

Prepare your child with the

Kindergarten

Readiness

Indicator

Checklist

for Families



04/2023

Social & Emotional Development

- Separates from caregiver to another trusted adult
- Takes turns and plays cooperatively with other children
- Expresses basic emotions such as happy, sad, mad, or scared
- Responds sympathetically to others' distress with words or actions
- Recognizes similarities or differences in interests, ideas, feelings, and abilities between themselves and others, for example, "I can run faster than my friend" or "My dad and I both like to tell stories"

Cognitive Development

- Exhibits curiosity, interest, and a willingness to explore new things
- Completes a task such as working a puzzle
- Adapts to new situations
- Focuses and pays attention during an activity such as during story time
- Engages in memory games such as, "What's Missing?" or simple memory activities
- Uses number and letter-like forms or drawings to represent ideas or feelings

Physical Development & Health

- Gallops, slides, hops, leaps, and skips
- Steers a tricycle or other ride-on toys
- Kicks a moving ball while running
- Balances on a beam or stands on one leg
- Builds structures with construction or interlocking blocks
- Uses a 3-point finger grip on a pencil, crayon, or paintbrush
- Makes a variety of lines and shapes such as ● — + ■ ▲
- Uses scissors correctly to cut simple shapes and pictures
- Buttons, zips, laces, or buckles and begins to manipulate more complex fasteners such as attempting to tie shoes and thread belt loops
- Names a variety of foods or begins to classify food items as either fruits or vegetables and healthy or unhealthy
- Demonstrates awareness of safe behavior and follows basic safety rules and routines
- Takes responsibility for personal self-care routines such as handwashing, brushing teeth, dressing, and toileting
- Expresses health needs such as, "I'm hungry," "My head hurts," or "I'm tired"

- Catches a ball with both hands
- Tosses or throws a ball
- Pours without spilling

Language Development

- Understands an increasing number and variety of words for objects, actions, and ways to describe things
- Comprehends who, what, why, and where questions
- Performs up to three-step directions
- Uses four- to six-word sentences
- Tells increasingly detailed stories or ideas
- Communicates clearly enough to be understood by most people
- Takes turns in conversations with others
- Responds to the English language
- Speaks and expresses themselves in English

Emergent Literacy

- Listens, tells, and engages in stories being read
- Participates in singing songs and saying rhymes
- Retells stories from favorite books and personal experiences
- Decides if two words rhyme, for example, cat and bat
- Holds a book right-side-up, turns pages front-to-back, follows print left-to-right, and top-to-bottom
- Recognizes and names letters, especially those in their name or on road signs, storefronts, and restaurant signs
- Produces the correct sounds for some of the letters of the alphabet
- Writes some letters correctly, especially those in their name

Creativity & Aesthetics

- Expresses themselves by singing and moving to the beat and speed of music
- Creates art independently by using a variety of art materials with purpose and planning
- Uses pretend play to process experiences, feelings, and roles represented in fantasy or real-life scenarios, such as reenacting a visit to the doctor or pretending to rock a baby

Mathematical Thinking

- Says numbers in order up to 20
- Recognizes numerals 1–10
- Measures and compares the height of objects
- Recognizes four objects in a group without counting
- Compares whether the objects in one group are more than, less than, or the same as objects in another group
- Recognizes and repeats patterns such as triangle, square, triangle, square
- Arranges objects from shortest to longest, for example, shoe sizes
- Recognizes and names familiar shapes such as a square, triangle, or circle
- Understands and uses words such as inside, outside, up, down, over, or under

If you have concerns about your child's development, contact your primary care physician or the county health department in your community.

- Sorts objects by color, shape, and size
- Counts objects using one number for each object

Science & Technology

- Asks questions about the world around them, for example, "What do plants need to grow?"
- Recognizes that living things change over time, for example, babies grow and become adults, and seedlings grow and become plants
- Describes objects and materials by their physical properties and sorts them based on similarities and differences
- Explores the functionality of digital devices

Social Studies

- Knows first and last name, age, and the names and cultural heritage of family members
- Understands and talks about today, yesterday, after lunch, day, and night
- Shows awareness of familiar buildings and places in the community such as home, school, grocery store, and park



Division of Child Care and Early Childhood Education



UNIVERSITY OF ARKANSAS

College of Education & Health Professions
Early Care & Education Projects

Directions:

Use dry erase markers with this placemat.

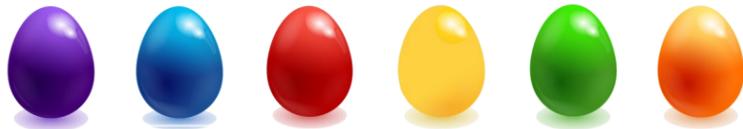
- Set aside time to involve your child in the following activities.
- Select one or two of the activities to do with your child at a time.
- Make "going to kindergarten" plans with your child.

YOU are your child's 1st teacher!



READING BOOKS

- Read a book to your child and invite them to retell you the story while looking at the pictures.
- Read and recite Mother Goose Rhymes with your child.
- Provide a special place for your child to keep their books.



FINDING DIFFERENT COLORS

- Ask your child to name the colors of each egg and to find objects of the same colors in the home, such as toys or clothes.
- Use color words as you talk to your child, such as "yellow shirt" or "red tricycle."



COUNTING OBJECTS

- Have your child point to each sheep as they count them.
- Ask your child to bring five spoons to the table and to count them with you. Then ask your child to separate the spoons into two groups; a group with 2 spoons and another group with 3.

MY NAME IS

NAMING LETTERS IN MY NAME

- Have your child tell you their first and last name.
- Help your child name each letter as you write their name on the line above.
- Invite them to look for letters in their name on a box of food, and to name each letter as they find them.

KNOWING MYSELF & MY FAMILY

- Show your child photos of family and close friends.
- Invite your child to name each person as they point to them.
- Ask your child how old they are and to show their age with their fingers.



CREATIVITY

- Provide various art tools (crayons, markers, paints) and paper for creative expression.
- Encourage your child's creativity by recording stories or thoughts as they draw or paint.
- Discuss the process as your child shares their creations with you, "Tell me how you created this" or "What was your favorite part?"



PUTTING OBJECTS IN ORDER

- Ask your child to place objects, such as cars, in order from small to big.
- Ask your child to point to the "small car," the "big car," and the "middle car."
- Together find and put in order three similar objects.



USING LARGE MUSCLES

- Give your child a ball or something similar and encourage them to toss it to you. Gently toss the object back to your child.
- Provide a bucket or basket for your child to toss the object into.



THINGS THAT GO TOGETHER

- Ask your child to identify each of the above items.
- Encourage them to find or name an object that pairs with each of the items, for example, cup (plate or spoon), ball (bat or glove), shoe (sock or shirt).