

# Kindergarten Readiness

## Am I ready for school?

\_\_\_\_\_ I can: \_\_\_\_\_

Bobby

Print my name



Name and draw:  
square, triangle,  
circle, rectangle



Use the toilet and  
wash my hands



Count up to  
10 objects



Complete a pattern



Sit and listen  
in a group

1 2 3 4 5  
6 7 8 9 10

Recognize the  
numbers 1 - 10



Recall a short  
story you just shared  
with me



Draw a picture and  
tell you about it



Cut with scissors

\_\_\_\_\_ I know: \_\_\_\_\_



My phone number



What opposites are



My first and  
last name



How to follow  
simple directions

A B C

The letters of  
the alphabet

AAY  
BEE CEE

The beginning  
sounds of all 26  
letters

My  
colors

My colors

BAT  
CAT

How to rhyme



How to share  
and take turns  
with friends



How to dress myself  
including buttons  
and zippers

# The A to Z of Kindergarten Readiness

to be "ready to learn" new concepts and routines in school!



<p><b>Alphabet:</b> can recognize some uppercase &amp; lowercase letters</p>	<p><b>Bathroom:</b> can use the bathroom independently</p>	<p><b>Concepts of Print:</b> know how to read a book and track words</p>	<p><b>Do your best:</b> when presented with difficult tasks</p>	<p><b>Eat Independently:</b> can open and close snack/lunch</p>	<p><b>Friendly:</b> can interact with new friends and teachers in a positive way</p>
<p><b>Get dressed:</b> can put on &amp; take off clothes independently</p>	<p><b>Handwriting:</b> can print their name &amp; some uppercase letters</p>	<p><b>Independence:</b> can problem solve with words</p>	<p><b>Just right noise level:</b> can control their voice in different settings</p>	<p><b>Kind:</b> is kind to others and can share</p>	<p><b>Letter sounds:</b> can produce some letter sounds</p>
<p><b>Name recognition:</b> can recognize and write their first name</p>	<p><b>Optimistic:</b> is positive about coming to school</p>	<p><b>Pay attention:</b> can pay attention to the teacher or activity</p>	<p><b>Quiet listener:</b> can listen quietly without distractions</p>	<p><b>Rhyme:</b> can recognize rhyming words</p>	<p><b>Scissors:</b> can hold scissors correctly and cut straight lines</p>
<p><b>Understand directions:</b> can follow 1 &amp; 2 step directions</p>	<p><b>Volunteer answers:</b> can answer questions and volunteer in discussions</p>	<p><b>Wait in line:</b> can wait patiently in line</p>	<p><b>excited:</b> is excited to be in school and learn new things</p>	<p><b>Yearly calendar:</b> knows the names of some months &amp; seasons</p>	<p><b>Zippers, etc.:</b> can use zippers &amp; buttons on clothes</p>
	<p><b>Trace:</b> can trace straight lines, curved lines and letters</p>	<p><b>Minutes:</b> can focus on a specific task for 5-10 minutes</p>			

# My Alphabet Chart

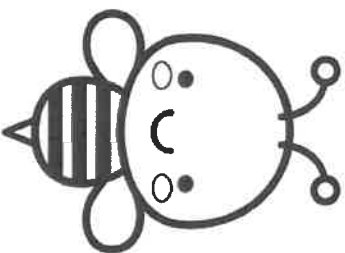
<b>o</b> from	<b>a</b> alligator	<b>b</b> bee	<b>c</b> cat	<b>d</b> dog	<b>e</b> elephant	<b>f</b> fish
<b>g</b> goat	<b>h</b> horse	<b>i</b> iguana	<b>j</b> jellyfish	<b>k</b> kangaroo	<b>l</b> lion	<b>m</b> moose
<b>n</b> narwhal	<b>o</b> otter	<b>p</b> penguin	<b>q</b> quail	<b>r</b> raccoon	<b>s</b> seahorse	<b>t</b> turtle
<b>u</b> umbrella bird	<b>v</b> vulture	<b>w</b> walrus	<b>x</b> x-ray fish	<b>y</b> yak	<b>z</b> zebra	<b>to</b> <b>Z</b>

Directions: Cut and use as flash cards to practice sounds.

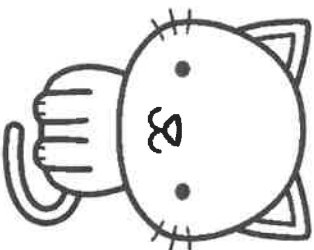
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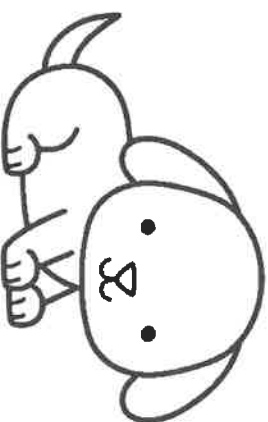
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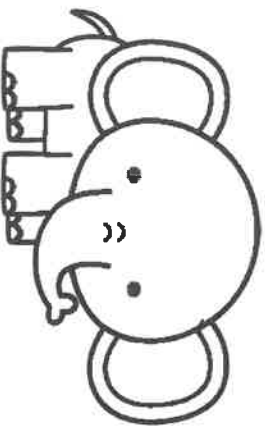
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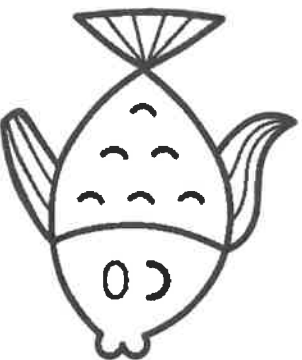
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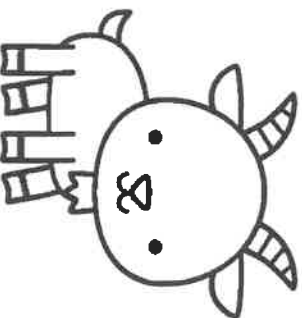
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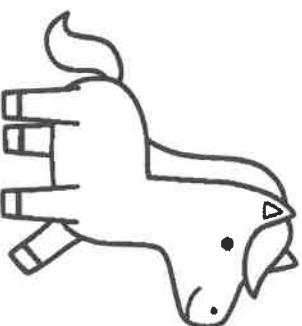
f



g



h

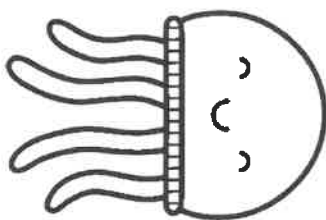


Directions: Cut and use as flash cards to practice sounds.

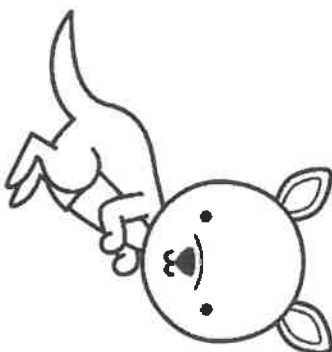
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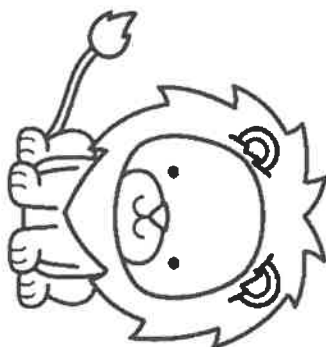
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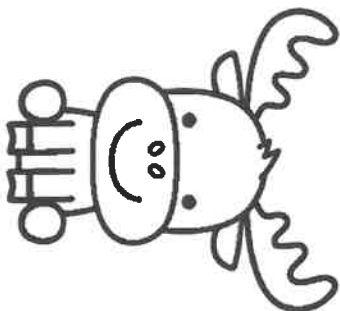
k



l



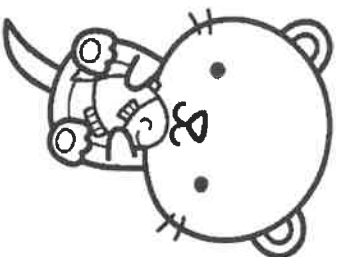
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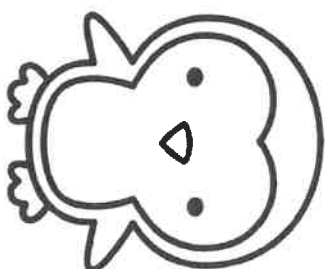
n



o

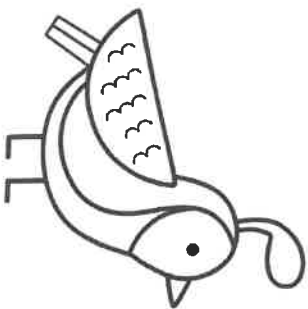


p

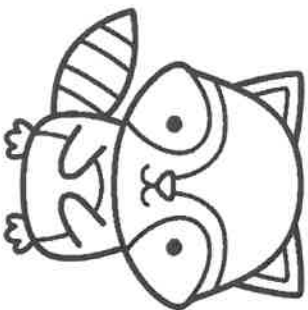


Directions: Cut and use as flash cards to practice sounds.

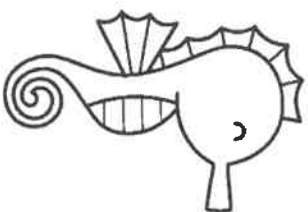
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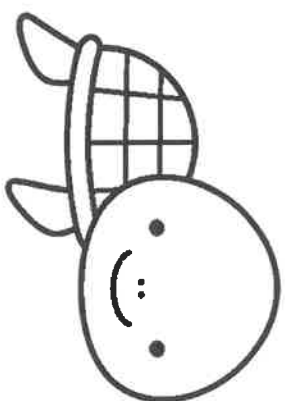
**r**



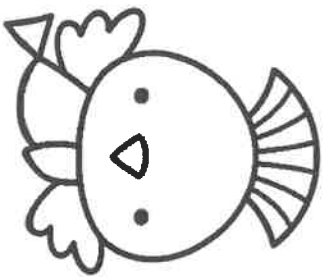
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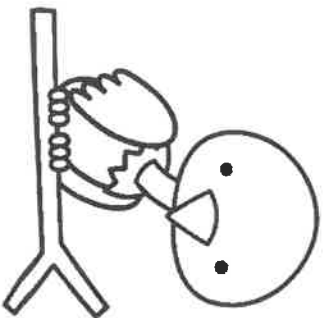
**t**



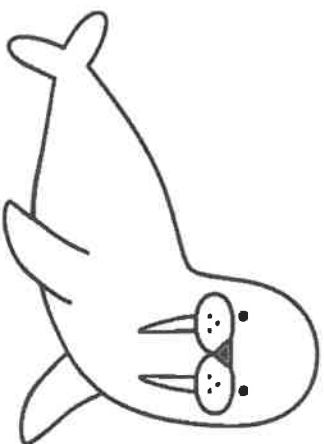
**u**



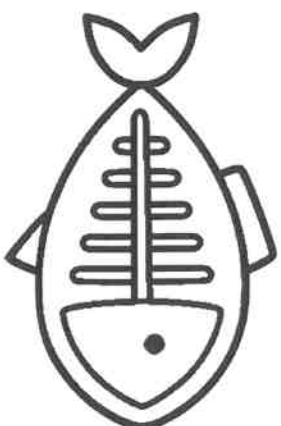
**v**



**w**



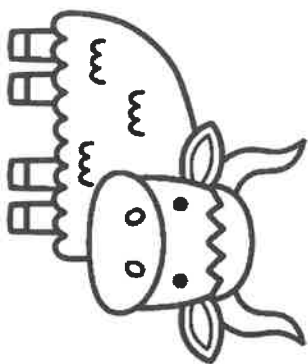
**x**



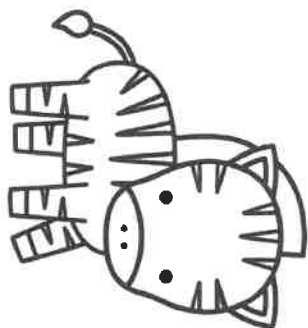
y and z are in two pages.

