



Kindergarten “Readiness”

Is my Child Ready for Kindergarten?

January 2020

Often families ask for guidance in determining the readiness of their children for Kindergarten. We know as early childhood professionals that children develop in different ways and at different rates. One child may develop language skills faster than they develop social skills. NAEYC (National Association for the Education of Young Children) states that, “Readiness is more than basic knowledge of language and math, important as these are. Readiness expectations should include all areas: physical, cognitive, social and emotional competence as well as a positive attitude toward learning.” Here at Towsley Children’s House, we work hard to provide children with the experiences and guidance to develop the skills needed to be prepared for the range of Kindergarten classrooms they will encounter when they leave us. Our policy is that children who are 5 by the September 1st deadline, and no longer eligible for our program, transition to Kindergarten.

“I’m Going Tomorrow!?!”

The concept of time can be difficult for young children to understand because it is so abstract. Many Kindergarten roundups and open houses begin in February but children do not start Kindergarten until September. Children may think after visiting their “future” Kindergarten classroom that they will begin Kindergarten the next day and that they are done with preschool.

Children process the idea of going to Kindergarten in different ways. For some children, big changes can cause anxiety. **We strongly recommend that you wait to talk in-depth with your child about the transition to Kindergarten until a few weeks before they attend.** When children bring up the subject, one response may be, “You sound nervous/ excited about Kindergarten. It is not happening for a long time. Right now you will still go to Towsley Children’s House. I will let you know when it is time to get ready for Kindergarten.” We want to respect the child’s feelings but provide reassurance that things aren’t immediately changing.

Please remember that children often overhear conversations between adults (parent/parent or teacher/parent). They may pick up on your feelings and anxieties. It is best to save conversations about the topic when children are not present. We will provide more information about preparing for the Kindergarten transition during the summer months.

Readiness Indicators (Ann Arbor Public Schools)

Language

- Can speak in simple sentences
- Can use a normal speaking voice
- Knows how to whisper, speak softly, speak loudly and shout
- Can express needs, feelings, and opinions
- Can answer questions and give information about self
- Knows their own phone number and parents/guardians names
- Can relate experiences
- Can ask questions and ask for help

Manners and Social Skills

- Does not interrupt conversations, stories, and lessons
- Is aware that other children deserve attention too
- Is learning the concepts of fairness
- Is learning that rules and procedures are important for the safety and well being of all
- Is learning that rules and expected behaviors might vary from place to place
- Is learning to take turns, raise hand, and share
- Says positive phrases such as: “please, thank you, I’m sorry, excuse me,” etc.
- Takes care of personal belongings, materials/equipment
- Knows it is OK to make mistakes
- Knows it is NOT OK to be mean or disruptive

Fine Motor Skills

- Has engaged in many experiences using crayons, paints, clay, books, puzzles, beads, blocks, zippers, laces, water, sand, markers, Legos, scissors, pencils, etc.

Health and Safety Habits

- Covers mouth when coughing or sneezing
- Can blow nose and disposes of tissues appropriately
- Uses the bathroom independently and washes his/her hands
- Dresses self independently
- Attempts to put on own coat, boots, mittens, etc.
- Washes hands before eating and when they get dirty
- Can wash face
- Does not put objects in mouth
- Knows sharp objects are dangerous and leaves them alone

Listening

- Listens attentively to a story for 5 minutes or more
- Can recall some details of a story or video
- Can follow directions, especially those involving spatial concepts (under, behind, over, next to, etc.)
- Can recognize common sounds (household, animals, street, classrooms, etc.)

Academics

- Recognizes first name in print
- Recites some rhymes and poems
- Sings simple songs
- Can tell about pictures
- Enjoys books and stories
- Knows most of the alphabet
- Counts to ten
- Notices shapes and forms

Alongside a play-based curriculum, UM Towsley Children's House incorporates The Project Approach to guide learning and development. The Project Approach refers to a set of teaching strategies that enable teachers to guide children through in-depth studies of real-world topics. Projects have a complex but flexible framework where teaching and learning are seen as an interactive process. When teachers implement the Approach successfully, children can feel highly motivated and actively involved in their own learning and produce work of high quality.

