

LONG RANGE LEARNING GOALS
K3 | K4 | K5



**TAYLORS
FIRST**

PRE-ACADEMY

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But Jesus called the children to him and said, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Luke 18:16.

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K3 Long Range Learning Goals

Our K3 program is one of excellence and high standards where most importantly our students will learn in a Christ-centered atmosphere. Christian values are taught and reinforced throughout our curriculum. K3 is a time of change—in the way children learn through play with each other and also in the way they learn through reasoning and thinking skills. School should be a place of learning, but this learning experience needs to be fun, positive and constantly reinforced by love.

Bible - Each Child Will:

1. Hear narratives from the Old and New Testaments
2. Learn a new Bible verse each week—(not memorize)
3. Learn that Jesus and God are an important part of our day-to-day life
4. Say blessing at snack time
5. Learn they can talk to God by praying and God talks to them in the Bible
6. Learn everything in the Bible is true

Language - Each Child Will:

1. Have reading time where the teacher will read stories
2. Listen to and discuss stories
3. Make predictions
4. Recall and discuss stories during class time
5. Use finger plays, songs and interaction with story time
6. Use dictation with artwork in combination with books
7. Learn to recognize first name in print
8. Begin to recognize letters in name
9. Learn to listen to and follow directions
10. Learn to identify big and little
11. Learn communication skills with other students and teacher

Pre-Writing (fine motor) Skills - Each Child Will:

1. Learn to hold and use scissors to cut out patterns
2. Use hole punchers and stickers
3. Play with playdough
4. Participate in lacing activities
4. Draw pictures to relate an idea or story

Communication - Each Child Will:

1. Begin to follow simple directions
2. Participate in "reading time"—look at books, talk with friends about the books, work puzzles together
3. Participate in singing, rhyming, following direction with song actions
4. Learn to be good listeners while others are speaking or telling a story

Art - Each Child Will:

1. Paint with different materials
2. Learn to use scissors and glue in making artwork
3. Lace artwork
4. Take pride in producing art with very little teacher involvement

Science - Each Child Will:

1. Have exposure to a science center where different materials will be available for observation (changed according to unit of study)
2. Learn to recognize their five senses
3. Learn changes in living things, seasons, and weather

Math - Each Child Will:

1. Count objects 1 to 5
2. Learn number concept (matching correct number of dots to numerals 1 to 5)
3. Sort items in groups 1 to 5
4. Name days of the week
5. Learn sorting and matching
6. Learn to recognize simple shapes—circle, square, triangle, rectangle

Personal / Social Development - Each Child Will:

1. Learn how to take turns and share
2. Learn to use manners — please, thank you, you're welcome, excuse me
3. Help clean up room after play time
4. Learn to adapt to transition time
5. Learn to stay focused on task
6. Learn to have feelings for others
7. Learn to take pride in themselves and their accomplishments

UNITS OF STUDY

These may be changed according to holidays, new introductory units, or other factors that may affect calendar throughout the school year.

August	Introduction week, class structure & schedule, name recognition / God Made Me Special
September	Friends / Health / Safety / Community Helpers
October	Animal Homes / Fall (Apples) / Fall (Leaves) / Fall (Pumpkins)
November	We are thankful for... America, Indians & Thanksgiving / Thanksgiving / Gingerbread
December	Christmas
January	Fun Books / Winter (Shapes and Colors) / Five Senses / Shapes & Colors
February	Zoo / Valentines / Nursery Rhymes
March	Bubbles & Wind / Spring / Planting & Spring / Easter
April	Rain & Rainbows / Caterpillars & Butterflies / Earthworms & Birds
May	Mother's Day / Farm / Summer Fun

EVALUATION

Teachers will evaluate students throughout the year on math, cutting skills, ability to follow directions and social skills. These evaluations are made on one-on-one observations as well as group activities and interaction with peers. Parents may contact teacher at any time to discuss child's development or concerns with social or personal development.

BEHAVIOR MANAGEMENT

During the first few weeks of school teachers will go over rules and expectations. These are very simple for K3 students. Students are reminded of correct behavior expected of them. These rules are explained in a loving and positive manner and students will be given verbal warnings before any sort of disciplinary action is taken.

1. Keep our hands to ourselves.
2. Be nice to our friends. (Treat others as we want to be treated).
3. Be good listeners and follow directions.
4. Walk quietly in hall (no running). We learn to walk in a line.
5. Tell teacher if there is a problem.

Each teacher has their own way of handling discipline. However, every teacher gives at least one warning (usually more). Time out or loss of a privilege will usually follow, with the last resort being contacting the parent through a note or phone call. Severe situations such as biting or destruction of school property will result in an automatic referral to the director. When we have repeated discipline problems, the parent is contacted and a conference is requested.

