



"I'm Ready for K!"



*What I know about Nevada's Pre-K Standards and more:
A booklet for my parents and teachers.*

Thank you to the following community partners who reviewed and provided feedback on this guidebook:

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About The Children's Cabinet

The Children's Cabinet exists to keep children safe and families together by offering services and resources that address unmet needs through a unique and effective cooperative effort between the private sector and public agencies in Nevada.

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How to Use this Booklet

The *I'm Ready* booklet contains skills based on Nevada's Pre-K Standards. The standards are a list of items that most children should know and be able to do before they enter kindergarten. The standards are organized in six domains:

- 1. Math**
- 2. Science**
- 3. Language and Literacy**
- 4. Social Studies and Social Emotional**
- 5. Creative Expression**
- 6. Physical Development and Health**

I'm Ready was created to support children moving from preschool to kindergarten. Both parents and preschool teachers can use *I'm Ready* to share examples of Nevada's Pre-K standards that children have mastered (on a regular basis) as well as areas where they might need more support. *I'm Ready* is meant to be used with children from age four until they enter kindergarten.

It is our hope that the guidebook will help parents and preschool teachers work together to support children in developing the skills they need to be ready for kindergarten. When shared with the kindergarten teacher before school starts, this booklet will help teachers tailor their lessons to the students' strengths as well as areas where they need more support.

Directions:

The six domains above are split into several different content areas. Each content area has a list of skills (standards) most children may do prior to entering kindergarten. During the year prior to kindergarten entry, parents and preschool teachers should work together to complete this booklet. Checkmark each skill that the child has mastered. Please note if the child uses a language other than English to show that he/she has mastered the skill. You can also give specific examples of strengths as well as additional supports your child may need in each content area.

Parents and preschool teachers can also use the *Family and Teacher Pre-K Standard*

Guidebooks to find activities that can help children develop the skills in this booklet. The guidebooks can be found on the Nevada Registry website www.nevadaregistry.org.

Once you know who your child's kindergarten teacher will be, contact the teacher and request a transition meeting. Use this booklet to discuss your child's strengths and areas where your child needs more support. If you cannot meet with the kindergarten teacher before school starts, try to arrange a meeting within the first few weeks.

If you need more information on when or how to register children for kindergarten, please contact your local school district listed in the table below.

School District	Phone
Carson City	775-283-2100
Churchill County	775-423-5184
Clark County	702-799-5000
Douglas County	775-782-5134
Duckwater Shoshone	775-863-0242
Elko County	775-738-5196
Esmeralda County	775-485-3213
Eureka County	775-237-5700
Humboldt County	775-623-8100
Lander County	775-635-2886
Lincoln County	775-728-8000
Lyon County	775-463-6800
Mineral County	775-945-2403
Nye County	775-727-7743
Pershing County	775-273-7819
Pyramid Lake	775-574-1016
State Sponsored Charter School	775-687-9174
Storey County	775-847-0983
Washoe County	775-348-0200
White Pine County	775-289-4851

The Importance of Kindergarten Transition

The move to kindergarten can be filled with many emotions for children and their families: a big new building with lots of classrooms and children, new rules, new teachers, new friends, new activities. With so many new changes, there can also be a wide range of emotions and experiences. The Harvard Family Research Project highlights four important things research tells us about the transition to kindergarten.

1 Transition Activities are Important for All Children. Transition activities can help children overcome potential risk factors that have been linked to children not being ready for kindergarten. Some risk factors include: having limited access to high-quality preschool, fewer resources, fewer positive relationships, and higher family stress.

2 A Smooth Transition Makes a Difference in Children's School Success. Research has shown that children who are ready for kindergarten have better success throughout all their school years, not just kindergarten. Smooth transitions happen when families, schools, and communities work together as a team. They share information on what children will be expected to know, what lessons are used in the classroom, and how we will show or measure what children have learned.

3 Families Play an Important Role in the Transition to School. During the transition to school, there are many changes in children's everyday environments and caregivers. Children might move from a preschool, family child care provider, or the home into a kindergarten classroom. Regardless of where children transition from, the family is the one thing that stays the same. That is why families play a very important part in giving children a stable place where they can find comfort and know what to expect.

4 Relationships Among Families, Early Childhood Programs, Schools, and Communities Matter! Families, schools, and community partnerships become very important during the transition to kindergarten. In elementary

schools, contact with families can become less personal, more regulated and driven by the school. As a result, families can become less engaged in what their child learns at school.

Research has shown that the following helps parents of incoming kindergarteners stay involved:

- Clear expectations on what children will need to know upon kindergarten entry,
- What curriculum will be used in kindergarten,
- The results of what their child knows upon school entry (kindergarten entry assessment),
- School events and support to help with kindergarten transition, and
- Specific activities parents can do with their children to help prepare them for kindergarten.

Harvard Family Research Project -

The full article on the importance of transitions can be found at www.hfrp.org/publications-resources/browse-our-publications/four-important-things-research-tells-us-about-the-transition-to-school



I'm Ready for K ! All About Me...

Please help me learn the skills in this booklet. I will need to know these skills to be ready for kindergarten! By completing this booklet and sharing it with my new kindergarten teacher, you can help him or her understand what skills I have already mastered and what skills I need a little more help with. This information will help my new teacher understand me and what I need on the first day of school. Thank you for helping make my kindergarten transition successful!

