



Fulton
County Schools
Where Students Come First

PARENT'S GUIDE TO STUDENT SUCCESS FOR ENTERING

GRADE K



ACADEMIC STANDARDS

Academic standards are important because they are key indicators of school readiness. School readiness is how prepared a child is for school - socially, intellectually, physically, and emotionally. It also includes how prepared a school is to receive, support, and instruct entering kindergarten students.

HOW CAN I HELP MY CHILD?

Engaging in learning activities with your child at home can help prepare your child for kindergarten. Reading books, talking, playing games, and social interactions all support children's learning and development. The following resources also provide additional activities you can use at home.

- <http://gkidsreadinesscheck.gadoe.org/>
- <https://ready4k.parentpowered.com/>

READING & ENGLISH LANGUAGE ARTS

This area of learning includes early language and literacy development. These skills are foundational for fluent and effective communication and literacy skills such as reading and writing.

ESSENTIAL SKILLS

- Follows multi-step direction
- Uses spoken language
- Uses writing tools
- Differentiates sounds
- Recognizes upper case and lowercase letters
- Tracks words
- Draws pictures, letters and numbers

FOUNDATIONS OF SCHOOL SUCCESS

- Demonstrates independence
- Follows rules and routines
- Plays with peers



MATHEMATICS

This area of learning includes an understanding of shapes and spatial relationships, problem solving, identifying similarities and differences, and basic numeracy concepts.

ESSENTIAL SKILLS

- Counts to 20
- Counts 10 objects
- Recognizes numbers
- Sorts and classifies
- Recognizes shapes



FOUNDATIONS OF SCHOOL SUCCESS

- Uses senses
- Solves problems
- Communicates needs and thoughts
- Uses fine motor skills

SUGGESTED SUMMER READING



SUMMER READING INFORMATION

For students who are learning to read, the recommendation is to practice reading with an adult for 20 minutes per day. Students who already know how to read can either read independently, or to an adult for 20 minutes per day. All books have been curated in a digital district platform called MackinVIA. Directions for navigating are linked below.

ADDITIONAL SUMMER READING

<http://decal.ga.gov/documents/attachments/BookList.pdf>

JUNE ACTIVITIES YOU CAN DO AT HOME

Foundations of School Success, English Language Arts, Mathematics

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Engage in simple science experiments like mixing paint colors, dyeing eggs, and building structures. Ask your child to predict what might happen next.	When reading to your child, use a craft stick, pencil, etc. to point to each word as you read.	Ask your child to sort their toys by color then by size.	Write your child's name on a piece of cardstock. Write each letter of the name on a clothespin. Have your child clip each clothespin letter onto the matching written letter.	Have your child look for shapes around the house.	Take a "listening walk" outside. Have your child share sounds he/she hears (e.g. bird chirping, airplane).	Allow your child many attempts to perform a skill before intervening (e.g., tying shoes, putting together a puzzle).
Have your child and a friend work together to keep a balloon or beach ball from hitting the ground.	Using old phones, carry on pretend phone conversations with your child.	At the grocery store, have your child count as he/she places items in a bag, such as apples, oranges, or other fruits and vegetables.	Read stories to your child with repetitive text. Point to words on the page as you read and invite him/her to turn the page.	Cut out basic paper shapes and place them in a bag. Have your child pull out a shape, name it, then find a similar shape in the house.	Play with sidewalk chalk. Have your child practice writing letters or drawing shapes.	Show your child pictures of bridges in books or photos. Provide craft sticks and masking tape and encourage your child to construct a bridge.
Read a book to your child. Ask your child's opinion. You could say, "Did you like that book?" or "I wonder what the character is thinking."	When driving in the car, point out uppercase and lowercase letters on signs.	Ask your child to sort their toys by size and then sort them by color.	Teach your child to make the bed. You will need to assist in the beginning. It will not be perfect, but he/she is practicing remembering and duplicating a series of steps.	Play hide-and-seek and have your child count to 20 while you hide. If needed, your child can start by counting to a lower number.	Provide picture cards and encourage your child to name words that rhyme with the pictured item.	Look in the mirror with your child. Talk about how you are the same and different.
Have your child cut out pictures of foods from magazines or ads.	Have your child write a grocery list before going to the store. He/she may scribble or ask which letter comes next.	Have your child count how many seconds or steps it takes for you to run to the mailbox.	While reading, tell your child you are going to begin reading at the top of the page and when you reach the bottom you will start at the top of the following page.	Have your child help you dial the phone. Call out the numbers as your child dials.	Use sidewalk chalk to write letters on your driveway or sidewalk and have your child "hop" to a letter and name it.	Using play dough, help your child cut out shapes using cookie cutters to work on fine motor skills.
Play simple games like "Simon Says," "Duck, Duck, Goose," and "Red Light, Green Light."	Have your child draw a family picture. Write the name of each family member and encourage your child to copy the name.	Show your child a card with a number 0-9 on it. Have your child jump the number of the card.	Provide a tray filled with textured material such as sand or shaving gel and encourage your child to practice writing familiar words and letters.	Have your child separate clothes into different groups, such as colors, light and dark, or socks and shirts.	Have your child use plastic tweezers to pick up cotton balls and move them to a bowl.	Create a book for your child by stapling several pieces of paper together. Discuss ideas for a story. Encourage your child to work on the book daily.

