

# READY FOR KINDERGARTEN

Partners in Parenting

## Kindergarten Readiness Checklist

*This checklist is designed to help you prepare your child for school.*

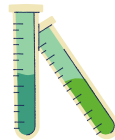
Before you begin, remember:

- You are your child's first and most important teacher.
- Each day your child is learning as you talk, play and work together,
- Readiness is a combination of age, individual growth, and experience.
- Your child will develop at his or her own rate; however, your involvement will promote readiness.
- Your child will learn by doing.
- Remember that play is an essential part of learning.

## Concept Development

Does your child:

1. Recognize and name colors?
2. Match or sort items by color and shape?
3. Understand concepts such as in, out, off, front and back?
4. Know body parts (head, shoulders, knees, etc.)?



gearing up for  
**Kindergarten**

## How It Works

Preschoolers and parents attend sessions together and become familiar with school, rules, and routines, teachers and classroom expectations.

### CHILDREN LEARN

essential academic and social skills.

### PARENTS LEARN

practices to guide and prepare their child.

EDUCATORS BUILD RELATIONSHIPS  
with families and identify readiness gaps.

Must be 5 years before August 1st to enter kindergarten.

There is no one quality or skill that children need to do well in kindergarten, a combination of factors contribute to school success. They include physical well being, social and emotional maturity, language skills, an ability to solve problems and think creatively and a general knowledge about the world. At Dickinson Public Schools, our goal is for every child to succeed. Take advantage of the tips given to you in this checklist. You will promote a good start for your child.

## For More Info.

### Contact:

Stacy Kilwein at West Dakota Parent & Family Resource Center  
402 4th Street West

701-456-0007 Or email [skilwein@dpsnd.org](mailto:skilwein@dpsnd.org) OR  
scan the QR code OR

Find West Dakota Parent & Family Resource Center  
on Facebook

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## Health and Safety

Does your child:

- Have a set routine and schedule for:
- preparing for bed, personal hygiene (brushes teeth, takes a bath etc.), and eating meals?
- Use good habits (uses a spoon to eat, closes mouth when chewing, covers nose and mouth to sneeze, washes hands after using toilet and before eating)?
- Follow simple rules



## Number Concept Development

Does your child:

- Arrange items in groups according to size, shape or color?
- Group items that are the same?
- Compare size of groups of toys or items?

Tips to help:

- Let your child set the table ("How many forks do we need?" "How many chairs?").
- Provide opportunities to compare objects.
- Set up a routine or sequence for personal care.

1  
2  
3  
4

Tips to help:

*"Children must have their basic needs for health and care met if they are to be prepared to achieve in school"*

*-Marian Wright Edelman*

1. Provide opportunities for your child to get exercise.
2. Model and encourage healthy eating and limit junk food.
3. Teach your child simple safety rules (fire, traffic, bicycle, poison)

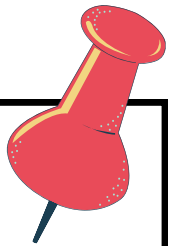
## Language Development

Does your child:

- Talk in sentences?
- Follow through when you give her/him one or two directions?
- Sing and/or recite nursery rhymes/
- Express his/her ideas so that others can understand?

**Tips to help** - listening, speaking, reading, writing - is critical to children's success throughout their school years and the rest of their lives. It is tied to everything children learn or do in school. Parents can support the development of language abilities by talking with and listening to children as they share their ideas and experiences.

- Talk with your child about what interests him or her.
- Use questions which have more than one answer such as: "What do you think?" "How would you feel?"
- Let your child know what he/she says is important. You do this by listening to your child.
- Encourage your child to develop and share ideas by asking questions and offering suggestions.



# Writing

Does your child:

1. Try to write, scribble or draw?
2. Have a collection of paper, pencils, crayons?
3. Attempt to write his/her first name?



To become skilled, lifelong writers, children need encouragement and support as they begin the writing process. Children go through various stages of writing development. These stages include scribbling, drawing pictures and pretend writing.

1. Provide your child with materials (crayons, pencils, paper) and a space for writing.
2. Watch your child as he/she writes.
3. Encourage your child to invent his/her own spelling for words (shopping lists, reminder notes. Provide magnetic letters for your child to practice forming his/her name and words he/she wants to know.



# Reading To Your Child

Tips to help:

**Before** reading a story:

- **Introduce** the book, discussing the cover, title, author and illustrator.
- **Look** at the pictures to discover what the story is about.
- **Talk** about places, people and things in the story with which your child is familiar.
- **Reminder** to keep the introduction simple and quick.
- **Allow time** for your child to look at and talk about the pictures.
- **Talk** to your child about the characters and story events.
- **Ask questions:** What do you think is happening? How would you feel if that happened? What might happen next?? (prediction) Would you ever do that? Did you think that would happen?
- **Allow children** to ask questions as you read and answer his/her questions.
- **Accept and be positive** about your child's responses to your questions.

**After** reading the story:

- **Go back** to the beginning and have your child turn the pages and share comments or questions.
- Have your child **retell** the story to you.
- **Compare** the story situations to your experiences. Could you do that? Has that ever happened to you? Did we ever do that?



## Social & Emotional Development

Does your child:

- Use words to solve problems even when angry or frustrated?
- Use words such as "please", "thank you" and "excuse me?"
- Have success in taking turns and sharing?
- Comply with rules, limits and routines?

Children must be socially ready for school. Children need to know how to take turns, make compromises, approach familiar children, obey those in authority (principals and teachers) and generally be nice to others.

### Tips to help:

Remember to always love your child and let him/her know it's the misbehavior you dislike.

- Have high, yet realistic expectations for your child.
- Be positive through the use of praise and encouragement. Accept your child's honest efforts without criticism.
- Help your child find words to describe feelings.
- Let your child know all feelings are okay.

first day of  
kindergarten

Extra things you can do to make school a friendlier place for both you and your child:

- Visit the school.
- Learn the principal's name and the kindergarten teacher's name.
- Find out in advance what the school expects from new kindergarten students.
- Talk with your child about school make it positive!
- Become involved in your child's education and the school such as volunteering on your Parent Advisory Committee (PAC).

## 5 Year Olds:

### Celebrate

- **Parents celebrate all that you have accomplished as a parent.**
- **Share your children's enthusiasm.**
- **Let them know how proud you are as they leave home for their first day of kindergarten.**
- **Let them know you believe they will succeed.**

### What to expect from Children at this age

- Are active and have lots of energy.
- May be aggressive in their play.
- Can show extremes from loud and adventurous to acting shy and dependent.
- Enjoy more activities because they have longer attention spans.
- Like making faces and being silly.
- May form cliques with friends and can be bossy.
- May change friendships quickly.
- May brag and engage in name calling during the day.
- May experiment with swear words and bathroom words.
- Can be very imaginative and like to exaggerate.
- Have better control in running and jumping and hopping and tend to be clumsy.
- Are great talkers and questioners.
- Love to use words in rhymes, nonsense, and jokes.

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