This booklet was started on: _____ and completed on: _____.
date date

My information:	
My name is:	
My birthday is:	
The language(s) I speak is/are:	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Tagalog <input type="checkbox"/> Other: _____
The language(s) I understand is/are:	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Tagalog <input type="checkbox"/> Other: _____
My mom's name is:	
My dad's name is:	
My address(es) is/are:	
My phone number(s) is/are:	
My parent(s) email:	
My sibling(s) name(s):	
<i>If my sibling's name is circled above, that means he or she attends the same school as me.</i>	

The following people completed this guide about me:	
Name of Person	Relationship to Me (e.g., mom, teacher, grandmother, neighbor)

Here are the early childhood programs I attended before kindergarten:		
Name of Program or Provider's Name	Type of Care	#of Years Attended
	<input type="checkbox"/> Center (includes Head Start & district PreK) <input type="checkbox"/> Family Child Care <input type="checkbox"/> Family, Friend or Neighbor	
	<input type="checkbox"/> Center (includes Head Start & district PreK) <input type="checkbox"/> Family Child Care <input type="checkbox"/> Family, Friend or Neighbor	
	<input type="checkbox"/> Center (includes Head Start & district PreK) <input type="checkbox"/> Family Child Care <input type="checkbox"/> Family, Friend or Neighbor	
<input type="checkbox"/> I did not attend an early childhood program outside my home.		

Important information you need to know about me (check the box if yes).

I have food allergies. List:

I am allergic to animals. List:

I wear glasses.

I wear hearing aids.

I have seizures.

I have other special needs. List:

Here is some other information to help you get to know me:



Mathematics

Math is important for my development because it helps me gain an understanding of numbers, shapes and measurement, and patterns and relationships. The goal is for me to be able to use math to sort, classify, represent, communicate and solve problems.

Numbers, Number Sense & Computation

Please check off the things you have seen me do below.

- I can compare my snack with a friend/parent and see that they have the same amount.
- I can identify and match the number symbol to a group of objects with the same amount from 0 to 5.
- I can identify the next number in a series of numbers up to 5.
- I can identify the concepts of "more than, less than" when comparing two groups of objects.
- I can count familiar objects or manipulatives in my environment.
- I can count each object once, without repeating it.
- I can identify and name numbers in signs or books.
- I can put red, yellow, and blue objects together and count them.
- I can participate in finger plays, such as "Five Little Monkeys," that require counting backwards.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"Family members and teachers must work together. Preschool experiences build on and extend what children learn at home. In turn, children's learning in school is extended and continued in the home."

~Nevada Pre-K Standards Guiding Principles

Patterns, Functions & Algebra

Please check off the things you have seen me do below.

- I can sort toys by size, color, shape or category.
- I can match items that are similar (e.g., sort small cars from small trucks).
- I can match objects such as pictures of adult animals with their babies.
- I can give reasons for why an object belongs to a group(s).
- I can identify patterns that repeat themselves (e.g. red, orange, red, orange).
- I can repeat a pattern according to color, size, shape, etc., while using manipulatives or stringing beads.
- I can predict what comes next when shown a simple AB pattern. (e.g., red, orange, red, orange, ___?).
- I can sort a group of objects more than one way (e.g., by color, by shape, by size).
- I can explain why I sorted a group of objects a certain way.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Measurement

Please check off the things you have seen me do below.

- I can sort toys from smallest to largest.
- I can determine which of the children in the classroom is tall, taller, and tallest.
- I can arrange a group of blocks from longest to shortest.
- I can identify and sort pennies and nickels.
- I understand that each coin represents different values.
- I use language associated with everyday events (e.g., understanding the difference between day and night).
- I understand the sequence of the daily events and know what will happen next.
- I can describe the sequence of activities when going outside to play.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Spatial Relationships, Geometry & Logic

Please check off the things you have seen me do below.

- I can use basic shapes when drawing pictures.
- I can identify circles, squares and triangles in signs or pictures around the classroom.
- I attempt to add shapes to my drawings.
- I can use objects in the class to show positions (e.g., cars on top of, off, inside, below, beside the blocks).
- I can understand concepts like under, over, beside, between, outside, next to, etc.
- I can follow a path or move through an obstacle course.
- I can draw a map or the beginnings of a map to show a location during play time.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"As active learners, young children need opportunities to observe things and events in their here and now world, develop their own ideas, try them out, find out what happens, and come up with their own answers."

~Nevada Pre-K Standards Guiding Principles

Data Analysis

Please check off the things you have seen me do below.

- I can use data to answer questions (e.g., take a survey who likes chocolate milk better than white milk).
- I can have in-depth discussions about how things work or how to fix something.
- I can talk more in-depth about ideas that may not always be accurate.
- I can draw simple maps of the classroom, playground or other relevant places.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Vroom® Tips for Shapes & Numbers

Vroom is a free tool that helps make any moment a brain building moment. Try these simple activities to practice shapes, patterns and number recognition. For more, visit www.ChildrensCabinet.org/vroom or download the free Vroom app.

