

Ready, Set, Go..... Kindergarten/Young 5's Checklist

Paddock Elementary School, 707 Marvin Street, Milan • Phone Number: 734-439-5100

School Hours: Full Day 8:50 AM - 3:35 PM / Half Day 8:50 AM - 12:00 Noon

www.milanareaschools.org Facebook @PaddockElementary / Twitter @PadPride & @MASBigReds

- Visit Paddock Elementary School's webpage at www.milanareaschools.org to learn about registering for kindergarten or young 5's and important dates, such as Registration Day, Open House and the First Day of School.
- Sign up for TALK (Text And Learn for Kindergarten) - Text TALK to 77453 or visit www.texttolearn.com

Child Checklist

- I visited my new school on **Registration Day** (generally mid-August) to find out who will be my teacher.
- I attended **Open House** (generally the end of August).
- I know if I eat hot lunch or cold lunch. (Set up student lunch account during **Registration Day**)
- I know how I'm going to get to school and what will happen when school is over. (Register on **Registration Day for Breakfast Club or PrimeTime** if you will need childcare before or after school.)
 - Walkers: Process for safe pick up will be shared with families at the beginning of the school year.
 - Bussers: Postcards mailed toward the end of August with Bus Number/times. Transportation: 734-439-5900
 - PrimeTime: Childcare students released from the classroom and walk to PrimeTime classroom.
- I know my parents' names.
- I know my address.
- I can use the restroom and wash my hands by myself.
- I can get my jacket on and off without any help.

Parent Checklist

- Take advantage of opportunities for your child to become familiar with the school, meeting his/her teacher, and visit the classroom.
- Sign your child up for a library card at your local library and learn about the summer reading program. **Milan Public Library**, 151 Wabash St, Milan - (734) 439-1240 www.milanlibrary.org
- Develop good nighttime and morning routines. Have a regular bedtime, and a morning routine that includes a healthy breakfast.
- Explain what your child can expect to happen. Answer questions about kindergarten simply and honestly.
- Make sure your child understands how he/she will get to school, and what will happen when school is over. If your child will be riding a bus, make sure he/she knows his/her bus number.
- Children take cues from their parents. As you get ready for the first day, be calm, and let your child know that you are confident he/she will have a wonderful day.
- Attend a PTO meeting at Paddock. Visit the www.paddockpto.org website for more details.
- Make reading a daily family activity.
- Continue to help your kindergarten or young 5's student learn letters, numbers, colors, and shapes.

Enjoy this monumental stepping stone! This will be a year of big changes. Your child will learn some of the basic skills needed to read, write, and do math. He/she will also learn how to follow classroom rules, and how to get along with others.

As your child grows and develops new skills, he/she will become more independent and self-confident. It will be a year of tremendous growth!

Incoming Kindergarten/Young 5's "New School Year" Book List

Though many children eagerly look forward to beginning school, others find it more worrisome. Here are a few books that may offer reassurance and often, a good laugh,too:

- The Night Before Kindergarten by Natasha Wing
- It's Time for School With Tallulah by Nancy Wolff
- Off to Kindergarten by Tony Johnston
- My Kindergarten by Rosemary Wells
- The Twelve Days of Kindergarten: A Counting Book by Deborah Lee Rose
- Timothy Goes to School by Rosemary Wells
- Welcome to Kindergarten by Anne Rockwell
- If You Take a Mouse to School by Laura Numeroff
- Pete the Cat, Rocking in My School Shoes by Eric Litwin
- Chicka Chicka Boom Boom by Bill Martin, Jr.
- Chrysanthemum by Kevin Henkes
- The Kissing Hand by Audrey Penn
- Kindergarten Rocks by Katie Davis
- Look Out Kindergarten, Here I Come by Nancy Carlson
- Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate
- On the First Day of Kindergarten by Tish Rabe
- Ready, Set, Kindergarten! by Paula Ayer
- Not Ready for Kindergarten by Marc Tolon Brown
- Mouse's First Day of School by Thompson, Lauren
- Francine's Day by Anna Alter
- Enrico Starts School by Charlotte Middleton
- Kindergarten Countdown by Anna Jane Hays
- Kindergarten Diary by Antoinette Portis
- Adventure Annie Goes to Kindergarten by Toni Buzzeo
- Mom, It's My First Day of Kindergarten! by Hyewon Yum
- The Day My Mom Came to Kindergarten by Maureen Fergus
- A Place Called Kindergarten by Jessica Harper
- I Love School! by Philemon Sturges
- Tom Goes to Kindergarten by Margaret Wild
- Countdown to Kindergarten by Alison McGhee
- Is your Buffalo Ready for Kindergarten? by Audrey Vernick
- The King of Kindergarten by Derrick D. Barnes
- Amanda Panda Quits Kindergarten by Candice F. Ransom
- Super Saurus Saves Kindergarten by Deborah Underwood
- Twindergarten by Nikki Ehrlich
- The Pigeon Has to Go to School! by Willems, Mo
- Butterflies on the First Day of School by Annie Silvestro
- So Big! by Mike Wohnoutka
- It's your First Day of School, Busy Bus! by Jody Jensen Shaffer
- Lena's Shoes Are Nervous (A First-day-of-school Dilemma) by Keith Calabrese
- Mae's First Day of School by Kate Berube
- Bear's Big Day by Salina Yoon
- Planet Kindergarten by Sue Ganz-Schmitt & Shane Prigmore
- I Am Too Absolutely Small for School by Lauren Child
- Chu's First Day of School by Neil Gaiman
- Sam and Gram and the First Day of School by Dianne Blomberg
- The Berenstain Bears Go to School by Sam Berenstain
- Little Rabbit Goes to School by Harry Horse
- Little Miss Spider at Sunny Patch School by David Kirk
- I Won't Get Lost by Martha Lambert
- Little Bear Goes to Kindergarten by Jutta Langreuter
- Froggy Goes to School by Jonathan London
- First Day by Dandi Mackall
- Schooltime for Sammy by Lynne Gibbs
- Jessica and Lilly's Purple Plastic Purse by Kevin Henkes
- Hedgehog goes to Kindergarten by Lynne Marie
- School Bus by Donald Crews
- Tomorrow is the First Day of School by Maureen MacDowell
- Eliza's Kindergarten Surprise by Alice McGinty
- The Little School Bus by Carol Roth
- Mama, Don't Go! By Rosemary Wells

"READ TO YOUR BUNNY EVERYDAY! EVERY DAY, MAKE A QUIET, RESTFUL PLACE FOR TWENTY MINUTES. PUT YOUR CHILD IN YOUR LAP AND READ A BOOK ALOUD. IN THE PAGES OF THE BOOK YOU WILL FIND A TINY VACATION OF PRIVACY AND INTENSE LOVE. IT COSTS NOTHING BUT TWENTY MINUTES AND A LIBRARY CARD." ~ ROSEMARY WELLS

Kindergarten/Young 5's Readiness Skills

Here are some readiness skills to focus on with your child over the summer, as well as, worksheets that you can utilize with your child. Don't be worried if your child has not mastered all these skills before the first day of kindergarten. Your child will continue to learn and practice throughout kindergarten. You and your child are probably already practicing these skills without even realizing it. Remember to relax, have fun and not make it stressful for you or your child.

Top skills to really focus on before Kindergarten/Young 5's:

- | | |
|--|--|
| <input type="checkbox"/> Say their name and address | <input type="checkbox"/> Identify & draw basic shapes (circle, square, star) |
| <input type="checkbox"/> Recognize and write first and last name | <input type="checkbox"/> Match objects (socks, shoes, mittens) |
| <input type="checkbox"/> Cut with scissors | <input type="checkbox"/> Personal responsibility skills (dress self, put on own jacket, use restroom and wash hands) |
| <input type="checkbox"/> Know some letters and sounds | <input type="checkbox"/> Follow directions and express feelings |
| <input type="checkbox"/> Recognize, count & write numbers 1 – 10 | |
-

Reading

One of the greatest gifts parents can give their child is a love of reading.

- Read with your child every day. Every minute counts, even if you only have time for five minutes.
- As you read with your child, move your finger under words so your child learns that words go from left to right.
- Read in various environments. At your home, in the park, under a tree, on a bench, etc.
- Read in funny voices or with silly hats on or with a party of stuffed animals.
- Ask questions while reading. "What do you think will happen next?" "What would you do?"

Writing Skills

Kindergarteners spend a good deal of time in school learning to write.

- Practice writing letters, especially the letters in your child's name.
- Write letters in a fun multisensory medium, such as sand, sugar, paint, shaving cream, pudding, etc.
- Have a selection of writing instruments (crayons, markers, colored pencils) on hand for your child to choose from to write and draw.

Letter Recognition

- Look for letters in your environment, such as food packages, signs, license plates, etc.
- Spell simple words with refrigerator magnets.
- Play hide and seek around your house or yard with refrigerator magnets.
- Play alphabet games, such as go fish with letters or matching memory games.
- Cut out letters in the newspaper or old magazines.

Beginning Sounds/Phonemes

- Look for items in your environment that begin with the same sound and identify the letter that makes each sound.
- Sing the alphabet song.
- Play rhyming word games while in the car or out for a walk. "I see a dog. Can you think of a word that rhymes with dog?"
- Overemphasize the first sound in words.
- Use gestures to reinforce sounds, such as "munching mouth" made with your hand and make the /m/ sound or a "slithering snake" made with your arm and make the /s/ sound.
- Sing tongue twisters, such as "Miss Mouse makes marvelous meatballs!" or "Sally sells seashells by the seashore".

Number Recognition and Counting

Help develop your child's math skills by looking for opportunities to count and talk about numbers.

- Count with your child throughout the day. For example, "1 sock, 2 sock" when getting dressed, "How many pieces are in your snack?" "How many swings are on the swing set?" "How many people are standing in line?"
- Look for numbers in your environment, such as signs, mailboxes, houses, food boxes, license plates, etc.
- Ask your child to bring you a specific number of objects, such as three blocks, two books, etc.
- Introduce the concept of time and look at clocks. "We are going to eat at 6 o'clock." "Bedtime is at 8 o'clock."

Shapes, Colors and Matching

Knowing shapes and colors will help your child understand that objects can be placed into categories.

- Play I Spy, looking for shapes and colors around your home or neighborhood.
- When coloring with crayons/colored pencils/markers, repeat the color while coloring.
- Sort Legos, blocks or other objects by color or shape.
- Practice drawing different shapes and locating items that match that shape around your home or neighborhood.
- Ask your child to point out similarities and differences in objects. “See these two flowers. What’s different?”
- Have your child help with household chores that require matching or sorting, such as matching socks in the laundry, organizing shoes, or collecting utensils for meals. As your child matches objects, ask questions like, “How do they match?”
- Touch and count three objects together. At the grocery store, count, “1, 2, 3. We need 3 apples.”

Fine Motor Skills

Children need fine motor skills to color, paint, write, cut, glue, and draw – activities they will do every day.

- Practice holding child-safe scissors and cutting pictures/letters/numbers out of magazines, newspapers, junk mail.
- Use glue sticks to create collages of favorite items, letters, numbers, etc.
- Use play dough to create letters, numbers, shapes. Also helps strengthen hands for writing and cutting.

Large Motor Skills

Children need large motor skills for playing games, sports, and other physical activities.

- Play catch in the backyard or park.
- Jump rope. Practice running, skipping, and hopping.
- Kick a soccer ball back and forth. Bounce a basketball.

Speaking and Listening Skills

Good communication skills will help lead to success in kindergarten and the future.

- Play directional games, such as “Simon Says” or “Red Light Green Light”.
- Give your child fun two or three step directions, such as “Pick up your book, walk around the chair & sit down”.
- Role-play various circumstances your child might encounter at school, in the lunchroom or on the playground. Talk about different solutions or actions that can be taken.
- Ask your child to tell you what he/she did that day. Ask questions that require more than yes or no answers.
- Visit new places and talk about what you are seeing and doing. Make every outing an opportunity for learning new vocabulary.

Social Skills

Kindergarten opens up a whole new world of social interactions.

- Provide opportunities for your child to play with other children.
- Encourage your child to use words to let others know what he/she wants or how he/she is feeling.
- Play games. Games help children learn how to take turns – and how to win and lose.

Personal Responsibility Skills to Practice

Developing personal responsibility is an important step in getting ready for kindergarten. It might be quicker for you to zip up your child’s jacket or open a package for them, but taking a few extra minutes to teach self-help skills will lead to kindergarten success – and build self-confidence in your child.

- Get their jacket on and off without help.
- Use the restroom and wash their hands.
- Operate zippers, snaps and buttons.
- Cover their mouth with their elbow when sneezing or coughing.
- Practice opening food packages that your child may pack in their lunches or for snacks.
- Properly use eating utensils.
- Drink from a cup and open a juice box.



MORNINGS

Description: Morning routines start with the awaking of the family members and getting ready to start the day. This can include getting out of bed, and going to the breakfast table, etc.

POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

I see {Child's Name} is ready to get up and go to school today!

Great job {Child's Name} you got out of bed!

{Child's Name}, you are awake and ready to start your day!

{Child's Name}, you came to the breakfast table all by yourself!

CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, would you like me to turn on your light or keep it off while you get out of bed this morning?

{Child's Name}, do you want me to rub your legs or your back this morning?

Great {Child's Name}, there are so many things to do today, we can have breakfast or get dressed first, which one?

PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

Oh boy {Child's Name}, you still look tired, I feel tired too.

{Child's Name}, you look refreshed and ready to go today.

{Child's Name}, you look very peaceful as you wake up.

Good morning {Child's Name}, you look excited to get up.





DRESSING

Description: Dressing can occur at several times throughout the day and includes dressing and taking clothes off. In addition to dressing in the morning and evenings, putting on shoes, coats and other garments are all part of dressing.

POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Nice job *{Child's Name}*, you got your shirt on all by yourself!

{Child's Name}, that's a great shirt you picked out.

{Child's Name}, you did it! You got your shoes on the right feet.

