A first-day learning snapshot

Parent guide | English activities | No score or timer needed

Use these pages to notice what Ammar can do today. This is a starting sample, not a grade or a full kindergarten assessment.

Gather: a pencil, crayons, 10 blocks or toys, and this packet. Print pages 2-10 for him. Keep pages 1, 11 and 12 for yourself. Use portrait, actual size or fit to page.

Start with: "We are going to read, draw, count and look outside. Show me what you know. It is okay to say you do not know."

Try first, then teach: Read one direction in English. Give him quiet thinking time. If needed, repeat the direction once without supplying the answer. Record his first response before offering an example.

Code	What you observed
I	Independent: answered after the direction, with no clue or model.
R	Repeated direction: answered after you repeated or simplified the instruction.
H	Help: needed a clue, an example, a demonstration or step-by-step support.
N	Not yet shown: did not answer or could not complete it today.
S	Skipped: not offered, tired, upset or not interested.

Work in short sessions. A page can take about 5-10 minutes, but there is no deadline. Take movement or play breaks. You can stop before finishing the packet.

Let him answer by speaking, pointing, drawing or using objects when the task allows it. Record the method. Choosing a letter you name and naming a letter himself are different skills. A quiet response or unfinished page alone does not show what he knows.

LIVEWORKSHEETS

Letters I know

Say the names of the letters you recognize.

Name: _____ Date: _____

Uppercase letters

M A S T P B R

C N D F L H G

O K E J U I W

V Y Q X Z

Lowercase letters

s m a p t c b

r n l f d h o

g k e u j i v

w y x q z

Parent: point to one letter at a time and ask, "What letter is this?" Start with a few letters from his name, then mix the order. Offer more if he is comfortable. On page 11, note any letters he mixes up.

LIVEWORKSHEETS

Sounds and little words

Tell me a sound. Then try reading a word.

Name: _____ Date: _____

1. What sound can this letter make?

m	s	t	p	f	n
b	r	a	i	o	u

2. Read any words you know.

at	in	am	up
cat	sun	map	sit

3. Say the first sound you hear.

moon	sun	top

Parent: first offer the printed words without pictures or sounding them out for him. For part 3, YOU say each whole word aloud and ask for its first sound. If he gives a letter name, ask, "Can you make its sound?" Record help separately.

LIVEWORKSHEETS

Listen to a story

Parent reads aloud. Ammar listens, then answers.

Name: _____ Date: _____

The red car

Sam has a red toy car. He puts it in a bag and goes outside with Mom. A cat sits beside the steps. Sam rolls the car toward the cat. The cat taps the car with one paw. The car rolls under a chair. Sam looks under the chair and finds it. He puts the car back in his bag. Then Sam and Mom go home.

1. Who was in the story?

2. What did the cat do?

3. Where did Sam find his car?

4. Tell me what happened first and what happened next.

Parent: write his exact words on the lines. He may answer aloud or act it out. Read the story again only after his first try, and note that you reread it. This page checks listening comprehension, not independent reading.

LIVEWORKSHEETS

My writing and my picture

Try on your own first.

Name: _____ Date: _____

1. Write your name.

2. Write some letters you know.

3. Write some numbers you know.

4. Draw something you want to tell me about.

My picture is about: _____

Parent: do not show a name model until after his first attempt. If he copies later, label it "copied." Write his explanation exactly as he says it. Notice grip, comfort, pressure, shapes and letter formation.

LIVEWORKSHEETS

Numbers and counting

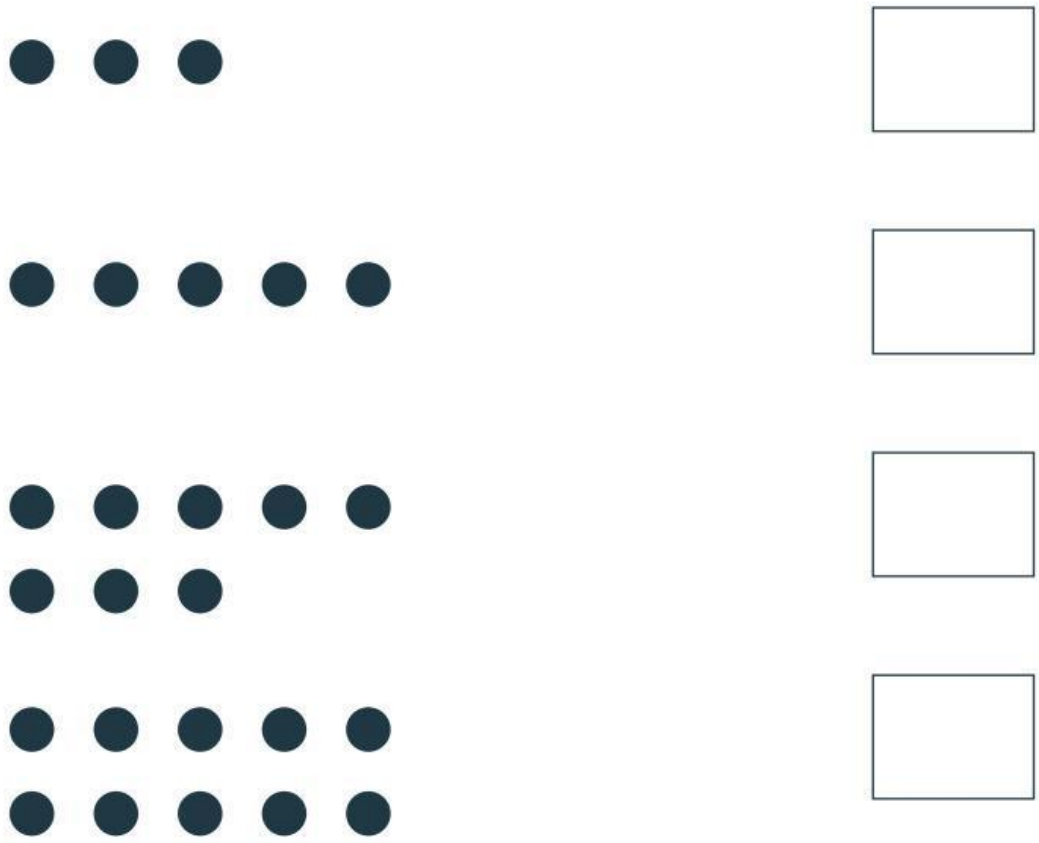
Say the numbers. Count the dots.

