

HIP HIP HOORAY

LET'S GET READY FOR K

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Kindergarten is an amazing year where students learn many of the foundational skills they will need throughout their entire time in school.

You may be wondering what can you do now to help prepare your student for school?

Below is a list of basic skills to work on and this packet has even more activities to help you prepare your students for kindergarten.

Language Skills:

- ☐ Speak in complete sentences
- ☐ Follow two step directions
- ☐ Ask for help when needed

Social Emotional Skills:

- ☐ Take turns and share
- ☐ Try to solve problems on own
- ☐ Interact with others

Self Care Skills:

- ☐ Go to restroom independently
- ☐ Button and unbutton own clothes
- ☐ Clean up after themselves

Fine Motor Skills:

- ☐ Write first name
- ☐ Use pencil, scissors & glue stick
- ☐ Color within the lines

Literacy Skills:

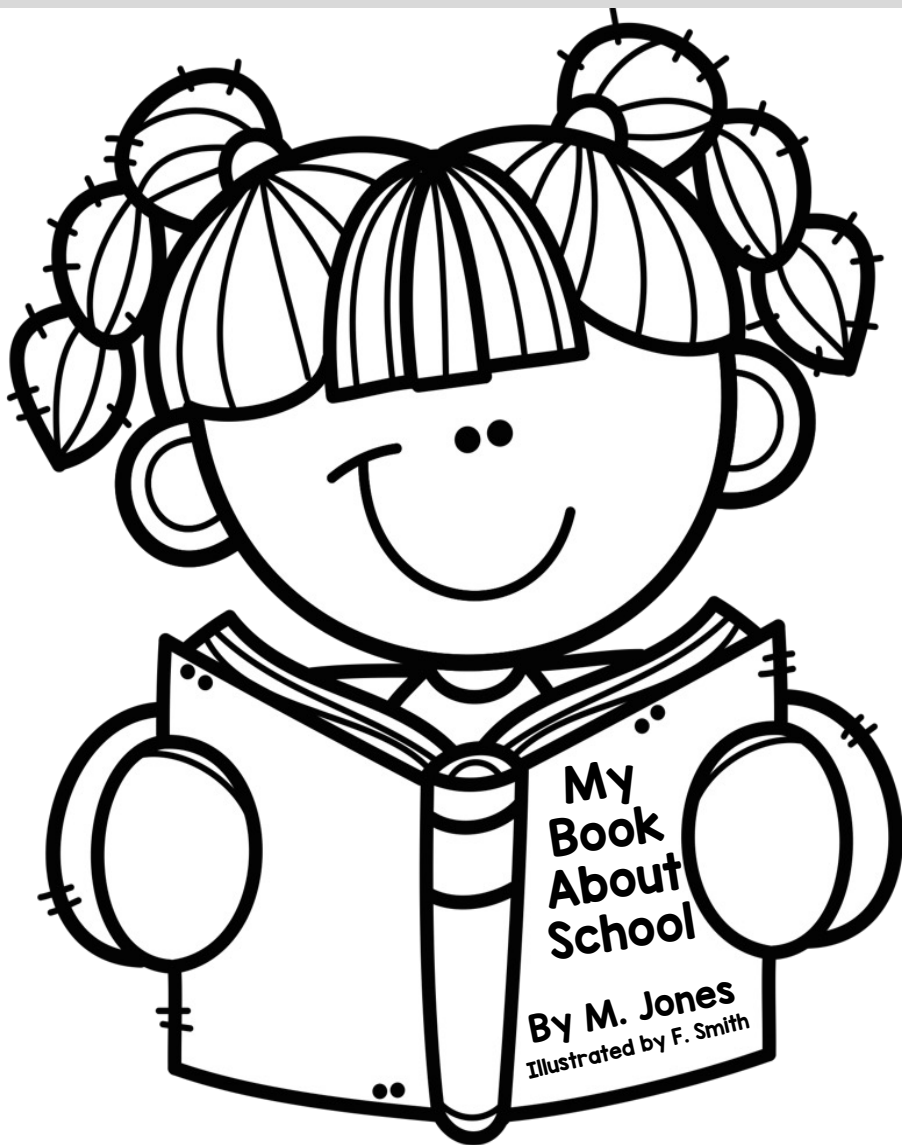
- ☐ Sit and listen to a story
- ☐ Recognize name in print
- ☐ Say the alphabet

Math Skills:

- ☐ Count aloud to 10 or beyond
- ☐ Count objects 1 to 1
- ☐ Recognize basic shapes



Reading is a huge focus in kindergarten. Please help your student by reading books together. Reading with your child will help promote an interest and love of reading for years to come. It also builds vocabulary. Use expression in your voice, discuss the pictures, and ask your child questions about the story when reading.

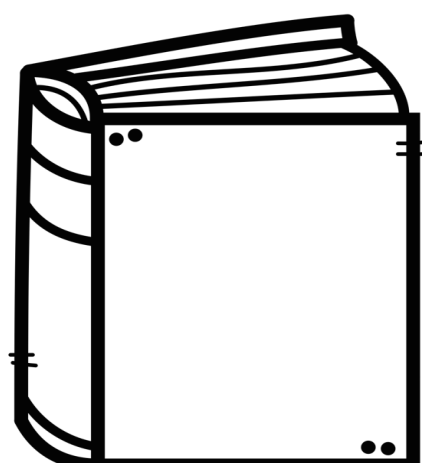
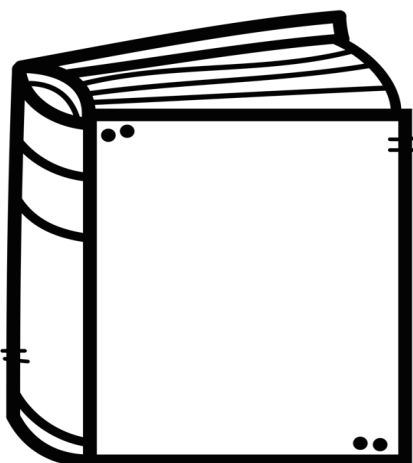
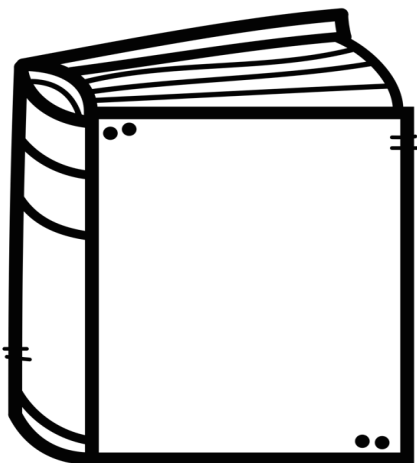


Let's read.

Reading Tips:

- Read daily. Talk about the mechanics of reading a book including turning pages from left to right, reading from top to bottom, and how to hold a book.
- Talk about the parts of the book. Include the title, front cover, back cover, author, illustrator, and spine.
- Stop and ask questions about the characters, setting, and storyline.

After you read a book, draw a small picture on one of the covers below to record it.

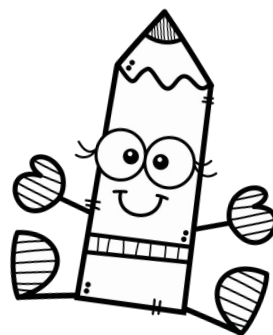
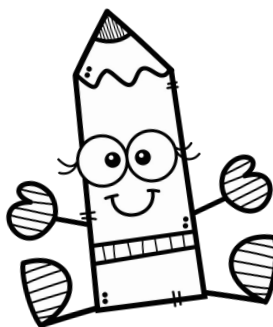
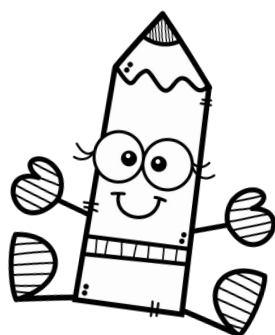




Tracing is an important pre-writing skill that will help students with their fine motor development and will lead to making the strokes of letters. Please have your student work on tracing at home to help build their hand-eye coordination, pencil grip, and control.

Let's write.

Have your child trace the lines from left to right, from the star to the heart.

