

Dear Parents and Guardians,

An exciting time is approaching for your child when they begin Kindergarten in September. It is a time to make new friends, learn the routines of school and explore the bigger world. I am always excited to go on this journey with the children and see their growth! I have attached some pages that may be of interest to you as you and your child get ready for Kindergarten.

When children begin to draw and print they are beginning a very important life long form of communication. It is important that children, in their formative years, develop habits that help them to form letters correctly and hold writing tools properly. Once bad habits are formed they are very difficult to correct. The enclosed information on proper pencil grip for both right and left handed children and correct letter formation is meant to assist you as your child presently colors, draws and prints their name at home. If your child isn't yet using crayons, pencils, markers, chalk, paint then now is the time to begin.

Learning nursery rhymes is a very important pre-reading skill as it develops rhyme, awareness of speech sounds and builds vocabulary. The following 7 sounds p, b, t, d, k, g, m are sounds that a child should be able to properly produce by the age of 4. The enclosed sheet lists 10 common nursery rhymes that target these sounds.

The rest of the pages are suggestions of what to look for as your child transitions to Kindergarten. By no means must your child be able to do all the things suggested but they should be able to do some of them. Your child will be learning these things and more in Kindergarten in a playful way.

If you ever have any questions please email me at the below email. I am looking forward to meeting your child in the fall!

Sincerely,

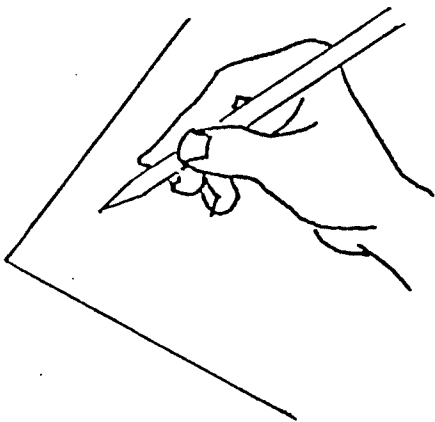
Corinne Topham
Kindergarten Teacher
Forrest School
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Holding the Pencil or Pen:

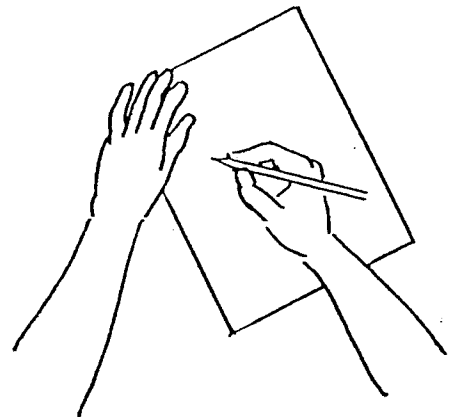
From time to time, check that the following points are being observed:

1. The pencil should be held loosely between the thumb and second finger and about 2.5 cm from the point. The left-handed student should hold the pencil somewhat farther away from the point.
2. The writing hand should be kept well below the line of writing.
3. The arm, hand and fingers are involved in the movement of writing. The arm moves forward, the hand glides across the surface and the fingers form the letters.

