



The Night Before Kindergarten

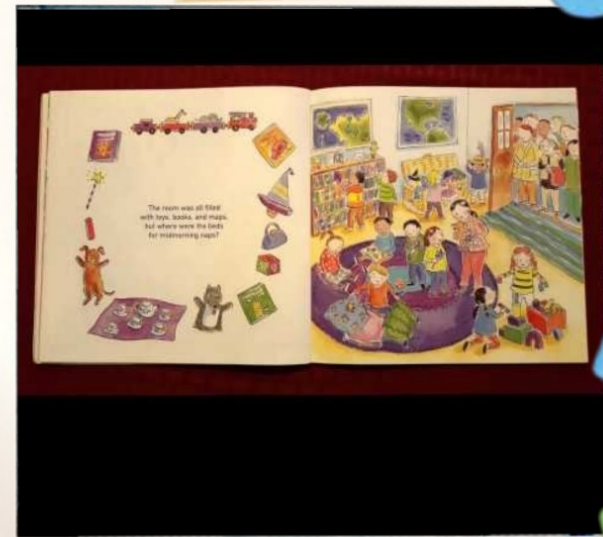
More about
the book/
author

It's the first day of school!

Join the children as they prepare for kindergarten, packing school supplies, posing for pictures, and the hardest part of all—saying good-bye to Mom and Dad.

But maybe it won't be so hard once they discover just how much fun kindergarten really is!

Colorful illustrations illuminate this uplifting takeoff on the classic Clement C. Moore Christmas poem.



VIDEO FROM

[HTTPS://YOUTU.BE/LVRXFODDXLO](https://youtu.be/LVRXFODDXLO)

About Natasha Wing

Natasha Wing was born in Connecticut and now lives in Fort Collins, Colorado. After graduating from Arizona State University, she worked in advertising for a number of years. It wasn't until 1991 that she decided to write children's books. Luckily she sold her first book within six months and has been writing children's books and articles ever since. Some of her books have even ended up on bestseller lists, including the wildly popular *The Night Before* series.

"I'm curious about many things- people, holidays, underdogs, little known historic figures - and translate my excitement for a topic into books for kids to enjoy. Story ideas are popping into my head all the time, so you never know what my next book will be. But that's what's so fun about writing."

To find out more about Natasha Wing go to www.natashawing.com





Going to school will look a little different right now. And that's okay. We will all be wearing our mask to help each other stay safe from the germs. Fun Fact: A typical cough is 60 mph, a sneeze is often faster than 100 mph. This is why it is important to cover your mouth when you cough or sneeze.

The night before school, think of all the great things you will get to do.

Can you name some that you are most excited about?

Dancing Raisins Science Experiment

Some of you will have raisins for lunch. This is a fun experiment to talk about with your friends.

Supplies Needed:

- Club Soda or another clear soda (7-Up, Sprite, etc.) (Unopened is best)
- Raisins (fresh works best)

*Tip: You will want to separate the raisins first. If they are stuck together, they won't dance. Small/medium raisins worked better as well.

1. Fill a glass with soda.
2. Drop raisins into the glass. What happens? Do they sink or float?
3. Then sit and watch what happens. You may need to be patient. It can take a minute or two for them to start moving.

How does this Science Experiment work?

When you first drop the raisins in the soda they sink to the bottom of the glass because they are denser than the soda. But the carbonated soda releases carbon dioxide bubbles and these bubbles love to attach to the rough surface of the raisins. They act like tiny floatation devices that lift the raisin to the surface of the water. This is due to an increase in buoyancy.

Once the carbon dioxide bubbles reach the surface of the soda they pop, and the gas is released into the air. This makes the raisin lose buoyancy and fall back down to the bottom of the glass.

This continues until all the carbon dioxide has escaped and the soda is flat.

Extend the Learning

- Try different kinds of soda and see which one works best.
- Try adding different things to the soda. Some popular options are pieces of uncooked pasta, corn kernels, and lentils. I've heard rice works, but white rice didn't work for us. Maybe try brown rice?



Adapted from <https://funlearningforkids.com/dancing-raisins-science-experiment-kids/>

Get Your Child Ready for Kindergarten

Listen to the story often before the first day of Kindergarten. This will help calm worries before entering school.

Pause the video to ask questions during story time to clarify concepts and keep it interactive.

