

## PREKINDERGARTIN

### GOAL ONE

**CREED: Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
PK.01.01 Show basic understanding that <a href="#">God</a> is the One who made me and loves me.	Say the word God. Identify God as the one who made me and loves me. Name people who love me. Trace the name of God on paper. Trace “God loves me” on paper. With letter blocks construct “God loves me.” Make a necklace or bracelet using alphabet collage beads spelling: “God loves (name of child).”	Family Life. Identify God as the One who made each member of the family. Thank God everyday for the gift of life. Use the name of God with reverence referring to God often during the day as the One who loves and cares for us. Using a white paper plate and crayons print “God loves (name of child)” for child to trace and draw a self-portrait. Place in child’s bedroom or family bulletin board.
PK.01.02 State that I am God’s child.	Say that I am God’s child. Show understanding that God cares for me and loves me by giving examples of care and love. In the prayer circle thank God for making me God’s child. Listen to a song about being a child of God and create movements with the song. On the bulletin arrange pictures of students with the sentence, “I am a child of God.”	Health. Make a list of ways that I take care of my body. Describe how these ways are important for health. Agree that hand washing is important after using the toilet and engaging in play activities, and before eating. Family Life. Identify health practices regarding cleanliness and practice with child how to accomplish these practices. Name utensils used for cleaning: e.g. toothbrush, washcloth, soap, towel...
PK.01.03 State that God made the sun, moon and stars.	Showing pictures of the sun, moon and stars state that God made the sun, moon and stars. Identify when we see the sun. Identify when we see the moon and stars. Using paint, crayon or markers draw a picture of a sunny day in fall. Using black or dark blue paper and white crayon draw a picture of the night sky to include moon and stars. In the prayer circle, thank God for making the sun, moon and stars.	Family Life. On a clear evening, go out to the yard, porch or look out the window. Each Saturday evening for one month observe the path of the moon. Draw a picture of the moon where it is located and how it is shaped each of these times. Compare locations and shapes. On an evening when the moon is clear, take a pair of field glasses or astronomer’s telescope help the child to see the moon’s features. Describe what is seen.

PK.01.04

State that God made trees, plants and flowers.

Showing pictures of plant life, state that God made the plants. Name the plant forms in the pictures. In the prayer circle, thank God for making the plants identifies in the pictures.

Science. Group pictures of specific plants into categories: trees, bushes, flowers, grasses. In the science block place plastic models of plant forms in the sand box and create a garden using the forms.

PK.01.05

State that God made animals.

Name a pet or favorite animal. State that God made all animals. Listen to a song about animals. Act out the song. In the prayer circle, thank God for the animals we named.

Literacy. On a pocket chart print the names of familiar animals on cards. Place pictures of these animals next to the cards. Using a hand puppet point to letters known or currently being learned. Using pictures of these animals or toys play an imaginative game with the animals.  
Science. Group animals based on specific characteristics (e.g. legs, wings, fins). In the science block, using the sand box or other space, create a zoo. Identify where the animals are best located given their characteristics. Tell a nonfiction story about animals.

PK.01.06

State that God made the mountains, hills, deserts, rivers, lakes and oceans.

Showing pictures of different geographic terrains, identify mountains, hills, deserts, rivers, lakes and oceans. State that God made all the places where plants, animals and people live. Place beautiful photographs taken from calendars, etc., on the bulletin board. Print "Thank you, God, for our home the earth!" In the prayer circle, thank God for the beauty of our home the earth.

Science. Using different colors of Play Dough make forms of mountains, hills, lakes, fields, etc., and arrange on a tray. Name the forms. Name the colors used for the forms. Tell a story about what you made.

PK.01.07

Show understanding that God made everything.

State that God made everything. Exhibits a sense that God exists through using the name God and prayer. Exhibits comfort in talking about God as the maker of all things.

Literacy. Using a trade book about the oceans, tell a story about the sea. Ask students what happened in the story. Read a poem about the sea. Take a small amount salt and place in water. Taste the salted water. Say that this is how the sea tastes. Describe the taste. Taste the skin of your arm. Describe the taste. Compare to how the salted water tastes. State how we all have the sea in us like ocean fish.

PK.01.08

Describe God as good and loving.

