

Starting Strong: Preparing Children and Families for Kindergarten Success

June 3, 2025



Panelists



Jennifer Andrews
Director of Early Childhood Strategies
Chattanooga 2.0



Deidre DeJear
President and CEO
Oakridge Neighborhood



David Jacobson, Ph.D.
Director, First10
Education Development Center

Panelists



Nadirah Rizkallah
*District Early Learning
Coordinator, TOSA*
Eugene School District 4J



Gretta Sagolla
*District Early Learning
Coordinator, TOSA*
Eugene School District 4J



Heidi Schumacher, MD, FAAP
*Assistant Professor of Pediatrics
Vermont Child Health Improvement Program
Larner College of Medicine,
University of Vermont*

Moderator



Swati Adarkar

*Former Deputy Assistant Secretary
Policy and Early Learning
U.S. Department of Education*

First 10 Schools and Communities

David Jacobson



Early Childhood @ EDC

With a commitment to addressing disparities and ensuring equity, EDC promotes the overall health, development, and early learning of children—from before birth throughout childhood. Our work informs the field, supports families and caregivers, builds the capacity of organizations and people, and advances effective policy.



Commitment from the beginning (Hands-On Science, 1960; Head Start, 1978)

50+ Projects



Influential Partners: PBS, Sesame Workshop, Apple, Google, New America

80+ Staff

Funders: HRSA, OHS, OCC, USAID, NSF, NIH, DoEd, SAMHSA, UNICEF, Heising-Simons Foundation, Wallace Foundation, LEGO Foundation, Bill & Melinda Gates Foundation, Overdeck Family Foundation

Global Reach

50 U.S. states, Asia, Africa, and Latin America



First 10 Framework

Effective Schools



First 10 in Conestoga Valley (CV)



CV First 10 Goals

- Sense of Belonging for Children and Caregivers
- Positive Relationships with Our Schools
- Efficient and Effective Transitions to K
- Access and Opportunity for all CV Children



Conestoga Valley's Kindergarten Express



Conestoga Valley School District First 10 Implementation Guide

Philosophy: To provide a singular location that captures CV's First 10 Initiative activities while delineating essential elements and potential options. This is a living document that is intended to be updated regularly. **Latest update 10/30/23.**

Family Support Activities

Community Play and Learns

Description: Play and learn groups are an opportunity for families and their young children (ages 3-4). Age range may vary based on timing and configuration of the group. The goal is to provide socialization opportunities and developmental strategies for supporting children at home. Sessions are structured around The Basics parenting principles, and parents are included as partners in learning how to support their children.

- Essential Elements/Minimum Requirements:**
- 2 series per year (fall and spring)
 - Fall Series: Targeted toward children ages 3-5
 - Spring Series: Targeted toward children ages 2-4 (*avoid children transitioning to kindergarten during this series)
 - Share Basics principles with families
 - Share health and social services resource list with families (add hyperlink when available)
 - Visits from school administrators, PreK and/or K teachers
 - All reusable materials are stored at Brownstown
 - See [Play and Learn Working Group- Running Notes](#) for more details

- Optional:**
- Representation from community partners or other groups

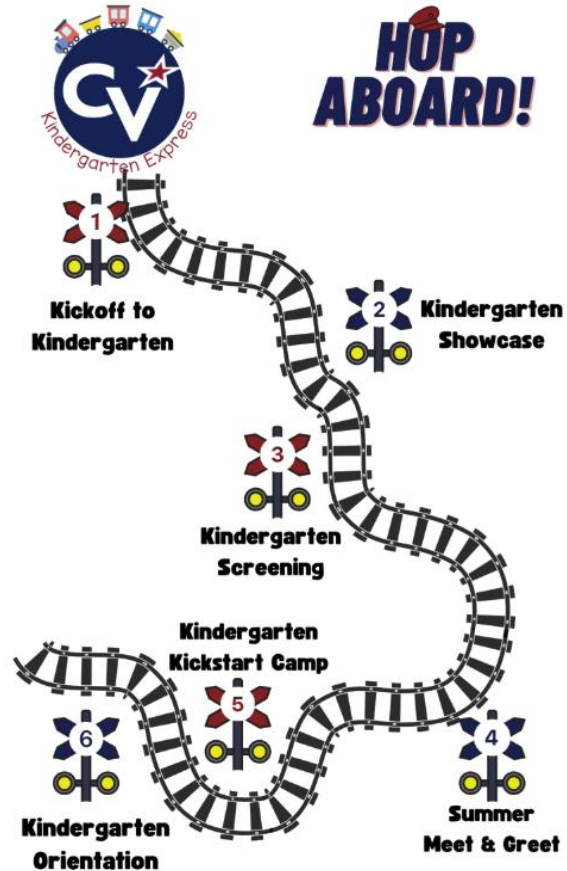
Dates:
Fall series from October 5-Nov 9 5:30-6:30pm at Brownstown

Spring series from March 19-Apr 23

To explore in 2024-25: Add Spring session at

Budget:
Teacher Extra Pay: \$2,500
Supplies: \$2,000 per year from DW First 10 Budget
*CAP STEAM Grant Spring 2024: \$5,000

Pre-K Teachers and/or partners from outside agencies are paid as Independent Contractors with CVSD. They



Scan me!



