

# Kindergarten READINESS Handbook

for soon-to-be kindergarteners!

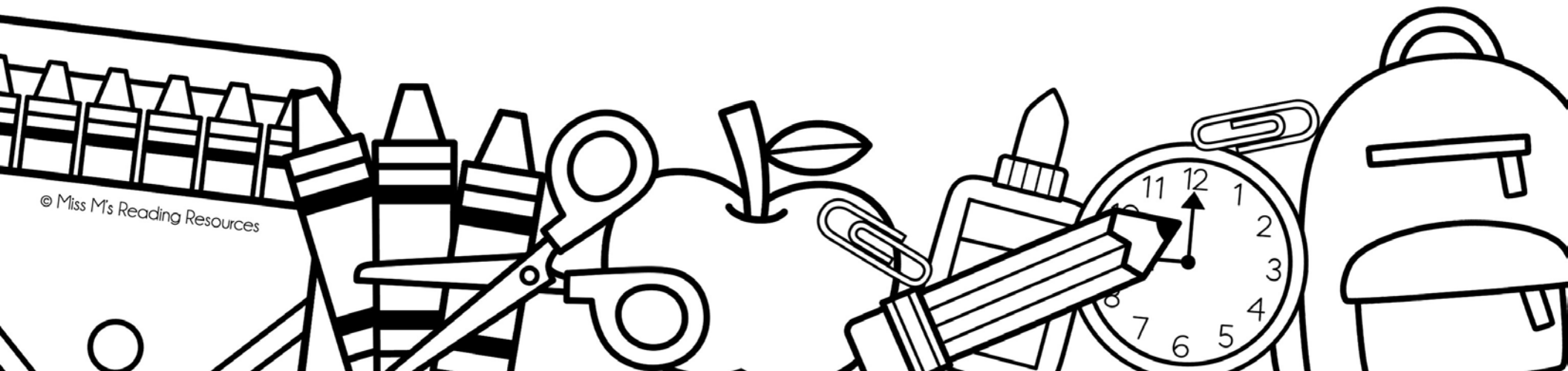
Name: \_\_\_\_\_



# Kindergarten **READINESS** Handbook

for soon-to-be kindergarteners!

Name: \_\_\_\_\_



# Dear Kindergarten families,

The Kindergarten Readiness Handbook was created by a kindergarten teacher with the goal to help your student be well prepared for the beginning of kindergarten. It focuses on many skills, but the most important is that your student be excited about school and be ready to learn new concepts in the classroom.

This book is not intended to replace preschool or any other formal schooling. It is simply a guide and/or a refresher for essential beginning of kindergarten skills.

**Materials needed:** crayons, pencils (small golf pencils recommended), markers, scissors, glue, and dot markers (optional).

Enjoy!

**Tip:** Many of these pages are consumable, meaning that once your student uses them they are done. If you would like extra practice for any of the pages, simply make a copy before use or reprint the page from the digital version.

# The A to Z of Kindergarten Readiness

to be "ready to learn" new concepts and routines in school!



	<p><u>Alphabet:</u> can recognize some uppercase &amp; lowercase letters</p>	<p><u>Bathroom:</u> can use the bathroom independently</p>	<p><u>Concepts of print:</u> know how to read a book and track words</p>	<p><u>Do your best:</u> when presented with difficult tasks</p>	<p><u>Eat independently:</u> can open and close snack/lunch</p>	<p><u>Friendly:</u> can interact with new friends and teachers in a positive way</p>
<p><u>Get dressed:</u> can put on &amp; take off clothes independently</p>	<p><u>Handwriting:</u> can print their name &amp; some uppercase letters</p>	<p><u>Independence:</u> can problem solve with words</p>	<p><u>Just right noise level:</u> can control their voice in different settings</p>	<p><u>Kind:</u> is kind to others and can share</p>	<p><u>Letter sounds:</u> can produce some letter sounds</p>	<p><u>Minutes:</u> can focus on a specific task for 5-10 minutes</p>
<p><u>Name recognition:</u> can recognize and write their first name</p>	<p><u>Optimistic:</u> is positive about coming to school</p>	<p><u>Pay attention:</u> can pay attention to the teacher or activity</p>	<p><u>Quiet listener:</u> can listen quietly without distractions</p>	<p><u>Rhyme:</u> can recognize rhyming words</p>	<p><u>Scissors:</u> can hold scissors correctly and cut straight lines</p>	<p><u>Trace:</u> can trace straight lines, curved lines and letters</p>
<p><u>Understand directions:</u> can follow 1 &amp; 2 step directions</p>	<p><u>Volunteer answers:</u> can answer questions and volunteer in discussions</p>	<p><u>Wait in line:</u> can wait patiently in line</p>	<p><u>excited:</u> is excited to be in school and learn new things</p>	<p><u>Yearly calendar:</u> knows the names of some months &amp; seasons</p>	<p><u>Zippers, etc.:</u> can use zippers &amp; buttons on clothes</p>	

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# Read Every Day

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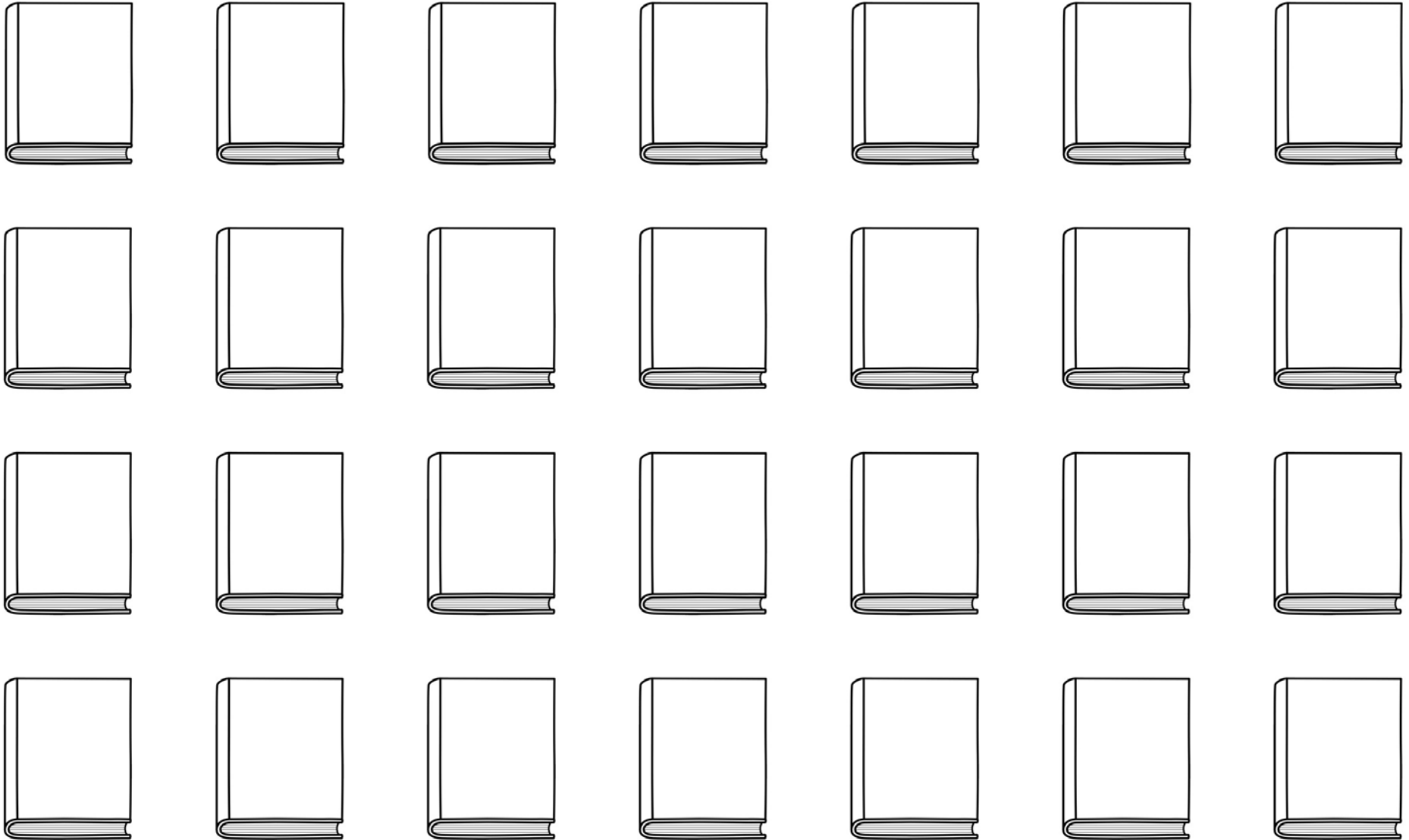
**Goal:** To listen to and enjoy reading books.

Read alouds between grown ups and students are essential for beginning literacy skills. Set time aside to read with your student for at least fifteen minutes every day. Allow your student to participate in the selection of a book and create a dialogue during your reading. Use the following page to track your reading. Decide on a fun reward once you finish the reading log! Make a copy before you start it so you can continue to track your reading.

**Tip:** Make reading fun! The more excited you are about reading and books, your student will be! Tell them why you are excited to read the book, what you're curious about, and why it may be a favorite story from your childhood.





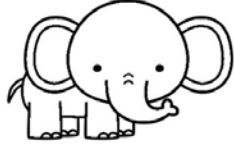
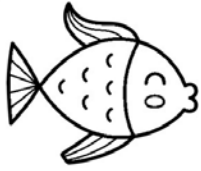



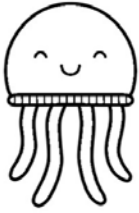









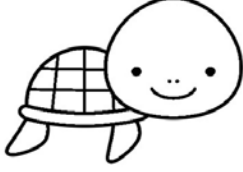


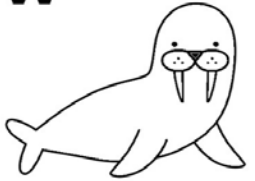
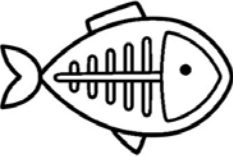
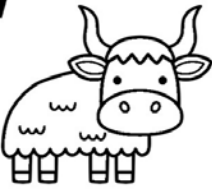

# Read Aloud Reading Log

Color a book for every shared read aloud. Happy reading! 😊

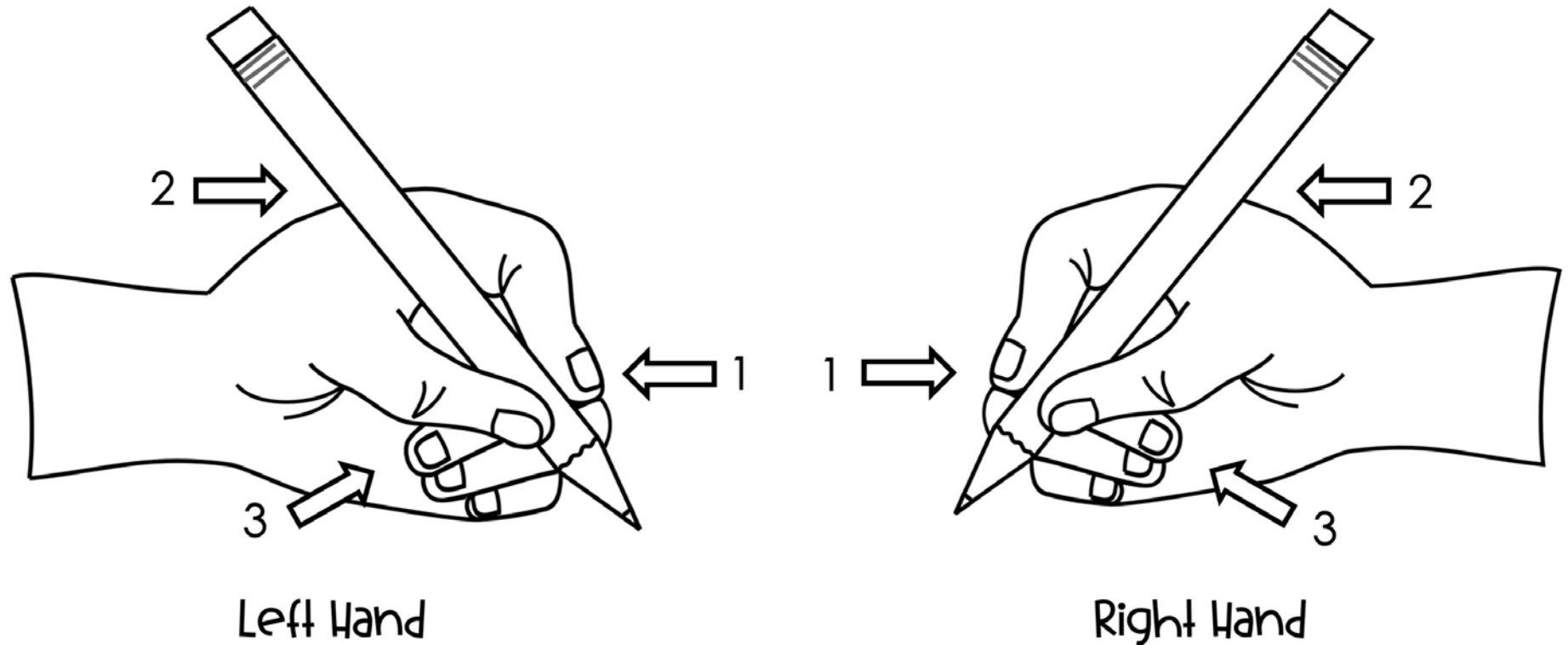


# My Alphabet Chart

from  
**a**

<b>a</b>  alligator	<b>b</b>  bee	<b>c</b>  cat	<b>d</b>  dog	<b>e</b>  elephant	<b>f</b>  fish	
<b>g</b>  goat	<b>h</b>  horse	<b>i</b>  iguana	<b>j</b>  jellyfish	<b>k</b>  kangaroo	<b>l</b>  lion	<b>m</b>  moose
<b>n</b>  narwhal	<b>o</b>  otter	<b>p</b>  penguin	<b>q</b>  quail	<b>r</b>  raccoon	<b>s</b>  seahorse	<b>t</b>  turtle
<b>u</b>  umbrella bird	<b>v</b>  vulture	<b>w</b>  walrus	<b>x</b>  x-ray fish	<b>y</b>  yak	<b>z</b>  zebra	to <b>Z</b>

# Pencil & Crayon Grip



- ① "Pinchy fingers" (thumb and pointer finger) hold at the bottom of the pencil
- ② Top of the pencil rests between these two fingers on your hand
- ③ Middle of middle finger helps to hold the pencil up



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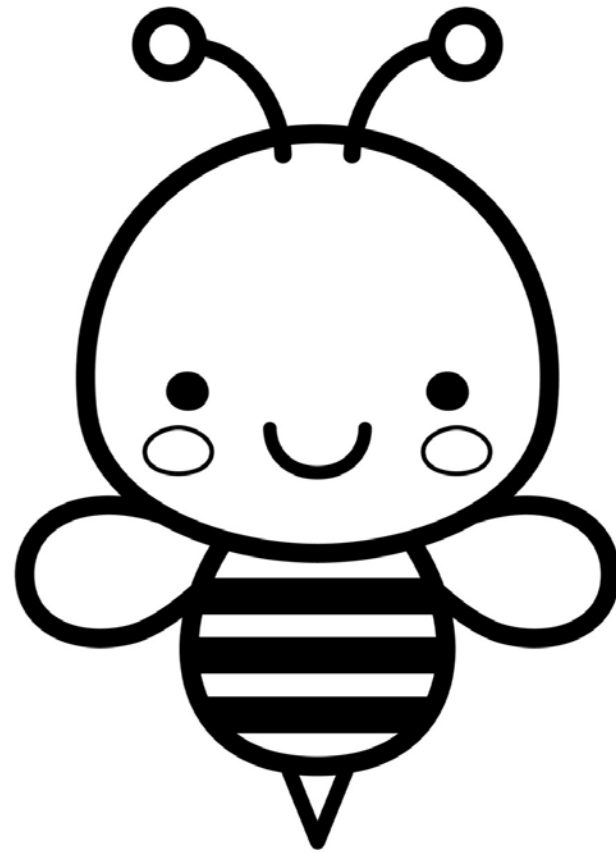
# Coloring

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Coloring will help your student develop gross and fine motor skills. The motions and grip will help the development of the muscle in fingers, hands, wrists, as well as hand-eye coordination. Coloring will also help your student develop color recognition and awareness. Use these pages to color the animals and talk about “realistic colors” (yellow bee, gray elephant, etc.).

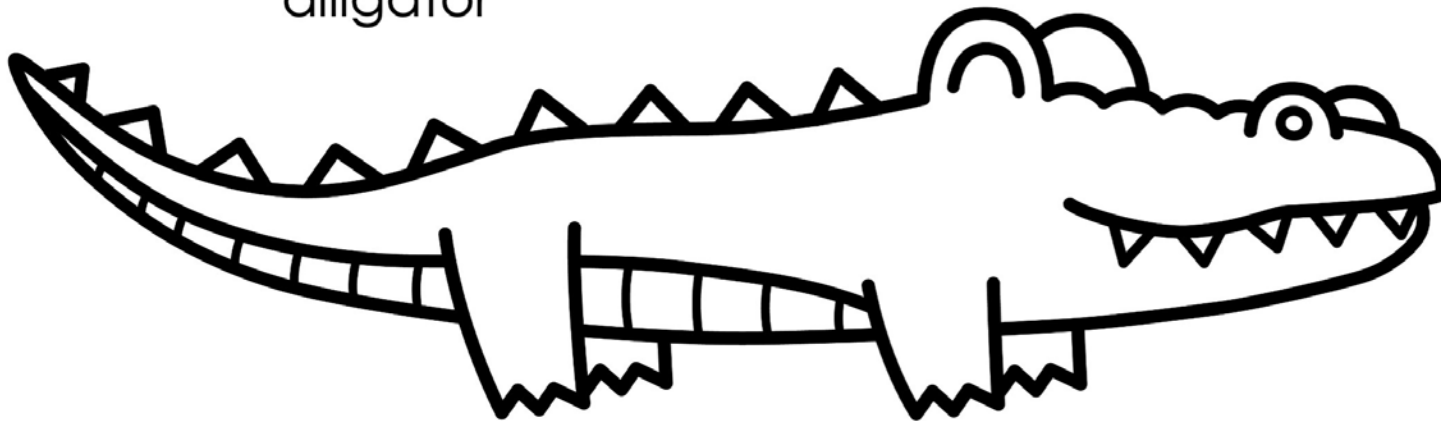
**Tip:** Try to remind them to stay in the lines and use their “helper hand” (the non-dominant hand) to hold and move the paper.

