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| **St. Luke’s Day School KEY: RED- changes, BLUE- HISD,**  **SKILLS CHECKLIST: PRE K GREEN- TEKS, HIGHLIGHTED- SACS**  **(4 years old of September 1) UNDERLINED- examples**  **END OF PRE K OUTCOMES** |
| **SOCIAL/EMOTIONAL** |
| **1. Can draw** **and describe** **a picture of self**  Child shows awareness of areas of competence and describes self positively in what he is able to do- “Teacher provides opportunities for children to draw self-portraits and describe themselves” (I.A.2). |
| **2. Demonstrates confidence in self—“I can!”**  Child shows awareness of areas of competence and describes self positively in what he is able to do (I.A.2). Child shows reasonable opinion of his own abilities and limitations (I.A.3). (Knows when needs help and asks adults or says “No thank you” when offered help). Children engage in multiple and varied activities that focus on developing a positive self-identity (3.03.043). |
| **3. Exhibits self-confidence; willing to try new things**  Child shows initiative in independent situations and persists in attempting to solve problems (I.A.4). |
| **4. Finishes a task once it is started; shows persistence**  Child sustains attention to personally chosen or routine tasks until they are completed (I.B.3.a). |
| **5. Expresses feelings/channels them appropriately with adult** **help if needed**  Child regulates his own behavior with occasional reminders or assistance from teacher (I.B.1.c). Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary (I.B.2.c). Child begins to understand difference and connection between feelings and behaviors (I.B.2.a). (Examples include: “It makes me mad when…” “I love to paint!,” express emotions that match situation, etc.) Child is aware of own feelings most of the time (I.B.2.b). Teachers and staff reinforce appropriate ways for each child to express his or her emotions (3.03.010). Teachers and staff guide children to express how they are feeling as well as how other children are feeling. They also provide opportunities for children to explore the wide range of feelings and emotions and how to appropriately express them (3.03.032). Children engage in multiple and varied activities focused on recognizing and naming their own emotions and those of others (3.03.036). Children engage in multiple and varied activities focused on developing the skills necessary to regulate their own behavior and attention (3.03.037). |
| **6. Makes new friends**  Child begins to have meaningful friends (I.C.7). Teachers and staff provide numerous opportunities for children to develop friendships, attain social skills and learn from each other through play (3.03.022). |
| **7. Begins to express caring for** **peers and teachers; shows empathy**  Child demonstrates empathy and caring for others (I.C.6). Child uses positive relationships as modeled by his teacher for her own pro-social behaviors (I.C.1). (Examples include: greets teacher, coordinates eye contact with communication, engages in conversations with adults, and enjoys sharing stories and experiences with teacher, etc.) Children engage in multiple and varied activities focused on developing the capacity to show empathy and understand and consider the perspectives of others (3.03.041). Children engage in multiple and varied activities that focus on developing their feeling of being an integral part of their classroom community. Children feel accepted and develop a strong sense of belonging (3.03.044). |
| **8. Chooses and returns manipulatives independently; shows initiative**  Child shows initiative in independent situations and persists in attempting to solve problems (I.A.4). Teachers and staff incorporate appropriate materials and schedule adequate time daily for children to engage in self-selected activities (3.03.045). |
| **9. Is able to transition from one activity to another**  Child regulates his own behavior with occasional reminders or assistance from teacher (I.B.1.c). (Examples include: responds to signals for transitioning from one activity to another, waits for his/her turn, refrains from impulsive responding (i.e. requests materials when passing out rather than grabbing them). Teachers and staff support children’s successful transitions from one activity to another through predictable but flexible scheduling of daily routines and activities (3.03.050). |
| **10.** **Takes care of and manages classroom materials**  Child takes care of and manages classroom materials (I.B.1.b). (Examples include: appropriately handles materials during activities, cleans up and puts materials away in appropriate places, etc.) Teachers and staff incorporate daily routines that support children as they learn to clean up and put away learning materials (3.03.049). |
| **11. Is able to follow classroom rules**  Child follows classroom rules and routines with occasional reminders from teacher (I.B.1.a). |
