

Welcome to Kindergarten

Dear Future Cougar Families,

Welcome to Kindergarten at Prairieland Elementary School! We are looking forward to getting to know you and your child as we prepare for the new school year. As kindergarten teachers, we know that you are often nervous about your child's readiness for kindergarten, so we have compiled a collection of handouts that we think are a good match to the expectations for Unit 5 kindergartners, and especially our Kindergarten Cougars.

We have included some articles about how to prepare your child for the transition to kindergarten. One of the main things we want to stress is keep it positive! PLEASE don't tell your child that you will miss them so much while they are at school, it will make them feel bad for leaving you! Tell them how proud you are of them for going to kindergarten, how much fun they will have, and how you can't wait to hear about their day when they get home because you know they will be having so much fun!

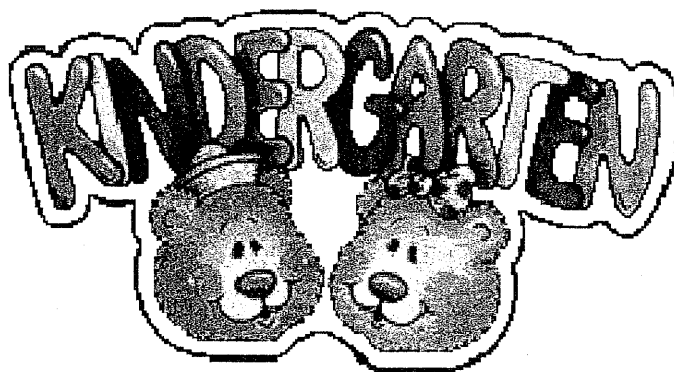
Other articles we have included share things that a typical kindergartner should be developmentally able to do. When they come to school in the fall, they should have basic self-help skills such as using the restroom independently, putting on coats and shoes, zipping up and putting on their backpack etc... We also expect them to be able to listen to a story for a reasonable amount of time, take turns with a friend when playing a game, and have control over their body and voice so they are not impeding the learning of themselves or their classmates. Having patience is also a skill that is very important in kindergarten. Children will need to be able to wait their turn when there are sometimes up to 30 of them and only one teacher! Please help them practice this at home. It is one of the most helpful skills incoming kindergartners can have!

Academic readiness is another area for which we have provided information. Kindergarten is not what it used to be academically. We have what has been called a "rigorous curriculum" now, and although we do our very best to make it developmentally appropriate and fun, there is still a lot of learning that takes place. Children who come to school with some good basic skills will find it an easier transition to kindergarten. Letters and sounds, numbers and counting, and writing their name are all good things to practice before coming to school. Solid fine motor skills are also vital to your child's experience in kindergarten. Please let them experience pencils, crayons, scissors and glue. We do a lot of writing in kindergarten, so a correct pencil grip is also very important. We are providing your child with a pencil and rubber grip that will help them grasp it with the proper form. We would like to encourage you to work with your child so they are comfortable with holding the pencil with the three-finger "tripod" grasp because a non-traditional grasp will quickly wear out their fingers and make it harder for them to write.

We realize this is quite a bit of information and it can be a bit overwhelming. Should you have any questions or concerns, please don't hesitate to contact one of us. We love what we do and are always happy to "talk kindergarten!" We look forward to working with you next year to help our newest Kindergarten Cougars develop into well rounded, respectful, caring students with a love of learning!

Sincerely,

Ms. Britta Armstrong, Ms. Natalie Brawner, and Mrs. Kristi Williams



Entering Kindergarten can be the most important step in your child's school career. A child that is ready for Kindergarten can establish positive attitudes about school that will continue for years. Children that enter school too soon can develop attitudes of frustration and failure. As a parent, you must make an important decision as to when your child is ready to take that step.

The following areas may help you to determine if your child possesses the skills that will allow him/her to be ready for Kindergarten.

1. Social Skills
2. Real-life experiences
3. Academic readiness

SOCIAL SKILLS

This area may be the most important readiness skills for Kindergarten. As a parent, you must provide the opportunities for your child to develop good social skills. This can be achieved if you have...

- ...developed family rules in your home.
- ...developed rules to follow while out in public, (stores, restaurants, parks, etc...).
- ...developed a sense of responsibility in your child.
- ...arranged interaction with other children in a structured and an unstructured environment.

The following is a list of good social skills:

- listens to and follows directions
- obeys rules
- adjusts to a routine
- uses manners (please, thank you, etc...)
- takes care of personal property
- cleans up
- talks nicely to others
- takes turns
- pays attention to a story or activity
- plays fair

REAL LIFE EXPERIENCES

Providing a wide range of experiences can aide your child in the learning process.

1. Experience a ride on different forms of transportation (boat, train, bus, airplane, etc...)
2. Become familiar with different places and discuss their purpose or function with your child.
 - library
 - farm
 - zoo
 - museum
 - post office
 - fire department
 - police station
 - airport
3. Read to your child. Have them...
 - retell the story.
 - act the story out.
 - predict what will happen next.
 - sequence the events.
4. Visit family members or friends in a nursing home or hospital.
5. Sing, dance, and enjoy music with your child.
6. Provide the opportunity for your child to earn his/her own money, and spend or save it.
7. Encourage creativity in playing. Make the following available to your child:
 - dress up clothes
 - crayons
 - paper
 - scissors
 - sand
 - balls
 - play-doh and paint
 - several objects for counting
8. Help your child become independent and apart from you.
 - zipping coat, buttoning shirt, tying shoes, etc...
 - using a tissue
 - washing hands with soap after using the restroom
9. Provide lessons or activities that will teach: fun, following rules, sportsmanship, and gross motor skills (jump, hop, skip, gallop).
10. Teach your child identification information:
 - first and last name
 - address
 - city and state
 - phone number
 - parents' names

ACADEMIC READINESS

Academic readiness is the least important skill to have developed prior to Kindergarten. If your child has a strong background in social skills and has been given many real-life experiences, academic progress will come much more naturally for your child.

An activity/coloring book has been created for your child to give him/her a glimpse as to some of the things that will be taught in Kindergarten.

In Kindergarten, your child will be learning the following:

- to recognize upper and lower case letters and the sounds associated with these letters
- to write using the Zaner-Bloser (block) style of handwriting
- to recognize and write his/her name using the correct pencil grip and letter size
- to recognize and count the numbers to 100, use "Everyday Mathematics" materials to count, sort, pattern, graph and eventually add and subtract
- to identify colors and recognize the color words as well as other kindergarten words
- to explore, discover, and create in learning centers
- to make friends, share experiences, and have fun while learning in Kindergarten

Hopefully, this information can help you decide if Kindergarten is the right choice for your child next fall.



Kindergarten

Connection

WORKING TOGETHER FOR SCHOOL SUCCESS



KIDBITS

Things will get better

If your child becomes shy or tearful, or starts sucking her thumb during the first weeks of kindergarten, don't be alarmed. Almost any reaction is normal. Reassure her that things will be better as she gets used to school and her teacher. If her anxiety continues, contact the teacher.

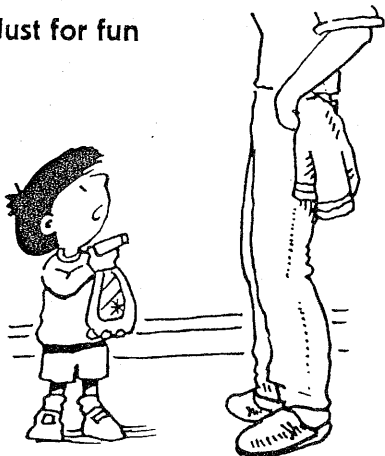
Dream team

Get to know your child's teacher as soon as possible. If you can't meet in person, introduce yourself with a note. When the two of you team up, your child is the winner!

