

KINDERGARTEN READINESS LITERACY ACTIVITIES FOR

Student Success

PRESCHOOL



INCLUDES
ACTIVITIES TO
PRACTICE
COMPONENTS OF
EARLY LITERACY

Student Success

PRESCHOOL

Dear Parent,

You are your child's first teacher, and reading with your child is a proven way to promote early literacy. Helping to make sure your child is reading on grade level by third grade is one of the most important things you can do to prepare him or her for the future. By reading with your child for 20 minutes per day and making a few simple strategies a part of your daily home routine, you can make a positive impact on your child's success in school.

This booklet includes activities to help your child develop these early literacy skills:

- 1 Phonemic Awareness
- 2 Phonics
- 3 Fluency
- 4 Vocabulary
- 5 Comprehension
- 6 Writing

Read Right from the Start



R

Repeat books

- Repeat each book 3-5 times over the course of several days
- For reads 1 and 2, talk about what's happening in the book
- For reads 3 and 4, talk about how the characters feel and what they think about what's happening
- For read 5, ask "Why" questions and let your child talk about the book

E

Engage and enjoy

- Have fun
- Use gestures, actions and sounds
- Use silly voices
- Let your child make motions and sounds with you

A

Ask questions

- Ask "Why" questions
- Encourage your child to talk
- Listen to what your child has to say
- Even if your children can't talk yet, they can listen

D

Do more

- Make the book come alive
- Create activities at home to go along with the book
- Visit places and learn more information about concepts in the book
- Help your child make connections between the book and the activities

Research shows that reading with your child—not to them—greatly increases children's language and literacy, and puts them on a path to grade level reading.

Watch this video about how to "READ" with your child and try it at home:

<http://bit.ly/2IFnben>

**Contact your child's preschool teacher
for more information and support for your child.**

"READ" is from the Rollins Center for Language and Literacy, 2017 (www.readrightfromthestart.org). Used with permission.

Get Ready to

R**E****A****D**

Is your home literacy-friendly?

You are your child's first teacher. Your home is where your child will get his or her first experiences with books and reading. Look around your home and think about what you do with your child. If the statement on the checklist is something you do at home, place a check in the "yes" column. If the statement is not something taking place in your home, place a check in the "no" column. When you are finished, count up the number of checks in the yes column and find that number on the chart at the end of the checklist. Use the results as a guideline to see what you can do for your child.

Home Literacy Environment Checklist

My child has...

	YES	NO
At least one alphabet book (e.g., Dr. Seuss's ABC book)	<input type="checkbox"/>	<input type="checkbox"/>
Magnetized alphabet letters to play with	<input type="checkbox"/>	<input type="checkbox"/>
Crayons and pencils readily available for writing and drawing	<input type="checkbox"/>	<input type="checkbox"/>
Paper readily available for writing and drawing	<input type="checkbox"/>	<input type="checkbox"/>
A table or surface readily available for writing or drawing	<input type="checkbox"/>	<input type="checkbox"/>
At least one rhyme book (e.g., Joseph Slate's <i>Miss Bindergarten Gets Ready for Kindergarten</i>)	<input type="checkbox"/>	<input type="checkbox"/>
More than one rhyme book	<input type="checkbox"/>	<input type="checkbox"/>
At least 10 picture books	<input type="checkbox"/>	<input type="checkbox"/>
At least 20 picture books	<input type="checkbox"/>	<input type="checkbox"/>
At least 50 picture books	<input type="checkbox"/>	<input type="checkbox"/>
Access to beginning reading and alphabet games on a computer (e.g., Reader Rabbit or Bailey's Book House)	<input type="checkbox"/>	<input type="checkbox"/>
Materials and games to help learn the alphabet	<input type="checkbox"/>	<input type="checkbox"/>

I or another adult in the house...

