



## MEMORANDUM

**TO:** Easter Seals Families

**FROM:** Robert Gwaltney  
Vice President, Early Education and Care

**SUBJECT:** Foundation for Success – Teamwork Makes the Dream Work!

**DATE:** July 31, 2023

I am writing to welcome you to the 2023-2024 Easter Seals' School Year. Time goes by so quickly, and there is such important work to be done this year as we work with our children to move them forward developmentally, and to partner with you in setting goals which will positively impact your ability to support your children as their first and most important teacher.

I want to take a moment to highlight some important topics listed below that will be discussed during your home visit and during our initial Parent Orientation prior to the beginning of the school year.

- Your child's attendance is very important. Every day your child is absent or tardy, is an opportunity lost to learn and grow. Studies show that children who are frequently absent from Early Head Start and Head Start are less likely to be prepared for kindergarten, and are less likely to attend school consistently in later grades. And certainly as logic would dictate, those children who do not attend school regularly fall behind academically.
- The first 90 days of school are very important because we are gathering information from you during home visits, developing a Family Partnership Agreement, and requiring documentation that your child has the required health services to be well and ready to learn. Physicals, dentals, and any required follow-up must be obtained and provided to your Family Support Advocate within the mandated timeframes. All of these requirements are in place to build the foundation for your child's future success.

Accompanying this document, you are being provided the following: 1) Build the Habit of Good Attendance Flyer, 2) Chain of Communication, and 3) School Readiness Goals. We are excited about the year ahead and the possibilities before us. Please be open to partnering with your child's teachers, Center Manager, and Family Support Advocate, so we can ensure a bright, healthy, successful future for you and your family.



## MEMORANDUM

**TO:** Easter Seals Families

**FROM:** Robert Gwaltney  
Vicepresidente de Educación Temprana y Cuidado

**SUBJECT:** Foundation for Success - ¡El trabajo en equipo hace que el sueño funcione!

Le escribo para darle la bienvenida al año escolar 2023-2024 Easter Seals. El tiempo pasa muy rápido, y hay un trabajo tan importante que hacer este año mientras trabajamos con nuestros hijos para avanzar en su desarrollo y asociarse con usted para establecer metas que impacten positivamente su capacidad de apoyar a sus hijos como su primer y el maestro más importante.

Quiero tomarme un momento para resaltar algunos de los temas importantes que se enumeran a continuación que se discutirán durante su visita al hogar y durante nuestra Orientación inicial para padres antes del comienzo del año escolar.

- La asistencia de su hijo es muy importante. Todos los días su hijo está ausente o llega tarde, es una oportunidad perdida para aprender y crecer. Los estudios muestran que los niños que a menudo están ausentes de Early Head Start y Head Start tienen menos probabilidades de estar preparados para el jardín de infantes, y es menos probable que asistan a la escuela de manera constante en los grados posteriores. Y ciertamente, como lo dictaría la lógica, aquellos niños que no asisten a la escuela regularmente se retrasan académicamente.
- Los primeros 90 días de escuela son muy importantes porque estamos recopilando información de usted durante las visitas domiciliarias, desarrollando un Acuerdo de asociación familiar y exigiendo documentación de que su hijo tenga los servicios de salud necesarios para estar bien y listo para aprender. Los exámenes físicos, dentales y cualquier seguimiento requerido deben obtenerse y proporcionarse a su Defensor de Apoyo Familiar dentro de los plazos obligatorios. Todos estos requisitos están establecidos para construir las bases del éxito futuro de su hijo.

Acompañando a este documento, se le proporciona lo siguiente: 1) Construya el folleto Hábito de buena asistencia, 2) Cadena de comunicación y 3) Objetivos de preparación escolar. Estamos entusiasmados con el año que viene y las posibilidades que tenemos por delante. Esté abierto a asociarse con los maestros, el administrador del centro y el defensor de apoyo familiar de su hijo para que podamos garantizar un futuro brillante, saludable y exitoso para usted y su familia.

