

# Getting Ready for Kindergarten

Helpful hints to ensure that all young children have the foundation they need for future learning, behavior, and physical and emotional health.



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# GETTING READY FOR KINDERGARTEN

## APPROACHES TO LEARNING

- I am confident in my ability to complete a task.
- I feel proud of work that I have done.
- I am eager and receptive to explore and learn new things.
- I am curious and ask questions.
- I have experience playing games and creating things.

## CREATIVE ARTS

- I engage in pretend and dramatic play.
- I express myself creatively with drawing, art, music, song and dance.
- I use different materials and techniques to make art that shows my ideas and feelings.

## LITERACY & LANGUAGE

- I respond to language during conversations, stories, and other learning experiences.
- I understand that the alphabet is made up of letters and sounds that make up words that can be read.
- I am beginning to write my name with a capital letter at the beginning followed by lowercase letters.
- I experiment with writing tools and materials.
- I use scribbles, letters, shapes, and pictures to make words or tell a story.
- I have experience with words that rhyme.
- I am read to every day.
- I have been exposed to different types of literature: nursery rhymes, poems, stories, etc.
- I retell stories that have been read to me.
- I use words to communicate my needs to familiar adults.

## MATH

- I recognize basic colors - red, orange, yellow, green, blue, purple, black, and brown.
- I understand that there are symbols that represent numbers, and that numbers are used to count.
- I can count to 5 objects accurately.
- I am aware of shapes - squares, circles, triangles, and rectangles.
- I sort and talk about how objects are the same and different.
- I recognize and extend simple patterns (abab).

# GETTING READY FOR KINDERGARTEN

## SCIENCE

- I spend time exploring in nature, and talk about what I observed using my five senses.
- I am curious about and investigate the world around me. I talk about my past experiences.
- I identify basic body parts.
- I understand day and night.

## SOCIAL AND BEHAVIORAL

- I interact cooperatively by taking turns and sharing.
- I work with others in groups.
- I focus on a given task or project for 5-10 minutes.
- I clean up after myself.
- I participate in adult directed activities and follow 1-2 step instructions.
- I listen when someone else is talking.
- I follow rules, respect authority, and understand that actions have consequences.
- I display self-control and keep my hands and feet to myself.
- I know how to be kind.
- I express my own needs and desires appropriately.
- I am learning to be a positive problem solver.
- I express a range of emotions appropriately.
- I listen attentively and respond appropriately to adults.
- I show interest in other people.
- I am learning how to be a leader or part of a group.

## SAFETY AND SELF-HELP

- I complete personal care tasks independently, such as using the bathroom and washing my hands.
- I dress myself.
- I fasten my own shoes.
- I am able to separate from my family easily and adjust to new environments.
- I know my parents' names.

## PHYSICAL DEVELOPMENT

- I have motor control and balance for a range of physical activities such as walking, climbing, and hopping.
- I can use my hands to manipulate objects, such as scissors, toys, tools, etc., using a variety of grasps.

# Introduction

Children begin to learn as soon as they are born, and they keep on learning every day. Every child develops and learns at his or her own rate. Children need hands-on learning experiences to develop the knowledge and skills needed to be successful in school and life. The best learning experiences are those that involve playing and learning with caring adults. Through play, children learn skills, attitudes and behaviors, including different ways of thinking and problem-solving and how to interact with other people.



Children who have these types of experiences and feel good about learning have an easier time transitioning to a new and exciting environment when they enter kindergarten. Children who are eager, curious, and confident when starting school are more likely to do well in school, finish school, and continue on a journey of lifelong learning!

Learning is strengthened when families, early care and education professionals, schools, and other community partners work together for the well-being and success of all children. With that in mind, a group of community members created a Star Valley Kindergarten Readiness List that shares the attitudes, skills and behaviors needed for success in Lincoln County School District #2. This booklet is a companion to that list. It is written from a child's perspective and helps the adults in a child's life understand how to foster growth in each area of development. Parents, grandparents, guardians, early care and education professionals, health care professionals, and others who spend time with young children and families will hopefully benefit from using this document.

Keep reading for:

- up-to-date information,
- what to look for children entering kindergarten to do,
- what adults can do to help children be successful, and
- connections to community resources.

