



Pre-Kindergarten



Exceptional Children

PreK Learning

Calendars

**Ready for
Kindergarten**

Summer

Dear Family,




Thank you for sharing your child with us this year. In this packet there are activities for you to do with your child over the summer months. Sixteen days of activities are included as well as a Celebration of Learning Day! Please have fun with your child as you work together to complete these activities. At the end of the packet is a reading log for you to continue to keep track of the books your child reads this summer. Please feel free to share your completed activities and reading log with your child's Kindergarten teacher in August.



Enjoy and have a great summer!








Summer Learning 2025
Creative Curriculum: Getting Ready for Kindergarten Home Activities
Day 1-5




Focus Question: How is kindergarten like preschool? How is it different?




Day	Question of the Day	Movement	Small Group	Social Emotional	Read Aloud	Student Favorite Story Time
Day 1	<p><i>Which of these looks like a classroom?</i></p> 	<p>Play <i>Clap the Beat</i></p> <p>Line up a pencil, marker, scissors, paper, book.</p> <p>Create a rhythmic pattern by clapping each syllable as you name the item. (mark-er, pen-cil, scis-sors, pa-per, book)</p> <p>Repeat the clapping syllable rhythm together.</p> <p>Now repeat the pattern but jump or hop or stomp instead of clapping.</p>	<p>Play <i>What do you See?</i></p> <p>Place several small familiar objects on a tray and cover them with a cloth or paper. Remove the cloth and show the objects for a few seconds. Replace the cloth over the objects and ask your child to name as many of the objects as they can recall.</p>	<p>Topic: Summer Goals</p> <p>Talk to your child about the things they have learned to do over the past year (i.e ride a bike, zip his/ her jacket, whistle, tie shoes, etc.) Have your child think about things they want to learn to do now. Help them make a plan for how to learn a new skill.</p>	 <p>Scan the QR code for a story: Wemberly Worried By. Kevin Henkes Read Aloud (Read 1)</p> <p>Vocabulary: <i>worried, "go with the flow," especially, "make fun of," peeked, usual</i></p> <p>Questions: <i>What things worry Wemberly?</i> <i>Why do you think</i></p>	<p>Have your child select a story from your house and ask them to discuss the beginning, middle, and end.</p> <p style="text-align: center;">OR</p>  <p>Scan the QR code for a story: The Kissing Hands - Story for kids</p>

					<p><i>she worries about those things? What helped Wemberly's worries about school go away?</i></p>	
<p>Day 2</p>	<p><i>Which of these is one of our classroom rules?</i></p> <p>Keep and Hands Feet to Myself</p> <p>Leave the toys on the floor when you're finished</p> <p>Wear your coat inside all day.</p>	<p><i>Play 1, 2, 3, What Do I See?</i></p> <p>Have children collect several items in their house and put them in a bag. Your child will grab an object from the bag and say I see a ball and the beginning sound.</p>	<p>Have the child use plates, forks, spoons, napkins, and cups to set the table for meal time. Support your child in setting the table correctly using the words beside, above, on top of and next as you are doing this task.</p>	<p>Topic: Summer Goals</p> <p>Revisit the goal that you and your child talked about yesterday. Write down or draw the different steps to take to reach the goal. Have your child help generate ideas. Ask about how long it will take to reach the goal. You may use a calendar to map out what steps you are going to take each day.</p>	 <p>Scan the QR code for a story: Get Set! Swim! Read Aloud (Read 1)</p> <p>Vocabulary: <i>rival, community center, stilts, dreamy, waggled, thundering, triumphantly, frothy</i></p> <p>Questions: <i>I wonder how it makes Jessenia feel to hear how Puerto Rico is better than where she lives now. Why do you think she gets tired of</i></p>	<p>Have your child select a story from your house and ask them to discuss their favorite character.</p> <p>OR</p>  <p>Scan the QR code for a story: Countdown to Kindergarten - First Day of School Books Read Aloud for Kids</p>

