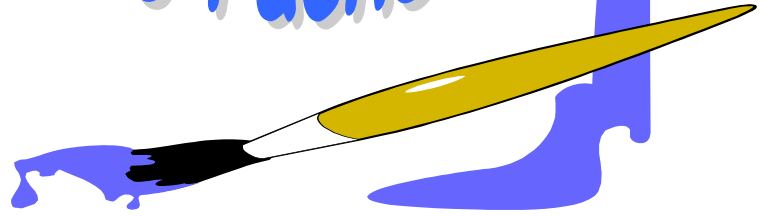


Kindergarten, Here I Come!  
"Summer Readiness Packet"



# Talking to Your Child About Kindergarten

## **Kindergarten is Just Around The Corner**

As kindergarten approaches, your child may have some questions that have gone unspoken. Anticipating kindergarten can be frightening for your child. Following are some questions and thoughts your child may have:

- Why do I have to go to kindergarten?
- Will I get to play with my old friends again?
- Will my teacher be nice?
- Do I have to be quiet in kindergarten?
- What if I don't have time to eat?
- What will the teacher do if the kids aren't good?
- Do I get to play in kindergarten?

Imagine yourself as a five-year-old with all these thoughts and questions running through your head. It is easy to understand why some children are so apprehensive about going on to kindergarten. Talk to your child throughout the summer about what they can expect in kindergarten. Visit the school and look at the classrooms. Walk the halls and talk about location of the playground, lunchroom, clinic, bus ramp, etc. Encourage your child to ask you questions that are concerning them. Doing all these things may not guarantee you and your child a smooth first day of kindergarten, but it's one of the best ways to prepare for the change and may in the long run help make the adjustment easier.

## Kindergarten Concepts to Work on at Home

Please familiarize your child with the concepts and skills listed below. Take time to go over the activities included in this packet. Your child will enjoy the extra time you spend together.

- Has experience with upper and lower case letters of the alphabet
- Has experience with the numbers 1-10
- Can count five or more objects
- Can say his or her phone number
- Recognizes his or her first name, spoken and written
- Prints his or her first name
- Traces simple lines
- Cuts on simple lines with scissors
- Recognizes basic colors
- Identifies 4 basic shapes (circle, triangle, square, rectangle)
- Can say the days of the week
- Interacts with books
- Can say nursery rhymes
- Can tie his or her shoes
- Can attend to a given task
- Can focus his or her attention for a 10 minute or longer period
- Can separate from his or her family without anxiety (i.e. without prolonged crying, tantrums, tummy aches)
- Can accept guidance from adults other than parents (i.e. following directions, following rules)
- Can communicate basic needs to someone other than a family member (i.e. need to use restroom, fears, illness, hunger, unhappiness)
- Is interested in academics (i.e. drawing pictures, holding a pencil, quietly looking at books, writing name, interacting with other children)

# Preparing for Kindergarten

*The move from preschool to "real school" is exciting (and often tearful) for both children and parents. There's a lot you can do to make the transition to kindergarten enjoyable.*

- **Making Friends with the School** - Point out the school as you drive by or walk past and say, "That's your school!" Attend Kindergarten Orientation together, taking the opportunity to tour the school and meet the principal and teachers. Take your child to play on the school's playground after school, on weekends and during the summer.
- **Learning Social Skills** - *Sharing* is a regular part of the day in kindergarten. Help your children learn to take turns by sharing toys, crayons, and games with friends and family members. *Waiting* is tough for preschoolers, but you can help him or her get used to it by saying things like, "We'll go to the park after lunch." Teach your child to *communicate* with words, not actions, when upset. Emphasize that screaming, crying, hitting, kicking and other "temper tantrum" behavior is not acceptable.
- **Listening is important** - Teach your child to look at the person who's doing the talking. Work with your child on paying attention and following simple directions: (Example: "Please put your pillow on your bed, and then put your shoes in the closet.")
- **Loosen the Apron Strings** - If your child isn't already attending preschool or day care, look for ways for him or her to spend some time apart from you. Trade off with a friend or sign your child up in a community or church program for preschoolers.
- **Who am I?** - Kindergartners should know not only his or her full name, but the first and last name of his or her parents and caregivers. Memorizing your phone number and address may be a little easier for a preschooler if you set them to a familiar tune, like "Mary had a Little Lamb."
- **All by Myself** - Your child should know how to zip, snap, tie, button, and fasten Velcro. Be sure that your little one can also take care of his or her bathroom needs well before the first day of school.
- **Begin with the Basics** - Go beyond teaching your child the "ABC" song by working on letter recognition, especially letters that spell his or her name. It's also helpful if your child can recognize isolated letters and those not in alphabetical sequence. Talk about the colors and shapes around you - the round clock, the red umbrella. Make simple counting a part of your preschooler's day by counting aloud as you put each piece of silverware in the drawer, climb stairs, or bring in bags of groceries. Help your little one learn important concepts by "acting out" the differences between up and down, in and out, high and low, over and under, small and tall.
- **Ensure a Healthy Start** - Make sure your child's immunizations are up to date. A complete physical before the start of school, including vision and hearing tests, is also a good idea. Start your preschooler on a school day regimen of bedtime and wake-up time several weeks before school starts. At this age, a child should have ten hours of sleep.

Most importantly, understand that your child is unique and will learn at his or her own pace. So don't become frustrated if your child fails to master simple skills right away. The best thing you can do to prepare your preschooler for kindergarten is to invest as much time as possible helping him or her learn new skills. The long-term results will be worth your efforts.

*"Report to Parents" written to serve elementary and middle school principals, may be reproduced by National Association of Elementary School Principals members without permission.*

**NAESP 98-2**

## How You May Help

By placing the same importance on kindergarten that your child does, you take the first step in sharing this new adventure with him or her. Remember he or she is entering a whole new world and needs the security of your interest and enthusiasm. Like most parents, you are probably eager and anxious to help him or her, but perhaps you feel a bit bewildered about how to begin. May we suggest that you:

1. Show interest in your child's school work. Praise what he or she makes and brings home. Pin up his or her drawings and ask him or her to tell you about them. Don't run the risk of offending him or her by asking what they are.
2. Take time to listen. Provide a leisurely, relaxed atmosphere and make it his or her time alone with you. You can encourage him or her to speak clearly and in sentences by speaking that way to him or her. Children learn to speak by imitation. Is your enthusiasm stifled and self-confidence shattered, if you are constantly corrected? So is his or hers!
3. Give your child simple tasks to do at home. Your praise and encouragement satisfy his or her desire to be needed by the family. Watch his or her sense of responsibility and independence grow when given a chance to help.
4. Plan family trips and outings that stimulate his or her interests and widen his or her range of experiences. As he or she becomes more interested in the world, the world finds him or her more interesting.
5. Avoid discussing your child in his or her presence. Comparing him or her favorably or unfavorably with other children may ignore his or her individuality. Think in terms of your child's ability, not some other child's. Remember each child is different.
6. Never make perfection your goal in considering your child's growth and development. Consider where he or she was six months or a year ago and then evaluate where he or she is today. Children always progress by ups and downs. Don't you?
7. Encourage your child's friendships with other children in his or her class and in the neighborhood. You will enjoy knowing these children and their parents, too.
8. Make your child's school yours also. Visit often. Get acquainted with your child's new school friends. Volunteer to help occasionally. Join the P.T.A.!

# Age Should Not Predetermine Kindergarten Readiness

Parents know their child better than anyone! Here are some readiness indicators to consider before you place your child in kindergarten.

## Socially and Emotionally your child should be able to:

- separate from family without excess anxiety (i.e. prolonged crying, tantrums, tummy aches);
- use bathroom independently;
- accept guidance from adults **other than parents** (i.e. following directions, following rules);
- communicate basic needs to someone **other than a family member** (i.e. need to use restroom, fears, illness, hunger, unhappiness);
- focus attention for a period of time, minimum of 10 minutes (i.e. to hear a story, listen to a speaker, attend a school assembly).

## Academically your child should be able to:

- recognize print in the environment;
- recognize some numbers and be able to count to 10;
- know some letter names and shapes, including the letters in the child's name;
- demonstrate understanding of picture books and simple stories;
- have some experience with writing using a pencil and coloring using crayons;
- able to manipulate small objects such as puzzle pieces or legos.

These are important steps in the development of a child's readiness for formal schooling. If you look at these readiness indicators and can answer yes to them, most likely your child will enjoy a successful school start. If not, you may wish to reconsider kindergarten entrance at this time.

**THINKING ABOUT CHILDREN WHO HAVE BEEN SUCCESSFUL IN THEIR  
KINDERGARTEN YEAR, WHAT ARE THE CHARACTERISTICS, SKILLS, TRAITS AND  
ASSETS THEY BROUGHT TO SCHOOL ON THEIR FIRST DAY OF KINDERGARTEN?**

*Summary Report from Kindergarten Teachers Summit in San Diego*

**Family Support**

Involvement of the parent (s) with the child; supplies available at home; parents have set expectations and limits with consequences and follow-through, along with praise and reward; parents understand role in relationship to the school/teacher.

**Personal Characteristics**

Enthusiastic, self-confident, strong verbal language skills, patient and able to listen, respects authority, accepts responsibility for actions, takes pride in work, and is able to organize.

**Prior Exposure to Learning / School Materials**

Exposed to books, letters, singing, rhyming, colors, numbers, cutting with scissors, pencils, etc. Has had an imaginative and fun play experiences.

**Development Skills**

Can separate from parent, has fine motor skill development, can follow directions, can accomplish self-care tasks independently, can sit quietly, and has developed mental coordination and organization. There was a significant discussion about age for entry to kindergarten, with most teachers advocating a minimum age of 5.

**Physical and Emotional Needs**

Has eaten breakfast; has a nutritious, healthy diet; has sufficient sleep, clean clothes and shelter; expects to be valued and has emotional needs met.

**Relationships to Others / Group Behavior**

Compassionate, tolerant, able to share, able to read social cues, and able to cooperate and get along with others.

