



LET'S  
GET  
READY  
FOR

# KINDERGARTEN

This pamphlet is a guide to support your child's learning prior to entering kindergarten. Children grow, develop, and learn at different rates. Your child may already be successful with some things and may require more time to develop others. Children should have plenty of opportunities to practice and learn these skills. With guidance, these things can be learned interactively with family and friends in a natural setting.



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## KINDERGARTEN READINESS



**KINDERGARTEN,**  
here we come!



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# KINDERGARTEN, HERE WE COME!



The information below lists skills, that with enough practice and support, can be done independently by your child.

## SELF-HELP SKILLS

- Eats independently
- Uses restroom, including handwashing
- Puts on and removes outerwear (e.g. zips, buttons, ties)
- Asks questions and seeks help when needed
- Cleans up after self

## THINGS YOU CAN DO

Patiently encourage your child to do things independently, even if it takes more time.

## SMALL MOTOR SKILLS

- Holds pencils, crayons, scissors, etc. correctly
- Writes his/her first name
- Uses scissors to cut straight and curved lines
- Turns a single page in a book

## THINGS YOU CAN DO

Provide opportunities and support for your child to practice writing, drawing, and cutting. Help them practice lacing items, such as shoes. Have your child pour, stir, and participate in other functional activities around the home.

## LARGE MOTOR SKILLS

- Performs activities that cross the midline of the body (e.g. right hand touching left foot, left elbow touching right knee)
- Hops, jumps, walks, and runs
- Bounces, catches, kicks, and throws balls
- Walks in a straight line forward and backward
- Balances on dominant foot for ten seconds

## THINGS YOU CAN DO

Provide opportunities to develop strength and coordination. Get outside and play games with your child.

## MATH SKILLS

- Counts out loud to ten correctly
- Begins to count to 20
- Counts objects by touching one object at a time
- Recognizes and creates groups of 2, 3, 4, or 5 objects
- Sorts similar items (e.g. blue toys and red toys)
- Identifies, names, and draws shapes (e.g. circle, triangle, square, and rectangle)
- Uses comparative words (e.g. more/less, bigger/smaller, longer/shorter, heavier/lighter)

## THINGS YOU CAN DO

Play games in which your child counts out loud (e.g. hide and seek). Encourage your child to count objects in the environment (e.g. pieces of cereal, people in their family). Point out shapes in the environment (e.g., shapes on a sign).

## SOCIAL AND EMOTIONAL SKILLS

- Tries new things
- Shares and takes turns
- Waits and listens while others talk
- Shows concern for others
- Plays cooperatively with others
- Works well independently and in small groups
- Separates from parent or guardian without undue anxiety
- Reasonably manages his/her emotions
- Knows his/her first and last name and can tell an adult
- Knows parent's or guardian's first and last names and can tell an adult

## THINGS YOU CAN DO

Provide opportunities for exploration, play, and socialization with other children and adults. These experiences allow your child to practice their social skills. Sharing objects or time with an adult is different from doing so with another child. Children develop their imaginations by role-playing and pretending.

## LITERACY SKILLS

- Listens attentively and responds to stories and books
- Speaks in complete sentences
- Speaks clearly enough to be understood by others
- Identifies rhyming words in stories, poems, and songs
- Knows that letters of the alphabet have specific sounds
- Identifies the first sound he/she hears in random words
- Identifies signs, symbols, or logos in the environment
- Identifies some uppercase and lowercase letters, including those in his/her name
- Uses beginning writing skills (e.g. drawing, scribbling, writing) to express ideas

## THINGS YOU CAN DO

Have conversations with your child, including taking turns asking questions back and forth. During conversations ask your child to describe things they see, hear, smell, taste, and/or feel. Children learn language when they hear it and use it. Use signs in the environment as natural learning opportunities (e.g. That sign says "stop!" The first letter is s, it makes the "sss" sound: "ssstop"). Read a variety of books with your child.

## PUBLIC KINDERGARTEN ENTRANCE REQUIREMENTS

1. Your child must be five years old **BEFORE** September 2 of the enrolling year.
2. You may be asked to provide:
  - An official birth certificate.
  - An immunization record or exemption form.
  - Proof of your current address (utility bill, driver's license, etc.).
3. Check with your local school district or charter school for additional requirements.

## HELPFUL RESOURCES

If you are concerned about your child's development from birth through school age, contact your local school district. For additional resources and information visit: <https://www.schools.utah.gov/specialeducation>.

For more information regarding **licensed child care**, visit: <https://jobs.utah.gov/occ>.

**Head Start** serves the child development needs of low-income children (birth through age five) and their families. For more information, visit <https://www.uhsa.org/>.