

His House
Preschool & Learning Center



Curriculum Handbook

His House is a Ministry of Rogers First Church of the Nazarene
(479) 636-7165 * www.rogersfirst.com * hishouse@rogersfirst.com
4911 West Pleasant Grove Road, Rogers, Arkansas 72758

His House Curriculum Handbook Contents

Class Descriptions-page 3

The classrooms at His House are set up according to the requirements set by the State of Arkansas for entry into kindergarten. We have built our program so that each class builds upon the one before and meets the developmental needs of the age group. The classrooms are centered on curriculum that teaches language, math, social, motor, and cognitive skills. Our focus is to give the children the love and support they need to thrive and teach them the skills needed to be successful.

Monthly Curriculum Guide-page 4

His House has established a curriculum that is based around specific concepts which establish the theme for each month. Each theme is broad enough to reach all of the age groups, but leaves room for each teacher to modify it to fit the specific needs of their classroom. Each concept has a Bible lesson that goes along with it. These themes will carry over into the classroom and be used throughout all content areas. The purpose of this is to keep our program aligned across the various age groups.

Class Schedules-page 5

Each classroom has a schedule that is designed to meet the developmental needs of a specific age group. The activities that are planned for each day teach language, math, social, motor, and cognitive skills. The schedules are a guide for the classroom teacher and can be modified and adjusted based on the needs of the class.

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Centers that can be found in preschool classrooms-page 10

Centers are an important part of the preschool curriculum. They allow the children to work independently and with others in the classroom. They aid in development of social, communication, and problem solving skills. This time also allows the teacher to observe the children in a different setting, as well as give them the individual attention that they need. Centers are designed to meet the needs of the classroom and the developmental levels of the children.

Standards-page 12

The State of Arkansas has developed frameworks that all Arkansas licensed childcare providers are to follow. There are separate standards for infants and toddlers and for early childhood. We follow these standards, but have also taken the Arkansas frameworks for Kindergarten and adjusted them to meet the needs in our pre-kindergarten classrooms.

Assessment-page 16

His House has developed an assessment form that is used to measure the growth of the children. Each age group has defined developmental milestones that are used to guide the teachers in their assessment. In addition, our 4 year old pre-kindergarten program has one other assessment that is also used for most public school kindergarten screenings.

His House Class Descriptions

Infants:

Designed with a ratio of 6 children to 1 teacher, our infant room is for children ages 6 weeks to 15 months. The infants will be learning through sensory stimulation activities. They will participate in activities that encourage their emerging motor development, language and communication development, and social development. Most of all, they will be cared for in a loving, safe environment where they can thrive.

Toddlers:

Designed with a ratio of 7 children to 1 teacher, this class is for ages 15 months to 24 months. The children in this classroom will learn manners, how to work with others, and basic communication and language skills. This age group will be given opportunities to learn through active play and will have a predictable, yet flexible schedule that provides a balance of learning experiences. The children will attend Chapel weekly and will learn stories, songs, and age-appropriate Bible verses.

Two Year Olds:

Designed with a ratio of 9 children to 1 teacher, children in this classroom will be two by August 1. This class focuses on the development of motor, social, communication, and cognitive skills. The curriculum will include shape, color, and number activities, as well as manners. The children will participate in activities that teach science and social studies concepts. Chapel will be attended weekly and will include Bible concepts, songs, and scripture memorization. Potty training is not required, but will begin in the classroom after the Christmas holidays.

Three Year Old Pre-Kindergarten:

Designed with a ratio of 12 children to 1 teacher, this class is for children who have turned 3 by August 1. This class focuses on the development of motor, social, and cognitive skills. The curriculum teaches kindergarten readiness skills in language, math, and writing. Science and social studies concepts will be integrated into activities. Chapel will be attended weekly and will include Bible concepts, songs, and scripture memorization. The curriculum goes above the state requirements for children of this age. Potty training is required before school starts.

Four Year Old Pre-Kindergarten:

Designed with a ratio of 15 children to 1 teacher, this class is for children who have turned 4 by August 1 and will be going to Kindergarten the following year. A modified Kindergarten curriculum is used to meet the developmental needs of this age group. The curriculum is based on the Arkansas state standards for Kindergarten students. It teaches math, pre-reading, language, writing, science, and social studies skills. The activities in this class aid in the development of fine and gross motor skills, social skills, and cognitive skills. Chapel will be attended weekly and will include Bible concepts, songs, and scripture memorization.

