JOYFUL NOISE DEVELOPMENTAL AND CLASSROOM GOALS

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Guidelines for Developmentally Appropriate Practice and Planning

These guidelines are designed to give both lead teachers and all caregivers a specific framework for providing developmentally appropriate structure, activity and support for the age group(s) that they may work with and to facilitate proper growth in all appropriate areas for all children.

Guidelines are intended to build on each other in a scaffolding manner. Therefore, the hope is that children will be aware and capable of understanding concepts from the infancy section and forward. A child of three years old will have unique developmental goals for his or her age group, but will also be expected to have learned concepts listed from previous age groups. If not, lead teachers may want to consider planning activities or accommodating growth when possible for individual students, based on goals from earlier age groups, or whatever age the child's ability level is. This criterion will be valuable to include in portfolios or assessment.

LEAD TEACHER EXPECTATIONS: It is expected that Joyful Noise lead teachers understand and use these classroom goals directly when planning all activities for their classrooms, to make sure that all academic and developmental areas are addressed and intentionally considered. When developing lessons and activities for the classroom, teachers should refer to the developmental and classroom goals to ensure that all facets of early childhood development are being reflected on and planned for.

ALL STAFF AND VOLUNTEER EXPECTATIONS: It is expected that all employees and volunteers of Joyful Noise understand the developmental and classroom goals that apply to the age group(s) they may work with. It is anticipated that assistant and volunteer teachers will support the appropriate lesson plans of lead teachers in order to facilitate growth in all areas considered. All staff will consider these guidelines in everyday interactions with students and maintain developmentally appropriate practice in the classroom at all times.

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DEVELOPMENTAL GUIDELINES LEGEND: Learning Areas and What They Represent

DI: Infant **DT**: Toddler **D2**: Two Year Old **D3:** Three Year Old **D4**: Four Year Old **DK**: School Age Children

CHR: Christian Content --- Ideas for Christian planning include: specific goals for prayer, specific conversations about God and spirituality both in circle time and at "teachable moments", or opportune times when children are prepared to receive ideas and respond in meaningful ways, children's age appropriate bible stories, finger plays and songs, Christian videos or other multimedia materials, opportunities to serve others, opportunities to communicate God's love, and memory verses for older children along with the "decoding" of their meaning and application in real life.

SOC/EM: Social and Emotional --- Ideas for Social and Emotional planning include: the learning of self-help skills such as communicating needs, washing hands, dressing one's self, bathroom skills, etc., the exploration and harnessing control of one's emotions, the learning of respect for others and acceptable behavior and consequences, the flourishing of esteem through positive guidance and specific praise, activities encouraging children to explore their identity and also the identity of peers, activities that encourage sharing, cooperation, tolerance and autonomy, lessons about ethics and morals, role-playing (dramatic play) activities, and encouraging age-appropriate social play whether it is independent, parallel or partner play, among other activities.

CLL: Communication, Language and Literacy --- Ideas for Communication, Language and Literacy planning include: planning for meaningful daily reading (both teacher and child led) that allows opportunities for prediction, re-telling, re-enactment, comprehension and retention activities and extensions (like science projects, cooking projects, or another curriculum area based around the concept of a book), the teaching of book concepts such as "B-M-E" (beginning, middle, end), main characters and other important elements of a story, access to age appropriate and stimulating writing materials such as paper, pencils, markers, a personal journal and any other resource that helps to facilitate writing, planned opportunities to express thoughts, ideas and words with written word, regular opportunities to express thought and be stimulated by interesting conversation, exposure to new and challenging vocabulary words, trips to the library, making connections to previously read texts and any other literacy related activity.

PD: Physical Development: Fine and Gross Motor --- Ideas for Physical Development planning will include: activities that help to develop or facilitate milestones such as sitting up, crawling, walking, hopping, etc., activities that provide daily outdoor exercise, games, toys and or projects that encourage gross or fine motor exercise, activities and materials that encourage healthy eating habits and self-care habits, and activities that encourage spatial awareness and body/kinesthetic awareness.

