



KINDERGARTEN

Helping Your Child
Make the Move

EdAdvance

Educate • Collaborate • Innovate

www.edadvance.org



We believe that building a solid foundation for transitioning young children to Kindergarten is important in preparing them for success in the school setting. This guide is intended to provide basic information and practical suggestions for parents/guardians as they help their children prepare for Kindergarten.

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TABLE OF CONTENTS

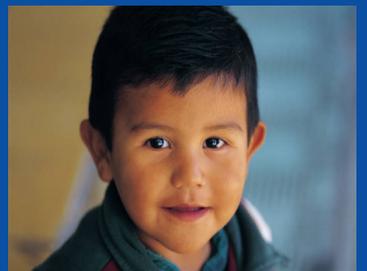
Letter to Families	1
First Steps: The Year <i>Before</i> Kindergarten	2
Three Basic Steps for Learning a New Skill	3
Getting Your Child Ready for Kindergarten	4
The Importance of Reading to Your Child	7
Reading to Your Child	8
Read Aloud Tips for Parents	9
Environmental Print Alphabet	10
Developing Fine Motor Skills	11
Pre-Handwriting Exercises	12
Pencil Holding	13
Practice Writing with Your Child	14
Fun with Math!	15
Suggested Reading	16
Sources and Websites.	17

Dear Families,

We hope that you and your child enjoy the activities in this booklet. Your child will be eager to learn and ready for success with a solid foundation and parent support.

Have fun with your child,

EdAdvance Staff



First Steps

The Year *Before* Kindergarten*

Benefits: *The year prior to Kindergarten you should already be laying a foundation for your child's transition to Kindergarten. You can begin the process by:*

- ❖ Identifying the school that your child will be assigned to next year, or in some cases, choosing which school your child will attend.
 - ✓ In some states, parents may enroll their child in the school of their choice or a magnet school. Find out if this is an available option for you.
- ❖ Visiting the school or schools that your child might attend. Bring your child with you on those visits.
- ❖ Obtaining the following information from the school:
 - ✓ A list of entry requirements (immunizations, documentation, child's age, physical, etc.).
 - ✓ An enrollment form.
 - ✓ School calendar and hours of operation.
 - ✓ Information about before and after school programs (Call 1-800-852-4314 for EdAdvance's School Age Programs).
 - ✓ Transportation information (pick-up location, hours, telephone number of the district's transportation office, rules).
 - ✓ Dates for Kindergarten registration and/or screening.
 - ✓ What meal options are provided, requirements for free and reduced lunches, and the cost of the meals.
 - ✓ A description of the Kindergarten program.
- ❖ Once your child's school is finalized:
 - ✓ Obtain the names of the principal, school secretary, Kindergarten teachers, librarian, etc. This will enable you to begin talking about the staff in positive ways with your child.
 - ✓ Find out how you can be involved in the school. If you can, volunteer to help out in the school.
 - ✓ Check to see if the school allows you to bring your child to eat in the cafeteria the year prior to Kindergarten. If so, take advantage of this opportunity whenever possible.
- ❖ Begin connecting with other families. Find other parents with children who will enter Kindergarten at the same school next year. This is a good time for you to get to know the other adults. You can support each other in an emergency situation, take turns waiting at the bus stop, or carpool.
- ❖ Provide opportunities for your child to become acquainted with other children so that he/she will see familiar faces on the first day of school.

* Adapted from *First Steps The Year Before Kindergarten Parent Tip #3, Terrific Transitions*

Three Basic Steps for Learning a New Skill

Benefits: Young children learn best by watching others perform tasks. Anyone can serve as a child's role model. Help your child develop their skills by showing him/her how to perform certain tasks.

How Do You Learn a New Skill?

1. Have it done for you.
2. Have someone do it with you.
3. Have someone listen to or watch you as you practice the new skill alone.

❖ Example: Learning How to Walk

1. You walk the baby, the baby observes you and others walking.
2. You hold the baby's hands as they begin to walk.
3. You watch them as they begin to walk alone, giving them praise and support.



