

# KINDERGARTEN READINESS

HELP PREPARE YOUR CHILD FOR SUCCESS IN SCHOOL



**2020-2021**  
SCHOOL YEAR



HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT TIPS



LANGUAGE, WRITING, AND READING DEVELOPMENT TIPS



SOCIAL AND EMOTIONAL DEVELOPMENT TIPS



CENTRALIZED REGISTRATION, TRANSPORTATION,  
NUTRITION SERVICES, IMMUNIZATIONS



CURRICULUM ACTIVITIES FOR ALL LEVELS

# PREPARING FOR KINDERGARTEN

## THE BASICS



- Is your child registered for school?  
Visit [www.collierschools.com/registration](http://www.collierschools.com/registration)
- When is the first day of school?
- What time does school start?
- Does your school offer an orientation or tour before the first day?
- Does your child know their teacher's name?
- What will your child's daily schedule be like?

## TRANSPORTATION



- Will your child be a Bus Rider, Walker/Biker, or Car Rider?
- If your child will be a Bus Rider, do you know the bus pick-up/drop-off times and location?  
Visit [www.collierschools.com/transportation](http://www.collierschools.com/transportation)
- Will your child be in a before or after school program?

## NUTRITION



- Is your child taking lunch/snacks or buying them at school?
- How much does school lunch cost?  
Visit [www.collierschools.com/nutrition](http://www.collierschools.com/nutrition)
- Did you know that breakfast is FREE to all students?
- Do you know how to load money onto your child's account?  
Visit [www.myschoolbucks.com](http://www.myschoolbucks.com)
- What kinds of snacks are allowed and encouraged?

## CLOTHING

- Does your child's school have a uniform or dress code?
- Do you need to pack a change of clothes in case of an accident?

## SUPPLIES



- Does your child need to take pencils, paper, notebooks, and other supplies to school?
- Is there a classroom list of recommended supplies?
- Will your child have a place in the classroom to keep their things?
- Does your child have something to carry their supplies in?

## MEDICAL



- Have you completed all health forms and emergency forms provided by the school?
- Has your child received all the required immunizations?  
Visit [www.collierschools.com/healthservices](http://www.collierschools.com/healthservices)
- Does your child have any allergies/medications the school needs to be aware of?

You are your child's first and most important teacher. Every day, your child is learning as you talk, play, and work together. Readiness is a combination of age, individual growth, and experience. Your child will develop at his or her own rate; however, your involvement will promote readiness. Your child will learn by doing. Your child learns best when he or she is involved in activities that are interesting and fun!

This brochure is designed to help you look at your child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide you as you work and play with your child. The checklists contain items that are important to your child's success in kindergarten. It is designed for four-year-olds. The criteria for many items on the checklist should not be applied to children three years old or younger.

If, after completing the checklist, you have some concerns about your child being successful in kindergarten, you may wish to call FDLRS Child Find for additional assistance (239) 337-8363.



## CONCEPT DEVELOPMENT

### DOES YOUR CHILD ...

- |  |   |
|--|---|
| <input type="checkbox"/> recognize and name colors and shapes?                               | <input type="checkbox"/> know her/his body parts (head, shoulder, knees etc.)?              |
| <input type="checkbox"/> match or sort items by color, shape, and size?                      | <input type="checkbox"/> draw a picture of her/himself including head, body, arms and legs? |
| <input type="checkbox"/> participate in art and music activities?                            | <input type="checkbox"/> demonstrate curiosity, persistence, and exploratory behavior?      |
| <input type="checkbox"/> understand concepts such as: in, out, over, under, on, off?         | <input type="checkbox"/> count to 20 from memory?   |
| <input type="checkbox"/> understand biggest, smallest, longest, shortest, least, most, full? | <input type="checkbox"/> count objects up to 11?  |

Young children construct their own understanding of concepts as they interact and work with materials, people, events, and ideas.

### Parents can help this process by:

- providing age appropriate toys which require thinking such as puzzles, blocks, or sorting toys
- offering scraps, boxes, and other things from around the house to use for creative experiences
- counting objects around the house (plates and forks for the table, crackers for snacks)
- playing games with your child using words such as: bigger, smaller, more, less (Put the ball on the chair. Get the pot from under the sink)
- playing Simon Says. Simon says, "Put your hands under your feet. Put your hands over your head"
- playing games with your child identifying colors and shapes
- talking about numbers everywhere you and your child see them

Every child is tested by the classroom teacher during the first six weeks of school. These results are used to assist in planning appropriate instruction for your child. If further testing is required, you will be notified.

