

Early Learning Goals for

End of 1st Year of Casa Program

Personal, Social & Emotional Development

- Happily separates from caregiver most of the time
- Sits attentively at Circle Time
- Expresses needs and feelings in appropriate ways
- Independently uses the bathroom
- Can manage basic self-care tasks (eating with utensils; correctly using soap and paper towel dispensers and faucets to wash face and hands)
- Attempts to dress/undress independently
- Can independently manage own belongings
- Obeys classroom rules and follows routines
- Can take turns
- Plays alongside others
- Demonstrates Grace & Courtesy by greeting others and saying goodbye, and using good manners when making requests or receiving assistance
- Chooses appropriate activities for classroom work; returns work to proper place and in expected condition
- Demonstrates self-control and restraint when social conflicts arise. Is able to resolve these situations peacefully, with adult intervention.
- Reacts well to correction/redirection/discipline

Communication, Language & Literacy

- Listens and responds when spoken to
- Initiates communication with others
- Makes eye contact with others when speaking or listening
- Can follow verbal instructions/commands
- Can articulate needs, feelings and ideas verbally (understandably)
- Can recognize own name in print
- Manipulates writing utensils
- Experiments with making meaningful marks (letters or numbers)
- Shows an interest in books, stories and songs
- Demonstrates an awareness of rhymes

- Can tell the first sound of a given word, or name something that begins with a given sound
- Knows at least 5 sounds (sandpaper letters)

Problem Solving, Reasoning & Numeracy

- Can count by rote to at least 10
- Can recognize at least numerals 1, 2, 3
- Can accurately count a small set of objects (1 to 5)
- Can copy a simple pattern using objects
- Can identify the shapes on the Presentation Tray of the Geometric Cabinet (circle, square, triangle)

Knowledge & Understanding of the World

- Demonstrates curiosity and interest by confidently exploring environment
- Chooses from a variety of classroom materials, and uses these appropriately
- Describes objects based on attributes such as shape, colour, texture and size
- Can identify the primary colours
- Can order materials by size (pink tower, broad stair, red rods)
- Can report the current weather
- Can differentiate between living and non-living things
- Can differentiate between plants and animals
- Can report his/her home planet and country
- Correctly describes events as occurring in the past, present or future
- Can identify continents and oceans (land and water) on a globe or map

Creative Development

- Manipulates artistic tools safely (scissors, paintbrushes, glue, etc.)
- Can follow directions to create a craft with some assistance
- Creatively produces imaginative art
- Engages in imaginative play (make-believe/pretend)

P.E.; French; and Music

- Regularly attends and behaves well in Specialty Classes

Early Learning Goals for

End of 2nd Year of Casa Program

Personal, Social & Emotional Development

- Builds and maintains positive relationships with peers
- Accomplishes some tasks of dressing/undressing independently
- Attempts to resolve social conflicts peacefully and without adult intervention
- Selects appropriately challenging work independently
- Does his/her part in maintain a lovely classroom environment
- Maintains attention and concentrates
- Conscientiously completes assignments and self-chosen activities
- Attempts new activities/enters new situations with confidence
- Will speak in front of class (Show & Tell), or participate in Circle Time games
- Demonstrates Grace & Courtesy in manner of speaking and behaving

Communication, Language & Literacy

- Knows at least 20 sounds (sandpaper letters)
- Can build short, phonetic words using the moveable alphabet
- Can make a good phonetic approximation when building longer or non-phonetic words
- Can read some short phonetic words
- Can read some other words from memory (sight words, other children's names)
- Can copy words accurately
- Can match words/objects that rhyme
- Can participate in a group discussion with relevant questions or comments
- Has developed an adequate pencil grip
- Can write own name and some other letters

Problem Solving, Reasoning & Numeracy

- Can correctly write all of the numerals (0 to 9)
- Can count by rote at least to 20
- Understands the concept of 0
- Can order numbers at least up to 10
- Can match quantities to numerals at least up to 10
- Understands the concept of addition
- Can name at least five of the metal inset shapes
- Can name at least 2 of the geometric solids
- Correctly determines greater than, less than or equal from 0 to 10

