

Rush-Henrietta Central School District

**“Preparing every student for responsible citizenship,
life-long learning, and college or career success.”**



Kindergarten Resource

Welcome to Kindergarten! We are pleased that your child will be joining the Rush-Henrietta Central School District for their educational journey. Education today is more valued and necessary than ever. At Rush-Henrietta, your child will take part in an educational program that is designed for all students to graduate ready for college or career. With an emphasis on the whole child, the educational program is designed to provide rich, connected learning experiences that help young children expand their communication skills, improve literacy and sensory development, and learn emotional regulation skills.

This resource has been assembled to provide you with some basic information that will be beneficial as your child transitions to kindergarten. Each item provided may be practiced at home.

We are looking forward to working with your family as your child progresses each year, and we encourage you to take part in the many school and community activities that Rush-Henrietta has to offer.

Children Learn In Many Ways and Through Many Activities



Children learn best when they are actively involved, attentive, comfortable, and confident. Every activity introduced in the classroom has a specific learning purpose. While at school, your child will be learning to:

- Develop confidence and self-esteem.
- Care for self and belongings.
- Relate to and respect others based on individual worth, regardless of skin color, dress, or customs.
- Listen attentively to stories and directions.
- Use good manners when eating and working with others.
- Organize time.
- Make decisions.
- Develop large muscle coordination and general body control.
- Develop small muscle coordination well enough to have control over cutting and printing.
- Observe seasonal changes.
- Follow the sequence of a story.
- Draw conclusions.
- Build new concepts and a richer vocabulary through a variety of activities.
- Recognize the alphabet letters out of order.
- Recite the alphabet in order.
- Recite rhymes and finger plays.
- Speak clearly and in complete sentences.
- Speak in front of a group.
- Recognize differences in sizes, shapes, patterns, etc.
- Count from 1 to 100.
- Recognize numerals from 0-20 (and higher).
- Learn and apply math vocabulary.
- Compare number values.
- Recognize a given pattern and continue it.
- Write the alphabet letters.
- Write numerals from one to ten (and more).
- Write his or her first name and last name.
- Gain a good understanding of letter sounds.
- Read and write high frequency words.
- Create and write one or two sentences independently.
- Develop emergent reading skills.
- Develop fine and large motor skills.
- Listen and look with attention and respond to artwork and music.
- Learn to see themselves as artists and musicians and develop their “voice.”
- Keep a steady beat.
- Experience many ways to create, perform, and present.

Children retain what they learn much better when hands-on activities go along with that learning. Research has shown that people learn:

10 percent of what they READ
20 percent of what they HEAR
30 percent of what they SEE
50 percent of what they HEAR and READ
70 percent of what they SAY and,
90 percent of what they DO!

Literacy Development in Kindergarten

Learning new language skills is a hallmark of kindergarten. Your child will learn about the alphabet and its role in reading. Your child will practice rhyming, matching words with beginning sounds, and blending sounds into words. Practice with these types of activities is a powerful step toward learning to read and spell correctly. The size of your child's vocabulary is another key factor in his or her ability to read and comprehend books and stories. Your child will also begin to write and will use a combination of drawing, dictating, and writing letters to compose informative/explanatory texts, opinion pieces, and narratives.

Kindergarten students will participate in learning experiences to strengthen their reading, writing, listening, and speaking skills through the following experiences:

- Naming upper- and lower-case letters, matching those letters with their sounds, and printing them.
- Comparing the adventures and experiences of characters in familiar stories, such as fairy tales and folk tales.
- Retelling familiar stories and talking about stories read to them using details from the text.
- Using a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened.
- Stating an opinion or preference about a topic or book in writing (e.g., "My favorite book is...").
- Taking part in classroom conversations and following rules for discussions (e.g., learning to listen to others and taking turns when speaking).
- Speaking clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events.
- Asking and answering questions about key details in stories or other information read aloud.
- Understanding and using question words (e.g. *who*, *what*, *where*, *when*, *why*, *how*) in discussions.
- Learning to recognize, spell, and properly use grammatical words that hold the language together (e.g. *a*, *the*, *to*, *of*, *from*, *I*, *is*, *are*).
- Reading a variety of grade-level appropriate nonfiction text on topics of interest (e.g., dinosaurs, insects, butterflies, etc.).



