



# ECSE Transition to Kindergarten Information Packet

2024-2025

LOUDOUN COUNTY PUBLIC SCHOOLS  
OFFICE OF SPECIAL EDUCATION  
21000 EDUCATION COURT  
ASHBURN, VA 20148  
571-252-1011

---

# ACKNOWLEDGEMENTS

*This guidebook was compiled with contributions by:*

## **Office of Special Education**

**Dr. Paige Carter, Director of Special Education**  
**Nykea Purnell, Assistant Director, Special Education**  
**Lori Padgett, Special Education Supervisor - ECSE**  
**Susan Gill, Specialized Instructional Facilitator, ECSE**

## **Office of Elementary Education**

**Elaine Layman, Director of Elementary Education**  
**Teri Finn, Executive Principal, Elementary Education**  
**Shontel Simon, Executive Principal, Elementary Education**  
**Andrew Davis, Executive Principal, Elementary Education**  
**Kevin Lewis, Executive Principal, Elementary Education**

## **Parent Resource Services**

**Leanne Kidwell, Educator, Parent Resource Services**

## Table of Contents

<b>Agenda .....</b>	<b>3</b>
<b>Transition Planning .....</b>	<b>4</b>
<b>Self-Determination .....</b>	<b>6</b>
<b>Your Personal Who's Who .....</b>	<b>7</b>
<b>What is Parent Resource Services .....</b>	<b>10</b>
<b>Registration for Kindergarten .....</b>	<b>11</b>
<b>Frequently Asked Questions .....</b>	<b>16</b>
<b>Preparing for Kindergarten .....</b>	<b>17</b>
<b>Additional Activities .....</b>	<b>18</b>
<b>Sight Word List .....</b>	<b>22</b>
<b>Additional Websites and Resources.....</b>	<b>23</b>
<b>Notes.....</b>	<b>24</b>

## KINDERGARTEN CONNECTION AGENDA

	<p style="text-align: center;"><b>KINDERGARTEN CONNECTION AGENDA</b>  <i>Moving on from Special Education Preschool</i>  <i>December 13, 2023</i></p> <p>♦ <b>Welcome</b></p> <p>♦ <b>Introductions</b></p> <ul style="list-style-type: none"> <li>• <i>Lori Padgett, ECSE Supervisor</i></li> <li>• <i>Susan Gill, Specialized Instructional Facilitator</i></li> <li>• <i>Shontel Simon, Executive Principal, Elementary Education</i></li> <li>• <i>Supervisors/Specialists</i></li> <li>• <i>Elementary Principals/Assistant Principals</i></li> </ul> <p>♦ <b>Referral process and Special Education Options</b></p> <p>♦ <b>Overview of the Kindergarten Program</b></p> <p>♦ <b>What do you like best about our Preschool ECSE Program/Similarities to Kindergarten?</b></p> <p>♦ <b>Panel Representatives</b></p> <ul style="list-style-type: none"> <li>• <i>Autism Program</i></li> <li>• <i>Cross-Categorical Program</i></li> <li>• <i>Emotional Disability Program</i></li> <li>• <i>Intellectual Disability Program</i></li> <li>• <i>Kindergarten Program</i></li> <li>• <i>Multiple Disability Program</i></li> <li>• <i>Speech/Language Services</i></li> <li>• <i>The ECSE Program</i></li> </ul>	<p style="text-align: center;"><b>Your Child's Transition from ECSE to Kindergarten</b></p> <p>Dear Parents and Guardians:</p> <p>Welcome to the next step in your child's life. It is time to start planning for your child's transition to Kindergarten next fall.</p> <p>There will be changes as your child leaves the Early Childhood Special Education Program and enters Kindergarten. Transition can be a time of both excitement and anticipation for both you and your child. An important element of transition is to make sure your child's individual needs can be met within the kindergarten setting.</p> <p>This booklet was designed to provide information, timelines, and resources to better help your child prepare for this very important transition.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## THE IMPORTANCE OF TRANSITION PLANNING

According to IDEA (2004), “transition is defined as a coordinated set of activities for a student, designed with an outcome – oriented process that promotes movement from one educational setting to the next”.

