

CDS Lakeshore Head Start 2016-2017 School Readiness Plan

A. Rationale

The Head Start School Readiness Act of 2007 required programs to develop goals that are aligned to the Head Start Child Development Early Learning Outcomes Framework (HSELOF), State Early Learning Standards and expectations from school districts. Programs also had to align their goals to their curriculum, assessment tool and parent expectations. CDS Lakeshore Head Start program uses the Teaching Strategies' (TS) Creative Curriculum and its GOLD assessment tool. School Readiness goals were developed by analyzing the outcomes results and by cross-integration planning of service areas, such as integrating the Head Start Parent, Family and Community Engagement Framework (PFCEF). CDS Lakeshore Head Start prioritized the goals based on outcome analysis from the previous year. Based on the snapshot report created from the Teaching Strategies GOLD assessment tool, Approaches to learning under dance and music along with math and using expressive vocabulary showed as the weakest of all the elements in the HSELOF. Based on the analysis of this report, the three lowest areas will have more focus.

Indicated above each of the School Readiness goals, is a table that shows developmental expectations for each age group, birth-1; 1-2; 3-4; and 5 year olds. The numbers just below each age group are the widely held expectation scores for children based on Teaching Strategies GOLD assessment system. These target scores allow us to measure children's progress for all age groups. Thus, we can ensure children of all ages are on track for school readiness. The scores allow us to assess if children are meeting developmental expectations. If not, support, training or coaching will be provided for teachers as well as individualizing for the children.

Each Head Start Child Development Early Learning Outcomes Framework domain is addressed in the following manner: General goals are written targeted at meeting the widely held TS GOLD expectations for each domain, objectives describe steps necessary to achieve those goals, and activities demonstrate age specific suggestions for meeting each objective (Birth-5). The activities give one example of teacher practice that sets the children/classroom up for success to meet the objectives. Teachers are trained and provided resources to develop many other age appropriate experiences.

B. Instructions:

1. Introduction

The school readiness plan is revised for the 2015-2016 program year. This plan includes the goals and objectives that we want the children to develop their skills on. These goals are aimed for the children from birth to five and address their developmental areas in the five essential domains of language and literacy, cognition and general knowledge, approaches to learning, perceptual, motor, and physical development,

and social and emotional development, as required by the Head Start Early Learning Outcomes Framework 2015. It also includes a goal related to second language learners since some of children that we serve are English language learners. The goals were aligned with the Head Start Child Development and Early Learning Outcomes Framework (HSELOF), Creative Curriculum, Michigan State Early Learning Standards, and Teaching Strategies GOLD (assessment tool for all children). Programmatic goals also are part of this plan. These goals were created during the strategic planning meeting after putting together all the strengths and weaknesses of the program which were collected from the different service area groups. Parent Family and Community Engagement Framework (PFCEF) is also integrated with this plan.

We will continue to use The Teaching Strategies GOLD system as the assessment tool for all the children. The snapshot report will be used to collect children's progress data. This report gives us the comprehensive information that we need and it breaks down the number and percentage of children that are below, within or above the widely-held expectations for each age group and for each dimension of the objectives. The snapshot report helps us at each checkpoint, plan for the lowest areas.

2. Expected Outcomes

- a. Classroom staff will implement a variety of strategies to help children achieve progress in the five essential domains.
- b. Children in Head Start are expected to progress in all of the domains that are included in the Head Start Child Development and Early Learning Outcomes Framework (HSELOF): Perceptual, motor and physical development, Social and Emotional Development, Approaches to Learning, Language and communication, Literacy, Cognition including: Mathematics development and Scientific Reasoning.
- c. Children are to fall within the widely-held expectations in GOLD in the different areas of learning and children with special needs will fall within their individual abilities.
- d. Engage parents in providing support for their children to achieve their individual goals for School Readiness.
- e. Increased involvement of different community partners to help improve the outcomes of children.

3. School Readiness activities

- a. School readiness activities are posted on the classroom lesson plans weekly.
- b. Sharing children's outcomes and SR goals results with parents through policy council, education advisory, individually with parents at conferences and home visits and the board.
- c. Sharing outcomes and SR with the rest of the community through newsletters.
- d. Developing improvement plans based on the outcomes.
- e. Aggregation and analysis of data will be conducted three times during the year for centers that are in operation during the school year and four times for year round programing. The data will be collected from the snapshot, comparative, growth, widely held expectations, documentation, and assessment status reports.

4. Steps and methods of collection, aggregation, and analysis of data

a. Collection of Data

- The teacher collects anecdotal/observation notes, photos, or samples of children's work every day and enters the information into GOLD.
- The teacher finalizes the information on the last day of the checkpoint period. After data finalization, he/she creates the Development and Learning report, Family Conference form and an Individual Child Report.

b. Aggregation and data analysis, identification of gaps

The Education Manager creates the center snapshot report in GOLD for every checkpoint period for each center and utilizes that to help plan for the two lowest areas in GOLD.

c. Writing and Reporting

- The Education Manager aggregates and analyzes all the data for the whole program using tables and graphs to show strengths and weaknesses; interprets and identifies gaps. The Education Manager also aggregates and analyzes the results of the CLASS observation tools twice during the season to look for issues or problems and ways to address them.

d. Evaluation

- The snapshot report is also created by the Education Manager by age groups, gender, English Language Learners and full day and half day programming. The collected data will be analyzed and compared to find out if they affect the outcomes of the children. The results will be used to create plans of action for improvement.

e. Plans for improvement

- Plans for program improvement are created based on the results of the analysis. Plans will be completed after each checkpoint and adjustments will be made. Adjustments may include training, coaching or adding materials. All plans will be included in the final analysis of the data, after the third checkpoint, and will be added as part of the strategic planning.

f. Dissemination

- Final report is submitted to the governing board and policy council.

g. Planning

- The results are discussed and integrated for strategic planning.

5. CDS Lakeshore Head Start and School Readiness Goals

The same plan will be used for the five year grant cycle with some modifications in the goals and objectives sections. Children’s progress will be determined by their standing based on TS GOLD’s widely held expectations and the children’s age grouping. Different codes were used to distinguish the goals and objectives for each area: M for Math, LT=Literacy; LA= Language, PFCE= Parent and Family Community Engagement; FM = Fine Motor; SE= Social Emotional; ATL= Approaches to Learning; PHG =Physical Health and Gross Motor; ELL- English Language Learners.

