

Name: _____ Date: _____

Early Learning Objectives

Objective	Not Yet	Achieved	Date
Social Skills			
I can:			
follow routines.			
listen to the teacher.			
sit quietly.			
raise my hand to speak.			
listen when my friends talk.			
share toys.			
wait my turn.			
use my words.			
be kind to my friends.			
help a friend.			
help solve problems.			
say my full name.			
Fine-Motor Skills			
I can:			
trace my name.			
draw			
trace shapes.			
cut on a line.			
cut out a shape.			
snip along a line.			
make prewriting strokes.			
try to write letters.			
practice writing words.			
write my name.			
write these letters:			
write these numbers:			
color a picture neatly.			

Really Good Stuff® Instructional Guide

Early Learning Objectives Pocket Chart™

This Really Good Stuff® product includes:

- Early Learning Objectives Pocket Chart™ Header Card
- 41 Content Cards, Write Again® wipe-off laminate
- 5 Category Cards, Write Again® wipe-off laminate
- Storage Pocket
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **Early Learning Objectives Pocket Chart™**—a bright and easy way to chart and guide students’ classroom objectives.

Meeting the Standards

The Really Good Stuff® **Early Learning Objectives Pocket Chart™** aligns with the domains of the Head Start Early Learning Outcomes Framework below. For alignment with other state standards, please refer to our Web site’s Standards Match.

- Creative Arts Expression
- Approaches to Learning
- Language Development
- Literacy Knowledge & Skills
- Mathematics Knowledge & Skills
- Physical Development & Health
- Social & Emotional Development

Cleaning and Storing the Early Learning Objectives Pocket Chart™

Keep your *Pocket Chart* in good condition by wiping it occasionally with a damp sponge. Fold the *Pocket Chart* horizontally along the stitching lines for easy storage inside the *Storage Pocket*.

Assembling and Displaying the Early Learning Objectives Pocket Chart™

Before introducing the **Early Learning Objectives Pocket Chart™**, make copies of this Really Good Stuff® Instructional Guide, and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the *Pocket Chart* where students will be able to see it easily.

Place the *Early Learning Objectives Pocket Chart™ Header Card* in the top pocket of the *Pocket Chart*. Place the *Category Cards* you plan to feature in the pockets along the right-hand side of the *Chart*. Select a *Content Card* that matches the colored border of each *Category Card*. If you want to use a *Card* with a blank, use a dry erase marker to fill in the blank. Place the *Content Cards* in the

pockets along the left-hand side of the *Chart*. Store the *Cards* that are not being used in the *Storage Pocket*.

Programming Additional Skill Categories and Content

The **Early Learning Objectives Pocket Chart™** includes blank *Cards* that you can use for programming additional skill categories and content. Here are a few suggestions to get you started:

- **Class Goals:** keep the classroom tables clean, go to the playground quietly, clean up after lunch or snack, walk in a line, put away our toys, and hang up our coats.
- **Gross Motor Skills:** throw a ball, kick a ball, jump on both feet, hop on one foot, do a jumping jack, walk around the playground, run around the playground, skip, and gallop.
- **Self-Help Skills:** tie our shoes, put on our gloves, put on our coats, zip our coats, put away our lunch boxes, wash our hands, comb our hair, brush our teeth, and try new foods.
- **Music and Art:** play the _____ (name the instrument), draw with _____ (list the art medium), make art with _____ (name the art medium), and sing with the class.

Tracking Early Learning Objectives

Make an appropriate number of copies of the *Early Learning Objectives Reproducible*, and use them to track student progress in meeting classroom objectives in the following ways:

- **Track objectives for students throughout the year:** Write each student’s name on a copy of the reproducible, hole-punch the pages, and place them in a binder. If necessary, write in any additional information needed in the objectives, such as specific numbers or letters and/or extra objectives. When a student meets a particular objective, add a check mark in the *Achieved* column, and write the date he or she achieved it in the *Date* column. Share this information with caregivers in progress reports and/or at parent-teacher conferences.
- **Use as a progress report to send home:** Fill in the student’s name and date, and highlight the objectives you are reporting on if needed. Add a check mark in the *Not Yet* or *Achieved* column for each objective. Use the blank back of the reproducible for comments and/or additional information for caregivers.

All instructional guides can be found online.