READING

Instruction will be focused on the foundational literacy skills of word recognition through various letter sound and decoding activities. At the same time, language comprehension will be strengthened through interaction with a variety of texts including literary works such as picture books, stories, drama, poetry, fiction, fairy tales, nursery rhymes, and folk tales. Informational texts that students will interact with in kindergarten include nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information that is displayed in charts, graphs, or maps.

WRITING

As students in kindergarten develop writing skills, they should actively engage in group and individual writing activities, where the focus is on helping them understand writing and drawing as a means for communication with others and as an important tool to support their own thinking and learning. Students will be exposed to and prompted to produce texts for a range of purposes (to entertain, to explain, to persuade) as they dictate, draw to convey meaning, and make early attempts at producing letters, words, and letter strings. These text types include narratives (retellings of events they have experienced or fictional stories) as well as responses to narratives, pieces of expository writing (shopping lists and notes/letters/pictures to classmates or adults in the community), and informational texts (such as 'how-to' books, and diagrams and pictures that generate, represent, or express information).

LANGUAGE/WORD STUDY

Kindergarten students will explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences and will explore and discuss these word relationships and word meanings throughout the school day. The language skills will be built through conversations, reading and being read to, and responding to texts.

Mathematics Development in Kindergarten

Developing numeracy skills is a hallmark of kindergarten learning in mathematics. Your child will learn about numbers and the role they play in mathematics and problem-solving. Children gradually develop an understanding of what numbers mean, how they are used, and how numbers relate to each other. Your child will practice counting and writing in numerals and the significance of a unit of one in our place value system. Your child will begin to decompose, break apart, numbers less than ten and begin to see patterns in combinations that make up a single ten. They will then continue into the teen numbers in which they will see a ten and some ones. Your child will begin to learn the relationship between addition and subtraction by investigating joining and separation situations with sets of objects. Practice with these types of activities is a powerful step in developing their sense of numbers and learning how our number system works.



COUNTING & CARDINALITY

Students will:

- Know number names and the count sequence.
- Count to tell the number of objects.
- Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.
- Compare numbers.
- Count to 100 by ones and tens.

OPERATIONS & ALGEBRAIC THINKING

Students will:

- Understand addition as adding to and bundling, and understand subtraction as taking apart and unbundling.
- Develop fluency with adding and subtracting within 10.

NUMBER & OPERATIONS IN BASE TEN

Students will:

- Work with numbers 11-19 to gain a foundation for place value.

MEASUREMENT & DATA

Students will:

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.

GEOMETRY

Students will:

- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- Analyze, compare, create, and compose shapes.

Helping Your Child at Home...



ENCOURAGE A LOVE OF LEARNING. Your job doesn't end when the first day of school begins. Learning is a lifelong process, and there are many ways you can help your child succeed, both in and out of school.

- Teach your child that learning is not confined to school and that every new experience broadens life.
 - Attend a live performance together or go to an art gallery.
- Always be positive. Don't set your child up for negative attitudes by saying how much you disliked school or a particular subject.
- Read to your child.
- Share your favorite musical styles, songs or artists with your child.
 - Ask your child what their favorite songs are and how the songs make them feel.
 - Explore a new style of music together to see if you like it.
 - Tell your child about your past musical experiences. Did you learn to play an instrument? Take piano lessons? Play guitar or participate in a drum circle? What music classes did you take in school?
 - Sing and dance together!
- Talk to your child about numbers and identify the geometric shapes inside and outside your home.
- Set a good example by reading more than you watch television.
- Encourage family discussions about current events, friends, hobbies, family life, or any subject that will engage all family members.
- Visit the library regularly. Also, take routine trips to the museum, zoo, planetarium, or other places where hands-on learning is available.
- Play games that require counting.
- Attend school meetings and activities.
- Ask your child questions about his or her day at school and pay attention to the answers - verbal and nonverbal.
- Play counting games during regular activities (i.e.: count the number of steps to the door, count the number of red cars you see as you go down the road).
- Play card games (i.e. deal a card to each player - the player with the higher value wins both cards, Go Fish, etc.).