A well-planned transition will:

**Promote family participation as partners in their child's educational program**

**Increase the likelihood that the child will generalize and maintain previously learned skills**

**Ensure the child's success in adjusting to and participating in the elementary school setting**

**Increase the ability of the school staff to accommodate children with special needs**

**Ensure continuity of services for the child**

## YOUR CHILD’S ANNUAL IEP MEETING (includes transitioning to Kindergarten)

The purpose of the transition team meeting is to discuss your child’s strengths and your concerns, to assist the kindergarten staff in learning about your child, and to develop the next IEP.


**Transition IEP:** The child must be 5 years old on or before September 30<sup>th</sup>. The IEP meeting held to transition the student from preschool to a kindergarten level program should be held at the student’s school of attendance or homeschool if currently receiving ECSE resource services. The present level of academic and functional performance and goals will be drafted by the ECSE teacher. The transition meeting will include: the parent(s), school administrator, ECSE teacher, kindergarten teacher, special education teacher, related service staff (if appropriate), and a representative from your child’s home school.

**Preschool Exception:** If the student is age-eligible for kindergarten but the parent feels their child is not mentally, physically, or emotionally ready for kindergarten, they can opt to delay the start for one year. The IEP will take place at the current school of attendance or home school if receiving ECSE resource services with a transition team as this is the IEP team that is required to attend.


**Re-evaluation needed?:** Teams are not required to request re-evaluation upon exiting preschool; however, if anyone on the team feels that an eligibility review is needed to consider a different identification or to consider dismissal from special education services, the IEP team should proceed with the re-evaluation process for that student.

***TIMELINE FOR YOUR CHILD'S TRANSITION FROM  
EARLY CHILDHOOD SPECIAL EDUCATION TO KINDERGARTEN***

**November - Your child may need to be re-evaluated if the triennial re-evaluation due date occurs within the calendar year, if any member of the IEP team suspects a change in disability, or if the child is identified as having developmental delay, and will be 6.5 years old before the start of the next school year.**



**November - April: Attend the Annual IEP Meeting at your child's school of attendance or homeschool if receiving ECSE resource services where transition services will be discussed.**



**December: Attend the Kindergarten Connection: Moving on from Preschool Meeting.**



**March: Complete Kindergarten registration at your child's home school. Students must have a completed physical within 12 months before starting kindergarten.**

## **SELF-DETERMINATION**

“Self Determination refers to the process of being in charge on one’s own life to the degree that a person and that person’s family believe is important. Self-determination involves the capacity, the needed supports, and the opportunity provided for making choices and decisions.”

### ***Self-Determination Develops:***

Choice Making  
Self-Regulation  
Engagement

### ***Your Child’s Interests:***

What makes my child smile and laugh?  
What makes my child happy and feel good?  
What gets my child excited?  
What are my child’s favorite things to do?  
What gets and keeps my child’s attention?

### ***Family/Community Activities:***

Cooking Meals  
Car/Bus Rides  
Food Shopping  
Child’s Bath Time  
Storytelling  
Libraries  
Looking at Books  
Children’s Festivals  
Family Talks  
Neighborhood Walks  
Parent/Child Play

## YOUR PERSONAL WHO'S WHO

**Building Resources:** Many of the day-to-day decisions for your child's program can be made best with the people on the scene: teachers, therapists, principals and assistant principals within the building your child attends. Begin to find out who these people are:

Type of Professional	Description	Contact Information
Regular Education Teacher(s)	Establishing contact with these teachers will make reasonable accommodations easier to determine.	
Case Manager	May be a special education teacher, itinerant teacher, or therapist. This person is responsible for assuring I.E.P. provisions on a day-to-day basis.	
Related Services	Maintain regular contact with providers of therapy and other related services.	
Special Education Contact	This person has been assigned by the principal to coordinate special education services within the school (USUALLY THE ASSISTANT PRINCIPAL.)	
School Principal	This person has direct interest in the quality of programs and provisions of services for all students in his/her building.	