COMMUNICATION WITH PARENTS

1. A Parent Information Meeting will be held with the director in August.
2. A "Meet the Teacher" appointment will be scheduled the week before school begins so the children can see their classrooms and spend one-on-one time with their teacher.
3. Teachers send home monthly newsletters with classroom information.
4. A school newsletter is sent home monthly.
5. Phone calls are made to the parents quarterly or as needed.
6. Conferences can be requested by the teacher or the parent as deemed necessary.
7. The director is always available to talk with parents about any concerns or ideas they would like to share.

K-4 Long Range Learning Goals

Our goal is to establish a Christ-centered atmosphere where Christian values are taught throughout the curriculum. We want to insure that each child has a happy and positive school experience, which will lead to a love of school and learning. Learning at this stage of a child's development is accomplished through a combination of play and structured activities. Our program incorporates a balance of biblical teaching, academics, and play.

Bible - Each Child Will Learn:

1. Old and New Testament narratives
2. Bible Verses and Pledge to the Bible
3. That Jesus loves all of us very much
4. We can talk to Jesus anytime we want through prayer
5. Jesus is always with us and knows everything
6. We need to ask Jesus to forgive us when we do the wrong thing
7. Everything in the Bible is true

Language - Each Child Will:

1. Be encouraged to begin showing an interest in reading, and related activities such as looking at books, talking about books.
2. Learn to listen and understand stories
3. Learn to retell stories
4. Learn to ask and answer questions related to stories
5. Learn to recall details
6. Learn to make predictions
7. Learn to identify characters
8. Learn to identify upper and lower case letters and letter sounds
9. Learn to identify rhyming patterns
10. Learn to recognize environmental print
11. Learn to identify basic print concepts
12. Learn to identify places where words are found
13. Learn to recognize words are made up of letters; letters make sounds
14. Learn to communicate ideas and information clearly
15. Learn to draw to communicate
16. Learn to print name
17. Learn to ask *How* and *Why* questions
18. Learn to recognize first name in print

Writing- Each Child Will:

1. Write first name
2. Copy letters, words, numbers and shapes
3. Begin using oral language, pictures and / or letters to create stories about experiences, people, objects and events.
4. Hold pencil correctly

Communication - Each Child Will:

1. Begin following one and two step oral directions
2. Listen to books read aloud
3. Retell stories
4. Participate in choral speaking, rhymes, songs, stories with patterns
5. Begin focusing attention on the person who is speaking and listening politely without interrupting

Math - Each Child Will:

1. Count objects 1 to 10
2. Count orally 1 to 10
3. Identify more than and less than
4. Combine and separate sets to 10
5. Recognize and describe shapes, color, size
6. Name the days of the week
7. Identify a penny, nickel
8. Arrange objects by big, bigger, biggest
9. Name two dimensional shapes (circle, square, triangle, rectangle, oval)
10. Sort and match
11. Fit things together and take them apart (geometric shapes)
12. Compare objects, such as which of the two is heavier
13. Compare longer, shorter, bigger, smaller
14. Graph objects, teacher directed

Art - Each Child Will:

1. Show interest and appreciation for the work of others
2. Participate in creative movement and music activities
3. Use a variety of art materials to express ideas and feelings

Personal / Social Development - Each Child Will:

1. Show pride in their work and / or accomplishments
2. Begin to show appropriate emotional behavior
3. Clean up work area and / or center
4. Begin to learn how to take responsibility for own behavior
5. Follow directions
6. Manage transitions
7. Begin to work independently and stay on task
8. Share materials
9. Cooperate with peers
10. Begin showing empathy and caring for others
11. Participate in the classroom

Social Studies - Each Child Will:

1. Begin to recite the Pledge of Allegiance and Pledge to the Bible
2. Begin to understand historical figures, events, and national symbols
3. Begin to understand similarities and differences in people, families, jobs

Science - Each Child Will:

1. Observe characteristics of objects or events such as size, shape, color, texture, sound
2. Make predictions
3. Explain information by using drawings, graphs, and oral language
4. Begin to observe changes of living things
5. Identify the major body parts and the five senses
6. Begin to identify and compare the life cycles of plants and animals
7. Identify weather conditions, sunny, cloudy, rainy, foggy
8. Measure and mix ingredients in cooking activities

Health - Each Child Will:

1. Begin to comprehend health needs and people such as doctors, dentists, nurses
2. Begin to comprehend disease prevention concepts (such as passing germs, washing hands, using tissues, no drinking after one another)

Physical Developmental - Each Child Will:

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|-------------------------------------|--|
| 1. Run | 11. Paint with watercolors, paint, and use paint brushes correctly |
| 2. Hop | 12. Cut simple shapes |
| 3. Skip (begin to skip) | 13. Cut more complex shapes, zigzag, curved lines, etc. |
| 4. Throw and catch a ball | 14. Lace |
| 5. Cut with scissors correctly | 15. Use glue and glue sticks correctly |
| 6. Copy shapes, numbers and letters | 16. Hole punch with small and large hole punches |
| 7. Write first name | |
| 8. Begin writing last name | |
| 9. Take care of personal hygiene | |
| 10. Jump | |

INSTRUCTIONAL UNITS / THEMES

The calendar is generally organized in themes or projects. Most all themes last for one week with a few exceptions. We usually follow the time-line for our themes. We do, however, make changes according to student interest and other factors which may influence instruction throughout the year.

