



Summer Success Boosters

Here at Northwest Christian School we want to provide every family with the necessary tools to have a successful school year. Research has shown that student engagement over the summer break can provide the skills needed for further academic success.

In this folder you will find resources to help sustain engagement over the summer, and prepare for the upcoming school year. Each family has been provided with the tools needed to assist with the grade that their child (children) will be entering in the fall.

Contents: Kindergarten

- Red Words: Please review this list with your student. You can create games, or flash cards, or even read through the list. We are looking for the recognition of the words that do not follow "spelling rules".
- Math Fact Practice: During the week it is a good idea to practice math facts with flash cards and/or math games.

MATH FACTS

To be successful in math, students should be able to recall basic math facts quickly and accurately. Fact practice is introduced in kindergarten and continues each year after that.

There is no single, best way to learn math facts, except for practice. Flashcards work well. Some students learn by writing things down. Other students do better working on the computer. Try different ways and go with what works for your child.

Here are some links to websites that will help reinforce speedy and accurate recall of basic math facts:

<https://www.varsitytutors.com/aplusmath>

<https://www.mathfactcafe.com/>

<https://www.arcademics.com/>

<https://vroom.org>

Kindergarten Readiness Checklist

The biggest indicator for readiness? Curiosity in learning about the world and willingness to formally learn about it. Check the skills your child has mastered, and then review the lists every month to see what additional skills he/she can accomplish. Young children learn so fast! He/She may struggle with a skill this month but have it mastered the next month.

Physical Development and Motor Skills

Does your child:

- Manage his/her own bathroom needs? Dress himself/herself (coat, socks, and shoes)?
- Cut two-inch circles/hold scissors and cut with confidence? Trace basic shapes with some control?
- Notice the difference between textures?
- Use a fork properly?
- Print his/her name?
- Play bounce-and-catch with a big ball? Skip? Hop forward on one foot and backward with both feet?
- Change direction when running? Walk down stairs using alternate feet?
- Initiate his/her own leisure-time activities?

Social and Behavioral Skills

Does/Is your child:

- Able to provide simple conflict resolution? Take turns and share with others?
- Able to sit for a story for 5 to 15 minutes in circle time?
- Able to follow a series of three unrelated instructions?
- Able to play *with* friends?
- Listen to stories without interrupting? Pay attention for short periods of time to adult-directed tasks?
- Do tasks the first time asked?
- Follow two or three oral directions?
- Finish one activity before starting another?
- Understand that actions have both causes and effects?
- Enjoy interacting with children without continual supervision?
- Know how to follow rules? Recognize authority figures?
- Respect other people's property?
- Show an interest in the outside world, beyond home and school?
- Enjoy pretend play, imitating adult roles?
- Work independently?
- Spend time apart from you without being upset? Separate from you?

Language Skills

Does your child:

- Speak understandably? Talk in complete sentences? Use compound sentences?
- Look at pictures and then tell stories? Relate a familiar story without picture clues?
- Explore a variety of roles through creative play? Recognize rhyming sounds?
- Show understanding of general times of day? Tell the days of the week in order?
- Identify the beginning sound of some words? Sing the alphabet song and know some letters?
- Recognize some common sight words such as "stop"?
- Know his/her address and phone number?
- Tell a simple joke? Tell a simple story in sequence? Ask the meaning of new words?

Academic Readiness

Does your child:

- Identify picture likenesses and differences?
- Know how to produce rhyming words? Identify if words are the same or different by sound?
- Recognize/name basic colors/ Recognize/name basic shapes/ Sort similar objects by color, size, and shape?
- Recognize his/her own name/ Ability to recognize at least 17 letters of the alphabet/know the sounds of these letters
- Count to 20/ Recognize numbers to 10/One to one correspondence for numbers to 10



**Kindergarten Readiness
Northwest Christian School**

Kindergarten forms the basis for the critical academic, social and emotional experiences and learning foundations that will guide and inform students throughout the duration of their school careers.

