

Math Learning Targets

Essential Question: How do we use math every day?

The students will:

- identify the eight basic colors and the four basic shapes (circle, square, triangle, and oval) (B.EL.2)
- rote count to 20 and beyond (B.EL.1)
- count objects up to 10 and beyond (B.EL.2)
- recognize, name and write some numerals (1-10) (B.EL.1)
- classify and sort objects according to attributes (B.EL.4)
- construct an ABAB pattern (B.EL.4)
- demonstrate knowledge of spatial relationships (B.EL.3)
- assemble puzzles of 15 or more pieces (B.EL.3)
- use language associated with time in everyday situations (B.EL.4)
- understand and use several positional words (B.EL.2)
- begin to interpret simple charts and graphs (B.EL.3)
- participate in measuring activities (B.EL.3)



Science Learning Targets

Essential Question: How do students use science to explore the world around them?

The students will:

- connect science to their world by observing (C.EL.1)
- actively investigate the world around them, making hypothesis and predictions by asking questions, seeking information and testing possibilities (C.EL.1)
- observe changes in the earth, sky and weather (C.EL.1)
- identify living and non-living things (C.EL.4)
- identify the five senses and understand how each is used (C.EL.4)
- explore and investigate using simple tools and equipment (C.EL.4)
- predict if an object will sink or float (C.EL.4)

Social Studies Learning Targets

Essential Question: How do students explore themselves as members of a diverse world?

The students will:

- identify familiar places in the classroom, school and community (B.EL.2)
- begin to understand how charts and calendars are used to tell the order of daily activities (B.EL.6)
- identify and describe community helpers and institutions (A.EL.2)
- describe, using words, how individuals are alike and different (A.EL.2)
- identify the five senses and understand how each is used (C.EL.4)
- demonstrate the understanding of rules and social expectations (C.EL.3)
- engage in social problem solving and be able to understand how to deal with conflicts in a socially acceptable way (C.EL.4)

Bright Beginnings Learning Targets



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Speaking and Communication Learning Targets

Essential Question: How do students convey and interpret meaning through speaking and other forms?

The students will:

- speak in complete sentences made up of three or more words (C.S.3)
- speak clearly enough to be understood by adults using appropriate levels of volume, tone, and inflection (C.S.3)
- combine words in a correct order/fashion to communicate thoughts, feelings, and needs and to express opinions, ideas and to tell stories (C.S.4)
- initiate conversation, respond to conversations and stay on topic for multiple exchanges (take turns speaking, listening and actively contributing ideas) (C.S.2)
- model familiar stories, songs, rhymes, characters, finger plays, and counting games in play activities (C.S.1)

Early Reading Learning Targets

Essential Question: How do students show an appreciation of books and print?

The students will:

- recognize the 26 uppercase and 26 lowercase letters of the alphabet (C.EL.2)
- associate 20 letters with corresponding sounds (C.EL.3)
- recognize beginning letters in familiar words, especially in own name (C.EL.3)
- manipulate books correctly and demonstrate increasing skills in print directionality (C.EL.2)
- pretend to read, talking through the book using pictures in the book (C.EL.3)
- identify labels and signs in the environment and know some familiar words in print, such as his own name (C.EL.2)
- recognize words such as mom, dad, love, etc. (C.EL.3)
- provide a rhyming word when asked (C.EL.2)
- recite the alphabet in order (C.EL.2)
- recognize his/her name and some of their classmates' names (C.EL.4)



Early Writing Learning Targets

Essential Question: How do students use illustrating and dictating to represent thoughts and ideas?

The students will:

- print his/her name using proper capitalization and letter formation (C.EL.5)
- grasp a pencil or crayon appropriately during use (B.EL.2)
- trace shapes using proper top to bottom and left to right strokes (B.EL.2)
- demonstrate directionality (left to right and top to bottom) in writing symbols and letters (C.EL.2)
- create pictures to convey meaning and label those pictures (C.EL.5)
- create pictures, combine scribble or use inventive spelling to communicate ideas in writing (C.EL.5)
- approximate letters or known letters to copy or write familiar words (his/her own name, and words such as: mom, dad, etc.) (C.EL.3)
- dictate a sentence about a story or idea (C.EL.4)
- sequence a three part story (C.EL.1)
- use complete sentences when asking and answering questions (B.EL.2)