

Naval Weapons Station Earle School Liaison  
Child and Youth Education Services



Hello!

My name is Ida Jones, and I am the School Liaison at NWS Earle. During this very exciting time in your child's education, the transition to Kindergarten, I am happy to have this opportunity to support you and your child.

My role is to help parents in making their child's educational transitions smooth. My focus is to provide school information enabling parents to make informed decisions for the best educational fit for their child, as well as educate local schools and community organizations on the unique challenges military families face due to frequent transitions and deployments.

I serve as the primary point of contact between parents, the installation and the local school community in the following areas:

**School Transition Services (PCS Cycle)**-assists families with school transfers and helps "level the playing field" for military children and youth.

**Deployment Support**-connects educators with the military deployment support system to inform them about the cycle of deployment and the tools available to assist educators working with military children.

**Command, School and Community Communications**-serves as the subject-matter expert for installation commanders on K-12 issues, helping to connect command, school and community resources.

**Home School Linkage and Support**-assists military families by gathering and sharing information on home schooling issues, policies and legislation from local school districts, and helps leverage military Child and Youth Program resources to support families.

**Partnerships in Education (PIE)**-creates a volunteer network of resources to support installation and community members who have a vested interest in the success of all youth.

**Post-secondary Preparation**-leverages installation and school resources to provide graduating military students with access to post-secondary information and opportunities.

**Special Needs System Navigation**-provides information about installation and community programs, makes referrals to the Exceptional Family Member Program, and helps in navigating the administrative systems within local education agencies.

Enclosed in this packet is information that will help in the transition to Kindergarten. You will find:

- ❖ **Kindergarten Transition**-These slides provide some pertinent information in registering for school and transitioning into Kindergarten.
- ❖ **Kindergarten Readiness**-a list of skills in core educational areas to help ensure your child is ready for Kindergarten.
- ❖ **Kindergarten New Jersey Student Learning Standards**-the state of NJ has specific learning outcomes in each subject that children will learn throughout the school year. The English Language Arts and Mathematics standards are included in this packet, along with websites to other academic subject areas.
- ❖ **Sight Words By Month**-learning these words each month will help your child as they learn to become readers and writers.
- ❖ **Fine Motor Activities**-this is a list of activities that you can continue to practice with your child at home that will help to develop fine motor skills.
- ❖ **Alphabet Book**-a sample alphabet book that your child can make to explore the Letter "B" with website link included for books on all other letters.
- ❖ **Book List**-a list of great books to read with students that are about to have a transition to a new school or new grade level.
- ❖ **First Day of School**-a fun page to fill out with your child. Take a picture with it on the first day of school and make a special memory.

Once you have reviewed this packet, as well as the transition slides, please do not hesitate to reach out to me with any questions or concerns you may have about Kindergarten or anything related to education. I would be happy to set up an individual meeting with you or host a parent workshop on transitioning to Kindergarten. I would also encourage you to attend all the orientation events that are hosted by the schools.

In closing, I am here to help you be the best advocate for your child's education, support your family during your stay here, and assist you when you prepare to PCS to your next duty station.

I look forward to meeting you!

Very respectfully,



Ida M. West Jones, School Liaison

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# 2026-2027 Registration Information for

# Kindergarten

Registration is now open for residents of  
NWS Earle and Colts Neck

Go to

<https://coltsneckschools.org>

Click on New Student  
Registration to find packet and  
process that needs to be  
completed. Start with Step 1.

It is important for students in Colts  
Neck Township Schools to be registered by  
early May to ensure that they will receive an  
invitation to the Kindergarten Preview  
(scheduled for June 3rd at 9:30am)  
and so there is plenty of time for bussing  
arrangements to be made prior to the start of  
school. You don't want to miss out on important  
information and events.