Top Ten Readiness Skills for Kindergarten

1. Enthusiasm Toward Learning
2. Conflict Resolution Skills
3. Solid Oral-Language Skills
4. The Ability to Listen and Follow Directions
5. The Desire to Be Independent: Self Help Skills
6. The Ability to Play Well with Others
7. Strong Fine Motor Skills
8. Basic Letter and Number Recognition
9. Understanding Concepts of Print
10. Curiosity About Their World

What do the Teachers want to see?

1. Follow a series of 3 unrelated instructions
2. Sit in a group and listen to a story: 5 to 10 minutes
3. Be able to separate from parents
4. Know about 17 letters of the alphabet
5. Identify letters in his/her name and recognize name
6. Count to 20 and do one-to-one correspondence to 10
7. Know basic shapes and colors
8. Hop and jump and skip
9. Hand strength for writing / pencil grip
10. A happy child

Where Do I Go From Here?

1. Application Process: You can find the application online at www.ncsaz.org
 - a. See Michelle Reddy with Questions 602-978-5134
2. Complete Application Turned in to NCS online
 - a. Kindergarten Testing: To Be Scheduled through the office
3. Interview with the Principal: To be Scheduled through the office
4. Kindergarten Programs: All Day 8:00 – 3:00 and Half Day 12:30 – 3:30
5. Kindergarten Step Up Day TBD
 - a. Classroom Time
 - b. Lunch
 - c. Chapel
6. Summer Events with NCS Families
 - a. Summer Camps: TBD
 - b. Summer School: TBD
 - c. Kindergarten Boot Camp: TBD
 - d. Stitching Events: Throughout July: See the packet mailed to families in June
7. Meet the Teacher in August
8. First Day of School in August

vroom

Brain building moments

The Brain Story

There is no time in life when the brain develops more rapidly than during the first five years. Here's a glimpse at all that's taking place inside your baby's brain!



A Brand New Brain

Every baby is born with a brain that contains billions of neurons.



Ready For Anything

From day one, those neurons connect and the brain begins to get wired for life.



Learning Like Lightning

The brain is wired to grow. In the first five years, it makes 1 million neural connections every single second!



Communication Is Key

Above all, there's one thing that helps young brains grow strong—adult-child relationships.



Hi, Baby

Even kids who can't yet talk are looking, listening, and relating to you non-stop.



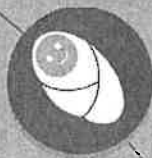
You Are A Brain Builder

Every time you interact with a child you're doing something major—shaping a growing mind.



Nurture Future Greatness

The first five years are when the brain builds its foundation so kids can thrive as adults.



Vroom!

We know this for sure: learning doesn't start at school, it begins at birth.



