



Fireflies Learning Goals and Objectives

For Children Ages 3 - 5 Years

Listed with each activity in the Monthly Curriculum Guide to help you select and plan for each child's needs. Some objectives may be observed during daily routine.

SOCIAL/EMOTIONAL DEVELOPMENT

SELF CONCEPT

- SE1 recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
- SE2 develops positive self image: awareness of self as having certain abilities, preferences, characteristics
- SE3 demonstrates increasing self-direction, independence, and control
- SE4 follows simple rules and routines
- SE5 shows interest and respect for work of self and others
- SE6 chooses new as well as familiar activities
- SE7 cleans up own work/play space independently

RELATIONSHIPS

- SE8 uses play to explore and practice social roles and relationships
- SE9 interacts comfortably with familiar adults
- SE10 begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
- SE11 interacts with one or more children; develops special friendships
- SE12 participates in group song, dance, acting-role play
- SE13 able to resolve some conflicts, uses constructive language
- SE14 seeks help or information when needed from adults

EMOTIONAL DEVELOPMENT

- SE15 recognizes and describes own emotions
- SE16 manages feelings appropriately
- SE17 explores emotions through play, art, music, dance
- SE18 shows empathy and caring to others, respond to others emotions

COMMUNITIES

- SE19 awareness of diverse backgrounds, cultural/global knowledge
- SE20 understands family roles, relationships, rules, jobs
- SE21 some knowledge of technology and media
- SE22 can tell functions of some community helpers, parent's jobs, careers
- SE23 awareness of community rules, governance
- SE24 describes characteristics of things in the environment: home, school, park, community
- SE25 awareness of caring for the environment

APPROACHES TO LEARNING

IMAGINATION

- AL1 is creative, flexible, and inventive in play experiences
- AL2 takes on various roles in make-believe play
- AL3 uses new strategies to solve problems

CURIOSITY

- AL4 shows a willingness to participate, is eager to join play events
- AL5 demonstrates inquisitiveness about subjects and objects

PERSISTENCE

- AL6 is not easily discouraged, seeks help to overcome problems
- AL7 works at a task despite distractions or interruptions
- AL8 is able to complete a task or stay engaged

REFLECTION

- AL9 observes or contemplates and applies that knowledge to a new situation
- AL10 generates ideas, suggestions
- AL11 makes a plan before beginning a task

RISK-TAKING

- AL12 welcomes new experiences, situations, play events, materials, friends

LANGUAGE/LITERACY

LISTENING

- L1 follows 2 and 3 step directions of increasing complexity
- L2 gains meaning by listening to stories, directions, conversations
- L3 understands verbal and non-verbal cues
- L4 listens and recognizes sounds in rhymes and words

CONVERSATION

- L5 expresses needs, wants, thoughts through non-verbal gestures, (exposed to sign language), progressing to verbal cues in English or their home language
- L6 child speaks clearly (is understood by both familiar and unfamiliar adults)
- L7 initiates asking questions and responds in conversation with others
- L8 shares opinions, experiences, and ideas with others with words
- L9 uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)
- L10 exposed to Spanish language

VOCABULARY

- L11 understands words and meanings: points to or names body parts, matches or names colors, matches or names basic shapes, correctly uses time words and phrases, says name/address
- L12 understands quantitative concepts (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
- L13 understands directions/positional concepts (by pointing to pictures or using words depicting go/stop, far/near/up/down, over/under, out/in)
- L14 vocabulary is rapidly expanding
- L15 connects phrases and sentences to build ideas
- L16 speaks in sentences using grammar that is age-appropriate
- L17 knows and sings songs

EMERGENT READING

- L18 interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations, handling books appropriately, actively chooses books
- L19 understands text read aloud: recalling part or most of a story or representing it with play or media, asking and answering questions about stories read aloud
- L20 age-appropriate phonological awareness: can combine syllables to make a word, combine words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes matching sounds
- L21 alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially their own name, recognizes and names most letters
- L22 understands left to right, top to bottom process of reading

EMERGENT WRITING

- L23 interested in written expression: scribbling, drawing a person
- L24 is aware of the uses and functions of symbols and print to convey meaning
- L25 is aware that a word is made up of letters
- L26 beginning to copy or write own name
- L27 age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
- L28 understands structure: beginning, middle, end of a story

