

Catholic Diocese of Superior

Early Childhood Curricular Guidelines and Age Appropriate Goals

Ages 3-5



Let the little children
come to me....

LUKE 18:16

Adopted December 2007

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INTRODUCTION

All I really need to know about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sand pile at Sunday School. These are the things I learned:

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours

Say you're sorry when you hurt somebody.

Wash your hands before you eat.

Flush.

Warm cookies and cold milk are good for you.

Live a balanced life – learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon.

When you go out into the world, watch out for traffic, hold hands, and stick together.

Be aware of wonder. Remember the little seed in the Styrofoam cup: The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup – they all dies. So do we.

And then remember the Dick-and-Jane books and the first word you learned – the biggest word of all – LOOK.

Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living.

Think what a better world I would be if we all – the whole world – had cookies and milk about three o'clock every afternoon and then lay down with our blankies for a nap.

And it is still true, no matter how old you are – when you go out into the world, it is best to hold hands and stick together.

Fulghum, Robert. All I Really Need to Know I Learned In Kindergarten. Ballantine Books. 1988. Pages 4-6.

PHILOSOPHY

Within the Diocese of Superior Catholic Schools, Early Childhood programs are an integral component. Our programs provide a child with their first school opportunities within an safe, nurturing and spiritual environment. Children are introduced to developmentally appropriate curriculums, which will engage their individual identities and foster their love for learning.

RATIONALE

These Early Childhood Guidelines have been developed to ensure that there is a consistency within the Diocese of Superior Catholic Schools for spiritual, social, emotional and cognitive growth of pre-school and kindergarten children.

The top outcomes hoped to be established through the guidelines are:

- Learn that God loves them and we are to show God's love to others
- Excite children about learning
- Kindergarten and First Grade readiness
- Development of values
- Age appropriate developmental skills are introduced and nurtured
- Expose children to new, exciting, "mind-enhancing" ideas, experiences and environments

HISTORY

Since 1898, the State of Wisconsin Legislature has permitted schools to establish 4 and 5 K programs. The very first Kindergarten program in the state was begun in 1856 in a private setting in Watertown. The very first public program was begun in 1873 in Manitowoc. It wasn't until 1973 that the state required public schools to provide 5K programs. By 1984, the state legislature reinstated financial support to public schools for 4K programs. By 1996, there was a spattering of public school 4K programs in the state and by 2006 the majority of public schools had established some type of 4K program.

In the Diocese of Superior, the very first 5K program began in the 1950s in Superior Catholic Schools. Not until 1974 and 1976, respectfully, St. Bridget, River Falls and St. Francis Solanua, Reserve began 5K. By 1997 the last of the Catholic Schools in the Diocese adopted the 5K program. Kindergarten Curriculum was first created, beginning in the 1990s along with all elementary and middle school curriculums.

In 1983, St. Anthony de Padua, Park Falls began the first 4K program in the Diocese. Following in 1986, Our Lady of the Lake, Ashland and Cathedral School, Superior began their 4K programs. Some of the programs to date even include 3 year old children. In 2006, Cathedral School, Superior adopted the Superior Community Preschool program which has provided financial and community benefits for the school. In 2007, St. Mary's, New Richmond will be adopting their community preschool program.

As of the 2006-2007 school year, of the 2553 students enrolled in our Catholic Schools, 679 of them are in Early Childhood programs – 3K, 4K and 5K. Thus, Early Childhood students make up 26.6% of our Catholic school enrollment.

Diocese of Superior Early Childhood Historical Beginnings		
	5K	4K
Our Lady of the Lake, Ashland	1985	1986
St. Patrick, Hudson	1982	1993
Our Lady of Sorrows, Ladysmith		1987-1992
Holy Rosary, Medford	1989	1995
St. Francis Xavier, Merrill	1997	1997
St. Mary, New Richmond	1985	1994-1995, 2003
St. Anthony de Padua, Park Falls		1983
St. Francis Solanus, Reserve	1976	1991
Nativity of Our Lord, Rhinelander	1981	1996
St. Joseph, Rice Lake	1980	1993
St. Bridget, River Falls	1974	1993
St. Anne, Somerset	1989	2000
St. Francis de Sales, Spooner	1993	1998
Cathedral School, Superior	1952	1986
St. Mary, Tomahawk	1982	1991
St. Louis, Washburn	1990	1990

ACKNOWLEDGEMENTS

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Stephanie VanStrydonk, Kind., St. Mary Tomahawk
Sylvia Isaacson, PK, St. Joseph, Rice Lake
Tami Stewart, Principal, OLS, Ladysmith
Terry McFarland, PK4, St. Bridget, River Falls
Tim Johnson, Principal, Cathedral, Superior

REFERENCES

2007 Early Childhood Questionnaires completed by those listed above
Diocese of Superior K-8 Subject Curriculum
Diocese of Superior Kindergarten Report Card
Holy Rosary Catholic School, Medford Pre-School Activity List
Medford Area Elementary School Early Childhood Checklist/Report Card
Nativity of Our Lord, Rhinelander, Pre-Kindergarten Curriculum
St. Mary Catholic School, New Richmond, Kindergarten Report Card
St. Mary Catholic School, Tomahawk, Early Childhood Curriculum and Report Cards
Wisconsin Model Early Childhood Standards

KINDERGARTEN CURRICULUM CONTENT AND SUBJECTS

The state statutes, 121.02(1), define subject areas that should be addressed at each grade level. The statutes do not specify the amount of time needed to address these areas. For kindergarten they include:

Reading and Language Arts	Physical Education
Mathematics	Art
Social Studies	Music
Science	Environmental Education
Health	Computer Literacy

For kindergarten there should be an integrated and developmentally appropriate curriculum – not a curriculum taught by subject area. Such a curriculum would incorporate the concepts from the required subject areas.