1. Enthusiasm
2. Experience handling a book; love of books
3. Self-confident
4. Can separate from caregiver
5. Expects to learn
6. Has learned to listen
7. Can follow directions
8. Has eaten breakfast
9. Risk taker; confident and willing to try something new
10. Home support/parent involvement
11. Strong language/verbal skills

12. Compassion for others
13. Important member of their family, so expects to be an important member of classroom
14. Reads social cues: Personal space, read when others don't like something: speak up for themselves
15. Take care of their bodies
16. Fine motor skills
17. Responsible for things at home: Expectations, follow-through and consequences if not met
18. Understands that their actions have effects (cause and effect)
19. Imaginative play by self and with others
20. Skills of independence: Get our own snack out, put things away, bathroom skills
21. Organizational skills: Keeping their things together (an organized room at home helps)
22. Pride in own work
23. Want to share/show their work
24. Quality work is valued: Know really good job will be expected and acknowledged (pride about their work)
25. Ability to reflect (think and talk about concepts ideas)
26. Open-mindedness; sees others views
27. Come with message of getting along (manners)
28. Strong value system (knows right from wrong)
29. Respects authority
30. Tenacity around difficult work
31. Listening skills (follow through on more than one direction at a time)
32. Exposed to the rhythm of language (singing; storytelling)
33. Videos: Turn them off! More time outside (brain pathways; concerns about noise levels)
34. Know how to share
35. Accept responsibility: "I'm sorry" vs. blaming
36. Know they are not always going to get their way; its OK not to be called on
37. Value diversity within each other (accept/tolerant)
38. Patient
39. Emphasis on play prior to kindergarten: Fun/enjoyable interaction
40. Hold a pencil correctly
41. Cut with scissors
42. Write name (preferably using a capital for the first letter and making the other letters lowercase)
43. Exposure to letters and numbers
44. Ability to sit (and listen)
45. Supplies are available at home or available to send home
46. Balanced, healthy food for lunch and snacks
47. Enough sleep (approximately 12 hours)
48. Awareness of colors/ shapes
49. Routines at home
50. Emotional needs met; expects to be valued
51. Clean body/ clothes
52. Shelter
53. Age: Need to be 5 (maturity is the issue) but better to be at school than home with the TV
54. Kindergarten needs to be mandatory
55. Good school attendance: (Few absences/ few tardies)
56. Love and respect their teacher
57. Parents who understand their role and the school's role (partnership)
58. Mental connections/ mental organization

*This packet is divided into five sections. All five sections are important in enhancing and developing your child's skills as you help prepare him or her for kindergarten.*

*Section 1: Learning the Alphabet*

*Section 2: Writing, Tracing, and Cutting*

*Section 3: Learning Numbers, Colors, and Shapes*

*Section 4: Reading Together and Picking Good Books*

*Section 5: Sparking Creativity*





# SECTION 1

## *Learning the Alphabet*



# Alphabet Cards

You can use the Uppercase and Lowercase Alphabet Cards for the following:

## Sing the ABC song:

Before you cut out the letters, you can sing the ABC song with your child and point to each letter as you say it.

## Put the Letters in Order:

After you have sung the song with your child for a few days you can cut on the lines and mix the cards. Use these cards to help your child recognize each letter by helping him or her put the letters back in order. You can continue to sing the song with your child while he or she learns the name and the order of the letters.

*You may want to have your child begin by learning five letters at a time. Once he or she knows these five letters, add five more until he or she can identify all of them.*

## The Memory Game:

This game will help your child learn to match the uppercase and lowercase letters, for example, A-a, B-b, C-c, etc.

Combine the upper and lowercase letters together and mix them up. Place the letters face down so that you cannot see the letters. Have your child choose two cards and turn them over so that you can see the letters. If the letters match, your child can keep the cards. If the letters do not match, your child should turn the cards over and try again. Continue playing until all the letters have been matched. You may want to reward the person that wins. A reward does not need to be an expensive gift. It can be candy, a cookie, a hug, a kiss or the reading of an extra book! The same rules apply for whoever is playing with your child. The great thing about this game is that there are never too many or not enough players. The game can be played by one person or many.

*Remember that you may want to start small by using five or six uppercase letters and their matching lower case letters. If you include too many letters before your child is ready he or she may get frustrated which may cause him or her to dislike the game rather than enjoy it.*

A

B

C

D

E

F

Alphabet Cards-Uppercase Letters

G

H

I

J

K

L

Alphabet Cards-Uppercase Letters

M

N

O

P

Q

R

Alphabet Cards- Uppercase Letters

S

T

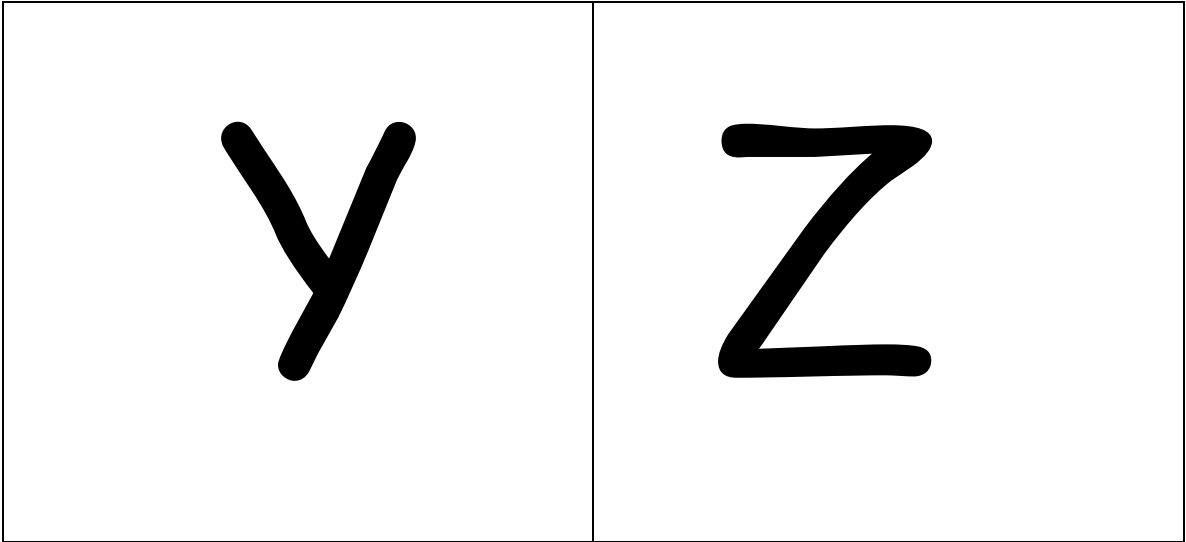
U

V

W

X

**Alphabet Cards - Uppercase Letters**



**Alphabet Cards -Uppercase Letters**

a

b

c

d

e

f

**Alphabet Cards- Lowercase Letters**



g

h

i

j

k

l

Alphabet Cards -Lowercase Letters

m

n

o

p

q

r

**Alphabet Cards - Lowercase Letters**

s

t

u

v

w

x

Alphabet Cards - Lowercase Letters

y

z

**Alphabet Cards - Lowercase Letters**

# SECTION 2

## *Writing, Tracing, and Cutting*



### **Pencil Grip and Sitting Position - page 23**

This sheet shows you how to hold a pencil correctly and sit correctly when writing.

*\* To help your child learn to hold a pencil correctly, use thin, short pencils.*

### **Correct Letter Formation - page 24**

This sheet shows you how to form the letters correctly which is extremely important.

### **Tracing the Letters - page 25**

You may want to make several copies of this page. Use this sheet to help your child practice tracing the letters. You can help your child by teaching him or her where each letter begins and ends. It is important that your child form their letters correctly and learn to write in the lines.

### **Printing Practice - page 26**

You may want to make several copies of this page. The lined paper is provided for your child to practice writing his or her name correctly. He or she needs to learn that the first letter is an uppercase letter (big letter) and the rest are lower case (little letters). Some samples of names: Arturo, Ana, Michelle, Steven. The "big letters" (uppercase) will begin from the top line and end on the bottom line. The "little letters" go from the broken line to the bottom line. Your child does not need to write his or her name perfectly on the line at this point but this is one of the standards he or she must know by the end of kindergarten.

**Example:**

The image shows the name "Andrew" written on a set of three horizontal lines: a top solid line, a middle dashed line, and a bottom solid line. The letter 'A' is a large uppercase letter that spans from the top solid line to the bottom solid line. The letters 'n', 'd', 'r', 'e', and 'w' are lowercase letters that span from the middle dashed line to the bottom solid line. The name is written in a simple, sans-serif font.

### **Tracing the Lines - pages 27-32**

You may want to make several copies of these pages. These pages are for your child to practice tracing and coloring. This will help your child develop his or her small motor skills which are needed to form letters during kindergarten.

### **Using Scissors - pages 33**

This sheet shows you how to teach your child to use scissors. It also gives directions on how to help your child practice cutting.

## Pencil Grip and Sitting Position

Please help your child to learn the correct **grip** for holding a pencil:

- The pointer finger and the thumb hold the pencil.
- The other fingers support the pencil.
- The last two fingers touch the paper.

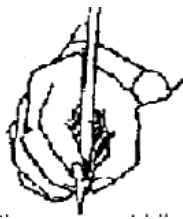
Please also discuss the correct **sitting position** for writing:

- One hand holds the paper.
- One hand holds the pencil.
- Feet are on the floor.
- Backs are on the back of the chair.

These sketches show how the pencil is held in the right hand:



Hand touches paper.



Pencil rests on middle finger.



Pointer finger and thumb grip pencil.

These sketches show how the pencil is held in the left hand:



Hand touches paper.

