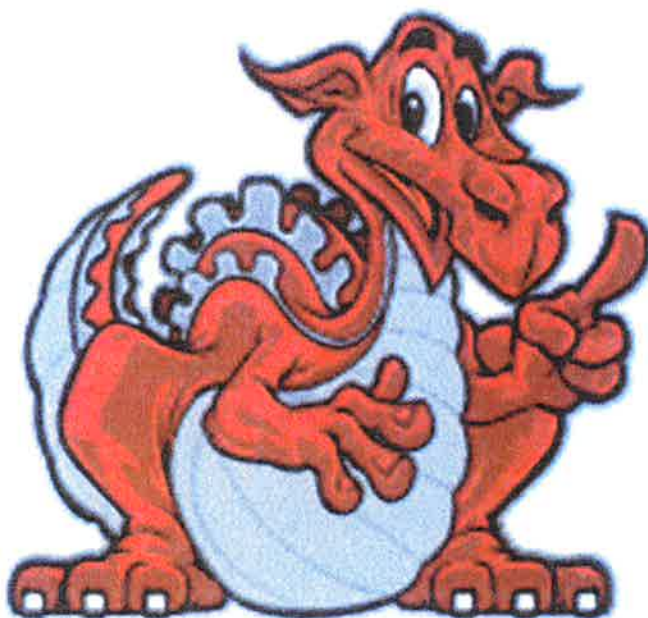


**WELCOME TO**

*Kindergarten*



**EASTLAKE  
ELEMENTARY**

# Get Ready for Kindergarten

Pick an activity to do and color in the box when you are done. Find a way to celebrate when all the boxes are all colored in!

Practice writing your first name with a capital at the beginning and lowercase for the rest. (pg 1)	Practice counting to 100. See how high you can get!	Find shapes around the house. Look for circles, squares, rectangles, and triangles.
Practice tracing the dotted lines. (pg 2)	Practice writing your letters in shaving cream.	Practice pointing to each letter and saying the name. (pg 3-4)
Practice your alphabet handwriting. (pg 5)	Practice cutting on the dotted line. (pg 6)	Practice writing your numbers in salt, sand, or sugar.
Practice pointing to each letter and saying the sound. (pg 3-4)	Practice tracing your numbers. (pg 7)	Practice tracing the shapes and cutting them out. (pg 8)

# Name Practice

Practice writing your first name on the line.

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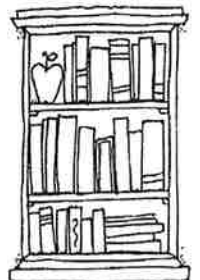
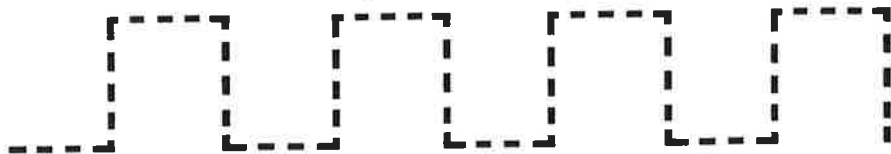
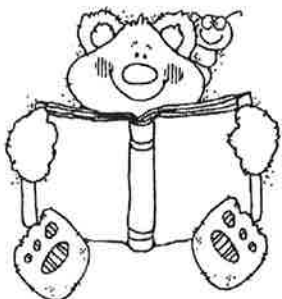
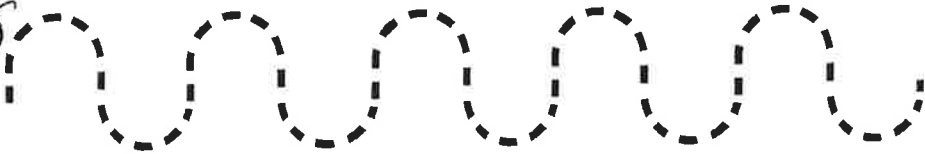
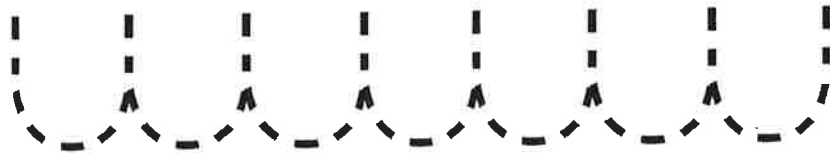
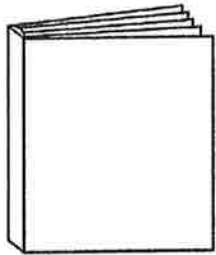
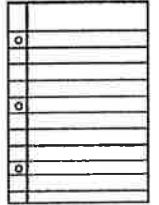
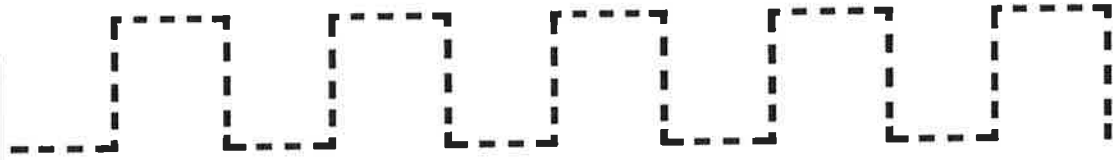
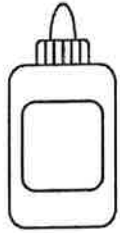
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Name \_\_\_\_\_

