

| <i>Readiness Criteria</i>                      | <i>POP Preschool Activity</i>                | <i>Readiness Criteria</i>                    | <i>POP Preschool Activity</i>  |
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| <b>MOTOR SKILLS:</b>                           |  | Touches fingers (thumb to each finger).      | Counting games; stringing beads.   |
| Is able to run.                                |  | Is able to button.                           | Buttoning of own garments and those of dolls.                                |
| Is able to walk a straight line.               |  | Builds with blocks.                          | Varied blocks are used for building and manipulation.                        |
| Is able to jump.                               |  | Completes simple puzzles (5 pieces or less). | Puzzles are completed of varied levels of difficulty.                        |
| Is able to hop.                                |  | Draws and colors beyond a simple scribble.   | Wide variety of art activities challenge children to draw and color objects. |
| Is able to alternate feet walking down stairs. | Variety of large motor activities and games. | Is able to zip.                              | Zippering of own garments and those of dolls.                                |
| Is able to march.                              |  | Controls pencil and crayon well.             | Practice use of pencils and crayons through craft activities at table.       |
| Is able to stand on one foot 5 – 10 seconds.   |  | Cuts simple shapes.                          | Cutting practice through craft activities at table.                          |
| Is able walk backwards for five feet.          |  | Handles scissors well.                       | Scissor use training offered as needed.                                      |
| Is able to throw a ball.                       |  | Able to copy simple shapes.                  | Drawing and painting activities.   |
| Pastes objects.                                | Gluing activities using both kinds of glue.  |  |  |
| Claps hands.                                   | Music and circle time activities.            |  |  |
| Matches simple objects.                        | Matching and memory games.                   |  |  |

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| <b>NUMBERS:</b>                              |   | <b>LISTENING &amp; SEQUENCING:</b>                      |  |
| Counts orally through ten.                   | Calendar, counting games, manipulatives.  | Follows simple directions.                              | Every facet of each activity involves following simple directions.       |
| Counts objects in one-to-one correspondence. | Item per item cognitive activities.   | Listens to a short story; listens carefully.            | Circle time includes stories and responding to questions about stories.  |
| Understands empty and full.                  | Empty/full, over/under, left/right vocabulary and concept development activities.                   | Recognizes common sounds; repeats a sequence of sounds. | Identifying and repeating sequences of sounds are part of phonics games. |
| Understands more and less.                   | More/less, greater than/lesser than, heavier/lighter vocabulary and concept development activities. | Repeats a sequence of orally given numbers.             | Counting activities in English and Spanish.                              |
| <b>SIZE:</b>                                 |   |   |  |
| Understands big and little.                  | Terms used and demonstrated in all activities.  | Repeats simple stories in sequence.                     | Children listen to stories during circle time; re-tell the stories.      |
| Understands long and short.                  | Terms used and demonstrated in all activities.  |   |  |
| Matches shapes or objects based on size.     | Puzzles, building blocks, tinkertoys.   |   |  |

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| <b>READING READINESS:</b><br><br>Remembers objects from a given picture. | Story time questions and answers.  | Pronounces own first and last names; knows other children by name.  | Self introductions, free play, sharing and dramatic play.                      |
| Knows what a letter is.  | Distinguishes and names letters through a variety of circle time and table activities.   | Expresses self verbally.  | Circle time; dramatic play; free play.   |
| Has been read to frequently/daily; looks at books or magazines.          | Is read to, and during silent reading time, looks at books and magazines; school's library books are checked out by parents for reading at home. | Tells the meaning of simple words; repeats a sentence of 6-8 words; completes incomplete sentence with proper word. | Story time; word games; songs; poems; nursery rhymes; circle time discussions. |
| Recognizes some nursery rhymes.  | Circle time, finger plays and songs allow children to repeat and sing nursery rhymes they request.   | Understands that print carries a message.   | Demonstrated at circle time and individual reading time.                       |
| Identifies parts of body.  | Circle time and large motor activities.  | Pretends to read.   | Library time and some actual word recognition.                                 |
| Identifies objects that have a functional use.                           | Circle time; costume drama and dramatic play in playhouse with household implements.   | Uses left to right progression.   | Demonstrated at circle time and individual reading time.                       |
| Knows common farm and zoo animals.                                       | Stories, songs, toys, games.   |   |  |

