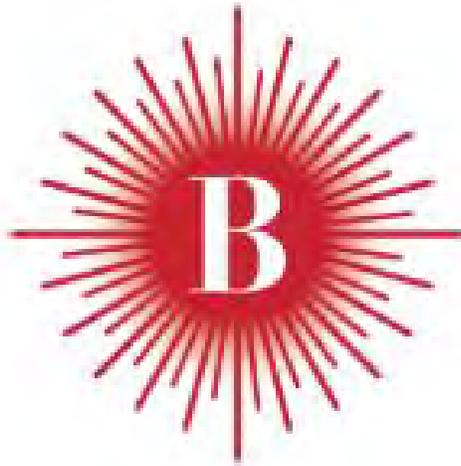


# **Brilla Public Charter Schools**

## Ready for Kindergarten Packet



**Week One**

# Reading Log

Choose one of the ideas and talk about it with a grown up. Draw about your book. Remember, not all of the questions make sense for every book.

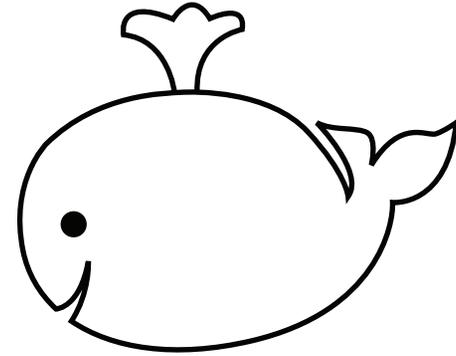


How did the story end?	Who is your favorite character? 	Is this book like any other book you have read? Which one?
How does the main character feel in this book?	What surprised you in the book?	Where does the story happen?
What is your favorite part of the story?	What friend or family member might like this book?	What is your favorite picture in the book?

\_\_\_\_\_ 's  
Book of Blue



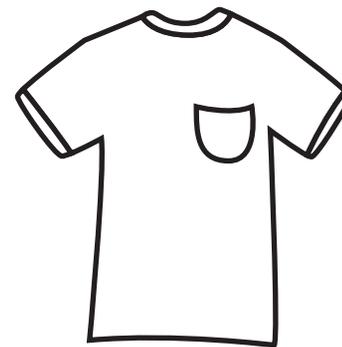
The whale is blue.



The water is blue.

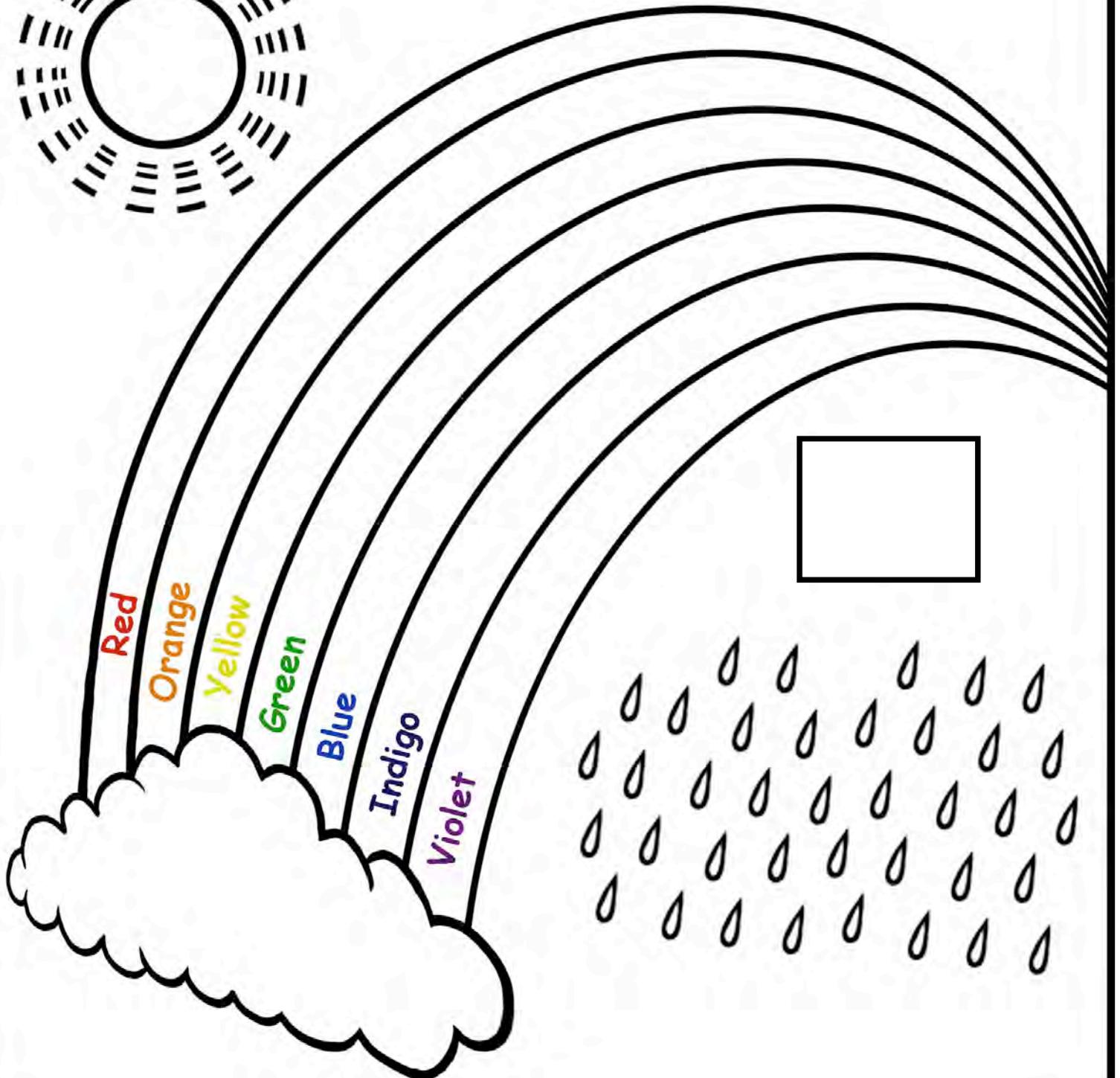


The shirt is blue.



To make your book of blue, first write your name. Then, use blue to trace the words and color the pictures.  
When you are done, cut the pages on the dotted lines and have your parent staple them together!

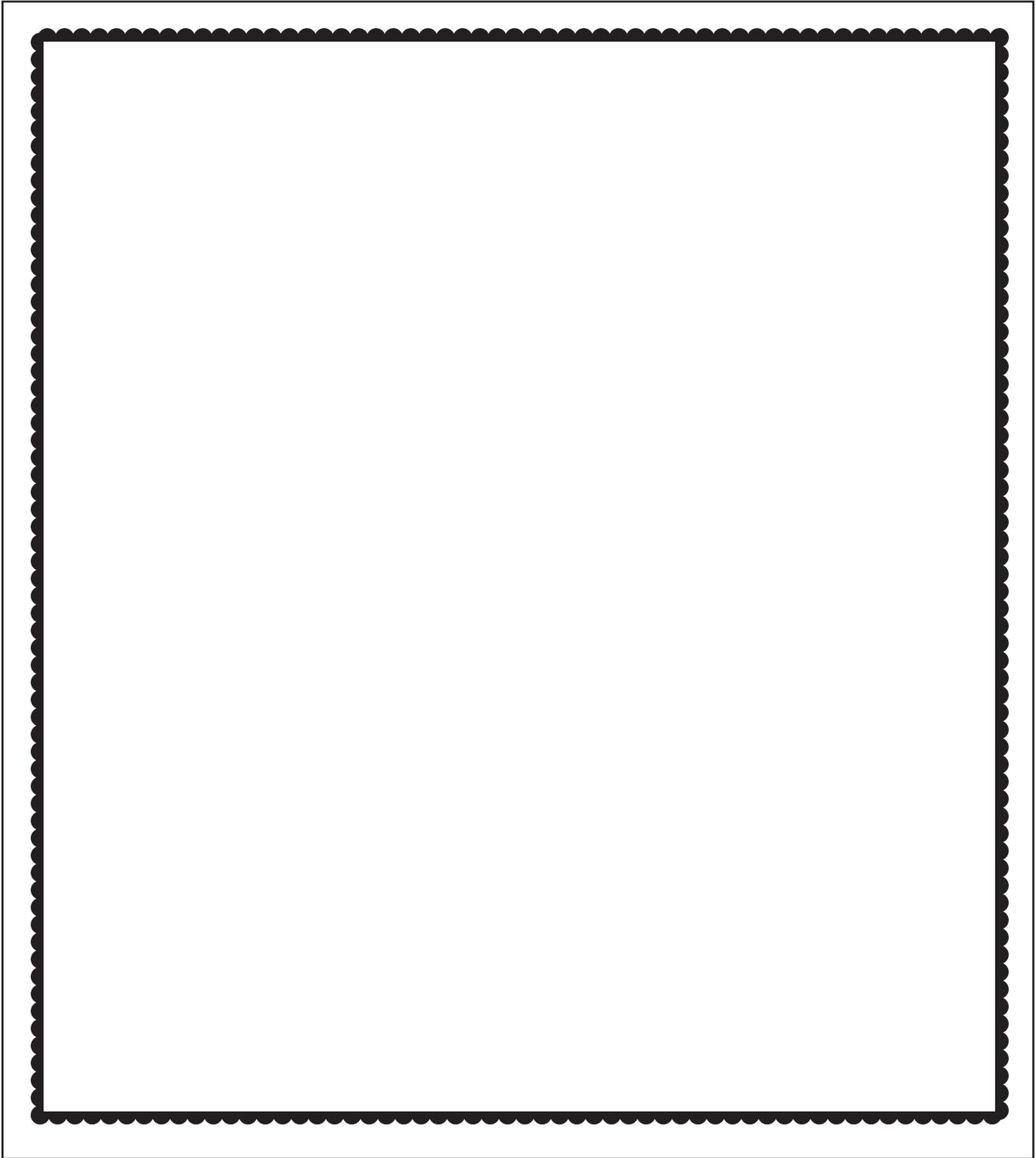
# How many colors does a rainbow have?



First, color the rainbow.  
Next, count how many colors in all.  
Last, write the total number of colors in the box.

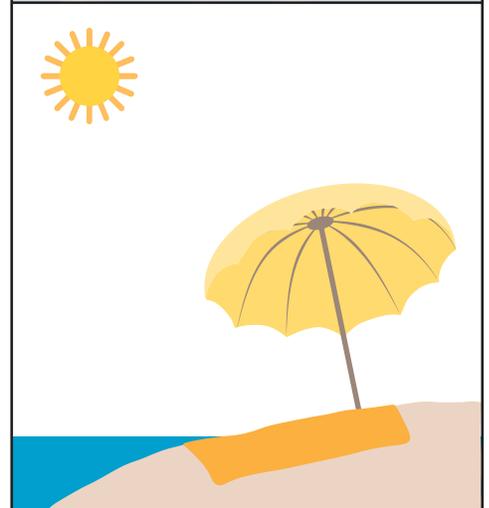
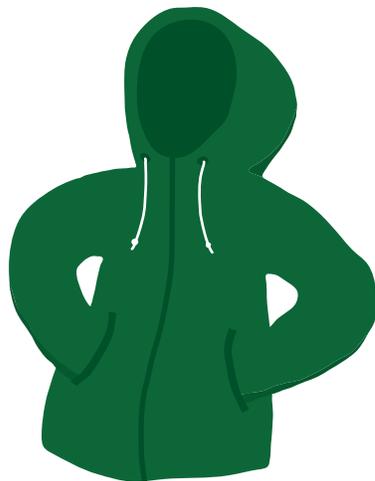
# My Favorite Toy!

Draw your favorite toy. Be sure to add details to your picture.  
Start with your pencil and then use your crayons to add colors.



# What Should I Wear?

Sometimes we have to wear certain clothes because of the weather. Look at the clothes. What type of weather would you wear these clothes in? Draw a line from the clothing to the correct picture of the weather.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Color by Numbers: Kite

Color the kite according to the color key.

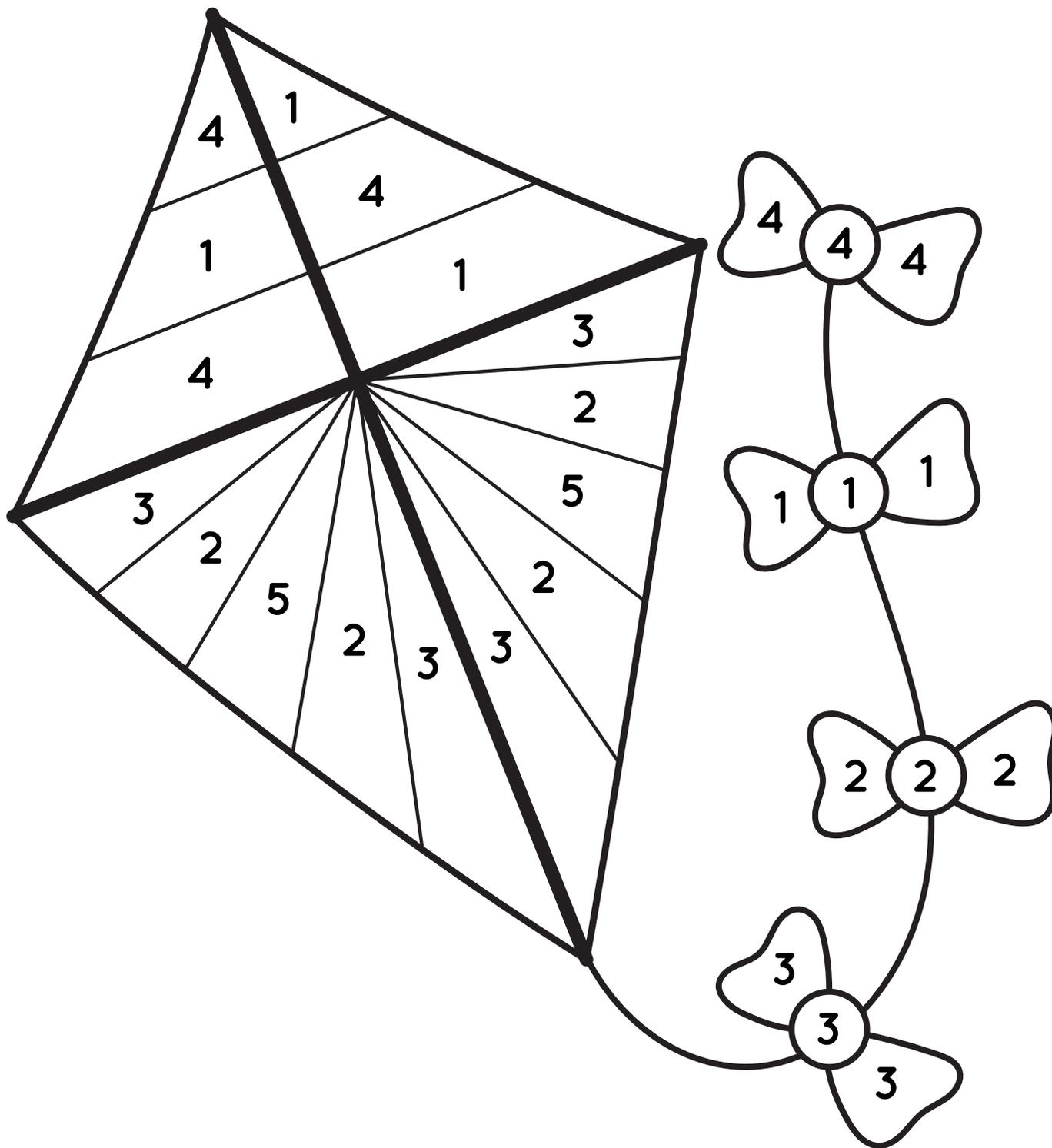
1 = **Green**

2 = **Yellow**

3 = **Red**

4 = **Blue**

5 = **Purple**



# Matching

Which sense goes best with each picture on the right?  
Draw a line to connect the best matches.





Brilla has four core virtues: courage, justice, wisdom, and self-control.

Each core virtue has a definition, icon, and gesture that we all use at Brilla.

You and your child can:

- color each core virtue icon,
- practice saying the word for each core virtue,
- read aloud the story we've included,
- practice the gestures for each core virtue,
- draw what the virtue gesture looks like when you do it.



<b>Brilla's Core Virtue</b>	<b>Brilla's Definition<sup>K-1</sup></b>
Courage	Doing what is right in the face of fear.
Read Aloud	<i>Androcles and the Lion</i>

[ANDROCLES AND THE LION](#)

# Aesop's Fables

## 31. ANDROCLES AND THE LION

**By Rob John**

Once there was a slave called Androcles who belonged to a very cruel master. Androcles worked all day long in his master's fields and was never paid a single penny. He was always tired and hungry and one night Androcles decided to escape.

He waited until his master was fast asleep then he crept out of the house...and silently made his way into the forest...and started running.

Androcles knew that if he was caught he'd be punished so he ran all night and in the morning he lay down to rest. He'd just fallen asleep when he was woken by a terrible roaring sound.

Androcles jumped to his feet and standing right in front of him was a huge Lion. He was about to run away when he noticed the lion was holding out his paw...and...he wasn't really roaring...he was crying because a huge thorn was sticking out of his paw.

'Ouch! No wonder you're crying,' said Androcles to the lion. 'I'd like to help you but if I come any closer you'll probably eat me.'

But the lion had such a sad look in its eye that before Androcles had time to think he'd stepped forward and pulled out the thorn.

The lion opened his mouth and let out a terrible cry...

...and for a moment Androcles thought he was going to be eaten/ but instead of biting Androcles the lion gently licked his face.

Androcles fetched some water from a stream and washed the Lion's bleeding paw.

'You'll be alright now,' said Androcles.

The lion licked Androcles one last time as if to say 'thank you' then limped off into the forest. Then Androcles heard a voice"

'That's him. Quickly...tie him up.'





Androcles knew that voice. It was his master. Six men grabbed Androcles and tied him up with ropes.

'Thought you would escape did you?' said the master. 'Nobody escapes from me.'

Now Androcles was in really big trouble. The men took Androcles to the city and threw him in prison.

Next day a prison guard brought Androcles some food.

'Do you hear that roaring Androcles? We haven't fed that lion since we caught him. But he's going to have plenty to eat tomorrow when we put you in his cage.'

Next morning Androcles was taken to a huge arena like a football stadium. The Emperor and thousands of his people had come to see a man being eaten by a lion.

In the centre of the arena was a cage and in the cage was a huge, very hungry lion.

The crowd clapped and cheered as the guards pushed Androcles into the cage and slammed the door shut.

Everyone went very still as the lion leapt towards Androcles. But then something odd happened. The lion stopped and stood very still. He knew this man. He'd seen him somewhere before. Then he remembered the thorn that had stuck in his paw.

'Are you going to eat me then old friend?' said Androcles.

But the lion just purred and licked the slave's face"

At first the crowd were angry. This wasn't supposed to happen. They hadn't paid good money to see a lion lick a man's face.

But the Emperor stood up and said, 'This is the most amazing thing I've ever seen.' 5nd he started to clap...

...and the people thought, 'If the Emperor's clapping then maybe I should clap too.'

Soon clapping and cheering rang round the arena. Androcles was taken to the palace and when the Emperor heard the story of the lion and the thorn he announced that both Androcles and the lion should be given their freedom.



'Androcles, you helped the lion so the lion helped you!' said the Emperor. 'See how one good deed leads to another. You're a free man now.'

Androcles and the lion walked out of the city together; both free.



Brilla's Core Virtue	Brilla's Definition <sup>K-1</sup>
Justice	Fairness.
Read Aloud	<i>The Ant and the Grasshopper</i>

[The Ant and the Grasshopper](#)

## The Ants & the Grasshopper



One bright day in late autumn a family of Ants were bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.

