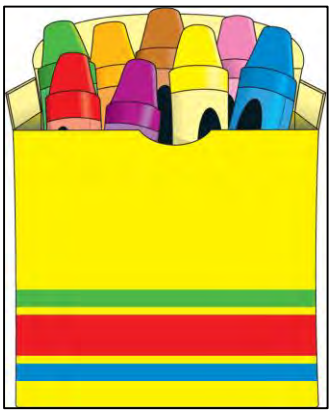
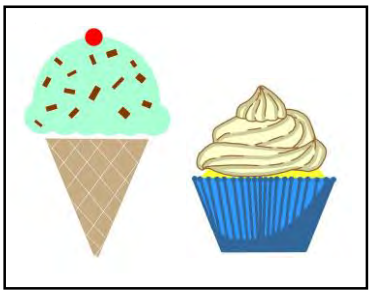
Brilla Public Charter Schools

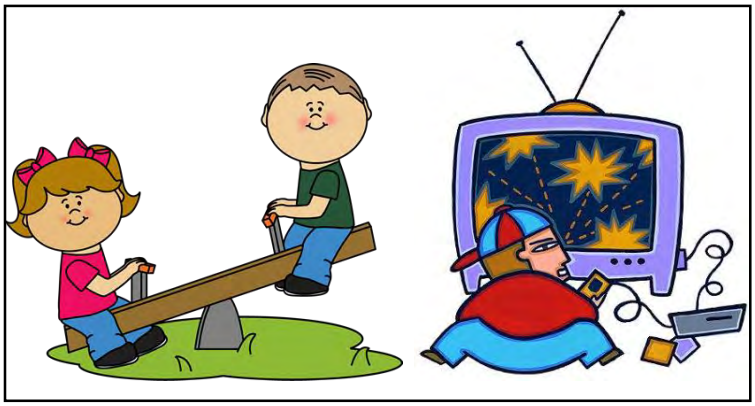
Ready for Kindergarten Packet

Week Seven

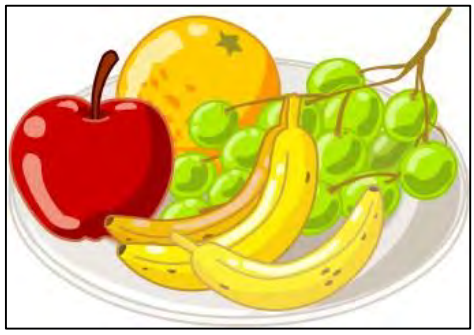
I can ask my friend a question .

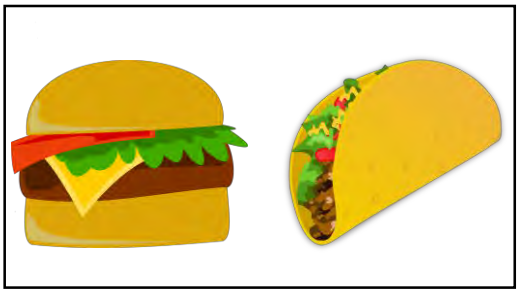






I can ask my friend a question .



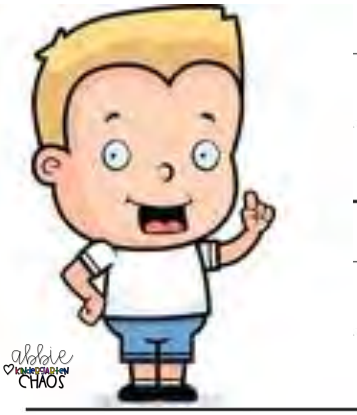


I can ask a question about the text.

I can ask a question about the text.

I can answer the question with an appropriate answer.

I can answer the question with an appropriate answer.



OPEN-ENDED QUESTIONS

WHAT WAS YOUR FAVORITE PART OF THE DAY? WHY?

WHAT MAKES A NICE FRIEND?

WHAT MAGIC POWER DO YOU WISH YOU HAD? WHY?

IF YOU COULD GO ANYWHERE, WHERE WOULD YOU GO? WHY?

WHAT DO YOU THINK THIS BOOK IS ABOUT?

WHAT'S ONE GOOD THING YOU'RE REALLY GOOD AT?

WHAT ARE YOU THANKFUL FOR TODAY? WHY?

WHAT DO YOU LIKE ABOUT SCHOOL? WHY?

WHAT ARE YOU MOST EXCITED ABOUT WITH (THE PARTY / THE SCHOOL PERFORMANCE / GOING TO THE RESTAURANT / ETC)?

WHAT DID YOU LIKE THE MOST ABOUT THE WEEKEND? WHY?

HOW DOES IT WORK?

HOW DID THAT HAPPEN?

WHY DID YOU CHOOSE (THAT BOOK / THAT SHIRT / THAT TOY)?

HOW ARE YOU PLANNING TO DO THAT?

WHAT COULD WE HAVE DONE INSTEAD?

WHAT ELSE CAN YOU USE?

HOW ARE THESE THE SAME / DIFFERENT?

WHY IS IT IMPORTANT?

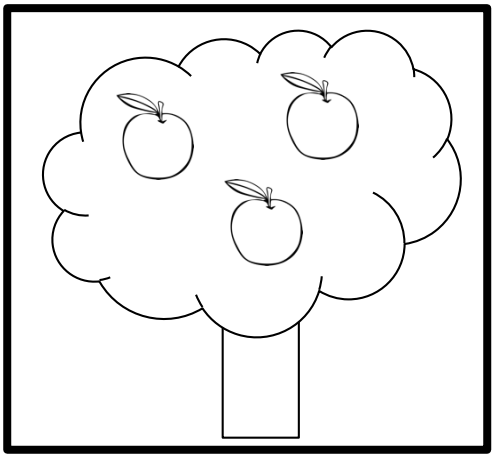
WHAT DOES THIS REMIND YOU OF? WHY?

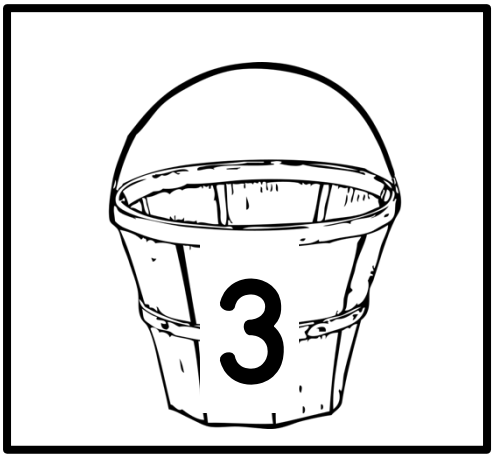
SHOW ME WHAT YOU CAN DO WITH IT.

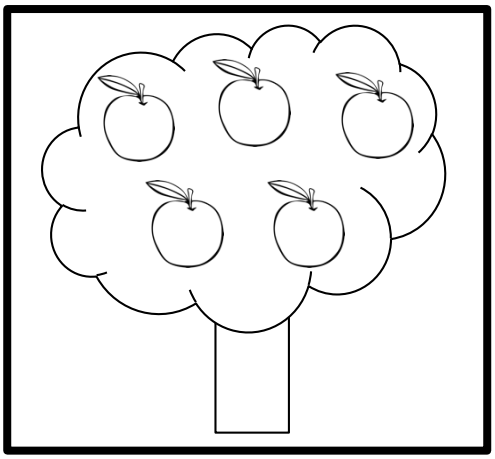
TELL ME WHAT HAPPENED.

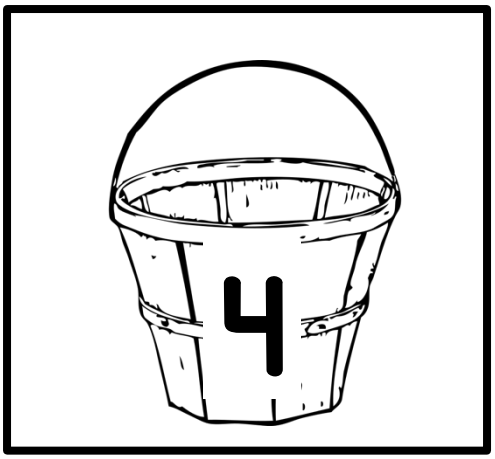
Name _____ Date _____

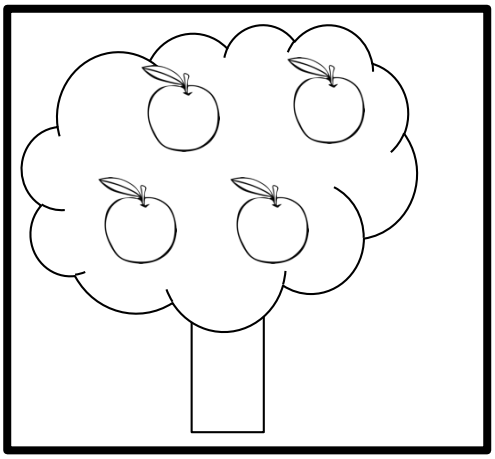
Draw a line to match.

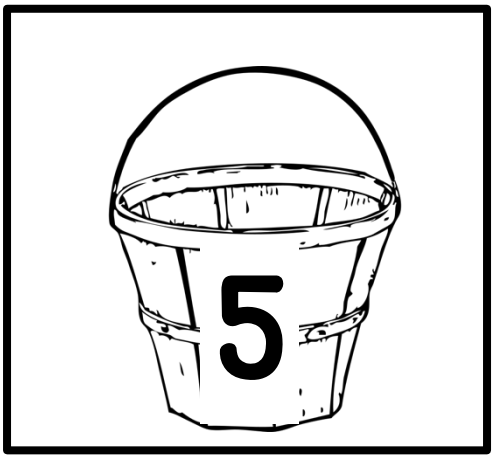












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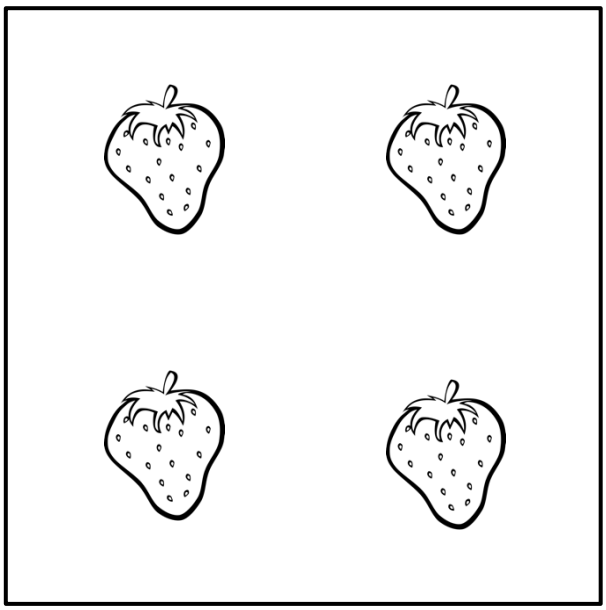
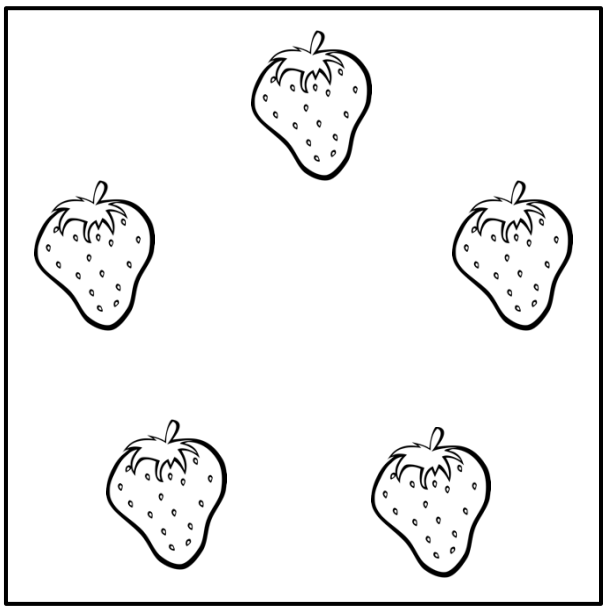
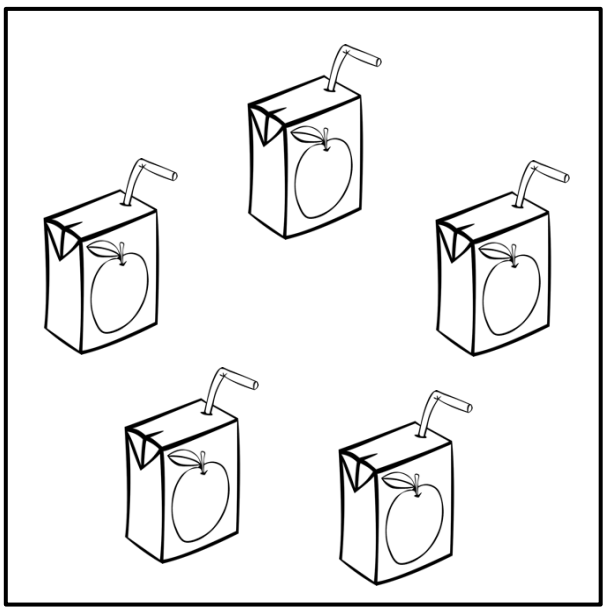
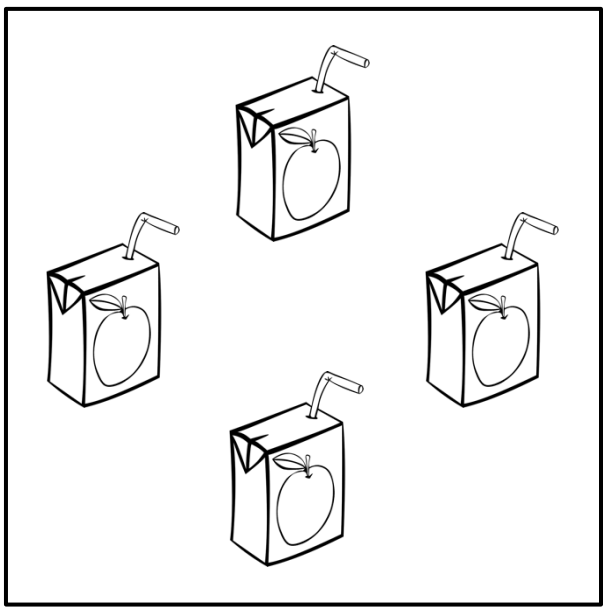
Name _____ Date _____

Color, touch, and count. Write the number below in the box.









Name _____ Date _____

Lowercase Rainbow Letters

Trace each lowercase alphabet letter with a colored pencil. Trace each letter again with a different colored pencil. Repeat several times to create rainbow letters.

Name: _____ Date: _____

Color the Letters!

Color the boxes with uppercase A's red, the boxes with the uppercase B's blue, and the boxes with the uppercase C's yellow. Can you spot the hidden picture?

Bonus: Find all of the lowercase letters and color them green.

b	a	c	A	b	c	a
a	c	A	B	A	b	c
c	B	b	A	a	C	b
B	C	B	a	C	A	C
b	B	a	c	b	C	a

Brilla Public Charter Schools

Ready for Kindergarten Packet

Week Eight

CALM DOWN CARDS

directions: These self-regulation cards can support your child in learning how to deal with big feelings.

1. Teach your child how to participate in each calming strategy (use the blank cards to create your own).
2. Model how to use calming strategies when you are upset to support your child.
3. Place the cards in a basket or jar where your child can easily access them. Prompt your child to choose a strategy when they are dealing with big feelings.

I can take deep breaths.

I can use a weighted blanket.

I can use a calming jar.

I can swing.

I can listen to music.

I can ask to be alone.

BLANK CARDS

directions: Design your own calm down cards using the template below.

Name _____ Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions. Use the blank templates to create additional feelings cards.

Angry

Annoyed

Anxious

Bored

Name _____ Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions. Use the blank templates to create additional feelings cards.

Brave

Calm

Confident

Confused

Name _____ Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions. Use the blank templates to create additional feelings cards.

Creative

Curious

Determined

Embarrassed

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Name _____ Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions. Use the blank templates to create additional feelings cards.

Excited

Focused

Frustrated

Gloomy

Name _____ Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions. Use the blank templates to create additional feelings cards.

Grumpy

Grateful

Happy

Hopeful

Name _____ Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions. Use the blank templates to create additional feelings cards.

Hurt

Inspired

Lonely

Moody

Name _____ Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions. Use the blank templates to create additional feelings cards.

Nervous

Peaceful

Proud

Relaxed

Name _____ Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions. Use the blank templates to create additional feelings cards.

Sad

Shy

Silly

Stressed

Name _____ Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions. Use the blank templates to create additional feelings cards.

Strong

Tender

Tired

Worried

Circle the Sound Picture

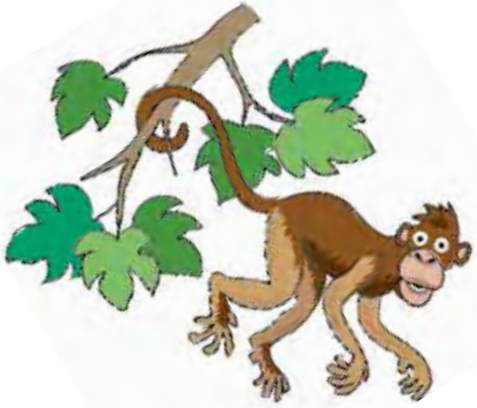
First, ask students to name the pictures on the page. Then, ask students with which sound the word starts. Finally, have the student circle the sound picture of the sound with which the word begins, choosing between **m**, the sound picture for **/m/** as in *monkey* or **a**, the sound picture for **/a/** as in *apple*.

m a

m a

m a

m a

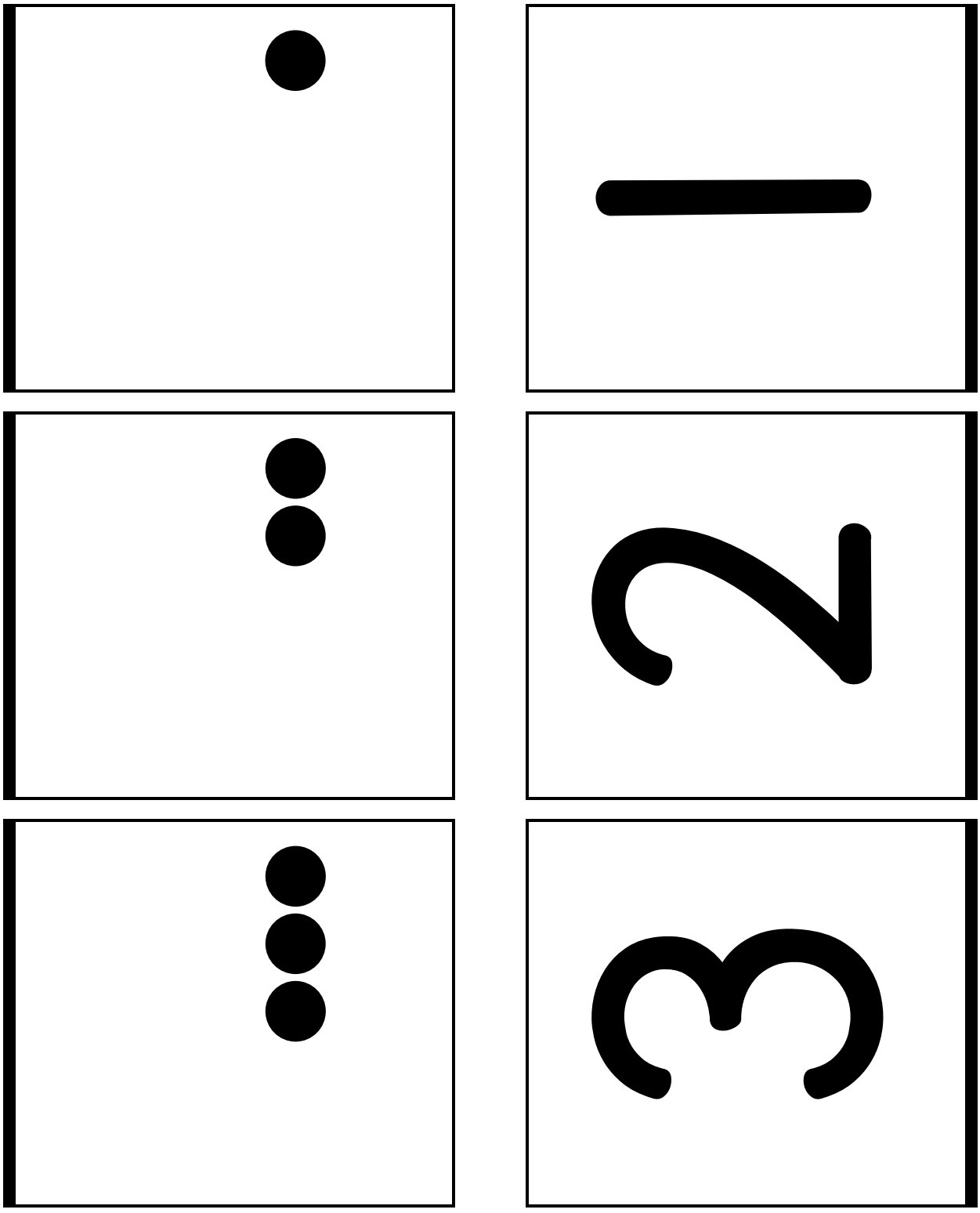


m a

m a

moon, acrobat, apple, alligator, monkey, mittens

Cut out the number and dot cards. Mix up the cards. Then, play a matching game.



numeral cards

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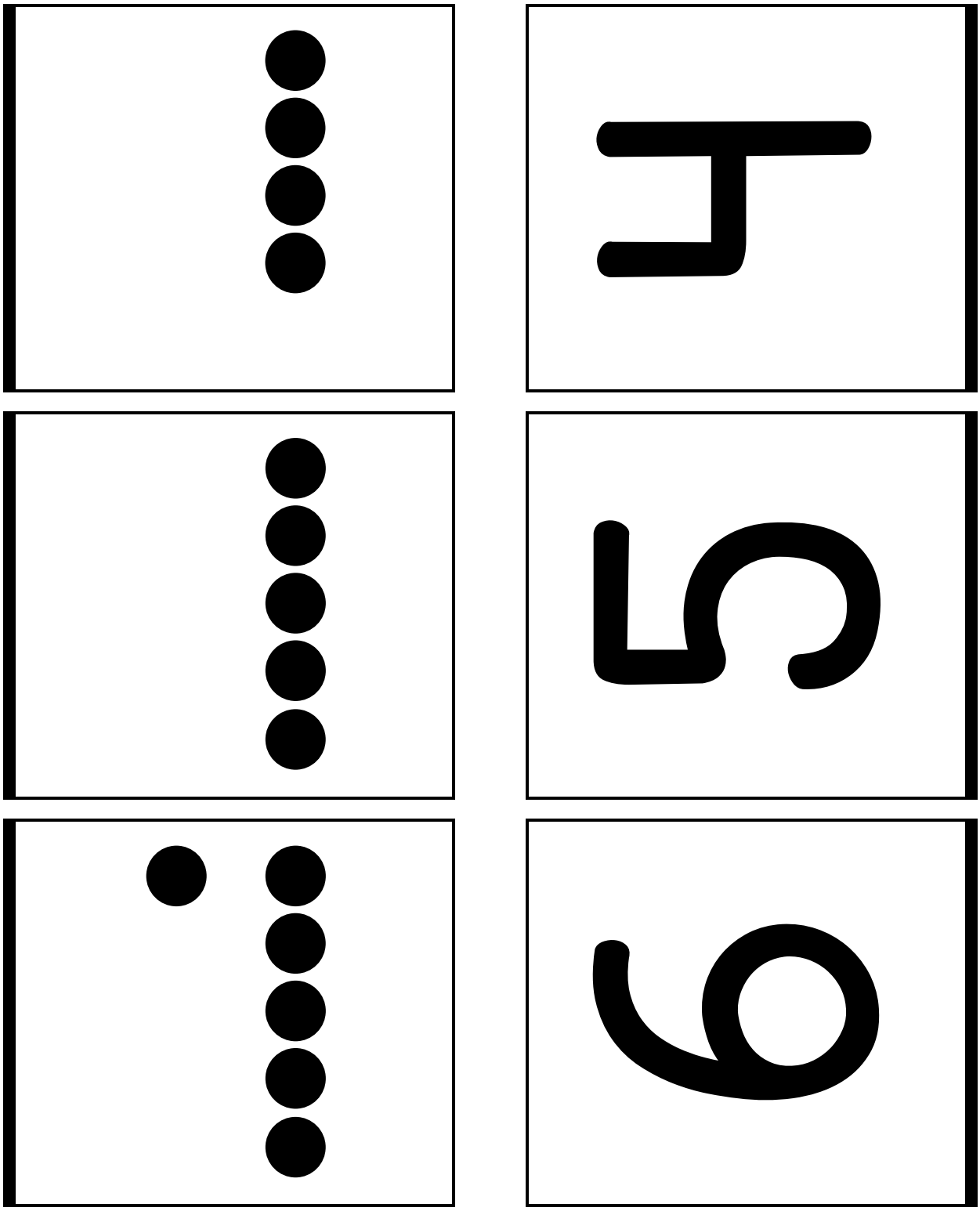

numeral cards

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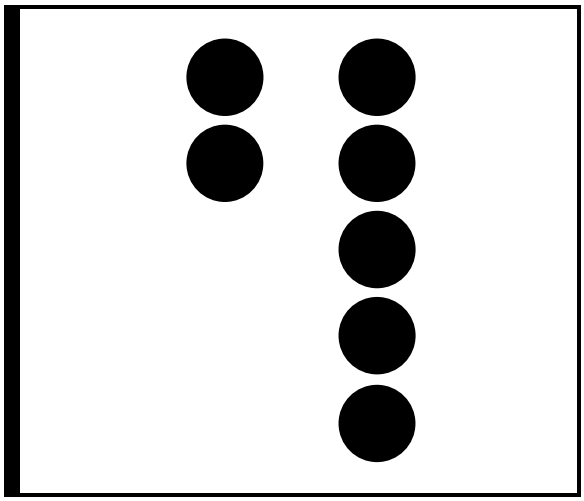

