

Before School Starts

Please Work With Your Child On

- ☐ Saying his or her first AND last name.
- ☐ Write their first name or attempt to.
- ☐ Tell an adult if something is wrong.
- ☐ Tell an adult when they need help.
- ☐ Take care of basic needs on own (restroom, tissues.)
- ☐ Read often. (You read to them, they pretend read.)
- ☐ Sing or recite nursery rhymes.
- ☐ Use scissors and glue.
- ☐ Follow two step directions.
- ☐ Sing the alphabet.
- ☐ Tie their shoes on their own.
- ☐ Count to 10.
- ☐ Take turns and share.
- ☐ Know their phone number
- ☐ Know their teacher's name.

Thank You!



©SIMPLY kinder



Ready for Kindergarten

Write first name	Practice phone number	Practice address	
	Identify colors	Practice scissor skills	Identify some shapes
Practice writing letters	Match uppercase to lowercase letters	Identify lowercase letters	Identify uppercase letters
Count to 20	Rhyme familiar words	Practice writing numbers to 10	
	Use comparative (big/small) words	Identify position/direction concepts	Put 3-4 pictures together to tell a story

The Resourceful Mama

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Great WEBSITES FOR Kids

A fun list of Educational sites for kids.



PBS Kids

pbskids.org

Fun games from the tv channel.
Great stuff for the older kids as well.

Starfall

<https://www.starfall.com>

Free and paid learning online activities.

ABCMOUSE.com:

Educational games for kids

National Gallery of Art for Kids

<https://www.nga.gov/education/kids.html>

offer an entertaining and informative
introduction to art and art history.

FunBrain

Funbrain.com

Created for kids in grades Pre-K
through 8. It offers hundreds of games,
books, comics, and videos that develop
skills in all academic areas.

Seussville.com

All things Dr. Seuss Free

Scratch

<https://scratch.mit.edu>

program your own
interactive stories, games, a
nd animations

Disney Junior

Fun site full of games and
fun featuring all the Disney Junior
characters.



Library of Congress

<https://www.loc.gov/families/>

Great resources for families
and kids from the Library of
Congress.

National Geographic Kids

<https://kids.nationalgeographic.com/>

Fun games and online videos from
National Geographic geared towards kids.

Code Academy

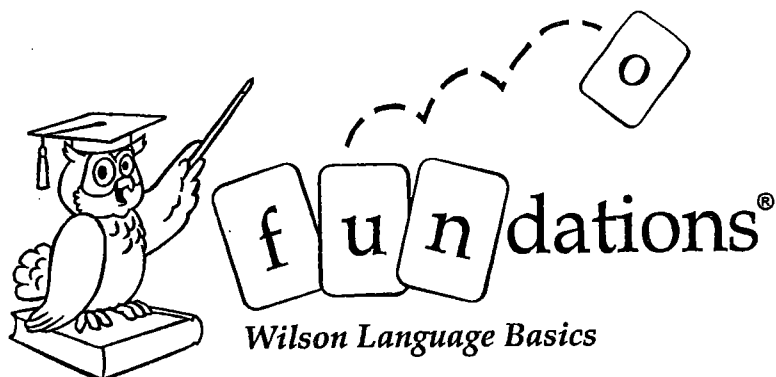
<https://www.codecademy.com/>

Your kids can learn
how to code on this funwebsite.

**For a comprehensive list of over 25 websites
with Clickable links head to**

<https://conservamome.com/fun-sites-for-kids/>





Home Support Pack

Make a memory with your children,
Spend some time to show you care;
Toys and trinkets can't replace those
Precious moments that you share.
Money doesn't buy real pleasure,
It doesn't matter where you live;
Children need your own attention,
Something only you can give.
Childhood's days pass all too quickly,
Happy memories all too few;
Plan to do that special something,
Take the time to go or do.
Make a memory with your children,
Take the time in busy days;
Have some fun while they are growing,
Show your love in gentle ways.



Elaine Hardt, "Make a Memory" © 1977



Help Develop Oral Expression And Vocabulary

You can help your child develop **oral language** (the spoken word) with the following ideas. Do these anytime you are with your child:

1. Encourage your child to answer “wonder” statements.

Say such things as “I wonder why a dog barks.” Or say, “I wonder if Grandpa likes spinach.”

2. Help your child expand his/her vocabulary by rephrasing.

When your child says something such as, “He’s scared,” you could say, “Yes, the dog barks because he is frightened, you are correct!”

3. Ask open-ended questions.

Do not ask, “Are you raking leaves?” (The child would simply answer, “yes.”) Instead, ask, “What are you doing with your rake?” The child will answer you and then you can rephrase the answer to further develop vocabulary (see # 2).

4. Limit the amount of TV

However, if your child watches a children’s program, talk about it (see #’s 1, 2, 3).

5. Provide household props that encourage pretend play.

Use spoons/pans in the bathtub; cups/teapots/dolls; small rakes/shovels. While playing, be sure to talk through your actions (see #’s 1, 2, 3).

Verbally interacting with your child simply means taking every opportunity to talk with your child. With our busy lives, interactions between adults and children are often directive (“do this,” “do that,”) or negative (“stop hitting” “don’t run.”) Try to break this pattern whenever possible. Both you and the child will have pleasant experiences and you will be helping to develop oral expression and vocabulary.



Review the Sequence of the Alphabet

Your child needs to be able to **say or sing the alphabet from A to Z**. Sing or say the alphabet whenever you can – in the car, bath time, bedtime, etc.

Make sure your child is aware of each letter! So often “**lmnop**” is lumped together and the child does not separate them.

If you have **magnetized plastic letters**, have your child place them on your refrigerator in sequence as he or she says the letter name.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

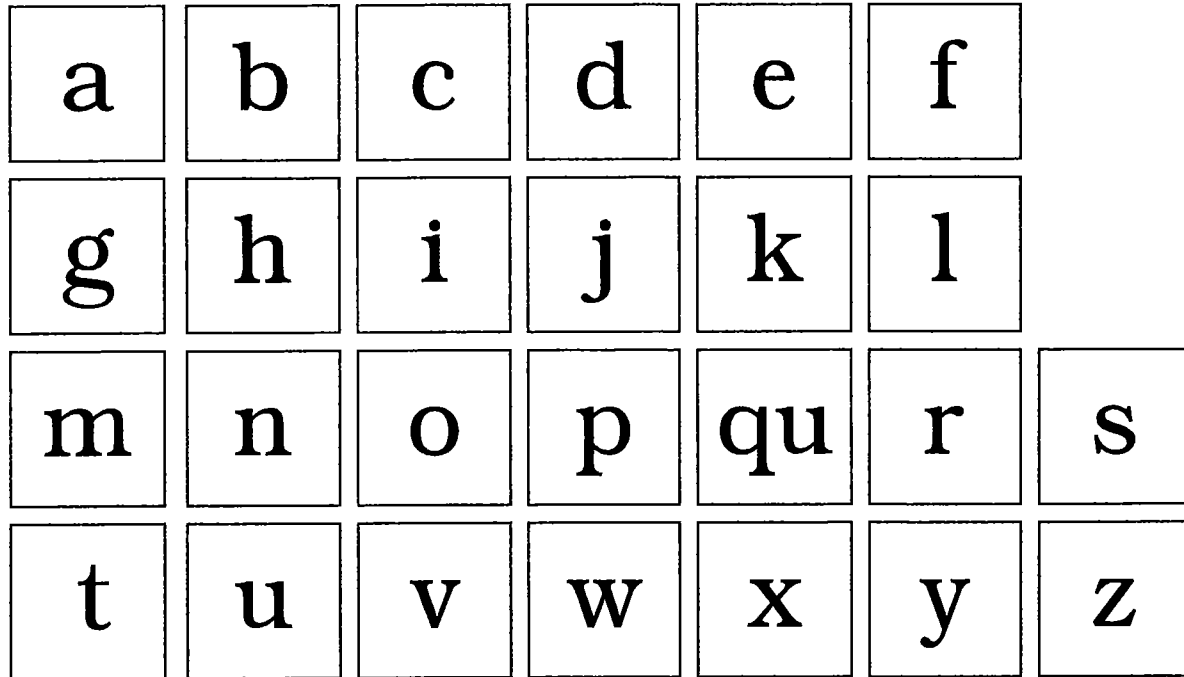
You will find the **suggested books** listed below helpful at this time. They should be available at your local library.

Following this page, you will find the **alphabet order squares**. Have your child lightly color the vowels (**a e i o u**) orange. Keep one of the groups of squares uncut to use as the base and cut the second group into individual squares.

Have your child place the letters onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed. Keep these letters in a baggie to do this again and for other activities.

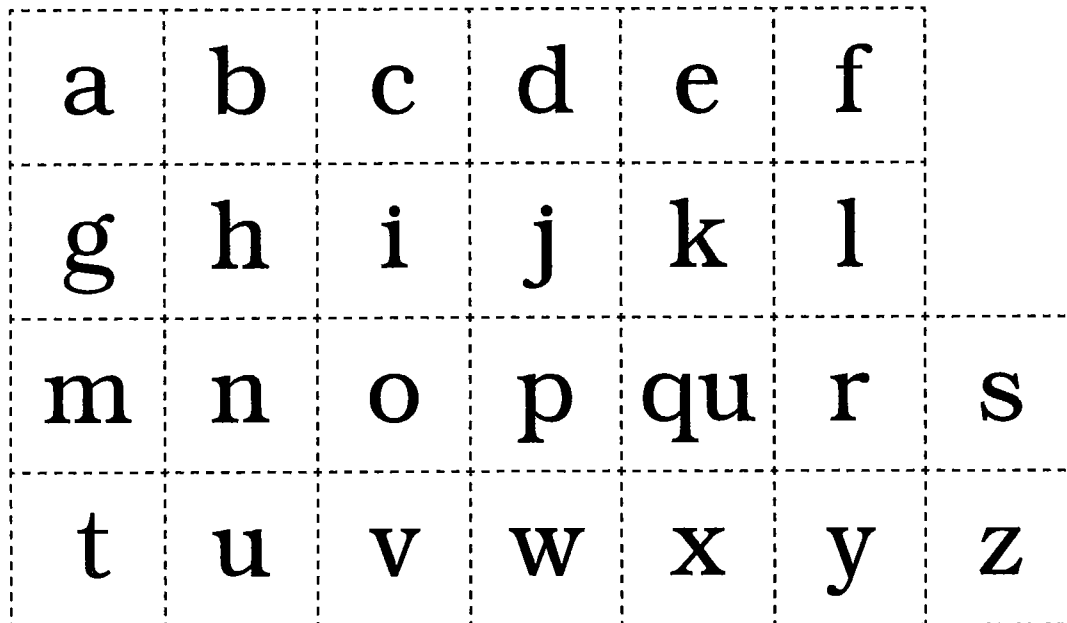
If you enjoy crafts, you could make a place mat and decorate it with one of the letter squares. Have your child place the cut letters on the place mat while waiting for supper.