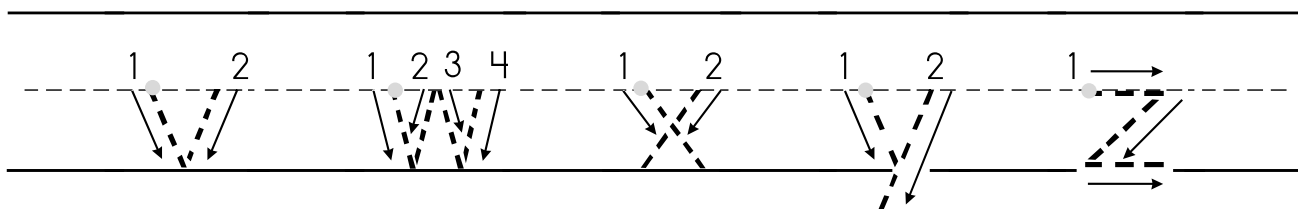
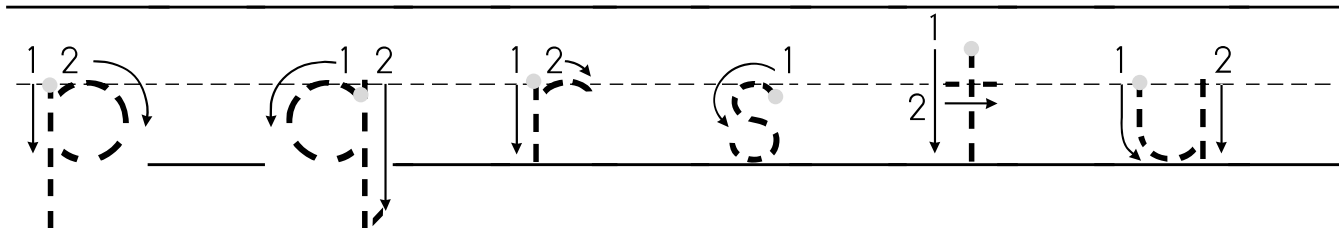
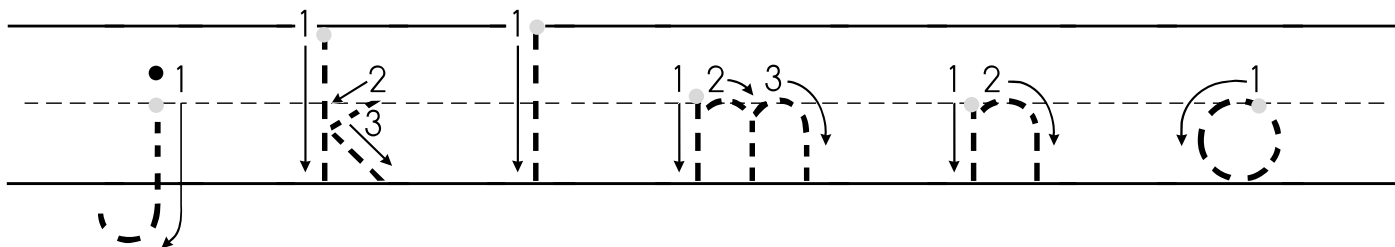
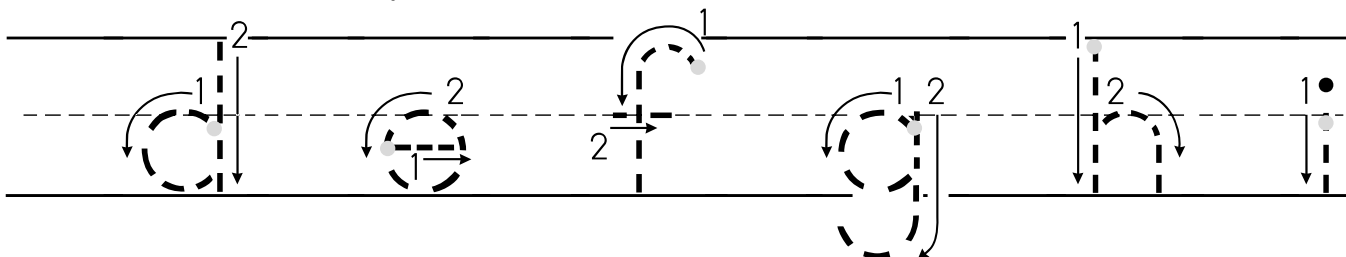
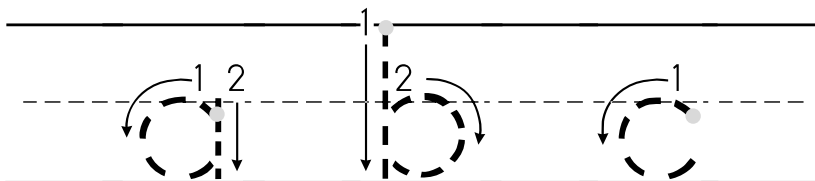
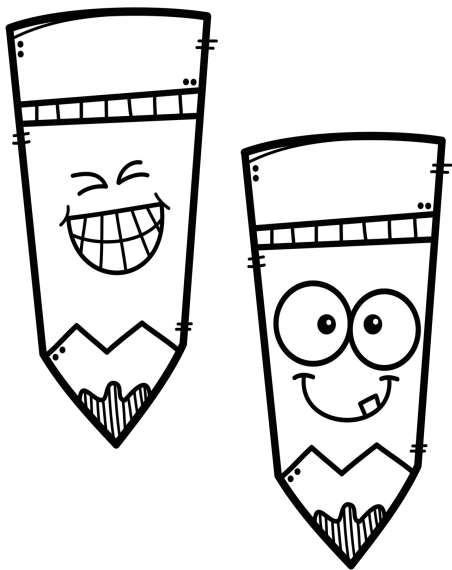




Proper letter formation is a foundational writing skill. Please help your student write the letters in this way. Students should start at the gray dot and follow the strokes to form the letter correctly. Note that most letters go from top to bottom. You can put this sheet in a sheet protector and practice again and again with a dry erase marker.

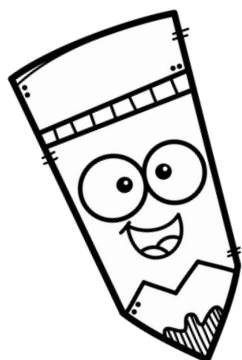
Let's write lowercase letters.

Start at the dot and trace the letters.

