Often families ask for guidance in determining the readiness of their children for Kindergarten. We know as early childhood professionals that children develop in different ways and at different rates. One child may develop language skills faster than they develop social skills. NAEYC (National Association for the Education of Young Children) states that, “Readiness is more than basic knowledge of language and math, important as these are. Readiness expectations should include all areas: physical, cognitive, social and emotional competence as well as a positive attitude toward learning.” Here at Towsley Children’s House, we work hard to provide children with the experiences and guidance to develop the skills needed to be prepared for the range of Kindergarten classrooms they will encounter when they leave us. Our policy is that children who are 5 by the September 1st deadline, and no longer eligible for our program, transition to Kindergarten.

“I’m Going Tomorrow!?!?”

The concept of time can be difficult for young children to understand because it is so abstract. Many Kindergarten roundups and open houses begin in February but children do not start Kindergarten until September. Children may think after visiting their “future” Kindergarten classroom that they will begin Kindergarten the next day and that they are done with preschool.

Children process the idea of going to Kindergarten in different ways. For some children, big changes can cause anxiety. We strongly recommend that you wait to talk in-depth with your child about the transition to Kindergarten until a few weeks before they attend. When children bring up the subject, one response may be, “You sound nervous/ excited about Kindergarten. It is not happening for a long time. Right now you will still go to Towsley Children’s House. I will let you know when it is time to get ready for Kindergarten.” We want to respect the child’s feelings but provide reassurance that things aren’t immediately changing.

Please remember that children often overhear conversations between adults (parent/parent or teacher/parent). They may pick up on your feelings and anxieties. It is best to save conversations about the topic when children are not present. We will provide more information about preparing for the Kindergarten transition during the summer months.
Readiness Indicators (Ann Arbor Public Schools)

**Language**
- Can speak in simple sentences
- Can use a normal speaking voice
- Knows how to whisper, speak softly, speak loudly and shout
- Can express needs, feelings, and opinions
- Can answer questions and give information about self
- Knows their own phone number and parents/guardians names
- Can relate experiences
- Can ask questions and ask for help

**Manners and Social Skills**
- Does not interrupt conversations, stories, and lessons
- Is aware that other children deserve attention too
- Is learning the concepts of fairness
- Is learning that rules and procedures are important for the safety and well being of all
- Is learning that rules and expected behaviors might vary from place to place
- Is learning to take turns, raise hand, and share
- Says positive phrases such as: “please, thank you, I’m sorry, excuse me,” etc.
- Takes care of personal belongings, materials/equipment
- Knows it is OK to make mistakes
- Knows it is NOT OK to be mean or disruptive

**Fine Motor Skills**
- Has engaged in many experiences using crayons, paints, clay, books, puzzles, beads, blocks, zippers, laces, water, sand, markers, Legos, scissors, pencils, etc.

**Health and Safety Habits**
- Covers mouth when coughing or sneezing
- Can blow nose and disposes of tissues appropriately
- Uses the bathroom independently and washes his/her hands
- Dresses self independently
- Attempts to put on own coat, boots, mittens, etc.
- Washes hands before eating and when they get dirty
- Can wash face
- Does not put objects in mouth
- Knows sharp objects are dangerous and leaves them alone

**Listening**
- Listens attentively to a story for 5 minutes or more
- Can recall some details of a story or video
- Can follow directions, especially those involving spatial concepts (under, behind, over, next to, etc.)
- Can recognize common sounds (household, animals, street, classrooms, etc.)

**Academics**
- Recognizes first name in print
- Recites some rhymes and poems
- Sings simple songs
- Can tell about pictures
- Enjoys books and stories
- Knows most of the alphabet
- Counts to ten
- Notices shapes and forms

Alongside a play-based curriculum, UM Towsley Children’s House incorporates The Project Approach to guide learning and development. The Project Approach refers to a set of teaching strategies that enable teachers to guide children through in-depth studies of real-world topics. Projects have a complex but flexible framework where teaching and learning are seen as an interactive process. When teachers implement the Approach successfully, children can feel highly motivated and actively involved in their own learning and produce work of high quality.

The teachers create lesson plans in a manner that is ever evolving and adapting to meet the needs and interests of the children. Attention is given to social, cognitive and physical development. Children take part in a variety of experiences throughout the day that prepares them socially and academically for their next phase of early education. Below are snapshots of children and teachers interacting throughout the day and some of the readiness indicators/skills the children are gaining through the activity.

The children in the classroom began showing interest in tracks after noticing tracks in the snow at the Arboretum. The teachers supported an investigation through a variety of hands-on experiences. They explored how tracks are made and what makes the tracks. They read books, explored hands-on activities, and experts came in to share their knowledge and engage in activities with the children.

