

*It is the goal of the Mono County Children and Families Commission (First 5 Mono County) and Mammoth Unified School District to inform and assist parents in preparing their child for kindergarten through the use of this handbook and activity book. This handbook was developed by the First 5 San Joaquin County Children and Families Commission and is reprinted with their permission.*

*The funds for School Readiness programs were acquired through Proposition 10, the Children and Families Act, which directs the revenue from a tax on tobacco products to improving child health, strengthening families, and helping children to be ready to learn by the time they start kindergarten.*

Please use the activity calendars to help prepare your child for the first day of school and the schedule of kindergarten. As you complete each task, let your child put a sticker or draw a smiley face in the square. Try to complete as many activities as you can.

Several activities are repeated in order to allow your child more practice with those skills. Feel free to repeat any activities your child enjoys or needs additional practice with. You may also wish to fill in dates once you know when the first day of school is. In addition to these activities, please be sure to read with your child 15 minutes daily.

### **Questions? We may have the answers!**

**First 5 Mono County 760-924-7626, [www.First5mono.org](http://www.First5mono.org)**

**Mammoth Unified School District 760-934-6802, [www.mammothusd.org](http://www.mammothusd.org)**

**Eastern Sierra Unified School District 760-932-7443, [www.esusd.org](http://www.esusd.org)**

## **Before School Starts: A Kindergarten Checklist for Parents**

- During the spring, follow the recommended calendars in the back of this packet to help prepare your child for kindergarten.
- Visit some of the websites listed in this packet. Some are for parents, some for kids.
- A couple weeks before school starts, visit the school grounds with your child, pointing out their classroom, the library, the gym. Make sure you use positive comments while you are on campus, like “Won’t it be fun to play on that playground?”
- At home, say things to make sure your child knows that starting school is a very special event, and to calm any fears your child may have.
- Make sure your child knows the teacher’s name, the principal’s name, the school’s name. You should also know the school’s phone number and teacher’s email address.
- Find out if your child’s kindergarten has a parent orientation and/or an open house for your child. If so, make sure to attend.
- Before school starts, make arrangements for and let your child know about:
  - Transportation to and from school and childcare before and/or after school.
- Take your child shopping for a few school supplies. What your child will actually need depends on your child’s school and teacher. Before you find this out, you can purchase little things to use at home like a pencil box, eraser, crayons, paper, and maybe a lunch box for school. If your child will need a backpack, please purchase one that does not have wheels.
- On the first day of school, be very excited. Your child will pick up on any fears or sadness you may have. Some children will take to their new surroundings easily. Others may need a little time and support from you, their teacher, and new school friends. If your child cries on the first day, make sure your child knows that you will be back at dismissal to pick him/her up. Once you decide to leave, let your child know you are leaving and that you will be back to pick him/her up at. Do NOT say you are leaving and then turn around and come back when your child starts crying. If you do this, every time you try to leave, your child may expect you to turn around and stay. Kindergarten teachers are accustomed to dealing with tears on the first day. The more quickly you depart, the easier it will be for both the teacher and your child.

# **Getting Ready for Kindergarten**

## **Skills That Will Make Kindergarten Less Stressful**

### **Necessary:**

- Knowing how to say your full name
- Being able to listen to a story without interrupting
- Sharing toys and taking turns
- Writing your first name
- Being able to use the restroom independently
  - Allowing enough time
  - Unfastening and fastening your pants and belt
  - Toileting needs
  - Handwashing
- Being able to clean up after yourself
- Cutting on a line
- Being able to blow/wipe your nose
- Being able to put on and take off a coat

### **Helpful**

- Raising your hand to ask a question
- Tying your shoes
- Waiting patiently
- Saying please and thank you
- Counting to 10 or 20 or higher
- Counting 4-10 things, touching each one as you count
- Saying the alphabet
- Knowing some letters and sounds
- Using glue
- Knowing your colors
- Rhyming and chanting
- Opening a juice box or snack
- Some fine motor skills
  - Holding a pencil the right way
  - Picking up cereal with tweezers
- Some large motor skills
  - Running
  - Jumping
  - Skipping or hopping
  - Kicking a ball

### **Other things you can do**

- Getting 10 hours of sleep
- Eating a healthy breakfast
- Reading 10-15 minutes each day
- Limiting TV and video games
- Ask questions to extend language, questions with more than "yes" or "no" as an answer.

