

## Pre-Kindergarten Objectives

### Self Help Objectives

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#### Eating

- Eats with a spoon and fork
- Serves food to himself/herself with utensils
- Pours a drink from a pitcher

#### Dressing

- Buttons a shirt without assistance
- Puts on shoes
- Ties shoelaces

#### Grooming

- Washes hands
- Uses a tissue to wipe her/his nose
- Washes face

#### Toileting

- Uses bathroom without assistance
- Maintains regular bladder control
- Maintains regular bowel control

#### Independence

- Gets things for her/himself
- Picks up after her/himself
- Knows her/his last name
- Knows her/his address
- Knows her/his phone number

### *Ways you can help at home:*

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- Encourage a clean-up routine after play times
- Ask your child to help set the table before dinner
- Encourage your child to help choose their clothes
- Encourage your child to begin getting some snack items or play items on their own
- Encourage your child to identify when they need to go to the bathroom
- Practice with your child remembering their full name

## Personal and Social Development Objectives

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### **Knowledge of Self and Others**

- Identifies family members and relationships
- Talks about family routines
- Knows that he/she should not talk to strangers
- Infers how another feels from his/her facial expression

### **Resolving Conflicts**

- Suggests that sharing or taking turns may resolve a dispute
- Uses several negotiation strategies, with prompts
- Continues problem-solving until a solution is agreed upon by all
- Seeks adult intervention when being bothered by another child

### **Self-Regulation of Emotions/Behaviors**

- Comforts self by engaging in calm activities, most of the time
- Chooses how to express feelings appropriately
- Labels own feelings consistently with displayed behaviors

### **Making and Maintaining Friends**

- Expresses supportive feelings
- Respects the rights of others
- Plays with other children regularly
- Interacts with others positively

### **Initiating and Maintaining Learning**

- Maintains interest in an activity for an appropriate period of time
- Completes a self-selected task
- Corrects his/her own mistakes, some of the time
- Asks questions that extend his/her own understanding

### **Following Directions and Routines**

- Follows established rules in the classroom
- Initiates purposeful activities during free-choice time
- Follows step-by-step directions
- Follows safety rules
- Follows rules for a game

### **Self Esteem**

- Responds positively to compliments
- Feels good about his/her gender
- Says positive things about him/herself

### ***Ways you can help at home:***

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- Look through, or create, photo albums with your child and talk about the members of your family
- Use “I” statements at home (i.e. “I feel angry when you don’t listen to my words” “I feel happy when you help out at dinner time”)
- Encourage your child to try a variety of calming methods when upset (i.e. deep breathing, listening to music, drawing or painting)
- Ask your child about their day: what activities were their favorites, with whom did they play
- Encourage your child to feel pride in their own successes

## Math Objectives

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### Number Sense

- Arranges sets of concrete objects in one-to-one correspondence
- Counts by ones to ten or higher
- Counts concrete objects to five or higher
- Awareness of addition and subtraction using manipulatives
- Shows an understanding of halves
- Estimates which of several groups has the most
- Measurement
- Begins to understand the value of money
- Begins to understand how to tell time
- Identifies the order of daily routines
- Estimates and measures length using nonstandard units of measurement
- Uses a familiar measuring device

### Geometry

- Identifies familiar shapes
- Begins to identify shapes with their names
- Begins to use words to indicate where things are in space i.e. above, below, beside, inside)
- Follows directions using positional words (i.e. above, below, beside)
- Identifies shapes representing common objects

### Understanding Logical Relationships

- Imitates Pattern sounds (i.e. stomp, clap, stomp, clap)
- Recognizes and reproduces simple visual patterns
- Matches objects to an example
- Sorts objects into groups by color, shape, and size
- Identifies shorter and taller in a group
- Places an object in its proper position in a group
- Explains the information represented on a simple graph

### ***Ways you can help at home:***

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- Find objects to practice counting at home (i.e. count the appropriate number of silverware to set the table)
- Play number guessing games (ask your child what number you are thinking of between 5 and 10) Expand the range of numbers as your child is ready.
- Add geometric shapes into your artwork when you create art with your child
- Cook, bake, and measure with your child
- Play dominoes and notice the patterns as you play
- Read to your child daily, and count objects, notice shapes, or patterns in books
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## Creative Arts Objectives

