

Getting Ready For Kindergarten

Working with their names:

- Write their names and have them trace over the letters with crayons and/or markers
- How many letters are in your name?
- What is the first letter?
- What is the first sound you hear in your name?
- How many claps (syllables) are in your name?

Working with letters:

- Create a matching game of uppercase and lowercase letters by writing each letter on an index card. First play with cards faced up. As children become more familiar, start playing a memory game with the cards face down.
- Name the letters by uppercase A, lowercase a, uppercase B, lowercase b, etc.
- Talk about the sounds each letter makes. When sharing sounds, be careful not to put a vowel sound after a consonant sound. For example, B says bbbbbb, not “ba” or “bu.”
- Talk about the letters: This letter is tall. This letter is curved. Oh wow, this letter looks just like this letter. What is different about these two letters?
- Play with magnetic letters or letter cards: sort letters by straight lines, curved lines, both curved & lined
- [Uppercase Letters](#)
- [Uppercase and Lowercase Letters](#)
- Use chalk to write the letters
- Write the letters in sand
- Use playdough to create each letter

Working with high-frequency words (sight words):

- [Sight Word List](#)
- Write the words on index cards
- Talk about what these words look like
 - How many letters are in the word?
 - Name the letters
 - This word has two short letters and one tall letter (and)
 - Write the words while saying the words
 - Write the words in sand and fingerprint.
 - Use chalk to write the letters
 - Use playdough to create the words

Reading to your child:

- Read every day
- Point under the words as you read them (if appropriate)
- Talk about the book

- This is the cover of the book.
- Here is the title of the book.
- What do you see in this picture on the cover?
- I wonder what the book is going to be about. I think the book will be about...(model thinking aloud to your child)
- Turn to the first page and point under the words as you read (show your child you read left to right)
- Ask your child where you should start reading on the pages. Have your child point to the first word to read.
- When you get to the last line on the page, ask your child where you should go next (next page)
- On a page with multiple lines, read the first line while pointing underneath the words; and then ask your child where you should go next (next line)
- Open to a page where the words are in large print. Ask your child to point out a word to you. "Show me one word."
- Talk about how the words have spaces between them
- Ask your child to point out a letter to you. "Show me one letter."
- Point out the punctuation marks as you read

Working with numbers:

- Touch different objects and count out loud
- Move objects from one place to another (slide them over) while counting out loud
- Discuss groups of objects as "more than," "less than" and "equal to"
- Sort objects by size, color, etc.
- Order objects from smallest to biggest
- Practice using terminology such as taller, shorter, longer, biggest, heavier, behind, in front, above, below, next to
- [Number Chart 1-20](#)

Listening skills:

- Start giving your child 2/3-step directions:
 - Brush your teeth and get your socks/shoes.
 - Draw a cloud and then draw a flower.
 - Circle the man and underline the girl.
 - Pick up your toy, put it in the box, and come sit down at the kitchen table.

Self-help skills:

- Saying when he/she needs to use the bathroom
- Practice being independent when using the bathroom
- Dress him/herself completely independently
- Zipping/buttoning jacket independently
- Opening up snacks and putting straw in juice boxes independently