



BRADFORD
ACADEMY
est 2008

Checklist for *Kindergarten*



Mastery

Child is performing at this level by the end of Kindergarten at Bradford Academy.



On Target

Child shows expected readiness skills to begin kindergarten.



Red Flag

No need to panic! See suggestions for playful learning activities to help your child.



How to improve: Look here to find ideas and suggestions on how to improve target skills.

1 Counting



Mastery

Counting to 100+



On Target

Counting to 20



Red Flag

Counting to 12 or less



How to improve: Count anything and everything; toys as you clean up, silverware for the table, cookies on a plate. Count aloud while riding in the car or waiting in line. Play a game of guessing how many items you see and then count to check.



2 The Alphabet



Mastery

Names all capital & lower case letters and every letter's sound.



On Target

Names most capital letters and some lower case letters and half the sounds.



Red Flag

Names only a few of either kind of letters. Cannot isolate beginning sounds.



How to improve: Enjoy LOTS of alphabet books together until the child begins to point out letters he sees and mimics the sounds they make. Play "name-that-object" and emphasize beginning sounds (ex. ball - say b-b-ball). Other activities should include: sing the ABC Song, play with alphabet puzzles, use an APP like ENDLESS ABC, and spend some time on starfall.com. If your child watches videos, consider looking into *Leap Frog's Letter Factory*.

3 Writing Name



Mastery

Writes first name with a capital letter and follows with lowercase letters using D'Nealian script using a tripod pencil grip. Does not tire easily when writing.



On Target

Uses all capital letters and can write first name legibly. Has a firm and comfortable grip on the pencil.



Red Flag

Cannot write first name at all. Uses a weak or incorrect pencil grip.



How to improve: Have child write his name on large unlined paper daily. Use different tools for fun - pencil, crayon, slim markers. (Search google for images for tripod grip). Improve fine motor skills by strengthening hands using play doh, coloring, tracing, stringing beads, stacking Duplos.



4 Attending: Regarding with care or listening



Mastery

Asks to be read to often and is able to answer comprehension questions about the stories; carries out 2 or more consecutive tasks happily and in a timely manner.



On Target

Enjoys listening to age appropriate picture books; can carry out 2 consecutive tasks without reminders (eg. go upstairs and put your shoes on).



Red Flag

Cannot sit through a book without interrupting; needs supervision in order to complete 2 consecutive tasks.



How to improve: Limit screen time and read to child for short intervals daily; pray about your child's moral development and begin to expect and train for 1st time obedience.

5 Social Skills



Mastery

Child eagerly looks forward to school; plays well with other children and is able to problem solve fairly or seek outside help appropriately when conflicts arise.



On Target

Child is willing to separate from parents; plays with other children and receives correction when there is conflict.



Red Flag

Cries unreasonably when separating from parents; is unable to play for short intervals of time without conflicts.



How to improve: Expose child to experiences that stretch them outside their comfort zones; take to library story times; leave in Sunday School; arrange play dates with several moms and friends or trade off babysitting with other moms.



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6 The Bathroom



Mastery

Is comfortable walking down the hallway and toileting independently in a reasonable amount of time.



On Target

Can independently operate buttons, snaps, zippers and belt and wash hands after toileting.

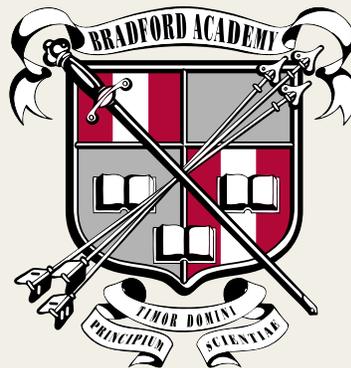


Red Flag

Needs help removing and fastening clothing or has accidents due to inability to master these skills.



How to improve: Practice wearing school clothes (especially the belt) around the house for several weeks; give tips for operating closures. Remember, fine motor skills are developed by practicing fine motor skills. Sometimes parents are tempted to avoid the skills that children need to practice. For example, if a child always dresses in sweatpants because he struggles with buttons and zippers he will lag behind in his acquisition of the skill. A parent should have a plan to move the child from elastic pants to button and zipper pants in the months preceding school.



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