**Administration for Special Education Programs:** The Administration for Loudoun County Public Schools is located in the Administration Building, 21000 Education Court, Ashburn, VA 20148.

Type of Professional	Task	Contact Information
Program Supervisor – Office of Special Education	Supervises the special education program your child participates in.	
Eligibility Coordinator- Office of Diagnostic Services	Supervises the eligibility process, including evaluations.	
Director of Special Education- Office of Special Education	Responsible for oversight and management of the Office of Special Education within the Department of Pupil Services.	Dr. Paige Carter Nykea Purnell
Assistant Superintendent for Pupil Services- Department of Pupil Services	The Assistant Superintendent for Pupil Services provides leadership and coordination for the offices of special education, diagnostic and prevention services, and student services and the related programs that support student performance through specialized instruction, guidance, health, counseling, social work, prevention, attendance, homebound, and diagnostic and psychological services.	Tedra Richardson
Office of Elementary Education- Department of School Leadership	The Office of Elementary Education provides leadership, direction and resources to support LCPS Kindergarten programs.	Elaine Layman, Director of Elementary School Education  <u>Executive Principals</u> Teri Finn Shontel Simon Andrew Davis Kevin Lewis

**Transportation: Taking the Bus? (LCPS Transportation Office – 571-252-1700)**

Type of Bus	Contact
If your child is taking the regular school bus	
For special transportation services as specified in the IEP:	

**Be sure you know:**

Bus Number or route name: \_\_\_\_\_

The bus driver's name: \_\_\_\_\_ The driver's aid name: \_\_\_\_\_

**Parent Resource Services** located at 21000 Education Court, Ashburn, VA 20148 or on the web at <https://www.lcps.org/parentresourceservices>. You may also contact Leanne Kidwell at [Leanne.Kidwell@lcps.org](mailto:Leanne.Kidwell@lcps.org)

Call	571-252-6540
Located	401 E. Market Street, Leesburg, VA 20176
Web	<a href="https://www.lcps.org/parentresourceservices">https://www.lcps.org/parentresourceservices</a>
Email for Leanne Kidwell- Educator	<a href="mailto:Leanne.Kidwell@lcps.org">Leanne.Kidwell@lcps.org</a>

**What is Parent Resource Services?**

Parent Resource Services (PRS) for Loudoun County Public Schools exists to provide families with information and support as they work with schools to meet their child's learning needs. These needs include but are not limited to academic, social, emotional, developmental and functional skills. Many of the school staff also take advantage of the services of the PRS. Promoting a positive partnership between families and educators, Parent Resource Services helps families understand the important role they play as part of the educational team.



## **PARENT RESOURCE SERVICES**

**Visit Us:**  
**407 E. Market Street**  
**Leesburg, VA 20176**

**Call:**  
**571-252-6540**

**Email:**  
***Leanne Kidwell***  
***Educator***  
**[Leanne.Kidwell@lcps.org](mailto:Leanne.Kidwell@lcps.org)**

**Visit Us on the Web:**

<https://www.lcps.org/parentresourceservices>

**Like Us on Facebook:**

**Parent Resource Services**  
Loudoun County Public Schools



### **What is Parent Resource Services?**

Parent Resource Services (PRS) for Loudoun County Public Schools exists to provide families with information and support as they work with schools to meet their child's learning needs. These needs include but are not limited to academic, social, emotional, developmental and functional skills. Many of the school staff also take advantage of the services of the PRS. Promoting a positive partnership between families and educators, Parent Resource Services helps families understand the important role they play as part of the educational team.