A. APPROACHES TO LEARNING

DEVELOPMENTAL EXPECTATIONS

Birth-1	1-2	2-3	3	4	5
2-11	11-27	23-39	36-53	46-66	59-80
ATL GOAL 1: Children will demonstrate positive approaches to learning and can remember and connect concepts.					
Objective	Examples of Age Specific Activities to Satisfy Objectives			Strategies	Resources/Documentation
Objective ATL 1.1: Children will fall within the widely-held expectations and demonstrate interest in varied topics and activities, show a desire to learn, creativeness, and	<p>Infant: 0-6 Pays attention to sights and sounds. Ex. <i>Watches the teacher walk across the room; turns head toward sound of a whistle.</i> Uses senses to explore the immediate environment. Ex. <i>Calming self-down by sucking hands; mouthing books</i></p> <p>6-12 Solves problems. Ex. <i>Grunts when cube gets stuck in a shape sorter; reaches for a toy that is just out of reach.</i> Shows curiosity and motivation by using senses to explore the immediate environment. Ex. <i>Moves closer to touch an object; shakes or bangs a toy to make it work.</i></p> <p>Toddler: 12-24 Imitates others in using objects in new and/or unanticipated ways. Imitates a friend, putting a basket on head to use as a hat. Reacts to a problem; seeks to achieve a specific goal. Ex. <i>Blows on warm cereal after seeing someone blow on cereal.</i> Explores and investigates ways to make something happen. Ex. <i>Enjoys taking things apart; turns faucet on and off.</i></p> <p>24-36 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments. Ex. <i>Takes small blocks from adult and continues to drop them into a container.</i> <i>Continues the play about going to a restaurant after the teacher offers a menu.</i> Explores and investigates ways to make something happen. Ex. <i>Enjoys taking things apart; tilts a ramp to find out if a car will go down faster.</i></p> <p>3-4 Uses creativity and imagination during play and routine tasks; Ex. <i>Engaging in an activity like constructing something out of craft sticks; or an activity that encourages child to solve</i></p>			TS GOLD Objective 11	GOLD reports Anecdotes

independence in learning	<p><i>problems like using different kinds of gadgets to fill a container with water faster; strings wooden beads into a necklace as part of dramatic play.</i></p> <p>Preschool: 4-5 Shows flexibility and inventiveness in thinking. Changes plans if better idea is thought of or proposed; ex. <i>Accepts idea to use tape instead of glue to fix the tear or suggests building on a hard surface when structure keeps falling down. Uses a table, sheets, and towels to build a tent.</i></p>		
<p>Objective ATL 1.2: Children will fall within the widely-held expectations and demonstrate the ability to begin and finish activities with persistence and attention.</p>	<p>Infant: 0-6 Repeats actions to obtain similar results. Ex. Repeatedly shakes a rattle to produce noise; hits a toy on a play gym accidentally; then waves arms to hit it again; reaches for a toy from the baby gym or by crawling towards it.</p> <p>6-12 Repeats actions to obtain similar results. Ex. Pulls out baskets one at a time and dumps toys out onto the floor; Rolls a large ball on the floor over and over until all the bowling pins are knocked down.</p> <p>Toddler: 12-24 Repeats actions to obtain similar results. Ex. <i>Puts objects in a wagon and then dumps them out over and over again.</i> Practices an activity many times until successful. Ex. <i>Throws small balls into a bucket until it is full.</i></p> <p>24-36 Repeats actions to obtain similar results. Ex. <i>Pours water on the water wheel over and over to make the wheels turn.</i> Practices an activity many times until successful. Ex. <i>Stacks blocks again and again until tower no longer falls; uses shovel in many ways to fit small bucket with sand.</i></p> <p>Preschool: 4-5 Plans and pursues a variety of appropriately challenging tasks. Ex. <i>Keeps looking through all the magnetic letters for those that are in his/her name; works with others to learn how to use a new software program; keeps working on a 12 piece puzzle until it is complete.</i></p> <p>3-4 Practices an activity many times until successful. Ex. <i>Continues to ride on a bike until he learns how to pedal; chooses the same puzzle every day until he can insert each piece correctly and easily.</i> Begins to demonstrate the ability to follow a sequence of steps to create a finished project. Ex. <i>Opens own account in the computer to get to the program that he/she wants to work on.</i></p>	<p>TS GOLD Objective 11</p>	<p>GOLD reports Anecdotes</p>
<p>Objective ATL 1.3: Children will fall within the widely-held expectations and</p>	<p>Infant: 0-6 Infants will be given opportunities to engage with other infants during tummy time and/or socialization activities such as singing, playing outside, gross motor activities with music.</p> <p>6-12 Participates actively in group activities. Ex. Marching around and playing musical instruments while music is playing; parachute games and other group gross motor activities.</p> <p>Toddler: 24-36 Participates actively in group singing and group reading.</p> <p>12-24 Caregiver provides opportunities for infants and toddlers to play and interact with other children, staying nearby to offer redirection and to prevent harm to children.</p>	<p>TS GOLD Objective 2 Objective 3 Objective 11</p>	<p>GOLD reports Anecdotes</p>

demonstrate interest and engagement in group experiences	<p>Preschool: 3-4 Works and contributes with small groups of children during choice time in the dramatic play area, block area, and other learning areas of the room.</p> <p>4-5 Participates in group activities such as circle time, group games indoor and outdoor, field trips, and excursions.</p>		
<p>Objective ATL 1.4 Children will fall within the widely-held expectations and demonstrate the ability to regulate one's behavior and emotions</p>	<p>Infant: 0-6 Shows anger by crying and affection by hugging and smiling; will cry when left alone; cries to show discomfort and laugh or smile to show pleasure; smiles and babbles when rocked, held, talked to, and played with.</p> <p>6-12 will try to follow caregiver and may cry if she leaves; may play happily alone Caregiver describes what she is doing during caregiving routines, so children can learn the sequences of actions to care for themselves.</p> <p>Toddler: 24-36 Chooses a special friend, even though he is sometimes jealous of others; eager to please; may say, "I don't like you," instead of hitting; chooses an activity by himself.</p> <p>12-24 Often says "no" and does the opposite of what he is told; slaps, kicks or bites; shows independence at times and dependent on caregiver at other times.</p> <p>Preschool: 3-4 Stops playing instrument when a signal is given; serves and chooses; own food; shows anger towards parents and playmates; likes to experiment and solves problems without adult help; easily gets encouraged or discouraged</p> <p>4-5 quarrels less often; knows rules are necessary and look to adults for authority and security; respects own belongings and other's; shares and understands taking turns; makes friends with others who have the same interests.</p>	<p>TS GOLD Objective 1 Objective 2</p>	<p>GOLD reports Anecdotes</p>

B. SOCIAL AND EMOTIONAL DEVELOPMENT

DEVELOPMENTAL EXPECTATIONS

Birth-1	1-2	2-3	3	4	5
4-14	14-30	24-39	34-50	46-62	56-72
SE Goal 1: Children will regulate own emotions behaviors, sustain positive relationships and cooperate within the classroom environment.					
Objective	Examples of Age Specific Activities to Satisfy Objectives			Strategies	Resources/ Documentation
<p>Objective SE 1.1: Children will fall within the widely-held</p>	<p>Infant: 0-6 Demonstrates a secure attachment to one or more adults. <i>Responds to teacher during caregiving routines. Reacts to other's emotional expressions. Cries when hears an adult use an angry tone of voice. Smiles and turns head to look at person laughing. Calms when a familiar adult offers appropriate comfort.</i></p>			<p>TS GOLD Objective 2</p> <p>Second Step</p>	<p>GOLD reports Anecdotes</p>

