


















# Kindergarten Supply List 2025-2026



	<u>Count</u>	<u>Item</u>	<u>Example</u>	<u>Community or Pencil Box</u>
<input type="checkbox"/>	3 Boxes	Facial Tissues		Community
<input type="checkbox"/>	4 Rolls	Paper Towels		Community
<input type="checkbox"/>	4 Containers	Antibacterial Wipes (Preferably Clorox or Lysol Brand)		Community
<input type="checkbox"/>	2 boxes	Washable Markers (wide tip, set of 10 classic colors)		For Student Storage
<input type="checkbox"/>	20	Washable Glue Sticks (Preferably Elmer's disappearing purple)		1 in Pencil Box 19 for Student Storage
<input type="checkbox"/>	1	5-inch Safety Scissors		1 in Pencil Box

<input type="checkbox"/>	1 Box	#2 Pencils 24 Count (Preferably Ticonderoga pre-sharpened)		2 pencils in Pencil Box (The rest for community)
<input type="checkbox"/>	1	Large Pink Erasers		1 in Pencil Box
<input type="checkbox"/>	3 Boxes	Crayola Crayons (24 count box)		1 open box in Pencil Box 2 for Student Storage
<input type="checkbox"/>	1 box	Crayola Colored Pencil (12 count)		For Student Storage
<input type="checkbox"/>	1	Washable Watercolor Paint Set (16 color set)		For Student Storage
<input type="checkbox"/>	1	Plastic Pencil Boxes (8.25' X 5.25" X 2")		For Student (Please label with name!)
<input type="checkbox"/>	2	Liquid Hand Sanitizer (7 oz.)		Community
<input type="checkbox"/>	2	Dry-Erase EXPO Markers (black ink only)		1 in Pencil Box 1 for Student Storage

<input type="checkbox"/>	1	Wide-Ruled Notebook 70 Sheet		For Student (Please label with name!)
<input type="checkbox"/>	1	Primary Journal (needs to have a spot for students to draw pictures and lines to write)		For Student (Please label with name!)
<input type="checkbox"/>	1	Headphones (not wireless, they need to have a wire for input; foldable ones preferred that fit in an index card box)		For Student (Please label with name and place in the index card box)
<input type="checkbox"/>	1	2 Pocket Plastic Folder		For Student (Please label with name)
<input type="checkbox"/>	1	Lego Classic		For Student (Please put Legos in the pencil pouch and out of wrapping.)

<input type="checkbox"/>	1	Pencil Pouches		For Student (Please label with name and place Legos inside)
<input type="checkbox"/>	2	Soft soap hand soap		For community
<input type="checkbox"/>	1	Index box holder (5 X 8 inches; Headphones should fit in the box!)		For Student (Please label)

Please make sure to label all **SWEATERS and SWEATSHIRTS**, lunchbox, backpack, and water bottles, with child's name.

**Our Lady of Perpetual Help School**

**Kindergarten Handbook  
2025-2026**



**Mrs. Angela Parker**  
[aparker@olph1.org](mailto:aparker@olph1.org)

**School begins promptly at 8:00 a.m. and ends at 3:00 p.m.**

**Attendance:**

A successful school experience is the responsibility of the children, the parent, and the school. Your child's progress, both academically and socially, is influenced to a great extent by daily participation. Regular attendance *without tardiness* is a key. Please have your child to class on time as our morning ritual, beginning with flag and prayer is an important part of our day and interruptions are unsettling to the children. Please arrive on time to pick your child up at the end of the day. If you are going to be late, please call or dojo us ahead of time so we are aware and can make allowances. Children left in the kindergarten room will be signed into day care (for a fee) at 3:20 p.m.

**Behavior and Discipline:**

In our kindergarten classroom, we use **"I" statements** to encourage each child to take personal responsibility for their choices.

We focus on three important rules:

- **I am listening when others are talking.**
- **I keep my hands, feet, and objects to myself.**
- **I always do my best work.**

I believe in setting high expectations because I know every child is capable of rising to them with love and support. I always take time to help the children understand *why* our rules matter — to protect our learning, to keep everyone safe, and to build a joyful classroom family where each child feels loved, respected, and valued.

Please know that I welcome communication from you at any time. If there is anything happening in your family that might affect your child's behavior or emotional well-being, I would be honored to walk alongside you. Working together, we can help your child feel secure, supported, and ready to learn.

In cases of fighting, behavior that disrupts the learning of others, or dangerous actions, it may be necessary for a child to be removed from the classroom or playground for safety reasons. In these instances, I will immediately involve our principal, **Mrs. Meyer**, and you will be contacted.

Our goal is always to guide each child with kindness, consistency, and love — even when we face challenges.

**Birthdays and Treats:**

Birthdays are wonderful and we will celebrate them in class by creating a *Birthday Book*, decorating the student's chair and desk, and allowing the birthday child to wear a Birthday Crown. Winter birthdays will be celebrated before leaving for break or upon return (depending on the birthday). Summer birthdays are celebrated the last week of school. Treats for birthdays are always welcome. We recommend that all treats be the same type

**Uniform:**

Kindergarteners are expected to follow the uniform guidelines. Please make sure to read the guidelines on the Parent-Student Handbook. The handbook can be accessed on the school website [www.olph1.org](http://www.olph1.org). The uniform guidelines are located on page 39-42. If students are out of regulations, we will be sending a notice home. If you have any questions about uniform, please do not hesitate to reach out to me.

**Communication:**

I am always happy to hear from you! Open and honest communication between home and school is one of the best ways we can support your child's learning and growth.

The easiest way to get in touch with me is through **ClassDojo**, our main communication platform for kindergarten and the elementary years here at **OLPH**.

You can download the app onto your phone or visit [www.classdojo.com](http://www.classdojo.com) on your computer. I will be adding each family to our classroom account, where you'll also find our weekly newsletters and other important updates.

Quick questions before or after school are always welcome. If you ever need a little more time to talk, I would be more than happy to schedule an appointment that works for you.

I truly believe that when we work together, our little learners can shine their very brightest!

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**Curriculum:**

Language Arts (Reading, Writing, Phonemic Awareness, and Phonics) is taught using the Superkids Program. This program combines shared reading, oral language, and writing to meet the needs of all kindergartners. There is an app that can be downloaded for extra practice at home. More information on this will be sent home in the beginning of the school year.

Sight/memory and decodable words are introduced through the Superkids program. At the end of the year, students are tested on 66 words and are expected to master reading fluently all 66. This list will be given at parent-teacher conferences but will also be posted on ClassDojo when the students are ready to practice.

At OLPH we use Go Math! for our math curriculum. Go Math! has many great components that allows us make the most of the technology we are blessed to have in our classroom. Go Math! encourages hands on learning as well as integrated lessons that are Smartboard ready. We will be assigning homework for Go Math! online and more information will be sent out on how to log in.

Religion is taught daily with a kindergarten level workbook and fun activities. Religion is also incorporated throughout our day in the form of prayer at the beginning, lunchtime, and at the end of our day. Kindergarten studies traditions of the Catholic Church and the tenets of Catholic faith.

In science we cover a variety of topics including plants, animals, earth's resources and magnetism.

Kindergarten also has access to iPads to help enhance our academic programs.

Kindergarten goes to PE, Mondays thru Fridays. Students learn rules for games and participate in organizational games as well as perform exercises that will help maintain overall health. PE is taught by Ms. Sanchez. Ms. Sanchez will also have access to Class Dojo in a separate teacher account. You can also message her separately if there are questions or concerns of PE.

In social studies we learn about citizenship and making responsible choices. We will also learn about rules, important people from our history, and maps. We also integrate Social Studies into kindergarten celebrations of holidays.

Art lessons are scattered throughout the year and are designed to cover the basic elements of visual art, such as line, color, form, texture, and art criticism.

Students are treated to a little bit of Spanish this year. We will focus mainly on the Months of the Year, Days of the Week and will incorporate word of the week.

**Homework:**

Homework is assigned weekly. A folder will go home each Wednesday and the entire packet is to be completed (at your child's own pace) and turned in by the following Monday. If the folder is returned on time, and all work is completed, your child will earn a sticker on the folder. This is a wonderful reward system designed to help the children have pride in a job well done. Remember to let students do most of the work themselves. Of course, adult help is necessary in kindergarten, but perfect papers are suspicious!

**Lunch:**

Hot lunch is served daily. The hot lunch menu is online at [www.olph1.org](http://www.olph1.org) here you will also find instructions on how to pay and order. You may also bring a cold lunch. Please always remind your child if he/she is hot or cold lunch. Kindergarten has lunch at 11:00 a.m.

**Snacks:**

Kindergarten has a small snack each morning and afternoon. Families should send two snacks daily with their students. Please make sure to send healthy snacks with your child daily. Some great snacks are: fruits, granola bars, vegetables, gold fish, etc.

**Star of the Week:**

Your child will be recognized as our "Star of the Week" one week this school year. When your child has been chosen (at random), you will receive a detailed note with the homework folder. Please help your child fill out the sheet of favorites and return it, along with photos and any favorite toys or mementos of your child's, before the date specified on the note.

Thank you for allowing me to serve your family,

Mrs. Parker



## **Your First Kindergarten Homework Assignment!**

**Please create a Family Banner! Decorate your Family Banner with pictures, crayons, marker, ribbon, colored glue, paint, stickers, etc.**

**Be Creative!**

**Bring this banner to school on Friday, August 8 from 10:00-12:00 or 1:00-3:00; this is our Kindergarten Meet and Greet. Family Banners will be on display the first day of school. The children will have a great time presenting them to the class as they help provide a nice sense of familiarity to a new environment.**

**Have Fun!**

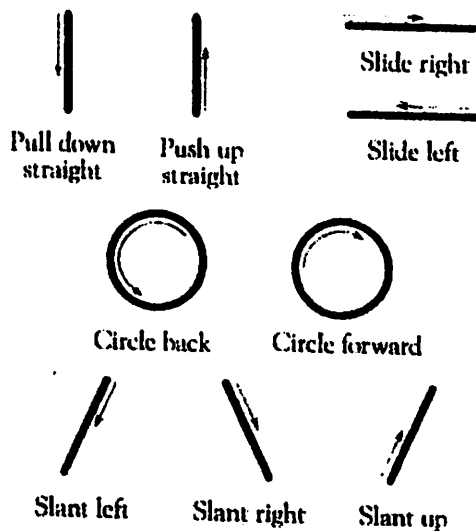
**Mrs. Parker**

# SUPERNIDS LETTER FORMATION GUIDE

Ice Cream Lines in Skills Books and on Ice Cream Paper provide a fun way to help children distinguish between top, middle, and bottom during handwriting instruction and practice. The top line is the strawberry line, the middle is the vanilla line, and the bottom is the chocolate line.

## Handwriting Basic Strokes

All manuscript letters are composed of combinations of four basic lines, or strokes—vertical, horizontal, circle, and diagonal. Familiarize yourself with the stroke names and descriptions so you can provide children with clear, consistent language when teaching them to write the letters of the alphabet.



## Uppercase and Lowercase Letters



**Uppercase A**—Touch the strawberry line; slant left to the chocolate line. Lift. Touch the strawberry line; slant right to the chocolate line. Lift. Touch the vanilla line; slide right.

**Lowercase a**—Touch below the vanilla line; circle back all the way around. Push up straight to the vanilla line. Pull down straight to the chocolate line.



**Uppercase B**—Touch the strawberry line; pull down straight to the chocolate line. Lift. Touch the strawberry line; slide right; curve forward to the vanilla line; slide left. Slide right; curve forward to the chocolate line. Slide left.

