

KINDERGARTEN

HERE I COME



An Activity Book for
Children & Parents

The Lansing School District

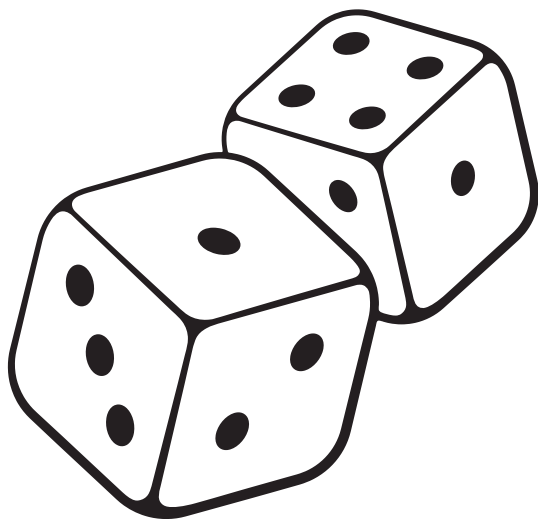
Hands-on-Math

Real-life, hands-on activities are the best way to introduce your preschooler to mathematics!

What you'll need

Optional:

- Blocks
- Dice or dominoes



It's best not to use drills or arithmetic worksheets with young children. These can make children dislike math because they don't fit with the way they learn math naturally.

What to do

1. Talk a lot about numbers and use number concepts in daily routines with your preschooler. For example:
 - Cooking. "Let's divide the cookie dough into two parts so we can bake some now and put the rest into the freezer."
 - Home projects. "We're going to hang this picture 6 inches above the bookshelf in your room."
 - Home chores. "How many plates do we need on the table? One for Mommy, one for Daddy, and one for Devon."
2. Talk about numbers that matter most to your preschooler - his/her age, his/her address, his/her phone number, his/her height and weight. Focusing on these personal numbers helps your child learn many important math concepts, including:
 - Time (hours, days, months, years; older, younger; yesterday, today, tomorrow). To a young child, you might say, "At 2 o'clock we will take a nap." When you plan with an older preschooler (4 or 5 years old), you could point out, "It's only 3 days until we go to Grandma's house. Let's put an X on the calendar so we'll know the day we're going."



- Lengths (inches, feet; longer, taller, shorter). "This ribbon is too short to go around the present for Aunt Susan. Let's cut a longer ribbon."
- Weight (ounces, pounds, grams; heavier, lighter; how to use scales). "You are growing so fast! You already weigh 30 pounds."
- Where you live (address, telephone numbers). "These numbers on our apartment door are 2-1-4. We live in apartment number 214." Or, "When you go to play at Terry's house, take this note along with you. It's our phone number: 253-6711. Some day soon you will know our phone number so you can call me when you are at your friends."

3. Provide opportunities for your child to learn math. For example:

- Blocks can teach children to classify objects by color and shape. Blocks can also help youngsters learn about length, width, height and depth.
- Games that have scoring, such as throwing balls into a basket, require children to count. Introduce games such as dominoes or rolling dice. Have your child roll the dice and count the dots. Let him/her try to roll for matches. Count his/her favorite toys can also be fun.
- Books often have number themes or ideas. Help your child notice when numbers are included in the story.



Getting Along

Learning to get along with others is very important.
Children who are kind, helpful, patient, and loving
generally do better in school.

What you'll need

No materials required



Children need good social skills.
Teachers and other children will
enjoy your child's company if he/
she gets along well with others.

