

Kindergarten Readiness Program for Parents
Thursday, April 13, 2023
6:30 PM
South Buffalo Elementary
Agenda

- I. Please Sign-in!
- II. Welcome, Introductions, and Thank You
- III. Meeting Overview/ Rationale
- IV. FASD Kindergarten Registration Process
- V. Kindergarten Screenings
- VI. Kindergarten Readiness
 - A. The Kindergarten Program
 - 1. Yesterday and Today
 - 2. New Requirements and Skills – Curriculum (Examples), Core Standards
 - 3. Kindergarten Readiness Resources
 - B. Q & A Session
- VII. Upcoming Events

IS IT TIME FOR KINDERGARTEN?

How can I tell if my child is ready for kindergarten?

Starting school can be an exciting and anxious time for families. There are many factors to consider when deciding if your child is ready for kindergarten. These factors may include maturity, motor skills, attention span, and age.

Kindergarten expectations have changed a lot over the years and a key factor to your child's success is his or her readiness for school. By the end of kindergarten, students will be reading, writing sentences and computing addition and subtraction. If your child meets the age criteria, you may also want to consider the kindergarten readiness skills below:

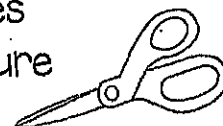


Self-Help Skills

- ☐ Use the bathroom independently
- ☐ Zip coat
- ☐ Take shoes on and off
- ☐ Button/snap pant fasteners
- ☐ Recognize his/her first and last name (not a nickname)

Fine Motor Skills

- ☐ Hold a pencil
- ☐ Write first name
- ☐ Use scissors to cut basic shapes
- ☐ Trace lines and shapes
- ☐ Color or draw a picture

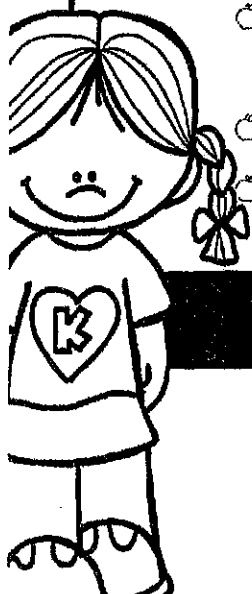


Social Skills

- ☐ Complete 2-step directions
- ☐ Sit and listen to someone read a story for 5-10 minutes
- ☐ Play a game and accept losing
- ☐ Take turns while playing
- ☐ Complete short tasks without an adult's help.
- ☐ Control emotions without tantrums.

Academic Skills

- ☐ Count to 20 and recognize numbers 0 - 10
- ☐ Sing and say ABCs
- ☐ Identify letter names (out of order)
- ☐ Follow direction from adults



WHAT IS READINESS?

by
Martha P. Howlett

Readiness is ...

a child who listens

to directions without interrupting.

to stories and poems for five to ten minutes without restlessness.

a child who hears

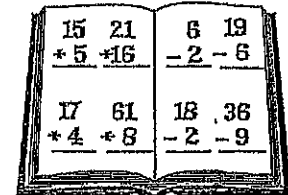
words that rhyme.

words that begin with the same sound or different sounds.

a child who sees

likenesses and differences in pictures and designs.

letters and words that match.



a child who understands

the relationship inherent in such words as up and down, top and bottom,
over and under, little and big.

the classification of words that represent people, places, and things.

a child who speaks clearly and can

stay on the topic in class discussions.

retell a story or poem in correct sequence.

tell a story or relate an experience of his/her own.

a child who thinks and can

give the main idea of a story.

give unique ideas and important details.

give reasons for his/her opinions.

a child who adjusts

to changes in routine and to new situations without becoming fearful.

to opposition or defeat without crying or sulking.

to the necessity of asking for help when asked.

a child who obeys

classroom rules as established by the teacher.

safety rules on playground and school bus.

fire drill rules quickly and quietly.

a child who plays

cooperatively with other children.

and shares, takes turns, and assumes his share of group responsibility.

and can run, jump, skip, and bounce a ball with

comparative dexterity.

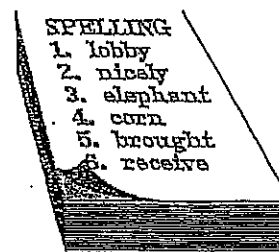
a child who works

without being easily distracted.

and follows directions.

and completes each task.

and takes pride in his/her work.



Kindergarten Readiness Workshop for Parents: Welcome!!



Schedule of Events

- Welcome and Introductions
- Purpose and Rationale
- FASD Kindergarten Registration Process
- Kindergarten Screenings
- Kindergarten Readiness
- Upcoming Spring Events



Purpose/ Rationale

- Strengthen the Home and School Connection
 - Establish Open Lines of Communication
 - Kindergarten Readiness Begins at Home
 - Partnership with Parents
 - Familiarization of FASD Procedures/ Policies/ Programs
- Bridge the Gap Between Preschool and Kindergarten (Transitions)
- Ease Anxieties of Students and Parents
- Review Expectations of Kindergarten
- Provide Parents with Resources

Kindergarten Registration Process

- Freeport Area School District Timeline of Events
 - Kindergarten Registration Email – February 2023
 - Kindergarten Screening Appointment Email – March 2023
 - Kindergarten Screenings – Buffalo: May 1,2,8; South Buffalo: May 3,4; Results Mailed in June
 - Kindergarten Summer Tour – August 2023
 - Kindergarten Orientation – First Day of School 2023

Kindergarten Screenings

- Required Documents
 - Birth Certificate
 - Proof of District Residency (3 forms)
 - Immunization Records
- Screened Using the DIAL 4 Assessment Tool
 - Centers With Activities Designed to Measure General Development and Readiness for Kindergarten
 - Motor Skills: Skipping, Hopping, Cutting, Writing
 - Concepts: Knowledge of Colors, Counting
 - Language: Knowledge of Letters and Words, Problem Solving
- Parent Questionnaire
- Results
 - Initial Results at Screenings
 - Report Mailed in June
 - Meetings with Parents

Kindergarten Readiness

- The Kindergarten Program
 - Yesterday VS. Today
 - New Requirements and Skills
 - Curriculum
 - Core Standards
- Kindergarten Readiness Resources
 - Readiness Packet
 - Curricular Resources
- Question and Answer Session

Thank You for Coming!!



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Welcome to the Freeport Area School District Kindergarten!

Kindergarten is an exciting time for both parents and students. It can be full of life changing moments. Together, parents and educators need to work together to help prepare and get children ready for Kindergarten.

This book is to help prepare you and your child for school. There is not one factor that makes a child ready for school, but a combination of age, development, and experience. Children develop and mature at different rates and not all are ready at the same time.

We hope that the following pages will help you prepare your child for Kindergarten and help you decide if they are they ready for this important experience.

The activities are intended to give you time with your child to work, talk, and give encouragement. The activities can be done in any order, but at any time your child seems frustrated take a break and then revisit. Revisit any of these activities as many times as you would like to do them.



