

# Let's Get Ready for Kindergarten!



**Attending Skills:** (Child's ability to listen and keep their attention focused without being distracted by things going on around them).

Circle time/stories are an excellent way to practice this necessary skill.

### **Following Directions:**

Practice sequencing and following two step auditory directions. Use your daily routine as opportunity to practice this skill. *Example: Use the restroom and then put on your coat.*



### **Adaptive /Social Skills:** (Child's self-help skills)

\*Encourage child to be able to independently dress themselves with outdoor gear. Including shoe tying, zipping and buttoning.

\*Give each child a personal space to learn to organize and be responsible for their things. Example: backpack or coat cubbies.

\*Child shows reasonable self control and is able to share attention. Demonstrates respect for own and others possession's.

\* Practice sharing and turn taking skills.

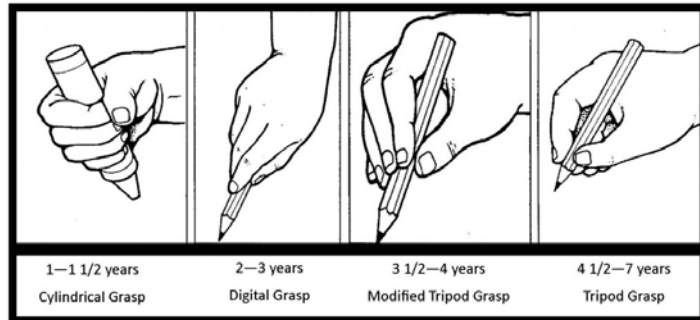
### **Work Habits:**

Child is able to clean up materials used in work and play. Child can work independently by themselves and work cooperatively in groups.

**Handwriting:** The Brandon Valley Elementary schools use the Zaner-Bloser Handwriting style. We encourage all children to start their letters and numbers from the top.

**NOTE:** Children need to have mastered all uppercase letters before moving to lowercase and most preschool aged children are not ready for lines yet.

- \*songs
- \*sticker letters
- \*playdough letters
- \*wiki sticks
- \*large paper & tummy time



**I can write my name!:** Encourage each child to write their first name using Zaner-Bloser Handwriting. Use uppercase first letter followed by all lowercase letters. *It's also important that children know and recognize their name and the letters in their name before they learn to write it!*

- \*daubers
- \*connecting blocks
- \*Name Stickers
- \*Trace it





**Fine Motor:** Children must have strength and dexterity in their hands and fingers BEFORE they can be expected to master handwriting.

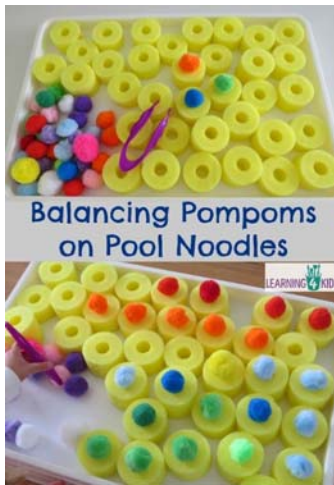
*\*Cheerios & spaghetti*

*\*puff balls: pop bottles, tweezers, fingers, bath toys*

*\*nuts and bolts*

*\*pipe cleaners: cooling racks, containers with holes, letter formation*

*\*clothespins, eye droppers, spray bottles*



## Gross Motor:

- \*Demonstrate loco motor skills by walking, running, jumping, hopping, galloping, marching and climbing
- \*Demonstrate flexibility and balance by standing on one foot, turning, stretching, rolling, stopping, jumping and twisting
- \*Demonstrate increasing coordination when peddling, throwing, catching, kicking, bouncing objects, and hitting items with racquets or paddles.
- \*Crossing Midline

