



Southern Seven Head Start/Early Head Start SCHOOL READINESS GOALS

SCHOOL READINESS GOAL #1

Domain: Approaches to Learning

Goal: Children will develop the ability to self-regulate.

Objective: Birth to three year old child manages feelings, emotions, and behavior with support of a familiar adult.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-ATL 1 - Child manages feelings and emotions with support of familiar adults.	Emotional Expression	1a - Manages feelings.
IT-ATL 2 - Child manages actions & behavior with support of familiar adults.	Behavior Regulations	1b - Follows limits and expectations.
IT-ATL 5 - Child demonstrates the ability to be flexible in actions and behaviors.		1c - Takes care of own needs appropriately.
IT-SE 6 - Child learns to express a range of emotions.		2b - Responds to emotional cues.
IT-SE 9 - Child manages emotions with the support of a familiar adults.		

Intentional Teaching Techniques to be Used:

- Describe the emotion the child is expressing.
- Model appropriate ways to express different feelings.
- Recognize that the child may need some assistance in expressing feelings.
- Provide consistency and routines for sleeping, eating, and diapering.
- Create a safe environment for the child to actively explore.
- Use redirection and distraction to avoid power struggles.
- Provide the child with clear limits and provide reminders of them through the day.

Objective: Three to five year old child manages feelings, recognizes emotions, and follows rules and routines with increasing independence.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning & Development Standards	Teaching Strategies Gold
P-ATL 1 - Child manages emotions with increasing independence.	14A - Understands what it means to be a member of a group and community.	1a - Manages feelings.
P-ATL 2 - Child follows classroom rules and routines with increasing independence.	15B - Explore issues of limited resources in the early childhood environment and world.	1b - Follows limits and expectations.
P-ATL 3 - Child appropriately handles and takes care of classroom materials.	30A - Identify and manage one's emotions and behavior.	1c - Takes care of own needs appropriately.
P-ATL 4 - Child manages actions, words, and behavior with increasing independence.	30B - Recognize own uniqueness and personal qualities.	3a - Balances needs and rights of self and others.
P-ATL 9 - Child demonstrates flexibility in thinking and behavior.	32A - Begin to consider ethical, safety, and societal factors in making decisions.	11a - Attends and engages.
P-SE 6 - Child expresses a broad range of emotions and recognizes these emotions in self and others.	32B - Apply decision-making skills to deal responsibly with daily academic and social situations.	
P-SE 5 - Child uses basic problem-solving skills to resolve conflicts with other children.		
P-SE 8 - Child manages emotions with increasing independence.		

Intentional Teaching Techniques to be Used:

- Teachers will develop with their children a set of 3-5 classroom rules that are child friendly, simple, and clear.
- Teachers will post a daily schedule with words and pictures in their classroom.
- A Job Chart will be utilized in each classroom.
- A Center Time System will be developed and used in each classroom.

SCHOOL READINESS GOAL #2

Domain: Approaches to Learning

Goal: Children will show interest in and curiosity about the world around them.

Objective: Birth to three child will demonstrate interest in and curiosity about objects, materials or events.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-ATL 3 - Child maintains focus and sustains attention with support.	Curiosity and Initiative	11a – Attends and engages.
IT-ATL 4 - Child develops the ability to show persistence in actions and behavior.	Problem Solving	11d – Shows curiosity and motivation.
IT-ATL 6 - Child demonstrates emerging initiative in interactions, experiences and explorations.	Persistence, Effort, and Attentiveness	11e – Shows flexibility and inventiveness in thinking.
		14a - Thinks symbolically.
		14b - Engages in sociodramatic play.

Intentional Teaching Techniques to be Used:

- Create an inviting environment for the child to explore; change materials and toys in the child's environment on a regular basis.
- Provide a variety of sensory materials, e.g., books that incorporates different textures, toys that shake or rattle.
- Engage and interact with the child frequently during the day.
- Demonstrate how to try things in different ways and encourage the child to do the same, e.g., using a plastic bucket as a drum.
- Validate and praise the child's attempts to find solutions to challenges.
- Follow the child's lead when engaging in activities.
- Allow the child to make certain choices throughout the day

Objective: Three to five year old child will demonstrate curiosity and motivation in exploring their environment.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning & Development Standards	Teaching Strategies Gold
P-ATL 7 - Child persist in tasks.	25A - Investigate, begin to appreciate, and participate in the arts.	11a – Attends and engages.
P-ATL 10 - Child demonstrates initiative and independence.	30C - Demonstrate skills related to successful personal and school outcomes.	11b – Persists.
		11d – Shows curiosity and motivation.
P-ATL 11 - Child shows interest in and curiosity about the world around them.		11e – Shows flexibility and inventiveness in thinking.
		14a - Thinks symbolically.
		14b - Engages in sociodramatic play.

Intentional Teaching Techniques to be Used:

- Teachers will provide opportunities for the children to initiate explorations of the visual arts, such as drawing, painting, making collages, talking about paintings, sculptures, and illustrations daily. This activity will be documented on the lesson plan.
- Children’s art work will be displayed in the classroom and rotated on a weekly/monthly basis.
- Teachers will provide an area where children can explore, listen to and create music.
- A planned musical experience activity will be completed and documented on the lesson plan weekly. This can include a theme related song, music played and discussed from other cultures, or genres, rhythm activity etc.
- At least one creative movement activity completed daily and documented on the lesson plan.

SCHOOL READINESS GOAL #3

Domain: Social and Emotional Development

Goal: Children will demonstrate the ability to build positive relationships with children and adults.

Objective: Birth to three children will have a warm trusting relationship with adults.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-SE 1 - Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	Attachment Relationships	2a – Forms relationships with adults.
	Relationships with Adults	2b – Responds to emotional cues.
	Empathy	3a – Balances needs and rights of self and others.
		3b – Solves social problems.

Objective: Birth to three children begins to form relationships with other children with the help of an adult.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-SE 2 - Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	Attachment Relationships	2c – Interacts with peers.
IT-SE 4 - Child shows interest in, interacts with, and develops personal relationships with other children.	Relationships with Adults	2d – Makes friends.
IT-SE 5 - Child imitates and engages in play with other children.	Relationships with Peers	3a - Balances needs and rights of self and others.
IT-SE 12 - Child shows confidence in own abilities through relationships with others.	Empathy	3b - Solves social problems.

Intentional Teaching Techniques to be Used:

- Provide prompt, responsive, and sensitive care to the child’s needs.
- Hold, cuddle, smile, and interact with the child.
- Provide a loving and nurturing environment with trustworthy adults, and assign a primary caregiver to consistently take care of the child’s needs.
- Establish everyday routines and rituals.
- Provide choices for the child to help him or her feel more in control.
- Respond positively to the child’s coos and vocalizations with both verbal and facial expressions.
- Provide opportunities for the child to play and interact with other children.
- Describe what the child may be feeling with words; label the child’s sounds and coos.
- Provide words for feelings as often as possible throughout the day.

Objective: Three to five year old child will develop positive relationships with other children and adults.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning & Development Standards	Teaching Strategies Gold
P-SE 1 - Child engages in and maintains positive relationships and interactions with adults.	24A - Demonstrates procedures for communicating in positive ways, resolving differences, and preventing conflict.	2a – Forms relationships with adults.
P-SE 2 - Child engages in pro-social and cooperative behavior with adults.	31A - Develop positive relationships with peer and adults.	2b – Responds to emotional cues.
P-SE 3 - Child engages in and maintains positive interactions and relationships with other children.	31B - Use communication and social skills to interact effectively with others.	2c – Interacts with peers.
P-SE 4 - Child engages in cooperative play with other children.	31C - Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2d – Makes friends.
		3a - Balances needs and rights of self and others.
		3b - Solves social problems.

Intentional Teaching Techniques to be Used:

- Teachers will utilize a team teaching approach in a Positive Classroom Environment.
- Second Step Curriculum will be used Daily/Weekly in each classroom

SCHOOL READINESS GOAL #4

Domain: Social and Emotional Development

Goal: Children will develop the understanding about themselves, their family, community, and their environment.