**Lowercase b**—Touch the strawberry line; pull down straight to the chocolate line. Push up; circle forward all the way around.



**Uppercase C**—Touch below the strawberry line; circle back, ending above the chocolate line.

**Lowercase c**—Touch below the vanilla line; circle back, ending above the chocolate line.



**Uppercase D**—Touch the strawberry line; pull down straight to the chocolate line. Lift. Touch the strawberry line; slide right; curve forward to the chocolate line; slide left.

**Lowercase d**—Touch below the vanilla line; circle back all the way around. Push up straight to the strawberry line. Pull down straight to the chocolate line.



**Uppercase E**—Touch the strawberry line; pull down straight to the chocolate line. Lift. Touch the strawberry line; slide right. Lift. Touch the vanilla line; slide right. Stop short. Lift. Touch the chocolate line; slide right.

**Lowercase e**—Touch halfway between the vanilla line and chocolate line; slide right; circle back, ending above the chocolate line.



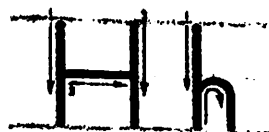
**Uppercase F**—Touch the strawberry line; pull down straight to the chocolate line. Lift. Touch the strawberry line; slide right. Lift. Touch the vanilla line; slide right. Stop short.

**Lowercase f**—Touch below the strawberry line; curve back; pull down straight to the chocolate line. Lift. Touch the vanilla line; slide right.



**Uppercase G**—Touch below the strawberry line; circle back, ending at the vanilla line. Slide left.

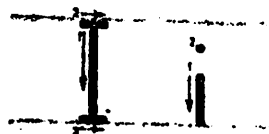
**Lowercase g**—Touch below the vanilla line; circle back all the way around. Push up straight to the vanilla line. Pull down straight past the chocolate line; curve back.



**Uppercase H**—Touch the strawberry line; pull down straight to the chocolate line. Lift.

Move to the right and touch the strawberry line; pull down straight to the chocolate line. Lift. Move to the left and touch the vanilla line; slide right.

**Lowercase h**—Touch the strawberry line; pull down straight to the chocolate line. Push up; curve forward; pull down straight to the chocolate line.



**Uppercase I**—Touch the strawberry line; pull down straight to the chocolate line. Lift.

Touch the strawberry line; slide right. Lift. Touch the chocolate line; slide right.

**Lowercase i**—Touch the vanilla line; pull down straight to the chocolate line. Lift. Dot.



**Uppercase J**—Touch the strawberry line; pull down straight; curve back. Lift. Touch the strawberry line; slide right.

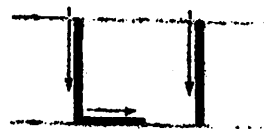
**Lowercase j**—Touch the vanilla line; pull down straight past the chocolate line; curve back. Lift. Dot.



**Uppercase K**—Touch the strawberry line; pull down straight to the chocolate line. Lift.

Move to the right and touch the strawberry line; slant left to the vanilla line. Slant right to the chocolate line.

**Lowercase k**—Touch the strawberry line; pull down straight to the chocolate line. Lift. Move to the right and touch the vanilla line; slant left. Slant right to the chocolate line.



**Uppercase L**—Touch the strawberry line; pull down straight to the chocolate line. Slide right.

**Lowercase l**—Touch the strawberry line; pull down straight to the chocolate line.



**Uppercase M**—Touch the strawberry line; pull down straight to the chocolate line. Lift.

Touch the strawberry line; slant right to the chocolate line. Slant up to the strawberry line. Pull down straight to the chocolate line.

**Lowercase m**—Touch the vanilla line; pull down straight to the chocolate line. Push up; curve forward; pull down straight to the chocolate line. Push up; curve forward; pull down straight to the chocolate line.



**Uppercase N**—Touch the strawberry line; pull down straight to the chocolate line. Lift.

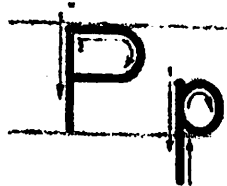
Touch the strawberry line; slant right to the chocolate line. Push up straight to the strawberry line.

**Lowercase n**—Touch the vanilla line; pull down straight to the chocolate line. Push up; curve forward; pull down straight to the chocolate line.



**Uppercase O**—Touch below the strawberry line; circle back all the way around.

**Lowercase o**—Touch below the vanilla line; circle back all the way around.

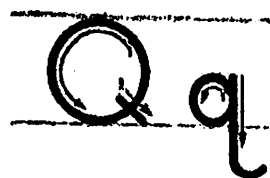


**Uppercase P**—Touch the strawberry line; pull down straight to the chocolate line. Lift.

Touch the strawberry

line; slide right; curve forward to the vanilla line; slide left.

**Lowercase p**—Touch the vanilla line; pull down straight past the chocolate line. Push up; circle forward all the way around.



**Uppercase Q**—Touch below the strawberry line; circle back all the way around. Lift.

Slant right to the chocolate line.

**Lowercase q**—Touch below the vanilla line; circle back all the way around. Push up straight to the vanilla line. Pull down straight through the chocolate line; curve forward.



**Uppercase R**—Touch the strawberry line; pull down straight to the chocolate line. Lift.

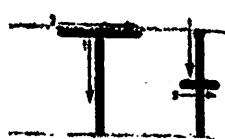
Touch the strawberry line; slide right; curve forward to the vanilla line; slide left. Slant right to the chocolate line.

**Lowercase r**—Touch the vanilla line; pull down straight to the chocolate line. Push up; curve forward.



**Uppercase S**—Touch below the strawberry line; curve back; curve forward, ending above the chocolate line.

**Lowercase s**—Touch below the vanilla line; curve back; curve forward, ending above the chocolate line.



**Uppercase T**—Touch the strawberry line; pull down straight to the chocolate line. Lift.

Touch the strawberry line; slide right.

**Lowercase t**—Touch the strawberry line; pull down straight to the chocolate line. Lift. Touch the vanilla line; slide right.



**Uppercase U**—Touch the strawberry line; pull down straight; curve forward; push up to the strawberry line.

**Lowercase u**—Touch the vanilla line; pull down straight; curve forward; push up to the vanilla line. Pull down straight to the chocolate line.



**Uppercase V**—Touch the strawberry line; slant right to the chocolate line. Slant up to the strawberry line.

**Lowercase v**—Touch the vanilla line; slant right to the chocolate line. Slant up to the vanilla line.



**Uppercase W**—Touch the strawberry line; slant right to the chocolate line. Slant

up to the strawberry line. Slant right to the chocolate line. Slant up to the strawberry line.

**Lowercase w**—Touch the vanilla line; slant right to the chocolate line. Slant up to the vanilla line. Slant right to the chocolate line. Slant up to the vanilla line.



**Uppercase X**—Touch the strawberry line; slant right to the chocolate line. Lift. Move to the

right and touch the strawberry line; slant left to the chocolate line.

**Lowercase x**—Touch the vanilla line; slant right to the chocolate line. Lift. Move to the right and touch the vanilla line; slant left to the chocolate line.



**Uppercase Y**—Touch the strawberry line; slant right to the vanilla line. Lift. Move to the right and touch the strawberry

line; slant left to the vanilla line. Pull down straight to the chocolate line.

**Lowercase y**—Touch the vanilla line; slant right to the chocolate line. Lift. Move to the right and touch the vanilla line; slant left past the chocolate line.

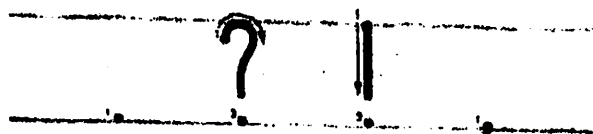


**Uppercase Z**—Touch the strawberry line; slide right. Slant left to the chocolate line. Slide right.

**Lowercase z**—Touch the vanilla line; slide right. Slant left to the chocolate line. Slide right.

## Punctuation Marks

You can use the following descriptions to support children who might benefit from explicit instruction in forming punctuation marks.

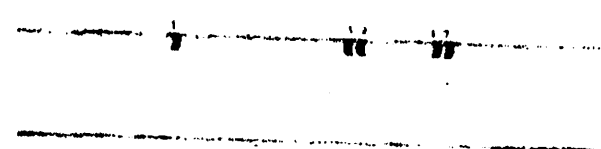


**Period**—Dot on the chocolate line.

**Question Mark**—Touch below the strawberry line; curve forward to the vanilla line; pull down straight, ending above the chocolate line. Lift. Dot on the chocolate line.

**Exclamation Mark**—Touch the strawberry line; pull down straight, ending above the chocolate line. Lift. Dot on the chocolate line.

**Comma**—Dot on the chocolate line; curve forward.



**Apostrophe**—Dot on the strawberry line; curve forward.

### Quotation Marks

**Opening**—Dot on the strawberry line; curve back. Lift. Dot on the strawberry line; curve back.

**Closing**—Dot on the strawberry line; curve forward. Lift. Dot on the strawberry line; curve forward.

**ZB Zaner-Bloser**

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# HIP HIP HOORAY

## LET'S GET READY FOR K

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©SIMPLYkinder



Kindergarten is an amazing year where students learn many of the foundational skills they will need throughout their entire time in school.

You may be wondering what can you do now to help prepare your student for school?

Below is a list of basic skills to work on and this packet has even more activities to help you prepare your students for kindergarten.

### Language Skills:

- ☐ Speak in complete sentences
- ☐ Follow two step directions
- ☐ Ask for help when needed

### Social Emotional Skills:

- ☐ Take turns and share
- ☐ Try to solve problems on own
- ☐ Interact with others

### Self Care Skills:

- ☐ Go to restroom independently
- ☐ Button and unbutton own clothes
- ☐ Clean up after themselves

### Fine Motor Skills:

- ☐ Write first name
- ☐ Use pencil, scissors & glue stick
- ☐ Color within the lines

### Literacy Skills:

- ☐ Sit and listen to a story
- ☐ Recognize name in print
- ☐ Say the alphabet

### Math Skills:

- ☐ Count aloud to 10 or beyond
- ☐ Count objects 1 to 1
- ☐ Recognize basic shapes





Reading is a huge focus in kindergarten. Please help your student by reading books together. Reading with your child will help promote an interest and love of reading for years to come. It also builds vocabulary. Use expression in your voice, discuss the pictures, and ask your child questions about the story when reading.