His House Monthly Curriculum Guide

His House has established a curriculum that is based around specific concepts which establish a theme for each month. Each theme is broad enough to reach all of the age groups, and leaves room for the teacher to modify it to fit the specific needs of the classroom. Each concept has a Bible lesson that goes along with it, as well as a memory verse. These themes will carry over into the classroom and be used throughout all content areas. The purpose of this is to keep our program aligned across the various age groups.

Month:	Concept:	Memory Verse:	Bible Lessons:	Science/Social Studies:
August/ September	Friendship	A friend loves at all times. Proverbs 17:17	*Shadrach, Meshach, and Abednego *Jesus and the 12 disciples *The good Samaritan	*Friends *Getting along with others *Respecting and appreciating others
October	Self and Families	Children obey your parents in the Lord, for this is right. Ephesians 6:1	*Joseph *Ruth *Samuel *Boy with the loaves and fishes *Young Jesus at the temple	*Families *Names *Characteristics and traits (eye color, hair color, etc.) *Why we are special *Five Senses
November	Thanksgiving	Give thanks to the Lord for He is good, his love endures forever! Psalm 107:1	*Daniel *Jonah *David and Goliath *Showing God's love	*Thanksgiving *Fall
December	Celebrations	Today in the city of David a Savior has been born to you; he is Christ the Lord. Luke 2:11	*Jesus' Birth	*Christmas
January/ February	Community/ Jobs	And Jesus grew in wisdom and stature, and in favor with God and man. Luke 2:52	*Jesus and his miracles	*Community helpers
February/ March	Observe/ Discover/ Explore	For with God nothing is impossible. Luke 1:37	*Moses	*Experiments
March/ April	Creation/ Growth	In the beginning God created the heaven and the Earth. Genesis 1:1	*The Creation	*Animals and Plants *Seasons *Weather
April/May	Environment	But Noah found favor in the eyes of God. Genesis 6:8	*Noah and the ark	*Taking care of the environment *Making good choices

Infant Class Schedule

The infant classroom has a ratio of 1 teacher to 6 children and has a part time teaching assistant. Their schedule is based around activities that are developmentally appropriate and stimulating. The schedule is created to allow flexibility for the teacher to meet their needs as they come up. The goal in our infant room is for them to feel loved and secure.

7:50-8:15: Arrival <i>The children will arrive into their classroom and be signed in by their parent(s). The teacher will spend some one-on-one time with each child as they come in.</i>
8:15-9:00: Active Play <i>The children will be able to interact with each other and the teacher, while investigating books, blocks, puzzles, and other sensory toys.</i>
9:00-9:30: Chapel (Monday and Tuesday) <i>The infants will go, in strollers, to the chapel with the other children. They will be able to listen to the Bible story and the songs.</i>
9:30-10:00: Gathering Time <i>The teacher will read a story and sing with the children.</i>
10:00-10:30: Tummy Time <i>The children and teacher will play peek-a-boo, look in the mirror and talk about their characteristics, and have independent play time.</i>
10:30-11:00: Lunch <i>The teacher will serve an age appropriate lunch to the children. Parents provide lunch for their children in this classroom.</i>
11:00-1:00: Nap Time <i>Naps are given as needed for this age group.</i>
1:00-1:50: Snack Time <i>The children will have a snack, provided by the parent, diaper changes and/or clothes change as needed. They will be given independent play time as well.</i>
1:50-2:00: Dismissal to parents or extended care <i>Parents will pick up their children either in the classroom or outside, weather permitting, and sign them out for the day. The parent(s) should check their child's folder and/or cubby for information and their daily sheet.</i>

- *Diaper changes are done as needed
- *Naps are given as needed
- *Snacks and bottles are given as needed

Toddler Class Schedule

The toddler classroom has a ratio of 7 children to 1 teacher and a part-time teaching assistant. Their schedule is based around activities that encourage social, motor, and language development. They have learning opportunities through active play and sensory stimulation. Their schedule allows for flexibility and can be modified by the teacher, as needed.