*Age Characteristics:

Four Year Old:

Physical:

- Decides to use right or left hand
- Hold and uses a pencil
- Draws circles and squares
- Cuts and pastes with help
- Dresses and undresses with help
- Tumbles, walks on tip toes, jumps, hops
- Throws and catches a ball

Intellectual:

- Wants to have his/her own way
- Speaks in almost complete sentences
- Moving beyond "baby talk"
- Calls friends "names" and may use "bad words"
- Recognizes at least four colors
- Counts to at least 10
- Enjoys having stories read to them

Emotional:

- Usually pleasant but can have mood swings from happy to unhappy for no apparent reason
- May become upset, is "smart alecky" or "shows off"
- Wants attention and may act up to get it
- Hits and teases playmates
- Tattles, brags, and sometimes will "lie"
- Vivid imagination and curiosity

Social Play:

- Enjoys other children; may have a "best friend"
- Plays well with 2-3 other children
- Takes turns
- Plays make believe and dress up
- Enjoys making things
- Helps adults with chores

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Five Year Old:

Physical:

- Better balance; moves more smoothly
- Runs on tip toes, jumps rope, skips, jumps forward on 1 foot
- Catches a ball
- Dresses self; may be able to tie shoes
- Prints first name
- Draws a complete person (body, arms, legs, feet, clothes)
- Draws a triangle

Intellectual:

- Connects 2 or more sentences
- Talks and holds conversations with others
- Tells simple stories, nursery rhymes, "silly" jokes
- Asks good questions
- Matches pictures
- Counts to 20
- Shows interest in outside world

Emotional:

- "Acts out" less
- Thinks things through
- Likes some challenge
- Takes responsibility for actions
- Communicates "I can"; is eager to please

Social Play:

- Plays house and dress up
- Plays with 5-6 children in a group
- Takes time to finish a project
- Follows simple game rules
- Likes to try different body movements
- Participates in organized sports

*From Source: Maryland State Department of Education, Baltimore.(1996). *Your child goes to school: A handbook for parents of children entering school for the first time* (Report No PS-024793). Baltimore, MD: Maryland State Department of Education. (ERIC Document Reproduction Service No. ED404041)

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A Day in the Life of a Kindergarten Student

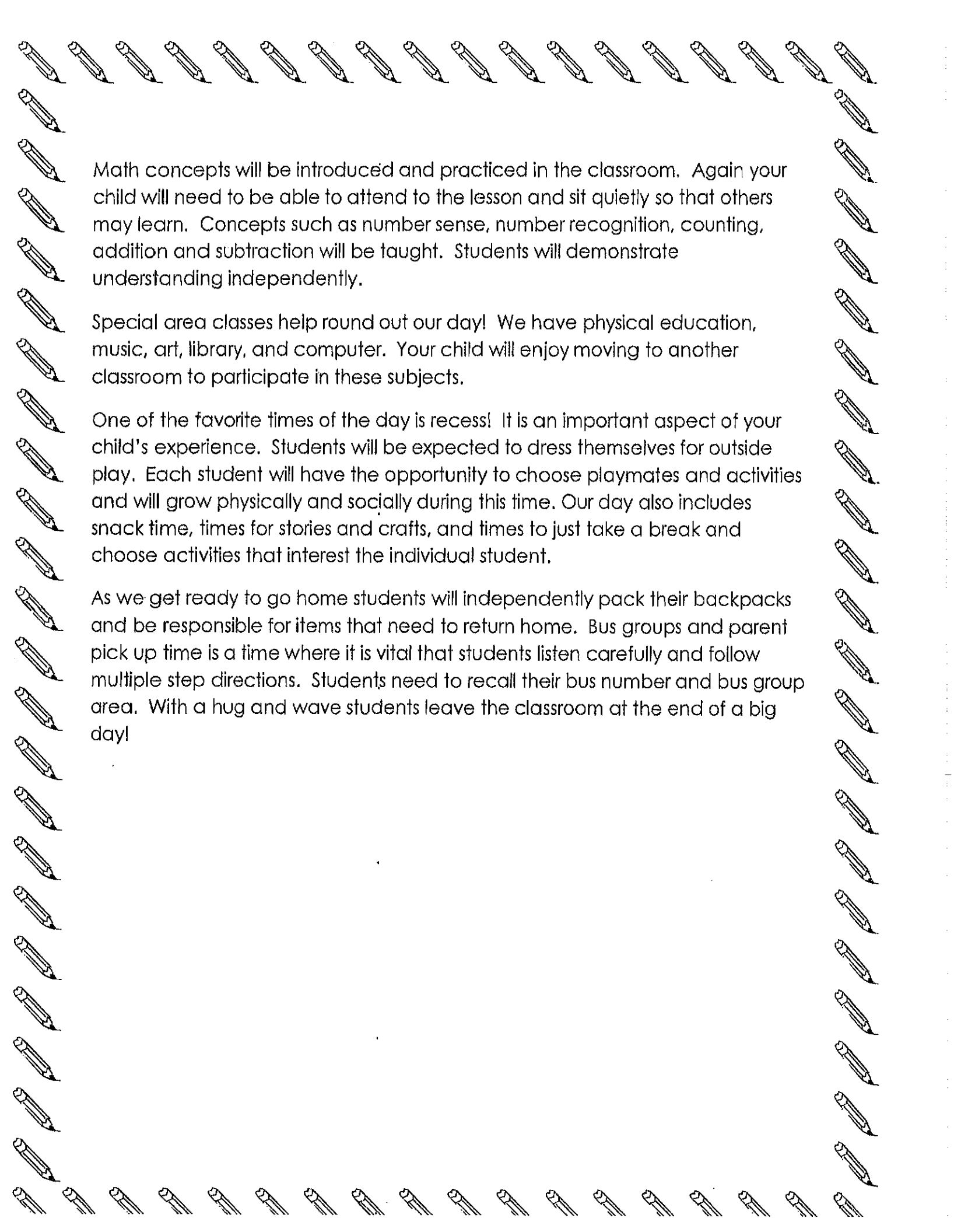
A kindergarten student's day begins at home! Boys and girls need to be up bright and early armed with a nutritious meal and their back pack at the ready to meet the bus. Students need to be able to separate from their caregivers and be ready to share their concerns and needs with adults that they will meet along the way. Bus drivers, educational assistants, and school staff will greet your child as he or she begins the day.

Once in the classroom each student is responsible for unpacking and getting ready for the day. This routine is modeled and practiced, but in a few weeks becomes an independent task! Our day starts with morning work and calendar. During this time your child will need to be able to attend to a task and follow a model to complete an activity.

Stories, phonemic awareness activities, and writing are all part of our language arts program. Your child should be able to sit and listen for ten or fifteen minutes to a story and lesson and will be asked to participate and wait patiently as students take turns. Students will learn to recognize the letters of the alphabet; the sounds the letters make, sight words, and word families. They will use their skills to read and write! Story concepts such as character, setting, and problem and solution will be addressed. Communication through picture drawing and written word will be expected to demonstrate understanding of concepts.

During the day children will have the opportunity to work in large groups, small groups and independently to learn and practice skills. Lessons will be given in a variety of ways to address individual student's needs. Games and activities will be a part of our day both in language arts and math.

Lunch time is an important time of the day. Children will either purchase a lunch from the cafeteria or bring a lunch from home. Though the lunch room is monitored and help provided when needed, your child should practice opening and closing containers and carrying items independently. Each student is expected to use a key pad to log into the lunch accounts set up by the district. The numbers will be assigned and your child will practice at home and with support here at school learn to use the keypad successfully. Lunch is a time where your children can practice their social skills while completing their meal in the given time!

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Math concepts will be introduced and practiced in the classroom. Again your child will need to be able to attend to the lesson and sit quietly so that others may learn. Concepts such as number sense, number recognition, counting, addition and subtraction will be taught. Students will demonstrate understanding independently.

Special area classes help round out our day! We have physical education, music, art, library, and computer. Your child will enjoy moving to another classroom to participate in these subjects.

One of the favorite times of the day is recess! It is an important aspect of your child's experience. Students will be expected to dress themselves for outside play. Each student will have the opportunity to choose playmates and activities and will grow physically and socially during this time. Our day also includes snack time, times for stories and crafts, and times to just take a break and choose activities that interest the individual student.

As we get ready to go home students will independently pack their backpacks and be responsible for items that need to return home. Bus groups and parent pick up time is a time where it is vital that students listen carefully and follow multiple step directions. Students need to recall their bus number and bus group area. With a hug and wave students leave the classroom at the end of a big day!



