

CENTRAL KITSAP SCHOOLS

# 2024 – 2025 ALL DAY KINDERGARTEN



## A POSITIVE BEGINNING

**Central Kitsap School District**  
Silverdale, Washington



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## Elementary Directory

School	Phone Number
<a href="#">Brownsville</a>	360-662-8000
<a href="#">Clear Creek</a>	360-662-8100
<a href="#">Cottonwood</a>	360-662-8300
<a href="#">Cougar Valley</a>	360-662-8400
<a href="#">Emerald Heights</a>	360-662-8500
<a href="#">Esquire Hills</a>	360-662-8600
<a href="#">Green Mountain</a>	360-662-8700
<a href="#">Hawk at Jackson Park</a>	360-662-9000
<a href="#">PineCrest</a>	360-662-9200
<a href="#">Silverdale</a>	360-662-9400
<a href="#">Silver Ridge</a>	360-662-9500
<a href="#">Woodlands</a>	360-662-9700
<a href="#">Barker Creek</a>	360-662-2570

# Incoming Kindergarten Targets

A five-year-old with these skills is ready to succeed in school:

## Letters and Sounds

- Enjoys being read to and can retell a story
- Recognizes and names 10-15 alphabet letters and their sounds
- Repeats beginning and ending sounds in words
- Speaks in complete sentences
- Prints his or her first name
- Understands 4,000 to 5,000 spoken words

## Math

- Counts in order from 1 to 20
- Recognizes numbers and quantities to 10
- Names and sorts items by color, shape and size
- Understands concepts such as more, less, same, above, below, big and small

## Social

- Settles into new groups or situations
- Can concentrate on a task for at least 5 minutes
- Follows 3 step simple directions
- Shows kindness and concern for others
- Keeps hands, feet, and objects to self
- Plays cooperatively with 2 or more peers
- Recognizes and tries to manage emotions

## Bilingual

- Comes to school speaking English if other languages are spoken at home.

## Personal Health

- Potty trained
- No longer takes a daily nap (slowly wean away naps the summer before school starts)

**Reading aloud 20 minutes a day helps your child master these skills.**

# Preparing for Kindergarten

*(From the National Association of Elementary School Principals)*

The move from preschool to “real” school is exciting (and often tearful) for both children and parents. There is a lot you can do to make the transition to kindergarten enjoyable.

## Making Friends with the School

Point out the school as you drive or walk past, and say, “That’s your school.” Attend kindergarten orientation together, taking the opportunity to tour the school and meet the principal and teachers. Take your child to play on the school’s playground after school, on weekends, and during the summer.

## Social and Emotional

Sharing is a regular part of the day in kindergarten. Help your child learn to take turns by sharing toys, crayons, and games with friends and family members. Waiting is tough for preschoolers, but you can help them get used to it by saying things like, “We’ll go to the park after lunch.” Teach your child to communicate with words, not actions when upset. Children need to be able to settle into new groups and situations. Concentrate on a task for five (5) minutes. Follow simple directions and finally, be able to show kindness and concern for others.

Helpful websites:

- [PBS Parents](#)
- [Department of Education Early Education](#)
- [Understanding Social and Emotional Development from Get Ready to Read](#)
- [Edutopia Parent Resources](#)

## Listening is Important

Looking at the person who is talking to you is more than good manners when it is the teacher who is doing the talking. Work with your child on paying attention and following simple directions. For example, “Please put your pillow on your bed, and then put your shoes in your closet.”

## Loosening the Apron Strings

If your child is not already attending preschool or day care, look for ways for them to spend some time apart from you. Trade off with a friend or sign your child up in a community or church program for preschoolers.

## Who Am I?

Kindergartners should know not only their full names, but also the first and last names of their parents and caregivers. Memorizing your phone number and address may be a little easier for preschooler if you set them to a familiar tune, like “Mary Had a Little Lamb.”

## All by Myself

Your child should know how to zip, snap, tie, button, and fasten Velcro. Be sure that your little one can also take care of his or her bathroom needs well before the first day of school.