What to do

1. Let your child know that you are glad to be his/her mommy or daddy. Give him/her personal attention and encouragement. Set aside time when you and your child can do fun things together. Your positive feelings toward your child will help him/her feel good about him/herself.
2. Set a good example. Show your preschooler what it means to get along with others and to be respectful. Say "please" and "thank you." Treat people in ways that show you care what happens to them. Ask for things in a friendly way. Be kind to and patient with other people. Your child is always watching you.
3. Help your child find ways to solve conflicts with others. Help your child figure out what will happen if he/she tries to settle his/her mad feelings by hitting a playmate. "James, I know that Tiffany took your toy truck. But if you hit Tiffany and you have a big fight, then Tiffany will have to go home, and the two of you won't be able to play any more today. What is another way that you can let Tiffany know you want your truck back."
4. Make opportunities to share and to care. Let your child take charge of providing food for hungry birds. When a new family moves into the neighborhood, let your preschooler help make cookies or a card to welcome them.
5. Be physically affectionate. Children need hugs, kisses, an arm over the shoulder and a pat on the back.
6. Tell your child that you love him/her. Don't assume that your loving actions will speak for themselves (although those are very important). Teach your child the international hand sign for "I love you." You can "sign" each other love as your child leaves home for the first day of kindergarten and each day after that.

My Book

Most 4-year-olds like to talk and have a lot to say. They generally can't write down words themselves, but they enjoy dictating a story to you.

What you'll need

Paper
A paper punch (optional)
Blunt-tipped scissors
Pencil, pen, crayons
Yarn, pipe cleaners, or staples
Paste

What to do

1. Make a booklet of five or six pages. Your child can help punch holes close to one edge and thread yarn through the holes to keep the pages together. You can also bind the book with twisted pipe cleaners, or staple the pages together.
2. On the outside cover, write your child's name. Explain that this is going to be a book all about him/her.
3. Let your child decide what will go on each page and write it on the page for him/her. Examples: Other people in my family. My favorite toys. My favorite books. My friends. My pet. My neighborhood. My home (or my bedroom). My own drawings. All your child to be creative and to include what is important to him/her.

Making this book will help your child develop language skills and give him/her more practice using the small muscles in his/her hands. Your 4-year-old will also love having your undivided attention.



Good Screen Time Habits

Screens are everywhere. As a result, controlling a child's screen time has become much harder for parents. To complicate matters, some screen time can be educational for children as well as support their social development. So how do you manage your child's screen time? Here's a primer on guiding your child's use of screens and media.

Screen time guidelines

The American Academy of Pediatrics discourages media use, except for video-chatting, by children younger than 18 to 24 months. If you want to introduce digital media to children ages 18 to 24 months, make sure it's high quality and avoid solo media use. For children ages 2 to 5, limit screen time to one hour a day of high-quality programming. As your child grows, a one-size-fits-all approach doesn't work as well. You'll need to decide how much media to let your child use each day and what types of media are appropriate.

The problems with screen time

Unstructured playtime is more valuable for a young child's developing brain than is electronic media. Despite the fact that many digital media programs claim to be educational, children younger than age 2 are more likely to learn and remember information from a live presentation than they are from a video.

By age 2, children can benefit from certain types of screen time, such as programming with music, movement and stories. However, passive screen time shouldn't replace reading, playing or problem-solving. Co-view with your child to help your child understand what he or she is seeing and apply it in real life.

Also, it's crucial to monitor the shows your child is watching and the games or apps he or she is playing to make sure they are appropriate. Avoid fast-paced programming, which young children have a hard time understanding, apps with a lot of distracting content, and violent media. Eliminate advertising on apps, since young children have trouble telling the difference between ads and factual information.

As your child grows, keep in mind that too much or poor quality screen time has been linked to: Obesity; Irregular sleep schedules and shorter duration of sleep; Behavioral problems; Loss of social skills; Violence; Less time for play

Developing screen time rules

In recognition of how ever-present screens have become, the American Academy of Pediatrics recently held a symposium to share practical advice for parents. Experts noted that children are still doing the same things that they've always done — only now they are often doing them virtually. As a result, it makes sense for parents to apply the same rules to children's real and virtual environments. This means playing with your child, teaching kindness, being involved, and knowing your child's friends and what your child does with them.

The experts also suggested that the quality of the media your child is exposed to is more important than the platform or amount of time spent.

To learn more, follow the link below.