| **12. Understands “taking turns”**  Child regulates his own behavior with occasional reminders or assistance from teacher (I.B.1.c). (Examples include: responds to signals for transitioning from one activity to another, waits for his/her turn, refrains from impulsive responding (i.e. requests materials when passing out rather than grabbing them). Teachers and staff model appropriate social behavior and treat all staff and children with respect, showing care and concern for others by sharing and taking turns- assist them in playing and interacting appropriately with other children when they are sharing materials, taking care of the classroom, providing opportunities for all children to contribute to the learning of the group, listening to one other and providing appropriate emotional support to other children (3.03.033). Engage in cooperative play; develop language skills to communicate their needs; take turns; control physical impulses; appropriately express emotions with upset, angry or frustrated to keep themselves and other children safe; develop problem solving skills; and learn about themselves and others (3.03.035). |
| **13. Participates in group activities**  Child remains focused on engaging group activities for about 20 minutes at a time (I.B.3.b). Teachers and staff provide appropriate opportunities for children to participate in group projects to support children’s individual learning and learning from their peers (3.03.051). |
| **14. Engages in prolonged imaginary/dramatic play with blocks (with or without peers)** |
| **15. Engages in prolonged fantasy play** **with peers** **using imaginary props**  Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal (I.C.4). Teachers and staff provide numerous opportunities for children to develop friendships, attain social skills and learn from each other through play (3.03.022). |
| **16.** **Enters and sustains play with peers successfully**  Child shows competence in initiating social interactions (I.C.3). (Examples include: participates spontaneously in group activities or play, seeks out play and appropriately invites them to play, etc.) Teachers and staff assist children in entering into and sustaining play (3.03.007). Children engage in multiple and varied activities focused on developing social competence and understanding of how to appropriately enter social groups and how to help others (3.03.039). |
| **17.** **Demonstrates being part of the classroom community**  Child assumes various roles and responsibilities as part of a classroom community (I.C.2). (Also includes “jobs” or being a classroom helper). (Example: takes responsibility for cleaning up own spills and messes.) Examples include- Takes care of his/her belongings (such as- puts away lunch, opens snack, hangs bag, cleans spills, etc.); takes on classroom roles (such as- line leader, door holder, etc.); and develops a relationship with teachers/peers, etc. |
| **18. Initiates problem-solving strategies and seeks adult help if needed**  Child shows initiative in independent situations and persists in attempting to solve problems (I.A.4). Child initiates problem-solving strategies and seeks adult help when necessary (I.C.5). Teachers and staff pose problems and ask questions of children that encourage and stimulate children’s thinking (3.03.015). Teachers and staff facilitate children’s ability to appropriately resolve conflicts through identifying feelings, problems and finding alternate solutions (3.03.024). Children engage in a multiple and varied activities focused on developing skills necessary to solve interpersonal problems that are connected to the |
| **19.** **Aware of and maintains personal boundaries**  Child is aware of where own body is in space, respects personal boundaries (I.A.1). (Examples: stay in personal space without intruding others’ space- able to stay in seat at lunch table without kicking others, can move around the classroom without disrupting others’ activities, etc.) Teachers and staff intentionally and explicitly teach children appropriate social, communication and self-regulating skills (3.03.034). |
| **20. Respects rights,** **differences, and property of others**  Child demonstrates an understanding that others have specific characteristics (I.D.1). Child demonstrates an understanding that others have perspectives and feelings that are different from her own (I.D.2). The child identifies similarities among people like himself and classmates as well as among himself and people of other cultures (VII.D.4- Social Studies). They (teachers and staff) provide activities that help children learn about themselves and others using a variety of strategies that include providing children with explicit models of people from cultures, backgrounds and abilities different from their own and intervene if children tease or reject others based on differences (3.03.029). Children engage in multiple and varied activities focused on developing the ability to treat others with respect, cooperatively learn from play with others and problem-solve in order to appropriately resolve conflict (3.03.040). Children engage in multiple and varied activities focused on developing the capacity to show empathy and understand and consider the perspectives of others (3.03.041). |
| **INTELLECTUAL/COGNITIVE** |
| **Language and Communication** |
| **1. Recites full name,** **own birth date, and age**  Child shows understanding by responding appropriately (II.A.1). |
| **2.** **Follows 2-3 step directions**  Follow 2-3 step directions. Child shows understanding by following two-step oral directions and usually follows three-step directions (II.A.2). Child demonstrates understanding of terms used in the instructional language of the classroom (II.D.2). |