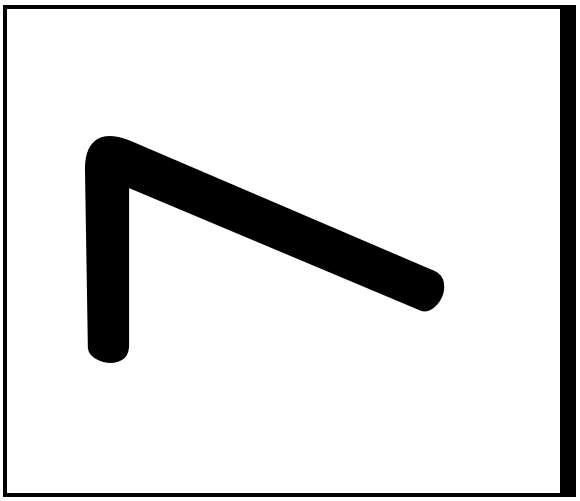

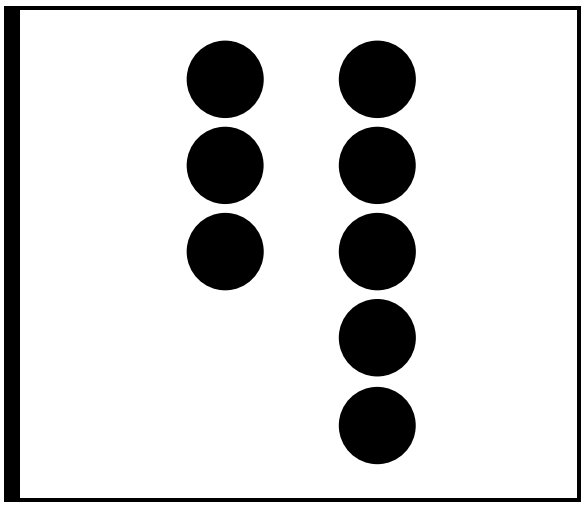

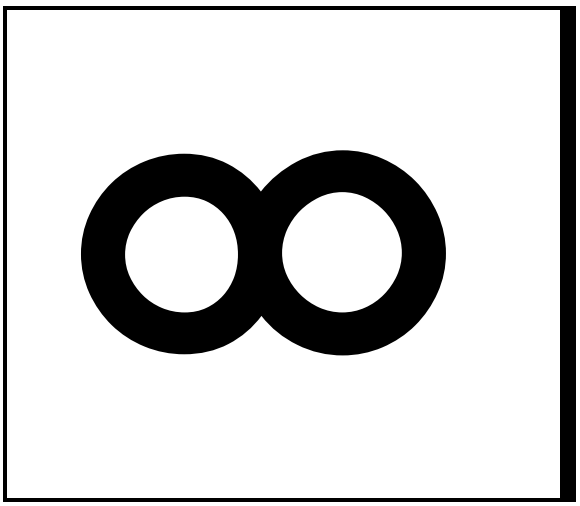

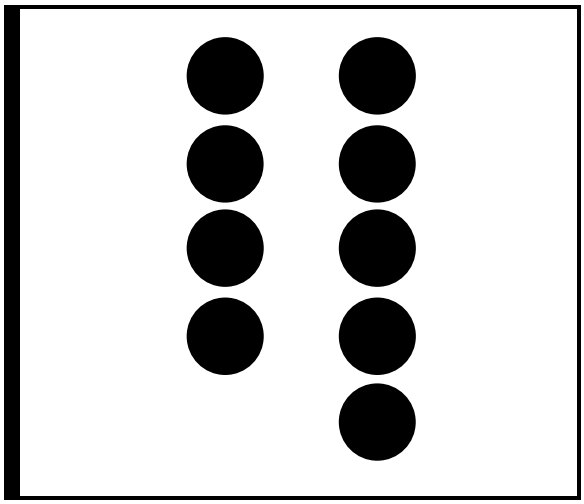

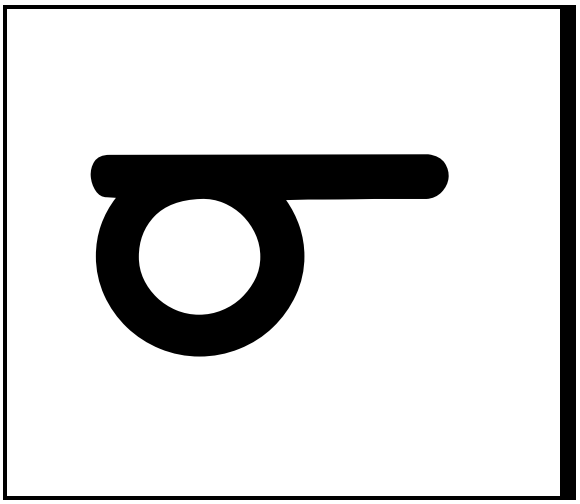

numeral cards

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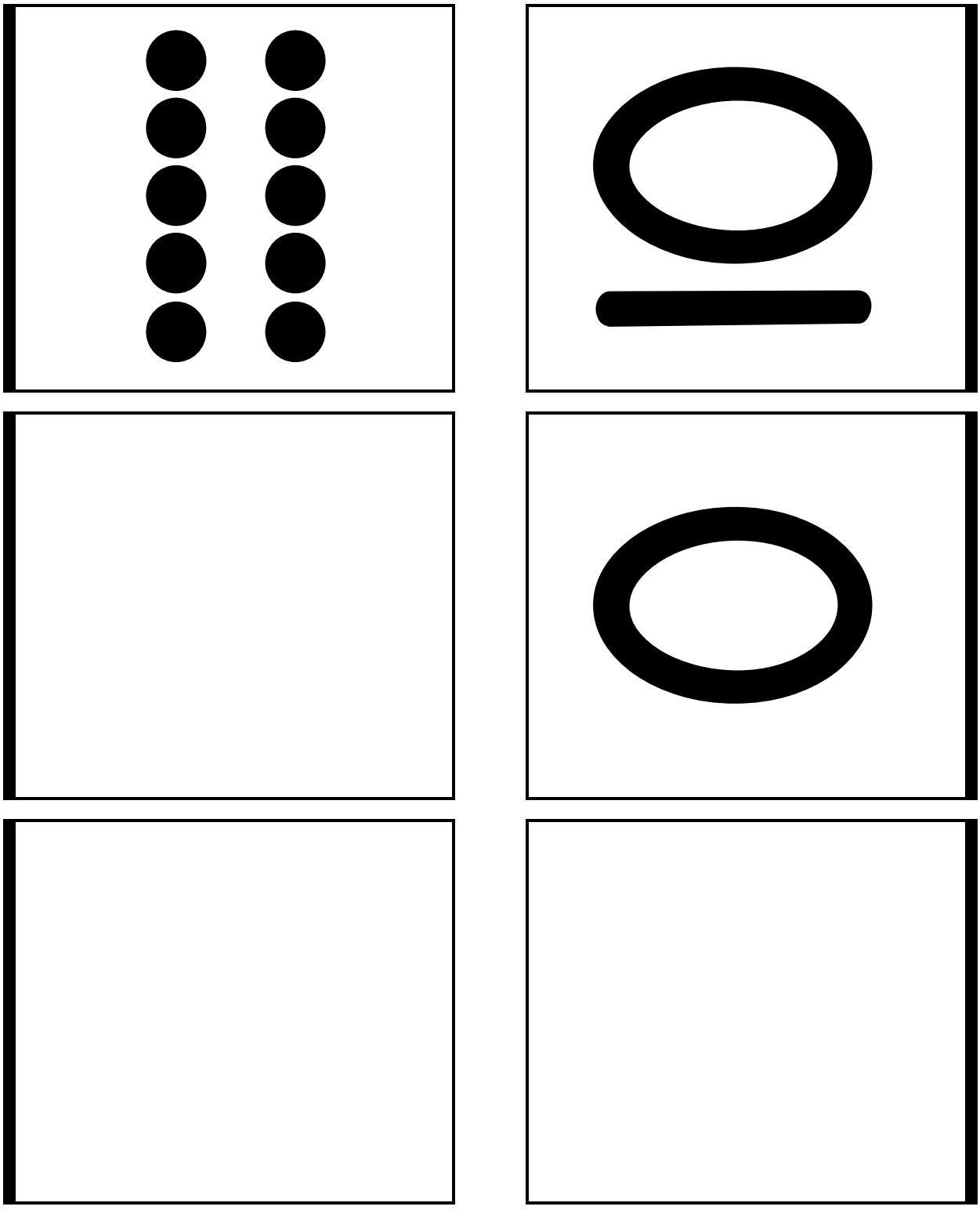

numeral cards

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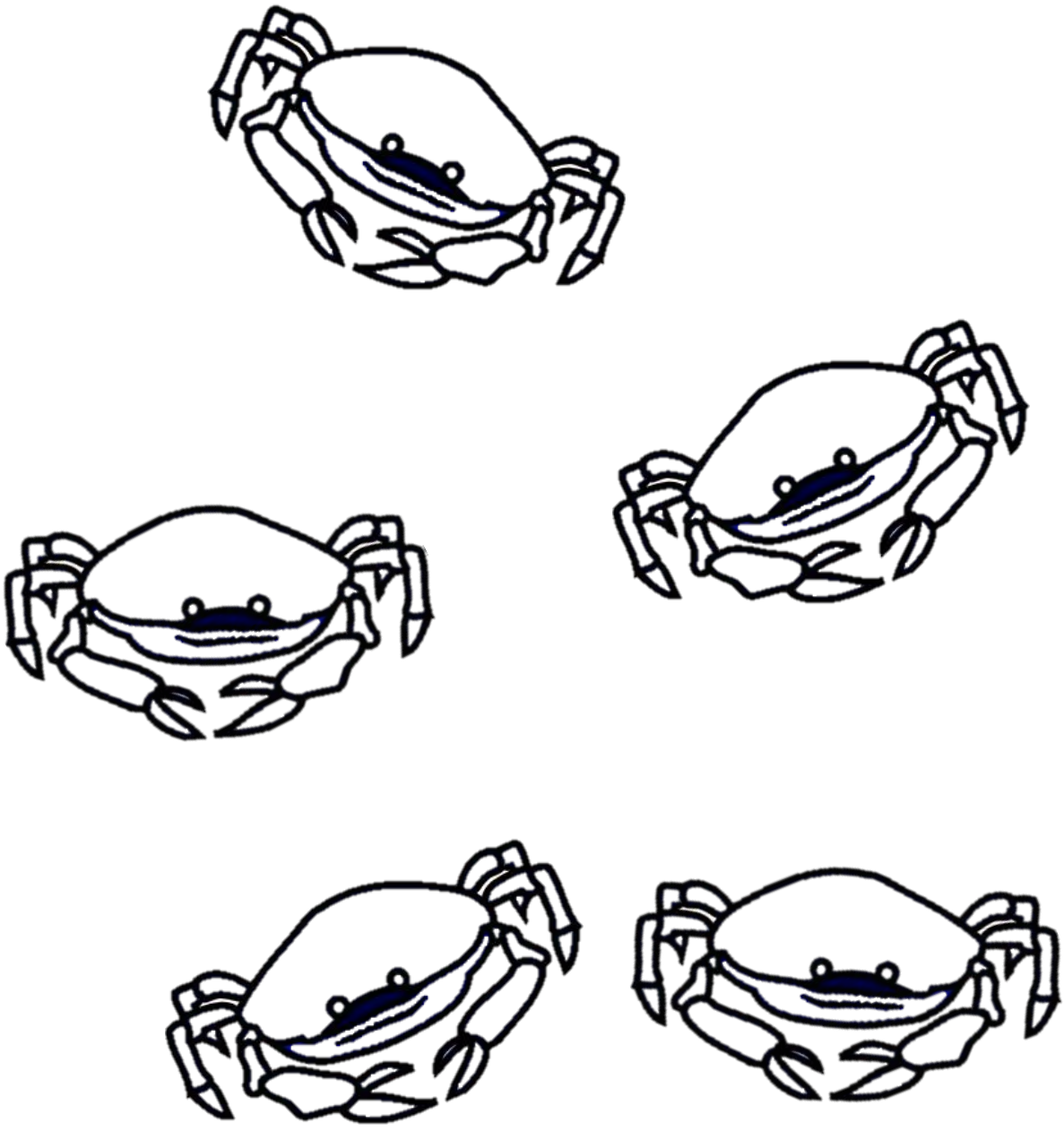
Color 4 crabs.



crab coloring page

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Five Little Crabs

5 little crabs, wiggling on the shore,

Swoosh went the waves, and then there were 4.

4 little crabs, happy as can be,

Swoosh went the waves, and then there were 3.

3 little crabs, their legs turning blue,

Swoosh went the waves, and then there were 2.

2 little crabs, having lots of fun,

Swoosh went the waves, and then there was 1.

1 little crab, looking all alone,

Swoosh went the waves, and carried him home.

"Five Little Crabs"

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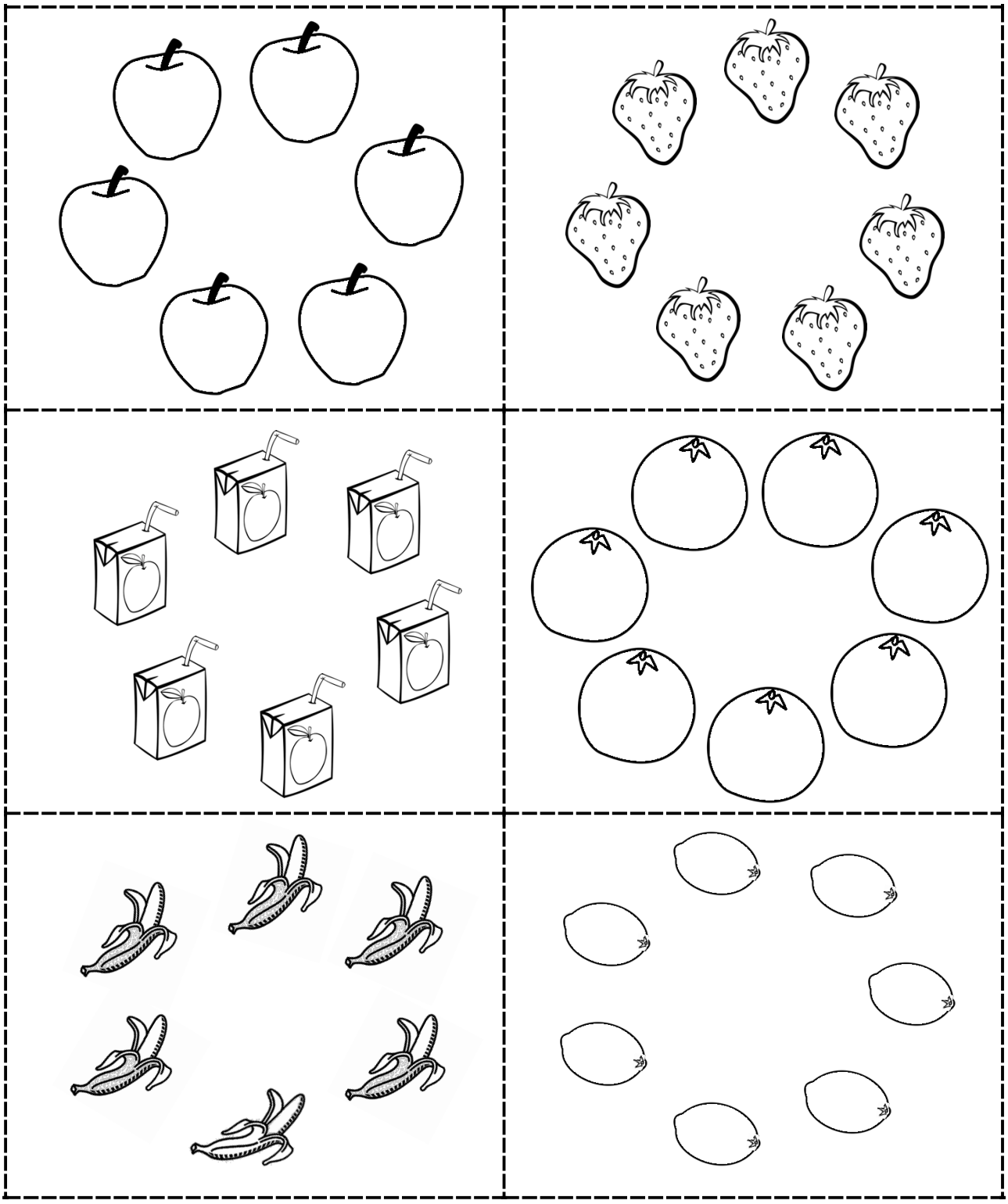
Count the objects and write the number in the middle of each circle.



circular configuration cards

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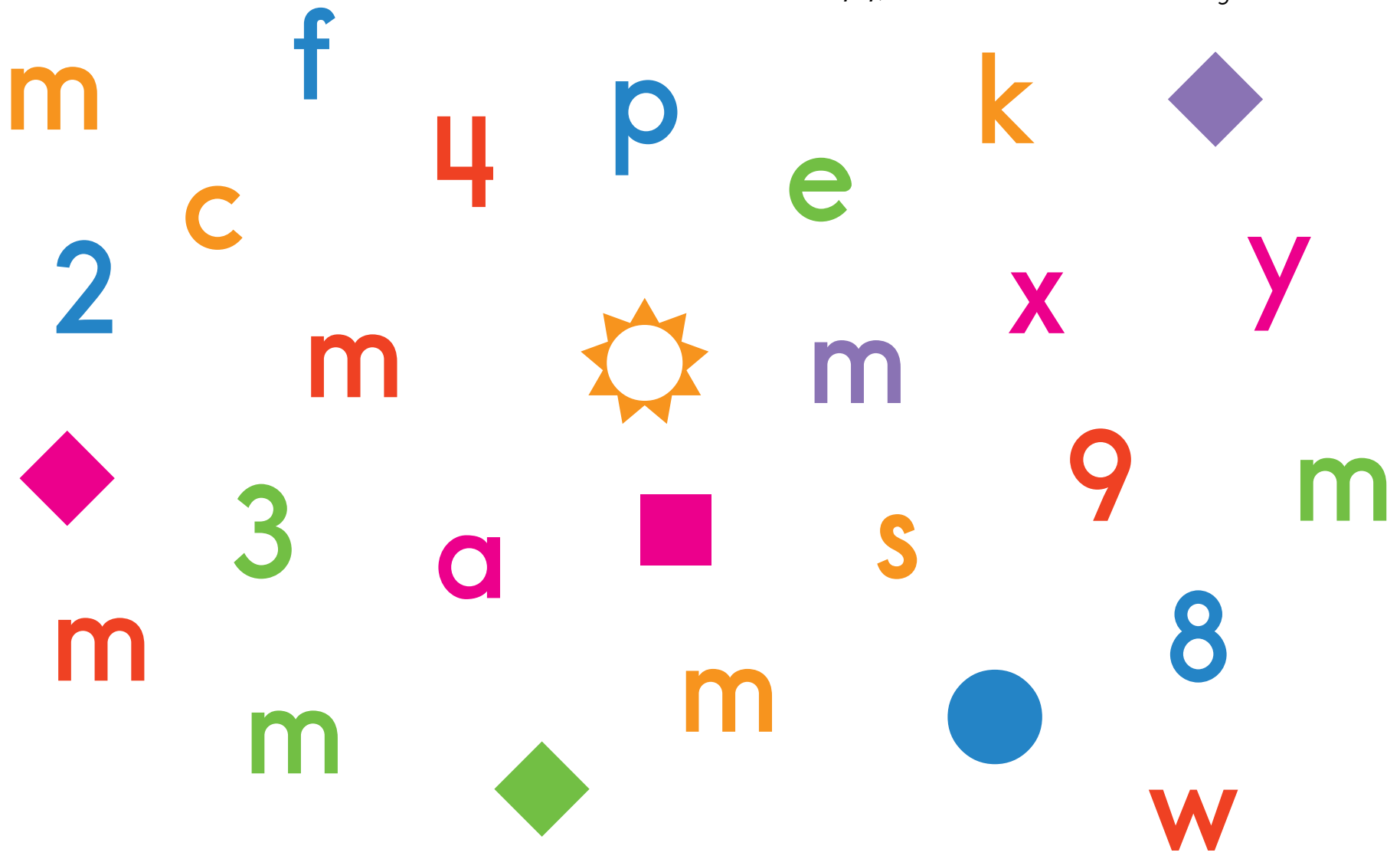
Circle the Sound Picture: m

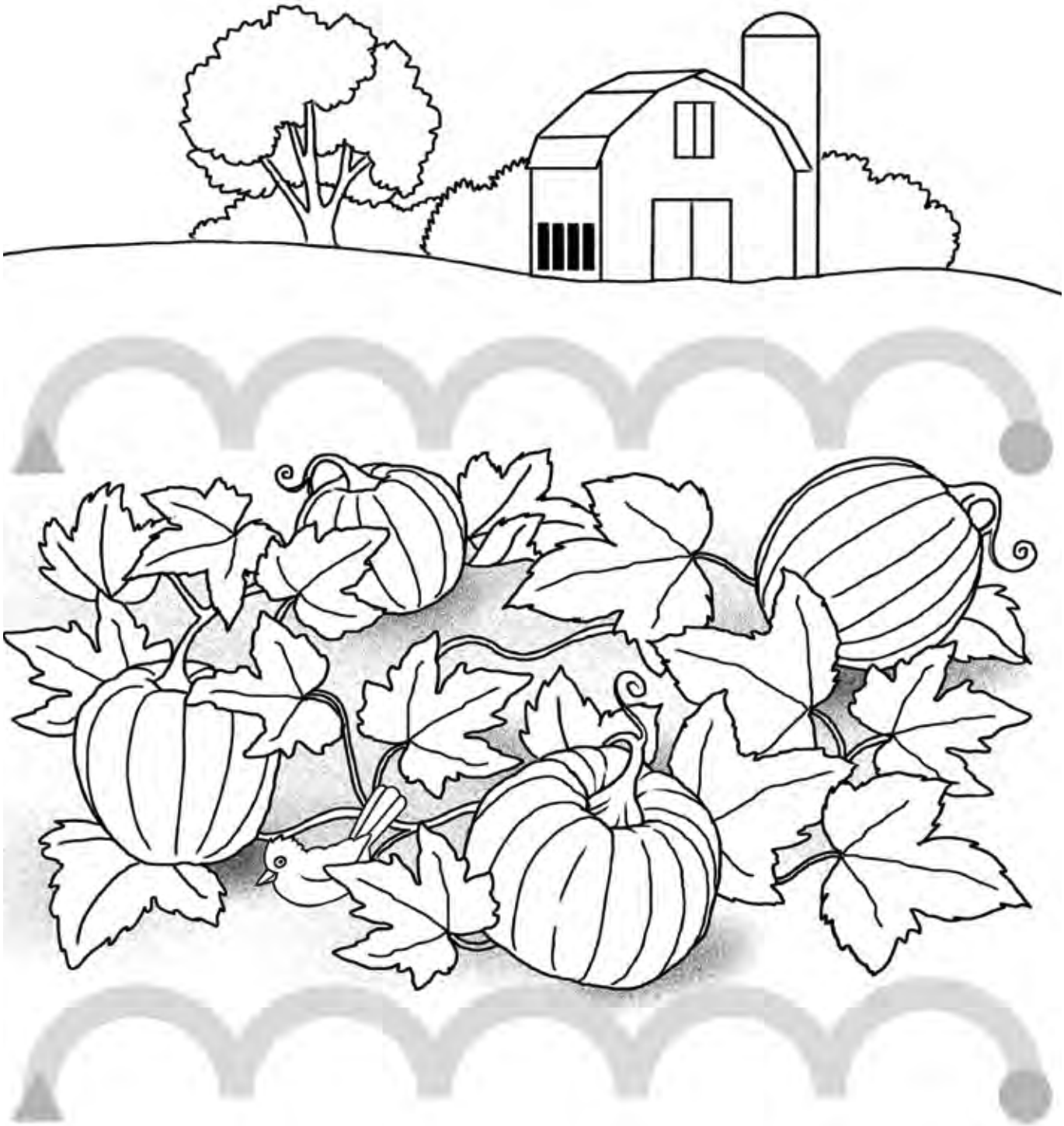
Help students identify and circle all sound pictures showing **/m/**. Help students remember what the sound picture **/m/** looks like by drawing it on a sheet of paper or having students draw it on paper or in the air. If a picture does not show the sound picture for **/m/**, students should draw a line through it.



The Pumpkin Patch

***Color this picture in the lines.**
Be sure to use at least 5 colors.*

A little fence marks the pumpkin patch.
Make some bridges; make them match.
Line them up along the ground;
make lots of humps and make them round.



Head and Shoulders, Knees and Toes

Head and shoulders,
knees and toes,
knees and toes.
Head and shoulders,
knees and toes,
knees and toes.
Eyes and ears
and mouth and nose.
Head and shoulders,
knees and toes,
knees and toes!

Brilla Public Charter Schools

Ready for Kindergarten Packet

Week Nine

The Backyard

A Reading A–Z Level aa Leveled Book

Word Count: 16

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

Reading a-z

Visit www.readinga-z.com for thousands of books and materials.

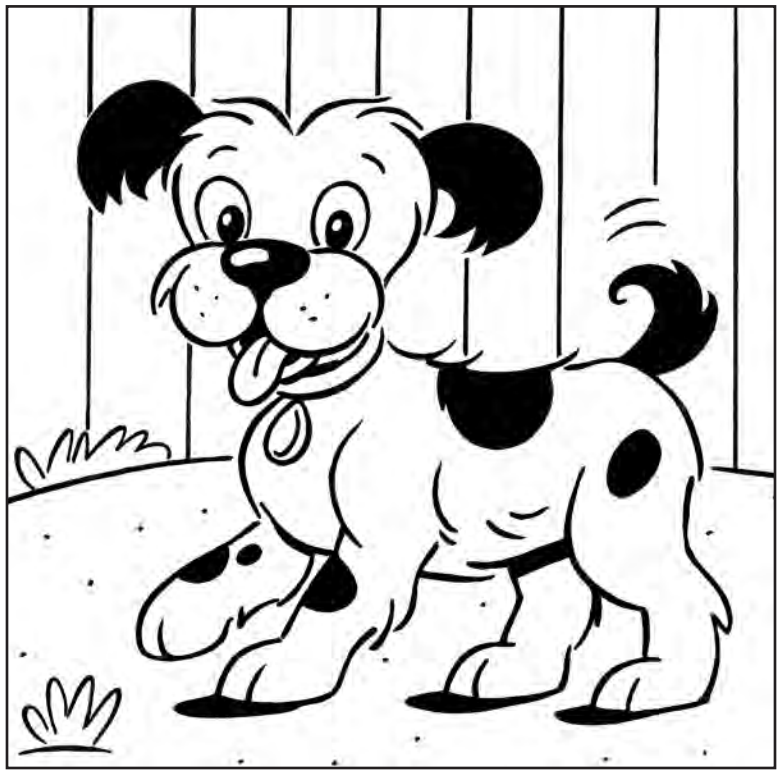
LEVELED BOOK • aa

The Backyard

Written and Illustrated by Nora Voutas

www.readinga-z.com

The Backyard



Written and Illustrated by Nora Voutas

www.readinga-z.com

The Backyard
Level aa Leveled Book
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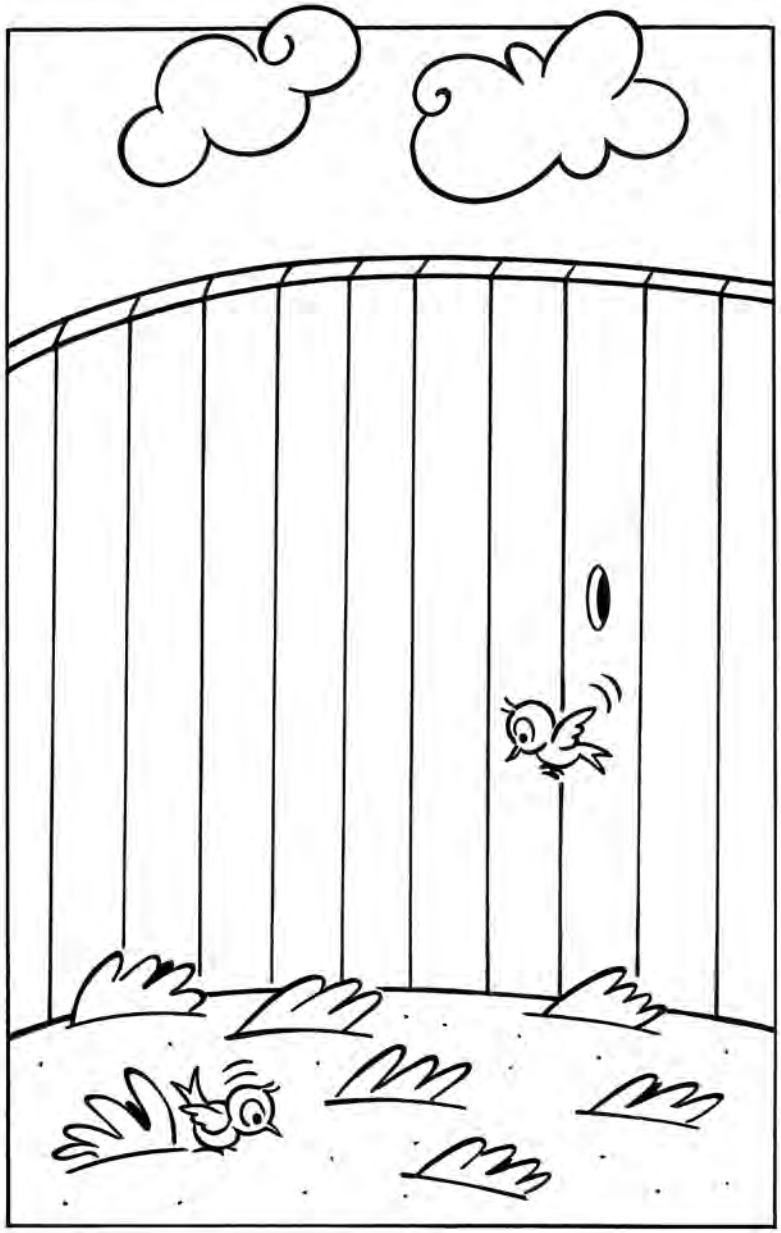
Correlation

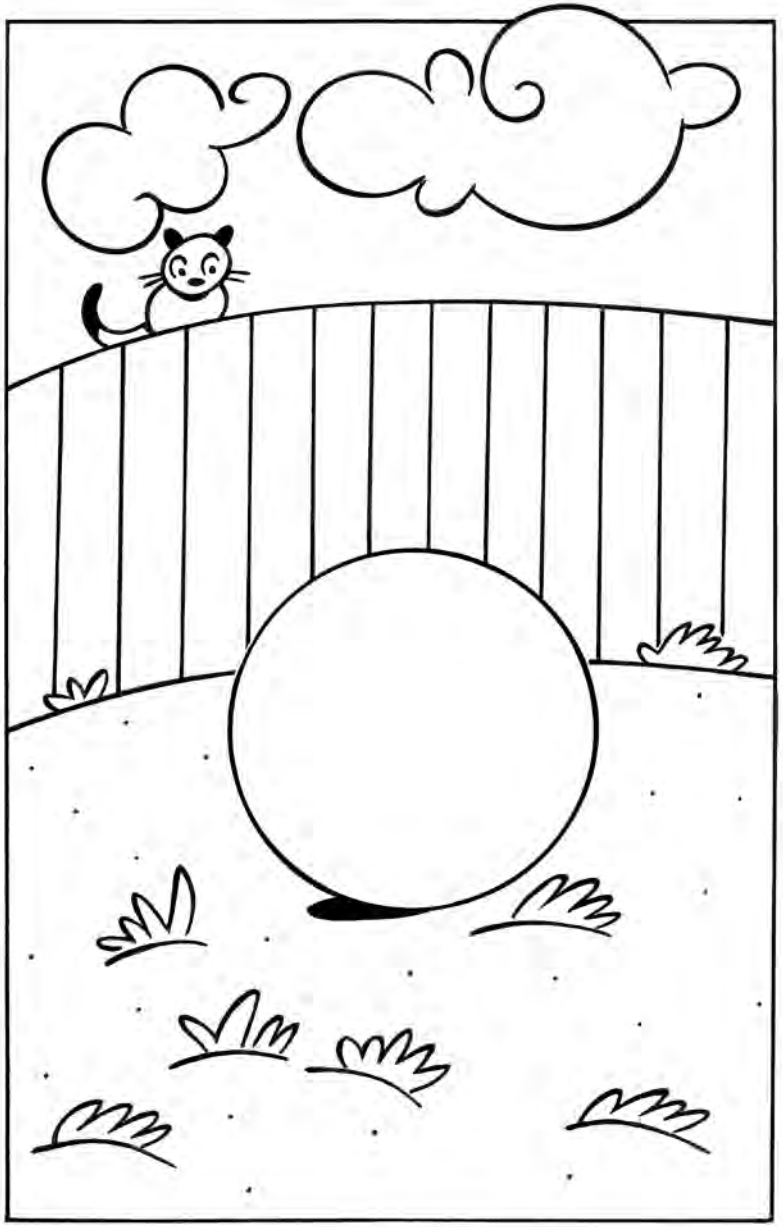
LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The fence.

