



## Jr-Kindergarten Learning Goals



*Our overall goal is to help our students learn about God's love for them and that school is a safe and happy place. Through literature, Bible stories, art, music and hands-on learning activities we build each child's self-esteem, promote their independence, enhance their creativity and facilitate friendships, mutual respect and a sense of community.*

### Language Arts

#### **Uses non-verbal communication (1.1)**

- \*Draws original pictures to represent people, places, or events (1.1)

#### **Vocabulary is increasing & becoming more complex (1.2)**

- \*Answers why/when/where questions
- \*Uses possessives & pronouns correctly: me/my, he/him, she/hers
- \*Uses positional words: up, down, top, bottom, under, over, together, apart
- \*Names basic body parts including: thumbs, fingernails, chin, chest, elbows, shoulders
- \*Speaks in at least 5 word sentences
- \*Changes pitch, intonation and pace of voice to convey meaning

#### **Speech is easily understood by others (1.3)**

- \*Expresses thoughts clearly (1.3)

#### **Listens to and responds to communication of others (2.1)**

- \*Follows multi-step directions (2.1)
- \*Participates in group activities and discussions (2.1)

#### **Demonstrates beginning skills for reading (3.0)**

- \*Listens to a story for at least 15 minutes (3.1)
- \*Asks questions and makes comments about what has been read (3.1)
- \*Identifies front and back of a book (3.2)
- \*Understands that text progresses from top to bottom & left to right (3.2)
- \*Recognizes first & last name printed in title case (3.2)
- \*Names all capital letters and some lowercases letters (3.3)
- \*Recites the alphabet (3.3)
- \*Recognizes names of family and peers in print (3.3)
- \*Developing a small sight word vocabulary - I, you, and, the, is, for, it, to, love (3.3)
- \*Identifies letter sounds (3.4)
- \*Identifies beginning sounds in words (3.4)
- \*Creates pairs of rhyming word (3.4)
- \*Begins to learn to spell color words through song (3.5)
- \*Begins to use illustrations to "read" a story independently (3.6)

#### **Demonstrates beginning skills for writing (4.0)**

- \*Understands that print has specific meaning (4.1)
- \*Draws a 5 part person with head and body (4.2)
- \*Prints 1<sup>st</sup> name in all capitals; when mastered learns to print it in title case (4.2)
- \*Prints last name in all capitals; when mastered, learns to print it in title case (4.2)
- \*Learns to write letters of the alphabet using Handwriting Without Tears curriculum (4.3)
- \*Starts letters at the top and writes from left to right (4.3)
- \*Uses pincher grasp to hold crayon/pencil (4.3)
- \*Uses "helper hand" to hold paper steady (4.3)

<b>Mathematics</b>	<p><b>Demonstrates an understanding of numbers and counting (1.1)</b></p> <ul style="list-style-type: none"> <li>*Begins to recognize numbers 1-20</li> <li>*Matches quantities with numerals</li> <li>*Counts up to 10 objects</li> <li>*Rote counts to 100</li> <li>*Adds and subtracts using manipulatives and to solve simple word problems - Ex. "If I have two cookies and give one to you, how many cookies do I have left?"</li> </ul> <p><b>Recognizes basic shapes and spatial relationships (1.2)</b></p> <ul style="list-style-type: none"> <li>*Draws: circle, square, rectangle, triangle, diamond, and X and begins to use them to draw familiar objects (person, house, sun, kite, flowers, butterflies)</li> <li>*Describes the position &amp; direction of objects- up/down/across/top/bottom/together</li> <li>*Begins to differentiate left from right</li> <li>*Identifies basic patterns and can create his/her own</li> </ul> <p><b>Uses the attributes of objects for patterning and comparison (1.3)</b></p> <ul style="list-style-type: none"> <li>*Recognizes ten basic colors and objects commonly associated with them - a stop sign is red</li> <li>*Organizes objects into groups by 2 attributes- size &amp; color or size &amp; shape</li> </ul> <p><b>Understands simple concepts of measurement (1.4)</b></p> <ul style="list-style-type: none"> <li>*Uses tools- ruler, scales, measuring cups - to explore measuring</li> <li>*Understands that clocks &amp; calendars measure the passage of time</li> <li>*Learns to identify parts of a calendar (Days of the Week/Months)</li> <li>*Begins to use yesterday/today/ tomorrow correctly</li> </ul>
<b>Science</b>	<p><b>Approaches learning with wonder and curiosity</b></p> <ul style="list-style-type: none"> <li>*Explores classroom, toys and materials through all 5 senses (1.1)</li> <li>*Explores a variety of sensory materials through touch (1.1)</li> <li>*Asks why, what, where, how questions (1.2)</li> <li>*Begins to understand cause and effect relationships (1.2)</li> <li>*Uses a variety of tools (magnets, magnifying glass, eye droppers, binoculars) to observe and make discoveries about the environment (1.3)</li> <li>*Learns to record observations using graphs, charts, diagrams and tally marks (1.4)</li> <li>*Uses observations to make comparisons, predictions and conclusions (1.5)</li> </ul>
<b>Social Studies</b>	<p><b>Demonstrates an understanding of the world we live in</b></p> <ul style="list-style-type: none"> <li>*Relates a sequence of events in order (1.1)</li> <li>*Begins to learn why &amp; how we use maps and globes (1.2)</li> <li>*Begins to learn why &amp; how we use money (1.3)</li> <li>*Follows classroom rules, established as a class, and school rules (1.4)</li> <li>*Understands that choices have consequences (1.4)</li> <li>*Recites Pledge of Allegiance (1.4)</li> <li>*Recognizes 4 seasons and can describe what happens during each of them</li> <li>*Recites the names of the days of the week, starting with Sunday</li> <li>*Recites months of the year, starting with January</li> <li>*States first and last names</li> <li>*Recites telephone number (with area code)</li> <li>*Recites address including zip code</li> <li>*States age and birthday - day and birth month</li> </ul>
<b>Arts &amp; Humanities</b>	<ul style="list-style-type: none"> <li>*Uses a variety of art materials for exploration and self-expression in the classroom and during quarterly Art Class (1.1)</li> <li>*Participates in Minds in Motion activities, yoga poses, weekly music class and other movement activities in classroom. (1.2)</li> <li>*Participates in songs &amp; finger plays in classroom and during weekly music class (1.3)</li> <li>*Engages in role playing and pretend play (1.4)</li> </ul>