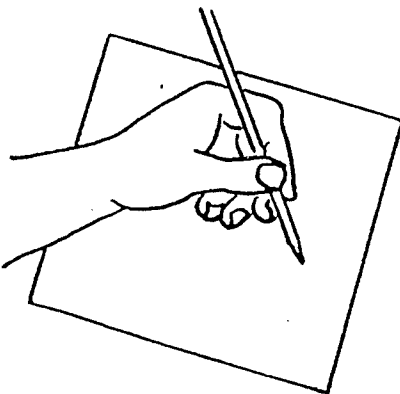
Right-Handed Grip



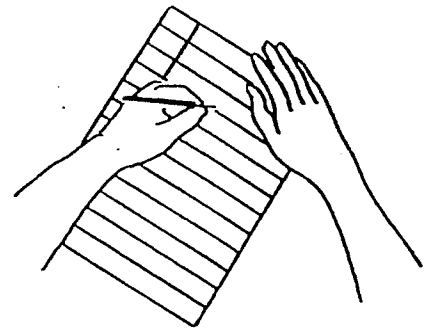
Right-Handed Paper Position



Left-handed Grip



Left-Handed Paper Positions





Capital Formation Chart

A
1 2 3

Big Line
Big Line
Little Line

B
1 2

Big Line
Little Curve
Little Curve

C
1 2

Big Curve

D
1 2

Big Line
Big Curve

E
1 2 3 4

Big Line
Little Line
Little Line
Little Line

F
1 2 3

Big Line
Little Line
Little Line

G
1 2

Big Curve
Little Line
Little Line

H
1 2 3

Big Line
Big Line
Little Line

I
1 2 3

Big Line
Little Line
Little Line

J
1 2

Big Line
Turn
Little Line

K
1 2

Big line
Little line
Little line

L
1 2

Big line
Little line

M
1 2

Big line
Big line
Big line
Big line

N
1 2

Big line
Big line
Big line

O
1 2

Big Curve
Go around

P
1 2

Big line
Little Curve

Q
1 2

Big Curve
Go around
Little line

R
1 2

Big line
Little Curve
Little line

S
1 2

Little Curve
Turn
Little Curve

T
1 2

Big Line
Little Line

U
1 2

Big Line
Turn
Big Line

V
1 2

Big Line
Big Line

W
1 2

Big Line
Big Line
Big Line
Big Line

X
1 2

Big line
Big line

Y
1 2

Little line
Big line

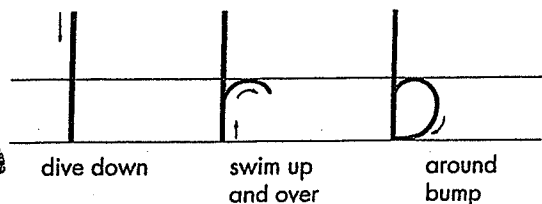
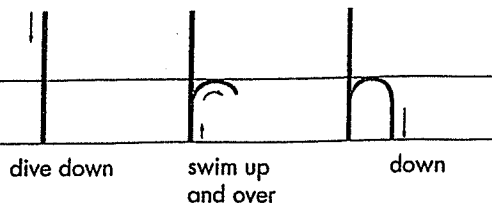
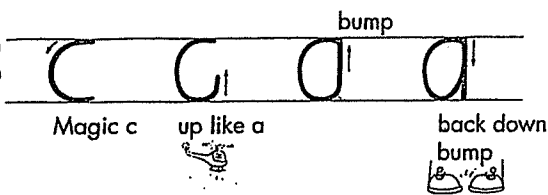
Z
1 2

Little line
Big line
Little line

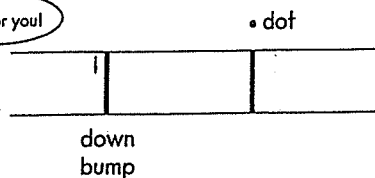
THIS IS THE LANGUAGE USED IN CLASS WHEN WE FORM LETTERS



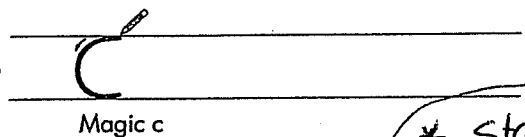
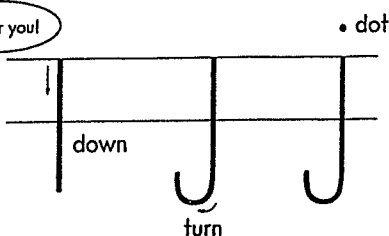
Lowercase Formation Chart



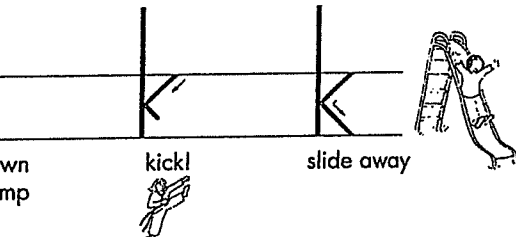
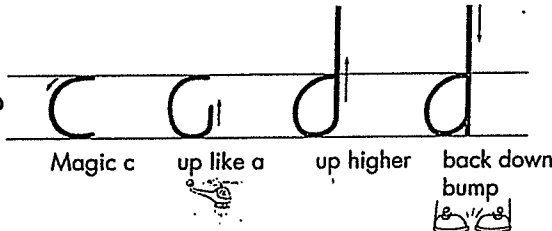
Dots for you!



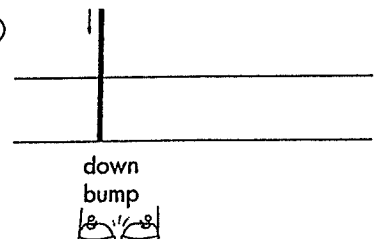
Dots for you!



