

Unit 4: Ready for Kindergarten  
Week 2: It's Okay To Be Nervous!

**Objectives:**

To read *Look Out Kindergarten, Here I Come!* with your preschooler, talk about emotions surrounding kindergarten, and spend quality time with your preschooler.

**Materials:**

A copy of *Look Out Kindergarten, Here I Come!* by Nancy Carlson

Week 2 Lesson Steps

1. Start by reminding your preschooler that you are still reading *Look Out Kindergarten, Here I Come!* See if your preschooler can remember what you read.

Example Questions:

- Do you remember what this story was about? Tell me about it.
- What was your favorite part of this story?

Ice Breaker/Introduction

Sing this song with your preschooler to the tune of "Twinkle Twinkle Little Star"

Kindergarten here we come  
We know we'll have lots of fun  
Lots of things to make and do  
Reading, writing, counting too  
Kindergarten here we come  
We know we'll have lots of fun

Retrieved from <http://voices.yahoo.com/top-ten-preschool-graduation-songs-1444885.html?cat=4>

2. Read *Look Out Kindergarten, Here I Come!* with your preschooler. Let your preschooler help you read the parts that he or she remembers (for example, the "not so fast" that Henry's mom repeats.)

Easy Reading Tips

- Talk with your preschooler about emotions and feelings. Let your preschooler know that it is okay to feel nervous about kindergarten and that you and the kindergarten teacher are there to help him or her feel comfortable.
  - What sorts of feelings does Henry have about school?
  - How do you feel about kindergarten? Are you excited? Are you nervous? Are you scared?
  - What can you do if you are nervous or scared about school to make yourself feel better?

- Let your preschooler tell stories about what is happening in the pictures. Help your preschooler pretend and use full sentences to talk about the book!
- Identify familiar letters with your preschooler. Can he or she find all of the “e”s on the page? Are they uppercase or lowercase?
- Help your preschooler practice the beginning sounds of words. Give your preschooler choices like, “Does ‘breakfast’ start with the same sound as ‘pancakes’ or ‘bowl’?”
- Define new words for your preschooler and point out the illustrations that correspond with the words.
- Practice looking in a mirror with your preschooler and making different types of faces like a happy face, sad face, silly face, or angry face. Talk with your preschooler about how his or her body feels to match the face.

#### Follow-Up Activity:

Read the book, *The Kissing Hand* by Audrey Penn to show your preschooler that you love him or her and that you will be thinking about him or her when he or she is at kindergarten.

#### Writing Extension:

Help your preschooler write and illustrate how he or she feels about going to kindergarten. You can also write strategies your preschooler can use if he or she feels sad or scared. (Such as taking deep breaths, asking the teacher for help, finding a new friend to play with, etc.)

#### Early Developmental Standards Taught in Week 2

- With guidance and support, identify whether or not two words begin with the same sound.
- With modeling and support, use a combination of drawing, dictating, and emergent writing to express a preference, opinion, or idea about a specific topic or text.
- Use some letters to represent ideas and inconsistently use conventions of standard English capitalization and punctuation.
- Show awareness of conventional letter-sound relationships through use of invented spelling in writing.