## Begin with Basics

Go beyond teaching your child the ABC song by working on letter recognition, especially letters that spell out his or her name. It is also helpful if your child can recognize isolated letters and those not in alphabetical sequences. Talk about the colors and shapes around you – the round clock, the red umbrella. Make simple counting a part of your preschooler’s day by counting aloud as you put each piece of silverware in the drawer, climb stairs, or bring in bags of groceries. Help your little one learn important concepts by acting out the differences between up and down, in and out, high and low, over and under, small and tall.

## Ensure a Healthy Start

Make sure your child’s immunizations are up to date RCW 28A.210.080. A complete physical before the start of school, including vision and hearing tests, is also a good idea. Start your preschooler on a school day regimen of bedtime and wake-up time several weeks before school starts. At this age, a child should have ten (10) hours of sleep.

Most importantly, understand that your child is unique and will learn at his or her own pace. So do not become frustrated if your child fails to master simple skills right away. The best thing you can do to prepare your preschooler for kindergarten is to invest as much time as possible helping him or her learning new skills. The long-term results will be worth your efforts.

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# The Kindergarten Program

Central Kitsap School District welcomes parents of new kindergarten students into a partnership with the district. Our goal is to provide a strong academic program which meets Washington State standards while nurturing these young children and providing a safe, caring learning environment. Our program is designed so children meet sets of standards in English Language Arts (reading, writing, speaking, and listening, and language), Mathematics, Science, and Social Studies by the end of the year.

Central Kitsap School District staff understands and respects that each child is a unique person with an individual personality and distinctive family background. The beginning years in school are among the most important for learning because attitudes and patterns are formed early. The staff works diligently to provide positive learning experiences designed to help children reach standards while supporting their developing abilities.

## Social & Emotional Development

In kindergarten, important lifelong learning skills will be emphasized, including:

- Following routines
- Respecting others
- Accepting responsibility
- Becoming more self-sufficient
- Cooperating with peers and adults
- Problem solving
- Communicating about what he/she has learned
- Following directions
- Changing easily from one task to another
- Handling mistakes in a positive way
- Creating and imaging
- Expressing feelings verbally



## Mathematics

In kindergarten mathematics, students develop the concept of number by counting, drawing, writing and ordering numbers. Students combine, sort and compare groups of objects based on qualities like shape, size, and color. They learn that addition and subtraction are putting groups of things together and taking them apart. They explore shapes and learn their names and descriptions. They begin to understand basic measurement and solve simple problems.

**By the end of the year, your child will learn to:**

### Counting & Cardinality

*(the number of items in a set)*

- Count forward to 100 by ones and tens
- Count forward from any number in each sequence (ex. Begin with 7 and count to 20)
- Write numerals from 0 to 20 or more
- Represent number of objects with numerals 0 to 20
- Use a number to represent an amount of objects
- Count objects and recognize that each number said represents one object
- Count and recognize the last number said is how many objects there are and that the number doesn't change even if counted a different way
- Recognize when counting that numbers get bigger
- Count to answer "how many," using sets of objects of 20
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
- Compare two written numbers between 1 and 10

### Operations & Algebraic Thinking

- Represent addition and subtraction with objects, fingers, sounds, numbers, drawings, etc.
- Solve addition and subtraction word problems within 10 using objects or pictures
- Fluently take apart and put together numbers within 01 (ex.  $5 = 2 + 3$ ,  $5 = 4 + 1$ )
- Fluently add and subtract within 5

### Number & Operations in Base Ten

- Fluently take apart and put together numbers from 11-19 into ten ones (grouped as a ten) and some ones (not grouped) using objects or drawings and recording with drawing or numbers (ex.  $18 = 10 + 8$ )

## Measurement & Data

- Describe attributes of objects, such as length and weight
- Make direct comparisons using measurable attributes such as length, weight, and capacity (longer/shorter, heavier/lighter, etc.)
- Classify objects and count the number of objects in each category

