

WARDLAW + HARTRIDGE

LOWER SCHOOL

Summer Home-to-School Connections

Rising Kindergarten

Dear Junior Kindergarten Families,

It has been a wonderful year full of learning and fun! Our students have worked incredibly hard and have grown tremendously as learners. We are proud of all of the progress they made during the 2017-2018 school year.

As the school year winds down, we encourage you to plan for a summer of reading, writing and mathematics with your children. It is so important that we continue to expose our youngest learners to quality literature, mathematical thinking, while modeling a love for reading, writing and mathematics, even when school is not in session!

Of course, the summer is a time for vacations, camp and pursuing new interests. However, we do encourage you to make time to read aloud with your child, write stories, and play educational games.

We respect your vacation time and the need for children to play in the summer is paramount. The activities and suggestions on the following pages are recommended, yet they remain optional.

Have a safe, healthy and happy summer!

The W+H Lower School Teachers

Summer Home-to-School Connections

Rising Kindergarten

In the following pages, you will find activities and guidance for academically supporting your child over the summer months.

READING ACTIVITIES:

All Lower School Summer Read
Summer Reading Scavenger Hunt
Reading at Home Tips
Letter Recognition/Phonemic Awareness Games
Suggested Reading List

WRITING ACTIVITIES:

Writer's Journal
Writing at Home Tips
Summer Postcards

MATHEMATICS ACTIVITIES:

Math Games to Play at Home

ADDITIONAL ACTIVITIES:

Apps to Support Learning
Self-Help and Routines
Guidance to Support the Related Arts

THE MOST IMPORTANT THING OF ALL...PLAY.

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All Lower School Summer Read

This summer the Lower School will be embarking on a special project, an all-school book club. We are joining a national program, *One School, One Book*, which is sponsored by the non-profit organization, Read to Them ©. This organization's mission is to promote family literacy by creating a culture of literacy in every home.

Every student is receiving a copy of the same book, **Roald Dahl's *James and the Giant Peach***. We have chosen this title as it is one which can be understood by our youngest readers, yet still hold the interest of our eldest readers. We ask that you read it together over the summer. We ask you to take the time so that your family can participate in this special activity. There is great importance in reading aloud at home. A growing body of research describes the complex and permanent effects of reading aloud. Reading aloud at home is valuable because it better prepares your child to be an effective reader, and it is also a fun, worthwhile family activity. Children who are read to learn to read more easily and become better readers. Literacy skills provide the basis for a lifetime of learning and productivity.

We know that you'll enjoy this special reading time with your child. When we return in the Fall, we hope to talk with all of our families about James, his horrible aunts, and the fascinating new friends he makes inside the mysterious and magical peach.

"When a whole school reads a book, there's a lot to talk about."

If you carve out about ten to fifteen minutes a day, two to three times a week, you'll be able to enjoy James' adventures all summer.

Students have also received paper to create a poster about the book to bring back to school in the Fall. We can't wait to see what they come up with!