"What!" cried the Ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store up any food," whined the Grasshopper; "I was so busy making music that before I knew it the summer was gone."

The Ants shrugged their shoulders in disgust.

"Making music, were you?" they cried. "Very well; now dance!" And they turned their backs on the Grasshopper and went on with their work.

*There's a time for work and a time for play.*

[◀ back](#)



[next ▶](#)

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About

# **Brilla Public Charter Schools**

## Ready for Kindergarten Packet



**Week Two**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Reading Shield

A Place I Like to Read:

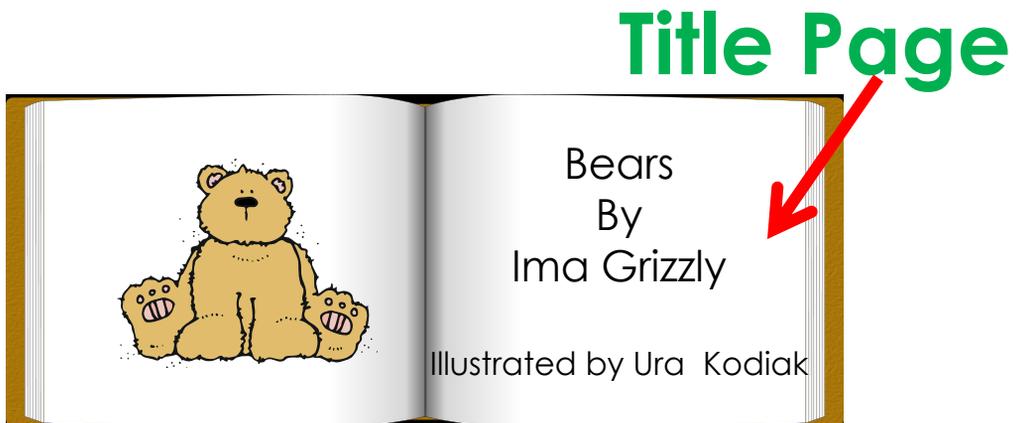
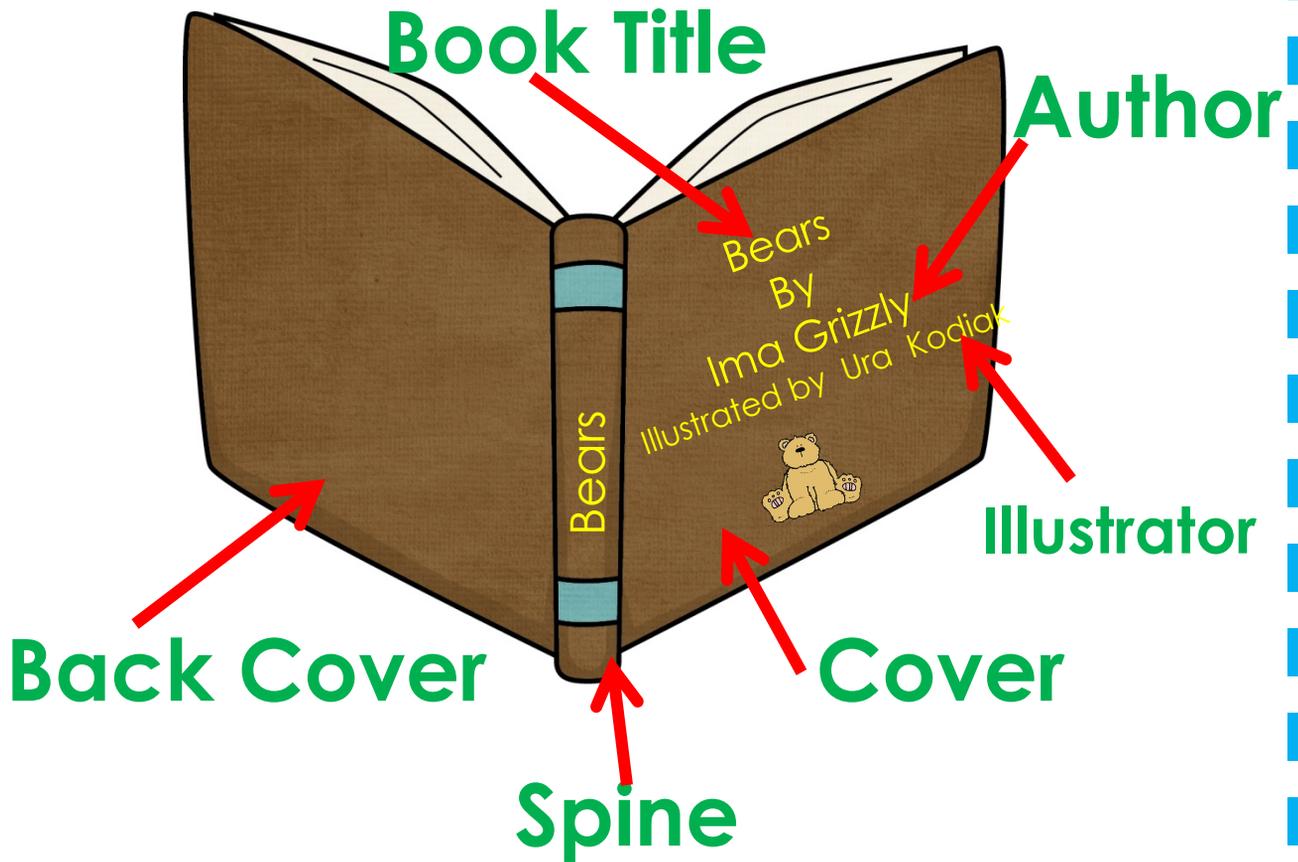
A Character in a Book  
I Really Like:

Something I Would Like to  
Read About:

A Picture of Me Writing  
a Book:

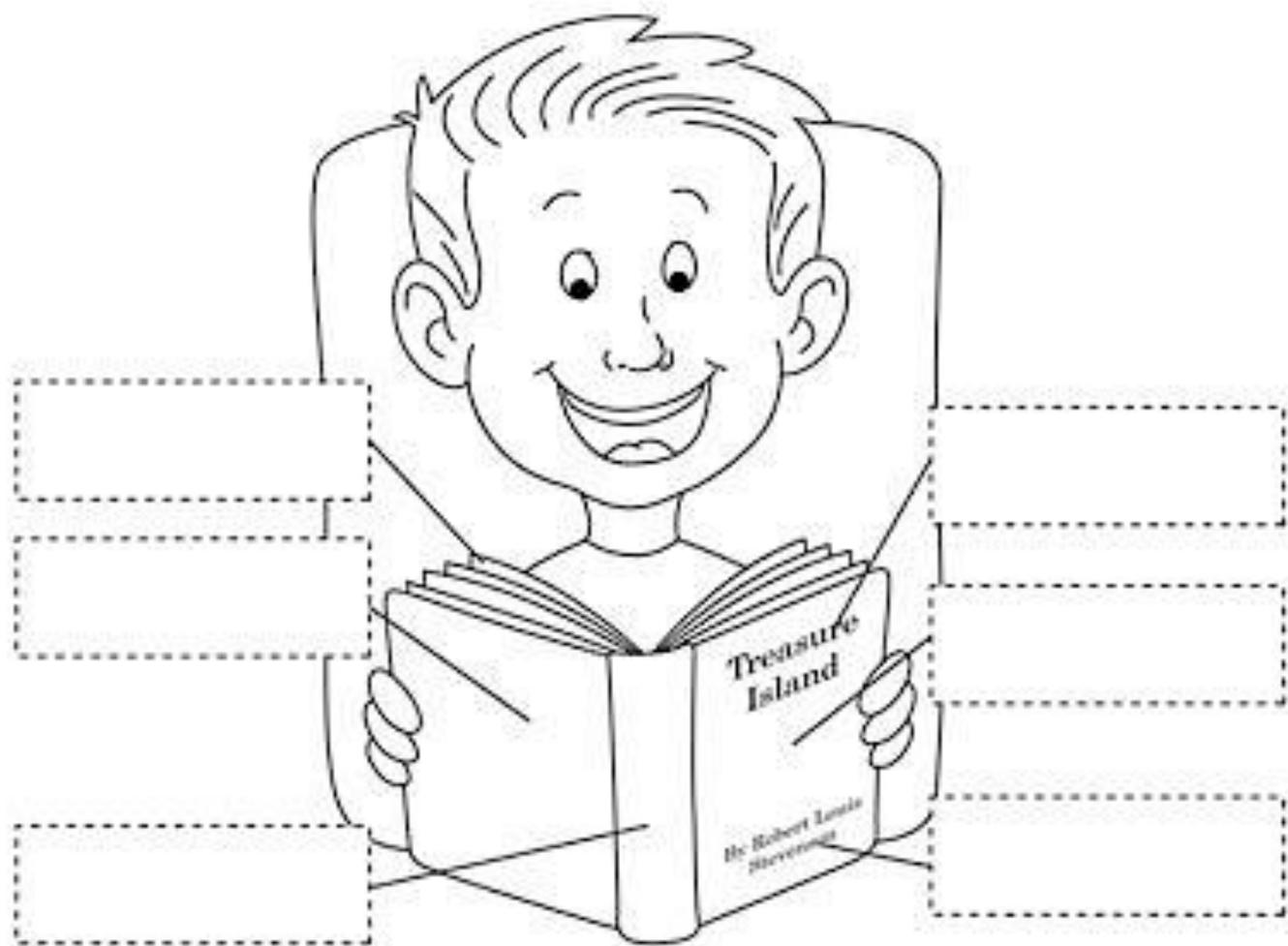


# Parts of a Book



# Parts of a Book

Name \_\_\_\_\_



Title

Author

Pages

Front Cover

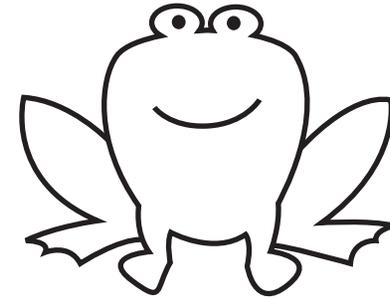
Back Cover

Spine

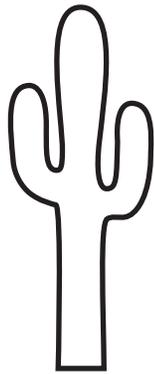
\_\_\_\_\_ 's  
Book of Green



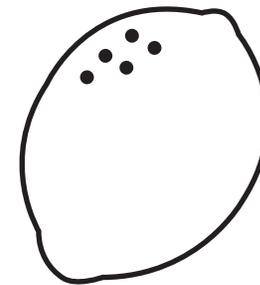
The frog is green.



The cactus is green.



The lime is green.



To make your book of green, first write your name. Then, use green to trace the words and color the pictures. When you are done, cut the pages on the dotted lines and have your parent staple them together!

# Two-Dimensional Shapes

Trace, color, and write

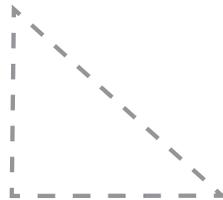
Trace each shape.



square



circle



triangle



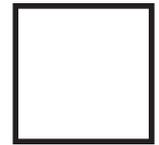
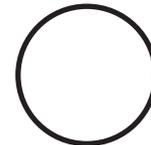
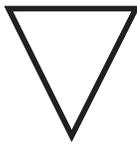
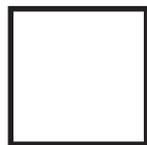
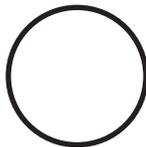
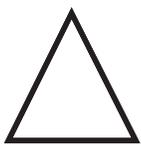
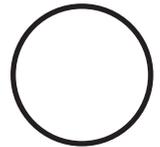
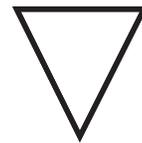
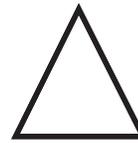
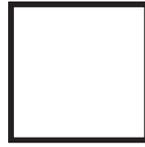
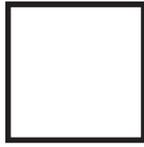
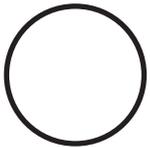
rectangle

Color the squares blue.

Color the triangles green.

Color the circles orange.

Color the rectangles red.

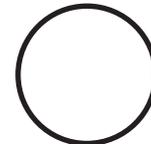
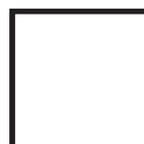
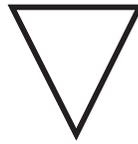
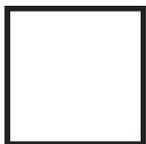
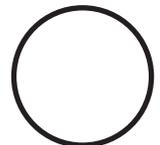
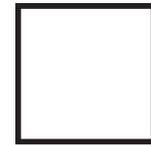
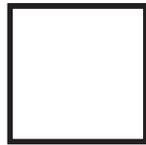
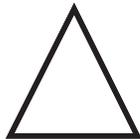
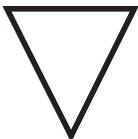
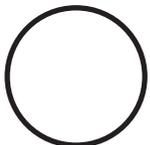


Write S on all squares.

Write T on all triangles.

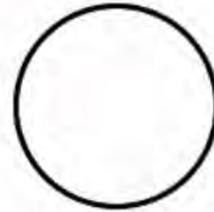
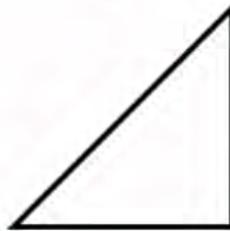
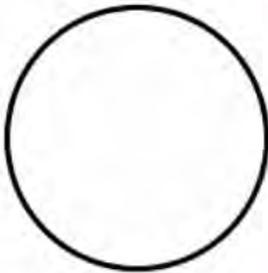
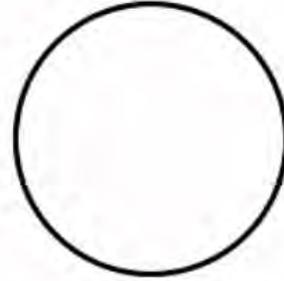
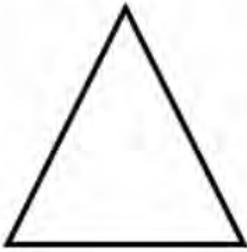
Write R on all rectangles.

Write C on all circles.



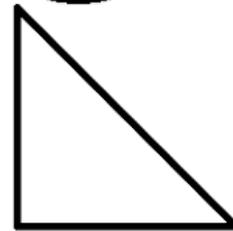
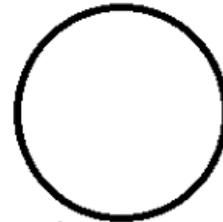
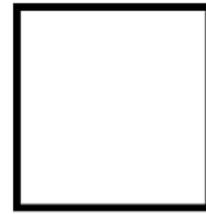
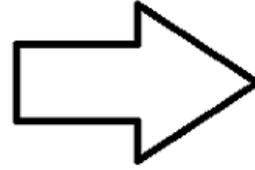
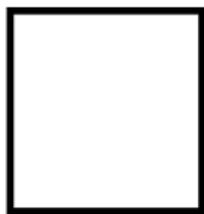
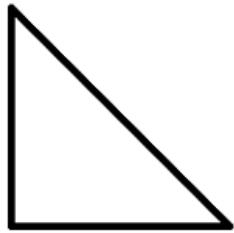
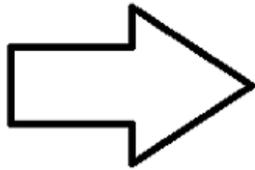
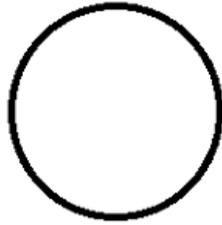
## Circle

Color the circles. Count them and write the number below.



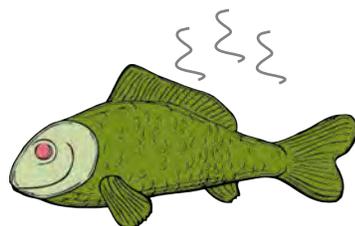
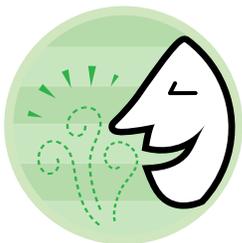
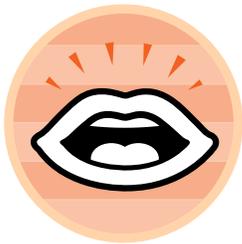
There are  circles.

Color the stars **red**, the circles **blue**, the arrows **yellow**, and the triangles **green**. Then, draw a line to match the shapes.



# Match Your Five Senses

Which sense goes best with each picture?  
Draw a line from the picture to the sense.



# Brain Breaks

**What are brain breaks?** Young learners often struggle to stay focused for long periods of time. Brain breaks are short periods of time when we take a step away from the routine work we are doing. They are quick and effective ways to energize and refresh our thinking.

★ Research indicates that brain breaks improve concentration and relieve stress. They increase productivity and provide children with opportunities to develop their social skills and creativity through kinesthetic activities. They also boost brain function! Use these short brain breaks to help refocus before getting back to work.

- 1. Dance Party:** Put on some fun music and dance!
- 2. Keep It Up:** Get a beach ball and keep it from hitting the ground. Add an additional ball to make it even more fun!
- 3. Jump Counting:** Have your child count while jumping with each count. Challenge them by counting by twos, fives, or tens!
- 4. “Head, Shoulders, Knees, and Toes”:** Use a movement song like this one to get your child moving. For added fun, see how fast you can go! This is a great one for young learners.
- 5. Freeze Dance:** Similar to the Dance Party brain break, this one incorporates listening skills. When the music stops, your child must freeze and hold their position until the music begins again.
- 6. Physical Challenges:** Engage your child in the classic challenge of rubbing their belly, and patting their head. Another version to try is to grab your nose with your left hand, and grab your left ear with your right hand.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Brain Breaks

7. **Race in Place:** Have your child stand up and run in place. On your signal, your child will get back to work.
8. **Simon Says:** Play this oldie but goodie to see how well your child can follow specific directions...but only if Simon Says!
9. **Rock, Paper, Scissors:** Teach your child to play this fun, quick game and see who wins! Best out of three.

For another approach to brain breaks, try these:

- **Drawing or coloring**
- **Mental math:** Give a sequence of instructions for learners to follow while doing math in their head.
- **Invisible pictures:** Have your child draw an invisible picture in the air and try to guess what it is.
- **Story starters:** Begin a story for one minute and let your child finish the story on their own.

# PATHS<sup>®</sup>

## Parent/Caregiver-Child Activity

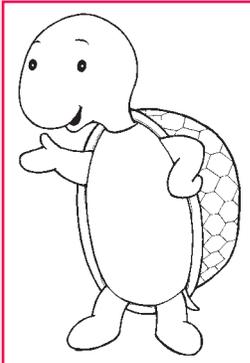
### PATHS Animals

#### Lesson 2

As a way to make learning fun for your child, PATHS lessons use animal puppets and characters in stories about friendship. They also teach how children can calm down when they are upset.



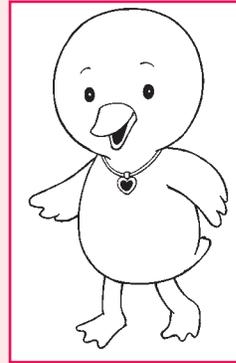
#### The PATHS characters are:



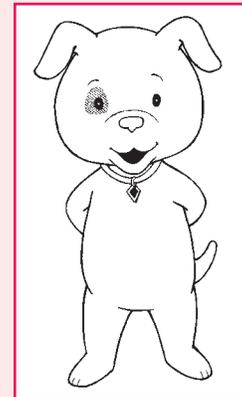
1. Twiggle  
the Turtle



2. Henrietta the  
Hedgehog



3. Daphne  
the Duck



4. Duke  
the Dog

#### **ACTIVITY:**

With your child, color the picture provided. Discuss who is in the picture and what they are doing.



