

# Getting Children Ready for Kindergarten

A Guide for Teachers and Caregivers of Preschool Children



 **ARKANSAS DEPARTMENT OF HUMAN SERVICES**

 Division of Child Care and Early Childhood Education

 Arkansas Head Start - State Collaboration Project

## **Project Partners**

Arkansas Department of Human Services,  
Division of Child Care and Early Childhood Education  
Arkansas Early Childhood Commission  
Arkansas Head Start – State Collaboration Project  
Arkansas Department of Education  
Arkansas School Readiness Initiative  
Arkansas Advocates for Children and Families

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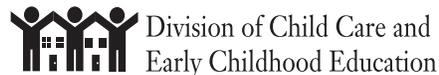
## **Design and Layout**

Massey Design, Little Rock

## **Funding**

This project is funded by Arkansas Department of Human Services,  
Division of Child Care and Early Childhood Education through the  
Federal Child Care Development Fund and the Arkansas Head Start –  
State Collaboration Project.

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Date: 2004



Arkansas Head Start –  
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## *A Guide for Teachers and Caregivers of Preschool Children*

“Kindergarten readiness” is a term we have heard for many years. It is a term that has meant different things to different people. Now that has changed.

Legislative Act 825 enacted by the Arkansas General Assembly in 2003 has caused the term “kindergarten readiness” to be more clearly defined. Here is a summary of the main points contained in Act 825:

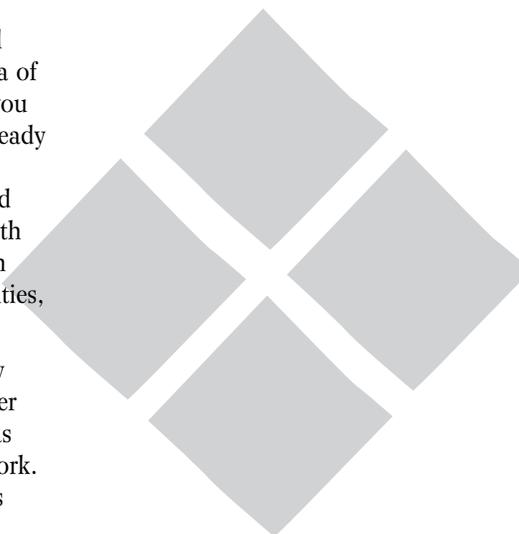
- The Department of Education shall determine and prepare a list of skills and knowledge that a child should have in order to be prepared for kindergarten.
- The list shall be prepared in a manner that will assist parents in preparing their children for kindergarten.
- The Department of Human Services shall provide copies of the list to child care facilities licensed by the Division of Child Care and Early Childhood Education.
- Licensed child care facilities shall distribute the list to the parents of each three-year old, four-year old, and five-year old attending the child care facility.
- A child will not be required to have a certain level of skills or knowledge prior to enrolling in kindergarten.

Here is what is being done to meet the requirements of Act 825:

- The Department of Education has developed a list of 38 kindergarten readiness indicators.
- A Getting Ready for Kindergarten Calendar of Family Activities has been developed. In the calendar, the kindergarten readiness indicators are presented in “family friendly” language.
- The Licensing Unit of the Division of Child Care and Early Childhood Education is distributing calendars to each licensed child care facility in the state that serves preschool children.
- Child care facilities are distributing the calendars to families.

Teachers and caregivers in preschool programs also have a role in the area of kindergarten readiness. To support you in that role, this Getting Children Ready for Kindergarten Guide has been developed. In the guide you may find things that you are already doing with children to support the Kindergarten Readiness Indicators plus new activities, ideas and resources.

You will also find that there is a very direct connection between the teacher and caregiver guide and the Arkansas Early Childhood Education Framework. The chart that follows illustrates this connection.



### **CONNECTIONS**

<b>Getting Children Ready for Kindergarten Guide</b>	<b>Arkansas Early Childhood Education Framework</b>
Kindergarten Readiness Indicators . . . . .	Benchmarks (selected ones)
Activities and Ideas . . . . .	Strategies and Activities
Glossary . . . . .	Glossary
Children’s Books . . . . .	Bibliography of Children’s Books
Resources to Support Activities and Ideas . . . . .	References and Resources
Getting Ready for Kindergarten Calendar . . . . .	Family Connection Packet
of Family Activities . . . . .	Picture This Booklet for Families

A review of Appendix A further supports this connection. While the Guide and Framework and supporting documents have many similarities, they serve two different purposes. The Framework shapes and guides quality early childhood programs. Through the Developmental Learning Strands and the Benchmarks for each, the Framework addresses all areas of a child’s development and learning. The Benchmarks are documented through child observations and collections of a child’s work over a period of time.

The Kindergarten Readiness Indicators were selected from the Benchmarks as being those that seem to be most important for kindergarten readiness and are to be measured through a screening process when a child enters kindergarten.

If you plan and implement a program based on the Framework Benchmarks, you will also be including the Kindergarten Readiness Indicators. When you use this guide and the Framework, you will be guiding the growth and development of children through a successful preschool experience and through a successful transition to kindergarten.

## Tips for Using the Guide

- as a curriculum resource
- as a way to connect with families

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### *Here is some information to help you understand how the guide is organized.*

The guide is divided into six sections:

- Expressiveness and Language Comprehension
- Approach to Learning/Cognition
- Phonological Awareness/Print Knowledge
- Mathematics
- Social/Emotional
- Physical Development

Some sections begin with a glossary of terms. Each section has a list of suggested materials and concludes with a list of suggested resources. The kindergarten readiness indicators and supporting activities and ideas form the core of each section of the guide.

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Use the suggested activities and ideas in the guide as a supplement to the curriculum resources you are currently using in your classroom. Note that the activities are specifically designed for preschool children and focus on hands-on learning with concrete materials in a well-planned environment.

Each family with preschool children in your program should have received a copy of the *Getting Ready for Kindergarten: A Calendar of Family Activities*. You should also have a copy of the calendar and become familiar with its contents. The calendar and the guide are intended to compliment each other.

In the calendar, the kindergarten readiness indicators are the same as in the guide, but are written in “family friendly” language. Refer to Appendix A which shows the indicators from the Department of Education and the same

indicators written in the “family friendly” language from the calendar. In the calendar the indicators are grouped by months rather than in six sections as they are in the guide. You will find that many of activities in the calendar and in the guide are quite similar.

By becoming familiar with the contents of the calendar and by using the guide as a curriculum resource, you can better support families in their role as primary educators of their children. You can help make a strong connection between kindergarten readiness at home and in the classroom.

As you and families work together to get children ready for kindergarten, it is important that you both understand this: A child will not be required to have a certain level of skills or knowledge prior to enrolling in kindergarten.

## Suggested Materials

- Real objects such as seashells, rocks and pinecones
- Discussion pictures that show action such as children playing together, a family on an outing, a team playing a sport or a person walking with the aid of a walker or a cane
- Children's books (Refer to list for examples)
- Collection of songs, finger plays, poems and games

## 1. Uses effective oral communication skills and speaks in complete sentences

### Activities and Ideas: *Communicating*

- Use/model correct grammar while talking with children and families.
- Take time to listen to children and respond to their comments.
- Sit with children during snack and lunch time and talk with them about things of interest to them.
- Give children real objects such as seashells and pinecones to describe and discuss.
- Provide support to English language learners. Use concrete objects and pictures to create a connection with vocabulary words. Learn some words in children's home language and use them to label materials.
- Place objects in a "feely" box or bag. Have children take turns pulling out an object and describing it.
- Use discussion pictures with small groups of children to encourage them to communicate and speak in complete sentences. Invite them to describe what is happening in the picture.
- Set up your classroom in learning centers for two to four children. Add props to the centers to encourage children to talk with each other. Dress-up clothes in the home living area, cars and traffic signs in the block center and a felt board and felt figures in the library area are examples.
- Make sure that learning centers are easily accessible for all children. If there is a child in the classroom with a wheelchair, walker or crutches, allow room for that child to move safely in and out of learning centers.
- Plan small group activities (3 to 5 children) and involve children who may be reluctant to talk in large groups.
- Help children understand the meaning of unfamiliar words in books you read with them.
- Adapt the environment and the activities so that all children can experience success.

