



Kindergarten Readiness

Home Activity Series

May 2021 Activities

Activity #1: Coloring and Sticker Fun

Materials needed:

Coloring page "Children Go Down a Slide," crayons or markers, sticker sheet (included in your packet)

Directions for parents:

1. Have your child color the picture. As your child works, ask them questions about the picture. Here are some conversation starters (there are no right answers – this is to encourage imagination):
 - Where are these children playing? A park? A backyard? A school playground?
 - What time of year is it and how do you know?
 - Are these children friends, brothers and a sister, or classmates?
 - If you could step into this picture, what sounds would you hear? Birds? The children laughing? Leaves rustling?
 - What can you feel? Warm sun? A breeze? What can you smell? Grass? Flowers?
2. When the child has finished coloring, take a moment to look at the sticker sheet. Can they name all the objects and animals on the sheet? Encourage your child to look at the stickers and the coloring sheet and plan where the stickers might go before placing them onto the scene. Once the stickers have been placed, encourage your child to tell you a story about all that is happening in the finished picture.



Why we do this:

- Coloring provides great practice for using a writing tool.
- The peel and place action needed for stickers provides eye-hand coordination practice and develops fine motor control.
- Talking about the picture helps build your child's spoken vocabulary. The broader their spoken vocabulary, the broader their reading vocabulary is likely to become.
- Making up stories allows your child to visualize actions and events, which will lead to greater reading comprehension in the future. Storytelling builds imagination!



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Activity #2: Water the Flowers Tracing Worksheet

Materials needed: Pencil

Directions:

1. Look at the worksheet with your child. Point out the dotted lines of “water” pouring from each watering can onto the flower below it. Have your child place a pointer finger on the spot where the dotted line begins and trace the line down the flower. Do the same with each dotted line on the worksheet.
2. Ask your child to use their pencil to trace along the entire length of each line without lifting the pencil from the paper. Remind them that this is not a speed race, but a challenge course for the pencil. The idea is to get every single water droplet to the flower safely rather than quickly.
3. A pencil, rather than a marker or a crayon, is the ideal tool for this practice. The friction of the graphite tip against the paper slows your child’s hand movement down to give them better control, and mistakes can always be erased! Be sure your child is holding the pencil correctly as they write. This is the time to begin helping your child use the correct hand position for holding a writing tool. Visit www.smfpl.org/kindergarten for a helpful video.

Why we do this:

Tracing is an important pre-writing skill. It helps develop both the fine motor control and eye-hand coordination required for writing.

Activity #3: Match the Rhyming Words Worksheet

Materials needed: Pencil

Directions for parents:

1. If the concept of rhyming words is new to your child, explain that rhyming words have the same sound at the end of the word. Here are examples of words that do NOT rhyme. Read them aloud to your child, emphasizing the “r” sound at the beginning: ROCK, RAKE, ROPE.

Point out to your child that the sound at the beginning of these words is the same because they start with the same letter. Have your child point to that same letter at the beginning of each word. Can your child name that letter? These do not rhyme, because rhyming words have the same sound at the end of the word. Pronounce the ending sound of each of these words: “ock,” “ake,” “ope.” Ask your child: “Can you hear how those do not sound the same?”

Here are some words that DO rhyme. Read them aloud to your child, emphasizing the “ock” sound at the end of each word: ROCK, SOCK, BLOCK. Ask your child: “Can you hear how the sound at the end of these words is the same?”

Point out to your child that the letters at the end of these words are the same, which is why the sound at the end of the words is the same, too. These words do rhyme.

Sometimes words will rhyme even if the letters at the end of the word are not the same, like THREW and BLUE. Words rhyme if the sound at the end of the words is the same, no matter what letters make the sound.

2. Point to the pictures on the worksheet and have your child name each one on the left side, they are FROG, CAT, SNAKE, GOAT, MOON, DUCK, and on the right side they are TRUCK, SPOON, BOAT, BAT, DOG, CAKE.
3. Have your child name a picture on the left side, then locate a picture on the right side whose name rhymes with it. Have them draw a line with a pencil connecting the two rhyming pictures. A pencil, rather than a marker or a crayon, is the ideal tool for this practice. Be sure your child is holding the pencil correctly as they write. This is the time to begin helping your child use the correct hand position for holding a writing tool. Visit www.smfpl.org/kindergarten for a helpful video.

Why we do this:

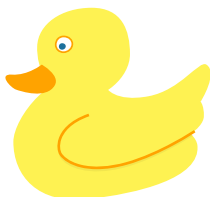
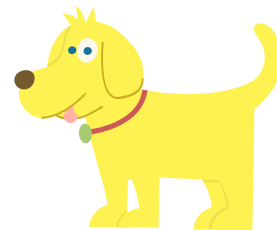
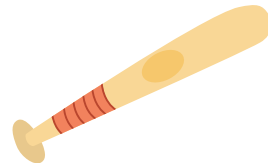
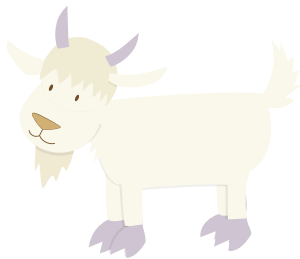
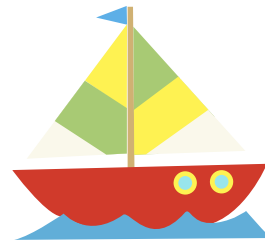
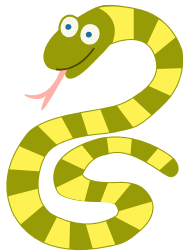
Rhyming teaches children how language works. It helps them notice and work with the sounds within words. Rhyming is important for writing, too. It can help children understand that words that share common sounds often share common letters.

Visit www.smfpl.org/kindergarten
for additional stories, songs, and video tips.



Match the Rhyming Words

Draw a line connecting the rhyming objects.



Name: _____

Water the Flowers

Water the flowers by tracing the lines.