Objective: Birth to three child shows awareness about self and how to connect to others.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-SE 8 - Child expresses care and concern towards others.	Self-Concept	12a - Recognizes and recalls.
IT-SE 10 - Child shows awareness about self and how to connect with others.	Relationships with Adults	12b - Makes connections.
IT-SE 11 - Child understands some characteristics of self and others.	Relationships with Peers	29 - Demonstrates knowledge about self.
	Empathy	

Intentional Teaching Techniques to be Used:

- Respond positively to the child's coos and vocalizations with both verbal and facial expressions.
- Provide opportunities for the child to play and interact with other children.

Objective: Three to five year old child has a sense of self and belonging to a family, community, and other groups.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning & Development Standards	Teaching Strategies Gold
P-SE 9 - Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	14A - Understands what it means to be a member of a group and community.	29 - Demonstrates knowledge about self.
P-SE 10 - Child expresses confidence in own skills and positive feeling about self.	14D - Understand the role that individuals can play in a group or community.	30 - Shows basic understanding of people and how they live.
P-SE 11 - Child has sense of belonging to family, community, and other groups.	16A - Explore his or her self and personal history	31 - Explores change related to familiar people or places.
		32 - Demonstrates simple geographic knowledge.

Intentional Teaching Techniques to be Used:

- Invite at least one special visitor to the classroom (parent, community helper, etc.) monthly to interact with the children.
- Provide materials, ideas, instructions, to each child's family to create an all about me project and display in the classroom (done throughout the year).

SCHOOL READINESS GOAL #5

Domain: Language and Literacy

Goal: Children will demonstrate emergent Language and Communication Skills.

Objective: Birth to three child including dual language learners will understand and begin to use a growing vocabulary.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-LC 1 - Child attends to, understands, and responds to communication and language from others.	Social Communication	8a - Comprehends language.
		9a - Uses an expanding expressive vocabulary.
IT-LC 2 - Child learns from communication and language experiences with others.	Expressive Communication	9b - Speaks clearly.
IT-LC 3 - Child communicates needs and wants non-verbally and by using language.	Receptive Communication	9c - Uses conventional grammar.
IT-LC 4 - Child uses non-verbal communication and language to engage other in interaction.		
IT-LC 5 - Child uses increasingly complex language in conversation with others.		
IT-LC 7 - Child understands an increasing number of words used in communication with others.		
IT-LC 8 - Child uses an increasing number of words in communication and conversation with others.		

Intentional Teaching Techniques to be Used:

- Create a language-rich environment; communicate with the child throughout the day about what is happening.
- Acknowledge and respond to the child's communication attempts.
- Engage in simple turn-taking.
- Speak in simple sentences when communicating with the child.

Objective: Birth to three child will hear and use the sounds of rhythms of language.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-LC 9 - Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	Social Communication	8a - Comprehends language.
	Expressive Communication	8b - Follows directions.
	Receptive Communication	15a - Notices and discriminates rhyme.
		15b - Notices and discriminates alliteration.

Intentional Teaching Techniques to be Used:

- Sing songs that are culturally meaningful to the child and encourage him or her to follow along, e.g., “Twinkle, Twinkle, Little Star”.
- Allow children to play and experiment with language through songs and word rhymes.

Objective: Birth to three child will demonstrate an interest in stories and books with help from an adult.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-LC 10 - Child handles books and relates them to their stories or information.	Early Literacy	17a - Uses and appreciates books.
IT-LC 12 - Child comprehends meaning from pictures and stories.		18a - Interacts during read-alouds and book conversations.
		18b - Uses emergent reading skills.
		18c - Retells stories.

Intentional Teaching Techniques to be Used:

- Talk and read with the child often; use words and books that reflect the home culture.
- Use stories and everyday conversations to ask the child to predict what may happen next.
- Engage in simple finger plays with the child.
- Allow the child to explore books on his or her own.