# Handwriting Skills



# Alphabet Naming Fluency

g e a d t



c s w a o y



p z e q Y w



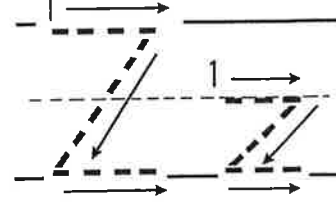
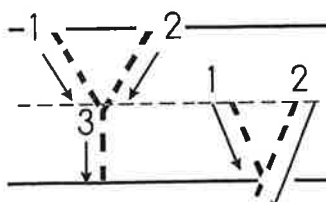
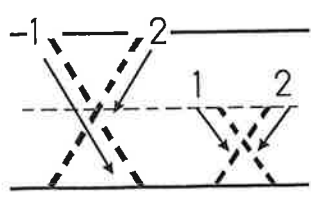
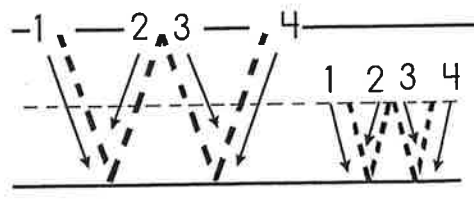
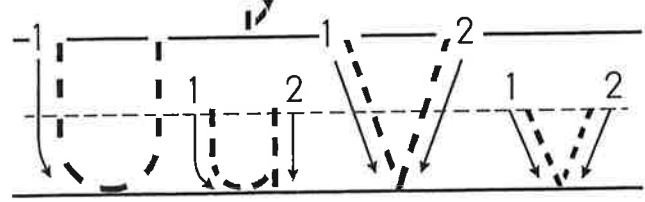
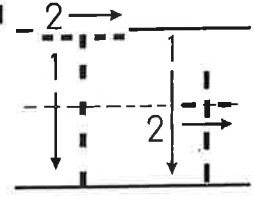
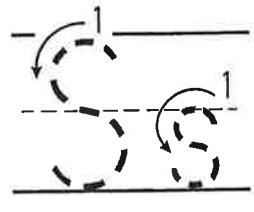
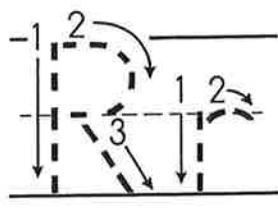
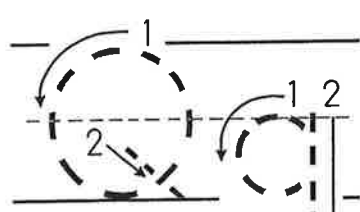
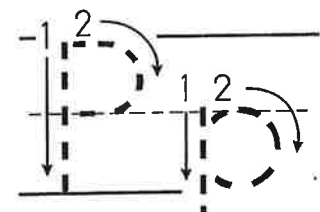
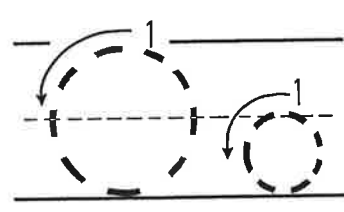
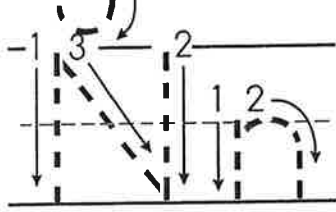
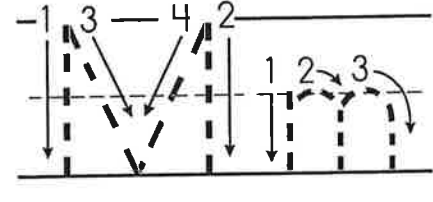