**3-5
YEARS
OLD***

PROGRAM DETAILS

- Focus on “around the house”: Working with recyclables, healthy snacks, problem solving, & more!
 - Attendance is expected at all five events.
 - 4:30 - 5:30 p.m. Snacks provided
 - **Brownstown Elementary:**
51 School Lane
Brownstown, PA
- *Not already enrolled in kindergarten*

DATES

- Oct. 21
- Oct. 28
- Nov. 4
- Nov. 11
- Nov. 18

First 10 in Sanford, Maine

Joint Professional Learning



CROSS SITE VISITS

EXPECTATIONS AND STRATEGIES FOR EFFECTIVE IMPLEMENTATION

Purpose

Cross site classroom visits are valuable opportunities for professional development in early childhood education settings.

Goals

- Cross Site visits promote collaboration and shared learning across our communities lifespan.
- They provide fresh perspectives on teaching methods
- These visits support professional growth and school improvement
- They can support connections with students and families

Expectations

For visiting teachers:

- Be respectful and professional
- Minimize disruptions to the host classroom
- Take detailed notes on observations
- Focus on predetermined objectives
- Engage in post-visit reflection to ask questions, share inspiration etc.

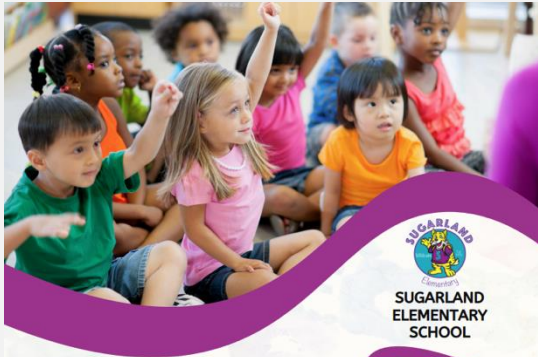
For hosting teachers:

- Welcome visitors warmly
- Continue with regular classroom activities
- Be open to questions and feedback
- Share resources or materials if appropriate

Benefits

1. Exposure to diverse teaching styles and strategies
2. Opportunity to observe age-appropriate practices in action
3. Fostering a culture of continuous improvement
4. Building a supportive professional community
5. Enhancing self-reflection on teaching practices

Transition to Kindergarten



KINDERGARTEN SCREENING

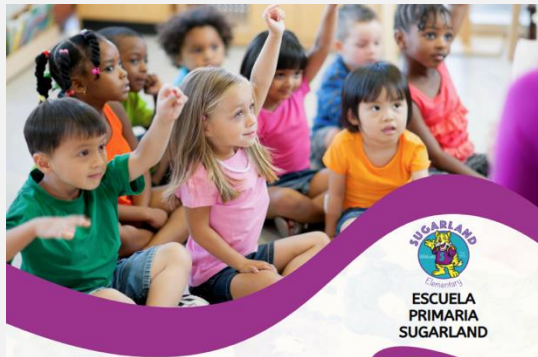
Please sign-up!
Help us get to know your child prior to their first day of Kindergarten!

MONDAY, MAY 19TH

SIGN-UP NOW

Call 571-434-4460
OR sign-up in-person at the front office

Time slots will be available from 8:00am - 2:00pm



KINDERGARTEN PRE-EVALUACION

¡Por favor regístrate!
¡Ayúdenos a conocer a su hijo antes de su primer día de jardín de infantes!

LUNES 19 DE MAYO

REGÍSTRATE AHORA

Llama al 571-434-4460
O regístrate en persona en la oficina principal

Los horarios estarán disponibles de 8:00 a. m. a 2:00 p. m.



Sugarland Elementary School

Kindergarten ORIENTATION

Parent Information Night

When?
Thursday, May 29th 2025 @ 5:30 p.m.

Where?
Sugarland Elementary
65 Sugarland Run Dr, Sterling, VA 20164

What will I learn?

- Skills children need to know BEFORE they come to school
- How the New Kindergarten Works
- How you can help your child be ready to learn
- How teachers and parents/guardians can work together to help your child grow to be successful

Escuela Primaria Sugarland

Kindergarten ORIENTACIÓN

Noche de información para padres

¿Cuándo?
Jueves 29 de mayo de 2025 a las 5:30 p. m.

