

Rush-Henrietta Central School District



Kindergarten Resource

Welcome to Kindergarten!



We are pleased that your child will be joining our school and we know that you will find that our teachers have planned an exciting and enriching educational experience for the year ahead. We are looking forward to working with your family.

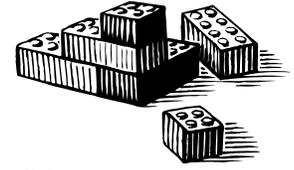
This resource has been assembled to provide you with some basic information that will be beneficial as your child transitions to kindergarten.

As your child joins us, we also encourage you to become a part of our school community and engage your family in the many activities our school has to offer.

Sincerely,

Your Principal

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 sight words.
- create and write one or two sentences independently.
- develop emergent reading skills.

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 folktales.
- 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 balanced throughout the year and focus on modeled, shared, guided, and independent reading experiences with a variety of text.

WRITING

Instruction will be balanced throughout the year and focus on modeled, shared, interactive, guided, and independent writing experiences.

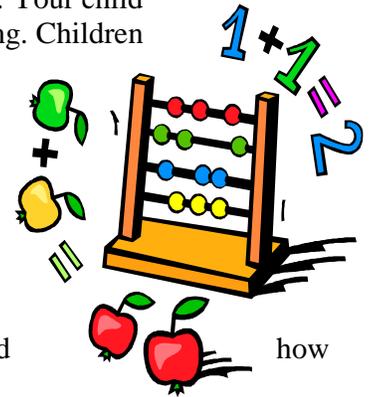
LANGUAGE/WORD STUDY

Students participate in language and word study regularly. Instruction will be balanced and focus on letter/sound relationships, spelling patterns, high frequency words, word meanings, word structure, and word-solving actions.



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 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 foundations 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.
- 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.
- 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 (ie: 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 (ie: deal a card to each player - player with the higher value wins both cards, Go Fish, etc).

The following pages contain 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 art works 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.



I love Kindergarten!

Language Activities

The single most important factor in developing your child's language abilities and thus, a head start in academic readiness, is talking with your child. Within your conversations, model correct language patterns, ask questions, and give the meaning of unfamiliar vocabulary words.

Language concepts are foundational skills that are necessary when a child is learning how to read and to solve mathematical problems.

Some important 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.

Here are 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 so that he can build those small muscles that aid in fine motor skills. Have him 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 a word-processing program on 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 young 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

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

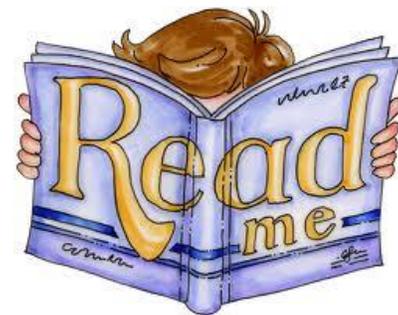


AUTHOR

Joose, Barbara
Kalan, Robert
Kellogg, Steven
Kirk, David
LeSeig, Theo
Lester, Julius
Lionni, Leo
Lionni, Leo
Lobel, Arnold
Marshall, James
Martin, Bill
Martin, Bill
McBratney, Sam
McKee, David
Munsch, Robert
Neitzel, Shirley
Neitzel, Shirley
Numeroff, Laura
Opie, Iona ed
Pinkney, B.
Peek, Merle
Rey, H.A.
Rockwell, Anne
Rylant, Cynthia
Rylant, Cynthia
Seuss
Seuss
Shannon, David
Shannon, David
Shannon, David
Shaw, Nancy
Slate, Joseph
Stevens, J. & S.S. Crummel
Vail, Rachel
Walsh, Ellen Stoll
Walsh, Ellen Stoll
Wells, Rosemary
Wood, Audrey
Wood, Audrey

TITLE

Mama, Do You Love Me?
Jump, Frog, Jump!
Can I Keep Him?
Miss Spider's Tea Party
Ten Apples Up on Top
Sam and the Tigers
Alexander and the Wind-Up Mouse
Swimmy
Frog and Toad Books
George and Martha Books
Chicka Chicka Boom Boom
Brown Bear, Brown Bear, What Do You See?
Guess How Much I Love You?
Elmer Books
Thomas' Snowsuit
The Jacket I Wear in the Snow
The Dress I'll Wear to the Party
If You Give A Mouse A Cookie
Here Comes Mother Goose
Max Found Two Sticks
Mary Wore Her Red Dress
Curious George
Apples and Pumpkins
Henry and Mudge Books
Popperton Books
Dr. Seuss ABC
Mr. Brown Can Moo! Can You?
David Goes to School
No, David!
Duck On a Bike
Sheep In a Jeep
Miss Bindergarten Goes to Kindergarten
Cook-a-doodle-doo!
Sometimes I'm a Bombaloo
Mouse Count
Mouse Paint
Bunny Cakes
The Napping House
Silly Sally



Check out these titles 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.

