

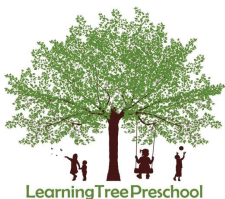
# READY TO LEARN?

**TRI-CITIES FAMILY YMCA  
LEARNING TREE PRESCHOOL**

# YOUNG FIVES



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## **YOUNG FIVES CLASSROOM OBJECTIVES**

### Social-Emotional Development

- Is able to look at a situation differently, delay gratification, and control strong emotions in an appropriate manner.
- Manages classroom rules, routines, and transitions with occasional reminders.
- Demonstrates confidence in meeting own needs and takes responsibility for own well-being.
- Engages with trusted adults as resources and to share mutual interests.
- Identifies basic emotional reactions of others and their causes accurately.
- Recognizes that others' feelings about a situation might be different from his or her own feelings.
- Interacts cooperatively in groups of four or five children.
- Maintains friendships for several months or more.
- Takes turns, cooperates and shares ideas and materials in socially acceptable ways.
- Resolves social problems through negotiation and compromise.

### Physical Development

- Moves purposefully from place to place with control.
- Coordinates complex movements in play and games.
- Sustains balance during complex movement experiences.
- Manipulates balls or similar objects with a full range of motion.
- Uses small, precise finger and hand movements.
- Holds drawing and writing tools by using a three-point finger grip and uses efficient hand placement when writing and drawing.

### Language Development

- Responds appropriately to complex statements, questions, vocabulary, and stories.
- Follows detailed, instructional, multistep directions.
- Describes and tells the use of many familiar items.
- Is understood by most people and uses complete four- to six-word sentences.
- Tells elaborate stories that refer to other times and places.
- Engages in complex, lengthy conversations (five or more exchanges).
- Uses acceptable language and social rules while communicating with others.

### Cognitive Development

- Sustains attention to tasks or projects over time. Can return to activities after interruptions.
- Plans and pursues a variety of appropriately challenging tasks.
- Solves problems without having to try every possibility.
- Shows eagerness to learn about a variety of topics and ideas.
- Uses creativity and imagination during play and routine tasks.
- Changes plans if a better idea is thought of or proposed.
- Tells about experiences in order, provides details, and evaluates the experience.
- Draws on everyday experiences and applies this knowledge to similar situations.
- Groups objects by more than one characteristic at the same time.
- Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas.



- Uses abstract symbols to represent objects, places, and ideas (i.e. tally marks).
- Plans and negotiates complex role play.

### Literacy Development

- Decides whether two words rhyme and generates a group of rhyming words when given a word.
- Matches beginning sound of some words and isolates and identifies the beginning sound of a word.
- Hears and shows awareness of separate syllables in words.
- Verbally separates and blends onset and rime (/h/.../at/ for hat).
- Verbally separates and blends individual phonemes in words (/h/.../a/.../t/ for hat).
- Identifies and names 11-20 upper- and lowercase letters when presented in random order.
- Produces the correct sounds for 10-20 letters.
- Shows understanding that a sequence of letters represents a sequence of spoken sounds.
- Applies letter-sound correspondence when attempting to read and write.
- Knows features of a book (title, author, and illustrator).
- Indicates where to start reading and the direction to follow. Tracks print from the end of a line of text to the beginning of the next line.
- Reconstructs a story using pictures, text, and props. Can make inferences and draw conclusions.
- Pretends to read, reciting language that closely matches the text on each page and uses reading-like motions.
- Retells a familiar story in proper sequence, including major events and characteristics.
- Writes name accurately.
- Uses early invented spelling.

### Mathematics Development

- Verbally counts to 20, counts 10-20 objects accurately.
- Know the last number states how many in all.
- Tells what number comes next in order by counting.
- Recognizes and names the number of items in a small set instantly.
- Makes sets of 6-10 objects and then describes the parts.
- Counts on to find out how many.
- Identifies numerals to 10 by name and connects each to counted objects.
- Uses and responds appropriately to positional words indicating location, direction, and distance.
- Describes basic two- and three-dimensional shapes with own words. Recognizes basic shapes when presented in a new orientation.
- Compares and orders a small set of objects as appropriate according to size.
- Know usual sequence of basic daily events and a few ordinal numbers.
- Uses multiples of the same unit to measure, uses numbers to compare, and knows the purpose of standard measuring tools.
- Extends and creates simple repeating patterns.

*\*Adapted from The Creative Curriculum for Preschool, Volume 5, Objectives for Development and Learning.*