Name: _____ Date: _____

1. What number is this?

4	1	8	3	10	6
2	9	5	7	0	

2. Count each group. Write the total in its box.



Parent: a spoken answer also counts as counting evidence. If he knows the total but cannot write it, write it for him and record "oral answer, parent wrote." Optional with toys: ask him to GIVE you 6 blocks.

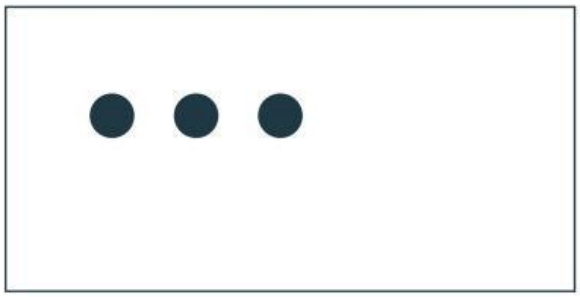
LIVEWORKSHEETS

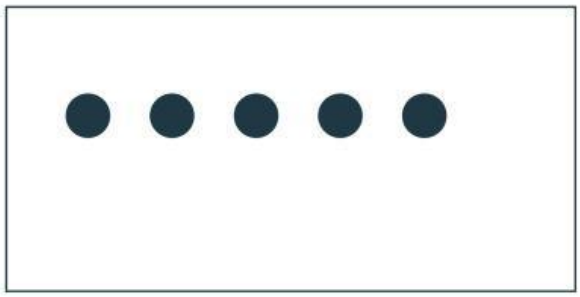
More, fewer and the same

Look at each pair of groups.

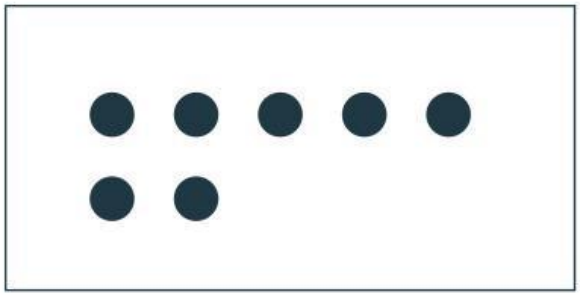
Name: _____ Date: _____

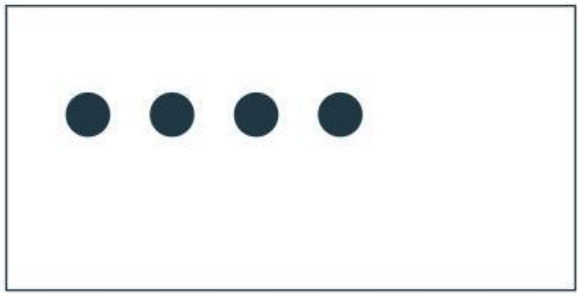
1. Circle the group that has MORE dots.



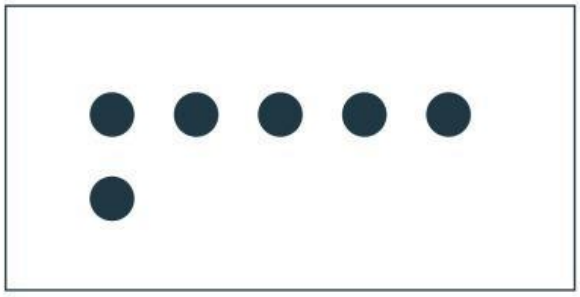


2. Circle the group that has FEWER dots.

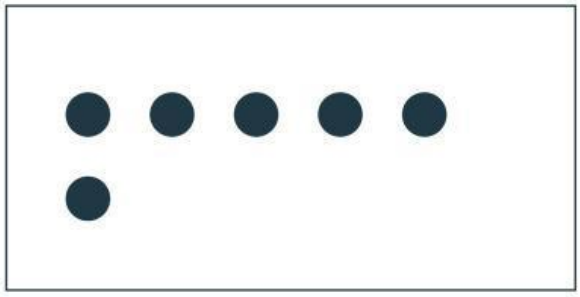




3. Do these groups have the SAME number?



YES



NO

Parent: he may point instead of circling. Ask, "How do you know?" Accept counting, matching one to one, or another explanation that shows his thinking.