Take a look

Now that your child has started kindergarten, here's a great habit to begin: Sit down with him each day to look at the items he brings home from school. *Benefit:* You'll see what your child is doing and your interest will encourage him.

Just for fun



"I thought you said we were going to use elbow grease. This looks like glass cleaner."

The Adventure Begins!

Off to kindergarten

Imagine that you're starting a new job tomorrow. You've never met your boss or your co-workers. You aren't even sure what your duties will be.

Wouldn't you be a bit nervous—as well as excited? That's probably how your child feels about starting kindergarten.

How can you help him get off to a great start? Here's what several kindergarten teachers have to say:

Simple clothing is best

"Send your child to school in comfortable clothing. One-piece outfits with buttons or buckles are hard to handle in the bathroom. Shoes with soft soles, such as tennis shoes, are safer on the playground than sandals and flip flops. Also, please label boots, hats, and mittens."

Practical book bags

"Get a book bag your child can open and close by himself. It should be big

enough to hold a large library book.

Label the bag with your child's name, the teacher's name, and room number. And notice what he takes to school. For example, toys can be a real distraction."

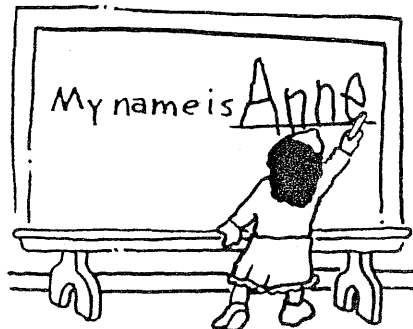
Make lunches easy

"Can your child open his own lunch box, thermos, and food containers? If he has to wait for the teacher to help, he may not have much time to eat. If he's having trouble with hard-to-open containers, find some that are easier. If he can't open his thermos, get one with a spout."

Once your child learns to handle his own belongings, he will be better prepared to try new things in kindergarten! ♥

ASK YOURSELF

- ✓ Do you know your school's policy on arrival and dismissal, late drop-off, early pick-up, lunch, medicine, and transportation?
- ✓ Does your child know her first and last name, her parents' or guardians' first and last names, the names of her teachers, her phone number, bus number, and where to go when she arrives at school?
- ✓ Does the school know how to reach you in an emergency? If not, give your home and work numbers as well as the number of someone to call when you can't be reached. ♥





ACTIVITY CORNER

Bath math

You can help your kindergarten child learn math while he splashes around in the tub. How?

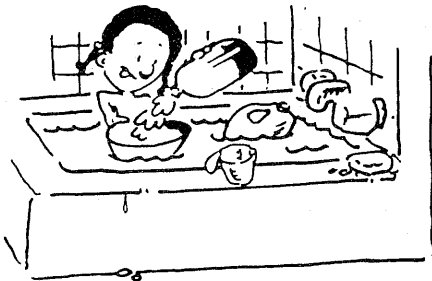
Fill the tub with water and add plastic containers of different sizes (no glass, please).

Old milk containers work well for quart, half-gallon, and gallon sizes. Toss in an 8-ounce measuring cup and a pint-size container as well.

Now the fun begins. As your child plays, ask questions such as:

- Which holds more water—the cup or the pint?
- How many cups of water will it take to fill the quart? The half-gallon?
- How many quarts of water does it take to fill the gallon?

Not only will your child have good, clean fun—he will also learn a great deal about sizes and measures. ♥

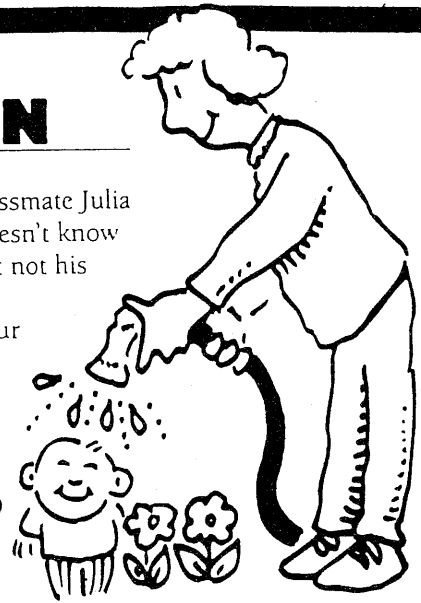
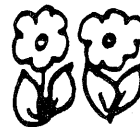


Kinder-GARDEN

Your child can't tie her shoes, but her classmate Julia can. Julia's mother worries because Julia doesn't know the alphabet. Keith knows the alphabet, but not his colors.

It's time to stop worrying about what your child *can't* do. Instead, focus on what she *can* do. Find her special talents and let her know you think she's great!

Like plants, children grow at different rates. Some bloom early and others bloom late. Remember, there are no weeds in kindergarten. ♥



Read all about it!

When you read to your children, they get the message: "Reading is important!" If you have time, read a children's book aloud. But if time is short, read whatever is handy.

Examples: While cooking and using a recipe, read some of the directions. If your children want to know what's on television, read from the TV guide. At the grocery store, try reading labels. In the car, you can read billboards and road signs.

When you "read all about it," your children will, too. ♥

Q&A

Q. How can I help my son be more responsible and confident now that he's started kindergarten?

A. One good way is to let him help out around the house. For example, your kitchen is full of opportunities for little hands to do real work.

Give him a small broom and dustpan for sweeping—especially under the table, after eating.

At mealtime, he can unload silverware from the dishwasher or drain, and place it in a drawer.

After grocery shopping, ask him to help you empty grocery bags and put items away.

He can also assist with meal preparation by mixing, kneading dough, washing and tearing lettuce for a salad, and setting the table. ♥



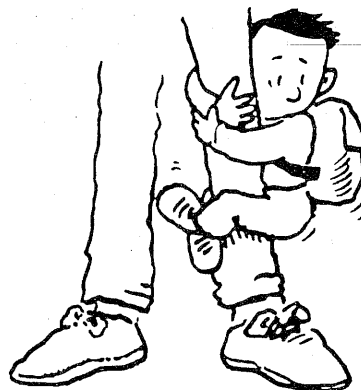
PARENT TO PARENT

The First Day

I didn't know who was going to cry on my daughter's first day of kindergarten—her or me.

We had planned and prepared. We visited the classroom and met the teacher in advance. Then we practiced walking to the bus stop. Next, I labeled my daughter's backpack with her name, address, and phone number. We even practiced tying her gym shoes and zipping her jacket. We were ready!

Kate gripped my hand as we walked to room 110. "Can you come in with me, Mommy?" she asked, not letting go of my hand. My heart sank—I knew she was about to cry. Before I could answer, one of her friends called out from the classroom, "Hey, Kate! We've got the same teacher. Come sit by me!" Suddenly, my hand was empty and my eyes were full. ♥



OUR PURPOSE

To provide kindergarten parents with practical ways to promote school success, parent involvement, and more effective parenting

Kindergarten Connection
1105 North Royal Avenue, Front Royal, VA 22630
(703) 635-9911



Before the 1st Day

(For Parents)

Emergency Contacts

Make sure the school has names and telephone numbers of people to contact in an emergency.



Make alternative pick-up plans for unexpected problems.

School Personnel

Keep the names and numbers of important school personnel handy. (classroom teacher, principal, assistant principal, bus garage) Contact them when you have an interest, problem, or concern.

Meet the Teacher

If possible, meet the teacher in person. Schools generally hold kindergarten round-ups in the spring and an open house just prior to or after the first day of school. If you cannot attend these activities, call the teacher and arrange a meeting (in person if possible, or by phone).



Transportation Plans

If your child will ride the bus, find out the bus number along with where and when it stops. Make plans for getting your child to the bus stop. Consider plans for rainy days.

