

Resources for Parents:

www.cdc.gov

www.kidcentraltn.com

www.bornlearning.org



Activities to Support Early Learning

- Have children tell you how they are feeling when they are upset
- Encourage children to try to manage buttons, zippers, and snaps
- Allow children to pull up/down clothing when they are using the restroom
- Show children how to skip, hop, jump, and/or stand on one foot. See if they can do it.
- Show children their name in print.
- Practice having children say address, main phone number, birthday, and their parents' names.
- Read to your child daily!

Jackson Area Kindergarten Readiness Targets

PURPOSE: TO PREPARE FOR SUCCESS FROM DAY ONE OF KINDERGARTEN



This document was created with the cooperation of professional early childhood educators in the Jackson area. Our goal is to have a common vision for kindergarten-ready students. It is not a complete list of targets, but a selection of the most foundational skills needed for success in Kindergarten.

Jackson Area Kindergarten Readiness Targets



Self-Regulation		
Key descriptor	Example(s)	✓
Be kind	Take turns, smile, be gentle	
Body/spatial awareness	Keep hands & feet to yourself, soft voice, personal space	
Attitude	Be calm, respectful, kind	
Beginning independence	Separate from parent without difficulty	
Emotional awareness	Verbalize happy, sad, angry, hurt feelings ("I am ___") or ("I feel ___")	
Social and Personal Competency		
Key descriptor	Example(s)	✓
Self-help skills	Flush toilet, wash hands, manage clothing (zip, button, snap, pull on/off up/down) use utensils, drink from a cup	
Enter play or cooperate	Take turns, asking, "Can I play with you?" or "Can I play too?"	
Recognize danger	Avoid strangers, electrical outlets, or running across the parking lot. Practice safety habits: Use school supplies correctly (scissors, sharpened pencils), travel in a booster seat.	
Respond to authority	Obey the adult in charge; sit when the teacher asks you to.	
Physical Development		
Key descriptor	Example(s)	✓
Fine motor	Hold pencil/color, use scissors or manipulatives, make pencil strokes Recognize hand of choice (hand dominance) Can tie shoes	
Gross motor	Skip, hop, jump, stand on one foot	
Personal Information		
Key descriptor	Example(s)	✓
Name recognition	Can recognize first and last name in print Know first and last name of parents	
Information about myself	Know birthday (month, day, year) Know main phone number Know address	

Language Development		
Key descriptor	Example(s)	✓
Functional language: Expressive & Receptive	Can express wants and needs (Ex. Hunger, thirst, pain, and/or need to use the restroom) Understand what's being said (Ex. Follow 2 step directions-get coat & stand by door)	
Interactions with peers	Talk to peers with age appropriate dialogue (Ex. Back & forth conversation)	
Communication skills	Listen attentively to others & respond when appropriate; make eye contact with speaker	
Environmental language: Sound play	Makes or mimics sounds that are heard (ex. Dog barking), recognizes signs in the environment (stop, restroom, stores or restaurants)	
Book handling	Understand print goes left to right; top to bottom, hold the book the correct way (top up), turn pages gently so they won't tear	
Shared reading	Make up a story from pictures, listen to stories, basic retelling of story	
Letter recognition	Can recognize letters in their own name	
Math		
Key descriptor	Example(s)	✓
Shapes	Know the names of common shapes. (ex. square, circle, triangle)	
Sorting	Put things that are alike together and things that are different in separate groups	
Patterns	See that things repeat (ex. red, blue, red, blue)	
Quantities up to 10	Touch the object and count to show one-to-one correspondence	
Recognize numbers 1-10	Know numbers 1-10 when seen	
Counting 1-10	Count from 1-10 without help	
Colors		
Key descriptor	Example(s)	✓
Recognize basic colors	Red, blue, green, yellow, orange, pink, purple, black, brown, white, grey	