



Some ideas to help your child
prepare for Kindergarten at
Topham Elementary

Ten things you can do at home to help your child in Kindergarten

Read to your child every day.

Why?

- Children who are read to for entertainment and enjoyment at home are more likely to become adults who enjoy reading.
- Being read to in an intimate, one-to-one situation is one of the best ways to learn how to read.
- Children who have heard much good literature tend to become better writers.
- Reading to a child on your lap is a good way to show affection and to develop a child's feelings of self worth.

Make sure that your child sees YOU reading for enjoyment, interest or information as frequently as possible.

Why?

- Unless children see adults reading, they may conclude that reading is an activity restricted to school.
- Children must learn that there is a purpose for reading.

Help your child select books at the public library.

Why?

- Children should encounter more books than the average home can supply.

Display your child's creations in a prominent place in the home.

Why?

- Displaying creations such as drawings, models, or attempts at writing shows children that you appreciate them and take their creations seriously.
- Display is a real form of praise.

Talk to your child about his or her play activities.

Why?

- Talking about play helps to extend thinking about the activity and encourages more sophisticated play.
- You can learn about how and what your child is thinking and feeling.

Observe your child while he or she is playing.

Why?

- You can discover what the child understands and what you need to do to help him or her learn more.
- You can learn how the child is developing socially and physically.
- You can learn about the child's level of independence.

Talk to your child about excursions, trips or events.

Why?

- Talking about an event before it happens helps the child to develop an important aspect of thinking: - predicting.
- Talking with the child during the experience helps focus attention on detail and begins to develop the ability to generalize through comparing.
- Talking to the child about the event after it happened helps the child develop memory and helps consolidate experience and knowledge.

Provide as many informal experiences outside the home as possible.

Why?

- Trips to the zoo, airport, shopping plazas, public playgrounds and the country extend the child's understanding of the world.
- Learning to read and write is made easier if the child can bring a wide variety of experiences to the page.
- Short excursions and trips encourage emotional development.
- Learning how to choose books at the library teaches the child to become critical.

Give books to your child as gifts.

Why?

- Children naturally love to read favourite books over and over again.
- Building a personal library is a good way to encourage a love of reading.
- Giving books as gifts indicates that you consider books to be important, enjoyable and valuable.

Provide space and materials for drawing and painting.

Why?

- Drawing and painting are excellent activities for learning.
- Frequent opportunities to draw or paint help a child learn how to write.
- Drawing or painting is a child's way of showing that a message can be put on paper.



Helping Your Child

You are your child's first, most important and continuing teacher. The school cannot replace you.

Children learn to talk by being spoken to . . .

- talk with him/her about books, trips, problems he/she may have, videos that have been viewed, TV programs

Children learn to read by being read to . . .

- prepare your child for reading by reading with him/her daily (15-20 minutes a day is recommended)

Children learn to listen by listening . . .

- be a good model by listening to your child. Expect him/her to listen attentively to you or other people.

Children develop hand control by playing with puzzles, pegboards, paints, cutting with scissors, etc. . . .

- allow your child opportunities to be involved in these types of activities, provide the materials

Children develop large muscles by running, jumping, climbing, etc. . . .

- allow your child opportunities to engage in these types of activities

Children learn responsibility by taking responsibility . . .

- expect your child to help out around home. Small tasks such as matching socks, setting the table, helping with the dusting, etc., make him/her feel part of the family.

Children learn good health by having routines set for them . . .

- help your child to learn toilet routines and the importance of washing afterwards

Children learn good manners by having models around them . . .

- use: please, thank you, you first, excuse me, I'm sorry, etc., as part of everyday good manners

1. Scissors

- how to use: Thumb to ceiling, fingers to floor. Hold paper off table with opposite hand, turn paper when cutting, not scissors.
- practice cutting on lines on paper provided
- can use old flyers, scraps of paper, junk mail (anything to help students practice cutting and strengthen fine-motor skills)

2. Crayons

- name each colour
- talk about all types of food that can be the colours
(parents noticing children having trouble with the same colour: seeing green as brown, may consider having child's vision screened to rule out colour-blindness, and to catch any other possible vision problems)

3. Use of crayons

- how to hold (use of proper pencil grip)
- filling the space, staying within the lines, colouring detail
- drawing big, bright, beautiful pictures (using 5 or more colours)

4. Magnetic letters

- match them with letters on sheets (if kit has upper case letters, match to upper case sheet, if lower case - match to lower case)

5. Doorknob hanger/Name

- find letters of name in flyers, cut out and glue down onto hanger (using a glue stick: don't roll up to high, cover the edges of the paper, roll glue back down, and place cap on properly)
- practice saying each letter in name
- use scrap pieces of paper to practice printing name

6. Using dice to make a game with the number sheets.

- roll the dice and then count how many dots
- place raisins, buttons, pennies, etc. on the number that is the amount counted on the dice

7. Story

- Questions to ask/what to say before a story
 1. Let's look at the cover. What do you think this story is about?
 2. We are going to do a book walk. Let's look at each of the pictures in the story. What do you see? What do you think is happening?
- Questions to ask during the story
 1. Who is the story about?
 2. What do you think will happen next?
 3. Is there a problem? What is it? How do you think they could solve the problem?
 4. How do the characters feel? Have you ever felt like that?
- Questions to ask after the story
 1. What was the story about?
 2. What was your favorite part?
 3. How did they solve the problem?