

Expected Student Outcomes

Junior Kindergarten Program

The goals of the Junior Kindergarten program at Friends Christian Preschool Garden Grove are to spiritually, socially, emotionally, physically and cognitively prepare children for their coming years of formal schooling. To develop, nurture and equip children to positively impact their world for Jesus Christ. The preschool staff desires to work along side and support the families in our program. The children in our Junior Kindergarten program will...

Spiritual

Begin to understand that God is a loving God

- Start to realize that there is only one God
- Begin to understand that God created everything
- Reinforce how God loves each one
- Emphasize that Jesus is God's Son
- Begin to know that Jesus wants to initiate a personal relationship with each person
- Continue to gain an understanding of what Jesus did for them and why it is so important to live a life that honors Him
- Become confident that Jesus loves them and is always with them
- See and hear God's love for them through: Bible stories, action between teacher and students, sharing God's love, sharing our love, learning to be kind to each other, feeling secure and valued and developing confidence in his/her ability to interact with others in God's world
- Hear the truth that Jesus died for our sins because He loves us
- Practice forgiveness of others as Jesus has forgiven us
- Develop positive feelings about themselves, as God loves each one personally
- Hear that God is watching over us and loves us at all times

Begin to understand the Bible is a special book

- Realize the Bible is God's true Word
- Become aware that the Bible is truth, fact not fantasy
- Hide God's word in their heart through memorizing Bible verses
- See how the Bible helps us to have a relationship with God
- Exposure to Bible truths that teach character lessons and have real-life applications relevant to today's culture
- Reinforcement of Bible concepts through arts and crafts
- Sing Bible songs
- Exposure to different Bible Stories
- Begin to understand God talks to us through the Bible

Use prayer to express their thoughts and needs to God

- Reinforce that prayer is talking to God
- Realize they can request His help to take care of them
- Reinforce that they can ask for His help in being kind and thoughtful to others
- Worship God through singing and attending weekly chapel services
- Use prayer to ask God for forgiveness
- Pray for the needs of others
- Begin to see that God answers prayers and to give Him praise
- Realize God hears our prayers
- See God as a loving and forgiving God
- Use prayer to express thoughts, dreams, and needs to God

Freely share about God, Jesus and the Bible with others

- Talk about spiritual things as “real”
- Speak spontaneously about spiritual things
- Help others through the giving of a weekly offering
- Begin to understand that Jesus wants us to share with others about Him
- Listen to stories about Jesus and learn about Him and His personality, and desire to be His best friend
- Begin to realize that some people don’t know about Jesus

Have a desire to attend church

- Have a cultivated interest in learning about God, which causes the desire to know more about Him
- Begin to see the church environment as welcoming and safe

Begin to understand that God created the world

- Enjoy direct experiences with nature
- Begin to know that God wants each person to care for the world
- See God through creation
- Realize that they are all different and unique
- See that God created all things
- Continue to learn about God and God’s world
- Gain an understanding they are special creations of God

Enjoy the process of moving from curiosity to satisfaction in a project because God delights in their work

- Take pride in their own work
- Have positive attitudes about involvement in projects

Social/Emotional

Enjoy and begin to initiate friendships with a variety of individuals

- Develop friendships with those who may not be the same gender, race, or age, or have the same ability
- Benefit from the inclusiveness of the emotional culture of the classroom, which celebrates the gifts and talents of all members
- Become aware of family relationships and the importance of loving our families
- Realize the importance of obeying parents and teachers
- Exhibit positive interactions with other children and adults
- Respect the rights of others
- Begin to realize that we can all be friends
- Have moved from parallel play to interactive play
- Value relationships
- Begin to learn we are all important to each other
- Enjoy other children’s company
- Develop friendships with different children that they interact with
- Realize that they are loved and are safe and are cared for by God and their teacher
- Participate appropriately in classroom activities
- Demonstrate socially appropriate affection for teacher and friends
- Say “Thank you”, “Please”, and “Excuse me”

Begin to learn the art of sharing

- Share their own ideas with friends and family
- Share toys or other items with friends and family
- Share time and attention of teachers and adults
- Begin to learn cooperation