On the following pages of this resource, you will find a variety of activities you can use to help your child work toward developing the skills that will be used in kindergarten and beyond. When working with your child, please keep the following in mind:

- Working with mom, dad, or another adult should be a fun experience. Game situations provide a comfortable, non-threatening atmosphere where positive learning can take place.
- Singing and creating artworks reinforce early developmental skills and make learning fun!
- A variety of activities teaching the same skill can keep a child from becoming bored and provide a more permanent impression.
- Reading with and to your child each day is important. Exploring math skills through cooking, counting, looking at clocks, recognizing coins, and shopping is also helpful.
- Young children make many connections when they participate in meaningful activities. Integrated activities that connect several types of learning are particularly effective for preschool children. These experiences provide stimulation for several portions of the brain and make additional connections that extend learning.

Language Activities

The single most important factor in developing your child's language abilities is talking with your child. Within your conversations, model correct language patterns, ask questions, and give the meaning of unfamiliar words. Language concepts are foundational skills that are necessary when a child is learning how to read and to solve mathematical problems.

Some language concepts to practice with your child are:

- Placement (spatial relationships): around, beside, between, front/back, off/on, left/right, before/after, bottom/top, outside/inside, in/out, up/down, close/open, under/over, higher/lower.
- Size, including the -er and -est degrees (example: big, bigger, biggest): big, short, small, large, tall, heavy, light, long.

Some activities you can do with your child to help develop these and other early language concepts:

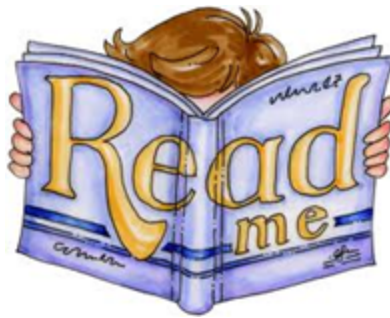
- Put an object "in" a box, or "under" a chair, or "beside" a toy. Tell your child where it is using the terms "in," "under," or beside." Then, using these same terms, see if your child can follow your directions by placing the object where you specify.
- Write a letter of the alphabet on a piece of paper with a highlighter (the first initial of your child's name is a good place to start). Take some clay and demonstrate to your child how to roll out a long, skinny snake-like shape. Let your child roll the clay in order to build those small muscles that aid in fine motor skills. Have your child mold the clay into the chosen letter and then write the same letter with a crayon or marker on the paper. Work your way through the alphabet so that your child has a chance to try all the different shapes.
- Help your child classify different kinds of food (meats, vegetables, fruits), animals (jungle, zoo, circus), trees (ones with nuts, ones that flower, ones with fruits).
- Play "I'm thinking of..." Have your child identify objects that you describe. For example, "It has four legs and a tail." Then reverse roles, but don't guess too quickly. Your child uses new vocabulary when giving clues.
- Have your child name all the things he can think of when you say a certain word, such as "orange," "pretty," or "store."
- Cut a hole in a closed box large enough for your child to put a hand in. Place an object inside the box. Using the hole in the box, see if your child can guess what the object is by feeling it. Let your child describe how it "feels" - rough, slippery, hard, scratchy, etc.
- Create a "Name Book." Using your computer, have your child type each letter of his first and last name on the top of separate pages. Show your child how to increase the font size of each letter to make it more visible on the page. Next, find pictures of objects that begin with the same sounds as the letters in your child's name. You can do this together using a clip art program or have a scavenger hunt and take pictures of objects using a digital camera. Help your child insert the pictures on the pages with the matching letter sounds. Print the pages on sturdy paper and bind the edge. Your child will love reading this book over and over while practicing the names of letters and identifying the beginning sounds of the pictures.
- Read a book of poetry written for children and enjoy the sounds and rhythms of the words. Help your child learn to recite some simple rhymes from memory.

The most important activity you can do with your child is to read, read, read. On the following pages you will find a list of suggested, age-appropriate books that you might like to share with your child.

