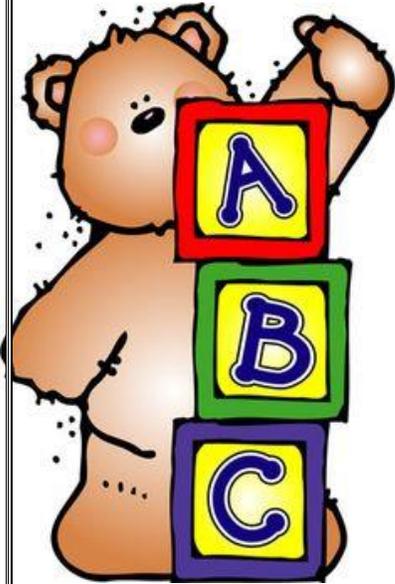


Dear Parent / Guardian,



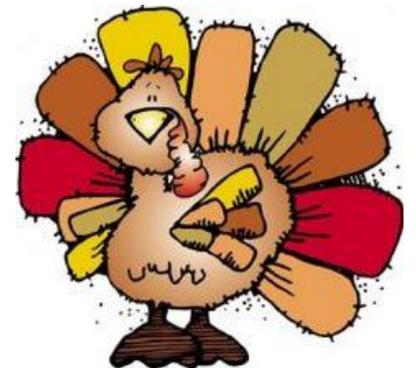
Ready Set Learn is a program designed to help children make the transition into kindergarten. Due to the pandemic, the sessions this year will be virtual. You can find the sessions on the district website at www.pvbears.org. There is a link for “**Ready Set Learn**” in which you can locate the video presentation and accompanying parent packet.

This is the second of five sessions that will be posted throughout the year. This session focuses on letters and numbers. Please watch the video and follow along with the parent packet posted on the district website to learn how you can help your child prepare for reading and math in kindergarten. Please stop by the Pleasant Valley District

Office Monday through Friday between the hours of 8:30 am and 3:00 pm if you would like to pick up your complimentary parent packet (this is the same as the packet posted on the website) and cardstock printouts of uppercase letter cards, lowercase letter cards and number cards to cut out and use with the activities. Thank you and enjoy the session.



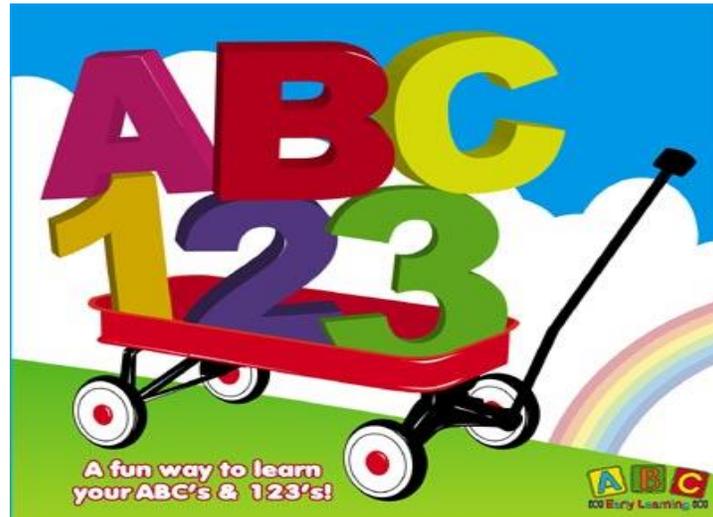
If you have any questions, please feel free to email Lori Hagerman, Curriculum Supervisor, at hagerman.lori@pvbears.org.



Ready Set Learn

Small Group Session

Parent Packet



ABC's & 1,2,3's

**“Let’s Talk About Letters and
Numbers”**

Letter Naming

Goal: The child will be able to name each capital (uppercase) and lowercase letter accurately.

Materials: Letter Naming Lesson, capital letter cards, and lowercase letter cards

Possible Places: Home, library, school

Activity

Review: Line up all the capital letters of the alphabet in order. Have your child point to each capital letter and say its name. Line up all the lowercase letters in alphabetical order. Have your child point to and name each lowercase letter. You may have them sing the alphabet song as long as they recognize the 1:1 of what they sing to the letters. Give corrective feedback when it is applicable. You may need to model pointing and say/sing the alphabet for them. Next, have them point with you. Then finally, let them try it alone.