¿Dónde?
Escuela primaria Sugarland
65 Sugarland Run Dr, Sterling, VA 20164

¿Qué aprenderé?

- Habilidades que los niños necesitan conocer ANTES de venir a la escuela
- Cómo funciona el nuevo jardín de infantes
- Cómo puede ayudar a su hijo a estar listo para aprender
- Cómo los maestros y los padres/tutores pueden trabajar juntos para ayudar a su hijo a crecer y tener éxito.

Sugarland Elementary

Kindergarten Home Visits

AUGUST 15TH 2024
9:00 A.M. - 2:00 P.M.



Sugarland Staff will be coming around to welcome upcoming Kindergarteners!

Sugarland Elementary

KinderPri- Visitas domiciliarias al jardín de infantes

15 DE AGOSTO DE 2025 DE
9:00 A.M. - 2:00 P.M.



¡El personal de Sugarland vendrá para dar la bienvenida a los próximos estudiantes de kindergarten!

Thank You

David Jacobson

djacobson@edc.org

First10.org

Healthy and Ready to Learn

Heidi Schumacher, MD

Assistant Professor of Pediatrics

University of Vermont Larner College of Medicine



Larner College of Medicine

Kindergarten Readiness Begins at Birth

All of a child's early experiences – at home, in child care, in other preschool settings – are educational.

- ✓ Pre-academic skills
- ✓ Physical wellbeing
- ✓ Social emotional abilities
- ✓ Self-regulation skills
- ✓ Language skills
- ✓ Cognitive skills

Healthy bodies and minds are the
foundations of academic success.



University
of Vermont

Larner College of Medicine

VERMONT CHILD HEALTH IMPROVEMENT PROGRAM

Health



Education



Social Factors



Vital Signs for Pediatric Health: School Readiness

A National Academy of Medicine
Discussion Paper

nam.edu/Perspectives



TECHNICAL REPORT

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

School Readiness

P. Gail Williams, MD, FAAP,^a Marc Alan Lerner, MD, FAAP,^b COUNCIL ON EARLY CHILDHOOD, COUNCIL ON SCHOOL HEALTH

The role of health care

Emphasis on prevention and early identification!

- Through trusting relationships and regular well child care, health care can help to improve school readiness through:
 - **Screening for psychosocial risks** and connecting families with evidence-based supports
 - **Developmental screening** to identify children with developmental disabilities at an early age and connect families with early interventions
 - Identifying and treating **physical health conditions** that may impact school attendance and success
 - **Providing routine immunizations**

Trends in Kindergarten Can Last a Lifetime

First of its Kind Longitudinal Study Reaffirms DEC's Investments to Support Kindergarten Readiness

[February 23, 2024](#)

[Child Development](#). [Early Learning](#). [News &](#)



Kindergarten readiness leads to life skills, research finds

Ohio State professor says quality early education helps lifelong success

By **Chris Bournea**
June 05, 2024



Kindergarten readiness ultimately prepares students to be successful throughout their lives, Ohio State research finds.

Ensuring that children have fundamental academic and social skills when they enter kindergarten will ultimately prepare them to be successful throughout their lives, according to research by The Ohio State University.



CHRONIC ABSENCE

TAKE ACTION

RESOURCES

EARLY MATTERS

Cultivating Engagement and Attendance In Kindergarten

October 2023

©Attendance Works



Larner College of Medicine

Health

Education

Social Factors



**Please consider
your local health
care* and public
health colleagues
as partners in
supporting school
readiness!**

**Every state has a chapter of the
American Academy of Pediatrics,
which can be a great place to
start!*

- Care coordination
- Data sharing
- Joint advocacy
- Joint messaging

ABOUT CHATTANOOGA



- 25,854 children under age 6
- Unified county school district that serves 45,000 students
- 44 Elementary schools serving 3,300 Kindergartners
- Only 50% of children attend a child care program before Kindergarten
- County geography encompasses, urban, suburban, and rural schools





Eugene School District

Serves over 16,000 students in Eugene, Oregon.

Schools by level:

Elementary Schools: 19


Middle Schools: 7

High Schools: 4

- **Offers a variety of educational programs, including language immersion, alternative schools, and career and technical education pathways.**
- **School communities value autonomy and it is a long standing practice**
- **Prioritizes inclusive practices to ensure every child has access to high-quality education.**
- **Autonomy Vs. Alignment**

The background features a bright yellow sun with rays in the top left, several blue, fluffy clouds scattered across the top, and a stylized orange bridge with vertical supports spanning the bottom. The text is centered on a white, lined paper graphic.