**Remember, this document is merely meant to guide activities — please have fun and tailor suggestions to the uniqueness of your child!**

# Approaches to Learning

**I want to learn by exploring my world and trying many different activities. I am creative and independent. I can start and finish activities, which means I pay attention and don't give up easily. I am interested in and want to join group experiences.**

## **Look for me to:**

- Be confident in my ability to complete a task.
- Feel proud of the work that I have done.
- Be eager and receptive to explore new things.
- Be curious and ask questions.
- Play games and create things.



*Helpful hints for families, early care and education professionals, and health providers*

I need you to help me find different ways to explore my environment. Show me how to be curious about everything around me, and encourage me to stay engaged for longer periods of time. Being able to stay focused, interested, and engaged helps support all kinds of activities in other areas of development that I will experience in school.

## **★ Things you can do to support me:**

- Ask questions about what I know by asking “Wh” questions (who, what, where, why, when questions).
- Provide me with books to explore, and read to me often.
- Participate in my make-believe play.
- Be confident in my ability to complete a task, and encourage me to try even when it is hard.
- Create a safe environment, inside and outside, and allow me to explore it.



# Approaches to Learning

I need you to support me as I learn new things, learn how to adjust to changes, and learn how to set and reach my goals. With your help, I will develop the ability to stick with challenging tasks, follow directions, take risks, make mistakes, and work with others in groups.

## ★ Things you can do to support me:

- Pay attention and listen to my ideas.
- Talk about things I find interesting.
- Be proud and talk to me about the work I have done.
- Allow me to make mistakes. Help me understand that mistakes are an important and necessary part of learning.
- Ask me to follow 1-2 step directions.



**I want to learn by exploring my world and trying many different activities.**



I participate in many activities that allow me to be creative and imaginative, like music, dance, art and drama. I am able to use my voice, body, and materials together to experience the creative arts. Through these experiences, I listen, observe, discuss, move, solve problems, and imagine using various modes of thought and self-expression.

## Look for me to:

- Engage in pretend and dramatic play.
- Express myself creatively through drawing, art, music, song, and dance.
- Use different materials and techniques to make art that shows my ideas and feelings.



*Helpful hints for families, early care and education professionals, and health providers*

I need you to encourage my imagination, creativity, and persistence through the creative arts. Let me decide how art materials will be used, and provide me a space to create and be “messy.” Talk with me about my music, dance, art or drama. Display my creative arts around the house – either my original artwork, or pictures of me singing, playing instruments, dancing, or dressing up. With your support, I will build my ability to explore, transform, and create things that are uniquely my own.

## ★ Things you can do to support me:

- Join in with me when I initiate play.
- Read stories and then act them out with me.
- Put dolls, unbreakable dishes, pretend food, and dress-up clothes in my play area.
- Encourage me to play make believe and act out things I know about (going camping, shopping at the grocery store, parts of a favorite book or movie, etc.).
- Play music that I can move and dance to, or music that can help me become quiet.
- Sing short songs with me (especially ones that rhyme, are silly, or tell me how to move my body!).

# Creative Arts

- Teach me and play with me simple games like Duck, Duck Goose, Ring Around the Rosie, and London Bridge.
- Add paper and crayons to my play area so I can practice scribbles, lists, and drawings.
- Give me opportunities to experiment with different materials. Fill up a craft box so that I can be creative with glue, clay, wood, yarn, tape, scissors, paper, pencils and other odds and ends.
- Let me use materials that have different textures like play-doh, silly putty, and finger paints.
- Encourage me to create with Legos, puzzles, nesting toys, pegboards, beads and blocks.



**Join in with me when I initiate play.**

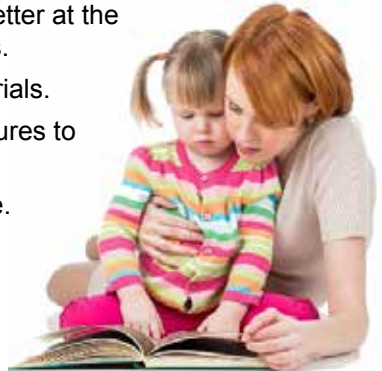
# Literacy & Language

I understand many words and how they are used. I use my language in conversations, songs and stories, and I listen while others use their language. I ask questions, give comments, or explain things I saw or experienced. I know that language is broken up into smaller parts like words and syllables, and that a sound is made by a letter or letters working together.

