

# Pre-K Readiness

# SUCCESS!

Program Training Manual

- ★ Program Guidelines,
- ★ Forms,
- ★ Activities,
- ★ & Resources



Play, Learn, and Grow,  
Together!

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# SUCCESS!

Play, Learn, and Grow, Together!

## Introduction

This manual has been created for Success trainers to use with students and parents who have already successfully completed Exito. This program has been developed to teach migrant/Spanish speaking pre-kindergartners and their parents basic activities that they can do together to help them continue to develop the skills and English language vocabulary that students will need to be better prepared for kindergarten. The focus of Success being that both the child and parent are learning the English phrases together.

The manual focuses specifically on the five skill areas that were begun during Exito, specifically **colors, numbers, shapes, ABC's, and body parts**. There is a special emphasis on activities that can be played using things that are already around the house or are inexpensive for parents to purchase.

As a trainer and teacher, it is your responsibility to help migrant parents become more comfortable with their role as their children's first teachers and students gain the skills and knowledge they'll need to succeed in school. You can help instill confidence in students and parents as you teach them in easy hands-on ways that make learning fun in any language.



# Program Guidelines for Trainers

- ★ The trainer is to work with the parents and students during these visits. The end goal of these training sessions is to train the parents how to teach their children so that learning will continue after the trainer leaves.
- ★ The parents must be present for a training session to be conducted.
- ★ The parents need to be given the corresponding materials for each training session to work with their child on the skills practiced.
- ★ If parents do not do the activities with their children after the trainer leaves, then the visits will cease. Parental participation is a requirement in order for the trainer to visit the family again.
- ★ A home visit log on each family visited during the SUCCESS training must be maintained and emailed or mailed to the state coordinator within 24 hours of the visit.
- ★ If a child has mastered a SUCCESS skill, corresponding activities related to that skill's development may be skipped.
- ★ SUCCESS sessions are related to the five skills for kindergarten prep only.
- ★ Single training sessions should not exceed 1 hour 15 minutes in length. Trainers must remember the purpose of the visit and use the time wisely.
- ★ When any of your materials are left with parents, have the parents sign a check-out form to keep track of where your materials are.
- ★ In planning for Success sessions chose three to four activities from the manual to cover with parents and their pre-K children related to the five areas. Work to help students continue to learn the subjects in their native language and in English.



# Activity Instructions for Trainers

## Name & Letter Bingo

Young children practice writing their names and learn the letters of the alphabet as they participate in this Bingo game

Materials:

- ★ Markers
- ★ Paper and alphabet flash cards which can be teacher made.

Description: Write the child's name on a piece of paper with a marker. The teacher then shows the alphabet flash cards one at a time. When a letter comes up that is in the child's name, the child crosses it out using his marker.

When all the letters are crossed out, he or she wins! Do this until all the children have won a sticker.

## Air Writing

Have your students write letters in the air first and on each other's backs. These large muscle movements will help your students process what their friends are writing and make it more likely to stick. As the letter is written on her back, have her say the letter name or the directions for writing the letter. For example, for the letter T, she might say, "Start at the top, go straight down. Pick up your pencil and cross it."

## Tasty Letters and Numbers

Materials:

- ★ Fruity Circle Cereal (Dried corn, macaroni, raisins, or uncooked noodles also work well for this purpose)
- ★ Pencils
- ★ Construction Paper
- ★ Glue

When your students have written a letter or number onto paper, have them glue Fruity Cheerios or other foods on top. It may sound a little odd, but working with



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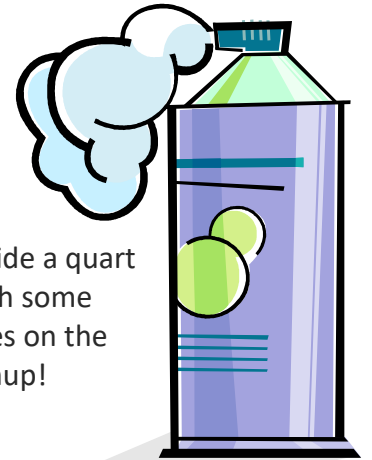
cheerios and glue helps improve hand dexterity (which works those writing muscles!), plus, it helps kids think about the shape of the letters, and the direction they moved while writing them.

## Shave My Name

Materials:

- ★ Shaving Cream
- ★ Quart or gallon zipper bags

For a non-messy alternative to finger paint, put a bit of shaving cream inside a quart or gallon zipper bag. Remove the air, seal the bag and double the seal with some masking or duct tape. Your students can practice tracing letters and names on the outside of the bag, manipulating the shaving cream with no mess or cleanup!



## Play with Pasta and Learn to Write Letters and Numbers



Materials:

- ★ Penne (straight) pasta
- ★ Elbow or macaroni (curved) pasta
- ★ Construction paper
- ★ White glue (not a glue stick)

Pasta makes a great dinner, but it can also be used to teach kids proper letter and number formation! In this easy activity you'll help your students become aware of the way letters should be formed. Beginning writers often approach letter writing like drawing, trying to replicate the shape of the letter like they'd try to copy a picture of a sun or moon. They need to be taught that each printed letter is created by using a combination of straight or curved lines, sometimes referred to as ball and stick letters. In other words, there's a structure

to printing! With a little pasta and some glue you can show your students how it's done.

What To Do:

1. Write your students name (or a number) on a piece of construction paper. The first letter should be capitalized and the others lowercase. The letters should be at least 3 inches high and have about  $\frac{1}{2}$  an inch of space between them, to avoid crowding once your students glue down the pasta. Numbers will be larger.
2. As you point to each letter, ask him if the letter is formed with straight lines, curved lines, or both. For instance, a capital N is made up of straight lines. However a capital D is made with a straight line and a curved line. Show your students how to use penne pasta for the straight lines, and elbow pasta for the curved lines. Using our examples again, he needs just penne for the N, but both penne and elbow pasta to make a D.



3. Hand over the glue (kids need to practice this too!) and have your students use it to trace over the first letter in his name. Once the glue is down, he should place the straight pasta on the straight lines and the curved pasta on the curved lines until his entire letter or number is covered in pasta

## Eggcellent Memory

Materials:

- ★ Plastic Eggs
- ★ Objects based on the skill you want to cover, ex. matching letter stickers, different amounts of objects, objects of the same color, etc

For this game, put matching letter stickers, different amounts of objects, objects of the same color, etc into plastic eggs. Have students take turns choosing an egg, opening it, then choosing another to try to find the matching letter, colored object, number of objects, etc.



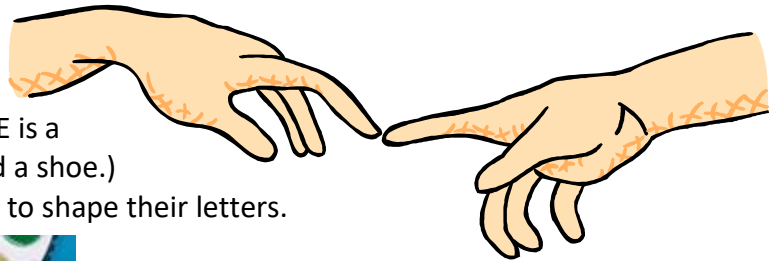
## Tactile Practice

Materials:

- ★ Cookie sheet or aluminum pie pan
- ★ sand (or salt/sugar/flour/oatmeal/pudding)

Have students practice writing letters, numbers, and making shapes by filling a cookie sheet or aluminum pie pan with a thin layer of sand (or salt/sugar/flour/oatmeal/pudding). Have them practice writing letters in the material with their fingers. If you can give the letters human characteristics, it will be even more fun! (For example, a letter E is a straight line with a hat, a belt and a shoe.)

Or: Have students use playdough to shape their letters.



## Glimmer Paints

Materials

- ★ ½ cup salt
- ★ ½ cup all-purpose flour
- ★ ½ cup water
- ★ Food coloring



- ★ Containers: empty restaurant style squeeze “ketchup” bottles or zip lock bags

Here's a good example of the whole exceeding the sum of its parts: Add food coloring to a simple mixture of flour, salt, and water, and you get puffy, glossy paints that sparkle with salt crystals when dry and a great way to practice shapes, colors, numbers, and letters.

#### Instructions

1. Mix together the salt, flour, and water; the mixture should be about the consistency of pudding.
2. Add food coloring until the desired shade is reached, then use a funnel to transfer the paint to a squeeze bottle. You can also transfer the paints to a ziplock bag, then snip off one tiny corner of the bag for a make-it-yourself applicator.



#### Tips:

Use on finger-paint paper or other heavy paper and allow your paintings to air-dry overnight. Store leftover paints in the refrigerator in airtight containers for up to three days; stir or shake before using.

Variation: Instead of squirt bottles, let them use paintbrushes, whisks, and plastic forks to make their picture with.

Option: five year olds can make the paint almost entirely by themselves with direction and supervision. This is a great time to discuss measurement and fractions. Just do a last mixing yourself to get out any last clumps. And we work together to funnel the paint into a bottle.

If you think the original recipe is too thin, add another handful of flour to the mix. For the bottle, you may want to use a recycled dishwashing soap bottle. They are the perfect size to hold the paint, and perfect size for a 5 yr old to hold and use for drawing the paint. Also the spout works very well for drawing.

## Recognition Game

Materials:

- ★ ABC's (ex: use large 3" plastic letters)
- ★ Option: You can also have students practice recognizing their numbers, colors, shapes, and body parts with this game by changing the style of cards

Students participate in alphabet race:

Place alphabet letters on the floor at one end of the room.

1. Line the students up by two's and call out a letter.
2. The students race to the pile and try to be the first to find the letter.
3. They then return to their group and go to the end of the line.
4. The group with the most letters wins.

Tips: You can modify by using two sets of letters in two separate piles and have the students start with letter A. Once they retrieve a letter, they return to their group and the next student goes. The group that collects all the letters first wins.



\* Remember, mix the letters up to ensure recognition. The students love this one and have fun competing.

## March around the Alphabet

This is a lot of fun. The children gain added exposure to the letters while including the excitement of a stop-and-go game!

Materials:

- ★ index cards
- ★ music

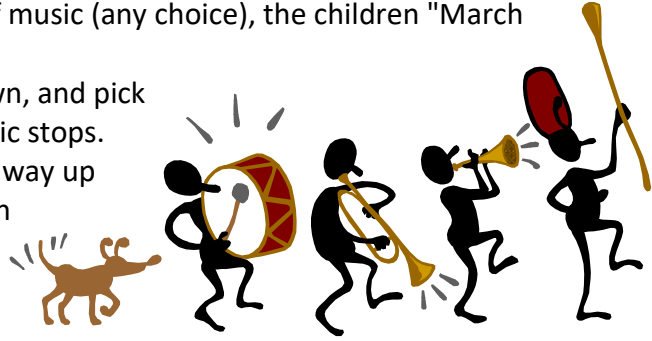
Write each letter of the alphabet (or colors, shapes, numbers, or pictures of body parts) on large index cards. If using letters, be sure to put the capital letter on one side and lowercase on the other.

Spread the alphabet out on the floor.

Have the children create a circle around the alphabet.

As the teacher plays an upbeat tempo of music (any choice), the children "March Around the Alphabet".

Instruct the children to freeze, bend down, and pick up a letter near their toes when the music stops. Now, the children hold their letter cards way up high and wait for the teacher to call upon them to tell what letter they have in their hands.



## The Alphabet- You and Me

Materials:

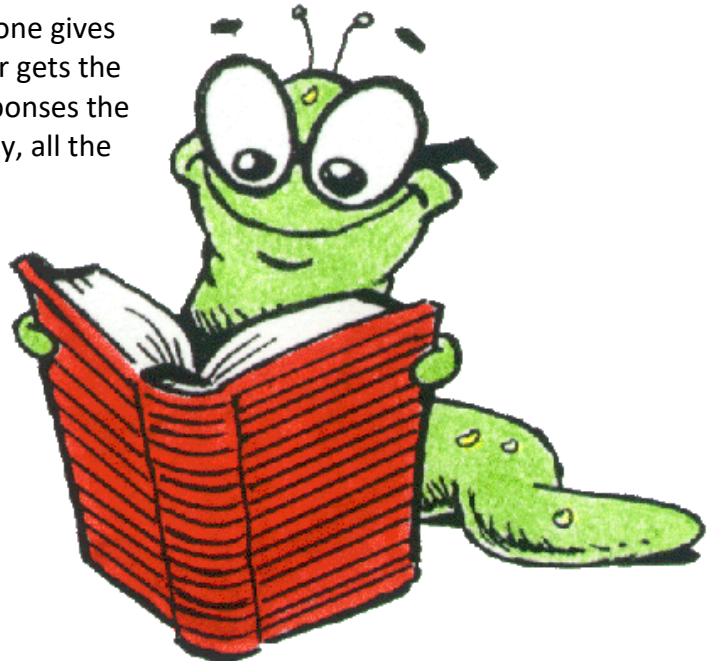
- ★ White board/paper
- ★ Markers

Play a game called "You and Me". It is a great way to throw in those letters, numbers, colors, shapes, and body parts. Write You and Me, and we keep score with tally marks. It is the class against the teacher. First, tell the students what you have to do before anybody can shout out the answer. For example, "Today, I will tap twice before you can answer." or Today, I will wink and point before you can answer. This makes it a listening game as well.

Now, we are ready to begin! Write a lowercase letter and do the things that you decided earlier (i.e. two taps) and the students call out the answer. Sometimes you may pause a bit to make it harder.

Scoring: There is some judgment in this, but if anyone gives answer before the routine is complete, the teacher gets the point. If the teacher hears most of the correct responses the students get the point. Because it is a group activity, all the kids feel free to pitch in and try.

Variation: Once students master the game, start on other things like colors, numbers, shapes, and body parts next.



## Alphie the Alphabet Worm

Materials:

- ★ Construction Paper
- ★ Disposable Plates



Take different colored construction paper, trace a plate on 27 sheets the cut them out, or use disposable plates. Take a big black marker and write the letters of the alphabet on the 26 circles, then with the 27th circle make alpie's face draw however you'd like then take a paper puncher and punch holes on each end where you want to fasten them together. Then start with alpie's face and attach the letter A and so on with tape.

## Eating the Alphabet Game

### What You Need

- ★ Alphabet cards
- ★ Number cards (optional)

### Instructions

To start, the first player says "I'm so hungry, I could eat an apple" (or "alligator" or "anthill"). Then the second player adds something yummy starting with the letter b: "I'm so hungry I could eat an apple and a bathtub." See if your group has what it takes to be eating xylophones and zebras.

Tip: To help little ones, hold up ABC cards and put them down as you "eat" those letters. Can they remember?

Practice numbers by holding up number cards, how many of each thing can they eat?

## Shape Up!

### Materials:

- ★ Blank Paper/Cardstock
- ★ Marker
- ★ Playdough



Your students probably already grasped the ABC's of clay play: squish, squash, and pound, with the occasional "Not in your mouth!" from you. Give them a new challenge by making laminated cards they can use as guides to form letters, as they'll surely tell you, "all by my own self."

To make a set, draw large letters on blank paper. You may want to start with just three or four -- your students' initials, say, or A, B, and C -- and add to them over time. Alternatively, draw the letters on stiff paper, such as cardstock. Then your students can roll and shape up the clay around the alphabet forms

Variation: Do numbers with your students. Have them put out 3 balls of clay with the number three and shape it into the number.

## Read It and Eat It

To make snack time fun and help your students learn at the same time, bring the incredible, edible alphabet to life with these ABC-inspired foods that the you can talk -- or sing -- about before they gobble them down.

Ingredients

### Spellbinding Sandwiches:

- ★ Sandwiches of your choice
- ★ Alphabet cookie cutters

### Letter Crudités:

- ★ Raw vegetables such as peppers, celery, and carrots

### Alphabet Cereal/Gummies

Instructions

1. **Spellbinding Sandwiches:** Use alphabet cookie cutters to make sandwiches, or even just plain bread into a tasty learning experience. Even the pickiest eater can't resist his own initials scripted in PB&J.
2. **Alphabetically Delicious:** In Susan Meddaugh's delectable "Martha Speaks," alphabet soup turns a mute mutt into an expert elocutionist. For an easier version have students make their name out of alphabet cereal or spoon out the letters in their bowl as you call them out.
3. **Letter Crudites:** To have fun with these veggie letters, cut vegetables such as peppers, celery, and carrots into strips, then have students use them to spell their name and any other words they are learning to recognize.



