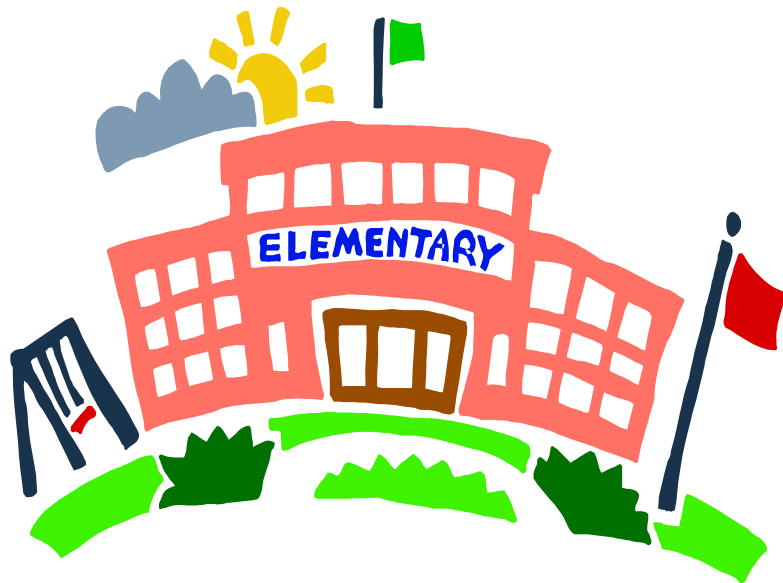


GOING TO KINDERGARTEN



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GOING TO KINDERGARTEN

Do not let the size of this booklet scare you. You and your child already know many of the skills listed. This booklet is designed to help you understand all the things your child might learn to help make his first year at the "Big School" more comfortable.

You have a long time to look at this booklet and play with your child, so keep it handy and try the suggestions. You are receiving this booklet early because you and your child are GOING TO KINDERGARTEN. And your kindergarten teacher is excited to meet you and welcome you into her classroom. Your teacher is ready for you.

Welcome to Kindergarten! Best wishes to your family. We will see you in September.



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IN COLLABORATION WITH

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Providence School Department
The P/C Kid's Network
Providence Head Start

This booklet is free to download from the web at

www.ripin.org/goingtokindergarten.pdf

In Spanish and English



Going to Kindergarten

Soon your child will begin Kindergarten - an exciting and new place for both of you. While many parents feel sad that their child is growing up and leaving home, kindergarten is an opportunity for your child to learn and mature. Start now to work and play with your child to make sure she/he has some preparation for what is to come. Having a few skills for school helps your child understand what teachers and others are talking about and what is expected of s/he in the classroom. Information can help make the move from home or childcare to school smoother and more fun.

PARENT INVOLVEMENT

What does "Parent Involvement" mean? According to *No Child Left Behind*, the federal education act that provides guidance to school districts, it is "a meaningful, on-going, two-way conversation between parents and schools." What does this mean to you? Parent involvement means that you care about your child's education and find ways to let her/him and the school know that you care. When families send a positive message to their children about the importance of education, children have more success in school. Research has clearly proven that the students with involved parents are more likely to earn higher grades and test scores, to be promoted, to adjust well to school, to attend regularly, and to graduate. So talk with your child's teacher early in the year and often throughout the year. Tell the teacher what you know about your child and ask for more ways to help your child at home. Have good conversations with your child about school. Ask him/her to "tell me something good about your day at school."

Here are some GOOD ways to spend time with your child. Remember, the average 5 year old laughs 400 times a day while the average adult laughs just 15 times a day! Surprised? That is why it is important to learn through play and fun. Enjoy being with your child while they learn!