a



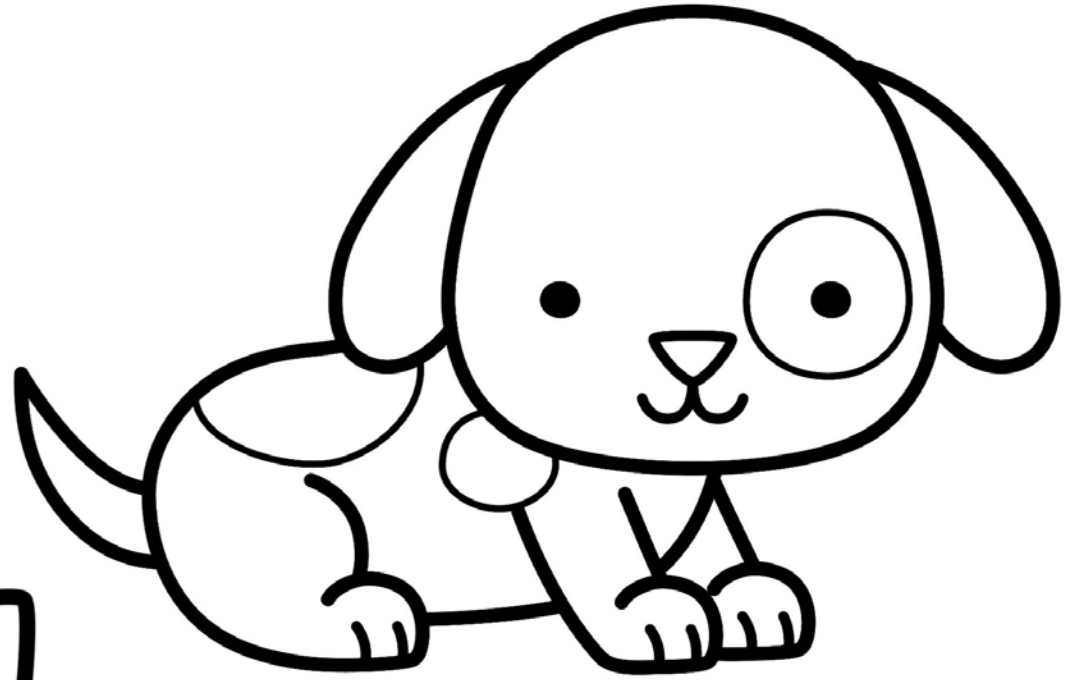
bee

alligator

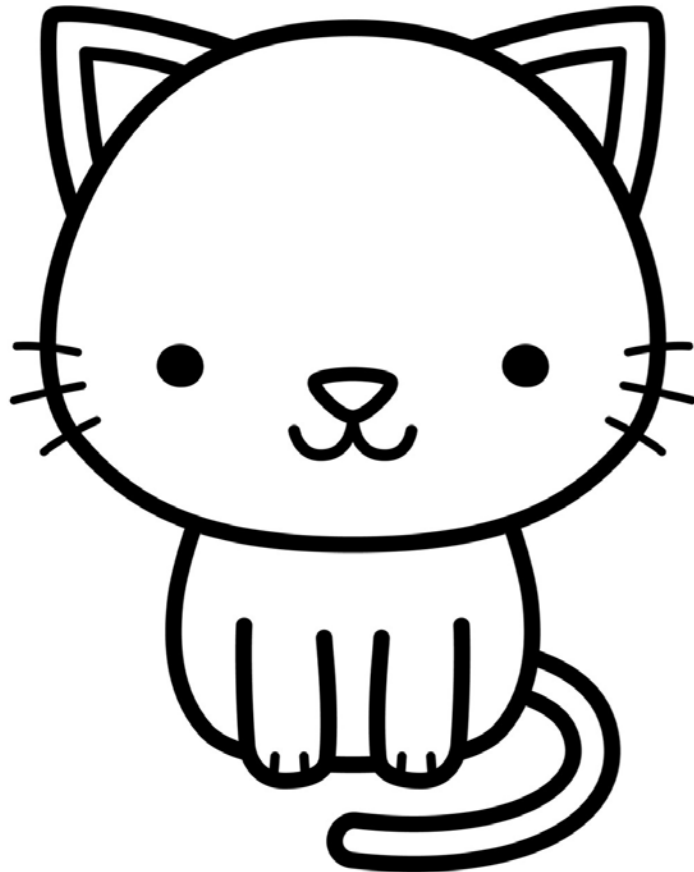


b

C



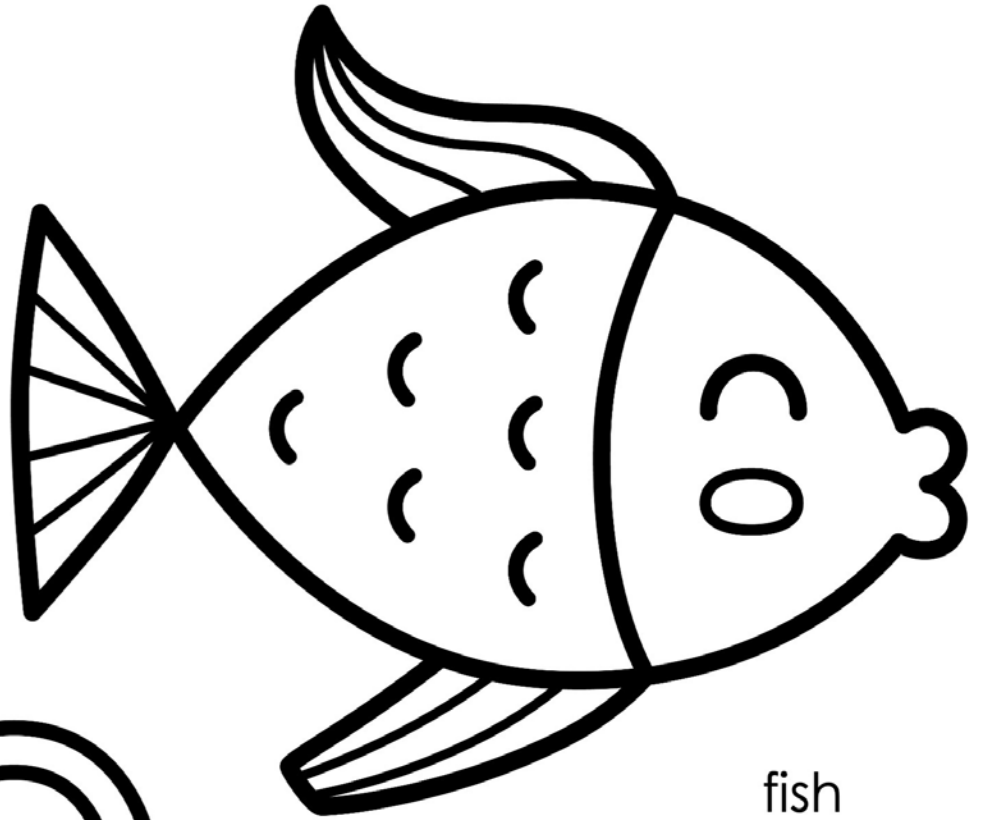
dog



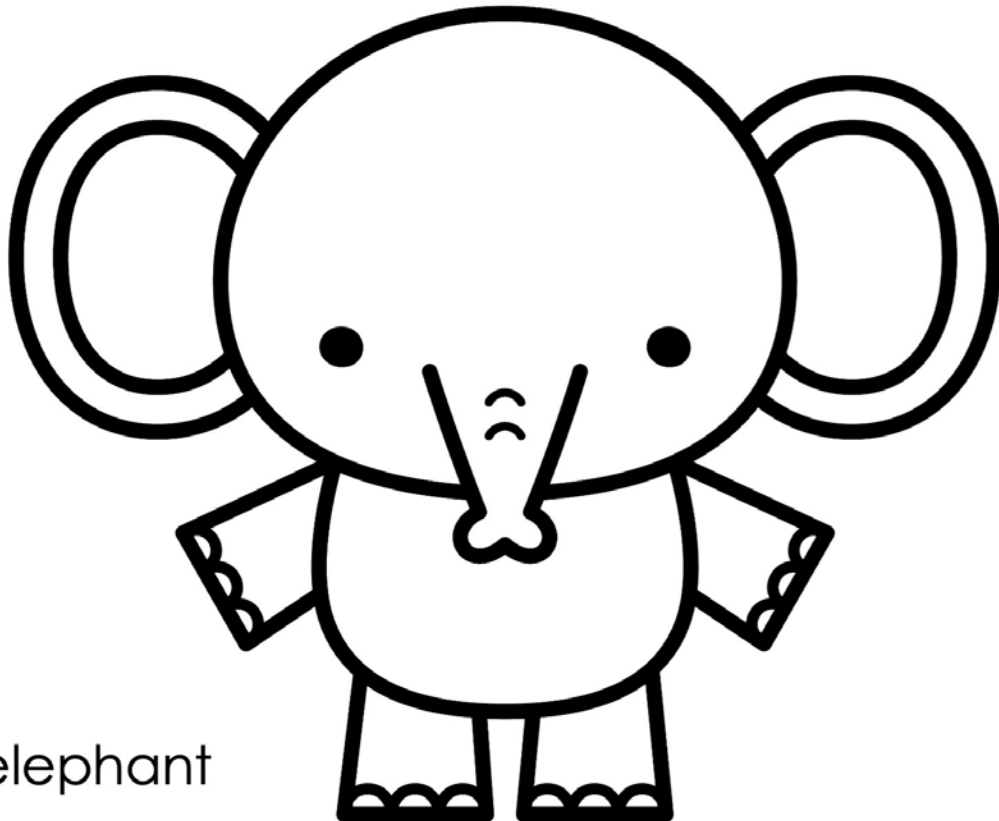
cat

d

e



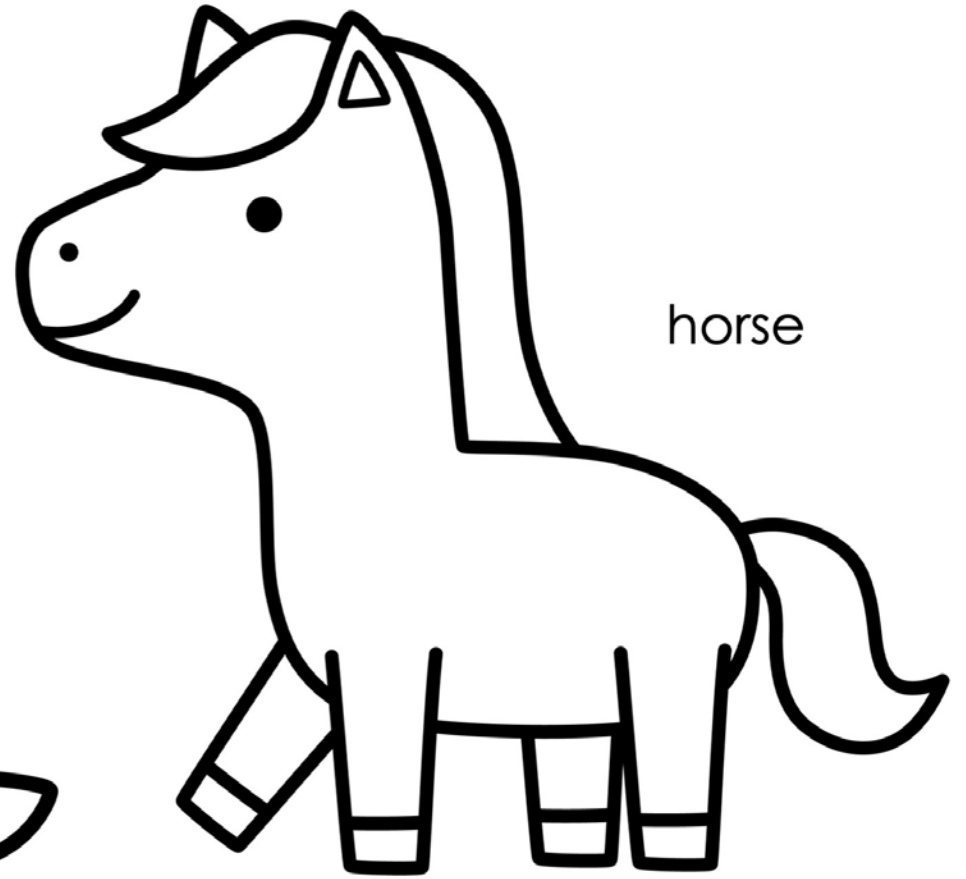
fish



elephant

f

g



horse

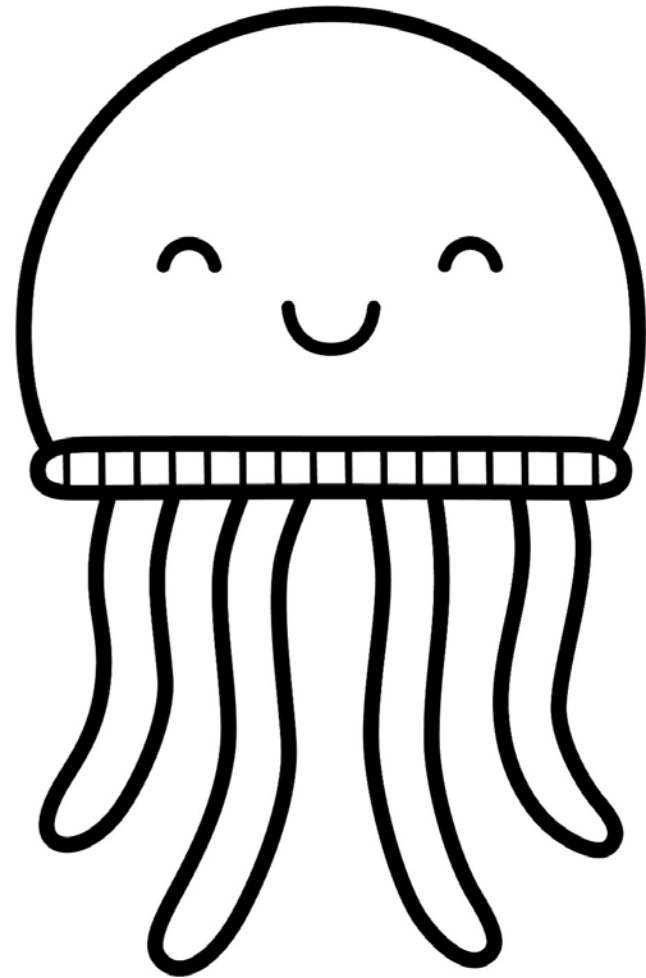


goat

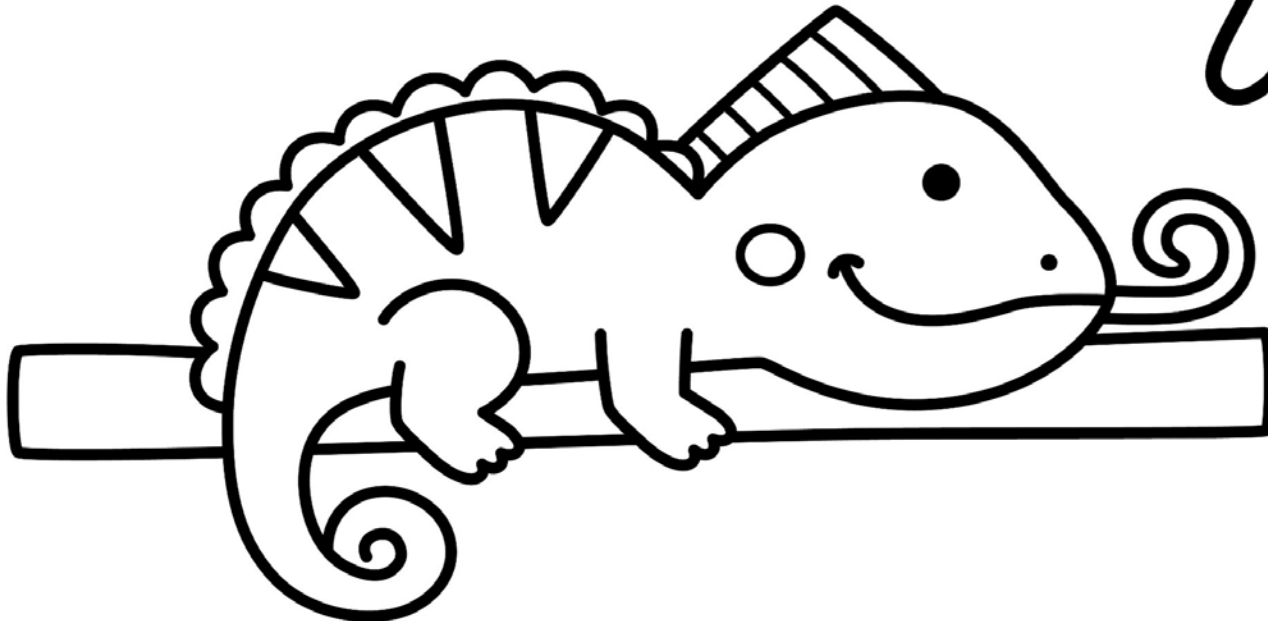
h

i

jellyfish

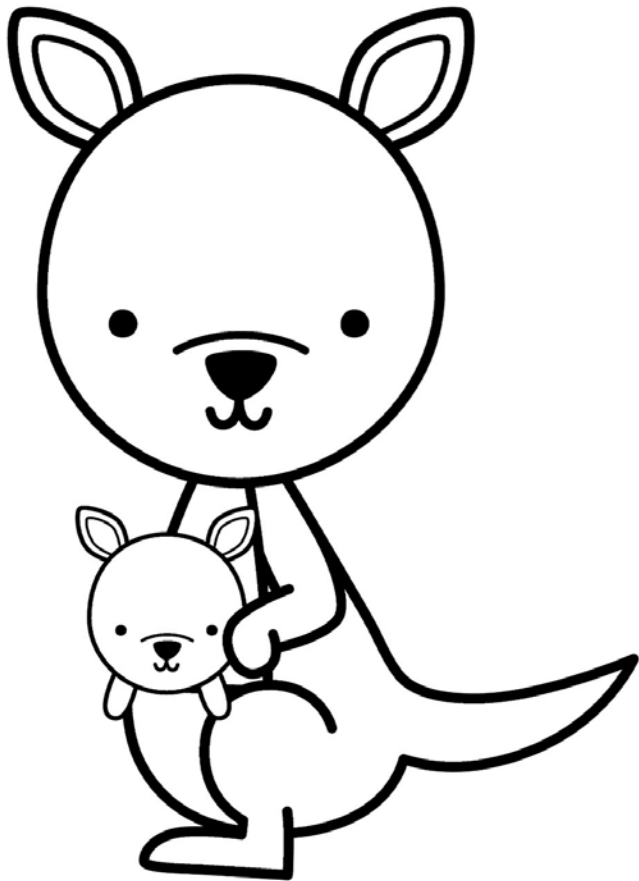


iguana