Show a basic acceptance that God is good and loving. Articulate that God loves me like a parent, guardian or teacher. State that God wishes only what is good for me. Articulate that I do not have to be afraid of God because God is good and loving. In the prayer circle, listen to a song about God's goodness and love using movement.

Nap Time. Play hymnal music that describes God as good and loving quietly so that children can hear the words while they fall asleep.

Literacy. Draw a picture of something I fear. Tell a story about the picture. Describe how I feel when I am afraid. State what I do when I feel afraid.

Problem solve about how to address the fear.

PK.01.09

Describe God as taking care of everything.

Using various pictures of nature, children, family life, etc., share how God takes care of creation. Showing a picture of natural disaster, identify how God takes care of people through the help of others. State that we can ask God to help us when we are afraid. In the prayer circle, thank God for caring for me when (\_\_\_\_).

Family Life. Take out the family picture album. Look at the pictures and tell family history stories.

Take out a particular favorite picture, frame and place in child's bedroom.

Science. Show a DVD or video of a thunderstorm. State what makes thunder and lightning. Describe how shelter is needed in a thunderstorm.

PK.01.10

State that we can learn about God in [creation](#).

Describe creation as what God made. Express how we use our eyes to see everything around us and we use our inner eyes to see God in everything. Express how when we see God in creation we are very happy. In the prayer circle, with eyes closed, identify a particular object in creation that helps me to think about God. Say thanks to God for the gift of this object.

Physical Education. Use simple yoga movements to teach children how to seek inner silence.

Literacy. Using single color objects identify the color. Finish the sentence: When I see this color I feel (\_\_\_\_). Or, finish the sentence: I see this color in (ex. green – grass). Draw a picture using my favorite colors. Tell a story about the picture.

PK.01.11

Show understanding that God is with me all the time.

State that God is with me all the time. Describe how I feel when I think about God's closeness to me. State how God is close to me like (my parent when kissed before falling asleep, my teddy bear, my dog, my grandmother when she hugs me, etc.) In the prayer circle, closed eyes, thank God for the comfort of God's closeness.

Family Life. When getting ready for bed, talk about the things that happened during the day. Thank God with the child for taking care of the family. When in bed, sing a lullaby or play music softly to assure that the child is aware of God's love for him/her.

PK.01.12

State that God is greater than all creation.

Use simple words to describe God's greatness. Play a word game starting with "God is bigger than a (dinosaur, elephant, horse, mountain, ocean, etc.)

Math. Differentiate size. Using a measurement tape, measure size of any two objects. State which is longer and which is shorter.

PK.01.13

State that God made me to be happy with God in this [life](#) and after I [die](#).

Describe what it means to be alive. Describe what it means to die. State that God is with me when I am alive and after I die. State that I will live with God after I die. Tell the story of a friend, relative or pet who died. Describe how I felt when someone I love died. State that even after someone dies God takes care of him/her. State that when we lose someone in death, even though we are sad, God takes care of us. In the prayer circle, closed eyes, ask God to shelter us in the nest of God's wings.

Science. Differentiate between living and nonliving things. Using pictures of single objects, identify which of the objects are living and which are nonliving. Answer the question: What can living things do that nonliving things cannot? Separate pictures in a pocket chart. In the science area, place of box of items that can be identified as living and nonliving and group these objects as living or nonliving.

PK.01.14

State that God's special Child is [Jesus](#).

Using a picture of the birth of Jesus, tell the story of Jesus' birth. Respond to questions showing a basic sense of the story. Identify God as the Father of Jesus.

Family Life. Talk about Jesus as God's Son. State how when we go to church on Sunday we learn about Jesus.

PK.01.15

Show basic understanding that God's Son Jesus loved people especially children.

Identify Jesus as God's Son who came to earth to teach people how to love and care for each other. Tell the story of Jesus blessing little children (Matthew 19, 13-15.) Show a picture of Jesus blessing little children of many cultures.

Literacy. Read a story about my hands. State what my hands can do for myself. State what my hands can do for others. Make an imprint of child's right and left hand with child's name. Identify right and left hand.

PK.01.16

Identify [Mary](#) as the Mother of Jesus.

State that Jesus' Mother is named Mary. Identify Mary in a picture of the Nativity.

Literacy. Read a story about a family. Identify things that mothers do. Tell a story about my mom or grandmother, or guardian.

