



Dear Parents/Guardians,

Welcome to kindergarten! Below is a list of math and language arts skills that we will be evaluating at kindergarten screening in August. If your child can demonstrate these skills, along with the school skills, he/she should have a successful start in kindergarten.

Math:

- Count to 20
- Recognize numbers 0 to 10
- Count objects up to 10

Language Arts:

- Recognize and name upper and lower case letters (D'Nealian font). Children need to know the letters out of order. Being able to sing the alphabet song is fun, but this is not an indicator of letter recognition.
- Recite first and last name
- Recognize first name in print
- Recognize words that rhyme
- Name the beginning sound of a word
- Recognize colors

School Skills:

- Use scissors correctly
- Be comfortable separating from you
- Be able to sit in a chair for extended time in all day kindergarten
- Get along with other children

We look forward to meeting you and your child,
Huber Heights City Schools Kindergarten Teachers



Dear Parents:

Following are some of the Common Core standards your child needs to master by the end of the kindergarten year.

- Recognize and name all upper- and lowercase letters of the alphabet.
- Recognize and produce rhyming words
- Say the common sounds of letters (both consonants and vowels)
- Read color, number, and high-frequency by sight
- Print all upper- and lowercase letters correctly
- Capitalize the first word in a sentence and the pronoun *I*
- Recognize and name end punctuation
- Spell words phonetically
- Describe familiar people, places, things and events
- Produce and expand complete sentences
- Count to 100 by ones and tens
- Count forward beginning from any given number
- Write numbers 0-20
- One to one correspondence up to 20
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
- Compare two numbers between 1 and 10
- Understand addition as putting together and adding to
- Understand subtraction as taking apart and taking from
- Represent addition and subtraction with objects, fingers, or drawings
- Solve addition and subtraction word problems up to 10
- Compose and decompose numbers to 20
- Describe measurable attributes of objects, such as length or weight
- Directly compare two objects with a measurable attribute in common
- Classify objects into given categories, count the numbers of objects in each category and sort the categories by count
- Identify and describe shapes (circle, square, triangle, rectangle, hexagon, cube, cone cylinder, and sphere)
- Compose simple shapes to form larger shapes
- Identify shapes as two-dimensional or three-dimensional
- Demonstrate position of objects such as above, below, beside, in front of, behind, and next to

The key to a child's success is the connection between home and school. Thank you for working with your child.

The Kindergarten Teachers

Dear Parents,

Enclosed you will find alphabet, number and sight word flashcards. Please cut them apart and put them in baggies. Some of the standards for the Kindergarten year are that each child will be able to identify and write all of the uppercase and lowercase letters of the alphabet and numbers 0 - 20. The students will also need to identify 31 letter sounds (including short and long vowels), color words, number words and 30 sight words.

Here are some of the ways you may want to use these flashcards with your child:

1. Have your child put the letters (uppercase and lowercase) and numbers in order.

ex: A B C D E F Z 1 2 3 4 5 20

2. Have your child match the letter partners.

ex: Aa Bb Cc Dd Zz

3. Make a second set of flashcards on index cards and play the game of Concentration with your child. This works for letters, numbers and sight words.

4. Hold up a letter and have your child tell you something that begins with that letter.

5. Take a spiral bound notebook and put one letter of the alphabet on each page. Have your child cut letters out of newspapers and/or magazines and glue them to the correct page (this also helps your child with recognizing different fonts). You can also have your child glue pictures on the page that begin with those letters.

6. Use the letters to spell names and/or consonant/vowel/consonant words.

ex: cat dog sit jet fun

7. Count out loud with your child every chance you get. The students will need to count to 100 by 1's and 10's at the end of the year.

We hope these ideas will be helpful and fun for you to use in working with your child.

