

Kindergarten Readiness

Preparing children for
the next step in their
educational journey



Overview

1

**Building
Readiness**



2

**Characteristics
of Children
Entering
Kindergarten**

WaKIDS

Overview

3

**Education at
Our Beginning**



4

Q & A



What Is Readiness?

What does “ready” mean to you?

In your life, what do you need to feel “ready” for a big move/ transition/ step in your life?

1

Building Readiness for a New Beginning



When children leave an early childhood center to enter elementary school they can ...

1. Participate as a member of an interdependent community.
2. Care for themselves, others, and the community.
3. Treat others with love and compassion.
4. Cooperate with other children to accomplish group goals.
5. Celebrate group accomplishment.



-
6. Laugh and play with a tangible sense of joy.
 7. Express many emotions in language and art.
 8. Be inquisitive.
 9. Initiate new ideas and invent solutions to problems.
 10. **Stick at a difficult task or come back to it later in order to succeed.**

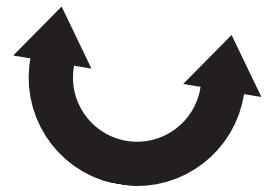


-
11. Run, catch, throw, kick, and tumble.
 12. Sing and dance with exuberance.
 13. **Paint, draw, sculpt, and construct objects of beauty.**
 14. Act in stewardship of spaces and materials with care, cleanliness, and order.
 15. Great guests with courtesy and charm.
 16. Act in stewardship of the environment and one's own health and wellbeing.

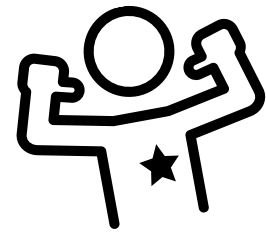




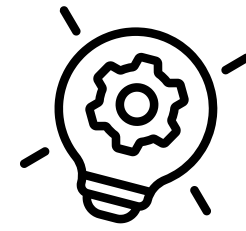
Skills for Readiness



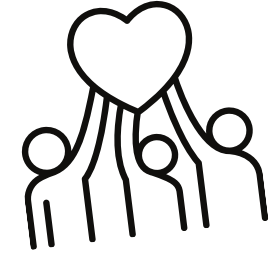
Flexibility



Confidence



Creativity & Imagination



Community



Independence



Curiosity & Exploration



Joy for Childhood



Play!



Focus & Perseverance

2

Characteristics of Children Entering Kindergarten

WaKIDS

Washington
Kindergarten Inventory
of Developing Skills



Six Learning Areas

1

Social-
Emotional

2

Physical

3

Language

4

Cognitive

5

Literacy

6

Mathematics

1

Social- Emotional

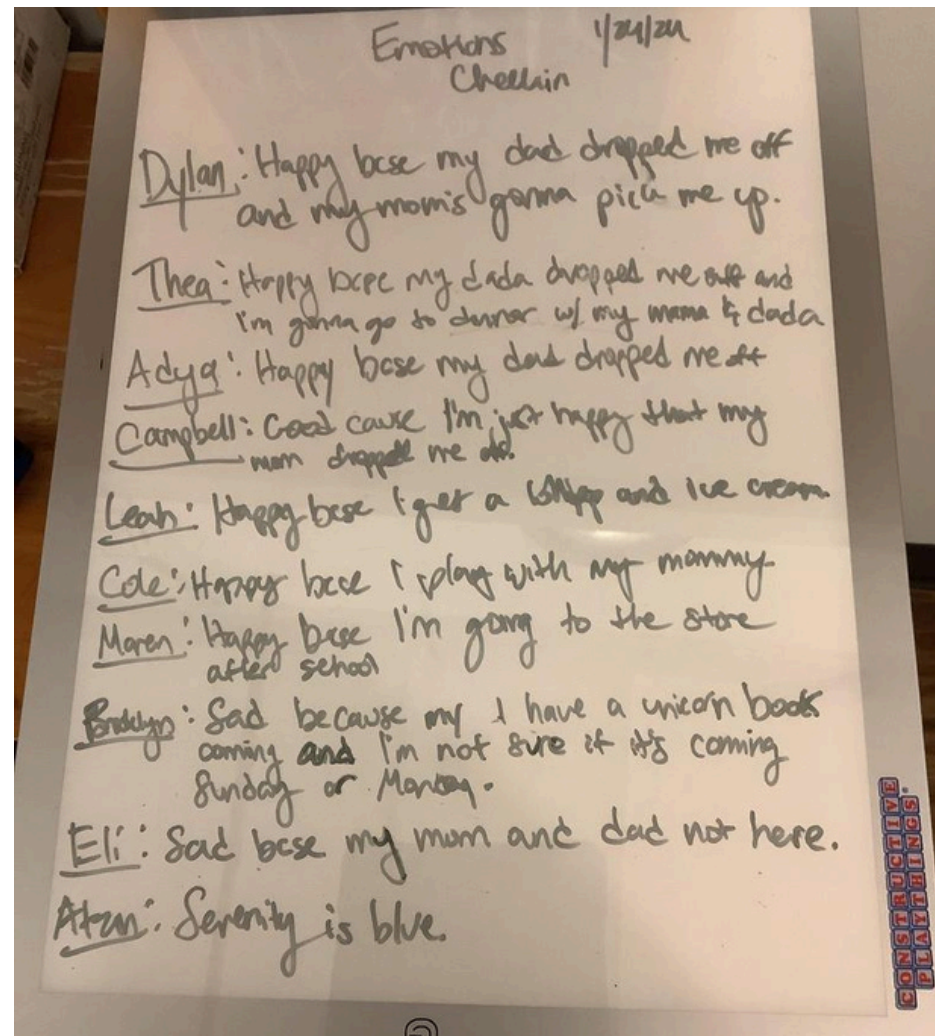
***Emerging** skills (they are beginning to...)

