



What to Expect of a Kindergartener

NOTE: Kindergarten children come to school with very different backgrounds and personalities. Yet despite this diversity, they often share certain characteristics.

A child entering kindergarten will probably:

- ❖ Prefer a fairly routine schedule.
- ❖ Perform better under consistent discipline. Like opportunities to show independence.
- ❖ Seek affection and security within the home.
- ❖ Be independent in eating, dressing and sleeping.

Physically, most kindergartners will be:

- *extremely active for short periods, separated by longer periods of calm and quiet.
- *maturing in large and small muscle control.

- *susceptible to childhood diseases.
- *beginning to lose primary teeth and get permanent teeth.
- *somewhat farsighted as their eyes are not yet mature.
- *Lacking full development of eye-hand coordination.
- *Learning to snap fingers, whistle and wink.

Socially and emotionally, a child in kindergarten will probably:

- ◆Have a creative and vivid imagination.
- ◆Show pride and concern about his possessions.
- ◆Argue with peers frequently.
- ◆Like immediate results, not remote goals.
- ◆Have difficulty understanding and remembering rules.
- ◆Change her mind often.
- ◆Be very curious.
- ◆Procrastinate in completing tasks, particularly adult-directed tasks.

You can help meet the developmental needs of your child by encouraging participation in selected activities. Let your child:

- Ask permission to use the possessions of others. Teach him to understand that respect for personal property is a two-way street.
- Go shopping with you, make a purchase, pay for the item and receive the change.
- Talk on the telephone with friends and relatives so he gains experience in answering the phone and in asking to speak to the person called.
- Know that words like "excuse me," "please" and "thank you" should be used daily as a form of courtesy to others.
- Know that she can expect a reasonable amount of personal privacy. Knock on her door before entering and expect her to do the same when entering your room.
- Know that he must wait his turn in group activities, but allow him to be first at times.
- Establish relationships with friends his age. Let him visit his friends and gradually allow him to be away from home for longer

periods of time.

- Have opportunities to talk about herself and her activities and know that someone is listening.
- Parents tend to talk to their child rather than with her.
- Have responsibilities that fit her age such as picking up toys, caring for pets, hanging up clothes.
- Know that he is accepted as he is.
 - Refrain from openly comparing your child to other children, especially his siblings, and realize that terms such as "dumb," "stupid" and "clumsy" should be avoided when addressing your child.
- Have a reading session every day, even if you only have time to read 10 to 15 minutes. Let your child sit close to you. Be relaxed and enjoyable during the reading period.
- Know that she is loved. The greatest gifts you can give your child are time and honest praise.

The text of this tip sheet was written by the North Dakota State University; NDSU Extension Service

For more information contact:



The Center for Parent Involvement (FCPI) was funded by the U.S. Department of Education; Goals 2000, Educate America Act from 1994-1999. Guided by an advisory board of parents and professionals, the FCPI's goal was to tap the power of parents.

The FCPI gathered information on parent needs, coordinated the information, and created a series of resources organized by theme, including fact sheets for parents and professionals, "Beyond the Basics" resources, and resource identification lists. Many of the resources have been translated into Spanish language versions, and every effort has been made to preserve the meaning and flavor of the original English documents. This series of materials provides a wealth of current information for both parents and providers; the complete set of resources can be obtained in PDF format on the Department of Child and Family Studies Website at www.fmhi.usf.edu/cfs/dares/fcpi. The staff of the FCPI are hopeful that their work will continue to help children get ready to learn for many years to come.

The series' themes include:

- Family Empowerment
- Parent Involvement
- Parenting Support
- School Readiness
- Violence in the Lives of Children
- Transition to Kindergarten

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