CTM: Critical Thinking and Math --- Ideas Critical Thinking and Math planning will include: conversations with children about problem solving and initiation of higher order thinking, question and answer sessions, riddles, puzzles, and numerical, math or counting activities, using strategies to solve problems, sorting, sequencing, classification and patterning, and anything that encourages and develops the natural curiosity and inquisitive nature in children.

WKU: World Knowledge and Understanding --- Ideas for World Knowledge and Understanding planning will include: developmentally appropriate exposure for children to new ideas, places and things in the world around them, knowledge of the global and regional world, countries and also the environment and area we live in, the telling of time and understanding of seasons and earthly changes, intentional planning for experiences and lessons that teach about different cultures and way of life, concepts that communicate diversity and tolerance, science experiments and science theories, exposure to animals, nature and life cycles, and exposure to the community, including opportunities to learn and interact with members of the community (i.e., public servant such as police officers, firefighters, post office workers, senior citizens and the community in general).

JOYFUL NOISE INFANT DEVELOPMENTAL AND CLASSROOM GOALS

CHRISTIAN GOALS:

DI CHR 1. Infants will be exposed to the idea that God created our world and all people, and that they are special to God.

DI CHR 2. Infants will be exposed to the concept that God is love and God is good.

DI CHR 3. Caregivers will model prayer.

SOCIAL AND EMOTIONAL GOALS:

DI SOC/EM 1. Infants will be touched, cuddled and spoken to in a way that creates trust and promotes appropriate physical contact. Caregivers will provide a predictable emotional climate and consistent methods of age-appropriate discipline and consequences (see Conscious Discipline materials for your age group).

DI SOC/EM 2. Caregivers will respond to infants' needs in a consistent way that reaffirms a trusting relationship. Infants will develop a bond with primary caregivers.

DI SOC/EM 3. Primary caregivers will plan for individual, one-on-one interaction with infants assigned to their care, each day. All children will be given praise and positive feedback.

DI SOC/EM 4. Infants will be given opportunities to play and socialize with peers. Caregivers will both model and teach appropriate interaction and ideas about personal safety.

DI SOC/EM 5. Infants will begin to learn self-help skills such as self-feeding, drinking from a cup on their own, and be encouraged to express their needs through verbalizations, baby signs, or other methods.

COMMUNICATION, LANGUAGE AND LITERACY:

DI CLL 1. Infants will be spoken to and encouraged to make sounds, babbling, gurgling and other vocalizations that support early language.

DI CLL 2. Infants will be exposed to books, songs and finger plays that stimulate language, storytelling and literacy.

DI CLL 3. Time will be taken to plan opportunities for students to use soft books, board books, and text that caregivers read. Students will be both read to and given opportunities to explore books and illustrations on their own.

JOYFUL NOISE INFANT DEVELOPMENTAL AND CLASSROOM GOALS

PHYSICAL DEVELOPMENT GOALS:

DI PD 1. Infants will be given opportunities to explore items that produce sensory experiences, or be exposed or surrounded by items that encourage them to move, reach and grasp.

DI PD 2. Infants will be given appropriate tummy and back time and be given access to areas that allow sufficient and safe space for kicking, stretching, rolling, crawling, cruising, first steps and other milestone activities.

DI PD 3. Caregivers will plan and facilitate games and fun activities that encourage the development of all fine and gross motor skills, including vision (such as tracking objects, stimulation through colors, etc.)

DI PD 4. Infants will exposed to ideas about healthy lifestyles and the element s of healthy habits such as balanced family style meals and snacks, water consumption and the importance of physical activity.

CRITICAL THINKING AND MATH:

DI CTM 1. Caregivers will describe actions and daily routines to infants as they are happening to increase awareness and sequencing ("We are changing your diaper. First we take your diaper off and throw it away; then we wipe your body clean").

DI CTM 2. Infants will be exposed to a variety of toys and materials that stimulate critical thinking such as large puzzles, nestable or stacking toys, or visually stimulating concept toys like sunlight catchers, spirals or liquid motion toys. Infants will be exposed to colors and shapes.

