rhyming books are fun for children. Read any of the *Mother Goose* or *Dr. Seuss* books. Make up silly rhyming words after reading rhyming books or play your own game by thinking up rhymes to common words. For example, "dime," "time," "rhyme" or "lime." Make up new verses to a song by adding more rhymes.

Make a commitment to read to children on a daily basis. Anytime of the day works, but just before bedtime is a nice way to end the day together. It can be the most important 20 minutes in a day.

Activity: "Let's Find Out" Be curious with your child. Find out more about something by looking in books — either at home or at the library.



Curriculum Summary

The goal of the Boston Public Schools (BPS) early childhood program is to set children on a course to lifelong success as learners and citizens. To achieve this goal, children must acquire the foundations that will help ensure academic success as well as build the personal and social skills required to function well in a classroom community. The curriculum in K0 (classrooms for 3 year olds) and K1 (classrooms for 4 year olds) meets the Massachusetts Guidelines for Preschool Learning Experiences (MA Dept of Early Education and Care) and was specifically chosen to meet this goal.



The K0 and K1 curriculum is based on research on how children learn which is simple: children learn best when making choices, engaging with materials, and talking with adults and other children. The Boston Public Schools use a combination of Opening the World of Learning (OWL) and Building Blocks (BB) math curriculum. Through the OWL/BB curriculum, children learn foundational skills for reading, social-emotional development, science and mathematical thinking. During a typical day the children will do whole group activities (games, songs, and poems), participate in small group skill building activities, and select from a variety of choices during center time. This curriculum is designed to support language development, literacy skills and mathematics.

For children who attend K0/K1 for two years in a looping type of classroom, the activities can be varied for the different age and abilities in the class.

Below is a summary of the components of the K1 curriculum.

■ ■ ■ LITERACY LEARNING

There are five foundational skills for reading; all of them are woven throughout the OWL curriculum. The first two skills help children make meaning from language.

1. ORAL LANGUAGE/COMPREHENSION

refers to the ability to engage in back-and-forth conversations and talk about topics beyond the here-and-now. This includes using language for conversations; resolving conflicts; telling stories and pretend play; and learning information and ways to do things.

Examples: "Peter is sad because he wants to whistle," or "I saw the reflection of the bus in the window this morning!"

2. **VOCABULARY** means the number, variety, and complexity of words children understand and use and includes being aware of familiar words and uncommon words that are not heard in everyday speech.

Examples: "That sandwich was delicious," or "That sandwich was scrumptious!"



The next three skills are used in decoding, or making sense of the written code for spoken language. Each day children play games in large or small groups, and sometime individually, strengthening their knowledge of letters and their sounds and print awareness.



3. **PRINT AWARENESS** includes knowing that letters and numbers convey meaning, print goes from left to right and words are separated by spaces.

Example: Child holds a book right side up and turns pages left to right.

4. **ALPHABET KNOWLEDGE** is the knowledge of letter names and shapes. It includes telling letters apart from each other and knowing the names of letters.

Example: “Hey, I have a ‘J’ in my name too!”

5. **PHONOLOGICAL AWARENESS** encompasses a child’s understanding of the sounds that make up words. This includes being able to divide words into syllables, identify the first sound in a word (such as /t/ in top), recognize rhymes and distinguish one word from another. It is also important for a child to learn how to identify letters and their sounds.

Examples. “Jelly, belly, Nelly – those rhyme!” or “Samaya and Sarah both start with /s/!”

Each day children listen to a story with rich vocabulary and an interesting narrative. Children are read the same story three or four times over a short period of time. As the children become familiar with the story, they are expected to recall the sequence and discuss the characters, feelings, and meaning of the story.



In addition to listening and talking about storybooks, the teacher reads non-fiction information books during an activity time called “Let’s Find Out About It.” Reading science-based literature adds to children’s background knowledge and extends their vocabulary.