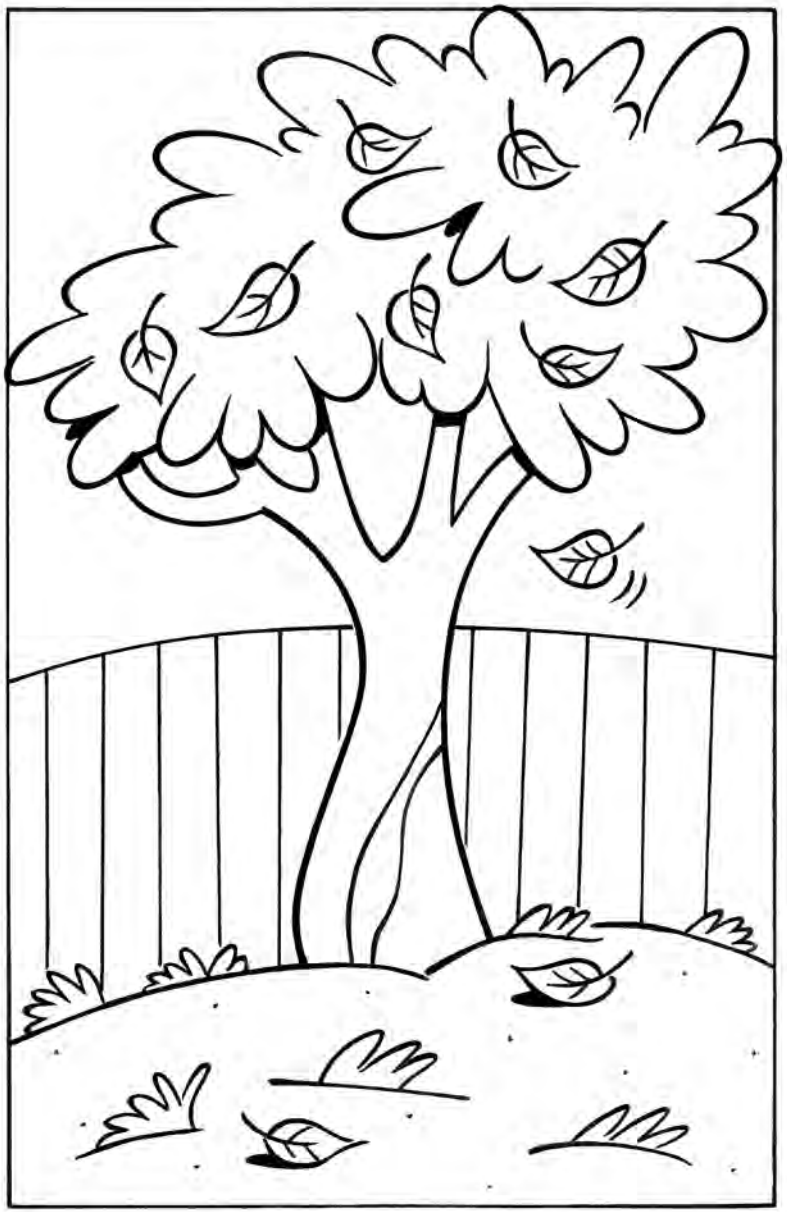
The dog.

The swing.

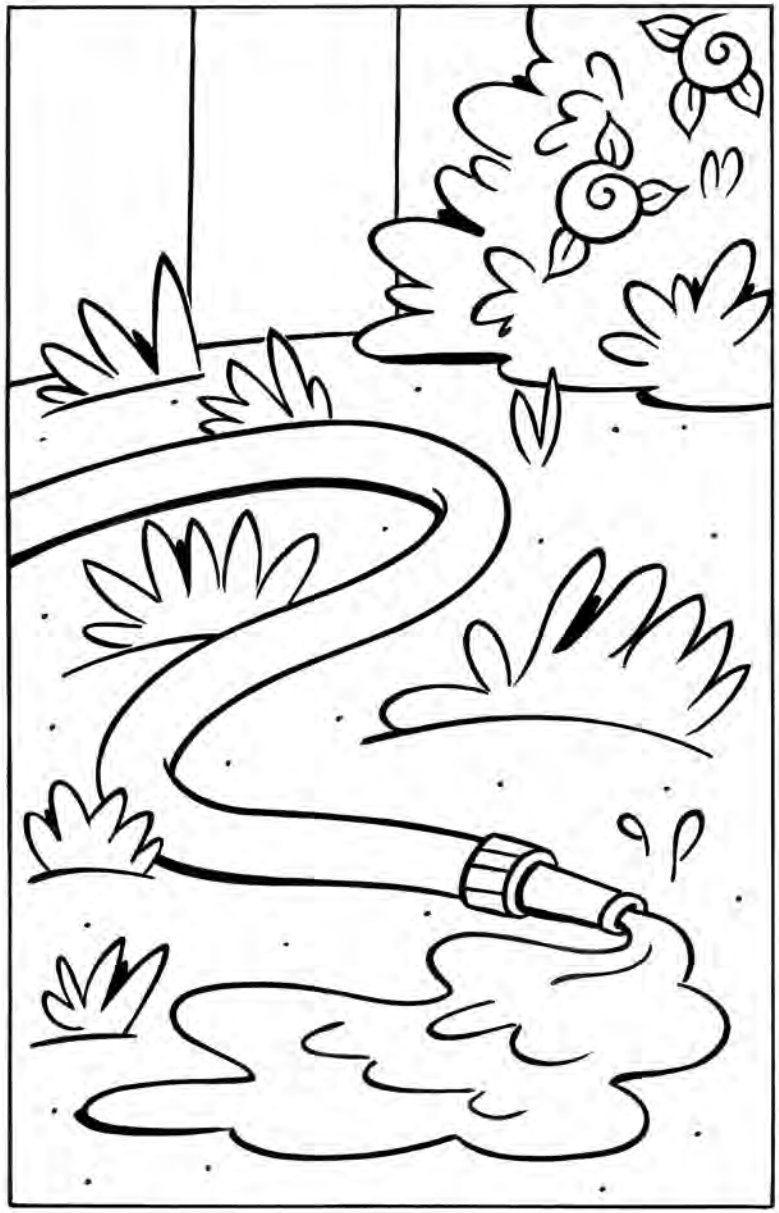


The ball.

The flowers.



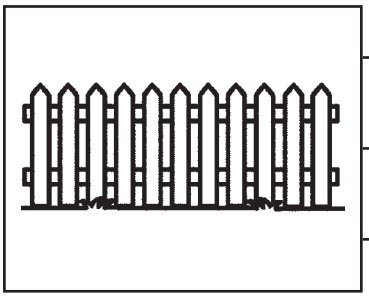
The tree.



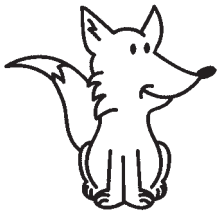
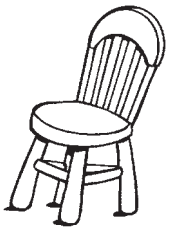
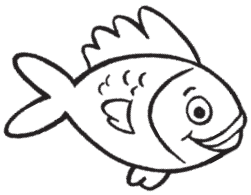
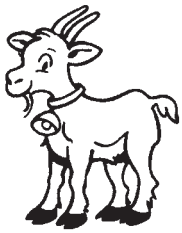
The hose.

The backyard.

Name _____



Ff

4		
		

Instructions: Name each picture with students. Have them write the upper- and lowercase *Ff* under the pictures that begin with the /f/ sound. Have students draw a picture of something that begins with the letter *Ff* in the blank box.

Five Little Fishies

Five little fishies swimming in the sea (hold up 5 fingers),

Teasing Mr. Shark (make silly, teasing faces),

"You can't catch me, you can't catch me" (in a singsong, teasing tone).

Along comes Mr. Shark, as quiet as can be (quiet voice and slither hands)

And SNAPPED one fish right out of the sea! (Clap hands on "snapped.")

Repeat with

- Four little fishies…
- Three little fishies…
- Two little fishies…
- One little fishy…

"Five Little Fishies"

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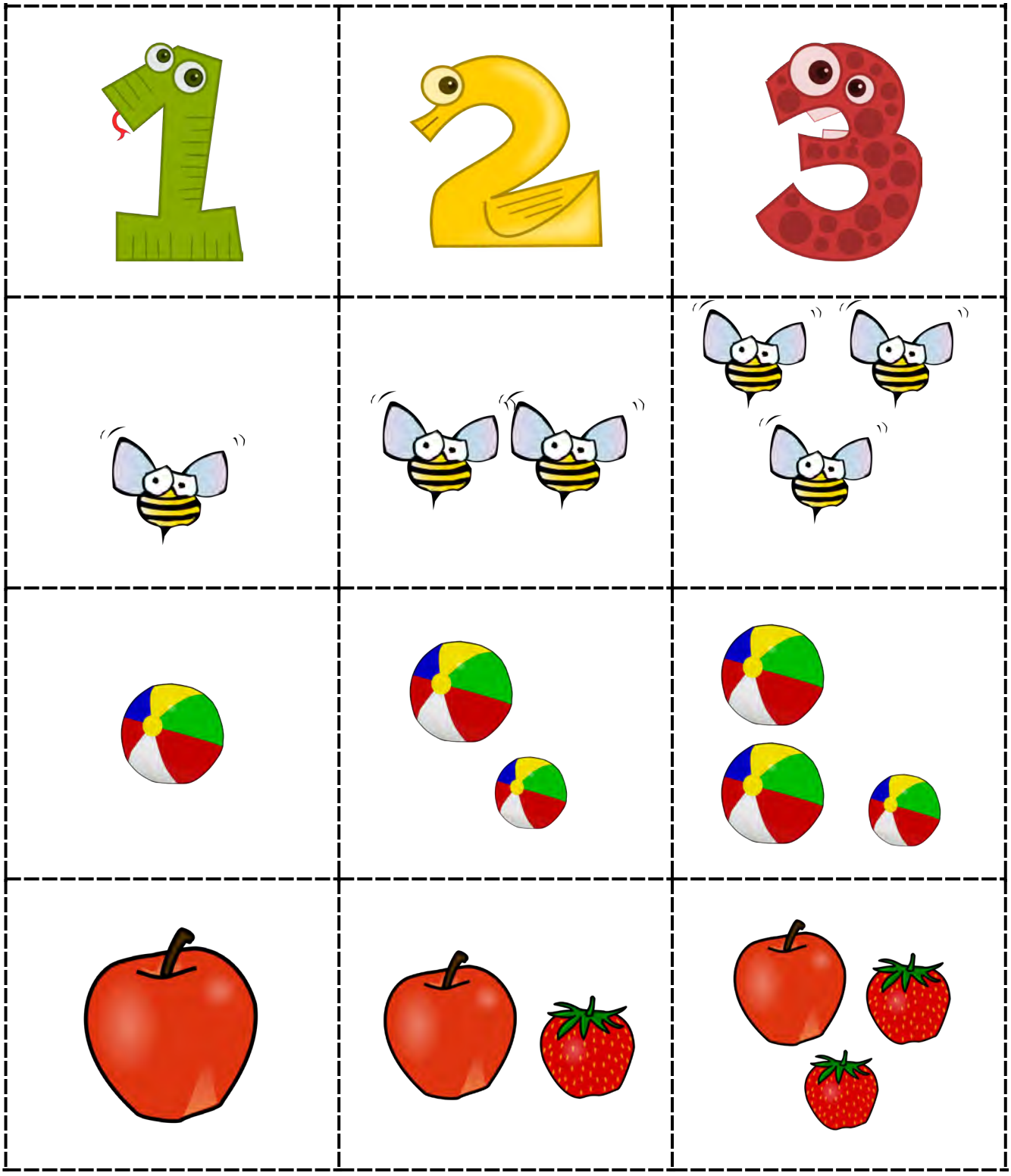
Cut out the number and dot cards. Mix up the cards. Then, play a matching game.



cutouts 1–5

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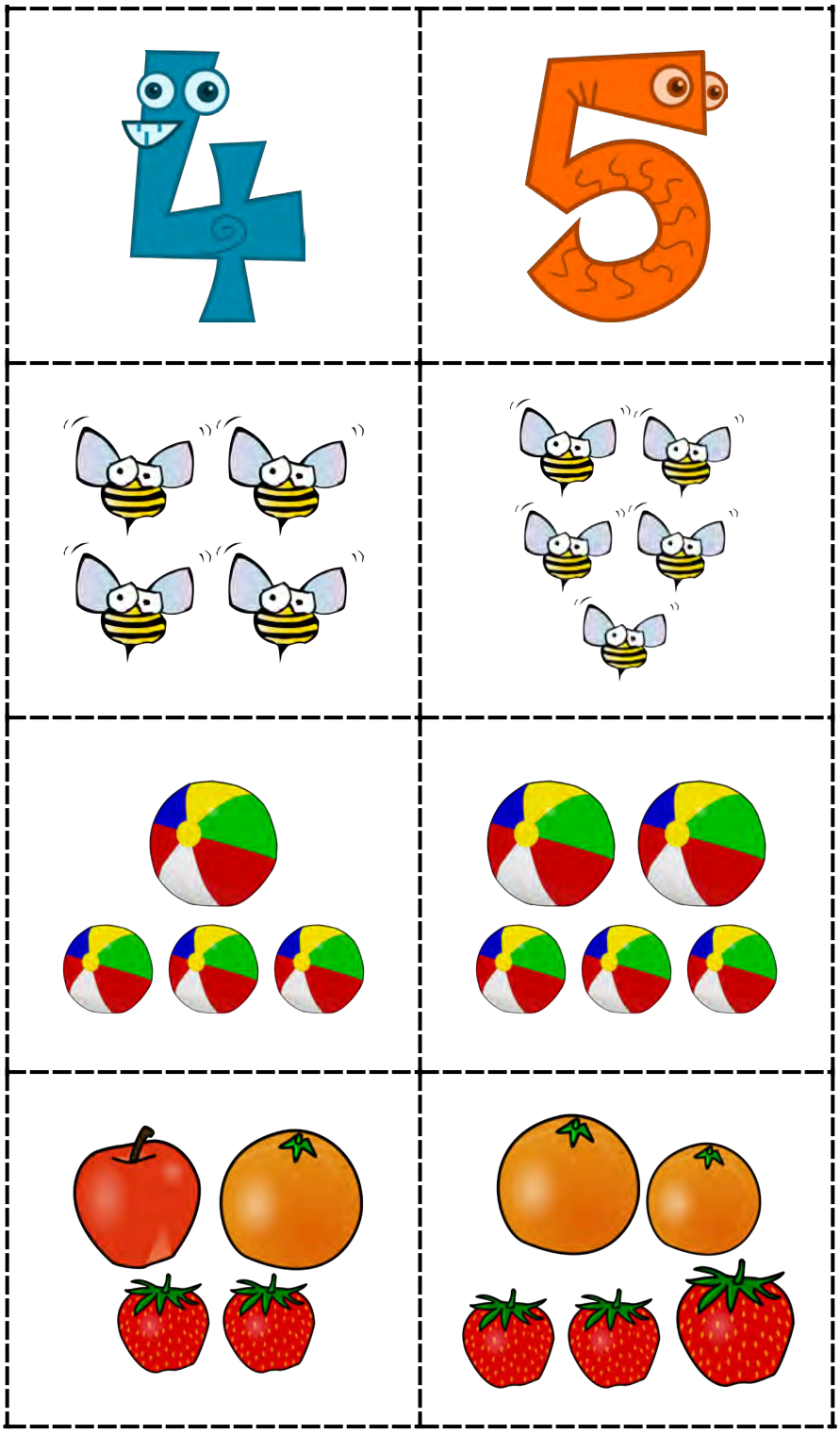

cutouts 1–5

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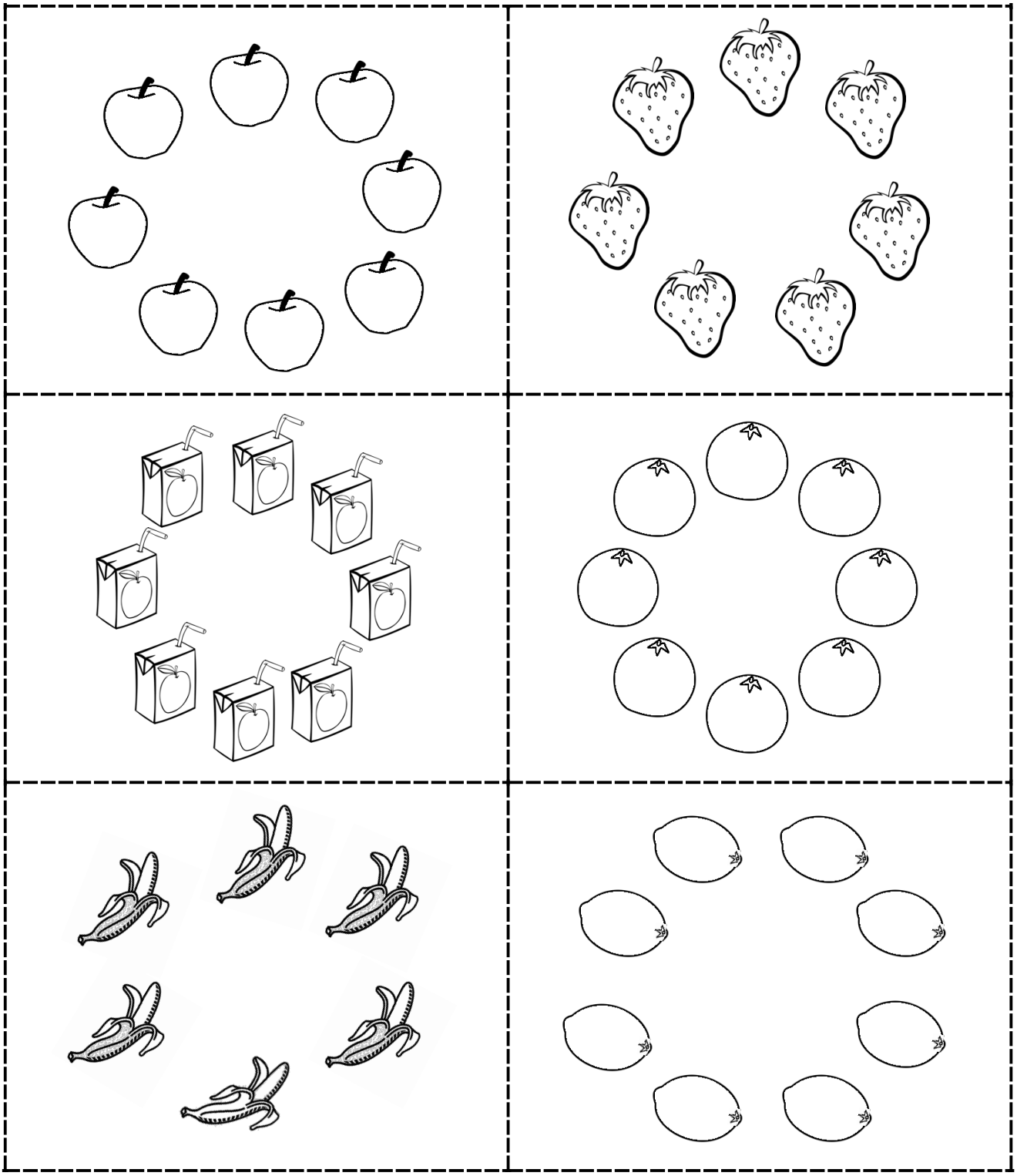
Count the objects and write the number in the middle of each circle.



circular configuration cards

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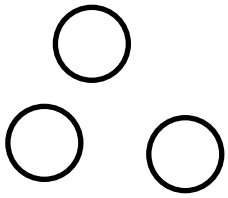
Circle the Number

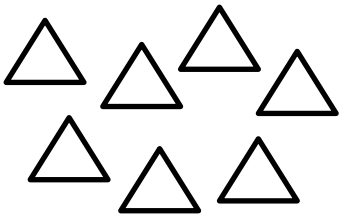
Name: _____ **Date:** _____

Circle the number that matches the amount of objects.

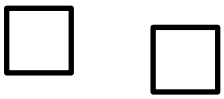
4 5 7



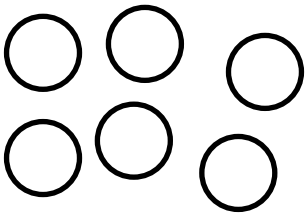
1 2 3



4 7 9

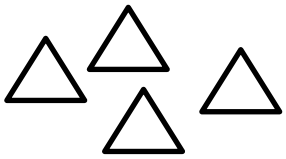


2 4 6

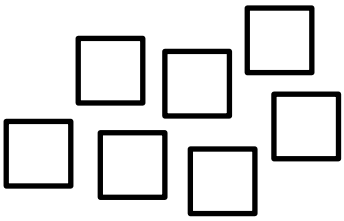


6 7 8

0 1 9

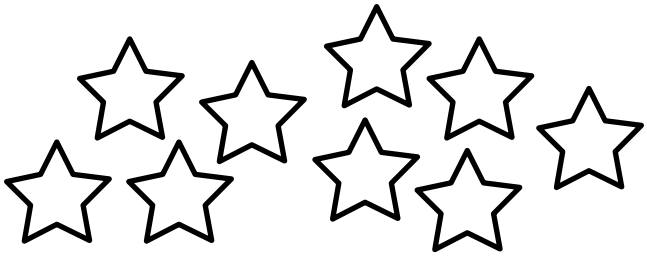


3 4 5

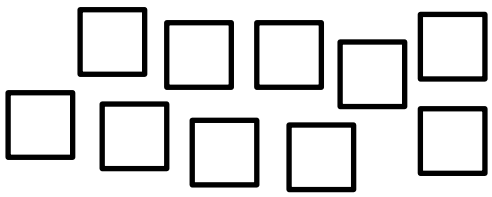


7 8 9

0 9 2

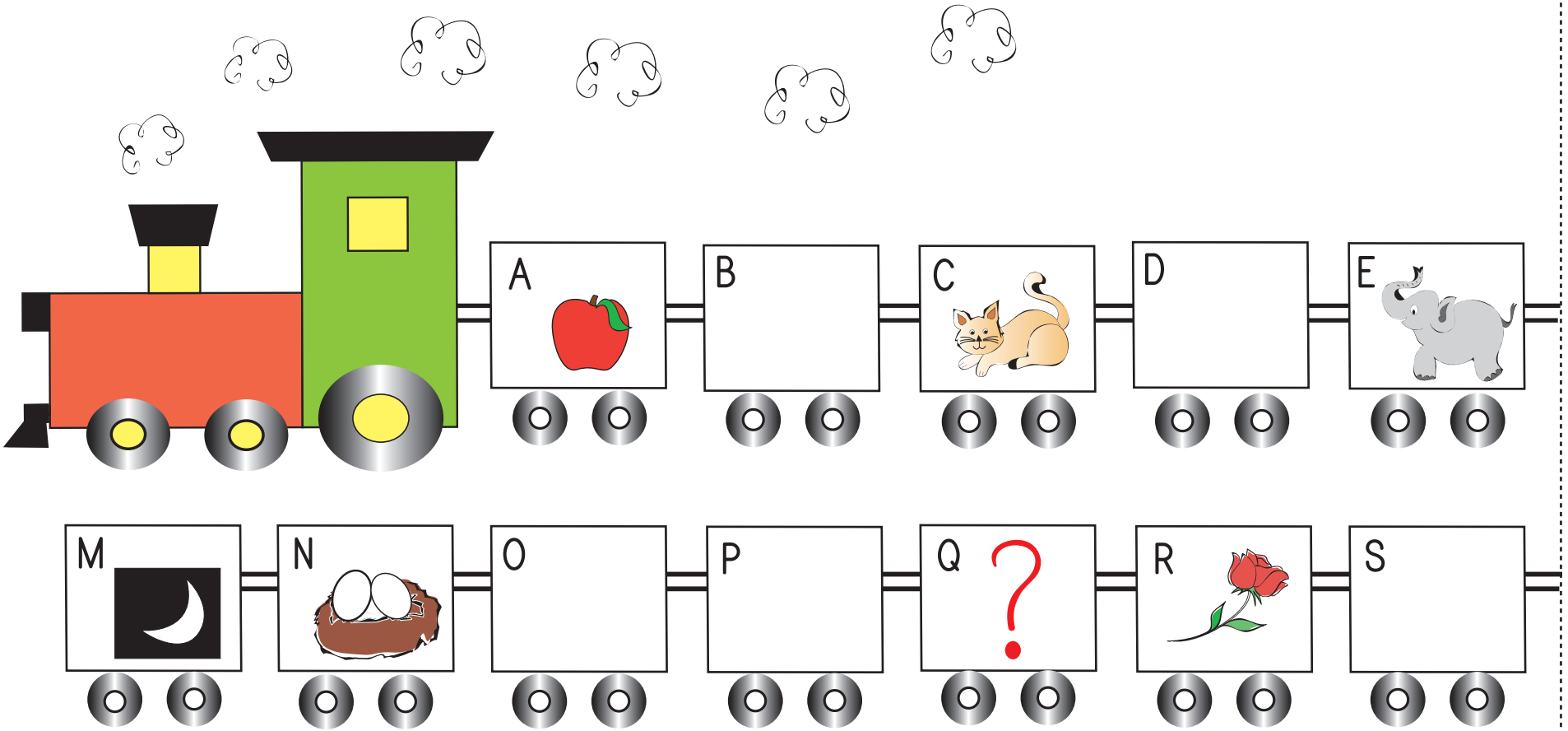


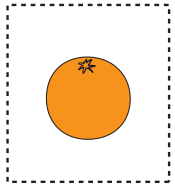
7 8 9

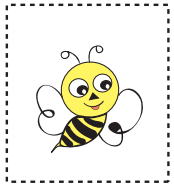


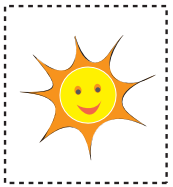
1 4 10

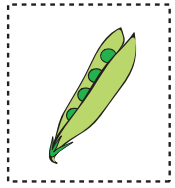
ALPHABET TRAIN





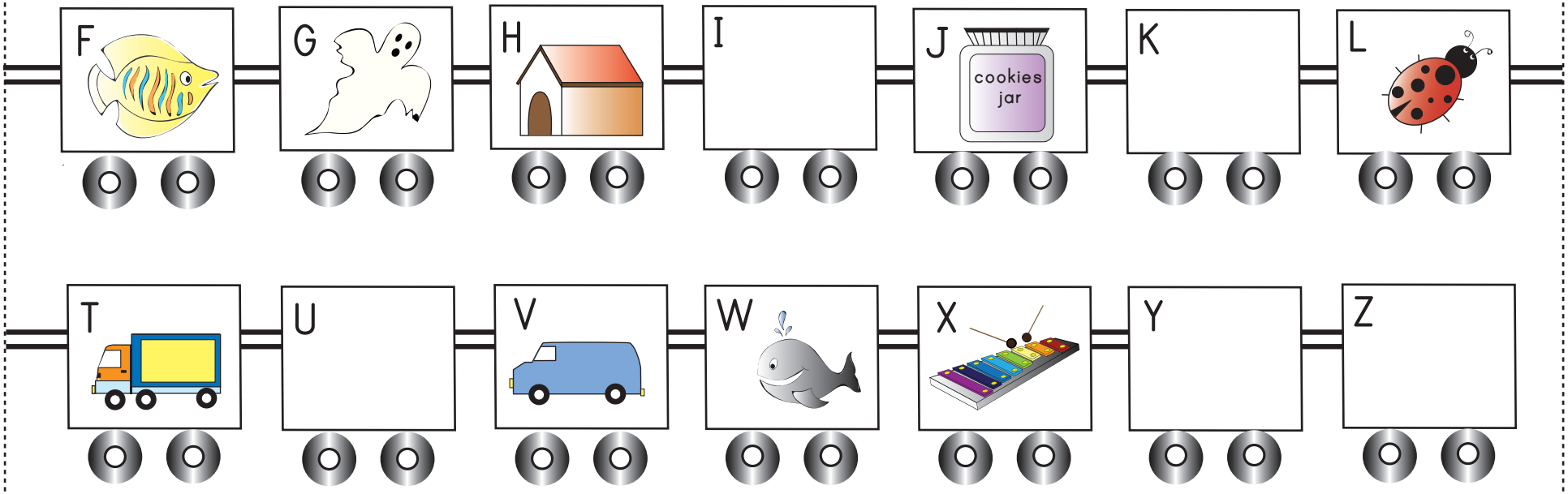


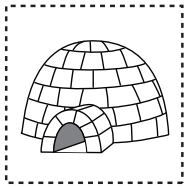


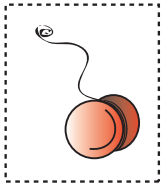


Cut along the dotted line.