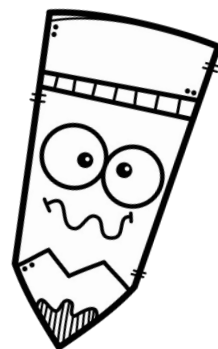




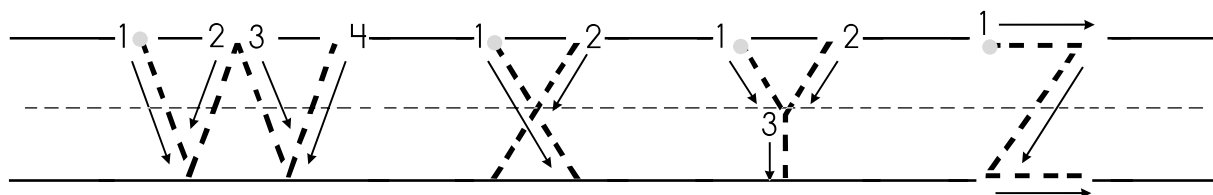
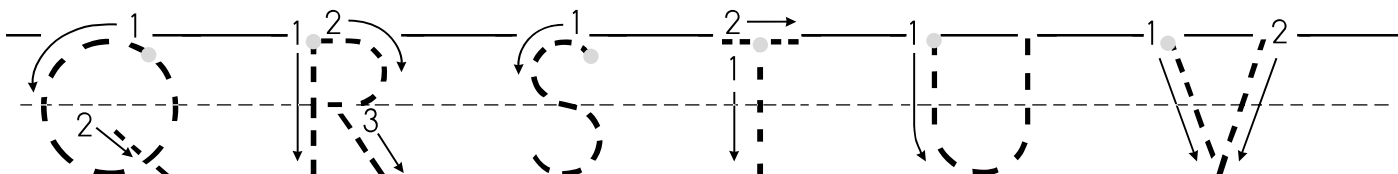
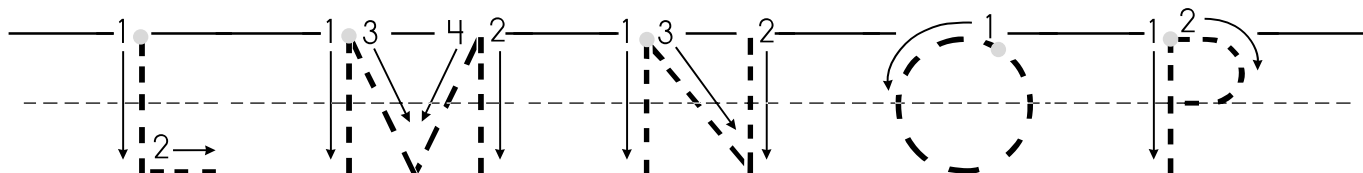
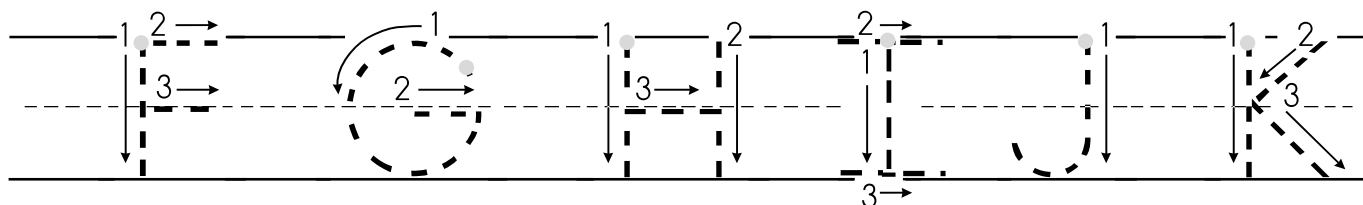
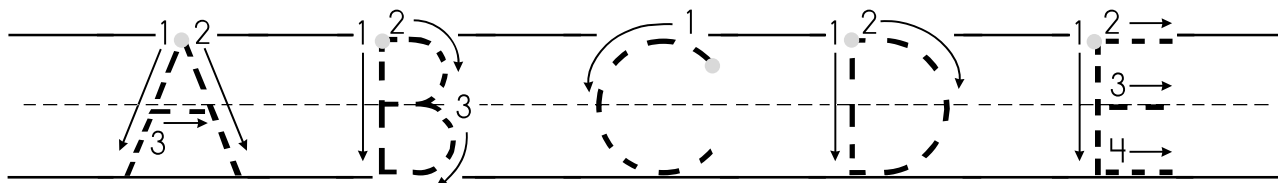
Proper letter formation is a foundational writing skill. Students should start at the gray dot and follow the strokes to form the letter correctly. As adults we may write in all capitals, but it's important that students are only using them when appropriate. You can put this sheet in a sheet protector and practice again and again with a dry erase marker.



Let's write uppercase letters.



Start at the dot and trace the letters.

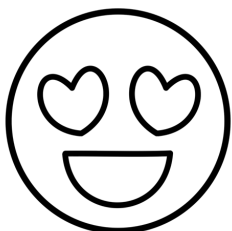
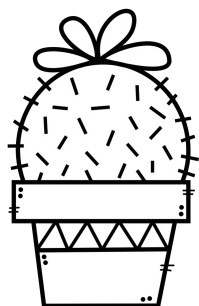
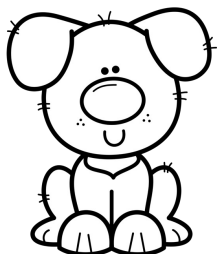




It's important your student knows how to recognize their name. Their desk, their cubby, and several other things in our classroom will all be labeled so being able to recognize their name will be very helpful at the start of the year.

Let's recognize our name.

Write your child's name on the name plate with a black marker. Let them color the picture with crayons. Cut and display around your child's things so they can recognize their name.

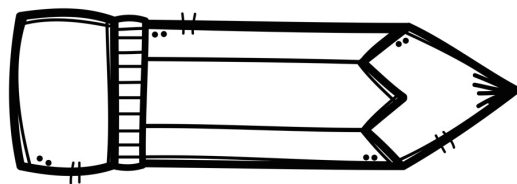




We will work a lot with our names. We will identify our name amongst our classmates, learn the letters and sounds in our names, and learn to write (or further practice writing) it. Proper letter formation and placement is important. Please only capitalize the first letter and refer to the alphabet pages to see how to make each stroke. Please also work with your students to say their full name (and teacher's name too).

Let's write our name.

Write your child's first name with a highlighter on the first 3 lines for them to trace over.



Three horizontal lines for writing practice: a solid top line, a dashed middle line, and a solid bottom line.



Three horizontal lines for writing practice: a solid top line, a dashed middle line, and a solid bottom line.



Three horizontal lines for writing practice: a solid top line, a dashed middle line, and a solid bottom line.

Write your name here on your own.

Three horizontal lines for writing practice: a solid top line, a dashed middle line, and a solid bottom line.



Please help your student learn this beginning set of words. These first six words are very common, will reoccur in many books, and are words they may want to use as they learn to write. You can put this sheet in a sheet protector or cut these words apart into cards to be able to practice again and again.

Let's learn high frequency words.

Work with your child to
learn these words.

I

like

me

the

see

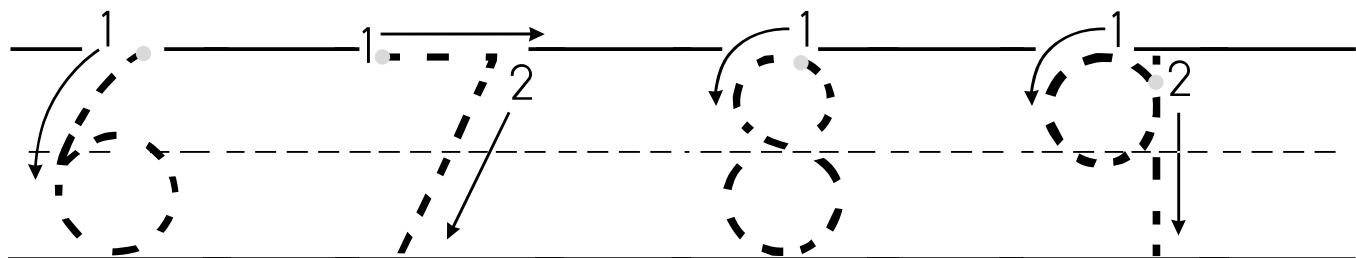
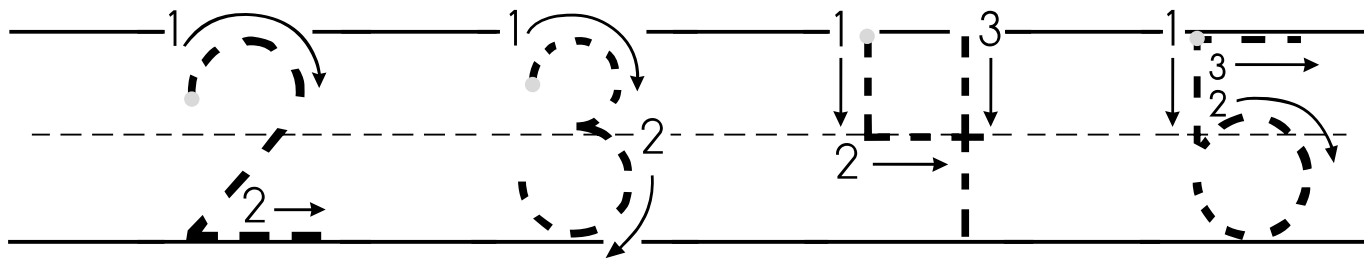
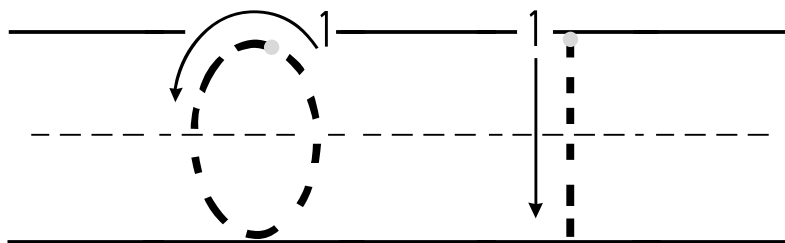
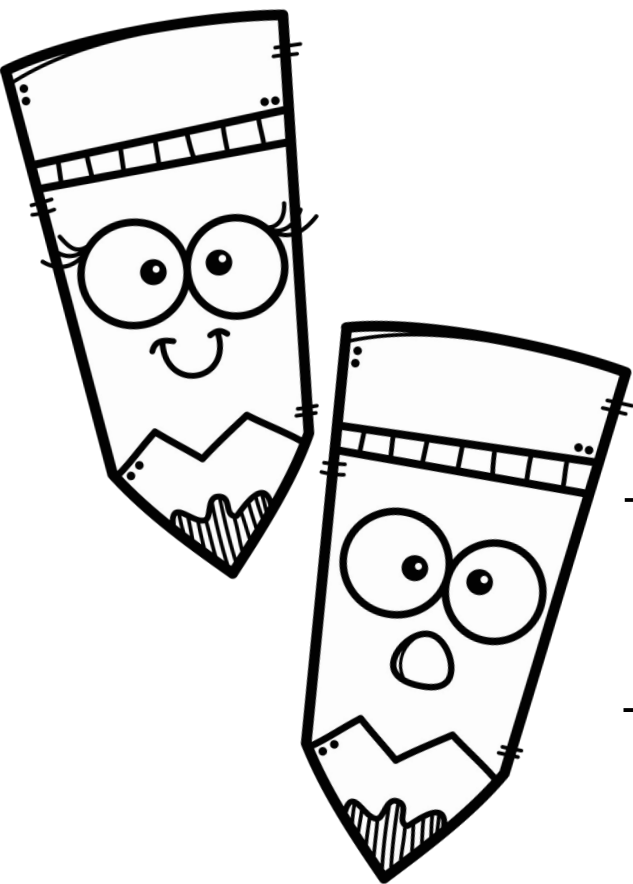
is