DI CTM 3. The infant classroom will provide ample items to sort and count, and teachers will begin to expose infants to counting and concepts of time through simple chants and songs ("Baby going up in 1…2….3!").

WORLD KNOWLEDGE AND UNDERSTANDING:

DI WKU 1. Infants will be allowed to safely explore a wide range of interesting objects, books, and appropriate culturally diverse materials (such as multicultural dolls, board books or music).

DI WKU 2. Infants will be exposed to their outdoor environment through outdoor play, walks in the stroller, and indoor sensory activities.

DI WKU 3. Caregivers will expose infants to ideas about cause and effect through simple science experiments (such as concepts in water play) and encourage infants to appropriately respond to the world around them. Infants will be exposed to simple concepts about nature, weather and animals.

JOYFUL NOISE TODDLER DEVELOPMENTAL AND CLASSROOM GOALS

CHRISTIAN GOALS:

DT CHR 1. Toddlers will be exposed to ways to express God's love.

DT CHR 2. Toddlers will begin to learn how to pray and understand prayer.

DT CHR 3. Toddlers will be exposed to age appropriate Christian stories and songs.

SOCIAL AND EMOTIONAL GOALS:

DT SOC/EM 1. Caregivers will provide a predictable emotional climate and consistent methods of age-appropriate discipline and consequences (see Conscious Discipline materials for your age group). Toddlers will learn to explore self-identification: the learning of their physical attributes, the members of their family, and their own personal identity.

DT SOC/EM 2. Caregivers will introduce concepts of self-control such as sharing, waiting for a turn, following directions, etc.

DT SOC/EM 3. Caregivers will give students specific and positive praise and feedback.

DT SOC/EM 4. Toddlers will begin to learn additional self-help skills such as washing one's own hands, beginning toilet training, and attempting to dress or put on one's own shoes.

DT SOC/EM 5. Toddlers will be exposed to ideas about friendship, community, and personal safety.

DT SOC/EM 6. Caregivers will help facilitate students' abilities to identify and express their emotions appropriately.

COMMUNICATION, LANGUAGE AND LITERACY:

DT CLL 1. Toddlers will be exposed to new words and vocabularies and be challenged to identify things in their world through language.

DT CLL 2. Toddlers will be exposed to books, reading materials, songs and finger plays that stimulate language, storytelling, and literacy.

DT CLL 3. Time will be taken to plan opportunities for students to use age appropriate books and text that caregivers read. Students will be both read to and given opportunities to explore books and illustrations on their own.

DT CLL 4. Caregivers will engage students in conversations to encourage their verbal development and the organization and expression of thought.

JOYFUL NOISE TODDLER DEVELOPMENTAL AND CLASSROOM GOALS

PHYSICAL DEVELOPMENT GOALS:

DT PD 1. Toddlers will be given opportunities to increase fine motor skills through delicate tasks such as writing with large crayon, finger painting or manipulative play.

DT PD 2. Toddlers will be given opportunities for indoor and outdoor large motor growth through the provision of ample time and appropriate space for climbing, running, stretching and other activities.

DT PD 3. Caregivers will plan and facilitate games and fun activities that encourage the development of all fine and gross motor skills.

DT PD 4. Students will be exposed to ideas about healthy lifestyles and the elements of healthy habits such as balanced family style meals and snacks, water consumption and the importance of physical activity.

CRITICAL THINKING AND MATH:

DT CTM 1. Toddlers will begin to understand spatial concepts through emptying and filling of different containers with different materials.

DT CTM 2. Toddlers will learn to categorize items in their classroom through sorting, helping with the cleanup and arranging of toys, etc. Toddlers will be exposed to shapes and colors.

DT CTM 3. Caregivers will provide ample opportunities to classify toys or begin basic sequencing and counting (“Three blue ducks; one red duck” or “Find all the hats”.)

DT CTM 4. Caregivers will provide opportunities for students to re-create their world and problem solve in the dramatic play or role-playing centers of the classroom.