The PRS seeks to inform and support families, educators and community members who nurture the development of all children across all areas of development. PRS also helps inform and educate families, including siblings, grandparents, and friends, about special education -- what it means and how services are provided to children and youth. It gives families the tools they need to fully participate and collaborate with school staff during each step of the special education process -- from the initial referral to their role in the development of the Individualized Education Program. We encourage parent participation in the educational decision-making process as we are committed to the belief that parents are more effective in this role when they are better educated about it.

To accomplish our mission, we offer a variety of services at no cost to families. We offer workshops and seminars on a wide range of topics to enhance student wellness and learning. We meet individually with parents whose children are experiencing difficulty at school, at home, or in the community and wish to explore and consider the range of options available. We assist parents in preparing for special education and other meetings at school. We also connect families with a variety of resources.

PRS is staffed by a parent of children with and without disabilities and an educator experienced in both general and special education. This partnership exemplifies the effectiveness parents and staff can experience when working closely together and focusing on children. When contacting PRS, families can expect to come in contact with individuals who are understanding and knowledgeable about special and general education.

More Information on the LCPS Parent Resource Services webpage. Register for our newsletter via the PRS webpage for regular updates.

# Kindergarten Registration

**On-Line Registration – February 1, 2024**

**Appointments at Schools begin – March 1, 2024**



**Are You Ready??**

## REGISTERING FOR KINDERGARTEN

---

All students are required to register for kindergarten at their home school. Registration requires a completed and signed registration form, proof of residency, birth certificate, a parent or guardian photo ID, and legal/custody papers (if applicable). A current physical/immunization form must be provided to complete the registration process prior to the first day of school. Registration takes place in the spring. Look for this information on the school system's website, [www.lcps.org](http://www.lcps.org) →Enroll/Registration →Kindergarten Registration.

If the IEP team has already determined that the student will be a preschool exception, the student does not need to register for kindergarten.

### ***Physical Requirements for Entry to Kindergarten***

The Code of Virginia (§22.1.207) requires that all students entering kindergarten furnish a comprehensive physical examination completed within twelve (12) months of entering kindergarten. On pages 14-16 you will find the immunization and physical examination guidelines for school entry. A tuberculosis screening is required of all new students no sooner than three (3) months prior to registration for school. Students who are currently enrolled in Early Childhood Special Education (ECSE) are not required to have an additional tuberculosis screening for enrollment in kindergarten.

The Loudoun County Community Health Center will provide physicals and immunizations to children without physicians. The clinic is located at 224 Cornwall Street, NM, 3<sup>rd</sup> Floor, in Leesburg. There is a co-payment based on a sliding scale. Private insurance is also accepted. Appointments can be scheduled by calling 703-443-2000.

In addition, The Loudoun Community Health Center for children and their families is now open at a second site: 46440 Benedict Drive, Suite 208, in Sterling. Appointments for both physicals and immunizations can be made by calling 571-434-0022. If a child does not have health insurance, then the co-payment is based on a sliding scale.

Immunization clinics are also held at the Loudoun County Health Department located at 102 Heritage Way, Suite #100, in the Shenandoah Building in Leesburg. Immunizations required for school are free. Appointments for immunizations can be made by calling 703-777-0236.



# SCHOOL & DAY CARE MINIMUM IMMUNIZATION REQUIREMENTS

Documentary proof shall be provided of adequate age appropriate immunization with the prescribed number of doses of vaccine indicated below for attendance at a public or private elementary, middle or secondary school, child care center, nursery school, family day care home or developmental center. Vaccines must be administered in accordance with the harmonized schedule of the Centers for Disease Control and Prevention, American Academy of Pediatrics, and American Academy of Family Physicians and must be administered within spacing and age requirements (available at <https://www.vdh.virginia.gov/immunization/immunization-manual/acip/>). **Children vaccinated in accordance with either the current harmonized schedule or the harmonized catch-up schedules (including meeting all minimum age and interval requirements) are considered to be appropriately immunized for school attendance. (See "Supplemental Guidance for School-required Vaccines" for additional information.)**

**Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap)** - A minimum of 4 properly spaced doses. A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective A booster dose of Tdap vaccine is required for all children entering the 7<sup>th</sup> grade.

