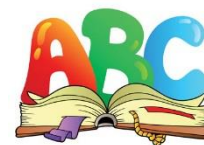


English Language Arts Standards

Preschool Foundational and Kindergarten Readiness learning activity objectives



• Literature (Reading)

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
2	Listen attentively and retell simple stories through conversation, art, movement, or drama with props. *Recall key details from the text (Informational text standard #8)	Listen attentively and retell simple stories through conversation, art, movement, or drama with props. *Identify key details from the text (Informational text standard #8)
3	Answer questions about simple stories using sequencing format (<i>what happened first, next, last?</i>).	Retell stories with simple plots, including some details about characters, settings, and major events in a story.
7	Understand that illustrations help tell the story.	Use illustrations to tell the story when looking at a familiar book.
9	Identify characters and their experiences in familiar stories.	Identify characters and their experiences in familiar stories and discuss how they are similar and different.

• Foundational Skills (Reading)

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1	With guidance and support, recognize that print conveys meaning and know the difference between pictures and words on a page. (<i>Print is read from top to bottom and left to right; difference between pictures and words on a page; difference between letters, numbers, and other symbols/logos; print is in everyday life</i>).	With guidance and support, recognize print in everyday life such as numbers, letters, one's name, words, familiar logos, and signs. (<i>Print is read from top to bottom and left to right; difference between pictures and words on a page; difference between letters, numbers, and other symbols/logos</i>).
2	With guidance and support, begin to identify sounds (phonemes) in spoken words. (<i>Provide rhythm in spoken language, songs, poems, or chants; recognize syllables in simple words, recognize first sounds in words, begin demonstrating first, middle, and last</i>).	With guidance and support, identify and discriminate between sounds (phonemes) in spoken language, such as attention to beginning and ending sounds (phonemes) of words. (<i>Supply rhyming words in songs or matching rhyming words; identify and separate syllables, identify words by their syllables, beginning sounds, or individual sounds of letters; recognize initial and final sounds of words</i>).
3	With guidance and support, recognize that words are made up of letters and their sounds. (<i>Recognize that letters have names and sounds; recognize own written name; distinguish between same and different like upper and lower case letters or pictures and beginning sounds</i>).	With guidance and support, recognize that words are made up of letters and their sounds. (<i>Associate names of letters with sounds; recognize words that are seen frequently ie: the; distinguish between letters and words that are the same or different</i>).

• Writing Standards

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1 2 3	With modeling and support, use a combination of drawing, dictating, and scribbling to represent a topic, (<i>ie: This is my family...</i>) to extend learning of a topic, and/ or to share one or more events of a story.	Use a combination of drawing, dictating, scribbling, approximating letters, using known letters, and invented spelling to represent and share feelings and ideas about a topic, to extend learning of a topic, and/or to describe parts of a story (<i>characters, setting, sequence of events</i>).
6	Use a variety of writing/drawing tools (<i>ie: chalk, crayon, paint, markers tamps, MagnaDoodle, pencil, and computer</i>) to represent ideas.	Use a variety of writing/drawing tools (<i>ie: chalk, crayon, paint, markers, stamps, MagnaDoodle, pencil, and computer</i>) to create and share ideas.
7 8	With guidance and support, participate in discovery activities that use a combination of drawing, dictating, and scribbling specific to a topic and to gain new information.	With guidance and support, participate in activities that use developmentally appropriate writing to represent knowledge and/or opinion on a topic and/or to recall information to answer a question.

• Language Standards

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
2	Recognize that there are upper and lower case letters and use beginning phonemic awareness (<i>chants, rhymes, beginning sounds, and playing with alliterative language</i>).	Recognize that there are upper and lower case letters and identify individual phonemes or sounds.
4	With prompting and support, ask questions and name familiar people, objects, and animals from picture cues or objects in the child's environment. (<i>ie: connect new vocabulary words with known words and experiences; discuss words, phrases, and their meanings as found in texts, instruction, and conversations</i>).	With prompting and support, clarify the meaning of unknown and multiple-meaning words and phrases. (<i>ie: connect new vocabulary words with known words and experiences; identify simple affixes –ed, -s, re-, un-, pre-, -ful, -less</i>).
5	With guidance and support, identify common words regarding people, objects, and animals in the environment. (<i>Discuss commonalities and differences and sort by one attribute ie: color or size; increase vocabulary to include contrasting and descriptive words/opposites ie: night/day or up/down; identify connections between words and their applications to real life</i>).	With guidance and support, explore word relationships and nuances in word meaning. (<i>Discuss commonalities and differences and sort by one attribute ie: color, size, shape; compare commonalities and differences by identifying opposites using descriptive words ie: big/little, happy/sad short/long; identify connections between words and their applications to real life; Distinguish meaning among verbs describing an action through play ie: whisper, fast, soft</i>).