## 2. Understands and follows directions with at least two steps

### Activities and Ideas: *Following Directions*

- Have children tell in sequence routine things they do such as getting dressed in the morning or going to bed at night.
- Read books or tell stories with children and have them recall the sequence of events.
- Play a game such as "Simon Says" with children that involve following directions in sequence. Begin with two directions, and then gradually increase the number of directions in the sequence. When playing "Simon Says" with preschool children, always say "Simon Says" before the directions. The focus at this stage is for children to listen and follow the directions rather than whether or not "Simon Says."
- Include songs such as "Hokey Pokey" that involve children in listening and following directions.
- Include cooking/nutrition experiences that involve following directions. Have a recipe chart with directions in order. Include both written words and pictures or illustrations of the steps in the recipe.

**3. Understands vocabulary related to position, direction, size and comparison: like/different • top/bottom • first/last • big/little • up/down**

Activities and Ideas: *Understanding position, direction, size and comparison*

- Include games, finger plays, chants and songs to teach position, direction, size and comparison. Examples are “Hickory Dickory Dock” and “Going on a Bear Hunt”.
- Use real or concrete objects to teach position, direction, size and comparison. For example, give each child in circle a beanbag. Ask children to put the beanbag **on** their heads, **behind** their backs, **under** their chins, etc.
- Read books to children that include concepts about position, direction, size and comparison. Refer to the list below for examples.

**4. Makes simple predictions and comments about a story being read**

Activities and Ideas: *Predicting*

- Invite children to look at the cover of a book and predict what they think the story is about.
- Pause while reading a story and ask children what they think will happen next.
- Conduct science experiments with small groups of children (3 to 5). Invite them to predict what they think will happen during the experiment. For example, ask them to predict which objects will sink and which will float or which objects will hold water and which will not hold water.

**Suggested Resources**

*Developmentally Appropriate Practice in Early Childhood Programs – Revised Edition*

*Early Childhood Environment Rating Scale – Revised Edition*

*Early Childhood Experiences in Language Arts – 7th Edition*

*Learning to Read and Write*

*Linking Language*

*The Creative Curriculum for Preschool Children – 4th Edition*

*The Inclusive Classroom*

*The Instant Curriculum*

**Resources available through the Division of Child Care and Early Childhood Education**

Arkansas Early Childhood Education Framework

A Story a Month

Picture This: A Framework for Quality Care and Education for Children from Three to Five

Family Connection Packet

Getting Ready for Kindergarten: A Calendar of Family Activities

Pre-K Early Literacy Learning in Arkansas (Pre-K ELLA)

**Children’s Books**

*Big Dog, Little Dog* by P. D. Eastman, Random House (1973)

*The Mitten* by Jan Brett, Putnam (1990)

*Peter’s Chair* by Ezra Jack Keats, HarperCollins (1967)

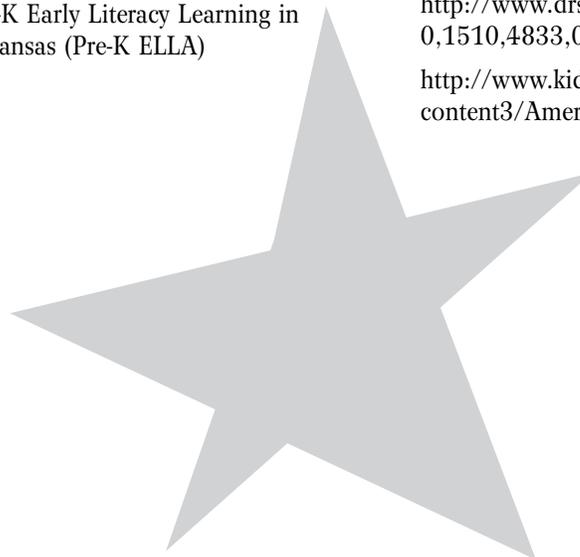
*The Three Bears* by Paul Galdone, Clarion (1985)

*The Three Billy Goats Gruff* by Paul Galdone, Clarion (1981)

**Web Sites**

<http://www.drspock.com/article/0,1510,4833,00.html>

<http://www.kidsource.com/kidsource/content3/AmericaReads/preschol.html>



### Glossary

**classification** – the ability to recognize likenesses and differences between objects and to group them accordingly, for example by common characteristics such as color or shape

**patterning** – the process of creating repetitions such as a clapping pattern

**sequencing** – the process of putting things in order (ordering), for example by size

**visual discrimination** – the ability to see likenesses and differences, a skill necessary for reading

### Suggested Materials

- Counting bears
- Colors and shapes bingo
- Stringing beads and laces (plastic, wooden, textured/tactile)
- Color links (include textured/tactile)
- Color cubes
- Sequence cards (purchased or made)
- Collection of songs, finger plays, poems, nursery rhymes
- Children’s books (Refer to list)
- Match-ups (two-piece puzzles, purchased or made, of paired items that go together)
- Pictures of things that go together (hammer and nail, comb and brush, for example)
- Pattern blocks and cards
- Unifix cubes
- Go Fish or Old Maid Cards
- Fishing Game (made or purchased)
  - Make a pole from a dowel stick with a magnet attached to the end of the string.
  - Make cardboard fish of different sizes.
  - Make cardboard fish of different colors.
  - Attach paper clips to fish.
- Puzzles of various types and numbers of pieces
  - Puzzles with 3 to 24 pieces
  - Puzzles with knobs for grasping
  - Puzzles with raised edges for easy handling
  - Fit-in puzzles
  - Interlocking puzzles
  - Floor puzzles
  - Puzzles with self-checking design on the board
  - Puzzles with the outline of each puzzle piece on the base
- “Feely” bag or box

### 5. Demonstrates visual discrimination skills by matching two like pictures in each of five sets of pictures

#### Activities and Ideas: *Visual Discrimination*

- Play games that involve children in visual discrimination activities
  - Bingo games with matching pictures, colors or shapes
  - Dominoes with matching pictures, colors or number of dots
  - Find the match with pairs of matching cards such as Old Maid, Go Fish, or with pairs of matching cards that have been made
- Play games that involve children in visual memory activities
  - What’s Missing? with real objects
  - Memory or Concentration with pairs of matching cards
- Collect a number of pairs of socks. Separate the pairs and place in a container.
  - Invite the children to find the pairs and put them together.



## 6. Classifies (same/different, alike/not alike) objects by physical features shape • color • size

Activities and Ideas: *Classifying by physical features*

- Label unit block storage shelf by tracing outlines of shapes of blocks on the back of solid colored contact paper. Cut out the shapes and place them directly on the shelf. Model and assist children to put away the blocks by shape.
- Have children classify their shoes according to types (tennis shoes, sandals, etc.), by color or by shoe fasteners.
- Involve children in making classification books or wall murals using pictures from magazines or pictures they draw. For example, they can put all of the pictures of animals on one page and all of the pictures of people on another. Or mount a large sheet of paper on the wall. Divide it into columns. Label one column “Animals That Live on Land” and the other column “Animals That Live in the Water.” Invite children to locate pictures of animals and place them in the correct column.
- Have children create two lines, one line with boys and the other with girls.
- Play “Same and Different” with objects such as colored cubes or counting bears.
  - Have two objects the same color and one a different color. Ask children to identify the two that are the same. This can also be done with two shapes. Have all of the shapes the same color so that there is only one attribute for children to focus on.
- Have an assortment of buttons for children to sort and classify by color, shape or number of holes in the button. (Careful supervision is needed for this activity.)
- Have containers the same color as color bears. Put the bears and containers out together. Observe to see if children sort and classify by color. If this does not happen, begin to sort and say something like “I’m going to put all the red bears in the red bowl.” Encourage children to join you in this activity.

## 7. Classifies objects conceptually (things that go together)

Activities and Ideas: *Classifying things that go together*

- Gather a group of objects that go together such as crayons and paper, spoon and fork and doll and doll blanket. Involve children in selecting the items that go together. Ask them to explain their choice.
- Make or purchase match-ups (two-piece puzzles of paired items that go together).
  - Involve children in finding the two puzzle pieces that go together.
- Show children an object such as scissors and ask them to think of something that goes with scissors. Accept answers that children can logically explain.

## 8. Recognizes, replicates or repeats a visual or auditory patterning sequence

Activities and Ideas: *Creating patterns*

- Use the term “pattern” or “patterning” as you introduce patterning activities to children.
- Create movement and auditory patterns and ask children to repeat them. For example:
  - step, step, jump – step, step, jump (Take 2 steps forward, then jump.)
  - clap, clap, pat – clap, clap, pat (Clap your hands twice, pat your knees once.)
- Gradually increase the complexity of the pattern as children are ready for this.
- Start a pattern with eating utensils such as fork, spoon, fork, spoon. Ask children to “make a pattern just like this one.”
- Create a pattern having children stand boy, girl, boy, girl.
- Place items such as Unifix cubes, counting bears and small colored blocks in the environment and allow children to select them as they play. Observe children to see what they do with the materials.
- Begin to create a pattern with Unifix cubes, stringing beads, color links or counting bears. Begin with a two color pattern such as blue, yellow, blue, yellow. Invite children to “make a pattern like this one.” Increase the complexity of the pattern as children are ready for this.
- Provide three colors of construction paper strips (1" x 9" strips). Show children how to make a link by gluing together the ends of a paper strip, then how to add another link. Allow children to create their own chain. Observe to see if they create a color pattern. Chains can be used as necklaces or to decorate the room.

