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Superintendent of Schools

THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

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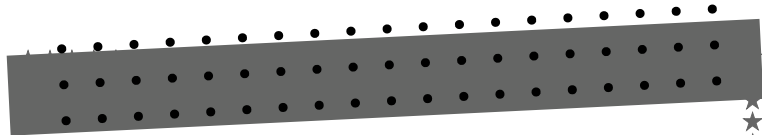
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VISION STATEMENT

All students will complete school prepared for ongoing learning as well as community and global responsibilities.

No person in this district, shall, on the basis of race, national origin, sex, disability, marital status, religion, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in employment conditions or practices conducted by The District School Board of Collier County.



KINDERGARTEN

This booklet is designed to help you prepare your child for success in school.



**District School Board
of Collier County**

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INTRODUCTION

STARTING OUT

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...

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





TRANSPORTATION

Transportation is provided for students living 2 miles or more from their zoned school. The bus schedule with bus stop information is posted in the *Naples Daily News* and the *Everglades City* on the Thursday prior to school beginning. The *Immokalee Bulletin* publishes this information in the issue one week prior to school beginning.

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.



FOOD SERVICE

School breakfasts and lunches are available for purchase on a daily, weekly or monthly basis. If your child brings a lunch, she/he may buy milk to go with it. Free or reduced prices for meals are available to some students based on family income. Application forms will be sent home with all students during the first week of school. Please be sure your child brings a lunch or has money to purchase a school lunch each day. The menus are in the Saturday issue on the school page of the *Naples Daily News* each week.

CONCEPT DEVELOPMENT TIPS

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 6 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.

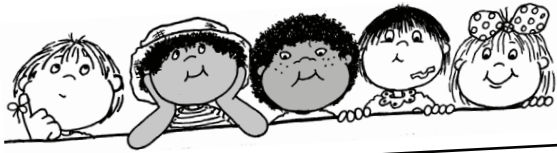
Children will also be screened by the school and the Collier County Health Department officials in vision, hearing, growth and development. If a concern is found, you will be notified.

HEALTH & SAFETY

Does Your Child...



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



HEALTH & SAFETY TIPS

“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 if needed.
- Remembering trips to the dentist and monitoring regular tooth brushing.
- Reminding your child to get rest and establishing a set bedtime.
- Modeling and encouraging healthy eating, and limiting junk food.
- Teaching your child simple safety rules (e.g., fire, traffic, bicycle, poisons).
- Keeping a watchful eye on your child and removing hazards from your home.
- Having home fire drills.
- 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 rules, such as to remain seated, talk in soft voice, know the bus number and bus stop.



SCHOOL ENROLLMENT INFORMATION

If you are planning to enroll your child in a public kindergarten next year, register at your zoned school. You can find out what school you are zoned for by calling the Student Services Department (377-0505) or an elementary school near your home. Registration is scheduled to begin in the spring at the school your child will attend. If you are unable to register your child at that time, registration continues until school closes in **JUNE**. Registration resumes during the week the school office opens in August.

When you register your child you will need to have the following:



- **BIRTH CERTIFICATE OR OTHER PROOF OF DATE OF BIRTH**
(must be five (5) on or before September 1 of the current school year)
- **FLORIDA CERTIFICATE OF IMMUNIZATION**
(must be up to date and include specific dates: month, date and year given)
- **PHYSICAL EXAMINATION DATED AND SIGNED BY A LICENSED EXAMINER** (must be within 12 months of the first day he/she attends kindergarten)
- **PROOF OF RESIDENCY**
(Consult your school for current information.)
- **SOCIAL SECURITY NUMBER** (not required)
If your child has attended a preschool or Head Start program operated by the District School Board of Collier County, some of the above requirements will have been met. If you have questions, contact the school your child will attend.



FIRST DAY OF SCHOOL TIPS

The following are suggestions from some Collier County kindergarten teachers:

- Visit the school/classroom prior to the first day. Each school offers several scheduled opportunities.
- Meet the teacher.
- Begin the “going to bed/getting up routine” a week prior to the start of school.
- Make sure your child has a good breakfast.
- Be sure your child wears an identification tag (could be an index card pinned to shirt) with the following information:
 - ☉ first and last name, telephone, address
 - ☉ whether he/she will be walking, riding in a car or bus to and from school; identify bus number or car driver.
- Allow your child to ride the bus the first day of school. You can meet the bus at school.
- Discuss arrangements for dismissal. Find out about any special dismissal procedures from you child’s teacher.
- Label ALL personal belongings with your child’s name.
- Label any money your child takes to school with your child’s name and what the money is for.
- Make sure your child is dressed in clothing that she/he can manage at bathroom time.
- Provide a special place at home for school materials (backpacks, notes, lunch money).
- Set aside a special time at the end of the day to talk to your child about her/his day.
- Ask your child questions about the first day.
 - ☉ What was your favorite part of the day?
 - ☉ What did you learn today?
 - ☉ Tell me about your new friends.
- Don’t buy any supplies until you check with your child’s teacher or school.
- Teachers are very busy supervising children during arrival and dismissal. This is not a good time to talk to the teacher.
- Keep a positive attitude. If you look forward to the first day of school, your child will probably do the same.

PHYSICAL DEVELOPMENT

Does Your Child....

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

PHYSICAL DEVELOPMENT TIPS

Children need physical skills to be successful in school. Daily opportunities to use large and small muscles should be provided.

Parents can help this process by:

- Taking your child to a park to play on outdoor equipment. Encourage 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.



Does Your Child....

LANGUAGE



- 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?

LANGUAGE TIPS

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 with the 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, phone number, address and parents' names.
- Encouraging play with puppets, dress-up clothes, play stores and telephones.
- Encouraging your child to tell you stories.

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's the misbehavior you dislike.
- Having high, yet realistic, expectations for your child. Understand 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. Accept 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). Let your child know you respect her/him for being responsible.



- Reading your child's favorite stories over and over again.
- Allowing your child to select the 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.

SOCIAL & EMOTIONAL DEVELOPMENT

Does Your Child....

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

SOCIAL & EMOTIONAL DEVELOPMENT TIPS



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) and generally be nice to others.

Does Your Child....

WRITING

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

WRITING TIPS

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....

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

READING TIPS



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.

BEFORE reading a story:

- 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 experience. Could you do that? Has that ever happened to you? Did we ever do that?

Parents can help this process by:

- Providing a wide variety of books and reading materials for your child, including 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.
- Providing a wide variety of reading materials (magazines, newspapers, recipes).
- Accepting your child's "pretend reading".
- Pointing out print in the environment (signs, cereal boxes, restaurants).