<p>expectations and demonstrate the ability to manage feelings</p> <p>Objective SE 1.2 Children will fall within the widely-held expectations for following limits and expectations</p> <p>Objective SE 1.3 Children will fall within the widely-held expectations of taking care of their own needs appropriately</p>	<p>6-12 Demonstrates a secure attachment to one or more adults. <i>Ex. Appears uneasy when held by a stranger but smiles broadly when mom enters room. Calms when a familiar adult offers appropriate comfort; pushes away something not wanted; reaches and pats their reflections in the mirror; squeals with joy and pleasure.</i></p> <p>Toddler: 12-24 Uses trusted adult as a secure base from which to explore the world. <i>Moves away from a trusted adult to play with a new boy but returns before venturing into a new area. Looks to a trusted adult for encouragement when exploring a new material or physical space. Reacts to other’s emotional expressions. Ex. Moves to adults while watching another child is having a tantrum</i> Plays near other children; uses similar materials or actions. Seeks preferred playmate; shows pleasure when seeing a friend. <i>Imitates other children building with blocks. Sits next to a child playing an instrument.</i></p> <p>24-36 Uses trusted adult as a secure base from which to explore the world. <i>Moves away from a trusted adult to play with a new boy but returns before venturing into a new area. Looks to a trusted adult for encouragement when exploring a new material or physical space. Reacts to other’s emotional expressions. Ex. Moves to adults while watching another child have a tantrum.</i> Plays near other children; uses similar materials or actions. Seeks preferred playmate; shows pleasure when seeing a friend. <i>Looks at other child’s painting and chooses the same color. Seeks preferred child to sit next to at group time.</i></p> <p>Preschool: 3-4 Manages separations without distress and engages with trusted adults. <i>Ex. Waves good-bye to mom and join speech therapist in a board game. Accepts teacher’s explanation of why she is leaving the room and continues playing. Demonstrates concern about the feelings of others. Ex. Brings a crying child’s blanket to him. Hugs a child who fell down. Gets an adult to assist a child who needs help.</i> Uses successful strategies for entering groups. <i>Ex. Watches what other children are doing for a few minutes and then contributes an idea. Asks, “Can I run with you?”</i> Plays with one or two preferred playmates. <i>Ex. Builds block tower with another child during choice time and then looks at books with same child later in the day. Joins same two friends for several days to play a running game outside.</i></p> <p>4-5 Engages with trusted adults as resources and to share mutual interests. <i>Ex. Talks with teachers every day about their pets. Brings in photos of home garden to share with teacher who also has a garden.</i> Identifies basic emotional reactions of others and their causes accurately. <i>Ex. Says, “She’s happy because her brother is here.” “He’s sad because his toy broke.” Matches a picture of a happy face with a child getting a present or sad face with a child dropping the banana she was eating.</i> Initiates, joins in, and</p>	<p>TS GOLD Objective 1</p> <p>Matt and Molly</p> <p>Second Step</p>	<p>GOLD reports Anecdotes</p>
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	<p>sustains positive interactions with a small group of two to three children. <i>Ex. Sees group pretending to ride a bus and says, "Let's go to the zoo on the bus."</i> Enters easily into ongoing group play and plays cooperatively. Establishes a special friendship with one other child, but the friendship might only last a short while. <i>Ex. Talks about having friends and what friends do together. Seeks out particular friend for selected activities on a regular basis. Invite a particular child to play a game or to take part in acting out a story; let another child have a turn with a toy; asks a teacher or an adult for help.</i></p>		
<p>Objective SE 2.1 Children will fall within the widely-held expectations of forming relationships with adults</p> <p>Objective SE 2.2 Children will fall within the widely-held expectations and will respond to emotional cues</p> <p>Objective SE 2.3 Children will fall within the widely-held expectations</p>	<p>Infant: 0-6 Shows discomfort or unhappiness by tensing the whole body or by crying and will quiet down when picked up or held. Smiles or babbles when rocked, held, talked to, and played with. Cries when something is wrong. Makes small throaty sounds other than crying. Likes to spend more time playing with others on the floor; enjoys smiling and babbling at themselves in a mirror; breathes faster and moves arms and legs when excited. Caregiver needs to learn to distinguish an infant's cries so she can respond appropriately, i.e. know if she or he is hungry, tired, lonely, or needs a diaper changed.</p> <p>6-12 Laughs and smiles at pictures or someone laughing; shows pleasure in listening to their own voices; enjoys making and repeating different sounds; shouts for adult attention; clings to a familiar person in the presence of a stranger; may show hurt feelings when scolded; Shows interest in caregiver by grabbing her hair, nose, or glasses; likes to play peek-a-boo; plays "pat-a-cake" and roll a ball to another person; gives and takes things from another person; responds to own name</p> <p>Toddler: 24-36 Expresses feelings during a conflict. <i>Ex. Gets mad when somebody takes a toy from her. Laughs when a funny story or event is witnessed. Feels sad when mom leaves.</i></p> <p>12-24 Expresses feelings when situation occurs.. <i>Ex. Screams when another child touches his toy. Smiles when caregiver enters room. Actively tries to spend more time with others; wants to please caregiver and may show interest in things that caregiver and older</i></p>	<p>TS GOLD Objective 2</p>	<p>GOLD reports Anecdotes</p>

<p>and will interact with peers</p> <p>Objective SE 2.4</p> <p>Children will fall within the widely-held expectations of making friends</p>	<p>children do; feels being separated from an adult and may develop other fears such as fear of the dark; shows affection; pulls on adults to show them something.</p> <p>Preschool: 3-5 Avoids harming self, others, or things around them when expressing feelings, needs and opinions. Follows simple clear and consistent directions and rules. Uses, materials purposefully, safely, and respectfully more and more of the time. Begins to know when and how to seek help from an adult or peer. Manages transitions and follows routines most of the time. Adapts to different environment. Understand how they take turns and share; though may not be generous; show affection for younger children; ask for something instead of taking it; ask for help even when they can do it alone; may say they are sorry without being forced; more interested in their friends than grown-ups.</p> <p>4-5 Likes to be the leader and may boss, criticize, and tattle on others; expects others to praise his work, and often praise it himself; likes to show-off and brag, especially with adults</p>		
<p>Objective SE 3.1 Children will fall within the widely-held expectations with balancing needs and rights of self and others</p> <p>Objective SE 3.2</p> <p>Children will fall within the widely-held expectations in solving social problems</p>	<p>Infants and Toddlers: Provide opportunities to play and interact with other children, staying nearby to offer redirection and to prevent harm to children. Provide opportunities for infants to spend time watching and interacting with other children. Sing songs, do fingerplays, and read books to a small group of toddlers; keep the activities short and interactive to hold their interest. Coach toddlers to use the words, <i>stop and no</i> when they are in conflict. Explain conflicts to children when they take place, describing people’s feelings and the reasons for those feelings.</p> <p>Preschool: Allow children the chance to work out difficulties for themselves if no one will be hurt, but be prepared to offer support if needed. Coach children to use assertive (not aggressive) language, Ex: Danny, you tell him, “It’s my turn now”.</p>	<p>TS GOLD Objective 2</p> <p>Matt and Molly</p>	<p>GOLD reports observations</p>