PK.01.17

Show basic understanding that Jesus was killed and that he forgave those who killed him.

Tell the story of Jesus' death using very little detail and a simple cross. State how we feel when someone dies. State that this is how Jesus' Mother Mary felt when he died.

Science. Using leaf herbs, observe how the plant looks when it is alive. Observe how the plant looks when it dies. After the plant is completely dried, rub the leaves and sniff their odor. State how these leaves are used in cooking. State how objects after they die are used for other living things.

PK.01.18

Show basic understanding that God the Father raised his Son Jesus from the dead.

Tell the story of Jesus' rising from the dead using a simply designed picture of the resurrection. State how surprised and happy Jesus' Mother felt.

Literacy. Read a story about a cocoon becoming a butterfly. Draw a picture of a butterfly on a paper plate, cut out and arrange art on bulletin board.

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**GOAL TWO**

**SACRAMENTS: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
PK.02.01 Exhibits basic understanding that God gives us <a href="#">signs</a> of God’s love for us.	Explore meaning of sign. Using street signs (i.e., green, red, yellow, stop, go, railroad, etc.), compare how we have signs that tell us about God in our lives (Sign of the Cross, water, church building). In the sacred space of the classroom, arrange religious signs, symbols and colorful pictures that help the child to create awareness of the presence of God. Allow the signs to be handled by the students.	Family Life. Identify signs in the house that remind the family about the presence of God (crucifix, Bible, pictures, statue, etc.) Tell the child about these signs and what they mean. Literacy. Identify signs in the neighborhood that help to protect us, i.e., stop signs/lights, railroad sign, street crossing walks, etc.) Tell why it is important to know what these signs mean.
PK.02.02 Identify the <a href="#">Baptism</a> as a sign of welcome to the community of the Church.	Explore meaning of Baptism. Identify water as a sign of baptism because it washes us and prepares us for our life in God. Identify Baptism as the way we are welcomed into the community of the Church. Identify the baptismal font in the church. Place a picture of a child being baptized on the bulletin board. In the prayer circle, thank God for giving us the gift of Baptism.	Family Life. Take out pictures of child’s baptism and tell stories about the baptism. When in church on Sunday, take the child to the baptismal font and tell child that this is the place where he/she was baptized and welcomed into the church.

PK.02.03

State that Jesus gave his friends a sign of his love by eating with them.

Using a picture of the Last Supper, tell the story about Jesus' eating with his friends. Identify the bread and cup of wine as special signs by which his friends remembered Jesus. Using a picture of the priest holding up the bread and cup, identify these as signs of Jesus' life with us. State that we see this special sign when we go with our families to church on Sunday. Place the pictures in the sacred space of the classroom.

Family Life. At Sunday Mass, help the child to see the bread and wine held up by the priest at the time of consecration and the Great Amen. Tell the child how Jesus used bread and wine to remind us of how much he loved people. Share the story of the loaves of bread and fish that Jesus gave to the people. Mission. Have a penny jar in the classroom for children to give their pennies for people who are hungry.

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### GOAL THREE

**CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
PK.03.01 Show a sense of being loved by parents, siblings and other family members.	State that we have a family to love us and help us to grow. Identify ways that our parent/guardian loves and cares for us. Bring a picture of the family to school and place on bulletin board.	Family Life. Tell the child that “I love you” by loving interaction, positive messages and consistent care. Take time to listen to the child. In times of difficulty, help the child to talk about a problem and solve it.
PK.03.02 Build capacity to share unselfishly with others.	State what sharing means. Find simple ways to have students share classroom materials with one another. Problem solve with the students who have difficulty sharing. Complete a group project that requires sharing of tools and materials.	Literacy. Read a story about sharing. Tell a story about sharing something in the family. Draw a picture of student sharing with another. Identify things we can share (toys, crayons) and things we cannot share (toothbrush, fork)
PK.03.03 Distinguish between unselfish and selfish acts.	Create opportunities to talk about what it means to be unselfish and selfish. Construct a list of unselfish acts compared to selfish acts. Articulate why it is important to be unselfish. Examine how it might not be easy to be unselfish. Express how being unselfish makes us happy inside. In the prayer circle, thank God for being unselfish with me.	Family Life. Create opportunities for the child to share materials with siblings and friends. Talk about how we share as a family. Problem solve with the child when he/she does not want to share. Health and Safety. Using pictures, tell a story about an adult luring a child to do something dangerous. Problem solve about how the child might respond.
PK.03.04 Exhibit awareness that I interact with my teachers, classmates and friends.	State how I talk to teachers, classmates and friends. Describe manners when with others. State how we treat one another with respect.	Literacy. Play a guessing game: “What would I do if ...” Imagine situations that require problem solving about relationships. Guess how I might solve the problem. Read a story about being in school. Identify how classmates treated each other. Identify the problems and how they were resolved.

