



# KINDERGARTEN READINESS ACTIVITIES

- EARLY LITERACY
- MATH
- MOTOR ACTIVITIES
- GETTING READY FOR  
SCHOOL BEHAVIORS
- SPEECH & LANGUAGE

## Early Literacy Skills

**Start a new reading ritual.** Think of new ways you can add reading into your day together. Ideas to try: read a book at breakfast, or in the bathtub. Try reading your child awake, rather than to bed at night. Altering when you read will make reading spontaneous and fun and you'll encourage your child to read whenever and wherever he's in the mood.

**Go with the flow.** Don't make your child sit through a book if she's restless. As your child gets older, her attention span will increase. (Do not force children who are not keen to listen to stories. Try to find books and activities that are of interest to them. Sometimes children who are not interested in a range of children's books intended for their age group will be motivated to listen to stories about movie and TV characters (e.g., Thomas the Tank Engine, Batman, Teletubbies), or books related to their interests (e.g., books about Barbie dolls and fairies, books about trains and trucks).

**Read everywhere you go.** You'll show your child that reading is an important part of everyday life. When you see a stop sign or other familiar sign, read it out loud: "S, T, O, P. That says stop!" Read store signs, menus, everything you see. Encourage your child to "read" familiar signs. This will reinforce her sense of mastering reading.

**Make books part of everyday life, not a special treat.** Don't tell your child she can listen to a story only if she finishes her dinner. When reading is associated with systems of reward and punishment, it loses its appeal. Instead, pick times to read that feel natural and fun for you and your child.

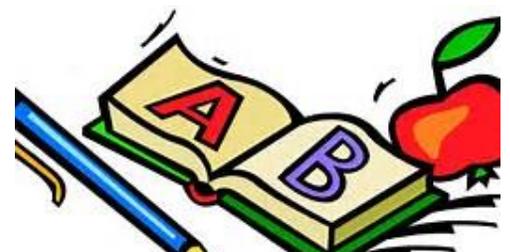
**Set a family reading time.** For 15 or 20 minutes a night, everyone in the house reads a story together. If friends or neighbors are visiting, ask them to participate. Show your child that reading is fun for the whole family. While reading: show the book to your child and talk about what a book is. "I'm going to read this book to you. As you can see, it has words and pictures in it. Some books have make-believe stories in them. Other books tell us about real life."

**Write a book of "my favorite things"** Staple together ten blank pages and ask your child to think of that many favorite things. Help with ideas. What's your favorite food? Who is your best friend? What is your favorite book? Write one thing on each page and have your child draw a picture to go with it.

### **Things to keep in mind:**

- Recognizing that reading is important
- Share what's important in reading newspapers, magazines, mail, recipes, signs
- Show what's important when you write letters, grocery lists, notes to the babysitter and tell your child what they say.
  
- Understanding that symbols have meaning
  - A child who can decode visual symbols is doing pre-reading. To help your child develop this skill, look at pictures together. Take turns describing pictures and making up stories about them.
  
- Attaching meaning to language
  - Talk with your child as much as possible, and to others in your child's presence so she has every opportunity to learn about the sounds of words and the rhythms of speech.

- Developing pre-reading skills
  - Help your child focus attention on pictures, sights, sounds
  - Enjoy books together in a warm comfortable environment. Sit close together and share your thoughts and feelings about the book you are reading.
  - Include books, which ask your child to search for hidden objects
  - Encourage pointing to the unique features of objects. "What a big truck! I like big, red trucks."
  - Encourage children to make inferences about what is being read to them (e.g., Who will they ask to help them?' 'What's going to happen, do you think?').
  - Ask children Wh-questions about what you are reading to them (e.g., What is the boy's name? Where are they going? Who did they see?).
  - Do problem solving of all kinds. Does this part of the train track fit to that? If I turn the puzzle piece does it go in? Can I make the paper go into the envelope if I fold it smaller?
  - Play memory games. Say, "I took a trip and on my trip I took a." Each person in turn adds one more item for others to remember. Or ask, "Please bring me all the things we need to set the table." You prepare your child for memory games every time you cook, do yard work, or other household activities. So be sure to do these activities with your child, and talk about each activity as you're doing it.
  - Ask your child to find information from print or graphic material. For example, ask her to find a doll or a truck in a toy catalog
  - Show how books are read. "When we read a book, we start at the front of the book (point to the front) and we read through to the end of the book (thumb through all the pages until you are finished with the book
  
- Encouraging reading skills
  - Your child will begin to identify letters, call out words on road signs, and try to make letter shapes on paper. Let your child's desire to learn take the lead. Be patient. Some children take longer than others.
  
