

# **PRE-KINDERGARTEN**

## RELIGION

### I. CONTENT THEME/STRAND

God loves us all and calls us each by name.

### II. INSTRUCTIONAL FOCUS

To provide time and space for the child to grow closer to God.

### III. STUDENT PERFORMANCE OUTCOMES

#### A. Profession of Faith (Creed – What We Believe)

	<u>Catechism of the Catholic Church</u>	<u>Compendium</u>
<b>THE CHILD WILL</b>		
1. Develop an awareness of his/her place in God's world.	<b>27-30</b>	<b>1-2</b>
2. Develop a sense of wonder and appreciation for the gifts of Creation.	<b>44-45; 342-354</b>	<b>64</b>
3. Come to know himself/herself as a child of God lovingly made in His image.	<b>343-344; 353</b>	<b>63</b>
4. Listen to the parables of the Kingdom of God and begin to wonder at their meaning: <i>Parable of the Mustard Seed</i> Mark 4: 30-32 <i>Parable of the Pearl of Great Price</i> Matthew 13:45-46	<b>546</b>  <b>546</b>	
5. Come to an awareness that Jesus is God and He knows each by name as proclaimed in the Holy Bible	<b>2567;711-712; 525</b>	
6. Understand that the Holy Bible is God's word to us.	<b>105-108;135-136</b>	
7. Know that Mary is the Mother of Jesus.	<b>485; 508; 723; 619</b>	
8. Be introduced to Jesus as a historical figure born in the Land of Israel.	<b>624-630, 437; 525</b>	

#### B. Celebration of Christian Mystery (Sacraments/Liturgy–How We Celebrate)

	<u>Catechism of the Catholic Church</u>
<b>THE CHILD WILL</b>	
1. Be introduced to the liturgical seasons and colors.	<b>1163</b>
2. Participate in the seasons of Advent, Lent, Ordinary Time, Christmas, and Easter.	<b>524; 1095;1163</b>
3. Discover that he/she is a member of God's family, called by name through the gifts received in the sacrament of Baptism.	<b>1265; 1267</b>
4. Be introduced to the Baptismal gifts of the water, word, light, white garment.	<b>1236; 1238; 1243</b>
5. Be introduced to the sacred articles used at Mass: altar, altar cloth, chalice, paten, crucifix, and candles.	<b>1182-1184; 1189</b>
6. Be introduced to the Eucharist as the gift of Himself that Jesus shared at the Last Supper.	<b>610-611; 621; 1323</b>
7. Experience the Liturgy as a celebration of God's family where Jesus calls us to be with Him.	<b>1322; 1382; 1384</b>

**C. Life in Christ (Christian Living – How We Live)**

**THE CHILD WILL**

Catechism of the Catholic Church

Demonstrate a Christian response to others through daily opportunities to share, listen, show gratitude, apologize, forgive, cooperate, and be responsible for his/her work.

**2214; 2233; 1717**

Become aware of personal boundaries according to the diocesan “Called to Protect” program.

**D. Christian Prayer (Prayer – How We Pray)**

**THE CHILD WILL**

1. Understand that prayer is talking to God. **2601-2607**
2. Participate in a variety of prayer forms: spontaneous prayer, art, silent prayer, songs and sign language, and dance. **2644; 2663; 2684; 2693**
3. Be introduced to the following prayers and gestures: Sign of the Cross, genuflection, Hail Mary, Psalm 23:1. **2700-2704**

**IV. KEY SCRIPTURE REFERENCES as related to Student Performance Outcomes**

Psalm 23:1	The Lord is my Shepherd
Isaiah 9:1	Prophecy of Light
Isaiah 9:5-6	Prophecy of the Names
Luke 1:26-38	Annunciation
Luke 2:1-20	Birth of Christ and Adoration of the Shepherd
Matt 12:31-32	The Kingdom and the Mustard Seed
Matt 13:45-46	The Kingdom and the Pearl of Great Price
John 10:3-5, 10b-11, 14-16	The Good Shepherd
Mark 14:12-17, 22-24, 27	The Last Supper
Pentecost 2:1-11	Pentecost

**V. SAMPLE ACTIVITIES TO ASSIST WITH THE ASSESSMENT OF STUDENTS' MASTERY OF CONCEPTS**

- Use the liturgical colors to make a collage.
- Participate in a church tour focusing on holy water font, Sign of the Cross, crucifix, tabernacle, sanctuary lamp, genuflection, altar and articles of the altar. Other observations could include Stations of the Cross, Mary and saint statues and baptistry.
- Draw a picture of something the child noticed in the church tour.

