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

*The Resourceful Mama*
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.

ABCmouse.com:
Educational games for kids

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.

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.

Starfall
https://www.starfall.com
Free and paid learning online activities.

National Gallery of Art for Kids
https://www.nga.gov/education/kids.html
Offer an entertaining and informative introduction to art and art history.

Seussville.com
All things Dr. Seuss Free

Scratch
https://scratch.mit.edu
Program your own interactive stories, games, and animations.

National Geographic Kids
https://kids.nationalgeographic.com/
Fun games and online videos from National Geographics geared towards kids.

Code Academy
https://www.codecademy.com/
Your kids can learn how to code on this fun website.

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 “imnop” 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.

ABCDEFHIJKLMNOPQRSTUVWXYZ

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.

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

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>g</td>
<td>h</td>
<td>i</td>
<td>j</td>
<td>k</td>
<td>l</td>
</tr>
<tr>
<td>m</td>
<td>n</td>
<td>o</td>
<td>p</td>
<td>q</td>
<td>r</td>
</tr>
<tr>
<td>t</td>
<td>u</td>
<td>v</td>
<td>w</td>
<td>x</td>
<td>y</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>h</th>
<th>z</th>
<th>a</th>
<th>v</th>
<th>t</th>
<th>c</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>u</td>
<td>g</td>
<td>y</td>
<td>e</td>
<td>d</td>
<td>m</td>
</tr>
<tr>
<td>r</td>
<td>j</td>
<td>o</td>
<td>g</td>
<td>k</td>
<td>a</td>
<td>p</td>
</tr>
<tr>
<td>q</td>
<td>w</td>
<td>e</td>
<td>r</td>
<td>t</td>
<td>y</td>
<td>u</td>
</tr>
<tr>
<td>f</td>
<td>j</td>
<td>d</td>
<td>s</td>
<td>a</td>
<td>n</td>
<td>k</td>
</tr>
</tbody>
</table>
1. **Sit right**  
   Seat pulled in, feet on floor

2. **Place paper and hands right**  
   Paper slanted, wrist straight, elbow on desk, other hand holding paper

3. **Grip pencil right**  
   Pencil held between index finger and thumb, resting on the other fingers

**Let’s write!**
Letter Formation

Sky Line Letters

| t | b | f | l | h | k |

Plane Line Letters

| n | m | i | u | r | p | j |

Plane Line Round Letters

| c | o | a | g | d | s | q | e |

Plane Line Slide Letters

| v | w | y | x | z |
Name: 

letter: b

Trace: b b b b b b

Write: b b b b b b
Name: ____________________________

**Letter:** f  
**Keyword:** fun  
**Sound:** f  

**Trace:**

1. Trace the letter f.
2. Trace the word fun.
3. Trace the sound f.

**Write:**

1. Write the letter f.
2. Write the word fun.
3. Write the sound f.
Name:

letter

m

trace it

man

keyword

sound

m

say it

Trace:

Write:
Name: 

Trace:

Write:
Name: _______________________

letter  

C

trace it  

keyword  

cat

sound  

C

say it

Trace:

C C C C C C

C C C C C C

C C C C C C

C C C C C C

Write:
Name:

letter  keyword  sound

O  octopus  O

trace it  stretch it  say it

Trace:

O O O O O O

Write:
Name: ____________________________

letter: a

keyword: apple

sound: a

trace it

stretch it

say it

Trace:

Write:
Name:

letter  

sound

_k_e_y_o_r_d_

trace it

game

keyword

say it

Trace:

Write:
Name: ________________________________

letter  

sound

d

dog

trace it

keyword

say it

Trace:

d  d  d  d  d  d  d  d

Write:

__________________________

__________________________

__________________________

__________________________
Name:

letter  

sound

trace it  

trace keyword keyword say it

Trace:

S S S S S S

Write:

S S S S S S
Name: ______________________

**Letter:** e

**Keyword:** Ed

**Sound:** e

**Trace it:**

**Stretch it:**

**Say it:**

**Trace:**

```
  E   E   E   E   E
  E   E   E   E   E
  E   E   E   E   E
```

**Write:**

```
  E   E   E   E   E
  E   E   E   E   E
  E   E   E   E   E
```

(Handwritten traces are shown in the image.)
Name: ___________________________

letter

keyword

sound

rat

trace it

keyword

say it

Trace:

Write:
Name: __________

letter

sound

P

keyword

pan

say it

Trace:

Write:
Name: ________________________________

Trace:

Write: ________________________________
Name:

letter

keyword

sound

hat

keyword

say it

Trace:

Write:
Name:

letter k

trace it

keyword kite

sound k

say it

---

Trace:

---

Write:
Name:

letter  keyword  sound
V        van       V

trace it  keyword  say it

Trace:

V V V V V V

Write:

V V V V V V
Name: 

letter | keyword | sound

W | wind | W

trace it | keyword | say it

Trace:

W W W W W W

Write:
Name: 

letter: y 
keyword: yellow 
sound: y 

trace it: 