❖ Example: Learning How to Write

1. You write the grocery list and note to school, your child observes you.
2. You give your child every opportunity to use writing instruments, have them trace letters and help them spell out simple words.
3. You watch them as they begin to write and encourage them to write down their stories.

“Whether a child is mastering a language or learning music, the foundation is the same: Enjoyment!”

*-Jalongo/Ribblet,
Childhood Education, 1997*

Getting Your Child Ready for Kindergarten*

Speak and Listen

Before your child enters school, he or she should be able to:

Use and understand many words.

Use language to communicate.

Speak in complete sentences.

Ask questions.

Make simple rhymes.

Make up and share personal stories about his or her interests.

To help your child be ready for Kindergarten, you can:

Use new words daily as you play and talk together in everyday activities. For example, “I am waiting for the mechanic to fix my car because it is not working.”

Help your child to use language to express his or her ideas, needs, and feelings. For example, “Why do you think the girl in the book is laughing and clapping her hands?”

Model for your child by speaking in complete sentences with five or more words per sentence. Help your child to expand his or her sentences. For example, “Tell me what happened next.”

Encourage your child to ask questions. Listen carefully to your child’s questions and respond to them. Use “what, when, where, why, and how” questions.

Say and sing nursery rhymes, rap and poetry, and play rhyme games. Help him or her to repeat the words that rhyme. Help your child to make up his or her own funny rhyming words.

Listen with interest to your child’s stories, make comments, and ask questions. Share your own stories. Show your own childhood photographs and tell stories about them.

Read and Write

Before your child enters school, he or she should be able to:

Show an interest in reading activities.

Select familiar books and tell why he or she likes them. Re-tell favorite stories from books.

Handle a book appropriately.

Recognize some letters.

Recognize and print his or her first name.

Use pencils, markers, and crayons to draw and write.

To help your child be ready for Kindergarten, you can:

Point out and name familiar signs or labels in the store.

Read books several times and ask questions about the stories. Act out the stories with your child using dolls, stuffed animals, or puppets.

Read books often with your child so he or she learns how to hold and use a book. Allow your child to pretend to “read” to you favorite stories from the books.

Point out letters that are in your child’s name or on familiar signs. Ask the child if he or she recognizes a familiar letter in a word. Put magnetic letters on the refrigerator for your child to use.

Talk to your child about his or her name and the letters in it. Print your child’s name whenever possible, such as on drawings or below his or her photograph. Encourage your child’s attempts to “write” his or her name with letter-like shapes.

Provide your child with pencils, markers, and crayons, and allow him or her to scribble or draw. Provide opportunities for your child to see you write, such as writing a shopping list or a letter.

* Adapted from materials produced by the Connecticut State Department of Education, 2008, 2015

Use Mathematics

Before your child enters school, he or she should be able to:

Be curious about and interested in number-related activities and say numbers in sequence up to at least 20.

Describe and talk about the size, shape, length, weight, and capacity of objects.

Sort items by “same” and “different.”

Sort and compare objects by length, weight, and capacity and describe the comparison or sort using words such as longer, shorter, same, heavier, lighter, same weight, hold more, hold less, and hold the same amount.

Use words like “top,” “bottom,” “under,” “over,” “before,” “after,” “next to,” “between,” “above,” and “below,” to describe the position of objects.

Count and match the number to an object.

Recognize written numerals up to at least five.

Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five.

To help your child be ready for Kindergarten, you can:

Guess the number of cookies on a plate. Repeat counting rhymes and play singing games with numbers. Practice with your child counting aloud numbers in order.

Talk about the big and small balls, the red and yellow blocks, and the round cookie or square plate. Also have conversations with your child about how you compare objects. Ask questions to see if your child can recognize what is being compared.

Play games where your child has to find the matching sock, shoe, and mitten. Set the table by matching every plate with a napkin, cup, and fork. Look for picture games, playing cards, and dominoes for finding matches. Ask your child how are these items the same or different.

Gather a variety of objects from your child’s toy box and line them up from largest to smallest. Organize boxes of cereal, rice, and pasta from tallest to shortest. Put a variety of objects in a bag and sort them from heaviest to lightest.