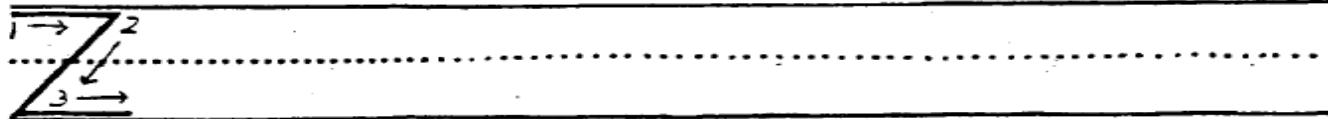
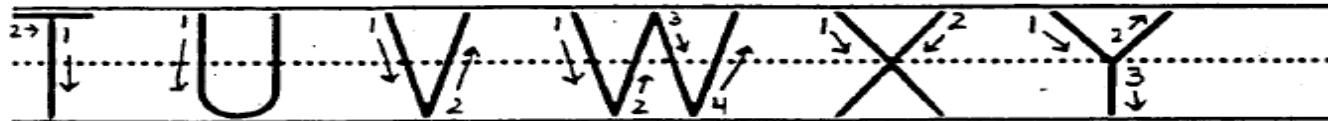
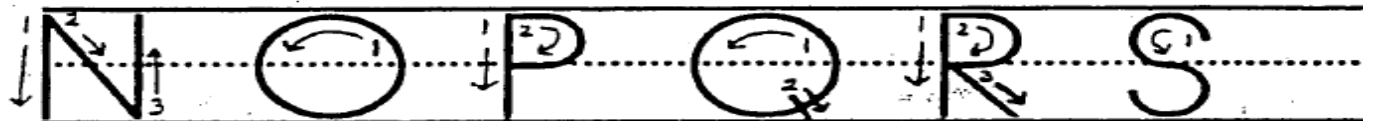
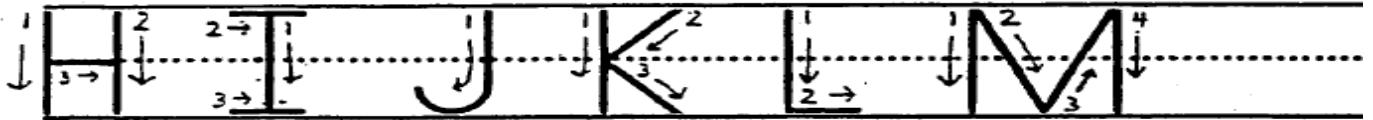
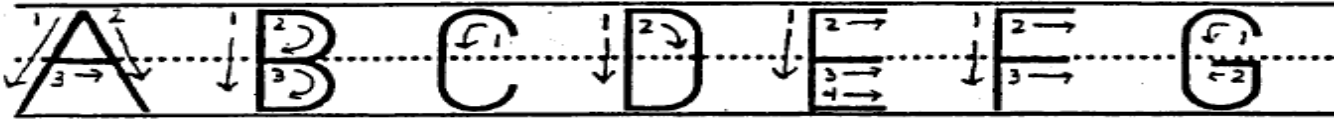
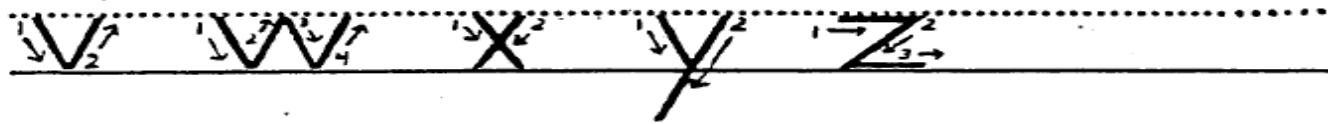
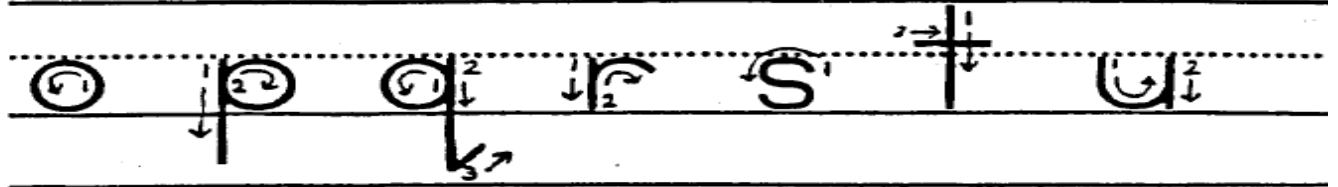
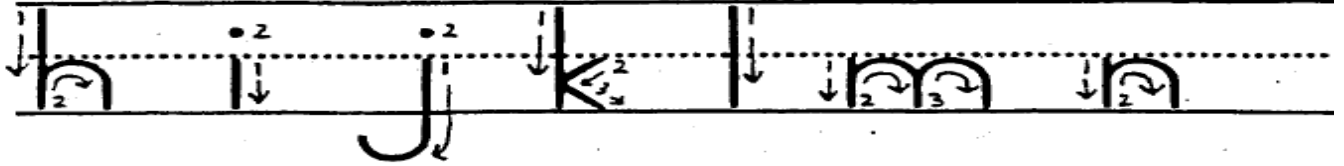
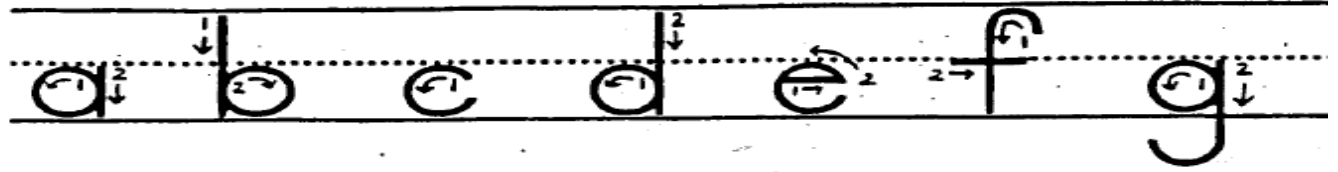


Pencil rests on middle finger.



Pointer finger and thumb grip pencil.

# Correct Letter Formation





# Tracing the Letters

(Please make copies of this page for additional practice.)

a b c d e f g h

i j k l m n o p

q r s t u v w

x y z A B C

D E F G H

I J K L M N O

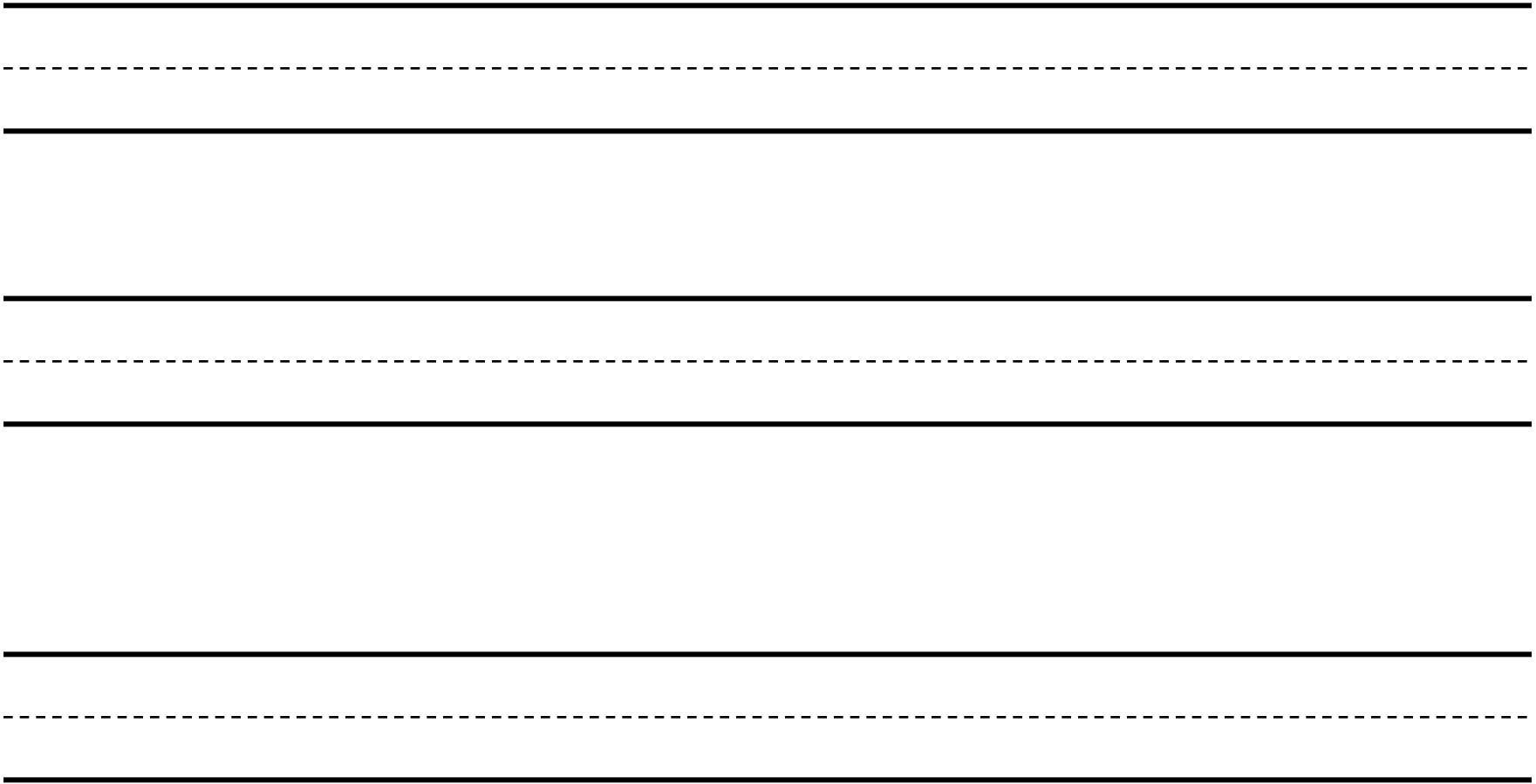
P Q R S T U

V W X Y Z

Blank handwriting lines for practice.