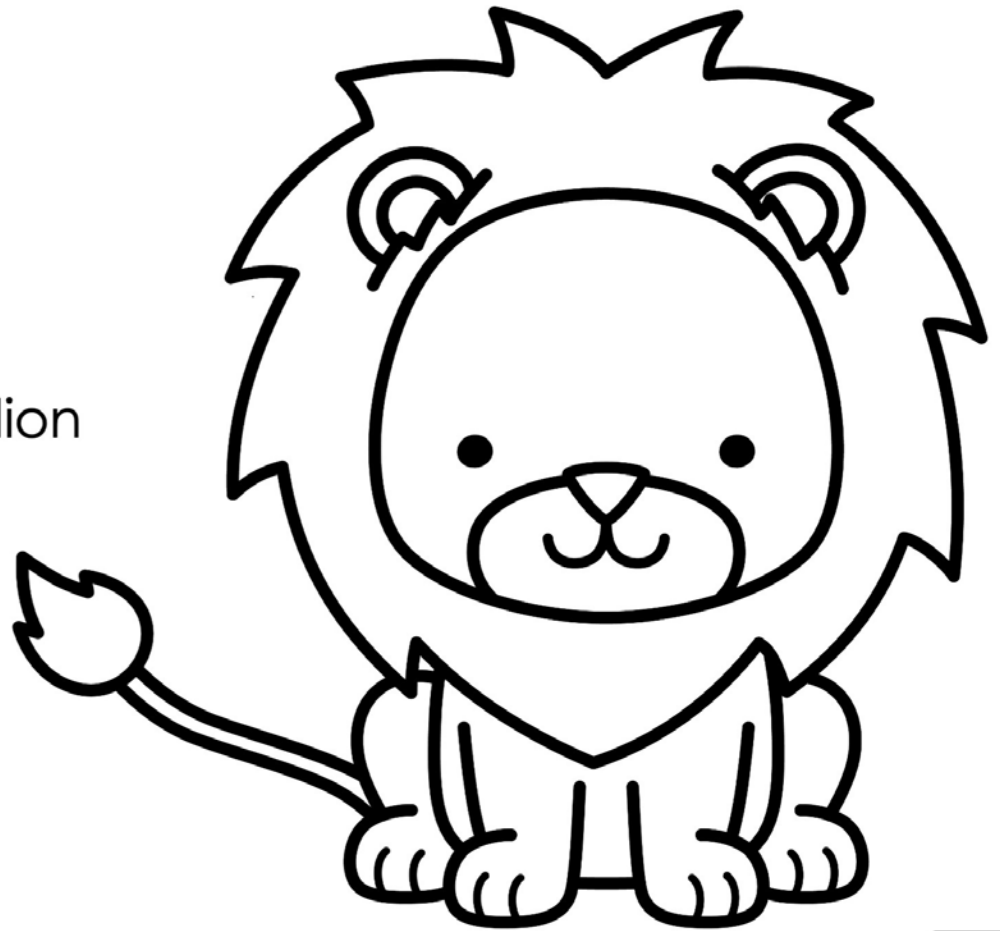


j

K



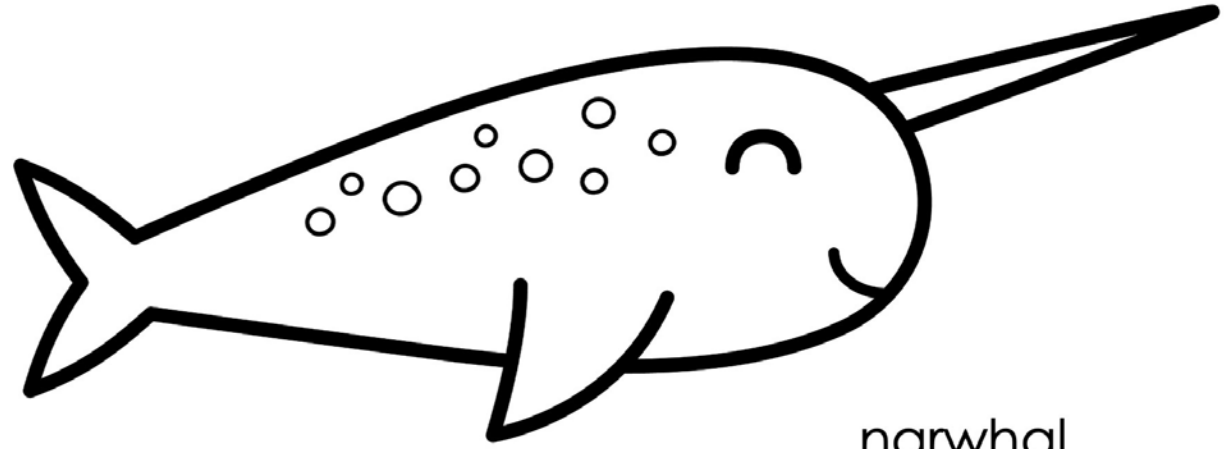
lion



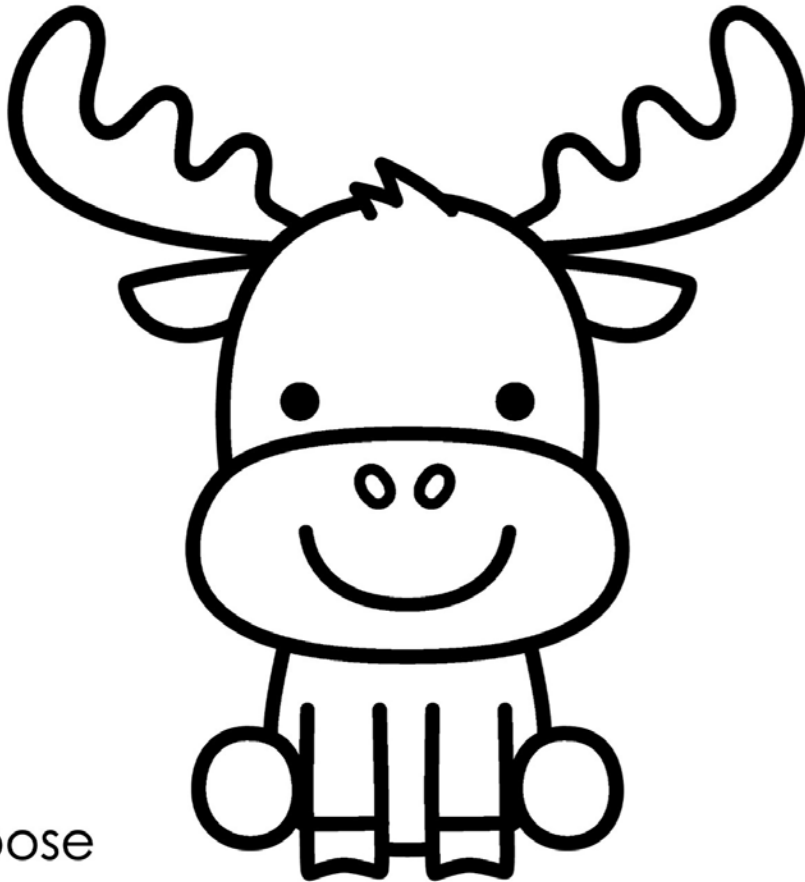
kangaroo



m



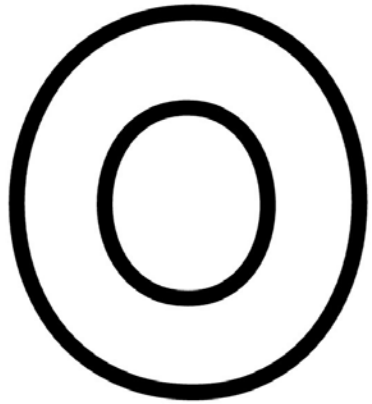
narwhal



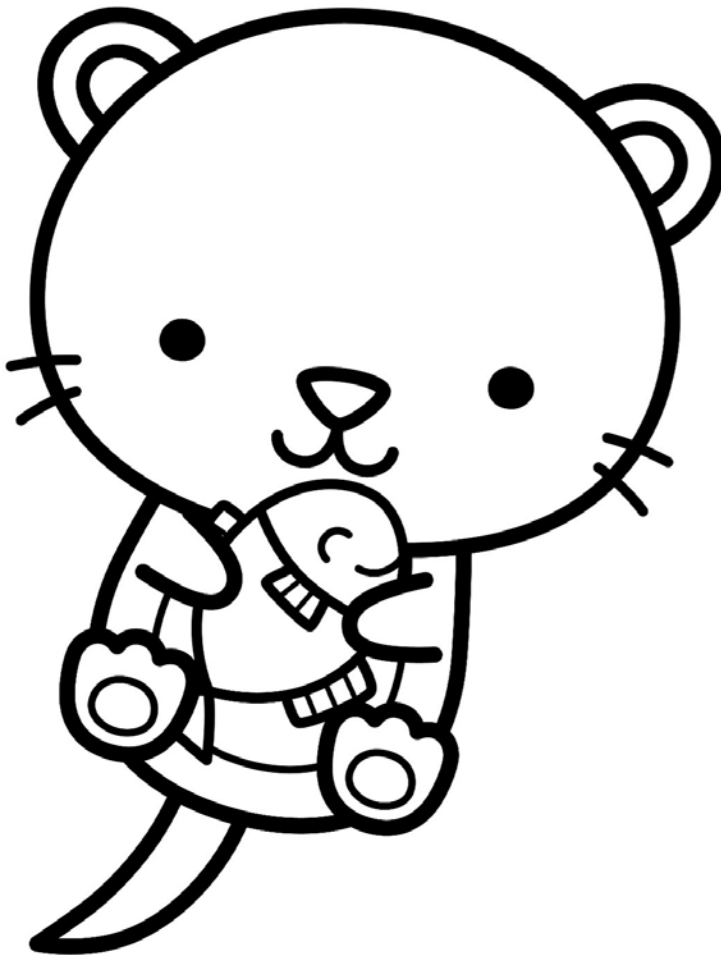
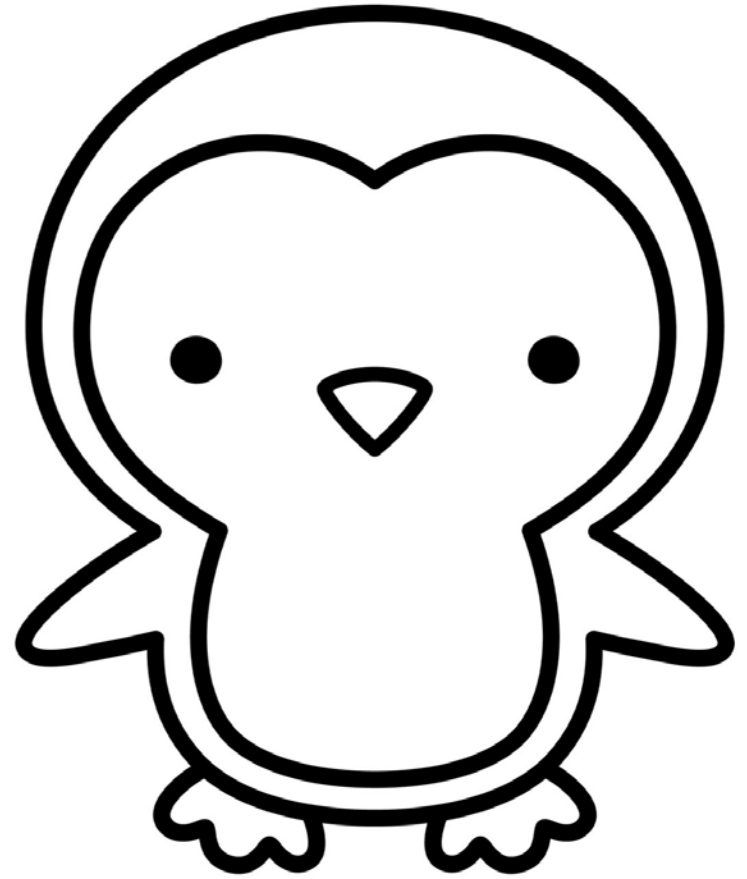
moose

n

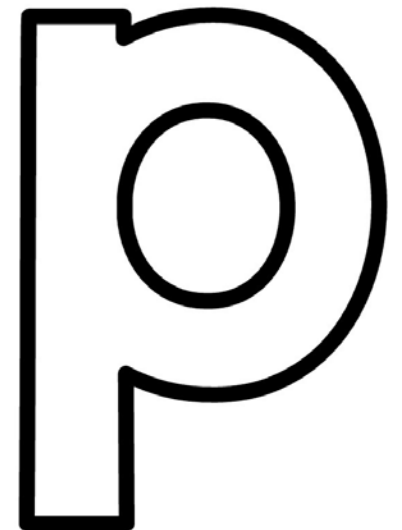




penguin

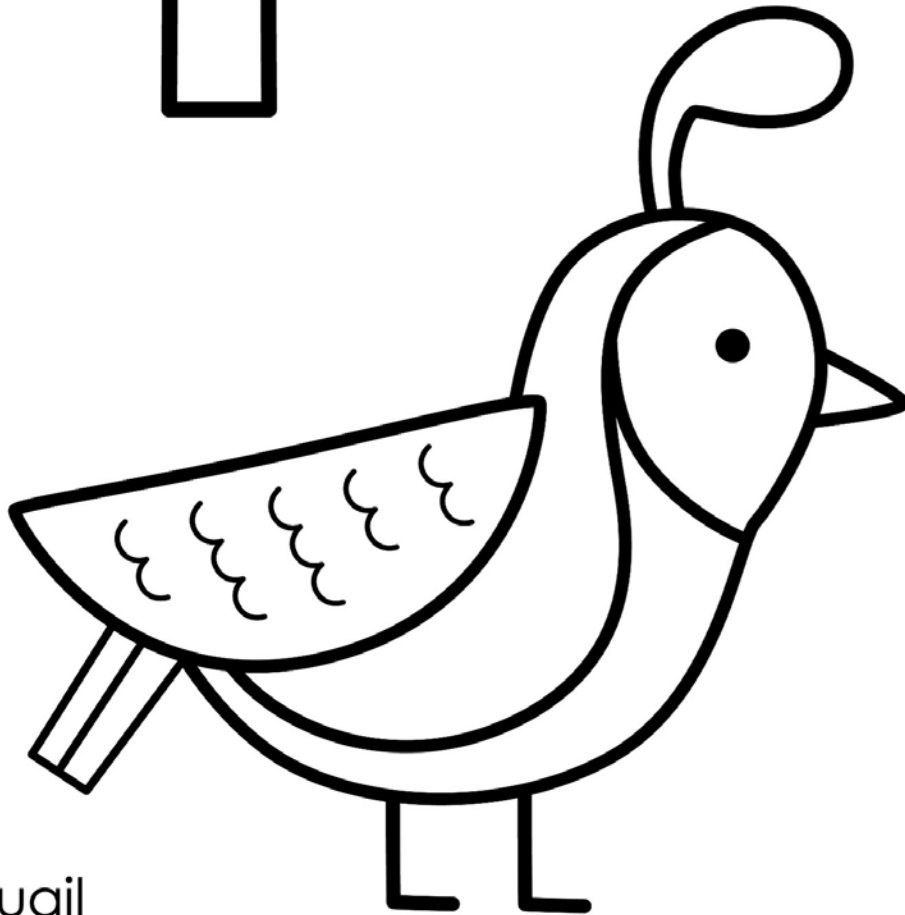
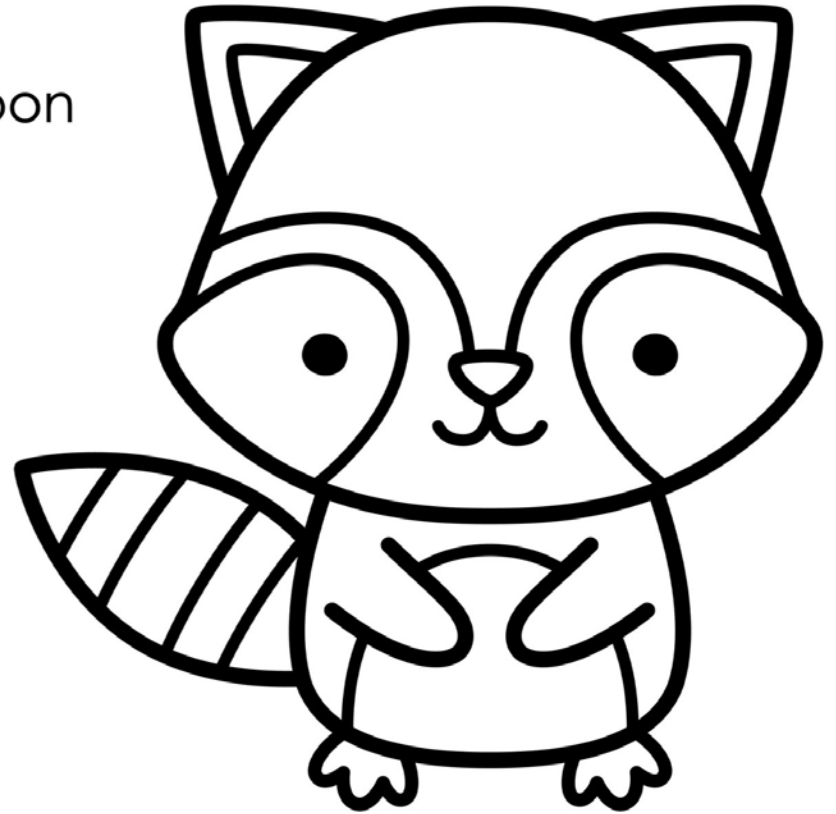