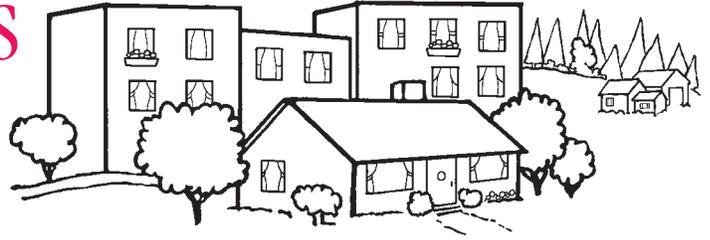
# PATHS<sup>®</sup>

## Actividad padre/cuidador-hijo

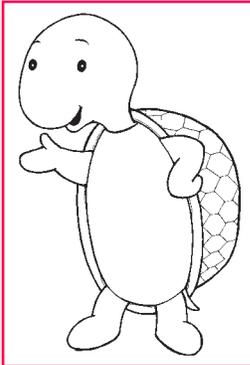
### Los animales de PATHS

#### Lección 2

Para hacer que el aprendizaje sea divertido para su hijo(a), las lecciones PATHS usan títeres y personajes de animales en cuentos sobre la amistad. También enseñan a los niños cómo calmarse cuando están alterados.



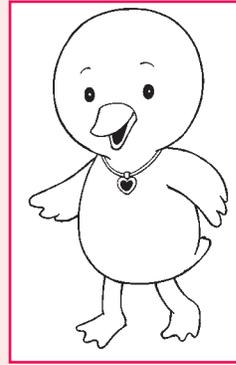
#### Los personajes de PATHS son:



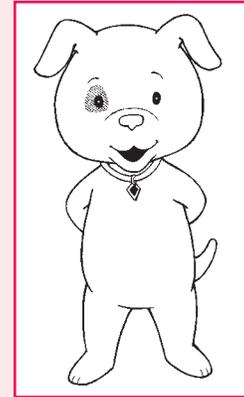
1. La tortuga  
Twiggle



2. La erizo  
Henrietta



3. La pata  
Daphne



4. El perro  
Duke

#### **ACTIVIDAD:**

Coloree la figura provista con su hijo(a). Hablen sobre quiénes están en la figura y lo que están haciendo.



Brilla has four core virtues: courage, justice, wisdom, and self-control.

Each core virtue has a definition, icon, and gesture that we all use at Brilla.

You and your child can:

- color each core virtue icon,
- practice saying the word for each core virtue,
- read aloud the story we've included,
- practice the gestures for each core virtue,
- draw what the virtue gesture looks like when you do it.



<b>Brilla's Core Virtue</b>	<b>Brilla's Definition<sup>K-1</sup></b>
Wisdom	Making thoughtful choices.
Read Aloud	<i>The Lion and the Mouse</i>

[The Lion and the Mouse](#)

## The Lion & the Mouse

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

*A kindness is never wasted.*

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# **Brilla Public Charter Schools**

## Ready for Kindergarten Packet



**Week Three**

# Reading Log to do

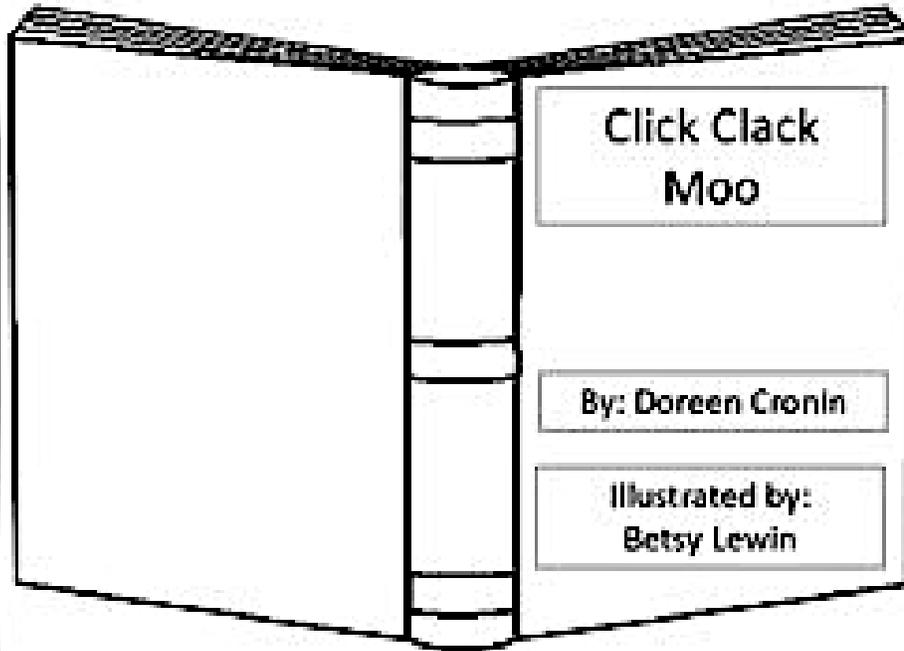
1. Read a book by yourself or with a grown-up.
2. Put your name and the title of the book at the top of a new page.
3. Choose one of the ideas and write one or two sentences about your book. Remember, not all of the questions make sense for every book.
4. Don't forget to tell why or how you know, or both if you can!



How did the story end?	Who is your favorite character? 	Is this book like any other book you have read? Which one?
How does the main character feel in this book?	Which words in the book were tricky?	Where does the story take place (the setting)?
What is your favorite part of the story? 	What is the big problem in the story? How is it solved?	What did you learn from reading this book?
What friend or family member might like this book?	When does the story take place (the setting)?	At the end, did any characters change from how they felt at the beginning?
What is your favorite picture in the book?	What did the author want you to learn?	What surprised you in the book?

# Parts of a Book

Color by number



front=blue

spine=yellow

back=red

author=purple

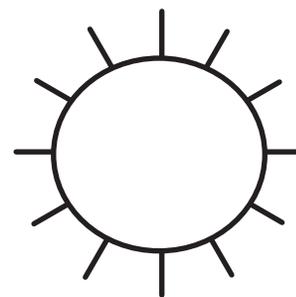
illustrator=orange

title=green

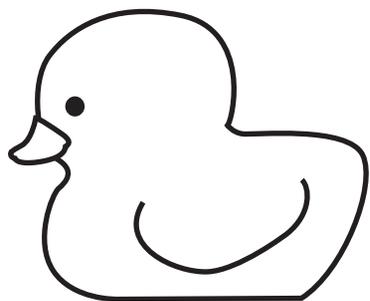
\_\_\_\_\_ 's  
Book of Yellow



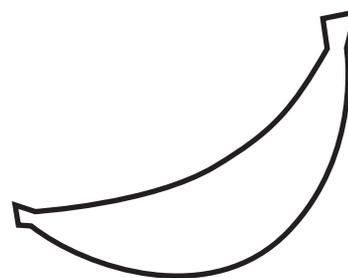
The sun is yellow.



The duck is yellow.



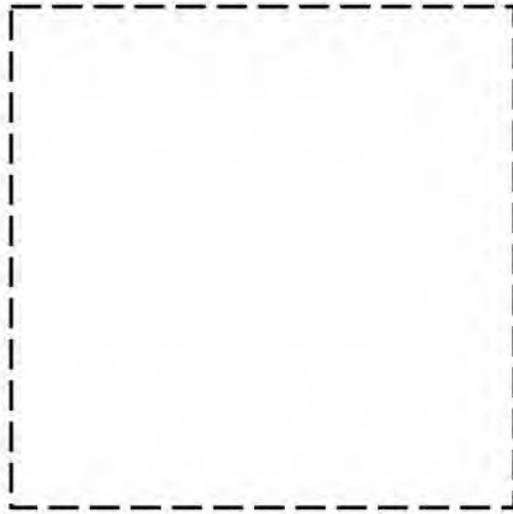
The banana is yellow.



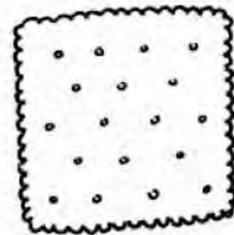
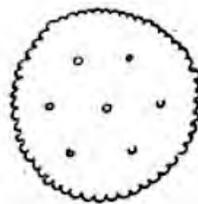
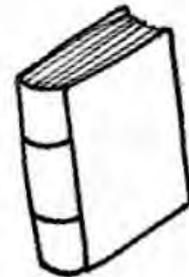
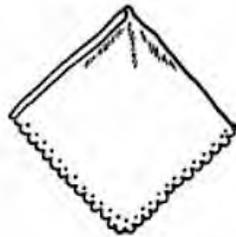
To make your book of yellow, first write your name. Then, use yellow to trace the words and color the pictures.

# Square

Trace and color the square.

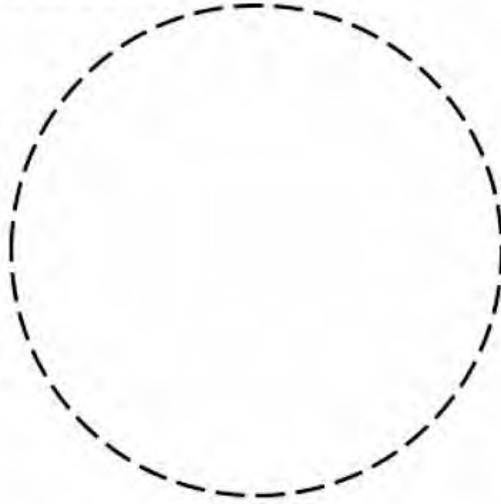


Color the objects that are shaped like squares.

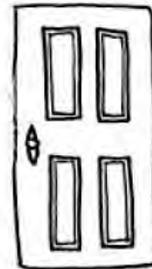
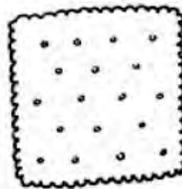
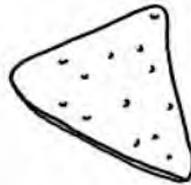


# Circle

Trace and color the circle.



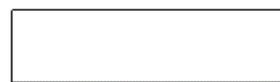
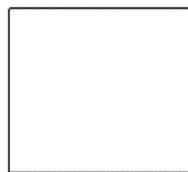
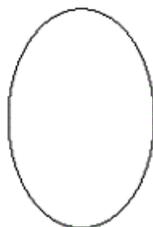
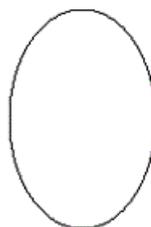
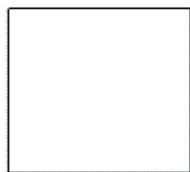
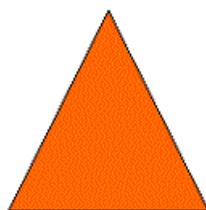
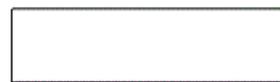
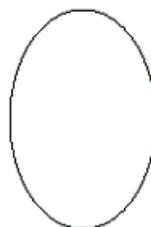
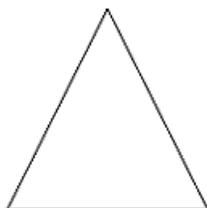
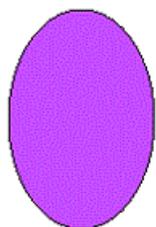
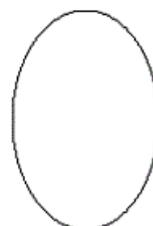
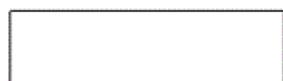
Color the objects that are shaped like circles.





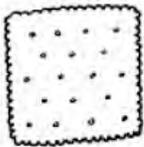
Name \_\_\_\_\_

Color the shape that is the same as the first shape in each row.



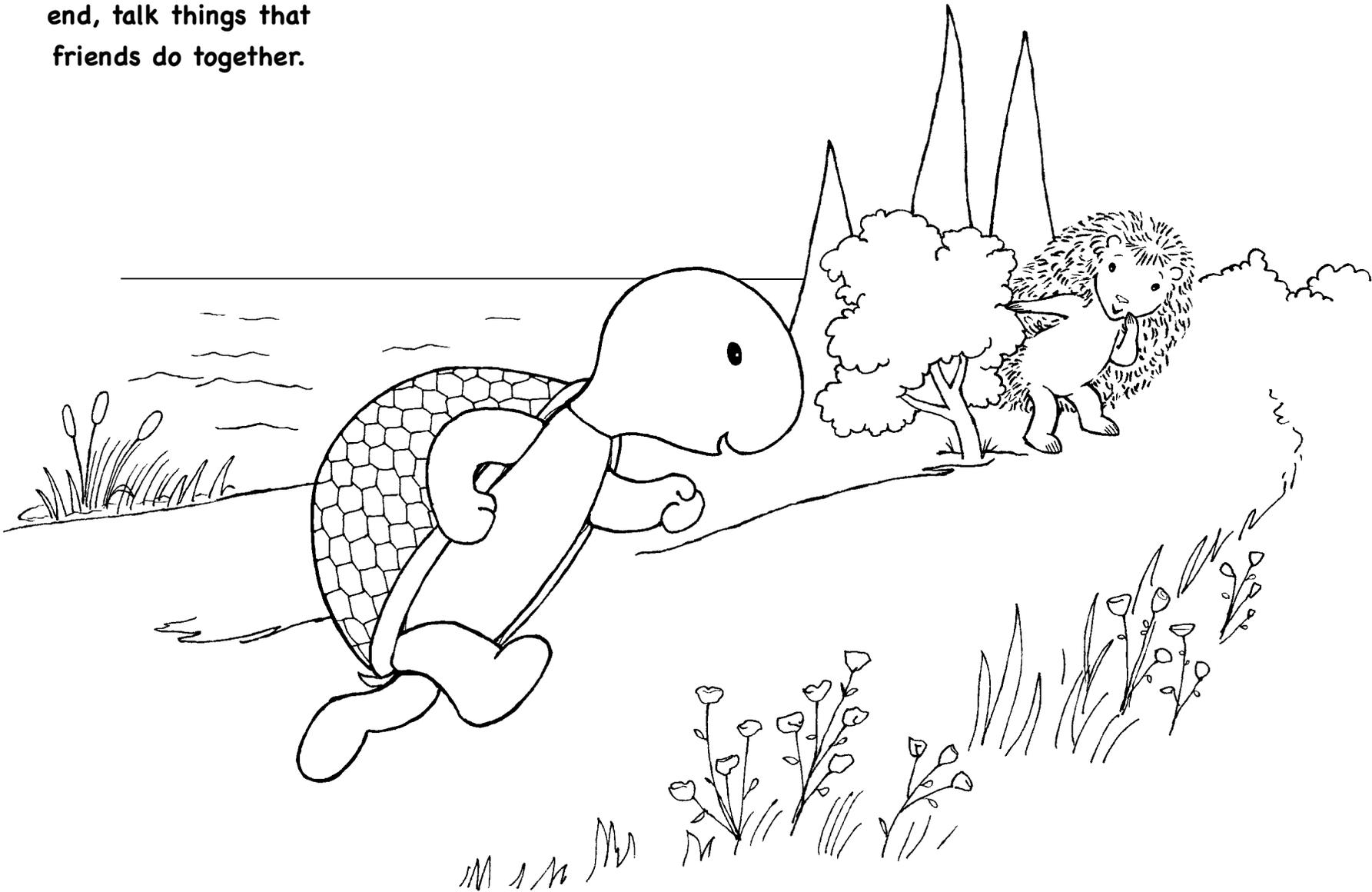
## Matching Shapes

Draw a line to match each object with its corresponding shape.

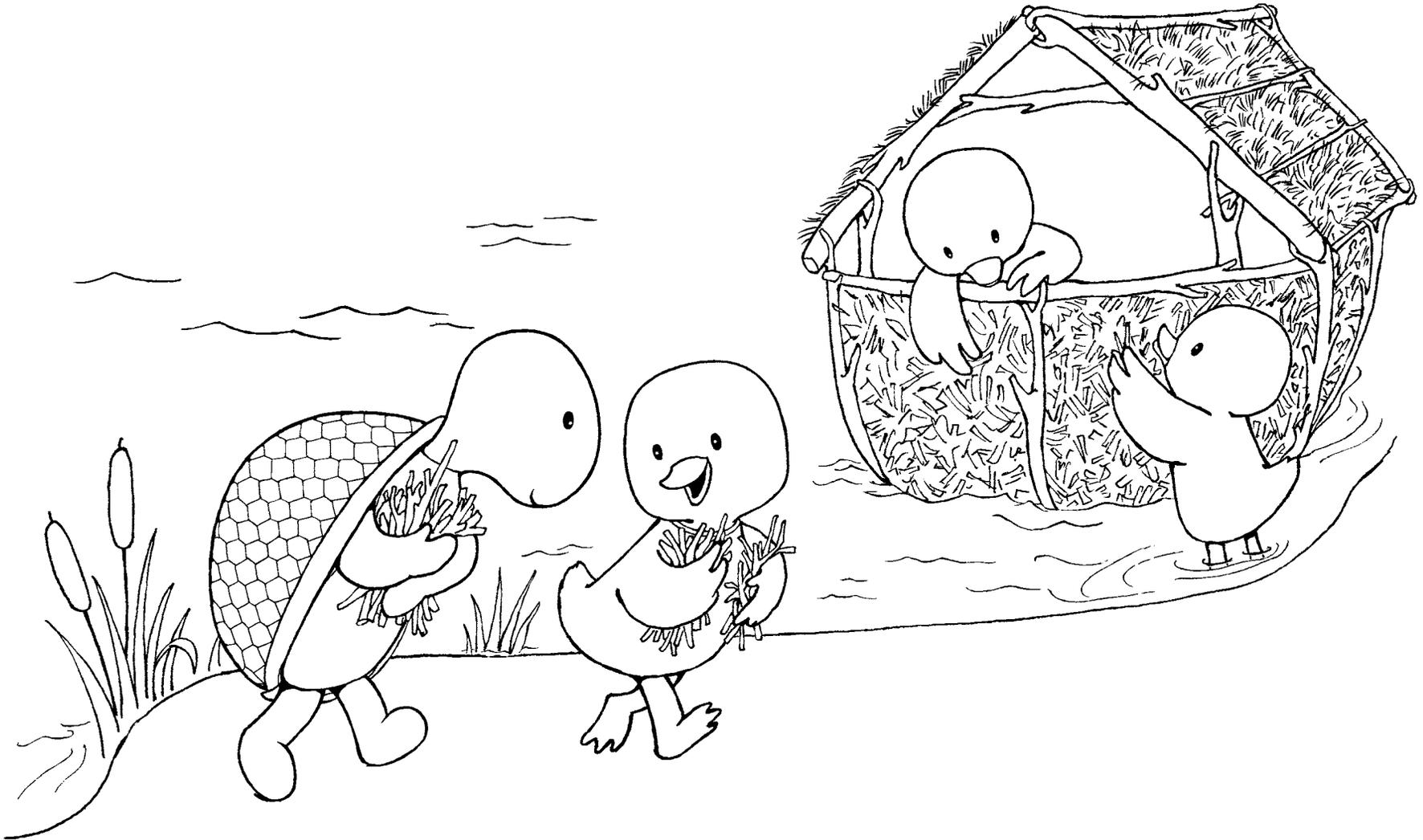


Read this story about  
Twiggie the Turtle. At the  
end, talk things that  
friends do together.