Suggested Reading List

AUTHOR	TITLE		AUTHOR	TITLE
Alborough, Jez	Where's My Teddy?		Ehlert, Lois	Color Zoo
Appelt, Kathi	Oh My Baby, Little One		Falconer, Ian	Olivia
Appelt, Kathi	Incredible Me!		Fleming, Denise	In the Small, Small Pond
Arnold, Tedd	No More Jumping on the Bed		Fleming, Denise	In the Tall, Tall Grass
Baker, K.	Quack and Count		Fleming, Denise	Mama Cat Has Three Kittens
Bang, Molly	Ten, Nine, Eight		Fleming, Denise	Barnyard Banter
Brett, Jan	The Mitten		Freeman, Don	Corduroy
Brown, Marc	Arthur's Tooth		Galdone, Paul	Nursery Classics
Brown, Margaret Wise	Good Night Moon		George, L.B.	In the Garden: Who's Been Here?
Carle, Eric	From Head to Toe		Henkes, Kevin	Owen
Carle, Eric	The Grouchy Ladybug		Henkes, Kevin	Chrysanthemum
Carle, Eric	The Very Hungry Caterpillar		Henkes, Kevin	Lily's Purple Plastic Purse
Carlson, Nancy	I Like Me		Henkes, Kevin	Kitten's First Full Moon
Cauley, Lorinda	Clap Your Hands		Hest, Amy	In the Rain With Baby Duck
Child, Lauren	I Am Absolutely Too Small for School		Hoban, Tana	Let's Count
Chodos-Irvine,	Margaret Ella Sarah Gets Dressed		Hoffman, Mary	Amazing Grace
Crews, Donald	Freight Train		Hutchins, Pat	Rosie's Walk
Cronin, Doreen	Click Clack Moo: Cows That Type		Hutchins, Pat	Happy Birthday, Sam
Cronin, Doreen	Giggle Giggle Quack		Hutchins, Pat	The Doorbell Rang
Degan, Bruce	Jamerry		Joose, Barbara	Mama, Do You Love Me?
dePaola, Tomie	The Art Lesson		Kalan, Robert	Jump, Frog, Jump!
Dodds, D.	The Shape of Things (Illustrated by J. Lacome)		Kellogg, Steven	Can I Keep Him?
Eastman, P.D.	Go, Dog, Go		Kirk, David	Miss Spider's Tea Party
Ehlert, Lois	Top Cat		LeSeig, Theo	Ten Apples Up on Top
Ehlert, Lois	Red Leaf, Yellow Leaf		Lester, Julius	Sam and the Tigers

AUTHOR	TITLE		AUTHOR	TITLE
Lionni, Leo	Alexander and the Wind-Up Mouse		Rylant, Cynthia	Henry and Mudge Books
Lionni, Leo	Swimmy		Rylant, Cynthia	Poppleton Books
Lobel, Arnold	Frog and Toad Books		Seuss	Dr. Seuss ABC
Marshall, James	George and Martha Books		Seuss	Mr. Brown Can Moo! Can You?
Martin, Bill	Chicka Chicka Boom Boom		Shannon, David	David Goes to School
Martin, Bill	Brown Bear, Brown Bear, What Do You See?		Shannon, David	No, David!
McBratney, Sam	Guess How Much I Love You?		Shannon, David	Duck On a Bike
McKee, David	Elmer Books		Shaw, Nancy	Sheep In a Jeep
Munsch, Robert	Thomas' Snowsuit		Slate, Joseph	Miss Bindergarten Goes to Kindergarten
Neitzel, Shirley	The Jacket I Wear in the Snow		Stevens, J. & S.S. Crummel	Cook-a-doodle-doo!
Neitzel, Shirley	The Dress I'll Wear to the Party		Vail, Rachel	Sometimes I'm Bombaloo
Numeroff, Laura	If You Give A Mouse A Cookie		Walsh, Ellen Stoll	Mouse Count
Opie, Iona ed	Here Comes Mother Goose		Walsh, Ellen Stoll	Mouse Paint
Pinkney, B.	Max Found Two Sticks		Wells, Rosemary	Bunny Cakes
Peek, Merle	Mary Wore Her Red Dress		Wood, Audrey	The Napping House
Rey, H. A.	Curious George		Wood, Audrey	Silly Sally
Rockwell, Anne	Apples and Pumpkins			



All of the suggested book titles may be checked out at your local branch of the Monroe County Library or go to the library website to look up more titles by these and other authors: <http://www3.libraryweb.org>.

Learning to Write

In kindergarten, we use the Foundations program to teach handwriting. This alphabet is an example of the letters formed correctly. We use the language *sky line*, *plane line*, *grass line*, and *worm line* to articulate to our students how to properly form the letters. Students will be learning this language and proper letter formation at the beginning of the school year to ensure success in their handwriting skills.