Children will also be screened by the school and the Collier County Health Department officials in vision, hearing, growth and development. If a concern is found, you will be notified.



## HEALTH AND SAFETY

### DOES YOUR CHILD . . .

- |   |  |
|---|--|
| <input type="checkbox"/> have a set routine and schedule for preparing for bedtime (brushing teeth, taking a bath), going to sleep, and eating meals? | <input type="checkbox"/> use good hygiene (e.g., closes mouth when chewing, covers nose and mouth to sneeze, washes hands after toilet and before eating)? |
| <input type="checkbox"/> follow simple safety rules?  | <input type="checkbox"/> eat healthy foods?  |
| <input type="checkbox"/> visit the doctor and dentist regularly?  |  |

*“Children must have their basic needs for health care and nutrition met if they are to be prepared to achieve in school” - Marian Wright Edelman*

### Parents can help this process by:

- making sure your child has regular medical check ups, up-to-date shots, and prompt medical attention when sick or injured
- scheduling regular dentist appointments and monitoring daily tooth brushing
- ensuring your child gets at least 9 hours of sleep and establishing a set bedtime
- modeling and providing healthy food choices, including 5 servings of fruits and vegetables daily, limiting junk food, and avoiding sugary drinks
- encouraging at least 60 minutes of physical activity daily
- limiting screen time (TV and video games) to no more than 2 hours per day outside of school
- teaching your child simple safety rules (e.g., fire, traffic, bicycle, poisons). Have home fire drills
- keeping a watchful eye on your child and removing hazards from your home. Keep all medications away from children
- practicing emergency situations where the use of 911 may be needed
- alerting your child to the dangers of strangers and drugs
- teaching your child bus safety (remain seated, talk in soft voice, know bus number and bus stop)



## PHYSICAL DEVELOPMENT

### DOES YOUR CHILD . . .

- |  |  |
|--|--|
| <input type="checkbox"/> put puzzles together?   | <input type="checkbox"/> bounce and catch a ball?              |
| <input type="checkbox"/> cut with scissors?  | <input type="checkbox"/> build something with blocks or Legos? |
| <input type="checkbox"/> try to tie her/his shoes?                                       | <input type="checkbox"/> draw or copy a square?                |
| <input type="checkbox"/> enjoy outdoor play such as running, jumping, skipping, hopping? | <input type="checkbox"/> walk a straight line?                 |
| <input type="checkbox"/> hold a crayon or marker correctly?                              | <input type="checkbox"/> walk backwards for five or more feet? |
| <input type="checkbox"/> ride a tricycle?  | <input type="checkbox"/> stand on one foot?                    |
|  | <input type="checkbox"/> hop on one foot?                      |

Children need physical skills to be successful in school.

Provide daily opportunities to use large and small muscles.

### Parents can help this process by:

- taking your child to a park to play on outdoor equipment.
- encouraging your child to run, jump, hop
- allowing your child time to dress her/himself
- providing experiences with scissors such as cutting pictures from a magazine
- providing opportunities to use crayons, markers, pencils and pens
- providing opportunities for your child to experiment with balls, blocks, tricycles and jump ropes
- providing opportunities for your child to put puzzles together, play with clay or play dough, paste, use zippers, buttons and snaps



# LANGUAGE



## DOES YOUR CHILD . . .

- talk in sentences?
- follow through when you give her/him one or two directions?
- use descriptive language? (That's a tall building with round windows.)
- use simple conversational sentences?
- sing or recite the alphabet song?
- use sentences that include two or more separate ideas
- pretend, create and make up songs and stories?
- talk about everyday experiences?
- ask questions about how things work in the world around her/him?
- express her/his ideas so that others understand?
- recognize her/his name in print?
- know her/his name, age, birthday, address, parents' names, number?

The development of language abilities, (listening, speaking, reading, writing) is critical to children's success throughout their school years and the rest of their lives. It is tied to everything children learn or do in school. Parents can support the development of language abilities by talking with and listening carefully to children as they share their ideas and experiences.