Cut out the picture squares at the bottom of the page with the help of a parent. Then paste them on the train next to the correct beginning letter sound.







Paste page 1 along this dotted line.

Name _____ Date _____

My Emotions Journal

Create a cover for your emotions journal, then draw a picture for the first page of your new journal.

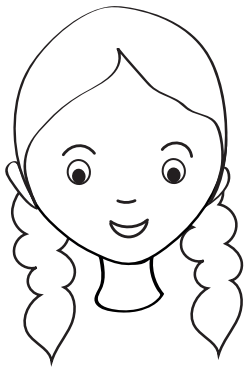
Color in your journal cover!

MY EMOTIONS JOURNAL

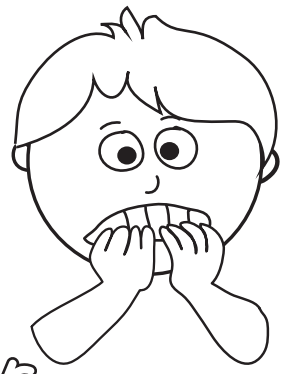
_____

name

happy



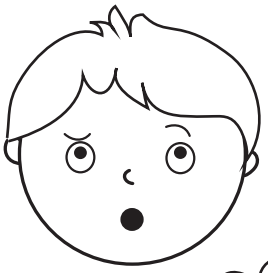
excited



scared

angry

confident



confused

Name _____ Date _____

My Emotions Journal

Journal Page 1

Draw a picture of something that makes you feel **happy**:

Make a Calm Down Bottle

Do you need to help your students chill out? This activity will help your students learn how to breathe deeply, self-soothe, and calm themselves down. Once the calm down bottle is made, have your child breathe deeply as they watch the glitter in the bottle settle down. The more glue you use, the longer the glitter will float. This strategy works because it takes some time for the glitter to settle, so watching it ensures kids take long breaths.

What You Need:

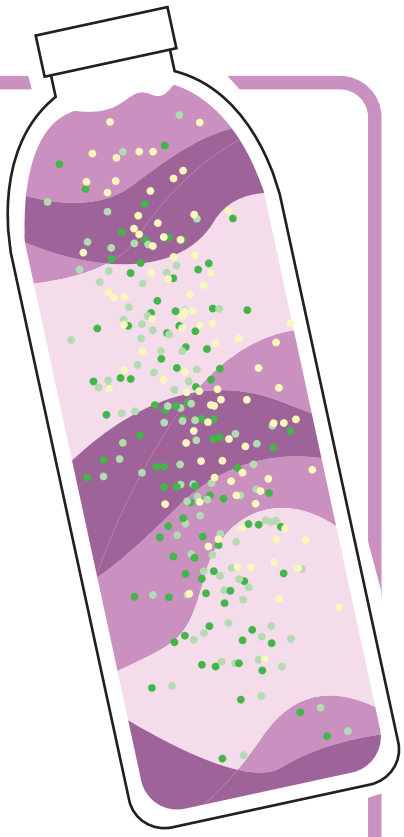
- Small plastic bottles
- Warm water
- Mixing bowl with spout for pouring
- Tape
- 2 ounces glitter glue
- 2-3 drops of food coloring (depending on bottle size)
- 2-4 ounces fine glitter
- Calm Down Bottle worksheet

What You Do:

1. Talk to your child about how their body feels when they feel a strong emotion.
2. Explain that there are strategies they can use to relax. Have them take a few deep breaths in their belly to see how breathing can calm them down.
3. Share that they will make a calm down bottle today to help them out whenever they feel stressed, upset, or overwhelmed.
4. With your support, have your child add warm water to the bottle until it's filled â…" of the way up.
5. Add the glitter glue and stir until combined with water.
6. Add 2-3 drops of food coloring. Be careful not to add too much or it will be challenging to see the glitter.
7. Pour in the glitter! Again, your child can use more or less than suggested.
8. Stir well until combined with the existing mixture. Optional: use a drop of baby oil or liquid soap to give the calm down jar a cool effect.
9. Use tape to secure the bottle and make sure it stays closed shut.
10. Have your child place the calm down bottle in an easily accessible place.
11. Encourage your child to give the bottle a more creative name.
12. Have your child practice breathing deeply using their calm down bottle every day.
13. It can be fun to breathe deeply together with them and make a calm down bottle for yourself too and keep it in a special place.
14. Brainstorm times or ways you would use your calm down bottle.
15. Complete the Calm Down Bottle worksheet.

Name _____ Date _____

Calm Down Bottle



Instructions: Fill one third of a small plastic bottle with warm water. Add 2 ounces glitter glue, 2-4 ounces fine glitter, and 2-3 drops food coloring. Close the lid tightly and shake to combine. When you're upset, look at the bottle and breathe deeply.

After making a calm down bottle, answer the following questions:

What is a calm down bottle?

How will you use your calm down bottle?

When will you use your calm down bottle?

Draw a picture of your calm down bottle:

Brilla Public Charter Schools

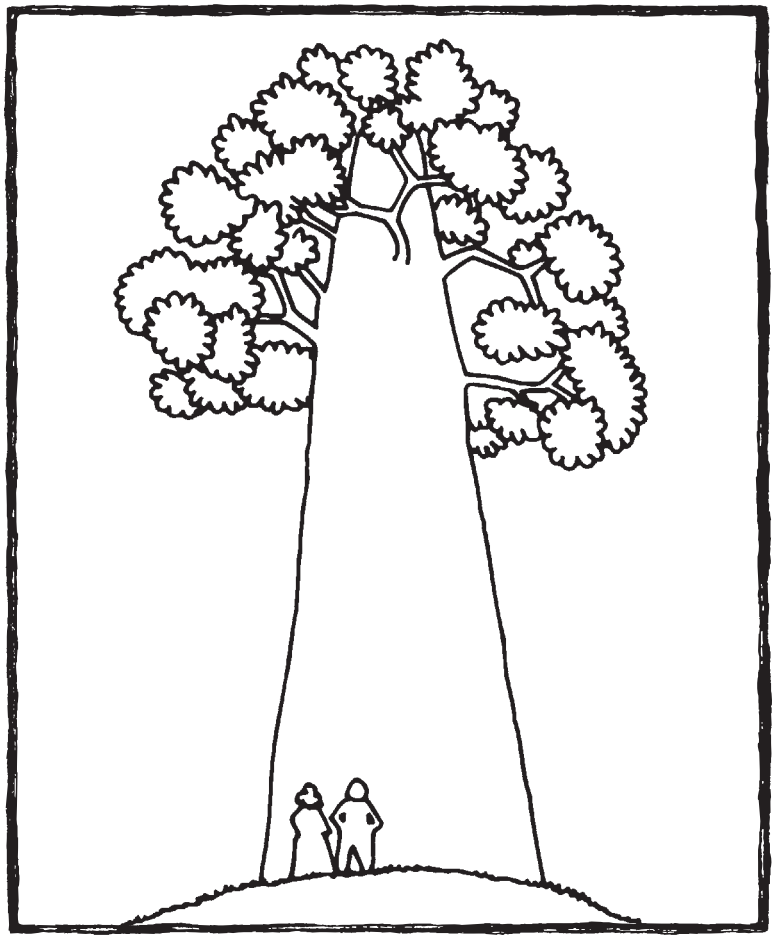
Ready for Kindergarten Packet

Week Ten

Big

A Reading A–Z Level aa Leveled Book

Word Count: 24



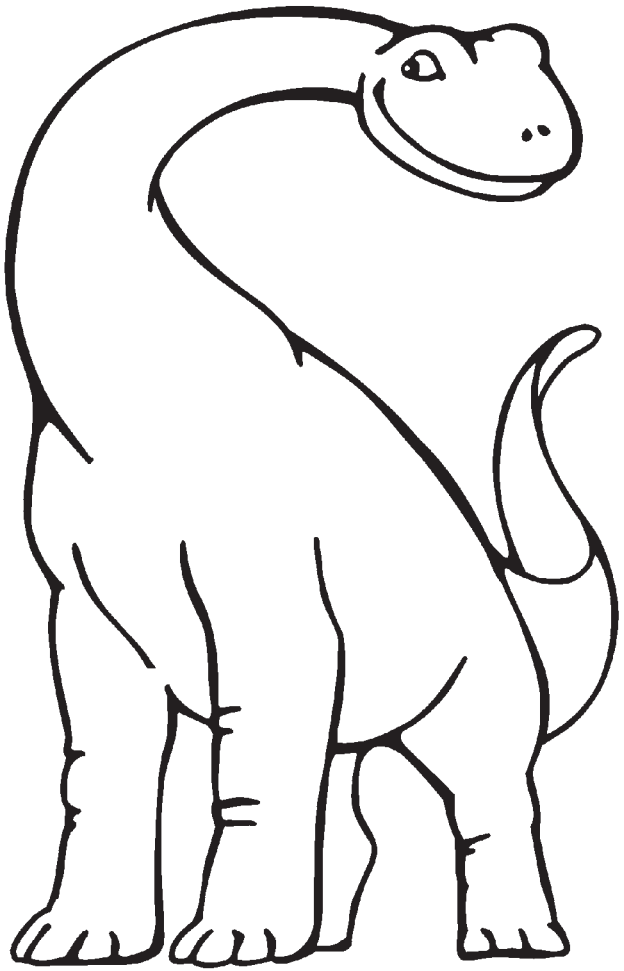
Cut each page in half. Put the pages in the correct order. Then, color and read!

Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED BOOK • aa

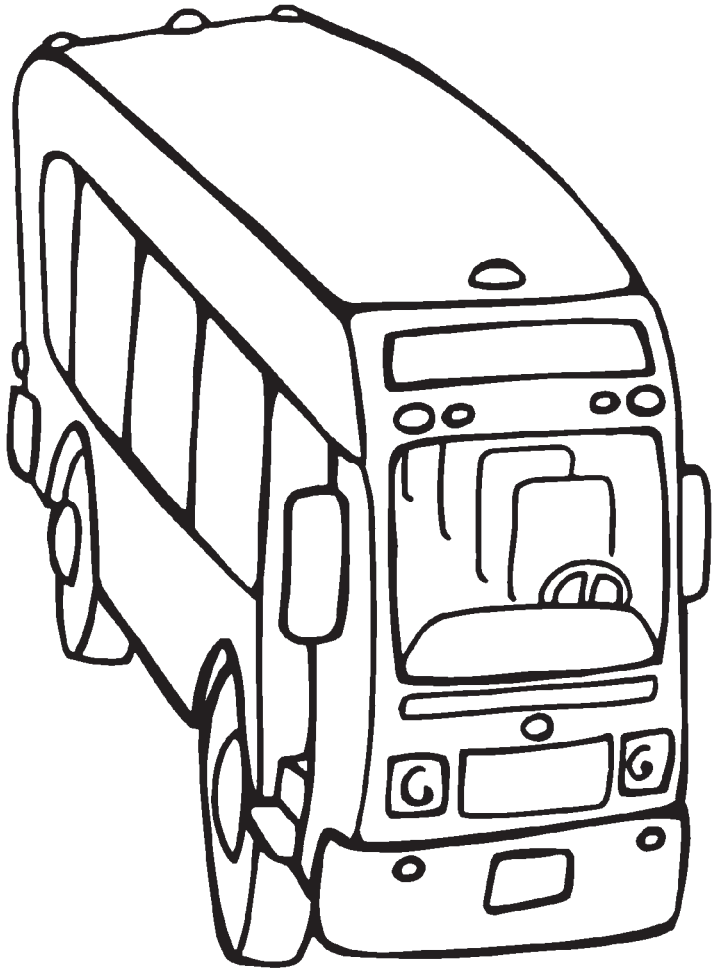
Big



Written by Cheryl Ryan • Illustrated by Joe Boddy

www.readinga-z.com

Big



Written by Cheryl Ryan
Illustrated by Joe Boddy

www.readinga-z.com

Big
Level aa Leveled Book
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Illustrated by Joe Boddy

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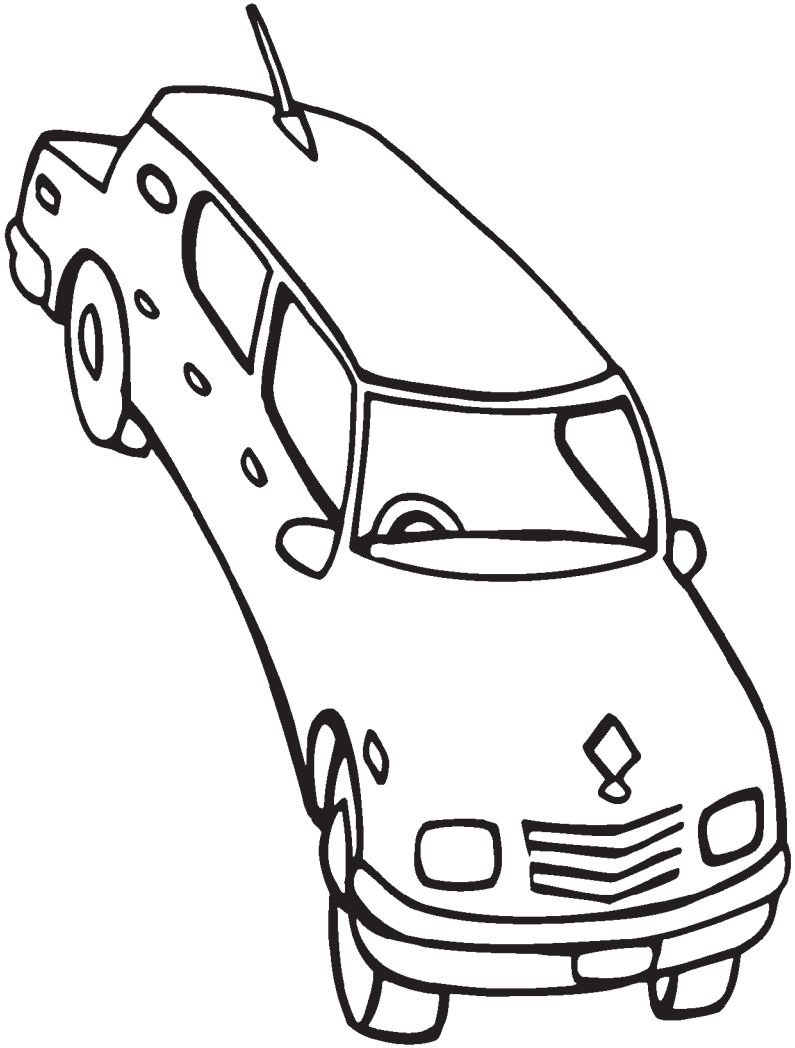
Correlation

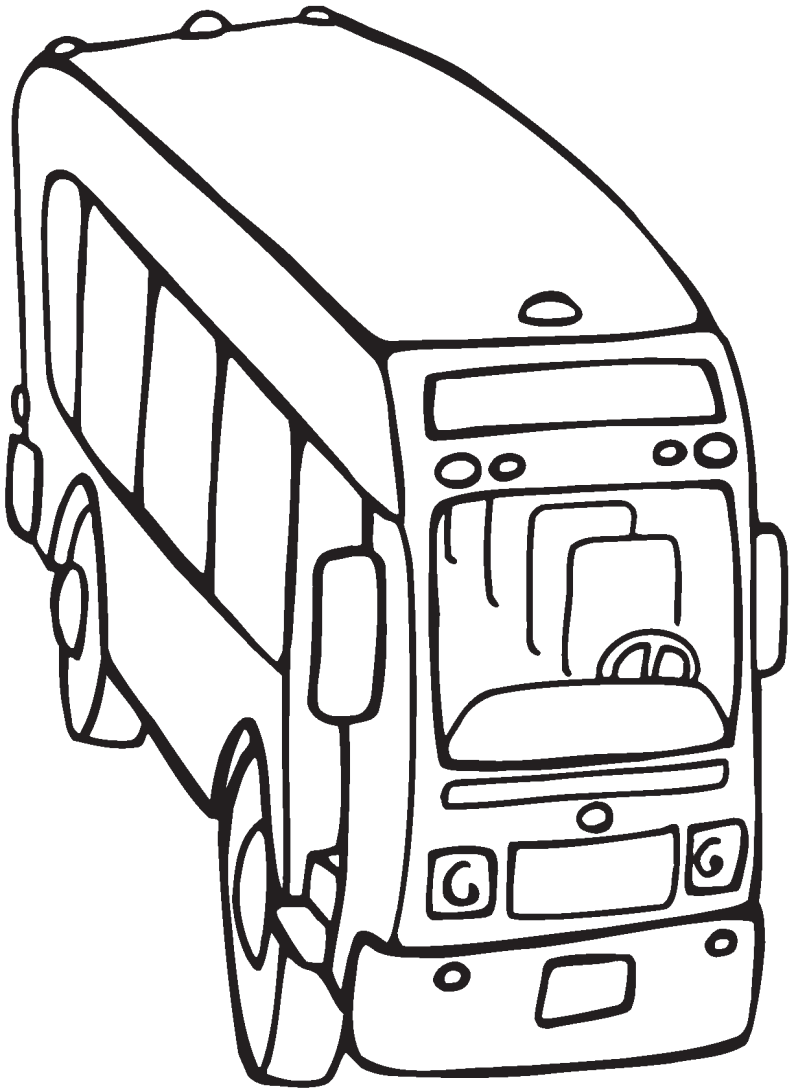
LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A–1

A big house.

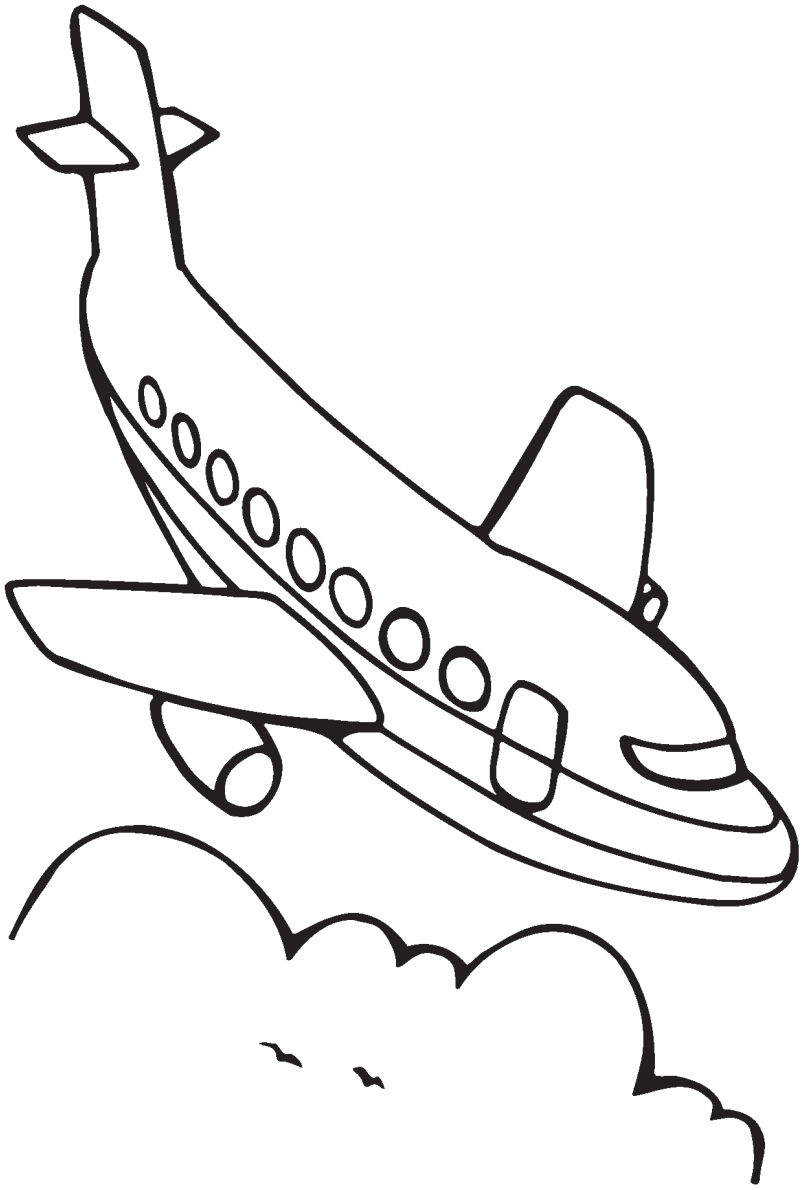
A big dog.



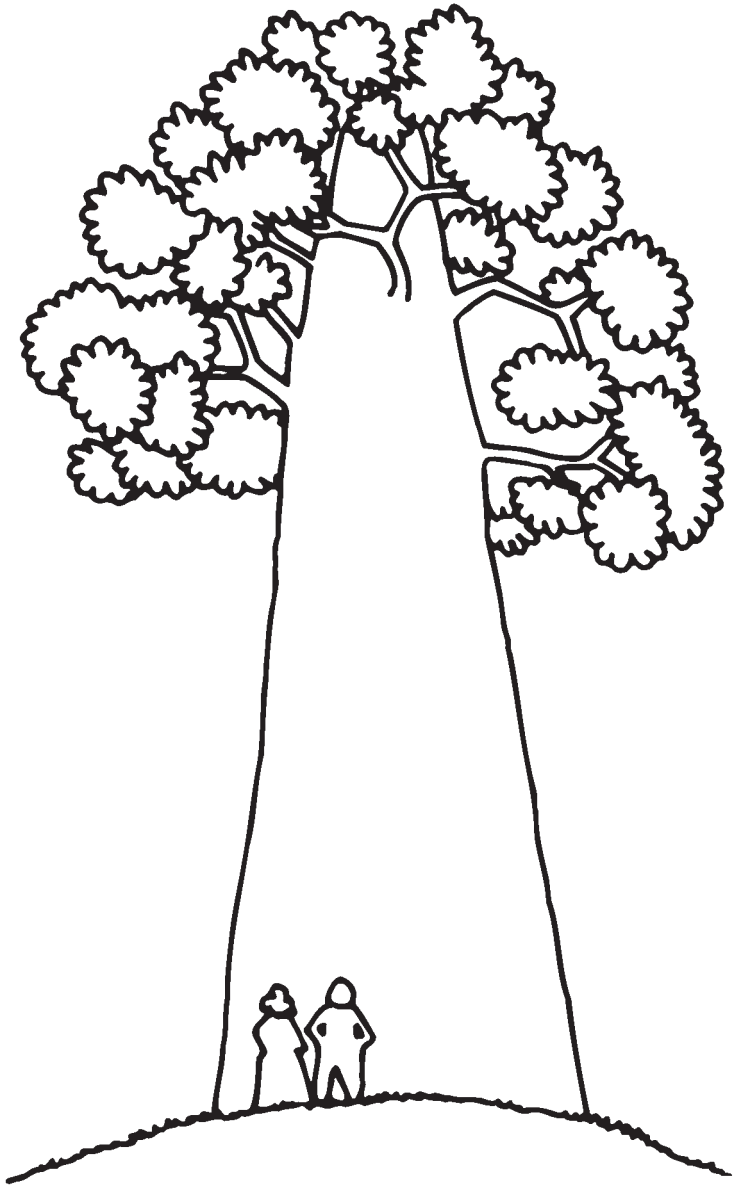
A big car.



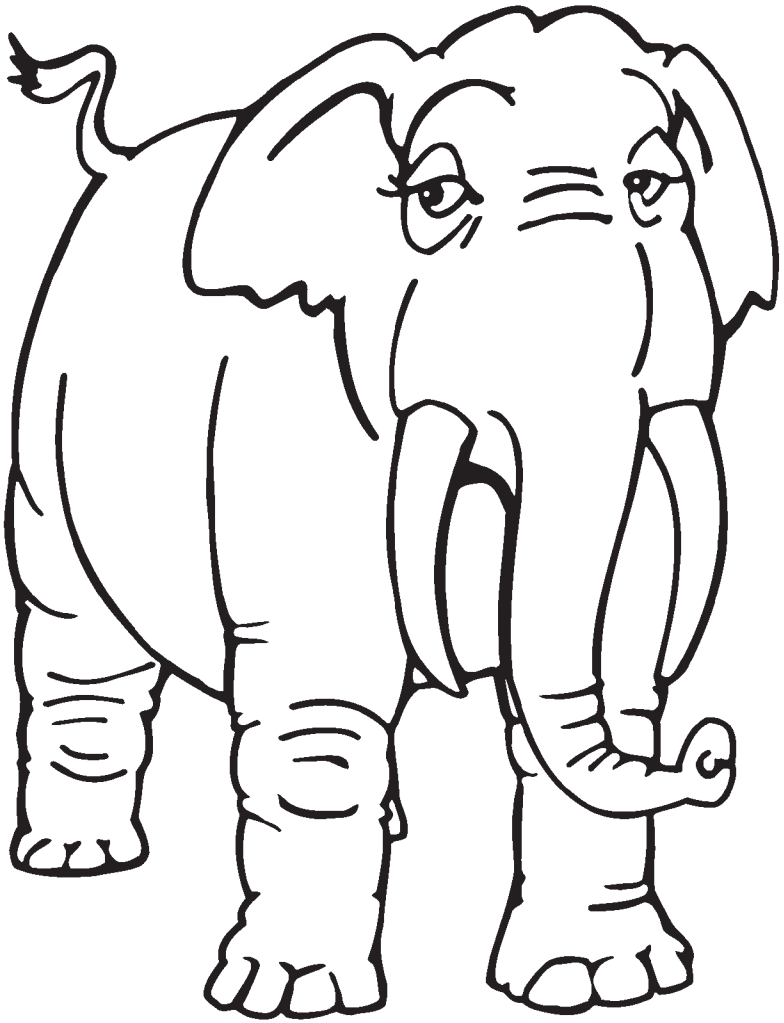
A big bus.



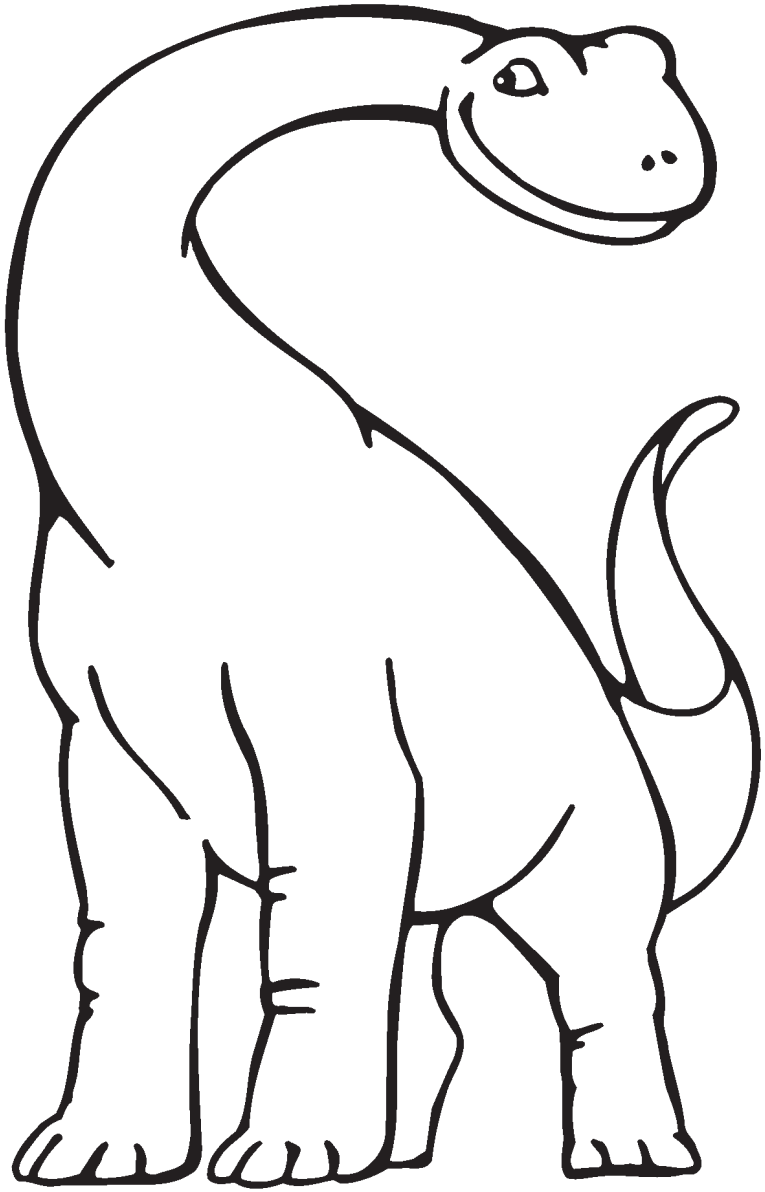
A big plane.



A big tree.



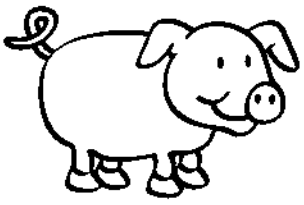
A big elephant.

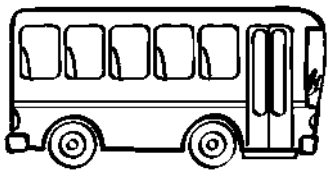


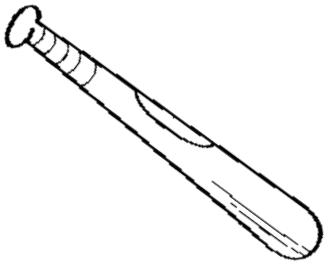
A big dinosaur.