	YES	NO
Read a picture book with my child at least once a week	<input type="checkbox"/>	<input type="checkbox"/>
Read a picture book with my child at least four times a week	<input type="checkbox"/>	<input type="checkbox"/>
Teach new words to my child at least once a week	<input type="checkbox"/>	<input type="checkbox"/>
Teach new words to my child nearly every day	<input type="checkbox"/>	<input type="checkbox"/>
Have a detailed and informative conversation with my child at least once a week. (e.g., "How do you think ice cream is made?")	<input type="checkbox"/>	<input type="checkbox"/>
Have a detailed and informative conversation with my child nearly every day	<input type="checkbox"/>	<input type="checkbox"/>
Help my child learn nursery rhymes	<input type="checkbox"/>	<input type="checkbox"/>
Encourage my child to tell me what he or she wants using complete sentences	<input type="checkbox"/>	<input type="checkbox"/>
Take my child to the library or a bookstore at least once every two months	<input type="checkbox"/>	<input type="checkbox"/>

My child sees me or another adult in the house...

YES NO

Reading books, magazines or the newspaper at least once a week

☐ ☐

Reading books, magazines or the newspaper nearly every day

☐ ☐

I...

YES NO

Am a good reader

☐ ☐

Have a large vocabulary

☐ ☐

Began to read picture books with my child before he or she was a year old

☐ ☐

Enjoy reading picture books with my child

☐ ☐

Expect that my child will work to his or her potential in school

☐ ☐

Now or in the past, I or another adult in the house encourage or help my child...

YES NO

To watch beginning reading shows on TV or tapes (e.g., Between the Lions on PBS).

☐ ☐

To play with computer games that introduce the alphabet and beginning reading (e.g., Reader Rabbit).

☐ ☐

Learn to sing or say the alphabet

☐ ☐

Learn to name letters of the alphabet

☐ ☐

Learn to write letters of the alphabet

☐ ☐

Learn to write his or her name

☐ ☐

Learn to write other people's names

☐ ☐

Learn how to rhyme

☐ ☐

Learn the sounds that letters of the alphabet make (e.g., "M makes the mmmm sound")

☐ ☐

Count up the number of "Yes" statements and put that number in the box to the right.
See the chart below to find out how literacy-friendly your family environment is.

30-37

Home literacy environment has most of the necessary supportive elements

20-29

Home literacy environment has many supportive elements

11-19

Home literacy environment has some supportive elements

0-10

Home literacy environment needs improvement

Commit to read with your child for 15 minutes every day

85%

Did you know?

About 85% of brain development happens in the first 5 years of life. Reading in these critical years significantly influences a child's lifelong capacity to learn.



Read aloud **15 MINUTES** every day from birth to:

- Grow vocabulary and knowledge
- Bond and provide enriching engagement
- Foster a love of books and learning

You are your child's first and most important teacher. Reading aloud every day, from birth, for at least 15 minutes will help prepare your child for kindergarten and future school success. Research shows that reading aloud is the single most important thing you can do to help to help your child prepare for reading and learning.

4x

Students who are not proficient readers by 3rd grade are **4 times** more likely to drop out of high school.

48%

Only **48%** of young children in the U.S. are read to each day.

3

By **age 3**, a child's brain has nearly reached its adult weight.

Online resources

ABCya

Free on any PC. Subscription required for use on tablets and mobile device. ABCya offers hundreds of fun, engaging learning activities for preschool through fifth grade.

abcya.com

Activities for the 5 Components of Reading

Includes student-centered activities and a teacher resource guide for kindergarten through 5th grade students. Printable, hands-on activities by skill are available.

fcr.org/for-educators/sca.asp

Funbrain.com

Funbrain.com offers free educational games and books that develop skills in math, reading, problem-solving and literacy.

www.funbrain.com

Kids and Family Reading Report

Learn what U.S. parents and children have to say about their attitudes and behaviors around reading books for fun.

scholastic.com/readingreport/

Michigan Department of Education—Early Literacy Initiative

This webpage provides an overview of the state's Early Literacy Initiative legislation.