PK.03.05

Exhibit awareness that rules teach me how to act.

Use a story telling puppet or doll to teach the meaning of a rule. State meaning of rule. Play act with the puppet or doll how classroom rules are kept. Read a story about acceptable/unacceptable behaviors. Problem solve about the unacceptable behaviors.

Literacy. Tell a story about really getting mad. Dramatize by using facial grimaces how it feels to be angry. Describe the feelings verbally. Identify how the character/s addressed their anger. Give examples of when we get angry. Talk about how we can address our anger.

PK.03.05

Identify how we are to love God and others.

State meaning of love. Using pictures of family life, state how we show love for our families. Using pictures of interaction among friends, examine how we show love for our friends. Discuss why it is important to be loved and to love. State how God wants us to love one another.

Literacy. Read a story about pets and pet care. State what a pet needs to be happy and healthy. State how we show love for our pets and our pets show affection for us.

Community. Read a story or watch a DVD about being a fireperson. Examine what a fireperson does. Identify how sometimes a fireperson saves a human life even when he/she is in danger. Identify why it is important to help others. Draw a picture of a fireperson identifying the clothes that he/she wears.

PK.03.06

State awareness that God [forgives](#) us when we say that we are sorry.

State what it means to be sorry. Examine what actions require a sign of sorrow. Identify how we feel when we hurt a family member or a friend. Identify how we feel when someone says, "I forgive you." Identify how we feel when we say, "I am sorry."

Science. Read a story about how wild animals take care of their babies. Using pictures of animals with their babies, name the animal. Examine how the mother takes her young one when it gets into trouble. In the science block, place toy animals with their babies. Have available duplicated black line pictures of animals with their babies and crayons to color.

PK.03.07

Show awareness that I take care of the environment.

Using pictures of the out of doors (park, sidewalk, backyard, rooms in a home, identify how I help to keep these places clean. State why it is important to help others to have a clean environment. List what I do to keep my classroom, bedroom, yard, etc., clean.

Science. Make a worm garden using a small aquatic tank partially filled with plant soil and a green plant. Purchase or dig from the garden about a dozen worms. Tell a story about worms and what they do. Identify what worms need to live. Identify what worms do for soil. Observe worms. Find worm trails. State how worms are important for the environment.

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### GOAL FOUR

**SACRED SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
PK.04.01 Identify the <a href="#">Bible</a> as a very special book that tells us about God.	Using a children’s Bible, exhibit the Bible and talk about its importance in learning about God and his Son Jesus. Place the Bible in the sacred space of the classroom. Provide opportunities for students to handle the Bible. Read from the Bible everyday highlighting the great stories and the psalms of the Old Testament and the Gospel stories of Jesus using the Church Year and Sunday Gospel readings as a guide.	Family Life. Place a children’s Bible in a special place. Allow the child to handle the Bible, look at the pictures. Read stories about how God made the world (Genesis), Adam and Eve (Genesis) Noah and the animals (Genesis). Read stories about Jesus using the Church Year and Sunday Gospel readings as a guide.
PK.04.02 State that the Bible tells us that God created everything and that it was good.	Read in story fashion the creation accounts from Genesis 1 (seven days of creation). Find pictures that replicate the days of creation. Identify what God created each day and how God said that it was good. Identify the seventh day as a day of rest and associate the seventh day as Sunday when we go to church with our families to thank God. In the prayer circle, create an informal prayer of thanks using each day of creation as objects of our gratitude (i.e., first day – God created the light).	Literacy. Create an “All About Today” activity board. Identify the date, day of the week, weather, temperature and season. Talk about what we are going to do today. Tell a story about the weather to be experienced that day. In the science activity center provide materials to draw a picture of the season or the weather for the day. Literacy. Read a story about celebrating Sunday. Describe what happens on Sunday. Display on bulletin board pictures that show Sunday activities.
PK.04.03 Describe how God saved <a href="#">Noah</a> , his family and the animals from the flood and left the rainbow as a sign of God’s promise never to destroy creation.	Read the account of Noah building the ark for his family and the animals from the children’s Bible (taken from Genesis 6, 7, 8, 9). State why Noah built the boat. State how the animals were counted. State how the flood killed people and animals but anyone in Noah’s boat did not drown. State how God placed the rainbow in the sky as a promise not to send the great flood again. Dramatize the story.	Science. Using a story or DVD, describe the natural occurrence of rain, flooding and the rainbow. Describe how floods can be very dangerous to people and animals. Draw a picture of a rainbow and exhibit drawings. Family Life. Talk about what to do when it rains. Identify where to go in a storm. State family safety rules for stormy weather.