C. LANGUAGE and COMMUNICATION

DEVELOPMENTAL EXPECTATIONS

Birth-1	1-2	2-3	3	4	5
3-15	15-29	25-39	34-49	43-59	53-64
<p>LA Goal 1: Children will listen to and understand increasingly complex language, will use expressive language and be able to communicate their needs.</p>					
Objective	Examples of Age Specific Activities to Satisfy Objectives			Strategies	Resources/Documentation
<p>Objective: LA 1.1 Children will fall within the widely-held expectations in comprehending language</p> <p>Objective: LA 1.2 Children will fall within the widely-held expectations in following directions</p>	<p>Infant: 0-6 Caregiver points to her nose and then the infant’s nose and say, “<i>This is my nose and this is your nose, etc. Responds to own name. Waves when mother or caregiver says “Wave bye-bye,” as she waves her hand. Looks at favorite toys when adult labels and points to it. Responds to singsong speech and exaggerated facial expressions.</i></p> <p>6-12 Shows simple interest in speech of others; <i>ex. Turns head toward people talking. Recognizes familiar voice before the adult enters the room.</i></p> <p>Toddler: 12-24 Doing the motions of simple songs and finger plays, like “<i>Shake Your Hands Together, or touches body parts while singing songs about body parts</i>”. Follows simple requests not accompanied by gestures like, “<i>Will you please put the toys in the basket, please?</i>’ Responds to simple verbal requests accompanied by gestures or tone of voice like, <i>Covers eyes when adult prompts, “Wheeeere’s Lucy?”</i></p> <p>24-36 Identifies familiar people, animals and objects when prompted. <i>Ex. Names friends and family when shown pictures; names animals or objects when sound made is heard; ex. Moo, quack, oink, whistle, ambulance when siren is heard. .</i></p> <p>Preschool: 3-4 Responds appropriately to specific vocabulary and simple statements, questions, and stories. <i>Ex. Singing simple songs and finger plays in English; follows 2-step directions in English with gestures; repeat words and phrases that teacher teaches; tells the uses or functions of objects; i.e. toothbrush is for brushing teeth, comb is for the hair, etc.; give simple descriptions of objects like big red ball, fast car, little dog, etc.</i></p> <p>4-5 Responds appropriately to complex statements, questions, vocabulary, and stories. <i>Ex. How do you think the car would move if it had square wheels. Acts out the story of</i></p>			<p>TS GOLD Objective 8</p>	<p>GOLD reports Anecdotes</p>

	<i>the Three Little Pigs after it has been read. Gives suggestions on how to fix things like a book, a broken toy, etc. Follows multi-step directions like, "Go to the sink, wash your hands and sit at the table." Follows instructions for navigating a new computer program.</i>		
<p>Objective LA 2.1: Children will fall within the widely-held expectations in using an expanding expressive vocabulary</p> <p>Objective: LA 2.2 Children will fall within the widely-held expectations in speaking clearly</p> <p>Objective: LA 2.3 Children will fall within the widely-held expectations in using conventional grammar</p> <p>Objective: LA 2.4 Children will fall within the widely-held expectations in telling about another time or place</p>	<p>Infant: 0-6 Vocalizes to communicate like: <i>Coos and squeals when happy; cries when hungry or wet. When an infant cries, caregiver can ask, "Are you hungry? Or Do you want your diaper change? etc."</i> Babbles strings of single consonant sounds and combines sounds. <i>Ex. M-m-m; D-d-d; Ba-ba-ba</i></p> <p>6-12 Gestures to communicate such as <i>Waves hands in front of face to push away spoon during a feeding;</i></p> <p>Toddler: 12-24 Uses some words and word-like sounds and is understood by most familiar people. <i>Ex. "No go!" to indicate she does not want to go inside. Child says, "More milk" or "More water" at mealtimes.</i></p> <p>24-36 Names familiar people (<i>grandma, grandpa, teacher, etc</i>); animals (<i>dog, cow, horse, cat, etc</i>) and objects (<i>books, spoon, pencil, shirt, etc.</i>)</p> <p>Preschool: 3-4 Speaks clearly and is understood by most people; may mispronounce new, long and unusual words. <i>Can say, I want to use the bathroom, please pass the fruits, I want more paint, I like to play in the block area, I want to read a book, etc. May mispronounce words like vegetables, grasshopper, caterpillar, etc.</i></p> <p>4-5 Uses and expands vocabulary by describing and telling the use of many familiar items; <i>ex. "I use the remote control to turn on the TV"; "I cover myself with a blanket when I am cold".</i></p>	TS GOLD Objective 9	GOLD reports anecdotes
<p>Objective LA 3.1 Children will fall within the widely-held expectations in engaging in conversations</p> <p>Objective LA 3.2 Children will fall within the widely-held</p>	<p>Infant: 0-6 Engages in simple back-and-forth exchanges with others; <i>ex. Coos at adult who says, "Sweet <u>Child's name</u> is talking." He coos again, and adult imitates the sounds. After burping, caregiver may say, Thank you for burping. It makes you feel better." When a caregiver will leave a child for a little bit, she can say to the infant, "Excuse me, (<u>child's name</u>) I will get your bottle and I will be right back."</i></p> <p>6-12 Engages in conversations; <i>ex. Looks at adult and says "ball" repeatedly until adult says "Ball. You want the ball?" Shakes head for no; waves bye-bye; joins in games such</i></p>	TS GOLD Objective 10	GOLD reports anecdotes

expectations in the use of social language	<p><i>as pat-a-cake and peek-a-boo. Initiates and attends to brief conversations; ex. Says "Doggy." Teacher responds, "You see a doggy." Child says, Doggy woof."</i></p> <p>Toddler: 12-24 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating; <i>Ex: Hears siren and goes to adult pointing, "Fire tuck."</i></p> <p>24-36 Answers what, who, where, and why questions with simple answers. Says "please" and "thank you" with occasional prompting.</p> <p>Preschool: 3-4 May need reminders in using acceptable language and social rules while communicating with others. <i>Ex: Says please, thank you, excuse me, it's my turn, I'm sorry at appropriate times. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating; ex. Pays attention to speaker during conversation; pauses after asking a question to wait for a response. Regulates volume of voice when reminded.</i></p> <p>4-5 Engages in conversations of at least three exchanges. <i>Ex. Stays on topic during conversations; maintains the conversation by repeating what the other person says or by asking questions. Uses acceptable language and social rules while communicating with others. Takes turns in conversations but may interrupt or direct talk back to self.</i></p>		
ENGLISH LANGUAGE ACQUISITION			
Children will improve in the acquisition of English as a second language			
Objective 37 & 38: Demonstrates progress in listening, speaking and understanding English.		TS GOLD Objective 37 Objective 38	GOLD reports anecdotes

DEVELOPMENTAL EXPECTATIONS

Birth-1	1-2	2-3	3	4	5
0-2	4-8	12-24	24-44	34-70	53-92
LT Goal 1: Children will demonstrate knowledge of phonological awareness, print and its uses and writing skills.					
Objective	Examples of Age Specific Activities to Satisfy Objectives			Resources	Documentation