Directions: Cut and use as flash cards.

Y



Z



Y

Z

A

B

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# Name Recognition and Writing

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Beginning on the first day of kindergarten, your student will be expected to read and write their first name. Use the following pages to practice writing their name with different writing instruments (crayons, pencils, markers). They should also be able to put the letters of their name in order. If lowercase letters are tricky, begin writing names with all uppercase letters.

**Tip:** Write your student's name on post-its and put them up around the house! Make it fun and have them go on a "name hunt"! Or make a name puzzle and keep it handy for name spelling and practice!

# Lowercase Letter Formation

Start between the dotted line and the bottom line.

1. circle to the left
2. short line down

Start on the top line.

1. long line down
2. circle to the right

Start just below the dotted line.

1. most of a circle to the left

Start between the dotted line and the bottom line.

1. circle to the left
2. long line down

Start between the dotted line and the bottom line.

1. short line across
2. most of a circle to the left

Start just below the top line.

1. candy cane (lift)
2. short line across

Start between the dotted line and the bottom line.

1. circle to the left
2. fish hook ending below the bottom line

Start on the top line.

1. long line down
2. hump

Start on the dotted line.

1. short line down (lift)
2. dot on top

Start on the dotted line.

1. fish hook ending below the bottom line (lift)
2. dot on top

Start on the top line.

1. long line down (lift)
2. diagonal to the left
3. diagonal to the right

Start on the top line.

1. long line down

Start on the dotted line.

1. short line down
2. hump
3. hump

Start on the dotted line.

1. short line down
2. hump

Start between the dotted line and the bottom line.

1. circle to the left

Start on the dotted line.

1. line down ending below the bottom line
2. circle to the right

Start between the dotted line and the bottom line.

1. circle to the left
2. line down ending below the bottom line

Start on the dotted line.

1. short line down
2. half a hump

Start just below the dotted line.

1. half circle to the left, half circle to the right

Start between the dotted line and the top line.

1. long line down (lift)
2. short line across

Start on the dotted line.

1. cup
2. short line down

Start on the dotted line.

1. diagonal to the right
2. diagonal up

Start on the dotted line.

1. diagonal to the right
2. diagonal up
3. diagonal to the right
4. diagonal up

Start on the dotted line.

1. diagonal to the right (lift)
2. diagonal to the left

Start on the dotted line.

1. diagonal to the right (lift)
2. diagonal to the left ending below the bottom line

Start on the dotted line.

1. short line across
2. diagonal to the left
3. short line across



# I can write my name!



with a crayon



with a pencil



with a marker

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# Read Every Day

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**Goal:** To listen to and enjoy reading books.

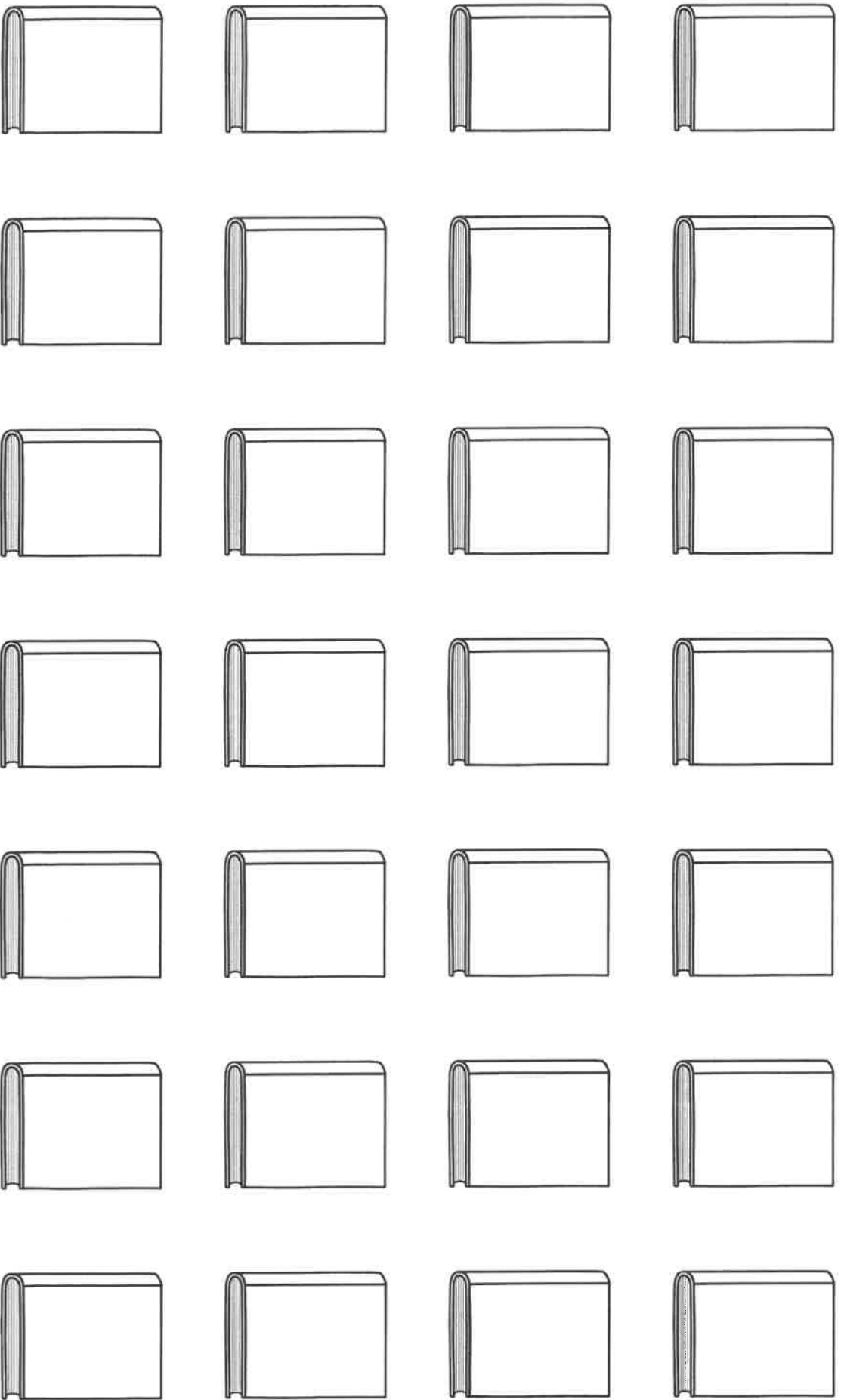
Read alouds between grown ups and students are essential for beginning literacy skills. Set time aside to read with your student for at least fifteen minutes every day. Allow your student to participate in the selection of a book and create a dialogue during your reading. Use the following page to track your reading.

Decide on a fun reward once you finish the reading log! Make a copy before you start it so you can continue to track your reading.

**Tip:** Make reading fun! The more excited you are about reading and books, your student will be! Tell them why you are excited to read the book, what you're curious about, and why it may be a favorite story from your childhood.

# Read Aloud Reading Log

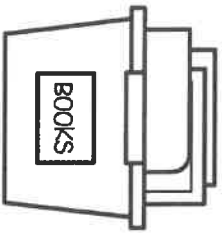
Color a book for every shared read aloud. Happy reading! ©



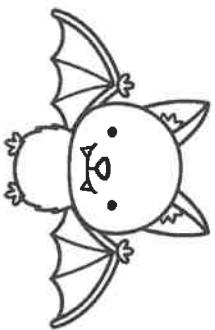
1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28

# I can rhyme!

Directions: Draw a line to match the rhyming words.



bin



bat



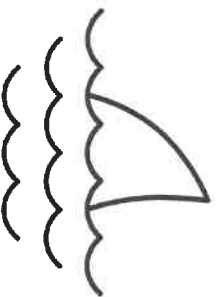
fox



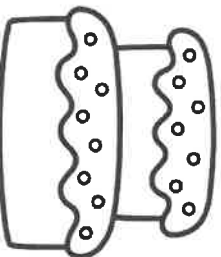
box



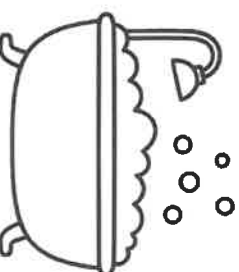
pen



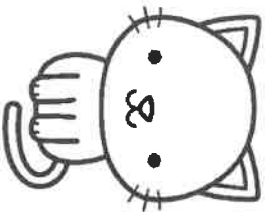
fin



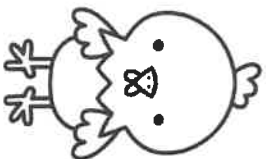
cake



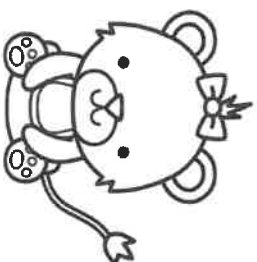
tub



cat



hen

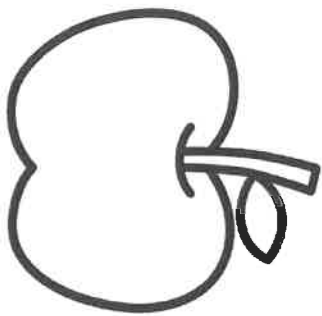


cub

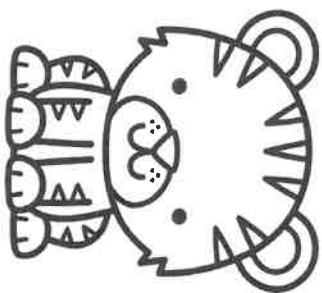


rake

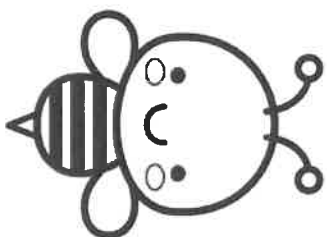
Directions: Cut and use as flash cards.