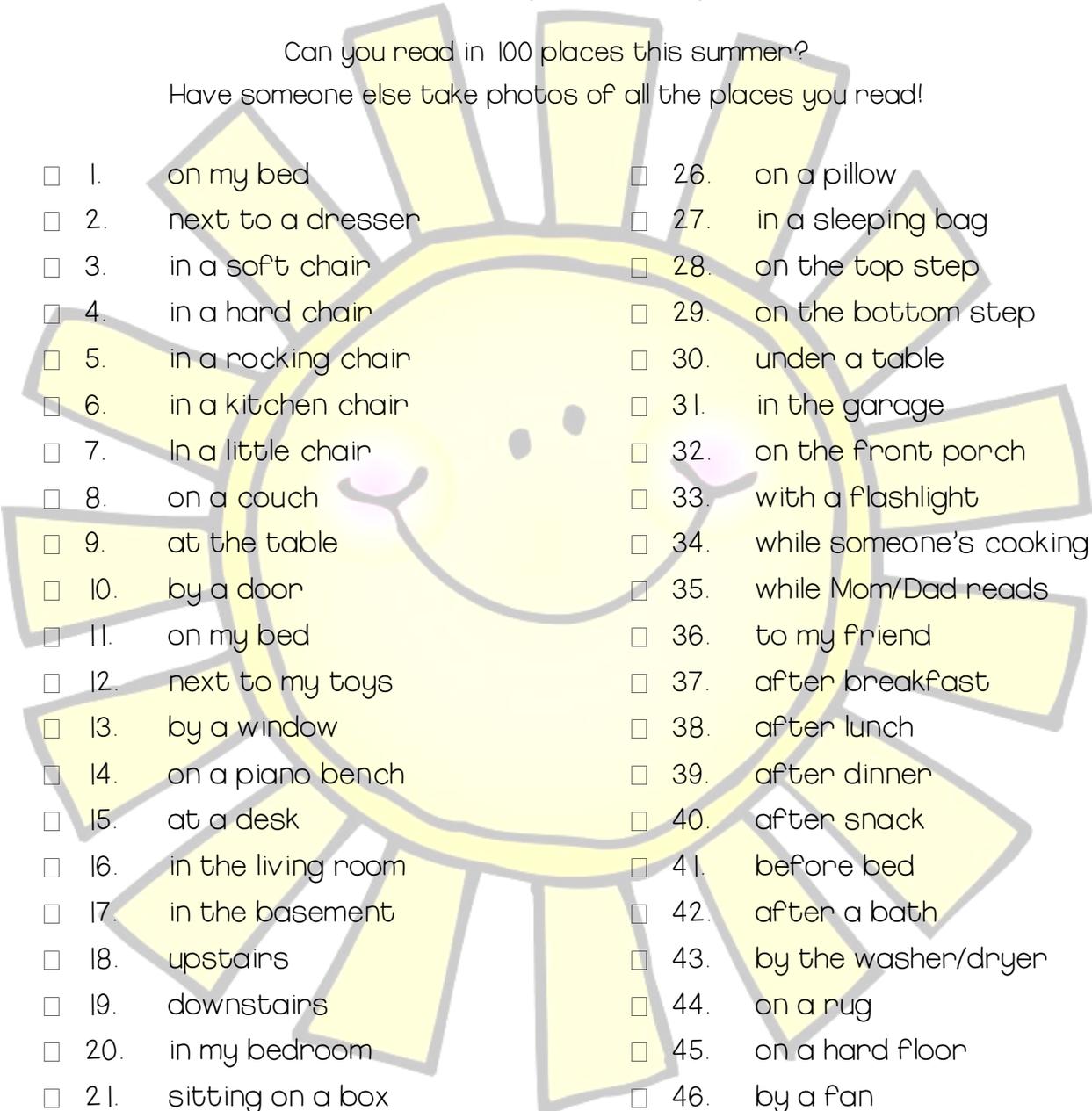
Summer Home-to-School Connections

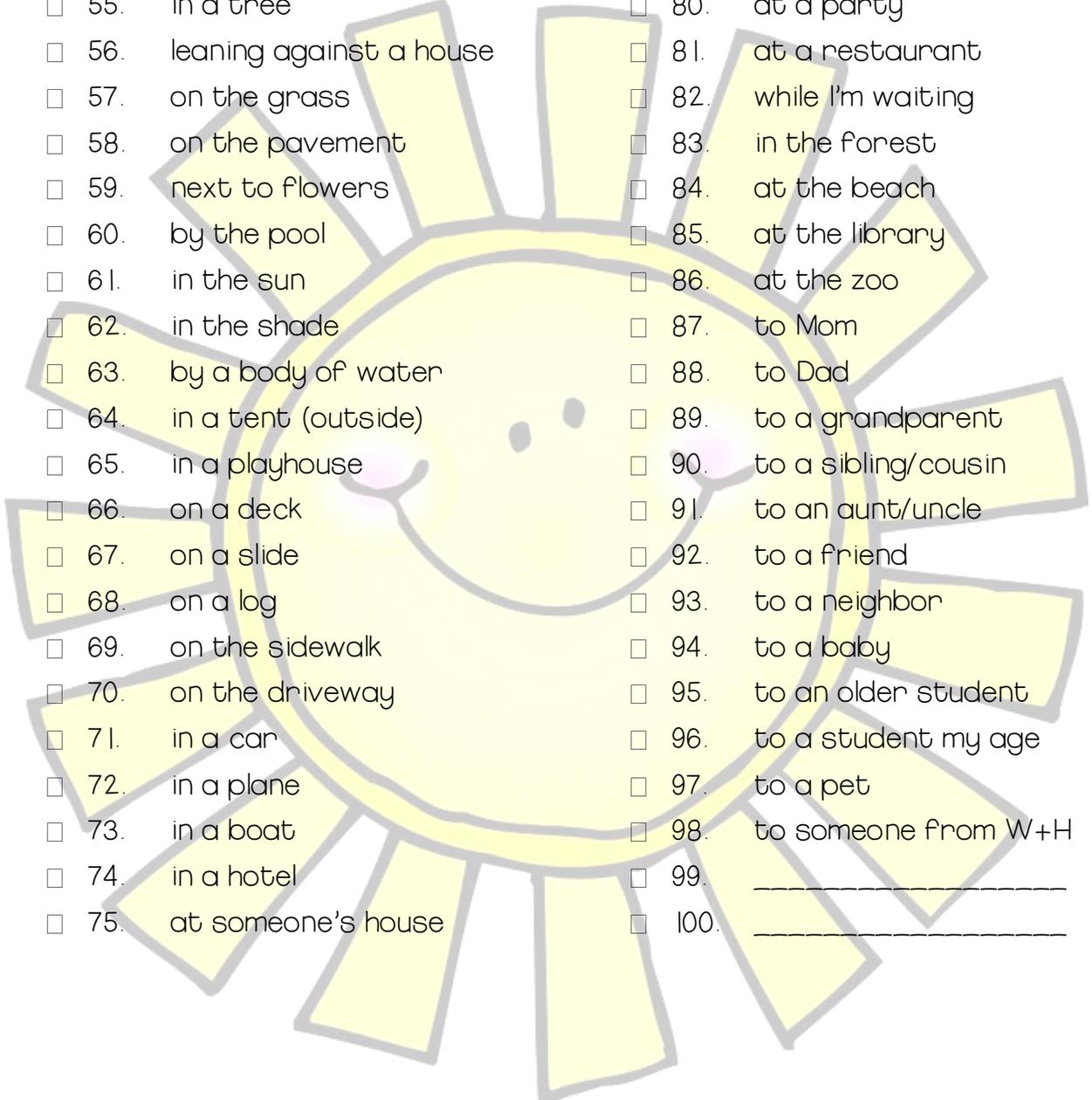
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Summer Reading Scavenger Hunt

Can you read in 100 places this summer?

Have someone else take photos of all the places you read!