<p>Objective LT 1.1: Children will fall within the widely-held expectations in noticing and discriminating rhyme by the end of the third assessment period.</p>	<p>Infant: 0-6 Listens to calming songs and music like <i>lullabies and classical music</i>. Makes sounds of animals or things like <i>Baa-baa; Choo-choo; imitate words that they hear, etc.</i></p> <p>6-12 Repeats sounds and words said to them <i>such as mommy/daddy. Shakes rattles or musical instruments while music is playing</i>; explores the sounds of familiar materials <i>such as spoons, forks, ladles, keys, empty containers of different materials.</i></p> <p>Toddler: 12-24 Joins in rhyming songs and games. Experiments and plays with sounds <i>like rhyming, alliteration</i>, playing with sounds and other aspects of phonological awareness <i>such as tapping rhythm sticks to songs; play a hand-clapping game while singing.</i></p> <p>24-36 Participate in rhyming or singing songs <i>like 5 Little Monkeys Jumping on the Bed</i>; listening to stories with rhyming texts <i>such as Dr. Seuss books; listening and singing repetitive songs, listen to familiar sounds in the environment</i></p> <p>Preschool:</p> <p>3-4 Fills in the missing rhyming word; Ex. <i>The fat cat sat on the _____(mat)</i>; Generates rhyming words spontaneously <i>like ; bee, see, dee, fee, etc.</i>; Notices and discriminates smaller and smaller units of sound <i>like clapping each word while chanting "I like ice cream. "; jumping upon hearing a specified word in a story.</i></p> <p>4-5 Identifies and decides whether two words rhyme such as truck/duck; moon/spoon. Shows awareness that some words begin the same way (alliterative words) <i>such as bird/bear; cat/cub</i>; or words that belong to sound families <i>such as man/pan/tan/can</i>; generates a group of rhyming words when given a word: Ex. <i>What words rhyme with cat?</i></p>	<p>TS GOLD Objective: 15</p> <p>Zoo Phonics Games</p>	<p>GOLD reports anecdotes Alphabet Knowledge and sounds forms.</p>
<p>Objective LT 1.2: Children will fall within the widely-held expectations in noticing and discriminating alliteration</p> <p>Objective LT 1.3: Children will fall within the widely-held expectations in noticing and discriminating</p>	<p>Infant: 0-6 Looks at a word book as the teacher reads and points to the word and the picture; <i>clapping while singing, saying child's name while clapping with each syllable; ringing a rattle on different sides of the child; rocking child with the beat of music is playing .</i></p> <p>6-12 Listens to songs that include their names. <i>Plays homemade dice or a block with own name on each side.</i></p> <p>Toddler: 12-24 Gross motor activities to recognize the letters of their names. Ex. <i>Walk, jump, or run around letter A. Toss letter B bean bag into the B bucket.</i></p>	<p>TS GOLD Objective 16</p> <p>Zoo Phonics</p>	<p>GOLD reports anecdotes</p>

<p>smaller and smaller units of sound.</p>	<p>24-36 Recognizes a few letters in own name <i>such as matching name tag with magnetic letters; working on an alphabet puzzle; alphabet fishing game, alphabet hunt at the sand table, recognizing shapes and their names</i></p> <p>Preschool: 3-4 Recognize letters of the alphabet like <i>playing a game of alphabet bingo; playing with magnetic letters; exploring alphabet books in the library area; singing alphabet songs; sensory exploration of the alphabet, like sandpaper letters, creating letters from playdough, writing letters on sand table, drawing/writing letters or shapes on different on different parts of the body.</i></p> <p>4-5 Identifies and associates letters with their names and sounds; <i>such as Zoo-Phonics activities. Produces the correct sounds for 10-20 letters. Shows understanding that a sequence of letters represents a sequence of spoken words. "How do you spell cat?" Creates own alphabet book with pictures; creating a personal word collection such as their names or their favorite people, pet name, favorite food, color, etc.</i></p>		
<p>Objective LT 2.1: Children will fall within the widely-held expectations in identifying and naming letters by the end of the third assessment period.</p> <p>Objective LT 2:2 Children will fall within the widely-held expectations in using letter-sound knowledge</p>	<p>Infant: 0-6 Shows' interest in books. <i>Ex. Gazes at the pictures while adult is reading a picture book.</i></p> <p>6-12 Uses and appreciates books by showing interest in books. <i>Ex. Gazes at the pictures of a book; brings book to adult to read. Uses print concepts. Ex. Making scribbles in the sand bin.</i></p> <p>Toddler:</p> <p>12-24 Shows' understanding that text is meaningful and can be read. <i>Ex. Pretends to read while flipping the pages of a book</i></p> <p>24-36 Uses print concepts. <i>Ex. Finding their name tags on cubbies, cots, toothbrushes, etc. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers. Ex. Hands teacher book and says, "Let's read Corduroy." Shows' understanding that text is meaningful and can be read. Ex. Points to the words on the sign by the fish bowl and says, "Just one pinch."</i></p> <p>Preschool: 3-4 Uses and appreciates books, <i>Ex. Picks favorite book from book shelf and reads it to a stuffed animal or to a friend. Takes good care of books.</i></p> <p>4-5 Understands that printed materials have various forms and functions (<i>ex, signs, labels, notes, letters, etc.</i>) <i>Plant seeds in a cup and label it with seed packet; follow the steps on a rebus recipe; identify an ingredient by</i></p>	<p>TS GOLD Objective: 17</p>	<p>GOLD reports anecdotes</p>

	<i>recognizing print on packaging; find coupons for shopping; write or dictate an explanation of a picture.</i>		
<p>Objective LT 3.1: Children will fall within the widely-held expectations in using and appreciating books</p> <p>Objective LT 3.2: Children will fall within the widely-held expectations in using print concepts</p>	<p>Infant: 0-6 Touch the texture of pictures in feely books; puts book in mouth when handed one;</p> <p>6-12 Picks up a book and put it in his/her mouth; shows interest in the pictures in books by focusing eyes on certain attractive pictures that caught his/her attention.</p> <p>Toddler: 12-24 Points to pictures and says names of animals, objects, etc in a book ; helps in turning the pages of a book; repeating the words in a familiar predictable book; asks another person to read a book to him/her</p> <p>24-36 Pretends to read a familiar book, “<i>The Very Hungry Caterpillar</i>” describing pictures on the page; turns the pages one at a time. Retells some events from a familiar story with close adult prompting. <i>Ex. (Mouse Paint) What happened when the yellow mouse danced around the blue paint?</i></p> <p>Preschool: 3-4 Draw a picture of a storybook character; look in a book to find the name of an insect. Retells familiar stories with props or pictures. <i>Ex. The Three Little Pigs on a flannel board; or Down by the Bay with stick puppets.</i></p> <p>4-5 Identifies story-related problems, events, and resolutions during conversations with adults; <i>Ex. The wolf was not able to get in the house of the 3rd little pig because _____.</i> (<i>Where the Wild Things Are</i>) <i>Why do you think Max got upset?</i> Retells or makes up a story related to the pictures. Sequences a familiar story in order using pictures.</p>	TS GOLD Objective: 18	GOLD reports anecdotes
<p>Objective LT 4.1 Children will fall within the widely-held expectations for interacting during read-aloud and book conversations.</p> <p>Objective LT 4.2 Children will fall within the widely-held expectations for using emergent reading skills</p>	<p>Infant: 0-6 Use a variety of books with colorful pictures and textures or books that make sounds. Let them touch books or mouth them or show them the pictures while you read the words.</p> <p>6-12:</p> <p>Toddler 12-24 Use simple pictures, puppets and other props to tell stories; provide board books with colorful pictures and books that represent pictures of familiar songs and finger plays like <i>Wheels on the Bus</i>, <i>The Itsy Bitsy Spider</i>, etc.</p> <p>24-36: Introduce new words from books to support their language development; use them in meaningful contexts; engage children in helping you read repeated phrases in books, <i>Ex. The Very Busy Spider</i> by Eric Carle; point to the words as you read the words in the book.</p>	TS GOLD Objective: 18	GOLD reports anecdotes