- Associating print with sounds and words
  - Show your child that books are made up of words. "I can read this book to you because the words (point to them) tell me what to say. When you read, you say these words out loud or to yourself."
  - Your child needs time to learn about how the individual letters c-a-t for instance, form the word cat. Your child comes to know this from lots of experiences of being read to, talked with, looking at pictures of cats, and seeing the letters c-a-t placed under the picture.
  - Learning letter sounds is a very small, though important, part of learning to read. As your child looks at books with you, run your finger along the line of text you are reading aloud, still concentrating on the meaning of the story.
  
- Taking time for reading
  - Make it part of your daily routine
  - If possible, take your child to the library weekly



## SUGGESTED READING LIST

- **Are You My Mother?** by P. D. Eastman. A story of a poor little bird who lost his mother.
- **Brown Bear, Brown Bear, What Do You See?** by Bill Martin Jr., Eric Carle  
Animals and rhyming. Children on the verge of reading learn best with plenty of identifiable images and rhythmic repetition.
- **The Big Green Pocketbook** by Candice F. Ransom. *E Ran*  
A little girl and her mother take a trip to town and collect many things that are kept in the green pocketbook that her mother gave her.
- **Chicka Chicka Boom Boom** by Bill Martin Jr. and John Archambault *E Mar*  
The alphabet climbs the coconut tree and falls.
- **Corduroy** by Don Freeman. *E Fre*  
A toy bear searches for his lost button and finds a home.
- **Frog and Toad are Friends** by Arnold Lobel. *E Lob*  
Five short story adventures of two friends.
- **Froggy Gets Dressed** by Johnathan London. *E Lon*  
Rambunctious Froggy hops out into the snow for a winter frolic but is called back by his mother to put on some necessary articles of clothing.
- **Green Eggs and Ham** by Dr. Seuss, Theodor Seuss Geisel  
This timeless Dr. Seuss classic was first published in 1960, and has been delighting readers ever since.
- **Growing Vegetable Soup** by Lois Ehlert. *E Ehl*  
Single sentences on each page explain how an unseen father and child plant a garden that will yield vegetables for their soup.
- **Harold and the Purple Crayon** by Crockett Johnson. *E Joh*  
An ingenious and original picture story in which a small boy goes out for a walk, happily with a purple Crayon in hand, and draws himself some wonderful adventures.
- **If You Give A Pig A Pancake** by Laura Numeroff. *E Num*  
One thing leads to another when you give a pig a pancake.
- **In the Rain with Baby Duck** by Amy Hest. *E Hes*  
Although her parents love walking in the rain, Baby Duck does not - until Grandpa shares a secret with her.
- **It Looked Like Spilt Milk** by Charles G. Shaw. *E Sha*  
This is a puzzle story that shows a white picture that looks different on every page, but it is the last page that has the answer.
- **It's Okay to Be Different** by Todd Parr. *E Par*  
This colorful, quirky, kid-friendly book embraces differences in a unique way and encourages kids to feel good about themselves.
- **Little Bear** by Else H. Minarik. *E Min*  
Little Bear's four adventures include taking a trip to the moon and having a birthday party.

