

Getting Ready for Kindergarten

Some Basic Skills

Understanding Language

Knows their first and last name, their age and address and phone #
Understands/Expresses emotions: <i>happy, sad, angry, mad, sick, bored, tired, frustrated, upset, annoyed</i>
Knows up to 6 colours
Counts to 10 - off by heart
Recognizes 5 of something
Gives up to 5 of something
Counts up to 5: <i>how many do I have?</i>
Knows same & different
Knows what doesn't belong
Understands quantity concepts: <i>all, same, few, less, more, a bit, many, pair, empty, full</i>
Reads by way of pictures
Categorizes: <i>food - clothes - shapes - colours - transportation - animals</i>
Sequences: <i>1st, 2nd, 3rd, beginning & end, next</i>
Knows story order: <i>first, last, middle</i>
Names some letters - often the ones in their own name
Understanding of left & right on themselves emerging
Understands comparatives: <i>heavy, heavier, heaviest, etc.</i>
Knows what things are made of: <i>rubber, plastic, metal, wood, etc</i>
Should be able to name parts of objects: <i>door of the car; handle of the cup</i>
Understands spatial concept: <i>in, on, under, behind, beside, next to, up, down, forward, backward, in front of, top, bottom</i>
Makes inferences: <i>someone hurt their knee -- can guess how many or why something happened</i>

Use of Language

Tells their first and last name, their age and address and phone #
Describes a procedure: <i>how to make a sandwich - 1st, 2nd, 3rd</i>
Retells story in own words
Vocabulary by definition - knows what you use things for: eg. <i>something you eat with</i>
Talks about remote events: <i>what do you do before you cross the street</i>
Uses quantity concepts: <i>all, same, few, less, more, a bit, many, pair, empty, full</i>
Uses opposites: <i>slow/fast, dark/light, wet/dry</i>
Uses spatial concept: <i>in, on, under, behind, beside, next to, up, down, forward, backward, in front of, top, bottom</i>
Uses time concepts: <i>yesterday, today, tomorrow</i>
Asks & responds to questions: <i>when, how, where do you put it, what's it for, why</i>

Fine Motor

Draws picture of themselves.. Usually with head, body, arms, legs, fingers and facial features
Establishes hand dominance
Establishes pencil grasp
Copies with pencil a circle, cross, square and perhaps a triangle
Cuts out simple shapes - follows lines with scissors

	Copies or writes first name
	Copies or writes numerals up to 5
	Builds a copy of a block pattern (6-10 blocks)

Gross Motor

	Rides a tricycle, possibly two wheeler with training wheels
	Stands on 1 foot (8 sec)
	Hops with both feet together (7 - 8 hops)
	Hops on 1 foot (3 - 4 hops)
	Gallops - 15 feet
	Skips - in forward motion alternating feet (15 feet)
	Has safety awareness in play
	Is street wise - looks both ways
	Throws & catches ball - overhand
	Bounces a ball
	Can catch a bouncing ball

Social Skills

	Follows directions given by teacher
	Can sit in circle for up to 30 min.
	Stays with a structured activity for 10-12 min
	Is cooperative and willing to please
	Participates in a variety of group activities
	Knows some games with rules - <i>tag or board games</i>
	Strong awareness of peer relationships (chooses own friends)

Self Advocacy Skills

	Pushes in ear mold, replaces hearing aid casing when it falls away from the ear, replaces magnetic coil piece of the cochlear implant device when it falls off, is becoming more independent with own hearing aid/CI device
	Identifies and informs an adult when batteries are dead or when device is not working properly
	Identifies and informs an adult of difficult listening situations such as a noisy classroom or gym
	Asks for repetition /clarification if child does not understand what is being said

THIS CHECK-LIST IS INTENDED AS A GUIDE ONLY. IT IS NOT NECESSARY FOR YOUR CHILD TO HAVE ACQUIRED ALL OF THESE SKILLS BEFORE MOVING ON TO KINDERGARTEN. IF YOU NOTE THAT THERE ARE SKILLS THAT ARE JUST

***EMERGING OR YOUR CHILD IS NOT YET DOING SET THESE AS SKILLS TO FOCUS ON OVER THE SUMMER.**

*** *emerging* = *sometimes they do it and sometimes not***

COMPILED BY JUDY CHRASTINA (BCFHRC) AND LINDA SPENCER (SESLP) – 2000
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