## Sound Search

Materials:

- ★ Objects that start with the same letter

Clue your students into phonetics with this educational twist on hide-and-seek. To play, gather up a handful of **objects that start with the same letter**, such as a banana, boat, boot, and ball. Talk with your students about the sound that the objects start with (in this case, "buh"), then have them close their eyes while you "hide" them around the room. Now make the sound of the letter ("buh buh buh") and challenge your students to find everything in the room that starts with that sound.

## Alphabet Scramble

Materials:

- ★ Sticky Notes
- ★ Pencil

Print each of the 26 letters of the alphabet on a separate **sticky note** and help your students stick the notes on a wall in order. Have them close their eyes, then switch the

letters around. When they open their eyes again, see if they can put the letters back in the right order. (If they need a hint, try singing a round of the ABC song.) When they are ready for a new challenge, encourage them to place each sticky note on an object whose name starts with the letter, such as "c" on a cabinet or "d" on a doorknob.

## Around the World

Materials:

★ Flashcards covering letters, colors, or numbers, shapes, etc

Have all of the students sit in a circle. (Or the students can remain at their desks.) One student stands behind one student who is sitting.

The teacher flashes them a letter, color, or a number, a shape, etc.

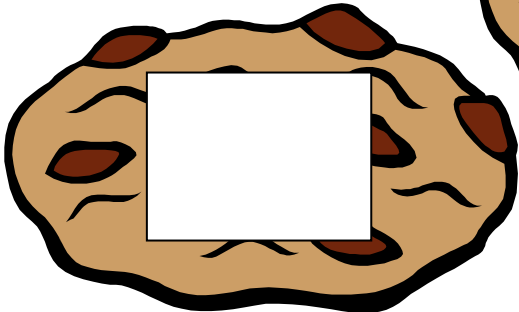
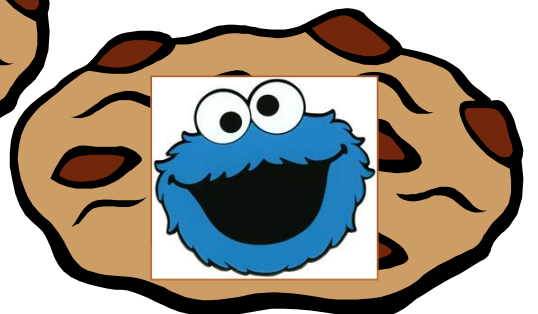
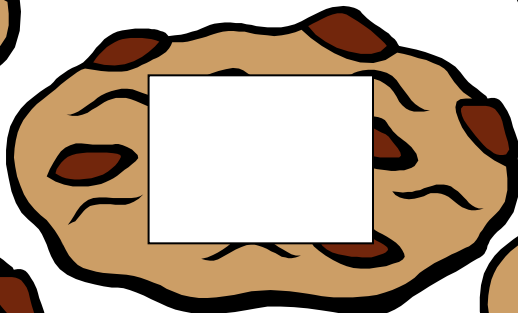
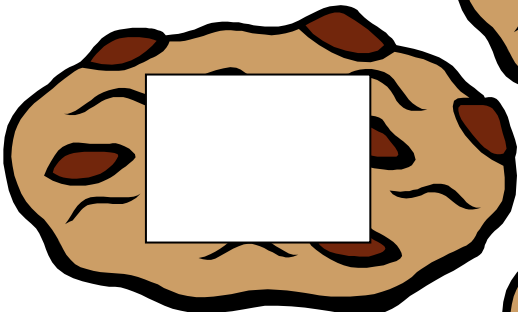
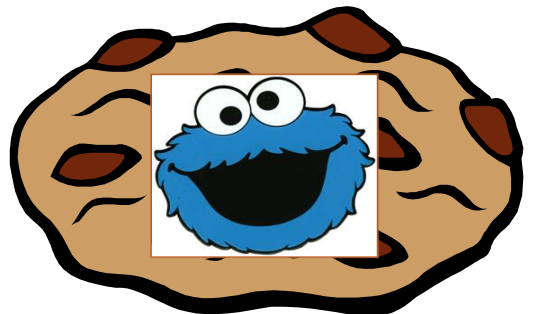
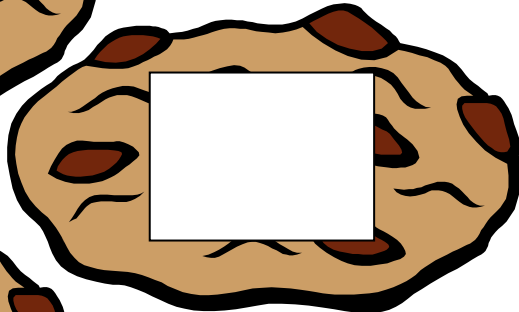
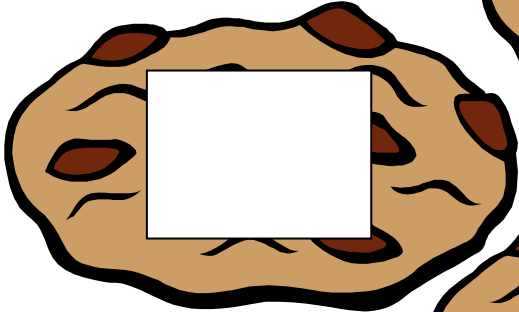
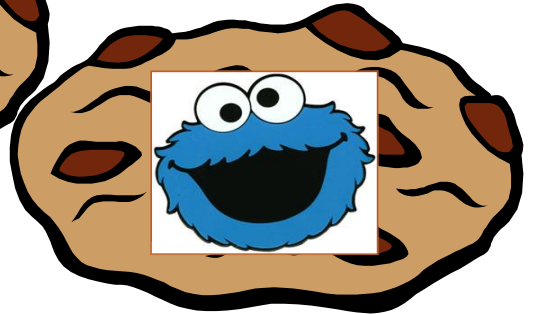
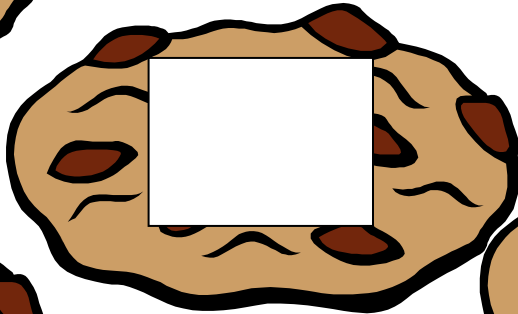
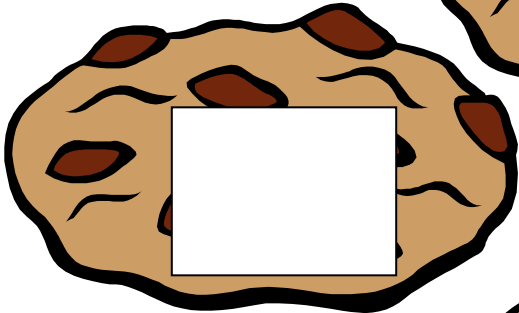
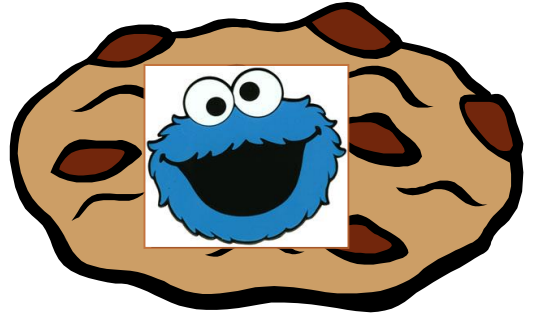
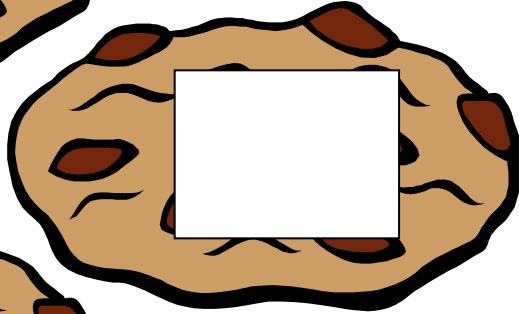
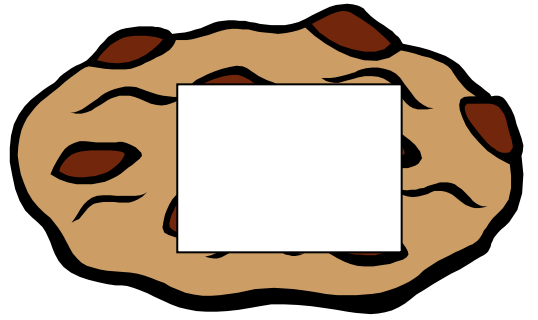
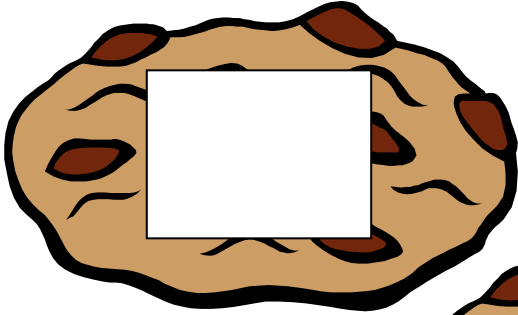
Whoever says it first moves on to the next student. The student that makes it back to his or her own desk or starting point is the winner.



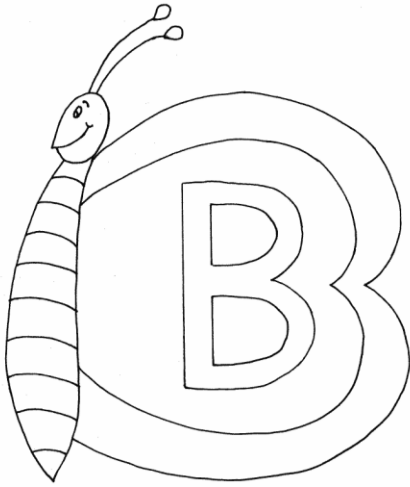
## Cookie Monster

Print an ABC letter or number on each cookie. Leave a few cookies with Cookie Monster on them. Children take turns choosing a cookie. If they know the letter or sound, they may keep it. If they get a cookie monster, they must put all of their cookies back in. The child who has the most cookies left at the end of the designated time period wins.









## Letter Portraits

Draw a large letter on a piece of paper, then give your child colored pencils or crayons and have her turn the letter into a portrait of something else. A lower-case "m" might become a camel, for example, or an upper-case "B" could change into a butterfly. For extra credit, tell older kids they can draw only objects that start with the letter on the paper.

## Roll a Fire Truck

Print one copy of the fire truck mat for each player and one copy of the word cards for the group to share. Cut the word cards apart. To play, children choose a word card and read the word. If they get it correct, they may roll the die and



take the matching piece for their fire truck. Players continue taking turns. The player to complete a fire truck first is the winner.

\*The included cards are for letters. You can change them to word cards by deleting the letters and replacing them with your sight words, number words, etc.





**A**



**B**



**C**



**D**



**E**



**F**



**G**



**H**



**I**



**J**



**K**



**L**



**M**



**N**



**O**



**P**



**Q**



**R**





**S**



**T**



**U**



**V**



**W**



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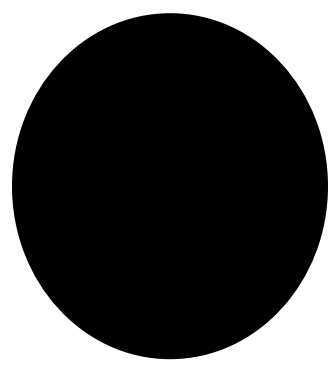
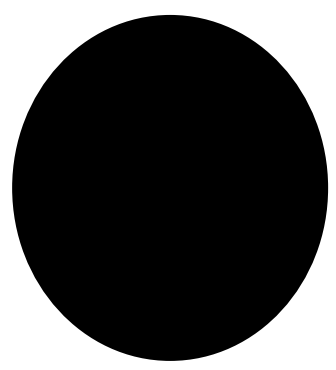
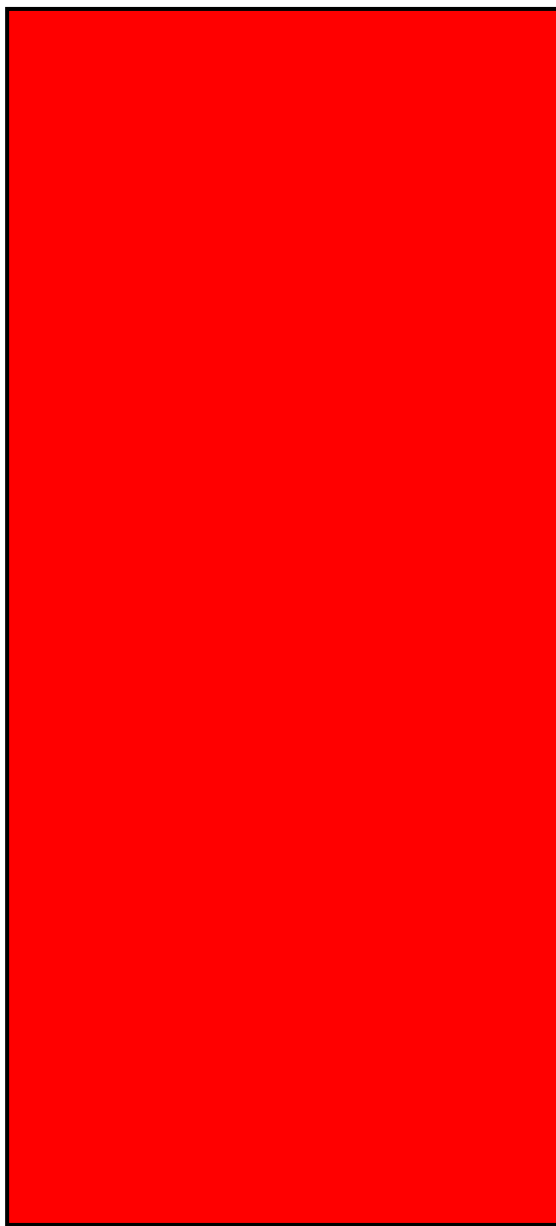
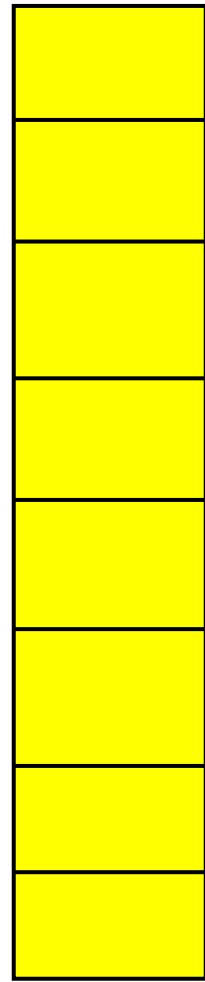
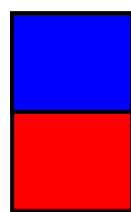
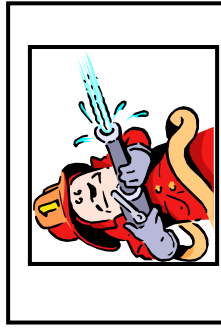
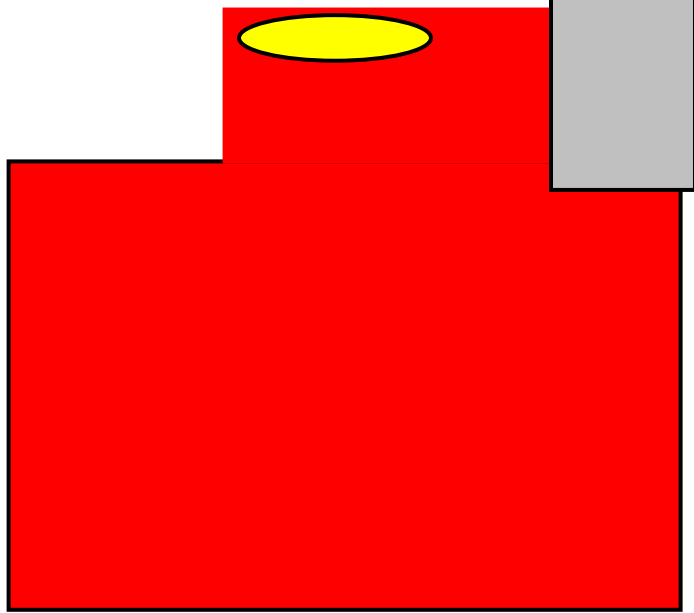