- **Miss Spider's Tea Party** by David Kirk. *E Kir*  
Miss Spider would love nothing more than to have friends over for tea, but they won't go because they think she wants to eat them.
- **The Mitten** by Jan Brett. *E Bre*  
Several animals sleep snugly in Nicki's lost mitten until the bear sneezes.
- **The Napping House** by Audrey Wood. *E Woo*  
In this Cumulative tale, a wakeful flea atop a number of sleeping creatures causes a commotion with just one bite.
- **Rosie's Walk** by Pat Hutchins. *E Hut*  
Rosie, the hen, goes for a walk and inadvertently foils successive attempts on her life by a predatory fox.
- **The Snowy Day** by Ezra Jack Keats. *E Kea*  
This book is about the adventures of a little boy in the city on a very snowy day.
- **Strega Nona** by Tomie dePaola. *E DeP*  
When Strega Nona leaves him alone with her magic pot, Big Anthony is determined to show people how it works.
- **There's A Nightmare in My Closet** by Mercer Mayer. *E May*  
A little boy anxiously awaits a nightmare he knows lives in his closet.
- **Time to Sleep** by Denise Fleming. *E Fle*  
When Bear notices that winter is nearly here, he hurries to tell snail. Each animal tells another, until finally the already sleeping bear is awakened in his den with the news.
- **The Tiny Seed** by Eric Carle. *E Car*  
A simple description of a flowering plant's life cycle through the seasons.
- **Tom Goes to Kindergarten** by Margaret Wild. *E Wil*  
It's common for children to experience separation anxiety on the first day of kindergarten, but not quite like this. It's Mr. and Mrs. Panda who don't want to leave when they are allowed to spend the day with little Tom on his first day of school.
- **Vera's First Day of School** by Vera Rosenberry. *E Ros*  
Vera is very ready for the first day of school, until she forgets to go in when the bell rings. Her understanding mother solves her problem.
- **Watch Out! Big Bro's Coming!** By Jez Alborough. *E Alb*  
Panic sets in when a little mouse tells a frog and a chain of other animals that Big Bro is Coming.
- **Where the Wild Things Are** by Maurice Sendak. *E Sen*  
Max is being so terrible that his mother sends him to his room. Max sails off to the land of the Wild Things, and they make him king.
- **You're the Boss, Baby Duck** by Amy Hest. *E Hes*  
When a new baby arrives in the house, everyone is happy about it except Baby Duck. Grampa understands how Baby Duck feels, though, and helps her realize how important being a big sister Can be.

\*Be sure to ask the librarian to suggest books with patterns, repetition and rhyming.

## MATH CONCEPTS

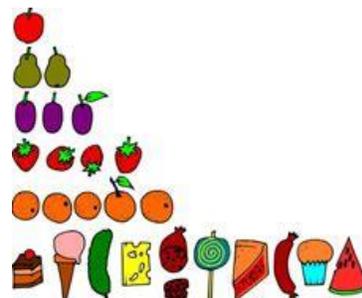
- Count to 10 in the context of daily activities and play.
- Touch objects and say the number names when counting in the context of daily activities and play.
- Demonstrate one-to-one correspondence when counting objects.
- Determine “how many” in sets of 5 or fewer objects.
- Construct two sets of objects each containing the same number of objects.
- Compare sets of equal, more, and fewer and use the language of comparison (equal, more and fewer).
- Identify and name numerals 0-9.
- Identify some coins (e.g., penny, dime, quarter)
- Recognize that coins have different values.
- Use the language of units of time. Example: day, night, yesterday, today, tomorrow.
- Use various devices that measure time. Example: clock, timer, calendar.
- Sequence or order events in the context of daily activities and play (wash your hands before and after snacks, who is next for the computer).
- Begin to use terms to compare the attributes of objects (bigger, smaller, lighter, heavier, taller, shorter, more and less).
- Order a set of objects according to size, weight or length.
- Measure length and Volume using non-standard units of measure (how many paper clips long is a pencil, how many Small containers it takes to fill one big container using sand, rice or beans).
- Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down).



## Play Activities to Enhance Kindergarten Concepts

### Counting Groceries

Have your child help you put the groceries away. At the same time, give him/her practice with counting. Examples: Ask, "How many carrots did I buy? How many bars of soap? How many cans of soup? How many boxes of cereal?"



### Learning in the tub

Ask your child to find out which items sink/float.

Use small pitchers for pouring and measuring. Talk about the meaning of full/empty.

Fill a variety of bottles with water. Talk about which has more, which has less.

Fill one container with soap bubbles and another container with water. Talk about heavy and light.

Float a plastic container in the water. Start adding rubber animals. Count the number of animals your child can put into the "boat" before it sinks.

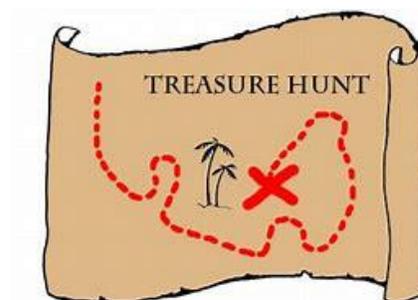


### Treasure Hunt:

Hide ten small objects, such as blocks, or toy cars, around the house. Send your child on a treasure hunt to see if he or she can find them.

