

Ready, Set, Go for Success in Kindergarten in St. Louis Park Public Schools

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 1st
- 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-3rd 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

Skill

- Dresses self
- Attends to a task independently
- Clean-up skills
- Performs daily routines
- Knows name

Daily Routine Examples

- Snaps, zips, buttons, velcros
- Uses the bathroom and washes hands
- Puts toys away when finished
- Clears dishes after eating; hangs up coat independently

Social and Emotional Developmental Skills

Skill

- Gets along with other children
- Shares and takes turns
- Plays or works cooperatively
- Is able to separate
- Is flexible in transitions
- Exercise emotional control
- Listens to adults
- Can or will ask for help when needed
- Engages in two way conversation
- Sits still and pays attention

Daily Routine Examples

- Responds positively to other children
- Takes turns while playing a game
- Colors or builds something together
- Leaves parents easily
- Moves easily with preparation
- Calms quietly when becomes upset
- Takes direction from adults, follows simple rule
- Tries independently, then asks
- Answers a question when asked
- Listens to story read to him/her

Number Readiness Skills

Skill

- Recognizes primary colors
- Identifies common shapes
- Sorts objects by size, color and shape
- Understands numbers, quantity
- Counts to 10/counts objects to 10
- Counts objects to 10
- Understands spatial awareness
- Understands comparisons: less than, more than, shorter than longer...

Daily Routine Examples

- "Let's wear your blue shirt today"
- Play "I spy" shapes around you (i.e. stop signs)
- Make this a game! Sort laundry together
- When you are waiting in line, count how many people are in front of you, in back of you
- Counts stars, toys, cars, people
- How many chairs are in our kitchen – count anything and everything
- Moves toy up, down, over, under
- Who in our family is bigger than you? Smaller? Taller? Shorter?

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Language and Literacy Developmental Skills

Skill

Listening

- Follows two and three step directions
- Gains meaning by listening
- Listens to a story attentively

Daily Routine Examples

- Finishes activity, cleans up
- Gives an example from a story
- Retells events of a story

Writing

- Uses scribbles, shapes, letters, pictures, or words to represent a thought or idea
- Understands print has meaning
- Recognizes their own name in print

- Practices writing their name

- Draws a picture and then explains details about their drawing when asked by an adult
- Knows that signs have meaning
- Can pick out their own name from from a list of names
- Attempts to write their name

Speaking

- Speaks clearly
- Asks and responds to questions
- Uses expanded vocabulary

- Speaks in complete sentences
- Answers parents simple questions
- Describe objects

Reading

- Shows appreciation for books and reading, enjoys being read to
- Understands English, one reads from left to right, top to bottom
- Predicts what will happen next in a story
- Retells information from a story

- Aware of rhyming words
- Differentiates between letters and numbers

- Is engaged when read to daily for at least 10 minutes
- Use your finger to point to the text
- Talk about the order in which you do things to help your child learn sequencing
- Retell stories to each other. Tell stories about your daily activities too.
- Plays rhyming games together
- Can identify some letters and numbers

Physical Development

Skill

- Able to perform simple fine motor skills

- Combines movement to accomplish physical tasks

Daily Routine Examples

- Assembling puzzles, holds writing tools correctly, uses scissors, build with small blocks
- Runs, jumps, throws, kicks, hops, catches ball and buckles a seat belt