FUNDATIONS LETTER FORMATION

All numbers start at the sky line

<p>a is a plane line round letter. It starts on the (plane line).</p> <p>b is a sky line letter. It starts on the (sky line).</p> <p>c is a plane line round letter. It starts on the (plane line).</p> <p>d is a plane line round letter. It starts on the (plane line) just like a c.</p> <p>e is a plane line round letter, but it is special. It starts below the plane line.</p> <p>f is a sky line letter. It starts on the (sky line).</p> <p>g is a plane line round letter. It starts on the (plane line) just like a c.</p> <p>h is a sky line letter. It starts on the (sky line).</p> <p>i is a plane line letter. It starts on the (plane line).</p>	<p>j is a plane line letter. It starts on the (plane line).</p> <p>k is a sky line letter. It starts on the (sky line).</p> <p>l is a sky line letter. It starts on the (sky line).</p> <p>m is a plane line letter. It starts on the (plane line).</p> <p>n is a plane line letter. It starts on the (plane line).</p> <p>o is a plane line round letter. It starts on the (plane line) just like a c.</p> <p>p is a plane line round letter. It starts on the (plane line).</p> <p>q is a plane line round letter. It starts on the (plane line).</p> <p>r is a plane line letter. It starts on the (plane line).</p> <p>s is a plane line round letter. It starts on the (plane line) just like a c.</p>	<p>t is a sky line letter. It starts on the (sky line).</p> <p>u is a plane line round letter. It starts on the (plane line).</p> <p>v is a plane line slide letter. It starts on the (plane line) and (slides).</p> <p>w is a plane line slide letter. It starts on the (plane line) and (slides).</p> <p>x is a plane line slide letter. It starts on the (plane line) and (slides).</p> <p>y is a plane line slide letter. It starts on the (plane line) and (slides).</p> <p>z is a plane line slide letter, but it doesn't slide right away. Where does it start? (on the plane line). Before it slides, the z goes on the plane line.</p>
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The following two pages provide examples of the Foundations letter formations along with a blank practice page for you to make copies of so that your child can practice their letter formation.



Aa Bb Cc Dd Ee Ff



Gg Hh Ii Jj Kk Ll



Mm Nn Oo Pp Qq Rr Ss







































Tt Uu Vv Ww Xx Yy Zz

WILSON LETTER FORMATION (ALPHABETICAL ORDER)

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Date: _____

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Using Numerals

Kindergartners will learn to recognize and use numerals. Help your child learn that each numeral has a name and is written in many ways, but when learning to write, it is best to write the numerals the same way each time.

Shown below and on the next page are examples of the way your child will learn to write numerals in kindergarten. Practice writing them this way, so that you can use them when you are writing with your child. Keep the examples of the writing to use as models.

Simple activities you can use to help your child learn to identify numerals are:

- Play games that incorporate counting and number recognition.
- Take a walk and read the numerals on house numbers, signs, license plates, etc.
- Find numerals that are alike on newspaper pages such as a grocery advertisement (the 9s, 5s, 2s, etc.).
- Find the same numeral in different places at home such as the clock, television remote control, or the page number in a book.

When you explore mathematical concepts with young children, the central questions to ask are, “Are we having fun?” and “Why do we have numbers?” Promoting an attitude of delight and fascination with numbers will encourage children to embrace, rather than fear, math. When you combine a young child’s curiosity about the world with an environment full of hands-on materials and experiences, you are helping to create a lifelong learner.

FUNDATIONS NUMBER FORMATION

*****All numbers start at the sky line*****

Number Zero

1. Point to the sky line
2. Trace back, then down around to the grass line
3. And around back up to the sky line

Number One

1. Point to the sky line
2. Go down to the grass line, and stop

Number Two

1. Point to the sky line
2. Curve around to the grass line
3. Make a line on the grass line

Number Three

1. Point to the sky line
2. Curve around to the plane line
3. Curve around to the grass line

Number Four

1. Point to the sky line
2. Go down to the plane line
3. Make a line on the plane line
4. Point to the sky line
5. Go down to the grass line

