

TLC CCC HOME LANGUAGE SURVEY

Student Name: _____

1. Does your child speak a language other than English? Yes No

If yes, please specify the language: _____

2. What was the first language your child learned to speak?

English Other, please specify the language _____

3. What language(s) are spoken in the home?

English Other, please specify the language _____

4. Has your child attended any other US school in the past three years? Yes No

If yes complete the following:

Name of School: _____ State: _____ Dates Attended: _____

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Parent/Guardian Signature: _____ Date: _____

Kindergarten Readiness Checklist

Not sure if your child is ready to tackle the world of kindergarten? This checklist has been developed to help you prepare your child for school. It is designed to help you look at your child's physical, social, emotional and academic development.

It is intended for four and five year olds. The criteria on the checklist should not be applied to children three years old or younger.

Child's Name: _____

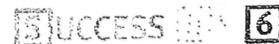
		CRITERIA
Letters and Words:		
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes and names at least 10 letters of the alphabet
<input type="checkbox"/>	<input type="checkbox"/>	Matches a letter with the beginning sound of a word: for example, matches the letter "b" with a picture of a banana
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes rhyming words such as cat and hat
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes letters in his or her own first name
<input type="checkbox"/>	<input type="checkbox"/>	Begins to write some of the letters in his or her own first name
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes his or her own first name in print
<input type="checkbox"/>	<input type="checkbox"/>	Understands words such as "top" and "bottom" and "big" and "little"
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes words or signs he or she sees often, for example: McDonalds, Wal-Mart or stop signs and exit signs
<input type="checkbox"/>	<input type="checkbox"/>	Begins to draw pictures to express ideas and tell stories
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes and names at least five colors
Speaking:		
<input type="checkbox"/>	<input type="checkbox"/>	Shares and talks about his/her own experiences in a way that can be understood by most listeners
<input type="checkbox"/>	<input type="checkbox"/>	Follows directions with at least two steps, for example: "Pick up the blocks and put them on the shelf, please."
<input type="checkbox"/>	<input type="checkbox"/>	Initiates and joins in conversations with adults and children
<input type="checkbox"/>	<input type="checkbox"/>	Asks questions about how things work in the world around him, for example: "Why do babies cry?"
<input type="checkbox"/>	<input type="checkbox"/>	Says and/or sings familiar nursery rhymes
<input type="checkbox"/>	<input type="checkbox"/>	Answers simple questions: who, what, when, where?
Books:		
<input type="checkbox"/>	<input type="checkbox"/>	Holds and looks at books correctly: for example, holds the book right side up and turns the pages one at a time from front to back
<input type="checkbox"/>	<input type="checkbox"/>	Tells a story from the picture on the cover or in the book
<input type="checkbox"/>	<input type="checkbox"/>	Retells a simple story such as the <i>Three Little Pigs</i> after listening to it while looking at the pictures in the book
<input type="checkbox"/>	<input type="checkbox"/>	Makes simple predictions and comments about a story being read
<input type="checkbox"/>	<input type="checkbox"/>	Shows growing interest in reading and being read to
Numbers and Shapes:		
<input type="checkbox"/>	<input type="checkbox"/>	Counts out loud from 1 to 10 in correct order
<input type="checkbox"/>	<input type="checkbox"/>	Identifies written numbers from one to ten
<input type="checkbox"/>	<input type="checkbox"/>	Puts written numerals in order from 1 to 10: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<input type="checkbox"/>	<input type="checkbox"/>	Counts at least 5 objects such as 5 bananas and 5 cookies
<input type="checkbox"/>	<input type="checkbox"/>	Sees the numeral 3 and understands this means 3 objects, such as 3 cookies
<input type="checkbox"/>	<input type="checkbox"/>	Adds and subtracts familiar objects such as raisins
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes and names 4 shapes: circle, square, rectangle and triangle
<input type="checkbox"/>	<input type="checkbox"/>	Uses familiar objects, such as raisins, to show concepts of more and less
<input type="checkbox"/>	<input type="checkbox"/>	Draws a line, circle, rectangle, triangle, X and +