# Objectives for Development & Learning

## Birth Through Third Grade

### Social–Emotional

1. Regulates own emotions and behaviors
  - a. Manages feelings
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
  - a. Forms relationships with adults
  - b. Responds to emotional cues
  - c. Interacts with peers
  - d. Makes friends
3. Participates cooperatively and constructively in group situations
  - a. Balances needs and rights of self and others
  - b. Solves social problems

### Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools

### Language

8. Listens to and understands increasingly complex language
  - a. Comprehends language
  - b. Follows directions
9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - c. Uses conventional grammar
  - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
  - a. Engages in conversations
  - b. Uses social rules of language

### Cognitive

11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists
  - c. Solves problems
  - d. Shows curiosity and motivation
  - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
  - a. Recognizes and recalls
  - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
  - a. Thinks symbolically
  - b. Engages in sociodramatic play

### Literacy

15. Demonstrates phonological awareness, phonics skills, and word recognition
  - a. Notices and discriminates rhyme
  - b. Notices and discriminates alliteration
  - c. Notices and discriminates discrete units of sound
  - d. Applies phonics concepts and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
  - a. Identifies and names letters
  - b. Identifies letter–sound correspondences
17. Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books and other texts
  - b. Uses print concepts
18. Comprehends and responds to books and other texts
  - a. Interacts during reading experiences, book conversations, and text reflections
  - b. Uses emergent reading skills
  - c. Retells stories and recounts details from informational texts
  - d. Uses context clues to read and comprehend texts
  - e. Reads fluently
19. Demonstrates writing skills
  - a. Writes name
  - b. Writes to convey ideas and information
  - c. Writes using conventions

*Objectives for Development & Learning—Birth Through Third Grade, continued***Mathematics**

20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
  - d. Understands and uses place value and base ten
  - e. Applies properties of mathematical operations and relationships
  - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
  - a. Understands spatial relationships
  - b. Understands shapes
22. Compares and measures
  - a. Measures objects
  - b. Measures time and money
  - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

**Science and Technology**

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

**Social Studies**

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

**The Arts**

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

**English Language Acquisition**

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

# Widely Held Expectations

Below are the ranges for objectives with color-coded progressions for development and learning.




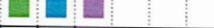
















Objectives and Dimensions	Ranges (color-coded)
<b>SOCIAL-EMOTIONAL</b>	
1. Regulates own emotions and behaviors	
a. Manages feelings	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
b. Follows limits and expectations	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
c. Takes care of own needs appropriately	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
2. Establishes and sustains positive relationships	
a. Forms relationships with adults	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
b. Responds to emotional cues	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
c. Interacts with peers	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
d. Makes friends	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
3. Participates cooperatively and constructively in group situations	
a. Balances needs and rights of self and others	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
b. Solves social problems	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
<b>PHYSICAL</b>	
4. Demonstrates traveling skills	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
5. Demonstrates balancing skills	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
6. Demonstrates gross-motor manipulative skills	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
7. Demonstrates fine-motor strength and coordination	
a. Uses fingers and hands	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
b. Uses writing and drawing tools	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
<b>LANGUAGE</b>	
8. Listens to and understands increasingly complex language	
a. Comprehends language	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
b. Follows directions	■ ■ ■ ■ ■ ■ ■ ■ ■ ■

- Birth to 1 year
- 1 to 2 years
- 2 to 3 years
- Preschool 3 class
- PreK 4 class
- Kindergarten
- First Grade
- Second Grade
- Third Grade







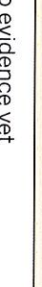
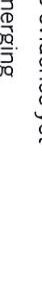




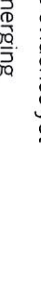



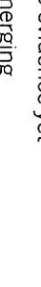


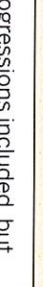
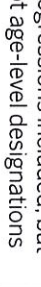
## Objectives and Dimensions










Objectives and Dimensions	Ranges (color-coded)									
9. Uses language to express thoughts and needs	a. Uses an expanding expressive vocabulary									
	b. Speaks clearly									
	c. Uses conventional grammar									
	d. Tells about another time or place									
10. Uses appropriate conversational and other communication skills	a. Engages in conversations									
	b. Uses social rules of language									
<b>COGNITIVE</b>										
11. Demonstrates positive approaches to learning	a. Attends and engages									
	b. Persists									
	c. Solves problems									
	d. Shows curiosity and motivation									
	e. Shows flexibility and inventiveness in thinking									
12. Remembers and connects experiences	a. Recognizes and recalls									
	b. Makes connections									
13. Uses classification skills										
14. Uses symbols and images to represent something not present	a. Thinks symbolically									
	b. Engages in sociodramatic play									
<b>LITERACY</b>										
15. Demonstrates phonological awareness, phonics skills, and word recognition	a. Notices and discriminates rhyme									
	b. Notices and discriminates alliteration									