## Academics:

### Math:

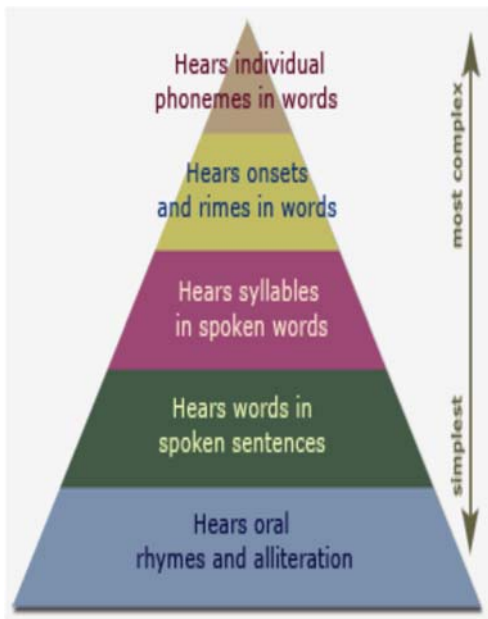
- \*Counting by ones to 10 or higher
- \*Matching numbers to sets 1-5
- \*Writes numbers 0-5
- \*Compare two groups and describe them using comparative words (more, less, fewer, or equal)
- \*Recognize and name numbers 1-5
- \*Separate a collection into 2 groups
- \*Sort, classify and order objects by size and other properties
- \*Complete simple patterns
- \*Name shapes



**ABC's:** As children learn to identify each of the letters of the alphabet it is just as important to learn the corresponding sound that goes with each letter. Children that enter kindergarten who have had exposure to and developed a beginning understanding of matching letters to their sounds are ready to jump right into our curriculum. It is also helpful if children learn how to say the ABC's instead of sing them.

**Listening and Phonological Awareness:** Phonemic Awareness is the ability to **hear** individual parts of words. Phonemic Awareness is **not** knowledge of printed words but **spoken** words.

- \*songs
- \*poems
- \*finger play
- \*listening to stories and answering questions
- \*nursery rhymes
- \*books with rhyming & repetition



## Happy Hands Finger Plays!

### GRANDMA'S GLASSES

(I learned this one my first day of kindergarten!)

These are grandma's glasses. (Make circles around eyes.)  
This is grandma's hat. (Cup hands and place on head.)  
And this is the way  
She folds her hands. (Fold hands and put  
And puts them in her lap. in them in your lap.)

Say with a deep voice:

These are grandpa's glasses. (Make circles around eyes.)  
This is grandpa's hat. (Pretend to put on a hat.)  
And this is the way  
He folds his arms (Cross arms and fold.)  
Just like that!

## Examples of State Standards:

### **Students are able to sequence a story or an event.**

Sequencing a story.

An example of something I did with my students to work on sequencing was I gave them four pictures from the book the little red hen, I read the book to the students. During the story, I had them hold up whichever picture they thought was just talked about. At the end of the story we talked as a group about the events that took place in the book and they then had to sequence the four pictures in order and we made a book with them that they got to color.

Create a "sequence of events" story. Start with a sheet of paper divided into 4 large squares. Have students create their own stories and you could do this activity after reading a story and have them practice sequencing events properly.

Picture sequencing- Students have to arrange pictures into the proper sequential order. ( a dog needing a bath, a tub full of water, the dog being washed, clean dog)

With winter arriving, have students work on the sequence for putting on our winter gear. I have a visual that shows the order that the items should be put on.

Have photos of a baby, toddler, youth, teenager, adult

### **With prompting and support, identify characters, setting and major events in a story**

An example: "Where the Wild Things Are" identifying Max and the Wild Things as characters, setting-in Max's bedroom and imaginary forest. Major events: They have a wild "rumpus" and march and dance. This works on recalling details and events in a story.

### **Identify front cover, back cover, title page , author and illustration of a book.**

Example: Talk about the how to hold a book, where is the beginning and the end and where do you start reading.....

### **Correctly name shapes regardless of their orientations or overall size.**

Example Lesson: Show pictures or use real life items such as a CD or a button. Student's identify what the item is and what shape it is. I then turn the picture or item and ask them what it is now. The kids quickly realize that the size or orientation of the object doesn't change what it is (ex: CD) or what shape it is (ex: circle).



## Transitioning Ideas

Train, train, train! Never assume a child knows how to behave or what to do during a transition time. Whether it's moving from the floor to the table, the classroom to the hall or from one activity to another establish a routine for everything and practice, practice, practice! Set expectation early, keep routines consistent and when your student's suddenly forget everything train and practice some more!

### **Getting their attention:**

- \*Sing a song
- \*recite a poem
- \*Clap a pattern
- \*Choral responses

### **Keeping their attention:**

- \*Cheer rewards
- \*Quick rewards
- \*Movement
- \*Calm down routines



Shimmi Shimmi Coconut  
Shimmi Shimmi Try It  
Shimmi Shimmi Coconut  
Time to be QUIET!