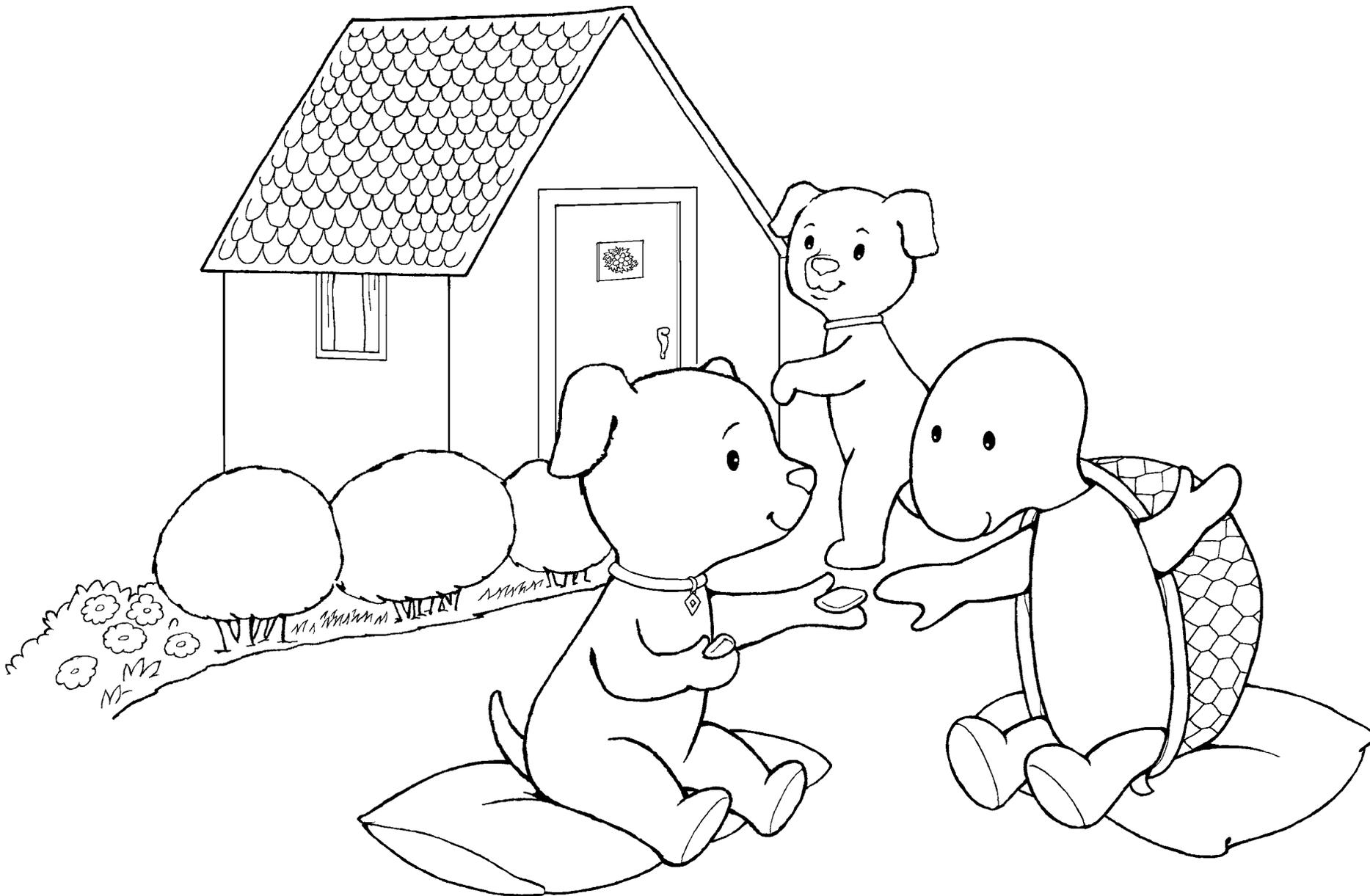
## Friends Play Together



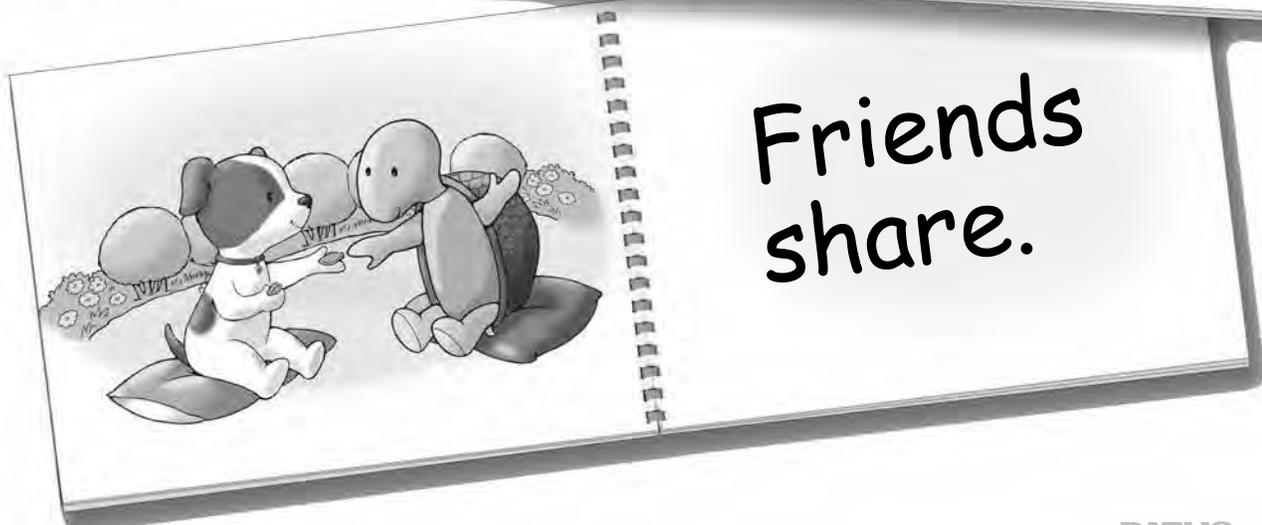
# Friends Help Each Other



# Friends Share



# What do friends do?



# Movement and Calm Breaks

Getting in touch with our bodies can be a powerful tool in boosting our sense of peace, joy, and energy. In this social emotional learning activity, you and your child will practice taking movement and calm breaks during homework or when feeling tired. Then, your child will write about and draw what the experience was like for them. Ideally, encourage your child to step outside to move during this activity and future mind breaks.

## What You Need:

- [Taking Breaks to Move](#) worksheet

## What You Do:

1. Ask your child, "What can you do to give yourself more energy when you feel tired?"
2. Tell them that movement breaks can be helpful to move energy in our bodies and make us feel more awake.
3. Take a mindful movement break with your child! Guide them to complete the following steps, modeling each one for them:
  - a. Stand up.
  - b. For one minute, begin to bounce softly with your knees, keeping your feet flat on the ground and gently swinging your arms by your sides from front to back.
  - c. Pause, and take a few deep breaths. Explain to your child that deep breaths can help us feel more energized.
  - d. For one minute, jump in place and shake your arms, fingers, and head gently from side to side.
  - e. Pause, and take a few deep breaths.
  - f. Keep your feet in place, and swing your arms side to side, twisting your belly.
  - g. For one minute, feel your hands gently tap your sides and back.
  - h. Pause, and take a few deep breaths.
  - i. Slowly take a seat.
4. Ask your child what they notice and how they feel.
5. Tell them that there are other things we can do to feel more calm, too.
6. Ask your learner to open their hands wide forward, with just their thumbs touching.
7. Then, ask them to bring their hands together.
8. Guide them to start rubbing their hands together and to feel the warmth that is created.
9. Explain to them that you are going to count to three. When you get to three, they should pause.
10. Count from one to three, and pause.
11. Have your child cup their hands over their eyes and keep their eyes open.
12. Ask them to close their fingers so that no light gets through their hands.
13. Guide them to feel the warmth from their hands on their eyes. Pause.
14. Invite them to feel their gentle breath at their nose. Pause.
15. Begin to speak more softly, and have them slowly lower their hands. Pause.
16. Ask them what they notice and how they feel.
17. Ask, "When is a good time to use movement if you may be feeling tired?"
18. Ask, "When is a good time to use hand cupping if you may be feeling nervous?"
19. Tell your child that now, you will both create a drawing as a reminder to take movement breaks throughout the day.
20. Read the instructions on the Taking Breaks to Move worksheet, and use it as a guide.
21. Create your drawings and write about your experience taking a movement break.
22. Find a special place in the house to hang your drawings so that you will both remember to take movement breaks.





Brilla has four core virtues: courage, justice, wisdom, and self-control.

Each core virtue has a definition, icon, and gesture that we all use at Brilla.

You and your child can:

- color each core virtue icon,
- practice saying the word for each core virtue,
- read aloud the story we've included,
- practice the gestures for each core virtue,
- draw what the virtue gesture looks like when you do it.



<b>Brilla's Core Virtue</b>	<b>Brilla's Definition<sup>K-1</sup></b>
Self-Control	Actively monitoring voice and body.
Read Aloud	<i>The Goose that Laid the Golden Egg</i>

[The Goose that Laid the Golden Egg](#)



**Gesture for Courage**



When I make the gesture for courage, it looks like this:

When we make the gesture for courage, it looks like this:

**Gesture for Justice**



When I make the gesture for justice, it looks like this:

When we make the gesture for justice, it looks like this:

**Gesture for Wisdom**



When I make the gesture for wisdom, it looks like this:

When we make the gesture for wisdom, it looks like this:

**Gesture for Self-Control**



When I make the gesture for self-control, it looks like this:

When we make the gesture for self-control, it looks like this:

## The Goose & the Golden Egg



There was once a Countryman who possessed the most wonderful Goose you can imagine, for every day when he visited the nest, the Goose had laid a beautiful, glittering, golden egg.

The Countryman took the eggs to market and soon began to get rich. But it was not long before he grew impatient

with the Goose because she gave him only a single golden egg a day. He was not getting rich fast enough.

Then one day, after he had finished counting his money, the idea came to him that he could get all the golden eggs at once by killing the Goose and cutting it open. But when the deed was done, not a single golden egg did he find, and his precious Goose was dead.

*Those who have plenty want more and so lose all they have.*

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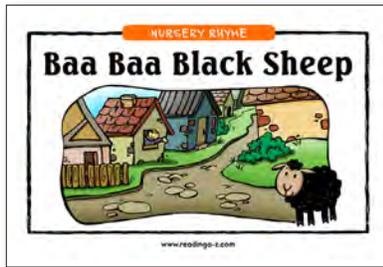
# **Brilla Public Charter Schools**

## Ready for Kindergarten Packet



**Week Four**

## Baa Baa Black Sheep



Text Type: Poetry Word Count: 34

### **Nursery Rhyme Summary**

This nursery rhyme is a favorite among young children. The illustrations and simple language add to the high interest of this book.

### **Introduce the Poem**

- Show children the cover of the book. Quickly flip through the pages to show each illustration. Explain to children that you are going to read a nursery rhyme. Ask what they think the nursery rhyme might be about from looking at the illustrations.

### **Elicit Prior Knowledge**

- Ask children about some of their favorite nursery rhymes. Have a discussion about rhyme and poetry. Explain that nursery rhymes have been around for so long that no one quite knows where they came from.
- Next, have a discussion about sheep. Ask: *What sound does a sheep make? What is wool? How do shepherds get the wool off sheep?*

### **Before Reading**

- Invite children to ask questions as you read, especially if there is something they do not understand. Tell them to listen to the rhythm and the rhymes in the poem. Have them clap on the rhyming words as you read.

### **During Reading**

- Be sure to read with expression. Pause occasionally and ask questions of children. Use think-aloud strategies and react to parts of the poem by asking questions, and showing emotional responses such as laughter. Exaggerate the rhyming words in the poem.

### **After Reading**

#### **Reader Response**

- Ask children what they thought of the poem. Ask them to describe their favorite part or illustration

#### **Comprehension**

Ask specific questions that allow children to demonstrate their understanding of the poem. Ask:

- *What was the poem about?*
- *Whom does the sheep want to give his bags of wool to?*

Cut each page in half. Put the pages in the correct order. Then, color and read!

NURSERY RHYME

# Baa Baa Black Sheep



[www.readinga-z.com](http://www.readinga-z.com)

## Baa Baa Black Sheep

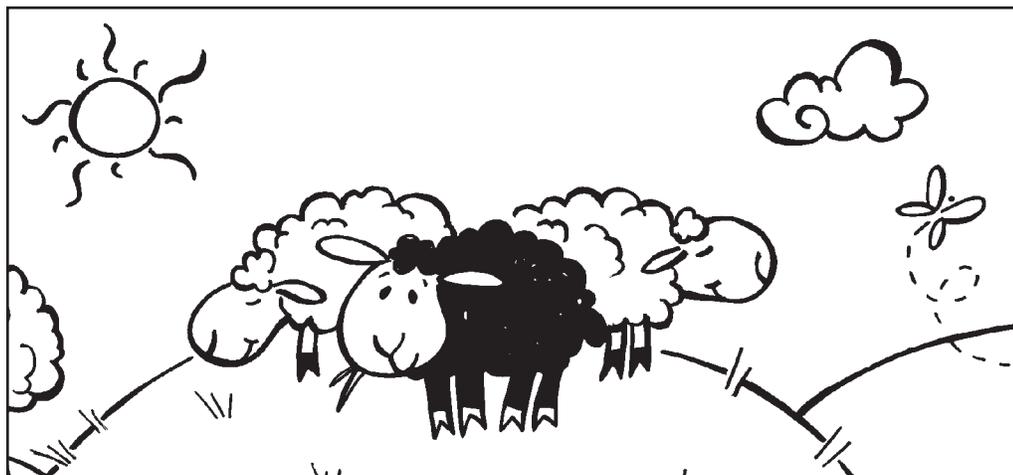
*A Reading A-Z Nursery Rhyme Book • Word Count: 34*



Reading A-Z

Visit [www.readinga-z.com](http://www.readinga-z.com) for thousands of books and materials.

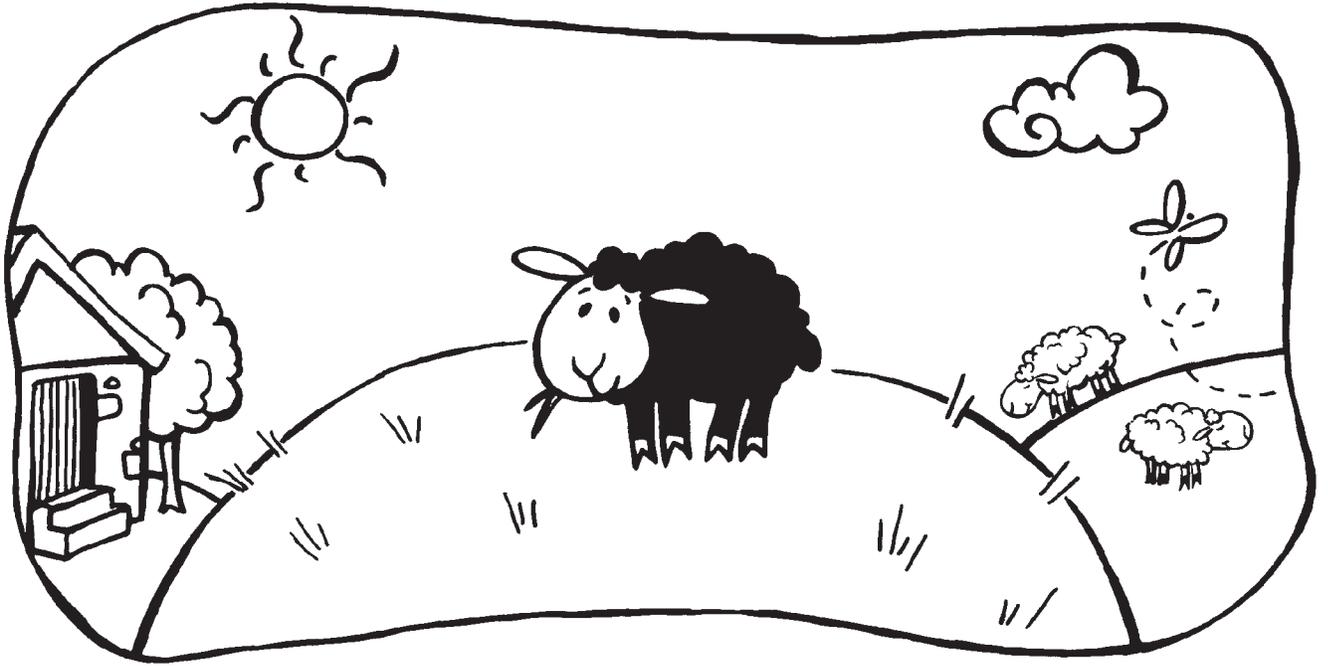
# Baa Baa Black Sheep



Illustrated by Catalina Rankin

[www.readinga-z.com](http://www.readinga-z.com)

Baa Baa Black Sheep  
A Reading A-Z Nursery Rhyme Book  
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Author Unknown  
Illustrated by Catalina Rankin  
All rights reserved.  
[www.readinga-z.com](http://www.readinga-z.com)



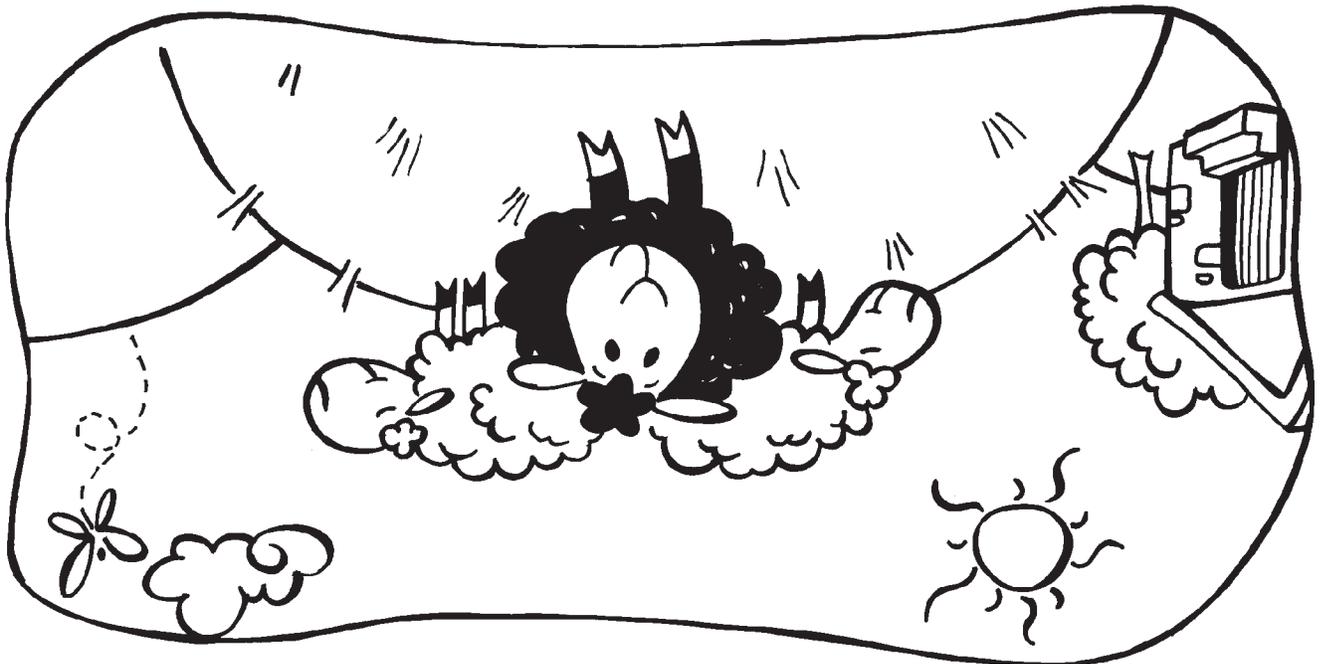
Baa, baa, black sheep,

Baa Baa Black Sheep • Nursery Rhyme

3

Have you any wool?