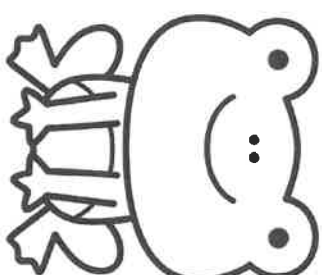
red



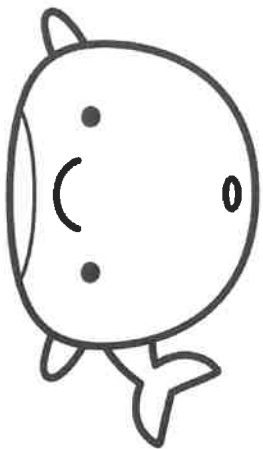
orange



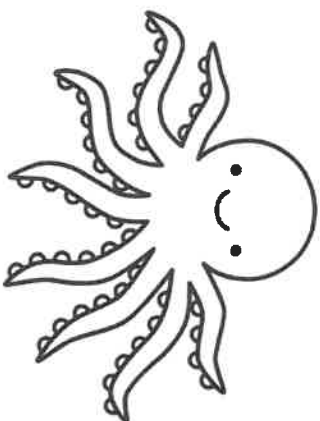
yellow



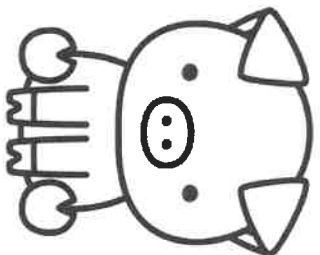
green



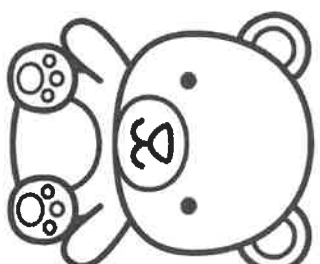
blue



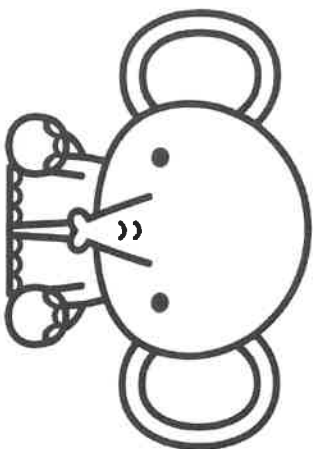
purple



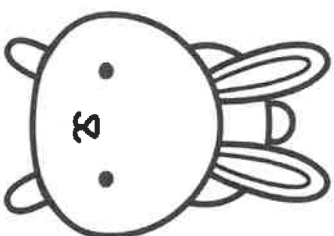
pink



brown



gray



white



black



teal

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# Cutting

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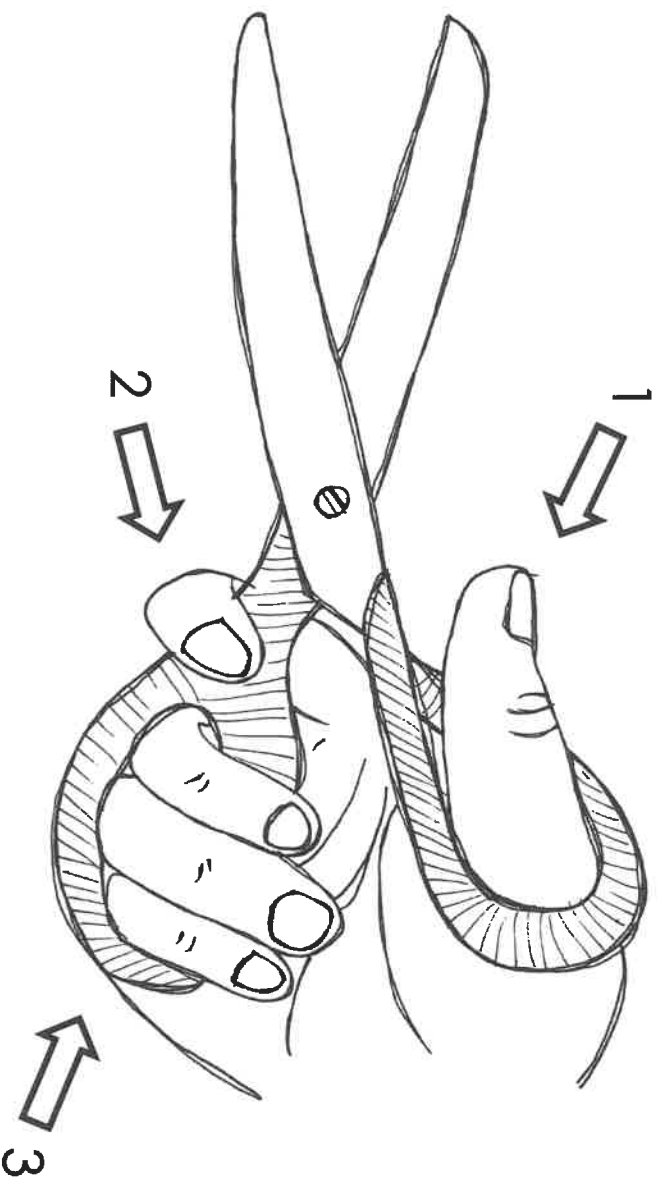
Learning to hold scissors and cut is an important fine motor skill and develops bilateral coordination, which is the use of both sides of the body while each hand performs different tasks. It is important that students learn to use both hands at the same time. When cutting, one hand opens and closes the scissors while the other hand holds and moves the paper. The next page will help you reinforce proper scissor grip. Use the following pages to practice cutting skills (you will need: scissors, glue, and additional paper). To make cutting fun, try cutting plastic straws into pieces (and use the pieces to count)!

**Tip:** Remind your student to use their “helper hand” to hold and move their paper when cutting.

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# Scissor Grip

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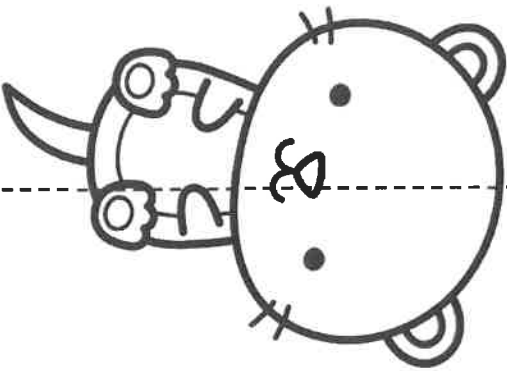


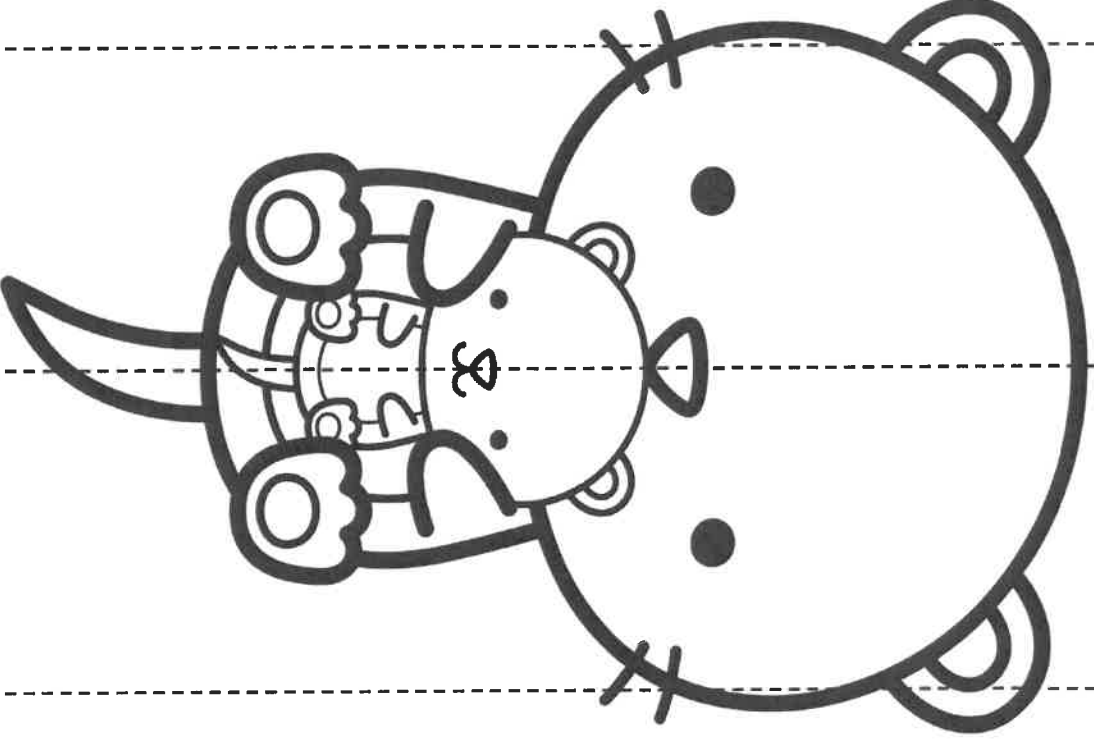

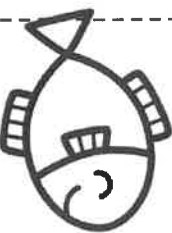
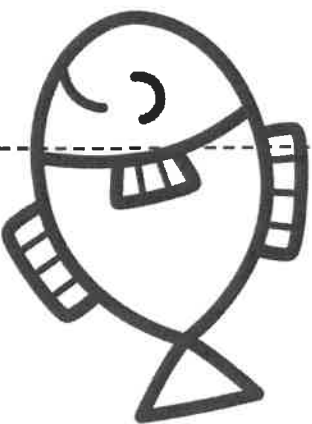


- 1) Thumb through the small top hole
- 2) Index finger holding the bottom of scissors
- 3) Last three fingers through the big bottom hole

Always point scissors **AWAY** from body  
and use your "helper hand" to hold and move the paper.

Color. Cut. Glue.