Objective: Three to five children including dual language learners will understand and begin to use a growing vocabulary through conversations and storytelling.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning & Development Standards	Teaching Strategies Gold
P-LC 1 - Child attends to communication and language from others.	1A – Demonstrate understanding through age-appropriate responses.	8a - Comprehends language.
P-LC 2 - Child understands and responds to increasingly complex communication and language from others.	1B – Communicate effectively using language appropriate to the situation and audience.	8b - Follows directions.
P-LC 3 - Child varies the amount of information provided to meet the demands of the situation.	1C – Use language to convey information and ideas.	9a – Uses an expanding expressive vocabulary.
P-LC 4 - Child understands, follows, and uses appropriate social and conversational rules.	1D – Speak using conventions of Standard English.	9b – Speaks clearly.
P-LC 5 - Child expresses self in increasingly long, detailed, and sophisticated ways.	1E – Using increasingly complex phrases, sentences, and vocabulary.	9c – Uses conventional grammar.
P-LC 6 - Child understands and uses a wide variety of words for a variety of purposes.	28A – Uses the home language at age appropriate levels for a variety of social and academic purposes.	9d – Tells about another time or place.
P-LIT 4 - Child demonstrates an understanding of narrative structure through storytelling/re-telling.	29A – Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.	10a – Engages in conversations.
		10b – Uses social rules of language.

Intentional Teaching Techniques to be Used:

- Provide changes to the environment, activities, experiences and Teacher-Child Interactions that will facilitate a more complex understanding of the English Language.
- Familiar classroom items will be labeled with words reflective of children and families home languages.
- Provide books, songs, finger plays, and other materials in the home languages of the children in the class.
- Display posters, pictures, and books depicting various cultures, ages, and abilities.
- If no dual-language learners are enrolled in a classroom activity to promote other cultures will be introduced i.e.: color of the week, songs, numbers, and some words. This will also be documented on the lesson plan or displayed.
- Provide a Word Wall and at least one “rare and juicy” word weekly with an explanation or activity to expand or elaborate in the words and documented for lesson plan.

Objective: Three to five child will demonstrate an interest in stories and books.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning & Development Standards	Teaching Strategies Gold
P-LIT 2 - Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)	2A - Demonstrates interest in stories and books.	17a - Uses and appreciates books.
P-LIT 5 - Child asks and answers questions about a book that was read aloud.	2B - Recognize key ideas and details in stories.	17b - Uses print concepts.
	2C - Recognize concepts of books.	18a - Interacts during read-alouds and book conversations.
	2D - Establish personal connections with books.	18b - Uses emergent reading skills.
		18c - Retells stories.

Intentional Teaching Techniques to be Used:

- A theme related book will be read daily, emphasizing the title, author, and illustrator. Teacher will ask open ended questions about the book.

SCHOOL READINESS GOAL #6

Domain: Language and Literacy

Goal: Child will demonstrate Emergent Literacy Skills.

Objective: Birth to three child writes for a variety of purposes.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-LC 13 - Child makes marks and uses them to represent objects or actions.	Early Literacy	7b – Uses writing and drawing tools.
		19a - Writes name.
		19b - Writes to convey meaning.

Intentional Teaching Techniques to be Used:

- Provide art materials
- Provide writing materials

Objective: Three to five child writes for a variety of purposes.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning & Development Standards	Teaching Strategies Gold
P-LIT 2 - Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	5A - Demonstrate growing interest and abilities in writing.	19a - Writes name.
P-LIT 6 - Child writes for a variety of purposes using increasingly sophisticated marks.	5B - Use writing to represent ideas and information.	19b - Writes to convey meaning.

Intentional Teaching Techniques to be Used:

- Teachers will utilize name template for all children on a daily basis with targeted instruction for Kindergarten eligible children.
- These daily samples will be placed in a colored folder provided to each classroom.
- Children will begin with writing their first name. As this is accomplished their last name will be added.
- If children have learned to write their full name, other writing practices will be added such as sight words, numbers, birthdate, etc.

Objective: Three to five child identifies letters and sounds of the alphabet.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning & Development Standards	Teaching Strategies Gold
P-LIT 1 - Child demonstrates awareness that spoken language is composed of smaller segments of sound.	4A - Demonstrate understanding of the organization and basic features of print.	15b - Notices and discriminates alliteration.
P-LIT 3 - Child identifies letters of the alphabet and produces correct sounds associated with letters.	4B – Demonstrate an emerging knowledge and understanding of the alphabet.	15c - Notices and discriminates smaller and smaller units of sound.
	4C – Demonstrate an emerging understanding of spoken words, syllables, and sounds.	16a - Identifies and names letters
	4D – Demonstrate emergent phonics and word-analysis skills.	16b - Uses letter-sound knowledge.

