



# AR Kindergarten Readiness Indicators



## Arkansas Department of Education Indicators

## HIPPY Activities

Language Development: Using language to talk with others and learn new things	
Children use language to express their needs.	Children plan a picnic, plan how to build various structures or boats, describe features of an imaginary pet they would like to have, etc.
Children use a variety of different words in their daily speech.	Children plan a parade, plan a picnic, and describe things to do at school. Children describe a pet they want and a treasure hunt or items that are treasures to them. Children describe buildings that they see and the materials used; they describe actions and objects seen in pictures during literacy, language, math and science activities.
Children listen attentively.	Children listen to HIPPY books ( <i>Sometimes Big, Sometimes Small, the Alphabet Parade, A Surprise for Reggie, Down the Path, Maria's School, Beware! Duck's Crossing, Stella and the Kittens, What I Saw</i> ). They listen to activity directions, find pictures to match clues in <i>A Surprise for Reggie</i> activity, follow directions when drawing lines to connect shapes, or complete an obstacle course, etc.
Children speak in complete sentences.	Children answer open-ended questions related to literacy, math, science, motor skills, and language activities.
Children ask questions, such as who, what, where, when, why and how.	Children participate in the shared reading and rereading experience with their parents.
Children communicate personal information.	Children share parts of the stories they like or remember. They describe buildings they have built or drawn during science activities. Children discuss personal treasure items and explain the steps they take to complete activities.
Phonological Awareness and Print Knowledge: Understanding that letters, syllables and sounds, when written, convey a message	
Children recognize print in everyday life.	Children review road signs in <i>Beware! Ducks Crossing</i> activity.
Children recognize their first name in print.	Children trace and recognize their first name in <i>Sounds I Hear</i> activity.
Children identify words that rhyme.	Children recognize rhymes in <i>My Alphabet Book</i> activities.
Children recognize basic characteristics of books.	Children discuss the author and illustrator of books. Children read <i>The Alphabet Parade</i> to a parent and create their own book in a <i>What I Saw</i> activity, etc.
Children recognize how books are read.	Children read <i>The Alphabet Parade</i> to a parent and read mini books such as <i>Stella and the Kittens</i> .
Children identify the letters in their name.	Children jump to letters in their name in motor activities. Children write their names or help parents write their names on each activity page.
Children name upper- and lower-case letters of the	Children creating an alphabet book and review each

alphabet.	letter of the alphabet.
Children recognize that letters of the alphabet have distinct sounds.	Children complete a <i>Sounds I Hear</i> activity focusing on first letter sound of their name. Children review each letter sound in their Alphabet Book activity pages.
<b>Writing:</b> Communicating through drawing, symbols, and letters	
Children experiment with writing tools and materials.	Children trace their name in a <i>Sounds I Hear</i> activity and writing their name on each activity sheet. Children use writing and drawing tools to complete various activities.
Children use drawing, symbols or letters to express ideas.	Children draw pictures to show items that make sounds he/she hears. Children draw pictures to express ideas, complete lessons, or match words (i.e. Drawing a picture to show the child's day with a character from <i>The Alphabet Parade</i> ). Children draw shapes to complete patterns.
Children copy lines, circles, crosses and other symbols.	Children trace letters for their Alphabet Book. Children trace words such as Stop, Look, Listen, and circle correct answers in various activities.
Children begin to write the letters of their name.	Children trace letters for their Alphabet Book and write their own name on activity sheets.
<b>Cognitive Development:</b> Learning through every day experiences	
Children express themselves creatively.	Children discuss how they would spend the day with a character from <i>The Alphabet Parade</i> . Children build different structures such as bridges, towers, and castles. Children make a picture or design out of HIPPY shapes and explain their thought process. Children create titles for their illustrations. Children create a treasure hunt, plan a picnic and imagine meeting each of Rita's friends along a path from <i>Down the Path</i> . Children imagine and describe a pet they would like to have as well as draw a picture of the pet they imagine.
Children identify the basic colors.	Children complete several shape and color activities. Children sort and identify shapes and other objects by color and use colors in making patterns.
Children match two objects that are the same.	Children match objects of the same amount or quantity. Children match HIPPY shapes to shapes on paper. Children play matching and concentration games.
Children sort and classify objects by groups that go together.	Children sort pictures into "big" and "small" with <i>Sometimes Big, Sometimes Small</i> . Children use matrixes to sort shapes by color, shape, and number of sides. Children also sort objects in nature by a variety of characteristics. Children classify items in nature into living and non-living things and classify animals into groups- mammals, reptiles, birds, etc.
Children notice similarities and differences.	Children observe differences in how things work when doing science experiments such as the floating egg and penny cleaning experiments. Children observe similarities and differences when looking at buildings in their neighborhood. Children recognize similarities and differences in colors and shapes as well as in other

	categories when using matrixes. Children complete same and different math activities. Children observe differences in types of animals.
Children engage in storytelling with adults and peers.	Children picture read the HIPPY stories. Children use story maps to retell events of a story. Children help finish stories- such as in the building structures bridge, ramp and tunnel activities.
Children retell a simple story that has been read to them.	Children retell events of all HIPPY books. Children read <i>The Alphabet Parade</i> to a parent. Children practice retelling the HIPPY stories in sequential order with picture cards and by using picture puppets to retell <i>Stella and the Kittens</i> .
Children predict what might happen next.	Children make scientific predictions about weather, gravity, magnetism, floating eggs, kitchen chemistry, and other experiments. Children predict what will happen in stories when looking at the cover and pictures. Children make predictions when determining patterns in math activities.
<b>Math and Science:</b> The use of words and numbers to describe relationships and solve problems	
Children draw conclusions from everyday experiences.	Children make shadows and rainbows, explore gravity with paper, make observations of buildings and determine their usages and reasons for their design structure. Children determine what to wear outside based on weather. Children experiment with water. Children determine which items are living and non-living as well as their needs and homes, etc. Children observe insects and their features and take nature walks to look for different textures.
Children recognize shapes by name.	Children complete shape and color activities and identify and sort items by shape. Children match HIPPY shapes to shapes on activity sheets and combine shapes to make other shapes. Children listen to directions to correctly connect shapes in a specific order. Children recognize shapes of road signs in <i>Beware! Ducks Crossing</i> activities. Children create patterns based on shapes.
Children count out loud in correct order.	Children clap to count certain numbers. Children count and put a correct number of items in a box. Children count and collect objects in nature and around the house for math activities. Children count bounces during balloon tennis.
Children recognize numbers in the everyday environment.	Children count household objects for math activities. Children identify speed limit signs in <i>Beware! Ducks Crossing</i> . Children count the number of legs on different animals.
Children count and tell how many are in a group of objects.	Children circle the correct numeral for items shown in a picture. Children count jumps during motor activities. Children count with squares and pennies for addition practice. Children complete counting activity sheets. Children work on numbers and counting activities dealing with subtraction and addition. Children count objects for experiments. Children compare the number of objects in

	two groups to determine more and less.
Children understand simple concepts of measurement.	Children use measuring tools to make play dough. Children measure family members' heights. Children use a balancing scale to compare weights. Children make graphs to compare more and less. Children use string and rulers to measure household objects.
Children don't give up easily when solving problems.	Children complete many scientific activities that require problem solving such as: making shadows; using blocks or boxes to build structures like those seen on their walk or in pictures in the Building Structures activities, planning and testing ways to build a boat that floats. Children solve puzzles and sort objects into a matrix. Children try to get "worms" off the parachute in a motor activity.
Children identify more than one way to solve a problem.	Children select materials to use for science experiments. Children try objects of different weights in order to balance the scale. Children select and use materials to build different structures. Children create a path to follow from parent to child and Rita to Sarah. Children select their own materials and plan how to build a boat that floats.
<b>Health and Physical Well-Being:</b>	
Engaging in healthy lifestyle choices and activities that promote motor development	
Children eat a nutritious diet.	Monthly HIPPY parent newsletters provide ideas for healthy snacks and meals for children. Nutrition and food budgeting are also topics covered in group meetings attended by parents and children.
Children get plenty of rest.	Information about the importance of routines and getting enough sleep is provided in the HIPPY parent newsletter.
Children are physically active daily.	Children complete HIPPY motor activities each week. Children take walks to observe buildings for Building Structures activity and to collect items for math and science activities. Children practice walking and dancing in a <i>Down the Path</i> activity.
Children receive all required immunizations and medical exams (physical, dental, and vision).	Children must have all required immunizations and medical screenings before enrolling in HIPPY and families are notified when updated health screenings and immunizations are needed.
Children use self-help skills.	Children assist with kitchen chemistry and other experiments that require pouring, cutting, mixing, etc.. Children discuss pedestrian safety rules in <i>Beware! Ducks Crossing</i> activities. Children learn that red means stop and green means go.
Children hop, skip, run, jump, climb, and do other activities that develop large muscles and provide exercise (with supervision).	Children complete weekly Moving My Body activities. Children participate in an active treasure hunt as well as throwing and catching, jumping and hopping, balancing, and parachute activities.
Children use pencils, crayons, scissors, and paints and do other activities that develop small muscles.	Children use scissors to cut objects out to complete activities. Children draw pictures or write words to complete activities. Children play with play dough and

	using eyedroppers and other small implements for science activities.
<b>Social and Emotional Development:</b> Engaging in healthy relationships and interactions with others	
Children show curiosity and are engaged in learning.	All HIPPY activities
Children work and play well alone.	Children building structures, complete puzzles, and draw pictures to complete activities on their own.
Children express care and concern for others.	Children ask and answer questions about the characters in HIPPY books.
Children cooperate with others.	Children participate in motor activities with parents. Children play concentration and matching games with a partner. Children participate in <i>A Surprise for Reggie</i> retelling/sequencing game. Children work with a parent to create a treasure hunt.
Children follow simple rules and routines.	Children learn the rules for playing matching, Lotto, concentration, and motor games. Children complete activities according to directions.
Children adapt to new environments with appropriate behaviors and emotions.	Children participate in monthly group meeting activities with other children and adults outside of their normal home and/or school environment.
Children identify how they feel with words.	Children identifying their own feelings in- <i>Sometimes Big, Sometimes Small</i> activity. Children describe how they would react to the situation shown in <i>Stella and the Kittens</i> .
Children identify how others feel with words.	Children discuss how they think Reggie feels in <i>A Surprise for Reggie</i> . Children identify feelings in others when reading <i>Sometimes Big, Sometimes Small</i> . Children explain how Maria feels about her real and pretend school in <i>Maria's School</i> . Children identify how Emilio and the drivers feel about the ducks and duck crossing in <i>Beware! Ducks Crossing</i> . Children explain how Stella felt towards the kittens in <i>Stella and the Kittens</i> .
Children understand characteristics of self and others.	Children identify features of characters in stories and make realistic predictions about characters' actions.