| **3.** **Identifies and can relate simple images, words, and/or objects**  Identify images (parts of the body, family members, animals, food, action words, etc.). Child uses a wide variety of words to label and describe people, places, things, and actions (II.D.1). Child uses category labels to understand how the words/objects relate to each other (II.D.5). Children engage in multiple and varied activities that focus on developing vocabulary based on their environment and learning experiences (3.03.055). Teachers and staff support children’s understanding of spoken language using a variety of strategies. These include but are not limited to showing pictures and objects familiar to children, body language and physical cues (3.03.065). |
| **4. Asks questions when he/she wants to know more**  Child is able to use language for different purposes (II.B.1). |
| **5. Responds appropriately to questions (including who, what, when, where, why, and how)**  Orally respond to questions being asked. Child shows understanding by responding appropriately (II.A.1). Child engages in conversations in appropriate ways (II.B.2). Child provides appropriate information for various situations (II.B.3). |
| **6. Forms ideas and expresses them clearly**  Child’s speech is understood by both the teacher and other adults in the school (II.C.1). Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement (II.E.2). Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning (II.E.5).Child combines more than one idea using complex sentences (II.E.4). Child uses sentences with more than one phrase (II.E.3). |
| **7. Stays on topic in group discussion**  Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning (II.E.5). Child uses a wide variety of words to label and describe people, places, things, and actions (II.D.1). Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order (II.E.1). Child combines more than one idea using complex sentences (II.E.4). Child uses sentences with more than one phrase (II.E.3). |
| **8. Carries out meaningful conversation**  Child engages in conversations in appropriate ways (II.B.2). Child combines more than one idea using complex sentences (II.E.4). Teachers and staff model appropriate vocabulary and language to assist children in sharing their experiences in conversations with adults and other children (3.03.066). |
| **9.** **Understands the “give and take” of conversation**  Child demonstrates knowledge of verbal and non-verbal conversational rules (II.B.4 & II.B.5). (Examples: takes turn in communication, not interrupting; uses the appropriate tone in voice; looks at classmates as he/she discusses; sits/stands an appropriate distance from friend as they talk, etc.)Children engage in multiple and varied activities focused on developing verbal and non-verbal communication skills (3.03.054). |
| **10. Uses sentences that have more than one action word (jump, play, get)** |
| **Emergent Literacy** |
| **1. Dictates and dramatizes own stories**  Child shows understanding by responding appropriately (II.A.1). Child demonstrates knowledge of verbal and non-verbal conversational rules (II.B.4 & II.B.5). Child retells or re-enacts a story after it is read aloud (III.D.1). Child uses a large speaking vocabulary, adding several new words a day (II.D.4). Child uses some appropriate writing conventions with writing or giving dictation (II.E.5). Teaching staff explicitly assist children with understanding the connection between the written and spoken word (3.03.058). |
| **2. Engages in pre-reading behavior**  Child engages in pre-reading and reading- related activities (III.A.1). Child uses books and other written materials to engage in pre-reading behaviors (III.A.2). (Examples include: choosing books independently, holding a book correctly, imitates reading behaviors, etc.). Child asks to be read to or asks the meaning of written text (III.A.3). Children engage in multiple and varied activities focused on experiencing songs, rhymes, routine games and books. They have opportunities to interact with and respond to a variety of books that include pictures and rhymes as well as have access to durable books for individual exploration (3.03.056). Children have consistent and ongoing access to books and writing materials throughout the learning environment (3.03.068). Children talk about books and identify parts (beginning, middle and end) of books (3.03.059). |
| **3.** **Developing a sense of print**  Child asks to be read to or asks the meaning of written text (III.A.3). (Examples include: requests books, asks what posters or charts say, asks what a note from home says, asks the meaning of the writing on a food container, understands that print carries a message, etc.) Children engage in multiple and varied activities focused on providing a print-rich environment that include personal items, materials and written rules. This environment supports children in developing a sense of print, recognizing it and using print as a part of the environment. Teaching staff explicitly assist children with understanding the connection between the written and spoken word (3.03.058). |
| **4. Names and/or describes their buildings/structures** |
| * **Phonological Awareness Skills** |
| **1.** **Separates four-word sentence into individual words**  Child separates a normally spoken four-word sentence into individual words (III.B.1). (Examples include: repeats a sentence spoken by the teacher then stepping forward as the word he/she is assigned is spoken in the sentence; segments each word one from the other using objects, fingers, or even bodies to stand for each individual word in the sentence, etc.) |
