

Kindergarten Readiness

1.) Gross Motor Skills:

Motor development is the most visible innate ability. It is easily seen by others. It is acknowledged, compared to, commended or criticized. With any skill, to develop it, one needs to explore it, to experience it, to practice it. Every single thing children do is building their understanding and their abilities. From day one, we need to be providing as many experiences and as much freedom as we can to provide children with the opportunities to manipulate their muscles, to find the limits, to increase the ability, to determine what movement the situation calls for and how to make it happen.

What is Involved?	Locomotion	Manipulation	Stabilization
<ul style="list-style-type: none"> • Body awareness • Problem solving • Movement awareness • Predicting • Timing • Muscle memory • Coordination • Spatial awareness • Motor recall • Decision making 	<ul style="list-style-type: none"> • Running • Skipping • Jumping • Hopping • Walking • Climbing • Chasing • Dodging 	<ul style="list-style-type: none"> • Throwing • Catching • Collecting • Pinching • Squeezing • Punting • Dribbling • Kicking • Striking • Rolling 	<ul style="list-style-type: none"> • Bending • Stretching • Hanging • Flexing • Twisting • Turning • Rolling • Curling • Landing



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2.) Fine Motor Skills:

Pre-kindergartners benefit from experiences that support the development of fine motor skills in the hands and fingers. Children need to build strength and dexterity in their hands and fingers before being asked to manipulate a pencil on paper. Working on dexterity and strength can eliminate the development of an inappropriate pencil grasp, which is becoming more common place as young children are asked to engage in writing experiences before their hands are ready. The following activities involve the use of manipulatives which support young children's fine motor development and will help to build the strength and dexterity necessary to hold a pencil appropriately.

Cutting	Play dough & Crafts	Placing and Pasting	Tracing and Coloring	Self-Care Skills
<ul style="list-style-type: none"> •A fringe from a piece of paper •Cut of corners of a piece of paper •Cut along curved lines •Cut lines with a variety of angles •Cut figures with curves and angles •Cut clay with blunt scissors 	<ul style="list-style-type: none"> •Molding and rolling play dough into balls-using the palms of the hands. •Using pegs or toothpicks to make designs in play dough. •Cutting play dough with a plastic knife or with a pizza cutter holding the implement in a diagonal grasp. •Picking up objects using large tweezers or a smaller serving tong. Pick up Cheerios, sugar cubes, small marshmallows, pennies, etc. •Lacing and sewing activities such as stringing large beads, cheerios, macaroni, etc. 	<ul style="list-style-type: none"> •Place a variety of forms (ex. Blocks, felt, paper, string, yarn, cereal, cotton) on outlines •Match shapes, color, or pictures to a page and paste them within the outlines 	<ul style="list-style-type: none"> •Use a thick black line if needed •Trace and then color shapes, increasing the size and complexity 	<ul style="list-style-type: none"> •Buttoning •Lacing •Tying •Fastening snaps •Zipping •Carrying •Using a screwdriver •Locking and unlocking a door •Winding a clock •Opening and closing jars



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3.) Social & Emotional Readiness

To get your child emotionally ready for Kindergarten, provide opportunities that involve adults other than parents, play age appropriate board or card games where turns are taken and patience is learned, have family dinners at the table where conversation is practiced and provide age appropriate opportunities to demonstrate responsibility.

	Child	Parent
Ready to separate	<ul style="list-style-type: none"> • Understands and trusts that parents will return 	<ul style="list-style-type: none"> • Understands and trusts that school will keep child/children safe • Kiss and go
Ready to trust	<ul style="list-style-type: none"> • Feels safe even when parents are not around 	<ul style="list-style-type: none"> • Children will be safe • We care for your children as well and want the best for them. • Children can feel and sense what parents are feeling.
Ready to learn how to share and work together	<ul style="list-style-type: none"> • Now part of a community of learners where games, supplies, etc. are everyone's. • Uses appropriate manners – excuse me, please, thank you • Uses an inside voice • Asks for help when needed 	<ul style="list-style-type: none"> • Know that your child is now 1 of 23 or so and that each are equally important.
Ready to learn how to wait	<ul style="list-style-type: none"> • To gets a drink • Listens when someone else is talking 	<ul style="list-style-type: none"> • Trust the process • There is a plan



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	<ul style="list-style-type: none"> • Goes to the end of the line when lining up • Can take a turn on the swings • Walks places instead of runs 	
Ready to assume responsibility and independence	<ul style="list-style-type: none"> • Zips of coat • Dresses oneself (tie shoes, snap, button, zip, shirts, pants and coats) • Puts on own shoes, hats, mittens, snow boots • Flushes toilet, washes hands with soap and water, dries hands • Closes the door when using the bathroom • Cleans up after oneself • Wiping own nose and washing hands afterwards • Practicing writing first and last name • Learning address and phone numbers 	<ul style="list-style-type: none"> • Your role is to get them up, feed them, and get to school on time. • Allow children to pack own backpacks, hang up coats, remember library books, and organize homework area. • Allow opportunities for children to make choices and then hold accountable for those decisions. • Take responsibility when mistakes occur (e.g. hurting someone's feelings, breaking something, etc.)
Ready to handle situations, emotions, fears	<ul style="list-style-type: none"> • Can be empathetic • Can verbally communicate needs and wants appropriately 	<ul style="list-style-type: none"> • Be open and honest with teachers and school personnel about celebrations, concerns, and comments. • Empathy
Ready to follow teacher's agenda	<ul style="list-style-type: none"> • Listens • Can follow directions given only once • Can Sit • Walk in a line • Can transition more often 	<ul style="list-style-type: none"> • Looking through open eyes • Asking for clarification before jumping to conclusions



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4.) Academic Readiness

	Skills	How to Develop the Skills
Language	<ul style="list-style-type: none"> • Uses descriptive words • Uses common opposites • Speech should be completely intelligible, in spite of articulation problems • Should be able to repeat sentences up to 9 words • Define common objects in terms of use • Follow 3 simple commands without interruptions • Knows age • Simple time concepts; day, night, afternoon, morning, tomorrow, yesterday. 	<ul style="list-style-type: none"> • Conversations, conversations, conversations • Talk about the world around you and your child. • Spend more time talking and less time watching TV. • Choose to watch TV together and then talk about the show or movie together. • Play games • Ask questions • READ-READ-READ
Math	Attributes (sorting and classifying) <ul style="list-style-type: none"> • Same and different 	Sort common objects by different attributes such as shape, color, and size.



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	<ul style="list-style-type: none"> • Colors • Shapes <p>Opposites</p> <p>Prepositions (directions)</p> <ul style="list-style-type: none"> • On, under, apart, together, around, top, bottom, in, out (3-4 yrs) • In front of, in back of, next to, between, near, far, before, after(4-5 yrs.) <p>Number sense</p> <ul style="list-style-type: none"> • Different than letters • Counting to 10 <p>Patterns</p> <ul style="list-style-type: none"> • Identifying in nature and at home • Repeating with clapping, stomping, etc. 	<ul style="list-style-type: none"> • Buttons • Blocks <p>Conversation, dialogue, and directions around description and location of common objects.</p> <ul style="list-style-type: none"> • "Put the book under the green chair." • "Hang the blue coat beside the red coat." • "How are these blocks the same?" • "How are they different?" <p>Provide opportunities for children to experience opposites.</p>
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