### Parents can help this process by:

- talking with your child about what interests him or her. Listen to your child
- using questions which have more than one answer, such as, "What do you think?" "How would you feel?"
- playing rhyming games
- letting your child know what she/he says is important by listening
- getting down at eye level and showing your interest
- encouraging other members of the family to listen
- encouraging your child to develop and share ideas by asking questions and offering suggestions
- helping your child memorize her/his name, age, birthday, telephone, address and parents' names
- encouraging play with puppets, dress-up clothes, play stores and telephones
- encouraging your child to tell you stories

## KINDERGARTEN SIGHT WORDS

I	am	the	little	a	to	have
is	we	my	like	for	he	me
with	she	look	see	of	they	you
are	that	do	one	two	three	four
	five	here	go	from	yellow	blue
	green	what	said	was	come	where
		from	like	the	to	
		was	my	of	we	





## WRITING

### DOES YOUR CHILD . . .

- |  |  |
|--|--|
| <input type="checkbox"/> attempt to write her/his name?                    | <input type="checkbox"/> have a chalkboard with chalk or a magnetic board with magnetic letters? |
| <input type="checkbox"/> like to write alphabet letters?                   | <input type="checkbox"/> attempt to invent her/his own spelling while writing?                   |
| <input type="checkbox"/> have a collection of paper, pencils, and crayons? | <input type="checkbox"/> write stories?  |
| <input type="checkbox"/> like to receive notes from you and others?        | <input type="checkbox"/> see you writing (e.g., notes, recipes, lists, letters, reminders)?      |
| <input type="checkbox"/> ask you to write words or notes to people?        |  |

To become skilled, lifelong writers, children need encouragement and support as they begin the writing process. They'll play at writing like they play at reading. Ask them to read what they've written. Children go through various stages of writing development. These stages include scribbling, drawing pictures and pretend writing.

### Parents can help this process by:

- providing materials (e.g., crayons, pencils, paper) and a space for writing
- focusing on what your child can do
- having a place to display your child's writing efforts
- watching your child as she/he writes
- answering your child's questions about writing
- accepting trial and error (e.g., scribbles, pictures, alphabet soup)
- making signs to label objects in your child's room or other rooms in the house
- letting your child see you write
- encouraging your child to read her/his writing to you
- providing magnetic letters for your child to practice forming her/his name and words she/he wants to know
- encouraging your child to invent her/his own spelling for words (e.g., shopping lists, reminder notes, messages, signs, stories)
- letting your child write letters in shaving cream or sand

### Special Note:

Remember to respond to the message and content of what your child is writing about, not how it looks on the surface. Writing is not just copying. By providing opportunities to write as part of your daily family routine, you will keep your child interested and excited about writing.



## READING

### DOES YOUR CHILD . . .

- |  |  |
|--|--|
| <input type="checkbox"/> enjoy getting a book for a present?   | <input type="checkbox"/> try to read in everyday situations (e.g., street or store signs, cereal boxes, newspapers, magazines, TV advertisements)? |
| <input type="checkbox"/> have many books of her/his own and a special place to keep them   | <input type="checkbox"/> try to talk about or retell the stories or verses heard at school?  |
| <input type="checkbox"/> recognize her/his first name?   | <input type="checkbox"/> try to read along with you on favorite parts of the story or sentences that are repeated over and over again?             |
| <input type="checkbox"/> look at books or pictures on her/his own?   | <input type="checkbox"/> see you reading (books, magazines, newspapers, recipes, etc.)?  |
| <input type="checkbox"/> like you to read to her/him?  | <input type="checkbox"/> know any nursery rhymes from memory?  |
| <input type="checkbox"/> read stories or verses to you (e.g., shares verses or stories read at school; reads or pretends to read her/his library books)? |  |



Reading a book to children is an enjoyable and interesting experience. It should be part of the DAILY family routine. It is the most important way in which parents can help children learn to read.