WORLD KNOWLEDGE AND UNDERSTANDING:

DT WKU 1. Toddlers will be exposed to a wide range of interesting objects, books, and appropriate culturally diverse materials (such as multicultural dolls, board books or music).

DT WKU 2. Toddlers will be exposed to their outdoor environment through outdoor play, walks in the stroller, and indoor sensory activities.

DT WKU 3. Caregivers will expose toddlers to ideas surrounding structure or mechanisms, such as how to build a tower, what is inside a pea pod, or how a simple machine works.

DT WKU 4. Caregivers will expose toddlers to ideas about cause and effect through simple science experiments (such as concepts in water play) and encourage toddlers to respond to their world with curiosity. Toddlers will be exposed to simple concepts about nature, weather, and animals.

JOYFUL NOISE TWO YEAR OLD DEVELOPMENTAL AND CLASSROOM GOALS

CHRISTIAN GOALS:

D2 CHR 1. Twos will be exposed to ways to express God's love.

D2 CHR 2. Twos will use prayer as a part of normal activities.

D2 CHR 3. Twos will be exposed to age appropriate Christian stories and songs.

SOCIAL AND EMOTIONAL GOALS:

D2 SOC/EM 1. Caregivers will provide a predictable emotional climate and consistent methods of age-appropriate discipline and consequences (see Conscious Discipline materials for your age group).Twos will begin to express more personality traits and be allowed to explore choices and preferences in a safe and age appropriate way.

D2SOC/EM 2. Caregivers will promote and help to facilitate an attitude of self-confidence in each student.

D2 SOC/EM 3. Caregivers will give students specific and positive praise and feedback.

D2 SOC/EM 4. Twos will continue to learn and become more adept at self-help skills such as washing oneself, toilet training, and attempting to dress or put on one's own shoes. Twos will be exposed to ideas about personal safety.

D2 SOC/EM 5. Twos will be exposed to ideas about safety and realistic expectations of personal responsibility (consequences, performing helping tasks, following simple directions).

D2 SOC/EM 6. Caregivers will help facilitate students' abilities to identify and express their emotions appropriately.

COMMUNICATION, LANGUAGE AND LITERACY:

D2 CLL 1. Twos will be exposed to new words and vocabularies and be challenged to identify things in their world through language and be encouraged to express these ideas through drawings or scribbling.

D2 CLL 2. Twos will be exposed to books, reading materials, songs and finger plays that stimulate language, storytelling and literacy.

D2 CLL 3. Time will be taken to plan opportunities for students to use age appropriate books, and text that caregivers read. Students will be both read to and given opportunities to explore books and illustrations on their own.

D2 CLL 4. Caregivers will engage students in conversations to encourage their verbal development and the organization and expression of thought.

JOYFUL NOISE TWO YEAR OLD DEVELOPMENTAL AND CLASSROOM GOALS

PHYSICAL DEVELOPMENT GOALS:

D2 PD 1. Twos will be given opportunities to increase fine motor skills through delicate tasks such as writing crayons, finger painting, cutting with safety scissors or manipulative play.

D2 PD 2. Twos will be given opportunities for indoor and outdoor large motor growth through the provision of ample time and appropriate space for climbing, running, stretching and other activities.

D2 PD 3. Caregivers will plan and facilitate games and fun activities that encourage the development of increased coordination, ability to repeat or copy movements, ability to control body movements, and to make the body still or sit.

D2 PD 4. Students will be will exposed to ideas about healthy lifestyles and the element s of healthy habits such as balanced family style meals and snacks, water consumption and the importance of physical activity.

CRITICAL THINKING AND MATH:

D2 CTM 1. Twos will be encouraged to use measuring terms like “some”, “a lot”, or “none”.

D2 CTM 2. Twos will be encouraged to use numbers to describe quantity of items, such as “one hat” or “two crayons”.

D2 CTM 3. Caregivers will provide opportunities to begin counting and sequencing, beginning with smaller number sequences (such as 1-5) and increasing as children are ready.

D2 CTM 4. Twos will be encouraged to create and experiment with symbols, shapes and marks.

