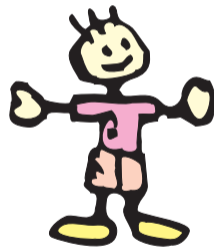
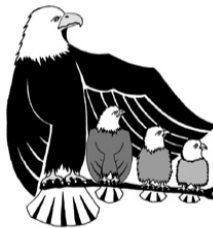


ROOSEVELT READINESS

This brochure is designed to help you prepare your child for Kindergarten.



Ferndale Public Schools, 2005



STARTING OUT

You are your child's first and most important teacher. Every day, your child is learning as you talk, play, and work together.

Readiness is a combination of age, individual growth and experience. Your child will develop at his or her own rate; however, your involvement will promote readiness.

Your child will learn by doing. Play is an essential part of learning. Your child learns best when he or she is involved in activities that are interesting and fun.

This brochure is designed to help you look at your child's physical, social, emotional, and cognitive development.

It provides checklists and tips to help guide you as you work and play with your child.

The checklists contain items that are important to your child's success in kindergarten. It is designed for four-year olds. The criteria for many items on the checklist should not be applied to children three years and younger.

If, after completing the checklist, you have some concerns about your child being successful in kindergarten, you may wish to call Roosevelt Primary for additional assistance. 248-586-8800



INTRODUCTION

DOES YOUR CHILD...

	Yes	Not Yet
...recognize and name colors?	<input type="checkbox"/>	<input type="checkbox"/>
...match or sort items by color and shape?	<input type="checkbox"/>	<input type="checkbox"/>
...participate in art and music activities?	<input type="checkbox"/>	<input type="checkbox"/>
...understand concepts such as: in, out, over, under, on, off, front, and back?	<input type="checkbox"/>	<input type="checkbox"/>
...know her/his body parts (head, shoulder, knees, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
...draw a picture of her/himself including head, body, arms, and legs?	<input type="checkbox"/>	<input type="checkbox"/>
...demonstrate curiosity, persistence, and exploratory behavior?	<input type="checkbox"/>	<input type="checkbox"/>

CONCEPT DEVELOPMENT TIPS

Young children construct their own understanding of concepts as they interact and work with materials, people, events, and ideas.



Parents can help this process by:

Providing age appropriate toys which require thinking such as puzzles, blocks, or sorting toys.

Offering scraps, bits, boxes, and other things from around the house to use for creative experiences.

Counting objects around the house (plates and forks for the table, crackers for snacks).

Playing games with your child using words such as: Put the ball on the chair. Get the pot from under the sink.

Playing Simon Says. Simon says, “Put your hands under your feet. Put your hands over your head.”

CONCEPT DEVELOPMENT

DOES YOUR CHILD...

	Yes	Not Yet
...have a set routine and schedule for: preparing for bed (e.g., brushing teeth, taking a bath), going to sleep and eating meals?	<input type="checkbox"/>	<input type="checkbox"/>
...use good habits (e.g., closes mouth when chewing, covers nose and mouth to sneeze, washes hands after toilet and before eating?)	<input type="checkbox"/>	<input type="checkbox"/>
...follow simple safety rules?	<input type="checkbox"/>	<input type="checkbox"/>
...visit the doctor and dentist regularly?	<input type="checkbox"/>	<input type="checkbox"/>
...eat healthy foods?	<input type="checkbox"/>	<input type="checkbox"/>

HEALTH & SAFETY TIPS

“Children must have their basic needs for health care and nutrition met if they are to be prepared to achieve in school.” — Marian Wright Edelman

Parents can help this process by:

- Making sure your child has regular medical check ups, up-to-date shots, and prompt attention if needed.
- Remembering trips to the dentist and regular tooth brushing.
- Reminding your child to get rest and establishing a set bedtime.
- Providing opportunities for your child to get exercise.
- Taking your child to swimming lessons.
- Modeling and encouraging healthy eating, and limiting junk food.
- Teaching your child simple safety rules (e.g., fire, traffic, bicycle, poisons).
- Keeping a watchful eye on your child and removing hazards from your home and outdoors.
- Having home fire drills.
- Practicing emergency situations to use 911.
- Alerting your child to the dangers of strangers and drugs.



HEALTH & SAFETY

DOES YOUR CHILD...

