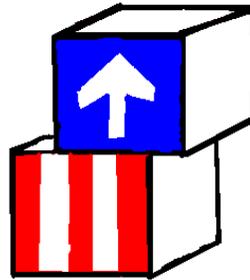


**Worcester Child Development Head Start Program
Worcester Public Schools**



**Family, School, Child Connection
School Readiness Goals
2017/2018**

Social and Emotional Development

Goal #1: Children will begin to use simple strategies to resolve conflicts with peers.

What can families do?	What will teachers do?	What will children do?
Families can show children how to treat people respectfully by talking kindly to each other within the family and helping each other to solve problems when they happen.	Teachers will assist all children, including children who are DLL and children with disabilities, in developing to the best of their abilities the skills necessary to interact in a positive manner with peers including seeking adult help when needed, moving away from conflict, and engaging peers in positive conversations.	Children will treat people in the home and in the classroom with respect and will work to solve problems in safe ways.
Families can talk with their children about respectful ways to solve problems when they happen in their homes. .	Teachers will provide specific problem solving techniques and language for all children, including children who are dual language learners (DLL) and children with disabilities, to help them to resolve conflicts in appropriate ways (ie., asking for a turn with a toy. Using words to express feelings)	Children will begin to use appropriate behavior when experiencing conflict..

Goal #2: Children will identify their own feelings and begin to express those feelings to others.

What can families do?	What will teachers do?	What will children do?
Families can help children to become aware of the basic feelings people experience by identifying them as they happen in their homes. .	Teachers will support all children, including children who are dual language learners (DLL) and children with disabilities, to recognize their own emotions and those of other children and adults.	Children will begin to be able to recognize their own feelings.
Families can encourage children to share their feelings about what they are involved in by taking time to listen to their child and asking their child questions.	Teachers will provide open-ended activities for all children, including children who are DLL and children with disabilities, which will allow their creativity, feelings, and ideas to be supported in their work in the classroom.	Children will gain a deeper sense of who they are and will be comfortable expressing their ideas and feelings.

Language and Literacy

Goal #1: Children will build, use, and comprehend increasingly complex and varied vocabulary.

What can families do?	What will teachers do?	What will children do?
Families can have conversations with their child that use new and challenging words in meaningful ways.	Teachers will identify meaningful vocabulary words on lesson plans, post the words in the classroom, and utilize these words in an authentic manner throughout the day.	Children will understand the meaning of a variety of vocabulary words that are used in an authentic context.
Families will listen to their child as he/she is talking and encourage the child to use new words in meaningful ways.	Teachers will engage all children, including children who are DLL and children with disabilities, in a variety of levels of conversations, individually and in small groups, to utilize vocabulary in a meaningful way.	Children will engage in conversations with adults and peers that demonstrate their use of new vocabulary.

Goal #2: Children can identify and discriminate the sounds within words, as separate from the word itself.

What can families do?	What will teachers do?	What will children do?
Families can sing and share poems with their child.	Teachers will provide opportunities for all children, including children who are DLL and children with disabilities, to rhyme words through songs and poetry.	Children will discriminate between separate syllables in words during their engagement in rhyming activities.
Families can talk about words and point out to their child when certain words start with or end with the same sounds or letters.	Teachers will utilize small group activities and other conversational opportunities to highlight for children the differences and similarities between beginning and ending sounds of words.	Children will begin to recognize the beginning and ending sounds in words.

Approaches to Learning

Goal #1: Children will show interest in varied topics and activities, an eagerness to learn, creativity, and independence in their interactions with activities and materials.

What can families do?	What will teachers do?	What will children do?
Families can listen to their child's interests and try to help the child to learn more about those interests through conversations, book reading, or researching together.	Teachers will plan activities that reflect the interests and developmental levels of all of the children in their classrooms, including children who are DLL and children with disabilities.	Children will eagerly explore activities and ideas that they have.
Families can encourage their child to use toys in creative ways by providing toys that have more than one way to create with them such as blocks, crayons and markers, or playdough.	Teachers will provide open-ended activities that will allow all children, including children who are DLL and children with disabilities, to use materials in a variety of ways. Teachers will invite children to share ideas as they are working with the materials.	Children will willingly offer ideas and creatively use toys during their play.

Goal #2: Children will demonstrate persistence when working with materials, activities, and information.

What can families do?	What will teachers do?	What will children do?
Families can provide materials for their child to use in different ways and then give the child time to explore all of the ways to use the materials like blocks, markers and crayons, and playdough.	Teachers will design the classroom environment so that all children, including children who are DLL and children with disabilities, are able to access a variety of open-ended materials independently.	Children will work persistently with materials, activities, and information in the classroom and at home.
Families can help their child to think of other ways to solve problems such as thinking about another solution or asking somebody for help when the child becomes frustrated with play.	Teachers will support all children, including children who are DLL and children with disabilities, by helping them to seek out multiple solutions for frustrations or challenges they may encounter during play.	Children will seek out and use multiple solutions to frustrations or challenges they may face during play.

