



# Skills Check List – Kindergarten

## Suggested to be learned by the end of Kindergarten

Compiled by Colene Lewis

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### **Numbers and Mathematics**

- Writes and uses numbers one through ten
- Models addition and subtraction using concrete objects
- Identifies and describes measurable attributes such as length and weight to compare and order objects
- Recognizes penny, nickel, dime, quarter

### **Size, Position and Direction**

- Knows right and left

### **Gross (Large) Motor Skills**

- Skips
- Carries plate of food
- Brachiates on Monkey Bars

### **Fine (Small) Motor Skills**

- Cuts simple shapes while turning the paper
- Controls pencil/ crayon well by holding with appropriate grip
- Draws and colors beyond a simple scribble
- Able to copy simple shapes
- Forms shapes accurately
- Can trace a pattern
- Puts together puzzles of 10 – 15 pieces
- Draws recognizable figures (head, arms, legs, trunk, some facial features)
- Ties shoes

### **Time and Scientific Concepts**

- Knows days of the week
- Knows birthday
- Classifies living, nonliving and once were living things

**Social- Emotional Development: SELF**

- Cares for own belongings
- Knows how to cross residential street safely
- Knows parents' names
- Knows home address
- Knows home phone number
- Helps family with increasingly complex chores
- Consistently maintains self-control
- Able to stay on task
- Able to work independently
- Makes own decisions
- Accepts responsibility for own behavior

**Social- Emotional Development: OTHERS**

- Enters into casual conversation
- Listens without interrupting regularly
- Expresses feelings appropriately
- Respects the property of others
- Respects the feelings of others
- Recognizes authority
- Follows directions
- Responsible for taking care of materials and cleaning up
- Displays good effort

**Listening, Speaking and Sequencing**

- Follows a sequence of three to five directions
- Listens to a short story without pictures
- Recognizes rhyming words
- Speaks in complete sentences
- Communicates needs clearly
- Asks meaningful questions
- Contributes appropriately to discussions
- Developmentally appropriate articulation and vocabulary

### **Language Arts: Book and Alphabet Awareness**

- Completes incomplete sentence with proper word.
- Repeats information heard from stories
- Extends and expresses thoughts on why events happened and why characters acted as they did
- Makes reasonable predictions about stories
- Recites alphabet
- Recognizes upper- and lower-case letters A – Z
- Prints upper case letters (lower case depending on age and development)
- Recognizes beginning letter sounds
- Expresses a thought or idea using drawings, letters or words
- Follows words left to right and top to bottom
- Matches consonant sounds to appropriate letters
- Identifies and recognizes words beginning with the same sounds (e.g., Balloon, bike and butterfly all have /b/ at the beginning)
- Begins to hear, identify and make rhyming words (e.g., The cat sits on the mat)
- Begins to identify/use initial consonant sounds to read words (e.g., The first sound in sun is /s/)
- Blends sounds together to make words
- Begins to use word patterns to read words (e.g., \_at: mat, sat, bat, fat; \_all: fall, ball, wall, hall)

Resources from Cultivated Learning that facilitate a developmentally appropriate approach to education:

***GO GLOBAL: A Literature-Heavy, Movement-Rich Learning Adventure*** - For ages 5-8-year-old's and younger siblings. This one-year curriculum focuses on learning about cultural and physical geography as well as incorporating science and history explorations as kids learn where they are at in both time and space – foundations that will make future learning richer.

***Preschool Finger Play and Song Cards*** – utilizing the magic of movement and song to solidify basic preschool skills!

***The Ultimate Guide to Brain Breaks*** – How movement wires the brain to learn & a system for utilize 60 brain break activities for focus & wiring the brain to learn.