



# Kindergarten "Look Fors"

This resource for parents, teachers and childcare providers lists skills and behaviors your child's kindergarten teacher will look for and are goals for your child. They are aligned with the St. Vrain Valley School District curriculum and state standards.

## LANGUAGE DEVELOPMENT

Use complete sentences following grammatical rules: "I went to the store yesterday" vs. "I goed to the store yesterday."

Follow directions with two or more steps: "Brush your teeth and put on your pajamas."

Understand and use vocabulary related to opposites: like/different, top/bottom, big/little, up/down, first/last.

Say or sing familiar songs and nursery rhymes: "Itsy Bitsy Spider," "Hickory Dickory Dock."

Recognize when words rhyme: cat/hat, top/hop.

Recognize when beginning sounds are the same: ball/bat/big.



## SOCIAL/EMOTIONAL DEVELOPMENT

Wait for a turn in a group of 3 or 4 children without getting upset.

Follow familiar routines:

- cleaning up
- getting ready for bed
- arriving at school (put away coat and backpack, go to area)
- helping with meal time (setting table, clearing dishes)

Play cooperatively with other children for an extended period of time without intervention or adult support.

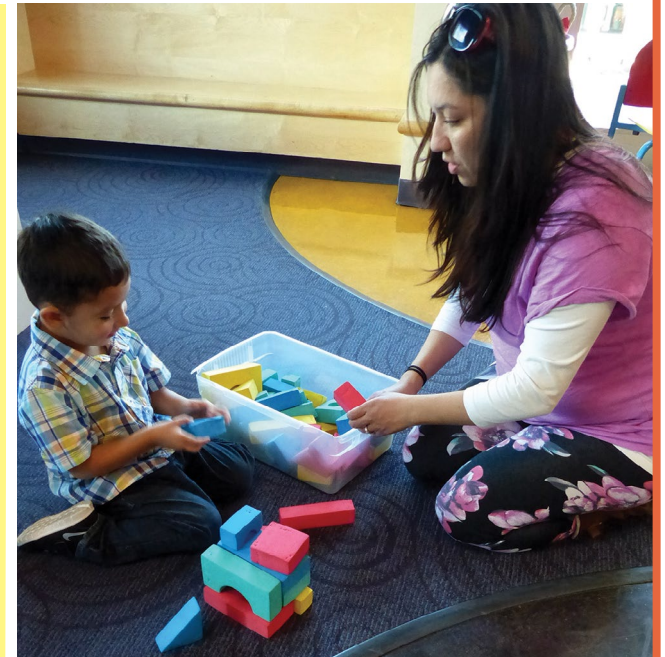
Pay attention and actively participate in a group setting for an extended period of time.

Control strong emotions when challenges arise. Ask for what he or she wants instead of hitting, yelling, tattling

Cope with separation from familiar adults

Demonstrate confidence in meeting his or her own needs:

- use restroom independently
- wash hands unassisted
- use belts, zippers, and buttons independently



## PHYSICAL DEVELOPMENT

Hold and use scissors correctly to cut on straight and curved lines.

Use crayons, pencils and markers using a tripod grip.

Put on and zip or button his or her coat and put on shoes.

Use classroom materials appropriately

- Removes and replaces marker lids
- Controls flow of glue from bottle or stick

Coordinate basic movement skills: run, hop, skip, kick, throw, catch, balance, gallop

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## BEGINNING READING

Knows the letters in his or her name and can recognize own first name in print.

Knows and names at least 15 upper and lowercase letters in addition to letters in his or her own name.

Knows letter sounds of at least 10 to 15 letters he or she can identify: letter B-b with the sound /b/.

Associates letter sounds with letters in print: letter b with the /b/ sound (as in bat).

Can retell a familiar story in sequential order identifying major events and characters.

Can hold and look at books right side up, turning pages one at a time from front to back.

Recognizes names and small, frequently used words: a, I, is, am, the, it, go, can, see, my, do, in, to, up, me, like, you, not, look, and.



## NUMBERS AND COUNTING

Count at least 10 objects with 1-to-1 correspondence.

Count from 1 to 10 in the correct order.

Identify and put written numbers in order from 1 to 10.

Understand that a written number is associated with a quantity: 3 equals three bears.

Use the words "more" and "less" correctly.

Understand that adding (+) means putting things together and subtracting (-) means taking things away.

Recognize and name basic shapes: circle, square, triangle, rectangle.

Recognize primary and secondary colors: red, blue, yellow, green, orange, black, brown, purple, white.

## BEGINNING WRITING

Use crayons, pencils and markers using a tripod grip.

Write his or her name moving toward upper and lower case: MARY SMITH -to- Mary Smith.

Express ideas through pictures he or she draws.



*When we treat children's play as seriously as it deserves, we are helping them feel the joy that's to be found in the creative spirit. It's the things we play with and the people who help us play that make a great difference in our lives.*

Fred Rogers