Use the tune of a familiar song to create a movement song: “Put your hands on top of your head; stand on top of the box; crawl under the table.” Use these words in directions: “Put your sneakers under the bed; put the teddy bear on top of the pillow.”

Turn mealtime into counting fun by having your child count objects as he or she helps to set the table. Count objects whenever you are driving or walking to school or on errands. Check out the local library for counting books.

Play “I Spy” with numbers as you travel; find numbers in books; count, measure, and estimate while making dinner. Look for number symbols in magazines, cut out, and glue on paper all the 2s, 3s, etc. Put magnetic numbers on the refrigerator for your child to use.

Use daily opportunities to share and solve math stories, such as, I have two forks and you have two forks. How many forks do we have together? We have 3 bananas and you eat one, how many are left?

Build Physical Ability

Before your child enters school, he or she should be able to:

Choose activities that use his or her body.

Dress himself or herself independently.

Use his or her body for creative expression.

To help your child be ready for Kindergarten, you can:

Encourage him or her to climb the slide, use a swing, run outdoors, jump with you, or go for a walk.

Work with him or her to practice putting on clothes and using buttons, zippers, and snaps.

Teach him or her to dance to music, pretend to play, and explore using a variety of materials, such as paints and crayons, to express his or her thoughts.

Participate and Cooperate

Before your child enters school, he or she should be able to:

Work and play together with other children.

Stay involved in an activity to its completion.

Follow routines and directions.

Work out problems with others.

Understand other people's feelings.

To help your child be ready for Kindergarten, you can:

Provide lots of opportunities for your child to play and participate in groups, such as library story hours, church groups, and visits with other children.

Encourage your child to choose his or her own experiences and/or materials. Help your child learn to stay with an activity to its completion by sharing and working on the activity with him or her. Use positive words of encouragement such as "You are doing a good job picking up your blocks."

Play games with him or her such as "First find the red truck and then the yellow block. Put the truck and the block in the blue box." Be clear when giving directions. "Please hold my hand as we cross the street." Have your child repeat the directions so you know he or she understands.

Help him or her in solving problems by offering alternative ways to do something, or by suggesting some words to use to resolve a conflict. Encourage your child to ask an adult for help when he or she is unable to resolve a problem.

Recognize your child's feelings and help him or her to recognize the feelings of others. Give your child suggestions on how to help others in need. Read stories that describe feelings in others, and talk about events related to characters' feelings.

Investigate, Experiment, Discover

Before your child enters school, he or she should be able to:

Show curiosity, ask questions, and explain why things happen.

Use words that describe changes, motion, position, order, and attribute.

Use the senses to observe, describe, and predict the environment.

Compare and group objects according to shapes, sizes, living/non-living, and others.

Show interest in simple and safe experiments.

To help your child be ready for Kindergarten, you can:

Let him or her explore, ask questions, build, take apart objects, and try things out. Take "discovery walks." Answer questions such as "What do worms eat?" and "Where is the wind?" Play "hide and seek" and "I find" games.

Use words such as day/night, big/little, fast/slow, sunny/cloudy, ice/water, and soft/hard. Sing songs. Make a "wish list." Play "What happens when you drop an egg; ice melts?"

Provide objects to feel, touch, hear, smell, taste, and weigh. Play "I see..." games; listen to music, taste new foods, and touch textures, e.g., wool, leather. Observe plants growing and flowers opening up. Express feelings and scribble experiences and predictions. Watch and draw weather conditions.

Collect objects such as marbles or shells. Play "Can you show me something round, pointed, etc.?" or "Can you find a living thing that has four legs?" Describe objects with different shapes. Group household objects in the kitchen or closet. Use words such as cold/hot or smooth/rough.

Let him or her find out what floats, what melts, what turns sour; or what happens when salt or sugar is added to water. Talk with your child about what happens. Show how cooking changes food, e.g., raw egg, boiled egg, omelet. Mix different paints and see color changes. Discuss cause and effect experiences, e.g., light a candle. What happens when it is covered up? Discuss safety.