Intentional Teaching Techniques to be Used:

- Alphabet will be displayed in order in the classroom in a developmentally appropriate way.
- Classrooms will display and use a Word Wall. The Word Wall will have three to four words under each letter, and will have one “rare and juicy” word under each letter. Can be theme related if applicable. Children’s names and pictures will be included.
- Classrooms will have a letter of the week beginning with the letter “A” and will continue with each letter in order that they come in the alphabet. The letter of the week will begin the first week of September.

SCHOOL READINESS GOAL #7

Domain: Cognition

Goal: Child will use exploration, reasoning and planning ahead to solve problems.

Objective: Birth to three child will use symbols and images to connect new and known experiences to increase their knowledge of the world around them.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-C 12 - Uses objects or symbols to represent something else.	Creative Expression	12a - Recognizes and recalls.
		12b - Makes connections.
IT-C 13 - Child uses pretend play to increase understanding of culture, environment, and experiences.	Logic and Reasoning	13 - Uses classification skills.

Intentional Teaching Techniques to be Used:

- Provide the child with experiences that demonstrate cause and effect.
- Use teachable moments.
- Provide the child with choices for exploration; follow his or her lead.
- Use child's past experiences to bridge to new experiences.
- Discuss and experience cause and effect in everyday interactions.
- Encourage the child to explore different materials while playing.
- Provide play experiences both outdoors and indoors.
- Expose the child to music and dance from different cultures and backgrounds.
- Participate in the child's play; dress up, pretend, and play with the child.

Objective: Birth to three child will engage in activities that will promote logical thinking and emergent math skills.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-C 6 - Child learn to use a variety of strategies in solving problems.	Quantity and Numbers	20a – Counts.
		20b – Quantifies.
IT- C 8 - Child develops sense of number and quantity.	Logic and Reasoning	20c - Connects numerals with their quantities.
IT-C 9 - Child uses spatial awareness to understand objects and their movement in space.		21a – Understanding spatial relationships.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-C 10 - Child uses matching and sorting of objects or people to understand similar and different.		21b – Understands shapes.
		22 - Compares and measures.
		23 – Demonstrates knowledge of patterns.

Intentional Teaching Techniques to be Used:

- Narrate sequencing found in everyday interactions.
- Play with the child' count out loud as you hand him or her objects.
- Model counting and sequencing for the child through everyday interactions.
- Sing songs that incorporate numbers.
- Use numerical concepts in everyday activities.

Objective: Three to five child will be able to name, classify, and sort objects by color, shape, size, and be able to create and recreate patterns.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning & Development Standards	Teaching Strategies Gold
P-MATH 4 - Child compares numbers.	6D - Compares quantities using appropriate vocabulary terms.	13 – Using classification skills.
P-MATH 7 - Child understands simple patterns.	7A - Measure objects and quantities using direct comparison methods and nonstandard units.	21b – Understands shapes.
P-MATH 8 - Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	8A - Explore objects and patterns.	22 - Compares and measures.
P-MATH 9 - Child identifies, describes, compares, and composes shapes.	8B - Describe and document patterns using symbols.	23 – Demonstrate knowledge of patterns.
	9A - Recognize, name, and match common shapes.	

Intentional Teaching Techniques to be Used:

- Classrooms will have a color of the week.
- The color will be displayed in the classroom.
- The lesson plan will reflect at least one activity using this color of the week to promote the children's understanding of the color.
- Classrooms will have a shape of the week.

- The shape will be displayed in the classroom.
- The lesson plan will reflect at least one activity using this shape of the week to promote the children’s understanding of the shape.

Objective: Three to five child will be able to rote count to at least 30, count objects using 1:1 correspondences, and recognize numerals.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning and Development Standards	Teaching Strategies Gold
P-MATH 1 - Child knows number names and the count sequence.	6A - Demonstrates beginning understanding of numbers, number names, and numerals.	20a – Counts.
P-MATH 2 - Child recognizes the number of objects in a small set.		20b – Quantifies.
P-MATH 3 - Child understands the relationship between numbers and quantities.		20c – Connects numerals with their quantities.