I do:

Parent: Place 3 or more capital OR lowercase letters in a random order in front of your child. Begin by choosing the first 3 letters of the alphabet. Each day add the next letter of the alphabet. **We are going to play a game called, "Letter Detective". I am going to say the name of a letter and you point to it. Watch.** Say (LETTER NAME) and point to (LETTER). Repeat this for several letters.

We do:

Parent: **Let's try one together. I am going to say the name of a letter and we are going to point to it. Ready?** Say (LETTER NAME) and point to (LETTER) with your child. Repeat this for several letters.

You do:

Parent: **Now you try some. Remember, I am going to say the name of a letter and you are going to point to it. Ready?** Say the name of a letter and watch for your child to point to it. Repeat this for more letters.

Extension: After your child has pointed to all the letters you have asked him or her to name, ask him or her to point to and name the letters (they are still in a random order). Time your child and chart progress for added incentive. 3

Number Naming

Goal: The child will be able to name each number accurately.

Materials: Number Naming Lesson, Number cards

Possible Places: Home, library, school

Activity

Review: Line up all the number cards in order. Have your child point to each number and say its name. Give corrective feedback when it is applicable. You may need to model pointing and saying each number for them. Next, have them point with you. Then finally, let them try it alone.

I do:

Parent: Place 3 or more numbers in a random order in front of your child. **We are going to play a game called, “Number Detective”. I am going to say the name of a number, and you point to it. Watch.** Say (NUMBER NAME) and point to (NUMBER). Repeat this for several numbers.

We do:

Parent: **Let’s try one together. I am going to say the name of a number and we are going to point to it. Ready?** Say (NUMBER NAME) and point to (NUMBER) with your child. Repeat this for several numbers.

You do:

Parent: **Now you try some. Remember, I am going to say the name of a number and you are going to point to it. Ready?** Say the name of a number and watch for your child to point to it. Repeat this for more numbers.

Extension: After your child has pointed to all the numbers you have asked him or her to name, ask him or her to point to and name the numbers (they are still in a random order). Time your child and chart progress for added incentive.

Letter Formation

Goal: The child will be able to recognize and name each lowercase and capital (uppercase) letter of the alphabet by recognizing the shapes of the letters.

Materials: Letter Formation lesson, capital letter cards, and lowercase letter cards

Possible Places: Home, library, school

Activity

Review: Line up all the capital letters of the alphabet in order. Have your child point to each capital letter and say its name. Line up all the lowercase letters in alphabetical order. Have your child point to and name each lowercase letter. You may have them sing the alphabet song as long as they recognize the 1:1 of what they sing to the letters. Give corrective feedback when it is applicable. You may need to model pointing and say/sing the alphabet for them, and then have them point with you, then finally let them try it alone.

I do:

Choose 1 letter of the alphabet. It can be a capital or lowercase letter, depending on which you are working on with your child. The letter chosen for the "I do" should be a letter your child does not yet know.

**(see attached sheet, "Verbal Path for the Formation of Letters")*

Parent : We are going to look at this (capital / lowercase) **letter** (name letter), **and learn about its shapes. Watch me try one. This is the letter** _____. **I know it is the letter** _____ (chosen letter) **because it has** _____ (Describe the shape. Example: letter b looks like a stick and a ball). **I am going to trace the letter** _____ **with my finger and say its name as I trace. I am going to write the letter in the air and say** _____. (form the letter using large movements). **I am going to move my finger on the table and pretend to write** _____ **as I say** _____. **I am going to trace the letter** _____ **in my hand and say** _____.

We do:

Parent: Let's try it together. Go through the same process above while doing the movements with your child and saying the name of the letter.

You do:

Parent : Now you try. Go through the process with the same letter. **This is the letter** (have child respond). **You know it is the letter** _____ (chosen letter) **because it has** (let child describe its shape). **Trace the letter** _____ **with your finger and say its name as you trace. Write the letter in the air and say** _____. **Move your finger on the table and pretend to write** _____ **as you say** _____. **Trace the letter** _____ **in your hand and say** _____.

Extension: Choose the next letter of the alphabet and work through the above process until you have described the formation of each capital and lower case letter of the alphabet.

