

Online Virtual KinderPrep activities for Week 6:

Welcome song: Hello everybody and how are you? How are you? How are you?

Hello everybody and how are you today?

Other verses: And clap your hands; Stomp your feet; Sit right down

The first skill we are working on today is sequencing. This will help your child to notice small details which will help them in identifying the differences in letters and numbers. Also, sequencing can help children develop narrative skills as they express what's happening in the pictures. Sequencing also introduces the concept that stories have a beginning, middle, and an end.

Activity - Talk about what we do each Kinder Prep and put pictures in order. – sing welcome song, activity, hunt for letters, explain home activities.

The letters we will introduce today are PQR. Use magnetic capital letters and spread out on white board. While showing the letter, tell them the name of the letter, show how to write it, and say the sound it makes. Tell them some words that begin with that sound.

Show the letter P and tell them the sound /p/. Say words that start with /p/ such as pig, pan, and pocket. Then sing the song: “We’re looking for a P, we’re looking for a P, /p/, /p/, /p/, /p/, We’re looking for a P.” Have your child find the letter P. Repeat with Q (queen, quilt, quiet) and R (red, robot, run).

For each workshop there will be 5 activities to do with your child at home.

- 1) Play beginning sound bingo. First, tell your child what each of the pictures are. Then pick one letter at a time and without showing them the letter, tell them the sound that letter makes. Have them find the picture that starts with that sound. When working with beginning sounds, it is better to just do it orally until your child knows the sound each letter makes. Then you can introduce matching the beginning sound with the written letter.
- 2) Children need to be able to talk in complete sentences of five to six words. They also should be able to look at pictures and then tell stories. Using the sequence cards, put them in order and talk about how they knew what went first, next and last. Tell a story of what is happening in the pictures.
- 3) They will be reviewing the letters P, Q, and R. They will take turns picking a card. Then they will say what the letter name and sound is. If it is a P, Q, or R then they get to feed the dog. Otherwise put the card in the discard pile.
- 4) Doing experiments will help your child get ready for Kindergarten. Experiments encourage children to explore the world around them and make them want to learn. It helps develop their observational skills and identify changes and differences. During experiments, they ask questions, make hypothesis or guesses, and solve problems. We are going to experiment with color.
They will paint each shape on the paper a different color – red, yellow, or blue. When the shapes overlap, mix the colors to get new ones. Before you start, let them ask questions and ask them what they think will happen when you mix the colors while painting. Afterwards, ask what happened when you mixed yellow and blue? Red and blue? Red and yellow? What happens when all 3 colors were mixed?
- 5) Another skill they need to have is ‘Print Awareness’. It’s important your child understands that when we read, we go from left to right, then from top of the page to the bottom. As you read a book, have your child hold the book and turn the pages. Ask them where you should start reading. Some good books that have sequences in them are “Zinnia’s Flower Garden” by Monica Wellington and “From Head to Toe” by Eric Carle.

The handout will give you some ideas of other activities you can do to encourage learning about print awareness and narrative skills.