PK.04.04

Describe [Jesus](#) as God's Son.

Using pictures of the Nativity of Jesus, share the story of Jesus' birth told in Matthew 1, 18-25. Identify Jesus as a very special person who taught us how to love God and others. State Jesus as God's Son. In the prayer circle, thank God for sending us his Son Jesus.

Literacy. Using hand puppets or dolls, tell the story about the birth of Jesus. In the sacred space of the classroom during the season of Advent have an empty crèche. Add straw, animals and statues progressively in anticipation of the celebration of Jesus' birthday on Christmas. (05)  
Music. Learn "Away in a Manger" or other simple Christmas songs. Play religious Christmas music and traditional carols to acclimate the student to the season. (05)

PK.04.05

State initial awareness that God is our Father and we are brothers and sisters in God's family.

State how God is our Father using words from Matthew 6, 6-10. State that we call God our Father at any time. Describe how we are brothers and sisters in God's family. State that my family is part of God's family. In the prayer circle, pray the first words of the "Our Father" explaining "heaven" and "holy." Thank God for our fathers.

Literacy. Tell stories about the father of a family using different cultural backgrounds. Describe what fathers (or uncles or male guardians) do. Share a story about my father or guardian.

PK.04.06

Identify [Mary](#) and the Mother of Jesus.

In the scripture story about the birth of Jesus Matthew 1, 18-25, identify Mary as the Mother of Jesus. State how Mary said "Yes" to God when she was asked by the angel to be Jesus' mother. Identify the angel as a special messenger of God. In the prayer circle, thank God for our mothers.

Art. Make a paper chain with the first name of my parents written on the chain. Place the chain in the sacred space of the classroom.  
Literacy. Tell stories about the mother of a family using different cultural backgrounds. Describe what mothers (or aunts, grandmothers or female guardians) do. Share a story about my mother or guardian.

PK.04.07

State that Jesus taught us how to love one another.

Using the children's Bible, share stories about Jesus and how he taught us how to love. Dramatize the stories. Find a picture of Jesus healing someone. Place the picture in the sacred space of the classroom. In the prayer circle, pray to Jesus thanking him for loving me.

Music. Listen to the song "Jesus Loved the Little Children" and learn the refrain. Use gestures to go along with the song. Use a picture of children representing different cultures and races to enhance the meaning of the song.