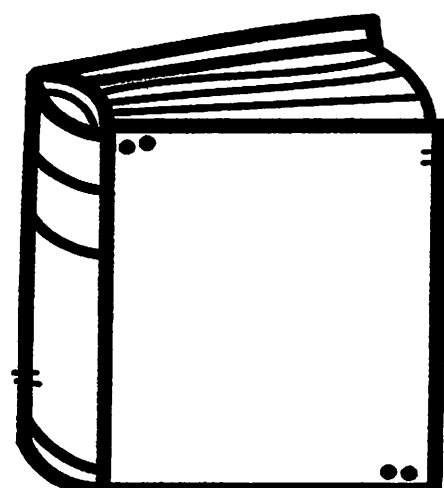
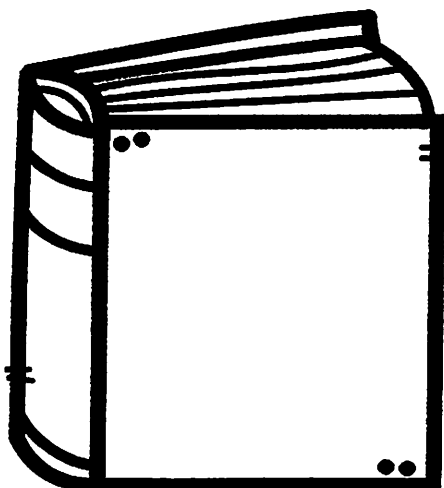
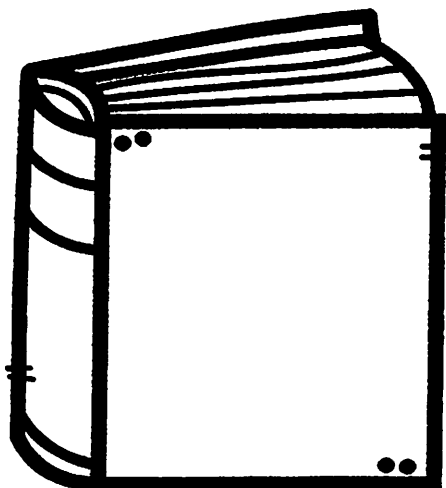


## Let's read.

### Reading Tips:

- Read daily. Talk about the mechanics of reading a book including turning pages from left to right, reading from top to bottom, and how to hold a book.
- Talk about the parts of the book. Include the title, front cover, back cover, author, illustrator, and spine.
- Stop and ask questions about the characters, setting, and storyline.

After you read a book, draw a small picture on one of the covers below to record it.

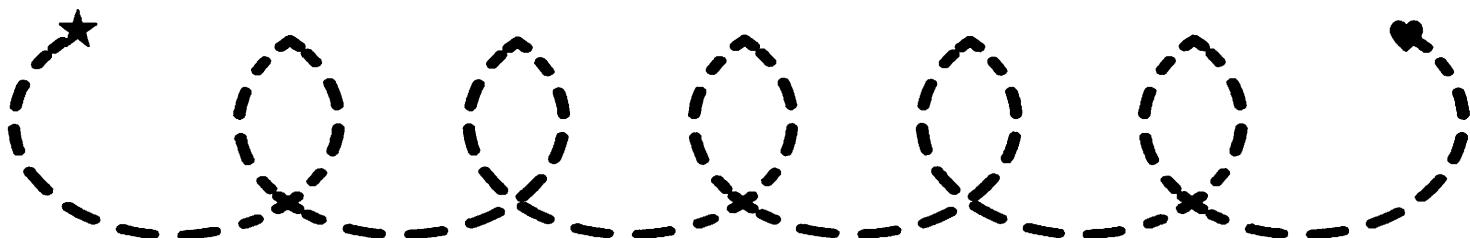
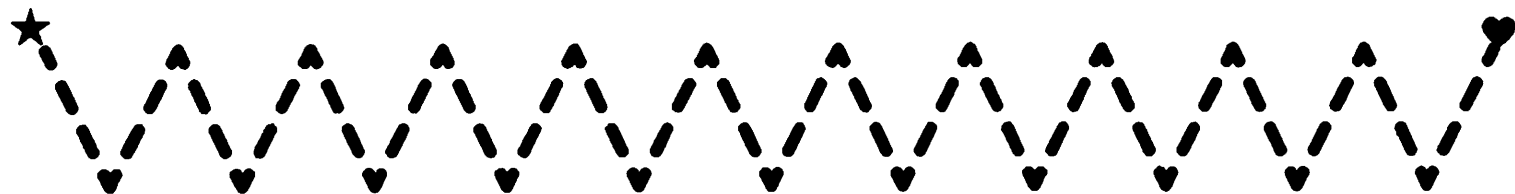
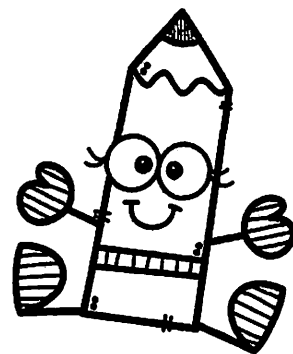
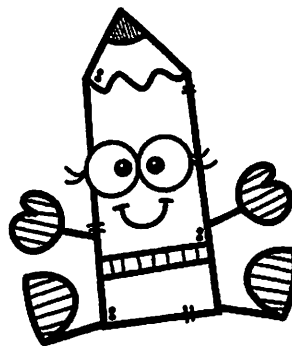
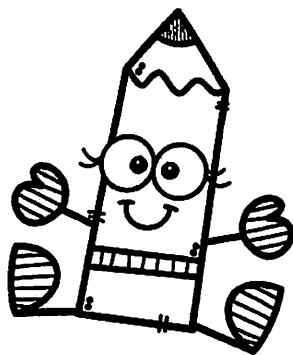




Tracing is an important pre-writing skill that will help students with their fine motor development and will lead to making the strokes of letters. Please have your student work on tracing at home to help build their hand-eye coordination, pencil grip, and control.

## Let's write.

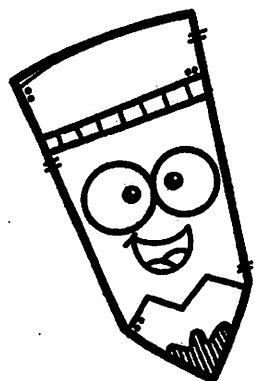
Have your child trace the lines from left to right, from the star to the heart.



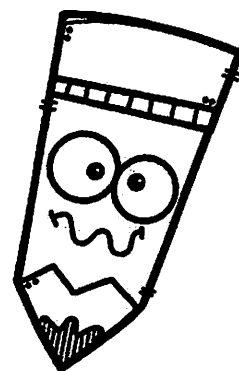




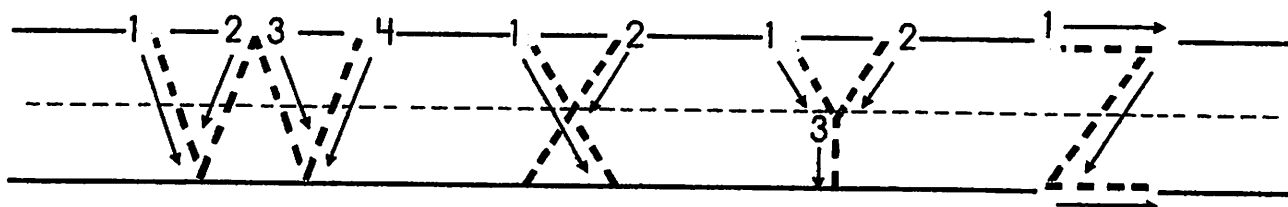
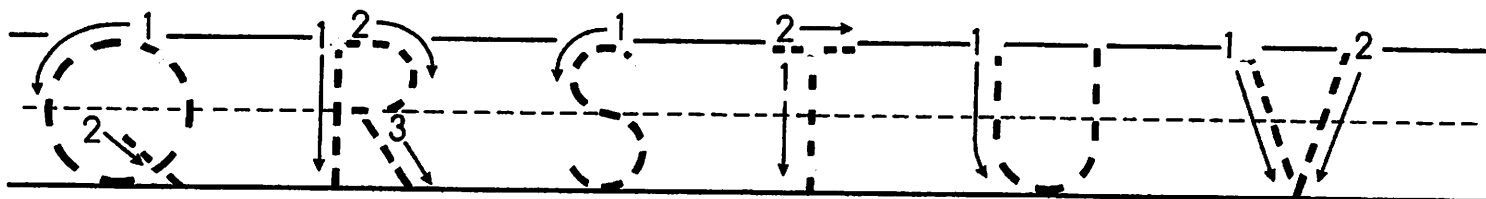
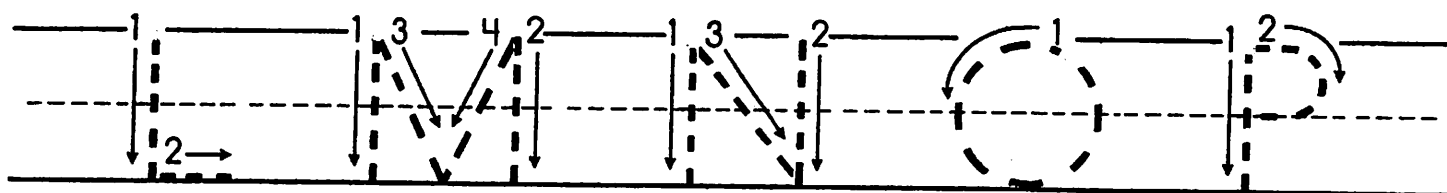
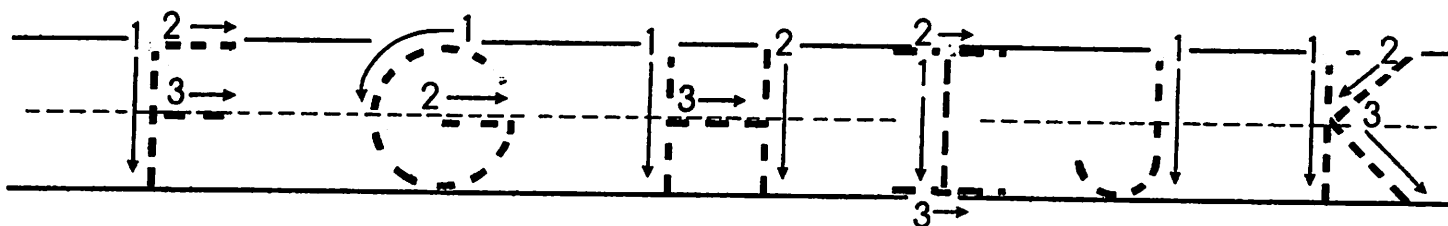
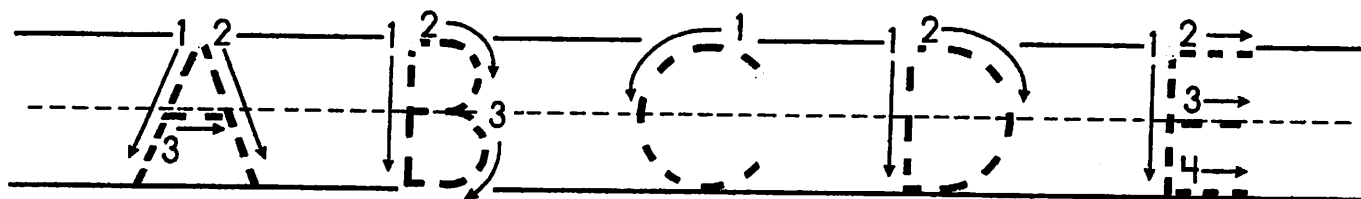
Proper letter formation is a foundational writing skill. Students should start at the gray dot and follow the strokes to form the letter correctly. As adults we may write in all capitals, but it's important that students are only using them when appropriate. You can put this sheet in a sheet protector and practice again and again with a dry erase marker.



## Let's write uppercase letters.

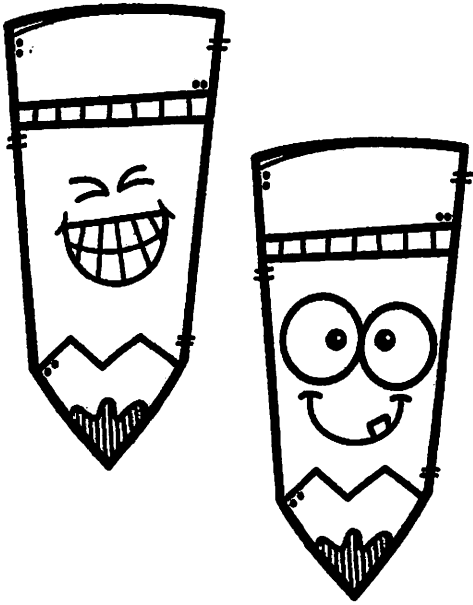


Start at the dot and trace the letters.



