



Stockton Unified School District
Since 1852

Transitional Kindergarten (TK)



Registering for Kindergarten

Don't delay!

To be eligible for:

Kindergarten

Your child must be five (5) on or before September 1st

Transitional Kindergarten

Your child must turn five (5) between September 2nd and December 2nd

For registration dates and information, please visit (usually starts in February):

Central Enrollment Center
1800 South Sutter Street
Stockton, CA 95206

Hours of operation: Monday, Tuesday, Wednesday and Friday from 8:00 am to 3:30 pm
Thursday's from 11:00 am to 5:00 pm

The following documents will be required to complete registration for both Kindergarten and Transitional Kindergarten students:

- Valid Parent or Legal Guardian Photo ID: State ID or Driver's License, Passport, Employee ID
- Proof of Child's Age: Birth Certification, Passport, Baptism Certificate, Other Birth Record or Proof of Age Affidavit Valid
- Current Proof of Address: PG&E, City of Stockton Water, Rental Property Lease Contract, Voter Registration, Pay Stub w/ name and address or Government Correspondence: CalFresh, Medi-Cal, Medi-care, CashAid
- Your child's original immunization record

Required Immunizations:

- **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) – 5 doses**
(4 doses OK if one was given on or after 4th birthday. 3 doses OK if one was given on or after 7th birthday)
- **Polio (OPV or IPV) – 4 doses**
(3 doses OK if one was given on or after 4th birthday)
- **Hepatitis B – 3 doses**
- **Measles, Mumps, and Rubella (MMR) – 2 doses**
(Both given on or after 1st birthday)
- **Varicella (Chickenpox) – 2 doses**

Recommended Documents:

- Your child's physical examination record
- Your child's oral health examination record



Kindergarten Readiness Checklist

While there's no perfect formula that determines when children are truly ready for kindergarten, you can use this checklist to see how well your child is doing in acquiring the skills found on most kindergarten checklists.

Check the skills your child has mastered. Then recheck every month to see what additional skills your child can accomplish easily.

Young children change so fast -- if they can't do something this week, they may be able to do it a few weeks later.

- Listen to stories without interrupting
- Recognize rhyming sounds
- Pay attention for short periods of time to adult-directed tasks
- Understand actions have both causes and effects
- Show understanding of general times of day
- Cut with scissors
- Be able to hold a pencil correctly
- Trace basic shapes
- Begin to share with others
- Start to follow rules
- Be able to recognize authority
- Manage bathroom needs
- Button shirts, pants, coats, and zip up zippers
- Know how to tie shoes
- Begin to control oneself
- Separate from parents without being upset
- Speak understandably
- Talk in complete sentences of five to six words
- Look at pictures and then tell stories
- Identify rhyming words
- Identify the beginning sound of some words
- Identify some alphabet letters
- Recognize some common sight words like "stop"
- Sort similar objects by color, size, and shape
- Recognize groups of one, two, three, four, and five objects
- Count to ten
- Bounce a ball

If your child has acquired most of the skills on this checklist and will turn five years old before December 2, he or she is probably ready for kindergarten. What teachers want to see on the first day of school are children who are healthy, mature, capable, and eager to learn.



Lista de Verificación de Preparación para el Jardín de Niños

Como no existe una fórmula perfecta que determine cuándo los niños están realmente listos para el jardín de niños, usted puede usar esta lista de verificación para ver qué tan bien le está yendo a su hijo al adquirir las habilidades que se encuentran en la mayoría de las listas de verificación de jardín de niños.

Verifique las habilidades que su hijo ha dominado. Luego vuelva a verificar cada mes para ver qué habilidades adicionales puede lograr su hijo fácilmente.

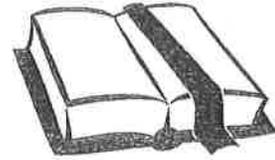
Los niños pequeños cambian tan rápido: si no pueden hacer algo esta semana, pueden hacerlo algunas semanas después.

- Escuche historias sin interrumpir un Reconocer de sonidos de rima
- Preste atención por cortos períodos de tiempo a las tareas dirigidas por adultos.
- Comprenda que las acciones tienen causas y efectos
- Muestre comprensión de los momentos generales del día a Cortar con tijeras
- Poder sostener un lápiz correctamente
- Trazar formas básicas
- Comience a compartir con otros
- Comienza a seguir las reglas
- Ser capaz de reconocer la autoridad a Administrar el baño necesita una camisa con botones, pantalones, abrigos y cremalleras con cremallera a Sepa cómo atar los zapatos a Comience a controlarse
- Separarse de los padres sin estar molesto
- Hablar comprensiblemente
- Hable en oraciones completas de cinco a seis palabras y mire imágenes y luego cuente historias e identifique palabras que riman
- Identificar el sonido inicial de algunas palabras a Identificar algunas letras del alfabeto
- Reconocer algunas palabras comunes como "parar"
- Ordenar objetos similares por color, tamaño y forma
- Reconocer grupos de uno, dos, tres, cuatro y cinco objetos
- Cuenta hasta diez
- Rebotar una pelota

Si su hijo ha adquirido la mayoría de las habilidades en esta lista de verificación y cumplirá cinco años antes del 2 de diciembre, probablemente esté listo para el jardín de infantes. Lo que los maestros quieren ver el primer día de clases son niños sanos, maduros, capaces y con ganas de aprender.