7:50-8:05: Arrival and Independent Activities <i>The children will arrive into their classroom and be signed in by their parent(s). The teacher will have activities set out for the children to participate in.</i>
8:00-8:10: Circle Time 1 <i>The children will participate in teacher-led active music and social interaction activities. They will be encouraged to use creative expression. They will also review the monthly theme and participate in activities to encourage their learning.</i>
8:10-8:30: Centers <i>During this time the students will be able to go to centers, as directed by the teacher, which encourage creativity, dramatic play, manipulative play, and social interaction. *Please see attached list of appropriate centers for preschool classrooms.</i>
8:30-8:45: Circle Time 2 <i>During this time the students will participate in science, social studies, and math activities relating to the monthly theme.</i>
8:45-9:45 Gross Motor and Social Interaction (Wednesday-Friday) *This time will be adjusted on Monday and Tuesday to accommodate Chapel, but will still include 1 hour. <i>The children will be able to interact with other children, work together to solve problems, and develop communication skills. They will be outside or in the gym, as weather permits.</i>
9:00-9:30: Chapel (Monday and Tuesday) <i>All children will participate in activities that teach Bible concepts. The monthly Bible theme will be introduced, stories will be read, and projects will be done to promote the concept. The children will learn songs and memorize scripture.</i>
9:45-10:20: Read Aloud and Oral Language <i>During this time, the children will develop listening and comprehension skills. They will also participate in activities to encourage phonemic awareness and oral language development.</i>
10:20-10:45: Lunch <i>The children will learn to use appropriate manners as they eat and have appropriate conversations with others.</i>
10:45-12:30: Rest Time <i>The children will be able to rest or take a nap. This time can be modified to meet the needs of the class.</i>
12:30-1:00: Snack Time <i>A healthy snack will be provided and the students will be expected to use good manners while eating.</i>
1:00-1:20: Art <i>The children will participate in art activities that encourage creative expression.</i>
1:20-1:50: Centers <i>During this time the students will be able to go to centers, as directed by the teacher, which work with literacy, math, science, social studies, music, art, and creativity. *Please see attached list of appropriate centers for preschool classrooms.</i>
1:50-2:00: Dismissal to parents or extended care <i>Parents will pick up their child either in the classroom or outside, weather permitting. The parent should check the student's folder or cubby for important information and work to take home, as well as sign the child out.</i>

*Diaper changes are done as needed

Two Year Old Class Schedule

Our two year old class has a ratio of 9 children to 1 teacher and has a part time teaching assistant. Their schedule is based around activities that promote language, social, motor, and cognitive development. The schedule allows for flexibility and can be adjusted based on the needs of the class.

7:50-8:15: Arrival and Independent Activities <i>The children will arrive into their classroom and be signed in by their parent(s). The children will be responsible for putting their things in their cubbies and choosing an activity as the teacher suggests.</i>
8:15-8:45: Circle Time 1 <i>The children will participate in teacher-led active music and social interaction activities. They will be encouraged to use creative expression. They will also review the monthly theme and participate in activities to encourage their learning.</i>
8:45-9:45 Gross Motor and Social Interaction (Wednesday-Friday) *This time will be adjusted on Monday and Tuesday to accommodate Chapel, but will still include 1 hour. <i>The children will be able to interact with other children, work together to solve problems, and develop communication skills. They will be outside or in the gym, as weather permits.</i>
9:00-9:30: Chapel (Monday and Tuesday) <i>All children will participate in activities that teach Bible concepts. The monthly Bible theme will be introduced, stories will be read, and projects will be done to promote the concept. The children will learn songs and memorize scripture.</i>
9:45-10:20: Read Aloud and Oral Language <i>During this time, the children will develop listening and comprehension skills. They will also participate in activities to encourage phonemic awareness and oral language development.</i>
10:20-10:45: Lunch <i>The children will learn to use appropriate manners as they eat and have appropriate conversations with others.</i>
10:45-12:30: Rest Time <i>The children will be able to rest or take a nap. This time can be modified to meet the needs of the class.</i>
12:30-1:00: Snack Time <i>A healthy snack will be provided and the students will be expected to use good manners while eating.</i>
1:00-1:20: Calendar and Math <i>The teacher will lead the children in the calendar activities. The activities teach the children to recognize that a calendar is used to measure time and they can use it to identify units of time (day, week, month, season, year) and compare them. They will also participate in math exploration activities to promote number sense.</i>
1:20-1:50: Centers <i>During this time the students will be able to go to centers, as directed by the teacher, which work with literacy, math, science, social studies, music, art, and creativity.</i> <i>*Please see attached list of appropriate centers for preschool classrooms.</i>
1:50-2:00: Dismissal to parents or extended care <i>Parents will pick up their child either in the classroom or outside, weather permitting. The parent should check the student's folder or cubby for important information and work to take home, as well as sign the child out.</i>