Hide flash cards around the house. When your child finds a card have them identify the letter.

Ask your child to hunt for items that begin with specific letter sounds ("Can you find something in the house that starts with the letter b?")



### TV Programs

Choose a special program that you and your young child can watch. Enjoy the program together. Answer any questions your child may have about the program.

### Learning Beginning, Middle, End

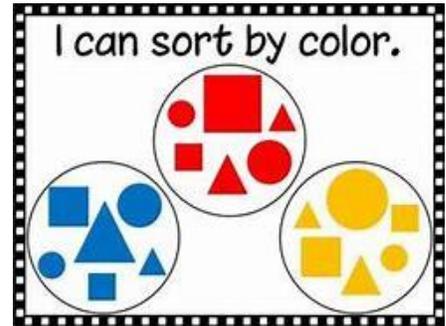
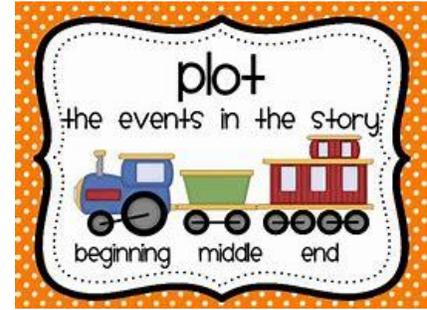
Enjoy a favorite story together. After reading the story, ask your child to tell one thing about the beginning, one thing about the middle, and one thing about the ending of the story.

### Learning to Sort Objects

Involve your child in a sorting chore. Examples: Have him or her sort the clean forks, spoons before putting them away. Help him or her match clean socks in pairs before putting them away.

### Color Search

Tell your child you are going on a color search. Each person will go around the house and gather up items of a color they choose before going on their search. To make the game easier, give your child a bag to place the items in to carry. You may want to set a limit as to how many items each person will bring back, since the items will have to be put back in their proper place. After you have gathered all the items, take them out of the bag. Name each item and their color as they are removed from the bag. When the bag is empty, count the items and place them in groupings. (All clothing articles in one group, toys in another). After the game is complete see who can put the items back into their proper places the quickest. Make sure you view each other's work and make comments on how well or not the items were put back.



## GROSS MOTOR ACTIVITIES

### **BODY AWARENESS**

- Name body parts while your child is looking in the mirror and pointing to each body part.
- Have your child point to body parts on his/her favorite stuffed animal.
- Put a handkerchief on the stuffed animal's back, front, side and have your child repeat.
- Sing "Head, Shoulders, Knees, and Toes" as your child points. Increase speed as able.
- Play Simon Says pointing to various body parts and adding steps such as, "Place your hand on top of your head" or "Place the ball on the floor in front of you."
- Think of as many things to do with that body part, ie.) Hands-shake, wave, clap, snap, tickle, open, and close.

### **ENCOURAGES COORDINATION**

- Pretend to move like various animals ie.) Bear walk with only hands and feet on the floor, inch worm with moving only hands and then only feet, crab walk with sitting on ground, lifting bottom up and then "walking" moving hands and feet, walk like a duck in a squatting position.
- Crawling Through the Jungle-Crawl around the room and go behind different pieces of furniture. Say the following poem as you crawl:

Crawling through the jungle  
What do I see?  
I see a frog  
Looking at me.

Start hopping and saying the poem using the word "hopping" instead of "crawling."

Hopping through the jungle,  
What do I see?  
I see a bird  
Flying at me.

Start flying like a bird. Continue this game changing to different animals.

- Walking in a line-Make a line with masking tape on the floor. Holding your child's hand, walk along the line. Sing the following tune to "London Bridge":

We are walking on the line, on the line, on the line.  
We are walking on the line.  
Let's do it again.  
We are jumping on the line...  
We are crawling on the line...  
We are marching on the line...

## ENCOURAGES STRENGTHENING OF THE LARGE MUSCLES

- Carrying toys from small to larger and heavier using both hands. ie.) blocks
- Lifting toys overhead. Putting toys on and off of shelves from various heights. Encouraging reaching up onto toes.
- Pretending to be a "See Saw" facing each other holding hands. Helps to build tummy muscles.
- Tug of War using a jump rope, towel or blanket.
- Wheel barrels with support at the tummy, hips, or legs depending on your child's strength.
- Pulling a wagon or pushing a children's shopping cart that is weighted.
- Have your child pretend being a bridge and "holding" the same positions as the "crab" or "bear" as you roll a ball under your child. You can take turns with your child.