Number Formation

Goal: The child will be able to recognize and name numbers by recognizing the shapes of the numbers.

Materials: Number Formation lesson, Number cards

Possible Places: Home, library, school

Activity

Review: Line up all the number cards in order. Have your child point to each number and say its name. Give corrective feedback when it is applicable. You may need to model pointing and saying each number for them. Next, have them point with you. Then finally, let them try it alone.

I do:

Choose 1 number, depending on which you are working on with your child.

**(see attached sheet, "Verbal Path for the Formation of numbers")*

Parent : We are going to look at this number (name number), and learn about its shape.

Watch me try one. This is the number ____ . **I know it is the number** ____ (chosen number) **because it has** _____ (Describe the shape. Example: number 6 has a curve and then a loop). **I am going to trace the number** ____ **with my finger and say its name as I trace. I am going to write the number in the air and say** ____ . (form the number using large movements). **I am going to move my finger on the table and pretend to write** ____ **as I say** ____ . **I am going to trace the number** ____ **in my hand and say** _____ .

We do:

Parent: Let's try it together. Go through the same process above while doing the movements with your child and saying the name of the number.

You do:

Parent : Now you try. Go through the process with the same number. **This is the number** (have child respond). **You know it is the number** ____ (chosen number) **because it has** (let child describe its shape). **Trace the number** _____ **with your finger and say its name as you trace. Write the number in the air and say** ____ . **Move your finger on the table and pretend to write** ____ **as you say** ____ . **Trace the number** ____ **in your hand and say** _____ .

Extension: Choose the next number and work through the above process until you have described the formation of each number zero to nine.

Capital and Lowercase Letter Matching

Goal: The child will be able to name and match each lowercase and capital (uppercase) letter of the alphabet

**(Get your child used to “uppercase” and “capital” so they know that both words mean the same thing.)*

Materials: Capital and Lowercase Letter Matching lesson, capital letter cards, and lowercase letter cards

Possible Places: Home, library, school

Activity

Review: Begin by lining up a mixture of capital and lowercase letters that your child knows. Line these cards up in a random order, not in alphabetical order. Ask your child to point to each letter and say its name. Let your child try it alone and give corrective feedback when it is applicable.

I do:

Parent: We are going to play a matching game with the letters. Line up 5 or more capital letters in rows in alphabetical order in front of your child. You may have them do this part if they can put them in order quickly. **I am going to show you a lowercase letter. You need to name the letter and hold up its uppercase match as quickly as possible.**

For example, this is the letter lowercase ____ (Choose letter). **You would say its name and hold up the uppercase** _____ (Actually hold it up to show your child the uppercase match). Place the uppercase/capital letter back into your child's row.

We do:

Parent: Let's try one together. Choose another letter and go through the process with your child. **What is the name of this lowercase letter?** (Choose letter). **Let's find the uppercase match. I will point to the row where the letter is hidden.** (Point to the appropriate row where the letter is hidden. In the beginning there may only be one row.) **Hold up the uppercase match. Place the uppercase letter back into the row.**

You do:

Parent: Now you try some. Choose another letter and go through the process with your child. **What is the name of this lowercase letter?** (Choose letter). **Find the uppercase match. Hold up the uppercase match. Place the uppercase letter back into the row.**

****After practicing with the uppercase letter rows, give your child 5 or more lowercase letters in rows and have him/her find the lowercase match to the uppercase target letter that you're holding.****

Extension: If your child is very successful with the 5 capital and lowercase target letters, have your child attempt more than 5 letters as the focus.

VERBAL PATH FOR THE FORMATION OF LETTERS

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Sometimes it helps children to say aloud the directions for “making” a letter. This “verbal path” helps them to understand the directional movement that is essential. In addition, it gives the teacher and child a language to talk through the letter and its features. Here, we suggest language for creating a verbal path to the distinctive features of letters.

