

For Your Information



To: Toddler 2 Parents
From: Karen Grissom, Director Curriculum & Education
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December 2010

Re: **2012 Program Learning Goals**

As Director of Curriculum & Education (and a U-GRO parent!), I recognize the importance of keeping you informed about the continued progress U-GRO is making to ensure that your child is indeed receiving the highest quality early education possible.

On the reverse side are our **2012 school year early learning goals**. These goals are aligned with the **Infant-Toddler Pennsylvania Learning Standards for Early Childhood** http://www.pakeys.org/pages/get.aspx?page=Career_Standards which U-GRO teachers use as a basis for their activity planning and program content.

Please use these learning goals as a resource to discover and encourage the skills your child will be working on now through April.

U-GRO is committed to provide the highest quality early childhood education through our proprietary **Blended Model**® curriculum. The **Blended Model**® was conceived to provide a balanced approach to classroom learning. It provides opportunities for structured activities (teacher directed) as well as investigative (child-led) discovery.

If you have any questions regarding these program goals, please ask your director or email me at your convenience kgrissom@u-gro.com.

What can you learn from the provided goals?

You can determine what skills your child will be working on throughout the school year.

How can you discover the goals your child's teacher is currently presenting?

As you look at the learning goals, you will note that there is an abbreviation next to each one. This abbreviation correlates to the PA Learning Standard. **These learning standards are identified on the weekly lesson plan posted outside your child's classroom.** By glancing at the lesson plan, you will see what types of activities your child is doing in school to practice the skills needed to attain these goals.

What can you do now that you have this information?

As you review the goals, you will discover skills that you can reinforce while interacting with your child in the everyday routine activities you and your child are already doing together. For example: You can practice book handling skills and many other of the listed language skills when you are reading stories together.

Where can you find ideas on how to reinforce these skills at home?

Your child's teacher will complete an assessment on your child this spring. **During the month of May you will receive this evaluation** which will indicate your child's progress with these skills. In addition to the U-GRO evaluation, you will also receive a Child Service Report which will provide you with ideas on how you can work with your child at home to enhance these skills.



Toddler 2 Learning Goals

January–April, 2012



Celebrating the wonder of childhood...one child at a time.

Basis: PA Infants-Toddlers Learning Standards for Early Childhood

http://www.pakeys.org/pages/get.aspx?page=Career_Standards

January 2012						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Language & Literacy

- Uses simple sentences with appropriate grammatical structure 1.1.3
- Understand as many as 900 words & use about 300 in everyday speech 1.1.1
- Carries on a conversation 1.1.3
- Responds to questions about a story 1.1.4
- Identifies characters in story 1.2.1
- Recalls an event from a story 1.3.3
- Notices details in an illustration or picture 1.5.2
- Demonstrates and understanding of sequence of time and events 1.6.1
- Follows 2-step directions 1.6.1
- Describes how something works 1.4.1



Fine Motor

- Refines grasp to manipulate tools and objects 10.5.1
- Puts together simple puzzles by turning pieces to find the right fit 10.5.1
- Writes or draws on paper using crayon or pencil 10.5.2
- Holds book with one hand while turning pages with the other 10.5.2
- Uses writing or drawing tool with refined skill 10.5.3



Math

- Identifies some numerals 2.1.1
- Indicates number of objects 2.1.2
- Shows that numbers represent quantity 2.1.3
- Places manipulatives into sets according to adult request 2.1.3
- Organizes and displays objects by attribute with assistance 2.2.2
- Orders objects by size, height or length with adult supervision 2.2.2
- Recognizes basic shapes in the environment 2.9.1



Scientific Thinking

- Identifies properties of some living and non-living things 3.1a.1
- Identifies similarities/differences in body parts of humans and animals 3.1a.5
- Notices changes that occur in animals to adapt to seasonal changes 3.1c.2
- Describes the result when two or more substances are combined 3.2a.1
- Explores magnets 3.2b.4
- Identifies types and uses of transportation 3.4e.5
- Categorizes and imitates familiar sounds 3.2b.5