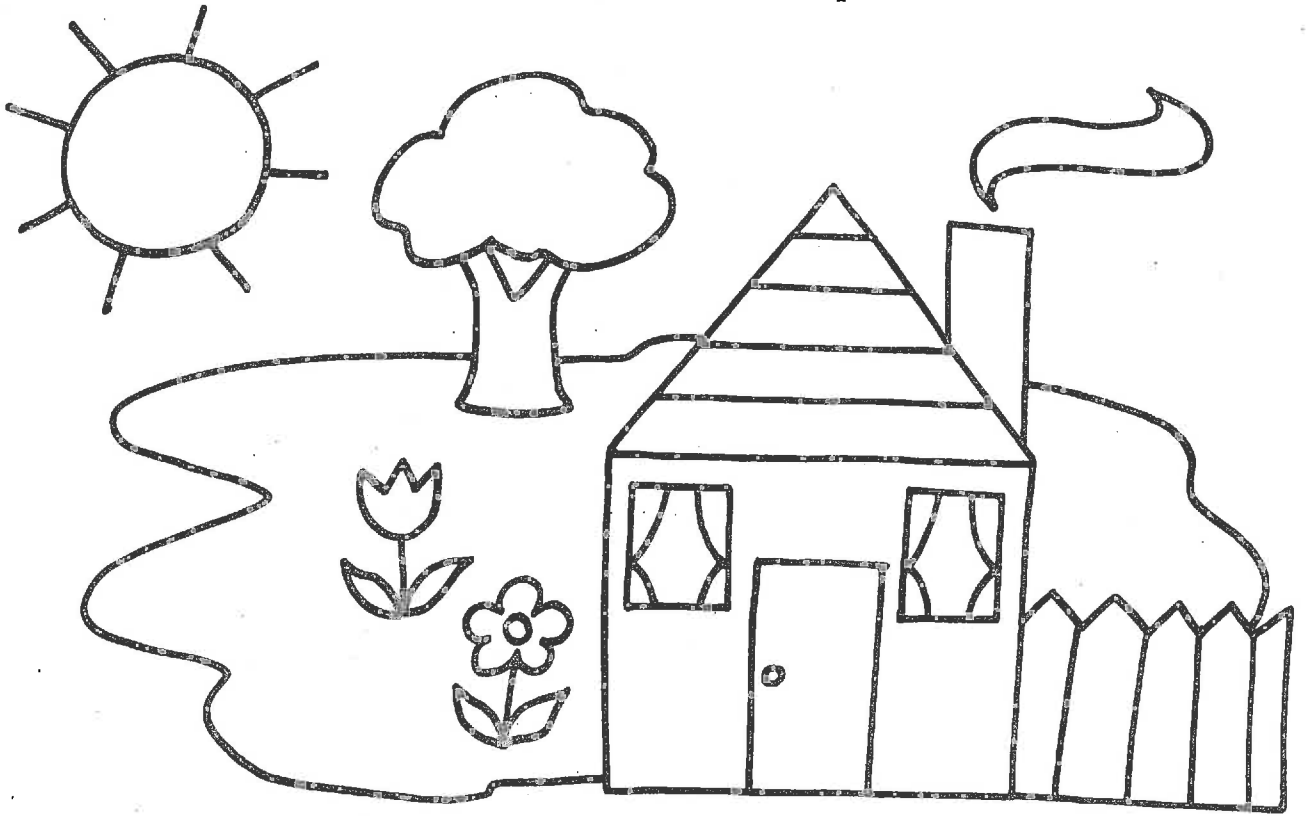
It Begins With You

Visit joinvroom.org to learn how you can be a brain builder.

vroom.org

Rhyme-Away Story 1

Directions: Draw the picture below on the chalkboard. Have students fill in the missing rhymes, then erase the corresponding portions of the picture.



Just for fun,
erase the sun.

If you can count to three,
erase the tree.

If you can count to four,
erase the door.

So you don't get stung by a bee,
erase the chimney.

If you can do so,
erase the window.

If you see a hound,
erase the ground.

A dog can say, "Woof,"
erase the roof.

Climb the tower,
erase the flower.

If you have five cents,
erase the fence.

If you see a doe,
erase another window.

You need power,
to erase another flower.

If you see a mouse,
erase the house.

Rhyme-Away Story 2

Directions: Draw the picture below on the chalkboard. Have students fill in the missing rhymes, then erase the corresponding portions of the picture.

He can't smell a rose,
if you erase his nose.

He can't play in a band,
if you erase his hand.

He doesn't wear a tie,
erase an eye.

He doesn't care,
if you erase his hair.

Don't ask why,
erase his other eye.

Never fear,
erase an ear.

He'll be a real wreck,
if you erase his neck.

He won't feel heat,
if you erase his feet.

It won't hurt,
if you erase his shirt.

He can't dance,
if you erase his pants.

He can go to bed,
if you erase his head.



Rhyming Sentences

Look at that man
jump over the _____. (can, pan, fan)

See the frog
sit on a _____. (log, dog, hog, polliwog)

Did you ever see a whale
with a polka-dot _____? (tail, pail, snail, nail)

Look what I see!
A yellow and black _____. (bumblebee, tree)

Do you see the fly
sitting on the _____? (pie, tie)

Can you imagine a bear
with purple and green _____? (hair)

Watch the cat
playing with the _____. (rat, bat, hat, mat)

See the bug
holding a _____. (jug, mug, rug)

Can you imagine pigs
wearing _____? (wigs, figs, twigs)

