Preparing Your Keiki for Success in Preschool

ʻAʻohe ʻulu e loaʻa l ka pōkole o ka lou
“To pick breadfruit, one must be able to reach it”
(There is no success without preparation.)

Pauahi’s Vision, Our Mission
Hawaiian Cultural Values

Aloha kekahi i kekahi.
*Love one another.*
We live aloha when we are respectful, sincere, and empathetic.
*“Love one another.”*
*John 13:34*

E mālama mau.
*Always take care.*
We show mālama when we take care of ourselves, each other and our communities.
*“Care for one another.”*
*1Corinthians 12:25*

E hana i ke kuleana.
*Be responsible.*
We show kuleana when we take care of our responsibilities and actively participate in our communities.
*“Everyone must do their own work.”*
*Galatians 6:5*

The core Hawaiian cultural values of *aloha, mālama* and *kuleana* are an integral part of the Nā Kula Kamali‘i environment and curriculum, and we strive to nurture these values in all that we do. Nā Kula Kamali‘i has a great team of dedicated staff who are committed to fostering strong relationships with the keiki and their ‘ohana.
Preparation Your Keiki for Success At Preschool

Introduction
Our goal is to provide you with helpful information to assist you in determining if our preschool program is right for you and your keiki and to help prepare you both in the months prior to participating. This information builds upon what was shared at the ‘Ohana Informational Meeting. If you have additional questions, please call the preschool office and someone will be happy to answer your questions.

A Typical Preschool Day
Keiki in our preschool program will have the opportunity to explore various learning environments throughout the day. All keiki are expected to participate in the daily activities and routines independently. Kumu and other staff, will support and facilitate keiki’s learning by providing guidance, direct instruction and opportunities throughout the day for keiki to engage in hands on Hawaiian Culture-Based activities. Keiki are supervised by kumu at all times throughout the day. What follows, is a general description of a typical day in our program and some ideas for how you can help your keiki prepare for preschool.
# Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARRIVAL</strong></td>
<td>Keiki are brought into the classroom by their parents and signed in. They begin the day by playing quiet games or listening to stories. Parents are encouraged to participate.</td>
</tr>
<tr>
<td><strong>CIRCLE TIME</strong></td>
<td>The whole group meets with the teachers for a group lesson.</td>
</tr>
<tr>
<td><strong>INTEREST CENTERS</strong></td>
<td>Keiki explore different centers set up in the classroom. They learn through their work in these areas. Typical centers are blocks, library, dramatic play, writing, art and science.</td>
</tr>
<tr>
<td><strong>OUTDOOR ACTIVITY</strong></td>
<td>Keiki engage in activities outdoors such as climbing, sliding, swinging, bicycling, sand play, water play, painting and group games.</td>
</tr>
<tr>
<td><strong>STORY TIME</strong></td>
<td>The kumu/staff read stories to keiki.</td>
</tr>
<tr>
<td><strong>SNACK/LUNCH</strong></td>
<td>Keiki sit together with kumu/staff to enjoy a snack (mid-morning/mid-afternoon) and lunch.</td>
</tr>
<tr>
<td><strong>NAP TIME</strong></td>
<td>Keiki rest their bodies and/or sleep in their classroom on their own sleeping mats or cots.</td>
</tr>
<tr>
<td><strong>ALOHA</strong></td>
<td>Keiki gather their things and leave for the day. Parents or authorized adults sign out keiki from the program.</td>
</tr>
<tr>
<td>I need to feel excited and comfortable about starting preschool:</td>
<td>My ‘Ohana Can:</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Let me know you are excited about me starting preschool.</td>
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<tr>
<td></td>
<td>Listen carefully to my thoughts and any concerns about my new school.</td>
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<tr>
<td></td>
<td>Show me where my new school is, walk around with me and point out my new classroom (Make arrangements in advance).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>I need to feel good about myself:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Be patient and let me develop at my own pace.</td>
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<tr>
<td></td>
<td>Pay attention to me and listen to my ideas.</td>
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<tr>
<td></td>
<td>Teach me that all my feelings are okay, but not all my actions are okay. (It’s okay to be upset, but it’s not okay to hit)</td>
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<tr>
<td></td>
<td>Praise me for my strengths and small accomplishments.</td>
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<tr>
<td></td>
<td>Teach me ways to calm myself down when I get frustrated.</td>
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</table>

<table>
<thead>
<tr>
<th>I need enough energy and rest to learn:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Help me eat a balanced diet and feed me a nutritious breakfast before school.</td>
</tr>
<tr>
<td></td>
<td>Make sure I get 11-13 hours of sleep each day.</td>
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</tbody>
</table>
# I Am Mākaukau (Ready)

<table>
<thead>
<tr>
<th>My ‘Ohana Can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need to get used to the routines in preschool:</td>
</tr>
<tr>
<td>- Start putting me to bed and getting me up at the new times at least one month before school starts.</td>
</tr>
<tr>
<td>- Help me learn to transition to a new activity by giving me a 5-10 minute warning.</td>
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<tr>
<td>- Give me a daily rest time in a quiet space.</td>
</tr>
<tr>
<td>- Talk to me about our daily schedule and explain any changes.</td>
</tr>
<tr>
<td>I need to feel secure and comfortable going to the restroom all by myself:</td>
</tr>
<tr>
<td>- Expose me to using toilets other than at home.</td>
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<tr>
<td>- Teach me all the steps so that I can do it myself. (See handout).</td>
</tr>
<tr>
<td>- Practice with me so I will know how to use words to tell my teacher that I need to go to the bathroom.</td>
</tr>
<tr>
<td>I need to know how to talk with others, listen to them and get along:</td>
</tr>
<tr>
<td>- Talk to me about things in which I am already interested.</td>
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<tr>
<td>- Teach me words to describe my feelings and needs (happy, sad, mad, hungry).</td>
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<tr>
<td>- Find ways to let me to spend time with other keiki my age.</td>
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</tbody>
</table>
## I Am Mākaukau (Ready)

