

Kindergarten Essential Standard Activity

Hears and produces rhyming words.

Activity: "That Rhymes" or "No Way"

Play this with your child. If a word pair rhymes - have your child give a thumbs up and say - "that rhymes". Then choose two words that DON'T rhyme - and have your student say "no way" while giving a thumbs down.

Use this resource list below or make up your own words as you go. Once your student gets great at this, change it up in the following way. This time give your student a word and let him or her give you back a word that rhymes.

Example Rhyming Word List:

Go - No	Tip - Lip	Rain - Train	School - Tool	Hit - Fit
Dig - Big	Test - Rest	My - Try	Mice - Nice	Book - Took
Sat - Bat	Boat - Coat	Fit - Sit	Sun - Run	He - We
Do - Shoe	Bed - Head	Will - Bill	Back - Sack	Hop - Pop
Kick - Pick	Map - Lap	Chip - Trip	Spot - Hot	When - Then
Mash - Flash	Thin - Chin	Wish - Dish	Rich - Pitch	Whip - Chip
Free - Tree	Play - Tray	Trash - Crash	Clay - Play	Drip - Trip
Peach - Teach - Beach	Cook - Look - Book	Cave - Gave - Save	Day - Stay - Way	Right - Kite- Height
Cat - Rat - Hat	Frog - Log - Dog	Jump - Bump - Lump	Hide - Tide - Wide	Red - Fed - Said

Hears and breaks words into parts and sounds (syllables and individual sounds).

Activity 1: Play "I Spy"

Adult will choose an object and say, "I spy a /b/ /o/ /x/" (saying sounds in word, not letters). Student will blend sounds to decide what the word is. When the student is able to blend sounds, switch roles and have the student "spy" objects and segment the words into sounds for the adult to guess.

If your student is having a hard time blending individual sounds into a word, start with just the first sound and the rest of the words- /b/ /ox/ , /sh/ /elf/.

Activity 2: Segmenting & Blending with Objects

Use any small objects (pennies, blocks, beans, pebbles) to segment sounds in words. Adult will say a word. Student will move one penny for each sound they hear in the word.

Reads simple words by putting sounds together.

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Recognizes and writes all uppercase and lowercase letters and knows the sounds for all letters (including long and short vowels).

Activity 1: Rocks and Stones Letter Building

Your student will collect various rocks or stones from outside. Your student will use these rocks to build letters of the alphabet. Give one letter of the alphabet at a time for your student to build. When one letter is completed, call out a different letter for your student to build. Continue this activity with the remaining letters of the alphabet.

Take it further and ask your student to produce the sound each letter makes.

Activity 2: Easter Egg Upper and Lower Case Match

Write an upper-case letter on the top half of a plastic Easter egg. Write the corresponding lowercase letter on the bottom half of the plastic Easter egg. Once all the letters of the alphabet are written on the eggs, break them apart and mix them up. Have your student match the lower-case letter to the upper-case letter by snapping the egg together. Continue until all 26 letter eggs have a match. Please check for errors and correct misconceptions.

Take it further and ask your student to produce the sound each letter makes.

Activity 3: Play-Doh Letters

Write letters on a piece of paper or cardstock in a thick marker. Have your student use playdoh to create the letter. They can roll out the playdoh into a snake or they can roll small balls. Anything that forms the letter and uses fine motor.

Activity 4: Letter Tracing

Write letters in highlighter or yellow marker. Have your student trace the letters with their choice of writing tools. They can even rainbow write using one color crayon and then trace again with a variety of other crayons.

Activity 5: Tactile Tracing

Make letter cards out of index cards or scrap paper. Pour a small layer of salt/sand in the bottom of a box. Prop the index card up and have your student use their finger or a paint brush to create the letter.

Understands that print has meaning, reads left to right and top to bottom, and holds and turns pages in a book correctly.

Activity: 7 Ways to Develop Concepts of Print

1. Point to the words in books as you read aloud to develop one-to-one correspondence between spoken and written words.
 2. Point out words, spaces, letters, lines of print, left to right, top to bottom.
 3. Use environmental print (signs/labels) to make references to words, spaces, letters and lines of print.
 4. Have children suggest where to begin reading the words on the page of a big book.
 5. Count the words in a line of print or clap for each word spoken aloud can help develop concept of a word.
 6. Use name cards, labels, or picture word cards to help children recognize words that are most meaningful to them.
 7. Invite child to dictate a sentence. Write the child's sentence on a sentence strip twice. Cut one sentence into individual words and encourage children to match words to the second sentence strip, specifically using "first word," "last word."
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Reads aloud with accuracy and self-corrects when reading.

