



Transitioning to  
**KINDERGARTEN**

# School Readiness

- Introduction ..... page 1
  
- Creating an "Early Learning Passport" ..... page 2
  
- Kindergarten Readiness Indicators Checklist
  - EXPRESSIVE AND RECEPTIVE LANGUAGE ..... PAGE 3
  - APPROACHES TO LEARNING AND COGNITION..... PAGE 3
  - PHONOLOGICAL AWARENESS AND PRINT KNOWLEDGE..... PAGE 4
  - MATHEMATICS..... PAGE 5
  - SOCIAL / EMOTIONAL..... PAGE 5
  - PHYSICAL DEVELOPMENT ..... PAGE 6
  
- Kindergarten Readiness Indicators: Observation & Activity Guide
  - INTRODUCTION .....PAGE 7
  - OBSERVATIONS AND NOTES FORM..... PAGE 8
  - EXPRESSIVE AND RECEPTIVE LANGUAGE ..... PAGE 9
  - APPROACHES TO LEARNING AND COGNITION.....PAGE 11
  - PHONOLOGICAL AWARENESS AND PRINT KNOWLEDGE.....PAGE 16
  - MATHEMATICS..... PAGE 21
  - SOCIAL AND EMOTIONAL ..... PAGE 25
  - PHYSICAL DEVELOPMENT .....PAGE 28
  
- Drawing and Writing Sample Template ..... page 30



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# School Readiness

Transitioning to  
**KINDERGARTEN**



How do you know if a child is ready for kindergarten? The time that you spend with a child every day can give you lots of information about how he or she is progressing. Many states and school districts have developed kindergarten readiness checklists for their educators to use.

The kindergarten readiness indicators checklist in this section is an example of what some states are using. It has been developed to help you ensure that the educational experience of the children in your care gets off to a good start.

Here is what you will find in this section. You can use all of the resources listed here, or just choose what will be most useful for you.

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## 1. Creating an “Early Learning Passport”

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Use this helpful guide to create an “Early Learning Passport” for each child.

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## 2. Kindergarten Readiness Indicators Checklist

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This is a short checklist that helps you keep track of skills that children have mastered as they move through the pre-kindergarten year. You can use one checklist for each child, and check off skills in the fall, winter and late spring. Some children will not possess all of the skills included here, but that will not prevent them from entering school. This is simply

a list of skills that will give you, as an early educator, a place to begin in preparing children for entering kindergarten.

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## 3. Kindergarten Readiness Indicators: Observation and Activity Guide

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This is an in-depth guide to the kindergarten readiness indicators. It helps you know what to look for when you observe a child and gives you a place to write down your observations. The guide also includes some ideas for skill-building activities for each skill that can be done with a child who needs some help.

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## 4. Drawing and Writing Sample Template

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Use the template at the end of this section several times during the year to collect writing and drawing samples from each child.

# School Readiness

## Creating An Early Learning Passport

Many early childhood educators have found it helpful to use the resources in this toolkit to create an “Early Learning Passport” for each child. The Early Learning Passport is a folder that you create containing checklists, documents and work samples that can be passed on to the child’s kindergarten teacher. There is no “right” way to put an Early Learning Passport together. The important thing is that information about a child’s skills and development is passed on to the kindergarten teacher in a useful and organized way.

### To create an Early Learning Passport:

Make a folder for each child. You can have each child decorate the front of his or her folder. Make sure that the folder clearly states the child’s name and date of birth.

### Include the following resources from this toolkit:

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#### From the School Readiness section

- Kindergarten Readiness Indicators Checklist, or whatever readiness checklist your program uses. Include information from three times during

the school year to show which skills the child has mastered as he or she moved through the pre-kindergarten year.

- Drawing and Writing Sample Templates from three or four times during the school year.

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#### From the *Get Ready to Read!* section

- What I Learned About This Child From the *Get Ready to Read!* Screening Tool

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#### From the For Parents section

- *Getting to Know My Child: A Guide for My Child’s Kindergarten Teacher*. You can give this resource to each parent and ask them to fill it out and return it to you. You can also fill it out with each parent during a one-to-one meeting

# School Readiness

## Kindergarten Readiness Indicators Checklist

Child's Name \_\_\_\_\_ Date of Birth \_\_/\_\_/\_\_

### Expressive and Receptive Language

	FALL	WINTER	SPRING
Speaks in complete sentences most of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and follows directions with at least two steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands vocabulary related to position, direction, size and comparison:			
like / different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
top / bottom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
first / last	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
big / little	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
up / down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes simple predictions and comments about a story about a story being read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Approaches to Learning and Cognition