## **SAMPLE ACTIVITIES TO ASSIST WITH THE ASSESSMENT OF STUDENTS' MASTERY OF CONCEPTS** (Continued)

- To teach nomenclature of sacred articles used at Mass, use resources available on the computer and in Catholic bookstores including Catholic clipart, coloring books, word/picture cards and charts. Small household items such as a wine glass, salad dressing cruets, bowl and cream pitchers, as well as a small Bible and crucifix can also be used by children to demonstrate appropriate uses in liturgy.
- Observe the children making the gestures of the Mass including; preparation of the cruets and chalice, the Sign of the Cross and genuflecting.
- Observe children as they participate in creating and changing a classroom prayer space. Suggestions for prayer space include banners and/or cloths that indicate appropriate liturgical colors or seasons, Advent wreaths, Nativity sets, flannel board Bible stories, May altar, books, and holy cards.
- Manipulate the Nativity figures corresponding to Nativity narratives including; Annunciation, Visitation, Birth of Jesus and Adoration of the Shepherds, and the Magi.

### **VI. VOCABULARY/GLOSSARY** –See Appendix

Adoration, Advent, Amen, Angel, Altar, Annunciation, Apostles, Ascension, Baptism, Bethlehem, Bible, Candle, Catholic, catholic, Christmas, Church, Creation, Creator, Crucifix, Easter, Epiclesis, Eucharist, Family, Freedom, Forgiveness, Gospel, Guardian Angel, Heaven, Holy Family, Holy Spirit, Isaiah, Israel, Jerusalem, Jesus Christ, Joseph, Kingdom, Last Supper, Leaven, Lent, Liturgical Colors, Liturgy, Liturgy of Light, Magi, Mary, Mass, Nativity, "One, Holy, Catholic and Apostolic", Ordinary Time, Parish, Paschal Candle, Peace, Prayer, Proclaim, Prophecy, Prophets, Resurrection, Saint, Scripture, Shepherd, Tabernacle, Visitation, Yeast

### **VII. PRAYERS, DEVOTIONS, AND PRACTICES** –See Appendix in Religion Document

### **VIII. IMPORTANT CATECHETICAL DOCUMENTS** –See Appendix in Religion Document

## COMMUNICATION & LANGUAGE ARTS

### 1. Auditory Perception

The child will:

Experience opportunities for listening to stories and nursery rhymes.  
Learn to listen, follow directions, and discriminate between sounds.

### 2. Visual Discrimination

The child will:

Be able to recognize colors, shapes, sizes.  
Begin to understand left-right and top-bottom eye movement.  
Begin to discriminate letters, and objects and will be able to transfer to paper.

### 3. Oral Language Development

The child will:

Participate in discussions.  
Use finger plays, rhymes, and songs to learn rote memorization.  
Compose and expand simple stories.  
Speak in clear and complete sentences.

### 4. Introduction to Pre-Writing and Writing

The child will:

Use free drawing and painting with a variety of tools.  
Use manipulatives such as beads, pegs, puzzles, and Legos.  
Use clay, paste, scissors, pencils, and crayons.  
Repeat basic strokes I/O.  
Print first name.  
Experience opportunities for tracing, weaving, lacing, etc.

### 5. Introduction to Reading

The child will:

Enjoy stories for fun.  
Retell stories in sequence.  
Develop an interest in the printed word through labeling and names.  
Begin to recognize some alphabet letters and sounds.

6. Other Languages

The child will:

Experience opportunities for exposure to other languages: Spanish, Sign Language, etc.

Be able to understand/recite parts of the body, days of the week, colors, numbers (count from 1-10), and simple phrases in Spanish.

## MATHEMATICS

The child will:

1. Recognize numbers 1-10.
2. Count objects 1-10 & 11-20.
3. Rote count 1-20.
4. Be introduced to the concepts of few-many, more-less and how many.
5. Be introduced to the concepts of money, identify coins (penny, nickel, dime, quarter).
6. Be introduced to time (calendar, clocks, sequence) and the concepts of yesterday, today, tomorrow, last night, etc.
7. Be introduced to measurement (capacity, compare sizes, temperatures, and weights).
8. Sort and classify by size, color, and shape.
9. Be introduced to shapes (circle, square, rectangle, triangle, oval,  $\frac{1}{2}$  circle, octagon, diamond, and heart).
10. Be introduced to positions (over-under, before-after, between, beside, up-down, first, last, middle, and top-bottom).
11. Identify all primary colors.

## **SELF, FAMILY & COMMUNITY**

The child will:

1. Develop a sense of personal and social responsibility.
2. Learn manners (say please and thank you, greet others appropriately, and use proper table manners).
3. Learn that his/her actions have consequences.
4. Observe and respect different cultures and traditions.
5. Become aware of the need to take care of the environment.
6. Be introduced to national and cultural holidays and the people and places they represent.
7. Cooperate as a member working in the community.
8. Be introduced to history through an introduction to important people of the past.
9. Be exposed to leisure activities in the community.
10. Learn that there are helpers in the community (police, firefighters, doctors, nurses, etc).