Trace: 

Write: 

Say it: y
Name: ________________

gleter _______ keyword _______ sound _______

X fox X

trace it keyword say it

Trace:

X X X X X X X

Write:
Name: 

letter | keyword | sound
---|---|---
Z | zebra | Z

trace it

keyword

say it

Trace:

Write:
Name: 

letter  

**qu**  

trace it  

queen  

keyword  

sound  

**qu**  

say it  

Write:
**Kindergarten Trick Words**

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

<table>
<thead>
<tr>
<th>a</th>
<th>is</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>me</td>
</tr>
<tr>
<td>are</td>
<td>my</td>
</tr>
<tr>
<td>as</td>
<td>of</td>
</tr>
<tr>
<td>be</td>
<td>one</td>
</tr>
<tr>
<td>by</td>
<td>or</td>
</tr>
<tr>
<td>do</td>
<td>she</td>
</tr>
<tr>
<td>for</td>
<td>the</td>
</tr>
<tr>
<td>from</td>
<td>they</td>
</tr>
<tr>
<td>has</td>
<td>to</td>
</tr>
<tr>
<td>have</td>
<td>was</td>
</tr>
<tr>
<td>he</td>
<td>we</td>
</tr>
<tr>
<td>his</td>
<td>you</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>
Cut and paste the lower case letters next to the correct capital letter.
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
<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>e</td>
<td>f</td>
</tr>
<tr>
<td>h</td>
<td>i</td>
<td>j</td>
</tr>
<tr>
<td>l</td>
<td>m</td>
<td>n</td>
</tr>
<tr>
<td>o</td>
<td>p</td>
<td>q</td>
</tr>
<tr>
<td>r</td>
<td>s</td>
<td>t</td>
</tr>
<tr>
<td>u</td>
<td>v</td>
<td>w</td>
</tr>
<tr>
<td>x</td>
<td>y</td>
<td>z</td>
</tr>
</tbody>
</table>
Tracing Practice II
Directions: Trace the lines in each row.
Practice Numbers & Counting

Cut these apart and match them together or use as flashcards

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

- [Apple](#)
- [Pizza slice](#)
- [Pencils](#)
- [Milk cartons](#)
- [Markers](#)
- [Sandwiches](#)
- [Rulers](#)
- [Crayons](#)
- [Stars](#)
# 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!

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand features of print: left to right, top to bottom</td>
<td>• Count to 100 by ones and tens</td>
</tr>
<tr>
<td>• ID the parts of a book</td>
<td>• Count on from a given number</td>
</tr>
<tr>
<td>• Name and write upper and lower case letters and sounds</td>
<td>• Write numbers 0-30</td>
</tr>
<tr>
<td>• Rhyme identification and production</td>
<td>• Represent a number of objects with a written number &amp; count to answer how many</td>
</tr>
<tr>
<td>• Break words into syllables</td>
<td>• Understand counting means one more and represent that with numbers and objects</td>
</tr>
<tr>
<td>• Isolate &amp; substitute beginning, middle, and ending sounds in words</td>
<td>• ID if a group of object is greater than, less than, or equal to another group</td>
</tr>
<tr>
<td>• Long and short vowel sounds</td>
<td>• Addition and subtraction word problems within 10</td>
</tr>
<tr>
<td>• Read high frequency words</td>
<td>• Take apart numbers to 10 in more than one way</td>
</tr>
<tr>
<td>• Read emergent level text for purpose and understanding</td>
<td>• Find the number to make 10 when given a number</td>
</tr>
<tr>
<td>• Answer questions about and retell stories</td>
<td>• Add and subtract fluently within 10</td>
</tr>
<tr>
<td>• ID character, setting, and major events in a story</td>
<td>• Put together and take apart numbers up to 19 (18=8+10)</td>
</tr>
<tr>
<td>• ID author and illustrators roles</td>
<td>• Understand the concept of tens &amp; ones</td>
</tr>
<tr>
<td>• Compare stories</td>
<td>• Describe/compare/contrast measurable features of objects</td>
</tr>
<tr>
<td>• Spell simple words phonetically</td>
<td>• Put objects into categories and sort those categories by count</td>
</tr>
<tr>
<td>• Write a variety of stories ranging from research papers to personal narratives</td>
<td>• Name shapes no matter the orientation</td>
</tr>
<tr>
<td>• Write multiple sentences with proper spacing, capitalization, punctuation and meaningful content</td>
<td>• Use terms of position: below, beside, etc</td>
</tr>
<tr>
<td>• Recognize appropriate uses for nouns and verbs and use singular and plural correctly</td>
<td>• ID 2 and 3 dimensional shapes</td>
</tr>
<tr>
<td>• Use inflections and affixes correctly (-ed, -ing, un-, -pre-, etc.)</td>
<td>• Use language to describe shapes similarities and differences (corners, vertices, sides, etc)</td>
</tr>
</tbody>
</table>

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.