What is Kindergarten Ready?

Parents and families are a child’s first and most important teachers. Working together, parents and the community can do many things to prepare children to succeed in school. Kindergarten ready is defined as the skills, knowledge, behaviors and accomplishments that children know and can do in these areas of child development: social and emotional; academic skills; creativity and the arts; cognition and general knowledge; physical well being and motor skills.

Kindergarten ready is multidimensional—it’s not just what children know. Being ready to learn includes expressing curiosity, playing and working well with others, following directions, engaging in language, developing literacy and mathematical skills, and handling feelings effectively, as well as having self-help skills.

Why does it Matter?

Having a common understanding of school readiness allows families, early learning providers, and communities to better prepare students for Kindergarten.

Minnesota requirements for entering Kindergarten:
- Age five by September 1\textsuperscript{st}
- Immunizations (shots or vaccinations) up-to-date or have notarized documentation of exemption from immunizations for medical or conscientious objector reasons
- Complete Early Childhood Screening

For information, or to schedule a screening, call 952.928.6726 or visit http://slpcommunityed.com/pre-k/getting-ready-for-kindergarten/

References:

Kauerz, K. 2014. PreK-3\textsuperscript{rd} Grade Implementation Specialist Cadre Training Workshop. http://www.parentsknow.state.mn.us/parentsknow/age3_5/topicsAZ/PKDEV_000427
A parent’s guide for preparing for kindergarten within the family’s daily routine

**Personal and Self Help**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Daily Routine Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dresses self</td>
<td>Snaps, zips, buttons, velcros</td>
</tr>
<tr>
<td>Attends to a task independently</td>
<td>Uses the bathroom and washes hands</td>
</tr>
<tr>
<td>Clean-up skills</td>
<td>Puts toys away when finished</td>
</tr>
<tr>
<td>Performs daily routines</td>
<td>Clears dishes after eating;</td>
</tr>
<tr>
<td>Knows name</td>
<td>hangs up coat independently</td>
</tr>
</tbody>
</table>

**Social and Emotional Developmental Skills**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Daily Routine Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gets along with other children</td>
<td>Responds positively to other children</td>
</tr>
<tr>
<td>Shares and takes turns</td>
<td>Takes turns while playing a game</td>
</tr>
<tr>
<td>Plays or works cooperatively</td>
<td>Colors or builds something together</td>
</tr>
<tr>
<td>Is able to separate</td>
<td>Leaves parents easily</td>
</tr>
<tr>
<td>Is flexible in transitions</td>
<td>Moves easily with preparation</td>
</tr>
<tr>
<td>Exercise emotional control</td>
<td>Calms quietly when becomes upset</td>
</tr>
<tr>
<td>Listens to adults</td>
<td>Takes direction from adults, follows simple rule</td>
</tr>
<tr>
<td>Can or will ask for help when needed</td>
<td>Tries independently, then asks</td>
</tr>
<tr>
<td>Engages in two way conversation</td>
<td>Answers a question when asked</td>
</tr>
<tr>
<td>Sits still and pays attention</td>
<td>Listens to story read to him/her</td>
</tr>
</tbody>
</table>

**Number Readiness Skills**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Daily Routine Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reconizes primary colors</td>
<td>“Let’s wear your blue shirt today”</td>
</tr>
<tr>
<td>Identifies common shapes</td>
<td>Play “I spy” shapes around you (i.e. stop signs)</td>
</tr>
<tr>
<td>Sorts objects by size, color and shape</td>
<td>Make this a game! Sort laundry together</td>
</tr>
<tr>
<td>Understands numbers, quantity</td>
<td>When you are waiting in line, count how many people are in front of you, in back of you</td>
</tr>
<tr>
<td>Counts to 10/counts objects to 10</td>
<td>Counts stars, toys, cars, people</td>
</tr>
<tr>
<td>Counts objects to 10</td>
<td>How many chairs are in our kitchen – count anything and everything</td>
</tr>
<tr>
<td>Understands spatial awareness</td>
<td>Moves toy up, down, over, under</td>
</tr>
<tr>
<td>Understands comparisons:</td>
<td>Who in our family is bigger than you? Smaller? Taller? Shorter?</td>
</tr>
<tr>
<td>less than, more than, shorter than longer...</td>
<td></td>
</tr>
</tbody>
</table>
# Language and Literacy Developmental Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Daily Routine Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td>• Follows two and three step directions</td>
<td>Finishes activity, cleans up</td>
</tr>
<tr>
<td>• Gains meaning by listening</td>
<td>Gives an example from a story</td>
</tr>
<tr>
<td>• Listens to a story attentively</td>
<td>Retells events of a story</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>• Uses scribbles, shapes, letters, pictures, or words to represent a thought or idea</td>
<td>Draws a picture and then explains details about their drawing when asked by an adult</td>
</tr>
<tr>
<td>• Understands print has meaning</td>
<td>Knows that signs have meaning</td>
</tr>
<tr>
<td>• Recognizes their own name in print</td>
<td>Can pick out their own name from a list of names</td>
</tr>
<tr>
<td>• Practices writing their name</td>
<td>Attempts to write their name</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>• Speaks clearly</td>
<td>Speaks in complete sentences</td>
</tr>
<tr>
<td>• Asks and responds to questions</td>
<td>Answers parents simple questions</td>
</tr>
<tr>
<td>• Uses expanded vocabulary</td>
<td>Describe objects</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>• Shows appreciation for books and reading, enjoys being read to</td>
<td>Is engaged when read to daily for at least 10 minutes</td>
</tr>
<tr>
<td>• Understands English, one reads from left to right, top to bottom</td>
<td>Use your finger to point to the text</td>
</tr>
<tr>
<td>• Predicts what will happen next in a story</td>
<td>Talk about the order in which you do things to help your child learn sequencing</td>
</tr>
<tr>
<td>• Retells information from a story</td>
<td>Retell stories to each other. Tell stories about your daily activities too.</td>
</tr>
<tr>
<td>• Aware of rhyming words</td>
<td>Plays rhyming games together</td>
</tr>
<tr>
<td>• Differentiates between letters and numbers</td>
<td>Can identify some letters and numbers</td>
</tr>
</tbody>
</table>

# Physical Development

<table>
<thead>
<tr>
<th>Skill</th>
<th>Daily Routine Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Able to perform simple fine motor skills</td>
<td>Assembling puzzles, holds writing tools correctly, uses scissors, build with small blocks</td>
</tr>
<tr>
<td>• Combines movement to accomplish physical tasks</td>
<td>Runs, jumps, throws, kicks, hops, catches ball and buckles a seat belt</td>
</tr>
</tbody>
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