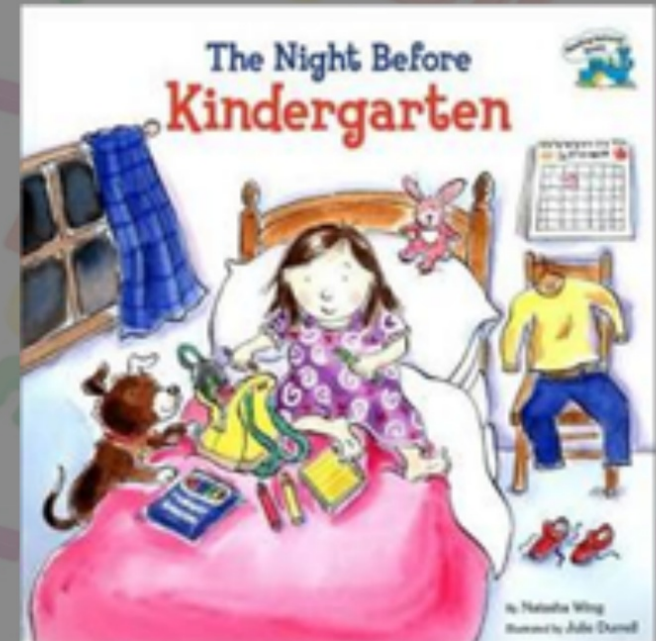
“What do you think the story is about?”

“What do you see in this classroom?”

“What do you think your classroom will look like?”

“Why do you think the parents were sad?”

Help your child build on his vocabulary knowledge by reviewing words that may be unfamiliar such as visions, galore, sunrise, and final. Be sure to follow up after the read aloud to keep the word-learning going. Intentionally use these words in everyday situation.



Outdoor Kitchen Area Play

We want your children to learn all that they can. Play and learning go together hand in hand. You can help your child academically by playing with them. They learn best with play that really engages them. They need play that they will focus on and stay with even when problems arise. This kind of play helps children develop the ways they respond to learning situations. Initiative and problem solving, focused attention and persistence are just a few skills that children develop through play. Your interest, questions, and comments as you play alongside will help guide your child use toys, materials and equipment productively.

Set up an outdoor kitchen area for your child. Outdoor kitchens encourage role play, imagination, investigation, problem solving and group games. If they were pretending to get ready for Kindergarten, what would they make for breakfast? Would they make lunches to take to school?

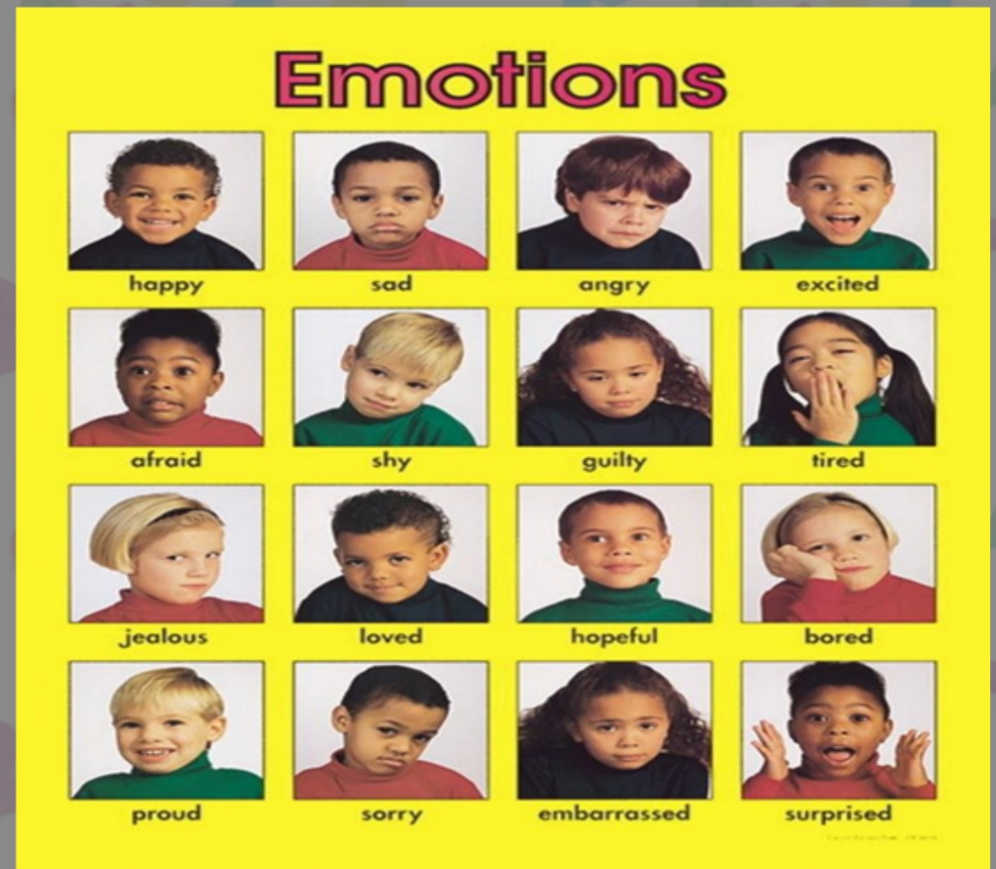
Here is a link to an article about the importance of play.
<https://www.parents.com/fun/sports/exercise/the-importance-of-play/>



