

# Spring ~ 2023





# Kindergarten Expectations



## Skills recommended at the beginning of Kindergarten

- Identify most letters of the alphabet and their sounds
- Identify their first name and the letters it includes
- Grip a pencil, crayon and marker correctly (with the thumb and forefinger supporting the tip)
- Use scissors and glue with relative ease
- Write first name using one capital letter and the rest lowercase (ex. Matt, not MATT)
- Count to at least 20
- Classify objects according to their size, shape, and color
- Identify all basic colors
- Name basic shapes (triangle, circle, square, rectangle, hexagon)
- Speak using complete sentences
- Verbalize their needs to an adult, and ask for help when needed
- Identify rhyming words
- Play independently or focus on one activity for up to ten minutes
- Listen to a story without interrupting
- Manage bathroom needs independently
- Follow directions (one-step and beyond)
- Clean up after him/herself
- Use basic computer skills (moving and clicking a mouse correctly)
- Separate from parents easily

## Skills acquired during Kindergarten

- Recognize and write all letters of the alphabet (capital and lowercase)
- Write first and last name correctly
- Identify all letter sounds (vowels and consonants)
- Read 50 sight words
- Blend and segment words
- Retell a story, including specific details
- Read a short story independently
- Write simple sentences using sight words, phonics skills and correct punctuation (at least 2-3 sentences on a single topic)
- Raise hand and wait to speak
- Recognize, write and order numbers 0-20
- Name 3D shapes (cube, prism, sphere, cylinder, pyramid, cone)
- Use and interpret graphs
- Count to 100 by ones and tens
- Add and subtract numbers within 10

# How Children Learn

Children all learn in different ways and by different rates

Children learn by doing

Children learn by becoming involved and by taking a risk

Children learn through their senses and their whole body

Children learn by observing

Children learn by imitation

Children learn by discovering on their own

Children learn by moving from the simple to the complex

Children first learn to match, recognize, and then identify

Many feel that a child's self concept is directly related to learning. If you feel successful and are willing to take a risk, you will become a successful student in life! The most important single cause of a person's success or failure educationally has to do with the question of what he believes about himself.



# Purpose of Items on the Kindergarten Screening:

## Readiness Skills...

Are based on the preschool standards set by the Ohio Department of Education (ODE). These are skills that children should have prior to kindergarten in order for them to start on the kindergarten standards when they begin kindergarten the next school year.

Some of the readiness skills tested are:

- naming colors and shapes,
- naming numbers 1 through 10 out of order,
- counting to at least 20,
- counting groups to 10 and stating how many in the group,
- naming upper and lower case letters,
- demonstrating positional words (on, in, under, beside),
- stating the alphabet.

Links to preschool standards:

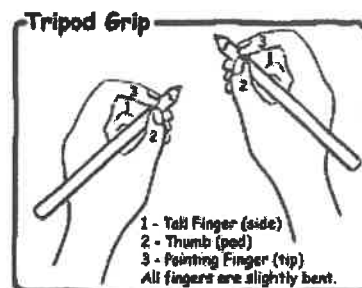
<http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/The-Standards>

## Social Skills...

These will be observed in the center time at the screening. We are looking to see if your child can separate from their parent and interact with their peers at the screening. Social skill development is a sign of maturity and will be important in kindergarten.

## Fine Motor Skills...

Are needed so children can write, draw, color, and cut in school. Children entering kindergarten should hold their pencil in a tripod hold and be able to control the pencil. Children this age should be able to copy their first name from a model, copy shapes, and cut on straight and curved lines with scissors.



## Book Awareness...

Children should enter kindergarten with strong book awareness skills, even though most children this age are not reading. Children should know where to begin reading on a page, where the title is located, what the author and illustrator's jobs are, and the difference between illustrations and print. These skills are precursors to becoming a reader.



## Purpose of Items on the Kindergarten Screening continued:

### Work Habits...

At the kindergarten screening we are observing to see if the children can stay on task in large and small group settings. We are observing to see if they can follow multi-step directions and complete tasks.

### Motor Skills...

Children going to kindergarten should have developed large muscle skills. At the screening we are looking for tracking skills when the children catch a ball (these eye tracking skills are necessary for reading across a page). We are also looking for good core strength in their hopping and balancing skills, as this will help the children sit for stories and help with completing desk work. We have the children walk a figure eight, and incorporate "crossing the midline\*" activities.

**\* What is crossing the midline and why it is important:** Crossing the midline is when we move our arm or leg across the middle of our body to perform a task. Before midline crossing is well established, children are usually observed to engage in tasks on only one side of their body, e.g.: reaching for an item placed on their left side with only their left hand. Crossing the midline is vital to the development of using both sides of the body together, such as putting on shoes and socks, writing and cutting. It promotes the coordination and communication of the left and right hemispheres of the brain. It also encourages bilateral coordination, the process of developing a dominant hand and development of fine-motor skills.