<http://bit.ly/2l4mHRB>

Michigan eLibrary

MeL is the Michigan eLibrary, a 24/7 online library free for Michigan residents.

kids.mel.org

Reading Bright Start

Includes milestones, a literacy screener and activities to support parents and children at different ages and levels.

www.readingbrightstart.org

Reading Rockets

Reading Rockets offers information and resources on how young children learn to read, why so many struggle, and how caring adults can help.

www.Readingrockets.org

Ready4K

3 text messages a week with facts, tips, and growth ideas. Other grades coming.

ready4k.parentpowered.com

St. Clair County Library System

Includes free online resources, EBooks, audiobooks and more with your library card.

www.sccl.lib.mi.us

Scholastic BookFLIX

BookFLIX pairs classic fictional video storybooks from Weston Woods with nonfiction eBooks from Scholastic.

bkflix.grolier.com

Starfall

Starfall helps children learn to read with phonics through interactive audiovisual activities.

starfall.com

Storyline Online

The site streams imaginatively produced videos featuring celebrated actors reading children's books alongside creatively produced illustrations.

storylineonline.net



Phonemic Awareness

Phonemic awareness is the ability to hear and distinguish sounds.

This includes:

- Recognizing sounds, alone and in words
- Adding sounds to words
- Taking apart words and breaking them into their different sounds
- Moving sounds

Phonemic Awareness Activities

QR codes link to a video example of the activity



When reading a rhyming book, have your child **say the rhyming word at the end of each line.**



Play the “Silly Name Game.” Replace the first letter of each family member’s name with a different letter. For example, ‘Park’ for ‘Mark’, ‘Bollin’ for ‘Collin’, ‘Belly’ for ‘Shelly’, etc.



Prompt your child to say rhymes. Ask, “Can you tell me a word that rhymes with ‘cat’?”



Sing rhyming songs and nursery rhymes such as Baa, Baa Black Sheep, Itsy Bitsy Spider, Humpty Dumpty and Down By the Bay



While at your house, on a walk or in the car, **point to objects and have your child name the sounds of the objects.** For example, point to a bird and ask the child to say the beginning sound, /b/.

Read
rhyming
books over
and over
again.



Explain that
rhymes are words
that sound the
same at the end.

Choose books with rhyming words and words with different sounds:



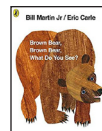
Chicka Chicka Boom Boom by Bill Martin Jr. & John Archambault

- Have your child repeat the rhyming words



Silly Sally by Audrey Wood

- Replace Silly Sally with your child’s name. Have your child find a word that begins with the same beginning sound. Example: Jumping Josie, Wiggling Will, Happy Henry



Brown Bear, Brown Bear What Do You See? by Bill Martin Jr. & Eric Carle

- Talk to your child about the beginning sounds of the words she hears in the book



Is Your Mama a Llama? by Deborah Guarino

- While reading, point out the rhyming words in the book. As you read, emphasize the rhyming words with your voice to help make it clear.



Jesse Bear, What Will You Wear? by Nancy White Carlstrom

- Read the book. Create silly rhyming sentences together. Example: (Insert child’s name) Bear, what will you wear? I can wear pants while I dance



I Know a Wee Piggy by Kim Norman (Imagination Library)

- Ask your child to pick out the rhyming words on each page. Occasionally stop at the end of the line so your child can guess the next word



Phonics

Phonics is the ability to understand the relationship between letters and the sounds they represent.

This includes:

- Recognizing basic letters and sounds
- Recognizing syllables (clapping the parts of a word)

Phonics Activities

QR codes link to a video example of the activity



Use letter/picture cards. **Play Memory, Go Fish, or other games with the cards.** Ask your child to say the letter and the sound (for example, the /d/ sound for a picture of a doll).

Have a letter sound-of-the-day (for example talk about the /s/ sound all day—sun, sand, summer). Play I Spy using the letter for that day.



