

## 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, with assistance

### Dressing

- Buttons a shirt, with assistance
- Puts on shoes
- Fastens clothing with Velcro

### Grooming

- Washes hands
- Washes face

### Toileting

- Uses bathroom
- Maintains regular bladder control
- Maintains regular bowel control

### Independence

- Gets things for her/himself
- Knows her/his first name

## *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**

- Develops a sense of personal space

### **Resolving Conflicts**

- Begins to share and cooperate with others in group activities
- Begins to respect other people's space and belongings

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

- Begins to be responsible for individual behavior and actions
- Begins to show greater ability to control intense feelings (i.e. anger)

### **Making and Maintaining Friends**

- Begins to develop friendships with others
- Initiating and Maintaining Learning

### **Expresses interest in self-direction learning**

- Following Directions and Routines
- Begins to show self control by following classroom rules

### **Self Esteem**

- Begins to express thoughts, feelings, and ideas through language, gestures and actions
- Says positive things about him/herself

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

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- Talk with your child about your own personal space, and their personal space. Let them know that it is okay to need space for a little while
- Draw pictures for family members with your child and mail them
- 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, playing basketball)
- 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

### Measurement

- Begins to use tools to imitate measuring
- Begins to understand the order and sequence of events in a day
- Begins to understand that some days are school days and some days are home days, and begins to name those days

### Geometry

- Begins to recognize shapes and identify them with their names
- Puts together puzzles of increasing complexity

### Understanding Logical Relationships

- Imitates Pattern sounds (i.e. stomp, clap, stomp, clap)
- Recognizes and reproduces simple visual patterns
- Matches objects that are alike
- Sorts objects into groups by color, shape, and size
- Begins to use words that indicate where things are in space (i.e. beside, inside, above, below)

### *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)
- Count objects you see as you are driving or walking (i.e. blue cars, dogs on leashes, bicycles)
- 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.
- As you start your day, talk about what events will happen (i.e. special classes they will be attending, whether it is a home day or a school day)
- Add geometric shapes into your artwork when you create art with your child
- Talk about length, size, and height of objects you observe
- Create patterns with the things around you (i.e. arrange clothing in a color pattern, plant flowers in a pattern outside)
- Play dominoes and notice the patterns as you play
- Read to your child daily, and count objects, notice shapes, or patterns in the books

## 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
- Begins to select own materials for a self-initiated project
- Begins to describe own projects to others
- Shows skill in painting, cutting and pasting

### **Music and Movement**

- Uses creativity in movement and dance
- 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
- Expresses feelings through movement

### **Dramatic Play**

- Shows interest in participating in a variety of dramatic play activities
- Acts out a real or make-believe character during dramatic play
- Begins to create and re-create stories or experiences through dramatic expression
- Begins to engage in dramatic play with others

### ***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. 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. Talk about how the illustrations are different or the same in a variety of books

## 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 simple 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
- Borrows and extends words to create meaning

### Print Awareness

- Identifies ten or more printed alphabet letters
- Understands that print carries meaning by recognizing labels/signs
- Understands that letters are different from numbers

### Phonemic Awareness

- Experiments with new sounds
- Begins to identify rhymes and rhyming sounds in familiar words
- Participates in rhyming games and repeats rhyming songs and poems
- Begins to notice beginning letters in familiar words

### Beginning Writing

- Begins to trace simple curved and straight line figures
- Begins to identify and write letters in name
- Begins to tell about a picture he/she has drawn, or a picture in a story

### Beginning Reading/Cognitive Skills

- Begins to re-tell a story by looking at the pictures or from memory
- Makes comments about story events or pictures
- Shares books and pretends to read with peers
- 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
- Encourage your child to draw pictures of family members or real events; mail them to your family members
- Let your child see you reading regularly
- Talk about the sounds that letters make and play letter-sound games (think of as many words as possible that begin with a “W” sound)

## 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
- Climbs on a jungle gym
- Hops in place four times on one foot
- Jumps backwards

### **Object Control**

- Throws a ball
- Kicks a ball forward six feet
- Catches a ball

### **Fine Motor Control**

- Holds a pencil or crayon and begins to trace lines or copy shapes
- Uses scissors to cut paper
- Puts three or more beads on a string
- Opens a door by turning the knob
- Copies a square from an example

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

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- Encourage active play outside (i.e. running, climbing on the play equipment at the park)
- Visit the park, hike, go to the playground, swim
- Play catch with your child using large balls or beanbags
- Encourage your child to imitate animal movements (i.e. gallop, hop, crawl)
- Provide materials for fine motor practice daily (i.e. crayons, pencils, tracing materials, child-safe scissors)

## Nature and Science Objectives

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### Using Scientific Concepts

- Uses his/her senses to learn about the natural and physical world
- Tells what an animal is doing
- Observes the type of shelter used by familiar animals
- Sorts objects into living and non-living categories
- Refers to familiar animals by name
- Groups objects by physical characteristics
- Says whether it is hot or cold outside
- Distinguishes plants from animals
- Distinguishes between wild and domestic animals
- Distinguishes between land animals and aquatic animals
- Refers to body parts