Here are some ways to support your child's social and emotional development before sending them to kindergarten. You may be surprised to find that you are already doing many of these things at home.

Developing empathy and being able to see another person's point of view is a departure from self-centeredness and can be practiced at home.

The idea to try: Practice recognizing facial expressions with your child. Make feelings book by taking pictures of family members with a variety of facial expressions. Ask your child, "How would your face and body look if you were angry, happy, sleepy..."

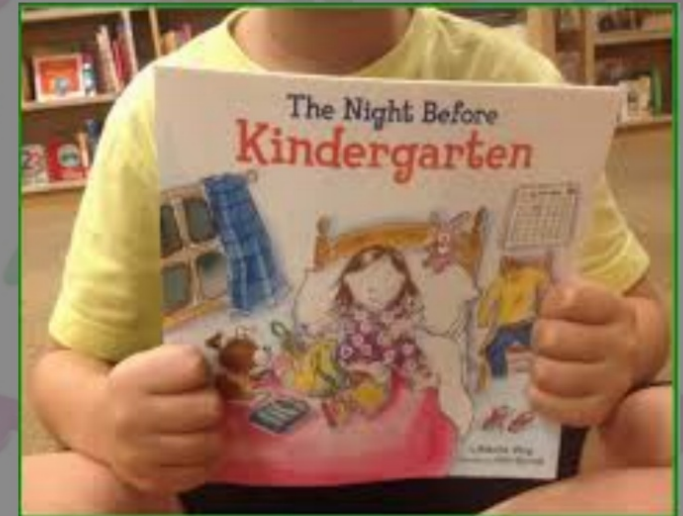


It Was the Night Before Kindergarten

It was the night before kindergarten, and I made a check list
Of the things I would need so nothing would be missed.
My backpack is ready, it's filled with supplies.
I know I should sleep, but I can't close my eyes!

So many questions, I am excited, nervous, and scared.
Will my teacher like me? Will my friends be there?
Mom says she's confident that I will do well.
But she's just my Mom so how can she tell?

It's getting late and tomorrow is coming.
I close my eyes and before I know it, its morning!
New clothes, new shoes, a new adventure has begun
Look out kindergarten because here I come!





In a room with 23 other people, there is a 50% chance that two of the people in the room will share a birthday. Who would you like to share a birthday with?

A backpack holds all of the items we need for school. It is a great idea to add your name somewhere on the back.

Remember when buying supplies, try to purchase only the items requested and stick to your budget.

How Do You Feel? (Tune of This Old Man)

Kindergarten is just ahead.
Are you excited? Nod your head.
It will be fun with all things new.
Just think about all that you will do!

Kindergarten is just ahead.
Are you nervous? Nod your head.
It's okay we all get nervous too,
But you'll make friends to help you through.

Kindergarten is just ahead.
Do you feel sad? Nod your head.
It's okay if you feel blue.
Mom and Dad feel that way too.

Kindergarten is just ahead.
Do you feel happy? Nod your head
I see that great big smile on your face.
Kindergarten is such a happy place!



Talk with your child about the many different emotions they might feel.

Identifying Rhyming Words

Tell your child that you will find many rhyming words in the story. Explain that rhyming words sound the same at the end.

The Night Before Kindergarten is full of rhyming words, some of them are...

Galore	Door
Today	Play
Cars	Mars
Sunrise	Surprise

Listen to the story and pause when you hear the second rhyming word. Find other rhyming words of objects in your house.