Hold scissors facing away from your body with thumb up and pinky down. Use your helper hand to hold the paper.

1

2

3

4

5

6

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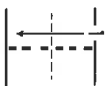


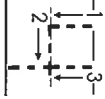


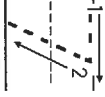

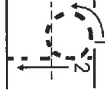

# Number Sense

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Number sense is one of the first math skills taught in kindergarten; focusing on numbers 0-10. Number sense is the understanding of what numbers mean, their value, and their relationship with one another. In addition to the following number practice pages and flash cards, practice counting with your student on their fingers, with coins, beads, mini erasers, etc.

**Tip:** Make counting fun! Try to challenge your student to count higher and recognize larger numbers each time you practice.

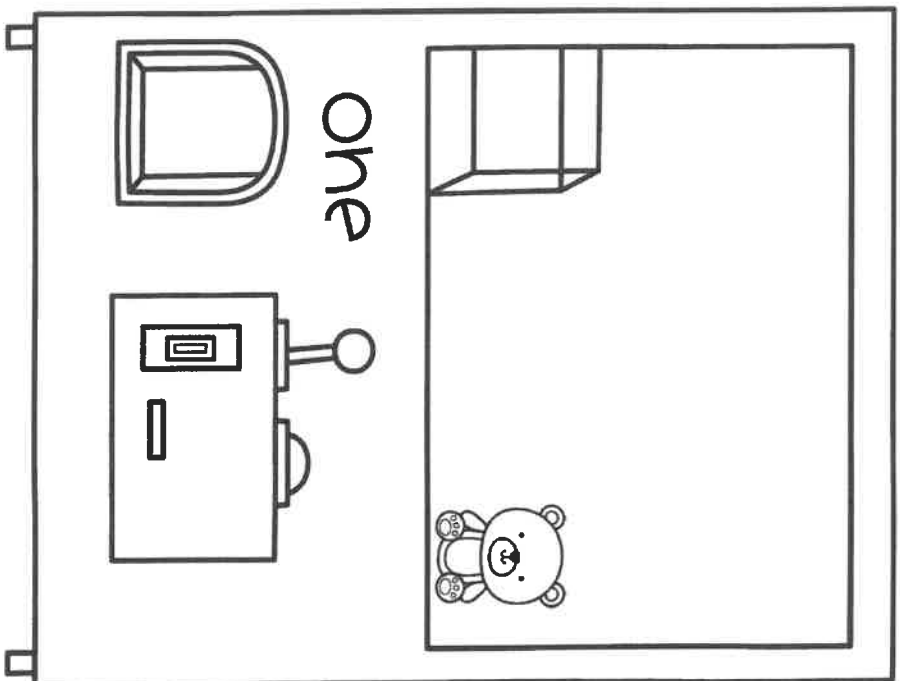
# I can write my numbers!

									
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

Name: \_\_\_\_\_

Directions: Count. Color. Draw.

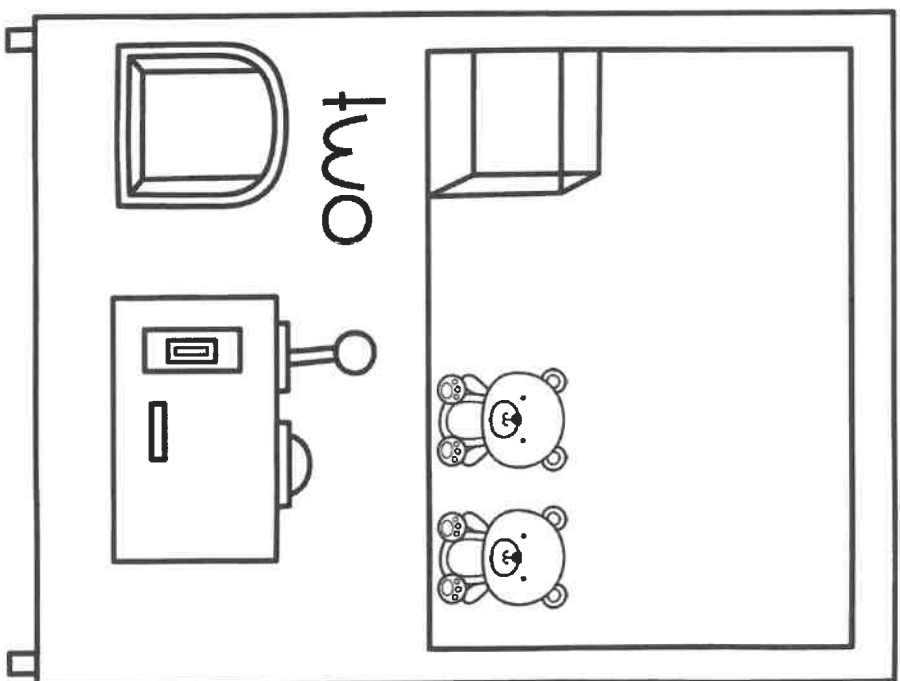
1



one

Fill in the ten frame with teddy bears.


2

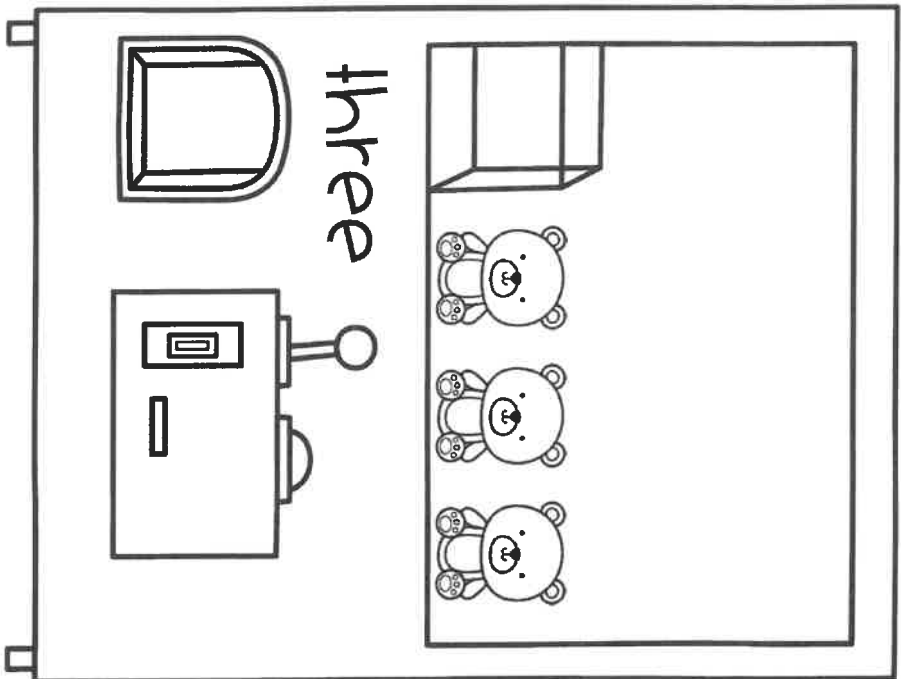


two

Fill in the ten frame with teddy bears.

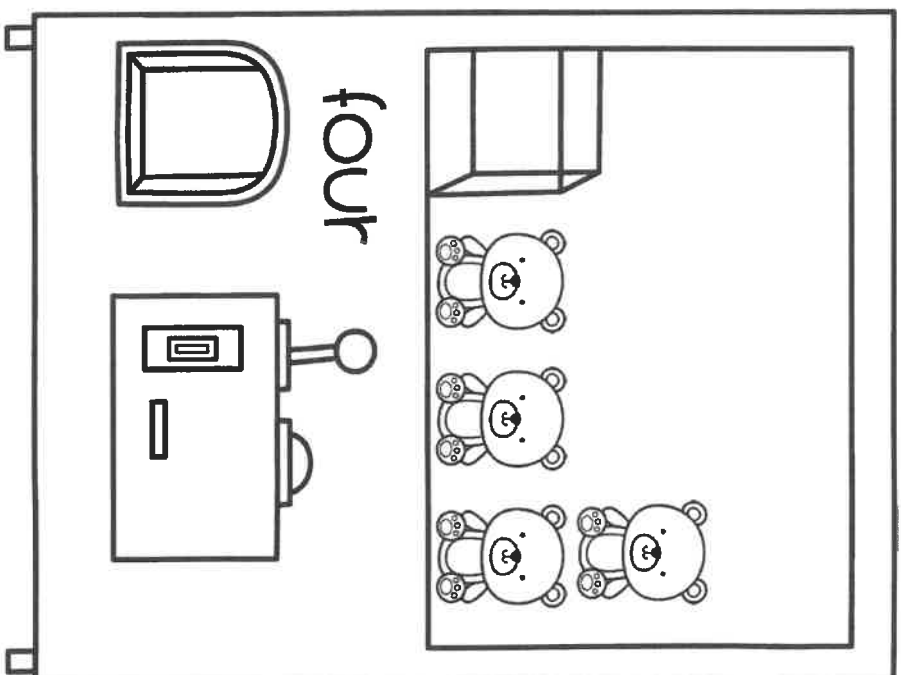

Directions: Count. Color. Draw.

3



Fill in the ten frame with teddy bears.

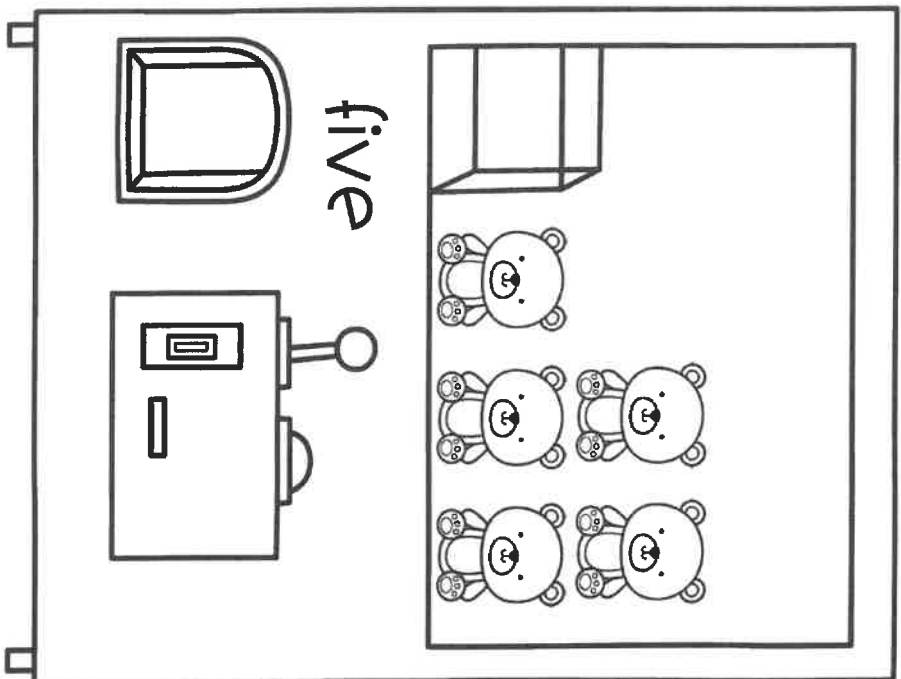

4



Fill in the ten frame with teddy bears.

