



KINDERGARTEN READINESS

Frequently Asked Questions

- **Do I have to register my child for kindergarten if he/she will be 5 years old by the August 15th deadline?**
You are **not** required to register your child for kindergarten simply because he/she is old enough to attend. Not all children are ready – academically, socially, and/or emotionally -- for a full-day of school, five days a week at age 5, and that is okay. If you are unsure about your child's readiness, please feel free to reach out to our elementary guidance counselor, Mrs. Alexis Anderson, for more information.
- **Does my child have to be potty-trained to attend kindergarten?**
Excluding extenuating circumstances, students are expected to demonstrate independent toileting skills in kindergarten. Each classroom is equipped with a private bathroom for students to use as needed throughout the school day.
- **Am I able to request a teacher for my child?**
Parents may not request for their child to have a specific teacher. However, a parent may request for their child to NOT have a specific teacher. This request should be emailed to Mr. Heasley (mheasley@ntsd.org) by the last day of May, each school year. No child will be moved from a teacher's classroom once a placement has been made.
- **When will I find out who my child's teacher will be?**
Given all required registration paperwork has been submitted, teacher assignments are typically sent out in the mail by the second week of June.
- **How can I help my child get ready for kindergarten?**
Kindergarten readiness is far more than letters and numbers. NTSD teachers participated in a countywide school readiness forum to identify some of the most essential development and learning objectives for children entering kindergarten. Essential objectives are listed on the back.

Objectives for Development and Learning

Social-Emotional

- Regulates own emotions and behaviors
 - Manages feelings
 - Follows limits and expectations
 - Takes care of own needs appropriately
- Establishes and sustains positive relationships
 - Forms relationships with adults
 - Responds to emotional cues
 - Interacts with peers
 - Makes friends
- Participates cooperatively and constructively in group situations
 - Balances needs and rights of self and others
 - Solves social problems

Physical

- Demonstrates traveling skills
- Demonstrates gross-motor manipulative skills
- Demonstrates fine-motor strength and coordination
 - Uses fingers and hands
 - Uses writing and drawing tools

Language

- Listens to and understands increasingly complex language
 - Comprehends language
 - Follows directions
- Uses language to express thoughts and needs
 - Uses an expanding expressive vocabulary
 - Speaks clearly
 - Uses conventional grammar
 - Tells about another time or place
- Uses appropriate conversational and other communication skills
 - Engages in conversation
 - Uses social rules of language

Cognitive

- Demonstrates positive approaches to learning
 - Attends and engages
 - Persists
 - Solves problems
 - Shows curiosity and motivation
 - Shows flexibility and inventiveness in thinking

Literacy

- Demonstrates knowledge of alphabet
 - Identifies and names letters
 - Identifies letter-sound correspondences
- Demonstrates knowledge of print and its uses
 - Uses and appreciates books and other texts
 - Uses print concepts
- Comprehends and responds to books and other texts
 - Interacts during reading experiences, book conversations, and text reflections
 - Uses emergent reading skills
 - Retells stories and recounts details from informational texts
 - Uses context clues to read and comprehend texts
 - Reads fluently (*not necessary for kindergarten entry*)

Mathematics

- Uses number concepts and operations
 - Counts
 - Quantifies
 - Connects numerals with their quantities
 - Understands and uses place value and base ten
 - Applies properties of mathematical operations and relationships
 - Applies number combinations and mental number strategies in mathematical operations

Social Studies

- Demonstrates knowledge about self

The Arts

- Demonstrates progress in listening to and understanding English

Kindergarten Readiness Checklist

My child can...

- Appropriately manage feelings, such as sadness, excitement, fear, anger, etc.
- Get along well with others, such as old friends, new friends, and teachers.
- Share with others and take turns.
- Move independently from Point A to Point B when prompted.
- Hold scissors, pencils, crayons, etc.
- Write his/her name.
- Button, zip, and tie clothing and shoes.
- Follow single-step and multi-step directions.
- Speak clearly to express himself/herself.
- Engage in appropriate conversation without interrupting others.
- Use correct grammar when speaking (For example, "He said" instead of "Him said").
- Attend to the tasks at hand.
- Attempt to solve simple problems appropriately while regulating emotions.
- Identify letters and letter-sounds (uppercase and lowercase).
- Listen attentively to a story and attempt to answer questions about the story.
- Count orally (at least to 10).
- Count objects.
- Identify numbers (at least to 10).
- Listen to and understand English.
- Use the toilet independently (when to go, how to wipe, how to dress, how to flush, and how to wash hands).

This list is a guideline adapted from the GOLD Objectives for Development and Learning (Birth Through Third Grade). It is designed to help parents determine their child's readiness for kindergarten. The summer months are an excellent time to practice these learning and developmental readiness areas.