**Parents can help this process by:**

- providing books and reading materials for your child (nursery rhymes, fairy tales, magazines)
- providing a library card for your child
- providing a special place for your child to keep her/his books
- giving your child books as presents
- making reading a part of your daily routine
- providing a place to read that is comfortable and quiet
- accepting your child's "pretend reading"
- pointing out print in the environment (signs, cereal boxes, restaurants)
- reading your child's favorite stories over and over again
- allowing your child to select a story that she/he would like to hear
- bringing books for your child to read in the car while you are running errands
- letting your child see you reading
- using books with tapes (you can even make your own)

**BUILD KNOWLEDGE AND ACADEMIC VOCABULARY!**

**READ FICTION!**

**BEFORE the story reading:**

- introduce the book; discuss the cover, title, and illustrator
- look at the pictures to discover what the story is about
- discuss special or new words that are in the story
- talk about places, people and things in the story with which your child is familiar
- remember to keep the introduction simple and quick

**DURING the story reading:**

- allow time for your child to look at and talk about the pictures (pictures and illustrations are very important)
- talk with your child about the characters and story events
- ask questions: What do you think is happening? How would you feel if that happened? What might happen next? (prediction) Would you ever do that? Did you think that would happen?
- allow your child to ask questions as you read and answer her/his questions
- accept and be positive about your child's responses to your questions

**AFTER the story reading:**

- go back to the beginning and have your child turn the pages and share comments or questions he/she might still have
- have your child retell the story to you
- compare the story situations to your child's experiences (Could you do that? Has that ever happened to you? Did we ever do that?)



**READ NON-FICTION!**

**BEFORE the story reading:**

- introduce the book; discuss the cover, title, and pictures
- think and talk about what your child knows about the topic
- write notes about what is known
- turn the pages and talk about the photographs

**DURING the story reading:**

- notice and think about visual features: headings, labels, maps, charts, and captions.
- discuss the information the visual features provide
- invite your child to identify and describe the photographs and diagrams on each page
- talk about bold and unknown words
- discuss interesting facts
- ask and answer questions about key details
- jot down your child's thinking to record learning

**AFTER the story reading:**

- respond to reading by drawing, talking, writing, and dramatizing
- provide tools for your child to draw a picture related to the topic (crayons, colored pencils, or markers)
- write your child's thinking on her/his picture
- provide opportunities for your child to "act out" what she/he has learned (How does a snake move? How does a flower grow?)
- create projects that connect to the topics you are reading about





## **SOCIAL AND EMOTIONAL**

### **DOES YOUR CHILD . . .**

- |   |   |
|---|---|
| <input type="checkbox"/> use words to solve problems when angry or frustrated?  | <input type="checkbox"/> interact appropriately with peers and have friends?  |
| <input type="checkbox"/> use words such as “please,” “thank you” and “excuse me”?   | <input type="checkbox"/> ask for help when necessary?   |
| <input type="checkbox"/> attempt new tasks knowing it’s okay to make mistakes?  | <input type="checkbox"/> stay with an activity to completion (e.g., finish a picture, build something with blocks/Legos)? |
| <input type="checkbox"/> do things for her/himself (e.g., dress self, put away toys and belongings, take care of own toilet needs)? | <input type="checkbox"/> follow through when you give directions?   |
| <input type="checkbox"/> have success in taking turns and sharing?  | <input type="checkbox"/> comply with rules, limits, and routines?   |
|   | <input type="checkbox"/> interact appropriately with adults?  |
|   | <input type="checkbox"/> respect the rights, property, and feelings of others?  |

Children should be socially ready for school. Parents can help their children get ready for school by giving them the opportunity to be part of a group of children, whether in a playground or a preschool classroom.

### **Children need to know how to:**

- take turns
- make compromises
- approach familiar children
- obey those in authority (principals and teachers)
- generally be nice to others

### **Parents can help this process by:**

- remembering discipline is teaching your child how to behave rather than punishing her/him for misbehavior
- remembering to always love your child and let her/him know it is the misbehavior you dislike.
- having high, yet realistic, expectations for your child (understanding your child’s limits)
- letting your child know exactly what is expected
- treating your child and others with respect, and being a good example
- being positive by using praise and encouragement
- accepting your child’s honest efforts without criticism
- letting your child know what she/he SHOULD do, as well as what she/he should NOT do
- showing your love to your child frequently
- giving hugs and smiles, and spending happy times together
- helping your child find words to describe feelings
- letting your child know all feelings are okay
- teaching acceptable ways of expressing feelings
- telling your child when she/he does things right
- involving your child in choosing daily clothing, dressing, and taking care of personal needs whenever possible
- telling your child about the fun things you remember from school
- setting the tone that learning is good, fun, and important
- encouraging your child to attempt new tasks and support her/him when she/he is unsuccessful
- providing opportunities for your child to be with other children such as joining a play group, going to story time at the library or playing at the park
- describing ways your child can solve disagreements with others
- showing your child how to be a friend
- modeling the use of words such as “please,” “thank you,” and “excuse me”
- giving your child small responsibilities around your home (making her/his bed, picking up toys, emptying trash, taking care of pets, helping in the yard).
- letting your child know you respect her/him for being responsible