otter



q

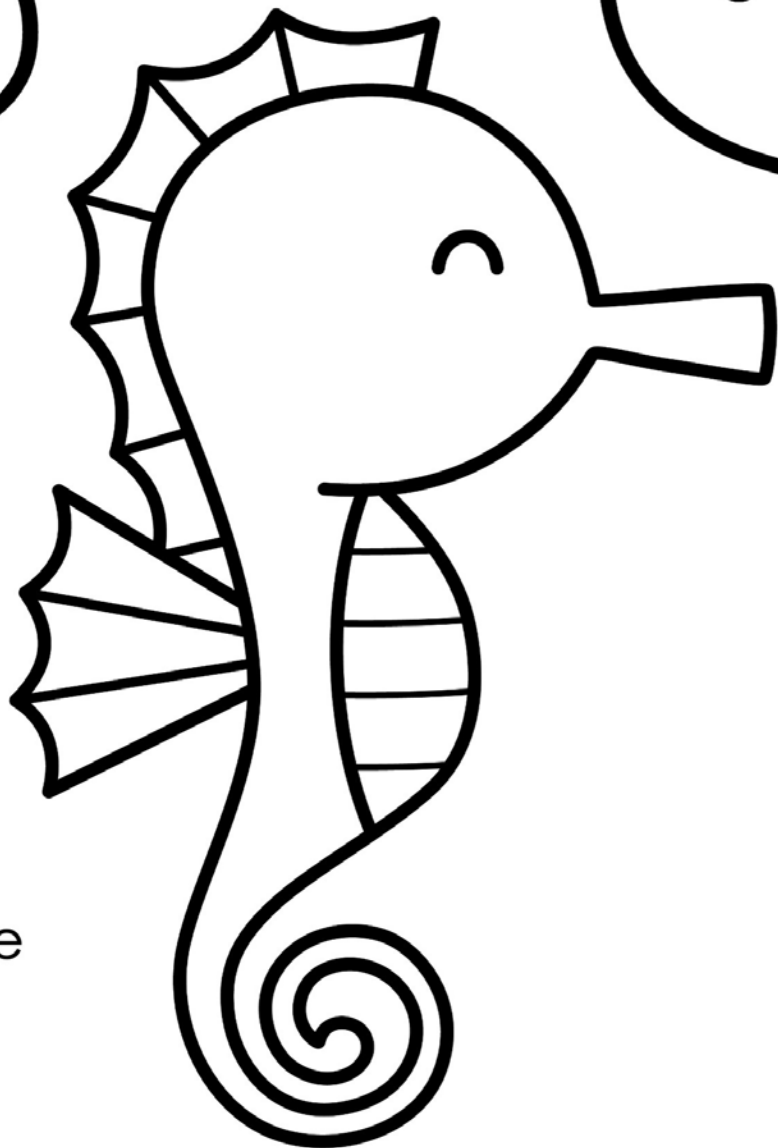
raccoon



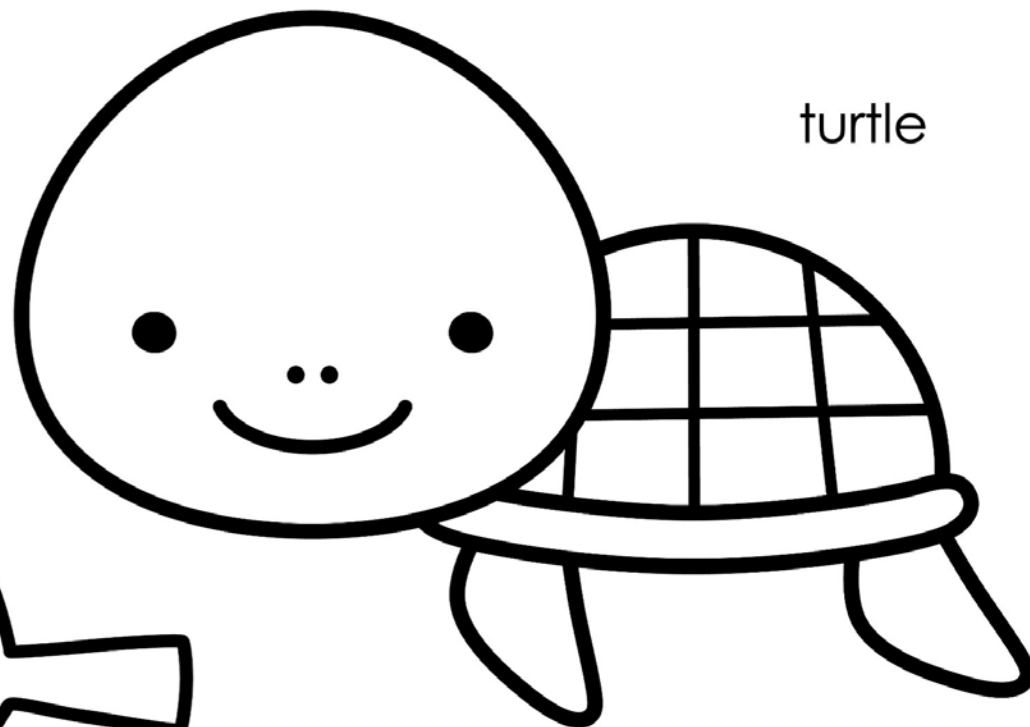
quail

r

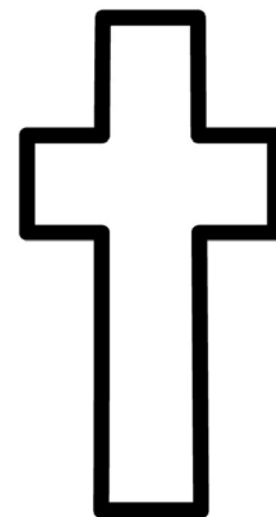
S



seahorse

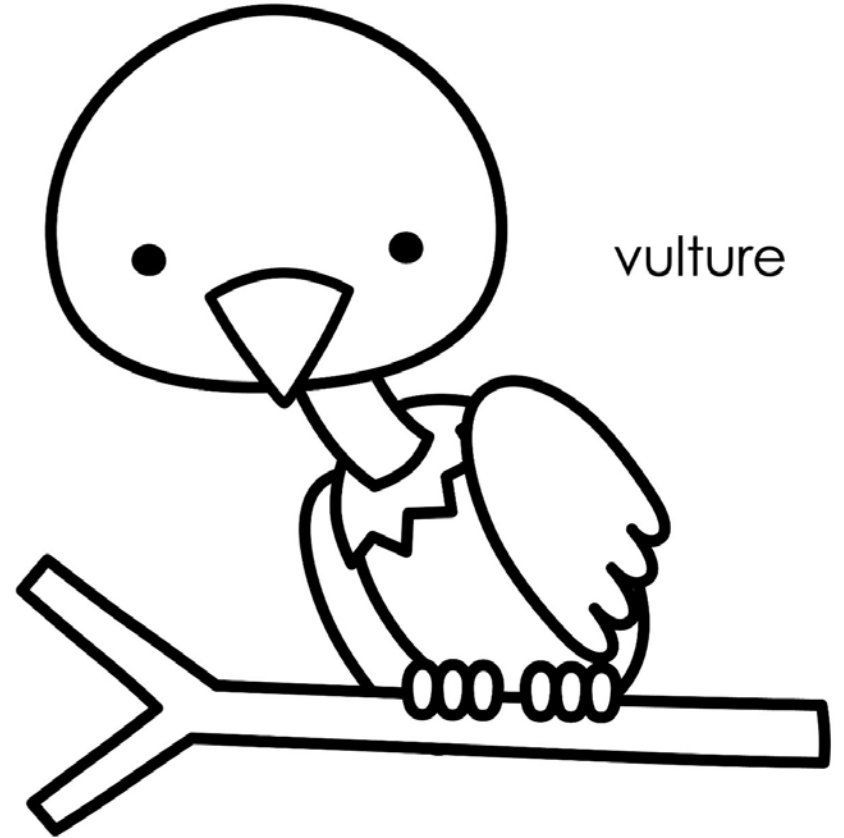
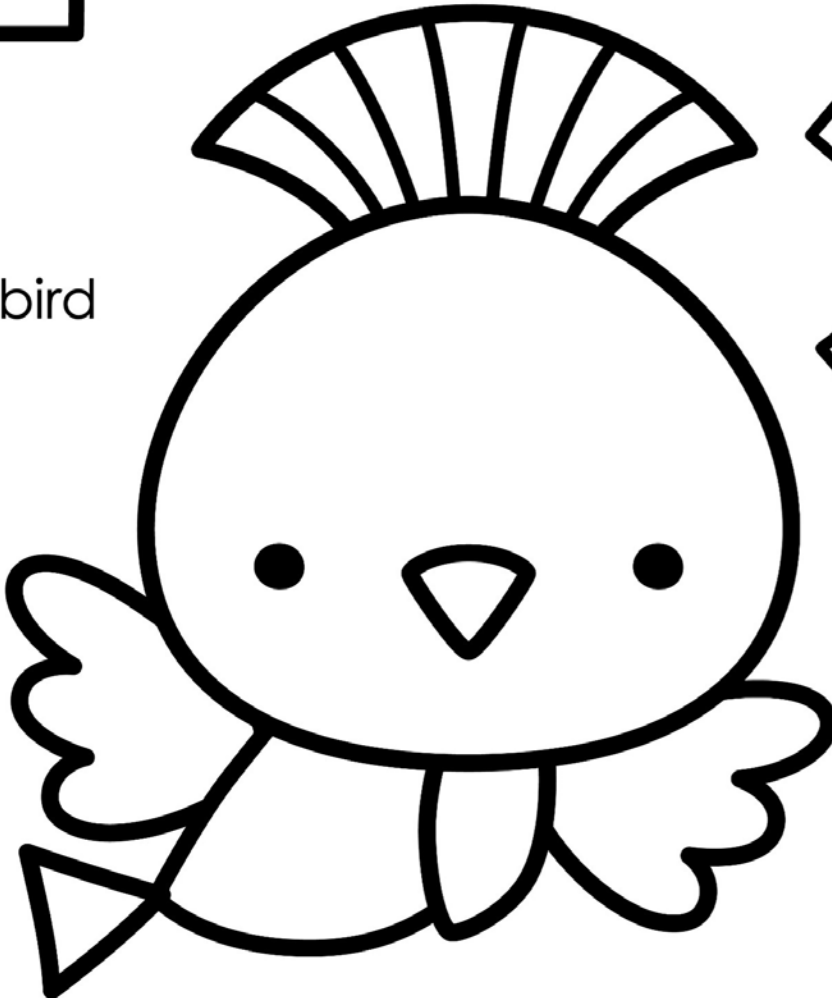


turtle



U

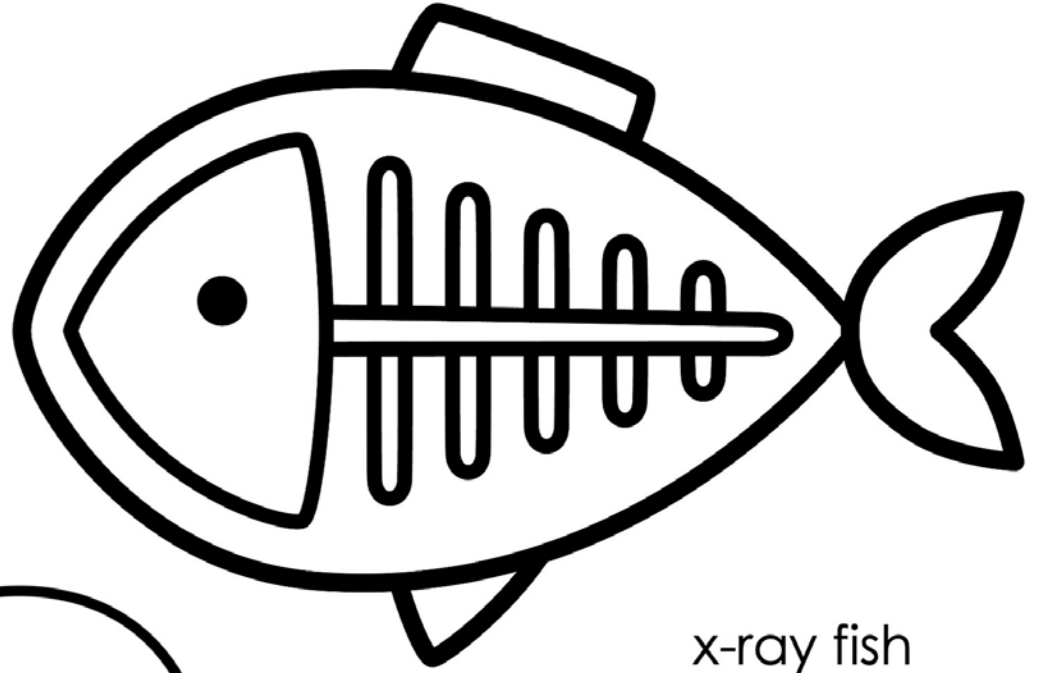
umbrella bird



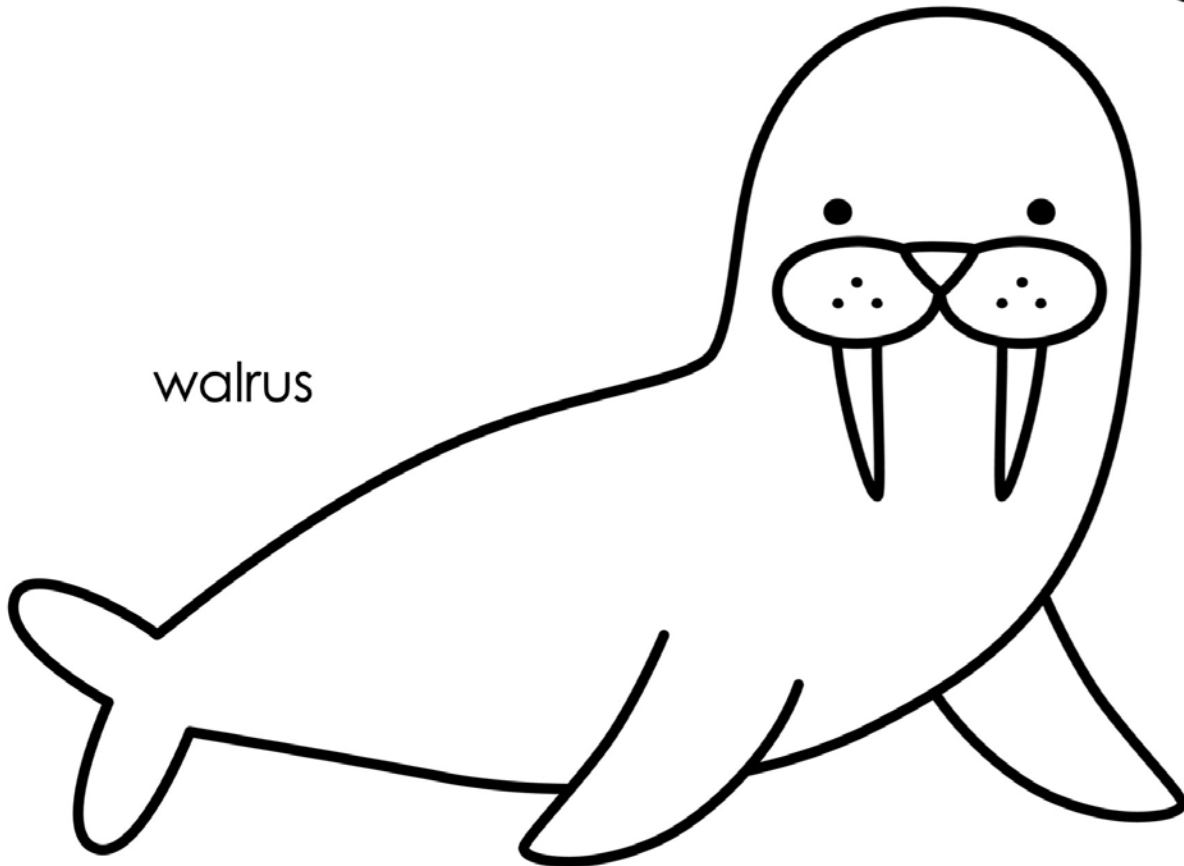
vulture

V

W



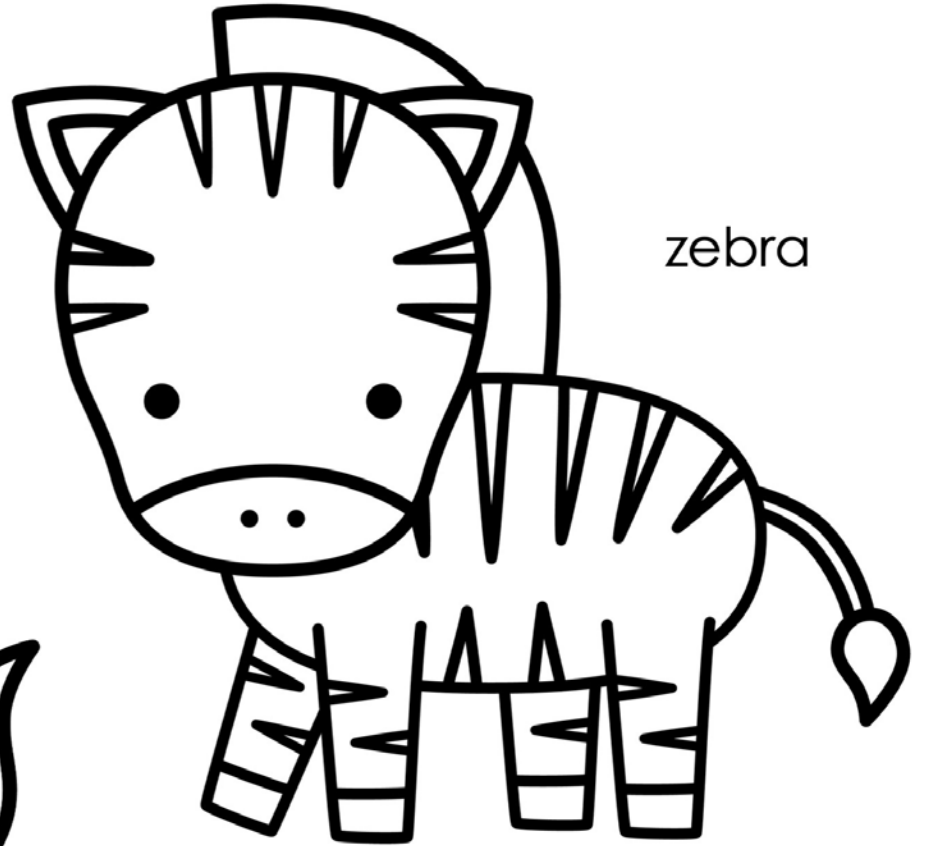
x-ray fish



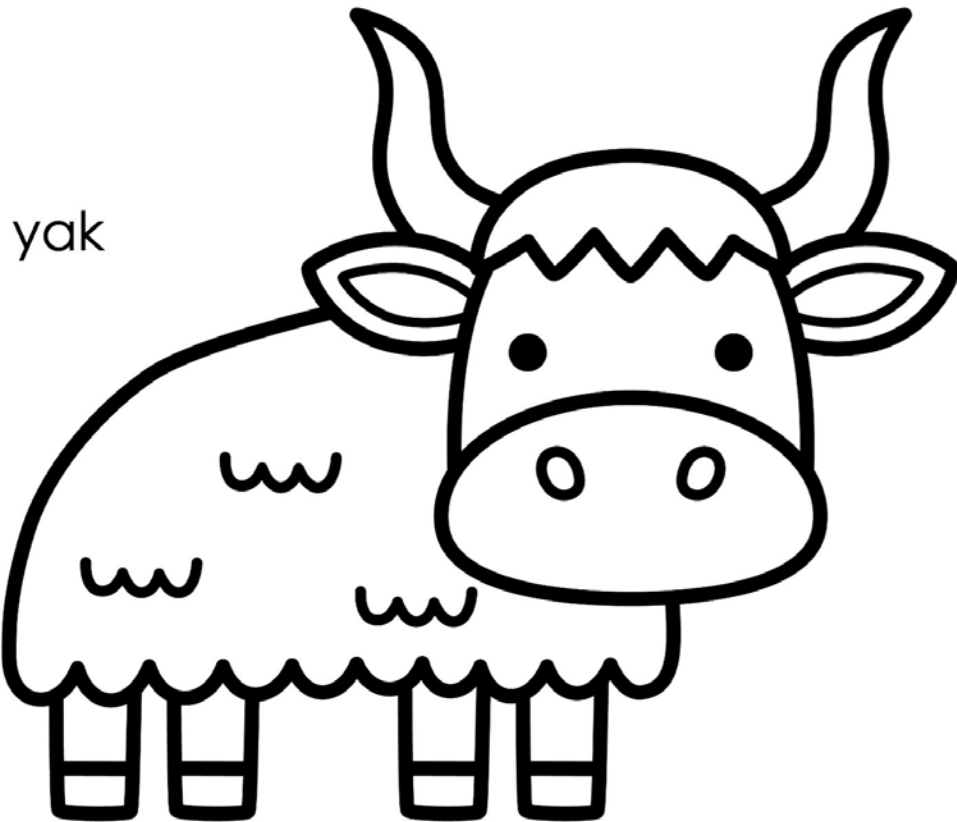
walrus



Y



zebra



yak

Z

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# Name Recognition and Writing

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Beginning on the first day of kindergarten, your student will be expected to read and write their first name. Use the following pages to practice writing their name with different writing instruments (crayons, pencils, markers). They should also be able to put the letters of their name in order. If lowercase letters are tricky, begin writing names with all uppercase letters.

**Tip:** Write your student's name on post-its and put them up around the house! Make it fun and have them go on a "name hunt"! Or make a name puzzle and keep it handy for name spelling and practice!

# I can write my name!



with a crayon



with a pencil



with a marker



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# Concepts of Print

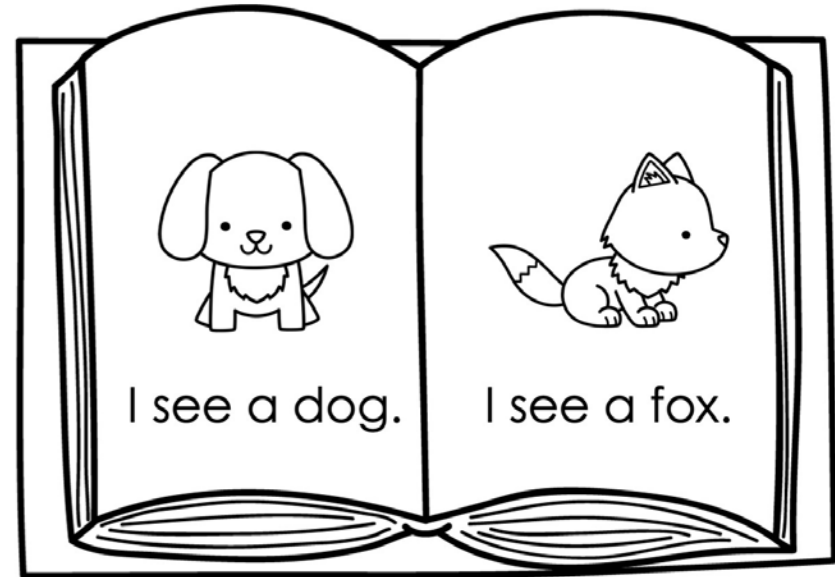
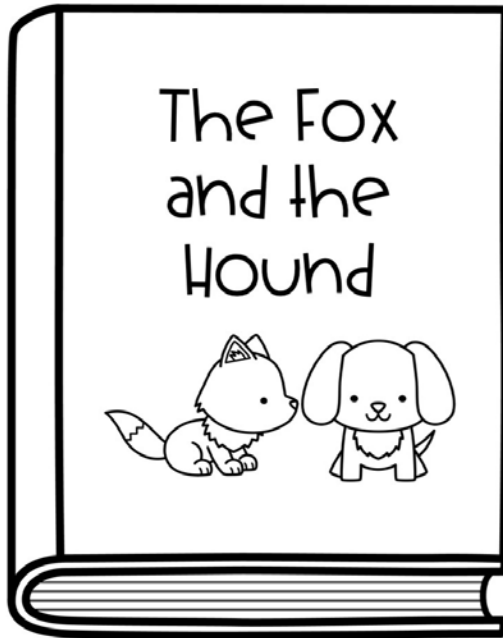
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Concepts of print refers to your student's ability to understand and recognize the ways in which print works when reading a book. Concepts of print includes: the idea that print has meaning, the relationship between print and speech, the difference between words and letters, that print is read from left to right and top to bottom, and the parts of a book. The next page will help you when reinforcing the concepts of print with your student (please note that you will need a real book to work on concepts of print).

**Tip:** You can easily reinforce concepts of print every time you read a book! Point out the cover, title, title page, text directionality, punctuation, words, and letters.

# I know how to read a book!

Directions: Use the bullet points below to help you with concepts of print.



- Point to the cover of the book
- Point to the back cover
- Point to the title
- Point to the author/illustrator
- Use your fingers to outline a word
- Use your fingers to outline a letter

- Show me the title page
- Show me where you first begin reading the story
- Point to the first word on that page
- Point the last word on that page
- Show me how to turn the page
- Point to where you begin reading on the next page

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# Letter Identification

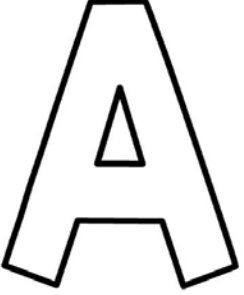
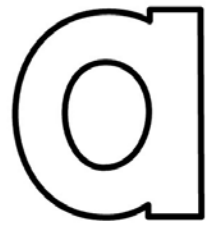
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Letter identification and recognition is one of the first skills taught in kindergarten. Uppercase (capital) and lowercase letters may be taught separately or in conjunction; it depends upon the classroom and the curriculum. It is important for students to understand that although the two letters may look differently, they have the same sound and meaning. The following letter hunt pages are designed to help students begin to recognize the letters and to also understand the uppercase and lowercase connection.

**Tip:** Have your student say the letters out loud as they find it and color/stamp it. Talk about how some uppercase and lowercase letters look similar, and how some are very different.