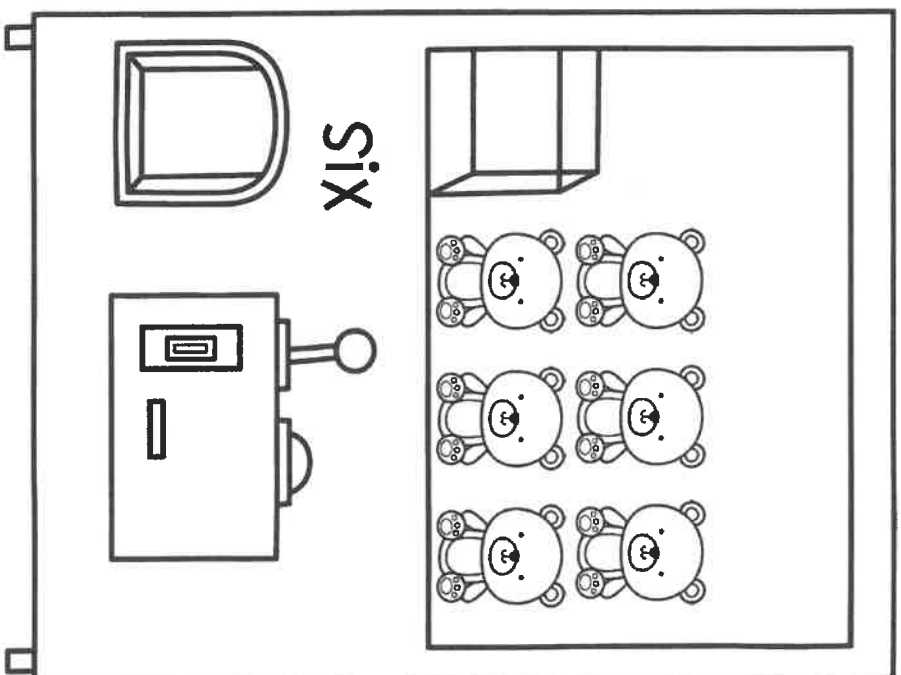

Directions: Count. Color. Draw.

# 5



Fill in the ten frame with teddy bears.

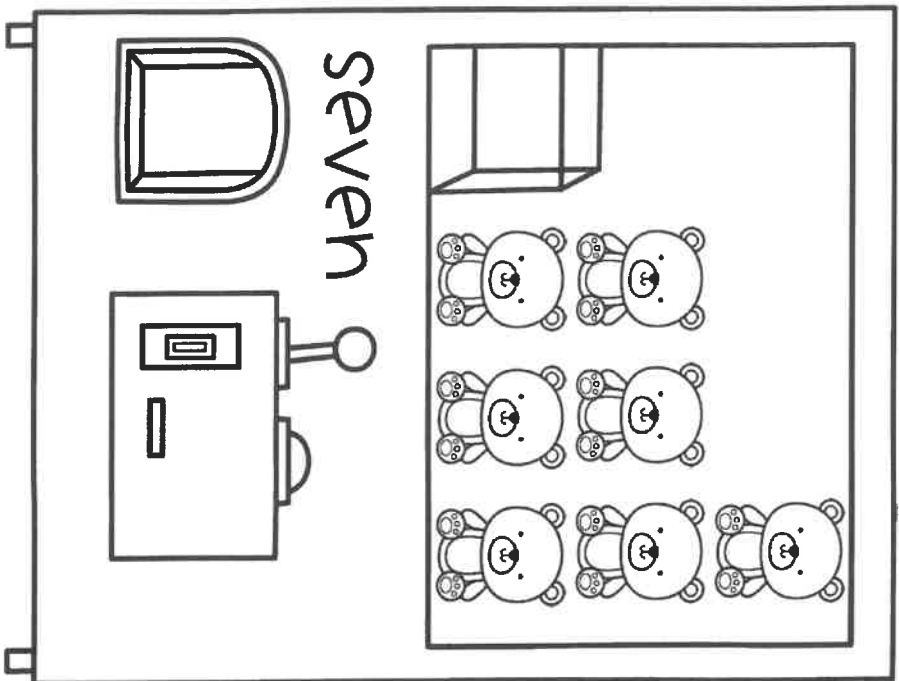

# 6



Fill in the ten frame with teddy bears.

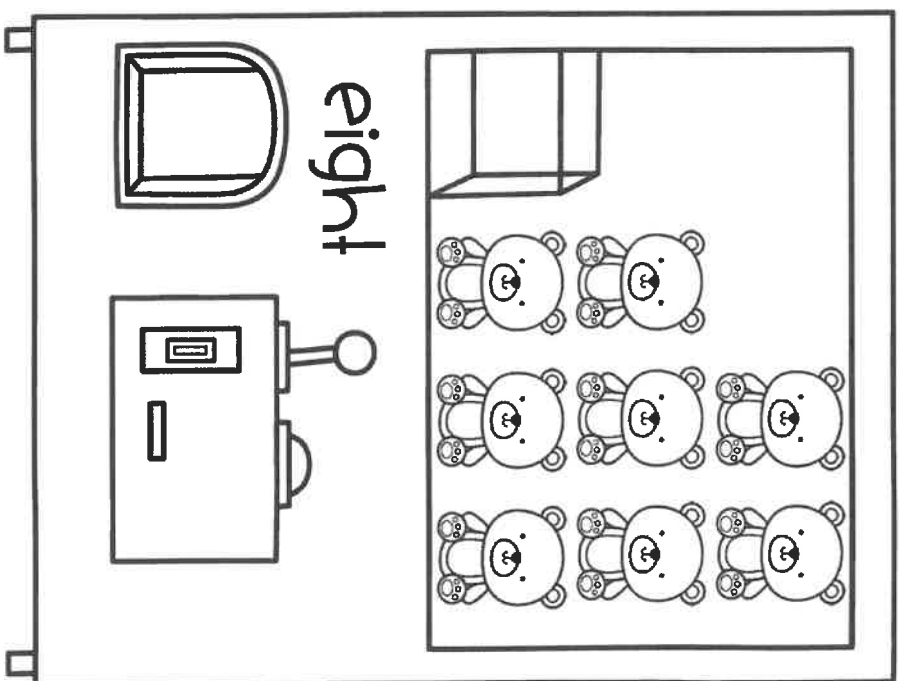

Directions: Count. Color. Draw.

7



Fill in the ten frame with teddy bears.

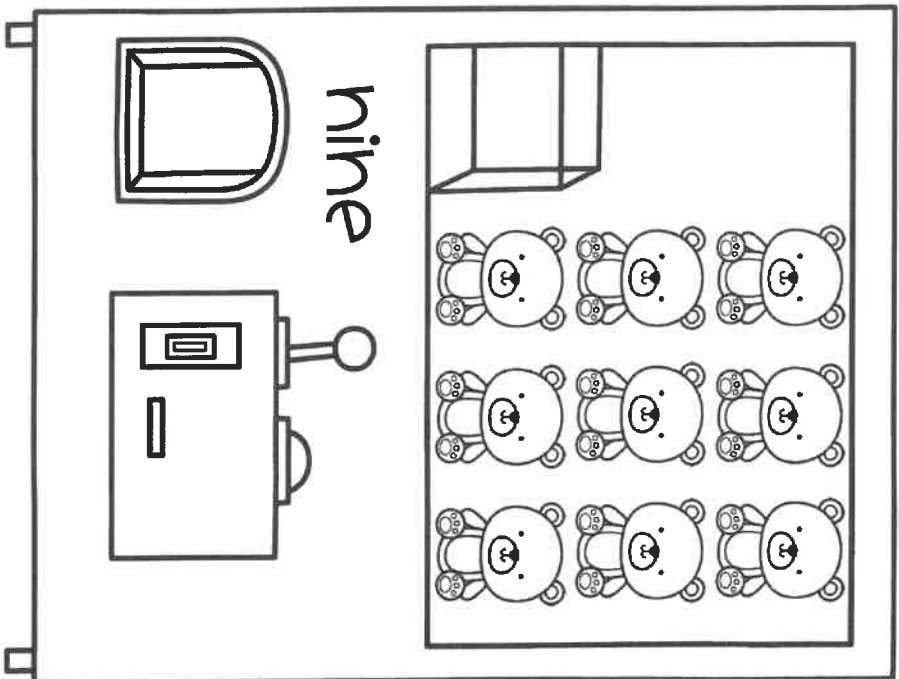

8



Fill in the ten frame with teddy bears.

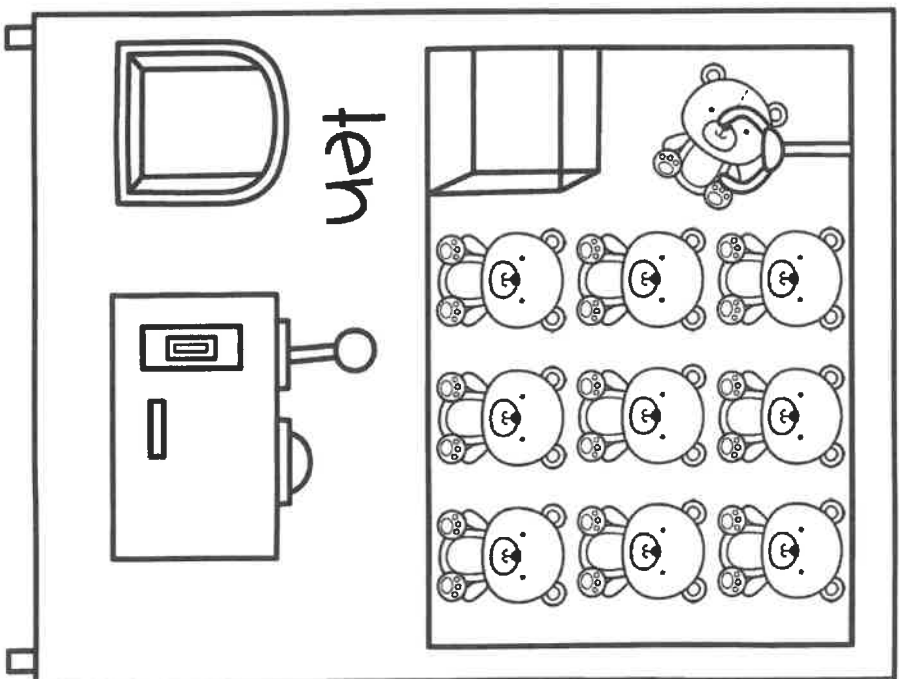

Directions: Count. Color. Draw.

