



excellence for everyone

Cradle 2 Career

TRANSITION 2
KINDER!






Cradle 2 Career - Kindergarten Readiness Network


- Civic League Day Nursery
- Families First of Minnesota
- Family Service Rochester
- IMAA
- Listos Preschool and Childcare
- Olmsted County
- Rochester Public Library
- Rochester Public Schools
- Rochester YMCA
- Serve Minnesota
- SPARK
- The Reading Center



The activities presented in the Transition 2 Kinder! cards have been modified by the Cradle 2 Career's Transition 2 Kindergarten Network from Teaching Strategies Gold.





A child's success in school is based on many factors.

- Ready communities - that respond to the individual needs of children to keep them safe and on track.
 - Ready education settings - that support the developmental needs of all children and that understand and celebrate families' unique characteristics.
 - Ready families and children - who are curious, and eager to learn.
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- The activities in these cards are meant to enhance your child's learning experience and time spent with you.
 - They require materials you can find around your household and are easy to implement. Use them during play time, while doing chores with your child, or when out and about.
 - You can practice one activity at a time, or you can continue playing with them—in no particular order—as long as your child is interested!
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These are some symbols you will see on the cards and what they mean



Skills this activity will help develop.



Why this activity is important.



Materials you will need for this activity

These symbols tell us
which area of readiness
this card is all about



Cognitive Development



Approaches to learning



Social/Emotional Learning



Physical/Motor Development



Language and Literacy



Counting and taking turns.



Your child will use counting skills while working on taking turns.



Dice, cardboard, tile, floor, and tape.



- Find or create a die with six sides. Show your child how to roll it and count the dots for the number rolled.
- Create a large game board by taking your child to a large tiled area or by taping several squares to the floor or on a piece of cardboard. Choose an area to start and finish.
- Ask your child to roll the die, count the dots, and hop the same number of tiles or squares. Take turns rolling the die, counting the dots, and moving the number
- of spaces until you both reach the finish line.



Recognizing numbers.



Hands-on experiences support children's understanding of topics.



Paper, marker, crayon, or pencil. Modeling dough (playdough) or string.



- Create the cards using ten sheets of paper: write one number from 1 to 10 on each sheet. Under each number draw dots to match (4 would have four dots).
- Choose a card and name the number as you trace it with your finger. Count the dots on the card.
- Talk about the features of the number (curved, straight or diagonal lines, and how it is formed).
 - "A 3 has curved lines. I'm going to bend my playdough to make it look like a 3."
- Invite your child to use modeling dough or string to make the number.
- Continue making dough or string numbers as long as the activity interest your child.



Recognizing numbers,
counting objects one at a time.



Understanding what numbers
are and “how much” they
represent.



Cards created for CRAFTING
NUMBERS



- Show your child the cards created for CRAFTING NUMBERS.
 - “What number do you see on this card? Yes, that’s the number 1! What other numbers do you know?”
- Offer small objects for your child to count, like coins, buttons, or cereal. Support your child in counting one object at a time by touching it and sliding it to the side.
 - “The card has the number 3 on it. Let’s point to the coins and count how many we have, one at a time.”



Curiosity and motivation.



Your child will learn through their senses and explore cause and effect.



Water, objects from around your home, a sink, a bucket, or a bathtub.

SINK OR FLOAT



- Fill the sink, bucket, or bathtub with water.
- Allow your child to test objects.
- Invite your child to predict or guess, which objects will happen when smaller objects are placed on top of larger ones.
- Example: "What do you think will happen when you put more on top of this item?" Let's count how many we can fit before it sinks!"
- Continue the activity for as long as your child is interested.

WHAT'S THE SURPRISE?



Curiosity and motivation.



Guessing games helps your child learn to gain information by asking questions



Small objects, pillowcase or bag .

WHAT'S THE SURPRISE?



- Choose a few objects that are interesting to your child.
- Put one of these objects into the bag without showing it to your child.
- Explain that he/she will ask questions to figure out what you have in the bag. Encourage questions about an object's features (ex: is it round, soft, heavy, used outside).
- Repeat your child's questions and, as the game continues share the clues they have learned.
 - Example: "You have asked about the shape and color of the object. Now you know that it is white and round."
- When your child guesses correctly, take the object out of the bag and talk about all of the features they determined by asking questions during the game.