3 Year Old Pre-Kindergarten Class Schedule

This class begins our pre-kindergarten program. The class has a ratio of 12 children to one teacher and has a part-time teaching assistant. This classroom will use a preschool curriculum guide, as well as, pull from the Arkansas state standards for kindergarten to teach the readiness skills the children need. The schedule is designed using a kindergarten classroom structure.

7:50-8:10: Arrival and Manipulative Activities <i>The children will arrive into their classroom and be signed in by their parent(s). The children will be responsible for putting their things in their cubbies. The children participate in manipulative play that encourages exploration and problem solving.</i>
8:10-8:30: Calendar <i>The teacher will lead the children in the calendar activities. The activities teach the children to recognize that a calendar is used to measure time and they can use it to identify units of time (day, week, month, season, year) and compare them. They will also learn to identify, count, and sequence the days of the week; understand the meaning of yesterday, today, and tomorrow; identify, count, and sequence the months of the year; and identify and explain the differences in the seasons. This time will also include math concepts.</i>
8:30-9:00: Circle Time 1 <i>The teacher will lead the children in different activities that promote concepts about print skills and phonemic awareness skills. The children will be learning through shared readings of poems, songs, nursery rhymes, and finger plays. They will participate in beginning writing activities, science and social studies activities that correspond with the monthly theme.</i>
9:00-9:30: Chapel (Monday and Tuesday) <i>All children will participate in activities that teach Bible concepts. The monthly Bible theme will be introduced, stories will be read, and projects will be done to promote the concept. The children will learn songs and memorize scripture.</i>
9:00-9:30: Art (Wednesday, Thursday, Friday) <i>The children will be participating in artistic expression activities that encourage creativity and fine motor development.</i>
10:00-10:45: Gross Motor and Social Interaction <i>The children will be able to interact with other children, work together to solve problems, and develop communication skills. They will be outside or in the gym, as weather permits.</i>
10:45-10:50: Prepare for Lunchtime <i>The children will go to the restroom, wash their hands, and prepare for lunchtime.</i>
10:50-11:15: Lunch <i>The children will learn to use appropriate manners as they eat and have appropriate conversations.</i>
11:15-11:30: Gross Motor and Social Interaction <i>The children will be able to go outside or to the gym as weather permits. There will be teacher-led interactive activities during this time.</i>
11:30-12:30: Rest Time <i>The children will be able to rest or take a nap. This time can be modified to meet the needs of the class.</i>
12:30-12:45: Snack Time <i>A healthy snack will be provided and the students will be expected to use good manners while eating.</i>
12:45-1:00: Read Aloud <i>During this time, the children will develop listening and comprehension skills.</i>
1:00-1:40: Centers <i>During this time the students will be able to go to centers, as directed by the teacher, which work with literacy, math, science, social studies, and creativity. * Please see attached list of appropriate preschool classroom centers</i>
1:40-1:50: End of the day wrap up <i>During this time, the teacher and children will review the highlights of the day and prepare to go home.</i>
1:50-2:00: Dismissal to parents or extended care <i>Parents will pick up their child either in the classroom or outside, weather permitting. The parent should check the student's folder or cubby for important information and work to take home, as well as sign the child out.</i>

4 Year Old Pre-Kindergarten Class Schedule

This class is for children who are going into kindergarten the following year. It is designed with a ratio of 15 children to 1 teacher and has a part-time teaching assistant. This class will follow a four year old preschool curriculum guide, pull from the Arkansas state standards, and use assessments that are used in kindergarten classrooms. This schedule is designed very similarly to a kindergarten classroom, so that after completing the four year old pre-kindergarten class, the children will be ready for kindergarten the next year.