■ ■ ■ MATH

Building Blocks (BB) follows the natural developmental progressions in learning mathematics. BB focuses on:

- **NUMBERS:** counting, one-to-one correspondence, comparing number sets, recognizing small collections, composing (concepts of 'parts' and 'wholes'), adding/subtracting;
- **GEOMETRIC SHAPES:** recognizing and identifying them, matching and comparing shapes; and
- **PATTERNS AND MEASUREMENT.**

The basic approach in this curriculum is finding the mathematics in, and developing mathematics from, the children's activities. The materials emphasize meaningful mathematical problems and explore mathematical concepts in depth.



To learn more about Building Blocks, you can visit the family pages on the TRIAD web site, www.ubtriad.org.

■ ■ ■ SOCIAL & EMOTIONAL DEVELOPMENT

How young children **feel** is as important as how they **think**, particularly with regard to school readiness. Academic success is linked to well developed social-emotional skills. Young children learn best in the context of positive relationships and cannot learn if they do not feel safe, loved and supported.

■ ■ ■ ROUTINES

Teachers establish classroom routines to help children know what to expect, which helps them to regulate their own behavior. For example, many teachers use a song or bell to help children know it's time to clean up or hang a wall chart that shows the schedule for the day.

■ ■ ■ COMMUNITY BUILDING

Teachers help children learn to feel part of a community and to develop a sense of responsibility for one another through conversations and rules about being safe, taking turns, sharing, helping and resolving conflicts. In many classrooms, children are given "jobs" such as "line leader" or "door holder." Children have opportunities to share their ideas, thoughts and experiences with one another during whole group meetings.

UNIT THEMES

While the life of the classroom provides children with numerous opportunities to understand their world and the people in it, there are specific unit themes in the curriculum which focus on this topic. In Unit One on Family, for example, children learn about the different roles of family members, different types of families and what it means to be part of a family. Unit Two on Friends helps children understand who is a friend and what friends do together. Children also become aware of the different kinds of work people do and the roles, responsibilities and services provided by community workers. The other OWL Units explore Wind and Water, The World of Color, Shadows and Reflections and Things That Grow. Before each OWL or BB unit begins, you will receive information about the upcoming unit and ideas of activities you can do with your child to support his or her learning.

SCIENCE

Through small group and center time activities, as well as through whole group discussions, children have opportunities to learn and practice what scientists do: observe, explore, predict, measure, reflect and record their experiences with materials and objects in their environment. For example, when students study the “World of Color,” they learn about the distinctive color of fruits, vegetables and animals and the meaning of colors to communicate (traffic lights, danger signs, etc.).



PHYSICAL DEVELOPMENT

Young children’s motor skills are developing rapidly and they need many opportunities to move their bodies to support this growth.

GROSS MOTOR: Children build their large motor skills through movement activities in the classroom as well as through outdoor play. Examples include dancing, hopping, climbing, jumping jacks, catching a bouncing ball and using the slide or swings at the playground.



FINE MOTOR: Children develop their fine motor skills through hands-on activities including drawing, writing, painting, cutting, building, playing with puzzles and small materials such as linking cubes or legos, and exploring sensory materials such as water, sand and play dough.

■ ■ ■ ART & MUSIC

Art and music provide children with opportunities to not only learn literacy and math skills, but also explore their creativity and express their ideas and feelings.

Children sing and explore rhythmic patterns during whole group meeting activities. Small group and center time activities incorporate exploration with music and instruments.



Numerous center time and small group time activities offer children the opportunity to explore materials and develop visual representations. Painting, drawing, making collages and working with play dough, clay and glue are a few examples of such activities. Teachers talk to children about illustrations in books as well.

Many schools offer additional programming for art, music, physical education, or some combination of the above.



Classroom Environment

K1 classrooms are set up to allow for whole group, small group and individual learning opportunities. With the exception of rest time, K1 classrooms are rarely quiet. Children are actively engaged in learning opportunities, which encourage them to talk, explore and work cooperatively.

MEETING AREA RUG: This is an area where the children gather for teacher-directed activities including stories, songs, movement and literacy and math games. This rug is often used for block play or book browsing as well.



LEARNING CENTERS: The room is divided into learning centers including a block center, art center with easel, sand and water center, writing center, math and counting center, dramatic play center and a book center. Some classrooms also have a computer center, science center and/or a listening center. The children are given daily opportunities to choose activities from some or all of these centers. The teachers rotate the activities in the centers depending on the theme of study and on children's interests.