Same, Different and Patterns:		
<input type="checkbox"/>	<input type="checkbox"/>	Matches two pictures that are alike
<input type="checkbox"/>	<input type="checkbox"/>	Looks at groups of objects and says which are the same shape, color or size
<input type="checkbox"/>	<input type="checkbox"/>	Tells things that go together, for example: a spoon and fork are for eating and a fish and a boat go in the water
<input type="checkbox"/>	<input type="checkbox"/>	Repeats a pattern you start, for example: step, step, jump - step, step, jump
<input type="checkbox"/>	<input type="checkbox"/>	Puts three pictures in order, for example: 1. Planting flower seeds 2. Flowers growing 3. Picking flowers
Growing Up:		
<input type="checkbox"/>	<input type="checkbox"/>	Tells full name, address and telephone number
<input type="checkbox"/>	<input type="checkbox"/>	Tells if he or she is a boy or a girl
<input type="checkbox"/>	<input type="checkbox"/>	Tells how old he or she is
<input type="checkbox"/>	<input type="checkbox"/>	Takes care of own needs such as toileting, washing hands, dressing and trying to tie his or her own shoes
<input type="checkbox"/>	<input type="checkbox"/>	Adjusts to new situations without parents being there
<input type="checkbox"/>	<input type="checkbox"/>	Runs, jumps, hops, throws, catches and bounces a ball
<input type="checkbox"/>	<input type="checkbox"/>	Rides a tricycle
<input type="checkbox"/>	<input type="checkbox"/>	Uses pencils, crayons and markers for drawing and writing, cuts safely with scissors
<input type="checkbox"/>	<input type="checkbox"/>	Attempts and completes tasks, understands it's okay to make mistakes
<input type="checkbox"/>	<input type="checkbox"/>	Remembers to say "please" and "thank you"
<input type="checkbox"/>	<input type="checkbox"/>	Resolves conflicts with playmates and others appropriately
<input type="checkbox"/>	<input type="checkbox"/>	Responds appropriately to his feelings and the feelings of others
<input type="checkbox"/>	<input type="checkbox"/>	Uses words to express feelings, "I'm angry", "I'm sad"
<input type="checkbox"/>	<input type="checkbox"/>	Takes turns, shares and plays with other children
<input type="checkbox"/>	<input type="checkbox"/>	Initiates positive interaction with peers
<input type="checkbox"/>	<input type="checkbox"/>	Puts puzzles together
Health & Safety:		
<input type="checkbox"/>	<input type="checkbox"/>	Follows a set routine and schedule for preparing for bed, personal hygiene and eating meals
<input type="checkbox"/>	<input type="checkbox"/>	Uses good habits, for example: uses a spoon to eat, closed mouth when chewing, covers nose and mouth to sneeze and washes hands after using the toilet and before eating
<input type="checkbox"/>	<input type="checkbox"/>	Is aware of and follows simple safety rules
<input type="checkbox"/>	<input type="checkbox"/>	Visits the doctor and dentist regularly
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes potentially dangerous or harmful objects, substances, situations and activities
<input type="checkbox"/>	<input type="checkbox"/>	Asks for adult help when needed
<input type="checkbox"/>	<input type="checkbox"/>	Participates in vigorous physical activity daily

Remember that play is an important part of learning. Your child learns best when he or she is spending time with you and doing activities which are interesting and fun!

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This Kindergarten Readiness Checklist is excerpted and adapted from the "Getting Ready for Kindergarten" calendar produced by Success By 6, the Early Childhood Initiative of the United Way of Carlisle & Cumberland County in Carlisle, Pennsylvania, and the school readiness calendar produced by the Arkansas Dept. of Human Services, Division of Child Care and Early Childhood Education. Our special thanks for their willingness to share their work with us.



United Way of Lancaster County



All Aboard for Kindergarten

Parents, Help Your Child to:

Be familiar with books: is read to; knows how to hold a book and turn the pages

Make a special book area in your home where your child can go to "read" or look at books quietly.

Talk to your child about how to care for books. Show how to turn the pages gently.

Ask your child to pick a book and read together. When reading, talk about the pictures and characters.

With familiar books encourage your child to repeat phrases that are predictable (such as in the Three Little Pigs—"I'll huff and I'll Puff, and I'll blow your house in!")



Recognize his/her name; write his/her name using a capital for the first letter and lower case for the remaining letters

To help your child recognize his/her name in print, make name cards and place them around the house where your child will see them often.

Help your child write his/her name on paper. Show how to start with a big letter (capital letter) and use lower case letters for the rest.

The Handwriting Without Tears web site <http://www.hwtears.com/hwt> has free letter formation charts under "Parent Extras."



Recognize the 8 basic colors (red, orange, yellow, purple, green, blue, brown, black)

Hunt for colors in your house – ask your child to find something in your house that is red, then orange, etc.

Take your child to the grocery store, as you pick out fruits and vegetables, have your child name the colors.

Sort laundry together by colors

Play "Object Hunt". Describe objects in your house using colors as part of the description. Ask your child to find each one after listening to the clues. For instance, "I am thinking of something that is round and red" (ball).

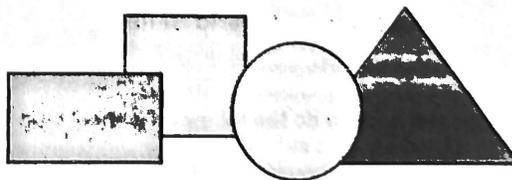


Recognize the 4 basic shapes (circle, rectangle, square, triangle)

With your child, look through old magazines, find and cut out circles, triangles, squares, and rectangles. Talk about and name the shapes as they are cut out.

Go for a walk and look for circles, rectangles, squares, and triangles.

Play a shape hunt. Ask your child to find something in the house that is shaped like a circle, triangle etc.



Recognize the numbers 1 to 10

At home, ask your child to look for numbers around the house (ex: telephone, clock, mailbox) and name the numbers that he finds.

In the neighborhood, ask your child to name the numbers he finds on license plates, mailboxes, and houses.



