

Objectives for 2-Year-Olds

Social/Emotional Development

- adjust to coming and going to school
- learn to transfer trust from parents to teachers during the school day
- learn to play independently in centers
- learn classroom routines, such as coming and going to music, motor, and chapel
- respond appropriately to the teacher's simple oral directions
- learn to interact with other children
- begin to learn to share

Cognitive Development

- begin to identify the senses of touch, smell, taste, and hearing
- show a natural curiosity about his surroundings at school and the world at large
- begin to understand the concept of time (today is a school day, later we will go to music, and in a little while we will paint)
- enjoy looking at books and being able to listen to a simple story
- know his/her first name
- know the names of the other children in the class, as well as his teacher's name
- understand the concept of waiting for his/her turn
- master certain self-help skills, such as washing hands, cleaning up after him/herself, eating lunch and snacks independently, etc.
- begin using the toilet when prompted by the teacher

- be able to identify his/her body parts and facial features

Language Development

- be able to verbalize in short sentences
- be able to verbalize his/her needs to the teacher
- be able to repeat songs and fingerplays
- be able to identify objects in books with appropriate words
- be able to listen to and follow simple oral directions
- be able to attend circle time for 5 to 10 minutes
- have exposure to alphabet recognition
- have exposure to sounds in language through reading, singing, rhyming, and conversation

Math Development

- count to five
- be able to have a one-to-one correspondence of up to three
- be able to differentiate between big and little, more and less
- recognize and identify circles, squares, and triangles
- recognize and identify colors
- categorize by size, color, shape, etc.

Science Development

- be aware of the changes in the weather
- be aware of common barnyard animals
- be aware of animals found in nature, such as birds, bears, etc.
- understand the concepts of hard/soft, wet/dry, hot/cold, and liquid/solid

- have an understanding of clouds, sky, night, and day
- be able to identify butterflies, bugs, and spiders
- understand that people grow and change

Gross Motor Development

- be able to walk and run without assistance
- master the climbing apparatus on the playground
- participate in a motor skills class and be able to listen to and follow simple directions in that class
- throw bean bags and balls at designated targets
- clap to music
- grasp the idea of where his space ends and other persons begin

Fine Motor Development

- begin to use scissors and be able to cut paper, though not cleanly on the lines
- hold writing instruments in fingers, as opposed to fists, and enjoy coloring, painting, and drawing
- participate in arts and craft activities, both one-on-one and in groups
- enjoy peg board activities, as well as puzzles
- become adept at manipulatives, such as Legos, Bristle Blocks, etc.
- learn to stack and build towers with blocks
- be able to tear the paper into small as well as large pieces
- learn to handle and apply glue

Objectives for 3-Year-Olds

Social/Emotional Development

- adjust to coming and going to school
- learn to transfer trust from parents to teachers during the school day
- play independently in centers
- react positively to classroom routines
- respond appropriately to the teacher's oral directions
- begin to play cooperatively with other children
- begin to share toys fairly willingly for longer periods of time
- enjoy the challenges of school and look forward to coming
- show a willingness to please adults

Cognitive Development

- enjoy learning through all five senses
- show a natural curiosity and a willingness to learn about new things
- begin to ask questions, such as "who, what, where, when, and why?"
- enjoy looking at and listening to books
- know the names of all the children in the class, as well as his teachers
- know his/her first and last name, sex, and age
- understand the concept of waiting his/her turn and being able to wait a reasonable time
- understand the concept of time
- master self-help skills
- identify what is missing from a picture
- act out familiar everyday activities and role-play
- pair related objects
- begin to understand the concept of things in sequence or order
- draw a person with facial parts and stick arms and legs

Language Development

- engage in conversation with teachers and peers
- use I, you, me, he and she correctly
- enjoy fingerplays, rhymes, and songs
- describe what he/she sees in picture books, with correct words for most objects
- follow oral directions given by teachers
- listen and participate in circle time for 10 to 15 minutes