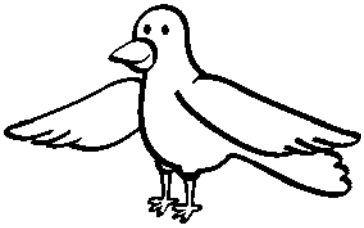
Name _____

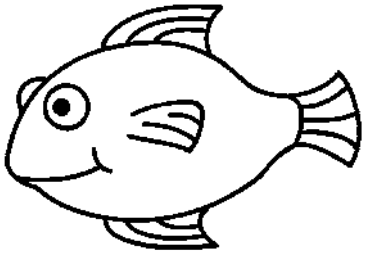
big

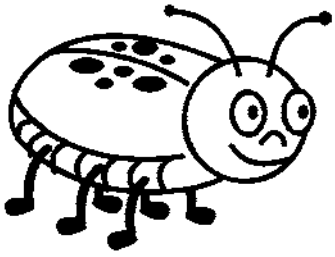










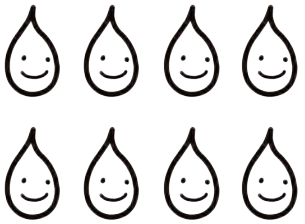


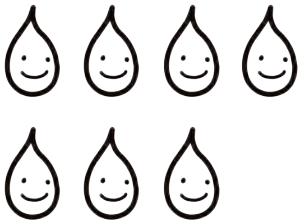
INSTRUCTIONS: Have students write the letter *Bb* under the pictures whose name begins with the same sound as the word *big*.

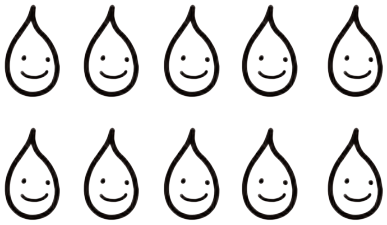
Name _____ Date _____

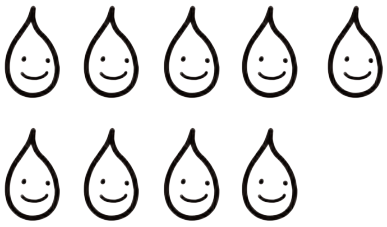
Counting Raindrops

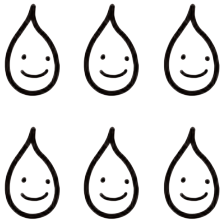
Color the raindrops and match the number!











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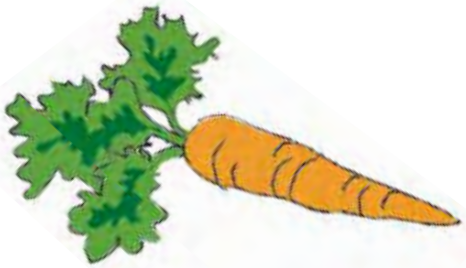
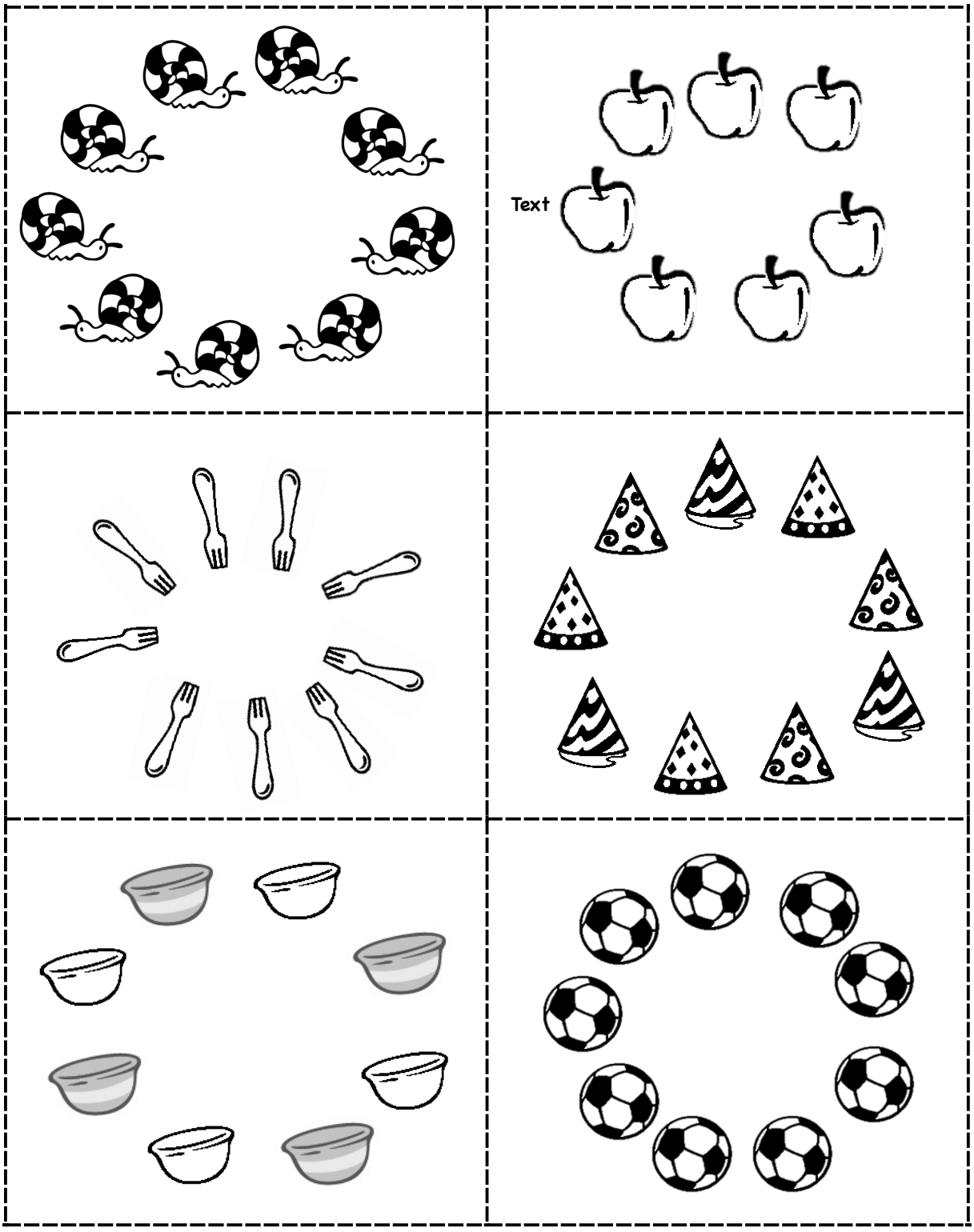
Circle the Sound Picture: C

Help students identify and circle the sound picture for /k/ as in *cat*. Tell students to go word by word and to watch out for tricky words that don't have a /k/ sound in them. Help students remember what the sound picture for /k/ looks like by drawing a 'c' on a sheet of paper or having students draw it on paper or in the air.

cat	 carrot	dog
man	candy	car

Count the objects and write the number in the middle of each circle.
Check your work by crossing off each object while you count.



circular configuration cards

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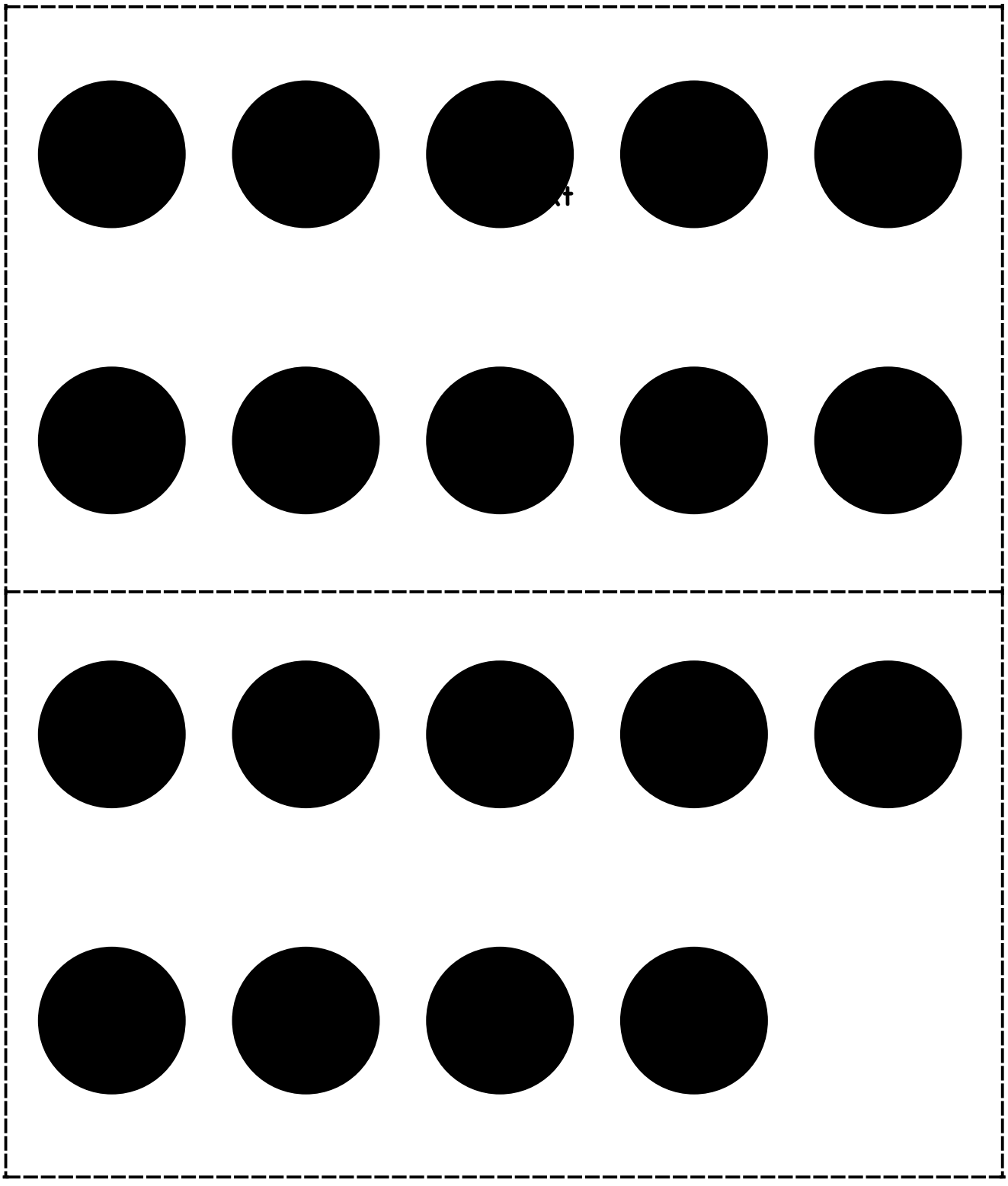
I SPY an S

Can you find 10 things in this picture that start with an S?

Hint: Look for things that begin like sun

Cut out the number and dot cards. Mix up the cards.

Then, play a matching game.



dot cards 8–10 (5-group formation)

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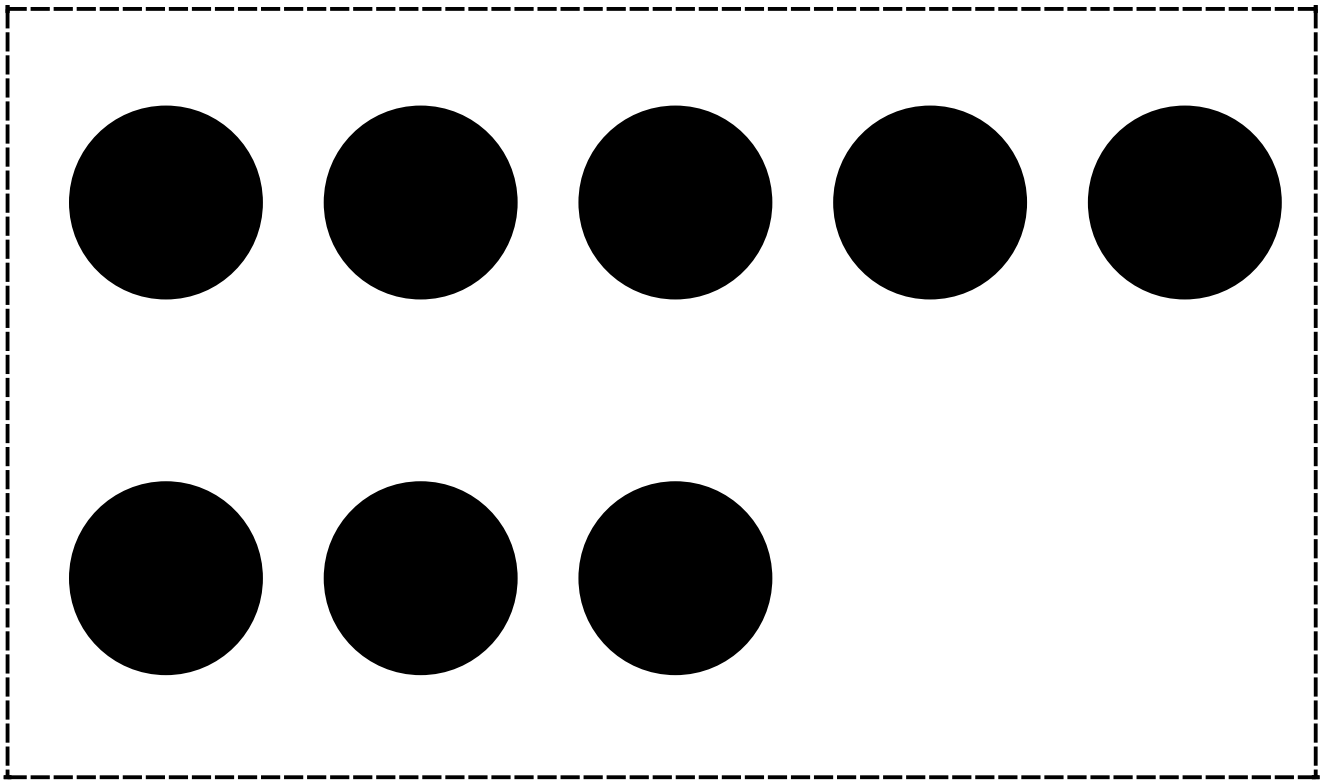

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dot cards 8–10 (5-group formation)

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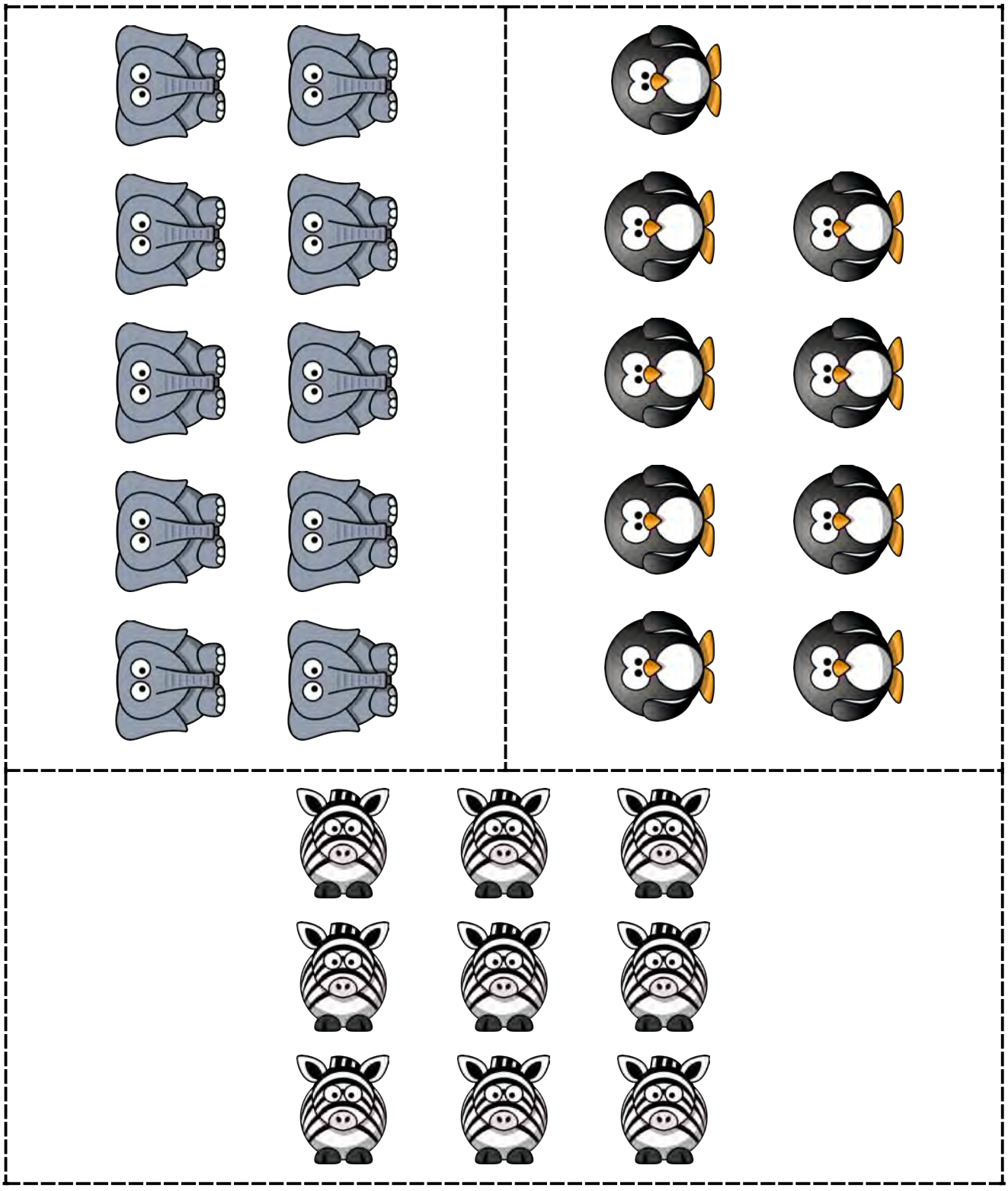

animal array cards

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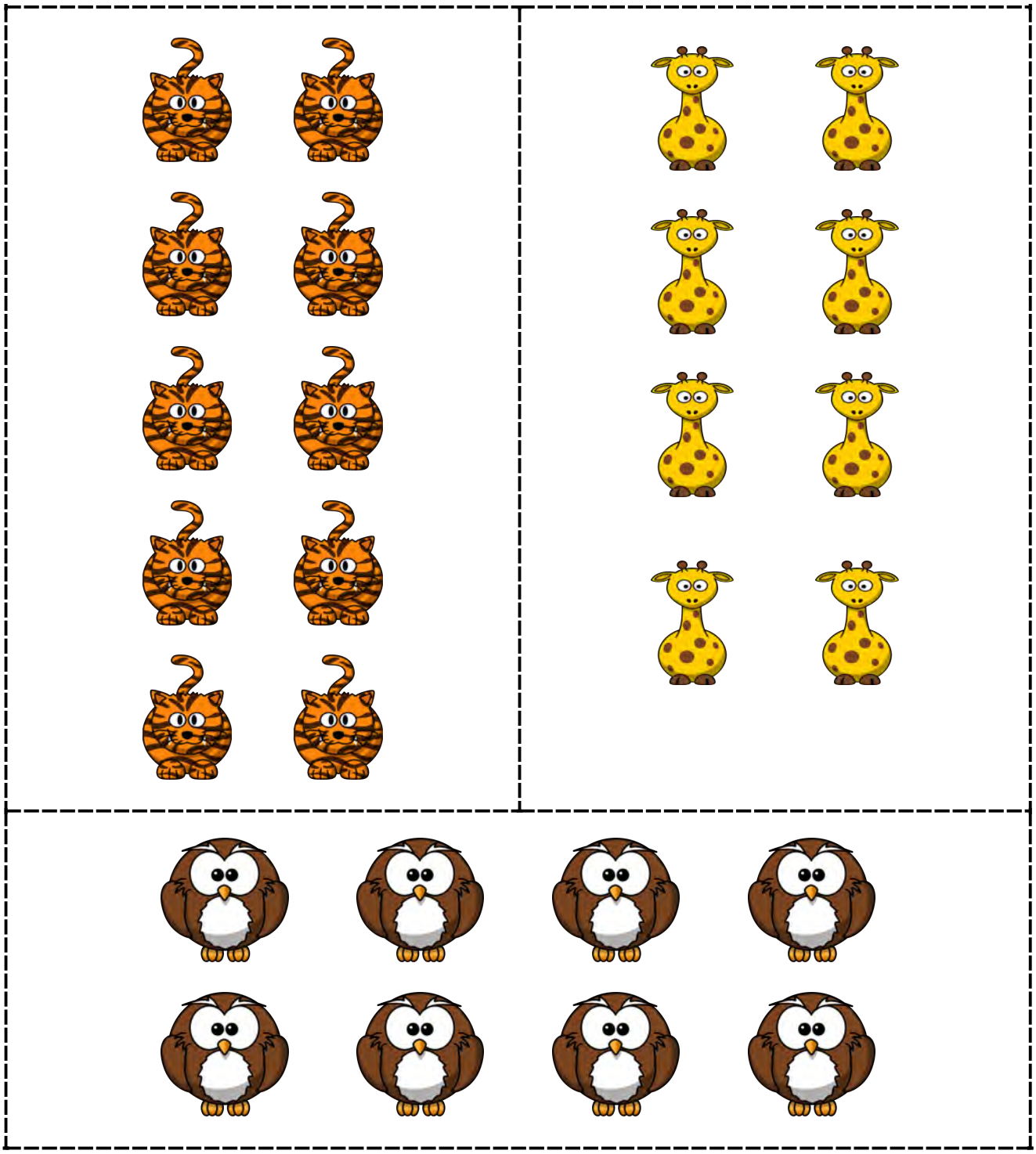

animal array cards

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Creating a Peace Corner to Promote Harmony, Kindness, and Calm at Home

Adults and children all need space sometimes for solitude and reflection, and a place to go to find ease from the hustle and bustle of everyday responsibilities and agendas. A peace corner can be a great addition to your home—for you and your child—to use as a safe haven for practicing mindfulness and cool-down methods, as well as for quiet alone-time. In this activity, kids will create a peace corner in their bedroom or home and reflect on ways they may use their peace corner through drawing and discussion.

What You Need:

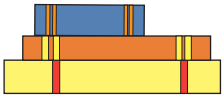
- My Peace Corner worksheet
- Paper
- Pencils
- Crayons
- 1-3 books that your child likes that makes them feel calm (optional)
- Calm down bottle (optional)

What You Do:

1. Talk to your child about what they may do when they feel upset at home. Ask, "Where do you usually go when you're upset?"
2. Explain to them that a peace corner may be created at home for them to use when they are upset or need space to find calm.
3. Use the My Peace Corner worksheet to guide your child to create and personalize their peace corner.

Name _____ Date _____

My Peace Corner



Quiet spaces can be a great way to find calm by ourselves. Sometimes we may call these spaces or corners "peace corners."

1. Draw all of the things that you would like in your quiet space at home that help you feel peaceful and calm (A favorite book? Your cool-down bottle? Favorite coloring pages?):

2. Now fill this space in your home or bedroom with these items. Make the space as cozy as possible.

3. What name would you like to give your quiet space?

_____

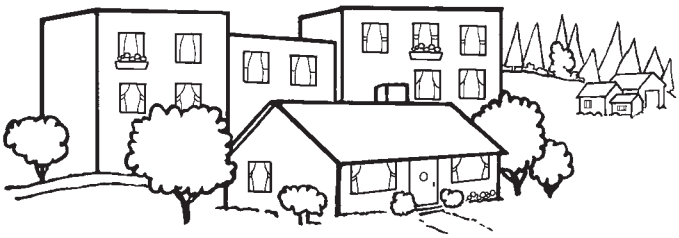
Draw a picture of yourself using your peace corner at home:

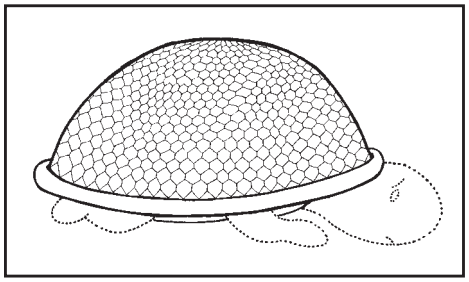
PATHS®

Parent/Caregiver-Child Activity

Twiggle Learns to Do Turtle— Using the Turtle Technique

Lesson 15





At school, your child is learning to control his or her behavior and address problems by doing Turtle. This is part of the PATHS curriculum. If you remember, PATHS lessons teach children self-control, emotional understanding, and problem solving—both at home and at school. You can help your child learn self-control by encouraging him or her to do Turtle at home, as well as at school.

What is doing Turtle?

- Doing Turtle means using the Turtle Technique.
- Doing Turtle teaches your child how to calm down. When your child is calm, it is easier for him or her to understand how he or she feels and to think about the choices he or she has before acting.
- There are 3 steps for doing the Turtle sequence:
  1. Tell yourself to stop! (Fold your arms across your chest.)
  2. Take a deep breath.
  3. Say the problem and how you feel. (For example, "I feel… because...," as in "I feel angry because my friend is not sharing the toys.")

Your child learned about doing Turtle through a story we read in class. A home copy is included with this handout.

ACTIVITY:

Read *Twiggle Learns to Do Turtle* with your child. Ask him or her why Twiggle needed to calm down.

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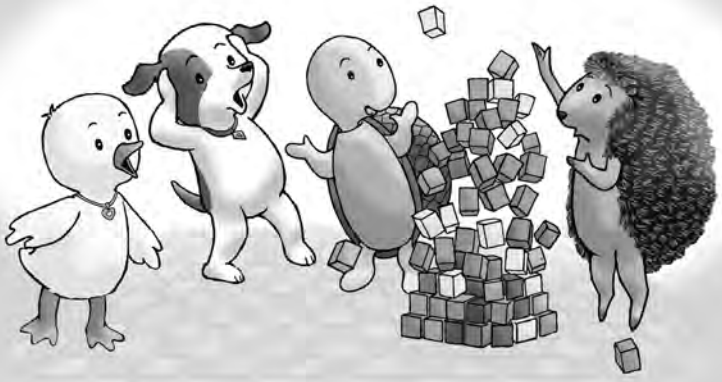
Twiggle and his friends

Twiggle Learns to Do Turtle



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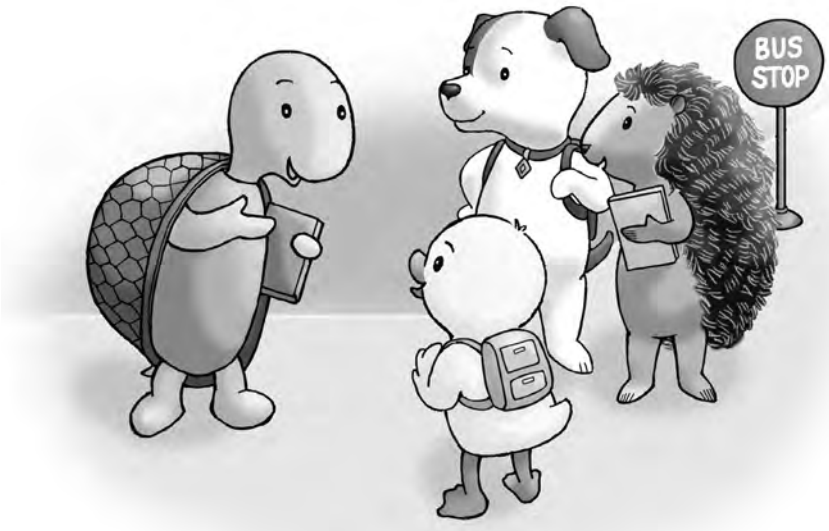

Part 1

Twiggle the turtle liked going to school. At school, he saw his friends Henrietta the hedgehog, Daphne the duck and Duke the dog.

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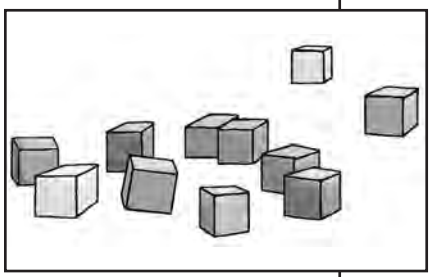
Twiggle liked his teacher, Miss Cathy. He liked Circle Time and having cheese crackers for snack.

3



Twiggle's favorite place to play was the block area. Most days, Twiggle and his friends had fun playing together.