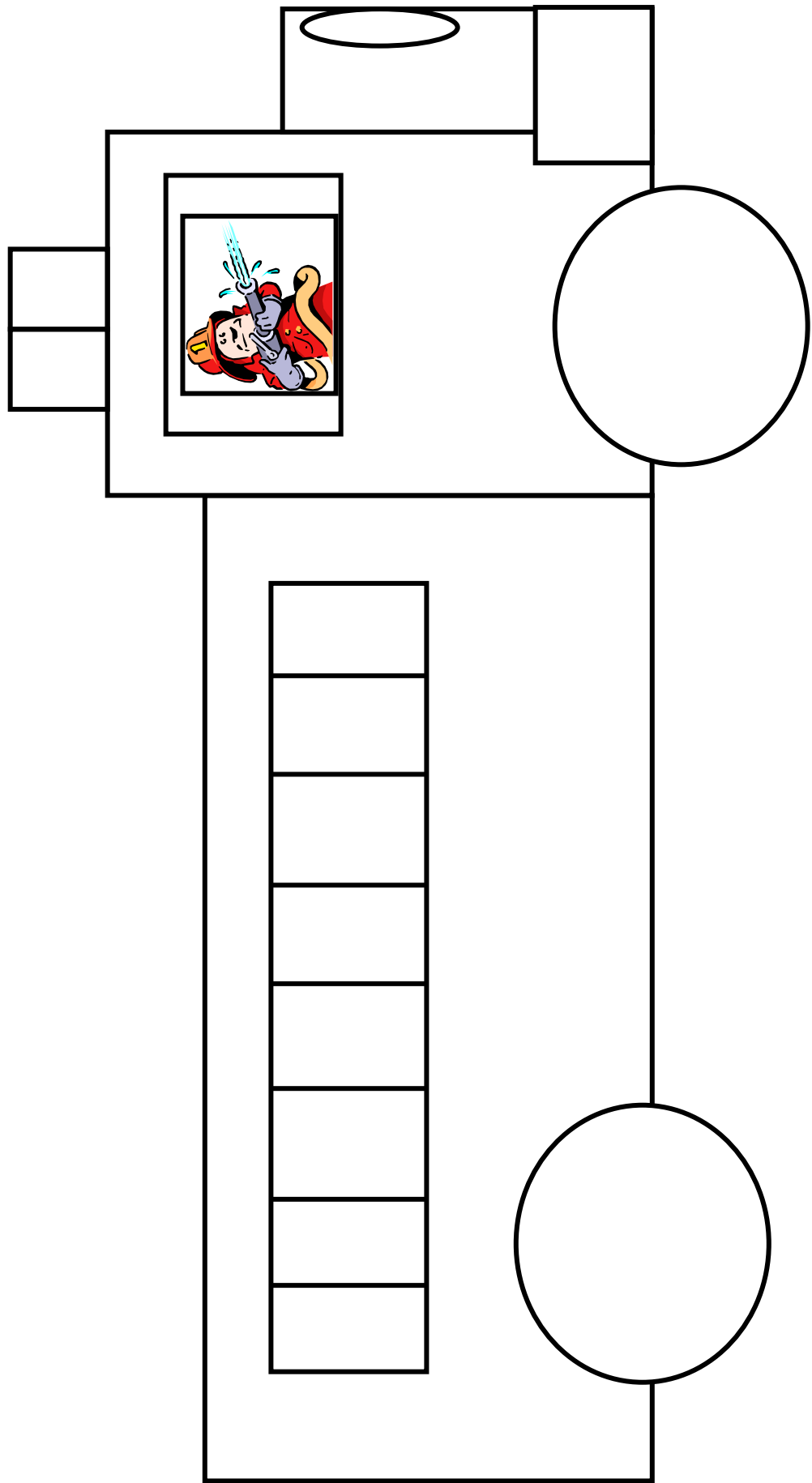
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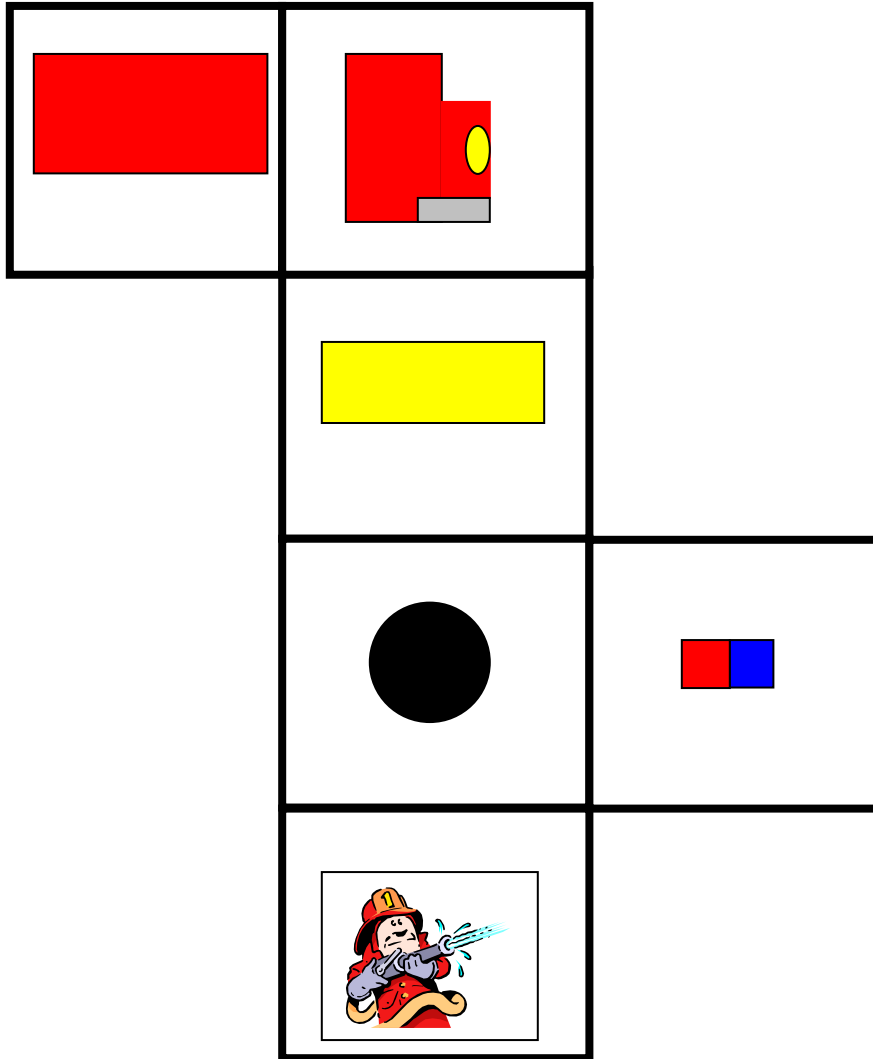


**Z**











## Egg twist letter matching surprise

Get a big bag of plastic eggs, count out 26 and write each uppercase letter on one side of the egg. On the other side write 5-6 different lowercase letters. The object is for the students to twist the egg and match the uppercase letter to the lowercase letter.

Variations: You could also use this activity to have the students match a number (ex. 10) with its matching number word (ex: ten), match different sight words, etc.

Option: Find little toys, pictures, objects, etc. to put in each one that start with that certain letter. They can open it and see what is inside after they've matched the letters. It would be ideal to have something that would actually lock until they matched the letters, but oh well, life isn't supposed to be ideal, right? :)



## A String of Numbers



This colorful, unique necklace is a great way to provide a visual example of number sequences.

### Materials

- Tape
- Elastic beading thread
- Pony beads in several colors

### Instructions

1. Have your students experiment with a few different number sequences by writing them down on paper.
2. Next, your students need to figure out how many bead colors to use. To do this, he should divide the number of numbers in his favorite sequence by a number that comes out evenly. This ensures that you end the necklace with a different color than the one you started with. If there are 8 numbers in your child's sequence, for instance, he could use 2, 4, or 8 different colors.
3. Stick tape to one end of the elastic thread to keep the beads from falling off when he strings them.
4. Now it's time to thread on beads, changing the color for each number in the sequence. For the Fibonacci sequence, you could string on 1 blue bead, 1 orange bead, 2 green beads, 3 pink beads, 5 yellow beads, 8 blue beads, 13 orange beads, 21 green beads, 34 pink beads, and finish with 55 yellow beads.

5. Remove the tape, tightly tie together the thread ends, trim them, and the necklace is ready to wear.

## Memory!

Use index cards to create number pairs. Write the same number on two different cards, or write the number on one card and place the corresponding number of stickers on the matching card. Make five to 10 sets of the number pair cards. Take turns matching the cards.

## Number Hunt

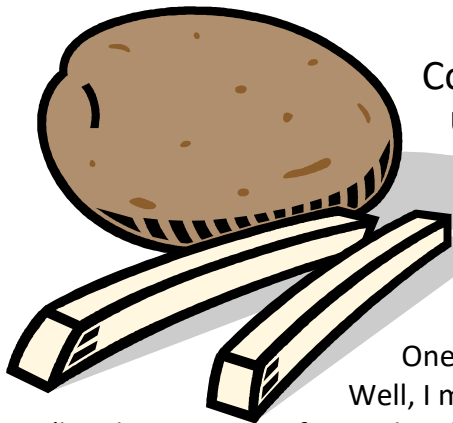
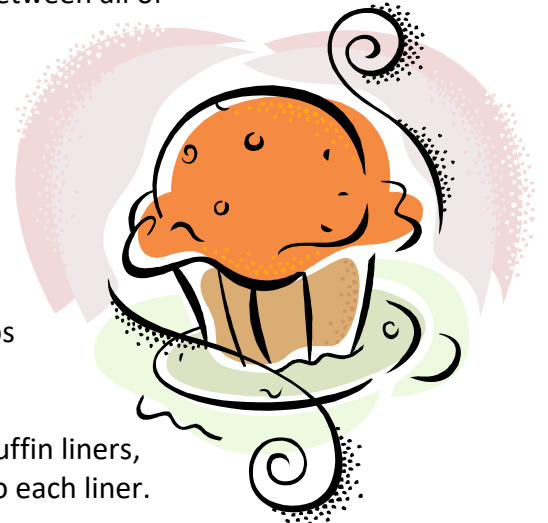
Write several numbers on cards and hide them around the room. For younger kids, place them in locations they can easily find. You can do all the cards with the same number or do different numbers. If you use different numbers, call out one specific number for the child to find. This helps him differentiate between all of the numbers he sees on the wall.

## Math Muffins

Your students recognize numbers, count and sort during this activity.

Materials: Cupcake paper liners, felt tip marker, poker chips or anything they can count and sort.

Description: With a marker, write numbers 1-10, on the muffin liners, and then have the kids count and sort that many items into each liner.



## Counting Fingerplay

Use this new twist on an old chant in which preschool children use movement and rote counting skills.

Description: Have children in your circle on their feet, get a beat going with a clap and a stomp & say "Get your potatoes up! And let's count!" Hold up fists (potatoes) to count with fingers up as indicated:  
One potato, two potato, three potato, four!

Well, I made a batch of hot potatoes

*(bend forward and stir as in a big pot)*

Dropped 'em on the floor!!

*(look shocked, and put hands on face in surprise)*

Five potato, six potato, seven potato, eight!

So I stomped 'em into mashed potatoes



*(stomp feet while walking forward a few steps and then back)*

And plopped 'em on a plate

*(hands out like plopping potatoes on a plate!)*

Nine potato, ten potato, can't believe my eyes!

*(cover and uncover eyes in surprise)*

The children ate 'em up and now they want some french fries!!!

*(Say to children "how many?" and march with swinging arms and stomping feet while counting...)*

1,2,3,4,5,6,7,8,9,10 fries!

*(jump up and reach over head to sky on 10)*

"Again??"

*Do the count again, faster and a third time even faster then plop back down to sitting after the last 10.*

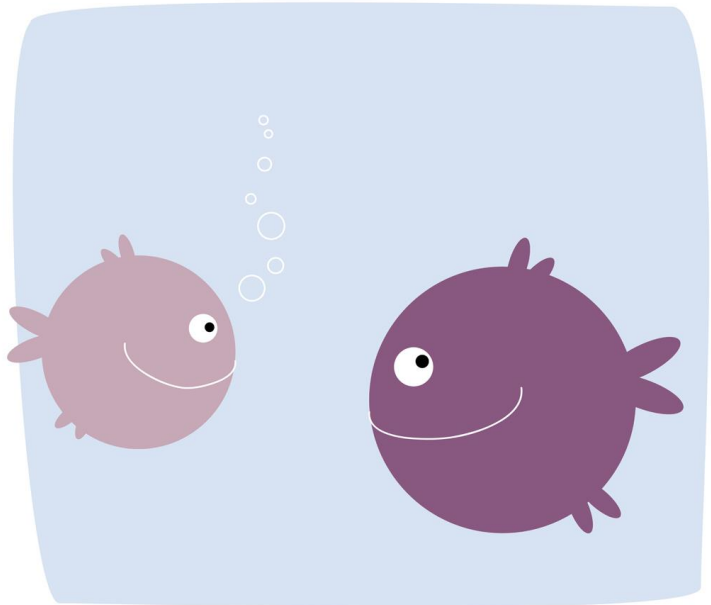
This is SO aerobic and the children love the notion of making mashed potatoes by stomping. Also intriguing to them is the faster and faster counting to ten.

## Go Fish and More: Play Games with a Deck of Cards

There are many ways to use a deck of cards or index cards promote number recognition.

To use index cards make multiple (2-4) sets of the same numbers (ex. 1-15)and then play. Here are a few ideas:

1. Play the card game Go Fish.
2. Use the cards as flash cards up to ten.
3. Print number words on index cards and play the game of match the number word to the number card.
4. Play Memory with all the cards one through ten or fifteen..

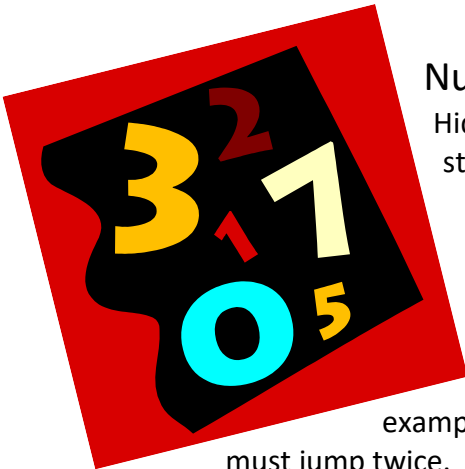
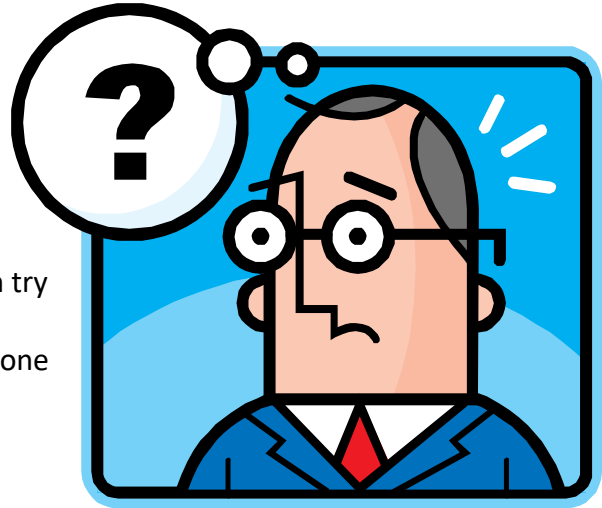


## Guess My Number

Kids love to play this game anytime, anywhere. They don't think about the skills they're building, but asking and answering questions about numbers helps them understand the characteristics and meanings of numbers.

### Directions

1. Let your student think of a number. Then try to guess it by asking questions.  
Child: I'm thinking of a number between one and ten...  
Is it bigger than 7?  
Is it smaller than 5?
2. After you guess the number, let another student take a turn as the guesser. For younger children, start with a lower range of numbers, such as one to fifteen.
3. Limit the number of questions the guesser may ask. This will encourage your students to exercise reasoning and judgment.