I show an interest in reading books with others and by myself. I get meaning from stories. I like to retell stories or information from books through conversation, art, dance or drama. I experiment with writing tools and materials to show you what I saw, what I know, or how I feel.

## Look for me to:

- Respond to language during conversations, stories, and other learning experiences.
- Understand that the alphabet is made up of letters and sounds that make up words that can be read.
- Begin to write my name with a capital letter at the beginning followed by lowercase letters.
- Experiment with writing tools and materials.
- Use scribbles, letters, shapes, and pictures to make words or tell a story.
- Want experience with words that rhyme.
- Read every day.
- Be exposed to different types of literature: nursery rhymes, poems, stories, etc.
- Retell stories that have been read to me.
- Use words to communicate my needs to familiar adults.



# Literacy & Language



*Helpful hints for families, early care and education professionals, and health providers*

Language means speaking, listening, reading, and writing. You help me learn words and language when you talk with me, read to me, ask me thoughtful questions, and engage me in conversation every day. My language development is the most important task and key to my learning!

**★ Things you can do to support me:**

- Listen to and encourage all that I have to say! Talk with me often throughout the day about things that happen to me or interest me. Explain and name things that we're doing or using when we are together.
- When we talk, ask me a question, encourage me to respond, and give me time to think about my answer.
- Teach me new words and explain them to help me understand.
- Expand on the words I know and use. If I say "big ball," say, "Yes, it is a giant ball!"
- Play rhyming games, sing rhythmic songs, or say nursery rhymes with me. Rhyming is a critical pre-reading skill.

Literacy means being able to read and write. I will learn to read more quickly if you talk, read, sing and play with me. I need to interact with books. As we talk and read, I begin to recognize letters and their sounds, and that they make words that have meaning.

**★ Things you can do to support me:**

- Read to me every day, and talk to me to help me understand the meaning of the books we read. Let's have a designated, routine time where you and I snuggle together to read.
- Keep books where I can reach them.
- Point to pictures and words in books and in the world around us (restaurant and store signs, logos, etc.).
- Give me a variety of books and other materials with words and pictures (magazines, menus, recipes, etc.).
- Read all genres of books to me (fairy tales, silly songs, rhymes, poems, Aesop's Fables, fact books).

# Literacy & Language

- Please read and reread my favorite books to me.
- Let me pretend to read stories using the book and my own words.
- Discover what type of literature I love, and make sure I have lots of it around.
- Take me to the library.
- Play with letters, numbers and colors. (I spy with my little eye something blue that starts with B...)
- Limit my television time, computer time and video games to less than one to two hours a day.



I need meaningful writing experiences. Books and print materials help me know what others are thinking, and then when I write, others can read what I'm thinking!

## ★ Things you can do to support me:

- Give me lots of different writing tools and materials (pencils, crayons, brushes, chalk, markers, paper of different sizes and colors).
- Let me have lots of practice using pencils to color, draw, play connect the dots, try mazes, trace and copy letters, shapes and numbers.
- Encourage me to use scribbles, shapes, and pictures to share my thoughts or ideas.
- Show an interest in my writing by asking, "What does that say?" Tell others about the meaning of my drawings and writing.
- Write down my words or stories I tell you.
- Show me ways you use writing every day (grocery list, email, pay bills, phone message).
- Help me to recognize and name some letters in my name.
- Let me watch you write my name. Then help me to copy and/or write my own name.
- Label many things with my name.
- Make playing cards with our family's photos and names.
- Use a white crayon or candles to write my name on paper. Then let me watercolor paint over it to see my name magically appear.

**I like making sense of problems and will keep trying until I solve them. I understand amounts and that we use numbers to talk about and count them. I can identify, sort, classify and create patterns. I know some shapes and colors. I am beginning to compare objects by length, size, and weight.**

## **Look for me to:**

- Recognize basic colors: red, orange, yellow, green, blue, purple, black, and brown.
- Understand that there are symbols that represent numbers.
- Understand that numbers are used to count, and count to 5 objects accurately.
- Be aware of shapes – squares, circles, triangles, and rectangles.
- Sort and talk about how objects are the same and different. Recognize and extend simple patterns (abab).



*Helpful hints for families, early care and education professionals, and health providers*

I need you to help me think through problems, and find the best way for me to approach and solve them. Show me how we use math all the time, whether we realize it or not. Ask me to identify shapes, measure items, and classify or group things that go together.

## **★ Things you can do to support me:**

- Help me find and name the colors and shapes around me.
- Give me things to sort by color or shape (kitchen items, food, markers/crayons, clothes, socks, toys, etc.). Encourage me to tell you how I'm sorting, ask me questions about how I sorted items, or challenge me to sort my things another way.
- Give me descriptive words to tell you how I sorted (big, little, short, tall, long, thin, thick, etc.).
- Go on a color or shape hunt with me (the door is a brown rectangle, the pot is a shiny silver circle, etc.).

- Play I Spy and have me find the shape or color you are looking at (I spy with my little eye three things that are red, or I spy with my little eye a yellow circle).
- Let me color and tell you what colors I'm using in my picture.
- Read me books about color (*Brown Bear, Brown Bear What Do You See*, or *The Very Hungry Caterpillar*).
- Put shapes on the floor and play Shape Hopscotch with me.
- Let me use things around the house to make shapes (playdough, marshmallows, toothpicks, crayons/markers, yarn or string, straws, popsicle sticks, etc.).
- Read me books and talk with me about the colors and shapes in the pictures.
- Draw shapes for me to color and cut out.
- Ask me how objects are the same or different.
- Let me measure while we are cooking or baking.
- Have me help set the table.

I will learn about numbers, about less and more, and about patterns as I observe and play in the world around me. Talk with me about numbers, how they relate to one another, how we combine them, and all the many ways we work with them. Work with me to find and make patterns with objects in our home.



### ★ Things you can do to support me:

- Point out numbers around me (clock, license plates, signs).
- Show me how numbers are used all around me (traffic signs, in the grocery store, on the phone, TV remote, etc.).
- Model using numbers when making phone calls or paying bills.
- Play board games with me, especially ones that use numbers and counting.
- Give me blocks to build with.
- Challenge me to count when we're at home, and encourage me to touch

# Math

each item as I count (How many spoons do we need for dinner? How many steps to the bedroom?).

- Tell me a number, and help me count that number using objects.
- Write numbers for me, and have me find that many objects by each number.
- Help me find patterns around me (the beads on a keychain are red-yellow-red-yellow).
- Give me objects to make patterns with (socks, clothes, utensils, dishes, toys, cereal, etc.).
- Make a pattern, and ask me to copy it. Then, make a pattern, and ask me what comes next.
- Make a sound pattern (clap your hands, stomp your feet) and encourage me to repeat it back. Challenge me to show you what comes next.



**Have me count and identify the shape of items we encounter while doing everyday activities together.**



**I gather information about the natural and physical world and organize it into knowledge and theories. I am curious and want to explore and ask questions. I develop my own theories about how the world works. Often, I ask questions, make a best guess about what will happen next, and form a conclusion based on what I've experienced.**

### **Look for me to:**

- Spend time exploring in nature, and talk about what I observed using my five senses.
- Be curious about and investigate the world around me.
- Talk about my past experiences.
- Identify basic body parts.
- Understand day and night,



*Helpful hints for families, early care and education professionals, and health providers*

I want to be a natural scientist! Let me gather information about nature and my world, and organize it into working ideas and understandings. As I discover the natural world with you, I learn new words. Allow me to ask a lot of questions, encourage me to explore, let me to try new ways of working with materials, and support me as I develop ideas about how things work in the world.

### **★ Things you can do to support me:**

- Ask me questions using who, what, where, when, why and how, and give me lots of time to answer.
- Let me explore in a tub or pool of water with a variety of bowls, utensils, etc. We can also play, “Does it sink or float?” with the items that are in the water.
- Go with me on a bug hunt outside, and talk about what we notice as we are searching for big and small bugs, and how bugs fit into the bigger world.

# Science

- Build a nature scavenger hunt with me where we predict what we will see, hear, smell or touch (animals, tracks, water, plants, dirt, clouds) when we go for a walk or hike. Take the list outside, and help me observe, explore and describe what we find on and off the list.
- Spend time outside, and talk about the colors and shapes that we see. Discuss ideas such as, “How do we know if it is living or not living?”
- Read books about science that I find interesting (dinosaurs, animals, plants, space).
- Investigate using the five basic senses by touching, tasting, smelling, hearing, and seeing different objects (cotton balls, tin foil, Velcro, spices, fruits and vegetables). If we play often, cover my eyes to see if I can identify different objects without being able to see them.
- Talk about different seasons as they pass – what stays the same, and what changes?
- Help me plant seeds and/or a garden, take care of the plants, and guess what their growth will be like.