Kindergarten Transition and Alignment Plan (KTAP)

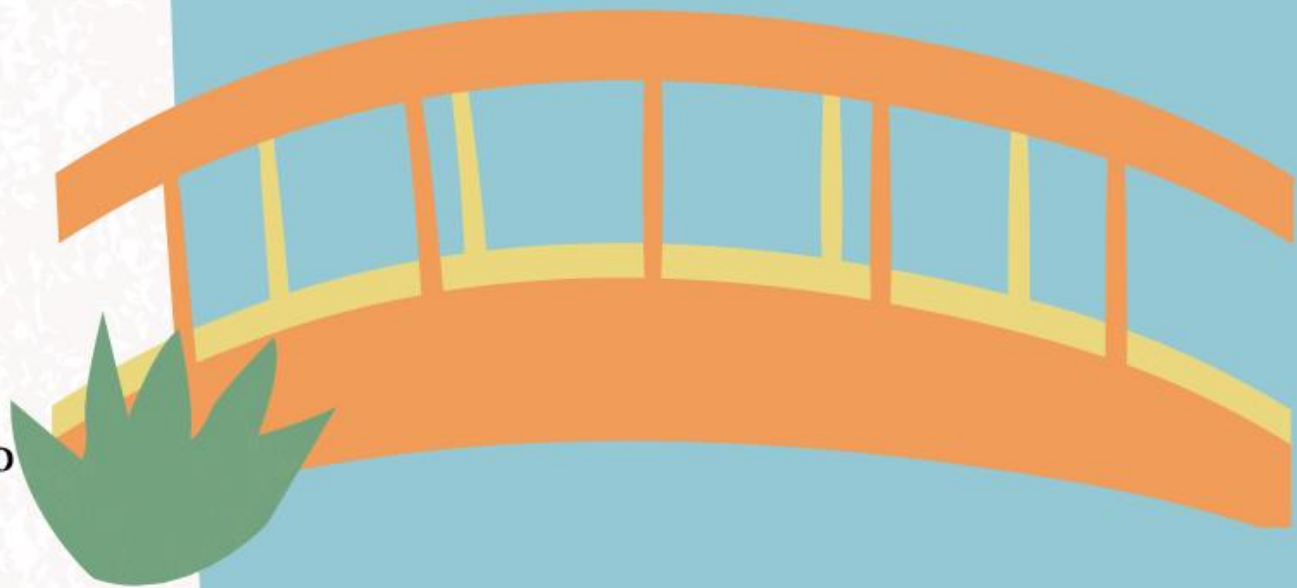


Purpose of Plan:

Creating a cohesive vision and language around the Early Learning Transition Plan.

Shared Goal:

Every child experiences a positive, equitable, and developmentally appropriate transition into kindergarten, one that nurtures belonging, engagement, and readiness to learn.



Transition and Alignment Elements

- **School Choice Coordination:** Ensure families understand school choice options, deadlines, and application steps through informational sessions and clear communication.
- **Registration Support:** Provide accessible registration assistance with multilingual support and community-based events for families facing barriers.
- **KITS Program Planning:** Highlight the admin's role in promoting and facilitating KITS program participation, coordinating with community partners, and ensuring smooth registration for families.
- **Kindergarten Family Orientation Events:** Early Learning Admins should help coordinate events that offer registration support and encourage positive interactions with kindergarten staff.
- **Smart Start Program Implementation:** Coordinate staggered entry days with welcoming activities to help children adjust to the school environment and routines.





1. Establish Foundations (Nov–Feb)
Focus
Build aligned structures and messaging



2. Family Engagement & Transition Prep (Jan–Mar)
Focus
Strengthen communication and early connection



3. Transition Execution & Alignment (Apr–May)
Focus
Deliver aligned experiences for families



KTAP

Phased Approach



- Align transition messaging across programs
- Define roles in transition process
- Align orientation & registration
- Refine “Smart Start” messaging