**Meningococcal Conjugate (MenACWY) Vaccine** - Effective July 1, 2021, a minimum of 2 doses of MenACWY vaccine. The first dose should be administered prior to entering 7<sup>th</sup> grade. The final dose should be administered prior to entering 12<sup>th</sup> grade.

**Human Papillomavirus (HPV) Vaccine** - Effective July 1, 2021, a complete series of 2 doses of HPV vaccine is required for students entering the 7<sup>th</sup> grade. The first dose shall be administered before the child enters the 7<sup>th</sup> grade. After reviewing educational materials approved by the Board of Health, the parent or guardian, at the parents or guardians sole discretion, may elect for the child not to receive the HPV vaccine.

**Hepatitis B Vaccine** - A complete series of 3 properly spaced doses of hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule **ONLY** for adolescents 11-15 years of age AND **ONLY when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine** is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

**Measles, Mumps, & Rubella (MMR) Vaccine** - A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). First dose must be administered at age 12 months or older. Second dose of vaccine must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

**Haemophilus Influenzae Type b (Hib) Vaccine** - This vaccine is required **ONLY** for children up to 60 months of age. A primary series consists of either 2 or 3 doses (depending on the manufacturer).

However, the child's current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have one dose of vaccine.

**Pneumococcal (PCV) Vaccine** - This vaccine is required ONLY for children less than 60 months of age. One to four doses, dependent on age at first dose, of pneumococcal conjugate vaccine are required.

**Rotavirus Vaccine** - This vaccine is required ONLY for children less than 8 months of age. Effective July 1, 2021, 2 or 3 doses of Rotavirus Vaccine (dependent upon the manufacturer) is required.

**Polio (IPV) Vaccine** - A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday. **See supplemental guidance document for additional information.**

**Varicella (Chickenpox) Vaccine** - All children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

**Hepatitis A (HAV) Vaccine** – Effective July 1, 2021, a minimum of 2 doses of Hepatitis A vaccine. The first dose should be administered at age 12 months or older.

*For further information, please call the Division of Immunization at 1-800-568-1929 (in state only) or 804-864-8055.*

Rev. 02/21

# Registration Checklist for Parents

## What is needed for your child's initial school registration?

The following **bolded** items are **required** for your child's initial school registration:

**Registration Form** (completed and signed) \_\_\_\_\_

**Birth Certificate** (original or certified copy) or  
**Notarized Affidavit** \_\_\_\_\_

**Parent/Guardian Photo ID** \_\_\_\_\_

**Proof of Primary Residence** (provide one the following:  
signed deed, signed lease, settlement papers, recent  
mortgage statement, or notarized shared housing document) \_\_\_\_\_

**Legal/Custody Papers** (if applicable) \_\_\_\_\_

These remaining items may be submitted at the initial registration but **MUST** be returned prior to the 1st day of school.

Bus Transportation Form (Kindergarten only) \_\_\_\_\_

Pre-K Data Collection Form (Kindergarten only) \_\_\_\_\_

Physical/Immunization Form: Immunizations will be verified by the school nurse or health clinic assistant. Parents/guardians will be notified if any requirements are missing. \*Physical exam not required for middle/high students.

Pg. 1 - **Signed** and **dated** by Parent \_\_\_\_\_

Pg. 2 - **Immunizations** present

**Signed** and **dated** by MD, NP, PA, RN \_\_\_\_\_

Pg. 4 - **Physical date\*** & **TB screening date** within  
required limits

**Signed** and **dated** by MD, NP, PA, RN \_\_\_\_\_

**Please Note:** Enrollment is a time-sensitive process. Please return any missing items to your school promptly to avoid possible delays. Additional residency verification may be requested.