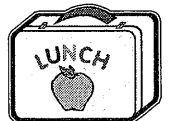


If your child will walk, make plans for someone to accompany him or her. Review safety rules. (See Tip Sheet in Violence Theme Packet) Make arrangements for rainy days (picking up at school, providing a raincoat or umbrella).

If you plan to drive your child, contact the school to find out how and where to drop-off and pick-up. Schools generally have plans for traffic flow and identifying students when their car arrives. Make plans for possible car break-downs.

Meal Plans/Information

Decide whether your child will take his or her lunch, or purchase school meals. If you wish to pack your



child's lunch, you can choose to purchase milk only.

If your child will eat school lunches, contact the school to find out the price. Free and reduced price meal applications should be sent out by the school by the first day of school and processed within one week.

Attendance Information

Calendars are given out by the schools. They include information about start days, ending days, holidays, teacher planning days, PTA meetings, special activities, etc.

Find out what to do when your child misses school. Generally, a note from the parent/guardian for an absence to be excused is acceptable.

Find out school procedures for a student who arrives late for school. Usually, the child must be "signed in" at the office before going to his or her classroom.

Parent Organizations

Nearly every school



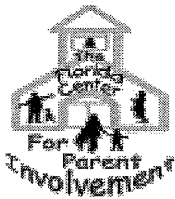
has some form of a parent-teacher organization. These groups usually send home letters to parents/guardians at the beginning of the school year. These letters will define different ways that you can get involved in your child's school.

Supplies



The schools generally provide a list of supplies that are needed. This is sometimes done at the spring round-up or by the individual teacher at open house just prior to the start of school. Since kindergarten classrooms are required to provide a rest time, many schools ask children to come with a "nap mat or towel." Check with your school.

For more information contact:



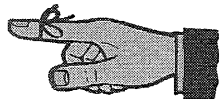
Before the First Day

(For the Children)

Personal Information

Your child should know the following personal information before leaving for school:

full name
address
telephone number
emergency contact person's name

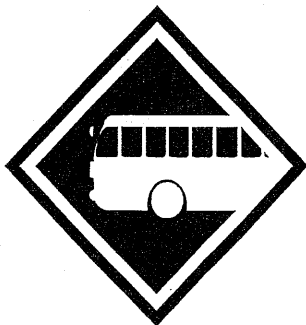


If your child does not know this information, write it down and keep in backpack, lunchbox, or pocket. For safety, do not place on the outside of your child's clothing.

Bus Routine

Do a "practice" walk to the bus stop. Point out landmarks along the way.

This is a good time to talk about safety issues. (See safety below)



Visit School

Take your child for a visit to the school. If you are planning to drop-off and pick-up, practice this procedure.

Introduce your child to the teacher. Walk around the school. Find the cafeteria, office, classroom, art room, computer room, playground, etc. (Tours of the school are often provided during spring round-up or fall open house)



Use Public Restrooms

Give your child opportunities to use restrooms in public places. This enables your child to feel more comfortable with the restrooms in school.

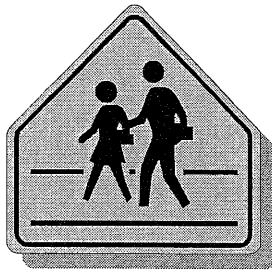


A project of The Florida Partnership for Parent Involvement

Center of Excellence ♦ Louis de la Parte Florida Mental Health Institute ♦ Florida's Children's Forum
Home Instruction Program for Preschool Youngsters ♦ Hillsborough County Head Start ♦ Hillsborough County Even Start

Schooltime Schedule

Establish a schooltime schedule. Consider bathtime, bedtime, wake-up time, time for dressing, packing lunches, and getting supplies together. Have your child help you in making this schedule. Make it clear which responsibilities are yours and which are your child's.



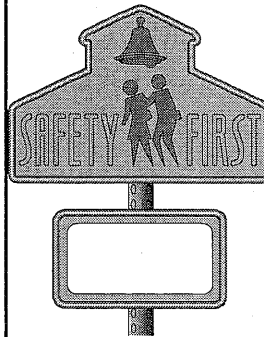
Self-help Skills

Encourage your child to take responsibility and accomplish tasks independently.



Self-help skills that will help your child in kindergarten are:

- ✓dressing
- ✓tying shoes
- ✓toileting
- ✓washing hands
- ✓putting personal items away



Safety Rules

Make sure your child understands and obeys safety rules such as:

- ◇cross the street at crosswalks
- ◇walk on sidewalks
- ◇refuse gifts or rides from strangers
- ◇sit on the bus


For more information contact:

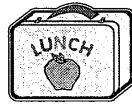



The Final Days


(Tips For Final Preparation & Drop-off)

The Week Before...


 Get the supplies requested by the school (book bag, crayons, glue, nap mat or towel, etc.)




 Label all personal items with your child's name in permanent ink. (Clothing, lunch box, book bag, nap mat or towel, etc.)

 Take prescription medication that must be administered during the school day to the school nurse.




 Discuss plans for drop off and pick up in detail. (If possible, do a "practice run" prior to the first day.)




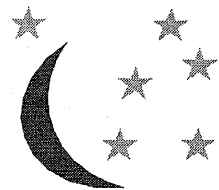
 Plan a separation routine. If possible, include your teacher or car

pooling partner in the routine (be sure to let them know about it ahead of time). Select a series of steps that you will take every day. (Child puts belongings away, parent describes what they will do after school and says good-bye, child goes to her teacher/driver/walk partner for a morning greeting, parent leaves).


 Discuss any last minute fears or questions (What if I have to go to the bathroom? What if I forget where you are going to pick me up?)

The night before


 Review a school-day routine with your child (bath time, bed time, wake up time, homework time) **ENFORCE BEDTIME** to make sure your child will be well rested.




MONEY TALK


 Put money for meals in an envelope with your child's name and what it is for on the outside. Put

the envelope in a safe place (book bag, secure pocket, etc.)


 Put clothes out the night before. Make sure that your child will be dressed appropriately for the weather and school setting.


The first day


 Wake up in plenty of time to prepare for school.


 Have your child eat breakfast at home or make sure that he has money and time for breakfast at school.

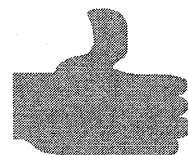


 Review the drop-off and pick-up procedures & separation routine with your child.


 Make sure your child knows his full name, address, phone number, and emergency contact. If he does not know this, write it down and put it with his personal belongings.

 Arrive on time; before school starts, but not so early that there is no supervision. Remember, a long wait for class to begin can add to the stress.

 Leave your child promptly, with a positive attitude, after you have completed your planned separation routine.



At the end of the first day

 Greet your child at the planned time and place.

Ask your child about her day.
If you simply ask "How was your day?" The response will likely be "Okay." Or "Fine." Instead, ask specific questions such as "What was the best thing that happened today?" "Who is the funniest person in your class?"

For more information contact:



What to Expect of a Kindergartener

NOTE: Kindergarten children come to school with very different backgrounds and personalities. Yet despite this diversity, they often share certain characteristics.

A child entering kindergarten will probably:

- ❖ Prefer a fairly routine schedule.
- ❖ Perform better under consistent discipline. Like opportunities to show independence.
- ❖ Seek affection and security within the home.
- ❖ Be independent in eating, dressing and sleeping.

Physically, most kindergartners will be:

- *extremely active for short periods, separated by longer periods of calm and quiet.
- *maturing in large and small muscle control.

- *susceptible to childhood diseases.
- *beginning to lose primary teeth and get permanent teeth.
- *somewhat farsighted as their eyes are not yet mature.
- *Lacking full development of eye-hand coordination.
- *Learning to snap fingers, whistle and wink.

