

Rainbow Bridges English Academy's Mighty Helpful Worksheets
Kindergarten/Pre-school Worksheets

Who these sheets are for

In general, these sheets have been designed for students from 4-6 years old. The occasional 3-year old student may be able to begin using the easiest of the sheets before 4 years old, and the occasional student may be able to use these sheets to review or work on pre-writing skills once they are in elementary school. However, the vast majority of students using these sheets are between 4-6 years old.

These worksheets are designed to support students who will eventually be entering New Finding Out (NFO), but are not exclusive to such students. The majority of the sheets use NFO's single letter phonics system, where each phonic letter (or phoneme) is associated with a particular anchor word (for example, Aa - apple, Kk - key, Zz - zebra and such). While the phonemes and the anchors used in these sheets correspond with the NFO system, this system is not exclusive to NFO. Anyone who teaches phonics and can adapt their system to utilize the same anchor words will be able to use these sheets in their classes. A list of the phonics and their anchor words can be found towards the end of this document.

Purpose

We find that one of the biggest challenges facing students when they begin NFO as first graders, or most any other textbook for that matter, is the writing. Therefore while students are in a kindergarten or preschool curriculum that will eventually see them beginning a textbook such as NFO where writing is included, they have the opportunity to get a leg up on the transition to writing letters, while reinforcing material they are studying or will be studying once they start the textbook.

In addition to this, children aged 4-6 have the ability to develop their fine motor skills if given the chance, and getting an early start with pencil posture and line formation will help them have a smoother transition to writing correctly formed letters. This will help them not only with writing later but will also give them a deeper familiarity with the phonemes and their anchor words.

Thus the main goals of our kindergarten/preschool sheets are:

- to develop students' fine motor skills
- to familiarize students with holding and utilizing pencils ("pencil posture")
- to familiarize students with drawing the lines and curves which make up the Roman alphabet
- to help students recognize patterns
- and to reinforce material students are studying including phonics, numbers, shapes, and more.

Organization

The sheets are organized in a useful way, with the teacher being able to quickly select a sheet depending on the students' progress in the curriculum, and what type of practice the teacher wishes the students to engage in on that particular day. Each sheet has a code, which conveys to the teacher all these things. See below for an explanation of the codes used to organize the worksheets. The worksheets are organized in file folders according to these codes as well, so please familiarize yourself with the system of organization.

Also included at the end of this document is a checklist to help you keep track of which sheets have been completed.

How to use the sheets

The following is just a suggestion for how to use these sheets. Exactly how each individual teacher uses the sheet may depend on a variety of things including class size, class time, students' general stage of development, pace at which the students can progress, students' temperament, how soon the class will be moving to writing letters, the teacher's own teaching style, and so forth. One commonality across situations however, is that the sheets are best used if the students are familiar with the content used on the sheet. For example, a sheet using shapes is best done if the students have a working knowledge of shape names.

Program-wide

Generally speaking, it is best to start with relatively simple sheets, progressing in difficulty until the students are ready to start writing letters. In terms of these sheets, concept wise:

- Pre-printing sheets are easier than matching sheets
- Matching sheets are easier than pattern recognition sheets
- Pattern recognition sheets are easier than sheets dealing with typographical elements only.
- Typographical elements are the last step in preparing students to write letters. By the time the students have completed the typographical elements set of sheets they should be ready to learn to write letters and have a positive, successful experience.

The sheets can and probably should be used in a creative manner. It isn't necessary to complete every single sheet in a particular set before trying a new set. Variance in concepts keeps students alert and makes the sheets more interesting. Too many weeks in a row of the same type of sheet can lead to indifference or boredom. So don't be afraid to mix up the concepts, as long as the students can handle it.

Timing

While individual preferences may vary, one good place in the lesson in which to do a worksheet is a few minutes before the end of class, the length of time needed depending on the complexity of the sheet. At this point in the lesson, the students

are usually a little spent from the intensity of the previous 40 or so minutes, and writing is a quiet activity and a good way to wind down before the end of class. Another reason for doing it at the end is if they finish early you can have them color the sheet while the others finish, and if they look like they're going to finish after class time ends you can let them finish at their own pace while the other students can be excused (if you have the luxury of letting students stay longer to finish the sheet).

Worksheet time can also be an effective way to refocus students after a particularly lively game or activity, if the students become distracted or disruptive during class, or if some other situation makes it desirable to have the students sit down and do a worksheet. Whether you choose to do a worksheet at the end of class or in the middle, or even at the beginning, it is important to remain flexible - worksheets can serve as an emergency activity should the class start to get out of control.

Introducing the sheets

For many students, these sheets may be the first time they have done a worksheet in any kind of class, and most probably in an English class. Therefore, especially at the beginning of a course when children are just starting to work with worksheets, it is important to introduce not only the content that they will be encountering on each sheet, but also the concept of the worksheet at large: what it is, how to complete the sheet, and for very new students, how to treat the paper, sit at a table, ask for a pencil, use a pencil, and what to do when they're done with a sheet.

