

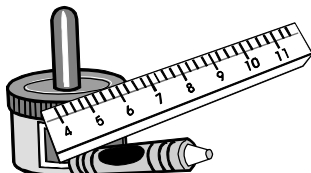


Parent's Handbook

GETTING YOUR CHILD READY FOR KINDERGARTEN



383 New Castle Road
Butler, PA 16001
(724) 283-1010



PREPARATION FOR KINDERGARTEN

Is your child looking forward to beginning school? How do you feel about this new adventure called Kindergarten?

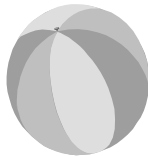
Parents can make going to kindergarten a happier experience for their children:

- ❖ By talking about school in a positive way.
- ❖ By discussing your children's feelings about leaving the familiar surroundings and relationships at home, and
- ❖ By not allowing older children to discourage or frighten them.



YOUR CHILDREN WILL BE HAPPIER IN KINDERGARTEN IF THEY:

1. Can put on and remove outdoor clothing, including shoes and boots.
2. Can button or zip their coat, jacket, or sweater and hang it on a hanger.
3. Can turn their sweater right side out if necessary.
4. Can care for themselves at the toilet and wash their hands unaided.
5. Use a Kleenex to cover coughs and sneezes.
6. Have been taught to keep fingers and objects out of their mouth.
7. Can stay with relatives or friends without crying for mom or dad.



IF YOU ARE INCLINED TO HELP YOUR CHILD AT HOME, YOU SHOULD KNOW SOME OF THE ACADEMIC SKILLS THAT KINDERGARTEN STUDENTS WILL BE LEARNING.

They will:

1. Identify eight basic colors (red, green, blue, yellow, purple, black, brown, orange).
2. Identify four basic shapes (circle, square, triangle, rectangle).
3. Count to ten in order and count ten objects.
4. Use lower case letters in writing name (John instead of JOHN).
5. Cut on dotted lines and color smoothly within lines.

It is not essential that children acquire these skills before entering kindergarten, but it will make school easier for them since kindergarten has become more academic in the last several years. In addition to teaching color, shapes, and numbers, we will also be teaching letters, sounds, and other pre-reading skills.

Distributed by: Connect Direction Services
1-800-692-7288

IT LOOKS LIKE PLAY**..... IT'S REALLY WORK****PAINTING**

Using bright colors to create satisfying personal symbols. Movement of arms, wrists, hands, and fingers.

develops **WRITING SKILLS**

Working with paints and crayons is relaxing and gives the thrill of accomplishment, as well as providing practice in the use of hand/arm muscles.

SHARING PERIODS

Relating what happened at home, e.g. the new baby. Explain a picture painted. Describing something constructed; the new car, a visit to a relative, a ride on the train.

develops **LANGUAGE SKILLS**

Speaking before a class, giving a recitation or a report is sometimes difficult, especially for shy children. Telling stories helps overcome this difficulty.

RHYTHMS AND SINGING

Hopping, skipping, and running in rhythm. Dancing like whirling leaves, or gliding like an airplane. Singing of falling snow and growing things.

develops **SELF-EXPRESSION AND COORDINATION**

Children need to do things with others, in harmony where the help of all is necessary. They need to use words clearly to express thoughts and to express themselves through music and movement.

LOOKING AT BOOKS

Turning pages, looking at brightly colored pictures. Telling others about them, making up stories about them. Showing others what is interesting or funny.

develops **INTEREST IN BOOKS**

Books become interesting, friendly things, and words in print tell a story.

LISTENING TO STORIES

Stories are read and discussed. Children tell of their experiences and share made-up stories. All like to talk and learn to listen.

develops **LISTENING SKILLS**

Listening to others isn't easy in a age characterized by activity, but listening and thinking are necessary skills for communicating with others.

SHARING PLAYTHINGS

Taking turns with toys and games, with scissors and paste brush, letting others play and cut. Understanding how a group can have fun and get things done too.

develops **SOCIAL SKILLS**

At home, playthings are "mine" in the school, "ours". It's a hard lesson, but a necessary one for success in school and for living with others pleasantly.

CUTTING AND PASTING

Scrapbooks. Illustrations for a story. Pictures for a bulletin board display. Holiday decorations. Creating our own designs.

develops **WRITING SKILLS**

Cutting on a line is hard. Keeping paste within bounds takes concentration. Small hands and young muscles need training and development for finer writing skills.

GOING ON TRIPS

Visiting a fire station, a post office, the grocery store, a farm, a boat in the harbor, the train station, the animals at the park - even the neighbor's goat.

develops **AWARENESS OF THE LARGER WORLD**

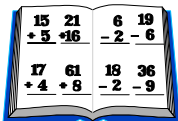
Children need to experience for themselves; to see, to touch, to hear, to smell. These activities build understanding of the world around us.

WHAT IS READINESS?

by
Martha P. Howlett

Readiness is ...

- a child who listens
to directions without interrupting.
to stories and poems for five to ten minutes without restlessness.
- a child who hears
words that rhyme.
words that begin with the same sound or different sounds.
- a child who sees
likenesses and differences in pictures and designs.
letters and words that match.
- a child who understands
the relationship inherent in such words as up and down, top and bottom,
over and under, little and big.
the classification of words that represent people, places, and things.
- a child who speaks clearly and can
stay on the topic in class discussions.
retell a story or poem in correct sequence.
tell a story or relate an experience of his/her own.
- a child who thinks and can
give the main idea of a story.
give unique ideas and important details.
give reasons for his/her opinions.
- a child who adjusts
to changes in routine and to new situations without becoming fearful.
to opposition or defeat without crying or sulking.
to the necessity of asking for help when asked.
- a child who obeys
classroom rules as established by the teacher.
safety rules on playground and school bus.
fire drill rules quickly and quietly.
- a child who plays
cooperatively with other children.
and shares, takes turns, and assumes his share of group responsibility.
and can run, jump, skip, and bounce a ball with comparative dexterity.
- a child who works
without being easily distracted.
and follows directions.
and completes each task.
and takes pride in his/her work.



IS YOUR CHILD READY FOR SCHOOL?

Beginning school is an exciting and, at times, anxiety-filled experience for you and your child. It's an experience that requires some preparation. It is the responsibility of the parents to prepare children for this new adventure by developing good attitudes about school and basic school readiness skills. As you work and play with your youngster, think about preparation for school.

The questionnaire below will aid you in understanding the kinds of skills which should be developed prior to entrance into school. If you answer "yes" to an item, move on to the next question. If you answer "no", this is an activity you may wish to work on. Be sure that you and your child know all of the following information prior to the first day of school.

- Yes No Does my child know how to prepare himself or herself for school (getting up, getting washed, getting dressed, etc.)?
- Yes No Does my child know his or her full name, address, and telephone number?
- Yes No Does my child know how to get to school (walking, bus, in a car, etc.)?
- Yes No Does my child know how to get home?
- Yes No Do I know what my child needs to bring to school (lunch money, pencils, paper, etc.)?
- Yes No Does my child know how to reach a parent or relative during the school day (at work, at home)?
- Yes No Does my child feel a sense of independence?
- Yes No Does my child enjoy learning new things and ideas?
- Yes No Does my child play well with other children in his or her age group?
- Yes No Does my child know his or her numbers (can at least count to 10)?

Compiled by Bonnie Hanacke, MA, CCC
PSI Associates, Inc.