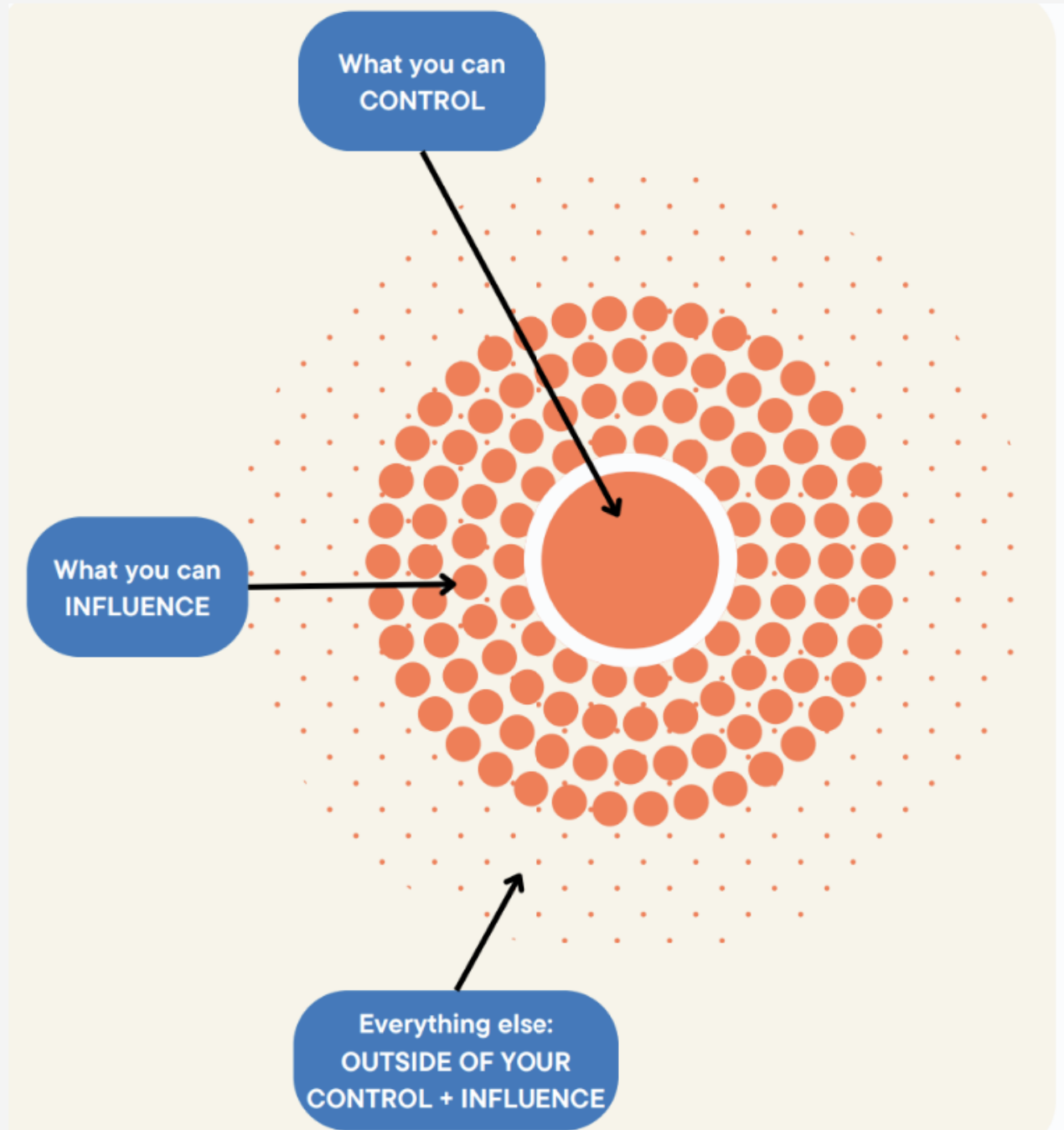
- Start transition conversations with families early
- Plan for KITS with partners
- Build Preschool–KG connections through visits and collaboration
- Update registration and orientation with equity lens



- Align school events and messaging
- Host kindergarten orientations with consistent structure
- Ensure materials and access for all families

Your Sphere of Influence

Think about your sphere of influence right now in your classroom. Share in the chat what is at the center when it comes to your practice



**CHATTA
NOOGA 2.0**

TRANSITION TO

KINDERGARTEN

CAMPAIGN FOR GRADE-LEVEL READING





HOW DO WE DEFINE KINDERGARTEN READY IN HAMILTON COUNTY?

“Children will grow into strong learners and adults when we support their brain growth before and after Kindergarten. In Hamilton County, we aspire that every rising Kindergartener is physically, socially, emotionally, and intellectually prepared for success in Kindergarten. To do this, they need families, schools, and communities to provide a strong foundation in the following five skill areas: **Learning Skills**, **Emotional and Social Skills**, **Language Skills**, **Math Skills**, and **Self-Help and Movement Skills**.”



MATERIAL DEVELOPMENT & COUNTY-WIDE PROMOTION

Ready, Set KINDERGARTEN!

HEY FAMILIES! The baby days are over and now your little one is headed to kindergarten! For parents and kids alike, this new chapter in life can bring about mixed emotions including excitement and nervousness. You can help your child feel competent and confident as they start their new adventure.

No two children are the same. Children learn at different speeds and in different ways and your child's teacher will be ready for them no matter what. In the years before K, your child is quickly gaining important skills to help them be ready for Kindergarten, both in child care/PreK and at home. Families have a big role to play in helping children get ready for Kindergarten too!

