

# Social / Emotional Development

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

### Sense of Self

**Children will begin to identify who they are as a person and develop competence and confidence in their own unique abilities.**

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| <ul style="list-style-type: none"> <li>• Uses name of self and others</li> <li>• Explores everything</li> <li>• Plays alone or alongside others, sometimes copying others or following their suggestions.</li> <li>• Engages in make-believe play, imitating adult roles, responsibilities, and phenomena in their lives</li> </ul> | <ul style="list-style-type: none"> <li>• Still plays alongside others, but beginning to play cooperatively</li> <li>• “being friends” is increasingly important</li> <li>• Begins to willingly take turns, offer help, comfort, or objects to others</li> <li>• Uses increasingly complex dramatic play to clarify roles and relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Uses complex, planned dramatic play, involving many children</li> <li>• Cooperates most of the time in group play and work time</li> <li>• Experiments with wide variety of materials to find new ways to utilize and combine them</li> </ul> |
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Listen to child at their eye level; use children’s names; provide opportunities to recognize their names and the names of their peers; provide individual space for each child; encourage and establish environment that promote independence; provide open-ended materials and activities that challenge and provide the adult support that leads to success; acknowledge accomplishments or contributions using specific and/or descriptive words (avoid the “good job” words!); engage in genuine conversations with each child; respect and accept each child and their uniqueness.

### Self-Regulation

**Children will learn to identify and express their feelings in non-hurtful ways, recognize the impact their behavior has on others, and be able to practice self-control.**

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| <ul style="list-style-type: none"> <li>• Makes attempts to self-regulate behavior</li> <li>• Expresses intense feelings such as affection or joy</li> <li>• Verbalizes awareness of feelings of others</li> <li>• Begins to see benefits of cooperation</li> <li>• Asserts own needs and wants and beginning to negotiate conflict with peers</li> </ul> | <ul style="list-style-type: none"> <li>• Verbalizes own interpretations of cause and effect when solving problems</li> <li>• Works hard to use language to express feelings, negotiate and resolve disagreements, with adult help</li> <li>• Beginning to comprehend there are consequences to one’s actions</li> </ul> | <ul style="list-style-type: none"> <li>• Uses language to express feelings, negotiate, and resolve disagreements with minimal adult intervention</li> <li>• Beginning to comprehend consequences of other’s behavior as well as own.</li> </ul> |
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Use positive guidance statements to help children understand what they “should do” rather than can’t; help label a child’s feelings; role-model / provide words or short sentences for children to practice in conflict situations; actively teach and encourage problem solving skills; give children opportunities to create classroom “rules”; offer safe choices and allow child to experience natural consequences within safe limits (child is cold after choosing to carry coat rather than wear it); model empathy and help children see links between non-verbal communications and feeling words. Demonstrate how to use words instead of force to resolve conflicts—again and again. Model words to use.

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### Relationships

**Children will develop relationships with their peers and other adults. They will begin to recognize social cues and become sensitive to other's feelings.**

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| <ul style="list-style-type: none"> <li>• Exhibits satisfaction in presence of familiar adults</li> <li>• Enjoys playing near and with other children</li> <li>• Enjoys small-group activities</li> <li>• Becoming comfortable separating from familiar adults</li> <li>• May sense another's feelings and show empathy</li> </ul> | <ul style="list-style-type: none"> <li>• Over time, shows comfort with new people and situations</li> <li>• Begins to generate ideas and suggestions, and makes plans and predictions when asked</li> </ul> | <ul style="list-style-type: none"> <li>• Can sense another person's feelings and has some ideas about how to help others</li> <li>• Plays with "best friends" extensively</li> </ul> |
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Promote a sense of community within the classroom; develop routines / provide support for easing separation between the child and their family members; facilitate children joining in with other children's play; provide enough materials for sharing; develop routines that establish times when children learn or can get help from each other; provide ample time in schedule for unstructured play time, using adult facilitation as necessary.