## SCIENCE

The child will:

1. Use his/her ability to predict, observe, classify, and measure.
2. Be introduced to an environment for experimentation and exploration of physical matters.
3. Observe natural physical changes.
4. Be introduced to the following learning areas:
  - weather and seasonal changes
  - sun, moon, stars, night, day
  - seeds and plants
  - animals: living and prehistoric
  - non-living things: rocks, shells, water, sand, and soil
  - care of the environment
  - the five senses: hearing, seeing, tasting, smelling, and feeling
  - the human body

## ART

The child will:

1. Develop an appreciation of art by observing many forms in the world around them.
2. Be exposed to a variety of media which will allow for creative expression.
3. Value his/her own artistic expression encouraging creativity.
4. Learn the basic skills of coloring, cutting, gluing, and painting.
5. Take responsibility in the use of art media and materials.
6. Appreciate the work of others.
7. Learn to reproduce color, form, and texture.
8. Become confident with a variety of art media.

## **MUSIC AND RHYTHM**

The child will:

1. Develop a happy, positive attitude toward music.
2. Be stimulated through participation in all types of musical activities.
3. Establish good listening habits.
4. Learn auditory memory and develop a repertoire of songs.
5. Be able to follow a story through song.
6. Move to music through participation in singing, games, folk dances, and free and directed rhythmic responses, such as clapping, marching, running, skipping, swaying, etc.
7. Become familiar with a variety of musical instruments.
8. Be able to reproduce rhythms using rhythmic instruments.
9. Learn to listen quietly and relax with appropriate music.

## **PHYSICAL, SAFETY, AND HYGIENE**

MOTOR SKILLS are a vital part of the young child's development and are crucial to the learning skills he/she will need in the future. The preschool child learns with his/her body. These motor skills are not to be overlooked in favor of cognitive skills.

### **Gross-Motor:**

Body coordination, as appropriate to the child's physical development, is enhanced through large-muscle activities of walking, running, jumping, hopping, and skipping. Arm-eye coordination is attained by throwing a large ball or bean bag, catching, and aiming at a target. Rhythm and movement provide an outlet of creative expression and the joy of using the body in dance, games, and organized play.

### **Fine-Motor:**

Eye-hand coordination is developed through manipulating clay, stringing beads, hammering, pasting, coloring, painting, pouring, lacing, and using scissors. Dexterity and strength of the small muscles are developing skills that enhance reading readiness. Use of the natural hand preference is observed and encouraged, although hand dominance is not yet achieved. Eye-tracking is another fine-motor activity that promotes the left-to-right progression skill required for reading readiness.

Goal 1: The child will be given the opportunity to develop locomotion skills to strengthen the large muscles.

- a) Walks on a straight line on the floor forwards and backwards
- b) Walks on tip toes
- c) Stands on one foot to the count of 5, alternate feet
- d) Hops on one foot to the count of 5, alternate feet
- e) Jumps up and down in place 5 times
- f) Jumps backward and forward 5 times
- g) Jumps from a height of at least 8 inches
- h) Jumps over a rope 4 inches off floor
- i) Climbs stairs
- j) Runs, changing directions
- k) Gallops for at least 10 feet
- l) Uses playground equipment appropriately

Goal 2: The child will be given the opportunity to develop non-locomotion skills to strengthen the large muscles.

- a) Demonstrates bending and stretching
- b) Demonstrates pushing and pulling
- c) Demonstrates ability to twist and turn
- d) Develops correct posture while standing, sitting, and kneeling
- e) Moves with control and balance

Goal 3: The child will be given the opportunity to develop eye-hand and eye-foot coordination.

- a) Uses hand and fingers to manipulate a variety of tools and materials
- b) Uses eye-hand coordination to perform simple tasks
- c) Uses fine-motor skills in daily living

Goal 4: The child will be given the opportunity to develop fine-muscle skills.

- a) Works a puzzle with large pieces
- b) Builds a tower of at least 6 blocks
- c) Strings 1 inch beads
- d) Develops pincher-control skills
  - folds paper
  - screws/unscrews
  - works with clothespin
  - uses tongs and tweezers
  - punches holes
- e) Develops self-help skills
  - zippering
  - buckling
  - buttoning
  - snapping
  - lacing
  - pouring
- f) Traces templates
- g) Develops the sense of touch by discriminating texture
  - hard/soft                      sticky/not sticky
  - rough/smooth    firm/spongy
  - furry                          fluffy
  - silky

Goal 5: The child will be given the opportunity to practice hygiene.