To introduce a worksheet it is useful to gather the class together and draw an example of the concept utilized on the worksheet on the board. Step back and see if the children can figure out how to complete the puzzle, and offer one of the children the chance to do it on the board. If it's possible, let more children try. Then, bring out a worksheet, and playfully hide it from the students, until they really want to know what it is. Reveal the worksheet to them and act like you're not sure how to do it. Get them to teach you how to complete the sheet, and go over the sheet with the class to make sure everyone is clear how to complete it.

Once a class is accustomed to the procedure for a certain type of worksheet it may be less necessary to review how to complete it before presenting it to them. However, when a sheet with a new concept is introduced it is a good idea to introduce it on the board first, even for classes that have been using sheets for quite a while.

Completing the sheets

Direct the students to the table where they find a seat, and hand a sheet to each student. Before being given pencils, ask them to complete the sheet using their index finger. Confirm they understand how to do the sheet and can actually do it. This step may not be necessary once the children are used to a particular type of worksheet, but at the beginning it gives them the confidence to try a sheet out which might otherwise be difficult.

When they are ready for pencils they should indicate so by saying “Pencil, please!” Hand them each a pencil and they try their best to complete the sheet. Watch the children carefully to make sure they are:

- demonstrating correct pencil posture
- completing the sheet correctly
- completing the sheet neatly

Assist the children whenever they need assistance. The sheets are not meant to be tests, so the students should take their time completing them. If they have difficulty they can be offered help by the teacher, by other students, by their parent, or by posters in the room if they are available.

Expectations, Error correction

The level of expectations you have for students, i.e. how strict you are with them in completing the sheets, will vary widely and should include considerations of different factors for each individual situation. On a general level, however, how picky should we be in determining what is a ‘correctly’ or ‘neatly’ completed sheet? It’s a difficult question with a lot of gray areas. A couple of issues to keep in mind are

- assuming the children are enrolled in a long-term program, if this is their first exposure to writing we want it to be accompanied by feelings of success and accomplishment. Being too picky could result in feelings of annoyance, which could carry over when writing becomes a more critical element in their class.
- It is important to start off this aspect of their English education with a certain level of expectation, otherwise if children learn that they can get away with sloppy work that might influence their attitude towards writing in the future.

So what is the right level of expectation? It probably depends on each individual student, their over-all attitude towards English, their class, their teacher, detailed work, and other specific factors like how they’re feeling on that particular day, how the lesson has gone previous to doing the worksheet, and other things we may not be aware of.

In the end, each student should complete each worksheet. They will most often decide how well they want to do it. Students that usually complete their sheets neatly can be pressed when they are sloppy. Students that are usually sloppy often have other difficulties and so may not respond well to being pushed. Try encouraging them to be neater, and if they take you up wonderful. If not don’t let it bother you (or them), but encourage them to do better next time.

As such, error correcting per se is up to the teacher, though usually children will correct their own errors to the degree they see fit. Having children erase sloppy work is also up to the teacher, but keep in mind that erasing work can be traumatic for children, depending on how it’s handled and how much is erased.

After sheets are complete

Since children will often complete sheets at varying speeds, it is helpful to have activities to do once they complete a sheet. Coloring their completed sheet is a fun and rewarding way to finish off a sheet. The teacher can have a 'bank' of crayons and the children can ask for particular colors.

Another nice thing to do is write the children's names on their sheets. If they are able, they can trace their name if the teacher writes it in dots, and even more advanced students can begin to try to write their own names.

A stamp or sticker on a completed sheet is also rewarding, but a little less personal. Their name on a sheet to indicate it's done is often enough of a reward, and coloring once the sheet is done is a kind of fun 'extra'. You may find there's no real need for a stamp or sticker, especially since children in this age group are usually pretty self-motivated. However, again, this is up to the individual teacher's style and situation.

Explanation of the codes used to organize the worksheets.

Each sheet has a code containing four elements. Let's look at sheet 0 03 ph 4 and break down the code that describes it:

0	03	ph	4
<p>Indicates the NFO book level to which each Mighty Helpful Worksheet is designed to support.</p> <p>All sheets in the kindergarten/ preschool set begin with "0", which indicates that the sheet is designed to support a kindergarten/ pre-school curriculum that is not yet using NFO 1 as a textbook.</p>	<p>Indicates the <u>content</u> that is used in this worksheet.</p> <p>*The files are organized using these codes.</p> <p>Currently the following codes are being used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "00" – templates or blank sheets that can be used with any content <input type="checkbox"/> "01" – "06" – phonics of that unit of NFO Book 1 or below e.g. "03" indicates that this worksheet utilizes the phonics presented in NFO Book 1 units 1-3, with an emphasis on unit 3 phonics. <input type="checkbox"/> "07" – typographical elements only <input type="checkbox"/> "n" – numbers <input type="checkbox"/> "sh" – shapes 	<p>Indicates the <u>concept</u> that is being practiced on this worksheet.</p> <p>Currently the following codes are being used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "ph" – pre-printing practice of horizontal lines <input type="checkbox"/> "pv" – pre-printing practice of vertical lines <input type="checkbox"/> "pd" – pre-printing practice of diagonal lines <input type="checkbox"/> "pz" – pre-printing practice of zigzag lines <input type="checkbox"/> "m" – matching <input type="checkbox"/> "ctd" – connect the dots <input type="checkbox"/> "pt" – pattern recognition <input type="checkbox"/> "ts" – typographical elements practice of straight lines <input type="checkbox"/> "tc" – typographical elements practice of curvy lines <input type="checkbox"/> "tp" – typographical elements practice of pattern recognition 	<p>Indicates the number of sheet in the series. Generally, the higher the number the more complex the sheet will be.</p>