Teach your child to recognize the letter sound in his or her name and compare it to other words. For example, /t/ is for Tyler and table.

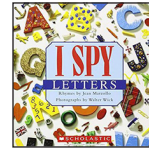


Write letters on pieces of paper and put them in a plastic bag. Let your child reach into the bag and take out a letter. Have your child say the sounds that match the letters.



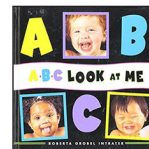
Put letters on a piece of paper and on objects (ex. Matchbox cars). Say a letter and have your child **drive the cars over the matching letter** and have them say the letters and sounds aloud.

Choose books that focus on letter recognition:



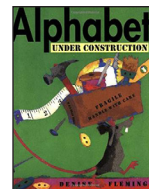
I Spy Letters by Jean Marzollo and Walter Wick

- As your child plays I Spy throughout the book, help connect the letter with the sound it makes



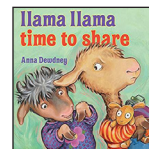
ABC Look at Me by Roberta Grobel Intrater (Imagination Library)

- As you read, find the letters in your child's name and say the sounds they make



Alphabet Under Construction by Denise Fleming

- After you read, create your own letters with objects you find around the house (for example, cut up a piece of yarn or a drinking straw and use the pieces to make letters). Talk about the sounds the letters make



Llama, Llama Time to Share by Anna Dewdney (Imagination Library)

- Use small sticky notes to label the pictures (for example, stove, blocks, etc). Have your child use the labels to identify the beginning letters and sound of the words

Teach your child to match the letters in his/her name with the sounds in his/her name.

Make alphabet letters out of Play-doh®.



Fluency

Fluency is the ability to read with sufficient speed to support understanding.

This includes:

- Automatic word recognition
- Accurate word recognition
- Use of expression

Fluency Activities

QR codes link to a video example of the activity



Create a **picture book** that your child can use to practice “reading.” Add your child’s name to the book. This builds confidence and helps your child identify him/herself as a reader.

Re-read books multiple times. After a couple times of reading, have your child “read/re-tell” the book to you. Do the same with your child’s favorite nursery rhymes or songs. This will help build familiar phrases in speech.

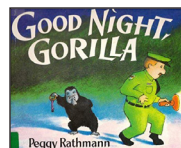


While reading a story with your child, **use verbal and facial expressions that correspond to the dialogue.** Use different voices for the characters. Encourage your child to do the same. Talk to your child about the dialogue; what does the expression mean and discuss how your child felt this expression in his/her own life.

Encourage your child to sing favorite songs and repeat favorite lines of songs.

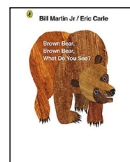
Recite nursery rhymes and poems to build familiar phrases in speech.

Choose books your child can “read” on their own:



Good Night Gorilla by Peggy Rathmann (Imagination Library)

- This wordless book allows your child to “read” the story on their own. Allow them to tell the story based on the pictures they see



Brown Bear, Brown Bear What Do You See? by Bill Martin, Jr.

- After reading this book a few times, have your child “read” the book on their own using the pictures as a guide to the next animal



The Little Mouse, the Red, Ripe Strawberry, and the Big Hungry Bear by Don Wood

- While reading the book, act out different pages of the book, using voices and silly facial expressions



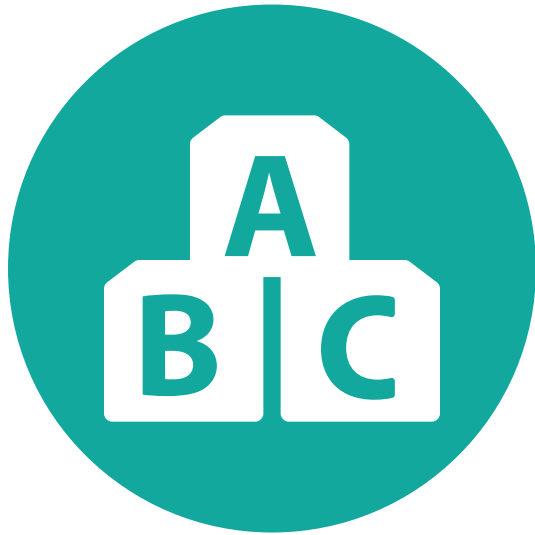
Just One More by Jennifer Hansen Rolli (Imagination Library)