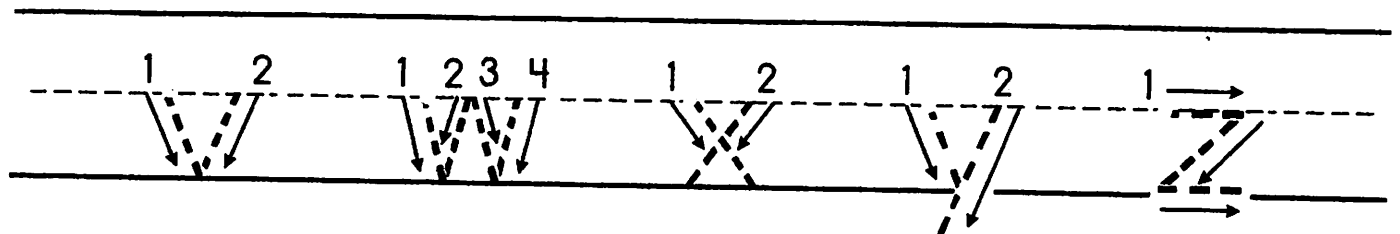
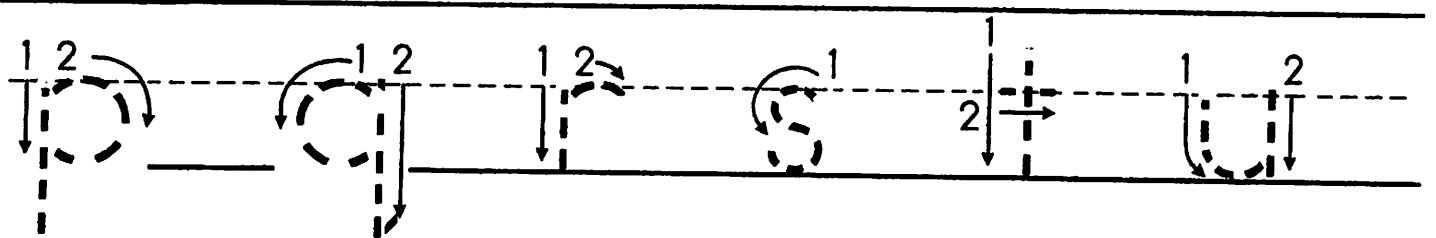
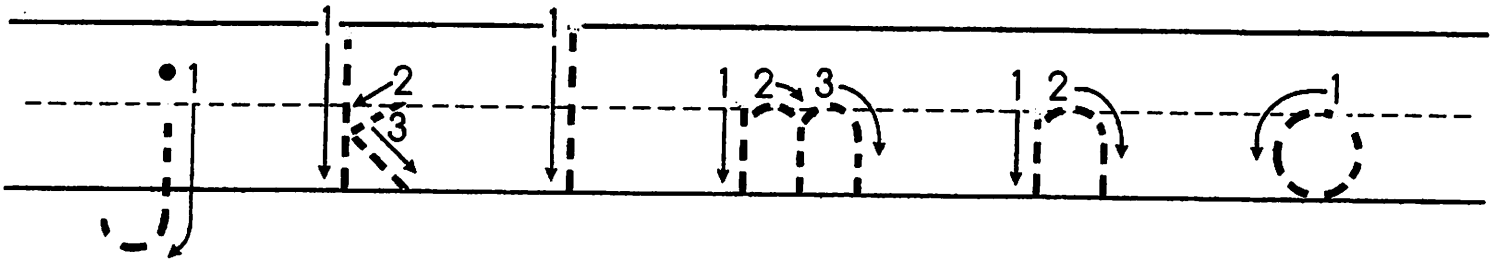
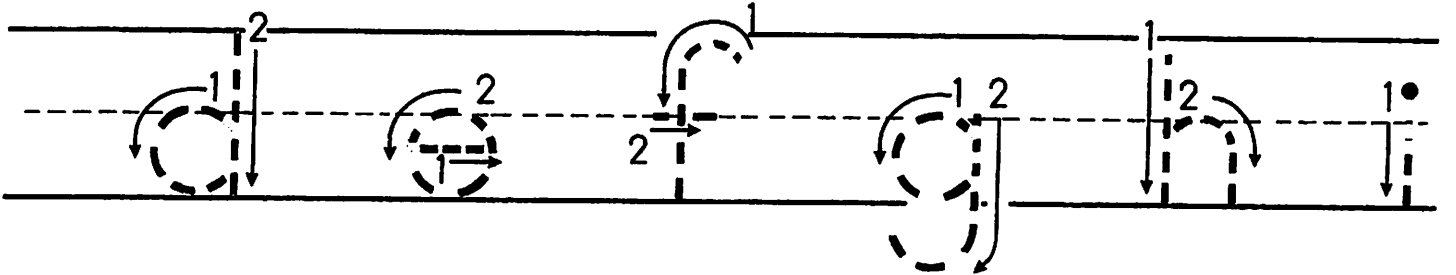
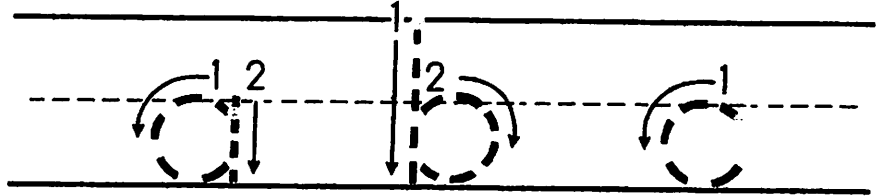


Proper letter formation is a foundational writing skill. Please help your student write the letters in this way. Students should start at the gray dot and follow the strokes to form the letter correctly. Note that most letters go from top to bottom. You can put this sheet in a sheet protector and practice again and again with a dry erase marker.



## Let's write lowercase letters.

Start at the dot and trace the letters.





Playing with playdough has so many benefits. It helps students to develop the fine motor skills needed to write and use scissors. It is also great for creativity, independent thinking, works on hand-eye coordination, and is very calming. We encourage you to play with playdough whenever you can.

## Let's play with playdough.

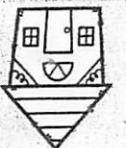
### Ingredients:

- 2 cups flour
- 2 tbsp oil
- $\frac{1}{2}$  cup salt
- 2 tbsp cream of tartar
- 1  $\frac{1}{2}$  cups boiling water
- gel food coloring or scents

### Directions:

1. Mix flour and salt.
2. Mix in cream of tartar.
3. Mix in oil.
4. Add boiling water.
5. Add food coloring or scents as desired.

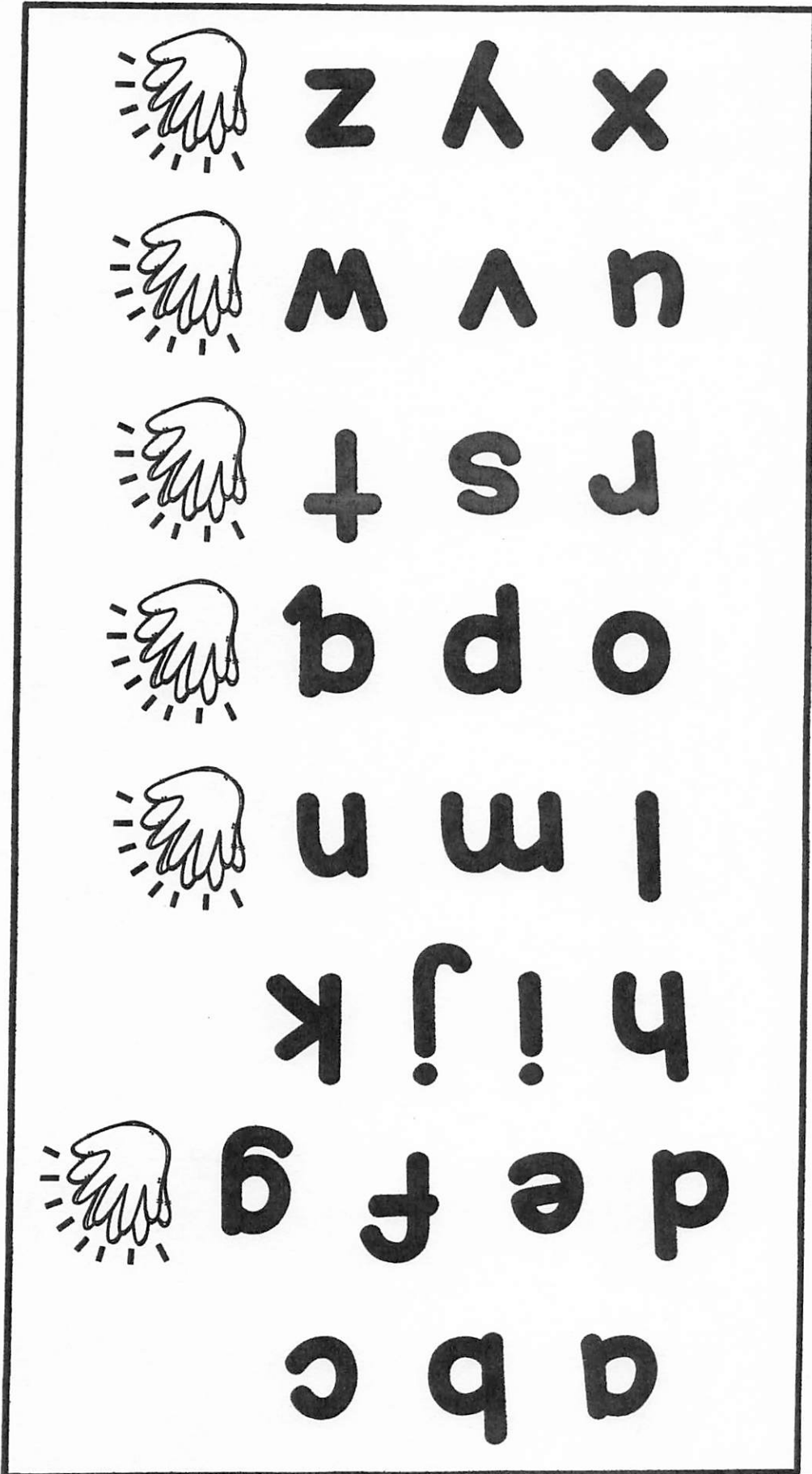




The alphabet is at the core of what we will do in our literacy class. Sometimes students will sing LMNO is one letter because of how we sing the alphabet, so we encourage you say the alphabet with claps and not just sing it. The claps will break apart some of those letters that commonly get blended together.

Let's  
say the  
alphabet.

Practice saying (not singing)  
the alphabet with claps.

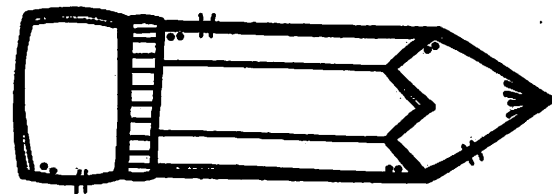




We will work a lot with our names. We will identify our name amongst our classmates, learn the letters and sounds in our names, and learn to write (or further practice writing) it. Proper letter formation and placement is important. Please only capitalize the first letter and refer to the alphabet pages to see how to make each stroke. Please also work with your students to say their full name (and teacher's name too).

## Let's write our name.

Write your child's first name with a highlighter on the first 3 lines for them to trace over.