Creating a Map for a Treasure Hunt

In the book, the classroom was filled with toys, books and maps. Encourage your child to make a map today to find a treasure.

Materials Needed: Paper, markers, colored pencils, or crayons, item(s) to be the treasure.

1. Have your child choose a location outside for your treasure hunt.
2. Decide on a theme and format for your treasure hunt.
3. Pick an item or items for your treasure.
4. Find the place where the treasure will be hidden.
5. Encourage your child to draw a map to find the treasure.



Here are some ways to support your child's social and emotional development before sending them to kindergarten.

Idea to try:

Model empathy with your child. You can do this by saying, "Your brother is feeling sad because his friend couldn't play today. What could we do to help cheer him up?" By modeling for young children that you identify with the feelings of another person, you are showing empathy.



Patterns

We can see patterns almost everywhere we look.
A pattern is creating something that repeats itself over and over.

Looking at the page from our story, can you find any patterns in the classroom?

Activity

Looking at the patterns below, can you predict what will come next?



Let's make our own pattern. Take 2 different color markers and a piece of paper to create your own pattern. Making sure it is repeating the same thing over and over.

Continue creating patterns using different colors and shapes. Try to do at least 4.

Using some of your toys at home, create patterns using cars, blocks, Legos, or any other item you can think of.





Starting the day is an important part of your school day. Here are a few helpful tips:

- A great morning routine will help you each day to prepare for school.
- Make sure you give yourself plenty of time so you don't feel rushed.
- Be excited, your teacher has some fun activities planned for you.

It's Time to Go to School (*The Farmer in the Dell*)

It's time to go to school.
It's time to go to school.
Get everything together now.
Because it's time to go to school.

It's time to learn and play.
It's time to learn and play.
It is such a wonderful day.
I learned as I played.

It's time to go home now.
It's time to go home now.
Mom and Dad are waiting for you
To tell them all about school.



Practice Writing First and Last Name

Use a shallow box (a cereal box with one large side removed is perfect, but any box will work) and fill it with about an inch of salt or sand. Write your child's first and last name on a card and place it in front of the tray. Have your child trace the letters in his name using his finger. After finishing one letter, he can smooth out the surface of the sand and practice another.



Build a Mobile

Can you find the page in the book that had the mobile on it?
Use your imagination and create your own.

Scottie Dog Mobile - Cheer up your outlook with a collection of cheerful tartan Scottie dogs! Using a paper plate for the "mobile" element of our Scottie dog mobile made this a quick and easy way to display our collection of Scotties.
<https://www.activityvillage.co.uk/scottie-dog-mobile>

You will need: Tartan paper (or whatever you prefer), Glue stick, Ribbon, Paper plate

- Use our small scottie dog template to cut 8 dogs facing right from tartan paper, and 8 dogs facing left.
- Match the dogs into pairs, one right facing and one left.
- Glue the dogs back to back with tartan facing outwards, sandwiching a piece of ribbon between them.
- Make 8 holes around the edge of the paper plate and one in the center. We did this quickly by pushing through with a pencil.
- Thread a length of ribbon through the center hole and knot underneath. This is to hang the mobile.
- Thread the ribbons from the dogs through the holes around the outside of the plate, tying a knot to hold each in place.

Here is a link that has all kinds of mobiles for children to create.
<https://www.artistshelpingchildren.org/mobilesartscraftsideaskids.html>



Here are some ways to support your child's social and emotional development before sending them to kindergarten.

Idea to try:

Ask your child to imagine how someone else feels. If your child is playing with a friend, point out, "You love jumping on the trampoline because you take gymnastics. Joey doesn't take gymnastics and might not love it as much as you do. What do you think he would like to do?"



Subitizing

What is subitizing?

It is the ability to instantly recognize “how many” in a small set. A perfect example of subitizing is dice; when you roll a dice and see two dots, you instantly recognize it as representing a quantity of two. You did not need to count each dot on the dice to figure it out.

Using the picture to the right from our story. Can you instantly recognize how many kids are on the blue mat?

Without counting, how many kids are on the red mat?

Activity:

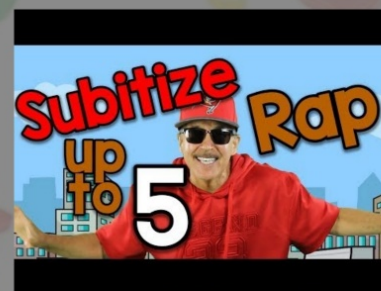
Continue this activity using dice. Roll the dice and name each number without counting.