- 
- 1. on my bed
 - 2. next to a dresser
 - 3. in a soft chair
 - 4. in a hard chair
 - 5. in a rocking chair
 - 6. in a kitchen chair
 - 7. In a little chair
 - 8. on a couch
 - 9. at the table
 - 10. by a door
 - 11. on my bed
 - 12. next to my toys
 - 13. by a window
 - 14. on a piano bench
 - 15. at a desk
 - 16. in the living room
 - 17. in the basement
 - 18. upstairs
 - 19. downstairs
 - 20. in my bedroom
 - 21. sitting on a box
 - 22. under a blanket
 - 23. inside an indoor tent
 - 24. in a closet
 - 25. in my playroom
 - 26. on a pillow
 - 27. in a sleeping bag
 - 28. on the top step
 - 29. on the bottom step
 - 30. under a table
 - 31. in the garage
 - 32. on the front porch
 - 33. with a flashlight
 - 34. while someone's cooking
 - 35. while Mom/Dad reads
 - 36. to my friend
 - 37. after breakfast
 - 38. after lunch
 - 39. after dinner
 - 40. after snack
 - 41. before bed
 - 42. after a bath
 - 43. by the washer/dryer
 - 44. on a rug
 - 45. on a hard floor
 - 46. by a fan
 - 47. against the fridge
 - 48. in the hall
 - 49. lying on my stomach
 - 50. lying on my back

- 
- 51. on a swing
 - 52. on a playset
 - 53. on a lawn chair
 - 54. under a tree
 - 55. in a tree
 - 56. leaning against a house
 - 57. on the grass
 - 58. on the pavement
 - 59. next to flowers
 - 60. by the pool
 - 61. in the sun
 - 62. in the shade
 - 63. by a body of water
 - 64. in a tent (outside)
 - 65. in a playhouse
 - 66. on a deck
 - 67. on a slide
 - 68. on a log
 - 69. on the sidewalk
 - 70. on the driveway
 - 71. in a car
 - 72. in a plane
 - 73. in a boat
 - 74. in a hotel
 - 75. at someone's house
 - 76. at the doctor's office
 - 77. in a store
 - 78. at a picnic
 - 79. at a playground
 - 80. at a party
 - 81. at a restaurant
 - 82. while I'm waiting
 - 83. in the forest
 - 84. at the beach
 - 85. at the library
 - 86. at the zoo
 - 87. to Mom
 - 88. to Dad
 - 89. to a grandparent
 - 90. to a sibling/cousin
 - 91. to an aunt/uncle
 - 92. to a friend
 - 93. to a neighbor
 - 94. to a baby
 - 95. to an older student
 - 96. to a student my age
 - 97. to a pet
 - 98. to someone from W+H
 - 99. _____
 - 100. _____

Summer Home-to-School Connections

Rising Kindergarten

Reading at Home Tips

Read, read, read! Read aloud to your child each day. Even our youngest students are readers before they can actually decode text! Being read to is one of the best ways to begin to develop as a reader. Read his/her favorite stories over and over again. Take your child to the library to let him/her choose books to read, too! Many public libraries offer reading programs for your little one, which include fun literacy related activities and incentive/rewards for reading. As your child grows as a reader, it is important to make sure that they are understanding what they are reading. Here are some quick tips and prompts to encourage your growing reader!

- Do a picture walk.

You don't have to just jump right in and read the words. Children love to look at pictures. Explore these pictures with your child. A picture walk is just that – a 'walk' through the book, talking about the pictures, pointing out words that they may know and talking about what might happen in the book.

- Label pictures and count things.

Talk about what you see. A dog? A cat? Label everything. After you see the picture of a dog, try to find the word that would say 'dog.'

Example: What does Dog start with? D-D-Dog? D? OK- let's find the letter D and see if it sounds like dog. Oh! There it is! You are right! That does say dog!

"Oh, wow! Kittens. I see the word Kittens. K-K-K-Kittens. Do you see more than one kitten? How many do you see? Three kittens- that's right! What if one more kitten came? How many would we have?"

- Read with expression.

When you are ready to read the words, you want to make it FUN! If you talk in a monotone voice, your child will not be engaged. You want to capture his/her attention!

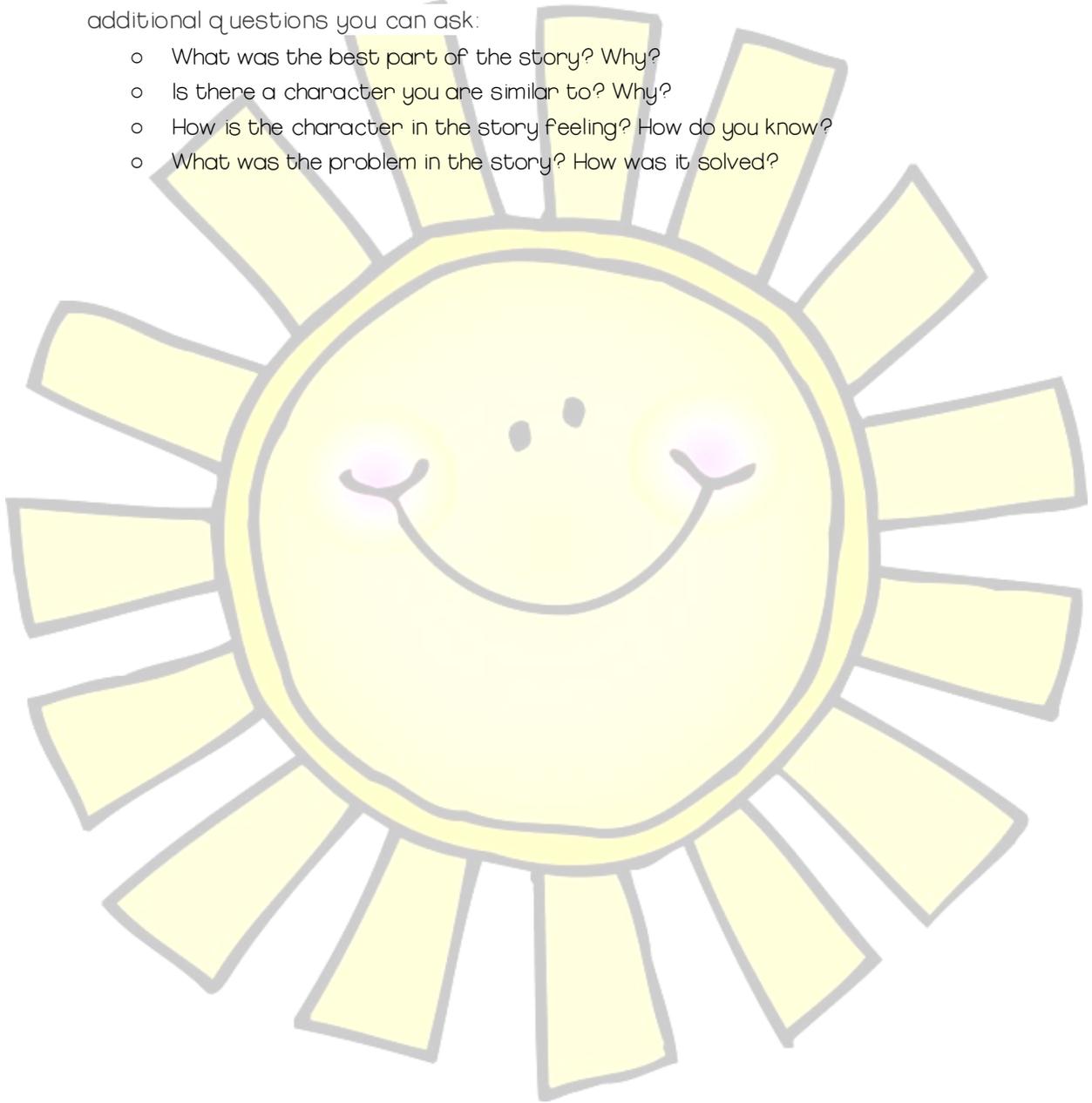
- Read, and reread.