Handwriting practice lines for tracing. The first three lines are pre-filled with a dashed outline of the name "Mia". The remaining lines are blank for practice.

Write your name here on your own.

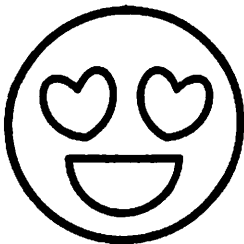
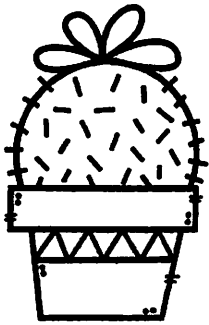
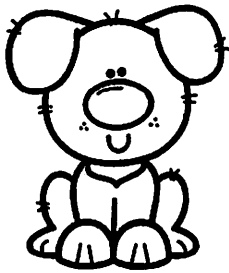
Blank handwriting practice lines for independent writing.



It's important your student knows how to recognize their name. Their desk, their cubby, and several other things in our classroom will all be labeled so being able to recognize their name will be very helpful at the start of the year.

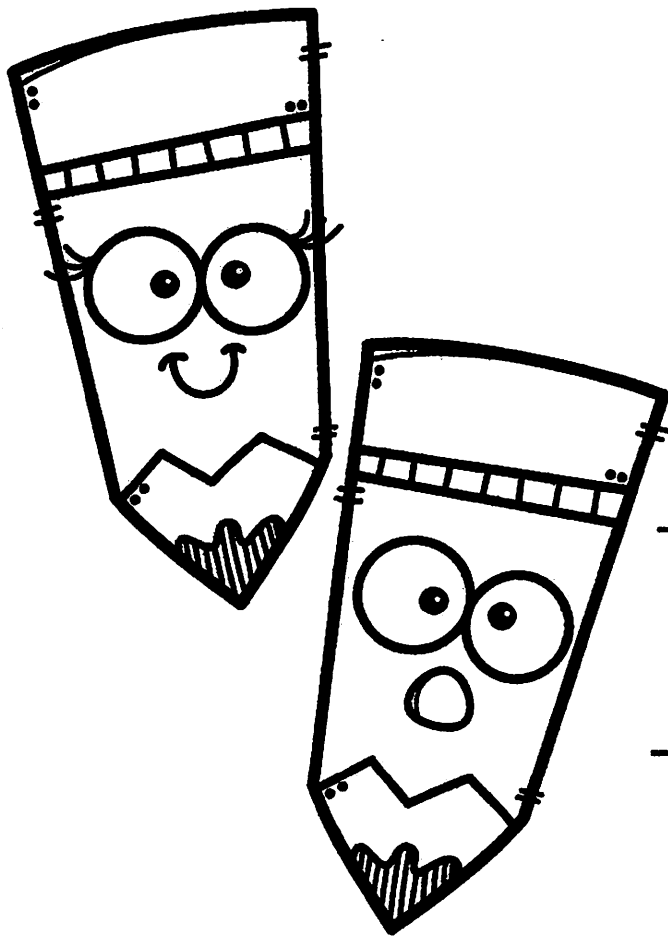
## Let's recognize our name.

Write your child's name on the name plate with a black marker. Let them color the picture with crayons. Cut and display around your child's things so they can recognize their name.



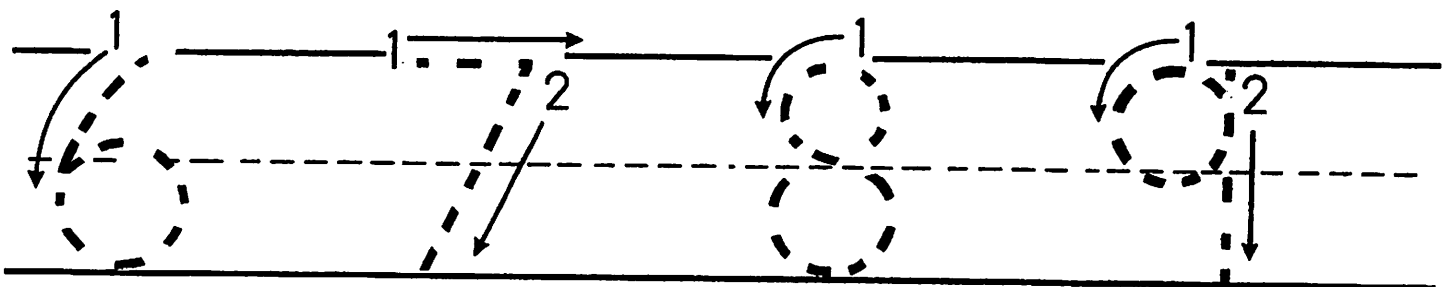
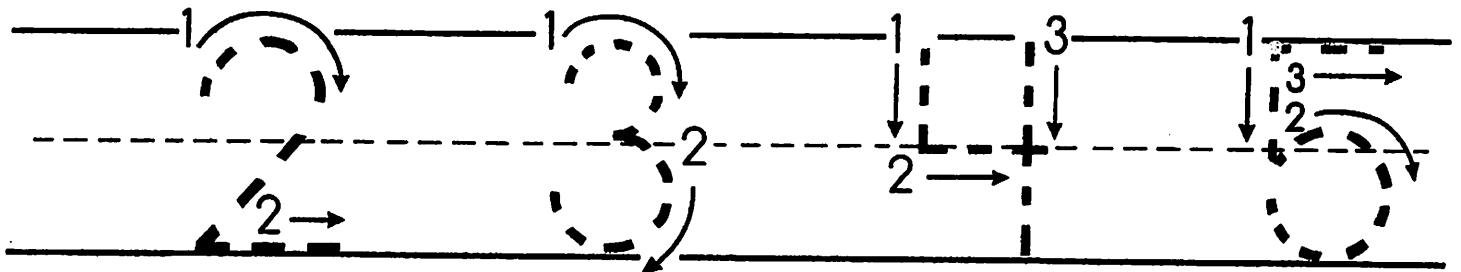
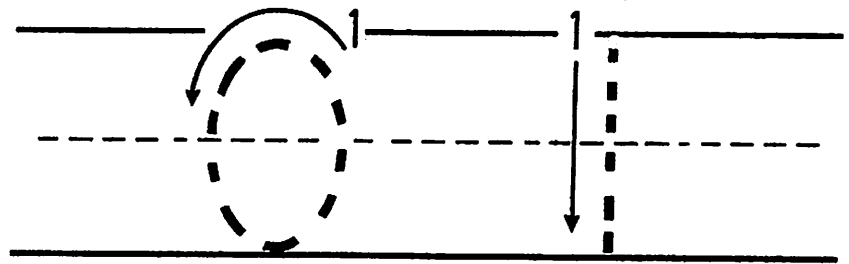


Proper number formation is a foundational writing skill that we focus on. The numbers 0-9 are used to make all other numbers, so it is important we make them correctly. Students should start at the gray dot and follow the stroke to form the number correctly. You can put this sheet in a sheet protector and practice again and again with a dry erase marker.



## Let's write numbers.

Start at the dot and trace the numbers

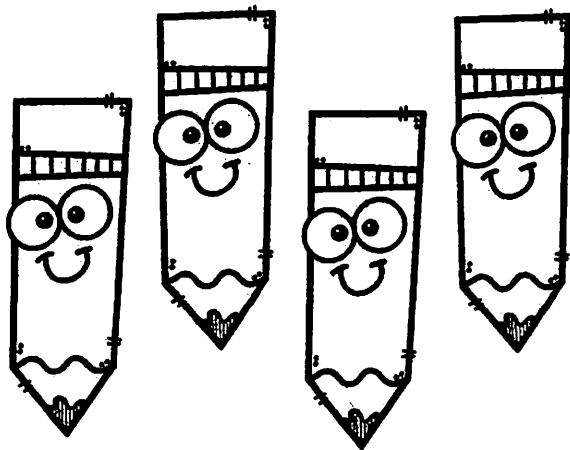




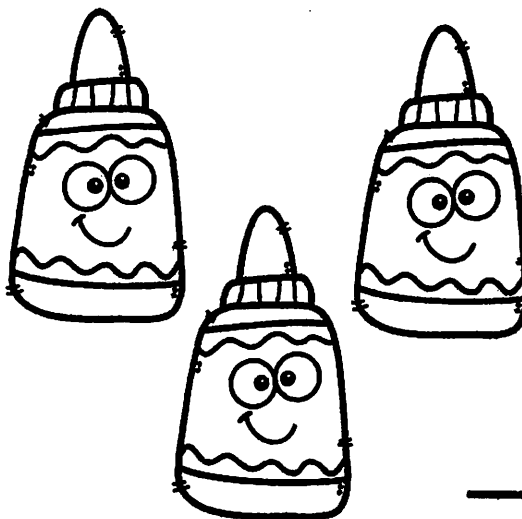
Number sense is something your students will work with their entire school career and so having a good foundation with numbers is important. This year we will work to count to 120 aloud, count objects to 20 and beyond, and add/subtraction numbers through 10. When we count, we will work on one-to-one correspondence by pointing to each object.

## Let's count.

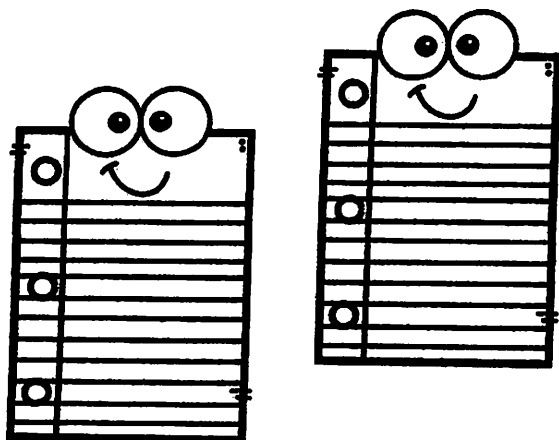
Count how many and  
write the number on the line.



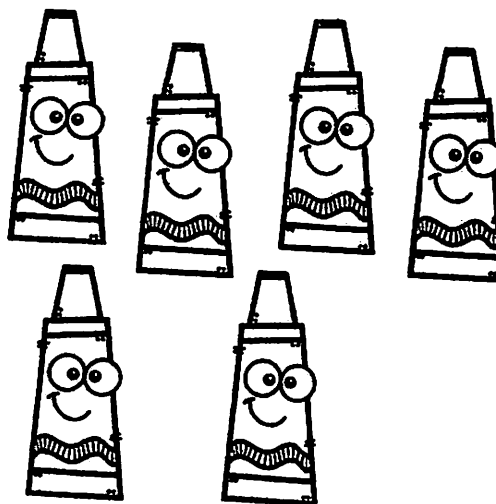
\_\_\_\_\_



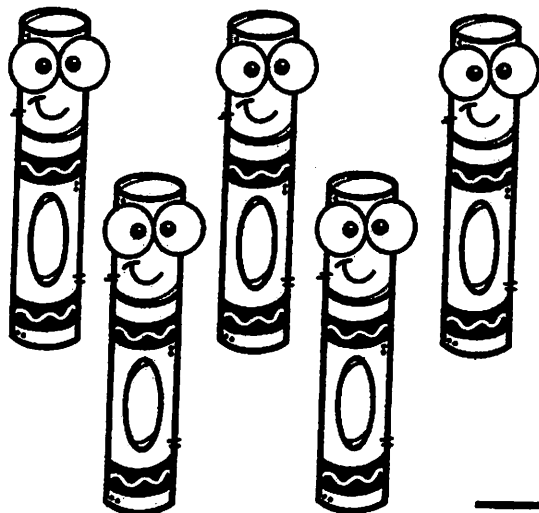
\_\_\_\_\_



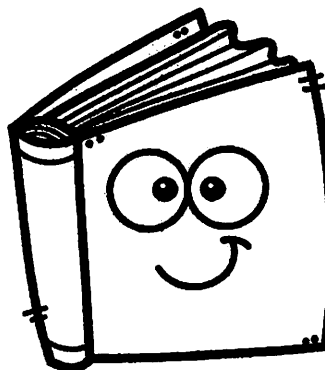
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





Please help your student learn this beginning set of words. These first six words are very common, will reoccur in many books, and are words they may want to use as they learn to write. You can put this sheet in a sheet protector or cut these words apart into cards to be able to practice again and again.