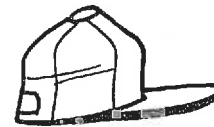
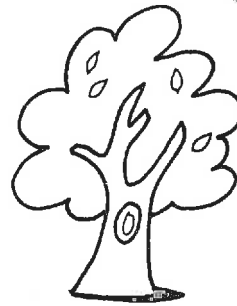
Look up in the sky
and see a bird flying _____. (high, by)

See the little mouse
run through the _____. (house, blouse)

Look at the girl
with the big, brown _____. (curl, squirrel)

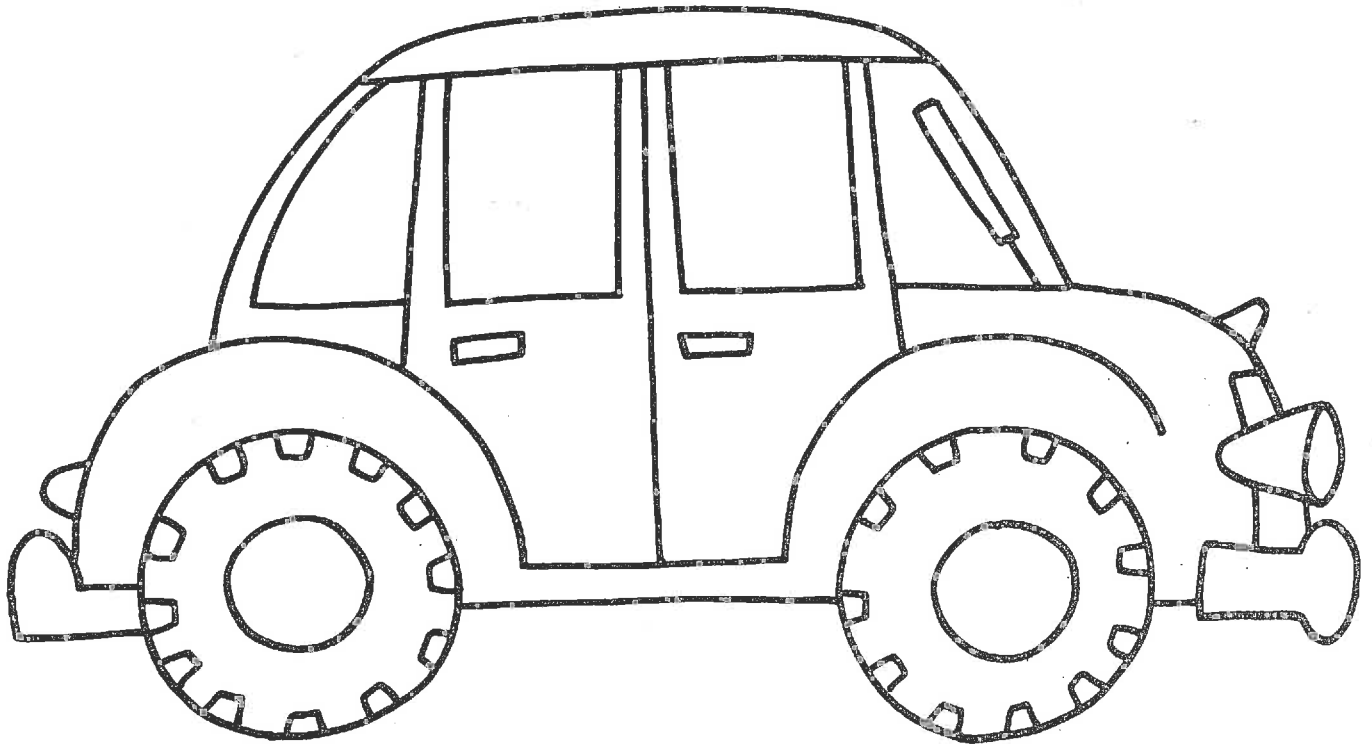
"O.K.," said dad,
"I'm really _____. (sad, mad, glad)

The clumsy ox
tripped over the _____. (box, fox, clocks, rocks, blocks)



Rhyme-Away Story 3

Directions: Draw the picture below on the chalkboard. Have students fill in the missing rhymes, then erase the corresponding portions of the picture.



