

FREE • PRINT AT HOME • NO TESTING, JUST NOTICING

The Kindergarten Readiness Kit

A parent's observation checklist for the five pillars of number sense, a deck of subitizing cards to cut out, and three kitchen-table games – counting, comparing, and numeral writing. Nothing here is a test of your child. It's a map for you.

WHAT'S INSIDE

PAGE 2	The observation checklist – 15 things to notice, no clipboard energy
PAGE 3	Subitizing cards – cut out, flash for one second, play
PAGE 4	Count & write – six rows of drawn objects
PAGE 5	More or fewer – five judgment calls to circle
PAGE 6	Numeral practice 0–9 + how to use all of it

THE ONLY RULE

Five minutes at a time, always as a game, always stopping while it's fun. Readiness grows from hundreds of tiny noticing-moments – counting stairs, comparing crackers – not from sit-downs. If a page feels like homework to a four-year-old, put it away for a month. There is time.

The observation checklist

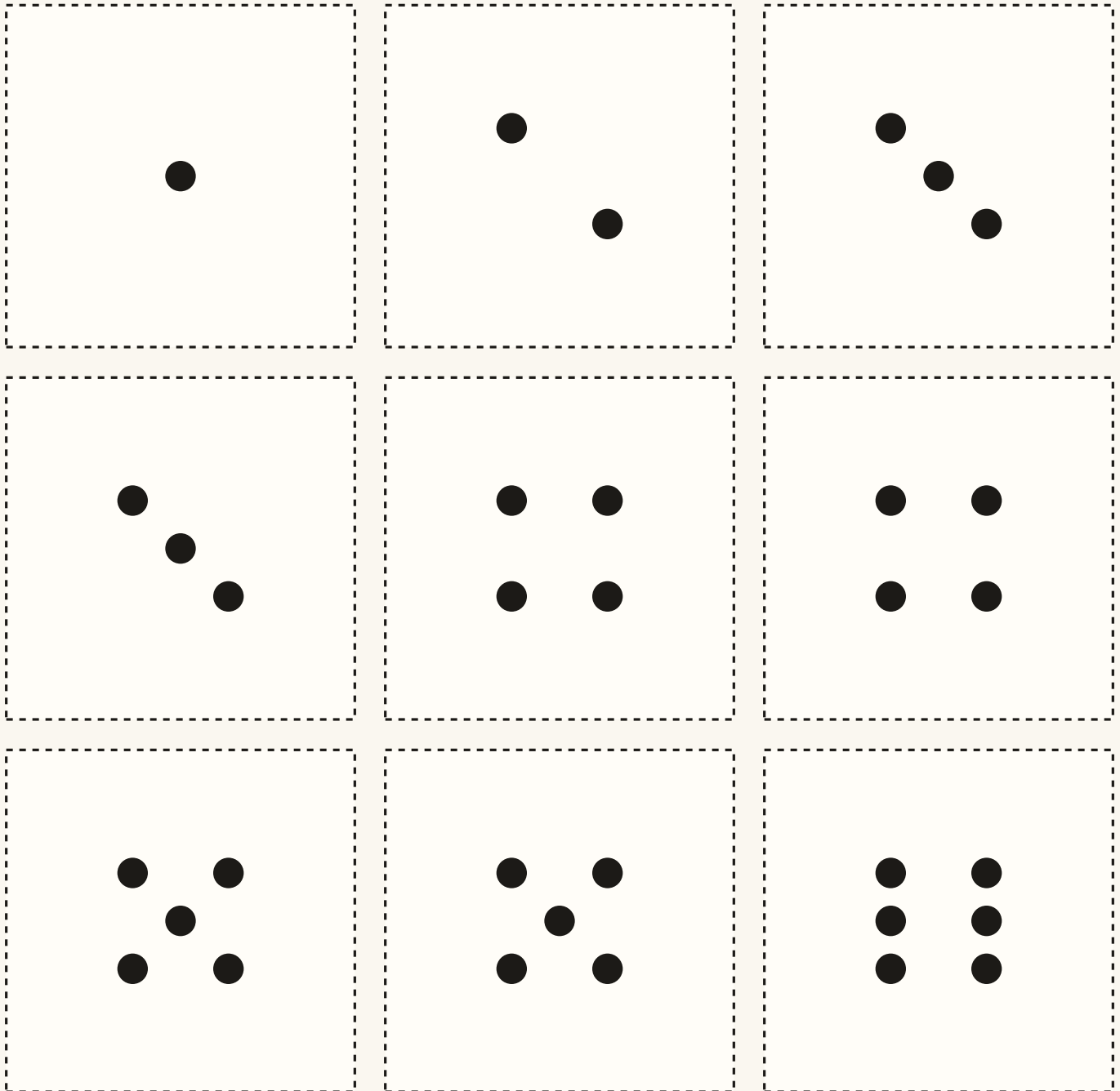
Over a week or two, notice these in ordinary life. Mark: Y (yes, solid), S (sometimes), or N (not yet). S and N aren't failures — they're this summer's play list.

