WELGOME TO





Social Skills for School Success



Skill: Being able to work with new children and adults

How an adult can help:

- Praise your child when he/she asks for help or helps someone else
- Model and encourage the use of greetings when speaking to other adults and children.
 "John is saying hello to you. Now you need to wave or say 'hello' to him."

Skill: Being able to make friends with other children and adults

How an adult can help:

- Teach your child how to introduce him/herself to others
- Instead of saying "Go play", give your child a suggestion for playing with a peer. For example, "Ask Sarah 'Will you build blocks with me?"

Skill: Being productive members of the classroom community

How an adult can help:

- Use simple rules and routines at home, for example, a bedtime routine chart
- Point out the body language and voice tones of siblings and friends. "Look at Jaden's face. How do you think he is feeling?"

Skill: Being able to solve problems with words instead of aggressive behavior

How an adult can help:

- Teach your child to keep his/her hands and feet in his or her own space
- Help your children learn to solve problems verbally. For example, tell your child, "Ask your sister for a turn with the ball instead of grabbing it from her."



Transitioning to Kindergarten

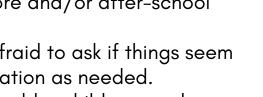
To help CHILDREN transition...

- Visit the School. Attend an orientation as well as any other events hosted by the school
- Practice "Cafeteria Style" eating at a local restaurant and have children
 practice opening food packages for themselves. Additionally, whenever
 possible, allow your child to serve themselves from bowls at home
- Shorten (or if possible, eliminate) your child's naptime beginning a few weeks before school starts
- Adjust your child's sleep schedule several weeks before school begins remember that a child needs roughly 10 hours of sleep each night
- Help your child choose a school bag and label it with their name. Also, choose a place in your home to put things each night to take to school each day
- Talk about what will be familiar at kindergarten as well as what will be new
- Add a family photo to your child's book bag
- **Be positive!** Your child takes cues from you.
- Write a letter to the principal (and/or your child's teacher) during the summer describing your child as a person (likes, dislikes, tendencies, etc.) and as a learner. Describe the type of teacher you hope he or she will have (but please, no specific names).

To help PARENTS transition...

- Recognize that you are in transition too. Expect to feel scared and sad in addition to feeling excited about your child starting kindergarten.
- Think through and plan for food, transportation, and schedule changes. (When does school begin and end? What about before and/or after-school care? Where is the bus stop?)
- Visit the school and meet the teacher. Don't be afraid to ask if things seem confusing! Ask for a conference or additional information as needed.
- Talk to someone about your feelings. Parents with older children can be excellent resources. If you have any additional concerns, please don't hesitate to ask the school for resources.





Activity: Count Down Chain



Materials:

- Sheet of activity strips (see next page)
- Scissors
- Glue stick
- Stapler
- Markers
- OPTIONAL but recommended:
 12 paper strips that are 1 and 1/2 inches wide and approximately 11 inches in length (note: a regular size piece of construction paper will yield 6 strips)



Directions:

- Cut each activity into separate strips
- 2. If using construction paper strips, glue one activity strip to each construction paper strip
- 3. Create a loop with the strip (with the activity information visible on the outside) and then staple
- 4. Create a chain by looping each strip through the previously stapled one
- 5. OPTIONAL: Write your child(ren)'s name on the final strip before looping and stapling it to the chain



COUNT DOWN CHAIN ACTIVITIES:

Go to your local library together

Have fun with this tongue twister: Six thick thistles stick

Make a list of items found in your child's bedroom

Find objects around the house that start with the same letter as your child's name

Look at a family picture together and talk about the people that you see

Look at pictures in a magazine. Talk about the colors and shapes that you see

Sing a song together

Read a story together in the morning. Read again at bedtime; ask your child if he or she remembers what happens next.

Tell your child a story from your childhood

Invite your child to tell you a favorite story

Make up two-word rhymes about items in your home such as "night light" or "fat cat"

Create an alliteration using the names of each person in your family such as "Terrific Tony" or "Amazing Ashley"

Form letters using household items such as spoons, straws, or blocks

Read a story together as a family

Making Reading & Writing Meaningful



TRAVEL

Ideas for parents of preschoolers

Tip: Choose activities that best suit your child's interests

- Call attention to the different types of written materials in your home such as labels, magazines, books, cards, posters, boxes, mail, etc.
- Point out print items outside your house such as billboards, menus, road signs, business signs, etc.
- Talk to children about the letters and words you are using when you write a message to a family member.
 Encourage them to help you write part of the message.



- Provide print materials such as menus, tickets, maps, and catalogs for children to use in pretend play.
- Involve children as you create a grocery list. Talk about the names of some of the letters and words as you write them.
- Cook with children and let them help you follow the recipe.
- Ask children to help you identify cereal boxes or other food packages during meals.
- Write a note and put it in your child's lunch box or book bag.





Digital Tools for Working On Reading at Home

Keys to Success:

- 1. Make reading at home fun! Help your child find books they love to read and make reading a fun and positive experience.
- 2. Talk with your child as much as you can. Building their language skills will directly benefit their comprehension, vocabulary, and background knowledge.
- 3. Set aside time to read aloud with your child <u>and</u> time for them to work on their reading skills. Reading aloud will build their background knowledge, vocabulary, and listening comprehension, while their reading to you will build their word recognition and reading comprehension.

