NOTRE DAME



ELEMENTARY

On your way to kindergarten!

Please have your child complete this packet and return it to their kindergarten teacher during the first week of school. The flashcards should stay home for extra practice.

Name _____

KINDERGARTEN LIFE SKILLS CHECKLIST

BATHROOM SKILLS

- ❑ Flush the toilet
- ❑ Use a urinal without pulling your pants all the way down
- ❑ Wipe yourself
- ❑ Shutting and locking a bathroom stall door
- ❑ Undo clothing

EATING LUNCH

- ❑ Open a milk carton
- ❑ Open string cheese
- ❑ Open every item in their lunchbox independently
- ❑ Clean up at the end of lunch
- ❑ What to throw away vs what to keep (disposable vs. reusable)
- ❑ Know if they brought a lunchbox that day
- ❑ How to put their lunchbox in their backpack
- ❑ Know what their lunchbox looks like

CLOTHING

- ❑ Zip, button, snap, tie
- ❑ Put on a jacket
- ❑ Fasten their belt
- ❑ Tie shoes
- ❑ Understand that they must keep their clothes on at school

FAMILY INFO

- ❑ Their first and last name
- ❑ Their parents first and last name
- ❑ Caretakers phone number

CLASSROOM 101

- ❑ Sit in a chair
- ❑ How to follow a 2-step direction
- ❑ Sit quietly and listen to a story
- ❑ Keep hands to themselves
- ❑ How to do NON-PREFERRED tasks
- ❑ Pack their backpack independently
- ❑ Positional words
- ❑ Blow their nose

MOTOR SKILLS

- ❑ hold a pencil
- ❑ use crayons
- ❑ hold scissors
- ❑ roll play dough

SOCIAL SKILLS

- ❑ Respectfully answer an adult
- ❑ Respond when their name is called
- ❑ How to wait their turn
- ❑ How to gracefully lose
- ❑ Be kind to one another
- ❑ Tattling vs telling

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KINDERGARTEN ACADEMIC READINESS CHECKLIST

Literacy and Phonemic Awareness

- ❑ Recognizes the meaning of common signs
  - ❑ Stop sign, McDonalds logo, etc.
- ❑ Knows how to correctly hold a book
  - ❑ Correctly turns the pages
- ❑ Understands that we read from left to right
- ❑ Can say/sing letters of the alphabet
- ❑ Can point to and identify most letters of the alphabet
- ❑ Understands that letters represent sounds
  - ❑ Should know the sounds represented by letters in their name.
- ❑ Understands that letters form words
- ❑ Understands that each word is separated by a space
- ❑ Rhyming
  - ❑ Given two words, can tell you if they rhyme
  - ❑ Given one word, can tell you a word that rhymes
- ❑ Enjoys listening to stories and being read to
- ❑ Recognizes letters in name
- ❑ Can retell you what happened in a story

Social / Emotional Skills

- ❑ Separates from caregiver without strong emotions
- ❑ Shows and understands basic emotions
  - ❑ Reacts appropriately when someone is sad
  - ❑ Expresses emotions (happy, sad, surprised, angry)
- ❑ Knows how to take turns with other children
- ❑ Can focus and pay attention for at least 5 minutes to a task led by an adult
- ❑ Can win or lose without major emotions

Fine Motor Skills

- ❑ Can grip a pencil or crayon correctly (not with their fists)
- ❑ Can grasp scissors correctly
- ❑ Can correctly trace dotted lines
- ❑ Can draw basic shapes or letters with pencil control

Math Skills

- ❑ Can count up to 20
- ❑ Can count up to 10 objects by pointing to each object when counting
- ❑ Can identify basic shapes
- ❑ Can sort objects by color, size and shape
  - ❑ square, circle, triangle
- ❑ Recognizes a group of up to four objects without having to count them

Language / Listening Skills

- ❑ Can follow multi-step directions
  - ❑ "Push in your chair, put on your jacket and line up at the door."
- ❑ Speaks in sentences (4-6 words)
- ❑ Listens to a story without interrupting
- ❑ Asks questions when curious
- ❑ Can participate in a back and forth conversation
- ❑ Answers "wh" questions
  - ❑ Who, what, where, why

Self-Help Skills

- ❑ Knows parent/guardians names
- ❑ Knows how to go to the bathroom independently
- ❑ Independently washes hands
- ❑ Can communicate basic needs
  - ❑ My belly hurts, I'm hungry
- ❑ Knows to ask for help when confused
  - ❑ Knows to ask an adult
  - ❑ Knows how to communicate their problem

Gross Motor Skills

- ❑ Walk up stairs
- ❑ Run
- ❑ Catches a ball with two hands
- ❑ Jump with both feet together
- ❑ Hop on one foot

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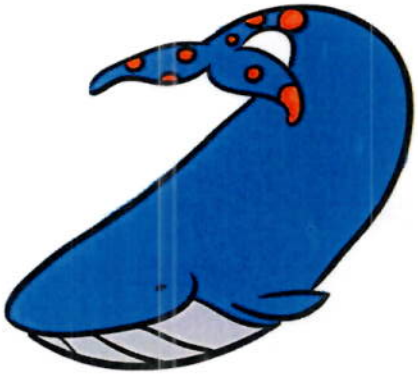
DOWN BY THE BAY

Original lyrics by Raffi

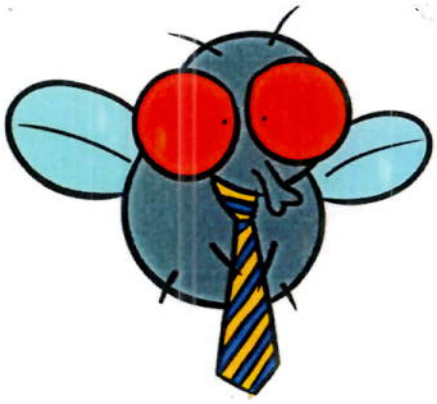
Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say,
"Have you ever seen a goose
Kissing a moose?"
Down by the bay



Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Have you ever seen a whale
With a polka dot tail?"
Down by the bay



Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Have you ever seen a fly
Wearing a tie?"
Down by the bay



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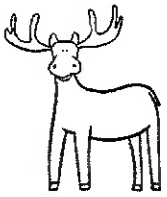
NAME_____

DOWN BY THE BAY

matching

Directions: Draw a line to connect the matching rhyme pairs from the song.







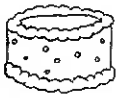




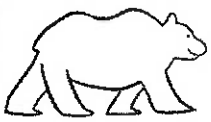


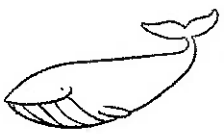










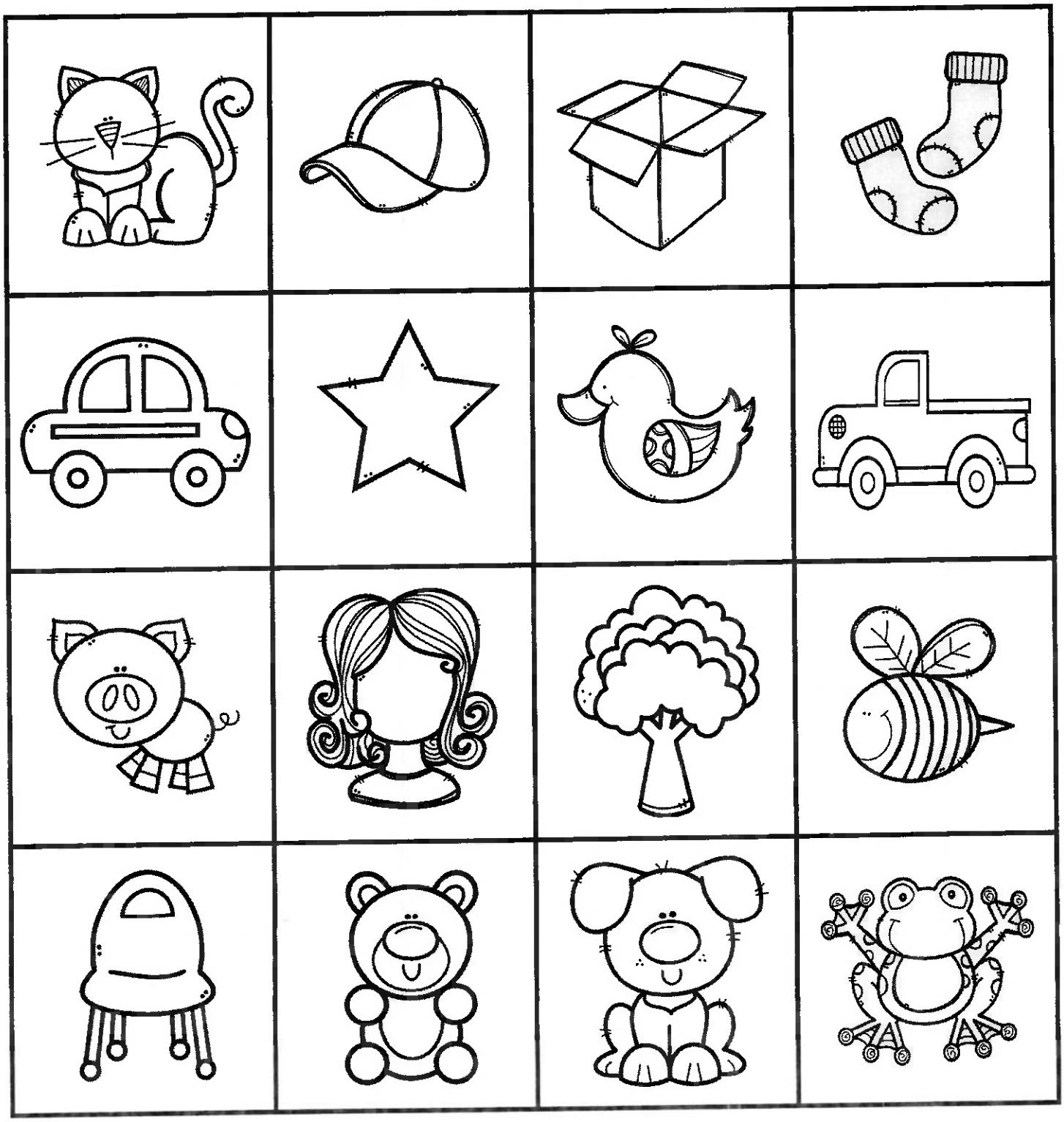


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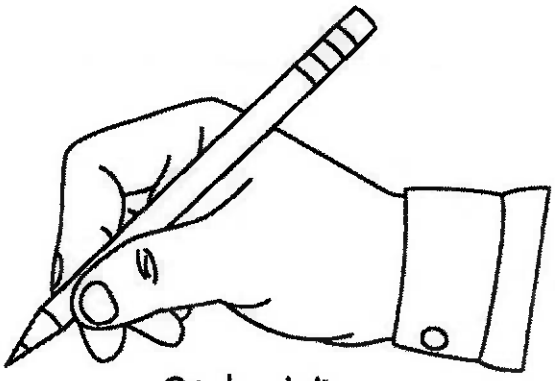
Many early literacy skills involve hearing and manipulating words and rhyming is an important one. In class we will start by identifying if words rhyme and progress to creating our own rhyming word sets. Key: cat–hat, box–socks, car–star, duck–truck, pig–wig, tree–bee, chair–bear, dog–frog

Let's rhyme.