**Spend time with me outside exploring the natural world and talking about what I discover.**

# Social & Behavioral

**I have positive relationships with adults and children within and outside of my family. I cooperate with others and seek friendships. I recognize and label my feelings and am learning to positively work through those feelings. I can put myself in others' places to see things from their perspective, and often show care or concern for others. I have a strong sense of self, and confidence, appropriate for my age.**

## **Look for me to:**

- Cooperate by taking turns and sharing.
- Focus on a given task for 5-10 minutes, and then clean up.
- Participate in adult-led activities and follow 1-2 step instructions.
- Listen when someone else is talking and respond appropriately.
- Follow rules, respect authority, and understand consequences.
- Display self-control and keep my hands and feet to myself.
- Express my own needs and emotions appropriately.
- Show interest in other people.
- Be a leader or work with others as part of a group.



*Helpful hints for families, early care and education professionals, and health providers*

Show me how to develop positive relationships with other children and adults. Positive relationships mean that I get along with and care about others, and can listen to and talk with them. Tell me you are excited about the friends I will make in school.

## **★ Things you can do to support me:**

- Provide me with many opportunities to share and interact with others in many new and different situations.
- Show me ways to make new friends.
- Help me understand how I can be friends with other children.
- Teach me how to know when to speak and when to listen.
- Act out different social situations (going to a store, playing school) to practice positive communication, taking turns, and sharing.

# Social & Behavioral

I need you to give me ways to express and control my behavior and my emotions, and help me adapt to new environments that may challenge my emotions, attention, impulses and behavior. I will be successful in school if I can be part of a group, manage my feelings and behavior, and share and follow directions.

## ★ Things you can do to support me:

- Teach me “feeling” words like frustrated, angry, lonely, and bored.
- Give me kind and caring words and actions to use.
- Teach me that all of my feelings are okay, but that not all of my actions may be okay.
- Set a good example for me by managing your own frustrations.
- Talk with me about your own feelings, and express love to me.
- Practice imagining what others are feeling.



Provide me with experiences that show me I am capable of making good decisions, accomplishing a variety of tasks on my own, and meeting goals for myself. Feeling good about myself means I am more likely to have fun learning at school.

## ★ Things you can do to support me:

- Be patient and allow me to develop at my own pace.
- Involve me in our family routines (put away toys, put clean silverware away, match socks or fold dishtowels, help with cleaning, shopping and meals).
- Help me to keep trying even when it seems hard.
- Use positive statements to teach me how to behave, like, “I like how you shared your toy with your sister.”
- Help me feel proud of my efforts, even when they don’t turn out like I wanted.
- Play games that are a little bit hard for my brain. (Try to “trick” me by having me do silly things in games like Simon Says or Mother May I?)

# Safety and Self-Help

**I want to be safe and feel safe. I am independent and am starting to make decisions for myself. I am mostly able to carry out my personal care tasks, and I have some self-help skills.**

## **Look for me to:**

- Get dressed myself.
- Fasten my own shoes.
- Use the bathroom by myself.
- Wash my hands.
- Be able to say goodbye to my family and/or caregivers, and adjust to new environments.
- Know the names of my parents or caregivers.



*Helpful hints for families, early care and education professionals, and health providers*

Teach me to be safe, and let me practice what safe looks like. I need to know that school is a safe place and that I can trust the people there to care about me.

## **Things you can do to support me:**

- Enforce rules of safety, both indoors and outdoors.
- Teach me how to tell other adults when I feel unsafe, sick or hurt.
- Teach me your names and phone numbers.
- Teach me about strangers and how to ask a trusted adult for help.
- Take me to my school and meet my teacher before the first day.
- Make sure you are calm and confident about kindergarten.
- If you are excited about kindergarten, it is more likely that I will be too.
- Give me opportunities to be away from you, so that I know you always come back.
- Read me a book like *The Kissing Hand* by Audrey Penn to help me feel loved and secure while I am at school.
- Plan and practice what to do in an emergency (fire and severe weather drills).