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### **Art**

- Uses a variety of materials to create original work
- Begins to use art as a form of self-expression
- Begins to identify characteristics of art such as texture, shape, form, color
- Builds sensory development through hands-on projects
- Uses various tools to create art
- Works cooperatively with other children on art projects
- Creates 3-dimensional projects
- Draws representations of human and animal figures
- Experiments with art materials to see what will happen
- Selects own materials for a self-initiated project
- Describes own projects to others
- Shows skills in painting, cutting and pasting

### **Music and Movement**

- Uses creativity in movement and dance
- Talks about the kinds of music he/she enjoys
- Sings or hums familiar tunes
- Matches the type of sound to a particular instrument
- Shows an interest in using musical instruments to produce sound
- Uses movement to express what is being felt/heard in songs
- Uses instruments to express feelings

### **Dramatic Play**

- Shows interest in dramatic play
- Acts out real or make-believe characters during dramatic play
- Expresses feelings through dramatic play
- Begins to create or re-create stories or experiences through drama
- Begins to engage in dramatic play with others
- Practices “working out” new situations

### ***Ways you can help at home:***

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- Encourage your child to create art at home using a variety of materials
- Talk about color with your child and identify colors at home, or outside in nature
- Talk about pattern with your child and notice pattern in clothes, fabric, etc
- Encourage your child to find objects outside that might make interesting additions to their artwork (i.e. leaves, bark, pinecones) Talk about the texture of those objects
- Play music, sing and dance with your child
- Play rhythmic games together (i.e. copy a clapping pattern, make a rhythm with your feet, or with household items)
- Read to your child daily, and notice the illustrations in the books that you read.

## Language and Literacy Objectives

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### Listening and Communication

- Listens with increasing attention
- Listens for different purposes (i.e. to hear a story, to receive instructions, to communicate)
- Uses language for a variety of purposes (i.e. expressing needs and interests)
- Understands and follows oral directions
- Enjoys listening and responding to books
- Converses with adults and peers
- Listens and shows understanding through gestures, actions, and/or language
- Shows a steady increase in listening and speaking vocabulary
- Takes part in classroom discussions

### Print Awareness

- Recognizes that sentences and books read left to right
- Recognizes where sentences begin and end
- Identifies most letter shapes and names
- Knows meaning comes from print

### Phonemic Awareness

- Experiments with new sounds
- Perceives differences between similar sounding words (i.e. coat, throat; three, free)
- Participates in rhyming games and identifies rhyming sounds
- Shows awareness that letters hold individual speech sounds

### Beginning Writing

- Traces simple curved and straight line figures
- Identifies and writes letters in name
- Identifies and writes most letters
- Writes using some complete words
- Draws a story with a beginning/middle/end
- Draws a pictures to express feelings or communicate a message

### Beginning Reading/Cognitive Skills

- Recognizes beginning consonant sounds most of the time
- Re-tells a story by looking at the pictures or from memory
- Asks questions and makes comments and predictions about story events
- Shows interest in a variety of books

### ***Ways you can help at home:***

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- Play with magnetic or building-block letters at home. Identify letter names with your child
- Play rhyming and word games (I Spy)
- Read business and road signs as you are driving
- Provide paper and writing materials for daily use
- Encourage your child to illustrate a story of their own. Help to add the words.

## Perceptual-Motor Development Objectives

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### **Balance**

- Stands on either foot for five seconds with arms out at sides
- Walks backwards heel-to-toe for six feet with arms out at sides

### **Body Control**

- Can coordinate arms and legs to do five jumping jacks
- Touches three objects placed in a zigzag pattern while running twenty-five feet
- Jumps vertically six inches from a standing position
- Hops in place four times on one foot
- Makes peddling movements
- Jumps backwards without losing balance
- Skips forward at least

### **Object Control**

- Uses one hand to throw a ball to a person some distance away
- Kicks a ball forward six feet
- Catches a ball with both hands
- Uses a bat to hit a large ball that has been thrown underhand
- Dribbles a large ball three times with both hands

