

SCHOOL READINESS SUCCESS BEGINS AT HOME!

Cristina Blevins

Early Learning Specialist, ECLC

Irvine Unified School District

School Readiness is Individual



“Not all children are born with an equal talent, and equal ability or an equal motivation, but all children have an equal right to develop their talent, their ability and their motivation.”

John F. Kennedy

Children are ready for school when, for a period of several years, they have been exposed to:

- * ***consistent stable adults*** who are emotionally invested in them
- * to a ***physical environment that is safe and predictable***
- * to ***regular routines and rhythms of activity***
- * to competent ***peers***
- * to ***materials*** that stimulate their exploration and enjoyment of the object world and from which they derive a sense of mastery.

Pianta & Walsh, 1996



IUSD Kindergarten & TK Philosophy

At the Irvine Unified School District, we believe the goal of kindergarten is to promote a joy of learning in a positive and nurturing environment, which creates critical thinkers, effective oral communicators, and lifelong learners. In partnership with parents, we will provide intentional opportunities that meet the emotional, social, physical and academic needs of all learners.





IUSD PK Philosophy



We believe that...

- * Optimal growth and learning evolves from **positive**, supportive, and responsive relationships with peers and adults
- * Every child learns within the context of **relationships** and through playful interactions
- * **All children have the ability to learn** and grow when actively engaged
- * Every child has unique gifts and abilities that are to be celebrated and nurtured
- * **Family** education plays a critical role in the early childhood experience and empowers families with knowledge as their child's first teacher
- * Every child and their family deserve access to high-quality learning opportunities with appropriate **supports** to meet their unique needs



Your Philosophy





With an elbow partner, talk about your philosophy of learning and school readiness. How does this connect with IUSD's PK, TK, and K philosophies?

CUBS Care

Early Childhood Learning Center

Where 'Little' is Great!

Behavior Expectations

		Classroom/Playground	Inside the Building	Parking Lot
C Care for Others		<ul style="list-style-type: none"> • Help • Share • Listen 	<ul style="list-style-type: none"> • Hands & feet to self • Inside voices 	<ul style="list-style-type: none"> • Listen
U Use Language		<ul style="list-style-type: none"> • Ask questions • Ask for help • Talk to friends 	<ul style="list-style-type: none"> • Greet others • Ask for help 	<ul style="list-style-type: none"> • Ask permission
B Build Friendships		<ul style="list-style-type: none"> • Play together • Take turns 	<ul style="list-style-type: none"> • Hold hands • Help each other 	<ul style="list-style-type: none"> • Greet others
S Stay Safe		<ul style="list-style-type: none"> • Hands & feet to self • Follow directions 	<ul style="list-style-type: none"> • Walk • Stay with adult 	<ul style="list-style-type: none"> • Hold adult hand • Walk • Watch for cars



CUBS Care



IUSD - Head Start - School Readiness - Special Education - State Preschool

1 Smoketree, Irvine CA 92604 - Office (949) 936-5890 - FAX: (949) 936-5859

Extend CUBS into your home

Care- Establish positive relationships with family members (ex: dinner conversations focused on positive highlights from the day, posting child's work on the fridge)

Use Language- Effective communication (ex: check in with children at pick up, "how was your day?", encourage them to use their words)

Build Friendships- Teach pro-social skills (ex: take turns with your child, role-play play scenarios, go on playdates and be actively engaged with the children)

Stay Safe- Follow and model safety skills (ex: parking lot safety, hand holding when crossing the street, stranger danger, neighborhood safety)

True or False?

- * Learning only happens at school
- * Readiness is a specific condition within each child
- * Readiness can be measured easily
- * Readiness is mostly a function of time (maturation)
- * Children are ready to learn when they can sit quietly at a desk and listen
- * Children who are not ready do not belong in school