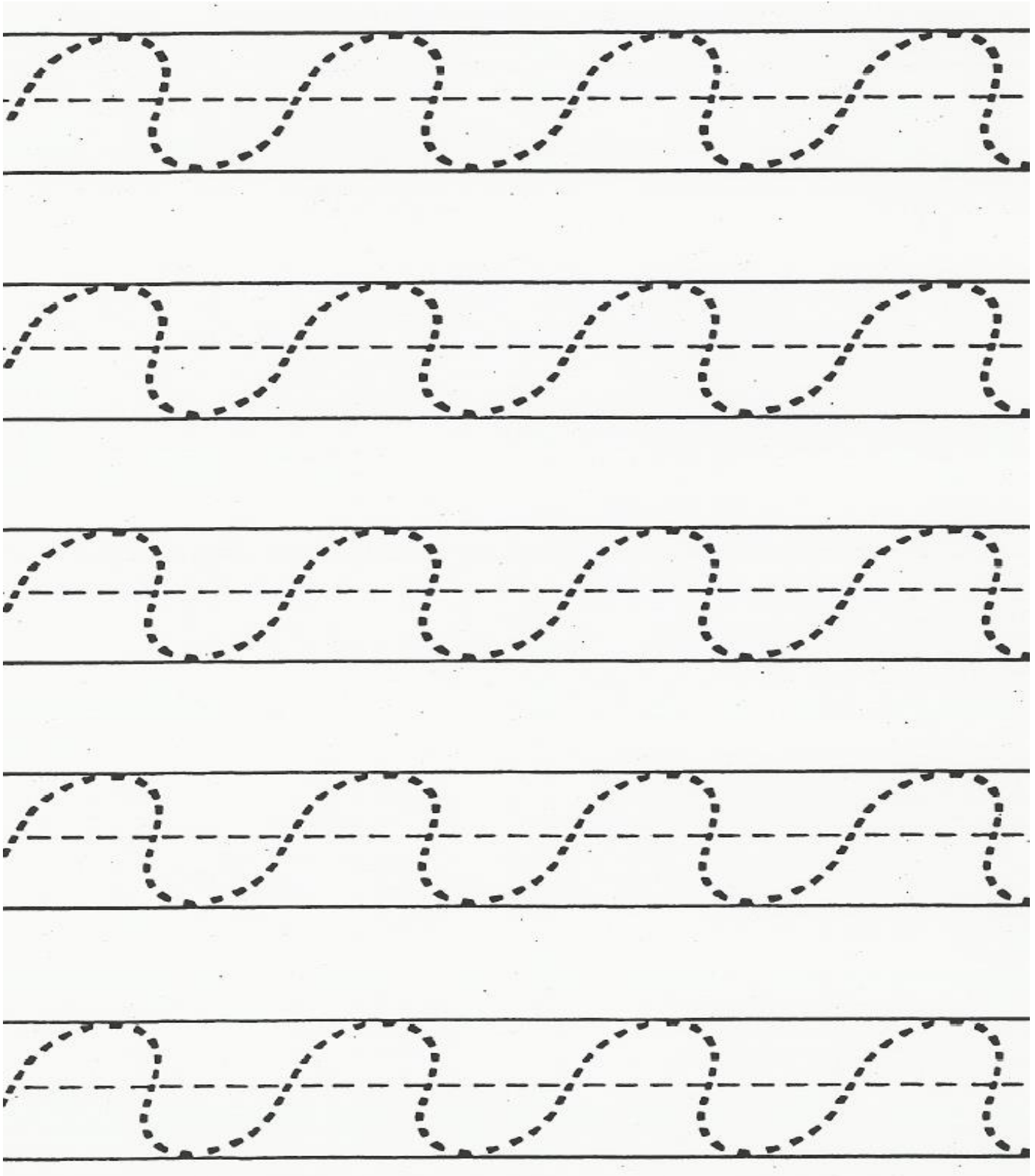
**Printing Practice**

**(Please make copies of this page for additional practice.)**

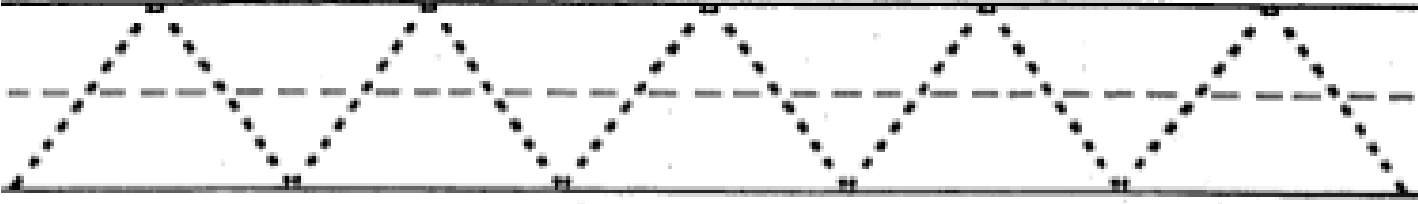
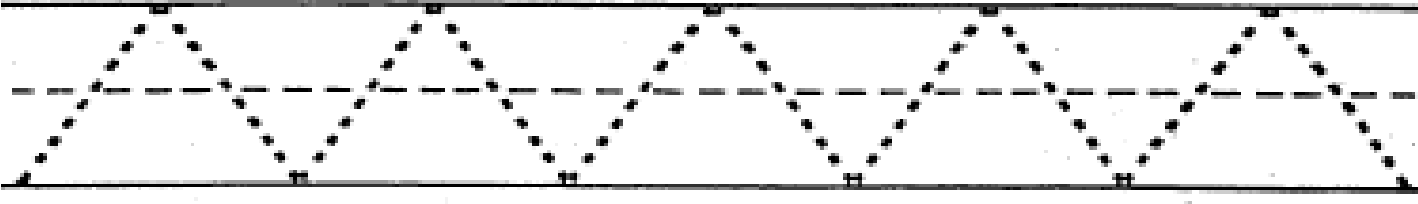
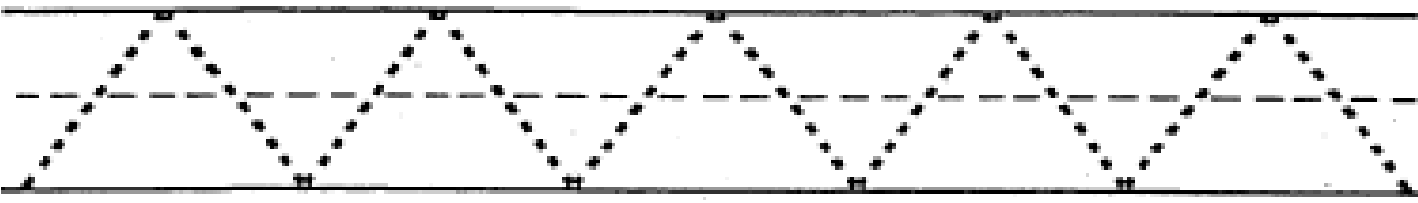
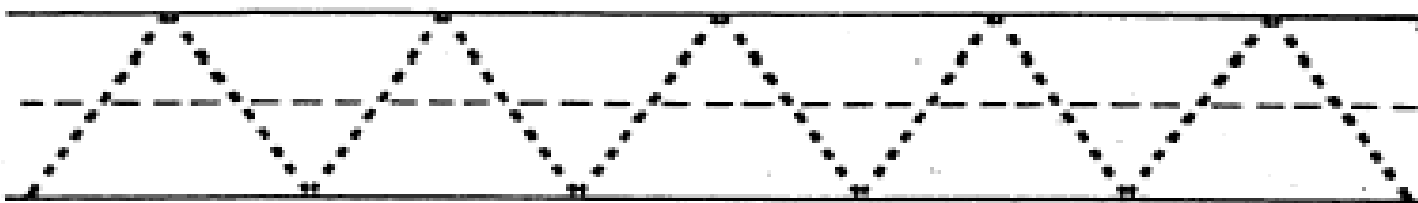
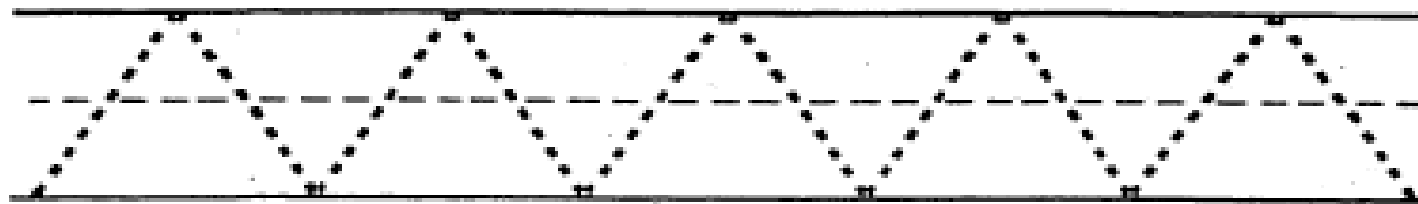


The page contains four sets of handwriting practice lines. Each set consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

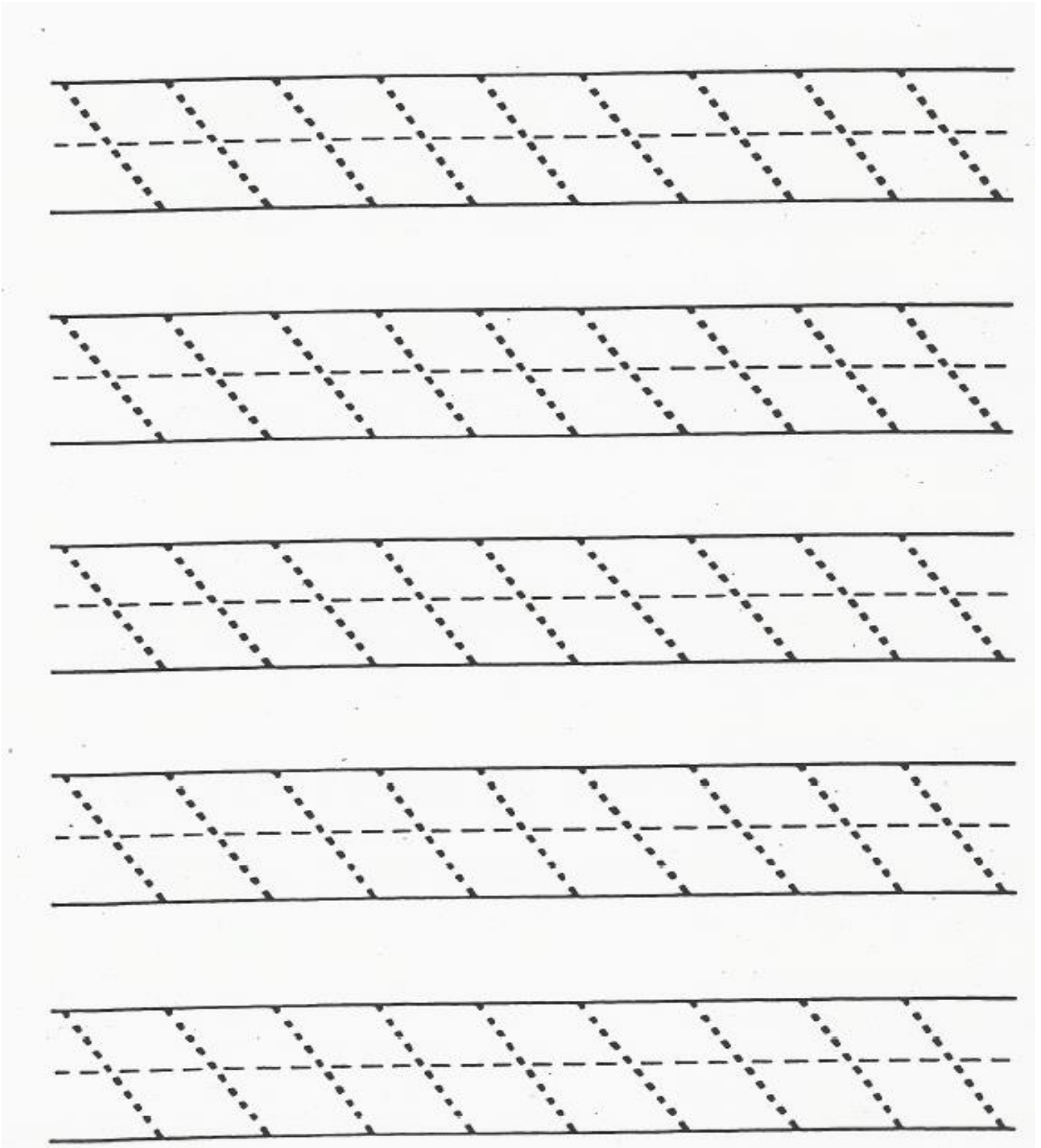
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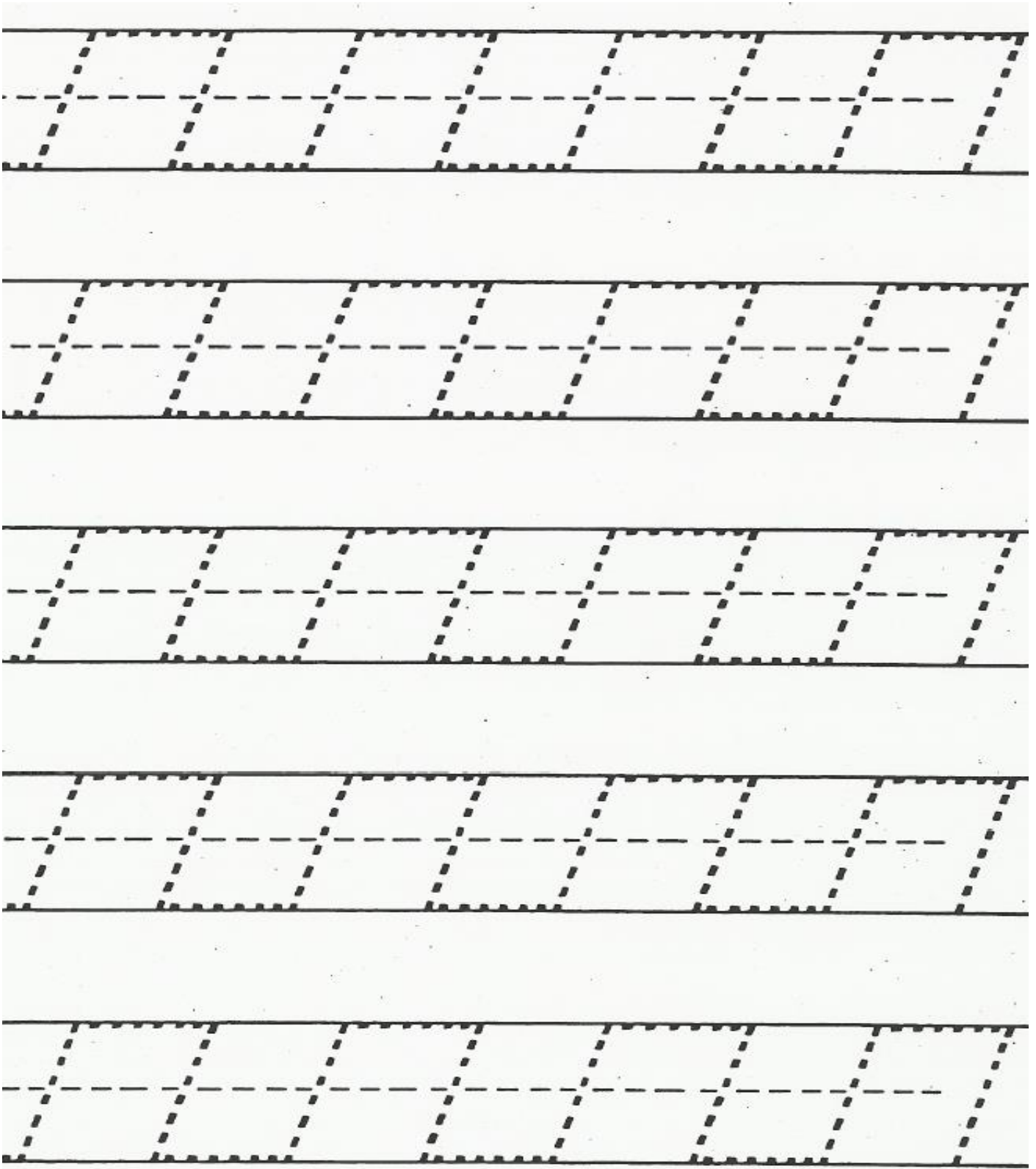
# Tracing the Lines