The Wisconsin Model Early Learning Standards provide a framework for the development of program, curriculum, and assessment practices. Resources on curriculum options are also referenced. Children who meet the developmental expectations outlined in the Wisconsin Model Early Learning Standards will be prepared to master Wisconsin’s Model Academic Standards.

When teachers in four-year-old kindergarten programs are looking for additional guidance, subject areas may be incorporated as follows:

Reading and Language Arts	30% of curriculum
Math, Social Studies, Science, Health	10% of curriculum
Environmental Education and Computer Literacy	Integrated into curriculum
Physical Education, Art, Music	Integrated into curriculum
Student Self-directed Activities	1/3 of each day

Resource: <http://dpi.wi.gov/fscp/pdf/ec-subjs-mins.pdf>

TODAY'S PLAY . . . TOMORROW'S SUCCESS!

Today's play in early childhood is the best foundation for success in school. Play develops many skills that are necessary for children to learn to read and write for success in math and science. Play also develops behaviors that help children learn all school subjects. This chart shows the **skill that children are learning** as they play and the ways that these skills help children develop into better students. *This does not mean that preschoolers are ready to be taught to read and write.* It means that they are learning many of the things that will **lead to success in elementary school** by spending their time playing today.

Today's play <i>(examples of play)</i>	Helps preschool-age children learn	Leads to elementary school success
When children build with blocks, buildings, houses, cars, etc...	<p>They are learning spatial relationships – learning to judge distance, space and size.</p> <p>They are improving their visual memory – remembering what they see.</p> <p>They are learning to achieve a self-selected goal – completing their own projects.</p>	<p>Understanding spatial relationships helps children to succeed in math and science.</p> <p>Visual memory is needed for learning to read.</p> <p>Independent completion of tasks is very important for success in all school subjects.</p>
When children put blocks away onto labeled shelves...	They are learning to match, classify and sort by shape and size.	Matching, classifying and sorting are important underlying skills for many types of learning, especially math and science.
When children play with small interlocking blocks...	They are improving their small muscle control – picking up and moving objects.	Good small muscle control is needed for learning to write.
When children work a puzzle...	<p>They learn to stick to a job and complete it, and feel good about completing it.</p> <p>They are learning to make figure-ground discriminations – noticing the difference between the background and the picture.</p>	<p>Children who are persistent learners do better in all school subjects.</p> <p>Children need to make these type of distinctions to learn to recognize letters and to learn to read.</p>
When children string beads...	They are improving their eye-hand coordination – their ability to use their eyes and hands together.	Eye-hand coordination is needed for learning to write.
When children draw a picture of the sun...	They are learning to use pictures or symbols to represent their ideas.	Understanding that letters and words are symbols, and practice with using symbols is needed for children to learn to read and write.

Today's play <i>(examples of play)</i>	Helps preschool-age children learn	Leads to elementary school success
When children pretend to write with markers and crayons...	They are learning directionality – the way that adults write across the page from left to right in English.	Understanding the directionality used in English gives children the background they need to make sense of reading and writing.
When children choose whatever they wish to do with art materials...	They are learning to make choices, to try out ideas, to plan and experiment.	Children who are independent learners and who can try out their own ideas are better learners in all school subjects.
When children play fireperson or adult roles...	They are developing perspective-taking skills – the ability to think about the way others act, think and feel, and develop empathy and feelings for others. They are learning to use symbols to represent something else – a block can become a firetruck.	Children with perspective-taking skills understand that their teacher sees their work differently than they do. This skill is needed for children to make use of the feedback about their work from their teacher. Learning to use symbols is what learning to read and write is all about.
When children play restaurant together or play grocery store together...	They are improving their language skills. They are learning how to work together to overcome problems. They are developing an understanding of social expectations and the attitude of others, and they develop the ability to anticipate how to act in real-life situations.	Language skills underlie all learning in school. Problem-solving skills help children to learn in every school subject. Children become better at figuring out what is expected of them, academically and socially.
When children play in water...	They are learning conservation of volume – that no matter what size or shape the container is, a specific amount of water will not change. They test, experiment and guess what will happen.	Conservation of volume is an important science concept. This is the same process scientists use in research.
When children play in wet and dry sand...	They observe first-hand the changes that water makes to sand, learning that combining things together can create new and different things.	Observing changes when things are combined is just like many types of scientific experiments.

FAITH FORMATION

*God Creates an Ordered and Good World
All good gifts around us are sent from heaven above.
Then thank the Lord, o thank the Lord for all his love. – M. Claudius*

GOALS:

- › Develop a sense of spirituality
- › Develop an awareness of the Catholic Faith
- › Experience stories of the Bible
- › Experience daily prayer
- › Experience role modeling by Christian adults
- › Discover that each person is special
- › Discover that all life is a gift from God

STANDARDS:

- › Demonstrate a reverence and a simple understanding of faith
- › Demonstrate an understanding that God is present in ordinary things and everyday life Show gratitude for the gifts God has given us
- › Know and tell some Bible stories
- › Sing Christian songs and prayers

SKILL AREAS:

- › Recognizing that God created all life
- › Understanding that God loves us and we love him
- › Identifying Mary as Jesus' Mother
- › Respecting all of God's creation
- › Showing kindness to others
- › Making the Sign of the Cross
- › Participating in prayer
- › Identifying the Holy Family
- › Identifying Jesus a God's Son
- › Recognizing the importance and equality of each person
- › Beginning to be introduced to the Blessed Trinity
- › Participating in activities and celebrations related to liturgical seasons and special feasts
- › Recognizing self as a part of God's family
- › Recognizing that prayer is listening and talking to God
- › Handling the Bible with respect
- › Visiting the church and celebrating Mass
- › Participating in regular discussion of the presence of God among us
- › Thoughtfully considering Jesus as a role model of behavior
- › Reciting individual blessings