## Number Hunting

Hide number flashcards around a room or play area. Have the students find them and place the numbers in the correct order.

## Simon Says

Give the students commands "Simon says" style while holding up a number flashcard. The students must do the action the number of times in correspondence with the card. For example, if you say "jump" and hold up the number "2," the students must jump twice.

## Story or Rhyme Games

Read a story that has a counting theme, such as "Five Little Monkeys Jumping on a Bed." Instead of saying the number, hold a flashcard with the number on it. Have the students say the number instead. The students could also count out that number of corresponding paper monkeys to each part of the story.

## Number Race

Tape pieces of paper with numbers on them to various locations around a room, backyard or play area. When you call out the number, the students race to the corresponding number. Call out numbers randomly. You can reward correct choices with a corresponding number of something, such as a treat or stickers.

## Recognizing the Symbols

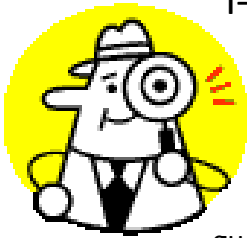
A fun way to help recognition of numbers is to select a few number cards. Take one from the pile without letting your child see it. Ask them to guess which one you have as you gradually expose the number from behind a screen (eg. a book) If your child guesses wrongly explain what the number is. Introduce a few numbers at first and build up slowly.

## Collecting

Ask the students to bring you a certain number of items by handing him a flashcard. For example, hand the students one marked "3" and ask him to bring you that many toy cars. Hand him a "7" and ask him to bring you that many blocks.

## Matching Games

Make groups of items. Have the child place a corresponding number next to the group with that amount. For example, there may be five erasers, seven trucks and 10 balls. Have the child put the correct number flashcard next to the group.



### I-Spy

Play "I spy" with your students to identify objects that start with a specific letter or a number of objects. You will have to look around the house and pick out different things that are different colors. For example, you would say, "I spy three small green things." Then, your students would look around and guess three things that are green. After about five guesses, tell your students what you were looking at. Continue finding different objects that are different colors or start with certain letters, and let your students guess. You can even ask your students to give you a chance to guess.

## My Counting Book

Make a blank book for your students by stapling pieces of white paper together with a colored paper cover. Write "My Counting Book" and your students name on the front. Number the pages in the book from 1 to 10 (or higher) Let your students look through magazines or catalogs and tear or cut out small pictures. Then have him/her glue one picture on the first page of the book, two pictures on page two, and so on.

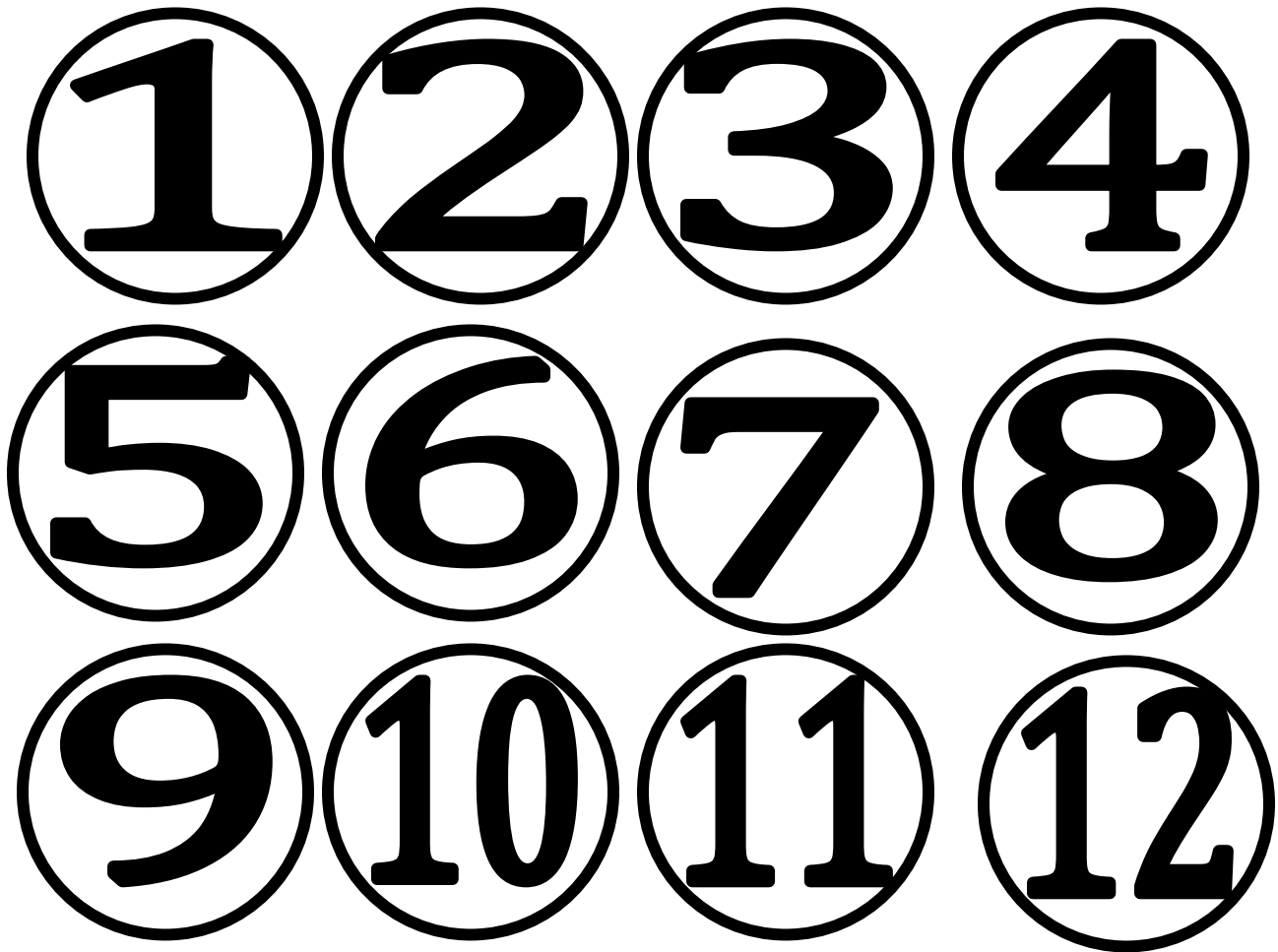
## What's the Missing Number?

<http://www.kinderplans.com/images/Image/memissingnumber.JPG>

The missing numbers are printed on bingo chips (2X), or use the following sheet. These are placed in a container with blank chips. The children take turns picking the number

chips out of the container. They must place it on the correct missing number square. If they pick up a blank chip or one they no longer need, this is placed back into the container and it becomes the other partner's turn. The first person to complete their number game board in the correct order, is the winner. Option: Print out the numbered sheet and cut out the following numbers, have students put them on the blank sheet, in order.

Note: This game can also be use to practice letters by arranging them in order.



# Number Order Game






## Balloons

Balloons, will help students learn how to recognize numbers. Each student needs a worksheet with six rows of balloons, where each row has three balloons (see last page). The balloons in Row 1 each have the number 1 inscribed inside, the balloons in Row 2 each have number 2, and so on. Make your own worksheet or use the one on the last page. The first student rolls the dice. She colors a balloon on her worksheet that matches the number she rolled. Play until each students has at least one balloon from each row colored in. For a more competitive variation, the first student who has a full row of balloons colored in wins. Alternatively, design a game where each player has the same amount of turns, and at the end of the game, students add up the numbers that are colored in; the students with the largest score wins.





## Number Memory Match-Up

Playing games allows your students to learn, practice and reinforce many useful skills such as following directions, taking turns, and making predictions. Try this new twist to the traditional memory game to help your kindergartener match number symbols to the correct quantity while sharpening her memory skills!

What You Need:

- ★ 20 index cards
- ★ Stickers
- ★ Colored markers

What You Do:

You and your students can work together to make the game cards. First make the ten numeral cards. Using markers, write the numerals from 1 – 10 on each card.

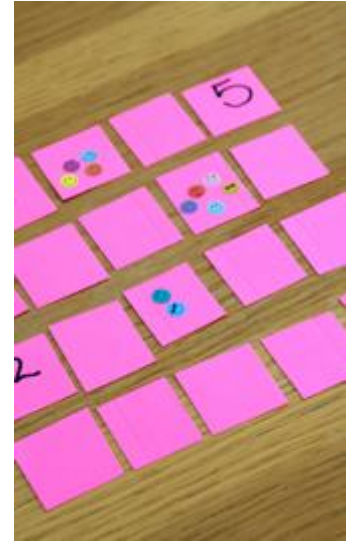
Next, have your students help make the ten quantity cards. You can use small stickers or draw pictures to show the quantities. For example, place 5 stickers on an index card. This is the quantity card to match the numeral card for the number 5.

Once all of the game cards have been made it's time to begin playing Number Memory! Mix up the cards thoroughly. Lay the cards on the floor or on a tabletop in rows. Make 4 rows with 5 cards in each row.

Have your students turn over two cards. If the cards are a match (a card with the numeral 3 written on it and a card with a picture of 3 objects), she has a match and can keep the pair. If the cards are not a match, both cards must be turned over and returned to their original positions. Then the next player takes a turn.

Keep playing until all of the matches have been found.

Your kindergartener will not only practice matching number symbols to quantities, but she will fine tune her memory skills as well.



## Counting Cups

One potato, two potato, three potato, four. Who knew that a simple childhood game could help your kindergartener master math? But while it may never occur to your students that he's doing anything more than playing, counting games are a great way to get your kindergartener engaged in math.



Take one-to-one correspondence, an important skill that is mastered in kindergarten. In a nutshell, one-to-one correspondence means students are able to count a group of objects, while touching each object, one at a time. (Kind of like that one potato game...) While this concept might seem obvious, it's more advanced than just counting out loud, which is called "rote counting" because it takes things to the next level-- associating spoken numbers with real objects.

Give your students some hands-on practice with what teachers call good 'number sense', with this easy activity.

What You Need per set

- ★ 11 paper cups
- ★ markers
- ★ 55 small objects (like cotton balls, pennies, beans, pasta, jelly beans, screws, or anything else that's fun to touch)

What To Do:

1. After you've decided on the counting objects, get 11 medium-sized paper cups. Write the numbers 0 through 10 on each cup. Then mix up the cups and give them to your students. Ask your students to place the cups in order from smallest to biggest.
2. Give your students a collection of 55 objects. Tell her that the point of the game is to look at the number on each cup and put in the matching amount of objects. Be sure to remind your students to count out loud as she places each object in the cup. This helps to reinforce her counting skills and lets you assess her ability to count with one-to-one correspondence.
3. When your students is finished, empty the cups one at a time and have her check that the number of objects matches the number on the cup.

Variations: As your students develops accuracy and fluency working with 0 to 10, increase the numbers by increments of five, eventually working up to 30. It's not necessary to begin at 0 each time. Start in a place that's comfortable, and go as high as they can. As they get better, pull the cups out in random order. See if she can do the game without the cups ascending. It makes things much trickier!

## Pass It On



Roll the dice and play this fun number game! It's a great way to practice number recognition and the skill of following specific instructions. This simple game of chance will help prepare a kindergartner for more advanced games. Work together to remember what each number on the dice represents. Make predictions about who is going to win based on the patterns you see in the game. Ready for a challenge? Let your students alter the directions. Write down the instructions

and use them to play a new round!

What You Need:

- ★ Five standard dice (or make your own.)
- ★ One cup
- ★ Five poker chips for each player (Or select an appropriate substitute, such as coins or dried beans)

What You Do:

- Players take turns rolling all five dice. Then, follow the instructions below according to the numbers shown on each one of the dice.
- 6 - Put a chip in the cup.

5 - Pass one chip to the player on the left.

4 - Pass one chip to the player on the right.

1, 2, or 3 - Don't do anything.

- If the number of chips in a player's possession is less than 5, they should roll a number of dice equal to the chips they have. (e.g. If they have 2 chips, they should roll 2 dice.) If a player has no chips, they cannot roll the dice, but they can stay in the game hoping to be passed chips on another player's turn.

- Play continues until one player has all of the chips (except for the chips in the cup, that is). The winner is awarded all of the chips in the cup.



## Triple Match

There's more than one way to write a "1." It could be a single picture, the number "1," or even the word "one!"

Being able to recognize numbers in all their forms is fundamental to future math success. Here's an activity to help your students see numbers in three ways so he can learn that numbers can be written in different forms. Not only will your students get valuable practice writing and recognizing number names, but he'll also get to refine his small

motor skills with this game!

What You Need:

- ★ 30 index cards, white
- ★ Markers, crayons, or colored pencils
- ★ stickers
- ★ Hand wipes

What You Do:

1. Set out the blank index cards. White index cards are best; colored cards can be distracting.

3. Make number cards: ask your students to take 10 index cards and, with the cards positioned vertically, help him write one number per card using the numbers from 1–10. You can use different colored markers, crayons, or colored pencils.

4. Then make number word cards: Ask your students to take another 10 blank, index cards and help him write out the number words ("one," "two," "three," and so on), one per card from 1–10. Help your students to match the color of the number words with their respective number card from the first stack of index cards (i.e. "one" and "1" are both written in red).

5. Now it's time to make counting cards: have your students take the last 10 index cards, and put the correct number of dot stickers on the card to match each number from 1–10. Again make sure to match the colors on these cards with the colors from previous stacks.

6. When the cards are ready, it's time to play "Triple Match!"



7. Lay all the cards face down and try to find matches three ways: "one," "1," and one painted dot, for instance.

## Froggie, Hop Home!

Froggie wants to get home, but there are so many lily pads and flowers on the way! Here's a simple game you and your kindergarten students can make together to teach counting and the number line while having a good time together.

### Materials:

- ★ Two empty matchboxes
- ★ Two small "frogs" (you can get plastic ones at any party store, or make little ones yourself from  $\frac{3}{4}$ " circles of green construction paper glued onto a bottle cap)
- ★ Plain white banner paper
- ★ Markers
- ★ Cardboard shoebox lid or soda pop tray
- ★ Tempera Paint, brush
- ★ Glue
- ★ One die



### What to Do:

1. Use plain white butcher paper or cardstock to make your game. Or line a box lid or cardboard tray, and glue it down securely. This will be your "game tray."
2. Use tempera paint to paint the outside of the "game tray." Then color the outside of each matchbox in a different color.
3. Glue the matchboxes down on one end of the "game tray." The goal will be to help the froggies hop into their matchbox "homes."
4. Now help your students draw two routes from the far end of the box to the matchbox. To form each route, help your students draw a "hopping path" of 1" leaves, broken up every 3-4 leaves or so by a flower or two. Try to twist and turn your path so that you have at least 20 leaves to land on. Number the leaves on each route with block numbers from 1-20.
5. Take turns rolling the die. Froggie can advance by whatever number shows up...but if he hits a flower, he must back up to the nearest leaf, or fall in the muck!
6. The goal is to be the first one to get to the froggie house at the end of the tray.



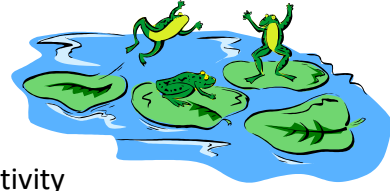


Throughout kindergarten, a key math skill is the ability to match abstract numbers to real objects in sequence.

Students can recite numbers by rote, but there's nothing like seeing and touching real objects to bring

understanding to the subject. The other benefit of this activity

is the process of creating it: kindergarteners get lots of practice with scissors, markers, and fine motor coordination as they learn to write. With luck, froggie will sleep safe and sound at the end of this game—and your students will feel that much more secure in their math skills, too.



