



Kindergarten Handbook Clinton Prairie Elementary School

TO: Kindergarten Parents
FROM: Mrs. Long, Mrs. Mennen, Mrs. Neal, Mrs. Stine, and Mrs. Stowers
DATE: February 2018
RE: Screening and Readiness Skills

Clinton Prairie Elementary School would like to welcome your child to kindergarten. This handbook is to familiarize parents with kindergarten screening, also called Round-Up. The purpose of kindergarten screening is to help us plan for the needs of your child for the next school year.

We will be checking your child's stage of development in the following areas:

LANGUAGE DEVELOPMENT -

repeating a sentence, following directions, using complete sentences to express themselves

LITERACY DEVELOPMENT -

listening, following directions, answering questions about a story

FINE MOTOR DEVELOPMENT -

drawing a picture, cutting, writing their first name

We do not expect your child to be proficient in these areas. The purpose of screening is to help us assess your child's needs. **Parents will be notified if there are any questions or concerns.**

We look forward to meeting you and your child!

-Clinton Prairie Kindergarten Teachers

IS YOUR CHILD READY FOR SCHOOL?

Children grow and mature at different rates. This checklist of developmental skills is based upon evidence of school readiness in children.

You as a parent know your child better than anyone else. You can help us decide if s/he is ready. Use this checklist over the next few weeks when observing your child. If you have concerns about maturity, please call us. After screening, if we have any questions about your child's readiness, we will contact you.

FINE MOTOR SKILLS

Can your child...

- Hold and use a pencil and scissors correctly
- Open and close a glue bottle
- Open and close juice boxes, milk boxes, and baggies as needed
- Dress themselves independently, including putting on and fastening / tying shoes and a coat



READINESS

Can your child...

- Repeat 8-10 word sentences if you say it once? (The boy ran all the way home from the store.)
- Recite several nursery rhymes or songs?
- Identify his/her own name in writing?
- Sit in a group setting for a 10 minute story without getting fidgety, then answer simple questions about it?
- Stay with simple tasks long enough to finish them? (Build with Lego bricks, play a board game, color or draw for 15-20 minutes. This does not include video games or other electronic devices.)
- Name common objects like bicycle, vase, shoe, hammer, towel, and shirt?

Does he/she...

- Ask for help after he has had a chance to feel comfortable in new surroundings?
- Feel secure in new conditions, including separating from parents/caregivers?
- Participate in activities with other children outside the family situation?
- Follow rules and understand reasons for them?

MATURITY

Can your child...

- Express him/herself using age appropriate voice and vocabulary, without 'whining' or 'baby-talk'? ("I need a paper." not "Me want that.")
- Be flexible and accept changes in routines / plans?
- Accept responsibility and consequences for actions?
- Separate from you without becoming distressed?

LISTENING

Can your child..

- Remember directions and carry out 2 or 3 simple errands or tasks in the home after being told once? (Pick up the book, bring me the pencil and close the door.)
- Pay attention to a short story and answer simple questions about it?
- Follow and participate in conversations?



SPEAKING / LANGUAGE DEVELOPMENT

Can your child...

- Be understood by most people and say most sounds correctly? (with the exception of l, s, z, r, v, th, ch, sh, y)
- Answer simple questions?
- Retell stories and/or talk about events?
- Ask many questions such as "Who?" or "Why?"
- Understand some opposite words? (up/down, in/out, etc.)
- Categorize words by group? (animals, clothes, food)
- Name functions? (spoon—eat with it, shovel—dig with it)
- Define common words (dog—an animal that barks)
- Use pronouns correctly, such as I, he, she, her, and him? Example: "She told me to pick up the puzzle" instead of "Her told me to pick up the puzzle."
- Communicate easily with other children and adults?
- Speak with a clear sounding voice?

Skills We Would Like Your Child to Know Before Entering Kindergarten

Use this checklist to see what areas you and your child need to work on before Kindergarten begins.

Self Help Skills

- Put shoes on correct feet. Lace and tie shoes.
 - a. If s/he cannot, please choose Velcro shoes
- Put on / take off clothing independently ex: coat
- Zip, button, or snap clothing independently.
- Take care of toileting needs.
- Blow and wipe nose.
- Wash hands.



Fine Motor Skills

- Write first name using capital then lower case. (ex: John not JOHN)
- Color beyond a scribble.
- Put together a simple puzzle of 8-10 pieces.
- Be able to use scissors, crayons, and a pencil using correct grip
- Remember directions and carry out 2 or 3 simple errands or tasks in the home after being told once. (Pick up the book, bring me the pencil and close the door.)

Math & Language Arts Skills

- Count 10 objects.
- Name these shapes: triangle, circle, square, and rectangle.
- Use position words correctly. (ex: over, under, beside, between)
- Recognize and name 11 basic colors: red, yellow, orange, green, blue, purple, pink, white, gray, black, brown
- Recognize and name the letters in his/her first name.
- Recognize and name ` letters (upper and lower case) out of ABC order.
- Pay attention to a short story and be able to answer questions about the story.

General Skills

- Know left hand from right hand.
- Point to these parts of his/her body: hair, mouth, eyes, nose, ears, hands, arm, knee, chin, and head

SKILL BUILDING ACTIVITIES

FINE MOTOR SKILLS

- Tape paper (hanging down) to the edge of table. Use helping hand (the one you don't hold pencil/scissors with) to hold paper and cut on the line
- Put Shaving Cream on kitchen counter or table, print name in it using index finger. Print letters and numerals. Be sure to let your child play a few minutes before beginning practice.



READINESS

Letter Awareness

- Read Chicka, Chicka, Boom, Boom and other alphabet books with your child.
- Use magnetic letters. Sort letters from numerals. Sort upper from lower case.
- Label things in your home (door, window, cabinet)
- Put names of family members on their doors
- When you practice printing your child's name, be sure to use lower case letters after initial capital. Ex: John not JOHN

Reading

- Read to your child. Ask questions about the story. Talk about the illustrations. Have your child retell the story.
- Know parts of a book: cover, front, and back
- Know where to start reading a book, and to read from left to right and then return to the beginning of next line until the end of the page, then go to next page
- Be able to identify what is a letter and what is a word

Math

- Number Order - count in the car (how high can we count?)
- Slide count objects - touch object and slide it as you count
- Play Go Fish with regular playing cards.
- Count to 20



SPEAKING

- Be able to correctly pronounce first and last name
- Be able to tell your birthday
- Be able to correctly use words such as: biggest, shortest, more, and less)
- Correctly use positional words to give and follow directions. "Put the crayon in the middle of the table." (ex: over, under, first, last, in, and out)