## Geometry

- Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), hexagons, cubes, cones, cylinders, and spheres
- Sort shapes using a sorting rule and explain the sorting rule
- Describe the location of one object relative to another object using pairs of words such as in/out, over/under, above/below, between/next to and behind/in front of
- Identify, describe and compare two-dimensional (flat) or three-dimensional (length, width, height) objects
- Make a larger two-dimensional shape using two or more two-dimensional shapes (ex. Two triangles make a larger rectangle)
- Model shapes in the world using materials (toothpicks and gumdrops) and drawings shape

## Reading

In kindergarten, children learn how print words, how letters represent sounds that are blended to make words and other necessary, foundational skills of reading. During group reading times, kindergarteners also develop skills important to understanding both literature and informational texts.

## By the end of the year, your child will learn to:

- Identify consonant and vowel sounds at the beginning, middle and end of words
- Count, segment, and blend syllables and sounds within words
- Identify upper and lowercase letters
- Read common sight words automatically (i.e., the, of, my, to)
- Use knowledge of common letter sounds to read three- and four-letter words
- Recognize and produce rhyming words
- Identify parts of a book – including front cover, back cover, and title page
- Recognize common types of texts (storybooks, poems, informational text)
- Understand how texts work: Words are separated by spaces, and go from left to right, top to bottom, and page-to-page
- Actively engage in-group reading activities
- Listen to and discuss literature that represents different cultures and traditions
- Ask and answer questions about text
- Draw or write to show ideas from text
- Make predictions and simple inferences based on text and pictures
- With guidance, identify characters, setting, and important events in a story or main ideas and supporting points in informational text
- With guidance, retell text using key details and correct sequence: beginning, middle, and end
- With guidance, compare characters, events, or information within a text or in multiple texts
- With guidance, choose books and share them with others
- Read emergent-level texts with purpose and understanding



## Writing

In kindergarten, students begin to build their own simple sentences. Even at this early age, students start to understand that they can write to tell personal stories, share their opinions, and respond to text.

By the end of the year, your child will learn to:

- Use drawings, dictating, and writing to – tell about an event or experience, state opinions, communicate non-fiction information
- Add details to strengthen writing based on peer and teacher input
- Use digital tools to produce and publish their writing
- Participate in research and writing projects

## Speaking & Listening

In kindergarten, students increase their vocabulary and communication skills through shared experiences. Students of their age increase their ability to listen to adults and peers. They also extend their ability to communicate their own ideas clearly, using and increasingly large vocabulary.

By the end of the kindergarten year, your child will learn to:

- Ask or answer questions to get help or to clarify understanding of information
- Answer questions following a read-aloud or video to confirm understanding (increase comprehension)
- Participate in conversation with kids and/or adults about books and kid-friendly topics
- Take turns being a listener and a speaker (demonstrate social skills)
- Orally describe thoughts, feeling, ideas, familiar people, places, or things in a clear, concise manner

## Language

In kindergarten, students will demonstrate knowledge of standard English when writing or speaking. As they progress through their kindergarten experiences, these young students add written language skills to their expanding oral abilities, extending their knowledge and use of the conventions of standard English as they build their vocabularies.

By the end of the kindergarten year, your child will learn to:

- Correctly and legibly form upper and lowercase letters
- Correctly write first and last name (capitalizing the first letters only)
- Use high frequency words in writing (i.e., cat, dog, run, play, like)
- Use complete sentences, orally and in writing
- Capitalize the beginning of a sentence and the word “I”
- Recognize and name end punctuation (., ?, !)
- Spell simple words by writing the sounds heard (i.e., first, last, and middle sounds)
- Understand and use question words (who, what, when, why, and how)
- Building vocabulary by
  - Reading and being read to
  - Studying and discussing text illustrations
  - Responding to text, orally or in writing
  - Using new vocabulary when conversing with teacher and peers and
  - Making real-life connections with words and their use



## Science

In kindergarten science, students begin to explore the process of scientific inquiry. They understand that scientists observe carefully and ask questions. Students develop the skills of observing, sorting, and identifying parts and begin using scientific tools to understand the natural world. The Guiding Question in kindergarten science is, “How do we (as scientists) explore and observe our natural world?”