If your child will be attending Kindergarten in another  
town or if you have any questions, please contact  
NWS Earle School Liaison, Ida Jones at  
[ida.m.westjones.naf@us.navy.mil](mailto:ida.m.westjones.naf@us.navy.mil) or text 732-207-2779





# Kindergarten

## Transition

Information provided by Ida Jones  
NWS Earle School Liaison



## Kindergarten Transition



**In Kindergarten, children show developing skills in the 6 Foundations Blocks of Early Learning:**

- Literacy
- Math
- Social Science/History
- Science
- Social Emotional Communication
- Physical / Motor Development



**Combined together these skills and behaviors indicate children are on the path to becoming engaged, lifelong learners.**



## Eligibility/Registration



- ▶ **Must be 5 by September 30 for registration in New Jersey**
- ▶ **Register at school in the district where you reside-the school liaison is available to assist you with this process:**
  - ▶ on base is the Colts Neck School District
  - ▶ off base is the town where you live
- ▶ **Complete registration process/packet and return to school with required documentation**
  - ▶ Be prepared to provide original birth certificate, immunization records, parent/guardian photo Id, 2-3 proofs of residency-district dependent (i.e. deed, lease, utility bills, bank statement, mortgage information, military orders)
- ▶ **Homeschool or Private Schools - There are options!**



## Tools for Success



- ▶ **Prepare for the Transition**
  - Talk with your child
  - Attend School Sponsored Events (CNSD-Kindergarten Preview, Kindergarten Plan date)
  - Visit the School, check out the website
  - Set Up Routine at least week prior to school
- ▶ **Parent Involvement (Child, Parent, School-the formula for success)**
  - Get Involved and Volunteer
  - Join the PTA
  - Attend Back-to-School Night and Parent-Teacher Conferences
- ▶ **Expect "Bumpy Roads": Kinders are still very young. Bring a snack to pick up. Let them take a quick snooze. Plan a quiet transition to home. Listen and understand.**
- ▶ **Set Up Team for Before and After Care: NWS Earle CYP or School based program (CNSD-Y-Kids) or family. Make sure your child and teacher know the plan and have visited the location.**





## Learning Needs



- ▶ **Every Child Learns at a Differently and at a Different Pace. Give your child time to get used to the new school environment and expectations.**
  - If you have concerns, talk with your child's teacher.
  - If concerns continue, ask for a Child Study Team meeting or an evaluation for a learning disability
  - Speak with child's pediatrician
  - Speak with EFMP
  - Seek out local resources
- ▶ **Remember Child, Parent, School-the formula for success still applies. Look for solutions and supports.**
- ▶ **Gifted/Talented: If your child needs more challenging curriculum, speak with their teacher. All schools in New Jersey have Gifted and Talented programs.**



## Helpful Resources



- ▶ New Jersey Department of Education-<https://www.nj.gov/education/>
- ▶ Fleet and Family Support Center-<https://www.navylifema.com/programs/e01fcb8-ac6e-4d78-ba2c-fbb00da5b2f8> or follow them on facebook
- ▶ Exceptional Family Member Program (medical and FFSC)
- ▶ School Liaison-<https://www.navymwrearle.com/programs/c4a0aea1-cf62-41b7-b3fc-f6fe72a5146f>
- ▶ Earle Youth Center-<https://www.navymwrearle.com/programs/152a79ae-3e07-4e12-9202-38df320e4929>
- ▶ Interstate Compact on Education Opportunity for Military Children-<https://www.mic3.net/>
- ▶ Department of Defense Education Activity-<https://www.dodea.edu/>
- ▶ National Military Family Association (NMFA)-<https://www.militaryfamily.org>
- ▶ Military One Source-<https://www.militaryonesource.mil/>
- ▶ Military Impacted Schools Association-<https://militaryimpactedschoolsassociation.org/>
- ▶ Academic Support-<https://www.tutor.com/military>; <https://www.khanacademy.org/>



## Books



- ▶ Look Out Kindergarten! Here I Come! By Nancy Carlson
- ▶ Lily's Purple Plastic Purse by Kevin Henkes
- ▶ I love School! By Philemon Sturges
  
- ▶ My Kindergarten by Rosemary Wells
- ▶ Lots of Feelings by Shelley Rotner
- ▶ ABC for You and Me by Margaret Girni
  
- ▶ Countdown to Kindergarten by Alison McGhee
- ▶ The Night Before Kindergarten by Natasha Wing
- ▶ The Kissing Hand by Aubrey Penn



## Questions/Assistance



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Please never hesitate to reach out and ask for help.  
I am always happy to assist you!