# 9



Fill in the ten frame with teddy bears.

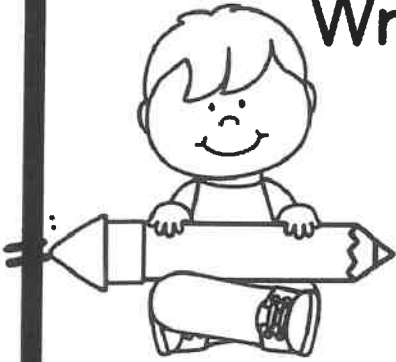

# 10



Fill in the ten frame with teddy bears.


Name: \_\_\_\_\_

Write the missing numbers.



1

2

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4

5

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7

8

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10

11

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13

14

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16

17

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19

20



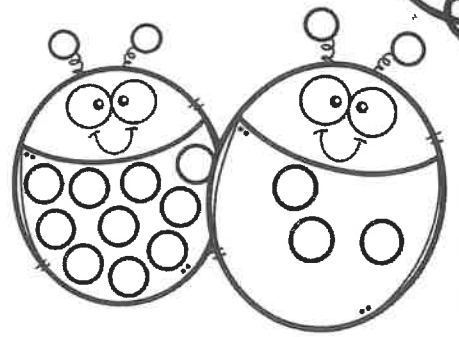
## DAY 5

Point to each number. Count to 100 by ones and by tens.

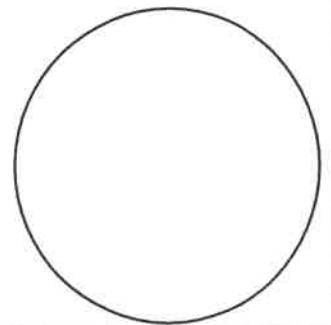
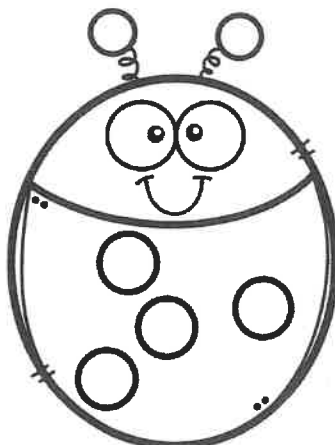
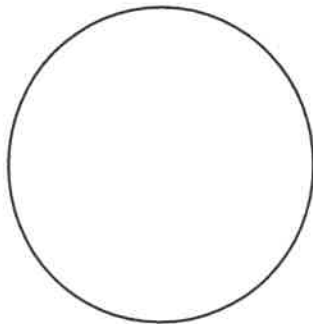
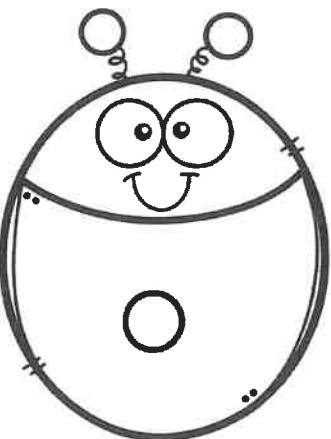
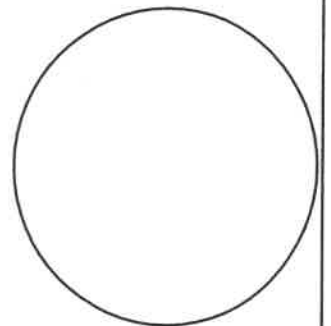
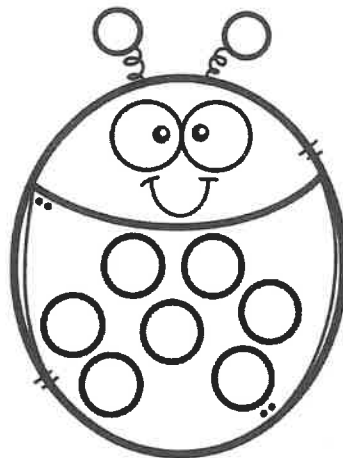
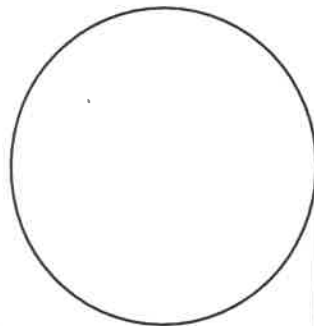
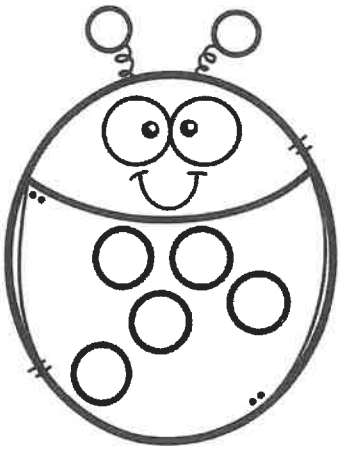
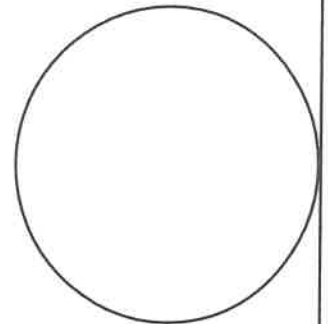
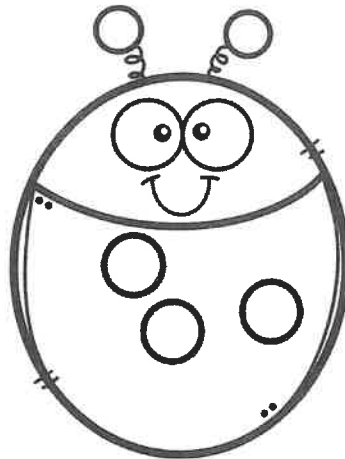
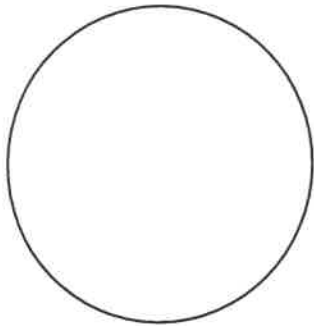
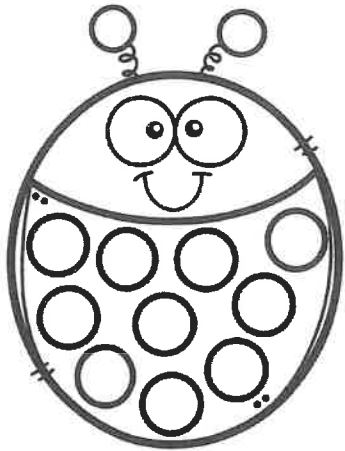
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

NAME: \_\_\_\_\_

# Let's Count

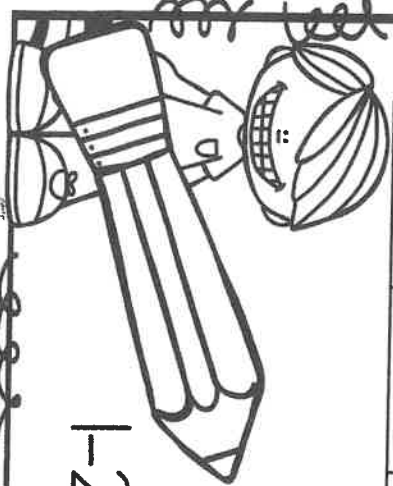


Count how dots are on the bugs. Write the number in the circle.