Visit the website to learn more about these skills and how you can practice them at home during everyday activities like laundry, cooking, and bathtime.

Always remember - with every story you read, skill you teach, or hug you give - you are the first and most influential teacher your child will ever have.

HOW DO WE DEFINE KINDERGARTEN READY?

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CHATTA NOOGA 2.0 **HAMILTON COUNTY SCHOOLS** VISIT CHATT2.ORG/KREADY

List of Skills for Success in Kindergarten

Appropriate for four and five-year-old rising kindergarten students. Contact your pediatrician with any concerns.

LANGUAGE

- I can **listen** to a story and **answer** questions about it
- I know my **ABCs**, can identify some letters and sounds of the alphabet, and turn pages in a book right to left on my own
- I can draw you a picture and **tell a story** about it, even if it looks like scribbles
- I recognize my **written name** and can attempt to write it
- I notice words that **rhyme** (bat-cat, ball-tall) and make up nonsense rhymes (foodie, doodle)
- I speak in **complete sentences** of 6-8 words that can be understood by a stranger

MATH

- I can count to **30**
- I can point to and count **10** objects
- I know my **colors** and can draw **shapes**, such as circle, square, triangle
- I can describe the **position** of objects: up/down, left/right, behind/beside, in front/on top
- I can recognize and repeat simple **patterns** such as star, moon, star, moon

HEALTHY FOUNDATION

- I have been to the **dentist** and had my **vision** and **hearing** screenings
- I sleep at least **9 hours** per night, and I eat enough veggies and fruits

LEARNING

- I can **follow directions** to complete a task
- I can play by myself and also with other children my age
- I show curiosity when I ask who, what, when, where and what/if **questions**
- I am eager to **try new experiences** and activities
- I can **focus** on or complete one activity for 5 minutes before moving on

SELF-HELP & MOVEMENT

- I move with **control** and balance while walking, running, jumping & climbing
- I can use pencils and crayons to **trace** and scissors to **cut**
- I can control buttons and zippers and dress on my own
- I can use hand-eye coordination to put together a **puzzle**
- When an adult asks me to, I can eat, brush teeth, wash my hands and use the bathroom **all by myself**

EMOTIONAL & SOCIAL

- I can **share**, take turns, help, compliment, and play well with my friends
- Once I'm 5, I can **adjust** to changes in routine and environment
- I can use words to describe my **emotions** (ex: happy, sad, hungry)
- I seek and accept guidance from caregivers and teachers
- I know my full name, city, phone number, and reliable adult names

WE CAN ALL HELP GIVE CHILDREN A STRONG FOUNDATION BEFORE KINDERGARTEN.

Do you want to learn brain-building tips for children YOUNGER than four? Visit the ChattanoogaBasics.org website to learn about the 5 simple ways you can help give your child a strong start in life.

ACTIVITY BOOKLET

Ready, Set **KINDERGARTEN!**

Resources for Hamilton County, TN rising Kindergarten students and their families



THIS BOOK BELONGS TO:

A Community Supporting Kindergarten Readiness

Chattanooga 2.0 community partners in Hamilton County, TN agree on what it means to be ready for kindergarten and how to support our youngest residents. Children's brains develop most quickly in their first five years. Families, schools, and communities have an important role to play in giving children a strong foundation. We can all support and nurture age-appropriate skills to make sure every child is set up for success in school and beyond. Will you join us?

KINDERGARTEN READY DEFINITION:

Children will grow into strong learners and adults when we support their brain growth before and after Kindergarten. In Hamilton County, we aspire that every rising Kindergarten student is physically, socially, emotionally, and intellectually prepared for success in Kindergarten. To do this, children need a strong foundation in the following five skill areas.

Kindergarten-Ready Skill Areas

LANGUAGE SKILLS

Knowing the alphabet and learning to write helps kindergartners further develop language skills, a key to reading and communicating.

MATH SKILLS

Identifying colors, patterns, and shapes and basic counting are key to developing harder math skills.

EMOTIONAL & SOCIAL SKILLS

Learning to name and express feelings helps young students manage their emotions.



LEARNING SKILLS

A child's curiosity, creativity, and problem-solving skills are how they learn new things.