Next, create dot cards for each number, but do not place them in the order found on the dice. Mix-up the orders and name the number of dots one each card. Remember, no counting.

Samples:



More practice subitizing using the video to the right.



Video from https://www.youtube.com/watch?v=6yyz_OycV4A



Look how excited the children are going to school. Their expressions are showing us they are happy and excited.

What do you think they are happy and excited about?

Are You Ready for School?
(Tune of Do Your Ears Hang Low)

Are you ready for school?
Don't you look so very cool?
Will you ride the bus?
Will you sit next to Guss?
Wave goodbye to Mom and Dad?
Don't they look so very sad?
Are you ready for school



School Supplies and Environmental Print

Environmental print is a necessary aspect of learning to read and write. It marks the beginning of recognizing words and the letters in them.

Make a collage of school supplies your child can cut from a store flyer. Show him that some of them have names written on them, such as glue, markers, and crayons.

Ask your child if he recognizes the letters in the words.

Ask him what sound the letters make in the words. Can he think of another word that begins with the same letter?

Can he find that same letter in his name?



Spaceship

Talk about the page in the book that has the word spaceship on it. Ask a few questions.

What would it look like if you made a spaceship? What does a spaceship need in it? Where would you travel to in your spaceship? Will you travel to Mars?

Invite children to make their own spaceship using cardboard boxes, paint, paint brushes and tape.



Communicating needs can happen in a variety of ways in a kindergarten classroom. First and foremost, your child will need to be able to communicate basic needs to their teacher. They need to know that it's ok to ask to use the bathroom, tell the teacher if they are not feeling well, or even ask for help if they aren't sure about something. Some kids can do this easily, but others need a little extra boost in self-confidence to make that jump.

The idea to try:

Have your child practice using I-Statement multiple times a day. "I feel sad when that happens. I'm feeling hungry. I don't like it when you say that. I wanted the toy first and it makes me upset that he took it from me."

Even simple things like communicating the need to use the bathroom or have help zipping a jacket can be communicated with an I-Statement. The more your child practices verbalizing their needs, the better.



Tally Marks

The objective is that the child will understand that one mark is equal to one object. It's also important to show how to group tally marks into sets of 5 marks.

Make sure your child has a good grasp on one-to-one correspondence before beginning this activity.

Lesson:

1. Place a group of 3 objects in front of the child. Ask the child how many objects are in the group. Have the child count them if necessary.
2. Tell the child, "I can show this number by making a mark for each object."
3. Let the child watch you as you draw a mark for each object, counting as you make the tally marks, "One, Two, Three."
4. Continue to practice using different number groups.

Example:



For a better understanding on tally marks, watch this video.

Video from <https://luckylittlelearners.com/videos-that-teach-tally-marks/>



Here is a group of children with their teacher at their school.

Using the thinking bubbles, what do you think they are saying and why?

What Do I See? (Chant similar to Brown Bear)

Mommy, Daddy, what do I see?
There's my teacher waving to me.

Teacher, Teacher what do I see?
Lots of boys and girls waiting for me.

Friends, Friends what do I see?
Many activities ready for you and me.

Playground, Playground what do I see?
So many fun things for my friends and me.

_____, _____ it's time to go.
You can come back again tomorrow.

Mommy-Daddy, Kindergarten is great!
I'm ready to go again. I can hardly wait!

(Insert your child's name in the blank spaces.)



Sequence Story Card

With your child, make a sequence card set to help him reenact the familiar events before going to school. Let your child draw pictures and ask him to tell you what to write on them.

Some examples would be:

Picking a school outfit

Preparing the backpack and school supplies

Having breakfast

Brushing teeth

Driving to school

Saying goodbye to Mom and Dad

Have a conversation and see if your child can figure out the order the cards should be in. Help your child put the cards in order from left to right.



Pinecone Birdfeeder

Can you find the pinecone in the book? Here is a hint, it is on a page that has a table in the classroom by the door. Do you have pinecones in your backyard? Are there any in a park nearby? There are many different pinecone crafts. Can you make a birdfeeder out of a pinecone?