Children of this age like to have the same story read to them over and over again. This is normal and developmentally appropriate! As they begin to remember the story and memorize the words, they are still reading. In this way, they are associating the words they hear with the print on the page. So, even if you think they are just reciting, as long as it goes along with what you are reading, it is okay!

- Ask questions before, during and after reading.

As you read together, ask your child questions about the story. These questions will help them develop strong reading comprehension skills, and at the same time, will help you monitor their comprehension. The “W” Questions, *who*, *what*, *when*, *why*, and *where*, are all good ones to help your child think as they read. Here are some additional questions you can ask:

- What was the best part of the story? Why?
- Is there a character you are similar to? Why?
- How is the character in the story feeling? How do you know?
- What was the problem in the story? How was it solved?



Summer Home-to-School Connections

Rising Kindergarten

Letter Recognition Games

As children enter Junior Kindergarten, students should be able to sing the alphabet song, and they should be able to identify the uppercase/capital letters with facility.

Alphabet Matching

Using the letter tiles on the next few pages, have your child match uppercase letters to lower case letters.

Alphabet Soup

Place letter tiles or letter cards in a large bowl. Using a large kitchen ladle, have your child “scoop” some letters into his or her bowl. Read them out loud to “keep” the letters!

Alphabet Races

Write several letters on your driveway in sidewalk chalk. Call out letters and have your child or children race to the letter.

Playdough Alphabet

Place the letter cards face down in a pile. Take turns selecting, naming and building the letter on the card in playdough.

Musical Alphabet

Scatter the letter cards around on the floor. Put some music on and let your child or children dance around. When the music stops, they have to hop onto a letter and yell out its name.

Alphabet Twister

Have a spare twister board laying around? Tape the letter cards to the colored dots and instead of calling out colors, call out letter names!

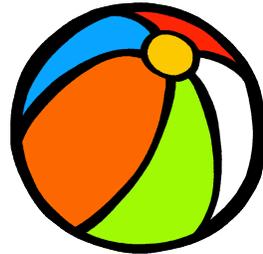
Create a Card

Use items such as pom-poms, beads, pebbles, etc. to form a letter on a piece of cardstock. Trace the letter in glue, and have your child place the objects.

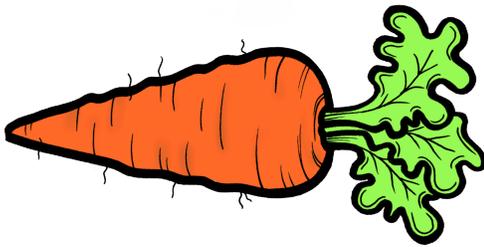
Aa



Bb



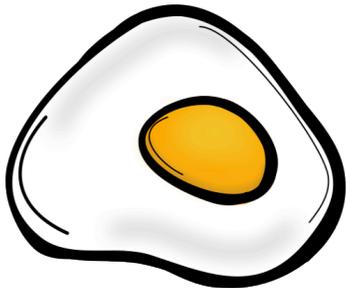
Cc



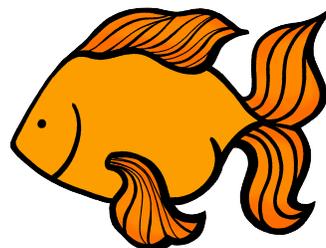
Dd



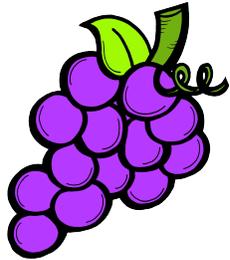
Ee



Ff



Gg



Hh



Ii



Jj



Kk



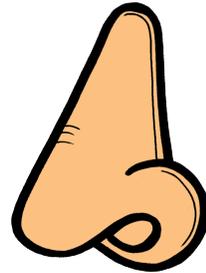
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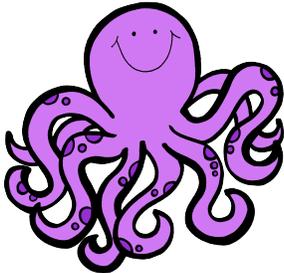
Mm