Grade K Overview | English Language Arts

Kindergarten students work with prompting and support to interact with literature or informational text by asking and answering questions and identifying details and main events. Students know and can name all letters, and they can print many letters. They can read common words and draw, tell or write about a book.



Reading

With prompting and support:

- Ask and answer questions about a reading selection
- Identify characters, setting, and main events in a story
- Retell stories, including details

Reading: Foundational Skills

- Understand basic print features
 - Left to right
 - Top to bottom
 - Page by page
- Recognize and name all uppercase and lowercase letters
- Recognize that spoken words are made up of syllables and sounds
- Recognize and produce rhyming words
- Blend two or three sounds together to make a recognizable word
- Use phonics when reading words
- Say the most frequent sounds for each consonant and vowel
- Read common high-frequency words by sight
 - The, of, to, you, is

Writing

- Draw, tell, or write about a book
- Draw, tell, or write about events in the order they happened

Speaking and Listening

- Participate in discussions
 - Listen to others
 - Take turns speaking
- Follow oral directions
- Ask and answer questions
- Describe people, places, things, and events, providing detail

Language

- Print many uppercase and lowercase letters
- Use capitalization, punctuation, and spelling
- Identify new meanings for familiar words
 - Knowing *duck* is a bird, and learning the verb form of *to duck*

Parents

- Read to and with your child for 30 minutes every day, (doesn't have to be all at one time)
- Talk with your child to develop their language skills, before they learn to read
- Encourage your child to read on their own
- Set a good example for your child by reading newspapers, magazines, and books yourself
- Provide your child with lots of books, containing subjects he is interested in
- Read and write with your child in your native language (your child's first language will serve as a bridge to second language development)
- Talk with your child as you do daily activities together. You are providing them with information they will use as future readers
- Take an interest in, and monitor, your child's school performance

PADRES

- Léale a su hijo(a) y lea con él/ella durante 30 minutos todos los días (no tiene que ser todo al mismo tiempo)
- Hable con su hijo para desarrollar sus habilidades lingüísticas, antes de que aprenda a leer.
- Anime a su hijo a leer por su cuenta.
- Dé un buen ejemplo para su hijo leyendo periódicos, revistas y libros usted mismo.
- Proporcione a su hijo muchos libros, contactando temas que le interesen.
- Lea y escriba con su hijo en su idioma nativo (el primer idioma de su hijo servirá como puente para el desarrollo del segundo idioma).
- Hable con su hijo mientras hacen actividades diarias juntos. Les está proporcionando información que usarán como futuros lectores.
- Interesarse y controlar el rendimiento escolar de su hijo.

Reading to Your Child

Before Reading the Story:

- Say the title and the author
- Predict what the book could be about (using pictures as clues)
- Ask your child to identify the parts of the book: front cover, back cover, and spine
- Talk about what an author does and what an illustrator does

During the Story:

- Make it exciting by using special voices
- Point out the wonderful pictures
- Ask prediction questions (“what do you think will happen next?”)
- Run your finger under each word as you read
- Count how many letters are in a word
- Ask your child to identify the first letter of a certain word in the book
- Find words that rhyme on a page
- Find a question mark, a period, and an exclamation point

After the Story:

Ask questions like...

- Did you like the story? Why?
- Who was the main character?
- Who was your favorite character? Why?
- What was your favorite part of the story? Why?
- What happened at the beginning, middle, and end of the story?

Al leer a su hijo(a)

Antes de leer la historia:

- Diga el título y el autor.
- Predecir de qué se trataría el libro (usando imágenes como pistas)
- Pídale a su hijo que identifique las partes del libro: portada, contraportada y columna vertebral
- Hable sobre lo que hace un autor y lo que hace un ilustrador

Durante la historia:

- Hágalo emocionante usando voces especiales
- Señale las fotos bellas
- Haga preguntas de predicción ("¿qué cree que sucederá después?")
- Pase el dedo debajo de cada palabra mientras lee
- Cuente cuántas letras hay, en una palabra
- Pídale a su hijo que identifique la primera letra de una palabra determinada en el libro.
- Encuentra palabras que riman en una página
- Encuentra un signo de interrogación, un punto y un signo de exclamación

Después de la historia:

Haga preguntas como ...