7:50-8:10: Arrival and Independent Activities <i>The children will arrive into their classroom and be signed in by their parent(s). The children will be responsible for putting their things in their cubbies and choosing an activity as the teacher suggests.</i>
8:30-8:40: Calendar <i>The teacher will lead the children in the calendar activities. The activities teach the children to recognize that a calendar is used to measure time and they can use it to identify units of time (day, week, month, season, year) and compare them. They will also learn to identify, count, and sequence the days of the week; understand the meaning of yesterday, today, and tomorrow; identify, count, and sequence the months of the year; and identify and explain the differences in the seasons. A Bible lesson will also be taught.</i>
8:40-9:55: Instructional Period 1 <i>The children will participate in oral language and vocabulary instruction, read aloud activities, and literacy skills development. They will be working having teacher-led handwriting instruction and writing activities. The monthly theme will be taught and the students will participate in science and social studies activities to promote this.</i>
9:00-9:30: Chapel (Monday and Tuesday) <i>All children will participate in activities that teach Bible concepts. The monthly Bible theme will be introduced, stories will be read, and projects will be done to promote the concept. The children will learn songs and memorize scripture.</i>
10:00-10:45: Gross Motor and Social Interaction <i>The children will be able to interact with other children, work together to solve problems, and develop communication skills. They will be outside or in the gym, as weather permits.</i>
10:45-10:50: Prepare for Lunchtime <i>The children will go to the restroom, wash their hands, and prepare for lunchtime.</i>
10:50-11:15: Lunch <i>The children will learn to use appropriate manners as they eat and have appropriate conversations with others.</i>
11:15-11:30: Gross Motor and Social Interaction <i>The children will be able to go outside or to the gym as weather permits. There will be teacher-led interactive activities during this time.</i>
11:30-12:30: Rest Time <i>The children will be able to rest or take a nap. This time can be modified to meet the needs of the class.</i>
12:30-12:45: Snack Time <i>A healthy snack will be provided and the students will be expected to use good manners while eating.</i>
12:45-1:40: Instructional Period 2 <i>During this time the students will be able to go to centers, as directed by the teacher, which work with literacy, math, science, social studies, music, art, and creativity. *Please see attached list of appropriate centers for preschool classrooms.</i>
1:40-1:50: End of the day wrap up <i>During this time, the teacher and children will review the highlights of the day and prepare to go home.</i>
1:50-2:00: Dismissal to parents or extended care <i>Parents will pick up their child either in the classroom or outside, weather permitting. The parent should check the student's folder or cubby for important information and work to take home, as well as sign the child out.</i>

Preschool Classroom Centers

Centers are an important part of any preschool classroom. They teach children to work together or independently. Each teacher has the freedom to develop the centers to fit the developmental needs of their classroom. Centers are implemented in all kindergarten classrooms in one way or another, so having them in our preschool curriculum exposes our children to them early on.

ABC

The abc center (for letter and word study) is organized on a table or in a corner of the classroom. Each week the teacher places letter or word activities in the center. Children may be asked to complete one or two assigned tasks.

Listening

The listening center contains a variety of stories on tapes. Children can listen to stories using headphones if available; however, headphones are not necessary. Children can play a tape listen quietly and follow along in a copy of the book. The listening center should have labeled tapes and multiple copies of books organized in boxes or plastic bags.

Art

The art center provides a place and materials for a variety of activities, including painting, drawing, collage, clay, play dough, etc. Often, art projects involve a response to the stories or poems introduced in read-aloud or shared reading sessions.

Writing

The writing center is a clearly designed space that provides a wide range of writing materials and a place where the children's own journals are stored. The writing center may include small blank books, various kinds of paper, pencils, markers, scissors, stapler and staple remover, glue, and date stamp. Everything should be labeled and have a specified place to which it must be returned after each use. The name chart, an alphabet chart, and the word wall should be visible from the writing area if possible.

Read-the-Room

Children may read all of the print displayed in the room. Baskets of pointers should be available near the material to be read. Young children enjoy reading the alphabet charts, word wall lists, and the name chart. Even children who can read very little can read around the room when their own names as well as the number and alphabet charts are displayed.

Dramatic Play

Drama is a highly productive language activity and can include manipulating puppets, reading plays, and role-playing a story with some suggested costuming. Dramatic play can take place in any corner of the room that can be transformed. Music and movement can be included in this center as well.

Poem

The class poem box is a collection of poems that the children have heard the teacher read or have learned to read during shared reading time. You can also photocopy poems the children can read and let each child create his or her own personal book of poems during the year.

Reading

Reading with a partner is a favorite activity for young children. Partners can read to each other one at a time, take turns reading different books, or read in unison. Young children learn to respect and praise each other's efforts.

