TIPS FOR PARENTING

1. Value and have a positive attitude about learning.
2. Set aside regular time and space for homework.
3. Form a two-way communication between school and home.
4. Talk and listen to your children about school.
5. Make sure your children are well rested, well fed and healthy.
6. Use the library and other community resources.
7. Support family learning through everyday Activities.
8. Form relationships with your children’s school and teachers, and attend school functions.
9. Set aside daily family time.
10. Support your children's school by notifying the school of your willingness to volunteer.
11. Support your children’s school by notifying the school of your willingness to volunteer.
13. Say, I love you and yes as much as you say, don’t and no.
14. Meet your children’s friends and get to know their parents.

Give Your Children An Early Start on Success

Starting school is a big step. Make sure that step is in the right direction by helping your children acquire the skills necessary to be successful.

Some children will not possess all of the skills included here, but that will not prevent them from entering school.

This is simply a list of skills that will give you, as a parent or guardian, a place to begin in preparing your children for entering kindergarten. Studies have shown being ready to learn means your children will have a head start that will last a lifetime.

When Your Children are Better Prepared, They’re More Likely to Succeed. Help Make Sure They’re Ready

Children who enter school with a broad range of skills and knowledge tend to be more successful in school. You play a big part in that process. While mastery of any or all of the skills identified here is not required for admission to kindergarten, we hope you will use these indicators to help your children enter kindergarten with confidence.

Ready Kids = Successful Kids!
Expressiveness and Language Comprehension Indicators

• Uses effective oral communication skills and speaks in complete sentences.
• Understands and follows directions with at least two steps.
• Understands vocabulary related to position, direction, size and comparison.
• Makes simple predictions and comments about a story being read.

Approach to Learning and Cognition Indicators

• Demonstrates visual discrimination skills by matching two like pictures in each of five sets of pictures.
• Classifies (same/different, alike/not alike) objects by physical features by shape/colour/size.
• Classifies objects conceptually (things that go together).
• Recognises, replicates or repeats a visual or auditory patterning sequence.
• Demonstrates the ability to correctly put in order or sequence up to three (3) pictures.
• Recites/participates/joins in repeating a familiar song/poem/finger play/nursery rhyme
• Retells a simple story after listening to a story with pictures.
• Works simple puzzles (up to four (4) pieces).
• Identifies/points to five (5) colours.

Phonological Awareness and Print Knowledge Indicators

• Recognises name in print when shown word cards
• Points to and/or recognises letters in name and able to write their own name.
• Recognises environmental print or familiar signs in the child’s environment.
• Demonstrates book awareness.
• Book Handling/Concepts of Print.
  left to right
  top to bottom
  holding book right side up
  beginning/ending
• Recognises some alphabet letter names, may include those in own name by pointing to requested letter.
• Makes three (3) letter/sound matches.
• Uses symbols or drawings to express ideas.

Mathematics Indicators

• Counts number of objects in small group (up to five (5) groups).
• Demonstrates an understanding of number (how many) and numeral relationship by placing correct number of objects to corresponding 0-5 numeral.
• Arranges numerals in order 1-5.
• Identifies/points to three (3) shapes.
  circle
  square
  triangle
• Counts in sequence 1-10.
• Understands concepts of more and less up to five (5) Objects.

Social Emotional

• Identifies self as a boy or girl.
• Provides/states first and last name.
• Identifies parent’s first and last name.
• Identifies age.
• Demonstrates independence in personal care.
• Separates from parents by appearing comfortable and secure without a parent.

Physical Development Indicators

• Uses writing or drawing tools and scissors with control and intention
• Demonstrates gross motor skills (hop, jump, run, catch and bounce ball).