Pre-Readiness Skills

This is a list of skills your child should work on before entering kindergarten.

Language:

- ✓ Listens attentively to stories and poems
- ✓ Can tell about stories heard: character, setting, etc.
- ✓ Speaks in sentences
- ✓ Follows a 2-step direction
- ✓ Recognizes rhyming words
- ✓ Recognizes letters of the alphabet
- ✓ Recognizes letters in name

Fine/Gross Motor:

- ✓ Knows basic body parts
- ✓ Uses scissors, crayons, pencil correctly
- ✓ Works puzzles with 8-10 pieces
- ✓ Can hop
- ✓ Can skip
- ✓ Turns pages of books correctly (right to left and one at a time)

Development:

- ✓ Counts objects to 10
- ✓ Identifies colors
- ✓ Can match and tell names of shapes
- ✓ Writes first name (try for first letter capital and remaining lower case)
- ✓ Buttons
- ✓ Ties
- ✓ Puts on coat, hat, shoes, etc.
- ✓ Uses a Kleenex properly
- ✓ Communicates his/her needs

Social:

- ✓ Shares with others
- ✓ Waits his/her turn
- ✓ Solves conflicts in an acceptable manner
- ✓ Cares for self in bathroom
- ✓ Has emotional control
- ✓ Concentrates on a task and completes
- ✓ Expresses "I can" attitude not an "I can't"
- ✓ Usually seems happy
- ✓ Easily separates from parent/guardian



Kindergarten Readiness:

World Book surveyed specialists in early childhood education to determine what skills and knowledge a child needs in order to begin kindergarten successfully. Over 3,000 kindergarten teachers throughout the United States and Canada responded to the World Book School Readiness Skills Study. The results identify desirable readiness skills that will help children get off to a good start when they begin school.

Size

- Understands big and little
- Understands long and short
- Matches shapes of objects on size

Colors and Shapes

- Recognizes and names primary colors
- Recognizes circles
- Recognizes rectangles
- Matches shapes or objects based on shape
- Copies Shapes

Numbers

- Counts orally through 10
- Counts objects in one-to-one correspondence
- Understands empty and full
- Understands more and less

Position and Direction

Understands up and down; in and out; front and back; over (on) and under; top, middle, bottom; beside and next to

Listening and Sequencing

- Follow short simple directions
- Listens to a short story
- Listens carefully/attentively
- Recognizes common sounds
- Repeats a sequence of sounds
- Repeats a sequence of orally given numbers
- Retells simple stories in sequence

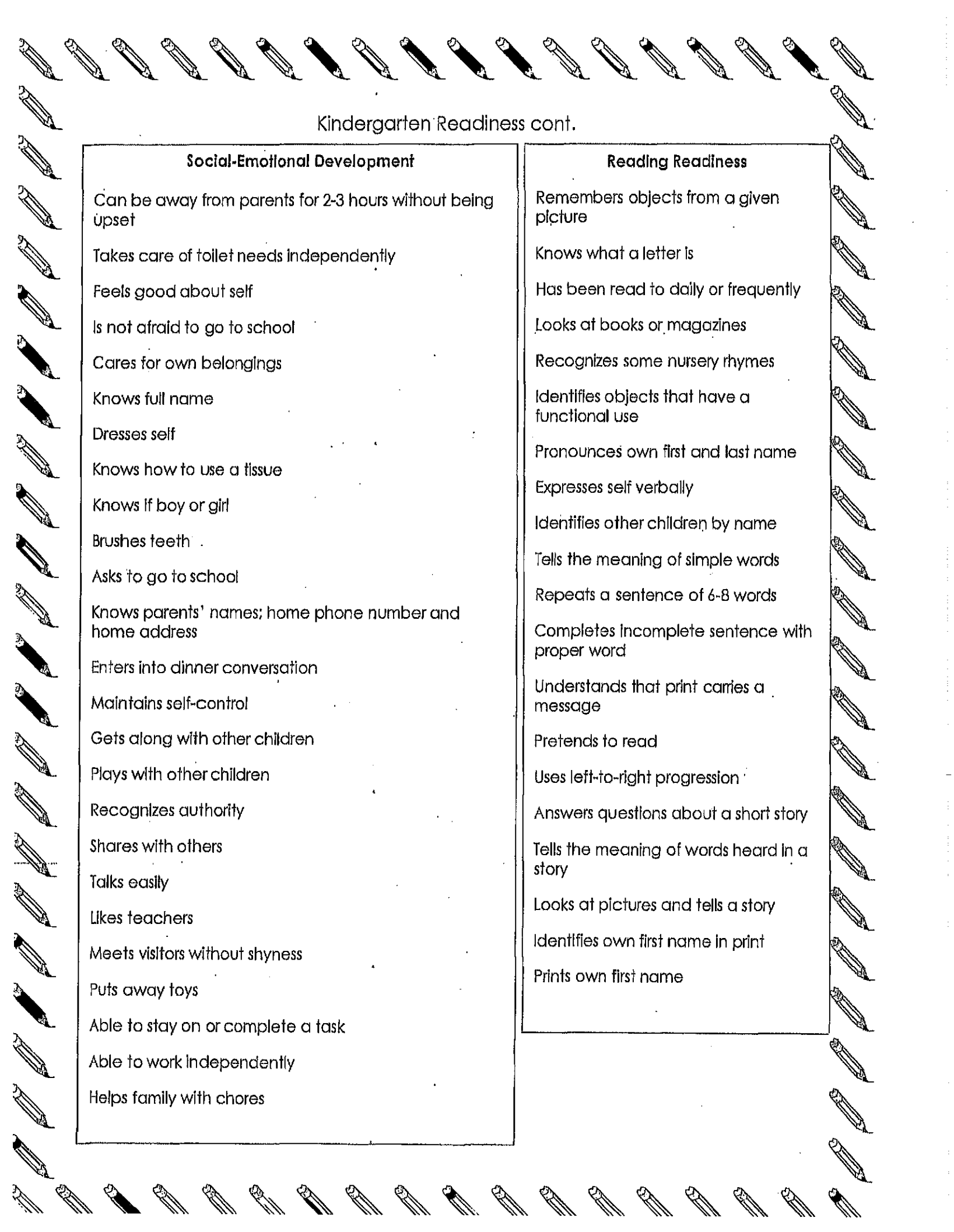
Motor Skills

Gross Motor:

Is able to run; to walk a straight line; jump, hop, alternate feet walking down stairs, march, stand on one foot 5-10 seconds, walk backwards for 5 ft, throw a ball

Fine Motor:

- Touches fingers
- Claps hands
- Builds with blocks
- Completes simple puzzles 8-10 pieces
- Controls pencil and crayons well
- Handles scissors well
- Cuts simple shapes
- Draws and colors beyond a simple scribble
- Pastes objects
- Able to button and zip
- Able to copy simple shapes



Kindergarten Readiness cont.

Social-Emotional Development

Can be away from parents for 2-3 hours without being upset

Takes care of toilet needs independently

Feels good about self

Is not afraid to go to school

Cares for own belongings

Knows full name

Dresses self

Knows how to use a tissue

Knows if boy or girl

Brushes teeth

Asks to go to school

Knows parents' names; home phone number and home address

Enters into dinner conversation

Maintains self-control

Gets along with other children

Plays with other children

Recognizes authority

Shares with others

Talks easily

Likes teachers

Meets visitors without shyness

Puts away toys

Able to stay on or complete a task

Able to work independently

Helps family with chores

Reading Readiness

Remembers objects from a given picture

Knows what a letter is

Has been read to daily or frequently

Looks at books or magazines

Recognizes some nursery rhymes

Identifies objects that have a functional use

Pronounces own first and last name

Expresses self verbally

Identifies other children by name

Tells the meaning of simple words

Repeats a sentence of 6-8 words

Completes incomplete sentence with proper word

Understands that print carries a message

Pretends to read

Uses left-to-right progression

Answers questions about a short story

Tells the meaning of words heard in a story

Looks at pictures and tells a story

Identifies own first name in print

Prints own first name



IDEAS FOR IMPROVING FINE MOTOR SKILLS:

The following are suggestions for activities or games to help improve a child's fine motor skills. These are meant to be enjoyable activities. A child should never be forced to participate in any of these activities. Have fun!

