



Will your child be ready for kindergarten?

Teachers are looking for 30 skills in five areas:

- Social and emotional
- Language
- Math
- Approaches to learning
- Physical development

You can help your child get ready, and work on all five areas during many different daily activities:

- In the kitchen
- At the playground
- On a bus ride
- Going to bed
- At the store
- In the waiting room



Getting Ready FOR Kindergarten!

Study after study shows that early learning of letters and numbers is not enough to help children succeed at school. But there is a lot you can do to increase your child's chances for success.

You can **ALWAYS**:

- Show your own curiosity as a learner and be curious about your child.
- Listen for what your child thinks, knows, or wants to know.
- Tell your child what you notice they are good at; offer challenges based on their strengths.
- Show your love, stay close, say three positives for every one negative.
- Talk about your own learning joys and challenges.
- Limit screen time and encourage open-ended play.

You play a critical role in getting your child ready for kindergarten!

In the kitchen.



Helping your child in 5 areas Social and Emotional, Language, Math, Approaches to Learning and Physical Development

Ask your child to choose the prep/ cooking/cleaning task they enjoy the most.

Have a conversation about the activities of the day.

Invite your child to draw and tell you the story of their picture as you cook.

As you are measuring, talk about what is more and what is less.

Make sandwiches into different shapes and have your child name the shapes.

Help your child stick with it when things get hard.

Talk together about all the steps that go into preparing a meal.

Invite your child to sort and arrange small forks and spoons.

You can **ALWAYS**:

Show your own curiosity as a learner and be curious about your child.



Helping your child in 5 areas

Social and Emotional, Language,
Math, Approaches to Learning and
Physical Development

Getting Ready
FOR
Kindergarten!

Ask about the parts of the playground your child likes best, and which they will start with.

In interactions with other children, invite your child to notice his/her emotions, and encourage him/her to respond thoughtfully.

In a playground conflict, suggest simple solutions or encourage your child to find them.

Invite your child to tell a story of a favorite time at the playground in the past, or to imagine an exciting adventure.

On the way, guess how many children will be there, and count how many you find. Count the children in different parts of the playground, and talk about which parts have more.

Notice what whole-body activities your child is good at and point them out; encourage them to try something new, and help them succeed.

At the playground

You can **ALWAYS**:

Listen for what your child thinks,
knows, or wants to know.

On a bus ride



Remind your child of the safety rules of travel, and note the ones they have learned to follow well.

Play a rhyming game (like bat/fat, pen/ten), listening for the parts that are the same and the parts that are different.

Count the number of people who come on, or get off, at each stop. Notice when the bus has more riders or less.

Talk about position, which people are sitting in front, beside, behind.

Look for numbers from 1 to 10 on signs and try to name them.

Invite your child to list the ones they can see and name easily, and help them try a couple of harder ones.

Be curious, and invite their curiosity ("I wonder if anybody will get on at the next stop." "I wonder if the next light will be red or green.")

Play finger games, like matching their thumb with each different finger on their hand.

You can *ALWAYS*:

Tell your child what you notice they are good at, and offer challenges based on their strengths.



Going to bed

Notice what is hard about bathroom routines; invite your child to notice as well; help them imagine succeeding at a small next step.

Invite them to talk about their day, maybe asking about best parts and worst parts.

Read a bed-time story, first exploring the different parts of the book (covers, title, text, pictures).

Count the number of steps up the stairs or from the bathroom to the bedroom.

Act out a familiar story, with them choosing roles.

Practice stair climbing without using hands, or practice hopping.

You can **ALWAYS**:

Show your love, stay close, say three positives for every one negative.



In the store

Talk about their favorite and least favorite part of shopping. Have them choose several items to buy.

With familiar items, match the word on the label with the word they know. Sound it out together. Notice upper and lower case letters.

Notice which containers are larger, which are smaller.

Use simple addition: "We had one item and we've added one, so now we have two." Put an item back on the shelf, and notice that the number went down.

Talk together about all the parts of the trip to the grocery store. Notice when each one is completed.

Review how the trip went, noticing what went well that you want to try again next time.