**9. Demonstrates the ability to correctly put in order or sequence up to three pictures**

Activities and Ideas: *Ordering and sequencing*

- Read a story such as *The Three Bears* or *The Three Little Pigs*. Involve children in retelling the story.
- Involve a small group of children in fishing for fish of different sizes. Ask them to put their fish in order from smallest to largest.
- Have containers of items such as drinking straws, strips of paper, yarn and string in different lengths. Place the items in the art center for children to use for creating collages. Observe to see how children explore and use the materials.
- Introduce a set of sequence cards to a child. Allow the child to explore the cards independently. Observe to see if the child puts the cards in order. If not, ask “Which card comes first? Which is next?” Involve the child in discussing what is happening in the cards.

**10. Recites/participates/joins in repeating a familiar song/poem/finger play/nursery rhyme**

Activities and Ideas: *Singing songs and saying poems, finger plays and nursery rhymes*

- Include both familiar and new songs, poems, finger plays and nursery rhymes in your daily schedule.
- Make charts of songs, poems, finger plays and nursery rhymes to use with the children during group time. Use both words and pictures or illustrations for the charts. Laminate the charts. Place the charts in the library or music area. Observe to see if children use the charts to sing or say the nursery rhymes, finger plays or poems.
- Send home copies of the poems, finger plays and nursery rhymes. Ask children to share them with their families.

**11. Retells a simple story after listening to a story with pictures**

Activities and Ideas: *Retelling a Story*

- Read a story such as *The Three Billy Goats Gruff*. Involve children in retelling the story.
- Place in the library area a felt board and story figures from the book.
- Observe children as they use the figures to see if they retell the story in sequence.
- Place story props such as three bears and three bowls of different sizes in the home living area after reading *The Three Bears* to the children. Allow the children to play with the props in their own way. Observe to see if they use the props to act out the story.

**12: Works simple puzzles (up to 4 pieces)**

Activities and Ideas: *Working puzzles*

- Have a variety of puzzles available in your classroom each day.
- Store puzzles so that children can select and put them away independently.
- Sit at the table with children and encourage and guide them to successfully complete puzzles.
- Change puzzles as children’s abilities and interests change.

**13. Identifies/points to five colors**

Activities and Ideas: *Identifying colors*

- Provide art media of different colors: crayons, washable markers, tempera paint, fingerpaints, water colors, construction paper, and collage materials.
- Use color words in your conversation with children.
- Comment on the color of items children are using. For example, say “I see that you are stringing red and green beads.”
- Sing songs and say nursery rhymes and poems that include color words. “Baa, Baa Black Sheep” is an example.
- Include transition activities that focus on color recognition.
- Place items such as color blocks or counting bears in a “feely” box or bag. Invite one child at a time to reach in the bag, bring out an item and say the color.
- Play “I Spy Colors” game with the children. Play the game indoors and outdoors.
- Involve a small group of children in fishing for fish of different colors. Ask them to say the color of each fish they catch.

**Suggested Resources**

*Developmentally Appropriate Practice in Early Childhood Programs – Revised Edition*

*Early Childhood Experiences in Language Arts – 7th Edition*

*Math and Science for Young Children – 4th Edition*

*The Creative Curriculum for Preschool*

*The Inclusive Classroom*

*The Instant Curriculum*

**Resources available through the Division of Child Care and Early Childhood Education**

Arkansas Early Childhood Education Framework

Family Connection Packet

Getting Ready for Kindergarten:  
A Calendar of Family Activities

Pre-K Early Literacy Learning in Arkansas (Pre-K ELLA)

Video: Math and Science Experiences for Preschool Children: Hands-on Learning in Small Groups

**Children’s Books**

*A Color of His Own* by Leo Lionni, Random House (1993)

*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., Henry Holt & Co. (1993), Eric Carle, Illustrator

*The Carrot Seed* by Ruth Kraus, HarperCollins (1945), Crockett Johnson, Illustrator

*Clifford’s First School Day* by Norman Bridwell, Scholastic (1999)

*Corduroy* by Don Freeman, Viking (1968)

*Goodnight Moon* by Margaret Wise Brown, Harpercollins (1947), Clement Hurd, illustrator

*Growing Vegetable Soup* by Lois Ehlert, Harcourt Brace Jovanovich (1988)

*If You Give a Moose a Muffin* by Laura Numeroff, Harpercollins (1991), Felicia Bond, illustrator

*If You Give a Mouse a Cookie* by Laura Numeroff, Harpercollins (1985), Felicia Bond, illustrator

*If You Give a Pig a Pancake* by Laura Numeroff, Harpercollins (1998), Felicia Bond, illustrator

*If You Take A Mouse to School* by Laura Numeroff, Harpercollins (2002), Felicia Bond, illustrator

*Little Blue and Little Yellow* by Leo Lionni, Morrow (1959/1995)

*Mouse Paint* by Ellen Stohl Walsh, Harcourt Brace Jovanovich (1989)

*My Very First Mother Goose* by Iona Opie, Candlewick Press (1996), Rosemary Wells, illustrator

*Of Colors and Things* by Tana Hoban, Scholastic (1989)

*The Random House Book of Mother Goose* by Arnold Lobel, Random House (1986)

*Read-aloud Rhymes for the Very Young* by Jack Prelutsky, Knopf (1983), Arnold Lobel, illustrator

*The Three Little Pigs* by Paul Galdone, Clarion (1979)

*Tomie dePaola’s Mother Goose* by Tomie dePaola, Putnam (1985)

*The Wheels on the Bus* by Maryanne Kovalski, Scott Foresman (Reprint 1990)

**Web Sites**

<http://www.funbrain.com/match/index.html>

[http://freejigsawpuzzles.com/kids\\_art\\_jigsaw\\_puzzles.htm](http://freejigsawpuzzles.com/kids_art_jigsaw_puzzles.htm)

<http://www.hssd.k12.wi.us/readingchild.htm>

[http://www.hubbardscupboard.org/kindergarten\\_prep.html#Literacy](http://www.hubbardscupboard.org/kindergarten_prep.html#Literacy)

<http://www.justreadfamilies.org/putreadingfirst.html>

<http://www.naeyc.org/resources/eyly/1997/17.asp>

<http://www.naeyc.org/resources/eyly/1998/19.asp>

<http://www.scholastic.com/families/>

## Glossary

**environmental print** – is found in the natural environment of the child. It includes labels, road signs, billboards and other printed words that are familiar visuals in a child’s environment (from Pre-K ELLA)

**environmental print** – print and other graphic symbols, in addition to books, that are found in the physical environment, such as street signs, billboards, television commercials, building signs, etc. Note: Environmental print affords opportunities for learners in early phases of emerging literacy to discover and explore the nature and function of graphic symbols as conveyors of meaning, even when they are not able to read in a formal sense. (from Framework)

**phonological awareness** – the ability to recognize spoken words as a sequence of sounds. Phonological awareness refers to the whole spectrum from primitive awareness of speech sounds and rhythms to rhyme awareness and sound similarities.