Important investigative science skills in kindergarten:

- Exploring
- Observing



- Sorting

### Kindergarten Science Kit Topics

- Wood and Paper – Physical Science
- Organisms – Life Science

### By the end of the year, your child will learn to:

- Sort objects by properties including shape, size, color, texture, and hardness
- Identify observable characteristics of living organisms (i.e., spiders have eight legs; birds have feathers; plants have roots, stems, leaves, seeds, flowers)
- Observe and show how living things look different under a magnifier
- Wonder and ask questions about objects, organisms, and events based on observations of the natural world
- Follow all safety rules during investigations



## Social Studies

The context for social studies in kindergarten is the student’s interaction with classroom and school. The

classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. They begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

### By the end of the year, your child will learn to:

- Understand and create timelines to show personal events in a sequential manner
- Understand one’s point of view
- Evaluate the fairness of one’s point of view
- State own viewpoint and listen to viewpoints of others
- Retell and explain personal history
- Apply the ideals of justice and fairness when making choices or decisions in the classroom or on the playground
- Remember the people who make and carry out rules in the classroom and school (i.e., teacher, librarian, cafeteria and playground support, Para educator, custodian, learning specialist, principal)

## Art, Music & Physical Education

In class, your child will experience the arts through:

- Responding
- Drawing
- Painting
- Building
- Acting
- Dancing
- Singing

Additionally, specialists in the areas of Music and Physical Education (PE) provide instruction for kindergarten children.

# Helpful Facts to Know

## Entrance

Children must be five years old on or before August 31 to enter kindergarten.

## First Day

**The first day the 2024-2025 school year is Wednesday, September 4. However, the first full day of kindergarten is later than for upper grades.** This allows time for teachers to meet individually with new students and families. Our schools will work with you to schedule an appointment to meet with your child's teacher. Please check your school's website for the first full day of kindergarten.

## Health

The Washington State Board of Health requires that every child be immunized against tetanus, diphtheria, pertussis, polio, measles, rubella, mumps, Varicella (chicken pox) and hepatitis B before entering school. An immunization form must be completed prior to the first day of school. RCW 28A.210.080.

All students are encouraged to have a physical examination prior to entering kindergarten. School health forms are available from your physician or local community clinic. We recommend that children also have vision and hearing screened by the physician prior to entry. Please inform the school of any disability, medical restriction, or special needs your child may have.

## Attendance

Regular attendance is very important. Your child is developing attitudes about school, which will have a significant impact on success in school and educational development. Irregular attendance can make a child feel insecure or confused upon his/her return to school. Please send your child to school every day unless there is illness or a family emergency.

## Arrival & Dismissal

Send your child to school on time. It is difficult for everyone when a student arrives late since important activities and directions begin as soon as school starts.

It is also very important that you do not send your child any earlier than 10 minutes before the school starting time because teachers have conferences, meetings, planning, and setting up which makes childcare impossible.

If you are planning to pick up your child after school, notify the office and please come on time. Children can get very upset and frightened when other children leave, and you are not there to get them.

If your child goes to a place other than home after school, please give this information to the school office manager and the teacher. It is also important to send a note telling the office and teacher about any changes from the usual routine (visit to friends, other parent or friend who will pick up the child, etc.). Please inform the school of daycare arrangements and ensure the school office always has updated address and telephone information for your child.

## Kindergarten Assessment

Kindergarten teachers assess what their students can do throughout the year. One test that teachers may use is a district-developed literacy and math assessment that reflects state standards of kindergarten students. Teachers may give portions of this test throughout the school year to check on student growth. In the fall, teachers will administer an assessment called WaKIDS (Washington Kindergarten Inventory of Developing Skills).