Nn



Oo



Pp



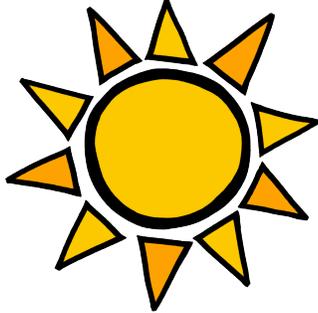
Qq



Rr



Ss



Tt



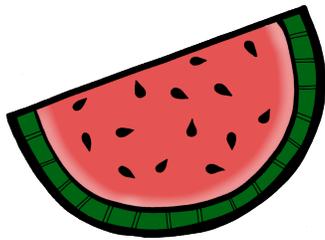
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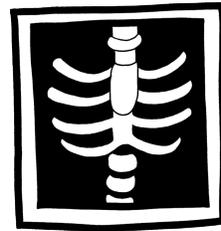
Vv



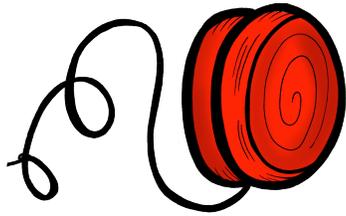
Ww



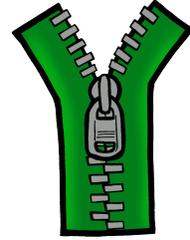
Xx



Yy



Zz



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		

Match Uppercase Letters

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		

Match Uppercase Letters

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		

Match Lowercase Letters

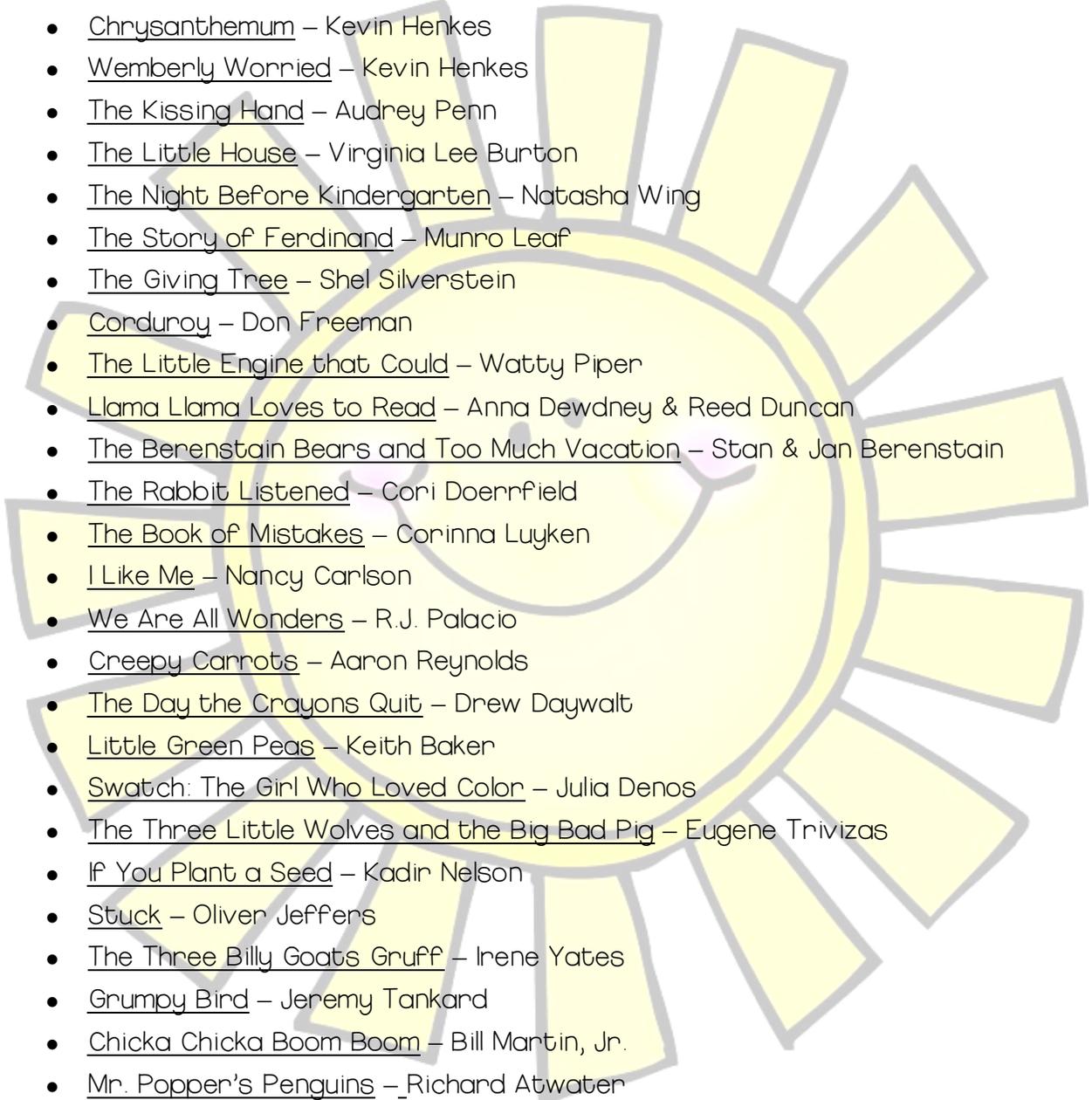
a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