Knowledge & Understanding of the World

- Can name some days of the week and months of the year
- Can name all of the colours in Colour Box 2
- Can name at least 4 continents
- Can tell some characteristics of living things
- Can tell whether it is morning or afternoon
- Can tell what a globe or map represents, and can identify land and water on the globes and puzzle maps
- Can name at least 3 of the 5 classes of vertebrates; can give an example of a mammal, bird or fish

Creative Development

- Engages in imaginative play with peers
- Can use art tools to create art and crafts
- Can colour neatly (inside outlines)
- Can cut on straight lines
- Uses imagination in art and design, dance, role-playing and stories

P.E.; French; and Music

- Participates in Specialty Classes and demonstrates learning of the skills practiced or achievement of the set learning goals

Early Learning Goals for

End of 3rd Year of Casa Program

Personal, Social and Emotional Development

Dispositions and Attitudes

- Dresses/undresses independently
- Selects and uses materials independently
- Continues to be interested, motivated and excited to learn
- Is confident to try new activities, initiate ideas and speak in a familiar group
- Maintains attention and concentration
- Independently manages his/her own belongings and class work
- Conscientiously completes assigned or selected tasks within a reasonable time or by a deadline

Social Development

- Works as part of a group, taking turns and sharing fairly
- Forms good relationships with adults and peers
- Successfully resolves social conflicts peacefully and without adult intervention
- Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Understands that people have different needs, views, cultures and beliefs that need to be treated with respect
- Understands that s/he can expect others to treat her/his own needs, views, culture and ideas with respect

Emotional Development

- Responds to significant experiences, showing a range of feelings when appropriate
- Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others
- Has a developing respect for own culture and beliefs and those of other people

- Considers the consequences of words and actions for self and others
- Understands what is right, what is wrong, and why

Communication, Language and Literacy

Language for Communication and Thinking

- Listens with enjoyment to stories, songs, rhymes and poems; sustains attentive listening and responds with relevant comments, questions or actions
- Uses language to imagine and recreate roles and experiences
- Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation
- Uses talk to organize, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words
- Speaks clearly with confidence and control, showing awareness of the listener
- Demonstrates an awareness of syntax and grammar rules by applying them when speaking (i.e., verb tenses, possessives, plurals, etc.)

Linking Sounds and Letters

- Links sounds to letters, naming and sounding letters of the alphabet
- Deconstructs words into their phonemic elements
- Uses phonic knowledge to blend sounds and read phonetic words
- Has been introduced to phonograms and applies this phonic knowledge when attempting to read or write more complex words

Reading

- Shows an understanding of the elements of stories/books, such as author, illustrator, characters, and sequence of events
- Retells narratives in the correct sequence, drawing on language patterns of stories
- Understands the difference between fiction and non-fiction texts and uses non-fiction texts to look for answers and information
- Practices reading with books from the Primary Phonics Series (Mac & Tab); demonstrates fluency, accuracy and comprehension when reading

Writing

- Holds a pencil and uses it effectively to form recognizable letters, most of which are correctly formed
- Writes from left to right and top to bottom of a given space/page; attempts to write on lines when provided
- Demonstrates an awareness of relative letter size, shape and position when writing
- Writes own name and other words from memory
- Attempts writing for a variety of purposes (i.e., creative writing, journal entries, reports/projects)
- Uses phonetic knowledge to write simple words and makes phonetically plausible attempts at more complex words
- Writes simple sentences, beginning with a capital letter and with appropriate ending punctuation
- Demonstrates an awareness of syntax and grammar rules by applying them when writing (i.e., verb tenses, possessives, plurals, etc.)

Other Language

- Regularly attends and participates in the French Specialty Class and can use some simple French phrases and vocabulary.