### Applying the Skills of Science

- Predicts that a bird or small animal will move away if one moves toward it
- Predicts that a ball thrown into the air will come back down
- Collects, measures, and organizes data through various methods
- Learns how to share observations and ideas with others

### ***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, park, or other public area and discuss the animals and plants you observe
- Check out children's non-fiction books from the library, especially on topics that interest your child (i.e. dinosaurs, volcanoes, animals, the sea)

## 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

### **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. holiday traditions, birthdays, or other cultural or family traditions)
- Give your child simple chores to help him/her feel a direct contribution to, and responsibility in, 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)

# Young Preschool News

*Sample*

## What we learned this week.....

This week we learned all about plants and flowers. We planted our own plants on Monday and watched them everyday for some growth. The preschoolers are waiting patiently for our caterpillars to arrive. Additionally, we finished our puzzle last week, so we had a pizza/ movie party on Friday. It was great!

## What we will be learning this week....

Next week we will focus our lessons on Farms. We will be discussing the different types of farms and what kinds of animals can be found on farms. We will also continue to work on Art school projects since it is a month a way.

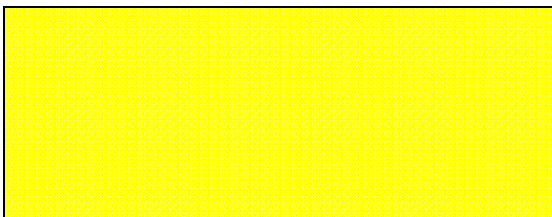
## Sharing this week:

**Richard**  
**Allison**  
**Gabe**

Please bring sharing in on Wednesday or Thursday.

## Upcoming Events:

Parents Night Out – May 3  
Mother's Day Tea – May 9  
Art School --- May 24  
Memorial Day (no school) – May 26





Class: Young Preschool				
Theme(s): Sample				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Circle Time</b>	<b>Circle Time</b>	<b>Circle Time</b>	<b>Circle Time</b>	<b>Circle Time</b>
Hello Song Pledge of Allegiance Calendar Weather ABC's	Hello Song Pledge of Allegiance Calendar Weather ABC's	Hello Song Pledge of Allegiance Calendar Weather ABC's	Hello Song Pledge of Allegiance Calendar Weather ABC's	Hello Song Pledge of Allegiance Calendar Weather ABC's
<b>Projects/Centers</b>	<b>Projects/Centers</b>	<b>Projects/Centers</b>	<b>Projects/Centers</b>	<b>Projects/Centers</b>
<b>Language Center:</b> Read: To Market, To Market Sing: Ho Down <b>Math Center:</b> Animal Match <b>Science Center:</b> Egg Science <b>Art Center:</b> Mable Cow	<b>Language Center:</b> Read: Big Red Barn Sing: Farm Sounds Mother's Day present <b>Math Center:</b> Who's Nest? Counting game <b>Science Center:</b> Feathers and listen to sounds on a farm <b>Art Center:</b> Art Show	<b>Language Center:</b> Read: Mr. Brown Can Moo, Can you? Sing: Five Little Pigs Mother's Day Present C is for Cat <b>Math Center:</b> Chick Sequencing Cards <b>Science Center:</b> What Do Farmers Do? <b>Art Center:</b> Piggy Toes	<b>Language Center:</b> Read: I like Me Sing: Animals on the farm Farm story C is for Chicken <b>Math Center:</b> Dozen Eggs – Counting a Dozen <b>Science Center:</b> Hay <b>Art Center:</b> Art Show	<b>Language Center:</b> Read: Chicken Little Sing: High-ho the dairy-oh C is for Cow <b>Math Center:</b> What is your favorite farm animal? --Graphing <b>Science Center:</b> Planting Corn <b>Art Center:</b> Stick Horse

### Skills & Objectives

- Understand and explore farms
- Identify what a farmer does
- Identify different animals found on a farm
- Beginning ability to associate verbally counted numbers with objects using one-to-one correspondence
- Beginning ability to recognize the symbols that go with the numbers
- Beginning ability to name letters, and recognize their symbols
- Ability to identify weather visually, and to decide if the conditions outside will be warm, cold, wet, etc.
- Ability to participate in group songs and stories
- Ability to be adventurous, and try different sensory experiences
- Practice taking turns when rotating through centers
- Fine motor practice driving in paint, shaving cream, gluing, etc

## Young Preschool Schedule

6-8:00 am	Free play with table toys and Breakfast
8:00 am	Potty work
8:30 am	Snack
9:00 am	Specialist Classes
9:30 am	Outside play
10:00am	Potty Work
10:15 - 10:30 am	Circle Time
10:30 am	Structured Learning Time/ Centers
11:00 am	Potty work
11:15 am	Lunch
12-2 pm	Naptime/Quiet Time
2:00 pm	Potty work
2:15pm	Snack Time/ Table Toys
2:30 pm	Circle Time
3:00 pm	Outside
3:30 pm	Potty Work
3:45 pm	Structured Learning Time/ Art
4:15 pm	Open Center Time
5:00 pm	Late Snack
5:15 pm	Free choice

Please note that the schedule can change.