The Importance of Reading to Your Child

Benefits: Research indicates that reading aloud to children is the single most important activity for building the knowledge required for eventual success in reading (Anderson et al., 1985). School age is the most appropriate time to begin formal reading instruction. However, children should be exposed to reading the first days of life with parents at home, and in preschool if they attend one.

- ❖ Read fiction and non-fiction books to, and with, your child.
- ❖ Read storybooks that are full of action and adventure.
- ❖ Let your child choose the story, re-tell parts of the story, repeat silly rhymes or big words.
- ❖ Write shopping lists.
- ❖ Let your child make his/her own books, take messages and sign his/her art work.
- ❖ Practice reading by using magnetic letters for the refrigerator, posters, newspapers, and magazines.
- ❖ Read words on t-shirts and cereal boxes.
- ❖ Play with educational toys.
- ❖ Tell stories. It's a fun way to teach values, pass on family history and build your child's listening and thinking skills.
- ❖ Make sure your child has plenty to read. Give your child books related to his/her particular interests.
- ❖ Help your child build a personal library. Give your child books as gifts and rewards.
- ❖ Check on your child's progress. Listen to your child read. Read what your child writes. Talk to your child's teachers.



* Adapted from *The Importance of Reading to Your Child Parent Tip #5, Terrific Transitions*

At the beginning of Jim Trelease's book, *Read Aloud Handbook*, there is a delightful excerpt from a poem by Strickland Gillilan, "The Reading Mother"

**You may have tangible wealth untold:
Caskets of jewels and coffers of gold.
Richer than I you can never be-
I had a mother who read to me.**

From *Teddy to Ready* (2002),
by Susan Martelli

Reading to Your Child

1. When reading aloud, read in a soft, clear voice, using appropriate tones and expressions to portray the mood of the story.
2. Re-read your child's favorite books. *His/her high interest and repetition will be good for your child. Some children hear a book so often that they memorize it and can "read" it all by themselves.*
3. Before reading the book or a page in the book, ask your child to describe what he/she sees.
4. Use descriptions of the pictures as a basis for asking your child what will happen next. Picture descriptions can also be used as a basis for discussing different colors and shapes.
5. Have your child draw a picture about the story that you read. You can then discuss the content of the picture.
6. Have your child read any words on a page that he/she can identify.
7. Discuss what has happened up to a certain point in the book. Try and gear your questions so that your child does most of the talking. *It is important that you do not pressure your child to answer questions which he/she does not want to answer.*
8. Discuss the feelings and emotions that the characters in the book experience. This is a very important activity.
9. Ask your child to close his/her eyes and imagine that he/she is a character in the book. Have him/her describe what feelings, activities, etc. the characters are having at any given moment.

These are sample questions you might want to ask your child about the story

- What do you like about this story?
- Which character in this story do you like the best?
- Who are the characters in this story?
- Which happened first? (List two events)
- What is the title of the book?
- Would you like to be...? (One of the characters)
- Why do you or don't you think...? (Questions that require your child to draw conclusions about the behavior of the character or characters)
- What does a particular word mean?



Read Aloud Tips for Parents

Benefits: *Effective storybook reading is an interactive process. Taking time to discuss and clarify difficult concepts during reading can prevent misunderstanding. Encouraging children to respond during reading enhances comprehension and interest in the story. Children learn that understanding text is a process that occurs before, during, and after reading.*

Before

- Preview the book and practice reading it.
- Introduce the title, author, and illustrator.
- Tell briefly what the story is about.

During

- Hold the book so your child can see the words and illustrations.
- Vary your tone, volume, and pitch as you read.
- Pause occasionally to explain, comment, or look at the illustrations.



After

- Discuss the characters and what happened in the story
- Help your child relate the story to something personal or to another story.

More Great Tips!