Information taken from Mayo Clinic

<http://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/screen-time/art-20047952>

If I want to print my name or write how old I am, these charts will help me.



Alligator



Bear



Cow



Deer



Elephant



Fox



Giraffe



Hedgehog



Iguana



Jellyfish



Kangaroo



Lion



Monkey



Numbat



Owl



Penguin



Quail



Raccoon



Sheep



Turtle



Unicorn



Vampire



Whale



X-ray Fish

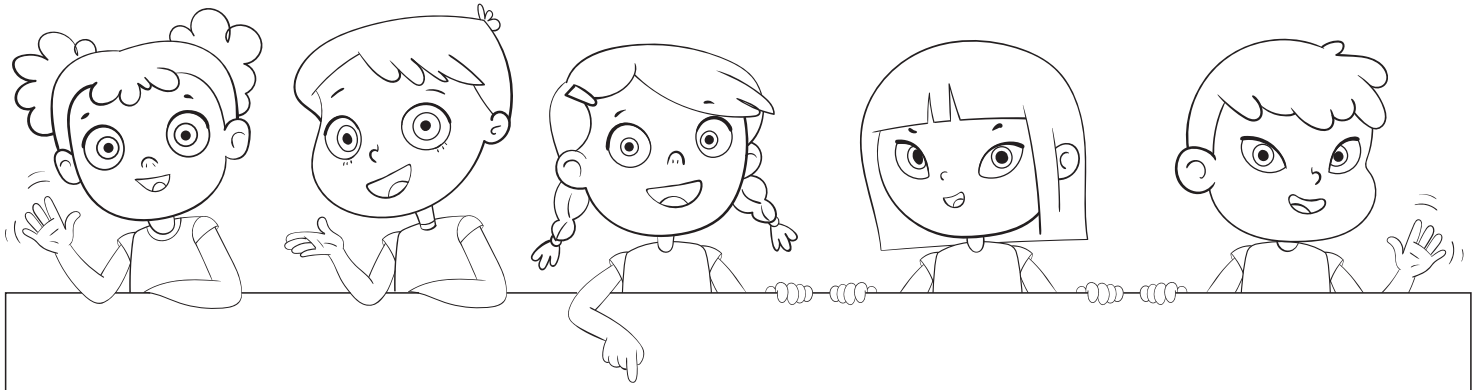


Yak



Zebra





THIS SECTION IS
ALL ABOUT ME

by

When completed, this section of the book may be shared with your child's Kindergarten teacher at the beginning of school, then saved as a reminder of the summer before Kindergarten.

