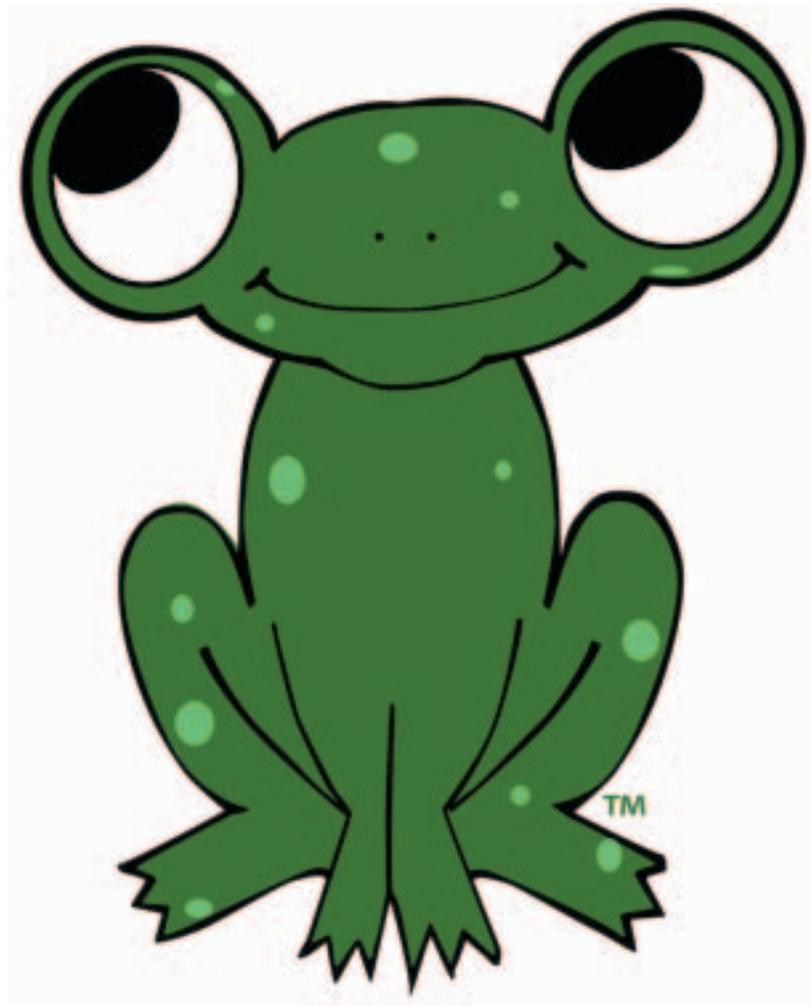


# Ready Freddy™ Kindergarten Roundup

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A Parent-Child Kindergarten Transition Guide for Educators



University of Pittsburgh  
Office of Child Development  
Pittsburgh, PA

# Ready Freddy™

# Kindergarten Roundup

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A Parent-Child Kindergarten Transition Guide for Educators

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Special Thanks to:

Miss Bindergarten Gets Ready for Kindergarten by

Joseph Slate, illustrated by Ashley Wolff

COUNTDOWN TO KINDERGARTEN by Alison McGhee,

illustrated by Harry Bliss

Is Your Buffalo Ready for Kindergarten by Audrey

Vernick, illustrated by Daniel Jennewein

As a Supplement for:

Ready Freddy™ Kindergarten Club Curriculum



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# Kindergarten Roundup

Kindergarten Roundup: A Parent-Child Kindergarten Transition Guide for Educators is a supplement for the **Ready Freddy™** Kindergarten Roundup was created to serve children and their families who are not transitioning from an early childhood center into kindergarten.

## Purpose:

The transition from home into kindergarten can be intimidating for children and parents alike. Oftentimes, children who are not enrolled in early childhood education are not enrolled into kindergarten on time. Kindergarten Roundup is designed to foster positive relationships between the children and their parents, the children and the teachers, and the parents and the teachers. Further, children have the opportunity to meet and get to know some of their classmates and the school building, before the start of kindergarten.

## Organization:

The guide is divided into sections by book titles, as each session was developed based on a kindergarten readiness book. Session 1, “Miss Bindergarten Gets Ready for Kindergarten” is all about forming positive relationships among the teachers, children and parents. Further, the session allows parents and children the opportunity to ask questions of the teacher, regarding how she prepares for her incoming kindergarten class.

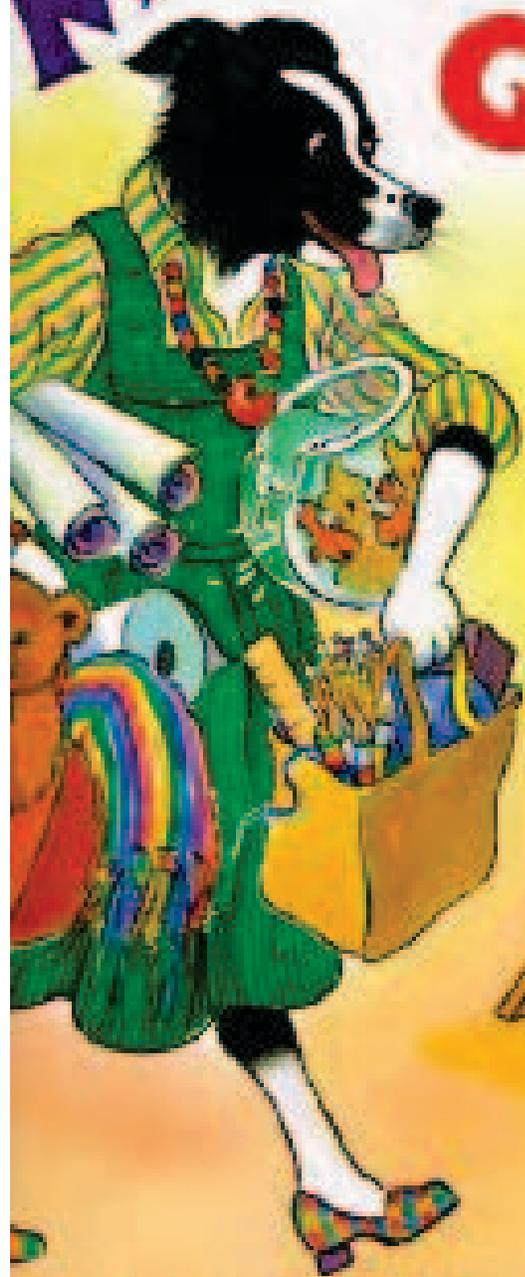
Each session has the following components:

- An **introduction** for explaining the focus of the session to parents and children
- A **Read Aloud** for demonstrating how to promote children’s love for books, content knowledge, and vocabulary by reading stories
- A **Parent-Child Activity** for encouraging quality parent-child interactions and modeling activities that promote school readiness and academic success
- A **Parent Activity** for providing parents with the information they need to support children’s transition to kindergarten and lay the foundation for long-term parent involvement
- A **Child Activity** for exposing children to the kinds of experiences and expectations they’ll encounter in kindergarten
- A **Take Home Activity** for encouraging parents to continue and practice at home what was discussed during the session

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Miss Bindergarten  
Gets Ready for  
Kindergarten



JOSEPH SLATE • illustrated by ASHLEY WOLFF





# Miss Bindergarten Gets Ready for Kindergarten

Getting to Know Your Teacher: Teachers Must Get Ready for Kindergarten Too!

This event is designed to help foster relationships among teachers, children and parents. Children and parents may be nervous about the first day of school, but this session will ease their worries, as it is an opportunity for the teachers to explain how they must prepare for their new kindergarten classes.

It is important for teachers to share with their students how they too can be worried about the first day of school. This encourages the children to express their concerns to the teacher, allowing for open communication. Similarly, parents are encouraged to voice their trepidations with the teachers, as they know their children best. When teachers, students and parents work together, students can reach their optimum potential.

## Overview:

20 min	Refreshments, tour of space	
10 min	Introductions	
15 min	Read Aloud: "Miss Bindergarten Gets Ready for Kindergarten" by Joseph Slate * Illustrated by Ashley Wolff	
15 min	Parent/Child Activity—"How I Will Get Ready for Kindergarten"	
15 min	Parent Activity—"My Child's Daily Routine"	Child Activity—"Animal Sounds"
15 min	Take-Home Activity— Animal Sounds Worksheet	



## *Miss Bindergarten Gets Ready for Kindergarten: Introduction*

### Purpose:

- Build warm, open relationships with children and their parents
- Demonstrate to children and parents how teachers prepare for kindergarten
- Welcome suggestions regarding the classroom environment, as well as lessons the children will learn in kindergarten
- Explain to parents how their involvement is crucial for their children to succeed

### Materials and Procedure

- Read *Miss Bindergarten Gets Ready for Kindergarten*.
- After reading, ask the children questions about the story, and share your own experience(s) getting your classroom ready for kindergarten.

### Discussion Questions:

- What does Miss Bindergarten do?
- How did Miss Bindergarten get ready? What are some ways she prepared the classroom?
- Do you think Miss Bindergarten was happy? Did she feel sad or nervous too?
- How do you think Miss Bindergarten felt on the first day of kindergarten?
- Share your own experience(s)

### Targeted Outcomes:

#### Parents

- Understand how much work the teachers do to prepare for kindergarten
- Are confident their children's educators want the best for their children too

#### Children

- Become acquainted with a kindergarten teacher
- Understand teachers spend all summer making everything special for their first day!



*Miss Bindergarten Gets Ready for Kindergarten:*  
Parent-Child Activity  
"One Way I will Get Ready for Kindergarten"

Purpose:

- Encourage children to think about the story, and how the animals got ready for their first day.
- Have children make a picture of one way in which they will prepare for their first day of kindergarten.
- Demonstrate how parents can help their children create their pictures without drawing on the children's papers.
- Emphasize that each child can get ready in his own way, like the animals in the story.

Materials and Procedure:

- **Prior to the session:** Make enough copies of the "One Way I will Get Ready for Kindergarten" activity for each child.
- Gather (3) boxes of markers/crayons/colored pencils.
- **Set up:** Place (1) activity sheet in front of each child, and a box of coloring utensils in the middle of each table.
- Tell children what the paper says, and point to the words as you say them.
- Explain to the children what they are to draw, emphasizing that they can draw anything they think they could do to get ready.
- Tell parents their job is to encourage their children as they draw, and to assist them by using their words or a scrap piece of paper.
- If children are comfortable doing so, ask them to share their drawing with the group.

Questions and Comments:

- Relate the drawings to the examples in the book.
- Emphasize how each animal did something different, but how they were all ready on the first day of kindergarten.