4





Yes, sir, yes, sir,

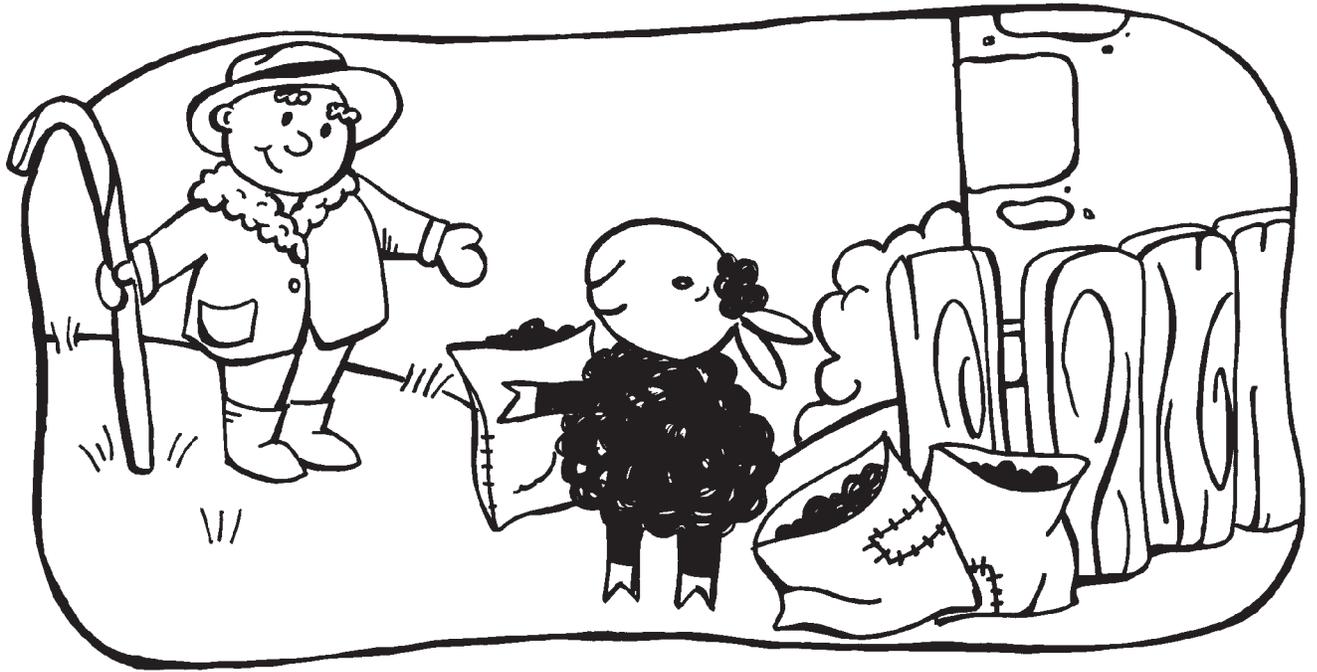
Baa Baa Black Sheep • Nursery Rhyme

5

Three bags full.

9





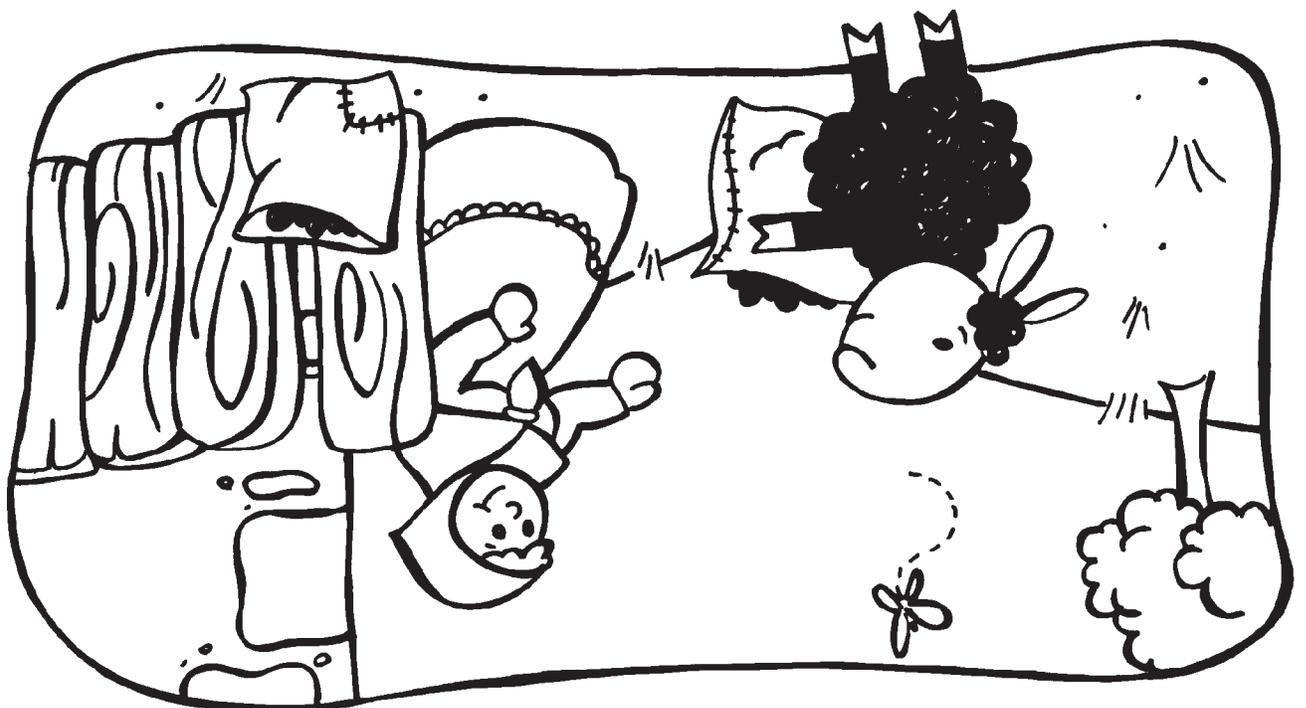
One for my master,

Baa Baa Black Sheep • Nursery Rhyme

7

One for my dame,

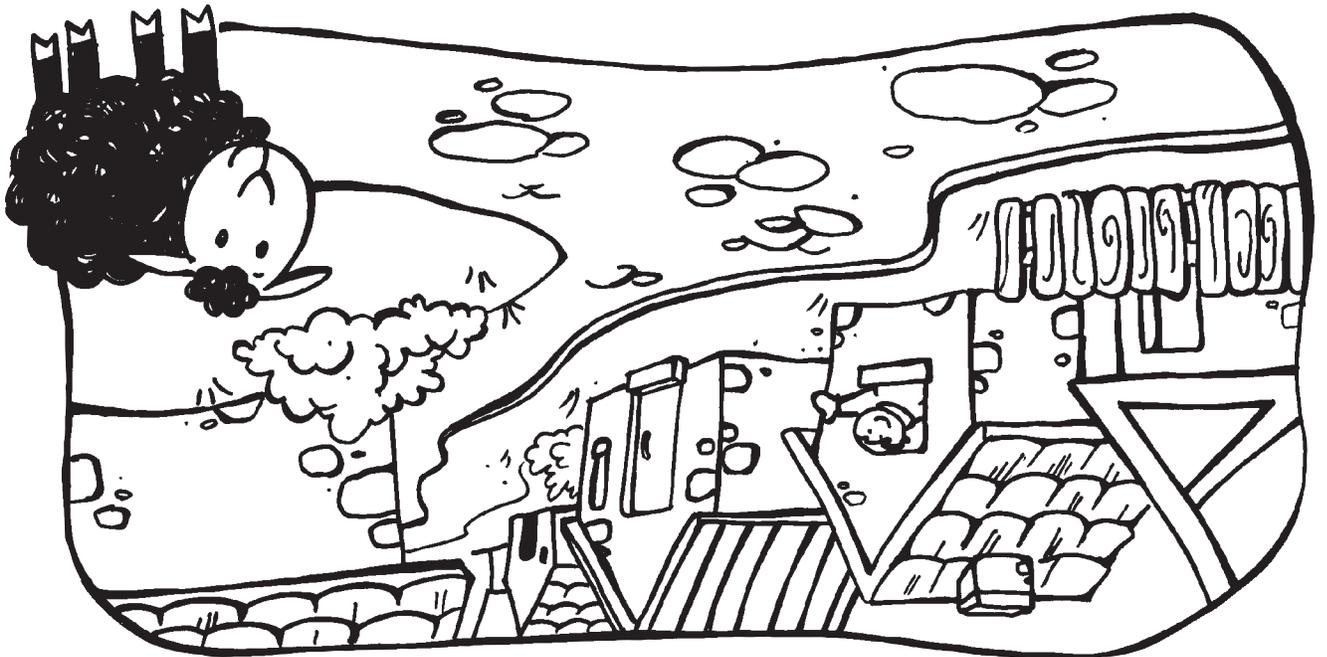
8





And one for the little boy

Who lives down the lane.



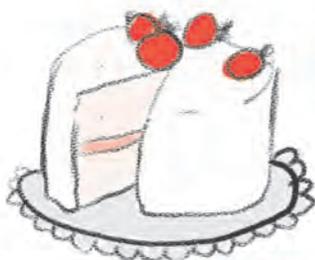
Name \_\_\_\_\_

Date \_\_\_\_\_

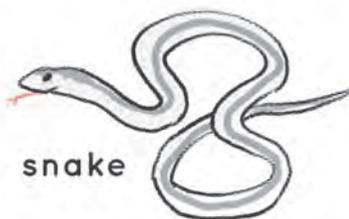
# Time to Rhyme

Help your child read the word accompanying each picture. Then have them circle the one that rhymes with the first word (in red) in each row.

1.



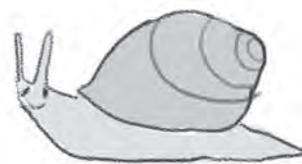
cake



snake



cup



snail

2.



clock



sock



car



cloak

3.

king



drum



can



ring

Name \_\_\_\_\_

# Rhyming

Color the rhyming pictures in each row.



tree



snow



pie



bee



candy



cat



bib



hat



hen



bat



wig



star



fox



pig



ox



top



frog



hop



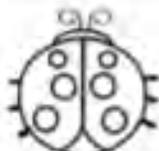
dog



sun



rug



bug



net



mug



log

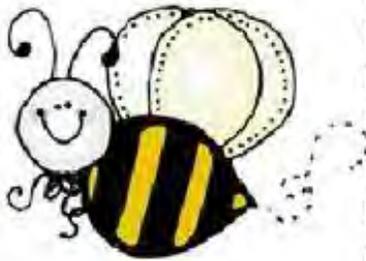
Cut out the pictures. Mix them up and lay them face down. Play a memory game by matching the two words that rhyme.



**car**



**star**



**bee**



**tree**



**house**

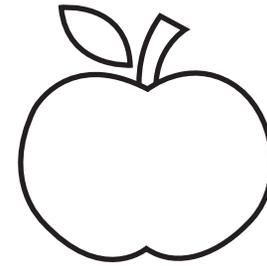


**mouse**

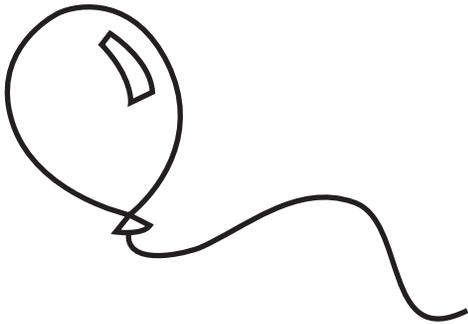
\_\_\_\_\_ 's  
Book of Red



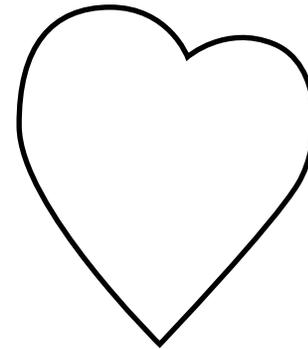
The apple is red.



The balloon is red.



The heart is red.



To make your book of red, first write your name. Then, use red to trace the words and color the pictures.  
When you are done, cut the pages on the dotted lines and have your parent staple them together!

# Positional Words



next to

behind



below



above

in front of



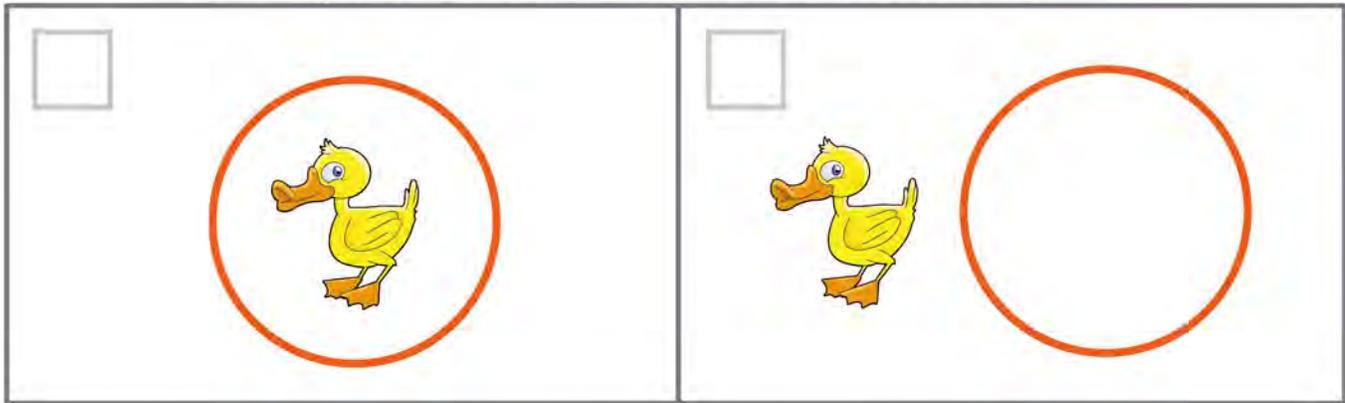
beside



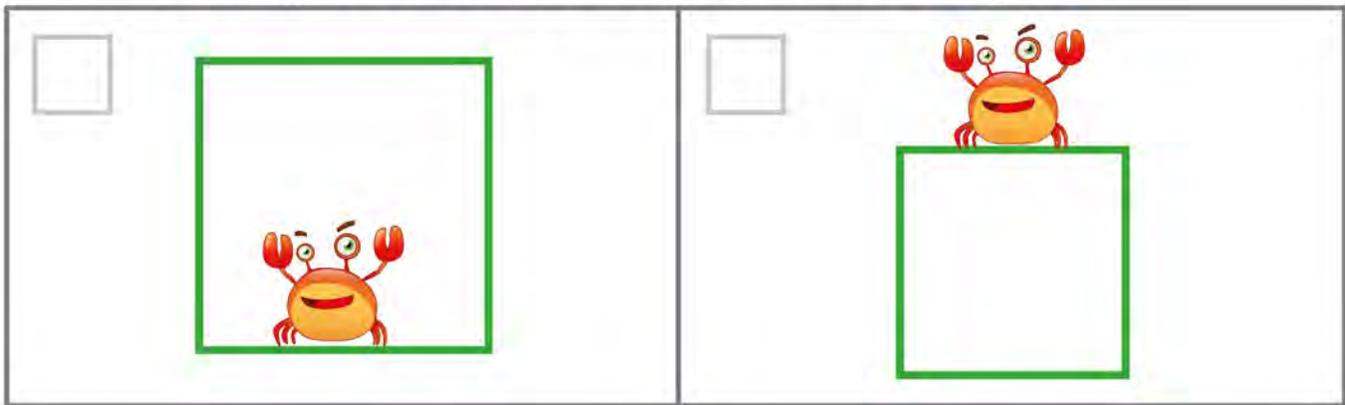
Name: ..... Class: .....

## Position: inside and outside

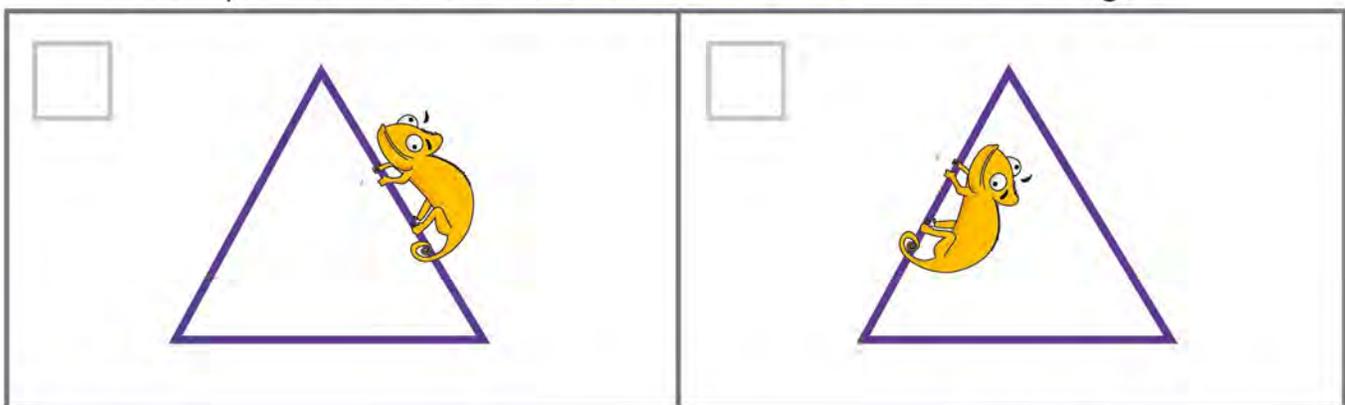
Which picture shows the duck inside the circle ?



Which picture shows the crab outside the square ?



Which picture shows the chameleon outside the triangle ?



# PATHS<sup>®</sup>

## Parent/Caregiver Handout

### Complimenting Your Child

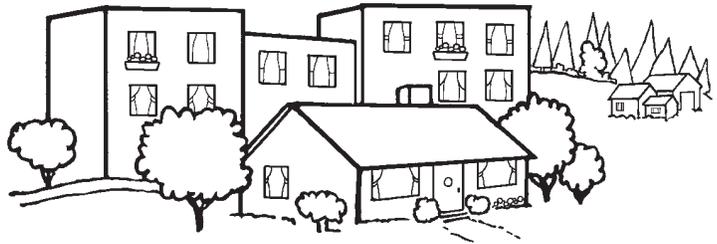
The PATHS curriculum is designed to build children's self-esteem and encourage children to support and respect others. In this first unit, children are learning the meaning of the word "compliment."

We introduced compliments to your children as "A nice thing we say to someone about him or her. It is a way we let someone know what we like about him or her."

*For example:*

"Wow, you look really cool in that shirt!"  
or "You are really good at kicking the ball."

Children who hear compliments from their teachers and parents or caregivers know they are valued and respected.



You can help us teach your child about compliments by using them at home. Later this year, we will introduce four types of compliments to children:

- The way you **look**
- Things you **have**
- Things you **do** well
- The way you **are**.

#### Common ways to compliment:

- The way someone **LOOKS**:  
"Wow, you look so nice today!"
- Something someone **HAS**:  
"I like your new toy."
- Something someone **DOES**:  
"You really cleaned up quickly."
- The way someone **IS**:  
"I like the way you were gentle with the kitty."



# PATHS®

## Hoja para los padres y cuidadores

### Alabar a su hijo(a)

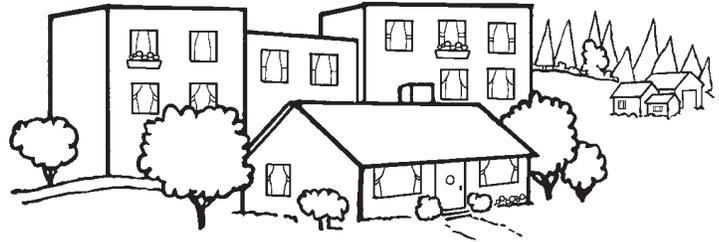
El programa PATHS está diseñado para crear autoestima en los niños y animarlos a que apoyen y respeten a los demás. En esta primera unidad, los niños están aprendiendo el significado de la palabra “alabanza”.