- Establish a regular time and place. Reading every day for 20 minutes is more beneficial than reading for a longer period of time on a less frequent schedule.
- Encourage children to pick their own books to read by placing them at eye level and making them easily accessible.
- Cuddle up together and encourage “pre-readers” to repeat words and phrases as you read to them.
- Read favorite books over and over again. Children love to do this, and it is important because it helps them remember words, phrases, and even the sequence of a story so that they can begin to “read” it on their own.
- Be an expressive reader -- it takes practice! When you read every day, your skill as a storyteller will improve.
- Keep reading aloud as your kids grow. Until junior high school, most children are better at listening than they are at reading.

* From www.bookitbeginners.com/parents/readaloudtips.asp

Environmental Print Alphabet

Activity: Letters of the alphabet, as used in real life situations, can look different from what your child may have learned. Help your child identify letters of the alphabet by locating these items/locations, or others, in your community.

Aa



Bb



Cc



Dd



Ee



Ff



Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss



Tt



Uu



Vv



Ww



Xx



Yy



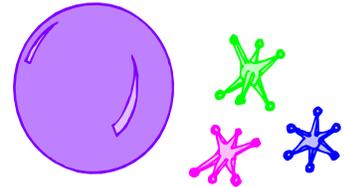
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Developing Fine Motor Skills

Benefits: Fine motor activities involve the use of the small muscles of the hands. Many school activities, such as writing, cutting with scissors and drawing, involve fine motor skills. Working on these skills at home will be helpful to your child.

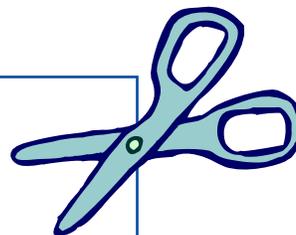
- ❖ Play with jacks and marbles. These games will help your child learn how to control his/her motor movements.
- ❖ Use spring-type clothes pins to clip things together. Make index cards with numbers written on them and have your child clip the correct number of clothespins to the numbered index card.
- ❖ Play with clay and playdough. Use plastic forks and other utensils to cut the clay into pieces. Using a garlic press, whisk, rolling pin, cookie cutters, or a rolling pizza slicer can make the activity even more fun.
- ❖ Sort small objects (such as nails, screws, bolts, paper clips and rubber bands) into groups.
- ❖ Use a water mister to mist plants or grass.
- ❖ Cut small shapes out of cardboard and poke holes through them. Stringing beads, tube macaroni, Cheerios or Fruit Loops are fun ways to help refine your child's motor coordination.
- ❖ Put coins into a bank, play with wind-up toys and twist bottle caps on and off.
- ❖ Use clothes fasteners such as buttons, zippers, snaps and shoe strings. Manipulating the fasteners requires fine hand control. Dress up and doll activities provide a good context for using fastening skills.
- ❖ Play with games and toys such as blocks, puzzles, Lite-Brite, LEGOs, pick-up sticks and easy-to-assemble models. Working with these games and toys uses the small muscles of the hands to develop fine motor skills.
- ❖ Screw nuts onto match bolts. Start with the largest size first and then move to the next size down.
- ❖ Use a hole puncher to make confetti out of scrap paper.
- ❖ Cut, color, fold and paste paper. Working with paper is a great way to develop your child's fine motor skills. Use child-size scissors that have a small opening for the thumb and a larger opening for the ring and middle fingers. The pointer and pinky fingers do not go into the scissor openings; they help the hand open and close the scissors.



How to...

Cut Paper

1. Cut snips into paper.
2. Cut paper in two.
3. Cut on thick straight lines.
4. Cut on thick curved lines.
5. Cut shapes.



Pre-Handwriting Exercises*

Benefits: *Using the tripod grasp is considered the best way to hold a pencil. Your hand gets less tired and your movements are more precise.*