| **2.** **Segments syllables while clapping their name and/or familiar words**  Clap the syllables in his/her name; blend 2 syllables (ti-ger). Child combines syllables into words (III.B.4). Child can delete a syllable from a word (III.B.5)- Example: “ladder” minus “ladd” equals “er”. |
| **3.** **Listens for and produces words that begin with the same beginning sound**  Identify and produce words that begin with the same beginning sound (Ask the child to name the 2 pictures with the same beginning sound. What other word starts with this sound?) Child can produce a word that begins with the same sound as a given pair of words (III.B.7). |
| **4. Listens for and repeats rhyming words**  Identify and produce rhymes (Ask the child to name the 2 pictures that rhyme. What other word rhymes with fish-dish?) Child can produce a word that rhymes with a given word (III.B.6). Children engage in multiple and varied activities focused on experiencing songs, rhymes, routine games and books. They have opportunities to interact with and respond to a variety of books that include pictures and rhymes as well as have access to durable books for individual exploration (3.03.056). |
| * **Alphabet Knowledge Skills** |
| **1.** **Recognizes letters of the alphabet ( ) ( )**  Identify each uppercase/lowercase letter of the alphabet. Child names at least 20 upper and at least 20 lower case letters (III.C.1). (Examples include: finds letters buried in sand, letter sorts, matching upper/lower case letters; circles letters at circle time (on chart paper); names letters in environmental print around the room (schedule/question of the day chart), etc.) Access to a print-rich environment is provided and includes the alphabet and printed words reflecting topics of children’s interest (3.03.060). Children engage in multiple and varied activities focused on recognizing and writing letters (3.03.061). |
| **2.** **Beginning to connect letters and their sounds**  Child recognizes at least 20 letter sounds (III.C.2). Child produces the correct sounds for at least 10 letters (III.C.3). (Examples include: sound/letter games such as “I spy something that starts with /s/” or bingo “Do you have the letter that makes the /t/ sound?”, etc.) |
| * **Comprehension** |
| **1. Asks and answers questions related to the story**  Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting (III.D.2). Child asks and answers appropriate questions about the book (III.D.3). (Examples include: relates own experiences to facts read in books; demonstrates how to do something after being read to; can sort objects into categories after being read to; asks questions about the story; makes comments about the characters or their actions; etc.) |
| **2. Listens to and recalls order of events in stories**  Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting (III.D.2). |
| **3.** **Makes predictions about the text (such as- based on title/illustrations, what happens next, etc.)**  Child asks and answers appropriate questions about the book (III.D.3). (Examples include: discuss the way a story might end; make predictions about the text based on title, illustrations, and/or characters; what might happen if different characters were in the story?) |
| **4.** **Dramatizes adult-authored stories**  Child retells or re-enacts a story after it is read aloud (III.D.1). Children are read books multiple times, provided opportunities to re-tell and re-enact story events and supported in making connections between the books they are reading and the curriculum content. |
| **Emergent Writing Skills** |
| **1.** **Draws to convey meaning**  Use drawing to convey meaning. Write letters or picture representation to describe events or stories. Child intentionally uses scribbles/writing to convey meaning (IV.A.1). (Examples include: writing name to sign-up for centers or add to a graph; taking orders at restaurants during dramatic play; builds a structure then labels it; makes a note for the teacher or a friend, etc.) |
| **2. Holds pencil/crayon/paintbrush progressing from beginning grasp to tripod grip**  Children engage in multiple and varied activities and are provided materials focused on developing fine motor skills (3.03.004). |
| **3. Reproduces shapes (circle, square, triangle, rectangle)**  Make simple representation of shapes. Child creates shapes (V.C.2). |
| **4. Attempts to write some letters of first name or writes first name**  Write his/her first name. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters (IV.B.2). (Examples include: writes his/her first name from memory on center waiting lists and art work; labels block structures with her/her name; “signs” a thank you note, makes an invitation to a party and adds name, etc.) |
