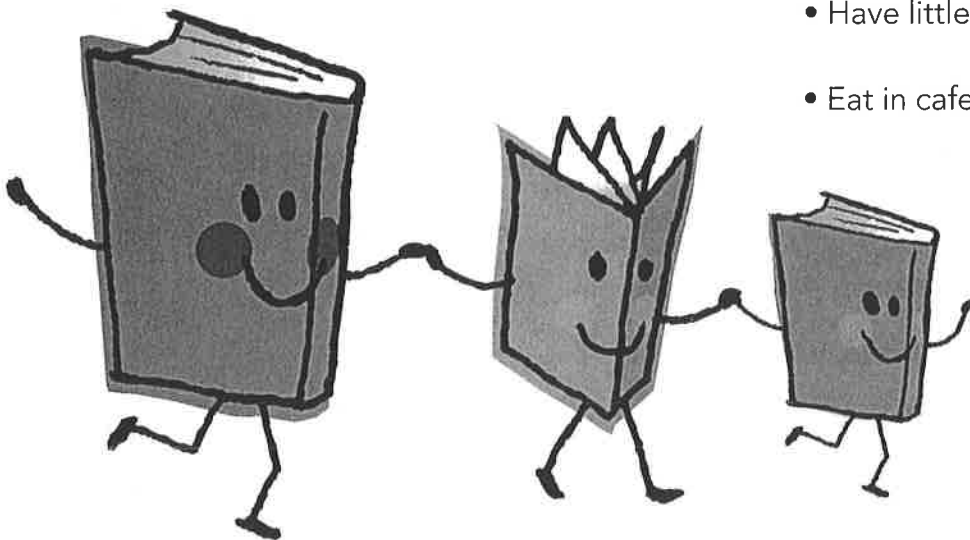


A Day in the Life of a Kindergartener

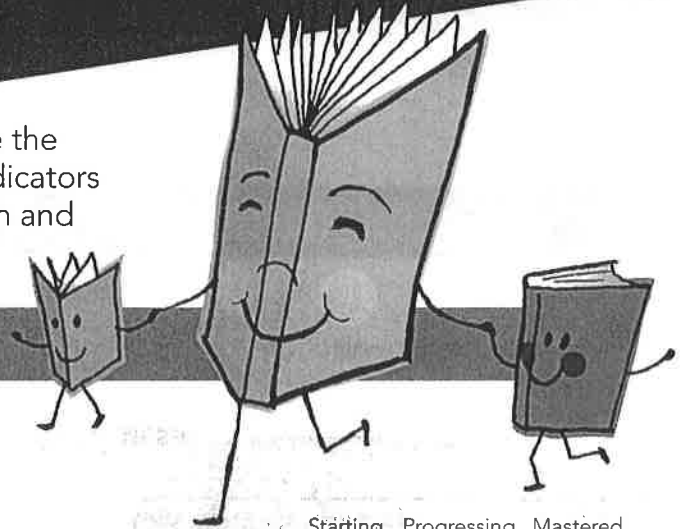
In kindergarten your child will

- Make new friends
- Learn about the world he lives in
- Learn about letters, sounds, words, and books
- Practice pre-reading skills
- Begin to learn how to read, spell, and write
- Learn about numbers, shapes, patterns, and sizes
- Explore themes and projects that integrate reading, writing, mathematics and science
- Explore themes and projects that integrate learning with visual and performing arts (painting, drawing, singing, dancing, etc.)
- Work in small groups and large groups
- Have less time for recess
- Have little or no time for naps
- Eat in cafeteria



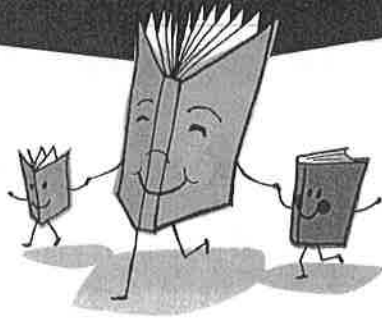
Is Your Child Prepared for Kindergarten?

