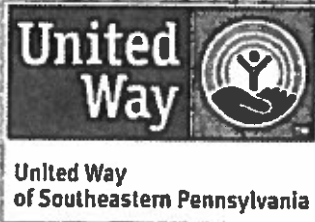


Pennsylvania

kindergarten is key handbook

Kindergarten Transition Handbook for Early Childhood Professionals, Parents and Caregivers



Part 2: Physical Development

Does Your child . . .

put puzzles together? Yes Not yet

cut with scissors? Yes Not yet

try to tie her/his shoes? Yes Not yet

enjoy outdoor play such as running, jumping and climbing? Yes Not yet

hold a crayon or marker? Yes Not yet

ride a tricycle? Yes Not yet

bounce a ball? Yes Not yet

Children need *physical skills* to be successful in school. Daily opportunities to use large and small muscles should be provided.



Here are some tips to help children in their physical development:

- Take your child to a park to play on outdoor equipment.
- Allow your child time to dress her/himself.
- Provide experiences with scissors such as cutting pictures from a magazine.
- Provide opportunities to use crayons, markers, pencils and pens.
- Provide opportunities for your child to experiment with balls, tricycles and jump ropes.

Part 4: Number Concept Development

Does Your Child . . .

arrange items in groups according to size, shape or color? Yes Not yet

group items that are the same? Yes Not yet

arrange toys or objects in size order, big to small or small to big? Yes Not yet

use words like bigger, smaller or heaviest to show comparison? Yes Not yet

compare the size of groups of toys or items? Yes Not yet

correctly count four to ten objects? Yes Not yet

show an understanding of the passing of time? Yes Not yet

The development of *number concepts - classifying, ordering, counting, and time and space relationships* - is directly related to children's ability to perform mathematical tasks throughout their school years and the rest of their lives. It is important to help young children feel confident in dealing with *number tasks*.



Here are some tips for parents:

- Let your child set the table ("How many forks do we need?" "How many chairs?" etc.).
- Provide opportunities to put away groceries.
- Provide opportunities to compare objects.
- Set up a routine or sequence for personal care.
- Provide objects or toys for play.

Part 6: Writing

Does Your Child . . .

try to write, scribble or draw? Yes Not yet

have a collection of paper, pencils, crayons? Yes Not yet

like to receive notes from you and others? Yes Not yet

ask you to write words or notes to people? Yes Not yet

use chalk or magnetic letters? Yes Not yet

attempt to write her/his name? Yes Not yet

attempt to invent her/his own spelling while writing (scribbling sentences)? Yes Not yet

see you writing (e.g., notes, recipes, lists, letters, reminders)? Yes Not yet

To become *skilled, lifelong writers*, children need encouragement and support as they begin the writing process. They'll play at writing like they play at reading. Ask them to read what they've written. Children go through various stages of writing development. These stages include scribbling, drawing pictures and pretend writing.



Here are some tips for parents:

- Provide your child with materials (e.g., crayons, pencils, paper) and a space for writing.
- Focus on what your child can do.
- Have a place to display your child's writing efforts.
- Watch your child as she/he writes.
- Answer your child's questions about writing.
- Accept your child's trial and error (e.g., scribbles, pictures, alphabet soup).
- Make signs to label objects in your child's room or other rooms in the house.
- Let your child see you write.
- Encourage your child to read her/his writing to you.
- Provide magnetic letters for your child to practice forming her/his name and words she/he wants to know.
- Encourage your child to invent her/his own spelling for words (e.g., shopping lists, reminder notes, messages, signs, and stories).

Special Note:

Remember to respond to the message and content of what your child is writing about, not how it looks on the surface. Writing is not just copying. By providing opportunities to write as part of your daily family routine, you will keep your child interested and excited about writing.

Part 8: Reading To Your Child

Suggested Reading for Your Preschooler

- *Crocodile Beat*, by Gall Jorgensen and Patricia Mullins
- *The Listening Walk*, by Paul Showers
- *The Doorbell Rang*, by Pat Hutchins
- *Feast for 10*, by Cathryn Falwell
- *Corduroy*, by Don Freeman
- *It Looked Like Spilt Milk*, by Charles G. Shaw
- *Mouse Paint*, by Ellen Stoll Walsh
- *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*, by Don and Audrey Wood
- *Chicka Chicka Boom Boom*, by Bill Martin, Jr. and John Archambault
- *The Rainbow Fish*, by Marcus Pfister

Any books by Dr. Seuss, Eric Carle and Ezra Jack Keats.

You will find the above books available through your local book store, public library, or your child's school library.



Tips on Reading to your child:

When reading to your child, try these techniques:

BEFORE reading a story:

- Introduce the book, discussing the cover, title, author and illustrator.
- Look at the pictures to discover what the story is about.
- Discuss special or new words that are in the story.
- Talk about places, people and things in the story with which your child is familiar.
- Remember to keep the introduction simple and quick.

DURING the story reading:

- Allow time for your child to look at and talk about the pictures (pictures and illustrations are very important).
- Talk with your child about the characters and story events.
- Ask questions: What do you think is happening? How would you feel if that happened? What might happen next? (prediction) Would you ever do that? Did you think that would happen?
- Allow your child to ask questions as you read and answer her/his questions.
- Accept and be positive about your child's responses to your questions.

AFTER the story reading:

- Go back to the beginning and have your child turn the pages and share comments or questions she/he might still have.
- Have your child retell the story to you.
- Compare the story situations to your child's experiences.
- Could you do that? Has that ever happened to you? Did we ever do that?

- Let your child know all feelings are okay.
- Tell your child when she/he does things right.
- Involve your child in choosing daily clothing, dressing and taking care of personal needs whenever possible.
- Tell your child about the fun things you remember from school.
- Set the tone that learning is good, fun and important.
- Encourage your child to attempt new tasks and support her/him when she/he is unsuccessful.
- Provide opportunities for your child to be with other children, such as joining a play group, going to story time at the library or playing at the park.
- Describe ways your child can solve disagreements with others.
- Show your child how to be a friend.
- Model the use of words such as please, thank you and excuse me.
- Give your child small responsibilities around your home (making her/his bed, picking up toys, emptying trash, taking care of pets, helping in the yard). Let your child know you respect her/him for being responsible.