- Birth to 1 year
- 1 to 2 years
- 2 to 3 years
- Preschool 3 class
- PreK 4 class
- Kindergarten
- First Grade
- Second Grade
- Third Grade

Objectives and Dimensions	Ranges (color-coded)
c. Notices and discriminates discrete units of sound	
d. Applies phonics concepts and knowledge of word structure to decode text	
16. Demonstrates knowledge of the alphabet	
a. Identifies and names letters	
b. Identifies letter-sound correspondences	
17. Demonstrates knowledge of print and its uses	
a. Uses and appreciates books and other texts	
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18. Comprehends and responds to books and other texts	
a. Interacts during reading experiences, book conversations, and text reflections	
b. Uses emergent reading skills	
c. Retells stories and recounts details from informational texts	
d. Uses context clues to read and comprehend texts	
e. Reads fluently	
19. Demonstrates writing skills	
a. Writes name	
b. Writes to convey meaning	
c. Writes using conventions	
MATHEMATICS	
20. Uses number concepts and operations	
a. Counts	
b. Quantifies	
c. Connects numerals with their quantities	
d. Understands and uses place value and base ten	
e. Applies properties of mathematical operations and relationships	
f. Applies number combinations and mental number strategies in mathematical operations	

-  Birth to 1 year
-  1 to 2 years
-  2 to 3 years
-  Preschool 3 class
-  PreK 4 class
-  Kindergarten
-  First Grade
-  Second Grade
-  Third Grade

Objectives and Dimensions	Ranges (color-coded)
21. Explores and describes spatial relationships and shapes	
a. Understands spatial relationships	
b. Understands shapes	
22. Compares and measures	
a. Measures objects	
b. Measures time and money	
c. Represents and analyzes data	
23. Demonstrates knowledge of patterns	
<b>SCIENCE AND TECHNOLOGY</b>	
24. Uses scientific inquiry skills	
25. Demonstrates knowledge of the characteristics of living things	
26. Demonstrates knowledge of the physical properties of objects and materials	
27. Demonstrates knowledge of Earth's environment	
28. Uses tools and other technology to perform tasks	
<b>SOCIAL STUDIES</b>	
29. Demonstrates knowledge about self	
30. Shows basic understanding of people and how they live	
31. Explores change related to familiar people or places	
32. Demonstrates simple geographic knowledge	
<b>THE ARTS</b>	
33. Explores the visual arts	
34. Explores musical concepts and expression	
35. Explores dance and movement concepts	
36. Explores drama through actions and language	
<b>ENGLISH LANGUAGE ACQUISITION</b>	
37. Demonstrates progress in listening to and understanding English	
38. Demonstrates progress in speaking English	

-  Birth to 1 year
-  1 to 2 years
-  2 to 3 years
-  Preschool 3 class
-  Prek 4 class
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-  Second Grade
-  Third Grade





**EASTER SEALS NORTH GEORGIA, INC.  
CHAIN OF COMMUNICATION – TEAM WORK MAKES THE DREAM WORK**

Effective communication between parents and staff is critical in the development of a partnership which ultimately promotes children being prepared for school, and families being ready to support their children’s learning.

Parents are urged to work with the Center Manager to address any concerns should they arise, as the Center Manager is responsible for the management of his/her assigned center.

Should a parent, after having worked with the Center Manager, feel that he/she was unable to properly address the concern, then the parent should follow the chain of communication below.

