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ST. CLAIR COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY
Early Childhood Services | sccresa.org

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Dear Families,

St. Clair County's Great Start Collaborative and all its partners want your child to be successful in kindergarten and the remaining school years.

This booklet includes concepts and ideas that will help children be successful in kindergarten. It also includes ways you can help teach, foster, and encourage your child while they learn.

These materials will help guide you and your child toward a successful transition into kindergarten.

Developed by the St. Clair County
School Readiness Advisory Committee



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Language and Early Literacy Development



I can...

- ☐ Ask for help and express my needs
- ☐ Express thoughts, feelings and ideas
- ☐ Carry on a short conversation
- ☐ Use words to ask and answer questions
- ☐ Sing songs and do finger plays
- ☐ Retell a story—beginning, middle, end
- ☐ Guess what will happen next in a story
- ☐ Say beginning sound of words
- ☐ Use rhyming words
- ☐ Recognize syllables in words
- ☐ Use location words—in front, under, next to, beside, on
- ☐ Listen to and follow 2- or 3-step directions

My families help by...

- Reading to me every day
- Talking with me about feelings—mine, others' and characters' in stories
- Having a conversation with me and explaining things to me
- Asking me who, what, when, where, and why questions
- Listening to my stories
- Encouraging me to use my manners
- Pointing out rhyming words when reading or singing with me (bed/head, dog/frog, sun/fun)
- Saying a word and then clapping each syllable in the word with me
- Being a reading role model, letting me see you reading often



Using my words

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Approaches to learning



I can...

- ☐ Express an interest in learning; ask questions
- ☐ Solve problems on my own
- ☐ Approach problems or situations in my own way
- ☐ Continue trying even when I'm discouraged
- ☐ Explore and explain what I'm doing
- ☐ Experiment with different items and materials
- ☐ Use my senses
- ☐ Seek new information
- ☐ Try new activities
- ☐ Use my imagination

My families help by...

- Giving me opportunities to ask questions—who, what, when, where, why and how
- Giving me extra time to solve problems on my own
- Understanding my individual temperament and learning style
- Helping me learn from my mistakes
- Encouraging my curiosity, initiative, and ability to expand my learning
- Giving me opportunities to use my senses, including getting messy—sand and water play, smelling flowers, tasting new foods
- Answering my questions and letting me figure things out on my own
- Limiting my screen time so I have more opportunities to learn

1+2

How I learn

[illegible]

Physical development



I can...

- ☐ Cut with scissors
- ☐ Pick up small objects
- ☐ Turn pages in a book
- ☐ Hold and use pencils and crayons correctly
- ☐ Open snacks and food wrappers on my own
- ☐ Dress myself—buttons, zippers, snaps, shoes, gloves, coats
- ☐ Take care of my body—use the bathroom, wash my hands, use a tissue, brush teeth
- ☐ Be active—jump, run, climb, hop on one foot, throw, kick, catch, balance on one foot

My families help by...

- Supervising and showing me how to use scissors
- Giving me pencils, crayons, markers, and paint brushes
- Showing me how to hold a pencil or crayon
- Helping me strengthen my hands to hold a pencil by using Play-Doh, tongs, crayons, and scissors
- Encouraging me to open snacks on my own and clean up my mess
- Providing space and allowing me to get messy using paint, glue, and other art supplies
- Allowing enough time for me to dress myself
- Being active with me outside
- Building with me using toys such as blocks, LEGOs, Lincoln Logs, or other building materials
- Making sure I get enough sleep and lots of healthy foods
- Practicing hand washing, bathing, dressing, and brushing teeth with me



Using my muscles

Notes:

[illegible]

Social & emotional development



I can...

- ☐ Approach and join a group of children
- ☐ Engage with other children in pretend play
- ☐ Identify my own emotions
- ☐ Manage my emotions with some help
- ☐ Follow a predictable routine
- ☐ Wait and take turns
- ☐ Listen to others
- ☐ Separate easily from family members/caregivers
- ☐ Express and respond to my wants and needs with words
- ☐ Respect and care for others—recognize others' feelings, respect others' space and abilities, recognize and accept differences
- ☐ Respect and care for surroundings
- ☐ Concentrate on a task even during distractions
- ☐ Use my manners
- ☐ Transition easily from one activity to another
- ☐ Resolve conflicts with other children

My families help by...

- Modeling the skills I need to manage my emotions—taking deep breaths, having time alone, staying calm
- Playing games with me that require taking turns
- Teaching me the names of my feelings
- Giving me a consistent routine
- Scheduling time for me to play with other children my age
- Providing me with opportunities to go places with other adults to build my independence
- Teaching me to respect personal space



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Cognitive development



I can...

- ☐ Recognize my name in print
- ☐ Write my first name
- ☐ Name 18 uppercase and 15 lower case letters
- ☐ Write some letters
- ☐ Make letter sounds
- ☐ Count aloud to 20
- ☐ Recognize numbers 0–10
- ☐ Touch and count objects to 10
- ☐ Recognize and name colors
- ☐ Recognize, name, and match basic shapes — triangle, circle, square, rectangle
- ☐ Sort items by shape, size, and color
- ☐ Make a simple pattern with items
- ☐ Understand “same” and “different”
- ☐ Identify a number “before” and “after”
- ☐ Use words to compare lengths—short/long, more/less
- ☐ Compare groups of objects—“more than,” “less than” and “equal to”

My families help by...

- Teaching me to recognize the letters in my name
- Helping me practice writing my first and last name
- Playing games that allow me to find different letters and numbers
- Taking me to the library and allowing me to explore different books
- Reading books to me daily
- Singing and clapping to songs, nursery rhymes, and books
- Talking about everyday objects—“That is a table. The first letter is T. T makes the /t/ sound”
- Using everyday objects to make patterns — pea, carrot, pea, carrot
- Letting me count items out loud and by touch
- Letting me sort items by size, shape, and color
- Signing me up for the FREE Dolly Parton Imagination Library book program (Register online at sccresa.org > Community > Imagination Library)



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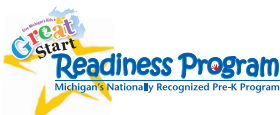
Child must be 4
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See if your child qualifies



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