This assessment measures a child's strengths and development in the areas of social-emotional, physical, language, cognitive, literacy and mathematics skills. WaKIDS also includes meetings between kindergarten teachers and families at the beginning of the school year to help teachers learn more about each child's interests and needs.

Additionally, all kindergarten students are assessed three times a year with a widely assessment called Acadience Reading for literacy skills. Results from these tests inform instruction and help your child's teacher monitor progress.

## Other Tips

- Think ahead about the weather. Have your child dress for the weather (coats, hats, boots, mittens, or other needed clothing). Children often participate in outside activities.
- Do not send medicine to school with your child. Schools cannot dispense any medications without an authorization form completed by the doctor. Parents should personally bring the form and medication to the school office to ensure the safety of everyone.
- Send all money in envelopes marked with purpose, child's name, amount, and teacher's name. Pin the envelope to the child's clothing if possible.
- Label all items sent to school including clothing, personal items for sharing, and school materials.
- Do not send toys or valuable or breakable items.
- A birthday is an important event in a child's life. Check with your child's teacher about appropriate classroom birthday celebrations.
- Please call the teacher anytime you have a question or if your child is experiencing a problem or specific worry. A conference with the teacher may be arranged by calling for an appointment.
- In the fall, parent-teacher conferences are scheduled with all parents.



# More Ways to Help at Home

You are the first teacher and most significant adult in your child's life. Read to your child at least 20 minutes a day, building up reading time as your child's attention span allows. Reading together boosts vocabulary, comprehension, attention span and listening, and promotes imagination, curiosity, and knowledge.

- Take time to talk with your child about school. Ask about events at school. Share your day as well. Go for walks, talk together about what you see. Talk while you are working. Spend time listening to your child talk.
- Give your child paper, crayons, pencils, and markers. Encourage writing for many purposes. Use coloring books and workbooks sparingly. Blank paper encourages writing development and creative activities.
- Limit television viewing and screen time on all electronic devices. Watch and do selected programs together and discuss them with your child.
- Talk to our child as you use simple math throughout the day; counting, adding, subtracting, measuring, etc.
- Arrange special time alone with each child in your family.
- Provide outdoor time. Children need to develop muscles by running and playing.
- Play is a child's way of learning. Give your child plenty of time to play.
- Play games together. Games are a wonderful teaching tool and promote both academic and social skills.
- Sing together.
- Most importantly, have fun learning with your child.

## Working Together to Prepare Children for Successful Kindergarten Mathematics Experience

*(From the National Council of Teacher of Mathematics)*

All children need to be encouraged, supported, and nurtured as they explore the world of number, shape, space, and pattern. Mathematics learning builds on the natural curiosity of children and the natural world around them. Rich and varied experiences and play are natural vehicles for developing mathematical thinking. All mathematical experiences should be positive, fun, and based on the principle that all children can learn to do significant mathematics and enjoy the journey.

Some activities might include:

- Point out numbers, sizes, and shapes as you and your child encounter them
- Count things in your world
- Sort and order things as you play and clean up
- Ask questions that could be answered by simple numbers or shapes
- Enjoy the mathematics (counting, shapes, sorting) of shopping
- Build things (measurement, shape)
- Use measurement to cook
- Represent numbers by drawing (3 birds; a yellow circle sun)
- Look for patterns in books, art, and the world around you
- Use spatial skills to do puzzles
- Enjoy and appreciate music



# Home Activities that Support Reading, Writing, Speaking & Listening, and Language

Read to your child at least 20 minutes a day, building up reading time as your child's attention span allows. Reading together boosts vocabulary, comprehension, attention span and listening, and promotes imagination, curiosity and knowledge.