Lowercase Letter Formation

a — pull back, around, up, and down
b — pull down, up, around
c — pull back and around
d — pull back, around, up, and down
e — pull across, back and around
f — pull back, down, and cross
g — pull back, around, up, down, and back
h — pull down, up, over, and down
i — pull down, dot
j — pull down, curve back, dot
k — pull down, pull in, pull out
l — pull down
m — pull down, up, over, down, up, over and down
n — pull down, up, over and down
o — pull back and around
p — pull down, up and around
q — pull back, around, up and down
r — pull down, up and over
s — pull back, in, around and back
t — pull down and cross
u — pull down, over, up and down
v — down, up
w — down, up, down, up
x — down, down
y — pull in and down
z — across, in, across

VERBAL PATH FOR THE FORMATION OF LETTERS

Uppercase Letter Formation

- A— pull down, pull down, across
- B — pull down, up, around and in, back and around
- C — pull back and around
- D — pull down, up, around
- E — pull back, down, across and across
- F — pull down, across, across
- G— pull back, around, across
- H — pull down, pull down, across
- I — pull down, across, across
- J — pull down, curve back, across
- K — pull down, pull in, pull out
- L — pull down, across
- M— pull down, up, in, up and down
- N — pull down, up, in and up
- O— pull back and around
- P — pull down, up and around
- Q— pull back and around, and cross
- R — pull down, up, around, in and down
- S — pull back, in, around, down, and back
- T — pull down, across
- U — pull down, over, up and down
- V — down up
- W— down up, down up
- X — down, down
- Y — pull in, pull in and down
- Z — across, pull in, across

VERBAL PATH FOR THE FORMATION OF NUMBERS

0 - Around and around and around we go....
When we get home, we have a zero.

1 – Number 1 is like a stick.
A straight line that is very quick.

2 – Around and back on the railroad track.
Two, two, two, two!

3 – Around a tree, around a tree.
That's the way to make a three!

4 – Down and over, down once more.
That's the way to make a four!

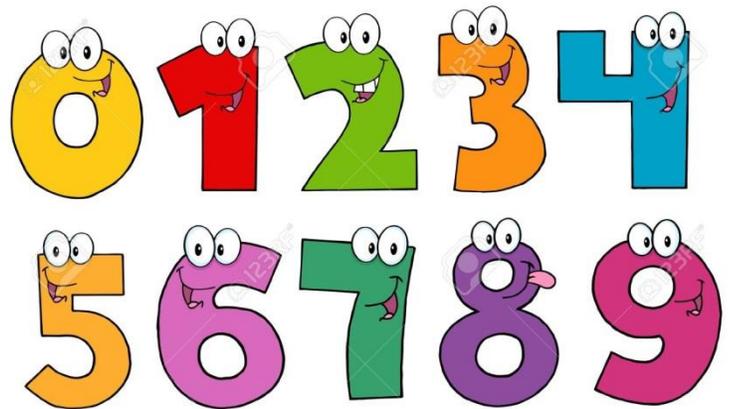
5 – Down and around then a flag on high,
That's the way we make a five!