JULY ACTIVITIES YOU CAN DO AT HOME

Foundations of School Success, English Language Arts, Mathematics

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Lay on a blanket outside. Encourage your child to use his/her senses by asking questions about what he/she hears, sees, feels, and smells.	Play restaurant in your kitchen and have your child take your order on a notepad.	Line up 10 rocks and have child touch or move each rock as they count.	Have your child choose a family member's name, then help him/her come up with other words that start with the same sound (e.g., Matt: mop, mad, mom).	Have your child spin a spinner and move that number of spaces on gameboard.	Have your child draw a picture. Ask him/her to explain the drawing while you write down the words.	Place an object in an empty pillowcase. Have your child feel inside to guess the object. Encourage the use of descriptive words such as hard, soft, bumpy, etc.
Prepare a recipe together and negotiate who adds the ingredients, cracks the egg, stirs the cake mixture, cleans up the work area, etc.	Provide your child with materials to plant a seed (cup, soil, seed, water). Give step-by-step directions, both verbally and by drawing pictures, if needed.	Hide plastic eggs with numbers 0-9. Have child tell the number when they find the eggs.	Write letters on the pavement with sidewalk chalk and give your child a spray bottle on the spray setting. Have the child spray water following the lines of the chalk letters.	Have your child fill in the next number when you are counting, "1, 2, 3, 4,..."	Provide envelopes, stationary and writing utensils. Encourage your child to write a letter to mail to a family member. The child may write letters or draw a picture.	Provide old items for your child to take apart (e.g. flashlight). Provide small tools like pliers and screwdrivers. Encourage your child to explore and take apart the item.
Let your child use kitchen tongs or pliers to pick up different items in your home, such as small toys, books, and magazines	Make up silly sentences using words that all begin with the same sound: "My mother made me munch mushy meatballs."	Have child sort buttons by color, then resort by shape or number of holes.	As you read to your child, ask him/her to point to the top of the page and the bottom of the page. At the end of each page, ask where you should read next.	Line up your child's toys or blocks and have them touch or move each object as they count.	Play a board game that requires multiple-step directions such as Trouble, Candy Land or Memory.	Think of an ordinary household tool, like a ruler. Have your child think of all possible things that could be made out of that item. i.e. magic wand, prop open window, etc.
Recite Humpty Dumpty. Ask child to come up with ways to put Humpty Dumpty together again. (glue, band-aids, tape)	Provide your child with a morning routine and help him/her follow the routine every day. Start with a few steps and add steps as your child is successful.	Have your child count steps to the car or climbing a staircase.	Give your child paper, have him/her choose a letter and write it at the top of the paper, walk around the house and see how many times he/she can find the letter.	Draw shapes with chalk on the driveway. Have child walk, hop around the shapes.	Provide highlighters for your child to find specific letters or words in print materials such as newsletters and magazines.	Go outside and play catch with your child. Tossing and catching the ball promotes cooperation.
Show and Tell. Have you child pick an item to share. Ask your child to describe the item.	Write a trip journal with your child. You can include everyday trips like playing outside or going to the park.	Have child count the number of windows, chairs, doors in their home.	Hide a "treasure" in your house. Give your child directions to the treasure such as, "Take three steps forward, take two steps to the left, look under the dinner table."	Have your child look for numbers around the house.	Provide sidewalk chalk and encourage your child to write messages or draw pictures for people to read as they walk outside.	Provide magazine pictures for your child to look at to create his/her own story.