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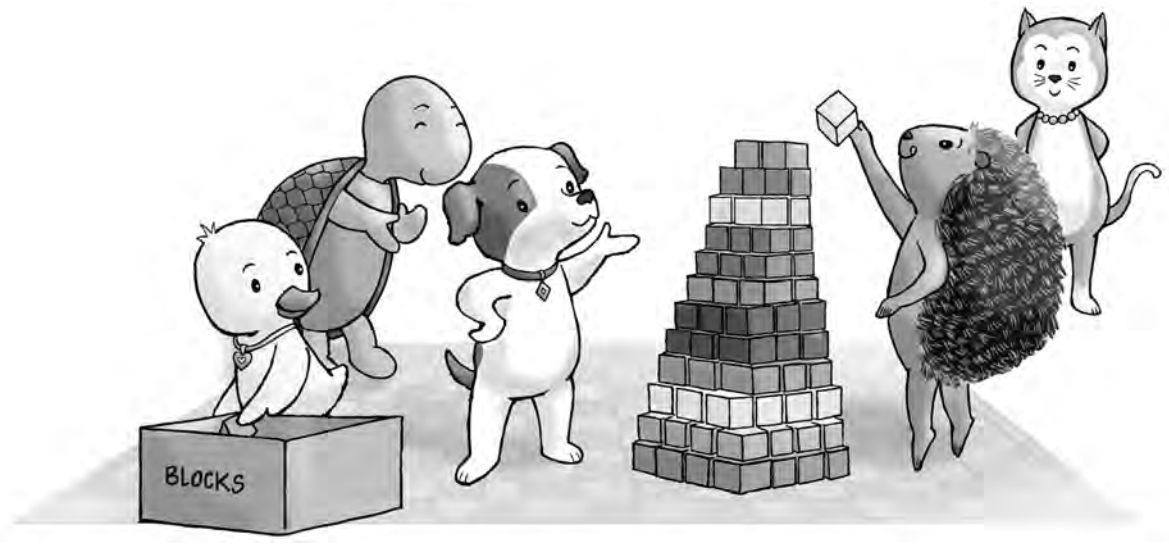
4

But sometimes, if Twiggle felt sad or mad, he would say or do mean things.

5



One day, Twiggle and his friends built a super tower in the block area.

Henrietta decided the super tower needed one more block. She stood on tiptoe to reach the top of the tower.

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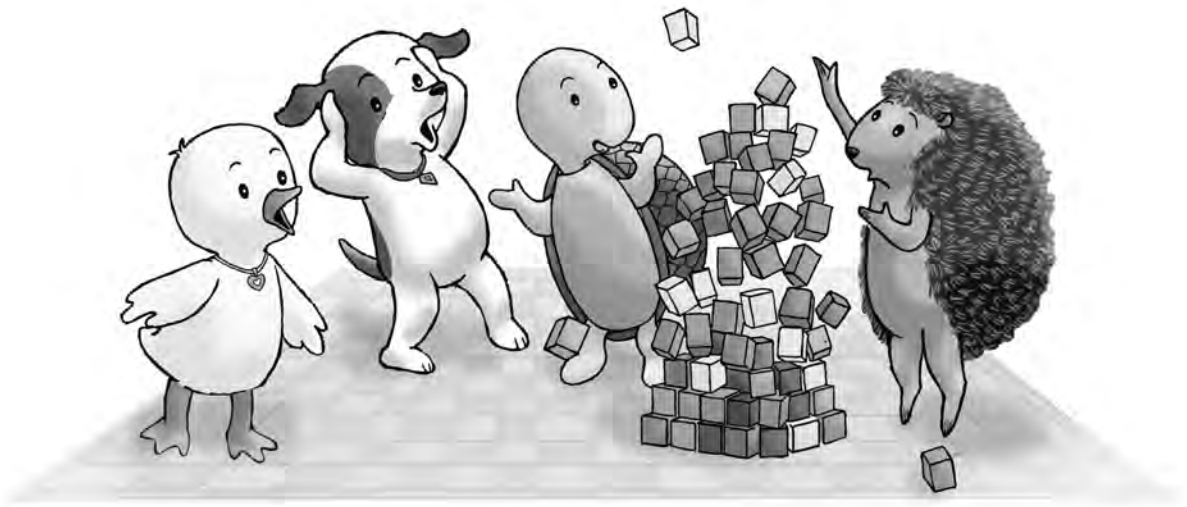

All of a sudden, there was a loud crash. The super tower came tumbling down.

The blocks fell all over the floor.

7

Twiggle felt very, very angry inside. His heart was beating very fast. He felt like he was going to blow up.

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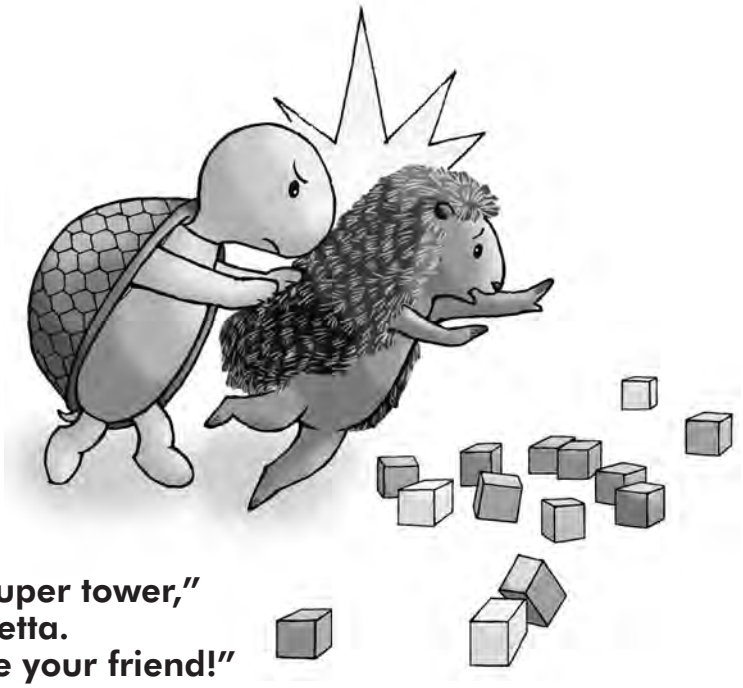
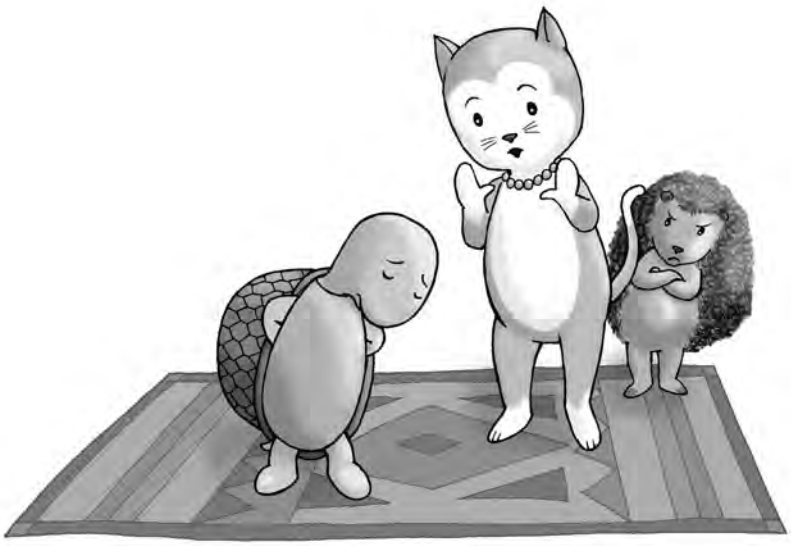


**"You ruined our super tower,"
he yelled at Henrietta.
"I don't want to be your friend!"**

Twiggle was so mad that he pushed Henrietta on top of the blocks.

Henrietta felt scared. The blocks hurt her when she fell on them. Her feelings were hurt, too.

9



Miss Cathy said, "Twiggle, I know you are angry, but yelling at Henrietta and pushing her down are not OK choices in our classroom."

"Tomorrow," she said, "I want you to talk to my friend. His name is Wise Old Turtle. He will help you learn how to calm down when you are upset."

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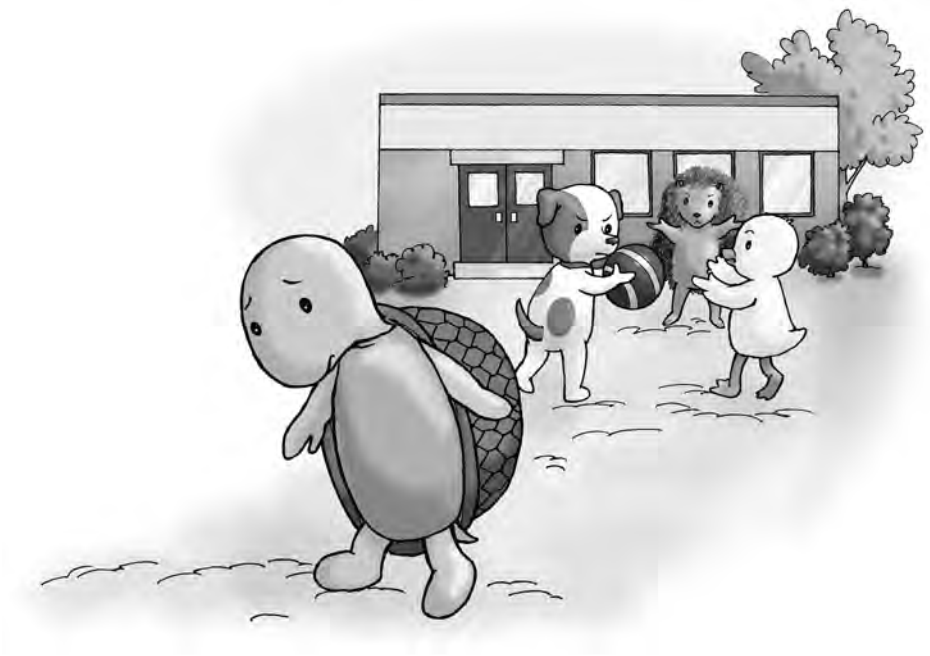
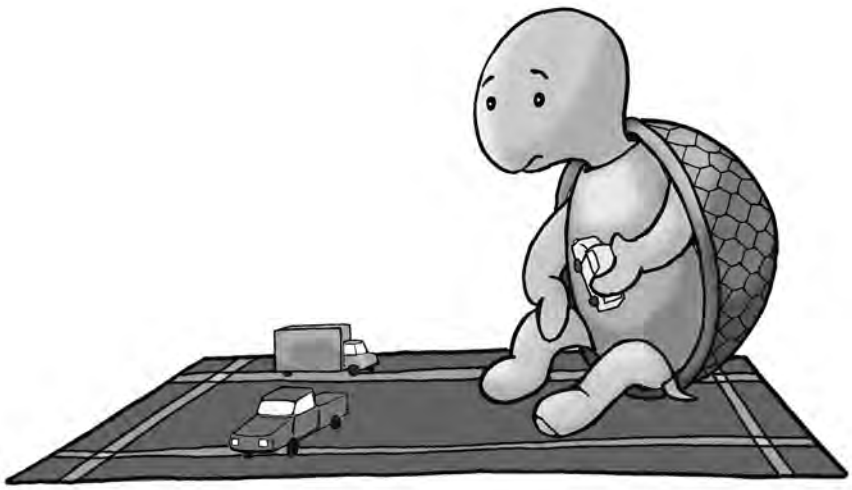


For the rest of the day, Twiggle's friends stayed away from him.

On the way home from school, no one wanted to sit next to Twiggle on the bus. Twiggle felt lonely without his friends.

11



Part 2

The next day at school, Twiggle played by himself. He felt very sad about what he had done to Henrietta.

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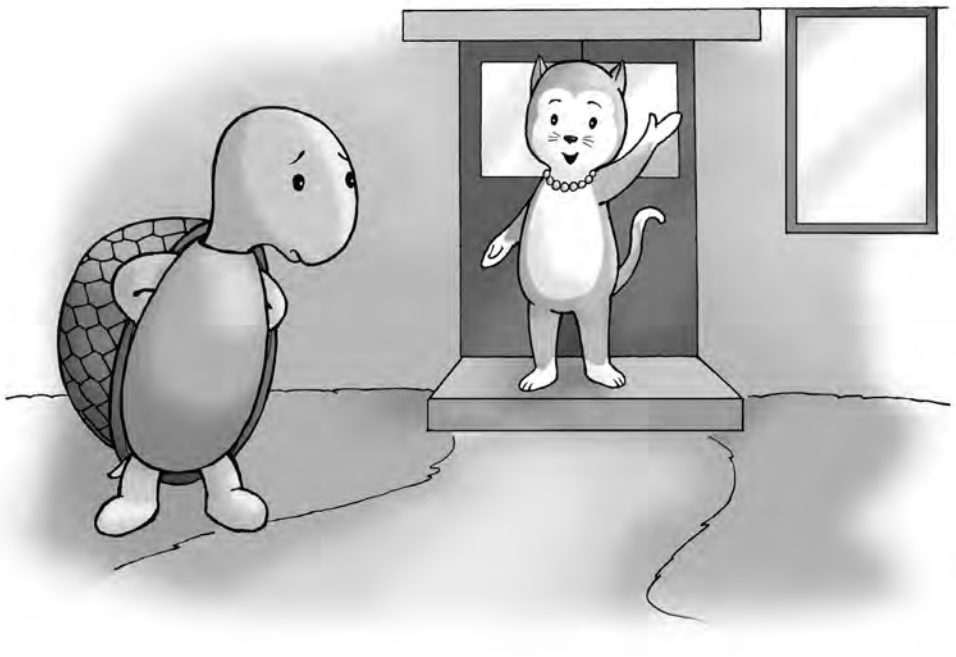
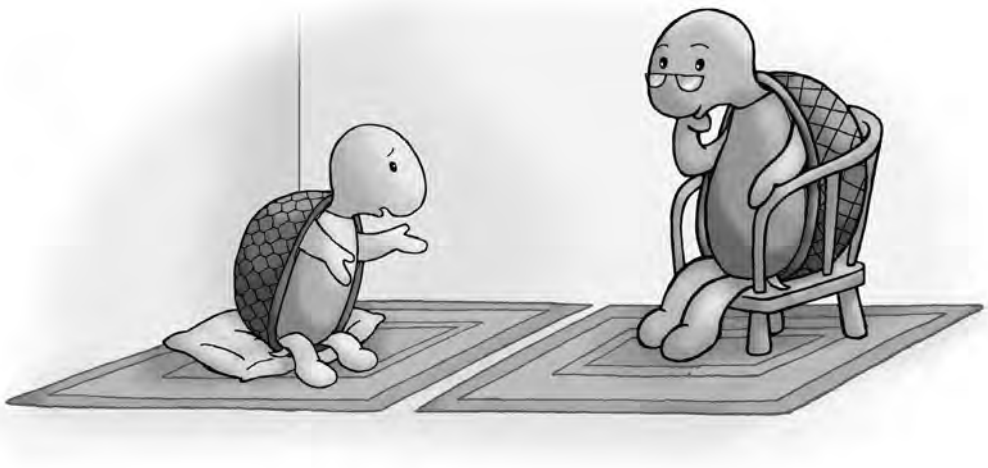
12



"Twiggle, Wise Old Turtle is here to talk with you," Miss Cathy said.

13



Wise Old Turtle and Twiggle sat in the quiet corner. Twiggle told Wise Old Turtle what had happened with Henrietta. He told Wise Old Turtle that he sometimes has problems with his friends when he gets mad or upset.

"Twiggle, you already have the answer to your problem wherever you go," said Wise Old Turtle.

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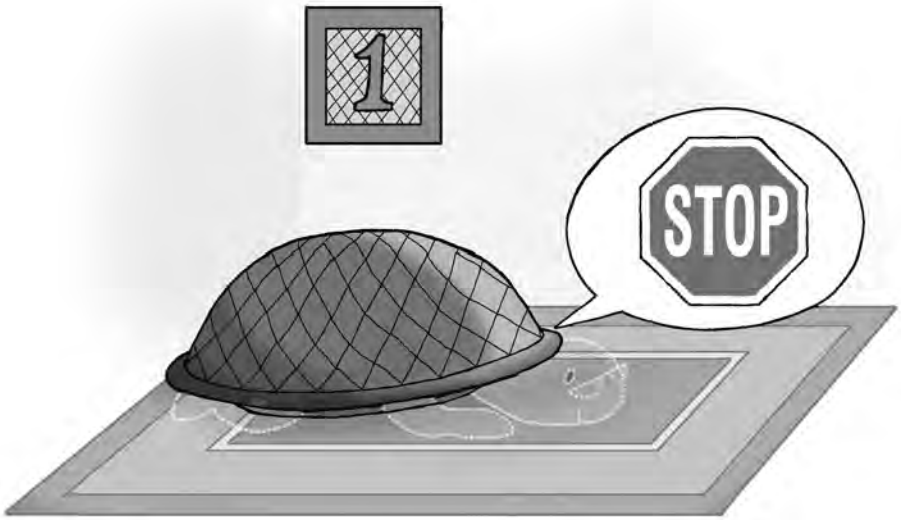

"It is your shell!" Wise Old Turtle said. "If you feel mad, sad or upset in any way, you can go inside your shell to calm down. I call this 'doing Turtle.' Watch me."

"Go inside your shell like this," said Wise Old Turtle. "When you are inside your shell, do three things."

"First, tell yourself to stop."

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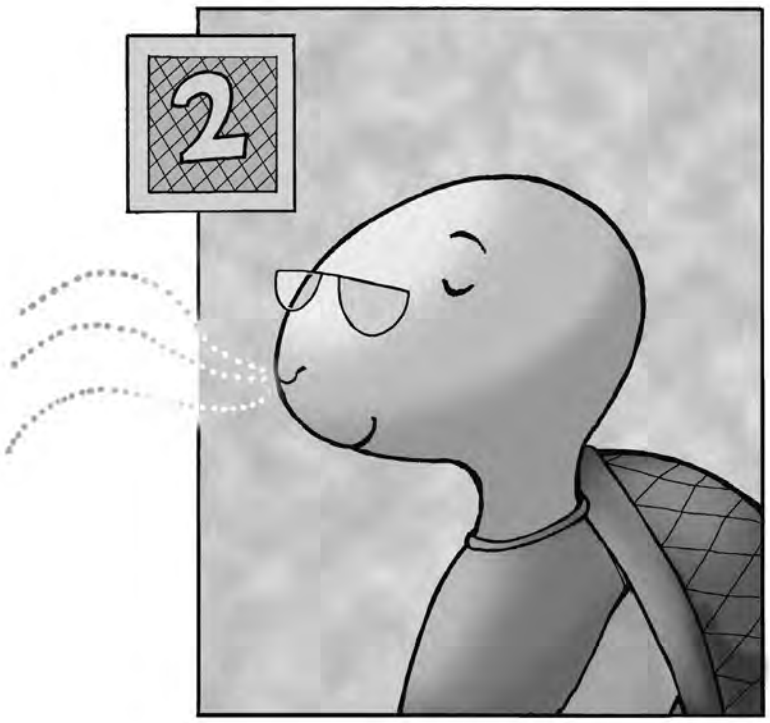

"Next, take one long, deep breath."

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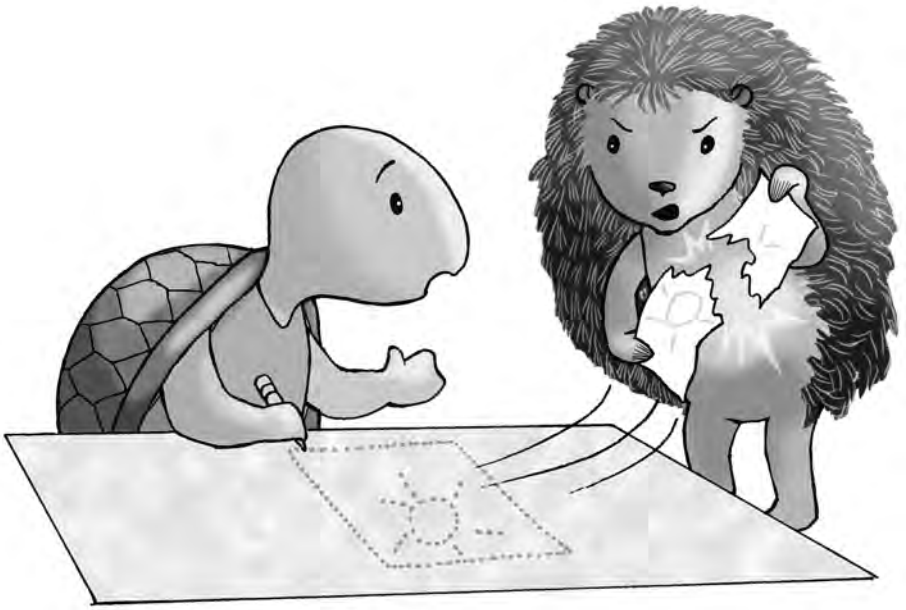
16

"Then, say what the problem is and how you feel."

"This will help you calm down and stay in control," Wise Old Turtle explained.

17



The next day at school, Henrietta still felt mad at Twiggle for pushing her down in the block area. She grabbed a picture that Twiggle was drawing and ripped it in half.

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18

Twiggle started feeling very mad inside his body. He wanted to hit Henrietta.

Then he remembered what Wise Old Turtle taught him.

He could do Turtle!

Twiggle pulled his arms, legs and head into his shell and said "Stop!"

19

Next he took a long, deep breath. Twiggle could feel that he was starting to calm down. Then he came out of his shell.

He told Henrietta, "The problem is that you tore my picture—and I feel mad."

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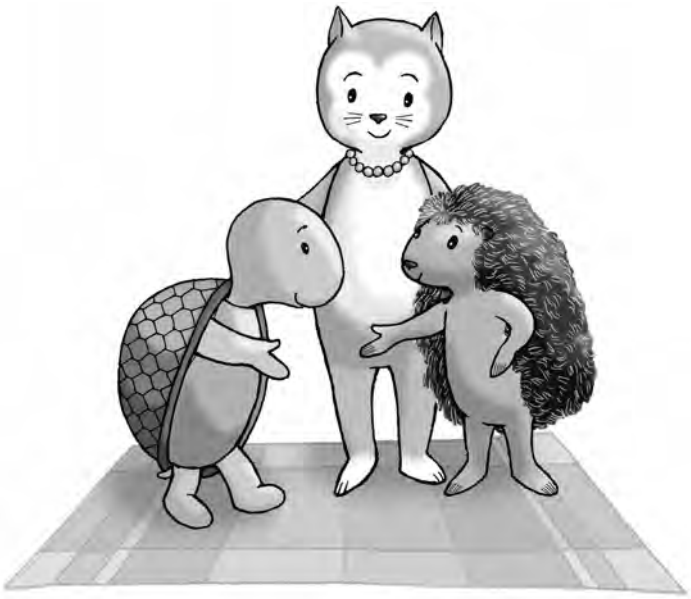

Miss Cathy gave Twiggle a compliment. She said, "I like the way you did Turtle to calm down and used your words to talk to Henrietta."

Henrietta said she was sorry to Twiggle for tearing his picture. Twiggle said he was sorry for pushing Henrietta down in the blocks. Twiggle and Henrietta were friends again.

21

Henrietta asked Twiggle to teach her how to do Turtle. Twiggle taught all of his friends how to calm down when they felt upset.

Soon the whole class was doing Turtle!

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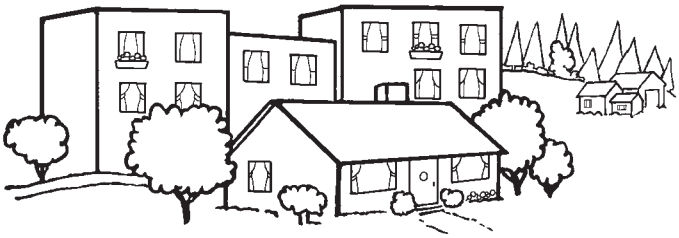
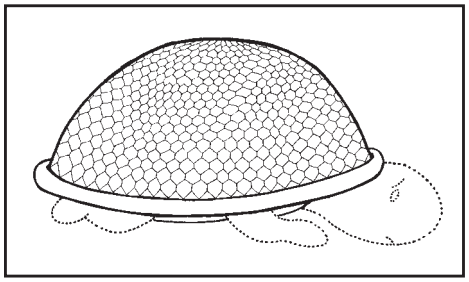
PATHS®

Actividad padre/cuidador-hijo

Twiggle aprende a hacer la Tortuga— El uso de la Técnica de la tortuga

Lección 15





En la escuela, su hijo(a) está aprendiendo a controlar su conducta y a abordar problemas haciendo la Tortuga. Esto es parte del programa PATHS. Si recuerda, las lecciones PATHS enseñan a los niños autocontrol, comprensión emocional y resolución de problemas, tanto en el hogar como en la escuela. Usted puede ayudar a su hijo(a) a aprender autocontrol animándolo a que haga la Tortuga en el hogar y en la escuela.

¿Qué es hacer la Tortuga?

- Hacer la Tortuga quiere decir usar la Técnica de la tortuga.
- Hacer la Tortuga enseña a los niños a calmarse. Cuando su hijo(a) está tranquilo, le resulta más fácil entender cómo se siente y pensar en las opciones que tiene antes de actuar.
- Hay tres pasos para hacer la secuencia de la Tortuga:
  1. Dite a ti mismo "¡para!" (Crúzate de brazos.)
  2. Respira largo y hondo.
  3. Di el problema y cómo te sientes. (Por ejemplo, "Me siento… porque…" como en "Me siento enojado porque mi amigo no está compartiendo los juguetes".)

Su hijo(a) aprendió a hacer la Tortuga mediante un cuento que leíamos en clase. Estas hojas para los padres contienen una copia del cuento para el hogar.

ACTIVIDAD:

Lea con su hijo(a) *Twiggle aprende a hacer la Tortuga.* Pregúntele por qué Twiggle necesitaba calmarse.

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Twiggle aprende a hacer la Tortuga

Twiggle y sus amigos

Celene E. Domitrovich, Ph.D. • Mark T. Greenberg, Ph.D.
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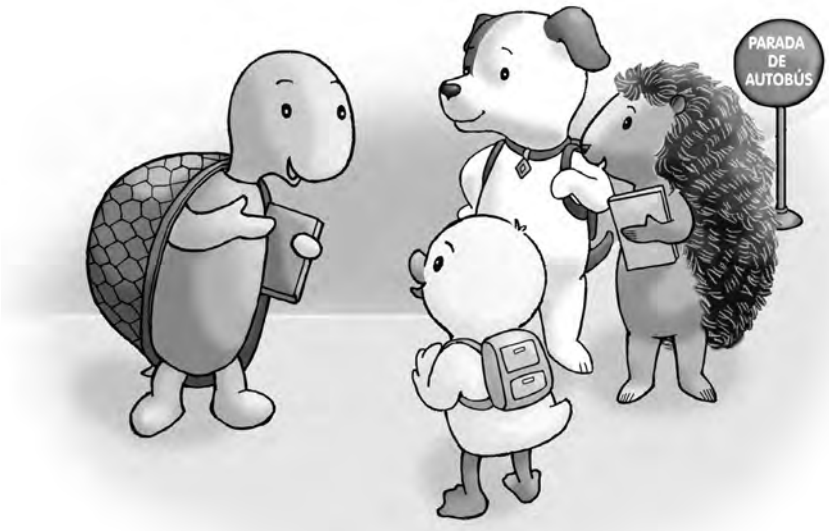

Parte 1

A la tortuga Twiggle le gustaba ir a la escuela. En la escuela, él veía a sus amigos la erizo Henrietta, la pata Daphne y el perro Duke.

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2

A Twiggle le gustaba su maestra, la Srta. Cathy. Le gustaba la Clase en círculo y comer las galletas de queso que les daba la Srta. Cathy.

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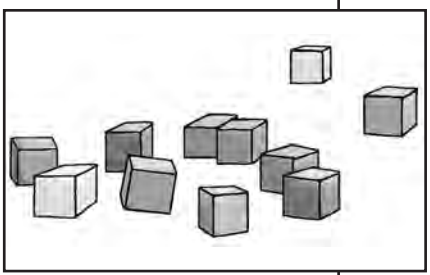

El lugar favorito de Twiggle para jugar era la zona de los cubos. La mayoría de los días Twiggle y sus amigos se divertían jugando juntos.

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4

Pero a veces, cuando Twiggle se sentía triste o enojado, decía o hacía cosas malas.

5

Un día, Twiggle y sus amigos hicieron una súper torre en la zona de los cubos.

Henrietta decidió que la súper torre necesitaba un cubo más. Se paró en puntitas de pie para alcanzar la parte de arriba de la torre.

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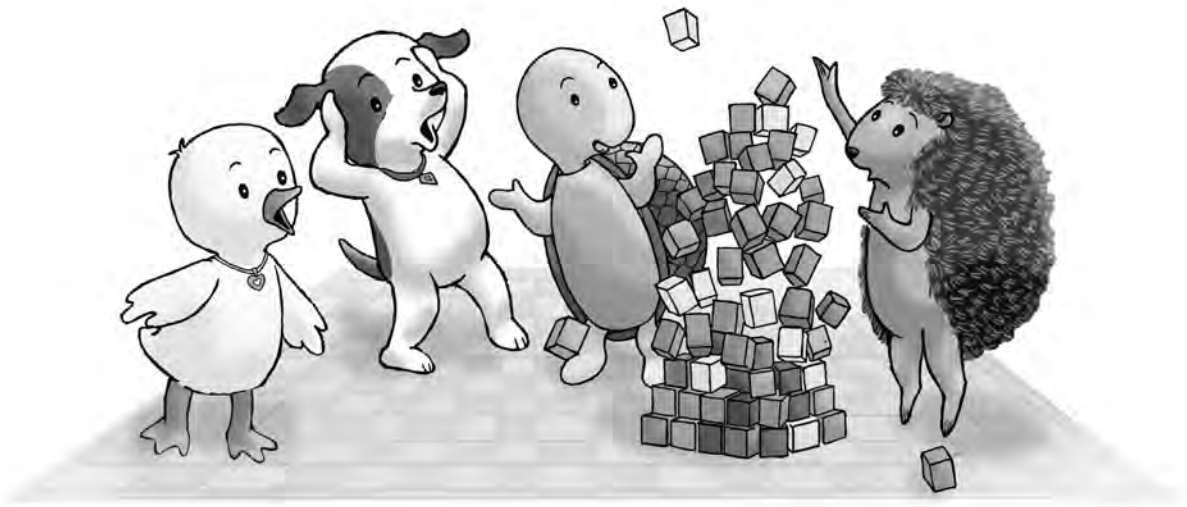

De repente, hubo un ruido muy fuerte. La súper torre se derrumbó.