- ✓ **Tell your child that education is important and that you want her/him to grow up to be a successful person who does their best in school.**



- ✓ Read together *every day* for 15 minutes or more – or at least at bedtime.
- ✓ Listen to stories on tape. (available at your library)
- ✓ Recite nursery rhymes and make up silly rhymes
- ✓ Talk about and/or cut out things you see in magazines and newspapers and glue them on to blank sheets to make a book of favorite things

- ✓ Sit or kneel on the floor at child level to talk & play
- ✓ Write a letter together to someone you love
- ✓ Sing songs and play music in your home and car
- ✓ Find good websites to play and read together



- ✓ Color and draw. Play word games and board games
- ✓ Cook together and talk about how to cook – measure, stir, bake, pour
- ✓ Work with your child's teacher to help your child succeed

- ✓ Make shopping lists and read food labels at the grocery store
- ✓ Pay attention to your child's homework – is it done and turned in?
- ✓ Check your child's school bag for notes from the school
- ✓ Attend parent/teacher conferences and school events



- ✓ Fill out school forms and return them on time
- ✓ Give your child the school supplies needed - pencil, eraser, and crayons. If you cannot afford these items, call your local school department. They may be able to help.
- ✓ Join groups, attend workshops, look for services that support your parenting
- ✓ Offer to help at the school. Many volunteer jobs can be done at home

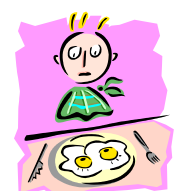
- ✓ Do not leave it up to others to decide your child's school life – you have a voice
- ✓ Take your child to the library – ask the librarian to give your child a library card
- ✓ Read road signs and point out things as you drive



- ✓ Visit your community events, cultural fairs, museums, ballgames, fire stations, parks
- ✓ Play catch, jump rope, hopscotch, hide & seek
- ✓ Dance and stretch

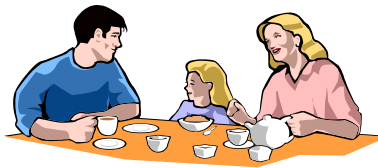
- ✓ Keep your child healthy – lots of sleep, exercise and healthy food
- ✓ Limit television – playing and getting exercise is much better for them
- ✓ Have a regular bedtime. 8:00/8:30 PM is good for most young children

- ✓ Dress your child for the weather. Remember hats, mittens, coats, boots and raincoats, especially if your child walks to school.





★ *HUG AND KISS YOUR CHILD EVERY DAY. SHOW AND TELL HIM "I LOVE YOU" AND THAT HE/SHE IS A GREAT KID.*



Every activity and conversation you have with your child shows the importance of love, literacy and learning.



Tips for Reading

- 📖 You can read a story to your child even if *you* have difficulty reading. Yes, you can! You can look at pictures and make up stories from what you see. Together you and your child can talk about the pictures.
- 📖 Telling stories is a wonderful way to give children imagination. Share stories from your childhood, stories about your culture or your family, stories about when you and they were babies. Kids love it!
- 📖 Ask questions. Ask your child to find objects in the pictures. Ask what he/she thinks is happening from what he/she sees in the pictures. Ask him/her to tell a story – help him/her with the story. While looking at books, ask what they think happens next.
- 📖 Ask your child to think about “why” something is happening. This will use his/her thinking or logic skills.
- 📖 Make sure your child sees **you** reading. magazines out so your child can see family.



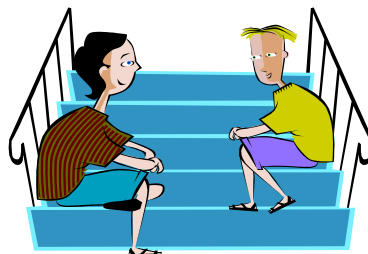
Keep books, newspapers, and that reading is important to the

Make the Big Day a Happy One



The first day at the "big school" can seem frightening to even the most confident child. Here are some ways you can help make that first day a happy one:

- 🌀 Be positive. Tell your child that education is important and that you are happy that she is going to school to learn so many new things, meet new friends and have fun.
- 🌀 Discuss your child's concerns about school. If he/she has fears, help him/her to know that everything will be okay because his/her teacher and his/her family care about him/her and will help him/her.
- 🌀 Make sure your child knows that you, his/her room, his/her favorite toys and friends will be waiting for him/her at the end of the school day.
- 🌀 You can visit the school and classroom before the school year starts – be sure to call the principal in advance for an appointment. Show your child his/her classroom, the lunchroom and the playground; then it will be familiar on his/her first day.
- 🌀 Children sometimes worry about using the bathroom at school. Let your child know that there will be a bathroom nearby and that he can use it when he/she needs to.
- 🌀 The week before school starts, practice going to bed on time. Put your child to bed earlier in order to get her/him up in time for school. Most children need 8-10 hours of sleep.
- 🌀 Make sure your child knows how he/she is getting to school and how he/she is getting home.
- 🌀 Children do their best when they come to school healthy, well rested and eat healthy foods.
- 🌀 Call the school and get names of children who will be in your child's class. Maybe you can set up a time for meeting one or two of them before school starts



LANGUAGE

It is important for your child to have clear speech and use words in a way that will help teachers and others understand what he/she needs. If you are concerned about your child's speech, your school can test for speech problems. He/she should have enough words in his/her vocabulary so that he/she understands what the teacher, bus driver, cafeteria workers, friends and others are saying to him/her. If English is not your child's first language, he/she may get extra help.

Here are some suggestions for words your child needs to know to make school easier for him/her.

- Before your child begins school he/she should know:

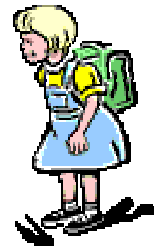


First and last name
Age – birthday also – 5 years old, April 15, 2000
Sex – boy or girl, male or female
Home telephone number or cell phone number
Address or street he/she lives on
What his/her house or apartment looks like
Foods he/she **cannot** eat (food allergies) – nuts, seeds, milk, orange juice



- Know the names of family and how they are related:

Father's name – first and last name
Mother's name – first and last name
Brother or sister's names – first and last names
Grandparents' names
The difference between friends and family



- Know the names of body parts. Bath-time is great for teaching these:



Hair – and what color	Neck
Head	Cheek
Face	Arms
Eyes – and what color	Hands
Nose	Fingers – and how many
Mouth	Stomach
Ears – how many	Back
Chin	Legs
Knees	Feet
Toes – and how many	Ankles

- Know how to tell someone that he/she has a pain or is hurt

- Should understand "good vs. bad" touching

- Know the names of all of her/his clothes. You can name clothes while dressing.



Sweater	Coat, jacket
Shirt, blouse	Shoes, socks, boots
Undershirt	Dress, suit

Underwear
Pants, shorts

Hat, scarf
Mittens, gloves

☞ Know words for placement and time. Point out these words when reading or have your child look for hidden objects.

Near
Under
Up
Bottom
Soon
Early
Morning
First
Never
Day
High
On
In front of

Far
Over
Down
Top
Now
Late
Afternoon
Last
Sometimes
Night
Low
Off
Behind

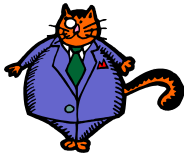


☞ Other words a child should know:



1. Furniture – chair, desk, table, couch, dresser, chest
2. Things around the house – garbage or trashcan, window, door, closet, ceiling, hallway, toilet, sink, window, curtains, rugs, utensils
3. Things around the school – shelf, hooks, cubby, bins, chalkboards, computer, lavatory or lavs (bathroom)
4. Things used for cleaning – sponge, rag, mop, broom, dustpan
5. Names of animals – cat, dog, cow, pig, horse, or zoo animals
6. Foods they eat – bread, fruit, vegetables, meat, cheese, milk, juice
7. Words for feelings - scared, happy, excited, disappointed, angry, sad, upset, confused, "hurt my feelings", embarrassed, mad
8. Touch words – rough, smooth, wet, slippery, soft, hot, sticky, slimy
9. Names of neighborhood places – church, post office, sidewalk, playground, street, corner, school, doctor's office, hospital, fire station, police station, clinic, yard, library
10. Moving Words – stop, go, come, away, fast, slow, quickly, turn, run, jump, walk, crawl, drive, reach, lift, raise your hand, and line up.