Cool *{Child's Name}*, you're wearing your Spiderman pajamas!

CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, would you like to wear your Sponge Bob or your Spiderman pajamas?

OK *{Child's Name}*, do you want to put on your shirt first or your pants?

{Child's Name}, which shirt do you want to wear today, red or blue?

PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

{Child's Name}, I know you're mad that you have to wear a jacket today, but it is raining out and, we don't want your clothes to get wet.

{Child's Name} look frustrated that your zipper is stuck.

{Child's Name} are so excited to be wearing your new sneakers.





MEALS

Description: Meal times include the transition between the previous activity and the planned meal when the family sits down and eats breakfast, lunch or dinner together and can include snack times for younger children.

POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Brilliant *{Child's Name}*, you washed your hands for breakfast!

{Child's Name}, you are eating all your dinner!

{Child's Name}, you are sitting in your chair eating your breakfast!

This is the way *{Child's Name}* washes his hands for snack.

CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, should we eat the orange fruit snack or the green fruit snack first?

It is time for breakfast *{Child's Name}*, would you like to have cereal or waffles?

{Child's Name}, do you want to have yellow corn or the brown potatoes with your dinner?

{Child's Name}, would you like to sit next to your dad or your sister?

PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

I am so proud of you *{Child's Name}*, for eating all your dinner.

You have Jello all over your face *{Child's Name}*, how silly!

I know your favorite show is not over yet *{Child's Name}*, so it must be disappointing to have to turn it off to eat.





BATH TIME

Description: Bath time can include transitioning to the bathroom, dressing and undressing, brushing teeth, washing body parts, playing in the tub, getting out of the tub and drying off.

POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Wow, {Child's Name}, you came into the bathroom all by yourself!

Awesome {Child's Name} that's your tummy! You're helping to wash your tummy!

OK {Child's Name} you are all done washing, now it's time to play!

Thank you {Child's Name} for letting me help you get out of the tub.

CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, do you want to wash your hair first or your body?

{Child's Name}, do you want to bring your boats or your Sponge Bob toys to the tub?

{Child's Name}, what color towel do you want to dry off with, the red one or the blue one?

PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

Oh my {Child's Name}, you poured water on your head! You are so silly.

{Child's Name}, I know you are disappointed we couldn't find your (favorite bath toy), I'm disappointed too.

{Child's Name}, you put all your toys away, that was very thoughtful of you.

{Child's Name}, you had a nice warm bath, you must feel so relaxed and ready for bed.





BEDTIME

Description: This encompasses the routine of getting ready for and going to bed. This includes preparation such as getting on pajamas, and brushing teeth. It also includes calming down and getting to a state where one can fall asleep.

POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Wow *{Child's Name}*! You put your pajamas on so quickly!

Hey *{Child's Name}*, you put the toothpaste on all by yourself—way to go!

Very cool *{Child's Name}*, you are sitting down to look at a book right before bedtime!

Amazing *{Child's Name}*! You are sitting so calmly watching TV!

Awesome *{Child's Name}*, you got right into your bed!

CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, do you want to brush your teeth before your favorite show starts or after it is over?

Look *{Child's Name}*, I have these two books, which one would you like to look at before bedtime?

Hey *{Child's Name}*, would you like to play your favorite matching game or read about trucks when we get to your bed?

PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

{Child's Name}, you look very tired. You must be ready to get into your bed?

{Child's Name} when you snuggle under your covers you look so comfortable!

Guess what *{Child's Name}*. I am enjoying playing this matching game with you. You look like you are enjoying this too!

Wow *{Child's Name}*, you look very curious to see what happens next in this bedtime story.



Strategies to Support Your Child's Social and Emotional Development

- 1. Read with your child every day** so your child will . . .
 - learn to understand herself and others
 - think of reading as a pleasant activity
 - become a life-long learner
 - Read at a special time every day and provide a variety of books. Store books in places where she can reach them. She will be able to choose books for you to read and books to look at on her own.
- 2. Help your child recognize and learn acceptable ways to express a range of feelings** so he will...
 - learn it's okay to have positive and negative feelings
 - recognize and understand other people's feelings
 - gain self-control
 - Talk about your own positive and negative feelings. Teach your child the words used to name feelings. Children need to recognize their feelings before they can learn to express them in appropriate ways.
 - Listen when your child shares his feelings and help your child learn how to relax and calm himself.
- 3. Teach your child about your family and culture** so she will....
 - learn what values are important to your family
 - build a sense of self
 - begin to understand and appreciate other cultures
 - Help your child feel like a valued and important member of the family. When children feel like they belong, they can build a sense of self --which is the foundation for self-esteem.
 - Teach your family values as they come up in daily life. She may not understand exactly what you mean, but she will learn what you think is important.
 - Do things with other families. Your child will get to know and value all kinds of people--those like her and those with different values and practices.
- 4. Enjoy your child's company** so he will....
 - learn to feel good about himself
 - learn to express love, affection and the joy of life
 - see you as role model
 - Give your child real jobs as you work together and ask for your child's help on projects. He will feel good about himself when he sees how many things he can do and because you needed his help.
- 5. Use positive strategies to guide your child's behavior** so she will...
 - learn what is and is not appropriate behavior
 - develop self-discipline
 - Offer acceptable alternatives, prevent potential problems, explain what to do--rather than what not to do, and teach problem solving skills.
- 6. Accept your child as a unique person** so he will...
 - grow and develop at his own rate without being compared to others
 - explore his special interests and talents
 - appreciate himself and others
 - Use effective praise, give just enough help to let your child progress at his own pace, support special interests and talents and let your child take the lead during frequent conversations.
- 7. Encourage your child to be both independent and cooperative** so she will...
 - balance her own needs with those of others
 - set goals and work towards them
 - play, learn and live with others
 - Set up your home so things your child needs are within reach, model cooperation with other family members, help your child set and achieve goals, and take turns during activities with your child.

Kindergarten High Frequency Words

For early readers, memorizing words is a valuable tool for literacy. On the back are the 25 high frequency words that will help your child start learning to read. Most of these words are “service words” that must be quickly recognized in order to read fluently. Recognizing these words is so important during reading, using a variety of activities to teach, practice and memorize the words is critical in teaching children to read.

Try using these activities to help your child learn and practice words:

- Make word flashcards on 3 x 5 index cards and place them on a ring. Short and frequent practice with naming the words works better than longer sessions. Try reviewing the cards during commercial breaks, car rides or grocery shopping.
- Write the words on sticky notes and place them on a wall. Turn down the lights and give your child a flashlight. Have your child shine the light on the words and read each word.
- Paper Plate Toss: Write words on paper plates. Use them like frisbees to throw after reading the word. Add in some additional fun by adding a target.
- Stepping Stones: Place the word cards on the floor, making a fun stream going across the room. Have your child walk over the stream. As they step onto the stepping stone (word), have them say the word before they move on to get to the other side of the stream.
- Word Hunt: Look for 3-4 target words in books or in the newspaper. If using the newspaper your child can highlight or circle the words that she finds.
- Backseat Driver: Write 5-6 words on a piece of paper or large index cards and use painters tape to tape list to the back of the headrest in your vehicle that your child sits behind. As you drive, your child can read the words and spy the words on buildings and billboards. Have them tell you the word they find and where they see it. For example: I see the word “you” on that billboard.
- SNAP: You put the words you want them to practice on flash cards and put the flash cards into a jar or basket. Also, you write the word SNAP on a few flash cards and put them into the jar. The kids can play in partners or in groups of 3 or 4 with siblings. They take turns pulling a card out of the jar. If they can say the word on the card automatically with no struggle, they get to keep the card. If they struggle, they have to put it back. If they pull out one of the cards that says SNAP, they have to put all of the cards they’ve drawn back. The first person to 5 cards (or 10) wins!
- Coin Toss: Put words on the floor. Children take turns tossing a coin onto a word and saying the word. If they get the word correctly, they keep the coin. If you like, first to 10 coins wins. Or see if they can collect all of the coins.
- Chalk Writing: Go outside and practice writing the sight words with chalk on the sidewalk or driveway.
- Word Jump: Write the sight words on the driveway or sidewalk with Chalk. Call out a word. Have your child jump their way to the sight word.
- Words You Can Eat: Write words in hummus or peanut butter w/carrots or celery or spell out the words with raisins, nuts, sunflower seeds, peas, etc.

Practice writing words with a variety of mediums such as pencils, crayons, markers, paints and more. Writing words in fun ways helps learn the spelling. You can also use a variety of items to make words by using:

- | | | |
|-------------------|--------------------|----------------------------|
| ● Playdough | ● Magnetic Letters | ● Sticks (in sand or dirt) |
| ● Stencils | ● Legos or Blocks | ● Glitter Glue |
| ● Wiki sticks | ● Popsicle Sticks | ● Puffy Paint |
| ● Alphabet stamps | ● Salt on a Tray | ● Rocks or Sea Shells |
| ● Scrabble tiles | ● Sidewalk Chalk | ● Finger Paints |

Kindergarten High Frequency Words

First 25 Words

no	on
is	in
can	we
me	like
you	see
and	I
up	go
am	it
he	do
at	on
a	the
so	my
to	

Teaching Your Child About Phonemes (ReadingRockets.org)

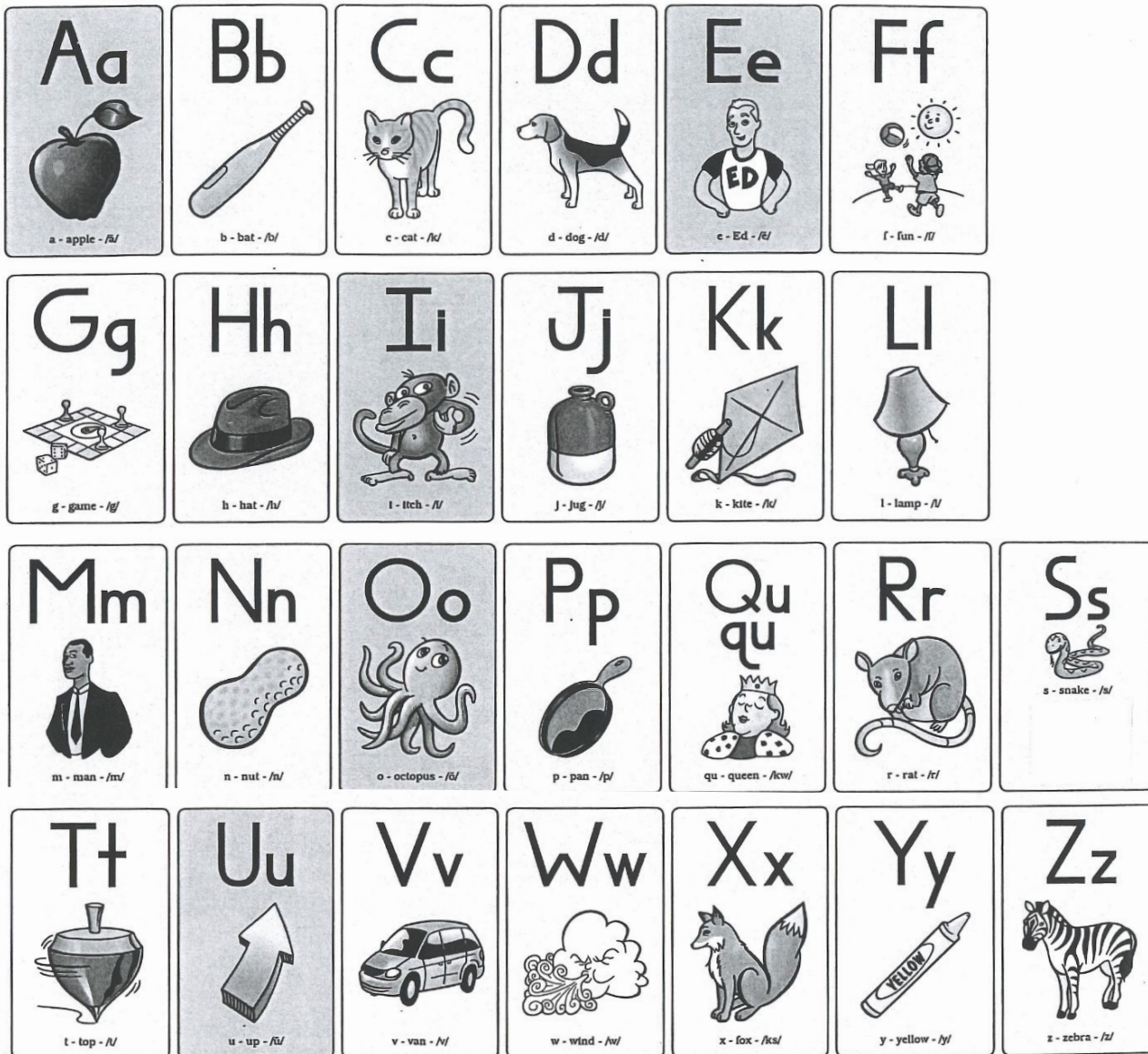
As the parent of a young child, you probably have a sense that you should help your child learn the letters of the alphabet. As the foundation for all written words, letters are important because they are the symbols for the small actions your mouth makes as you say words. What's equally important, however, is that your child learns the sound associated with each letter. These individual sounds are called phonemes, and children who know about the connection between a letter and its phoneme have an easier time learning to read.

Focus on one sound at a time: Certain sounds, such as /s/, /m/, /f/ are great sounds to start with. The sound is distinct, and can be exaggerated easily. "Please pass the mmmmmilk." "Look! There's a ssssssnake!" "You have fffffffive markers on the table." It's also easy to describe how to make the sound with your mouth. "Close your mouth and lips to make the sound. Now put your hand on your throat. Do you feel the vibration?"