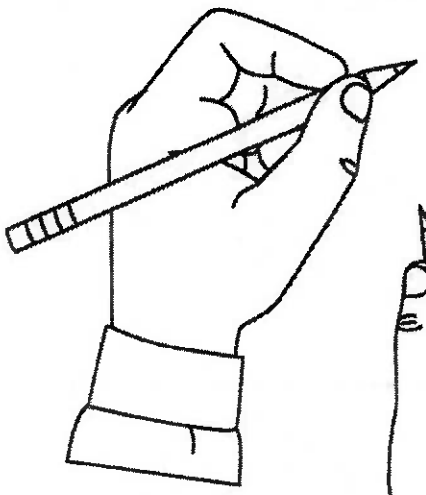
There are several ways to use these cards. You can use this page and say point to a picture that rhymes _____ or you can cut them out and play memory.



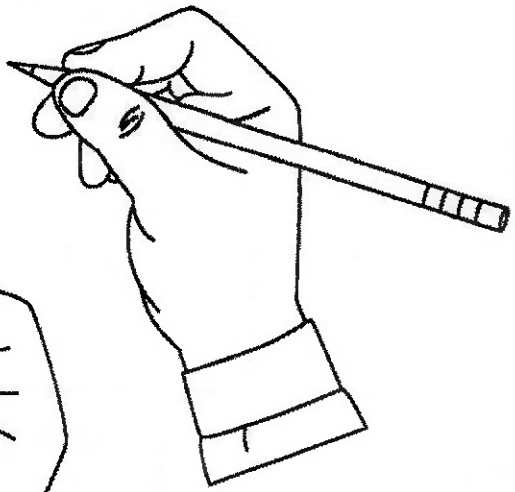
Pencil Grasp



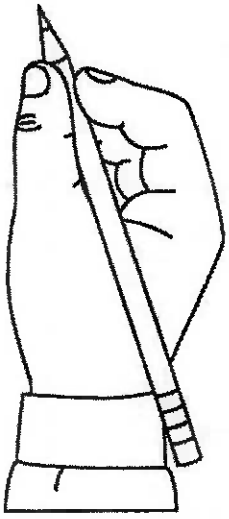
Side View



Left View



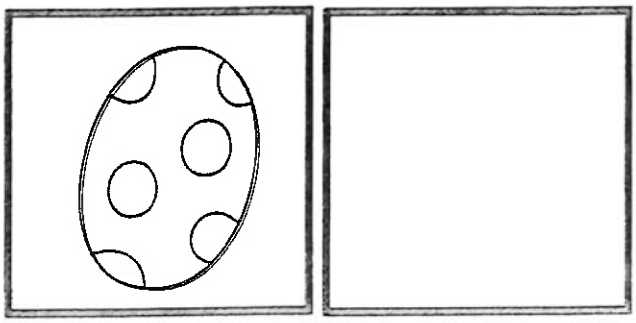
Right View

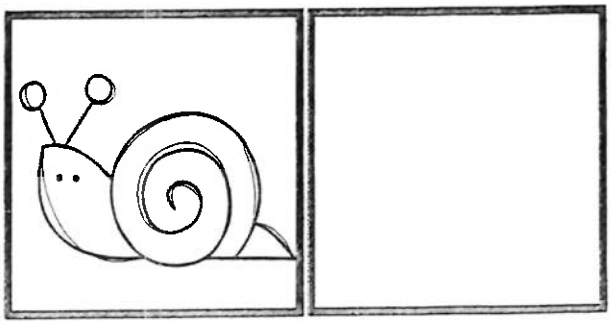


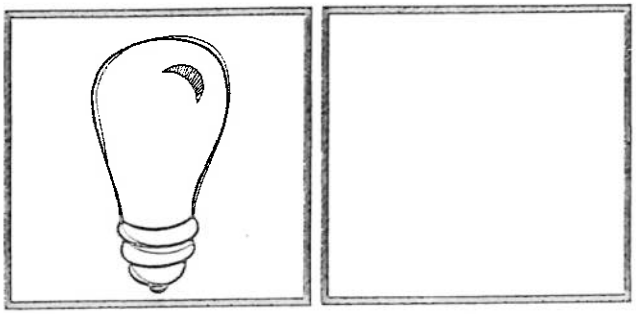
Overhead View

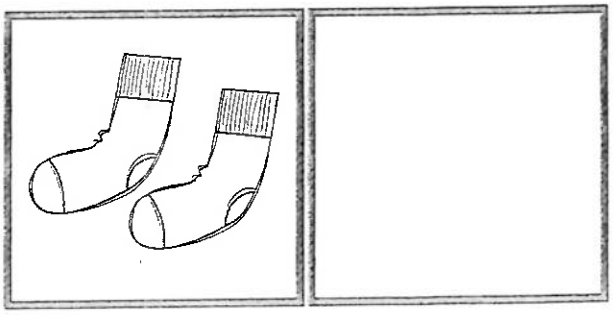
Let's Rhyme

Match the pictures at the bottom to the rhymes at the top.

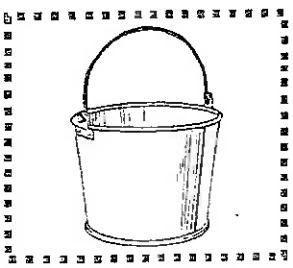


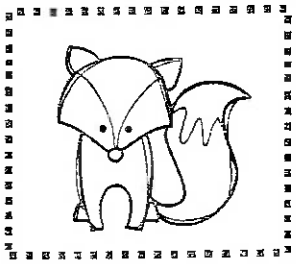


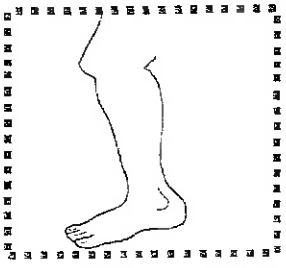


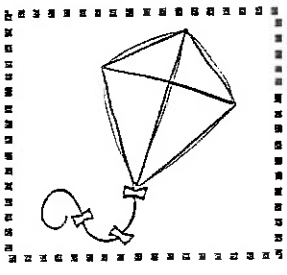


Cut each picture. Glue it next to its rhyming match.





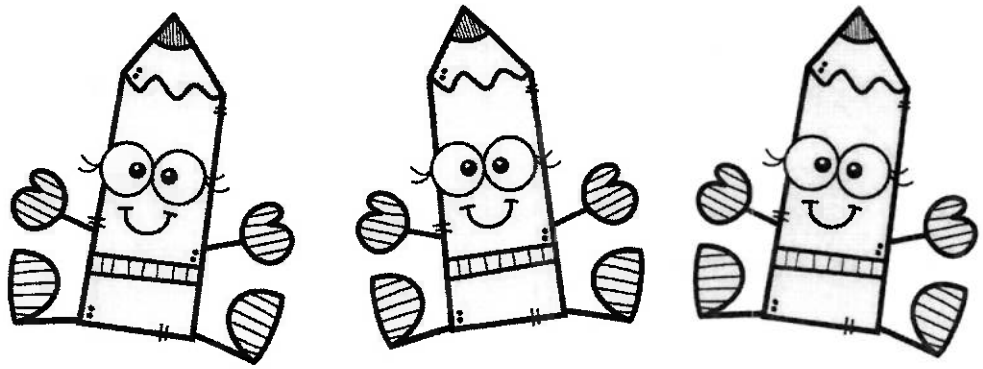




Tracing is an important pre-writing skill that will help students with their fine motor development and will lead to making the strokes of letters. Please have your student work on tracing at home to help build their hand-eye coordination, pencil grip, and control.

Let's write.

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





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

Let's learn shapes.

