**KINDERGARTEN TRANSITION MEETING RECAP**

We had a productive meeting in late January regarding kindergarten transition, including a presentation by a representative from Columbus City Schools (CCS). If you are a resident of Columbus, and your child will be five on or before September 30, 2020, he/she will be eligible for enrollment in kindergarten next year. The chart below outlines the steps if you are interested in enrolling in your assigned school or entering into the CCS lottery for school choice. Call 614-247-7007 or email Schoenbaum Family Advocate, Elizabeth Friend, at friend.361@osu.edu for help in the process. If you live outside the CCS district, our staff can help with information regarding other local districts as well. We also have many resources for support and preparation at home for kindergarten readiness and transition!

### COLUMBUS CITY SCHOOLS KINDERGARTEN ENROLLMENT PROCESS

#### – STEP 1 –
- **If you want your child to attend your assigned school, you can skip this step!** To learn your child’s assigned school call the CCS Factline at 221-FACT.
- Look up factsheets about CCS elementary schools [here](#).
- Go to the elementary school fair at Africentric Early College on 2/6/20 (6:00-7:30) to meet principals and ask questions.
- Call schools you are interested in and schedule a tour (optional).

#### – STEP 2 –
- Beginning February 3rd, complete the SpeedyPass enrollment on the CCS website [click here](#).
- After you complete SpeedyPass, you will be prompted to schedule an appointment at the central enrollment office. The office is located at:
  
  430 Cleveland Avenue  
  Columbus, OH 43215  
  614-365-4011

#### – STEP 3 –
- Attend your appointment at central enrollment! **Your child is not enrolled until you attend this appointment!**
- Bring the following items with you to your meeting:
  - Parent photo ID
  - Child’s birth certificate
  - Address verification
  - Child immunization record
  - Custody/legal paperwork, if applicable

  **You do not need to bring your child to the meeting unless he/she is bilingual**

#### – STEP 4 –
- If you want your child to attend your assigned school, you are done!
- If you want to enter the school lottery, fill out an application online via the Infinite Campus Parent Portal.
  - Applications are available starting 2/3/20. Applications are due by 3/28/20

  **Only list the schools that you want. You do not have to list three choices!**

#### – STEP 5 –
- In April, a phone call will prompt you that your lottery results are available to be viewed on the portal. You will receive a phone call prompt to check your parent portal, or you can check the portal as often as you’d like.
- If you receive an offer for a lottery school, **you must accept the offer for placement at a school within two days or lose the offer.**

#### – STEP 6 –
- Secure child care before and after school care, if needed.

**DONE!**

### QUESTIONS?

Contact Barb Reed on the CCS Factline at 614-221-3228.

Or, you can stop by or call the Family Support Services office, room 133.
SPECIAL EVENT: AUTHOR VISIT RECAP

Our visit with Tamara Barker, author of *Babies Around the World Dancing*, went wonderfully! The children from all seven classrooms spent the morning hearing stories of dance, making their own dancing dragons, and dancing along to music from around the world! Check out the pictures below to see some of the fun!

FAMILY STORYTIME

Join us on Wednesdays for Family Storytime! Starting at 4:45pm in the library, come enjoy stories, songs, and delicious snacks. Each week features a unique theme that explores different early literacy skills!

FEBRUARY SCHEDULE

**FEBRUARY 5**
Topic: Shadows and Light
Books: *Flashlight* by Lizi Boyd  
*There Was an Old Lady Who Swallowed a Fly* by Simms Taback  
*Secrets of the Apple Tree* by Carron Brown
Skill: Narrative

**FEBRUARY 12**
Topic: Houses
Books: *The Big Adventures of Tiny House* by Susan Schaefer Bernardo  
*Rules of the House* by Mac Barnett  
*If I Built a House* by Chris Van Dusen
Skill: Vocabulary

**FEBRUARY 19**
Topic: Things that Go!
Books: *Snakes on a Train* by Kathryn Dennis  
*Don’t Let the Pigeon Drive the Bus* by Mo Willems  
*Froggy Learns to Swim* by Jonathan London
Skill: Print Awareness

