

# Woodland Hills Private School

## OBJECTIVES

### Transitional Kindergarten

#### Social/Emotional Development

##### Independence

- Child will separate easily from mom/dad.
- Child will think independently and take initiative depending on his/her surroundings.
- Child can take care of own bathroom needs/wash hands.
- Child can snap, zip, button, and dress him/herself.
- Child can pour from a pitcher into a glass or cup.
- Child will be responsible for his/her possessions.

##### Positive Self Esteem-Cooperative Play

- Child makes friends easily.
- Child shares well with others.
- Child will follow school rules.
- Child will feel good about him/herself and have positive self-esteem.
- Child will work with other children toward the completion of a goal and/or project.



##### Interpersonal Skills

- Child will apply basic problem solving skills.
- Child will be able to handle disagreements in a positive manner.
- Child will use words to express thoughts and/or feelings.
- Child will show concern for others.
- Child will learn to work cooperatively with others.
- Child shows respect for others and their property.



#### Language Development

##### Verbal Skills

- Child will be able to speak in complete sentences.
- Child will contribute to group discussions.

##### Vocabulary

- Child will be able to classify the same word on increasing levels of complexity.
- Concrete level** - Child will be able to describe an object - My daddy drives a blue car with four doors, my lunch box is square with people on it.
- Functional level** - Child will be able to describe the *use* of an object - My daddy drives a blue car to go to work in Santa Monica, I use my lunch box to bring my lunch to school and it has a thermos in it.
- Abstract Level** - Child will be able to classify the object - Car is a form of transportation, the ball is a toy.

#### Oral Language Comprehension

##### Expressive

- Child will be able to identify and describe objects in a picture.
- Picture Comprehension** - Child will be able to describe what is happening in a picture.
- Story Comprehension** - Child will be able to describe what is happening in a series of pictures - who, what, when, why & how.

##### Receptive

- Child will follow oral directions and will be able to recall multiple step directions.

##### Listening Skills

- Child can sit and listen to a story attentively.
- Child can recall details of a story that has been read to him/her.
- Child will be able to recall a sequence of events in a story.
- Child will be able to recall a series of numbers or letters in the correct order.



## Cognitive Development

### General Knowledge

**Body Parts** - Child can identify eyes, mouth, nose, ears, hair, forehead, toes, eyebrows, tongue, shoulders, fingers, ankles, wrist, waist, eyelids, etc.

**Recognition** - Child will know first and last name, phone number, birth date - month and day.

### Mathematical Relationships

Child will be able to count 1-100.

Child will be able to recognize numbers 0-100.

Child will be able to write 0-20.

Child will be able to recognize written number words 1-10.

Child will be able to count by 5's and 10's.

Child will be able to understand the concept of more than, less than, same and different.

Child will be able to understand the basic concept of addition and subtraction.



### Reading Readiness Skills

Child will recognize both upper case and lower case letters of the alphabet and knows them out of sequence.

Child will be able to repeat a rhythmic progression/pattern, i.e. clap twice, pause and clap twice again.

Child will be able to sort words families. (Hat, bat, cat, etc.)

Child will be able to sound out consonant letters and will begin to decode single syllable words utilizing initial and final consonant sound clues and word families utilizing short vowel sounds.

### Visual Discrimination

**Color Identification** - Child will visually recognize colors and the written color words.

**Primary colors** - Red, blue and yellow.

**Secondary colors** - Green, orange and purple.

**Miscellaneous colors** - Pink, brown, black and white.

**Geometric Shape Identification** - Child will be able to discriminate between different shapes, *plane and solid*.

Circle, square, triangle, rectangle, oval, semicircle, octagon, heart, diamond, crescent, star, cylinder, sphere, cone, cube and pyramid.

**Classification** - Child will be able to sort multiple objects into sets or categories.

### Auditory Discrimination

**Sound Identification** - Child will be able to identify and name different sounds he/she hears, i.e. a dog barking, a bell, a telephone.

**Sound Intensity** - Child will be able to discriminate between soft and loud.

### Spatial Relationships

**Size comparison** - Big/little, large/small, fat/thin, tall/short, straight/curved, small/medium/large.

**Position Comparisons** - In/out, up/down, on/off, under/over, front/behind, between/through, above/below, forward/backwards/sideways

**Left/right Orientation** - Child will be able to identify left and right on his/her body, i.e. left and right foot, understands concept of reading and writing left to right.

**Temporality** - Understands relationships involving time, i.e. day/night, morning/afternoon/evening, breakfast, lunch/dinner, sunrise/sunset, days of the week, months of the year, four seasons.

### Opposites

**Concrete** - Hard/soft, hot/cold, pull/push, dark/light.

**Abstract** - Happy/sad, near/far, past/future, etc.



## Motor Development

### Large Muscle

Child can walk, skip, run, jump, hop and be able to climb, balance on one foot, balance on a line, walk backwards, throw and catch a ball and pedal a bike.

### Small Muscle

Child will be able to hold a crayon or pencil correctly, cut with scissors, paste & glue, trace a shape, working towards copying a shape, manipulate small objects, pour juice from a pitcher and print first name and last initial, and work towards writing both upper and lower case letters of the alphabet.