Number Five

1. Point to the sky line
2. Go down to the plane line
3. Curve to the grass line
4. Make a line on the sky line

Number Six

1. Point to the sky line
2. Trace back, then down around to the grass line
3. Around and back up to the plane line

Number Seven

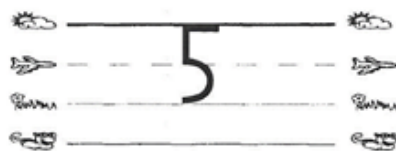
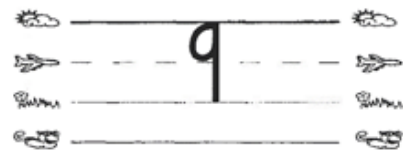
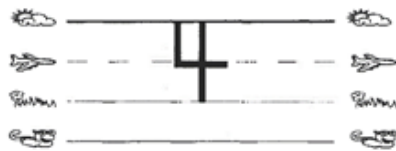
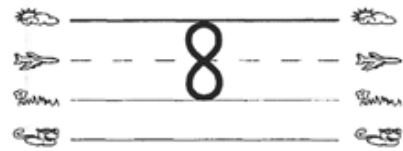
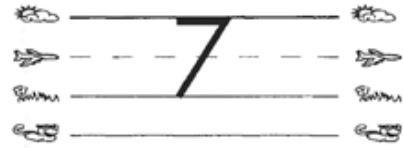
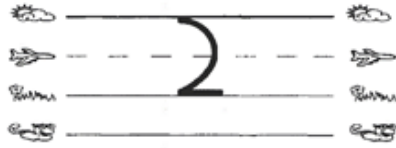
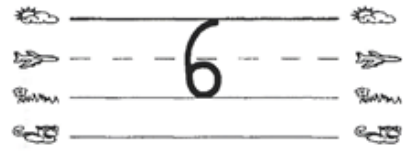
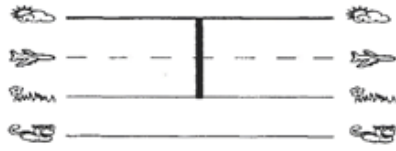
1. Point to the sky line
2. Make a line on the sky line
3. Slide down to the grass line

Number Eight

1. Point to the sky line
2. Trace back and curve into the plane line
3. And curve back to the grass line
4. Slide up to the sky line

Number Nine

1. Point to the sky line
2. Trace back, then down around to the plane line
3. Around back up to the sky line
4. Straight down to the grass line



Art & Music Activities

As with reading or any other skill, children will be more invested if they see that their family values the activity. Singing, listening to music, making art, or dancing together as a family strengthens family bonds....and is fun! There are many activities that a child can also do independently that will foster their creative spirit! Providing access to materials, supplies, music, and music-making instruments can offer hours of fun exploration and promote the development of neural pathways that pave the way for learning. There are many connections between experiences in music and the development of language and patterning as found in math concepts.



One of the best ways to foster creativity, promote independence, and stimulate problem-solving is to set up a 'creation station' for your child and fill it with a variety of creative materials. You can include old magazines, newspapers, paste, pencils, crayons, scissors, colored paper, scraps of cloth, pipe cleaners, pieces of yarn and ribbon, clay, etc. Items can be kept organized in shoeboxes or a large basket or plastic container. An effective environment is designed so even the youngest of children can develop independence. There are many opportunities for them to be successful as they work to do things for themselves, without constantly asking for every material they need. An orderly display of accessible materials will help children understand that they are capable of making decisions. The environment will communicate to them, "you can make the selection," "you have good ideas," and "you can carry out the plan for yourself."

Below are some fun art and music activities that families can do at home!

Easy Play Dough

Play dough is a fun, clay-like substance that children (and some adults) love to create with.

You will need the following materials:

1/2 cup salt

1/2 cup water

1 cup flour

food dye (any color, be creative!)

newspaper to cover the work surface

Combine the ingredients and knead until a workable dough forms.

Dance with Me!

Clear a large space and crank up the music! Using fun accessories, such as a scarf, streamers, hula hoop, bean bags, or brightly colored cloth swatches can add drama and flair. Try a variety of musical styles and genres to see which ones your child likes best.

Make Your Own Musical Instrument!

Shaker- String bells and beads onto a pipe cleaner. Wrap the pipe cleaner around your wrist!