- have a vocabulary that has enlarged such that the child speaks in sentences that are understood by adults, often with 4 or 5 words, or more
- communicate with friends in a manner in which he/she is understood
- retell simple stories, but tend to focus on favorite parts
- be exposed to alphabet recognition
- be exposed to sounds and phonemic awareness
- be exposed to books to develop literacy
- recognize the difference between loud and soft voices
- understand opposites
- pronounce words fairly well, although some articulation difficulties may still be evident
- be able to name all his body parts, including head, arms, legs, feet, shoulders, fingers, hands, hair, eyes, nose, mouth, teeth, ears, stomach, and bottom
- be able to name all the things regularly found in the classroom
- recognize his/her printed first name

Math Development

- rote count to ten easily
- have one-to-one correspondence up to three or higher
- differentiate between big/little, and more/less
- sort objects at least into two different categories, such as color, size, etc.
- point to and label squares, circles, triangles, and rectangles
- recognize the numbers 1-5
- recognize and name all of the basic colors
- copy simple patterns of blocks or beads when given the model
- match sets up to five
- distinguish puzzle pieces

Science Development

- be aware of the changes in the weather and be able to distinguish these on the classroom weather chart
- understand that there are many kinds of animals
- understand that plants grow in soil, from seeds
- understand that ice comes from water
- show a natural curiosity for things found in nature and understand that trees, grass, flowers, bugs, etc., are a part of our world
- understands that animals start out as babies and then grow into full-grown animals

- understand the concept of night/day

Gross Motor Development

- walk and run well, without assistance
- walk up and down stairs with alternating feet, while holding onto a rail or teacher's hand
- pedal a tricycle easily
- stand on one foot, although unsteadily
- jump on both feet three or four times in a row
- throw and catch bean bags and balls up to five feet away
- climb unassisted on playground equipment
- roll a large ball to a target

Fine Motor Development

- enjoy painting, coloring, and free drawing with various mediums
- hold a crayon or pencil with fingers instead of a fist
- tear paper and wad paper easily
- use scissors, but still have difficulty cutting precisely on the lines
- be able to place large pegs into pegboards; string beads, and build block towers
- draw some shapes, such as a circle
- draw common objects, such as a house, self
- unbutton and zip skillfully, but button less skillfully
- use glue and paste
- use clay and playdough
- enjoy and have success using Legos, Bristle Blocks, and other manipulatives
- copy horizontal lines, vertical lines, circles, and crosses
- color, but not within the lines

Music Appreciation

- clap and move freely to music
- participate in music class and show appreciation for music
- sing songs and simple tunes
- listen to and follow the music teacher's simple directions
- take care of music equipment, showing respect
- be able to stay within a small area, such as a carpet square or spot

Objectives for 4-Year-Olds

Social/Emotional Development

- enjoy going to school
- enjoy cooperative play with others
- share willingly
- enjoy being assigned a classroom task or duty
- willingly try to please adults
- show a better ability to control intense feelings, like anger or fear
- make classroom friends and enjoy playing with them at school
- accept correction
- work independently
- separate from parent with ease through use of carpool line

Cognitive Development

- learn through all five senses
- show curiosity about new concepts
- become increasingly aware of differences and similarities among peers
- display a vivid imagination, often sharing during circle time
- remember previous discussions and concepts taught, some with teacher prompting
- show an interest in the printed word and begin to understand the relationship between the spoken and printed word
- be able to place things in logical order, such as story pictures
- be able to maintain interest during circle time, for up to 15 minutes
- have mastery of self-help skills, such as putting coat on and off, blowing nose, cleaning up after him/herself, using the toilet, etc.