<p>Number Hunt</p> <p>Invite your child to go on an indoor number hunt. Ask them to see how many fours they can find. Can they find the numbers one through 10? Where are the places in the house to find numbers? What kinds of things have numbers on them?</p>	<p>Brainy Background</p> <p>When you ask your child to think about and plan for the future, you're asking them to use critical thinking and reasoning skills, which are important for learning and life. When they feel a sense of control, they build confidence in their abilities.</p>
<p>Tip # 906</p>	<p>Suggested Age 3—5 years</p>
<p>Air Draw</p> <p>Ask your child to watch your finger as you draw a shape in the air. Start with something simple, like a circle. Can they guess what it is? Make it harder and draw more complicated shapes, like a heart or a star. Then have them take a turn drawing and you take a turn guessing.</p>	<p>Brainy Background</p> <p>Your child has to use self-control to focus only on your finger drawing in the air. Being able to use focus is critical to learning and staying motivated to reach a goal. Everyday use of shapes and symbols supports math skills too.</p>
<p>Tip # 127</p>	<p>Suggested Age 4—5 years</p>
<p>Prepare a Pattern</p> <p>Do you have a muffin tin or an empty egg carton? Look for things that can fit inside each hole, like pen caps. Make a pattern, like one red cap in a hole, then two blue caps in another, then another red cap. Then give the caps to your child. Can they match the pattern?</p>	<p>Brainy Background</p> <p>Making and re-creating patterns asks your child to focus and keep the pattern in mind, even when it isn't there anymore. Being able to recognize patterns is an important skill for math, science, and language learning.</p>
<p>Tip # 908</p>	<p>Suggested Age 4—5 years</p>

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Science

Gaining an understanding of science helps me enhance my natural and instinctual observational skills, helps support and guide my curiosity and need to experiment, encourages my need to explore and discover and leads to a better understanding of the world around me.

Scientific Inquiry and Science, Technology, & Society *Please check off the things you have seen me do below.*

- I question why things happen.
- I want to share my observations about science.
- I ask questions about why things happen (e.g., Why does it rain?).
- I have started to share my observations and ideas.
- I am able to use safety goggles, magnifying glasses, tweezers or other equipment to explore and discover objects.
- I have started making predictions based on my knowledge (e.g., clouds indicate rain).
- I can sort items that belong together based on similar physical characteristics.
- I am able to engage in a science experiment together (e.g., examine plants, seeds or view small insects), and share my observations about the objects that I am observing.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Earth & Space Science

Please check off the things you have seen me do below.

- I make observations about the daily weather.
- I can point to the sun and/or moon in the sky.
- I have started to understand that water can be a solid (ice or snow) and that it can melt back into a liquid.
- I understand that there are planets and stars in the sky.
- I am starting to know some of the names of planets (e.g., Mars, Jupiter, Venus).
- I have started to identify and sort natural objects in their environment.
- I can collect a variety of rocks to study.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Matter and Forces & Motion and Energy

Please check off the things you have seen me do below.

- I can sort objects (e.g., by shape, size, and color).
- I can sort objects by their physical characteristics (e.g., hard/soft, heavy/light, and sink/float).
- I can sort objects and materials by what they are made of (e.g., fabric, wood, glass, plastic, rock, and metal).
- I have started to hypothesize, explore and demonstrate how objects move.
- I can investigate how objects react when placed in water.
- I can demonstrate how objects can move with magnets.
- I will make observations about how fast objects will fall to the ground.
- I have started to comment on changes in the physical world.
- I can understand the difference between hot and cold.
- I can explain why some objects are cold and hot.
- I am interested in finding out why ice melts faster when it is hot outside.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Life Science

Please check off the things you have seen me do below.

- I have started to become interested and discuss animals and their offspring.
- I can identify the difference between humans, animals, and plants.
- I can identify a variety of animals and plants (e.g., grass, flowers, cat, dog).
- I can use my five senses to explore and investigate the natural world.
- I have started to understand that living things have basic needs (e.g., air, water and food).
- I have started to identify animals and their homes in their natural habitats.
- I can explain some differences between animals and explain where they live. (e.g., birds in trees, frog in a pond).
- I can discuss the difference between living and non-living things.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Vroom® Tips for Thinking Like a Scientist

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Tube Towers

Collect used, clean toilet paper tubes and encourage your child to build a tall tower with them. Ask them questions like, "How many tubes can you stack until the tower falls over? What can you do to help the tower stay up?" Talk about their ideas and what happens as they test them out.

Tip # 955

Brainy Background

When you encourage your child to test out their ideas and answer questions about what they're doing, you're helping them build important critical thinking and problem-solving skills. You're also supporting and motivating them when you're involved in and curious about what they're learning.

Suggested Age 3—5 years

Everyday Science

Is your child noticing lots of things, like the icicles melt when the weather gets warmer and puddles dry up? Turn them into science experiments! Try taking an ice cube out of the freezer and see what happens to it in the warm room, or put a small bowl of water out and see how long it takes to disappear.

Tip # 931

Brainy Background

Children learn like scientists—by paying attention to their experiences and developing ideas about what is going on. By encouraging them to create experiments, you're promoting curiosity, scientific thinking, and learning.

Suggested Age 3—5 years

Bathtime Experiments

Let your child explore measuring in the bath. Use clean and empty plastic containers of various shapes and sizes. Comment on what they're doing, "You scooped so much water, it overflowed!" and ask questions like, "Which one holds more? Is your cup empty or full?"

Tip # 333

Brainy Background

When you ask your child to think about and plan for the future, you're asking them to use critical thinking and reasoning skills, which are important for learning and life. When they feel a sense of control, they build confidence in their abilities.

Suggested Age 3—5 years

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Language & Literacy

Language helps me learn and embrace early literacy skills through word analysis, reading strategies, literary text, expository text, types of writing, listening and speaking. It is important to remember that if my first language is not English, I probably understand more words than I am able to speak. I might be non-verbal in English and rely on my home language and/or gestures to tell you my needs, wants, and ideas.

Word Analysis

Please check off the things you have seen me do below.