## ENCOURAGING BALANCE

- Stepping over a taped line, a 1 inch raised jump rope, a squiggly jump rope, a 2-inch raised jump rope.
- Inside Kicking-fill an old pillowcase with crumpled up newspaper and tape the end closed. Say this rhyme to encourage your child to kick the ball.

One, two, three

Kick the ball to me. (child kicks the ball)

One, two

I'll kick it back to you. (kick the ball back)

You can also have your child catch and throw this ball or use a plastic garbage bag filled with crumpled newspaper instead.

- Line up various small stuffed animals or beanbags. Have your child step over each one and landing with two feet. Then as they improve, have them land on only one foot so that they are taking larger steps.
- Place a hoola hoop on the floor and have your child step in and out of it. Hold the hoola hoop vertically, and have them step through it. ie.) As a lion in the circus. You can raise it up to make it more challenging. You can also have them hold the hoola hoop in front of them so that it is vertical, have them step through it, and then use their hands to bring the hoola hoop back over their head and repeat.
- Walking on railroad ties as in a garden or a 2X4 with two hand support, one hand support, one finger support, or without support. Encourage stepping forward, backwards, sideways, and heel to toe. You can also place bean bags on the "beam" and have them reach for it as they bend down keeping their feet on the beam.
- Camp Out- Place a large sheet or blanket so that it is draped over two chairs so that you have your tent. Using a flashlight, shine it on the ground so that your child has to step onto the "light". Have them try this as well. They may need help keeping the light still so that they can step (or jump) onto it.
- Indoor Ice Skating- Using two cookie baking sheets, place one under each foot as they "slide" one foot at a time. You may need to hold both hands at first.
- Encourage your child to stand on foot while you count together, sing a song, or pretend you are a flamingo or an airplane.

## ENCOURAGING JUMPING SKILLS

- Jumping up and down on old couch cushions or a mattress on the floor. You may need to initially hold two hands or one hand for support. It may also help to hold both hands and do together if they are just learning.
- Jump off of a small step holding both hands of your child as you face him or her. They will start with leading with one foot before they can do this with both feet together. Progress by giving less support as able.
- Encourage jumping over sidewalk cracks, lines on the floor, jump ropes placed on the floor, bean bags, etc.
- Pretend you are jumping like a frog, a kangaroo, or a monkey. Place carpet squares on the ground and have your child jump to them.

## DEVELOPING BALL SKILLS

- Inside ball-Make a ball out of a sock by rolling it up. Ask your child to throw the ball on 'three'. With older children, ask them to throw to a specific target such as the couch or a chair.
- Outside ball-fill a bucket with water and have your child throw the ball to the bucket or wading pool so that you hear a "splash".
- Ball Fun-Take a small blanket and put it on the floor. Put a softball (Gertie or Beach ball) in the middle of the blanket. Show your child how to hold the two corners of the blanket. You hold the other two corners. Gently lift up the blanket on a count of "three". The ball will travel up in the air and back down. Have your child run and get the ball and place or throw the ball back onto the blanket.
- When teaching your child to catch a ball, start with a large ball or a minimally deflated beach ball. Gertie balls also are easier to grasp for the little ones.



## ACTIVITIES TO INCREASE FINE MOTOR ABILITIES

INCREASE ARM STRENGTH: Any activity that involves pushing/pulling with arms against resistance (wagon/wheel barrow).

- \*Climbing on playground equipment
- \*Writing/drawing above head level using whole arm movements
- \*Use shovel to build sandcastle or plant flowers
- \*Swimming/baseball/badminton/tennis/jump rope
- \*Stirring/kneading cookie batter or clay
- \*Washing the car
- \*Chair/floor push up
- \*Tug of war
- \*Washing table

### GRASP & PINCH STRENGTH:

- \*Use hand to crumple paper into small balls & throw into wastebasket (alternate hands)
- \*Color using crayons/chalk
- \*Short crayons, pencils, or pieces of chalk encourage use of tripod grasp
- \*Color over textured objects (lt. sand paper) will help child "get the feel" of correct finger grasp
- \*Use salad tongs/clothes pins to pick up objects & drop into specified container
- \*Wring out rag/wash cloth
- \*Buttons/snaps/zippers
- \*Drop coins into slotted bank
- \*Turn pages of book/magazine
- \*Rip paper
- \*Hole punch
- \*Squeeze ball/putty
- \*Squirt gun/spray bottle
- \*Tinker toys/Duplos/Tiddlywinks
- \*Help write grocery list
- \*Windup toy/tops
- String beads \* Find buttons in putty
- \*Open & squeeze small glue dots
- \*Pick dandelions/flowers
- \*Cut coupons