- Demonstrate flexibility
- Meet own needs (without prompts)
- Manage classroom rules, routines, and transitions (with occasional reminders)
- Sharing materials
- Suggest solutions to social problems (take turns)

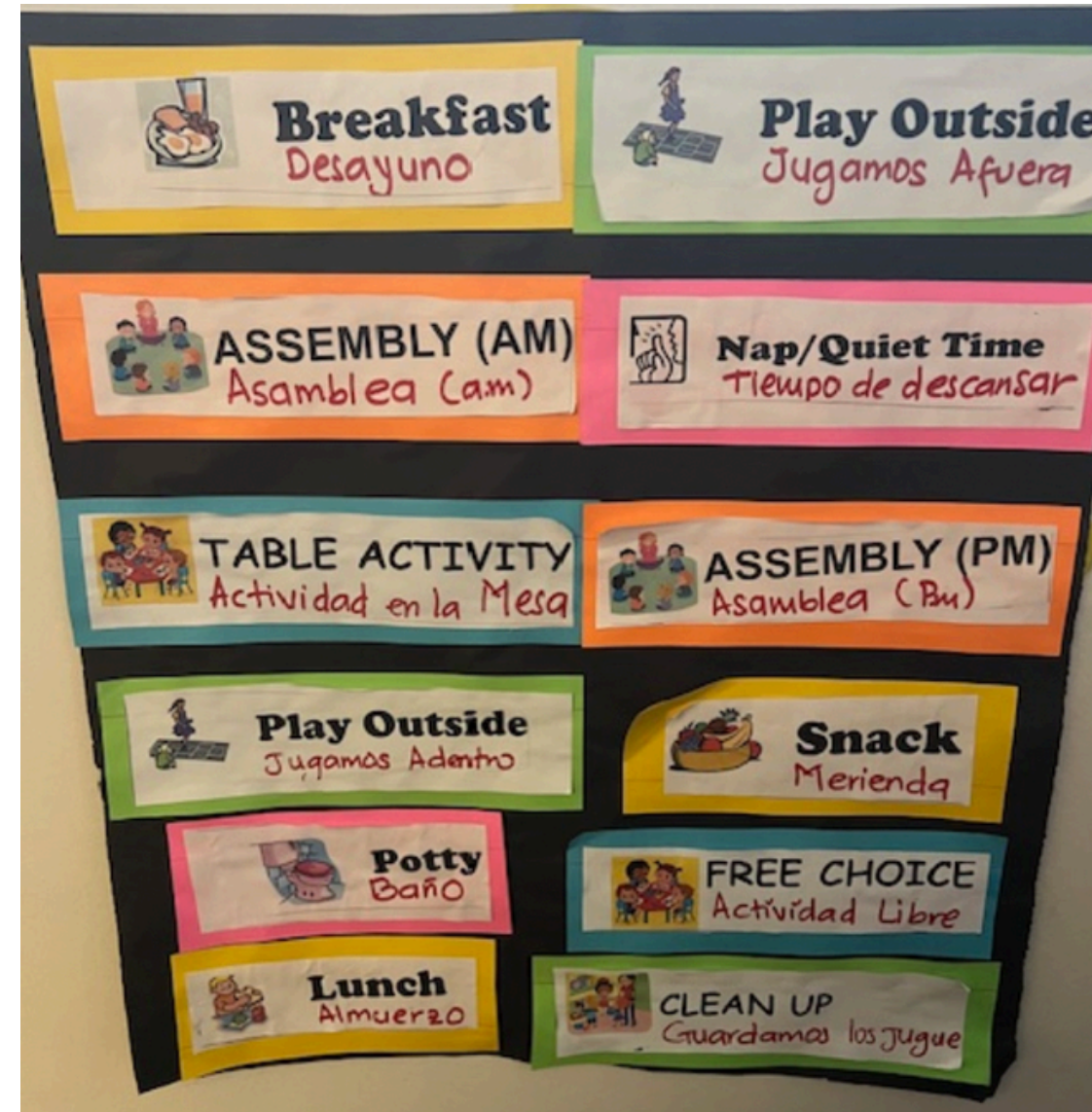
1

Social- Emotional

Emotional Regulation Techniques



Routines



Problem-solving,
flexibility & sharing
through **play!**



2

Physical