### Social Environment

**Children will follow routines with increasing independence and handle changes in routines without distress. Children will begin to follow rules and take responsibility for their behavior.**

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| <ul style="list-style-type: none"> <li>• Achieves some independence with routine tasks such as dressing self, using bathroom and cleaning up after playing or eating</li> <li>• Can anticipate recurring events</li> <li>• Begins to see benefits of cooperation</li> <li>• Recognizes rules and the consequence for not following rules</li> </ul> | <ul style="list-style-type: none"> <li>• Manages routines such as dressing self, using the bathroom, and cleaning up after play and meals—often independently</li> <li>• Can connect new experiences to past experiences</li> <li>• Makes choices about behaviors and activities when presented with alternatives</li> </ul> | <ul style="list-style-type: none"> <li>• Manages routines like dressing using the bathroom and cleaning up mostly independent</li> <li>• Uses relevant time sequence terms (first/last, morning/night etc.)</li> <li>• Retell a story or event in sequential order.</li> <li>• Follows rules while playing games and remind others of the rules</li> </ul> |
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Provide clear, consistent rules to increase self-direction and control; develop appropriate daily schedule and well managed transition times; provide written and visual cues for daily schedule; involve children in classroom management (daily job chart, rule making); state rules in manner that promotes positive thinking (quiet voices vs. no yelling); balance time in child-directed and adult-directed activities; provide opportunities for choice-making. Encourage children to identify consequences of their behavior.

# Mathematics and Numeracy

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

### Numeracy Relationships

Children develop the ability to think and work with numbers easily and to understand their uses in everyday experiences.

- Can count to 10
- Can distinguish between more/less, bigger/smaller, etc

- Counts series of objects in a group and tells the number

- Uses the names for numbers
- Attaches meaning to visual/verbal uses of numbers (addresses, etc)
- Recognize and match number symbols with appropriate amounts

Offer hands-on opportunities to watch, play and interact with others to learn number vocabulary; use variety of strategies like questioning, commenting, counting to prompt children to think about quantity and number words; count real things; provide daily experiences for children to count as opportunities naturally arise; provide number objects in environment such as clocks, timers, calendars, and thermometers; model "adding to" and taking away" of objects in everyday context.

### Classification and Comparison

Children verbalize mathematical skills by counting, sorting, and comparing objects in everyday experiences

- Matches identical items and pictures
- Sorts objects into simple categories
- Counts objects, but does not yet have one-to-one correspondence

- Groups objects using 2 or more attributes (e.g; by size and color)
- Counts objects with emerging one-to-one correspondence

- Groups items into higher order categories and classes of objects
- Counts objects, refers to quantity of items in talking about them, often with one-to-one correspondence

Use words that describe and classify characteristics of items; engage in conversations about numbers and comparisons; provide opportunities for child to create and share groupings from variety of materials; provide opportunities for sorting by common characteristics; provide variety of objects and situations for working with 1:1 relationships; provide opportunities for child to guess amount or size of something to gain understanding of concepts like more, less, bigger, and smaller.

### Pattern Recognition and Reproduction

Children learn to identify and describe patterns, and develop ability to reproduce patterns they see and create new ones.

- Recognize and describe routine patterns in the day
- Recognize simple patterns of concrete objects

- Predict what comes next when simple patterns are extended

- Reproduce simple patterns of concrete objects
- Reproduce patterns of sounds and movements (clap, stomp, clap)

Provide environment that is rich in shapes, sizes, colors, and textures; help recognize patterns in the environment; encourage child to create, identify and describe patterns in songs, activities, etc.; provide opportunities for children to create own patterns for others to follow; help children recognize and describe sequences in nature, daily routines, and stories.

# Mathematics and Numeracy

## Goals

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### Geometric Shapes / Directional Words

Children build foundation for recognizing and describing shapes, develop spatial reasoning and use directional words within their physical environment

- Recognizes familiar shapes like circle, square, triangle
- Understands some positional words

- Recognizes larger number of shapes, including rectangle, diamond, oval
- Uses some positional words (e.g. under, over, on)

- Recognizes geometric shapes in the environment
- Uses positional words to indicate where things are in space
- Understands space and size relationships / how figures are composed of different shapes

Provide materials in variety of shapes and sizes for children to interact with; provide opportunities / variety of materials to create/represent shapes blocks, paper, stencils, playdoh, etc.; provide physical and verbal opportunities for children to demonstrate understanding of directional words

### Measurement Relationships

Children begin to use measurement instruments to explore and discover characteristics of length, quantity, volume, distance, weight, area, and time in real life experiences