This is a drawing of me

These numbers tell
about me

Age _____

Height _____

Weight _____

Number of Family Members _____

Telephone Number _____

Address Number _____

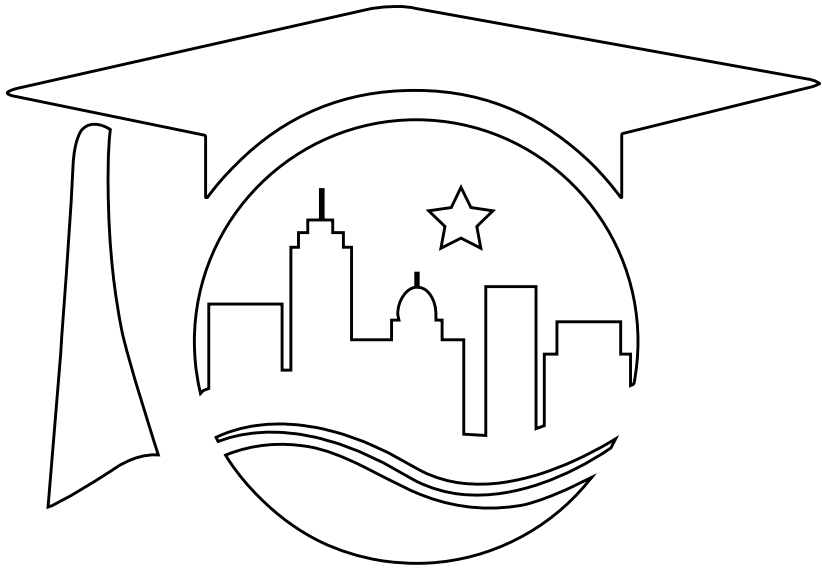
This is my best friend

A Picture from My Favorite Book

We took a trip to

I liked

My Favorite TV Show or Movie





Fun Things to Do with Children

Museums, Historical Sites, and the Zoo

Abrams Planetarium (\$)
MSU Campus, Shaw Lane
(517) 355-4672

Lansing Art Gallery
425 S. Grand Ave., Lansing
(517) 374-6400

MSU Museum
MSU W. Circle Dr. East Lansing
(517) 355-7474

Curwood Castle
224 Curwood Castle Dr., Owosso
(989) 723-2161

Mason Area Historical Museum
200 E. Oak St., Mason
(517) 676-9837

Nokomis Learning Center
5153 Marsh Rd., Okemos
(517) 349-5777

Impression Five (\$)
200 Museum Dr., Lansing
(517) 485-8115

Meridian Historical Village
Central Park, Okemos
(517) 347-7300

Potter Park Zoo (\$)
1301 S. Pennsylvania, Lansing
(517) 483-4222

Grand Ledge Historical Society
118 W. Lincoln, Grand Ledge
(517) 627-3149

Michigan Capitol Building
Capitol Ave., Lansing
(517) 373-2353

RE Olds Museum (\$)
240 Museum Dr., Lansing
(517) 372-0422

Kresge Art Museum
MSU Auditorium & Physics Rd.
(517) 355-7631

Michigan Historical Museum
717 W. Allegan, Lansing
(517) 373-3559

Turner Dodge House (\$)
100 E. North St., Lansing
(517) 483-4220

Nature Centers

Beal Botanical Garden
MSU West Circle Dr.
(517) 355-9582

Fenner Arboretum
2020 E. Mt. Hope Rd., Lansing
(517) 483-4224

Children's Gardens
MSU Bogue/Wilson Dr.
(517) 355-0348

Woldumar Nature Center
5539 Lansing, Rd., Lansing
(517) 322-0030



(\$) - Admission Fee

Skills for Kindergarten Success

The following is meant to be a guide as you help your child prepare for his/her entrance into a kindergarten program. Please be aware that all children develop at different rates, and your child's growth in some areas may be ongoing.

Self Care

- Wash hands independently
- Use tissue correctly
- Clean up a work or play area
- Use a bathroom independently
- Dress for outdoors

School Behaviors

- Separate from a parent
- Try new things
- Show a positive attitude toward learning
- Sit quietly for the length of a story
- Answer questions when asked
- Follow simple directions

Working with Classmates

- Share materials
- Take turns, wait for a turn
- Play kindly with others
- Solve problems with words

Early Literacy Skills

- Listen to a story and talk about what they have heard
- Say and/or sing the alphabet
- Recognize some letters of the alphabet
- Use simple sentences when speaking
- Speak so that others can hear and understand

Early Mathematics Skills

- Count to ten
- Understand and use position words, such as top, bottom, over, under, beside, inside, and outside
- Group objects by ways they are similar, such as size, shape, color, or number
- Recognize some numerals to ten

Physical Skills

- Cut a straight line
- Complete a puzzle with 3-6 pieces
- Draw and color beyond a simple scribble
- Hold a pencil correctly
- Balance on one foot for a few seconds
- Alternate feet when walking down stairs
- Walk a straight line
- Hop on one foot
- Throw and catch a ball or beanbag



Books for Your Child

Suggested Reading for Your Preschooler

Crocodile Beat, by Gail Jorgensen and Patricia Mullins
The Listening Walk, by Paul Showers
The Doorbell Rang, by Pat Hutching
A Pinky is a Baby Mouse, by Pam Munoz Ryan
Feast for 10, by Cathryn Falwell
Corduroy, by Don Freeman
It Looked Like Spilt Milk, by Charles G. Shaw
Ten Black Dots, by Donald Crews
Mouse Paint, by Ellen Stoll Walsh
The Little Mouse, The Red Ripe Strawberry, and
The Big Hungry Bear, by Don and Audrey Wood
Chicka Chicka Boom Boom, by Bill Martin, Jr. and John Archambault
The Rainbow Fish, by Marcus Pfister
Any books by Dr. Seuss, Eric Carle and Ezra Jack Keats.