Trace the shapes.

circle

square

rectangle

triangle

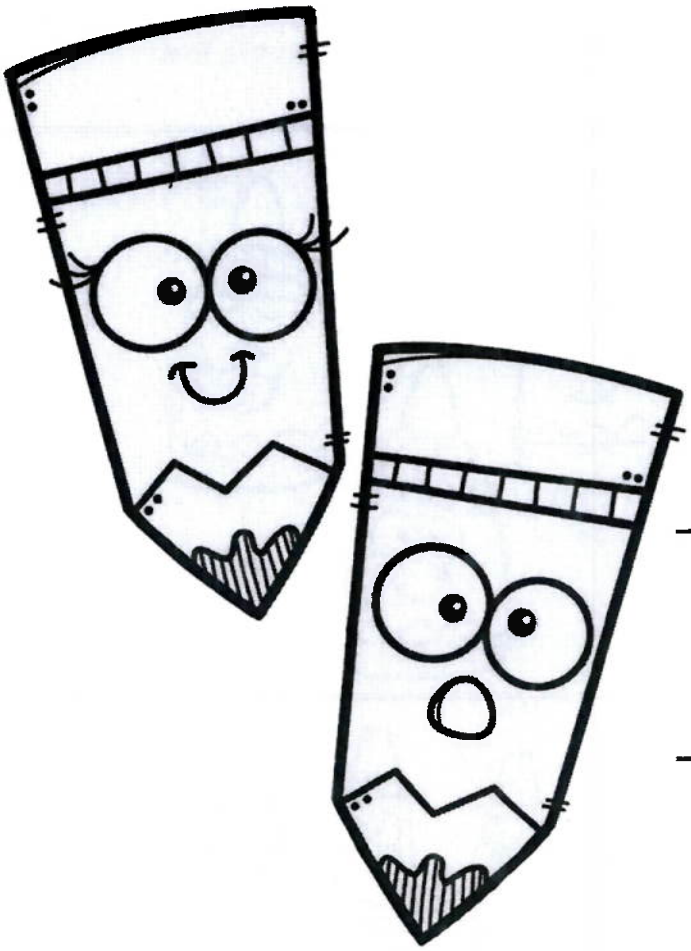
diamond
or rhombus

oval

star

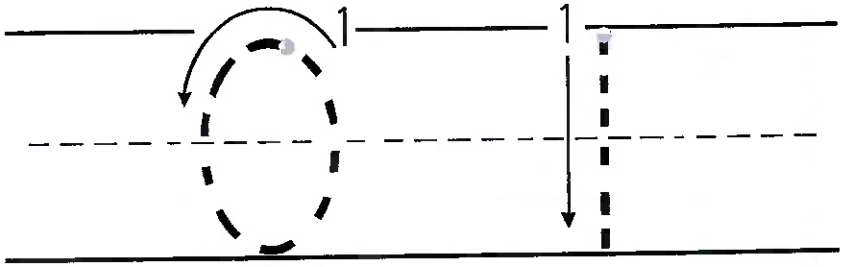
heart

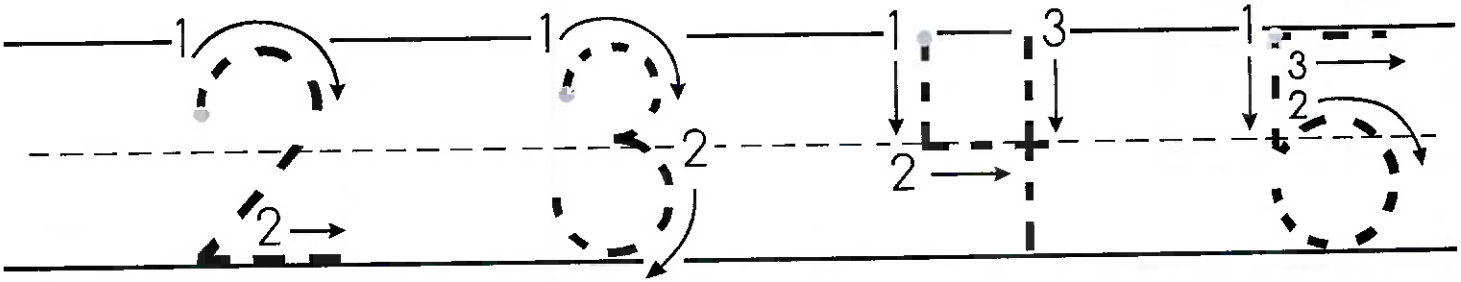
Proper number formation is a foundational writing skill that we focus on. The numbers 0-9 are used to make all other numbers, so it is important we make them correctly. Students should start at the gray dot and follow the strokes to form the number correctly. You can put this sheet in a sheet protector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

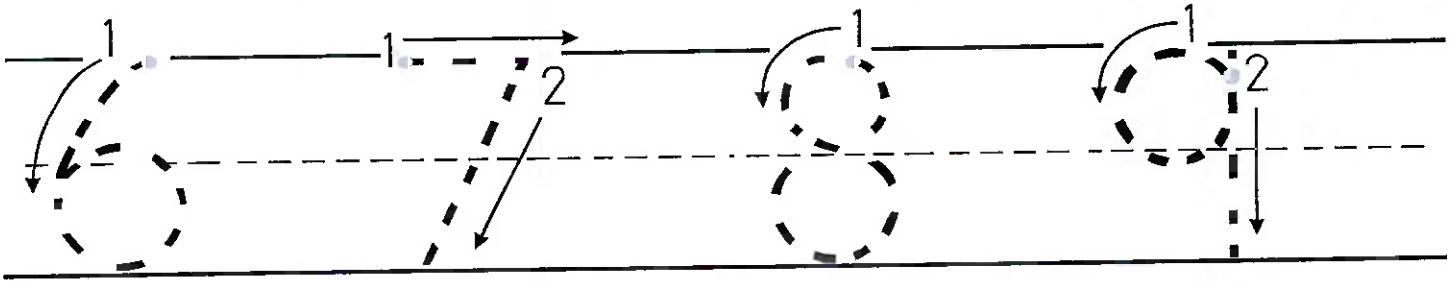


Let's write numbers.

Start at the dot and trace the numbers



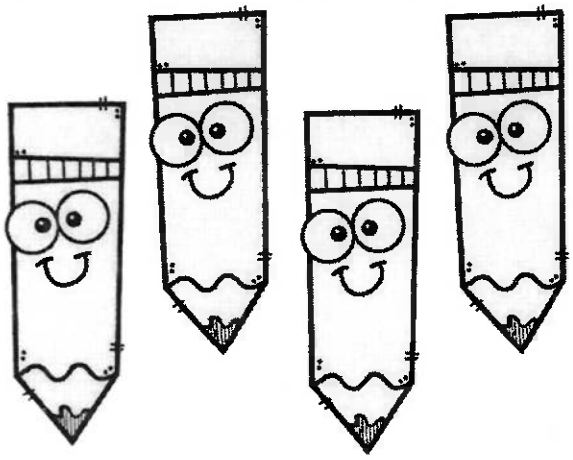


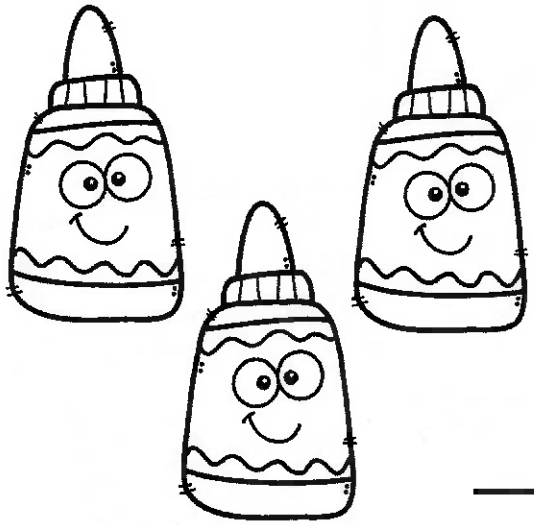


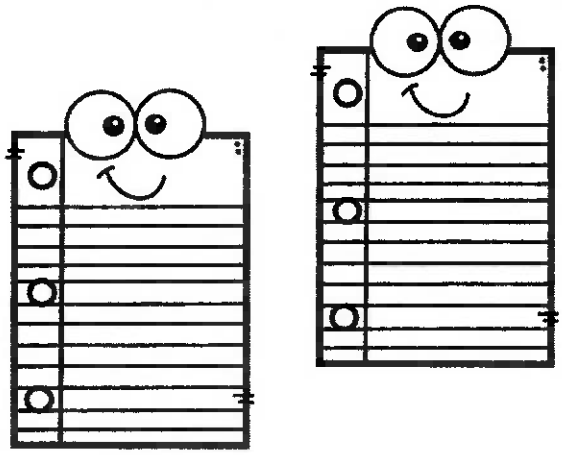
Number sense is something your students will work with their entire school career and so having a good foundation with numbers is important. This year we will work to count to 120 aloud, count objects to 20 and beyond, and add/subtraction numbers through 10. When we count, we will work on one-to-one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

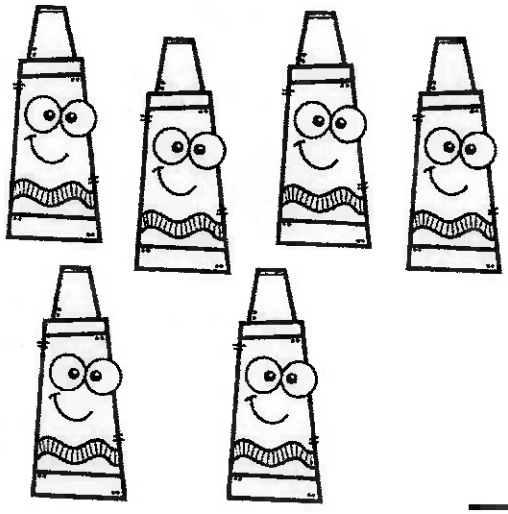
Let's count.

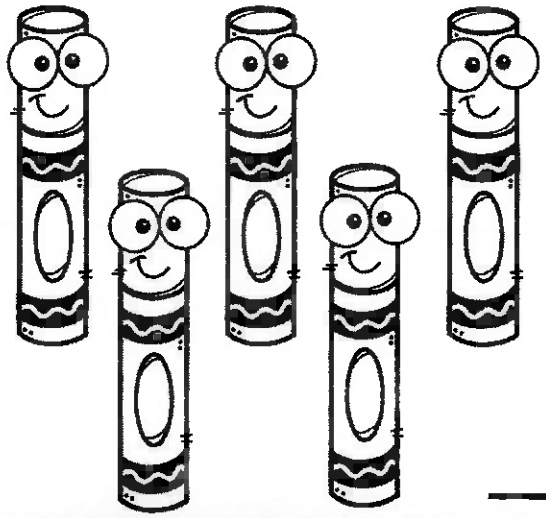
Count how many and write the number on the line.