Title	Author	Publisher / Date
<i>A-B-C-ing: An Action Alphabet</i>	Beller, J.	Crown; 1984
<i>Alligators All Around: An Alphabet</i>	Sendak, M.	Harper Trophy; 1990
<i>Alphabears</i>	Hasue, K.	Henry Holt & Co.; 1984
<i>City Seen From A to Z</i>	Isadora, R.	Greenwillow; 1983
<i>Dr. Seuss's ABC (2nd edition)</i>	Seuss, Dr.	Random House; 1991
<i>The Guinea Pig ABC</i>	Duke, K.	Dutton; 1983
<i>Zoophabets</i>	Tallon, R.	Scholastic; 1979
<i>The Z Was Zapped</i>	Van Allsburg, C.	Houghton Mifflin; 1987

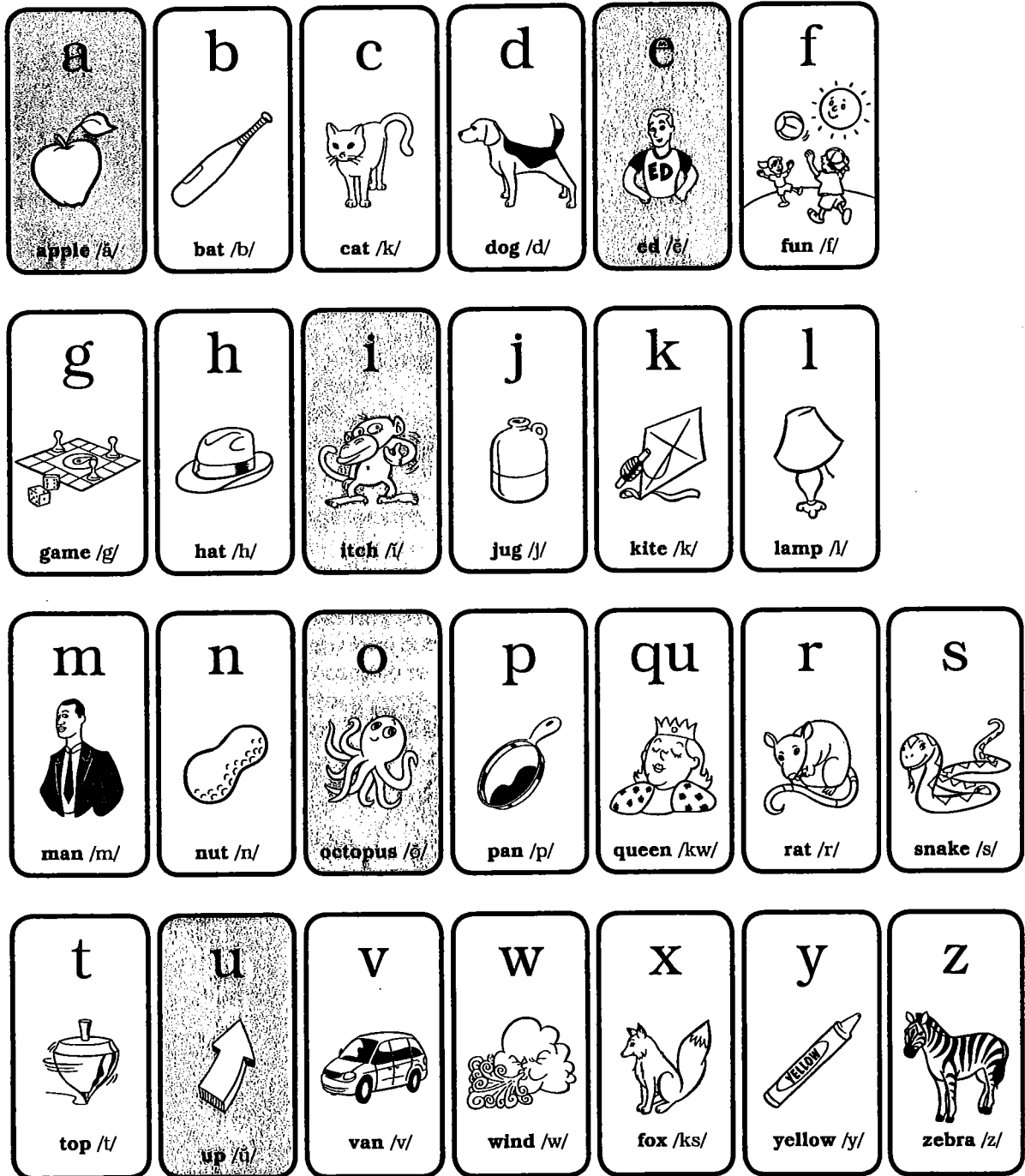
Fundations® Alphabet Order Squares


Have your child lightly color the vowels (**a e i o u**) orange. Keep **this group of squares uncut** to use as the base. Have your child place the cut letters (from below) onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed.

 Have your child lightly color the vowels (**a e i o u**) orange. **Cut this group into individual squares.** Keep these letters in a baggie to do this again and for other activities.



Sound Card Alphabet



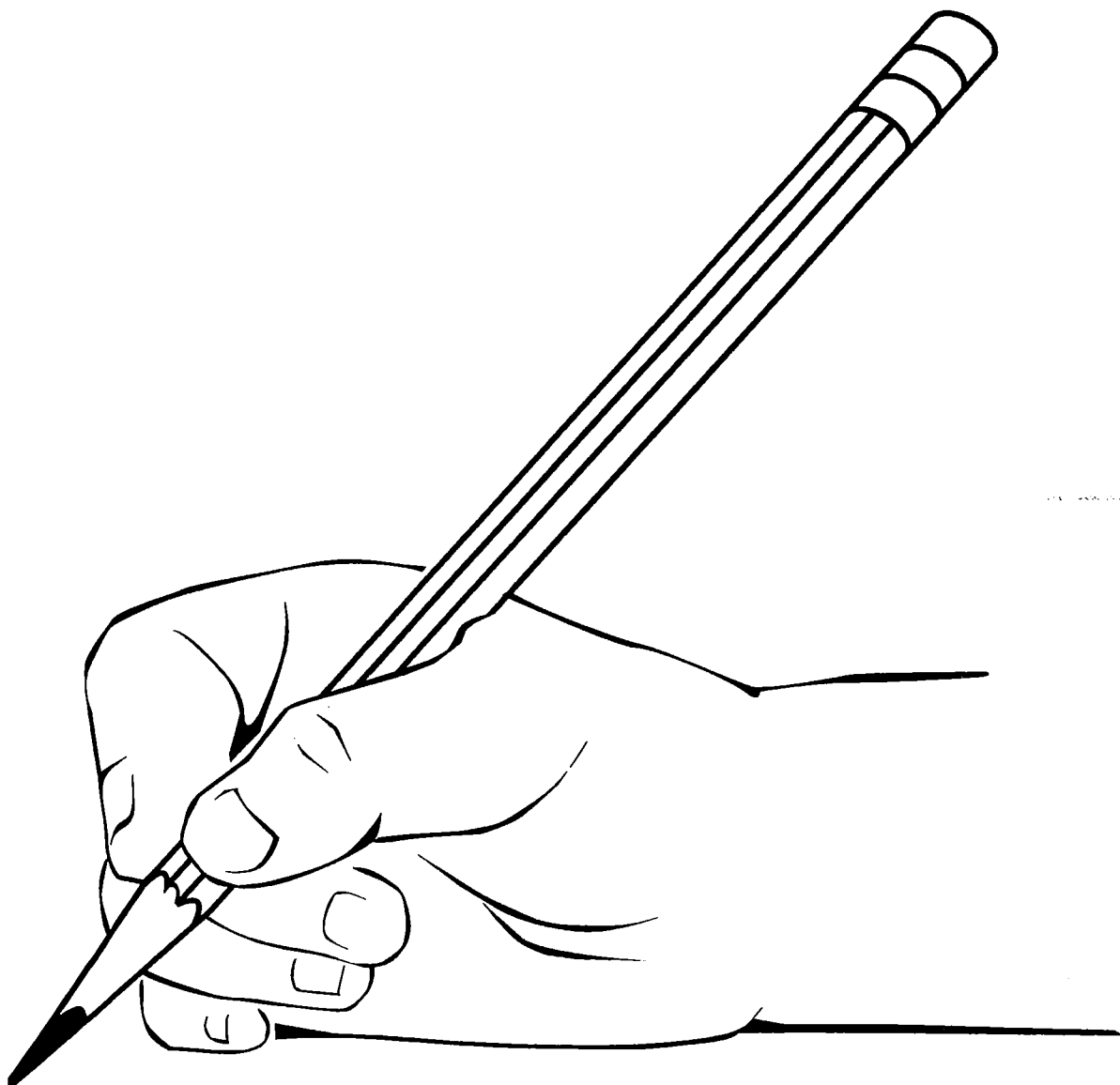


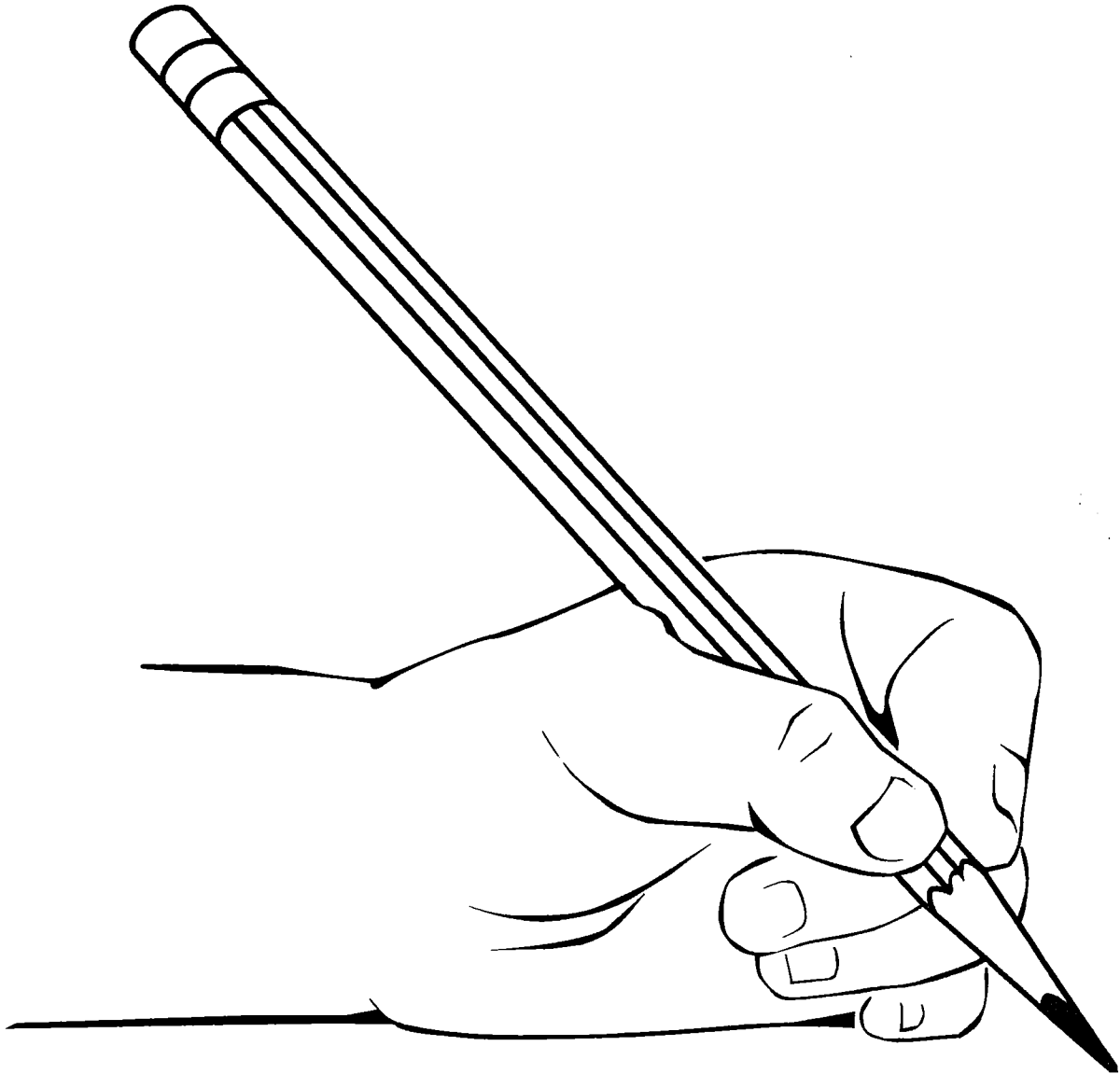
***In Addition to the Letter Formation Activity
You Can Help Your Child Develop Letter Recognition***