## Let's learn high frequency words.

Work with your child to  
learn these words.

**I**

**like**

**me**

**the**

**see**

**is**



We will be using scissors all year in class. Please help your student to cut safely by teaching them these concepts. It's also important to hold scissors correctly. The thumb goes in the top hole and the thumb always faces up. To help your student remember this you can put a small sticker on that part of the scissors as a reminder for them.

## Let's use scissors correctly.

We will only cut paper.

We will only use scissors when we are supposed to.

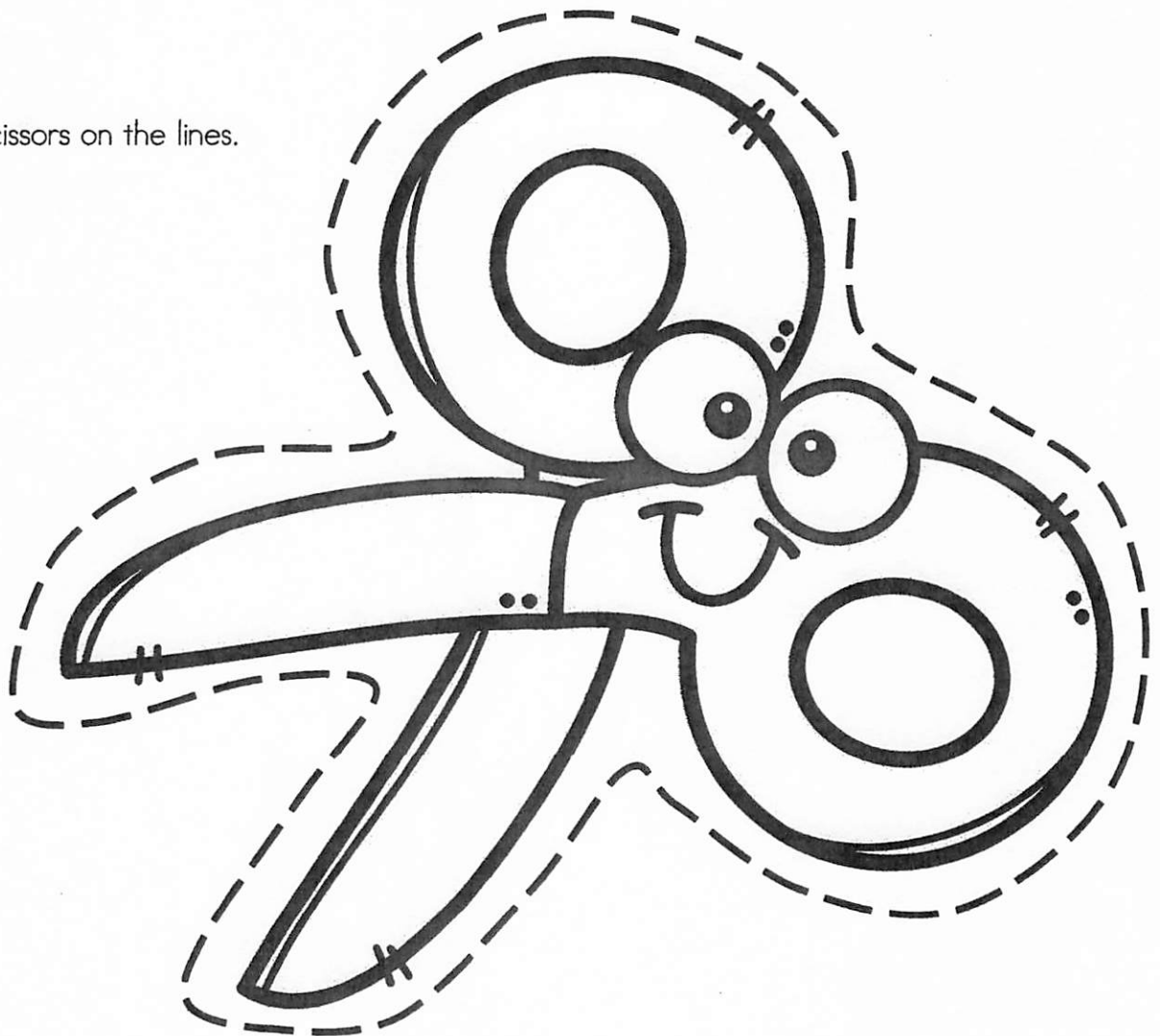
When we are cutting, scissors are always pointing out and not at yourself.

We do not move our scissor hand when we cut. We move the hand holding the paper, rotating it to get the cut we need.

We will not walk with scissors and if we must we will hold them at the closed blades.

We will work towards having as little number of scraps as possible, so avoid cutting off little sections that will make a big mess. However, if a scrap is getting in the way we can trim it off.

Cut out the scissors on the lines.

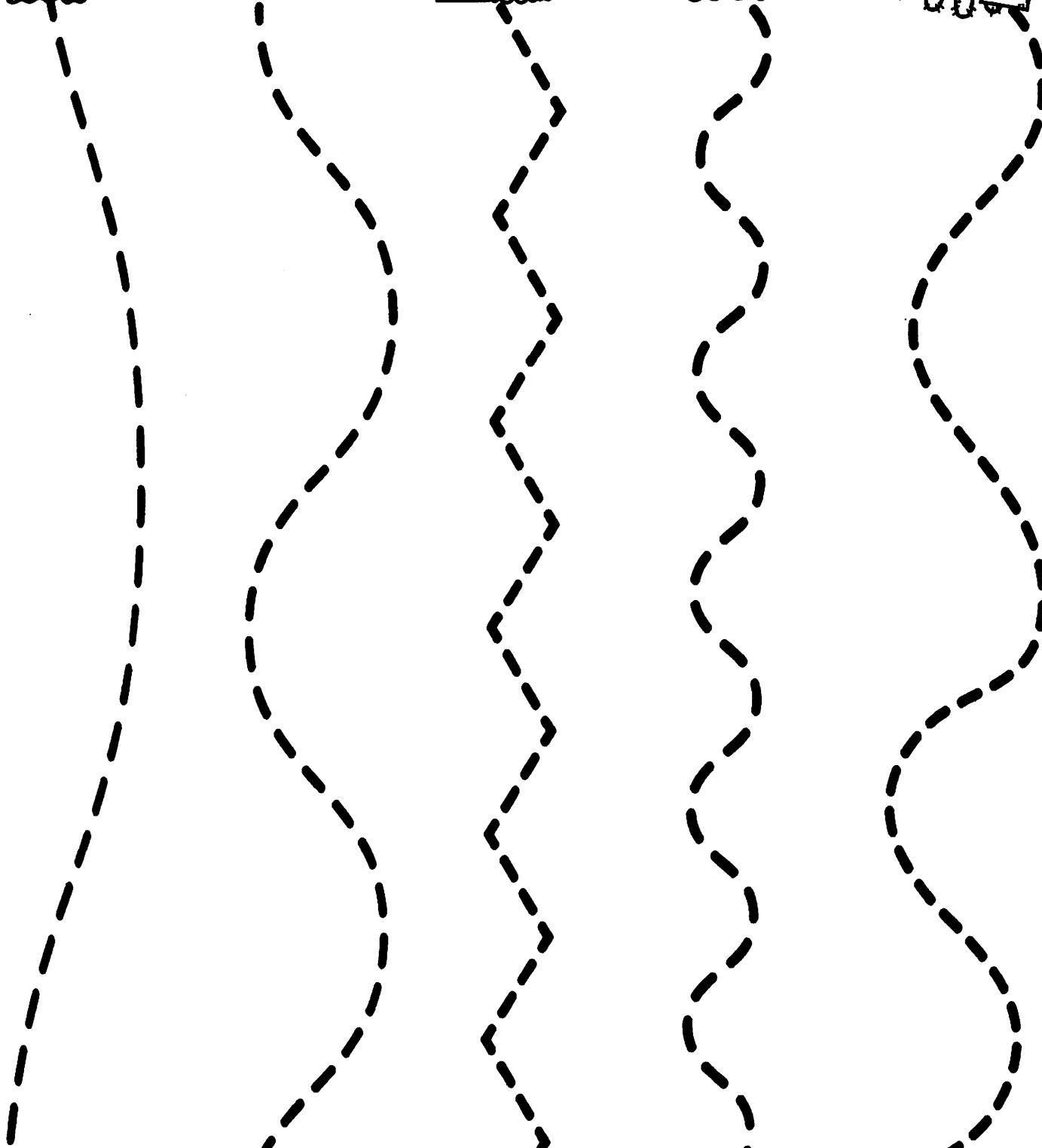
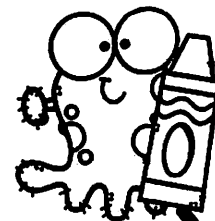
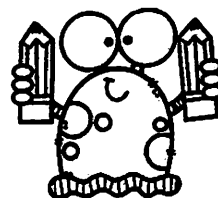
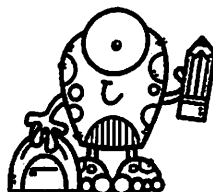
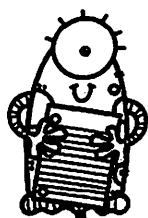




Scissor Skills are an important skill we will work on all year. Scissor skills build hand strength, which helps to develop very important muscles in a child's body. Please have your child work on scissor skills at home to help develop these fine motor skills.

## Let's cut.

Have your child cut the lines from bottom to top.

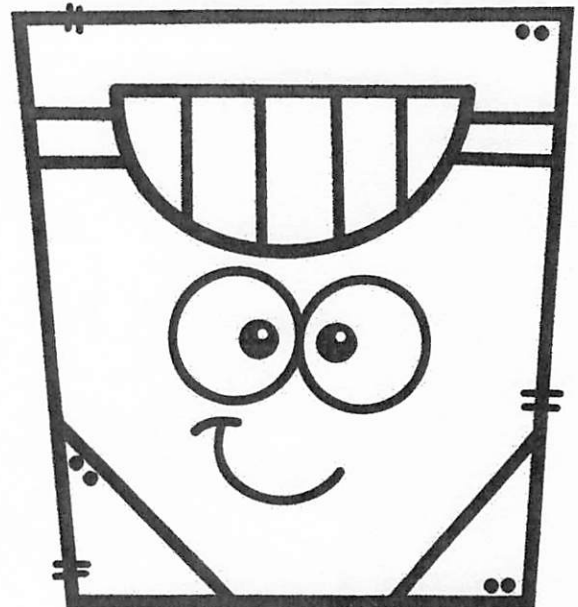
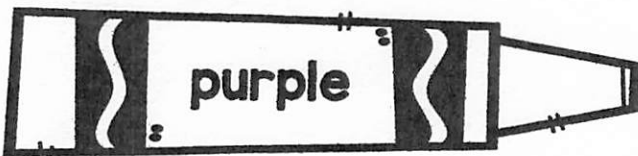
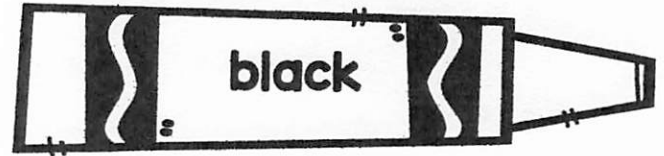




Colors are an important skill we will work on all year. At the beginning of the year, students will learn to identify and say color names and by the end of the year they will work to identify color words. At home, you can get your students ready for this by using true, bright colors, talking about what colors things are, and sort things by colors.

