

Erie Together Kindergarten Readiness Tool Kit

Event Outline

This is a basic outline for a Family Engagement event using the tool kits. Use this as a guide on the day of your event and remember, you can make adaptations to meet the interests and ages of your specific group of families.

A. Welcome and Introduction

Welcome

Thank participants for attending. Let them know who you are and why you are hosting this event. Let them know that everyone will go home with a free kit and briefly show the kit.

Contact Information & Pre-survey

Have adults fill out the contact information sheet (used for tracking number of kits & follow up if necessary) and the Kindergarten Readiness Training Pre-survey.

- The contact information will be used for tracking the number of kits and collecting post-survey data. Information is requested to fulfill grant requirements so that we can continue to provide this free resource to parents and caregivers. The information will not be shared and is only used for reporting.
- The survey is used to assess skills that children already possess and is not a judgment of parents.

Collect completed surveys.

B. Introduction to Activities

Ground rules

- Be respectful to each other
- Cell phones off
- Use the materials with your child (this is a time to interact with your child)
- Others (location of restrooms, etc.)

Ice Breaker

Discussion Questions (**Note: make adaptations not everyone attends kindergarten*)

- What do the adults remember from kindergarten/their first educational experience?
 - What were you expected to know before kindergarten? What activities did you do? What did you learn?
- What do you think Kindergarten looks like now?
 - What do you think children are expected to know before kindergarten? What activities do you think children are doing? What do you think children are learning?
- Do you have children who are in or have recently completed kindergarten?
 - What was the difference from when you were in kindergarten? What activities are children doing? What are children learning?

Key Points

- Children are now expected to have more skills when they enter kindergarten
- There is greater emphasis on literacy and math skills
- Teachers rate social and regulatory (emotional) skills as being critical for school readiness
- Kindergarten is no longer where children are introduced to learning

Introduction to Stations

Before sending participants to the hands-on stations, explain that children learn through play and the fun activities are actually interactive ways for parents to teach young children new skills.

- Adults in the home are a child’s first teacher.
 - What do children already know before they enter kindergarten?
 - Walking, talking, potty training, etc.
 - Who do they learn it from?
 - All learned from adults
 - How do children and adults master (or get better) at something?
 - Lots of practice!
- Modeling is important – children learn by watching what adults and other children do, therefore,
 - Adults will be asked to participate in a hands-on activity **with** their child.
 - Show your child how
 - Help your child complete the activity
 - Talk about the activity with your child
- Introduce each activity set up at the stations so parents will know what to do.
- Point out the posters on the table which show the key learning areas for each activity. Discuss that each activity works on at least two skills from the “Ready, Set, Go” progress chart.

C. Stations (Set up 2-4 activity stations prior to start of the event; allow for 2-3 families per station)

- Give participants 15-20 minutes to explore the activity with their child (timing may vary depending on audience and activities)
 - Give transition warnings – “It’s almost time to switch, there are/is (5 minutes, 2 minutes, 1 minute) left.”
- Ask adults to straighten up the station quickly before moving onto the next activity.
 - If possible, provide a volunteer for each station to assist families. If this is not possible have someone check to make sure there are enough materials for the next group.
- Switch stations until every group has visited each station.

D. Wrap-Up

“These activities came from the Erie Together Kindergarten Readiness Tool Kit. Now that you have completed several activities with your child, use the tool kit to do even more at home!”

- Handout kits – Remember, learning is fun!
- Review materials in the tool kit (let parents open them and take a look!)
 - Kindergarten Readiness Tool Kit booklet
 - Kindergarten registration information can be found on page 7 (contact district)
 - Rhyming provides a basic building block for literacy. Reading nursery rhymes is an easy way to introduce your child to rhyming. Little Boy Blue, Twinkle, Twinkle Little Star, and Hickory, Dickory Dock are highlighted in the booklet.

- Ideas for activities to do with children (separated by age groups)
 - Many of the activities will refer to the Learning is Everywhere Calendar or Building Blocks for Babies Cards included in the kit
 - The purpose of the activities is to help children develop skills in key learning areas (page 4). The “standards” are a guide to ensure children are able to build upon learned skills to reach goals in each category..
 - “Ready, Set, Go” progress chart – can be used to track your child’s progress
 - Imagination Library brochure – send in to have a free book mailed to your home
 - Manipulatives, such as blocks, crayons, and magnets may not be appropriate for all ages so use caution and be sure to supervise your child.
- **Ask the adults to use the kits for 4 weeks (1 month), periodically doing activities with their child. After one month you will ask them to complete the post-survey. (*Note: prior to the training, decide how your organization will collect post-survey data.)**
 - Surveys should be returned to _____ (designated person at your org.)
 - Additional comments or questions can be written on the back, sent to info@erietogether.org, or provided via facebook (/ErieTogether) or twitter (@erietogether).

E. Closing Activities (pick one or do both)

These can be done by the presenter or an appropriate volunteer (choose from the following)

- Read ‘The Seed Poem’ (page 6 of Kindergarten Readiness Tool Kit booklet) – this poem was written by a HeadStart teacher in Erie.
- Read the *Kindergarten Here I Come* book from the tool kit (remember to emphasize literacy skills (e.g. author, illustrator, asking questions, etc.).

Thank the families for participating

- a. For more information about Erie Together or more resources please go to: <http://www.erietogether.org/>
- b. Remind them to take their tool kit.

