

5 Year-Old Kindergarten



Readiness Checklist



Social/Emotional Skills		Self-Help Skills	
	Follows Limits and Expectations		Takes Care of Own Needs Appropriately
	Follows 1-3 Step Directions		Recognizes and States First/Last Name
	Shares and Takes Turns with Others		Tends to Toileting Needs
	Manages Feelings		Tends to Dressing Needs
	Cooperates with Others		States His/Her Age
	Positively Resolves Conflicts with Others		Forms Relationships with Others
Fine Motor Skills		Mathematical Thinking Skills	
	Holds Writing tool with 3-Point Grip		Counts Aloud to 20
	Cuts using Scissors		Counts 10-20 Objects Accurately
	Draws a Picture of Themselves		Identifies quantities of More, Less, Same
	Colors in the Lines		Names Shapes
	Strings Large & Small Beads		Identifies Next Number in 1-10
	Buttons, Zips, Buckles & Laces		Adds Small Group of Objects
Language/Literacy Skills		Gross Motor Skills	
	Holds a Book and Turns Pages Correctly		Runs, Gallops and/or Skips
	Identifies 12-21 Uppercase Letters		Jumps Up and Down
	Identifies 9 Lowercase Letters		Hops on One Foot
	Writes His/Her Name		Catches and Bounces a Ball
	Retells a Story		Balances on a 4 Inch Beam
	Recites Nursery Rhymes/Identifies Rhyming Words		Ability to Change Directions Quickly When Walking



Social/Emotional Skills



Activities for Social/ Emotional Skills:

Resolve Conflicts - Encourage your child to make choices, let them choose between 2-3 shirts to wear. Different choices for lunch etc. Give children a voice in decision making.

Read stories about resolving conflict:

- Hey Little Ant - Phillip & Hannah Hoose
- Sheila Rae's Peppermint Stick - Henkes
- No, it's Mine - Nothem

Act out scenarios with conflicts using puppets and dolls to help solve the conflicts.

Cooperates with others - Provide opportunities for children to play together, work together on projects. Model how children can help each other.

Read stories about cooperation:

- Swimmy - Leo Lionni
- How Sam the Mouse and Joe the Bear Got Together - Schenk De Regniers
- The Mitten - Jan Brett

Play board games such as Chutes and Ladders, and Candy Land, Build a tower with blocks or Legos.

Manages Feelings - Use simple, clear language and facial expressions to communicate acceptable behavior. State your rules and expectations in a positive manner, and give children the vocabulary as well as alternate ways to express their feelings.

Read stories on feelings:

- Glad Monster, Sad Monster - Ed Emberley
- Alexander and the Terrible, Horrible, No Good, Very Bad Day - Judith Viorst
- The Feelings Book - Todd Parr

Play games that allow children to model emotions such as Charades, Red Light, Green Light, and songs like If You are Happy and You Know It where you can add additional emotion words. Model your emotions and feelings with your children, and give them a variety of emotion words to use.



Social/Emotional Skills



Shares and take turns with others - Compliment your child when they show respect. Tell them how proud you are and how good it makes the other feels. When your child interacts with others in ways that encourages them to take turns, share toys or help others acknowledge the good job they have done. Provide lots of opportunities for children to play with others.

Read stories on sharing:

- When Sophie Gets Angry, Really, Really, Angry - Molly Berg
- A Weekend with Wendall - Kevin Henkes
- Its my Turn - David Bedford, Elaine Field

Provide opportunities for children to participate in group games like Duck-Duck-Goose, or Hide and Seek. Provide group activities that allow for sharing, for example building blocks, dramatic play areas, and games and puzzles. Have them share with you who their friends are, and why. Acknowledge when they are successful at being a good friend.

Follow 1-3 step directions - Provide simple directions that pertain to routine activities, “Please close the door”, “Wash hands for dinner”. Provide instructions to help child move from simple to more complex directions, “ Put your toys away and then we will read a book”. Play games that involve a series of directions, or read books that encourage sequencing such as The Three Bears and have them retell the story.

Read stories on sequencing:

- The Very Hungry Caterpillar - Eric Carle
- If you Give a Mouse a Cookie - Laura Joffe Numeroff
- Brown Bear, Brown Bear What do you See - Bill Martin Jr.

Play games with your child such as Simon Says, and sing songs where there is a sequencing pattern such The Old Lady who Swallowed a Fly. When you are doing a routine activity with your child have them tell you the order that things happen. What happened first, next and last.

Follows limits and expectations - Establish consistent routines and review those routines on a regular basis. Use clear, consistent language when communicating expected behaviors for your child. Make sure your expectations are age appropriate, and can be understood by your child. Explain the reasons for your rules and help them understand why the rules are important. “If we hit our friends they may get hurt, hitting hurts people’s bodies”.