## PREKINDERGARTEN

### GOAL FIVE

LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist the source and summit of Christian life.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
PK.05.01 Recognize that we talk to God together with the community.	Identify how we talk to God together in the prayer circle, with our family and with other people in the church. With pictures, show examples of how we pray together. In the prayer circle, sit with our hands on our knees, eyes closed, say a prayer of thanks to God for letting us talk to God.	Community. Tell a story about members of the community who help others: teachers in school, police in a police car, doctors in a hospital, etc. Explain why we need these people to help us live together happily. Place pictures of community helpers and story books about them in the library space.
PK.05.02 We make the Sign of the Cross we address God's holy name.	Practice making the Sign of the Cross. Practice saying the words. Talk about how we call God Father, Son and Holy Spirit.	Family Life. Make the Sign of the Cross at meal times and before going to bed. Practice making the Sign of the Cross with the child and saying the names of God.
PK.05.03 Show basic understanding that in <a href="#">church</a> we believe God is present in a special way.	Using pictures of the interior of a church, describe how the church is a special place where we can listen and talk to God. Identify the cross, the altar and the tabernacle as special signs of God's presence.	Literacy. Identify buildings by their shapes: school, church, hospital, fire station, mall, etc. Place the name of each building next to its shape. Tell a story about going to the hospital. Identify the doctor. State why it is important to have doctors.
PK.05.04 Recognize the interior of the church especially the sanctuary where we genuflect or bow to show respect for God.	Visit the parish church. Identify the front of the church as very special. Point out the cross, altar and tabernacle as special signs of God's presence. State how we are quiet in church to honor God's presence. Practice genuflecting and bowing. Prepare a simple prayer ritual while in church and take some moments for silent prayer.	Art. Using a black line design of a church, color the picture. Tell a story about going to church with the family. Music. Learn simple melodies to use in the prayer circle as a response to prayer, especially melodies for Alleluia.

PK.05.05

Recognize [Christmas](#) as the birthday of Jesus.

Identify Christmas as Jesus' birthday. Using the objects of the crèche, tell the story of Jesus' birth. During Christmas season go to church and look at the Christmas scene. Using a black line drawing color a simple picture of the Christmas scene. In the prayer circle thank God for giving us his Son Jesus.

Family Life. Take the child to celebrate the birth of Jesus by going to Mass. Visit the Christmas crèche and name the people, especially the Baby Jesus and Mary. At home, display a crèche and talk about the birth of Jesus. Sing "Happy Birthday to You" to Jesus. Listen to traditional Christmas carols.

PK.05.06

Recognize [Easter](#) as celebrating the new life of Jesus.

Identify Easter as celebrating Jesus' new life. Go to church and point out the baptismal font, Easter candle and spring flowers. Using a picture of Jesus after his resurrection describe how God brought Jesus back to life after he died. In the prayer circle thank God for Jesus' life with us.

Family Life. Color Easter eggs and place them in a special basket for Easter breakfast. On Easter Sunday, after the celebration of the Mass take the child to the baptismal font and the Easter candle. Literacy. Read a story about the Easter egg. Color Easter eggs as a class project and eat them for a special Easter snack.

Science. In the weeks before Easter, grow grass from seed. Using a diagram, show how seeds change into grass. Identify the roots and blades. Identify what is needed to help seeds to grow.

PK.05.07

State that [Sunday](#) is a special day when we go to church and pray as a family.

Explain how God wants us to use Sunday as a special day for going to church and thanking God for all the blessings in life. Tell a story about a family going to church. Identify what the family does to get ready to go to church.

Family Life. Take the child regularly to Sunday worship. Help the child to participate in the Mass by sitting, kneeling and standing with the community. Point to the priest as leading the community in prayer. When going to receive Holy Communion have the child accompany you to receive a blessing from the Eucharistic minister.

PK.05.08

Identify the seasons of the Church Year with the seasons.

State how we celebrate Christmas in wintertime. State that we celebrate Easter in spring.

Science. Using pictures identify the seasons of the year with some characteristics for each season. Draw a picture of each season using some of the characteristics identified.

Health. Identify what clothing is important for each of the seasons. Make a pictorial list of the clothing needed for each season. State importance of wearing special clothes for each season.