	FALL	WINTER	SPRING
Matches two like pictures in a set of five pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classifies (same/different, alike/not alike) objects by physical features:			
Shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizes objects that go together in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes, copies or repeats patterning sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates the ability to correctly put in order or sequence up to three story pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# School Readiness

## Kindergarten Readiness Indicators Checklist

### Approaches to Learning and Cognition *(continued)*

	FALL	WINTER	SPRING
Participates in repeating a familiar song, poem, finger play and/or nursery rhyme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retells a simple story after listening to a story with pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does simple puzzles (up to four 4 pieces)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies or points to five (5) colors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Phonological Awareness and Print Knowledge

	FALL	WINTER	SPRING
Recognizes own name in print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Points to and/or recognizes letters in own name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to write letters in own name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes familiar signs, words and logos in the child's environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates book awareness:			
Cover and back of book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Left to right order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Words are read top to bottom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Book handling:			
Holding book right side up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beginning / Ending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies two words that rhyme/sound the same when given rhyming picture words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matches three letters with the sounds they make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses symbols or drawings to express ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# School Readiness

## Kindergarten Readiness Indicators Checklist

### Mathematics

	FALL	WINTER	SPRING
Counts number of objects in small group (up to five objects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matches a numeral (0-5) to a group with that number of objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of “adding to” and “taking away” using objects up to five	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranges numerals in order 1-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies/points to three shapes:			
Circle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Square	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Triangle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts in sequence 1-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands concepts of more and less up to five objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Social / Emotional

	FALL	WINTER	SPRING
Identifies self as a boy or girl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows first and last name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows parent’s first and last name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes needs known	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates independence in personal care (washing hands, dressing, bathroom use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separates from parents by appearing comfortable and secure without parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# School Readiness

## Kindergarten Readiness Indicators Checklist

### Physical Development

	FALL	WINTER	SPRING
Uses writing and drawing tools and child-sized scissors with control and intention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copies figures such as:			
_____ (straight line)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O (circle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates gross motor skills:			
Hops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jumps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Runs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catches and bounces ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*These Kindergarten Readiness Indicators have been adapted by the National Center for Learning Disabilities, Inc, with permission from the Arkansas Department of Human Resources, Division of Child Care and Early Childhood Education.*



## School Readiness

# Kindergarten Readiness Indicators

## OBSERVATION & ACTIVITY GUIDE

This guide can help you know what to look for when you observe a child, and give you some ideas of skill-building activities to do with a child who needs some help.

**In this guide, each page has three columns:**

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### Column 1

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**Column 1** lists the Kindergarten Readiness Indicators. Each indicator is followed by a few examples of what to look for when you observe a child.

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### Column 2

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**Column 2** is where you should note your own observations of a child with specific examples of what you observed, or concerns that you may have.

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### Column 3

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**Column 3** lists a few activities for each indicator that you can do with the children to help strengthen particular skills.

The information that you write in this guide can be very helpful to you, the child's parents, and the child's new kindergarten teacher. It is set up to be one tool that you can use to monitor a child's progress and have something to pass on to parents and kindergarten teacher. If you pass it along, either as part of an Early Learning Passport or at a meeting that you have with the kindergarten teacher, it will give the new teacher some valuable information about the child's strengths and weaknesses.

Remember—This guide is not a test! No child is expected to have mastered all of these skills before entering kindergarten. This is a guide to help you see all of the things that a 4-year-old can do, and to become an active partner in assuring success in school for every child.



# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

Child's Name \_\_\_\_\_ Date of Birth \_\_/\_\_/\_\_

#### Kindergarten Readiness Indicators—Observation & Activity Guide

Name of current school or early childhood setting

Past schools or early childhood settings

#### September Observation

Date: \_\_\_\_\_

Child's age: \_\_\_\_\_

Person Observing: \_\_\_\_\_

#### January Observation

Date: \_\_\_\_\_

Child's age: \_\_\_\_\_

Person Observing: \_\_\_\_\_

#### April Observation

Date: \_\_\_\_\_

Child's age: \_\_\_\_\_

Person Observing: \_\_\_\_\_

Observations and Notes:

# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Expressive and Receptive Language