The code 0 03 ph 4 thus indicates the 4th sheet of the group of sheets practicing drawing horizontal lines utilizing the phonics presented in NFO Book1 units 1-3 with an emphasis on unit 3.

Phonics System

Corresponding New Finding Out Unit	Phonic	Anchor word
1	Aa	apple
	Ee	elephant
	Ii	igloo
	Oo	octopus
	Uu	umbrella
2	Bb	book
	Cc	cat
	Tt	tiger
	Dd	dog
	Gg	gorilla
3	Pp	panda
	Nn	nut
	Mm	mouse
	Ss	sock
4	Kk	key
	Hh	hat
	Qq	queen
	Jj	jacket
5	Ll	lion
	Ww	watch
	Vv	violin
	Ff	fish
6	Yy	yacht
	Zz	zebra
	Rr	ring
	Xx	box

Rainbow Bridges English Academy's Mighty Helpful Worksheets Kindergarten/pre-school Worksheets Checklist

*Use the sheet codes to find the appropriate sheet on the list and fill in the date the sheet is done in class. You can print this and the following page out to keep handy for each class.

Class: _____ Day & Time: _____ Teacher: _____

Concept →	Pre-printing Sheets						Matching		Connect The Dots			
Content ↓	ph		pv		pd		pz		m		ctd	
0 01	1	/ / /	1	/ / /	1	/ / /			1	/ / /	1 / / /	
	2	/ / /	2	/ / /	2	/ / /			2	/ / /		
	3	/ / /	3	/ / /	3	/ / /						
	4	/ / /	4	/ / /	4	/ / /						
0 02	1	/ / /	1	/ / /	1	/ / /			1	/ / /		
	2	/ / /	2	/ / /	2	/ / /			2	/ / /		
	3	/ / /	3	/ / /	3	/ / /			3	/ / /		
	4	/ / /	4	/ / /	4	/ / /			4	/ / /		
	5	/ / /	5	/ / /								
	6	/ / /	6	/ / /								
0 03	1	/ / /	1	/ / /	1	/ / /	1	/ / /	1	/ / /		
	2	/ / /	2	/ / /	2	/ / /	2	/ / /	2	/ / /		
	3	/ / /	3	/ / /	3	/ / /	3	/ / /	3	/ / /		
	4	/ / /	4	/ / /	4	/ / /	4	/ / /				
	5	/ / /	5	/ / /								
	6	/ / /	6	/ / /								
0 04	1	/ / /	1	/ / /	1	/ / /	1	/ / /	1	/ / /	1	/ / /
	2	/ / /	2	/ / /	2	/ / /	2	/ / /	2	/ / /		
	3	/ / /	3	/ / /			3	/ / /	3	/ / /		
	4	/ / /	4	/ / /			4	/ / /	4	/ / /		
	5	/ / /	5	/ / /					5	/ / /		
	6	/ / /	6	/ / /					6	/ / /		
									7	/ / /		
0 05	1	/ / /	1	/ / /			1	/ / /	1	/ / /		
	2	/ / /	2	/ / /			2	/ / /	2	/ / /		
	3	/ / /	3	/ / /			3	/ / /	3	/ / /		
	4	/ / /	4	/ / /			4	/ / /	4	/ / /		
	5	/ / /	5	/ / /					5	/ / /		
	6	/ / /	6	/ / /								
0 06	1	/ / /	1	/ / /			1	/ / /	1	/ / /		
	2	/ / /	2	/ / /			2	/ / /	2	/ / /		
	3	/ / /	3	/ / /			3	/ / /	3	/ / /		
	4	/ / /	4	/ / /			4	/ / /	4	/ / /		
	5	/ / /	5	/ / /					5	/ / /		
	6	/ / /	6	/ / /					6	/ / /		
									7	/ / /		
									8	/ / /		
									9	/ / /		

Concept →	Pattern Recognition		Typographical Elements				
Content ↓	pt		ts		tc		tp
0 07			1	/ / /	1	/ / /	
			2	/ / /	2	/ / /	
			3	/ / /	3	/ / /	
			4	/ / /	4	/ / /	
			5	/ / /	5	/ / /	
			6	/ / /	6	/ / /	
0 n	1	/ / /					
0 sh	1	/ / /					
	2	/ / /					