Squeeze bottles, water sprayers: fill with water or paint, have child blow cotton ball with empty squeeze bottle.

Make necklaces: string cheerios, candy, pretzels, dry pasta, etc.

Paper basketball: have child rip small pieces of paper, wad into ball, and throw into waste basket

Clothespins: clip objects to various width containers.

Pennies in a piggy bank

Bubble wrap: have child pop bubbles with thumb and index finger or with thumb, index and middle fingers.

Games to help promote this skill include: Connect Four™, Light Brite™, Uno™ or other card games, Ants in the Pants™, Jumping Monkeys™, Hungry Hungry Hippos™, Kerplunk™.

Wind-up toys

Wicki Stix™: play with or have child make shapes, letters, etc.

Zip lock bags: store game pieces or other objects in bags and have child open and close bags.

Play with tongs or tweezers to pick up different size objects and have child release them into various containers. You can vary the difficulty by picking up soft or hard objects, or by stacking objects.



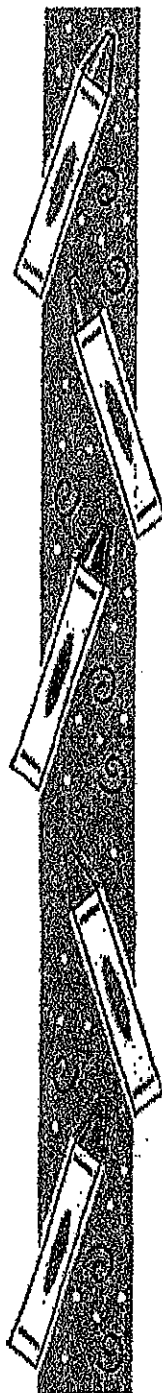
IDEAS FOR IMPROVING CUTTING SKILLS:

The following are suggestions for activities or games to help improve a child's cutting skills. These are meant to be enjoyable activities. A child should never be forced to participate in any of these activities. Have fun!

- < Play with tongs or tweezers to pick up different size objects and have child release them into various containers. You can vary the difficulty by picking up soft or hard objects, or by stacking objects.
- < Games to help promote this skill include Bed Bugs™, Operation™, and Thin Ice™.

To practice with scissors, try these fun activities. These progress from beginning skills to advanced skills.

- < Cut straws into pieces, and then string them to make a necklace.
- < Snip different color construction paper into pieces to make a collage.
- < Cut paper into strips to make various projects (i.e. paper chains, woven placemats).
- < Cut out wide lined shapes to make pictures (i.e. house, barn, people).
- < Cut out complex shapes such as flowers or stars



IDEAS FOR IMPROVING PREPRINTING SKILLS:

The following are suggestions for activities or games to help improve a child's preprinting skills. These are meant to be enjoyable activities. A child should never be forced to participate in any of these activities. Have fun!



Connect the dots: lines, shapes, pictures, etc. (You can use small stickers as the dots).



Mazes and stencils



Tic Tac Toe: you can use other preprinting lines or shapes to play with besides "x's" and "o's".



Thumbprint shapes or letters: Draw shapes or letters on a large piece of paper. Using a washable ink pad, have child trace shapes with his thumb prints.



Shape Bingo: Have child make the game boards by drawing a grid and filling it in with different shapes.



Magnetic letters



Have child practice shapes and letters using Magnadoodle™, a salt tray (cookie tray filled with salt), sidewalk chalk, popsicle sticks, cooked spaghetti noodles, foil board (foil wrapped around a sturdy piece of cardboard) with a "popsicle stick" pencil, Wicki Stix™ etc.

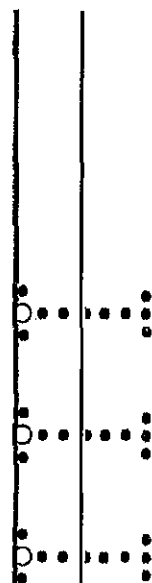
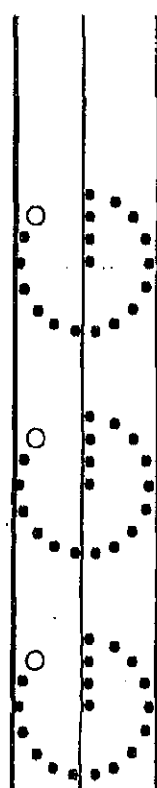
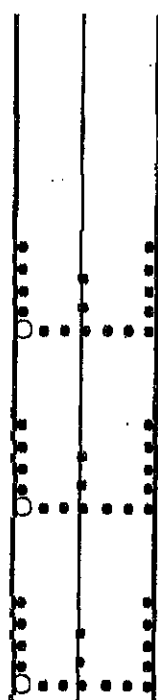
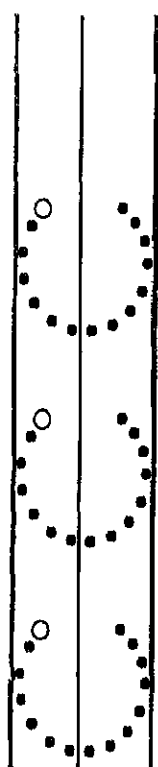
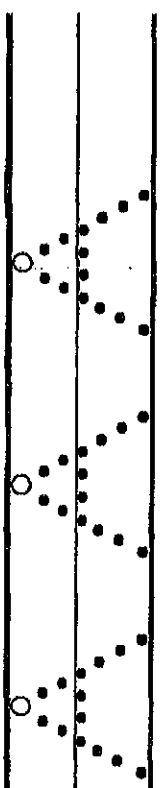
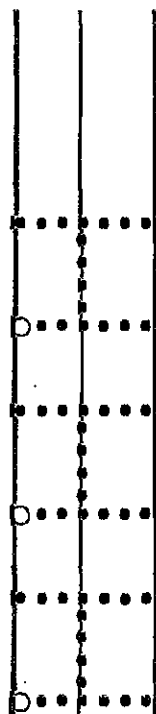
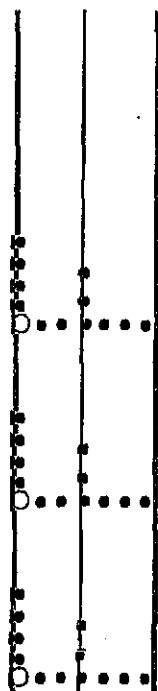
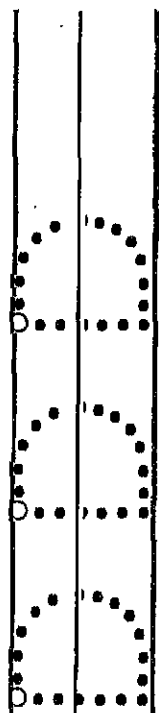
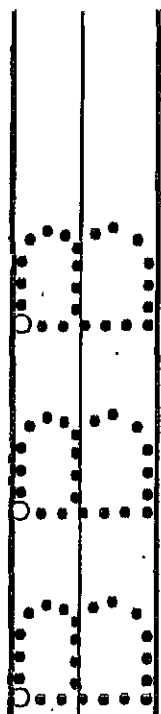
Ways to promote an appropriate writing grasp:

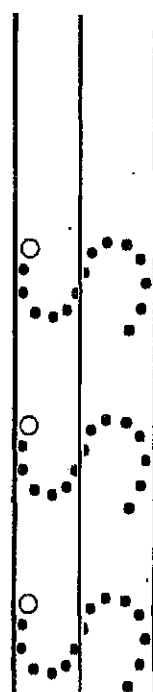
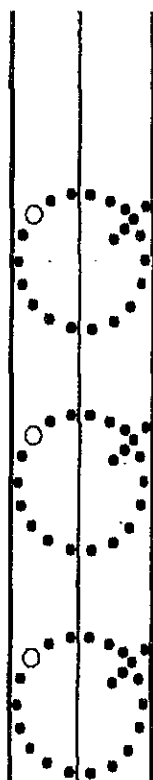
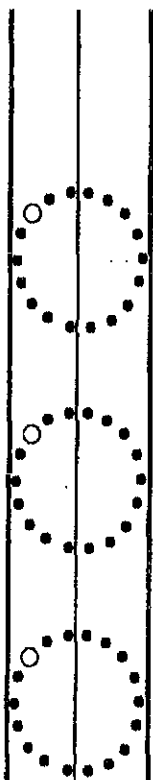
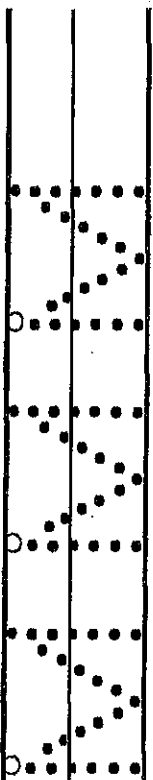
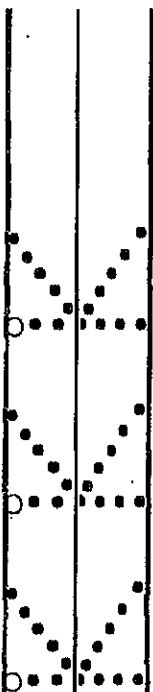
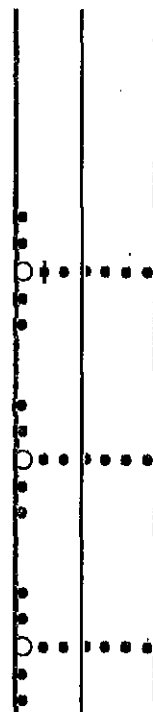
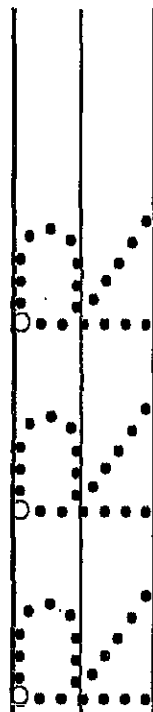
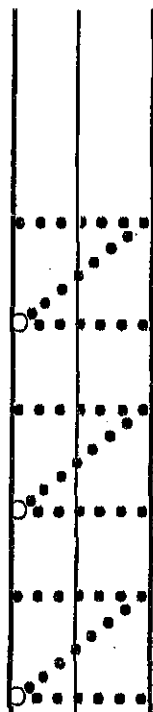
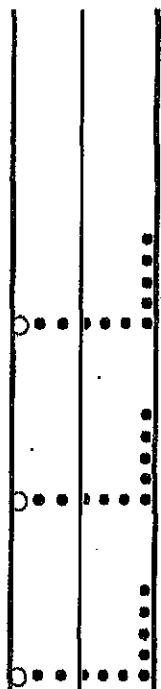


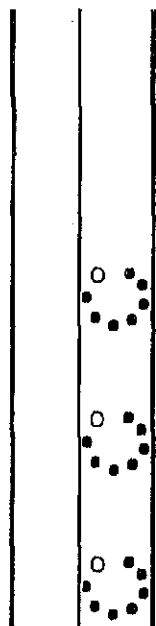
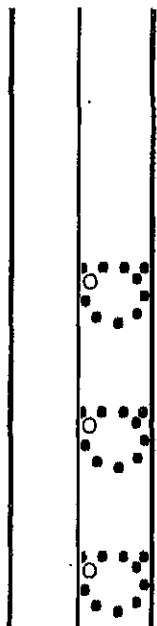
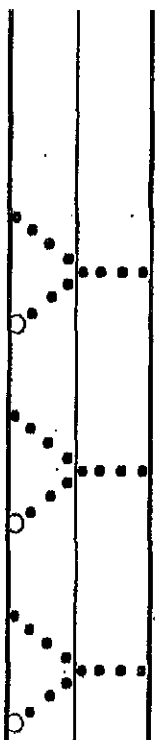
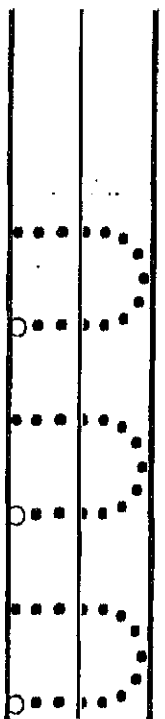
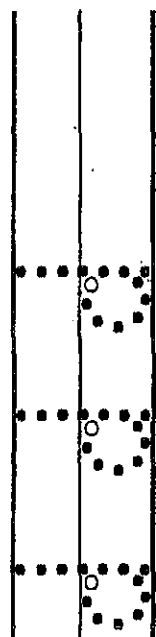
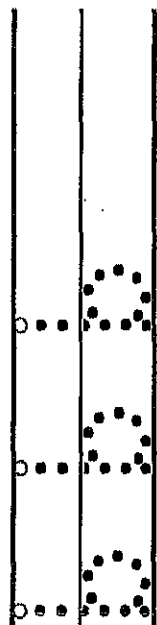
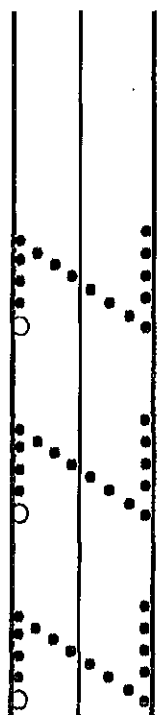
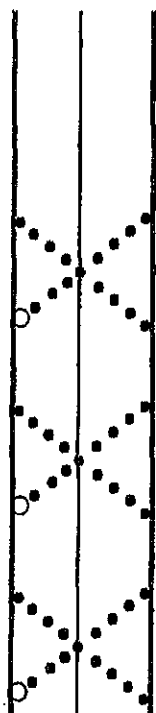
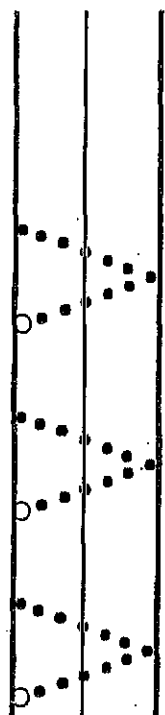
Use small crayons (break crayons in half) or bits of chalk when coloring/drawing.

