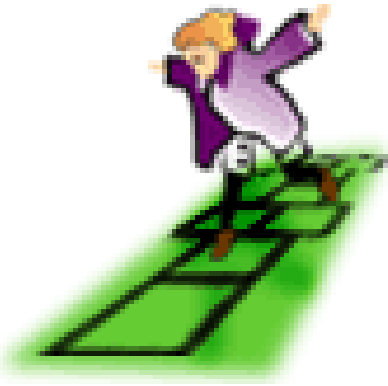


## GRADE Kindergarten

### Kindergarten Readiness Checklist



While there's no perfect formula that determines when children are truly ready for kindergarten, you can use this checklist to see how well your child is doing in acquiring the skills found on most kindergarten checklists.

Check the skills your child has mastered. Then recheck every month to see what additional skills your child can accomplish easily.

Young children change so fast -- if they can't do something this week, they may be able to do it a few weeks later.

- Listen to stories without interrupting
- Recognize rhyming sounds
- Pay attention for short periods of time to adult-directed tasks
- Understand actions have both causes and effects
- Show understanding of general times of day
- Cut with scissors
- Trace basic shapes
- Begin to share with others
- Start to follow rules
- Be able to recognize authority
- Manage bathroom needs
- Button shirts, pants, coats, and zip up zippers
- Begin to control oneself
- Separate from parents without being upset

- Speak understandably
- Talk in complete sentences of five to six words
- Look at pictures and then tell stories
- Identify rhyming words
- Identify the beginning sound of some words
- Identify some alphabet letters
- Recognize some common sight words like "stop"
- Sort similar objects by color, size, and shape
- Recognize groups of one, two, three, four, and five objects
- Count to ten
- Bounce a ball
- If your child has acquired most of the skills on this checklist and will be at least five years old at the start of the summer before he or she starts kindergarten, he or she is probably ready for kindergarten.

**KINDERGARTEN RELIGION God and Creation**

**Prayers**

**Liturgical Celebrations**

**All Saints' Day**

**Advent Season / Christ's Birthday**

**Lent / Easter**

**Baptismal Day**

✓ **Goals**

- Help the student become aware of God and the wonders of God's creation which are a gift to us.
- Help the student develop understanding of how we show love for others; our families, our friends, and all children of God.
- Help the student begin to develop an awareness of prayer as talking to God.

✓ **Prayer**

- Help children learn about prayer and praying.
- Know Sign of the Cross, Hail Mary, Glory Be, Our Father, Guardian Angel Prayer, Grace Before Meals.
- Encourage and provide opportunities for spontaneous prayer.
- Lead children to a sense of community prayer by providing opportunities for praying in a group, attending para-liturgies, or liturgies and visiting the Church.

✓ **Scripture**

- Foster an awareness of the Bible as the "Word of God".
- Creation Story
- Noah
- Moses
- Annunciation
- Nativity
- Presentation of Jesus

**KINDERGARTEN RELIGION, continued**

✓ **Morality**

- Introduce students to the love of God, God's friendship and help by helping children become aware of people who love and care for them
- Discuss and provide opportunities for children to share times when they did things that were not loving and help them realize the consequences.

✓ **Doctrine**

- Give children a sense of God and help them discover God's love for them:
  - by using their senses to know and love
  - by feeling the love others have for them
  - by seeing the beauty in God's creation
  - by seeing that God made all things because of love for us.
  - by recognizing that all good things are gifts of God.

✓ **Liturgy/Sacraments**

- Help students to develop an appreciation of communal prayer as an important part of their life as a Catholic Christian.
- Introduce students to the sacrament of Baptism as part of the initiatory process into the family of God.
- Introduce Liturgical Calendar:
  - All Saint's Day
  - Advent Season/Christ's Birthday
  - Lent/Easter
  - Baptismal Day

**KINDERGARTEN RELIGION, continued**

✓ **Church**

- Help students to learn reverence for the house of God.
- Whenever possible take students for visits to the Church other than Mass.

✓ **Peace/Justice**

- Introduce the values of justice and peace by fostering attitudes that focus on sharing with others and by evoking a sense of caring for other people.

✓ **Service/Christian Witness**

- Help students to learn to respect life by showing concern for others and by recognizing that all creation needs to be taken care of by us.

**KINDERGARTEN LANGUAGE ARTS**

✓ **Reading Skills**

- Read their own name
- Follow a simple story line
- Arrange events of a story in sequential order
- Sort a picture story into: First – Middle – Last
- Identify what is happening in a picture
- Name the missing parts of a picture
- Match pictures, letters, shapes
- Complete simple puzzles
- Supply a missing word as you tell a story
- Distinguish between fiction and non-fiction
- Memorize prayers, nursery rhymes, and simple songs

✓ **Phonics**

- Discriminate phonetic sounds
- Recognize and imitate many different animal and musical sounds

✓ **Grammar**

- Know and dramatize the following prepositions:

On	Top	Over
In front of	Between	Behind
Outside	Inside	Next to
Under	Bottom	

## *SMAA Kindergarten Learning Objectives*

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### ✓ **Handwriting**

- Beginning manuscript handwriting

### ✓ **Listening**

- Focus attention on a speaker without interrupting
- Respond to a story by drawing or painting what they hear
- Follow oral directions with three or four steps

### ✓ **Speaking**

- Tell what a story is about
- Relate an experience in complete sentences
- Give directions
- Recall basic information:

Full name	Parent's names
Address	Telephone number
Age	Birthday
Days of the week	Months of the year