Gross Motor Skills:

- Continuous improvement at movement skills (jumping, running, climbing)
- Balance (walks on a beam and jumps off a low step landing properly)

Fine Motor Skills:

- Can string beads or connect blocks and puzzles
- Can hold writing materials

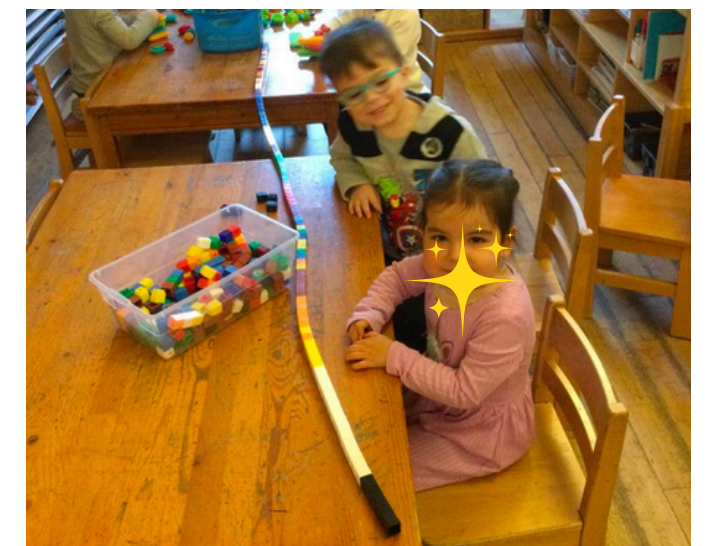
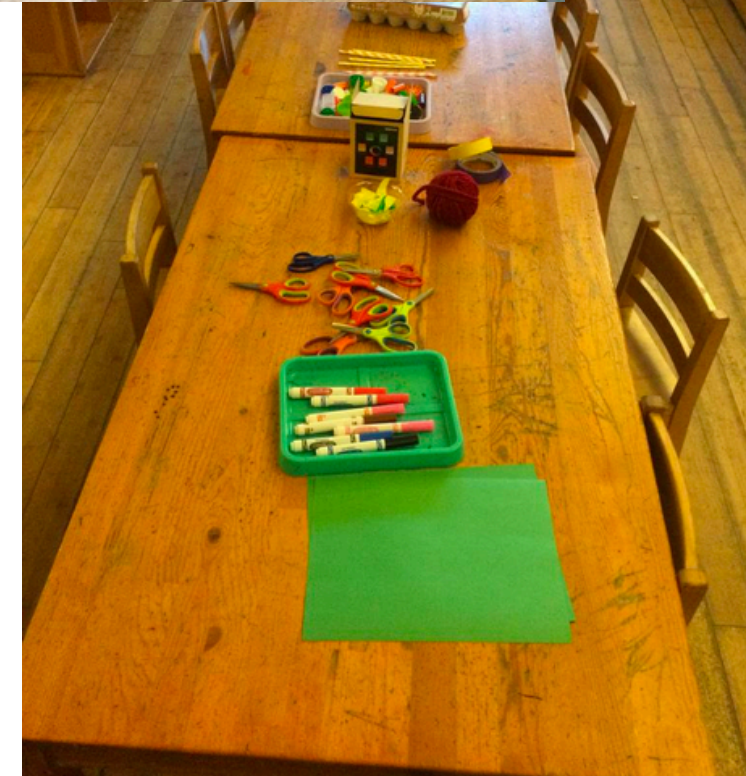
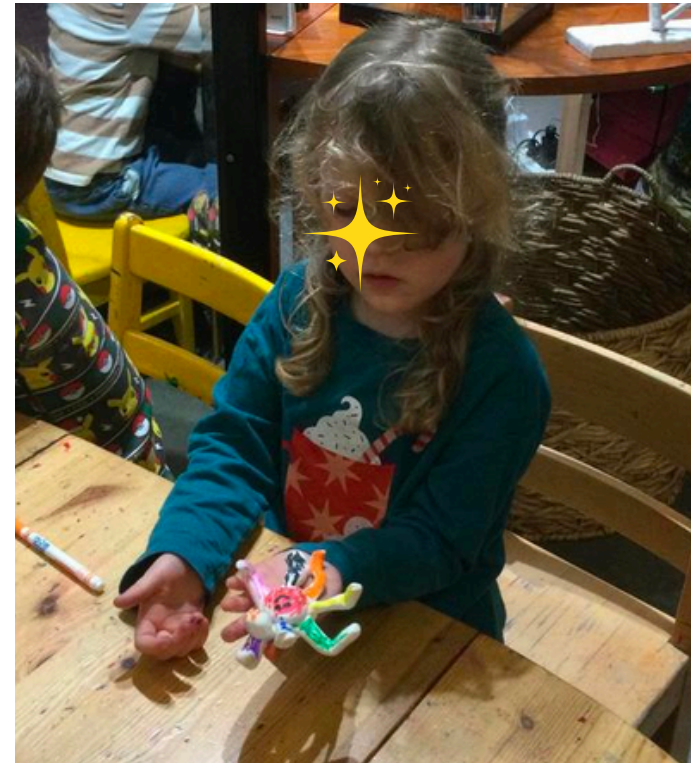
2