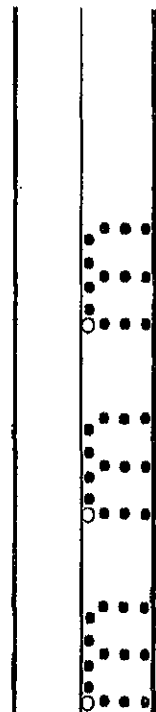
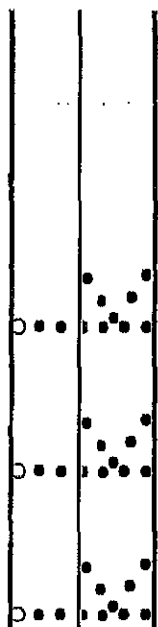
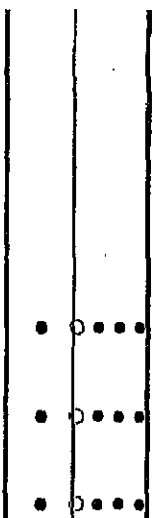
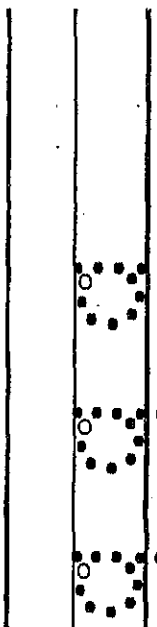
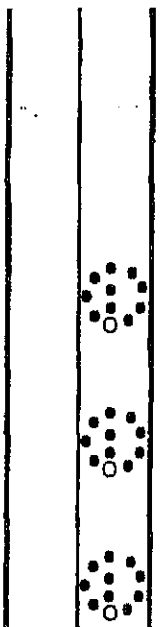
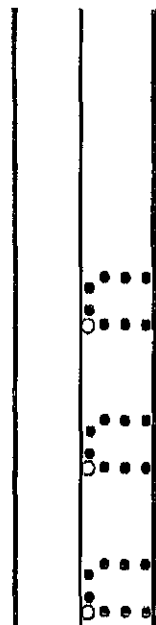
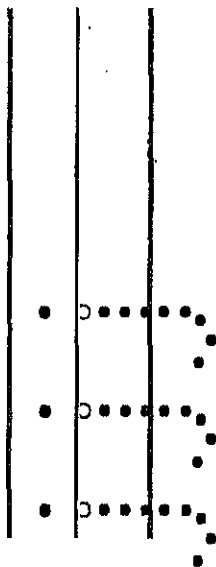
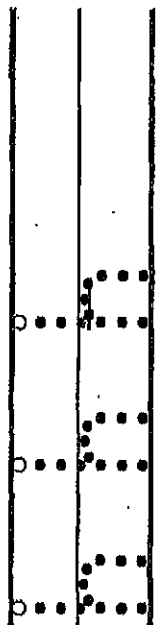
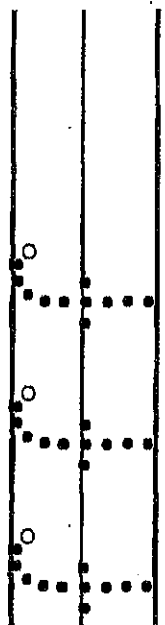


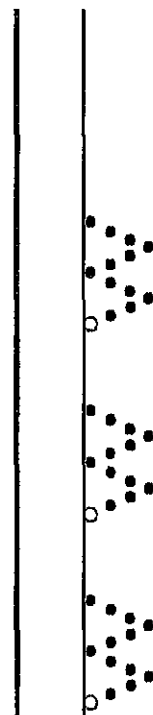
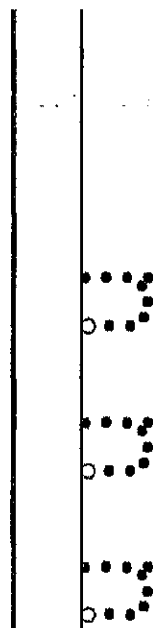
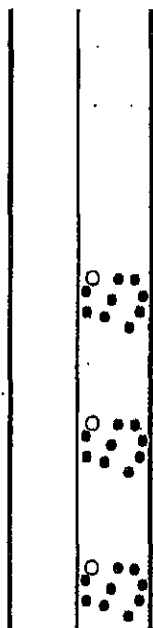
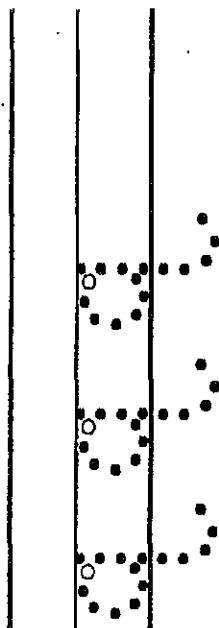
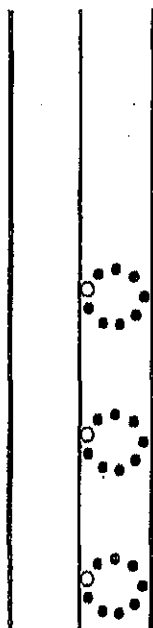
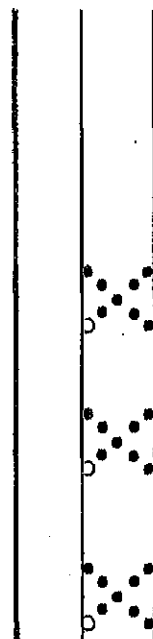
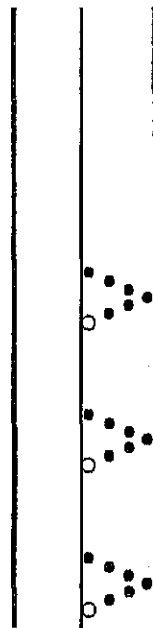
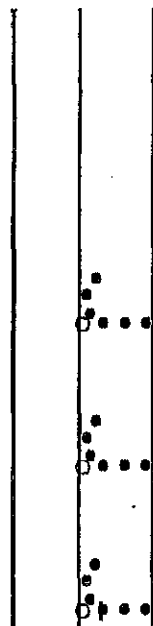
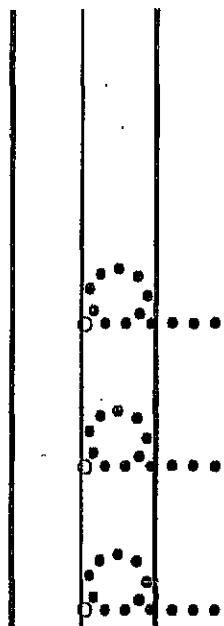
Have child hold a small sponge or coin with ring and little finger while grasping crayon with other fingers during coloring or drawing activity.

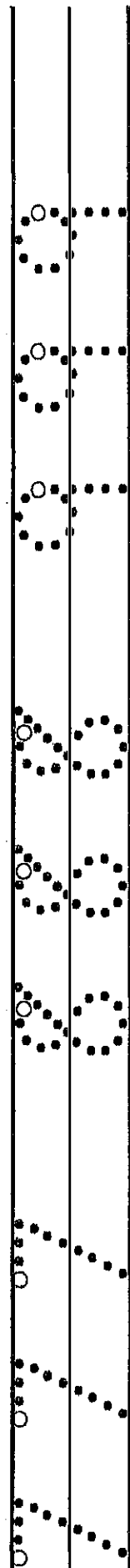
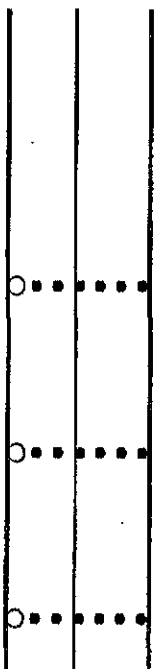
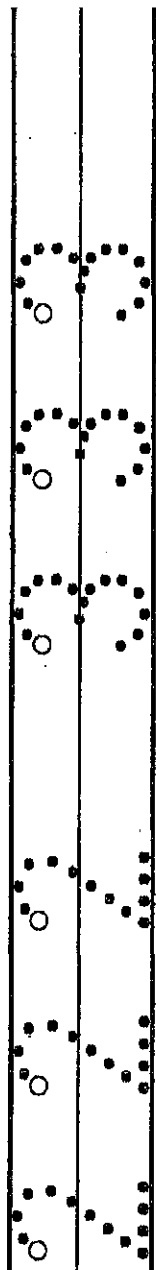
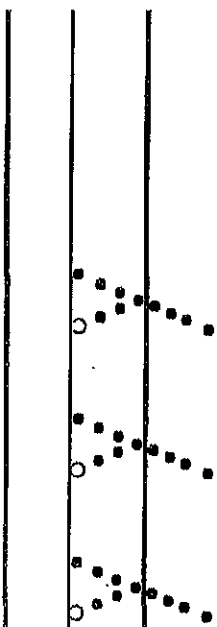
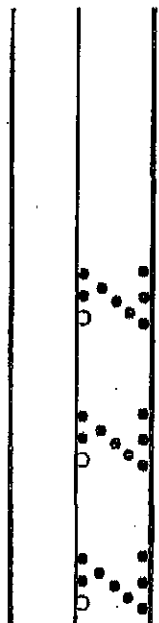