Say, “**Find the letter** (name a letter).” Have your child point to it. When this seems easy, have your child point to and then name the letters. First do them in alphabetical order, then do them in mixed order with different fonts.

a	b	c	d	e	f	
g	h	i	j	k	l	
m	n	o	p	q	r	s
t	u	v	w	x	y	z

h	z	a	v	t	c	f
b	u	g	y	e	d	m
r	j	o	g	k	a	p
q	w	e	r	t	y	u
f	j	d	s	a	n	k

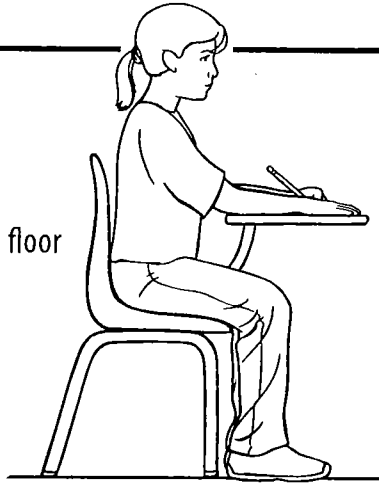




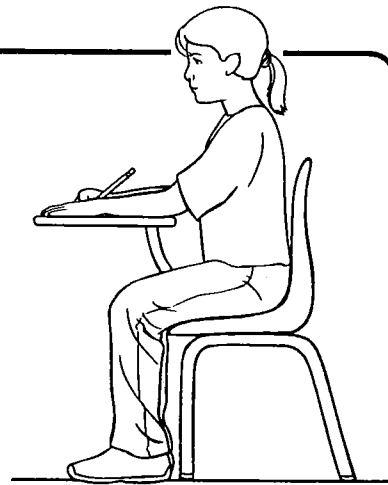
1

Sit *right*

Seat pulled in, feet on floor



LEFT-HANDED

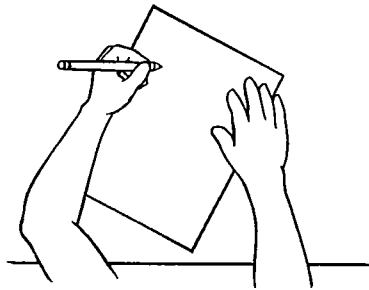


RIGHT-HANDED

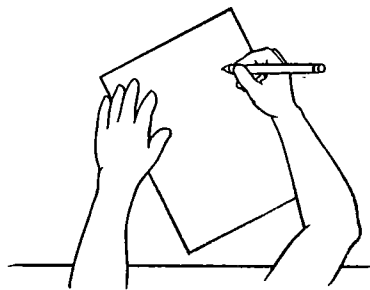
2

Place paper and hands *right*

Paper slanted, wrist straight, elbow on desk, other hand holding paper



LEFT-HANDED

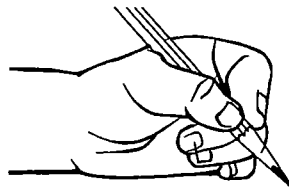


RIGHT-HANDED

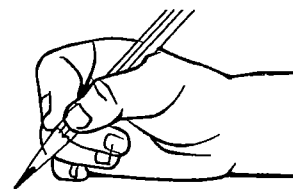
3

Grip pencil *right*

Pencil held between index finger and thumb, resting on the other fingers



LEFT-HANDED



RIGHT-HANDED



Let's write!

Sky Line Letters



t b f l h k

Plane Line Letters



n m i u r p j

Plane Line Round Letters

Special e



c o a g d s q e

Plane Line Slide Letters



v w y x z

Foundations Writing Assessment

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Correct: _____

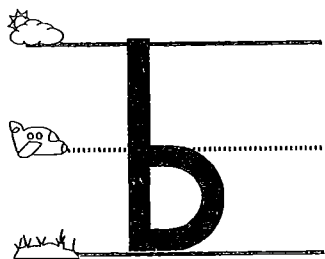
Incorrect: _____

Student Name: _____

Date: _____

Name: _____

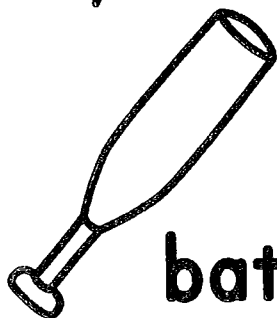
letter



trace it



keyword



bat

keyword

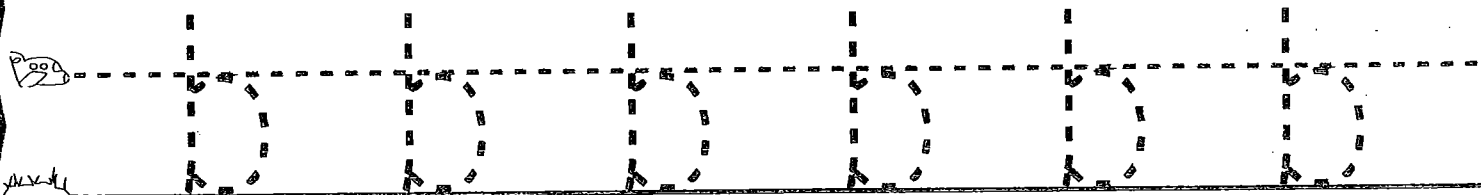
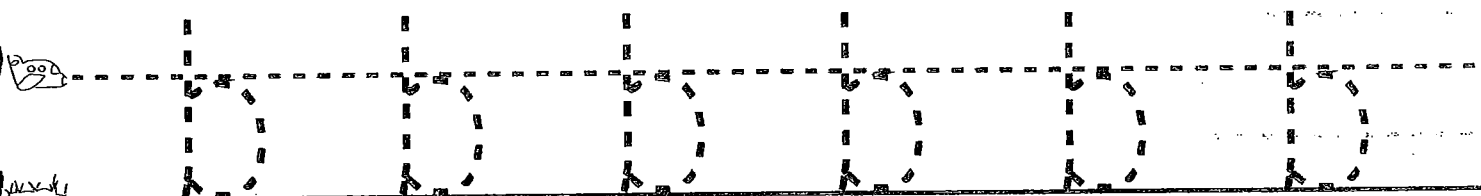
sound



b

say it

Trace:

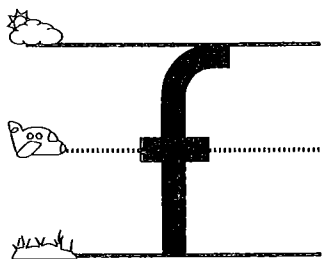


Write:



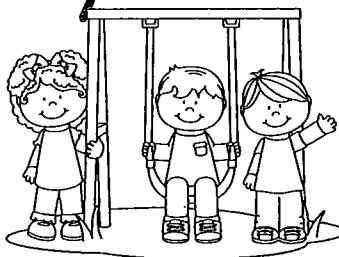
Name: _____

letter



trace it 

keyword



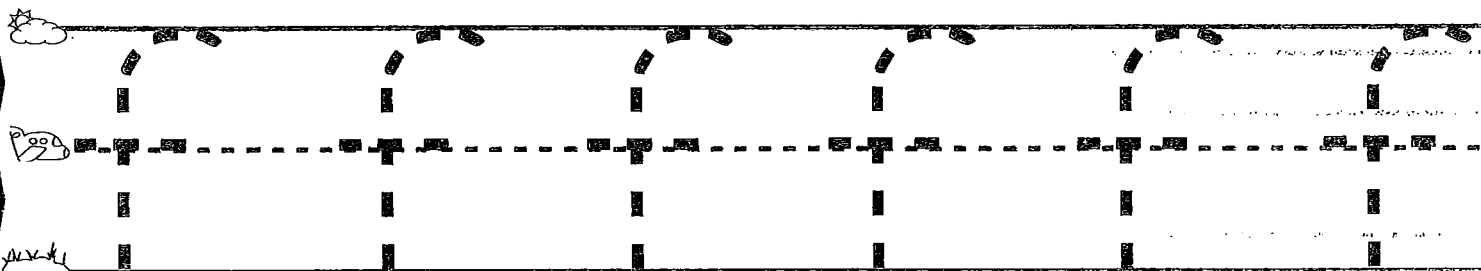
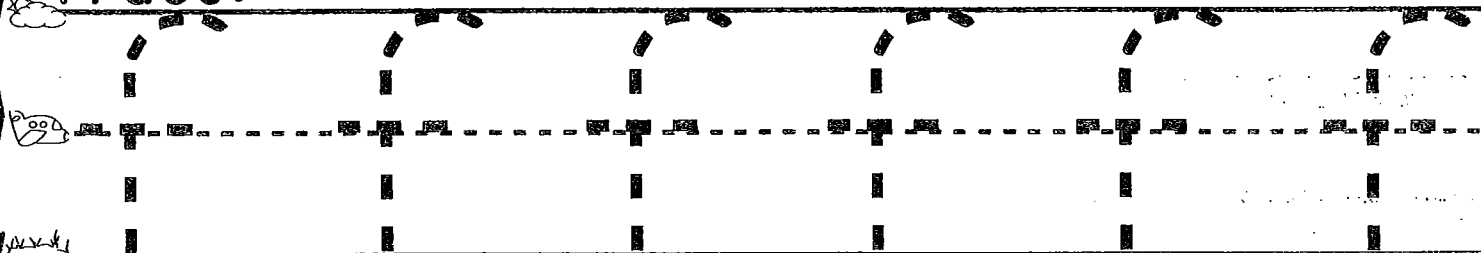
fun
keyword