- a) Demonstrates hygiene practices
- b) Displays understanding of nutrition by food choices

Goal 6: The child will be given the opportunity to practice safety.

- a) Demonstrates safe practices on the playground
- b) Shows how to safely cross a street
- c) Uses a car seat and/or seat belt
- d) Demonstrates safe behavior when encountering strangers
- e) Understands that the parts of the body covered by a swimsuit are private
- f) Describes an appropriate response to dangerous situations
- g) Demonstrates telephone procedures for an emergency

## COMPUTER

The child will:

1. Develop a positive attitude toward computers.
2. Recognize letters and numbers on the keyboard.
3. Identify simple parts of the computer: keyboard, CD, spacebar, arrow keys, and return key.
4. Gain confidence when using the computer.
5. Be able to operate early learning software.

# Sample Progress Reports

Early Childhood

Pre-Kindergarten

## SAMPLE PRE-KINDERGARTEN CLASS SCHEDULE

7:30	Directed Free Play			
8:30	Opening Circle Time			
	*Prayer	*Feelings	*Pledge	
	*VIP	*Calendar	*Daily Business	
8:45	Seat Work			
	*Art Work	*Fun Papers	*Color pages	
9:00	Large Group Activities			
	*Games	*Letter, number, shape review		
	*Music (Fridays)			
9:15	Seat Work			
	*Tracing letters, number, names, shapes (M-Th)			
9:30	Story Time			
9:45	Snack/Recess			
10:30	Special Activities			
	* (M) Small Group Centers	* (T) Motor Skill Activities/PE		
	* (W) Religion	* (TH) Small Group Centers		
	* (F) Homework review/reward; Treasure Box			
11:00	Pre-Lunch Activity			
	*Flash cards			
	*Spanish			
11:15	Wash hands/lunch prep			
11:30	Lunch/Recess			
12:30	Rest Time			
2:00	Table Activities			
	*Tracing	*Painting	*Puzzles	
	*Cut/Paste	*Coloring	*Special pages	
2:30	Story Time/Final Circle Time			
	*Review of the day			
2:45	Recess			
3:00	Afternoon Dismissal			

## SAMPLE CURRICULUM

	Religion	Literacy	Math	Science
<b>August</b>				
Week 1	Prayer Table	What is school	What are the rules?	
Week 2	Bible is God's Word	New friends	New teacher	
<b>September</b>				
Week 3	Creation Story	Basic Strokes 1/0	Color – blue	Emotions – Happy/Sad
Week 4	I am Special	Letter "M"	Color – brown	Emotions – Angry/Jealous
Week 5	Love Others	Letter "P"	Color – red	Emotions – Excited/Scared
Week 6	Genuflection	Letter "N"	Color – orange	Senses – Sight
<b>October</b>				
Week 7	Altar Nomenclature	Letter "W"	Color – green	Senses – Hearing
Week 8	Tabernacle	Letter "H"	Color – purple	Senses – Smell
Week 9	Liturgical Colors	Review letters	Color – black	Senses – Taste
Week 10	Visit God's House	Letter "B"	Color – white	Senses – Touch
<b>November</b>				
Week 11	Saint Francis of Assisi	Letter "F"	Shape – circle	Season change (colder/leaves)
Week 12	Saint Bernadette	Letter "G"	Shape – oval	Season change (colder/leaves)
Week 13	St. Nicholas	Review letters	Shape – square	Thanksgiving
Week 14	Holy Land	Review letters	Shape – triangle	Thanksgiving
Week 15	Advent Prayer Table	Letter "D"	Shape – rectangle	Rocks/soil/erosion
<b>December</b>				
Week 16	Prophecies Light & Names	Letter "J"	Shape – heart	Rocks/soil/erosion
Week 17	The Annunciation	Letter "K"	Shape – diamond	Volcanoes
Week 18	The Nativity and Adoration	Review letters	Shape – octagon	Volcanoes
<b>January</b>				
Week 19	Christmas/Visit of the Magi	Letter "E"	Shape – crescent	Water/ice/snow
Week 20	Visit God's House	Letter "S"	Number - 0	Water/ice/snow
Week 21	Mustard Seed Parable	Letter "I"	Number - 1	Seeds
Week 22	Visit God's House	Letter "Z"	Number – 2	Seeds
<b>February</b>				
Week 23	Pearl of Great Price Parable	Letter "O"	Number – 3	Minerals/crystals
Week 24	St. Valentine's Day	Letter "Q"	Number – 4	Minerals/crystals
Week 25	Lent Prayer Table	Letter "V"	Number – 5	Body parts
Week 26	Visit God's House	Letter "T"	Number – 6	Doctors Office
<b>March</b>				
Week 27	Good Shepard Parable	Letter "C"	Number – 7	Season change (warmer/blooms)
Week 28	Preparation of the Cruets	Letter "A"	Number – 8	Season change (warmer/blooms)
Week 29	Preparation of the Chalice	Letter "Z"	Number – 9	Wild animals
Week 30	Visit God's House	Letter "R"	Money – penny	Farm animals
<b>April</b>				
Week 31	Last Supper	Letter "U"	Money – quarter	Baby animals
Week 32	Easter/Liturgy of Light	Letter "X"	Money – dime	Nutrition – Fruits
Week 33	Sacrament of Baptism	Letter "Y"	Money – nickel	Nutrition – Vegetables
Week 34	Epiclesis	Review Letters	Review numbers	Nutrition – Grains/Breads
<b>May</b>				
Week 35	Visit God's House	Rhyming words	Review colors	Nutrition – Meats/Proteins
Week 36	Pentecost	Rhyming words	Review shapes	Nutrition – Fats/Sugars
Week 37	Visit God's House	Word families	Review money	Sun/moon/stars
Week 38	God's Commandments	Word families	Review colors/shapes	Sun/moon/stars