ADAPTED ACTIVITIES YOU CAN DO AT HOME

Preschool Special Education

Foundations of School Success, English Language Arts, Mathematics

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Tell your child to pretend that he/she is in a music band. Then ask them to find objects that can be used as instruments (e.g. a spoon as a microphone). CD-CP3.2a	Ask your child to hold the book and turn the pages while you read a story to him or her. CLL8.2c	Ask your child to sort their toys by color. CD-MA4.2b	Using a cellphone or other device, record your child singing the alphabet song. CLL7.2a	Have your child go on a hunt for five things that are shaped like a circle around the house. CD-MA6.2a	Sing or listen to "The Wheels on the Bus" Have your child imitate the baby, wipers and horn sounds. CLL6.2a	While reading a short story, have your child point to different pictures on the page (e.g. touch the barn, find the boy). pAPL3.2a
Have your child and a friend take turns rolling a ball back and forth for 3 exchanges. SED5.2b	Using a pretend or play phone, have your child practice greetings and salutations or short phrases (Hello, See you tomorrow). CLL4.2a	At the grocery store, have your child count after you, as you place items in the grocery cart, such as apples, oranges, or other fruits and vegetables. CD-MA2.2b	While reading a book to your child, alternate turn taking with turning the pages. CLL8.2c	Cut out basic paper shapes and place them in a bag. Have your child pull out a shape then match it to a similar shape in the house. CD-MA6.2a	On a piece of construction paper, have your child use a crayon to practice making circular markings. CLL9.2b	Ask your child to find something around the house that can be used as a ball to play catch with (e.g. a pair of socks). See how well your child can problem solve. CD-CP3.2a
Ask your child to use words or gestures to choose an afternoon snack. SED2.2a	When driving in the car, have your child point out familiar environmental print (e.g. Walmart, McDonalds, Kroger). CLL7.2a	While folding laundry, ask your child to match their socks. CD-MA4.2b	Practice following one-step directions while playing in the backyard (e.g. tell your child to go get a ball, throw a ball or kick a ball). CLL1.2b	After blowing bubbles have your child count as they pop up to five bubbles. CD-MA1.2a	After listening to "Baby Shark" ask your child to repeat his/her favorite phrase from the song. CLL6.2a	Take a "Listening" walk in the neighborhood and ask your child to name sounds that they hear. CD-SC1.2a
When reading a story, have your child turn the pages in the book. PDM6.2a	Have your child practice making circles using shaving cream. CLL9.2a	Have your child practice counting while touching his/her fingers or toes. CD-MA1.2a	While reading, model the proper way to hold a book with two hands. Be sure to verbalize as you model. CLL8.2c	Practice counting up to three by asking your child to perform actions (e.g. clap your hands three times). CD-MA1.2c	Use sidewalk chalk to write letters in your child's name. Have your child repeat as you touch and say each letter. CLL7.2a	Place items (e.g. bears, dry beans) in a bag. Have your child reach in the bag, grab a handful then place them on a tray. PDM6.2a
Sing the "cleanup" song when it is time to put toys away. This will help with developing a cleanup routine. SED3.2a	Have your child use sidewalk chalk to practice scribbling. CLL9.2a	Have your child show you how old they are using their fingers. CD-MA1.2c	Provide a tray filled with textured material such as sand or shaving gel and encourage your child to practice vertical and horizontal lines CLL7.2a	Have your child separate clothes by putting all of the shirts in one pile and all of the pants in another pile. CD-MA4.2b	Using a piece of construction paper and a paint brush, have your child create a picture. CLL9.2b	While listening to the song "Baby Shark" have your child follow along with the movements. APL3.2a