DIY Xylophone- Cut five empty paper towel, toilet paper, or wrapping paper tubes into different sizes (about 1" difference from roll to roll), stick them together using rubber bands. Thread a piece of yarn around the tubes for decoration.

Paper Plate Tambourine- spread dry rice, beans, or pasta onto a paper plate. Put the second paper plate on top of it, upside down, and seal the edges. Decorate your tambourine!

The Cardboard Box

This classic has endless possibilities for pretend play. Boxes can become race cars, boats, houses, tunnels, rocket ships, trains, or cozy places for a hideout. You can cut holes for windows and doors or connect with other boxes to make tunnels. Try using some crayons, markers, or washable tempera paint to "decorate" the box. You can collage using feathers, tissue paper, cotton balls, stickers, pom-poms, or yarn. Make music and art by flipping your box over and drumming to some Reggae music with paint-covered hands. All you need is a drop cloth, newspaper, or an old sheet to cover the floor and protect your home.

Easy Fingerprint

2 cups white flour

2 cups cold water

food coloring

Put water into a large bowl. Slowly add the flour while your child stirs. Once mixed together, divide into smaller bowls and add food coloring.

Homemade Snow Paint

Mix together 1/2 cup flour, 1/2 cup salt, and 1/2 cup water. Using a small sponge for a brush, paint snow pictures on black or dark blue construction paper. You can paint anything with a snow theme - snowmen, snowflakes, snow-covered mountains, snowy trees, etc. You can also use regular paints on top of the snow paint after it dries. Try putting it into a squeeze bottle and "painting" pictures that way!

Create Your Own Sound Effects

Select your favorite book or story and create sound effects to go along with the reading of the story, using 'found objects' at home! Some common household items that make great sound effects are pots and pans, buckets, or plastic eggs filled with dried rice or beans - the only limit is your imagination!

Try these art activities you can do anytime at home:

- Free draw or color! There is no limit to what the imagination can inspire.
- Create crafts or build
- Trace shapes or use a stencil
- Play color and shape games
- Use a variety of materials to bring an idea to life. With supervision and guidance, practice tearing paper, gluing, and painting!

Try these musical activities you can do anytime at home:

- Listen to music! Listen to lots of different styles and genres and talk about what you hear, how it makes you feel, what you like about it, what your preferences are.
- Sing! Sing silly songs, nursery rhymes, family folk tunes, karaoke, or make up your own songs.
- Tap, walk, or move to the beat. Describe the beat - Is it fast or slow? Does it stay the same or does it swing?
- Recite poems and rhymes. There are a lot of examples online.
- Play musical chairs, play music fast and slow, name that tune, or dance the hokey pokey!

Additional Resources

The website for the [New York State Education Department](http://www.nysed.gov) (NYSED) provides information on all aspects of education. Here is a quick link to the NYSED website for a guide to the [kindergarten early learning standards](http://www.nysed.gov/early-learning-standards).

Parents can use Google Translate (<http://translate.google.com>) to translate print media into a variety of foreign languages.

Books on getting ready for kindergarten

- First Day Jitters by Dannelberg
- We Share Everything by Munsch
- Countdown to Kindergarten by McGhee
- The Kissing Hand by Penn

Music for young children

- Sing It! Say It! Stamp It! Sway It! Vol. 2 produced by Allard, Peter, and Ellen
- Under A Shady Tree produced by Berkner, Laurie
- Cantar y Jugar (Spanish) produced by Disney
- Animals Playground produced by Putumayo Kid
- Singable Songs produced by Raffi
- One Big Sun produced by Roberts, Justin
- Here Come the ABC's produced by They Might Be Giants

Websites offering preschool learning experiences

- Starfall: this website provides help for students learning to read through letter recognition and interactive books <http://www.starfall.com/>
- Kinderweb: this website provides color, matching, and shape games <https://free.kinderwebgames.com/>
- Dance Mat Typing: this website provides a fun way to learn and practice keyboarding skills <https://www.bbc.com/bitesize/articles/z3c6tfr>
- ABC Ya!: this website provides activities that incorporate math and reading, while introducing basic computer skills <https://www.abcya.com/>

Web-based learning

Once enrolled in kindergarten at Rush-Henrietta, parents can access the Raz Kids website which provides leveled books, activities, and comprehension quizzes <http://www.raz-kids.com/main/Login>.