- When preparing to read aloud, pick diverse books that match your child's attention span and ever-widening interests. Talk to your child about the books you read. Ask what the story makes them think about and share your own responses. Don't hesitate to reread favorite books or to experiment with different kinds of books.
- Make sure that your child has access to lots of books throughout the day. Take advantage of the public library to help keep a good variety of books in your home.
- When reading point out and talk about these parts of the book: The cover, title, author, illustrator, pages, words, sentences and periods. Show and talk about how we read pages from the front of the book to the back and pages from left to right and from top to bottom.
- Encourage your child to talk about their favorite part of the book and then illustrate that part with their own drawing. Ask them to share then tell about their illustration when they are finished.
- When reading storybooks, occasionally stop to ask questions about the characters, settings and events. When reading non-fiction, talk about what the author is trying to teach.
- When reading storybooks, stop occasionally and ask your child to predict what will happen next. When reading non-fiction, talk about how we could use the information from the author.
- Encourage your child to develop a list of favorite authors. Share what you like or dislike about a book and ask your child to do the same.
- Use the new vocabulary introduced in books in everyday speech. Encourage your child to use the new words in their own speech.
- When reading, occasionally point to the letter on the page and have your child find another letter shape that is the same. Once your child can match letters easily, you can begin to add the letter name to this activity. (i.e. "Here is an "m" Can you find another "m"?)
- Once your child can accurately match identical letter shapes, help them learn the names of the letters in their first name. Look for those letters all around throughout the day: on signs, on labels, in books and wherever you encounter print. Show your child how to form the letters on paper, while finger-painting in shaving cream, with a stick in the sand or mud, with sidewalk chalk, with a paintbrush dipped in water and written on the sidewalk, etc. Once your child has learned the letters in their first name, gradually work on all of the letters of the alphabet in the same way. Teach the lowercase (small) letters first, as these are the form of letters most used in text.
- Read and write in front of your child often. Try to establish a family reading time where everyone reads silently for a few minutes, and let your child know how much you enjoy reading. Talk about what you are doing as you write, whether you are adding items to a grocery list, filling out a form or signing a greeting card. Use every opportunity to share who we use reading and writing throughout the day.
- Create a literacy corner that includes writing materials (like pencils, pens, crayons, markers, paper and envelopes) and plenty of books.
- Read nursery rhymes and stories with rhyming pattern and sing rhyming songs with our child. To help build rhyming skills, point out words that rhyme. Occasionally leave out a rhyming word in a familiar story or song and have your child say the word. Playing Rhyming Toss and Catch with a beanbag or softball, saying a word as you toss the ball and having you child say a word that rhymes when they throw the ball back to you.
- Talk about the sounds that begin words. Play games like "I see something that starts with /mmmm/ sound. Can you figure out what it is?"

# Letter Shapes Matching

Cut out the attached alphabet cards and make two sets.

1. Using just two letter shapes (such as s and b); show your child how to match these shapes their identical card from the second set.
2. Have your child make a match, given just two choices.
3. Increase the number of letter shapes, as your child can match more and more letter shapes accurately.
4. Once your child can accurately match all of the lower-case letters, begin to call the letter b name. (“Can you find another “m” just like this one?”)
5. Once your child can accurately name all of the lower-case letters refer to the letters by their sound. (“Can you find another “s” that makes the /ssss/ sound?”)

# Numeral Shapes Matching

Cut out the two sets of numerals 1-12. Use Steps 1-4 (see above) with these numeral cards to teach the numeral names.

# Quantity-to-Numeral Matching

Cut out the numeral and dot cards. Start with the cards with the smallest quantity and work up, having your child match the number of dots with the correct numeral card.