WORLD KNOWLEDGE AND UNDERSTANDING:

D2 WKU 1. Twos will be exposed to a wide range of interesting objects, books, and appropriate culturally diverse materials (such as multicultural dolls, books or music).

D2 WKU 2. Twos will be exposed to their outdoor environment through outdoor play, walks on the rope, and indoor sensory activities.

D2 WKU 3. Caregivers will expose twos to explore and seek meaning in the experiences that they have. “What do you think made the grass grow in our water table?”

D2 WKU 4. Caregivers will expose twos to ideas about cause and effect through simple science experiments (such as concepts in water play) and encourage twos to respond to their world with curiosity. Twos will be exposed to simple concepts about nature, weather and animals.

JOYFUL NOISE THREE YEAR OLD DEVELOPMENTAL AND CLASSROOM GOALS

CHRISTIAN GOALS:

D3 CHR 1. Threes will be exposed to the idea that God will always listen and understand.

D3 CHR 2. Threes will be exposed to the idea of God's infinite love for us.

D3 CHR 3. Threes will be exposed to daily prayer, age appropriate Christian stories and songs.

SOCIAL AND EMOTIONAL GOALS:

D3 SOC/EM 1. Caregivers will provide a predictable emotional climate and consistent methods of age-appropriate discipline and consequences (see Conscious Discipline materials for your age group).Threes will continue to explore self-identification: the learning of their physical attributes, the members of their family, and their own personal identity.

D3 SOC/EM 2. Caregivers will continue to facilitate the practice of concepts of self-control such as sharing, waiting for a turn, following directions, etc. and also promote the further development of self-care (hand-washing, bathroom skills, general hygiene).

D3 SOC/EM 3. Caregivers will give students specific and positive praise and feedback.

D3 SOC/EM 4. Caregivers will begin to foster ideas about teamwork, and encourage students to interact and work with peers in team and partner play (such as building a tower with a friend).

D3 SOC/EM 5. Threes will continue to be exposed to ideas about friendship, community and personal safety.

D3 SOC/EM 6. Threes will be encouraged to continue developing independence and autonomy.

COMMUNICATION, LANGUAGE AND LITERACY:

D3 CLL 1. Threes will be encouraged to try using more advanced components of language, including possessive language ("mine", "his", "hers"), recognizing tone and rhythm in language (speaking slow, speaking fast, whispering, etc.) and the construction of more developed sentences. Students will be encouraged to express ideas on paper at their own ability level.

D3 CLL 2. Threes will be exposed to books, reading materials, songs and finger plays that stimulate language, storytelling and literacy and be asked to predict events in stories, retell or reflect on story components regularly.

D3 CLL 3. Time will be taken to plan opportunities for students to use age appropriate books, and text that caregivers read. Students will be both read to and given opportunities to explore books and illustrations on their own.

D3 CLL 4. Caregivers will engage students in conversations, facilitate the retelling of events and stories, and ask to engage in repetitive chants, songs and rhymes.

JOYFUL NOISE THREE YEAR OLD DEVELOPMENTAL AND CLASSROOM GOALS

PHYSICAL DEVELOPMENT GOALS:

D3 PD 1. Three year olds will be given opportunities to increase fine motor skills through delicate tasks such as writing with crayons and markers, cutting and use of delicate manipulatives such as beads, puzzles and small items intended for fastening and unfastening.

D3 PD 2. Threes will be given opportunities for indoor and outdoor large motor growth through the provision of ample time and appropriate space for climbing, running, stretching, swinging, running, hopping and other activities. Threes will experiment with using tools or equipment one handed, standing on one foot, and games and exercises for hand and eye coordination.

D3 PD 3. Caregivers will plan and facilitate games and fun activities that help children negotiate space and respect other's personal space, increase ability to move and maintain positions, control the body and begin to use the body to express emotion with dance, etc.

D3 PD 4. Students will be educated about a healthy lifestyle and the element s of healthy habits such as a balanced diet, water consumption and the importance of physical activity.

CRITICAL THINKING AND MATH:

D3 CTM 1. Threes will be asked to solve simple problems or reflect on solutions ("What should we do if it starts to rain on our walk today?"). Threes will begin to count effectively and recognize some numerals. Threes will be encouraged to accurately describe small groups of items or numbers with numerical language, and begin to contemplate simple number problems.

D3 CTM 2. Caregivers will encourage students to build the ability to sort and match items of the same numerical or quantitative value, or compare and contrast those that differ. "There are three lemons and three bears!"

D3 CTM 3. Students will be given opportunities to label and use different colors and shapes and will be asked to describe objects as large, medium or small.

D3 CTM 4. Caregivers will give three year olds opportunities to sequence through simple seriation (small to big), sequencing (order of event), or simple patterning.

WORLD KNOWLEDGE AND UNDERSTANDING:

D3 WKU 1. Threes will be exposed to a wide range of interesting objects, books, and appropriate culturally diverse materials (such as multicultural dolls, books or music) and caregivers will encourage awareness and tolerance. Threes will be encouraged to take interest in different ways of life, and different occupations and community roles.

D3 WKU 2. Threes will be exposed to their outdoor environment through outdoor play, walks on the rope, community activities and indoor sensory activities.

D3 WKU 3. Threes will have opportunities to begin experimenting with tools and constructing things.

D3 WKU 4. Caregivers will encourage a deeper understanding of cause and effect among students, and children will be given opportunities to reflect on what they have learned. Threes will be exposed to explore age appropriate science experiments and concepts and a growing knowledge of time, seasons, animals and nature.

JOYFUL NOISE FOUR YEAR OLD DEVELOPMENTAL AND CLASSROOM GOALS

CHRISTIAN GOALS:

D4 CHR 1. Four year olds will be exposed to the idea that God is a spirit.

D4 CHR 2. Four year olds will be exposed to the idea that will always listen and understand.

D4 CHR 3. Students will be exposed to daily prayer, age appropriate Christian stories and songs.

SOCIAL AND EMOTIONAL GOALS:

D4 SOC/EM 1. Caregivers will provide a predictable emotional climate and consistent methods of age-appropriate discipline and consequences (see Conscious Discipline materials for your age group).Fours will be encouraged to maintain attention for lessons and activities, and display an attitude of readiness to learn, including respecting classroom rules and boundaries. Fours will be given specific praise and feedback.

D4 SOC/EM 2. Caregivers will facilitate a growth of continuing awareness in students concerning their personal needs, views and feelings, and also the consideration of the needs, views and feelings of others.

D4 SOC/EM 3. Caregivers will plan specific time for individual sharing (whether it is items, stories or words) so that students can develop a voice and identity in the classroom.

D4 SOC/EM 4. Caregivers will plan time for students to pursue their own interests and complete tasks on their own. (Examples might be independent centers, choice time, or personal projects).

D4 SOC/EM 5. Fours will develop a more developed sense of community within the classroom, and take part in helping tasks, including receiving jobs. Fours will maintain their own self-care and hygiene.

D4 SOC/EM 6. Caregivers will plan time to identify, share and discuss feelings, and to plan activities that require sharing and turn taking.

COMMUNICATION, LANGUAGE AND LITERACY:

D4 CLL 1. Caregivers will help facilitate active listening, meaningful conversation, and further development of vocabulary in students as acquired through exposure to books (both independent reading and story times), conversations and classroom resources. Students will be challenged to reflect what they have learned from stories and conversations and caregivers will assess comprehension and attempt to facilitate ways to increase retention of stories, poems, etc.

D4 CLL 2. Fours will be exposed to books, reading materials, songs and finger plays that stimulate language, storytelling and literacy, and introduced to story components such as author, illustrator, main idea or characters, setting, problem of a story, solution, “BME” (beginning, middle, end). Students will be asked to make predictions about a story. Fours will continue to develop retelling abilities and be provided with activities and opportunities to do so after being exposed to stories and songs. Fours will understand the concept that text carries meaning, and that text is read from left to right.