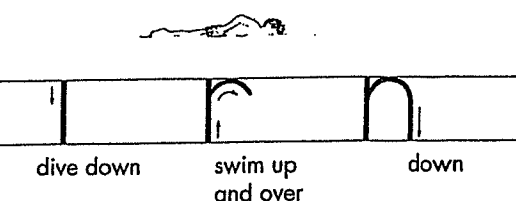
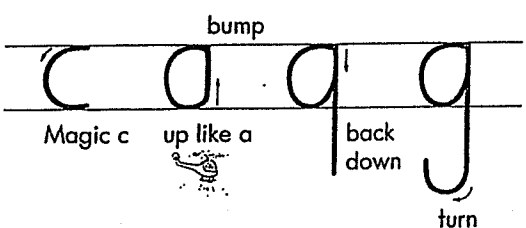
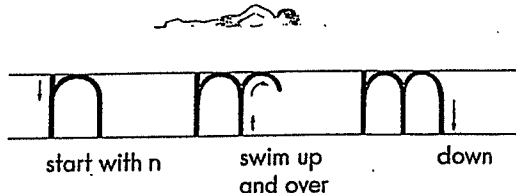
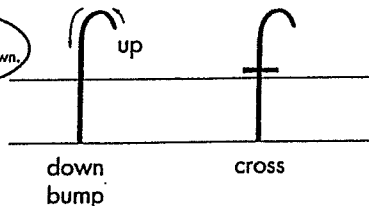
* start letters from the top not bottom



Start at the top!

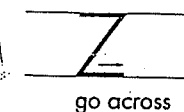
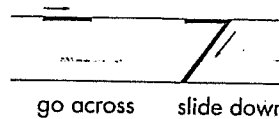
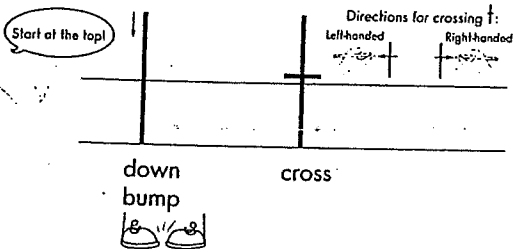
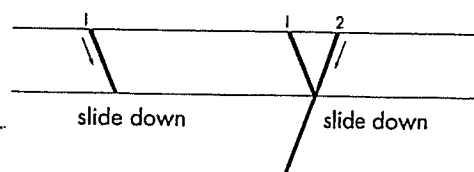
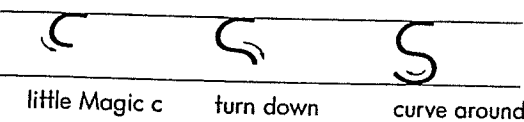
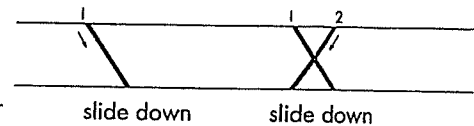
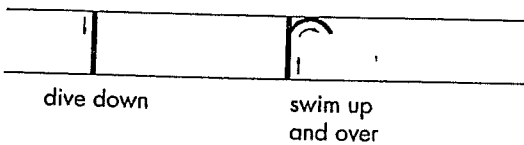
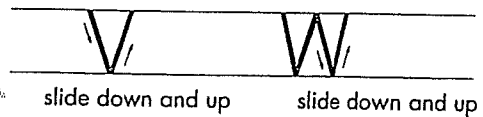
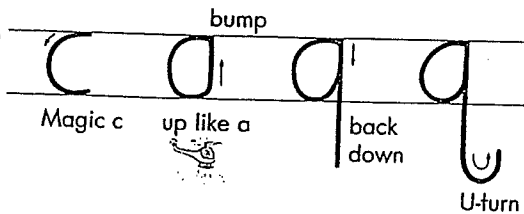
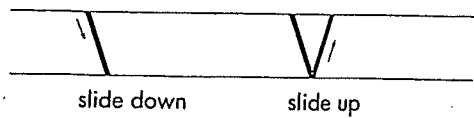
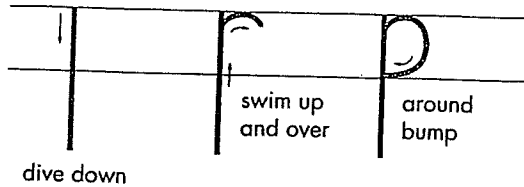
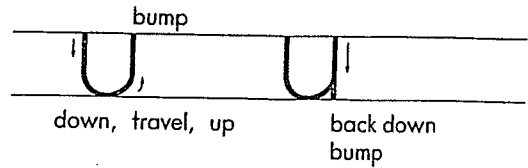
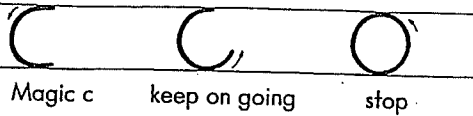


At first, curve up. Then go straight down.





Lowercase Formation Chart



NUMBERS AND COUNTING

What to look for

Your child...