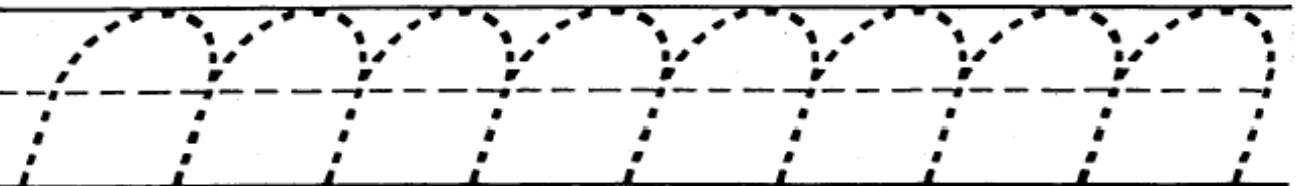
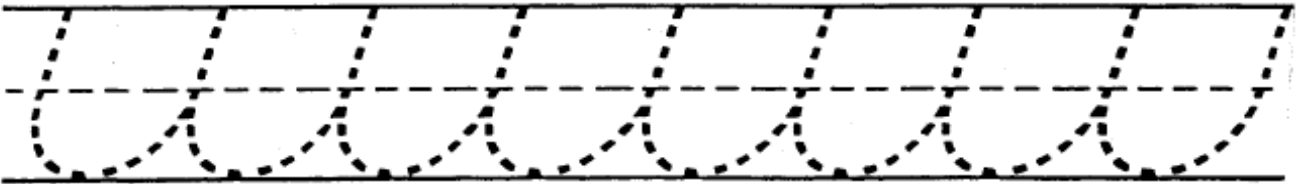
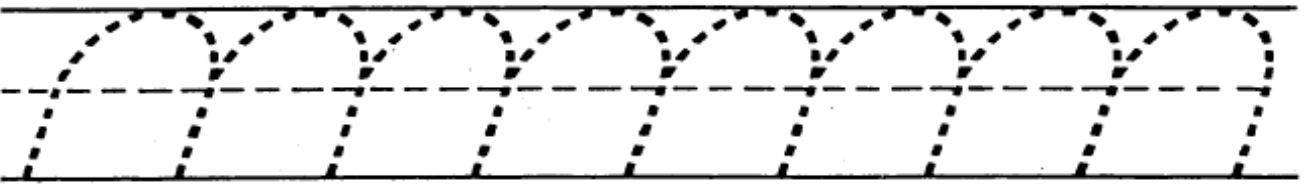
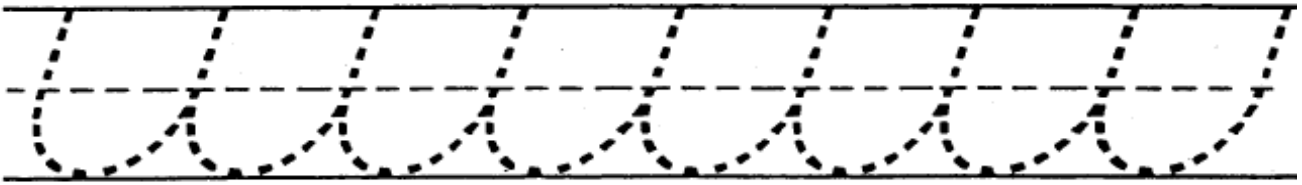
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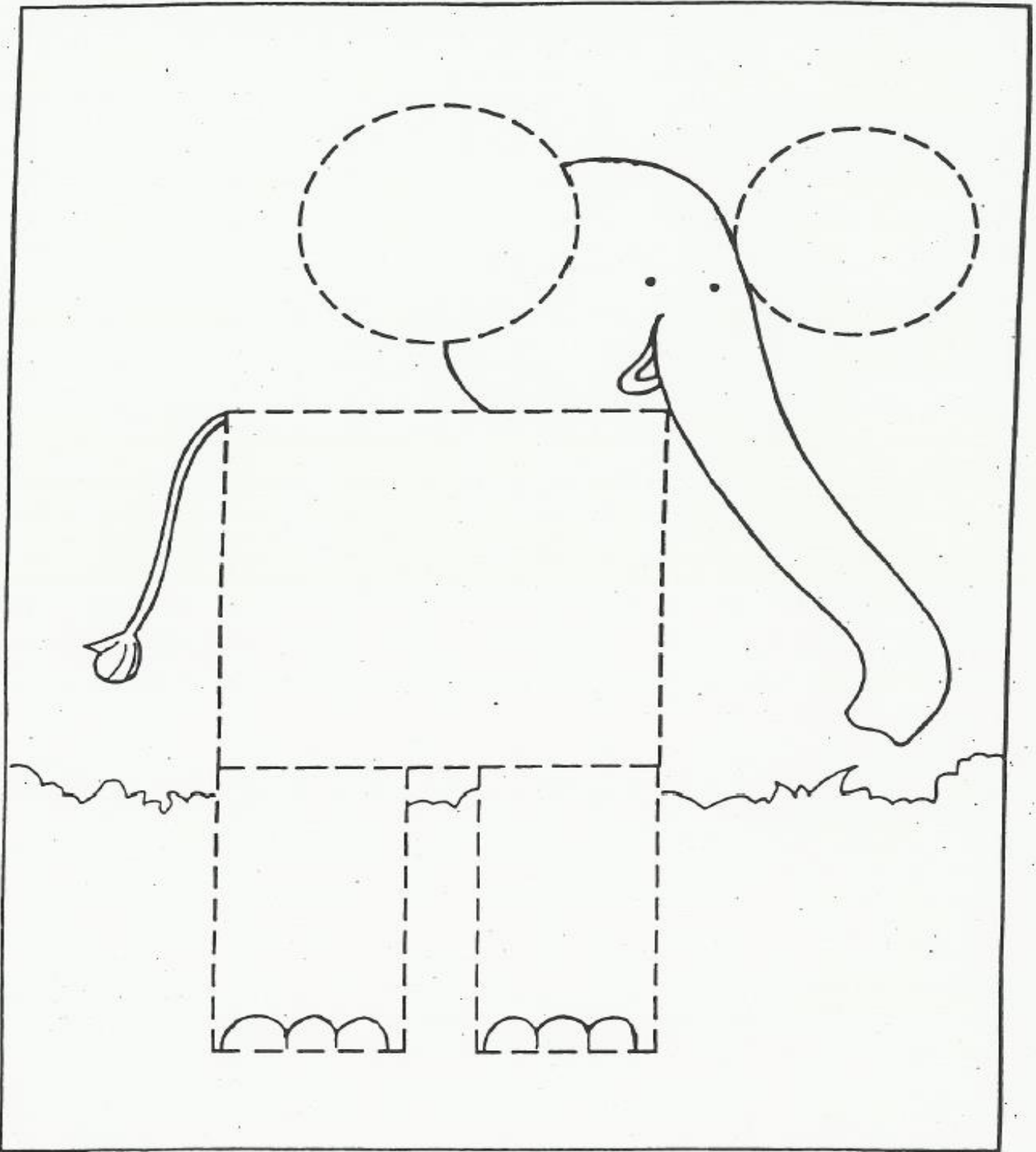
# Tracing the Lines



# Tracing the Lines



# Tracing the Lines





## Using Scissors

Using child-sized scissors can be a complicated process to a young child. Your child must be able to:

- Put his or her thumb in the smaller scissor hole and two or three fingers in the larger scissor hole.
- Have his or her thumb on top and fingers down.
- Cut away from his or her body
- Hold the paper with his or her other hand for stability and movement.

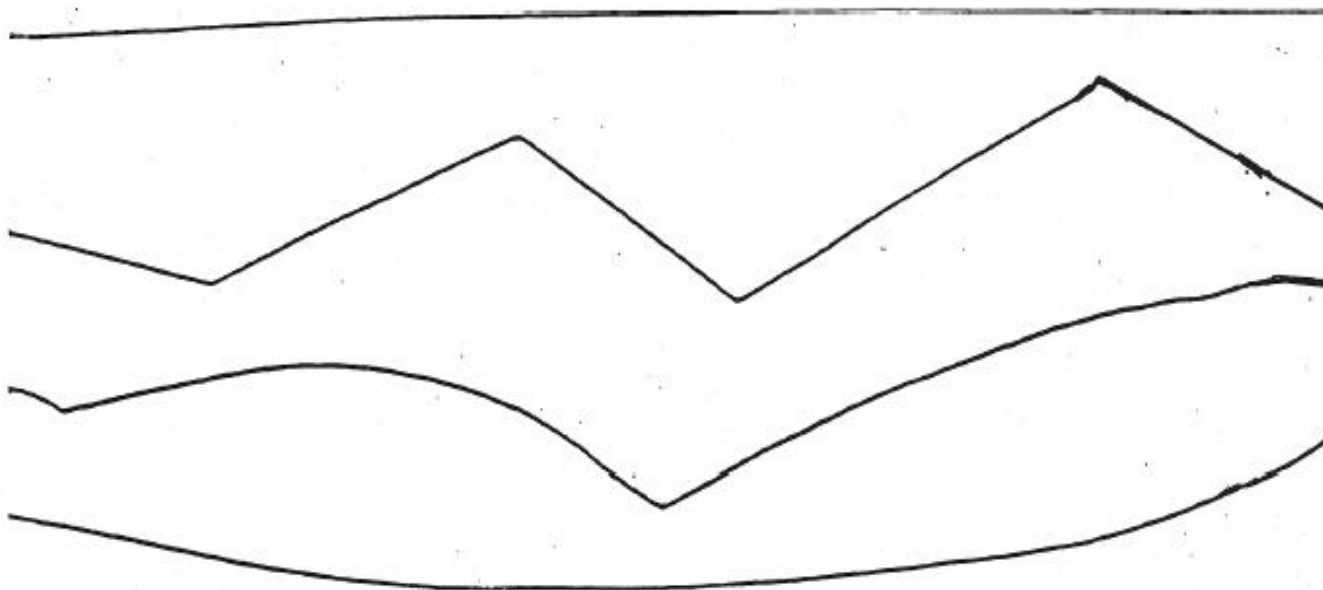
Remember to say encouraging remarks to your child:

- "Thumb up."
- "Cut away from you."
- "Use your helping hand."