The following can be used as playing pieces:









## Counting Clips

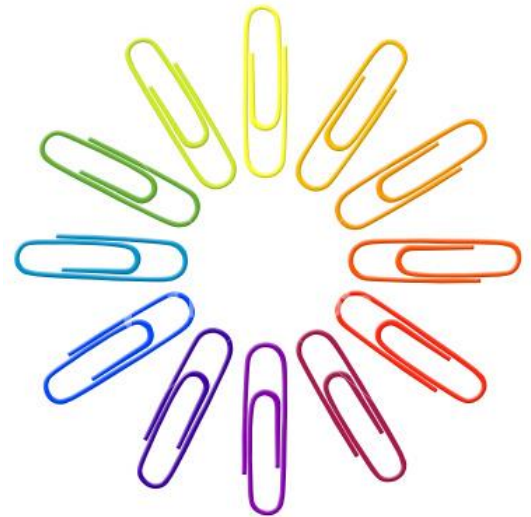
### Materials

- ★ Pencil
- ★ A box of large vary-colored and interesting paper clips
- ★ Package of 3 x 5-inch index cards

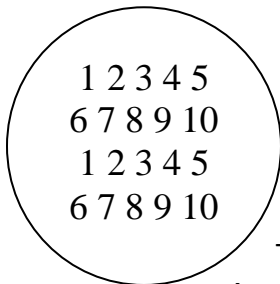
### Directions

This is a fun way to learn about numbers while making discriminating choices. Write the numerals or number words for an appropriate range, ex. 1 through 10 on individual 3 x 5-inch cards and assist your students with deciding how many paper clips should be attached to each card to correspond to that numeral.

Variation: write the color words on the cards and have students attach the appropriate colored paperclips to the cards.



## Asteroids



Draw two “moons” up on the board like in the example.

Then have students form two teams, each team having a pair of dice. The teams must race to destroy their moon first by rolling the dice and using the total amount to erase a number. Ex: the team rolls a 6.

They can erase a 6, or a 5 and a 1, or a 4 and a 2, or a 1, a 3, and a 2.

Anything that adds up to the number rolled. Younger students you may want to practice only up to the number 6.

Tip: Have students learn to recognize the letters, shapes, or colors, by writing them on the board instead of the numbers by having alphabet cards, color cards, or shape cards, and students pull them randomly out of their pile and then erase them. You can have two sets mixed together so that they may pull the same letter, or shape several times, making it less predictable who will win.

## Do You Know Your Number?

Put number words on sticky notes and stick them on your players. Have enough spots in a circle for all players but one, who goes in the middle. The person in the middle comes up and asks someone, “Do you know your neighbor/number?” If they say yes they switch with their neighbors, if they say no they describe someone else (ex. I know

people wearing the number one) all those that fit the description trade seats while the person in the middle tries to steal a spot and leave someone else in the middle, who becomes the new caller.

## Number Matching with Dice or Dominoes

Create a chart, or use a box, such as a bead box, and have students match the number in each box or chart with the corresponding number on the die, or domino. You can make your game with all numerals, all number words, or all dots to match with.



## Monster Squeeze!

Note: You may want to have children help you prepare monsters.

Place monsters facing each other at either end of a number line (ex. 0-10) . Say, I'm thinking of a mystery number between 0 and 10. Children take turns guessing. If the number they guess is too large, reply, Your number is too big. Move the right hand monster along the number line until it covers that number. If the number they guess is too small, say, That number is too small and move the left hand monster to cover that number. Children continue guessing numbers until the correct number has been guessed, or 'squeezed' between the two monsters. The child who guessed the correct number then thinks of the next number and whispers it to you. That child then responds to each guess with "too big" or "too small" and moves the monsters accordingly (with help, if necessary.) As children become familiar with the game they can respond and move the monsters without help. As children become

more adept use a higher range of numbers on the number line and a bigger range of numbers between the monsters.

## Team Tag

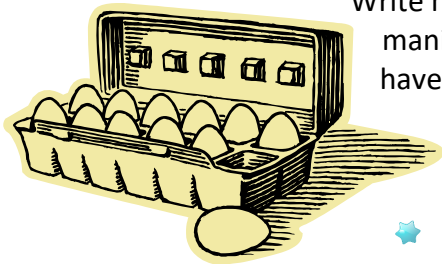
*This game can be used to practice colors, numbers, shapes, letters, body parts, etc.*

The Teacher will divide the students into two groups and have them form two single file lines facing forward. The first student should be about 10 feet from the front of the room. Put two equal stacks of flash cards on a desk in the front of the room.



When play starts, the first person in line races to the desk, takes the first card in his or her pile, holds it up, announces the answer to the class, places the card in a discard pile, and then races to tag the next person in line. If the student does not know the answer or gives the wrong answer, he or she puts the card on the bottom of the pile and selects the next card. On the third card they pull their team can help them with the answer. The two teams play simultaneously. The first team to correctly give the answer to all the cards in its pile wins.

## Break My Eggs



Write numbers in the bottom of egg cartons. Put two manipulatives/beads/marbles in the egg carton. Close the lid and have the students shake the carton and add or subtract the numbers. They can play as teams and keep score.

### MATERIALS:

- ★ empty egg cartons
- ★ beads

## PIG!

### Tips on Modifications for Different Grade Levels:

With younger students this activity is a great chance to work on strategic thinking skills and mental math skills, identifying numbers, matching sets of numbers, counting objects, working on whether one number is larger or smaller than another number, and practicing basic prediction skills. With K students probability is taught by having students practice figuring out what is "More or less likely." Ex: "Do you think you can roll a 6? Let's look on the chart we made and color coded. 2 3's make 6. What else makes 6? What number are we **most likely** to get? What number are we **less likely** to get?" Now students can test their own greedy nature by playing PIG!

Playing PIG! Is a really fun way for students to practice doing addition in their heads and to see if they can stop themselves from getting greedy. Mental math skills are something a lot of students need help with and a chance to practice, in a fun and memorable way. The most obvious math while playing the game



might be the simple addition, but playing Pig! is also a great way to teach students how to think strategically—to look ahead and figure out how what just happened, and what might happen next, will affect their chances of winning. And this effort to predict provides a perfect chance to explore probability, a way to measure how likely something is to happen. Probability doesn't tell us what will happen, it just tells us how likely something is to happen.

In this dice rolling game players win by getting the score closest to 100, without going over 100.



### Our Variation for Younger Students: **Greedy Pig**

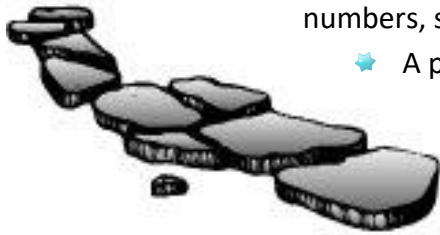
For younger students who can't add up to 100 yet, do a piggish variation by having a pile of objects (ex. beads or coins) on the table. The number the student rolls is the number of "apples" their greedy pig gets to gobble. The pig that gobbles the most before the pile of food runs out wins!

## Flashcard Stepping Stones

Here's a quick and easy game you can use to make any kind of revision more interesting. Have students play it with you, or put them in pairs to practice together.

You'll need :

- ★ A set of flashcards covering any skill you want the child to learn (colors, numbers, shapes, body parts, letters, etc)
- ★ A playing piece. Anything small will do, for example, a coin, or a bottle cap, or anything similar in size.
- ★ A "prize" of some sort for when your student wins. Ex. You can use a small toy, and pretend it's an enemy robot. Then your student gets to "destroy" it at the end - by



bumping it off the table!

Lay the flashcards down in a winding trail, with the answers hidden. Put the playing piece at the start of the trail, and the prize at the end. Then you are ready to play! Basically, your student then moves his or her piece to the first flashcard "stepping stone", and tries to answer the question it shows. If they get it right, they move forward. If wrong, then backwards. How far forward or back? That depends on how familiar your students are with the material.

- ★ If the child is very unsure, let them move forward 3 or 4 stepping stones for each right answer, and only move back 1 for each wrong answer.
- ★ As your child improves, you can change this to 3 steps forward, 2 steps back, or 2 forward and 3 back.

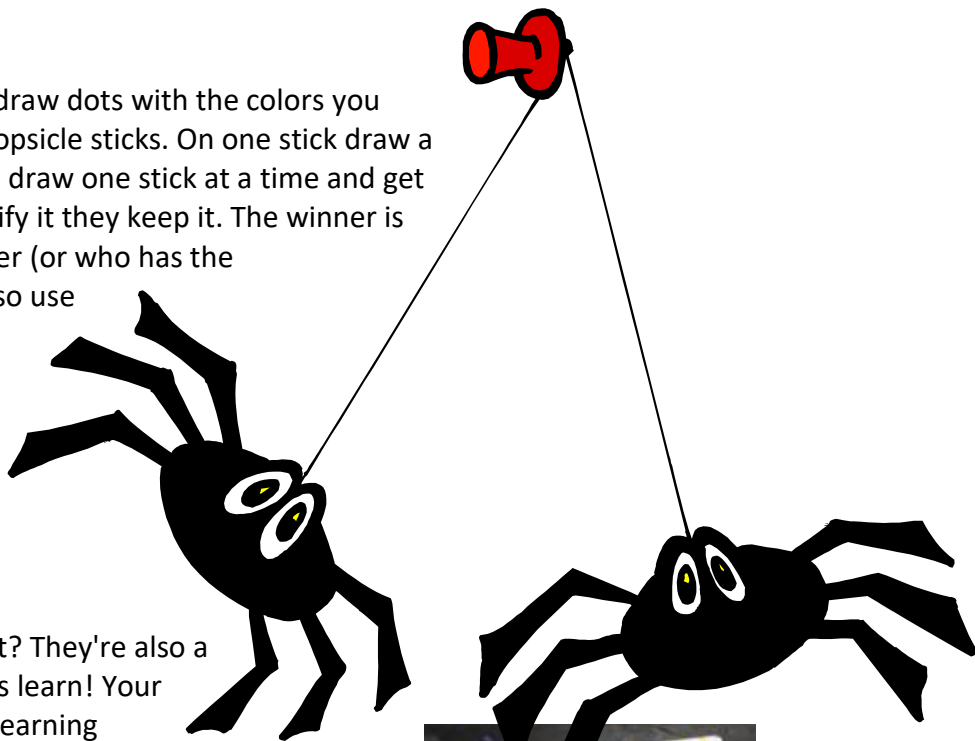




- ★ When you child is close to being an expert, make it tough, say, 1 step forward and 3 steps back.
- ★ It's nice to have some kind of "story" going on in the game - for example, maybe it was an enemy robot who became more and more frightened as your students' playing piece grew nearer. Choose something that will appeal to your students. Are they
  - ★ Rescuing a princess in a tower?
  - ★ Making their way to a playground?
  - ★ Hunting a dinosaur?
  - ★ Make the goal come alive, by giving it a voice. Be theatrical! Do this in a way that encourages them to press on until the end.

## Spider

Write the letters, numbers, or draw dots with the colors you want students to practice on popsicle sticks. On one stick draw a spider at the end. The students draw one stick at a time and get only one turn. If they can identify it they keep it. The winner is the person that draws the spider (or who has the most words they have read) Also use them for individual flash cards. You can also use them to play Concentration, Fish, and Old Maid.



## Rainbow Puzzles

Puzzles are fun, and guess what? They're also a great way to help your students learn! Your students are probably already learning about letters. With this activity, you can easily turn letters, numbers, and shapes, into beautiful rainbow puzzles for your emergent reader to reassemble.

### What You Need:

- ★ Construction paper
- ★ Envelopes
- ★ Markers in assorted colors
- ★ Scissors

### What to Do:

Write the color, number, shape, or letter on a card. Make the letters about 2" high and 1" apart.



Have students outline the letters in one or two different colors so it has a rainbow effect. Use bright colors like red and yellow, blue and purple, or green and orange! Cut out each letter in a fun zigzag or jigsaw format.

Put the finished puzzle into an envelope. Write the word on the outside of the envelope to store the puzzle and so your students can use it as a visual aide as she's solving it. Hand your students the envelope and dump the letters onto the floor or table. Mix up the pieces, and then challenge her to put the puzzle back together! Recognizing the letters and stringing them together is an important step for your emerging reader, and this colorful puzzle is a fun way to practice!

## Word Munchers

Use a small trash type can with a dome lid that has a section that moves. For fun decorate it to look like a robot. The children spin a spinner and they take that many cards out of the pile. Then they identify the colors, numbers, shapes, or letters, etc. If they are right they may feed the word muncher complete with chewing sounds that they do with enthusiasm. The last student gets to make a dramatic burp.

## Pigs in the Pen

Start with the colors, numbers, letters, or shapes written all over the board or write the items on different shapes such as pigs. Draw a pigpen on the board and hang the pigs on the board and say something like, "Oh my the pigs have gotten out. We need to catch them. If you can call a pig by name it will come to you and you can put it in the pen. A student comes to the board, calls a pig, then takes it off the board and moves it to the pen. Start with your low children to give them the best chance to find a word they know. Make sure to have enough words for each student in the class to have a turn.

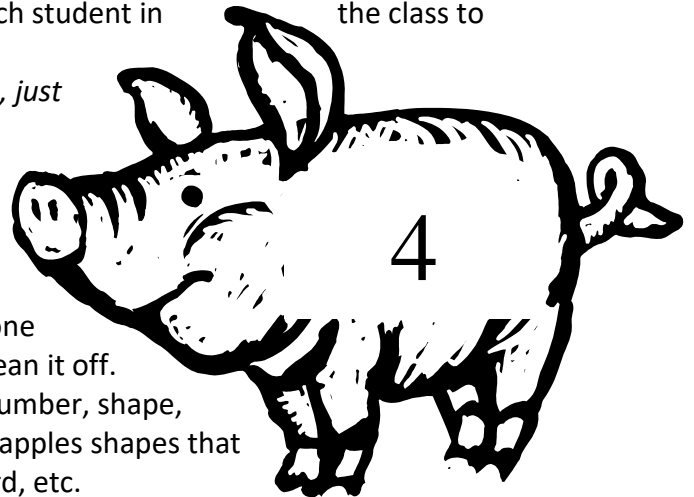
*To input letters, etc, on the included pig sheets, just click in the space and type a new one.*