Socially and emotionally, a child in kindergarten will probably:

- ◆ Have a creative and vivid imagination.
- ◆ Show pride and concern about his possessions.
- ◆ Argue with peers frequently.
- ◆ Like immediate results, not remote goals.
- ◆ Have difficulty understanding and remembering rules.
- ◆ Change her mind often.
- ◆ Be very curious.
- ◆ Procrastinate in completing tasks, particularly adult-directed tasks.

You can help meet the developmental needs of your child by encouraging participation in selected activities. Let your child:

- Ask permission to use the possessions of others. Teach him to understand that respect for personal property is a two-way street.
- Go shopping with you, make a purchase, pay for the item and receive the change.
- Talk on the telephone with friends and relatives so he gains experience in answering the phone and in asking to speak to the person called.
- Know that words like "excuse me," "please" and "thank you" should be used daily as a form of courtesy to others.
- Know that she can expect a reasonable amount of personal privacy. Knock on her door before entering and expect her to do the same when entering your room.
- Know that he must wait his turn in group activities, but allow him to be first at times.
- Establish relationships with friends his age. Let him visit his friends and gradually allow him to be away from home for longer

periods of time.

- Have opportunities to talk about herself and her activities and know that someone is listening.
- Parents tend to talk to their child rather than with her.
- Have responsibilities that fit her age such as picking up toys, caring for pets, hanging up clothes.
- Know that he is accepted as he is.
- Refrain from openly comparing your child to other children, especially his siblings, and realize that terms such as "dumb," "stupid" and "clumsy" should be avoided when addressing your child.
- Have a reading session every day, even if you only have time to read 10 to 15 minutes. Let your child sit close to you. Be relaxed and enjoyable during the reading period.
- Know that she is loved. The greatest gifts you can give your child are time and honest praise.

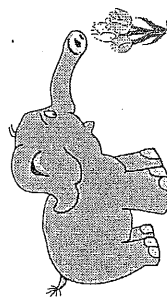
The text of this tip sheet was written by the North Dakota State University; NDSU Extension Service

For more information contact:

- ☐ Follow basic safety rules, such as looking both ways before crossing the street.
- ☐ Group items according to form, color and use.
- ☐ Have some understanding of how the world works (grandpa is older than a child; an umbrella is used when it rains).
- ☐ Know basic colors and numbers up to twenty.

Try this!

- Give many chances for your child to draw and print using markers, crayons and pencils. Keep lots of paper handy, too.
- Provide activities that build skills for small muscles in the hands, such as cutting out shapes with scissors or stringing beads.
- Use building blocks to show form, color and groups.
- Tell positive stories, not scary, to explain safety issues.
- Point out different shapes in your house, as you travel, in a store. A stop sign is an octagon, a price tag is a rectangle, the traffic light has circles.
- Talk about the world and things in it, like spring comes before summer.



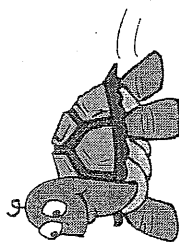
Important Notes:

- Proper food, exercise, up-to-date shots (immunizations), and good health prepare a child for kindergarten. For Colorado

information on health, mental health, family environment and other topics on early childhood, visit Qualistar Early Learning at www.qualistar.org/ (303) 339-6800.

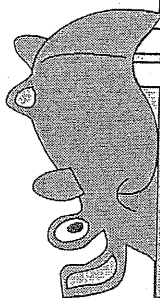
- Concerned about your child's development or emotional health? Your local school district is required to provide free screening and initial assistance for children three years and older. Contact your local district's Child Find office or see the CDE directory at www.cde.state.co.us/cdesped/download/pdf/CF_Directory.pdf.
- To be able to learn, children need trust and stability, times of quiet and peacefulness. Turn off the television and electronic gadgets; share family periods.
- Other literacy information, from the Children's Literacy Coalition, can be found at www.kidsliteracycolorado.douglascountylibraries.org.

The 6 Components of Early Literacy



These six basic skills help children move easily into reading. Practice these with your child.

- **Print motivation:** interested in and enjoy books
- **Phonological awareness:** hear and play with smaller sounds of words
- **Vocabulary:** know the names of things
- **Narrative skills:** describe objects and events and tell stories
- **Print awareness:** notice print, hold a book the right way, follow words on a page
- **Letter knowledge:** know letter names, sounds, shapes



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Getting Ready for Kindergarten

Ready? Set?



Go!

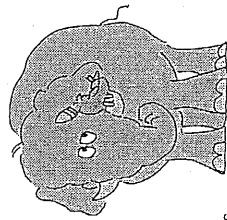
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Ready?

As a parent or caregiver, you can help your child succeed in kindergarten.

Research shows that language development (speaking and listening) during early childhood is important for success in school. Children don't need to know how to read before kindergarten, but they need to practice many skills to get ready. They love repetition and hearing the same sounds and stories over and over. This builds strong pathways or bridges in their brains to help learning.

You can help with two main activities—talking to your child and reading aloud. Children who hear a variety of words from adults recognize and understand important concepts when they begin to read. Your partner in this process is your library, with free books, activities and advice.



Go!

Most children entering kindergarten can perform the tasks listed in the following sections at least sometimes. Your child's development may be a little faster or a little slower in a certain area. Have patience, trust your judgment and don't be overly critical. If you make time for your child and have fun, the rest will follow.

Language and Reading

Most kindergarteners can:

- ☐ State their names, home addresses and telephone numbers.
- ☐ Identify some labels and signs (like McDonald's or stop sign).
- ☐ Know some letters and make letter-sound matches.
- ☐ Understand that writing carries a message.
- ☐ Enjoy listening to and talking about story books.
- ☐ Ask and answer questions related to the story.
- ☐ "Read" familiar books alone, often by memory, using picture cues.
- ☐ Understand that we read English from left to right, top to bottom.
- ☐ Speak clearly and understandably.

Try this!

- Read aloud to your child daily. Ask questions about the story, or guess what might happen. Use different voices for characters to make the reading interesting.
- Choose books and activities that are fun



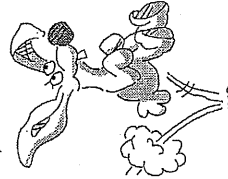
for both of you. Look for simple concepts (letters, numbers, shapes, and colors), easy plots, rhyming language, and nice pictures.

- Show your child many ways in which writing is used—signs, menus, lists, recipes, grocery store, street signs. Ask for help in finding letters and words.
- Use games (for example, pretend to be a mail carrier) to teach the child his address and phone. Play listening games with verbal clues and directions (I Spy...).
- Help your child get a library card and visit the library regularly. Attend story times. Choose books and participate in activities.
- Write or make up stories together. You can start a story, and your child can finish. Or take turns. If you write it down, have your child draw pictures for the story.
- Sprinkle word games throughout your day that help your child hear differences in words—rhymes, names of things that start with the same letter, compound words.
- Be a good example. Let children see you reading the newspaper, magazines, recipes, anything, as well as writing (a grocery list, letters, notes).

Social and Emotional Skills

Most kindergarteners can:

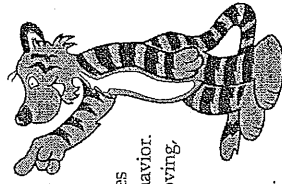
- ☐ Follow classroom routine.
- ☐ Play cooperatively with others.
- ☐ Label and express feelings and emotions.
- ☐ Try new activities willingly.
- ☐ Stand up for themselves but know that bullying and violence are wrong.



- ☐ Wait fairly patiently for a turn or to speak
- ☐ Take care of personal needs such as toilet, hand washing, clothing.
- ☐ Pay attention to a story or activity for ten minutes.

Try this!