Begin showing empathy and kindness

- Show kindness to others
- Empathize with feelings of others, family members, and friends

Use language to express self, developing positive conflict resolution

- Appropriately express both positive and negative emotions
- Observe teachers who use appropriate language expression
- Express needs and feelings verbally to teachers and peers without being aggressive
- Start to solve problems and feel confident with their own voice
- Continue to learn manners and apply them in all situations
- Demonstrate conversation skills such as listening and waiting for a turn to talk
- Use language to express self
- Begin to understand the importance of using their words in all situations

Develop self-confidence in self-initiated activities

- Gain confidence through age-appropriate activities
- Have opportunities to share new skills with others
- Continue to master new skills through encouragement and direction from the teacher
- Demonstrate ability to complete simple task of personal needs: dressing self, begin to tie shoes, clean their own face and wipe nose
- Participate independently in using household and classroom materials
- Try and practice new things
- Demonstrate self-help skills (put blocks away, uses soap when washing hands)
- Build self-esteem through activities such as sharing and dramatic play
- Express ideas for activities and initiates discussions
- Participate in discussions with teacher and friends
- Acknowledge actions and accomplishments verbally and non-verbally

- Demonstrate self-direction

Be comfortable participating in group discussions

- Enjoy and participate in child-to-child and child-to-adult interactions
- Communicate effectively using their words
- Be able to attend to other's comments
- Exhibit pro-social behaviors
- Take turns and begin to learn patience
- Be able to enter into play when a group of children are already involved in play
- Engage in pretend play
- Play independently, in pairs and small groups
- Begin to understand the dynamics of conversation: speak when spoken to, not interrupting other speakers
- Continue to develop good manners

Participate in group routines

- Engage in purposeful activity for most of the time while moving independently from one activity to another
- Use toys and materials with care and put them away when finished
- Move through daily schedule and routines with ease
- Transition from one activity to the other without exhibiting signs of stress

Exhibit attending and focusing skills

- Demonstrate listening skills
- Respond to simple directions

Begin to exhibit self-control

- Begin to understand and control their emotions
- Begin to act appropriately, whether or not they are directly interacting with an adult
- Be patient for assistance
- Willing to accept personal responsibility for their actions

- Self govern by using knowledge of right and wrong
- Use appropriate behavior in classroom as well as playground situations
- Work on manners and importance of respect and following rules
- Become aware of the concept of consequences for certain behaviors

- Be able to cut, write, color, paint on their own having full confidence that they can do it by themselves when encouraged
- Become fully acquainted with painting, scissors, drawing, stringing beads, etc

Physical

Acquire and refine the fundamental movements of balance, movement, touch, and coordination.

- Enjoy rhythm and movement
- Explore these fundamental movements through time, activities, and equipment that is made available to them
- Actively pursue gross motor activity
- Demonstrate safe behaviors while using playground equipment and participating in activities
- Continue to strengthen large motor skills by using outdoor objects that are provided (bikes, swings, monkey bars, ladders)
- Participate in activities with and without props to increase their strength in regards to gross/fine motor activity
- Use objects and props to demonstrate coordination and expand spatial and cognitive learning (balls, hula-hoops, frisbees, balance beams)
- Continue to work on the growth of the large and fine motor skills through perception, playground, music class and developmental classroom practices

Acquire and develop fine motor skills

- Become acquainted with and have time to use the appropriate equipment and materials that aid in this development

Recognize that their body is created by God and take special responsibility to care for it

- Recognize that God created their body
- Recognize that because their body is created by God, it takes special responsibility to care for it
- Make healthy choices and through encouragement try new things
- Recognize that everyone is special to God, no matter what their physical differences are
- Reinforce health and nutrition
- Begin to understand health, hygiene and nutrition
- Make good food and activity choices
- Recognize their own space and those around them
- Begin to learn to care for their own physical needs such as putting on their own jacket and being self sufficient in toileting skills

Cognitive

General:

Be able to engage with others in learning activities, including the ability to explore, create, experiment, observe, plan, analyze, reason, investigate, and question. Initiate investigation as a result of carefully observing their surroundings

Enjoy creative expression

- Be encouraged to express creativity within their own multiple intelligences and are provided the materials for this expression