# FREQUENTLY ASKED QUESTIONS

## **Overview**

The Kindergarten program provides a transition between the informal learning in the home and the more formal educational programs and services offered by LCPS elementary schools, primarily focusing on instructing each student at his/her stage of development. This is accomplished by integrating the skills and understanding of all subject areas and by providing for differentiated instruction based on the needs of the students. Many manipulative and hands-on experiences are included in the program to ensure that it is developmentally consistent with the way in which five-year olds learn best. The developmental kindergarten program allows students to develop a healthy self-concept, physical skills and coordination, facilitate the use of language and to acquire fundamental skills and knowledge for reaching the student's fullest potential.



## **What Are the Hours for Kindergarten?**

Children attend school for six hours and 45 minutes along with all students in grades 1-5. The school day is from 7:30am-2:15pm or 8:00am-2:45pm depending on your elementary school.

## **Is Transportation Provided?**

Bus transportation is provided for children who live more than one (1.0) mile walking distance from their neighborhood school. Any changes to your child's daily schedule must be reported to the school. Parents must walk their young children to and from the bus stop or arrange for another adult to do so. All kindergarten student families who ride the bus will receive (3) bus tags. Only a parent, family member or designated adult with a matching tag can receive the child from the bus at the end of the day or the student will be returned to the school.

## **What Will My Child Learn?**

The curriculum for kindergarten includes instruction in the content areas of reading, mathematics, social science, science, physical education, art, and music. Students also work on self-regulation, self-help and social-emotional skills. The curriculum includes all the Virginia Standards of Learning objectives for kindergarten, as well as additional locally developed objectives.

## **How Do I Learn About My Child's Progress?**

Kindergarten teachers hold parent conferences during the first grading period of the school year. A kindergarten report card is issued four times during the year. You may request a conference with your child's teacher at any time.

## **How Large Are the Classes?**

Each class has a maximum of 25 students\* with a teacher and a teacher's assistant. (\*pending any LCPS School Board changes)

## **Child Care**

LCPS does not provide Child Care, but we do provide information about child care providers in your area. For information about child care you may contact your child's school or go to [www.loudoun.gov](http://www.loudoun.gov) . Click: Services. Click - Child Care/Preschool. This will take you to the Child Care Connection.

# Preparing for Kindergarten

**Choose at least two of these to do each day**

1. Have lots of conversations.	16. Visit a museum. Before you go, talk about what you hope to see there.
2. Play 20 questions (for example, one of you thinks of a person, animal, place or thing, and the other asks 20 “yes-no” questions to try to figure it out).	17. Teach your child a song you remember from when you were a child.
3. Before bed, talk about what each of you hopes to do the next day.	18. Paint, using a simple set of watercolors.
4. Go to a park and throw a ball back and forth.	19. Ask your child to help you measure ingredients when you cook.
5. Play hopscotch.	20. Organize the books in your home.
6. Jump rope.	21. Show your child how to hold a pencil. Practice writing letters, such as the letters of his or her name.
7. Plan a birthday party for someone in your family. Together, write out a list of items you’ll need.	22. Play “What’s the same?” Ask your child to leave the room for a few minutes while you rearrange some things. Then, have your child return and try to figure out what’s the same and what’s different.
8. Teach your child what fruits and vegetables are, and have your child pick them out and sort them when you shop.	23. Count together.
9. Read together.	24. Sort objects into groups of the same number.
10. Introduce your child to the alphabet and the alphabet song.	25. Make up silly words that start with the same sound. Then, teach your child the letter (or letters) that make that sound.
11. Visit the local library and get library cards.	26. Go on a walk and collect a few interesting objects. When you return, draw pictures of what you collected.
12. Set up a “reading corner” somewhere in your home. Use pillows, cushions, blankets and stuffed animals to make it as comfortable as possible.	27. Attend a community event where there will be children your child’s age.
13. Have your child’s friends over. Play cards or board games together.	28. Find a book about starting school and read it together.
14. Write a list of some of the rules in your house. Explain why each rule is important.	29. Make a visit to the school before kindergarten starts.
15. Tell each other 3 things the other is good at.	30. Be excited about the big day!