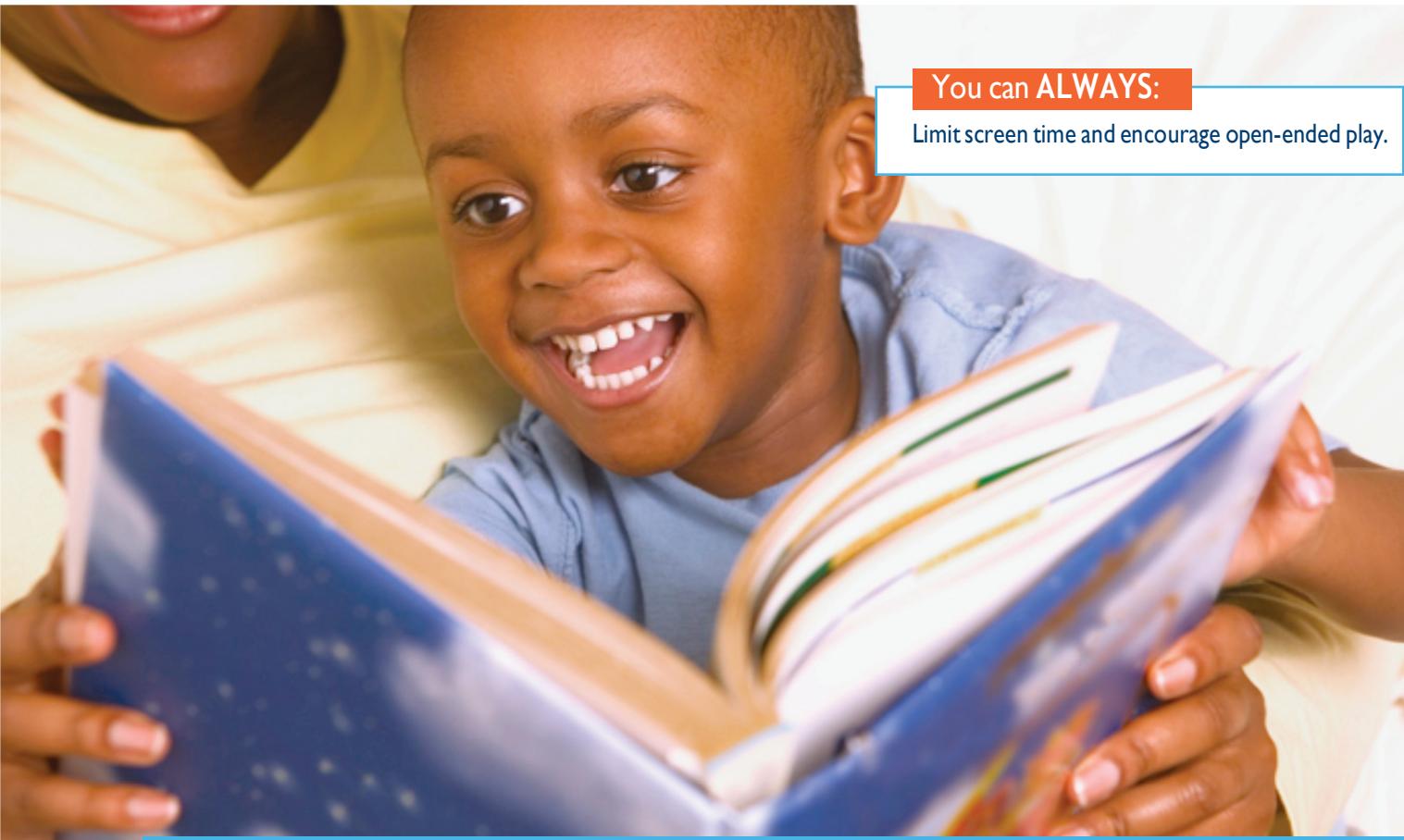
Take on a fun physical challenge (pushing the cart, tip-toeing, hopping).

You can **ALWAYS**:

Talk about your own learning joys and challenges.



Helping your child in 5
areas Social and Emotional,
Language, Math, Approaches to
Learning and Physical Development



You can **ALWAYS:**

Limit screen time and encourage open-ended play.

In the waiting room

Talk about what's hard about waiting. Share your best game plans, and invite them to share theirs.

Play I Spy ("I spy, with my little eye, something that begins with the sound 'ssssss'") Take turns guessing what object the other person has seen and is talking about, and try different sounds. Match the sounds with their letters.

Using a writing pad or tablet, invite them to practice writing their name. Talk about upper and lower-case letters.

Have them draw a story and tell you about it, and write down what they say.

Bring a book and read it. Afterwards, help them remember the details.

Make a picture with a shape hidden inside it (square, triangle, rectangle, circle). Invite them to find and name the shape. Or see how many shapes you can find together in the room.

Invite them to practice holding and using the pen, pencil or marker, or practice working with buttons and zippers.





Getting Ready
FOR
Kindergarten!

How is my child doing?

Skills that kindergarten teachers are looking for:

Social and emotional	Not yet	Sometimes	Usually
1. Expresses feelings appropriate to the situation			
2. Knows own preferences and abilities			
3. Can suggest simple solutions to conflict			
4. Can follow rules and routines			
Language			
5. Recognizes 3-5 letters (upper case and lower case)			
6. Recognizes name or other words in print			
7. Makes beginning sounds in short words			
8. Matches 6-10 letters with their sounds			
9. Remembers details from stories			
10. Uses cover and pictures to talk about a book			
11. Writes own name, with most letters correct			
12. Plans and tells, draws, or writes a story			
13. Speaks in understandable sentences.			
14. Responds appropriately to directions and questions			
15. Talks with familiar adults and peers			
16. Uses good English in conversation			
Math			
17. Counts to 20			
18. Knows written numbers from 1 to 10			
19. Understands simple addition and subtraction			
20. Names squares, circles, triangles and rectangles			
21. Describes the order of objects (first, next to)			
22. Compare two objects (bigger, taller, heavier)			
23. Sorts, counts and compares quantities			
Approaches to learning			
24. Shows interest in new experiences			
25. Acts out familiar story lines, gives out and/or takes on roles			
26. Sticks with chosen activities, even when they get hard			
27. Breaks tasks into steps and does them one at a time			
28. Tries to solve problems in different ways, gets needed help			
Physical development			
29. Handles small objects			
30. Moves whole body with confidence			