					<p><i>hearing her mother talk about it?</i></p> <p><i>Why do you think Jessenia starts to think about her mother's words during each race?</i></p> <p><i>Jessenia wants to make her mother proud. I wonder if that's why she thinks about her mother so much during the race.</i></p>	
Day 3	<p><i>How many syllables are in the word kindergarten?</i></p> <p>(Answer: 4 kin-der-gar-ten)</p>	<p>Play Busy Bees</p> <p>Tell your child they are going to pretend their house is a beehive. Ask them to buzz like a bee around the house. Ask them some questions such as: Can you something shorter than you; smaller than your hand; something the same color as grass; something with a pattern;</p>	<p>Outdoor Scavenger Hunt</p> <p>Go outside and collect items such as rocks, flowers, leaves, branches, etc. Talk with your child about the similarities and differences. (smooth, rough, shape of the objects)</p>	<p>Topic: Look at Me Grow</p> <p>Show your child pictures from when he/she was a baby and toddler. Talk about things your child can do now that he/she couldn't do before. Praise your child for things they have done and attempts they have made. Talk about feeling proud. Let your child know to be</p>	 <p>Scan the QR code for a story: Wemberly Worried By. Kevin Henkes Read Aloud (Read 2)</p> <p>Vocabulary: <i>worried, "go with the flow," especially, "make</i></p>	<p>Have your child select a story from your house and ask them to discuss where the story takes place(s).</p> <p>OR</p>  <p>Scan the QR code for a story:</p>

		something made of wood; something that is rough, and something that is soft.		proud of him/herself. Measure your child's height/weight and write it down to compare at the end of summer or next year.	<p><i>fun of," peeked, usual</i></p> <p>Questions:</p> <p><i>Wemberly just keeps worrying about everything. How do you think that makes her parents and grandmother feel?</i></p> <p><i>Why do you think Wemberly tells Mrs. Peachum not to worry at the end of the story?</i></p> <p><i>How are Jewel and Wemberly alike? How does that help them become friends?</i></p>	 THE RAINBOW FISH by Marcus Pfister
Day 4	<p><i>Which of these is different?</i></p>  <p>©2019</p>	Scan the QR code for a great rhyming, moving activity with Jack Hartmann	Have your child talk about items that are found in their classroom. (glue, markers, tables, wooden blocks, sand table, etc.) Now talk about what their school looked like while you were at home. Talk with	<p>Topic: Feelings</p> <p>Book: Scan the QR code for the story Noni is Nervous by Heather Hartt - Sussman</p>	 <p>Scan the QR code for a story: Get Set! Swim! Read Aloud (Read 2)</p>	<p>Have your child select a story from your house and ask them to make up a different ending.</p> <p>OR</p>




		 <p><u>Exercise, Rhyme and Freeze by Jack Hartmann</u></p>	<p>your child about the similarities and differences.</p>	 <p>Talk to your child about how Noni felt nervous about going to school. Talk to your child about your own childhood memories and feelings when starting Kindergarten. Share pictures if you have them. Talk about some of the feelings you may have had. Ask your child to talk about his/her feelings about going to Kindergarten</p>	<p>Vocabulary: <i>rival, community center, stilts, dreamy, waggled, thundering, triumphantly, frothy</i></p> <p>Questions: <i>Jessenia's coach wants the girls to race well. What does he do to help them get ready?</i></p> <p><i>The other girls on Jessenia's swim team seem nervous, too. How do you think it makes them feel to hear Jessenia cheering for them when they swim?</i></p> <p><i>What do you think the other girls in Jessenia's race are thinking? I wonder if they are just as nervous as Jessenia.</i></p>	 <p>Scan the QR code for a story: <u>MOM. It's My First Day of Kindergarten! Stories for Kids!</u></p>
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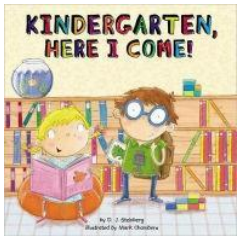