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- Uses measurement words (longer, shorter, heavier, etc) to describe real life activities
- Uses tools (rulers, measuring tapes, scales) in increasingly appropriate ways
- Recognizes time as sequence of events that relates to daily life

Provide opportunities to experiment with measuring (pouring juice for snack, making muffins); practice measuring with familiar objects like blocks, paper clips, pieces of string); post charts/posters with measurement language (growth charts, picture graphs); talk about time and sequence during daily activities; talk about general concepts of time (morning, tomorrow); utilize clocks and calendars when discussing events of the day

# Creative Arts – Art

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

### Art Appreciation

**Children will begin to express personal interests, ideas, and feelings through art and begin to share opinions about the artistic experiences.**

- Shows pride in creation and production
- May begin to name a person, place, thing, or action in a drawing

- Sometimes names a person, place, thing, or action in a drawing
- Express feelings about art.

- Sometimes names a person, place, thing, or action in a drawing
- Understand differences and preferences as they encounter artwork

Value each child's creative efforts; ask open-ended questions and describe what you see without judgment; demonstrate accepting attitude toward each child's ideas; give recognition by exhibiting each child's work at the child's eye-level; bring works of art into the environment and talk about them, utilizing the language of artists; provide creative experiences that are well planned and executed; provide easily accessible art media and materials

### Art Production and Elements

**Children will begin to use different art media and materials in a variety of ways for creative expression, utilizing symbols as representations in their creative arts efforts.**

- Explores the uses and properties of expressive media (paint, chalk, crayon, pencils, clay, collage materials, etc)
- Attempts to use various tools and art materials to express self through designs, drawings, paintings, or building
- Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination

- Explores a variety of expressive media (paint, chalk, crayon, pencils, clay, collage materials, etc)
- Uses various tools and/or different art media with increasing control to express self through designs, drawings, paintings, or building
- Shows growing skill in making shapes, lines, and colors
- Discovers new uses for familiar materials, such as combining glue and paper to form shapes

- Explores a variety of expressive media with purpose, often with a product in mind (paint, chalk, crayon, pencils, clay, collage materials, etc)
- Regularly uses various tools and/or different art media with control to express self through designs, drawings, paintings, or building
- Developing the growing ability to plan, work independently, and demonstrate care and persistence in variety of art projects

Implement activities that encourage children to plan creations, keeping in mind that artistic expression is affected by child's developmental stage; prevent children from being pressured to "make something" to account for time; focus on the process, not the product; comment on lines, shapes, colors, etc, and leave it to child to talk about what it means to them; provide basic art supplies that include painting materials, drawing materials, pasting materials, and sculpting and molding; provide uninterrupted time to investigate and experience art in their own way; allow children to use materials creatively, instead of in a prescribed way.

# Creative Arts—Music

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

### Music Appreciation and Production

**Children will begin to show enjoyment of music through facial expressions, vocalizations, and various movements, spontaneously and in imitation.**

- Smiles, laughs or verbally expresses enjoyment when music is played
- Responds to music through spontaneous body movements
- Imitates familiar vocalizations or movements
- Spontaneously explores sounds produced by striking a variety of materials (pots and pans, wooden spoons, blocks, etc.)

- Verbally expresses enjoyment when music is played
- Responds to music through rhythmic body movements
- Sings along to familiar songs
- Requests certain songs / finger plays, etc.
- Spontaneously explores sounds produced by striking a variety of materials (pots and pans, wooden spoons, blocks, etc.), often with a friend
- Begins to clap in rhythm
- Follows repetitive patterns of movements

- Hums, sings along or moves body to tunes playing in the environment
- Responds to music through rhythmic, controlled body movements
- Sings favorite songs from memory
- Experiments with words and sounds by rhyming and making up words and song verse
- Produces rhythmic patterns to familiar songs
- Dances, sways/taps toes, jumps, etc to music alone or with others.

Make music an integral part of every day; provide opportunities for children to experience a variety of music media (singing, finger plays, instruments); use a variety of music (classical, jazz, children's music, music from different cultures, etc) during various times of the day; introduce body actions to music; encourage child-created music by using voices, instruments and other sound sources; clap rhythmic patterns to names, poems, etc and invite child to repeat or join in.