Read stories on expectations, rules:

- The Grouchy Ladybug - Eric Carle
- The Rainbow Fish - Marcus Phister
- Awful Thursday - Ron Roy/Lillian Hoban

Make a list of “ house rules” together and post them where everyone can see them. Respond promptly and consistently when the behavior is inappropriate. Acknowledge when your child uses appropriate social skills “You were so polite at Billy’s house today, when his mother offered you a cookie”. Play games such as Duck-Duck-Goose where there are very clear rules.



Fine Motor Skills



Activities to Encourage Fine Motor Skills:

- Allow your child to use a child safety scissors with your supervision. Let them cut out coupons from the Sunday paper, cut scraps of paper and snip playdoh.
- Provide knobbed puzzles.
- Build with legos, blocks and snap beads.
- Give children a tweezer and have them try to pick up small items,
- Cut up plastic straws, or use small pony beads and yarn for lacing.
- Buy or make lacing cards. Old greeting cards make great lacing cards, just punch holes with a hole puncher and cut up yarn pieces, add tape around the end of the yarn and they will be set to go.
- Squeezing and stretching playdoh is another great way to strengthen finger muscles.
- Make sure your child has access to crayons, pencils and washable markers to color and “write” with.
- Encourage your child to try to zip and button their own clothes.



Activities for Language/Literacy Skills:

Holds a book and turns pages correctly - Provide high quality books, include fiction/nonfiction, poetry, and informational books. Look at the book before reading it and point out the parts of the book, the cover, pages, back of the book, the title, the author and illustrator of the book and what they do. Model how to read the book and turn the pages, reread the story and allow the children to help you turn the pages.

How to find high quality Children's books: <https://www.nypl.org/childrens100> a list of the top 100 children's books.

Begin by modeling holding, and using books properly. Point out the parts of the book to your child. Next invite the child to hold the book while you read to them, when you read point to the print so the child learns when to turn the page. Make sure books are readily available to encourage "pretend" reading by your child.

Identifies 12-21 uppercase letter, identifies 9 lowercase letters - Focus on letters in day to day interactions. "That word begins with T just like your name Tammy, Tammy begins with T". Read alphabet books, talk about the letters, the shapes they make, the objects pictured that begin with that letter in the book. Sing the alphabet song, look for letters during experiences child has during the day, on signs, in books, puzzles and games.

Read alphabet and number books:

- Chicka, Chicka, Boom, Boom - Bill Martin Jr.
- The Alphabet Tree - Leo Lionni
- Eating the Alphabet - Lois Ehlert

Play games of looking for letters and numbers, differentiate between letters and numbers for your child. Encourage child to find letters in a book that match the letters in their name, surround the child with print so the entire alphabet is presented. Provide magnetic letters or stamps so child can look for letters in their name, and begin to spell out their name.

Writes his/her name - Give your child reasons to write their names, for example on cards, letters, or drawings they have made. Provide paper and crayons, pencils, and markers to offer opportunities to write. Label items in your home, in your child's room etc.

Provide opportunities for your child to write while playing, tracing in the sand, writing with sidewalk chalk or water. Have lined and unlined paper available with a variety of writing supplies. Have magnetic letters available and puzzles with letters to play with. Encourage your child to "pretend write" and read it back to you, model writing with your child, as you write say each word slowly and spell it out.



Language/Literacy Skills



Retells a story - Help your child understand that books have characters, a sequence of events and a story line. Read stories with repetition this could include repetition of words, or actions. Read stories multiple time and ask your child to fill in the missing pieces, for example in the story of the Three Little Pigs what does the wolf always say?

Read books with repetition:

- There was an Old Lady who Swallowed a Fly - Pam Adams
- Tikki Tikki Tembo - Arlene Mosel
- The Napping House - Don/Audrey Wood

Encourage your child to act out the story with you, provide props to use, talk about what happened in the beginning, middle and end of the story. Have your child repeat familiar phrases from the story to you as you read the story. When reading the book use different voices for the characters in the story.

Recites nursery rhymes/identifies rhyming words - Sing songs with rhyming and repetitive sounds within them. Say fingerplays and favorite nursery rhymes with child, read books of nursery rhymes. Invite children to make up silly rhymes, play with words, “What sounds like rat? Cat, Bat, Fat “ Have them clap out the syllables in their names.

Read books with Rhyming:

- Pete the Cat Books - Eric Litwin
- Big Red Barn - Margaret Wise Brown
- Llama Llama Books - Anna Dewdney
- The Real Mother Goose - Blanche Fisher Wright
- <https://www.mothergooseclub.com/>

Have fun with your child by having one person say a word like “mop” and Have them come up with a rhyming word like “top”. Sing songs that rhyme like “Twinkle Twinkle Little Star”, repeat fingerplays like “Humpty Dumpty” “Mary had a Little Lamb”. Use your child’s name and do silly rhymes like changing the initial consonant sound, “Mary, Fairy, Larry , Carry”. Read Poetry and rhyming books to your child.