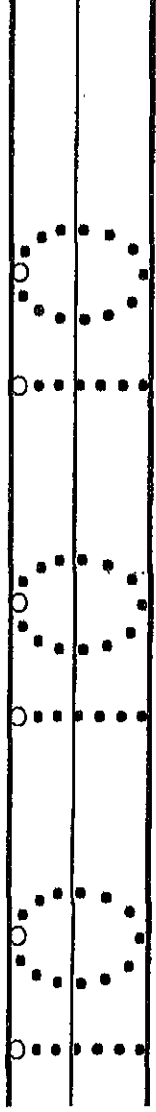




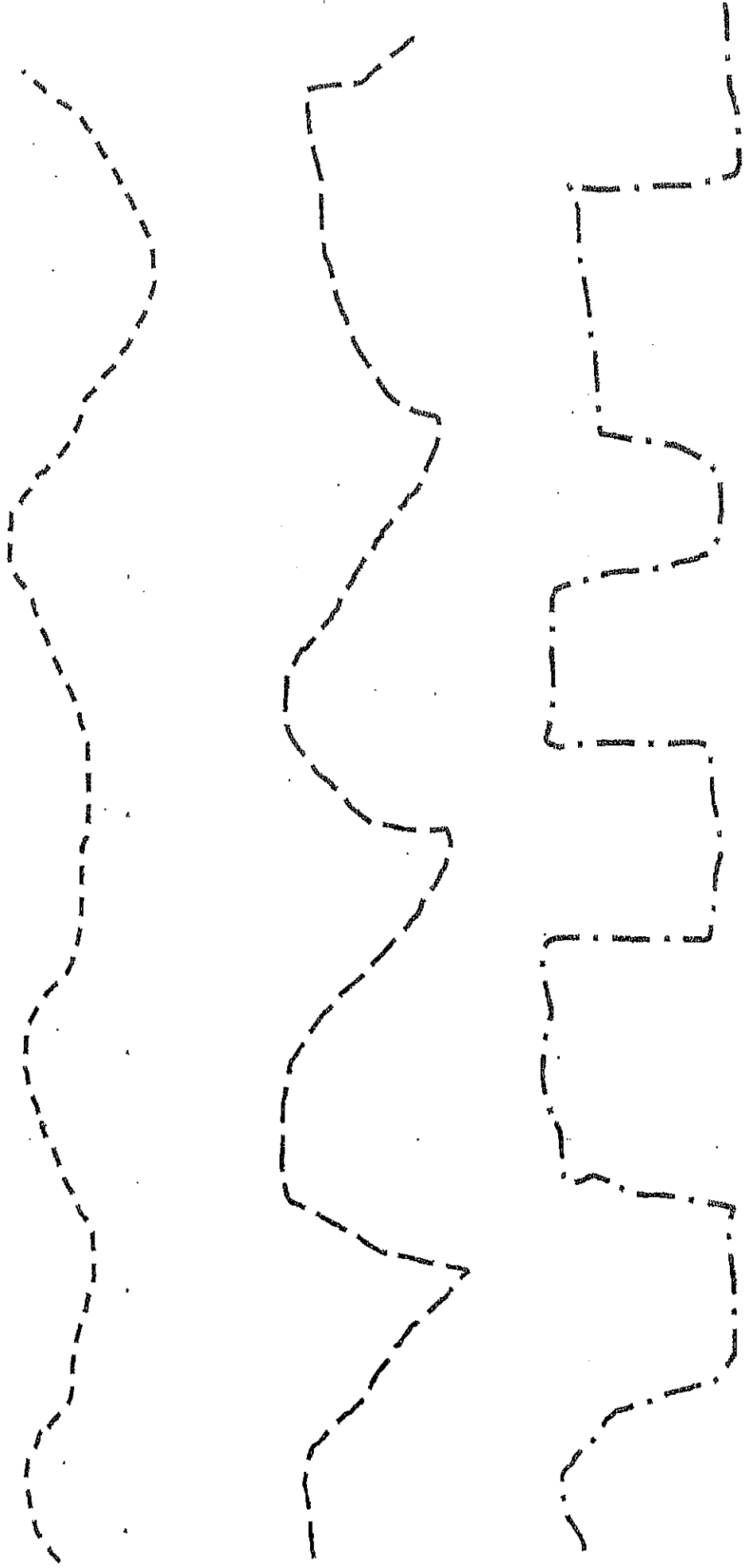








Practice going left to write with your child. First use their finger, then use a crayon, marker, and pencil.





Phonemic Awareness

What is **Phonemic Awareness**?

Phonemic Awareness is the knowledge of how letters and words are used in our oral language. Children have the ability to manipulate sounds in words in spoken language, if they are phonemically aware. They should hear relationships between sounds in words and to rearrange sounds in words to make new words.

In Kindergarten, children should be able to master all of these skills. Children should have a little knowledge of phonemic awareness before they enter Kindergarten.

What is a **phoneme**?

Phonemes are individual sound units.

Example: Ship – /sh/ /i/ /p/

This word has 3 phonemes.

Phonically aware students can:

1. **Identify rhyming words**

Cat, rat—rhyme

Look, tie—don't rhyme

2. **Match sounds**-hear word patterns

Which word doesn't belong? ran, rap, run, hand (hand)

tiger, tie, soldier, toe (soldier)