Language Development

- engage in conversation with teachers and peers
- verbalize songs and fingerplays and have good command of the words and actions
- make comparisons between things such as differences and similarities – “how are they alike, and how are they different?”
- share in front of group during circle time
- be able to regulate the volume of his voice to fit the occasions
- be able to retell stories and events with fair attention to detail

- speak in the proper tense, using present, past and future tenses of verbs
- show an increasing vocabulary, being able to use appropriate words for most everyday objects and events in the classroom, as well as in the environment at large
- dictate stories and events
- understand the concept between written and spoken words in books
- retell stories in books using memory as well as picture clues
- listen to and follow simple oral direction as it relates to games, activities, and instruction
- use prepositions appropriately
- be able to be understood, pronouncing most words correctly, or at least nearly correctly
- verbally identify all the letters in his first name
- begin to associate letters with corresponding sounds
- distinguish and identify words that begin with the same sound
- be able to identify words that rhyme
- be able to supply a rhyming word when prompted by the teachers
- recall a directive of up to three or four steps
- predict outcomes
- become familiar with the difference between upper and lower case letters

Math Development

- rote count to twenty
- recognize numbers to ten
- develop one to one correspondence
- understand that sets have characteristics in common and be able to identify the common characteristics
- classify objects by color, size, shape, and texture, etc.
- solve simple word problems - “If you have two pieces of candy and I give you one more how many will you have?”
- point to and identify circle, square, triangle, rectangle, and diamond
- identify equivalence by matching sets
- identify patterns ab, aabb, begin aab
- be introduced to graphing
- be introduced to money and coins

Science Development

- actively explore through hands on experiments
- understand the life cycle of pets, plants, people, etc.
- understand that growing things come from seeds, have leaves, stems, and roots
- show a curiosity for the world around him/her
- learn that things sink or float in water
- experiment with various scientific tools, such as magnifying glasses, color wheels, bug boxes, etc.
- be exposed to scientific concepts through books
- be exposed to scientific vocabulary (hypothesis, diffusion, etc.)
- be able to identify and describe all four seasons, weather
- display a curiosity for “how things work”

Gross Motor Development

- run, gallop, and skip although somewhat unevenly
- be able to balance on one foot for approximately five seconds
- be able to walk stairs alternating one foot at a time
- hop four or five times on one foot
- have a good perception of his/her own space
- catch an object in fingers away from body
- throw with direction
- throw a ball into the air and catch
- climb with ease on play equipment
- be able to halt activity when requested by teacher
- move body creatively when requested by teacher

Fine Motor Development

- cut with scissors along straight and curved lines
- fold papers into halves, quarters
- string beads, often in patterns
- construct with manipulatives that have fine parts, such as small Legos
- use crayon or pencil with fair control and proper grasp
- make playdough figures that are often recognizable
- lace easily, but still not tie shoes
- write his/her first name, although still with some difficulty
- reproduce the shapes-circle, triangle, rectangle, square, although not perfectly
- work a puzzle of at least ten pieces
- begin to make letter like shapes/forms

What is the Bridge Program?

- This Bridge program is designed to help bridge the gap that can often exist between preschool and the expectations of elementary.
- This class is NOT intended to be a replacement for kindergarten. It will give the children the “gift” of a year full of learning opportunities and an opportunity to mature and grow before they advance into elementary school.
- Screening is mandatory to enroll in this program.

Who is a good candidate for the Bridge Program?

- Any child that has completed pre-k and may have a late spring or summer birthday.
- Children who need an extra year to mature either academically, socially, or emotionally.
- Children who need a smaller class size to reach their full potential.

How will my child benefit?

- The children become more confident and mature.
- They learn to stay with a task until it is completed and do it independently.
- The children learn how to be more interactive during activities.
- They are more attentive and can stay focused for longer periods of time.
- The children are given more time and opportunities to enrich their academic

skills and vocabulary through play and hands-on activities.

- Small group instruction – the children receive individualized attention through one on one or small group learning opportunities within the classroom. The focus is tailored to each child’s specific academic needs.

What will my child learn?

- Our Bridge Program is modeled after the Texas State Guidelines set forth for public schools.
- The curriculum will continue to build the literacy, math, and motor skills introduced in Pre-K.