## Suggested Materials

- Name cards for each child (Use uppercase first letter followed by lowercase letters in printscript as in **Chris**.)
- Magnetic alphabet letters, both upper and lower case
- Sand paper letters
- Alphabet puzzles
- Alphabet chart
- Tools for drawing and writing: crayons, washable markers, pencils, chalk and chalkboard, dry erase boards and markers
- Paper on which to draw and write: computer printout, index cards, unlined and lined paper, small blank books, construction paper, envelopes and stationery
- Printing tools: alphabet letter stamps and ink pad
- Learning center signs labeled with realistic pictures and words in both English and in children’s home language
- Poetry, nursery rhyme and song charts with both words and pictures or illustrations
- Recipe charts with both words and pictures or illustrations
- Printed materials such as telephone books, magazines, grocery store ads, grocery list pads and restaurant menus
- Classroom charts such as snack or lunch menus with pictures or photographs of the food item next to the words
- Traffic signs for block center indoors and tricycle path outdoors
- Children’s books (Refer to list for alphabet, rhyming text, nursery rhymes, poetry)
- Children’s books in their home language if other than English

## 14. Recognizes name in print when shown word cards

## 15. Points to and/or recognizes letters in name

## 16. Attempts to write letters in own name

Activities and Ideas: *Recognizing name, letters in name and attempting to write name*

- Let children see you write their names to label their cubbies and in dictated stories, for example.
- Encourage children to write their own names on their art work when you feel they have an interest in writing.
- Seek permission from children before writing their names on their art work. Some children will want their names written on the back of their work.
- Print children’s names on the upper left corner of their work because that is the spot reading starts on any given page in English.
- Say the letters aloud as you write a child’s name.
- Use name cards for activities such as roll call, for placing on a helper’s chart or as place cards at the snack or lunch table.
- Place children’s name cards in the writing center.
- Have a sign-in sheet for children. Write each child’s name in the left column and in the right column, have a space for signing in. Encourage children to “sign in.”
- Accept each child’s “sign in” attempts.
- Talk with children about letters in their names. For example, call attention to children’s names that begin with the same letter.

**17. Recognizes environmental print or familiar signs in the child’s environment**

Activities and Ideas: *“Reading” environmental print and signs*

- Label learning centers with words and realistic pictures. Introduce the center labels to the children.
- Place traffic signs, either made or purchased, in the block center.
- Place traffic signs, either made or purchased, in the area of the play-ground where children ride tricycles.
- Place writing materials in centers such as blocks and home living so that children can create their own signs.
- Show children the EXIT signs in the building and discuss why the signs are there. Ask children and their families to look for EXIT signs when they go places such as restaurants and movie theatres.
- Suggest to families that they involve their child in “reading” road signs and business signs in their community.
- Involve the children in making environmental print books of their favorite cereals or restaurants, for example.



**18. Demonstrates book awareness: Concepts about print – left to right, top to bottom  
Book handling – holding book right side up, beginning/ending**

Activities and Ideas: *Looking at books*

- Read with the children several times each day. Read with small and large groups of children and with an individual child.
- Discuss with and model for children how to properly care for books, including how to return them to the book shelf.
- Establish an inviting and cozy library area. Include pillows and rugs for softness.
- Display books so children can see the covers, thus making selection easier for them.
- Model and discuss with children how to use books. For example:
  - Introduce the parts of a book: cover, title page and pages, title, author and illustrator.
  - Demonstrate starting at the beginning and turning each subsequent page.
  - Demonstrate how to turn the pages.
  - Demonstrate how to return books to the display area.
- Arrange for children with a visual impairment or a hearing loss to sit near the teacher so they can see the pictures or hear the words as the book is being read.
- Spend time in the library area each day so children will know that this area is important to you.
- Include books with large print for children with visual impairments.
- Send home notes listing children’s favorite books.
- Invite families to visit the classroom and participate in read aloud time.

**19. Identifies two words that rhyme/sound the same**

Ideas and Activities: *Recognizing rhyming words*

- Provide children with a variety of listening activities. For example, have them listen for different sounds in their environment. Read books such as *The Listening Walk* by Paul Showers.
- Read books such as *Silly Sally* by Audrey Wood that are rich in rhyme.
- Read and say Mother Goose rhymes with children. Pause and allow the children to complete the rhyme with the correct rhyming word.
- Read simple poems with children. Encourage them to complete a line of the poem with the correct rhyming word.
- Engage children in a variety of rhyming activities such as finger plays, chants and songs.
- Provide a collection of pairs of objects or pictures that rhyme. Sock and rock, hat and cat, spoon and moon, and soap and rope are examples. Involve children in choosing the two objects or pictures that rhyme.
- Show children an object such as a sock, ball or hat. Invite them to say a word that rhymes with the chosen object. Accept nonsense words that rhyme as well.

## 20. Recognizes 10 alphabet letter names, may include those in own name, by pointing to requested letter

### 21. Makes 3 letter/sound matches

Activities and Ideas: *Recognizing alphabet letter names and making letter/sound matches*

- Give children hands-on alphabet letter experiences by providing materials such as alphabet puzzles, magnet alphabet letters, alphabet-shaped cookie cutters to use in damp sand or playdough, and alphabet blocks.
- Place alphabet displays where children can examine them, can refer to them as they work and play, and where they can handle them.
- Include the use of big books and large nursery rhyme and poetry charts with children so they can more easily see the words and alphabet letters.
- Read alphabet books with children.
- Write children's dictation either in a small group or with individual children.
- Involve the children in reading back their dictation.
- Make alphabet books with children over a period of time. Write one letter, both upper and lower case, on each page. Help children locate pictures of objects that begin with each letter and paste on appropriate pages. Children can make either an individual or a group alphabet book.
- Name the letters you see children writing.
- Call attention to initial word sounds as you say familiar finger plays and retell stories. "Baby Bumble Bee" is an example of a finger play.
- Call attention to children's names that begin with the same letter. This can be done as you are using name cards to take attendance, for example.
- Read a big book such as *Chicka Chicka Boom Boom* with children. Invite children to look at a page and locate a letter that begins like their name, a letter they know or several of the same letters.

### 22. Uses symbols or drawings to express ideas

Activities and Ideas: *Expressing ideas through drawings*

- Provide unstructured drawing materials such as crayons, washable markers, water colors, tempera paint, brushes and a variety of types of paper.
- Allow children on a daily basis to select the art materials and use them on their own and in their own way.
- Avoid coloring books, patterns, pre-cut models, adult models or the adult drawing for the children. All of these have a negative effect on expression of ideas by the child.
- Write children's dictated comments about their drawings. Comments can be written either directly on the drawings or on a strip of paper that can be attached to the drawing. Let this be the child's choice.

#### Suggested Resources

*Creating Readers*

*Developmentally Appropriate Practice in Early Childhood Programs – Revised ed.*

*Early Childhood Environment Rating Scale – Revised ed.*

*Early Childhood Experiences in Language Arts, 7th Edition*

*Learning to Read and Write*

*Linking Language*

*The Instant Curriculum*

**Resources available through the Division of Child Care and Early Childhood Education**

Arkansas Early Childhood Education Framework

A Story a Month

Family Connection Packet

Getting Ready for Kindergarten:

A Calendar of Family Activities

Picture This: A Framework for Quality Care and Education for Children from Three to Five

Pre-K Early Literacy Learning in Arkansas (Pre-K ELLA)

Video: Read It Again! Experience the Joy of Reading Aloud with Children

#### Children's Books

*A My Name is Alice* by Jane Bayer, Puffin, reprint (1992), Steven Kellogg, illustrator

*Barnyard Banter* by Denise Fleming, Henry Holt (1994)

*Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault, Simon & Schuster (1989), Lois Ehlert, illustrator

*Eating the Alphabet* by Lois Ehlert, Harcourt, Brace Jovanovich (1989)

*I Read Signs* by Tana Hoban, Greenwillow (1983)

*Jamberry* by Bruce Degen, HarperCollins (1983)

*Jambo Means Hello: Swahili Alphabet Book* by Muriel Feelings, Dial (1974), Tom Feelings, illustrator

*The Listening Walk* by Paul Showers, Thomas Y. Crowell (1961)

*The Napping House* by Audrey Wood, Harcourt Brace Jovanovich (1984), Don Wood, illustrator

*Silly Sally* by Audrey Wood, Harcourt, Brace Jovanovich (1992)

*There Was an Old Lady Who Swallowed a Fly* by Simms Taback, Viking Children's Books (1997)

#### Websites

<http://www.naeyc.org/resources/eyly/2001/07.asp>

[http://pbskids.org/lions/printables/games/alphabet\\_uc.html](http://pbskids.org/lions/printables/games/alphabet_uc.html)

<http://www.rhymezone.com/r/rhyme.cgi?Word=&typeofrhyme=perfect&org1=syl&org2=l>

## Glossary

**add** – to put together or join groups

**group** – things with common features such as a group of four red crayons

**number** – how many, for example three bears

**numeral** – the symbol for how many, for example, 3 is a symbol for three items such as three bears. Symbols are abstract; they are not concrete.

**one-to-one correspondence** – the process of pairing of items or objects, for example a cup for every child at the table.

**rational counting** – matching each numeral name in order to an object in a group, for example saying “1, 2, 3, 4” as four objects are counted.