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		

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		



1	2	3
4	5	6
7	8	9
10	11	12

1

2

3

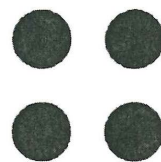
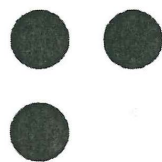
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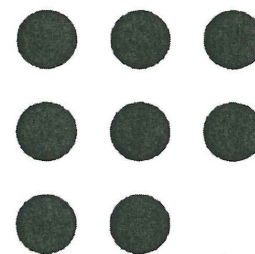
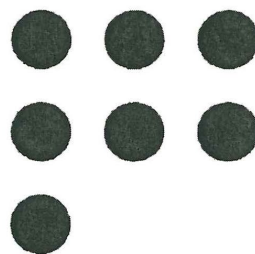
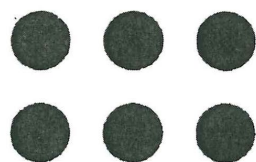
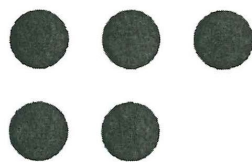
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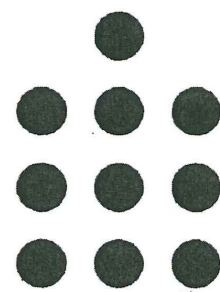
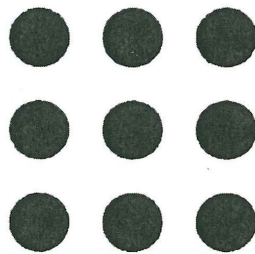
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# Songs and Finger Plays to Build Rhyming and Other Skills

## Tiny Tim

I had a little turtle, his name was Tiny Tim.  
I put him in the bathtub, to teach him how to swim.  
He drank up all the water; he ate up all the soap.  
And now when he talks, there's a bubble in his throat.

## Right Hand, Left Hand

This is my right hand,  
I'll raise it up high (right hand over head).  
This is my left hand,  
I'll touch the sky (left hand up).  
Right hand (show right palm)  
Left hand (show left palm)  
Roll them around (roll hands over and over)  
Left hand (show left palm)  
Right hand (show right palm)  
Pound, pound, pound, (pound fits together).

## Sleepy Caterpillars

Lets' go to sleep, the caterpillar said, (wiggle finger)  
As they tuck themselves into their beds. (make a fist)  
They will awaken by and by,  
And each one will be a lovely butterfly. (open hand one finger at a time)

## Five Little Fishes

Five little fishes swimming in a pool (wiggle 5 fingers)  
The first one said, "the pool is cool". (wrap arms around body)  
The second one said, "the pool is deep", (voice deep)  
The third one said, "I want to sleep", (rest head on hands)  
The fourth one said, "let's dive and dip", (hand dives and dips)  
The fifth one said, "I spy a ship", (peer out under hand)  
Fisherman boat comes, (fingers from V and move away from body)  
Line goes KER-SPLASH, (pantomime throwing fishing line)  
Away the five little fishes dash. (wiggle 5 fingers away)

## Bunny and The Cabbage

Once there was a bunny, (right fist forms bunny and two fingers his ears)

And a great big cabbage head (fist of left hand)

“I think I’ll have some cabbage,” the little bunny said.

So he nibbled and he nibbled (nibble cabbage head with fingers of right hand)

And pricked his ears to say (ears straighten up)

Now I think it’s time to be hopping on my way.

## Chipmunk in a Tree

See the little chipmunk. (hold left hand up, elbow bent)

Run up the tree. (right hand running up left arm)

There he finds a hole and hides from me. (right hand through hole and disappears)

Watch and you will see him peek all around. (put forefinger of right hand through hold as though looking about)

And if you’ll be quite still, he’ll come down. (chipmunk runs down)

## Going to Bed

This little boy is going to bed (place forefinger in left hand)

Down on the pillow he lay his head,

Wraps himself in the cover tight. Fold left hand over right forefinger)

This is the way he sleeps all night.

Morning comes he opens his eyes. (blink eyes as if just opening)

Back with a toss the cover flies

Up he jumps, is dressed and away

Ready for work, ready for play. (open left fist and quickly raise forefinger, then wiggle it and move hand as if walking on its way)

## Beehive

Here is a beehive. (make a fist)

Where are all the bees?

Hidden away where nobody sees!

I see something! They are alive!

One! Two! Three! Four! Five! (count on fingers)

## Grandmas' Glasses

Here are grandmas' glasses.

Here is grandmas' hat.

This is the way she folds her hands,

And puts them in her lap.