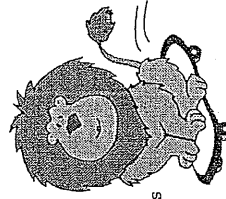
- Give your child chances to play with others. Notice how he gets along.
- Explain consequences of good and bad behavior. Be reasonable and loving, but follow through.
- Encourage children to try different activities and games. Arrange outings to the library, zoo, park or museum. Talk about what you see.
- Play games that require taking turns and paying attention, such as children's board games with easy-to-follow instructions.
- Encourage children to talk about feelings. Share books that explore emotions.



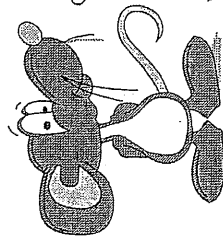
General Knowledge and Motor Skills

Most kindergarteners can:

- ☐ Identify body parts, such as head, toe, elbow.
- ☐ Draw a vertical and horizontal line.
- ☐ Cut paper with blunt scissors. Hold a pencil correctly.
- ☐ Copy letters and shapes, such as circles and squares.
- ☐ Understand the ideas of numbers, days of the week.



Set?



Children's play is their work, and they learn by doing and experimenting. Fascinated by the world around them, they love to ask

questions and talk about everything. You increase their curiosity by showing interest in what they are saying.

Pre-schoolers are learning about letters and sound, pictures and print. When you read to children, you teach them how letters and words work, how to hold a book, turn pages, listen and gain meaning from the written word. At this age, children also develop a basic understanding of numbers, can match and label shapes, identify colors and understand spatial concepts.

DEVELOPMENTAL PROFILE OF A FIVE-YEAR-OLD

Here's a ready reference on the range of abilities of a five-year-old child.

SOCIAL-EMOTIONAL

- chooses friends
- prefers friends own age and same sex
- uses props for role-playing
- enjoys pretending in play
- directs other children in play
- understands rules of simple, competitive games
- plays cooperatively with peers without adult supervision
- expresses emotions in acceptable ways
- shows awareness and concern for others' feelings
- uses appropriate social responses

SELF-HELP

- knows street address, city, and phone number
- laces and ties shoes
- zips
- selects own clothing
- bathes and brushes teeth independently
- answers telephone appropriately and delivers message

COGNITIVE

- discriminates and names letters
- identifies own name in print
- understands *more*, *less*, and *same*
- can name the correct number of objects in a set from one to ten
- copies shapes, writes letters (with some errors)
- matches and identifies shapes
- sorts by more than one characteristic (size, color, or shape) at a time
- identifies left and right
- uses time concepts *yesterday* and *tomorrow*
- understands *first*, *middle*, and *last*
- relates clock time to daily schedule
- attention span has increased so that distractions can be ignored
- understands opposites
- knows spatial relations (far, near, on top, below, etc.)
- compares objects using "er" and "est" endings
- recognizes and continues simple patterns
- draws a person with head and eight features
- understands one-to-one correspondence
- counts ten objects
- knows and names colors



COMMUNICATION/ LANGUAGE

- retells story from a picture book
- speaks in sentences of five to seven words
- repeats longer sentences with accuracy
- takes turns talking in a conversation
- asks for definitions of words
- communicates well with family and friends
- can tell a make-believe story in own words

SPEECH MILESTONES

- has a vocabulary of over 2,000 words
- has 100% intelligible speech, although speech is not error-free
- uses pronouns
- can consistently produce m, n, ng, p, b, f, h, w, k, g, t, d, y, th, v, l, wh; as well as most vowel sounds
- uses the following grammar forms:
 - ing endings
 - plurals
 - possessives
 - articles (a, the)

GROSS MOTOR

- jumps rope
- hops on one foot
- runs with arms swinging in opposition to feet
- catches a ball
- skips
- gallops
- walks backward
- aware of right and left sides

FINE MOTOR

- holds pencil correctly
- traces letters
- copies or writes own name
- holds scissors correctly
- cuts out simple shapes
- uses eating utensils correctly
- pastes and glues



Life Skills ~

The tools your child needs to succeed in life.

Age 2

- Undress self
- Put own pajamas away
- Wash face and hands
- Comb or brush own hair (with help)
- Brush teeth (with help)
- Pick up toys
- Tidy up bedroom
- Clear off own place at table
- Be able to play safely and alone for a set period of time (1/2 to 1 hour) in own room.
(Under supervision. Children need to know that they can be alone and still have fun.)

Age 3

- Dress self (with help)
- Make own bed (use comforter)
- Wipe up own spills
- Help set table
- Snap, zipper and button
- Put dirty clothes in hamper
- Start swim lessons

Age 4

- Help gather laundry
- Use a handheld vacuum
- Pick up outside toys
- Dust and clean TV screen
- Empty wastebaskets
- Know own phone number
- Know own address
- Help empty dishwasher
- Help bring in groceries

- Tie own shoes
- Sit quietly in church (looking at books or drawing quietly is OK)
- Next level swim lessons

Age 5

- Put clean clothes away neatly
- Swim (goal - swim independently)
- Leave bathroom clean after use
- Clean toilet
- Feed and water pets
- Get mail (if in a safe place) and put it in the proper place
- Receive a small allowance (if used)
- Money Management: saving, spending and charitable giving
- Know how to make emergency phone calls (911)
- Dust low shelves and objects (consider using a Swiffer)
- Empty kitchen trash
- Clean brushes and combs
- Organize bathroom drawers
- Learn to roller skate
- Learn to jump rope
- Learn to ride a bike

Age 6

- Organize own drawers
- Organize own closet
- Empty dishwasher and put dishes away
- Wash and dry dishes by hand
- Straighten living and family rooms
- Rake leaves
- Help put groceries away
- Make juice from a can or mix
- Make a sandwich and toast
- Basics of spending, saving, and giving
- Pour milk into cereal
- Pour milk or juice into a cup
- Wash out plastic trash cans
- Clean mirrors
- Bathe alone
- Clean windows

Kindergarten Readiness Checklist

Not sure if your child is ready to tackle the world of kindergarten? Our Kindergarten Readiness Checklist will give you an idea on what areas your child is doing well in, and where they may need some extra attention. It's a good idea to do the checklist, print it out and then work with your child in the areas they need extra help. In a few weeks, do the checklist again to see how much your child has improved.

Fine Motor Skills

- | | | |
|---|---------------------------|-------------------------------|
| 1. Puts a 10- to 12-piece puzzle together | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 2. Holds scissors correctly | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 3. Holds a pencil or crayon properly | <input type="radio"/> Yes | <input type="radio"/> Not Yet |

Gross Motor Skills

- | | | |
|-----------------------------|---------------------------|-------------------------------|
| 1. Runs, jumps and skips | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 2. Walks backward | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 3. Walks up and down stairs | <input type="radio"/> Yes | <input type="radio"/> Not Yet |

Social Skills

- | | | |
|--|---------------------------|-------------------------------|
| 1. Uses words instead of being physical when angry | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 2. Speaks clearly so an adult can understand him/her | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 3. Plays with other children | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 4. Follows simple directions | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 5. Expresses feelings and needs | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 6. Goes to the bathroom by him/herself | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 7. Waits his/her turn and shares | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 8. Talks in sentences | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 9. Asks questions about things around him/her | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 10. Enjoys having books read to him/her | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 11. Can tell a story about a past event | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 12. Says "please" and "thank you" | <input type="radio"/> Yes | <input type="radio"/> Not Yet |
| 13. Can spend extended periods away from Mom and Dad | <input type="radio"/> Yes | <input type="radio"/> Not Yet |

Academic Skills

1. Recognizes shapes (square, circle, triangle, rectangle)

☐

Yes

☐

Not Yet

2. Can sort items by color, shape and size

☐

Yes

☐

Not Yet

3. Can identify six parts of his/her body

☐

Yes

☐

Not Yet

4. Understands concept words such as up, down, in, out, behind, over

☐

Yes

☐

Not Yet

5. Counts from 1 to 10

☐

Yes

☐

Not Yet

6. Recognizes five colors

☐

Yes

☐

Not Yet

7. Tries to write his/her name

☐

Yes

☐

Not Yet

8. Recognizes his/her written name

☐

Yes

☐

Not Yet

Personal Information

1. Knows his/her full name

☐

Yes

☐

Not Yet

2. Knows how old he/she is

☐

Yes

☐

Not Yet

3. Knows his/her address and telephone number

☐

Yes

☐

Not Yet

4. Knows his/her mother and father's first names

☐

Yes

☐

Not Yet



Everything Your Child Needs to Know Before Kindergarten

Kindergarten Readiness Skills

Helpful Readiness Skills:

Child:

1. Can state his/her full name.
2. Knows his/her address which includes city and state.
3. Knows his/her telephone number.
4. Knows his/her parent's names.
5. Recognizes and names colors.