Problem Solving, Reasoning and Numeracy

Numbers as Labels and for Counting

- Says and writes numbers in order at least up to 100
- Compares and orders numbers up to 100
- Uses/understands ordinal number labels at least up to 31
- Identifies odd and even numbers
- Knows the categories of the decimal system up to thousands

Calculating

- Understands and can relate in own words the basic concepts of addition, multiplication, subtraction and division

- Knows some addition and subtraction facts from memory
- Uses Montessori math materials for static (no exchanging/carrying/borrowing) calculations
- Understands the concept of exchanging and can describe this process in his/her own words
- Uses developing mathematical ideas and methods to solve practical problems

Data Analysis

- Collects data using a variety of techniques (i.e., survey, observation – how many children in the class have brown hair?)
- Assists in displaying data visually as a graph or chart
- Interprets and understands data presented as a graph or chart (i.e. More people in our class have birthdays in June than any other month)

Shapes, Space and Measures

- Talks about, recognizes and recreates simple patterns
- Uses everyday words to describe position (i.e., in, on, and under)
- Identifies basic shapes and can define them in his/her own words
- Uses correct language to compare and describe shapes (2- and 3-dimensional) and quantities
- Understands that clocks measure time, and begins to report the time using a digital or analog clock
- Can identify tools used for measurement and describe the quantities they measure (i.e., thermometer for temperature, scale for weight, etc.)

Knowledge and Understanding of the World

General

- Investigates places, objects, materials and living things by using all the senses as appropriate; identifies some features and talks about the features s/he likes and dislikes
- Asks questions about why things happen and how things work; looks closely at similarities, differences, patterns and changes

- Finds out about past and present events in own life, and in those of family members and other people s/he knows; begins to know about own culture and beliefs and those of other people
- Finds out about and identifies the uses of everyday technology; uses information and communication technology to support his/her learning; regularly attends and participates in the I.C.T. Specialty Class; demonstrates learning of the skills practiced in ICT
- Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques, adapting his/her work where necessary

Geography

- Identifies the poles and equator on a globe or world map
- Uses the globe to identify continents and oceans; names the continents on a globe or world map
- Recognizes and labels some geographical features (i.e., island, mountain) ; defines these in own words
- Identifies some countries and flags
- Creates simple maps
- Has a basic understanding of the structure of the earth and the forces that shape it

History

- Recites the days of the week, months of the year and seasons in sequential order
- Knows own birth date
- Reports the current date, using a calendar
- Creates simple timelines
- Reports some eras/events along the timeline of our universe
- Reports some events along the timeline of human life on earth

Science

- Understands the difference between living and non-living
- Identifies some fundamental needs for living things, demonstrates respect for life in all forms
- Displays knowledge of basic taxonomic classification; names some kingdoms of living things and describes their characteristics

- Names the external parts of the human body; can name and describe some body organs (locations and functions)
- Displays knowledge of basic botany; identifies parts of plants; identifies some local flora
- Displays basic knowledge of zoology; differentiates vertebrate/invertebrate animals; names the five classes of vertebrates and gives examples of each
- Identifies parts of animals in different classes; describes some animals' life cycles
- Identifies the source of different natural resources and materials
- Practices observation/manipulation of variables to discover cause and effect relationships or correlations
- Reports on the present weather, and can name/describe weather events

Physical Development

- Moves with confidence, imagination and in safety; travels around, under, over and through balancing and climbing equipment
- Demonstrates fine motor control and coordination
- Uses small and large equipment, showing a range of basic skills
- Handles tools, objects, construction and malleable materials safely and with basic control
- Recognizes the importance of keeping healthy and those things that contribute to this; recognizes the changes that happen to his/her body when he/she is active
- Regularly attends and participates in the P.E. Specialty Class; follows directions/rules to play a game at recess or in P.E.; demonstrates proficiency at the skills practiced in P.E.

Creative Development

- Sings simple songs from memory
- Regularly attends and participates in the Music Specialty Class; demonstrates learning of the skills practiced or achievement of the set learning goals of this Specialty
- Explores colour, texture, shape, form and space in two or three dimensions

- Recognizes and explores how sounds can be changed; recognizes repeated sounds and sound patterns and matches movements to music
- Uses imagination in art and design, music, dance, imagination and role play and stories; responds in a variety of ways to what s/he sees, hears, smells, tastes, touches and feels
- Names and uses a variety of tools and media to create unique and expressive works of art
- Follows sequential instructions to produce crafts