I don't know how you feel,
but you can erase a wheel.

He ran to a fire,
erase a tire.

I have a friend named Thumper,
you can erase a bumper.

You can't see at night,
if you erase a light.

If you can count one, two, three, four,
you can erase a door.

A baby wears a diaper,
erase a wiper.

If you have ten toes,
you can erase the windows.

A dog says, "Woof, woof,"
erase the roof.

It looks a bit shoddy,
so erase the body.

Draw-a-Rhyme Story 1

Directions: Tell children they are going to draw a chalk picture together. Read each rhyme with the underlined words left out. Have children fill in the blanks (either orally or in writing), then add those parts to the chalkboard drawing.

When you draw a monster, it is said,
you always begin with his head.

He'll be able to see when he flies,
if we draw two bright eyes.

To tell which way the cold wind blows,
our monster will need a great big nose.

Look to the north and look to the south,
now we can give our monster a mouth.

Some up above and some beneath,
our monster has lots of teeth.

Now, under his chin, let's just check,
that's where we should put his neck.

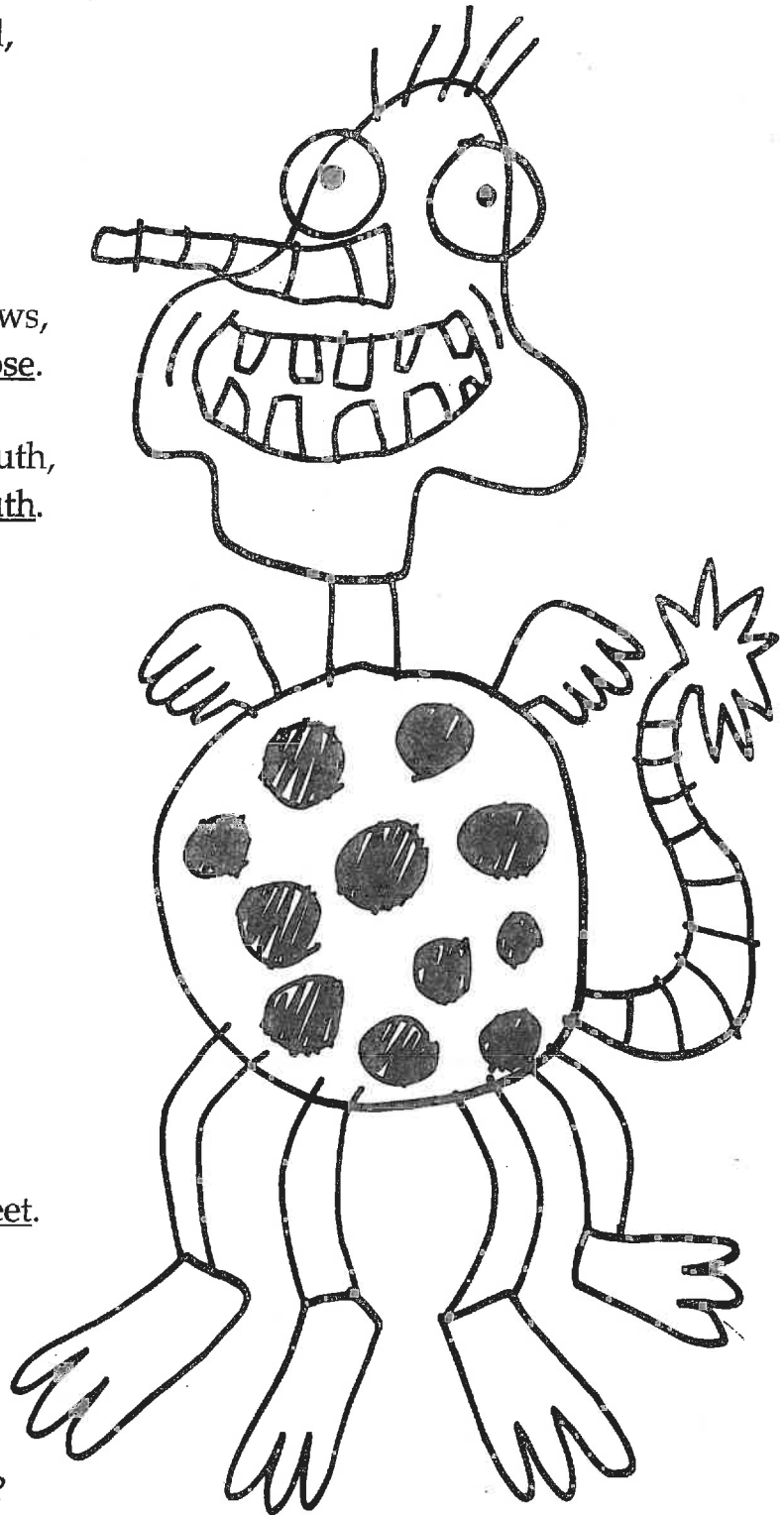
So he won't be tipsy-toddy,
let's give him a polka-dot body.