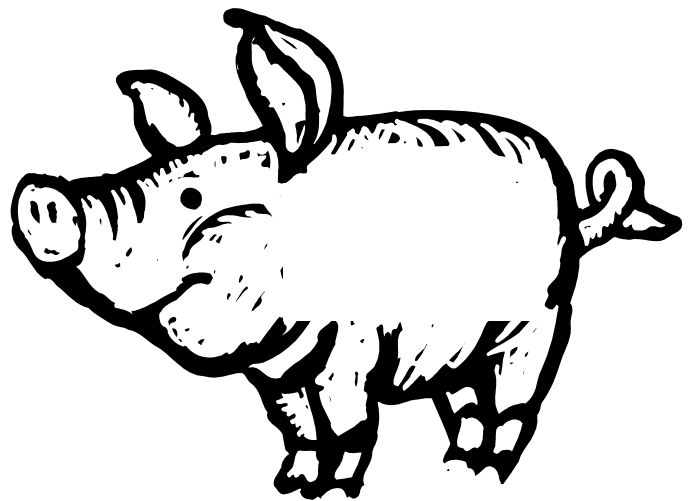
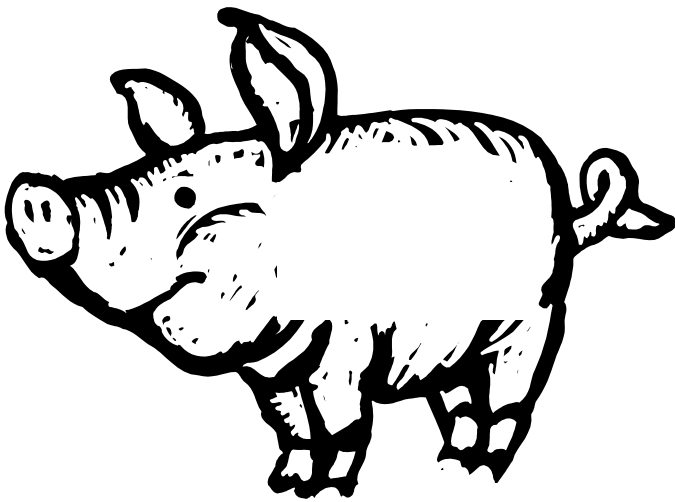
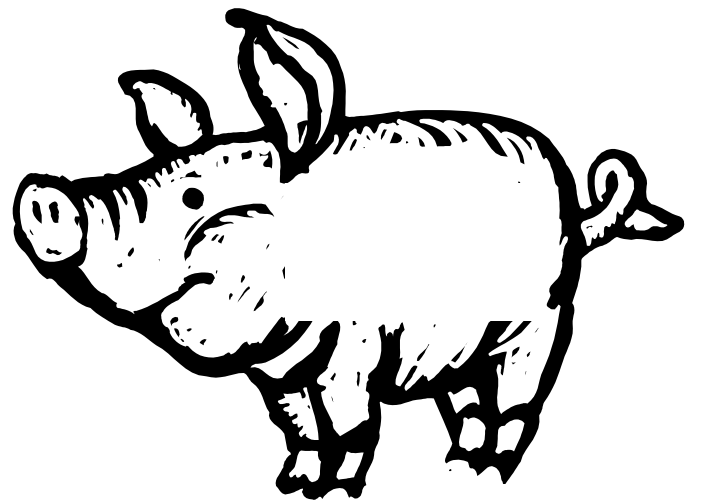
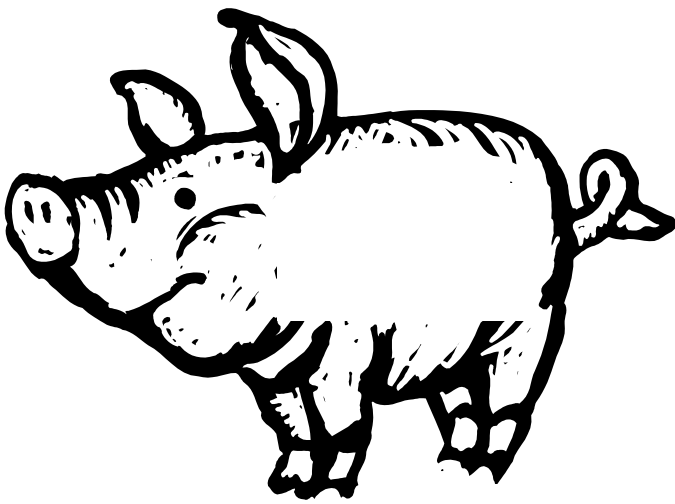
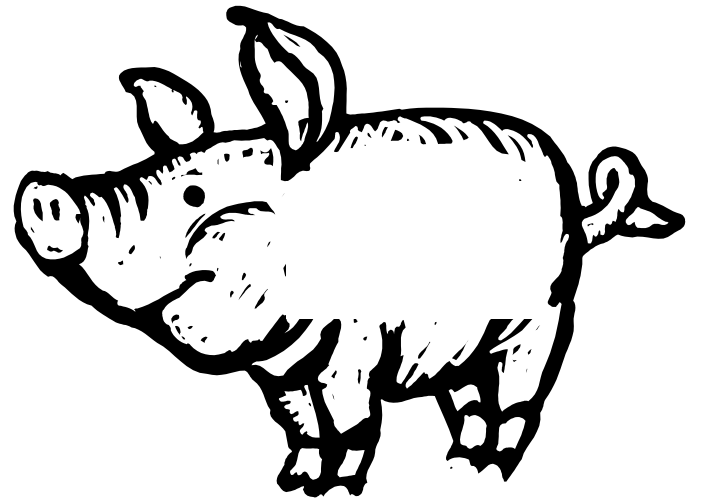
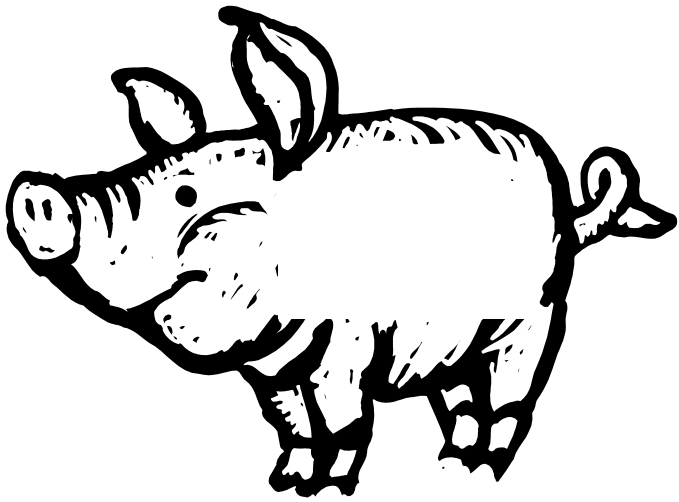
Other options: Have upper and lowercase letters (a momma and baby pig) have students find the mothers and babies and put them in the pig pen together.

Write letters on the board itself and say someone messed up our board last night...we need to clean it off.

Call a student up to the board to say a letter, number, shape, color, etc and then erase it. Or have them pick apples shapes that are hung from a tree you've drawn on the board, etc.

Use post it notes, write the words on them and hang them around the room. The children love to hunt for them.







## Tic-Tac-Toe

Make a tic tac toe board on the computer then write the letters, numbers, or put colored dots in the spaces...Then laminate or put them in a clear sheet protector. The kids can use whiteboard or overhead markers and then wipe off with a tissue. Before they X or o they have to say the word.

i	x	y
m	a	o
b	p	f

## Memory

Create two of each letter, number, shape, color, or body part card. Lay the cards face down on the floor. Students take turns trying to match identical words. The student with the most pairs wins.



## Swat!

Divide students into two teams, each standing on one side of the letter, number, shape, body part, or color. Give the first student in each team a flyswatter. Read a word from the word wall. The first team to swat the letter, number, shape, color, or body part gets a point. The swatter then passes the flyswatter to the next team member.

## Word Play

What popular game was invented in December 1929? The answer: bingo! To celebrate bingo's invention and give your kids a fun way to practice high frequency words, try this innovative spin-off of the classic game.

What You Need

- ★ Paper
- ★ Marker
- ★ Buttons or coins

Instructions

1. First, make a card for each player by drawing 9-square grids on pieces of



paper. Complete the grids by writing one letter, number, shape, color, etc in each square, making sure that some letters appear on more than one card.

2. On a separate sheet of paper, write a definition for each word, or have a calling card that shows the word. For example, we used "the color of grass" for green and "the opposite of slow" for fast. Gather buttons or coins for bingo markers.
3. To play, choose 1 person to be the caller, whose job is to randomly select letters to read aloud, or numbers to pull out of the stack. The other players search their cards for the appropriate letter or number and place a marker over it if they find it. The first player to land 3 in a row gets to be the next caller.

## Colored Sand Collage

This kid-friendly introduction to sand painting transforms a favorite backyard building material into a magical art supply and a great tactile learning experience. We like using salt shakers for the sand because they're easy for little hands to hold, and with just a bit of tape stuck to the lid, you can control the speed of the granules coming out of the bottle. *Label the bottles with the names of the colors to help your students practice identifying the color words.*

### Materials

- ★ Scissors
- ★ Colored card stock or construction paper
- ★ White and clear Con-Tact paper
- ★ Colored sand (available at craft stores and Wal-mart)
- ★ Salt shakers (we got ours at a dollar store for \$1 per pair) or other empty containers
- ★ Tape

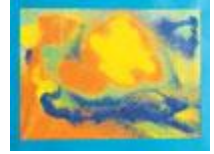


### Instructions

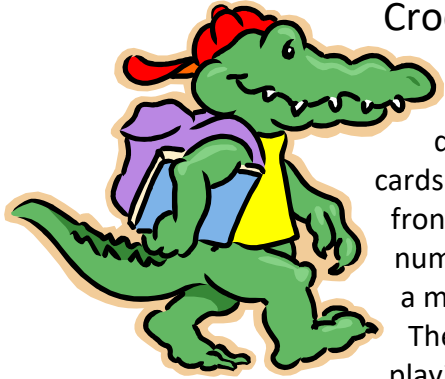
1. Use scissors to create a frame by cutting out the center of the card stock, leaving a 1-inch border.
2. Trim the Con-Tact paper so that it's slightly smaller than the frame, then set the Con-Tact paper face down and peel off the backing. Carefully lay the frame over the sticky surface and press it in place.



3. Pour the sand into the salt shakers, then put on the lids and cover some of the holes with tape. Give your child the bottles and let him pour the sand over the sticky surface -- one color at a time or all at once, as he likes. Dump off the extra sand as he fills the space.



When he's done, you can set a piece of clear Con-Tact paper over the front to help preserve the design.



## Crocodile Snap\*

Print and cut apart two sets of crocodile cards (pages 1 and 2) and one set of fish cards (pages 3 and 4). To play deal 5 crocodile cards to each player. Have players place the cards face up in front of them. Place the fish cards face down in front of you. Turn one fish card over and call out the letter, number, shape, or color. Players look at their cards, if they have a match they say "SNAP" and smack the card with their hand. The first to call "SNAP" gets to discard the card. Continue playing until one player has gotten rid of all of his/her crocodile

cards.

### OPTIONAL MODIFICATIONS:

If the groups is too rowdy, eliminate having them smack the cards.

If a child is having trouble with the words, show them the card as you call it.

If the "competition factor" is too much for your group, have all players who have a match discard rather than only the first person who called "SNAP".





Blank rectangular box for labeling the crocodile.



Blank rectangular box for labeling the crocodile.



Blank rectangular box for labeling the crocodile.



Blank rectangular box for labeling the crocodile.



Blank rectangular box for labeling the crocodile.



Blank rectangular box for labeling the crocodile.



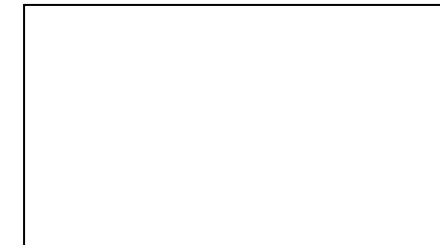
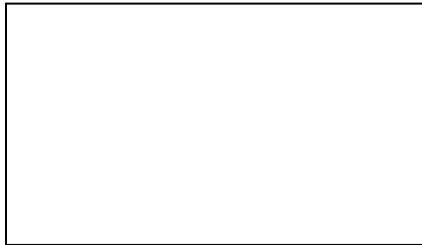
Blank rectangular box for labeling the crocodile.



Blank rectangular box for labeling the crocodile.



Blank rectangular box for labeling the crocodile.






## Shooting Stars

To make this game you will need to purchase star shaped beads (or some other type of small plastic stars in various colors). Place the stars in a container. Print the following shooting stars game boards on cardstock. Option: One side could have a blank game board and the other side could have the color words game board. This game can be played several ways:


**Color words:** Create color word cards that correspond to the colors of stars. Each child takes a turn choosing a card. He read the color word and checks his game board to see if he needs that color. If he does, he uses the tweezers to place a star bead on that color word on his game board. The first player to fill his game board wins. For a shorter game, play like BINGO...the first to get 3 in a row wins.

**Generic game board:** Create letter, number, shape, color cards (or other concept cards). Each child chooses a card and read the word/letter/problem. If he gets it correct, he rolls the dice and chooses that number of star beads to place on his game board. He may choose ANY color of stars. This game has 2 winners: 1.) The first person to fill his card wins and 2.) After all cards are filled, the teacher will choose a winning color by drawing one color word card. The player with the most beads of this color wins.

 Shooting Stars 

red	yellow	blue
pink		brown
orange	grey	black
green	purple	white

 Shooting Stars 

red	yellow	pink
blue	brown	
orange	white	black
green	purple	grey

 Shooting Stars 

red	purple	blue
pink	orange	brown
	grey	black
green	white	yellow

 Shooting Stars 


red	purple	orange
pink	blue	brown
black	yellow	grey
green	white	






 Shooting Stars 


 Shooting Stars 


		

 Shooting Stars 

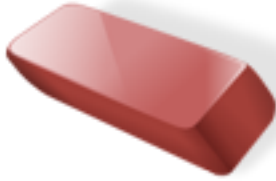
 Shooting Stars 

## Eraser Race

Write a variety of letter, numbers, or shapes on the white board. Give 2 children each an eraser. Call out a letter, number, or shape and the children race to be the first to erase it. The winner chooses the next person to compete (this keeps the one super reader from having too many turns).



## Word Hunt

Print words on brightly colored paper. Hide about 10-20 letters, numbers, shapes around the room. Begin with all children on the carpet. Show them what color paper the items are on. Call out a word and have the class search for that card. The winner is the



person who finds it. If having the entire class moving is too challenging, divide the class into several teams and have a representative from each team search for the item.

## Swat Team!

[www.familyfun.com](http://www.familyfun.com)

This bug-catching game uses a suction-cup swatter to nab pests.

What You Need

- ★ Flyswatters
- ★ Suction cups (thin, more flexible types work best)
- ★ Tacky glue
- ★ Drawings of bugs or printouts of the templates(  
<http://familyfun.go.com/assets/cms/pdf/playtime/FF0810EF-bugs.pdf>) You can let the kids color them if you wish
- ★ Clear packing tape or contact paper
- ★ Scissors



### Instructions

1. Cut a very small hole in the center of a flyswatter, then insert the knob of a suction cup — thin, more flexible types work best — into the hole. Add a dab of tacky glue to hold it.

2. Draw various bugs, each wider than your suction cup, on a sheet of paper. If you like the bugs shown here, use the templates.
3. Create a suction-friendly surface by covering both sides of the paper with clear packing tape or contact paper, after writing letters, or numbers, shapes, etc on the back, then cut out the bugs.
4. To play a slap happy version of Concentration, scatter the bugs on a table, the floor, or any flat surface that allows for some swatting room. Players can take turns trying to pick up a paper bug with the swatter to find matches, or they can each wield a swatter for all-out bugageddon.

## Bean Bag Toss

Divide a large piece of paper or a poster board into boxes, or use the included printable targets. Write items students need to practice (color words, numbers, shapes, colors, body parts, etc) in each box or on each target. Have students sit in a row a short distance from the paper. Students take turns tossing a bean bag (or other small object) onto the paper. If they can identify the item that they land on, they get a point. If the bean bag goes off the paper, they lose their turn (Use this rule primarily for older students).





## Snowball Fight

This is a great activity for days when winter weather keeps children indoors during recess. Write letters, shapes, colored dots, numbers, or print out pictures of body parts on pieces of white paper. Crumple the papers up to look like snowballs. Divide the class into 2 teams and have the teams line up on opposite sides of the room. When you blow a whistle teams throw the snowballs back and forth. Blow the whistle again after about 20 seconds and have everyone pick up one snowball. Children should identify the letters, shapes, colors, numbers, or body parts, on their snowballs. Call on 2 or 3 people from each team to identify. If they can identify the appropriate letter, number, etc, their team earns points.



## Might I Bite?

This variation on 20 questions has players trying to guess their identities.



Players: 3 or more

What You Need

- ★ Paper, 1 piece per player
- ★ Pen
- ★ Tape/Post-Its

Instructions

1. To get started: Have pictures of body parts. Place the pictures in a bowl, then have each person pick one and tape it to another player's forehead without showing that player what it is (you might want to cover your mirrors to prevent peeking!).
2. To play: Each person asks the others yes-or-no questions ("Am I a long?" "Do I use glasses?") in an effort to figure out the body part. Keep playing until everyone guesses his new identity.

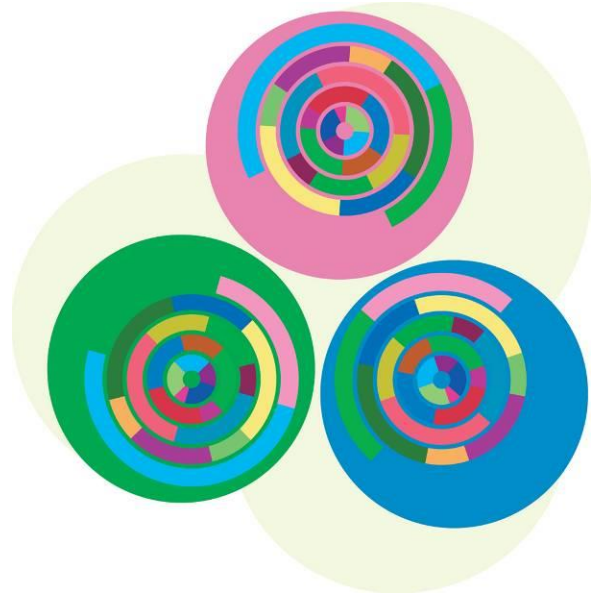
Options: Try other themes, like numbers, make certain to choose things that everyone will recognize what they are.

## Color Sorting

### Materials

- ★ Several small plastic bowls labeled with different color words (option, have a set for each student)
- ★ Small colored objects, or colored table blocks that match the written colors

Learning to sort colors takes time, but this is a good way to begin practicing decision making. Put the plastic bowls on the table and assist with sorting a few of the colored objects by size or color into the bowls.