<b>Physical Education</b>	<p><b>Engages in gross motor tasks with increasing control and balance</b></p> <ul style="list-style-type: none"> <li>*Jumps, hops, throws and runs with confidence (1.1)</li> <li>*Learns to skip and swing (1.1)</li> <li>*Walks backwards <b>at least 4 steps</b> (1.1)</li> <li>*Walks on tip toes (1.1)</li> <li>*Stands on one foot for 10 seconds (1.2)</li> <li>*Stands on one foot with eyes closed for at least 1 second (1.2)</li> <li>*Hops in place and on one foot (1.2)</li> <li>*Rotates and reaches across the body in a sitting or standing position (1.2)</li> <li>*Sits on the floor cross legged without leaning for trunk support (1.2)</li> <li>*Walks up and down stairs using alternating feet (1.3)</li> <li>*Climbs jungle gym and ladders (1.3)</li> </ul> <p><b>Eye-hand coordination is improving (1.4)</b></p> <ul style="list-style-type: none"> <li>*Glues and cuts with skill and safety (1.4)</li> <li>*Begins to grip a pencil correctly (1.4)</li> <li>*Begins to distinguish left from right (1.4)</li> <li>*Eats with utensils independently (1.4)</li> <li>*Uses scissors to cut out simple shapes (1.4)</li> <li>*Able to roll playdough into "balls" and "snakes" (1.4)</li> <li>*Assembles 10 - 12 interlocking piece puzzles (1.4)</li> <li>*Folds a paper in fourths (1.4)</li> <li>*Can put together and pull apart linking blocks like Legos (1.4)</li> <li>*Completes simple lacing card activities and string small beads with minimal guidance (1.4)</li> <li>* Uses crayons to fill in a defined space using vertical, horizontal and/ or diagonal strokes. Mostly "stays in the lines" (1.4)</li> <li>*Learns to use crayons &amp; pencils to trace, copy and imitate teacher model (1.4)</li> </ul>
<b>Health &amp; Wellness</b>	<p><b>Demonstrates more self-control and independence (1.1)</b></p> <ul style="list-style-type: none"> <li>*Follows daily routine; anticipates what comes next</li> <li>*<b>Makes transitions between activities easily</b></li> <li>*Engages in self-help skills independently: unpack/pack backpack and lunch box, toileting and hand washing, taking off and putting on coat (1.1)</li> <li>*Begins to make healthy choices and develop good nutritional habits (1.1)</li> <li>*<b>Able to start and stop an activity on command, ex., Freeze Game (1.1)</b></li> <li>*Develops a sense of responsibility through a daily job and helping to care for classroom equipment and materials (1.1)</li> </ul> <p><b>Demonstrates cooperation and respect for others (1.2)</b></p> <ul style="list-style-type: none"> <li>*Able to wait, share, pass object to a peer (1.2)</li> <li>*<b>Plays well in small group of friends and as a part of a team (1.2)</b></li> </ul> <p><b>Learning how to solve problems (1.3)</b></p> <ul style="list-style-type: none"> <li>*Learns about feelings and being kind - Fruits of The Spirit (1.3)</li> <li>*<b>Uses strategies from Conscious Discipline program to manage feelings/conflicts (1.3)</b></li> </ul> <p><b>Beginning to develop good work habits (1.4)</b></p> <ul style="list-style-type: none"> <li>*Works independently</li> <li>*<b>Sticks with a task even when it is challenging/ difficult (1.4)</b></li> <li>*<b>Learns that mistakes are a part of the learning process (1.4)</b></li> </ul>