**rote counting** – reciting the names of the numerals in order (sequence) from memory, for example 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

*Children usually develop number concepts in the following order:*

**one-to-one correspondence** – This is the most fundamental component of the concept of number. Children demonstrate one-to-one correspondence when they put one shoe on one foot.

**rote counting or saying the number names in sequence** – Rote counting usually occurs before rational counting. For example, a child might rote count to 10, but is only able to rational count one, two or three objects.

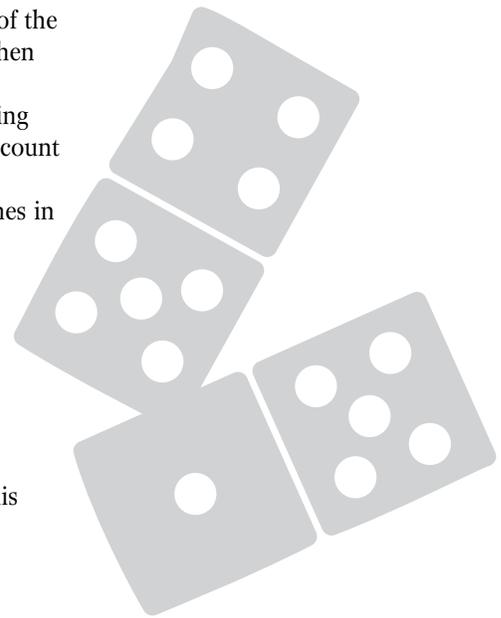
**rational counting** – Rational counting involves knowing the number names in the correct order while counting concrete objects. It also involves being able to coordinate eyes, hand, speech and memory.

**more and less** – Child counts two groups of objects to determine which group has more and which group has less. For example a child counts a group of four blue crayons and a group of three red crayons and says there are more blue crayons.

**adding and subtracting concrete objects** – Children are able to add or subtract concrete objects from a group.

**number/numeral relationship and arranging numerals in order** – This involves children being able to do the following activities:

- recognizing the numerals
- placing the numerals in order
- knowing that each numeral represents a group of objects



## Suggested Materials

- unit blocks
- pattern blocks and cards
- two-dimensional and three-dimensional shapes (wood and plastic)
- attribute blocks
- plastic links
- magnetic numbers
- dominoes
- number/numeral match-ups (2 piece puzzles either made or purchased)
- pegs and pegboards
- peg number boards
- number puzzles
- number cards from 1 to 10
- counting bears
- unifix cubes
- lotto games
- children’s books (refer to list for examples)
- number line
- number sequence puzzles
- number stepping stones

### 23. Counts number of objects in small group (up to 5)

Ideas and Activities: *Demonstrating one-to-one correspondence and counting objects*

- Include materials such as pegs and pegboards so children can practice one-to-one correspondence (one peg for each hole). Provide an equal number of nuts and bolts for children to put together. Place one brush in each paint container.
- Set up the learning environment so children can experience one-to-one correspondence in their play. Refer to the information on page 9 about labeling the unit block storage shelf. Another example is to hang pots and pans on a pegboard with the shape of each pot drawn on the board. These two additions to the environment allow children to practice one-to-one correspondence as they select and put away materials.
- Include opportunities for informal one-to-one correspondence activities each day. For example, ask a child to give each child in the group a scarf for dancing or a beanbag for a game. Guide children who are snack or lunch helpers to set the table so that each child has one of each eating utensil and a napkin.
- Read with the children a story such as *The Three Little Pigs*. Count with the children the number of pigs and the number of houses. Discuss with them that each pig has a house. Place a felt board and felt figures of three pigs, wolf, three houses, straw, sticks and bricks in the library area. Observe to see if children match each pig with the correct house building materials and house.
- Plan a structured activity with an individual child or a small group of children. Provide the same number of animals and cages (berry baskets or small boxes), four for example. Allow children to play independently with the materials and observe what they do. Ask children, “Does each animal have a cage? Show me how you can find out.”
- Make a counting kit by putting together a collection of items such as shells, buttons and bottle caps. Use the objects in the kit to assess children’s ability to count, to plan structured counting activities with small groups of children, and for children to use independently.
- Assess children’s ability to count groups of objects (rational counting). Gather a small group of children (3 to 5) and give each child a pile of objects such as cube blocks, bottle caps or counting bears. Allow children to explore the materials. Then ask each child to count the number of objects he or she has. How does the child’s rational counting compare with his or her rote counting?
- Use songs, rhymes and finger plays to introduce rational counting. For example, as you and the children start to say “Five Little Monkeys” hold up five fingers and say “Show me your five monkeys.”
- Read with children books about counting. Refer to the list for examples.
- Take advantage of informal rational counting activities. For example, ask a child to count out four packs of crackers or to put five placemats on the table.
- Play the fishing game and ask children to count the number of fish they catch.
- Involve children in counting the number of children present each day. Designate one child as the “counter.” Help the child know where to start counting. The child goes around the circle touching each child and saying the number names in order. Invite the other children to join in the counting. Ask one child to count all the girls and another to count all the boys.

### 24. Demonstrates an understanding of number (how many) and numeral relationship by placing correct number of objects to corresponding 0-5 numeral

Activities and Ideas: *Connecting numbers and numerals*

- Provide number/numeral two-piece puzzles, either purchased or made. The puzzles should be self-correcting. Begin with a few sets, from one to four for example. Allow children to explore the puzzles on their own and observe to see what they do with them. As a child correctly puts the worm puzzle together, say “There are two worms. This shape (numeral) is called two.” Add more puzzles as children are ready for this.
- Make numeral cards 0 to 10 and laminate them. Begin with numeral cards 0 to 3. Involve a small group of children in placing the correct number of objects on each card. Use small cars or animals, for example. Help children understand that 0 means none. Add additional numerals as children are ready for this.
- Read with children books that contain numbers and numerals. Refer to the list for examples.

## 25. Demonstrates an understanding of addition and subtraction using manipulatives up to five

Activities and Ideas: *Adding and subtracting with manipulatives*

- Include addition and subtraction words as you talk with children. For example, to a child who has put three small animals in a cage, count the animals with the child and ask, "If you add one more animal, how many will you have?"
- Present stories such as *The Gingerbread Man* where characters are added one at a time to the story. Use felt figures to retell the story. Then allow the children to use the felt figures on their own.
- Involve children in acting out finger plays and songs such as "Six Little Ducks" so they can visually see the result of being taken away (subtracted).
- Use felt or magnetic figures to present songs such as "Five Little Speckled Frogs." Allow children to use the figures independently.

## 26. Arranges numerals in order 1-5

Activities and Ideas: *Putting numerals in order*

- Involve children in discriminating one numeral from the other by sorting numeral cards. Begin with nine cards; three cards with the numeral 1, three cards with the numeral 2 and three cards with the numeral 3. Ask a child to sort the cards into three piles. Support a child who may be having trouble doing this by asking him or her to find the cards that look alike.
- Provide materials, purchased and made, to help children discriminate one numeral from the other. See the list for examples.
- Involve children in playing a fishing game where each fish has a numeral. Begin with numerals from 0 to 4. As a child catches a fish, help him or her put the fish in numerical order. Add fish with numerals up to 10 as children are ready for this.
- Play games with numeral stepping stones and numeral cards, either made or purchased. Scatter the stones on the floor in random order. Show a numeral card and ask children to find a stone that looks like "this one." Say the numeral name. Involve the children in putting the stones in order.
- Place the number line on the floor and let children walk from one numeral to the other in order.
- Read books with children that introduce numerals in sequence. Refer to the list of books.

## 27. Identifies/points to three shapes: circle, square, triangle

Activities and Ideas: *Knowing circles, squares and triangles*

- Include in the environment a variety of "hands on" experiences with shapes. Refer to the list of materials for examples.
- Allow children to explore the materials as they play. For example, they will experience shapes as they build with unit blocks, work a shapes puzzle or use clay or play dough to create their own shapes.
- Place construction paper shapes in a container and place it in the art center for children to use as they create collages.
- Involve a small group of children in using their sense of touch to label and discriminate shapes. Collect familiar objects such as a small ball, a small wooden block, a pencil and a rock. Allow each child to examine each object and name it. Place the objects in a feely box or bag. Say to a child "Put your hand in the box and find the ball." Continue with other objects.
- Display an array of felt shapes (circle, square and triangle) on a felt board. Ask children to put all the shapes that are the same kind together. Ask children to "find all the triangles (squares, circles)." Point to a shape at random and say "Tell me the name of this shape."
- Read with children books such as *Shapes, Shapes, Shapes* by Tana Hoban.
- Involve children in locating shapes in their environment.