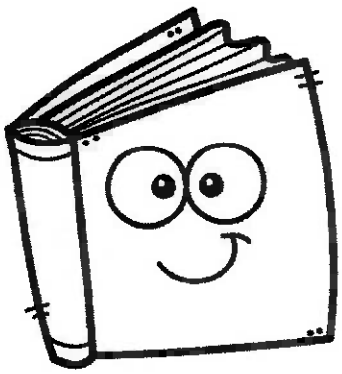






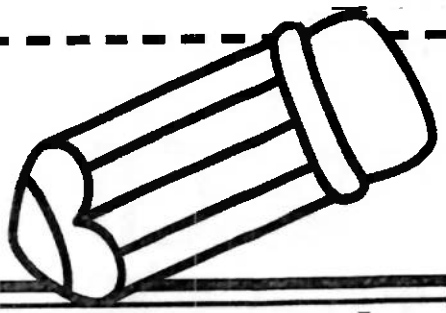


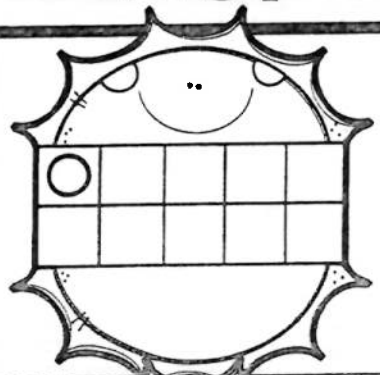


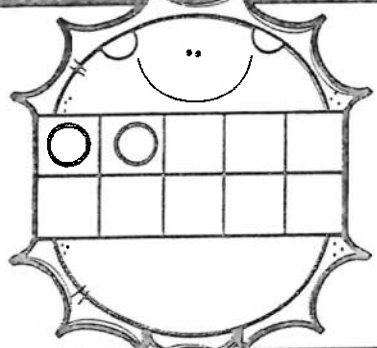


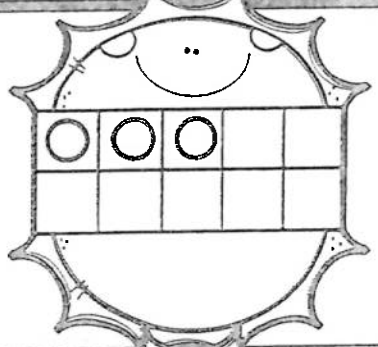
NAME _____

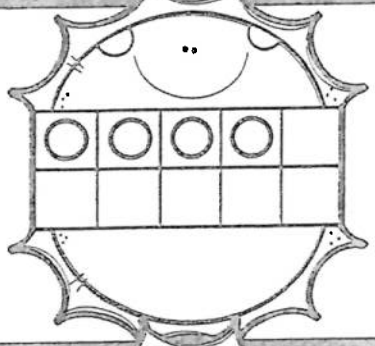
TRACING PRACTICE

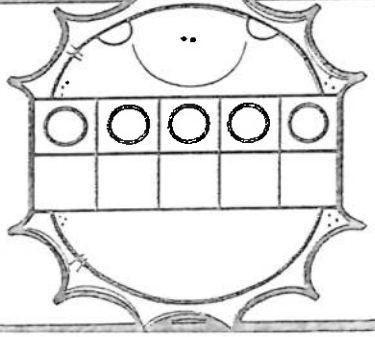








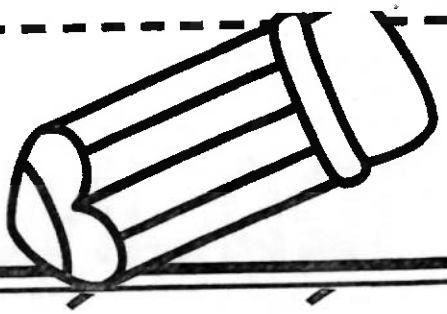


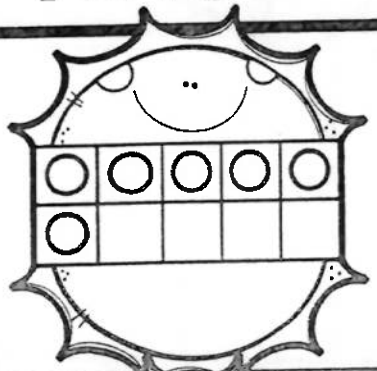


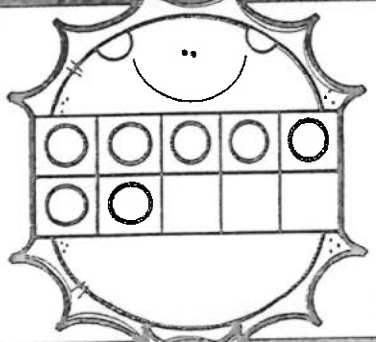
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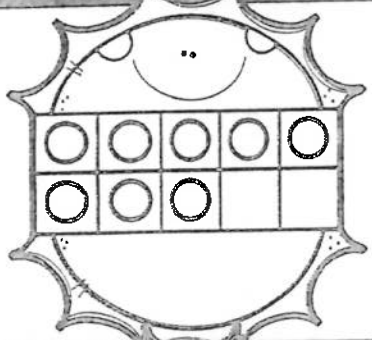
NAME _____

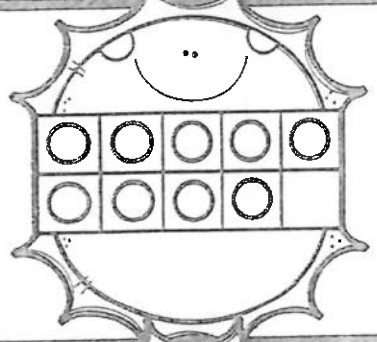
TRACING PRACTICE

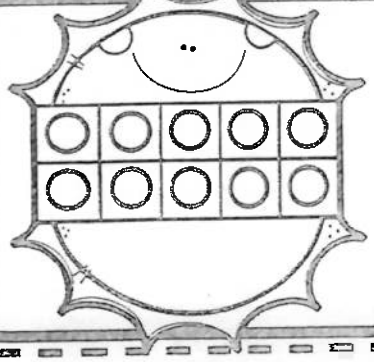












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NAME _____

ICE CREAM TRUCK Counting



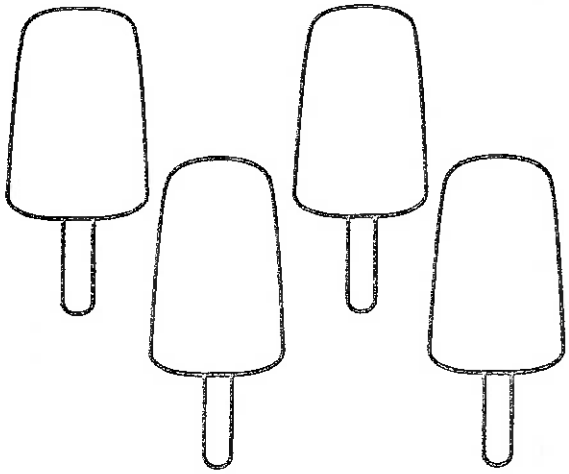
Directions: Count the objects. Circle the total.



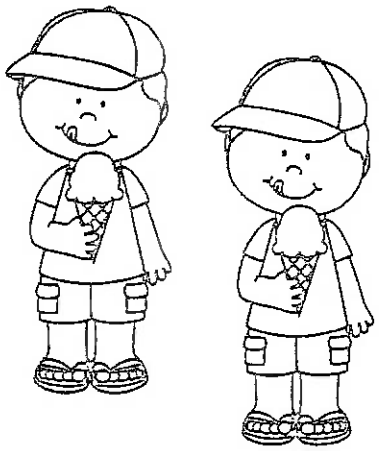
1 2 3



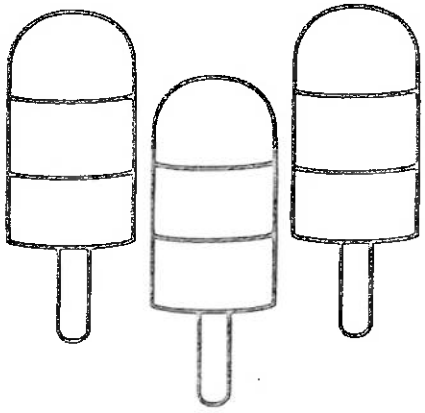
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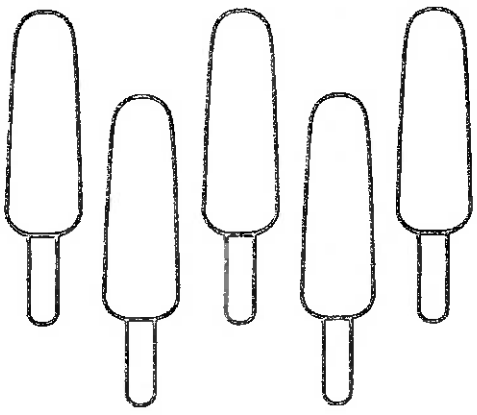
2 3 4



2 3 4



3 4 5

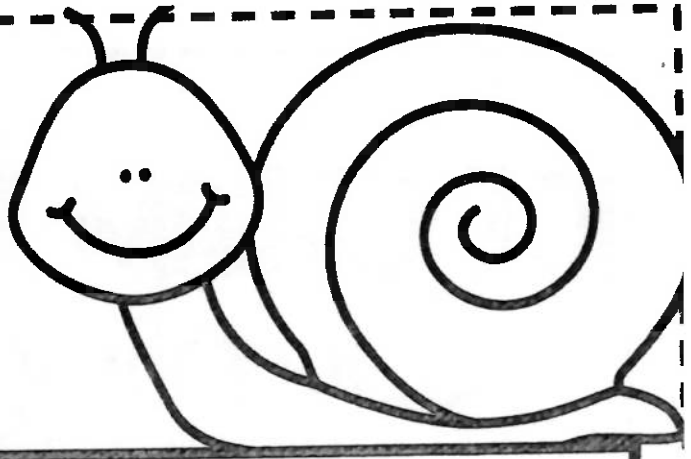


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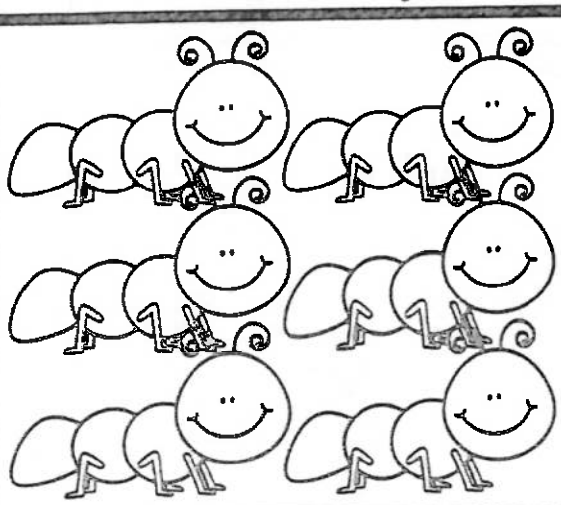
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NAME _____