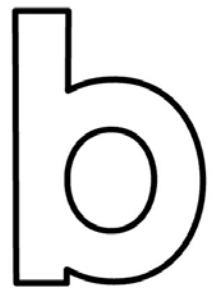
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

		T	V	b	c	a	A	w	A
		A	b	y	r	u	N	t	a
v	h	a	X	a	O	S	a	A	i
A	X	w	a	b	a	a	f	a	L
Y	A	f	e	A	w	t	L		
c	a	s	b	F	f	A	k		



# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	T	B	b	j	b	A	w	b	
	A	b	y	r	u	N	t	B	
w	h	a	u	B	b	S	n	A	o
b	k	w	r	d	D	b	f	j	L
Y	b	f	R	V	q	w	b		
c	u	s	b	B	f	B	M		


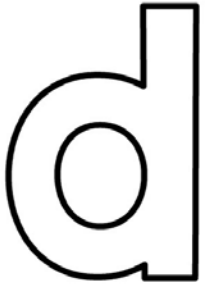
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	B	N	C	c	w	t	H	B	
	x	Z	c	n	M	c	q	k	
C	b	c	N	c	d	y	k	H	c
i	c	y	G	o	C	h	e	E	o
V	C	w	D	d	i	O	C		
l	c	M	b	Y	c	i	g		

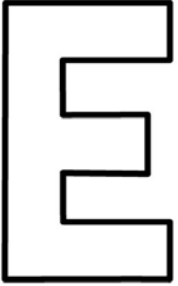

# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	p	d	D	b	C	x	z	A	
	O	d	p	y	D	d	p	b	
d	y	t	C	d	b	x	n	M	d
L	o	e	w	b	D	D	d	E	p
D	h	g	Y	d	d	i	p		
d	b	v	d	D	u	x	Z		

# Letter Hunt

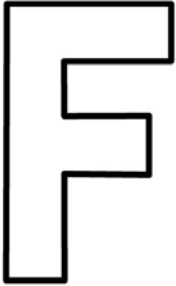

Directions: Circle, color, or stamp each letter that you find!

		e	b	N	E	m	k	l	P
		z	e	q	p	E	e	d	s
u	l	e	x	c	E	f	G	q	E
g	u	L	e	e	O	v	E	z	W
y	G	o	P	r	e	v	E		
E	e	w	U	o	x	P	e		




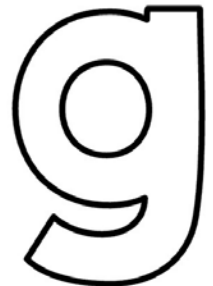
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	y	G	F	v	b	N	o	P	
	f	t	r	R	w	l	B	f	
f	v	i	o	f	d	M	z	l	B
v	F	f	q	F	K	a	A	z	l
K	H	f	U	F	e	f	w		
f	i	p	w	x	V	F	f		

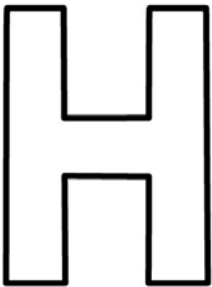
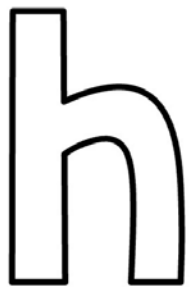
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	T	V	g	C	a	G	w	g	
	g	b	y	R	u	M	t	G	
s	J	g	T	c	g	S	g	G	i
G	X	w	g	o	G	g	f	g	L
Y	G	f	e	G	w	t	L		
C	g	S	b	F	f	G	k		

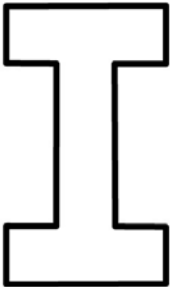

# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

		h	b	N	h	m	k	l	P
		z	H	q	p	H	h	d	s
u	l	h	x	n	h	f	G	q	H
H	u	L	h	o	H	v	H	z	W
y	H	o	P	r	h	v	H		
H	h	w	u	o	x	P	h		



# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

		o	P	s	S	w	i	l	b
		q	A	l	i	v	c	z	l
W	l	G	x	i	j	i	G	l	m
v	b	l	i	J	l	x	i	Z	E
a	i	P	L	b	N	m	l		
b	V	c	l	i	s	P	H		

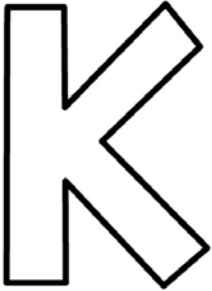
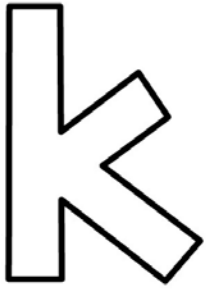
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	J	j	w	Q	T	i	J	v	
	j	x	C	B	n	M	J	j	
I	Y	g	j	i	j	i	J	B	C
F	i	J	A	J	l	a	j	x	b
U	o	t	j	n	J	M	v		
Y	e	J	z	P	w	D	u		

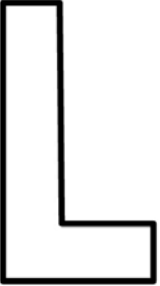
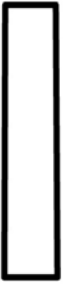
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	I	U	N	q	k	i	K	S	
	k	U	Y	K	e	E	q	O	
N	Y	k	w	C	k	t	K	U	i
i	s	r	i	x	t	K	O	P	K
r	K	U	J	k	b	C	O		
q	X	m	K	v	L	m	k		


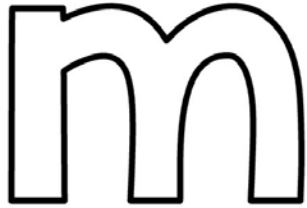
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	L	N	v	l	k	Q	E	s	
	a	l	e	F	v	L	u	y	
i	B	t	L	t	L	l	N	p	G
s	l	u	S	i	l	g	L	l	K
o	l	v	R	B	m	L	k		
L	i	p	Y	l	N	A	o		

# Letter Hunt

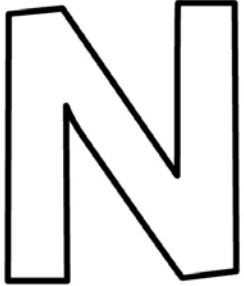
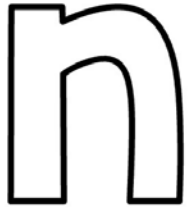
Directions: Circle, color, or stamp each letter that you find!

		n	q	p	m	S	T	o	M
		i	m	o	w	e	M	Y	L
i	B	m	L	M	d	l	N	p	G
M	l	u	S	N	u	m	L	l	M
G	h	y	M	m	p	q	R		
m	s	h	G	j	k	M	o		



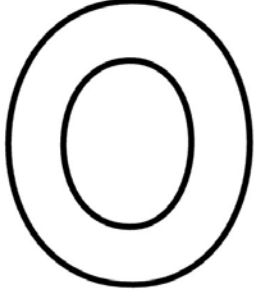
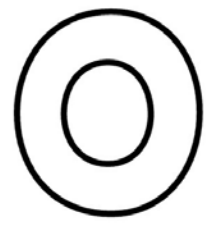
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	N	b	v	C	n	M	T	r	
	q	n	f	Y	x	N	O	p	
t	N	u	L	h	d	N	Z	n	Q
w	b	C	S	n	U	m	n	l	F
n	O	u	y	N	b	i	L		
T	e	N	v	x	t	n	R		


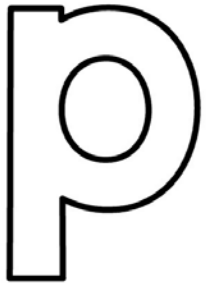
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

		k	g	h	F	o	m	u	O
		o	y	O	t	l	R	o	B
i	u	g	L	c	Q	E	o	N	l
Y	O	q	S	o	O	p	b	V	o
F	y	k	o	T	S	O	B		
C	l	O	d	i	o	X	z		


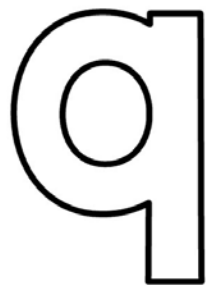
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	R	s	P	m	l	L	p	Y	
	v	F	i	p	T	P	r	S	
P	r	G	L	c	d	p	Y	v	P
B	p	q	S	P	q	C	g	p	o
P	B	u	T	X	p	b	C		
Z	p	L	v	F	W	e	p		


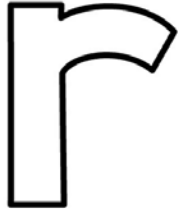
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	w	i	q	d	p	a	Q	A	
	H	S	m	Q	b	q	u	g	
q	X	z	Q	b	d	Q	a	Y	q
u	Q	e	s	q	p	R	t	L	e
b	V	q	p	i	k	J	G		
Q	u	w	R	t	v	q	i		

# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	u	i	L	t	Y	b	r	R	
	K	r	e	m	n	R	H	g	
a	R	e	A	r	n	q	T	r	i
r	u	b	R	o	u	R	C	z	o
X	r	t	l	H	o	P	o		
L	u	S	R	o	r	R	u		

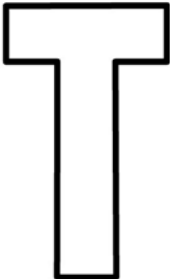
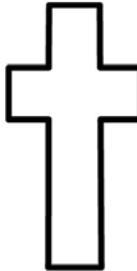
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	T	i	O	S	p	L	y	s	
	S	f	s	u	s	i	M	n	
m	x	s	y	c	d	T	q	E	i
S	c	Z	h	x	s	U	s	B	S
x	V	S	o	m	s	A	Q		
s	B	s	l	x	Z	S	o		

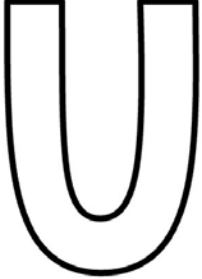
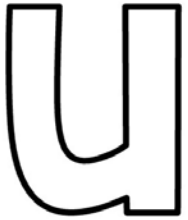
# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	T	g	H	t	L	m	u	Y	
	c	B	d	o	N	T	i	t	
L	t	B	a	l	d	t	a	T	y
T	K	t	c	o	T	o	Z	y	o
H	T	g	k	L	t	E	p		
b	z	K	t	T	x	L	G		

# Letter Hunt



Directions: Circle, color, or stamp each letter that you find!

	K	I	U	t	y	Z	Y	U	
	i	U	m	N	w	u	x	O	
i	E	U	i	n	U	m	V	U	m
U	i	A	U	o	N	x	U	L	U
t	u	V	x	U	H	p	Q		
S	g	y	U	x	B	h	u		





# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

		l	v	k	g	H	v	V	p
		v	x	W	i	V	e	S	A
C	v	i	i	v	d	V	k	D	V
J	B	V	U	V	w	z	v	V	z
i	v	x	C	V	s	k	t		
L	a	v	R	E	C	V	z		

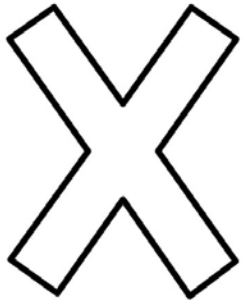

# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	E	x	f	G	w	L	W	i	
	U	e	W	k	q	P	A	w	
H	c	X	H	u	d	w	m	B	w
w	Z	l	w	x	W	q	G	W	y
T	r	E	w	a	S	W	h		
U	w	Q	e	R	C	h	w		

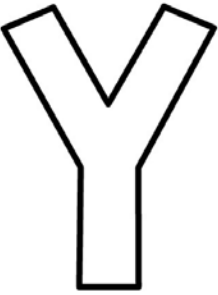

# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	d	F	L	x	l	r	c	X	
	x	g	F	y	X	o	T	W	
X	p	q	X	w	d	R	E	x	R
b	C	d	x	t	x	x	i	e	x
z	S	X	N	f	e	R	x		
X	v	B	x	D	E	J	k		

# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	Y	d	W	y	A	m	o	P	
	t	L	E	x	Y	u	N	y	
Y	u	g	Y	c	y	D	y	o	a
x	y	W	x	Y	w	x	H	Y	y
S	F	j	k	Y	o	Z	y		
Y	M	n	G	h	y	l	i		

# Letter Hunt

Directions: Circle, color, or stamp each letter that you find!

	z	A	L	i	Z	e	U	Y	
	E	z	q	Y	s	L	Z	w	
A	s	Z	a	s	Z	x	B	z	r
R	y	A	t	x	s	z	h	G	z
f	z	E	Z	q	s	G	t		
L	q	S	z	m	N	o	Z		

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# Handwriting

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Learning to form letters and how to hold a pencil is difficult. The key is to work on correct pencil grip from the beginning and always start letters “at the top”. Be sure to either use a small golf pencil or a regular pencil when beginning to write; the big “beginner” pencils are much too large for little hands and make it more difficult to form letters.

**Tip:** Always remind your student to hold pencil correctly and to start letters “at the top!” Positively reinforce your student when you see them holding their pencil correctly and provide explicit reminders when writing.

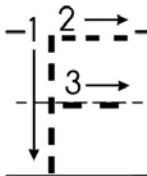
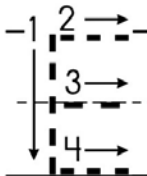
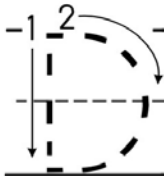
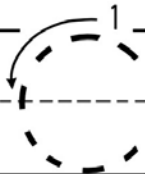
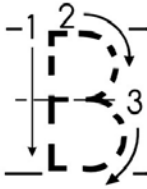
# I can write my letters A-Z!



Tracing guide for uppercase letter A. Stroke 1 is a diagonal line down from top-left to bottom. Stroke 2 is a diagonal line down from top-right to bottom. Stroke 3 is a horizontal line across the middle.	Tracing guide for uppercase letter B. Stroke 1 is a vertical line down. Stroke 2 is a curved line starting from the top, going right and then down. Stroke 3 is another curved line starting from the middle, going right and then down.	Tracing guide for uppercase letter C. Stroke 1 is a counter-clockwise curve starting from the top.	Tracing guide for uppercase letter E. Stroke 1 is a vertical line down. Stroke 2 is a curved line starting from the top, going right and then down. Stroke 3 is a horizontal line across the middle. Stroke 4 is a horizontal line across the bottom.	Tracing guide for uppercase letter F. Stroke 1 is a vertical line down. Stroke 2 is a curved line starting from the top, going right and then down. Stroke 3 is a horizontal line across the middle. Stroke 4 is a horizontal line across the bottom.	Tracing guide for uppercase letter G. Stroke 1 is a counter-clockwise curve starting from the top. Stroke 2 is a horizontal line across the middle.	
Tracing guide for uppercase letter H. Stroke 1 is a vertical line down. Stroke 2 is another vertical line down. Stroke 3 is a horizontal line across the middle.	Tracing guide for uppercase letter I. Stroke 1 is a vertical line down. Stroke 2 is a horizontal line across the top. Stroke 3 is a horizontal line across the bottom.	Tracing guide for uppercase letter J. Stroke 1 is a vertical line down that curves to the left at the bottom.	Tracing guide for uppercase letter K. Stroke 1 is a vertical line down. Stroke 2 is a diagonal line from top-left to bottom-right. Stroke 3 is a diagonal line from top-right to bottom-left.	Tracing guide for uppercase letter L. Stroke 1 is a vertical line down. Stroke 2 is a horizontal line across the bottom.	Tracing guide for uppercase letter M. Stroke 1 is a vertical line down. Stroke 2 is a diagonal line from top-left to bottom-right. Stroke 3 is a diagonal line from top-right to bottom-left. Stroke 4 is a vertical line down.	
Tracing guide for uppercase letter N. Stroke 1 is a vertical line down. Stroke 2 is a diagonal line from top-right to bottom-left. Stroke 3 is a vertical line down.	Tracing guide for uppercase letter O. Stroke 1 is a counter-clockwise curve starting from the top.	Tracing guide for uppercase letter P. Stroke 1 is a vertical line down. Stroke 2 is a curved line starting from the top, going right and then down.	Tracing guide for uppercase letter Q. Stroke 1 is a counter-clockwise curve starting from the top. Stroke 2 is a short diagonal line from the bottom-right to the center.	Tracing guide for uppercase letter R. Stroke 1 is a vertical line down. Stroke 2 is a curved line starting from the top, going right and then down. Stroke 3 is a diagonal line from top-right to bottom-left.	Tracing guide for uppercase letter S. Stroke 1 is a wavy curve starting from the top.	Tracing guide for uppercase letter T. Stroke 1 is a vertical line down. Stroke 2 is a horizontal line across the top.
Tracing guide for uppercase letter U. Stroke 1 is a curved line starting from the top, going down and then up.	Tracing guide for uppercase letter V. Stroke 1 is a diagonal line down from top-left to bottom. Stroke 2 is a diagonal line down from top-right to bottom.	Tracing guide for uppercase letter W. Stroke 1 is a diagonal line down from top-left to bottom. Stroke 2 is a diagonal line up from bottom to top-right. Stroke 3 is a diagonal line down from top-right to bottom. Stroke 4 is a diagonal line up from bottom to top-right.	Tracing guide for uppercase letter X. Stroke 1 is a diagonal line down from top-left to bottom. Stroke 2 is a diagonal line down from top-right to bottom.	Tracing guide for uppercase letter Y. Stroke 1 is a diagonal line down from top-left to bottom. Stroke 2 is a diagonal line down from top-right to bottom. Stroke 3 is a vertical line down from the bottom to the center.	Tracing guide for uppercase letter Z. Stroke 1 is a horizontal line across the top. Stroke 2 is a diagonal line down from top-right to bottom-left. Stroke 3 is a horizontal line across the bottom.	A simple line drawing of a lion's head and body. The lion has a large, fluffy mane and a friendly expression. It is standing on its hind legs.

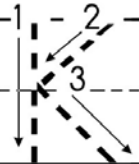
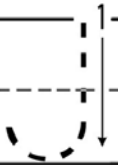
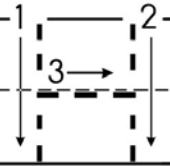
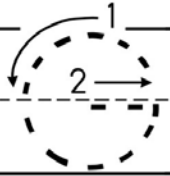
Name: \_\_\_\_\_

# Uppercase Practice

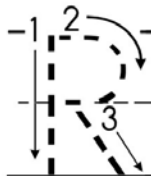
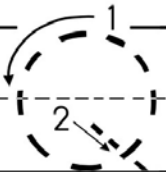
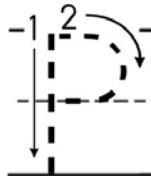
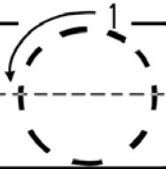
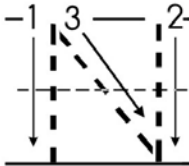
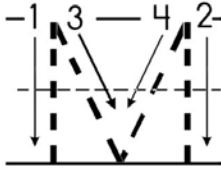




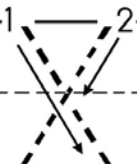
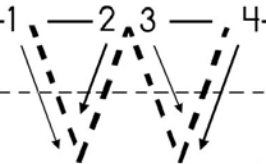
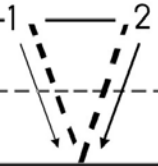
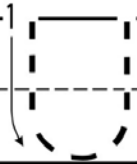
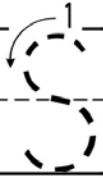
# Uppercase Practice



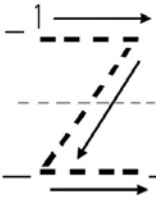
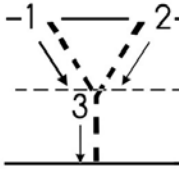
# Uppercase Practice



# Uppercase Practice



# Uppercase Practice



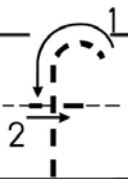
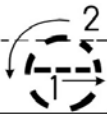
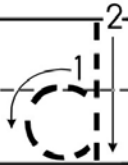
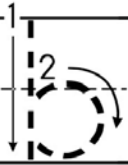
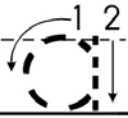
# I can write my letters a-z!