Here are grandpas' glasses,

Here is grandpas' hat.

This the way he folds his arms.

Just like that!

## There was a Little Turtle

There was a little turtle, (make a small circle with hand)

He lived in a box, (make box with hand)

He swam in a puddle, (wiggle hands)

He climbed on the rocks. (stack hand on the other fist)

He snapped at a mosquito, (clap hands)

He snapped at a flea, (clap hands)

He snapped at a minnow, (clap hands)

He snapped at me. (clap hands)

He caught the mosquito. (clap hands)

He caught the flea, (clap hands)

He caught the minnow, (clap hands)

But he didn't catch me. (wiggle fingers away)

## Fine Motor Activities

### Finger Strengthening

- Squeeze a ball ("squish" play dough or foam)
- Tug of war – make a loop with thumb and index finger, interlock other hand loop, and pull loops tight without pulling apart. Try with thumb and each finger.
- Lay palms flat on table. Pull fingers up and make a "cave". Next lay fingers flat and raise finger up, one at a time.

### Hand Strengthening

- Play dough/clay – stretch, twist, squish, roll
- Wall pushes – place palms flat against wall, push as if you were going to move the wall back
- Rotating – do activities that involve rotating your hands
- Single-handed – turn on and off faucet, turn doorknobs
- Dual handed – put together nuts and bolts, screwdriver and screw, twist open jars

## Manipulation

- Attach large paper clips to tag board
- Clip clothespins on a shoebox, drop into container from waist height
- Pin large safety pins into fabric
- Stack small blocks, holding one block in hand while stacking
- Use tweezers to pick up small objects

## Coordination

- Sequencing – copy someone’s pattern of clapping, snapping, tapping
- Bilateral – claps on body parts, alternating hands, cross over
- Twiddle thumbs, alternating directions
- Actions songs – “Eency, Weency Spider,” finger plays

## Early Literacy Websites for Parents

[Literacy Center Education Network](#) (Computer games for alphabet, shape, and high frequency word learning).

[Carl’s Corner](#): Alphabet and Blends Charts and Games plus more.

[Perpetual Preschool](#) Lesson Ideas

[Early Literacy Poetry](#)

[Nursery Rhyme Collection](#)

[Books for the Very Young](#)

[Starfall](#)

## Math Websites for Parent Resources

[PBS Parents Preschool and Kindergarten Math Games](#)

[Preschool and Kindergarten Splash Math](#) (iTunes app)

[Kindergarten Interactive Math Skill builders](#)

# Central Kitsap School District

## **Board of Directors**

Denise Tracy – President  
Meghan Hein – Vice President & Legislative Representative  
Eric Greene – Member  
Brittany Mitchell – Member  
James Grose - Member

## **Superintendent**

Erin Prince, PhD

## **Civil Rights Coordinator/Title IX Officer**

Jeanne Beckon, Assistant Superintendent of Human Resources  
(360) 662-1680

## **Section 504 Coordinator**

Andrea Bowman, Assistant Director of Student Supports  
(360) 662-1739

## **U.S. Department of Education, Office for Civil Rights, Region X**

Henry M. Jackson Federal Building  
Mail Code 10-9010  
915 Second Avenue  
Seattle, WA 98174-1099

## **Central Kitsap School District**

9210 Silverdale Way NW  
Mailing Address: PO Box 8  
Silverdale, WA 98383-0008  
TEL (360) 662-1610  
FAX (360) 662-1611

The Central Kitsap School District complies with all applicable federal and state rules and regulations and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities, or employment related matters, and provides equal access to the Boy Scouts and other designated youth groups. The following employees are designated to handle questions and complaints of alleged discrimination in writing or by telephone: Assistant Superintendent of Human Resources, District Civil Rights/Title IX Compliance Coordinator, Jeanne Beckon (360) 662-1680; Assistant Director of Student Supports, Section 504 Coordinator for 28A.540 and 28A.642 RCW, Andrea Bowman, (360) 662-1739.

*Updated 2/8/24*