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we are talking  
Don't you BLUSH!  
we're in line now  
Time to HUSHSHSHSH!





## Jr. Kindergarten Vs. Kindergarten

All children need to be 5 on or before September 1st  
to attend either Jr. Kind or Kind

### Jr. Kindergarten

- \*Introduces Kindergarten skills without mastery
- \*Provides extra opportunities for children to mature and grow socially
- \*Introduces children to the routine of school
- \*Provides extra one on one and small group learning opportunities
- \* Jr. Kindergarten runs 5 half days a week

### Kindergarten

- \*Works toward mastery of kindergarten skills in:
  - \*\*Letter identification
  - \*\*Letter sounds
  - \*\*Sight word recognition
  - \*\*Sentence structure and writing
  - \*\*Number identification and writing
- \*\*Follow directions and completes tasks independently
- \*\*Works to become an independent learner
- \*\*Kindergarten is all day everyday



# Kindergarten Screening

Dates: March 5th-9th 2018

Brandon Elementary: 582-6315	Thurs and Fri March 8th & 9th
Robert Bennis: 582-8010	Mon and Wed March 5th & 7th
Fred Assam: 582-1500	Tues and Wed March 6th & 7th
Valley Springs: 582-2948	Monday March 5th

Boundaries for Elementary Schools can be found on the District website.



## Early Childhood Screening

Twice a year the BV school district provides a district wide screening day and night. It is advertised through local media, mailings and postings around Brandon and Valley Springs. It is available to any family with a child ages birth to five years old who live within the Brandon Valley School District boundaries.

Next Screening: Jan 25th 2018



## What is a Developmental Screen?

A developmental screen is a quick look at how your child is learning and growing in all areas of development.

- Adaptive
- Personal Social
- Motor
- Communication
- Cognition

## Services Available Birth to age 6

- Education
- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Coordination through outside agencies



South Dakota Early Learning Guidelines Websites:

1. South Dakota Department of Education  
<http://doe.sd.gov/contentstandards>
2. Division of Child Care Services :  
<http://dss.sd.gov/childcare>

## Great Resources:

<http://www.pre-kpages.com/start-here/>

<http://actg.org/> A Chance To Grow is a 501(c)(3) nonprofit organization founded on the drive to help every person succeed. A Chance to Grow offers S.M.A.R.T. Pre-K activities develop and enhance children's large and fine muscle skills, visual perception, eye-hand coordination, and auditory skills, all necessary tools for learning to read and achieving academic success. Also on facebook.

## Classroom management, Routines, Letter and Sound Songs

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

### Math

ABCya.com

Jack Hartman counting songs

Frog Street Press (Shape and Number Word Songs)

Harry Kindergarten Songs (Numbers and Counting)

Have Fun Teaching (Counting or Calendar)

### Reading/Writing

ABC Video: Write the Letter

ABC Mouse letter songs

Cheebie Gets Squiggling: The Letter \_\_\_\_\_

Singing Walrus (Letter Write and Sight Words)

FrogStreet Press (Color Songs)

Have Fun Teaching (ABCs)

LeapFrog Letter Factory (letters)

[http://www.kidzone.ws/prek\\_wrksht/dynamic.htm](http://www.kidzone.ws/prek_wrksht/dynamic.htm)

### Science

All Things Animal TV

Kids Animal Channel: Animal Atlas

### Themed Based Preschool Website

Perpetual Preschool

### Movement

Go Noodle

Jamin Minutes

Moosetube



# BALANCE:

Being ready for school means a balance between academic readiness and people skills.

Research suggests that being ready for school really means being friendly, attentive and curious.

Parents and caregivers can improve a child's chances of success in kindergarten by fostering a strong relationship that enhance confidence, independence, curiosity, motivation, persistence, self control, cooperation, empathy and the ability to communicate.

Thank you for helping to enable children to learn!



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Thank you for attending!

## Planning Committee

### Kindergarten Teachers:

Jill Nueble

Paula Huber

### Jr. Kindergarten Teacher:

Nicole Anderson – Gappa

### Reading Specialist

Jennifer VanDyke

### Parent:

Beth Aaker

### Early Childhood Coordinator:

Lisa Johnson

### Special Services Director:

Kyle Babb