<table>
<thead>
<tr>
<th>I need to learn kuleana - responsibility</th>
<th>My ‘Ohana Can:</th>
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</thead>
<tbody>
<tr>
<td>Teach me how to follow directions by giving me simple one and two step instructions for simple chores.</td>
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<tr>
<td>Help me learn to dress and undress myself.</td>
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<tr>
<td>Show me how to wash my hands with soap and wipe my nose.</td>
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<tr>
<td>Teach me how to feed myself and sit at a table to have my meals.</td>
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<table>
<thead>
<tr>
<th>I need to feel good about saying goodbye:</th>
<th></th>
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<tbody>
<tr>
<td>Take me to visit my preschool site and talk about what happens in preschool.</td>
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<tr>
<td>Provide positive opportunities for me to separate from you</td>
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<tr>
<td>Establish a goodbye routine for me. (ex: a hug, kiss and a hui hou!)</td>
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</tr>
<tr>
<td>Let me know who is picking me up</td>
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<tr>
<td>Please don't sneak away. It creates more anxiety for me the next time you have to leave.</td>
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</tr>
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</table>
I Am Mākaukau (Ready)

<table>
<thead>
<tr>
<th>My ‘Ohana Can:</th>
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<tbody>
<tr>
<td>I need to learn new words and learn about people, places and things:</td>
<td></td>
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<tr>
<td>- Set a schedule to read to me <strong>EVERY DAY</strong>.</td>
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<tr>
<td>- Take books for me whenever we go out.</td>
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<tr>
<td>- Create a special place at home to read.</td>
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<tr>
<td>- Make trips to the library to pick out books.</td>
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<tr>
<td>- Talk to me about the pictures and the stories in the books.</td>
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<tr>
<td>- Invite me to make predictions for the story we are reading.</td>
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<tr>
<td>I need to hear stories about going to preschool and saying goodbye:</td>
<td></td>
</tr>
<tr>
<td>- <strong>Do You Want to Be My Friend? By Eric Carle</strong></td>
<td></td>
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<tr>
<td>- <strong>The Kissing Hand by Audrey Wood</strong></td>
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</tr>
<tr>
<td>- <strong>Will I Have a Friend? By Miriam Cohen</strong></td>
<td></td>
</tr>
<tr>
<td>- <strong>Vera’s First Day of School by Vera Rosenberry</strong></td>
<td></td>
</tr>
<tr>
<td>- <strong>Shelia Rae the Brave by Kevin Henkes</strong></td>
<td></td>
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<tr>
<td>- <strong>Owen by Kevin Henkes</strong></td>
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</tbody>
</table>

Above all, please model the behavior, attitudes and values you would like to see me learn!
I Am Mākaukau (Ready)

Your Child at 3 Years

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Child’s Age</th>
<th>Today’s Date</th>
</tr>
</thead>
</table>

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 3. Take this with you and talk with your child’s doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

**Social/Emotional**
- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Understands the idea of “mine” and “his” or “hers”
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

**Language/Communication**
- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Understands words like “in,” “on,” and “under”
- Says first name, age, and sex
- Names a friend
- Says words like “I,” “me,” “we,” and “you” and some plurals (cars, dogs, cats)
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences

**Cognitive (learning, thinking, problem-solving)**
- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Understands what “two” means
- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

**Movement/Physical Development**
- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:
- Is missing milestones
- Falls down a lot or has trouble with stairs
- Drools or has very unclear speech
- Can’t work simple toys (such as peg boards, simple puzzles, turning handle)
- Doesn’t speak in sentences
- Doesn’t understand simple instructions
- Doesn’t play pretend or make-believe
- Doesn’t want to play with other children or with toys
- Doesn’t make eye contact
- Loses skills he once had

Tell your child’s doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned:
1. Ask for a referral to a specialist and,
2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to cdc.gov/Concerned.

DON’T WAIT. Acting early can make a real difference.

www.cdc.gov/AclEarly
1-800-CDC-INFO (1-800-232-4636)

Learn the Signs. Act Early.
I Am Mākaukau (Ready)

Your Child at 4 Years

Child’s Name
Child’s Age
Today’s Date

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 4. Take this with you and talk with your child’s doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional
- Enjoys doing new things
- Plays “Mom” and “Dad”
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can’t tell what’s real and what’s make-believe
- Talks about what she likes and what she is interested in

Language/Communication
- Knows some basic rules of grammar, such as correctly using “he” and “she”
- Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus”
- Tells stories
- Can say first and last name

Cognitive (learning, thinking, problem-solving)
- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of “same” and “different”
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Plays board or card games
- Tells you what he thinks is going to happen next in a book

Movement/Physical Development
- Hops and stands on one foot up to 2 seconds

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:
- Is missing milestones
- Can’t jump in place
- Has trouble scribbling
- Shows no interest in interactive games or make-believe
- Ignores other children or doesn’t respond to people outside the family
- Resists dressing, sleeping, and using the toilet
- Can’t retell a favorite story
- Doesn’t follow 3-part commands
- Doesn’t understand “same” and “different”
- Doesn’t use “me” and “you” correctly
- Speaks unclearly
- Loses skills he once had

Tell your child’s doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned
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Learn the Signs. Act Early.
For further information
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