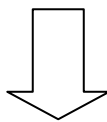


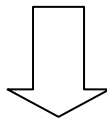


KINDERGARTEN EARLY ENTRANCE FLOWCHART

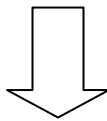
Parent requests Kindergarten Early Entrance packet from school.



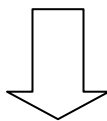
Kindergarten Early Entrance Application and Kindergarten Readiness Checklist returned to school.



Application and Checklist reviewed by the school. If the Application and Checklist demonstrate strong indicators that early kindergarten entrance is essential to the child's learning and in his/her best interests, an individual appointment will be scheduled for the school to complete an early kindergarten assessment.



If the child obtains a score of at least 41 on the Kindergarten Readiness Assessment (KRA), then the school will consider early kindergarten entrance.



The Kindergarten Early Entrance Team meets with parents to consider all information (Application, Checklist, Assessment) and make a determination. Written outcomes will be given to parents and records are kept at the school.



KINDERGARTEN EARLY ENTRANCE APPLICATION

Student Name: _____ **Birth Date:** _____

Parent Name(s): _____

Phone: _____ **Address:** _____

Current Preschool Name: _____

Current Preschool Address: _____

Phone: _____ **Preschool Teacher's Name(s):** _____

What daycare/preschool experience has your child had?

What are your child's strengths?

What concerns do you have about your child's development?

What are your reasons for exploring Kindergarten Early Entrance?

What special considerations should Sycamore be aware of for your child (health, disabilities, developmental history)?

KINDERGARTEN READINESS CHECKLIST

Readiness for school involves many aspects of development. The statements below generally refer to attributes of mature, beginning Kindergarten students. Please assess your child's current skills to give us more specific information.

My Child:

ALWAYS	SOMETIMES	NEVER	
			1. Knows right from left hand, knee, leg, etc.
			2. Uses concepts of behind, in front of, under, above, over, below .
			3. Knows not only the largest and smallest object of a group but also the middle one.
			4. Distinguishes which object of equal size is the heaviest, lightest ... Ex: cotton ball vs steel ball.
			5. Understands the concepts of morning, afternoon, evening, night, tomorrow, and yesterday .
			6. Can state the days of the week .
			7. Can tell time to the hour .
			8. Distinguishes things that are similar and different and is starting to verbalize the differences between objects spontaneously.
			9. Counts objects to ten easily and does rote counting to twenty .
			10. Shows cause and effect and sequence of observation verbally by use of words such as "because" and "since".
			11. Produces the correct sound for P, B, M, W, H, D, T, N, G, K, N, Y, and F.
			12. Uses complete sentences containing at least five words.
			13. Remembers and follows three simple commands given at one time and not repeated.
			14. Relates in sequence an unfamiliar story that has been heard only once.
			15. Is well-coordinated when s/he walks, runs, and jumps.
			16. Is consistently right- or left-handed .
			17. Is able to draw a vertical line, horizontal line, and circle .
			18. Is able to draw triangle and diamond .
			19. Correctly labels shapes listed above and colors .
			20. Recites alphabet correctly without having to sing alphabet song.
			21. Is able to concentrate attention on a task without being distracted.
			22. Is able to play cooperatively with other children and engage in some competitive action play.
			23. Is able to wash, dress (except for tying), feed, and toilet self without help.
			24. Is capable of self-criticism and willing to carry some responsibility .
			25. Is able to verbalize anger and frustration instead of acting out.

DEVELOPMENTAL CHARACTERISTICS BY AGE

4-Year-Olds:

- are interested in a variety of experiences
- show increasing independence with self-care, self-entertainment
- make rapid gains in fine motor skills: scissors, paste, using recognizable shapes in drawings, manipulating small objects, coloring
- recognize objects by shape, color, or size
- begin to develop the concept that numbers match with objects
- problem-solving skills emerge with choice-making and a sense of consequences for actions
- rapid increases in gross motor skills in skipping, walking, running, stairs

5-Year-Olds:

- understand 1-to-1 correspondence between numbers and objects
- show increased memory for both experiences and more abstract concepts such as similarities and differences
- demonstrate interest in the functions of written language such as signs, writing their name, recognizing functional words
- respond positively to a print-rich environment
- show a growing attention span for projects, stories, especially for interesting material (11 to 12 minutes)
- demonstrate increased self-control by waiting a minute for adult attention, using language to express emotions, beginning to problem-solve and resolve conflict

DEVELOPMENTAL SKILLS FOR CHILDREN ENTERING KINDERGARTEN

Cognitive Skills (the ability to process and use information and problem-solve)

- begin organizing objects by category, class, or function, i.e., animals, tools, vehicles
- match like objects and pictures
- recall elements of stories read to them
- recall rote information such as counting to 5 or 10, ABC song, or other rhythmic tasks

Social Skills (interactions with others in the environment)

- follow through with familiar routines (dressing, bedtime)
- respond to adult interactions (eye contact, greetings)
- share with peers
- take turns in conversation and activities
- begin to choose own friends

Emotional Skills (coping with the demands of the environment)

- separate from parents appropriately
- express feelings verbally
- accept individual responsibility for tasks
- seek help as needed
- follow simple rules
- verbalize anger and frustration instead of acting out

Personal Care Skills

- button, zip, snap
- put on jacket
- care for toileting needs
- blow nose

Fine and Gross Motor Skills

- walk, skip, run, climb stairs, sit in chair
- color, cut, paste, use crayons and markers to draw recognizable shapes

Language Skills (understanding and communicating with others)

- give full name and address
- articulate clearly except for a few developmentally appropriate sounds
- define words by their function
- recite jingles and rhymes
- enjoy being read to
- recount recent experiences
- ask questions frequently
- enjoy jokes

TIPS FOR TRANSITIONING TO A SCHOOL SETTING

1. PREPARE:

- Visit the site
- Meet the teacher
- Explore the room
- Discuss and practice the transportation to and from school

2. DEVELOP ORGANIZATIONAL SKILLS:

- Collect supplies
- Refine the morning routine
- Define a bedtime
- Clarify and practice the bedtime routine
- Use picture checklists
- Define and consistently support clear behavioral rules

3. PRACTICE SEPARATION SKILLS:

- Encourage brief separations
- Set a time or marking event for reunion
- Take a personal item
- Talk about school and coming home afterward

4. GROW SOCIALLY:

- Spend time with peers
- Encourage making choices
- Problem-solve conflicts together

5. PROVIDE A PRINT-RICH ENVIRONMENT:

- Visit the library
- Read together
- Research questions about everyday creatures or objects together

6. BE INVOLVED:

- Ask questions about the school experience
- Use available resources