Proper number formation is a foundational writing skill that we focus on. The numbers 0-9 are used to make all other numbers, so it is important we make them correctly. Students should start at the gray dot and follow the strokes to form the number correctly. You can put this sheet in a sheet protector and practice again and again with a dry erase marker.

Let's write numbers.

Start at the dot and trace the numbers

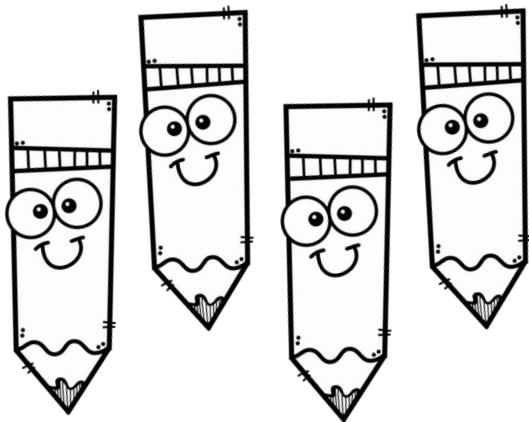


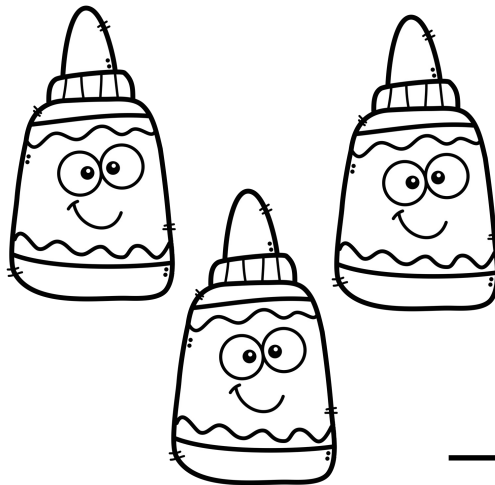


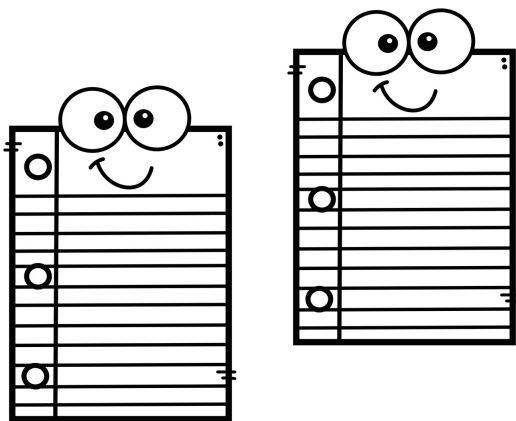
Number sense is something your students will work with their entire school career and so having a good foundation with numbers is important. This year we will work to count to 120 aloud, count objects to 20 and beyond, and add/subtraction numbers through 10. When we count, we will work on one-to-one correspondence by pointing to each object.

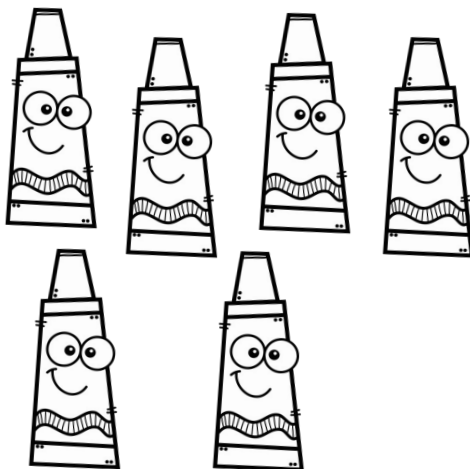
Let's count.

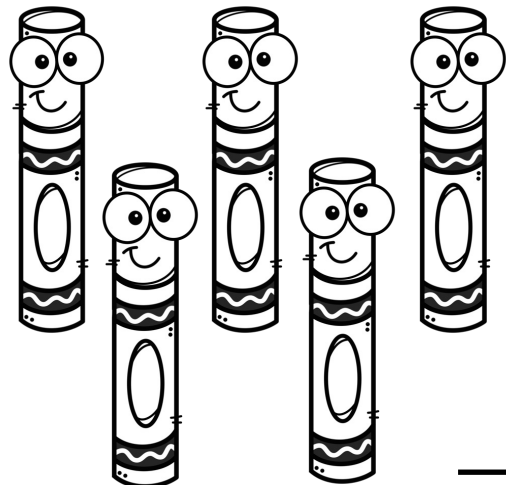
Count how many and write the number on the line.

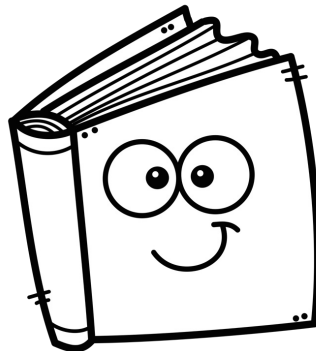














We will be using scissors all year in class. Please help your student to cut safely by teaching them these concepts. It's also important to hold scissors correctly. The thumb goes in the top hole and the thumb always faces up. To help your student remember this you can put a small sticker on that part of the scissors as a reminder for them.

Let's use scissors correctly.

We will only cut paper.

We will only use scissors when we are supposed to.