| **5. Attempts to copy** **or write** **letters, numbers,** **and/or words**  Write letters resembling words or parts of words. Write some letters independently or on request. Begins to label pictures. Child independently uses letters or symbols to make words or parts of words (IV.B.1). Child independently writes some letters on request (not necessarily well-formed) (IV.C.1). Child uses some appropriate writing conventions (examples: scribbles that start at the top, says/writes “the end” at the end of a story; starting to show left-right progression; scribbles or writes in a horizontal line) when writing or giving dictation (IV.D.1). (Examples include: scribbles or makes shapes and identifies it is writing; labels pictures; writes spontaneous letters; copies letters/words; participates in writing in graphs; makes a birthday and/or Christmas list, etc.) Children engage in multiple and varied activities focused on the development of writing skills. Children scribble, make letter-like marks and demonstrate developmental spelling. They have opportunities to write or dictate their ideas to adults, who write what children say, and read the writing together. Children are supported as they take the steps to write independently. Teachers model writing of everyday words and assist children in making connections to these words in the real world environment (3.03.060). |
| **Mathematics** |
| **1. Identifies** **and describes** **shapes (triangle, circle, square, rectangle, and diamond)**  Recognize, describe, and name attributes of shapes. Child names common shapes (V.C.1). Child creates shapes (not just drawing- put under emergent writing too) (V.C.2). Child slides, flips, and turns shapes to demonstrate that the shapes remain the same (V.C.4). (Examples include: identifies shape using only sense of touch; knows the number of sides for common shapes; describes attributes using own language; identifies objects in real world that are shapes- balls, boxes, cans, cones, roofs, houses, etc.; uses shapes to make real-objects (think block center); etc.) Children engage in multiple and varied activities and are provided appropriate materials that focus on understanding basic geometry concepts such as identifying two and three-dimensional shapes and recognizing that figures are composed of differing shapes (3.03.075). |
| **2. Group objects** **using one or more attribute (similarities/differences, size/shape, colors, etc.)**  Sort and classify objects using one or more attribute. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different (V.E.1). (Examples include: puts all cars in a box and all the trucks in a different box and says why; organizes blocks according to shape and size; etc.) Children engage in multiple and varied activities that focus on categorizing objects according to size, shape, and color (3.03.072). |
| **3. Identifies** **and reproduces** **patterns**  Use attributes of objects to duplicate and create patterns. Child recognizes and creates patterns (V.E.3). (Examples include: identifies patterns in nature; recognizes and creates patterns in clothing, carpeting, etc.; uses different manipulatives to create patterns; recognizes a pattern (in text) in a predictable book; etc.) Children engage in multiple and varied activities focused on pattern recognition and naming repeating patterns (3.03.077). |
| **4. Rote counts (1 to \_\_\_\_\_) ( )**  Show basic counting readiness and counting by using nonverbal and verbal means. Recite number words in order up to 10. Child uses words to rote count from 1 to 30 (V.A.2). Children engage in multiple and varied activities that focus on building an understanding of numeracy, number names and one-to-one correspondence (3.03.071). |
| **5. Recognizes numbers (1 to \_\_\_\_\_) ( )**  Recognize one-digit numerals 1-4. Child recognizes one-digit numerals, 0-9 (V.A.9). Children engage in multiple and varied activities that focus on building an understanding of numeracy, number names and one-to-one correspondence (3.03.071). |
| **6. Rational counting (to count objects) (1 to \_\_\_\_\_) ( )**  Show basic counting readiness and counting by using nonverbal and verbal means. Child knows that objects, or parts of an object, can be counted (V.A.1). Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted (V.A.4). Child demonstrates understanding that when counting, the items can be chosen in any order (V.A.6). Children engage in multiple and varied activities that focus on building an understanding of numeracy, number names and one-to-one correspondence (3.03.071). |
| **7. Demonstrates ability to make one-to-one correspondence**  Count up to 4 objects with one count per item and demonstrate that the last count indicates how many items were counted. Child counts 1-10 items, with one count per item (V.A.3). Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted (V.A.5). Children engage in multiple and varied activities that focus on building an understanding of numeracy, number names and one-to-one correspondence (3.03.071). |
| **8.** **Verbally identifies (without counting) the number of objects**  Verbally identify without counting the number of objects from 1 to 3. Identify two groups of objects as being equal or non-equal. Child verbally identifies, without counting, the number of objects from 1 to 5 (V.A.8). (Examples include: looks at a set of 1-5 objects and quickly say the number without counting; looks at two separate groups of objects without counting and says which group has more, less, or equal numbers; says the number of dots on one side of a domino when shown quickly; looks at pages in stories saying the number of objects on the page; points to 4 blocks and says “There are 4 blocks” without counting, etc.) |