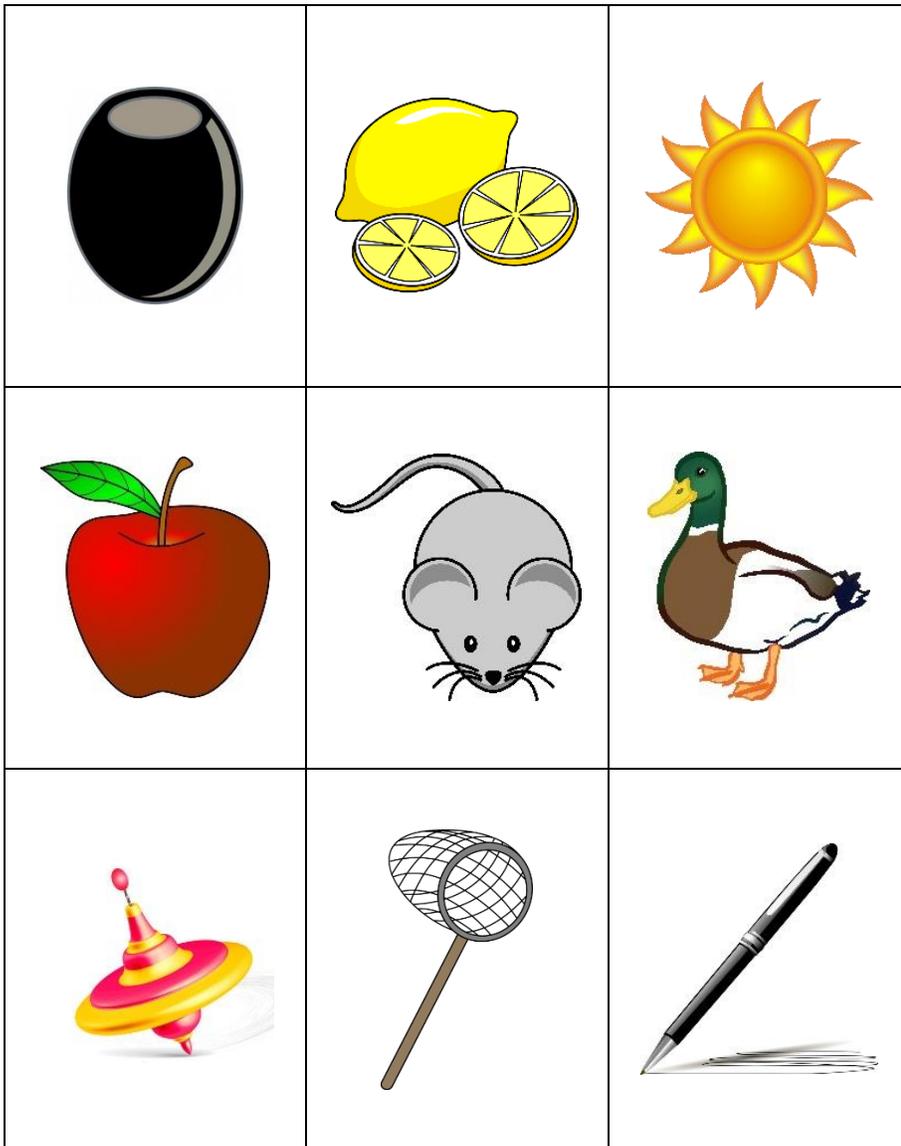
Cut apart the letter cards on the bottom to use with the bingo game.



wig yo-yo rug
hat can zebra
book goat fish

w	y	r
h	c	z
b	g	f

Cut apart the letter cards on the bottom to use with the bingo game.



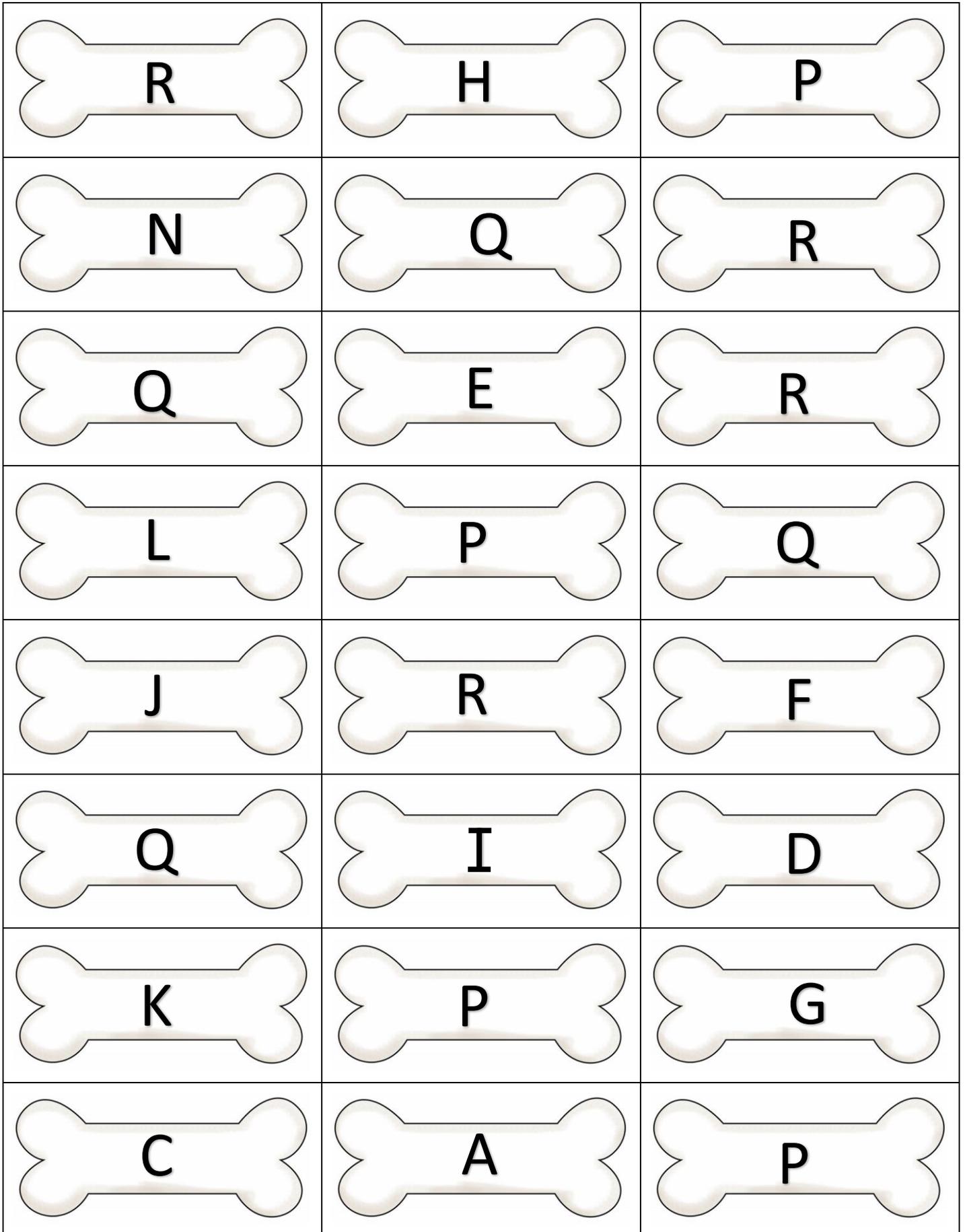
olive lemon sun
apple mouse duck
top net pen

