



Helping your Kindergarten Child at Home

Listed below are suggestions for helping your child to learn some of the important literacy concepts and skills which will be addressed during his/her kindergarten year:

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.
3. As you read together, have the child predict what might happen next or tell you what he/she has learned so far.

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. Be sure to include both upper and lower case 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 Snowman. Have a list of numbers, letters (lower and/or upper case) or words. Before you or your child can draw a snowman 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. (Snowman parts = 3 circles for body, 2 sticks for arms, 2 eyes, nose, mouth.)

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 and Ending 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. Ask your child to tell you the ending sound he/she hears when you say and he/she says the word.

Print Concepts and Reading Behaviors

As you read, show your child things like: (and let your child show you how he/she can do these tasks)

- the front of the book
- where to find the title of the story
- where to begin reading the story (should point to the first word)
- where to begin reading on the second page of the book (should point to the first word on the page)
- which way to read the print (sweep finger from left to right as reading the words)
- where to start reading when there is more than one sentence on a page
- where a sentence begins and ends
- a period at the end of a sentence and talk about what it signals the reader to do
- how to track print by pointing to each word as you read
- the difference between a letter and a word

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.

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.

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.

Your child knows/can . . .

Say:

- _____ Full name
- _____ Alphabet in order

Write:

- _____ first name
- _____ last name

Print Concepts and Reading Behaviors

- _____ Difference between letters and words
- _____ Difference between capital and lowercase letters on a page
- _____ The front of the book
- _____ The title of the book
- _____ Where to begin reading (first word on page)
- _____ Where to begin reading on the second page (first word on the page)
- _____ Direction in which to read (left to right)
- _____ Where to begin reading when there is more than one sentence on the page
- _____ First word in a sentence
- _____ Last word in a sentence
- _____ Voice to print match (pointing to words in order while reading)
- _____ Punctuation: period (.)
- _____ First letter of a word
- _____ Last letter of a word
- _____ Maintains language pattern of the book (I like _____. I like _____. etc.)
- _____ Use pictures for support with reading the words
- _____ Retell/talk about what happened in the story (fiction) or what they learned (non-fiction)

Letter Names

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 α g

High Frequency Words (Word Recognition)

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

Rhymes

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

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

First and Last Sounds of Spoken Words

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

Cat (k) (t) Book (b) (k) sad (s) (d) Tall (t) (l) Even (e) (n)

Reading Running Text

_____ He/She can read. (say the words and understand the meaning of what he/she read)

Notes:
