

# Goals for Preschool aged Children:

(Compiled from several State Guidelines)

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## Language – Community Goals

- *Interact appropriately in groups (taking turns talking or playing with a toy)*
- *Ask questions and wait for an answer*
- *Use words or drawings to describe experiences, tell imaginative stories or discuss favorite topics*
- *Use questions for a better understanding or to further knowledge*
- *Understand the difference between a statement and a question*
- *Describe common items using descriptive words (color, size, shape, location, etc....)*
- *Finish open ended sentences*
- *Listen to appropriate reading material*
- *Handle books with respect*
- *Hold books with the right side up*
- *Turn pages of a book one at a time*
- *Respond appropriately to questions about a story that was just read*
- *Listen to a story without pictures – using only their imagination to formulate a picture of the events*
- *Create a book and then verbally give details to a person (parent) not in the group*
- *Recite songs and Rhymes*
- *Ability to distinguish between real and fantasy*
- *Create new endings to old tales*
- *Use sensory words (sticky, soft, smooth, slippery, scratchy) to describe objects*
- *Describe something learned*
- *Aware of printed forms of the alphabet including varied fonts*
- *Phonemic awareness (sounds of the letters)*
- *Understands writing is a form of communication*
- *Emergent writing skills with exposure to various forms of writing materials*

## Mathematics – Concepts

- *Recognize repetitive patterns*
- *Reproduce patterns upon comparison*
- *Create own patterns*
- *Extend a pattern*
- *Describe a pattern*
- *Sort objects by classification of various qualities (size, shape, color, etc....) including objects with more than one characteristic*
- *Familiar with money (identification and use)*
- *Understand fractions of half and whole*
- *Use objects to determine addition and subtraction using comparative language (less than, more than, the same)*
- *Use positional words (first, second, third, fourth)*
- *Recognize numbers one to ten (more advanced to twenty or further)*
- *Use numbers to count objects (in stories, at lunch or snack, etc...)*
- *Identify and create objects by shape*
- *Use and follow directional language*
- *Creates sets of objects of one through five*
- *Recognizes numerical value of sets through five*
- *Use increasingly difficult puzzles to develop skills*
- *Recognize and utilize directional words (up, down, over, etc...)*
- *Understand and use comparative words (short, tall, taller, etc...)*
- *Use nonstandard items to measure objects and to compare*
- *Estimate measurement then verify (How many steps to the board?)*
- *Recognizes time concepts (yesterday, today, tomorrow, etc....)*
- *Create graphs to organize and draw conclusions*

## *Science – Core Knowledge*

- *Ask questions and seek answers (with some assistance from an adult)*
- *Answer “What if” questions*
- *Use and Identify simple objects used as scientific tools (magnifying glass, nails, hammer, string, pencil, etc...)*
- *Illustrate observations through multi-media (drawing, painting, collage, etc....)*
- *Make predictions from past experiences*

- *Compare natural objects using descriptive words (rock....it is hard, maybe dirty, white and scratchy or rough)*
- *Recognize differences with natural events (day and night)*
- *Discuss and recognize weather*
- *Discuss the presence of 'air'*
- *Identify the characteristics of living things, including similarities and differences*
- *Discuss life cycles*
- *Observations of similarities among plant and animal parents and their offspring*
- *Discuss extinct life*
- *Understanding and exploring their senses*
- *Discuss changes in seasons and how it affects plants, animals and people*
- *Discuss habitat choices of living creatures*
- *Compare textures of items (fabrics, papers, flour and sugar, etc.)*
- *Demonstrate movement of various objects (zigzagging, fast, slow, in circles, etc....)*
- *Understand that for every action there is a reaction (push and pull, twisting, etc.....)*
- *Manipulate and understand 'balancing'*
- *Sensory exploration using manmade and natural objects*
- *Use safety rules*
- *Observe individualized differences of living things and what the various parts accomplish*
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## *Social Studies – Past, Present & Future*

- *Identify daily routine*
- *Use of time related words*
- *Understand consequences of personal choices*
- *Understanding words for location and direction*
- *Discuss rules and their effect on individuals, groups and objects*
- *Construct maps*
- *Discuss positive personal qualities*
- *Discuss responsibility*
- *Has confidence and stands up for own rights*

- *Discuss roles of family and community members and their responsibilities*
- *Dramatize economic concepts*
- *Will state full name, age and name of parent or guardian*
- *Recognizes own name*
- *Ability to adjust to new circumstances*
- *Shows qualities of good citizenship*
- *Discussion and observance of holidays and why they are celebrated*
- *Observance of and Understanding of National symbols including the flag, anthem and pledge*

### *Physical Strengthening – Self-Awareness*

- *How to be environmentally friendly*
- *Medicine usage and misuse*
- *What to do in an emergency*
- *Washes Hands*
- *Discuss safe, unsafe and inappropriate touching*
- *Discuss safety pertaining to different settings (seat belt use, fire safety, etc...)*
- *What to do if they are hurt or not feeling well*
- *Discuss what people are suppose to keep children safe*
- *Discuss how people can help or hurt others*
- *Discuss emotion*
- *Understand consequences of positive and negative actions*
- *Use independent and self-help skills*
- *In an age appropriate discussion, understand gender and growth*
- *Practice good hygiene*
- *Know difference in healthy food and junk food*
- *Use hand and eye coordination*
- *Build finger dexterity*
- *Use of visual tracking*
- *Build grasping and releasing skills*
- *Use of pincer grasp*
- *Build grasp and flexibility*
- *Comfortably cross midline of body*

- *Build strength and stability in the upper body*
- *Increased bilateral coordination*
- *Discuss forms of accommodation for people in daily life activities*
- *Increased body awareness via use of locomotion activities*
- *Use appropriate words when describing parts and functions of the human body*

## *Art – Expression Everywhere*

- *Use textures in art work*
- *Use shapes and forms of varying sizes*
- *Use of symmetry*
- *Create work from memory and imagination*
- *Choose art for a portfolio or display and explain reasons for choices*
- *Explore mood and emotion with use of color*
- *Use of various types of media including color and moisture*
- *Appropriate use and care of art materials*
- *Use of two and three dimensional materials in art work*
- *Create props for use in dramatic play*
- *Use props to pretend to be someone else*
- *Listen to stories and watch puppet shows*
- *Listen, create and imitate sounds and patterns*
- *Use of varying beats, tempos and dynamics with use of instruments*
- *Explore a variety of melodies and rhythms by listening to instrumental music*
- *Sing songs with repetitive patterns*
- *Sing with expression*
- *Sing independently and in groups*
- *Show emotion using dance*
- *Use props to explore space and movement*
- *Freely moves to music*
- *Imitates simple patterns of movement*
- *Responds to musical rhythm*
- *Use of activities and words to explore balance, strength, flexibility and movement*

*Disclaimer: The information compiled in this packet is not 'all' inclusive, but does include numerous attainable goals for typical children. It does not include adaptations for children with special needs. Children with special needs will need their goals adjusted independently within the classroom. Each child is an individual and will master each skill at a varied pace. Hold high expectations for all children based on their own abilities.*