	Yes	Not Yet
...put puzzles together?	<input type="checkbox"/>	<input type="checkbox"/>
...cut with scissors?	<input type="checkbox"/>	<input type="checkbox"/>
...try to tie her/his shoes?	<input type="checkbox"/>	<input type="checkbox"/>
...enjoy outdoor play such as running, jumping and climbing?	<input type="checkbox"/>	<input type="checkbox"/>
...hold a crayon or marker correctly?	<input type="checkbox"/>	<input type="checkbox"/>
...ride a tricycle?	<input type="checkbox"/>	<input type="checkbox"/>
...bounce a ball?	<input type="checkbox"/>	<input type="checkbox"/>

PHYSICAL DEVELOPMENT TIPS

Children need physical skills to be successful in school.
Daily opportunities to use large and small muscles should be provided.

Parents can help this process by:

Taking your child to a park to play on outdoor equipment.

Allowing your child time to dress her/himself.

Providing experiences with scissors such as cutting pictures from a magazine.

Providing opportunities to use crayons, markers, pencils and pens.

Providing opportunities for your child to experiment with balls, tricycles and jump ropes.



PHYSICAL DEVELOPMENT

DOES YOUR CHILD...

	Yes	Not Yet
...talk in sentences?	<input type="checkbox"/>	<input type="checkbox"/>
...follow through when you give her/him one or two directions?	<input type="checkbox"/>	<input type="checkbox"/>
...use descriptive language? (That's a tall building with round windows.)	<input type="checkbox"/>	<input type="checkbox"/>
...use simple conversational sentences?	<input type="checkbox"/>	<input type="checkbox"/>
...sing and/or recite nursery rhymes?	<input type="checkbox"/>	<input type="checkbox"/>
...use sentences that include two or more separate ideas?	<input type="checkbox"/>	<input type="checkbox"/>
...pretend, create and make up songs and stories?	<input type="checkbox"/>	<input type="checkbox"/>
...talk about everyday experiences?	<input type="checkbox"/>	<input type="checkbox"/>
...ask questions about how things work in the world around her/him?	<input type="checkbox"/>	<input type="checkbox"/>
...express her/his ideas so that others understand?	<input type="checkbox"/>	<input type="checkbox"/>
...recognize her/his name in print?	<input type="checkbox"/>	<input type="checkbox"/>

LANGUAGE TIPS

The development of language abilities - listening, speaking, reading, writing is critical to children's success throughout their school years and the rest of their lives. It is tied to everything children learn or do in school. Parents can support the development of language abilities by talking with and listening carefully to children as they share their ideas and experiences.

Parents can help with the process by:

Talking with your child about what interests him or her.

Using questions which have more than one answer such as: "What do you think?" "How would you feel?"

Playing rhyming games.

Letting your child know what she/he says is important by listening.

Getting down at eye level and showing your interest.

Encouraging other members of the family to listen.

Encouraging your child to develop and share ideas by asking questions and offering suggestions.



LANGUAGE

DOES YOUR CHILD...

...attempt to write her/his name?

...like to write alphabet letters?

...have a collection of paper, pencils, and crayons?

...like to receive notes from you and others?

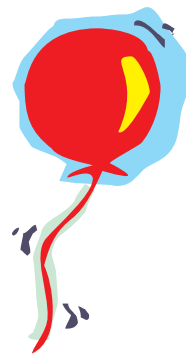
...ask you to write words or notes to people?

...have a chalkboard with chalk or a magnetic board with magnetic letters?

...attempt to invent her/his own spelling while writing?

...write stories?

...see you writing (e.g., notes, recipes, lists, letters, reminders)?



Yes

Not Yet

WRITING TIPS

To become skilled, lifelong writers, children need encouragement and support as they begin the writing process. They'll play at writing like they play at reading. Ask them to read what they've written. Children go through various stages of writing development.

These stages include scribbling, drawing pictures and pretend writing.

Parents can help this process by:

Providing materials (e.g., crayons, pencils, paper) and a space for writing.

Focusing on what your child can do.

Having a place to display your child's writing efforts.

Watching your child as she/he writes.

Answering your child's questions about writing.

Accepting trial and error (e.g., scribbles, pictures, alphabet soup).

Making signs to label objects in your child's room or other rooms in the house.

Letting your child see you write.

Encouraging your child to read her/his writing to you.

Providing magnetic letters for your child to practice forming her/his name and words she/he wants to know.

Encouraging your child to invent her/his own spelling for words (e.g., shopping lists, reminder notes, messages, signs, stories).

Special Note:

Remember to respond to the message and content of what your child is writing about, not how it looks on the surface. Writing is not just copying. By providing opportunities to write as part of your daily family routine, you will keep your child interested and excited about writing.