Match Lowercase Letters

Summer Home-to-School Connections

Rising Kindergarten

Suggested Reading List

- 
- Chrysanthemum – Kevin Henkes
 - Wemberly Worried – Kevin Henkes
 - The Kissing Hand – Audrey Penn
 - The Little House – Virginia Lee Burton
 - The Night Before Kindergarten – Natasha Wing
 - The Story of Ferdinand – Munro Leaf
 - The Giving Tree – Shel Silverstein
 - Conduroy – Don Freeman
 - The Little Engine that Could – Watty Piper
 - Llama Llama Loves to Read – Anna Dewdney & Reed Duncan
 - The Berenstain Bears and Too Much Vacation – Stan & Jan Berenstain
 - The Rabbit Listened – Cori Doerrfield
 - The Book of Mistakes – Corinna Luyken
 - I Like Me – Nancy Carlson
 - We Are All Wonders – R.J. Palacio
 - Creepy Carrots – Aaron Reynolds
 - The Day the Crayons Quit – Drew Daywalt
 - Little Green Peas – Keith Baker
 - Swatch: The Girl Who Loved Color – Julia Denos
 - The Three Little Wolves and the Big Bad Pig – Eugene Trivizas
 - If You Plant a Seed – Kadir Nelson
 - Stuck – Oliver Jeffers
 - The Three Billy Goats Gruff – Irene Yates
 - Grumpy Bird – Jeremy Tankard
 - Chicka Chicka Boom Boom – Bill Martin, Jr.
 - Mr. Popper's Penguins – Richard Atwater
 - Charlotte's Web – E.B. White
 - Thomas the Tank Engine Collection
 - The Complete Tales of Winnie the Pooh – A.A. Milne
 - Paddington Treasury – Michael Bond

Summer Home-to-School Connections

Rising Kindergarten

Writer's Journal & Writing at Home Tips

During the summer, routines are especially important, as your children are out of the school routine. Routines are as simple as when you get home - putting shoes in a specific place each time, but in this space, we are talking about the oft forgotten routine of daily writing.

A big part of writing is getting ideas out even prior to writing. Ask those open-ended questions about what they think about things to allow them to explore language and express their ideas.

Writing is also like a marathon, one needs to begin somewhere. Have children keep a writing journal, and remember, it doesn't have to be all narrative stories. They can keep a diary of their day, or special trips. They can create poems, acrostics, they can include photos of experiences and just label those photos with captions. They might cut things out of magazines or newspapers that they really like and caption those as well. They could make lists, even your grocery shopping list. Writing is writing and in the case of stamina, that's all that matters. In the preschool years, the children should draw pictures and label or write about their illustrations. After they write, ask them to tell you about their work, and you can add your own captions to remember what they wrote. Spelling is not important at this age, and we don't want to interfere too much with formation of lowercase letters. At this point, children should be familiar with the uppercase letters, so you can check to be sure they are forming those correctly. Keep the examples of the letters available so they may use it as a reference to write.

Use your writing journal we have provided for this summer, and feel free to bring it back in the fall to show your teacher what your child worked on!

Finally, most often, good writers begin as good readers. Familiarity with quality literature and stories, opens your mind to creating your own. All of the reading tips help with writing. Additionally, there are great podcasts out which will continue the improvement in both areas. Little Stories for Tiny People and Circle Round, are examples of podcasts designed specifically for children ages 3-5.

Summer Home-to-School Connections

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Fine Motor Practice

Another important aspect of writing is fine motor development. Your child can practice their fine motor skills by doing simple activities such as:

Matching with MegaBlocks

Using a permanent marker, write letters on MegaBlocks. Then have your child match the uppercase with the lowercase letters. The pushing of the blocks together exercises important muscles. When you finish, have your child take them apart. This is also a muscle builder!

Fruit Loop Towers

Using a blob of playdough to anchor a piece of uncooked pasta, have your child pick up Fruit Loops from small cups and drop them on the pasta.

Pipe Cleaner Sculptures

Give your child a pile of pipe cleaners to create sculptures. The twisting and bending helps their fingers with precision.

Button Sort

Give your child a bowl of mixed buttons and have them sort them by size, color, matching buttons, etc.

Pom Pom Drop

Get a piece of poster board and several thin cardboard tubes. Paint the tubes different colors, and affix them to the board. Then, mix a bag or two of pom poms in a bin. Using kitchen tongs, or plastic tweezers, have your child drop the appropriate color pom pom in the correct tube.

Zipper Board

Gather a handful of different colored zippers (color just adds an element of fun) and affix them to a poster board by gluing them down. Children practice motor skills by zipping and unzipping.

Summer Home-to-School Connections

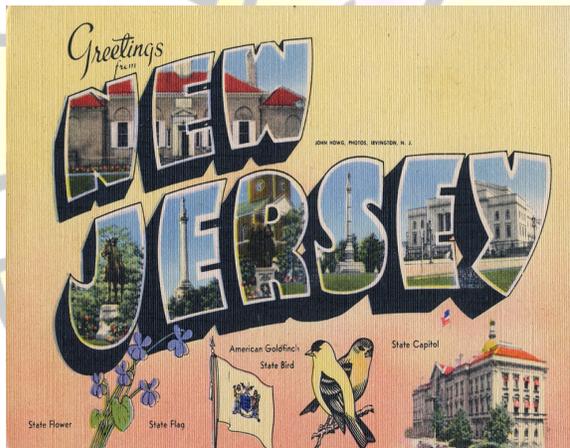
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Summer Postcards

Feel free to send us postcards from your summer, whether you travel far and wide, or stay close to home! We would love to stay connected!