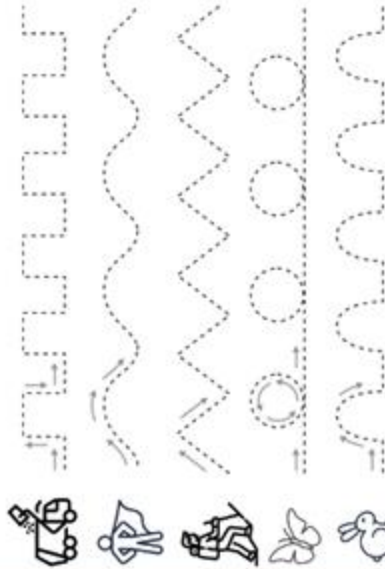


SELF-HELP & MOVEMENT SKILLS

These skills help kindergartners develop writing skills, strengthen their bodies, and grow in confidence and self-esteem.

Practice Tracing

Color the pictures. Trace the line down the path. Who do you think will win the race? Why?



Ready, Set, **KINDERGARTEN!**

I Can Say How I Feel

Point to the face and name the emotion.



Mad



Happy



Nervous



Sick



Surprised



Sad



Excited



Tired



Love

Ready, Set, **KINDERGARTEN!**

Also available
in Spanish!

Download at:
chatt2.org/kready



BOOKLET

Self-Care for Adults

As your child's most influential role model, you will lead your child in either good or bad habits. So it's important to instill respect for health and safety, which includes taking care of your own self! This lesson you model can carry over into other aspects of their lives and benefit them for years to come.

Tips for Adult Self-Care:

- **Take a break.** It's OK to tell your child that you need a moment to calm your own big emotions. Model how you take time for yourself by stepping into the next room and practicing your favorite calming strategy.
- **Box breathing.** Breathe in for 4 seconds, hold your breath for 4 seconds, breathe out for 4 seconds, hold your breath out for 4 seconds. Repeat.
- **Sleep.** Easier said than done for busy parents, but attempt to get at least the recommended 7 hours of sleep per night.
- **Sunshine.** Taking a walk outside in fresh air and sunshine can lift your mood and boost vitamin D.
- **Dance.** If you feel yourself getting frustrated with your child's developmentally appropriate behavior (like whining), turn on your favorite song and dance like no one's watching. It will make you feel better, and chances are, it will also catch your child's attention enough that they want to join in.
- **Have grace.** It's important to be kind to yourself. It's ok to feel frustrated or scared sometimes. You are doing the best you can and tomorrow is a new day.

If your child is exhibiting challenging behaviors and you want help, visit [TH Voices](https://www.thevolices.org) for free virtual Parenting Solutions classes. They provide tips and strategies for how to mitigate behaviors before they start, while also taking care of yourself. [INVOICES.org](https://www.invoices.org)

Taking care of young children can feel like a 24/7 job. Asking for help can be challenging, but **utilizing your support systems** like extended family, church communities, or friends to take breaks can help. If the struggle feels more constant, reaching out to your doctor or a mental health professional may provide concrete tools to cope or medical support.

Once you start your Kindergarten journey, there are many partners in your child's education within the **school** and the **district** to help you along the way. If there's ever anything you need, reach out to your child's school to be connected to helpful resources.

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Health and Nutrition

A healthy start to Kindergarten can help give your child a solid foundation for the rest of the school year. Meeting new friends and learning new things is easier when children are well-rested and have had their hearing and vision checked before the start of school. If you're unsure if your child has had the proper immunizations or health screenings, contact your pediatrician.

WAYS TO SUPPORT A HEALTHY FOUNDATION AT HOME

- **Prioritize Sleep.** Rising Kindergarteners need 9 to 11 hours of good-quality sleep to get them through the day. Kindergarteners **do not take naps** at school. Good sleep habits are important for children as they get ready to learn. Minimize caffeine, sugar, and stimulating activities like TV, computer/tablet use or video games before bed.
- **Eat breakfast.** Kids who eat breakfast have more energy and better concentration.
- **Try new foods together.** You can work to eat a rainbow of colors every day. Fruits, vegetables, meats, dairy products, and grains are important foods for your children. Limit candy, juices, and fatty foods.
- **Eat together.** Schedules get busy, but when you can, eating family meals together has many lifelong benefits for children and provides the opportunity for conversation (which is a major brain booster).
- **Get moving!** Encourage daily outdoor playtime to give children opportunities for physical activity and energetic movement.
- **Water does wonders!** Water improves oral health, energy, and your child's ability to focus.
- **Wash hands.** Encourage kids to wash their hands after going to the toilet, before eating, and whenever hands get dirty. Proper handwashing should take about the same amount of time it takes to sing "Row, Row, Row Your Boat" or "Happy Birthday".
- **Check in.** Rising Kindergarteners can have big feelings - that is a fact. Check-in with your

Bedtime Routine

We wake up in the morning on school days at : AM

Which means our bedtime for a full 9+ hours of sleep each evening is : PM

DID YOU KNOW?
Kindergarten students do not take naps during the day.

Circle the parts of your bedtime routine. Which step comes first? Which is last?