If he really, really begs,
I guess we could give him legs.

To make our monster nice and neat,
we'll have to teach him to wipe his feet.

A notice sent by air mail!
We can't forget the monster's tail.

He isn't fierce, he isn't hairy,
but don't you think he's a little scary?



Draw-a-Rhyme Story 2

Directions: Tell children they are going to draw a chalk picture together. Read each rhyme with the underlined words left out. Have children fill in the blanks (either orally or in writing), then add those parts to the chalkboard drawing.

When making a clown, it is said,
always start with his big, round head.

Make it real messy 'cuz clowns don't care.
On the top of his head, give him red curly hair.

When people laugh, he wants to hear,
so on each side, give him a great big ear.

Now make him look very wise,
by giving him two wide-open eyes.

And yes, of course, everyone knows,
give him a big, fat, rounded nose.

Now make a line as long as a mile,
and turn it into a great big smile.

Look at his clothes—the clown suit he's in,
it has a ruffle right under his chin.

All over his suit are big colored spots,
so give him lots of polka-dots.

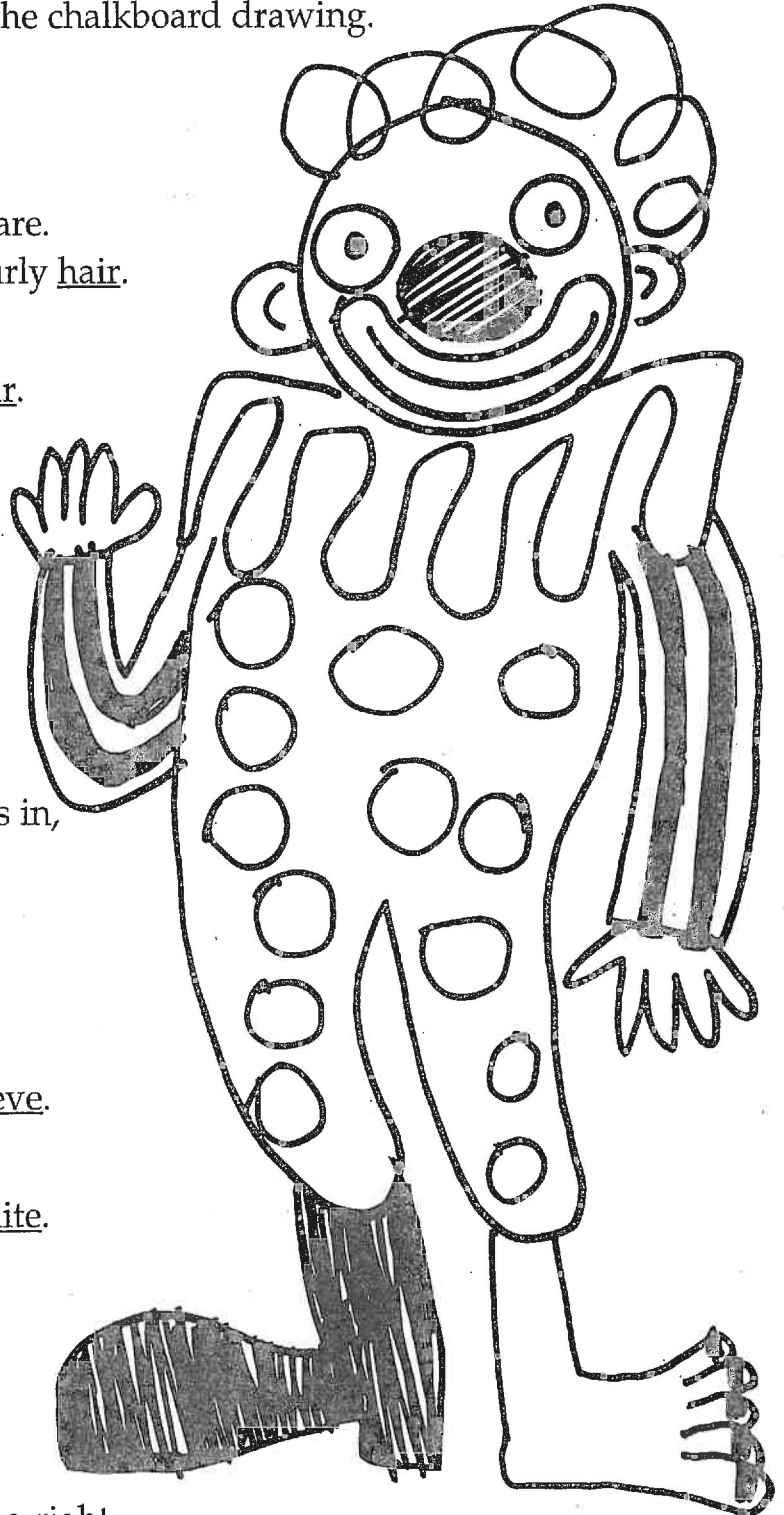
Now look at that, can you believe?
He has purple stripes on each long sleeve.