- I like to play with sounds in words.
- I will repeat words that rhyme.
- I try to create words that rhyme together or create nonsense words.
- I can hear that each letter has a different sound.
- I can focus on beginning sounds in familiar words.
- I can compare the same sounds of words and letters.
- I have started to know the names of letters if I see their formation.
- I can recognize my own name in print and name most letters in my name.
- I can explore letters through play (e.g., tracing letters or forming them with clay).
- I have started to recognize environment signs (e.g., STOP, EXIT).
- I can recognize product logos (e.g., Legos and Barbie).
- I can recognize some letters and words in books or the environment.
- I can ask for help with a word in the environment.
- I have started to write my own messages to my family and friends.
- I can share letters that I have written or received.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"Play is how children find out about their world. All types of play...provide children with opportunities to try things out, see what happens, and learn."
~Nevada Pre-K Standards Guiding Principles

Reading Strategies

Please check off the things you have seen me do below.

- I show an understanding of how books are organized.
- I handle books with care and respect.
- I understand that books have meaning.
- I have started to look at pages in books with the book right side up.
- I pretend to read.
- I have started to demonstrate comprehension of the meaning of a story.
- I try to retell the story or predict what happens next.
- I can remember events and characters from a story.
- I can identify familiar objects in pictures.
- I express emotion and respond to pictures.
- I can retell the story using the pictures.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Literary Text

Please checkmark each skill that you have seen me master:

- I can place pictures from a story in the correct order.
- I can act out a story using a flannel board, puppets, or dramatic play.
- I can dictate my own stories similar to those read by my teachers.
- I can recognize and repeat books/poems that include repeating and rhyming words.
- I can recite predictable phrases (e.g., "Brown Bear, Brown Bear, What do you see?").
- I participate in singing simple songs.
- I can recite poems and finger plays.
- I have started to understand cultural differences from stories.
- I can compare events in books to my own experiences.
- I can explore and expand on themes within stories.
- I respond to questions about the story.
- I retell stories from memory.
- I can retell stories from the beginning, middle, and end.
- I can recreate stories or actual experiences in a variety of ways (e.g., dramatic play, dictating a story, and painting).

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Expository Text

Please check off the things you have seen me do below.

- I know differences between various types of literature (e.g., fantasy vs. real).
- I can understand the meaning of a story.
- I know to ask for help to read a book about a chosen topic.
- I can retell familiar stories.
- I can retell certain events from stories with pictures.
- I can answer questions about the story.
- I can ask questions about details of pictures or stories.
- I can add personal information related to the story.
- I use pictures to organize my own stories.
- I use pictures to support understanding of a book.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Effective Writing

Please check off the things you have seen me do below.

- I have started to show beginning control in writing, drawing, and painting (using various writing tools).
- I have started to show beginning control with my eye-hand coordination.
- I have started to determine a purpose for writing.
- I experiment with brushes, chalk, markers, rubber stamps, computers, pens, and pencils.
- I can copy word cards or shapes from the writing center or my environment.
- I use deliberate letter choices during writing attempts.
- I scribble letter-like symbols and some letters in writing.
- I have started to print letters found in my own name.
- I can recognize the first letter in my name and ask for assistance in writing or tracing letters.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Types of Writing

Please check off the things you have seen me do below.

- I can use pretend writing to communicate ideas and information.
- I have started to use other resources to convey meaning (e.g., labels, books, and computers).
- I can use symbols or drawings to express thoughts, feelings, and ideas.
- I use creative writing as part of my daily activities.
- I can explain my own writing or pictures.
- I have become familiar with using different writing instruments.
- I can draw a picture about a familiar experience.
- I can generate ideas for a story.
- I can choose a topic for writing related to familiar books.
- I can explain the meaning of drawings to adults or children.
- I have started to compose various notes/letters/invitations to children, teachers, or families.
- I can label drawings with my name.
- I can make signs or messages to inform others.
- I am able to use writing as a part of play.
- I can tell a story, or retell an event for you to write down.
- I can identify objects in my drawings and paintings for you to write down.
- I can come up with ideas or details that help explain a story.
- I add to or create stories when given "Once upon a time."

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"Learning to write and read depends in great part on how children feel about themselves and their ability to achieve. Children who believe they can learn, and expect to achieve, do so."

~Nevada Pre-K Standards Guiding Principles

Listening

Please check off the things you have seen me do below.

- I listen to teachers, children, and book recordings in listening centers.
- I listen for instructions or ideas in order to complete tasks.
- I can show you through actions my understanding of directions or requests.
- I repeat instructions and/or assist other children with completing directions.
- I can ask why, who, what, when, where, and how when listening to conversations or to books read aloud.
- I can repeat rhymes, songs, or passages in books.
- I answer questions related to books.
- I can ask questions about stories showing increased attention to details.
- I can listen to others speak or read for short periods of time.
- I have begun to demonstrate an understanding of turn taking in conversation.
- I can participate as an equal partner in conversations with others.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Speaking

Please check off the things you have seen me do below.