A Sample Day in K1

BREAKFAST

MORNING MEETING

The group sings a welcome song. The teacher goes over the plan for the day and introduces children to the centers that will be available.

CENTER TIME

Children choose from various learning centers such as blocks, art, writing, books, puzzles and manipulatives, math, sand/water, dramatic play and science.

SONGS, WORD PLAY & LETTERS

In a large group, children sing and play instructional games designed to build letter knowledge, vocabulary and phonological awareness.

WHOLE GROUP MATH & MATH CENTERS

Children choose from a variety of hands-on math activities while the teacher meets with small groups of children to teach and assess math concepts.

LUNCH

OUTDOOR/GROSS MOTOR TIME

STORY TIME

The teacher reads and discusses books related to the Unit theme.

REST

GYM, MUSIC, COMPUTERS OR ART SPECIALIST

These vary school by school.

SMALL GROUPS

The children rotate through a variety of teacher guided literacy and science-related activities.

GOODBYE MEETING & DISMISSAL

Kindergarten Transition

Transitions can be very challenging for anyone, adults and children alike, especially the transition into kindergarten, regardless of whether your child is entering K0, K1 or K2. However, most of the time, the transition into kindergarten is harder for parents than for the child. Countdown to Kindergarten and the BPS Department of Early Childhood would like to offer some suggestions for activities that may help ease the transition for you and your child into the kindergarten classroom.



VISIT YOUR CHILD'S NEW SCHOOL AND BRING HIM WITH YOU. This is an important part of the transition process. Each of the Boston Public Schools offers a Welcome Session for new kindergarten families usually between April and June. This is a great opportunity to meet the principal and kindergarten teacher, and tour the school. If you can, visit the school several times during the summer and let your child play in the playground. Your child will become familiar with the school environment, and come September the school will not be a strange place for him.

TALK ABOUT TRANSITIONS. For example, "We are going to the library. After the library, we will stop at the supermarket and buy some groceries, and then we will come home, have lunch and take a nap."

CREATE ROUTINES. Have a set bedtime and wake up time, and stick to it. This helps children know what to expect and ensures they get enough rest.

READ BOOKS about going to school, but also continue to read books with your child for pleasure. Read one over and over if your child likes the book. For a list of recommended books go to our resource page at the end of this booklet. When reading, ask the questions, "Who?" "What?" "When?" and "Where?" to help your child with comprehension. Let your child read a story to you. He can tell you what he sees in the illustrations. Ask him to predict what will happen next. Visit your local library often. They have great, free reading programs during the summer.



HOW DO I GET A LIBRARY CARD?

Each neighborhood library branch has a Circulation Desk. The Circulation Desk is generally located at the front of each building. To get a library card, you must legibly fill out the library's application form and bring identification with your name, present address and signature at the Circulation Desk.

ENCOURAGE INDEPENDENCE. Nurture independence by allowing your child to make certain choices. Do you want to wear your purple shirt or the yellow one? Allow her to dress herself. If she is not already doing it, teach her how to open her own juice boxes or food containers. Children may bring their own lunch to school, and they will have to open their lunch on their own. Also, if your child will be wearing shoes that require laces, teach her how to tie her own shoes.

COMPLETE THE PARENT QUESTIONNAIRE that is attached, or one that is provided by your school. The information will help the teacher get to know your child better.

CELEBRATE THE TRANSITION INTO KINDERGARTEN. Countdown to Kindergarten offers a number of events throughout the city to help celebrate this important milestone. Pick up your free Kindergarten Readiness packet which includes the “I’m going to Kindergarten” t-shirt, the “I’m Ready!” DVD and an activity guide with a list of free events throughout the city. These packets are available at your local library.

HINT: For the first day of school, dress your child in comfortable clothing. Have him wear elastic waistband pants (zippers, belts and buttons may be too much during the first couple of days). This way if he waits until the last minute to use the restroom, it will be easier for him to pull his pants down. Also, if your child does not know how to tie his own shoes, have him wear Velcro or slip-on shoes. **Once your child feels comfortable and he is used to the new routines you can let him dress how he chooses.**



COUNTDOWN TO KINDERGARTEN TRANSITION CALENDAR

APRIL-JUNE: Attend a Welcome Session at your child’s school. You will receive an invitation from your school.