## PREKINDERGARTEN

### GOAL SIX

**CHRISTIAN PRAYER AND SPIRITUALITY: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
PK.06.01 Describe <a href="#">prayer</a> as talking and listening to God.	Identify meaning of prayer as talking and listening to God. State examples of when I pray. Exhibit a simple capacity to pray in the prayer circle. In the prayer circle practice silent and informal spoken prayer. Use postures and gestures in praying.	Family Life. Make up simple prayers with the child that show how we praise, thank and ask God for what we need. Take time during family prayer to be silent as part of the prayer.
PK.06.02 State that we can pray silently and with others.	Identify silent prayer as closing our eyes and listening quietly. Identify spoken prayer as talking to God like we do to our parents or teachers. State that we pray to God together with our family, in the prayer circle and in church. Practice praying together in the prayer circle by creating simple responses to teacher led prayers thanking God and asking for God's help.	Literacy. Practice skill of listening using music and guided movement. Follow simple instructions for accomplishing an activity. Read a story about listening. Identify meaning of listening. Examine importance of listening in a group, for safety and in one-to-one conversation. Draw a picture of myself listening to my teacher.
PK.06.03 Describe how I can talk to God at any time and God listens to me.	Express how I talk to God even when I am not in the prayer circle or in church. Describe how I think God is listening to me. Draw a picture of myself talking to God.	Science. Using pictures of birds and audio aides to their sounds, identify birds by their names and listen to their distinctive sounds. Have students sing the sound each bird makes. Describe the importance of listening to the bird sounds to identify a bird if it cannot be seen. Tell a story about birds.
PK.06.04 Describe God as a loving Father who wants only what is good for me.	Identify God as a loving parent who wants only what is good for me. Tell a story about how my mother/father/guardian helped me when I was in trouble and needed help. State how I felt when my parent/guardian helped me.	Safety. Identify lures to be avoided by children. Using dolls or hand puppets, problem solve how to say "No!" to a lure.

PK.06.05

Identify objects in the classroom that lead to prayer.

Using the sacred space of the classroom, identify objects that lead to thinking about God and praying. State how we remember how God loves and cares for us when we see or respectfully touch a sacred object.

Science. Using a magnifying glass explore how we can see things we might not otherwise be able to see unless they are magnified. Using leaves, find small leaf veins. Using insects, find the parts of an insect. Draw a picture of what you see.

PK.06.06

State how I can pray as Jesus prayed when I say the words “[Our Father](#)” to God.

State that Jesus taught us how to call God our Father. Recite a simplified form of the “Our Father” to the students in the prayer circle. Use the response “God, our Father, holy is your name.” with simple prayers of petition and thanks.

Family Life. Father/male guardian and child go on a special trip together to the zoo, a park, a museum. Enjoy conversation together while on the trip. Answer questions. Solve riddles. Tell stories. Enjoy the moments of being together.

PK.06.07

Make the [Sign of the Cross](#).

Assist the students in learning the gestures for the Sign of the Cross. Identify God in the names of Father, Jesus and Holy Spirit. State how the Sign of the Cross is the prayer we use to begin all of our prayers. Describe how the Sign of the Cross is a sign of how close God is to us.

Math. Using church buildings, locate basic geometric shapes. Using 3-dimensional shapes in the classroom make a building with two stories that will stay upright.

PK.06.08

State how we use [holy water](#) to remind us of our belonging to the family of God when we make the Sign of the Cross.

State that we can use water blest by the priest to make the Sign of the Cross. Use holy water in the classroom to practice making the Sign of the Cross. In a visit to the parish church, locate the holy water fountains and practice making the Sign of the Cross in church.

Health. Using a DVD aide or pictures, show how water is used to keep things clean. Identify the importance of water to keep us clean. State how we use water to clean the food we eat. Make a list of the ways we use water to clean.

PK.06.09

Recite simple prayers used in the community.

Recite the “Glory Be” as praising God by name just as in the Sign of the Cross. Recite simple acts of faith, hope and love in the prayer circle. Recite the “Hail Mary” as our special prayer to Jesus’ Mother and our Mother. Say “Alleluia” when we praise and thank God.

Literacy. In a pocket chart, place common words used in times of prayer: Amen, Alleluia, Holy, God, Jesus, Glory, Spirit. Identify the letters. Practice saying the words. Trace words on paper.

PK.06.10

Identify “[Amen](#)” as the word we use to end every prayer.

Respond to each prayer with “Amen!” In the prayer circle lead the students in saying “Amen” when we are finished praying.

Literacy. Read a story or a tale. Retell the story in sequence. State what happened at the end.