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>1 Speaks in complete sentences</b></p> <ul style="list-style-type: none"> <li>▶ Tells you what he or she did during a visit to a friend.</li> <li>▶ Talks about some things that happened at home or at his or her preschool center.</li> <li>▶ Talks about a family event.</li> </ul>	<p>1</p>	<p>Ask children about the different parts of their day, using questions that require more than a "yes" or "no" answer.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• What did you play with at your friend's house yesterday?</li> <li>• Tell me about the playground at school today!</li> </ul>
<p><b>2 Follows directions with at least two steps</b></p> <ul style="list-style-type: none"> <li>▶ Follows your directions, such as "Pick up the book and put it on the table."</li> <li>▶ Tells you, in order, the things he/she does to get ready for bed.</li> <li>▶ Tells you, in order, what he/she does at preschool ("We played in centers, had snacks, went to the playground, ate lunch and took a nap.").</li> <li>▶ Follows directions in a simple game that the group plays together.</li> </ul>	<p>2</p>	<p>As you go through the day, give children directions that involve at least two steps.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Take out the play-dough and put it on the table.</li> <li>• Take off your jacket and hang it on the hook.</li> <li>• Let's jump to the door and go outside.</li> </ul>



# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Expressive and Receptive Language

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>3 Understands words, such as “top” and “bottom,” “big” and “little”</b></p> <ul style="list-style-type: none"> <li>▶ Looks at pictures in a book and retells a story, such as “The Three Billy Goats Gruff.” Then, with your guidance,               <ul style="list-style-type: none"> <li>★ Shows you the picture of the little Billy Goat, the middle Billy Goat and the big Billy Goat.</li> <li>★ Tells which goat crossed the bridge first, next and last.</li> <li>★ Says that the troll was under the bridge and the goats crossed over the bridge.</li> </ul> </li> <li>▶ Lines up blocks or other toys from smallest to largest.</li> </ul>	<p>3</p>	<p>Involve children in activities that require listening and following directions.</p> <p><b>For example,</b> play a game with a beanbag or ball, asking children to follow what you say:</p> <ul style="list-style-type: none"> <li>• Put the ball on top your head.</li> <li>• Put the ball between your feet.</li> <li>• Put the ball behind your back.</li> <li>• Put the ball under your chin.</li> <li>• Put the ball down on the floor.</li> </ul>
<p><b>4 Makes simple predictions and comments about a story being read</b></p> <ul style="list-style-type: none"> <li>▶ Looks at the cover of a book and tells what he or she thinks the book is about.</li> <li>▶ Tells what he or she thinks will happen next in a story that is being read (pause before turning the pages and ask children to predict what will happen next).</li> <li>▶ Talks about the pictures and the story.</li> </ul>	<p>4</p>	<p>Set aside time each day to read with the children individually or in small groups. Let children participate in book reading.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Talk with children about the pictures and what they think might happen in the story.</li> <li>• Ask children to tell the story back in their own words.</li> </ul>

# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Approaches to Learning and Cognition

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>1 Matches two pictures that are alike</b></p> <ul style="list-style-type: none"> <li>▶ Finds two cards that match while playing games with cards you have made.</li> <li>▶ Matches the number of dots on dominoes.</li> <li>▶ Matches pictures in a “Memory” game.</li> </ul>	<p>1</p>	<p>Play some matching games with the children. Shuffle some pairs of matching cards and lay them out on the table or floor. Invite children to find the two cards that match. Start with 6 pairs of cards, and add more as children learn.</p>
<p><b>2 Looks at groups of objects and says which are the same shape, color or size</b></p> <ul style="list-style-type: none"> <li>▶ Sorts and puts together coins that are the same size.</li> <li>▶ Sorts blocks or crayons by color (puts blues together, reds together, etc.).</li> <li>▶ Sorts, and puts away, eating utensils after snack or lunch plays together.</li> </ul>	<p>2</p>	<p>Play “I Spy Colors” or “I Spy Shapes” with the children: Look for different colored or shaped objects in your space or outdoors. Begin with one color, such as red, perhaps a red ball. Say, “I spy something red. It’s round and you can throw it. What is it?” Continue playing the game with other objects of other colors or shapes.</p>



# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Approaches to Learning and Cognition

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>3 Tells things that go together (a spoon and a fork are for eating, and a fish and a boat go in the water)</b></p> <ul style="list-style-type: none"> <li>◆ Looks at a group of objects and says which go together (a comb and a brush, a cup and saucer, and a hammer and nails).</li> <li>◆ Looks at a group of pictures and says which go together (shoe and sock, and flowers and vase).</li> <li>◆ Tells you why two things go together (you play baseball with a bat and ball).</li> </ul>	<h1>3</h1>	<p>Collect some pictures and some real objects that go together. <b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• shoe and sock</li> <li>• flowers and vase</li> <li>• baseball and bat</li> <li>• cup and saucer</li> <li>• hammer and nail</li> <li>• comb and brush</li> </ul> <p>Have children pick out the things that go together and tell why they go together.</p>
<p><b>4 Repeats a pattern you start</b></p> <ul style="list-style-type: none"> <li>◆ Repeats a movement pattern you start (clap, clap, pat—clap, clap, pat; or step, step, jump—step, step, jump).</li> <li>◆ Repeats a color pattern you start with objects, such as colored bears, small colored blocks or crayons (red, blue—red, blue).</li> <li>◆ Creates patterns while playing alone (string beads in a pattern, such as blue, green, red—blue, green, red).</li> </ul>	<h1>4</h1>	<p>Make paper chains. Cut sheets of colored paper into strips, using no more than three colors. Help children start a pattern by gluing the strips of paper to form a chain. The pattern might be red, green, blue. Encourage children to continue the pattern. Hang up the chains to decorate your room.</p>

# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Approaches to Learning and Cognition

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>5 Puts 3 pictures in order (1. Planting flower seeds; 2. Flowers growing; 3. Picking flowers)</b></p> <ul style="list-style-type: none"> <li>▶ Listens to you read or tell a story, such as “The Three Bears,” and retells the story in the order of events.</li> <li>▶ Puts in order pictures of himself/herself at different ages; baby, toddler and now.</li> <li>▶ Lines up cars, dolls or measuring cups from smallest to largest.</li> </ul>	<p>5</p>	<p>Involve children in putting pictures in order. Ask each child to bring in three pictures of him or herself at three different stages: baby, toddler and now. Ask children to put the pictures in order, starting with the picture of when he or she was the youngest. You can also do this with pictures of friends or pictures cut out of magazines.</p>
<p><b>6 Says or sings familiar songs and nursery rhymes</b></p> <ul style="list-style-type: none"> <li>▶ Asks to read nursery rhymes or to sing songs.</li> <li>▶ Says nursery rhymes or sings songs learned at home or in school or child care.</li> <li>▶ Sings a song he/she has heard on the radio, from a CD, or at preschool or child care.</li> </ul>	<p>6</p>	<p>Enjoy the sounds of language with the children. Read lots of Mother Goose rhymes, rhyming poems and books that rhyme. Once children are familiar with the rhymes, leave out rhyming words and encourage them to complete the rhymes with the correct rhyming word. Point out the rhymes as often as you can.</p>



# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Approaches to Learning and Cognition

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>7 Retells a simple story such as “The Three Little Pigs” after listening to it, while looking at the pictures in the book</b></p> <ul style="list-style-type: none"> <li>▶ Looks at the pictures in a book you have just read and tells back the story.</li> <li>▶ Looks at the pictures in a book and tells himself/herself the story.</li> <li>▶ Uses animal puppets or stuffed toys, such as dogs, cats, pigs, goats and bears, to tell stories.</li> </ul>	<p>7</p>	<p>Read with the children every day! After you read a book, take a few moments to talk about the story. Ask children to tell the story back to you. It’s OK to read the same books over and over. Young children love the repetition.</p> <p>Make puppets and stuffed animals available for imaginative play.</p>
<p><b>8 Does puzzles</b></p> <ul style="list-style-type: none"> <li>▶ Does puzzles with knobs.</li> <li>▶ Does puzzles without knobs.</li> <li>▶ Does puzzles with more and more pieces—from 3 to 25.</li> </ul>	<p>8</p>	<p>Make, borrow or buy puzzles, and have them available for free play. You can cut up greeting cards or the front of a cereal box into large puzzle-like shapes. Give children the cut-up pieces to put back together. Then place the pieces in a zip-lock bag for future use.</p>




# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Approaches to Learning and Cognition

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>9 Recognizes and names at least five colors</b></p> <ul style="list-style-type: none"> <li>▶ Finds things you name by color (a red flower, a blue shirt, a yellow crayon, etc.).</li> <li>▶ Names colors of things he/she sees in pictures (a purple balloon, a green car, an orange pumpkin, etc.).</li> <li>▶ Names the colors of crayons or markers used in a picture he/she draws.</li> <li>▶ Says color of clothing he/she is wearing.</li> </ul>		<p>Make color books with the children. Write "My Color Book" or another title on the cover page, along with the child's name. Using a red crayon or washable marker, write the word "Red" on a sheet of paper. Help children cut out pictures of red objects in catalogs and magazines and glue them on the page. On another day, make a page for a different color. After you have a few pages, staple or tie the pages together.</p>



# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Phonological Awareness and Print Knowledge