September	All About Me, Family & Friendship, Fire Safety, Zoo
October	Dinosaurs, Space, Leaves & Squirrels, Fall Harvest, Pumpkins
November	Fall Foods, Native Americans, Thanksgiving
December	Gingerbread, Christmas Ornaments, The Christmas Story
January	Chicka Chicka Boom Boom, Winter, Animal Homes, Nursery Rhymes
February	Valentines, Give a Pig a Pancake, Dental Health, Transportation
March	Wind, Kites, & Bubbles, Rain & Rainbows, Ocean, Where the Wild Things Are (units shift depending on Easter's date each year)
April	Easter, Bugs & Butterflies, Spring Planting & Worms, Farm
May	Mothers Day, Wild West, Summer Fun

EVALUATIONS

1. We will evaluate by interacting with the students one-on-one.
2. Observe as the student performs and completes a task. During this time we make written notes about any important information relating to the child's understanding of the task.
3. We will evaluate on a daily basis through observation.
4. Since personal and social development is a part of our curriculum, we will make observations during group activities and watch the child interact with peers.
5. One written evaluation will be performed during the month of March and will be shared with parents at conferences in April.

BEHAVIOR MANAGEMENT

Rules are discussed daily with the students for the first few weeks of school. They are repeated when necessary. They are stated in a positive manner and each child is given a verbal warning before any other actions are taken.

1. Be safe
2. Walk quietly in the hall and keep your hands to yourself
3. Treat each other kindly
4. Take care of our things
5. Be on time and prepared to learn

Each teacher has their own way of handling discipline, but overall each child is given a verbal warning and then several chances. A child may be placed in time-out or may lose a privilege when necessary. The teacher will discuss their plan of behavior with the parent at the "Meet the Teacher" appointment. A copy of that plan will be given upon request. Severe situations such as biting or destruction of school property will be an automatic referral to the director. When discipline problems are recurring or unresolved, the parent is contacted and a conference is requested.

COMMUNICATION WITH PARENTS

1. A Parent Information Meeting will be held with the director in August.
2. A "Meet the Teacher" appointment will be scheduled the week before school begins so the children can see their classrooms and spend one-on-one time with their teacher.

3. Teachers post events of the week in an online post through ClassDojo.
4. A K4 newsletter is sent home monthly, as well as a school newsletter through email.
5. Phone calls are made to the parents quarterly or as needed.
6. End-of-the-year conferences are scheduled in April
7. Conferences can be requested by the teacher or the parent as deemed necessary.
8. The director is always available to talk with parents about any concerns or ideas they would like to share.

K-5 Long Range Learning Goals

Our goal is to have children ready and confident when they begin first grade. We balance our efforts among academics, emotional growth, and biblical teaching. Our small class size enables us to give children the attention and help they need. We strive to make our environment a safe and happy place where children can explore and excel.

Bible - Each child will:

1. Be taught Old and New Testament narratives: the first half of the school year focuses on Old Testament Bible narratives; the second half of the school year focuses on the life of Jesus
2. Study and be given the opportunity to memorize Bible verses
3. Be taught the importance of knowing God's Word and sharing It with others, even as a child
4. Study the Fruits of the Spirit
5. Memorize books of the Bible

Language Arts - Each child will be taught to:

1. Listen attentively and follow instructions
2. Recognize all letters and letter sounds
3. Identify vowels and give short and long sounds
4. Blend sounds to make words
5. Decode words by recognizing beginning, ending, and middle vowel sounds
6. Recognize rhyme
7. Read high-frequency sight words ("popcorn words")
8. Identify basic concepts of print (left to right, top to bottom)
9. Identify beginning, middle, and ending of a story
10. Summarize and retell a story
11. Identify setting, characters, and plot of a story
12. Identify the difference between realism and fantasy
13. Use various comprehension strategies
14. Participate in a self-paced reading program ("baggie books")
15. Recognize various genres of literature (folktale, fiction, nonfiction, poetry)
16. Use order words (first, second, next, last)
17. Identify cause and effect
18. Make predictions
19. Identify role of author and illustrator of books
20. Compare and contrast
21. Speak in complete sentences
22. Use word fluency books to aid in word and comprehension strategies

Writing

1. Write first and last name
2. Correct formation of letters and numbers
3. Write a sentence (with and without prompts)
4. Start sentence with capital letter, use space between words, and end with a punctuation mark
5. Correctly write date, including month, day, and year
6. Write three complete sentences
7. Write sentences given in dictation form
8. Identify period, question mark, and exclamation point while understanding when to use each one.