Definimos las alabanzas a los niños como “algo lindo que decimos a alguien sobre él o ella. Es una manera de decir a alguien lo que nos gusta sobre él o ella”.

*Por ejemplo:*

“¡Me encanta tu camisa,  
te queda muy bien!”  
o “¡Qué bien pateas la pelota!”

Los niños que oyen alabanzas de sus maestros y padres o cuidadores saben que se los valora y respeta.



Usted nos puede ayudar a enseñar a su hijo(a) sobre las alabanzas empleándolas en su hogar. Más adelante este año introduciremos cuatro tipos de alabanzas a los niños:

- Tu **apariciencia**
- Las cosas que **tienes**
- Las cosas que **haces** bien
- La manera en que **eres**.

### Maneras comunes de alabar:

- La **APARIENCIA** de alguien: “¡Hoy estás muy lindo(a)!”
- Algo que alguien **TIENE**: “Me gusta tu juguete nuevo”.
- Algo que alguien **HACE**: “Guardaste tus cosas rapidísimo”.
- La manera en que alguien **ES**: “Me gusta cómo levantaste al gatito con tanto cuidado”.



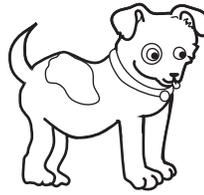
# Read and Trace: Complete Sentences

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read each sentence. Then trace each sentence.

I see a dog.



I see a house.



I see a cat.



I see a rainbow.



I see a school bus.



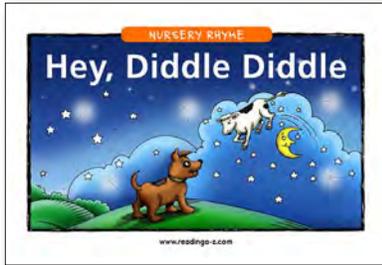
# **Brilla Public Charter Schools**

## Ready for Kindergarten Packet



**Week Five**

## Hey, Diddle Diddle



Text Type: Poetry Word Count: 30

### **Nursery Rhyme Summary**

This whimsical, nonsensical nursery rhyme is a continuing favorite. No child or adult can resist the antics of the cow, the dog, the cat, and the mischievous dish and spoon. Reading A-Z's delightful illustrations bring fresh life to this beloved rhyme.

### **Build Background**

- Tell students that you will be reading the nursery rhyme *Hey, Diddle Diddle*. Ask students if they have heard this rhyme before, and if so, allow them to recite what they know. Since nursery rhymes are passed down orally, students may remember different versions and other verses than the one in the book. Tell students that there are no "right" or "wrong" versions of nursery rhymes.
- Discuss poetry's rhymes and rhythms. Read the title and ask students to come up with a word that rhymes with diddle. Use other familiar rhymes as references. Also explain that poetry's syllables follow a rhythm or "beat."

### **Preview the Poem**

- Show students the cover and have them read the title. What do they see on the cover illustration? What is the cow doing? What is the dog doing? Flip through the pages and show students different illustrations. Ask students what they think might be happening in the illustrations.

### **During Reading**

- Allow students to stop and ask questions during reading, especially if there is something they do not understand. Instruct students to listen for the rhythm in the poem. They can try to tap to the "beat" during reading.
- If reading aloud, be sure to read with expression. Read directly from the text as though you were reading for meaning, rather than reciting. Use think-aloud strategies and react to parts of the poem with facial expressions and gestures.

### **After Reading**

#### **Reader Response**

- Ask students what they thought of the poem. Have volunteers summarize the poem or name their favorite part.

#### **Comprehension**

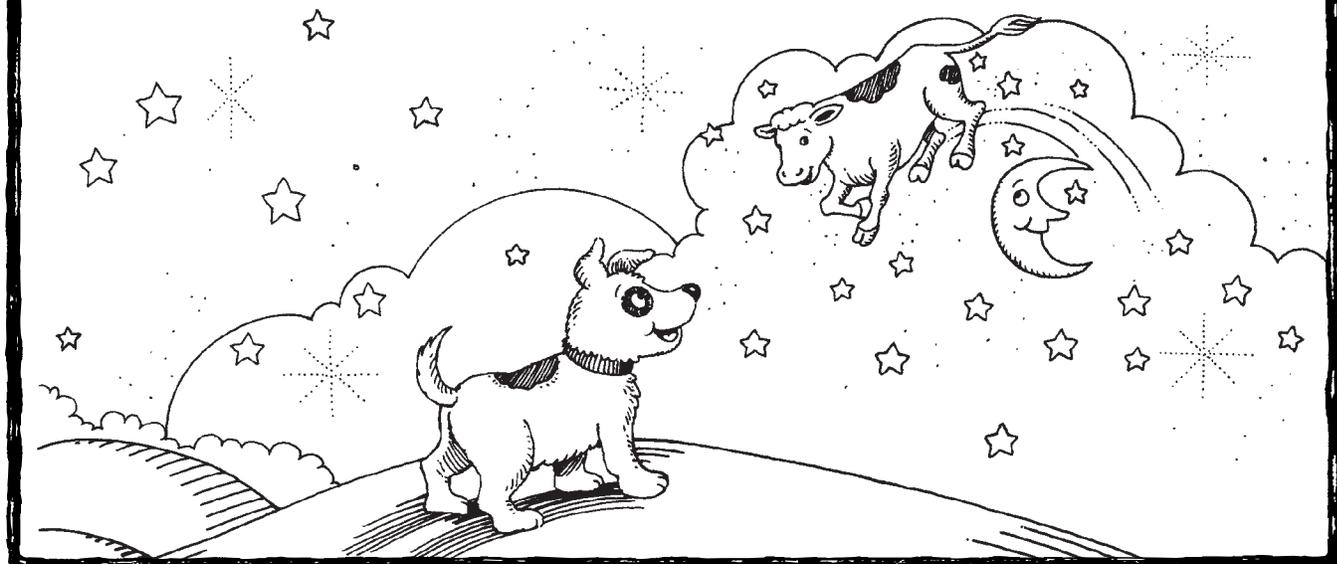
Ask specific questions that allow students to demonstrate their understanding of the poem.

- *Who jumped over the moon?*
- *What did the dog think of that?*
- *Who ran away with the dish?*

Cut each page in half. Put the pages in the correct order. Then, color and read!

NURSERY RHYME

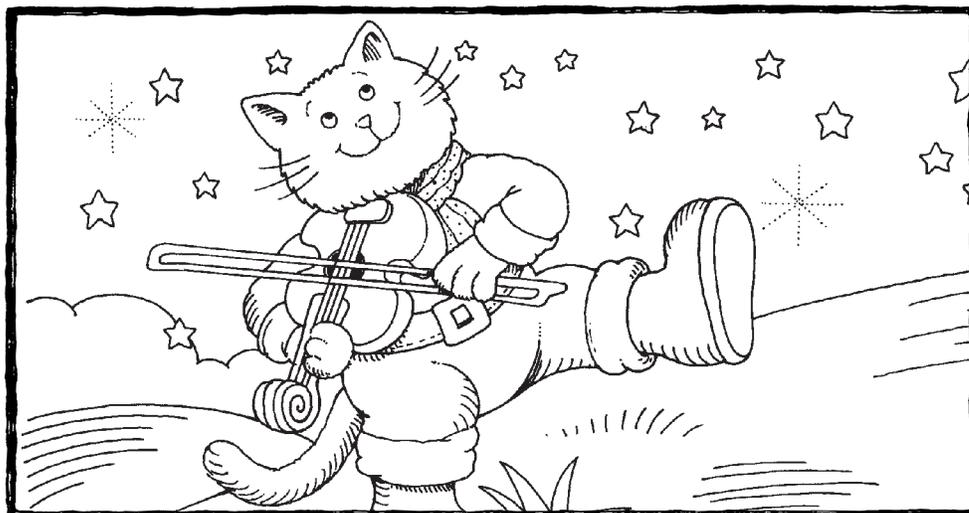
# Hey, Diddle Diddle



[www.readinga-z.com](http://www.readinga-z.com)

# Hey, Diddle Diddle

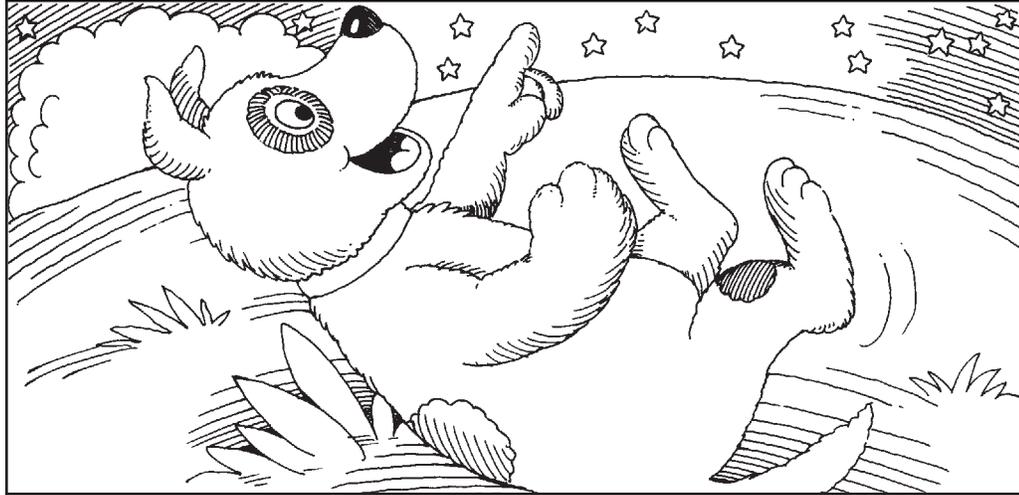
*A Reading A-Z Nursery Rhyme Book • Word Count: 30*



Reading A-Z

Visit [www.readinga-z.com](http://www.readinga-z.com) for thousands of books and materials.

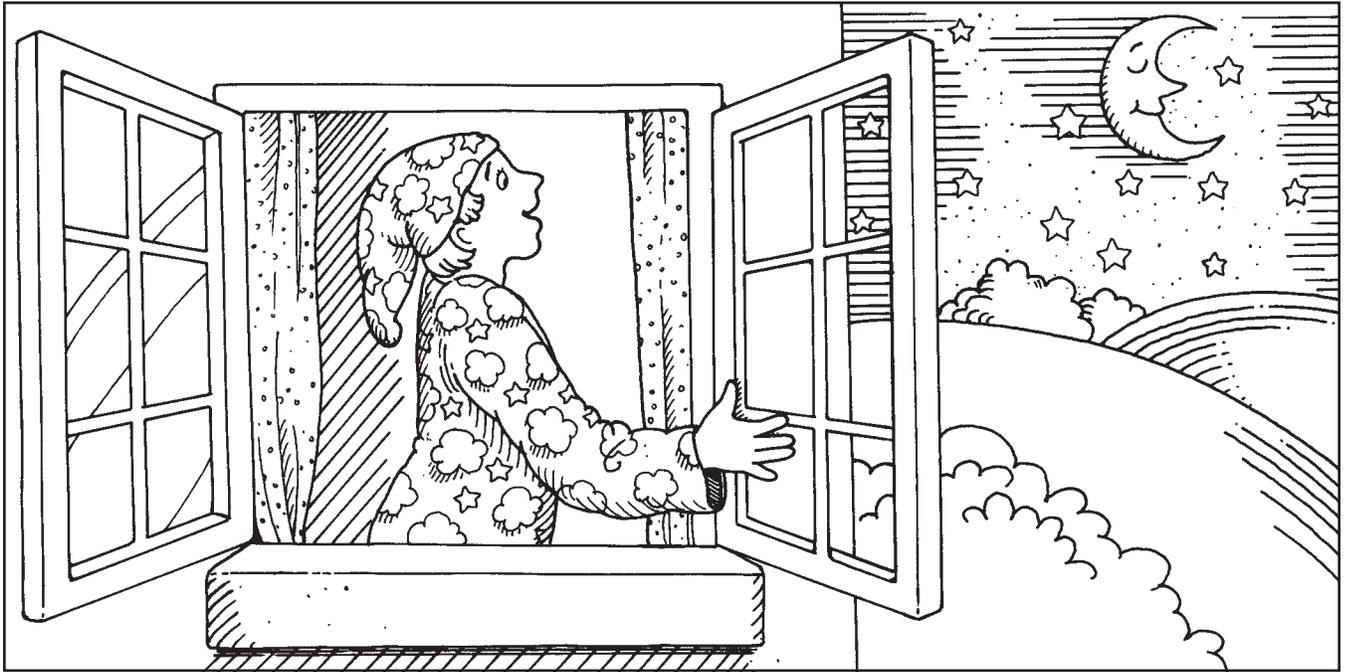
# Hey, Diddle Diddle



Illustrated by Darcy Tom

[www.readinga-z.com](http://www.readinga-z.com)

Hey, Diddle Diddle  
A Reading A-Z Nursery Rhyme Book  
© Learning A-Z  
Author Unknown  
Illustrated by Darcy Tom  
All rights reserved.  
[www.readinga-z.com](http://www.readinga-z.com)



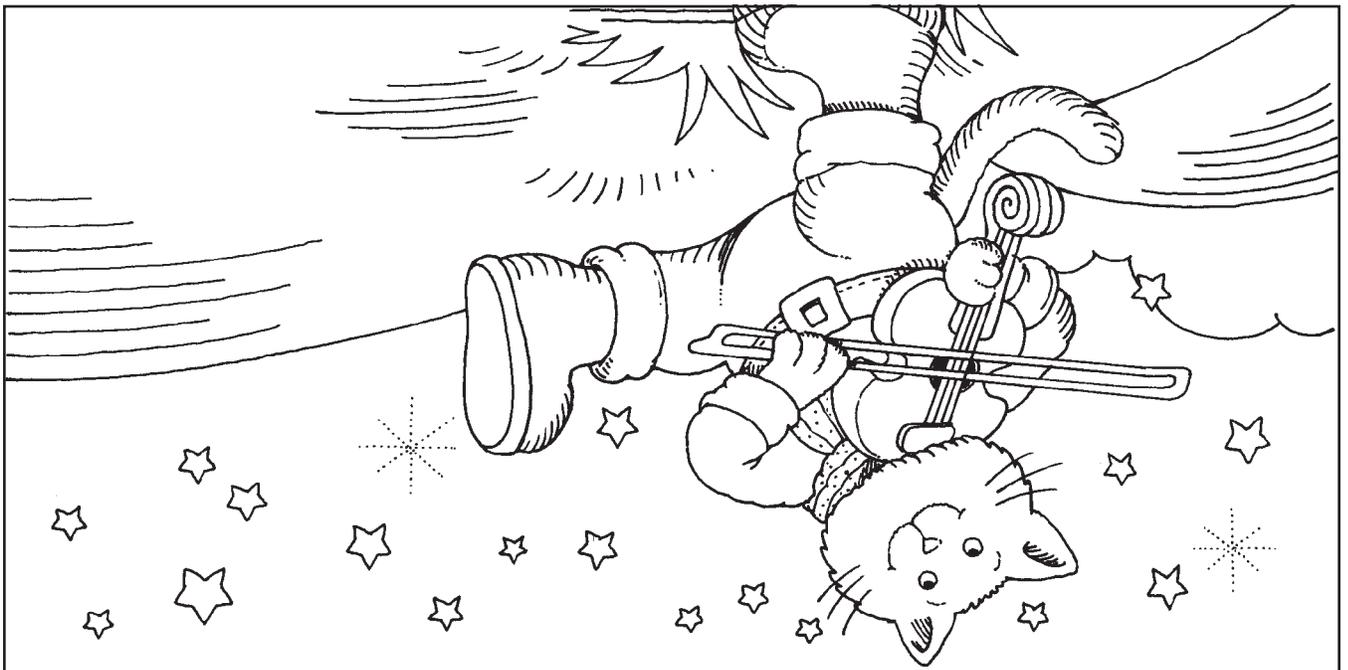
Hey, diddle diddle,

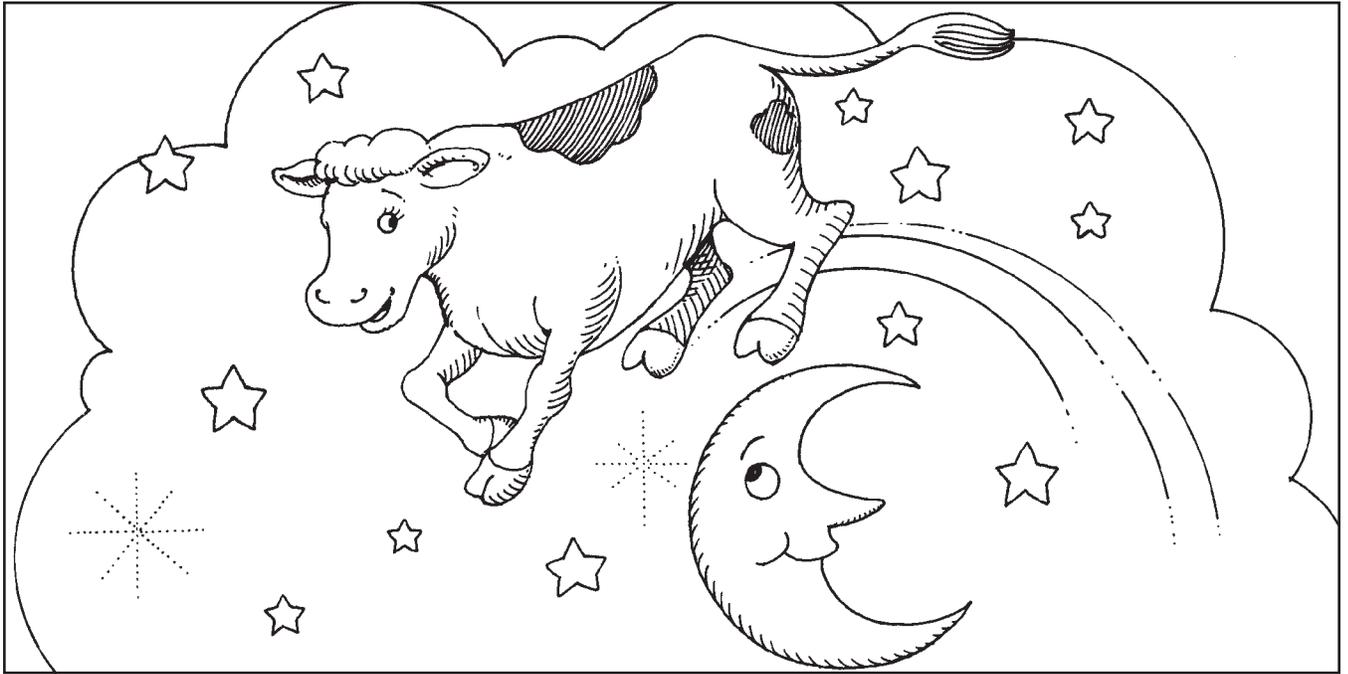
Hey, Diddle Diddle • Nursery Rhyme

3

The cat and the fiddle,

4





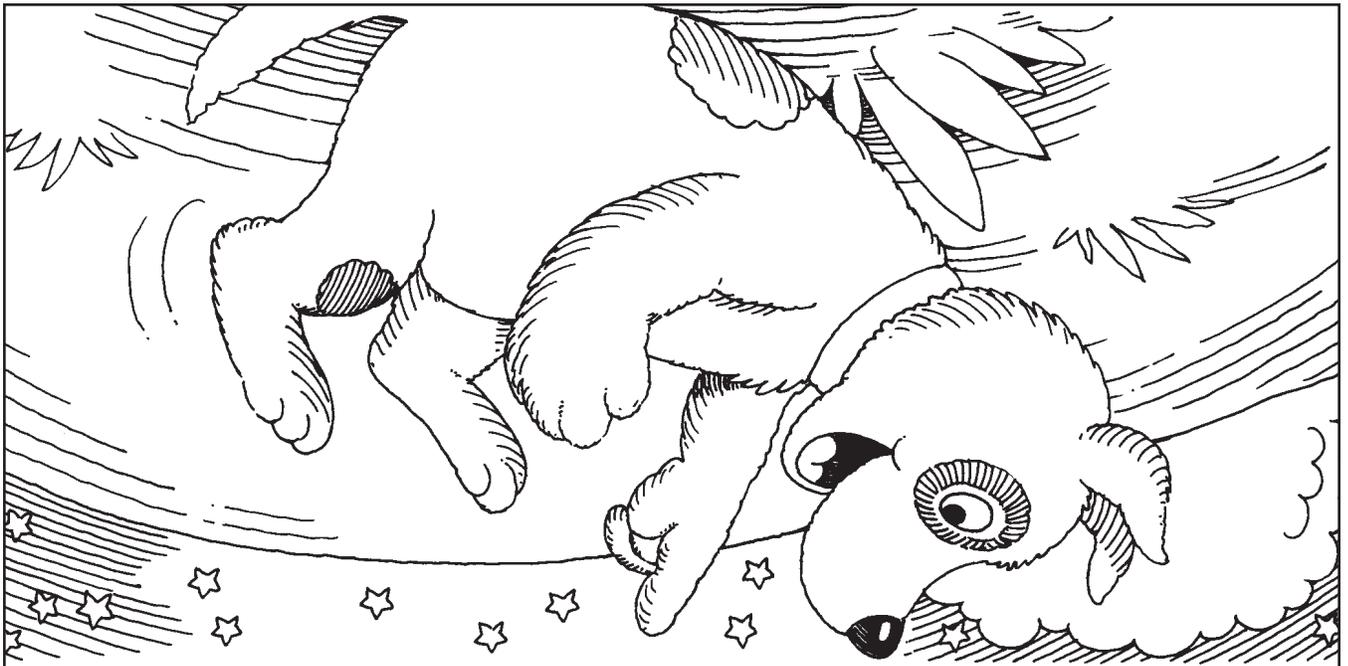
The cow jumped over the moon.