### SHOULDER CONTROL:

- \*Write on easel or paper taped to wall
- \*Using water & paintbrush allow child to "paint" the garage/picnic table/fence
- \*Vertical & horizontal line drawing-use right hand, left hand, both at same time
- \*Diagonal line drawing- use right hand, left hand, both at same time
- \*Circular motion – use right hand, left hand, both at same time, alternate motion (clockwise & counter clockwise)
- \*Pouring two 6 oz. cups of liquid from 12 oz. container
- \*Use hose to water flowers/grass

## **MOTOR ACTIVITIES FOR YOU AND YOUR CHILD TO DO**

### **Play-Doh Activities:**

- 1) Using open hands, teach your child to roll snakes or balls out of dough. This can be done on the table or between two hands. Build snowmen, pinch out the facial features, poke holes with a toothpick, decorate with household items such as paper clips, bottle tops, etc. Teaching a child to learn to apply the appropriate amount of pressure in this type of task may in the long run help the child learn to accommodate hand pressure to other tasks, such as holding a pencil, manipulating small objects, etc.
- 2) Experiment with use of tools on the clay, allow the child to roll the Play-Doh flat using a dowel stick or a rolling pin. A dowel stick works nicely because the child is required to roll the pin along open palms, once again applying the appropriate amount of pressure in order to flatten the Play-Doh gradually. Once the Play-Doh is flat, all sorts of things can be done with it. It can be cut with scissors (a fun way to practice cutting if the child dislikes cutting with paper), various shapes can be pressed into the flat dough using household objects, the bottom of cups, a fork, etc. You can draw some light lines in the dough and have the child practice printing letters or numbers (again, often more fun than attempting writing and drawing skills on paper).
- 3) Hide coins or buttons in the Play-Doh and have children tear & poke through the Play-Doh to find them.

### **PRE-WRITING SKILLS USING DIFFERENT MEDIAS**

\*Traditional finger paints \*Shaving cream-on table top (be sure to wipe up shaving cream with dry paper towels and then wipe off table with damp cloth-too much water will make a mess!

\*Soap finger paint (for messy painters) \*Ivory Snow Flakes mixed with water to form a "gloppy" consistency.

\*Water painting (or just use a paintbrush and water outside on the sidewalk).

Drawing on different media: \*Aluminum foil, waxed paper, paper bags, colored paper, mirror.

Tactile Activities: Color on sandpaper \*Stencil or make borders out of Popsicle sticks.

\*Draw in sand, shaving cream, lotion, gelatin, whipped cream Wrap yarn around crayon or pencil.

\*Draw shapes using chalk on carpet squares and have the children erase them with their hands.

Coloring in different positions: \*Standing at an easel \*Kneeling \*Use a wand and have them make shapes in the air. \*Outline drawings with glue or yarn, allow to dry. (Creates a border to teach staying within given lines.)

## Activities to increase fine motor planning and hand-eye coordination

\*Children sort various small objects such as paper clips, rubber bands, etc., into small boxes.

\*Hand and finger puppets used to tell a story not only involve motor planning, but also conceptual sequencing.

\*Finger Games. Activities include: \*Pinching clothespins around a shoebox for time. \*Spacing clothespins around a box, as indicated on a pattern for time. The child checks his clothespins' placement against the pattern for accuracy.

\*Stringing beads. \*Making macaroni bracelets. \*Snap together beads. \*Sewing cards.

\*Practicing buttoning, Zipping and lacing (oversized to normal sized items). \*Looper looms.

\*Construction toys such as: Rig-A-Jigs, Tinker Toys, and Lincoln Logs. \*Fitting nesting toys together. \*Hole punch-use a hole punch to make confetti \*Use salad tongs to pick up items

\*Drop coins into a slotted bank \*Cut out coupons \*Turn pages in a book or magazine \*Wring out ragwash cloth to wipe tabletops.