Intentional Teaching Techniques to be Used:

- Classrooms will have a number of the week beginning with the number 1 and will continue in order that they fall in a number line. The number will be displayed in the classroom. The lesson plan will reflect at least one activity using this number of the week to promote the children’s understanding of the number.
- Each classroom will utilize calendar time, and will display a calendar. During this time counting the days of the month, and patterning can be practiced.
- A minimum of one, 1:1 correspondence activity will be on the lesson plan weekly.
- Graphs and Charts will be utilized in the classroom. A minimum of 1 new charting or graphing activity will be displayed monthly. A photo journal of the charts and graphs will be kept by each classroom.
- The lesson plan will reflect at least one Mathematical Activity a week to promote the children’s understanding of color, shape, size, or patterning.
- Graphs and Charts will be utilized in the classroom. A minimum of 1 new charting or graphing activity will be displayed monthly. A photo journal of the charts and graphs will be kept by each classroom.
- Various mathematical objects and activities will be available and rotated on a weekly/monthly basis.

Objective: Three to five child will demonstrate their ability to gather, organize, question and communicate information about the natural and physical world.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning and Development Standards	Teaching Strategies Gold
P-SCI 1 - Child observes and describes observable phenomena (objects, materials, organisms, and events).	10A - Generates questions and processes for answering them.	11a – Attends and engages.
P-SCI 2 - Child engages in scientific talk.	10B - Organize and describe data and information.	11b – Persists.
P-SCI 3 - Child compares and categorizes observable phenomena.	11A - Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	11c – Solves problems.
P-SCI 4 - Child asks a question, gathers information, and make predictions.	12C - Explore the physical properties of objects.	11d – Shows curiosity and motivation.
P-SCI 5 - Child plans and conducts investigations and experiments.	13A - Understand rules to follow when investigating and exploring.	11e – Shows flexibility and inventiveness in thinking.
P-SCI 6 - Child analyzes results, draws conclusions, and communicates results.		12a – Recognizes and recalls.
		12b – Makes connections.
		24 – Uses scientific inquiry skills.
		25 – Demonstrate knowledge of the characteristics of living things.
		26 – Demonstrate knowledge of the physical properties of objects and materials.
		27 – Demonstrate knowledge of Earth's environment.

Intentional Teaching Techniques to be Used:

- Graphs and Charts will be utilized in the classroom. A minimum of 1 new charting or graphing activity will be displayed monthly. A photo journal of the charts and graphs will be kept by each classroom.
- A minimum of one science activity will be on the lesson plan weekly. This could be a cooking activity, an experiment, or an observation made by the children etc.
- Various objects that the children can examine, describe, and measure will be available and rotated on a weekly/monthly basis.

SCHOOL READINESS GOAL #8

Domain: Perceptual, Motor, and Physical Development

Goal: Children will demonstrate movements to perform tasks using large and small muscle groups.

Objective: Birth to three child will demonstrate emerging fine motor skills.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-PMP 6 - Child coordinates hand and eye movements to perform actions.	Fine Motor	7a - Uses fingers and hands.
IT-PMP 7 - Child uses hands for exploration, play, and daily routines.		7b - Uses writing and drawing tools.
IT-PMP 8 - Child adjusts reach and grasp to use tools.		

Intentional Teaching Techniques to be Used:

- Provide opportunities for the child to grasp toys and other small objects.
- Provide art materials.
- Allow the child to explore books on his or her own.
- Provide the child with finger foods they can grasp and bring to mouth.
- Encourage the child to participate in finger plays.
- Use sensory experiences for children to engage in.
- Provide experiences and objects that promote fine motor development.

Objective: Birth to three child will demonstrate emerging gross motor skills.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-PMP 3 - Child demonstrates effective and efficient use of large muscles for movement and position.	Gross Motor	4 – Demonstrate traveling skills.
IT-PMP 4 - Child demonstrates effective and efficient use of large muscles to explore the environment.		5 – Demonstrate balancing skills.
		6 – Demonstrate gross-motor manipulative skills.