Directions:

- Draw simple lines on paper.
- Have your child cut on the lines.
- Use child-size scissors.

Examples are shown below:



# SECTION 3

*Learning Numbers,  
Colors, and Shapes*



### **Counting Dot Cards**

These cards will help your child practice counting. At the beginning you might want to keep them in order so you may not want to cut these cards right away. After your child seems to know how to count, you may cut them apart and mix them up. Have your child count each dot in each of the boxes. After he or she counts the dots on the card you say, "That's right, there are 7 dots". (or however many he or she just counted). See if he or she can put the dots in order from 1 dot to 10 dots." Remember to help your child whenever needed. After your child has learned how to count, the next step is to recognize numbers.

### **Number Picture Cards**

These cards are for you to cut apart and use in a variety of ways. Listed below are some ideas:

1. Have your child identify the pictures on the cards and count the objects.
2. Mix the cards up (perhaps just working on the numbers 1-5 until your child has mastered those). Help your child put the cards in sequential order (1,2,3,4,5...)
3. Mix the cards up and showing one card at a time, have your child tell you the number. If he or she has difficulty remembering the number, have him or her count the objects.

### **Number Poems**

Cut out each square and make a number book. Read the poem to your child as he or she traces over each number correctly.

### **My Color Chart**

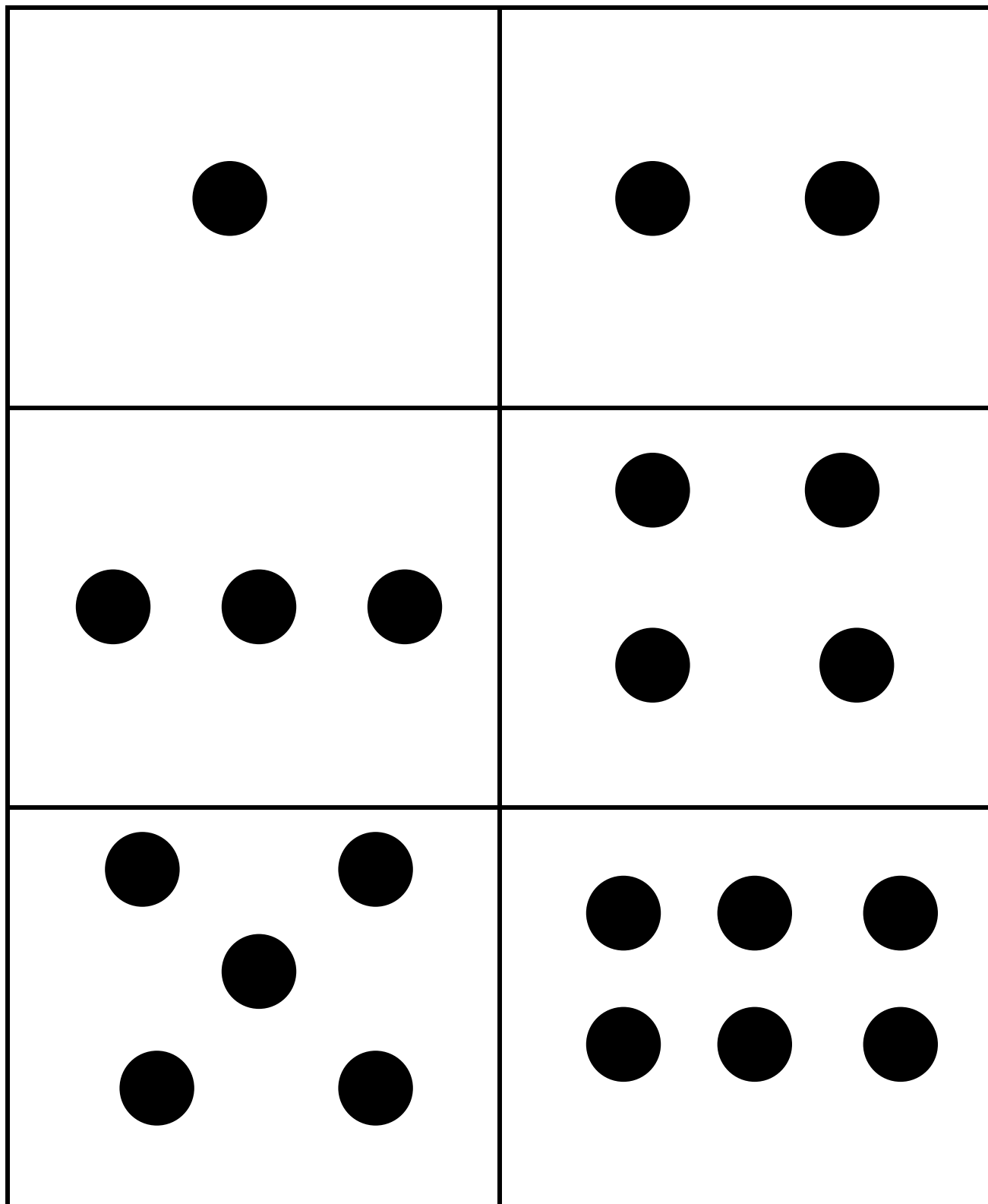
Use this chart to help your child recognize the colors. You can use this chart for many different activities. Some of the activities include:

1. Color the page.
2. Buy your child M&M's (or any small kind of colorful candy) and have him or her sort the candy by colors before he or she eats them. Ask: What color are you going to eat first? What color are you going to eat next? If your child doesn't know the color but points to the one he or she wants to eat, you can tell him or her the color each time he or she eats a candy.
3. Have your child use the chart to see if he or she is wearing clothes that are the same colors on the chart.
4. Serve a dinner made up of foods having the same color. For example, list every green food you can think of and write out a menu. This will help your child remember the colors.

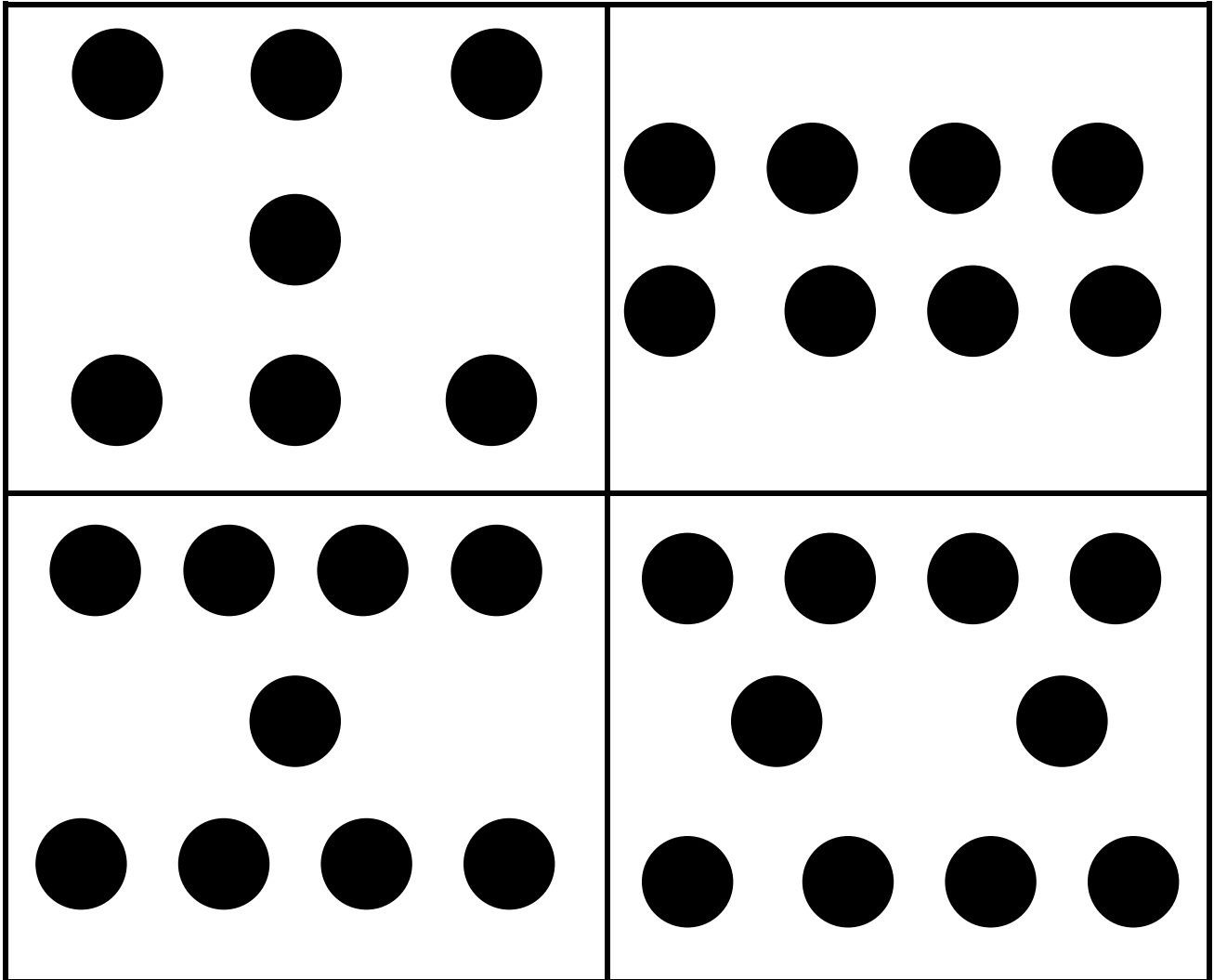
### **The Four Basic Shapes**

Use this chart to help your child begin recognizing the basic shapes. Have your child point to the shapes and color them as he or she says the name of the shape.