# KINDERGARTEN Readiness

## Language Skills

- Speaks in complete sentences
- Can be understood by others most of the time
- Uses words to express needs and wants
- Understands two-step directions
- Makes comparisons and describes relationships between objects such as big little

## Math Skills

- Counts from 1 to 10 without skipping numbers
- Matches a number to a group of five or fewer items
- Names and recognizes basic shapes (square, circle, triangle, rectangle)
- Understands more than and less than
- Can name or point to the colors in a box of eight crayons
- Can arrange three picture cards or objects in the right order (such as from smallest to biggest)

## Social and Emotional Skills

- Can separate from you without getting overly upset
- Interacts with other kids
- Can pay attention for at least five minutes to a task an adult is leading, such as listening to directions for an activity or discuss in the day's weather during circle time.

## Reading Readiness Skills

- Enjoys listening to stories and knows how to find the first page of a book and which way to turn the pages
- Recognizes familiar logos and signs, such as stop signs
- Can recite the alphabet and most of the letters
- Recognizes and tries to write own name
- Recognizes when two words rhyme (such as cat and bat)
- Begins to connect letter sounds to letters (such as the sound of the first letter in own name)
- Can draw a picture to express an idea

## Fine Motor Skills

- Uses a pencil or crayon with some control
- Can use scissors
- Copies basic shapes
- Uses a pencil or crayon to make markings on paper including lines, symbols, and attempts at alphabet letters

## Gross Motor Skills

- Runs
- Can jump with feet together
- Hops on one foot
- Climbs stairs
- Bounces and tries to catch a ball

## Self-Care Skills

- Uses the bathroom and washes up independently
- Does basic self-dressing (may need help with buttons, zippers and shoelaces)
- Knows and can say full name and age



# Kindergarten

New Jersey

Student

Learning

Standards



# English Language Arts



More detailed information can be found at  
<https://www.nj.gov/education/standards/ela/Index.shtml>



## Kindergarten

### Language Domain

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#### Foundational Skills: Reading Language

##### *Print Concepts*

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

##### *Phonological Awareness*

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

##### *Phonics and Word Recognition*

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

## New Jersey Student Learning Standards for English Language Arts

- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

### *Fluency*

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

## Foundational Skills: Writing Language

### *Sound-Letter Basics*

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

### *Spelling*

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

## New Jersey Student Learning Standards for English Language Arts

### *Sentence Composition (Grammar, Syntax, and Punctuation)*

**L.WF.K.3 Demonstrate command of the conventions of sentence composition.**

- A. Repeat a sentence, identifying how many words are in the sentence.
- B. Write simple sentences.
- C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- D. Use end punctuation.
- E. Use manipulatives or digital tools to construct complete sentences.
- F. Write sentences with increasing complexity.
- G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- I. With support, distinguish between a complete sentence and a sentence fragment.
- J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

**L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.**

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

## New Jersey Student Learning Standards for English Language Arts

**L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A.** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B.** Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

**L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.

- A.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B.** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C.** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D.** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

## Reading Domain

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**RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

**RI.CR.K.1** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

**RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

**RI.CI.K.2.** With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

**RL.IT.K.3.** With prompting and support, identify characters, settings, and major events in a story.

**RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

## New Jersey Student Learning Standards for English Language Arts

**RL.TS.K.4.** Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

**RI.TS.K.4.** Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

**RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**RL.MF.K.6.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 🐾

**RI.AA.K.7.** With prompting and support, identify the reasons an author gives to support points in a text.

**RL.CT.K.8.** With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

**RI.CT.K.8.** With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

## Writing Domain

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**W.AW.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

**W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 🐾

- A. Introduce a topic.
- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

## New Jersey Student Learning Standards for English Language Arts

**W.NW.K.3.** Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.
- C. Provide a reaction to the experiences or events.

**W.WP.K.4.** With prompts and support from adults, recognize that writing carries a message and should make sense to others.

**W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

**W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W.RW.K.7.** With prompting and support, engage in brief but regular writing and drawing tasks.

## Speaking and Listening Domain

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**SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 🗣️

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

**SL.II.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**SL.PI.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL.UM.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

# Mathematics



More detailed information can be found at

<https://www.nj.gov/education/standards/math/Index.shtml>



## Standards for Mathematical Content

### Kindergarten

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In Kindergarten, instruction focuses broadly on two critical areas:

- (1) representing and comparing whole numbers, initially with sets of objects; and
- (2) describing shapes and space.

More learning time in Kindergarten should be devoted to number than to other topics.