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Take a nature walk with your child. Model using your senses: "I hear a bird. I touch the grass. I see an ant." Have your child repeat your words and actions. CD-SC1.2a	Put rice on a cookie tray. (You can color the rice for fun) Have your child use their finger to draw or write. CLL9.2a	Have the child make rock piles of 1, 2, and sometimes 3 rocks CD-MA2.2b	Ask your child their favorite nursery rhyme. Have them call a family member and sing the nursery rhyme for them. CLL6.2a	Look at a book with numbers. Point out the number and have your child repeat. CD-MA1.2c	Have your child draw a picture. Ask him/her to explain the drawing while you write down the words CLL9.2a	Place an object in an empty pillowcase. Have your child feel inside and pull out one object at a time. Model the use of descriptive words such as hard, soft, bumpy, etc. CD-SC1.2a
Give a pile of blocks to you and a pile to your child. Play with the blocks and talk about what you are doing. Encourage your child to copy to just to play with them. SED5.2b	Play Red Light Green Light with your child. Change the way they move with each green light. CLL1.2b	Hide plastic eggs with numbers 0-5. Have your child open the egg and tell them what number they found and show them the number of fingers. CD-MA1.2c	Write letters on the pavement with sidewalk chalk. Sing the alphabet song and let your child move from letter to letter. CLL7.2a	Have your child fill in the next number when you are counting. (up to 5) "1, 2, 3, 4..." CD-MA1.2a	Provide envelopes, stationary and writing utensils. Encourage your child to draw pictures/write a letter to mail to a family member. CLL9.2b	Play follow the leader. Take turns being the leader. APL3.2a
Give your child a puzzle. Work together to complete the puzzle. Showing them how to turn the puzzle pieces to make them fit. PDM6.2a	Sing 2-3 nursery rhymes and do the motions with your child (for example: Itsy Bitsy Spider, Twinkle Twinkle Little Star) CLL6.2a	Put different colored buttons in a line. Have the child put the matching button on top. CD-MA4.4b	Choose a book your child is familiar with. Let them turn the pages and ask them to point out different parts of the picture. CLL8.2c	Line up (between 1-3) your child's toys or blocks and have them touch or move each object as they count. CD-MA2.2b	Play freeze dance with your child. Tell them each time how to dance before they freeze. CLL1.2b	Give your child a puzzle. Have them experiment with doing the puzzle independently. Give them the puzzle pieces upside down and let them turn the pieces to make them fit. CD-CP3.2a
Recite Humpty Dumpty with your child. Cut apart a paper egg and let your child work on putting it back together. CD-CP3.2a	Provide your child with a morning routine and help him/her follow the routine every day. CLL1.2b	Have your child count steps to the car or climbing a staircase. CD-MA1.2a	Print out pictures of your family and write their names beneath. Have your child practice pointing to the picture and name of each person. CLL7.2a	Draw shapes with chalk on the driveway. Have child walk, hop around the shapes by saying the name and pointing to the shape CD-MA6.2a	Provide your child with cut out pictures of food. Have them put together a menu for dinner and have them write what they want to eat. CLL9.2b	Go outside and play ball with your child. Toss the ball in the air and have your child imitate you. Throw the ball in a hula hoop and have them do the same. SED5.2b
Put your child's toys in a bucket that is out of reach. Have them request getting and opening the bucket. Have them label their toys. SED2.2a	Take a bucket of water outside. Allow child to paint/write the driveway with different paintbrushes or finger CLL9.2a	Have child count the number of windows, chairs, doors in a room. CD-MA2.2b	Have your child help you set the table by giving short directions. Let your child complete one direction before starting on the next. "Put placemats on the table. Put the spoon on the table. Put the napkin under the spoon." CLL1.2b	Take a number walk around the house. Point out numbers to your child and help them identify them. CD-	Provide sidewalk chalk and encourage your child to draw pictures. CLL9.2b	Have your child tell you what they want to play with. Show them the toys and have them verbalize which toys they want to play with. SED2.2a