## **Quick Questions to ask your child when reading a story together:**

Find the letter \_\_\_\_ on this page.

Is this story real or make believe? How do you know?

How do you think this character is feeling right now? Why?

Find a capital letter on this page.

What words on this page rhyme?

Find a short word on this page.

Find a long word on this page.

How many words are on this page?

Find a word that starts with the same letter as your name.

Where is the front cover?

Where is the back cover?

Where is the spine?

What does the author do? (She writes the words.)

What does the illustrator do? (She adds the pictures or photographs.)

Find a period.

Find a question mark.

Find an exclamation point.

How many letters are in this word?

What is the first letter of this word?

What is the last letter of this word?

What do you think will happen next? Were you right?

Who is the main character?

Where should I start reading? Which way do I go?

What happened at the beginning of the story? The middle? The end?

What would you do if...

# Book List

<b>Favorite Stories</b>	<b>Author</b>
Annabelle Swift, Kindergartner	Amy Schwartz
Awful Aardvarks Go to School	Reeve Lindbergh
Brown Bear, Brown Bear	Bill Martin
Countdown to Kindergarten	Allison McGhee
Don't Eat the Teacher	Nick Ward
First Day Jitters	Julie Danneborg
Good Job, Little Bear	Martin Waddell
Goodnight Moon	Margaret Wise Brown
I Started School Today	Karen G Frandsen
If You Take a Mouse to School	Laura Numeroff
Kindergarten Rocks	Katie Davis
Miss Bindergarten Gets Ready for Kindergarten	Joseph Slate
Mouse Paint	Ellen Stoll Walsh
My Kindergarten	Rosemary Wells
Rainbow Fish	Marcus Pfister
Runaway Bunny	Margaret Wise Brown
Swimmy	Leo Lionni
The Berenstain Bears Go to School	Stan & Jan Berenstain
The Kissing Hand	Audrey Penn
The Night Before Kindergarten	Natasha Wing
Tiptoe into Kindergarten	Jacqueline Rogers
Tom Goes to Kindergarten	Margaret Wild
Welcome to Kindergarten	Anne Rockwell
Where the Wild Things Are	Maurice Sendak
<b>Favorite Characters/Series</b>	
Arthur	Marc Brown
Clifford	Norman Bridgwell
Corduroy	Don Freeman
Froggy	Jonathan London
Rabbit	Alan Baker
Spot	Eric Hill
<b>Favorite Authors</b>	
Dr. Seuss	Eric Carle
Leo Lionni	Kevin Henkes
Bill Martin	Rosemary Wells
Ezra Jack Keats	Don and Audrey Wood
Pat Hutchings	Jan Brett
Lois Ehlert	Mem Fox

# Nursery Rhymes

Identifying and producing rhyming words is a California Standard for Kindergarten. Rhyming is a building block in the pre-reading foundation. When learning to read and write, it is very helpful to your child to be able know when a rhyme is spoken and to be able to make words rhyme. There are many, many nursery rhymes. Frequent repetition will help your child to commit nursery rhymes to memory. Your child should soon be able to supply rhyming words. Listed below are some nursery rhymes that are used at the beginning of the kindergarten school year.

## 1. Three Little Kittens

Three little kittens lost their mittens  
And they began to cry.  
"Oh, mother dear, we sadly fear  
That we have lost our mittens."  
"What! Lost your mittens!  
You naughty kittens.  
Then you shall have no pie."  
*MEOW! MEOW! MEOW!*

## 2. Jack and Jill

Jack and Jill went up the hill  
To fetch a pail of water.  
Jack fell down and broke his crown,  
and Jill came tumbling after.

## 3. Hey, Diddle, Diddle

Hey, diddle, diddle,  
The cat and the fiddle.  
The cow jumped over the moon.  
The little dog laughed to see such fun,  
And the dish ran away with the spoon.

