



CHILD CARE COUNCIL

Serving Columbia, Greene and Ulster Counties

Child Care Council Staff:

Team Leader - Carroll Sisco, (845) 331-7080, ext. 131

Ulster Physical Location: 39 John Street, Kingston, NY 12401

Ulster Mailing Address: PO Box 3718 Kingston, NY 12402

Phone: 845-331-7080 Fax: 845-331-0526

cccouncil@familyofwoodstockinc.org

Ulster County Staff: (845) 331-7080

Hours: Monday-Thursday, 8am–5pm & Fridays, 8am - 4pm

Program Directors - Kerry Wolfeil, ext. 133

Assistant Program Director - Penny Dombrowski, ext. 132

Registrars - Bonnie Kudlacik, ext. 138 and Diann Keyser, ext. 135

Parent Counselor - Jessica Markle, ext. 126

Food Program - Cindy Eggers, ext.130 and Tamar Reed ext. 137

Legally Exempt Enrollment - Penny Dombrowski, ext. 132 and Tamar Reed, ext. 137

Trainings - Diann Keyser, ext. 135

Reception - Margie Knox

Columbia & Greene County Staff (518) 822-1944

HOURS: Monday-Thursday, 8am–4pm & Fridays, 8am - 3pm

Columbia/Greene Location: 160 Fairview Ave. Suite 207 Hudson, NY 12534

Phone: 518-822-1944 Fax: 518-822-8233

ccccg@familyofwoodstockinc.org

Program Director - Cheryl Brush-Elsinger, ext. 105

Assistant Program Director - Suzanne Holdridge, ext. 101

Registrars - Suzanne Holdridge, ext. 101 and Carey Braidt, ext. 103

Parent Counselor - Kristin Scace, ext. 104

Food Program -Carey Braidt, ext. 103

Trainings - Carey Braidt, ext. 103

Legally Exempt Enrollment - Laurie Vogel, ext. 102



Funded by :

NYS Office of Children & Family Services , USDA Child and Adult Care Food Program , The United Way, National Assoc. of Child Care Resource & Referral

DIANN KEYSER

School Readiness



GIVING OUR CHILDREN THE BEST START!

20123/2014

What's inside:

- *What is School Readiness?*
- *What are the indicators of School Readiness?*
- *What can you do to help prepare children for school?*
- *Activities to promote School Readiness*

What is School Readiness?

School readiness implies that a child has developed or is developing behaviors, skills, and knowledge that will mean a successful transition from day care to elementary school. It is the commitment by parents, caregivers, and teachers to help children be successful students while honoring the individual child's development. School Readiness does not imply that children are reading and writing, but rather, they are ready to learn to read and write. The New York State Prekindergarten Foundations Common Core offers five categories to look at to understand School Readiness.

Communication,
Literacy &
Language



Cognition &
Knowledge
of the World
(Thinking skills)

Social & Emotional
Development

Approaches to Learning
(Curiosity and excitement
about learning)

Physical Development
And
Health

<http://ccf.ny.gov/ECAC/ECACResources/ELG.pdf>



<http://ccf.ny.gov/ECAC/ECACResources/ELG.pdf>
The New York State Early Learning Guidelines, New York Works for
Children A wonderful guide to the five domains discussed in this tip sheet.



http://ocfs.ny.gov/main/childcare/regs/417_FDC_regs.asp
The New York State Office of Children and Family Services link to
Day Care Regulations.



National Association of School Psychologists
www.nasponline.org



New York State Department of Education
www.nysed.gov

Mission Statement:

To support the community by expanding and promoting high quality Child Care that meets the needs of children & their families.

Visit our website www.familyofwoodstockinc.org

Conclusion

Parents, providers, and sponseible, at least in part, to ensure that our children are ready for school. As a group, we can illustrate, teach, and guide children to help prepare them for school. Using Developmentally Appropriate Practices that include planning and respect for individual development we can be assured that children have the basics as we are sending them to school. Children should not be forced to sit for “lessons” or be hampered from play, rather, we can create lessons that are used in play.

While there are no formal NYS Day Care Regulations pertaining to School Readiness, there are clear regulations regarding Program Requirements (417.7).

- Each program must establish a daily schedule of activities that offer routines such as meals, snacks, play time, napping, outdoor play, and schedule basic hygiene.
- Children must have access to age appropriate toys, books, and have access to both quiet and active play areas.
- Consideration must be given to the age of children, the level of cognitive functioning, emotional availability of children and the developmental level of children.

Your plan should include introducing children to as many experiences as possible. Each new experience encourages the brain and the child to seek more new and exciting experiences. We can share simple things on a walk through town, the woods, or a different route home. A simple conversation is sometimes enough to spark something new in a child. Sharing the writing of a grocery list, even when there are no real letters, is a step toward School Readiness!



What can we do to help prepare children for school?

