

Welcome to Kindergarten



CHRIST THE KING
CATHOLIC SCHOOL + DALLAS

A Note from the Principal

Congratulations! You are ready for Kindergarten! Your journey at Christ the King has just begun. We are so happy to have you as a part of our family. Your teachers have picked out some fun books for you to read this summer. Take a look through this packet to find some summer activities.

Remember reading for fun helps you learn

new words and discover new things.

I hope you have a summer filled with many experiences with your families. I look forward to seeing you in August!

Mr. O'Sullivan

Summer

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From Your Teachers

Here are some ways for you to work with your child in reading as you prepare for the beginning of Kindergarten.

These are not skills that must be mastered before entering Kindergarten. They are simple

suggestions for you to try with your child at home.

Remember to keep it fun and foster the love of learning something new.

The most important thing is to read every day with your child.

♥ Welcome to
Kindergarten

Reading Reminders:

Please continue to read aloud to your child daily. Read carefully and interact with the book. Ask simple questions about the characters and where it takes place. If your child knows a few words, let him/her read those. It's okay if your child pretends to read or recites

memorized passages. Your child is still learning important skills such as how a book is read – from front to back, left to right, and by turning the pages. Help your child when he/she has trouble – always ward off frustration. Above all, keep it positive! There will be a

magical point when your child puts everything together and starts reading. Learning to read starts with talk, so talk with your child often, share stories, use new words, ask open-ended questions, and keep up the conversation.



Name Activities:

Name Puzzles: Write your child's name on a piece of paper. Cut the letters apart and put into an envelope. Write your child's name on the envelope. Encourage your child to put the letter pieces back to match his/her name. Talk about the letters. Have your child identify the letters. Point to an "a".

Making Names with Magnetic Letters: Put the letters of your child's name in a small bag. Have him/her assemble the letters and insist on left-to-right construction of the name. Add the letters for his/her last name when the first name is mastered.

Working with Letters:

Match the letters in the bag: Place a few letters in the bag at a time (start with letters in your child's name). Place multiple sets of the letters in the bag. Try to stick with no more than 10 letters at a time. Help your child find all of the k's and place them together. Then find all of the m's and place them together. Work on saying the name of the letters as they are lined up from left to right.

Match letters to an alphabet chart: To find an alphabet chart, go to Google Images and print one that you like. Place letters that your child knows well in the baggie. Help your child match the letters in the bag by placing them on the alphabet chart.

Sort by color: If you have different color letters, sort them by matching colors. Help your child name the letters that are red (lined up from left to right). Repeat with the other colors.

Letters:

It might be helpful to purchase some magnetic letters that are about one inch in size. Check the letters before you purchase – sometimes the "t", "q", "g" and "a" look more like typed text than the print the children learn in school, which can be confusing. My personal favorite magnetic letters can be purchased at Lake Shore Learning or go to their website:

www.lakeshorelearning.com. Just type "magnetic letters" in the search box. There are two good options: the red/blue 1 inch letters and the 2 inch foam letters. You can purchase magnetic letters at most retail stores as well.



Working with Letters (Continued):

Match upper case and lower case letters: Put matching upper and lower case letters in the bag. Work with your child to find the matches. Remember to line up the letters from left to right. You can use the alphabet chart to match also.



Name letters from left to right: Have your child place the letters in a line and name them as they line them up. Encourage speedy recall from left to right.

Name a word that begins with that letter: Pick a letter from the bag, have your child name the letter. Then talk about what sound that letter makes. Have fun thinking of words that start with that letter/sound.

Name the letter that begins that word: Say a word and help your child find the letter that makes the sound at the beginning of the word. For example: “Find the letter that you hear at the beginning of *car*.” Your child should locate the “c”.

Find the letter that makes that sound: Help your child find a letter in your environment (while driving) that makes a particular sound. For example: “Find the letter that says /b/” (make the “b” sound).

Working with Sounds:

Clapping Syllables: Use pictures, objects around your house, or the items on the alphabet chart to say the word and clap the parts. Begin with words that have one or two syllables. Make sure your child says the word correctly and claps the parts.

Working with Rhymes: Say two words and help your child decide if the two words rhyme. (Rhyming words end with the same sounds.) Some children will be able to name a word that rhymes with another word. That is a more challenging task that will be strengthened in Kindergarten.

Picture Sorts: Sort pictures by their initial consonant sound. Start with the letters: *b, d, f, j, k, l, m, n, p, r, s, t, v, z*. It’s fun to start with pictures of names of your family members.



Working with Books:

As you read to and with your child, there are a few things you can do to help your child develop reading behaviors.

- Read to your child *every day*.
- Point to the words while you read a book to your child. Be deliberate about pointing and looking.
- Talk about words and letters – discuss how some words are longer and have more letters while some words are short and have fewer letters. Count the number of letters in words your child knows – like his/her name.
- Point out capital and lower case letters in a book.
- When books have writing over pictures, talk about it. You can say things like, “Oh, look! There are words in that cloud!”
- Let your child read words he/she knows well. You’ll be surprised at how fast children learn simple words like: go, me, I, can.

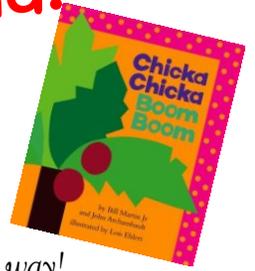
Books to Read Aloud To Your Child:

Let your child read as many of the words as he/she knows.

Let this be an enjoyable time together and read the others for him/her.

Talk about what you read together. Have fun with the books.

Your child will learn a lot about how books work and making reading sound good that way!



The Art Lesson by Tomie dePaola

Bamboozled by David Legge

Chicka Chicka Boom Boom by Bill Martin, Jr.

Comet's Nine Lives by Jan Brett

Don't Let the Pigeon Drive the Bus by Mo Willems

Double Trouble in Walla Walla by Andrew Clements

Edward and the Pirates by David McPhail

Fall is Not Easy by Marty Kelley

Five Little Monkeys Jumping on the Bed by Eileen Christelow

I Ain't Gonna Paint No More by Karen Beaumont

Is Your Mama a Llama by Deborah Guarino

Jumanji by Chris Van Allsburg

Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate

Mr. Brown Cow Can Moo, Can You? By Dr. Seuss

Owl Moon by Jane Yolen

Ox-Cart Man by Donald Hall

The Real Mother Goose by Blanche Fisher Wright

The Stinky Cheese Man by Jon Scieszka

Sylvester and the Magic Pebble by William Stieg

We Share Everything by Robert Munsch

Where the Sidewalk Ends by Shel Silverstein

Wild About Books by Judy Sierra