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>1 Recognizes his/her own first name in print</b></p> <ul style="list-style-type: none"> <li>▶ Asks you to write his/her name.</li> <li>▶ Finds his/her own name in a set of cards you have made that includes names of other children.</li> <li>▶ Shows you his/her name written on a picture, cubby or backpack.</li> </ul>	<p>1</p>	<p>Help children make name cards that they can hang on the refrigerator or on the door to their room. Involve children when you write their name to label personal belongings such as pictures and books.</p>
<p><b>2 Recognizes letters in his or her own first name</b></p> <ul style="list-style-type: none"> <li>▶ Uses magnetic alphabet letters to spell own name on refrigerator or cookie sheet.</li> <li>▶ Points out letters in his/her own name on computer keyboard.</li> <li>▶ Points to letters in a book that are in his/her name.</li> </ul>	<p>2</p>	<p>Using plastic or magnetic letters, spell a child's name on a piece of paper, naming the letters as you spell. Trace the letters with a marker so that the child's name is written on the paper. Help the child color in the letters all the same color. Place the plastic letters that are in the child's name in a basket or bag. The child can pick letters from the basket or bag and match them, one by one, to the corresponding letters on the paper. Continue until the child's name is spelled.</p>

# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Phonological Awareness and Print Knowledge

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>3 Begins to write some of the letters in his or her own first name</b></p> <ul style="list-style-type: none"> <li>▶ Includes letters in own name in his/her drawings.</li> <li>▶ Writes the first letters in his/her name on a greeting card to a friend.</li> <li>▶ Writes some of the letters in his/her name and says "That's my name."</li> </ul>	<p>3</p>	<p>Write a child's name in large letters on paper. Use an uppercase letter for the first letter of the name, and lowercase for the rest of the letters. Ask the child to use a finger to trace each letter of his or her name on the paper. Help the child say the name of each letter out loud as it is traced. Then, the child can trace the letters with chalk or a crayon.</p>
<p><b>4 Recognizes words or signs he or she sees often (the name of the local grocery store where the family shops, or stop signs and exit signs)</b></p> <ul style="list-style-type: none"> <li>▶ "Reads" familiar restaurant or grocery store signs in your community or in newspaper or magazine ads.</li> <li>▶ Recognizes common food packages and road signs.</li> </ul>	<p>4</p>	<p>Help children become aware of letters and words in the community. Encourage them to "read" familiar signs. Give children printed materials such as magazines, grocery store ads and menus from favorite restaurants to play with. As you walk through the neighborhood, invite children to "read" road signs and business signs.</p>



# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Phonological Awareness and Print Knowledge



Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>5 Holds and looks at books correctly (holds the book right side up and turns the pages one at a time from front to back)</b></p> <ul style="list-style-type: none"> <li>▶ Looks at book from front to back.</li> <li>▶ Turns pages from front to back, looking at one page at a time.</li> <li>▶ Shows you the cover of a book when asking you to read a book.</li> </ul>	<p>5</p>	<p>Let children be active participants in book reading every day. Talk with the children as you read together about the information on the cover of the book, such as title, author and illustrator. Show children how to start reading at the beginning of the book and how to turn the pages.</p>
<p><b>6 Recognizes rhyming words, such as "cat" and "hat"</b></p> <ul style="list-style-type: none"> <li>▶ Says nursery rhymes he/she has heard at home or at a preschool center.</li> <li>▶ Looks at groups of objects or pictures of objects and names the two objects that rhyme (sock and rock, soap and rope, and cat and hat).</li> <li>▶ Completes a rhyme you start: "Hickory, dickory, dock, the mouse ran up the _____ (clock)."</li> </ul>	<p>6</p>	<p>Make or find pairs of pictures displaying rhyming words. Spread the pictures out on the table or floor. Explain to the children that words that rhyme end with the same sound. Give a few examples, such as fat/rat or sing/ring. Let a child choose one of the pictures. Find the picture that rhymes with the chosen picture and ask the children if the words rhyme. Say the words together to emphasize the rhyming part of the words. Do the same with the other rhyming pairs.</p>

# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Phonological Awareness and Print Knowledge

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>7 Recognizes and names at least 10 letters of the alphabet</b></p> <ul style="list-style-type: none"> <li>▶ Names some letters of the alphabet as you read alphabet books.</li> <li>▶ Names some of the magnetic letters of the alphabet you have placed around the room.</li> <li>▶ Names letters of the alphabet in signs he/she sees.</li> </ul>		<p>Place some magnetic letters in a bag. A child can close his or her eyes, pick out a letter, and feel the letter carefully. Ask the child, "What letter did you pick?" If the child is having trouble identifying the letter, give clues or tell him or her to look at the letter. Do the same with some other letters.</p>
<p><b>8 Matches a letter with the beginning sound of a word (matches the letter "B" with a picture of a banana)</b></p> <ul style="list-style-type: none"> <li>▶ Can say that his/her name and the name of a friend or family member start with the same sound (Sam and Sarah).</li> <li>▶ Cuts out pictures from a magazine or catalog of things that begin with the same letter (pig, pizza and pie).</li> <li>▶ Places an alphabet letter magnet on a picture of an object that begins with that letter (places an "H" on the picture of a hat or horse).</li> </ul>		<p>Help children to match letters to objects and pictures. Choose an object or a picture of an object. Have children say the name of the object so that they can hear the beginning sound of the word. Using magnetic letters, ask children to find the alphabet letter that matches the beginning sound of the word.</p>




# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Phonological Awareness and Print Knowledge

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p>⑨ Expresses ideas through pictures he or she draws</p> <ul style="list-style-type: none"> <li>▶ Says a circle in his/her drawing is the sun.</li> <li>▶ Puts facial features, arms and legs on drawing of a person.</li> <li>▶ Makes a drawing with several people or objects.</li> <li>▶ Shows and tells you about what he or she has drawn ("That's me playing with my dog.").</li> </ul>		<p>Give children drawing paper and crayons. Tell each child to draw a picture of an activity that he or she has done recently. <b>For example</b>, the drawing can be about something the child did in school, at home or with a friend. Then, ask each child to describe to you what he or she has drawn. Write, in clear print with a black marker, what the child says on the picture. Be sure to read the description out loud to the child after it is written.</p>

# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Mathematics

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>❶ Counts at least five objects</b></p> <ul style="list-style-type: none"> <li>▶ Holds up correct number of fingers when telling his/her age.</li> <li>▶ Counts the number of birds he or she sees in the playground.</li> <li>▶ Counts the number of dots on dominoes.</li> <li>▶ Counts the number of times he or she bounces a ball.</li> </ul>	<p>1</p>	<p>Play counting games with the children.</p> <p><b>Some ideas are:</b></p> <ul style="list-style-type: none"> <li>• How many doorknobs can you find in this room?</li> <li>• How many legs are on the table?</li> <li>• Please get 4 apples from the refrigerator.</li> <li>• How many blocks are in the tower you built?</li> </ul>
<p><b>❷ Sees the written numeral "3" and realizes this means three objects, such as three bears</b></p> <ul style="list-style-type: none"> <li>▶ Puts the correct number of objects on each page of a number book.</li> <li>▶ Counts the number of objects in books about numbers that you read together.</li> <li>▶ Can match cards with numbers written on them to groups of objects.</li> </ul>	<p>2</p>	<p>For a fun project, make number books with the children. Staple or tie together 6 plain sheets of paper. Use the first page to make a cover. Write one number from 1 to 5 on each page after the cover. Let children put the correct number of stickers or paste cut-out magazine pictures on each page. Add pages to the book as children learn numbers beyond 5.</p>





# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Mathematics

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>3 Adds and subtracts familiar objects, such as cookies</b></p> <ul style="list-style-type: none"> <li>▶ Says “three” when you ask how many crackers he/she will have when given one more (already has two crackers).</li> <li>▶ Says there are four bananas left after he or she has eaten one of five.</li> <li>▶ Says finger play such as “Five Little Monkeys,” subtracting monkeys and fingers, one at a time.</li> </ul>		<p>Include addition and subtraction words as you talk with children.</p> <p><b>For example,</b></p> <ul style="list-style-type: none"> <li>• “You have two crayons. Let’s get three more. How many crayons do you have now?”</li> <li>• “You picked out three books to read. We already read one. How many do we have left to read?”</li> <li>• “You made a tower with three blocks. How many blocks will it have if we put on one more block?”</li> </ul>
<p><b>4 Puts written numbers in order from 1 to 5</b></p> <ul style="list-style-type: none"> <li>▶ Puts number cards (from 1 to 5) in order.</li> <li>▶ Puts magnetic numbers in order on refrigerator or cookie sheet.</li> </ul>		<p>Write on index cards or “sticky notes” the numbers 1, 2, 3, 4 and 5, one number on each card. Ask children to put the number cards in order. You can also get plastic magnetic numbers. Children can put them in order on a refrigerator or a baking sheet. Start with the numbers 1, 2, 3, 4 and 5, and then add more when children are ready.</p>



# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Mathematics


Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>5 Recognizes and names 3 shapes: circle, square and triangle</b></p> <ul style="list-style-type: none"> <li>▶ Says crackers he or she is eating are "round" or "square."</li> <li>▶ Names shapes in the environment: doors, windows, tables and rugs.</li> <li>▶ Names shapes when you read a book about shapes.</li> </ul>	<p>5</p>	<p>Cut out large circles, squares and triangles from paper grocery bags or shirt cardboard. Let children color the shapes or draw pictures on them. You can then use the shapes for games. For example, you can hide the shapes around a room and let children find the shapes that you ask for.</p>
<p><b>6 Counts from 1 to 10 in correct order</b></p> <ul style="list-style-type: none"> <li>▶ Counts from 1 to however high he or she can count in correct order.</li> <li>▶ Counts in order the number of times he or she bounces a ball.</li> <li>▶ Joins in saying counting rhymes.</li> </ul>	<p>6</p>	<p>Read, tell stories, sing songs and say nursery rhymes about numbers and counting with the children. Some favorites are "This Old Man" and "One, Two, Buckle My Shoe."</p>

# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Mathematics

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>7 Uses the words “more” and “less” correctly</b></p> <ul style="list-style-type: none"> <li>▶ Tells you, “I need two more cars to go in my garage.”</li> <li>▶ Says, “I have more crayons than Nathan,” or “I have less than she does!”</li> </ul>		<p>Use things around your environment to involve children in “more” and “less” activities.</p> <p><b>For example,</b></p> <ul style="list-style-type: none"> <li>• “There are only three cups on the table. How many more do we need so everyone at this table has one?”</li> <li>• You can use dominoes to play a game. Place all of the dominoes face down. Each person turns over a domino and counts the dots. Decide together which domino has more dots.</li> </ul>

# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Social and Emotional

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>1 Tells if he or she is a boy or girl</b></p> <ul style="list-style-type: none"> <li>▶ Refers to self as a boy or girl in conversation with you and others.</li> <li>▶ Talks about girls and boys in his or her class or group.</li> <li>▶ Refers to children in photos or pictures as boys or girls.</li> </ul>	<p>1</p>	<p>Help each child create an "All About Me and My Family" book.</p> <p>Staple or tie several pieces of paper together. Let children make a cover for the book and choose a title. The cover can have a photo of the child or a drawing of him or herself.</p> <p>Help each child write his or her first and last name on the cover.</p> <p>On the pages that follow, help children write personal information and draw pictures.</p> <p><b>For example:</b> My first name is _____.</p>
<p><b>2 Knows first and last name</b></p> <ul style="list-style-type: none"> <li>▶ Tells name, sometimes both first and last, when someone asks, "What is your name?"</li> <li>▶ Tells you his/her name to write on picture he/she has drawn.</li> <li>▶ Helps you add personal information in an "All About Me and My Family" book.</li> </ul>	<p>2</p>	<p>My last name is _____.</p> <p>I am a _____ (girl or boy).</p> <p>I was born on _____ and I am ____ years old.</p> <p>My eyes are _____ and my hair is _____ (color).</p> <p>Add a family section with names and pictures of important family members.</p>

# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Social and Emotional

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>3 Knows first and last name of parents</b></p> <ul style="list-style-type: none"> <li>▶ Asks you to write names of family members on a picture he/she has drawn.</li> <li>▶ Can provide information for a family section in an "All About Me and My Family" book.</li> </ul>	<h1>3</h1>	<p><i>(Repeated from page 25)</i></p> <p>Help each child create an "All About Me and My Family" book.</p> <p>Staple or tie several pieces of paper together. Let children make a cover for the book and choose a title. The cover can have a photo of the child or a drawing of him or herself.</p> <p>Help each child write his or her first and last name on the cover.</p> <p>On the pages that follow, help children write personal information and draw pictures.</p> <p><b>For example:</b> My first name is _____.</p>
<p><b>4 Tells how old he or she is</b></p> <ul style="list-style-type: none"> <li>▶ Says "I'm this many" and holds up correct number of fingers to indicate age.</li> <li>▶ Gives correct age when asked.</li> <li>▶ Says how old he/she will be on next birthday.</li> </ul>	<h1>4</h1>	<p>My last name is _____.</p> <p>I am a _____ (girl or boy).</p> <p>I was born on _____ and I am ____ years old.</p> <p>My eyes are _____ and my hair is _____ (color).</p> <p>Add a family section with names and pictures of important family members.</p>

# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Social and Emotional

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>5 Takes care of own needs, such as toileting, washing hands and dressing</b></p> <ul style="list-style-type: none"> <li>▶ Washes and dries hands with little or no assistance.</li> <li>▶ Uses the toilet with little or no assistance.</li> <li>▶ Brushes teeth with little or no assistance.</li> <li>▶ Puts on own jacket and hat.</li> <li>▶ Hangs up jacket on hook or hanger.</li> <li>▶ Buttons/unbuttons, zips/unzips, snaps clothing.</li> </ul>	<p>5</p>	<p>Give children lots of opportunities to practice doing things independently, and encourage parents to do the same. Keep in mind that children will make mistakes at first, but will gradually become more comfortable taking care of their own needs.</p> <p>Celebrate the things that children can do independently by making an "I Did It Myself" chart or poster. Write all of the things that the children have learned to do on their own.</p>
<p><b>6 Adjusts to new situations without parent being there</b></p> <ul style="list-style-type: none"> <li>▶ Uses a routine, such as waving from a window or blowing a kiss goodbye, when parent leaves.</li> <li>▶ Says goodbye to parent without crying or clinging.</li> <li>▶ Seems happy to see teachers and children in classroom.</li> </ul>	<p>6</p>	<p>Make a game out of pretending that children are going to school. Think as a group of many ways to say goodbye at drop-off time.</p> <p>Encourage parents to have a routine with their child that can continue into kindergarten.</p>



# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Physical Development

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>1 Uses pencils, crayons and markers for drawing and writing, and cuts with scissors</b></p> <ul style="list-style-type: none"> <li>▶ Draws with markers to create a picture of self, family members or a house.</li> <li>▶ Begins to write some of the letters in own name.</li> <li>▶ Uses child-friendly scissors to cut on a line around a large picture or to cut out objects in own drawing.</li> </ul>	<p>1</p>	<p>Have a "writing center" or table where you keep paper, pencils, markers, crayons, chalk and child-friendly scissors. Encourage children to draw pictures about family events and experiences.</p> <p>Give children a round plastic lid or some large cookie cutters to trace.</p> <p>Show children how to draw circles and X's, and how to make fun designs with different shapes.</p>
<p><b>2 Draws a line, circle, X and +</b></p> <ul style="list-style-type: none"> <li>▶ Makes a variety of lines and shapes in drawings.</li> <li>▶ Traces around objects, such as plastic lids.</li> </ul>	<p>2</p>	

# School Readiness

## Kindergarten Readiness Indicators

### OBSERVATION & ACTIVITY GUIDE

#### Physical Development

Kindergarten Readiness Indicator	OBSERVATION & EXAMPLES	Activity Ideas
<p><b>③ Runs, hops, throws, catches and bounces a ball</b></p> <ul style="list-style-type: none"> <li>▶ Hops several times on each foot.</li> <li>▶ Runs with control in direction and speed.</li> <li>▶ Jumps over a low object, such as a line, string or balance beam.</li> <li>▶ Catches a ball or beanbag.</li> <li>▶ Tosses a beanbag into a bucket or basket.</li> <li>▶ Throws a ball or beanbag in intended direction.</li> <li>▶ Bounces a ball several times.</li> <li>▶ Kicks a stationary ball.</li> <li>▶ Walks along a line or a low balance beam.</li> </ul>	<p>3</p>	<p>Give children daily opportunities to use large muscles in a safe space. Have toys and equipment available that children can use for large muscle play:</p> <ul style="list-style-type: none"> <li>• Hula hoops found at discount or dollar stores.</li> <li>• Empty plastic bottles to use as bowling pins.</li> <li>• Beanbags or homemade “bean socks.”</li> <li>• 9- to 12-inch rubber balls for throwing, catching and bouncing.</li> <li>• Large beach balls for kicking.</li> <li>• Small basketball hoop at height children can reach.</li> </ul>

*These Kindergarten Readiness Indicators have been adapted by the National Center for Learning Disabilities, Inc, with permission from the Arkansas Department of Human Resources, Division of Child Care and Early Childhood Education.*

## School Readiness

# Kindergarten Readiness Indicators

## DRAWING AND WRITING SAMPLE TEMPLATE

On the next page is a template to help you collect drawing and writing samples for each child.

This sheet has a space for a child to draw a picture of him or herself and write his or her name. There is a space on the bottom for you to write the date and comments.

Let children complete these sheets in September, December, March and May of the year before kindergarten, and place them in a folder with other work samples to create an “Early Learning Passport.” See “Creating an Early Learning Passport” at the beginning of this section for more information.



# School Readiness

## Kindergarten Readiness Indicators

### DRAWING AND WRITING SAMPLE TEMPLATE

I'm getting ready for kindergarten!

I can draw a picture of myself.

I can write my name.

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Date: \_\_\_\_\_

Comments:

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# School Readiness

## Kindergarten Readiness Indicators

### DRAWING AND WRITING SAMPLE TEMPLATE

I'm getting ready for kindergarten!

I can draw a picture of myself.

A large, empty rectangular box with a dotted border, intended for a child to draw a picture of themselves.

I can write my name.

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Date: \_\_\_\_\_

Comments:

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