



LANGUAGE ARTS

VOCABULARY: Upper case, lower case, rhyming, beginning sound, syllables(word parts), categories, directional words, printing, fantasy, make believe, beginning, middle, end.

GOALS: *The child should be able to:*

- begin to recognize first name.
 - recognize and say some upper case and lower case letters.
 - know that letters are used to make words.
 - be able to read some common words.
 - recognize rhymes in sounds.
 - recognize when words begin with the same sound.
 - tell the number of syllables (word parts).
 - use pictures to learn the meaning of words.
 - recognize words, signs and symbols.
 - use words and group them in categories.
 - understand print has meaning.
 - turn book pages from front to back.
 - know the difference between pictures and print.
 - begin to tell sequence of story.
 - predict what is next in a story.
 - identify characters in favorite stories.
 - print letters.
 - begin to be aware that letters come together to make words.
 - listen to speakers, stories, songs or poems.
 - follow simple spoken instructions.
 - speak clearly and understandably.
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MATHEMATIC GOALS

VOCABULARY: Numbers 0-20, group, number, coins, quarter, nickel, dime, penny, time, day, night, yesterday, tomorrow, today, week, month, year, measure, calendar, clock, timer, bigger, smaller, heavier, lighter, taller, shorter, more, less, same, different, up, down, over, under, top, bottom, inside, outside, front, behind, between, pattern, graph.

GOALS: *The child should be able to:*

- count to 20 by touching each object during play or while reading number books.
- tell how many objects in groups of 10 or fewer objects.
- group 2 sets of like objects together with each set containing the same amount of objects.
- read and say numerals 0-9. Begin to write and copy numerals.
- name some coins and recognize that they are worth different amounts.
- combine 2 smaller sets of objects to form one larger set of objects.
- identify and use units of time such as day, night, yesterday, and tomorrow.
- identify and use tools that measure time such as oven timer, clock and calendar
- compare objects using words such as bigger, smaller, shorter, taller, etc.
- begin to measure length and capacity using familiar objects.
- identify, match and sort objects by shape and or likes and differences.
- use positional words such as up, down, over, under, top, etc.

- copy, add on to and create simple patterns.
 - use simple graphs and show the most or fewest objects.
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PHYSICAL EDUCATION

VOCABULARY: jump, hop, skip, gallop, balance beam, parachute, hula hoop, tricycle, slide, teeter-totter, jump rope, hopscotch, toss, throw, catch, tumble, stretch, kick

GOALS: *The child should be able to:*

- demonstrate basic loco motor skills (run, jump, hop, gallop).
 - become familiar with skipping.
 - show balance while moving.
 - demonstrate throwing, kicking, and catching skills.
 - show awareness of his/her position in space.
 - follow procedure/rules of a basic game.
 - replicate a movement pattern.
 - begin to understand teamwork concept
 - stop, start, turn while running.
 - bounce a ball.
 - begin to experience basic tumbling and gymnastic skills (Log roll, wheel barrel, crab roll, somersaults).
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SCIENCE GOALS

VOCABULARY: The child will become familiar with: day, night, moon, sun, stars, space, cold, hot, earth, planets, weather, living, non-living, food, water, air, plants, fruit, vegetable, animals, nature, up, down, fast, slow, backward, forward, tools, sort, classify, alike, different, observation, experiment, description, ingredient

GOALS: *The child should be able to:*

- describe things in their environment such as sun, moon, day, night, etc.
 - describe and compare seasonal changes.
 - create drawings to explain the changes in the earth.
 - understand that all living things need food, water and air.
 - understand that cartoons and movies may show plants and animals doing things that can not be done in the real world.
 - understand that baby animals usually look like their parents and young plants usually look like full-grown plants.
 - recognize the differences in the same group of things such as people, plants, and animals.
 - explain that objects are made up of parts.
 - sort objects by one or more properties such as shape and color.
 - recognize that tools have a specific use and realize how to use them safely (scissors, hammer, etc.).
 - use common materials and objects for other uses.
 - ask questions such as “what if”.
 - begin to compare things based on likes or differences.
 - explain observations by creating drawings or telling stories.
 - understand actions that help or hurt living things.
 - participate in experiments and discuss observations.
 - understand that science is used in everyday life.
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SOCIAL STUDIES GOALS