- I can communicate well in my native language (e.g., English, Spanish, or sign).
- I can repeat instructions for others to understand.
- I can explain words or directions for other children to understand.
- I can pretend with words or actions that express feelings or ideas.
- I can tell real or make-believe stories.
- I repeat words and expand on sentences spoken by adults or other children.
- I engage in word play (e.g., "banana, fanna, fofanna").
- I like to experiment with and learn new words.
- I show an understanding of sentence structure (e.g., noun + verb).
- I respond with nonverbal gestures and expressions while others are speaking.
- I share personal experiences and ideas in group discussions.
- I ask and answer questions based on conversations with adults or children.
- I can repeat nursery rhymes, poems, finger plays, and songs.
- I sometimes use different voices for characters in books, songs, or poems.
- I can retell a favorite book or story.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Vroom® Tips for Words & Letters

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<p>Snack Menu</p> <p>At home, create a snack menu with your child. Give them some choices of what they want for a snack and then ask them to make a menu. Encourage them to draw, scribble, or write letters, if they can. They can take other people's orders, and even help you prepare the snack!</p>	<p>Brainy Background</p> <p>By creating and using a menu, your child is making connections between their experiences and the importance of reading and writing. You're encouraging literacy while letting them participate in a way that is meaningful, creative, and fun.</p>
<p>Tip # 1031</p>	<p>Suggested Age 2—5 years</p>
<p>Serious Scribbling</p> <p>Do you have paper, pens, or pencils? Encourage your child to write or draw and talk back and forth about what they're doing. Offer to write down what they want to say about it. Ask them to come up with a title for their writing or drawing. Finally, hang it on the wall to share with friends and family.</p>	<p>Brainy Background</p> <p>Encouraging your child to make personal connections to reading and writing allows them to begin building a relationship with language and literacy. When they feel like what they say and do is important to you, they build confidence in their own ideas.</p>
<p>Tip # 891</p>	<p>Suggested Age 3—5 years</p>
<p>All About Me</p> <p>After reading with your child, ask them questions about experiences they may have had that were similar to the characters in the story. You can ask things like, "The boy in the book felt sad. Do you remember a time when you were sad?"</p>	<p>Brainy Background</p> <p>By having these conversations with your child, you're encouraging them to make connections between their own life and what they read—an important part of literacy. They're also developing their understanding of how other people think and feel.</p>
<p>Tip # 331</p>	<p>Suggested Age 3—5 years</p>

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Social Studies and Social Emotional

Social Studies/Social Emotional skills are important for the development of my self-confidence and self-direction. These skills also encourage me to express and identify my feelings and needs, learn how to keep my focus and develop positive relationships with individuals and the community.

People, Cultures, & Civilizations

Please check off the things you have seen me do below.

- I can work with someone to complete a task (e.g., cleaning up the classroom or working on a project together).
- I have started to become familiar with diverse family practices, customs and cultures.
- I am aware of some local and community people and events.
- I want to share information about my family practices, customs, and culture.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"Organizing children's learning spaces through centers of interest is a good way to help children learn. Centers are clearly marked, organized play and work areas with a theme. Centers encourage children to make decisions, learn new skills, practice skills previously gained, as well as interact with others."

~Nevada Pre-K Standards Guiding Principles

Nation Building & Development

Please check off the things you have seen me do below.

- I understand that conflicts happen between people.
- I am able to discuss the reason behind conflicts and why they happen.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Social Responsibility & Change

Please check off the things you have seen me do below.

- I understand that there are different rules and expectations for school and home.
- I can discuss and understand how important it is to work together.
- I recognize the different jobs that everyone has at their school.
- I know how to show respect for others and myself.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"Learning about oneself, developing social skills and achieving motivation are all part of interacting with others, but also how they understand themselves as learners. In turn, children's intellectual strengths include those who can use language well in social situations, or those who can understand and respond to social cues."

The World in Spatial Terms

Please check off the things you have seen me do below.

- I am able to identify direction and location (e.g., up/down, above/below).
- I ask many questions about what I see and find.
- I can move in directions by a command (e.g., forward, backward, sideways, left, right).
- I am able to identify and locate familiar places.
- I can make roads for toy trucks, bikes, or cars.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Places & Regions

Please check off the things you have seen me do below.

- I have learned the name of the city where I live.
- I can give information about where I live.
- I can express how others are similar or different from one another.
- I can name and point to different physical characteristics (e.g., body parts, eye color, freckles, hair, etc.).
- I recognize that streets have signs and houses have numbers.
- I am able to explain where I live and I can describe structures that I live by.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Intellectual development. Children's ideas about themselves affect not only interactions with others. Children's cognitive abilities and their control over language are also linked to their social skills. Children's social skills, from their person's point of view, are more likely to be those with strong social skills."

~Nevada Pre-K Standards Guiding Principles

Human Systems

Please check off the things you have seen me do below.

- I understand what moving to a new house or state means.
- I recognize that other family members live somewhere else.
- I understand that people live all over the world.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Environment & Society

Please check off the things you have seen me do below.

- I can identify familiar weather conditions (e.g., rain, sunshine, snow, fog).
- I use words such as hard/soft, rough/smooth, and water/land when describing surfaces.
- I identify various natural features (e.g., mountains, lake).
- I can determine what type of clothing to wear based on the weather.
- I identify seasons by temperature or other characteristics.
- I can draw pictures representing seasonal changes.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"In a world where the achievement gap starts before kindergarten, we must work to close the gap where it starts."

~Nevada PreK Standards

The Market Economy

Please check off the things you have seen me do below.

- I am aware that adults work to pay for necessary items, housing, food, etc.
- I am starting to understand conservation of resources (e.g., turning off the water and lights).
- I can role-play different occupations while engaging in dramatic play.
- I will talk about what I want to be when grown up.
- I can discuss the occupations that people have (e.g., policeman, fireman, grocery clerk, or teacher).

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

The US Economy as a Whole

Please check off the things you have seen me do below.

- I have shown an understanding of the consumer's role through dramatic or pretend play.
- I can play "store" with play or real money, receipts, credit cards, and telephones.
- I recognize that things have to be paid for with money, and that sometimes I can't buy what is wanted if there is not enough money.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

The Dynamic Economy

Please check off the things you have seen me do below.

- I can decide between two choices.
- I am aware that adults work in order to earn money to buy the food, clothing, and housing that a family needs.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Citizenship & the Law (Rules & Laws, Rights, Responsibilities, Symbols)

Please check off the things you have seen me do below.