o	l	s
a	m	d
t	n	p

Sequencing cards:



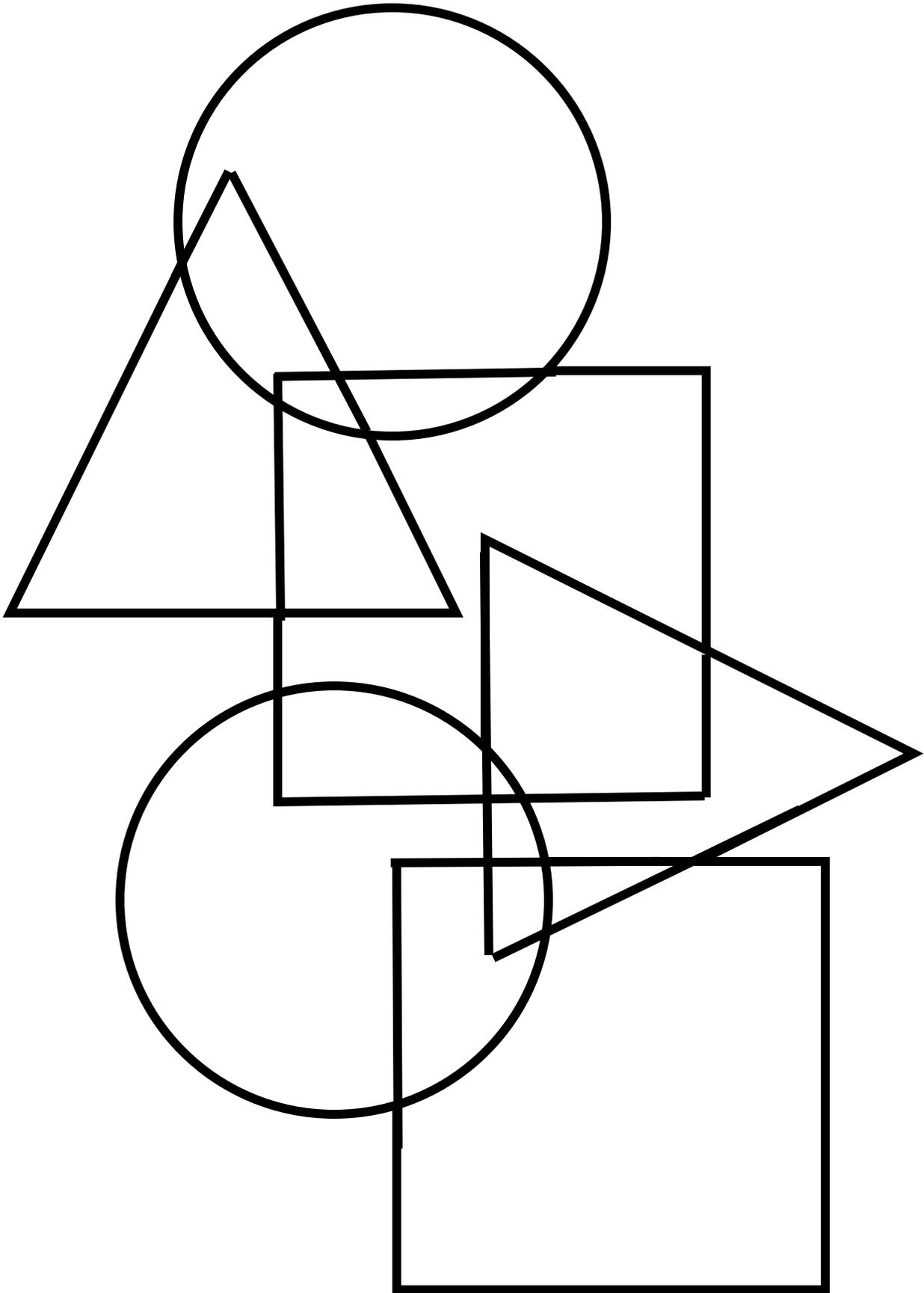
Cut apart the bone letters. Cut out the dog and make a slit for his mouth.