CORE CONCEPTS:

- › Know, love and serve God
- › Know Jesus His Son and the Holy Family
- › Belonging to the Church faith community
- › God loves us
- › God is our Creator
- › We are made in God's image
- › God made us unique
- › We are all members of God's family
- › Love others as Jesus loves us (WWJD)
- › We should take care of God's creations
- › God is Father, Son and Holy Spirit
- › God gave us our families
- › Jesus gave His life for us
- › God made all things good
- › Give thanks to God
- › Getting to know the Mass

INSTRUCTION ACTIVITY SUGGESTIONS:

Stories:

- › Noah's Ark (Gen. 7-8)
- › Creation (Gen. 1:1-31)
- › The Good Samaritan (Lk. 10:30-37)
- › Adam and Eve (Gen. 2-3)
- › Joseph and Coat of Many Colors (Gen. 37)
- › Moses (Exodus 2-3, 20)
- › The Prodigal Son (Lk 15:11-32)
- › Joshua – Walls Come Falling Down (Josh. 6)
- › Daniel and the Lions (Dan. 6:16-28)
- › The Last Supper (Lk. 22:1-38)
- › Jonah and the Whale (Jonah 1-3)
- › David and Goliath (1 Sam. 17)
- › Annunciation (Lk. 1:26-38)
- › Birth of Christ (Lk. 2:1-18)
- › Jesus and His Friends (Mk. 1:14-20)
- › Jesus Blesses the Children (Lk. 18:15-17)
- › Jesus the Good Shepherd (Jn. 10:1-6, 14)
- › Passion (Lk. 23:1-56)
- › Resurrection (Lk. 24:1-12)

Activity Topics:

- › Saints
- › Rosary
- › Honesty and Goodness
- › What's in Church?
- › Advent/Christmas
- › Jesus' boyhood – obedience, respect
- › John the Baptist (Baptism)
- › Sacraments
- › Easter/resurrection
- › Family and celebrations
- › St. Joseph
- › Faith
- › St. Patrick
- › Lent, sacrifice, miracles
- › St. Nicholas
- › Mary, Mother of God

Prayers:

- › Conversational prayer
- › Spontaneous prayer
- › Angel of God
- › Glory Be
- › Hail Mary
- › Sign of the Cross
- › Our Father
- › Meal Prayer

POINTS OF ASSESSMENT:

- › Can make the Sign of the Cross
- › Can say the Lord's Prayer
- › Participates in group discussion
- › Understands basic concepts
- › Understands that prayer is talking to God
- › Can say the Meal Prayer
- › Recites prayers with the group
- › Respects all of God's creation
- › Shows kindness to others
- › Identifies the Holy Family
- › Identifies Jesus as God's Son
- › Identifies Mary and Jesus' Mother
- › Begins to identify the Holy Trinity
- › Recognizes that God created all life

POSSIBLE RESOURCES:

Discovering God's World, Sadlier
Rainbow Kids & Discovering God's Child
Noah's Ark I Am Special
I Am Special
Seeds, Pflaum Gospel Weeklies
Come Follow Me
Day by Day Daily Devotional for Children
Call to Faith, Harcourt
Coming to God's World
Promise, Pflaum Gospel Weeklies
Christ Our Life, Loyola Press
This Is Our Faith, Silver Burdett Ginn
Blest Are We, Silver Burdett Ginn
Walking By Faith, Sadlier

HEALTH AND PHYSICAL DEVELOPMENT

*Children smile on the average of 400 times per day;
Adults: 15 times per day. Ever wonder why? -- Unknown*

GOALS:

- › Understand and care for physical well being.
- › Develop small and gross motor skills
- › Use the senses

STANDARDS:

- › Show evidence of developmentally appropriate abilities in:
 - › self care routines
 - › safety rules and directions
 - › components of healthy lifestyles, including nutrition, exercise, rest and the role of health care providers
 - › use of multi-sensory abilities to process information
 - › strength, control, balance, coordination, locomotion, and endurance
 - › hand-eye coordination, strength, control and object manipulation
 - › use of the senses to take in, experience, integrate and regulate responses to their environment

SKILL AREAS:

- › Walking, climbing, running, jumping, hopping, galloping, marching, throwing, kicking, catching, balancing,
- › Drawing a person with recognizable parts
- › Copying simple shapes and using scissors to cut simple shapes
- › Using manipulatives in a variety of activities to improve eye-hand coordination
- › Changing the shape and arrangement of objects by flattening, rolling, stretching, stacking and folding
- › Developing strength and dexterity needed to use tools such as paper punch, hammer, scissors, tweezers and writing and art tools.
- › Identifying main body parts
- › Following directions
- › Using the bathroom
- › Dressing self
- › Washing and drying hands
- › Taking turns
- › Tying shoes
- › Printing numerals and alphabet
- › Caring for his/her teeth
- › Describing how to keep from getting hurt
- › Identifying healthy and unhealthy foods
- › Knowing how to get help and 911
- › Expressing feelings

CORE CONCEPTS:

- › Health, safety and nutrition
- › Fine motor control (small-muscle movement – manipulation of materials and tools, hand dominance, eye-hand coordination)
- › Gross motor control (large-muscle movement – balance coordination, purposeful control, locomotion, stability of body movements and functions)
- › Sensory motor control (take information from senses to inform muscle response – self-regulating skills)

INSTRUCTION ACTIVITY SUGGESTIONS:

- › Songs
- › Dance
- › Outside play
- › Playground play time
- › Gymnasium play time
- › Circle time
- › Lunch/snack time
- › Games
- › Free play
- › Computer games

RECOMMENDED POINTS OF ASSESSMENT:

- › Draws a person having 8-10 parts
- › Cuts along a simple line
- › Pastes shapes in appropriate spaces
- › Demonstrates appropriate pencil grasp
- › Copies basic shapes
- › Knows how to zip/button/snap coat
- › Colors within line of simple picture
- › Demonstrates proper computer mouse skills
- › Stands on one foot without support
- › Shows respect for property
- › Can tie shoes
- › Bounces and catches a ball
- › Hops on one foot without support
- › Catches a thrown ball
- › Explores and learns through five senses
- › Manipulates small objects
- › Interacts appropriately with the following sensory materials – play doh, finger paint, shaving cream, sand and glue
- › Able to string beads, lace cards and stack five blocks
- › Appropriate printing of numerals and the alphabet, upper and lowercase

POSSIBLE RESOURCES:

General

Hayes School Publishing Progress Report, www.teachersparadise.com

The Mailbox Magazine

Teachers Helper Magazine

The Creative Curriculum Checklist

http://www.teachingstrategies.com/page/CA_ImplementationChecklist.cfm

Getting Your Child Ready for School, by Kristen J. Amundson

Developmental Milestones, <http://www.aap.org/healthtopics/stages.cfm>

Yardsticks: Children in the Classroom Ages 4-14, by Chip Wood

Core Knowledge, <http://www.coreknowledge.org/CK/index.htm>

Every Day in Every Way, by Cynthia Holley and Faraday Burditt

Carson Dellosa, www.carsondellosa.com

Harrison and Company, Preschool Progress Reports

Health

Health, Harcourt Brace

Handwriting

D'Nealian Handwriting, Scott Foresman

Zaner-Bloser Handwriting

SOCIAL AND EMOTIONAL DEVELOPMENT

The law of love could be best understood and learned through little children. – Mahatma Gandhi

GOALS:

- › Develop emotional competence
- › Develop and strengthen sense of personal well-being
- › Develop social competence

STANDARDS:

Show evidence of developmentally appropriate ability in:

- › expressing a wide range of emotions in a variety of settings
- › seeking adult interactions as needed for emotional support, physical assistance, social interaction and approval
- › self-control
- › using words to communicate emotions
- › understanding and responding to others emotions
- › self-esteem
- › self-direction in choices and actions
- › self awareness, including abilities, characteristics and preferences
- › creative self-expression
- › willingness to make needs known and to trust in others
- › viewing self as a teacher/learner
- › interacting with one or more other children
- › seeking out peers as play partners
- › participating successfully as a member of a group
- › using words and other positive strategies to resolve conflicts
- › understanding when and how to ask for adult help

SKILL AREAS:

- › Interacting with others:
 - sharing materials
 - taking turns
 - solving problems
 - playing cooperatively
 - participating in discussions or conversations in group settings
 - participating in group games
- › Working toward a common goal
- › Coping with conflict
 - expressing and understanding feelings of self and others such as anger, jealousy, sadness and fear in culturally appropriate ways
 - using a variety of problem solving skills such as walking away, negotiating, seeking others, using a strong voice
 - seeking adult help when needed to resolve conflicts
- › Recognizing and expressing feelings
- › Not hurting self or others

- › Caring for toys and other materials
- › Speaking respectfully
- › Accepting responsibility for own actions
- › Listening and following directions
- › Making appropriate choices
- › Following routines and rules
- › Transitioning easily to new activities
- › Willingly attempting new tasks
- › Completing tasks

CORE CONCEPTS:

- › Feelings about self and others
- › Form relationships
- › Maintain positive relationships with adults and children
- › Feelings of others
- › Success in group settings

INSTRUCTION ACTIVITY SUGGESTIONS:

- › Share time
- › Giraffe (high) level behavior
- › Free/Choice time
- › Dramatic play
- › Writing centers
- › 123 Magic
- › Love and Logic
- › Play
- › Listening time

RECOMMENDED POINTS OF ASSESSMENT:

- › Complies/follows classroom rules and directions/self-control
- › Plays cooperatively (sharing, turn-taking)
- › Demonstrates willingness to try new tasks
- › Participates in group activities
- › Demonstrates knowledge of honesty
- › Respects others and their property
- › Seeks help appropriately
- › Engages in pretend play
- › Uses words to express feelings
- › Demonstrates persistence in working on an activity
- › Shows compassion towards others
- › Shows leadership (self-esteem)
- › Is able to accept changes in classroom routine

POSSIBLE RESOURCES:

Hayes School Publishing Progress Report, www.teachersparadise.com

The Mailbox Magazine

Teachers Helper Magazine

The Creative Curriculum Checklist

http://www.teachingstrategies.com/page/CA_ImplementationChecklist.cfm

Getting Your Child Ready for School, by Kristen J. Amundson

Developmental Milestones, <http://www.aap.org/healthtopics/stages.cfm>

Yardsticks: Children in the Classroom Ages 4-14, by Chip Wood

Core Knowledge, <http://www.coreknowledge.org/CK/index.htm>

Every Day in Every Way, by Cynthia Holley and Faraday Burditt

Carson Dellosa, www.carsondellosa.com

Harrison and Company, Preschool Progress Reports

LANGUAGE DEVELOPMENT AND COMMUNICATION

*Don't limit a child to your own learning,
for he was born in another time. – Rabbinical Saying*

GOALS:

- › Develop abilities to listen and understand
- › Develop abilities to speak and communicate
- › Develop literacy concepts and skills