## 4. Itsy, Bitsy Spider

Itsy, Bitsy Spider went up the  
waterspout.  
Down came the rain and washed the  
spider out.  
Out came the sun and dried up all the  
rain.  
Then Itsy, Bitsy Spider went up the  
spout again.

## 5. London Bridge is Falling Down

London Bridge is falling down,  
Falling down, falling down,  
London Bridge is falling down,  
My Fair Lady.

## 6. Caterpillar

"Go to sleep, my little babies,"  
Mama Caterpillar said.  
And she tucked her little babies  
In their caterpillar beds.  
"Soon, very soon, you will stretch your  
wings and fly.  
And soon you will be a pretty butterfly."

## 7. Hickory, Dickory, Dock

Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck one.  
The mouse ran down.  
Hickory, dickory, dock.

## 8. Little Miss Muffet

Little Miss Muffet  
Sat on her tuffet  
Eating her curds and whey.  
Along came a spider  
Who sat down beside her.  
And scared poor Miss Muffet away!



# **What your child will learn during Kindergarten**

## **California State Standards - Kindergarten Reading**

### **Word Analysis, Fluency, and Systematic Vocabulary Development**

#### **Concepts About Print**

- We know the front of the book, the back of the book, and the title page of a book.
- We know that words go from left to right and top to bottom.
- We know that the words tell us something.
- We know the difference between words and letters.
- We can tell you the names of all the letters in the alphabet, upper and lower case.

#### **Phonemic Awareness**

- We can say the word slowly and say the sounds of the letters we hear and put two or three of those sounds together.
- We can say the word slowly then change to a new word by adding a different letter at the beginning or end.
- We can say words slowly and put vowels and consonants together to make words or syllables.
- We can tell you when words rhyme and even come up with our own with a prompt.
- We can tell you the beginning and ending sounds of a one syllable word.
- We can hear and follow words in a sentence and parts of a word.
- We can count the number of syllables in a word and sounds in a syllable.

#### **Decoding and Word Recognition**

- We know the sounds of the consonants and short vowels.
- We can read simple one syllable words and high frequency words.
- We know that when you say the word slowly you can change the letter sound as you get to each new letter.

#### **Vocabulary and Concept Development**

- We can read some of the words that we find in our environment.
- We can describe our experiences and include lots of details.

#### **Reading Comprehension**

##### **Structural Features of Informational Materials**

- We can show you where to find the title, table of contents, name of the author and illustrator of a book.

## **Reading Comprehension**

### **Comprehension and Analysis of Grade-Level Appropriate Text**

- We know how to use the pictures and context clues to predict what the story is about.
- We talk about times when we did something that was like what happened in the story.
- We can tell you about a story we have heard in our own words.
- We can ask good questions and we can answer important questions about the story.

## **Literary Response and Analysis**

### **Narrative Analysis of Grade Level Appropriate Text**

- We know the difference between fiction and non-fiction.
- We can tell you about all kinds of literature like storybooks, poems, newspaper, and signs.
- We can tell you about the important parts of a book like the characters, setting, and what happened.

## **Writing**

### **Writing Strategies Organization and Focus**

- We use letters and the sounds we know to write words about things we are doing.
- We can write simple consonant-vowel-consonant words.
- We know that we write from left to right, from top to bottom, and that we “return sweep” to get to the next line.

### **Penmanship**

- We know the correct way to make our letters and can do it by ourselves. We know that we need to be neat and have good spacing.

## **Written and Oral English Language Conventions**

### **Sentence Structure**

- We know how to say a sentence that makes sense.

### **Spelling**

- We can spell some words by ourselves. Sometimes we write just scribbles, sometimes we use the sounds of the letters and sometimes we use the names of the letters to write words.

## **Listening and Speaking**

### **Listening and Speaking Strategies**

- We understand and can follow directions with two steps.
- We can tell each other good “stuff” in a clear voice and in sentences that make sense.