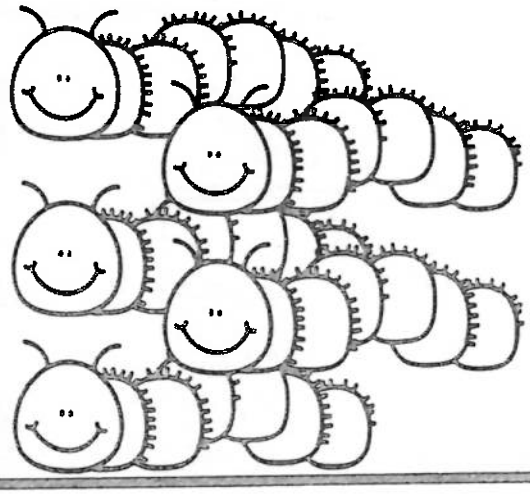
CREEPY CRAWLY Counting



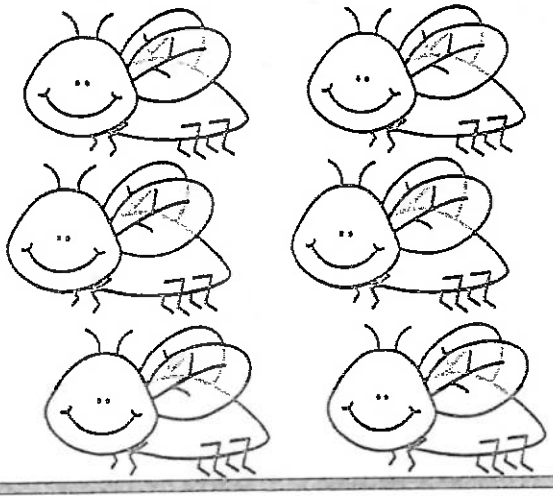
Directions: Count the objects. Circle the total.



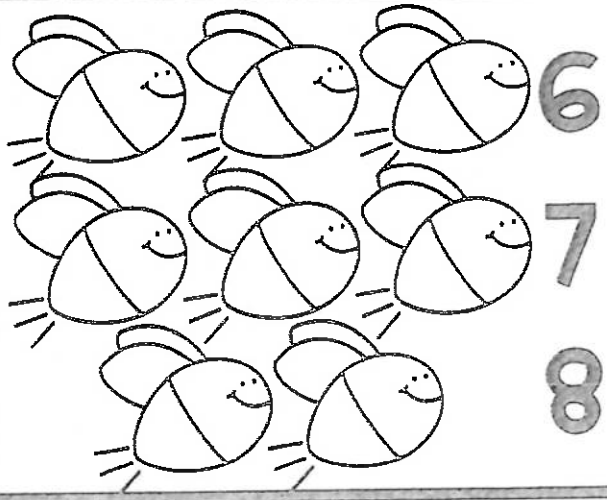
5 6 7



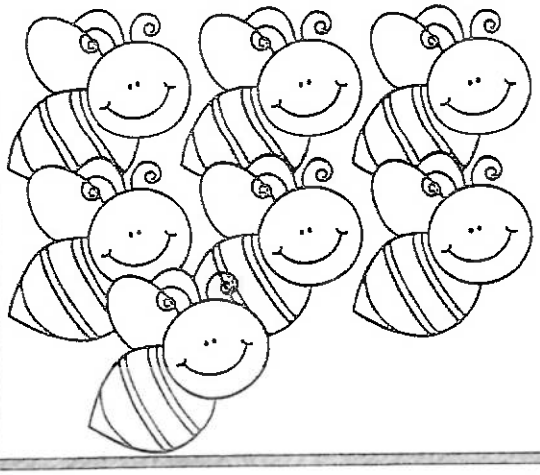
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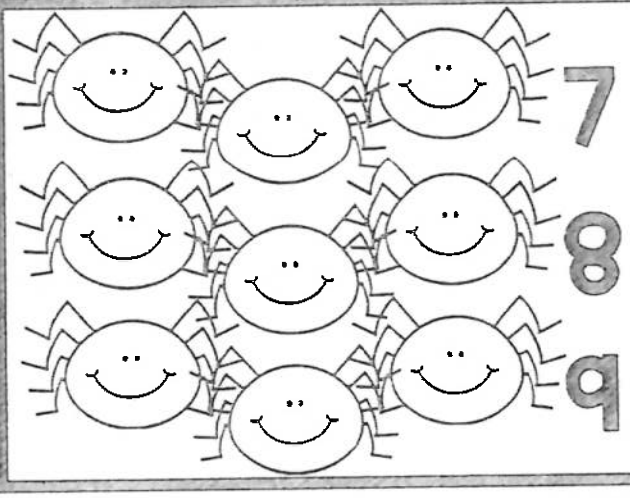
6 7 8



6 7 8



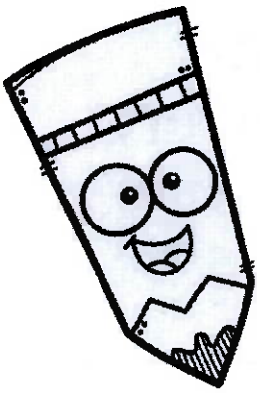
7 8 9



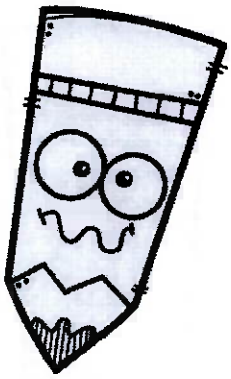
7 8 9

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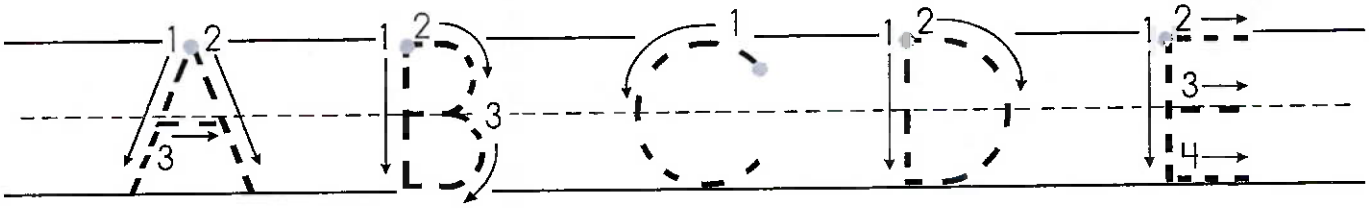
Proper letter formation is a foundational writing skill. Students should start at the gray dot and follow the strokes to form the letter correctly. As adults we may write in all capitals, but it's important that students are only using them when appropriate. You can put this sheet in a sheet protector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

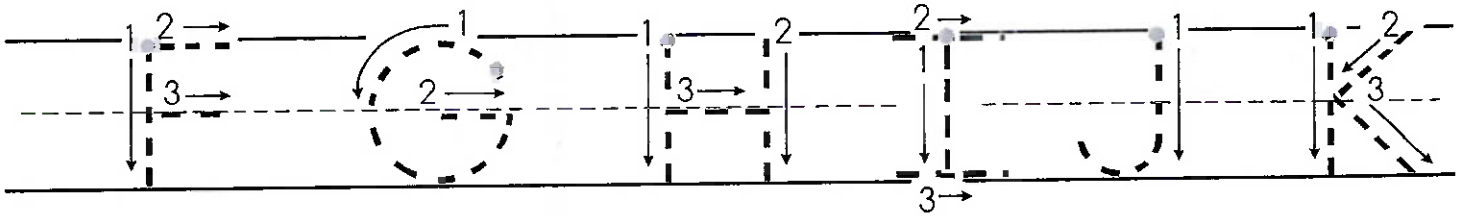


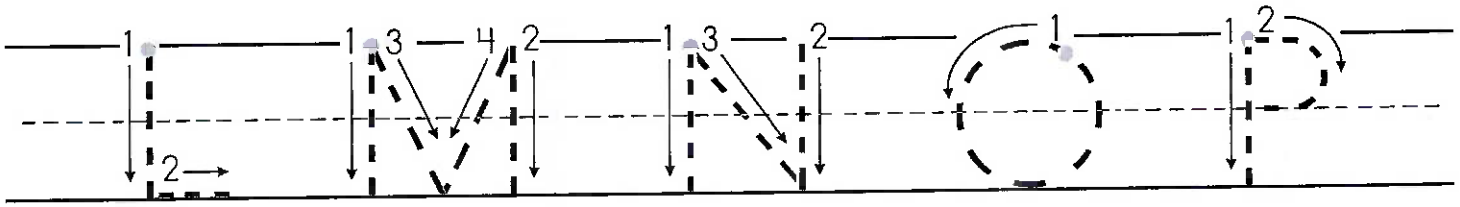
Let's write uppercase letters.