Physical

Gross Motor



Fine Motor



3

Language

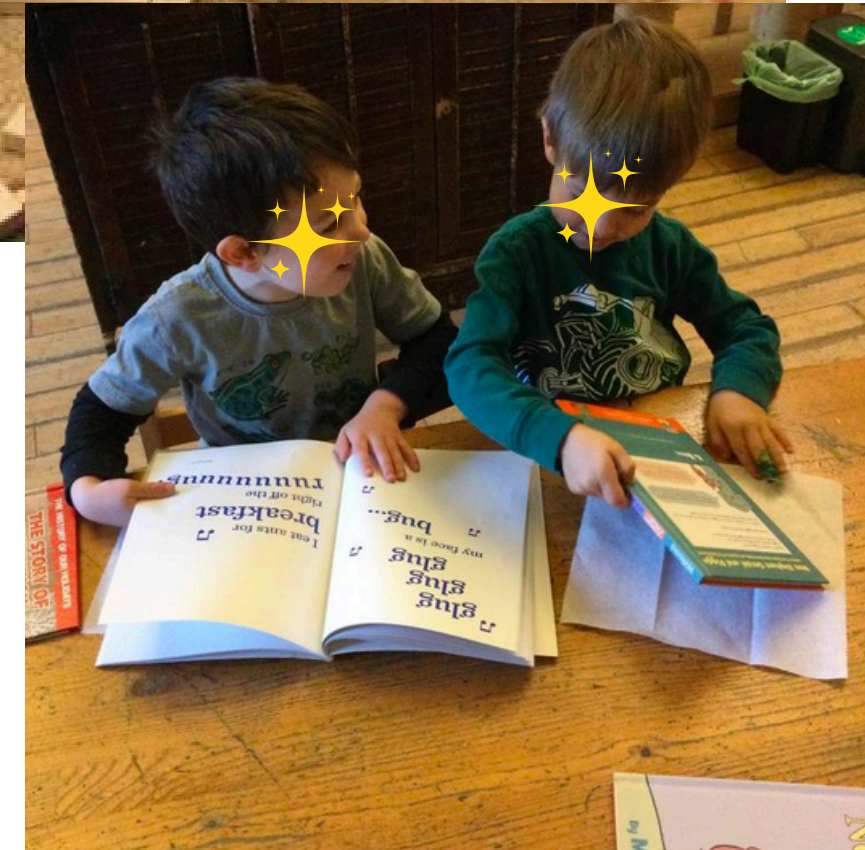
Established Skills:

- Can respond appropriately to simple statements, questions, and stories
- Follow 2 or more step instructions
- Speak so understood by familiar people and visitors
- Engages in short conversations and beginning to engage in longer conversations

3

Language

Group Time



4

Cognitive

Emerging skills:

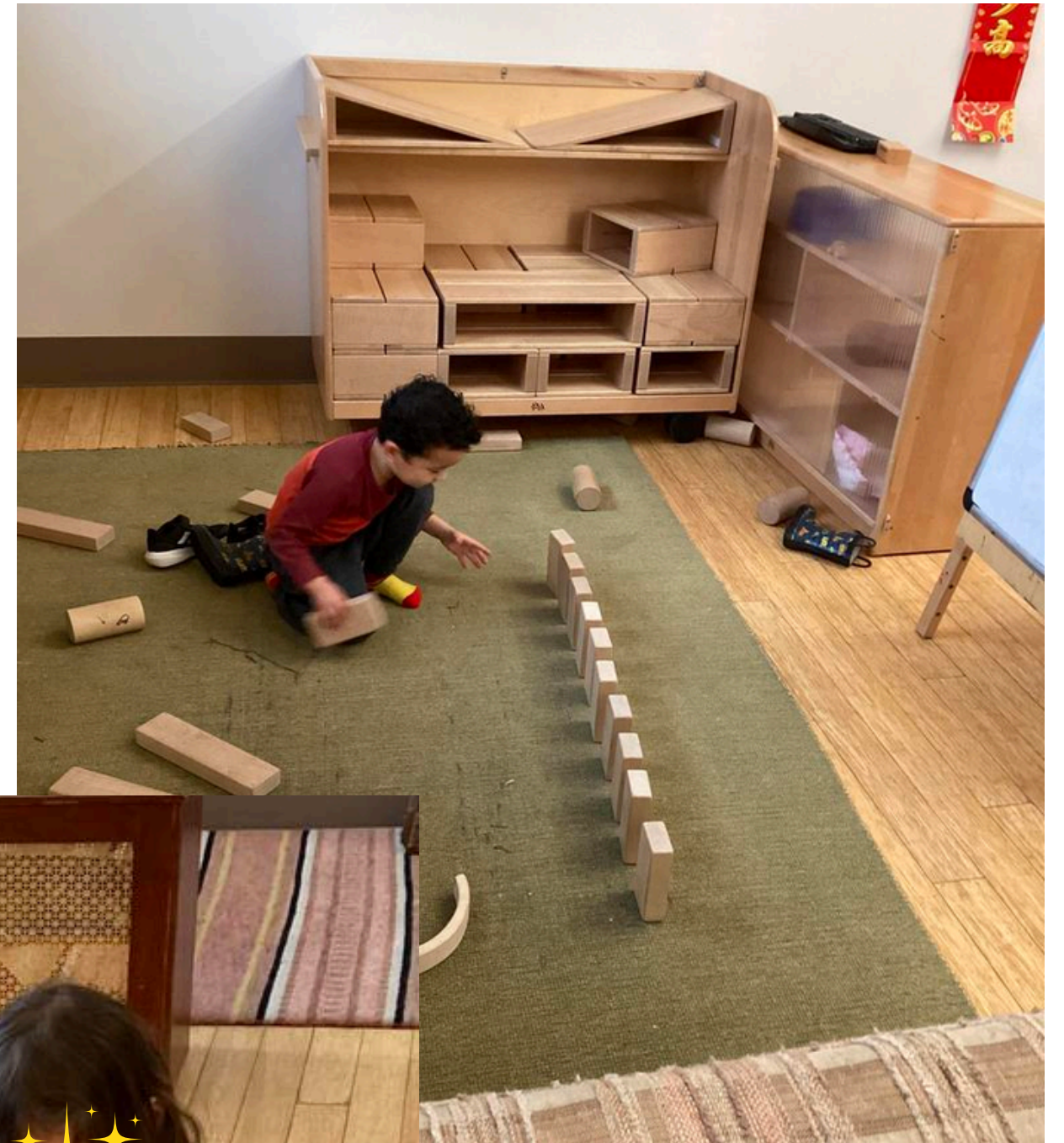
- Sustain attention on a task and successfully avoid distractions
- Plan and pursue a variety of challenging tasks
- Solve problems without having to try every possibility first

Established Skills:

- Ask for a solution and use it

4

Cognitive



5

Literacy

Established Skills:

- Awareness of language sounds (rhyming, hearing the beginning/ending sounds of words)
- Can identify short word sounds
- Recognize and name a few letters in own name, and as many as 10 letters
- Understands text is meaningful and can be read

5

Literacy

- Pretends to read, using some language from the text and describes action across pages (with prompts from adult)
- Able to write some letters correctly and some letters in unconventional order

Emerging Skills:

- Identify the sounds of a few letters

5 Literacy

Once upon a time
there was a kangaroo
in a zoo. The kangaroo
climbed up the ladder.
A monkey drank some milk.
The kangaroo walked
down the narrow
road to get away from
the zoo. Then he



6

Mathematics

- Count to 10
- Count up to 5 objects and understand how many there are
- Combine and separate up to 5 objects and describe the parts (3 red / 2 blue)
- Can explain, "That's a 3, and there are three puppies on this page."
- Identify basic 2-D shapes
- Can describe basic 3-D shapes

6

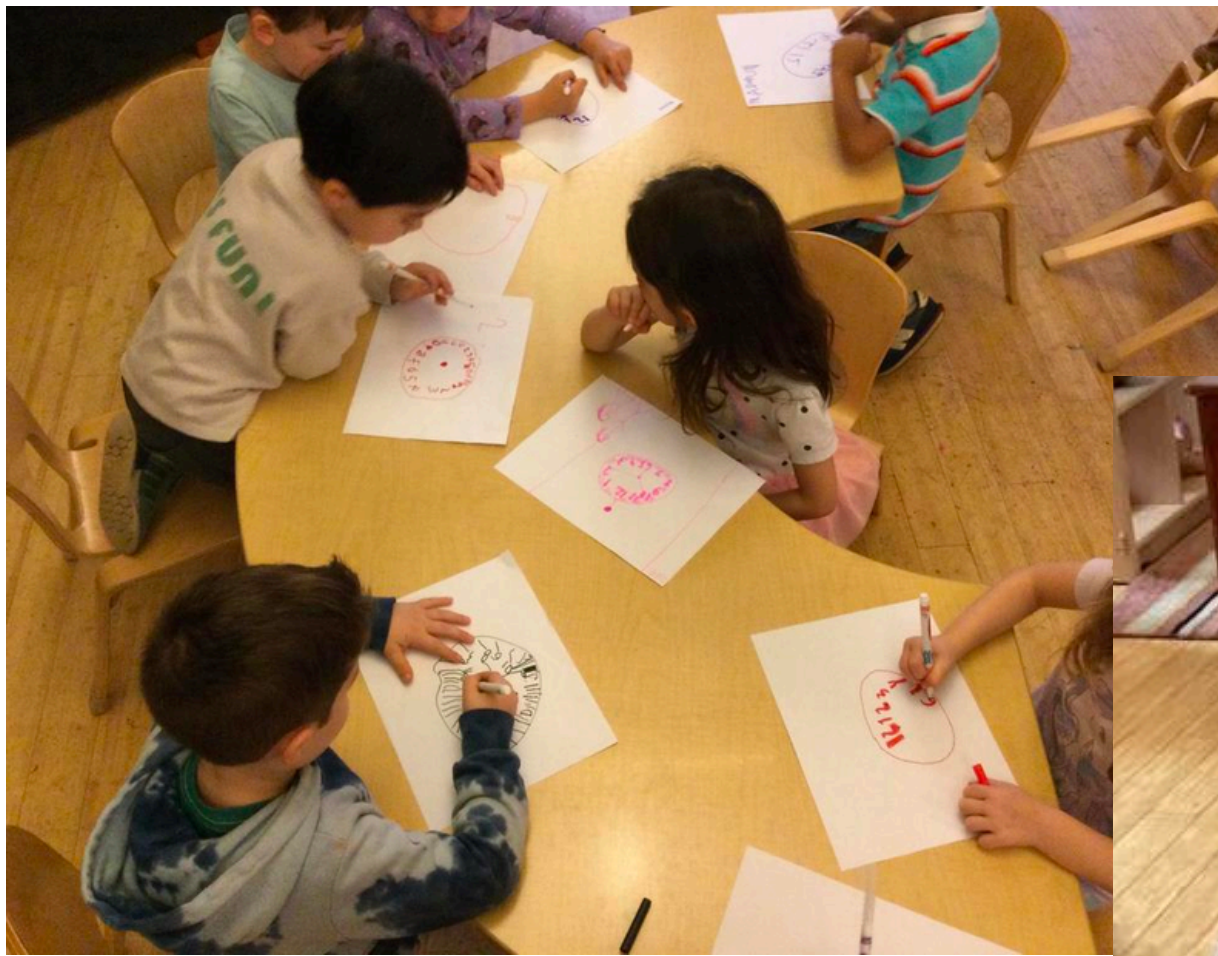
Mathematics cont.