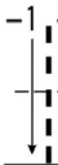
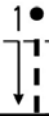
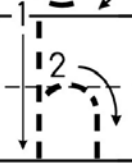
Tracing guide for lowercase letter 'a' on a three-line grid. Stroke 1 is a counter-clockwise circle starting from the top right. Stroke 2 is a vertical line down the center.	Tracing guide for lowercase letter 'b' on a three-line grid. Stroke 1 is a vertical line down from the top line to the bottom line. Stroke 2 is a counter-clockwise circle starting from the top line, touching the middle line, and ending at the bottom line.	Tracing guide for lowercase letter 'c' on a three-line grid. Stroke 1 is a counter-clockwise circle between the middle and bottom lines.	Tracing guide for lowercase letter 'd' on a three-line grid. Stroke 1 is a counter-clockwise circle between the middle and bottom lines. Stroke 2 is a vertical line down from the top line to the bottom line, touching the circle.	Tracing guide for lowercase letter 'e' on a three-line grid. Stroke 1 is a counter-clockwise circle between the middle and bottom lines. Stroke 2 is a horizontal line across the middle of the circle.	Tracing guide for lowercase letter 'f' on a three-line grid. Stroke 1 is a counter-clockwise curve starting from the top line, going down to the middle line, then across to the right, and then down to the bottom line. Stroke 2 is a vertical line down from the middle line to the bottom line.	
Tracing guide for lowercase letter 'g' on a three-line grid. Stroke 1 is a counter-clockwise circle between the middle and bottom lines. Stroke 2 is a vertical line down from the middle line to the bottom line, ending in a small hook.	Tracing guide for lowercase letter 'h' on a three-line grid. Stroke 1 is a vertical line down from the top line to the bottom line. Stroke 2 is a curve starting from the middle line, going up to the top line, then down to the bottom line.	Tracing guide for lowercase letter 'i' on a three-line grid. Stroke 1 is a vertical line down from the middle line to the bottom line, with a dot above it.	Tracing guide for lowercase letter 'j' on a three-line grid. Stroke 1 is a vertical line down from the middle line to the bottom line, with a dot above it and a hook below it.	Tracing guide for lowercase letter 'k' on a three-line grid. Stroke 1 is a vertical line down from the top line to the bottom line. Stroke 2 is a diagonal line from the top line to the bottom line. Stroke 3 is a diagonal line from the middle line to the bottom line, meeting stroke 2.	Tracing guide for lowercase letter 'l' on a three-line grid. Stroke 1 is a vertical line down from the top line to the bottom line.	Tracing guide for lowercase letter 'm' on a three-line grid. Stroke 1 is a vertical line down from the top line to the bottom line. Stroke 2 is a curve starting from the middle line, going up to the top line, then down to the bottom line. Stroke 3 is a second curve starting from the middle line, going up to the top line, then down to the bottom line.
Tracing guide for lowercase letter 'n' on a three-line grid. Stroke 1 is a vertical line down from the top line to the bottom line. Stroke 2 is a curve starting from the middle line, going up to the top line, then down to the bottom line.	Tracing guide for lowercase letter 'o' on a three-line grid. Stroke 1 is a counter-clockwise circle between the middle and bottom lines.	Tracing guide for lowercase letter 'p' on a three-line grid. Stroke 1 is a counter-clockwise circle between the middle and bottom lines. Stroke 2 is a vertical line down from the top line to the bottom line, touching the circle.	Tracing guide for lowercase letter 'q' on a three-line grid. Stroke 1 is a counter-clockwise circle between the middle and bottom lines. Stroke 2 is a vertical line down from the middle line to the bottom line, ending in a small hook.	Tracing guide for lowercase letter 'r' on a three-line grid. Stroke 1 is a vertical line down from the top line to the bottom line. Stroke 2 is a curve starting from the middle line, going up to the top line, then down to the bottom line.	Tracing guide for lowercase letter 's' on a three-line grid. Stroke 1 is a counter-clockwise curve starting from the middle line, going down to the bottom line, then up to the middle line.	Tracing guide for lowercase letter 't' on a three-line grid. Stroke 1 is a vertical line down from the top line to the bottom line. Stroke 2 is a horizontal line across the middle of the letter.
Tracing guide for lowercase letter 'u' on a three-line grid. Stroke 1 is a counter-clockwise curve starting from the middle line, going down to the bottom line, then up to the middle line. Stroke 2 is a vertical line down from the top line to the bottom line.	Tracing guide for lowercase letter 'v' on a three-line grid. Stroke 1 is a diagonal line from the middle line to the bottom line. Stroke 2 is a diagonal line from the top line to the bottom line, meeting stroke 1.	Tracing guide for uppercase letter 'w' on a three-line grid. Stroke 1 is a diagonal line from the middle line to the bottom line. Stroke 2 is a diagonal line from the top line to the bottom line, meeting stroke 1. Stroke 3 is a diagonal line from the middle line to the bottom line. Stroke 4 is a diagonal line from the top line to the bottom line, meeting stroke 3.	Tracing guide for uppercase letter 'x' on a three-line grid. Stroke 1 is a diagonal line from the top line to the bottom line. Stroke 2 is a diagonal line from the middle line to the bottom line, meeting stroke 1.	Tracing guide for uppercase letter 'y' on a three-line grid. Stroke 1 is a diagonal line from the middle line to the bottom line. Stroke 2 is a diagonal line from the top line to the bottom line, meeting stroke 1.	Tracing guide for uppercase letter 'z' on a three-line grid. Stroke 1 is a horizontal line from left to right at the top line. Stroke 2 is a diagonal line from the top line to the bottom line. Stroke 3 is a horizontal line from left to right at the bottom line.	A simple line drawing of a lion's head and body, positioned on the right side of the worksheet.

Name: \_\_\_\_\_

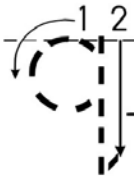
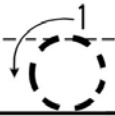
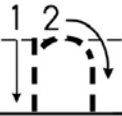
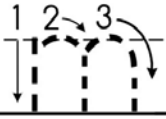
# Lowercase Practice



# Lowercase Practice

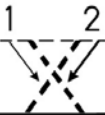
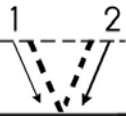
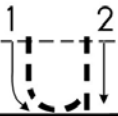
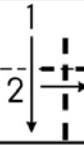


# Lowercase Practice

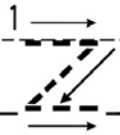




# Lowercase Practice



# Lowercase Practice



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# Letter Sounds

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Letter sounds are the foundation of reading. Students should begin to understand that all letters have an uppercase, a lowercase, and a sound. Once students can easily produce letter sounds, they will begin to be able to blend sounds to read words. We always practice letter sounds with **lowercase** letters, as the vast majority of print is in lowercase. Use the following flash cards to help your student learn the letter sounds.

**Tip:** Be sure to teach your students the correct letter sounds. There are many resources and videos available online that can help you with sounds. When beginning to learn sounds, focus on the long vowel sounds.

# Letter Flash Cards

## Directions for use:

Cut out all cards and separate into uppercase and lowercase baggies.

## Activities:

- Use as flash cards to check for letter names. Have your student try to identify the name before you can! Make sure they are looking at the letter when they speak.
- Use as flash cards to check for letter sounds. Have your student try to identify the sound before you can! Make sure they are looking at the letter when they speak. **Always use lowercase flash cards when working on letter sounds.**
- "I Spy"—lay all cards face up. First player says, "I spy a lowercase m." The second player pulls the lowercase m and says, "Here is a lowercase m. I spy a lowercase s." And so on until the cards are gone.
- "I Hear"—lay all LOWERCASE cards face up. First player says, "I hear a /t/" (say the sound). The second player picks up the t and says, "I hear..." And so on until the cards are gone.
- "Match Up"—lay all lowercase cards face up. Make a pile of the uppercase cards. Each player takes turns matching the uppercase letter to the lowercase; place cards on top of the match.
- "ABC Order"—place all letters in alphabetical order.
- Go on a letter scavenger hunt! Find objects around the house that begin with the letter on the flash card.
- Tracing. Place tracing or tissue paper over the letter and have your student trace over the letter.
- Name Practice. Spell your student's name with the letter flash cards.

Directions: Cut and use as flash cards to practice sounds.

**a**



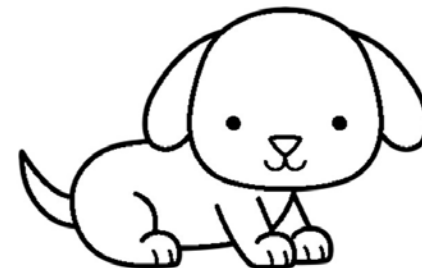
**b**



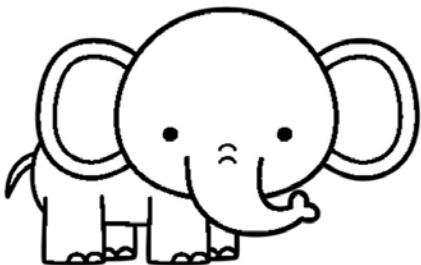
**c**



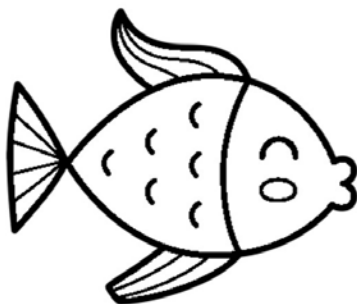
**d**



**e**



**f**



**g**

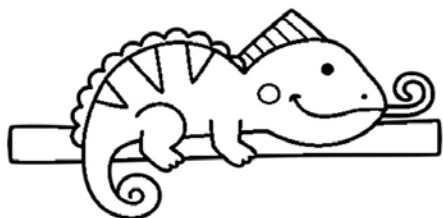


**h**

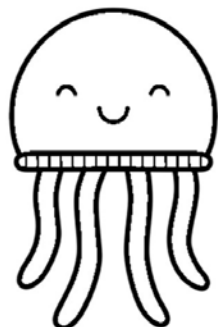


Directions: Cut and use as flash cards to practice sounds.

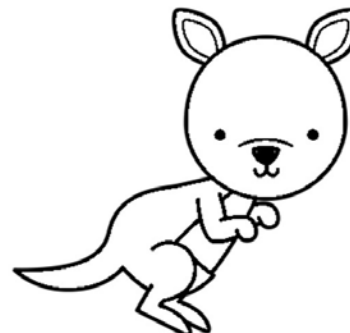
**i**



**j**



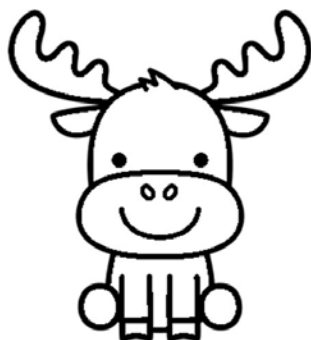
**k**



**l**



**m**



**n**



**o**



**p**



Directions: Cut and use as flash cards to practice sounds.

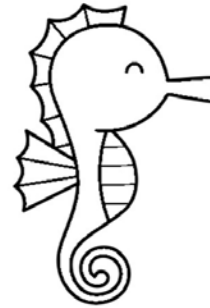
q



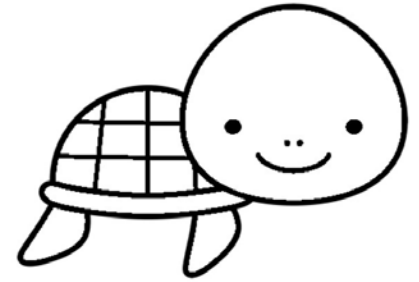
r



s



t



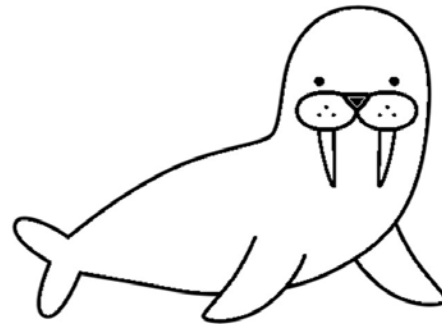
u



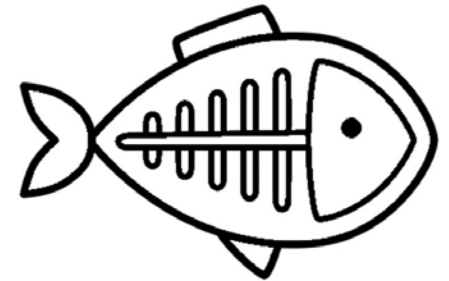
v



w



x



y and z are in two pages.

Directions: Cut and use as flash cards.

**a**

**b**

**c**

**d**

**e**

**f**

**g**

**h**

**i**

**j**

**k**

**l**



Directions: Cut and use as flash cards.

**m**

**n**

**o**

**p**

**q**

**r**

**s**

**t**

**u**

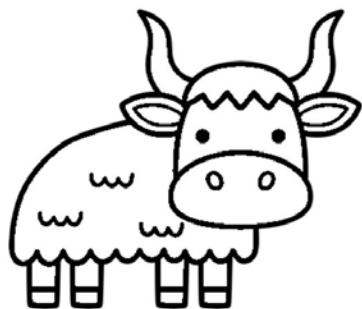
**v**

**w**

**x**

Directions: Cut and use as flash cards.

**Y**



**Z**



**Y**

**Z**

**A**

**B**

Directions: Cut and use as flash cards.

**C**

**D**

**E**

**F**

**G**

**H**

**I**

**J**

**K**

**L**

**M**

**N**

Directions: Cut and use as flash cards.

**O**

**P**

**Q**

**R**

**S**

**T**

**U**

**V**

**W**

**X**

**Y**

**Z**

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# Syllable Counting

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**Goal:** Segment and count the syllables in words.

An important part of early phonological awareness is syllable counting.


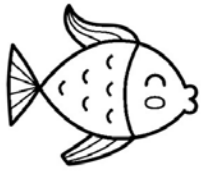






Understanding and dividing words by their syllables helps students to read more accurately and fluently once they begin to read. To practice syllable counting you can: clap out syllables, tap out syllables, stomp syllables, talk like a robot, and count jaw drops (with hand underneath chin, count how many times your jaw drops).

**Tip:** You can easily practice syllable counting anywhere! Read street signs while in the car, practice counting syllables in the names of your family, etc.!


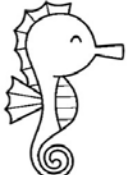





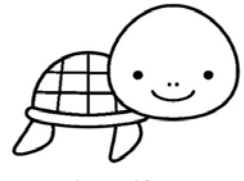
# I can count the syllables in words!

Directions: Say the words out loud. Then clap and count the syllables!

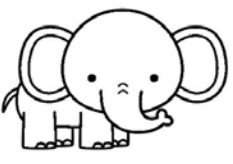
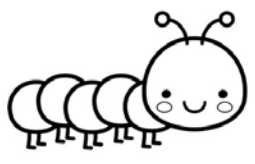
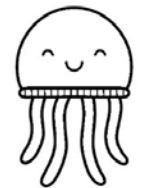

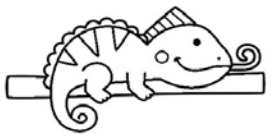



## 1 syllable:

 cat	 fish
 fox	 dog
 goat	 horse
 moose	 bee

## 2 syllables:

 ot-ter	 sea-horse
 pen-guin	 rac-coon
 wal-rus	 nar-whal
 ze-bra	 tur-tle

## 3 & 4 syllables:

 el-e-phant	 cat-er-pil-lar
 jell-y-fish	 kang-a-roo
 ig-ua-na	 but-ter-fly
 al-li-ga-tor	 um-brel-la bird

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# Rhyming

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Rhyming words are words that have the same ending sound. In kindergarten, students learn to identify rhyming words as well as produce rhymes. The next couple of pages are examples of both activities. Rhyming is a great activity that can be done orally (without pictures or letters).

**Tip:** Once your student has mastered rhyming, take it to the next level! Have them replace the beginning sound in words. For example: "Say /cat/." Student response: "cat". "Now change the /c/ to /b/." Student response: "bat".

# I can rhyme!

Directions: Draw a line to match the rhyming words.



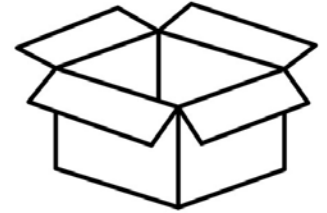
bin



bat



fox



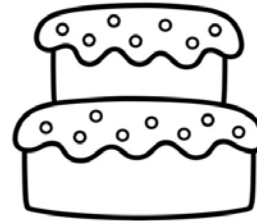
box



pen



fin



cake



tub



cat



hen



cub

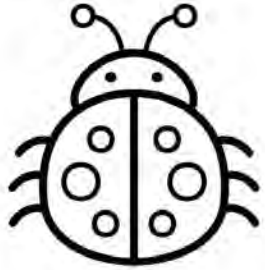


rake

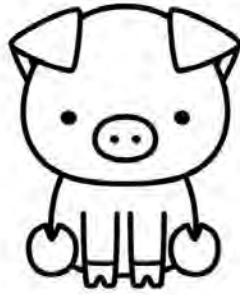


# I can rhyme!

Directions: Create rhymes for each word that you see.



bug



pig



cap



fox



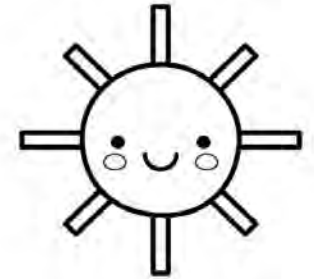
bed



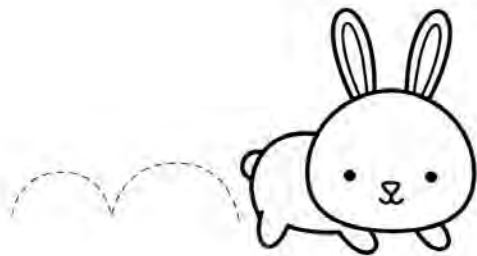
six



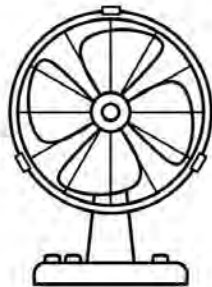
cub



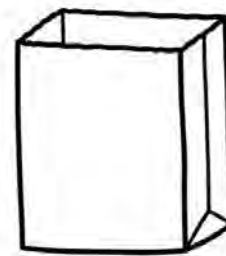
sun



hop



fan



bag



den

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# Sight Words

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Sight words (sometimes called high-frequency words) are words that cannot be “sounded out” phonetically, and are taught to students as a whole by sight. Learning sight words should be done once students have a good amount of letters and sounds mastered. When learning sight words, have your student practice spelling the word when reading it. The words included in this packet are some of the first words your student will learn in kindergarten and will help them when beginning to read and write sentences.

**Tip:** Go on a sight word hunt! Make copies of these word cards and “hide” them around your house. Have students hunt for the words and write them down once they found them.

we

I

can

a

like

go

see

play

the

me

big

to

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# Color Recognition

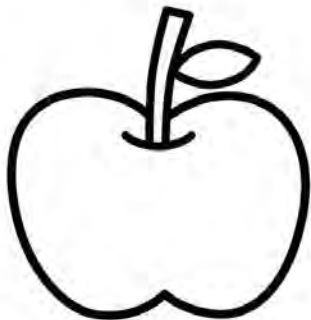
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Color recognition is an important skill to have for school. While most students can already recognize colors, it would be helpful if your student can recognize the color words as well. This can be difficult; be sure to work on this activity once your student has some prior letter and word knowledge. Help your student to correctly color each picture on the flash cards, then cut and practice!