Targeted Outcomes:

Parents

- Learn how to help their child without doing too much
- Understand how to encourage their children to be creative and intuitive.

Children

- Are given an open-ended prompt, allowing them to be creative
- Learn they can prepare for kindergarten in any way they choose
- Are exposed to school readiness strategies

Notes?





## *Miss Bindergarten Gets Ready for Kindergarten: Parent Activity "My Child's Daily Routine"*

### Purpose:

- Demonstrate to parents the importance of setting and maintaining a daily routine with their children
- Provide every parent with a template for a routine, so parents can cater the activity to their needs and the needs of their children
- Emphasize that while every child should have a routine, it is okay if their routines are not the same as other children's routines

### Materials and Procedure:

- **Prior to the session:** Make enough copies of the "My Child's Daily Routine" worksheet, so that each parent has a copy.
- Provide examples for the different fill-in-the-blank statements, so the parents have an idea of what to do.
- Have parents share their responses, and welcome any questions/feedback.

### Questions and Comments:

- Tell parents you are not collecting the papers, so they are free to write notes/ work ideas out on the papers.
- Emphasize that it is okay if parents do not have a set routine yet, as this is meant to help them create a routine.
- Also, stress the importance of routines in their children's education.
- Have parents take the worksheets home.

### Targeted Outcomes:

#### Parents:

- Understand the importance of having a daily routine for their children
- Are now thinking about backup plans, transportation, meals, and what their children are doing before and after school
- Pledge to work on one learning activity with their children each day



## *Miss Bindergarten Gets Ready for Kindergarten:* Child Activity "Animal Sounds"

### Purpose:

- Introduce children to animals and the sounds they make
- Encourage children to answer questions confidently, even if they may not answer correctly
- Practice raising hands, taking turns, and listening

### Materials and Procedure:

- **Prior to the session:** Print out or gather 10 pictures of different animals (you can point to animals in the book).
- Have children sit in a semi-circle facing the teacher.
- Hold up a picture of each animal and demonstrate to the children the sound the animal makes.
- Be sure to hold the picture so that each child has time to look at it.
- Hold up the pictures a second time, this time having the children say the name of the animal and the sound the animal makes, aloud.
- Distribute the animal sound worksheet to the children to take home.

### Questions and Comments:

- Example: This animal is a pig. A pig makes the sound "oink". Pigs live on farms with many other animals.
- Provide one additional detail about each animal, so the children have a better chance of retaining the information.
- Be sure to repeat the names/sounds/details of each animal, so the children do not have to ask you to do so.

### Targeted Outcomes:

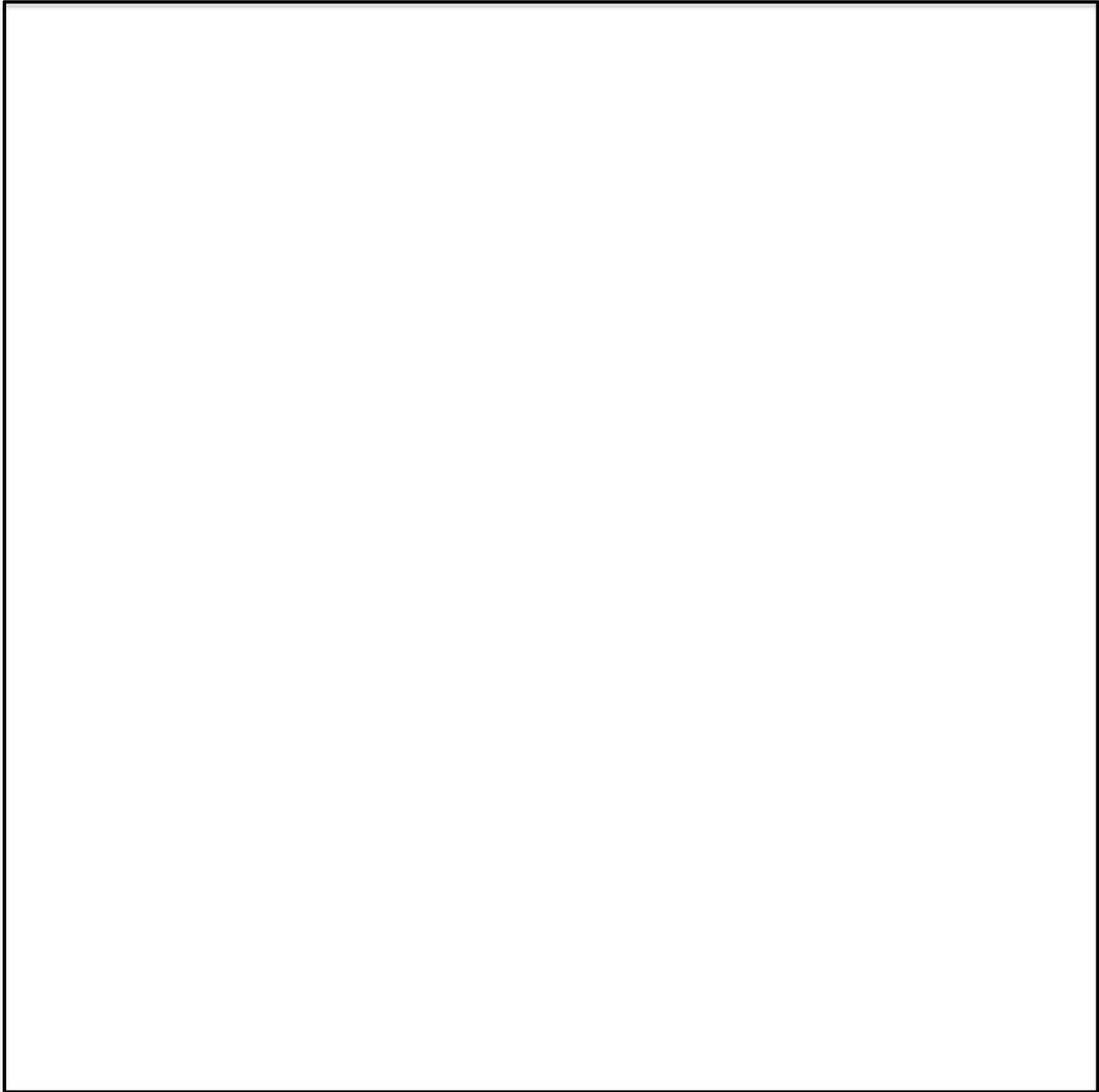
#### Children

- Animal and sound recognition
- Learn to take turns, listen and raise their hands
- Children are given a worksheet to continue their learning at home



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

One way I will get  
ready for kindergarten is...

A large, empty rectangular box with a black border, intended for a child to write their answer to the question above.



## My Child's Daily Routine



My child is woken up by \_\_\_\_\_ at \_\_\_\_\_, every school day.

\_\_\_\_\_ make(s) sure my child has his teeth brushed, and an outfit to wear each school day.

My child goes to school with \_\_\_\_\_, who makes sure she is on time each day.

After school, \_\_\_\_\_ brings my child \_\_\_\_\_, where he does \_\_\_\_\_ until dinnertime.

\_\_\_\_\_ eat(s) dinner with my child each day, and asks how his day was.

I work on a \_\_\_\_\_ learning activity each day with my child.

If I need help with my child, I can ask \_\_\_\_\_.

\_\_\_\_\_ make(s) sure my child has brushed her teeth, bathed and is in bed by \_\_\_\_\_ each night.

Notes:



# Freddy's Friend Is Getting Ready for Kindergarten Too!

Any child who turns 5 before  
September 30, 2012 can participate!

Event includes story time, arts &  
crafts, parent-child activities and  
more!

Visit your local Carnegie Library for  
more details!





Dear Kindergarten Friend,

Thank you for introducing yourself to me, and for spending the day with me. I enjoyed reading my story to you, and seeing the beautiful hand drawing you made. I am excited to see you again on the first day of school. If you have any questions, or would like to talk to me about something, please have your grown up call me!

Your Kindergarten Friend,

# COUNTDOWN TO KINDERGARTEN



by Alison McGhee

Pictures by Harry Bliss



# COUNTDOWN TO KINDERGARTEN

## Easing the Countdown: How to Make Getting Ready for Kindergarten Fun

This event is designed to assist parents in preparing their children for kindergarten. For many children, as the first day of school gets closer, the idea of going to school is nerve-wracking. Other children may be excited, but unsure what they will do in kindergarten, and if they will like it.

Ideally, parents practice skills expected in kindergarten with their children, before their children start school. Ideal situations are not commonplace however, so this session will show parents how to pinpoint their children's strong points, as well as areas their children could use some extra practice. When parents are actively supporting their children's academic progress, children succeed.

## Overview

20 min	Refreshments, tour of space	
10 min	Introductions	
15 min	Read Aloud: "COUNTDOWN TO KINDERGARTEN" by Alison McGhee * Illustrated by Harry Bliss	
15 min	Parent/Child Activity—"Look What I Can Do!"	
15 min	Parent Activity—"Having Fun Counting Down"	Child Activity—"I want to Learn..."
15 min	Take Home Activity—Number Flashcards	

## COUNTDOWN TO KINDERGARTEN: Introduction

### Purpose:

- Inform parents of the kindergarten expectations
- Provide parents with resources to improve their children's readiness
- Instill confidence in children by giving them the opportunity to show their strengths/abilities
- Emphasize the importance of a strong parent-child relationship in and out of school

### Materials and Procedure:

- Read *COUNTDOWN TO KINDERGARTEN*.
- After reading, ask the children questions about the story, and emphasize that kindergarten is a big deal.

### Discussion Questions:

- What is the girl in the story getting ready for?
- What did the girl do as she counted down to kindergarten?
- How do you think the girl felt when she knew she was starting kindergarten soon?
- What did the girl learn when she finally went to school?
- Reiterate that the girl had unique skills, and that she would learn the things she did not know, in kindergarten.

### Targeted Outcomes:

#### Parents:

- Realize their children may be worried about kindergarten, and not verbalizing these feelings
- Learn to speak openly with their children about kindergarten, addressing any concerns their children may have

#### Children:

- Relate to some of the fears and concerns the girl in the story has
- Understand they do not have to know everything on the first day, because they will learn new things in kindergarten
- Feel confident about the skills they do have

## COUNTDOWN TO KINDERGARTEN: Parent-Child Activity "Look What I Can Do!"

### Purpose:

- Expose hidden fears that may exist for children
- Provide an avenue for parents to discuss specific concerns about school with their children
- Demonstrate to parents and children how to prepare for kindergarten in a fun way that aligns with educational standards

### Materials and Procedure:

- **Prior to the session:** Make enough copies of "Look What I Can Do!" activity for each child.
- Gather enough pencils for each child.
- **Set up:** Place (1) activity sheet in front of each child, as well as (1) pencil.
- Tell children this activity is to see which things they can do really well, can sometimes do and the things they can't quite do yet.
- Tell parents; their job is to read the questions to their children, and to ask their children if they think "yes", "sometimes" or "not quite".
- The children are to circle the answer that seems the most correct.
- Have the parents take these worksheets home to practice with their children. If possible, make copies of these worksheets, so you have an idea of the skills of the children before they come on the first day.