#### Critical Areas

- (1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ .  
(Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects (i.e. subitizing), counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
- (2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

## Kindergarten Overview

Domain	Cluster Headings
Counting and Cardinality	<ul style="list-style-type: none"> <li>• Know number names and the count sequence.</li> <li>• Count to tell the number of objects.</li> <li>• Compare numbers.</li> </ul>
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Number and Operations in Base Ten	Work with numbers 11-19 to gain foundations for place value.
Measurement	<ul style="list-style-type: none"> <li>• Describe and compare measurable attributes.</li> <li>• Work with money.</li> </ul>
Data Literacy	Classify objects and count the number of objects in categories
Geometry	<ul style="list-style-type: none"> <li>• Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres).</li> <li>• Analyze, compare, create, and compose shapes.</li> </ul>

**Counting and Cardinality****K.CC****A. Know number names and the count sequence**

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1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**B. Count to tell the number of objects**

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4. Understand the relationship between numbers and quantities; connect counting to cardinality.
  - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**C. Compare numbers**

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6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.  
(Clarification: Include groups with up to ten objects.)
7. Compare two numbers between 1 and 10 presented as written numerals.

**Operations and Algebraic Thinking****K.OA****A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from**

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1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 🐞
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Demonstrate accuracy and efficiency for addition and subtraction within 5.

**Number and Operation in Base Ten****K.NBT****A. Work with numbers 11–19 to gain foundations for place value**

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1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**Measurement****K.M****A. Describe and compare measurable attributes**

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1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

#### B. Work with money

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3. Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.

### Data Literacy

K.DL

#### A. Classify objects and count the number of objects in each category

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1. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10) 🍌

### Geometry

K.G

#### A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

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1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

#### B. Analyze, compare, create, and compose shapes

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4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

5. **Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.** 🌿
6. **Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”.**

# Other New Jersey Kindergarten Student Learning Standards

Science

Social Studies

Comprehensive Health and Physical Education

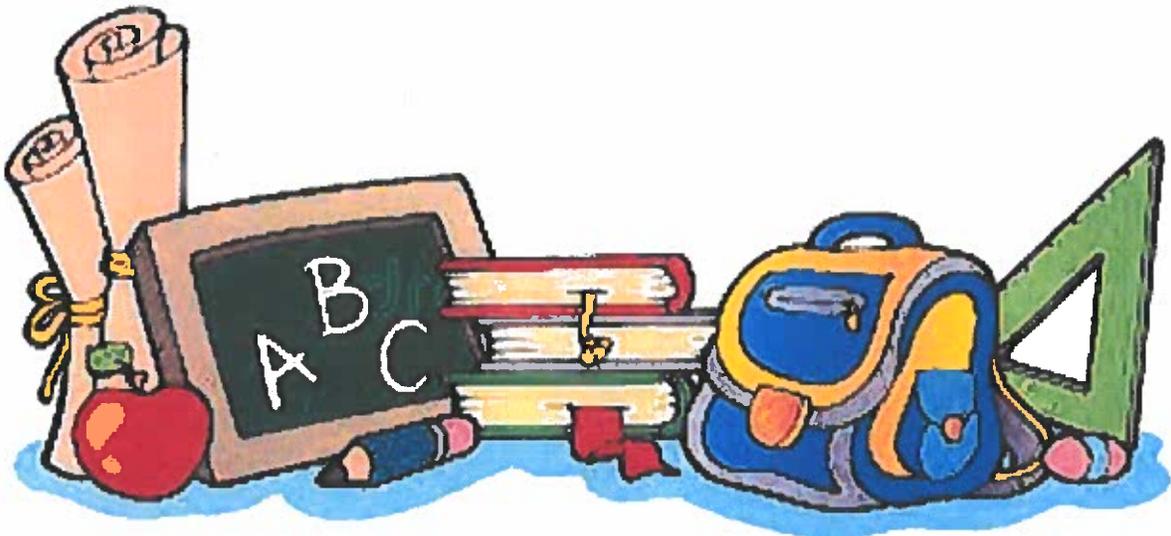
World Languages

Visual and Performing Arts

(Dance, Art, Music, Theater)