Cognition

Goal #1: Children will use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve.

What can families do?	What will teachers do?	What will children do?
Families can count objects in their homes and outside such as the number of plates on the kitchen table or the number of street signs they pass on a walk.	Teachers will provide authentic opportunities for all children, including children who are DLL and children with disabilities, to explore counting and number sense through participation in activities that meet their interests.	Children will demonstrate an understanding of counting and numbers through their active engagement in counting activities throughout the home and classroom.
Families can talk to their child about simple math thinking such as matching items like socks or sorting toys by type when they are putting them away.	Teachers will provide activities that encourage all children, including children who are DLL and children with disabilities, to use a range of strategies (counting, subitizing, or matching) to compare and describe using math related terms.	Children will begin to understand and implement multiple strategies to solve problems using mathematical operations.
Families can involve their child in measuring activities such as counting how many blocks were used when he/she built a structure or measuring how much snow fell after a snowstorm.	Teachers will provide all children, including children who are DLL and children with disabilities, with opportunities to measure and compare length, size, and volume of materials while engaged in activities.	Children will become familiar with a variety of methods for measurement.

Goal #2: Children will use observation and manipulation, ask questions, make predictions, and develop hypotheses to gain a better understanding of information and activities in their surroundings.		
What can families do?	What will teachers do?	What will children do?
Families can explore their home and outside environments with their child using their senses (touch, smell, hear, taste, and sight) in many different ways.	Teachers will provide opportunities for all children, including children who are DLL and children with disabilities, to actively participate in activities exploring man-made and natural materials and phenomenons in the classroom.	Children will gain a deeper understanding of materials in their homes and classroom environments.
Families can talk with their child about their child’s ideas and questions they may have after exploring their home and outside environments (i.e. What do you think will happen to that puddle when the sun comes out? or How do you think the flour will change when we add the milk to make our pancakes?).	Teachers will provide supportive opportunities, individually and in group settings, for all children, including children who are DLL and children with disabilities, to share their knowledge and past experiences with materials in their environment.	Children will be confident to share their ideas, predictions, and test out their hypothesis at home and at school.
Perceptual, Motor, and Physical Development		
Goal #1: Children will demonstrate control of large and small muscles for such purposes as balance, coordination, strength, control, and eye-hand coordination.		
What can families do?	What will teachers do?	What will children do?
Families can work with their child to build their balance and control by encouraging their child to walk, skip, run, and climb in safe spaces.	Teachers will provide gross motor activities, such as walking, skipping, running, and climbing that will encourage all children to move with balance and control.	Children will demonstrate balance and control as they move throughout their homes and classrooms.

Families can provide their child with opportunities that encourage their child to move and play with activities like completing simple puzzles, kicking balls, and building with blocks.	Teachers will provide a wide range of opportunities for all children, including children who are DLL and children with disabilities, to actively engage in completing simple tasks, such as completing simple puzzles, block building, and kicking balls.	Children will take part in a variety of activities throughout the day that will allow them to move as they perform simple tasks.
Families can provide their child with opportunities to develop their eye-hand coordination by taking part in activities such as pouring water from one cup to another at the sink or bathtub or using utensils while eating.	Teachers will provide all children, including children who are DLL and children with disabilities, with tools such as small containers for pouring, sorting trays, utensils for eating, to encourage the development of eye-hand coordination.	Children will utilize the simple tools provided daily at home and in the classrooms to develop their eye-hand coordination.
Goal #2: Children will identify and practice healthy and safe habits as well as perform self-care tasks independently.		
What can families do?	What will teachers do?	What will children do?
Families can help their child establish healthy routines at home such as eating healthy foods, brushing teeth, and going to bed at a reasonable time so that the child is well rested.	Teachers will maintain classroom routines that support healthy and safe habits such as washing hands before eating, eating healthy foods, and brushing teeth.	Children will gain an understanding of what healthy and safe habits are and why they are an important component of daily living.
Families can help their child to complete his/her own self-help tasks to keep their child healthy such as blowing his/her own nose, using the bathroom, and washing hands with only small reminders from family.	Teachers will provide visual charts and verbal explanations for children to refer to when completing simple self-care tasks such as toileting, nose blowing, and hand washing.	Children will be able to complete self-care tasks independently with the ability to ask for help if needed.

Updated C.S. 8/17

School Readiness Goals