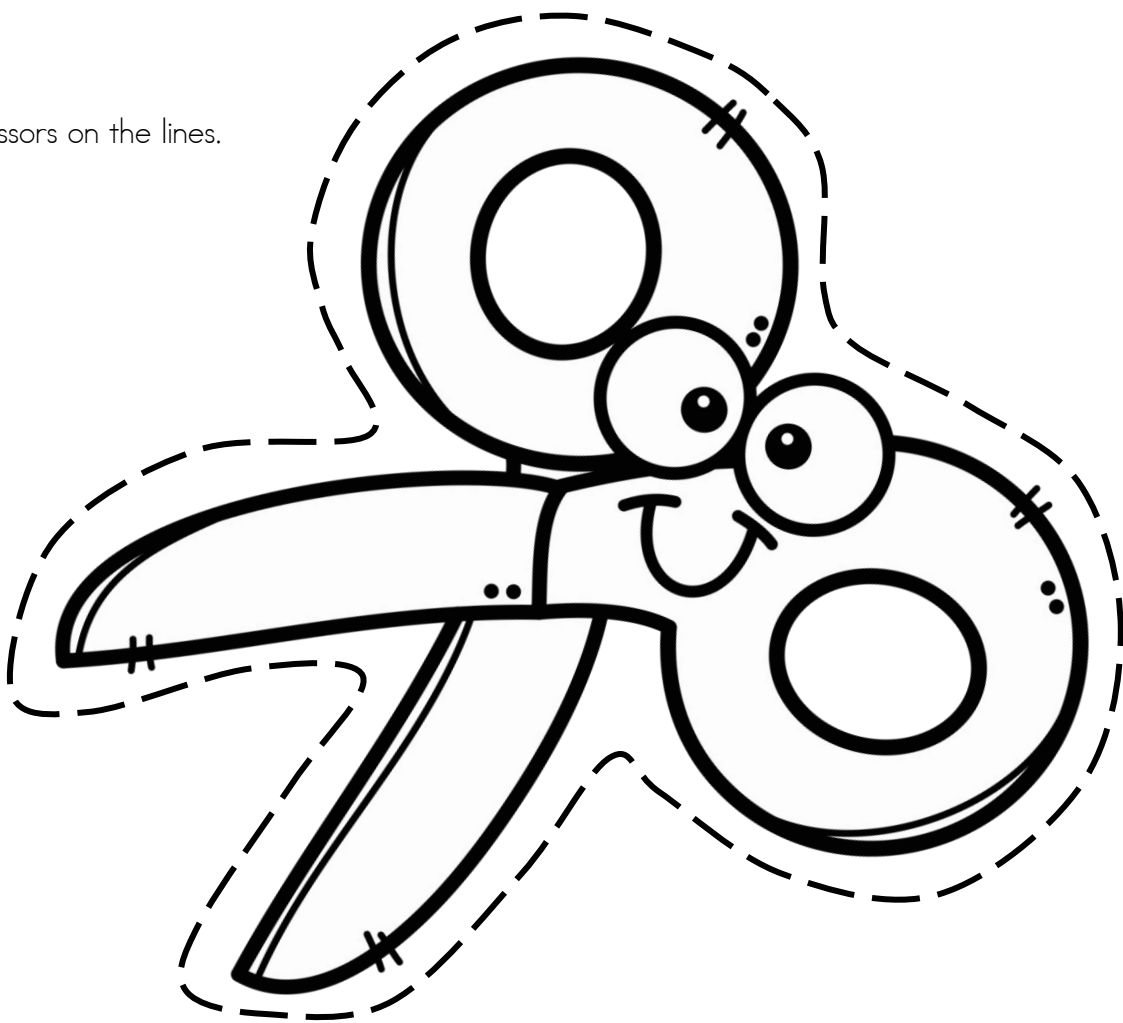
When we are cutting, scissors are always pointing out and not at yourself.

We do not move our scissor hand when we cut. We move the hand holding the paper, rotating it to get the cut we need.

We will not walk with scissors and if we must we will hold them at the closed blades.

We will work towards having as little number of scraps as possible, so avoid cutting off little sections that will make a big mess. However, if a scrap is getting in the way we can trim it off.

Cut out the scissors on the lines.

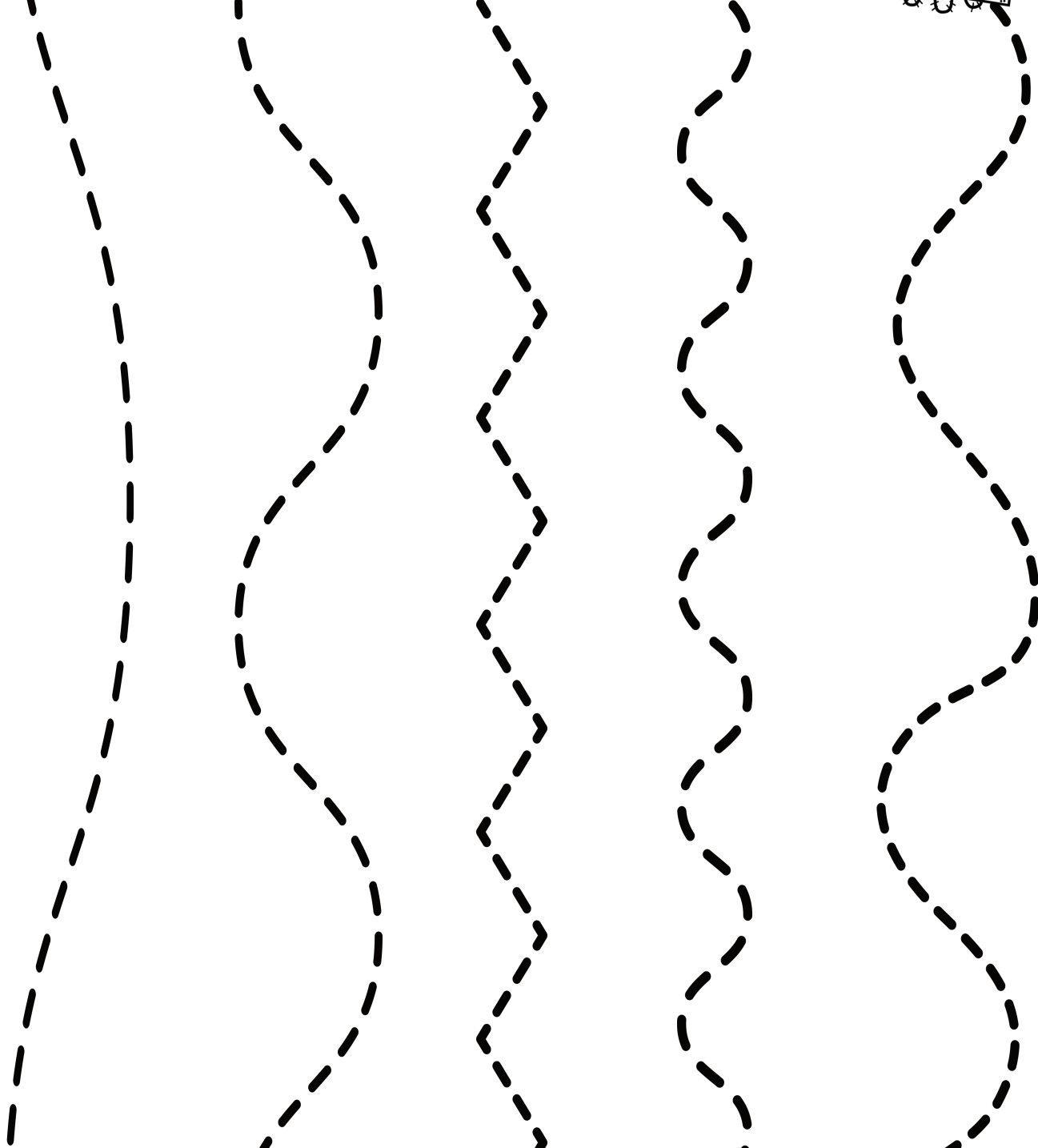
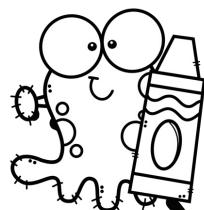
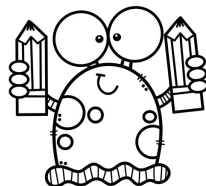
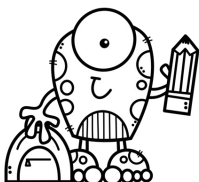
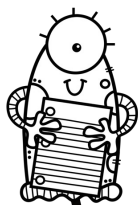




Scissor Skills are an important skill we will work on all year. Scissor skills build hand strength, which helps to develop very important muscles in a child's body. Please have your child work on scissor skills at home to help develop these fine motor skills.

Let's cut.

Have your child cut the lines from bottom to top.