Make the learning memorable!: Have fun with the letters and sounds. Gestures, such as a "munching mouth" made with your hand can make the /m/ sound much more fun! "Slithering snakes" made with an arm or hand can make the /s/ sound easy to remember. Tongue ticklers, also called alliterative words, in which the sound you're focusing on is repeated over and over again, can be a fun way to provide practice with a sound. Try these! For S: Silly Sally sings songs about snakes and snails. For F: Freddy finds fireflies with a flashlight.

Help your child listen for the sounds: One part of learning letters and sounds is being able to figure out if a word contains a particular sound. "Do we hear /mmm/ in the word mmmoon? Do we hear /mmm/ in the word cake?" These sorts of activities can help him begin to listen for and hear sounds within words.

Apply letter-sound skills to reading: Putting these skills to work within a book is a powerful way to help your child see the connection between letters, sounds, and words. As you're reading together, find places in the book to point out the letters and sounds you've been working on together. "Look! This page says 'Red fish, blue fish.'" There's the /ffffff/ sound we've been having fun with! It's at the beginning of the word fish.



Wilson Foundations Alphabet Chart

The purpose of this chart is to help children make links between letters and sounds.

Have your child point to the letter and picture as you read the chart together.

The chart should be read as follows:

A (letter name), apple, /ə/ (letter sound).

B (letter name), bat, /b/ (letter sound).

Continue with each letter and sound

**When getting dressed...**

- ...count out articles of clothing with your child
- ...count body parts as the clothing is put on
- ...have your child point out shapes like circles, triangles, squares, and rectangles in fabric prints, fasteners, and pockets

When doing laundry...

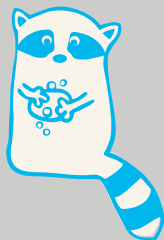
- ...sort clothes with your child into piles of "more" or "less"
- ...ask your child to help put a specific number of clothing items into the hamper or basket, and then count with her as she does it
- ...have your child match socks to help them understand sets of objects

When waiting around...

- ...try simple math games such as "counting cars" to create learning opportunities

**When cleaning up...**

- ...ask your child to pick up a set number of objects and count with him as he does it.
- ...have your child count the number of steps she took to pick up each of the objects or to complete the cleanup task.
- ...name the shapes of the objects that the child is tidying up

When washing hands...

- ...count the squirts of soap and then count to 10 while your child washes—you'll reinforce counting knowledge and thorough hand washing!

When preparing meals...

- ...try measuring out an ingredient using three different cup containers so your child can see and count "three cups of flour"
- ...teach "order irrelevance" by asking, "If we count from left to right, do we still get the same number of cups of flour?"

**When eating dinner...**

- ...engage your child in conversations about *more or less*: "Do I have more or less mashed potatoes than you have?"
- ...play "how many" games: "How many forks are on the table? How many carrots are on your plate?"
- ...have your child count food items as they are served

When bathing...

- ...ask your child to count the cups of bath soap or number of toys in the tub.
- ...hang a wall clock in the bathroom and show your child how to tell how much time has elapsed while they're in the tub

When brushing teeth...

- ...use a small egg timer to help your child develop a sense of elapsed time (and to be sure they brush their teeth long enough!)

When reading bedtime stories...

- ...choose stories that incorporate math themes like counting or shapes
- ...look for ways to introduce math talk even if the book isn't specifically about math—have your child count the number of animals a character meets, for example






**When saying goodnight...**

- ...have your child count the number of events in his "goodnight routine": getting into bed, fluffing pillows, turning on night lights, organizing stuffed animals
- ...put the child's night light on a timer and say, "Count to the highest number you can to see how long the light takes to go to sleep."
- ...count bedtime kisses with your child—and then give him an extra one!

Discovery Detectives



A great way to encourage a young child's imagination, among other things, is to have a scavenger hunt. Around here we call it "discovery". They can discover, investigate, estimate and document what they see around the house, in nature, or in a public place. Children begin discovering the world around them from the moment they are born.

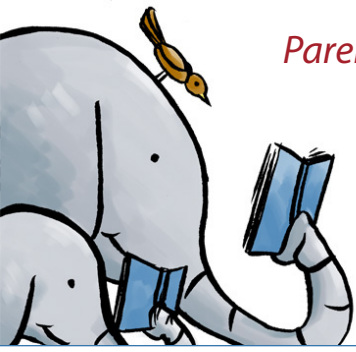
<p>Literacy: Book Fun</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find an animal in a book. <input type="checkbox"/> Find the word SPRING in a book. <input type="checkbox"/> Find someone helping someone in a book. <input type="checkbox"/> Find a picture of a sun in a book. <input type="checkbox"/> Find a book that makes you laugh. <input type="checkbox"/> Find a bug in a book. <input type="checkbox"/> Find someone sleeping in a book. <input type="checkbox"/> Find a character eating in a book. <input type="checkbox"/> Find a pet in a book. <input type="checkbox"/> Find a cat in a book. <input type="checkbox"/> Find a superhero in a book. <input type="checkbox"/> Find a bike in a book. <p>Extension Activity: Label items around the house. Examples: chair, clock, door, sink, bed, clothes, and toys</p> <p>Extension Activity: Point out letters, words, and sounds of letters/words while in the car on a trip, watching TV or with games.</p> 	<p>Math: Around the House</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find 2 pencils and 1 blue crayon. How many items do you have now? <input type="checkbox"/> Find 5 blocks and 2 pennies. How many items do you have now? Take away 3 blocks. How many items are left? <input type="checkbox"/> Find 4 socks and 2 stuffed animals. How many items do you have all together? <input type="checkbox"/> Find 8 crackers. Eat 4 of them. How many are left? <input type="checkbox"/> Find 3 spoons, 4 books and 1 orange crayon. How many items do you have all together? <p>Extension Activity: Cooking is a great way to incorporate math into everyday life at home. Find measurements, numbers on recipes, instructions on the items while you are cooking.</p> 	<p>Science: 5 Senses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find something that makes a crunch sound. <input type="checkbox"/> Find something that tastes sour. <input type="checkbox"/> Find something that smells good. <input type="checkbox"/> Find something smooth. <input type="checkbox"/> Find something that smells bad. <input type="checkbox"/> Find something that tastes sweet. <input type="checkbox"/> Find something loud. <input type="checkbox"/> Find something long. <input type="checkbox"/> Find something soft. <input type="checkbox"/> Find something quiet. <input type="checkbox"/> Find something rough. <p>Ideas for things to taste: lemons, limes, candy, salt, baking powder, baking cocoa</p>  <p>Ideas for textures to feel: cotton balls, apple vs pineapple skins, stuffed animals, dirt, sand, carpet</p>
<p>Outside: Colors Everywhere</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find something RED <input type="checkbox"/> Find something YELLOW <input type="checkbox"/> Find something ORANGE <input type="checkbox"/> Find something GREEN <input type="checkbox"/> Find something BLUE <input type="checkbox"/> Find something PURPLE <input type="checkbox"/> Find a fruit that is RED <input type="checkbox"/> Find a plant that is GREEN <input type="checkbox"/> Find a flower that is PURPLE <input type="checkbox"/> Find something outside that is BLUE <input type="checkbox"/> Find something the same color as your shirt <p>Extension Activity: Colors are everywhere. Simply asking your child what colors they see while on a walk, drive or even during shopping is an easy way to bring awareness of colors and how they are used in more than just art.</p> 	<p>Gross Motor: Let's Move</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find something to climb. <input type="checkbox"/> Find something to play catch with. <input type="checkbox"/> Find something to crawl under. <input type="checkbox"/> Find something to jump over. <input type="checkbox"/> Find something to use as a drum. <input type="checkbox"/> Find something heavy. <input type="checkbox"/> Find something light. <input type="checkbox"/> Find something to walk across. <input type="checkbox"/> Find something to roll across the ground. <input type="checkbox"/> Find something to quietly tip toe around. <input type="checkbox"/> Find someplace to sit criss-cross. <input type="checkbox"/> Find something you can run to. 	<p>Fine Motor: At-Home</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find something to twist and turn. <input type="checkbox"/> Find something you can squeeze with your whole hand. <input type="checkbox"/> Find something you can squish with just your fingertips. <input type="checkbox"/> Find a button you can push through a buttonhole. <input type="checkbox"/> Find a zipper you can slide up and down. <input type="checkbox"/> Find something you can roll. <input type="checkbox"/> Find something you can open and close. <input type="checkbox"/> Find three small objects you can pick up with your pointer finger and thumb. <input type="checkbox"/> Find two medium objects you can grasp with your whole hand. <input type="checkbox"/> Find something you can push. <input type="checkbox"/> Find something you can pull. 

Encourage STEM thinking skills by finding everyday moments and talking with your child. Use big words and describe phenomena. Having these experiences with them taps into the wonder of how math and science and engineering is all around us. Ask "what" and "how" questions as much as possible to push your child to explain their thinking.

TIPS FOR PRESCHOOLERS

- *Why? Questions.* When young children ask “**why?**” questions, they are being scientists! As a parent, you don’t have to have the right answers to help your child learn about STEM. You can respond by saying, “**That’s a good question. How can we find out together?**” Have fun and be co-discoverers.
- *Laundry Time is Talk Time.* When folding laundry with your child, make a **pattern** with socks. Line them up like this: **big, small, big, small, big, small.** Then, have fun **matching** the pairs of socks together. Every time you find the right pair, say, “It’s a **match!**”
- *Setting the Table.* While setting the table, ask your child tell you **how many** forks you need for everyone to have one, and then count them out loud together. You can talk about **texture** too. How does a napkin feel **compared to** a plate?
- Sing simple **number songs** and nursery rhymes like “Counting in Twos,” “One Banana, Two Bananas,” “Five Little Monkeys,” and “Tres Pececitos.”
- *Let’s Measure.* In the kitchen, point out and read the lines on the measuring cups and spoons as you prepare dinner. Talk about how **half** the onion gets used for the soup. Let your child fill and pour using different measurement methods: **one cup** of cornmeal for the cornbread; **two tablespoons** of oil to cook the chicken.
- *Go on a Shape Hunt.* You can discover shapes all around you. “The window is a **rectangle**. Look, it has **four sides** and **four corners**. Let’s see **how many** rectangles we can find.” Or, “The mirror is shaped like an **oval**.” It’s fun to make shapes too. Using a stick, draw a shape in sand or dirt while at the park. See if your preschooler would like to try. Practice making **BIG circles** and then **little** ones, **BIG squares** and **little** ones, etc.
- *Math Walk and Talk.* Take a math walk on the way to the bus. As you walk, play a game where you and your child need to take “**four big** steps,” find “**six** pebbles” or touch “**seven** green leaves.” Ask and work together to solve how many questions, such as “**How many** steps from the front door to the sidewalk?”
- *What Comes Next?* You can use snack time to make patterns: place a strawberry, a cracker, and a slice of cheese in a repeated line across the plate. On a walk, use a **BIG-step, little-step pattern**. Ask your child, “What comes next?”
- *Let’s Build!* Give your child safe, everyday **materials** like cardboard, tubes, string, fabric and tape. You can also provide simple **tools** and machines like scissors, rulers and wheels. Allow your child to get creative and work together to **build, engineer** and **problem solve!** After you finish building, talk together about why you built the **design** the way you did and what tools made it easier.





Parent tips for raising strong readers and writers

Growing readers!

Brought to you by Reading Rockets, Colorín Colorado and LD OnLine

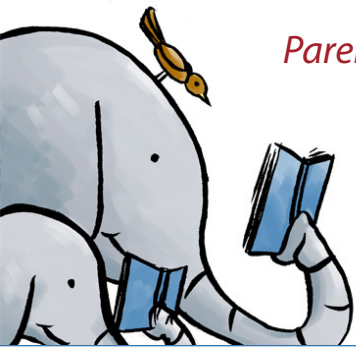
Summer Literacy Challenge!

For most parents, it's a challenge to keep kids reading and writing all summer. Suddenly 10 weeks of summer can feel like a very long time! We've got a summer literacy challenge for you and your child. It's modest enough to be manageable –pick just one thing a week to kick start your week's literacy adventures. But it's also challenging enough to include a wide range of literacy fun for the whole family.

- ✓ **Investigate your public library's summer reading program.** Most libraries offer a special program or two during the summer, including puppet shows, book authors and children's storytellers. Most are free of charge.
- ✓ **Extend your reading circle.** We often find ourselves checking out the same types of books over and over again. This week's challenge is to bring a new type of book into the house. Consider fantasy or science fiction, historical fiction, poetry, biography, or an informational book.
- ✓ **Listen up!** Audiobooks are a great way to engage readers and can introduce students to books above their reading level. Many libraries have audiobooks available for check out, and an Internet search can turn up several sites, including Speakaboos.com, that offer free audio books for children.
- ✓ **Make your own audio book!** Most phones and computers have simple recording apps on them which are perfect for making homemade audio books! Have your child make up a story, or reread a favorite loved book. The recordings will be priceless!
- ✓ **Go wordless.** Wordless picture books are told entirely through their illustrations — they are books without words, or sometimes just a few words. Grab a few wordless books the next time you're at the library and have fun "reading" different versions of the same story. The language and the conversation will inspire you!
- ✓ **Visit a museum, online!** You'll be surprised by how much you can explore without leaving your house. One example is the Smithsonian Institution Kids site. It's complete with offerings from Art to Zoo, for kids and students of all ages.
- ✓ **Pack in a whole adventure!** Find FREE themed reading adventure packs that encourage hands-on fun and learning, centered around paired fiction and nonfiction books. Visit Reading Rockets and search Adventure Pack.
- ✓ **Point, shoot, and write.** Most families have access to a digital camera, iPad or camera phone. Snap some photos and then encourage your child to write a silly caption for each photo. Not feeling that ambitious? Cut out some pictures from a magazine or the newspaper and have your child write original captions for those.
- ✓ **Mix up the media.** Your child has read every Clifford book on the shelf. But has she heard Clifford author Normal Bridwell talk about writing? Explore author interviews from over 100 authors on Reading Rockets Author Interview page. We'll bet you can't watch just one.
- ✓ **Write it down.** Encourage your child to keep a simple journal or summer diary. Track interesting things like the number of fireflies seen in one minute, the number of mosquito bites on a leg, or the different types of food that can go on the grill. Each entry is a chance to be creative!