I Can Write My Numbers!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

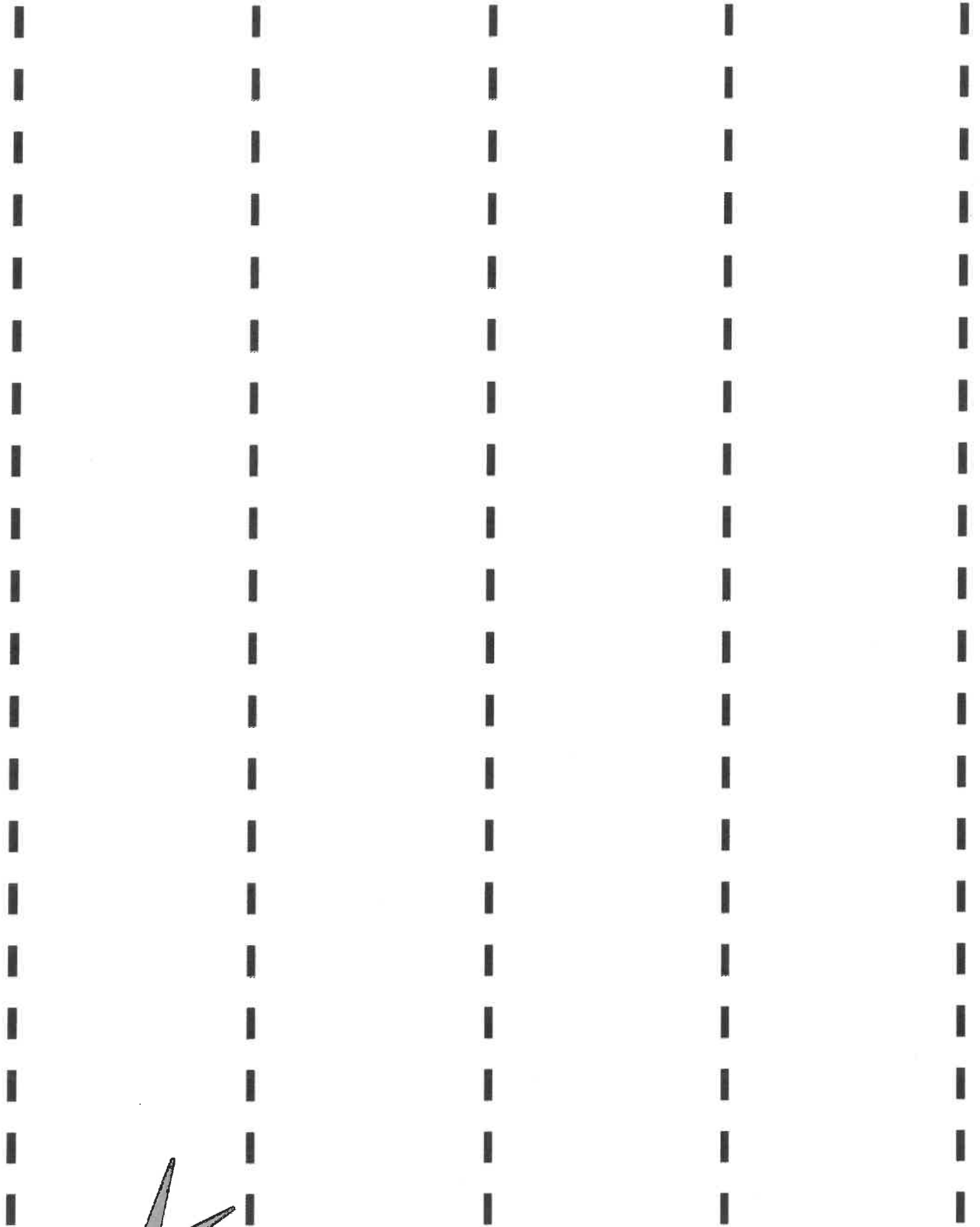
1-20

Name \_\_\_\_\_

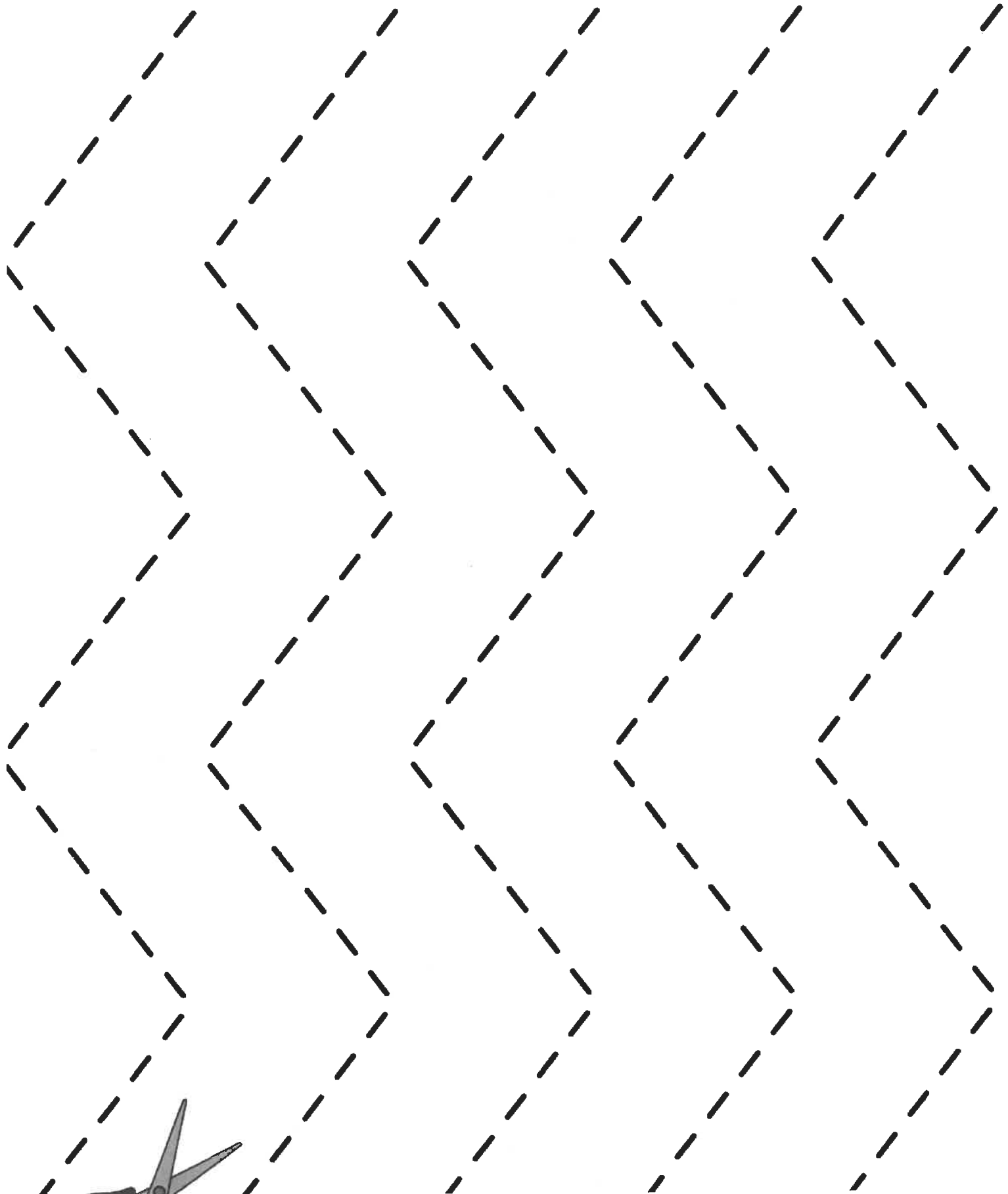
my feel feel my feel my feel my feel my feel

my feel feel my feel my feel my feel my feel

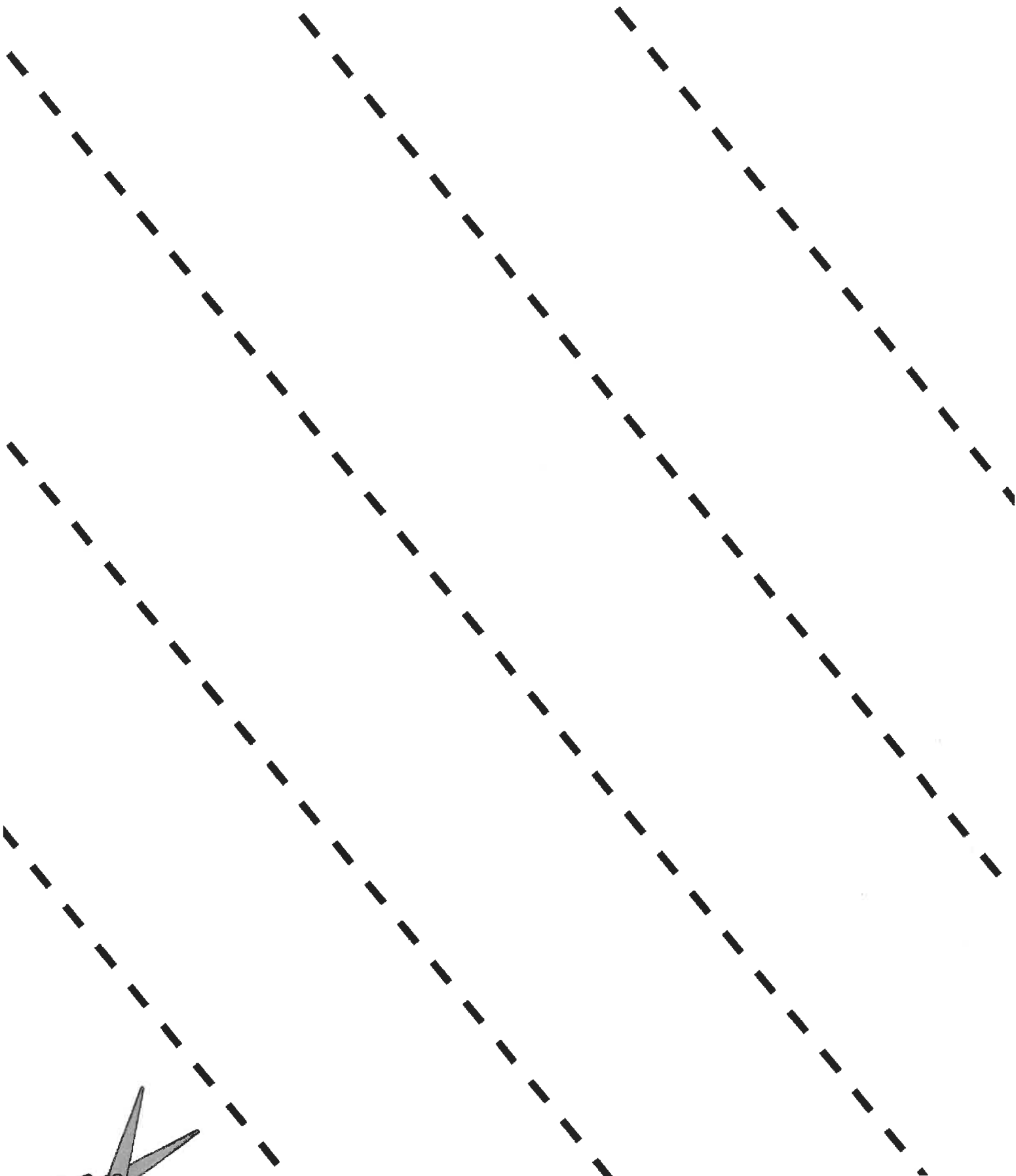
# Let's Cut Out



# Let's Cut Out



# Let's Cut Out

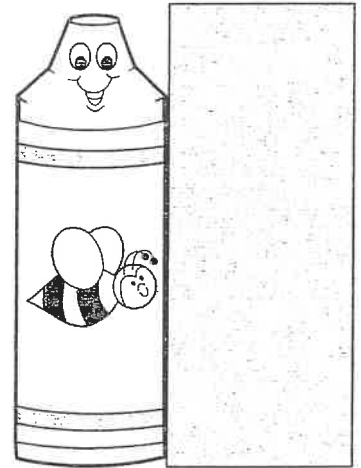
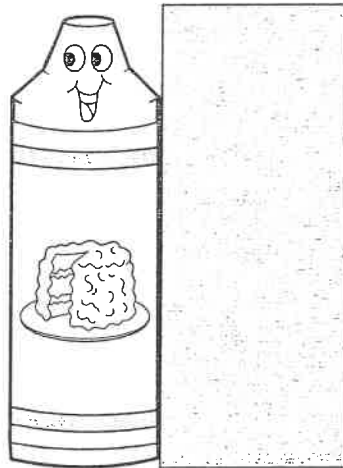
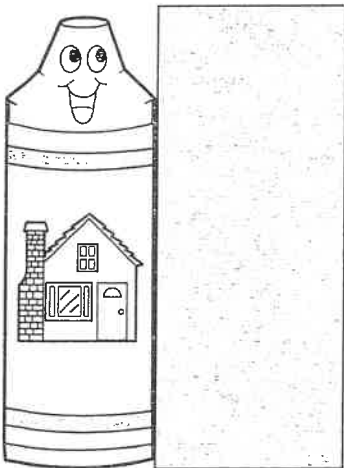
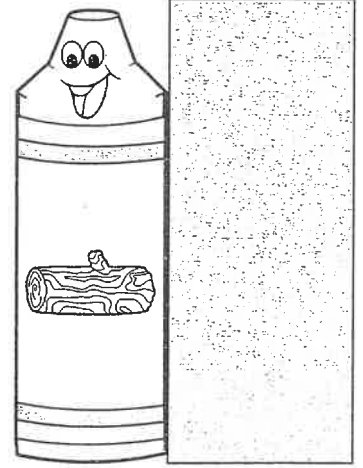
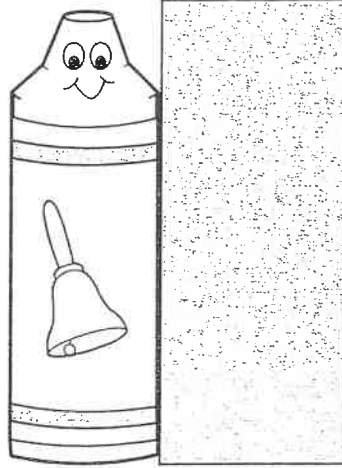
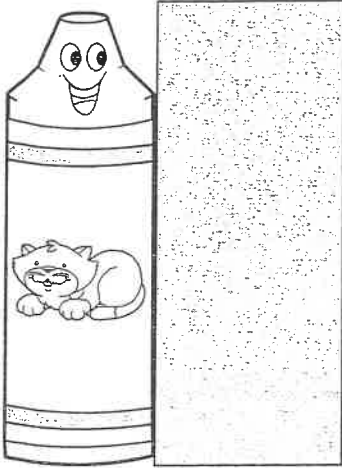


