



Helping your Kindergarten Child at Home

Listed below are suggestions for helping your child learn some of the important concepts and skills which will be addressed during kindergarten:

Can Say:

Make up a song, chant, or rap for the skill (name, alphabet, counting) your child is trying to remember. Practice by saying or singing the skill when you are riding in the car, at bedtime, when taking a bath, while waiting for the bus or any other convenient time.

Letter, Number, Shape, and Sight Word Recognition

1. Have your child find letters, numbers, colors, shapes and/or sight words in books, newspapers, magazines, labels and signs (road signs, restaurants, stores, etc.)
2. Use index cards to make flash cards to play games (Concentration, Memory, Go Fish, etc.)
3. Let your child use clay or play dough to make letters, numbers, shapes and words.
4. Have your child use magnetic letters, Scrabble blocks or flash cards (on index cards) to make and name words and letters.
5. Ask your child to place number cards in order and name the numbers.
6. Play Tic-Tac-Toe with your child. Put a letter (upper and lower), number or word on the tic-tac-toe board at least three times. In order to place your marker ('X' or 'O', color buttons, etc.), you or your child must say the letter, number or word prior to placing your marker on the tic-tac-toe board.
7. Play Hang Man. Have a list of numbers, letter (lower and/or upper case) or words. Before you or your child can draw a body part, you or your child must read the letter, number or word. Keep a record of the number of times you or your child win.

Writing

1. Write numbers, letters and words in shaving cream, flour, sand, grits, finger paints, pudding or even mud in a baking pan or sheet. (Use zip-lock baggies to store the sand, grits, etc.)
2. Have your child practice reading what he/she has written using pencil and paper. Parents can model how this is done.
3. Ask your child to use a marker or other fun writing tool to trace over numbers, letters and words you have written.

Book and Print Awareness (beginning skills):

As you read, show your child things like:

- the front of the book
- where to find the title of the story
- where to begin reading the story
- 1-2 specific words or letters

After you finish reading the book, ask your child to tell you what happened in the story or what he/she learned if the book is a non-fiction book.

Reading Running Text

1. Reading to and with your child everyday is one of the most important things you can do to help him/her grow as a reader.
2. Talk about what you are reading before, during and after the reading.

Rhyming

1. Cut out pictures of things that rhyme. Have your child match the pictures that rhyme.
2. Play concentration with index cards that have drawn pictures of words that rhyme.
3. Sing nursery songs and poems and ask your child to tell you the words that rhyme.

Beginning Consonants

1. Have your child repeat a word that you speak to him/her. Use words that vary in length (at = 2 letters, big = 3 letters, etc). Ask your child to tell you the beginning sound he/she hears when you say and he/she says that word.

One to One (1:1) Correspondence:

1. Have a child determine what is needed and set the table for a meal.
2. Ask your child to count things at home (toys, windows, doors, socks, spoons, etc.)

Likenesses/Differences:

1. Have your child sort laundry clothes by color.
2. Have your child sort buttons or objects by shape or number of holes.
3. Show your child pictures in books or on cards and then have him/her tell how the pictures are alike or different.



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In order to better meet your child's individual learning needs, we assess him/her to determine those early learning concepts and skills over which he/she demonstrates control. The circled or checked items indicate those concepts and skills your child already knows or can do. Your continued support in building your child's knowledge of all other items will be important to his/her academic achievement.

Can Say:

- _____ Full name
- _____ Alphabet in order
- _____ Numbers to 30 or beyond

Can Write:

- _____ first name
- _____ last name

Book and Print Awareness:

- _____ Difference between letters and words
- _____ Direction in which to read (left to right)
- _____ First word on a page
- _____ Last word on a page
- _____ Voice to print match (pointing to words in order while reading)
- _____ Punctuation: period (.)
- _____ Punctuation: question mark (?)
- _____ Punctuation: exclamation mark (!)
- _____ Punctuation: quotation marks (" ")
- _____ Difference between capital and lowercase letters

Letter Knowledge

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z a g

High Frequency Words

a	see	is	can	we
he	an	the	like	go
no	I	am	up	my
at	so	it	do	on
in	and	to	me	you

Rhymes

_____ Demonstrates that he/she can hear rhyming patterns. For example:

Cat/Hat Book/Look Sit/Fit Tall/Ball

Beginning Consonant Sounds of Spoken Words

_____ Demonstrates that he/she can hear sounds at the beginning of words. For example:

Cat (k) Book (b) Sit (s) Tall (t)

Reading Running Text

_____ He/She can read. (say the words and understand the meaning)

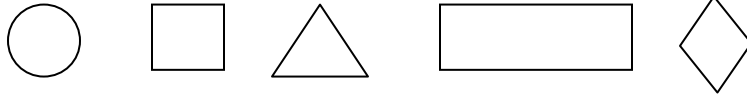


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Number Recognition

0	1	2	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	17	18	19	
20	21	22	23	24	25	26	27	28	29	30

Shape Recognition



One to One (1:1) Correspondence to Identify How Many (0-10)

_____ He/She can count the number of dots in a box. For example:



Likeness and Differences

_____ He/She can state why or how paired items are similar and different. For example:

SIMILAR

Car / Plane

Cat / Fish

Pizza / Hamburger

DIFFERENT

Car / Plane

Cat / Fish

Pizza / Hamburger

Directional and Positional Words

_____ He/She can demonstrate an understanding of the following terms:

Up

Down

Over

In

Around

Above

On

Notes: (Optional)