Materials Needed: Pine Cones, Peanut Butter, Bird Seeds, Plastic Spoon, Popsicle stick, or Spatula (to spread the peanut butter), and a Paper Plate

1. Place the pinecone on a paper plate.
2. Using a plastic spoon, popsicle stick or spatula, spread peanut butter around the pinecone. Try to cover as much of the pinecone as you can with a thin layer of peanut butter.
3. Once the pinecone is covered in peanut butter, pour birdseed on the paper plate.
4. Roll the pinecone around in the birdseed until the pinecone is covered.
5. Tie a string at the top of the pinecone and hang from a tree in your yard.
6. Sit back and wait for the birds.

Here is the link that has directions to make the birdfeeder as well as pictures. <https://momwifebusylife.com/how-to-make-a-pinecone-bird-feeder/>



Communicating needs can happen in a variety of ways in a kindergarten classroom. First and foremost, your child will need to be able to communicate basic needs to their teacher. They need to know that it's ok to ask to use the bathroom, tell the teacher if they are not feeling well, or even ask for help if they aren't sure about something. Some kids can do this easily, but others need a little extra boost in self-confidence to make that jump.

Idea to try:

Set up a stuffed animal school and have different animals practice asking for help or asking for permission to do something. Set up some simple conflicts with the stuffed animals and have your child help figure out what they can do to solve the problems. Some problems that happen often in a kindergarten classroom, between children, include taking turns, lining up, someone cutting in line, sharing supplies and materials, or kids not respecting someone's personal space. Practice some of these scenarios and see if your child can solve a problem. This experience can help prepare for the real thing, if it should happen.



Category/ Sorting Game

Just as you are getting ready for your first day of school, so is your teacher. She is in your classroom making sure everything is where it should be. Your teacher has placed things in categories or groups to help organize all the materials you will be using.

What Children Learn

*To name items which belongs to a given category.

Before You Begin

*Talk with children about “things which go together.” Say that things which go together belong to a group or category.

Examples:

- Rose, sunflowers, tulips (flowers)
- Lions, tigers, bears (animals)
- Paper, markers, desk, chairs, books (things found in a classroom)

What Children Do

1. Play “Categories.” Think of a category (e.g. boys names).Take turns naming something that belongs to the category. Repeat until everyone has had a turn, or you run out of names.
2. Note: this game can be played as “Concentration” where children slap their knees with both hands, then clap while naming something in the category. If they become frustrated, simply eliminate the hand motions.
3. To expand this activity, think of ways you could sort the category into smaller groups. Example: write the boys names you thought of on index cards. Look at the first letter and sort names into groups by the beginning letter.



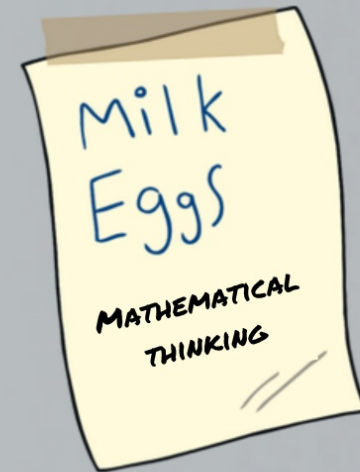
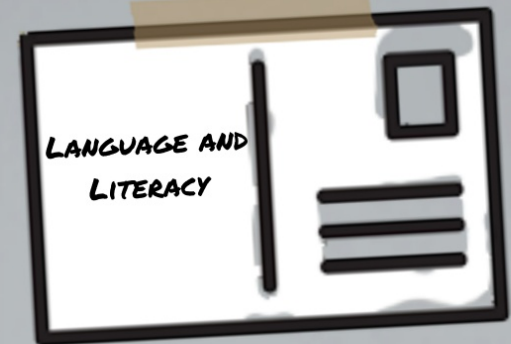
Tips for Caregivers

Florida Standards



These daily activity suggestions are a basic framework of ideas. Follow your child's lead and feel free to use as many or as few of the content areas throughout the day or week. Base your selections on your child's interest and abilities. Most of all, have fun!

4 years-Kindergarten
(48 months-Kindergarten)



SHOPPING LIST

FAMILIES MAY...

- CREATE AN ENVIRONMENT THAT IS RICH IN BOTH PRINT AND THE SPOKEN WORD.
- CHANGE THE LANGUAGE OF DAILY ROUTINES (E.G., RATHER THAN SAY, "IT'S TIME TO CLEAN UP" EVERY DAY, INTRODUCE OTHER RICH WORDS THAT HELP DESCRIBE THE ROUTINE, SUCH AS "ORGANIZE," "COLLATE" AND "ARRANGE.").
- TALK TO CHILDREN ABOUT THE ADULT'S DAY (E.G., WHAT THE ADULT DID, DIFFERENT PEOPLE ENCOUNTERED, FUNNY THINGS THAT HAPPENED, ETC.). FIND WAYS TO USE MEMORABLE WORDS IN DAILY CONVERSATIONS.

