

## Preparing Children's Brains for School



- Read to them.
- Give them time to discover and learn on their own.
- Teach them rhyming games and the alphabet.
- Choose high-touch toys; try to avoid toys with batteries until age four.
- Provide simple toys that require imagination.
- Talk to them and ask questions.
- Provide children with plenty of free, creative, exploratory play time.
- Limit television.

*From Teaching with the Brain in Mind  
2nd Edition by Eric Jensen, ASCD, Alexandria, VA.*

## Parent Involvement and Literacy Learning

“Parents belong at the heart of a young child’s education. The single best way to improve elementary education is to strengthen parents’ role in it, both by reinforcing their relationships with the school and by encouraging them in their own critical job of teaching the young. Not all teachers are parents, but all parents are teachers.”

*William Bennett, First Lessons  
A Report on Elementary Education in America, 1996*



## Middletown Public Schools

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## Off to School



## Kindergarten

*“Dedicated to the service and growth of each student”*



Middletown School Readiness Council  
*Shaping Our Children's School Success*



## Before your child enters school, he or she should be able to:



### Speaking and Listening

- Use and understand many words.
- Speak in complete sentences.
- Say and notice words that rhyme in stories.
- Make up and share personal stories.

### Reading and Writing

- Select familiar books and tell why he or she likes them.
- Retell favorite stories from books.
- Hold a book upright.
- Identify letters of the alphabet.
- Recognize, copy, and print his or her first name.



### Using Mathematics

- Recognize and count up to ten items.
- Recognize the number symbols 1-10.
- Describe and talk about objects that have different sizes, colors, shapes and patterns.
- Sort items by “same” and “different”.
- Use the words “near, far, top, bottom, under, first, second, last.”

### Participation and Cooperation

- Understand and participate in conversations.
- Stay involved in a directed activity to its completion.
- Follow routines and directions.
- Work and play together with other children.

Connecticut State Department of Education  
Bureau of Early Childhood Education and Social Service  
860-807-2051

## Getting Ready to Read



### Promoting Phonemic Awareness

*In School:* Teachers support students’ awareness of sounds with words through songs, rhymes, poems, and playing word games.

*At Home:* Sing alphabet songs; help your child clap the beats or syllables in words; play with language and rhyme.

### Building Phonics Skills

*In School:* Teachers engage children in oral language, listen to adults read and read on their own.

*At Home:* Read aloud from books, magazines, newspapers and the web; give everything a name, pointing out interesting objects and their parts; help your child learn new vocabulary based on his/her interests.

### Encouraging Comprehension

*In School:* Teachers help students to understand what they read and communicate to others, to organize information and to think critically.

*At Home:* Ask your child what the main idea of the book you are reading may be; ask your child to predict what might happen next in a story; talk about books and make connections to your life, feelings, and other books.

### Developing Fluency

*In School:* Teachers develop children’s ability to read accurately and quickly with ease and expression that support comprehension.

*At Home:* Read aloud often to your child; re-read your child’s favorites; act out a book or story; echo read (you read and your child re-read the same sentence).