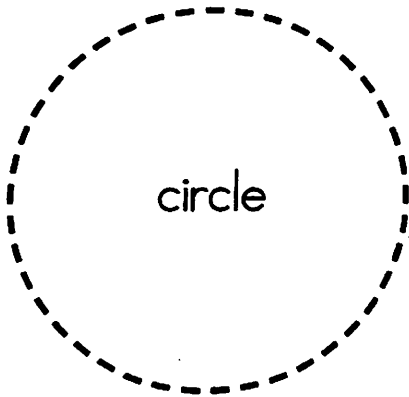
## Let's learn colors.

Color the crayons the color shown.

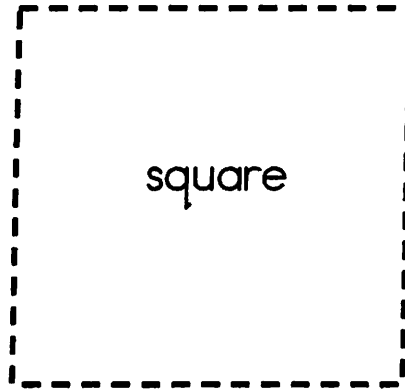




Please help your student to learn these shapes by their proper names. You can put this sheet in a sheet protector and practice again and again with a dry-erase marker. As the year advances we will add shapes like hexagon and octagon as well as 3D shapes.



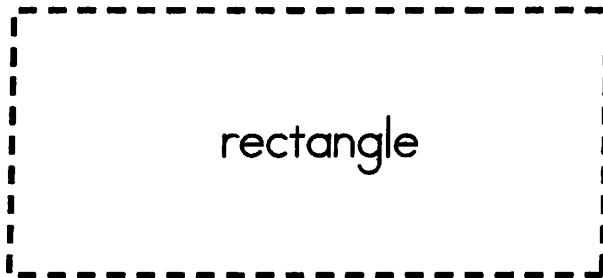
circle



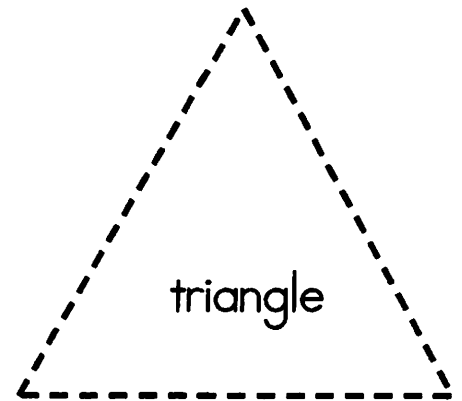
square

## Let's learn shapes.

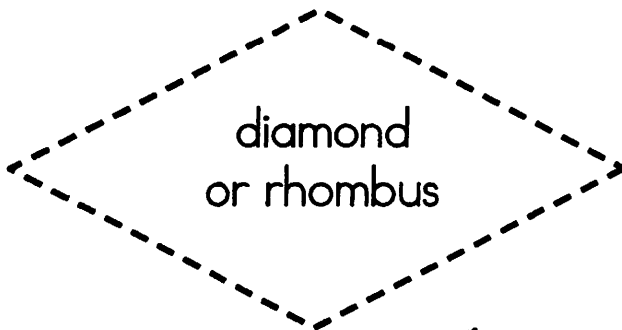
Trace the shapes.



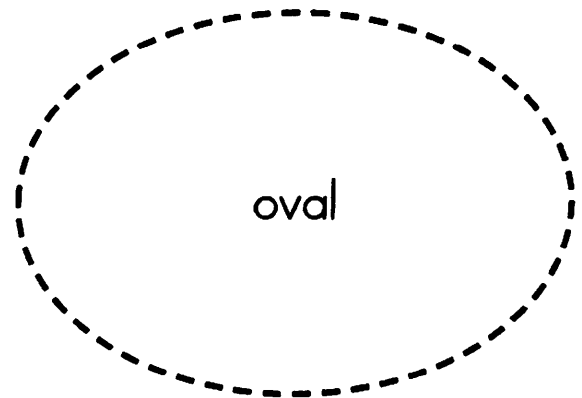
rectangle



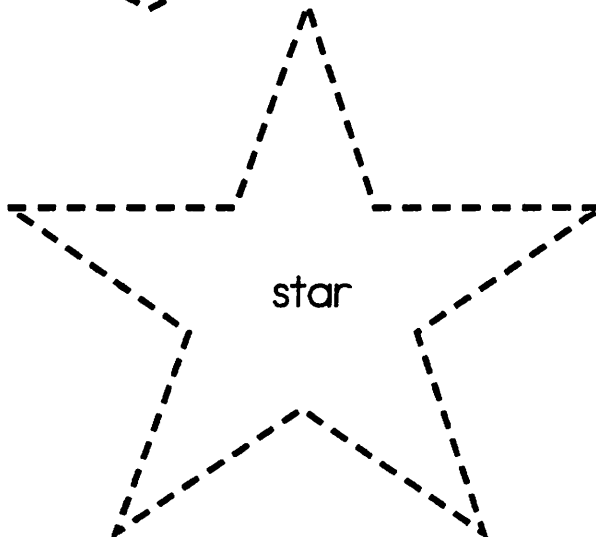
triangle



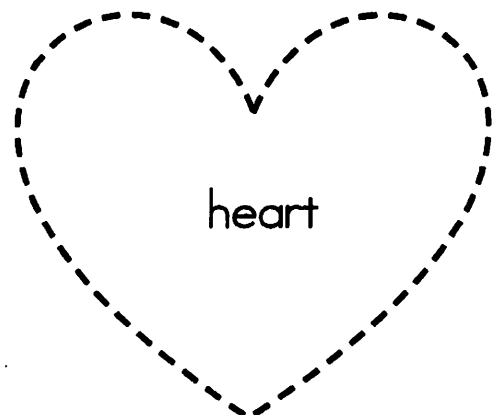
diamond  
or rhombus



oval



star



heart



Shapes are everywhere so be sure to talk about the shapes you see with your student in their environments. Remember, your students most likely can not read color words so for this activity you will tell them what color to color each shape.

## Let's see shapes everywhere.

Color each shape you see the given color.



red



blue



yellow



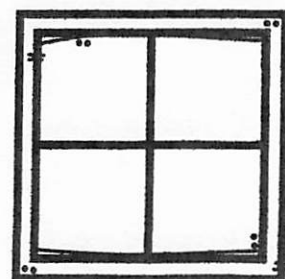
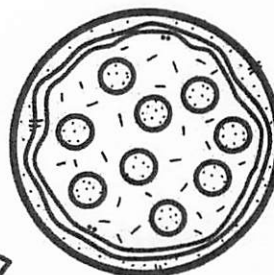
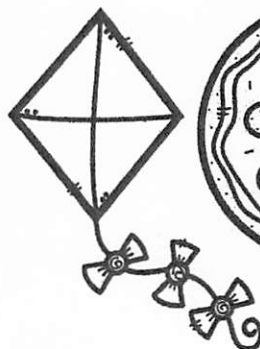
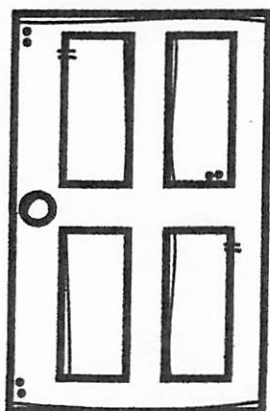
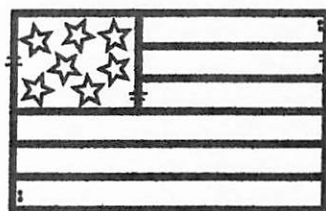
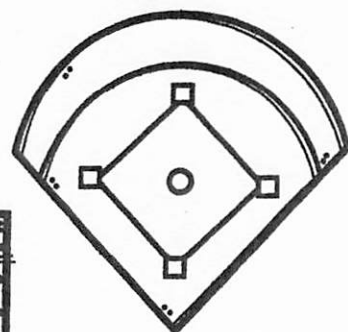
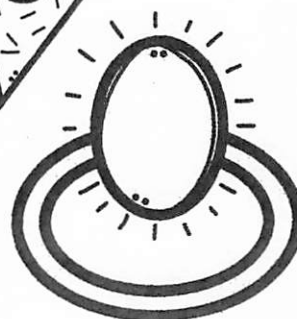
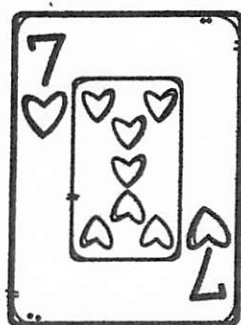
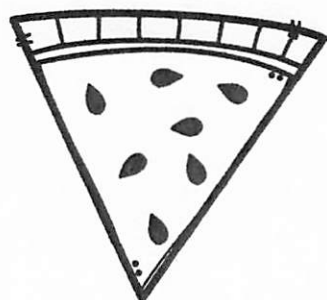
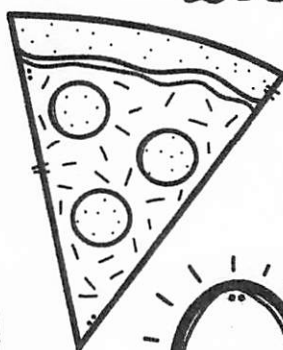
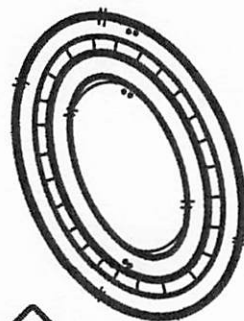
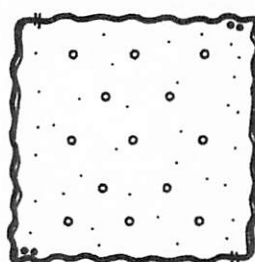
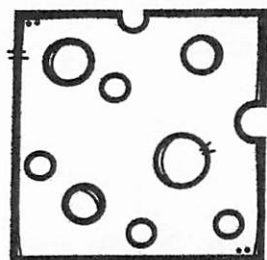
purple