Intentional Teaching Techniques to be Used:

- Provide plenty of tummy time when the child is awake and alert.
- Provide a dedicated area on the floor where the child can safely explore, roll, and work on additional skills.
- Provide opportunities for the child to run, climb, and jump outside.
- Use dance and movement activities to encourage the child to move his/her body in different ways.

Objective: Three to five child will demonstrate control, strength, and coordination of large muscles.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning and Development Standards	Teaching Strategies Gold
P-PMP 1 - Child demonstrates control, strength, and coordination of large muscles.	19A - Demonstrate physical competency and control of large and small muscles.	4 - Demonstrate traveling skills.
	19B - Demonstrate awareness and coordination of body movements.	5 – Demonstrate balancing skills.
		6 – Demonstrate gross-motor manipulative skills.

Intentional Teaching Techniques to be Used:

- Provide and document on the lesson plan daily at least one activity to promote a fundamental movement skill such as running, jumping, hopping, galloping, throwing, catching, kicking, and striking.

Objective: Three to five child will demonstrate complex fine motor coordination when using tools to complete tasks.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning and Development Standards	Teaching Strategies Gold
P-PMP 3 - Child demonstrates increasing control, strength, and coordination of small muscles.	19A - Demonstrate physical competency and control of large and small muscles.	7a - Uses fingers and hands.
	19B - Demonstrate awareness and coordination of body movements.	7b - Uses writing and drawing tools.

Intentional Teaching Techniques to be Used:

- Teachers will provide and document on the lesson plan various manipulative objects and activities. These activities will be rotated on a weekly/monthly basis.

SCHOOL READINESS GOAL #9

Domain: Perceptual, Motor, and Physical Development

Goal: Children will demonstrate the ability to show increasing responsibility to personal hygiene, safety, and self-care skills.

Objective: Birth to Three child will demonstrate safe and healthy practices with adult guidance.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning Guidelines	Teaching Strategies Gold
IT-PMP 9 - Child demonstrates health behaviors with increasing independence as part of everyday routines.	Self-Care	1c - Takes care of own needs appropriately.
IT-PMP 10 - Child uses safe behaviors with support from adults.		
IT-PMP 11 - Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.		

Intentional Teaching Techniques to be Used:

- Establish everyday routines and rituals.
- Provide consistency and routines for sleeping, eating, and diapering.

Objective: Three to five child will demonstrate personal safety, health, and self-care practices independently.

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning & Development Standards	Teaching Strategies Gold
P-PMP 4 - Child demonstrates personal hygiene and self-care skills.	19C - Demonstrate knowledge of rules and safety during activity.	1c - Takes care of own needs appropriately.
P-PMP 5 - Child develops knowledge and skills that help promote nutritious food choices and eating habits.	20A - Achieve and maintain a health-enhancing level of physical fitness.	
P-PMP 6 - Child demonstrates knowledge of personal safety practices and routines.	22A - Explain the basic principles of health promotion, illness prevention, treatment, and safety.	

Alignment		
Head Start Early Learning Outcomes Framework	Illinois Early Learning & Development Standards	Teaching Strategies Gold
	23B - Identify ways to keep the body healthy.	
	24C - Demonstrate skills essential to enhancing health and avoiding dangerous situations.	
	32A - Begin to consider ethical, safety, and societal factors in making decisions.	

Intentional Teaching Techniques to be Used:

- Establish everyday routines and rituals.
- Teachers will develop with their children a set of 3-5 classroom rules that are child friendly, simple, & clear.
- Provide Physical activities the promote exercise.
- Talk about “Whoa Foods” and “Go Foods” daily.

Each of the above school readiness goals will be:

Individualized

Teachers will follow a child’s goals on their IEP and will make accommodations when necessary. All children will be exposed to and have the same opportunities, but will be allowed to learn at their own developmental level.

Time Frame

Daily/Weekly/On-Going

Parent Family Engagement

Home Time Activities will support and encourage learning in the classroom and will be sent home weekly to engage parents as equal partners in learning about their child while acknowledging parents as their child’s first teacher.