

## **Community Action Head Start** **Birth to Five School Readiness Goals**

### **Education Philosophy:**

Children's brains develop most rapidly between birth and age five. These are the most important years of growth, development and learning. The care and experiences children receive during this time have powerful influences on the way they view and relate to the world, other people, and the ability to succeed as lifelong learners. Our program believes the development of social-emotional skills is the foundation to academic success as well as becoming a productive member of society.

Our program uses a research-based curriculum which promotes play as the method for learning. Through play, children practice new skills, experiment with ideas, learn new information, and develop confidence. Their sense of their own competence grows as they try new things, discover new things, solve problems on their own, and do things for themselves.

Our program recognizes and respects the unique potential of each child and sees each child as a naturally curious learner. We develop lesson plans designed according individual interests and the developmental needs of each child to help them achieve their educational goals.

We believe parents are a child's first and best teacher, with the greatest influence on their child. We honor that role by partnering with our families in developing and providing learning opportunities in the classroom and in the home. We also provide a variety of other ways parents can become involved in our program, including making suggestions for activities to include in lesson plans, helping to make the classroom reflect the family culture and home language, volunteering in the classrooms, and many more.

Teachers and Home Visitors nurture children's curiosity by providing opportunity for discovery and learning; encouraging active exploration and investigation; and asking questions to prompt thinking. Through interactions with adults, peers, and materials, children develop a sense of security with the adults in a supportive community from which they learn to accept and value a variety of perspectives, cultures, and abilities.

## Infants and Toddlers

### ***1. Approaches to Learning***

- a. Child seeks out familiar adult for support when feeling strong emotions.
- b. Child communicates wants and needs verbally and/or non-verbally; sometimes tolerates brief delays in getting needs met.
- c. Child persists in learning new skills, repeating an activity until successful.
- d. Child makes routine transitions as a part of the daily schedule and adjusts to changes in routine when given advanced notice.
- e. Child makes choices and tries new things.
- f. Child notices and asks questions about changes in the environment.
- g. Child is attentive and participates in new activities or experiences.
- h. Child engages in imaginative play.

### ***2. Cognition***

- a. Child uses the senses to investigate and experiments with everyday objects.
- b. Child makes simple predictions about what happens next in daily routines or stories.
- c. Child notices changes in routines, people present and toys available.
- d. Child uses memory to guide the next step, such as going to the sink to wash when snack is announced or sitting on the rug when an adult gets out a familiar book.
- e. Child tries different strategies to solve a problem such as getting a stool to climb on, trial and error, or asking for help.
- f. Child uses numbers for counting, sometimes out of numerical order and sometimes counting objects more than once.
- g. Child completes simple interlocking puzzles.
- h. Child sorts objects by one attribute such as size, color, or shape.
- i. Child imitates words and actions of other in play.
- j. Child improvises props during play such as using a circle for a steering wheel or a block for a phone.
- k. Child begins to involve others in play, using play to test problem solving skills.

### ***1. Social and Emotional Development***

- a. Child seeks out familiar adults for comfort and to get needs met.
- b. Child initiate interactions with familiar adults and uses those adults for reassurance when meeting new people.
- c. Child shows increasing interest in other people.
- d. Child begins to show preferences for playmates with whom to engage in extended play.
- e. Child uses words, gestures and facial expressions to appropriately express emotions.
- f. Child begins to manage emotions by seeking out a familiar adult and/or use strategies such as getting a familiar object for comfort.
- g. Child recognizes and interprets the emotions of others and shows concern when another child is distressed.
- h. Child recognizes characteristics differ among people, such as name, hair color, gender, age.
- i. Child shows confidence in increasing abilities and doing things on their own.
- j. Child identifies family members and other familiar people by relationships.

### ***4. Language and Literacy***

- a. Child follows simple one or two step directions.
- b. Child joins in singing, reciting rhymes and playing games.
- c. Child uses verbal and non-verbal cues to communicate wants and needs.
- d. Child engages in simple back and forth exchanges with others.
- e. Child communicates needs and wants and interacts with others using words, or non-verbal cues.
- f. Child asks questions in a variety of ways to gain new information.
- g. Child understands positional words such as over, under, up and down.
- h. Child uses increasingly more language and asks questions about new words.
- i. Child repeats songs, rhymes and simple stories.
- j. Child pretends to read using books and turning the pages.
- k. Child recognizes familiar symbols in books such as stop signs or familiar characters.
- l. Child creates stories from books using pictures as a guide.
- m. Child makes scribbles and marks on paper to represent words or objects.