## 28. Counts in sequence 1-10

Activities and Ideas: *Counting in sequence (rote counting)*

- Assess a child’s ability to count in sequence by saying to that child “Count as far as you can go.”
- Clap and count at the same time. This teaches number order.
- Recite familiar counting rhymes, songs and finger plays with children. “One, two, buckle your shoe”, “This Old Man” and “Johnny Works with One Hammer” are examples.

## 29. Understands concepts of more and less up to five (5) objects

Activities and Ideas: *Knowing about more and less*

- Use the terms “more”, “less” and “same” as you talk with children. Ask questions such as “Does everyone have the same number of crackers?” or “Do you have more cows or more pigs in your barn?” Make comments such as “I think you need one more spoon for the table.”
- Involve children in counting the number of children present. Then ask, “Are there more boys or more girls here today?”
- Plan structured activities with small groups of children. Use the objects in the counting box, colored cubes, counting bears, or felt or magnet shapes, for example. Give each child an assortment of objects such as shells. Allow the children to explore the materials. Then ask each child to count his or her objects. Involve the children in saying which group has the most shells and which group has the least shells.

### Suggested Resources

*Developmentally Appropriate Practice in Early Childhood Programs: Revised Edition*

*Early Childhood Environment Rating Scale – Revised Edition*

*Math and Science for Young Children*

*The Creative Curriculum*

*The Instant Curriculum*

### Resources available through the Division of Child Care and Early Childhood Education

Arkansas Early Childhood Education Framework

Family Connection Packet

Getting Ready for Kindergarten: A Calendar of Family Activities

Picture This: A Framework for Quality Care and Education for Children from Three to Five

Video: Math and Science Experiences for Preschool Children: Hands-on Learning in Small Groups

### Children’s Books

*Circles, Triangles and Squares* by Tana Hoban, Macmillan (1974)

*Count* by Denise Fleming, Henry Holt (1992)

*The Doorbell Rang* by Pat Hutchins, Greenwillow (1986)

*Fish Eyes – A Book You Can Count On* by Lois Ehlert, Harcourt Brace Jovanovich (1992)

*Five Little Monkeys Jumping on the Bed* by Eileen Christelow, Scott Foresman (1989)

*Gingerbread Boy* by Paul Galdone, Clarion (1983)

*Mouse Count* by Ellen Stohl Walsh, Harcourt Brace Jovanovich (1991)

*Mr. Gumpy’s Outing* by John Burningham, Henry Holt (1971)

*My Very First Book of Shapes* by Eric Carle, Crowell (1974)

*Roll Over! A Counting Song* by Merle Peek, Clarion (reprint 1991)

*Shapes, Shapes, Shapes* by Tana Hoban, William Morrow (1986)

*Ten, Nine, Eight* by Molly Bang, Greenwillow (1986)

*This Old Man* by Pam Adams, Child’s Play Intl Ltd (1989)

*The Very Hungry Caterpillar* by Eric Carle, Putnam (1981)

### Websites

<http://www.ed.gov/pubs/EarlyMath/activities1.html>

<http://www.hssd.k12.wi.us/readingchild.htm#counting>

<http://www.hssd.k12.wi.us/readingchild.htm#shapes>

[http://www.hubbardscupboard.org/kindergarten\\_prep.html#Math](http://www.hubbardscupboard.org/kindergarten_prep.html#Math)

<http://www.naeyc.org/resources/eyly/1997/21.asp>

## Suggested Materials

- Name cards for each child (first name only, then first and last name)
- Pictures of boys and girls of many racial and ethnic backgrounds and different abilities
- Dressing frames, either made or purchased
- Children's books (refer to list for examples)

### 30. Identifies self as a boy or girl

### 31. Provides/states first and last name

### 32. Identifies parent's first and last name

### 33. Identifies age

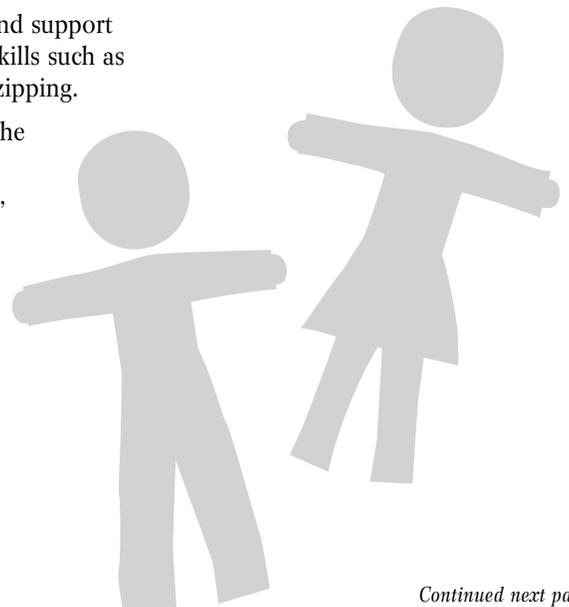
Activities and Ideas: *Knowing personal information*

- Use children's names frequently.
- Use name cards for activities such as roll call or as place cards at the snack or lunch table. Begin with the first name only on the card. Later, add last names to the name cards.
- Involve children and families in creating an "All About Me and My Family" classroom book. Create a page or section for each child. Include a photograph or the child's self-portrait. Include the child's first and last name, first and last name of parents, child's age and date of birth, and other information the child chooses.
- Involve the children in making a graph that shows the number of boys and the number of girls in the classroom. Make the graph with photos, name cards, or both.
- Acknowledge children's birthdays. Involve children in counting how many years old a child is. Be sensitive to children whose families do not celebrate birthdays.
- Invite each child to draw pictures of his or her family members. With the child's help, label the family members using first and last names.
- Use pictures to post on the wall at child's eye level and as the focus for discussion about all the things boys and girls can do.

### 34. Demonstrates independence in personal care

Activities and Ideas: *Taking care of personal needs*

- Help children acquire and practice skills when eating, dressing, washing hands, brushing teeth and toileting.
- Talk with families about words children use for toileting. For children learning English as a second language, learn and use words from the child's home language for personal care needs.
- Allow enough time for children to be independent in taking care of personal needs.
- Make a hand washing chart with words and pictures or illustrations. Laminate the chart. Review the chart with children. Then post it in the area where children wash their hands.
- Provide dressing frames and support children as they practice skills such as buttoning, snapping and zipping.
- Place dress-up clothes in the home living area. Include clothes with large buttons, with snaps and zippers.
- Send home an "I Can Do" chart indicating to families the personal care skills their child has acquired. Invite families to share some things children do at home.



### 35. Separates from parents by appearing comfortable and secure without a parent

#### Activities and Ideas: *Separating from parents*

- Become acquainted with the child and parents before the child enters your classroom if this is possible.
- Greet parents and children each day and be available to assist with separation.
- Encourage parents to stay in the classroom until their child is settled into an activity.
- Ask that parents say goodbye to their child rather than leaving when the child is not looking.
- Suggest that parents reassure their child that they will return for him or her each day.
- Honor a child's need for "quiet time" to absorb the new environment and make the transition from home to the classroom.
- Say "goodbye" to children as you or they leave the classroom for the day. Mention something exciting that is planned for the next day.
- Read books such as *The Kissing Hand* by Audrey Penn with children and encourage them to discuss their feelings about leaving their parents.
- Find ways to keep children connected to their families. Include comments about a child's family during conversations with that child. Send home notes to a child's family telling about something special the child did that day. Photos of family members posted in the classroom is another way to help children stay connected.