Reading Rockets, Colorín Colorado, and LD OnLine are national education services of WETA, the flagship public broadcasting station in Washington, D.C.





Parent tips for raising strong readers and writers

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Summer Learning, Side-by-Side

Summer is a fun season! It's full of interesting bugs, games, and activities. These may lead to lots of questions from your kids:

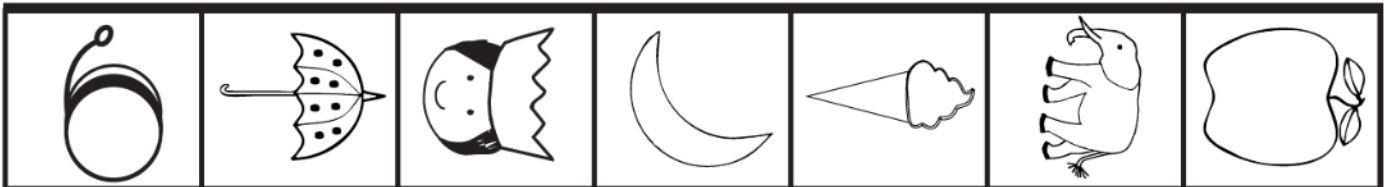
- How do fireflies light up?
- Where do all the thunderstorms come from?
- Who made the rules for baseball?
- Why does it stay light for so long?
- Where do the colors in fireworks come from?

Grab hold of one of your child's questions and start a journey of discovery together!

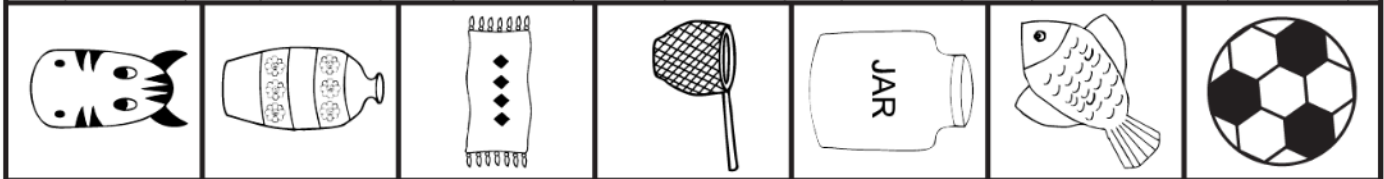
- Make regular visits to the library to find books, magazines, and movies on the topic your child is interested in. Look for related fiction as well as non-fiction.
- Ask questions as you read together or when your independent reader finishes a book. Ask your child to tell you something new or surprising he learned, or to read a section that was full of interesting words.
- Help your child learn the basics of Internet research, at home or at the library. Bookmark a few kid-friendly, educational websites and guide him through simple searches. Look at the American Library Association's [Great Websites for Kids](#) for ideas.
- Check out the summer programming schedule on your local public television station or educational shows on cable to see if there are shows related to your child's new interest.
- Seek out free or inexpensive resources in your community: parks and recreation center programs, a community garden or farmer's market, museums (many have kids-get-in-free days), and neighborhood interest groups like the Stargazers Club — or start your own interest group! Taking a field trip together and having a hands-on experience can really add to what you have been learning from books and movies.
- Keep a record of what you learn together — it's a great way to engage young learners, provide writing practice, and help kids retain new knowledge. Start a journal, create a scrapbook, or send a handmade postcard to family or friends.
- Invite your child to talk with family and friends about her new interest. Maybe your child never knew that grandpa collects rocks, too, and has a wonderful collection and stories to share. Encouraging kids to share with others gives them a chance to have some fun taking on the role of teacher!

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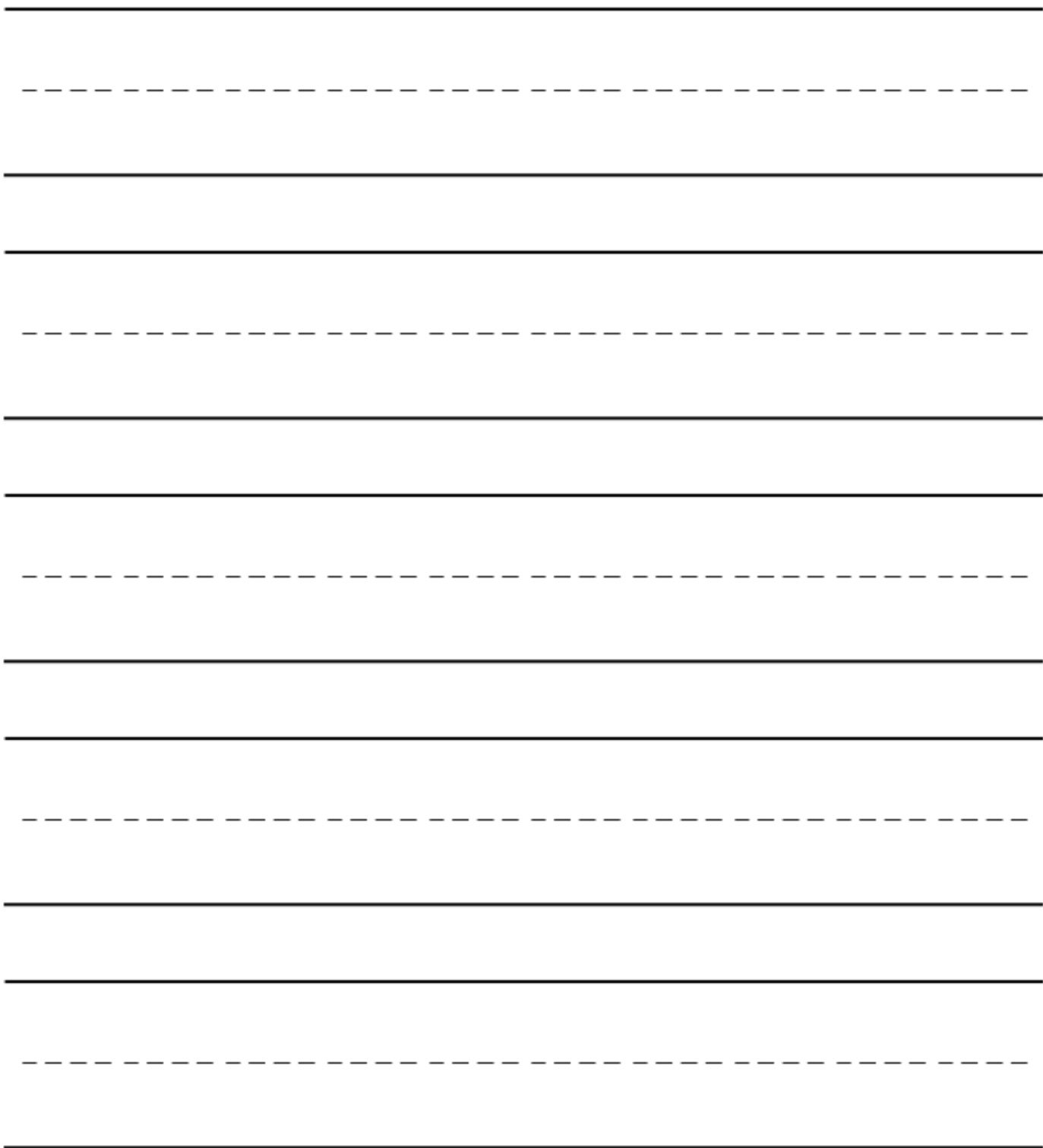
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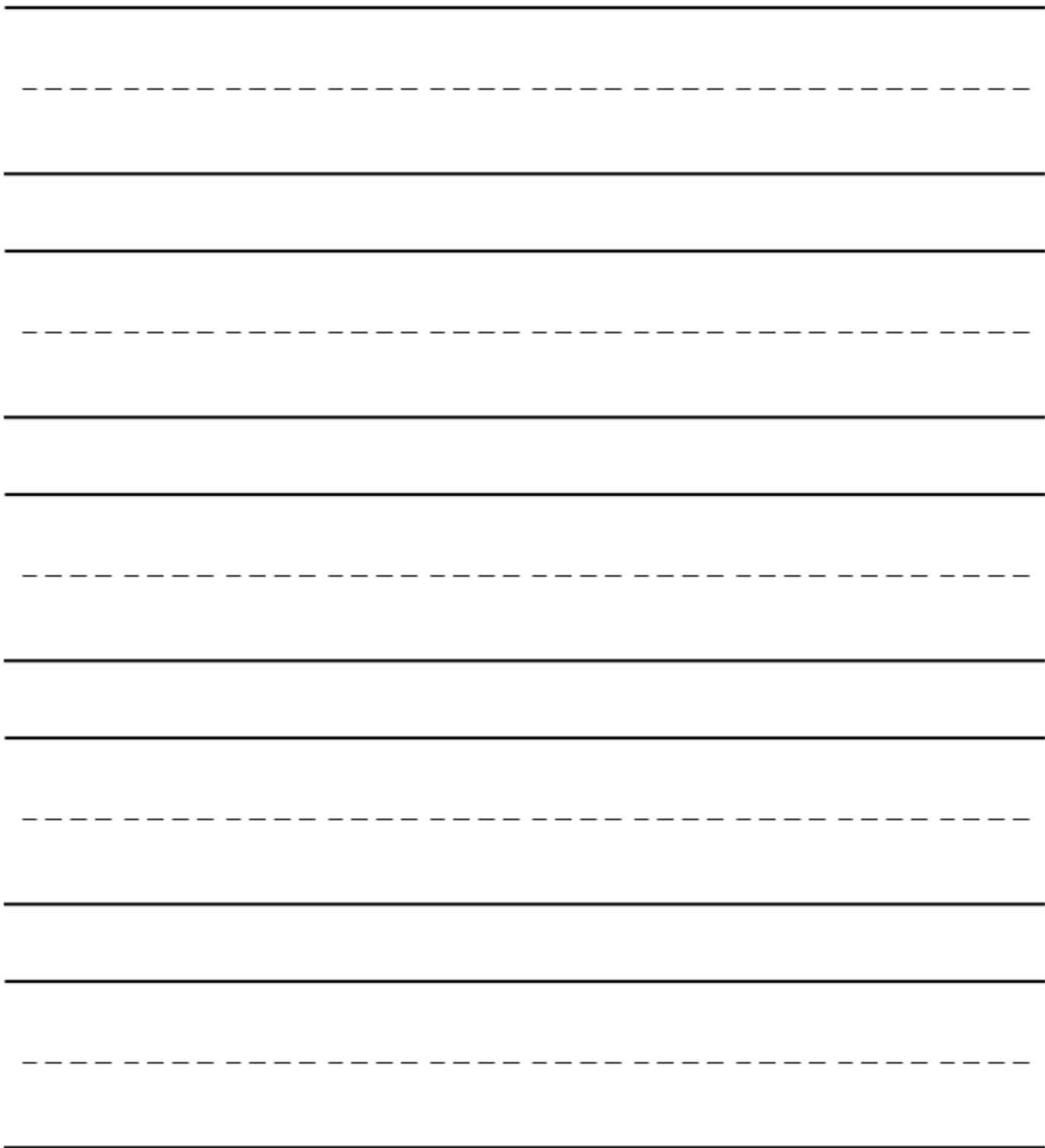
Z z

I can write my name!



The page contains ten sets of handwriting practice lines. Each set consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the width of the page, providing a guide for letter height and placement.

I can write my name!



The page contains ten sets of handwriting practice lines. Each set consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the width of the page, providing a guide for letter height and placement.

Numbers 1-10

1	●	One
2	● ●	Two
3	● ● ●	Three
4	● ● ● ●	Four
5	● ● ● ● ●	Five
6	● ● ● ● ● ●	Six
7	● ● ● ● ● ● ● ●	Seven
8	● ● ● ● ● ● ● ●	Eight
9	● ● ● ● ● ● ● ● ● ●	Nine
10	● ● ● ● ● ● ● ● ● ●	Ten

Trace and Count Numbers

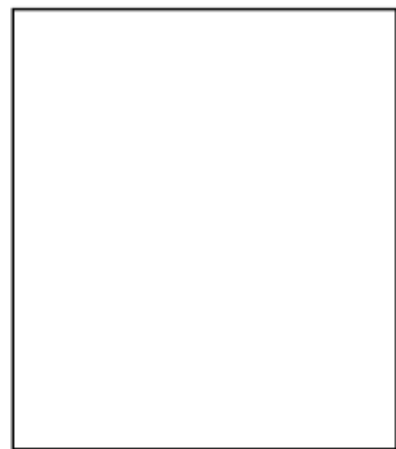
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

ALL ABOUT ME!