Words about differences or opposites:

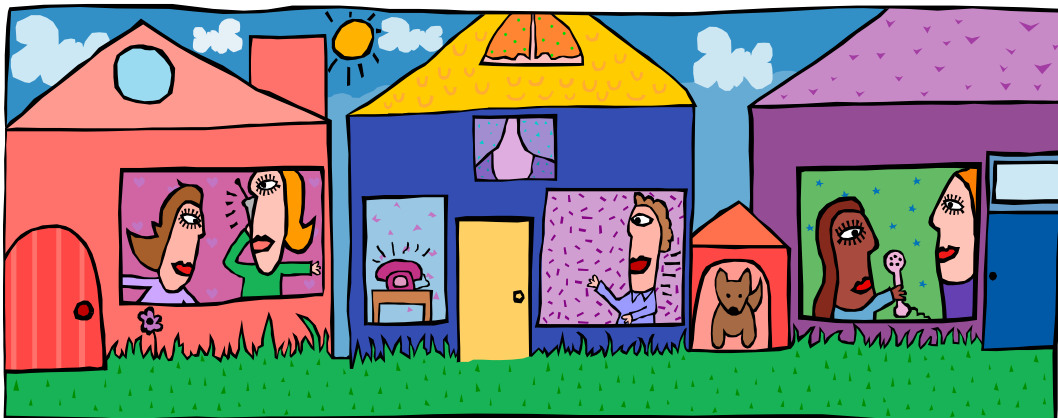
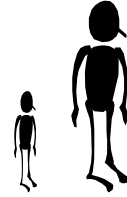


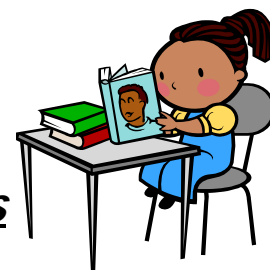
Color – (light, dark), (white, black), (shiny, dull)
Size – (large, small), (tall, short), (wide, narrow)
Comparing – (same, different), (empty, full), (cold, hot),



Communication - Can Your Child?:

1. Be understood by others when he/she speaks?
2. Understand others when they speak?
3. Understand and answer simple questions?
4. Tell others how he/she is feeling?
5. Ask for what she/he wants? (bathroom, help, etc.)
6. Tell a simple story in the right order (beginning, middle, and end) about something that happened recently in her/his life?
7. If you have a concern about your child's speech, she/he can be evaluated by your school and provided with therapy by your school free of charge.





SOCIAL/EMOTIONAL READINESS AND SELF-HELP SKILLS

When children are ready for school, they understand what school is about and why they are going there. They are happy to be going to school and curious about learning new things and making new friends. Children come to school with different skill levels. Your child will learn the following skills while attending kindergarten.

 Your child will know how to:


1. Wait her/his turn
2. Be away from his/her family without being too sad
3. Follow the teacher's directions and do what is asked
4. Understand that others have feelings and rights
5. Know how to follow rules
6. Share items, work on projects with other children, be helpful
7. Ask for help when she/he needs it
8. Use his/her manners: say, "please, thank you, excuse me, I'm sorry, can I play with you?"
9. Sit quietly for 15 to 20 minutes
10. Use *words* to settle disagreements
11. Eat snacks and lunch neatly, use a fork and spoon
12. Continue to work on an activity for a short time even when she/he gets bored, it gets hard, or when it takes a while to finish
13. Finish one activity, clean it up and put it away before beginning another
14. Put on and take off jackets, mittens, shoes, and hats
15. Hang up coat and hat on a hook
16. Open juice boxes and clean up lunch wrappings
17. Go to the toilet, flush, wash hands, and manage clothing