**\* Activities to promote crossing the body's midline:**

- Bang objects together in the midline e.g.: hitting a tambourine
- Throw, catch, and kick balls.
- Put stickers on one side of the body and have your child remove them with their opposite hand.
- Pop bubbles.
- Draw large figure-eights with a pencil, or their hand or feet on paper, sand, or in the air.
- Engage your child in activities of daily living by placing items on the other side of body such as reaching for the left shoe placed to the right side of the body.

Child Development Centre cdchk.org January 2018

### Speech Sounds...

We will have your child repeat a list of words to make sure they are making the appropriate speech sounds for their age. Please see the included speech list to see what sounds are expected at various ages.

### Language...

At the screening we are assessing how well your child can communicate with others. This is a critical skill at all ages. We are assessing how your child answers various questions, how they use pronouns, sentence length, and their ability to communicate with the teacher and/or peers.



# Early Childhood Gross Motor Developmental Milestones

(Developed by Pat Owens – ODE Curriculum Health & Physical Education)

TASK	DEVELOPMENTAL AGES		
	3's	4's	5's
KICKING	Can walk up to and kick a stationary ball	Can take two coordinated steps and kick a ball	Can kick a ball with a flexed knee kick
THROWING	Can throw a tennis ball overhand for 6 feet (2 yds.)	Can throw a tennis ball overhand for 9 feet	Can throw a tennis ball overhand for 15 feet
CATCHING	Will use arms, chest, and body to catch a 10-12 inch playground ball; can bounce and catch same way	Will catch a 10-12 inch playground ball with hands	Can bounce a ball with one hand for one yard and catch it
BICYCLING	Pedals tricycle	Pedals tricycle around corners	Can ride two-wheeler with training wheels
STATIC BALANCE	Stands on either foot momentarily	Stands on either left or right foot for minimum of 5 seconds	Stands on one foot for ten seconds
DYNAMIC BALANCE	Runs with changes in speed	Runs 45 meters in more than 15 seconds	Runs 45 meters in less than 15 seconds
JUMPING	Can jump in place 4 to 6 times consecutively	Can jump forward off both feet at least 6 inches	Can jump forward off both feet 12 inches and land with balance and control
HOPPING	Can hop one time on either foot	Can hop one yard on preferred foot	Can hop two meters on preferred foot, and at least one meter on left and right foot

# Articulation Development

Based on the studies by Wellman et al. (1931), Poole (1934) Templin (1957), Sander (1972) Prather et al. (1973) and Goldman Fristoe Test of Articulation 2, GFTA-2, (2000)

<i>Individual Speech Sound</i>	<i>Average Range of Mastery in years</i>
p	2-3
m	2-3
h	2-3
n	2-3
w	2-3
b	2-4
k	2-4
g	2-4
d	2-4
t	2-4
ng	2-5
f	3-4
y	3-5
r	3-6
l	3-6
s	3-6*
ch	3-6*
sh	3-6*
z	3-7
j	4-7*
v	4-6*
th(VL)	5-7
th(V)	5-7

<i>Speech Sound Cluster</i>	<i>Age 85% of children will Master Production</i>
kw	4
bl	5
br	6
dr	6
fl	6
fr	6
gl	6
gr	6
kl	6
kr	6
pl	6
st	6
tr	6
sl	7
sp	7
sw	7

These charts were compiled using data from the following six research studies: Wellman et al. (1931), Poole (1934) Templin (1957), Sander (1972) Prather et al. (1973) and Goldman Fristoe Test of Articulation 2, GFTA-2, (2000)

This chart represents an average age range when a child should master the production of a specific sound or sound cluster based on the data from the studies cited above.

\* Age ranges marked with the asterisk had the largest discrepancy between studies regarding when a sound was considered mastered. For example, while the GFTA-2 found the /s/ to be mastered in 85% of children by age 5, Poole (1934) and Sander (1972) found the sound to be mastered by ages 7.5 and 8 respectively. In addition, the GFTA-2 found the sh, ch, and j sounds to be mastered by age 5, where as Sander (1972) found these to be mastered by 90% of children by age 7. The /v/ also had a discrepancy where the GFTA-2 (2000) found this sound to be mastered by age 6 while Sander (1972) found it to be mastered by age 8. The bottom line, of course, is that all children develop their individual sounds differently, and this chart should be used as a general educational guide only.