## SAMPLE PRE-KINDERGARTEN EVALUATION

*It is recommended that the Gessell Test be used for Pre-Kindergarten Evaluation*

Pupil \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 Principal \_\_\_\_\_

KEY: Y = YES  
 S = SOMETIMES  
 N = NEEDS MORE TIME

**A NOTE TO PARENTS:** This evaluation is designed for Pre-Kindergarten age children. Your child has been evaluated for those goals desired to be reached by the time a child enters Kindergarten.

	Y	S	N
<b>RELIGIOUS DEVELOPMENT</b>			
Respects the rights of others and takes turns			
Demonstrates Christian values			
Understands prayers are talking to God			
<b>SOCIAL DEVELOPMENT</b>			
Actively participates in class activities			
Works and plays well with others			
Accepts and respects authority in school			
<b>MOTOR SKILLS</b>			
Can run, jump, balance, and swing			
Can color, cut, and paste neatly			
<b>MUSIC</b>			
Enjoys and responds to music and musical games			
<b>LANGUAGE DEVELOPMENT</b>			
Can sit and listen quietly			
Speaks in clear and complete sentences			
Has an adequate attention span			

	Y	S	N
<b>WORK HABITS</b>			
Works independently			
Takes care of toys and equipment			
Does work carefully, and finishes what he/she starts			
<b>READINESS</b>			
Can print first name			
Knows colors			
Knows shapes			
Can follow 3 verbal directions			
Can recite the alphabet			
Can recognize letters in the alphabet			
Can count 1-20 by rote			
Can recognize numerals 1-10			
<b>ATTENDANCE</b>			
Days Absent			
Days Tardy			
<b>MEASUREMENT</b>			
Height	<b>Sept.</b>		<b>May</b>
Weight	<b>Sept.</b>		<b>May</b>

Promote to \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Principal's Signature \_\_\_\_\_

**SAMPLE STUDENT ACHIEVEMENT PROGRESS FORM FOR  
PRE-KINDERGARTEN**

Pupil: \_\_\_\_\_

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

**Enrollment:** \_\_\_\_\_ 5 day  
 \_\_\_\_\_ 3 day  
 \_\_\_\_\_ 2 day  
 \_\_\_\_\_ Other

**KEY:** VG = Very Good  
 G = Good  
 S = Satisfactory  
 HD = Having Difficulty

A blank indicates that the skill does not apply

	VG	G	S	HD
<b>PERSONAL &amp; SOCIAL DEVELOPMENT</b>				
Plays well with other children				
Shares and takes turns				
Makes good use of materials and centers				
Takes care of equipment				
Follows routine well				
Uses time wisely				
Works well in group activities				
Is developing self confidence				
Follows directions				
Works independently				
Treats others with respect				
Always puts forth best effort				
Dresses self				
<b>LANGUAGE DEVELOPMENT &amp; READINESS</b>				
Adequate attention span				
Listens attentively				
Expresses ideas well orally				
Participates in class discussions				
Shows interest in books & stories				
Copies name				
Prints name				
Recognizes alphabet letters, upper case and lower case				
Recognizes colors				
Distinguishes similarities and differences				