Science

A science center contains science tools that assist in open exploration or a specific task. The children will learn how to ask questions, make observations, and formulate conclusions based on activities that are done.

Math

The math center contains manipulatives that can be used to solve math problems and develop math skills. There can be a specific task for the center or open-ended exploration.

Names

In this center, the children are able to work with their own name, as well as the names of other children in the class. A name chart should be available with a picture of each child to go with their name. There should be magnetic letters for name building, name cards to match with names on the chart, and other mediums to construct names.

Write-the-Room

Children may copy all of the print displayed in the room. Baskets of clipboards should be available near the material to be copied. Young children enjoy writing from the alphabet charts, word wall lists, and the name chart. Even children who can read very little can write around the room when their own names as well as the number and alphabet charts are displayed.

Blocks and Puzzles

Working with blocks and puzzles helps to build fine and gross motor skills. It also develops social skills as the children interact with each other to build and put together. These centers also allow the children to use their creativity.

Arkansas Framework for Infant and Toddler Care

The frameworks for infant and toddler care are portrayed in six areas of development called strands. Each strand contains basic levels of development for that particular area. Each of the strands intertwines to present a picture of the whole child. Each strand has different criteria for young infants, mobile infants, and toddler development.

1 To learn about themselves- Self-concept Development

- Feels valued and attached to others
- Becomes aware of self as a unique individual
- Demonstrates increasing sense of competence and confidence in growing abilities
- Asserts independence

2 To learn about their feelings- Emotional Development

- Displays a wide range of feelings and emotions
- Expresses feelings and emotions through gestures, sounds, and-eventually-words

3 To learn about other people- Social Development

- Develops trusting relationships with nurturing adults
- Shows interest in peers
- Demonstrates caring and cooperation
- Tries out roles and relationships through imitation and pretend play

4 To learn to communicate- Language Development

- Expresses needs and thoughts without using words
- Identifies with a home language
- Responds to verbal and nonverbal communication
- Communicates through language
- Shows enjoyment of books and stories

5 To learn to move and do- Physical Development

- Develops gross motor skills
- Develops fine motor skills
- Coordinates eye and hand movements
- Develops self-help skills

6 To learn to think- Cognitive Development

- Gains an understanding of basic concepts and relationships
- Applies knowledge to new situations
- Develops strategies for solving problems

Arkansas Early Childhood Education Framework

The early childhood education frameworks are a guide for preschool teachers to provide opportunities for growth in education. There are five developmental levels, called strands, which are used to guide the education process. These frameworks are for preschool children ages 3, 4, and 5.

1 Social/Emotional Development

Act Independently

- Demonstrates ability to make choices
- Demonstrates independence in personal care
- Demonstrates ability to play independently

Experience Success

- Shows curiosity and desire to learn
- Enjoys experimenting and problem-solving with ideas as well as with concrete materials
- Demonstrates confidence in growing abilities
- Demonstrates willingness to try new things
- Uses planning in approaching a task or activity
- Shows persistence in approaching tasks

Interact Socially

- Demonstrates trust in adults
- Shows ability to separate from parents
- Demonstrates interest and participates in classroom activities
- Participates in routine activities easily
- Seeks out adults and children
- Understands and respects differences
- Helps others in need
- Stands up for rights
- Shares; respects the rights of others
- Works cooperatively with others on completing a task
- Uses compromise and discussion to resolve conflicts
- Become involved in solving social problems (conflicts)

2 Creative/Aesthetic Learning

Expression through Art Forms and Activities

- Shows creativity and imagination in play with materials and props
- Participates in dramatic play themes that become more involved and complex
- Assumes various roles in dramatic play situations
- Participates freely in music activities
- Enjoys singing games, dramatizing songs and moving to music
- Expresses through movement what is felt and heard in various musical tempos and styles
- Experiments with a variety of musical instruments and sound sources
- Identifies the source of a variety of sounds
- Moves in time to the beat
- Explores and manipulates art media
- Creates drawings and paintings that gradually become more detailed and realistic
- Preplans art project and then works with care
- Recognizes and responds to beauty in the environment