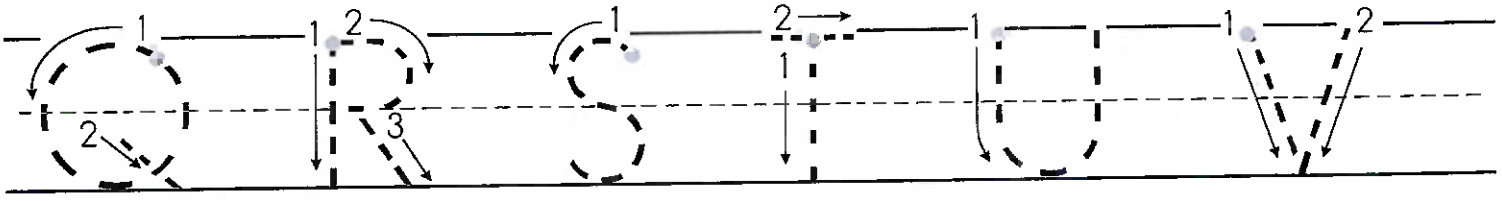


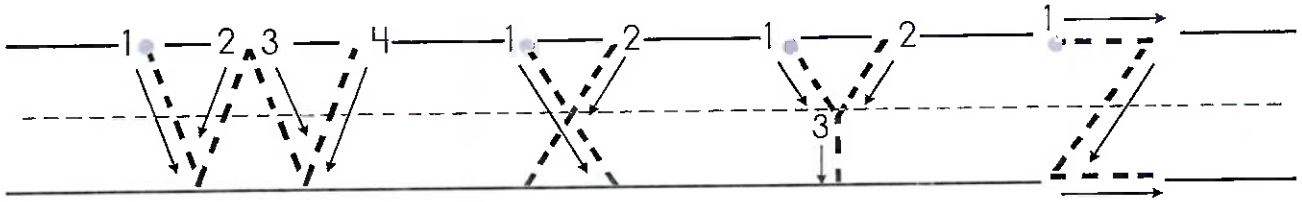
Start at the dot and trace the letters.



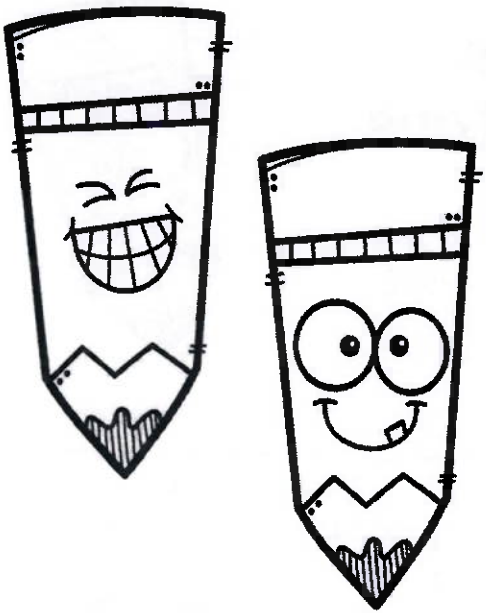






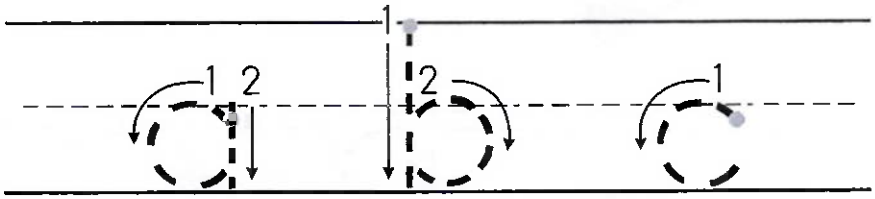


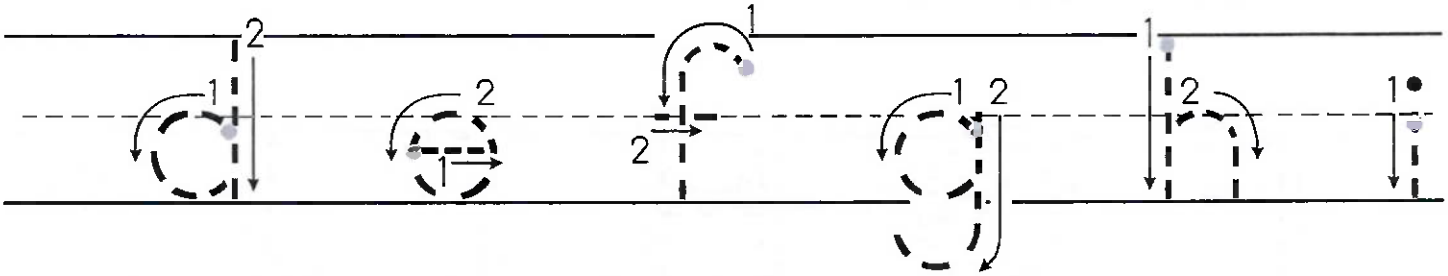
Proper letter formation is a foundational writing skill. Please help your student write the letters in this way. Students should start at the gray dot and follow the strokes to form the letter correctly. Note that most letters go from top to bottom. You can put this sheet in a sheet protector and practice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

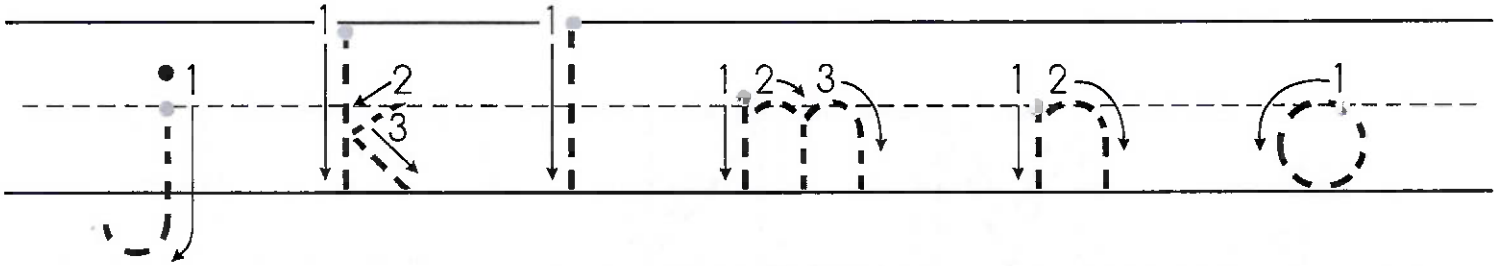


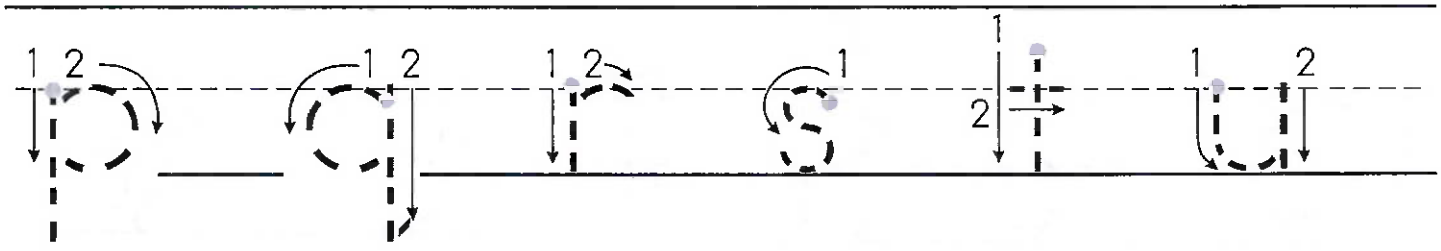
Let's write lowercase letters.

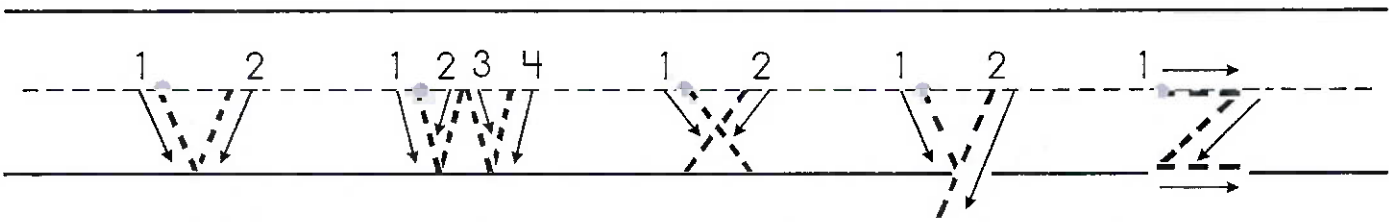
Start at the dot and trace the letters.





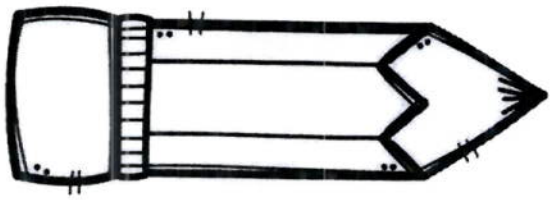






We will work a lot with our names. We will identify our name amongst our classmates, learn the letters and sounds in our names, and learn to write (or further practice writing) it. Proper letter formation and placement is important. Please only capitalize the first letter and refer to the alphabet pages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

Let's write our name.



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







Write your name here on your own.

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

Let's use scissors correctly.

We will only cut paper.

We will only use scissors when we are supposed to.