# Safety and Self-Help

I complete personal care tasks, such as dressing, brushing teeth, toileting and washing hands independently from adults. Teach me self-help skills, and encourage me to try things before I ask for help.

## ★ Things you can do to support me:

- Help me choose clothes that are appropriate for the weather and easy to wear (without tricky belts or fasteners).
- Encourage me to get dressed and put on shoes by myself. Give me extra time to get dressed and praise my efforts. I am slower than you, but I am gaining confidence and independence.
- Provide me with shoes that I can fasten myself.
- Teach me how to brush my teeth by myself.
- Give me the words to tell other grown-ups when I need to go to the bathroom.
- Help me learn to go to the bathroom and wipe on my own.
- Teach me how to use soap and wash my hands properly. If I sing the “Happy Birthday” song twice, I know I’ve killed the germs!



**Help me learn personal care tasks, self-help skills, and healthy habits.**

# Physical Development

I participate in structured and unstructured physical activities like soccer or riding a bike. I can walk, skip, run, climb, hop, throw and pedal. I eat a variety of foods and am learning about nutrition. I use my hands and fingers to manipulate small objects like snaps, zippers, toys, blocks, pages in a book, pencils or other items.

## Look for me to:

- Have motor control and balance for a range of physical activities, such as walking, climbing, and hopping.
- Use my hands to manipulate objects, such as scissors, toys, tools, etc. using a variety of grasps.



*Helpful hints for families, early care and education professionals, and health providers*

Spend time with me in motion where our bodies are active and moving. Help me to pick up, hold, and use small items around the house.

## ★ Things you can do to support me:

- Give me time each day to play outside. If I need to stay inside, help me to have active playtime like dancing to music.
- Play games with me that involve moving, catching, kicking, bouncing, throwing, or skipping.
- Give me different items to use with my hands (pencils, crayons, paintbrushes, playdough, laces, safe scissors, small pieces of paper).

Provide me with nutritious food. Encourage me to have other positive habits that create a foundation for a healthy lifestyle for my future.

## ★ Things you can do to support me:

- Provide me with nutritious meals and snacks, and give me opportunities to help prepare our food.
- Teach me to use spoons, forks, and non-sharp knives.
- Keep a consistent bedtime that gives me plenty of rest.
- Schedule and take me to regular doctor and dentist visits.
- Limit my screen time and increase my people time.

# Developmental Concerns

## Are you worried that your child is not ready for kindergarten?

Children begin to learn as soon as they are born, and they keep learning every day. All children learn, grow, and develop differently – at his or her own rate. This document – paired with the Star Valley School Readiness Checklist – provides a look at some of the foundational skills, relationships and experiences that we would like for all children in our community. Families know their children best and are our partners in teaching and supporting young children.



If your child attends preschool, speak with his or her teacher. Teachers can be a great support and help as you prepare and transition a child or children to primary school. Teachers may be able to offer simple activities and adjustments that you can do at home to help your child be better prepared for kindergarten. Teachers are also well-connected to the community and may know resources that could support you and your children.

If you still have concerns about your child, and feel their development is very different from other children who are the same age, trust your instincts. The local child development centers can do free screenings to help determine if your child is on target or not (at any age birth - 5!). The local Lincoln Uinta Child Development Association (LUCDA) centers are:

- Afton Child Development Center: (307)-885-9286
- Thayne Child Development Center: (307)-883-4116
- Alpine Child Development Center: (307)-654-4116

Staff at the CDC's are happy to listen to your concerns and answer any questions you may have concerning your child. You may also want to talk with your child's doctor if you see a few of the following behaviors on a regular basis:

- Frequent temper tantrums.
- Difficulty with normal changes in routine or when moving from playtime to quiet time.
- Overly aggressive behavior with others, or acting very withdrawn.
- Restless behavior compared to other children; being easily distracted.



# Developmental Concerns

- Difficulty holding a crayon or pencil or copying basic shapes.
- Trouble hearing or understanding when others are talking.
- Difficulty pronouncing simple words; hard to understand by non-family members.
- Difficulty walking, running or climbing.

**Remember, many children have some of these behaviors some of the time. Watch to see if they happen all the time, or if there are specific situations in which they are more likely to occur.**

## TECH TIPS:

It's hard to parent in the digital age. Research tells us that "screen time"—meaning time on computers, television, or any device with a screen—has proven to be harmful for very young children, especially those under the age of 3. Too much screen time has been linked to problems for children with focusing, self-regulation, obesity, sleep, and social interactions.