He has two hands—one left, one right,
one's painted yellow, and the other white.

At the bottom of his funny suit,
you can see one big, black boot.

And the other foot has not a shoe,
'cuz he just painted his toenails blue.

Now, if you listened and did everything right,
your little clown is a funny sight!



Draw-a-Rhyme Story 3

Directions: Tell children they are going to draw a chalk picture together. Read each rhyme with the underlined words left out. Have children fill in the blanks (either orally or in writing), then add those parts to the chalkboard drawing.

When drawing a Martian, it is said,
always start by making his head.

Don't give him hair on top of his head,
give him a shiny, round helmet that's red.

Look at his eyes, so scary and mean,
since he's from Mars, they must be green.

Right by his nose his eyeballs hide,
'cuz he just happens to be cross-eyed.

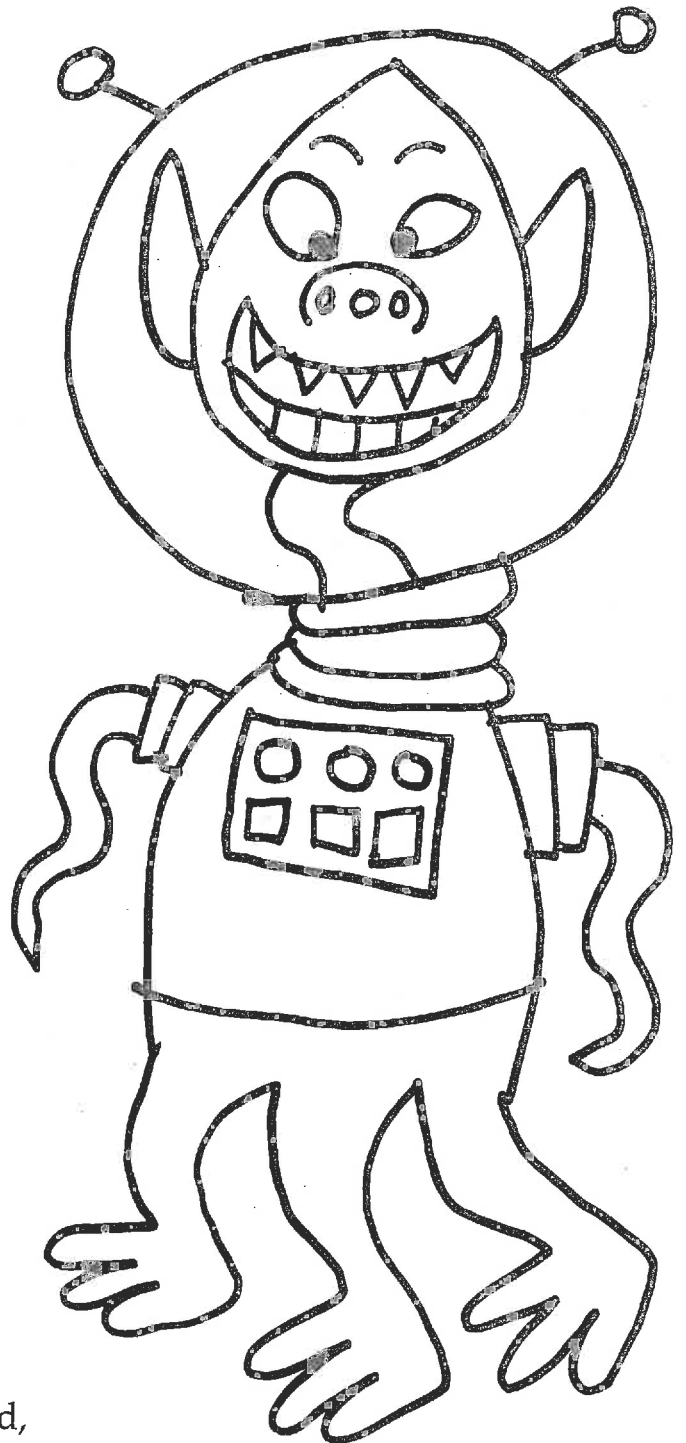
Just look at his nose, can you imagine that!
It has three holes and it's really flat.

His mouth is crooked with lots of teeth,
jagged on top and flat underneath.

Not only is his neck double-jointed,
but look at his ears—they're pointed!

I'm sure he has a body like you and me,
but a Martian's space suit is all you see.

Now, remember Martians are not to be feared,
they're not really dangerous, they just look kind of weird!



Sight Words for Orton-Gillingham

Stage 1 (Kindergarten)	Colors and Numbers
------------------------	--------------------------

all	love	one
and	me	two
any	my	three
are	of	four
as	off	five
be	once	six
been	one	seven
come	or	eight
do	pull	nine
does	push	ten
done	put	zero
for	said	
has	say	black
he	says	blue