### Music Elements

**Children begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments (percussion, wind, and string).**

An area of the curriculum to be added in the future

# Creative Arts – Dramatic Play

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

ELG further information: "Dramatic play is one of the primary ways children learn about life...about actions and consequences, about customs and beliefs, about others and themselves. Dramatic play offers a challenge for children to work together to negotiate their play ideas. It offers opportunity to communicate ideas and feelings." It's role in the pre-school setting cannot be over-emphasized!

### Drama Appreciation and Production

**Children will begin to show appreciation and awareness of drama, creating and directing scenarios based on individual and group life experiences, by arranging environments to bring their drama to life, assuming roles, and directing and accepting direction from others**

- Plays pretend using sounds and words
  - Uses one object to stand for another (broom is the firehose)
  - Imitates real life experiences (preparing a meal, caring for a baby doll)
  - Talks on telephone, imitating language and expression of others
  - Dons costumes and a variety of other clothes
  - Starting to engage in pretend play with others
- Performs simple actions with people or toys
  - Uses a variety of objects to represent other objects in dramatic play
  - Imitates real life experiences (preparing a meal, caring for a baby doll), often times with others who take on assigned roles
  - Dons costumes and a variety of other clothes that correspond with play theme
- Engages in dramatic play easily, cooperating with other children, and showing lots of imagination and interest
  - Is able to make and/or gather props to extend the dramatic play
  - Is able to negotiate roles and plots
  - Uses dolls and other objects to act out ideas, experiences and express feelings

Provide plenty of time for dramatic play to unfold, allowing large areas of the classroom environment for dramatic play when needed; provide props that encourage pretend play and involve children in creating and gathering additional props; participate in and encourage the children's dramatic play, supporting, assisting, and facilitating as necessary; allow for opportunities and materials that reflect a variety of adult roles and that reflect a variety of cultural, family, and ethnic backgrounds; intervening to maintain an anti-bias environment; read or tell stories to stimulate dramatic play

### Drama Elements

**Children will begin to role play stories in books and simple imaginary themes using elements of drama including character, place, theme or idea**

- Uses props or objects in imaginative ways to signify place (using row of chairs to signify bus)
- Plays and replay same situation with more detail or extended events
- Plays for extended periods in in-depth way
- Plays for extended periods in in-depth way
- Plays for extended periods in in-depth way
- Recalls elements of story or situation (sequence of events, characters, settings)
- Uses different voices to portray different characters

Read or tell stories to stimulate dramatic play; use questioning strategies to extend detail or depth in children's dramatic play; suggest additional props to extend play; encourage children to re-enact real life roles and situations (baker, nurse, teacher).

# Language / Communication

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

### Receptive Language

**Children begin to exchange information from what is seen, heard, and experienced. They begin to acquire concepts and language that contribute to learning to communicate**

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| <ul style="list-style-type: none"> <li>• Begins to listen and attend to others</li> <li>• Follows simple one and two step directions</li> <li>• Learns words to simple finger plays, rhymes, and songs, especially those with a lot of repetition and hand motions</li> </ul> | <ul style="list-style-type: none"> <li>• Listens to others and tries to participate in conversation</li> <li>• Follows two and three step directions with cues and help.</li> <li>• Restates multi-step directions</li> <li>• Understands positional words such as in/on, same/different/top/bottom/ over/ under/ etc.</li> <li>• Sit and listen for increasing lengths of time</li> </ul> | <ul style="list-style-type: none"> <li>• Participates actively in conversations, listening attentively and with patience to others' contributions</li> <li>• Can follow multi-step instructions and requests</li> <li>• Understands positional words such as middle, between, etc.</li> <li>• Begin to understand actions and feelings</li> <li>• Asks questions for meaning</li> </ul> |
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Give children ample time and opportunity to interact with peers and adults; talk with children before, during, and after daily routines, activities, and events; provide ample experiences to help children learn to anticipate, participate, and recall what is experienced; provide activities and experiences that reinforce positional concepts; assist and/or facilitate children's efforts in participating in conversations with their peers and other adults

### Expressive Language

**Children begin to use words to help adults and others to understand their needs, ask questions, express feelings and solve problems**