<p>Day 5</p>	<p><i>How are these the same?</i></p> 	<p>Play <i>I Spy With My Little Eye</i></p> <p>Have your child look around their house with pretend binoculars and choose objects and say, “I spy with my little eye something that is soft, fluffy and I can lay my head on it. What is my object?” Parent guesses the object. Switch roles and continue to play.</p>	<p>Put an ice cube in a paper towel on the table and ask your child the following questions:</p> <p>What can you tell me about this ice cube?</p> <p>Do you know what it feels like without even touching it?</p> <p>What will happen if we leave this ice cube on the table?</p> <p>What will happen if we put it back in the freezer?</p>	<p>Topic: Solving Problems</p> <p>Talk about a problem you may have had when you were your child’s age. Discuss how it made you feel. Ask your child if he/she has ever felt that way or had a similar problem. Have your child help think of ways you could solve the problem. Let your child know what you did to solve the problem and how things worked out.</p>	 <p>Scan the QR code for a story: Wemberly Worried By. Kevin Henkes Read Aloud (Read 3)</p> <p>Vocabulary: <i>worried, “go with the flow,” especially, “make fun of,” peeked, usual</i></p> <p>Questions: <i>Do you think that Wemberly will continue to worry about everything? Why or why not?</i></p> <p><i>Wemberly goes from being very worried about school to being less worried about school. What do you think she learned about</i></p>	<p>Tell your child your favorite story. Ask them to tell you their favorite part.</p> <p>OR</p>  <p>Scan the QR code for a story: Best Best Friends by Margaret Chodos-Irvine</p>
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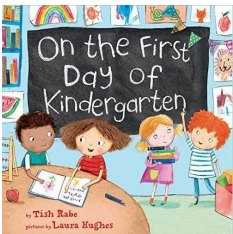
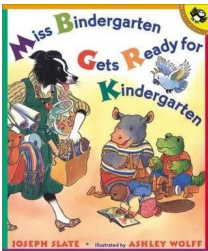



					<i>school and herself that makes her feel better?"</i>	
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Summer Learning 2022
Creative Curriculum: Getting Ready for Kindergarten Home Activities
Day 6-10





Focus Question: *How do we feel about going to Kindergarten?*






Day	Question of the Day	Movement	Small Group	Social Emotional	Read Aloud	Student's Favorite Storytime
Day 6	<i>How do you feel today?</i>	<p>Play Leaping Sounds</p> <p>Explain that you are going to say some letter sounds but when the child hears a certain sound he/she will need to hop on one foot or spin around or shout Hurrah! Repeat for several letter sounds.</p> <p>ie. When I say the sound /s/ spin around.</p> <p>When I say the /t/ sound hop on one foot.</p>	<p>Character's Feelings</p>  <p>Scan the QR code to watch the story When Sophie Gets Angry Really, Really Angry</p> <p>Have your child write, draw or talk about the different feelings they see in the book.</p> <p>Have your child share with you a</p>	<p>Topic: How to be a Leader at Home</p> <p>Discuss with your child how they can be a leader at home. Examples may include helping out around the house, listening and following house rules, and sharing or taking turns with family members.</p>	 <p>Scan the QR code for a story Get Set! Swim! Read Aloud (Read 3)</p> <p>Vocabulary: <i>rival, community center, stilts, dreamy, waggled, thundering, triumphantly, frothy</i></p> <p>Questions: <i>Jessenia did really</i></p>	<p>Have your child select a story from your house and ask them to discuss the beginning, middle, and end.</p> <p style="text-align: center;">OR</p>  <p>Scan the QR code for a story: I Am Too Absolutely Small For School by Lauren Child -</p>

		When I say the /m/ sound do two jumping jacks.	time when they felt this emotion.		<p><i>well when she thought about her mother during the race. I wonder what Jessenia will think about the next time she races.</i></p> <p><i>Jessenia's team didn't win all of their races, but they still swam very well. Do you think they'll feel as nervous the next time they race against this team?</i></p> <p><i>What do you think Jessenia will think about each time she wears the earrings her mother gave her?</i></p>	Read Aloud
Day 7	<p>Which book would you like to read?</p> 	<p>Play <i>The Wave</i></p> <p>Invite varied and creative movements and sounds as your child goes on a pretend water adventure.</p> <p>Say “<i>Let’s pretend we are in the</i></p>	<p>Play <i>Where’s the stone?</i></p> <p>Toss the stone into a bucket or basket and have your child talk about where the stone landed. (next to, inside or behind the bucket/basket)</p>	<p>Topic: How to be a Leader at Home: Helping at Home</p> <p>Let your child help load the dishwasher or wash and dry the dishes. Discuss how helping is a way to be a leader</p>	 <p>Scan the QR code for a story "I Am Too Absolutely Small</p>	<p>Have your child select a story from your house and ask them to discuss their favorite character.</p> <p>OR</p>