STANDARDS:

- › Derive meaning from verbal and nonverbal cues
- › Listen with understanding to stories, books, directions and conversations
- › Follow directions of increasing complexity
- › Listen and respond to music and rhythm
- › Communicate needs and thoughts through gestures, sounds and/or words
- › Use increasingly complex and varied vocabulary and language structures
- › Use speech, understandable to familiar and unfamiliar listeners
- › Understand concepts of print (book and print awareness)
- › Use a variety of strategies to derive meaning from a text
- › Alphabetic awareness
- › Phonological awareness
- › Understand language structure
- › Associate sounds with written letters
- › Understand and use of writing to represent thoughts or ideas
- › Understand increasingly complex and varied vocabulary used in language and the environment

SKILL AREAS:

- › Speaking and listening
 - communicating to get needs met by using gestures, words and sentences
 - listening and responding to oral directions
 - using attentive listening strategies (focusing on speaker and attending during large group times)
 - participating in group discussions with meaningful and relevant comments and questions
 - following rules of conversation (taking turns, raising hand to speak in a group, and not interrupting)
 - vocabulary and concept development asking and answering basic questions
 - naming objects and pictures in their environment
 - describing objects by shape, color and size
 - playing with words through rhyme and repetition
 - hearing and manipulating the sounds of spoken language
 - playing with words through rhyme and repetition
 - reciting and singing familiar stories, fingerplays, songs and rhymes
 - clapping words of a sentence and syllables of words showing increasing awareness of words that begin with the same sound

- › Book awareness
 - demonstrating book handling skills
 - understanding that print has meaning
 - using picture clues to aid in comprehension and to make predictions about content
 - beginning to understand what an author and illustrator are
- › Letter name awareness (alphabetic knowledge)
 - recognizing and naming letters
 - differentiating between letters and numerals
 - demonstrating the ability to associate the names of letters with their shape and sound
 - identifying letters in familiar words
 - recognizing own name in print
 - showing an interest in print
 - recognizing that verbal communication can become written communication
 - identifies written sight words within the classroom environment
- › Comprehension
 - understanding and responding to stories read aloud
 - making predictions about what will happen next in a story
 - retelling, dictating and “acting out” stories from books or experiences
 - memorizing predictable text, songs, rhymes, poems, finger plays and simple stories
 - relating stories to personal experience
 - utilizing techniques such as prediction, sequencing, concluding and comparison
- › Writing
 - representing ideas and stories through drawing and pretend writing
 - using letter-like shapes, symbols and letters to convey meaning
 - understanding that writing is a way of communicating
 - printing first and last name and copies print
 - printing from left to right
 - using 3-finger grasp to hold a writing instrument
- › Media and technology
 - listening and responding to variety of media (books, audiotapes, videos and computer games)
 - using a computer (operates a mouse to make selections, follows oral directions given on a computer)

CORE CONCEPTS:

- › Convey and interpret meaning
- › Listening and understanding
- › Speaking and communicating verbally & non-verbally
- › Early literacy

INSTRUCTION ACTIVITY SUGGESTIONS:

- › Reading
- › Writing
- › Show and Tell
- › Library
- › Circle time
- › Letter recognition
- › Songs

RECOMMENDED POINTS OF ASSESSMENT:

- › States first and last name and age
- › Understands and follows 3 step directions
- › Listens and participates in music and movement activities
- › Organizes thoughts and speaks in complete sentences
- › Speaks clearly for age
- › Recalls facts from short story
- › Arranges 3-4 pictures from a story in order
- › Recognizes familiar story
- › Shows interest in books
- › Pays attention to repeating sounds in language
- › Hypothesizes and makes predictions about story
- › Identifies name
- › Recognizes letters in name
- › Prints letters in name
- › Understands concepts of print
- › Uses pretend “writing” and play
- › Alphabet awareness (letters and sounds)
- › Knows basic sight words

POSSIBLE RESOURCES:

General

Hayes School Publishing Progress Report, www.teachersparadise.com

The Mailbox Magazine

Teachers Helper Magazine

The Creative Curriculum Checklist

http://www.teachingstrategies.com/page/CA_ImplementationChecklist.cfm

Getting Your Child Ready for School, by Kristen J. Amundson

Developmental Milestones, <http://www.aap.org/healthtopics/stages.cfm>

Yardsticks: Children in the Classroom Ages 4-14, by Chip Wood

Core Knowledge, <http://www.coreknowledge.org/CK/index.htm>

Every Day in Every Way, by Cynthia Holley and Faraday Burditt

Carson Dellosa, www.carsondellosa.com

Harrison and Company, Preschool Progress Reports

Music

Music Connection, Silver Burdett Ginn

Reading

Accelerated Reader, <http://www.renlearn.com/ar/>

Land of the Letter People, Abrams & Company Publishers, Inc.

A Legacy of Literacy, Houghton Mifflin

Houghton Mifflin Alpha-friends,

<http://www.eduplace.com/marketing/prek/support/components/alphafriends.html>

My Word Book

Helping Children Become Readers Through Writing, by Arlene Schulze

Reading Rolls

Handwriting

D'Nealian Handwriting, Scott Foresman

Zaner-Bloser Handwriting

APPROACHES TO LEARNING

*God makes three requests of his children:
Do the best you can, where you are, with what you have, now.”
-- African-American Proverb*

GOALS:

- › Extend learning through curiosity, engagement and persistence
- › Extend learning through use of invention and imagination
- › Extend learning by using cognitive skills as a tool for acquire knowledge and skills

STANDARDS:

Show evidence of developmentally appropriate abilities in:

- › discovering and trying new things
- › extending learning through attempting, repeating, experimenting, refining, and elaborating on an activity
- › persistence in working on an activity
- › trying new things and taking risks
- › problem-solving using a variety of strategies
- › using complex scenarios in pretend play
- › exploring movement, music and a variety of artistic media

CORE CONCEPTS:

- › Curiosity about the world
- › Openness to new tasks and challenges
- › Initiative
- › Task persistence
- › Attentiveness
- › Interpretation
- › Imagination
- › Invention
- › Cognitive skills
- › Reflection

INSTRUCTION ACTIVITY SUGGESTIONS:

- › Table hop
- › Individualized learning
- › Cognitive
- › Thematic unites
- › Centers
- › Holistic
- › Sensory
- › Art center
- › 1 on 1
- › Small group
- › Tactile
- › Creativity
- › Brain-based

RECOMMENDED POINTS OF ASSESSMENT:

- › Participates in music activities
- › Participates in art activities
- › Sings and dances to musical activities

POSSIBLE RESOURCES:

Hayes School Publishing Progress Report, www.teachersparadise.com

The Mailbox Magazine

Teachers Helper Magazine

The Creative Curriculum Checklist

http://www.teachingstrategies.com/page/CA_ImplementationChecklist.cfm

Getting Your Child Ready for School, by [Kristen J. Amundson](#)

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Core Knowledge, <http://www.coreknowledge.org/CK/index.htm>

Every Day in Every Way, by Cynthia Holley and Faraday Burditt

Carson Dellosa, www.carsondellosa.com

Harrison and Company, Preschool Progress Reports

COGNITIVE AND GENERAL KNOWLEDGE

*A child of five would understand this.
Send someone to fetch a child of five. – Groucho Marx*

GOALS:

- › Extend learning through the use of mathematical and logical thinking processes
- › Extend learning through the use of scientific reasoning and problem solving
- › Extend learning through an understanding of the characteristics and structures of social systems

STANDARDS:

- › Group and arrange objects in a series and recognize similarity/ relationships
- › Count, join, separate and tell how many
- › Recognize and use numerals to represent quantity
- › Understand words that locate an object in relation to its environment, put together progressively more difficult puzzles and recognize and create two-dimensional shapes and three-dimensional objects
- › Understand the concepts of measurement
- › Collect, describe and record information using all senses
- › Use senses to observe characteristics and behaviors in the physical world
- › Use tools to gather information, compare observed objects and seek answers to questions through active investigation
- › Hypothesize and make predictions
- › Form explanations based on trial and error
- › Recognize and respect shared and different characteristics of self and others, including values and beliefs
- › Understand family and community interdependence
- › Comprehend the concepts of fairness and equality and the reason for rules and laws
- › Recognize the interdependence of humans with the natural world

SKILL AREAS:

Mathematics

- › Showing interest and awareness in numbers
- › Counting rote up to 10, 20, and 100
- › Recognizing and naming numbers
- › Understanding symbolic, concrete, verbal and pictorial representations of numbers (identifying written numbers, counting using one to one correspondence, providing number of objects requested, counting objects depicted by pictures)
- › Creating sets of objects up to 10
- › Demonstrating understanding of the concepts more and less
- › Demonstrating seriation of numbers up to 5
- › Using words as “up, down, over, under, top, bottom, inside, outside, in front of, and behind”
- › Following directions using the above words
- › Sequencing every day experiences using words such as “before, after, then, next, first, last”
- › Naming and identifying basic shapes (circle, square, triangle, oval, heart, star, rectangle, and diamond)

- › Understanding similarities and differences between geometric shapes (numbers of sides, corner)
- › Relating shapes to real life objects
- › Using shapes to create pictures through drawings or use of manipulatives
- › Demonstrating sorting by color, size, shape and category
- › Demonstrating ability to recognize and continue basic patterns
- › Completing picture and shape puzzles
- › Building block structures
- › Identifying basic tools of measurement (clock, scale, ruler, money and thermometer)
- › Understanding the function of basic tools of measurement
- › Demonstrating rudimentary use of basic tools of measurement through play
- › Using non-standard means of measurement in structured activities
- › Using words such as bigger, smaller, more, less, hot, cold, heavy, light when comparing attributes
- › Recognizing and creating repeating patterns
- › Extending and describing a simple repeating pattern
- › Collecting data from simple graphs
- › Using terms most and least to interpret simple bar graphs
- › Using mathematics in play (counting, use of money in dramatic play, block design)
- › Connecting mathematical learning with personal experiences (age, number of people in family, cooking)

Science

- › Making observations, developing questions, making predictions and showing awareness for cause and effect relationships
- › Observing, comparing and discussing similarities and differences among objects
- › Using their senses and a variety of tools to investigate and gather information about their environment (e.g. magnifying glasses, magnets, scales)
- › Developing an awareness of and respect for the environment, such as recycle, reuse and renew
- › Developing curiosity and seeking information about the natural world
- › Recognizing colors

Social Studies

- › Identifying maps and globes, and recognizing that they are used to locate where we live
- › Describing how people adapt to changes in the seasons
- › Identifying and comparing family cultures and traditions
- › Using calendars and timelines to sequence events
- › Identifying, demonstrating, and explaining their rights and responsibilities as members of a family, classroom and school
- › Identifying and describing jobs within the family and classroom
- › Listing ways people earn money to provide for needs and wants
- › Describing how families are alike and different in how they live, work, and play
- › Identifying and describing institutions, such as police, fire, hospitals, schools and places of worship

CORE CONCEPTS:

- | | |
|-------------------|--------------------------------|
| › Acquire | › Logical thinking |
| › Organize | › Scientific thinking |
| › Use information | › Problem-solving |
| › Mathematics | › Understanding social systems |