- I understand the rules at school and at home.
- I am able to recite the classroom rules.
- I like to participate in group decision making.
- I can follow the rules made with adults and/or other children in a game or play.
- I follow the safety rules.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

*"A close attachment between young children and their families
demands family involvement."*

~Nevada Pre-K Standards Guiding Principles

Global Relations

Please check off the things you have seen me do below.

- I know the names of all my friends in my classroom.
- I recognize and know the name of my school.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Self-Confidence

Please check off the things you have seen me do below.

- I can be more independent when choosing activities.
- I can use materials that help express individuality.
- I will express ideas about activities.
- I talk about and express actions and accomplishments.
- I can start on a task or activity again after experiencing disappointment or failure.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"Teachers should consider each child's unique circumstances, respect each family, and encourage involvement between families and preschools to help with a child's academic success and later school achievement."

~Nevada Pre-K Standards Guiding Principles

Self-Direction

Please check off the things you have seen me do below.

- I separate easily from my mom and dad and other important adults.
- I can engage in routines and activities with less adult direction.
- I have started using self-help skills more effectively.
- I am careful and use toys and materials with care.
- I clean up and/or put away toys when finished.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Identification & Expression of Feelings

Please check off the things you have seen me do below.

- I can identify a variety of feelings (e.g., anger, sadness, fear, happiness).
- I express my feelings, needs, or wants in appropriate ways.
- I show an awareness of feelings in others and may comfort friends or others when needed.
- I show empathy for my friends or someone who is sad.
- I understand why someone is upset and try to help them to feel better.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

*"Each child is an individual.
Each will grow, develop, and learn at his or her own pace."
~Nevada Pre-K Standards Guiding Principles*

Interactions with other children & adults

Please check off the things you have seen me do below.

- I show affection towards adults and friends.
- I express common courtesy to others (e.g., "please," "thank you," "excuse me").
- I respect the rights and belongings of others (e.g., taking turns).
- I show problem solving skills (e.g., ask for help, talk about feelings, talk about problems, and negotiate solutions with others).
- I have started to share and invite other children to join in play.
- I have a preferred playmate or prefer to play alone.
- I am able to tell you my full name when asked.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Pro-Social Behaviors

Please check off the things you have seen me do below.

- I play independently.
- I play in pairs and in small groups.
- I engage in dramatic or pretend play.
- I initiate play with others or I can enter into play with a group of other children.
- I engage in cooperative groups to work on a task.
- I can take turns with teacher support.
- I can show that I have sharing ability with other children.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"Even though development and learning occur in an orderly way, development is often uneven. Some children will move ahead in language learning while being behind in physical or motor development. Others will demonstrate a skill one day and not repeat it for another month."

~Nevada Pre-K Standards Guiding Principles

Attending & Focusing Skills

Please check off the things you have seen me do below.

- I can focus on a task for more than 10 minutes.
- I am able to transition to a new activity without showing signs of stress.
- I use words and non-verbal skills in conversations (e.g. listening, letting a person finish speaking before taking a turn, staying with one topic, making eye contact).
- I can demonstrate the ability to delay gratification to complete a larger task.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Vroom® Tips for Feelings & Relationships

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Faces and Feelings

Next time you and your child are stuck waiting, point out a face in a magazine, ad, or picture and have them copy it. Ask them what they think the person is feeling. Discuss with them when both of you might have felt this way too.

Tip # 219

Brainy Background

When you talk about your own and others' feelings you're helping your child learn to take a new point of view, which is helpful in getting along with others.

Suggested Age 4—5 years

Helping Hands

When you're running errands, look for neighborhood helpers. Ask, "Who helps us?" Do you see a store clerk, a police officer, firefighter, or delivery person? Talk back and forth about how each person helps your family. Talk about how you and your child help each other too.

Tip # 635

Brainy Background

In talking back and forth about helpers, you give your child a chance to practice holding information in their mind, seeing how it connects to their experience.

Suggested Age 3—5 years

Acting Out

Every child sometimes does something they should NOT do. Use this time to talk to them about WHY they should not have done it. Then ask them to draw a picture of what happened on a piece of paper. On the other side of the paper, have them draw what they could have done in a better way. Ask them why this new idea would be a better choice.

Tip # 60

Brainy Background

Using this strategy changes your approach from dealing with misbehavior to growing and learning. Coming up with new solutions helps your child learn ways to avoid going on autopilot. Instead they can think of better ways to deal with problems.

Suggested Age 4—5 years

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Creative Expression

Creative expression helps me embrace and express myself through music and movement, visual arts, dramatic play & creative thinking.

Creative Thinking - Approaches to Learning through Creativity ***Please check off the things you have seen me do below.***

- I can predict outcomes in stories, and answer "what if" questions.
- I engage in problem solving in a variety of centers.
- I demonstrate awareness of ways to get help in solving problems.
- I can solve an increasing number of problems independently in play and living situations.
- I demonstrate the ability to classify, compare, and contrast.
- I use an increasing number of details and more realistic representations.
- I can try new ideas to solve a problem.
- I demonstrate a technique to get something out of reach (e.g., using a stick or similar object to move an item towards me so I can grab it).

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Creative Thinking - Approaches through Motivation & Persistence

Please check off the things you have seen me do below.