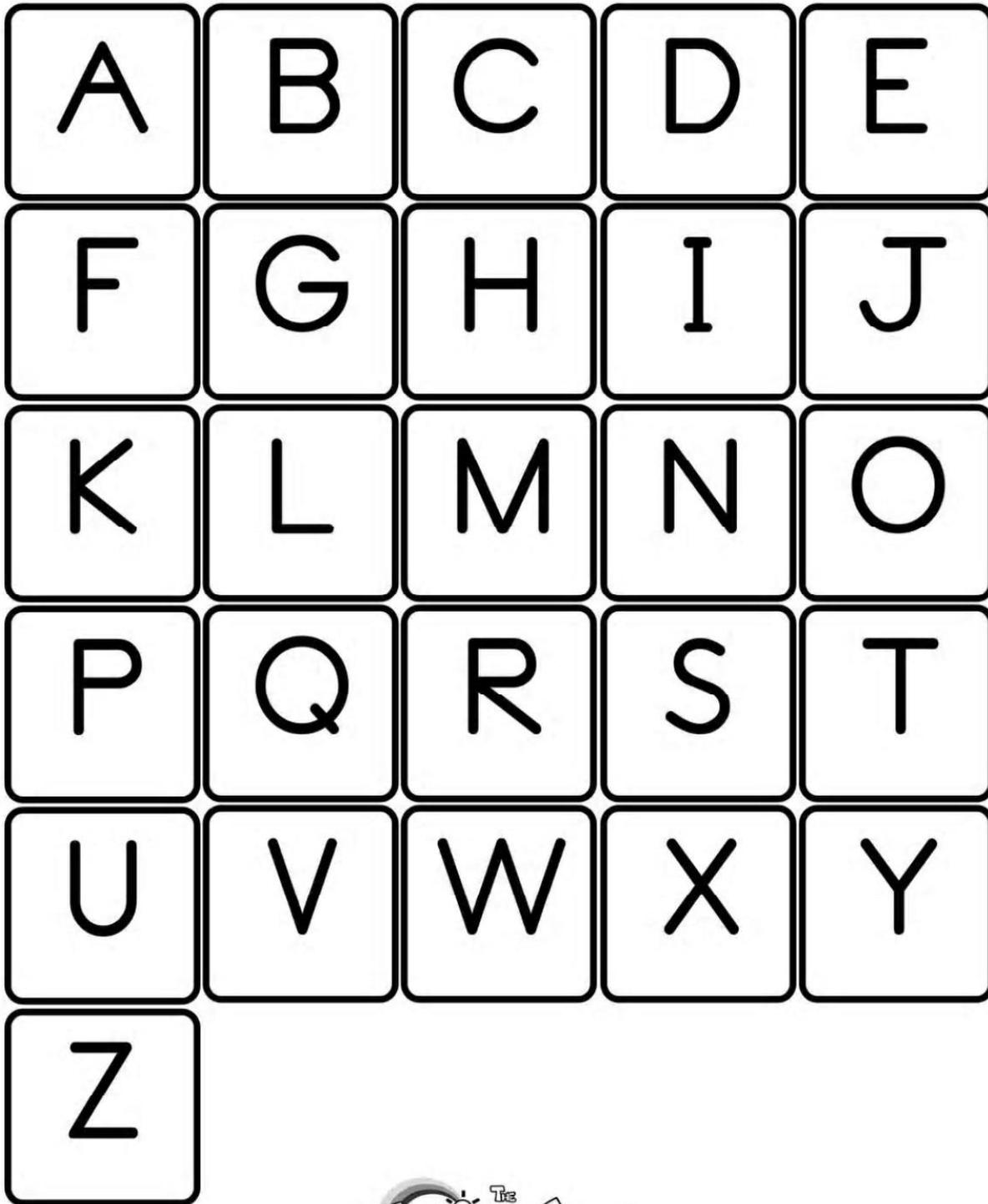
6 – Down we go and make a loop,
Number six makes a hoop!

7 – Across the sky and down from heaven.
That's the way to make a seven.