sound

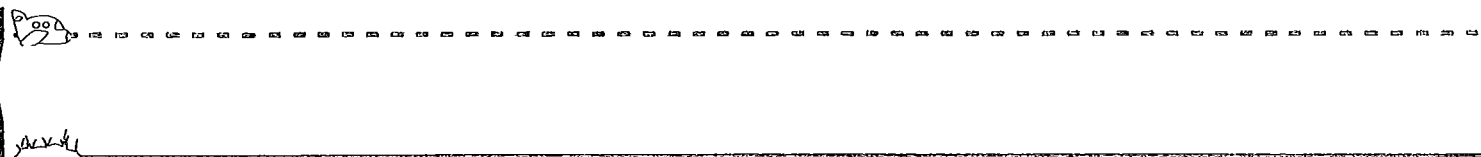
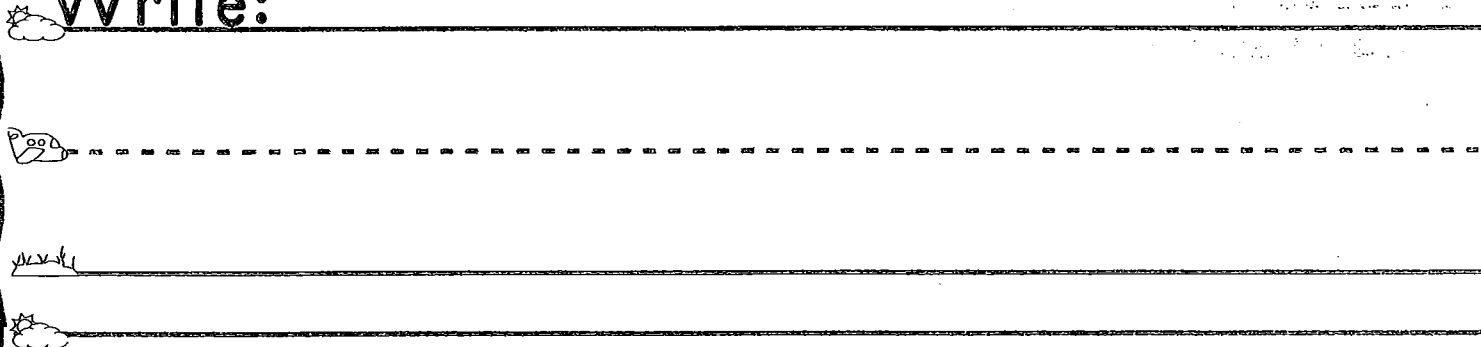


f
say it

Trace:

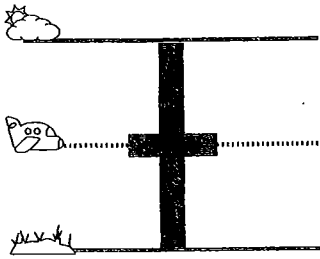


Write:



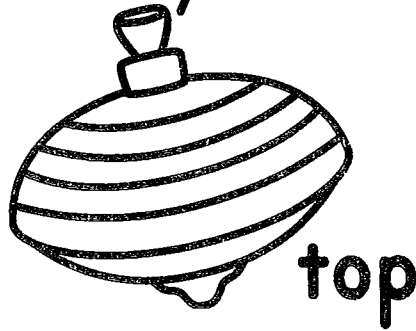
Name: _____

letter



trace it

keyword



top

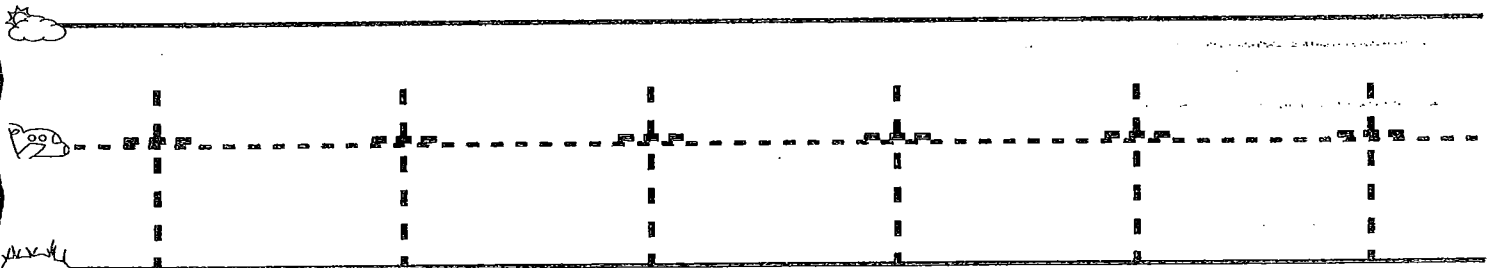
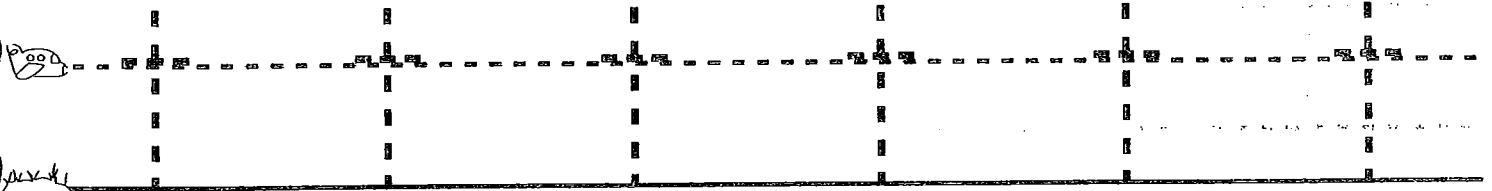
keyword

sound

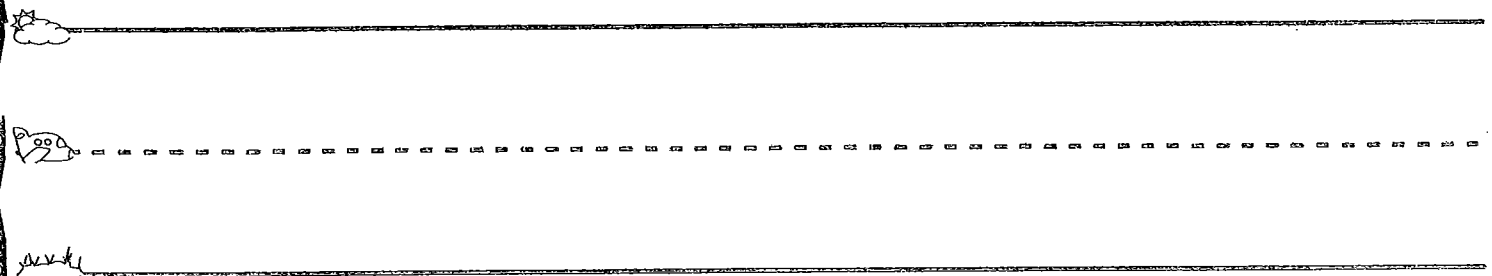
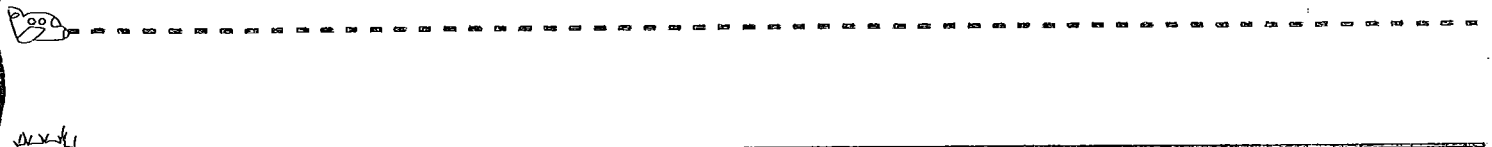


say it

Trace:

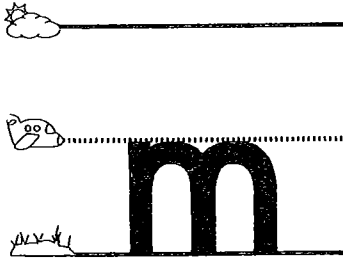


Write:



Name: _____

letter



trace it



keyword



man

keyword

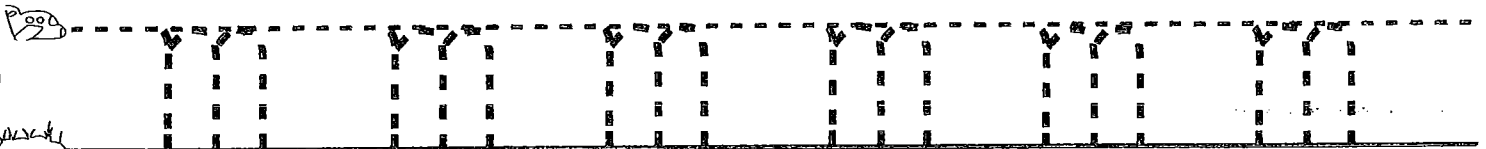
sound



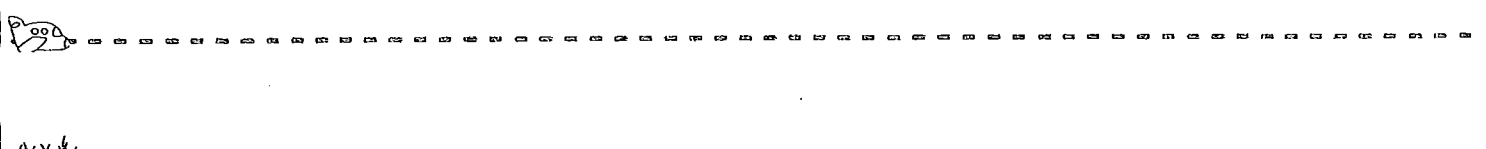
m

say it

Trace:



Write:



Name: _____

letter

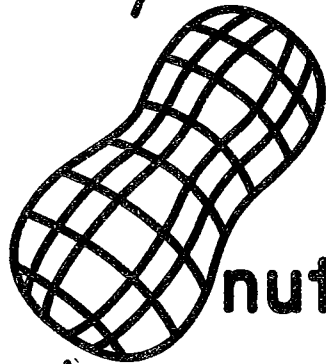


n

trace it



keyword



nut

keyword

sound



n

say it

Trace:



Write:



Name: _____

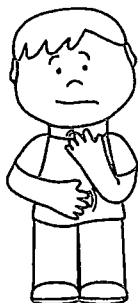
letter



trace it



keyword



itch

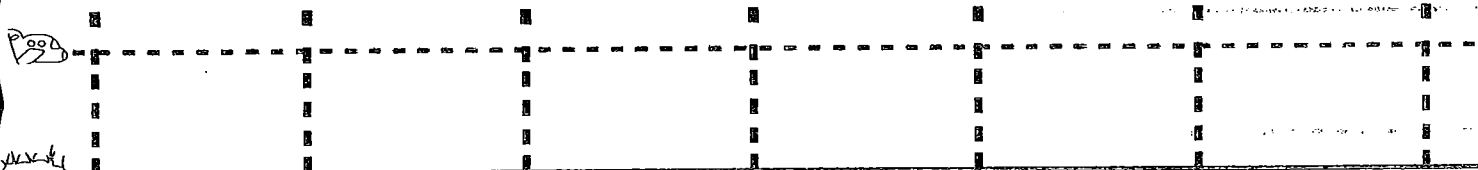
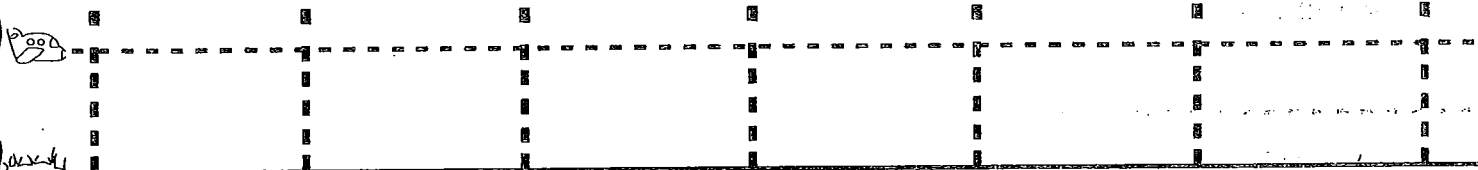
stretch it

sound



say it

Trace:



Write:



Name: _____

letter

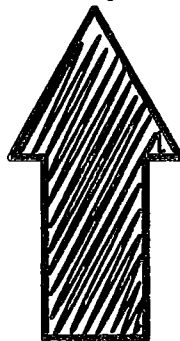


u

trace it



keyword



up

stretch it

sound



u

say it

Trace:



u

u

u

u

u



u

u

u

u

u

Write:

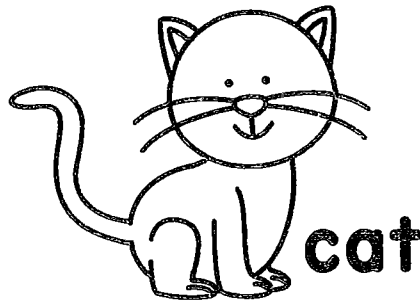
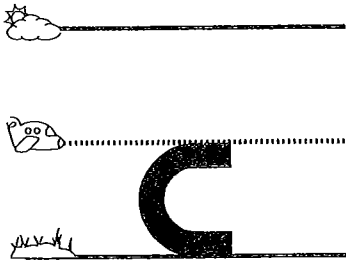


Name: _____

letter

keyword

sound



cat



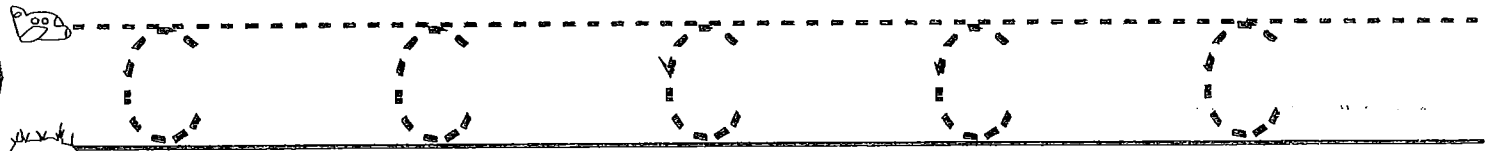
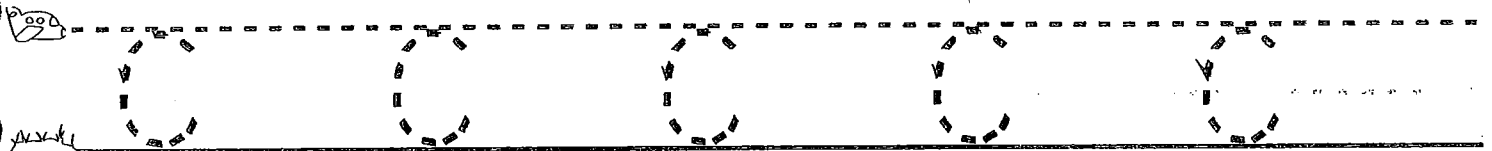
trace it



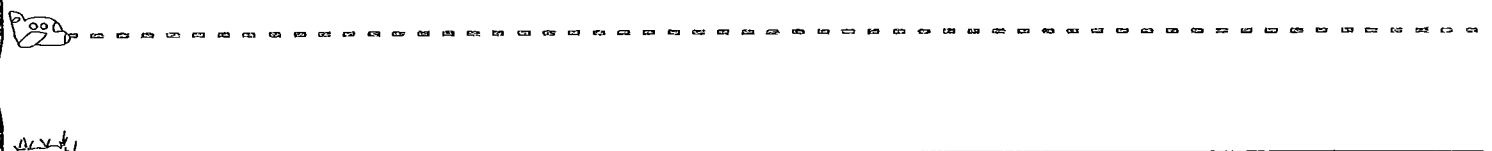
keyword

say it

Trace:



Write:



Name: _____

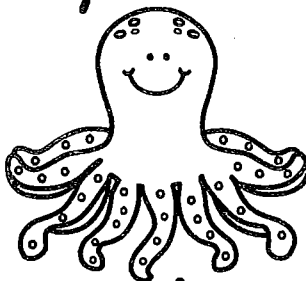
letter



trace it



keyword



octopus

stretch it

sound



say it

Trace:



Write:



Name: _____

letter

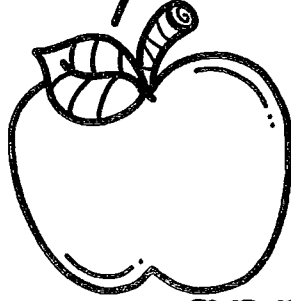


a

trace it



keyword



apple

stretch it

sound



a

say it

Trace:



Write:



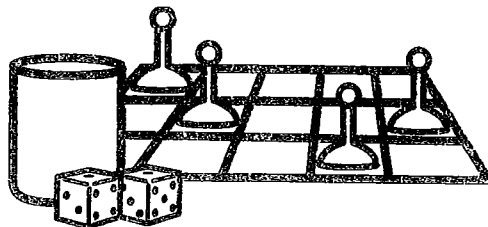
Name: _____

letter

keyword

sound

g



g

game

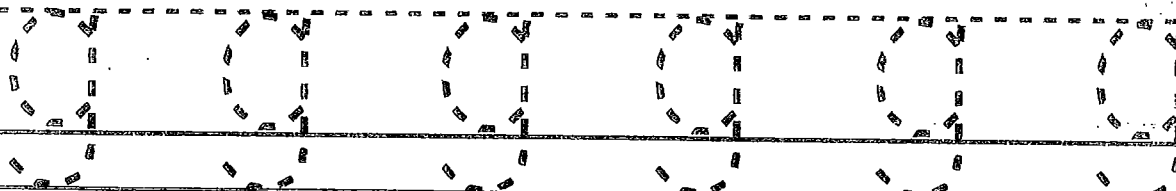
trace it

keyword

say it



Trace:

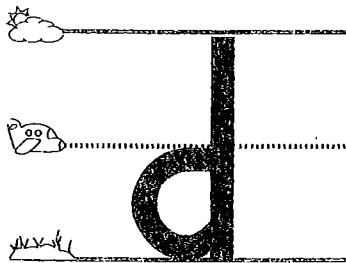


Write:



Name: _____

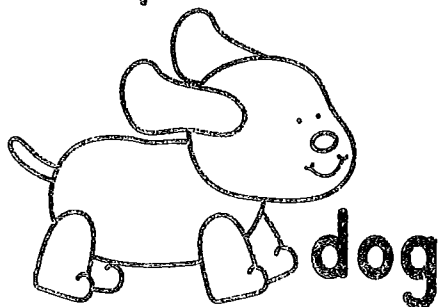
letter



trace it



keyword



dog

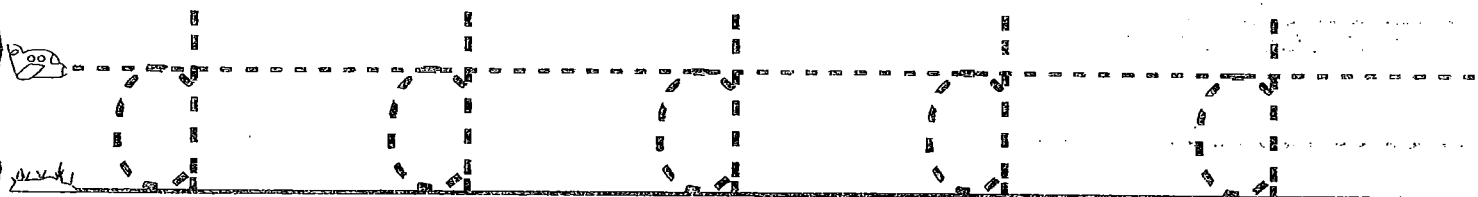
keyword

sound

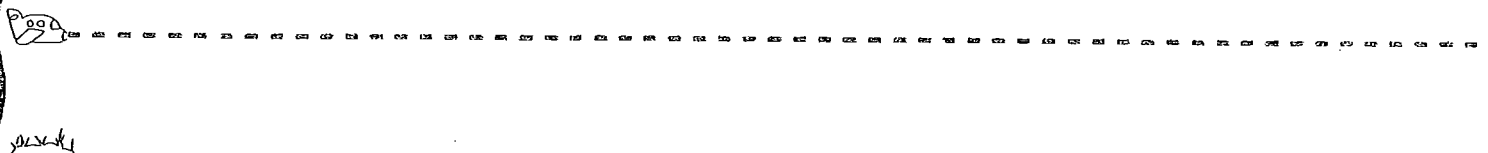


say it

Trace:



Write:



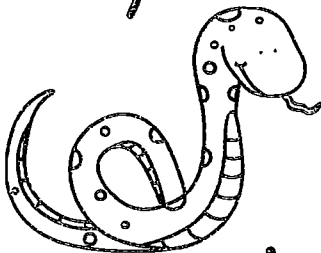
Name: _____

letter



S

keyword



snake

keyword

sound



S

say it

trace it



Trace:



Write:



Name: _____

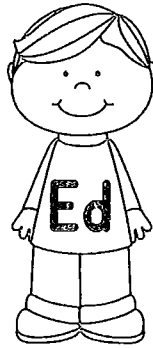
letter

keyword

sound



e



Ed



e

trace it



stretch it

say it

Trace:



e

e

e

e

e



e

e

e

e

e

Write:



Name: _____

letter



r

keyword



rat

sound



r

trace it



keyword

say it

Trace:



Write:



Name: _____

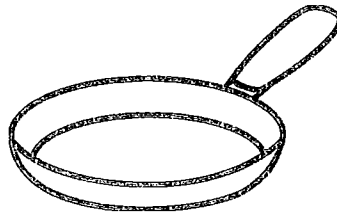
letter

keyword

sound



P



pan



P

trace it



keyword

say it

Trace:



P

P

P

P

P

P



P

P

P

P

P

P

Write:



Name: _____

letter

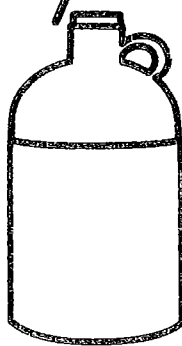


J

trace it



keyword



jug

keyword

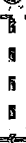
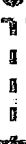
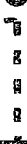
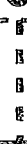
sound



J

say it

Trace:

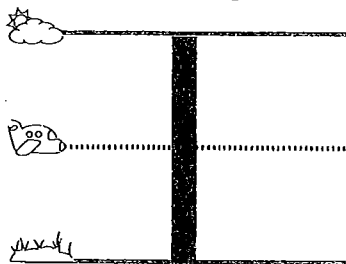


Write:



Name: _____

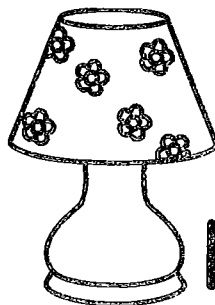
letter



trace it



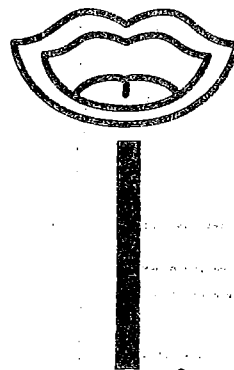
keyword



lamp




keyword




sound






say it




Trace:

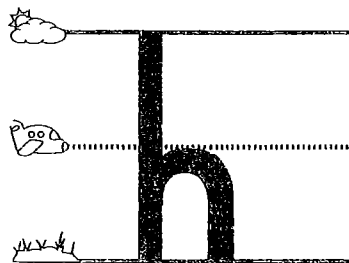
Write:

Name: _____

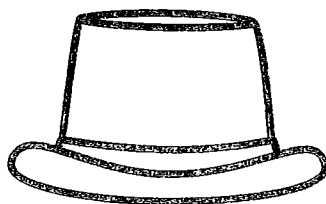
letter



trace it



keyword



hat

keyword

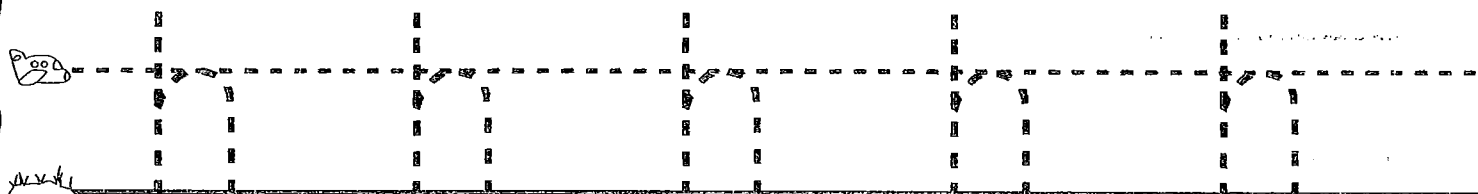
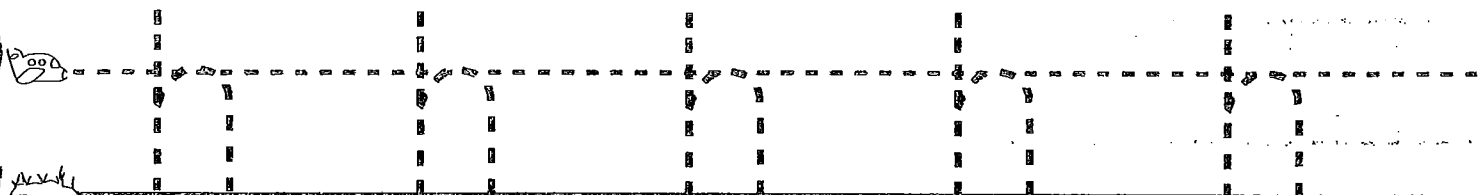
sound



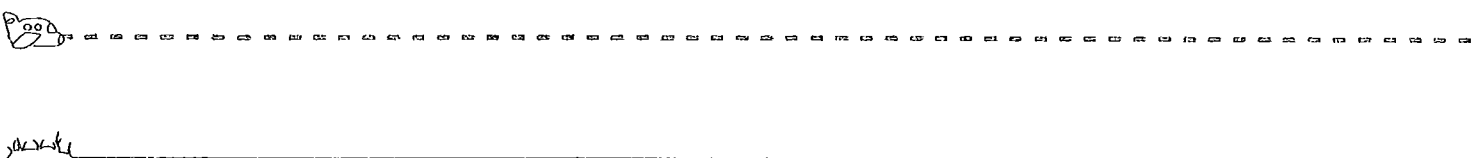
h

say it

Trace:

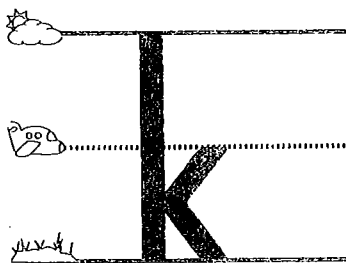


Write:



Name: _____

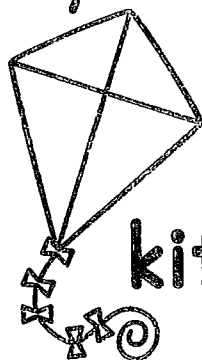
letter



trace it



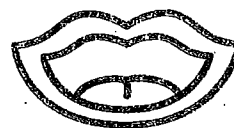
keyword



kite

keyword

sound



k

say it

Trace:

Write:

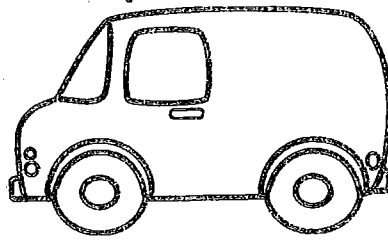
Name: _____

letter



V

keyword



van

sound



V

trace it



keyword

say it

Trace:



Write:

Name: _____

letter



W

keyword



wind

sound



W

trace it



keyword

say it

Trace:



W

W

W

W

W



W

W

W

W

W



Write:



Name: _____

letter

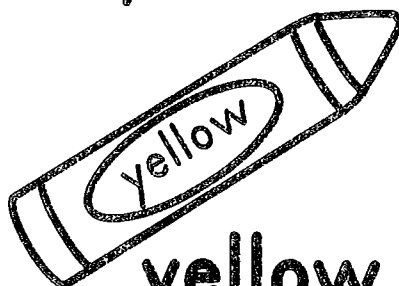
keyword

sound



Y

trace it



yellow

keyword



Y

say it

Trace:



Y

Y

Y

Y

Y

Y



Y

Y

Y

Y

Y

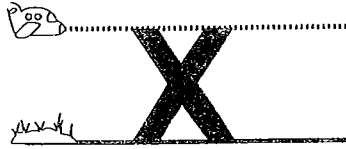
Y

Write:



Name: _____

letter



trace it

keyword



fox

keyword

sound



say it

Trace:



Name: _____

letter



Z



trace it

keyword



zebra

keyword

sound



Z

say it

Trace:



Write:



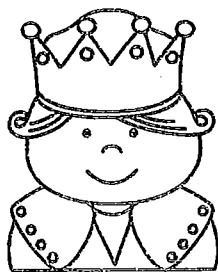
Name: _____

letter

keyword

sound

qu



queen



qu

trace it



keyword

say it

qu

qu

qu

qu

qu

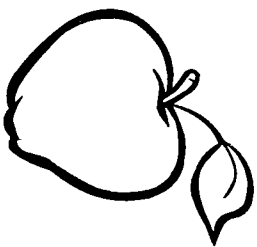
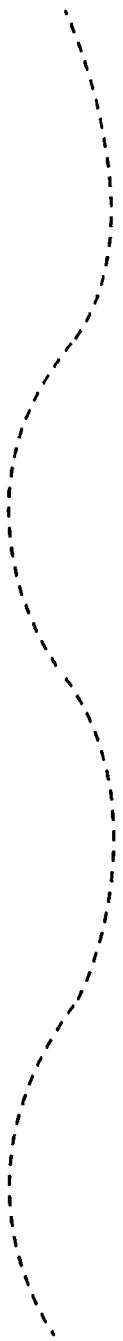
qu

qu

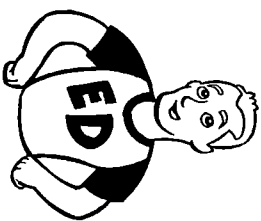
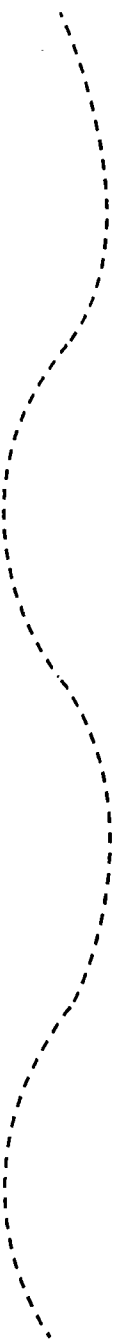
qu

Write:

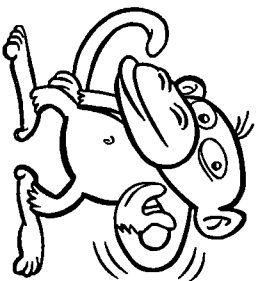
a



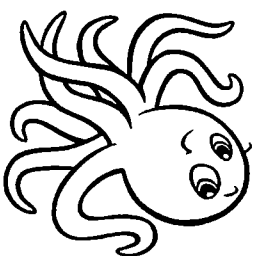
e



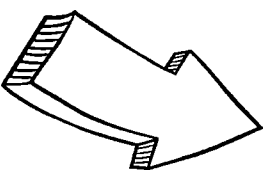
i



o



u






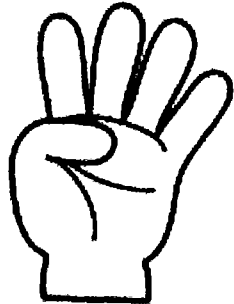
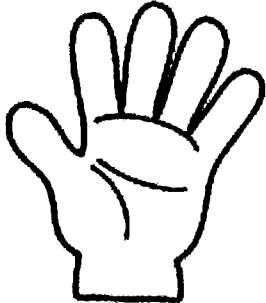
Kindergarten Trick Words

Please practice these Kindergarten Trick Words every night with your student.

<i>a</i>	<i>is</i>
<i>and</i>	<i>me</i>
<i>are</i>	<i>my</i>
<i>as</i>	<i>of</i>
<i>be</i>	<i>one</i>
<i>by</i>	<i>or</i>
<i>do</i>	<i>she</i>
<i>for</i>	<i>the</i>
<i>from</i>	<i>they</i>
<i>has</i>	<i>to</i>
<i>have</i>	<i>was</i>
<i>he</i>	<i>we</i>
<i>his</i>	<i>you</i>
<i>I</i>	



Cut and paste the lower case letters next to the correct capital letter.