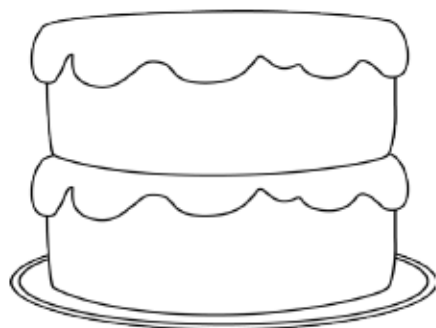
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This is a picture me

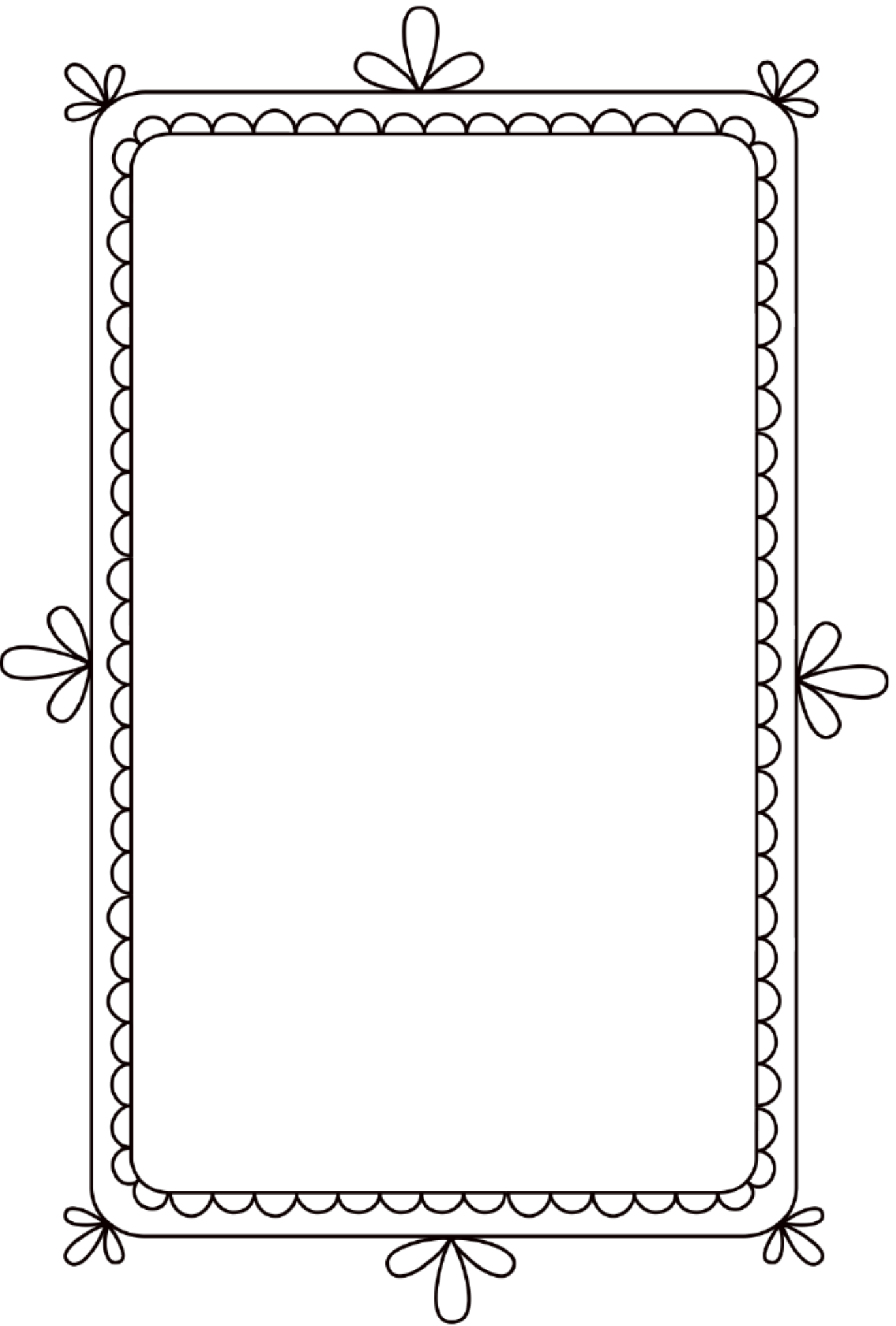
I am



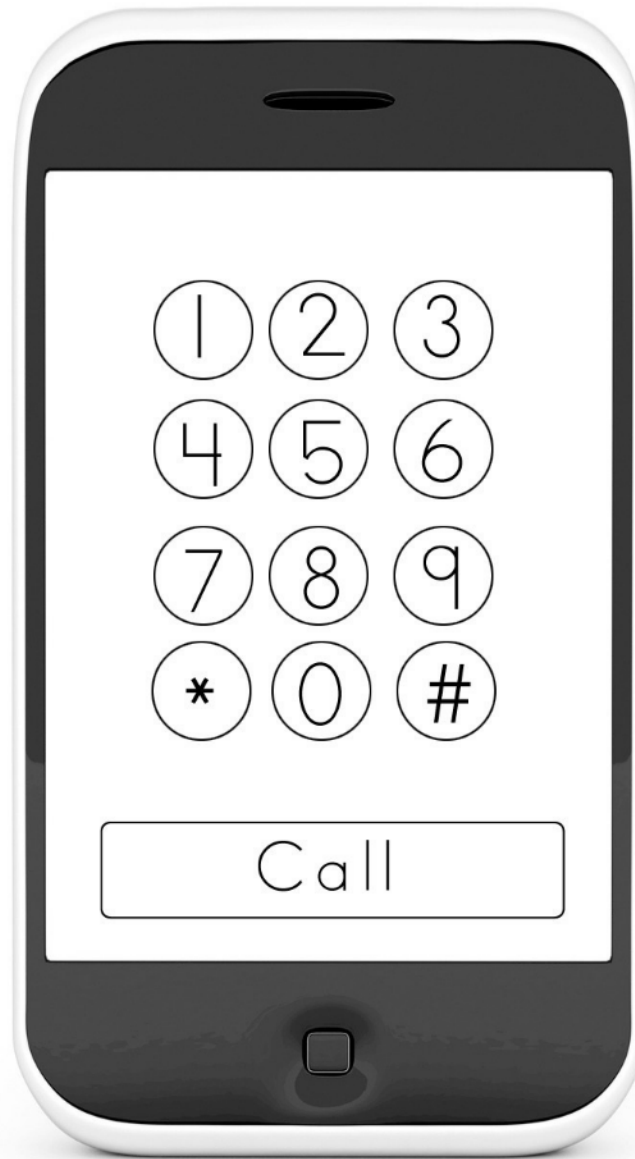
years old



This is my family:



In an Emergency I can call 9 1 1



My phone number is:

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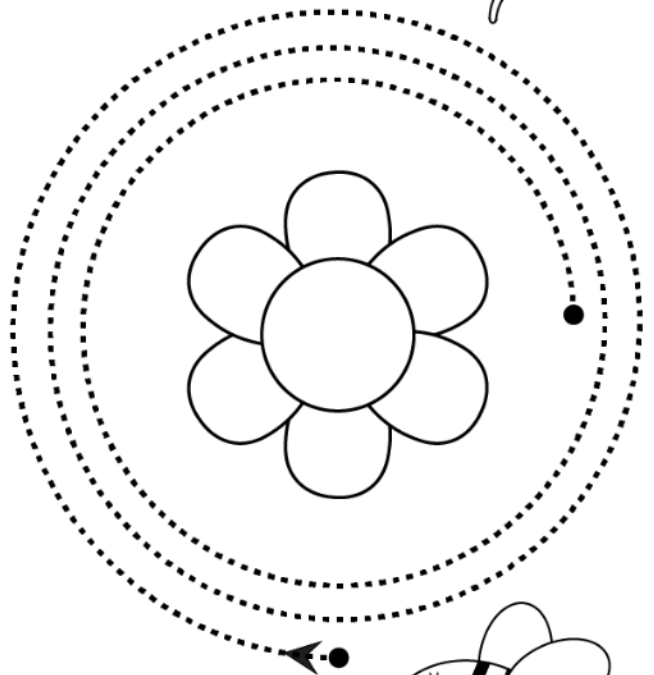
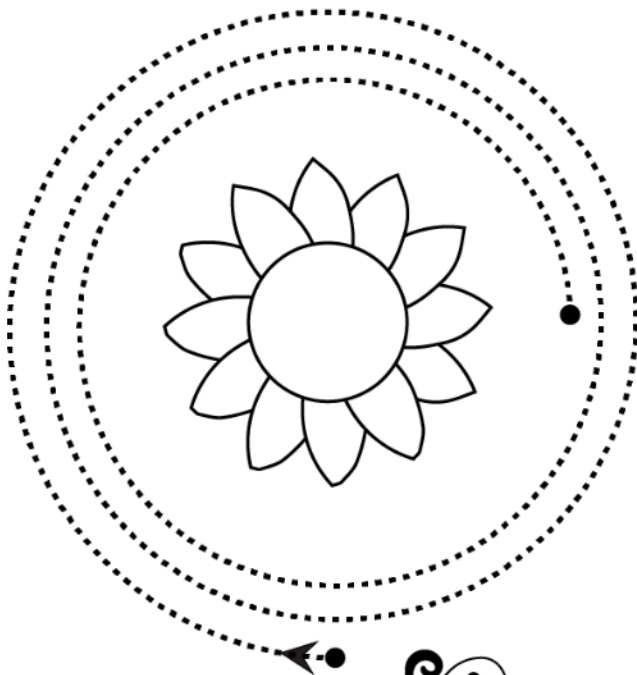
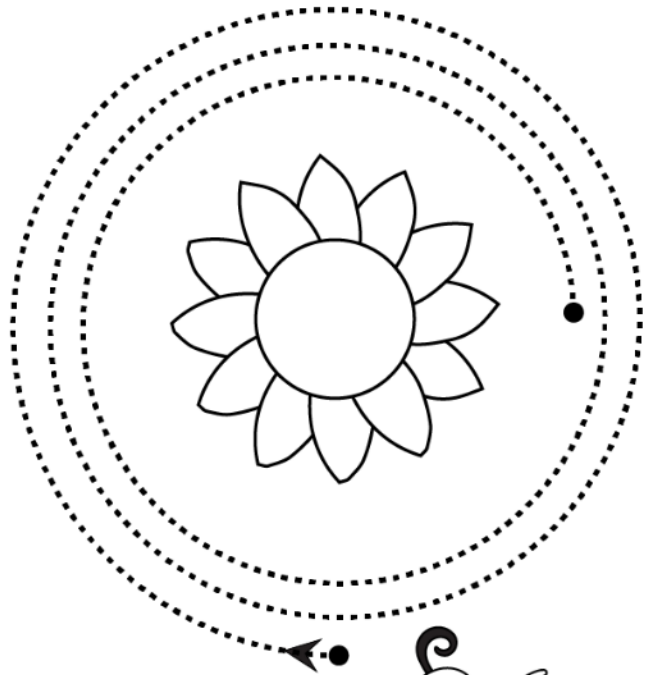
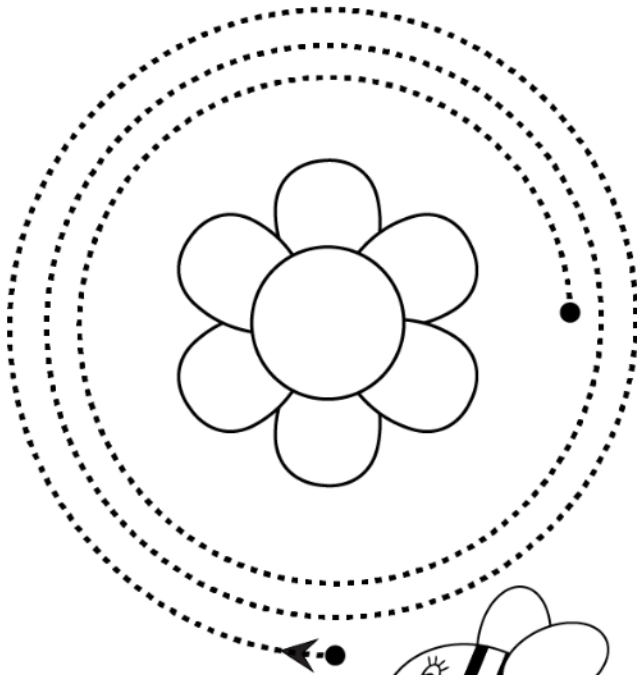
Practice pushing buttons to dial phone number

Draw a picture of your house

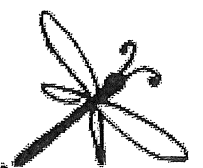
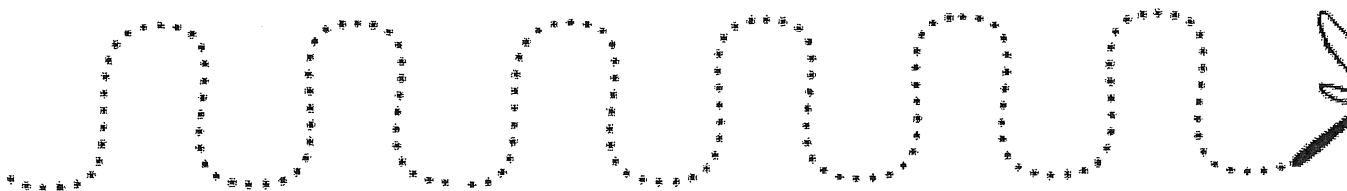
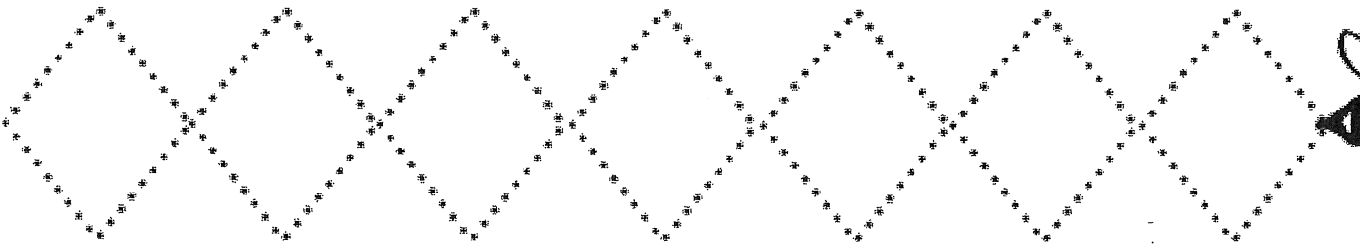
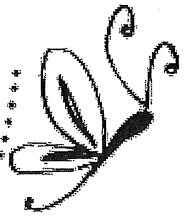
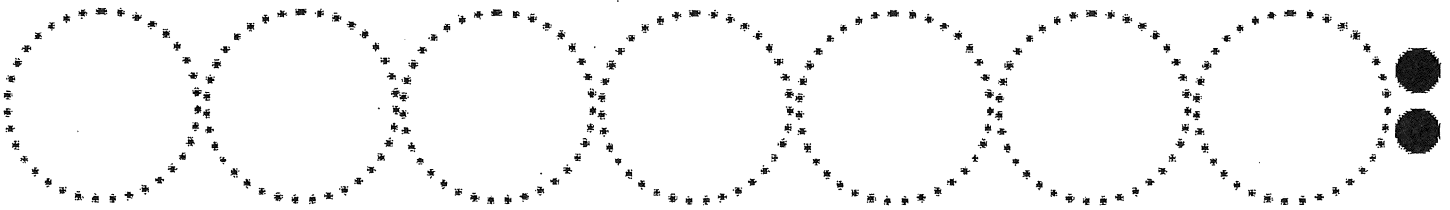
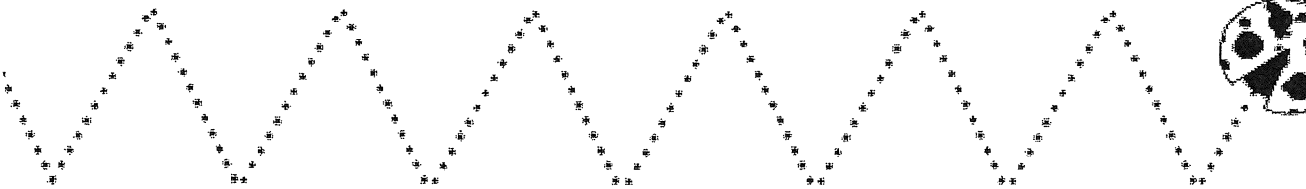
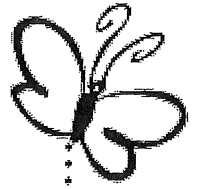
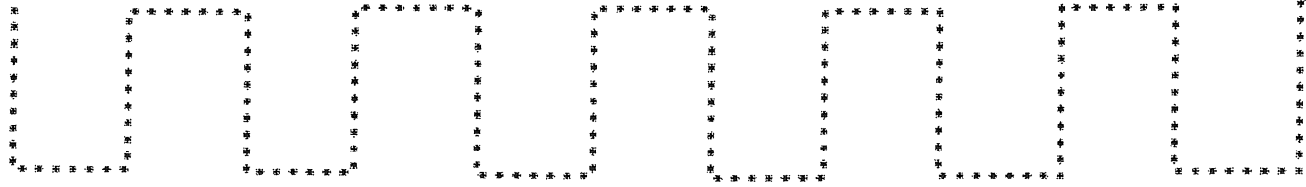
I can write my address