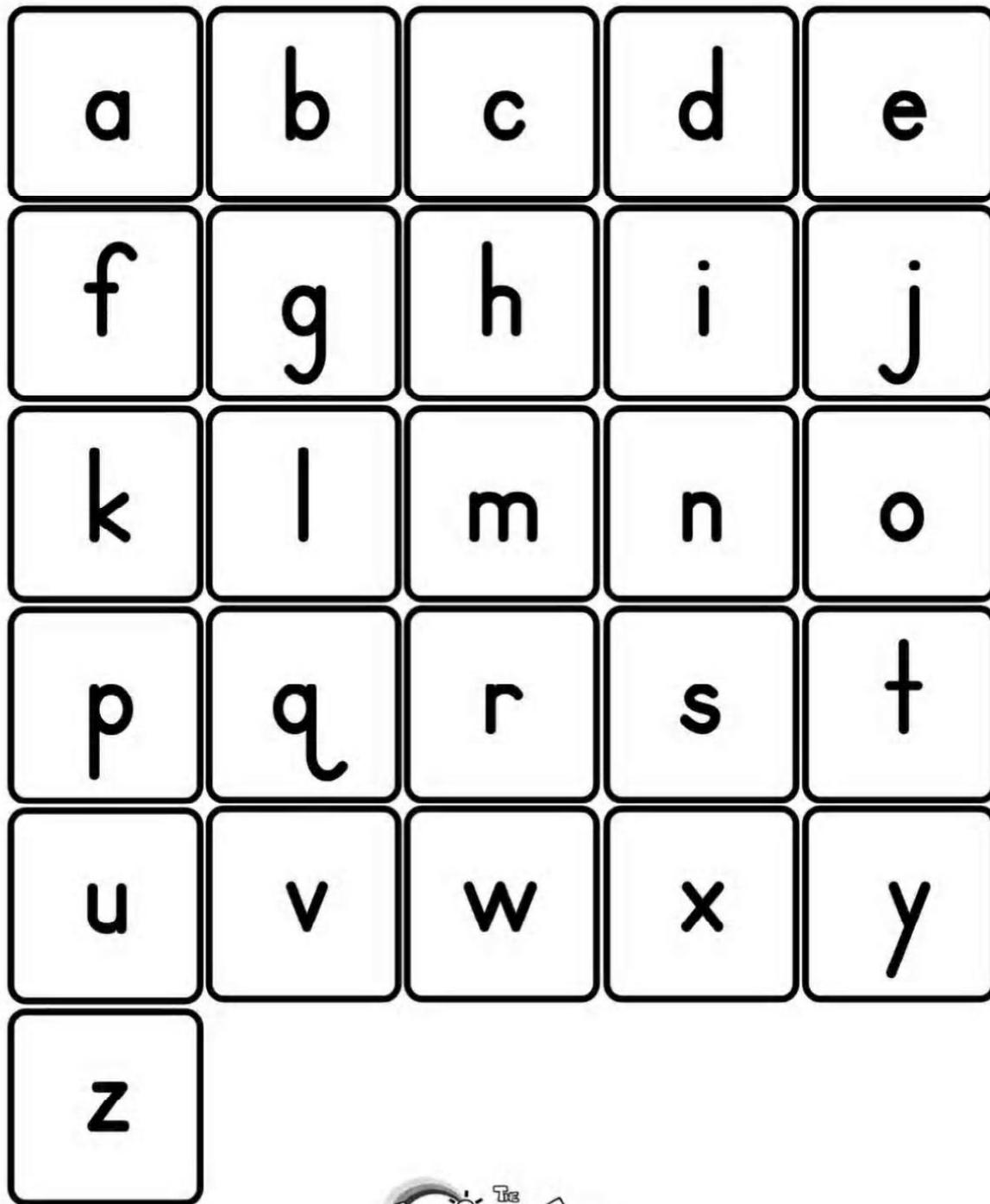
8 – Make an S and do not wait.
Go back up and that's an eight!

9 – Make a loop and then a line,
That's the way we make a nine.





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0	1	2	3	4
5	6	7	8	9

Literacy Milestones: Birth through Kindergarten

<i>Pre Reading Skill</i>	<i>Birth-Age 3</i>	<i>Ages 3-4</i>	<i>Kindergarten</i>
Book and Print Awareness	<ul style="list-style-type: none"> <input type="checkbox"/> Pretends to read books <input type="checkbox"/> Names objects in books <input type="checkbox"/> Talks about characters in book <input type="checkbox"/> Begins to recognize own name 	<ul style="list-style-type: none"> <input type="checkbox"/> Enjoys listening to storybooks <input type="checkbox"/> Understands print carries a message <input type="checkbox"/> Identifies familiar signs/labels 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands left to right tracking of print <input type="checkbox"/> Names book title <input type="checkbox"/> Names book author
Letter Recognition		<ul style="list-style-type: none"> <input type="checkbox"/> Identifies some letters correctly 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies and names all capital letters correctly <input type="checkbox"/> Identifies and names all lower case letters correctly
Vocabulary Building	<ul style="list-style-type: none"> <input type="checkbox"/> Associates frequently spoken words with objects <input type="checkbox"/> Starts with 200 words and builds to 1000 words by end of age 2 	<ul style="list-style-type: none"> <input type="checkbox"/> Learns and correctly uses 20-25 new words per week 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses new words correctly in context <input type="checkbox"/> Uses the correct grammatical constructions of sentences
Sound Awareness	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to and imitates tones and rhythms 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in rhyming games 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands words consist of sounds
Letter Sounds		<ul style="list-style-type: none"> <input type="checkbox"/> Makes some letter sound matches when writing <input type="checkbox"/> Attempts reading through letter sound matches 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands sequence of letters represent sounds in a word <input type="checkbox"/> Learns most 1:1 letter sound matches