**CHAIN OF COMMUNICATION**

<b>STEPS</b>	<b>TEAM MEMBER</b>
<b>1<sup>st</sup> Step</b>	<b>Center Manager – Address all concerns with the Center Manager</b>
<b>2<sup>nd</sup> Step (If the parent feels they need to speak with someone else other than the Center Manager)</b>	<b>Michelle Sudberry Heads &amp; Omalara Deas – Director(s) of Quality Implementation – (Barrow, Gwinnett, Winder, Jackson, Walton, Madison, Columbia, Clarkston)</b>  <b>Lisa Watkins-Bryant &amp; Omalara Deas- Director(s) of Quality Implementation – (Sylvan, Mansell, Warsaw, Premier, Guice, Hambrick, Lawrenceville)</b>
<b>3<sup>rd</sup> Step (If the parent feels they need to speak with someone other than the Manager or Directors)</b>	<b>Jeff Randa, Assistant Vice President, Early Education and Care</b>

**NOTE:** Each Team Member will ask if the parent has followed the chain of communication. If the parent has not worked to resolve a concern with the Center Manager, then the parent will be directed back through the “chain of communication”.

**CHAIN OF COMMUNICATION CONTACTS**

<b>TEAM MEMBER</b>	<b>PHONE NUMBER</b>	<b>E-MAIL</b>
<b>Michelle Sudberry Heads, Director of Quality Implementation</b>	<b>(770) 674-5513</b>	<a href="mailto:msudberry@esng.org"><b>msudberry@esng.org</b></a>
<b>Lisa Watkins-Bryant Director of Quality Implementation</b>	<b>(404) 943-1070</b>	<a href="mailto:lwatkins-bryant@esng.org"><b>lwatkins-bryant@esng.org</b></a>
<b>Omalaria Deas, Director of Quality Implementation</b>	<b>(404) 943-1070</b>	<a href="mailto:odeas@esng.org"><b>odeas@esng.org</b></a>
<b>Jeff Randa, Assistant Vice President, Early Education and Care</b>	<b>(470)-429-5846</b>	<a href="mailto:jrand@esng.org"><b>jrand@esng.org</b></a>
<b>Robert Gwaltney Vice President, Early Education and Care</b>	<b>(404) 943-1070</b>	<a href="mailto:rgwaltney@esng.org"><b>rgwaltney@esng.org</b></a>
<b>Donna Davidson, President/CEO</b>	<b>(404) 943-1070</b>	<a href="mailto:ddavidson@esng.org"><b>ddavidson@esng.org</b></a>

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Clarkston, GA 30021

Easter Seals Administrative Office  
37 South Center Street  
Winder, GA 30680

**EASTER SEALS NORTH GEORGIA, INC.**  
**SCHOOL READINESS GOALS**  
**(2023-2024)**

<b>DOMAIN</b>	<b>GOAL(S)</b>	<b>DOMAIN</b>	<b>GOAL(S)</b>
<b>Social-Emotional</b>	The children will: <ul style="list-style-type: none"> <li>• Demonstrate a secure attachment to one or more adults</li> <li>• Forms relationship with adults</li> <li>• Responds to emotional cues</li> <li>• Manage Feelings</li> <li>• Follow limits and expectations</li> <li>• Interact with peers</li> <li>• Make friends</li> <li>• Solve social problems</li> </ul>	<b>Approaches to Learning</b>	The children will: <ul style="list-style-type: none"> <li>• Attend and engage</li> <li>• Persist</li> <li>• Show curiosity and motivation</li> <li>• Shows flexibility and inventiveness in thinking</li> </ul>
<b>Cognitive/Logic and Reasoning</b>	The children will: <ul style="list-style-type: none"> <li>• Recognize the difference in small sets of objects</li> <li>• Make connections</li> <li>• Use shape sorting boxes (understands shapes)</li> <li>• Recognize and recall</li> <li>• Think symbolically</li> <li>• Classify objects according to size, color or physical attributes</li> </ul>	<b>Language Development</b>	The children will: <ul style="list-style-type: none"> <li>• Listen to and understand increasingly complex language</li> <li>• Comprehend language</li> <li>• Shows an interest in the speech of others</li> <li>• Uses appropriate conversational and other communication skills</li> <li>• Comprehend language</li> <li>• Follow directions</li> <li>• Use and expand expressive vocabulary</li> <li>• Speak clearly</li> <li>• Engage in conversation</li> </ul>
<b>Literacy Knowledge and Skills</b>	The children will: <ul style="list-style-type: none"> <li>• Notice and discriminates rhyme</li> <li>• Notice and discriminates alliteration</li> <li>• Use and appreciate books</li> </ul>	<b>Mathematic Knowledge and Skills</b>	The children will: <ul style="list-style-type: none"> <li>• Count</li> <li>• Quantify</li> <li>• Connect numbers with quantity</li> <li>• Can perform simple addition and subtraction.</li> <li>• Explain how objects are spatially related</li> </ul>
<b>Physical Development: Fine and Gross Motor Skills</b>	The children will: <ul style="list-style-type: none"> <li>• Demonstrate the ability to move from one point to another</li> <li>• Demonstrate the ability to remain balanced from one point to another</li> <li>• Demonstrate the ability to run, jump, skip, hop and other gross motor movements</li> <li>• Use finger and hands</li> <li>• Use writing and drawing tools</li> </ul>	<b>Science Knowledge and Skills</b>	Science Knowledge and Skills- The children will: <ul style="list-style-type: none"> <li>• Seek to answer scientific inquiries such as who, what, when, where, and how.</li> <li>• Demonstrate understanding of how people and things live and grow</li> <li>• Demonstrate knowledge of physical properties</li> <li>• Use instruments such as magnifying glasses, telescope, microscope and other technology to satisfy scientific inquiries.</li> </ul>

