



LAUNCHING TO KINDERGARTEN

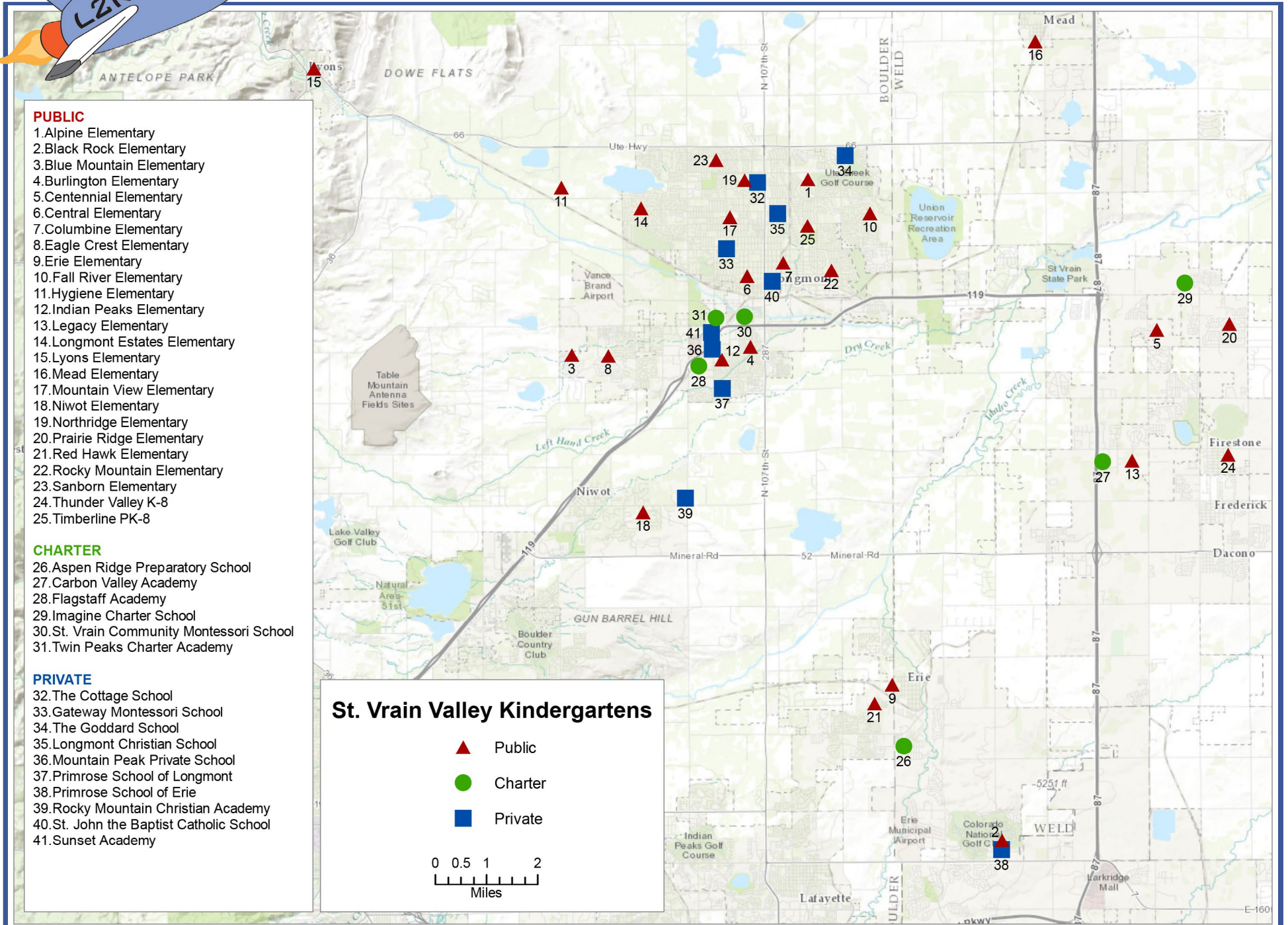
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Guide to Kindergarten Registration in the St. Vrain Valley Area





St. Vrain Valley Kindergartens





Launching to Kindergarten!