- ¿Te gustó la historia? ¿Por qué?
- ¿Quién era el personaje principal?
- ¿Cuál fue tu personaje favorito? ¿Por qué?
- ¿Cuál fue tu parte favorita de la historia? ¿Por qué?
- ¿Qué pasó al principio, a la mitad y al final de la historia?

Let's read together!



When parents help their children learn to read, they help open the door to a new world. As a parent, you can begin an endless learning chain: You read to your children, they develop a love of stories and poems, they want to read on their own, they practice reading, and finally they read for their own information and pleasure. They become readers, and their world is forever expanded and enriched.

Kindergarten Book List

Rainbow Fish by Marcus Pfister

Mouse Paint by Ellen Stoll Walsh

The Night Before Kindergarten by Natasha Wing

First Day Jitters by Julie Danneborg

The Kissing Hand by Audrey Penn

If You Take a Mouse to School by Laura Numeroff

Where the Wild Things Are by Maruce Sendak

Brown Bear, Brown Bear by Bill Martin

Goodnight Moon by Margaret Wise Brown

The Very Hungry Caterpillar by Eric Carle

Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault

Funny Bunnies by Laurie Frankel

Alphabet
Cover-Up

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

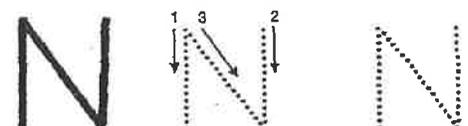
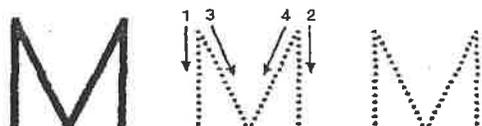
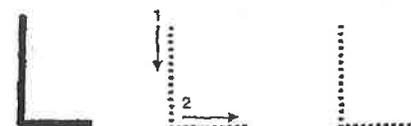
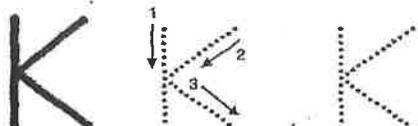
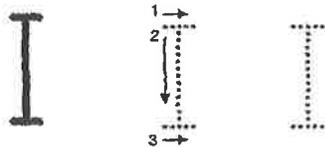
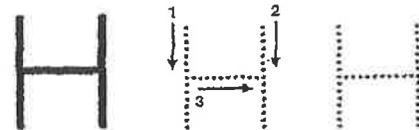
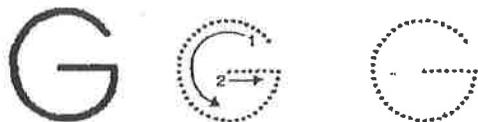
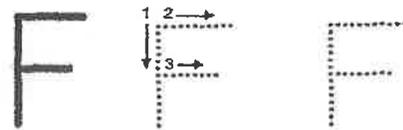
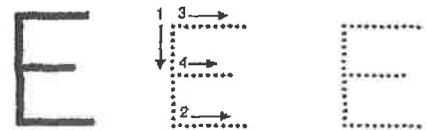
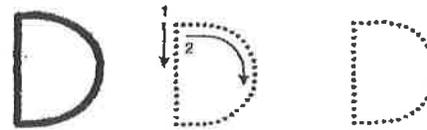
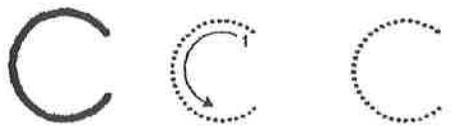
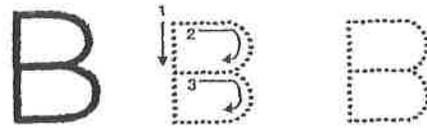
Y

Z

Give your child some bottle caps or buttons. Name a letter and have him cover it up. Continue naming letters and covering them up.

Penmanship Practice

Trace. Use pencil. Be careful to start at the number 1.



O O O

P P P

Q Q Q

R R R

S S S

T T T

U U U

V V V

W W W

X X X

Y Y Y

Z Z Z

Penmanship Practice

Trace. Use pencil. Be careful to start at the number 1.