**EASTER SEALS NORTH GEORGIA, INC.  
SCHOOL READINESS GOALS  
(2023-2024)**

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<b>DOMAIN</b>	<b>GOAL(S)</b>	<b>DOMAIN</b>	<b>GOAL(S)</b>
<b>Social Studies and Knowledge</b>	<p>The children will:</p> <ul style="list-style-type: none"> <li>• Demonstrate an interest in self such as exploring in a mirror, expressing interests and knowledgeable about traditions.</li> <li>• Show basic understanding about people and places in a neighborhood.</li> <li>• Demonstrate knowledge of how the environment one lives in can change; learn to appreciate other cultures.</li> </ul>	<b>Creative Development</b>	<p>The children will:</p> <ul style="list-style-type: none"> <li>• Show interest in creating original artwork and appreciate artwork of others</li> <li>• Show interest in musical concepts through singing, playing instruments and making instruments</li> <li>• Show interest in dance and creative movement with props</li> <li>• Show interest in creative and imaginary play and drama through actions and language</li> </ul>
<b>English Language Development</b>	<p>English-Language Acquisition (ELL) - The children will</p> <ul style="list-style-type: none"> <li>• Demonstrate progress in understanding the English language through receptive and expressive language</li> <li>• Demonstrate the ability to use some English words to express themselves</li> <li>• Demonstrate an interest in diverse cultural experiences</li> </ul>	<b>Language Development</b>	