01	Says the counting sequence to 10 without skips	☐	Y	☐	S	☐	N
02	Says the sequence to 20 (teens in order is genuinely hard)	☐	Y	☐	S	☐	N
03	Counts 5 objects touching one per number said	☐	Y	☐	S	☐	N
04	Counts 8–10 objects without double-counting	☐	Y	☐	S	☐	N
05	After counting, answers “how many?” without recounting	☐	Y	☐	S	☐	N
06	Recognizes 2 or 3 things at a glance, no counting	☐	Y	☐	S	☐	N
07	Recognizes 4 or 5 in a dice pattern at a glance	☐	Y	☐	S	☐	N
08	Tells which of two small groups has more	☐	Y	☐	S	☐	N
09	Tells which has fewer (harder — the word flips)	☐	Y	☐	S	☐	N
10	Recognizes some written numerals (their age! a 3!)	☐	Y	☐	S	☐	N
11	Counts out exactly N when asked (“give me 4 crackers”)	☐	Y	☐	S	☐	N
12	Knows what number comes after 5, after 8	☐	Y	☐	S	☐	N
13	Continues a simple pattern (clap-stomp-clap-stomp...)	☐	Y	☐	S	☐	N
14	Names circle, square, triangle in the wild	☐	Y	☐	S	☐	N
15	Compares length or size (“that one's longer”) and is right	☐	Y	☐	S	☐	N

ITEMS 3–5 ARE THE HEART. COUNTING TO 100 YET RECOUNTING FOR “HOW MANY?” IS NORMAL — AND PLAY FIXES IT.

Subitizing cards

Cut along the lines. Flash a card for one second – “how many?” No counting time allowed; that's the game. Start with 1–3, add the rest when those are instant.



DICE PATTERNS ON PURPOSE – THE ARRANGEMENTS THEY'LL SEE IN A DECADE OF BOARD GAMES.

Count. Write the number.

Point to each one while counting — touching counts as math at this age. Writing the numeral is a bonus, not the point.

1



2



3



4



5



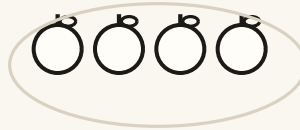
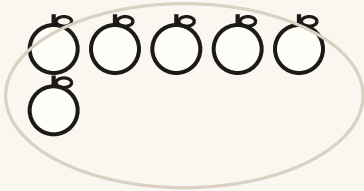
6



Circle the group with MORE.

Rows 4 and 5 flip: circle FEWER. Read each row's word together first — the flip is half the lesson.

1



2



3



4



FEWER

5



FEWER

Trace, then try: 0 through 9

0		1		2		3		4	
5		6		7		8		9	

KEYS & NOTES

Page 4 counts: 1) 6 · 2) 3 · 3) 7 · 4) 8 · 5) 6 · 6) 5

Page 5 answers: 1) LEFT · 2) LEFT · 3) RIGHT · 4) LEFT · 5) LEFT

Page 3 cards: 1, 2, 3, 3, 4, 4, 5, 5, 6 – in dice arrangement.

Checklist scoring: mostly Y = ready and then some. A spread of S = exactly where most pre-K kids live in July; play the games. Mostly N with a fall birthday = also normal – revisit in a month before drawing any conclusions. Ranges here are wide and forgiving.

20/20 COUNTABLE ITEMS MACHINE-VERIFIED • TRACING & CHECKLIST ARE OBSERVATION, NOT SCORED