Los cubos se cayeron por todo el pisa.

7

Twiggle se sintió muy, muy enojado adentro. El corazón le latía muy rápido. Le parecía que iba reventar.

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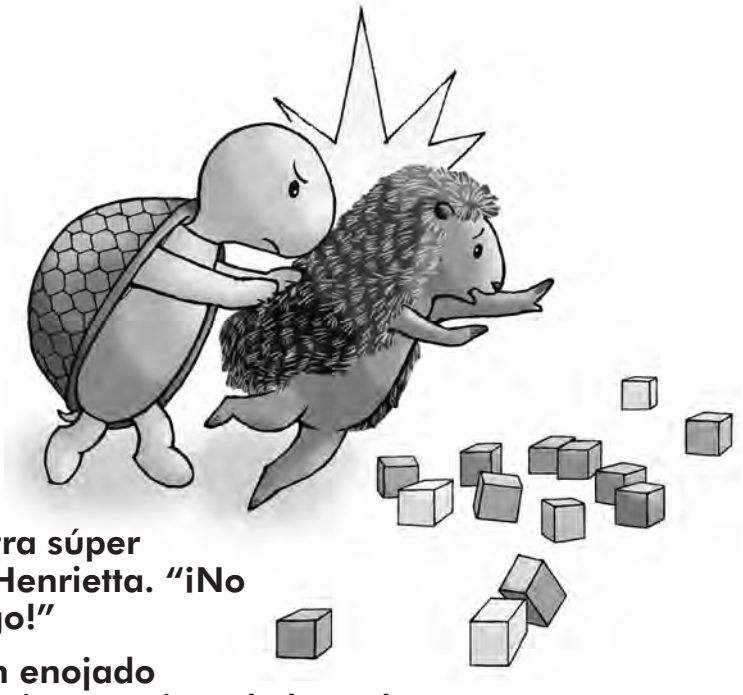
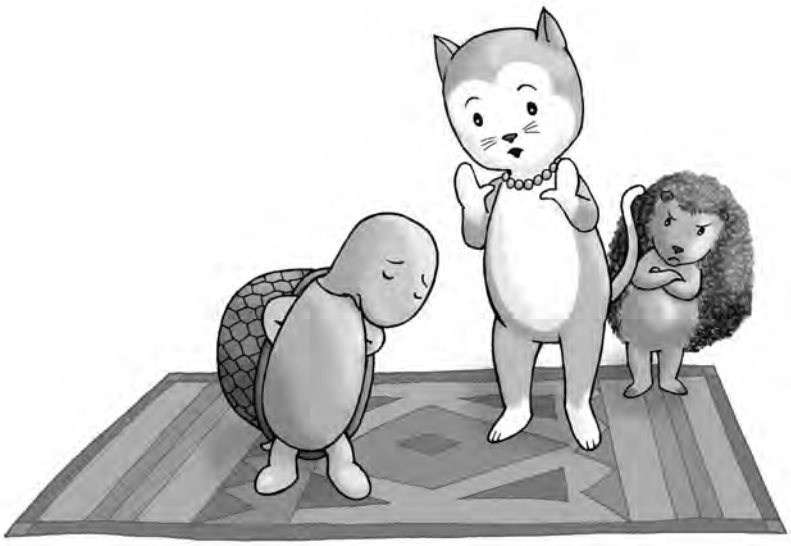


"¡Arruinaste nuestra súper torre!", le gritó a Henrietta. "¡No quiero ser tu amigo!"

Twiggle estaba tan enojado que empujó a Henrietta encima de los cubos.

Henrietta se asustó. Se hizo daño con los cubos cuando se cayó encima de ellos. También estaban lastimados sus sentimientos.

9



La Srta. Cathy dijo, "Twiggle, sé que estás enojado, pero gritarle a Henrietta y empujarla no son opciones que están bien en nuestra clase".

"Mañana", dijo ella, "quiero que hables con un amigo mío. Se llama Don Tortugón Sabio. Te ayudará a aprender a calmarte cuando estés alterado".

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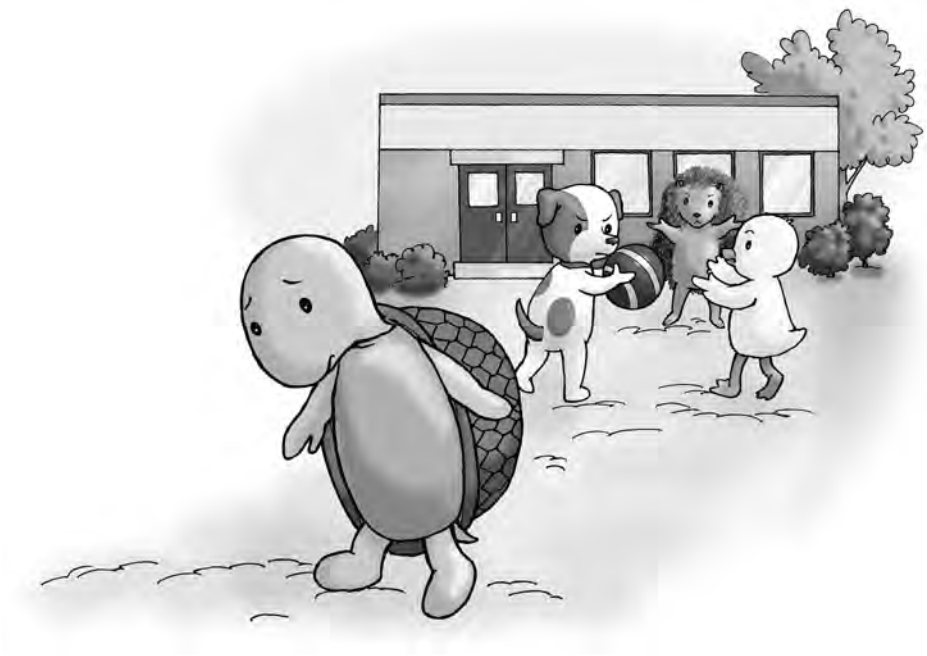
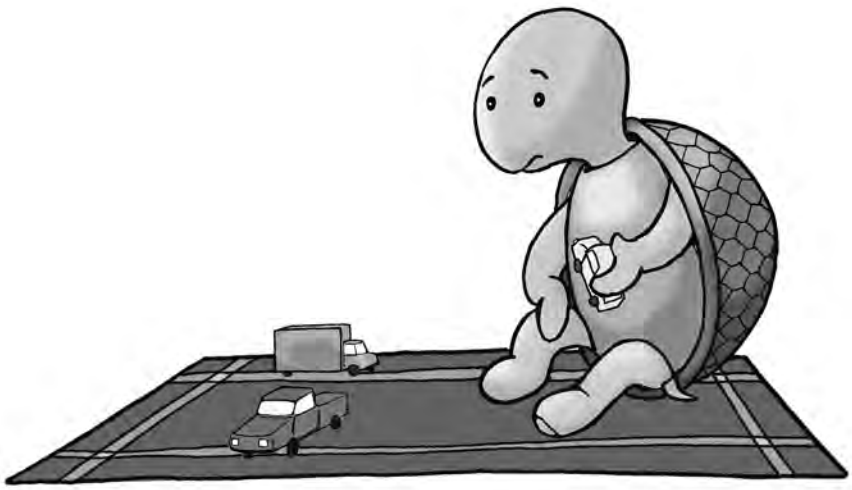


El resto del día los amigos de Twiggle no se le acercaron.

En el camino de regreso a casa desde la escuela, nadie quería sentarse al lado de Twiggle en el autobús. Twiggle se sentía solo sin sus amigos.

11



Parte 2

Al día siguiente en la escuela, Twiggle jugó solo. Se sentía muy triste sobre lo que le había hecho a Henrietta.

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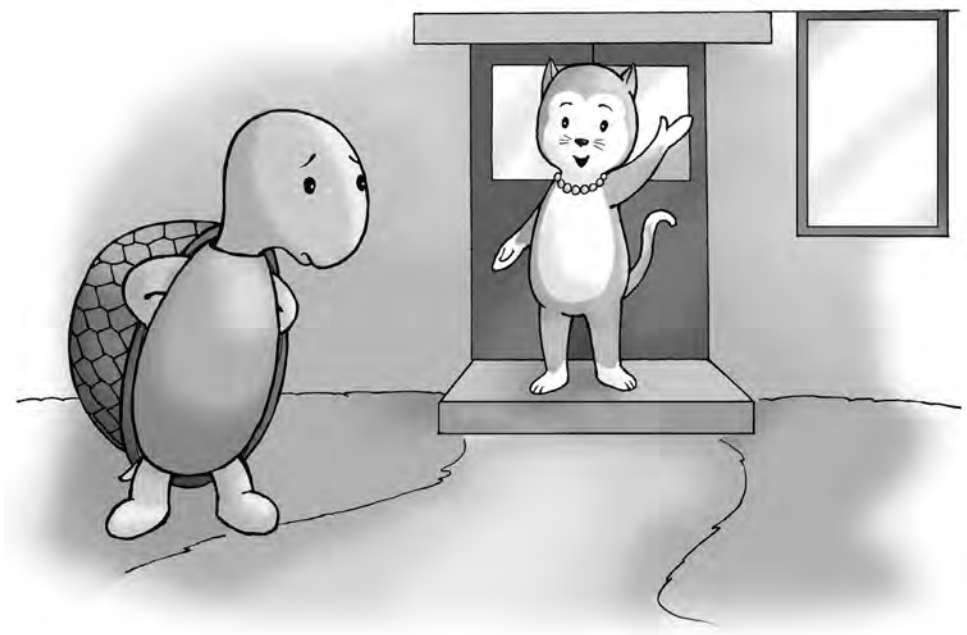
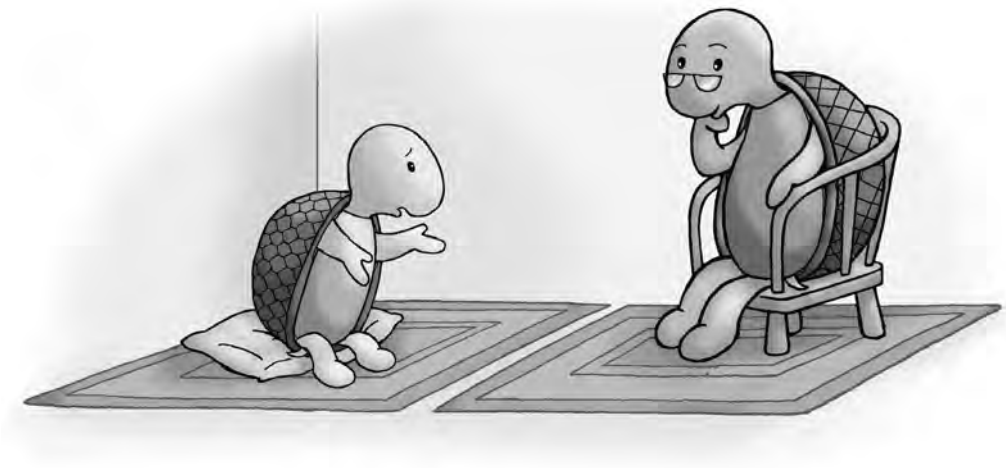


"Twiggle, Don Tortugón Sabio está aquí para hablar contigo", dijo la Srta. Cathy.

13



Don Tortugón Sabio y Twiggle se sentaron en un rincón tranquilo. Twiggle le contó a Don Tortugón Sabio lo que había pasado con Henrietta. Le contó a Don Tortugón Sabio que a veces tenía problemas con sus amigos cuando se enojaba o alteraba.

"Twiggle, ya tienes la solución de tu problema, la tienes en todos los lugares adonde vas", dijo Don Tortugón Sabio.

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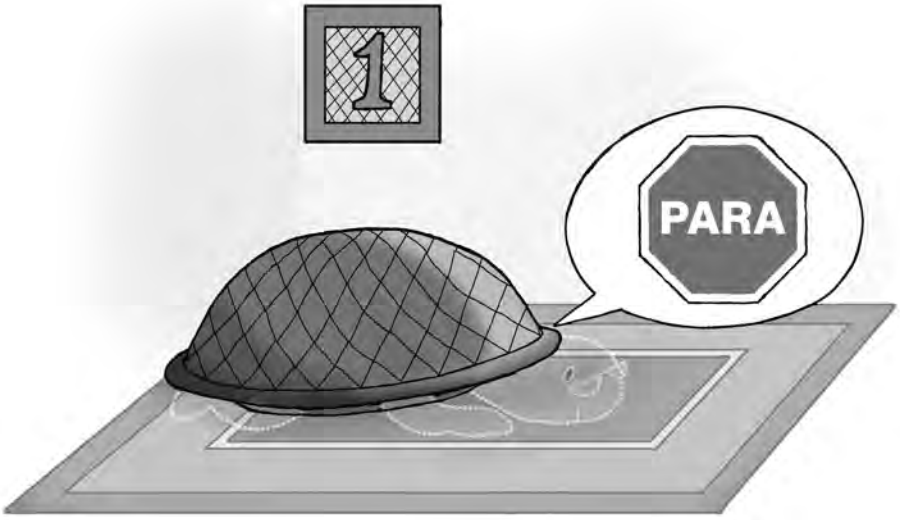
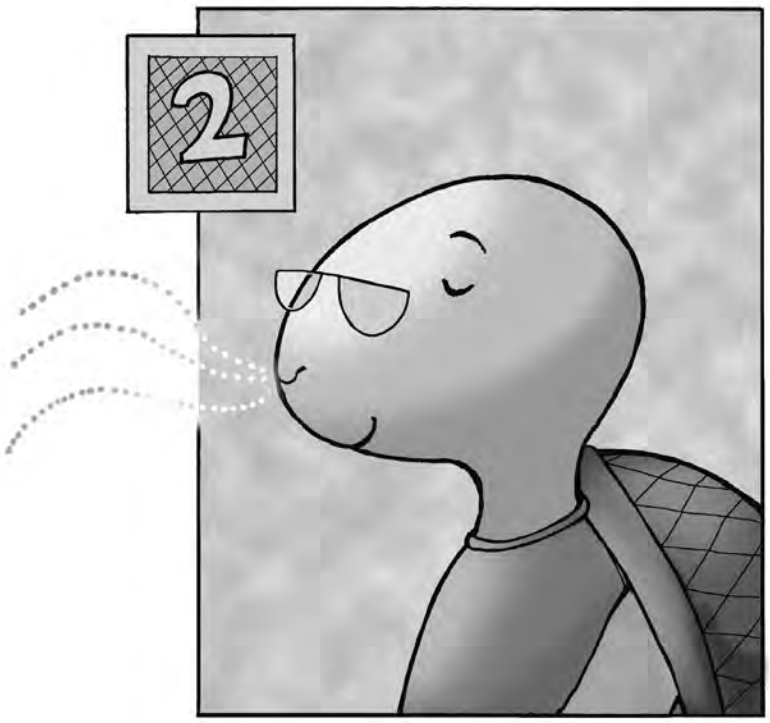


"¡Es tu caparazón!", dijo Don Tortugón Sabio. "Si te sientes enojado, triste o alterado de alguna manera, te puedes meter en tu caparazón y calmarte. A esto lo llamo 'hacer la Tortuga'. Mírame".

"Métete así en tu caparazón", dijo Don Tortugón Sabio. "Cuando estés adentro de tu caparazón, haz tres cosas".

"Primero, dite a ti mismo 'para'".

15



"Después, respira largo y hondo".

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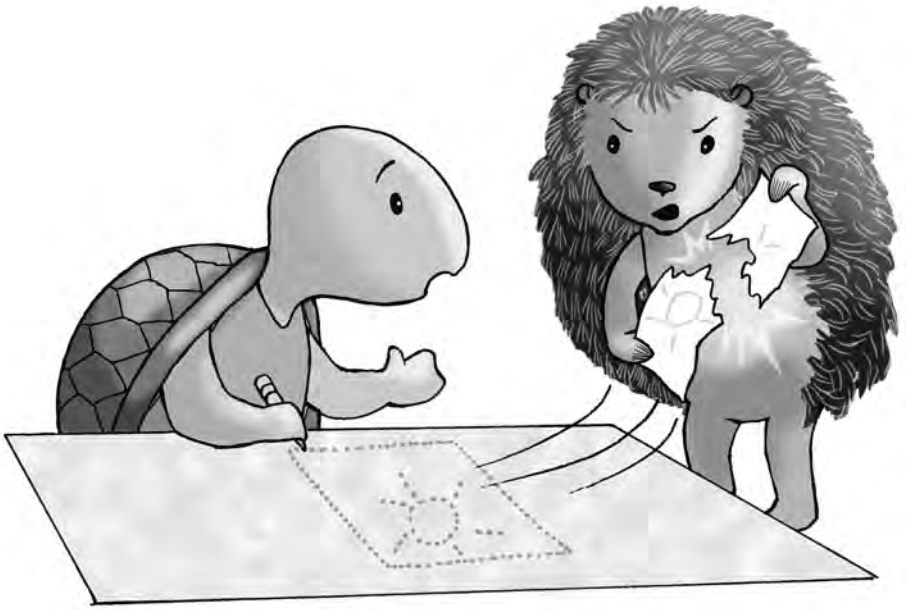
16

"Después di el problema y cómo te sientes".

"Eso te ayudará a calmarte y estar en control", explicó Don Tortugón Sabio.

17



Al día siguiente en la escuela, Henrietta todavía estaba enojada con Twiggle por haberla empujado en los cubos. Agarró un dibujo que Twiggle estaba haciendo y lo rompió por la mitad.

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18

Twiggle se empezó a sentir muy enojado adentro de su cuerpo. Le quería pegar a Henrietta.

Después se acordó de lo que le había enseñado Don Tortugón Sabio.

¡Podía hacer la Tortuga!

Twiggle metió los brazos, las piernas y la cabeza en su caparazón y dijo "¡Para!"

19

Después respiró largo y hondo. Twiggle podía sentir que se estaba empezando a calmar. Después salió de su caparazón.

Le dijo a Henrietta, "El problema es que rompiste mi dibujo… y me siento muy enojado".

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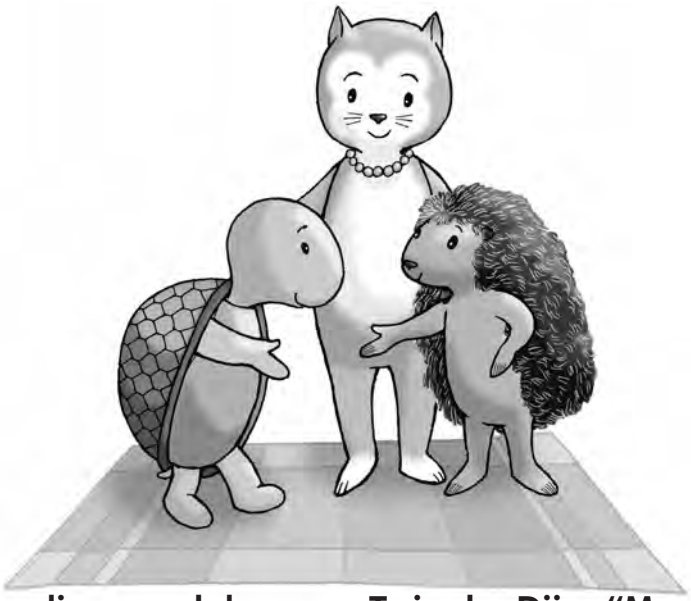

La Srta. Cathy dio una alabanza a Twiggle. Dijo: "Me gusta cómo hiciste la Tortuga para calmarte y usaste tus palabras para hablar con Henrietta".

Henrietta le dijo a Twiggle que estaba arrepentida de haber roto el dibujo. Twiggle dijo que estaba arrepentido de haber empujado a Henrietta en los cubos. Twiggle y Henrietta eran amigos otra vez.

21

Henrietta le pidió a Twiggle que le enseñara a hacer la Tortuga. Twiggle enseñó a todos sus amigos a calmarse cuando se sintieran alterados.

¡Pronto toda la clase estaba haciendo la Tortuga!

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Brilla Public Charter Schools

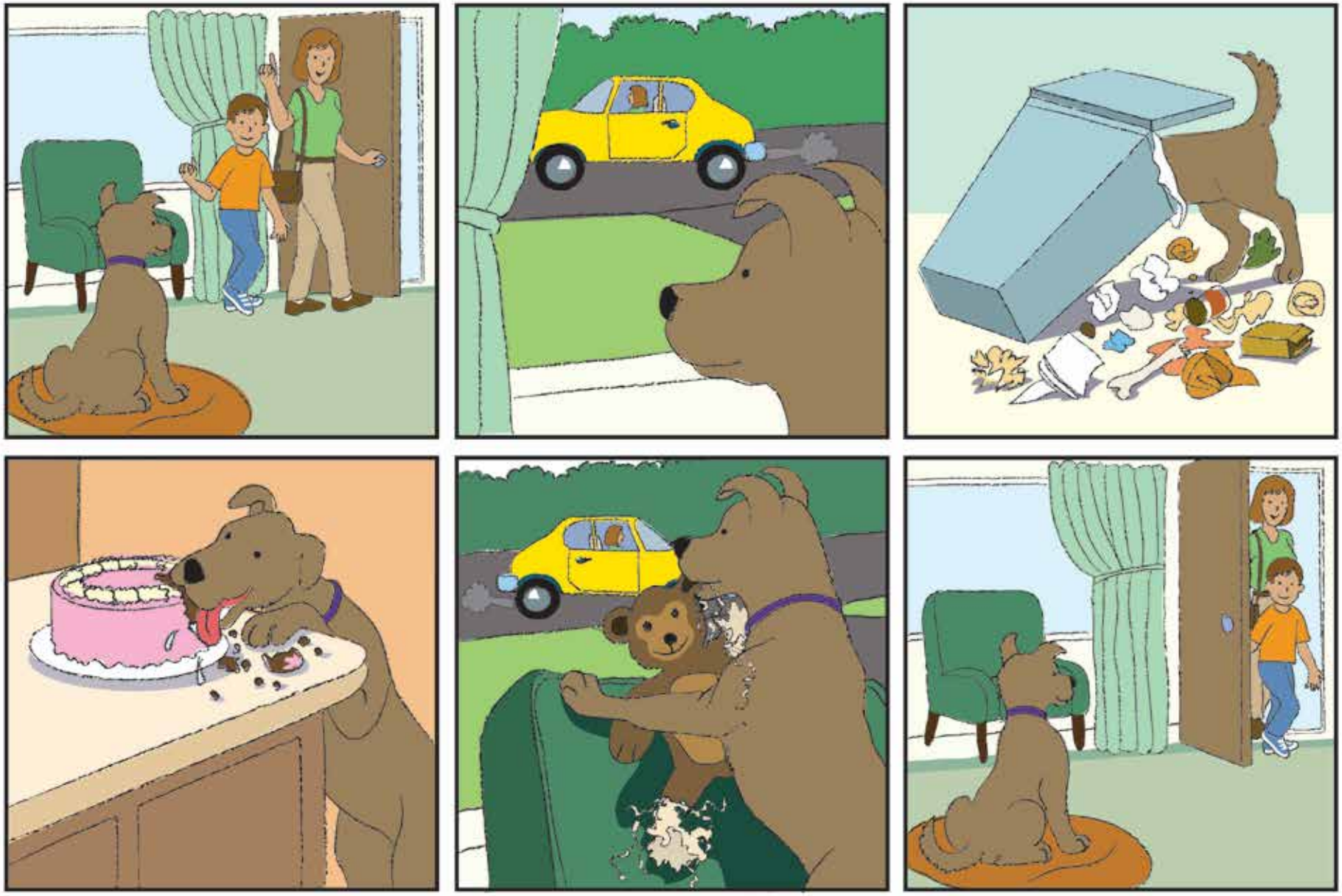
Ready for Kindergarten Packet

Week Eleven

Home Alone

Look at these pictures together and talk about them. Now ask your child to tell you the story that these pictures tell. Encourage him/her to point to each frame as s/he tells the story.

Take-Home



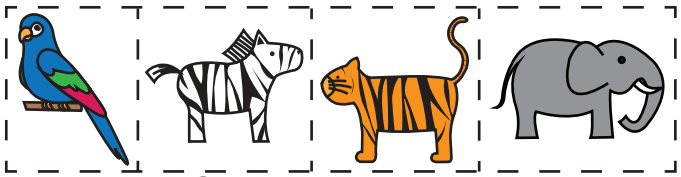
VOCABULARY: first next, then, last

Circle the Sound Picture: g

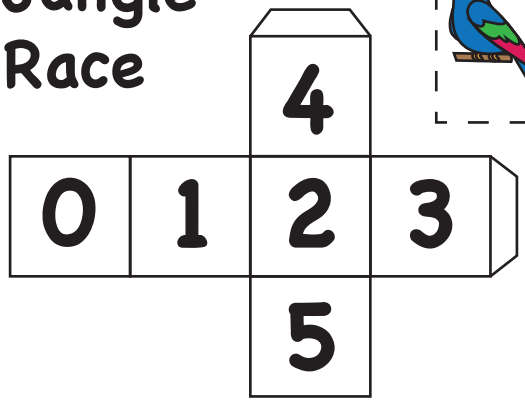
Help students identify and circle the sound picture for /g/ as in *girl*. Tell students to go word by word and to watch out for tricky words that don't have the /g/ sound in them. Help students remember what the sound picture for /g/ looks like by drawing it on a sheet of paper or having students draw it on paper or in the air.

goat	car	goose
sock	girl	tiger

Jungle Race

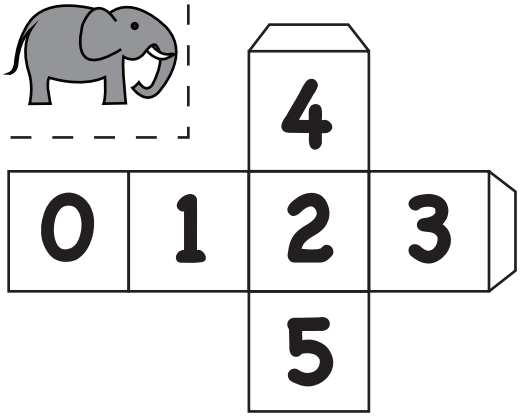


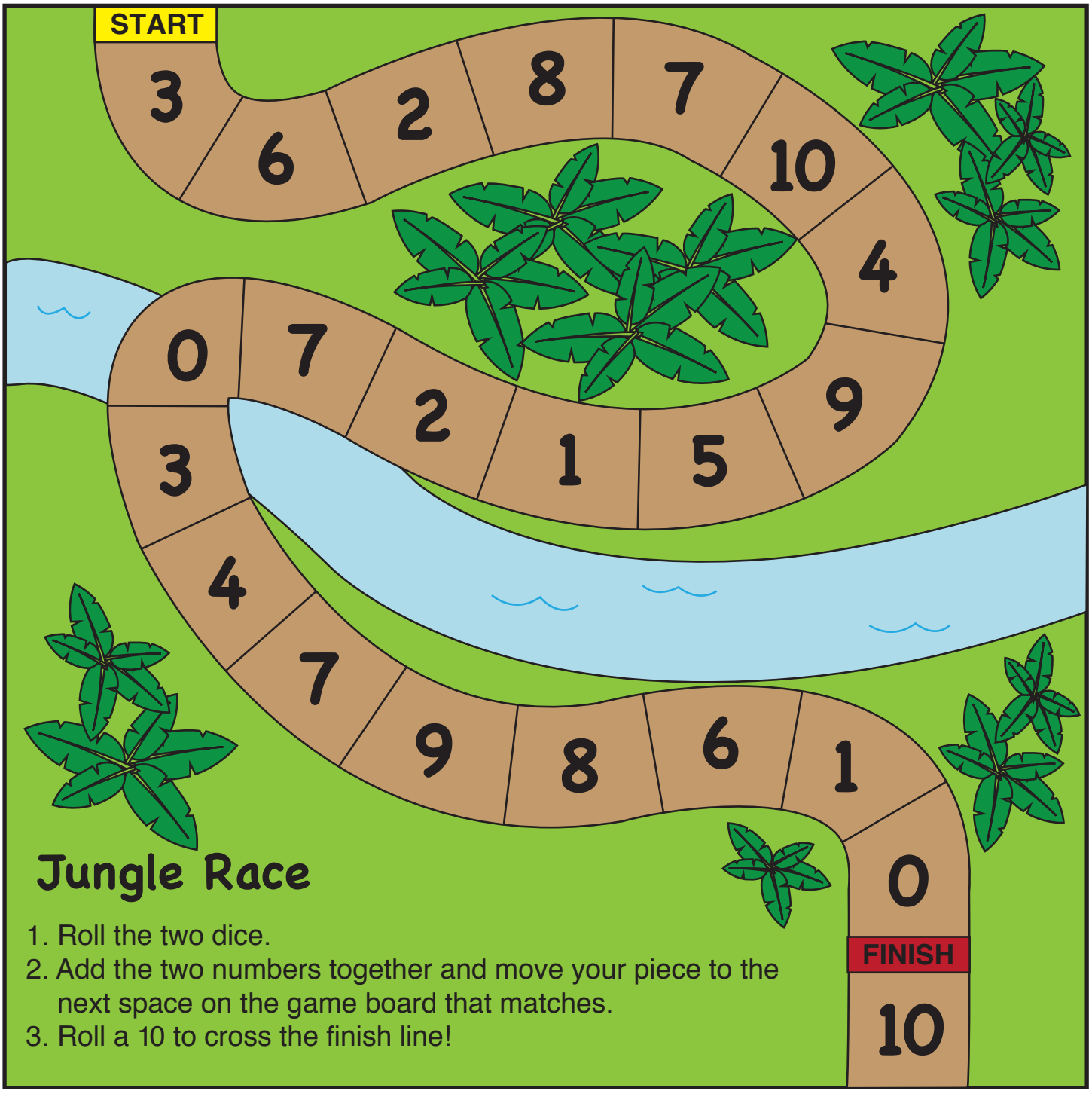
Game Markers



Dice:

Fold on lines and tape together

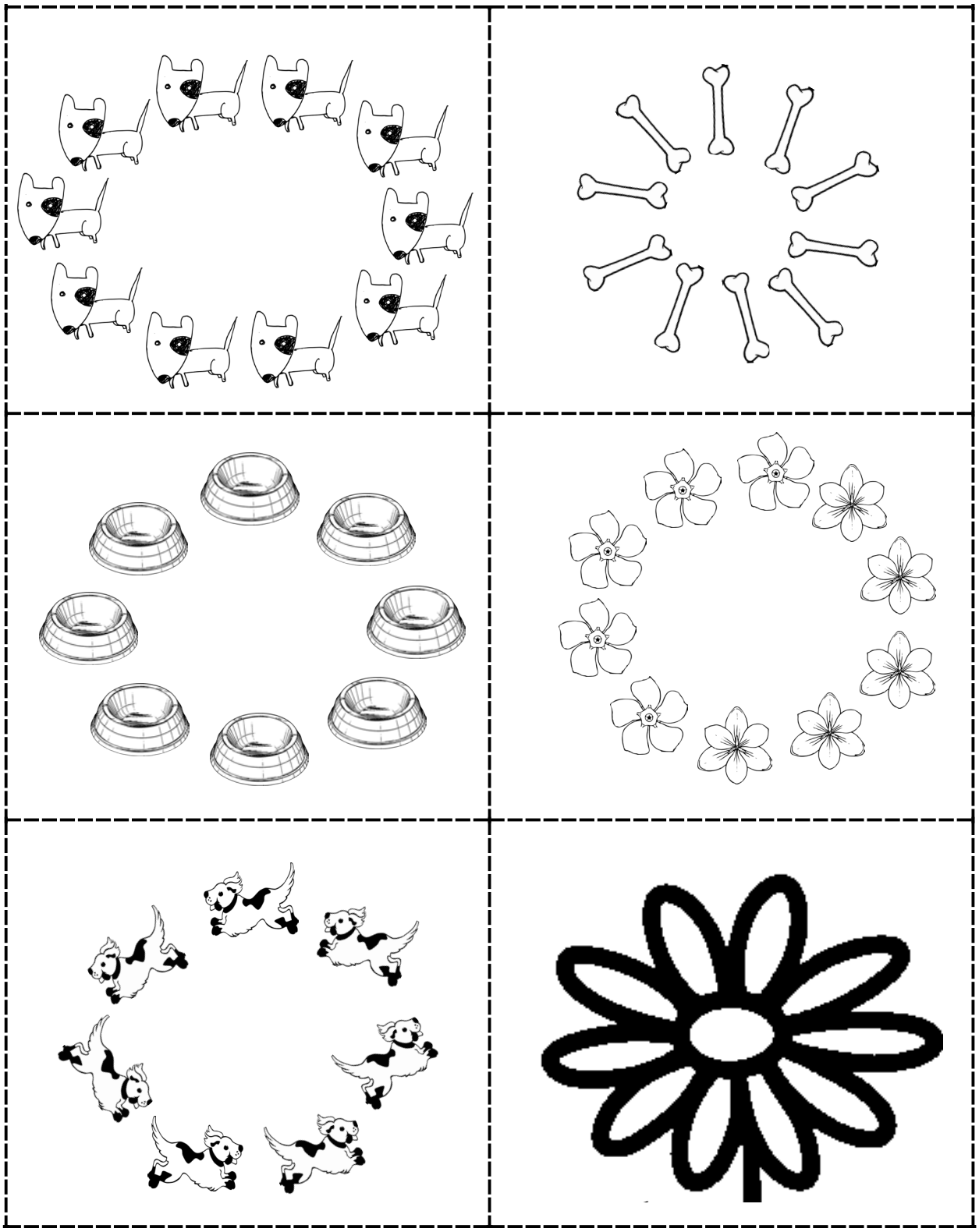




Jungle Race

1. Roll the two dice.
2. Add the two numbers together and move your piece to the next space on the game board that matches.
3. Roll a 10 to cross the finish line!

Count the objects and write the number in the middle of each circle.
Check your work by crossing off each object while you count.



circular configuration cards

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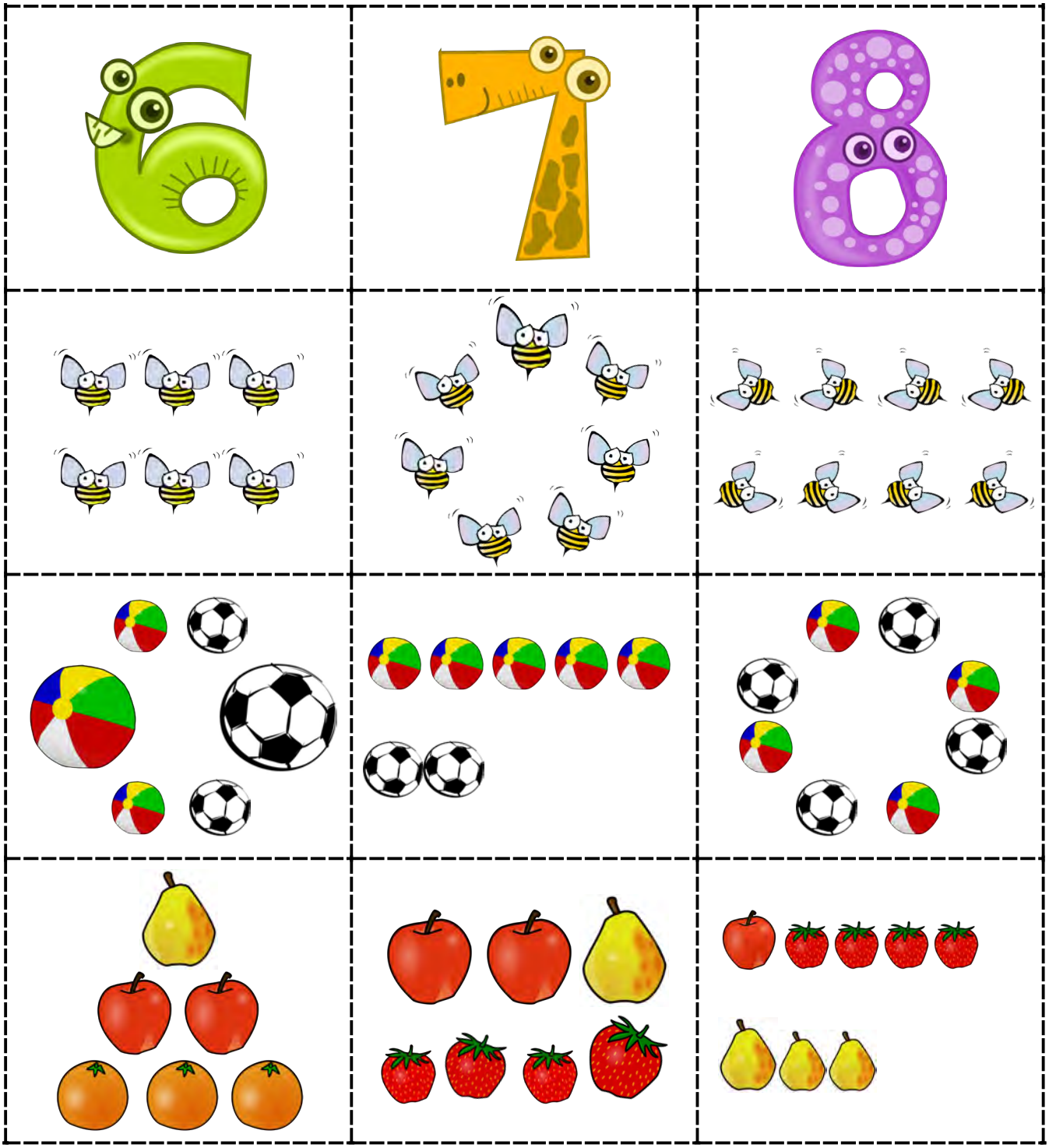
Cut out the number and picture cards. Mix up the cards.

Then, sort the cards by quantity.



pictures and shapes

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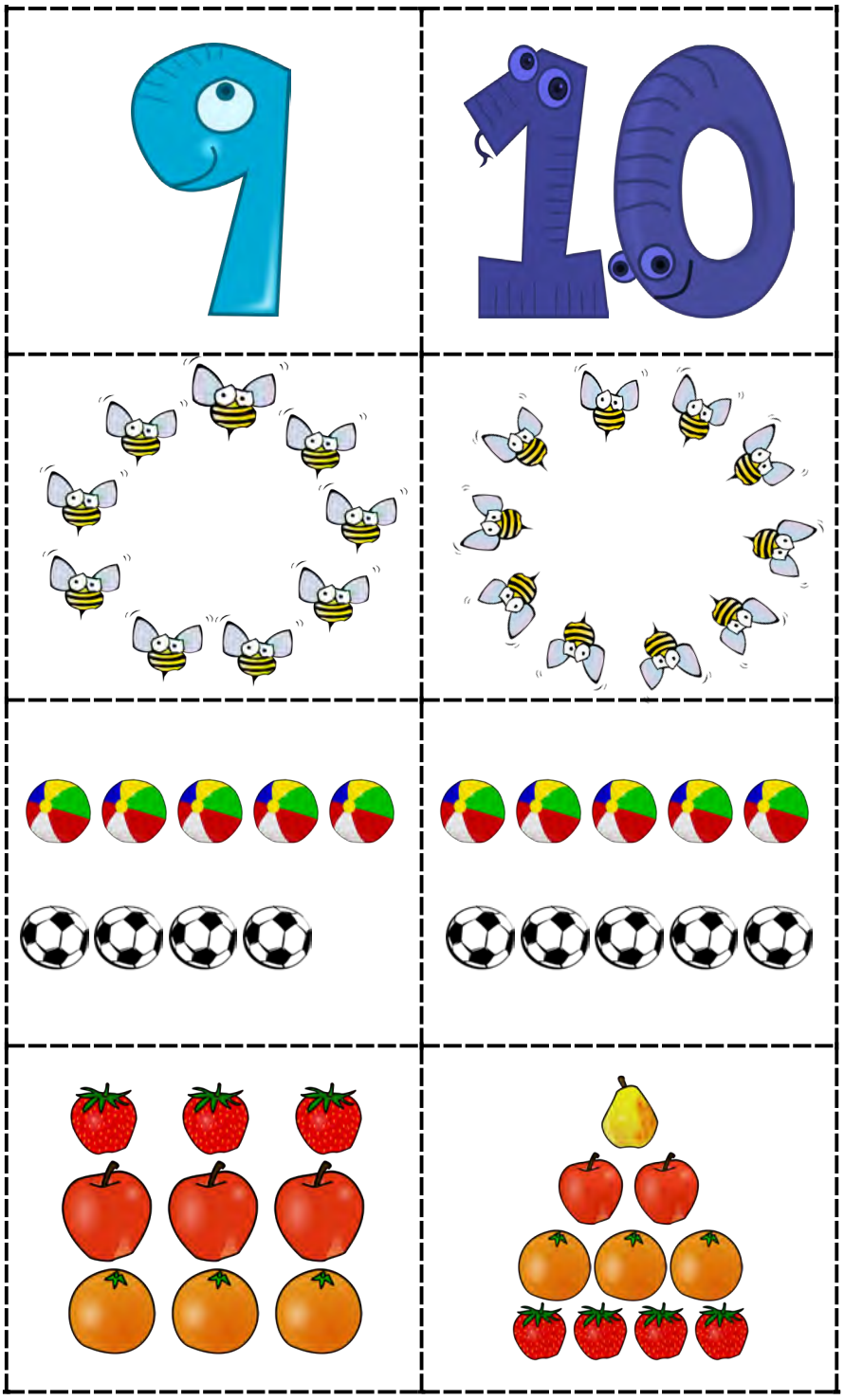

pictures and shapes

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Circle the Sound Picture: i

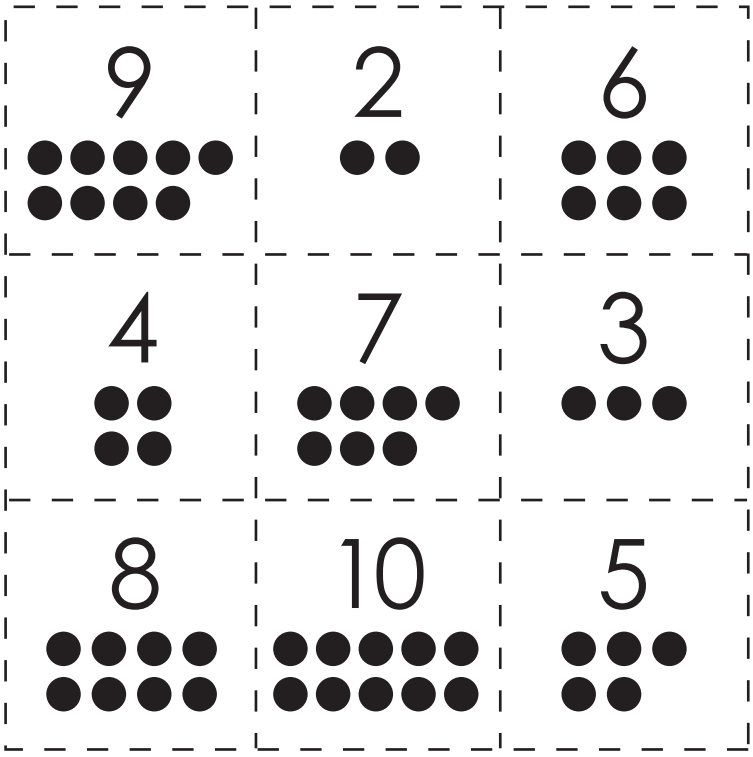
Help students identify and circle the sound picture for /i/ as in *itch*. Tell students to go word by word and to watch out for tricky words that don't have the /i/ sound in them. Help students remember what the sound picture for /i/ looks like by drawing it on a sheet of paper or having students draw it on paper or in the air.

iguana	igloo	itch
sit	ox	dishes

Ordering Numbers to 10

Put the numbers in order from smallest to largest.

1 ●				

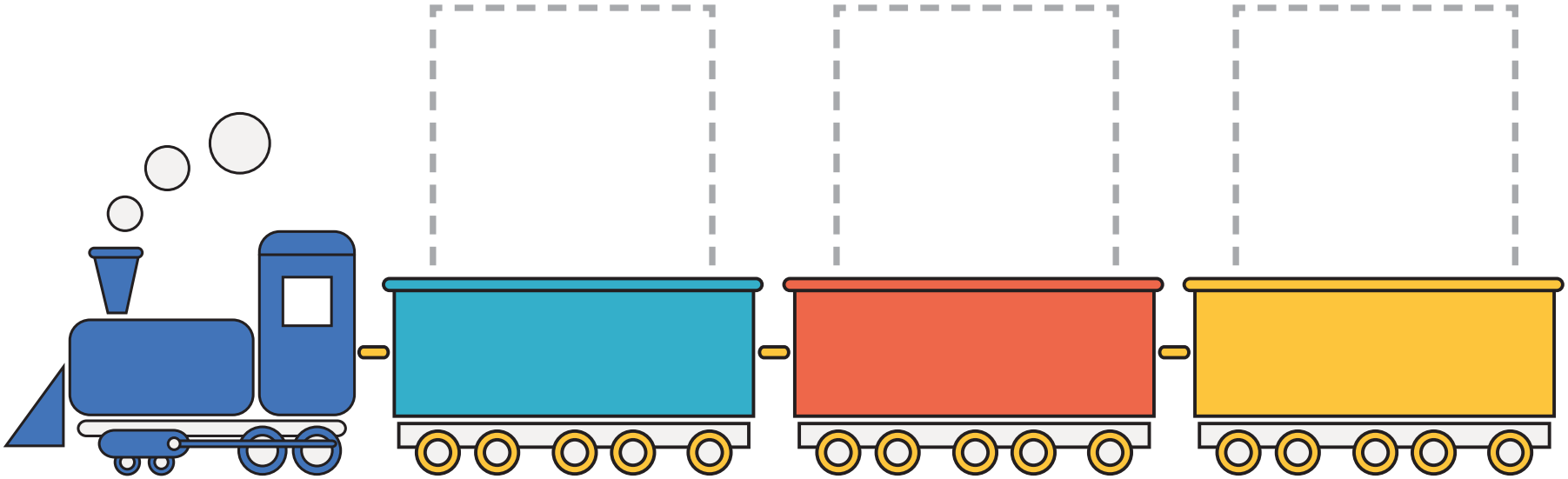


Blending Sounds Train

cat, mat, mad

Help students spell the words *cat*, *mat*, and *mad*, using these steps:

- Cut out the five sound pictures. Give students 'c', 'a', and 't' only.
- Say the word *cat* sound by sound and have students find and place the sound pictures that spell *cat* on the train.
- Help students glue down the word *cat*.
- Give students 'm', and 'd'.
- Say the word *mat* sound by sound and help students spell *mat* by gluing 'm' on top of 'c'.
- Say the word *mad* sound by sound and help students spell *mad* by gluing 'd' on top of 't'.



Cut out these sound pictures

Name _____ Date _____

Movement Card Game

Our physical health is so important! Staying active not only promotes strong muscles and bones, it also helps with stress reduction, mental health, and even the quality of our sleep! Here is a fun at-home physical activity for the whole family to enjoy! Using simple materials, children will create a movement card game that the family can play together. Geared toward children in preschool through first grade, this activity is a great way to incorporate early reading and math skills while staying active! Your family will love putting their own spin on this fun and easy at-home game all about movement!

What You Need:

- Index cards or enough paper to make 20 small cards (about the size of a playing card)
- Markers

What You Do:

1. Using index cards or 10 small pieces of paper, write one movement on each card (e.g., jumping jacks, spins, hopping on one foot, touching toes, reaching for the sky, etc.).
2. Using 10 more index cards or pieces of paper, write the numbers 1–10 (one number per card).
3. Stack each set of cards (numbers and movements) next to each other facedown.
4. Invite your child to pick a card from each deck, then read the cards aloud.
5. Have all players stand up and complete the movement for the number of times specified (e.g., 8 jumping jacks).
6. Repeat with a new player choosing cards.
7. Play until you have gone through the entire deck at least one time.
8. Variation: Use a timer to see how many repetitions each player can complete in a given amount of time. For example, how many jumping jacks can each player complete in 30 seconds?

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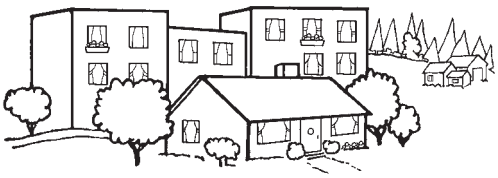
Parent/Caregiver Handout

Lesson 16—Doing Turtle



Review doing Turtle with your child.

There are 3 steps for doing the Turtle sequence:

1) Tell yourself to **stop**! (Fold your arms across your chest.)

2) Take a deep breath.

3) Say the problem and how you feel.
(For example, "I feel angry because my friend is not sharing the toys.")

When should your child do Turtle?

- If your child is having a hard time with something and you see him or her starting to get upset, remind him or her to do Turtle. Use a gentle voice.
- If you are talking to your child about his or her behavior and giving choices about what to do, make sure your child is calm first by having him or her do Turtle.
- If your child is getting overly excited about something, remind him or her to do Turtle to calm down.
- Do not force your child to do Turtle or use Turtle as a punishment. Suggest, "Let's do Turtle to calm down together."
- Use Turtle as a positive experience and a positive strategy, so your child will want to use it.

Things to do with your child:

1. **Reward your child with praise (for example, tell him or her that he or she is doing a good job) for any behaviors that resemble Turtle. (Try to reward your child 3-5 times a day.) Hugs are just as good as stickers or treats, as rewards!**
2. **Model doing Turtle for your child. Practice doing Turtle yourself whenever you are upset. Your child learns best from you.**

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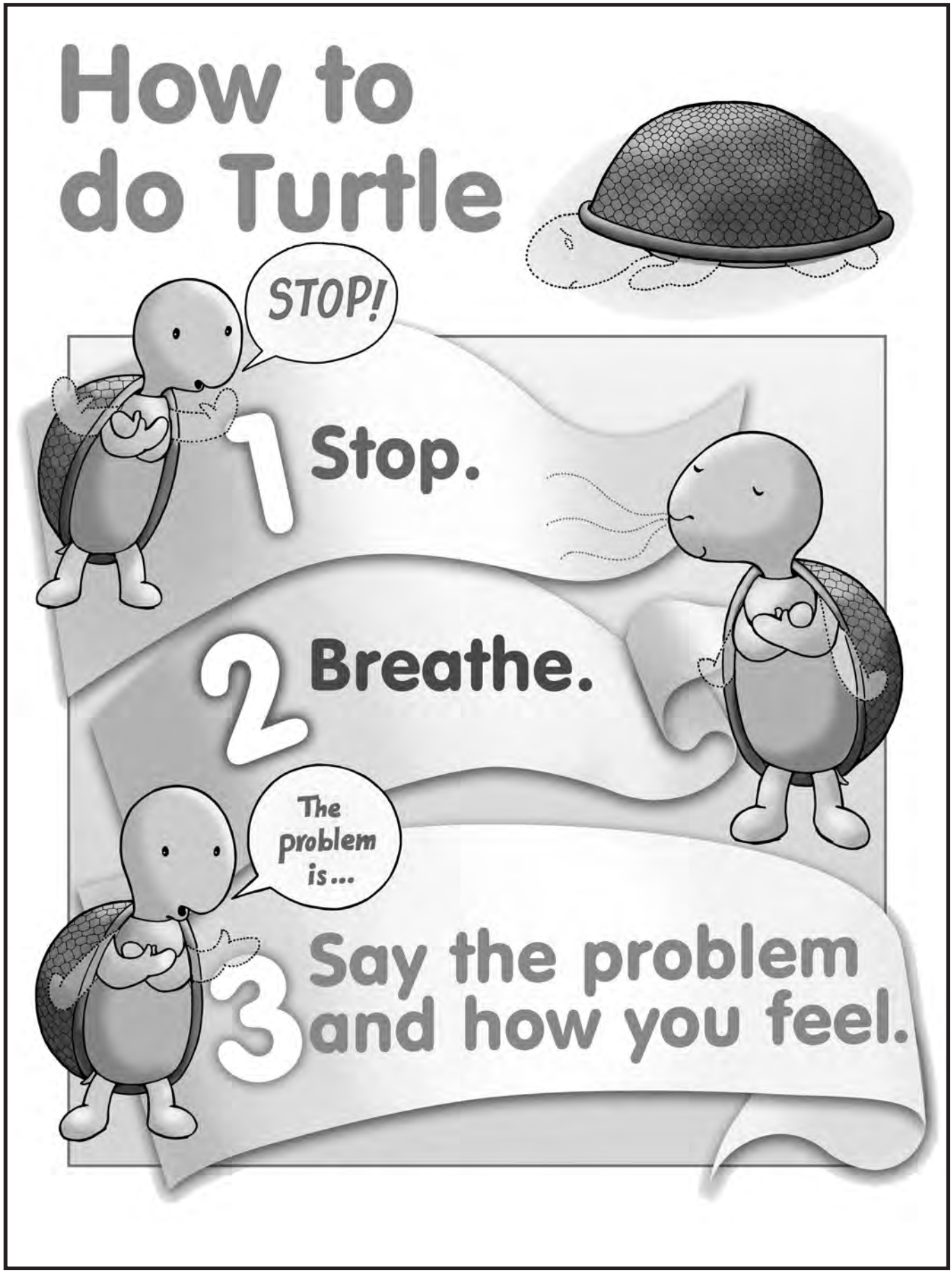
Do Turtle Sequence Poster



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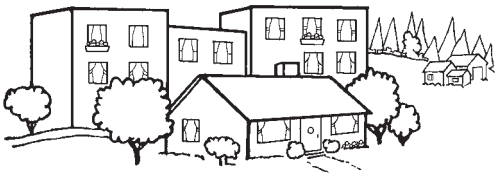
Hoja para los padres y cuidadores

Lección 16—Hacer la Tortuga

Repase hacer la Tortuga con su hijo(a).

Hay 3 pasos para hacer la secuencia de la Tortuga:



1) Dite a ti mismo **"¡para!"** (Crúzate de brazos.)

2) Respira largo y hondo.

3) Di el problema y cómo te sientes.
(Por ejemplo, "Me siento enojado porque mi amigo no está compartiendo los juguetes".)

¿Cuándo debe su hijo(a) hacer la Tortuga?

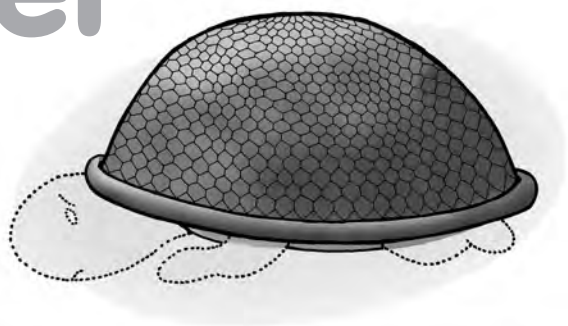
- Si su hijo(a) está teniendo dificultades con alguna cosa y ve que se está empezando a alterar, recuérdele que haga la Tortuga. Use una voz suave.
- Si está hablando con su hijo(a) sobre su conducta y le está dando opciones sobre qué hacer, verifique que su hijo(a) esté tranquilo antes de que haga la Tortuga.
- Si su hijo(a) se está entusiasmando demasiado sobre algo, recuérdele que haga la Tortuga para calmarse.
- No fuerce a su hijo(a) a hacer la Tortuga ni use la Tortuga como un castigo. Sugiérale "Hagamos la Tortuga para calmarnos juntos".
- Use la Tortuga como una experiencia positiva y una estrategia positiva, así su hijo(a) querrá usarla.

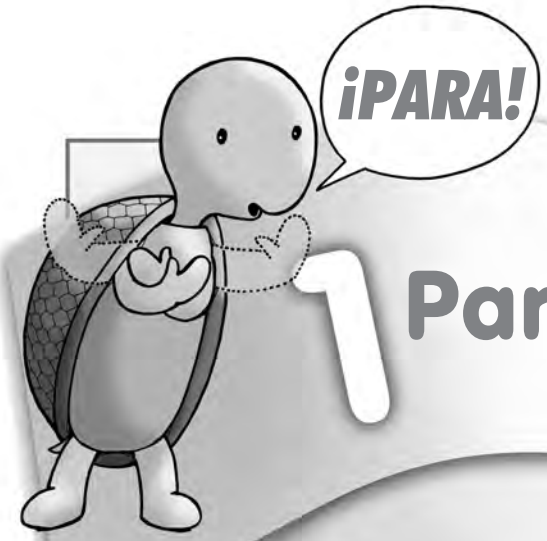
Cosas que hacer con su hijo(a):

1. **Recompense** a su hijo(a) con alabanzas (por ejemplo, dígale que está haciendo un buen trabajo) por conductas que se parezcan a la Tortuga. (Trate de recompensar a su hijo[a] de 3 a 5 veces diarias.) ¡Los abrazos son tan buenos como recompensas como las pegatinas o los caprichos!
2. Muestre a su hijo(a) a hacer la Tortuga. Practique hacer la Tortuga usted mismo cuando esté alterado. Los niños aprenden más de los padres que de ninguna otra persona.

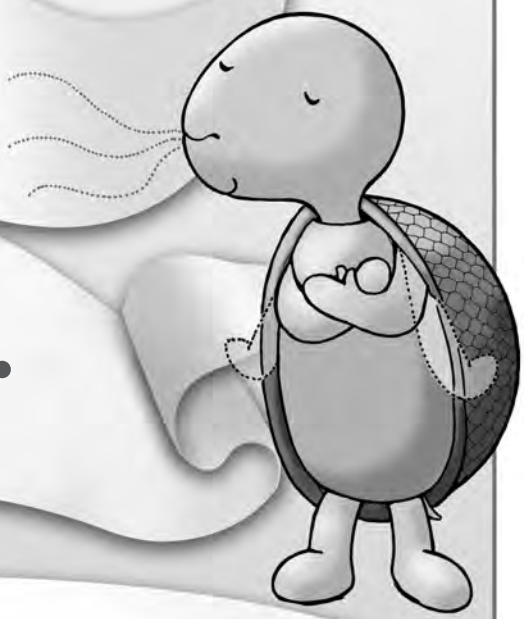
Afiche de secuencia de hacer la Tortuga

Cómo hacer la Tortuga





1 Para.



2 Respira.

3 Di el problema y cómo te sientes.

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