**FEBRUARY 26**
Topic: Frogs
Books: *The Frog Who Lost His Underpants* by Juliette MacIver  
*I Don’t Want to Be a Frog* by Dev Petty  
*I’m a Frog!* by Mo Willems
Skill: Phonological Awareness
Children are naturally curious and creative, making every fun activity an opportunity to learn! Each week, our classrooms enjoy a short storytime and then explore the story through art. Not only are children able to explore different art concepts, but they also get to explore early literacy topics! **Be sure to talk with your child about these art ideas each week!**

### Preschool Classes

<table>
<thead>
<tr>
<th>Tuesdays</th>
<th>Week of 2/3</th>
<th>Week of 2/10</th>
<th>Week of 2/17</th>
<th>Week of 2/24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOOK:</strong></td>
<td><em>Radiant Child</em> by Javaka Steptoe</td>
<td><em>Hey, Wall</em> by Susan Verde Project</td>
<td><em>I Like Myself</em> by Karen Beaumont</td>
<td><em>Little Leaders: Bold Women in Black History</em> by Vashti Harrison</td>
</tr>
<tr>
<td><strong>PROJECT:</strong></td>
<td>Creating artwork inspired by the artist Basquiat</td>
<td>Using black paint and chalk to create a mural together</td>
<td>Creating Self Portraits</td>
<td>Using bingo dots and paint to create art inspired by Alma Thomas</td>
</tr>
<tr>
<td><strong>LITERACY TOPIC:</strong></td>
<td>Vocabulary</td>
<td>Sequencing</td>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td><strong>ART CONCEPT:</strong></td>
<td>Using chalk pastels to create bold lines and bright colors</td>
<td>Using paint and chalk to create a mural</td>
<td>Using pencils and crayons to create self portraits</td>
<td>Mosaic painting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursdays</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOOK:</strong></td>
<td><em>Tree</em> by Britta Teckentrup</td>
<td><em>Art and Max</em> by David Weisner Project</td>
<td><em>Spiky, Slimy, Smooth: What is Texture?</em> by Jane Brocket</td>
<td><em>Gravity</em> by Jason Chin</td>
</tr>
<tr>
<td><strong>PROJECT:</strong></td>
<td>Using white paint to create snow</td>
<td>Drawing on easels with chalk pastels</td>
<td>Painting with rocks and observing texture</td>
<td>Using droppers to observe how gravity affects paint</td>
</tr>
<tr>
<td><strong>LITERACY TOPIC:</strong></td>
<td>Sequencing</td>
<td>Vocabulary</td>
<td>Print Awareness</td>
<td>Vocabulary</td>
</tr>
<tr>
<td><strong>ART CONCEPT:</strong></td>
<td>Observing how big strokes move our entire body and using paint brushes to splatter paint</td>
<td>Using easels to create art</td>
<td>Creating texture while painting</td>
<td>Painting on different surfaces</td>
</tr>
</tbody>
</table>

### Infant and Toddler Classes

<table>
<thead>
<tr>
<th>Week of 2/3</th>
<th>Week of 2/10</th>
<th>Week of 2/17</th>
<th>Week of 2/24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOOK:</strong></td>
<td><em>Snowmen at Night</em> by Caralyn Buehner</td>
<td><em>Snowmen at Night</em> by Caralyn Buehner</td>
<td><em>Radiant Child</em> by Javaka Steptoe</td>
</tr>
<tr>
<td><strong>PROJECT:</strong></td>
<td>Painting on ice cubes</td>
<td>Using frozen paint to create</td>
<td>Creating art in the style of Basquiat</td>
</tr>
<tr>
<td><strong>LITERACY TOPIC:</strong></td>
<td>Rhyming</td>
<td>Rhyming</td>
<td>Vocabulary</td>
</tr>
<tr>
<td><strong>ART CONCEPT:</strong></td>
<td>Observing how paint reacts when placed on ice cubes</td>
<td>Observing how melting paint feels and using it to create artwork</td>
<td>Using chalk to create art</td>
</tr>
</tbody>
</table>
In the School:  
**MOTOR SPACE**

In celebration of leap year, the motor space will be filled with activities to encouraged leaping! **Leaping, hopping, and jumping are all similar skills but are not the same motion.** Leaping is when a child jumps from one foot to the other while moving their body forward. Have fun practicing leaping with your child at home by leaping from the grass to the sidewalk, leaping over cracks in the sidewalk, and seeing who can leap the farthest.