### **Fine Motor Control**

- Uses scissors to cut out a shape
- Holds a pencil or crayon correctly
- Puts three or more beads on a string
- Copies a square from an example
- Copies a diamond from an example

### ***Ways you can help at home:***

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- Encourage active play outside (i.e. ride bikes with your child, run, play soccer)
- Visit the park, hike, go to the playground, swim
- Play catch with your child using balls of different sizes or beanbags
- Encourage your child to imitate animal movements (i.e. gallop, hop, crawl)
- Encourage an active interest your child may have (i.e. dancing, swimming, soccer)

## Nature and Science Objectives

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### Using Scientific Concepts

- Uses his/her senses to learn about the natural and physical world
- Attempts to learn about objects by taking them apart and rebuilding
- Sorts objects into living and non-living categories
- Talks about characteristics of living things
- Groups objects by physical characteristics
- Observes and describes life cycle changes in plants
- Observes and describes changes in him or herself over time
- Observes and describes changes in weather and temperature
- Distinguishes plants from animals
- Refers to body parts
- Talks about patterns in the physical world
- Classifies animals by the way they move, or where they live

### Applying the Skills of Science

- Predicts that it is likely to rain when dark clouds come
- Predicts that a rolling object will move faster than a sliding object
- Predicts which way a scale will tip when weight is added to one side
- Predicts which way an object will move when acted upon directly
- Collects, measures, and organizes data through various methods
- Repeats a procedure several times to confirm outcomes/patterns
- Uses more than one approach to answer a question
- Describes and shares observations and ideas with others
- Asks “Why?” questions to learn more
- Asks “What will happen if?” questions to help predict future outcomes
- Uses “If...then” statements to form a question or hypothesis

### ***Ways you can help at home:***

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- Sort objects from home or outside by color, shape, size, or other characteristics
- Identify living and non-living things on a walk
- Keep a record of the daily weather on a calendar with your child
- Visit the zoo, aquarium, botanical garden, or other public area and discuss characteristics of things you see (i.e. are they alike or different, living or non-living, plant or animal, what is their life cycle, habitat, food choice?)
- Encourage your child to help figure out how to answer his/her own questions when they are asked. (i.e. “That’s a great question. How do you think we can find out the answer?”)

## Computer Literacy Objectives

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### **Apply the Skills of Technology**

- Can turn on the power to a computer with adult supervision
- Types random letters on a computer keyboard
- Uses a mouse or other device to point to images on the computer screen
- Follows pictorial menu commands to run a software program
- Follows voice directions given in an educational software program
- Uses a graphics program to draw pictures on a computer screen, with assistance

### **Understand the Nature of Technology**

- Uses the word computer to refer to a computer
- Watches with interest someone operating a computer

### ***Ways you can help at home:***

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- Use the computer together, and learn how to use new educational software
- Encourage your child to try different educational computer programs, with assistance

## Social Studies Objectives

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### Geography

- Identifies the globe as a representation of our planet
- Identifies maps and ways they are used
- Locates specific areas of the school
- Describes physical characteristics of home, the classroom, and basic land forms (i.e. mountains, volcanoes, cliffs)

### Civics

- Participates actively in discussions
- Exhibits traits of good citizenship in the classroom
- Understands the need for rules and fairness

### History and Culture

- Identifies relationships of human culture such as family relationships, community relationships, and child's own role in the family and community
- Investigates and describes different historical figures important to American history and holidays (i.e. Martin Luther King Jr. and Abraham Lincoln)
- Investigates and describes different cultural holidays around the world

### *Ways you can help at home:*

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- Look through photo albums and talk about past and present members of your family together
- Discuss the rules of your family, and the reasons for those rules
- Make your child aware of your own family traditions (i.e. holidays, birthdays, or other family or cultural traditions)
- Give your child simple chores to help him/her feel a direct contribution to, and responsibility for, the family
- Look at maps together. If someone in the family is going on a trip, plot out on the map where that person is going and how far they will be traveling
- Talk about the methods of travel for your family (i.e. airplanes, cars, busses)

# Pre-K News

*Sample*

**This week we are learning about...**

## The Solar System

This week students will learn all about our solar system. Students will make solar system mobiles, discover the nine planets, learn about the properties of stars, and explore the Milky Way Galaxy.