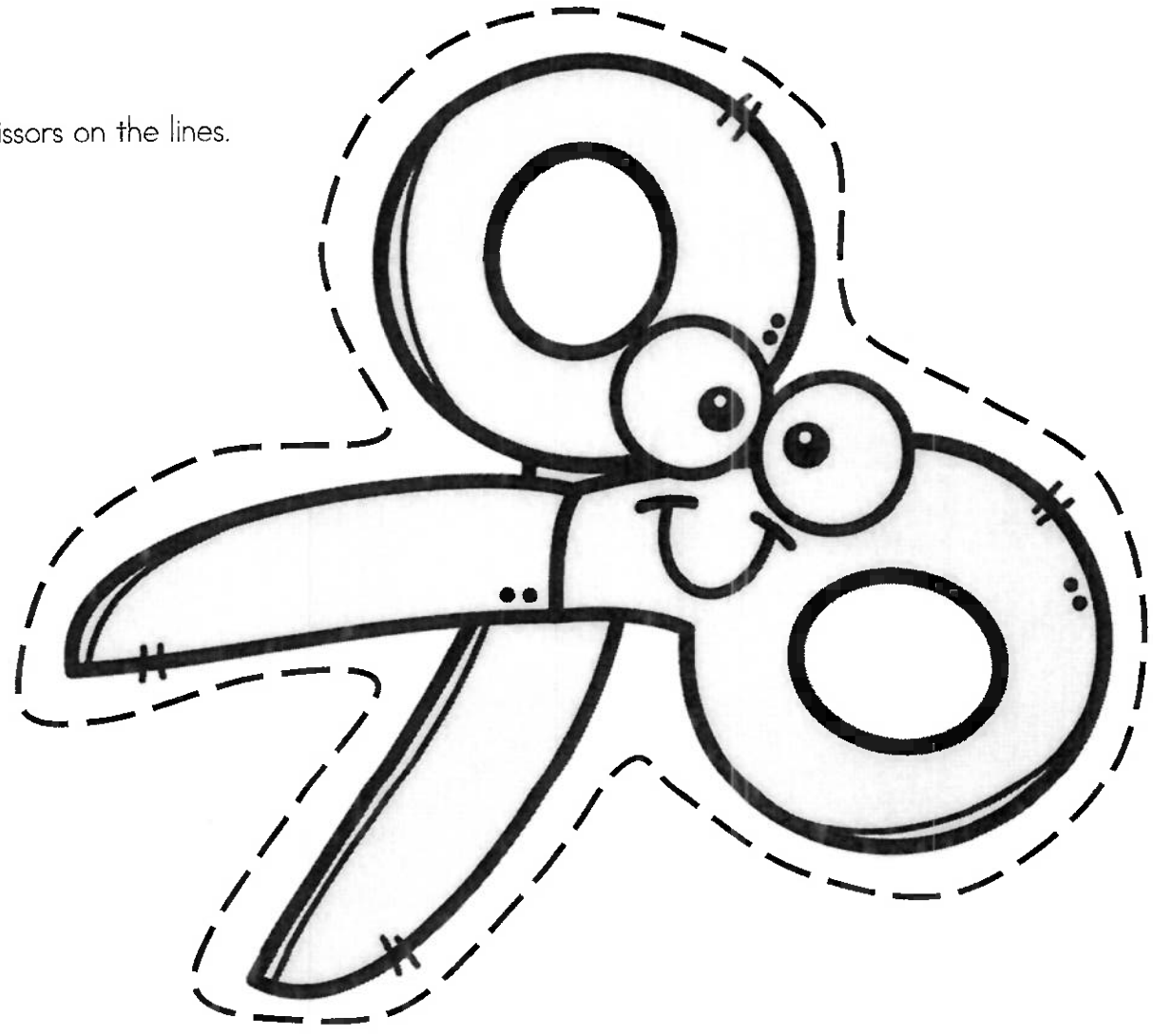
When we are cutting, scissors are always pointing out and not at yourself.

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

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

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

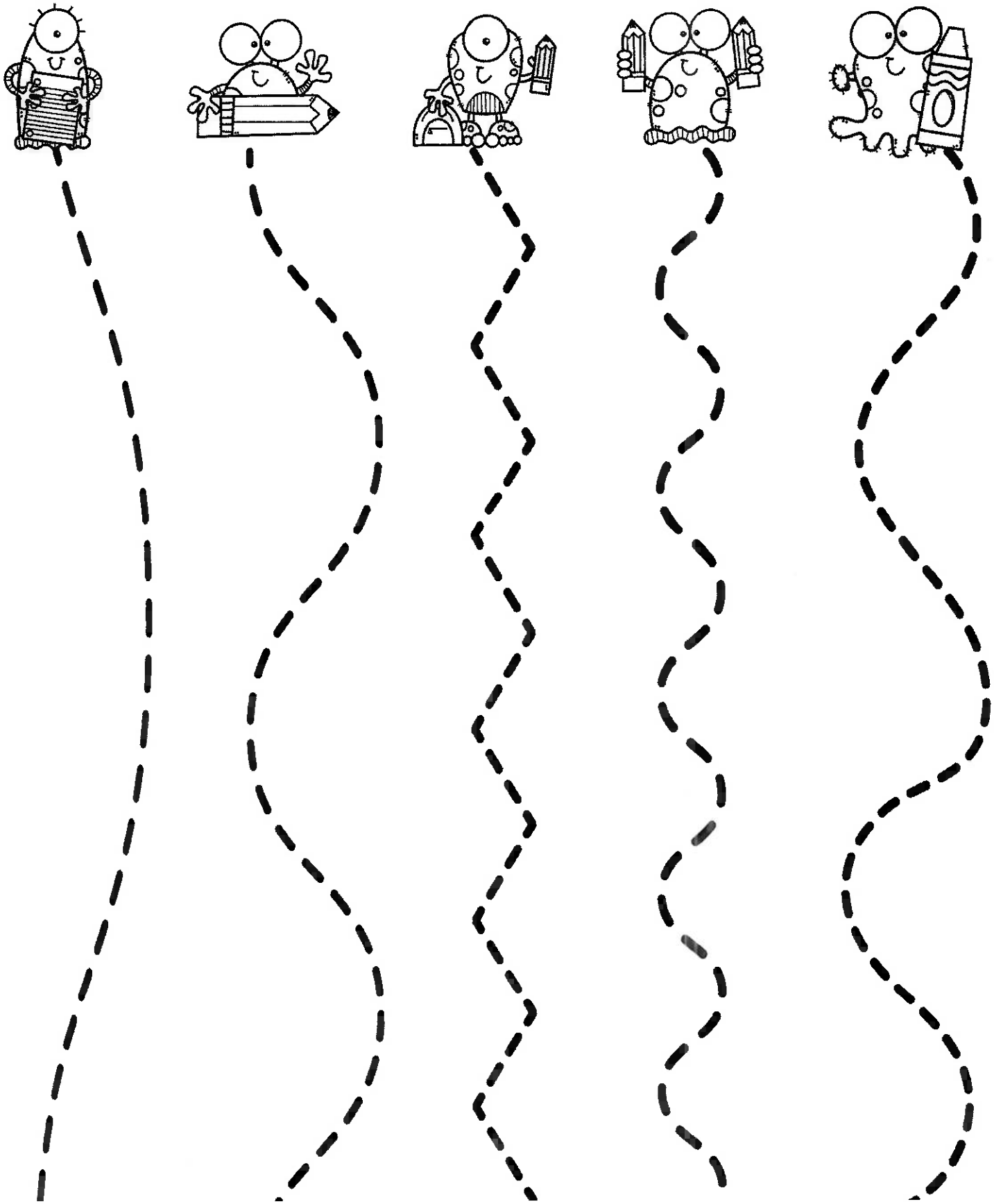
Cut out the scissors on the lines.

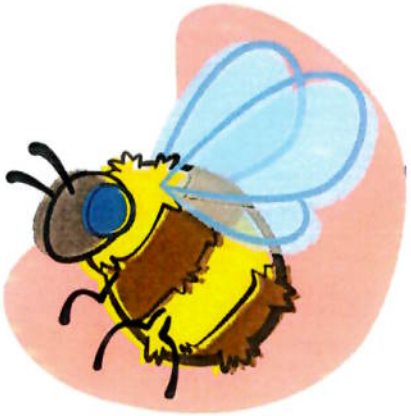


Scissor Skills are an important skill we will work on all year. Scissor skills build hand strength, which helps to develop very important muscles in a child's body. Please have your child work on scissor skills at home to help develop these fine motor skills.

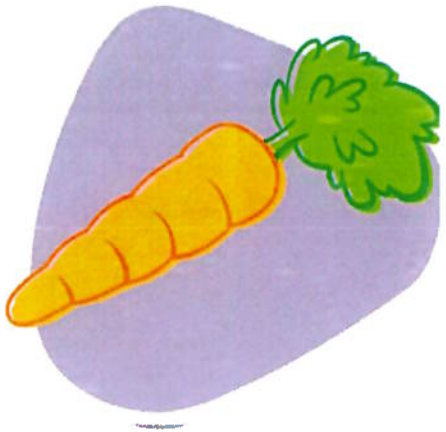
Let's cut.

Have your child cut the lines from bottom to top.

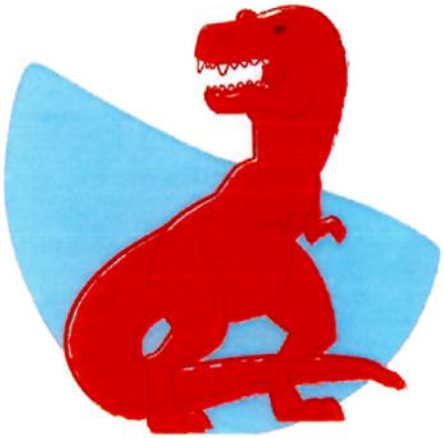




Bb



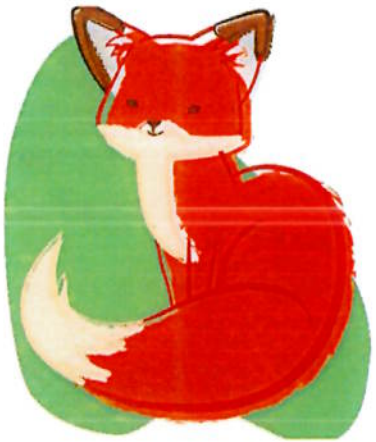
Cc



Dd



Ee



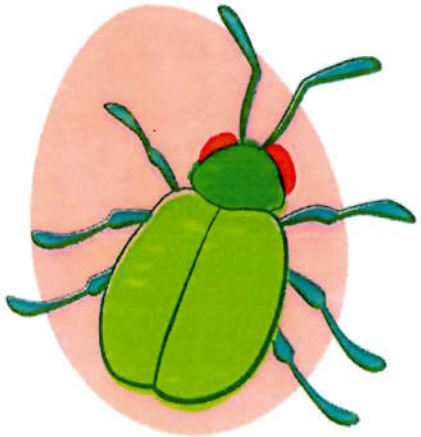
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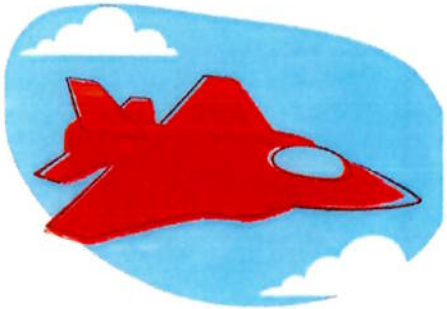
Gg