## TRANSPORTATION

Transportation is provided for students living two (2) miles or more from their zoned school. Bus schedules with bus stop information is posted in the Immokalee Bulletin on Thursday and the Naples Daily News on Friday one week prior to school beginning.

Bus information can also be found on the District website at [bus.collierschools.com](http://bus.collierschools.com).

### BUSTIPS:

- Have your child at the bus stop 5 minutes early
- Talk to your child about bus safety while riding, loading and unloading, and crossing in front of the school bus
- Talk to your child about the best walking route to/from the bus stop
- Please also make sure that your child can determine their bus stop on the route home from school



## NUTRITION SERVICES

**BREAKFAST:** Breakfast is served to all students at no charge.

**LUNCH:** Lunch is available for purchase on a daily, weekly, or monthly basis. If your child brings a lunch they may purchase additional items, to include milk to supplement their lunch.

Please be sure your child brings a lunch or has money to purchase a school lunch each day. Parents can put money on account to pay for their children's meals. They can do this with cash, a check, or through My School Bucks ([www.myschoolbucks.com](http://www.myschoolbucks.com)).

**FREE AND REDUCED LUNCH:** Those families who qualify for meal benefits will receive a lunch at no charge. Applications will be sent home with all students the first week of school and online meal applications are available as well. If a family needs assistance with an online meal application please contact the Nutrition Services Department at (239) 377-0294 or the front office of your child's school.

**MENUS:** The menus are in the Saturday issue of the Naples Daily News, on the school page, each week. The menus are also available on the District website at [www.collierschools.com/nutrition](http://www.collierschools.com/nutrition).



## HEALTH ENTRY REQUIREMENTS

**PHYSICAL EXAM:** A physical exam signed by a licensed healthcare provider and dated within 12 months of the child's first day of school is required for each student initially entering a Florida school. A list of clinics and pediatricians is available at [www.collierschools.com/Page/4320](http://www.collierschools.com/Page/4320) or by calling 239-377-0514 or 239-377-0110.

**IMMUNIZATIONS:** All children must have a fully completed Florida Certificate of Immunization (Form DH 680) at the time of registration.

### Kindergarten and Grades 1 - 6

- \*4 or 5 DTP/DTP (Diphtheria/Tetanus/Pertussis)
- \*3, 4, or 5 Polio
- 2 MMR (Measles, Mumps, Rubella)
- 3 Hepatitis B
- 2 Varicella (chickenpox) or documentation of disease history

\* Number depends on immunization history

### Grades 7 - 12

- \*4 or 5 DTP/DTP (Diphtheria/Tetanus/Pertussis)
- \*3, or 4 Polio
- 2 MMR (Measles, Mumps, Rubella)
- 3 Hepatitis B
- 2 Varicella (grades 7-10) or documentation of disease history
- 1 Varicella (grades 11-12) or documentation of disease history



# KINDERGARTEN

## ONLINE REGISTRATION

**BEGINS MAY 4, 2020**

**NEW!**  
**STUDENT REGISTRATION IS NOW  
COMPLETELY ONLINE!**

**\*\*REGISTER EARLY\*\***

Instead of waiting until the new school year starts, we ***strongly*** encourage you to register your child(ren) during the months of May and June. This will ensure that your child(ren) are ready to go on the first day of school.

### **STEP 1: GATHER REQUIRED DOCUMENTS**

Visit [collierschools.com/registration](http://collierschools.com/registration) for a list of REQUIRED documents for student registration. All of the applicable listed documents MUST be submitted in order to complete the registration process.

### **STEP 2: COMPLETE THE REGISTRATION ONLINE**

Visit [register.collierschools.com](http://register.collierschools.com) to access the Online Centralized Registration system to complete student registration.