## PREKINDERGARTEN

### GOAL SEVEN

**CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
PK.07.01 State that the <a href="#">Church</a> is our special home.	Using pictures of churches state that we go to church with our parents and we can feel at home. Explain how the people who go to church with us love God and follow God's Son Jesus. Explain that when we go to church we pray.	Literacy. Identify what is in my room. On a pocket chart place common words found in students homes: bed, table, chairs, TV, radio, etc. Say the first letter of each word. Draw a picture of my favorite room.
PK.07.02 State that we were welcomed into the Church when our parents asked the priest to <a href="#">baptize</a> us.	Using a large picture of an infant baptism, describe how our parents had us welcomed into the church in the same way. State that baptism means that we were washed with water in the Name of the Father and of the Son and of the Holy Spirit. Connect the words of Baptism with the Sign of the Cross. Identify the priest or minister of baptism. Identify parents. State what the infant was given after baptism (white dress, candle). In the prayer circle, thank God for welcoming us into the family of the Church.	Science. Using a DVD or pictures about frogs, examine where frogs live and what they eat. Describe how water is important to the life of a frog. State how water must be clean for frogs to be healthy and strong. Tell a story about frogs. Draw a picture of a frog and place with pictures of frogs on science bulletin board.
PK.07.03 Recognize that many people are members of the Church.	Using pictures of church communities from around the world, state how many people gather in church and pray. Tell a story about a family from another going to their church.	Literacy. Using a book about children from other cultures, share how children in different parts of the world look and live. Describe what is the same. Describe what is different.

## PREKINDERGARTEN

### GOAL EIGHT

**PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
PK.08.01 Identify the <a href="#">parish</a> church where I go to pray with my family and classmates.	Identify the building of the parish church as where I go with my family and classmates to pray. Visit the parish church and become familiar with the interior of the building. Locate pictures of Jesus and Mary. Locate the crucifix in the sanctuary.	Literacy. Show a picture of a wedding in church. Describe what happens at a wedding. State why people get married in church. Tell a picture story about a wedding.
PK.08.01 Identify the <a href="#">pastor</a> as the leader of the parish community.	Invite the pastor or parish leader to visit the class. Describe how the pastor leads the community. Describe how the minister leads the people in prayer especially on Sunday.	Family Life. After Sunday Mass greet the pastor and give the child an opportunity to greet the pastor. Walk around the church to point out special areas of the church. Allow the child to light a small candle and say a prayer for the family.

## PREKINDERGARTEN

### GOAL NINE

**VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
PK.09.01 Show understanding that God chose to make me as a very special person.	Express that God made me to be special not like any other person in the world. Express how I have special gifts to love God and others. In the prayer circle thank God for special gifts that I have.	Literacy. Play a game about identifying my senses and what they do for me. Express how my senses help me to appreciate my family and the world in which I live. With a hand puppet, locate my senses.
PK.09.02 State that my parents/guardians show their love for God by loving and taking care of me.	Identify my parents/guardians as God's way of loving and caring for me. Show appreciation the love of those who care for me. Identify how my parents/guardian tell me about God. In the prayer circle thank God for my parents/guardians and their care for me.	Family Life. Tell a story about family life. State what is the same about family life in the story and my family. State what is different. Express what I like about living in my family.
PK.09.03 State that my teacher tells me about God.	Identify my teacher's responsibility to tell me about God. In the prayer circle thank God for my teacher.	Art. Draw a picture of my teacher. Trace his/her name on writing paper. Learn how to say my teacher's name.

## PREKINDERGARTEN

### GOAL TEN

**ECUMENISM AND DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims and all faith traditions.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
PK.10.01 Show that I respect others in my class as children of God.	Exhibit a basic respect for classmates by sharing and solving problems in a positive way. Resists fighting or bullying as a way to assert power. Can wait for other children to speak in the learning circles. Can pray for another student in the prayer circle. Can thank God for friends.	Social Skills. Describe how we respect our classmates. With puppets solve problems that we may have with our siblings, friends and classmates. Identify how hurting people is unacceptable behavior. State how we can share with others and be happy. Practice sharing objects in group activities.
PK.10.02 Express basic understanding that God made all of us different from each other.	Exhibit a basic awareness that we are different from each other. Understand that difference is a gift from God. Express how our special gifts help all of us to work and play better together.	Community. Read stories about families of different races and cultures. State how these families take care of each other and are happy. State how these families are alike. State how these families are different. Identify one way that I would like from one of the families to be in my family.
PK.10.03 Show basic awareness that people believe in God in different ways.	State that people believe in God and pray to God in different ways. Express how God loves all people. In the prayer circle thank God for giving all people the gift of knowing who God is.	Community. Read a story about a Jewish family going to synagogue or a Muslim family going to the mosque. Identify what the children do. Find pictures of Jewish and Muslim families and place them on the bulletin board.