	VG	G	S	HD
Retells stories in sequence				
Left to right discrimination				
Knows initial consonant sounds				
Identifies rhyming words				
Identifies colors				
Identifies sight words taught in class				
<b>MATHEMATICS READINESS</b>				
Rote counting to 10				
Counting objects to 20				
Recognizes numerals to 10				
Prints numeral to 10				
Number concepts to 1				
Identifies shapes				
Matches numerals and number words				
Simple addition				
Discriminates size differences				
<b>THE ARTS</b>				
Completes handwork well				
Able to use scissors effectively				
Cuts and pastes neatly				
Developing large muscle coordination				
Enjoys & responds to music				
Participates in singing & games				

<b>NOVEMBER</b>	
Teacher Signature:	Date
November Comment:	
Parent can help by:	
Director's Signature::	Date
Parent Signature:	Date

<b>MARCH</b>	
Teacher Signature:	Date
November Comment:	
Parent can help by:	
Director's Signature::	Date
Parent Signature:	Date

<b>MAY</b>	
Teacher Signature:	Date
Annual Summary:	
Director's Signature::	Date

# Progress Report

Name of School  
Address  
City, State, Zip  
Phone

## Logo

### Four's Developmental Milestones School Year

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*Student Name* \_\_\_\_\_ *Date of Birth* \_\_\_\_\_

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*Teacher* \_\_\_\_\_

**Grading Codes:**  
4 = Understands  
3 = Understands, but not always consistent  
2 = Partial Understanding  
1 = No Understanding of concept  
N or Blank-Not Applicable

<b>SPIRITUAL DEVELOPMENT</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Understands that God speaks to us through the Bible and its stories.			
Can recite simple, age-appropriate prayers.			
Begins to understand the signs and symbols of the Church (i.e., making the sign of the Cross, genuflecting, holy water, etc.)			
Participates in faith experiences.			

<b>PERSONAL/SOCIAL DEVELOPMENT</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Displays self control			
Waits his/her turn			
Communicates feelings, ideas, emotions			
Demonstrates sanitary health and eating practices.			
Cleans up after work/play period			
Plays well with others in small and large groups			
Listens while others are speaking			
Participates in musical activities with group			
Accepts and responds to teacher authority			
Uses good manners (please, thank you, etc.)			
Has learned that his/her actions have consequences			
Uses full sentences			
Able to perform leadership tasks			

<b>PHYSICAL DEVELOPMENT</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Catches a ball with arms and body			
Hops on one foot			
Kicks large ball			
Holds scissors, crayons, pencil in appropriate manner			
Cuts on a straight line			
Traces shapes and letters			
Cuts out shapes			
Moves to music			

<b>COGNITIVE</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Identifies basic colors			
Identifies basic shapes			
Recognizes first/last name			
Writes first and last name			
Beginning letter recognition ability			
Exhibits classification skills			
Counts and understands objects 1-5			
Creates pictures/designs with various media			
Recognizes letters taught			
Recognizes letter sounds taught			
Asks questions: Who? What? Why? Where?			
State (sing) alphabet			
Understands and follows oral directions			
Counts by rote to #			
Familiar with time (Calendar)			

Key code for grading the following—circle/Nov., square/Mar., triangle/May  
Understands position words:

Over/Under	Top/Bottom	First/Middle/End
Up/Down	Between/Besides	Before/After

Key code for grading the following—circle/Nov., square/Mar., triangle/May  
Recognizes:

Key code for grading the following—circle/Nov., square/Mar., triangle/May  
Recognizes the following letters—Upper case:

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

<b>December</b>	<b>Date</b>
Parent/Guardian signature	
Teacher signature	
Director signature	

<b>March</b>	<b>Date</b>
Parent/Guardian signature	
Teacher signature	
Director signature	

<b>May</b>	<b>Date</b>
Parent/Guardian signature	
Teacher signature	
Director signature	

RECOMMENDATION	
Has been recommended for: Pre-K	
Has been recommended for: Kindergarten	
Comments: _____	
Teacher	Date
Director	Date

Your School Name and Logo in this Area

Address, City, State Zip  
Phone Number

**Pre-K**  
**PROGRESS REPORT**  
**2010-2011**

for

\_\_\_\_\_

STUDENT

Teacher:  
Teacher Assistant:  
Director:

<b>Grading Codes:</b>
3 = Understands concept or skill
2 = Developing understanding of concept or skill
1 = Not yet demonstrating skill or understanding of concept
N = Not applicable or not assessed