| **9.** **Uses informal and formal strategies to solve word problems**  Use informal and formal strategies to make a collection larger or smaller (adding one, taking away one). Child uses concrete models or makes a verbal word problem for adding up to 5 objects (V.B.1). Child uses concrete models or makes verbal word problem for subtracting 1-5 objects from a set (V.B.2). Child uses informal strategies to share or divide up to 10 items equally (V.B.3). (Examples include: tells a story involving adding/subtracting; shows joining/removing 1 finger, cube, manipulative when adding or subtracting up to 5; plays number games like “Chutes and Ladders;” share or “divide” up treats for friends; understands that 2 small candies equals 1 big candy; understands dividing/sharing language “one for you, one for me;” acts out stories that show sharing an item; etc.) |
| **10.** **Knows meanings of mathematical and ordinal terms**  Examples of mathematical terms: before/after, bigger/smaller, more/less, equal/non equal. Examples of ordinal terms: first, second, third, fourth, fifth; first/second place (in a game); next/last (in a story). Identify two groups of objects as being equal or non-equal. Children engage in multiple and varied activities that encourage them to appropriately use mathematical terms in everyday conversation with adults and other children (3.03.073). |
| **11.** **Develops an understanding of time in the context of daily routines**  Show awareness of passing of time. Child uses language to describe concepts associated with the passing of time (V.D.4). (Examples include: describes daily schedule; talks with others about what happened yesterday, what is happening today, and what might happen tomorrow; associates time language to describe events of the day- “after snack we go to the playground;” etc.) Children engage in multiple and varied activities that encourage them to develop an understanding of time in the context of their daily routines (3.03.076). Child organizes their life around events, time, and routines (VII.A.3- Social Studies). |
| **12. Knows meanings of positional terms (under, over, above, below, on, beside, next to, between, in front of, near, far, etc.)**  Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.) (V.C.3). Children engage in multiple and varied activities that encourage them to appropriately use mathematical terms in everyday conversation with adults and other children (3.03.073). |
| **13.** **Demonstrates ability to help create and read classroom graphs**  Create real or pictorial graphs. Child collects data and organizes it in a graphic representation (V.E.2). (Examples include: places concrete objects/pictures on a floor graph; answers questions of the week and places a check or name on the graph under yes or no; compares data on class graphs “Look John walks to school, but I ride my bike;” uses mathematical language to describe graph data- more, less, same, longer, bigger, etc.) Children engage in multiple and varied activities that focus on using the scientific processes of collecting objects or data and representing their findings using a varied means such as the use of drawings or graphs (3.03.087). |
| **Science/Engineering** |
| **1.** **Uses the five senses to explore scientific investigations**  Use the five senses to explore properties of materials, position of motion of objects, sort objects, make observations and predictions, problem-solve, compare and question. Child describes, observes, and investigates properties and characteristics of common objects (VI.A.1). Child investigates and describes position and motion of objects (VI.A.2). Child uses simple measuring devices to learn about objects (VI.A.3). Child investigates and describes sources of energy including light, heat, and electricity (VI.A.4). Children engage in multiple and varied activities that focus on building an understanding of basic concepts and key principles of science (3.03.084). Children engage in multiple and varied activities that require the use of multiple senses to observe, explore and experiment with scientific phenomena (3.03.085). Children engage in multiple and varied activities that include observation and interaction with objects and scientific phenomena though the use of simple tools and processes (3.03.086). Children engage in activities that focus on the development of the skills of questioning, inferring and reasoning about their observations of science principles (3.03.088). Children engage in activities that integrate the discussion of scientific concepts into everyday conversation with adults and other children (3.03.089). Children engage in activities that focus on learning and using scientific terminology and vocabulary (3.03.090). |
| **2.** **Demonstrates basic knowledge of measurement skills (length, area, capacity, or weight)**  Verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight. Child recognizes and compares heights or lengths of people or objects (V.D.1). Child recognizes how much can be placed within an object (V.D.2)- filling containers with different variables (i.e. sand vs. water). Child informally recognizes and compares weights of objects or people (V.D.3). Children interact with a variety of appropriate materials that encourage the understanding of the mathematical concepts of standard and non-standard units of measurement (3.03.074). |
| **3. Creates walls, boxes, and enclosed spaces during block building** |
| **4. Builds with increasing complexity; involving patterns, decorations, and/or symmetry** |