Remember, preparing children for success begins at birth. This may not seem possible, but interacting with infants is so important. Reading to, speaking to, cooing with, and simply making eye contact, helps to prepare infants for learning by developing pathways in the brain.

The pathways are eager to gain knowledge through experience and interaction!

Research tells us that children are born ready to learn! Children learn through play while interacting with the world around them. Children learn by being aware of the environment, by exploring the environment, seeking answers and then beginning the process again.



Create more curiosity and awareness by noticing what interests the child. Introduce to the child to more complex things as the child is ready. This is creating deeper pathways of understanding, helping to scaffold knowledge to which the child will respond with more curiosity!

Reading to a child is an activity that should occur daily, a few times a day if the child is interested. Sharing with the child the order in which we read, how we hold a book, movement from left to right is important. However, literacy, in the early years, does not have to mean story time, every time! Literacy involves sharing letters, sounds, and words. Literacy is playing with words when sharing a rhyme, song, or poem. Literacy is pointing out signs while driving, and surrounding the child with environmental print.



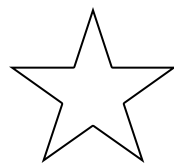
What are some of the goals for School Readiness?

Goals are behaviors that a child may already exhibit or may be developing that may show school readiness. Below is a list of goals and skills that children should be working on to be prepared for school. Remember, children develop at different rates so it is expected that no child will meet every indicator. The activities listed on the following page will help to develop these skills.

- Children must develop self-help skills such as dressing and toileting. Toileting must be nearly mastered by Kindergarten. Children should have the ability to dress for the weather, using a zipper or buttons, pull on a hat or gloves with minimal assistance.
- By Kindergarten, the ability to follow simple instructions or directions is helpful. Children should be prepared to follow a routine, which will develop more fully in school.
- Many children are already prepared socially to be with peers, but children should feel comfortable with a variety of adults, as well.
- While children don't have to read before Kindergarten, children will know the difference between pictures and print, have the ability to recognize letters and the correlating sound is a benefit. Being able to understand that letters and letter sounds form words is helpful.
- Counting to at least 20 and understanding the correspondence of numbers to items.
- Children should understand that books are read from front to back and sentences move from left to right. Children should know how to form letters and numbers.
- The expectation, by Kindergarten, is that children will show compassion, awareness of others feelings, and offer assistance to others. Children should be able to form positive relationships with children and adults.
- Children should be able to work with scissors, crayons, paints, puzzles, and blocks.
- Children should be able to hold writing utensils, manipulate objects, use imagination, pretend, run, skip, hop, and jump.
- Following simple rules including safety concerns and with peer interactions is helpful for Kindergarten.
- Kindergarten students should be able to express their needs, likes, and dislikes in an appropriate way.

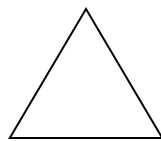
Activities that encourage School Readiness!

Approaches to Learning



Allow children to explore out doors. Expose them to museums. Encourage children to problem solve difficult situations. Talk to children about their day and make connections to ideas they may already have or things already experienced. Use materials that are new to the child.

Physical Development and Health



Encourage, rather than discourage, physical play such as running, jumping and climbing where appropriate. Use play dough, coloring, mock writing, and cutting to strengthen fine motor skills. Help infants gain core strength by having "tummy time" and brief periods of sitting up. Begin early by introducing healthy food and beverage choices. Provide opportunities for infants to grasp at interesting objects.

Teach children independent skills such as hand-washing and toileting.

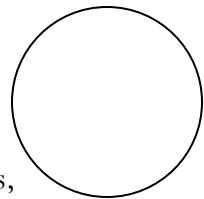
Social and Emotional Development

Set up and rely on routines. Daily routines should include toileting, washing, eating, walks, playtime, napping, bath time, story time, and bedtime. Encourage children to develop calming skills that allow for problem solving and ways to relax. Calming includes breathing slowly, singing, relaxing, and walking away from a situation. Encourage children to build safe relationships by showing trust in certain adults (grandparents, aunts, uncles, caregivers).



Communication, Language and Literacy

A simple discussion will work well in hearing about the child's experiences throughout the day. Help child learn new vocabulary words by pulling words out of books at story time or used in other discussions during the day. Read many types of books to children. Ask questions throughout the story. Encourage discussion even during story time. Allow children to experiment with writing implements like paper, pens, markers, stencils and menu pads.



Cognition and Knowledge of the World

Count objects, touching as you count, with the child. Work with patterning and then allow the child to find other patterns. Discuss "same" and "different" while collecting items. Look for and define living and non-living things. Discuss community, community workers, and important areas in the community such as town hall. Share stories about yourself and your family. Ask the child to share family stories as well. Create art with different mediums and textures. Encourage cutting, gluing and use of shapes in art. Discuss music. Introduce technology.