- I can use an assortment of objects to complete a task.
- I combine materials to make the play or experience more rewarding.
- I have become interested in building, drawing or creating an intricate structure.
- I show pride in the work that I have accomplished.
- I can seek out friends and teachers to show the work that I have done.
- I can stay focused on a specific area in the classroom until I feel that I have mastered the skill.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"Even though development and learning occur in an orderly way, development is often uneven. Some children will move ahead in language learning while being behind in physical or motor development. Others will demonstrate a skill one day and not repeat it for another month."

~Nevada Pre-K Standards Guiding Principles

Creative Thinking - Making Connections

Please check off the things you have seen me do below.

- I can incorporate a variety of materials into the play or activity.
- I can sort or classify materials, and objects by specific characteristics.
- I can expand my play or activity by including real life experiences with fantasy play.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Music & Movement – Singing

Please check off the things you have seen me do below.

- I can participate during singing activities.
- I can request that the teacher sing my favorite classroom song.
- I can sing during circle time and during activity time.
- I recognize the words of simple songs sung in the classroom.
- I enjoy music experiences from other cultures.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Music & Movement - Playing Instruments

Please check off the things you have seen me do below.

- I can ask to play the musical instruments in the classroom.
- I have a favorite instrument that I like to play.
- I follow the rhythm of the music using an instrument.
- I use materials to create my own instrument.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Music & Movement – Improvisation

Please check off the things you have seen me do below.

- I can create my own words and sing them with a familiar tune.
- I can change my voice tone to be funny or serious.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Music & Movement – Listening

Please check off the things you have seen me do below.

- I understand the difference between loud /soft, fast/slow when singing.
- I am able to demonstrate how to incorporate simple elements of music.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Music & Movement – Evaluation

Please check off the things you have seen me do below.

- I have a preference in music and want to share it with the class (e.g., country, pop, or children’s music).
- I play musical instruments that make the sound of my favorite music.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Music & Movement - Application to Life

Please check off the things you have seen me do below.

- I participate with counting songs and finger plays.
- I understand the concepts that are being demonstrated in the song.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Music & Movement - Cultural & Historical Connections

Please check off the things you have seen me do below.

- I will ask to hear music from other cultures.
- I have brought in music from my home to share in class.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Music & Movement - Cross-curricular

Please check off the things you have seen me do below.

- I have demonstrated movement activities during circle time.
- I understand simple position words (e.g., over, under, in, out, in and between).
- I use props when dancing with or without music.
- I am able to demonstrate different tempos (e.g., fast, slow).

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Dramatic Play

Please check off the things you have seen me do below.

- I role-play familiar figures from my own life (e.g., mom, dad, and baby).
- I act out new roles from real life experiences or stories.
- I lead the play or story line during dramatic play.
- I can re-enact roles that I am familiar with (e.g., shopping with mom, driving to school).
- I use props to help to enhance play.
- I use objects to represent a prop (e.g., box for a car, banana for a phone).
- I act like a favorite pet or animal and include the actions or sounds they make.
- I copy the mannerisms of a familiar person and use them during dramatic play.
- I use the language, speech patterns or use props to act like another person or thing.
- I understand the difference between reality and fantasy.
- I demonstrate play that includes both fantasy characters and real people.
- I understand the difference between dramatic play and real life.
- I recognize that some things can be the same for both.
- I want to have music available in the dramatic area.
- I include math, science, and music in my dramatic play activities.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Visual Arts - Knowledge

Please check off the things you have seen me do below.

- I demonstrate how to use and create with a wide variety of mediums (e.g., clay, watercolors, crayons).
- I create works of art without the use of a model.
- I can express an interest in trying to work with different mediums.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Visual Arts – Content

Please check off the things you have seen me do below.

- I will share my knowledge of colors, shapes and textures in my art.
- I have a preference of colors or shapes that I use in my work.
- I am familiar with various forms of art.
- I understand the difference between paintings, photographs, statues, and drawings.
- I enjoy creating my own creative art piece.
- I understand how to express myself through my art.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Visual Arts – Context

Please check off the things you have seen me do below.

- I create art that reflects an experience that I have had.
- I can dictate a story that reflects a book or story from the classroom.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Visual Arts – Interpretation

Please check off the things you have seen me do below.

- I am able to recognize my work.
- I recognize the work and what my classmates have created.
- I can be respectful of the work of others.
- I express myself through my own artwork.
- I can describe the work that I have created.
- I can demonstrate the use of different mediums as I use them.
- I understand how visual arts are used in different areas (e.g., plays, musicals, and dance).

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Vroom® Tips for Pretend Play

Vroom is a free tool that helps make any moment a brain building moment. Try these simple activities to practice creative expression. For more, visit www.ChildrensCabinet.org/vroom or download the free Vroom app.

<p>Silly Charades Play a game where you pretend to be an animal, object, or someone you both know. See if your child can guess who or what you are. Clues like sound effects or movements are helpful. When your child guesses, have them take a turn and you guess. Enjoy!</p>	<p>Brainy Background When your child uses familiar items in new and interesting ways, they're thinking flexibly and creatively. In order to realize their ideas, they must use problem-solving skills and critical thinking, which are abilities they will need in school and in life.</p>
<p>Tip # 826</p>	<p>Suggested Age 4—5 years</p>
<p>Homemade Creations Collect materials you might throw away or recycle with your child, like paper towel rolls, boxes, and milk cartons. Encourage them to imagine what they might build with them, like a house or a car. They can then use their creation when they pretend.</p>	<p>Brainy Background In talking back and forth about helpers, you give your child a chance to practice holding information in their mind, seeing how it connects to their experience.</p>
<p>Tip # 896</p>	<p>Suggested Age 2.5—5 years</p>
<p>Role Play Ask your child who they would like to pretend to be—perhaps someone they know, or a character from a book or TV show. Then, invite them to look around the house for a costume and other things they can use for pretending. Ask them questions like, “Where are you going now?”</p>	<p>Brainy Background When you build on what your child is interested in and encourage them to use what they already know to create new ideas, you support their knowledge, creativity, and imagination. Pretending also helps children better understand their experiences.</p>
<p>Tip # 960</p>	<p>Suggested Age 2—4 years</p>

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Physical Development & Health

At this time in my life, my physical development is growing in two major areas: large motor and fine motor. Through large motor development I learn balance, coordination and muscle control. Through fine motor development I learn hand-eye coordination, strength and dexterity, and how to control different writing utensils.