3 Cognitive/Intellectual Learning

Language Arts

- Shows enjoyment of books and stories and discussion of them
- Tells a story in sequence, following the pictures in a book
- Demonstrates knowledge of how to use a book
- Demonstrates visual discrimination and visual memory skills
- Understands that print conveys a message
- Demonstrates an interest in using writing for a purpose
- Identifies letters and signs in the environment

- Uses known letters or approximation of letters to represent written language
- Identifies some letters and makes some letter-sound matches

Mathematics and Science

- Classifies objects by physical features such as shape or color
- Classifies objects conceptually (things that go together)
- Recognizes patterns and can repeat them (patterning)
- Demonstrates one-to-one correspondence
- Demonstrates the ability to order and sequence
- Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
- Demonstrates an understanding of addition and subtraction, using manipulatives
- Shows understanding of different relationships of objects in space (spatial relationships)
- Shows an awareness of time concepts
- Shows interest in exploring the environment
- Uses senses to learn about the characteristics of the environment, and to collect data (scientific process: observing)
- Uses words to describe the characteristics of objects (scientific process: communicating)
- Makes comparisons (scientific process: comparing)
- Shows awareness of cause-effect relationships
- Finds more than one solution to a problem
- Applies information or experience to a new context (scientific process: applying)

Social Studies

- Identifies self as boy or girl
- Identifies self as a member of a specific family and cultural group
- Shows pride in heritage and background
- Shows awareness of the roles people play in society
- Functions as a member of the classroom community
- Shows awareness of safe behavior
- Cares for the environment

4 Physical Development

Health and Nutrition

- Identifies body parts and understands their function
- Demonstrates health and personal care habits
- Tries new foods before deciding whether he/she likes them
- Recognizes different types of food
- Shows awareness that some foods are better for your body than others

Fine Motor

- Coordinates eye and hand movements to complete tasks
- Uses small muscles for self-help skills
- Uses writing and drawing tools with control and intention

Gross Motor

- Freely participates in gross motor activities
- Throws, kicks, bounces and catches
- Runs, jumps, hops and skips
- Shows balance and coordination
- Climbs up and down equipment

5 Language

Language

- Demonstrates phonological awareness (hearing and recognizing the sounds of language)
- Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar
- Expands vocabulary
- Recognizes and identifies by name most common objects and pictures
- Participates in songs, finger plays, rhyming activities and games
- Uses words to communicate ideas and feelings
- Engages in two-way conversation with children and adults
- Participates in group discussion
- Uses language to solve problems

Pre-Kindergarten Skills Assessment

This assessment is developed from assessments that are used during kindergarten screenings. The children are not expected to have mastered every skill on the assessment. It is only a guide for the teacher and parents to see where their child is before starting kindergarten. This assessment will only be used in the 4 year old pre-kindergarten classes.

Name: _____ Date: _____

Identify upper case letters																									
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Identify lower case letters																									
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Identify sounds																									
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Concepts About Print																									
Recognizes front cover of book	yes	no																							
Recognizes back cover of book	yes	no																							
Recognizes title of book	yes	no																							
Understands print carries message	yes	no																							
Knows where to begin reading	yes	no																							
Reads from left to right, top to bottom	yes	no																							
Uses return sweep	yes	no																							
One-to-one match of words	yes	no																							
Knows first word on page	yes	no																							
Knows last word on page	yes	no																							
Understands concept of word	yes	no																							
Knows first letter in a word	yes	no																							
Knows last letter in a word	yes	no																							
Understands concept of letters	yes	no																							
Can point to and name letters	yes	no																							
Knows capital letters	yes	no																							
Knows lower case letters	yes	no																							
Can locate a period	yes	no																							
Can locate a question mark	yes	no																							
Can locate an exclamation mark	yes	no																							
Can locate quotation marks	yes	no																							
Can locate a comma	yes	no																							
Identify colors																									
Red	Orange	Yellow	Green	Blue	Purple	Black	Brown																		
Identify numbers																									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						
Make sets																									
1	2	3	4	5	6	7	8	9	10																
Patterning																									
Identify pattern	Continue pattern	Create pattern	Create & explain pattern																						
Identify coins																									
Penny	Nickel	Dime	Quarter																						
Recognize and name shapes																									
Circle	Square	Triangle	Rectangle																						
Sorts by attribute																									
Color	Shape	Size																							
Personal information/skills																									
Know full name	Knows address	Knows city and state	Knows phone number																						
Knows birthday	Knows age	Knows parent(s) name	Writes name																						