WRITING

DOES YOUR CHILD...

	Yes	Not Yet
...enjoy getting a book for a present?	<input type="checkbox"/>	<input type="checkbox"/>
...have many books of her/his own and a special place to keep them?	<input type="checkbox"/>	<input type="checkbox"/>
...recognize her/his first name?	<input type="checkbox"/>	<input type="checkbox"/>
...look at books or pictures on her/his own?	<input type="checkbox"/>	<input type="checkbox"/>
...like you to read to her/him?	<input type="checkbox"/>	<input type="checkbox"/>
...read stories or verses to you? (e.g., shares verses or stories read at school; reads or pretends to read her/his library books)	<input type="checkbox"/>	<input type="checkbox"/>
...try to read in everyday situations? (e.g., street signs, store signs, cereal boxes, newspapers, magazines, TV advertisements)	<input type="checkbox"/>	<input type="checkbox"/>
...try to talk about or retell the stories or verses heard at school?	<input type="checkbox"/>	<input type="checkbox"/>
...try to read along with you on favorite parts or the story or sentences that are repeated over and over again?	<input type="checkbox"/>	<input type="checkbox"/>
...see you reading (books, magazines, letters, newspapers, recipes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
...know any nursery rhymes by heart?	<input type="checkbox"/>	<input type="checkbox"/>

READING TIPS

Reading a book to children is an enjoyable and interesting experience. It should be part of the daily family routine. It is the most important way in which parents can help children learn to read.

BEFORE reading a story:

Introduce the book, discussing the cover, title, author, and illustrator.
Look at the pictures to discover what the story is about.
Discuss special or new words that are in the story.
Talk about places, people and things in the story with which your child is familiar.
Remember to keep the introduction simple and quick.

DURING the story reading:

Allow time for your child to look at and talk about the pictures. (Pictures and illustrations are very important.)
Talk with your child about the characters and story events.
Ask questions: What do you think is happening? How would you feel if that happened? What might happen next? (prediction) Would you ever do that?
Did you think that would happen?
Allow your child to ask questions as you read and answer his/her questions.
Accept and be positive about your child's responses to your questions.

AFTER the story reading:

Go back to the beginning and have your child turn the pages and share comments or questions he/she might still have.
Have your child retell the story to you.
Compare the story situations to your child's experiences.
Could you do that? Has that ever happened to you? Did we ever do that?

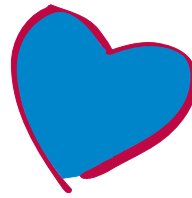
Parents can help this process by:

- Providing a wide variety of books for your child, including nursery rhymes and fairy tales.
- Providing a library card for your child.
- Providing a special place for your child to keep her/his books.
- Giving your child books as presents.
- Making reading a part of your daily routine.
- Providing a place to read that is comfortable and quiet.
- Providing a wide variety of reading materials (magazines, newspapers, recipes).
- Accepting your child's "pretend reading."
- Pointing out print in the environment (signs, cereal boxes, restaurants).
- Reading your child's favorite stories over and over again.
- Allowing your child to select the story that she/he would like to hear.



DOES YOUR CHILD...

	Yes	Not Yet
...use words to solve problems when angry or frustrated?	<input type="checkbox"/>	<input type="checkbox"/>
...use words such as “please,” “thank you” and “excuse me”?	<input type="checkbox"/>	<input type="checkbox"/>
...attempt new tasks knowing it’s okay to make mistakes?	<input type="checkbox"/>	<input type="checkbox"/>
...do things for her/himself (e.g., dress self, put away toys and belongings, take care of own toilet needs)?	<input type="checkbox"/>	<input type="checkbox"/>
...have success in taking turns and sharing?	<input type="checkbox"/>	<input type="checkbox"/>
...interact appropriately with peers and have friends?	<input type="checkbox"/>	<input type="checkbox"/>
...ask for help when necessary?	<input type="checkbox"/>	<input type="checkbox"/>
...stay with an activity to completion? (e.g., finish a picture, build something with blocks/legos)	<input type="checkbox"/>	<input type="checkbox"/>
...follow through when you give directions?	<input type="checkbox"/>	<input type="checkbox"/>
...comply with rules, limits, and routines?	<input type="checkbox"/>	<input type="checkbox"/>
...interact appropriately with adults?	<input type="checkbox"/>	<input type="checkbox"/>
...respect the rights, property, and feelings of others?	<input type="checkbox"/>	<input type="checkbox"/>



SOCIAL & EMOTIONAL DEVELOPMENT TIPS

Children must be socially ready for school. Parents can help their children get ready for school by giving them the opportunity to be part of a group of children, whether in a playground or a pre-school classroom. Children need to know how to: take turns, make compromises, approach familiar children, obey those in authority (principals and teachers) and generally be nice to others.