Activity: Silly Sentence Detective

What you need

A short book or a page of a familiar text

A small object to act as a "Detective Badge" (sticker, paper circle, toy badge)

A parent or sibling to play along

How to do it:

Tell your child they are becoming a "Silly Sentence Detective".

Their mission is to catch any words that sound wrong and fix them.

Have your child read a short passage out loud.

Encourage them to read slowly enough to hear themselves.

Add the Fun Twist

Every once in a while, you read a sentence and intentionally make a small mistake.

Example: Read "The dog ran home" as "The dog ran house."

Your child must raise the Detective Badge when they hear a mistake.

Switch Roles

Now the child reads again.

If they make a mistake and notice it themselves, they earn a "Detective Point" for self correcting.

Uses age-appropriate vocabulary.

What you need

A small basket or box

5 to 10 everyday objects (toy car, spoon, sock, book, flashlight, apple, etc.)

Paper and crayons or markers (optional)

How to play

Gather objects

Place the items in a basket. Make sure they are familiar so kids can confidently talk about them without feeling frustrated.

Pick an object

The child closes their eyes, picks one item, and holds it.

Describe it using kid friendly vocabulary

Encourage them to tell:

What it looks like (color, size, shape)

What it does

Where they see it or use it

Why it is helpful or fun

For example:

"This is a spoon. It is silver and curvy. I use it to eat soup. It is smooth and not sharp."

Add a challenge (optional)

Choose one of these options to keep the activity engaging:

Draw it and label two or three simple words that describe it

Act it out while someone else guesses the object

Use it in a sentence (age appropriate and clear)

Switch roles

Adults or siblings can take a turn to model clear, age appropriate vocabulary.

Understands and uses nouns and verbs.

Activity I: Noun and Verb Adventure

Materials

Paper and crayons/colored pencils

Sticky notes or index cards

A comfortable space at home for a short scavenger hunt

Optional: Magazines for cutting out pictures

Activity Steps

Introduction to Nouns and Verbs

Explain: Begin by explaining in simple terms that nouns are names of things (like "dog," "ball," or "tree") and verbs are action words (like "run," "jump," or "eat").

Examples: Share simple examples using familiar words. For instance:

Noun: "ball"

Verb: "bounce"

Sentence: "The ball bounces."

Activity 2: Scavenger Hunt - Noun Search

Choose a few rooms or areas of the house.

Ask your child: "Can you find three things (nouns) in this room? Look for items like a book, a cup, or a toy."

Record: Write down each found noun on a sticky note or index card.

Activity 3: Action Time - Verb Discovery

For each noun collected, ask your child to demonstrate an action:

For a toy car, ask: "Can you make your toy car drive or race?"

For a ball, ask: "Can you roll or bounce the ball?"

Discuss: Link the object (noun) with the action (verb). For example, "The ball bounces" or "The car zooms."

Uses capital letters and punctuation correctly.

Activity 1 Hide & Seek:

Write a few capital letters and punctuation marks on separate sticky notes. Hide them around the room and have your child search for them. Once found, ask your child to attach the sticky note to a sentence that needs

that specific element. For example, if a sentence is missing its period, let your child place the appropriate note next to it.

Reads basic high-frequency words.

Activity 1: Sight Word ZAP!

Write the sight words onto popsicle sticks. Each player gets a turn to pick a stick and read the word. If he/she is right, he/she gets to keep the stick, but beware of the sticks with ZAP! Why? When you play the game, and you pick a ZAP stick, you have to give all your “winnings” back to the cup. The ZAP stick is left out of the cup. The player with the most sticks when the cup is empty, wins!

Make it a little harder by adding the rule that you have to use the sight word you pick in a sentence. This way the adult can see if the learner understands the meaning of the sight word read, and it is not just rote learning.

Don't have popsicle sticks? You can substitute flash cards or slips of paper.



Activity 2: Timed Sight Words

Using a sight word list, students will see how many words they can read in 1 minute. Repeat this activity often and set goals to challenge the student to read more words each time.

Activity 3: Spell It

Students need slips of paper with sight words written on them. Students take turns picking up a card from the stack and reading the word. If the answer is correct the player gets a point. The player with the most points wins.

Make it harder. When taking a turn, have the student pick up a card, read it, then cover it up, and spell it. If the student spells it correctly, then he/she gets a point.