Please address postcards to:

The Wardlaw + Hartridge School
Lower School
1295 Inman Avenue
Edison, NJ 08820



POST CARD
FOR CORRESPONDENCE FOR ADDRESS ONLY



Dear Lower School Teachers,
I am really loving the beginning of
summer as I am spending it here
at camp Funshine!
See you soon!
Love, Sally



The Wardlaw + Hartridge School
Lower School
1295 Inman Avenue
Edison, NJ 08820

Summer Home-to-School Connections

Rising Kindergarten

Math Games to Play at Home

The best way to continue to develop your child's mathematic skills is to continue building their one-to-one correspondence (the ability to match number of objects to the number they are reciting) and subitizing (the ability to 'see' a number of objects and know what they are without counting). While children of this age have a varied set of knowledge and ability, as they enter Kindergarten, the expectation is that students should be able to identify numbers (rote counting starting anywhere from 1 through 30, naming sets in and out of sequence, subitizing, and count a group of objects) up to 30 with facility and confidence.

Count and Sort

Recycling empty water bottles, paint each bottle with a stripe of a color (or use colored masking tape). Then, add a number to the bottle. Using a bowl of mixed pom poms, have your child add the correct number and color of poms to the bottle.

Pipe Cleaner Count

Add a piece of masking tape to one end of a pipe cleaner and leave a tag on the end you can write a number on. Give your child a bowl of pony beads (found online or in craft stores), and have them thread the correct number of beads on each pipe cleaner.

Button Sort

Give your child a bowl of mixed buttons and have them sort them by size, color, matching buttons, etc.

Snack Math

Using small cards with circles on them, have your child count out items such as Cheerios, fruit snacks, grapes, etc. and place them on the cards prior to enjoying!

Dice Roll

Using two dice, roll numbers one at time or together. Then, have your child call out the value of the number shown.

Dominoes

Play a traditional game of dominoes! Turn all dominoes over, and each player draws a number of dominoes. Then, one player starts the game by pulling a domino. Then, match until all tiles are drawn.

Summer Home-to-School Connections

Rising Kindergarten

Educational Apps to Support Learning

Authentic, tactile experiences will always be best for your child's learning. However, there are some excellent apps on the market, which are good supplemental ways to add to your child's learning experience. Below find a list of apps you might like to try.

- Avokiddo ABC Ride
- Bugs and Buttons
- Moose Math
- LeapFrog Academy
- AlphaTots and TallyTots
- Alien Buddies
- Drive About: Number Neighborhood
- Sago Mini Puppy Preschool
- Metamorphabet
- Endless Apps (Endless Numbers, Endless Wordplay, Endless Reader & Endless Spanish)
- Fish School
- Tongo Music
- My Very Hungry Caterpillar

Self-Help & Routines

As children grow, their ability to care for themselves in small ways also grows. Help your child develop self-help skills over the summer. Students should be able to use the bathroom, put on/zip jackets, and eat independently.

Help your child learn to grow as a member of the classroom community by learning how to share, take turns, be kind, honest and respect others. You can also have them practice by following one and two step directions to follow within their routines. For example: When I get ready for bed, I use the bathroom, wash my hands and brush my teeth. Following some sort of daily routine that you determine will prepare students for the daily routines they will learn to follow independently in Kindergarten. As your child, grows you will notice new developmental changes in their ability to be independent. Four and five-year-olds can make some choices on their own. Provide them with either/or choices throughout their days to allow them to exercise their growing need to do things themselves.

Summer Home-to-School Connections

Rising Kindergarten

Summer Ideas from Teachers of the Related Arts

There are also many things your family can do to support the work your child learned in classes such as Spanish, Music and Art.

ART

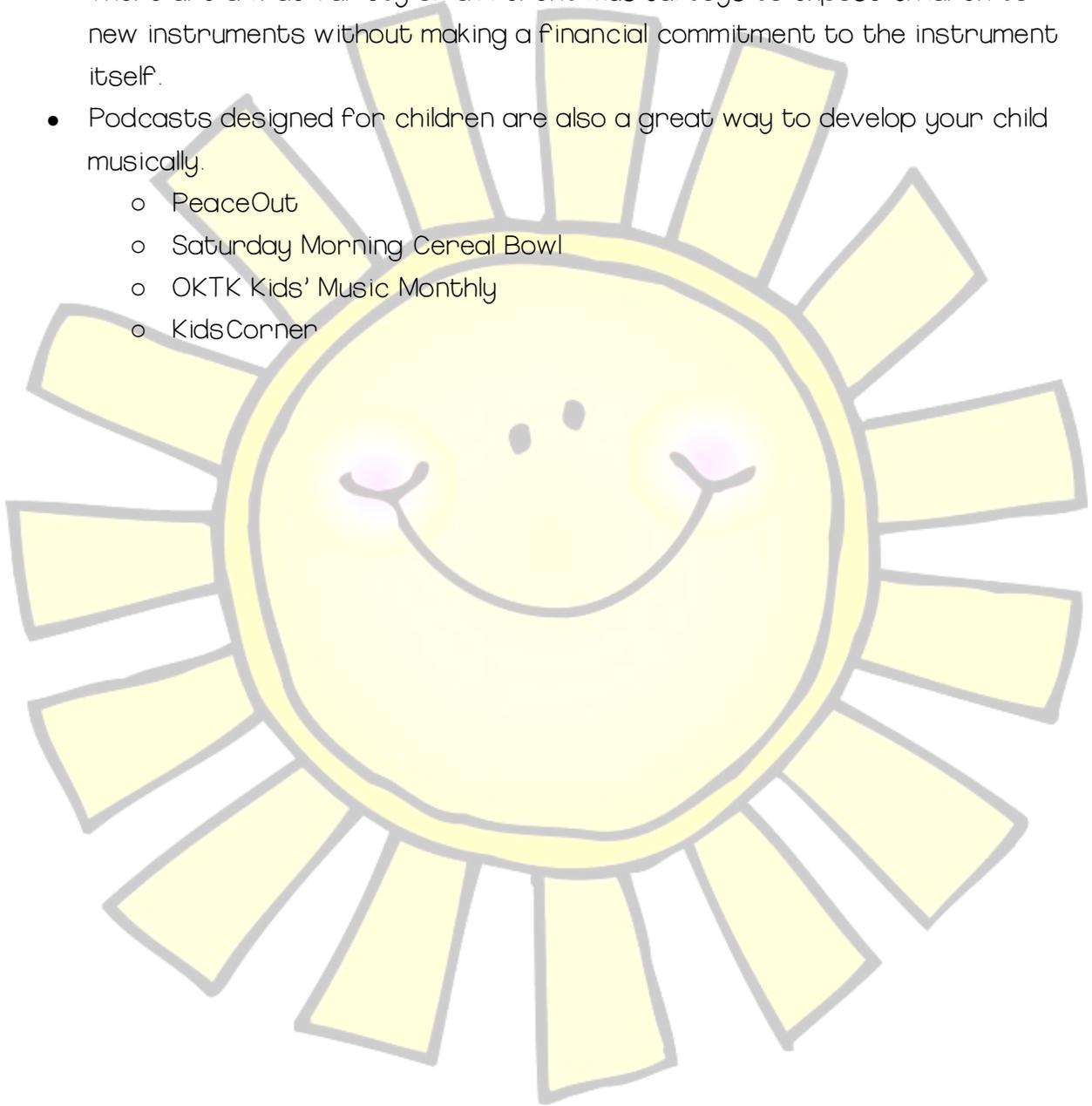
- Plan to visit some museums over the summer. Grounds for Sculpture in Hamilton is a great place for a day out with the family. The Princeton Museum at the University is also a nice first size museum to go to together.
- Have plenty of art supplies on hand, especially paper. Do art activities together, but also allow your child to have the gift of freedom of expression.
- As you read picture books with your child, have them describe to you not only what they see in the book, but also have them describe what they see in their mind.
- Limit time on devices, encourage building with blocks, playing board games, roller blading, ride bikes together. This helps them develop ideas for their drawings.
- Take day trips, make sure your child has a spiral bound sketchbook, pencils, and an eraser handy so that they can draw what they are experiencing, or draw in the car rather than watch a video or play a game on a device.