<p>Objective LT 4.3 Children will fall within the widely held expectations and be able to retell simple stories</p>	<p>Preschool: Help children connect new information and ideas to what they already know. Ex. What does this remind you of? How is ___like___? Have you ever ____? Use puppets, flannel board pieces and other props to help children recall the story; Ex. “Jump Frog, Jump! (Robert Kalan), you might use a toy fly, frog, fish, snake, turtle net, and basket as props; Provide repeated readings of the same book so children can focus on different aspects of the book each time, Ex. Story line, details, specific vocabulary words.</p>		
<p>Objective LT 5.1 Children will fall within the widely-held expectations in writing.</p>	<p>Infant: 0-6: Provide rattles and have children shake them, provide soft materials to squeeze like stuffed animals or bean bags. 6-12: Let children play with playdough, finger paint goop, water play with small containers to practice scooping and pouring etc. Toddler 12-24 Provide large markers, crayons, playdough, sand and water play; have children scribble on the sand outside, provide puzzles with pegs 24-36: Use attendance chart with children’s names and have children “sign in by moving their names to indicate that they are present; sand and water table four pouring or scribbling on sand; large markers, crayons, chalk; puzzles with peg, paint brush; model writing with children; talk about what you are doing as you write; encourage them to “write” on paper, easel. Preschool: Encourage children to write words that are important to them as they create drawings, messages, greeting cards, list, signs, menus or books. Support the writing efforts of children. Say words slowly, emphasizing each sound so children can write the sounds they hear. Talk about directionality and letter shapes as you form the letters.</p>	<p><i>TS GOLD objective 19</i></p>	<p>GOLD reports anecdotes</p>

<p>Objective LT 5.2 Children will fall within the widely-held expectations and be able to write to convey meaning</p>	<p>Infant: 0-6 Grasps a rattle with one or both hands. Holds on the caregiver’s fingers when lying on the floor. Grabs on caregiver’s hair or glasses. Grabs own feet when playing while lying down. Reaches for the hanging toys from an infant gym.</p> <p>6-12 Pats playdough or clay flat on a surface; squeezes clay or playdough with the hands. Crumbles paper into a ball. Picks up sand let it sift through fingers. Splashes water with hands or other water table materials. Makes random marks on paper with large crayons.</p> <p>Toddler: 12-24 Uses markers to scribble on different kinds of paper; use fingers to draw or scribble something in the sand, making lines and circles while finger painting. Scribbles or marks deliberately when given writing utensils. Wraps fingers around writing utensils when scribbling or making marks.</p> <p>24-36 Writes controlled linear scribbles using pictures, squiggles, or letter-like forms. Uses material like clay, wire, or sticks to make a recognizable letter.</p> <p>Preschool:</p> <p>3-4 Writes a sign that says, “Stop”; writes a shopping list; uses a finger to write a name in the sand. Scribbles lines, circles, or zigzags in rows. Writes mock letters in letter-like symbols, e.g. lines, curves. Uses too many segments to create a letter, e.g. five horizontal lines on the letter E or 3 curve lines on the letter B.</p> <p>4-5 Write segments of letter forms; ex. Lines, curves. Writes strings of letter or some letters correctly like EEEOF. Writes letters of own name in the correct sequence, form and orientation on paper, chalkboard or on cement; uses early invented spelling. Ex. Use first letter or last letter of word to represent whole word such as, “I L U”; or “I lk apl”.</p>		
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D. COGNITION AND GENERAL KNOWLEDGE: MATHEMATICS

DEVELOPMENTAL EXPECTATIONS

Birth-1	1-2	2-3	3	4	5
0-0	6-12	11-22	20-32	31-45	42-56
<p>M GOAL 1. Children will demonstrate understanding of number relationships and operations, spatial relationships and how to compare and measure.</p>					
Objective	Examples of Age Specific Activities to Satisfy Objectives			Resources	Documentation
<p>Objective M 1.1: The children will fall within the widely-held expectations in counting.</p> <p>Objective M 1.2: Children will fall within the widely-held expectations in quantifying by the end of the third assessment period.</p> <p>Objective M 1.3: Children will fall within the widely-held expectations in connecting numerals with their quantities.</p>	<p>Infant: 0-6 Encourage child to move <i>head to follow moving toys or musical instrument.</i></p> <p>6-12 <i>Sways or bounces with the rhythm when music is playing; fits in 3pieces of puzzle into the hole pattern.</i></p> <p>Toddler: 12-24 <i>Recites simple nursery rhymes that include numbers; sing songs and finger plays that use numbers; listen to stories that include numbers; Puts up one finger or two when asked how old he is.</i></p> <p>24-36 <i>Verbally counts (not always in the correct order) Ex. “Says, “One, two, and ten” as she pretends to count. Quantifies by demonstrating understanding of the concepts of one, two and more. Ex. Says, “More apple,” to indicate he wants more pieces than given; takes two crackers when prompted, “Take two crackers.” Recognizes and names a few numerals. Ex. Points the 1 when the teacher says, “Where is the numeral 1?” Notices numerals around the room and calls some of them by name.</i></p> <p>Preschool: 3-4 <i>Verbally counts to 10; counts up to five objects accurately, using one number name for each object. Ex. Counts to ten when playing “hide and seek. “Counts out four scissors and puts them at the table; finds a head, a torso, and a pair of legs to create characters with a mixed body (computer); counting while hopping. Quantifies by recognizing and naming the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts. Ex. Looks at the sand table and says instantly, without counting, “There are three children at the table”; Says, “I have four cubes. “Two are red, and two are blue”. Puts two bunnies in the box with the two bears. Counts and says, “Now I have</i></p>			<p>TS GOLD Objective 20</p>	<p>Gold reports anecdotes</p>

	<p><i>five</i>". Identifies numerals to five by name and connects each to counted objects. <i>Ex. Says, "Five" as she attaches five clothespins to the 5 card; tells her friend, "That's a 3, and there are three puppies on this page."</i></p> <p>4-5 Verbally counts to 20; counts 10-20 objects; knows the last number; states how many in all; tells what number (1-10) comes next in order of counting. <i>Ex. Counts to twenty while walking across the room; counts ten inch blocks and says, "I have 10 blocks." when asked, "What comes after six? Says, One, two, three, four, five, six, and seven.....seven."</i> Quantifies by making sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many. <i>Ex. Says, "I have eight buttons, and you have eight little buttons. We have the same." Tosses ten puff balls at the hoop. When three land outside she says, "More went inside." Puts two dominoes together, says, "Six, seven, eight. Eight dots altogether."</i> Connects numerals with their quantities by identifying numerals to 10 by name and connect each to counted objects. <i>Ex. Shouts "Seven", and jumps seven times when the teacher holds up the number 7 card; says, "I put nine buttons in the nine box."</i></p>		
<p>Objective M 2.1 Children will fall within the widely-held expectations in understanding spatial relationships by the end of the third assessment period.</p> <p>Objective M 2.2 Children will fall within the widely-held expectations in understanding basic shapes by the end of the third assessment period.</p>	<p>Infant: 0-6 Listen to songs that include positional words and caregiver will demonstrate the actions. <i>Ex. Put the spider on your nose, on your head, in your diaper, etc.</i></p> <p>6-12 Crawls and hides under furniture; <i>fits self into boxes of different sizes; fits self between slats of furniture or barriers to get out.</i></p> <p>Toddler: 12-24 Puts in different shapes of blocks in a box with corresponding shapes. <i>Matches the objects or shapes with the pictures.</i></p> <p>24-36 Matches two identical shapes. <i>Ex. Puts a circular puzzle piece in the circular space; places shapes in a shape-sorting box.</i></p> <p>Preschool: 3-4 Follows simple directions related to proximity (beside, between, next to). <i>Ex. Follows the teacher's direction to put the cup next to the plate; sits beside her friend when he says, "Sit between me and Laura." Toss a bean bag and announce that it lands outside the circle; using prepositions like, above, over, under, beside, etc.; Crawls in and out of tunnels made from cardboard boxes; use</i></p>	<p>TS GOLD Objective 21</p>	<p>GOLD reports anecdotes Shapes Forms</p>