Vocabulary

Shows an understanding of words and their meanings (receptive)

*Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math, and literacy), many more than he or she routinely uses (receptive language)

to do list:

CHILDREN MAY...

- DEMONSTRATE AN UNDERSTANDING OF COMPLEX STATEMENTS, QUESTIONS AND STORIES CONTAINING MULTIPLE PHRASES AND IDEAS.
- RESPOND TO REQUESTS FOR INFORMATION OR ACTION.
- FOLLOW MORE DETAILED MULTISTEP DIRECTIONS.

Happy Birthday!



Educators may...

- Use new words intentionally in a variety of contexts during the day.
- Learn new words in child's family language and use them when introducing new concepts.
- Introduce new words and concepts by labeling what children are doing and experiencing.



SHOPPING LIST

EDUCATORS MAY...

- POINT OUT THAT THERE ARE THREE NAMES UNDER JANUARY ON THE BIRTHDAY CHART.
- CREATE A GAME DURING SMALL GROUP USING A SET OF OBJECTS AND A COVER CLOTH (E.G., DISPLAY A SET OF OBJECTS IN FRONT OF A CHILD AND QUICKLY COVER THEM, THEN ASK, "HOW MANY ARE UNDER THE CLOTH?").
- ASK THE CLASS TO QUICKLY TELL HOW MANY CHILDREN ARE GATHERED IN FRONT OF THE ROOM AS THEY PREPARE TO ACT OUT A NURSERY RHYME (UP TO FIVE).
- ASK A CHILD TO QUICKLY TELL YOU HOW MANY NUGGETS ARE ON THEIR PLATE DURING LUNCH (UP TO FIVE).
- PROVIDE MATERIALS SUCH AS DOMINOES, DICE, AND TEN-FRAMES FOR CHILDREN TO USE IN CENTERS.

Number Sense

Subitizes (immediately recognizes without counting) up to five objects

to do list:

CHILDREN MAY...

- NOTICE THAT THERE ARE THREE CHILDREN STANDING TOGETHER ON THE PLAYGROUND.
- INSTANTLY RESPOND, "THAT'S THREE," WHEN SHOWN A SET OF OBJECTS.
- RECOGNIZE A SET OF TALLIES ON A DATA CHART AS FOUR BEFORE COUNTING THEM.
- LOOK AT THEIR SNACK AND QUICKLY RESPOND, "I HAVE FIVE COOKIES ON MY NAPKIN."

Happy Birthday!



Families may...

- At the store, ask children to find one orange, two apples and three bananas. As children bring them to the cart, have the children count out each item one by one. Take one of the items out and ask children how many are now left.
- Ask for children's help in distributing items like snacks, or in laying napkins out on the dinner table (e.g., one napkin per plate).
- Play a game with children by displaying a set of three or four objects on the table. Tell the child to look, then cover objects with your hand or cloth and quickly ask, "How many are under the cloth?"



SHOPPING LIST

CHILDREN MAY...

- INVESTIGATE AND EXPERIMENT WITH NEW MATERIALS IN ACTIVITY AREAS TO SEE HOW THE MATERIALS WORK AND WHAT THEY CAN DO.
- SHARE IDEAS BY ANSWERING QUESTIONS LIKE, "WHY DOES THAT HAPPEN?" AND, "HOW CAN I DO THAT?"
- ASK AN ADULT OR PEERS FOR MORE INFORMATION.
- WORK WITH PEERS, ADULTS, AND MATERIALS TO SOLVE PROBLEMS.
- SELECT OR REQUEST THEIR OWN ACTIVITY AND EAGERLY PARTICIPATE IN ALL ACTIVITIES.
- CHOOSE MANY WAYS TO EXPLORE A SPECIAL INTEREST (E.G., LOOKING FOR BOOKS ABOUT DINOSAURS, PLAYING WITH TOY DINOSAURS AND DRAWING PICTURES ABOUT DINOSAURS).

Eagerness and Curiosity

Shows increased curiosity and is eager to learn new things and have new experiences

to do list:

FAMILIES MAY...