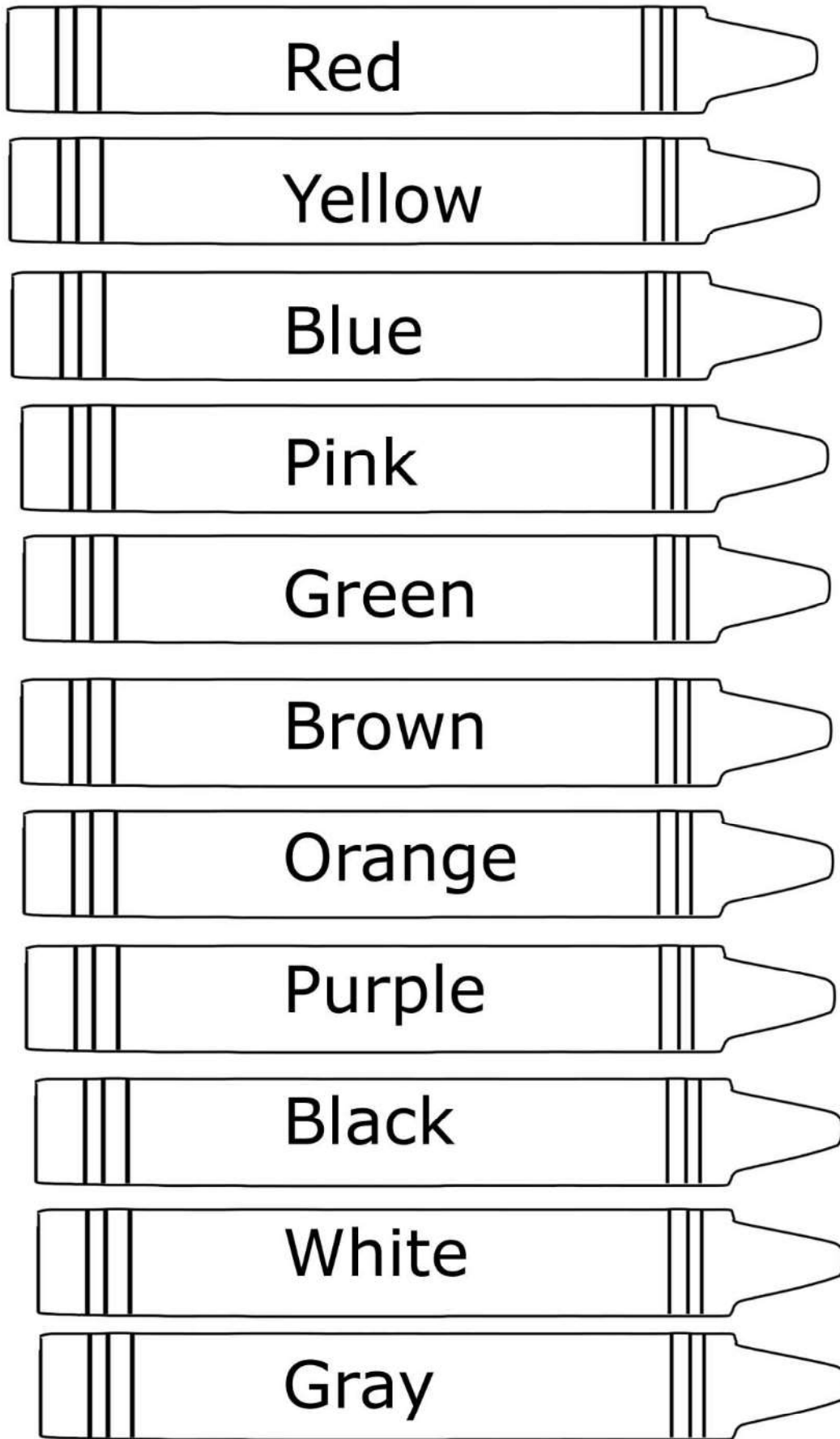
Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Trace the Path



Trace the Pattern





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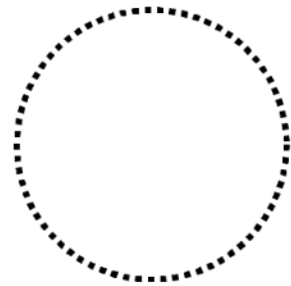
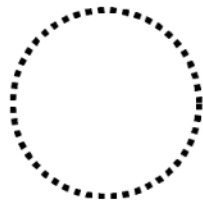
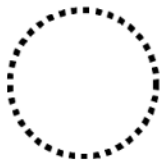
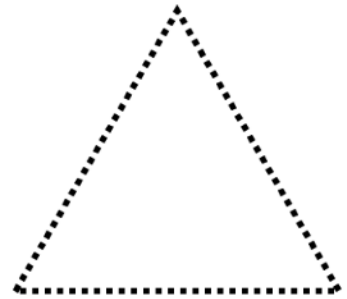
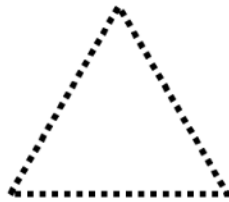
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S

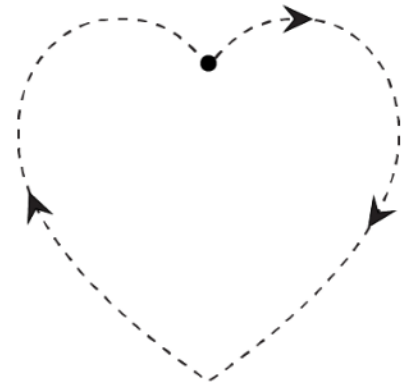
Big

Bigger

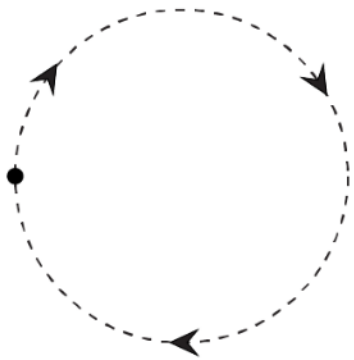
Biggest



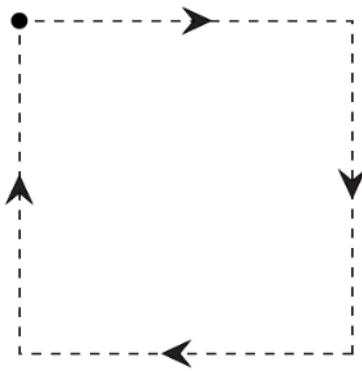
Shapes



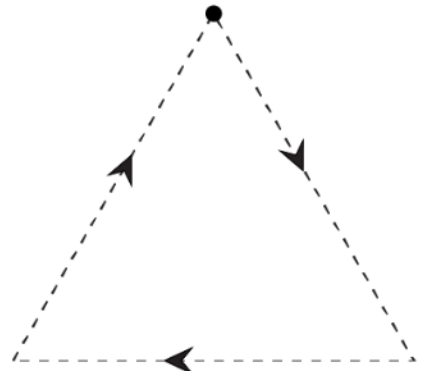
Heart



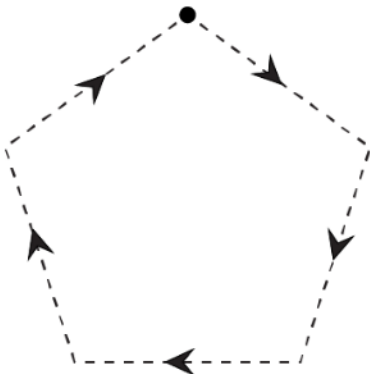
Circle



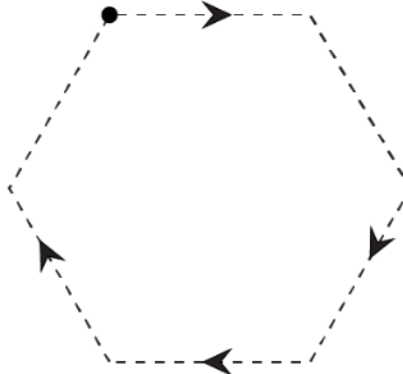
Square



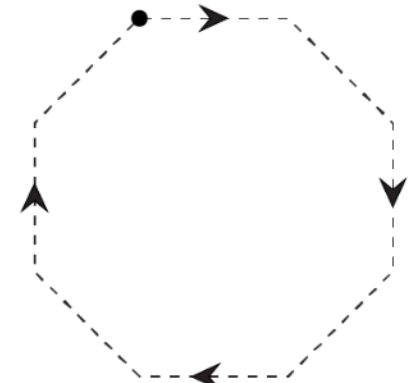
Triangle



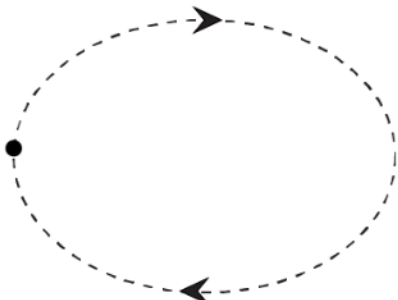
Pentagon



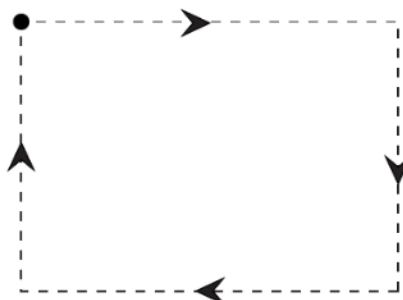
Hexagon



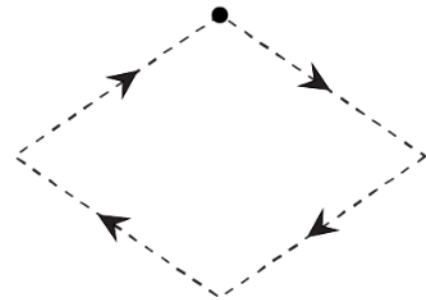
Octagon



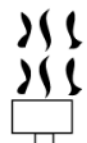
Oval



Rectangle



Diamond

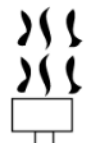


Shapes

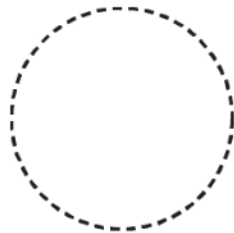
Heart



Star



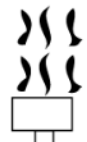
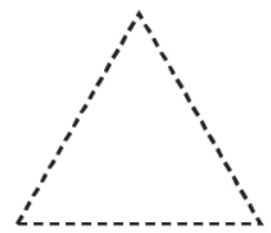
Circle



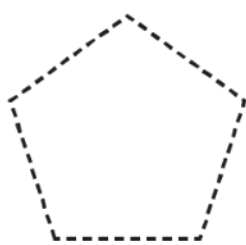
Square



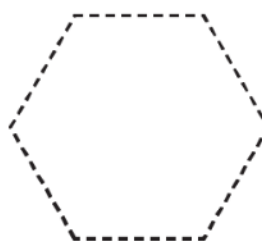
Triangle



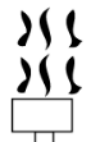
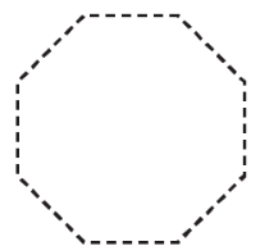
Pentagon