School Name

Student: \_\_\_\_\_

Progress Report 2010/2011

	Dec	Mar	May
<b>CLASSROOM INDEPENDENCE/WORK HABITS</b>			
Follows classroom rules and routines independently			
Displays self-control during center time			
Independently initiates interest in a variety of learning centers			
Works well independently			
Works well in groups			
Stays on/Completes tasks within a reasonable time			
Uses materials purposefully			
Participates as a member of the classroom community			
Cleans up after work			
Able to follow directions			
<b>SPIRITUAL DEVELOPMENT</b>			
Participates in faith experiences			
Respects Religious Environment (Peace Area)			
Displays knowledge of required prayers			
Understands prayers are talking to God			
Can properly make the Sign of the Cross			
<b>SOCIAL/EMOTIONAL/CHARACTER DEVELOPMENT</b>			
Works and plays cooperatively with others in the classroom			
Plays cooperatively with others on the playground			
Accepts and responds to teacher authority			
Understands that his/her actions have consequences			
Listens without interrupting			
Adapts to new situations, changes, transitions well			
Separates from family with ease			
Uses manners (please, thank you, etc.)			
Able to express feelings			
Displays self-confidence			
Has appropriate control over feelings			
Shows respect to people and things			
Greets classmates, teacher, etc. properly			

**COMMENTS**

*December:*

*March:*

Gesell developmental age \_\_\_\_\_

*May:*

Student: \_\_\_\_\_

School Name

Progress Report 2010/2011

	Dec	Mar	May
<b>PHYSICAL DEVELOPMENT</b>			

**Gross Motor Skills**

Sits in a chair correctly			
Has correct posture while standing			
Can Kneel			
Participates in Physical activities			
Uses equipment properly			
Swings independently			
Rides a trike			
Climbs stairs			
Hops on one foot 5 or more times			
Hops on two feet 5 or more times			
Demonstrates bending and stretching			
Crosses the midline (opposite hand touches opposite knee)			
Walks easily and skillfully while changing directions			
Runs easily and skillfully while changing directions			
Throws a ball			
Bounces a ball			
Catches a ball			
Can Skip / Gallop			

**ART AND DRAMA**

Participates in art activities			
Uses art materials properly			
Uses glue properly			
Controls brush and paint			
Uses imagination			

**SCIENCE**

Demonstrates a desire to participate in hands-on activities			
Participates in speculating and estimating			

	Dec	Mar	May
<b>PHYSICAL DEVELOPMENT</b>			

**Writing**

Stays in the lines and fills in areas when coloring (control)			
Identifies lines and curves (big and little)			
Writes lines and curves (big and little - starting at the top)			
Traces their first name in upper case			
Writes their first name in upper case			
Traces letters and numbers			
Writes letters independently			
Writes numbers independently			
Dominant hand - left right			
Identifies left and right hand			

**Fine Motor Skills**

Holds writing utensil with fingers in the proper place			
Writes with control			
Holds scissors correctly			
Cuts a straight line with scissors			
Cuts a circle/curved line with scissors			
Forms shapes and objects with play dough			
Strings a set of beads (6-10 beads)			
Laces lacing cards			
Puts together a puzzle ____ pieces ____ pieces ____ pieces			
Stacks a set of blocks			
Grabs with tweezers			
Scoops			
Uses eyedropper			
Can Button			
Can Zip			

Blessed Sacrament Preschool

<b>LANGUAGE ARTS DEVELOPMENT</b>	Dec	Mar	May
Key code for grading the following:	circle	triangle	square

**Identifies colors**

red	yellow	blue	green	orange	purple	black	pink	brown
-----	--------	------	-------	--------	--------	-------	------	-------

**Shapes**

Names:						
Reproduces:						

**Understands position words**

Top	Up	Before	Over	Between	Beginning
Bottom	Down	After	Under	Beside	Middle
					End

<b>MATHEMATICAL DEVELOPMENT</b>	Dec	Mar	May
Key code for grading the following:	circle	triangle	square

**Identifies numerals**

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

**Math Concepts**

	Dec	Mar	May
Counts (rote) from 0 - ____ 0- ____ 0- ____			
Counts objects from 1 - ____ 1- ____ 1 - ____			
Can order numbers 0 - ____ 0- ____ 0 - ____			
Sort/Classifies objects by numeral (1 to 1 relationship)			
Sort/Classifies objects by color			
Sort/Classifies objects by size			
Understands greater than/less than			
Identifies patterns			
Able to reproduce patterns			
Familiar with time/order of the day			
Familiar with Measurement (capacity, size, temperature, weight)			
Familiar with coins (penny, nickel, dime, quarter)			

Student: \_\_\_\_\_

Progress Report 2010/2011

<b>LANGUAGE ARTS DEVELOPMENT</b>	Dec	Mar	May
Key code for grading the following:	circle	triangle	square

Identifies letter names - Upper case	A	B	C	D	E	F	G	H	I	J	K	L	M
	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Produces letter sounds	A	B	C	D	E	F	G	H	I	J	K	L	M
	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