Self-Help Skills



Activities to Encourage Self-Help Skills:

- When encouraging your child with Self-Help Skills make sure you get down to their level and make eye contact. Break down the steps with positive and clearly stated directions, and model and demonstrate what is expected.
- Always be available to provide help and encouragement to avoid frustration.
- Provide easy to follow steps maybe with a picture schedule to go along with the steps you are teaching as a visual reminder.
- Make sure your child knows their full name, both first and last. If they go by a nickname they should still know their full name.
- An easy way for children to learn address and phone number is through song. Use a simple well known song such as “Mary had a Little Lamb” to teach them their address and phone.
- Work on helping them develop independent dressing and grooming skills, Encourage children to practice zipping, buttoning and snapping. Allow for extra time for them to attempt it on their own.
- Encourage them to put on their own shoes and socks.
- Allow them to dress/undress themselves, give them choices for what to wear to avoid frustration, “Do you want to wear your red shirt today or your favorite Spiderman Shirt”?
- Let them attempt to brush their own teeth (with your guidance) and wash and dry their own hands.



Mathematical Thinking Skills



Activities for Mathematical Thinking Skills:

Counts aloud to 20/Counts 10-20 objects accurately - Use everyday opportunities to count with your child, Count out loud as you solve problems as an example “ I wonder how many blue cups we need to put on the table, let’s count”. Model counting strategies, touch or point to items as you count them. Provide a variety of materials for children to count, buttons, cubes, sticks or stones. Make sure to use words like more, less, few, equal to teach new vocabulary.

Read books with counting:

- 10 Black Dots - Donald Crews
- Chicka, Chicka 1,2,3 - Eric Martin Jr and Lois Ehlert
- Click, Clack, Splish, Splash - Doreen Cronen and Betsy Lewin
- Let’s Count Goats - Mem Fox
- Feast for 10 - Cathryn Falwell

Teach and sing counting songs, rhymes and chants such as:

1, 2 buckle my shoe,
3,4, shut the door,
5, 6 pick up sticks,
7,8 lay them straight,
9,10 a big fat hen.

5 Green Speckled Frogs - https://www.youtube.com/watch?v=WSC-gHBU_d0

Play games that ask children to clap and count, jump and count like “Simon Says”. Card games like, Go Fish or a simplified version of War (see below).

You can take the ace and other top cards out of a deck and play “War” with your child. Deal out all of the cards, then each player turns over a card. The person with the highest card gets to take both cards. You can play this game with your child even before she recognizes numerals. You can show her how to count the symbols on each card. She will visually see that two diamonds is less than four spades. As she counts the symbols, verbalize what is shown. “I have two, you have four. You win.”



Mathematical Thinking Skills



Counts 10-20 objects accurately - Practice counting using multiple learning styles, expose children to numbers through touch, hearing spoken numbers, seeing them in books, and physically moving while counting. Allow children to count items in a straight line, then gradually add more as they begin to show mastery.

Read books on counting using one-to-one correspondence:

- Count on the Subway - Paul Dubois Jacobs
- Count the Monkeys - Mac Burnett
- Ten Apples up on Top - Dr. Seuss

1. Count objects in a line. Toddlers and young preschoolers are easily confused when you ask them count a jumble of objects in a pile; they often count objects twice. Begin simply by putting a small number of objects in a line and asking your child to count them. Begin with just two or three objects; when your child consistently gets that number correct, add more.
2. Move the same objects around, and count again. Take the objects out of a line and scatter them. Have your child count them. Then push them together in a very tight line. Ask your child to count once more. Eventually your child will understand that rearranging a group of objects does not change their total number.
3. Count motions. Have your child count as you clap or hop. If this is difficult, have your child set out one counter for each movement. He can count the counters after you are finished. Poker chips work great for this!

Identifies quantities of “more”, “less”, or the “same”. Make sure in your everyday conversations that you are using the terms “more”, “less” and the “same”. Model comparison vocabulary using words like more, “Do I have more crackers or do you?”, fewer “Look he has fewer marbles than your brother.” Provide materials to make number combinations like Jelly Beans, buttons, marbles and talk about them using terms to compare.

Read books that contain comparison vocabulary:

- More, Fewer, Less - Tana Hoban
- Big Bug - Henry Cole
- You Are (Not) Small - Anna
- Kang/Christopher Weyant

1. Ask your child how many cups of water it will take to fill the bucket, how many apples to fill the bowl?
2. Play games where you guess how many blue cars you will see when you drive to school, how many white houses are on your block, how many cookies do you need for all your friends to have one.
3. Play a Block Building Game - Roll a dice and build a tower corresponding to the number on the dice, have the next child roll and build a tower based on the number he rolled. Compare which tower has the most, least, the same.
4. Roll a dice and see who has the most, fewest, same number of dots.
5. Make simple graphs and ask family members their favorite food, is it pizza, chicken or mac and cheese, graph their answers and compare the results.