M	B	R
P	Q	O
P	R	Q
Q	P	R



Use only red, blue, and yellow paints to mix to get the other colors.



Narrative Skills

Skills needed: Talk in complete sentences of five to six words. Look at pictures and then tell stories

Narrative skills refer to a child's ability to describe things, talk about events, and tell stories. Conversations with adults, particularly about books, build narrative skills. If children start school with strong narrative skills, they will have a greater likelihood of:

- Being attentive when the teacher shares books and stories
- Actively listening for a sequence, or order, of events
- Using their background knowledge to comprehend what is read

Sequencing pictures

Sometimes, we need to start with pictures that illustrate a simple sequence. This encourages children to notice how the details change in each step and help children express what's happening. It also encourages the development of sequence vocabulary of first, then, next, last.

Storyboards

Have your child draw several pictures. Then lay them out and have your child tell a story using the pictures that they have drawn.

Show-and-Tell

Have your child find an object around the house. Then have them tell a story about their object. The story can either be real or imagined.

Act it out

Acting out the characters' parts in stories can help children better understand the worlds of stories and the deeper natures of the characters. Choose one of your child's favorite stories, assign a role to them and then have them act out scenes. For example, if you are reading "Goldilocks and the Three Bears," assign the part of one of the bears or Goldilocks to them. After they act out their scene, you could even have them switch roles to experience how another character might feel and behave.

Again and Again

After you have read the same story for several times, ask your child to re-tell the tale.

Sequencing the pages

Run a copy of each picture or take apart an old tattered copy of a book. Have your child put each page in order as they tell the story.

Puppets

Puppets instantly ignite a child's imagination. Talk to the puppet as if it's real. Ask questions and act out the story.



Print Awareness

Skills needed: Recognize some common sight words like “stop” and labels.

Print awareness refers to knowing how to handle a book and noticing that print is everywhere. Children who have print awareness know how to hold a book right side up and turn the pages one at a time. They realize that the print is what you are reading and that print has meaning. If children start school with early print awareness skills, they will have a greater likelihood of:

- Learning how to track the words on a page or chart
- Learning the conventions of print, such as capitals and periods
- Being eager to learn to read

Left to Right, Top to Bottom

It's important your child understands that when we read, we go from left to right, then from top of the page on down to the bottom. Next time you read a book together, have your child use a small toy and move the toy across the page, from left to right, after you read a sentence. Show them how the toy is then moving from left to right, then down the page as you read each word and sentence.

Label objects

Use an index card to label objects in your home with words and pictures.

Play with print

Let your child experiment with different types of writing instruments. They can pretend to write a shopping list, construct a stop sign, write a letter, make a birthday card, etc.

It's the same

Help children understand the relationship between spoken and written language. Point to words on food containers and say what the word is. Explain that when we say the word that it is the same as what is written on the container. “This word spells”

Make a Sign

Help your child create signs for the doors in the house, such as “Welcome to Lexi’s room,” “Bathroom,” “Mom and Dad’s Room,” or “The Kitchen Is Open.”

Read the Mail

When the mail is delivered each day, have your child help you sort it according to which family member’s name is on the label. If interesting cards, ads, or magazines arrive, read parts of them aloud.

Read Aloud

Mention the parts of a book as you read. “Look at this cover! This book must be about elephants!” “The End...that’s the last page of the book.” Have your child help you turn the pages. Ask your child to point to the first word on the page. Occasionally point out periods and exclamation points.