Emerging Skills:

- Count to 20
- Count 10-20 objects accurately, knowing the last number states how many in all
- Tell what number comes next when counting 1-10

6

Mathematics



3

Education at Our Beginning





Unique Qualities of Our Beginning

1

**Emergent
Curriculum &
the Reggio
Emilia
Approach**

2

**Benefits of Mixed
Age Classrooms**

3

**Benefits of Dual
Language
Classrooms**



Emergent Curriculum

“Emergent curriculum is not a free-for-all. It requires that teachers actively seek out and chase the interests of the children. ... [This type of teaching] envisions **an image of the child as someone actively seeking knowledge.**”

...

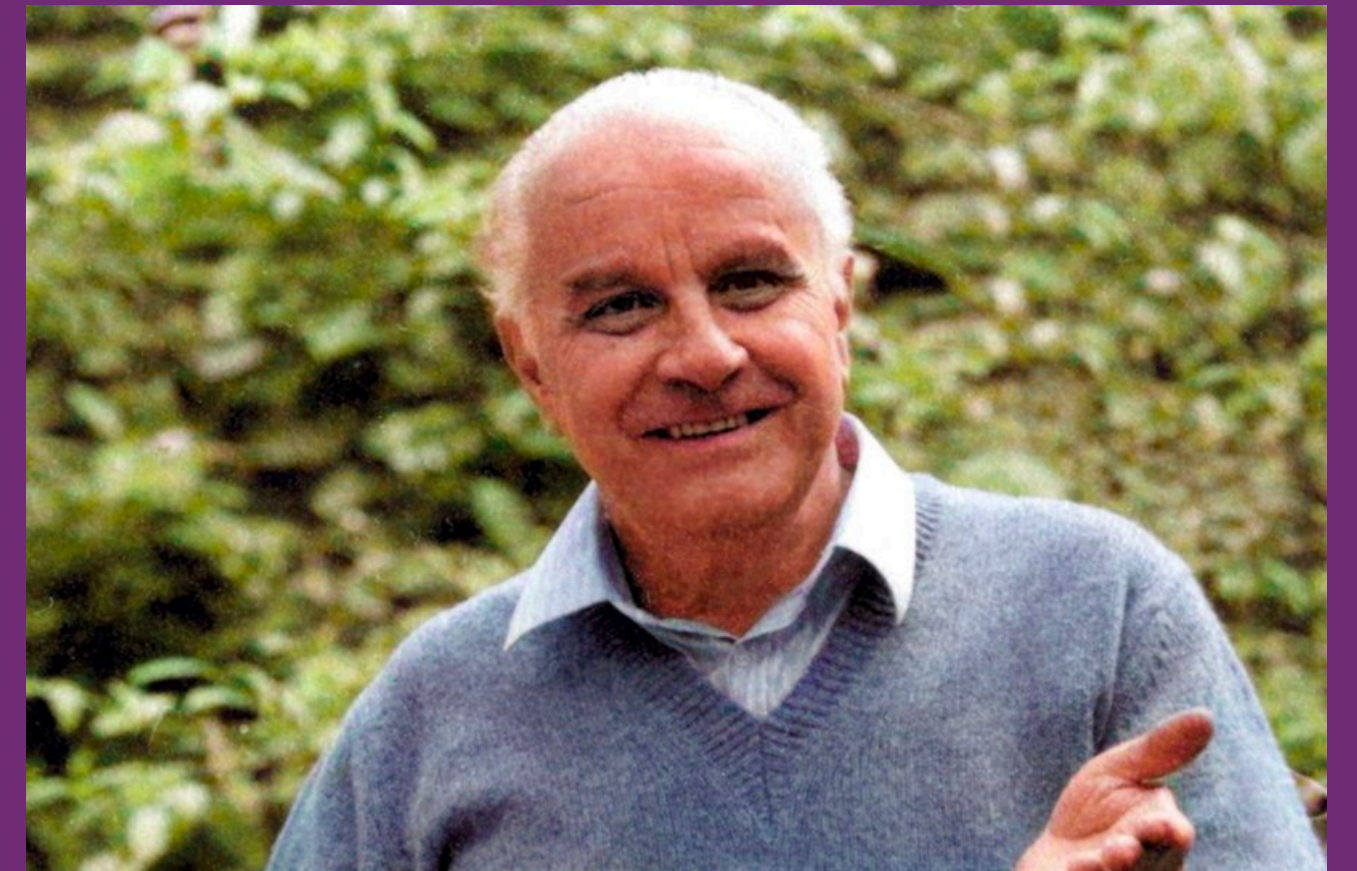
Although good teaching requires organization and routines, it is never inflexible and rarely routine. **It dances with surprise. It pursues wonder. It finds joy at every turn.**”