### Extensions

- Talk about the colors as you sort, using their names.
- Work together to sort all of one color for you, and all of another color for your child.
- Turn the bowls upside down and ask your students which color is under each.

## Color Guard

A mash-up of tag, basketball, and color identification, this game requires some lightning-quick moves.



### What You Need

- ★ Plastic eggs or balls of different colors
- ★ Pail or tub
- ★ Color words on posterboard strips or cardstock

### Instructions

1. First, place plastic eggs or balls of different colors -- at least one egg per player -- into a pail or tub.

Choose one person to be the color guard. The guard stands next to the tub with her eyes closed while the other players each take an egg from the tub and move a few steps away.

2. The guard then opens her eyes and shouts out a color or holds up a sign to be read. Any player holding that color egg must now try to get the egg back into the tub without being tagged by the guard. Players can throw their eggs, but any that land outside the tub must be picked up by the thrower. Anyone who gets tagged, or whose egg is caught by the guard, is out of the game. The last remaining player gets to be the color guard in the next round.

## Animals Card Game

This card game is a loud version of war--simple enough for little kids, yet rowdy enough to entertain the oldest. Use your colors, numbers, shapes, letters, or body parts cards to play this game for a great chance to practice learning in a fun way.

What You Need:

Deck Of Cards with colors, numbers, shapes, body parts, letters, etc

How To Play:

Each player chooses an animal name to play under. The longer the name, the better

(think hippopotamus, rhinoceros, nightcrawler, binturong, and so on).

The sight words cards are all dealt and placed facedown in piles in front of each player.

Players go around the table turning over their top card and placing it face-up in their own discard pile. When a player turns up a card that matches one on another pile, the two pile owners race to say each other's animal name three times. The first to do so gets the other's discard pile. Play continues until someone has won all the cards.



VARIATIONS:

Players make the animal's sound instead of calling its name.

## Tracing Game

This activity is fun for pre-readers, beginning readers, and independent readers. Adapt it to your student's ability.

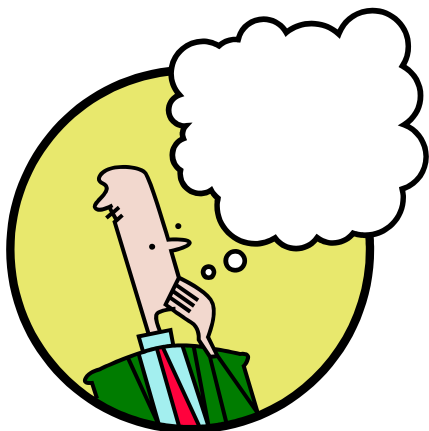
Materials



Pictures



Photos from old magazines or catalogs







Glue



Homemade, clip-art, or store-bought picture cards showing things that represent body parts, shapes, colors, numbers, etc



Pencil



One sheet of paper per player



One marker per player

### Directions

1. Divide the cards into as many equal sets as there are players. For each set, print the corresponding words faintly in pencil on a sheet of paper, or print them out in **grey**.
2. Give one list to each player.
3. Shuffle all the cards together and put them facedown in a pile.
4. The first player draws a card, identifies the picture, then looks for the word on his list.
5. If he finds it, he traces it with a marker. If he doesn't, he discards the card.
6. The next player does the same, and the players take turns until there are no more cards in the pile.
7. The player who has traced the most words at this point is the winner.
8. A child playing alone can make a game of simply identifying the pictures, finding the words, and tracing the words.

### Variation

1. If all the players are independent readers, turn this into a spelling game.
2. For this variation, you needn't make lists.
3. When a player draws a card, he simply writes the word on a sheet of paper.
4. When there are no cards left in the pile, the player who has spelled the most words correctly is the winner.





## Find the Color

### Directions

1. Tell your students, "I see the color", and hold up the word card. As they read it, say "Can you find it?"

As you count down from ten to zero, your students must then run to touch something that includes the color you have named before you finish counting.



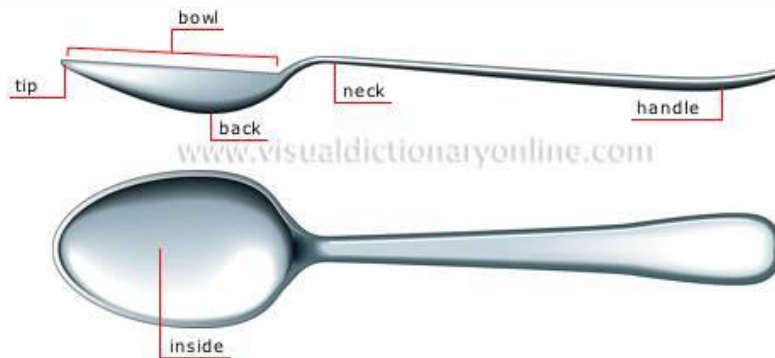
## Snag a Spoon!

In this version of the classic card game, students get a chance to practice letter recognition and other skills in a fun way.

Note: This game can also be modified to practice other skills. Ex. shapes, sight words, number identification, etc.

Materials:

- Playing cards or cards with



- words/letters/shapes/colors/numbers/images of body parts you want to practice)
- Marker
- Spoons

What You Do:

1. Once the playing cards are complete, shuffle and gather your players. In the middle of the table, place one less spoon than the number of players. For example, if there are 5 players, use 4 spoons. Deal 4 cards to each player and explain the rules.
2. The object is to get "4 equivalents of a kind", for example the same letter A, A, A, A, or the same sight word, shape, or number. The dealer will begin by taking the top card from the deck. She will look at it and decide if she wants to keep it or pass it. If she keeps it, she must discard one of her cards and pass it face-down to



the next player. If she doesn't want it, she simply passes the card face-down to the next player.

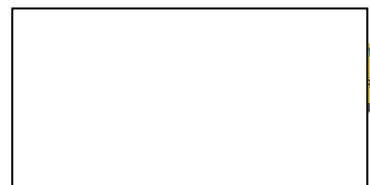
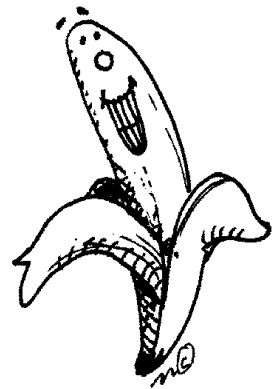
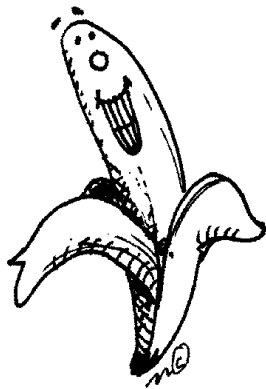
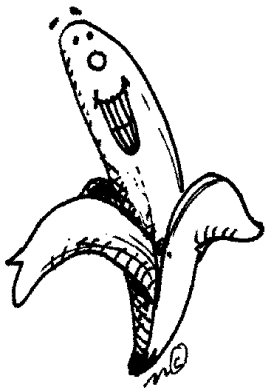
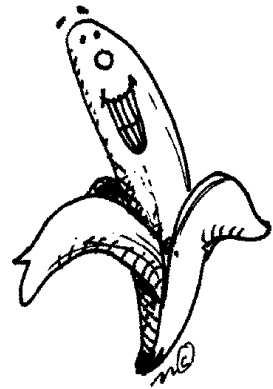
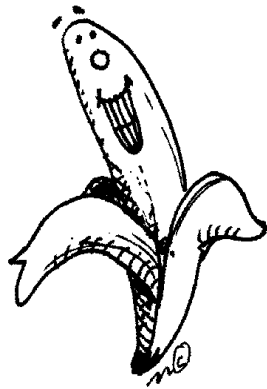
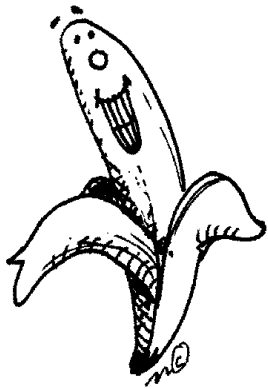
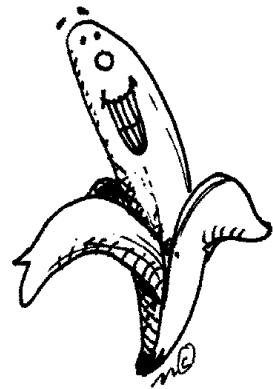
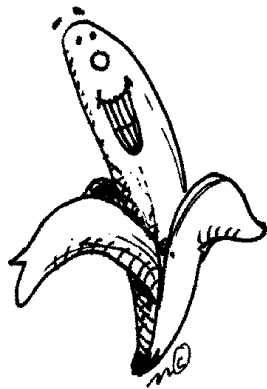
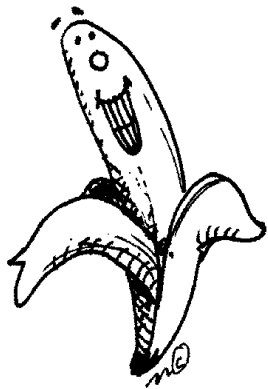
3. Play continues in a circle until one player gets "4 equivalents of a kind". That player grabs a spoon – trying to do so secretly. As soon as another player notices someone has grabbed a spoon, he should grab one, too! Suddenly, everyone will be grabbing for a spoon! The player who does not get a spoon is out. Remove one and continue playing until there are no spoons left – whoever gets the last one is the champion!

Note: Play moves quickly so be sure all players have 4 cards at all times.

## Rotten Bananas

Cut bananas out of yellow paper. Print a shape, color, or number on each. Color some bananas brown on one side instead of writing a word. Put all bananas in a can. Pass the can. Students take turns reading drawing a card and reading the word. If they get it right they may keep it. The can moves to the next person even if they get it right. Game continues until someone gets a rotten banana. Then everyone counts his or her cards. The person with the most is the winner.



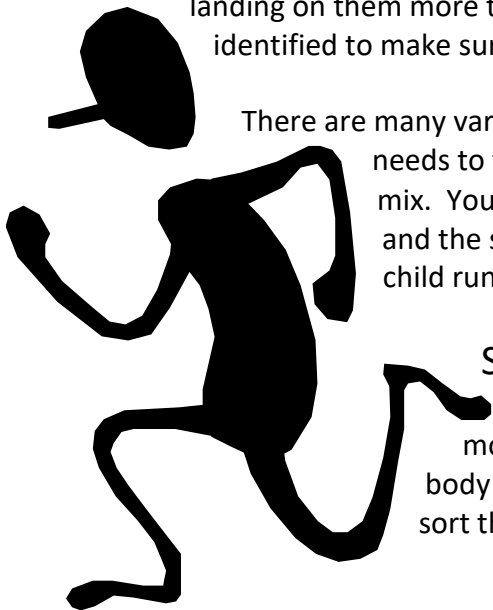


## Musical Motion!

To play the game, simply make a circle on the floor with alphabet letter cards/number words/sight words/or word family words. You can use a set of flash cards, but you can also make your own flash cards or use foam letters or whatever you have on hand! Turn on some fun music, and walk around the circle until the music stops! When the music stops, each player must name the letter (color, number, shape, or body part) that they are the closest to.



You can leave all the letters/numbers/colors/shapes/body parts in the game and end up landing on them more than once, but you can also remove cards as they are identified to make sure that each card is covered.



There are many variations on how to play, depending on what skill your child needs to focus on. You can play with all capitals or lowercase, or a mix. You can have the players name the letter, or name the letter and the sound it makes. You can even say a word and have your child run to the letter that the word starts with.

## Speed Sort

Play speed sort with letters or numbers. Make two or more sets of cards that have letters, colors, numbers, or body parts. Challenge students, individually or in teams, to sort the words as quickly as possible.

## Silence

In Silence, silence is the name of the game. Students must arrange themselves in order without uttering a peep! For example, challenge students to silently sequence themselves according to height. The game can be adapted with very little preparation to fit almost any topic. For example, if the class is studying number words, count out enough sticky notes for each student. On each note, write a number word. Each student wears a "number" tag on his or her shirt. The students must silently sequence themselves in numerical order. Or, have individual letter tags and hold up a sight words, the students must, without giggling, arrange themselves in the correct order. If they giggle, or talk, the Teacher gets a point. If they do it silently, they get the point.



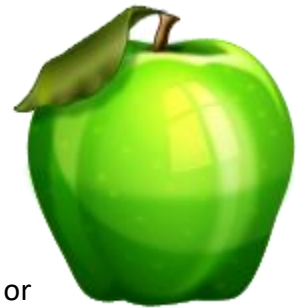
## Sparkle



This game serves as good practice for numbers. The game leader calls out the first number. The first person in line calls out the next number (ex. 2, 4, 6) and so on. The person who says the last number must turn to the next person in the sequence and say sparkle. The person who is "sparkled" must return to his or her seat. If a number is missed or the wrong number said, the person to say the first wrong number must sit down and the counting continues. After a student is sparkled, the leader calls out a new number. The game continues until only one student remains standing.

## Rotten Apples

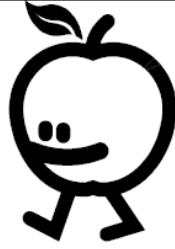
Kids can learn their letters, colors, and numbers with this fun card game, or numbers, or number words, etc. Great for small group, center activities and easy for parents to use at home. Type what letters or numbers you want students to practice in the spaces, or color the apples the colors you want to identify, with the words typed below and place cut-out cards in a basket and have students take turns practice reading their cards. If students pull out an "apple" and identify the color, number, or word correctly, they get to keep the word. When students pull out the "basket" they get another turn and when a "worm" is pulled out, they must put all of their cards back. The student with the most cards at the end is the winner





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Take another card!

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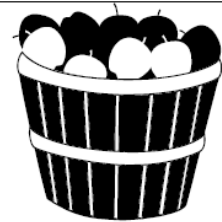
Take another card!

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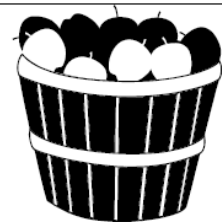
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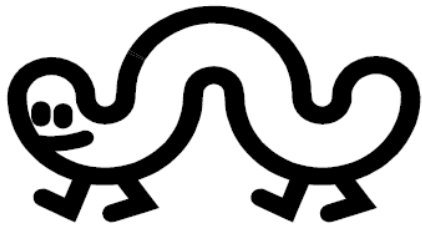
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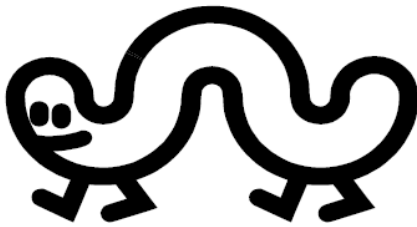
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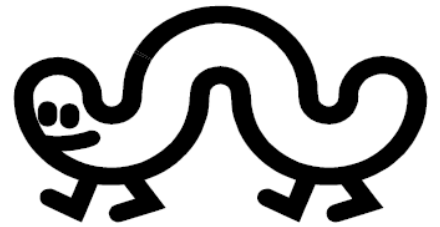
Put all of your  
cards back!

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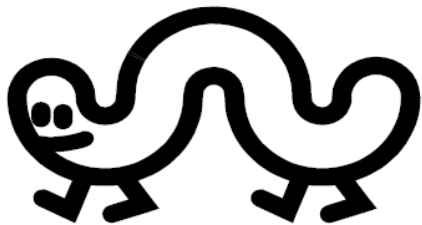
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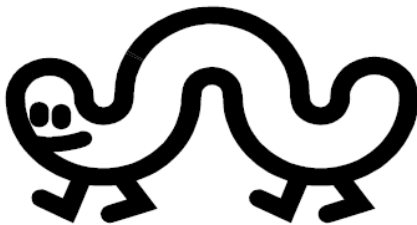
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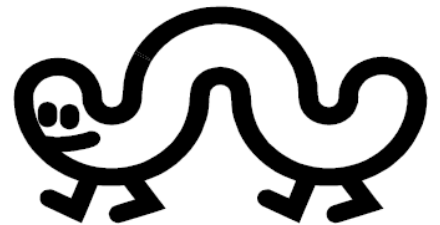
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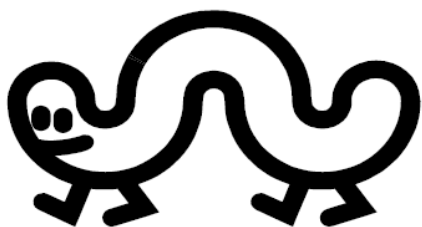
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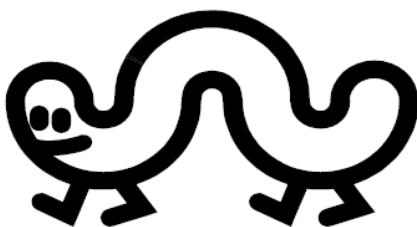
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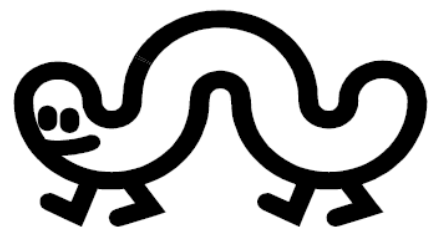
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## My Dad Came Back

Teach your students this little rhyming song to and get them to help you rhyme some more. You can always make up actions with the rhymes to get kids moving and help your kinesthetic learners.