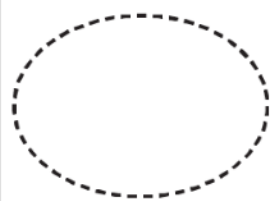
Hexagon



Octagon



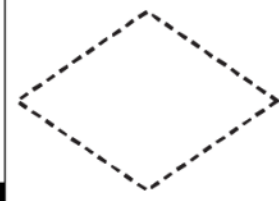
Oval

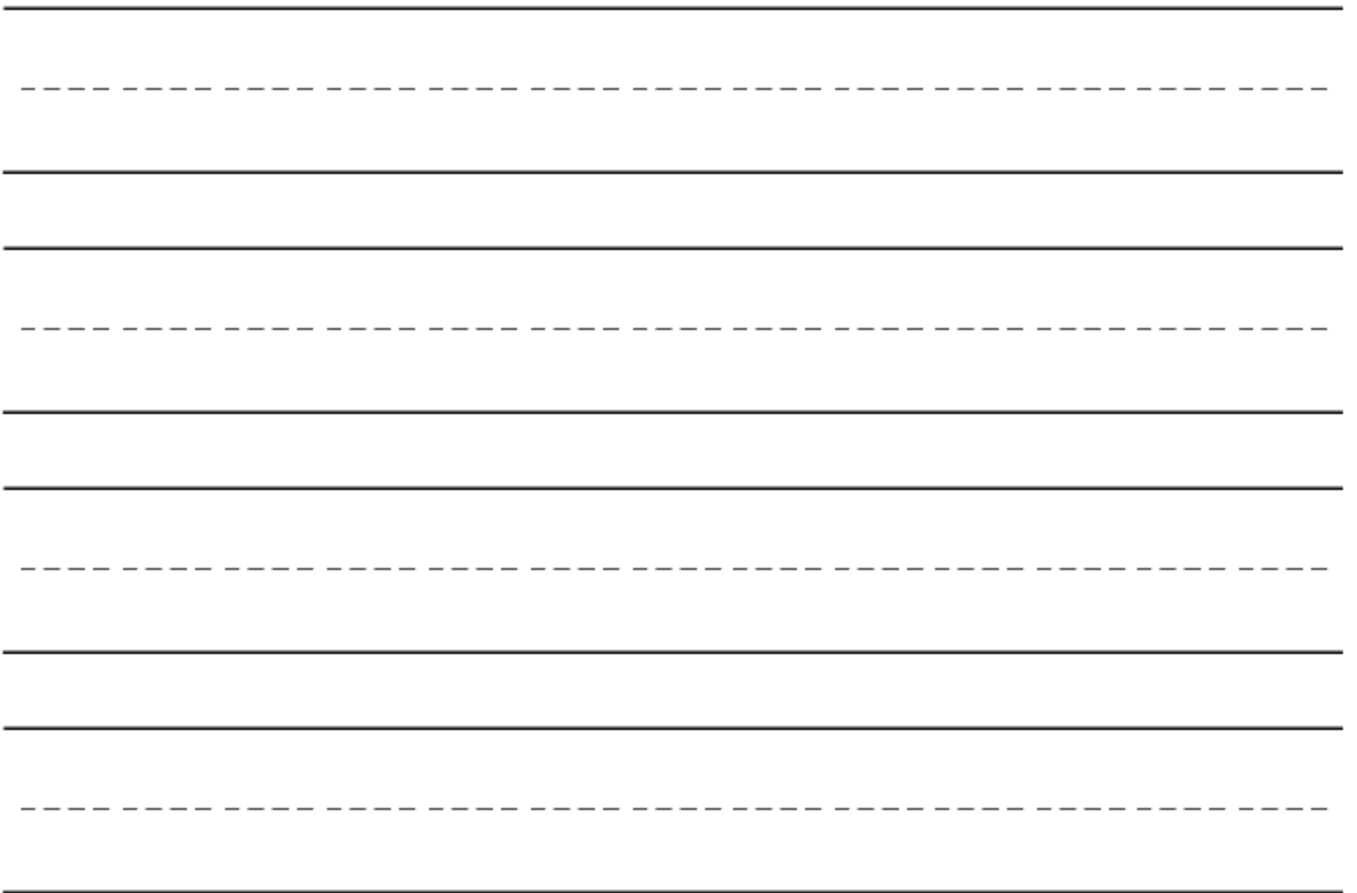
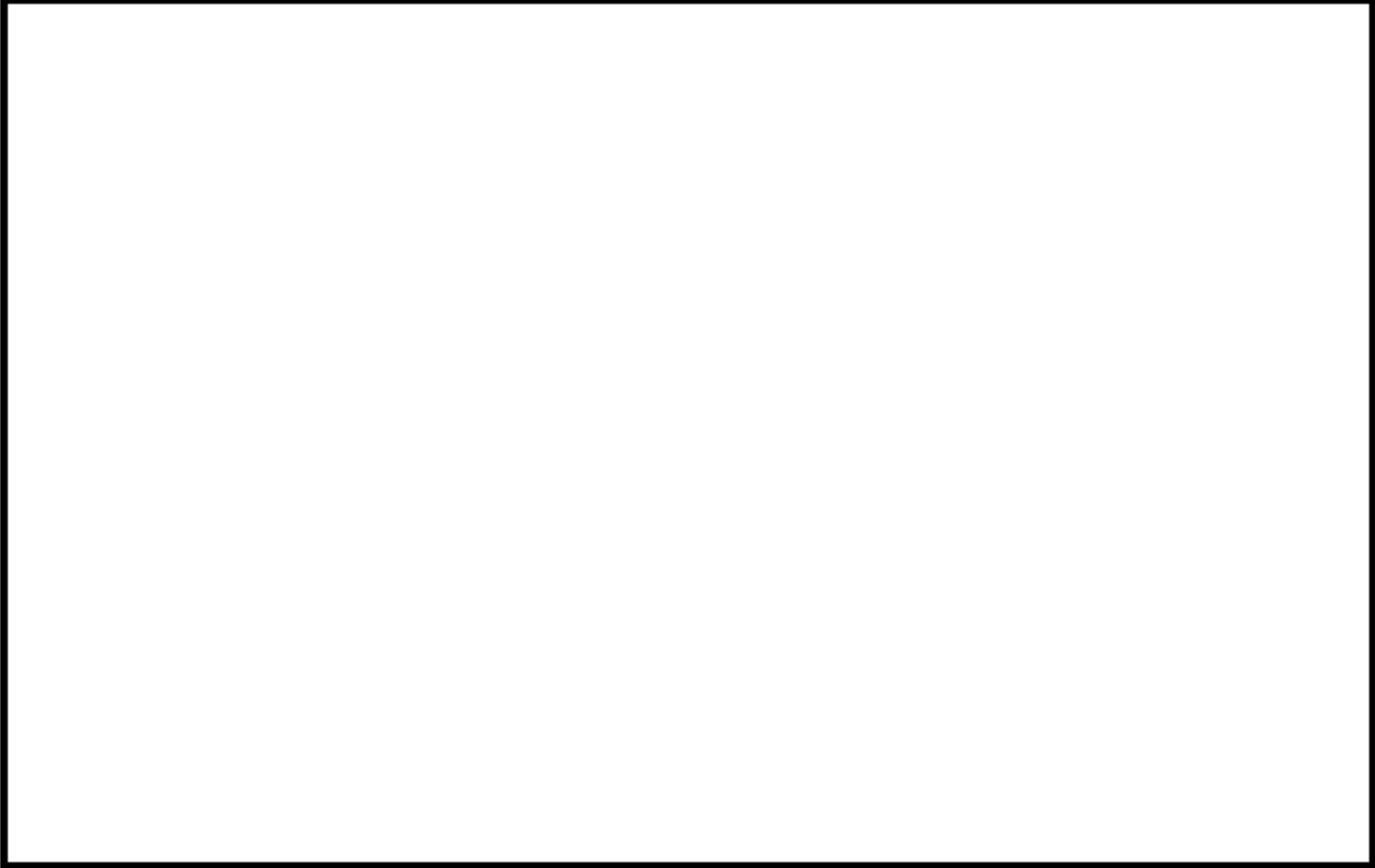