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| <ul style="list-style-type: none"> <li>• Vocabulary increasing steadily, using sentences of a least 3 or 4 words to express wants and needs</li> <li>• Uses words and simple phrases to express some feelings</li> <li>• Expresses emotions with increasing self-control</li> <li>• Can recount events of the day</li> <li>• Can tell a simple story, often focusing only on favorite parts</li> </ul> | <ul style="list-style-type: none"> <li>• Uses communications skills such as turn taking, listening, and staying on topic with increasing competency</li> <li>• Talks to others about personal acquaintances, experiences, and acquisitions in small and large groups</li> <li>• Can retell the basic sequence of a story or event with increasing detail and coherence</li> <li>• Uses pronouns, verb forms, and question forms correctly with increasing frequency</li> </ul> | <ul style="list-style-type: none"> <li>• Uses communications skills such as turn taking, listening, staying on topic, and a modulating tone of voice with increasing competency</li> <li>• Uses complex sentence structure, and has the vocabulary to express most wants, needs, and explanations, without difficulty</li> <li>• Remembers and recites poems, songs, and story and movie sequences, and acts them out</li> </ul> |
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Provide plenty of opportunities for children to communicate their ideas through social interaction and communications with their peers and other adults; model correct language usage and expanded sentence structure (do not "correct" a child's language though); use open-ended questions to encourage child to use greater number of complex words in their response; offer learning centers and large and small group activities that foster language development daily



# Literacy / Reading & Writing

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

### Phonological Awareness

Children start to make connection between sounds and letters and the combinations of letters and sounds that make up words and begin to manipulate syllables and sounds of speech.

- With prompting, can fill in missing words to known songs, rhymes, finger plays
- With adult prompting, can imitate rhyming patterns in songs, rhymes, and finger plays

- Can fill in missing words to know songs, rhymes, finger plays.
- Can imitate rhyming patterns in songs, rhymes, and finger plays
- Identifies pictures or words that rhyme

- Produces words that rhyme
- Identifies beginning sounds of words
- Recognizes the same sounds in different words (ball, bat, bed)
- Plays with sounds by using words starting with same sounds, (tiptoe with Tim through the tulips)
- Can match words or items that begin with same sound

Provide opportunities for experimenting and playing with the sounds words make through songs, rhymes, nonsense words, and music; when reading familiar rhymes, stop before rhyming word and allow child to fill in the rhyme; provide listening center where children can listen to variety of story and sound recordings; draw attention to sounds and syllables of spoken words through rhyming, focusing on beginning sounds of words (alliteration), and segmenting or pulling words apart into syllables and sounds.

### Print Awareness

Children acquire an understanding that print carries a message through symbols, sounds and words.

- Listens to stories read aloud, asks questions
- Is curious about print in the environment
- Holds a book right side up and turns the pages in imitation
- May play at reading by reading the pictures
- Recognize own printed name
- Sing the "alphabet song"

- Listens to stories read aloud, asks questions and makes pertinent comments
- "Reads" some print in the environment (names, letters, signs, labels, logos)
- Plays at reading by reading the pictures
- Is curious about letters, words, and some conventions of print (front-to-back, directionality of books)
- Identify some letters and make some letter-sound matches

- Listens to stories read aloud and discusses plot and characters
- "Reads" print in the environment (many classmates' names, alphabet letters, "exit" and restroom signs, labels, logos)
- Role-plays self as reader, relying heavily on memory, pictures, and/or some word recognition
- Is curious about letters, words, and conventions of print, and may ask how to spell words

Read, read, read, and provide time for children to be part of the story! Provide opportunities for children to become familiar with letter names and sounds (magnetic letters, etc); draw attention to relationship between pictures and words and the DIFFERENCE between them; maintain a comfortable, cozy place where child can look at books or read alone, or with adult or a friend.

# Literacy / Reading & Writing (cont)

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

Further information from ELG: Print development involves much more than learning to form alphabet letters. It involves understanding that print has a purpose, and provides meaning. The writing process begins early in a child's development with their attempts and approximations at writing (often considered "just scribbling" by adults). These early scribbles are an important and vital step in the print development (writing) process.