Readiness Indicators:

Language
- Can speak in simple sentences
- Can use a normal speaking voice
- Can express needs, feelings, and opinions
- Can ask questions

Manners and Social Skills
- Does not interrupt conversations, stories, and lessons
- Is aware that other children deserve attention too
- Is learning to take turns, raise hand, and share
- Knows it is OK to make mistakes
- Knows its not okay to be disruptive

Fine Motor Skills
- Has engaged in many experiences using crayons, paint, pencils etc.

Listening
- Listens attentively to “a story” for 5 minutes or more

Academic
- Dr. Franklin sharing information about tracks.
- Children create observational drawing of tracks.
- Children explored if tracks can be made in different mediums. The teachers filled the sensory table with different materials for the children to test out their theories.

Observing tracks out in the snow.
Children have access to a variety of writing and drawing tools throughout the day. Children may “sign in” in the morning, write in journals, and draw.

**Readiness Indicator:**

**Fine Motor Skills**

Has engaged in many experiences using crayons, paints, clay, books, puzzles, beads, blocks, zippers, laces, water, sand, markers, Legos, scissors, pencils, etc.

**Academics**

Recognizing first name in print

In the classroom, the children have access to a variety of manipulatives. Children are able to sort materials, recognize shapes, colors, numerals and create patterns.

**Readiness Indicator:**

**Academics**

Counts to ten  
Notices shapes and forms
Children have many opportunities during the day to listen to and interact with books independently and with an adult.

Readiness Indicator:

Language
- Can speak in simple sentences
- Can use a normal speaking voice
- Can relate experiences
- Can ask questions

Manners and Social Skills
- Does not interrupt conversations, stories, and lessons

Listening
- Listens attentively to a story for 5 minutes or more
- Can recall some details of a story

Academics
- Can tell about pictures
- Enjoys books and stories
Twice a day children go outdoors for fresh air, unstructured play, and physical activity. In preparation for outdoor time, the children must get dressed. During the winter, this involves taking off their shoes and putting on snow pants, boots, coats, hat, gloves and mittens. Teachers spend time teaching children how to independently get dressed and the order of putting on items.

Readiness Indicator:
Health and Safety Habits
  Dresses self independently
  Attempts to put on own coat, boots, mittens etc.
Listening
  Can follow directions, especially those involving spatial concepts

Throughout the year, classrooms take a variety of fieldtrips and/or site visits.

Readiness Indicator:
Language
  Can speak in simple sentences
  Can relate experiences
Manners and Social Skills
  Does not interrupt conversations, stories and lessons
  Is learning that rules and procedures are important for the safety and well-being of all
  Is learning that rules and expected behaviors might vary from place to place
An Exceptional Education Begins with Ann Arbor Public Schools

Join us for our upcoming Kindergarten and Young Fives open houses. We're excited to share with you and your children the fun that awaits them in September. Meet the staff, learn about the programs, the enrollment process, and get answers to your questions.

You are welcome to attend any of our scheduled open houses, or call your school to schedule a visit. We look forward to seeing you!

2020 Kindergarten & Young Fives* Round-Up Schedule

<table>
<thead>
<tr>
<th>School</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbot*</td>
<td>Tuesday</td>
<td>Feb 18</td>
<td>6:00 - 7:00 pm</td>
</tr>
<tr>
<td>Allen*</td>
<td>Thursday</td>
<td>Feb 6</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>Angell*</td>
<td>Thursday</td>
<td>Feb 27</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>AA Open</td>
<td>Tuesday</td>
<td>Feb 25</td>
<td>6:15 - 7:30 pm</td>
</tr>
<tr>
<td>A2 STEAM*</td>
<td>Wednesday</td>
<td>Feb 26</td>
<td>6:00 - 7:00 pm</td>
</tr>
<tr>
<td>Bach*</td>
<td>Thursday</td>
<td>Feb 27</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>Bryant*/Pattengill</td>
<td>Thursday</td>
<td>Feb 20</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>Burns Park*</td>
<td>Thursday</td>
<td>Feb 6</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>Carpenter*</td>
<td>Thursday</td>
<td>Feb 27</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>Dicken*</td>
<td>Thursday</td>
<td>Feb 20</td>
<td>6:00 - 8:00 pm</td>
</tr>
<tr>
<td>Eberwhite*</td>
<td>Thursday</td>
<td>Feb 6</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>Haisley*</td>
<td>Thursday</td>
<td>Feb 20</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>King*</td>
<td>Wednesday</td>
<td>Feb 19</td>
<td>6:00 - 7:00 pm</td>
</tr>
<tr>
<td>Lakewood*</td>
<td>Thursday</td>
<td>Feb 27</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>Lawton*</td>
<td>Thursday</td>
<td>Feb 27</td>
<td>6:00 - 7:00 pm</td>
</tr>
<tr>
<td>Logan*</td>
<td>Wednesday</td>
<td>Feb 12</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>Mitchell*</td>
<td>Thursday</td>
<td>Feb 20</td>
<td>6:00 - 7:00 pm</td>
</tr>
<tr>
<td>Pittsfield*</td>
<td>Thursday</td>
<td>Feb 27</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>Thurston*</td>
<td>Thursday</td>
<td>Feb 20</td>
<td>6:00 - 7:30 pm</td>
</tr>
<tr>
<td>Wines*</td>
<td>Wednesday</td>
<td>Feb 5</td>
<td>6:00 - 7:30 pm</td>
</tr>
</tbody>
</table>

*Indicates Young Fives Program. To be eligible for Young Fives, children must turn five years old between May 1 and December 1, 2020.