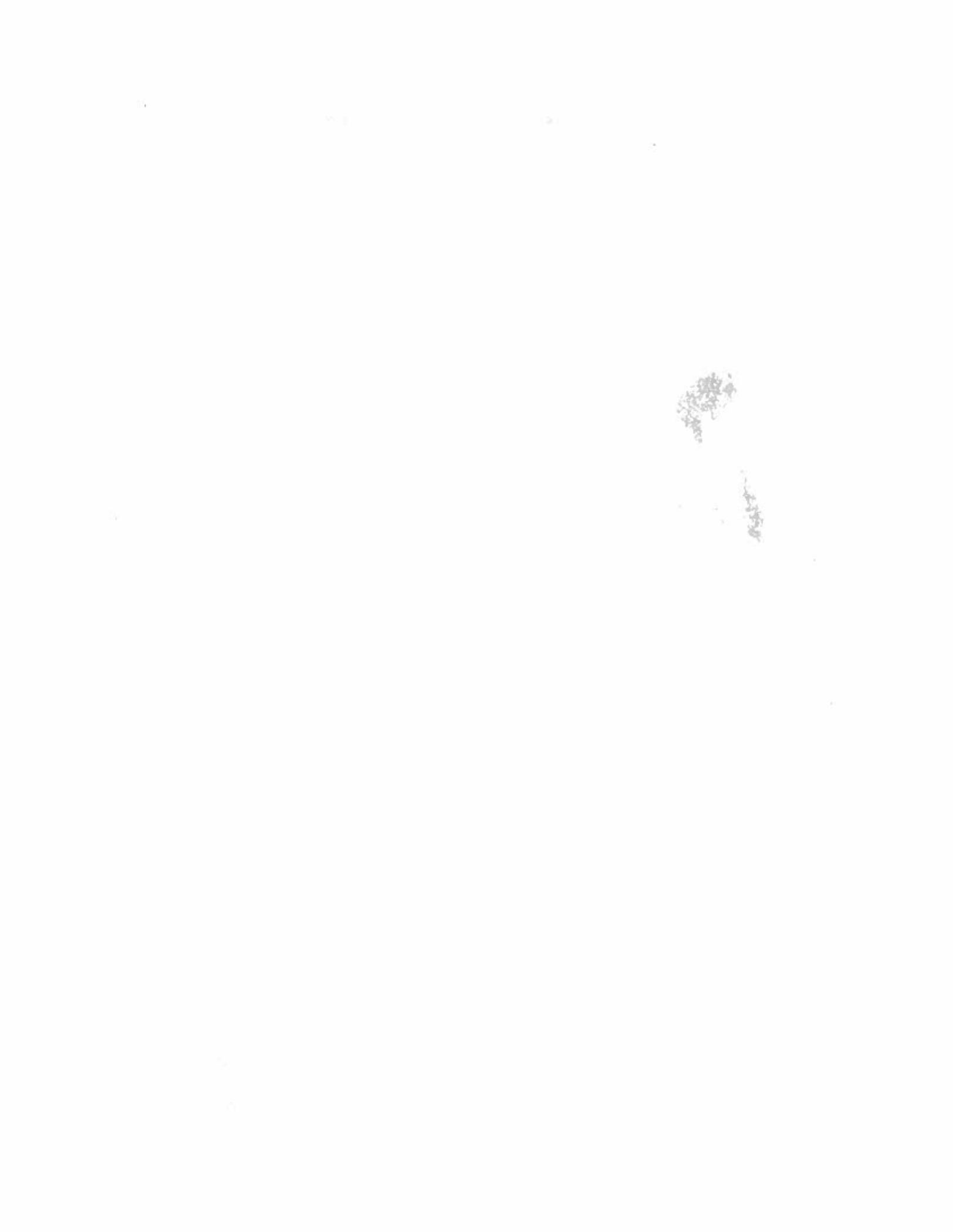
Computer Science & Design Thinking

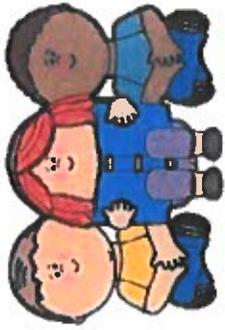
Career Readiness, Life Literacies & Key Skills



