

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)

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***

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