#### Suggested Resources

*Developmentally Appropriate Practice in Early Childhood Programs – Revised Edition*

*Early Childhood Environment Rating Scale – Revised Edition*

*The Creative Curriculum for Preschool*

#### Resources available through the Division of Child Care and Early Childhood Education

Arkansas Early Childhood Education Framework

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A Calendar of Family Activities

Picture This: A Framework for Quality Care and Education for Children from Three to Five

#### Children's Books

*Are You My Mother?* by P.D. Eastman, Random Books (1960)

*Ask Mr. Bear* by Marjorie Flack, Macmillan (Reprint 1971)

*Families are Different* by Nina Pellegrini, Holiday House (1991)

*Franklin Goes to School* by Paulette Bourgeois, Scholastic (1995)

*Happy Birthday Moon* by Frank Asch, Simon and Schuster (1985)

*The Kissing Hand* by Audrey Penn, Child Welfare League of America (1993)

*Off to School, Little Duck* by Amy Hest, Scholastic (1999)

*Peter's Chair* by Ezra Jack Keats, Puffin (Reprint 1998)

*The Relatives Came* by Cynthia Rylant, Pearson Learning (Reprint 1993), Stephen Gammell, illustrator

*Timothy Goes to School* by Rosemary Wells, Viking (Reissue edition, 2000)

*Will I Have a Friend?* by Miriam Cohen, Aladdin Library (Reprint edition, 1989)

#### Web Sites

<http://www.behindthename.com/>

<http://www.crayola.com/activitybook/print.cfm?id=625>

<http://www.howtobehave.com/kindergarten.html>

<http://www.misterogers.org/families/>

<http://www.naeyc.org/resources/eyly/1997/27.asp>

## Glossary

**gross motor skills** – the ability to use the large muscles of the body, the arms, legs and torso to control body movement such as bending, walking and throwing

## Suggested Materials

- Crayons
- Washable markers
- Marker boards and dry erase markers
- Pencils
- Paper
- Scissors (blunt-tip)
- Magazines and catalogs for cutting out pictures
- Paint and brushes
- Puzzles
- Pegs and pegboards
- Lacing cards and laces
- Stringing beads or thread spools and laces
- Large nuts and bolts
- Interlocking toys
- Playdough (made is best)
- Balls: punch balls, beach balls, bumpy/textured balls
- Bean bags
- Hoops
- Tricycles
- Balance boards
- Empty water bottles to use as bowling pins
- Hopscotch mat for indoors (non-skid backing) or hopscotch pattern drawn on concrete
- Basketball hoop low enough for children to successfully “make a basket”

## 36. Uses writing or drawing tools and scissors with control and intention

Activities and Ideas: *Using writing and drawing tools*

- Include lots of materials that require children to use their hands, fingers and eyes. Refer to the list of suggested materials.
- Let children see you use writing tools as you take attendance or write their dictations.
- Establish a writing center and allow children to use it independently. Some teachers combine the art and writing centers while others create two separate areas. Refer to the list of suggested materials for items to include in the writing center. Include children’s name cards in the center.
- Place writing materials in each learning center. For example, have note pads and pencils in the home living area for taking food orders and phone messages. Place paper, index cards and pencils or washable markers in the block center for making signs.
- Create a “cutting box” for children who need a lot of practice with scissors. Include items such as blunt-tip scissors, newspaper for snipping, scraps of construction paper and tissue paper, and ends of wrapping paper.
- Show children who lack cutting skills how to use scissors and encourage them to use the “cutting box” for practice.

## 37. Reproduces or copies a \_\_\_\_\_ (line), O (circle), X and +

Activities and Ideas: *Creating and copying symbols and designs*

- Use a cookie sheet with a rim and cover it with a very thin layer of sand. Encourage children to create designs in the sand with their fingers or with a pencil. Add laminated word or symbol cards as examples of letters or symbols children can create in the sand.
- Make a set of the four symbols on card stock. Laminate the cards and place them in the writing center. Some children may choose to reproduce the symbols or trace over them with a dry erase marker.
- Make a set of texture tracing cards representing a line, circle, X and +. On each 8.5 x 11" sheet of cardstock draw one symbol (large) with a permanent marker. Trace the symbols with liquid glue and allow the glue to dry for several days. The children can “feel” the lines as they trace the symbols with their fingers.
- Provide a variety of sizes of plastic lids for children to trace around.

### 38. Demonstrates gross motor skills (hop, jump, run, catch and bounce ball)

Activities and Ideas: *Developing gross motor skills*

- Include materials, equipment and planned activities both indoors and outdoors to promote gross motor skill development.
- Plan and participate with children in indoor gross motor activities such as:
  - Moving and exercising to music
  - Marching, hopping and moving like animals
  - Balancing on a 6 foot tape line on the floor
  - Tossing and catching bean bags
  - Moving through an obstacle course
  - Balancing on their heads a basket that contains bean bags or rolled-up socks
- Hopping on the hopscotch mat
- Plan and participate with children in outdoor gross motor activities such as:
  - Playing catch and toss
  - Setting up an obstacle course for children to steer a tricycle through
  - Setting up empty water bottles and letting children use a beach ball to bowl
  - Drawing a hopscotch pattern and inviting children to hop according to their abilities. Avoid using stones or markers to play the game. This is a skill for older children.
- Playing basketball with the children with each child having a turn to bounce the ball and try to make a basket. Avoid keeping score or having winners and losers. The object of the activity is for skill development.

#### Suggested Resources

*Active for Life*

*Designing Preschool Movement Programs*

*Developmentally Appropriate Practice in Early Childhood Programs – Revised ed*

*Early Childhood Environment Rating Scale – Revised ed*

*The Creative Curriculum for Preschool*

*The Inclusive Classroom*

*The Instant Curriculum*

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A Calendar of Family Activities

Picture This: A Framework for Quality Care and Education for Children from Three to Five

#### Children's Books

*A Letter to Amy* by Ezra Jack Keats, Puffin (1988)

*The Art Box* by Gail Gibbons, Holiday House (1998)

*Click, Clack, Moo: Cows That Type* by Doreen Cronin, Simon and Schuster Children's Publishing (2000)

*From Head to Toe* by Eric Carle, Scholastic, Inc. (1997)

*Harold and the Purple Crayon* by Crockett Johnson, HarperCollins Juvenile Books (1981)

*Miss Mary Mack* by Mary Ann Hoberman, Megan Tingley (1998), Nadine Bernard Westcott, illustrator

*My Hands* by Aliki, HarperCollins (1962, 1990)

*Quick as a Cricket* by Audrey Wood, Child's Play Intl Ltd. (1990), Don Wood, illustrator

*Shake My Sillies Out* by Raffi, Crown Books for Young Readers (Reprint 1988), David Allender, illustrator

*Skip to My Lou* by Mary Ann Hoberman, Silver Burdett & Ginn (1996), Nadine Bernard Westcott, illustrator

*The Snowy Day* by Ezra Jack Keats, Puffin (1981)

#### Websites

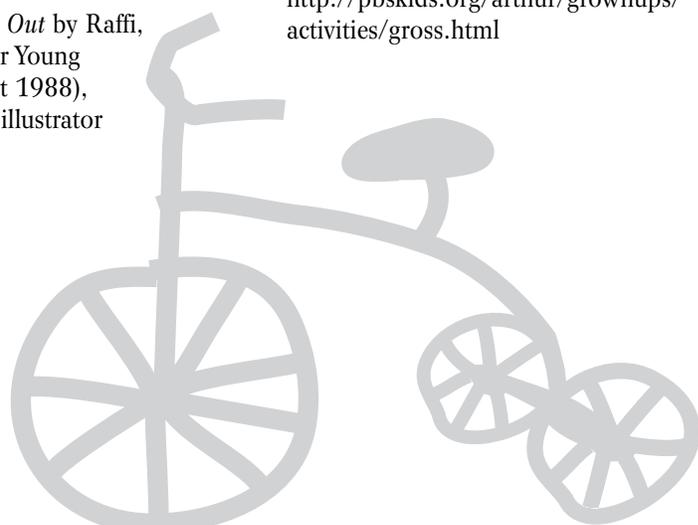
<http://www.crayola.com/activitybook/print.cfm?id=1129>

<http://www.hssd.k12.wi.us/readingchild.htm#muscle>

<http://www.hssd.k12.wi.us/readingchild.htm#scissors>

[http://www.hummingbirded.com/fine\\_large\\_motor.html](http://www.hummingbirded.com/fine_large_motor.html)

<http://pbskids.org/arthur/grownups/activities/gross.html>



## Connecting the Kindergarten Readiness Indicators and the Arkansas Early Childhood Education Benchmarks

The *Kindergarten Readiness Indicators* were developed by the Arkansas Department of Education to help identify skills that will prepare children for kindergarten. “While mastery of any or all of the skills identified is not required for admission to kindergarten, these indicators will help children enter kindergarten with confidence” (Arkansas Department of Education, 2004).

The Division of Child Care and Early Childhood Education has published

*Getting Ready for Kindergarten: A Calendar of Family Activities*. The calendar is full of activities to help parents and their children focus on specific kindergarten readiness indicators each month. The calendar has restated the Kindergarten Readiness Indicators in family-friendly language.

Following is a table that connects the *Kindergarten Readiness Indicators* to the *Arkansas Early Childhood Education Benchmarks*.

Explanation: In the left column, is the indicator from the Arkansas Department of Education. Below it in *italics*, is the same indicator written in the family-friendly language from the calendar. In the right column, the indicator is connected with the Arkansas Early Childhood Education Benchmarks.