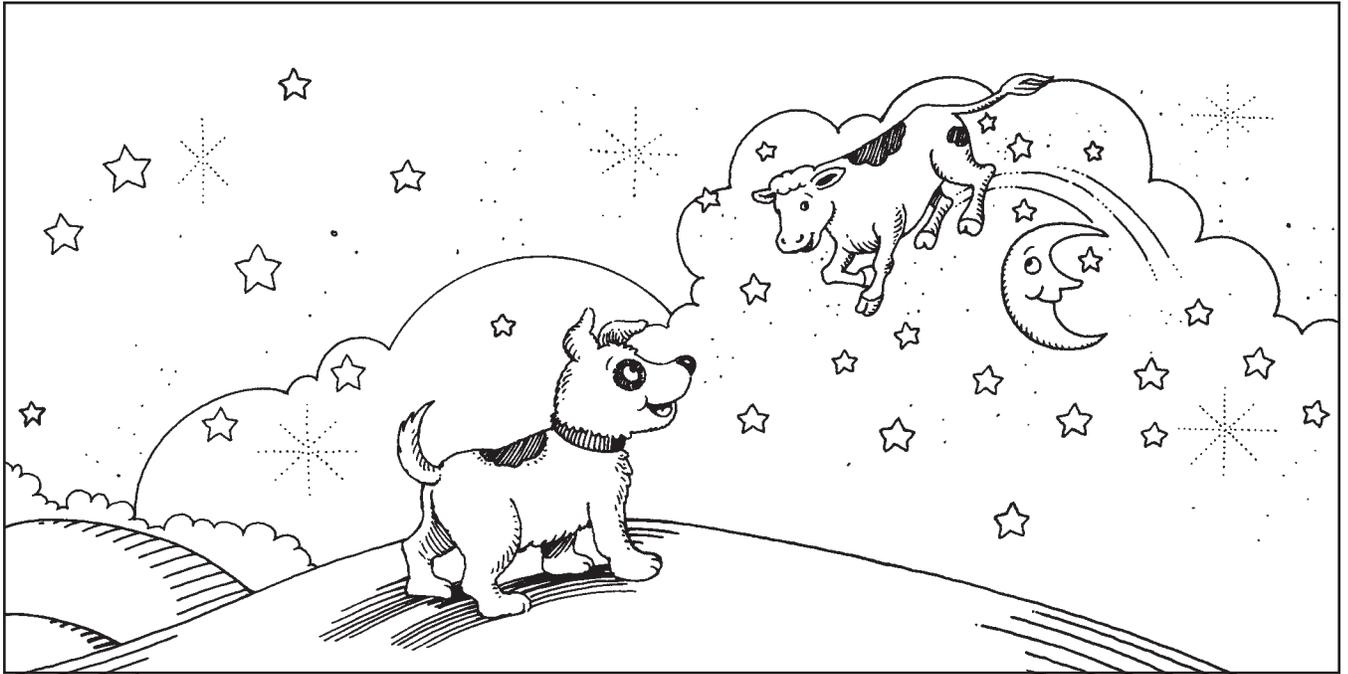
Hey, Diddle Diddle • Nursery Rhyme

5

9

The little dog laughed





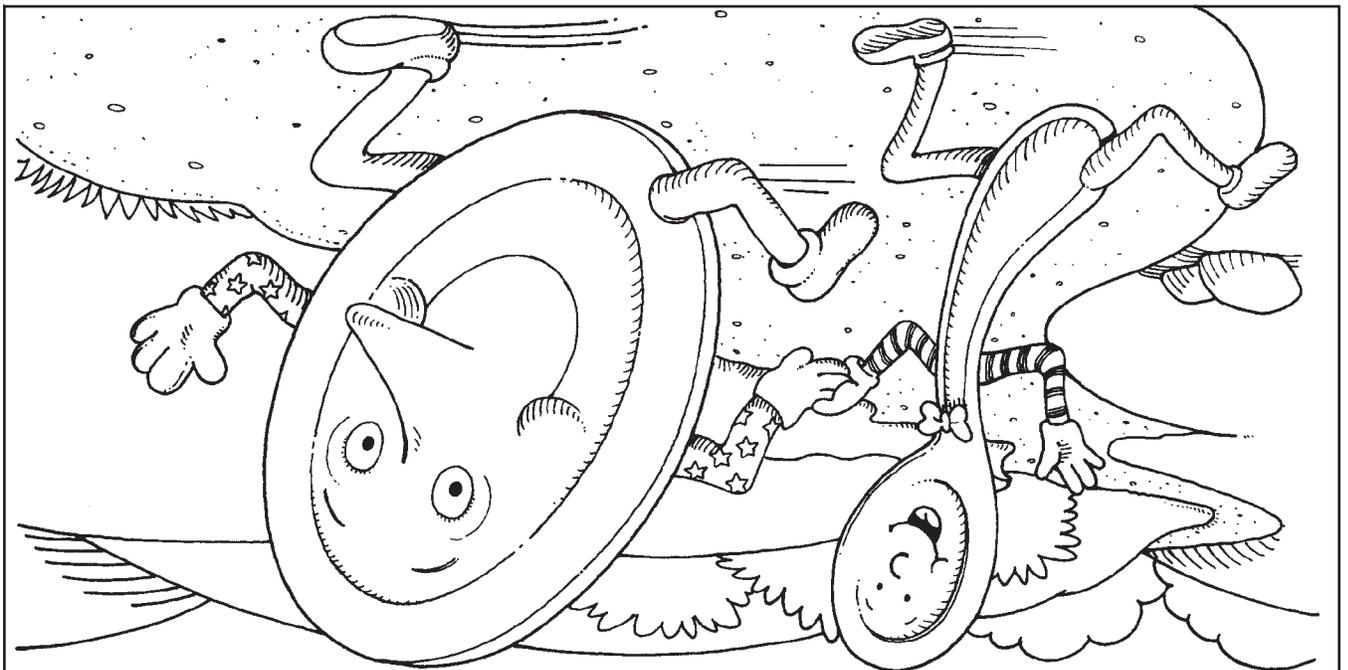
To see such sport,

Hey, Diddle Diddle • Nursery Rhyme

7

And the dish ran away with the spoon.

8

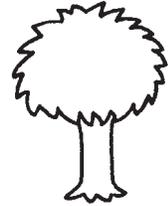




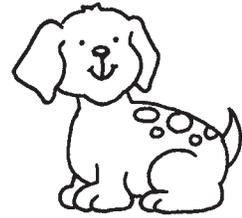
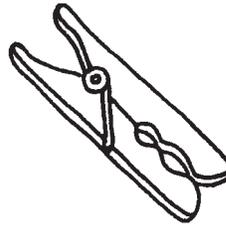
# Find the rhyme

Look at the first picture in each row, then draw a circle around the picture that rhymes with it.

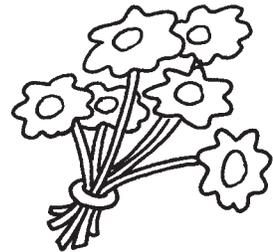
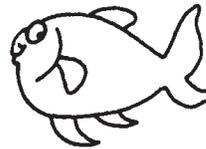
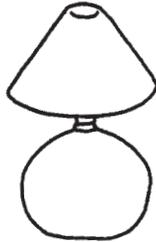
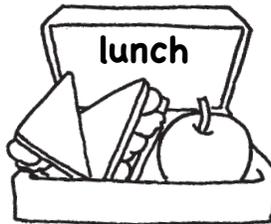
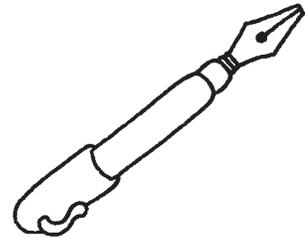
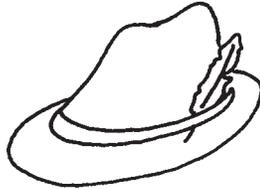
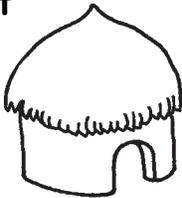
bud



cup

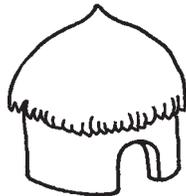


hut

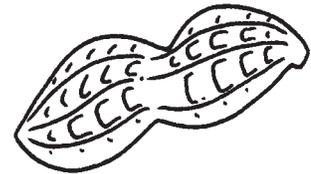


Copy these words by connecting the dots.

hut



nut

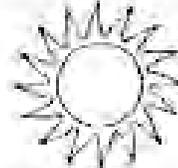
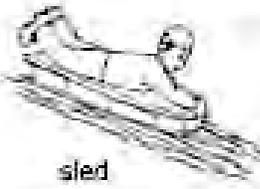


hut

nut

# MY RHYMES

Circle TWO things in each row that rhyme with the first one in the box.

 <p>fox</p>	 <p>skunk</p>	 <p>box</p>	 <p>clocks</p>
 <p>net</p>	 <p>jet</p>	 <p>ball</p>	 <p>wet</p>
 <p>rain</p>	 <p>sun</p>	 <p>chain</p>	 <p>train</p>
 <p>swing</p>	 <p>ring</p>	 <p>king</p>	 <p>sled</p>
 <p>cute</p>	 <p>fruit</p>	 <p>queen</p>	 <p>root</p>
 <p>nose</p>	 <p>eyes</p>	 <p>toes</p>	 <p>rose</p>

## Match the Rhyming Words

Draw a line to match the rhyming words on each side.



fox



sun



cake



box



bun



tap



cap



rake

## Match the Rhyming Words

Draw a line to match the rhyming words on each side.



dog



cat



fan



pen



mat



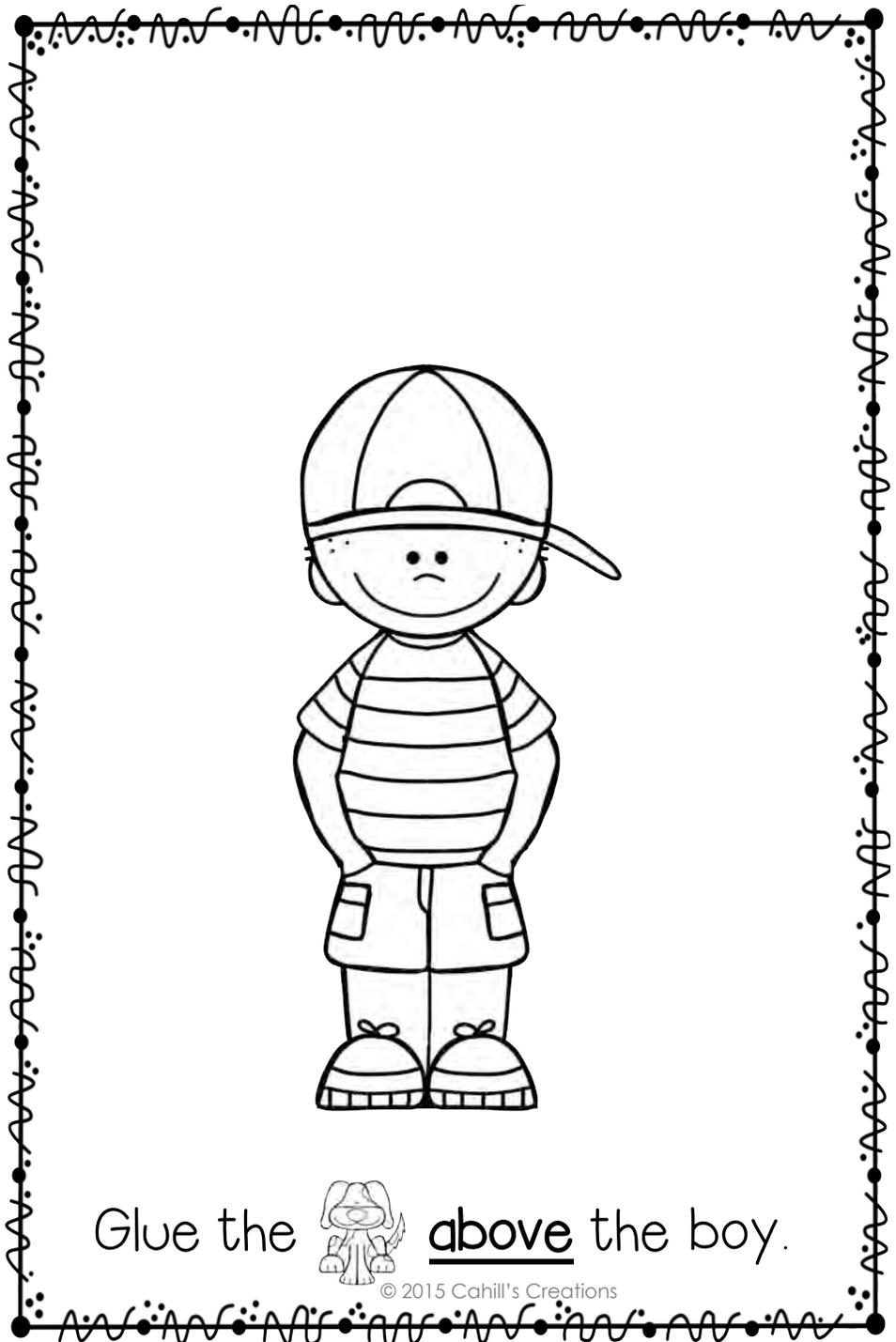
log



hen



pan



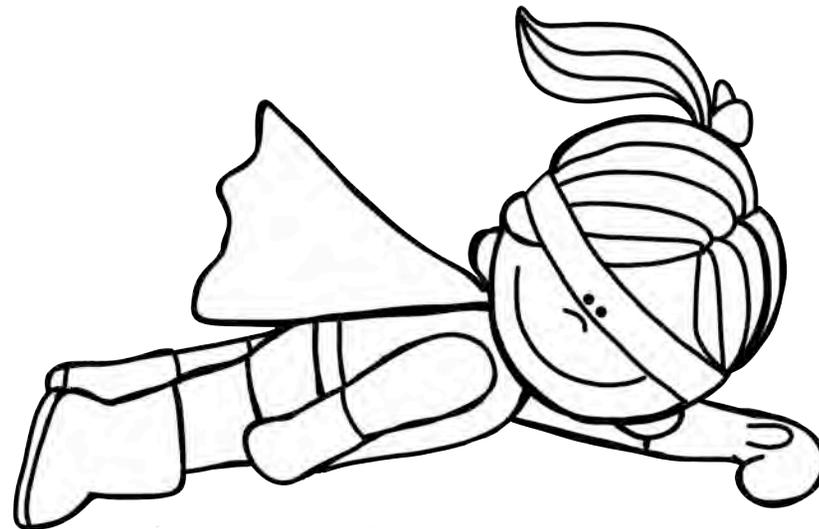
Glue the  above the boy.



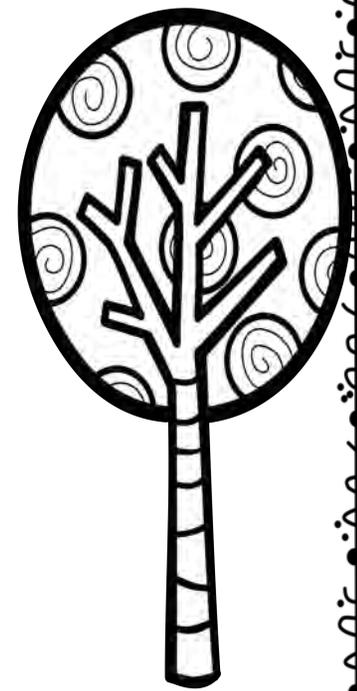
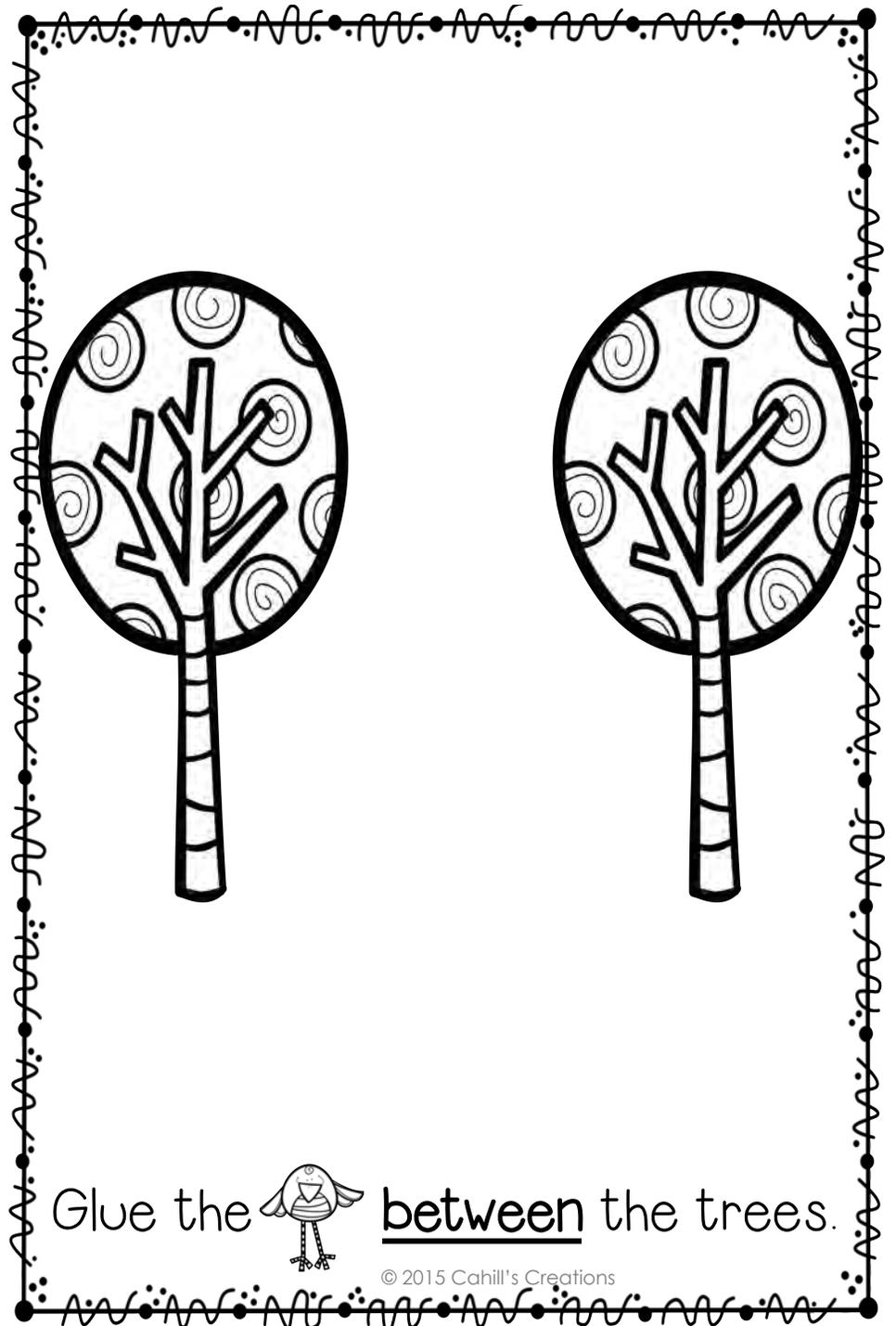
Glue the



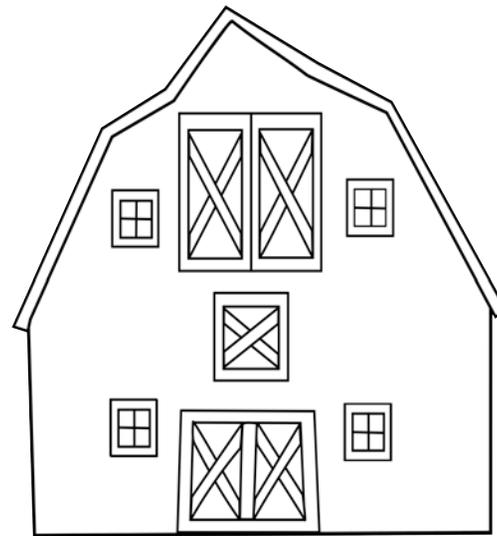
beside the girl.