Wilson Letter Formation (Alphabetical Order)

©2002 Wilson Language Therapy Corporation. Wilson Foundation

Name: _____

Date: _____

Handwriting practice grid consisting of 10 rows. Each row is divided into three horizontal sections: a solid top line, a dashed middle line, and a solid bottom line. On the left side of each row, there are three small decorative icons: a stylized bird, a leaf, and a flower.

Using Numerals

Kindergartners will learn to recognize and use numerals. You can help your child enjoy learning the many uses of numerals and how to write them.

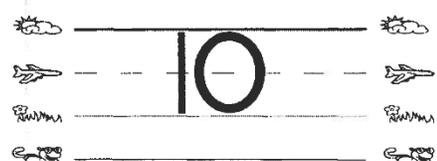
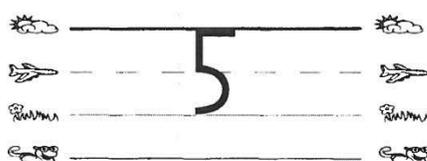
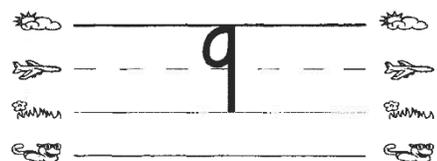
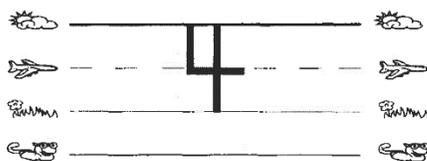
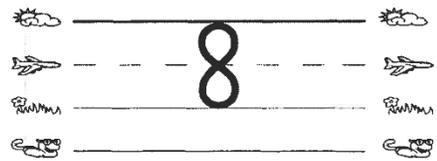
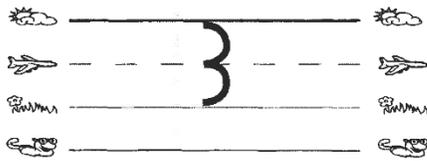
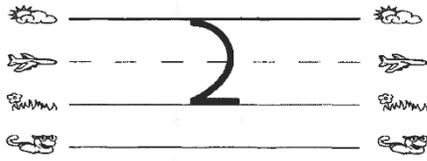
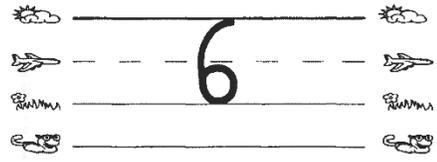
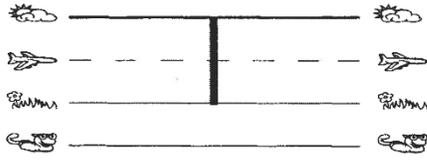
Help your child learn that each numeral has a name and is written in many ways, but when learning to write, it is best to write the numerals the same way each time.

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 a newspaper page 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 Activities

One of the best ways to foster creativity, promote independence, and stimulate problem solving is to set up a work center 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. These 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.”

Make Your Own Art Materials

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 surface you're working on

Combine the ingredients and knead until a workable dough forms.



Easy Fingerpaint

2 cups white flour, 2 cups cold water, food coloring

Put water into a large bowl. Slowly add the flour while your child is stirring. 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.

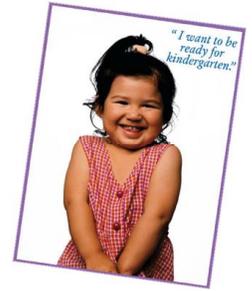
The Cardboard Box is a classic favorite creative object. It has endless possibilities for pretend play.



Boxes can become racecars, 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.

Additional Resources

Getting School Ready is a free guide for families and caregivers offered by the Foundation for Early Learning. It is available to download in these languages: Cambodian, Chinese, English, Korean, Oromoi, Russian, Somali, Spanish, Tagalog, and Vietnamese. Go to this website: <http://www.gettingschoolready.org>



Parents can also 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

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

Websites Offering Preschool Learning Experiences

- **Preschool Home Activities for Parents and Young Children:** At this website, you will find several tips to help promote literacy at home: <http://www.preschoolrainbow.org/index.htm>
- **Starfall** is an excellent website to help students learn to read. Letter recognition and interactive books are both strong features. <http://www.starfall.com/>
- **Kinderweb** features color, matching, and shape games. <https://free.kinderwebgames.com/>
- **Dance Mat Typing** is a fun way to learn and practice keyboarding skills. <https://www.bbc.com/bitesize/articles/z3c6tfr>
- **ABC Ya!** was created by teachers, modeled on primary grade lessons, and enhanced to provide an interactive way to learn. The activities incorporate math and reading content areas, while introducing basic computer skills. <https://www.abcya.com/>

Web-Based Kindergarten Resource

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



**RUSH-HENRIETTA
Central School District**

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