The teachers create lesson plans in a manner that is ever evolving and adapting to meet the needs and interests of the children. Attention is given to social, cognitive and physical development. Children take part in a variety of experiences throughout the day that prepares them socially and academically for their next phase of early education. Below are snapshots of children and teachers interacting throughout the day and some of the readiness indicators/skills the children are gaining through the activity.



Observing tracks out in the snow.

The children in the classroom began showing interest in tracks after noticing tracks in the snow at the Arboretum. The teachers supported an investigation through a variety of hands on experiences. They explored how tracks are made and what makes the tracks. They read books, explored hands-on activities, and experts came in to share their knowledge and engage in activities with the children.

Readiness Indicators:

Language

- Can speak in simple sentences*
- Can use a normal speaking voice*
- Can express needs, feelings, and opinions*
- Can ask questions*

Manners and Social Skills

- Does not interrupt conversations, stories, and lessons*
- Is aware that other children deserve attention too*
- Is learning to take turns, raise hand, and share*
- Knows it is OK to make mistakes*
- Knows its not okay to be disruptive*

Fine Motor Skills

- Has engaged in many experiences using crayons, paint, pencils etc.*

Listening

- Listens attentively to "a story" for 5 minutes or more*

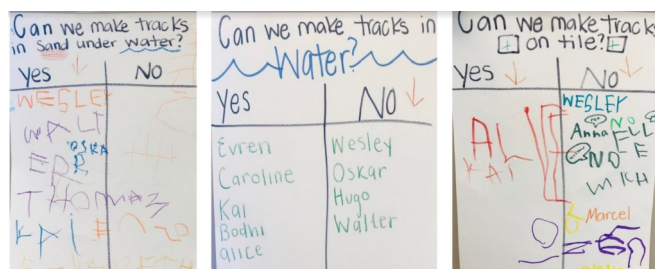
Academic



Dr. Franklin sharing information about tracks.



Children create observational drawing of tracks.



Children explored if tracks can be made in different mediums. The teachers filled the sensory table with different materials for the children to test out their theories.

Children have access to a variety of writing and drawing tools throughout the day. Children may “sign in” in the morning, write in journals, and draw.

Readiness Indicator:

Fine Motor Skills

Has engaged in many experiences using crayons, paints, clay, books, puzzles, beads, blocks, zippers, laces, water, sand, markers, Legos, scissors, pencils, etc.

Academics

Recognizing first name in print



In the classroom, the children have access to a variety of manipulatives. Children are able to sort materials, recognize shapes, colors, numerals and create patterns.

Readiness Indicator:

Academics

Counts to ten

Notices shapes and forms





Children have many opportunities during the day to listen to and interact with books independently and with an adult.

Readiness Indicator:

Language

- Can speak in simple sentences*
- Can use a normal speaking voice*
- Can relate experiences*
- Can ask questions*

Manners and Social Skills

- Does not interrupt conversations, stories, and lessons*

Listening

- Listens attentively to a story for 5 minutes or more*
- Can recall some details of a story*

Academics

- Can tell about pictures*
- Enjoys books and stories*



Twice a day children go outdoors for fresh air, unstructured play, and physical activity. In preparation for outdoor time, the children must get dressed. During the winter, this involves taking off their shoes and putting on snow pants, boots, coats, hat, gloves and mittens. Teachers spend time teaching children how to independently get dressed and the order of putting on items.

Readiness Indicator:

Health and Safety Habits

Dresses self independently

Attempts to put on own coat, boots, mittens etc.

Listening

Can follow directions, especially those involving spatial concepts



Throughout the year, classrooms take a variety of fieldtrips and/or site visits.