SING A SONG



BLOW A KISS

USE THE BATHROOM



GIVE A HUG

TAKE A DRINK



READ A BOOK (Or tell a story)



BRUSH MY TEETH



PREPARE CLOTHING FOR TOMORROW



5

A Healthy Start to School!



Color and name these healthy foods that will help you grow strong!



APPLE



BROCCOLI



CARROT



GRAPES

Color each of these healthy activities you should do before Kindergarten.



Visit the dentist



Hearing Test



Eye doctor

Ready, Set, **KINDERGARTEN!**

4

See you in August!



[chatt2.org/kready](https://www.chatt2.org/kready)

KINDERGARTEN SKILL-BUILDING ACTIVITY VIDEOS

KINDERGARTEN 101 TRANSITION VIDEOS

UNIVERSITY TEACHING ARTISTS



CHATTANOOGA PUBLIC LIBRARY



DAY IN THE LIFE OF A KINDERGARTENER



K TEACHER INTERVIEWS



EARLY CHILDHOOD TRANSITION EVENTS

COMMUNITY PARTNERS WITH ACTIVITY TABLES:

- PBS
- Local Community Businesses
- Dolly Parton Imagination Library
- Head Start
- Neighborhood Child Care Agency
- Neighborhood Case Managers
- Local Church
- Chattanooga Future Fund
- Health Department



Building skills for Kindergarten for children younger than 4:

THE BASICS CHATTANOOGA



www.chattanoogabasics.org



MAXIMIZE LOVE & MANAGE STRESS
Children need your love and affection to be stress-free.



TALK, SING, AND POINT
Help children learn new vocabulary while bonding with you.



COUNT, GROUP, AND COMPARE
Children are born ready to learn math concepts.



EXPLORE THROUGH MOVEMENT & PLAY
Children observe and learn their surroundings in play.



READ & DISCUSS STORIES
Help children develop a love for reading by doing it with them.



BRAIN-BUILDING BASICS BY AGE



| | Maximize Love, Manage Stress | Talk, Sing, and Point | Count, Group & Compare | Explore through Movement & Play | Read & Discuss Stories |
|-------------|--|--|------------------------|---------------------------------|-----------------------------|
| 0-12 Months | Care for yourself; Hold, cuddle, snuggle | Narrate your day, even if it feels odd | Play Music | Peek-a-boo | Read Stories |
| 1-2 Years | Encourage | Point to and name objects | Count toys | Build with toys | Play with board books |
| 2-3 Years | Respond to questions | ABC song | Name colors | Pretend Play | Help turning pages |
| 3-4 Years | Talk about / name feelings | Basic rhyme songs | Match and Sort | Play with Play-Dough | Ask questions about stories |
| 4-5 Years | Involve | Ask questions | Look for shapes | Jump & balance on one foot | Tell their own story |

Anchoring the work



Standards

Oregon Early Learning
and Kindergarten
Guidelines

Research

NAEYC “Principals of
Child Development and
Implications that Inform
Practice”

Professional Learning

**Kinder Teachers observing
in PreK settings-**
“What are the implications
for high quality,
developmentally appropriate
kindergarten programs?”

KINDERGARTEN TRANSITIONS

Schools ready for all kids



Centering Families

- Building trust at first point of contact
- Secretaries
Truama informed
- Parent Panel

Authentic Voice

- EL stakeholders and community service providers
- Families
- 3 Directions
- Teachers

Resources & Tools

- Family facing documents
- Kindergarten Social Story
- Early school success skills mini lessons

Practices

- Succinct communication across levels
- Orientation dates and structure
- Drop-in support
- Kindergarten visits

Reflect & Plan

- Begin with internal programs
- Examine data
- Continue collaboration
- Online enrollment



Upcoming GLR Learning Tuesdays Webinars:

LEARNING LOSS RECOVERY CHALLENGE

The Foundation of EdTech is Connection: Ensuring Universal Access to the Internet

Tuesday, June 3, 3–4:30 p.m. ET/12–1:30 p.m. PT

CRUCIBLE OF PRACTICE SALON

Accelerating What Works in Rural Communities

Tuesday, June 10, 12:30–2 p.m. ET/9:30–11 a.m. PT

LEARNING LOSS RECOVERY CHALLENGE

More Hopeful Futures of Children as Collateral Damage: SNAP's Far-Reaching Benefits for Children

Tuesday, June 10, 3–4:30 p.m. ET/12–1:30 p.m. PT

FUNDER-TO-FUNDER CONVERSATION

Still Ready to Learn: Philanthropic Support for Children's Multimedia Programming

Tuesday, June 17, 12:30–2 p.m. ET/9:30–11 a.m. PT

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