LIVEWORKSHEETS

Shapes and joining groups

Name a shape. Use blocks to find how many altogether.

Name: _____ Date: _____

1. What are these shapes called?



2. Use blocks or toys to solve these.

1 + 1 = ☐

2 + 1 = ☐

3 + 2 = ☐

Tell me or show me how you found your answer.

Parent: say, "Put down 2 blocks. Add 1 more. How many are there altogether?" Use the numbers in each problem. Record whether he counted all, counted on, or knew the total. Naming a shape and pointing to one you name should be recorded separately.

LIVEWORKSHEETS

My weather observation

Look outside together.

Name: _____ Date: _____

1. Circle what you see today. You may choose more than one.

sunshine	clouds	rain
wind	snow	

2. Draw something you noticed outside.

3. Tell me about your drawing.

4. What could you wear outside today? Why?

Parent: write his exact words. Ask, "What did you see that makes you think it is windy or rainy?" Separate what you can see from what you would need to step outside or check with a thermometer to know.

LIVEWORKSHEETS

Before, now and later

Talk, point, draw or tell me.

Name: _____ Date: _____

1. Tell me something you did before this activity.

2. What are you doing right now?

3. What will you do after this activity?

4. What changes do you notice in this season?

Think about trees, leaves, daylight, weather or clothes.

5. Draw or tell what might change in the next season.

Parent: the first three questions check BEFORE / NOW / AFTER. If using this in early November, Halloween has passed and Christmas is still ahead. Use those examples only if familiar. In Maryland, discuss fall now and winter next; record observations without requiring a memorized season name.

LIVEWORKSHEETS

What I noticed today

Parent record | Keep examples of what he actually did

Child: _____ Date: _____

Use I = independent, R = repeated direction, H = helped, N = not yet shown, S = skipped. Note speaking, pointing or another response method. Record a first attempt separately from a later attempt with help.

Area	Code	Evidence / exact response
Letter names: uppercase / lowercase		_____
Letter sounds / first sounds		_____
Word reading: words read		_____
Listening: characters and events		_____
Name / letters / number writing		_____
Drawing and explaining an idea		_____
Numbers recognized / objects counted		_____
Comparing: more / fewer / same		_____
Shapes / addition with objects		_____
Weather: observation and explanation		_____
Before / now / after; seasonal changes		_____

Comfort and participation: What helped him join in? Did fatigue, worry, attention, unfamiliar words or pencil effort affect what he showed?

_____

_____

Two things to build on: _____

One small next practice: _____

LIVEWORKSHEETS

Parent answers and next practice

Check after he has had a chance to try

Letters, page 2: The task is naming each printed letter. Record the letters he names, mixes up or skips. You can start with a sample and return to the rest later.

Sounds, page 3: m as in moon; s as in sun; t as in top; p as in pan; f as in fan; n as in net; b as in bat; r as in run. For this activity, short vowels are a as in apple, i as in it, o as in hot and u as in up. If he gives another valid sound, record which one rather than calling it wrong. Accept normal accent differences. First sounds: moon /m/, sun /s/, top /t/.

Words, page 3: at, in, am, up, cat, sun, map, sit. Note whether he reads the whole word, blends sounds, or needs a model. These eight words are a sample of reading today.

Story, page 4: Characters: Sam, Mom and a cat. Cat action: tapped the car with a paw. Car location: under a chair. Sequence can include putting the car in the bag, going outside, rolling it, the cat tapping it, finding it, then going home. Accept accurate answers in his own words, short phrases or actions.

Writing, page 5: There is no single model answer. Keep his first writing and drawing. Record independent writing, copying and your written dictation separately.

Page	Answers
6: number recognition	4, 1, 8, 3, 10, 6, 2, 9, 5, 7, 0. Dot totals, top to bottom: 3, 5, 8, 10.
7: comparing groups	1: right group (5). 2: right group (4). 3: YES, both have 6.
8: shapes / addition	Shapes, left to right: circle, triangle, square, rectangle. Addition: 2, 3, 5.
9-10: observing and talking	Answers depend on the day and his experiences. Listen for a relevant observation, a reason, and a sensible before / now / after sequence.

Choose one next step: Pick something he almost completed. If he knows letter names but needs sounds, practice a few sounds. If he counts accurately but cannot write a number, keep counting separate from handwriting. If he follows the story but uses few words, invite pointing, then model one short sentence after recording his response.

Write what the pages show, for example: "Counted 8 objects independently; needed a model to write 8." Keep the packet as a dated starting sample and compare with later work.

LIVEWORKSHEETS