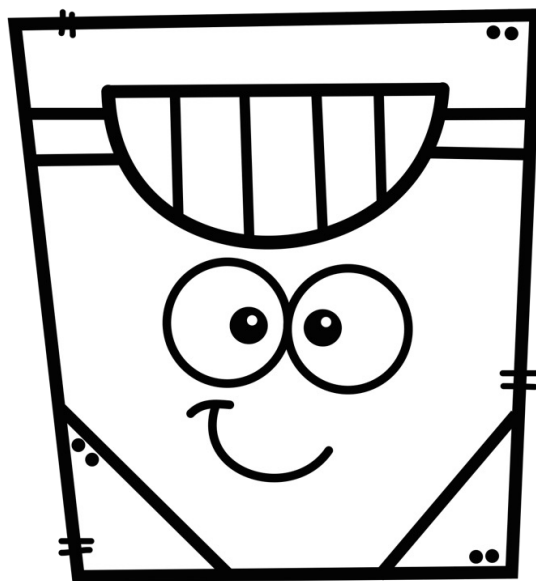
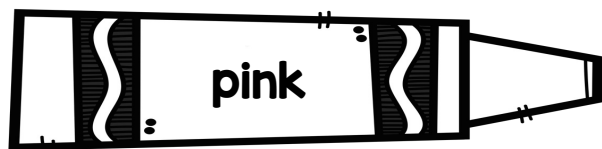
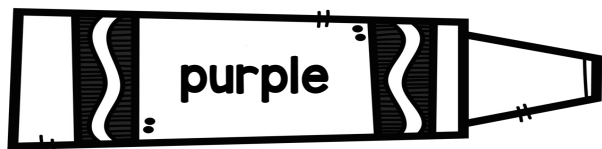
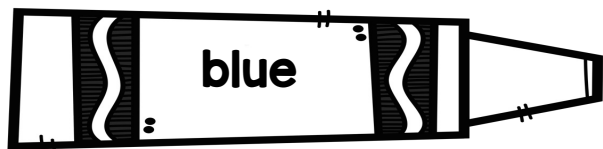
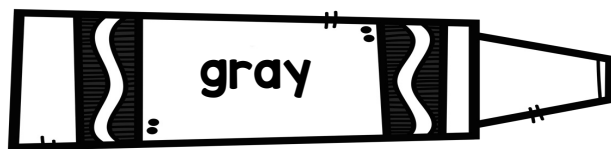
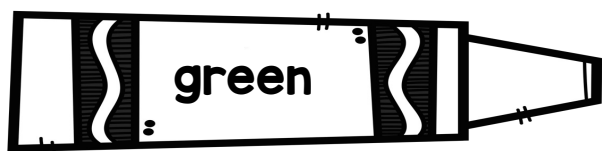
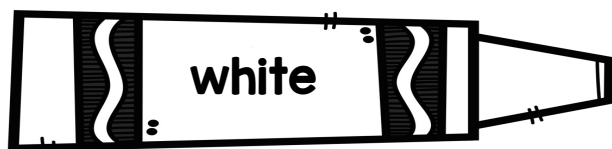
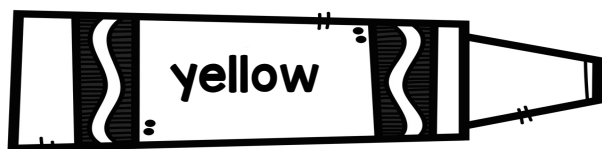
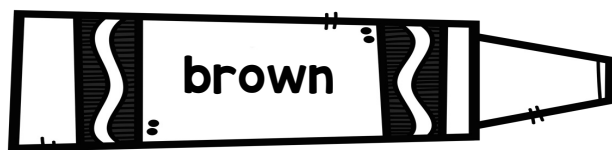
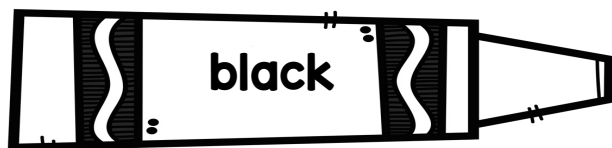




Colors are an important skill we will work on all year. At the beginning of the year, students will learn to identify and say color names and by the end of the year they will work to identify color words. At home, you can get your students ready for this by using true, bright colors, talking about what colors things are, and sort things by colors.

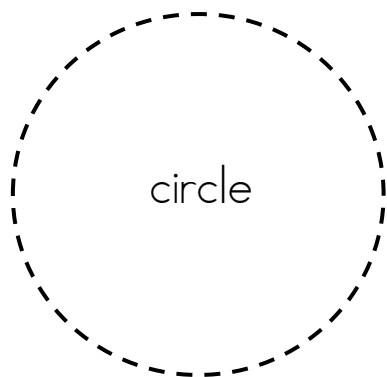
Let's learn colors.

Color the crayons the color shown.

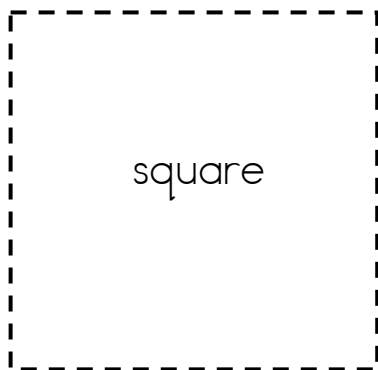




Please help your student to learn these shapes by their proper names. You can put this sheet in a sheet protector and practice again and again with a dry erase marker. As the year advances we will add shapes like hexagon and octagon as well as 3D shapes.



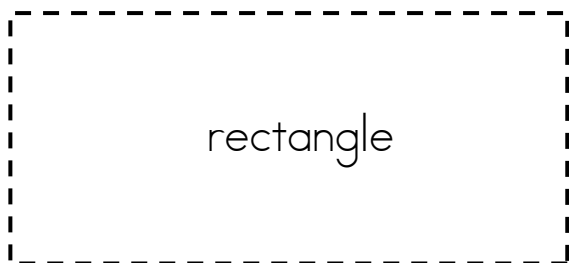
circle



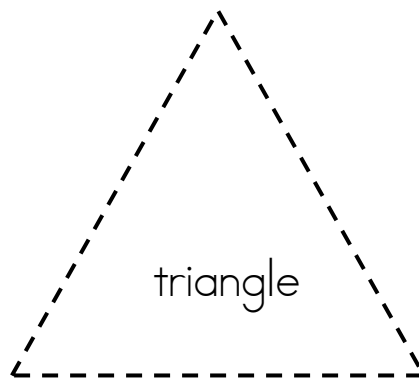
square

Let's learn shapes.

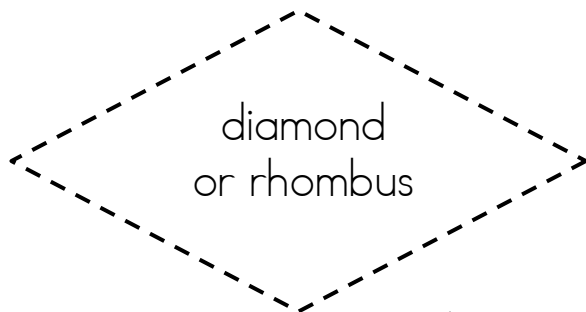
Trace the shapes.



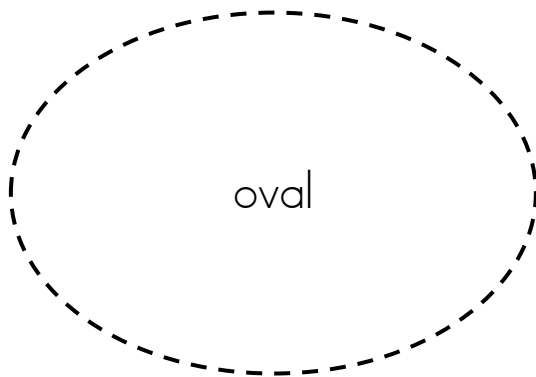
rectangle



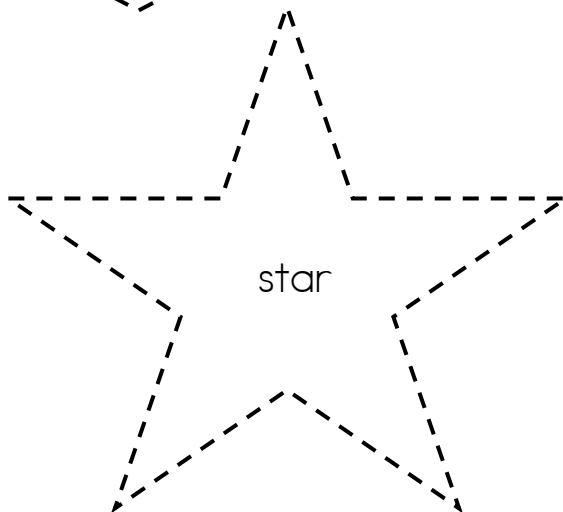
triangle



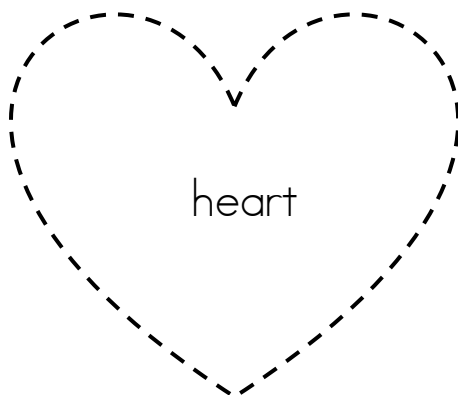
diamond
or rhombus



oval



star



heart



Shapes are everywhere so be sure to talk about the shapes you see with your student in their environments. Remember, your students most likely can not read color words so for this activity you will tell them what color to color each shape.