• Speaking and Listening

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
2	With guidance and support, ask and answer simple questions about text or media.	With guidance and support, ask and answer questions and make comments about print material, oral information, and other media (<i>e.g., ask questions using where, when, why and how</i>).
3	With guidance and support, ask, and answer simple questions.	With guidance and support, ask and answer questions to seek help or to learn more.
4	With prompting and support, describe familiar people, places, things and events.	With prompting and support, describe familiar people, place, things and events
5	With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.	With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.
6	Speak audibly and express thoughts, feelings, and ideas clearly.	Speak audibly and express thoughts, feelings, and ideas clearly.

• Convection of the English Language

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
2	Demonstrate grasp of English language through capitalization, punctuation, and spelling when writing. (<i>i.e. Recognize that there are upper- and lowercase letters. Use beginning phonemic awareness, including making up chants, rhymes, and playing with alliterative language.</i>)	Demonstrate command of the standard English capitalization, punctuation, and spelling when writing (<i>Recognize that there are upper and lower case letters. With modeling and support, identify individual letter sounds with words (e.g., /d/, /s/, /t/</i>).
4	With prompting and support, ask questions and name familiar people, objects, and animals from picture cues or objects in the child's environment.	With prompting and support, clarify the meaning of unknown and multiple meaning words and phrases.
5	With guidance and support, identify common words regarding people, objects, and animals in the environment	With guidance and support, explore word relationships and nuances in word meanings.
6	With prompting and support, begin simple dialogue about self or texts read aloud.	With prompting and support, use words and phrases gained in conversations, reading and being read to, and responding to texts.

Math Standards

Preschool Foundational and Kindergarten Readiness learning activity objectives



• Know number names and count sequence

Cluster	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1	Begin to count to 10 by ones.	Begin to count to 20 by ones.
2	Recognize that numbers have a certain order (1, 2, 3, etc).	In the sequence of 1-10, understand that numbers come “before” or “after” one another.
3	Recognize the difference between letters, numbers, and other symbols.	Count a number of object 0-10 and associate with a written numeral.

• Count to tell the number of objects

Cluster	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
4	Begin to count objects with support (<i>use one-to-one correspondence, recite numbers in the correct order, understand that numbers have a correct sequence.</i>)	Understand the relationship between numbers and quantities; connect counting to cardinality. (<i>use one-to-one correspondence, respond to cardinality questions like “how many” after counting the set, understand that each number name in sequence 0-10 means one more.</i>)
5	Count as many as five objects arranged in a line.	Count as many as 10 objects arranged in a line.

• Compare numbers

Cluster	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
6	Visually identify or count to determine which of the two sets objects (1-5) has more.	With modeling and support, identify whether the number of objects (1-10) in one group is greater than, less than, or equal to the number of objects in another group.
7	Recognize the difference between letters, numbers, shapes, and other symbols.	Associate quantities of objects (1-10) with the written numeral.

• Understand addition as putting together and adding to.

• Understand subtraction as taking apart and taking from.

Cluster	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1 2	Explore how adding to and/or taking away objects changes the size of the group. (<i>adding makes the group larger and removing makes it smaller.</i>)	Explore adding and taking away with concrete objects, patterns (<i>ie: fingers, dominoes, blocks, toys, etc.</i>), and sets. (<i>Solve an addition problem set by putting together two or more objects to find out how many in all. Solve a subtraction problem set by taking from a group of up to five objects.</i>)
3 4	-----	3. Explore different ways a set of objects can be decomposed within five or combined to make a new set within five. *Recognize that even if the group is physically rearranged, the set amount remains the same.
5	With modeling and support, say the number created by combining (adding) or removing (subtracting) objects within five.	Say the number created by combining (adding) or removing (subtracting) objects within five.
6	With modeling and support, begin to duplicate and extend simple patterns. (i.e. :abababa)	Duplicate, extend, and create simple patterns. (i.e.: abab_?, abcabc, aabbaabb)

• **Describe and compare measurable attributes**

Cluster	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1	Understand and describe measurable attributes (<i>i.e.</i> : how big, how tall, how long, how heavy). *Compare simple data (<i>i.e.</i> : likes/dislikes, number of boys to number of girls in class).	Describe objects using vocabulary specific to measurable attributes (<i>ie</i> : length [long/short], weight [heavy/light], size [big/small], distance [near/far]). *Organize data to make simple graphs using words like same, more, less.
2	Begin to compare objects using measurable attributes. (<i>ie</i> : length [longer/shorter], weight [heavier/lighter], size [bigger/smaller]).	Compare objects using measurable attributes. (<i>ie</i> : length [longer/shorter], weight [heavier/lighter], size [bigger/smaller] distance [nearer/farther]).