Count to 12

Set out 12 stuffed animals or other toys. Ask your child to count them.

After you washed a load of socks, lay them out and count the socks.

Make number cards. Write the numbers 1, 2, 3, 4, and so on up to 12 on index cards, one number on each card. Ask your child to place the correct number of objects (cereal, paperclips, pennies, etc.) on each card.

Write the numbers 1 to 12 on the individual sections of an egg carton. Ask your child to fill each section with the correct number of objects.

Continues on the other side

Recognize approximately 10 letters

Help your child learn letters by pointing out the letters in his/her name when you see them on books, signs, etc.

At bedtime, use a flashlight to make letters on the ceiling. Ask your child to guess what you're making.

Write a large letter of the alphabet on a piece of paper. Have your child trace the letter with glue and put small objects that begin with the letter on the glue. For example, cotton balls on the letter C or beans on the letter B.

Sort toys and objects with your child by the beginning letter sound. Ask your child to put all the things that start with "c" together: car, candy, can.



Sit for at least 10 minutes

Help your child learn to sit by having him/her sit on your lap as you read together. The amount of time doing this can be gradually increased up to 10 minutes or more.

Require your child to sit for meals or snacks. This is another way to help him learn to sit.



Practice self-help skills

Your child will need to do the following without help:

- ✓ Use the bathroom
- ✓ Wash his/her hands
- ✓ Put his/her coat on and close it
- ✓ Blow his/her nose using a tissue correctly

Practice each skill every day.

Web sites for additional activities

Pennsylvania Promise for Children:
www.papromiseforchildren.com; Click on "Learning is Everywhere."

The list of skills was developed by the Berks County Pre-K/K Transition Committee based on input from pre-kindergarten and kindergarten teachers. For more information contact Jane Moyer (610-685-4577 or janemoy@uwberks.org).

Develop fine motor skills

Cuts with scissors

Use "old fashioned" scissors with two loops and blunt tips.

Give him/her old magazines and scrap paper to practice on.



Hold a pencil correctly

Encourage your child to hold the pencil with the tips of her thumb and pointer finger, and resting it on the side of her middle finger.

Have him practice tracing his name, circles, triangles and squares. Use small pieces of crayon or very short pencils.

Follow 1 to 2 step directions

Give simple tasks to your child. For example: Give your child a ball. Ask him to put it under his chin.

When your child follows one step make it a two-step direction: "Put the ball under your chin then above your head."

Develop social skills

Your child will need to:

- ✓ Get along with other children
- ✓ Share
- ✓ Get an adult's attention using his/her words

Plan activities for your child where he/she can play with other children and talk with other adults.



Follow a regular schedule at home

Establish routines at home for:

- ✓ Evening meal;
- ✓ Homework;
- ✓ Bedtime (5 year olds need 10 to 11 hours of sleep each night);
- ✓ Morning.

Children who have a regular routine at home perform better in school.



*All Children Benefit from
High-Quality Full-Day
Kindergarten Programs*

Research shows the importance of full-day kindergarten programs. Yet, those programs are not currently available to about 40 percent of kindergarten-aged children nationwide. As a result, many of our young learners begin first grade several steps behind their peers. Full-day kindergarten helps make sure that students build the strong base of learning they will need to succeed throughout school and life.

How do we know that full-day kindergarten is a successful strategy for closing achievement gaps and encouraging student success?

Full-day kindergarten:

Increases Student Achievement

Longitudinal data demonstrate that children in full-day kindergarten classes show greater reading and mathematics achievement gains than those in half-day classes. (Walston and West)

Full-day kindergarten can produce long-term educational gains, especially for low-income and minority students. (Education Commission of the States)

In full-day kindergarten classrooms, teachers have more time to get to know kids and identify and address their learning challenges early—saving money and resources over the long term and increasing the odds that children will be successful later in school. (Center for Evaluation and Education Policy)

Full-day kindergarten also:

Results in Healthier, Happier Children

Full-day kindergarten offers social, emotional *and* intellectual benefits to kindergarteners, giving them more time to focus and reflect on activities, and transition between them. (National Institute for Early Education Research)

Research shows that 5-year-olds are more than ready for a longer school day—and do better in a setting that allows them time to learn and explore activities in depth.

Is Cost Effective

Investments in quality early childhood programs generate returns of 3-to-1 or even higher, which translates to \$3 saved for every \$1 invested. An early investment in children's social, emotional and intellectual skills means lower grade retention and dropout rates for students later in life. (Economic Policy Institute and Committee for Economic Development)

Better Prepares Students for First Grade

Full-day kindergarten provides a bridge between prekindergarten programs and more structured learning in first grade. (Education Commission of the States)

Is Preferred by Teachers and Parents

Teachers prefer full-day kindergarten. Teachers cite several benefits of having additional time to work with young students. (Early Childhood Research Quarterly)

Parents prefer full-day kindergarten. In a 2000 study, 100 percent of full-day parents and 72 percent of half-day parents noted that, if given the opportunity again, they would have chosen full-day kindergarten for their child. (National Center for Educational Statistics)