INSTRUCTION ACTIVITY SUGGESTIONS:

- › Sensory table
- › Weekly Reader
- › Hands-on

RECOMMENDED POINTS OF ASSESSMENT:

- › Names basic colors
- › Sorts and classifies objects
- › Number concept:
 - Rote counts
 - 1:1 Correspondence
 - Recognizes numerals
 - Identifies quantities
- › Demonstrates understanding of basic concepts
 - Size
 - Position
 - Same/Different
- › Associates colors with items not in view
- › Grasps new concepts in timely manner
- › Completes 10 piece puzzles
- › Manipulates computer and age appropriate software programs
- › Identifies basic shapes
- › Explores and learns through five senses
- › Uses problem solving techniques
- › Uses math language
- › Understand relationship of self to family, friends and community
- › Uses simple map skills

POSSIBLE RESOURCES:

Hayes School Publishing Progress Report, www.teachersparadise.com

The Mailbox Magazine

Teachers Helper Magazine

The Creative Curriculum Checklist

http://www.teachingstrategies.com/page/CA_ImplementationChecklist.cfm

Getting Your Child Ready for School, by [Kristen J. Amundson](#)

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Yardsticks: Children in the Classroom Ages 4-14, by [Chip Wood](#)

Core Knowledge, <http://www.coreknowledge.org/CK/index.htm>

Every Day in Every Way, by Cynthia Holley and Faraday Burditt

Carson Dellosa, www.carsondellosa.com

Harrison and Company, Preschool Progress Reports

Math

Math, Scott Foresman

Math Trailblazers, Kendall/Hunt Publishing Company

Mathematics, Silver Burdett Ginn

Saxxon Math Program

Everyday Mathematic, <http://everydaymath.uchicago.edu/>

Science

Science, Schott Foresman

NOTE: Early Childhood students enter the schools at multiple ability levels with multiple background experiences. Due to this, it is not advisable to have outcomes for these children but rather goals in which you hope they can obtain before moving on to the next level. The minimum goals listed are meant to be used as a striving point, not a point of “pass or fail”.

3 YEAR OLD GOALS

Religion (Faith Formation)

- › Recognizes that God created all life
- › Understands that God loves us and we love him
- › Identifies Mary as Jesus’ mother

Fine Motor Skills (Health and Physical Development)

- › Demonstrates age appropriate grasp and use of pencil, crayon, scissors and paint brush
- › Interacts appropriately with the following sensory materials – play-dough, finger-paint, shaving cream, sand and glue
- › Assembles simple 8-10 piece puzzles
- › Able to string beads, lace cards, and stack five blocks
- › Demonstrates hand/eye coordination of mouse to cursor computer skills

Gross Motor Skills (Health and Physical Development)

- › Can jump in place
- › Can balance on left and/or right foot for 3 seconds
- › Can hop on one foot
- › Attempts to through a ball
- › Attempts to kick a ball
- › Attempts to catch a ball

Practical/Life Skills (Health and Physical Development)

- › Identifies main body parts
- › Follows 2 step directions
- › Recognizes first name in classroom environment
- › Uses bathroom independently
- › Attempts to dress self
- › Can wash and dry hands independently
- › Emerging turn taking skills

Social and Emotional Skills (Social and Emotional Development)

- › Shows respect and concern for people and things
- › Accepts and responds to adult instructions
- › Plays and shares cooperatively
- › Reflects a positive self image
- › Demonstrates age appropriate self control over feelings

Reading Readiness (Language Development and Communication)

- › Recognizes letters in first name
- › Shows interest and looks at books
- › Identifies likenesses and differences
- › Understands position words (up, down, over, under, etc.)

Listening and Speaking Skills (Language Development and Communication)

- › Can listen quietly to stories for 5-7 minutes
- › Responds to stories, finger-plays and songs through action of words
- › Demonstrates age appropriate speaking skills
- › Communicates using 5+ word sentences
- › Recognizes difference between indoor and outdoor voice

Math Readiness (Cognitive and General Knowledge)

- › Rote counts to 10
- › Recognizes shapes: circle, square, rectangle, and triangle
- › Recognizes colors: red, yellow and blue
- › Recognizes simple patterns (i.e. AB)

The Arts: Music, Art, Science & Social Studies Skills (Cognitive & Gen. Knowledge)

- › Sings and dances to musical activities
- › Participates in all art projects
- › Participates and experiments with science concepts
- › Understanding of their community (i.e. name of city or school they attend)

Resources:

Battelle Development Test

Peabody Picture Vocabulary Test

Brigance® Early Childhood Screening

NOTE: Early Childhood students enter the schools at multiple ability levels with multiple background experiences. Due to this, it is not advisable to have outcomes for these children but rather goals in which you hope they can obtain before moving on to the next level. The minimum goals listed are meant to be used as a striving point, not a point of “pass or fail”.