Communication

1. Listen attentively and follow instructions
2. Listen for understanding to books read aloud
3. Summarize to retell a story
4. Participate in choral speaking, rhymes, and songs - Thanksgiving and Graduation Programs are presented in November and May
5. Focus attention on person who is speaking and listen politely without interrupting
6. Use polite manners when interacting with peers
7. Follow two- and three-step instruction

Math

1. Identify, put in order, and write numbers 1-20
2. Identify numbers using tally marks, a number line and a ten-frame
3. Use ten frames to add numbers 1-5
4. Count 50 -100
5. Count by 10's
6. Count back from 10
7. Use ordinal numbers
8. Identify position (before, after, between)
9. More than and less than
10. Symmetry
11. Use and read various types of graphs
12. Identify money (penny, nickel, dime, quarter)
13. Estimate
14. Read and use a calendar
15. Sort by shape, color, size, number, kind
16. Identify shapes
17. Identify left and right
18. Identify, extend, and translate patterns
19. Identify equal parts
20. Identify solid shapes
21. Identify odd and even numbers
22. Tell time to the hour
23. Compare digital and analog clocks
24. Compare, order, and measure length
25. Compare, order, and measure weight
26. Introduction of addition and subtraction through 5

The Arts

1. Show interest in and appreciation for work of others
2. Participate in music and movement activities
3. Use a variety of art materials to express ideas and feelings
4. Participate in a field trip and class discussion to develop appreciation for theater arts

Personal / Social Development

1. Recognize importance of doing his or her best work
2. Recognize importance of doing own work
3. Keep work area neat, keep up with own supplies and folders
4. Take responsibility for own behavior
5. Follow instructions
6. Listen without interrupting
7. Take turns in conversation
8. Share and use polite manners
9. Work independently
10. Participate in class discussion

Social Studies

1. Recite the Pledge of Allegiance daily
2. Discuss backgrounds and celebration of various holidays
3. Discuss biblical founding of America and the role of presidents in our government

Science

1. Use senses to make observations
2. Classroom activities and field trip exploring apples, pumpkins, and farms
3. Identify and observe seasons and weather
4. Use standard and nonstandard whole units of measurement
5. Explore various animals and insects
6. Bears and hibernation
7. Importance of taking care of our hearts and bodies

Health

1. Importance of proper nutrition and physical activity
2. Importance of personal hygiene

UNITS

Unit plans are subject to change in accordance with student interests and time factors.

August	Getting to know new friends, school rules, review of alphabet, colors, shapes and numbers
September	Dinosaurs, Colors, Me / Family, Chicka Boom
October	Pumpkins, Spiders, Harvest, Bats, Bodies
November	Pilgrims, Native Americans, First Thanksgiving, Thanksgiving Play
December	Birth of Jesus, Reindeer, Gingerbread, Ornaments
January	Winter, Bears, Penguins, Pete the Cat
February	Valentines Day, Presidents, 100 Day, Chinese New Year, Dr. Seuss
March	St. Patrick's Day, Zoo, Ocean, Sharks
April	Pirates/Mermaids, Easter, Evaluations
May	Rainforest, Graduation Practice, Year in Review

EVALUATION

1. Teacher observation of written and hands-on activities related to instruction
2. Formal evaluations conducted in fall and spring and reported to parents through conferences
3. Children will read one-on-one with teacher and parent volunteers
4. Journal writing is evaluated
5. Formal math tests

BEHAVIOR MANAGEMENT

After being given a verbal warning, children will “pull cards” and lose 5-10 minutes of recess or center time. Individual teachers have more specific behavior management plans that can be obtained upon request.

COMMUNICATION WITH PARENTS

1. A parent information packet will be sent home with the parents.
2. A “Meet the Teacher” appointment will be scheduled the week before school begins so the children can see their classrooms and spend one-on-one time with their teacher.
3. Teachers send home weekly newsletters with classroom information.
4. Teachers send home daily behavior reports and evaluated classroom work.
5. A school newsletter is sent home monthly.
6. Phone calls are made to the parents as needed.
7. Conferences are held in the fall and the spring. Additional conferences may be requested by parents or the teacher.
8. The director is always available to talk with parents about any concerns or ideas they would like to share.