Hh



Ii



Jj



Kk



Ll



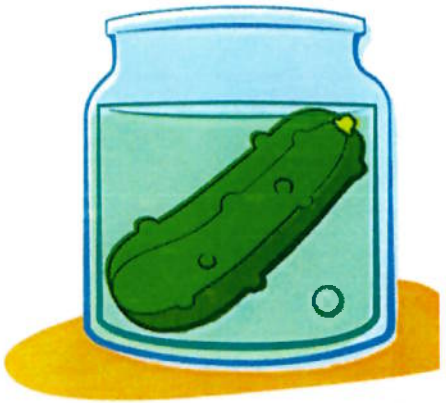
Mm



Nn



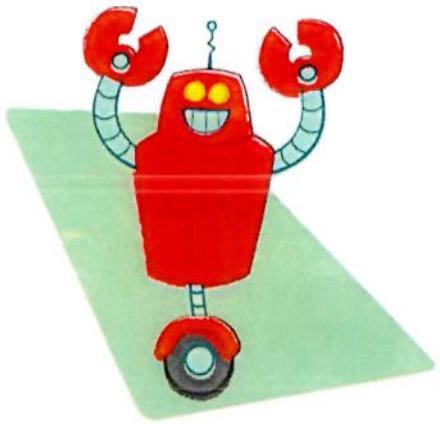
Oo



Pp



Qq



Rr



Ss



Tt

cup



Uu



Vv

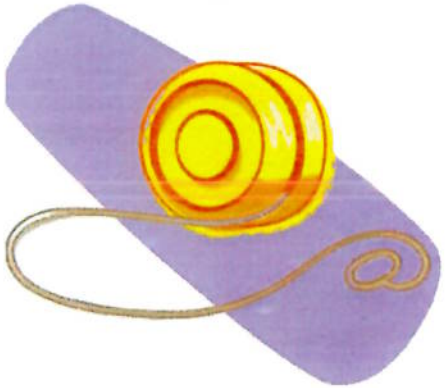


Ww

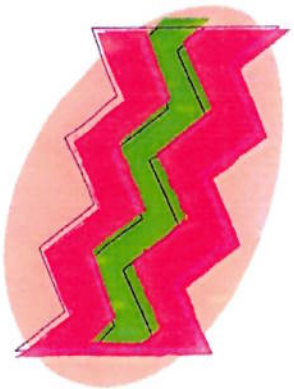
box



Xx



Yy

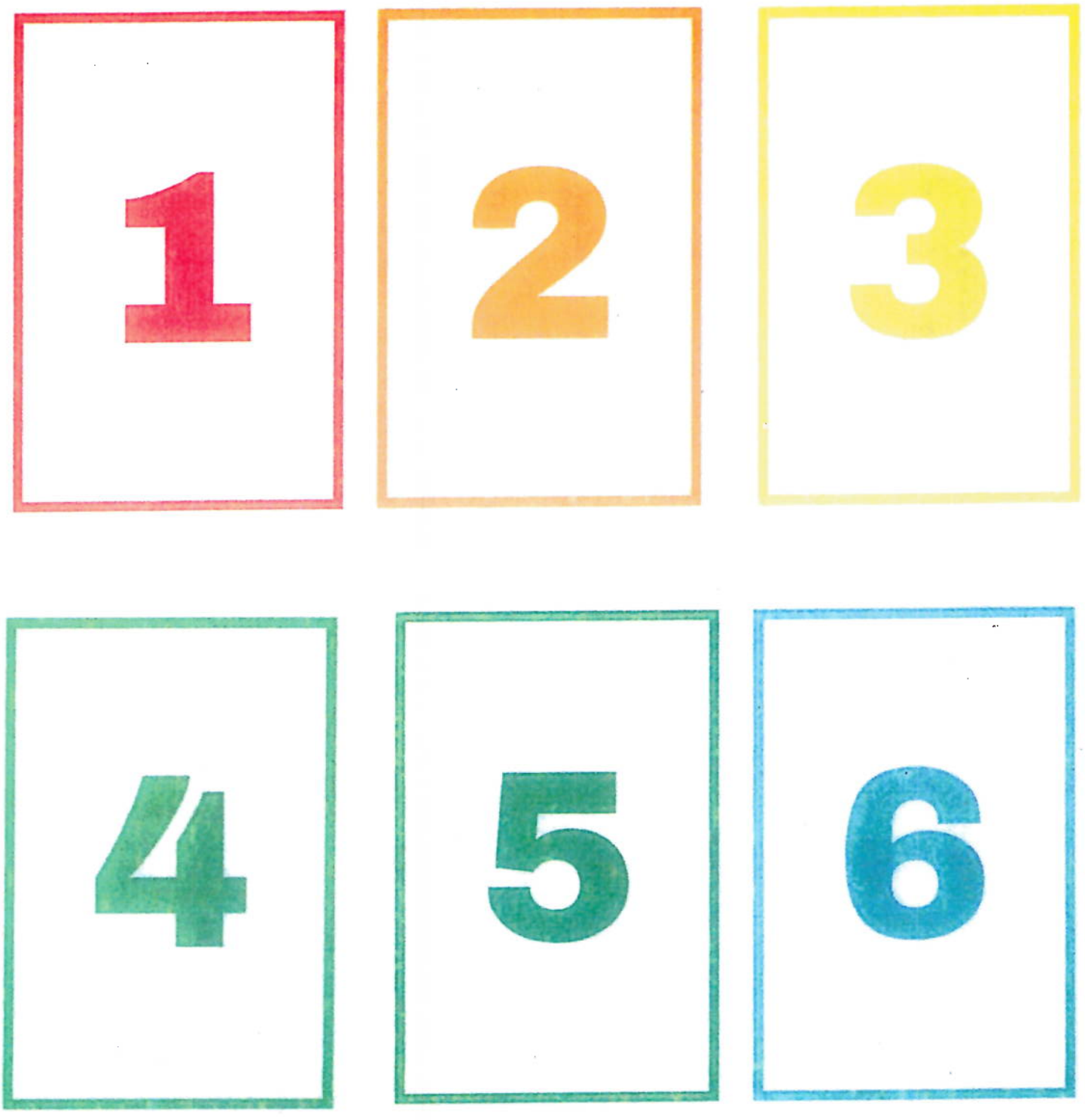


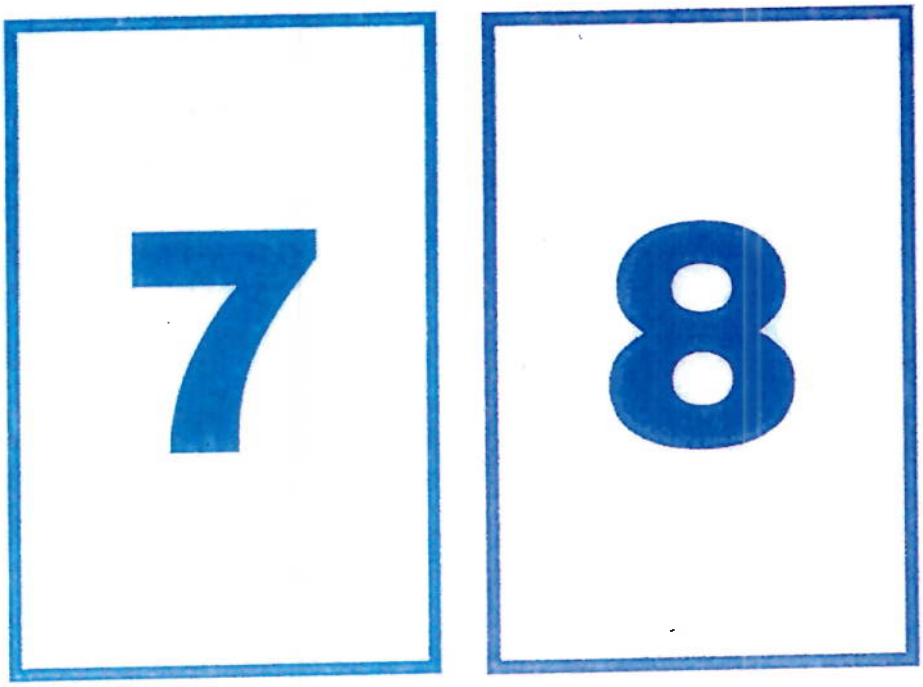
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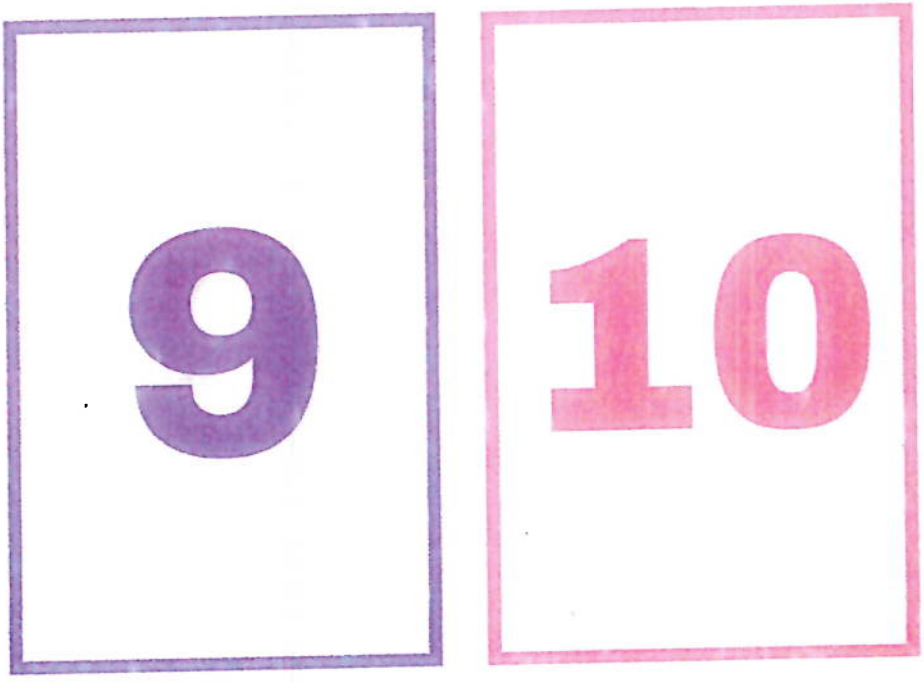


Aa

Number Flash Cards




7
8


9
10