# ADDITIONAL ACTIVITIES

## Oral Language and Vocabulary

Activity	How To
Talk to your child	Talk in complete sentences. Use interesting words. For example, instead of saying "That is <i>pretty</i> " say "That is <i>elegant</i> ." <b><u>Fancy Nancy</u></b> books use a lot of interesting words. Avoid "baby talk."
Read to your child	Read lots of books and poems. "Read" wordless picture books. Young children want the same book to read over and over. Often they will be able to tell you the story and "pretend read." Talk to your child and ask questions about what you are reading.
"Photo Review"	Take pictures or look at pictures with your child. Talk about the picture using a "rich" vocabulary. Ask your child to use as much of the vocabulary you used when s/he talks to you about the picture.

## Listening

Activity	How To
Get child's attention	Call your child's attention to sounds in the environment. (i.e. click on the computer keys, the different rings on the cell phone, the birds outside, and the sound of the tires as cars go by, etc.). Say child's name. Say what you want your child to listen to. Have your child repeat what you said.
Following directions	Get your child's attention. Start with a one-step direction. To do two-step directions, say "I want you to do two things. First, (hold up one finger), I want you to brush your teeth. Second (hold up second finger), I want you to put on your pajamas." Ask your child to repeat the two things you want him/her to do. It may help if you hold up a finger for each thing s/he says. Playing games is a wonderful way to learn directions.
Beginning Sounds	Say a word and exaggerate the beginning sound. (T-T-T-Tummy). Say words that begin with the same beginning sounds and ask your child to put a "thumbs up" if they hear the same sound or "thumbs down" if it is different. (Thumbs Up – tuba, tire and Thumbs Down – cat). If the child understands beginning sounds, you can ask him/her to give a word that begins with that sound. "Give me a word that begins like T-T-Tummy."

## Rhymes

Activity	How To
Nursery Rhymes or Poems	Read or recite rhymes/poems. Once your child learns the rhyme or poem, leave out the last word and let your child say it. Example: Jack and Jill went up the _____.

## Letters

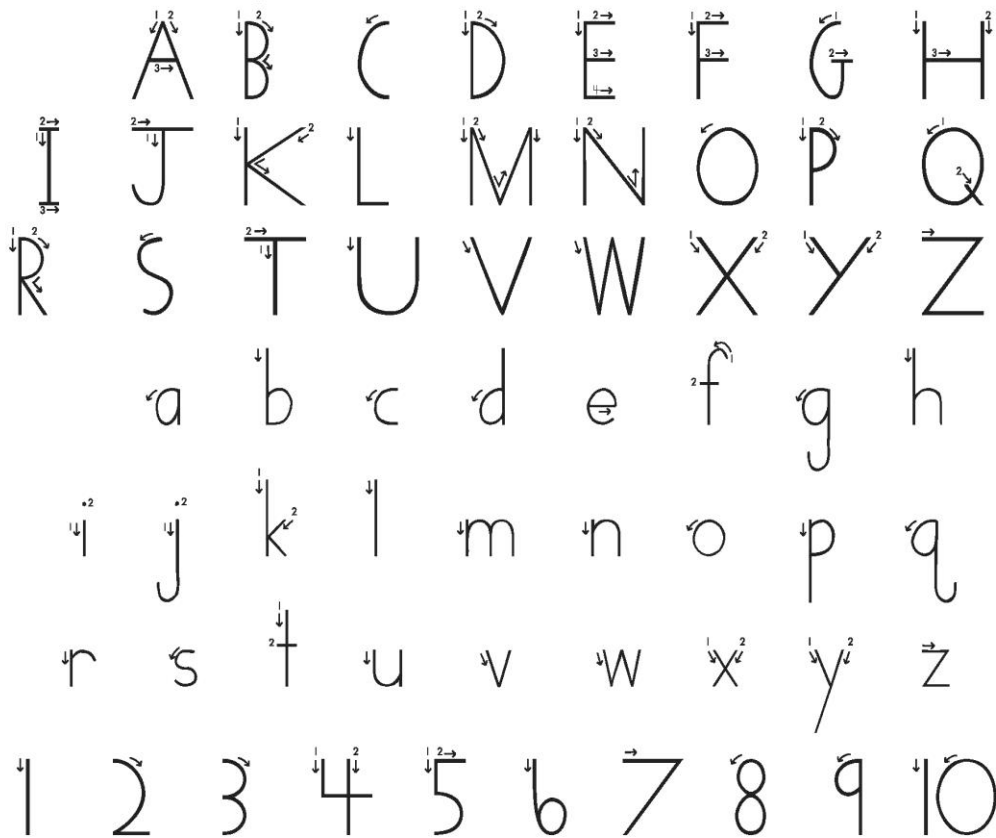
Activity	How To
Child's Name	Say the letters as you write your child's name. Start with the first name. Later you can add the last name and the middle name. How many letters of the alphabet are in your child's name?
Magnetic Letters	Let your child make any words s/he knows. (Using magnetic letters is easier than writing.) Take a word that the child knows and scramble the letters. Have the child put the letters back in the correct order. If a child knows a word like <i>cat</i> , you can show him/her how to take away a letter and make rhyming words. (bat, cat, hat, rat, sat, fat, mat)