Kindergarten Readiness Indicators	Arkansas Early Childhood Education Benchmarks
<b>Expressiveness and Language Comprehension</b>	
1. Uses effective oral communication skills and speaks in complete sentences. <i>*Speaks in complete sentences</i>	5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar
2. Understands and follows directions with at least two steps <i>*Follows directions with at least two steps</i>	5.10 Follows directions in sequence
3. Understands vocabulary related to position, direction, size and comparison <ul style="list-style-type: none"> <li>• like/different</li> <li>• top/bottom</li> <li>• first/last</li> <li>• big/little</li> <li>• up/down</li> </ul> <i>*Understands words such as “top” and “bottom” and “big” and “little”</i>	3.17 Shows understanding of different relationships of objects in space (spatial relations)
4. Makes simple predictions and comments about a story being read <i>*Makes simple predictions and comments about a story being read</i>	3.1 Shows enjoyment of books and stories and discussion of them

Kindergarten Readiness Indicators	Arkansas Early Childhood Education Benchmarks
<b>Approach to Learning and Cognition</b>	
5. Demonstrates visual discrimination skills by matching two like pictures in each of the five sets of pictures <i>*Matches two pictures that are alike</i>	3.4 Demonstrates visual discrimination and visual memory skills
6. Classifies (same/different, alike/not alike) objects by physical features • shape • color • size <i>*Looks at groups of objects and says which are the same shape, color or size</i>	3.10 Classifies objects by physical features such as shape or color
7. Classifies objects conceptually (things that go together) <i>*Tells things that go together; for example a spoon and fork are for eating and a fish and a boat go in the water</i>	3.11 Classifies objects conceptually (things that go together)
8. Recognizes, replicates or repeats a visual or auditory patterning sequence <i>*Repeats a pattern you start; for example, step, step, jump – step, step, jump</i>	3.12 Recognizes patterns and can repeat them (patterning)
9. Demonstrates the ability to correctly put in order or sequence up to three (3) pictures <i>*Puts 3 pictures in order: for example 1. Planting flower seeds 2. Flowers growing 3. Picking flowers</i>	3.14 Demonstrates the ability to order and sequence
10. Recites/participates/joins in repeating a familiar song/poem/finger play/nursery rhyme <i>*Says or sings familiar songs and nursery rhymes</i>	5.5 Participates in songs, finger plays, rhyming activities, and games
11. Retells a simple story after listening to a story with pictures <i>*Retells a simple story such as The Three Little Pigs after listening to it while looking at the pictures in the book</i>	3.2 Tells a story in sequence, following the pictures in a book
12. Works simple puzzles (up to 4 pieces) <i>*Works puzzles</i>	4.6 Coordinates eye and hand movements to complete tasks
13. Identifies/points to five (5) colors <i>*Recognizes and names at least 5 colors</i>	3.10 Classifies objects by physical features such as shape or color

Kindergarten Readiness Indicators	Arkansas Early Childhood Education Benchmarks
<b>Phonological Awareness and Print Knowledge</b>	
14. Recognizes name in print when shown word cards <i>*Recognizes his or her own first name in print</i>	3.5 Understands that print conveys a message
15. Points to and/or recognizes letters in name <i>*Recognizes letters in his or her own first name</i>	3.7 Identifies letters or signs in the environment
16. Attempts to write letters in own name <i>*Begins to write some of the letters in his or her own first name</i>	3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language
17. Recognizes environmental print or familiar signs in the child's environment <i>*Recognizes words or signs he or she sees often; for example, McDonald's, Wal-Mart, the name of the local grocery store where the family shops, or stop signs and exit signs</i>	3.7 Identifies letters or signs in the environment
18. Demonstrates book awareness <ul style="list-style-type: none"> <li>• Concepts about print <ul style="list-style-type: none"> <li>– left to right</li> <li>– top to bottom</li> </ul> </li> <li>• Book handling <ul style="list-style-type: none"> <li>– holding book right side up</li> <li>– beginning/ending</li> </ul> </li> </ul> <i>*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</i>	3.3 Demonstrates knowledge of how to use a book
19. Identifies two words that rhyme/sound the same <i>*Recognizes rhyming words such as cat and hat</i>	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
20. Recognizes 10 alphabet letter names, may include those in own name, by pointing to requested letter <i>*Recognizes and names at least 10 letters of the alphabet</i>	3.7 Identifies letters and signs in the environment
21. Makes 3 letter/sound matches <i>*Matches a letter with the beginning sound of a word; for example matches the letter "b" with a picture of a banana</i>	3.9 Identifies some letters and makes some letter-sound matches
22. Uses symbols or drawings to express ideas <i>*Expresses ideas through pictures he or she draws; for example a child draws a picture of 3 family members and says who each one is</i>	2 .11 Creates drawings and paintings that gradually become more detailed and realistic

Kindergarten Readiness Indicators	Arkansas Early Childhood Education Benchmarks
<b>Mathematics</b>	
23. Counts number of objects in small group (up to 5 groups) <i>*Counts at least 5 objects such as 3 bananas and 5 forks</i>	3.14 Demonstrates the ability to order and sequence 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
24. Demonstrates an understanding of number (how many) and numeral relationship by placing correct number of objects to corresponding 0-5 numeral <i>*Sees the written numeral "3" and understands this means 3 objects such as 3 bears</i>	3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
25. Demonstrates an understanding of addition and subtraction using manipulatives up to five (5) <i>*Adds and subtracts familiar objects such as cookies</i>	3.16 Demonstrates an understanding of addition and subtraction using manipulatives
26. Arranges numerals in order 1-5 <i>*Puts written numerals in order from 1 to 5: 1, 2, 3, 4, 5</i>	3.14 Demonstrates the ability to order and sequence 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
27. Identifies/points to three (3) shapes <ul style="list-style-type: none"> <li>• circle</li> <li>• square</li> <li>• triangle</li> </ul> <i>*Recognizes and names 3 shapes: circle, square and triangle</i>	3.10 Classifies objects by physical features such as shape or color
28. Counts in sequence 1-10 <i>*Counts from 1-10 in correct order</i>	3.14 Demonstrates the ability to order and sequence 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
29. Understands concepts of more and less (up to 5 objects) <i>*Uses the words "more" and "less" correctly</i>	3.16 Demonstrates an understanding of addition and subtraction using manipulatives

Kindergarten Readiness Indicators	Arkansas Early Childhood Education Benchmarks
<b>Social/Emotional</b>	
30. Identifies self as a boy or girl <i>*Tells if he or she is a boy or girl</i>	3.26 Identifies self as a boy or girl
31. Provides/states first and last name <i>*Tells first and last name</i>	3.27 Identifies self as a member of a specific family and cultural group
32. Identifies parent's first and last name <i>*Tells first and last name of parent(s)</i>	3.27 Identifies self as a member of a specific family and cultural group
33. Identifies age <i>*Tells how old he or she is</i>	3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
34. Demonstrates independence in personal care <i>*Takes care of own needs such as toileting, washing hands and dressing</i>	1.2 Demonstrates independence in personal care
35. Separates from parents by appearing comfortable and secure without a parent <i>*Adjusts to new situations without parents being there</i>	1.11 Shows ability to separate from parents
<b>Physical Development</b>	
36. Uses writing/drawing tools and scissors with control and intention <i>*Uses pencils, crayons and markers for drawing and writing and cuts with scissors</i>	4.8 Uses writing and drawing tools with control and intention
37. Reproduces or copies a <ul style="list-style-type: none"> <li>• ____ (line)</li> <li>• O (circle)</li> <li>• X</li> <li>• +</li> </ul> <i>*Draws a line, circle, X and +</i>	4.8 Uses writing and drawing tools with control and intention
38. Demonstrates gross motor skills (hop, jump, run, catch and bounce ball) <i>*Runs, jumps, hops, throws, catches, and bounces a ball</i>	4.10 Throws, kicks, bounces, and catches 4.11 Runs, jumps, hops and skips

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- Resources available from the Division of Child Care and Early Childhood Education**
- Arkansas Early Childhood Education Framework
- A Story a Month
- B. A. M.! Body and Mind (2004 Arkansas Children's Week)
- The Family Connection Packet
- Getting Ready for Kindergarten: A Calendar of Family Activities
- Picture This: A Framework for Quality Care and Education for Children from Three to Five
- Pre-K Early Literacy Learning in Arkansas (Pre-K ELLA)
- Video: Math and Science Experiences for Preschool Children: Hands-on Learning in Small Groups
- Video: Read It Again! Experience the Joy of Reading Aloud with Children