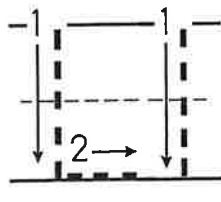
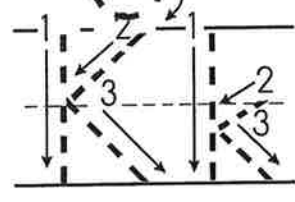
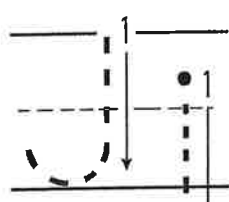
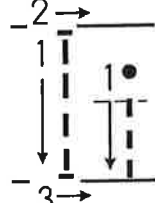
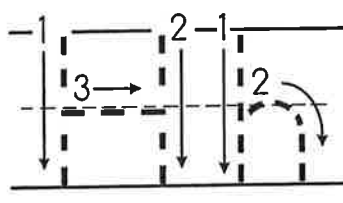
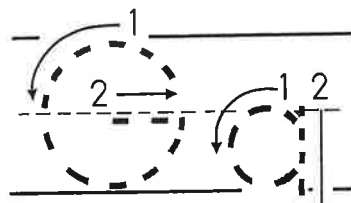
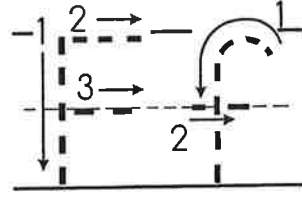
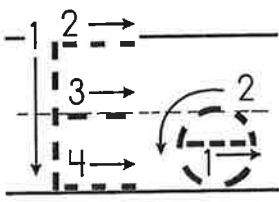
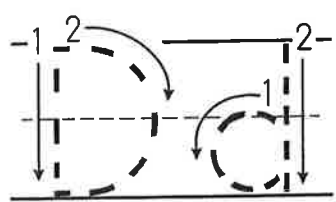
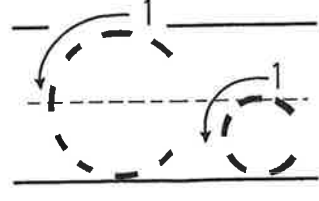
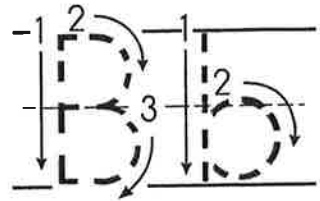
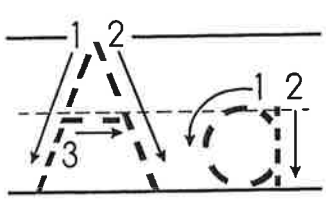
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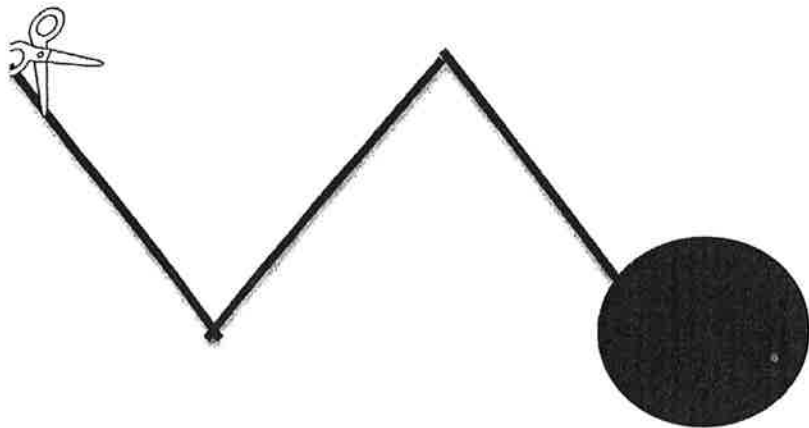
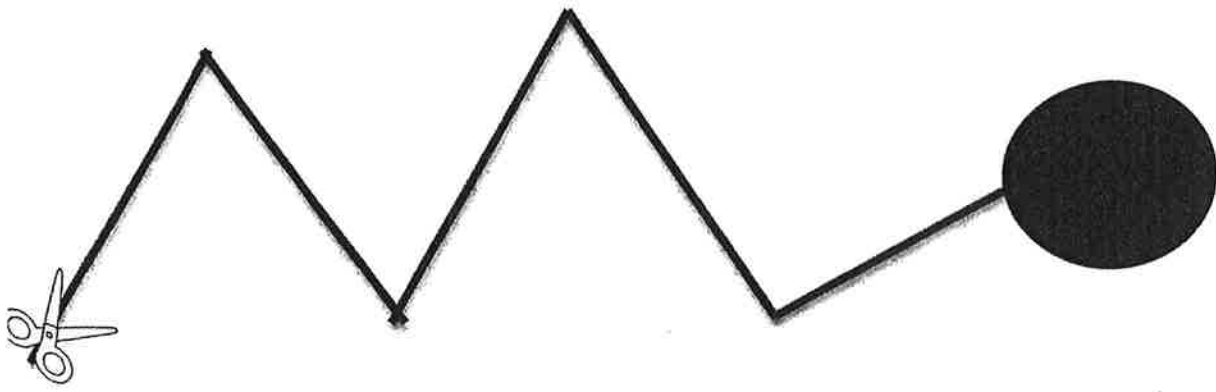
# Alphabet Tracking-Fluency