# Counting Dot Cards



# Counting Dot Cards



## Number Picture Cards

1



One airplane

2



Two Cars

3



Three dinosaurs

4



Four Elephants

## Number Picture Cards

5



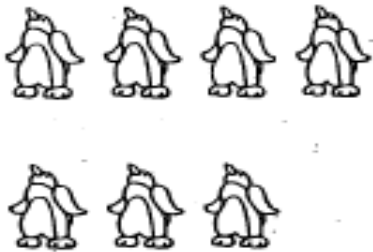
Five Gorillas

6



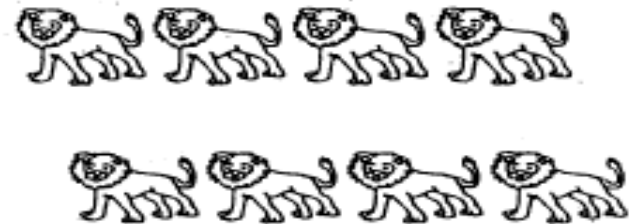
Six Hippos

7



Seven Penguins

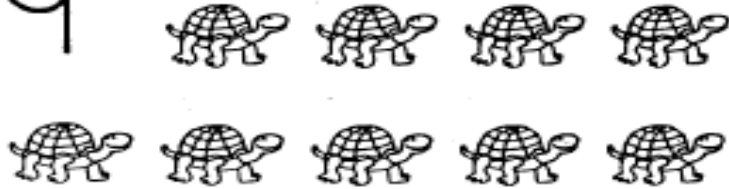
8



Eight Lions

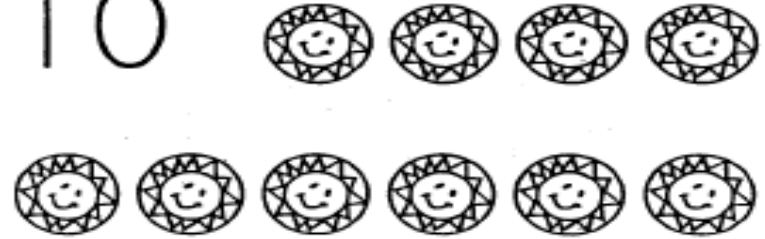
Number Picture Cards

9



Nine Turtles

10


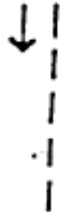


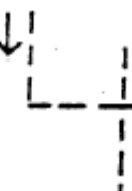
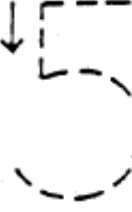

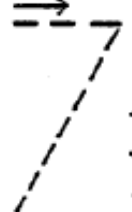




Ten Suns

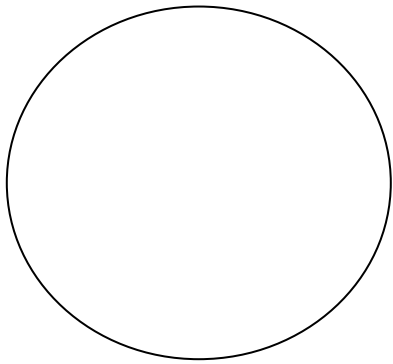


# Number Poems

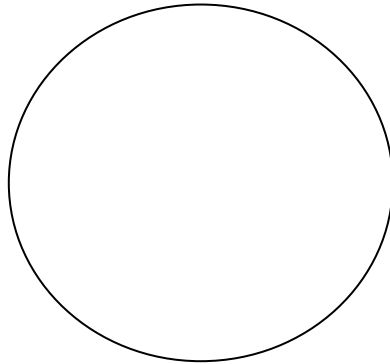
Cut out each of the squares below. Put them together to make a number book. Trace over the numbers and learn the poem for each one. Practice writing your numbers with the poems.

<p>My Number Book by _____</p>	 <p>Around we go!</p>	 <p>One is fun!</p>
 <p>Around and back on a railroad track!</p>	 <p>Around a tree and around a tree, that's the way to make a three.</p>	 <p>Down and over and down some more, that's the way to make a four.</p>
 <p>Fat old five goes down, around. Put a hat on top.</p>	 <p>Roll a hoop and make a loop.</p>	 <p>Across the sky and down from heaven, that's the way to make a seven.</p>
 <p>We make an "S" but do not wait, go back up and close the gate.</p>	 <p>A hoop and a line, that makes a nine.</p>	<p>The End</p>

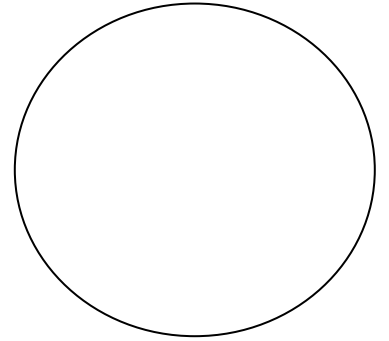
# My Color Chart



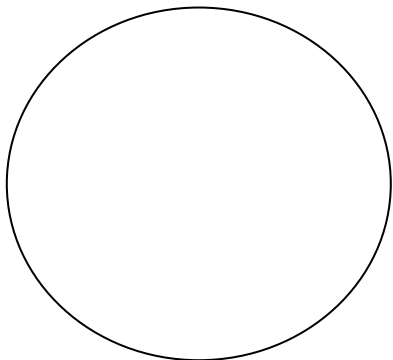
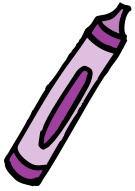
orange



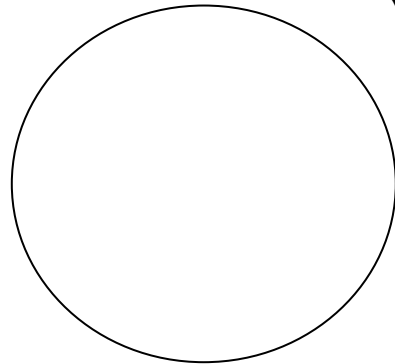
red



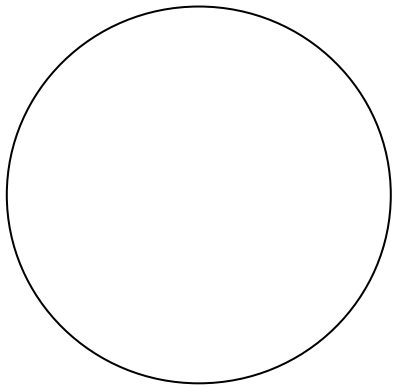
yellow



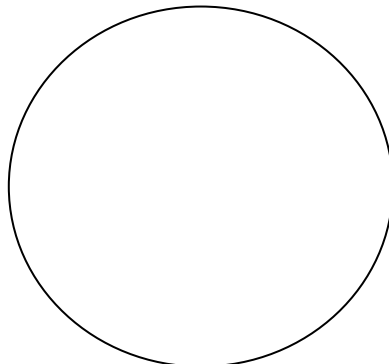
green



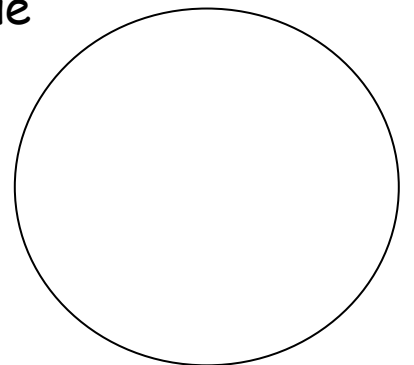
blue



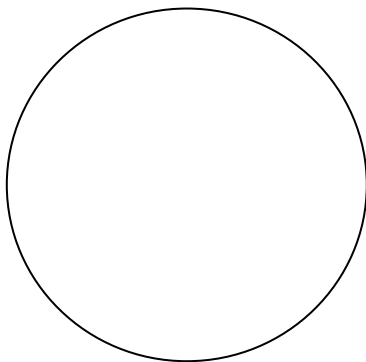
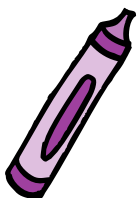
purple



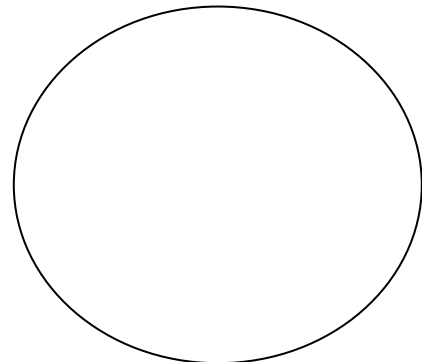
brown



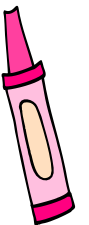
black



white



pink



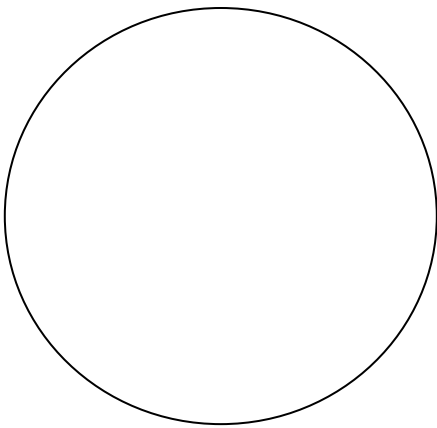
# The Four Basic Shapes

Point to the circle

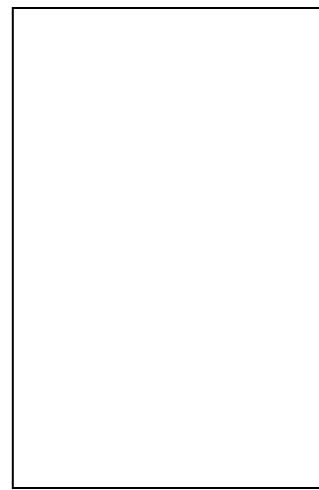
Point to the square

Point to the rectangle

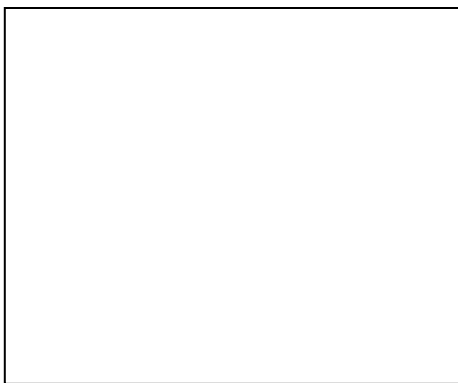
Point to the triangle



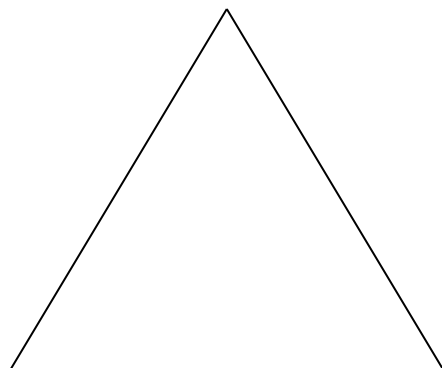
Circle



Rectangle



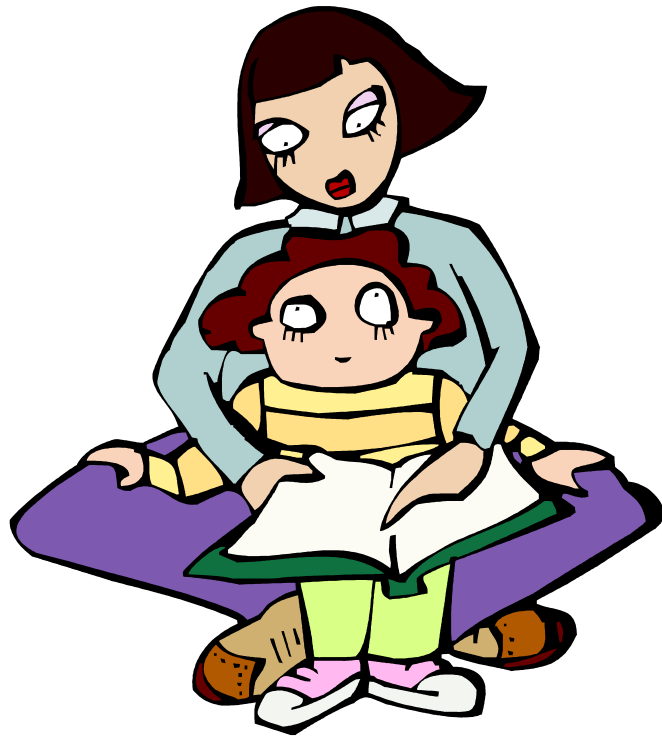
Square



Triangle

# SECTION 4

## *Reading Together and Picking Good Books*



## Reading Together

- Read a good book to your child and stop at an exciting part. Ask your child, "What do you think will happen next?" This will help your child think of possibilities and use his or her imagination.
- When you read with your child, model the way we read. Use your finger to show we start at the top and always read each word from left to the right.
- Before you begin reading a book have your child look at the pictures and have him or her tell you what he or she thinks the book is going to be about. This helps your child understand that the pictures go with the story.
- If you have a book that repeats the same thing many times and your child is already familiar with the book, next time you read it have your child say the part that repeats. This helps your child with memorization and patterns.
- Take your child to the library. There are often many summer programs that you may enjoy participating in with your child. Allow your child to choose and check out his or her own book. This teaches him or her decision making and responsibility. A picture ID is all that is needed to get a library card.
- When you go out, point out letters on billboards or traffic signs to your child. This will help him or her understand the importance of learning the letters. He or she will see that we use letters every day in real-life.

