

Kindergarten Readiness

Quality early childhood experiences, whether provided by family or a formal program, increase a child's ability to succeed in Kindergarten. School readiness efforts support the development of skills, knowledge, and health. The goal is for every child to develop a lifelong love of learning.

Does your child have these social skills?

- ⇒ Respects self, others, and property
- ⇒ Expresses feelings and emotions with words
- ⇒ Understands and demonstrates taking turns
- ⇒ Attends to a task for short periods of time
- ⇒ Accepts guidance
- ⇒ Manages transitions and adapts to changes
- ⇒ Shows confidence and independence in choices
- ⇒ Engages in play experiences with peers

Does your child have these self-help skills?

- ⇒ Takes care of all toileting needs, including hand washing
- ⇒ Feeds self independently using utensils
- ⇒ Zips and buttons clothes and jackets
- ⇒ Ties or velcros shoes
- ⇒ Blows nose independently
- ⇒ Shows basic safety knowledge
- ⇒ Plays with respect to self and/or peers' personal space

Does your child have these fine and gross motor skills?

- ⇒ Uses writing tools
- ⇒ Creates letters, shapes, symbols, and words with support
- ⇒ Opens packages and containers (lunchbox)
- ⇒ Runs, stops, hops, gallops, skips, and changes direction
- ⇒ Coordinates movements to perform activities

How can you help your child at home?

- ⇒ Read to child
- ⇒ Encourage conversations with adults and peers
- ⇒ Demonstrate and practice understanding of nutritious foods
- ⇒ Practice healthy sleep routines
- ⇒ Create experiences (parks, playgrounds, libraries, museums, or zoos)
- ⇒ Engage with child (car games, grocery lists, pretend play, digital apps)
- ⇒ Praise child for effort and curiosity about learning and trying new things

What is Early Literacy?

- ⇒ Knows letters and sounds are used to make words
- ⇒ Uses complex sentences
- ⇒ Writes name
- ⇒ Responds to given name
- ⇒ Notices letters in his/her name, additional letters or sounds, and symbols (stores, restaurants, etc.)
- ⇒ Understands how to open a book and turn pages
- ⇒ Rhymes to create new words
- ⇒ Understands and follows oral directions
- ⇒ Retells familiar stories



The MORE that you READ, the MORE things you will KNOW. The MORE that you LEARN, the more PLACES you'll GO.

—Dr. Seuss



Kindergarten Reading Readiness

What should parents know?

Print Awareness

Print Awareness is the earliest understanding that written language carries meaning. This is the foundation of all other literacy practices.

- ⇒ Reads books left to right and top to bottom
- ⇒ Responds to and labels pictures and symbols (stop signs, store names, food labels)
- ⇒ Distinguishes print from pictures

Letter Knowledge

Letter Knowledge is the ability to recognize and name the letters in the alphabet.

- ⇒ Sings the alphabet song
- ⇒ Uses a variety of activities to recognize both uppercase and lowercase letters
- ⇒ Recognizes that letters have sounds and that letter sounds can be put together to make words

Phonemic Awareness

Phonemic Awareness is the ability to hear and manipulate sounds, recognize that speech is composed of sounds, and that some words rhyme.

- ⇒ Responds to and produces a variety of sounds
- ⇒ Produces and blends sounds into recognizable words
- ⇒ Compares and distinguishes sounds within words and different words
- ⇒ Attempts or is able to imitate rhyming

Writing

Writing and reading are closely linked together. All attempts at writing (scribbles, symbols, letters, pictures) are a part of the literacy learning process of communicating an idea.

- ⇒ Uses a variety of writing tools
- ⇒ Forms letters, shapes, symbols, and words with support
- ⇒ Writes name
- ⇒ Express ideas and stories through symbols, letters, and/or pictures

Comprehension

Comprehension is when a child reacts to a story or event, identifies details from a story or picture, talks about the characters and settings, retells familiar stories, and responds to stories. When children participate in "reading" or telling about an event, story, or main idea in a picture or book, they develop the ability to comprehend and answer questions about the story.

Practices at Home

- ⇒ Read to your child every day.
- ⇒ Let your child see you read every day. Children need to see adults obtaining and using information from many different sources: recipes, newspapers, manuals, websites, books, and many others.
- ⇒ Have your child "read" to you. Young children may begin "reading" by pointing to the pictures and talking about them or telling what the story is about.
- ⇒ Help your child to become aware of sounds in letters. Play games: "What sound starts with 'm'?"
- ⇒ Help your child to blend sounds to make words. "What word am I making? /c/-/a/-/t/?"
- ⇒ Find books with simple stories and help your child start to think about what he or she sees and hears. Talk with your child about what happens first, next, and last in the story.



"Children are made readers on the laps of their parents."

-Emilie Buchwald



Kindergarten Mathematics Readiness

What should parents know?

Number Sense

Learning the meaning of numbers involves the ability to think and work with numbers to understand their relationships and different uses for them.

- ⇒ Knows numbers represent quantities
- ⇒ Uses quantities to compare more or less (1-10)
- ⇒ Counts numbers (1-20)
- ⇒ Counts backwards (10-0)
- ⇒ Recognizes numbers (1-10)
- ⇒ Writes numbers (1-10)

Sorting and Classifying Objects

Learning to model, explain, and use addition and subtraction concepts in problem solving begins with the opportunity for young children to count, sort, compare objects, and describe their thinking and observations in everyday situations.

- ⇒ Explores attributes like shape, size, and color
- ⇒ Matches attributes and their opposites
- ⇒ Sorts and creates patterns in multiple ways

Geometry, Measurement, and Time

By exploring objects through touching/comparing them, children begin to understand the difference in attributes and application. To construct the meaning of time, children learn by applying concepts of time to real life situations.

- ⇒ Identifies and differentiates between two and three-dimensional shapes
- ⇒ Anticipates routines by using vocabulary to identify and sequence events in that routine
- ⇒ Distinguishes between big & little, sizes, and weights

Computation

Adults help children compare quantities and understand math words such as more, less, smaller than, bigger than, different than. These words help children describe the size and shape of objects and the relationships of objects to one another.

- ⇒ Manipulates objects to match or create sets
- ⇒ Makes a set of objects smaller or larger
- ⇒ Follows models of addition or subtraction
- ⇒ Describes the application of addition and subtraction

Practices at Home

- ⇒ "How many crackers do you think Daddy gave you?" "15." "Okay, let's count and see how close you were." As you count, point to each cracker.
- ⇒ Give your child 3 M&M's and yourself 2 M&M's and ask "How many more do you have than me?"
- ⇒ After measuring your child, have them guess how tall you are. Compare the heights by asking "Who is taller? Who is smaller?"
- ⇒ Count items in or on a car. "How many tires do you see?" "Four." "How many other things are there 4 of on a car?"
- ⇒ Sort cereal by shape, size, or color.
- ⇒ Practice following directions involving location of objects. "Can you find the hat that is behind the blue coat? What color is the hat?"



"The only way to learn mathematics is to DO mathematics."

-Paul Halmos

