

## The Power of Staying Positive

Every child has strengths and challenges. Not all children will be competent in all the skills before starting school. While helping our children learn makes a huge difference, it is equally important to **celebrate his/her abilities** and progress.



## Opportunities for Growth

*The following skills and attitude will further help set your child up for success in school and life.*

- Introduce self to others
- Participate in sustained dramatic play (pretending to be someone/something else)
- Recognize and respond to feelings of other people
- Help others
- Use drawing and letters/words and invented spelling to represent ideas on paper
- Create own stories (orally/pictures/beginning writing)
- Manipulate the sounds in words, i.e. Make rhyming words, change first sound in a word to make a new word that starts with the same letter
- Describe and make groups of objects
- Solve problems independently (with adult support as necessary)
- Sing and move to music

## More Information:

An excellent article *Ready for Kindergarten? Five teachers tell you what preschoolers really need for next year*, offers information and tips for developing many of the skills in this brochure. It can be found at:

<http://www.scholastic.com/parents/resources/article/what-to-expect-grade/ready-kindergarten>

This article comes from the United States but is very applicable to Canadian Kindergarten. The only significant difference is the number of letter names it suggests children need to begin K with. *Our BC curriculum expects students to name most letters and their sounds by the end of Kindergarten.*

## District Contact Information

### Early Learning Coordinator:

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### Inclusive Learning Coordinator:

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(assists students with special health, development, or behavior needs entering Kindergarten)

## School Contact Information

### Gibson Elementary School

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Principal

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# Preparing for Kindergarten



Each child grows and learns in their own unique way. Children also develop in response to their experiences and the support they receive. Families can help build a foundation for school and life by developing the skills outlined in this brochure. To add to your child's strengths first identify a next step for your child then follow the stages below to support them:



## Personal Social Skills

- Listen to an adult for a few minutes
- Comply with reasonable adult requests (e.g. stop, come, change activities)
- Follow verbal instructions to complete a task
- Wait patiently for his/her turn
- Separate from primary caregiver (with or without some *manageable* separation anxiety)
- Appropriately handle strong feelings of anger and disappointment
- Play independently without needing supervision for a sustained period of time (without electronic toys)

## Group Social Skills

- Share space and toys with other children
- Suggest ideas for playing together “Let’s...”
- Listen to other children’s ideas for play and follow along (when appropriate)
- Follow simple rules when in a group and when playing a game (sometimes with reminders)



## Self-Care

- Complete personal portion of routines without reminders (e.g. morning, mealtime, leaving house, bedtime)
- Feed self
- Dress self (put on jackets and shoes, may need help with laces and starting zippers)
- Toilet independently including thorough hand washing
- Clean-up after self and be responsible for own materials



## Fine Motor Skills

- Use pincer grip between thumb and first finger to play with toys and hold writing tools
- Cut with scissors along a straight line and circle
- Trace lines and simple shapes on a paper
- Copy simple shapes (may need a demonstration)

## Oral Language Skills

- Use 5 or 6 word sentences in first language
- Use expanding vocabulary in first language
- Continue a conversation in first language
- Name own feelings (e.g. happy, sad, angry)
- Use English to greet others, make simple requests and express needs (e.g. washroom, and personal needs)
- Speak in a group and shares ideas with others

## Cognitive/Literacy/Numeracy Skills

- Ask questions and eagerly explore new ideas/challenges (willing to make mistakes)
- Recognize own name, show some awareness of its letters, and make attempts to print (may need to trace or copy to print all the letters in the correct order)
- Show an interest in books:
  - ✓ Look at picture books independently
  - ✓ Listen to a book read aloud for 5 minutes or longer
  - ✓ Talk about reading experiences.
- Handle books with care
- Spot words and letters in books and her/his environment (awareness of written language and its uses is most important. Goal is for students to recognize most letters and their sounds **by the end** of Kindergarten)
- Use pencils, crayons, or felts to draw recognizable pictures and print some letters
- Count by rote and count real objects up to ten
- Recognize some numbers and number symbols (e.g. dice pattern)