**LITERATURE BASED TEXTS**

- ①. Some primary readers could read these to themselves
- ②. Highly recommended read aloud
- ③. Intermediate level if read to self, assuming they're average readers.
- ④. Read aloud for intermediate readers also.
  - ② **A Apple Pie**, Greenaway, Kate
  - ② **The Arabian Nights**, Lang, Andrew
  - ② **Aesops Fables**, L'Estrange, Robert (translator)
  - ② **The Birthday Book**, Greenaway, Kate
  - ② **The Blue Fairy Book**, Lang, Andrew
  - ② **A Child's History of the World**, Hillyer, V.M.
  - ② **A Child's Garden of Verses**, Stevenson, Robert Louis
  - ② **A Child's Geography of the World**, Hillyer, V.M.
  - ② **Curious George**, Rooney, Barbara
  - ② **The Erie Canal**, Spier, Peter
  - ② **Hansel and Gretel**, Zelinsky, Paul O.
  - ② **Have You Seen My Duckling's**, Tafuri
  - ② **Just So Stories**, Kipling, Rudyard
  - ② **The Language of Flowers**, Greenaway, Kate
  - ② **Little Pear and His Friends**, Lattimore, Eleanor F.
  - ② **Marigold Garden**, Greenaway, Kate
  - ② **The Mission Bell**, Politi, Leo
  - ② **Mother Goose**, Greenaway, Kate
  - ② **Paddy's Evening Out (series)**, Goodall, John
  - ② **Ping**, Rooney, Barbara
  - ② **The Red Fairy Book**, Lang, Andrew
  - ② **The Reluctant Dragon**, Grahame, Kenneth
  - ② **Story of Ferdinand**, McClosky
  - ② **Under the Window**, Greenaway, Kate
  - ② **Yurtle the Turtle**, Seuss, Theoder



**MATHEMATICS**

- Count through 20
- Arrange numbers 1-10 in sequence
- Match same numbers of objects
- Meaning of addition and subtraction by example
- Introduction to the number line
- Estimation
- Classify objects by: Color, Size, Shape
- Contrast objects by their function or usage
- Compare and classify objects by the following:
  - Higher or lower
  - Bigger or smaller
  - Fatter or thinner
  - Darker or lighter
  - Concept of more, less than, same
  - Sequence of events
  - Ordinal and cardinal relationships
  - Number and numeral relationships
  - Elementary geometry - Recognition of shapes
  - Introduction to Calendars
  - Introduction to Clocks
  - Introduction to Denominations of money
  - Basic problem solving strategies
  - Basic chart and graph concepts

**SOCIAL STUDIES/HISTORY**

- Meanings of holidays and traditions
- Individual's role in home, family, and community
- Characteristics of home and family
- Location and diagram of home and school
- Relationship between home and school
- Relationship of individual to a group
- Children in other lands and cultures
- Why and how things change
- Where things come from
- What people do - jobs
- Safety rules and symbols
- Basic human needs
- Self-awareness and awareness of others

**SCIENCE**

- ✓ Plant life
  - Interrelationships of plants and animals
  - Indoor plants
  - How plants are alike and different
  - Observations of weather and seasons
- ✓ The Solar System
  - The Sun-our principle source of energy
  - The Earth
  - The Moon
  - The Planets
  - The Stars
- ✓ Simple experimentation
  - Simple measurements
  - Temperature
  - Light
  - Colors
  - Senses
- ✓ Classification of living things
  - Farm animals
  - Care of pets
  - Observing everyday things

**HEALTH/SAFETY/PHYSICAL EDUCATION (P.E.)**

✓ **Health/Safety**

- The body's need for rest and sleep
- Major body parts
- Hearing and vision care
- Dental care
- Personal hygiene
- Good clothing habits
- Basic food groups
- Good eating habits
- Emotions
- Friends
- Safety outside of home

✓ **P.E.**

- Skipping
- Galloping
- Small apparatus
- Ball throwing and kicking
- Jumping rope

**ART/DRAMA**

- Dramatize a story
- Role playing

**Music**

- Listening to music
  - Body movement to music
  - Playing percussion instruments
  - Marching in time to music
  - Singing Church Hymns
-

**Children love awards!**

**How about:**

- |  |                     |
|--|---------------------|
| <input type="checkbox"/> Can recite the ABC's.                                 | Date awarded: _____ |
| <input type="checkbox"/> Can recite the days of the week                       | Date awarded: _____ |
| <input type="checkbox"/> Knows all the names of the lower and capital letters. | Date awarded: _____ |
| <input type="checkbox"/> Can recite months of the year.                        | Date awarded: _____ |
| <input type="checkbox"/> Can tie their shoe strings.                           | Date awarded: _____ |
| <input type="checkbox"/> Can jump rope # of times.                             | Date awarded: _____ |
| <input type="checkbox"/> Can write all 26 letters.                             | Date awarded: _____ |
| <input type="checkbox"/> Can write their name without help.                    | Date awarded: _____ |
| <input type="checkbox"/> Can write their phone # and address without help.     | Date awarded: _____ |
| <input type="checkbox"/> Can count by 5's to 100.                              | Date awarded: _____ |
| <input type="checkbox"/> Can count by 10's to 100.                             | Date awarded: _____ |
| <input type="checkbox"/> Can write #'s to 100.                                 | Date awarded: _____ |

You can create your own certificates.

This was created on my computer with MSWord by:

1. Inserting a text box, then formatting the box.
2. Inserting the star symbol # 182 and sizing it to 172. (really big star)
3. Using "word art" for the word "award" with shadowing.
4. Then I typed using Verdana font the words and underlined leaving blanks. But you could use word art to write your child's name.
5. Have Dad present the awards at your "awards banquet" at the end of the week.