For these standards and more information go to

<https://www.nj.gov/education/standards/index.shtml>





# Kindergarten Sight Words By Month



## September

the to  
and a you  
I in for  
it said look  
is up red

## October

go we  
little down  
can see  
not one  
my me  
big come  
where orange

## November

jump away  
here help  
make two  
play run  
find three  
funny he  
was yellow

## December

that she  
on they  
but at  
with all  
there out  
be have  
am green

## January

do did  
what so  
get like  
this will  
yes went  
are now  
no blue

## February

came ride  
into good  
want too  
pretty four  
saw well  
ran eat  
who purple

## March

new must  
soon our  
ate say  
under please  
of his  
had him  
her pink

## April

some as  
then could  
when were  
them ask  
an over  
just from  
black white

## May

any how  
know put  
take every  
old by  
after think  
let going  
walk brown



## Fine Motor Activities for Home

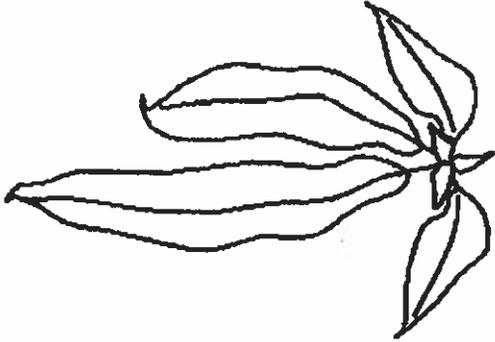
1. Legos
2. Use tweezers/chopsticks to pick up craft pom poms, mini marshmallows (sort them, count them, etc) – using only thumb and first two fingers to squeeze tweezers
3. Clothespins – clip them onto different things throughout the house, clip to each others clothes – using only thumb and first two fingers to squeeze clothespin
4. Hidden Pictures books (circle the hidden pictures) – emphasize making the circles starting at the top of the picture and going counter clockwise (same way as the “magic c” letters are made)
5. Wikki Sticks – make shapes, numbers, letters, balloons, sun, house, person
6. Lacing boards
7. String things (beads, cereal, dry noodles) – using string, yarn, pipe cleaner – emphasize using thumb and index finger to pick up items they are stringing
8. Pop beads
9. Stamps (have them stamp on the lines of adult drawn shapes, capital letters, numbers)
10. Play dough (roll into balls, cut it, roll into snakes, squeeze it, hide beads in it, use cookie cutters, make letters to spell out spelling words, have each child make a word from a word family)
11. Puzzles
12. Barrel of monkeys game (link together, count, sort if they are different colors)
13. Play in a bowl of rice or sand and hide things in it to find (paperclip, crayon, spoon, small toy, etc)
14. Pouring water into different containers
15. Drawing (with pencils, markers, crayons, paint)
16. Provide small pieces of chalk or broken crayons for children to write or draw with
17. Mix food coloring and water and use eyedroppers to decorate flattened coffee filters – emphasize using only thumb and index finger on the eyedropper
18. Spread cards, coins, or buttons on the floor and encourage students to turn them over
19. Cut out letters/words that go with that days lesson in school
20. Cut pictures out of old magazines that are categories (animals, transportation, food) or things that start with the letter they worked on that day in school – emphasize that they are holding the scissors correctly
21. Use a squeeze trigger water bottle to water plants
22. Play board games with small pieces that need to be manipulated

### Functional tasks at home:

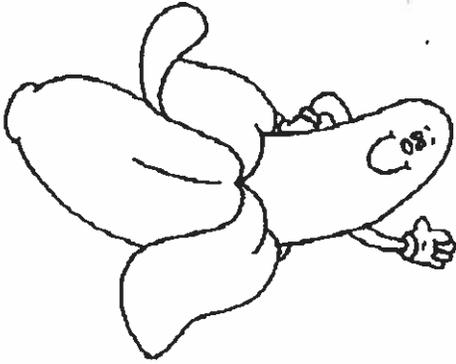
1. Help fold towels
2. Wring out wash cloth and wipe table, countertops
3. Mix dough by hand
4. Water plants with a spray bottle
5. Open containers (screw lids)
6. Pour ingredients into mixing bowl during cooking (ie: flour, sugar, salt, etc)



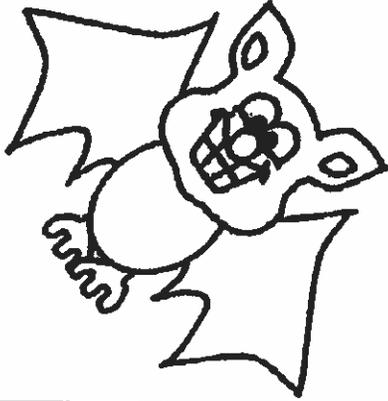
Beans start with b.  
Buh buh buh.