- ❖ **Mickey Mouse Ears:** Place fists next to ears, squeeze, fingers open and close, 10-15 times.
- ❖ **Desk Push-Ups:** Hands flat on desk, thumbs and pointer tips facing each other (creating a triangle), bend elbows, nose into triangle created between hands, then up 10-15 times.
- ❖ **Windshield Wipers:** Arms above head, cross straight arms 10 times then put bottom arm over top hand and do 10 more.
- ❖ **Scissor Cuts:** Same as above only arms are pointed straight down with palms up.
- ❖ **Shoulder Shrugs:** Also called the “I Don’t Knows.” Palms up shoulders shrug towards ears, release, 10-15 times.
- ❖ **Throw Aways:** Elbows bent, fisted hands in front of shoulders, extend arms in a throwing motion, 10-15 times.
- ❖ **Door Knob Turns:** Arms in front of you, elbows slightly bent, four fingers right next to each other, thumbs open, turn both hands towards thumbs at wrist, turn and return to mid position (not towards little fingers), 10-15 times.
- ❖ **Good Morning America:** Hands hold opposite elbows, lift in a single motion over the head, return to waist and repeat, 10-15 times.
- ❖ **Finger Opposition:** Hold fingers next to ears, have child touch thumbs to each finger (i.e. pointer, middle, ring and pinky) and back again, 10-15 times.
- ❖ **Butterflies:** Hold arms straight in front of body make an “X” with thumbs, palms facing out. Make small circles 10 times to the right, then 10 times to the left.

* Adapted from the *Tool Chest: For Teachers, Parents & Students™, Activity #14a*

Pencil Holding*

Benefits: *There are many different ways to hold a pencil. The tripod grasp is considered the best way to hold a pencil because your hand gets less tired and your movements are more precise.*

❖ To Begin

1. Helping children develop the best way to hold their pencil or pen takes practice. Try finding time each day to practice with your child.
2. Children should be in their best writing/learning position.
3. Every child should have writing paper and a pencil or pen. Short pencils can be used, too, as they promote the tripod grasp.
4. There are many pencil grips available. See which one works for your child. The grip is helpful because it reminds you how to keep your fingers in the best position. The “bulb” grip has the fatter part higher up the pencil than the skinny part. This grip reminds your fingers to keep an open space between the thumb and pointer finger.

❖ Pencil Holding Instructions

1. For the tripod grasp, have your child grasp the pencil between the tips of his/her thumb and pointer finger and support it against the side of his/her middle finger.



Or Try This...

2. Have your child make an “OK” sign with his/her writing hand. Drop the middle, ring and pinky fingers to be in line with the index finger. Open the index finger and thumb and insert the pencil.

❖ Additional Pencil Holdings

1. Sometimes when you pick up a pencil you have to twist and turn it several times to get it pointing the right way before writing. Try having your child do this a few times:
 - ✓ Put a pencil on the table or desk. Pick it up using only your writing hand. Turn it around in your fingers until you are holding it the right way.
2. Would you like to learn an easier way to pick up a pencil? Put the pencil back on the desk. Before you pick it up, turn it so the point is facing your pinky finger. Now see how easy it is to pick up!