MOTOR SKILLS

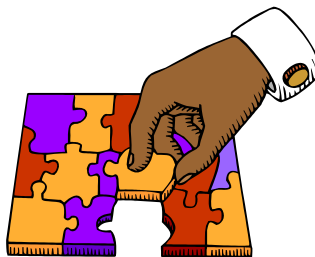
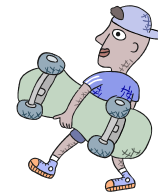
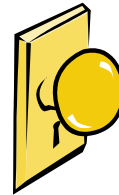
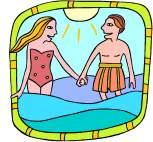
Children have two different kinds of motor or movement skills. One is called *gross* motor or large muscle movements. These movements include running, jumping, climbing; activities that use arms and legs.

The other is called *fine* motor or small muscle movements. These movements include writing, putting small objects into an opening, stacking blocks, turning pages, and other activities that use fingers and wrists.

 Look for and practice these skills:




1. Walk, run without falling often, jump, using both feet
2. Balance on one foot for a few seconds
3. Hop on one foot one or two times
4. Walk up and down stairs using one foot on each step
5. Walk backwards in a straight line without looking
6. Toss and catch a large ball
7. Carry a tray with something on it
8. Stir things in a small bowl or jar – no spills
9. Stack more than 5 blocks on top of each other
10. Use a fork and a spoon
11. Hold a pencil with thumb and fingers – not fist
12. Open a screw top jar
13. Open a door using the knob
14. Turn water on and off
15. Lace a punched card or thread beads
16. Cut with scissors
17. Button, zip, Velcro, and snap clothes
18. Pick up tiny items – beans, Cheerios, raisins, sand
19. Pour from a container into a cup or bowl
20. Climb, swing, ride trike or bike, kick a ball





SENSORY USE

Children use their whole body - eyes, nose, ears, fingers and mouth to learn new things. These are our 'senses' and they allow us to know if things are alike or different. Reading, science and mathematics are based on these skills.

 Children entering kindergarten should be able to know same and different in:

1. Size -(i.e. smaller and larger)
2. Colors - (i.e. red and green)
3. Shapes - (i.e. square and round)
4. Touch - (i.e. soft and hard)
5. Sounds - (i.e. loud and quiet)
6. Smells or odors (i.e. sweet and stinky)
7. Tastes of foods (sweet and sour)

Around the age of four, your child will begin to understand what is "real" and what is "pretend". For example, cartoons are not "real"; they are pictures that have been made to walk and talk. Actors in a movie are "real" people, but they are pretending as they act out a story.

By the time your child enters school, the differences between real and make believe should be mostly clear in his mind. You can help your child with this concept by watching television with him and pointing out what is real and what is not. When reading books or magazines, point out pictures and talk about the differences between photographs and drawings. Ask your child to name the pictures and say whether they are "real" or "pretend".



Kindergarten Questions and Answers



Q: My child has been going to nursery school or Head Start. Do I still have to be involved in preparing him for school?

A: Nursery schools and other out-of-the-house programs can be wonderful preparation for kindergarten, but teachers cannot and should not be expected to do it all. Your involvement in your child's education both before kindergarten and all through the school years is the single most important factor in his school success.

No matter how much time your child is in childcare or preschool, **YOU** still have the most influence on his life.

Many things which make a child ready for kindergarten are best learned from parents, such as your child's interest in the world around him, knowing right from wrong, his ideas about himself and others, his ability to communicate and his attitude toward school, teachers, and learning. When you become involved in your child's education, you show your child that education is important to you. This is something he cannot learn from anyone else.

Q: Parents hear a lot about "readiness," but what does it really mean? How do I know if my child is "ready?" How does anyone know?

A: Being "ready" for kindergarten means, quite simply, that your child is able to learn what will be taught in kindergarten. She/he will be able to pay attention and function comfortably with teachers and other children in the classroom. Since learning builds on learning, a child needs to have the skills, information and attitudes that can make this possible. She/he should be able to get along with others and be part of a group. This helps make her/his school time as fine as it can be. However, children develop in their own time at their own rate, so don't expect perfection. They bloom when they are ready.