### Questions and Comments:

- I bet some of you may have circled the answer "sometimes" or "not quite" in this activity—that's okay, because we aren't all good at the same things.
- In the story, the girl was very good at counting backwards, but could not figure out how to tie her shoes. When she went to kindergarten, her teacher made sure she learned how.
- What are some things you answered "yes" for?
- See, we are all good at different things, and we now have friends who can help us with the things we aren't as good at!
- Demonstrate to children and parents how the children can help each other improve.

Targeted Outcomes:

Parents:

- Learn to be honest about their children's strong points, and how to pinpoint the areas in which their children need help
- Learn to congratulate their children on their strengths, and to instill confidence in their children

Children:

- Learn which areas they excel, and which they need some support
- Have a visual representation of their progress in different areas
- Become confident and feel more prepared for the first day of school

Notes?

## *COUNTDOWN TO KINDERGARTEN: Parent Activity* *“Having Fun Counting Down”*

### **Purpose:**

- Demonstrate to parents a creative way to prepare for kindergarten
- Emphasize the importance of preparing for the first day of kindergarten

### **Materials and Procedure:**

- **Prior to the session:** Make enough copies of the “Having Fun Counting Down” worksheet, so that each parent has a copy.
- Explain to parents that this is a guide, and that they can adapt the countdown in order to fit the needs of their children.
- Have parents share ideas, and welcome any questions/comments.

### **Questions and Comments:**

- Explain to parents that making learning fun before kindergarten even starts will empower their children and excite them for the first day.
- Emphasize that these skills can be worked on for any period, and that the earlier they start, the better prepared their child will be.

### **Targeted Outcomes:**

#### **Parents:**

- Understand the importance of acknowledging the approaching first day of school.
- Are given a resource they can use to prepare their children.
- Pledge to refer to the countdown regularly, and to actively support their children’s education from now on.

## COUNTDOWN TO KINDERGARTEN: Child Activity "I Want to Learn..."

### Purpose:

- Children can express the things they would like to learn how to do
- Encourages children to be creative
- Teaches children the concept of goal setting

### Materials and Procedure:

- Have children sit at tables facing the facilitator.
- The teacher should have an example that she has completed.
- Hold up your example, and explain what you picked as something you would like to learn how to do (ex. "I want to learn how to ride a bike")
- Explain to the children they can draw what they would like to learn how to do, and write their goal out for them on the back of their papers.
- Allow children the opportunity to share their goals with their friends.
- Emphasize to the children that their papers are just for them, and that it's okay if other people don't know what they drew right away.

### Questions and Comments:

- Explain to the children what you said you wanted to learn how to do, and follow by saying how you will learn this skill.
- Encourage the children to find someone who can teach them what they would like to learn—this could be a neighbor, friend, or family member.
- Be sure to emphasize that the goals do not have to be things they can do now, they can pick things they would like to do when they get bigger too!

### Targeted Outcomes:

#### Children:

- Express a goal they would like to accomplish
- Can use their worksheet to remember their goal, and to share their goal with others
- Have a positive means of focusing on areas in which they are inexperienced



# Look What I Can Do!

1. I can put a puzzle together by myself.



"Yes"



"Sometimes"



"Not Quite"

2. I can hold scissors correctly.



"Yes"



"Sometimes"



"Not Quite"

3. I can run, jump and skip!



"Yes"



"Sometimes"



"Not Quite"

4. I know how to walk backwards!



"Yes"



"Sometimes"



"Not Quite"

5. I talk using complete sentences.



"Yes"



"Sometimes"



"Not Quite"

6. I say "please" and "thank you"



"Yes"



"Sometimes"



"Not Quite"

7. I know how to sort items by color.



"Yes"



"Sometimes"



"Not Quite"

8. I can identify parts of the body.



"Yes"



"Sometimes"



"Not Quite"

9. I know my full name.



"Yes"



"Sometimes"



"Not Quite"

10. I know how old I am



"Yes"



"Sometimes"



"Not Quite"

# Having Fun Counting Down

10

Days until kindergarten: Have your child find 10 blue objects today.

9

Days until kindergarten: Have your child name 9 people who go/have gone to school—they can be siblings, cousins, friends, neighbors, etc.

8

Days until kindergarten: Have your child hop on one foot in the shape of a "figure 8"

7

Days until kindergarten: Look at a calendar with your child, and have him repeat after you, the seven days of the week.

6

Days until kindergarten: Have your child tell you what day she will turn 6.

5

Days until kindergarten: Have your child identify 5 colors.

4

Days until kindergarten: Have your child practice using the concepts "up" "down" "in" and "out".

3

Days until kindergarten: Have your child say his first, middle and last names.

2

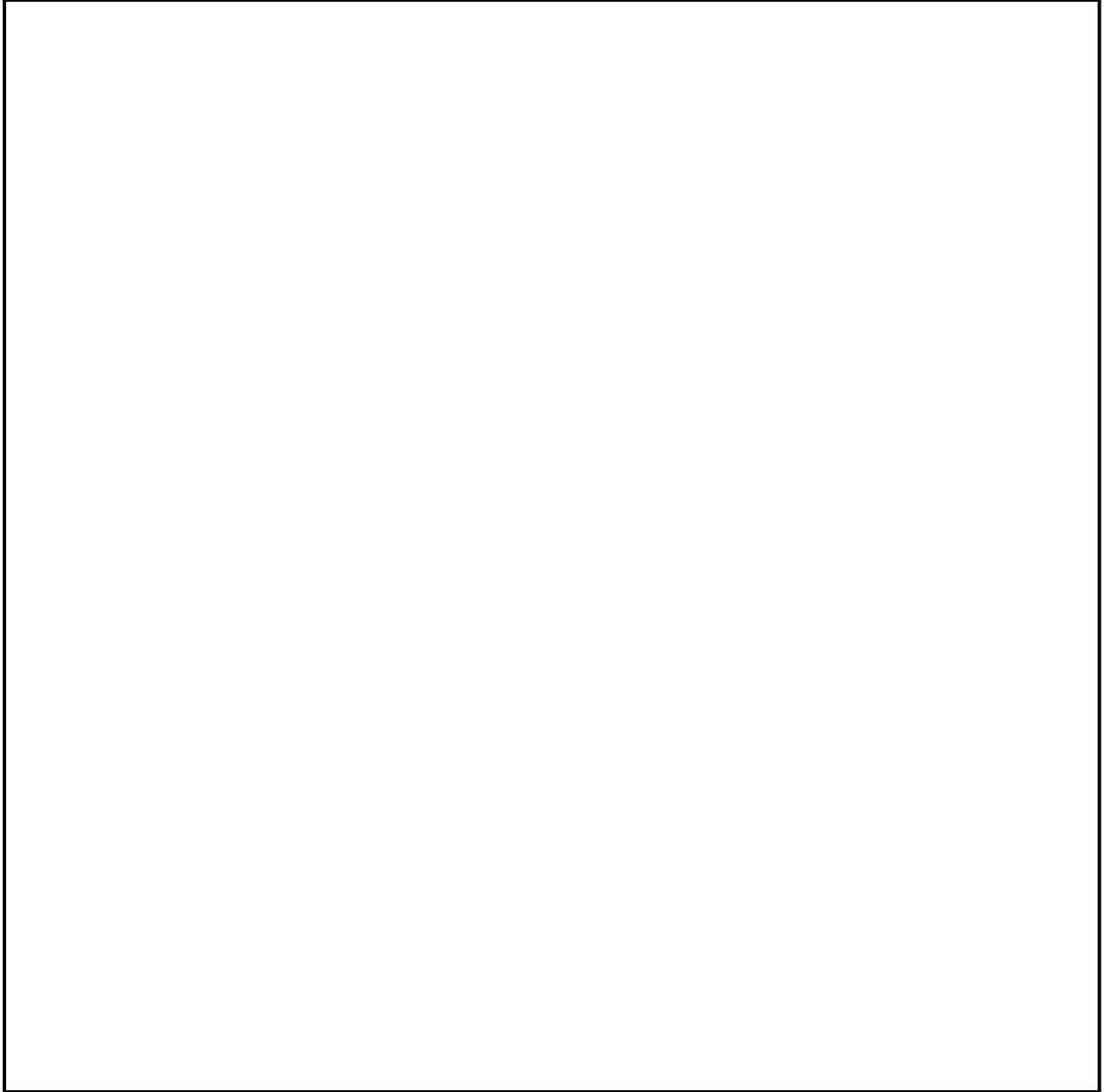
Days until kindergarten: Remind your child to say "please" and "thank you"

1

Day until kindergarten: Have your child help pick out an outfit for tomorrow.

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

**I want to learn...**

A large, empty rectangular box with a black border, intended for the student to write their response to the prompt 'I want to learn...'. The box is currently blank.



# Freddy's Friend Wants to Count With You!

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Dear Kindergarten Friend,

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Your Kindergarten Friend,

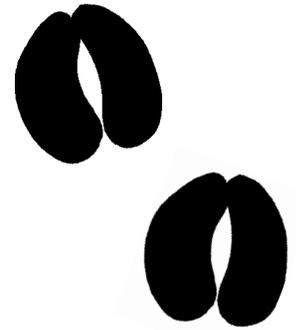


# Is Your **Buffalo** Ready for **Kindergarten?**



By **Audrey Vernick** • Illustrated by **Daniel Jennewein**

# Is Your Buffalo Ready for Kindergarten?



## *First Experiences in School; How to Prepare Both Children & Parents for School*

This event is designed to help familiarize parents and children with the school setting. Children who are accustomed to being at home or with a small circle of people will often find meeting new people in an unfamiliar place, very frightening. For the parents of these children, the thought of leaving their child in someone else's hands all day can be scary too.

By introducing yourself as an invested educator, and opening your classroom door, you are easing the transition into kindergarten for children and parents alike. Aside from offering a glimpse of life in kindergarten, this event also provides parents with a safe, welcoming environment to voice any concerns they have regarding their child's entrance into kindergarten.

At the end of the session, parents will have had the opportunity to vocalize any questions/comments, along with the chance to learn how to support their child by staying actively involved from day one. Children will leave this event with a few more friends, and some tools to help them prepare for their first day in kindergarten.