**SELLOS DE PASCUA NORTE DE GEORGIA, INC.**  
**OBJETIVOS DE PREPARACIÓN ESCOLAR (2023-2024)**

DOMAIN	GOAL(S)	DOMAIN	GOAL(S)
Social-emocional	<p>Los niños harán lo siguiente:</p> <ul style="list-style-type: none"> <li>• Demostrar un apego seguro a uno o más adultos.</li> <li>• Forma la relación con los adultos.</li> <li>• Responde a las señales emocionales.</li> <li>• Administrar sentimientos</li> <li>• Siga los límites y las expectativas.</li> <li>• Interactuar con compañeros</li> <li>• Hacer amigos</li> <li>• Resolver problemas sociales</li> </ul>	Enfoques de aprendizaje	<p>Los niños harán lo siguiente:</p> <ul style="list-style-type: none"> <li>• Asistir y participar</li> <li>• Persistir</li> <li>• Mostrar curiosidad y motivación.</li> <li>• Muestra flexibilidad e inventiva en el pensamiento.</li> </ul>
Cognitivo / Lógico y Razonamiento	<p>Los niños harán lo siguiente:</p> <ul style="list-style-type: none"> <li>• Reconocer la diferencia en pequeños conjuntos de objetos.</li> <li>• Haz conexiones</li> <li>• Use cuadros de clasificación de formas (comprende formas)</li> <li>• Reconocer y recordar</li> <li>• Piensa simbólicamente</li> <li>• Clasificar objetos de acuerdo al tamaño, color o atributos físicos.</li> </ul>	Desarrollo del lenguaje	<p>Los niños harán lo siguiente:</p> <ul style="list-style-type: none"> <li>• Escuchar y comprender un lenguaje cada vez más complejo.</li> <li>• Comprender el lenguaje</li> <li>• Muestra interés en el discurso de los demás.</li> <li>• Utiliza habilidades apropiadas de conversación y otras habilidades de comunicación.</li> <li>• Comprender el lenguaje</li> <li>• Seguir direcciones</li> <li>• Usar y expandir vocabulario expresivo.</li> <li>• Habla claro</li> <li>• Participar en una conversación</li> </ul>
Alfabetización Conocimientos y Habilidades	<p>Los niños harán lo siguiente:</p> <ul style="list-style-type: none"> <li>• Aviso y discrimina rima</li> <li>• Aviso y discrimina aliteración</li> <li>• Usa y aprecia libros</li> </ul>	Conocimientos matemáticos y habilidades	<p>Los niños harán lo siguiente:</p> <ul style="list-style-type: none"> <li>• Cuenta</li> <li>• cuantificar</li> <li>• Conecte números con cantidad</li> <li>• Puede realizar sumas y restas simples.</li> <li>• Explicar cómo los objetos están espacialmente relacionados.</li> </ul>
Desarrollo físico: Habilidades motoras finas y gruesas	<p>Los niños harán lo siguiente:</p> <ul style="list-style-type: none"> <li>• Demostrar la capacidad de moverse de un punto a otro.</li> <li>• Demostrar la capacidad de permanecer equilibrado de un punto a otro.</li> <li>• Demostrar la capacidad de correr, saltar, saltar, saltar y otros movimientos motores gruesos.</li> <li>• Use dedos y manos</li> <li>• Usar herramientas de escritura y dibujo.</li> </ul>	Conocimiento y habilidades científicas	<p>Conocimientos y habilidades científicas: los niños:</p> <ul style="list-style-type: none"> <li>• Buscar responder preguntas científicas como quién, qué, cuándo, dónde y cómo.</li> <li>• Demostrar comprensión de cómo las personas y las cosas viven y crecen.</li> <li>• Demostrar conocimiento de las propiedades físicas.</li> </ul> <p>Utilice instrumentos como lupas, telescopios, microscopios y otras tecnologías para satisfacer las consultas científicas.</p>

**SELLOS DE PASCUA NORTE DE GEORGIA, INC.**  
**OBJETIVOS**  
**DE PREPARACIÓN ESCOLAR (2023-2024)**

DOMAIN	GOAL(S)	DOMAIN	GOAL(S)
Estudios sociales y conocimiento	<p>Los niños harán lo siguiente:</p> <ul style="list-style-type: none"> <li>• Demostrar un interés en uno mismo, como explorar en un espejo, expresar intereses y conocer las tradiciones.</li> <li>• Mostrar comprensión básica sobre personas y lugares en un vecindario.</li> </ul> <p>Demostrar conocimiento de cómo puede cambiar el entorno en el que uno vive; Aprende a apreciar otras culturas.</p>	Desarrollo creativo	<p>Los niños harán lo siguiente:</p> <ul style="list-style-type: none"> <li>• Mostrar interés en crear obras de arte originales y apreciar las obras de arte de otros</li> <li>• Mostrar interés por los conceptos musicales a través del canto, tocar instrumentos y hacer instrumentos.</li> <li>• Mostrar interés por la danza y el movimiento creativo con accesorios</li> <li>• Mostrar interés por el juego y el drama creativo e imaginario a través de acciones y lenguaje.</li> </ul>
Desarrollo del idioma inglés	<p>Adquisición del idioma inglés (ELL): los niños</p> <ul style="list-style-type: none"> <li>• Demostrar progreso en la comprensión del idioma inglés a través del lenguaje receptivo y expresivo.</li> <li>• Demostrar la habilidad de usar algunas palabras en inglés para expresarse</li> <li>• Demostrar interés en diversas experiencias culturales.</li> </ul>	Desarrollo del lenguaje	

# Home Language Survey\*

Check here if the child's parents or legal guardians decline to provide information for this survey.