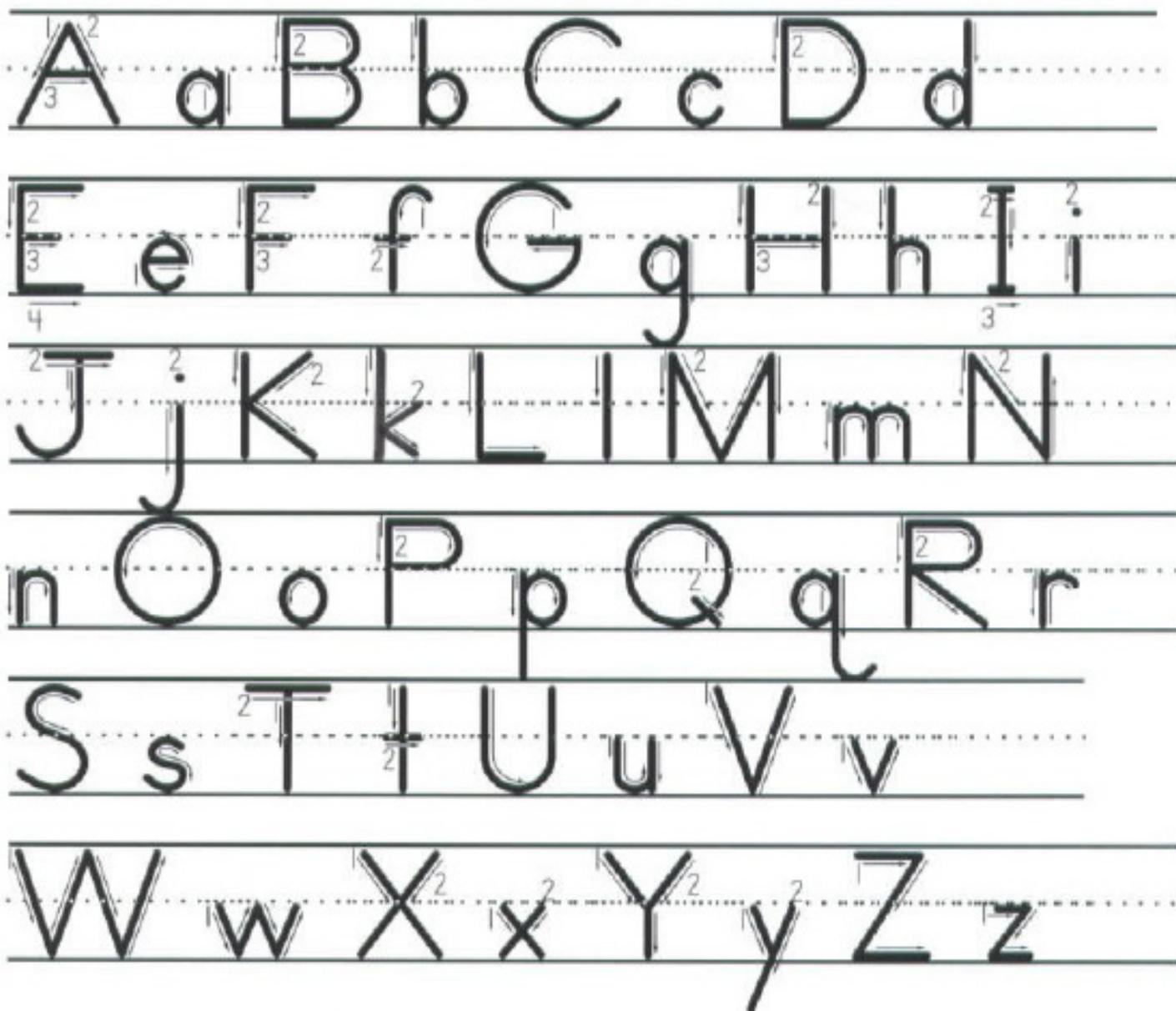
Just for Fun!

Drop a pencil 10 times per repetition. How many times does it land with the point facing your pinky finger? How many times does it land with the point facing your thumb?

* Adapted from the *Tool Chest: For Teachers, Parents & Students™*, Activity #16

Practice Writing with Your Child

Zaner-Bloser Handwriting Method



Fun with Math!

Benefits: *Math is a part of our everyday lives! Here are some activities that help young children build a strong math foundation. Everyone can model a positive math attitude by letting children see and hear you do math.*

Nursery Rhymes

- ❖ **Fingerplays:** “Pat-a-cake” (rhythms, patterns, motor skills).
- ❖ **Counting:** “One, two, buckle my shoe.”

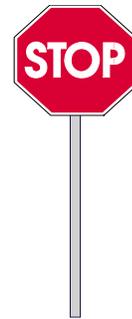


Play Time

- ❖ **Board Games:** counting spaces, dots on dice, one-to-one correspondence, in order from first to last.
- ❖ **Puzzles:** problem solving, spatial sense.
- ❖ **Blocks:** spatial sense, informal measuring, sorting.
- ❖ **Play Dough:** motor skills, shapes, changes.
- ❖ **Card Games:** organizing cards, number recognition.