OCTOBER - DECEMBER Collect Information About Kindergarten

We have looked at different schools to find a kindergarten that works best for our child and our family.

We know about visiting schools or open houses so we can ask questions and look around the different schools.

We have talked to our preschool teacher and our child care provider or learned ourselves about what will be expected of our child as he or she starts kindergarten.

We know what documents are needed to register for kindergarten.



DECEMBER 1 - JANUARY 10 REGISTER FOR KINDERGARTEN!

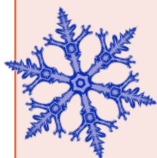


Register in person at the school.

Bring your child's birth certificate (child must be age 5 or older on or before October 1).

Bring proof of immunizations.

Bring proof of address such as a utility bill or driver's license.



JANUARY - MAY Get to Know Your School

We have registered for kindergarten and know what to expect.

We know if this school has a welcome visit or other chance for families to visit, look around, and ask questions about the school.

We have a copy of "8 Ways to be Ready for K," and we use the suggestions when we play or interact with our child.

We have found out about opportunities over the summer for kindergarten parents and students to get to know each other.



SUMMER Get Ready to Start Kindergarten

We are planning to attend the All-City Kindergarten Party at the Longmont Public Library this summer.

We are working on creating a smooth transition for our child – helping him or her make friends with new classmates, meeting other parents, and using ideas from "8 Ways to be Ready for K."

We know about our local "Jump Start" kindergarten program.





8 Ways to be Ready for K

This resource for parents and caregivers includes the top suggestions made by a committee of preschool teachers, kindergarten teachers, administrators, parents, and community programs from the St. Vrain Valley School District area – and why they are important.

READ, READ, READ

The biggest academic learning children do in kindergarten is reading. By reading with your child, you will help him or her learn how books work: we read words from left to right, words are separated by spaces, and every story has a beginning middle and end. This also develops their receptive language.

DEVELOP INDEPENDENCE

Building independence will help your child feel more confident entering the kindergarten classroom and help the school day go more smoothly. Your child should be able to:

- Put on coats, hats, gloves by themselves
- Manipulate zippers, buttons and snaps
- Take on small bits of responsibility
- Go to the bathroom alone
- Make choices with a limited number of options ("Would you like an apple or an orange for snack?")

"FIRST ... THEN" RULE

Help your child follow directions and begin learning how to delay gratification. "FIRST we'll clean the dishes, THEN we'll read this book."

If you have concerns regarding your child's development, please visit <http://svvsd.org/about/departments/child-find>.

"CREATION STATION"

Set up a special area for your child to create, build and explore. As they begin kindergarten this can be their "go-to" place to complete homework or practice skills learned at school. Provide a variety of materials – paper, glue, scissors, crayons, tape, etc.



CREATE ROUTINES

- Children crave consistency. When they know what to expect, they feel more secure.
- A consistent bedtime is a good place to start. Kindergarten-age children need between 9 and 12 hours of sleep per day that might include a regular nap/quiet time at home.

COOPERATIVE LEARNING

Learning how to work with others will help your child interact successfully in larger groups.

- Practice taking turns
- Practice sharing
- Help your child use words instead of actions to communicate feelings

TALK, TALK, TALK

Talk with your child about the world around them, including their inner world (dreams, feelings, imagination). Developing verbal vocabulary will help your child in many ways:

- Being able to express needs and feelings with others
- Create a larger word bank to draw from when reading and writing
- Improves personal interactions

PRACTICE, PRACTICE, PRACTICE

These skills are the building blocks for learning in kindergarten:

- Writing his or her name using upper and lower case letters
- Counting small objects such as beans, pennies and beads
- Drawing pictures to tell a story
- Name letters in the environment (the M in McDonald's, S-T-O-P signs, etc.)
- Cutting with scissors and gluing things using glue sticks and bottle glue.

Kindergarten "Look Fors"



This resource for parents, teachers and childcare providers lists skills and behaviors your child's kindergarten teacher will look for and are goals for your child. They are aligned with the St. Vrain Valley School District curriculum and state standards.