A. What language do family members use when speaking to the child in the home?

	1	2	3	4	5
	only English	mostly English but sometimes home language	both equally	mostly home language but some English	only home language (not English)

(write in home language: \_\_\_\_\_)

B. What language does the child use when speaking to family members in the home?

N/A	1	2	3	4	5
Not applicable	only English	mostly English but sometimes home language	both equally	mostly home language but some English	only home language (not English)

C. What language does the child use when speaking to other children in the classroom?

N/A	1	2	3	4	5
Not applicable	only English	mostly English but sometimes home language	both equally	mostly home language but some English	only home language (not English)

D. What language does the child use when speaking to the teachers?

N/A	1	2	3	4	5
Not applicable	only English	mostly English but sometimes home language	both equally	mostly home language but some English	only home language (not English)

Sum of circled numbers	Number of questions answered	
_____	_____	_____
/		=
_____		_____

If this value is 2 or greater and the child is in a preschool 3, pre-K4, or kindergarten class, use Objectives 37 and 38.

\*These research reports helped guide our thinking in the development of the "Home Language Survey":

Aikens, N. L., Caspe, M. S., Sprachman, S., López, M. L., & Atkins-Burnett, S. M. (June 2008). *Paper Symposium: Development of a language routing protocol for determining bilingual Spanish-English speaking children's language of assessment*. Biennial Head Start Research Conference. Washington, DC.

Puma, M., Bell, S., Cook, R., Heid, C., López, M. L., et al. (2005). *Head Start impact study: First year findings*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families.

Gutiérrez-Clellen, V. F., & Kreiter, J. (2003). Understanding child bilingual acquisition using parent and teacher reports. *Applied Psycholinguistics*, 24(2), 267-88.

# Encuesta sobre la lengua que se habla en el hogar\*

Marque esta casilla si los padres o los tutores legales prefieren no dar información para esta encuesta.

A. ¿Qué lengua usan los miembros de la familia cuando le hablan al niño en el hogar?

N/C	1	2	3	4	5
No corresponde	solo inglés	casi siempre inglés pero a veces español	ambas lenguas por igual	casi siempre español, pero algo de inglés	solo español, (nada de inglés)

(Escriba la lengua que se habla en el hogar: \_\_\_\_\_)

B. ¿Qué lengua usa el niño cuando habla con los miembros de la familia en el hogar?

N/C	1	2	3	4	5
No corresponde	solo inglés	casi siempre inglés pero a veces español	ambas lenguas por igual	casi siempre español, pero algo de inglés	solo español, (nada de inglés)

C. ¿Qué lengua usa el niño cuando habla con otros niños en el salón de clase?

N/C	1	2	3	4	5
No corresponde	solo inglés	casi siempre inglés pero a veces español	ambas lenguas por igual	casi siempre español, pero algo de inglés	solo español, (nada de inglés)

D. ¿Qué lengua usa el niño cuando habla con los maestros?

N/C	1	2	3	4	5
No corresponde	solo inglés	casi siempre inglés pero a veces español	ambas lenguas por igual	casi siempre español, pero algo de inglés	solo español, (nada de inglés)

$\frac{\text{Suma de números encerrados en un círculo}}{\text{Número de preguntas respondidas}} = \text{_____}$
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Si el valor es 2 o más, use los Objetivos 37 y 38.

**Las siguientes investigaciones guiaron nuestras ideas al desarrollar la “Encuesta sobre la lengua que se habla en el hogar”:**

Aikens, N. L., Caspe, M. S., Sprachman, S., López, M. L., & Atkins-Burnett, S. M. (June 2008). *Paper Symposium: Development of a language routing protocol for determining bilingual Spanish-English speaking children's language of assessment*. Biennial Head Start Research Conference. Washington, DC.

Puma, M., Bell, S., Cook, R., Heid, C. López, M. L. *et al* (2005). *Head Start impact study: Five year findings*. Westat. Report Prepared for the U.S. Department of Health and Human Services.

Gutiérrez-Clellen, V. F., & Kreiter, J. (2003). Understanding child bilingual acquisition using parent and teacher reports. *Applied Psycholinguistics*, 24(2), 267-88.