Readiness Indicator:

Language

Can speak in simple sentences

Can relate experiences

Manners and Social Skills

Does not interrupt conversations, stories and lessons

Is learning that rules and procedures are important for the safety and well-being of all

Is learning that rules and expected behaviors might vary from place to place



2020 Kindergarten & Young Fives* Round-Up Schedule

Abbot*	Tuesday	Feb 18	6:00 - 7:00 pm
Allen*	Thursday	Feb 6	6:00 - 7:30 pm
Angell*	Thursday	Feb 27	6:00 - 7:30 pm
AA Open	Tuesday	Feb 25	6:15 - 7:30 pm
A2 STEAM*	Wednesday	Feb 26	6:00 - 7:00 pm
Bach*	Thursday	Feb 27	6:00 - 7:30 pm
Bryant*/Pattengill	Thursday	Feb 20	6:00 - 7:30 pm
Burns Park*	Thursday	Feb 6	6:00 - 7:30 pm
Carpenter*	Thursday	Feb 27	6:00 - 7:30 pm
Dicken*	Thursday	Feb 20	6:00 - 8:00 pm
Eberwhite*	Thursday	Feb 6	6:00 - 7:30 pm
Haisley*	Thursday	Feb 20	6:00 - 7:30 pm
King*	Wednesday	Feb 19	6:00 - 7:00 pm
Lakewood*	Thursday	Feb 27	6:00 - 7:30 pm
Lawton*	Thursday	Feb 27	6:00 - 7:00 pm
Logan*	Wednesday	Feb 12	6:00 - 7:30 pm
Mitchell*	Thursday	Feb 20	6:00 - 7:00 pm
Pittsfield*	Thursday	Feb 27	6:00 - 7:30 pm
Thurston*	Thursday	Feb 20	6:00 - 7:30 pm
Wines*	Wednesday	Feb 5	6:00 - 7:30 pm

*Indicates Young Fives Program. To be eligible for Young Fives, children must turn five years old between May 1 and December 1, 2020.

An Exceptional Education Begins with Ann Arbor Public Schools

Join us for our upcoming Kindergarten and Young Fives open houses. We're excited to share with you and your children the fun that awaits them in September. Meet the staff, learn about the programs, the enrollment process, and get answers to your questions.

You are welcome to attend any of our scheduled open houses, or call your school to schedule a visit. We look forward to seeing you!

Wondering if your child is ready for Kindergarten? Contact your school for readiness screening or attend the district screening event

Early Childhood Expo / District Screening Event

Drop-in, no appointment necessary

W. Scott Westerman

Preschool & Family Center Saturday Feb 15 10:00 am - 1:00 pm



Chelsea School District

Getting Parents Ready for Kindergarten

When Tue, February 18, 2020 6:30pm– 7:30pm

Location: North Creek Elementary—Cafeteria

Dexter Community Schools

On February 25th, the Y5-2 principals will host building tours from 6:00pm-7:00pm, followed by an information section. This event is for adults only.

Saline Area Schools

Kindergarten Round Up

When: Wednesday, April 16, 2020 6:00pm-7:30pm

Location: Saline Middle School (7190 N. Maple Road)

Ypsilanti Community Schools

TBA– Visit: <http://www.ycschools.us/our-schools/pre-k-and-kindergarten/>

Lincoln Consolidated Schools

<https://www.lincolnk12.org/enrollment/kindergarten-roundup/>

Here are some tips to help you prepare your child for Kindergarten:

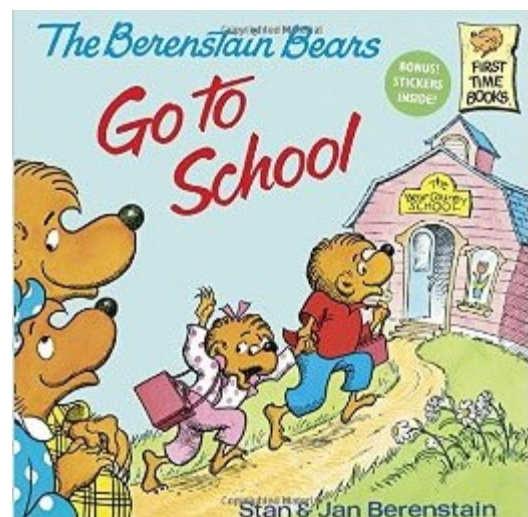
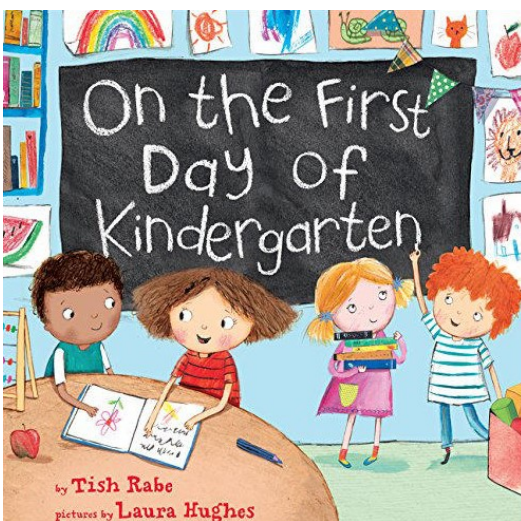
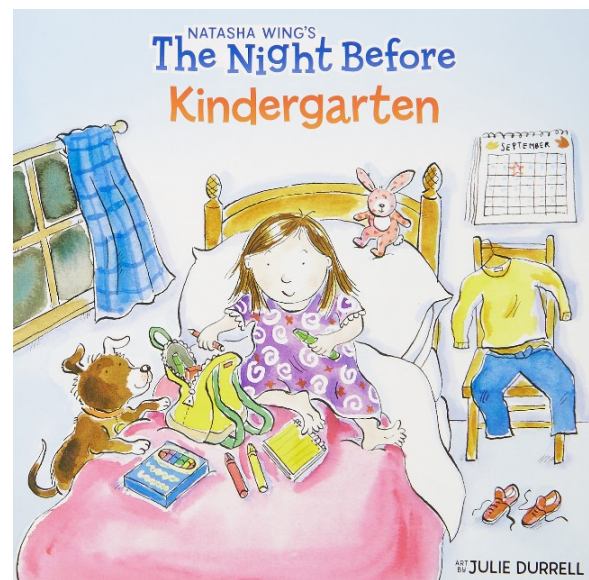
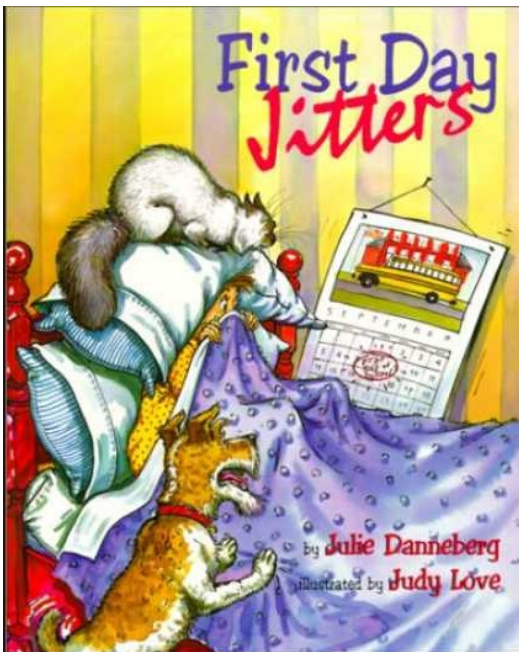
- **Help him to develop independence at home.** Encourage your child to dress himself, take his coat on and off and hang it up, use the bathroom without assistance and wash his hands without constant reminders, and put on his own shoes. Provide serving spoons so your child can serve himself at the table and clear his own dishes. These skills will take him from the coatroom to the lunchroom and beyond.
- **Focus on self-help skills.** Your child should know how to wipe her face after lunch without prompting and blow her nose without assistance. But be sure she is also comfortable asking an adult for help when necessary.
- **Teach responsibility.** Start transferring small responsibilities over to your child, if you haven't already. After a family trip to the pool, you might put your child in charge of emptying the backpack, refilling the water bottles, or hanging up his wet swimsuit. Even when it may be easier for you to complete these tasks, let him accept the responsibility.
- **Develop and follow routines.** Set up morning routines that will transfer into a school setting. Getting up around the same time every day, getting dressed, and having an early breakfast together is a great way to transition to school.
- **Read aloud to your child.** Get your child a library card, take her to the library to check out books, and be sure to read to your child every day. Read a variety of books, read the captions under pictures in the newspaper, even share the comics. Just read!
- **Engage her in meaningful literacy activities.** Encourage your child to help you with thank you cards, shopping lists, or notes. They may start with scribbles or pictures, move into scattered letters, and finally some recognizable words as they enter school. Appreciate their attempts and watch their skills develop with practice.
- **Acknowledge his feelings.** Avoid talking about school too much, or wait until the end of summer is near. Your child may express being nervous, not wanting to go or, alternately, feeling very excited to start school. Whatever they feel, take time to appreciate where they are.