	 	<p><i>water. Can you hear the sound? Can you feel the gentle waves move your body?"</i> Have the child sway their body.</p> <p>Continue the story and have the child adapt body movements as you say <i>gentle, strong, crashing waves</i> and then <i>swimming</i> back to shore.</p>		at home.	<p>For School by Lauren Child Purse"  (Read 1)</p> <p>Vocabulary: <i>considerate, fiercely, demonstrated, lurch, sampled, semicircle, permitted, disturb</i></p> <p>Questions: <i>What did Mr. Slinger wear around his neck?</i></p> <p><i>What did Lilly put in Mr. Slinger's book bag?</i></p> <p><i>What did Lilly do when Mr. Slinger asked her to wait before sharing hre purse?</i></p>	 <p>Scan the QR code for a story: Glad Monster Sad Monster</p>
Day 8	<i>Have you ever felt nervous?</i>	<p>Play Say It, Show It</p> <p>Chant, and snap, tap, or clap the beat. <i>Appy, tappy, tappy, tappy, Appy, tappy, too.</i></p>	<p>Describe It</p> <p>Have your child describe the following: What it sounds like when it rains. (pounding) What it sounds</p>	<p>Topic: How to be a Leader at Home: Helping at Home</p> <p>Let your child clean up their room or another area of your home. Discuss</p>	 <p>Scan the QR code for a story</p>	<p>Have your child select a story from your house and ask them to discuss where the story takes place(s).</p> <p>OR</p>

		<p><i>Appy, tappy, tappy, I'll show my number to you!</i></p> <p>Hold up a number (using fingers or number card).</p> <p>Ask child to say the number.</p> <p>Have them perform a motion demonstrating the knowledge of the quantity of the given number.</p> <p>ie. for the number 4-child hops 4 times; for the number 9-child does 9-jumping jacks</p>	<p>like during a thunderstorm. How they feel when it snows. How they feel when they are outside with a big gust of wind, etc...</p>	<p>how helping is being a leader at home.</p>	<p>The Upside Down Boy (Read 1)</p> <p>Vocabulary: <i>Juniper, slams, spelling medal, symphony, phonograph, tumble, music conductor, harmonica, Open House Day, choir</i></p> <p>Questions <i>Juanito doesn't really have friends at school. I wonder how Juanito feels when Mrs. Sampson asks him to sing in front of the class.</i></p> <p><i>Why do you think Juanito felt upside down when he first moved to his new town and his new school? What do you think he meant by that?</i></p> <p><i>How do you think Juanito feels at the end of the story when he is leading his choir at school?</i></p>	 <p>Scan the QR code for a story: The Way I Feel</p>
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<p>Day 9</p>	<p><i>What comes next in the pattern?</i></p> 	<p>Play Let's Pretend</p> <p>Ask child to imitate different kinds of animals. He/she can mimic how an elephant would walk, or how a seal would balance a ball.</p> <p>Suggest he/she tries being a frisky kitten, tiny hamster, playful puppy, or other animal.</p>	<p>Play Action Patterns</p> <p>Show your child an example of an action pattern. (clap, stomp, clap, stomp) Have your child follow the pattern. Make up another pattern. (hop, clap, stomp, hop, clap, stomp) Have your child follow the pattern.</p> <p>Have your child make up an action pattern and then you will follow the pattern.</p>	<p>Topic: How to be a Leader at Home: Following Directions</p> <p>Allow your child to practice following rules and taking turns by playing a simple board or card game. Discuss rules, taking turns, and following directions. Discuss how following rules is a way to be a leader at home.</p>	 <p>Scan the QR code for a story "Lilly's Purple Plastic Purse"  (Read 2)</p> <p>Vocabulary: <i>considerate, fiercely, demonstrated, lurch, sampled, semicircle, permitted, disturb</i></p> <p>Questions: <i>What do you like about school?</i></p> <p><i>Have you ever gotten upset at school? Tell me about it?</i></p>	<p>Have your child select a story from your house and ask them to make up a different ending.</p> <p>OR</p>  <p>Scan the QR code for a story: The Book of Mistakes by Corinna Luyken</p>
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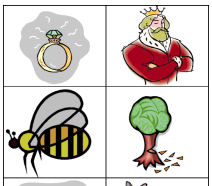