Mathematical Thinking Skills



Names Shapes - Begin to help children identify shapes in their day to day surroundings, “Look you have a round ball”, “ That roof makes a triangle”. Make sure children see shapes in a variety of different ways so they do not think a particular shape looks only one way. It is also important that children have an opportunity to touch, draw and describe shapes. Some preschoolers may combine shapes to produce a new shape, putting two triangles together to form a square.

Read books on shapes:

- Shape by Shape - Suse McDonald
- Not a Box - Antoinette Portis
- Color Zoo - Lois Ehlert
- Mouse Shapes - Ellen Walsh

There are many websites that allow children to manipulate shapes as they move and combine them:

- <https://www.education.com/games/preschool/math>
- <http://pbskids.org/games/>

1. Provide puzzles and manipulatives that have a variety of shapes and sizes for them to play with when riding in the car play I Spy, I see a round wheel, I see a square house, I see a triangle sign
2. Provide experiences for children to draw and create shapes using art supplies, playdoh, and blocks.
3. Talk about the shapes in foods they are eating, like crackers, and veggies etc.
4. Play games where they turn their bodies into different shapes.

Identifies the next number in a sequence of 1-10/ Adds small groups of objects - Observe your child to determine their counting skill, gradually begin to add more objects for them to count. Use everyday activities to count, “how many napkins should we put out”, “Let’s count your friends and see how many need a popsicle yet”. Use everyday situations to illustrate combining and “taking away”. “There are 4 people in the pool, your sister got out how many are in the pool now”? “Wow you ate two cookies how many are left”?

Read books on counting in sequence/adding and subtracting:

- Richard Scarry’s Best Counting Book Ever - Richard Scarry
- Mouse Count - Ellen Walsh
- On the Launch Pad A Counting Book About Rockets - Michael Dahl
- Fish Eyes a Book You Can Count On - Lois Ehlert
- How Many Bugs in a Box - David Carter
- One is a Snail, Ten is a Crab - April Pulley Sayre/Jeff Sayre
- Quack and Count - Keith Baker
- Monster Musical Chairs - Stuart Murphy
- Ten Sly Piranhas - William Wise

1. Find as many ways as possible to include counting in your day to day experiences. Put out numbers in the grocery store “ That is a 12, what number comes next”?
2. Play counting games outdoors, walk together and count steps, count the stairs when you go up and down. Count the cars that are parked on the street, or driving past the house.
3. Play sorting games with objects, how many red M&M’s, green, brown can you count and sort.
4. Have your child pull a card from a deck of cards put out corresponding number of blocks, pull another card and do the same with the blocks, how many do you have? Also play as a “take away” game.



Gross Motor Skills



Activities to Promote Gross Motor Skills:

- Find the closest local park and enjoy the weather while working on climbing and jumping.
- Play tag outside. This will encourage your child to change directions quickly when running or walking.
- Play catch using different balls/objects, e.g. balloons, foam balls, scarves. Try slowing down the speed of the throw, this will allow your child time to make the necessary adjustments to their position and time to follow the ball; this will increase their chances of success. Encourage your child to catch with 2 hands.
- Watch these videos with your child to encourage throwing and catching.
<https://www.youtube.com/watch?v=sWFK10Hm6Q0>
<https://www.youtube.com/watch?v=8NTKFuMu8Rk>
- Play “bucket hoops.” Have your child stand about 6 feet away and throw a medium-size ball at a large bucket or trash can. For fun outdoors on a summer day, fill the bucket with water.
- Make a bean bag to catch and throw. Fill the toe of an old sock or pantyhose with 3/4 cup dry beans. Sew the remaining side or tie off with a rubber band. Play “hot potato” or simply play catch. Encourage your child to throw the ball overhand and underhand.
- Make an obstacle course either inside or outside your home. You can use cardboard boxes for jumping over or climbing through, broomsticks for laying between chairs for “limbo” (going under), and pillows for walking around. Let your child help lay out the course. After a couple of practice tries, have him complete the obstacle course as quickly as possible. Then try hopping or jumping the course.
- Tell your child that this activity features some of the bravest circus performers: tightrope walkers! Tightrope walking for kids, get up your courage, and get moving with one of the most fun gross motor activities around! Take a long piece of something that will make a line on the floor for the tightrope (a jump rope, long piece of string or yarn). Have your child walk, 1 foot in front of the other, across the yarn/string. Remind them to put their hands out to keep their balance.