

# KINDERGARTEN SKILLS

Hastings Public Schools



## Literacy Skills:

Children benefit from encounters with phonemic awareness and phonics (particularly letter recognition) and shared reading experiences.

- |   |   |
|---|---|
| <input type="checkbox"/> Names 13 or more lowercase letters | <input type="checkbox"/> Names 13 or more uppercase letters |
| <input type="checkbox"/> Names at least 8 letter sounds     | <input type="checkbox"/> Recognizes and produces rhymes     |

## Mathematics Skills:

Children benefit from understanding concepts of number

- |   |   |
|---|---|
| <input type="checkbox"/> Counts from 1 – 20 or higher | <input type="checkbox"/> Counts items one at a time |
| <input type="checkbox"/> Names numbers 0 – 20         |   |

## Gross Motor Skills:

Children benefit from activities which allow them to perform and produce movement.

- |   |  |
|---|--|
| <input type="checkbox"/> Is aware of personal space<br>(body awareness) | <input type="checkbox"/> Knows how to move body safely<br>(calm/safe body) |
| <input type="checkbox"/> Moves body in different ways                   |  |

## Fine Motor Skills:

Children benefit from activities which help them develop hand strength and coordination.

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|---|--|
| <input type="checkbox"/> Builds hand strength and control | <input type="checkbox"/> Is able to use academic tools<br>(such as pencils, crayons, and scissors) |
|---|--|

## People/Personal Skills:

Experiences which allow children to make sense of their own abilities, emotions, characteristics, likes and dislikes, and interactions with others help them develop friendships, solve conflicts, and play, work, and learn in both small and larger groups.

- |  |   |
|--|---|
| <input type="checkbox"/> Recognizes and manages feelings<br>(self-control) | <input type="checkbox"/> Is able to focus attention                         |
| <input type="checkbox"/> Shares and takes turns (friendship)               | <input type="checkbox"/> Can work alone and complete tasks<br>independently |

## ***SUGGESTED ACTIVITIES***

*Fun and engaging activities will help children want to practice and play. Resources from home and community can be used to practice these skills.*

### **Literacy Activities:**

- Read with your child every day!
- Work on recognizing letters in the child's name.
- Search for and point out letters in the child's environment and in books you read.
- Show the child a letter, and see if he/she can say the sound, and ask the child to produce a word that starts with the same sound.
- Play letter matching games.
- Make letters out of Play Doh, Legos, and other toys.
- Write letters in shaving cream, sand, flour, rice, or on a white board.
- Emphasize the beginning sounds of common objects (for example, /m/ for milk).
- Sing rhyming songs (any nursery rhyme) and read rhyming books, pointing out words that sound the same at the end.
- Say a word and ask the child to make a word that rhymes with it.
- Say two words (that rhyme or don't rhyme), and ask the child to determine if it rhymes or not.

### **Mathematics Activities:**

- Point out numbers in the child's environment.
- Look for numbers commonly found on food packages, signs, or in the kitchen.
- Model counting items slowly, one at a time.
- Sing counting and number songs and read counting and number books.
- Count anything and everything!
- Search the internet for "preschool counting and number songs."

### **Gross Motor Activities:**

- Engage the child in plenty of outdoor play: running, jumping, climbing, and swinging.
- Build an obstacle course to practice crawling, hopping, balance, and coordination.
- Toss and catch balls of various sizes.
- Practice using the stairs (alternating feet)
- Engage in self-care tasks: dressing, brushing teeth, tying shoes, and washing hands.

Resources: Go Noodle (<https://app.gonoodle.com/>); Cosmic Kids Yoga (<https://www.youtube.com/user/CosmicKidsYoga>)

### **Fine Motor Activities:**

- Provide Play Doh for the child to build hand strength and ability to manipulate with fingers.
- Play with puzzles.
- Use pencils, crayons, markers, and chalk to trace and draw.
- Supervise the child using scissors.
- Stack blocks, string beads, and practice using tongs and tweezers.

### **People/Personal Activities:**

- Talk with the child about he he/she feels and how others might be feeling.
- Teach the child to express emotions in a safe way.
- Provide opportunities for the child to pay attention for at least five minutes to a task an adult is leading, such as listening to directions for an activity or a discussion.
- Practice listening and talking to others with the child in a social setting.
- Provide opportunities for the child to interact with other children.
- Model kindness.
- Help the child problem-solve when he/she encounters a challenge.
- Provide opportunities for the child to follow 1, 2, and 3-step directions independently.
- Provide opportunities for the child to take care of his/her own basic needs (for example, dressing and bathroom usage).



Visit <http://helpmegrowmn.org/HMG/index.htm> for additional developmentally appropriate information and resources.

It is recommended that screen time be limited to one hour or less per day, including academic time and activities. See "Screen Time and Children: How to Guide Your Child," Mayo Clinic: <https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/screen-time/art-20047952>