Literacy

- Shared Reading
- Concepts of Print
- Phonics
- Handwriting
- Pre-Reading, reading - sight words, letter sounds, blending to make words
- Story Comprehension - Characters, Setting, Problem, Solution, Sequence

Math

- Number Concepts – rote counting, one-to-one correspondence, number identification, counting, and making sets
- Graphing, Patterning, Sorting and Classifying
- Problem-solving, logic problems
- Beginning addition and subtraction
- Skip Counting

- Shapes and coins

School Readiness

- Following Directions
- Starting and completing tasks independently
- Self-control
- Fine and Gross Motor Skills
- Structure and Routine - the class schedule is similar to what they will experience in kindergarten.

Assessment

- The children’s learning is monitored through daily observation, portfolios, journals, and performance assessments.
- A report card is given three times a year to track their progress.

Objectives for Kindergarten

Social/Emotional Development

- develop self-discipline and control
- interact positively with peers
- accept responsibility for his actions
- maintain a positive attitude toward himself and his abilities
- develop self-confidence when speaking or acting in front of a group
- follow classroom and school rules
- play and work cooperatively with teachers and peers
- develop a love of learning new things

Language Development

- build vocabulary through a variety of language-development activities
- express ideas in well-developed sentences
- build auditory memory by listening and following oral directions
- recognize rhyming words
- tell and retell stories in proper sequence
- analyze stories as to the beginning, middle, end, characters, and plot
- identify upper and lowercase letters
- identify sounds of letters
- know long and short vowels and consonants
- begin to develop word attack skills, as well as sight word skills
- read for comprehension
- read orally
- understand the concept of left to right
- develop auditory and visual memory through numerous activities, games, and lessons
- learn the phonetic approach to reading, as well as have the enrichment of the whole language approach
- learn phonemic awareness skills to further enhance reading development
- begin to use words and inventive spelling in journal and classroom writing

Math Development

- recognize the name of, and place in order the numerals 0 to at least 20
- rote count to 100+
- count by 5's and 10's to 100
- know and draw the five basic shapes
- recognize 2 and 3-dimensional shapes
- use a variety of graphs to analyze data
- measure with a variety of non-standard units
- analyze data as to size, shape, similarity, the difference for purpose of classification
- understand the concept of sets, and match numerals with sets
- demonstrate one-to-one correspondence by counting up to twenty
- understand time-hour
- recognize money - 1 cent, 5 cents, and 10 cents and simple money problems
- copy or finish a pattern
- be able to add and subtract simple problems with manipulatives
- develop math concepts necessary for critical thinking, such as patterning, sorting, classifying, comparing, and sequencing

Science Development

- Learn about God's world through observation
- conduct simple experiments
- be exposed to nature through field trips, outdoor activities, and campus visitors
- explore science through books, experiments, and the science center
- understand natural phenomena such as animals and their homes, dinosaurs, hibernation, and migration through studies
- understand our seasons and weather through lessons as well as observation

Social Studies Development

- Become acquainted with our community through visits from community helpers, as well as field trips
- develop an appreciation for cultural diversity through discussion of family traditions

- develop a sense of American tradition through the study of traditional holidays
- celebrate the family through various classroom events that include family members
- learn through all five senses
- take part in class service projects to benefit the school and others in the community

Gross Motor Development

- use the playground equipment with ease
- ride tricycles with ease
- hop, skip, jump, gallop, and walk backwards
- maintain balance on a beam
- understand special concepts, such as where objects are in relation to the body
- throw and catch a ball
- listen to and follow the oral direction given by the movement teacher

Writing/Fine Motor Development

- write name correctly
- write the numbers 0 through 10
- cut on straight and curved lines
- hold a pencil correctly
- use small muscles by manipulating small toys, puzzles, and other objects
- develop the ability to draw recognizable objects, such as people, animals, houses, etc
- have ample opportunity to color, draw, paint, and work with sensory materials

Music Appreciation

- recognize previously learned melodies
- distinguish fast, slow, loud, soft, high, and low
- respond to the rhythmic flow of music
- respond to the pulse or recurring beat
- participate in plays and sing-alongs
- perform in front of peers and parents
- be exposed to the many art mediums
- listen to and follow the music teacher's directions
- take care of music equipment, showing respect