MAY-JUNE: Pick up your readiness packet **which includes your free t-shirt and DVD** at your local library.

JULY-AUGUST: Participate in **free summer events** throughout the city including the Summer Reading Program at your local library. Ask your librarian about free passes to several museums.

AUGUST: Celebrate Kindergarten Days at a local library. Attend the **free citywide Kindergarten Celebration at the Children’s Museum.** You will receive invitations from Countdown in August or visit www.countdowntokindergarten.org for scheduled events.

SEPTEMBER: The first day of kindergarten is the first Monday after Labor Day.



DEVELOP A PLAN FOR THE FIRST DAY OF KINDERGARTEN. When you visit your child's school in the spring ask the principal about guidelines for the first day of school. Will you be allowed to walk your child into the school? Some schools have strict policies and prefer parents to say good-bye outside. You can prepare your child ahead of time so she will know what to expect. You can also pack a picture of your family in her backpack. If your school has a policy that allows you to come in the classroom, talk about how long you will be there (10-15 minutes may be all you need). When saying good-bye, mean it.

If you anticipate a difficulty might occur for your child, when it comes to rest time or separating in the morning, feel free to discuss it with your child's teacher or principal so that together you can ease the transition for your child. Remember you know your child better than anyone else.

You will notice a "College Begins In Kindergarten" poster in your child's classroom. It is a reminder that the coming year in a BPS kindergarten classroom is the next step in your child's educational journey. Time flies and soon you will be saying goodbye and leaving your child at college. Enjoy! Thank you for choosing the Boston Public Schools.





Kindergarten Parent Questionnaire

Please take a few minutes to answer the questions below and then return the completed form to your child's new kindergarten teacher. This questionnaire will help the teacher get to know your child better and help inform instruction. Thank you!

CHILD NAME: _____ **BIRTHDAY:** _____

PLACE OF BIRTH: _____ **AGE:** _____

1. Please list the names and ages of your child's brothers and sisters or other children in the home.

2. What is the primary language spoken in your home? Are there any other languages spoken? Does your child know more than one language?

3. With whom does your child live (i.e. mom, dad, mom and dad, grandmother, other)?

4. Is your child toilet trained? If no, where is he or she in the process?

5. What time does your child typically go to bed?

6. What responsibilities does your child have at home?



7. Please list any fears your child may have (dogs, being alone, etc).

8. What comforts your child when he/she is upset?

9. What are your child's interests and hobbies?

10. Is there anything else you would like to share about your child (daily routines, likes/dislikes)?

11. Does your child have any allergies? Please list.

12. Does your family have special celebrations that you'd like to share with the class?

13. Has your child had previous experience in a preschool or daycare setting? If yes, please include the name of the center or school.

14. What are your expectations for the Kindergarten program? What specific things would you like to see happen this year?

15. Please share something special about your child with me.

If there is any other important information you would like to share in a more confidential manner, please feel free to set up an appointment with your child's teacher.

Best wishes for an exciting year ahead! Thank you for taking the time to fill out this questionnaire.



Parent Resources

Websites:

<http://www.ed.gov/pubs/CompactforReading/tablek.html>

In depth activities to do with your child to encourage literacy development.

<http://www.familyeducation.com/home/>

Educates parents on general kindergarten expectations. There are also forums with advice from other parents.

<http://www.kinderart.com/littles/>

Several activities to try with your children are categorized under themes that include sensory play, health and sorting/matching.

<http://www.seussville.com/>

Includes interactive activities that are fun and educational for your child.

<http://www.jstart.org/>

Jumpstart's website has a monthly guide to school readiness, as well as other tools for families.

<http://www.ubtriad.org/>

More information about the Building Blocks math curriculum.

<http://www.ncela.gwu.edu/pathways/reading/index.htm>

Practices for teaching bilingual children how to read.