### Print Development / Writing

**Individual children will become writers at different rates. These stages are; writing using scribble-like markings; writing using individual letter-like marks or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling; and writing using phonetic spelling.**

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| <ul style="list-style-type: none"> <li>• Scribbles with marker or crayon</li> <li>• Plays at writing, and may combine writing and drawing</li> <li>• Moving towards holding crayon or marker in fingers instead of fist</li> <li>• Draws shapes and objects in some relation to each other</li> <li>• Understands that print holds meaning</li> </ul> | <ul style="list-style-type: none"> <li>• Plays at writing using scribbles, random symbols and letters, and some conventional words and names</li> <li>• Holds crayon or marker in fingers instead of fist</li> <li>• Draws combinations of shapes and objects that are recognizable to adults</li> <li>• Draws persons with at least 4 parts</li> <li>• Understands that thoughts and ideas can be written down.</li> <li>• Explains orally ("reads") their writing</li> </ul> | <ul style="list-style-type: none"> <li>• Writes using scribbles, random symbols and letters, and conventional words and names</li> <li>• Draws persons and geometric designs</li> <li>• Prints first name and prints some letters crudely but readable for adults</li> <li>• Draws persons and geometric designs</li> <li>• Exhibit writing conventions such as writing left to right / top to bottom</li> <li>• Begins to mix pictures and print to express ideas</li> </ul> |
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Provide children with a variety of writing materials (crayons, chalk, paint, markers, sand, pencil, etc); integrate writing throughout the entire day and across learning centers; ask the child to "read" their writing; support all attempts at writing; and above all, recognize where each child's writing stage development is and utilize that knowledge to guide future activities.

# Physical Development

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

### Gross Motor

**Children will begin to observe, practice, and demonstrate fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment**

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| <ul style="list-style-type: none"> <li>• Balances on one foot with emerging skill</li> <li>• Walks, runs, turns, and stops well</li> <li>• Walks up and down stairs using alternating feet</li> <li>• Kicks a ball</li> <li>• Jumps forward with both feet</li> <li>• Tiptoes</li> <li>• Jumps with both feet leaving the floor at same time</li> <li>• Throw ball overhand</li> </ul> | <ul style="list-style-type: none"> <li>• Beginning to hop on one foot</li> <li>• Beginning to skip</li> <li>• Walks on balance beam forward and backward</li> <li>• Can balance and climb in many situations</li> <li>• Catches large ball with both hands</li> <li>• Throws ball overhand at least 6 feet.</li> </ul> | <ul style="list-style-type: none"> <li>• Balances, hops, jumps, and climbs well</li> <li>• Skips and runs with agility and speed</li> <li>• Swings a bat at ball on tee</li> </ul> |
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Provide plenty of structured and unstructured opportunities to walk, run, hop, kick, jump, and climb. Material and equipment for throwing, pushing, and pulling should be available. Field trips to area playgrounds provide larger areas and more opportunities for practice. Include activities that stimulate the inner ear (rocking, swinging, rolling, spinning). Indoor experiences such as obstacle courses, balance beams, tunnels, and bean bag toss should also be planned for.

### Fine Motor

**Children will begin to master control over fine motor skills necessary for independent dressing, feeding, and eventual writing.**

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| <ul style="list-style-type: none"> <li>• Manipulates large pegs, beads, and puzzles with knobs</li> <li>• Copies a circle, vertical line, and horizontal line</li> <li>• Handles scissors with some success</li> <li>• Scribbles with marker or crayon</li> <li>• Holds pencil between finger and thumb</li> <li>• Pours liquids with some spills</li> <li>• Builds simple block structures</li> <li>• Dresses /undresses with some assistance</li> </ul> | <ul style="list-style-type: none"> <li>• Uses puzzles with small pieces, small pegs and beads, eye-droppers, etc</li> <li>• Copies cross and L shape lines</li> <li>• Pours sand or liquids into small containers</li> <li>• Builds complex block structures</li> <li>• Cuts paper in half</li> <li>• Unbuttons buttons</li> <li>• Dress and undresses without assistance</li> </ul> | <ul style="list-style-type: none"> <li>• Can trace a straight line</li> <li>• Cuts paper in half following a line</li> <li>• Copies square and triangle shapes</li> <li>• Builds 3-dimensional block structures</li> <li>• Uses hammers, scissors, screwdrivers, and hole punchers unassisted</li> <li>• Dress and undresses easily, tying shoes with adult coaching</li> </ul> |
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Provide writing/drawing/art experiences that promote use of hands in many different positions (writing at an easel, writing under a table). Fingerplays and sign language promote strength and control over finger movements. Old typewriters, peeling/sticking stickers, and manipulating small objects are all good activities. Provide access to playdoh and clay, and a variety of tools like hole punches with various thicknesses of paper to strengthen hands. Picking up small objects with tongs is a good pre-cutting and eye-hand coordination activity.