	<p><i>positional words like next to, in, out, build structures from Duplo's and Legos.</i></p> <p>Identifies a few basic shapes (circle, square, and triangle) Ex. <i>names shapes made while playing in playdough area.</i></p> <p>4-5 Uses and responds appropriately to positional words indicating location, direction, and distance. Ex. <i>Says, "Look for the surprise behind the tree." Moves game piece backward when playmate gives directions.</i> Describes basic two-and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation. Ex. <i>Says, "It's a ball because it rolls." Puts hand in feely box and says, "It has 3 sides and 3 points. It's a triangle."</i></p>		
<p>Objective M 3.1 Children will fall within the widely-held expectations in using different objects/materials in comparing size, weight.</p> <p>Objective M 3.2: Children will fall within the widely held expectations in measuring with the use of different materials.</p>	<p>Infant: 0-6 <i>Experience of being wrapped in a blanket; infant places hands around a bottle, feeling its shape. Touches caregiver's face during feeding time.</i></p> <p>6-12 <i>Demonstrates knowledge of simple patterns in life. Ex. Washes hands before and after meal times. Extends arms to caregiver in anticipation of being picked up.</i></p> <p>Toddler: 24-36 <i>Shows interest in simple patterns in everyday life. Ex. Notices that a special song is played whenever it is time to clean up; points to the picture on the daily schedule and says, "The kids in the picture are eating their snack. We are now doing this, too." Cleans up own table setting after each meal.</i></p> <p>12-24 <i>Sing repetitive songs; read predictable books with repeated language pattern. Ex. When the teacher reads, "Brown Bear, Brown Bear, What do you see? I see a red bird looking at ____" (says <u>me</u> before the teacher reads the word. Stands by the door when it is time to go outside without prompting</i></p> <p>Preschool: 3-4 <i>Copies, simple repeating patterns. Ex. Beats the drum as the teacher does; e.g. loud, soft; loud, soft; loud, soft; ____; strings beads as her friend does, e.g. red, blue, blue; red, blue, blue; ____.</i></p> <p><i>Make a pattern of round, square, round, square, etc.; using a shovel, create a pattern in the sand – high and low piles of sand; body movement patterns like stamp, clap, clap, stamp, clap, clap, etc.</i></p> <p>4-5 Extends <i>and creates simple repeating patterns. Ex. Makes a repeating movement pattern like stomp, stomp, clap, clap, stomp,</i></p>	<p>TS GOLD Objective 23</p>	<p>GOLD reports anecdotes</p>

	<i>stomp, clap, clap, etc.; when shown pattern of cubes, e.g. red, blue, blue; red, blue, blue; red, blue, blue; _____</i>		
<p>Objective M 4.1: Children will fall within the widely-held expectations in recognizing patterns around the environment</p> <p>Objective M 4.2 Children will fall within the widely-held expectations with creating patterns using blocks and other manipulative materials and objects.</p>	<p>Infant: 0-6 During diaper changing, describe to the infant that the wipe will be cold; at feeding time, tell the child that the milk will be warm or the washcloth is warm when cleaning the baby.</p> <p>6-12 Caregiver rolls a ball toward the child while she says, “I will the ball slow” (while talking slowly) “now roll it back to me slow,” several times. Repeat the same action using fast; at group time sing some songs using loud and soft voices</p> <p>Toddler: 12-24 Caregiver uses two balls (big and little) and place one at a time in child’s hand and says, “This ball is big. The other ball is little.” Several times.</p> <p>24-36 Makes simple comparisons between two objects. Ex. Pours sand or water from one container to another; indicates which ball is bigger when shown a tennis ball and a beach ball. Standing next to another child and caregiver says, “_____ is taller or shorter than _____.”, combined with gestures.</p> <p>Preschool:</p> <p>3-4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers. Ex. Puts blocks side by side in order of length; says, “We go outside after snack”; lays tow short blocks on top of a long block to see if it’s the same length; responds, “you’re second to use the computer.”</p> <p>4-5 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools. Ex. Measures by using paper clips, cubes, string, hands, feet or other objects; measures block tower with linking cubes and says, “I made mine fifteen cubes high!” Stands on scale while pretending to be in a doctor’s office.</p> <p>Compares objects or people using big and little, tall and short, heavy and light, etc.</p>	TS GOLD Objective 22	GOLD reports anecdotes

E. Perceptual, Motor and Physical Development

DEVELOPMENTAL EXPECTATIONS

Birth-1	1-2	2-3	3	4	5
1-3	4-7	6-10	8-13	11-15	14-16
FM Goal 1: Children will demonstrate fine motor and gross strength and coordination					
Objective	Examples of Age Specific Activities to Satisfy Objectives			Strategies	Resources/ Documentat ion
<p>Objective FM 1.1: Children will fall within the widely-held expectations with using fingers and hands</p> <p>Objective FM 1.2 Children will fall within the widely-held expectations with using writing and drawing tools</p>	<p>Infant: 0-6 Grasping a toy with both hands; holding a bottle when feeding self.</p> <p>6-12 Reaches for, touches, and holds objects purposefully. <i>Ex. Bats or swipes at a toy; transfers objects from one hand to another; releases objects voluntarily; rakes or scoops objects to pick them up; picks up food with fingers and puts in mouth; bangs two blocks together; crumbles paper.</i></p> <p>Toddler: 12-24 Uses fingers and whole- arm movements to manipulate and explore objects. <i>Ex. Places shape in a shape sorter; points at objects and pokes bubbles; rotates knobs; tears paper; Use large markers to create scribbles on paper</i></p> <p>24-36 Uses fingers and whole-arm movements to manipulate and explore objects. Grasps drawing and writing tools, jabbing at paper. <i>Ex. releases objects into containers; uses spoon and sometimes fork to feed self; dumps sand into containers; unbuttons large buttons; rotates knobs; tears paper.</i></p> <p>Preschool: 3-4 Uses refine wrist and finger movements. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks. <i>Ex. Squeezes and releases tongs, turkey baster, squirt toy; snips with scissors, then later cuts along straight line; strings large beads; pour water into containers, pounds pokes, squeezes, rolls clay; buttons, zips, buckles, laces; uses hand motions for “Itsy Bitsy Spider”; turns knobs to open doors; uses eating utensils; sews lacing cards.</i></p> <p><i>Balances small muscles carefully on a tall tower without knocking it down; carefully pour water from a pitcher into teacups without spilling; use a drawing board for writing or drawing; pound and roll playdough to form different objects; experiment with a variety of painting tools; use a hole punch and stapler while making a book; respond with appropriate movements to songs and finger plays; move a cursor to a picture of a box and click the trackball to open the box; wash doll clothes and hang them on a clothesline with clothespins; pour milk into a cup</i></p> <p>4-5 Uses small, precise finger and hand movements. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end. <i>Ex. Uses correct scissors grip; attempts to tie shoes; pushes specific keys on a keyboard; arranges small pegs in</i></p>			<p>TS GOLD Objectives 6 and 7</p>	<p>GOLD reports</p>

