

# ONOWAY ELEMENTARY SCHOOL "Getting Ready for Kindergarten"

At Onoway Elementary School, we foster personal excellence, academic success and develop good citizenship in a caring environment.

# Transitioning into Kindergarten

Kindergarten provides a vast array of opportunities for children to try new things and learn and grow. Kindergarten provides a safe and enjoyable space where children are involved in academic learning as well as emotional, social and physical learning. Through play, your child will explore their environment and experiment with letter sounds and numeracy concepts, as they build a foundation for reading, writing and math. As we focus on personal and social growth your child will grow and develop new skills that will help them become more independent and self-confident. Independence, decision making, creativity, relating to others and feelings of self-worth all have their beginnings in early childhood. Kindergarten is the beginning of a child's formal education and it's important that your child have a positive experience. Preparing your child for it early on will go a long way.



As you help your preschooler get ready for Kindergarten make learning fun, encourage curiosity and imagination, and answer those endless questions.



Success begins in Kindergarten!

## Welcome to OES Kindergarten

OES recognizes that children entering Kindergarten have different skill levels, and teachers are prepared and ready to work with children who have a wide variety of skills and learning styles. There are many supports at OES that are structured to help all children learn and grow.

### Is Your Child Ready?

While beginning Kindergarteners have different levels of readiness, the ability to do the following make the transition to Kindergarten easier. Refer to this inventory to see how ready your child is for Kindergarten. Does your child:

#### **Emotional Development**

- \_\_\_Resolve conflicts in socially acceptable ways
- \_\_\_Express empathy and caring for others
- Use words to express feelings, wants and needs

#### **Cognitive Skills**

- \_\_Gives first & last name, age & birthdate
- Names all members of their family
- Recognizes & names colors & common shapes
- Knows difference between letters & numbers
- Begins to recite numbers to 10 in order
- \_\_\_Recites the alphabet
- \_\_\_Recognizes & names letters in their name
- Recaalls information

#### **Initiative and Curiosity**

- \_\_\_Shows curiosity / interest in a variety of activities
- \_\_ Is persistent (can work beyond what is easy)
- Sees simple tasks to completion
- Asks guestions and seeks information
- \_\_\_Take risks when approaching new situations

#### Attention/Self-Direction

- \_\_\_Follows through on 1 and 2 step directions
- Attends to orally read stories
- \_\_\_Concentrates on tasks despite interruptions
- Makes choices after considering alternatives



Learning every way, everywhere, everyday.

#### Language Development

- \_\_\_Recognizes own name in print
- \_\_Copies or independently prints their name
- \_\_Verbally shares ideas or asks for help
- Speaks in at least 5 word sentences
- \_\_Listens attentively to gather information
- \_\_\_Engages in two way conversations
- \_\_Has had many stories read to them
- \_\_Takes an interest in looking at books
- \_\_\_Pretends to read by looking at pictures

#### **Social Development**

- \_\_\_Greet people and make eye contact
- \_\_\_Play cooperatively with others
- \_\_\_Easily changes activities upon request
- \_\_\_Wait their turn, share, follow basic safety rules
- Establish relationships with familiar adults
- \_\_\_Seeks out & maintains friendships with others

#### **Physical Well-Being**

- \_\_\_Completes daily routines independently (zips coat, opens food containers, etc)
- \_\_\_Uses various objects appropriately (scissors, writing tools with mature grasp)
- \_\_\_Manages toilet needs efficiently

If your child is experiencing difficulties in any of the above, let your child's teachers know and continue to work with them on those areas.



See you in September!!

### **Contact Information**

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