# Physical Development

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

### Movement Concepts and Self-Expression

Children will begin to develop movement and sensory vocabulary and seek out and participate in challenging physical activities.

- Follows simple movement concepts like front/back and side/side
- Understands speed and effort concepts like fast and slow, hard and soft
- Plays actively and then needs rest

- Able to walk in line one behind the other.
- Coordinates movements for bike riding
- Can control body movements in directed movement activities (fast/slow; hard/soft)
- Follows rules for simple games and activities
- Attempts to apply physical concepts to specific movement situations (ie: move quickly to avoid obstacles)
- Exhibits increasing physical endurance

- Coordinates movements for swinging
- Completes a tumbling skill like a somersault
- Coordinates movements for bike riding and scooters
- Starting to recognize movement concepts like right/left
- Identifies and uses variety of spatial relations (move in front of/behind/ under in game of Simon Says)
- Able to apply physical concepts to specific movement situations
- Displays high energy level

Provide children with age-appropriate gross motor and sensory activities that are fun, promote success, and yet remain challenging (directed parachute play, building a snow man, etc). Use various motor experiences while transitioning from one activity to another or from one place to another (marching from playground to classroom, etc.) Introduce simple games and help children successfully participate by listening for directions and waiting for a turn. Language, language, language! Use the vocabulary of movement and directional concepts any time you are engaged in conversation or activities with children. Intentionally plan for these opportunities as well. Always acknowledge a child's attempt to try a new activity or physical challenge. Provide support as necessary.

# Science

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

### Problem Solving

**Children build a foundation for solving problems by formulating questions and possible solutions based on observations and experiences.**

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| <ul style="list-style-type: none"> <li>• Focuses on observable and tangible aspects of objects and events</li> <li>• Approaches new tasks and solves problems through observation, hands-on trial and error, and repetition</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to generate ideas and suggestions, and makes plans and predictions when asked</li> <li>• Verbalizes own interpretations of cause and effect when solving problems</li> <li>• Notices similarities and differences</li> </ul> | <ul style="list-style-type: none"> <li>• Sustains interest in a task, works hard to solve problems independently, or with some adult coaching and support</li> <li>• Experiments with wide variety of materials to find new ways to utilize and combine them</li> </ul> |
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Encourage experimentation with different ways to solve problems (is there another way to put this together?); Ask open ended questions; allow child to struggle with a challenge before stepping in to help; provide materials that can be put together and then broken down again (puzzles, blocks, non-functioning appliances); integrate science and math

### Inquiry, Prediction, Experimentation, Observation, Conclusions, & Communications of Results

**Children will learn to ask questions about the world around them based on observations, experiences, and interests, and then predict answers, conduct experiments to test their predictions, observe and record findings, formulate conclusions and communicate the final results of their discoveries.**

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|--|---|---|
| <ul style="list-style-type: none"> <li>• Shows interest in and willingness to investigate unfamiliar objects</li> <li>• Tells about what they know</li> <li>• Classifies objects by attributes / characteristics</li> <li>• Notice more intricate details in the surrounding environment</li> <li>• Show enthusiasm in sharing what they know with others</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate curiosity by asking what, why, how, when and where questions</li> <li>• Apply previously learned information to new situations</li> <li>• Make guesses base on previous experiences and observations</li> <li>• Express wonder at what they observe in the world</li> <li>• Use vocabulary that indicates understanding of scientific principles (sink/float; melt/solid, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>• Observe and describe properties of objects</li> <li>• Interact with and explore variety of objects, books, materials, and natural/outdoor environments</li> <li>• Describe and discuss predictions</li> <li>• Suggest more than one answer to question or solution to a problem</li> <li>• Make discoveries from their own explorations and experiences</li> <li>• Demonstrate increasing patience in waiting for experiment results (charting growth of plant)</li> </ul> |
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Provide the time and opportunities indoors and out for children to engage in exploration and discovery. Observe activities and interests, ask lots of open-ended questions like “what if”, “how”, or “I wonder.” Use scientific language (see ELG); encourage children to think about how things work. The concept of open-ended questions and posing problems for the children to solve cannot be over-emphasized. Set up experiments based on children’s questions and interests. Provide a science area with materials that have no end-product in mind, and that will provoke questions and offer opportunities to manipulate and experiment. Add writing tools for children to “record” their findings. (ELG Science Guideline is a great resource. )