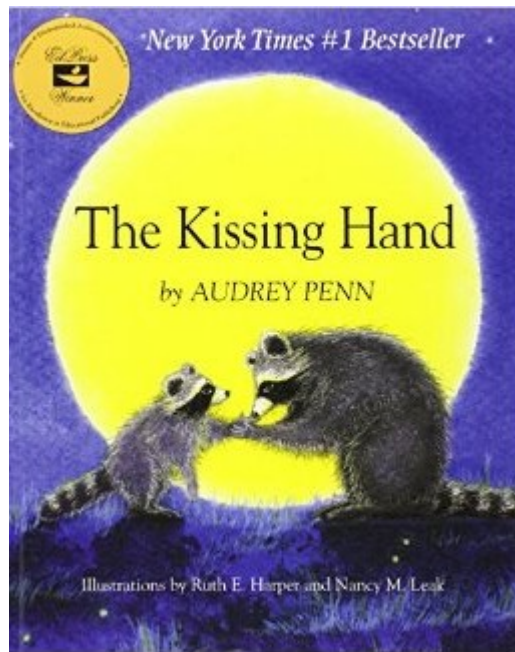
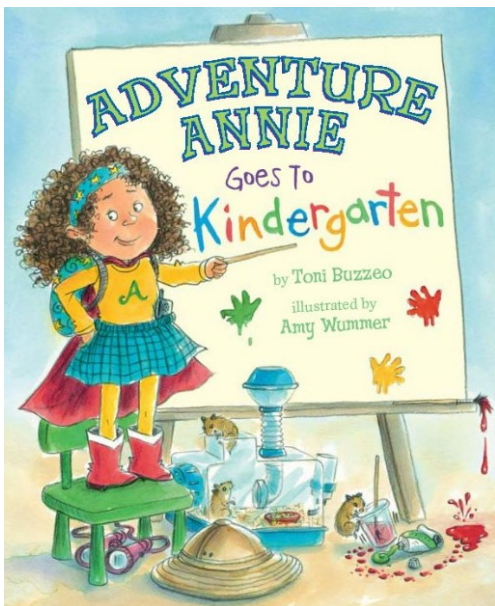
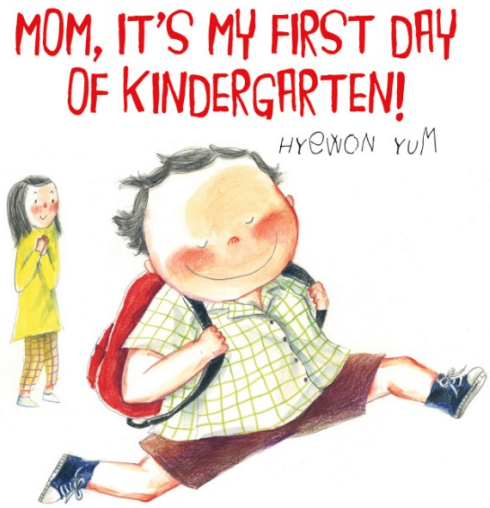
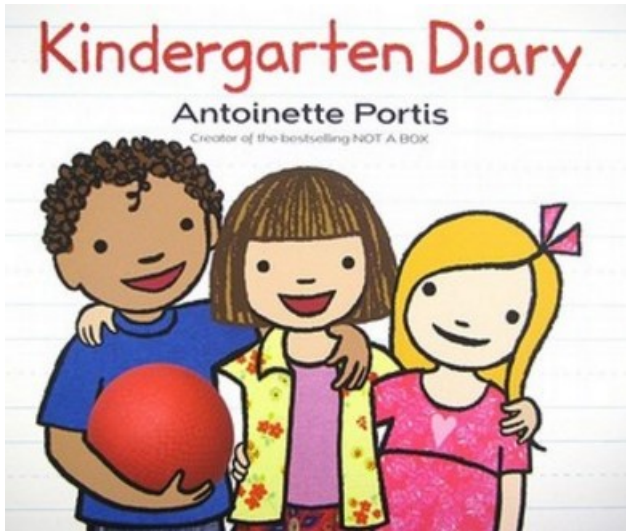
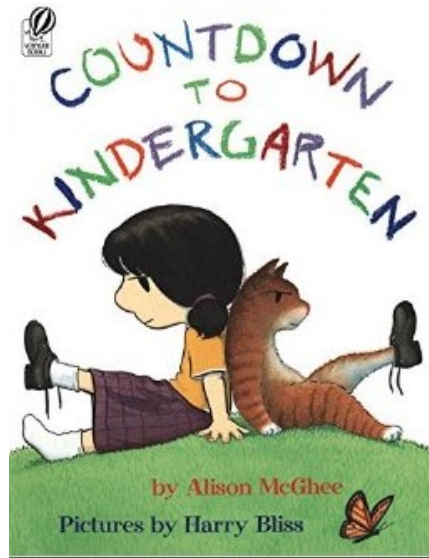
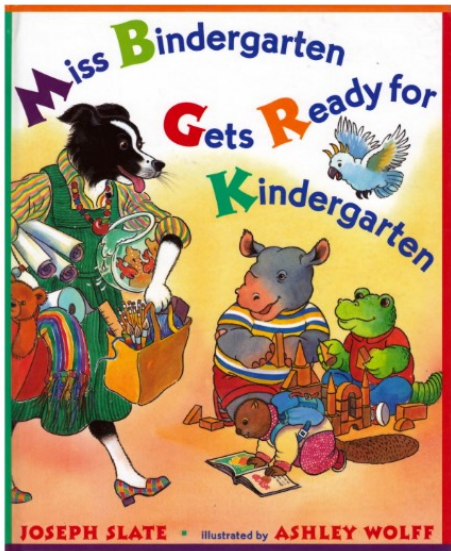
Source: [Ready or Not Kindergarten, Here We Come!](#) By Traci Galuski

<https://www.naeyc.org/our-work/families/kindergarten-here-we-come>

Preparing for Kindergarten with Picture Books

A few weeks before kindergarten is a great time to begin preparing for the transition. Picture books provide a fun, interactive way to discuss the kindergarten transition.





Additional Resources



Ann Arbor Public Schools
**All Day
Kindergarten**
Parent Information



Exceptional
ANN ARBOR PUBLIC SCHOOLS
www.aapschools.org

[Ann Arbor Public School Kindergarten Parent Information](#)

[Kindergarten Parent Guides–State of Michigan](#)

Available in English, Spanish and Arabic

[What Does a High Quality Kindergarten Look Like? -NAEYC](#)

[Transitioning to Kindergarten by: Janis Strasser \(NAEYC\)](#)

School Websites

[Ann Arbor Public](#)

[Chelsea School District](#)

[Dexter Community Schools](#)

[Saline Area Schools](#)

[Ypsilanti Community Schools](#)

[Lincoln Consolidated Schools](#)