- ✓ Can count at least 5 objects
- ✓ Knows that the written numeral '3' means 3 objects, such as 3 bears
- ✓ Can add and subtract small numbers of familiar objects, such as, "I have 3 cookies. You have 2. How many do we have all together?"
- ✓ Can put written numbers in order from 1 to 5
- ✓ Can count from 1 to 10 in the correct order
- ✓ Can use the words 'more' and 'less' correctly

To encourage your child's skills with counting and numbers:

- ★ Collect a variety of materials your child can use for counting and learning about numbers. Old keys, plastic bottle caps, thread spools, and pictures from magazines all work well.
- ★ Use materials from around the house to experiment with addition, subtraction and "more" and "less" activities.
- ★ Use number words, point out numbers, and involve your child in counting activities as you go through your day.
- ★ Read, tell stories, sing songs, and say poems about numbers and counting with your child. Try to include books in which characters are added or subtracted as the story progresses. (Good books include: *Five Little Monkeys Jumping on the Bed*, by Eileen Christelow and *Roll Over! A Counting Song* by Merle Peek.)



LEARNING AND THINKING

What to look for

Your child...

- ✓ Can match two pictures that are alike
- ✓ Can tell things that go together (a spoon and a fork, a fish and a boat)
- ✓ Can match, recognize and name circle, square, and triangle
- ✓ Can match, recognize and name at least 5 colors
- ✓ Can repeat a pattern you start (step, step, jump – step, step, jump)
- ✓ Can put 3 pictures in order (1. Planting flower seeds; 2. Flowers growing; 3. Picking flowers) (sequencing)
- ✓ Can work simple puzzles

To encourage your child's learning and thinking skills:

- ★ Collect real objects that go together: shoe/sock, hammer/nail.
- ★ Involve your child in putting pictures in order. You can use photos of your child at different ages, or pictures cut from a magazine.
- ★ Let your child help you fold laundry. Your child can match socks and other clothes by color or size.
- ★ Play "shapes" and "sizes" games with your child. Use coins, cut-out shapes, and other objects from around the house.
- ★ Have simple puzzles available for your child to play with. Make puzzles by cutting up greeting cards or the front of a cereal box into puzzle-shaped pieces.



LANGUAGE DEVELOPMENT

What to look for

Your child...

- ✓ Can speak in complete sentences
- ✓ Can follow directions with at least two steps
- ✓ Can understand words such as 'top' and 'bottom', 'big' and 'little'
- ✓ Can follow directions in a simple game with other children or adults.
- ✓ Can say or sing familiar songs and nursery rhymes
- very important for beginning reading → ✓ Can recognize when words rhyme, such as 'cat' and 'hat'

To encourage your child's language development:

- ★ Take time each day to listen to and talk with your child. Some good times for conversation are while traveling, at mealtimes and at bedtime.
- ★ Encourage your child to listen and use language to express ideas.
- ★ Involve your child in activities and games that require listening and following directions.
- ★ Read and tell stories that have interesting characters and easy-to-follow plots. Talk with your child about the stories after you read or tell them.
- ★ Read and sing nursery rhymes and rhyming stories with your child.

Getting Ready for Kindergarten: Language Development



Songs and Nursery Rhymes Help Children Develop Early Sounds

by Keri Brown, M.C.D., CCC-SLP



Reading books to children daily helps to develop important early speech sounds, pre-reading skills, vocabulary and basic concepts. Did you know that reciting nursery rhymes and singing children's songs also helps to improve these important developmental areas? It's true! The cadence, rhyme, and repetition of words in nursery rhymes and children's songs help develop an awareness of speech sounds. By singing songs loaded with early developing sounds such as p, b, t, d, k, g, and m, you give them a "head start" to great listening and speaking skills.

The following ten common nursery rhymes and/or children's songs are ideal for targeting early developing speech sounds. The number of times a sound occurs in each song/nursery rhyme is listed below.

The Itsy Bitsy Spider

p - 8 k - 4
b - 2 g - 1
t - 9 m - 4
d - 10

Pat-A-Cake

p - 5 k - 11
b - 5 g - 0
t - 9 m - 4
d - 3

Jack Be Nimble

p - 1 k - 5
b - 4 g - 0
t - 1 m - 2
d - 1

Peter, Peter Pumpkin Eater

p - 7 k - 5
b - 0 g - 0
t - 9 m - 4
d - 10

One, Two, Buckle My Shoe

p - 2 k - 6
b - 2 g - 1
t - 8 m - 2
d - 1

Twinkle, Twinkle Little Star

p - 2 k - 6
b - 2 g - 1
t - 8 m - 2
d - 1

Little Bo Peep

p - 3 k - 2
b - 2 g - 2
t - 6 m - 5
d - 3

Little Miss Muffet

p - 1 k - 2
b - 2 g - 2
t - 9 m - 5
d - 7

Once you get used to stressing the early developing sounds, you'll begin to notice them in many other songs and nursery rhymes. Be aware of these sounds and stress them when speaking to your child, often allowing him/her to look at your face while listening. Be a good speech model, and you will help your child have excellent speech and language skills!

Name _____

Date _____

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