- Be free to work with mediums that uniquely express the creative element for process art
- Begin to write songs and stories
- Use imagination in dramatic center play
- Find creative solutions to problems that arise during center play
- Explore and experiment through different types of science and cooking projects
- Reinforce letter sounds with songs, rhymes, and various games
- Begin to work as a group to explore and learn
- Provide activities that enable children to engage with others in learning activities
- Verbally share stories or songs from their imagination or truth, allowing for recall
- Sing songs and tell stories
- Reinforce learning to work with friends in various activities and encourage one another
- Engage in problem solving activities such as puzzles, science, counting games, blocks and cooking
- Reinforce colors, shapes and numbers through activities, books, and concept learning time

Numeracy:

Understand math vocabulary, concepts, and directed activities

- Become aware that God created order and sequence in nature
- Begin to understand math vocabulary, concepts and directed activities (weighing, graphs, patterns and measurement)
- Have appropriate counting, sorting, and comparison skills
- Work well with manipulatives to achieve an appropriate transition into formal schooling
- Introduce addition and subtraction basic concepts through age

- appropriate counting, sorting and comparing
- Recognize and count numbers 1-10
- Continue counting to 20
- Demonstrate an understanding of number and numerical operations
 - Spontaneously count for own purposes (counting blocks or cars, counting beads while stringing them, handing out napkins)
- Develop knowledge of spatial concepts (shapes and measurement)
 - Identify basic shapes in the environment (circle, square, triangle, star, diamond)
- Begin to understand and separates objects according to various properties including size, number length, heaviness, texture (rough to smooth) or loudness
 - Classify objects by sorting them into subgroups by one or more attributes (sorting counting bears by color into trays, separating a mixture of beans by individual size and shape)
- Develop knowledge of sequence and temporal awareness
 - Start and stop on a signal (freezing in position when the music stops)
 - Describe the sequence of the daily routine and demonstrates understanding of basic temporal relations (“We will go outside after snack time.”)

Language and Literacy:

Become familiar with the importance and use of language in the environment

- Develop an understanding of praying daily
- Hear and follow directions
- Listen to stories and answer questions regarding the story

- Participate in receptive language activities using literature as the foundational tool
- Continue to build language through books, fingerplays, music, playtime, sharing, etc
- Use language to express wants, needs, desires and troubles
- Express themselves through language throughout the day
- Ability to problem solve through using their words
- Reinforce memorization through repetition
- Have a desire to look at books with text and illustrations
- Engage in expressive language experiences that foster growth in language proficiency
- Begin to understand what it means to answer/speak in a complete sentence
- Use descriptive language through the activity of share days
- Listen while others are talking
- Begin to realize that letters or sounds put together equal words
- Continue working on Recognition of letters by sight and sound
- Begin to learn phonics
- Use language and imitate sounds and inflection to role play in dramatic play
- Speak before a group on share days
- Ask questions to obtain information
- Show interest, pleasure and enjoyment during listening activities by responding with eye contact, facial expressions, etc
- Describe previous experiences and relate it to new experiences or ideas

Demonstrate prewriting and emergent reading skills

- Be able to write their own name and some alphabet letters
- Spontaneously choose to use writing instruments
- Begin to understand that print carries meaning

- Reinforce recognition of letters and their name in print
- Demonstrate the ability to handle a book correctly
- Exhibit reading-like behavior (pretend to read to self and others)
- Has the ability to retell a familiar story from a book
- Shows an understanding of story structure (characters, predicts outcomes, etc)

Be aware of different letter sounds

- Begin to hear rhyming sounds in prominent words
- Become aware that each letter makes a sound
- Listen and respond to environmental sounds, directions and conversations

Expected Outcomes for Families

The mission of Little Friends Preschool is to develop, nurture and equip students to positively impact their world for Jesus Christ. Parents will...

Understand the Biblical role of parents and the family. We are committed to the growth and development of the family. The preschool staff understands that we train and educate young children on behalf of their parents, not in place of them. (1)

- Partner with the school in providing an enriched educational experience for their child

Understand the significance of continuing Christian education through elementary, secondary and college years