Check out the motor space for lily pad leaping, and have fun leaping to different letters and numbers around the room!

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**UPCOMING FAMILY DISCUSSION SERIES**

Join us for our informal, monthly series focused on topics selected by families and facilitated by an expert. Printed take-home materials will be available. Stop in for a short time or stay for the entire discussion. See you there!

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>WHEN &amp; WHERE</th>
<th>DETAILS</th>
</tr>
</thead>
</table>
| Social/Emotional Development | Thursday, February 13  
3:45–5:15pm  
Dining Room | Lisa Welsh, from Early Head Start, will provide information and activities to best support the social and emotional development of your young child. |
| Supporting Math and Science at Home | Wednesday, March 4  
3:45–5:15pm  
Dining Room | Shelby Dowdy, from Ready4Success, will provide information and ideas about working with your child on math and science at home. |
| Healthy Activities  
& Physical/Motor Development | Thursday, April 9  
3:45–5:15pm  
Town Square | Dr. Ruri Famelia, from the Crane Center for Early Childhood Research and Policy, will provide activities and discuss ways to encourage healthy physical and motor development for young families. |
| Infant/Toddler Transition  | Wednesday, May 6  
3:45–5:15pm  
Dining Room | Join our infant/toddler and preschool teachers to get more information the transition to a preschool classroom, what to expect in pre-k and how to support the transition at home. |
LITERACY TIPS
IT’S AS EASY AS A-B-C

Print awareness is one of the first literacy concepts that a child learns. Print awareness is when a child understands that words carry meaning and when they can see the difference between the words and pictures.

Print includes any written symbols on the page such as letters, numbers, words, and punctuation. It is also an understanding of how books work – identifying the front and back covers, turning the pages, identifying the title, how to turn pages, and knowing that words are read from left to right and top to bottom. Try these fun ideas to help your child develop an understanding of print!

- Print is all around us! Point to words and letters on street signs, in the grocery store, and the walls of the classroom.
- Use your finger to track words as you read with your child. This shows that when we read, we go from left to right and top to bottom.
- Choose 3-4 words from the story and count the number of letters in the words. Make observations about the length of the different words and talk about how longer words have more letters and shorter words have less letters.
- Talk about how different print items have different uses. For example, a menu tells you about the food choices in a restaurant, books tell a story, and signs give important messages.
- Have fun with print and challenge your child to a game of ‘I Spy’. As you ride in the car or take a walk, have your child help you find the letters in their name, the letters of the alphabet, or words on street signs.
- Make a grocery list together before going to the store. Talk about how a list helps you remember what you need. Take this list with you and encourage your child to cross off items as you put them in your cart.

Don’t forget to stop by the library before heading home to grab a few books to enjoy at home together!

KASS FAMILY BOOK CLUB GIVEAWAY

Don’t forget to get this month’s Kass Family Book Club selection from your child’s mailbox in Town Square!

INFANT & TODDLER FAMILIES

Look for What’s Chasing Duck by Jan Thomas. Duck is being chased by something. Is it hairy, does it have sharp teeth? Find out together!

PRESCHOOL FAMILIES

Look for Dooby Dooby Moo by Doreen Cronin. Join Farmer Brown for another adventure with the animals on his farm!

EVENTS

SCHOOL CLOSED
Monday, February 17
Professional Development

COFFEE TALK
Thursdays from 7:30am – 9:00am
Drop off your child and enjoy coffee and a snack with staff and other families in the library.

SEVERE WEATHER INFORMATION

The A. Sophie Rogers School for Early Learning, located within the Schoenbaum Family Center, is a university building and follows Ohio State’s closure policies. When checking for school closings on local radio, television and internet sites, look to see if Ohio State main campus is closed. In case of severe weather closure, our automated system will send each family a text/email informing them of closure.