### **STEP 3: CHECK THE STATUS OF YOUR REGISTRATION**

Visit [register.collierschools.com](http://register.collierschools.com) for access to the status of a student registration application.

### **HOW TO CONTACT STUDENT REGISTRATION DEPARTMENT**

If you have any questions, please contact the Student Registration Department.

Phone: 239-377-0540

Email: [registration@collierschools.com](mailto:registration@collierschools.com)

Online: [www.collierschools.com/registration](http://www.collierschools.com/registration)



# REGISTRATION REQUIREMENTS

You MUST have ALL required documents with you when you visit the registration location at either the Dr. Martin Luther King, Jr., Administrative Center (Naples), Immokalee Technical College (Immokalee), or Everglades City School in order to successfully complete the registration process.

- PARENT/LEGAL GUARDIAN PHOTO IDENTIFICATION**  
Parent/legal guardian who registers a student must present valid photo ID at time of registration

- OFFICIAL BIRTH CERTIFICATE (OR PASSPORT\*)**  
Birth certificate must have official seal from state/country where it was issued  
KINDERGARTEN - Florida Statute 1003.21 requires a child be five(5) years old on or before September 1st

- PHYSICAL EXAMINATION**  
The date of the physical exam must have been completed in the U.S. within 12 months of the child's first day of school in Collier County

- FLORIDA IMMUNIZATION FORM**  
Immunization Record must be on a **Florida** Form (DH 680 Form). Contact the Collier County Health Department for information about transferring current record to FL form:

Naples – 3339 E. Tamiami Trail, Govt. Complex, Bldg. H – (239) 252-8595  
Immokalee – 419 N. 1st St. – (239) 252-7300

- SOCIAL SECURITY CARD** (if available)

- PROOF OF ADDRESS**  
Provide ONE (1) of the following:
  - Current Collier County Homestead Exemption Card (considered family's primary residence)
  - Current Collier County Property Tax Notice (may require additional verification)
  - Home Purchase Contract in Collier County, specified closing date (a copy of the deed to be provided within 30 days of closing date)
  - Copy of a Collier County Manifestation of Domicile filed by the parent
  - A current rental or lease agreement

AND TWO (2) of the following:

- Current Florida driver's license or Florida Identification Card
- Automobile insurance (last two statements)
- Current electric billing statement, water bill, cable bill or landline phone bill (last two statements)\*

\* New residents must provide confirmation of set up of services for 2 utilities with name and address. Two (2) months of bills must be submitted to the school within 30 days.

NOTE: When living with someone else, please contact Student Relations for further clarification: (239) 377-0547

- PROOF OF CUSTODY** (if applicable)  
Court documentation is required if parental names/legal custody differs from birth certificate

- REPORT CARD/RECORDS FROM PREVIOUS SCHOOL**
  - **HIGH SCHOOL** (09-12) - official transcript from previous school (official/sealed preferred)
  - **MIDDLE SCHOOL** (06-08) - official transcript from previous school (official/sealed preferred)
  - **ELEMENTARY SCHOOL** (KG-05) - final/last report card and/or a copy of withdrawal form
  - **1st GRADE PLACEMENT** - Florida Statute 1003.21 requires proof of satisfactory completion of Kindergarten

- COPY OF IEP/504 PLAN** (if applicable)  
Copy of Individual Education Plan (IEP) if child is in Special Education Program or copy of a Section 504 Plan

Florida Law states that whoever knowingly provides false information, in writing, to a public servant in the performance of his or her duties commits a second degree misdemeanor punishable by a fine of up to \$500.





## ENGLISH LANGUAGE ARTS (ELA)

### ELEMENTARY ELA ACTIVITIES:

- Choose a book and have a different family member read aloud one chapter each night or have a designated quiet time for family reading. Ask your child to imagine a different ending to the story.
- Discuss familiar stories through various viewpoints. For example, consider how The Three Little Pigs may be different from the Wolf's point of view.
- Help your child write, bind, and illustrate a book, photo album, or scrapbook. The books can include photos and personal narratives detailing family events and milestones.