### **Speaking Applications**

- We can describe people, places, things, locations and actions with our words.
- We can say short poems, rhymes, and songs by heart.
- We can tell a story in logical order.



# California State Standards Kindergarten Mathematics

## Number Sense

**Students understand the relationship between numbers and quantities.**

- We can count, read, and write numbers to 100 and identify the place value for each digit.
- We can count, recognize, represent, name, and put our numbers in order from 1-30.
- We know that larger numbers have more pieces than smaller numbers.

**Students understand and describe simple addition and subtractions**

- We can use real “stuff” to solve and adding or subtracting problem (using numbers less than 10)

**Students use estimation strategies in computation and problem solving  
that involves numbers that use ones and ten place.**

- We know when an estimate makes sense.

## Algebra and Functions

**Students sort and classify objects.**

- We can identify, sort, and classify “stuff” by how it looks, and we can tell what “stuff” doesn’t belong in a group.

## Geometry

**Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.**

- We can tell you which object is longer, shorter, heavier, taller, and holds more.
- We know about time. We know the days of the week, months of the year, yesterday, today, and tomorrow. We know what a clock and calendar are for.
- We can name the days of the week.
- We can tell time by the hour.

**Students identify common objects and their environment  
and describe the geometric features.**

- We can name and describe circles, triangles, rectangles, squares, cubes, spheres, and cones.
- We can compare familiar plane and solid objects by shape, size, number of corners. That’s how we know the difference between a cube and a square.

## **Statistics, Data Analysis, and Probability**

**Students collect information about objects and events in their environment.**

We can collect and record data using “stuff”, pictures, and picture graphs. Then we can ask questions about the graph and give the answers using the graph.

We can recognize and describe simple patterns like ABAB, ABB, ABC and make them longer.

## **Mathematical Reasoning**

**Students make decisions about how to set up a problem.**

We can figure out how to do a problem.

We can use lots of different “stuff” to show a problem.

**Students solve problems in reasonable ways and justify reasoning.**

We can tell you how we used our “stuff”.

We can do our problems right and then check to see if we were right with our “stuff”.

## **Kindergarten Readiness webpages for parents:**

[http://www.kidsource.com/kidsource/content/readiness\\_for\\_k.html](http://www.kidsource.com/kidsource/content/readiness_for_k.html)

<http://school.familyeducation.com/kindergarten/school-readiness/38491.html>

<http://parent-education.com/>

<http://www.scholastic.com/parents/resources/article/what-to-expect-grade/ready-kindergarten#recognition>

<http://www.cmlibrary.org/kids/getset4k/>

<https://www.myf2b.com/register/MonoCOE>

<https://www.First5mono.org/school-readiness/>

## **Kindergarten Readiness webpages for kids:**

<http://www.edhelper.com/kindergarten/Kindergarten.htm>

[http://www.janbrett.com/coloring\\_alphabet/alphabet\\_coloring\\_tracers\\_traditional.htm](http://www.janbrett.com/coloring_alphabet/alphabet_coloring_tracers_traditional.htm)

<http://www.sesamestreet.org/games/art>

<http://pbskids.org/>

<http://www.starfall.com/n/level-a/learn-to-read/play.htm?f>

<http://www.scholastic.com/kids/stacks/index.asp>

<http://brainconnection.brainhq.com/brain-teasers/>

## **Local Kindergarten Readiness Resources**

**First 5 Mono Home Visiting:** receive home visits focused on Kindergarten Readiness for your TK or Kindergarten, call 760-924-7626 or visit <https://www.Firs5mono.org/home-visiting-sub/> to sign up.

**Mono County Library:** Sign up for the Raising A Reader program and get weekly book bags for your child, call 760-934-4777 or visit <http://www.monocolibraries.org/programs/raising-a-reader> for more information.

**Elementary Schools:** attend Summer Bridge, a free two week School Readiness program to prep incoming Kindergartners for the activities and routine of Kindergarten. Contact your local school to sign up.