A ●	B ●	C ●	D ●	E ●
F ●	G ●	H ●	I ●	J ●
K ●	L ●	M ●	N ●	O ●
P ●	Q ●	R ●	S ●	T ●
U ●	V ●	W ●	X ●	Y ●
Z ●				

# Alphabet Handwriting



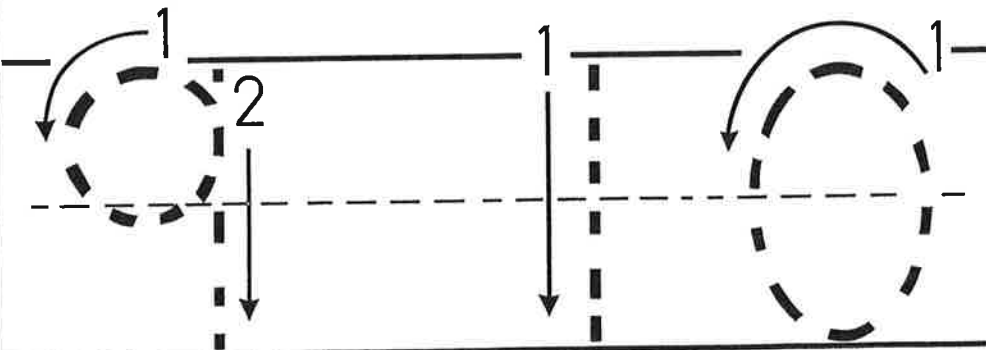