Let's see shapes everywhere.

Color each shape you see the given color.



red



blue



yellow



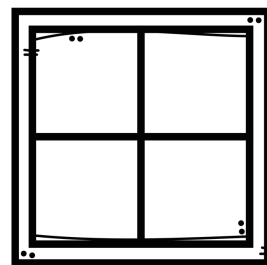
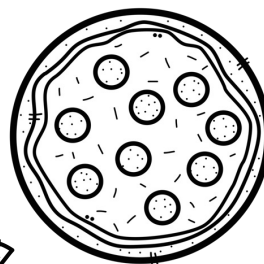
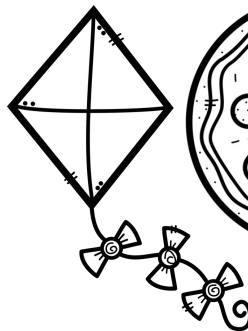
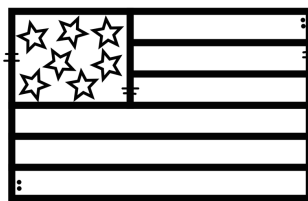
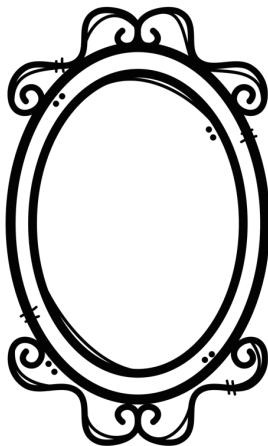
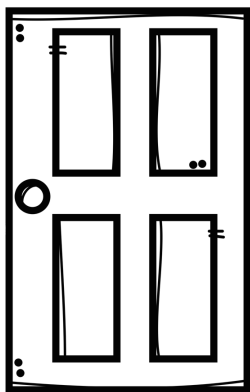
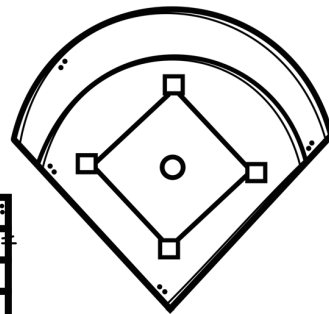
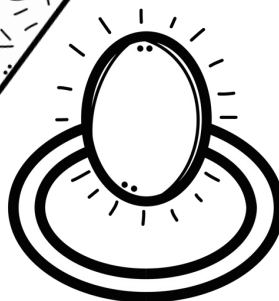
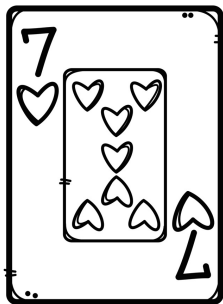
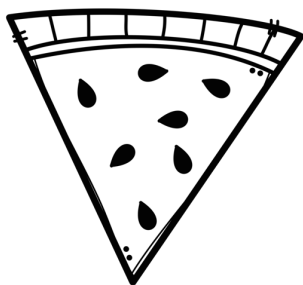
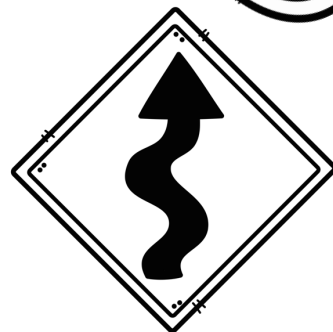
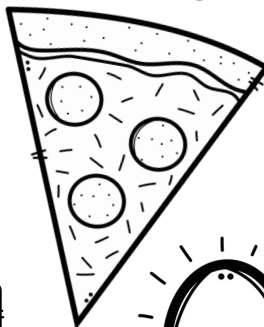
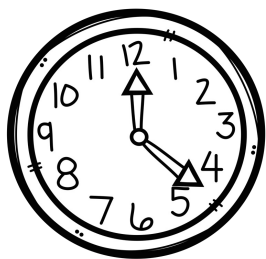
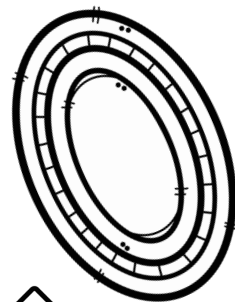
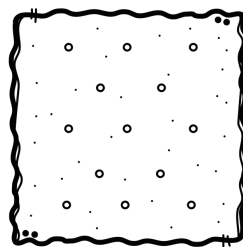
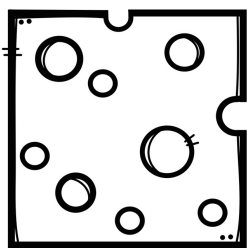
purple