Although teachers do not expect all children to have the same level of skills coming into kindergarten, the indicators below are good signs that your child is ready to learn and succeed.



	Starting	Progressing	Mastered
Can say their first and last names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make simple drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold crayons like a pencil and use safety scissors appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name basic colors and shapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recite the alphabet and count to ten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to adults and follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know their ages and the names of family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begin to learn their phone number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can sit still for a 15- to 20-minute activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share, take turns, and raise their hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play with other children without biting or hitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play Follow-the-Leader by walking, running and jumping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take care of basic needs on their own, such as going to the bathroom, washing hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is Your Child Prepared for Kindergarten?



	Starting	Progressing	Mastered
Recognize their possessions, backpacks, lunchboxes, jackets, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets at least eight hours of sleep each night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know the name of many things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know if a book is upside down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Look from left to right when "reading" a book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begin to write letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize their names and are beginning to write their names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know the sounds that some letters of the alphabet make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hear the first sound in a simple word like "ball"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hear words that rhyme in books like <i>Cat in the Hat</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show interest in books, turn pages, and pretend to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold conversations and tell simple stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tell you what they like about a book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please be sure your child:

- Receives health checkups at least once a year
- Receives all required immunizations to enter kindergarten

Pre-Reading Skills for Reading Success

To prepare for reading success,
children need to develop these six skills:

Vocabulary

Know the names of persons, actions, places and things.

Starting Progressing Mastered

Print Awareness

Notice print, know how to handle a book, and know how to follow words on a page.

Letter Knowledge

Know letters are different from each other, know the names of alphabet, and recognize they make different sounds. Recognize letters at home and in the world around us.

Phonemic Awareness

Be able to hear and distinguish the smaller sounds in words.

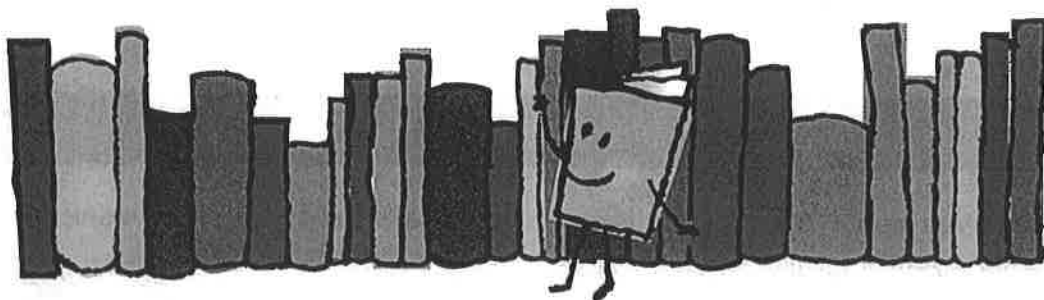
Print Motivation

Show interest and enjoy books.

Narrative Skills

Be able to describe things and events and tell stories.

Parents, take comfort. Children learn at their own pace and your child's reading readiness will grow. Be your child's biggest fan.



Helping Your Child Prepare for Kindergarten

You can do many things to help prepare your child for learning. And the more you learn together, the happier your child will be.

READ

TALK

PLAY

- Read out loud to your child every day.
- Have your child “read” to you, even if they are not actually reading yet.
- Let your child draw, “write,” and doodle often. Provide blank paper or a tablet to use that is their own.
- Have family storytelling time.
- Do fun learning activity booklets together.
- Have conversations and be a good listener.
- Play games – for instance, games involving rhyming, counting, matching, or guessing.
- Limit television time to educational programs that you watch together.
- Read road signs, grocery-store signs, fast-food signs, license plates, street signs and house numbers as you travel together.
- Visit the public library often.
- Go to the library and select dual-language audio books.
- Select vocabulary building bilingual children’s books.
- Label all of the items in your home with index cards. For example, “door” posted on the front door, etc.