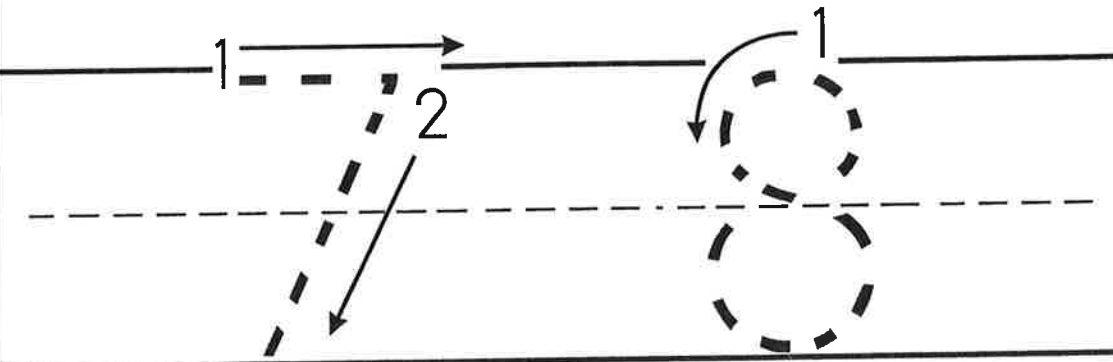
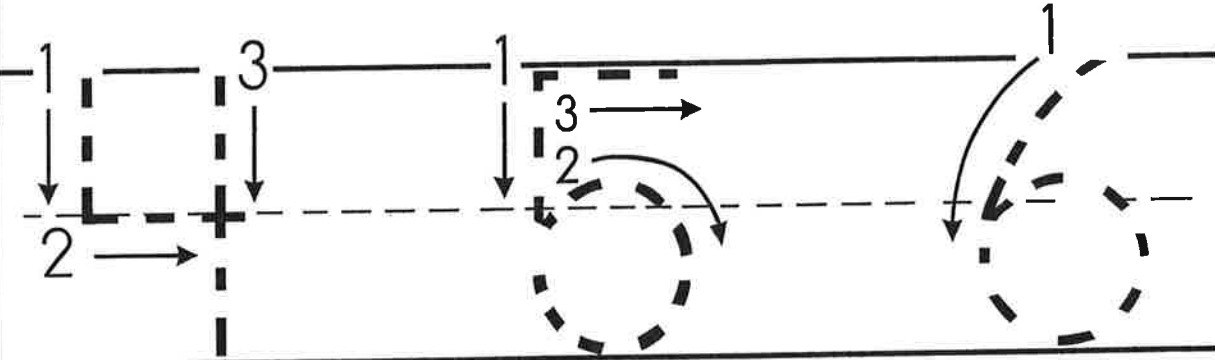
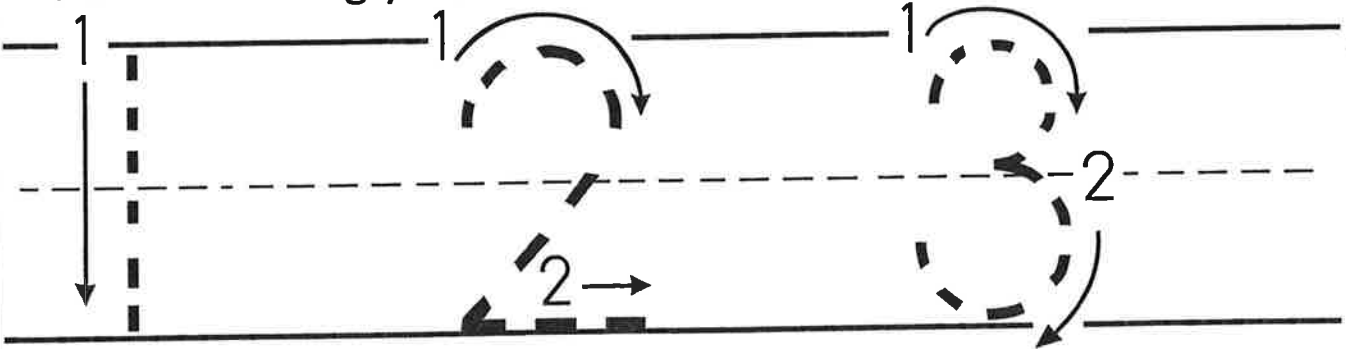
# Scissor Practice