Wondering if your child is ready for Kindergarten? Contact your school for readiness screening or attend the district screening event

Early Childhood Expo / District Screening Event

Drop-in, no appointment necessary

W. Scott Westerman
Preschool & Family Center  
Saturday  
Feb 15  
10:00 am - 1:00 pm
Chelsea School District

Getting Parents Ready for Kindergarten
When: Tuesday, February 18, 2020 6:30pm–7:30pm
Location: North Creek Elementary—Cafeteria

Dexter Community Schools

On February 25th, the Y5-2 principals will host building tours from 6:00pm-7:00pm, followed by an information section. This event is for adults only.

Saline Area Schools

Kindergarten Round Up
When: Wednesday, April 16, 2020 6:00pm-7:30pm
Location: Saline Middle School (7190 N. Maple Road)

Ypsilanti Community Schools

TBA—Visit: http://www.ycschools.us/our-schools/pre-k-and-kindergarten/

Lincoln Consolidated Schools

https://www.lincolnk12.org/enrollment/kindergarten-roundup/
Here are some tips to help you prepare your child for Kindergarten:

- **Help him to develop independence at home.** Encourage your child to dress himself, take his coat on and off and hang it up, use the bathroom without assistance and wash his hands without constant reminders, and put on his own shoes. Provide serving spoons so your child can serve himself at the table and clear his own dishes. These skills will take him from the coatroom to the lunchroom and beyond.

- **Focus on self-help skills.** Your child should know how to wipe her face after lunch without prompting and blow her nose without assistance. But be sure she is also comfortable asking an adult for help when necessary.

- **Teach responsibility.** Start transferring small responsibilities over to your child, if you haven’t already. After a family trip to the pool, you might put your child in charge of emptying the backpack, refilling the water bottles, or hanging up his wet swimsuit. Even when it may be easier for you to complete these tasks, let him accept the responsibility.

- **Develop and follow routines.** Set up morning routines that will transfer into a school setting. Getting up around the same time every day, getting dressed, and having an early breakfast together is a great way to transition to school.

- **Read aloud to your child.** Get your child a library card, take her to the library to check out books, and be sure to read to your child every day. Read a variety of books, read the captions under pictures in the newspaper, even share the comics. Just read!

- **Engage her in meaningful literacy activities.** Encourage your child to help you with thank you cards, shopping lists, or notes. They may start with scribbles or pictures, move into scattered letters, and finally some recognizable words as they enter school. Appreciate their attempts and watch their skills develop with practice.

- **Acknowledge his feelings.** Avoid talking about school too much, or wait until the end of summer is near. Your child may express being nervous, not wanting to go or, alternately, feeling very excited to start school. Whatever they feel, take time to appreciate where they are.

Source: [Ready or Not Kindergarten, Here We Come!](https://www.naeyc.org/our-work/families/kindergarten-here-we-come) By Traci Galuski
Preparing for Kindergarten with Picture Books

A few weeks before kindergarten is a great time to begin preparing for the transition. Picture books provide a fun, interactive way to discuss the kindergarten transition.
Miss B. Kindergarten Gets Ready for Kindergarten
Joseph Slate • Illustrated by Ashley Wolff

Countdown to Kindergarten
by Alison McGhee
Pictures by Harry Bliss

Kindergarten Diary
Antoinette Portis
Creator of the bestselling Mo Willems

Mom, It's My First Day of Kindergarten!
Hyeon Yum

Adventure Annie Goes to Kindergarten
by Toni BBuzz
Illustrated by Amy Wummer

The Kissing Hand
by Audrey Penn
Illustrations by Ruth E. Harper and Nancy E. Leek
**Additional Resources**

**Ann Arbor Public School Kindergarten Parent Information**

**Kindergarten Parent Guides—State of Michigan**
Available in English, Spanish and Arabic

**What Does a High Quality Kindergarten Look Like?** -NAEYC

**Transitioning to Kindergarten** by: Janis Strasser (NAEYC)

**School Websites**

**Ann Arbor Public**

**Chelsea School District**

**Dexter Community Schools**

**Saline Area Schools**

**Ypsilanti Community Schools**

**Lincoln Consolidated Schools**