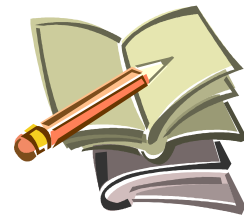
Sometimes parents think readiness means academics. But the skills that define readiness are far broader than knowing letters, shapes and how to count. To be ready for kindergarten, a child needs to have a positive attitude toward starting school, some understanding of why he or she is there, and be receptive to learning new things and making new friends. The best way to learn what will be expected of your child is to contact the school your child will attend and speak with his/her teacher. Arrange for your child to visit the school before kindergarten begins.



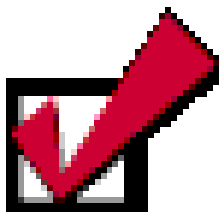
**Schools must also
be ready for your child!**



Initials You May Hear or See at School



- ADD..... Attention Deficit Disorder – a child’s inability to pay attention
- ADHD..... Attention Deficit Hyperactivity Disorder – a child’s inability to pay attention and sit quietly. Too active to work in school. A physician must diagnose this condition.
- BD..... Behavior Disorder – a condition (diagnosed by a physician) that keeps a child from learning needed skills and information to control his/her own behavior
- CAP/CAST..... Classroom Alternative Process; Classroom Alternative Support Team – a team of people who discuss actions to help a student having difficulty
- ELL..... English Language Learners
- ESL..... English as a second language – may provide extra help for children from homes where a language other than English is spoken
- FIT..... Family Involvement Team
- IQ..... Intelligence Quotient – a measurement of the *potential* for learning
- IDEA..... Individuals With Disabilities Education Act
- IEP..... Individual Education Plan
- IEP Team..... A team of people including the family, who makes decisions for the student with special needs
- LAC..... Local Advisory Committee
- LD..... Learning Disabled
- LE..... Language Experience
- LEP..... Limited English Proficiency
- LRE..... Least Restrictive Environment (for Special Education)
- OCD..... Obsessive Compulsive Disorder
- MDT..... Multidisciplinary Team
- PAC..... Parent Advisory Council
- PE..... Physical Education
- PDD..... Persuasive Developmental Delay
- PTA..... Parent Teacher Association
- PTO..... Parent Teacher Organization
- PTRC..... Parent Teacher Resource Center
- RIDE..... RI Department of Education
- SAC..... School Advisory Committee (elected committee of parents & staff)
- SALT..... School Accountability for Learning and Teaching (a team that rates schools)
- SIT..... School Improvement Team



Some Words You May Hear at School



Ability Groups

Children are grouped for subjects according to their skill level.

Accountability

This is the responsibility that teachers, students, and families have to make it possible for learning to take place.

Achievement

One measure of the information a child learns in a specific subject. The more a child learns, the more he “achieves”.

Authentic Assessment

Methods of measuring student achievement or performance that is as close to real life situations as possible.

Choice

When a school is not performing at an acceptable level, and students meet certain conditions, families have a right to choose another school.

Collaborative Teaching

Teachers and/or students working in groups to perform a task.



Critical Thinking Skills

Your child’s ability to examine information and use it to solve problems.

Curriculum

A curriculum is the outline or guide that a teacher develops for the materials that will be taught during the year. This is a district wide learning plan. Teachers can tell you about their curriculum so that you know what your child will be doing in school and how you may help at home.

Inclusion

Grouping children into regular classrooms regardless of skill levels needs or differences.

Language Arts

Reading, writing, speaking, and listening skills used together in teaching and learning.

Literacy Skills

Reading, writing, speaking, listening and thinking. Understanding what is read and reading at a fluent rate.

Media Specialist The media specialist is a new name for the librarian.

Multi-Modality Approach

Teaching and learning by using listening, seeing, touching, and doing. Teaching in all the different ways children learn.

Peer Tutoring One child helping another.

Performance Assessment Your child will use what he has learned by telling, showing, and demonstrating tasks and products.