• **Classify objects and count the numbers of objects in each category**

Cluster	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
3	Sort objectives into given categories.	Classify objects into given categories; count the number of objects in each category and sort the categories by count.

• **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**

Cluster	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1	Begin to recognize and name basic shapes.	Identify basic shapes by name and in the environment.
2	Begin to recognize basic shapes, regardless of size.	Identify basic shapes regardless of their orientation (the way the object is turned or flipped) or size.
3	Begin to recognize the difference in basic shapes as two-dimensional (picture) and three-dimensional (object).	Begin to recognize the difference in basic shapes as two-dimensional (flat) and three-dimensional (solid).

• **Analyze, compare, create, and compose shapes**

Cluster	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
4	Begin to recognize the difference in basic shapes as two-dimension (picture) or three-dimensional (object).	With prompting and support, describe basic two- and three- dimensional shapes.
5	Explore shapes using a variety of media (<i>i.e.</i> : blocks, stickers, play dough, art, supplies, etc.).	Create basic shapes using a variety of media (<i>ie</i> : blocks, stickers, play dough, art, supplies, etc.) and basic drawing tools.
6	Begin to recognize basic shapes when shown simple line drawings.	Explore combining basic shapes to create new shapes.

Science Standards

Preschool Foundational and Kindergarten Readiness learning activity objectives



• Students will gain an understanding of earth and space science

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1	Use senses to explore objects and their environment. <i>(Attributes of dirt, soil, sand, rocks, mud, water, gardens, etc.; materials that can be touched, tasted, and smelled).</i>	Actively explore and experiment with objects and their environment. <i>(Attributes of dirt, soil, sand, rocks, mud, water, gardens, etc.; discovery boxes, materials that can be tasted and smelled; magnets, weights & scales,).</i>
2	Explore colors and textures they see in their environment throughout the day or seasons. <i>(rainbow, trees, flowers, gardens, sky, characteristics of seasons including temperature and colors, etc.)</i>	Show interest and curiosity in the indoor and outdoor objects, colors, and textures they see in their environment throughout the day or seasons. <i>(rainbow, trees, flowers, gardens, sky, characteristics of seasons including temperature and colors, etc.)</i>
3 4	3. Show interest and curiosity in the indoor and outdoor objects, colors, and textures they see in their environment throughout the day or seasons. 4. Ask questions for further information.	3. Ask questions for further information. ("I wonder if...?" "What will happen when...?")
1 2	Recognize the difference between day and night. <i>(Include activities done in the day and those done at night.)</i>	1. Discuss the things that are done in the daytime and the things that are done at night. <i>(Use time concepts: yesterday, today, tomorrow, morning, afternoon, night.)</i> 2. Describe the changes in the physical attributes of the sky from day to night.
1 2 3	Recognize changes in the seasons. Understand hot and cold related to seasons. Explore rain, snow, and sun.	1. Discuss the changes in the earth as seasons change. 2. Compare the differences in temperature as the weather changes. 3. Describe why certain clothing is appropriate to each season.

• Students will gain an understanding of physical science through the study of the forces of motion and the properties of materials.

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1 2	Set objects in motion by pushing, pulling, kicking, and rolling. Describe motion as fast or slow.	1. Actively explore and experiment the properties of movement. 2. Ask questions about movement for further information. 3. Observe, compare, and describe the changes in movement on different surfaces or inclines.
1	Identify objects that are a part of the non-living world such as rocks and manmade objects.	1. Match models of objects with the real thing. 2. Know that non-living things do not need care and feeding like living things do.