a a a a a a a a a a

b b b b b b b b b b

c c c c c c c c c c

d d d d d d d d d d

e e e e e e e e e e

f f f f f f f f f f

g g g g g g g g g

h h h h h h h h h

i i i i i i i i i i

j j j j j j j j j

k k k k k k k k k

l l l l l l l l l l

m m m m m m m

n n n n n n n n n n

o o o o o o o o o o

p p p p p p p p p p

q q q q q q q q q q

r r r r r r r r r r

s s s s s s s s s s

t t t t t t t t t t

u u u u u u u u

v v v v v v v v

w w w w w w

x x x x x x x x

y y y y y y y y

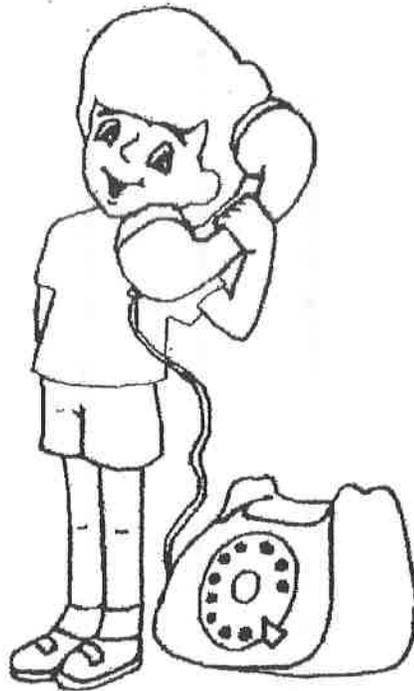
z z z z z z z z

My name is

My Telephone Number

Practice writing your telephone number in the squares below. Now, point to each number as you say your telephone number. Practice dialing it with an adult. Color the picture below with crayons.

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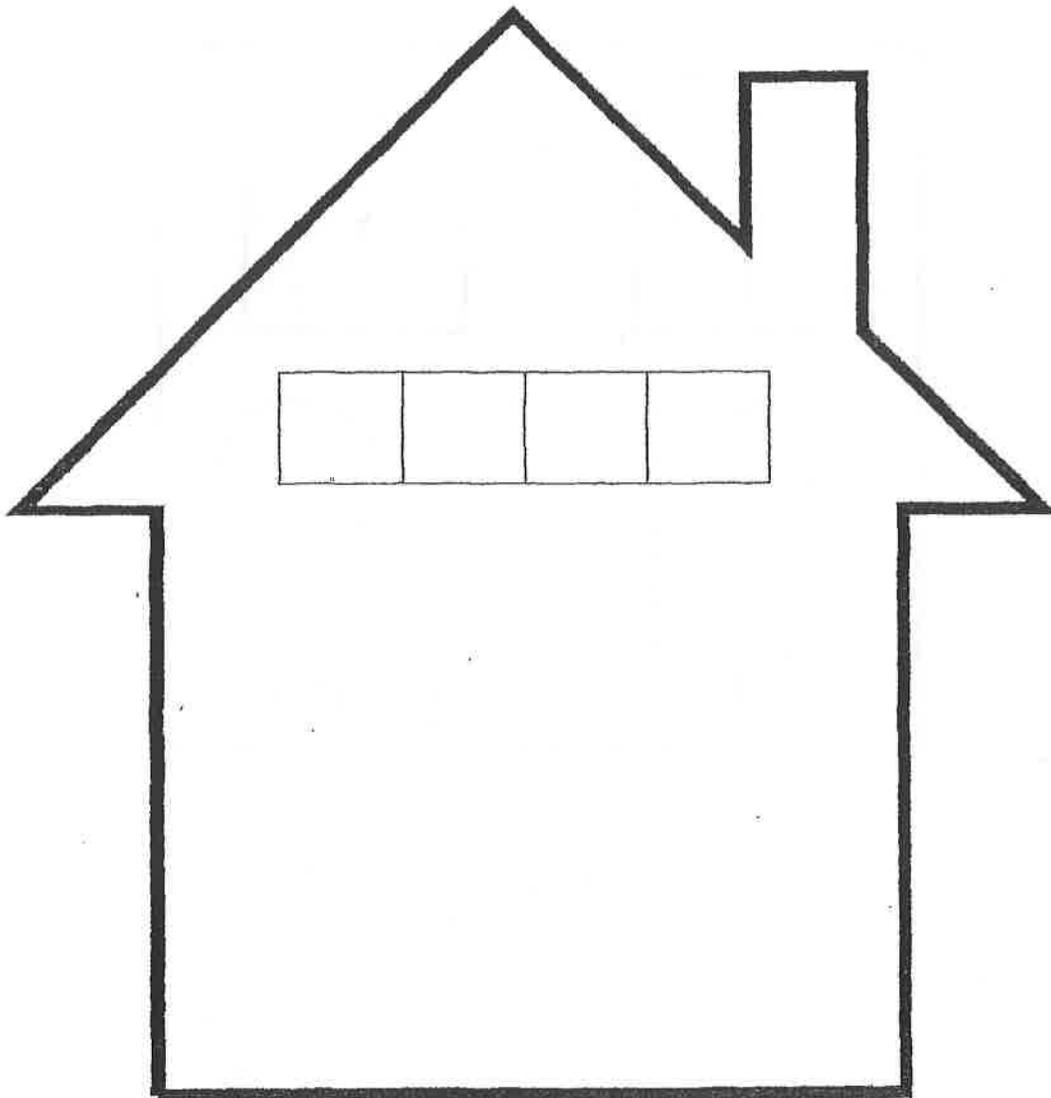