Activities Around the House

- ❖ **Setting the Table:** one-to-one correspondence, counting, more and less, problem solving.
- ❖ **Putting Away Groceries:** sorting, matching, classifying, comparisons of length, weight and capacity.
- ❖ **Cooking:** measuring, mixing, spreading, deciding if you have enough or if leftovers will fit in a particular container.
- ❖ **Laundry:** sorting clothes, putting away clothes, matching clothes, measuring detergent.
- ❖ **Gardening:** changes, growth, use of calendar, motor skills using tools, benchmarks for planting distances and depths.
- ❖ **Number Searches:** in particular rooms, on food containers.



Out and About

- ❖ **Geometry of Road Signs:** identify shapes, count shapes.
- ❖ **How long is a stop light?**
- ❖ **How many stop signs, red cars, trucks, etc. did we see?**
- ❖ **What is heavier or lighter than a sack of potatoes?**
- ❖ **Shape Scavenger Hunt:** in the car, in the supermarket, two-dimensional shapes (squares, triangles, etc.), three-dimensional shapes (cylinders, rectangular solids, cones, etc.).

Using the Language of Math

- ❖ **Make Direct Comparisons:** which is longer, shorter, heavier, lighter, more, less, bigger, smaller, taller or shorter?
- ❖ **Use “Position” Words:** before, after, next to, between, above, below, over, under, to develop important understanding.
- ❖ **Use Specific Math Words:** triangle, square, cylinder, rectangular prism, sphere, interchanged with more common “words.” You are not teaching math vocabulary. You are providing a mathematical term for concepts your child already understands.

Suggested Reading

Reading books about starting school is one way to help young children prepare for the transition to Kindergarten. Below is a listing of suggested books on making the transition.

Arthur's Back to School Surprise
By: Marc Brown

Barbara Bunny Goes to Kindergarten
By: L.E. Baptist

The Berenstain Bears Go to School
By: Jan Berenstain and Stan Berenstain

Boomer Goes to School
By: Mary Whyte and Constance W. McGeorge

Barnaby Goes to School
By: Wendy Whitcomb Rouillard

Busy Bear Goes to Kindergarten
By: Hartmut Bieber

Chrysanthemum
By: Kevin Henkes

Countdown to Kindergarten
By: Alison McGhee

Countdown to the First Day of School
By: Annmarie Harris

Don't Eat the Teacher
By: Nick Ward

Enrico Starts School
By: Charlotte Middleton

First Day
By: Dandi Daley Mackall and Tiphonie Beeke

First Day Fright
By: Bonnie Bader

First Day, Hooray!
By: Nancy Poydar

Froggy Goes to School
By: Jonathan London

How Did You Grow So Big, So Soon?
By: Anne Bowen

I Am Too Absolutely Small for School
By: Lauren Child

The Kissing Hand
By: Audrey Penn

Look Out Kindergarten, Here I Come!
By: Nancy L. Carlson

Molly Rides the School Bus
By: Julie Brillhart

The Night Before Kindergarten
By: Natasha Wing

Off to School, Baby Duck!
By: Amy Hest

Pete and Polo's Big School Adventure
By: Adrian Reynolds

Rosie's First Day at School
By: Rosemary Stones

School Mouse
By: Dick King-Smith

Wanda's First Day
By: Mark Sperring

We Share Everything!
By: Robert N. Munsch

What Did You Do Today?: The First Day of School
By: Toby Forward

When You Go to Kindergarten
By: James Howe

Who's Going to Take Care of Me?
By: Michelle Magorian

Will You Come Back for Me?
By: Ann Tompert

Will I Have a Friend?
By: Miriam Cohen



SOURCES

- “First Steps: The Years Before Kindergarten Parent Tip #3.” <<http://www.terrifictransitions.org>>.
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- “Pencil Holding, Activity #16.” Tool Chest: For Teachers, Parents & Students. 2000.
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WEBSITES

Afterschool Alliance
www.afterschoolalliance.org

Connecticut After School Network
www.ctafterschoolnetwork.org/

Connecticut State Department of Education
www.state.ct.us/sde

EdAdvance
www.edadvance.org

National Association for the Education of Young
Children
www.naeyc.org

National Head Start Association
www.nhsa.org

www.ChildCareExchange.com

www.ctkidslink.org

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