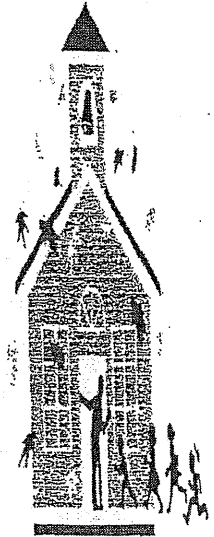
6. Has had experience with pencils and crayons.
7. Has had experience with scissors.

Social Behaviors

Expected:

Child:

1. Shares and knows how to take turns.
2. Attempts to follow directions.
3. Listens attentively when the teacher is talking.
4. Uses bathroom facilities independently.
5. Dresses him/ herself when clothing is easy to fasten.
6. Attempts to be responsible for his/her belongings.
7. Attempts to put things away.
8. Participates readily in group activities.
9. Shows general ability to control his/her actions.



Activities to increase reading readiness skills:

1. Cutting with rounded scissors using plain paper
2. Cutting on lines of shapes and large pictures
3. Drawing with crayons on a big sheet of paper
4. Holding and using a pencil
5. Naming body parts and functions
6. Recognizing differences and similarities in pictures, sizes, shapes, sounds
7. Painting with a big paint brush and bold colors
8. Listening to music— running, hopping, skipping, jumping, marching, singing
9. Taking things apart and putting them back together
10. Reading stories and discussing them
11. Counting activities—buttons, socks, pennies, days on the calendar
12. Putting puzzles together
13. Memorizing nursery rhymes
14. Visiting the library

Encourage Reading and Writing



Be a Reading Model

The most important thing you can do for your child is to read.

Read to your child everyday. Visit the bookstores and go to the public library. Begin to build your own child's library at home. Look for used books at garage sales. Remember to give books as presents or shopping trip treats.

Let your child see you reading books, magazines, or recipes. This will let your child know that reading is important.

There are many kinds of reading:

Read Aloud

Sit with your child and read. Make sure that your child can see the illustration and hear your voice. Be sure to read with feeling. Let your child select some of the books he/she wants you to read to him/her.

Shared Reading

Sit with your child. Take turns reading a page. Begin with wordless books. You read a page: your child reads a page. Let your child turn the pages as you read or let him/her read predictable words.

Independent Reading

Independent reading for a child who is just beginning to read is looking at familiar and new books, using the details to help them with comprehension of the story. As they develop they will start to read words and then sentences.

Early Writing

Reading to children also promotes early writing efforts. They begin to have notions about the functions of writing. They will move from early scribbles to writing. In the beginning they use a strategy we have come to call functional or invented spelling. They start with writing the alphabet and move to writing words.

Give your child a variety of writing and drawing materials: pencils, markers, crayons, papers, chalkboard, and magnetic letters to use on the refrigerator, etc.

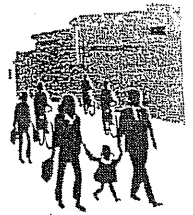
Encourage your child to take risks by providing an environment that communicates to the child that it is okay to be wrong or make mistakes. Support his/her reading-like and writing-like behaviors. Do not criticize but respond to the meaning intended.

Excellent Books To Read To Your Child



1. Dr. Seuss's ABC by Dr. Seuss
2. 12 Ways to Get to 11 by Eve Merriam
3. Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault
4. Dear Zoo by Rod Campbell
5. Fish Eyes: A book You Can Count On by Lois Ehlert
6. Green Eggs and Ham by Dr. Seuss
7. Benny's Pennies by Pat Brisson
8. From Head to Toe by Eric Carle
9. How Many Snails? A Counting Book of Things That Go by Paul Giganti
10. Cookie's Week by Cindy Ward
11. How to Make an Apple Pie and See the World by Marjorie Priceman
12. Go, Dog, Go! By P.D. Eastman
13. Hush! By Minfong Ho
14. In the Small, Small Pond by Denise Fleming
15. Mouse Count by Ellen Stoll Walsh
16. So Many Circles, So Many Squares by Tana Hoban
17. Time to Sleep by Denise Fleming
18. Tops and Bottoms by Janet Stevens
19. Jelly Beans for Sale by Bruce McMillan
20. Sam's Wagon by Barbara Lindgren

12 Field Trips To Take With Your Child

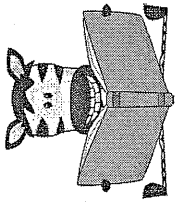


1. Go to the public library once a week. They have some programs you can attend. One program is a story hour.
2. Go outside at night and find the Big Dipper.
3. Go shopping together. Look for items that begin with a certain sound.
4. Start a collection. (rocks, bugs, coins, stamps, etc.)
5. Tour the police station.
6. Visit the fire department.
7. Tour local businesses to learn more about them.
8. Take a nature walk. Take a magnifying glass with you to look at insects, plants or fossils.
9. Cook, sew or build something together.
10. Visit an older relative and talk about how things were back in their days compared to today.
11. Go to different types of stores. Go to a hardware store and identify the different tools and how they work.
12. Explore your community. Look for landmarks.

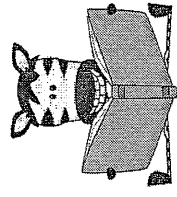
80 SKILLS THAT HELP TO EASE KIDS TRANSITION INTO KINDERGARTEN

READING READINESS	LISTENING & SEQUENCING	Hop	Identifies other children by name
Remembers pictures from a printed page	Follows simple directions	Alternate feet walking downstairs	Can take care of toilet needs independently
Repeats a 6 to 8 word sentence	Pays attention	March	Cares for own belongings
Pretends to read (has been read to often)	Recognizes common sounds	Stand on one foot 10 seconds	Dresses self
Identifies own first name in writing	Retells a simple story in sequence	Walk backwards for 5 feet	Brushes teeth
Attempts to print own first name	Repeats a sequence of sounds	Throw a ball	Can be away from parents for 2 to 3 hours
Answers questions about a short story	Repeats a sequence of numbers heard	Paste pictures on paper	Joins in family conversation
Looks at pictures and tells a story	SIZE, POSITION & DIRECTION	Clap hands	Carries a plate of food
Understands words are read left to right	Big and little	Button clothes	Maintains self-control
Familiar with the letters of the alphabet	Long and short	Build with blocks	Gets along well with others
Knows some nursery rhymes	Up and Down	Complete simple 5 piece puzzle or less	Talks easily
Knows the meaning of simple words	In and out	Draw or color beyond a simple scribble	Meets visitors without shyness
TIME	Front and back	Zip clothes	Puts toys away
Understands day and night	Over and under	Control pencil and crayon well	MY CHILD KNOWS...
Knows age and birthday	Hot and cold	Handle scissors	Body parts
RECOGNIZES COLORS & SHAPES	Empty and full	Cut and draw simple shapes	Own first name
Recognizes primary colors	More and less	SOCIAL-EMOTIONAL	Own last name
Recognizes Triangles, circles, squares & rectangle	Fast and slow	Expresses self verbally	Parents' names
NUMBERS	Top and bottom	Looks forward to going to school	Home address
Counts to 10	MOTOR SKILLS	Recognizes authority	Home phone number
Can count objects	Run	Shares with others	When to use a handkerchief
	Walk a straight line	Helps with family chores	Own sex
	Jump	Works independently	

This list, which was compiled by researchers for World Book, Inc., on the basis of a survey of 4,500 kindergarten teachers, represents the ideal--something parents can aim for.