Portfolio

A folder containing dated samples of your child's work showing progress over a period of time. A portfolio may contain pictures, stories, tests or other written work.

Reinforcement

Practicing certain skills over and over until the child has learned them.

Rubric

A rubric is one of the ways a teacher measures a student's learning. A rubric uses numbers to measure (4-1 or 5-1) instead of the letters that may be more familiar (A-F) to you. Rubrics outline in step-by-step detail the skills that a student must show in order to meet a standard. Students can use rubrics to plan their work, check their own work and their classmates' work, and revise their work to make it better before they turn it in.

Site-Based Management

A system for running a school in which principals, teachers, staff and families make the decisions about how their school is run. Some, but not all schools are set up this way.

Sportsmanship

A child's ability to treat others fairly and understand their feelings.

Standards

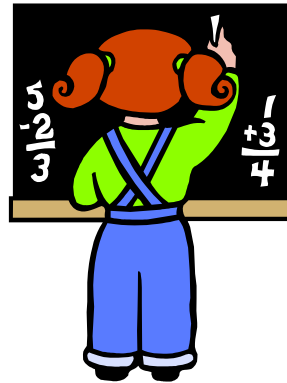
Standards describe the requirements for each subject your child has at school. They set the level of learning your child must have before entering the next grade.

Parent /Teacher Conference

The conference is a meeting time that is set up between you and the teacher to talk about how your child is doing in school. This is for all students - when they are doing well and when they need more practice.

Thematic Unit

Using one idea (such as 'weather') to teach all subjects.



THINKING AHEAD TO FIRST GRADE

Your kindergartener needs to have certain knowledge before graduating to first grade. Here are a few of the things your child needs to know to move on.

Reading

Identify and say the letters of the alphabet

Recognize and sort capital and small letters

Identify and spell his or her name

Know the sound that each letter makes by itself

Know that words written in English are read from left to right and top to bottom

Follow writing with a finger, moving from left to right, pointing to separate words

Identify favorite books and talk about why they are favorites

Name and talk about the characters, setting and events in stories

Use pictures in books as a guide to the words and story line

Make connections between books, songs, events, and personal experiences

Know common “sight words” (I, go, this, look, big, my, me am, he, her, for)

Notice and invent rhyming words

Identify and sort words based on their sounds (for example: cat, mat, shut, share, wish, flashlight)

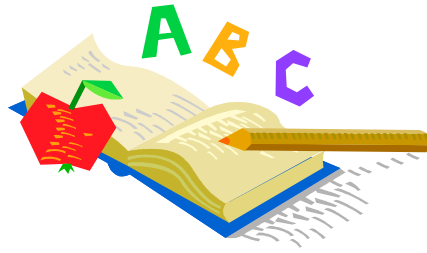
Writing

- ✎ Understand that people write down their thoughts, feelings and ideas.
- ✎ Discuss ideas and draw pictures as a way to plan writing.
- ✎ Write own name with correct capital and small letters.
- ✎ Begin writing from left to right, top to bottom, using letters that are legible
- ✎ Read writing aloud to others, using a finger to follow the words.
- ✎ Write and draw pictures for different reasons, to tell a story, to describe thoughts and feelings or to use a computer to write.

Speaking and Listening

- 📞 Listen and respond to a range of stories and performances, including puppet shows, plays, musical shows, fantasy stories, non-fiction (true) stories, fiction (made up) stories, and poetry.
- 📞 Retell stories and events in order (beginning, middle and end) with some details that describe the story more realistically





Words Your Child Must Know Before Leaving Kindergarten

a
look
and
make
away
me
big
my
blue
not
can
one
come
play
find
run
for
said
funny
see
go
the
help
three
here
to
so
in
do

we
it
where
jump
yellow
little
you
all
out
am
please
are
pretty
at
ran
ate
ride
be
saw
black
say
brown
she
but
soon
came
two
that
is

eat
they
four
this
get
too
good
under
have
want
he
was
into
well
like
went
must
what
no
will
now
with
on
yes
our
I
did
up
there