	1	
	2	
	3	
	4	
	5	

• • •
• •
•
• • • • •
• • • • •

Traceable Numbers Worksheet

Name _____

1	1	1	1	
2	2	2	2	
3	3	3	3	
4	4	4	4	
5	5	5	5	

Name: _____

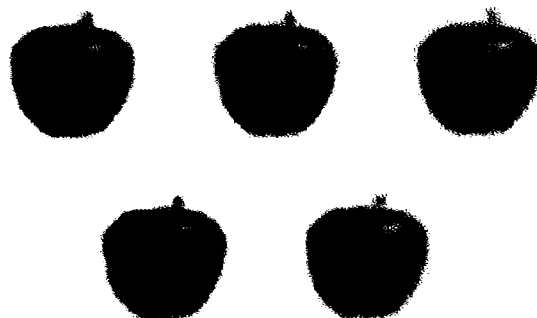
1 •	1 1 1 1 1 1 1
2 ••	2 2 2 2 2 2
3 •••	3 3 3 3 3 3
4 ••••	4 4 4 4 4 4
5 •••••	5 5 5 5 5 5
6 •••••	6 6 6 6 6 6
7 •••••	7 7 7 7 7 7
8 •••••	8 8 8 8 8 8
9 •••••	9 9 9 9 9 9
10 •••••	10 10 10 10 10

Counting Practice

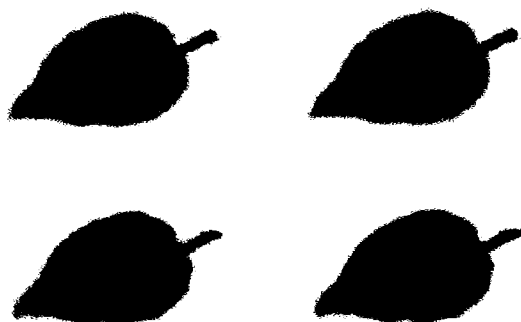
Count and circle the right numbers.



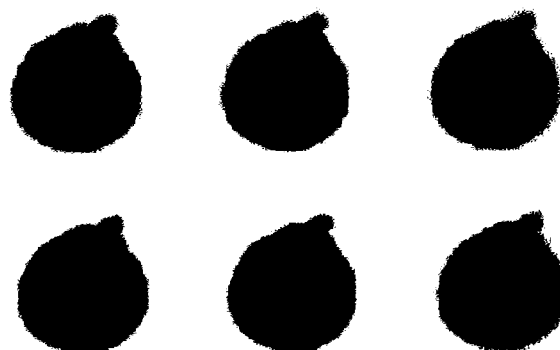
3 4 5 6



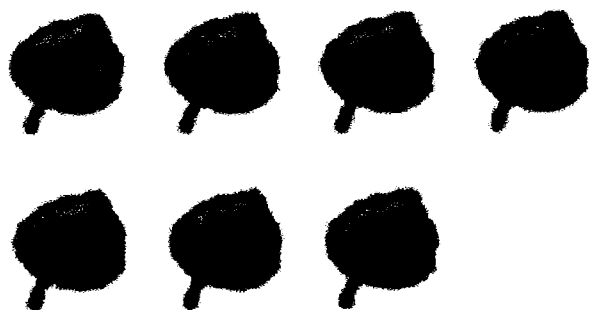
3 4 5 6



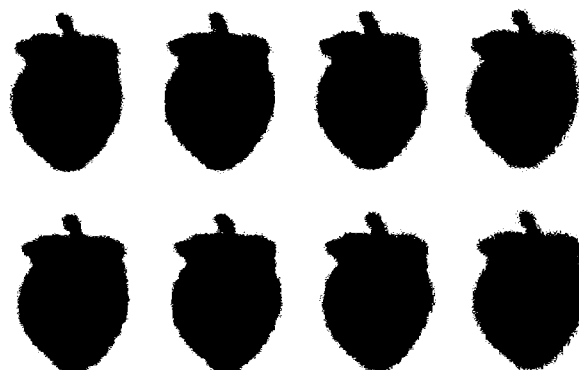
3 4 5 6



3 4 5 6

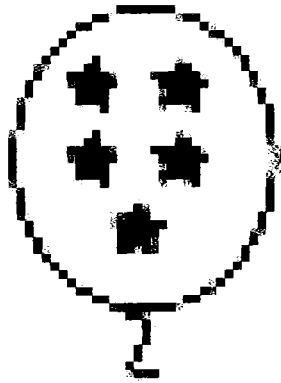


5 6 7 8

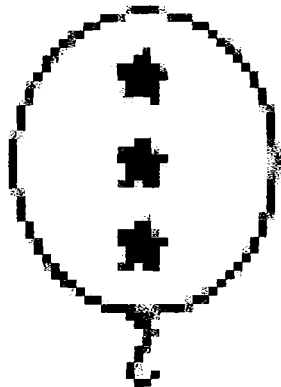


5 6 7 8

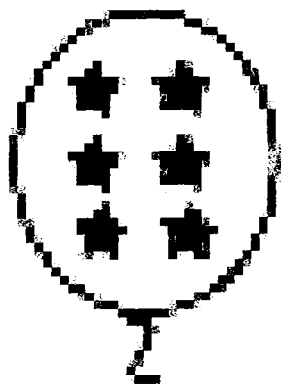
Match with the correct number.



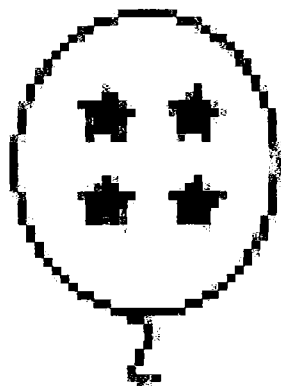
6



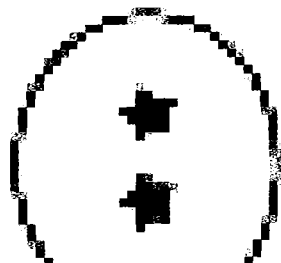
4



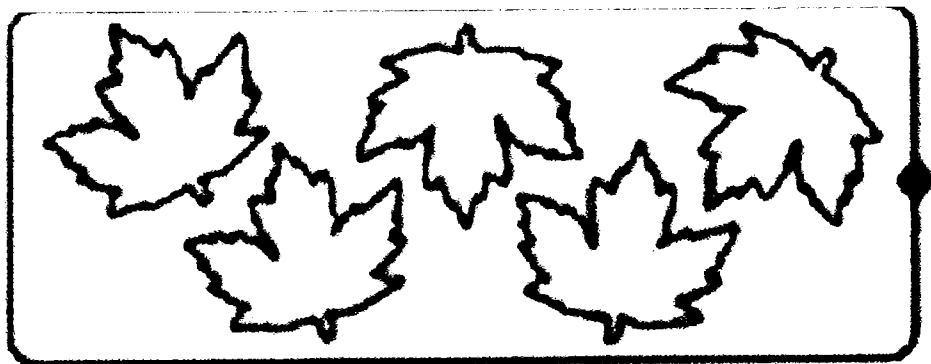
5



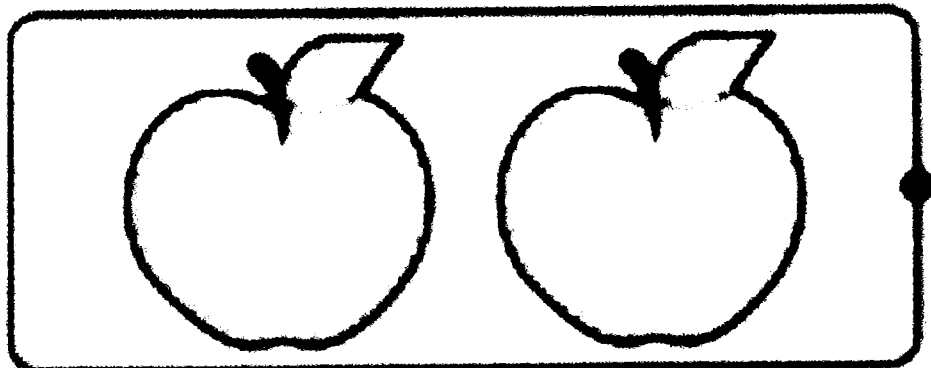
2



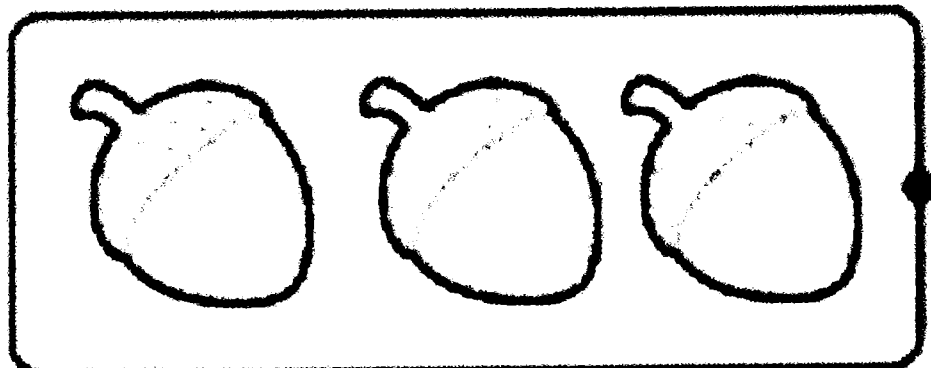
3



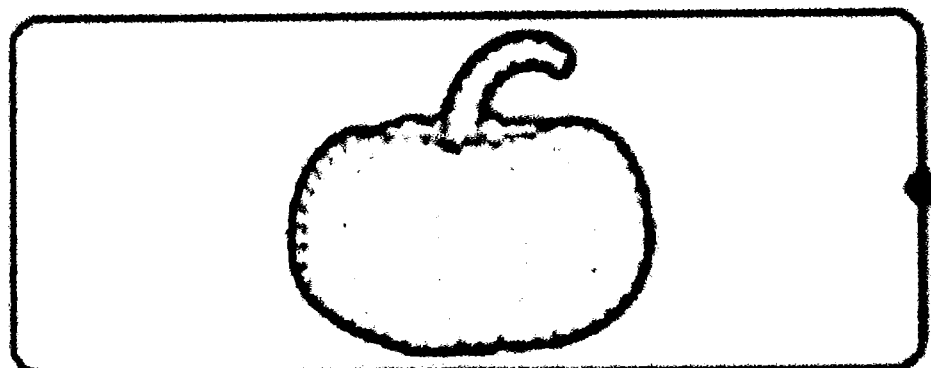
1



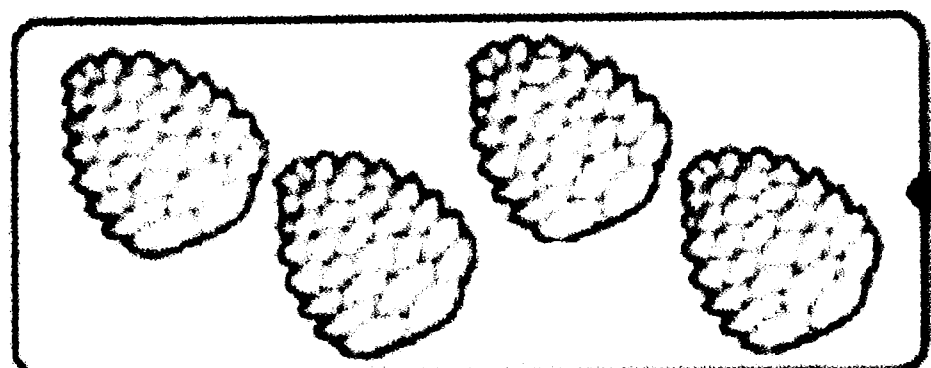
3



2



4



5

Chant Your ABC's

Chant your ABC's with claps here to stop students from blending letters together!