## Writing

Activity	How To
Pretend writing	Young children will often pretend to write with scribbles, pictures, or some letters. Encourage your child to write. Ask him/her to write a note, list what you need at the grocery store, etc.
Child's name	Use a capital at the beginning and the lower case letters for the remainder of the name. Use the child's given name. Generally, a family nickname like <i>Muffy</i> is not used at school. Your child will learn the Handwriting Without Tears style of writing in kindergarten. (See next page.)

# Handwriting Without Tears

## Capitals, Lowercase Letters & Numbers



## Creativity

Activity	How To
Imagine	Create different ways to draw a simple object such as a tree, dog, or a cloud.
Invent	Own stories such as fairy tales or stories about the future.
Arts & Crafts	Use feathers, buttons, sequins, “googlie-eyes”, clay, paper, paint, etc. Practice using scissors and glue. Draw with sidewalk chalk or just paint on the driveway with a brush and water. Create something.
Play	Encourage dress up. (Thrift shops often have hats, clothes, and accessories for this). Use puppets.

## Sort, Count, Pattern

Activity	How To
Sort	Have your child sort things such as laundry, silverware, coins, and toys.
Sort	How many ways can you sort? (Color, size, small to large or vice versa, things I like/don't like, shape, etc.).
Count	Count how many you have.
Pattern	Make a pattern. For example: red, red, white, red, red, white OR big, small, big, small. Teachers call this AAB (red/white) or AB (big/small).

GET READY FOR  
KINDERGARTEN

## Sight Word List



The following words are called high frequency words or sight words. These are the words that appear many more times than most other words in spoken and written language. Help your child with recognizing as many of these words as they can.

a  
and  
the  
look  
like  
are  
my  
no  
yes  
to  
go  
said  
here  
we  
come  
I  
was  
is  
can  
see  
you



## ADDITIONAL WEBSITES AND RESOURCES

Leanne Kidwell, Educator  
Parent Resource Services  
21000 Education Court  
Ashburn, VA 20148  
571-252-6540

<https://www.lcps.org/parentresourceservices>

www.lcps.org→Families→Parent Resource Services

For additional information about Self-Determination: [www.IMdetermined.org](http://www.IMdetermined.org)

To help parents better understand the special education process, “*A Parent’s Guide to Special Education*”< Developed by the Virginia Department of Education, can be found at

[http://www.doe.virginia.gov/VDOE/Instruction/Sped/proc\\_safe.pdf](http://www.doe.virginia.gov/VDOE/Instruction/Sped/proc_safe.pdf)

Special Education Advisory Committee (SEAC):

<https://www.lcps.org/site/Default.aspx?PageID=1513>

www.lcps.org→Families→Special Education Advisory Committee

[illegible]

[illegible]