- After reading the book, have your child finish “reading” each page using the pictures as a guide



Go Away, Big Green Monster! by Ed Emberley

- Do “echo reading” with your child. Read one sentence and then have your child repeat the sentence. Do this for the entire book until they feel comfortable reading the book to you



Vocabulary

Vocabulary is students' knowledge of and memory for word meanings.

This includes:

Receptive Vocabulary

Words we understand when read or spoken to us

Expressive vocabulary

Words we know well enough to use in speaking and writing

Vocabulary Activities

QR codes link to a video example of the activity



Play “categories” with your child.

Name a topic such as “park” and ask your child to think of all the words he/she can relate to that topic. This is a great way to build word knowledge. Use senses related to “park” to say words related to sights, smells, touch, hearing, taste.



Discuss positional words such as, beside, below, inside, under, over, etc. You can make this into a game while playing outside or at the park. For example, you can ask your child to sit on the swing, go under the bridge, sit beside the slide, jump over the stick, etc.



Related words. When you read a book about a topic, ask your child to tell you words related to the book. For example, when reading a book about snow, he/she might say snowman, cold, jacket, gloves, hat, play. Add other words to expand on what he/she says.



Talk about how things are similar and how things are different. For example, how is a tree similar to a flower, how is a tree different from a flower. Other examples, apple vs orange, tennis ball vs basketball.

Have conversations with your child and expand their sentences by using bigger words.

Sing songs and talk about what the words mean (move and act the song out).

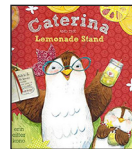
Find interesting words and ask your child to guess its meaning.

Choose books above your child’s level with new words:



We’re Going On a Bear Hunt by Michael Rosen

- Talk about the positional words—over, under, around, through



Caterina and the Lemonade Stand by Erin Eitter Kono (Imagination Library)

- Talk about the highlighted words—what do they mean, what other words could they use



“Slowly, Slowly, Slowly,” said the Sloth by Eric Carle

- Before reading, scan for new words that might be interesting to your child.



Tarra & Bella by Carol Buckley (Imagination Library)

- Have your child list as many words as they can about animals. Help them expand the word list.



Use the language of books such as author, title, illustrator, and title page.



Discuss ordinal words such as first, last, beginning, and middle.



Comprehension

Comprehension is the ability to understand and draw meaning from text.

This includes:

- Paying attention to important information
- Interpreting specific meanings in text
- Identifying the main idea
- Verbal responses to questions
- Application of new information gained through listening to stories

Comprehension Activities

QR codes link to a video example of the activity



Re-read the same book multiple times. After your child knows the book, have him/her re-tell you the story while flipping through the pages and looking at the pictures. They can also use props or stuffed animals to help re-tell the story or part of a favorite story.

Use the questions listed on the Imagination Library books interior flaps, or ask your own.



Every day comprehension. Ask your child who, what, when, where, why, and how questions about an event in his/her day. For example, after your child builds with their blocks ask “Who built the tower? What did you use to build the tower? How did you build the tower?”



Before reading. Look at the title and cover of the book with your child and have them predict what they think the story will be about.

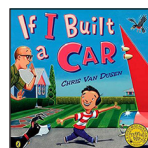


During reading. While reading a book, stop every now and then to ask your child to tell you what has happened so far or what he/she thinks will happen next. Also, have your child come up with solutions to problems that arise in the story.



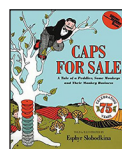
After reading. Ask your child to retell the story from the beginning, have him/her tell you their opinions of the book, and have them make connections from the book to their life experiences.