## Overview:

20 min	Refreshments, tour of space	
10 min	Introductions	
15 min	Read Aloud: "Is Your Buffalo Ready for Kindergarten?" by Audrey Vernick * Illustrated by Daniel Jennewein	
15 min	Parent/Child Activity—"Leaving Tracks"	
15 min	Parent Activity— "My Buffalo"	Child Activity— "Buffalo's Backpack"
15 min	Take-Home Activity—Alphabet Coloring Sheets	

## ***Is Your Buffalo Ready For Kindergarten: Introduction***

### **Purpose:**

- Welcome parents and assure them they are making the right decision by enrolling their children into kindergarten
- Explain to parents what their roles are as their children transition into kindergarten and throughout the year.
- Emphasize the importance of active parental involvement from day one
- Introduce the children to yourself and each other

### **Materials and Procedure:**

- Read *Is Your Buffalo Ready for Kindergarten*.
- After reading, ask the children questions about the story.

### **Discussion Questions:**

1. Where did the buffalo go?
2. Did the buffalo want to go to school?
3. How did the buffalo feel before the first day of school? After?
4. What do you think made the buffalo like kindergarten? How can you help your classmates like kindergarten?

### **Targeted Outcomes:**

#### **Parents:**

- Assured that active involvement is welcomed and necessary
- Empowered to partner with the teacher in their children's education

#### **Children:**

- Introduction to kindergarten circle time and read aloud
- Understanding that every child can succeed in kindergarten<sup>2</sup>



## ***Is Your Buffalo Ready for Kindergarten: Parent-Child Activity “Leaving Tracks”***

### **Purpose:**

- Create a welcome mural for the children’s first day of kindergarten
- Demonstrate how parents can help their children draw/color/paint their handprints without drawing/coloring/painting on the children’s papers
- Encourage parents to ask their children questions about their artwork
- Highlight that each handprint is needed for the mural to be complete

### **Materials and Procedure:**

- **Prior to the session:** Gather (1) large piece of paper for mural, add the phrase “Follow Our Tracks to Kindergarten” to the top; (3) boxes of crayons for “paint”; enough construction paper/white paper so each child has a sheet.
- **Set up:** Place a sheet of paper in front of each parent/child pair, and a box of crayons in the middle of the table.
- Tell children that their job is to draw their handprints (This could include parents tracing their children’s hands). You can use paint if you are okay with cleaning up messy 5 year olds!
- Tell parents that their job is to encourage the child to choose any color, and if help is needed, to assist by explaining how to draw something.
- After the handprints are complete, have each parent/child pair tape their artwork to the mural paper. Hang the mural outside of the kindergarten classrooms on the first day of kindergarten.

### **Questions and Comments:**

- Relate the mural to the “hoof painting” Buffalo does in the featured book.
- Emphasize the beauty of the mural, with all the different colored and shaped handprints.
- Tell the children that this mural will be hanging outside their classrooms on the first day of school to greet them.



**Targeted Outcomes:**

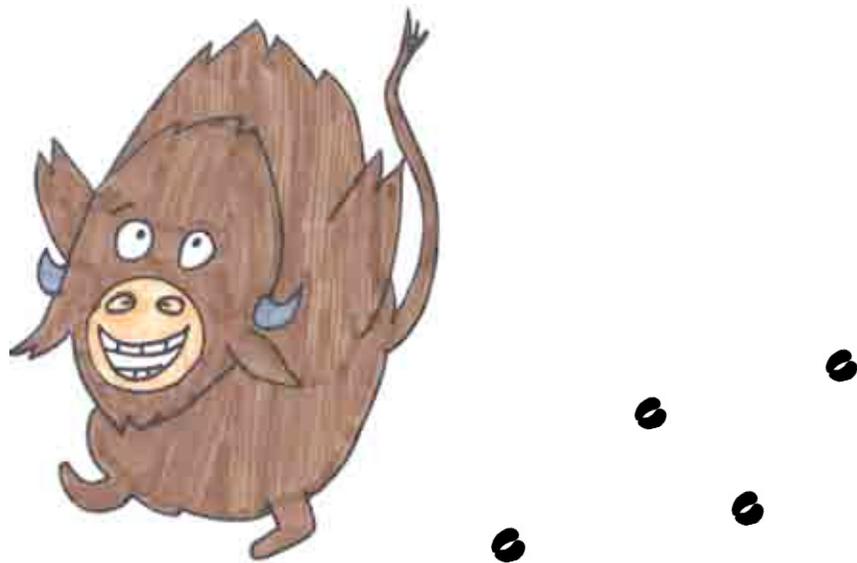
**Parents:**

- Learn how to help their child without doing too much
- Understand how to promote conversations by asking detailed questions

**Children:**

- Have the opportunity to express themselves artistically
- Learn they are appreciated for their differences
- Will feel welcome when they see the mural on the first day of school

**Notes?**



## ***Is Your Buffalo Ready for Kindergarten: Parent Activity “My Buffalo”***

### **Purpose:**

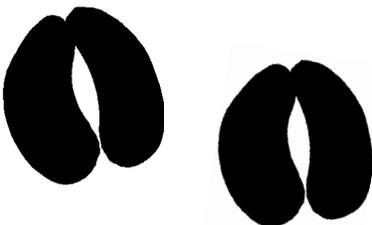
- Introduce yourself parents to each other
- Demonstrate that each child comes to school with different skills, and that each child is special in this way
- Discuss some of the challenges their children may face when they begin school
- Show parents how they can assist the teacher in getting to know their children better, in order for their children to succeed

### **Materials and Procedure:**

- Have parents sit in a circle around a table.
- If there is more than one facilitator, have the facilitators sit in the circle with the parents. This symbolizes the partnership between parents and teachers.
- Provide a brief explanation of the activity their children are participating in during the Child Activity.
  - Encourage parents to ask their children about the Child Activity, following this event. Explain that asking questions when their children come home from school will help their children retain the information they learn.
- Complete the “My Buffalo” activity.
- Explain the Alphabet Sheet Take Home Activity.
  - Tell parents these coloring sheets are designed to help with literacy as well as learning new objects. Suggest hanging the coloring sheets in the children’s bedrooms after they are colored.

### **Questions and Comments:**

- Praise parents for bringing their children today, because their participation demonstrates they want their children to succeed in school.
- Emphasize the importance of kindergarten, and that kindergarten expectations have changed—children are more capable than previously thought. and are expected to do more.



**Targeted Outcomes:**

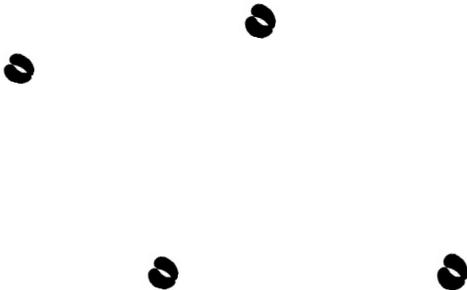
**Parents:**

- Learn how to help their child without doing too much
- Understand how to promote conversations by asking detailed questions

**Children:**

- Have the opportunity to express themselves artistically
- Learn they are appreciated for their differences
- Will feel welcome when they see the mural on the first day of school

**Notes?**





# *Is Your Buffalo Ready for Kindergarten:* Child Activity “Buffalo’s Backpack”



## **Purpose:**

- Demonstrate to children how to listen and pay attention to the story
- Encourage children to verbalize their observations

## **Materials and Procedure:**

- Have children sit in a semi-circle facing the teacher.
- The teacher should have a felt board, poster board or bulletin board for the activity.
- Hand each child an object that can go in “Buffalo’s Backpack”, which is fastened to the board by the teacher.
- Have the children take turns saying their names and placing their objects “in” the backpack.
- Encourage children to say the name of their object after their own names, and if they are not ready to address the “class”, proceed to the next step.
- As the objects are fastened to the backpack, explain to the children how each item is used, and that these things can be in backpacks, but are not always—sometimes we can use the supplies in our classroom! (ex. markers, paper, glue, etc.)

## **Questions and Comments:**

- Ask the children what object is featured in their picture.
- Encourage children to say how the object would be used, or why they might need it.
- Reiterate that every classroom and school is different, so they may not need to bring all or any of these things in their backpacks.

## **Targeted Outcomes:**

### **Children:**

- Feel comfortable saying their names in front of a group<sup>2</sup>
- Can identify objects before and/or after the activity<sup>2</sup>
- Learn the names of their classmates and teacher(s)<sup>2</sup>
- Practice listening<sup>2</sup>
- Practice how to take turns<sup>2</sup>



# My Buffalo



My Child's Name:  
My Child's Birthday:  
My Name & Number:

I'm proud of my child because:

My child is happiest when:

My child gets upset when:

I am most concerned about:

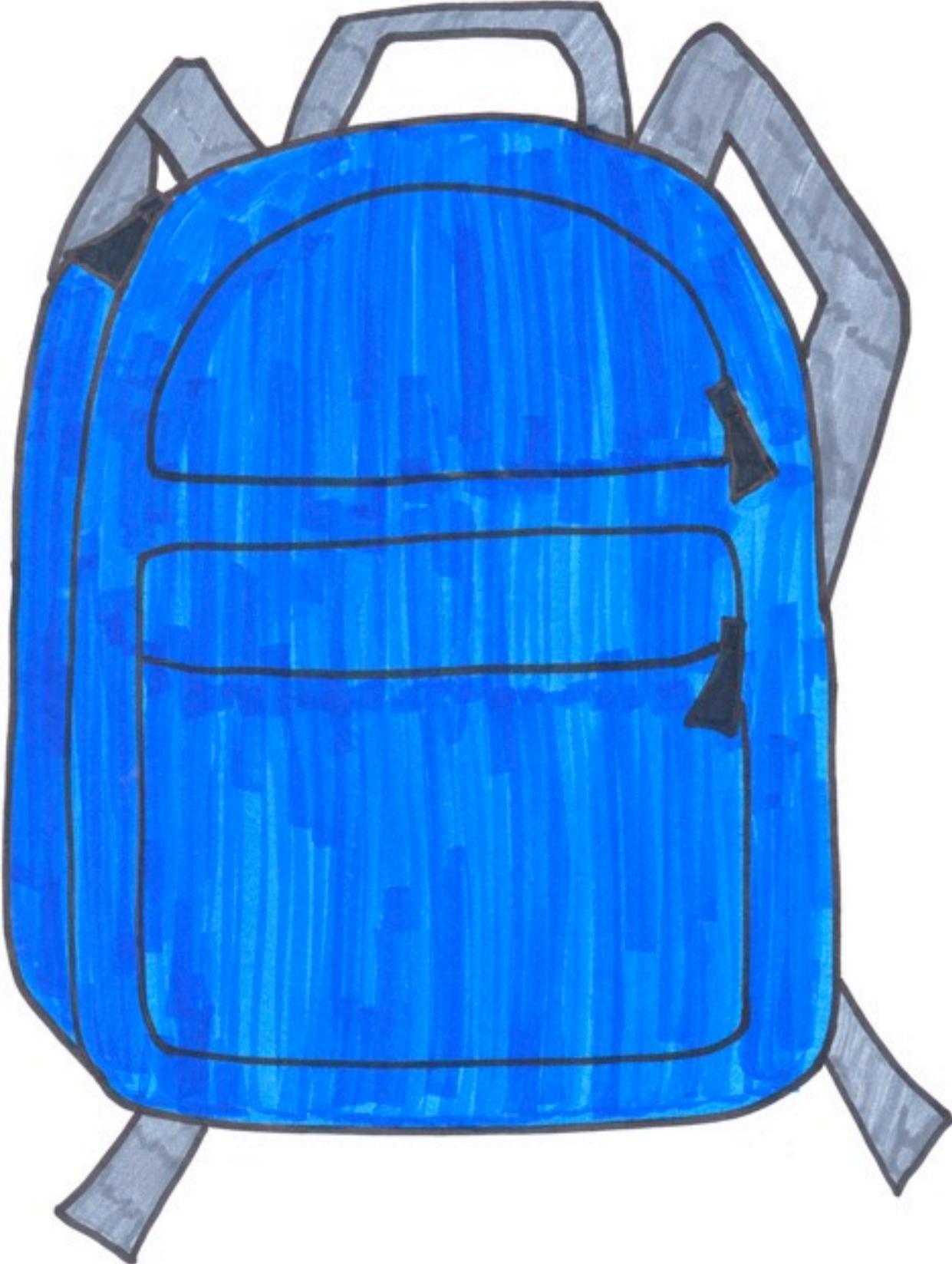
My child learns best when:

My child may have difficulty with:

My child's favorite game is:

I would like my child to learn/  
improve in these areas:

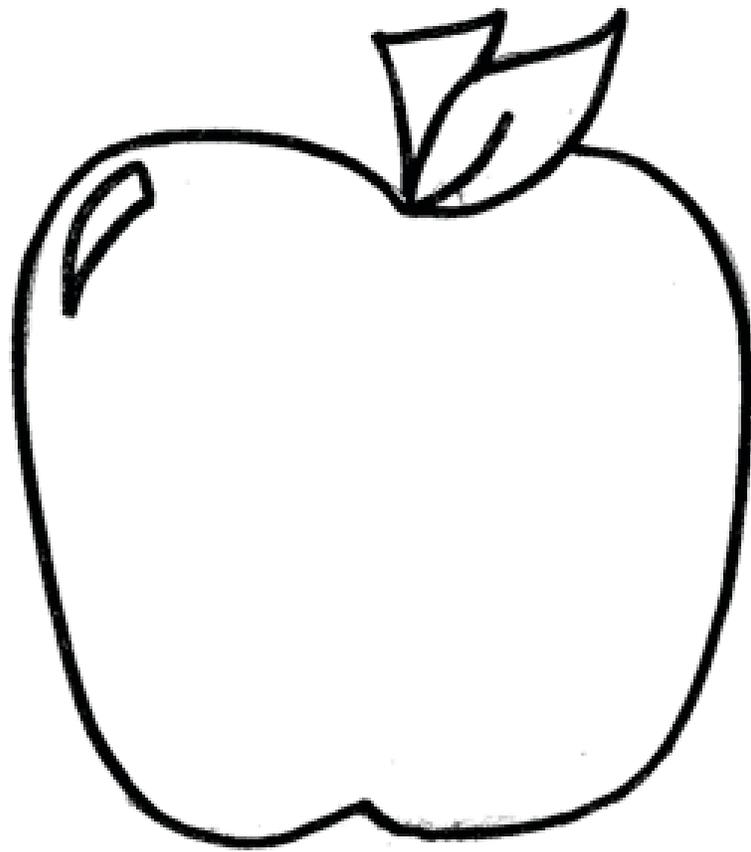
I can help with my child's  
classroom in the following  
ways:



# Buffalo's Alphabet



**A a**



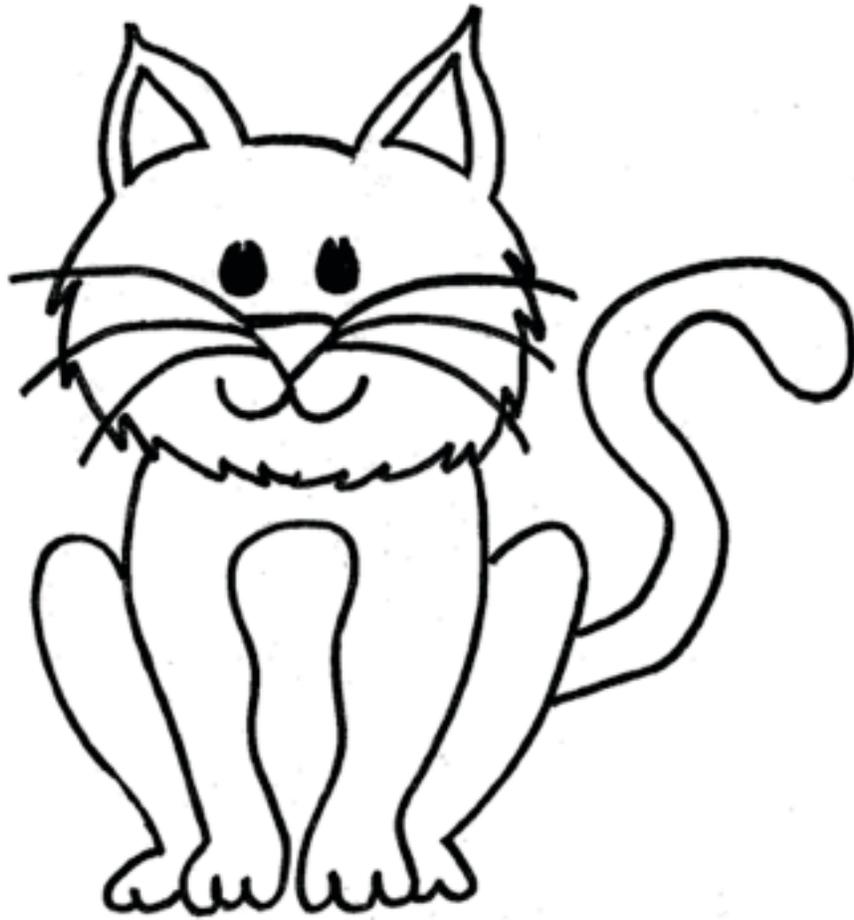
**Apple**

**B b**



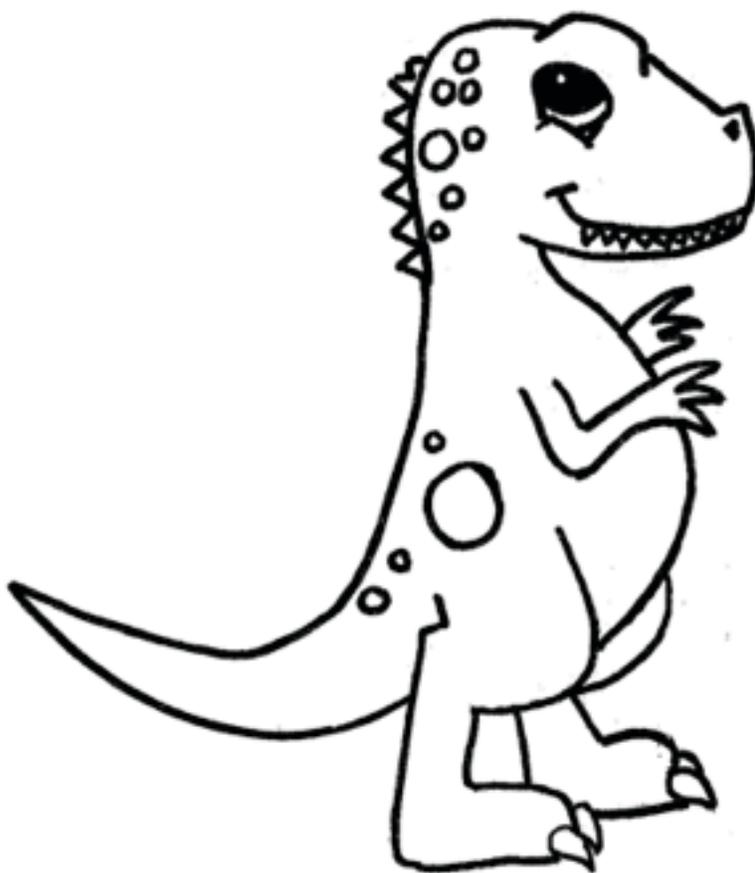
**Bee**

**C c**



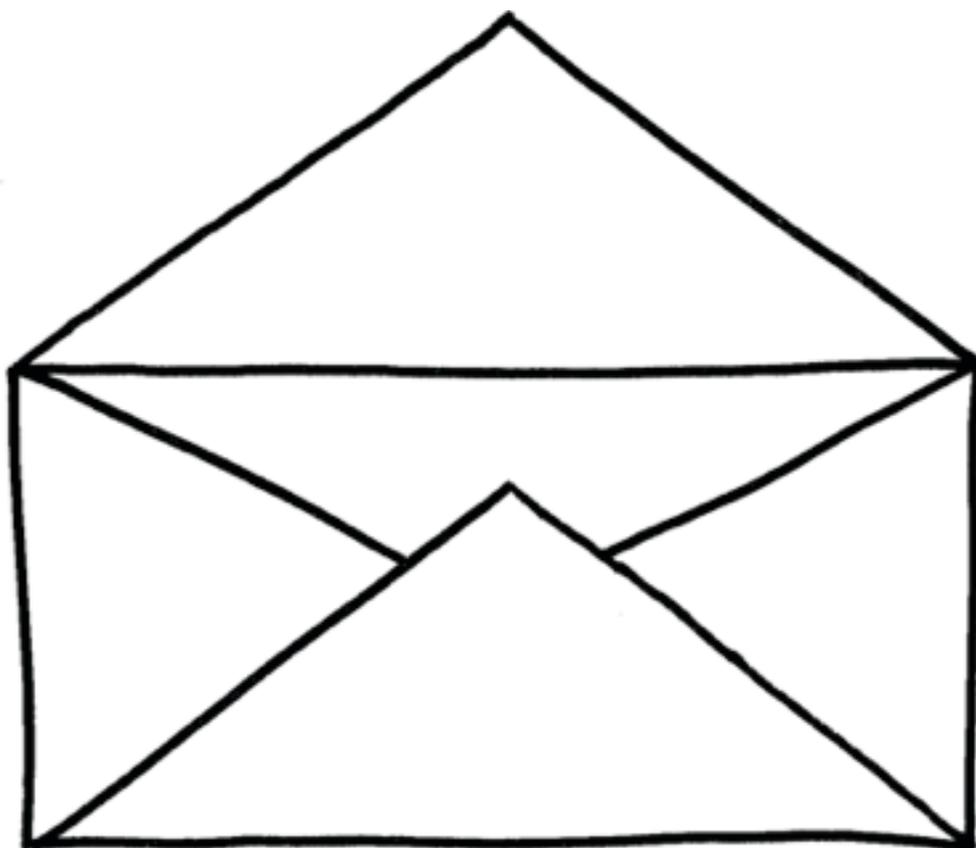
**Cat**

**D d**



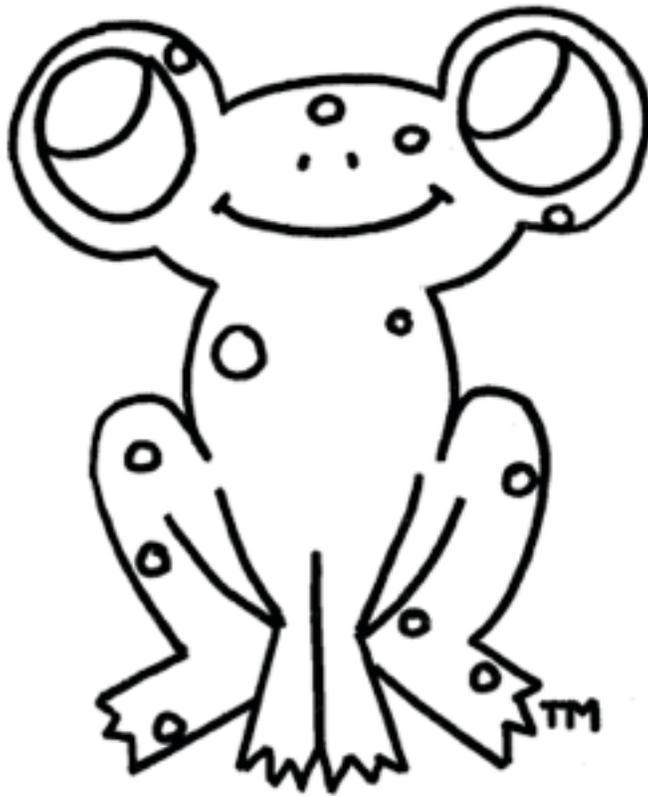
**Dinosaur**

**E e**



**Envelope**

**F f**



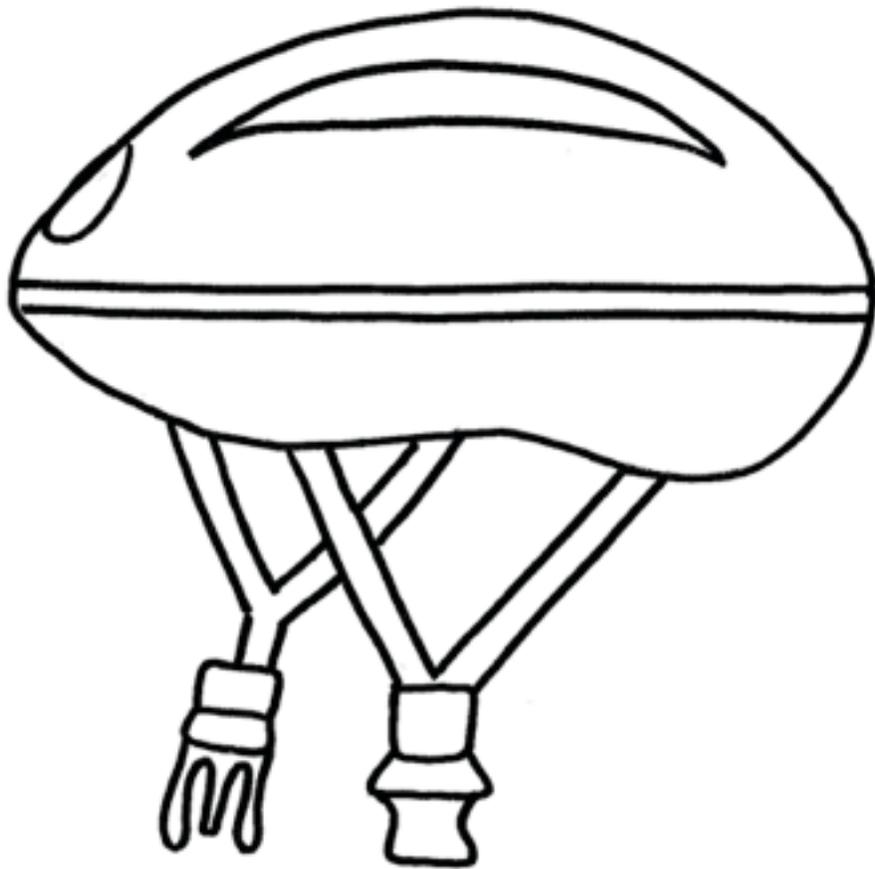
**Freddy**

**G g**



**Guitar**

**H h**



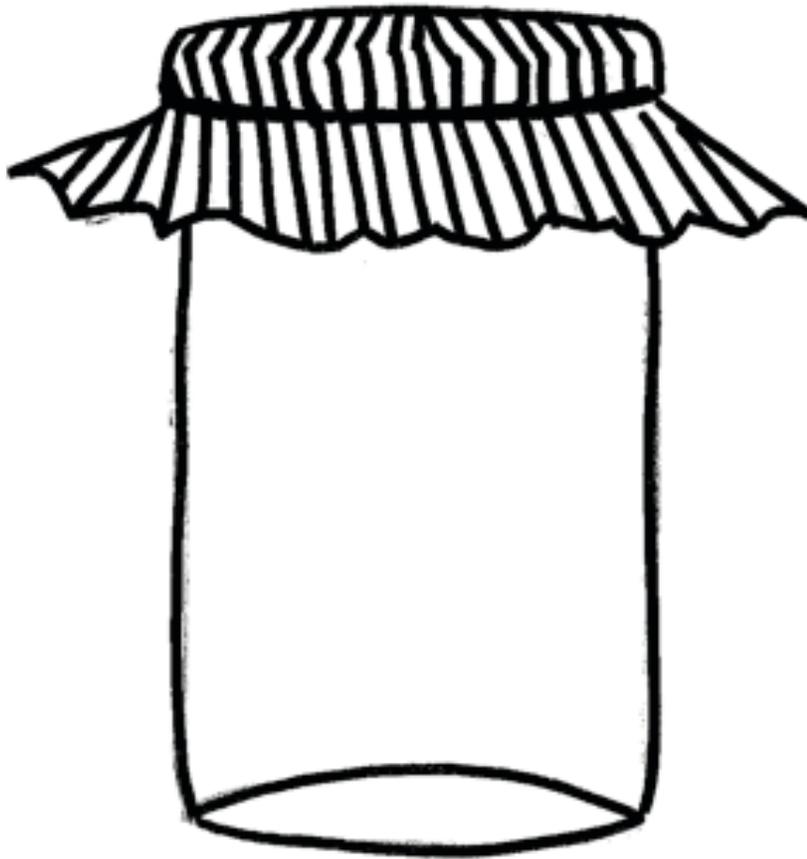
**Helmet**

**I i**



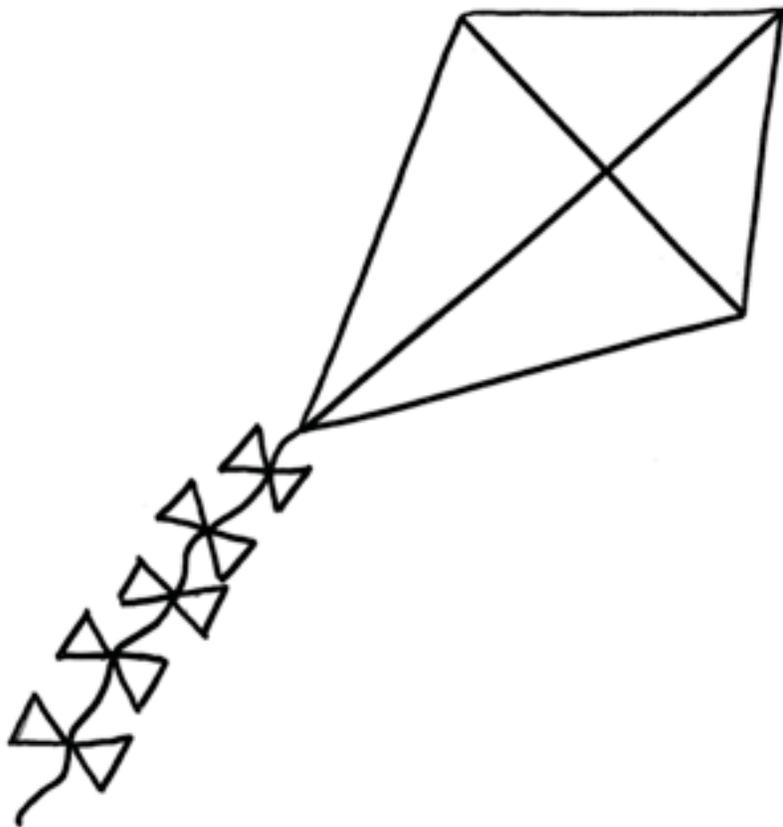
**Ice cubes**

**J j**



**Jar**

**K k**



**Kite**

**L I**



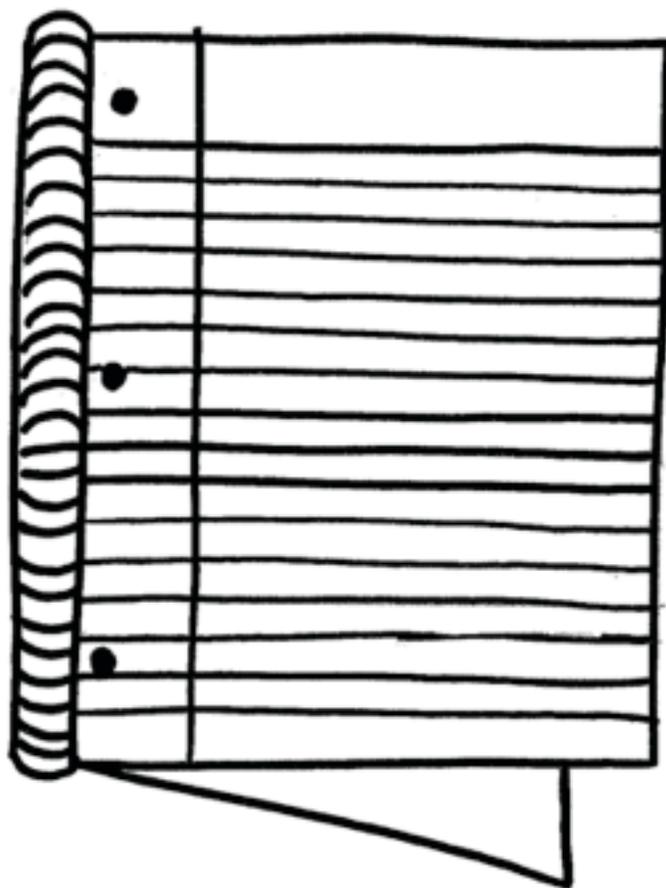