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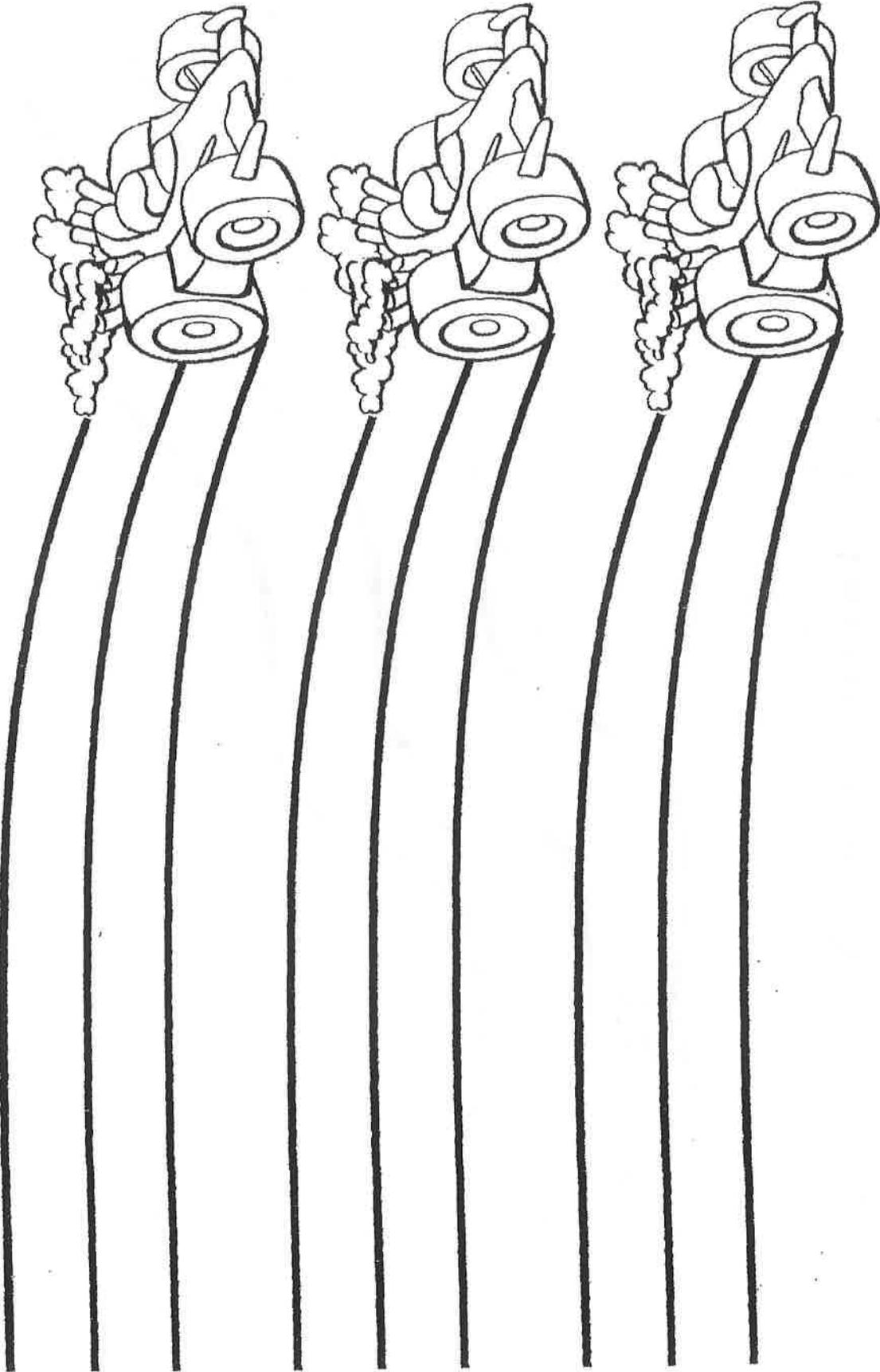
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My Street Address

Find your street number on your house. Point to each number and say it out-loud. Now, write the numbers in the squares below. Practice saying your address with an adult. Draw in the missing windows and doors. How many windows and doors did you draw? Color the picture.



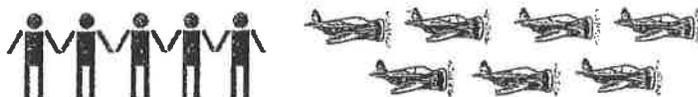
Practice cutting. Cut the trails of the race cars. Keep your eyes on the scissors!