green



orange

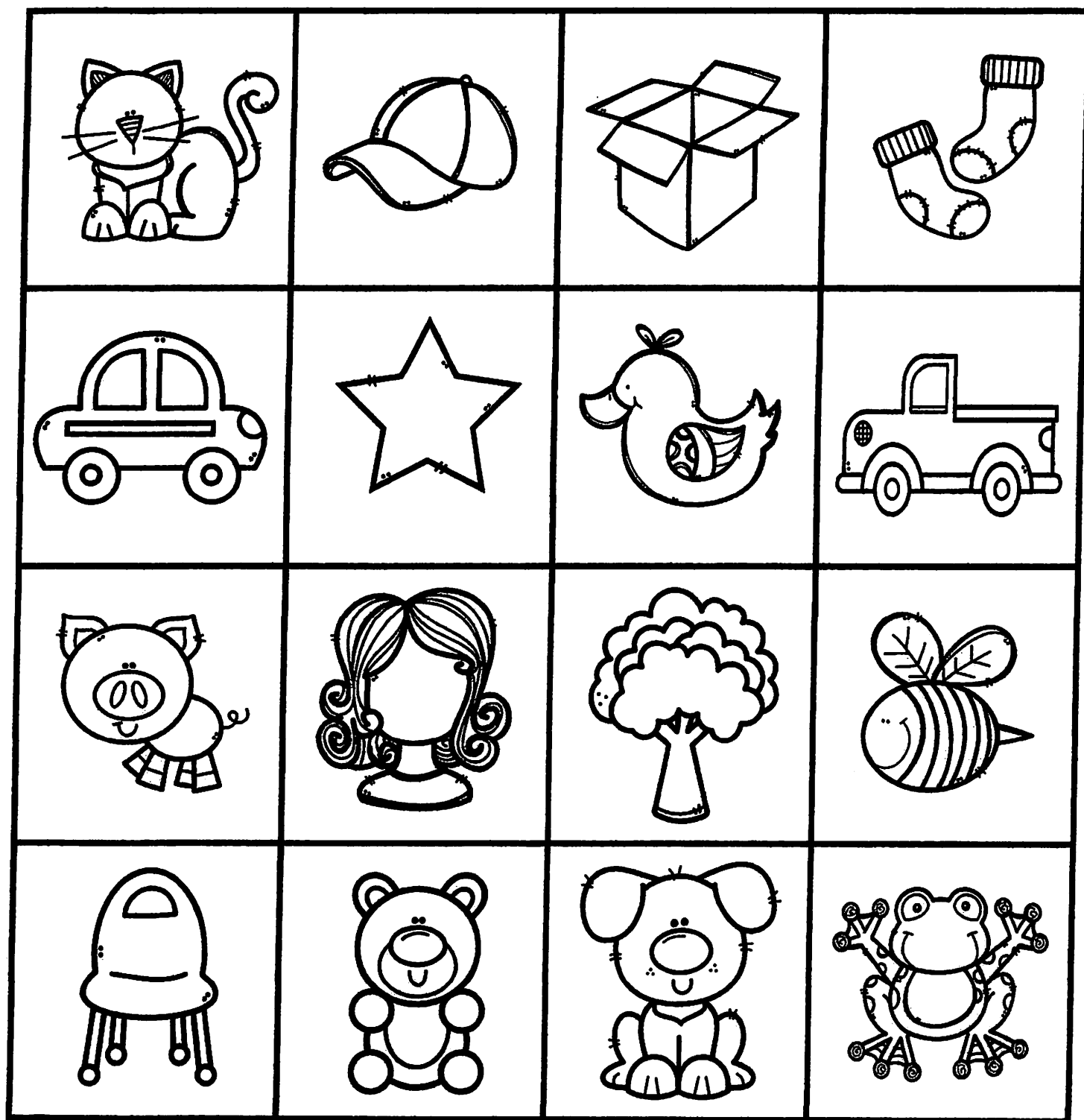




Many early literacy skills involve hearing and manipulating words and rhyming is an important one. In class we will start by identifying if words rhyme and progress to creating our own rhyming word sets. Key: cat-hat, box-socks, car-star, duck-truck, pig-wig, tree-bee, chair-bear, dog-frog

## Let's rhyme.

There are several ways to use these cards. You can use this page and say point to a picture that rhymes \_\_\_\_\_ or you can cut them out and play memory.





Lunch requires independence so start now by having your student open their own chip bag, fruit snack packaging, etc. Opening milk cartons can be tricky too. There are lots of strategies (search on YouTube) but we like the open the two sides and then pulling diagonally method. Lastly, students have a limited time for lunch, so they need to focus on eating and not socializing during this time.

## Let's have lunch.

Color the picture and have a conversation about lunch.



Don't eat your lunch in class.

Focus on eating at lunch time.  
Don't spend so much time talking at lunch you don't eat your food.

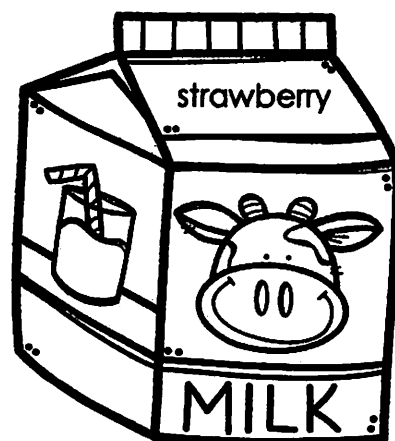
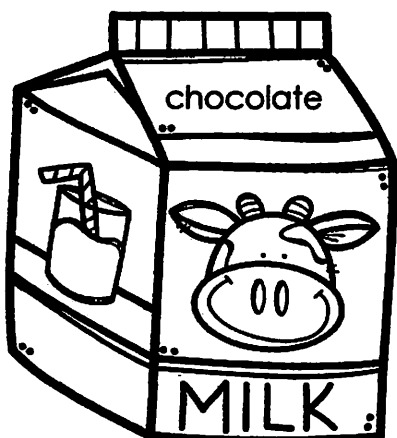
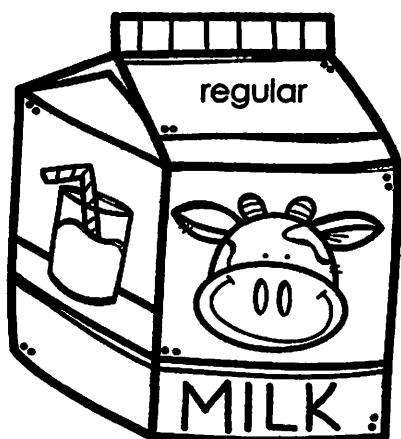
Open your own lunch items if you can.

Raise your hand if you need help. Try first.

Don't throw away containers brought from home.

Clean up your trash.

## What kind of milk do you like?







Please work with your student at home to tie their shoes on their own as this is not a skill we teach in class. There are lots of different strategies to tie shoes, so pick the one that works best for your student and use that method. YouTube is a great resource for this.

## Let's tie our shoes.

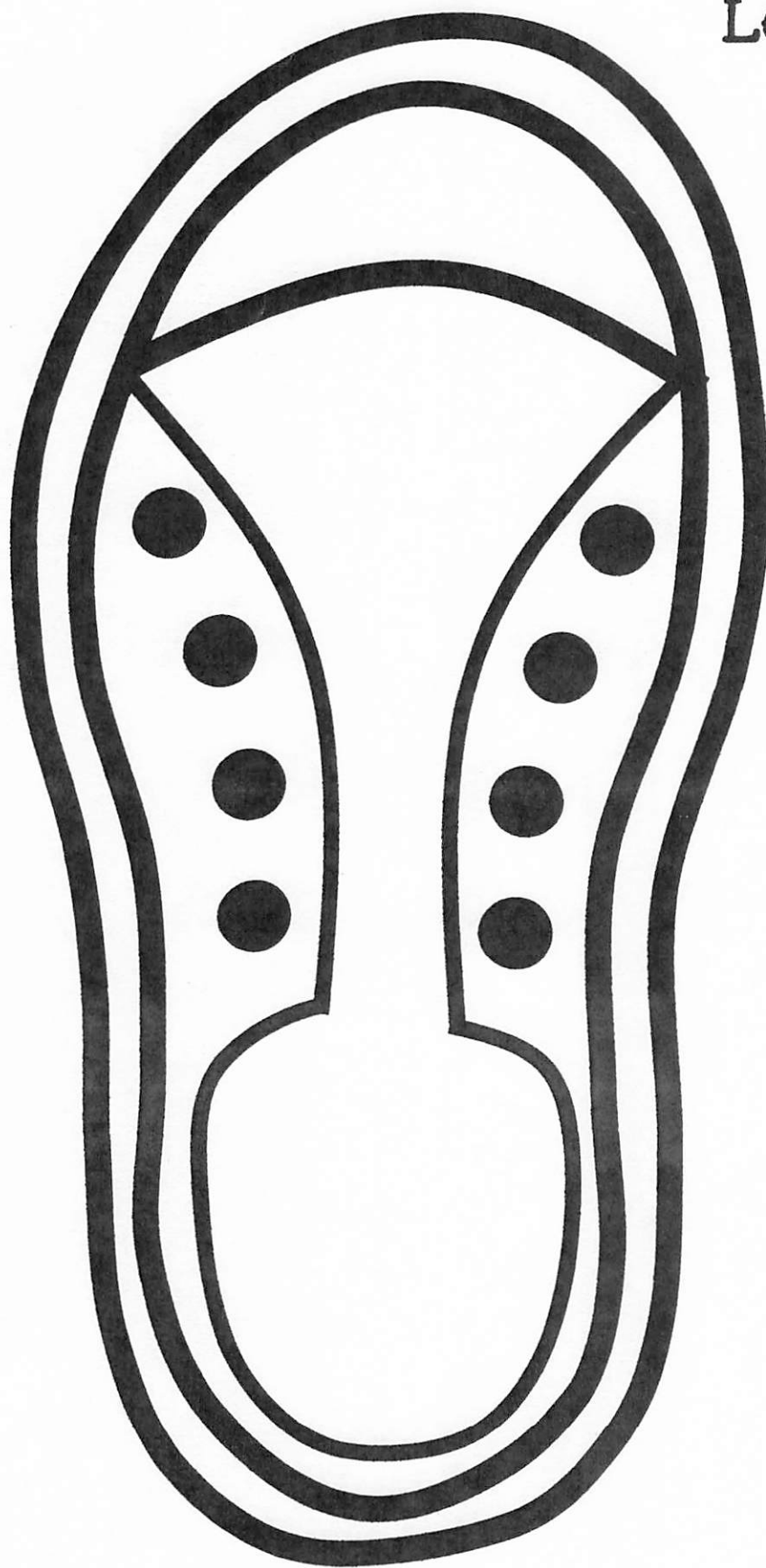
Cut out the shoe and punch holes where the laces go. Use string to lace the shoe. To make it sturdier you can glue onto heavier paper.

### Shoe Tying Tips:

Use two different color shoelaces – some children may find that tying shoes is easier to follow when using two differently colored shoelaces, which could better help understand the series of lacing steps.

Place the shoes on an elevated surface – many children benefit from learning to tie on an elevated surface rather than crouching down. This may better help them master the skill of tying shoes prior to expecting them to bend over and learn to tie.

Practice patience – like all skills, some children will master shoe tying quickly, while others will need repetition and practice over time. Be patient with your child and find a method that best suits their learning style and speed!



# KINDERGARTEN BINGO

<b>identify numbers</b>	<b>learn your birthday date</b>	<b>practice writing your last name</b>	<b>identify shapes</b>
<b>practice putting numbers in order</b>	<b>practice writing your first name</b>	<b>practice tracing lines</b>	<b>identify letters</b>
<b>match upper and lowercase letters</b>	<b>learn your address</b>	<b>practice writing lowercase letters</b>	<b>learn your phone number</b>
<b>identify colors</b>	<b>practice counting to 20</b>	<b>practice tying your shoes</b>	<b>practice writing numbers</b>
<b>read a book with someone</b>	<b>practice writing uppercase letters</b>	<b>practice reciting your ABCs</b>	<b>practice scissor skills</b>



Students should be able to go to the restroom independently. They should be able to button their own pants, wipe themselves, and wash their hands when they are done. Please practice this at home.

# Let's talk about the restroom.

Color one student and the bathroom. Cut out the student and use tape to put in the restroom. Use the student as a puppet to talk about behavior in the restroom.