<p>Day 10</p>	<p>Which of these children look excited?</p>   	<p>Play <i>My Body Jumps</i></p> <p>Sing to the tune of “My Bonnie Lies Over the Ocean.”</p> <p>Invite child to perform the movements as he/she sings</p> <p><i>My body (jumps) over the ocean. My body (jumps) over the sea. (My body) jumps over the ocean. Come (jump) over water with me.</i></p> <p>Replace (jumps) with a variety of action words (slithers, wiggles, crawls, skips)</p>	<p>Storyboard</p> <p>Have your child draw three pictures to create a story. Let your child tell you their story. You can support your child by asking questions to add more details to their story.</p>	<p>Topic: How to be a Leader at Home: Following Directions</p> <p>Allow your child to practice following rules and taking turns by playing a simple game, such as Red Light Green Light or Simon Says. Discuss the importance of following Directions, and how following rules is being a leader at home.</p>	 <p>Scan the QR code for a story The Upside Down Boy (Read 2)</p> <p>Vocabulary: <i>Juniper, slams, spelling medal, symphony, phonograph, tumble, music conductor, harmonica, Open House Day, choir</i></p> <p>Questions <i>How do you think Juanito’s parents feel when he is unhappy at school? How do they feel at the end of the story?</i></p> <p><i>I wonder why Mrs. Sampson wanted Juanito to sing in front of the class. What do you think Mrs. Sampson</i></p>	<p>Tell your child your favorite story. Ask them to tell you their favorite part.</p> <p>OR</p>  <p>Scan the QR code for a story: E.E. Cummings - I Carry Your Heart With Me (I Carry It In My Heart)</p>
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					<p><i>was trying to do for Juanito?</i></p> <p><i>Why do you think the other children didn't talk to Juanito when he first joined the school? What changed by the end of the story?</i></p>	
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Summer Learning 2022
Creative Curriculum: Getting Ready for Kindergarten Home Activities
Day 11-15



Focus Question: How do we make and keep friends in kindergarten?





Day	Question of the Day	Movement	Small Group	Social Emotional	Read Aloud	Student's Favorite Storytime
Day 11	<i>What was your favorite day of Pre-Kindergarten?</i>	<p>Play <i>Riddle Dee Dee</i></p> <p>Chant the following rhyme, and keep the beat.</p> <p><i>Riddle dee dee, Riddle dee dee. Can you (jump) this number for me? Show a number on your fingers.</i></p> <p>Change out movement (hop, turn, spin, etc.). Complete for a few numbers.</p>	<p>Create a Book Together</p> <p>Fold a piece of paper/several sheets in half to create a book. Have your child use a pencil, crayons, markers, or colored pencils for their book.</p> <p>Have your child share their book with you asking questions to add additional details to their story.</p>	<p>Topic: Summer Goals</p> <p>Remind your child of the goal he/she set a couple of weeks ago. Pull out the calendar or steps you developed to break down steps to reach the goal. Did you follow the plan? Praise your child's efforts to follow the plan. If you have not been able to follow the plan, acknowledge that sometimes we need to change our plans to meet our goals. Help your child make changes if</p>	 <p>Scan the QR code for a story "What If ... ?" by Anthony Browne (Read 1)</p> <p>Vocabulary: <i>darkening, imagination, wonder</i></p> <p>Questions: <i>What were some of the things Joe saw in the windows?</i></p>	<p>Have your child select a story from your house and ask them to discuss the beginning, middle, and end.</p> <p style="text-align: center;">OR</p>  <p>Scan the QR code for a story: The Dot by Peter H. Reynolds Read aloud Book for kids</p>