Books About Starting School

<u>Author</u>	<u>Title</u>
Arnold	<i>Where do You Go to School?</i>
Anderson	<i>Carlos Goes to School</i>
Breinburg	<i>Shawn Goes to School</i>
Calmenson	<i>The Kindergarten Book</i>
Cassidy	<i>We Like Kindergarten</i>
Charles	<i>Calico Cat at School</i>
Cohen	<i>No Good in Art</i>
Cohen	<i>When Will I Read?</i>
Cohen	<i>See You Tomorrow, Charles</i>
Cohen	<i>Will I Have A Friend?</i>
Cohen	<i>First Grade Takes A Test</i>
Elliott	<i>Grover Goes to School</i>
Frandsen	<i>I Started School Today</i>
Hamilton-Meritt	<i>My First Days of School</i>
Harris	<i>Who Goes to School?</i>
Howe	<i>Who Goes to Kindergarten?</i>
Jones	<i>Going To Kindergarten</i>
Lexau	<i>I Hate Red Rover</i>
Marshall	<i>Fox at School</i>
Miller	<i>Now I'm Big</i>
Nichols	<i>Big Paul's School Bus</i>
Nims	<i>Where is Bear at School?</i>
Parish	<i>Jumper Goes to School</i>
Relf	<i>Show and Tell</i>
Rockwell	<i>My Nursery School</i>
Simon	<i>I'm Busy Too</i>
Smalls-Hector	<i>Beginning School</i>
Tobias	<i>The Dawdlewalk</i>
Tompert	<i>Will You Come Back for Me?</i>
Udry	<i>What Mary Jo Shared</i>
Wells	<i>Timothy Goes to School</i>
Wisema	<i>Morris Goes to School</i>

You can find these books on line, at the public library or a local book store. The library staff can recommend additional titles.

Encourage other people in your child's life to read to your preschooler: parents/guardians, aunts, uncles, siblings, childcare givers, etc.

You are Your Child's First Reading Teacher!

The development of language abilities - listening, speaking, reading, writing - is critical to children's success throughout their school years and the rest of their lives. It is tied to everything children learn or do in school. Parents can support the development of language abilities by talking with and listening carefully to children as they share ideas and experiences.

Reading a book to children is an enjoyable and interesting experience. It should be part of the daily family routine. It is the most important way in which parents/guardians can help children learn to read.

Here are some tips for parents/guardians:

- Provide a variety of books for your child, including fiction, nursery rhymes and fairy tales, as well as nonfiction books (informational, historical, true stories)
- Use a digital or actual library often; find out if they have story hour for preschoolers
- Provide a special place for your child to keep her/his books
- Give your child books as presents
- Make reading a part of your daily routine
- Provide a wide variety of reading materials (magazines, newspapers, recipes, anything)
- Accept your child's "pretending reading"
- Point out print in the environment (signs, cereal boxes, restaurants)
- Read your child's favorite stories over and over again
- Allow your child to select the story that he/she would like to hear
- Sing familiar songs

Tips on Reading to Your Child:

When reading to your child, try these techniques:

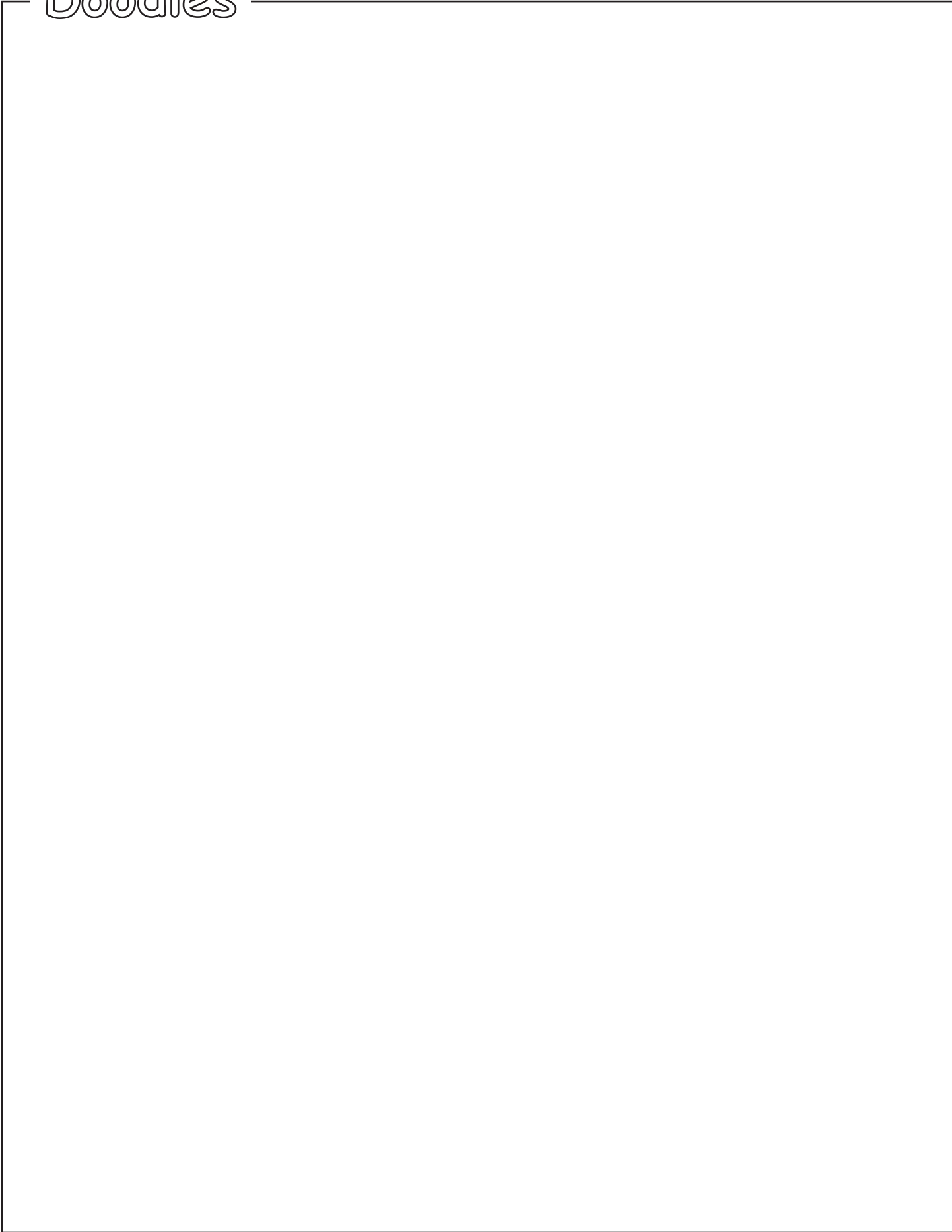
DURING the story reading:

- Allow time for your child to look at and talk about the pictures (pictures and illustrations are very important)
- Talk with your child about the characters and story events
- Ask questions: What do you think is happening? How would you feel if that happened? What might happen next? Would you ever do that? Did you think that would happen?
- Allow your child to ask questions as you read and answer his/her questions
- Accept and be positive about your child's responses to your questions