her	she	green
his	so	gray
how	the	orange
is		purple
		red
		white
		yellow

LETTER IDENTIFICATION

Capital Letters

O _ S _ X _ A _ Z _ M _ T _

F _ J _ U _ I _ C _ E _ P _

Q _ H _ K _ R _ N _ W _ Y _

D _ B _ G _ L _ V _

Lower Case

o _ _ s _ _ x _ _ a _ _ z _ _ m _ _ t _ _

f _ _ j _ _ u _ _ i _ _ c _ _ e _ _ p _ _

q _ _ h _ _ k _ _ r _ _ n _ _ w _ _ y _ _

d _ _ b _ _ g _ _ l _ _ v _ _

Score: _____

Date: _____

Name: _____

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$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

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Score: _____

Date: _____

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$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$$

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$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

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Success in Kindergarten begins early so we wanted your child to have a jumpstart prior to starting school here at N.C.S. Here are some things you can work on over the summer with your child:

- Knows Right/Left hands
- Can tie his/her own shoes
- Is able to open their snack or lunch containers
- Is able to completely take care of their toileting needs
- Can follow a set of three unrelated instructions
- Can Identify plane shapes (2D=rhombus, hexagon, square, oval, triangle, circle, rectangle, octagon)
- Count, and identify with 1:1 correspondence (numbers 0-15)
- Recognize 17 upper and lower case letters and sounds
- Patterning: AB, AB, AAB, AAB, ABB, ABB
- Rhyming word recognition (Nursery Rhymes)
- Syllable counting
- Proper scissor hold and cutting practice