## Picking Good Books

The list on the following pages will help you select appropriate books for your child. You do not need to buy them, you can if you choose to, but most libraries will carry these books.



Public Library Eight Town Square Murrieta, CA 92562 951.304.BOOK

**LIBRARY CARD APPLICATION** (please print clearly) Date: \_\_\_\_\_

\_\_\_\_\_  
Last Name First Name MI Date of Birth / /

\_\_\_\_\_  
Home Address Apt. #

\_\_\_\_\_  
City State Zip Phone Number ( )

E-mail address(es) \_\_\_\_\_

**MAILING ADDRESS** (if different than above)

\_\_\_\_\_  
Address Apt. # City State Zip

**IDENTIFICATION VERIFICATION**

Driver's License	California I.D. Card	Other Picture I.D.

I agree to be responsible for all materials charged on my library card; to report a lost library card; to observe the library rules and policies; to pay promptly all charges; and to notify the library of an address or name change.

\_\_\_\_\_  
Signature of Applicant

**FOR PARENT OR LEGAL GUARDIAN OF MINOR APPLICANT**

I give my child permission to have a library card and assume complete financial responsibility for all library materials borrowed by my child. I understand that children's and adult collections are accessible to children and that children will have access to the library's electronic resources.

\_\_\_\_\_  
Last Name of Parent or Legal Guardian

\_\_\_\_\_  
First Name of Parent or Legal Guardian

\_\_\_\_\_  
Signature of Parent or Legal Guardian

For Staff Use Only: Barcode \_\_\_\_\_ Quick Reg \_\_\_\_\_ Full Reg \_\_\_\_\_

Forms and Templates\Word docs\Library card application10-07.doc

## Books to Prepare Children for Transition to Begin School

### Title

Miss Nelson is Missing  
Carlos Goes to School  
The Berenstain Bears Go to School  
Arthur's Teacher Trouble  
The Kindergarten Book  
Look out Kindergarten, Here I Come!  
We Like Kindergarten  
When Will I Read  
Will I have a Friend?  
What's Good For a Five-Year Old  
First Day Jitters  
I Started School Today  
My Teacher's My Friend  
Sheila Rae, the Brave  
Off to School, Baby Duck!  
When You Go To Kindergarten  
I Thought I'd Take My Rat to School  
Going to Kindergarten  
Song Lee and the Hamster Hunt  
Leo, The Late Bloomer  
Bear Goes to Kindergarten  
Froggy Goes to School  
Who's Going to Take Care of Me?  
Countdown to Kindergarten  
We Share Everything  
If You Take a Mouse to School  
The Kissing Hand  
First Day, Hooray!  
First Day  
Tiptoe into Kindergarten  
The Twelve Days of Kindergarten  
Vera's First Day of School  
Annabelle Swift, Kindergartener  
Miss Bindergarten Gets  
Ready for Kindergarten  
Ira Says Goodbye  
My Teacher Sleeps in School  
The Night Before Kindergarten  
Adam Smith Goes to School

### Author

Allard, Harry G.  
Anderson, Eloise A  
Berenstein, Stan & Jan  
Brown, Marc Tolon  
Calmenson  
Carlson, Nancy  
Cassidy  
Cohen  
Cohen, Miriam  
Cole  
Danneberg, Julie  
Frandsen, Karen G  
Hallinan, P. K.  
Henkes, Kevin  
Hest, Amy  
Howe, James  
Hutchins, Pat  
Jones  
Kline, Suzy  
Kraus  
Langreuter, Jutta  
London, Jonathan  
Magorian, Michelle  
McGhee, Alison  
Munsch, Robert  
Numeroff, Laura Joffe  
Penn, Audrey  
Poydar, Nancy  
Rankin, Joan  
Rogers, Jacqueline  
Rose, Deborah Lee  
Rosenberry, Vera  
Schwartz, Amy  
Slate, Joseph  
  
Waber, Bernard  
Weiss, Leatie  
Wing, Julie  
Wolf, Bernard

## Good Books To Read with Your Child

### Title

Ugly Duckling  
Two Bad Ants  
Happy Birthday, Moon  
Deeps Dives of Stanley Whale  
The Elves and the Shoemaker  
Annie and the Wild Animals  
Stone Soup  
Goodnight Moon  
Runaway Bunny  
The Very Hungry Caterpillar  
River Ran Wild  
The Silver Crow  
May I Bring a Friend?  
Dragon Feathers  
Are You My Mother?  
The Baker's Dozen  
Corduroy  
Millions of Cats  
The Three Bears  
The Christmas Train  
The Friendly Wolf  
All The Colors of the Earth  
The Country Bunny  
Bedtime for Frances  
Bread and Jam for Frances  
Tom Thumb  
Rosie's Walk  
Little Red Riding Hood  
Harold and the Purple Crayon  
The Snowy Day  
Chicken Little  
The Island of the Skog  
The Elephant's Child  
The Carrot Seed

### Author

Adams, A.  
Allsburg, C.  
Asch, C.  
Benchley, N.  
Brandt, K.  
Brett, J.  
Brown, M.  
Brown, M.W.  
Brown, M.W.  
Carle, E.  
Cherry, L.  
Cooper, S.  
De Regniers, B.  
Dugina, A. & O.  
Eastman, P.D.  
Forest, H.  
Freeman, D.  
Gag, W.  
Galdone, P.  
Gantschev, I.  
Goble, P. & D.  
Hamanaka, S.  
Heyward, DuBose  
Hoban, R.  
Hoban, R.  
Hoffman, F.  
Hutchins, P.  
Hyman, T.  
Johnson, C.  
Keats, E.  
Kellogg, S.  
Kellogg, S.  
Kipling, R.  
Krauss, R.



**Title**

Alexander and the Wind-up Mouse  
The Biggest House in the World  
Frog and Toad are Friends  
The Boy Who Held Back the Sea  
Foolish Rabbit's Big Mistake  
Blueberries for Sal  
Make Way for Ducklings  
Little Bear  
Anno's Animals  
Big Bad Bruce  
Baby Earth  
Rainbow Fish  
I Smell Honey  
The Little Engine that Could  
Tale of Peter Rabbit  
Peter and the Wolf  
Mr. And Mrs. Pig's Night Out  
Clever Turtle  
The Enchanted Forest  
Mother Goose  
Where the Wild Things Are  
Caps For Sale  
The Talking Eggs  
Bored, Nothing to Do  
London Bridge  
Sylvester & the Magic Pebble  
The Amazing Bone  
Child's Garden of Verses  
The Polar Express  
Mouse Count  
The Biggest Bear  
Tomato Patch  
The Fisherman and His Wife  
A New Coat for Anna  
Harry the Dirty Dog

**Author**

Lionni, L.  
Lionni, L.  
Lobel, A.  
Locker, T.  
Martin, R.  
McCloskey, R.  
McCloskey, R.  
Minarik, E.  
Peet, B.  
Peet, B.  
Petit, Jean, M.  
Pfister, M.  
Pinkey, A.  
Piper, W.  
Potter, B.  
Prokofieff, S.  
Rayner, M.  
Roche, A. K.  
Sanderson, R.  
Starry, R.  
Sendak, M.  
Slobodkina, E.  
Souci, R.  
Spier, P.  
Spier, P.  
Steig, W.  
Steig, W.  
Stevenson, R.  
Van Allsberg, C.  
Walsh, E.  
Ward, L.  
Wondriska, W.  
Zemach, M.  
Zieffert, H.  
Zion, G.

# SECTION 5

## *Sparking Creativity*



The following activities help to develop and “spark” your child’s creativity:

- **Asking “What if” Questions**

Play a game with your child where he or she gets to answer “what if” questions. This will help him or her develop his or her creative skills. Sample questions could include: What if you didn’t have hands? What if you could fly like a bird? What if animals could talk?

- **Playing with Play Dough**

Make a batch of play dough together. Mix 1 cup flour,  $\frac{1}{2}$  cup salt, a few drops of oil, and enough water to make it easy to handle. After it is ready you can divide it into different parts. Add a drop or two of different food colorings to each batch so that you have different colors of play dough. Roll the play dough into thin strips to make letters and numbers. Mix different colors of play dough to make new colors. Make objects with dough. Roll out the play dough and cut with cookie cutters to make different shapes. Cut the dough with plastic knives & spoons. Have fun and be creative.

- **Draw or Paint**

Have your child draw pictures or paint his or her favorite part of a story or his or her favorite character from a story. Another idea is to have your child draw any picture he or she wants and then tell you a story about his or her picture. Write the words for the story as he or she is telling you the story.

- **Pick One a Week!**

Cut up the cards on the following pages and put them in a box or can. Have your child pick one card each week. Read the card out loud to your child and do the activity written on the card with your child.

**When working with your child, please keep this thought in mind:**

***I hear, and I forget  
I see, and I remember  
I do, and I understand***

*Chinese Proverb*

# Pick One A Week

Read me a story.  
Tell me the author and  
illustrator.

Play a game with me.

Let's take a walk and look for  
things bigger than me and  
things smaller than me.

Sing a song with me.

Work a puzzle with me.

Let me cook something  
special to eat.

Tell me what you were like  
when you were little.  
What was your favorite book?

Ask me to find different shapes,  
like circles, squares, triangles  
and rectangles.

Help me write a letter  
to someone.

Give me a back rub.

Ask me to name  
words that rhyme.

Let me help you do a job  
around the house.

Help me count the number  
of doors in our house.  
What else can we count?

Teach me how to zip,  
button, snap, and tie.

Tell me about your job.

Let's say some  
nursery rhymes together.

Ask me my name, birthday,  
address, and phone number.

Teach me the days of the week  
and months of the year.

Act out opposites, like  
"up and down," "hot and cold,"  
"big and little," etc.

Read me a book and leave out  
some words. Let me guess  
what they are.