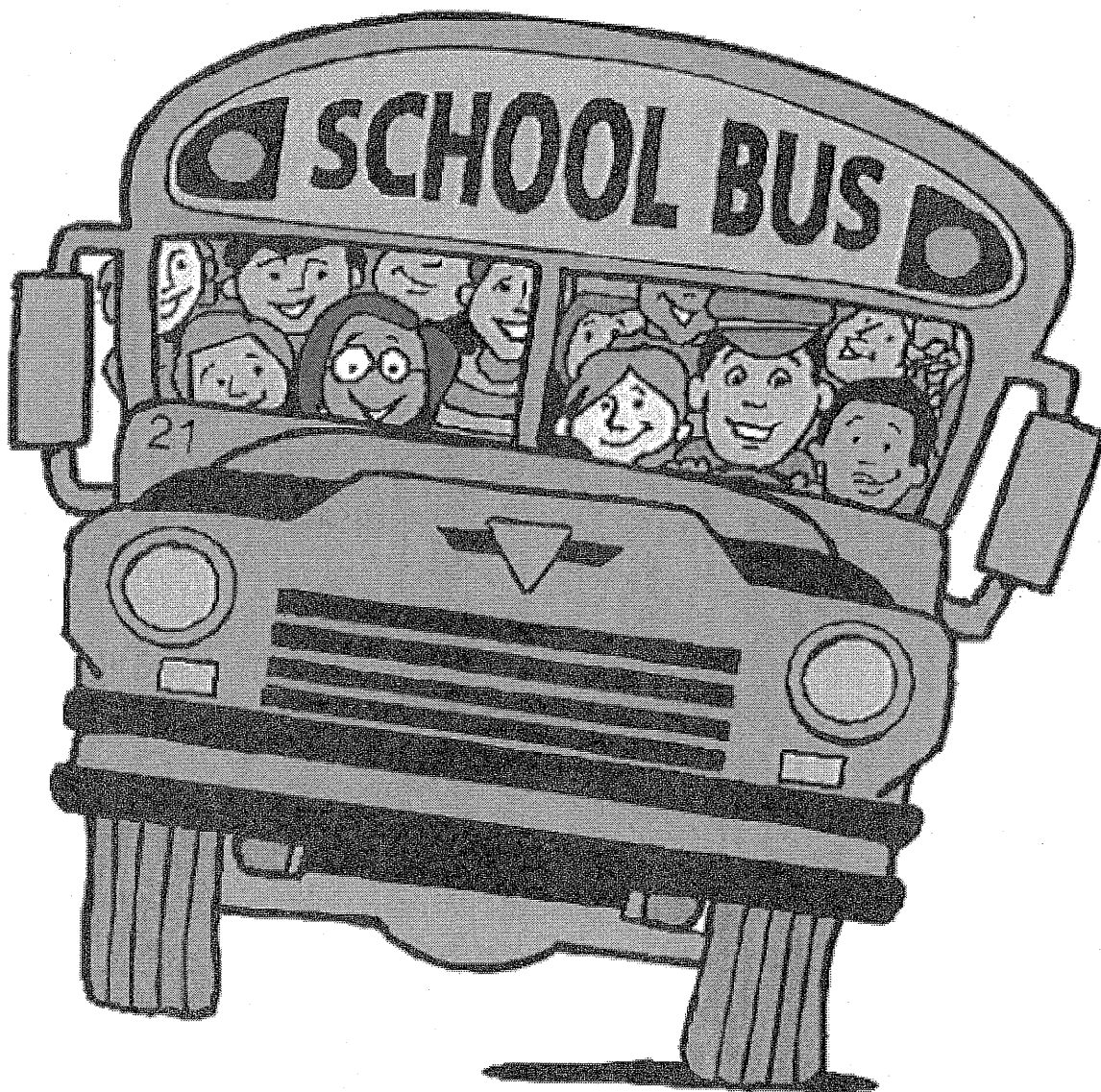
Kindergarten Readiness Skills



As you complete each task please check it off. When the calendar is complete, erase and start from the beginning. Continue until the first day of Kindergarten!

Practice your phone number with the area code	Practice your house address with city and state	Read a book and talk about it	Make number cards 0-10 and practice saying them	Practice writing the alphabet	Practice saying your first and last name	Practice counting to 50
Make alphabet cards and practice saying them	*Write your first name *Cut it apart *Put it back together *Repeat	Practice cutting with scissors	Make up a story together	Make a color pattern	Practice writing your last name	*Look in a newspaper for all of the letters in your name *Cut them out
Find and count all of the squares in your house	Find and count all of the circles in your house	Find and count all of the rectangles in your house	Find and count all of the triangles in your house	Sort your toys by big and little	Sort your toys by color	*Set the table *Count how many people will be eating *Count the number of plates and silverware
Write a letter to a friend or relative	Practice writing your name with different colored crayons	Practice saying your birth date and write it down	Count how many days until school starts	Practice tying your shoes	Write your name using outside chalk	Name three words that rhyme with book
Think of words that start with the same letter as your name	Practice saying your phone number with area code	Write the numbers you see on the calendar	Name three words that rhyme with bat	Practice writing your last name and naming the letters	Find things in your house that start with the first letter of your last name	Use coins to practice naming the penny, nickel and dime

Kindergarten Readiness Checklist



Parenting Tips to Help Your Child Succeed

BEING A GOOD PARENT IS ONE OF THE MOST DIFFICULT AND REWARDING JOBS YOU WILL EVER HAVE. EVERY PARENT WANTS THEIR CHILD TO SUCCEED IN SCHOOL AND IN LIFE.

Act as a positive role model by demonstrating a positive and healthy lifestyle. Be sure your lifestyle choices do not put your child at risk for physical or emotional harm.

Provide nutritious food, appropriate clothing and a safe and healthy home. Use an age/size appropriate car safety seat. Provide supervision according to your child's age and needs. Be constantly aware of the activity and whereabouts of your child.

Make sure your child gets regular medical and dental care. Know basic first aid techniques and treatments.

Understand your child's ages and stages. Interact with your child in a developmentally appropriate manner. Your child should be able to wait to get your attention and help to pick up toys.

Show affection to your child by providing hugs and gentle touches. Comfort your child when he or she is upset. Interact with your child through conversation, eye contact and facial expressions. Use positive words and avoid "put downs." Children respond best to praise and positive reinforcement for appropriate behaviors.

You are your child's first teacher – what you do does impact on your child's love of reading and learning success. Help your child get the most benefit from his/her school experiences to assure they reach their full potential. Be aware of community resources if you are having difficulties dealing with your child in any way.

- Prepare your child for school success by providing appropriate books and toys.
- Read to your child every day. Take your child to your local library.
- Interact with your child in a variety of play and reading activities.
- "Get down" to your child's level during play activities.
- Be understanding and sensitive to your child's wishes and needs.
- Spend time talking with your child.

Learn, and use, a variety of behavior techniques that are developmentally appropriate for your child.