VOCABULARY: day, night, yesterday, today, tomorrow, up, down, over, under, front, back, here, there, behind, beside, beneath

GOALS: *The child should be able to:*

- understand and use word such as day, night, yesterday, tomorrow and today.
 - label days according to day such as birthdays, school days, holidays, and vacation days.
 - repeat stories of things that happened to them in past.
 - understand people are different such as family, friends, boys, girls, classmates.
 - understand people are different in many ways such as culturally, religiously, and physically.
 - use words to describe location such as up, down, over, under etc.
 - be able to recite home address, city, state, and phone number.
 - describe area that is familiar to them such as home, neighborhood and place they have visited.
 - begin to understand difference between wants and needs.
 - handle self in appropriate manner when sharing things and taking turns.
 - understand concept of goods and services and the people who provide them.
 - identify adults who help care for you and take care of you such as parents, teachers, police officers and firemen.
 - recognize United States flag and know pledge of allegiance.
 - realize the need for rules and why we have them.
 - be able to work out differences using words.
 - make predictions of what comes next after listening to information from book.
 - retell short story in own words.
 - demonstrate citizenship.
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MUSIC AND MOVEMENT GOALS

VOCABULARY: sing, beat, rhythm, tune, instrument, note, dance, tempo, rhyme, verse, melody, volume, drum, bells, xylophone, cymbal, maraca, rhythm stick, piano, triangle, kazoo, recorder, smooth, gliding, bouncy, jerky, repeat, bongo, pitch, tone, wind, percussion, brass, motion, rattle, shaker, tambourine

GOALS: *The child should be able to:*

- listen to music and describe how it makes them feel.
 - move their bodies to the beat of music they are hearing.
 - create patterns with words that are sung or chanted, body movements, and musical instruments.
 - sing simple melodies in tune.
 - begin to discriminate sounds made by some instruments.
 - describe how music sounds (loud, soft, fast, slow, etc.).
 - sing simple tunes from memory.
 - represent movements of objects.
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STUDIO ART GOALS

VOCABULARY: Balance, colors, bright, brush, cardboard, chalk, shapes, clay, repeat, stripe, watercolor, coil, color, paper, crayon, resist, dark, design, dot, drawing, scribble, paint, easel, eraser, finger paint, glue, paste, ink, light, line, mural, stencil, texture, scissors, overlap, pastel, pattern, pen, oil pastel, marker, pencil, pinch, print, stamp, weaving, sculpture, tint, shade

GOALS: *The child should be able to:*

- understand what line is and make line drawings using a variety of media.
- copy basic line patterns such as; stripes, plaids, shapes spiral, zigzag, controlled scribble, radiating lines.
- identify line and shape in their environment.
- draw basic shapes and objects by looking at real items (still life, self-portrait, other children, etc.).
- begin filling the page with drawing and/or design.
- name the colors: red, orange, yellow, green, blue, violet (purple), brown, black, white.
- match colors to those in their environment.

- tell the difference between warm (sunny) colors and cool colors.
 - mix primary colors (red, yellow, blue) to create secondary colors (orange, green, violet).
 - mix color with white to create tints.
 - mix color with black to create shades.
 - understand how pattern works and recreate simple patterns.
 - use scissors to cut and hands to tear paper.
 - glue and paste items.
 - understand layering and overlapping of items when creating collage.
 - visually discriminate large, medium and small objects in a composition.
 - manipulate clay to create simple shapes and forms.
 - create freestanding sculpture by gluing and stacking objects.
 - understand how basic printmaking works.
 - begin weaving with paper.
 - view fine art and describe how it makes them feel as well as what they see in the artwork.
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