JOYFUL NOISE FOUR YEAR OLD DEVELOPMENTAL AND CLASSROOM GOALS

COMMUNICATION, LANGUAGE AND LITERACY (Cont. from pg. 11):

D4 CLL 3. Students will be exposed to both upper and lowercase letters and grapheme-phoneme knowledge (phonetics) and begin to recognize and associate meaning with letters. Students will be encouraged to try and write letters, or to label simple pictures with beginning letters. "Let's label the bear in your picture with a letter 'B' for bear". Students will be encouraged to sound out words and attempt to spell with "invented spelling". Phonetic spelling will be encouraged and children's attempts to sound out words on their own should be encouraged, along with modeled writing or age appropriate "word walls".

D4 CLL 4. Students will be given free access to a writing center and their own personal writing materials (i.e., blank and lined paper, a journal or writer's notebook along with pencils, markers and crayons) and caregivers will plan intentional and regular opportunities to communicate meaningfully through writing, across the curriculum. Purposeful writing includes: labeling, graphing, journaling, drawing, note writing, practicing with letters, writing one's own name.

PHYSICAL DEVELOPMENT GOALS:

D4 PD 1. Fours will be given opportunities to further hone fine motor skills through cutting, manipulative, sensory and writing experiences on a regular basis.

D4 PD 2. Fours will be given opportunities for indoor and outdoor large motor growth through the provision of ample time and appropriate space for climbing, running, stretching and other activities.

D4 PD 3. Caregivers will plan and facilitate games and fun activities that promote the growth of skills such as balancing, jumping, negotiating space, control, coordination and using one arm or leg at a time, isolated movement, and the learning of personal safety.

D4 PD 4. Students will be will exposed to ideas about healthy lifestyles and the element s of healthy habits such as balanced family style meals and snacks, water consumption and the importance of physical activity.

CRITICAL THINKING AND MATH:

D4 CTM 1. Fours will be encouraged to accurately count verbally to ten and beyond and recognize the numerals 1-9 and beyond if possible. Students will be encouraged to represent quantity using both abstract thought and tangible items such as fingers or objects, and to use these methods to solve simple equations or math problems.

D4 CTM 2. Students will be encouraged to use and understand descriptive words such as "more than", "less than", "bigger", "smaller", "circular", etc. and use them accurately in problem solving methods.

JOYFUL NOISE FOUR YEAR OLD DEVELOPMENTAL AND CLASSROOM GOALS

CRITICAL THINKING, PROBLEM SOLVING AND MATH (Cont. from pg. 12):

D4 CTM 3. Caregivers will provide ample opportunities and tools for students to measure and to describe with units of measurement (for example, measuring the length of one's body using 1 ft measurements, or another unit of interest such as toy items: "How many teddy bears represent the length of your shoe?"

D4 CTM 4. Caregivers will provide opportunities for students to re-create their world and problem solve in the dramatic play or role-playing centers of the classroom.

WORLD KNOWLEDGE AND UNDERSTANDING:

D4 WKU 1. Fours will be exposed to a wide range of interesting objects, books, and appropriate culturally diverse materials (such as multicultural dolls, books or music) and caregivers will encourage awareness and tolerance. Fours will be encouraged to take interest in different ways of life, and different occupations and community roles. Students will continue to identify their own personal lifestyle and belief system.

D4 WKU 2. Fours will be exposed to their outdoor environment through outdoor play, walks on the rope, community activities and indoor sensory activities.

D4 WKU 3. Fours will be given ample opportunities to build, construct and model structures based on world experiences and learn how to properly apply and use real life tools (scissors, staplers, hammer and nails, etc.).

D4 WKU 4. Fours will be encouraged to look closely at similarities, patterns and change and be inquisitive about how and why things are different.

D4 WKU 5. Fours will learn about technology and how it is properly applied in our world and be given opportunities to use technology such as instruments of measurement, electronic toys and/or computer time. Students will be exposed to age-appropriate science concepts and begin to more fully understand seasons, concepts of time, nature and animal life.