Hands-on ideas for working on letters, numbers and sight words:

sidewalk chalk

small chalkboard

dry erase board

magnets for the refrigerator

shaving cream on the side of the bathtub or on a table

playdough

salt box (fill a small plastic box with about an inch of salt and
have your child write in it -- shake to erase)

letter and number tiles

stencils

air writing

fingerpaint

watercolor paint

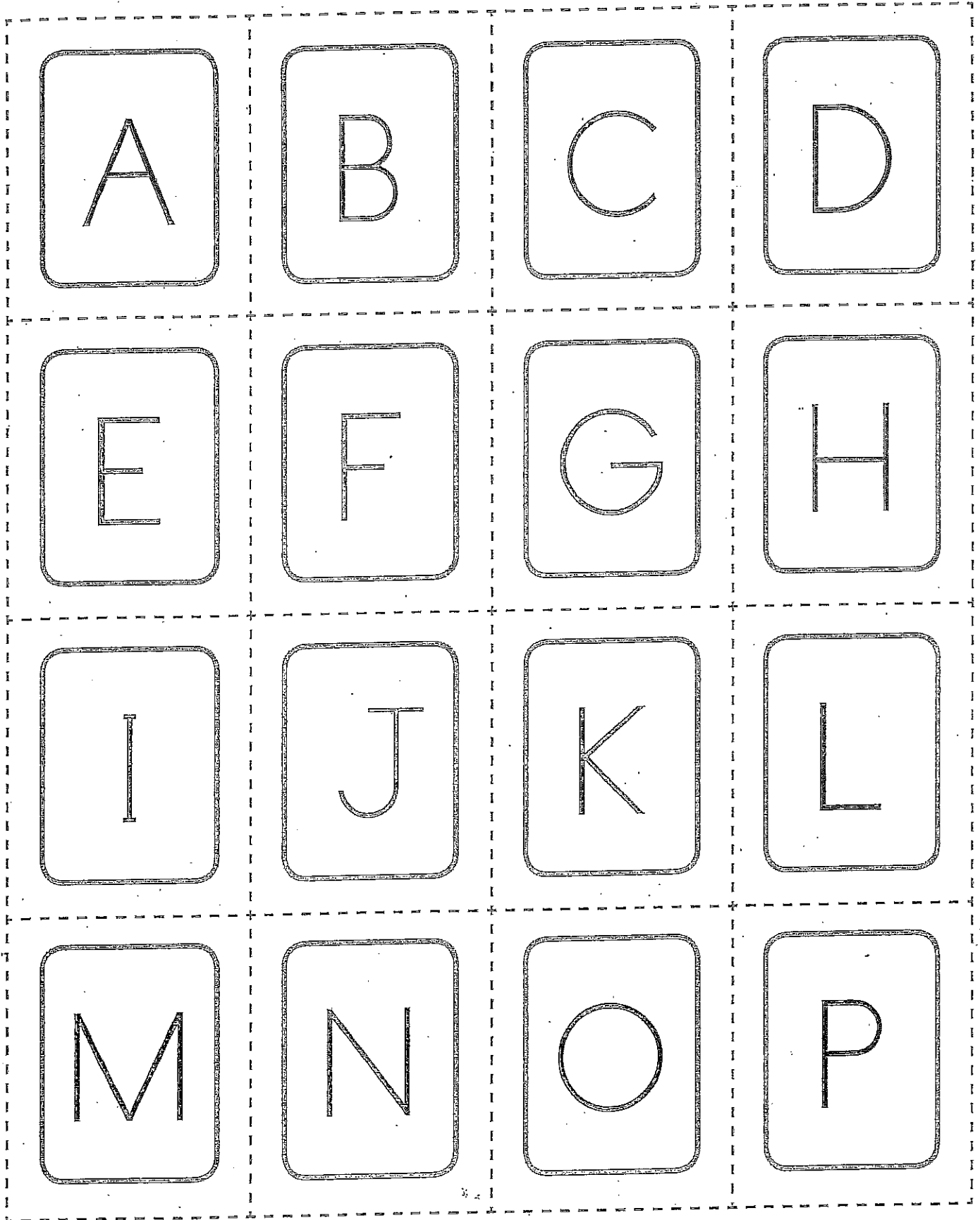
pretzel sticks

popsicle sticks

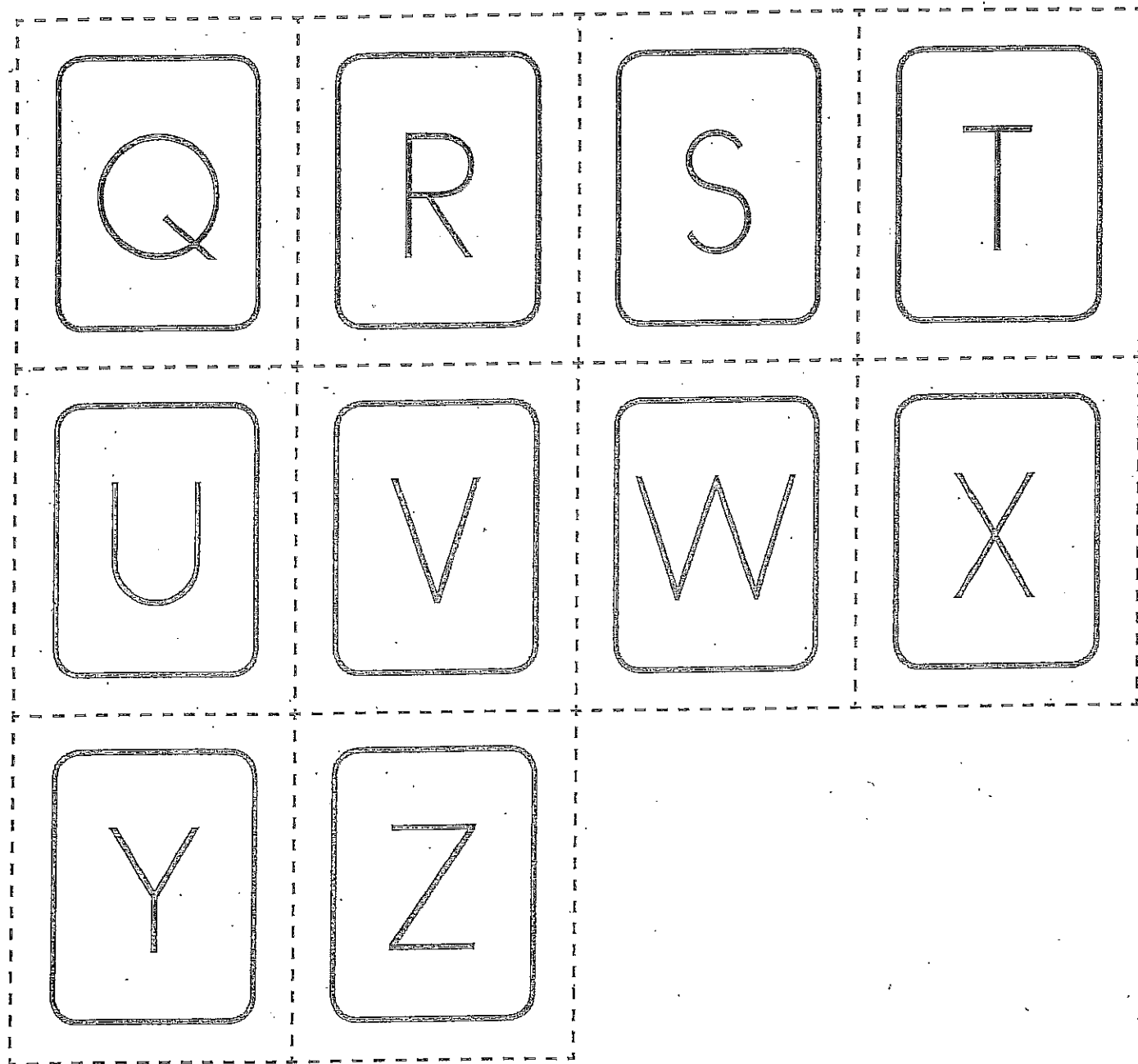
paint with water and a paintbrush on the sidewalk or the garage
door