General Strategies for Literacy at Home

- 1. Read to your child frequently. If you do not have access to books, there are severalread aloud videos on YouTube, and public library cards are free.
- 2. Surround your child with words. Write grocery lists together, borrow books from the library, sing nursery rhymes, use closed captions while watching TV, etc.
- 3. Don't be afraid to use "big" words! Engage your child in conversation as often as you can to build their language skills and vocabulary.
- 4. Provide continuous praise and encouragement. How you cheer them on during readingwill become their inner voice when they encounter new and unfamiliar words.
- 5. Make reading a part of your daily routine. You will see the benefits as your child progresses in their reading skills and as your relationship grows through books.



Digital Tools for Working On Reading at Home



| Skill | Resource | Description |
|-----------------------------------|---|---------------------------------------|
| Rhyming | https://pbskids.org/games/reading | Online games |
| Letter name and sound recognition | https://pbskids.org/games/reading https://www.youtube.com/watch?v=swiF3VIBNaY https://www.education.com/game/letter-sounds-moving- match/ | Online games and videos |
| Phonic Awareness | https://www.splashlearn.com/s/ela/from-sounds-to-words- trek-and-prod https://www.education.com/game/switch-the-letter/ | Online games |
| Phonics (basic) | https://www.3partdrill.com/index.php/virtual-3-part-drill-tool https://www.starfall.com/h/word-machines/?mg=m https://research.dwi.ufl.edu/op.n/file/pd7py49630t41lba/ https://www.reallygreatreading.com/lettertiles/ https://www.starfall.com/h/ltr-classic/?mg=m https://wordwall.net/resource/10373745/plenary-long-or-short-vowel-sound https://research.dwi.ufl.edu/op.n/file/cbhd8xmn9i4ctf7i/?embed | Online games and game generator |



Digital Tools for Working On Reading at Home



| Skill | Resource | Description |
|---|---|--------------------------|
| Advanced phonics, spelling, and grammar | https://research.dwi.ufl.edu/op.n/file/gc8nkxns914enc7d/? embed&fbclid=lwAR1OiYiB6fERCg_ 3wSWOPc0QZh4cmzyZ7wdO7ffU2c4trzyanvj1xebko | |
| | https://www.roomrecess.com/mobile/GrammarPolice/play.ht ml | |
| | https://www.roomrecess.com/games/RoughRiders/play.html | Online games |
| | https://www.roomrecess.com/mobile/GrammarGladiator/pla y.html | |
| | https://www.roomrecess.com/games/PrefixPopper/play.html | |
| | https://www.roomrecess.com/games/Bounce/play.html | |
| Multisyllabic words | https://wordwall.net/resource/6935025/reading/2-syllable- words-mixed-megawords-1 | Online Games |
| High-frequency words | https://research.dwi.ufl.edu/op.n/file/pd7py49630t41lba/ | |
| | https://www.ateachableteacher.com/online-sight-word- games/ | Online game generator |
| | https://dolchword.net/dolch-word-games/ | Game Lists |
| | https://www.reallygreatreading.com/resources/heart-word- magic | |



Digital Tools for Working On Reading at Home



| Skill | Resource | Description |
|---------------|--|--------------|
| Vocabulary | https://pbskids.org/games/reading | |
| | https://www.education.com/resources/games/ | Online games |
| | https://www.englishclub.com/esl-games/vocabulary/ | |
| Comprehension | https://wordwall.net/en- us/community/reading/comprehension/games | |
| | https://www.youtube.com/watch?v=tffdmmJTXqc | Online games |
| | https://pbsnc.pbslearningmedia.org/resource/psullla.reading. brrques/blue-ribbon-readers-the-questioning-cube-game/ | |
| | https://pbsnc.pbslearningmedia.org/resource/psullla.reading.brrdet/blue-ribbon-readers-the-detectives-notebook-game/ | |
| | https://www.roomrecess.com/mobile/MainIdeaMillionaire/pla y.html | |
| | https://www.roomrecess.com/mobile/SirReadalot/play.html | |
| | https://www.roomrecess.com/mobile/AuthorsPurpose/play.ht <u>ml</u> | |
| | https://www.roomrecess.com/mobile/Sequencing/play.html | |



Digital Tools for Working On Reading at Home



| Skill | Resource | Description |
|----------------------------|--|--|
| Books for reading aloud | https://storylineonline.net/ https://www.freechildrenstories.com/ https://monkeypen.com/pages/free-childrens-books | Online read alouds |
| Decodable books | https://monarchreader.com/booksearch?text=&language=en-US&topics=&rating=1&stars=-1&ownedFilter=false&useTagSear ch=false https://www.uniteforliteracy.com/ https://portal.flyleafpublishing.com/learners-resources/ https://justrightreader.com/pages/free-decodable-library | Books for children to read Click here for more information on decodable books Click here for more information on reading decodable texts at home |



Digital Tools for Working On Reading at Home



Sample Routine

| Task | Description | Time |
|------------------------------|--|-------------|
| Phonics awareness | Out loud word games (no reading yet!) | 2 minutes |
| Phonics | Review/teach a specific skill or pattern that will be the area of focus in the decodable book | 2-3 minutes |
| High-frequency words | Review known high-frequency words and teach any new words they will encounter in the book | 2-3 minutes |
| Decodable text reading | Read a decodable text (pick a book from a resource listed in the decodable books section based on specific phonics patterns) | 5-7 minutes |
| Vocabulary and comprehension | Before, during, and after: talk about new words and comprehension area of focus | 4-5 minutes |

Learning Links



For more information:

https://ufli.education.ufl.edu/resources/parent/

https://www.readingrockets.org/

https://www.dpi.nc.gov/students-families/parents-corner/literacy-home-digital-childrens-reading-initiative

https://fcrr.org/families

https://literacy.virginia.edu/resources-families

Click here for resources and examples for literacy from NC DPI.

Click here for additional recommendations for working on reading (focus on PreK - 2nd grade).









CONNECT THE DOTS