Grade K Overview | Mathematics

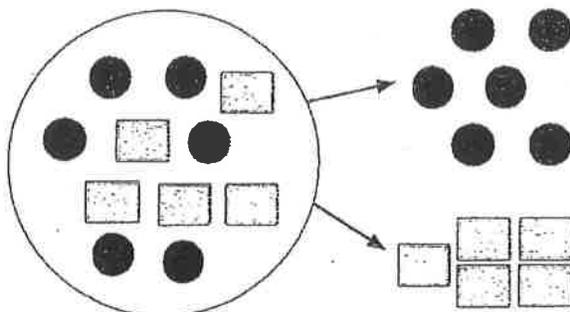
Kindergarten students learn to count to 100 and write numbers to 20. Attention is given to numbers 11-20 where emphasis is placed on tens and ones building a foundation for place value understanding. Beginning addition and subtraction starts in kindergarten. Students sort and classify groups of objects and identify basic shapes.

- Know number names and be able to count to 100
- Write numbers 0 – 20
- Learn about numbers 11-20, with tens and ones
- Count objects to tell the number of things in a group up to 20
- Compare numbers and groups

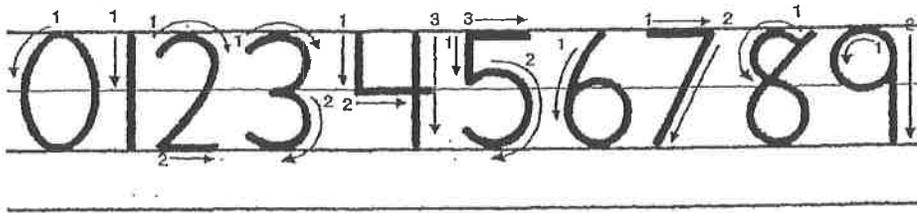


Which group has more? Which group has less?
Are these groups equal?

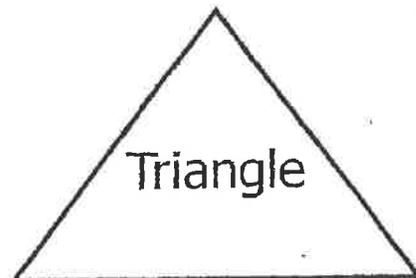
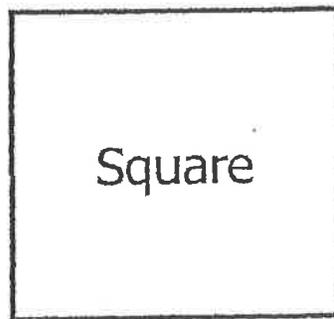
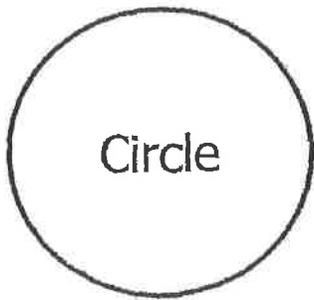
- Understand that addition is putting together groups and adding to groups
- Understand that subtraction is taking apart groups and taking from groups
- Fluently add and subtract within 5
- Understand concepts of time (morning, afternoon, evening, etc.)
- Know about the tools that measure time (clock, calendar, etc.)
- Sort objects into groups



Numbers



Shapes



Number Flashcards:

1. cut apart on lines
2. use for flashcards to identify the numbers
3. use to sequence (put the numbers in order) from 0-10

0

1

2

3

4

5

6

7

8

9

10

Name _____

Trace and write numbers 1-30 on the back.

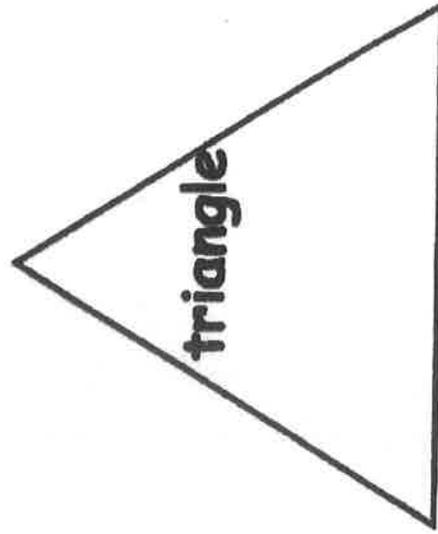
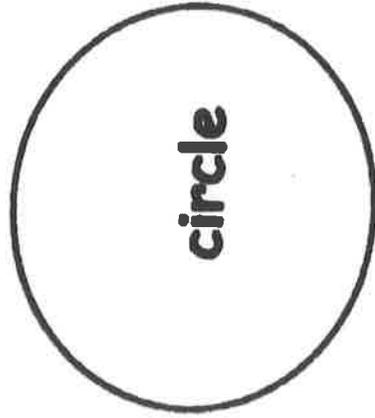
1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17