My dad came back  
from Bermuda.  
And he brought me back  
a little green Buddha.  
My mom came back  
from New York City  
And she brought me  
a little black kitty.  
Seattle... toy rattle  
Farm... with a broken arm  
town...clown, gown, brown

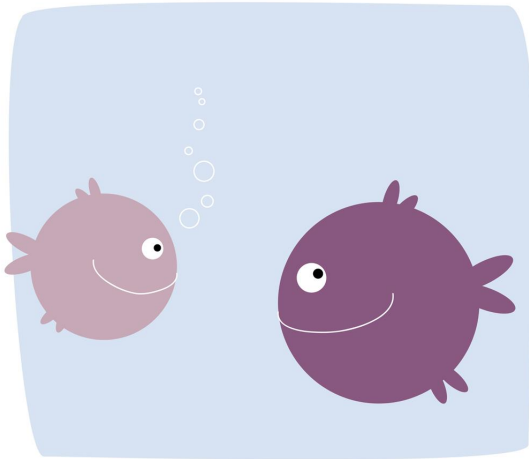


Variation: Add in increasing numbers as you go, and have students hold up a number or color flashcard as you say what was brought back.

My dad came back  
from Bermuda.  
And he brought me back  
**one green** Buddha.  
My mom came back  
from New York City  
And she brought me  
**two blue** kitties.  
Seattle... red rattle  
Farm... with a broken arm  
town...clown, gown, brown



## Go Fish



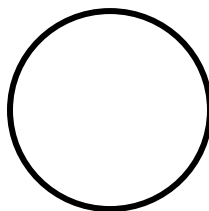
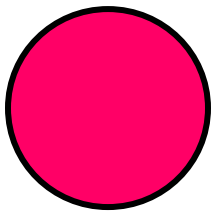
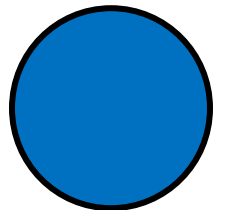
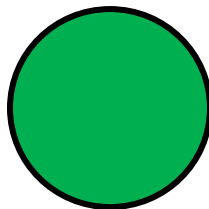
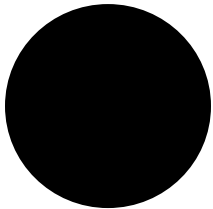
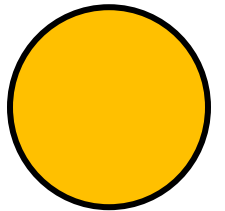
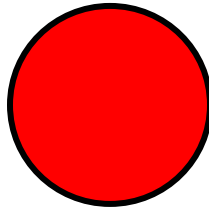
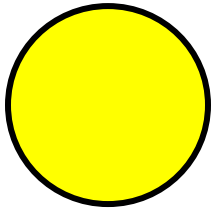
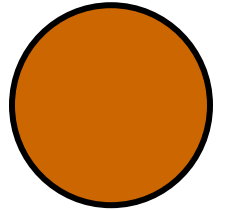
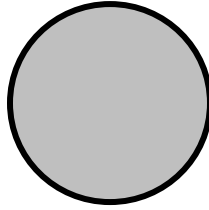
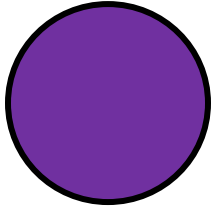
**To Make:** Select abcs, numbers, shapes, or colors, or pictures of body parts that you want the students to practice. Print them clearly and boldly on separate 3x5 inch index cards, making pairs of each word. (Children may help by copying the letters or numbers you write.)

Two to four players can play comfortably.

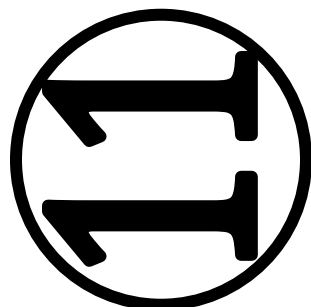
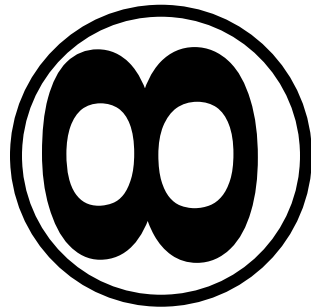
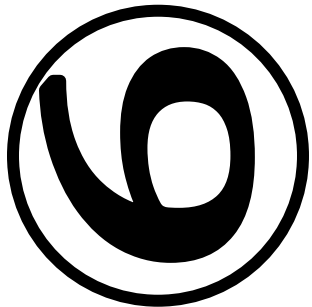
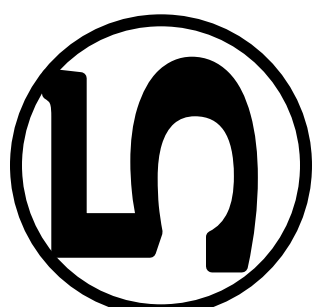
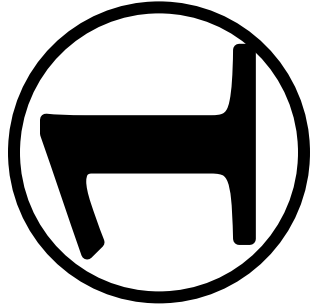
**To Play:** Shuffle and deal 3 - 5 cards to each player. Place the rest of the deck face down. Players take turns asking each other for a card to match one held in his or her hand. If the opponent has a matching card, it is given over, and the first player takes another turn. If the opponent does not have a match, he or she

says Go Fish and the player draws from the remaining deck of cards, and the next player takes a turn. Each time a player has a match, he or she identifies the color, number, shape, etc and puts down the pair, face up. Continue the game until the cards are all used up.

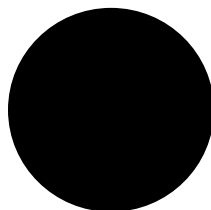
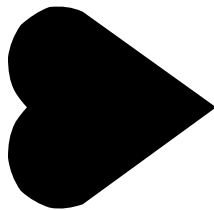
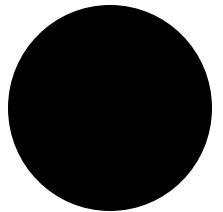
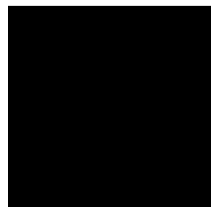
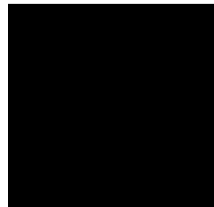
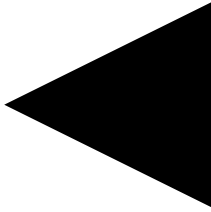
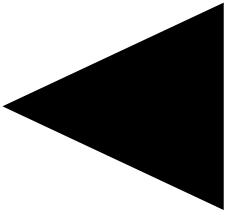
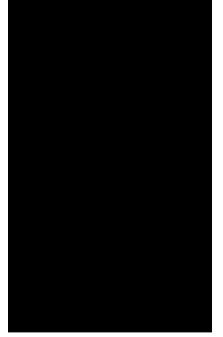
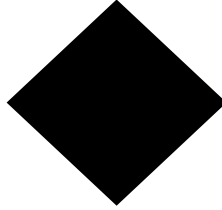
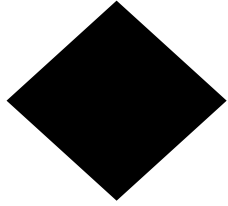
# SUCCESS! Color Cards



# SUCCESS! Basic Number Cards

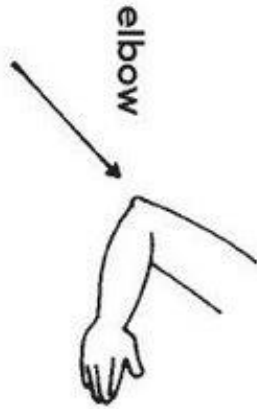


# SUCCESS! Shape Cards

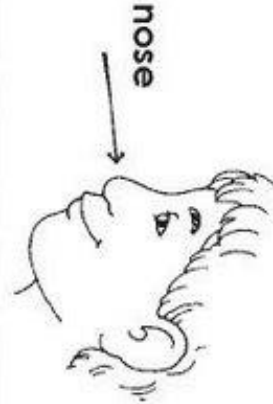




hip



elbow



nose



foot

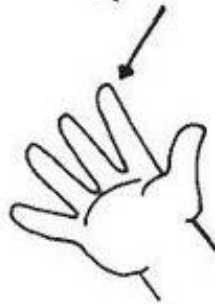
shoulder



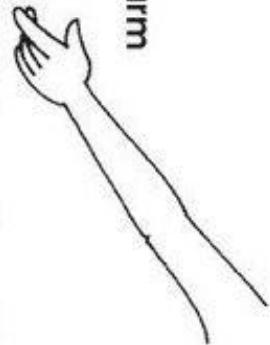
chin



finger



arm



hand



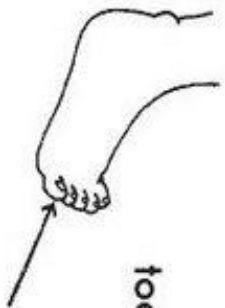
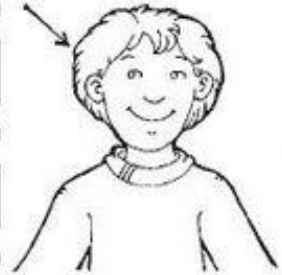
back



leg



head



toe



ear

stomach



knee



# Migrant Education Program

# SUCCESS!

FORMS

- ★ Name:
- ★ Date of Birth:
- ★ County:



Play, Learn, and Grow,  
Together!



# SUCCESS: Parent Training Checklist

Parent Name(s): \_\_\_\_\_  
Child Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Trainer Name: \_\_\_\_\_

(Please place your initials in the box after you have explained or completed the task)

1. Build a relationship of trust ~ get to know the parent(s). Take some time to explain why you are there, remind them of the Exito program, and explain how you wish to continue empower them to be able to better prepare their children for school. Remind them of the importance of language development of the concept of *prior knowledge*. If children know all of the colors, numbers, shapes, and body parts in Spanish & English, they will be better prepared when they go to Kindergarten.
2. Explain to the parent(s) that you are not only going to be teaching their children ~ you will be teaching them how to teach their children, with the goal that they will learn together.
3. Remind them about the importance of the skills that they will be teaching: Numbers, colors, shapes, alphabet, & body parts.
4. Explain that the purpose of the program is to continue train them to effectively “play” with their children and to help them learn what they need to know, as parents who are supportive of their children’s education. Also, explain that if they do not do the activities with their children, you will not be able to do follow-up visits.
5. If the parent(s) agree(s) to work with their child(ren) to help them master these subjects, have them sign the Agreement Form and give them a copy. Ask permission to pre-test the child.
6. Test the child(ren) using the Child Evaluation Checklist as a pre-test. Make it a game. They do not need to know they are being tested. Evaluate each child independently.
7. Explain to the parent(s) the results of the evaluation.
8. Depending on the mastery level of the child(ren) & parents, let the parents know how many visits you would like to make. For example, if they have mastered two of the subjects, then instead of 10 visits you would then you would only have 6 visits to complete) # of Visits: \_\_\_\_\_
9. Answer any questions.







---

# SUCCESS: Evaluation Check-list

(Administered as a Pre-Test of their abilities in English)

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

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

## Numbers

The child visually recognizes the following numbers (circle):

**1 2 3 4 5 6 7 8 9 10**

The child can count to \_\_\_\_\_ (1-10) without verbal prompting

The child doesn't count

## Colors

The child recognizes the following colors (circle):

**Red Orange Yellow Green**  
**Blue**  
**Purple Black Brown White**  
**Pink**

## Letters

The child can recite the alphabet **with** or **without** (circle) verbal prompting

The child recognizes the following letters of the alphabet (circle):

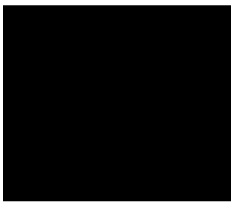


A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

## Shapes

The child recognizes the following shapes (circle):

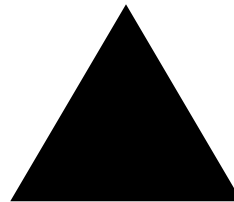
*Square*



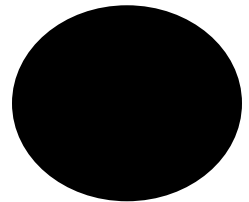
*Rectangle*



*Triangle*



*Circle*



## Body Parts

The child knows the following parts of his/her body and can point at the corresponding part and say what it is (circle):

*Head Arms Legs Nose*

*Shoulders Eyes Ears*

*Mouth*

*Toes Fingers Hands*

*Knees Elbow Stomach*

*Feet*



- The child can point to the following body parts but cannot say the name (circle):

*Head Arms Legs Nose Shoulders Eyes Ears*

*Mouth*

*Toes Fingers Hands Knees Elbow Stomach Feet*

# SUCCESS: Pre-Program Survey

Parent Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

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

1) How often do you read to your child?

- 1 time a week
- 2 times a week
- 3 times a week
- 4 or more times a week
- I never read to my child

2) Do you have appropriate level reading books in your home for you to read to your child?

- Yes
- No

3) Are you aware of what skills your child needs to know in order to be prepared for kindergarten?

- Yes
- No

4) Have you worked with your child on any of the following topics (please circle all that apply)?

***Numbers Letters Shapes Colors Body Parts***

5) Do you have any ideas on how to teach these subjects to your child?

- Yes
- No

6) Do you think it is important to teach your child in both Spanish and English?

- Yes
- No

7) At what age do you think it is important to start working with your child on building learning skills?

- 1
- 2
- 3
- 4
- 5
- 6 or older

8) Is there anything you are particularly interested in learning related to ideas on how to work with your child? \_\_\_\_\_



# SUCCESS: Post-Program Survey

Parent Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

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

1) How often do you read to your child?

- 1 time a week
- 2 times a week
- 3 times a week
- 4 or more times a week
- I never read to my child

2) Do you have appropriate level reading books in your home for you to read to your child?

- Yes
- No

3) Are you aware of what skills your child needs to know in order to be prepared for kindergarten?

- Yes
- No

4) Have you worked with your child on any of the following topics (please circle all that apply)?

***Numbers   Letters   Shapes   Colors   Body Parts***

5) Do you have any ideas on how to teach these subjects to your child?

- Yes
- No

6) Do you think it is important to teach your child in both Spanish and English?

- Yes
- No

7) At what age do you think it is important to start working with your child on building learning skills?

- 1
- 2
- 3
- 4
- 5
- 6 or older

8) Is there anything you are particularly interested in learning related to ideas on how to work with your child? \_\_\_\_\_

# SUCCESS: Parental Agreement Form

Parent Name(s): \_\_\_\_\_

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

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

I, \_\_\_\_\_, agree to work with my child(ren) on basic activities  
*Parent Name*

that will help them develop the skills that they will need to be better prepared for kindergarten. I agree to be present for each training session conducted and understand that my participation is a requirement of this program. I understand that if I do not conduct the activities I am trained on with my child(ren), all of the training visits will cease.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Trainer Signature

\_\_\_\_\_  
Date