toothpicks

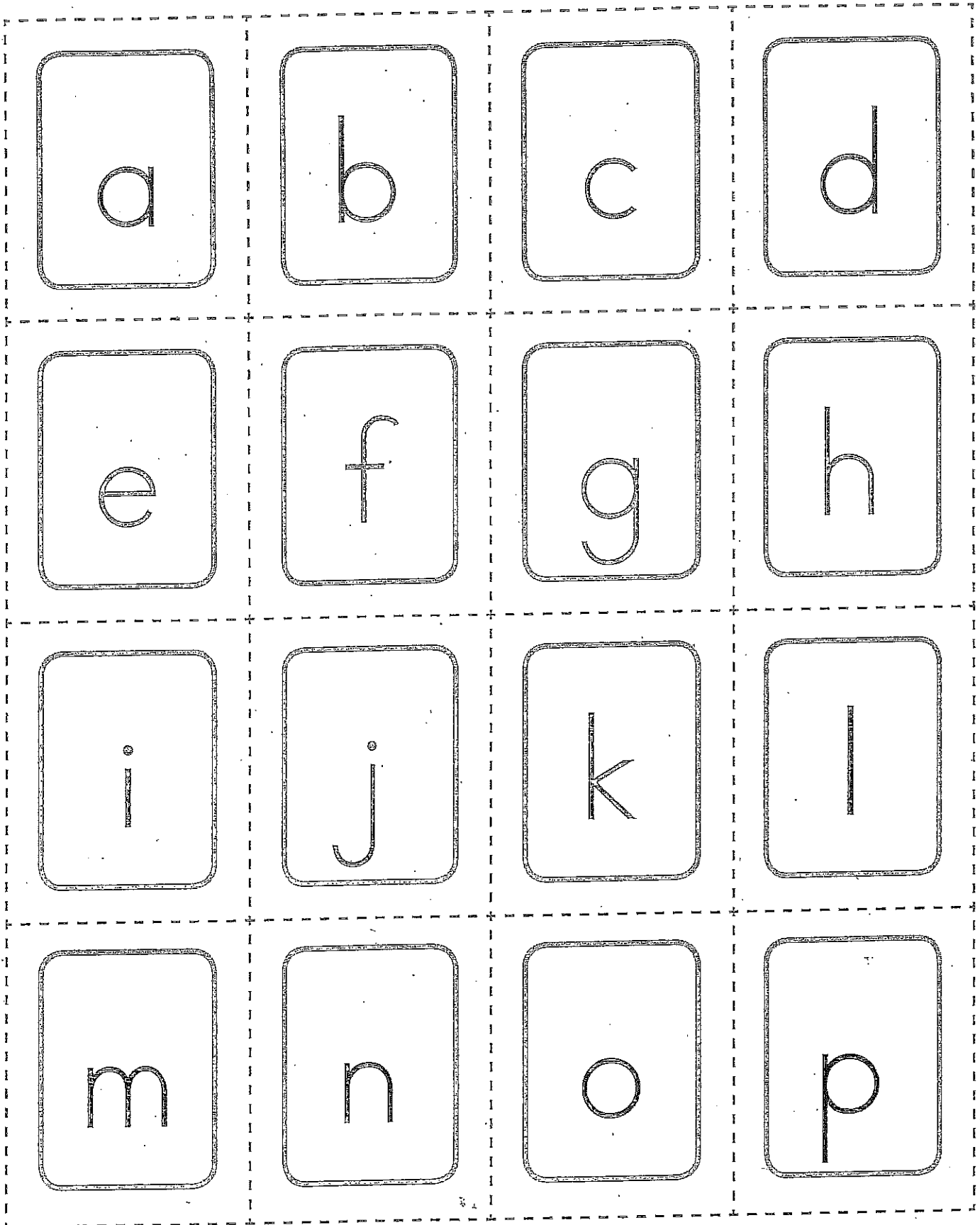
Letter Cards



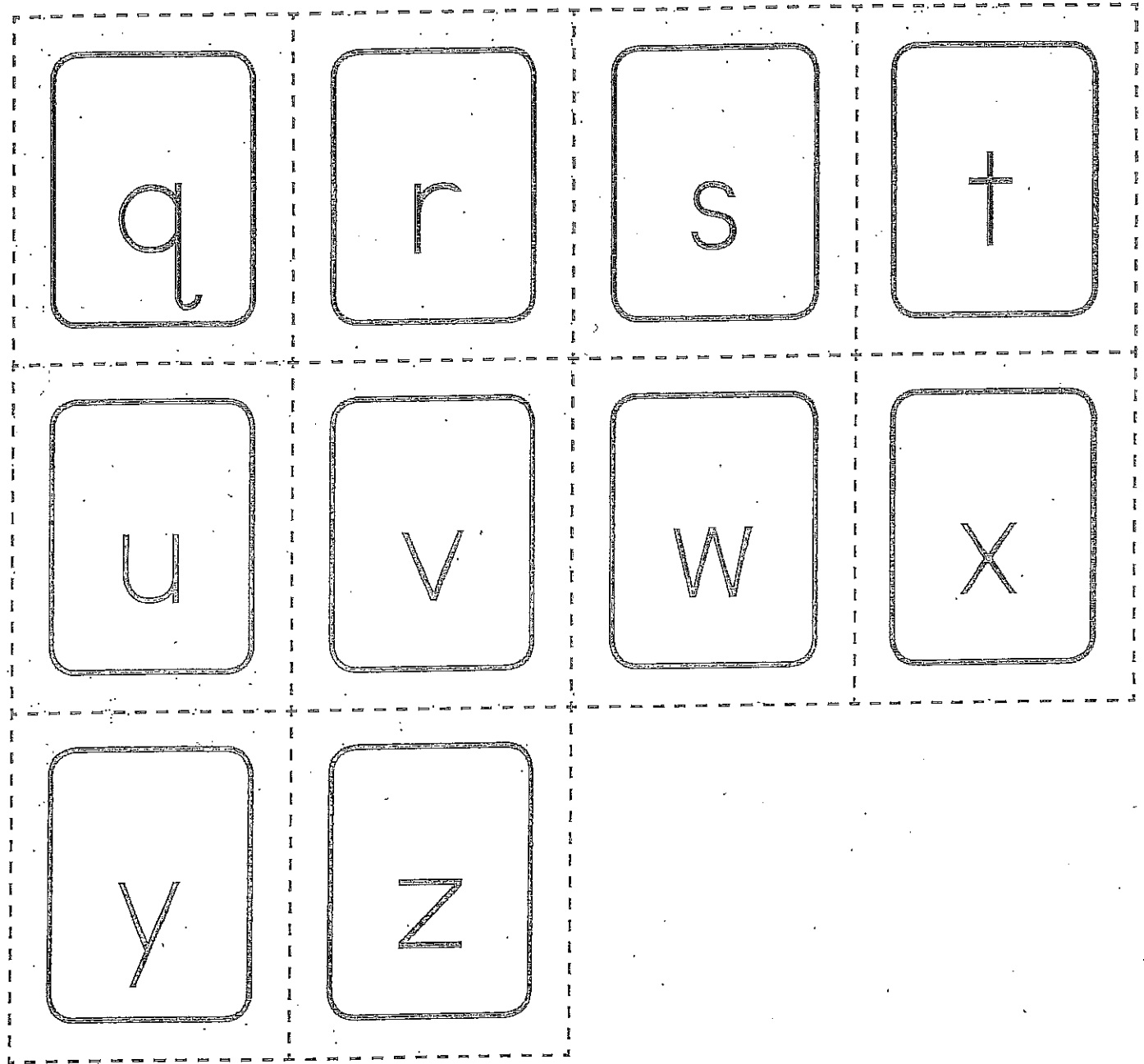
Letter Cards



Letter Cards



Letter Cards



red

yellow

blue

green

orange

purple

brown

black

pink

white

one

two

three

four

five

six

seven

eight

nine

ten

am

the

little

to

have

is

we

my

like

he

she

for

me

with

see

look

they

you

of

are

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do

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H

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2

5

8

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3

6

9

12

13

16

19

14

17

20

15

18

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



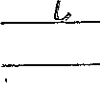
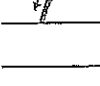
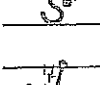

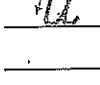
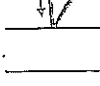
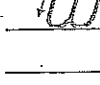
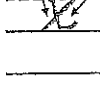
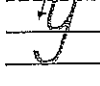
1 2 3 4 5 6

7 8 9 10

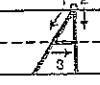
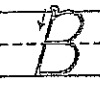
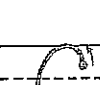

Letter Descriptions

Lower-case Letters

-  Middle start; around down, close up, down, and a monkey tail.
-  Top start; slant down, around, up, and a tummy.
-  Start below the middle; curve up, around, down, up, and stop.
-  Middle start; around down, touch, up high, down, and a monkey tail.
-  Start between the middle and bottom; curve up, around, touch, down, up, and stop.
-  Start below the top; curve up, around, and slant down. Cross.
-  Middle start; around down, close up, down under water, and a fishhook.
-  Top start; slant down, up over the hill, and a monkey tail.
-  Middle start; slant down and a monkey tail. Add a dot.
-  Middle start; slant down under water and a fishhook. Add a dot.
-  Top start; slant down, up into a little tummy, and a monkey tail.
-  Top start; slant down and a monkey tail.
-  Middle start; slant down, up over the hill, up over the hill again, and a monkey tail.
-  Middle start; slant down, up over the hill, and a monkey tail.
-  Middle start; around down and close up.