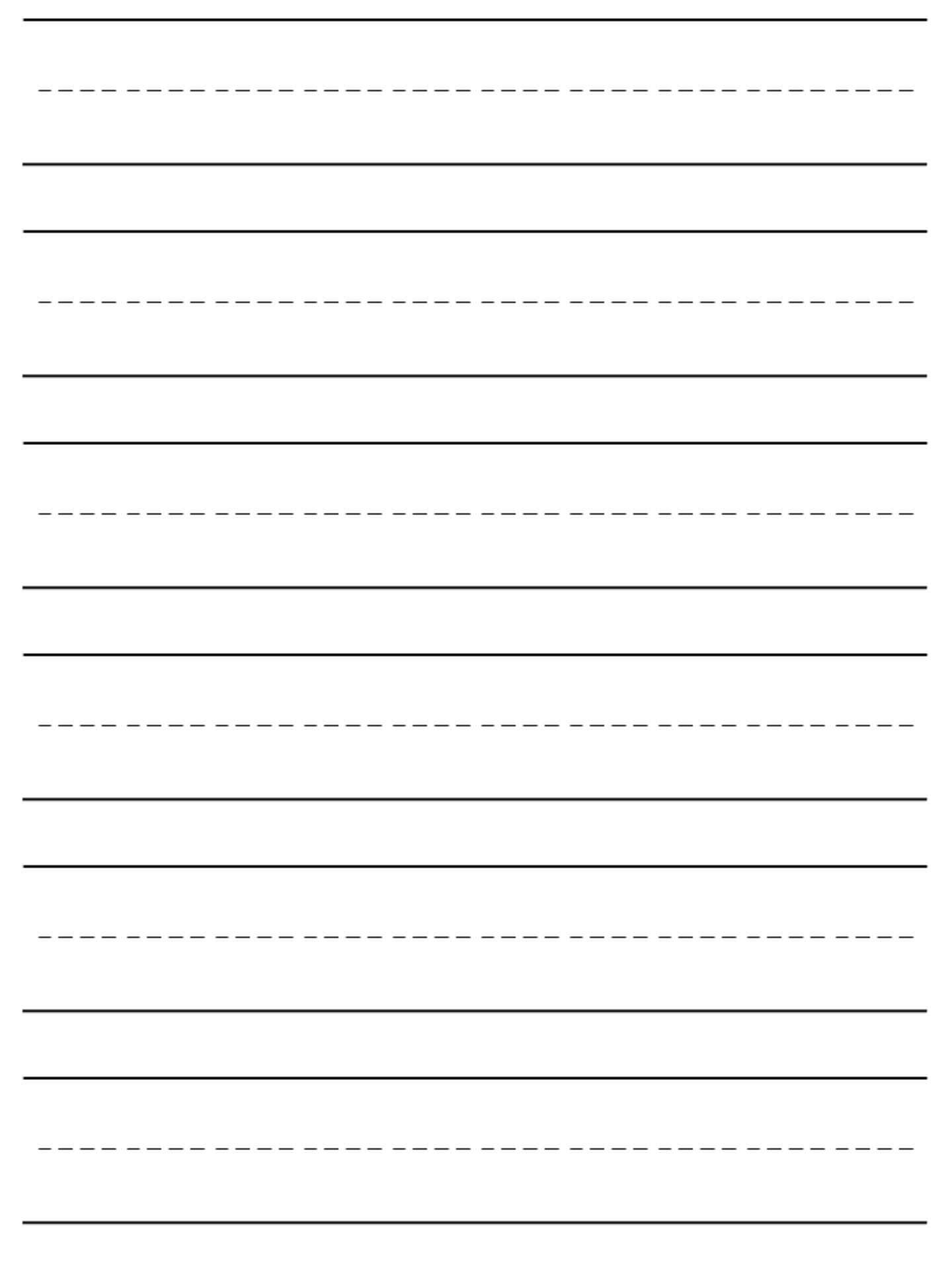
Rectangle

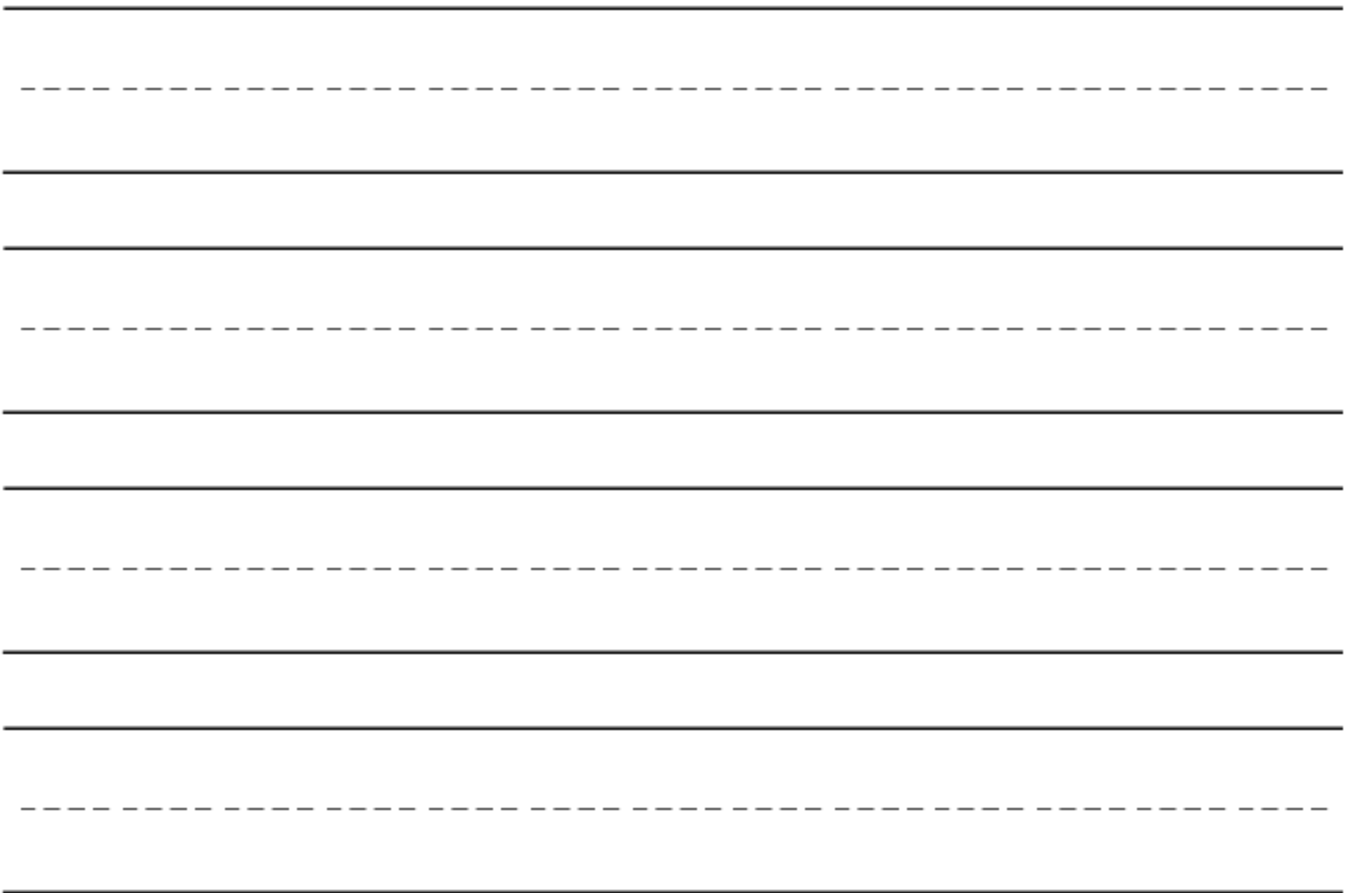


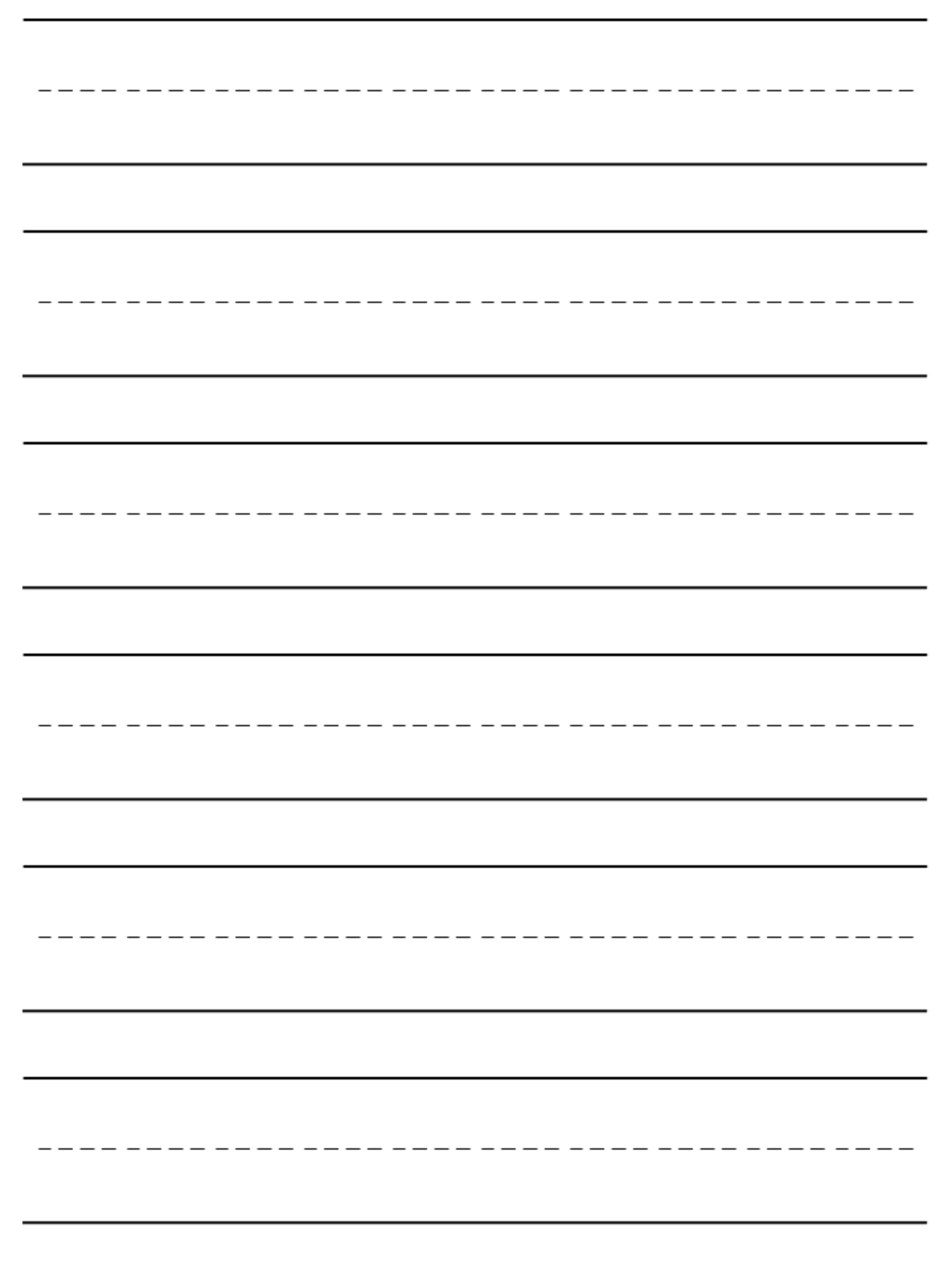
Diamond











SCISSOR SKILLS: There's a lot that goes into cutting. The grasping of scissors, opening and closing loops, holding and manipulating paper, keeping scissors on the line, maintaining endurance to keep on snipping...it can be a difficult task for children with hand weakness or difficulty with any of these scissor tasks. Children need to cut things, a lot of things, all different things, again and again. *Have fun with your cutting adventure!*

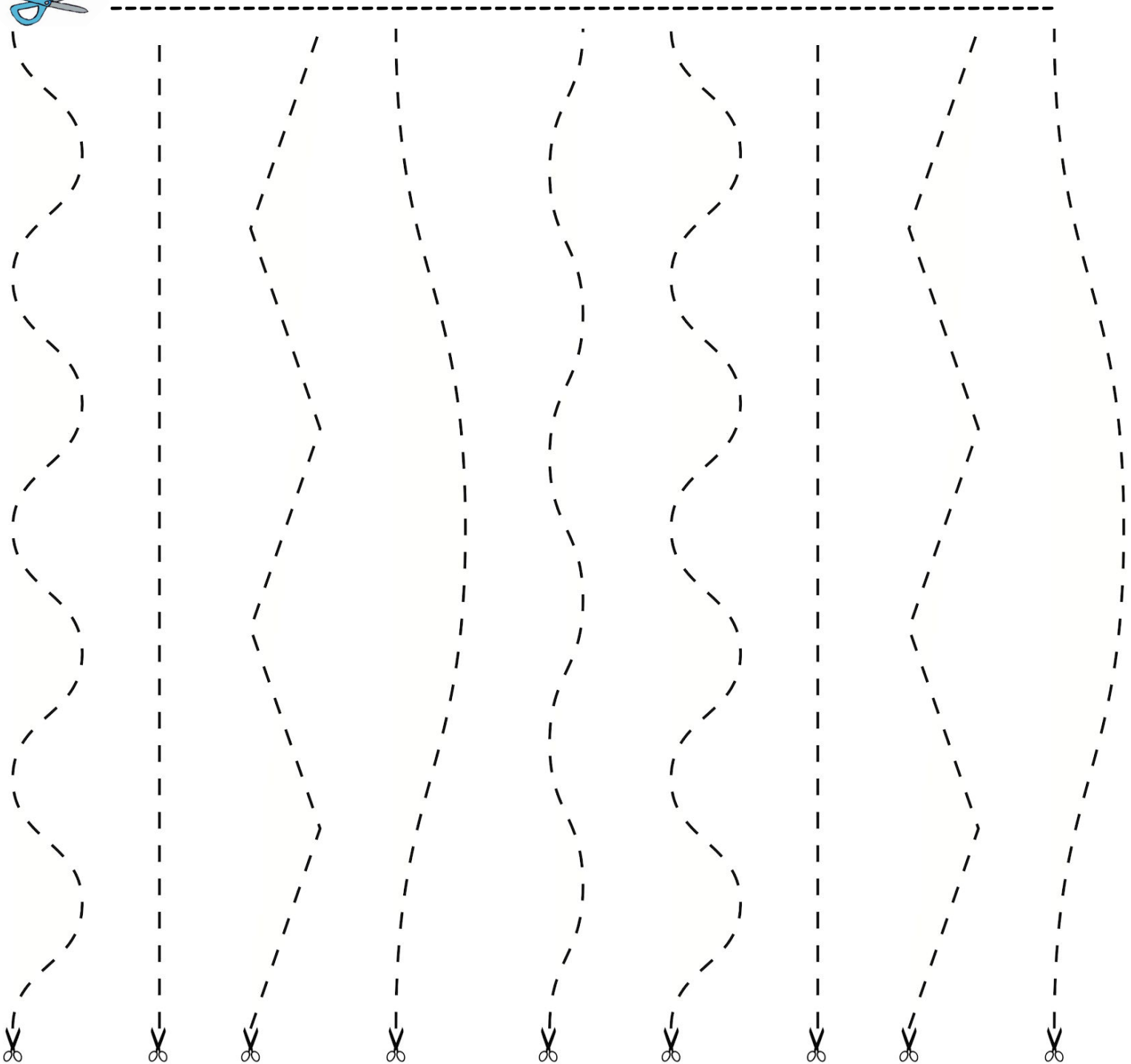
Remember to always supervise when children are using scissors.

Extension Activities with no lines or instructions to help your child master scissors and cutting:

- play dough
- simple strips from junk mail or newspapers
- strips or pictures in magazines or catalogs
- flowers, leaves or grass
- yarn, ribbon or streamers
- food packages and boxes

Challenge Activity: Have your child measure with a ruler and then cut to that length.

Have your child carefully cut along the mixed lines below for practice.



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Alphabet Sound Cards:

Color the pictures, cut out the cards and put in a sandwich baggie or container to use all summer

Practice the name and the sound for each letter.

Can you put the letters in the correct order?

Letter Scavenger Hunt: Can you find the matching letter around your house and community?

Sound Scavenger Hunt: Can you find objects around your house that sound the same as each letter?

A a



apple /ă/

B b



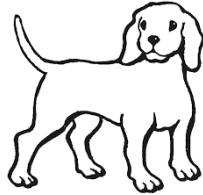
bat /b/

C c



cat /k/

D d



dog /d/

E e



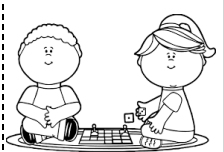
ed /ĕ/

F f



fun /f/

G g



game /g/

H h



hat /h/

I i



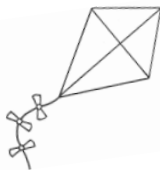
itch /ĭ/

J j



jug /j/

K k



kite /k/

L l



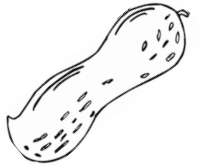
lamp /l/

M m



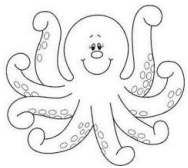
man /m/

N n



nut /n/

O o



octopus /ŏ/

P p



pan /p/

Q q



queen /kw/

R r



rat /r/

S s



snake /s/

T t



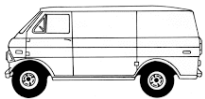
top /t/

U u



up /ŭ/

V v



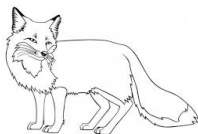
van /v/

W w



wind /w/

X x



fox /ks/

Y y



yellow /y/

Z z



zebra /z/

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Rhyming and Matching Game: Color and cut out cards. Play the matching game all summer long.

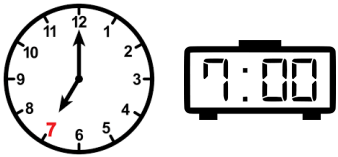
Pick a Card: Pick a card each day of summer and see what items in your day rhyme with that card?

House Scavenger Hunt: Can you find items around the house that rhyme with each card?

Community Scavenger Hunt: Can you find objects around your community that rhyme with each card?

Extension: Make up your own rhyming cards to use all summer long.

clock



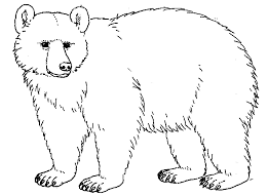
sock



pear



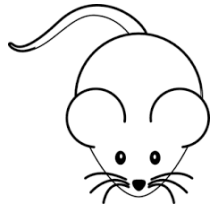
bear



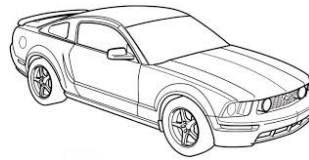
house



mouse



car



star



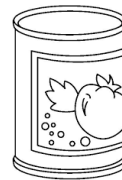
wig



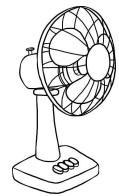
pig



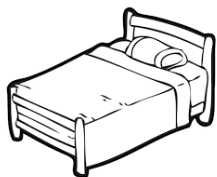
can



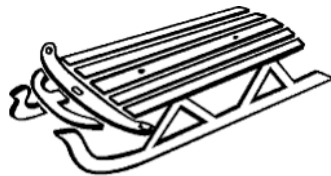
fan



bed



sled



king



ring



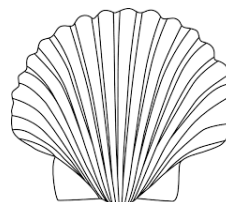
cat



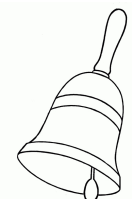
bat



shell



bell



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