**Lamp**

**M m**



**Milk**

**N n**



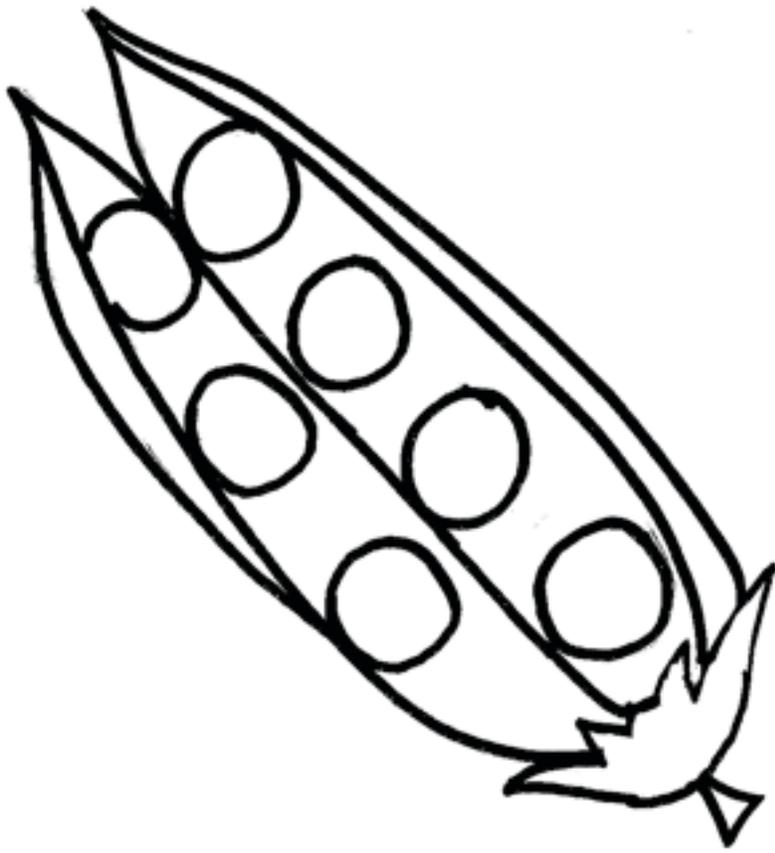
**Notebook**

O o



Owl

**P p**



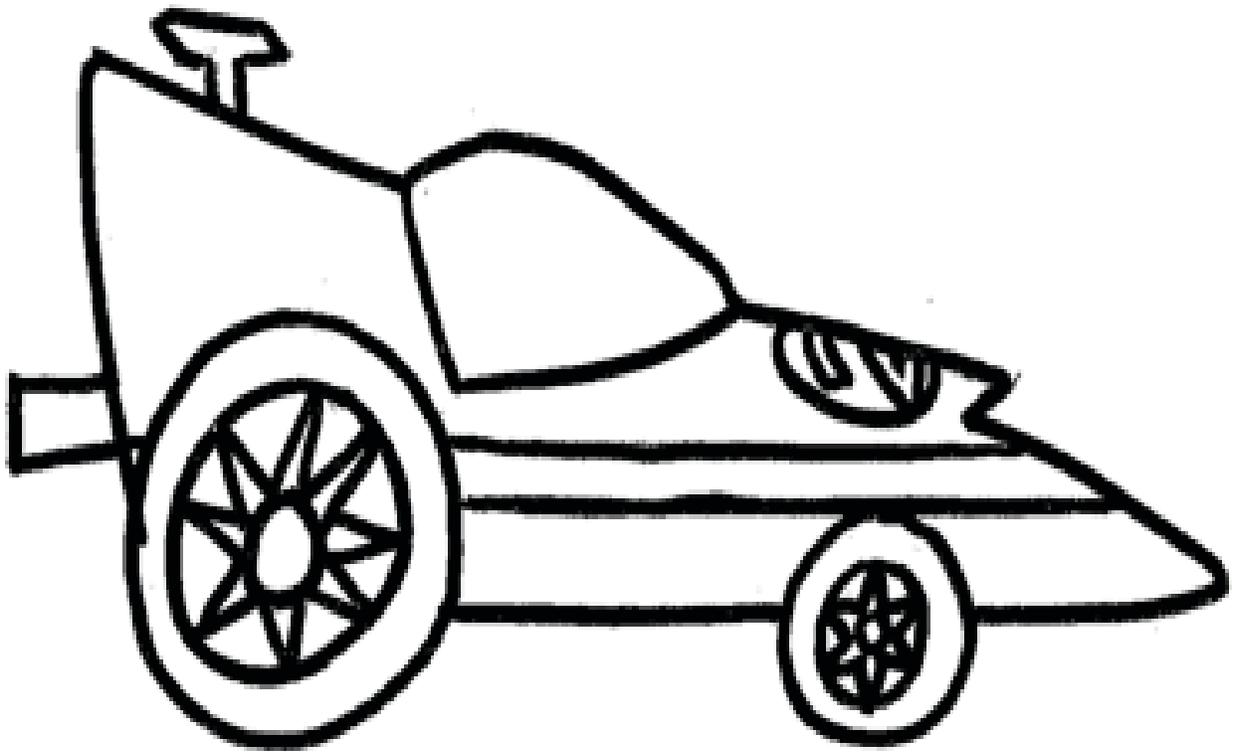
**Peas**

**Q q**



**Question**

**R r**



**Racecar**

**S s**



**Stop sign**

**T t**



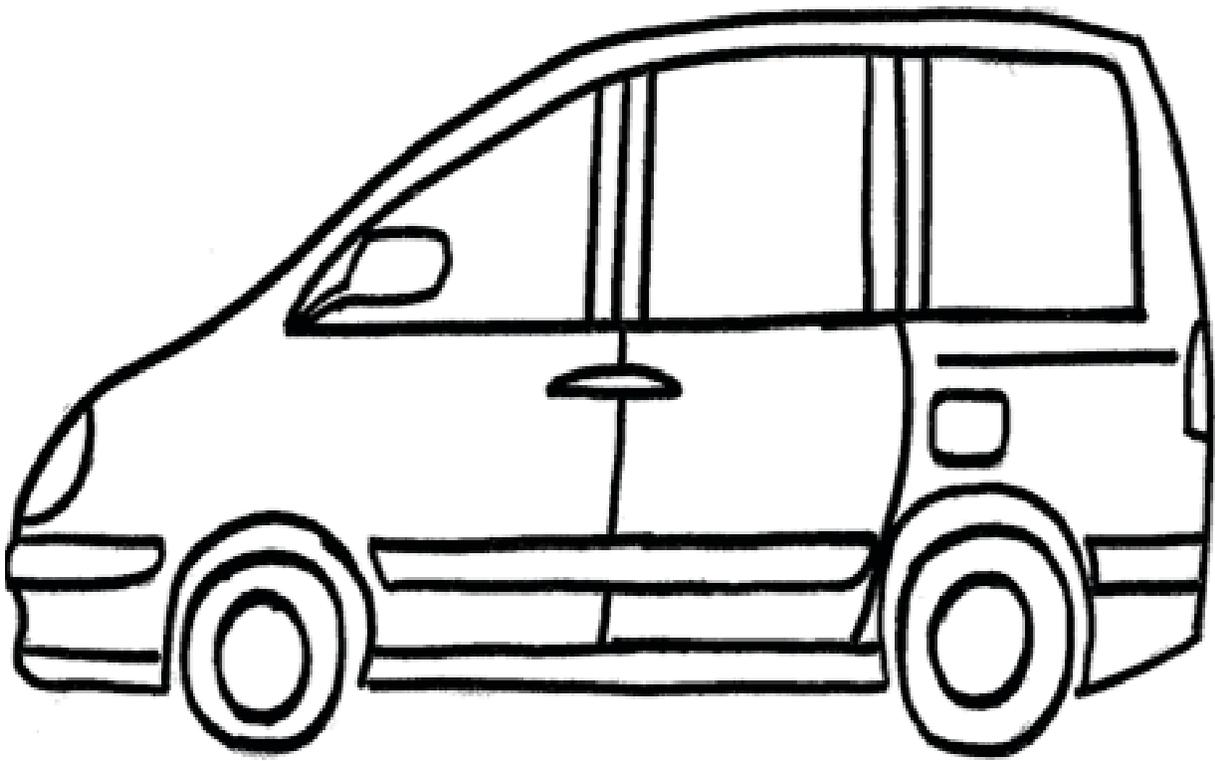
**Train**

**U u**



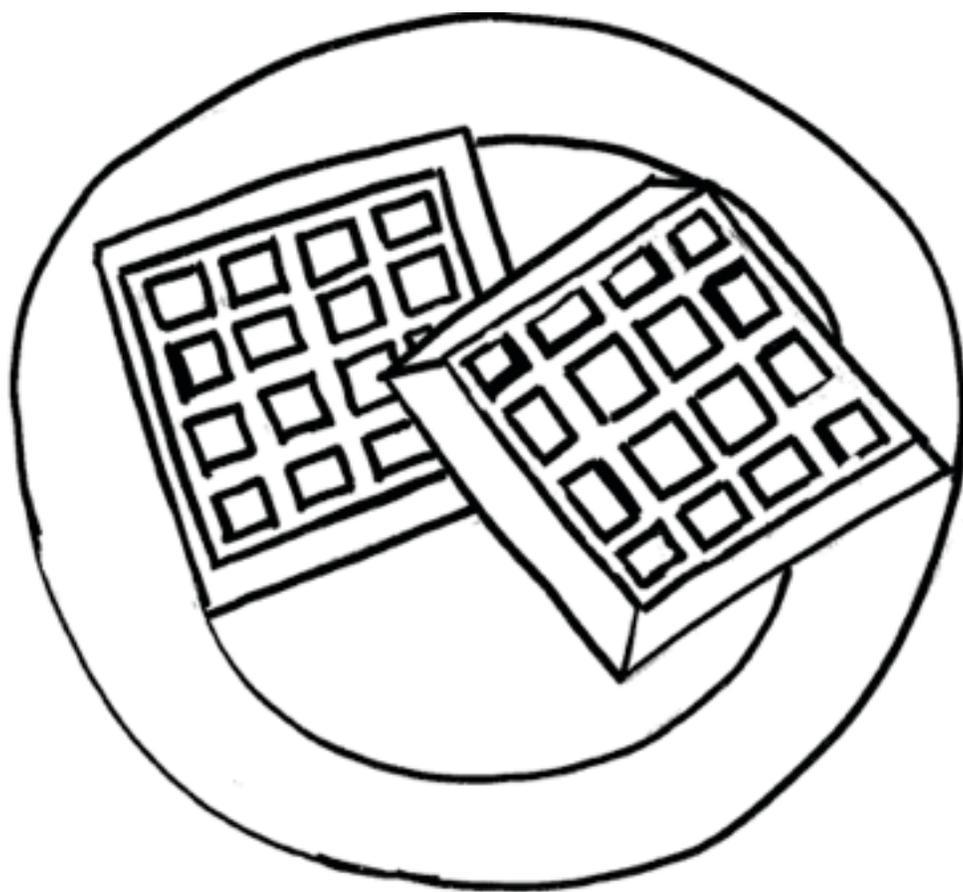
**Umbrella**

**V v**



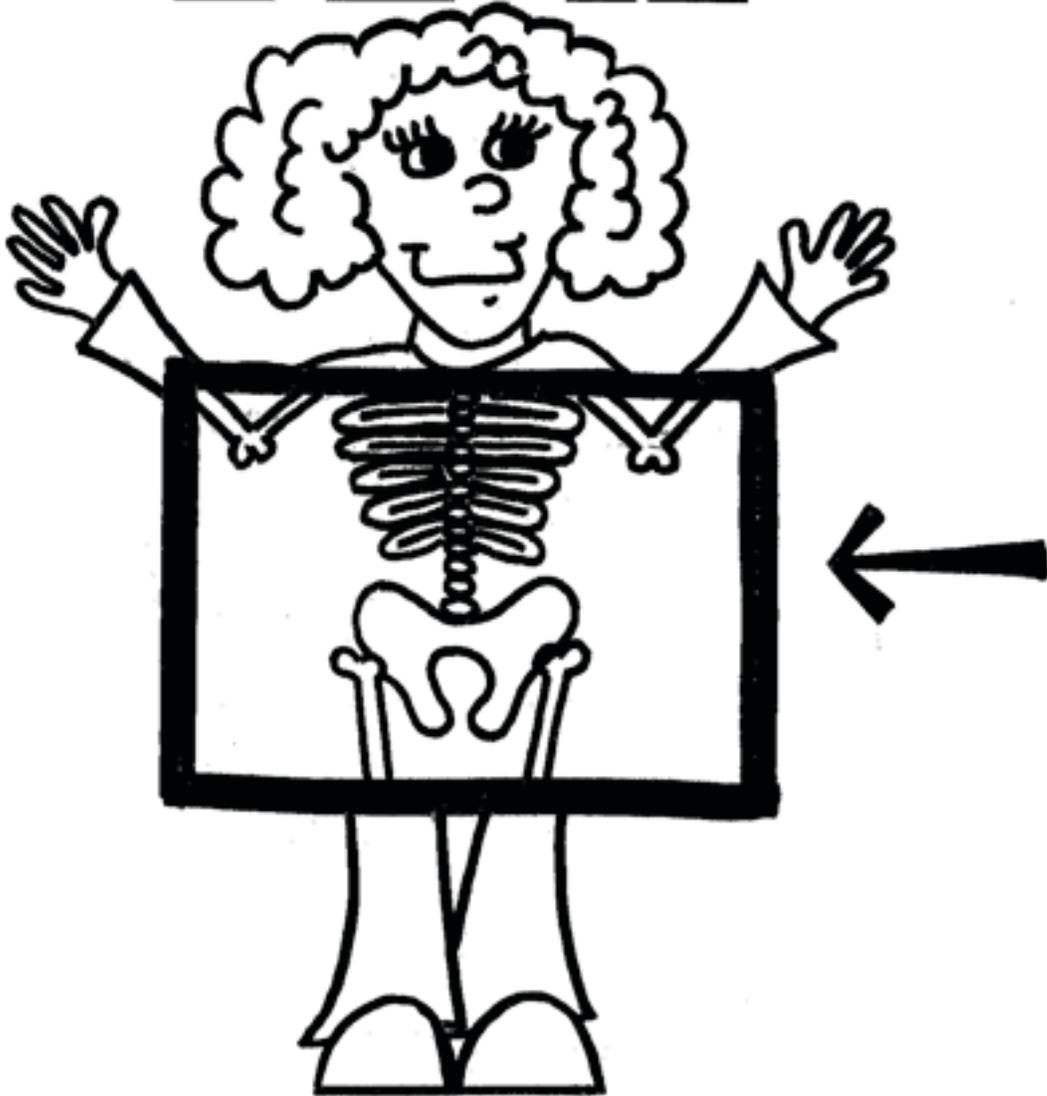
**Van**

**W w**



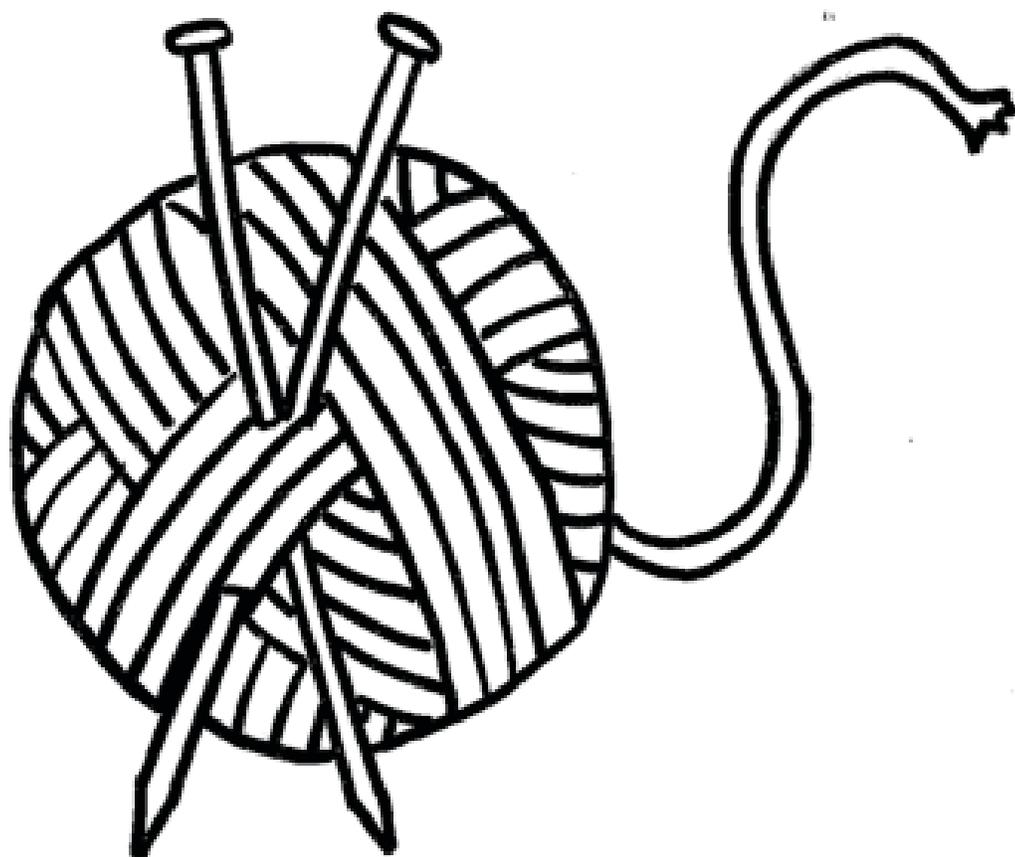
**Waffles**

X X



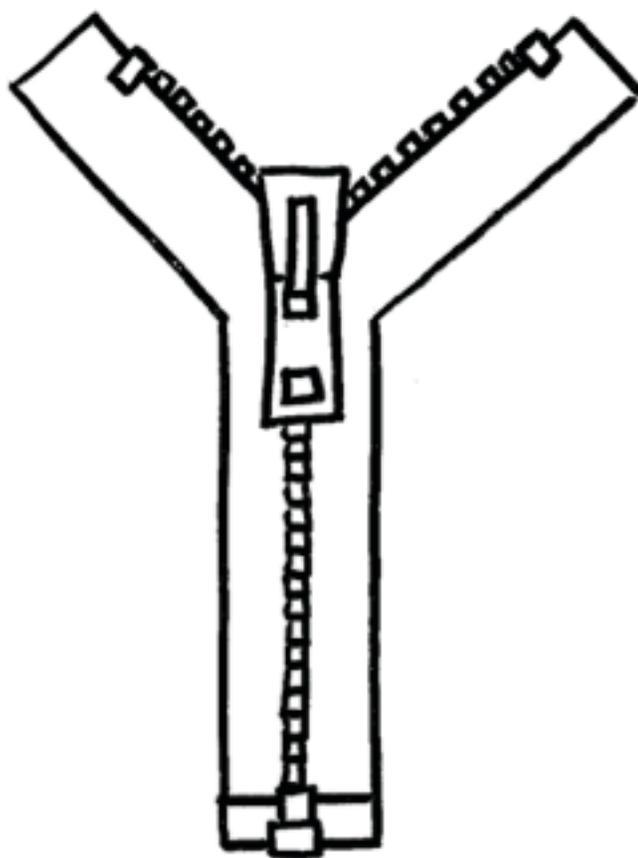
Xray

**Y y**



**Yarn**

**Z z**



**Zipper**



# Freddy's Friend Buffalo Wants to Tell You About Kindergarten!

Any child who turns 5 before  
September 30, 2012 can participate!

Event includes story time, arts &  
crafts, parent-child activities  
and more!

Visit your local Carnegie Library for  
more details!





Dear Kindergarten Friend,

Thank you for introducing yourself to me, and for spending the day with me. I enjoyed reading my story to you, and seeing the beautiful hand drawing you made. I am excited to see you again on the first day of school. If you have any questions, or would like to talk to me about something, please have your grown up call me!

Your Kindergarten Friend,