# March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	Name the shapes on your shape coloring page. Color them trying to stay in the lines.	Tell someone about your day. What happened at the beginning, middle and end?	Draw a picture of your family. Write or copy their names.	Pick out a set of something (Lego, cereal, blocks) to group first by size, then again by shape, then again by color.	Use tweezers to move beans or rice from one bowl to another. Use tongs to move cotton balls from one bowl to another.	
	Practice hopping on one foot 5 times. Then switch feet.	Mist plants with a spray bottle. (This will help strengthen your hand muscles for writing.)	Play catch with someone. Count each toss. Kick the ball. Move a step back with each kick.	Go to the grocery store. Name as many fruits and vegetables as you can. What color are they?	Get your flashcards with the numbers 1-5. Practice naming them and putting them in order. Add 6-10 when 1 to 5 is too easy.	
	Sing a song like Twinkle, Twinkle Little Star while you wash your hands.	Have a friend over to play a game. Practice taking turns and sharing.	Play with clay or play dough. Make a person or some letters. (This will help strengthen your hand muscles for writing.)	Try to stand on one foot with your eyes closed. Then try to stand on the other foot with your eyes closed.	Draw a picture with sidewalk chalk. Write your name with chalk.	
	Practice walking backwards for 6 or 7 steps	Go to the park and play on the swings and the slide.	Play catch with someone. Count each toss. Kick the ball. Move a step back with each kick.	Read a story and talk about how the people in the story feel (happy, angry, sad...) and why they feel that way.	Practice dialing your phone number. Use your telephone number page.	
	Build something with blocks. How many blocks did you use?					

# April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	Play the Funny Name Game. Choose a name, then change the letter it starts with. (Dad = Vad, Yad, Jad)	Play catch with someone. Count each toss. Kick the ball. Move a step back with each kick.	Mist plants with a spray bottle. (This will help strengthen your hand muscles for writing.)	Blow bubbles with someone. Count them as you pop them. Who popped more? Less? Do it again.	Tell someone about your day. What happened at the beginning, middle, and end?	
	Pretend to order a pizza. Be sure to say your full name, phone number and address.	Use tweezers to move beans or rice from one bowl to another. Use tongs to move cotton balls from one bowl to another.	Pick out a set of something (Legos, cereal, blocks) to group first by size, then again by shape, then again by color.	Draw a picture with sidewalk chalk. Write your name with chalk.	Draw a picture and write a note to a friend or relative.	
	Count the number of steps from the front door to a tree or the sidewalk. Count them back to the door. Was the number the same? If not, which way took more steps?	Put together a puzzle with someone in your family.	Read a book with rhymes. Have your child help read the rhyming words.	Carry a plastic cup on top of a plate. How far can you go?	Practice writing your name 3 times with one capital letter at the beginning and lower-case letters otherwise.	
	Start going to bed early enough to get 9-10 hours of sleep, and wake up at the time you will need to wake when school	Draw a picture of your next birthday cake. Draw the right number of candles on it. Color it neatly.	Get a stuffed animal. Put it on a chair, under a chair, next to a chair, and between 2 chairs.	Write the numbers 1-10. Put the right number of pennies on each number.	Go to the grocery store. Give the cashier money and receive the change. Remember to say thank you. How many coins did you get back?	
	Tell someone about your day. What happened at the beginning, middle, and end?	Blow bubbles with someone. Count them as you pop them. Who popped more? Less? Do it again.				

