CONWAY ELEMENTARY
KINDERGARTEN READINESS

Gross-motor skills, fine-motor skills, language, visual discrimination, memory, and social skills
Objectives

• Discover ways to support my child as he/she enters kindergarten at CES
• Explore skills for enrichment
  - Gross motor skills
  - Fine motor skills
  - Visual discrimination
  - Social skills
  - Vocabulary
GROSS MOTOR SKILLS

• Walk backwards for 5 or 6 feet
• Stand on one foot for 5 or 10 seconds
• Walk in a straight line
• Play “animal walks”-(child imagines he/she is an animal. Child acts like and sounds like the animal)
FINE MOTOR SKILLS

- Have child draw picture of a man
- Draw a stick picture of a man and leave out eyes, or a leg, or an ear. Have child finish the picture
- Draw and/or copy shapes
- Explore ways to recognize and write name
- Learn to tie a knot, bow, rope, or shoe laces
- Practice using a pair of kid scissors
Visual Discrimination

- Shape recognition: sort triangles, circles, squares, etc
- Color recognition: colored objects, stars, etc
- Likes and different: In what way is a sweater, shoe, and a hat the same?
- Beanie Babies- how are they alike and different?
- Distinguish between Left and Right (draw around left and right hand, hop on left foot, lift left arm)
MEMORY

• Repeat a series of 4 numbers without practice, such as “say after me: 7-2-6-3“
• Have child repeat 8 and 10 word sentences “The girl ran all the way to the park with her dad”
• Use everyday series of objects or events to exercise child’s short term memory
• Directions and sequence: follow about 2 or 3 directions after being told once “Bring me a book, skip around the room, and shut the door”
• Memorize phone number and address
• Play “Patterns, Patterns” or matching game
SOCIAL SKILLS

• PLAY
• Use of imagination
• Character/Behavior Skills:
  - sharing
  - kindness
  - taking turns
  - honesty
  - respect
VOCABULARY

- Read, Read, Read!!!
- Alphabet recognition - focus on lower case letters first
- Phonemic awareness
VOCABULARY

• Engage in story telling
• Retell true and made up stories. Help child differentiate between “real” and “pretend”
• Stimulate child’s imagination
• Tell stories: sequence and prediction
• Practice opposites: a fire is hot, ice is ______. A jet goes fast, a turtle goes ________.
• Make a list of “School words” such as teacher, principal, cafeteria, flag, auditorium, etc.
• Play word games: rhyming and/or silly games
• Play music and sing children’s songs
Wrap-up
Revisit Objectives

• Explore Skills for Enrichment
  - Gross motor skills
  - Fine motor skills
  - Visual discrimination
  - Memory
  - Social Skills
  - Vocabulary
THANK YOU!

• Question and Answer

• Workshop materials provided by:
  - Parent Information Center, Concord, NH
  - NH Department of Education
  - NH Parent Information and Resource Center

• Presenter:
  - Patty Poulin- Kindergarten teacher