CREATIVE ARTS

ART EXPRESSION

- A1 uses a variety of art materials for exploration
- A2 is able to create something unique from other children: creative, imaginative work
- A3 appreciates artistic creations of others and art events
- A4 shares opinions about likes and dislikes of art and other creative expression

MUSIC

- A5 participates in group music experiences
- A6 explores with sound, melody, tone, rhythm, beat
- A7 uses and shows interest in a variety of musical instruments for expression

CREATIVE MOVEMENT

- A8 participates in creative movement and dance
- A9 is able to design original movements and interpretations

DRAMATIC PLAY

- A10 participates in creative dramatic play and make believe
- A11 is able to play cooperatively with other children
- A12 utilizes props to enhance play environment
- A13 develops new ideas and role play situations by using imagination

PHYSICAL DEVELOPMENT/HEALTH

FINE MOTOR

- PD1 strength and control: folding and creasing paper, building with small blocks, manipulating play dough and clay
- PD2 eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard
- PD3 uses scissors to cut shapes from paper
- PD4 beginning control of writing, drawing, art tools, art/craft mediums

GROSS MOTOR

- PD5 balance and control: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
- PD6 coordinates movement: walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping
- PD7 develop strength, flexibility, and stamina through play and by using equipment

SELF CARE

- PD8 undresses or dresses self other than help with difficult fasteners
- PD9 increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food
- PD10 washes hands and face without assistance
- PD11 brushes teeth independently
- PD12 uses tissue for nose, napkin for hand/face appropriately, independently
- PD13 cares for toileting needs independently
- PD14 participates in a variety of physical activities
- PD15 follows basic safety and health rules
- PD16 demonstrates visual and auditory ability and general good health and sleep habits to enable learning

SCIENCE

OBSERVATION

- S1 explores materials and makes observations, predictions based on information gathered from the senses
- S2 makes observations of living vs. non living things, nature, environment, weather by physical characteristics
- S3 makes predictions based on past experiences and observations
- S4 is aware of concepts of time/sequence of events: past, present, and future especially as they relate to sequence of routines such as bedtime, lunchtime, morning, night, etc.

QUESTIONING

- S5 asks why, where, when, how, what and seeks answers through exploration

INVESTIGATION

- S6 classifies objects by function
- S7 uses tools such as scale, magnifier, bug catcher, map, binoculars for investigation
- S8 uses "if/then" and "cause/effect" reasoning
- S9 makes comparisons among objects and groups
- S10 solves problems by making a plan of 1-3 actions and following through with it

MATH

NUMBERS

- M1 rote counting and sequencing of numbers
- M2 recognizes both numerals and number names
- M3 understands and uses 1-1 correspondence
- M4 counts and builds sets
- M5 compares quantities in sets and uses appropriate vocabulary: equal, more, less
- M6 understands adding and subtracting from a set
- M7 begins to understand dividing sets into parts up to fourths
- M8 understands and uses ordinal terms (1st, 2nd, 3rd)

PATTERNS

- M9 match or sort by color, size, shape, texture: classifies by attributes, makes comparisons
- M10 recognize patterns: can tell "what comes next?"
- M11 duplicate simple patterns, then extends and creates patterns
- M12 identify pattern groups (red/yellow, kitten/puppy)
- M13 seriate a group of like objects (small, medium, large, or light, medium, dark)

MEASUREMENT

- M14 understands, compares and analyzes quantities of length, height, weight, time, or amount between two or more groups
- M15 use tools such as a ruler or scale
- M16 develops growing abilities to collect, describe, and record information through a variety of means such as discussion, maps, charts, or graphs.

GEOMETRY

- M17 identifies basic shapes
- M18 understands that shapes remain the same when flipped, rotated
- M19 understands symmetry
- M20 can recognize some three dimensional shapes: cone, cylinder, pyramid etc.

SPATIAL RELATIONS

- M21 understands and uses positional words: up, down, below, inside, outside, top, bottom, in front, behind, beside, etc
- M22 can describe position from different perspectives: "I am, you are"
- M23 can use simple directions to move from place to place: obstacle course, directional games, hopscotch

REASONING

- M24 use simple strategies to solve mathematical problems
- M25 experiments with puzzles and blocks to create solutions, build structures or move through a process to reach a goal