Choose books that allow you and your child to have a conversation:



If I Built A Car by Chris Van Dusen (Imagination Library)

- After reading this book, talk about what the child in the book did and then ask what your child would add to the car



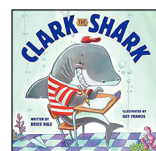
Caps for Sale by Esphyr Slobodkina

- After reading the book, act out different parts of the story with your child



Ladybug Girl and Bingo by David Soman and Jacky Davis (Imagination Library)

- While reading, stop and ask your child to make predictions about what will happen next



Clark the Shark by Bruce Hale

- After reading the book, ask your child to make connections from the book to his/her life experiences



Writing

Writing is the act of using written words to communicate ideas. Our youngest learners begin “playing” with ideas as they talk and listen to stories and begin “playing” with the written elements of writing as they make squiggles and begin to record “letter-like” forms.

Writing Activities

Scan the QR code for a video demonstration of the activity



Prior to age 3, when a child makes a squiggle, they are experimenting in cause and effect or imitation and increasing the muscle control in their hands. It's not until around their third birthday that they start to understand drawn and written marks can stand for objects or words. This is symbolic knowledge. Reading books together and pointing out letters, numbers, animals, and people helps kids link meaning to drawings and words to help them learn to write.



Talk, talk, talk with your child.

Talk about your everyday family activities, describe what's happening outside, talk about where you're going while in the car or on the bus. Ask your child to talk about his day. Encourage him to explain something they did, or a game he played.



Story Talk. Think aloud about a story.

Talking about stories helps children develop their vocabularies, link stories to everyday life, and use what they know about the world to make sense out of stories. Connect your story to a similar story your child may have experienced. Help your child tell their story. Children are great mimics. When you tell stories, your child will begin to tell stories, too.



Making Early Marks. In order for any child to write meaningfully, he or she must first build up their fine motor skills. Art projects, working with play dough, stringing Cheerios, measuring and pouring sand and water, and practicing writing are excellent ways to improve fine motor skills.



Scribbles to Stick Figures. Create writing stations. Keep markers, crayons, pencils, and paper in places around your home that offer lots of light and flat surfaces to work on. Be sure to offer lots of choices of materials for your child to create with.



Drawing Shapes. Point out shapes in the house and try to draw them together (be encouraging). Have tracing stencils available for your child to trace.



Tracing. Trace and say letters. Have your child use a finger to trace a letter while saying the letter's sound. Do this on paper, in sand, or on a plate of sugar.



Drawing Pictures of Real People, Objects, and Events. Encourage all efforts. Let your child tell you what he/she made. Hang your child's art in their room or on the refrigerator.



Drawing Pictures That Tell a Story. Ask your child to dictate a story to you. It could include any memory or activity. Have them draw their story. When their drawing is finished, ask them to retell the story to you or a family member pointing out the parts of their picture that represent their story as they tell it. Label the drawing for them.



Recognizing Letters. Write your child's name on a card so they can look at it often. Talk about the letters in your child's name. Look around the house and find the letters in their name or in other words in magazines or books you read to them. Encourage your child to pick out letters they know.

Writing Activities

Scan the QR code for a video demonstration of the activity



Imitate letters in writing. Have letter, word and picture cards or stencils available. Encourage children to practice tracing or writing the letters. Use white boards, their fingers, play dough, shoe strings, etc., to practice writing the letters.



Write a trip journal with your child to create a new family story. Recording the day's events and pasting the photographs into the journal ties the family story to a written record. You can include everyday trips like going to the market or the park.

Family Stories – Writing Ideas



Help your child draw a family portrait. Use a chalkboard or a family message board as an exciting way to involve children in writing with a purpose.



It helps for children to know that **stories come from real people** and are about real events. When children listen to stories, they hear the voice of the storyteller. This helps them hear the words when they learn to read aloud or read silently.