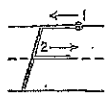
-  Middle start; slant down under water, up, around, and a tummy.
-  Middle start; around down, close up, down under water, and a backwards fishhook.
-  Middle start; slant down, up, and a roof.
-  Start below the middle; curve up, around, down, and a snake tail.
-  Top start; slant down and a monkey tail. Cross.
-  Middle start; down, around, up, down, and a monkey tail.
-  Middle start; slant down right and slant up right.
-  Middle start; down, around, up, and down, around, up again.
-  Middle start; slant down right and a monkey tail. Cross down left.
-  Middle start; down, around, up, down under water, and a fishhook.
-  Middle start; over right, slant down left, and over right.

Capital Letters

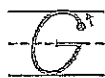
-  Top start; slant down left. Same start; slant down right. Middle bar across.
-  Top start; slant down, up, around halfway, close, around again, and close.
-  Start below the top; curve up, around, down, up, and stop.
-  Top start; slant down, up, around, and close.



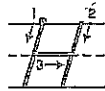
Top start; over left, slant down, and over right. Middle bar across.



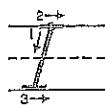
Top start; over left and slant down. Middle bar across.



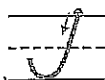
Start below the top; curve up, around, down, up, and over left.



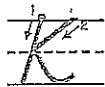
Top start; slant down. Another top start, to the right; slant down. Middle bar across.



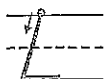
Top start; slant down. Cross the line at the top and the bottom.



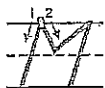
Top start; slant down and curve up left.



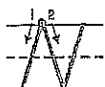
Top start; slant down. Another top start, to the right; slant down left, touch, slant down right, and a monkey tail.



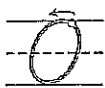
Top start; slant down and over right.



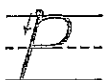
Top start; slant down. Same start; slant down right halfway, slant up right, and slant down.



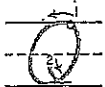
Top start; slant down. Same start; slant down right and slant up.



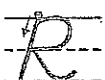
Top start; around down and close up.



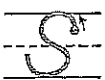
Top start; slant down, up, around halfway, and close.



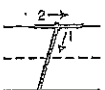
Top start; around down and close up. Cross with a curve down right.



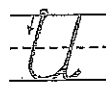
Top start; slant down, up, around halfway, close, slant down right, and a monkey tail.



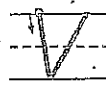
Start below the top; curve up, around, down, and a snake tail.



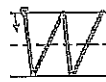
Top start; slant down. Cross the line at the top.



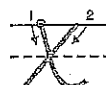
Top start; down, around, up, down, and a monkey tail.



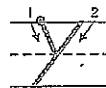
Top start; slant down right and slant up right.



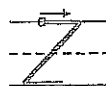
Top start; slant down right, slant up right, slant down right, and slant up right again.



Top start; slant down right and a monkey tail. Cross down left.

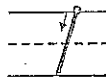


Top start; slant down right halfway. Another top start, to the right; slant down left and touch on the way.



Top start; over right, slant down left, and over right.

Number Descriptions



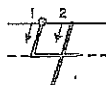
Top start; slant down.



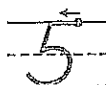
Start below the top; curve up, around, and slant down left; over right.



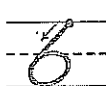
Start below the top; curve up, around halfway; around again, up, and stop.



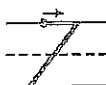
Top start; down halfway; over right. Another top start, to the right; slant down and through.



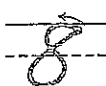
Top start; over left; slant down halfway; curve around, down, up, and stop.



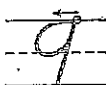
Top start; slant down, curve around, up, and close.



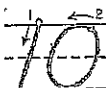
Top start; over right; slant down left.



Start below the top; curve up, around, down; a snake tail; slant up right, through, and touch.



Top start; curve down, around, close; slant down.



Top start; slant down. Another top start to the right; curve down, around, and close.