Flexible thinking and creativity.



This encourages curiosity and pretend play.



Empty boxes, art materials (paint, markers, stickers, etc.)



- Invite your child to explore the boxes.
- Ask questions that encourage them to think about what the boxes were used for.
 - Example: "What do you think came in the box? What could we use it for?"
- Take the boxes outside or to an inside area that is easy to clean. Provide art supplies so your child can use them to decorate the boxes
- As your child works, talk about what you see them doing and ask questions so they talk with you about their ideas.
 - Example: "I see you are making a pattern. How did you decide what colors to use?"
- When the boxes are finished and dry invite your child to use them as building blocks or as part of her/his pretend play.

TAKING CARE OF MYSELF



Takes care of own needs.



Children need to learn independence when it comes to being healthy and safe.



They learn these habits from those around them.



Your child is learning how to take care of their needs with less adult support.



None

TAKING CARE OF MYSELF



- Look for opportunities to express appreciation when your child takes responsibility for their personal needs. Example: "You do such a good job washing your hands."
- Read books with self help themes, such as *Jesse Bear, What Will You Wear?* by Nancy Carlstrom or *On Your Potty* by Virginia Miller.
- Ask your child to model for younger siblings or friends who just might be learning those skills. Example: "I see that you put on your mittens to go outside. Can you show your sister how to put on her mittens?"
- You can encourage your child's development in other ways, such as drawing pictures of them, handwashing, brushing teeth, or zipping their coat.

WHEN, THEN STATEMENTS



Following expectations;
respecting limits and boundaries



When your child knows the
steps to completing a task, they
become more independent in the
tasks at hand.



None

WHEN, THEN STATEMENTS



- When your child needs help completing a task, use a “when, then” statement to let him know the appropriate next step.
 - Before using the statement, position yourself at their level. Offer a gentle touch, if needed, to get his attention.
 - Using a neutral tone of voice, use a “when, then” statement to explain the appropriate sequence of behaviors.
- Examples:
- “When you put the books back on the shelf, then you may play with your dolls.”
 - “When your shoes are on, then we will go outside.”
 - “When your body is calm, then we will begin our story.”

SUPPORTING CHILDREN TO USE THEIR WORDS



Using words to express feelings.



Support your child's emotional security and self-control.



None

SUPPORTING CHILDREN TO USE THEIR WORDS



- Notice when your child is experiencing strong emotions like frustration, anger, excitement, sadness, and excitement.
- Position yourself at your child's level, and if necessary, prevent them from being physically aggressive. Example: (holding your child's hands) "I cannot let you hurt anyone's body. I need to keep everyone safe."
- Coach your child by providing the words they should use to express themselves in situations that trigger strong emotions. Say the words and then ask them to try saying them. Example: "I see you grabbing for the cup and stomping your feet. You can ask for help to reach it. Try saying, 'May I have the cup please?'" Now you say it."

LET'S PLAY FOLLOW THE LEADER



Following limits and expectations and using their body to move around the space.



When you provide examples and model expected behavior, you help your child understand how and when to care for household materials. Although, your child may be physically capable of completing tasks at home, he continues to learn by example. Demonstrating a task to your child and then asking him to immediately practice that task reinforces your home routines and expectations.



A room that needs tidying.

LET'S PLAY FOLLOW THE LEADER



- Be sure there are several things out in the room that need to be put away. Include a variety of objects to be put in different locations around the room.
- Invite your child to play: Follow the Leader. Ask him to follow you around the room and do what you do.
- Walk or march in a silly way to make cleaning up more enjoyable. Walk slowly around the room, picking up a toy and putting it away, then waiting for him to repeat your movements.
- Explain each task as you complete it. "Now I am hanging a coat in the hook. Now you are hanging a coat on the hook."
- When the room is clean, remember to thank your child for his help with the task. Recall with your child all the areas that were messy and list together the items he put away.
- Point out to him how nice the room looks when it is clean and how easy it will be to find the toys and materials later when he wants to use them.