Additionally, students will start their monthly writing journal in which they will continue to work on their writing skills as well as drawing and coloring skills.

In honor of the upcoming art show students will also learn about the famous artist, Picasso. We will spend the week discovering his life story and examining his artwork. Students will create several pieces of art that will be displayed at the Art Show on Saturday, May 24 from 9am-11am.

**Last week we learned about...**

## The Earth

Students discovered how to keep the Earth healthy and clean through a variety of different science experiments. Students learned why clouds create rain, what happens to garbage, the importance of recycling.

**Reduce, Reuse, Recycle**



**Here are a few reminders and/or special dates:**

- Come Celebrate Mother's Day with us on Friday, May 9 from 9am to 10am. Enjoy a light breakfast with your student and spend some quality time with them in the classroom. Hope to see you there!





<b>Pre-K Sample Lesson Plan</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Circle Time</b>	<b>Circle Time</b>	<b>Circle Time</b>	<b>Circle Time</b>	<b>Circle Time</b>
Calendar Weather Days of the Week Months of the Year Alphabet  <b>Nursery Rhyme:</b> Hey Diddle Diddle  <b>Word Family:</b> -le	Calendar Weather Days of the Week Months of the Year Alphabet  <b>Nursery Rhyme:</b> Hey Diddle Diddle  <b>Discussion Topic:</b> -le	Calendar Weather Days of the Week Months of the Year Alphabet  <b>Nursery Rhyme:</b> Hey Diddle Diddle  <b>Discussion Topic:</b> -le	Calendar Weather Days of the Week Months of the Year Alphabet  <b>Nursery Rhyme:</b> Hey Diddle Diddle  <b>Discussion Topic:</b> -le	Calendar Weather Days of the Week Months of the Year Alphabet  <b>Nursery Rhyme:</b> Hey Diddle Diddle  <b>Discussion Topic:</b> -le
<b>Projects/Centers</b>	<b>Projects/Centers</b>	<b>Projects/Centers</b>	<b>Projects/Centers</b>	<b>Projects/Centers</b>
<b>Oral Language:</b> ABC's  <b>Journal Write:</b> Weekend Activities  <b>Math:</b> Addition and Subtraction Concepts  <b>Science:</b> Our Solar System  <b>Creativity:</b> Picasso Portraits	<b>Oral Language:</b> ABC's  <b>Journal Write:</b> The Nine Planets  <b>Math:</b> Addition and Subtraction Assessment  <b>Science:</b> The Nine Planets  <b>Creativity:</b> Picasso Portraits	<b>Oral Language:</b> ABC's  <b>Journal Write:</b> The Solar System  <b>Math:</b> Addition and Subtraction Small Group Project  <b>Science:</b> Our Sun  <b>Creativity:</b> Picasso Portraits	<b>Oral Language:</b> ABC's  <b>Journal Write:</b> My favorite Planet  <b>Math:</b> Addition and Subtraction Investigation  <b>Science:</b> Twinkle, Twinkle, Little Star  <b>Creativity:</b> Picasso Portraits	<b>Oral Language:</b> ABC's  <b>Journal Write:</b> What I learned this week  <b>Math:</b> Addition and Subtraction Word Problems  <b>Creativity:</b> Picasso Portraits

## Pre-Kindergarten Daily Schedule

7:45	Free Choice Centers
8:45	Morning Snack
9:15	Morning Circle
9:30	Structured Learning: <ul style="list-style-type: none"><li>• Writing</li><li>• Oral Language</li><li>• Reading</li></ul>
10:30	Specialist <ul style="list-style-type: none"><li>• Music</li><li>• Art</li></ul>
11:00	Recess
11:30	Lunch
12:00	Nap Time
2:15	Afternoon Snack
2:30	Structured Learning: <ul style="list-style-type: none"><li>• Math</li><li>• Science</li><li>• Creativity</li></ul>
3:15	Free Choice Centers
3:50	Story Time
4:00	Recess
5:00	Story Time
5:30	Late Afternoon Snack
6:00	Goodbye Friends