Name \_\_\_\_\_

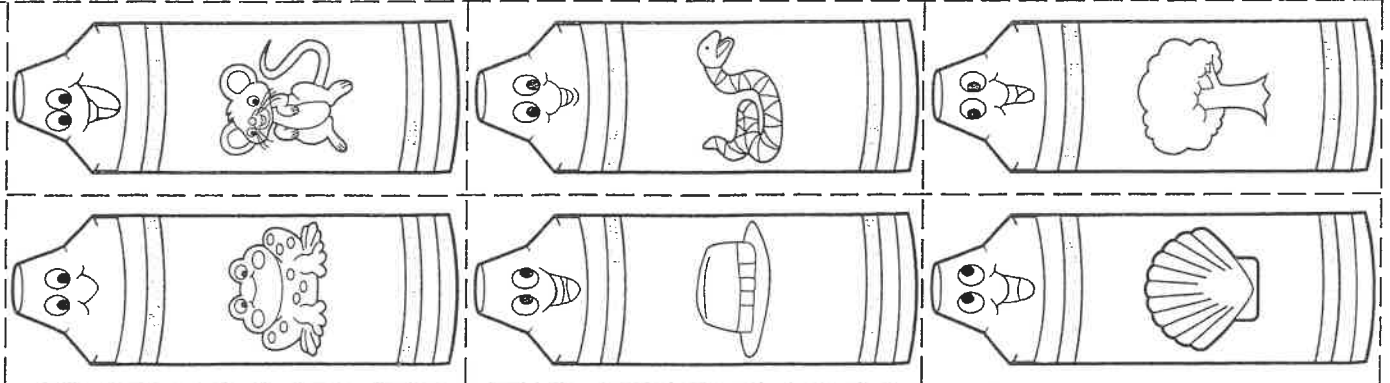
# Crayon Buddies



Glue to match the rhyming pictures.



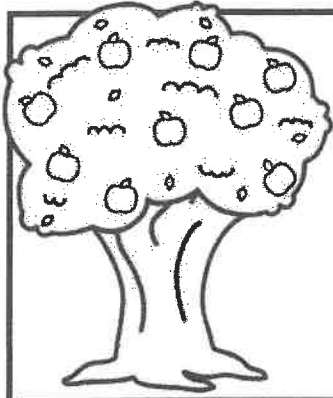
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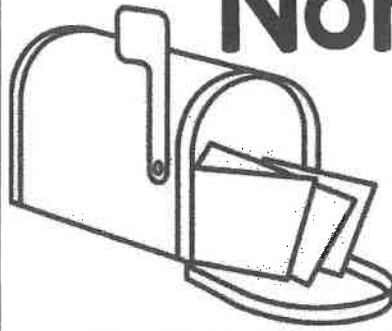
Name: \_\_\_\_\_

# Living and Nonliving

Directions: Cut and paste the pictures to the correct boxes. Color the pictures.

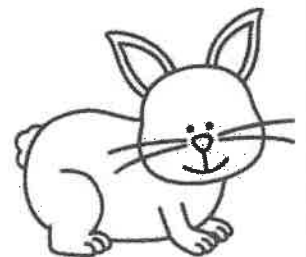
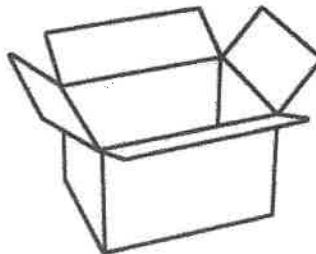
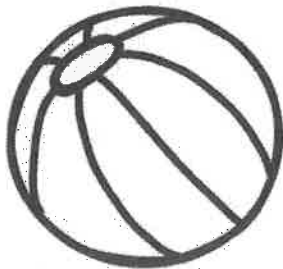
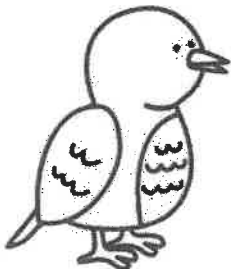
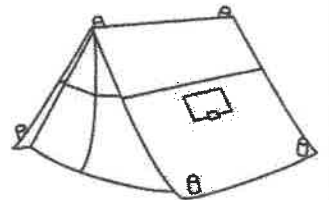
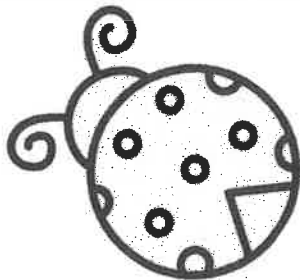
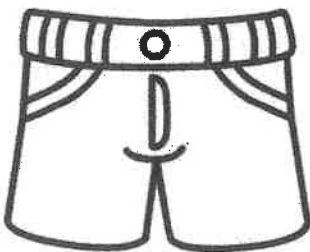


## Living



## Nonliving

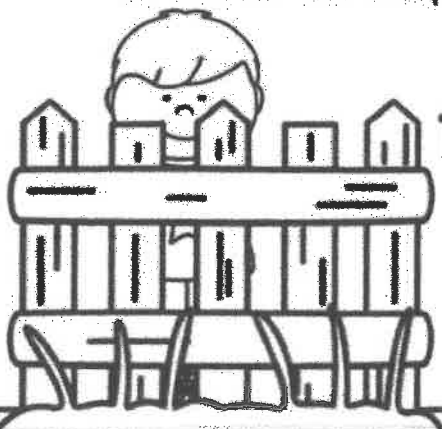




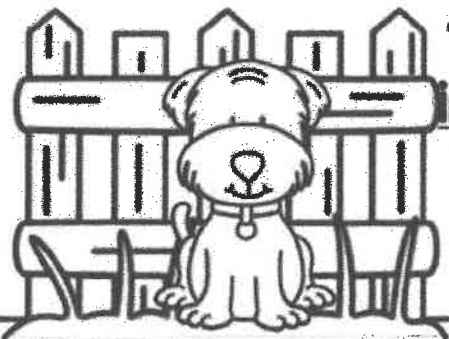
Name: \_\_\_\_\_

# Behind or In Front?

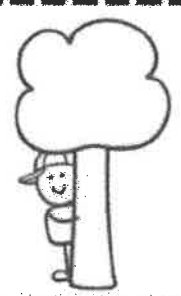
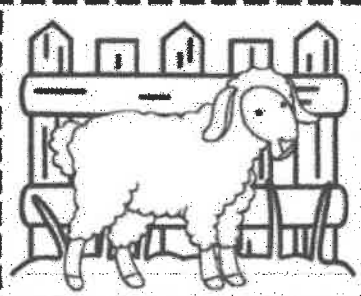
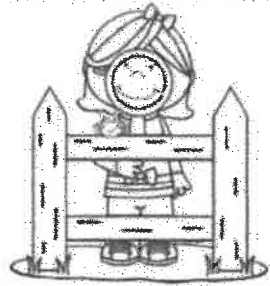
Directions: Cut and paste the pictures to the correct boxes. Color the pictures.



The boy is  
behind  
the gate.



The dog is  
in front of  
the gate.

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# Shape Recognition

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Recognizing and building shapes is a skill explicitly taught in kindergarten. To help your student develop this important math concept, count the amount of sides and corners (also called vertices) each shape has. Use the next two pages of flash cards to practice. Color and cut out the cards to use for a memory matching game (match the plain shapes with the smiley shapes).

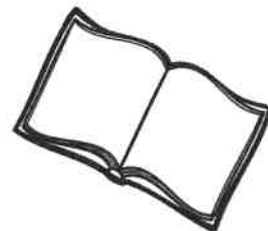
**Tip:** Go on a shape hunt! Shape hunts can be especially fun when in the car.

Go on a shape hunt for specific shapes while driving. Count to see how many you can find!

# Sight Words at Home

Sight words are extremely important for our Kindergarten readers

The goal is for all kindergarten students to read and write their sight words by the end of the school year. Here are some fun activities to do at home!



- Read the flashcards and beat a timer
- Write words on the sidewalk with chalk
- Paint the words
- Trace them in sand, glitter, rice, beans, etc.
- Hide the words around a room and play hide and seek.
- Spell the word and say the word while doing jumping jacks or frog hops ( s-a-i-d- said)
- Rainbow write the words with different colors
- Make a Memory Game with scraps of paper and match the words
- Find the sight words in books and magazines
- Use cars, trucks, trains, animals and have them park on the sight word (say the sight word as you put the toy on them)
- Play Go Fish with the words
- Use a fly swatter to say and smack the word
- Tape words on the wall or ceiling. Use the flashlight to shine on the word, then read the word.

Happy Learning!

the

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to

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and

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a

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I

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you

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it

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in

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said

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for

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up

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look

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is

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go

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we

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little

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down

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can

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see

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not

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one

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my

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me

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big

© www.dolchword.net

come

© www.dolchword.net

blue

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red

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where

© www.dolchword.net

jump

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away

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here

© www.dolchword.net

help

© www.dolchword.net

make

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yellow

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two

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play

© www.dolchword.net

run

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find

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three

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funny

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Now that you are ready to succeed,  
relax, enjoy, and have fun on your first day of

# Kindergarten