### MIDDLE AND HIGH SCHOOL ELA ACTIVITIES:

- Encourage your child to be an active reader, which means that reading should be done with one hand on the book and the other holding a pen. Children should note details about characters, whether it is in the book itself or in a separate notebook.
- Help develop critical listening skills by subscribing to a podcast or listen to a radio show. Travel over Winter Break provides the perfect opportunity for a shared listening experience! Follow up by discussing issues that might arise with a debate. It is important to encourage the use of at least three pieces of evidence to back up an argument.
- One way to encourage writing practice is to have family members leave notes for one another on a regular basis. Leaving a note in a lunch box, taping a note to the mirror in the hallway, or slipping a note under a pillow are great ways to reinforce the importance of written communication. Another way to encourage written communication is to send family letters or emails. Engaging in frequent email exchanges with relatives and friends supports writing skills and provides practice organizing thoughts and ideas.



## MATH

### ELEMENTARY MATH ACTIVITIES:

- Support your child in completing his/her homework. Talk about the homework together. Ask your child how he/she is thinking about the problems and have him/her share the strategies he/she is using. It is important for children to understand the math they are doing and to be able to communicate their thinking verbally and in writing.
- Work with your child on telling time. See if your child can tell you what time it is throughout the day or tell you how much time has passed between activities at home.
- Practice adding and subtracting using real-life examples.

**When grocery shopping:** “If I buy a bag of cashews that weighs 1.08 kg and a bag of almonds that weighs 3.67 kg, what is the total weight of cashews and almonds?”

**When finding distance:** “We are going to run a Family Relay Race that is 22 kilometers. If mom runs 16 kilometers, how far do you have to run to complete the race?”



## MIDDLE AND HIGH SCHOOL MATH ACTIVITIES:

- Question, Question, Question! In class, children are asked, “Why do you think that?” and, “Where does that come from?” They are required to explain how they came to an answer, instead of just providing the answer. Continue the process at home by having your child explain concepts he/she is learning in class.
- A deck of playing cards can be used for fun games to practice mathematical concepts. Check out the resources below for other math games.

**Starts At Eight:** [www.startsateight.com/playing-card-math-for-middle-school](http://www.startsateight.com/playing-card-math-for-middle-school)

**Education World:** [www.educationworld.com/a\\_tsl/archives/03-1/lesson001.shtml](http://www.educationworld.com/a_tsl/archives/03-1/lesson001.shtml)

- Encourage your child to help when you:
  - balance your checkbook and pay bills
  - determine how much food to make for a party
  - estimate cost of groceries in your cart
  - calculate cost of lunch at a restaurant
  - determine number of miles driven in X hours
  - determine how many gallons of gas X dollars buys



## SCIENCE

### ELEMENTARY SCIENCE ACTIVITIES:

- Encourage observation! Bring out the binoculars, magnifying glass, or the spotting scope and you will be amazed at what your children will find. Show your own excitement to engage, observe, and hypothesize about the world around you and the whole family is having fun with science.
- So much can be done with ice! Put an ice cube on a plate and ask your child what he/she thinks will be seen when it is left out for a while. Discuss this and ask why he/she thinks this will happen. Would the same thing happen if the plate was in a different part of the room or outdoors? Use a camera to take photos of the ice cube every 20 minutes to document the change.
- Look for special programs available for children, such as petting zoos, local habitats, or conservation projects. These programs may provide hands-on opportunities otherwise prohibited by most zoos and allow families to learn about wildlife by getting involved in conservation efforts and exploring local habitats together.

### MIDDLE AND HIGH SCHOOL SCIENCE ACTIVITIES:

- Give children an outlet to explore science outside of school. It can be incredibly beneficial for children to practice science outside of the school day. It is helpful for children to have the chance to explore their passions, such as in a community science club, environmental competition, or by conducting independent research.



- Make an effort to expose your child to different options for a career in STEAM (science, technology, engineering, arts, math). If you are in a STEAM field yourself, take your child to work with you on a No School day. If you have friends or family in a STEAM field, ask them to talk to your child about what their jobs are like, or even set up a job shadow if your child has a strong interest.
- There are over 150 science centers in the United States. These museums include exhibits that explain complex and fascinating science and technology concepts in creative and accessible ways. Plan a weekend outing to your local science museum or check out the resource below for a list of museum locations you might work into your next family vacation itinerary.
  - **10 Best Science Centers:**  
[www.parents.com/fun/vacations/us-destinations/best-science-centers](http://www.parents.com/fun/vacations/us-destinations/best-science-centers)



## SOCIAL STUDIES

### ELEMENTARY SOCIAL STUDIES ACTIVITIES:

- Create a timeline with your child that highlights your child's personal life with their major milestones along with historic events. At your local library, look up the front pages of periodicals of the day, month, and year when your child was born. Read the articles together and share how life was the same and different during that time period. What surprised your child about the world on his/her birthdate? What connections do the articles make to life today?
- Choose a historical fiction novel. Read it together each day and discuss the main points. Your local librarian can provide recommendations based on grade level.
- Use a train or bus map to trace the route to a summer destination such as a pool, the beach, or a family summer outing. What information does the map provide? How does it help you travel?