JOYFUL NOISE SCHOOL AGE DEVELOPMENTAL AND CLASSROOM GOALS

CHRISTIAN DEVELOPMENT GOALS:

DK CHR 1. School age children will be exposed to ideas about God's forgiveness.

DK CHR 2. Students will continue to grow in their ability to pray, and be exposed to the idea of servitude while being given opportunities to serve their community and others in His service.

DK CHR 3. School agers will be exposed to age appropriate Christian stories and songs, and be encouraged to gain a deeper understanding of the bible through memory verses, vacation bible school (VBS) and conversation with peers and caregivers .

SOCIAL AND EMOTIONAL GOALS:

DK SOC/EM 1. Caregivers will provide a predictable emotional climate and consistent methods of age-appropriate discipline and consequences (see Conscious Discipline materials for your age group).

DK SOC/EM 2. Caregivers will encourage and help to facilitate the growth of each student's personal identity and self-esteem. Caregivers will provide support and methods for students to effectively handle conflict with peers.

DK SOC/EM 3. Caregivers will give students specific and positive praise and feedback.

DK SOC/EM 4. Caregivers will plan time for students to pursue their own interests and complete tasks on their own. (Examples might be independent centers, choice time, or personal projects).

DK SOC/EM 5. School age children will be given opportunities to work both independently and as a team, and to learn about cooperation and compromise.

DK SOC/EM 6. School age children will be given responsibilities and be held accountable for their actions.

COMMUNICATION, LANGUAGE AND LITERACY:

DK CLL 1. Caregivers will plan opportunities for age appropriate reading materials and time for students to read independently and also be read to.

DK CLL 2. Students will be engaged in meaningful conversations and be encouraged and allowed to express ideas and write across the curriculum with readily available materials such as pen, markers, lined and blank paper.

DK CLL 3. Caregivers will plan communication, language and literacy activities in accordance with GLCE's (grade level content expectations) from the Michigan.gov website.

JOYFUL NOISE SCHOOL AGE DEVELOPMENTAL AND CLASSROOM GOALS

PHYSICAL DEVELOPMENT GOALS:

DK PD 1. School Age children will be given opportunities to increase fine motor skills through delicate tasks such as writing, computer play or manipulative play.

DK PD 2. School Age children will be given opportunities for indoor and outdoor large motor growth through the provision of ample time and appropriate space for climbing, running, stretching and other activities.

DK PD 3. Caregivers will plan and facilitate games and fun activities in accordance with GLCE's (grade level content expectations) from the Michigan.gov website.

DK PD 4. Students will be will exposed to ideas about healthy lifestyles and the element s of healthy habits such as balanced family style meals and snacks, water consumption and the importance of physical activity.

CRITICAL THINKING AND MATH:

DK CTM 1. School age children will have access to materials, toys and games that stimulate critical thinking and mathematical skills such as puzzles, thinking games, problem solving games, calculators, etc.

DK CTM 2. School age children will be encouraged to and be given regular opportunities to solve problems they are presented with in the classroom with their own ideas and solutions.

DK CTM 3. Caregivers will plan critical thinking, math and problem solving skills in accordance with GLCE's (grade level content expectations) from the Michigan.gov website.

WORLD KNOWLEDGE AND UNDERSTANDING:

DK WKU 1. School age children will be exposed to a wide range of interesting objects, books, and appropriate culturally diverse materials (such as multicultural dolls, books or music) and caregivers will encourage awareness and tolerance. School age children will be encouraged to take interest in different ways of life, and different occupations and community roles.

DK WKU 2. School age children will be given regular opportunities to explore and serve their community through planned field trips and visits (such as activities with seniors at the Community Center).

DK WKU 3. School age children will be given ample opportunities to build, construct and model structures based on world experiences and be given opportunities to properly apply and use real life tools (scissors, staplers, hammer and nails, etc.).

DK WKU 4. School Age students will continue to learn about technology and its proper application in our world and be given opportunities to use technology instruments, electronic toys and computer time.

DK WKU 5. Caregivers will plan social studies and science activities in accordance with GLCE's (grade level content expectations) from the Michigan.gov website.