- **Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things.**

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1 2	Watch / experience animals at a zoo or farm and say names and sounds of those animals. Match mother and baby animals.	1. Actively explore living things. 2. Ask questions for further information about living things. 3. Collect information about living things.
1 2	Identify objects that are a part of the living world such as animals, insects, plants, and humans. Identify animals within their common living environment.	1. Describe the needs of plants and animals and how to keep them alive. 2. Name and identify most parts of the human body. 3. Actively explore and discuss major parts of plants (<i>roots, stem, leaf, flower, trunk, branches, etc.</i>). 4. Explore the parts of different animals (<i>skin, fur, feathers, scales, hand, wing, flipper, fin, etc.</i>).

Social / Emotional and Social Studies Standards

Preschool Foundational and Kindergarten Readiness learning activity objectives



• The child develops self-awareness and positive self-esteem

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1	Knows personal information (<i>recognizes or knows first name; awareness of self as separate from others and engages in behaviors that build relationships with familiar adults</i>).	Knows personal information (<i>first and last name and age; parents' and caregivers' names; phone number and address; shows emotional connection and attachment to others</i>).
2	Demonstrates awareness of abilities and preferences (<i>selects activities based on preferences, participates in activities, asks others for help when needed</i>).	Demonstrates awareness of abilities and preferences (<i>independence in decision making of activities, materials, range of time, routines, and tasks; asks questions and seeks new information</i>).
3	Develops growing capacity for independence (<i>plays independently or engages in parallel play with other children, begins to initiate interactions with adults and peers</i>).	Develops growing capacity for independence (<i>establishes secure relationships with adults outside of members; demonstrates emotions and opinions with and to peers; begins to sustain interaction with adults and peers; accepts responsibilities for jobs or assignments</i>).
4	Expresses self in different roles and mediums (engages in pretend play and acts out roles; expresses feelings and emotions through facial expressions, sounds, gestures, or words; expresses feelings, needs, and wants in a socially productive manner; shows pride in increasing abilities).	Expresses self in different roles and mediums (different roles in dramatic or free play; express emotions, feelings, ideas, and concepts through activities like play, dance, art, music, creative movement; expresses feelings and emotions through language; shares accomplishments with others).

• The child develops social skills that promote positive interactions with others

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1	Develops skills to interact cooperatively with others (<i>Participates in learning activities; responds to and interacts with another child; takes turns, verbally and nonverbally</i>).	Develops skills to interact cooperatively with others (<i>Engages in learning activities with peers; responds to and interacts with other children and adults in a formal or group setting; participates cooperatively in a group</i>).
2	Participates in cooperative play (<i>follows agreed-upon rules; joins in ongoing activities; initiates play with others</i>).	Participates in cooperative play (<i>With peers and adults, engages in behavior such as helping, sharing, and taking turns; joins in cooperative play with others; invites others to join in cooperative play</i>).
3	Employs positive social behaviors with peers and adults (<i>recognizes and begins to respond to positive nonverbal gestures ie: smiling, nodding, waving, etc. and culturally appropriate eye-contact when interacting with peers and adults; forms positive relationships with adults; develops friendships with peers</i>).	Employs positive social behaviors with peers and adults (<i>uses positive nonverbal gestures ie: smiling, nodding, waving, etc. and culturally appropriate eye-contact when interacting with peers and adults; forms positive relationships with adults; develops friendships with peers</i>).
4	Develops self-control by regulating impulses and feelings (<i>begins to follow simple rules, routines, and directions; understands and accepts limitations ie: being told "no"; seeks ways to find comfort in new situations and shows ability to cope with stress</i>).	Develops self-control by regulating impulses and feelings (<i>follows established rules, routines, and directions independently; uses ordinal terms to describe sequence of daily routines and schedules ie: first, next, last; understands and accepts limitations ie: being told "no"; adapts to new environments and situations with appropriate emotions and behaviors</i>).