Uses fingers and hands.



Eye and hand movements are important to children's development. Providing your child with the opportunity to cut with scissors helps them grow physical development skills.



Plastic tub/container, scraps of paper (in different sizes/textures), toddler-sized safety

CUTTING CHALLENGE



- Put scrap paper and scissors in a plastic tub.
- Invite your child to practice cutting papers using the paper and scissors in the tub.
- Help your child position the scissors correctly in their hand and practice the cutting motion: "This is how we hold scissors when we are ready to cut. Then we move our hand like this: open, close, open, close."
- Once comfortable, allow your child to practice cutting independently. Talk about safety rules when using scissors and describe what you notice: "I see you cutting the yellow paper into small pieces."
- Allow your child to continue for as long as they are interested. If you can, keep the materials together in the plastic tub and encourage your child to practice cutting often.



Traveling and understanding how objects and people move in relation to each other.



Children love to move their bodies in different ways. This activity works on being active while helping your child learn spatial concepts.



Tape, sidewalk chalk, pillows, large open floor space or outdoor area.



- Use chalk outdoors or masking tape or pillows indoors to create a path of “stepping stones.”
- Invite your child to jump from stone to stone. As your child moves, say: “I see that you are near the door, but you are far from the window.”
- Encourage your child to describe where they are in relation to you or other people. Ask: “Whom do you think is closest to you? Who is behind you?”
- Switch places, and continue the activity and ask your child to describe your position as you move: “Where am I now? What am I next to?”
- Vary the game by placing the “stones” in a different area.

OBSERVATIONAL DRAWING



Drawing, coloring, fine motor skills



Use of writing utensil



Using words to talk about what is drawn



Answering questions



Paper, pencil, crayon, or marker, item of interest to your child.

OBSERVATIONAL DRAWING



- Show your child an item he/she is interested in.
- Invite your child to draw this item.
- Remind your child to draw slowly and ask questions like, “what part are you drawing now?”
- Ask your child to tell you about the finished drawing. You may offer to label things that your child says.
 - “I heard you say that this is the head. I’m going to write that word by its head.”
- Praise your child for their efforts.



Speaking clearly, interacting during reading experiences.



Learning about print in a meaningful way.



Markers, pens, pencils; paper; photos of your child (including some with others, in special places, or doing activities); glue/stapler/tape.



- Attach one photo to each piece of paper. Staple the papers together on the left side to make a book.
- Invite your child to look at the pictures on each page.
- Encourage your child to share ideas about the pictures.
- Next to each picture, write down the words your child shares with you. When the book is finished, read it with your child.
- Ask questions as you read together.
 - “What is happening on this page?”
 - “Who do you see in this picture?”
- Encourage your child to read the book with a friend or family member at a later time.
 - At a young age, “reading” a book is more like “retelling” the story that they remember.



Uses language.



Playing guessing games with your child about everyday objects will help your child develop listening and speaking skills.



Objects around the room.



- Explain that you are going to play a guessing game called: "I Spy." Tell your child to listen carefully to your clues. Choose an object to describe.
- Begin with a clue like the objects color or size. ("I spy something orange.")
Encourage your child to look for and point out orange things. These are their guesses about your "secret" object.
- Give a second clue to help narrow down the choices. ("The orange thing that I spy is good to drink.")
Follow your child's lead and give clues until the correct answer is chosen; your child may say the name of the object or point to it.
- Continue the game by offering your child a chance to read and give you clues.
- Encourage your child to play "I Spy" with other family members or friends.

HOW WAS YOUR DAY?



Join in conversations



Your child will use language to share about their day



None

HOW WAS YOUR DAY?



- Look for opportunities to ask your child questions about their day for recent activities.
- Focus on your child's responses. Allow your child to put their thoughts into words.
- Repeat the words back to confirm that you understood their attempt to communicate.
 - Example: "You had a fun time playing with your cousin."
- Continue the conversation by using open-ended questions about the information they shared.
 - Example: "When you built the tower, how high did you go?" "What did you notice about the wet sand?"
- As long as your child appears enthusiastic about sharing ideas, continue to have a conversation.