**Tip:** Go on a rainbow hunt! Try to identify all the colors in the rainbow and put objects in rainbow order.

Directions: Cut and use as flash cards.

red



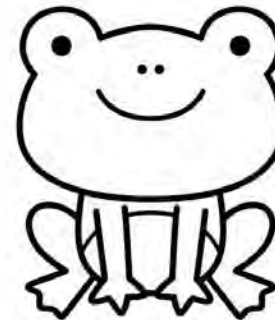
orange



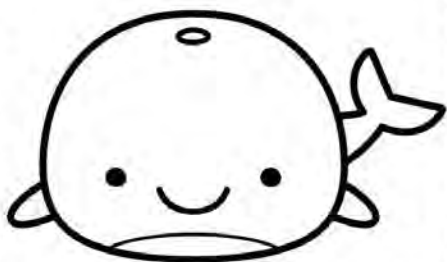
yellow



green



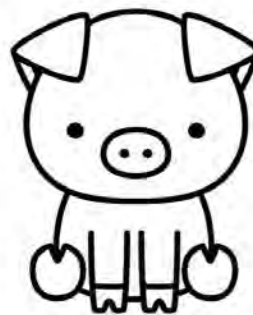
blue



purple



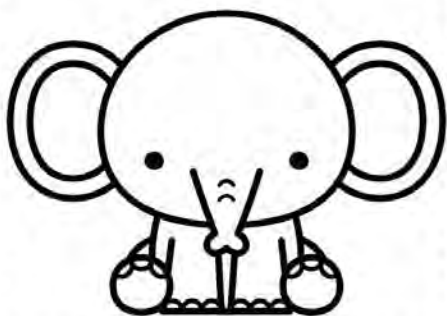
pink



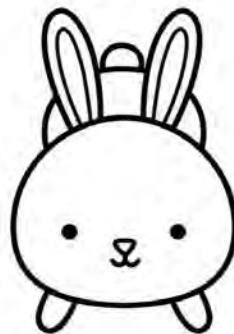
brown



gray



white



black



teal



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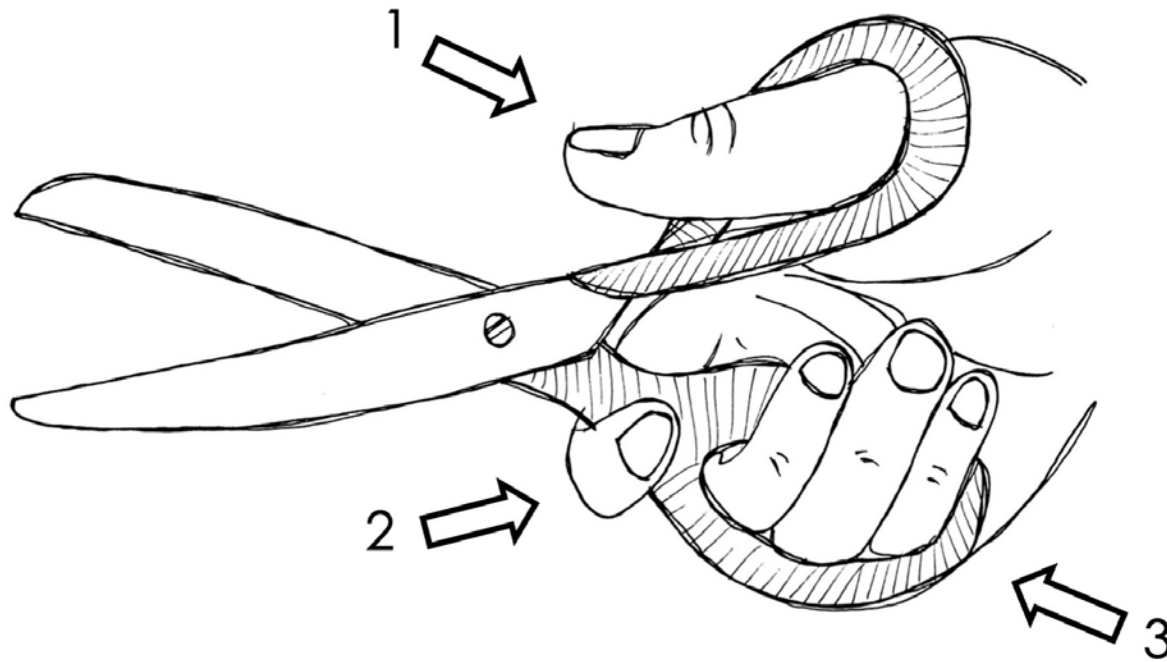
# Cutting

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Learning to hold scissors and cut is an important fine motor skill and develops bilateral coordination, which is the use of both sides of the body while each hand performs different tasks. It is important that students learn to use both hands at the same time. When cutting, one hand opens and closes the scissors while the other hand holds and moves the paper. The next page will help you reinforce proper scissor grip. Use the following pages to practice cutting skills (you will need: scissors, glue, and additional paper). To make cutting fun, try cutting plastic straws into pieces (and use the pieces to count)!

**Tip:** Remind your student to use their “helper hand” to hold and move their paper when cutting.

# Scissor Grip



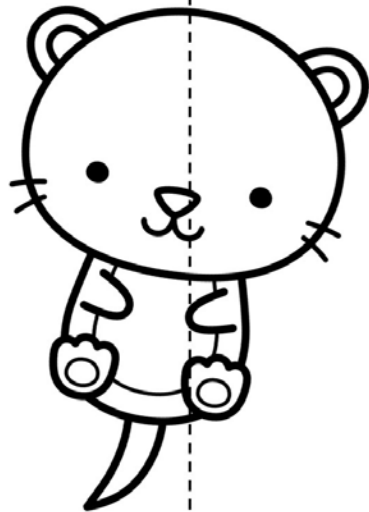
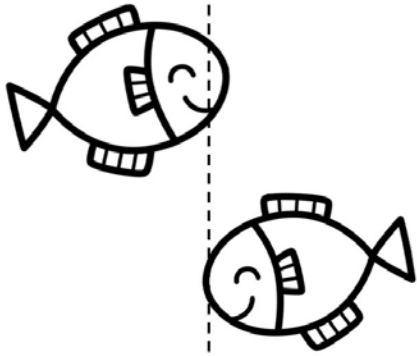
- 1) Thumb through the small top hole
- 2) Index finger holding the bottom of scissors
- 3) Last three fingers through the big bottom hole

Always point scissors AWAY from body  
and use your "helper hand" to hold and move the paper.



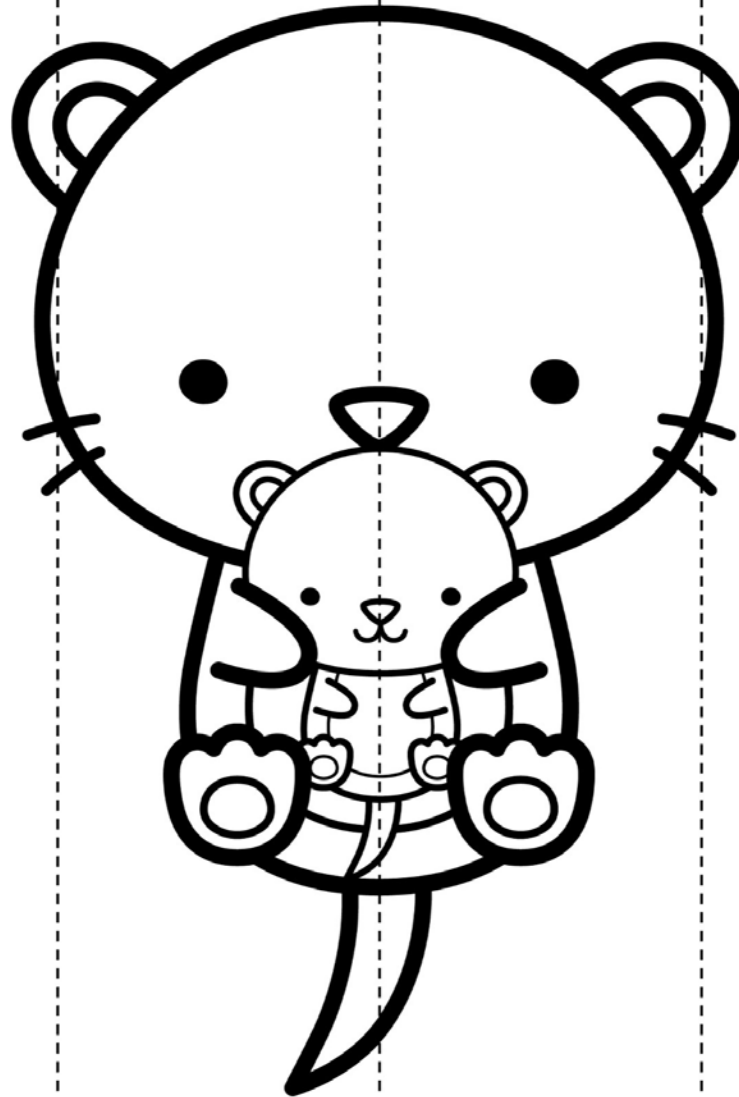
Color. Cut. Glue.

Hold scissors facing away from your body with thumb up and pinky down. Use your helper hand to hold the paper.



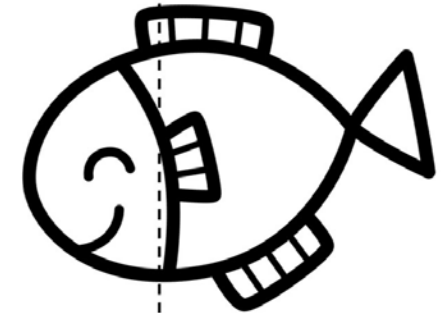
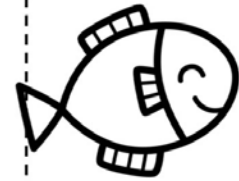
1

2



3

4

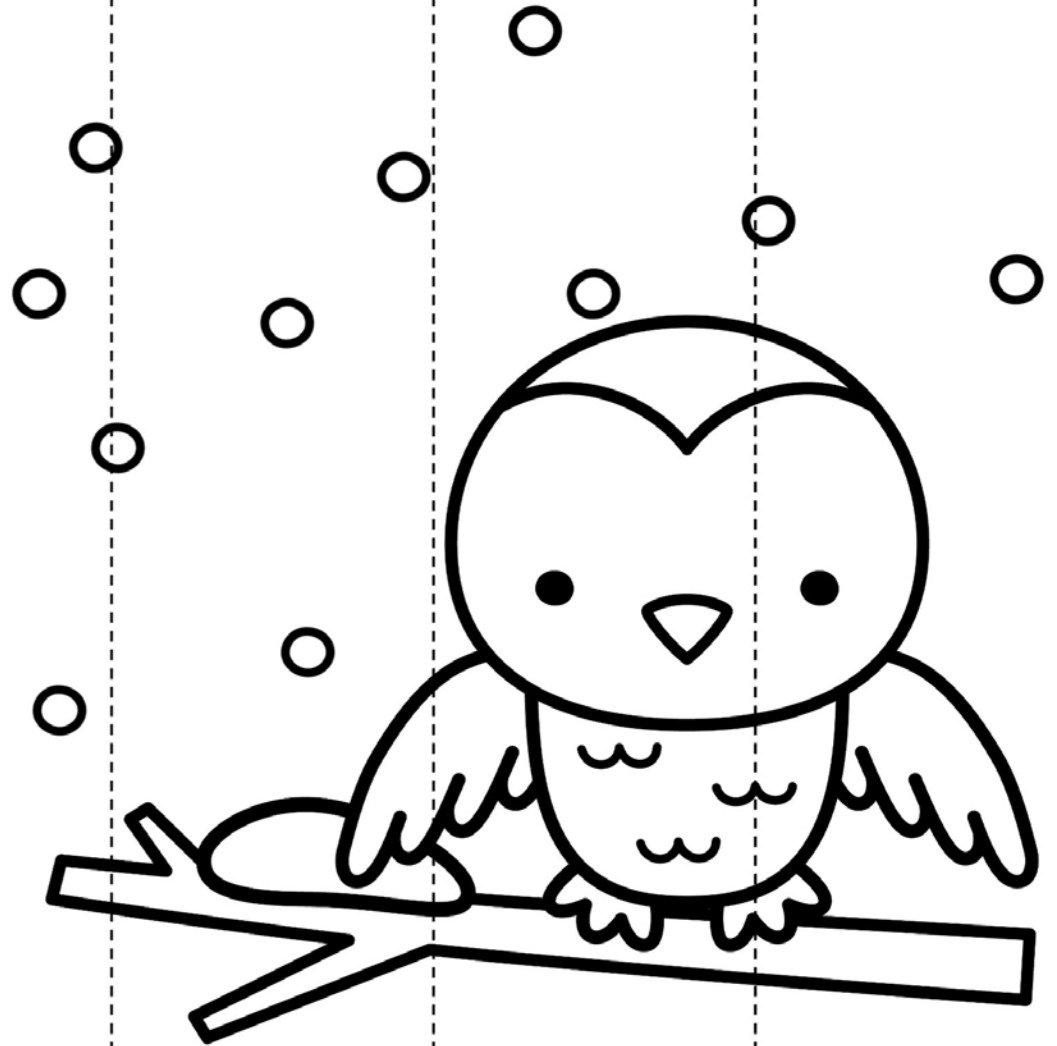
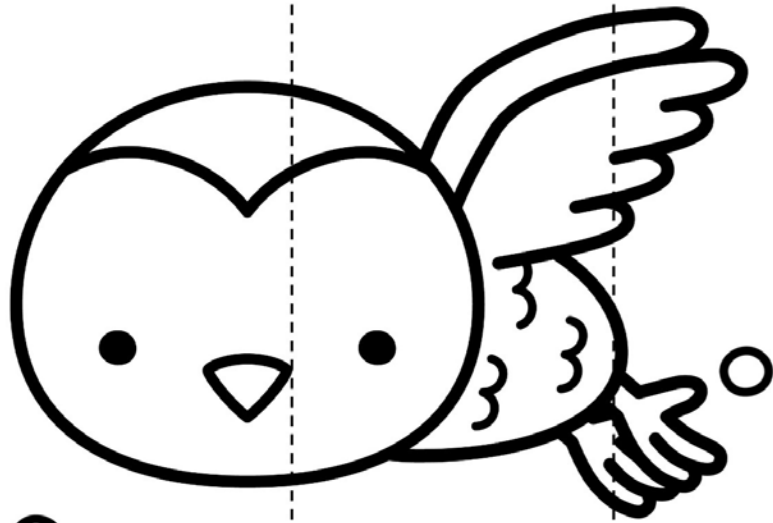


5

6

Color. Cut. Glue.

Hold scissors facing away from your body with thumb up and pinky down. Use your helper hand to hold the paper.



1

2

3

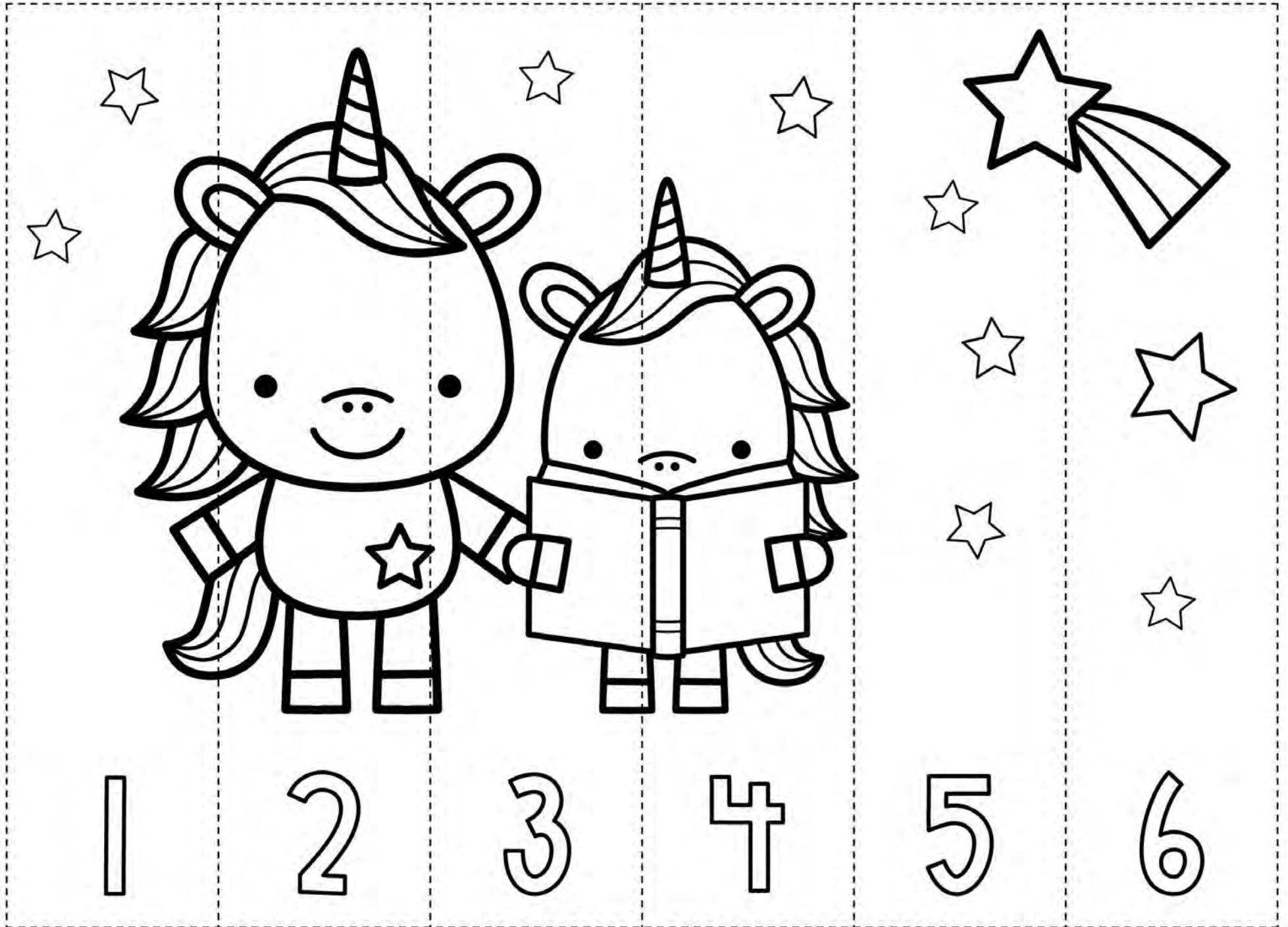
4

5

6

Color. Cut. Glue.

Hold scissors facing away from your body with thumb up and pinky down. Use your helper hand to hold the paper.



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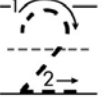
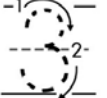
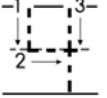






# Number Sense

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Number sense is one of the first math skills taught in kindergarten; focusing on numbers 0-10. Number sense is the understanding of what numbers mean, their value, and their relationship with one another. In addition to the following number practice pages and flash cards, practice counting with your student on their fingers, with coins, beads, mini erasers, etc.

**Tip:** Make counting fun! Try to challenge your student to count higher and recognize larger numbers each time you practice.

# I can write my numbers!

									
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

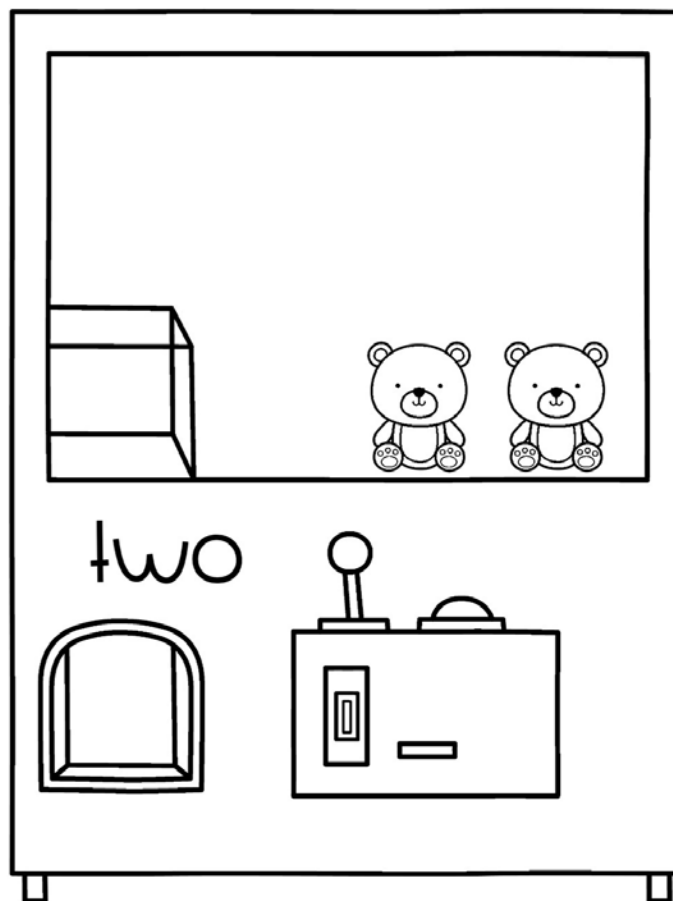
Name: \_\_\_\_\_

Directions: Count. Color. Draw.

1



2

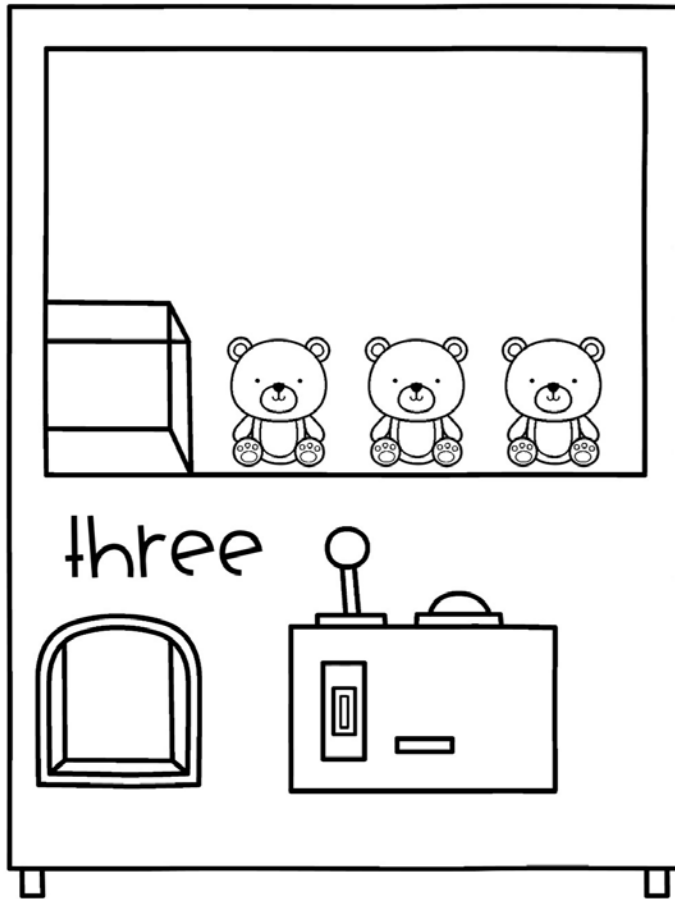


Fill in the ten frame with teddy bears.