HELPING
AT HOME

Invite your child to help you with simple things around the house. This will make your child feel important and useful. With your assistance, use that time to help your child develop confidence, as well as valuable math and language skills like matching, sorting clothes, measuring ingredients, counting, reading simple words from a shopping list, or finding a word on a specific item on the pantry shelf.

Check out www.scholastic.com/parents for more free tools and advice.



I Read To You

When you read:

- Find a special time and place to read to your child.
 - Many parents make reading a nightly bedtime ritual.
 - Pick the best time for both of you to read together for 20 minutes each day.
- Find a story that you and your child will love to read.
 - You will influence how well your child likes the book by the way you read the story.
 - Use character voices, soft voices, loud voices, and so on.
 - Have fun together making the story come alive.
- Read the whole story first if it is a picture book.
 - If you are reading a chapter book, decide how many chapters you will read each day.
 - Be prepared to read more as your child becomes excited about the story!
- When you begin to read a new story, look at the cover, read the title of the story, and find the author's name.
- Do a brief picture walk through the story by looking quickly at each of the pictures in the book.
 - Ask your child: "What do you think this story is going to be about?"
 - You are now asking for a prediction, something that children do when they read in school!
- Use your pointer finger to walk through the words as you read along.
 - Your child will be watching you move your finger from left to right as you move along the page.
 - Soon your child will be doing this too.

After you read:

- Use index cards and write the following questions on each card;
 - Who? What? Where? When? Why? How?
 - When you finish reading the story, use the question cards to ask your child about the story.
 - Then have your child use the question cards to ask **you** questions about the story!
- Pick out three or four vocabulary words you find in the story.
 - Ask your child what each words means.
 - Help your child figure out the meaning by using a think-aloud.
 - You say: "I'm thinking that this word means _____ because I noticed _____."
 - After doing this a few times, your child will start using think-alouds too.
- When you have read the same book a few times because of your child's request, pat yourself on the back!
 - You have chosen the right story, read it beautifully, and motivated your child to want to hear it again.
 - When you finish reading the story again, have your child retell the story to you using the pictures to move the retelling along.
 - This is another important skill children need to learn.
- Helpful Hint: Make sure you are always having fun, celebrate reading together.

Raising Readers

We Read Together

When you read:

- Find a comfortable place to read together for about 20 minutes a day.
 - Try to find a consistent time to do the reading with your child. It will become a wonderful habit.
- The same suggestions that were given for the I Read To You section apply during the times you read together.
 - Find the title and the author.
 - Take a picture walk through the story.
 - Have your child predict what the story is going to be about.
- Let your time reading together be a fun experience for both of you.
 - You will know when your child gets tired.
 - Reading is not a natural skill; it's a learned skill.
 - Children are using great concentration when they read; when they get tired, you take over the reading.
- Choral-reading is a fun way to read together.
 - Choral-read a page of the story you have chosen.
 - To do this, you read part of the page first, and then have your child read the same part with you together again.
 - Read with emotion; you are the model for reading. Be silly, dramatic and use voices.
 - Don't read too fast; use character voices.
 - Make the read-aloud fun for your child.
 - Use your pointer finger to read the words in the story.
 - Have your child point to the words as you read together.
- Echo reading is another fun activity for your family reading time.
 - You read the sentences and point to the words.
 - Then let your child read the sentence and point to the words.
 - Remember to stop echo-reading when your child is noticeably tired; continue the read aloud to finish the book or the chapter you are reading that day.
- When you know the book you have chosen is at your child's reading level or below, share the reading.
 - You read a page, and then your child reads a page of the story.
 - If you are reading a chapter book, your child could read a chapter first, then you would read a chapter.
 - We must always support children by helping them when they are stuck on a word.
 - Reading together should be an enjoyable experience for both of you.