This chart created by Katie Yeh, MA CCC-SLP 2011 for informational purposes only

# Phonemic Awareness

## What is Phonemic Awareness

Phonemic awareness is the ability to hear and manipulate individual sounds in words. Children must first understand that words are made up of separate speech sounds that can be blended together to make words before they can make sense of using the alphabet to read and write. Research has identified phonemic awareness and letter knowledge as the best two predictors of how well a child will learn to read during the first two years of school (National Reading Panel, 2000). Children who develop strong phonemic awareness skills at an early age are more likely to become fluent readers and better spellers than children who do not.



## What should my Kindergartener be able to do?

- Identify whether words rhyme (hat, mat; sun, bug)
- Provide a word that rhymes with another ("tell me a word that rhymes with 'sun'")
- Blend syllables or onset-rimes into a word (cup-cake "cupcake"; /m/ /ap/ - map")
- Clap or count syllables in a 1 to 3 syllable word
- Provide the first sound in a word ("what is the beginning sound in "fish"? Child: /f/)
- Segment sounds in a 2-3 phoneme word ("Tell me the sounds in "hat". Child: /h/ /a/ /t/)

## How can I help my child develop phonemic awareness skills?

To help your child listen to sounds in the words:

Which one starts with  
a different sound?



- Read books and poems that focus on the rhythm of language and rhyme. Books such as "Hop on Pop" or "Sheep in a Jeep" help children pay attention to sounds in words.
- Give your child a noisemaker (such as a whistle). Tell your child to make noise if you say two words that rhyme (cat, hat; sit, mitt)
- Play word games such as "Guess My Word". "I'm thinking of a word that rhymes with \_\_\_\_\_. Can you guess my word?"
- Have a sound scavenger hunt. Give your child a bag and ask him/her to find as many things around the house that begin with a certain sound.
- Play "I Spy" with beginning sounds of words. "I spy something that begins with /t/."

To help your child segment (separate) and blend sounds in words:

- Have your child guess a word that you sound out slowly (ssssuuuunnnn).
- Give your child 3-5 blocks, beads, bingo chips or similar items. Say a word and have your child move an object for each sound in the word.
- Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.
- Jump for Sounds. Say a word and have your child jump for each sound in the word while saying the sound.

# Kindergarten Readiness Checklist

To do well in school, children need to be supported and nurtured in all areas of development.

It is also important that your child is physically, socially and emotionally ready for school. This checklist can help serve as your guide. But please remember, young children change so fast! If they cannot do something this week, you may see them do it a couple of weeks later.

Is your child ready for kindergarten? Ask yourself these questions:

## Physical Skills

Does your child...

- enjoy outdoor play such as running, jumping, and climbing;
- draw and trace basic shapes;
- cut with scissors;
- bounce a ball; or
- ride a tricycle?

### TIPS TO HELP YOUR CHILD WITH PHYSICAL SKILLS

- Materials that will help your child develop the motor skills needed to learn to write include crayons, markers, pencils, glue, scissors, paper and paint, puzzles, Legos and blocks.
- Activities that will help your child's coordination include climbing, jumping, skipping, playing ball, using playground equipment and riding a tricycle.

## Health and Safety Needs

Has your child...

- had required shots;
- had a dental exam;
- had a vision exam;
- learned own first and last name;
- learned first and last name of parent;
- learned to watch for cars when crossing the street;
- learned to not talk to strangers;
- developed a set routine for going to bed;
- follow rules for safety?

### TIPS TO HELP YOUR CHILD WITH HEALTH AND SAFETY NEEDS

- Help your child learn their full name, address and telephone number.
- Help your child to look both ways when crossing the street.
- Talk with your child about strangers and who to go to for help.
- Use bedtime as the opportunity to read to and talk with your child.



## Kindergarten Readiness Checklist continued:

### Personal Needs

Without your help, can your child...

- use the bathroom;
- wash hands;
- brush teeth;
- use tissue to blow nose;
- button and zip up shirts and pants;
- put on and take off coat;
- tie and/or Velcro shoes?



#### TIPS TO HELP YOUR CHILD WITH PERSONAL NEEDS

- Create morning and bedtime bathing and tooth-brushing routines.
- Allow your child to dress themselves.
- Practice putting shoes on.
- Help your child learn to use their words to tell other grownups when they are feeling sick or hurt.

### Social and Emotional Skills

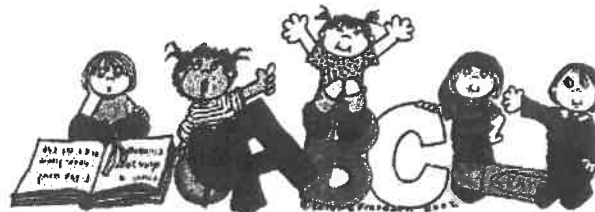
Does your child...