green



orange

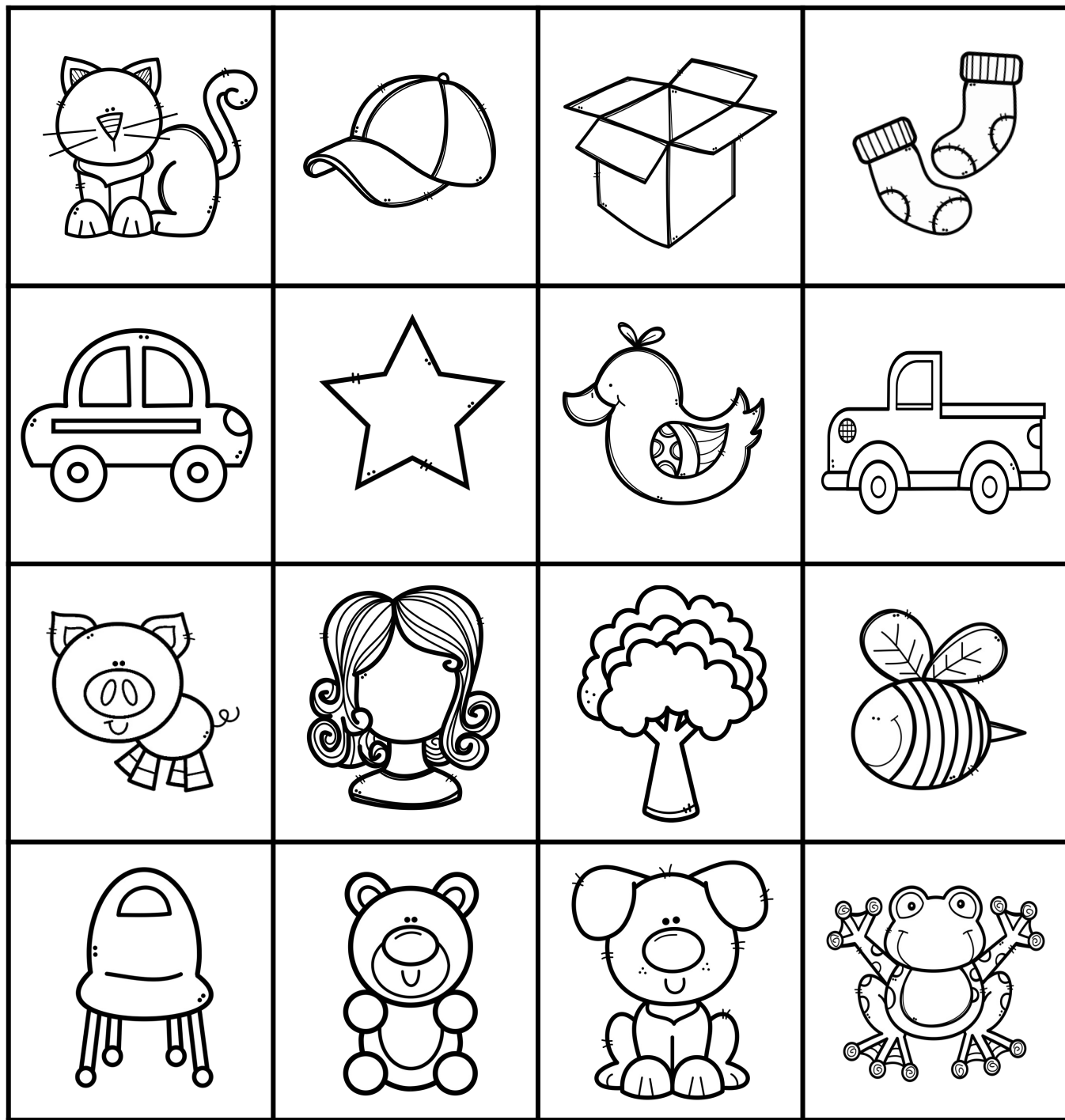




Many early literacy skills involve hearing and manipulating words and rhyming is an important one. In class we will start by identifying if words rhyme and progress to creating our own rhyming word sets. Key: cat-hat, box-socks, car-star, duck-truck, pig-wig, tree-bee, chair-bear, dog-frog

Let's rhyme.

There are several ways to use these cards. You can use this page and say point to a picture that rhymes _____ or you can cut them out and play memory.





Lunch requires independence so start now by having your student open their own chip bag, fruit snack packaging, etc. Opening milk cartons can be tricky too. There are lots of strategies (search on YouTube) but we like the open the two sides and then pulling diagonally method. Lastly, students have a limited time for lunch, so they need to focus on eating and not socializing during this time.

Let's have lunch.

Color the picture and have a conversation about lunch.



Don't eat your lunch in class.

Focus on eating at lunch time.
Don't spend so much time talking at lunch you don't eat your food.

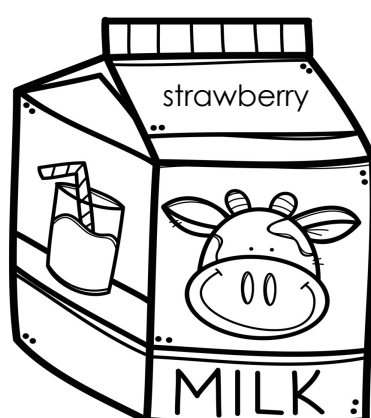
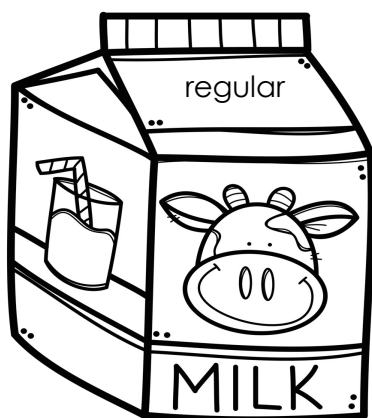
Open your own lunch items if you can.

Raise your hand if you need help. Try first.

Don't throw away containers brought from home.

Clean up your trash.

What kind of milk do you like?





Please work with your student at home to tie their shoes on their own as this is not a skill we teach in class. There are lots of different strategies to tie shoes, so pick the one that works best for your student and use that method. YouTube is a great resource for this.

Let's tie our shoes.

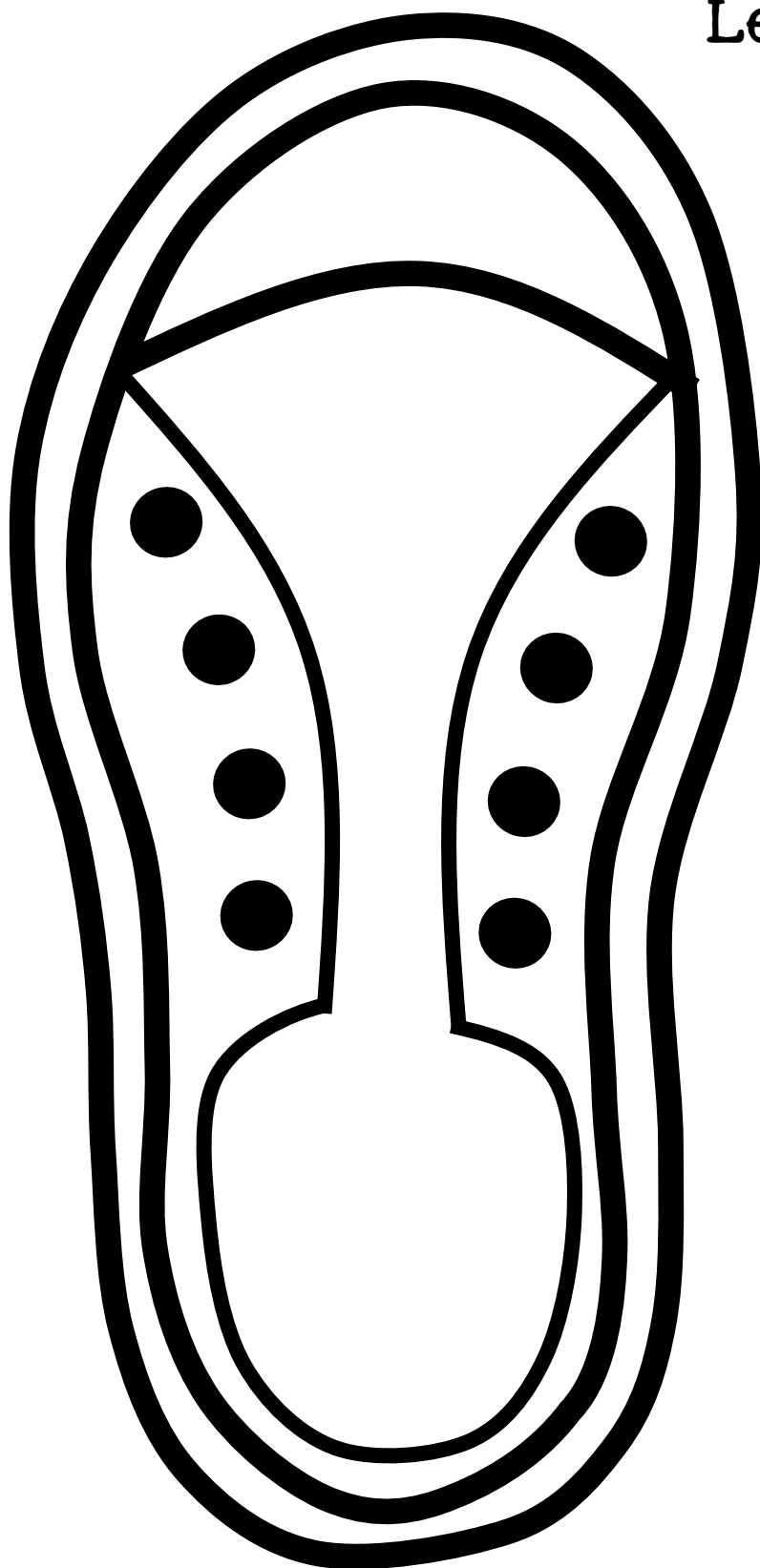
Cut out the shoe and punch holes where the laces go. Use string to lace the shoe. To make it sturdier you can glue onto heavier paper.

Shoe Tying Tips:

Use two different color shoelaces – some children may find that tying shoes is easier to follow when using two differently colored shoelaces, which could better help understand the series of lacing steps.

Place the shoes on an elevated surface – many children benefit from learning to tie on an elevated surface rather than crouching down. This may better help them master the skill of tying shoes prior to expecting them to bend over and learn to tie.

Practice patience – like all skills, some children will master shoe tying quickly, while others will need repetition and practice over time. Be patient with your child and find a method that best suits their learning style and speed!





Students should be able to go to the restroom independently. They should be able to button their own pants, wipe themselves, and wash their hands when they are done. Please practice this at home.

Let's talk about the restroom.

Color one student and the bathroom. Cut out the student and use tape to put in the restroom. Use the student as a puppet to talk about behavior in the restroom.