5	Expresses emotions and feelings (<i>identifies emotions ie: happy, sad, angry, frustrated, bored, lonely, afraid, etc.; Identifies feelings ie: thirsty, hungry, tired, hot, etc.; begins to show empathy or concerns for others</i>).	Expresses own emotions and feelings (<i>expresses own emotions ie: "I am ___" happy, sad, angry, frustrated, bored, lonely, afraid, etc.; Expresses own feelings ie: "I am ___" thirsty, hungry, tired, hot, etc.; Demonstrate empathy or concerns for others</i>).
6	Develops skills to solve conflicts and with guidance, the child will: recognize other children's feelings and emotions; responds to other children's feelings and emotions; learns social skills and words for expressing feelings, needs, and wants; helps, shares, and cooperates in a group; resolves conflict with peers alone and/or with adult interventions as appropriate.	Develops skills to solve conflicts and with guidance, the child: is aware that others may have different feelings and emotions that their own; responds appropriately to tone of voice, facial expressions, and gestures of others; asserts rights by telling others how they feel, their needs, and wants; finds ways to help others; seeks out appropriate help when unable to find a solution.
7	Respects others and their belongings (<i>uses polite language to interact with others ie: please, sorry, thank you, etc.; begins to demonstrate ability to wait for their turn; recognizes that others' needs are important</i>).	Respects others and their belongings (<i>uses polite language to recognize peers' accomplishments ie: "Great job at __, I like __" etc.; Asks permission to use things that belong to others; independently uses and shares materials with peers; recognizes how actions affect others and accepts consequences of own actions</i>).
8	Uses imitation or pretend play to learn new roles and relationships	Uses imitation or pretend play to learn new roles and relationships
10	Recognizes familiar people, places, and things ie: within the home, classroom, school, and local environment.	Recognizes familiar people, places, and things ie: within the home, classroom, school, and local environment.

Music (creative arts) Standards

Preschool Foundational and Kindergarten Readiness learning activity objectives



- **Students will participate in a variety of activities that allow for creative and imaginative expression.**

Standard	Preschool foundational (2 – 5 yo exposure)	Kindergarten Readiness (4 & 5 yo second semester focus)
1	Learn Several simple songs.	Use voice and instruments to create sound.
a.	Sing, speak, and chant a variety of simple songs in various elements of music including dynamics (loud/soft), pitch (high/low), duration (long/short), and tempos (fast and slow)	Participate in music activities such as listening, singing, or performing. Experiment with a variety of instruments and other sound sources
b.	Experiment with a variety of musical instruments and other sound sources. Use the instruments to respond to rhythmic patterns and elements of music.	Show increasing awareness of various elements of music including dynamics (loud/soft), pitch (high/low), duration (long/short), and tempos (fast and slow) using voices and sounds.
c.		Explain what is felt and heard through various musical tempos and styles.
d.		Express thoughts, feelings, and energy through music as they perform expressively and respond to rhythmic patterns and elements of music.

• Creating music

Standard	Preschool foundational (2 – 5 yo exposure)	Kindergarten Readiness (4 & 5 yo second semester focus)
	Improvise songs to accompany their play activities Improvise instrumental accompaniments to songs, recorded selections, stories, and poems.	Improvise songs to accompany their play activities Improvise instrumental accompaniments to songs, recorded selections, stories, and poems. Create short pieces of music, using voices, instruments, and other sound sources.

• Understanding music

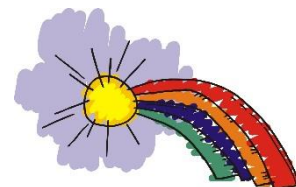
Standard	Preschool foundational (2 – 5 yo exposure)	Kindergarten Readiness (4 & 5 yo second semester focus)
	Use their own vocabulary and standard music vocabulary to describe voices, instruments, music notation, and music of various genres, styles, and periods from diverse cultures. Sing, play instruments, move, or verbalize to demonstrate awareness of the elements of music (dynamics, tempos, rhythm).	Use their own vocabulary and standard music vocabulary to describe voices, instruments, music notation, and music of various genres, styles, and periods from diverse cultures. Sing, play instruments, move, or verbalize to demonstrate awareness of the elements of music (dynamics, tempos, rhythm).
c.	Show awareness and appreciation of different kinds of music	Demonstrate an awareness of music as a part of daily life

• Use their body to move to music and express themselves

Standard	Preschool foundational (2 – 5 yo exposure)	Kindergarten Readiness (4 & 5 yo second semester focus)
<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>	<p>Move in rhythm with the music, the sound, the dynamics, tempo, etc. ie: using their body, using various objects like streamers, coloring, or parachutes, playing freeze dance, being in a parade, etc.</p> <p>Freely move their body in their own manner that expresses their own feelings and ideas.</p> <p>Demonstrate large motor balance, stability, and body control.</p> <p>Move body, arms, and legs with coordination.</p> <p>Identify personal space in movement with other people and watch to not bump into each other.</p> <p>Perform expressively improvising responses in movement and sound to the music. ie: butterfly, melting ice cream, race car, ballerina, etc.</p>	<p>Move to different patterns of beat, dynamics, tempo, pitch, and rhythm in sound ie: using their body, using various objects like streamers, coloring, or parachutes, playing freeze dance, being in a parade, etc.</p> <p>Use creative movement to freely demonstrate feelings, ideas, and concepts. ie: butterfly, melting ice cream, race car, ballerina, etc.</p> <p>Identify personal space in movement with other people and watch to not bump into each other.</p>