Activity 4: Basketball Spelling

Students will need a clean trash can or large container and some paper.

Students will write a sight word on a piece of paper, and then crumple the paper into a ball. Place all the crumpled papers in the container or trash can.

Students will take turns reaching into the container to choose a paper ball with a sight word on it. Students will then un-scrunch the paper ball and either read aloud the word and then cover up the word and spell it.

If the student answers correctly, they can crumple the paper up again, and try to shoot a "basket" in the trash can. For each basket scored, the player receives one point. Continue playing until all of the paper balls are in the basket, or take them out and start all over again.

Understands and reads different kinds of texts. (Informational, Narrative, Expository and Poetic)

Activity | Story Time

Read a favorite narrative story together. Use expressive voices and ask, "Who is this story about?" or "What happens first?"

Activity 2 Dramatic Retelling

Use puppets or dress-up items to act out scenes from the story. Encourage your child to retell the tale in their own words.

Activity 3: Sequence Game

On paper, draw or use pictures to sequence three main events from the story. Ask your child to help arrange them correctly.

Activity 4: Family Discussion

End the session by asking, "What was your favorite part of the story?" This conversation helps reinforce narrative elements.

Creates different types of text. (Informational, Narrative, Expository and Poetic)

Activity 1: Draw and Label a Picture

You can practice by asking your child to draw a picture of an event (something that happened during their day). Ask them to label their picture by stretching out words. Encourage them to write a sentence with a capital letter and punctuation at the end.

Demonstrate and explain the relationship between numbers up to 20 using one-to-one correspondence.

Activity 1: Touch and Count

In everyday interaction when counting objects, model and practice this with your student by touching each object and moving the object away one at a time. Use hands on objects such as beads, Lego pieces, fruit loops, buttons, etc. Each object can only be assigned one number name and numbers must be used in the correct order. The last number used gives the total number of objects.

Count forward and backward in sequence within 100.

Activity 1: Count by...

Practice counting aloud with your student by 1's and by 10's.

Activity 2: Count up from...

Give your student any number and count on from there. Example: start with 15 and count to 50.

Activity 3: What Number Comes Next?

Ask your student what number comes next when counting.

For example:

14__,

7__,

32__,

70__,

59__

Activity 4

Count backward from 20.

Use place value to compose and decompose numbers from 11 to 19.

Activity 1: Counting items in the teen numbers

Use pennies and dimes to create teen numbers (one dime and four pennies make 14);

Count out 11 of something in your house (Legos, beans, noodles, etc.).

Create a group of ten and figure out how many more you would need to create 11.

Do the same with numbers 12-19.

Identify, write, represent, and compare numbers up to 20.

Activity 1: Flashcards

Make flashcards with the numbers 1 to 20. Flash randomly.

Activity 2: Number Scavenger Hunt

Find numbers around the house. Write them down. Ask your student, "What number comes next..."

Activity 3: Number Writing

Write numbers 1-20 with pencil, crayons, markers, colored pencils, and/or form with play-doh.

Activity 4: War Card Game

Play "war" with cards- each person flips a card. Whoever has the larger number gets to keep the card.

Solve real-life addition and subtraction problems within 10.

Activity 1: Make Flashcards

Give a set of 20 addition or subtraction problems with the sum of 5 or less. Ex: $1+3$, $2+1$, $5+0$. Time your student. Do this once a week and let them try to beat their previous time.

Activity 2: Ask These Questions

What does a + sign mean? When you add does your number get bigger, smaller, or stay the same? Why?

What does a - sign mean? When you subtract does your number get bigger, smaller, or stay the same? Why?

What does and = sign mean?

Activity 3: Make and Solve Problems

Practice solving math problems with your student. Encourage your student to draw pictures, act out, or explain the problem and answer.

Example Problems:

$$1 + 4 = __$$

"One bunny sat on the grass. Four more bunnies hopped on the grass. How many bunnies are on the grass now?"

$$3 + __ = 10$$

"I have 3 candies. How many more do I need to get to 10?"

Explain, extend, and create repeating patterns and describe patterns involving the passage of time.

Activity 1: Yesterday, Today, Tomorrow

Ask what day it is today, then repeat with "What was yesterday?" and "What is tomorrow?"

Activity 2: Patterns

Create patterns out of things in your house or actions (examples- big rock, small rock, big rock, etc. or clap, pat, pat, clap, pat, pat, etc.)