Here are some guidelines from the American Academy of Pediatrics:

- Keep screen time to 1-2 hours or less of quality content for children.
- Keep television out of children's bedrooms.
- Choose active, hands-on engaging and creative digital media for your child.
- Engage in the digital media together; children learn best with their families.
- Remember that nothing can replace you spending time with your child, playing together, and experiencing life in a hands-on, tech-free way.

# Resources

**It takes a village to raise a child. You are the most important person in your child's life, as well as their first and foremost teacher. We understand parenting can sometimes be challenging. You are not alone: there are people here in the community who can help support you in your important role. We want all young children in Star Valley to grow and learn, but also to be healthy, happy, and safe.**

## **Child Care Subsidy**

Program to assist in childcare cost. Must use qualifying child care provider and be financially eligible. Applications are available at the Department of Family Services. For more information, call (307) 886-9232.

## **CLIMB Wyoming**

Training for low income single mothers for employment and help finding job placement. Also teaches life skills, parenting classes, and offers counseling and support if needed. Located in Jackson, but serves Star Valley mothers as well. For more information, call (307) 733-4088.

## **Food Banks**

- Afton Food Bank: Located at 710 N. Washington (backdoor entrance). Open every Thursday 5-7pm. (307)-887-FOOD
- Thayne Food Bank: Located in Thayne Community Center, Fridays 10am-2pm. (307) 880-3663
- Alpine Food Bank: Located in Donn Wooden Alpine Civic Center, Tuesday 9-10am and Thursday 6-7pm. (307)-690-1410

## **High Country Behavioral Health**

HCBH offers behavioral and mental health services for children ages birth to seven. Services offered include individual and family therapy, parenting skills assistance for both parents and expectant parents, and play therapy to teach parents how to help their children through play. Call them at (307) 885-9883 or go to: [www.highcountrycounseling.com](http://www.highcountrycounseling.com).

## **Kid Care CHIP**

Low cost health coverage for children and teens in Wyoming. Covers ER visits, well child exams, immunizations, prescriptions, mental health services, dental, vision, labs, and x-ray services. Must qualify financially. For more information, call (855) 329-5204.

## **LDS Family Services**

The Church of Jesus Christ of Latter-day Saints offers counseling services for individuals and families and unwed birth parent services. All denominations welcome. For more information, call (208) 529-5276.

## **LIEAP (Low Income Energy Assistance Program)**

An energy assistance program through the State of Wyoming. One must apply and qualify. Applications can be picked up at Department of Family Services or at Lower Valley Energy. For more information, call 1-800-246-4221.

## **Lincoln County Public Health Nurse**

Public Health offers a wide variety of services for children and families such as: vaccines for children, free Maternal and Family Health education programs, and the Children's Special Health program for children with special health care needs. They also provide a wide range of help and assistance for adults as well. For more information, call (307) 885-9598 or stop by 421 Jefferson Street, Suite 401 in Afton.

## **Lincoln Uinta Child Development Association**

LUCDA is a private non-profit organization providing services to all children from birth through age five. A variety of services are offered through LUCDA, including accredited preschool, developmental screenings, developmental assessments, Head Start, and disabilities services. Contact your local center for more information: Afton: (307) 885-9286; Thayne: (307) 883-4116; and Alpine: (307) 654-4116.

## **Love and Logic**

Love and Logic is a free parenting class offered annually by Lincoln County School District #2. It provides parents with helpful tips and strategies to manage discipline, consequences, and teaching children responsibility through positive, loving ways. They provide free child care and a meal the nights of the class. Please call: (307) 885-7137 for class information.

## **Lower Valley Energy Operation Round Up**

Lower Valley Energy Operation Round Up offers assistance with past due energy bills. Assistance requires an application that assesses need and eligibility. Located on 236 N. Washington in Afton. For more information, call (307) 885-3175.

# Resources

## **Parents as Teachers**

Parents as Teachers is a free program offered through Lincoln County School District #2. It provides services to families from pregnancy until their child enters kindergarten. The program provides information, support, and encouragement to parents to help their children's development, with a focus on parent-child interactions, parenting around development, and family well-being. For more information, call (307) 885-7129.