- play well with other children;
- separate from a parent without being upset;
- share with other children;
- care about the feelings of others;
- follow routines;
- put toys away when asked?

#### TIPS TO HELP YOUR CHILD WITH SOCIAL AND EMOTIONAL SKILLS

- Give your child small chores to learn responsibility.
- Help your child learn to follow directions by giving simple steps.
- Encourage your child to share.
- Praise your child when he or she does something well.
- Provide guidance when your child is having difficulty.

State Board of Education of Ohio  
1/2014



# Activities to help your child prepare for Kindergarten:

## Language Activities

Read:

- ♦ often;
- ♦ fairy tales, poems, nursery rhymes, fables and popular children's' stories;
- ♦ an alphabet picture dictionary to expand vocabulary;
- ♦ familiar signs such as "Stop", "School", "Walk", "Do Not Walk", "Main Street".

Talk:

- ♦ with your child about things in which he expresses interest, such as how and why you do something;
- ♦ about a favorite television show and its characters—ask who, what, when, why questions;
- ♦ about a favorite story, poem, or nursery rhyme—find out why it is her favorite.



Listen:

- ♦ to your child describe some activity or experience;
- ♦ to your child retell a favorite story or poem;
- ♦ to your child read out of a favorite book.

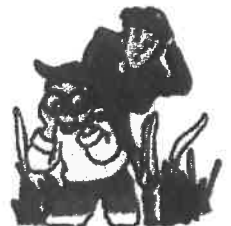
Talk:

- ♦ looking at things from left to right as your child will be doing this when he learns to read;
- ♦ the details in pictures—go through magazines and books with your child and have him name objects he sees in pictures.

## Science Activities

Discover:

- ♦ with your child the effects of weather—for example, after a rainfall, observe what the rain has done to plants and soil;
- ♦ the wonder of growth—plant a few seeds and watch them grow—bean, corn, and radish seeds can be grown in a can or jar;
- ♦ the power of magnets—use coins, paper clips, paper, etc., to see what a magnet will attract;
- ♦ birds and animals in your area



Encourage:

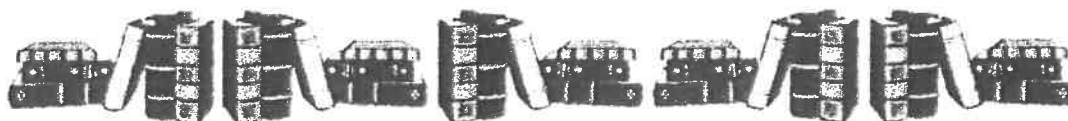
- ♦ collections of things—leaves and seeds can be compared as to size, color and shape;
- ♦ exploration of your child's natural environment, with an adult when necessary.

## Activities continued:

### Social Studies Activities

#### Explore:

- ♦ the neighborhood with your child—help him to learn the names of some streets around your home as well as the name and number of her own street and house;
- ♦ the local library with your child to help him find books he will enjoy and to get a library card.



### Mathematics Activities

#### Introduce:

- ♦ counting—dropping coins in a piggy bank is an occasion for counting and identifying coins—the meaning of numerals is strengthened when you ask your child for “two oranges” or “four spoons”;
- ♦ the meanings of words such as “far and near”, “in and on”, “beside and below”, “over and under”, your child can place a toy in these positions.

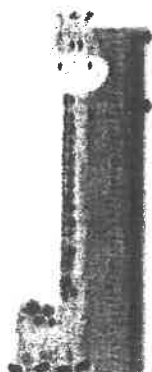
#### Interest:

- ♦ your child in simple weights and measures—helping you in the kitchen gives beginning ideas about a cupful, a teaspoonful, or a quart—point out which is “more” or “less”.

#### Build:

- ♦ the meaning of time—speak of the time of day as morning, noon, or night—read the numbers on a digital clock;
- ♦ your child’s knowledge of the days of the week and their names—for example, “Monday is your birthday”, or “Sunday we are going to Aunt Amy’s house”.
- ♦ use a calendar together and mark special days.

#### Record:



- ♦ your child’s growth—measure her when she begins, in the middle, and the end of the summer—help her discover how much she has grown;
- ♦ your child’s weight at the same intervals.

## Activities continued:

### Art, Music, Drama Activities

#### Expose:

- ♦ your child to the world of color—often mention the color names of items.

#### Supply:

- ♦ simple art media such as paper, clay, large crayons and pencils.

#### Encourage:

- ♦ response to music—clapping, skipping, or exercising to music can foster a sense of rhythm.

#### Listen to:

- ♦ musical recording solely for listening—help your child pick out a few familiar instruments

#### Stimulate:

- ♦ your child's creativity by having him act out a favorite story or poem—he can also enjoy playing the role of a bus driver, dancer, or clown.