(Biermeier, 2015)

”

“There are three teachers of children:
adults, other children, and their physical
environment.”

-Loris Malaguzzi, founder of the Reggio Emilia Approach



All Classrooms

Scaffolding of play/ activities



peer-to-peer learning & teaching



Mix of large- and small-group learning



Mixed Age Classrooms

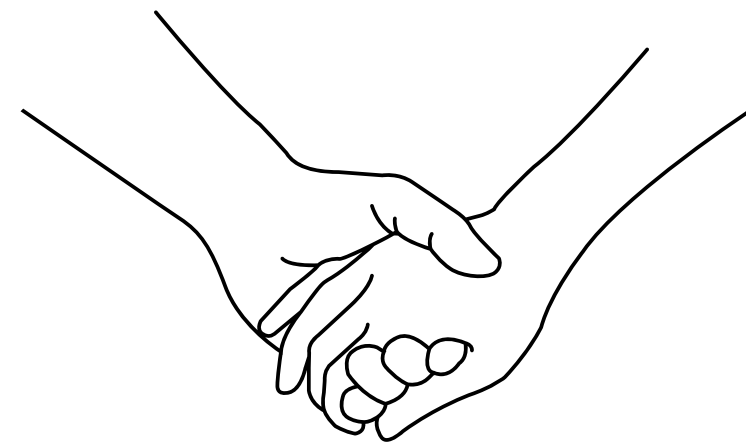
Older students leading, teaching
& nurturing younger



Younger students taking more
risks in learning



Cooperative learning (vs.
competitive)



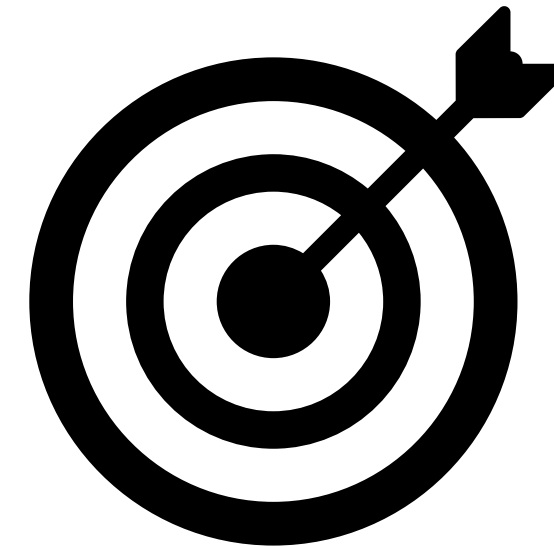


Dual Language Classrooms

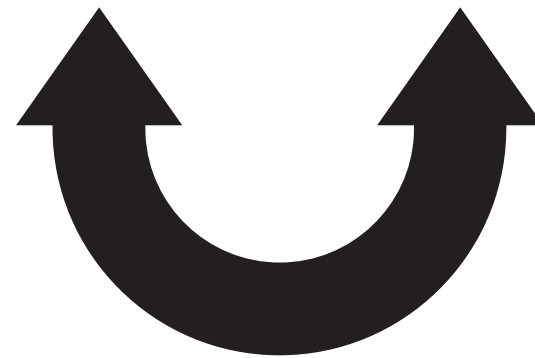
Increased cognitive control &
executive function skills



Increased focus & memory



Increased flexible thinking skills



(Bialystok, 2001)

4

Q & A



THANK YOU!



References

Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. Cambridge, UK: Cambridge University Press.

Biermeier, M. A. (2015). Inspired by Reggio Emilia: Emergent Curriculum in Relationship-Driven Learning Environments. *Young Children*, 70(5). <https://www.naeyc.org/resources/pubs/yc/nov2015/emergent-curriculum>

Gandini, L., Forman, G., & Edwards, C. P. (1998). *The hundred languages of children: The Reggio Emilia Approach-Advanced Reflections*. Ablex Publishing Corporation.