- Plan Ahead – Prevention and preparation are necessary to keep your child safe.
- Use Positive Reinforcement – Catch your child being good and offer praise.
- Distract your child from inappropriate behavior or activity by offering a diversion or substitute activity, or a change in the environment.
- Provide appropriate activities and choices for your child.
- Behave in a manner that sets a good model for your child.
- Set appropriate limits for your child and maintain them, establish house rules which include routines and framework for daily living.
- Discipline your child with care and appropriate actions. Use "Time Outs" or Counting Out and Counting Down (Counting Out - You have to the count of three to do...; Counting down – In ten minutes it will be time for your bath.)
- Set natural and logical consequences for misbehavior, such as taking away privileges.
- Be consistent with your child.

Take time for yourself and take care of yourself. It is important for you to enjoy activities alone or with other appropriate adults.

If you need assistance, and don't know where to turn, please call
717.291.LINC (5462). www.uwlanc.org

SUCCESS BY 6™

United Way of Lancaster County

Kindergarten Readiness Checklist

Not sure if your child is ready to tackle the world of kindergarten? This checklist has been developed to help you prepare your child for school. It is designed to help you look at your child's physical, social, emotional and academic development.

It is intended for four and five year olds. The criteria on the checklist should not be applied to children three years old or younger.

Child's Name: _____

I can do this consistently	I am making progress	CRITERIA
Letters and Words:		
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes and names at least 10 letters of the alphabet
<input type="checkbox"/>	<input type="checkbox"/>	Matches a letter with the beginning sound of a word: for example, matches the letter "b" with a picture of a banana
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes rhyming words such as cat and hat
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes letters in his or her own first name
<input type="checkbox"/>	<input type="checkbox"/>	Begins to write some of the letters in his or her own first name
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes his or her own first name in print
<input type="checkbox"/>	<input type="checkbox"/>	Understands words such as "top" and "bottom" and "big" and "little"
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes words or signs he or she sees often, for example: McDonalds, Wal-Mart or stop signs and exit signs
<input type="checkbox"/>	<input type="checkbox"/>	Begins to draw pictures to express ideas and tell stories
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes and names at least five colors
Speaking:		
<input type="checkbox"/>	<input type="checkbox"/>	Shares and talks about his/her own experiences in a way that can be understood by most listeners
<input type="checkbox"/>	<input type="checkbox"/>	Follows directions with at least two steps, for example: "Pick up the blocks and put them on the shelf, please."
<input type="checkbox"/>	<input type="checkbox"/>	Initiates and joins in conversations with adults and children
<input type="checkbox"/>	<input type="checkbox"/>	Asks questions about how things work in the world around him, for example: "Why do babies cry?"
<input type="checkbox"/>	<input type="checkbox"/>	Says and/or sings familiar nursery rhymes
<input type="checkbox"/>	<input type="checkbox"/>	Answers simple questions: who, what, when, where?
Books:		
<input type="checkbox"/>	<input type="checkbox"/>	Holds and looks at books correctly: for example, holds the book right side up and turns the pages one at a time from front to back
<input type="checkbox"/>	<input type="checkbox"/>	Tells a story from the picture on the cover or in the book
<input type="checkbox"/>	<input type="checkbox"/>	Retells a simple story such as the <i>Three Little Pigs</i> after listening to it while looking at the pictures in the book
<input type="checkbox"/>	<input type="checkbox"/>	Makes simple predictions and comments about a story being read
<input type="checkbox"/>	<input type="checkbox"/>	Shows growing interest in reading and being read to
Numbers and Shapes:		
<input type="checkbox"/>	<input type="checkbox"/>	Counts out loud from 1 to 10 in correct order
<input type="checkbox"/>	<input type="checkbox"/>	Identifies written numbers from one to ten
<input type="checkbox"/>	<input type="checkbox"/>	Puts written numerals in order from 1 to 10: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<input type="checkbox"/>	<input type="checkbox"/>	Counts at least 5 objects such as 5 bananas and 5 cookies
<input type="checkbox"/>	<input type="checkbox"/>	Sees the numeral 3 and understands this means 3 objects, such as 3 cookies
<input type="checkbox"/>	<input type="checkbox"/>	Adds and subtracts familiar objects such as raisins
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes and names 4 shapes: circle, square, rectangle and triangle
<input type="checkbox"/>	<input type="checkbox"/>	Uses familiar objects, such as raisins, to show concepts of more and less
<input type="checkbox"/>	<input type="checkbox"/>	Draws a line, circle, rectangle, triangle, X and +

Same, Different and Patterns:		
<input type="checkbox"/>	<input type="checkbox"/>	Matches two pictures that are alike
<input type="checkbox"/>	<input type="checkbox"/>	Looks at groups of objects and says which are the same shape, color or size
<input type="checkbox"/>	<input type="checkbox"/>	Tells things that go together, for example: a spoon and fork are for eating and a fish and a boat go in the water
<input type="checkbox"/>	<input type="checkbox"/>	Repeats a pattern you start, for example: step, step, jump - step, step, jump
<input type="checkbox"/>	<input type="checkbox"/>	Puts three pictures in order, for example: 1. Planting flower seeds 2. Flowers growing 3. Picking flowers
Growing Up:		
<input type="checkbox"/>	<input type="checkbox"/>	Tells full name, address and telephone number
<input type="checkbox"/>	<input type="checkbox"/>	Tells if he or she is a boy or a girl
<input type="checkbox"/>	<input type="checkbox"/>	Tells how old he or she is
<input type="checkbox"/>	<input type="checkbox"/>	Takes care of own needs such as toileting, washing hands, dressing and trying to tie his or her own shoes
<input type="checkbox"/>	<input type="checkbox"/>	Adjusts to new situations without parents being there
<input type="checkbox"/>	<input type="checkbox"/>	Runs, jumps, hops, throws, catches and bounces a ball
<input type="checkbox"/>	<input type="checkbox"/>	Rides a tricycle
<input type="checkbox"/>	<input type="checkbox"/>	Uses pencils, crayons and markers for drawing and writing, cuts safely with scissors
<input type="checkbox"/>	<input type="checkbox"/>	Attempts and completes tasks, understands it's okay to make mistakes
<input type="checkbox"/>	<input type="checkbox"/>	Remembers to say "please" and "thank you"
<input type="checkbox"/>	<input type="checkbox"/>	Resolves conflicts with playmates and others appropriately
<input type="checkbox"/>	<input type="checkbox"/>	Responds appropriately to his feelings and the feelings of others
<input type="checkbox"/>	<input type="checkbox"/>	Uses words to express feelings, "I'm angry", "I'm sad"
<input type="checkbox"/>	<input type="checkbox"/>	Takes turns, shares and plays with other children
<input type="checkbox"/>	<input type="checkbox"/>	Initiates positive interaction with peers
<input type="checkbox"/>	<input type="checkbox"/>	Puts puzzles together
Health & Safety:		
<input type="checkbox"/>	<input type="checkbox"/>	Follows a set routine and schedule for preparing for bed, personal hygiene and eating meals
<input type="checkbox"/>	<input type="checkbox"/>	Uses good habits, for example: uses a spoon to eat, closed mouth when chewing, covers nose and mouth to sneeze and washes hands after using the toilet and before eating
<input type="checkbox"/>	<input type="checkbox"/>	Is aware of and follows simple safety rules
<input type="checkbox"/>	<input type="checkbox"/>	Visits the doctor and dentist regularly
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes potentially dangerous or harmful objects, substances, situations and activities
<input type="checkbox"/>	<input type="checkbox"/>	Asks for adult help when needed
<input type="checkbox"/>	<input type="checkbox"/>	Participates in vigorous physical activity daily

Remember that play is an important part of learning. Your child learns best when he or she is spending time with you and doing activities which are interesting and fun!