## **SASFA (State Adult Student Financial Aid)**

SAFSA is a cash assistance program for single parents who are attending college for their first degree or first vocational training program. For more information, call (307) 754-2245, ext 23.

## **SNAP (Supplemental Nutrition Assistance Program)**

Formerly known as the food stamp program, SNAP helps provide food assistance to low-income families. Applications are available at the Department of Family Services.

## **Star Valley Branch Libraries**

The local libraries are a wonderful place to help your child begin to discover the magical world of reading. They offer many story time programs for children and have summer programs to encourage the love of reading as well. All story times include stories with finger plays, chants, activities, songs, handouts or crafts. Contact your local library for story time days and times.

- Star Valley Branch Library: 261 Washington, Afton; (307) 885-3158
- Thayne Branch Library: Thayne Community Center; (307) 883-7323
- Alpine Branch Library: 243 River Circle, Alpine; (307) 654-7323

## **Turning Point**

Access this 24-hour crisis line for crisis counseling and support for sexual assault, stalking, and family violence. Emergency shelter and transportation services available as well. For more information, call (307) 885-9491.

## **UW Lincoln County Extension Office**

The Extension office houses the Cent\$ible Nutrition program, Home Assist (First-time mortgage qualifying course), bankruptcy education, family finance education. For more information, call (307) 885-3132.

## **WIC**

WIC is the Special Supplemental Nutrition Program for Women, Infants, and Children. They provide nutrition counseling, health information, and a monthly food package to help pregnant women, breastfeeding women, infants and children (1-5 years) stay healthy and strong. It is a free program, though you must meet their income guidelines to be eligible. Please call (307) 885-9071 for information or stop by at 421 Jefferson Street in Afton (in the Public Health Office) on Tuesdays and Wednesdays from 8am-noon and 1-5pm.

## **Wyoming Department of Family Services**

Offering economic assistance, SNAP, Child Care Subsidy, Child Protective Services, Foster Care Coordination Services, as well as Youth and Family Services. Located at 631 Washington Street in Afton. For more information, call (307) 885-9232.



For more detailed information about services and community resources in Star Valley, visit the North Lincoln County Human Resource Council (NLCHRC) directory online at:

[http://www.lcwy.org/community\\_resources/hrc](http://www.lcwy.org/community_resources/hrc).

# Online Resources

## **Born Learning:**

[www.bornlearning.org](http://www.bornlearning.org)

Born Learning is a campaign from the United Way that helps parents, grandparents, and caregivers explore ways to turn everyday moments into fun learning opportunities.

## **CDC Learn the Signs. Act Early:**

[www.cdc.gov/ncbddd/actearly/index.html](http://www.cdc.gov/ncbddd/actearly/index.html)

Resources on milestones for children 2 months – 5 years of age to help parents track their child’s development and act early if there is a concern.

## **Let’s Move Initiative:**

[letsmove.obamawhitehouse.archives.gov](http://letsmove.obamawhitehouse.archives.gov)

Dedicated to getting America’s children moving and eating better in attempts to help raise a healthier generation of kids with a brighter future.

## **National Association for the Education of Young Children:**

[www.naeyc.org](http://www.naeyc.org)

The National Association for the Education of Young Children has a wide range of articles on ways to support the early learning of all young children.

## **PBS Parents Child Development:**

[www.pbs.org/parents/child-development/](http://www.pbs.org/parents/child-development/)

Has a child development tracker that gives insights, helpful tips, and support for children during their various stages of growth.

## **U.S. Dept of Education’s Early Learning Resources:**

[www.ed.gov/early-learning/resources](http://www.ed.gov/early-learning/resources)

Filled with educational resources that discuss a wide range of topics to help children learn, grow, become successful readers and more.

## **WY Quality Counts:**

[www.wyqualitycounts.org](http://www.wyqualitycounts.org)

WY Quality Counts helps Wyoming parents and childcare providers identify and create quality learning experiences for young children to engage in. The website has a search to help parents find a quality childcare provider.

# A Day in the Life of a Kindergartner

Morning “wake-up” work



Literacy instruction and centers



Group calendar & math instruction



Active play—indoors and out



Eating healthy snacks and meals



Specials time  
(P.E., music, art, library)



# A Day in the Life of a Kindergartner

Read aloud story time on the rug



Small group instruction in literacy



Computer time for literacy & math



Small group math centers



Fostering friendships through play