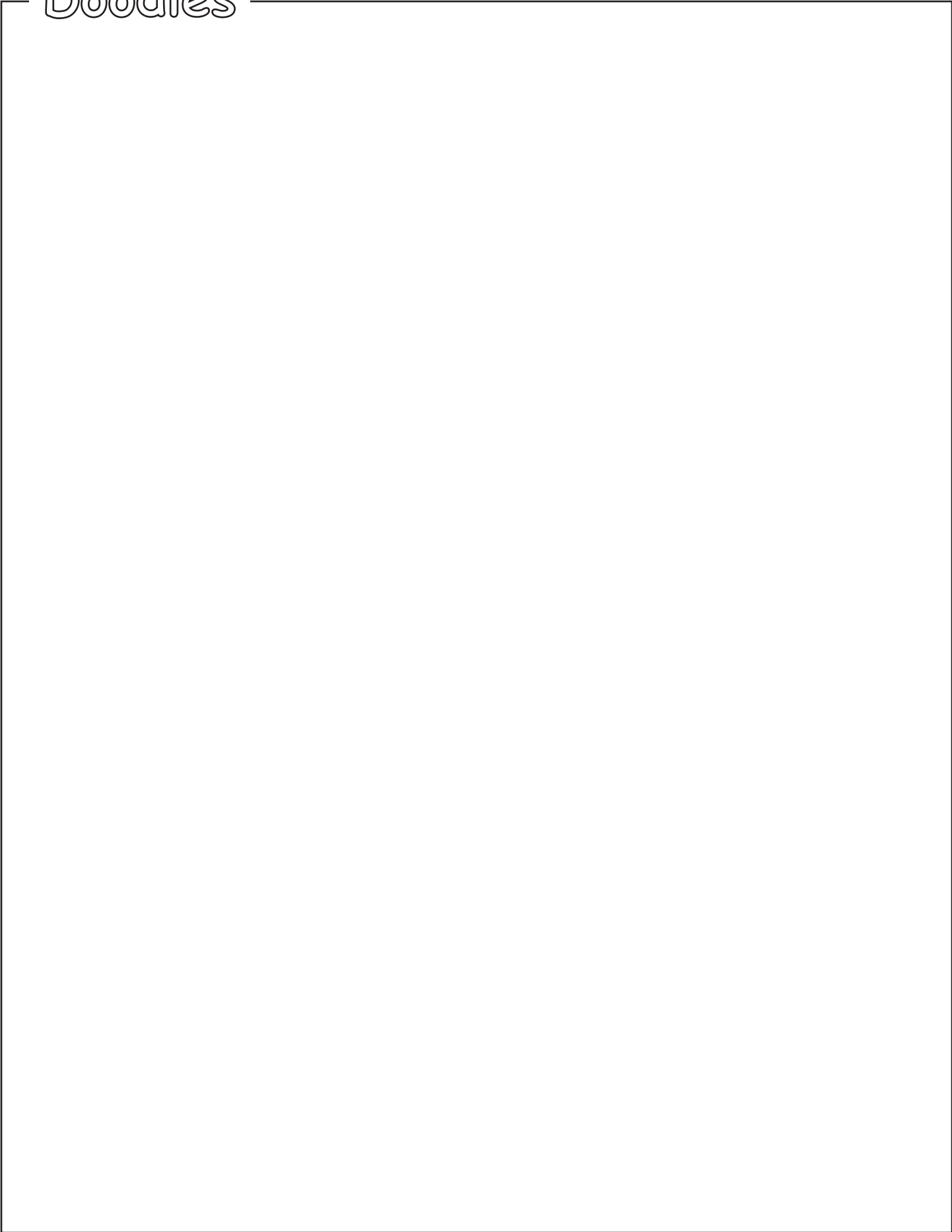
AFTER the story reading:

- Go back to the beginning and have your child turn the pages and share comments or questions he/she might have
- Have your child re-tell the story to you
- Compare the story situations to your child's experiences
- Could you do that? Has that ever happened to you? Did we ever do that?

Doodles



Doodles



DREAM BIG

WE'LL GET YOU THERE