## **GETTING READY FOR SCHOOL BEHAVIORS**

All children misbehave sometimes. That is a normal part of growing up. But children's behavior is also influenced strongly by the people and the environment around them. Here are some reasons a child might be misbehaving: needs a nap, feels ill, needs food/drink, has too much stimulation, feels bored, feels frustrated, feels scared around strangers or needs to feel a sense of power and control.

You can prevent some misbehavior of children from occurring by practicing some of the following tips:

**Use encouraging words** - When children are behaving well, they deserve your attention and appreciation. They will learn that good behavior is a way to be noticed.

**Use positives** - Tell children what you want them to do rather than what you do not want them to do. Changing "Don'ts" to "Dos" takes practice, but is worth the effort. "Do's" give good ideas rather than bad ones and are more easily understood.

**Giving choices** - When children are allowed to make Small choices (examples: an apple or raisins for snack, television or a story before bed) they learn to make simple decisions and will be prepared to make more important decisions in the future. They feel a sense of power and control over their lives when they can make some choices.

**Planning Ahead** - You can be prepared so that problem behavior is avoided. (example: You know you have a hectic day in store tomorrow. Plan a schedule the night before with your child making a list of activities he/she can be involved with on their own. Set a time in the schedule where you will be able to give them one on one attention for 15 minutes).

**Setting Limits** - Limits tell a child what is expected. Too many rules and demands may overwhelm a young child, but setting a few limits on matters that are really important reduces conflict and the need for making more discipline decisions. Limits are most effective when they match a child's ability, are expressed in clear, positive terms, are consistently enforced and are based on reasons the child understands.

**Consequences** - Allowing children to experience the consequences of their behavior can be more meaningful than any action a caregiver could take. A child who experiences unpleasant consequences of behavior will not be likely to act that way again. Be prepared to follow through with all consequences

## **APPROPRIATE SCHOOL BEHAVIORS**

**Separation from caregivers** - Be sure to talk to your child about the first day of school. It will be their job to go to school - Just like you have a job to do at home or work. Provide opportunities for your child to spend time away from you if you think this is going to be a difficult transition (story hours, playgroups, etc...)

**Making new friends** - Talk to your child about ways to make friends such as by asking others to play a game or build with blocks, learn and use classmates' names, share materials and compliment others.

**Following directions** - Talk about how important it is to listen to the adults in the school environment; be sure to include custodians, teacher assistants, secretaries and teachers.

**Waiting your turn** - Raising your hand and not interrupting can be challenging. Remind your child that everyone gets a turn and that their teacher will be fair.

**Asking for help** - Let your child know that after they have tried an activity or task on their own first, they might need to ask an adult for help. Remind them that their teacher and other helpers at school are there to help. We won't always know they need help unless they ask.

**Trying your best**-Teachers can help when needed but we want students to become independent learners. We have high expectations and want all children to be as Successful as they can be. Sometimes this means challenging and pushing students to produce quality work. Encourage your child to do their best and to take pride in their efforts on all of their schoolwork.

**REMEMBER: NEVER DO FOR SOMEONE WHAT THEY CAN DO FOR THEMSELVES**





## Speech and Language Activities to Prepare for Kindergarten

The following suggestions are some things you can do to enrich your child's daily language experiences.

- READ with your child everyday.
- Go to the library for story hour.
- Count items/objects

Count the items in your grocery cart.

Count toys while you are playing together.

- Go for a walk and talk about what you see and hear.
- Talk about the color, size and shape of items.
- Talk about concepts such as:

Up/down, in/out, first/last, under/over,  
alike/different, right/left, big/small

- Practice the ABCs
- Use descriptive words about objects/actions in the environment:

"You are wearing a fuzzy red shirt."

"You are drinking cold white milk."

- Talk about groups of items (how they are used, what they look like and where you would find them):

Food, animals, clothing, toys, furniture, utensils, tools

- Describe what you see while you are driving. Play "I spy".
- Play simple memory games.

- Read nursery rhymes.
- Identify objects/items in books and television.
- Label items around the home.
- Talk about what you are doing while you are doing it and why.
- Take turns talking.
- Talk about routines: getting up, getting dressed, breakfast, going to the park, in the kitchen, bath time, bedtime.
- Encourage dinner conversation; "tell me two things you did today"
- Encourage your child to initiate a conversation: Parent: "I bet you never guess what I bought at the store today" Child: "What did you buy today mom?"
- Play "Simon says."