| **5.** **Understands the difference between living and nonliving things**  Tell the difference between living organisms and nonliving organisms. Child identifies and describes the characteristics of organisms (VI.B.1). Child describes life cycles of organisms (VI.B.2). Child recognizes, observes, and discusses the relationship of organisms to their environments (VI.B.3). ...This includes topics such as the differences between living and non-living things, exploring the life cycles of a variety of living organisms…(3.03.084). |
| **6.** **Is familiar with scientific topics regarding Earth and Space (such as- weather, sky, seasons, nature, etc.)**  Identify objects in the sky. Child identifies, observes, and discusses objects in the sky (VI.C.2). Child observes and describes what happens during changes in the earth and sky (VI.C.3). Identify earth materials, their properties and uses. Child identifies, compares, discusses earth materials, and their properties and uses (VI.C.1). (Examples include: rocks, soil, and sand). …earth and sky… (3.03.084). |
| **Social Studies** |
| **1.** **Understands personal safety (such as- safety with tools, classroom rules, understanding of emergency safety, etc.)**  Practice good habits of personal health and hygiene; nutrition and exercise; and personal safety. Child practices good habits of personal safety (VI.D.1). (Examples include: safety with common tools, understanding of emergency (fire) safety, etc.) Children engage in activities that focus on building awareness of safety rules and practices in their classroom, homes and community (3.03.113). Children engage in activities to practice safety procedures (3.03.115). |
| **2.** **Takes care of him/her self (such as- uses tissues, washes hands, uses restroom appropriately, discusses healthy snacks, etc.)**  Practice good habits of personal health and hygiene; nutrition and exercise; and personal safety. Child practices good habits of personal health and hygiene (VI.D.2). Child identifies good habits of nutrition and exercise (VI.D.3). Children engage in activities focused on developing good health practices such as proper nutrition, serving and feeding themselves, exercise, hand washing and tooth-brushing (3.03.111). Children engage in activities focused on learning about nutrition; identifying where their food comes from; and recognizing, making, eating and appreciating the value of healthy foods (3.03.112). |
| **3.** **Identifies similarities/differences in characteristics of families and people**  Identify similarities and differences in characteristics of families and people. Child identifies similarities and differences in characteristics of people (VII.A.1). Child identifies similarities and differences in characteristics of families (VII.A.2). Children engage in activities that focus on developing a non-stereotypical understanding of cultural diversity, family structure, ability, language, age, and gender (3.03.091). |
| **4.** **Understands that people have roles in a family and in our community**  Name and identify roles of family members and community helpers. Discuss that all people need food, clothing, and shelter. Child demonstrates that all people need food, clothing, and shelter (VII.B.1). Child participates in activities to help them become aware of what it means to be a consumer (VII.B.2). Child discusses the roles and responsibilities of community workers (VII.V.3). Children engage in activities that use play to explore social roles in the family and workplace (3.03.092). Children engage in activities to develop a foundation for understanding economic concepts such as exchanging money and playing restaurant or store. |
| **5.** **Is familiar with geography in terms of his/her local community (such as- classroom, campus, neighborhood)**  Child identifies and creates common features in her immediate environment (VII.C.1) (Examples include: the library has books, the playground has swings, etc.) Children engage in activities that focus on learning about the community in which they live (3.03.093). Children engage in activities that focus on the foundations of learning about geography through the physical characteristics of their local community (3.03.095). |
| **6**. **Is familiar with the American flag and Texas symbols**  Recognize flag of the United States and Texas. Child identifies flag of the United States and Texas (VII.D.1). (Did not add the Pledge of Allegiance.) Children engage in activities that focus on the foundations of learning about geography through the physical characteristics of their local community (3.03.095). |
| **7.** **Understands and engages in classroom voting**  Engage in voting as a method of group decision-making. The child engages in voting as a method for group decision-making (VII.D.3). Children engage in activities that provide occasions to talk about fairness, friendship, responsibility, authority and differences (3.03.094). |
| **Fine Arts** |
| **1.** **Uses a variety of art materials for exploration**  Child uses a variety of art materials and activities for sensory experience and exploration (VIII.A.1). (Examples include: investigates with a variety of art materials (crayons, paint, clay, markers); manipulates modeling clay/playdough; mixes colors to make other colors; uses different size brushes to paint; paints with other materials such as cotton swabs; etc.) |