a

b

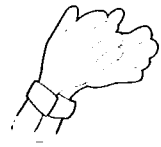
c

d

e

f

g



h

i

j

k

l

m

n



o

p

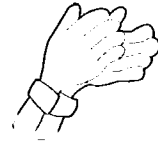
q



r

s

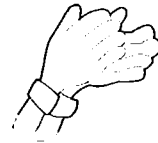
t



u

v

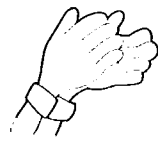
w

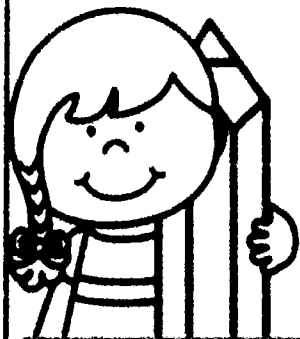


x

y

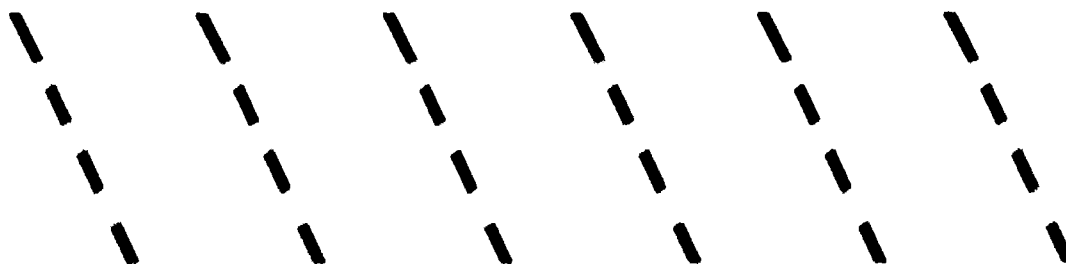
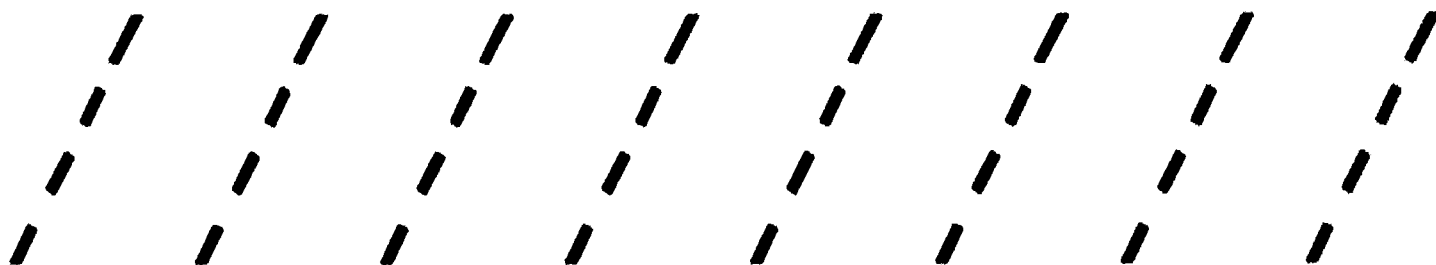
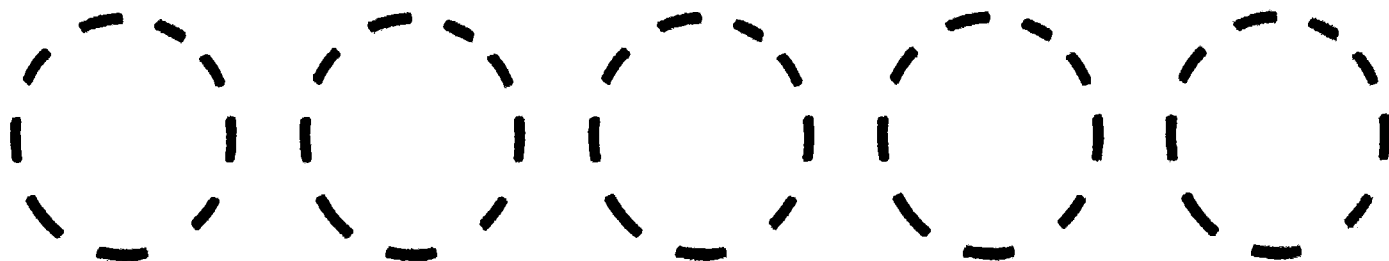
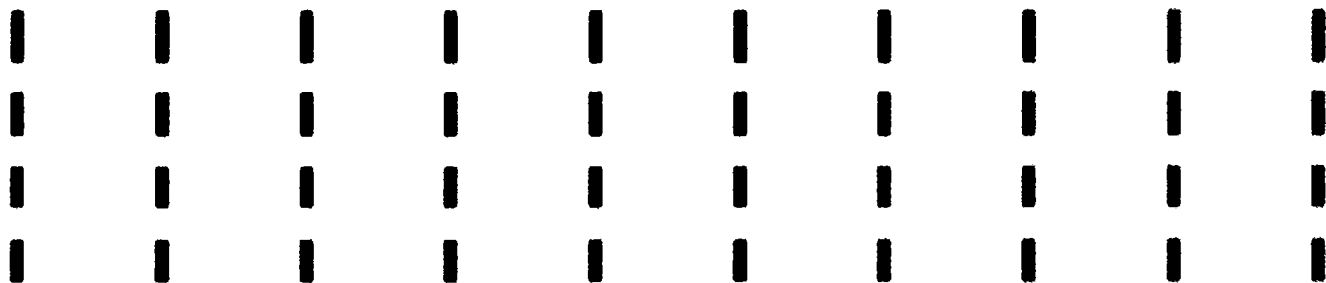
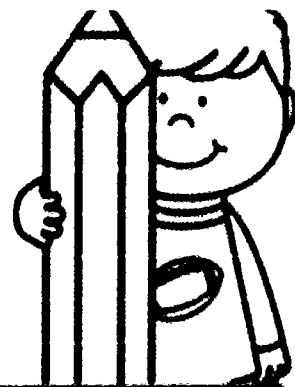
z





Tracing Practice II

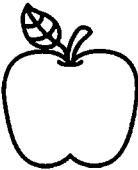
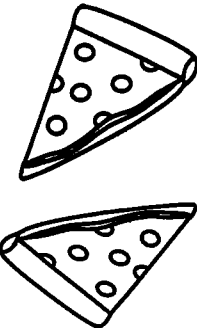
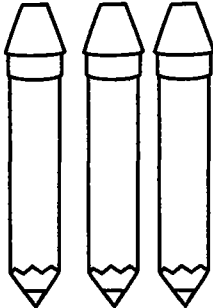
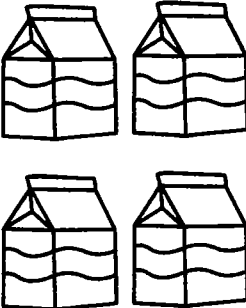
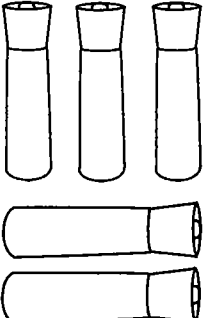
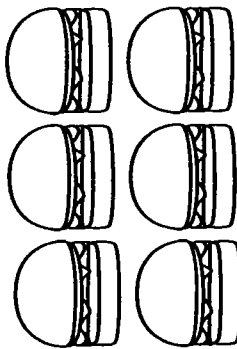
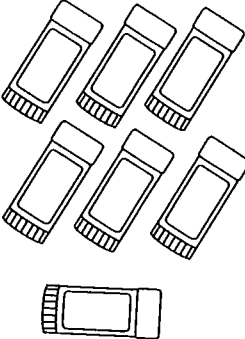

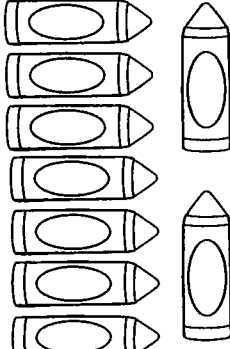
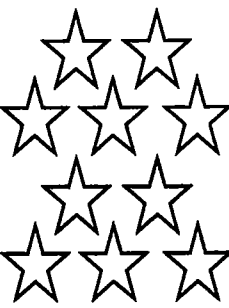
Directions: Trace the lines in each row.



Practice Numbers & Counting

Cut these apart and match them together or use as flashcards

1	2	3	4	5
6	7	8	9	10

What We Learn In Kindergarten

One thing is for sure, kindergarten is not what it used to be! The days of naps and unstructured play are long gone! Listed below is the skills your child will learn based on national standards and the concepts are pretty much the same no matter what standards your state uses!

Reading	Math
<ul style="list-style-type: none">• Understand features of print: left to right, top to bottom• ID the parts of a book• Name and write upper and lower case letters and sounds• Rhyme identification and production• Break words into syllables• Isolate & substitute beginning, middle, and ending sounds in words• Long and short vowel sounds• Read high frequency words• Read emergent level text for purpose and understanding• Answer questions about and retell stories• ID character, setting, and major events in a story• ID author and illustrators roles• Compare stories• Spell simple words phonetically• Write a variety of stories ranging from research papers to personal narratives• Write multiple sentences with proper spacing, capitalization, punctuation and meaningful content• Recognize appropriate uses for nouns and verbs and use singular and plural correctly• Use inflections and affixes correctly (-ed, -ing, un-, -pre-, etc.)	<ul style="list-style-type: none">• Count to 100 by ones and tens• Count on from a given number• Write numbers 0-30• Represent a number of objects with a written number & count to answer how many• Understand counting means one more and represent that with numbers and objects• ID if a group of object is greater than, less than, or equal to another group• Addition and subtraction word problems within 10• Take apart numbers to 10 in more than one way• Find the number to make 10 when given a number• Add and subtract fluently within 10• Put together and take apart numbers up to 19 (18=8+10)• Understand the concept of tens & ones• Describe/compare/contrast measurable features of objects• Put objects into categories and sort those categories by count• Name shapes no matter the orientation• Use terms of position: below, beside, etc• ID 2 and 3 dimensional shapes• Use language to describe shapes similarities and differences (corners, vertices, sides, etc)• Create & model shapes in environment and in other shapes

This is the meat of what we will be working on this year. You can do a Google search for kindergarten standards in your state to find a full listing and with all subject areas!

Shapes

Cut these apart and
use as flashcards.