				needed, Praise your child's motivation to meet the goal.	<i>How many 'What If...?' questions can you think of?</i>	
Day 12	<p><i>Which of these two words rhyme?</i></p> 	<p>Play Echo Clapping</p> <p>Ask your child to repeat or "echo" your movement.</p> <p><i>Clap</i> rhythmically three times.</p> <p>Clap a simple pattern and invite your child to repeat it (ie. clap, clap, clap; clap, clap)</p> <p>Add other movements... clap, clap, stomp; clap, clap, stomp</p> <p>clap, hop, clap; clap, hop, clap</p> <p>clap, jump, hop; clap, jump, hop</p>	<p>Continue Creating a Book Together</p> <p>Have your child retell their story from yesterday adding a detail to each page.</p>	<p>Topic: Rules at Home and Rules in Kindergarten</p> <p>Ask your child what the rules are at home. Talk about why it is important to have rules (to keep everyone safe). Ask your child if he/she remembers any rules from his/her Pre-K Classroom. Ask what rules there may be in Kindergarten.</p>	 <p>Scan the QR code for a story The Upside Down Boy (Read 3)</p> <p>Vocabulary: <i>Juniper, slams, spelling medal, symphony, phonograph, tumble, music conductor, harmonica, Open House Day, choir</i></p> <p>Questions: <i>I wonder what Juanito will do the next time a new student joins the class. What do you think he might do? What do you think the other</i></p>	<p>Have your child select a story from your house and ask them to discuss their favorite character.</p> <p>OR</p>  <p>Scan the QR code for a story: My Friend Bear</p>




					<p><i>students might do?</i></p> <p><i>Juanito likes to sing, and his father plays the harmonica. I wonder if they like to play music and sing together as a family."</i></p>	
Day 13	<p><i>How do you like to show kindness to someone?</i></p>	<p>Play <i>The Kids Go Marching In</i></p> <p>Sing to the tune of "Camptown Races," and march along with your child</p> <p><i>When the kids go marching in, doo dah, doo dah.</i></p> <p><i>When the kids go marching in, Oh the doo dah day. Oh the doo dah day, oh the doo dah day.</i></p> <p><i>When the kids go marching in, Oh the doo dah day.</i></p>	<p>Play <i>Bounce & Count</i></p> <p>Choose a ball that bounces. Have your child predict/guess how many times the ball will bounce before it stops.</p> <p>Do this a few times. Does the ball bounce the same number of times each time?</p>	<p>Topic: Going to Kindergarten</p> <p>Talk to your child about what it was like in Pre-K and who the people were at the Pre-K site (Teachers, Director, food servers, front desk staff, van driver, etc.) Talk about who the people will be in Kindergarten and how they are similar (Teachers, Principal, Cafeteria Staff, Nurse, Bus Driver, Counselor, etc.). Tell your child that there are helpers all</p>	 <p>Scan the QR code for a story When I Took The Moon For A Walk Read Along (Read Aloud 1)</p> <p>Vocabulary: <i>still, fragile, lace, warned, spire, rust-bellied, tiptoed, dew, weep, starry</i></p> <p>Questions: <i>I wonder what the boy is thinking about while he</i></p>	<p>Have your child select a story from your house and ask them to discuss where the story takes place(s).</p> <p>OR</p>  <p>Scan the QR code for a story: The Feelings Book by Todd Parr</p>

		Change our other movements such as <i>sliding in, hopping in and twirling in.</i>		throughout the school.	<p><i>walks. Do you think he's using his imagination?</i></p> <p><i>Why do you think the boy wants the moon to go with him on his walk at night?</i></p> <p><i>The boy has lots of fun as he walks, swings, and notices the animals. Does he see anything at night that he see anything at night that he wouldn't see if he took a walk during the day?</i></p>	
Day 14	<i>What do you like to do with a friend?</i>	<p>Play Charades</p> <p>Demonstrate a simple act. (eating, brushing your teeth, hitting a ball with a bat, brushing your hair, sweeping the floor, etc.) Have your child guess what you are</p>	<p>Play Story Problems</p> <p>Have your child gather an object with up to 12 pieces. (pasta, marbles, crayons, beans, etc.)</p> <p>Have your child put the objects in</p>	<p>Topic: Being Healthy</p> <p>Talk to your child about how having a healthy body helps you grow and learn. Discuss things you can do to be healthy (drink water, eat fruits</p>	 <p>Scan the QR code for a story "What If ... ?" by Anthony Browne (Read 2)</p>	<p>Have your child select a story from your house and ask them to make up a different ending.</p> <p>OR</p>