| **2.** **Demonstrates creative expression through visual arts**  Child uses art as a form of creative self-expression and representation (VIII.A.2). (Examples include: talks about what he is going to create; describes own work; demonstrates steps of creating own work; creates drawings and pictures that gradually become more realistic and detailed; uses a variety of materials to create art forms; etc.) |
| **3.** **Shows interest and appreciation for the creative work of others**  Child demonstrates interest in and shows appreciation for the creative work of others (VIII.A.3). (Examples include: comments on the artwork of a classmate; responds to comments made by a classmate; recognizes books with the same illustrator; comments on pictures in books; etc.) |
| **4.** **Participates in musical activities**  Child participates in classroom music activities (VIII.B.1). (Examples include: sings along with familiar songs; sings songs taught by teacher/music teacher; joins in finger plays; plays musical instruments; chooses to listen to music during centers; makes up songs and sings; creates own musical instruments using items such as boxes, strings, etc.) |
| **5.** **Responds to different musical styles through movement (such as- starts/stops to music, uses props to move, etc.)**  Child responds to different musical styles through movement and play (VIII.B.2). (Examples include: uses props (scarves, streamers) to create movements to music; follows the beat using body and musical instruments; distinguishes between different types of music (loud/soft, fast/slow, happy/sad); starts and stops playing of musical instruments when the music starts or stops; describes and expresses moods with a variety of music; etc.) |
| **6. Creates or recreates stories, moods, or experiences through** **dramatic representations**  Child creates or recreates stories, moods, or experiences through dramatic representations (VIII.C.1). (Examples include: dramatizes a story read aloud; engages in dramatic play with classmates; creates props to dramatize a story read aloud; recreates events him his/her own life; uses movement to pantomime movements of various animals; uses voice to represent sound to act out characters in a story, etc.) |
| **Digital Technology** |
| **1.** **Is familiar with age-appropriate technology (classroom computer)**  Child opens and navigates through software programs designed to enhance development of appropriate concepts (X.A.1). Child operates voice/sound recorders and touch screens (X.A.3). Children have limited access to the media of television; film, CDs and DVDs, and these media are used as developmentally appropriate learning tools to engage students in their learning and to extend their understanding (3.03.108). Children have equitable access to developmentally appropriate digital and technology tools, and they use them independently, in collaboration with other children, and under the supervision of the teaching staff or the parents/guardian (3.03.109). Technology is used as a developmentally appropriate learning tool to support and enrich learning (3.03.110). |
| **2.** **Names different types of technology and their uses (such as- television, CDs/DVDs, computer and their parts, etc.)**  Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM (X.A.2). |
| **SPIRITUAL** |
| **1.** **Participates in weekly Chapel** |
| **2. Recites prayers and/or Chapel songs** |
| **3. Retells Bible stories** |
| **4. Expresses ideas about God and Jesus** |
| **5. Forms ideas and expresses them clearly in prayer** |
| **6.** **Shows care for God’s beautiful world**  Child demonstrates the importance of caring for our environment and our planet (VI.C.4- science). Children engage in activities that focus on learning about the ways people take care of their environment and the ways people pollute the environment (3.03.096). |
| **7.** **Participates in community service projects** |
| **PHYSICAL** |
| **Gross Motor**  Child coordinates sequence of movements to perform tasks (IX.A.2). Child demonstrates coordination and balance in isolation (may not yet coordinate with a partner) (IX.A.1).Children engage in multiple and varied activities focused on developing the large motor skills of balance, strength and coordination (3.03.005). |
| **1. Throws a ball into the air; beginning to catch it** |
| **2. Throws a ball or beanbag to a target** |
| **3. Bounces and catches a ball** |
| **4. Walks forward, backward on a 10-foot line** |
| **5. Balances on one foot for four to eight seconds** |
| **6. Jumps with two feet** |
| **7. Hops four times on each foot** |
| **8. Alternating foot placement while going downstairs** |
| **Fine Motor**  Child shows control of tasks that require small-muscle strength and control (IX.B.1). Child shows increasing control of tasks that require eye-hand coordination (IX.B.2). Children engage in multiple and varied activities and are provided materials focused on developing fine motor skills (3.03.004). |
| **1. Attempts to complete jigsaw puzzles (24 to 48 pcs.)** |
| **2. Strings 10 or more ¼” beads** |
| **3.** **Completes** **simple parquetry patterns** |
| **4. Uses scissors to cut shapes (circle, square, and/or triangle)** |
| **5. Follows a sequence of holes when lacing** **(with or without adult assistance)** |
| **6. Buttons** **(with or without adult assistance)** |
| **7. Zips** **(with or without adult assistance)** |