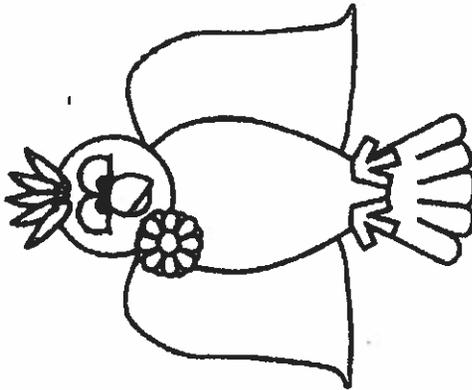
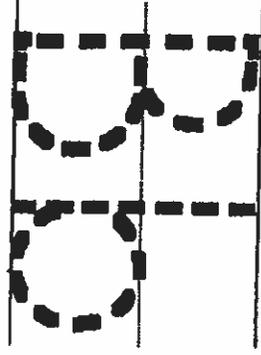
Banana starts with b.  
Buh buh buh.



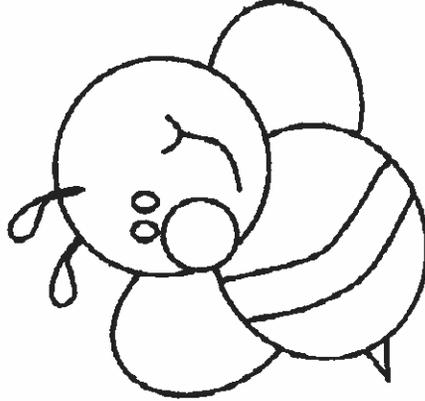
Bat starts with b.  
Buh buh buh.



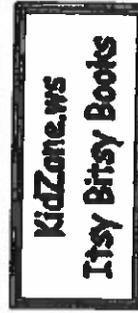
B says buh, b says buh.  
Big B, little b, buh buh buh.



Bird starts with b.  
Buh buh buh.



Bumblebee starts with b.  
Buh buh buh.



Free printables from:  
<http://www.kidzone.ws>

# My Itsy Bitsy Letter B Book

# Bb

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



# Great Books to Read with Children

## Transitioning Classrooms/to Kindergarten/New School

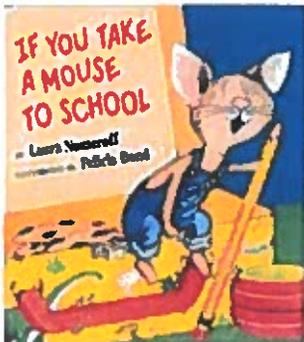
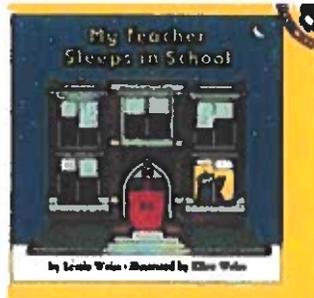


This story is about a young raccoon, Chester, who is anxious about going to school. His mom shares a family secret with him "the kissing hand."

This story is about a little girl who is going to Kindergarten and how she is nervous about all of the things that she doesn't know how to do.

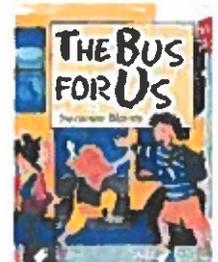


In a world of elephants, a little girl Mollie thinks her teacher lives in the school. She, along with her friends, look for clues until the teacher tells them the truth.

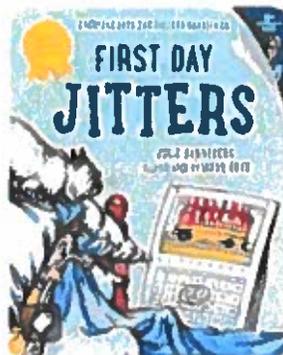


In this book, the Mouse from If You Give a Mouse a Cookie discovers new friends and activities while he goes to school.

This story is about a young girl who mistakes other vehicles for her school bus as she eagerly waits for her first ride to school on the bus.



Part of a series, this book tells the story of Sarah, who is nervous for her first day of school and not knowing anyone. Read to discover that everyone gets the first day jitters.



Many of these books can be found on youtube as read alouds, at your local library or may be borrowed from the school liaison.



This book celebrates all of the familiar moments and milestones that most Kindergarten students will experience. Each experience is a new poem and many of them apply to more than just Kindergarten.