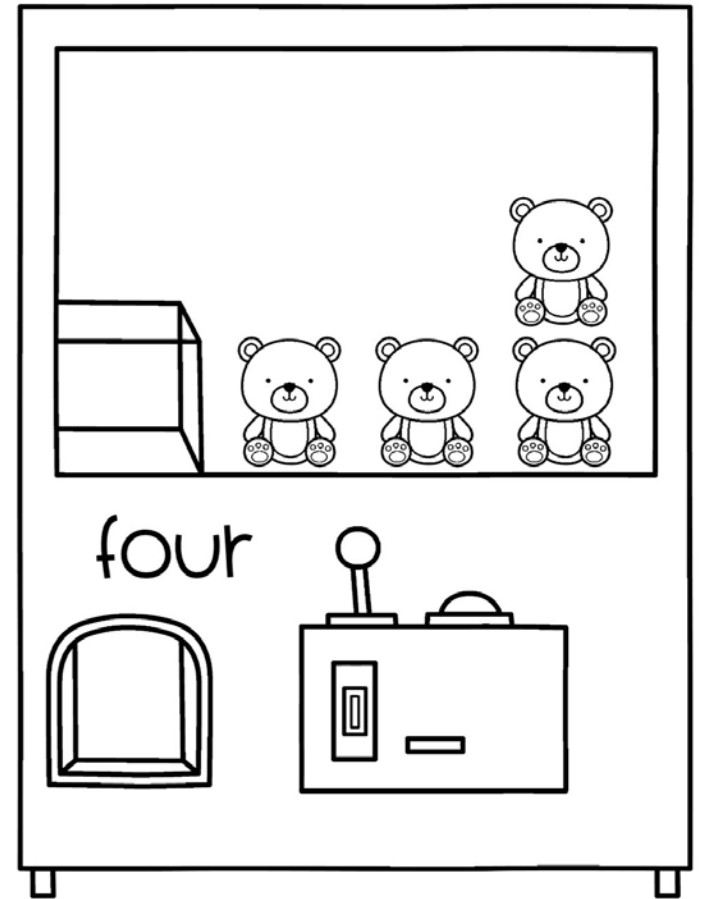

Fill in the ten frame with teddy bears.


Directions: Count. Color. Draw.

3



4

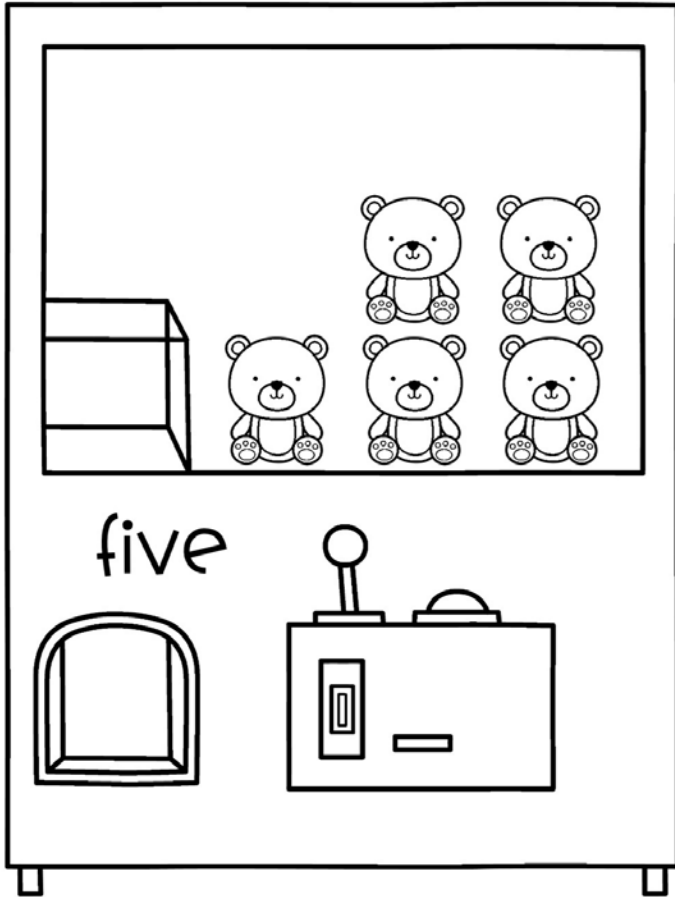


Fill in the ten frame with teddy bears.

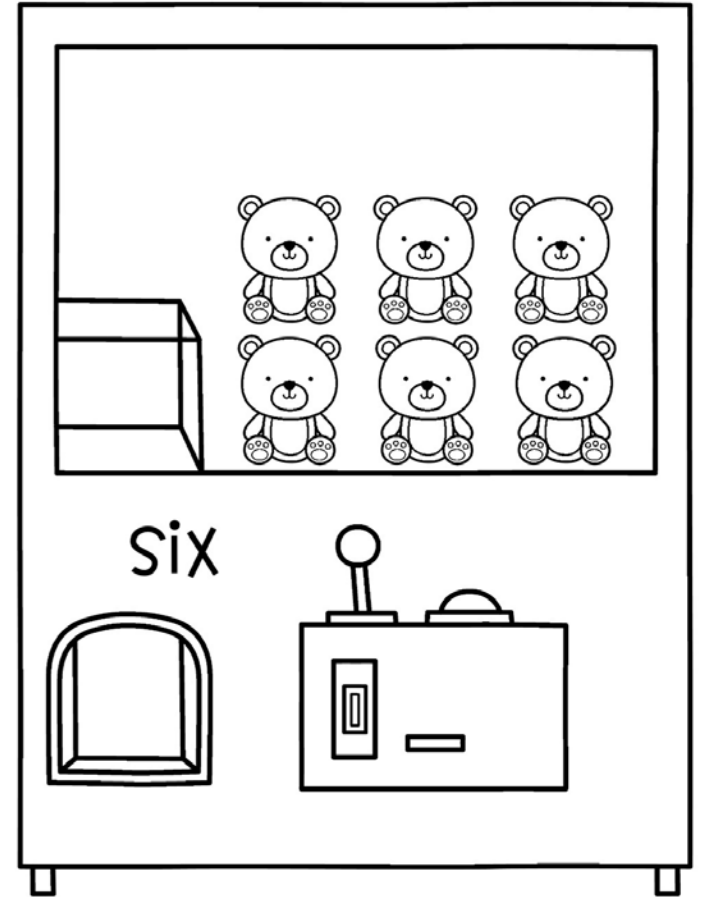

Fill in the ten frame with teddy bears.


Directions: Count. Color. Draw.

5



6



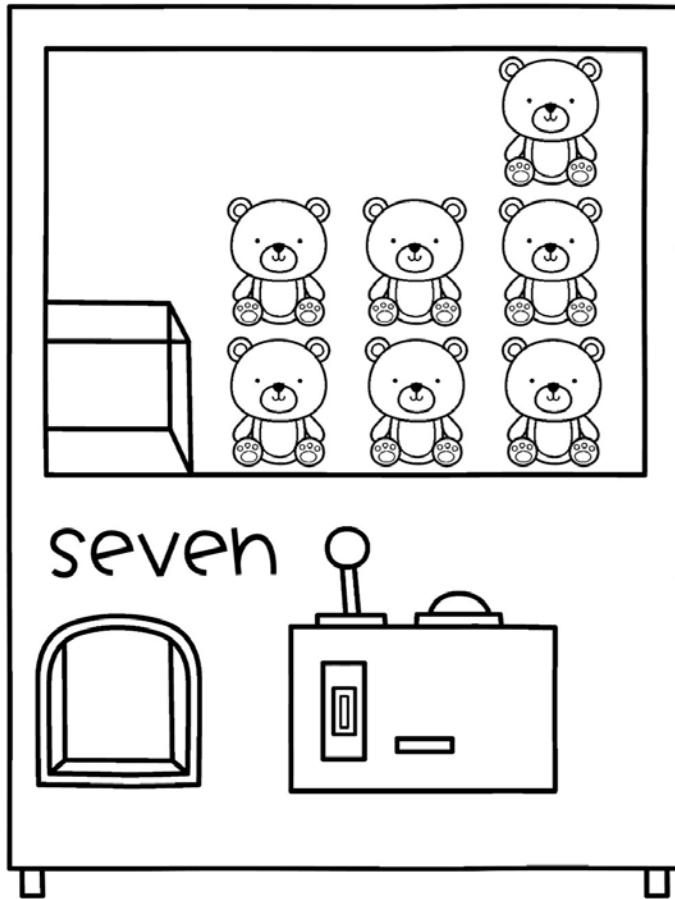
Fill in the ten frame with teddy bears.


Fill in the ten frame with teddy bears.

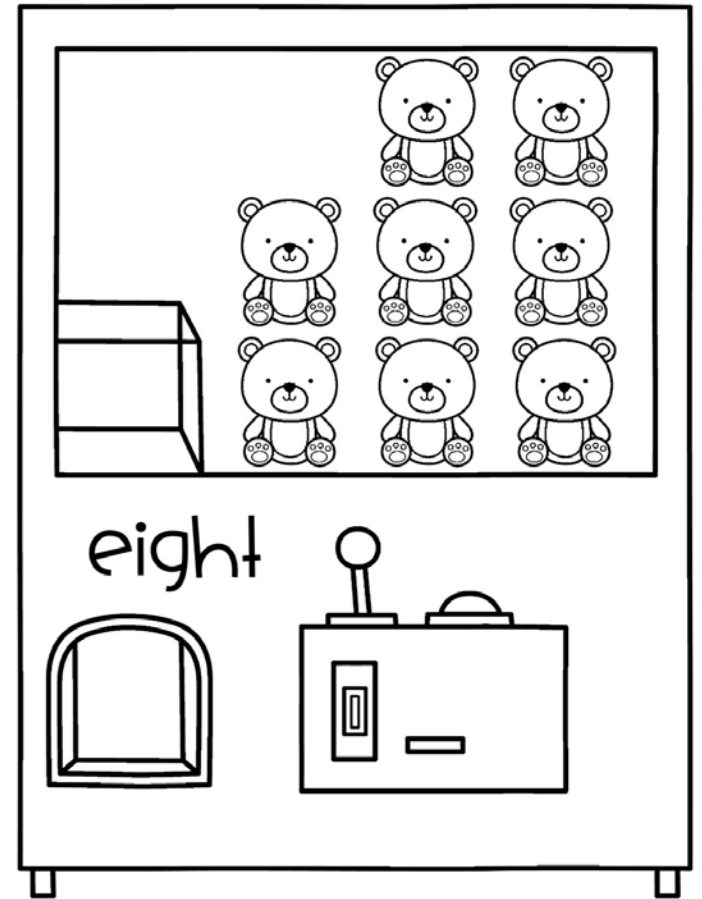



Directions: Count. Color. Draw.

7



8

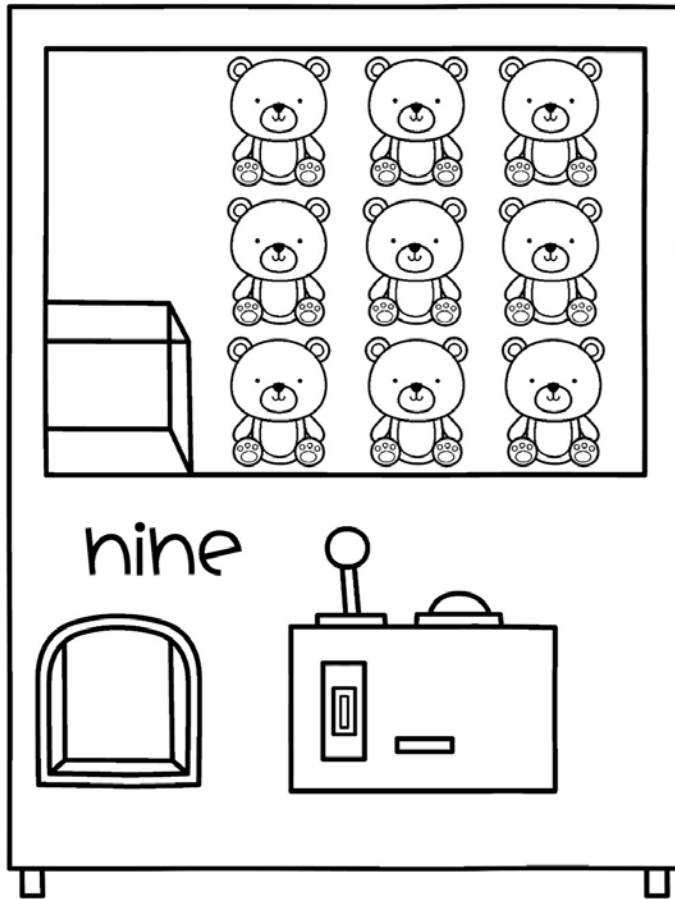


Fill in the ten frame with teddy bears.

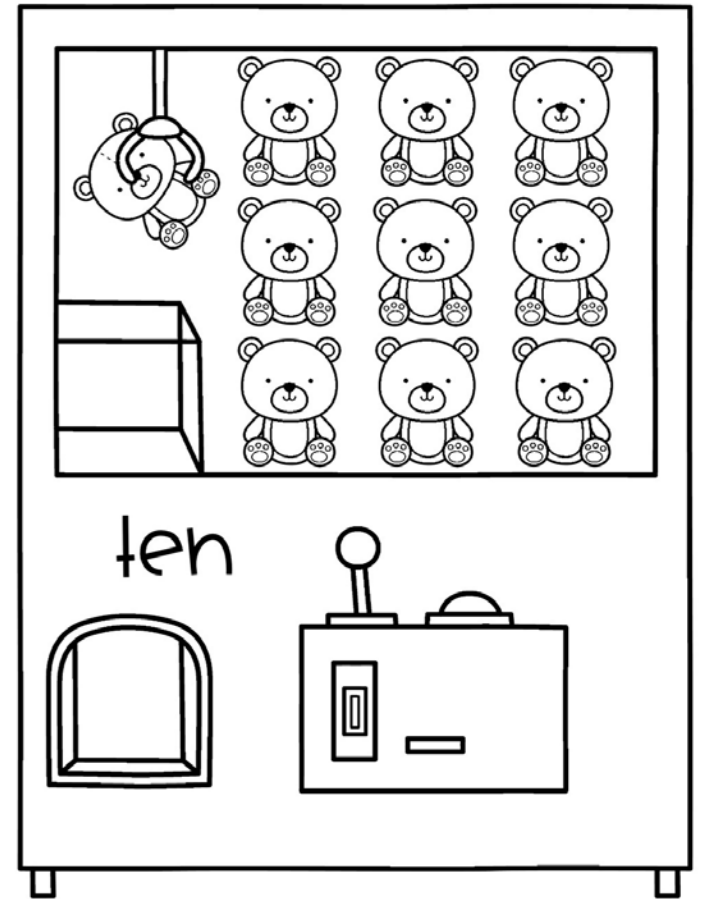

Fill in the ten frame with teddy bears.


Directions: Count. Color. Draw.

9



10



Fill in the ten frame with teddy bears.


Fill in the ten frame with teddy bears.


Directions: Cut and use as flash cards.

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

11

eleven

12

twelve

---

# Shape Recognition

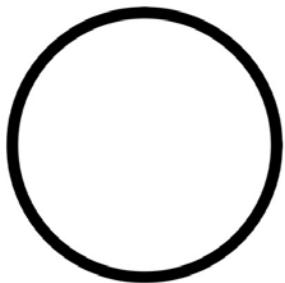
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Recognizing and building shapes is a skill explicitly taught in kindergarten. To help your student develop this important math concept, count the amount of sides and corners (also called vertices) each shape has. Use the next two pages of flash cards to practice. Color and cut out the cards to use for a memory matching game (match the plain shapes with the smiley shapes).

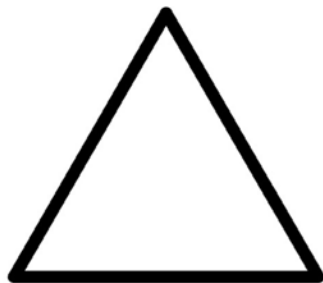
**Tip:** Go on a shape hunt! Shape hunts can be especially fun when in the car. Go on a shape hunt for specific shapes while driving. Count to see how many you can find!

Directions: Cut and use as flash cards.

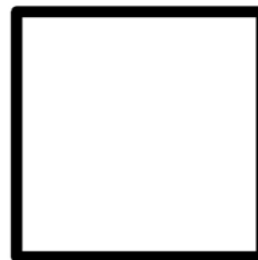
circle



triangle



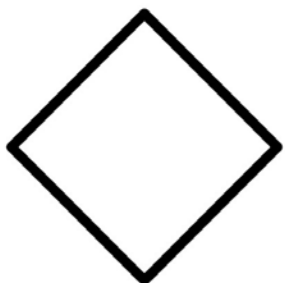
square



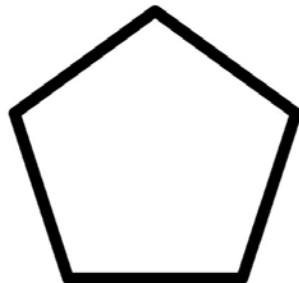
rectangle



diamond



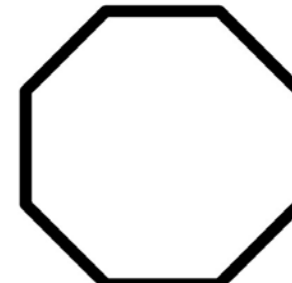
pentagon



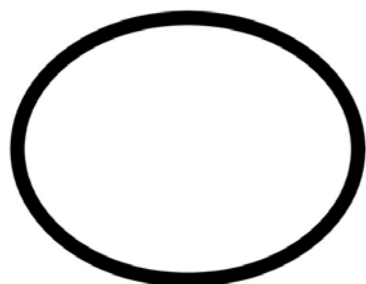
hexagon



octagon



oval



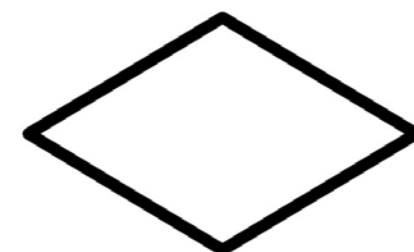
star



heart



rhombus



Directions: Cut and use as flash cards.

circle



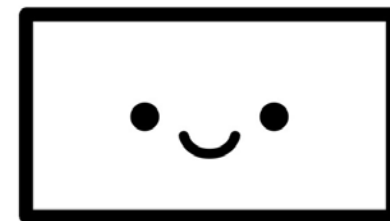
triangle



square



rectangle



diamond



pentagon



hexagon



octagon



oval



star



heart



rhombus



# My Countdown to Kindergarten!

Directions: Color, stamp, or cross out each day until you are down to 1!

100	99	98	97	96	95	94	93	92	91
90	89	88	87	86	85	84	83	82	81
80	79	78	77	76	75	74	73	72	71
70	69	68	67	66	65	64	63	62	61
60	59	58	57	56	55	54	53	52	51
50	49	48	47	46	45	44	43	42	41
40	39	38	37	36	35	34	33	32	31
30	29	28	27	26	25	24	23	22	21
20	19	18	17	16	15	14	13	12	11
10	9	8	7	6	5	4	3	2	1

Now that you are ready to succeed,  
relax, enjoy, and have fun on your first day of

# Kindergarten!







# Kindergarten READINESS Handbook

The Kindergarten Readiness Handbook was designed to send to future kindergarten students and their families to help ensure success in the beginning of kindergarten. The handbook is best used by parents to use alongside their students, with explicit intent and instructions in the beginning of each skill and practice pages.

To modify the handbook, simply move or rearrange the pages using Adobe Reader, Preview, or any other PDF program.

As always, please email me with any questions: [missmskindergarten@gmail.com](mailto:missmskindergarten@gmail.com)

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