### ***5. Perceptual, Motor and Physical Development***

- a. Child modifies behavior based on observations and experiences, such as walking slower when the ground is slippery or mimicking hand motions while singing a fingerplay.
- b. Child controls large muscles for movement, navigation, and balance.
- c. Child demonstrates increasing hand-eye coordination and fine motor control.
- d. Child demonstrates increasing independence in self-help skills such as dressing and using utensils for eating.
- e. Child is often safe in routine activities, using some adult support at times.
- f. Child effectively communicates nutrition needs and preferences, such as to ask for water when thirsty and when done eating.

# Community Action Head Start School Readiness Goals

## Preschool

### ***1. Approaches to Learning***

- a. Child uses a variety of strategies to manage emotions including seeking adult support when needed.
- b. Child knows the classroom rules and routines and can follow them independently most of the time.
- c. Child demonstrates self-control and the ability to wait.
- d. Child returns to complete tasks or activities after interruptions, sometimes over a span of several days.  
Child asks questions, expresses ideas, and thinks of new strategies to solve problems without trying every option.
- e. Child makes plans and plays independently.
- f. Child demonstrates eagerness to learn by asking questions and joining new activities.
- g. Child thinks of new and creative ways to communicate, express feelings and solve problems.
- h. Child uses imagination to create stories, works of art and in dramatic play.

### ***2. Social-Emotional Development***

- a. Child engages in positive interactions with adults, seeking help from trusted adults when needed.
- b. Child maintains positive relationships with one or more children in the classroom, talking and playing together.
- c. Child recognizes emotions and uses basic strategies to resolve social problems; getting adult help when needed.
- d. Child describes own feelings and expresses them in appropriate ways.
- e. Child demonstrates empathy toward children and adults.
- f. Child has positive self-image, recognizing the uniqueness of their own talents, interests, preferences, and family culture.
- g. Child demonstrates self-confidence by expressing thoughts and ideas in the group and using positive words for self-identity.

### ***3. Language and Literacy***

- a. Child understands and uses verbal and non-verbal communication skills in conversations and group discussions.
- b. Child verbally and non-verbally responds to increasingly complex language and questions.
- c. Dual Language Learning child may demonstrate more complex language skills in the home language than in English.
- d. Child uses language to provide enough detail to clearly communicate thoughts and needs.
- e. Child uses language in more sophisticated ways, such as adjusting volume or incorporating gestures as appropriate for the context.
- f. Dual Language Learning child will use increasingly more complex English, occasionally switching between languages or mixing in words in the home language for words they do not yet know in English.
- g. Child uses increasingly longer sentences, incorporating new vocabulary. May mispronounce some words.
- h. Child identifies some basic antonyms (black/white; hot/cold) and some synonyms (cold/freezing; mad/angry).
- i. Child identifies the beginning sounds of words.
- j. Child identifies words that rhyme. May produce additional rhyming words.
- k. Child demonstrates understanding of print, identifying parts of a book and pointing to the words when reciting a favorite, memorized story.
- l. Child names 15 or more letters of the alphabet and some associated sounds.
- m. Child re-tells stories as a sequence of connected events.
- n. Child answers questions and makes predictions about a story based on information from the story.
- o. Child writes own name.
- p. Child uses writing to convey messages. May use a series of letters or invented spelling when writing independently.

#### **4. Cognition**

- b. Child counts to 20 or more using 1 to 1 correspondence.
- c. Child recognizes and names quantities of up to 5 objects instantly, without counting.
- d. Child identifies which group of objects is more than, less than or equal to another group of objects.
- e. Child matches numerals with the correct quantity.
- f. Child solves addition and subtraction problems by moving objects into or out of groups.
- g. Child extends and creates simple patterns.
- h. Child extends and creates simple patterns.
- i. Child measures objects, makes comparisons to determine which is heaviest, longest, tallest, etc.
- j. Child identifies and names basic shapes.  
Child follows instructions and uses language related to directionality and position including front/behind; over/under; etc.
- k. Child will use a variety of inquiry skills to recognize, analyze and solve problems; including observing, making predictions, gathering information, asking questions, drawing conclusions and using scientific vocabulary.

#### **5. Perceptual, Motor and Physical Development**

- a. Child demonstrates strength and stamina when engaging in activities that require coordinated large muscle movement such as balancing, climbing, and dancing.
- b. Child uses a tripod grasp when using writing tools.
- c. Child uses coordinated movements to complete tasks such as cutting with scissors, buttoning coats or pouring liquids.
- d. Child demonstrates competence in maintaining personal hygiene such as hand washing and tooth brushing.
- e. Child identifies healthy foods and demonstrates understanding of how nutrition supports good health.
- f. Child identifies and follows basic safety rules and uses them to stay safe.