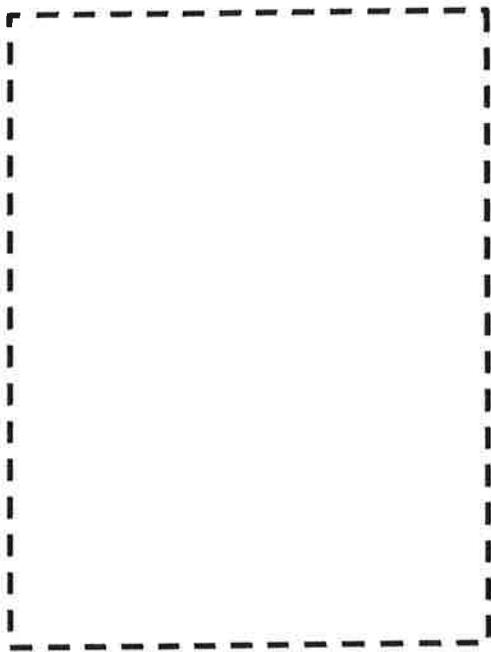
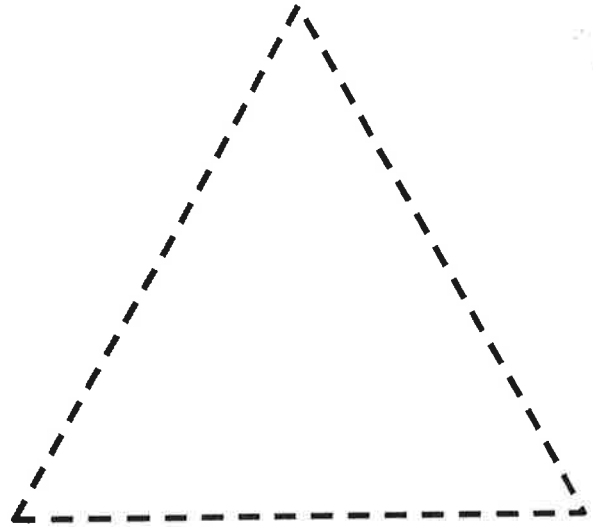
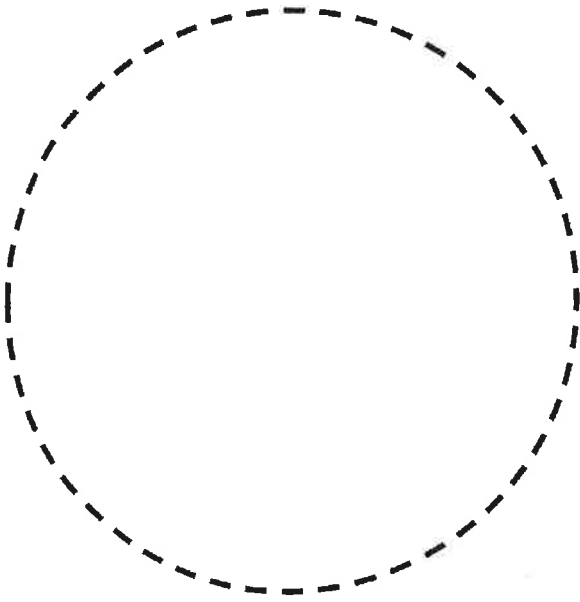


# Number Writing

Practice writing your name correctly.



# Trace and Cut Shapes



## Ideas to strengthen fine motor skills:

- tying shoes
- zipping and unzipping
- buckling and unbuckling
- writing legibly and without significant muscle fatigue
- playing games that require precise hand and finger control
- drawing, painting, and coloring
- manipulating buttons and snaps
- putting small objects together
- doing puzzles
- making crafts
- using scissors
- manipulating small objects such as coins
- opening and closing objects
- picking up and holding onto small objects
- developing and maintaining an effective and proper pencil grip
- pinching objects between fingers
- using locks and keys
- being able to isolate finger movements (i.e., using one finger at a time, such as in playing the piano or typing)
- turning things over or turning pages of a book
- holding and using utensils properly and effectively
- screwing and unscrewing
- doing ANYTHING that requires small precise hand and finger movements

<http://www.sensory-processing-disorder.com/fine-motor-skills-activities-for-children.html>

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# PHONEMIC AWARENESS: Kindergarten

*Phonemic awareness is the ability to hear and work with the individual phonemes of spoken words. Children who have phonemic awareness skills are more likely to have an easier time learning to read and to spell. What can parents do to promote phonemic awareness?*

The following fun, quick activities can be done at home or in the car to support the development of phonemic awareness.

1. **Syllables:** It is best to start with compound words
  - Question: How many syllables do you hear in the word cowboy?
  - Response: Child claps or counts syllables in the word  
Example- cow/boy  
                  1  2
2. **Rhyming:** Begin by reading books to your child with rhyming words
  - Question: What rhymes with man?
  - Response: fan
3. **Phoneme Isolation:** Children are able to hear and work with initial or beginning sounds first, then final sounds, and finally middle sounds.
  - Question: What sound does man begin with?
  - Response: Man begins with /m/.
  - Later when the child can hear initial, ending, and middle sounds:
    - Question: What sound do you hear first in man, second in man, last in man?
4. **Blending:** blend individual phonemes in words
  - Questions: What word do we get when we blend the sounds /m/+/a/+/n/?
  - Response: Child elongates the sounds getting faster each time mmmmmaaaaaannnnn, man.
    - Clap when it is fast enough to be a real word
5. **Segmenting:** Use a slinky or rubber band to "stretch" the word
  - Question: What sounds do you hear in cat?
  - Response: Child can stretch the sounds c-a-t with the slinky or rubber band or push the sounds up with their finger /k/ /a/ /t/