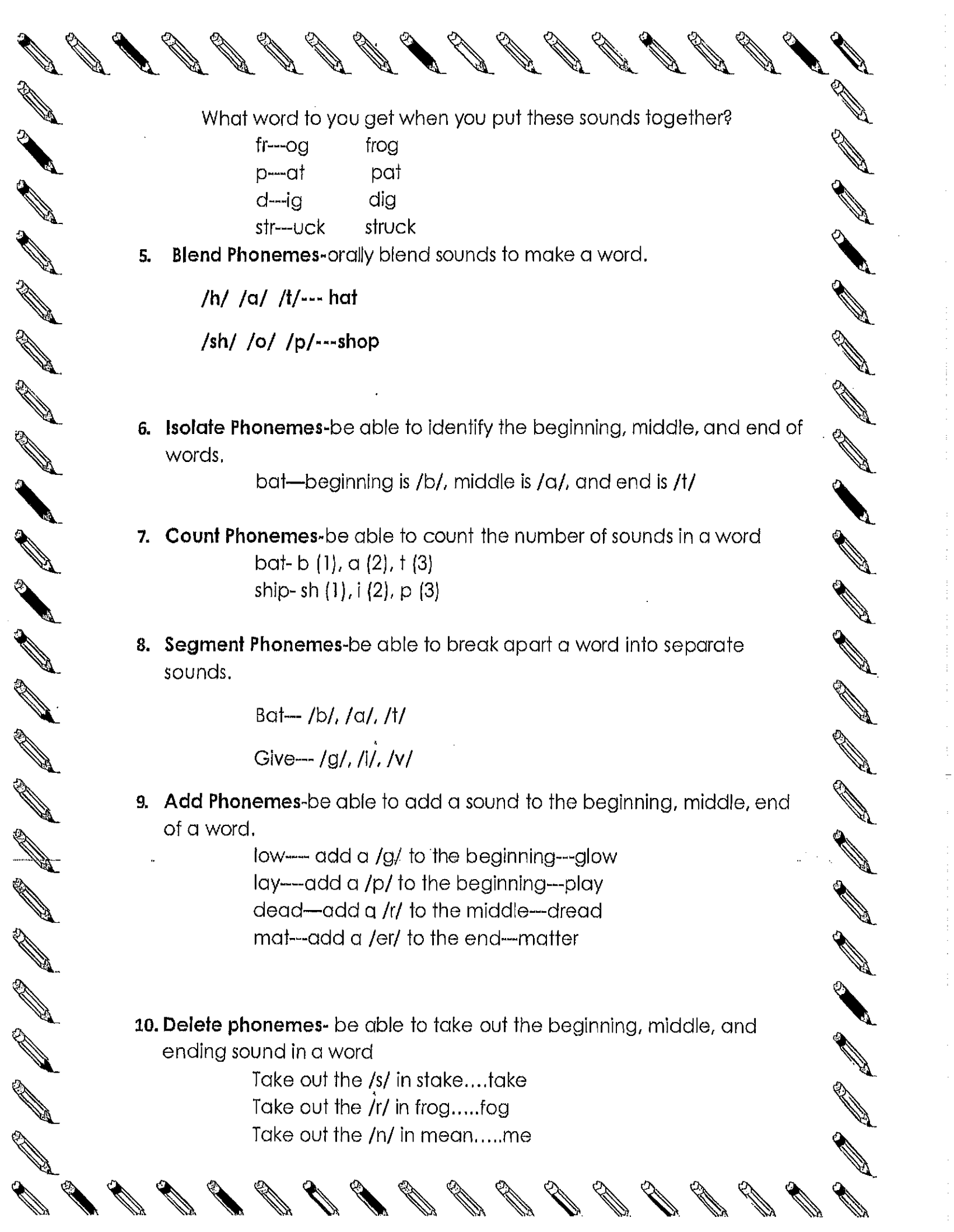
3. **Count Syllables**-identify how many syllables are in a word

Hippo (2) hip/po

Watermelon (4) wat/er/mel/on

Elephant (3) el/e/phat

4. **Split Syllables**-identify onsets and rimes



What word do you get when you put these sounds together?

fr---og frog
p---at pat
d---ig dig
str---uck struck

5. **Blend Phonemes**-orally blend sounds to make a word.

/h/ /a/ /t/--- hat

/sh/ /o/ /p/---shop

6. **Isolate Phonemes**-be able to identify the beginning, middle, and end of words.

bat---beginning is /b/, middle is /a/, and end is /t/

7. **Count Phonemes**-be able to count the number of sounds in a word

bat- b (1), a (2), t (3)

ship- sh (1), i (2), p (3)

8. **Segment Phonemes**-be able to break apart a word into separate sounds.

Bat--- /b/, /a/, /t/

Give--- /g/, /i/, /v/

9. **Add Phonemes**-be able to add a sound to the beginning, middle, end of a word.

low--- add a /g/ to the beginning---glow

lay---add a /p/ to the beginning---play

dead---add a /r/ to the middle---dread

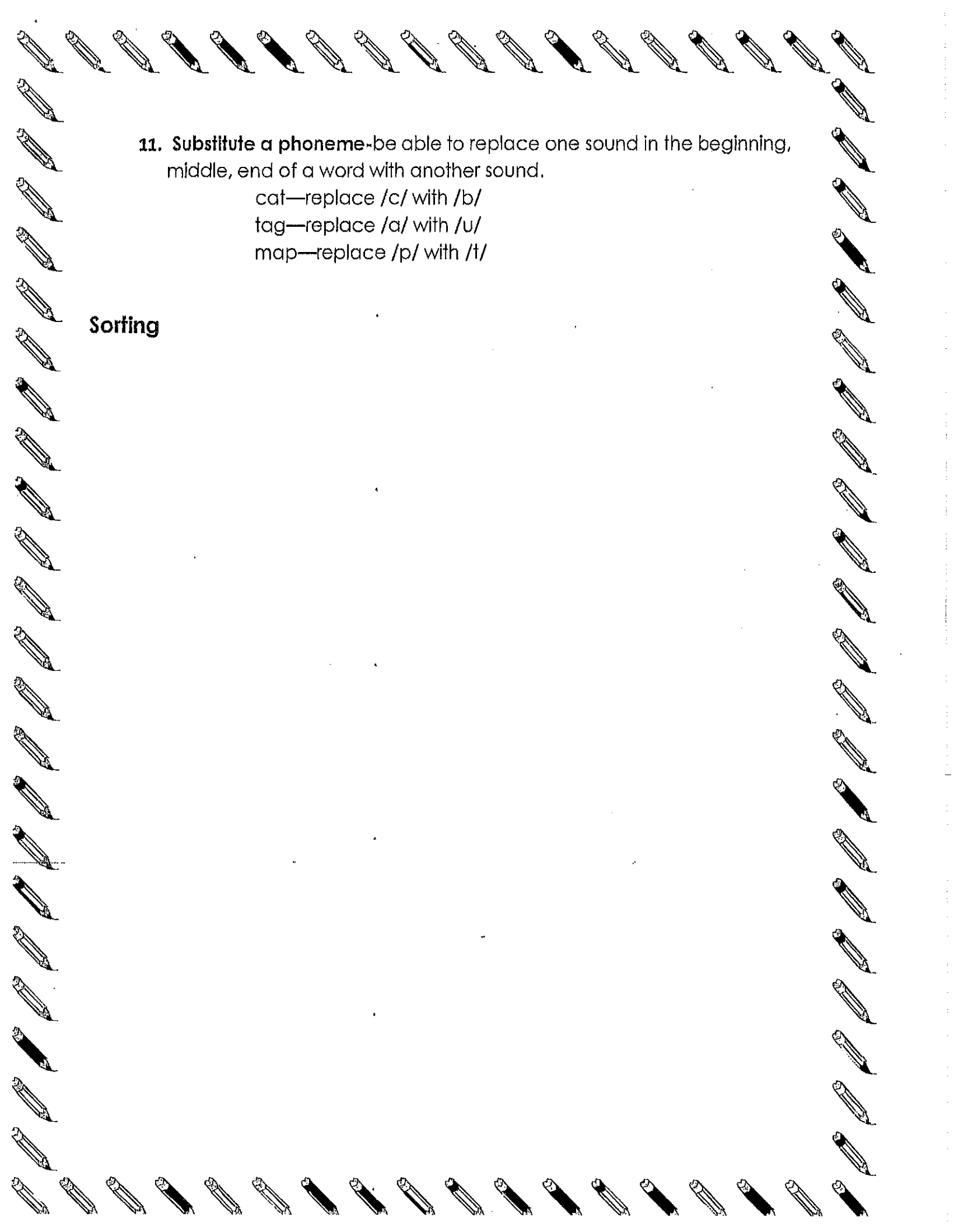
mat---add a /er/ to the end---matter

10. **Delete phonemes**- be able to take out the beginning, middle, and ending sound in a word

Take out the /s/ in stake....take

Take out the /r/ in frog.....fog

Take out the /n/ in mean.....me

A decorative border of various pencils, some with erasers and some without, arranged in a rectangular frame around the text.

11. Substitute a phoneme-be able to replace one sound in the beginning, middle, end of a word with another sound.

cat—replace /c/ with /b/

tag—replace /a/ with /u/

map—replace /p/ with /t/

Sorting