### MIDDLE AND HIGH SCHOOL SOCIAL STUDIES ACTIVITIES:

- Discuss an upcoming election and why we vote. If your vote falls on the losing side, it is an opportunity to show how democracy continues, even if your favorite candidate did not prevail.
- Teaching history with political cartoons is a visual way to have students grasp historical events and open a dialogue between parents and children. Children can relate political cartoons from the present day to situations from the past, and perhaps draw their own cartoons.
- Teenagers are making history with their engagement in community issues, non-profit work, and philanthropic activities. Summer is a great time for high school students to begin accumulating community service hours for the Bright Futures Scholarship Program, which requires hours for each level of award. Learn more by visiting the resource listed below.

**Bright Futures Scholarship Program:** [www.floridastudentfinancialaid.org/SSFAD/bf](http://www.floridastudentfinancialaid.org/SSFAD/bf)

# BIRTH TO 5 YEARS

## PREPARING YOUR CHILD FOR SCHOOL

### SKILLS TO BE INDEPENDENT



- Feed themselves
- Use the restroom
- Wash their hands
- Tie their shoes
- Button/zipper clothing items
- Show characteristics of good health and hygiene

### PHYSICAL SKILLS (FINE-MOTOR)



- Precise hand movements using fingers/hands
- Cut on a line
- String beads
- Push precise keys on a keyboard
- Build a structure with small objects (i.e. LEGOs)
- Use writing and drawing tools with correct grip



### PHYSICAL SKILLS (GROSS-MOTOR)

- Gallop, skip, and run smoothly and quickly
- Balance by hopping or walking on a beam
- Throw, kick, and catch a ball

### SOCIAL EMOTIONAL DEVELOPMENT



- Regulate emotions and behaviors
- Manage feelings, understand limits and expectations
- Establish and sustain positive relationships
- Respond to emotional cues
- Participate in group situations
- Play together with others (4 or 5 children in group)
- Resolve social problems through negotiation and compromise

### COMMUNICATION SKILLS



- Say their first and last name
- Speak in a way that is understood by unfamiliar adults
- Use increasingly complex phrases/sentences
- Show understanding of words and their meanings
- Use language to express their needs
- Understand questions and respond to them

### LANGUAGE AND READING SKILLS



- Recite/sing the alphabet
- Identify most letters and match some letters to sound
- Show motivation for reading
- Combine words to make compound words
- Combine syllables into words
- Recognize their name in print
- Draw a picture to explain a story

## EARLY LITERACY MILESTONES

### 6-12 MONTHS

- reaches for book
- book to mouth
- sits in lap, head steady
- turns pages with adult help
- looks at pictures
- vocalizes, pats pictures
- prefers pictures of faces

### 12-18 MONTHS

- sits without support
- may carry book
- holds book with help
- turns board pages, several at a time
- points at pictures with one finger
- points when asked, "where's...?"
- turns book right side up
- gives book to adult to read

### 18-24 MONTHS

- turns board pages, one at a time
- carries book around the house
- may use book as transitional object
- names familiar pictures
- fills in words in familiar stories
- "reads" to dolls or stuffed animals
- recites parts of well-known stories
- attention span highly variable

### 2-3 YEARS

- learns to handle paper pages
- goes back and forth in books to find favorite pictures
- recites whole phrases, sometimes whole stories
- coordinates text with picture
- protests when adult gets a word wrong in a familiar story
- reads familiar books to self

### 3 YEARS AND UP

- competent book handling
- turns paper pages one at a time
- listens to longer stories
- can retell familiar story
- understands what text is
- moves finger along text
- "writes" name
- moves toward letter recognition

SOURCE:  
Reach Out and Read National Center