18 19 20 21 22 23

24 25 26 27 28 29 30

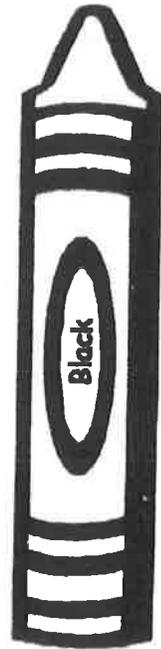
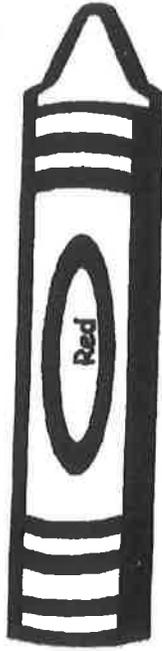
Shapes



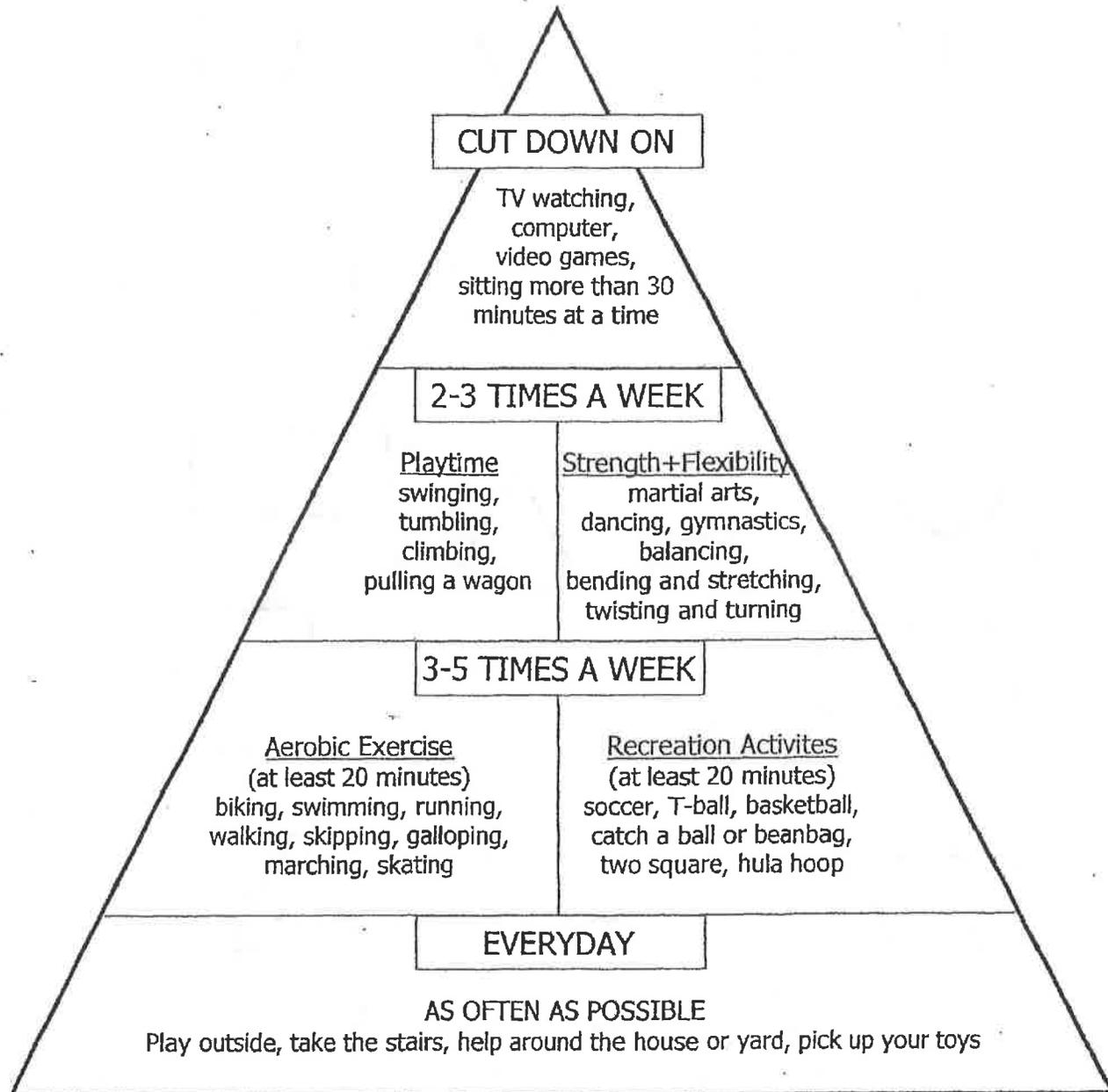
COLOR



BASIC



Activity Pyramid



Self-Image and Personal Development

As kindergartners use their bodies to perform varied movements, they develop their own body image. Because self-image can be enhanced through movement experiences, children at this stage need many opportunities to experience personal feelings of success and achievement through movement.

