

PRE-KINDERGARTEN DEVELOPMENT

"Since parents have conferred life on their children, they have a most solemn obligation to educate their offspring. Hence, parents must be acknowledged as the first and foremost educators of their children." (Declaration on Christian Education, Vatican Council II)

Each child is unique and enters our pre-kindergarten at their own level. They continue to grow and develop skills and competencies at his or her own pace. Teachers recognize each child's individuality and plan curricular strategies that support the child as a learner and builds on his or her strengths and provides support in challenging areas to help them reach their fullest potential.

There should not be an expectation of every child mastering every skill. Teachers work with children to meet them where they are and help them to continue to make progress toward each skill. There is also recognition that some children may go beyond mastery of the pre-kindergarten skills. Teachers plan for challenging experiences for these children to help them continue to grow, develop, and progress.

Pre-Kindergarten teachers recognize that children's "play" is a highly supportive context for development and learning. The pre-kindergarten environment should provide opportunities for children to explore materials, engage in activities, and interact with peers and adults. There should be a balance of child-initiated and teacher-initiated activities to maximize learning.

RELIGION

- Able to make the Sign of the Cross
- Able to say The Our Father
- Able to say The Glory Be
- Able to say a prayer before meals
- Able to say Angel of God prayer
- Participates in discussion of religious days such as Christmas, Advent, Lent, Easter

Refer to the “In Spirit and Truth” curriculum guide found on the schools website for the Diocese of Little Rock at www.dolr.org/schools .

SOCIAL AND EMOTIONAL DEVELOPMENT SKILLS

- Able to sit quietly
- Able to wait their turn
- Shares toys, colors, and other objects
- Uses the bathroom independently
- Washes their hands
- Uses a tissue as needed
- Expresses their needs verbally by asking for help
- Uses words such as please, thank you, yes mam no mam, yes sir, no sir
- Respects others property
- Raises hand to be called upon
- Participates as a group
- Uses self-control
- Follows directions
- Shows an understanding of others feelings
- Respects authorities
- Plays well with others
- Demonstrates ability to play alone
- Shows pride in their work
- Demonstrates ability to make some choices
- Shows curiosity and desire to learn
- Demonstrates willingness to try new things
- Shows persistence in approaching a task
- Shows ability to separate from parents
- Knows their full name
- Follows 2-step directions
- Completes a project
- Complies with rules, limits, and routines
- Plays with toys and puts them away
- Demonstrates safety
 - Looking both ways to cross the street
- Plays games with simple rules
- Participates in conversations with peers and adults
- Uses complete sentences

FINE MOTOR AND GROSS MOTOR SKILLS

- Able to grip pencil correctly
 - If you have students lay on the floor to write, this will help them in resting their arm correctly when writing
 - Using short broken crayons will help them to hold the pencil correctly
 - Holding a small rubber ball in their palm will help them to hold the pencil correctly
- Able to use scissors correctly
- Squeeze glue bottle and only get out the amount needed
- Able to button and zip
- Bounces a ball
- Throws a ball
- Kicks a ball
- Catches a ball
- Gallops
- Able to heel to toe walk
- Able to walk backwards
- Able to hop on one and two feet
- Able to skip
- Able to climb
- Shows balance and coordination
- Able to go up and down stairs with alternating feet
- Can stack things
- Can work a puzzle
- Manipulates pegs and beads
- Able to lace
- Attempts to tie shoe
- Able to trace
- Able to connect dots
- Able to tear paper
- Able to glue objects
- Able to clap a pattern and repeat one demonstrated to them
- Coordinates hand and eye movements to complete a task
- Able to write numbers
- Able to write letters
- Able to turn pages in a book, one at a time
- Able to work simple puzzles
- Moves creatively to music
- Uses utensils correctly when eating
- Able to dress self
- Participates in dramatic play
- Use of equipment such as slides, tricycles, swings, crawling tunnels

- Use of play dough
- Able to pinch a clothespin
- Able to use tongs
- Use of a dropper
- Able to pull off stickers and place on an object helps with fine motor skills
- Using a spoon to pick up small items assists with fine motor skills
- Able to make letters in sand or other material
- Makes letters in space

LITERACY AND LANGUAGE DEVELOPMENT SKILLS

- Following from left to right
- Working from top to bottom
- Able to repeat and say Nursery rhymes
- Identifies most letters, upper case and lower case
- Knows some sounds that letters make
- Able to rhyme words
- Speaks in complete sentences
- Knows how to handle a book
- Memorizes and sings songs
- Understand simple opposite words
 - hot/cold, in/out, day/night, etc
- Knows basic colors
- Recognizes their name in print
- Matches similar items
- Recognizes some letters of the alphabet
- Knows names of family members
- Expands vocabulary
- Participates in group discussion
- Can listen to a story and tell some details
- Shows interest in books/stories
- Predicts what will happen in a story
- Claps syllables of a word
- Recites ABCs
- Draws pictures of a story
- Provides comments relevant to the context
- Makes eye contact
- Exhibits curiosity when hears a new word
- Uses some adjectives to describe people, places, and things
- Engages in book sharing
- Able to pick out a main character of a short story

NUMBERS AND MATH DEVELOPMENT SKILLS

- Count to 30 by rote
 - Use calendar and count each day
- Recognize numbers to 20
- Recognize the concept of zero as the absence of objects
- Puts numbers in order 1-10
- Compare sets of more or less
- Sorting by size
- Sorting by shapes
- Sorting by color
- Recognize, duplicate, extend and create simple patterns
- Demonstrates one to one correspondence
- Understand concept of today, tomorrow, and yesterday
- Identify first, middle, and last
- Use ordinal numbers from first to tenth
- Recognize, name, and describe geometric shapes: circle, square, triangle, heart, star, rectangle, cube, sphere, cone, and cylinder
- Combine shapes to create new shapes
- Understand and describe position, direction, distance, and measurable attributes using words such as near, far, over, under, above, below, in, next to, beside, behind, in front of, little, big, heavy, light, tall, short
- Recognize time intervals: morning, afternoon, evening
- Use nonstandard measures to explore length and capacity
- Recognizes that a clock tells time
- Become familiar with the months of the year and what year it is with daily practice
- Know the days of the week
- Writes numbers to 10
- Organize, represent, and analyze information using concrete objects, pictures, and graphs with teachers support
 - Chart the weather
 - graph number of boys vs. number of girls
- Explore the concept of whole, part, and parts that make a whole
- Demonstrate an awareness of symmetry by folding paper in half
- Explore and solve simple problems