<b>Reading Readiness</b>	Dec	Mar	May
Recognizes printed first name upper / upper and lower case			
Can name/label objects			
Recognizes like objects (same/different)			
Can classify objects (food, toys, animals)			
Can put the alphabet in order (A through Z)			
Understands that words tell about the picture			
Knows that we read top to bottom / left to right			

**Speech**

	Dec	Mar	May
Participates in group discussions			
Speaks in clear and complete sentences			
Can say first and last name			
Able to put a story in sequence			
Able to dictate a story from a picture (journaling)			
Familiar with simple Spanish numbers/phrases			
Verbalizes phone number			
Verbalizes age and birthday age: birthday:			

**Language**

	Dec	Mar	May
Says (sings) alphabet			
Familiar with calendar (days of the week)			
Recites the Pledge of Allegiance			

**Auditory Skills**

	Dec	Mar	May
Identifies rhyming words/objects			
Distinguishes words that begin with the same sound			
Is able to follow basic oral directions			
Claps and moves in time with music			
Participates in musical activities			
Learn a repertoire of songs			

Student: \_\_\_\_\_

School Name

Progress Report 2010/2011

	Dec	Mar	May
<b>PHYSICAL DEVELOPMENT</b>			

**Gross Motor Skills**

Sits in a chair correctly			
Has correct posture while standing			
Can Kneel			
Participates in Physical activities			
Uses equipment properly			
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Catches a ball			
Can Skip / Gallop			

**ART AND DRAMA**

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Uses glue properly			
Controls brush and paint			
Uses imagination			

**SCIENCE**

Demonstrates a desire to participate in hands-on activities			
Participates in speculating and estimating			

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	Dec	Mar	May
<b>PHYSICAL DEVELOPMENT</b>			

**Writing**

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Stacks a set of blocks			
Grabs with tweezers			
Scoops			
Uses eyedropper			
Can Button			
Can Zip			

3

<b>December</b>	<b>Date</b>
Parent/Guardian signature	
Teacher signature	
Director signature	

<b>March</b>	<b>Date</b>
Parent/Guardian signature	
Teacher signature	
Director signature	

<b>May</b>	<b>Date</b>
Parent/Guardian signature	
Teacher signature	
Director signature	

RECOMMENDATION	
Has been recommended for: Pre-K	
Has been recommended for: Kindergarten	
Comments: _____	
Teacher	Date
Director	Date

Your School Name and Logo in this Area

Address, City, State Zip  
Phone Number

**Pre-K**  
PROGRESS REPORT  
2010-2011

for

\_\_\_\_\_  
STUDENT

Teacher:  
Teacher Assistant:  
Director:

**Grading Codes:**

- 3 = Understands concept or skill
- 2 = Developing understanding of concept or skill
- 1 = Not yet demonstrating skill or understanding of concept
- N = Not applicable or not assessed

# Resources

## RESOURCES

### Catechesis of the Good Shepherd – Program

<http://www.cgsusa.org>

Website contains:

History of/publications/membership information/how to get started

Mary Mirrione (located here in Phoenix is now the National Director)

Website has contact information

### Children: The Challenge - Book

Author: Rudolf Dreikurs, MD

The classic work on improving parent-child relations-Intelligent, Humane, and Eminently Practical.

Available on [www.amazon.com](http://www.amazon.com)

### NAEYC National Association for the Education of Young Children - Program

<http://www.naeyc.org>

General information/membership/accreditation/publications

### T.E.A.C.H. Arizona: A Program of Association for Supportive Child Care - Program

<http://www.asccaz.org>

First Things First

Is a comprehensive scholarship program that provides the early childhood workforce with access to educational opportunities.

Angelina Escobedo – Program Specialist

(480) 829-0500 X1162

[aescobedo@asccaz.org](mailto:aescobedo@asccaz.org)

### Mind in the Making: The Seven Essential Life Skills Every Child Needs – Book

Author: Ellen Galinsky

Families and Work Institute

<http://store.familiesandwork.org/sotre#cat2>

### Handwriting Without Tears - Program

Manipulatives and Workbooks

(also has a new Math program – I Know My Numbers)

<http://www.hwtears.com>

(301) 263-2700

## RESOURCES (Cont'd)

### **The Investigator Club - Program**

Pre-Kindergarten Learning System

Sadlier

Local Representative: Roberta Arroyo

1-866-919-5501

[rlarroyo@sadlier.com](mailto:rlarroyo@sadlier.com)

[www.sadlier.com](http://www.sadlier.com)

### **Websites**

<http://catholicicing.blogspot.com/>

<http://mymontessorijourney.typepad.com/>

<http://reggio-inspired.grouply.com/blog>

<http://teachertombsblog.blogspot.com>

<http://progressiveearlychildhoodeducation.blogspot.com/>

[www.treasure4teachers.org](http://www.treasure4teachers.org)