

WHAT CAN I DO

to prepare my child for school?

READING ★ ★ ★

- ★ Make reading with your child part of your daily routine.
- ★ When reading with your child, stop periodically to discuss the content of the text and pictures. This promotes reading comprehension.
- ★ After reading a story with your child, immediately engage them in retelling the story (with your support).
- ★ Provide a wide variety of books.
- ★ Make a special place for books in your child's room.
- ★ Obtain a library card for your child. For more information about the Frisco Public Library, go to www.friscolibrary.com.
- ★ Give your child books as presents.
- ★ Accept your child's pretend reading.



WRITING ★ ★ ★

- ★ Point out print in the environment (signs, cereal boxes).
- ★ Make signs and labels for objects.
- ★ Let your child see you write and read.
- ★ Provide materials (crayons, pencils, paper) and a space for writing.
- ★ Provide opportunities for your child to scribble and draw. Scribbling is early writing.
- ★ Have a place to display your child's writing efforts.
- ★ Provide magnetic letters for your child to practice forming words.
- ★ Encourage your child to recognize their first name in print.
- ★ Allow your child the opportunity to practice writing their name with the first letter capitalized and the remaining letters in lowercase.



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RECREATION ★ ★ ★

- ★ Foster creativity.
- ★ Provide experiences with scissors such as cutting pictures from a magazine.
- ★ Provide opportunities to use crayons, markers, pencils and glue.
- ★ Provide age appropriate toys that require thinking. This includes puzzles, blocks or sorting toys.
- ★ Save scraps, bits, boxes and other things from around the house to use for building and other creative experiences.
- ★ Encourage your child to draw pictures and tell a story about their drawings.
- ★ Play Simon Says.
- ★ Take your child to the park to play on outdoor equipment.
- ★ Provide opportunities for your child to experiment with balls, tricycles and jump ropes.
- ★ Practice hopping, skipping and balancing.



LANGUAGE DEVELOPMENT ★ ★ ★

- ★ Sing familiar songs.
- ★ Teach your child nursery rhymes.
- ★ Talk with your child about what interests him or her.
- ★ Provide opportunities to compare objects.
- ★ Play games with your child using directions such as: "Put the ball under the chair."
- ★ Use open-ended questions that have more than one answer such as "What do you think?" and "How would you feel?"
- ★ Encourage language development by listening carefully to your child and encouraging two-sided conversations.
- ★ Play rhyming games.
- ★ Get down on eye level and show your interest.
- ★ Encourage other family members to listen.



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BEHAVIORAL SKILLS ★ ★ ★

- ★ Allow your child time to dress himself/herself.
- ★ Set up a routine or sequence for personal care and other daily routines.
- ★ Let your child set the table and count objects around the house such as plates and forks for the table, crackers for snacks, etc.
- ★ Set expectations for behavior and consequences.
- ★ Help your child develop appropriate skills for learning by following directions, attending to a speaker and getting an adult's attention appropriately.
- ★ Focus on your child's strengths and celebrate their accomplishments.
- ★ Most importantly, enjoy your child.



WHAT SKILLS WILL HELP ease my child's transition into kindergarten?

READING READINESS

- Remembers pictures from a printed page
- Repeats a 6 to 8 word sentence
- Pretends to read (has been read to often)
- Identifies own first name in writing
- Attempts to print own first name
- Answers questions about a short story
- Looks at pictures and tells a story
- Understands words are read left to right
- Familiar with the letters of the alphabet
- Can recite some nursery rhymes
- Knows the meaning of simple words

TIME

- Understands night and day
- Knows age and birthday

COLORS AND SHAPES

- Recognizes primary colors
- Recognizes shapes
 - Rectangle
 - Triangle
 - Circle
 - Square

NUMBER CONCEPTS

- Counts to 10
- Can count objects

LISTENING AND SEQUENCING

- Follows simple directions
- Pays attention
- Recognizes common sounds
- Retells a simple story in sequence
- Repeats a sequence of sounds
- Repeats a sequence of numbers heard

SIZE, POSITION AND DIRECTION

Understands the following concepts:

- Big and Little
- Long and Short
- Up and Down
- In and Out
- Front and Back
- Over and Under
- Hot and Cold
- Hot and Cold
- More and Less
- Empty and Full
- Top and Bottom
- Fast and Slow

MOTOR SKILLS

- Runs
- Walks in a straight line
- Jumps
- Hops
- Alternates feet walking downstairs
- Stands on one foot/10 seconds
- Marches
- Glues pictures on paper
- Walks backwards/5 feet
- Buttons clothes
- Throws a ball
- Ties shoes
- Claps Hands
- Completes simple 5 piece puzzle
- Zips/snaps clothing
- Cuts and draws simple shapes
- Draws or colors beyond a simple scribble
- Handles scissors
- Controls pencil and crayon well
- Builds with blocks

SOCIAL-EMOTIONAL

- Expresses self verbally
- Carries a plate of food
- Looks forward to school
- Talks easily
- Recognizes authority
- Puts toys away
- Identifies other children by name
- Shares with others
- Takes care of toilet needs independently
- Works independently
- Washes hands thoroughly after toileting and before eating
- Brushes teeth
- Can be away from parents for several hours
- Maintains self care
- Joins in family conversation
- Gets along well with others
- Meets visitors without shyness
- Dresses self
- Cares for own belongings
- Helps with family chores

my CHILD KNOWS...

- Body parts
- Left/right
- Own last name
- Own first name
- Parents' names
- Own gender
- Home address
- Siblings' names, if any
- When to use a handkerchief/tissue
- Home phone number

The above skills do not represent the Frisco Independent School District's kindergarten curriculum. This listing simply provides a checklist for parents noting skills that will ease the child's transition into kindergarten.