# May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	Learn your address. Use the address page. Write the numbers on the house and color it.	Use your race cars cutting page to practice cutting.	Say a nursery rhyme or two. Say it again start-ing all the words with a d, m, l, or p. (Twinkle, Twin-kle Little Star becomes Dinkle, Dinkle Dittle Dar.)	Play with clay or play dough. Make a person or some letters. (This will help strengthen your hand muscles for writing.)	Draw and color a circle, square, rectangle, and triangle. Name them.	
	Get your flashcards with the numbers 1-5. Practice naming them and putting them in order. Add 6-10 when 1 to 5 is too easy.	Cut pictures from a magazine and glue them onto another paper.	Practice meeting and greeting a new friend.	Practice saying your full name, phone number and address.	Walk or drive to your school. Pay attention to the things you pass on the way.	
	Mist plants with a spray bottle. (This will help strengthen your hand muscles for writing.)	Count how many days until school starts. Write that number.	Read a story that has a teacher or a kindergartener in it. (See the book list.)	Practice meeting and greeting a new friend.	Make sure you have scissors, glue, crayons, and pencils for home-work. Set aside a spot at home for school work and supplies.	
	Practice writing your name with one capital letter at the beginning and lowercase letters otherwise. Write your last name if you can.	Sing your ABCs. Slow down when you get to L-M-N-O-P. Try pointing to the letters as you sing.	Visit the library again. Make sure you return all your books before you check out new ones.	Put together a puzzle with someone in your family.	Play with clay or play dough. Make a person or some letters. (This will help strengthen your hand muscles for writing.)	
	Use your skater cutting page to practice cutting.	Say a nursery rhyme or two. What words rhyme?	Play catch with someone. Count each toss. Kick the ball. Move a step back with each kick.			



# June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	Tell someone about your day. What happened at the beginning, middle and end?	Draw a picture of your family. Write or copy their names.	Pick out a set of something (Legos, cereal, blocks) to group first by size, then again by shape, then again by color.	Use tweezers to move beans or rice from one bowl to another. Use tongs to move cotton balls from one bowl to another.	Practice hopping on one foot 5 times. Then switch feet.	
	Mist plants with a spray bottle. (This will help strengthen your hand muscles for writing.)	Play catch with someone. Count each toss. Kick the ball. Move a step back with each kick.	Go to the grocery store. Name as many fruits and vegetables as you can. What color are they?	Get your flashcards with the numbers 1-5. Practice naming them and putting them in order. Add 6-10 when 1 to 5 is too easy.	Sing a song like Twinkle, Twinkle Little Star while you wash your hands.	
	Have a friend over to play a game. Practice taking turns and sharing.	Play with clay or play dough. Make a person or some letters. (This will help strengthen your hand muscles for writing.)	Try to stand on one foot with your eyes closed. Then try to stand on the other foot with your eyes closed.	Draw a picture with sidewalk chalk. Write your name with chalk.	Practice walking backward for 6 or 7 steps.	
	Go to the park and play on the swings and the slide.	Play catch with someone. Count each toss. Kick the ball. Move a step back with each kick.	Read a story and talk about how the people in the story feel (happy, angry, sad...) and why they feel that way.	Practice dialing your phone number. Use your telephone number page.	Build something with blocks. How many blocks did you use?	

# July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	Go to the grocery store. Give the cashier money and receive the change. Remember to say thank you. How many coins did you get back?	Pick out clothes for your first day of school. Make sure you can put them on and take them off by yourself.	Say the name of your school and your teacher 5 times.	Talk to someone about how you will get to and from school, and who will be there to pick you up.	Practice saying your full name, phone number and address.	
	Draw a picture and write a note to a friend or relative.	Cut pictures from a magazine and glue them onto another paper.	Practice writing your name with one capital letter at the beginning and lowercase letters otherwise. Write your last name if you can. Use the name writing page.	Try to balance on one foot and then the other for 10 seconds each.	Say your first and last name. Say the letters in your name. Try to think of words that start with	
	Write the numbers 1-10. Put the right number of pennies on each number.	Practice zipping, buttoning, and working your belt so you will be able to use the restroom all by yourself.	Count as high as you can.	Get your flashcards with the numbers 1-5. Practice naming them and putting them in order. Add 6-10 when 1 to 5 is too easy.	Recite your ABCs.	
	Have a friend over to play a game. Practice taking turns and sharing.	Practice raising your hand and waiting your turn to ask a question.	Write all the letters you know. If you have magnetic letters, mix them up and name them.	Read a story with someone and draw a picture of your favorite part of the story.	Count the number of steps from the front door to a tree or the sidewalk. Count them back to the door. Was the number the same? If not, which way took more steps?	
	Tell someone about your day. What happened at the beginning, middle and end?	Help plan and cook dinner. Talk about what you are doing. Try using measuring cups or spoons.	Practice saying your full name, phone number and address.			