SPANISH

- Review what we studied in JK using the LS Spanish Haiku Page by saying the words you find there, and have your child point them out on the webpage.
- Help your child become more familiar with Spanish by watching TV programs like "Dora, the Explorer" or the Youtube channels in pink on the LS Spanish Haiku page links tab.
- Read bilingual books to your child checking them out from your local library.
- Play Spanish music for children on Youtube or visit the website Mama Lisa or Baby Radio to learn traditional songs and games.
- Check out the "6 | Most Common Phrases to Use with Your Child" on the Haiku Page's JK tab.

MUSIC

- Listen to music with your child! All types of music!
- Classical music is an excellent way to calmly start the day. Listen to classical music during breakfast, or a transition time.
- There are a wide variety of different musical toys to expose children to new instruments without making a financial commitment to the instrument itself.
- Podcasts designed for children are also a great way to develop your child musically.
 - PeaceOut
 - Saturday Morning Cereal Bowl
 - OKTK Kids' Music Monthly
 - KidsCorner



Summer Home-to-School Connections

Rising Kindergarten

PLAY

Most importantly, the best thing you can do with your child over the summer is to spend time together, rest, and let them play! Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them.

As outlined by the National Association for the Education of Young Children, play is the work of the child for many important developmentally crucial reasons.

- 1. Children make their own decisions.**

When children choose how to play for themselves, they experience freedom in making those choices. They also begin to see connections between choice and the consequences or results of that choice. The type of toys or materials parents offer can help their children make more meaningful decisions. Open-ended materials can be used in many ways so children can decide for themselves how to use them. For example, a child can imagine a block to be a fire truck or any number of things. A toy fire truck, on the other hand, is usually used as a fire truck. Foam pieces, little wooden sticks, ribbon scraps, and other reusable resources are all open-ended materials that inspire creative thinking and delight when children use them to make something no one has ever made before.

- 2. Children are intrinsically motivated.**

The impulse to play comes from a natural desire to understand the world. This play impulse is as strong as your child's desire for food or sleep. It is this intrinsic motivation that allows a child to regulate her own feelings and desires in order to keep playing. Because children eventually find it more important to be part of play with their friends than to satisfy their own wants and needs at that moment, children learn self-control. And self-control has been shown to lead to success in later years, especially in today's information age, where distractions are part of daily life.

- 3. Children become immersed in the moment.**

In true play, children are so fully engaged that they lose awareness of their surroundings, time, and space. In this risk-free atmosphere where reality is suspended, children have the security and safety they need to experiment, try new ideas, and investigate the laws of nature. Although they are immersed in their play, children still can recognize reality versus fantasy, something parents often wonder about.

4. Play is spontaneous, not scripted.

Often, play is totally unplanned. Other times, play is planned but a child impulsively makes a change. One child changes his mind, or perhaps a toy does not cooperate. This sense of the unknown provides children with opportunities to develop flexibility in their thinking and decision making, which is a vital life skill.

5. Play is enjoyable.

Play always has an emotional response attached to it. Without this emotional connection, the experience is simply an activity; it is not PLAY. Enjoyment is the direct result of engaging in play. It is FUN! These five essential elements of play outline why play provides your child with a rich experience. And isn't that what we want for our children, to develop play memories that will become the "good old days"?

And so, all of the suggestions and recommendations we provide you with cannot take the place of play. They are all supplemental to the core of the work of the child. Let them play.

Have a great summer.

Your Lower School Teachers