Parents can help this process by:

Remembering discipline is teaching your child how to behave rather than punishing her/him for misbehavior.

Remembering to always love your child and let her/him know it’s the misbehavior you dislike.

Having high, yet realistic, expectations for your child. Understand your child’s limits.

Letting your child know exactly what is expected.

Treating your child and others with respect, and being a good example.

Being positive by using praise and encouragement. Accept your child’s honest efforts without criticism.

Letting your child know what she/he SHOULD do, as well as what she/he should NOT do.

Showing your love to your child frequently.

Giving hugs and smiles, and spending happy times together.

Helping your child find words to describe feelings.

Letting your child know all feelings are okay.

Teaching acceptable ways of expressing feelings.

Telling your child when she/he does things right.

Involving your child in choosing daily clothing, dressing, and taking care of personal needs whenever possible.

Telling your child about the fun things you remember from school.

Setting the tone that learning is good, fun, and important.

Encouraging your child to attempt new tasks and support her/him when she/he is unsuccessful.

Providing opportunities for your child to be with other children such as joining a play group, going to story time at the library or playing at the park.

Describing ways your child can solve disagreements with others.

Showing your child how to be a friend.

Modeling the use of words such as please, thank you, and excuse me.

Give your child small responsibilities around your home (making her/his bed, picking up toys, emptying trash, taking care of pets, helping in the yard). Let your child know you respect her/him for being responsible.



SOCIAL & EMOTIONAL DEVELOPMENT

FIRST DAY OF SCHOOL TIPS

The following are suggestions from the Roosevelt staff & parents:

- ★ Visit the school and classroom prior to the first day.
- ★ Meet the teacher.
- ★ Begin the “going to bed/getting up” routine a week prior to the start of school.
- ★ Make sure your child has a good breakfast.
- ★ Allow your child to ride the bus the first day of school. You can meet the bus at school.
- ★ Discuss arrangements for dismissal. Find out about any special dismissal procedures from your child’s teacher.
- ★ Label ALL personal belongings with your child’s first and last name. Permanent marker is best.
- ★ Label any money your child takes to school with your child’s name and what the money is for.
- ★ Make sure your child is dressed in clothing that she/he can manage at bathroom time.
- ★ Provide a special place at home for school materials (backpacks, notes, lunch \$)
- ★ Set aside a special time at the end of the day to talk to your child about his/her day.
- ★ Ask your child questions about each day.
 - ★ What was your favorite part of the day?
 - ★ What did you learn today?
 - ★ Tell me about your new friends.
- ★ Check with school/teacher before purchasing any school supplies.
- ★ Remember teachers are very busy supervising children during arrival and dismissal. This is not a good time to talk to the teacher. Email and voice mail is always available.

SCHOOL ENROLLMENT INFORMATION

To enroll your child in Ferndale Public Schools, register at the
Student Services Department
2920 Burdette
Ferndale, MI 48220
248-586-8686



When you register your child you will need the following:

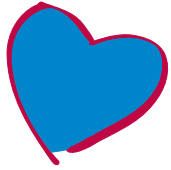
- BIRTH CERTIFICATE**
- CURRENT IMMUNIZATION RECORDS, PROVIDED BY A DOCTOR OR HEALTH DEPARTMENT**
- PROOF OF RESIDENCY**
 - Lease or mortgage papers
 - Utility bills/phone or cell phone bills
 - Bank Statements
 - W-2 Forms
 - Charge account statements
 - Letter from government agency
 - Mail from U.S. Post Office, or post office change of address form
- VISION SCREENING**

Please call 248-586-8686 for further information about enrollment procedures.

REGISTRATION

ROOSEVELT PRIMARY SCHOOL

For more information about Roosevelt Primary School,
please contact the school at (248) 586-8801 to speak with the Principal.



*Our vision is to provide a
Successful, Appropriate, Foundation to Educate all children.*



*Our mission is to create a
Love of learning by providing an
Environment where
All children feel
Respected,
Nurtured, safe, and successful.*



ROOSEVELT PRIMARY
BE THE BEST THAT YOU CAN BE