	<i>pegboard; strings small beads; cuts out simple pictures and shapes, using other hand to move paper; cuts food; builds a structure using small Lego pieces.</i>		

Birth-1	1-2	2-3	3	4	5	
3-9	9-12	12-16	15-19	18-24	21-24	
Objective	Examples of Age Specific Activities to Satisfy Objectives				Strategies	Resources Documentation
<p>Objective PHG 1.1-1.2: Children will fall within the widely-held expectations for demonstrating traveling skills and balancing skills.</p>	<p>Infant: 0-6 Holds head steady when held in a sitting position; reaches with both hands for nearby objects; lifts feet while lying down; rolls over from front to back; tries to sit up by pushing self-up from stomach. Moving around freely on the floor during playtime or other gross motor activities indoor and outdoor using age appropriate equipment; turns to objects that touch the face near the mouth; crawls and hides under furniture; <i>fits self into boxes of different sizes; fits self between slats of furniture or barriers to get out.</i></p> <p>6-12 Brings together two objects held in his hands; claps hands together as caregiver claps; crawls; stands alone; walks holding on furniture; climbs on furniture and stairs; rolls a ball on the floor and goes after it; step sideways holding on furniture; pulls things he wants toward him; rolls over easily; sits without support when put in a sitting position; pushes self-up from stomach into a sitting position</p> <p>Toddler: 12-24 Walks and runs without falling; carries a large toy while walking; stand on one foot with some help; bends down without falling; responds to music by swaying; pushes and pull large toys; climbs and sits in a chair; reaches for a large rolling ball; walks up steps without help; walks backwards; throws a ball overhead; crawls upstairs and downstairs; walks forwards and sideways alone; walks up and down stairs holding an adult's hand or holding a railing.</p> <p>24-36 Balances on one foot for a short time; walks on a line; walks and run on their toes for a short time; walk downstairs without help; walks downstairs without help; jumps from the bottom step; catches a large ball with arms straight; does a forward somersault with help; jumps forward without falling; stands up straight with both feet together</p> <p>Preschool: 3-4 Sustains balance during simple movement experiences. <i>Ex. Walks forward along sandbox edge, watching feet; jumps off low step, landing on two feet;</i></p>				<p>TS GOLD Objective 4 and 5 IMIL</p>	<p>GOLD reports anecdotes</p>

	<p><i>jumps over small objects; holds body upright while moving wheelchair forward. Experiments with different ways of moving. Ex. Walks across room; uses a hurried walk; walks backwards; pushes riding toy with feet while steering; uses a walker to get to the table; marches around room</i></p> <p>4-5 Coordinates complex movements in play and games. <i>Ex. Runs smoothly and quickly, changes directions, stops and starts quickly; steers wheelchair into small playground spaces; jumps and spins; moves through obstacle course; gallops and skips with ease; plays “follow the leader”, using a variety of traveling movements. Moves purposefully from place to place with control. Ex. Runs; avoids obstacles and people while moving; starts and stops using wheelchair; walks up and down stairs with alternating feet; climbs up and down on playground equipment; rides tricycles using pedals; gallops, but not smoothly. Sustains balance during complex movement exercises. Ex. Hops across the playground; hops on one foot and then the other; walks across beam or sandbox edge, forward and backwards; attempts to jump rope; brings arms and legs toward the middle of body when startled; holds one arm and leg in bent position when put on her back; holds own weight by grasping caregiver’s fingers placed in his hands; sucks; stares at or follow an object with his eyes; brings fists together in front of eyes and puts fists in her mouth.</i></p>		
<p>Objective PHG 1.3 Children will fall within widely held expectations for fine motor strength and coordination.</p>	<p>Infant: 6-12 Feeds self-crackers; holds own bottles; reaches for the spoon while being fed; feeds self-small pieces of food; eats with a spoon (messily). 0-6 Holds on to a bottle while being fed; cries when hungry or wet or when something hurts. Toddler: 12-24 uses a spoon with little spilling; drinks from a cup with help; pulls clothes off; may show he is wet by being restless; holds a small cup with both hands; grasps items. 24-36 Washes hands with reminder after using the bathroom; brushes teeth with help; lets caregiver know when he is wet or soiled; uses the toilet when placed on it; chews solid food; holds a small cup with one hand; drinks without spilling; uses a spoon; grasps items and holds on for long periods. Preschool: 3-4 Uses refined finger and wrist movements. Brushing teeth while at the center; washing hands after using the bathroom, before and after eating, helping in cleaning the classroom using child-sized materials; unbutton buttons; dresses and undresses with help; cleans up spills with help; tries to lace shoes; brushes teeth with help; helps set the table; sometimes tell caregiver when he needs to use the bathroom (but will often needs to be reminded). Grips a pencil and writes.</p>	<p>TS GOLD Objective 7</p>	<p>GOLD reports anecdotes</p>

	4-5 Uses small precise finger and movements: buttons coats, shirts, or dresses; may lace shoes correctly; dresses and undresses, but may need help tying; uses toilet alone; brushes teeth without help; may sleep all night; still needs a nap; serves and chooses food for self; uses fork and spoon; carries a glass of water without spilling, writes purposefully.		
Objective PHG 1.4: Children will fall within widely held expectations for demonstrating gross motor manipulative skills.	Infant: Reaches and grasps and releases objects; pushes objects; bats at toys; uses two hands for objects. Toddler: Carries large objects; throws and catches a large ball, flings toys; dumps and picks up toys; kicks a large stationary ball. Preschool: 3-5 Throws objects with a purpose; catches large balls with two hands against the body; hit's an object with a bat or paddle; kicks a ball forward while running. 4-5 Step's forward and follows through with throwing an object; catches large balls in their hands; bounces a ball and catches it; kicks a moving ball; throws and hits a target.	TS GOLD Objective 6	GOLD reports anecdotes
Parent, Family and Community Engagement Framework (PFCE)			
PFC GOAL # 1 Families as lifelong educators	Objective: PFCE 1.1 Parents will use home links to continue providing education in their homes.	Parent child in-home activities with home links	Home links returned
Parent, Family, and Community Engagement Framework (PFCE)			
PFCE GOAL # 4 Family Well Being	Objective PFCE 4 &5 Families will become more physically active with their child. Families will become aware of healthy and nutritious snacks and foods for their families.	Monthly activity calendars, Reggie Rainbow, Farmers Market Stand at family night.	Parent survey data: Reggie Rainbow family night and program surveys.