- GO ON A NATURE WALK. PARKS AND BACKYARDS ARE FILLED WITH NATURAL MATERIALS THAT CAN BE USED FOR ART PROJECTS. ASK CHILDREN TO DESCRIBE THE THINGS THEY HAVE FOUND: "WHAT DO YOU SEE? WHAT DOES IT FEEL LIKE? WHAT DOES IT SMELL LIKE?"

Happy Birthday!



Educators may...

- Make additions and alterations to classroom activities and material on a regular basis to encourage curiosity and promote new ideas.
- Ask open-ended questions and encourage dialogue to promote further questions and deeper understanding.
- Further children's thinking by posing questions that challenge their train of thought.
- Create problem-solving opportunities by providing materials on a variety of levels of complexity for children to engage with peers, adults, and materials.
- Create opportunities to model problem-solving by "thinking out loud."



SHOPPING LIST

EDUCATORS MAY...

- DISCUSS WHY RULES ARE IMPORTANT AND WHAT WOULD HAPPEN IF WE HAD NO RULES (E.G., LOOKING BOTH WAYS BEFORE CROSSING THE STREET, NOT RUNNING INSIDE, SHARING WITH OTHERS).
- PROVIDE FREQUENT REMINDERS OF RULES AND EXPECTATIONS (E.G., VERBAL, PICTORIAL, ROLE-PLAY).
- KEEP RULES SIMPLE AND EASY TO REMEMBER AND CONTINUALLY MODEL APPROPRIATE USE OF RULES. SUGGEST CLASS RULES DURING A GROUP DISCUSSION AND HELP CHILDREN UNDERSTAND WHY THE RULES ARE IMPORTANT.

Individuals and Groups

Demonstrates awareness of group rules (e.g., family, classroom, school, or community)

to do list:

CHILDREN MAY...

- CREATE RULES FOR GAMES THEY INVENT.
- ASK FOR PERMISSION WHEN APPROPRIATE (E.G., LEAVING THE ROOM, PERFORMING A JOB).
- LISTEN TO OTHERS AND JOINING IN CONVERSATIONS AT APPROPRIATE TIMES.
- TAKE A FAIR SHARE OF SNACK WHEN ALLOWED TO SELF-SERVE.

Happy Birthday!



Families may...

- Encourage children to invent a game and create their own rules. Have children teach the game to someone.
- Discuss appropriate rules for different places in your child's community (park, playground, library, place of worship, stores, transportation, etc.).



Vocabulary

Shows an understanding of words and their meanings (receptive)

- *Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math, and literacy), many more than he or she routinely uses (receptive language)

Language and Literacy**Emergent Reading**

Shows alphabetic and print knowledge

- *Recognizes that print conveys meaning
- *Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)

Approaches to learning**Eagerness and Curiosity**

Shows increased curiosity and is eager to learn new things and have new experiences

Mathematics**Number Sense**

Subitizes (immediately recognizes without counting) up to five objects

Physical Science

Demonstrates knowledge related to physical science

- *Discusses what makes objects move the way they do and how the movement can be controlled

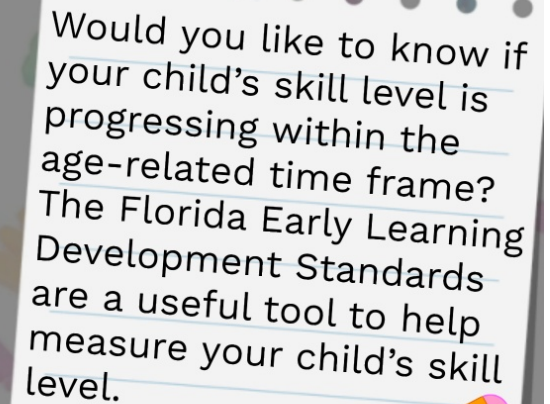
Social and Emotional Development**Sense of Identity and Belonging**

Develops sense of identity and belonging through play

- *Engages in associative play and begins to play cooperatively with friends

Develops sense of identity and belonging through routines, rituals, and interactions

- *Demonstrates willingness to be flexible if routines must change



Would you like to know if your child's skill level is progressing within the age-related time frame? The Florida Early Learning Development Standards are a useful tool to help measure your child's skill level.

Adapted from the Florida Early Learning and Developmental Standards
<http://flbt5.floridaearlylearning.com/>