

READINESS FOR KINDERGARTEN

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INDEPENDENT SKILLS

- Can the child separate from the Parent?
- Can they get into and out of their coat, mittens with little help?
- Can they take care of going to the bathroom by themselves?

SOCIAL SKILLS

- Can they play and interact with others (vs. three year old parallel play)?
- Do they understand the concept of taking turns?
- Can they wait a short time for their turn?
- Do they have the beginning of the concept of “using words” (vs. grabbing, hitting, violent actions)?

ATTENTION SPAN

- Can the child focus and attend for a period of 5-15 minutes? (Sometimes children can watch long periods of TV, but they do not have to be alert or mentally interacting with the media.)
- Can the child sit at a table to work for period of time and complete a task such as coloring, cutting and pasting a project?
- Can the child process and follow three directions?

MATH SKILLS

- Has the child been exposed to many math words in their daily life? (Passing snacks “two pieces for each person”, the driveway is twice as long as the sidewalk, etc.)
- Does the child like to manipulate blocks, rods, water table objects and discuss his/her findings?
- Do they have an understanding of basic math comparison, such as large/small, many/few?
- Can they count and do they have an understanding what numeration is?

LANGUAGE

- Are they curious and interested in their surroundings?
- Can they express themselves verbally about their world?
- Do they know their name? Can they name their family members?
- Do they sit to enjoy a story?
- Do they know that you turn the pages during the reading of a story?
- Do they realize that the message is in the print?
- Do they know that some books are stories and some are true?

WRITING/DRAWING

- Can they write their name? This may be upside down, letters omitted, but they make a mark they consider is their name?
- Can they recognize their name? Some children get confused if their name is a “J” name with several other “J” names.
- Can they draw a simple picture? It may not have details or colors yet, but can they make a central figure?
- Are they familiar with the ABC song?
- Do they know that the alphabet forms words?
- Do they understand that written print is a form of talking of language?
- Do they recognize signs in the environment, such as “STOP”?