



Tiny Trojan Transition

Transition from Pre-School to Kindergarten

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Parents are a child's very first teachers. From the first moment of life, children look to parents for guidance and support. As children grow and develop, parents are helping to shape who their children will be as they grow.

With this in mind, it is important to understand that the education process begins from the first moment of a child's life. The first three years of a child's life are the most formative.

This guide to assist in the transition from the preschool years to kindergarten and the school experience is intended to provide parents with resources to assist in making a child's educational experience a positive experience.

Children with involved parents are more likely to be successful in their educational journey. It is important to be an advocate for your child and to partner with his/her educators to ensure your child's success.

The number of resources that are available to assist in your child's development is infinite. This guide is set up to be a stepping stone to help Tiny Trojans grow into active members of the Trojan Community.





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Babies Need (up to 12 months)...

- Loving parents or caregivers who respond to their cries or noises;
- To feel safe and comfortable;
- To hear and make sounds;
- To move around;
- To be able to play in safe areas; and
- To play with safe toys.

Toddlers Need (12 months to 3 years)...

- Activities that allow them to use their muscles;
- To experience their senses and develop language skills;
- To work with their hands;
- To learn to do things for themselves;
- To play with other children;
- To continue to learn about their movements;
- To build their vocabulary;
- To learn about their surroundings; and
- Opportunities to make choices within limits that you set.

Preschoolers Need (3 years to 5 years)...

- More books, games and songs;
- Chances to do science, math and art activities;
- To build their self-reliance and language skills; and
- To become aware of the world and people around them.



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Introduction to Language...

Language is the means by which we all communicate. If we are unable to communicate, we are unable to thrive in society. Development of our language is very important because it allows our children to interact with the society around them. The development of language from the early years will assist in easing the transition to education based communication.

Introducing Babies and Toddlers to Language...

- Talk to your child often. Children will learn how to form sentences and thoughts by the way you communicate with them.
- Talk about what you see or feel. Name the items in your living room, car, bedroom or that you see out the window. Talk about items in the grocery store or at a restaurant.
- Show your child his feet, hands, toes, legs, clothing and toys. Tell him what each item is called.
- Allow your child to answer you when you ask a question or make a comment. His language may not be understandable, but these are the building blocks to language development.
- Sing songs and read books. Talk about the pictures in the books as you read them.
- Allow your child to turn the pages and explore the books you are reading.

Encouraging Preschoolers to Use Language...

- Talk to your child often. Encourage your child to answer questions or describe things or feelings. Talk about what happened that day or what your plans are for the week.



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Encouraging Preschoolers to Use Language (continued)...

- Introduce your child to new things. Begin talking with your child as you would with a friend, using full sentences and thoughts. Have your child tell you stories.
- Read a book every day. Let your child choose the book. Give your child a chance to tell you the story and describe the pictures in the book.
- Teach the alphabet. Have fun with it. Show your child different things that start with each letter. Encourage him to tell you different things that use those sounds.
- Get a library card and use it. Allow your child to choose books from the library and take them home to read them.

Social Development...

- Choosing an appropriate caregiver can impact your child's social development. Being around children of similar age can assist in allowing children to develop their identity within a group;
- Find a caregiver that fits in your budget;
- Gather as much information about a caregiver as you can;
- Look for services or agencies who may be able to assist you;
- Caregivers should be kind, nurturing, responsive to your child, experienced and have similar rules to your home.
- Be active in your child's daily schedule.
- Ask questions about your child's behavior and interaction.
- Encourage your child to communicate with you about his daily experiences.



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What Children Should Know Entering Kindergarten...

Language and Recognition

- Speak in complete sentences
- Count to ten
- Recognize some colors and shapes
- Be able to reciprocate language (carry a conversation with peers and teachers)
- Recognize same/different initial sounds in words
- Provide labels and uses for everyday objects (i.e. broom/sweep)

Reading/Writing/Math

- Be able to hold a book
- Be able to tell what is happening in the story by looking at pictures
- Recognize his/her own name in print
- Write at least a few letters of his/her name
- Identify some letters of the alphabet in isolation
- Recognize some letters in his/her own name
- Identify some numbers in isolation
- Write at least a few numbers

Group Learning

- Be able to listen in a group
- Follow directions and routines
- Be interested in learning

Social

- Interact with other children
- Share and work together with other children
- Be able to solve problems constructively

Development

- Be able to get dressed with minimal help
- Be able to use the bathroom and wash hands with minimal help
- Use buttons and zippers
- Know address and phone number



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Higher Level Skills Included in the Kindergarten Curriculum...

Language and Recognition

- Recognize words that rhyme
- Identify sounds in words
- Recognize colors and shapes

Reading/Writing/Math

- Use his/her finger to follow the words across the page
- Match words in print with spoken words
- Identify letters of the alphabet in isolation
- Recognize the letters in his/her own name
- Identify numbers in isolation
- Know the difference between numbers and letters

Group Learning

- Be able to listen in a group
- Follow directions and routines
- Be interested in learning

Social

- Interact with other children
- Share and work together with other children
- Be able to solve problems constructively



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Suggested Books for Preschoolers...

Moon Bear by Frank Asch
Clifford the Big Red Dog by Norman Bridwell
The Runaway Bunny by Margaret Wise Brown
The Very Hungry Caterpillar by Eric Carle
Book of Poems by Tomie DePaola
Drummer Hoff by Barbara Emberley
Corduroy by Don Freeman
The Three Bears by Paul Goldone
The Snowy Day by Ezra Jack Keats
Leo the Late Bloomer by Robert Kraus
Swimmy by Leo Lionni
Frog and Toad Together by Arnold Lobel
Brown Bear, Brown Bear by Bill Martin
Make Way for Ducklings by Robert McCloskey
The Little Engine That Could by Watty Piper
The Tale of Peter Rabbit by Beatrix Potter
Curious George by H. A. Rey
Where The Wild Things Are by Maurice Sendak
Alexander and the Horrible, Terrible, No Good Very Bad Day
by Judith Viorst
Noisy Nora by Rosemary Wells
Brian Wildsmith's 1, 2, 3 by Brian Wildsmith
Harry the Dirty Dog by Gene Zion
Goodnight Moon by Margaret Wise Brown
The Very Busy Spider by Eric Carle
Five Little Monkeys Jumping On The Bed by Eileen Christelow
Olivia Counts by Ian Falconer
Ten Red Apples by Virginia Miller



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Resources...

American Academy of Pediatrics (Reading)
www.aap.org/family/readmeastory.htm

Commonwealth Libraries (Suggested Books for Toddlers)
<http://www.statelibrary.state.pa.us/libraries/cwp/view.asp?a=15&q=95140>

No Child Left Behind School Box
Available through U.S. Department of Education

Scholastic (Reading and Mathematics)
www.scholastic.com

U. S. Department of Education (School Readiness)
www.ed.gov/parents

University of Illinois (School Readiness)
readyweb.crc.uiuc.edu

In addition to the above listed informational sites, school readiness information will be available through the district library.



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Tulpehocken Faculty and Administration...

Administration

Dr. Ed Albert

Superintendent

Tulpehocken School District

Bonnie Benfer

Principal

Penn-Bernville Elementary School

Cynthia Jenkins

Principal

Bethel Elementary School

Kindergarten Teachers

Cindy Ambrosiani

Penn-Bernville Elementary

Michael Boltz

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