# Social Studies

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

### Spaces and Places

**Through exploration, children will begin to understand that people and places have unique characteristics.**

- Asks questions about things he/she sees and finds
- Describes features of familiar places
- Matches objects to location in which they belong (couch in living room, dishes in kitchen, etc.)

- Explores the immediate environment and some of the environment beyond home and classroom
- Shows interest in maps
- Recognizes where he/she is while traveling in the car

- Demonstrates interest in exploring aspects of home, school, and community
- Gives information about where he/she lives
- Uses a simple map (diagram of house/street on which child lives)

Provide opportunities for children to explore the indoor and outdoor environments. Take neighborhood walks and intentionally point out signs and landmarks that indicate locations. Utilize books that can open up conversations about other areas of the country/world. Encourage children to talk about themselves, their family and their experiences. Get families involved in your classrooms.

### The Environment

**Children begin to become more aware of how people and the earth interact and how to care for their physical environment.**

- Participates in classroom routines that keep it clean (putting away toys)
- Identifies and names natural features in the environment (trees, rivers, mountains)

- Participates in tasks that keep classroom clean (dusting, washing tables/chairs)
- Recognizes differences in clothing worn based on seasons
- Recognizes things that do or do not belong in environment (litter)

- Recognizes seasons by temperature and other characteristics and understands the passing of each
- Recognizes how natural resources are used in the environment (houses are made from trees)

Provide experiences in all types of weather and name them. Explore the seasonal changes and how it affects daily lives at home and at school. Provide gardening activities and talk about how things grow. Talk about recycling and the environment. Use the vocabulary that describes characteristics of the earth. Give children responsibility for daily care of their classroom environment.

# Social Studies

## Goals

## Playgroup

## Pre-School

## Pre-Kindergarten

### Diversity

**Children begin to notice and react to similarities and differences between themselves and others.**

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| <ul style="list-style-type: none"> <li>• Knows own gender and those of others</li> <li>• Recognizes age differences</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Asks questions about physical differences</li> </ul> | <ul style="list-style-type: none"> <li>• Enjoys books, stories, and songs about a variety of people and cultures</li> </ul> |
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With appropriate guidance, children should be able to experience empathy for other people. Give children opportunities to interact with many different children to build interpersonal skills. Answer children's questions honestly, and provide accurate and compassionate information to help child develop respect for the differences of others. Provide opportunities to discuss the children's own physical characteristics, noting similarities and differences. Provide opportunities to discuss the child's own physical changes (create a height chart). Provide opportunities for the child to engage in non-stereotypic activities. Appreciate the values, beliefs, and background experiences of the children and their families.

### Community Awareness

**Children begin to understand the basic principles of community function, including work roles and the importance of all kinds of work to make the community a healthy one.**

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| <ul style="list-style-type: none"> <li>• Developing peer relations.</li> <li>• Wants to help with household chores</li> <li>• Plays role of different family members through dramatic play</li> </ul> | <ul style="list-style-type: none"> <li>• Role play various jobs within the community through dramatic play</li> <li>• Is aware of tasks/roles adults have to contribute to in overall function of the home (daddy cooks)</li> </ul> | <ul style="list-style-type: none"> <li>• Create detailed scenarios through dramatic play utilizing community roles</li> <li>• Talks about what he/she wants to be when they 'grow up'</li> <li>• Play store or restaurant with play money</li> </ul> |
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Plan for times throughout the year that focus on specific aspects of the community (transportation, community workers, etc). Bring outside visitors in or arrange for field trips. Develop dramatic play themes and help create scenarios for real life experiences. Provide books and materials that show different workers and gender roles. Create family display that focuses on their role in the community. Develop "job chart" for various roles that would contribute to the function of the classroom.