

Ready, Set, Kindergarten!



key details in text

The best thing you can do to help prepare your child for school is show them your love for learning. If your child sees your love for learning they will desire the same. When you are reading to your child or they are reading to you ask questions from this list to find the key details within the story:

Who were the characters in the story?

Describe 3 characteristics about a character in the story.

What was the setting {where the story took place} in the story?

Describe 3 characteristics about the setting in the story.

What was the problem in the story?

What was the solution {how was the problem solved}?

What was the beginning, middle, end of the story?

Give a major event for the beginning of the story.

Give a major event for the middle of the story.

Give a major event for the end of the story.

How was the main character in the story feeling?

What sensory {5 senses} words did you hear in the story?

Who is telling this story {point of view}?

What kind of text is this book {fiction, non-fiction}?

Does this book tell a story or give information?

Letter identification

Kindergarten students will be expected to identify all upper and lower case letters. Students will also be expected to know the corresponding letter sound for each letter.

Cut apart the letter cards on the following pages. Start with a basic flash card and then eventually choose a game below to play. If a child does not yet know all of their letter names it can be overwhelming to practice the entire alphabet. Start with the letters in their name and then continue to add more.

- letter flashes {flash the letter for 2 seconds then turn it around}
 - Go Fish {Do you have a...?}
- Memory {place letter cards upside down and match upper/lower case letters}
- Letter Speed Races {set a time and see how many letter names they can state}
- Sort letters in my name/letters not in my name

b

d

f

h

B

D

F

H

a

c

e

g

A

C

E

G

j

l

n

p

u

v

z

r

i

k

m

o

I

K

M

O

r

t

v

x

R

T

V

X

q

s

u

w

Q

S

U

W

Z

Z

Y

Y

RHYMING

Kindergarten students are expected to recognize and produce rhyming words. You can help your child with this standard by reading nursery rhymes, poems, songs, and books that contain rhyming. When you come to a rhyming section of the book, poem, etc. draw attention to the words and state to your child how both words sound the same at the end...making them rhyme. Along with books, poems, etc. you can play the following rhyming riddles with your child.

I light up the sky and rhyme with fun.

I say "quack" and I rhyme with truck.

I am red, white, and blue and rhyme with bag.

You can fly me in the sky and I rhyme with white.

You have ten of these and they rhyme with rose.

I soar fast through the sky and rhyme with wet.

You sleep in me and I rhyme with sled.

I am an animal that can hop and rhyme with log.

You need me to eat and I rhyme with moon.

You wear me on your head and I rhyme with cat.

I say "oink" and rhyme with wig.

I fall from the sky when it's cold and rhyme with glow.

sight word & fluency

It is important that Kindergarten students can read and write common sight words. You can place the words on to index cards to make a flash card. Note that Kindergarten students will learn and retain these sight words as their Kindergarten year progresses. If ready, you can start introducing these words to your child earlier.

I, like, the, and, can, we, a, to, come, we, with, my, you, what, are, now, is, how, find, this, will, be, go, for, make, play, good, said, she, all, he, no, do, down, have, help, look, out, take, & off.

Orally counting

Kindergarten students will be expected to orally count to 100 by 10's and 1's.

The easiest way to practice this standard is by leading your child in oral counting. Together you can count out loud. Once your child has established counting to 100 by 1's you can move on to counting to 100 by 10's. Start with counting to 5, 10, 20, etc. Set the goal low where your child will feel successful and want to continue learning the higher numbers.

Students can be easily deterred if they don't feel successful. It's completely okay to start low and then watch your child reach higher and higher numbers in their counting!

Make it fun! Practice counting in the car, during commercial breaks, during bath time, etc. If you have an older sibling have them lead in the oral counting as well. Challenge? This is a great idea once your child has a solid understanding of orally counting. Have your child start at an alternate number. Instead of having them start at 1....give your student a different starting point like 12, 25, 45, etc.

number identification

Kindergarten students will be expected to fluently identify numbers 0-20.

Again, like with the letters and oral counting start with a reasonable goal for your child. A good starting point would be to begin with numbers 0-5 and then move on as your child becomes successful with that set of numbers.

Cut apart the number cards on the following pages. Start with a basic flash card and then eventually choose a game below to play.

-Number flashes {flash the number for 2 seconds then turn it around}

-Go Fish {Do you have a...?}

-Number Speed Races {set a time and see how many numbers they can state}

Number line up- order the numbers from least to greatest

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

counting sets

Kindergarten students will be expected to count sets up to 20. Counting sets is a standard that goes along with oral counting. The difference with counting sets is that the child has some form of manipulative to count.

You can present your child with 5 spoons. Have them touch and count each spoon. You can use a variety of manipulatives for them to count...making sure that they touch and count each one.

It is important that your child understands that the last number counted is the answer. Also, ensure that your child understands that each time they count a new item its one more.

Start your child with a reasonable group of objects to count. Add in additional objects to count as they show success.

greater and less than

Kindergarten students will be expected to have a basic understanding of greater and less than. Note that Kindergarten students will *not* need to use the symbols {<, >, =} in their learning.

To practice this standard present your child with two sets of objects ie. 2 socks and 5 books. Then, ask your child which set is greater/less? Continue these exercises also adding groups that are equal to one another. Emphasize to your child that we don't need to guess the answer. Yet, simply explain to your child that they count each group, then compare the two groups to determine the answer. Start with small groups up to 5 and eventually get to larger groups up to 20.

You can also push this standard into written numerals. Write two numbers down and have your child determine the answer depending on what you're asking for {the number that is greater or less than}.

geometry

Kindergarten students will be expected to identify 2D and 3D shapes.

Beyond identifying the shapes students will also be expected to; identify the shape regardless of its overall size, describe the shape's attributes {sides and vertices}, compose simple shapes into new shapes {use two squares to form a rectangle}, and compare shapes as 2D or 3D.

Below are a list of ideas to practice this standard. For use of the shape cards cut them apart on the dotted line and use as a flash card.



- draw one shape on a whiteboard all different sizes
- go on a shape hunt within the house and neighborhood {journal what you find}
- pick a shape card and describe the attributes {number of sides and vertices}
- using shape blocks show your child how you can use shapes to make new shapes
- collect things within the house that represent 3D shapes {Kleenex box, can good, ball, etc}
- using 3D shapes from the home show your child which can stack {can a ball stack?}
- use shape cards to compare which are 2D and 3D