Pediatrics, 2008



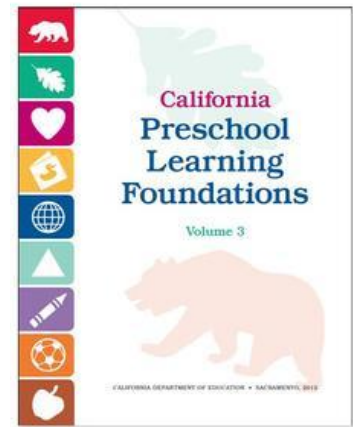
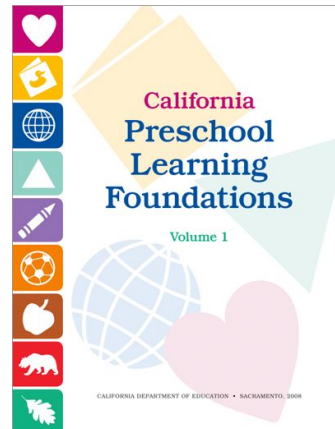
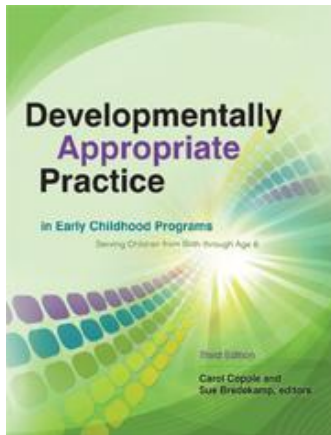
Brain Research and Early Experiences

- * 90% of brain development occurs from the age of 0-8
- * Establishing key relationships is critical
- * Nurturing environments are crucial for development
- * Provide rich language opportunities
- * Allow for a variety of play experiences



Age Appropriate Skills

Guided by NAEYC's Developmentally Appropriate Practice and California Preschool Learning Foundations



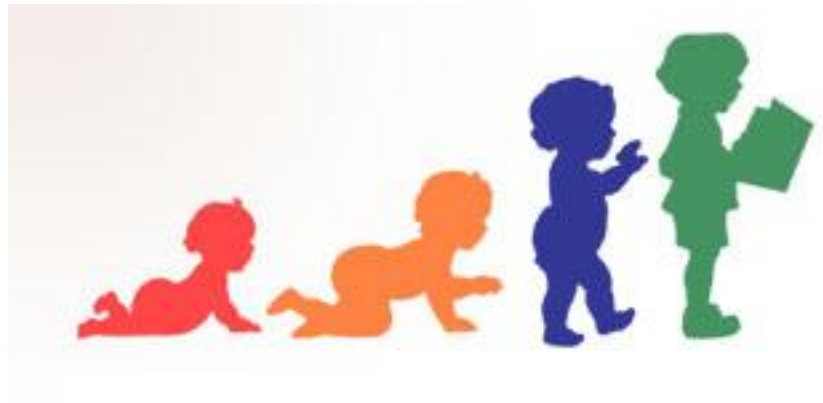
Preschool Skills (4 year olds)

Motor development: gross motor skills

- running is more controlled; can start, stop, and turn
- turns somersaults; hops on one foot; gallops
- can easily catch, throw, and bounce a ball
- can brush teeth, comb hair, wash, and dress with little assistance

Motor development: fine motor skills

- copies crosses and squares
- prints some letters
- uses table utensils skillfully
- cuts on a line



4 year old Skills Cont'd

Language and thinking development

- uses a 1,500-word vocabulary; speaks in relatively complex sentences (“Mommy opened the door and the dog ran out.”)
- understands words that relate one idea to another — if, why, when
- continues to learn through experience and the senses
- understands, mostly, the difference between fantasy and reality
- understands number and space concepts — more, less, bigger, in, under, behind



4 year old Skills Cont'd

Language and thinking development

- thinks literally; starting to develop logical thinking
- begins to grasp that pictures and symbols can represent real objects
- starts to recognize patterns among objects — round things, soft things, animals
- grasps the concepts of past, present, and future but does not understand the duration of time



4 year old Skills Cont'd

Social and emotional development

- takes turns, shares, and cooperates
- expresses anger verbally rather than physically
- can feel jealousy
- may sometimes lie to protect herself, but understands the concept of lying
- enjoys pretending and has a vivid imagination



Smooth Transitions

Developed by IUSD's Pre K-K Articulation Committee, 2015

- * Self-regulation
- * Self-help skills
- * Separate from parent
- * Initiate and engage in conversations with peers
- * Problem solve
- * Flexible
- * Self-directed
- * Follow directions
- * Play with peers
- * Pay attention to non-preferred tasks for 5-10 minutes
- * Express wants/needs
- * Have an awareness of others
- * Be able to write their first name
- * Use a functional grasp
- * Identify some letters, sounds, numbers, shapes and colors
- * Recite some numbers
- * Use scissors
- * Stay safe

Kindergarten Readiness Checklist & Activities

- * Concept Development
- * Physical Development
- * Health and Safety
- * Number Concepts
- * Language/Communication
- * Reading
- * Writing
- * Social/Emotional Development



Every great journey
has a great beginning ...



Any other information needed/wanted?

Cristina Blevins
cristinablevins@iusd.org
949.936.7579