After you read:

- Remember to ask questions about the story.
 - Use the question cards you made in the I Read to You section to ask about the story content.
 - Let your child be the teacher and ask you questions too.
- Have your child retell the story in her own words.
 - What happened first? What happened after (name an event from the story)? How did the story end?
- Find three or four vocabulary words, and ask your child about word meaning.
 - Model the "think-aloud" to help them figure out what the word means. (See I Read To You.)
- It's exciting when your child wants to read the same story again.
 - Every time you read the same story again, your child will become a more fluent reader.
 - Practice helps children to become better readers.

Raising Readers

You Read to Me

Although it's wonderful when your child is able to read on his own, don't ever give up your read-aloud time together. Reading time drops off when children begin to read on their own. We need to keep them motivated to continue reading and to love the reading experience. When children are able to read on their own, find consistent opportunities to go back to the We Read Together time to continue to model excitement about reading.

Before your child reads:

- You will need to know your child's independent reading level to identify "just right" books to read alone. Ask your child's teacher for help, or use the five-finger check.
 1. Have your child read aloud the first page or the first one hundred words of any book of interest.
 2. As your child reads aloud, hold up one finger for every uncorrected mistake.
(Some children like to keep track themselves.)
 3. After your child is done, count your fingers. If you're holding up:
 - 0-1 fingers: The book too easy.
 - 2-3 fingers: The book is just right for independent reading.
 - 4-5 fingers: The book too hard. (Remember: You can still read the book aloud to your child).
- When you ask your child's teacher for your child's independent reading level, you will receive a grade equivalent or a Lexile level.
 - An example of a grade equivalent would be 2.3.
 - That means your child is reading at the second grade, third month level.
 - If your teacher gives you a Lexile level, it would look like 660L, giving you a number and the abbreviation for Lexile.
 - You can sometimes find these levels on the back cover of your chosen book.
 - If you can't find either level marked, you can also use the application that will be provided at the Book Fair to find a book that matches your child's reading level.
 - You can also do a Google search for a book's grade-level equivalent or Lexile.
- It's a good idea to occasionally select books that are below your child's reading level as this will build their confidence.
 - Easy books continue to help your child read fluently, learn more about vocabulary words, and help develop comprehension strategies.
- If a book is above your child's reading level, don't put it back if it appeals to both of you.
 - Let it be your next read-aloud or help your child choral or echo read part of the book with you.
 - Your child's listening level and vocabulary will continue to grow when you read a book that is above his reading level.

When your child reads:

- Continue to encourage your child to read at least 20 minutes a day.
 - Find a quiet place for your child to read, and choose a consistent time.
 - Show interest in learning more about what your child is reading.

Raising Readers

You Read to Me

After your child reads:

- It's always important to have your child read part of the book to you.
 - Great teachers always have their students read a passage of the story they are reading to make sure that children can read the book fluently (i.e. no skipping of words).
 - You can practice reading aloud with your child too.
- Remember to ask questions about the story.
 - You can go online to find a summary of the book, or you may be able to read the book yourself so you can ask good questions.
- Continue to build your child's vocabulary by identifying and defining three or four vocabulary words in the story.
 - Help your child figure out a word's meaning.
- Have your child retell the story to you using pictures as a guide when reading a picture book. Ask questions such as;
 - "What happened first? What happened next? What happened last? How did the story end? What did you learn from reading the story?"
- Continue to build your child's library one book at a time.
 - Go to the library and get a library card.
 - Bring home books for yourself and your child.
 - Help make reading a lifelong habit in your child's life by continuing to be a reading model for your child.

Raising Readers

THE FIVE- FINGER TEST FOR RIGHT-FIT BOOKS

Open the book and ask your child to read a page or two (100 words). Hold up a finger for each unknown or misunderstood word, and say:

1 FINGER

You knew all but one word! This book will be pretty easy for you.



2 FINGERS

"L" stands for learning. This will be a good learning book for you.



3 or 4 FINGERS

"W" is for "warning." This book may frustrate you, and you may not enjoy it.



5 FINGERS

This means STOP. Time to look for another book you can enjoy by yourself.



 SCHOLASTIC