Encourage your child. When children begin to write, they run the risk of criticism, and it takes courage to continue. Our job as parents is to help children find the courage. We can do it by expressing our appreciation of their efforts.



Recognize names and some words. Help your child pick out words they recognize in magazines and books or online. Talk about what you notice and the similarities and differences in the known words. Create word cards to practice the words.



Family stories enrich the relationship between parent and child. Tell your child stories about your parents and grandparents. Reminisce about when you were little. Describe things that happened at school involving teachers and subjects you were studying. Talk about your brothers, sisters, or friends. You might even put these stories in a book and add old family photographs. This could model how you write about and keep these special memories or stories. Have your child tell stories and add their pages to the journal (or keep your own journals). This will be a special place to hold writing ideas. Buy matching journals for you and your child, and set aside time to write or draw in them together.



Write letters in their name. Help your child write their name by first modeling it for them, making the sounds of each letter before you write the letter. Encourage them to copy it. When your child says they can write their name alone let them. Don't critique but encourage all efforts. Let them know how proud of their attempts you are. Be sure to provide a choice of materials for them to practice writing their name.



Write other letters and words. Talk about letters and sounds. Help your child learn the names of the letters and the sounds the letters make. Turn it into a game! "I'm thinking of a letter and it makes the sound mmmmmm. Can you write that letter?"

Writing Activities

Scan the QR code for a video demonstration of the activity



Writing personal letters. Turn the playroom into a mail room. You and your child can “address” envelopes, stuff them with drawings, and make deliveries to family members. When children receive and write letters, they realize that printed word has a purpose. Be sure to read aloud the letters with expression, and encourage your child to do the same. Explain the writing process to your child: “We think of ideas and put them into words; we put the words on paper; people read the words; and, people respond.” You could also create handmade greeting cards together.



Encourage your child to help you create a menu when guests come for dinner.



Show enthusiasm. Keep your child writing and drawing by showing how much you like their work. Praise their efforts frequently, and show you care by hanging their creations on your fridge or another place in the home. Be sure to ask them to “read” you what they’ve written, or write a story together. Carry writing materials with you everywhere you go so when waiting in line or at the doctor’s office you can write together.

Making Lists



Encourage your child to help you make your grocery shopping list. Ask what letters or symbols go with the sounds of the words you are putting on your list. For example, “What sound do you hear at the beginning of milk? And what letter makes that sound? Would you like to make that M for me please?”



Encourage your child to make a personal dictionary by putting together several sheets of paper for a booklet. They can write new words that they are learning at the top of each page. Encourage them to draw a picture for each new word.



Model. Let your child watch you write notes, make out checks, create shopping lists, and doodle. He’ll be more likely to write if he knows that you think it’s important.



How to write a story:



Think



Picture



Say



Sketch



Write

Biondo, Dr. Sandra. (2011). *MAISA ELA Kindergarten Unit 1*.

Every Day COUNTS!



Why it's important for your child to be in school

Attending school regularly may be the single most important factor in your child's success.

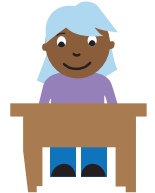
Being in school every day helps your child learn about **personal responsibility** and **commitment**, and gives your child **educational opportunities** they would otherwise miss.

Being in school every day helps your child **keep up** with their classmates **academically**.

Chronically absent students [those who miss on average 2 days or more each month whether excused or unexcused] are 18 times **more likely to be behind their peers** by the time they are in 6th grade.

Being on time every day is just as important as being in class every day. Tardiness can lead to poor attendance.

What parents can do to promote good school attendance



Set a regular bed time and morning routine.

Lay out clothes and pack backpacks the night before.



Don't let your child stay home unless he/she is truly sick. Complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.



Avoid medical appointments and extended trips when school is in session.

Talk to teachers, school counselors, or other parents for advice on how to make your child feel comfortable and excited about learning, if he or she seems anxious about going to school.



Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.



Make school a family priority!





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