		<p>doing. Once you have modeled this a few times, have your child think of something and act it out and you guess what they are doing.</p>	<p>separate piles talking through as they do this. ("We have 12 beans in a pile. Let's move 6 of them over here. Now we have two piles of beans. Can you count how many are in each pile?")</p> <p>Next have your child put the objects back into one pile. Say to your child pretend a bird came and took 3 of your "objects." How many of your "objects" do you have left?</p> <p>Continue to make up different stories using the objects.</p>	<p>and vegetables, get enough sleep, exercise). Go on a walk with your child or engage in an activity outside that gets your body moving.</p>	<p>Vocabulary: <i>darkening, imagination, wonder</i></p> <p>Questions: <i>When is a time you felt nervous?</i></p> <p><i>Joe has lots of questions because he is nervous about the party. Why do we sometimes ask lots of questions when we are nervous?</i></p>	 <p>Scan the QR code for a story: Whoever You Are By Mem Fox</p>
Day 15	<i>Which of these is easier to do with a partner?</i>	<p>Play Words in Motion</p> <p>Have a list of action words. (lean, slide, sway, stretch, spin, reach, hop, turn, gallop, squat, etc.)</p>	<p>Tallying</p> <p>Explain to your child that tallying is a way to count and keep track of information. Example of a tally:</p>	<p>Topic: Play Skills</p> <p>Talk to your child about the different students he/she will meet in Kindergarten. Have your child practice saying</p>	 <p>Scan the QR code for a story</p>	<p>Tell your child your favorite story. Ask them to tell you their favorite part.</p> <p>OR</p>

	 	<p>Call out one word at a time as your child does each motion.</p>	 <p>(Bring paper and pencil) Take your child on an outside walk and point out different objects: trees, flowers, clouds, bushes, cars, etc.</p> <p>Help your child tally the number of each object that they see. Ask questions about most and least.</p>	<p>“hello” and introducing himself/ herself. Talk about ways to play with other students (following game rules, taking turns, sharing, etc.). Play a game with your child to practice taking turns and being fair. Talk about good sportsmanship skills (Saying good game, that it is OK to lose, etc.)</p>	<p>When I Took The Moon For A Walk Read Along (Read Aloud 2)</p> <p>Vocabulary: <i>still, fragile, lace, warned, spire, rust-bellied, tiptoed, dew, weep, starry</i></p> <p>Questions: <i>Look at the moon's face when he can't see the boy through the trees. I wonder what he is thinking? Do you think he's scared?</i></p> <p><i>Why do you think the dogs start singing together when they see the moon?</i></p>	 <p>Scan the QR code for a story: Hi, Koo! (Story Video)</p>
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Summer Learning 2022
Creative Curriculum: Getting Ready for Kindergarten Home Activities
Day 16 - Celebration of Learning

Day	Question of the Day	Movement	Small Group	Social Emotional	Read Aloud	Student's Favorite Storytime
Day 16	<i>What are you proud of?</i>	Drive by or walk to your new school!	<p>Explore <i>Which Container Holds More?</i></p> <p>Have a variety of containers. (measuring cup, bowl, paper/glass cup, tupperware container, etc.) Have your child guess/predict which of the containers will hold the most water. Ask them why they think so.</p> <p>Continue to explore using different sized containers.</p>	<p>Topic: Going to Kindergarten</p> <p>Book: Scan the QR code for the story Look Out Kindergarten, Here I Come! by Nancy Carlson</p>  <p>Talk to your child about kindergarten starting soon. Ask your child about what he or she is looking forward to in kindergarten. Talk to your child about how much he/she has grown</p>	 <p>Scan the QR code for a story When I Took The Moon For A Walk, Read Along (Read Aloud 3)</p> <p>Vocabulary: <i>still, fragile, lace, warned, spire, rust-bellied, tiptoed, dew, weep, starry</i></p> <p>Questions <i>I wonder if the boy would want to take a walk on a night when he can't see the moon. What do you think he</i></p>	<p>Have your child select a story from your house and ask them to discuss the beginning, middle, and end.</p> <p style="text-align: center;">OR</p>  <p>Scan the QR code for a story: Look Out Kindergarten Here I Come Story Book for Children Read Aloud Out Loud</p>

				<p>this summer. What things did he/she learn or accomplish? Praise your child's successes and attempts at new things. Measure your child's height and weight and compare it to the measurements you took during week 1. Talk to your child about goals for kindergarten Examples may include meeting a new friend, learning to read, learning how to count past 100 etc.</p>	<p><i>would do?</i></p> <p><i>What do you think the boy is dreaming about after his walk?</i> <i>What do you see in the picture that might give you a clue?</i></p>	
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My Summer Reading Log

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