LANGUAGE DEVELOPMENT

Use complete sentences following grammatical rules: "I went to the store yesterday" vs. "I goed to the store yesterday."

Follow directions with two or more steps: "Brush your teeth and put on your pajamas."

Understand and use vocabulary related to opposites: like/different, top/bottom, big/little, up/down, first/last.

Say or sing familiar songs and nursery rhymes: "Itsy Bitsy Spider," "Hickory Dickory Dock."

Recognize when words rhyme: cat/hat, top/hop.

Recognize when beginning sounds are the same: ball/bat/big.



SOCIAL/EMOTIONAL DEVELOPMENT

Wait for a turn in a group of 3 or 4 children without getting upset.

Follow familiar routines:

- cleaning up
- getting ready for bed
- arriving at school (put away coat and backpack, go to area)
- helping with meal time (setting table, clearing dishes)

Play cooperatively with other children for an extended period of time without intervention or adult support.

Pay attention and actively participate in a group setting for an extended period of time.

Control strong emotions when challenges arise. Ask for what he or she wants instead of hitting, yelling, tattling

Cope with separation from familiar adults

Demonstrate confidence in meeting his or her own needs:

- use restroom independently
- wash hands unassisted
- use belts, zippers, and buttons independently



PHYSICAL DEVELOPMENT

Hold and use scissors correctly to cut on straight and curved lines.

Use crayons, pencils and markers using a tripod grip.

Put on and zip or button his or her coat and put on shoes.

Use classroom materials appropriately

- Removes and replaces marker lids
- Controls flow of glue from bottle or stick

Coordinate basic movement skills: run, hop, skip, kick, throw, catch, balances gallop

Kindergarten "Look Fors"



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BEGINNING READING

Knows the letters in his or her name and can recognize own first name in print.

Knows and names at least 15 upper and lowercase letters in addition to letters in his or her own name.

Knows letter sounds of at least 10 to 15 letters he or she can identify: letter B-b with the sound /b/.

Associates letter sounds with letters in print: letter b with the /b/ sound (as in bat).

Can retell a familiar story in sequential order identifying major events and characters.

Can hold and look at books right side up, turning pages one at a time from front to back.

Recognizes names and small, frequently used words: a, I, is, am, the, it, go, can, see, my, do, in, to, up, me, like, you, not, look, and.



NUMBERS AND COUNTING

Count at least 10 objects with 1-to-1 correspondence.

Count from 1 to 10 in the correct order.

Identify and put written numbers in order from 1 to 10.

Understand that a written number is associated with a quantity: 3 equals three bears.

Use the words "more" and "less" correctly.

Understand that adding (+) means putting things together and subtracting (-) means taking things away.

Recognize and name basic shapes: circle, square, triangle, rectangle.

Recognize primary and secondary colors: red, blue, yellow, green, orange, black, brown, purple, white.

BEGINNING WRITING

Use crayons, pencils and markers using a tripod grip.

Write his or her name moving toward upper and lower case: MARY SMITH -to- Mary Smith.

Express ideas through pictures he or she draws.



When we treat children's play as seriously as it deserves, we are helping them feel the joy that's to be found in the creative spirit. It's the things we play with and the people who help us play that make a great difference in our lives.

Fred Rogers



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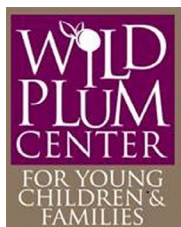
Launching to Kindergarten is a collaborative effort of these organizations:



Bright EYES
Early Years Education Stewards



Tiny Tim Learning Center is now TLC
TLC Learning Center



ALL ABOUT ME!

Date _____



Place a photo
of your child here

CHILD

Name _____

Birthday _____

Allergies _____

Is afraid of _____

PARENT OR GUARDIAN

Name _____

Phone _____

Email _____

Best time to contact me _____

I am proud that my child knows:

I think my child is good at:

My child really likes:

My child really dislikes:

I am excited for my child to learn:

These people live with my child:

**My child enjoys it when we read this
book or sing this song:**

**My child and/or our family could
use help with:**

**I would like to be involved in my child's
education in these ways:**