<http://www.rif.org/leer>

Reading is Fundamental activities for Spanish-speaking families.

Resources:

Boston Public Schools

main phone number: (617) 635-9000

<http://www.bostonpublicschools.org>

School Hotline

(617) 635-9046

(August & September)

Special Education

(617) 635-8599

Transportation

(617) 635-9520

BOSTNET

(Call for Before & After School options)

(617) 720-1290

Countdown to Kindergarten

hotline: (617) 63LEARN

<http://www.countdowntokindergarten.org>

English Language Learners

617-635-9435

Food & Nutrition Services

(617) 635-9144

Boston School Committee

(617) 635-9014

Citywide Parents' Council

(617) 635-9210

Childcare Choices of Boston

(Call for childcare options)

(617) 542-5437



Parent Resources

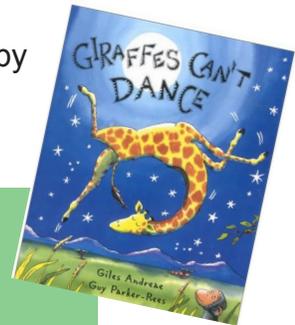
Continued

Books

Below is a list of suggested books to read with your child. Visit any Boston Public Library to borrow these books!

Jamaica's Blue Marker
by Juanita Havill

Giraffes Can't Dance by
Giles Andreae & Guy
Parker-Rees



A. My Name is Alice by Jane Bayer

When I Grow Up
by Mercer Mayer

When a Line Bends... A Shape Begins
by Rhonda Gowler Greene

Little Blue and Little
Yellow by Leo Lionni

Arf! Beg! Catch!: Dogs from A to Z
by Henry Horenstein

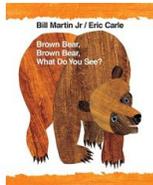
Mama Always Comes
Home by Karma Wilson

Mouse Paint by Ellen Stoll Walsh

Shape Space by Cathryn Falwell

How Big is a Pig?
by Clare Beaton & Stella Blackstone

Bear's Picture by Daniel Pinkwater



Brown Bear, Brown Bear,
What Do You See? by Eric
Carle

De colores: Bright with Colors
by David Diaz

Amazon Alphabet
by Martin Jordan & Tanis
Jordan

Minji's Salon by Eun-hee Choung
(Also El Salón de Minji)

Uncle Nacho's Hat/El sombrero del tío
Nacho by Harriet Rohmer

Oh! The Places You'll Go!
by Dr. Seuss



We Share Everything! by Robert N.
Munsch & Michael Martchenko

I Love Saturdays y Domingos
by Alma Flor Ada

Morris the Moose by Bernard Wiseman

The First Strawberries
by Joseph Bruchac

Eating the Alphabet by Lois Ehlert

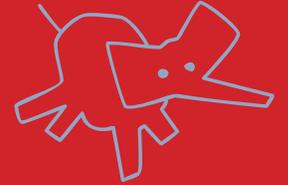
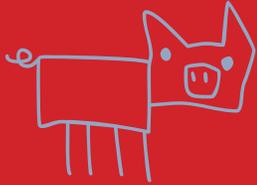
Lily Brown's Paintings
by Angela Johnson

THANK YOU

Countdown to Kindergarten and Boston Public Schools Early Childhood Department extends its sincere gratitude to the Early Childhood Coaches and the following Boston Public Schools Kindergarten Programs:

East Boston Early Education Center
Richard J. Murphy K-8 School
Baldwin Early Education Center
John Marshall Elementary School
Maurice J. Tobin K-8 School
William E. Russell Elementary School

1 2 3 4 5 6 7 8 9



PRODUCED BY:

Sonia Gómez-Banrey
Program Manager
Countdown to Kindergarten

Chris Bucco
Early Childhood Coach
Boston Public Schools

Karen Sheaffer
Early Literacy Facilitator
Hanson Initiative for Language and Literacy (HILL)
MGH Institute of Health Professions

Carol Darcy
Hanson Initiative for Language and Literacy (HILL)
MGH Institute of Health Professions

Krystal Beaulieu
Program Assistant
Countdown to Kindergarten