Creative Arts Standards

Preschool Foundational and Kindergarten Readiness learning activity objectives



- **Students will participate in a variety of activities that allow for creative and imaginative expression.**

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
<p>3</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p> <p>f.</p>	<p>Use a variety of media and materials to create drawings, pictures, or other objects.</p> <p>Show interest in a variety of art materials.</p> <p>Begin to recognize basic colors: red, orange, yellow, green, blue, purple, black, white, and brown.</p> <p>Explore various materials, tools, and processes to create works of art.</p>	<p>Use a variety of media and materials to create drawings, pictures, or other objects.</p> <p>Use a variety of materials and techniques to make art creations.</p> <p>Recognize the names of colors: red, orange, yellow, green, blue, purple, black, white, and brown.</p> <p>Create works that reflect experiences or objects</p> <p>Use basic art tools ie: glue, clay, markers, scissors, paintbrushes, crayons, etc.</p> <p>Compare textures (ie: rough/smooth)</p> <p>Talk to others about his/her art.</p>
<p>4</p> <p>a.</p> <p>b.</p> <p>c.</p>	<p>Portray a variety of events, characters, or stories through drama, props, and language.</p> <p>Learn to express ideas, information, and feelings through dramatic play.</p> <p>Act out different parts of a story or nursery rhyme.</p> <p>Show that real life roles can be imitated.</p>	<p>Portray a variety of events, characters, or stories through drama, props, and language.</p> <p>Identify and express ideas, information, and feelings through dramatic art (stories, nursery rhymes, make believe, etc.)</p> <p>Use dialogue, actions, and objects to tell a story.</p> <p>Assume roles in dramatic play situations, characters, or stories through drama, props, and language.</p>

Physical / Health & Safety Standards

Preschool Foundational and Kindergarten Readiness learning activity objectives



- **Students will participate in a variety of activities that allow for creative and imaginative expression.**

Standard	Preschool foundational (4 & 5 yo first semester focus, 3 yo, expose 2 yo)	Kindergarten Readiness (4 & 5 yo second semester focus)
1	Exhibits fine (small muscle) motor coordination.	Exhibits fine (small muscle) motor coordination.
a.	<p>Manipulates and explores objects:</p> <ul style="list-style-type: none"> • Builds with a variety of blocks • Makes lines, circles, or scribbles with writing tools. • Manipulates small pieces of objects (ie: puzzle pieces, cubes, lacing cards, pegboards, etc.) • Digs in sand with a spoon or small shovel. • Tears paper into small pieces. 	<p>Demonstrates a more precise control needed to use everyday objects:</p> <ul style="list-style-type: none"> • Can use wrist, hand, and fingers to turn objects such as screw lids. • Can use fingers to button and zip. • Can use a single finger to push a button. • Holds a pencil and other writing tools with a mature pincer grasp (thumb to index finger).
b.		<p>Demonstrate eye-hand coordination:</p> <ul style="list-style-type: none"> • Can coordinate hands to pour from one object to another. • Can strike a stationary object. • Coordinates arm and hand movements to create art.
2.	Exhibits gross (large muscle) motor coordination.	Exhibits gross (large muscle) motor coordination.
a.	Participates in activities that develop control and balance during movements that move the child from one place to another (locomotor) ie: walks forward in a straight line, hops, runs, and jumps over low objects.	Demonstrates control and balance during movements that move the child from one place to another (locomotor) ie: walks forward in a straight line, hops, runs, and jumps over low objects.
b.	Participates in activities that develop coordination and balance in movements that do not move the child from one place to another (non-locomotor) ie: balances on one foot, moves body parts in isolation / separate from other body parts.	Demonstrates coordination and balance in movements that do not move the child from one place to another (non-locomotor) ie: balances on one foot, moves body parts in isolation / separate from other body parts.
c.	Participates in activities that develop control of large muscles to manipulate objects ie: throws, catches, and kicks a ball; rides wheeled toys.	Demonstrates control of large muscles to manipulate objects ie: throws, catches, and kicks a ball; rides wheeled toys.
d.	Participates in activities that develop control of body movements through space ie: runs and stops, changes directions while in motion, moves in response to a cue, dances.	Exhibits control of body movements through space ie: runs and stops, changes directions while in motion, moves in response to a cue, dances.