Each Kindergarten Readiness Tool Kit contains a number of manipulatives and literature. The literature is important because it provides parents with new and exciting ideas to help children learn new skills.

The Kindergarten Readiness Tool Kit Includes:

Crayons

Activity Paper

Drawstring bag

Wooden Alphabet Blocks

Magnetic Numbers & Letters

Read Aloud Matters Brochure

Building Blocks for Babies Book

Learning is Everywhere Calendar

“Kindergarten, Here I Come!” Book

Parents’ Guide to Readiness Toolkit

Erie’s Future Fund Scholarship Flyer

PA’s Promise for Children E-News Flyer

Dolly Parton Imagination Library Brochure

Erie Together Kindergarten Readiness Checklist

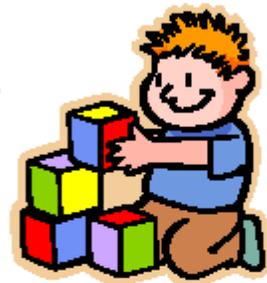
Erie Together Kindergarten Readiness Progress Chart

Remember, PLAY is the work of children. Every interaction with a child is an opportunity to expand vocabulary and learn new skills. The bonding between an adult and a child is just as important as any new skill being learned.

Kindergarten Readiness Parent Toolkit Training

When: _____

Where: _____



** Free bag and other fun stuff for every parent **

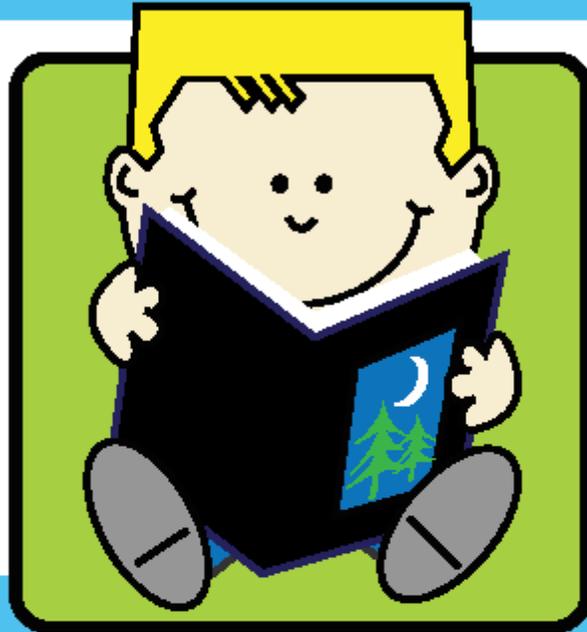
Learn fun ways to give your child the skills needed for a lifetime of learning success. Easy at home activities for children birth to age five.



Remember:
**You are your child's
first and best teacher!**

LANGUAGE AND LITERACY DEVELOPMENT

English Language Arts



- 1.1 Foundational Skills
- 1.2 Reading Informational Text
- 1.3 Reading Literature
- 1.4 Writing
- 1.5 Speaking and Listening

MATHEMATICAL THINKING AND EXPRESSION

Exploring, Processing, and Problem-Solving



2.1 Numbers and Operations

2.2 Algebraic Concepts

2.3 Geometry

2.4 Measurement, Data, and Probability

SCIENTIFIC THINKING AND TECHNOLOGY

Exploring, Scientific Inquiry, and Discovery



3.1A Biological Sciences –
Living and Non-Living
Organisms

3.1B Biological Sciences –
Genetics

3.1C Biological Sciences – Evolution

3.2A Physical Sciences – Chemistry

3.2B Physical Sciences – Physics

3.3A Earth and Space Sciences –
Earth Structures, Processes,
and Cycles

3.3B Earth and Space Sciences –
Origin and Evolution of the
Universe

4.1 Environment and Ecology –
Ecology

4.2 Environment and
Ecology – Watersheds
and Wetlands

4.4 Environment and Ecology –
Agriculture and Society

4.5 Environment and Ecology –
Humans and the Environment

15.4 Computer and Information
Technology

SOCIAL STUDIES THINKING

Connecting to Communities



5.1 Civics and Government – Principles and Documents of Government

5.2 Civics and Government – Rights and Responsibilities of Citizenship

5.3 Civics and Government – How Government Works

6.1 Economics – Scarcity and Choice

6.2 Economics – Market and Economic Systems

6.3 Economics – Functions of Government

6.5 Economics – Income, Profit, and Wealth

7.1 Geography – Basic Geographic Literacy

7.2 Geography – Physical Characteristics of Places and Regions

8.1 History – Historical Analysis and Skills Development

CREATIVE THINKING AND EXPRESSION

Communicating through the Arts



9.1.M Production and Performance – Music and Movement

9.1.D Production and Performance – Dramatic and Performance Play

9.1.V Production and Performance – Visual Arts

9.2 Historical and Cultural Context of Works in the Arts

9.3 Critical Response to Works in the Arts

9.4 Aesthetic Response to Works in the Arts

HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT

Learning about My Body



10.1 Concepts of Health

10.2 Healthful Living

10.3 Safety and Injury Prevention

10.4 Physical Activity – Gross Motor Coordination

**10.5 Concepts, Principles, and Strategies of
Movement – Fine Motor Coordination**

SOCIAL AND EMOTIONAL DEVELOPMENT

Student Interpersonal Skills



16.1 Self-Awareness and Self-Management

16.2 Establishing and Maintaining Relationships

16.3 Decision-Making and Responsible Behavior