Glue the  below the girl.



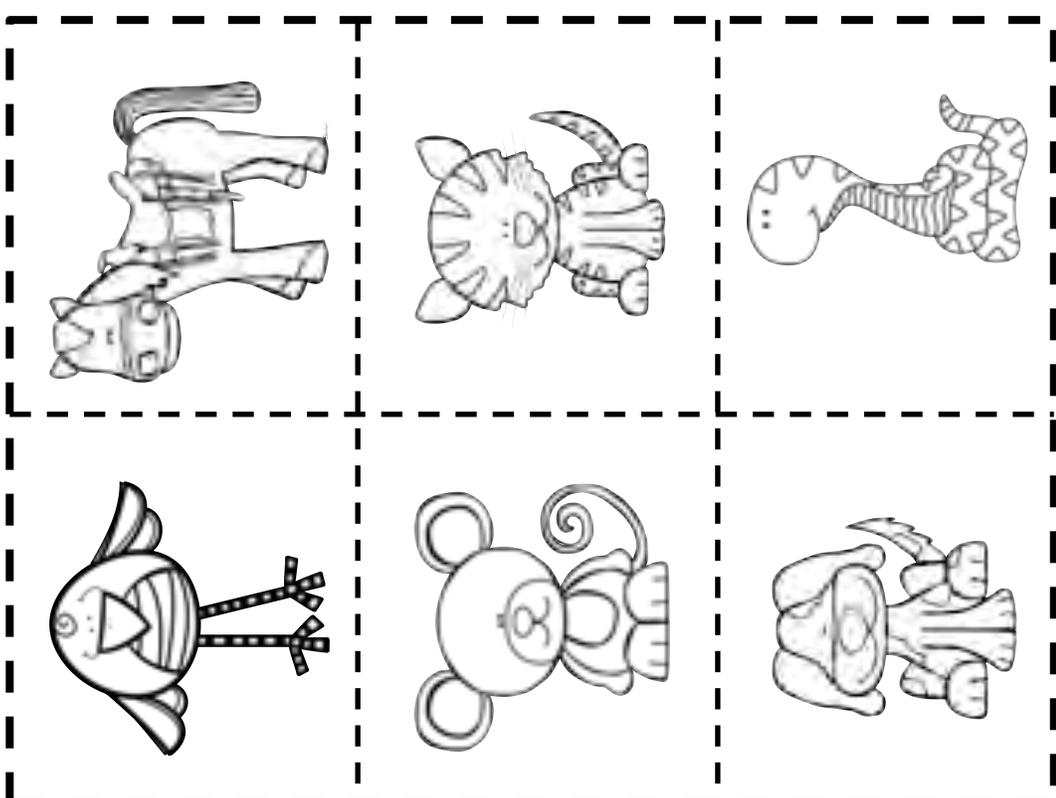
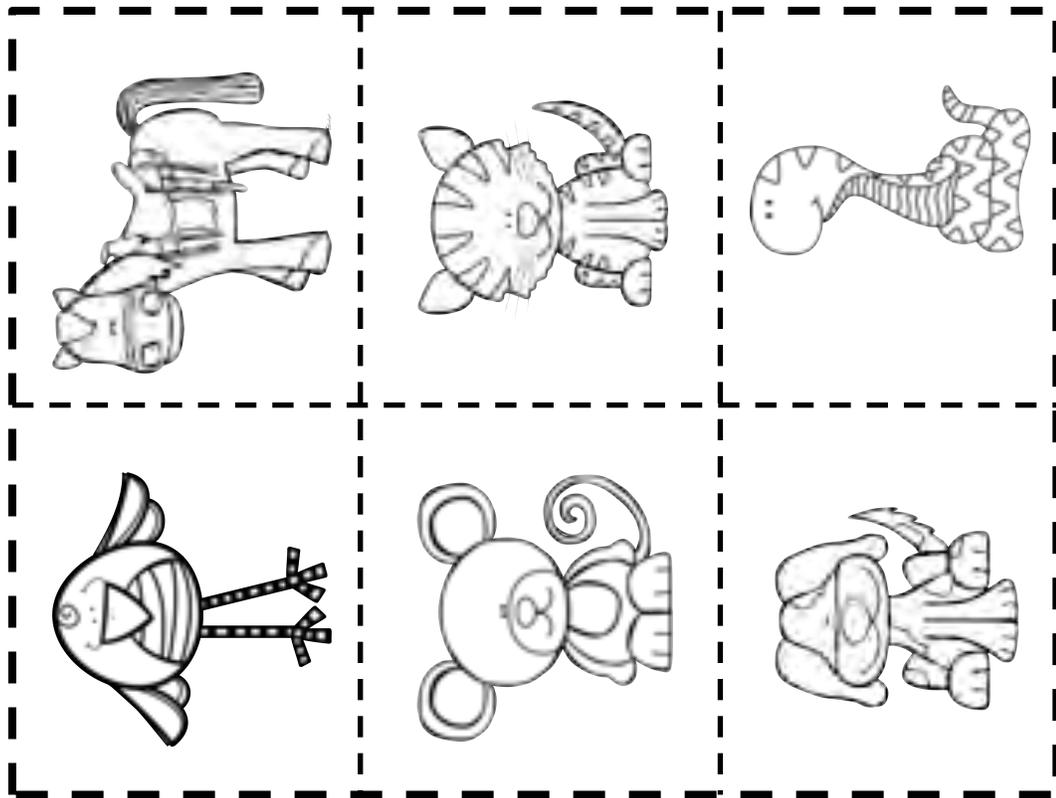
Glue the  between the trees.



Glue the  behind the barn.



Glue the  in front of the house.



Name \_\_\_\_\_

Date \_\_\_\_\_



# Taking Breaks to Move



**Materials:** Art paper, colored pencils/markers/paints

**Directions:**

1. Spend some time sharing with each other how movement can relate to how you feel. For example, how do you feel when you run? How do you feel when you breathe and stretch? Discuss why it's important to take movement breaks throughout the day.
2. Now, spend some time planning what you want to draw in the space below as a reminder of the importance of taking movement breaks.



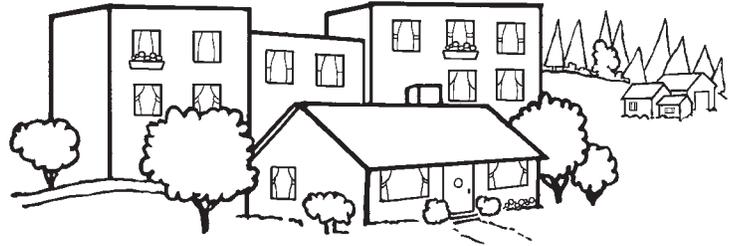
3. Now use your art paper and colored markers/paints/pencil and begin to make your creation!
4. Find a special place in your home to hang what you created where it will serve as an important reminder to take movement breaks throughout the day.

# PATHS<sup>®</sup>

## Parent/Caregiver Handout

### Encouraging Compliments

PATHS classes help build children's self-esteem and encourage support and respect for others. In the first unit, children learned the meaning of the word "compliment" and were given compliments by teachers and family members.



In Unit 2, children are learning how to give compliments to each other. They are also learning polite ways to respond to a compliment.

#### You can help us teach your child about compliments.

- If you have more than one child, encourage siblings to compliment each other.
- If your child has a friend over to play, ask your child to tell the friend what he or she liked about the time they spent together, before saying goodbye.
- Help your child to compliment someone by starting the compliment and asking him or her to fill in the blank.

Examples:

"You're good at \_\_\_\_\_."

"I really liked the way you \_\_\_\_\_."

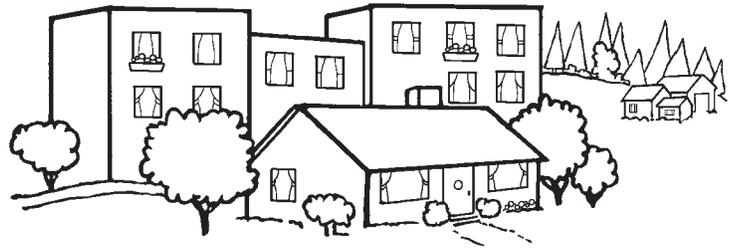
"Thanks for playing \_\_\_\_\_ with me."

# PATHS®

## Hoja para los padres y cuidadores

### Estimular las alabanzas

Las clases PATHS ayudan a crear autoestima en los niños y estimular el apoyo y el respeto al prójimo. En la primera unidad, los niños aprendieron el significado de la palabra “alabanza” y recibieron alabanzas de sus maestros y de miembros de su familia.



En la Unidad 2, los niños están aprendiendo a alabarse entre sí. También están aprendiendo maneras corteses de responder a las alabanzas.

### Usted nos puede ayudar a enseñar a su hijo(a) sobre las alabanzas.

- Si tiene más de un hijo(a), anime a los hermanos a que se alaben entre sí.
- Si su hijo(a) invita a un amigo a jugar, pida a su hijo(a) que le diga a su amigo qué le gustó sobre el tiempo que pasaron juntos, antes de despedirse.
- Ayude a su hijo(a) a alabar a alguien iniciando la alabanza y pidiéndole que llene los espacios en blanco.

Ejemplos:

“Tú eres muy bueno para \_\_\_\_\_”.

“Me gustó mucho cómo \_\_\_\_\_”.

“Gracias por jugar \_\_\_\_\_ conmigo”.

# **Brilla Public Charter Schools**

## Ready for Kindergarten Packet



**Week Six**

# Uppercase Alphabet in Color

Have fun coloring in each uppercase letter with a different color of your choice. For extra fun, outline each letter with multiple different colors to create a rainbow effect!

A B C D E

F G H I J K

L M N O P

Q R S T U

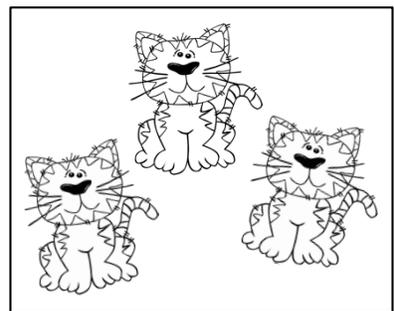
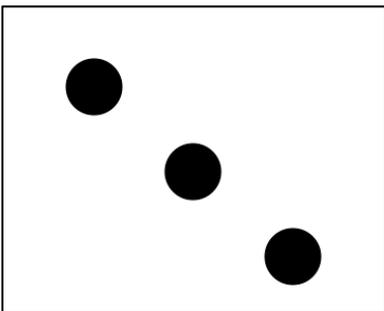
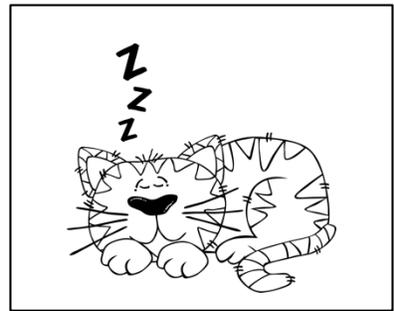
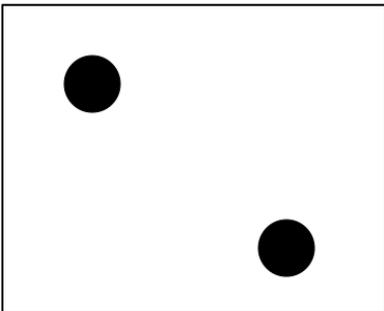
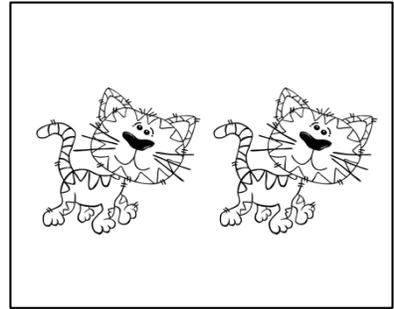
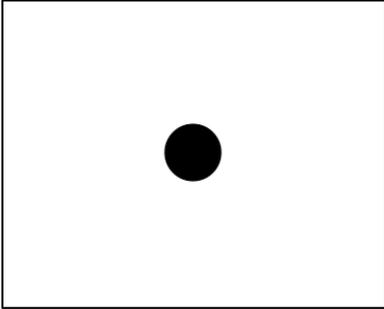
V W X Y Z

Name \_\_\_\_\_

Date \_\_\_\_\_

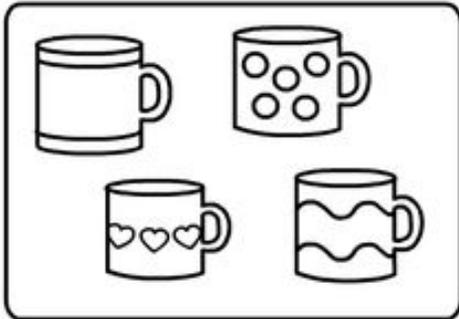
**Color 1 red, color 2 blue, color 3 green.**

**Draw a line to match the pictures.**

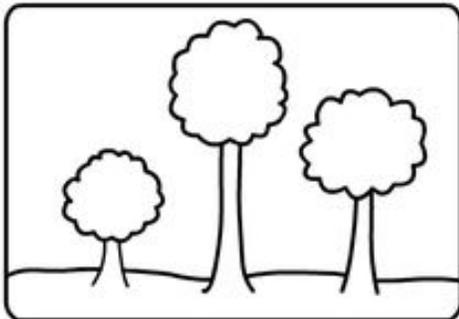


NAME: \_\_\_\_\_

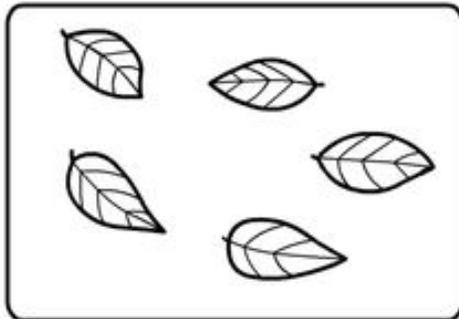
COUNT AND CIRCLE THE CORRECT NUMBER.



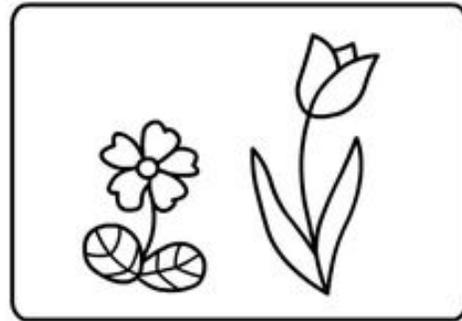
1 2 3 4 5



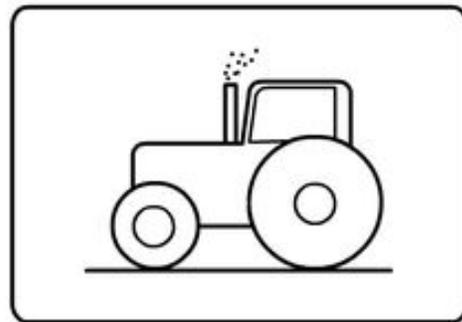
1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



Color the Cupcakes and Match the Number!



•

•

1



•

•

4



•

•

3



•

•

5



•

•

2

A A A A A A A

B B B B B B B

C C C C C C C

D D D D D D D

E E E E E E E

F F F F F F F

G G G G G G G

H H H H H H H

I I I I I I I

J J J J J J J J

K K K K K K K K

L L L L L L L L

M M M M M M M M

N N N N N N N N

O O O O O O O O

P P P P P P P P

Q Q Q Q Q Q Q Q

R R R R R R R R

S S S S S S S

T T T T T T T

U U U U U U U

V V V V V V V

W W W W W W W

X X X X X X X

Y Y Y Y Y Y Y

Z Z Z Z Z Z Z

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Asking Questions

RL.K.1: I can ask questions about a fiction book.



1. Read a book.



2. What are you wondering?

My Questions:

?

?

?

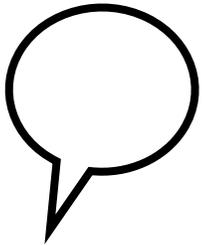
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Answering Questions

RL.K.1: I can answer questions about a fiction book.



1. Read a book.



2. Answer the questions.

who were the characters in the story?



where did the story happen?



when did the story happen?

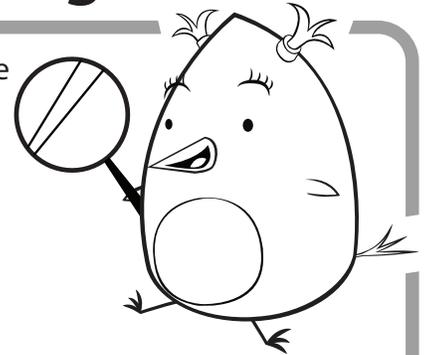


Name \_\_\_\_\_

Date \_\_\_\_\_

# At-Home Scavenger Hunt for Young Learners

**Directions:** Explore your home and the area around your home to find the items listed below. Once you find the item, write a check mark next to it.



## Inside

- Find something very soft.
- Find an animal in a book.
- Find a pair of matching socks.
- Find a photo of someone you love.
- Find a character eating in a book.
- Find someone being helpful in a book.
- Find a container that holds small things.
- Find two things that are green.
- Find an item that you can see yourself in.
- Find something that uses electricity.

**What is your favorite item from the indoor list? Draw it below.**