Make the activities FUN and use a lot of praise and encouragement!

March

<p><u>Finger Paint</u></p> <p>Ingredients</p> <ul style="list-style-type: none"> • Sta-flo liquid starch • Powder tempera paint • Finger paint paper 	<p>Using your finger as you read, show your child that you read from left to right.</p>	<p>Play a game of opposites: in/out up/down big/little.</p>	<p>Sort objects by color.</p>	<p>Draw simple shapes and have your child cut them out.</p>	<p>Have your child memorize her address.</p>	<p>Show your child how to tie her shoes.</p>	<p>Read aloud to your child.</p>
	<p>Identify the names of lower case letters.</p>	<p>Display your child's artwork and writing (even invented writing).</p>	<p>Identify a penny, nickel, dime, quarter, and one-dollar bill.</p>	<p>Encourage your child to color within the lines.</p>	<p>When in the grocery store, have your child identify healthy and unhealthy food.</p>	<p>Teach your child to recognize her written name.</p>	<p>Sort objects by shape.</p>
<p>For finger paint, just add a little tempera paint to liquid starch until it has a definite color.</p>	<p>Teach your child the difference between the author and the illustrator.</p>	<p>Read aloud to your child.</p>	<p>Find 10 household items and count them with your child.</p>	<p>Write your child's name using the appropriate case of letters. Have your child trace his/her name.</p>	<p>Have your child feed the pets and water the plants.</p>	<p>Show your child how to button his shirt.</p>	<p>Have your child memorize her address.</p>
<p>Put a tablespoon or two on the paper and spread it around.</p>	<p>Read aloud to your child.</p>	<p>Show your child how to lace her shoes.</p>	<p>Sort objects by size.</p>	<p>Have your child trace the letters of the alphabet.</p>	<p>Have your child memorize his phone number.</p>	<p>Allow your child to experiment with color by mixing various colors of finger paint.</p>	<p>Have your child copy the letters of the alphabet, one letter at a time.</p>
	<p>Identify the names of the upper case letters.</p>	<p>Talk about the food you eat and teach your child what is healthy and unhealthy.</p>	<p>Identify what one more and one less is for numbers 1 to 9.</p>				

April

<p><u>Grated Cheese Modeling Dough</u></p> <p>Ingredients</p> <ul style="list-style-type: none"> ● Grated cheese ● Mayonnaise ● Breadcrumbs ● Flour ● Waxed paper ● Granola nuts or other edible items 	<p>Teach your child words to a song and actions that go along with the song.</p> <p>After reading a story, discuss the different characters and setting in the story.</p> <p>Read a story to your child, and have him/her retell it to you in his/her own words.</p>	<p>Have your child follow instructions using relationship words (above, under, next to, inside, below, around)</p> <p>Read aloud to your child.</p>	<p>Identify what one more and one less is for numbers 1 to 9.</p> <p>Sort objects by shape.</p>	<p>Have your child copy a cross, line, triangle, square, and circle.</p> <p>Have your child trace over capital letters.</p>	<p>Show your child how to butter bread.</p> <p>Let your child help create a grocery list.</p>	<p>Show your child how to tie her shoes.</p> <p>Show your child how to button his shirt.</p>	<p>Identify the names of lower case letters.</p> <p>Talk about the food you eat, and teach your child what is healthy and unhealthy.</p>
<p>Mix $\frac{1}{4}$ to $\frac{1}{2}$ cup cheese in a bowl with $\frac{1}{2}$ tsp. margarine. Add a pinch of flour and mix to a desired consistency. Give your child a piece of waxed paper and his/her lump of mixture. Model freely. Cheese mixture can then be rolled in breadcrumbs or granola, etc. This can be eaten immediately or refrigerated for no more than 2 hours. (You need to make this in small batches).</p>	<p>Identify the names of upper case letters.</p> <p>Identify the names of the lower case letters.</p>	<p>Allow your child to experiment with color by mixing various colors of finger paint.</p> <p>Give your child a blank piece of paper and crayons. Have him/her draw a picture.</p>	<p>Find 10 household items and count them with your child.</p> <p>Add and subtract using up to 10 items.</p> <p>Sort objects by size.</p>	<p>Teach your child to skip on alternate feet.</p> <p>Jump rope with your child.</p> <p>Teach your child how to skate.</p>	<p>Teach your child how to wash his/her own hair.</p> <p>Allow your child to serve himself/herself meals.</p>	<p>Play a game with opposites: up/down light/dark black/white</p> <p>Read aloud to your child.</p>	<p>Have your child memorize her address.</p> <p>Show our child how to lace her shoes.</p>