4 YEAR OLD GOALS

Religion (Faith Formation)

- › Respects all of God’s creation
- › Shows kindness to others
- › Makes the Sign of the Cross
- › Participates in prayer
- › Recognizes that God creates all life
- › Recognizes the importance and equality of each person
- › Identifies the Holy Family
- › Identifies Jesus and God’s Son

Fine Motor Skills (Health and Physical Development)

- › Holds and uses crayons, markers, pencils
- › Holds and uses scissors appropriately
- › Paints (at easel) with fingers and brushes
- › Assembles 10-12 piece puzzles
- › Manipulates clay/play-dough and sensory objects
- › Strings beads with A/B patterns
- › Manipulates zippers, buttons, and snaps
- › Introduction to shoe tying

Gross Motor Skills (Health and Physical Development)

- › Can walk forward, backward and on a line
- › Can run
- › Can jump in place
- › Can hop on one foot and two feet
- › Can gallop and skip
- › Participates in games

Practical/Life Skills (Health and Physical Development)

- › States phone number and address
- › Identifies main body parts
- › Follows 2-3 step directions
- › States first and last name and identifies it in print

Social and Emotional Skills (Social and Emotional Development)

- › Shows respect and concern for people and things
- › Plays and shares cooperatively
- › Demonstrates appropriate self-control over feelings
- › Reflects a positive self-image

Reading Readiness (Language Development and Communication)

- › Identifies written name within classroom environment
- › States first and last name and identifies it in print

- › Identifies and produces some letter names and sounds (upper and lower case)
- › Prints first name
- › Identifies color-coded color words
- › Identifies human feelings (e.g. happy, sad)
- › Responds with opposite (tall/short) and position orientation (up, in, under) words
- › Enjoys language play (e.g. tongue twisters, rhyming words)
- › Developing listening skills

Listening and Speaking Skills (Language Development and Communication)

- › Can listen quietly for appropriate amounts of time
- › Responds to stories by answering questions
- › Speaks clearly
- › Communicates using sentences
- › Can take turns when speaking

Math Readiness (Cognitive and General Knowledge)

- › Rote counts to 20 (and beyond)
- › Recognizes and names numbers 1-10
- › Recognizes colors: red, yellow, green, blue, orange, brown, purple & black
- › Recognizes and identifies circle, square, triangle, rectangle, diamond, heart & star
- › Identifies size differences
- › Sequences different sizes (small, smaller, smallest & small, medium, large)

Resources:
 Battelle Development Test
 Peabody Picture Vocabulary Test
 Brigance® Early Childhood Screening

NOTE: Early Childhood students enter the schools at multiple ability levels with multiple background experiences. Due to this, it is not advisable to have outcomes for these children but rather goals in which you hope they can obtain before moving on to the next level. The minimum goals listed are meant to be used as a striving point, not a point of “pass or fail”.

5 YEAR OLD GOALS

Religion (Faith Formation)

- › Respects all of God’s creation
- › Shows kindness to others
- › Makes the Sign of the Cross
- › Participates in prayer
- › Recognizes that God creates all life
- › Recognizes the importance and equality of each person
- › Identifies the Holy Family
- › Identifies Jesus as God’s Son
- › Beginning to be introduced to the Blessed Trinity
- › Participates in activities and celebrations related to liturgical season and special feasts

Fine Motor Skills (Health and Physical Development)

- › Holds and uses crayons, markers, pencils appropriately
- › Holds and uses scissors appropriately
- › Assembles 25-40 piece puzzles
- › Manipulates zippers, buttons and snaps
- › Able to tie shoes independently
- › Appropriate printing of numerals and the alphabet, both upper and lower case

Health (Health and Physical Development)

- › Describes how to care for his/her teeth
- › Knows basic facts about what the body needs to stay healthy
- › Can describe how they can keep from getting hurt
- › Identifies healthy/unhealthy foods
- › Knows how to get help at school and how to use the 911 emergency phone number
- › Can discuss how recycling helps the environment
- › Shows respect for property
- › Expresses his/her feelings in an appropriate and positive manner

Practical/Life Skills (Health and Physical Development)

- › Identifies main body parts
- › Follows 2 step directions
- › Recognizes first name in classroom environment
- › Uses bathroom independently
- › Attempts to dress self
- › Can wash and dry hands independently
- › Emerging turn taking skills

Reading Readiness/Language Arts (Language Development and Communication)

- › Identifies written sight words within classroom environment
- › States first and last name and identifies it in print
- › Prints first and last name

- › Identifies and produces letter names and sounds (upper and lower case)
- › Developing an understanding of the relationship between oral and written language
- › Beginning to integrate letter sounds into words
- › Utilizes comprehension techniques including prediction, sequencing, concluding and comparison

Math Readiness (Cognitive and General Knowledge)

- › Rote counts to 100 (and beyond)
- › Recognizes and names numbers and number words 1-12
- › Recognizes colors: red, yellow, green blue, orange, brown, purple and black
- › Recognizes and identifies circle, square, triangle, rectangle, diamond, heart and star
- › Identifies and creates pattern designs
- › Creates and interprets graphs
- › Familiar with simple measurements
- › Distinguishes between objects and sorts according to given criteria
- › Explores simple fractions (i.e. halves, wholes, quarters, thirds)
- › Familiar with basic time and money concepts.

Science (Cognitive and General Knowledge)

- › Connects science to their world by observing objects to learn systems, order, and organization
- › Recognizes that science is an activity that children and adults do to find out about the world around them
- › Explores light, magnetism, motion and the properties of an object
- › Able to classify and compare given objects
- › Identifies the characteristics of living things, for example, recognizes that all living things grow
- › Gives examples of how science helps us care for ourselves
- › Observes changes in the environment

Social Studies (Cognitive and General Knowledge)

- › Identifies maps and globes, and recognizes that they are used to locate where we live. Describes how people adapt to changes in the seasons. (Geography)
- › Identifies and compares family cultures and traditions. Uses calendars and timelines to sequence events. (History)
- › Identifies, demonstrates, and explains their rights and responsibilities as members of a family, classroom and school (Civics)
- › Identifies and describes jobs within the family and classroom. Lists ways people earn money to provide for needs and wants. (Economics)
- › Describes how families are alike and different in how they live, work, and play. Identifies and describes institutions, such as police, fire, hospitals, schools and places of worship. (Behavioral Science)

Resources:

Battelle Development Test
 Peabody Picture Vocabulary Test
 Brigance® Early Childhood Screening