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| <b>READING<br/>READINESS<br/>(CONT'D):</b>          |   | <b>COLORS AND<br/>SHAPES:</b>             |   |
| Answers questions about a short story.              |   | Recognizes and names primary colors.      |   |
| Tells the meaning of words heard in a story.        | Story discussions.  | Recognizes circles and rectangles.        |   |
| Looks at pictures and tells a story.                |   | Matches shapes or objects based on shape. | Wide variety of art/craft activities, games and discussions about shapes. |
| Identifies own first name in manuscript (printing). | Finds own name tag at sign-in time.   | Copies shapes.                            |   |
| Prints own first name.                              | Children write names on chalkboard and on projects.   | <b>TIMES:</b>                             |   |
| Identifies upper and lower case letters.            | Beginning with names, children write first letter in capital and other letters in lower case letters. | Understands day and night.                | Circle time discussions.  |
|   |   | Knows age and birthday.                   | Birthdays are celebrated. Ages are discussed in sharing and circle times. |
|   |   |   |   |

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| <b>POSITION AND DIRECTION:</b>       |   | <b>SOCIAL-EMOTIONAL DEVELOPMENT:</b>                      |   |
| Understands up and down.             |   | Can be away from parents 2 – 3 hours without being upset. | Enrollment requirement.                         |
| Understands in and out.              |   | Takes care of toilet needs independently.                 | Enrollment requirement.                         |
| Understands front and back.          |   | Feels good about self.                                    | Stories, discussions, individual reinforcement. |
| Understands over (on) and under.     | Constantly reinforced by instructions, directions, games and discussions. | Is not afraid to go to school.                            | Individual reinforcement.                       |
| Understands top, bottom, and middle. |   | Cares for own belongings.                                 | Required and reinforced.                        |
| Understands beside and next to.      |   | Knows full name.  | Already knows.                                  |
| Understands hot and cold.            |   | Dresses self.   | Encouraged and reinforced.                      |
| Understands fast and slow.           |   |   |   |
|                                      |   | Knows how to use a tissue.                                | Encouraged and reinforced.                      |
|                                      |   | Knows own sex.  | Already knows.                                  |
|                                      |   | Brushes teeth.  | Stories and discussions.                        |

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| <b>SOCIAL-EMOTIONAL DEVELOPMENT (CONT'D.):</b> |   | Able to work independently. | Encouraged and reinforced.           |
| Crosses a residential street safely.           | Safety stories and discussions.                                   | Able to stay on task.       | Encouraged and reinforced.           |
| Asks to go to school.                          |   | Helps family with chores.   | Assigned classroom responsibilities. |
| Knows parents' names.                          |   |                             |                                      |
| Knows home address.                            |   |                             |                                      |
| Knows home phone number.                       |   |                             |                                      |
| Enters into dinner table conversation.         | Snack time routines.  |                             |                                      |
| Carries a plate of food.                       | Snack time routines.  |                             |                                      |
| Maintains self-control.                        |   |                             |                                      |
| Gets along well with other children.           | Encouraged and reinforced.  |                             |                                      |
| Plays with other children.                     |   |                             |                                      |
| Recognizes authority.                          |   |                             |                                      |
| Shares with others.                            |   |                             |                                      |
| Talks easily.                                  | Sharing at circle time.   |                             |                                      |
| Likes teachers.                                | Encouraged and reinforced.  |                             |                                      |
| Meets visitors without shyness.                | Sharing at circle time and encouragement to greet class visitors. |                             |                                      |
| Puts toys away.                                | Encouraged and reinforced.  |                             |                                      |