Development of Motor Skills

Please check off the things you have seen me do below.

- I enjoy playing games, such as "Mother May I" or participating in a simple obstacle course.
- I have begun to recognize simple vocabulary words that indicate movement.
- I demonstrate simple movement activities.
- I have a preference for certain large motor movements (e.g., running, jumping or climbing).

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Movement Forms

Please check off the things you have seen me do below.

- I practice a variety of motor skills while engaged in outdoor play.
- I participate in games that require trying new skills.
- I play hopscotch or other jumping games with other children.
- I enjoy playing "Simon Says" to follow directions and try new large motor skills.
- I demonstrate or try to balance on one foot for at least five seconds.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:



Dance

Please check off the things you have seen me do below.

- I have begun to demonstrate how to do something new that I have learned.
- I follow simple movements during play and activities.
- I engage in activities or songs that require me to follow simple movements.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Health Enhancing Lifestyle

Please check off the things you have seen me do below.

- I participate in a variety of motor skills throughout the daily schedule.
- I play in active games that encourage physical movement.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Personal Responsibility

Please check off the things you have seen me do below.

- I engage in playing group games that require taking turns and using a variety of motor skills.
- I encourage my friends to play regardless of my ability to perform the task.
- I have begun to become interested in other cultures and am interested in new music or games.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Fine Motor Skills

Please check off the things you have seen me do below.

- I attempt to participate in a variety of fine motor skills.
- I use fine motor materials that require more difficult skills.
- I try to use new materials on my own.
- I have begun to try new materials and become proficient using scissors and other writing utensils.
- I enjoy using different materials to express my creative expression (e.g., using different paint brushes).

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"Severe disabilities affect normal growth and development... Children with disabilities may benefit more from early intervention than those without these disabilities."

~Nevada Pre-K Standards Guiding Principles

Core Concepts-Health Promotion/Disease Prevention

Please check off the things you have seen me do below.

- I participate in daily hygiene rituals (e.g., washing my hands, brushing my teeth, wiping my nose).
- I am able to identify simple body parts: eyes, ears and nose.
- I can give examples of healthy foods to eat (e.g., fruit, vegetables).
- I understand simple safety hazards such as crossing the street.
- I recognize important community helpers and their roles (e.g., fireman, policeman, or doctor).
- I can discuss the basic need for air, food and water.
- I understand that all living things require air, food and water.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Self-Management

Please check off the things you have seen me do below.

- I share my feelings and I am able to express how I feel.
- I understand the reasons behind my feelings.
- I can describe safety issues that I need to be aware of (e.g., crossing the street, touching hot surfaces).

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

Interpersonal Communication

Please check off the things you have seen me do below.

- I will seek out an adult when I am injured or need help with a safety situation.
- I know how to use the phone to call 9-1-1 and solicit help in an emergency situation.

Here are some other strengths I have in this area:

Here is some additional support I need in this area:

"Growth and learning move in a basic sequence. For instance, learning generally proceeds from the concrete to the abstract. The early years are when children learn best from concrete, firsthand experiences. These firsthand experiences will help children with their ability to express their ideas through drawing, painting, and verbal and written descriptions." ~NV Pre-K Standards Guiding Principles

Vroom® Tips for Focus & Self-Control

Vroom is a free tool that helps make any moment a brain building moment. Try these simple activities to build self-control and physical awareness through play. For more, visit www.ChildrensCabinet.org/vroom or download the free Vroom app.

<p>Over, Under, Through Invite your child to explore different ways to move over, under, and through. Outside, they can jump over a rock, walk under a tree, and run through the grass. Inside, they can go over a pillow, crawl under a table, and skip through a doorway. How many ways can they go over, under, and through?</p>	<p>Brainy Background Your child is learning how to focus and use self-control by playing games where they listen and follow directions, instead of doing what they might want to do—an important skill in learning. They're also learning to think flexibly as they come up with ideas for new ways to move.</p>
<p>Tip # 982</p>	<p>Suggested Age 2.5—4 years</p>
<p>Bath Buddies Just because you're giving your child a bath, doesn't mean you have to do all the work. Invite them to help. "Can you rinse your right leg? Wash off your thumb? Wipe your elbow?" Not only will they have fun learning the names of parts of their body, but they will be clean too!</p>	<p>Brainy Background Narrating everyday activities helps build children's vocabulary, communication skills, and their brains!</p>
<p>Tip # 352</p>	<p>Suggested Age 2—5 years</p>
<p>Balancing Feat Take turns with your child standing on one foot and then the other, trying to balance. You can say, "Your turn," and "My turn." See if you can do it with your eyes closed. What else can you do?</p>	<p>Brainy Background You and your child are having a conversation with actions as you take turns standing on one foot, then the other. When they practice doing this, they're learning about balance—what it takes to stay steady and not fall down.</p>
<p>Tip # 869</p>	<p>Suggested Age 3—4 years</p>

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