

# Pre-Kindergarten Curriculum Highlights and Learning Goals

<b>Creative Curriculum</b> <b>Study:</b> Shadows <b>Social-Emotional Focus:</b> Kindness <b>Knowledge Focus:</b> Children learn about light and dark, planetary objects and how they affect the seasons, prisms, and weather patterns.	Oct. 4	What is light and dark? How are shadows made?
	Oct. 11	What are planets? Where do they live? Where are we?
	Oct. 18	Apple Week – How are the seasons made?
	Oct. 25	Pumpkin Week – What causes weather?

## Language and Literacy: Writing About Myself My World

<b>Rhyming (Phonological Awareness)</b> Recognize and produce rhyming words (when given a spoken word).  <b>Syllables (Phonological Awareness)</b> Count, pronounce, blend, and segment syllables in spoken words.  <b>Letter Recognition (Phonics and Letter Recognition)</b> Recognize and name some upper and lowercase letters of the alphabet.  <b>Concepts of Print (Story/Text Comprehension)</b> Demonstrate an awareness that words are read from left to right, top to bottom and page by page. With modeling and support, identify the role of author and illustrator. With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text. (informational texts)	<b>Beginning Handwriting (Emergent Writing)</b> Recognize that their name begins with a capital letter. Print upper and lowercase letters in first name. Use letter-like shapes, symbols, letters, and words to convey meaning.  <b>Listens to and understands complex language and uses it to express thoughts and needs (Emergent Writing/Grammar/Communication)</b> Recognize that spoken words can be written and read. Use frequently occurring nouns and verbs. Describe familiar people, places, things, and events with modeling and support. With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.
--	---

## Mathematics: Numbers to 10

<b>Counting to 10 (Number Sense)</b> Count verbally to 10 by ones. When counting objects, say the number names in the standard order, pairing each object with one and only one number name. Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality.  <b>Written Numerals (Number Sense)</b> Identify written numerals 0-10.	<b>Understanding Quantity (Number Sense)</b> Recognize that the last number name said tells the number of objects counted. Begin to recognize that each successive number name refers to a quantity that is one larger. Represent a number (0-5, then to 10) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).
--	---

## Social Foundations: Taking Turns and Sharing

<b>Regulates own emotions and behaviors.</b> Manages feelings. Follows and limits expectations. Takes care of their own needs. <b>Establishes and sustains positive relationships.</b> Forms relationships with adults and responds to emotional cues. Interacts with peers and makes friends.	<b>Participate cooperatively and constructively in group situations.</b> Balances needs and rights of themselves and others. Solves social problems.
---	---

## Science and Engineering: Communicating Scientific Information

<b>Record and Describe Observations</b> Draw pictures that correctly portray at least some features of the thing being described and sequence events	<b>Explore and Ask Questions</b> Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the
---	---

(seasons, planetary objects, light and dark).  
Describe things as accurately as possible and compare observations with those of others.  
Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.  
Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

same question.  
Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean.  
**The Sky**  
Describe what the day and night sky look like.  
Identify features of the sky, such as the moon, stars, and clouds.  
Observe the planets as seen in models, in pictures, or in video clips from reliable sources.

## Social Studies: My World

### Learning About Geographical Features

Reading maps and other tools with symbols to find where we are and where we are going  
Identifying simple geographical features in our area such as mountains, rivers, waterfalls, beaches, etc.  
Identifying our personal geographic information such as where we live, our address, our school, our church, places we play sport or take classes, etc.

### Understanding How People Relate

Use personal experiences, stories, and electronic media to demonstrate understanding that all people need food, clothing, and shelter. Identifying people in our families.

### Past, Present, and Future

Distinguish among past, present, and future time.  
Things and people change in time.

## Physical Development and Health: Motor Skill Development and Fire Drill Participation

### Fine Motor Skills

Develop fine motor skills through manipulation of stringing beads, lacing cards, and using pegboards.  
Provide opportunities to use a variety of writing tools at writing center to experiment and create.

### Gross Motor Skills

Introduce throwing and catching large playground balls.

### Safety Drills

Participate in monthly fire drills and other emergency drills.

## Fine Arts: Independent Art and Learning About Rhythm

### Rhythm

Clap hands to follow an adult's simple rhythm.  
Tap simple rhythmic patterns, with modeling and independently.  
Recognize that music has a steady beat.

### Playing Rhythm Instruments

Imitate an adult's steady beat using rhythm instruments.  
Use rhythm instruments to follow a song's steady beat.  
Play rhythm instruments such as shakers, rhythm sticks, jingle bells, maracas, and drums.

### Care for Materials

Demonstrate appropriate use and clean-up of materials in art center - put away materials after use.

### Art

Create self-initiated open-ended art project.  
Use shadows to create drawings.  
Explore light and darkness with materials to create art pieces.  
Using shadows for theatric explorations

## Spiritual Development: God Welcomes Us to Chapel; Prayer

### Come Be with God at Chapel

Recognize chapel as a time to be with God and share the stories He gave us in the Bible.  
Identify the Bible as a book filled with stories about God and how much He loves us.

### We Can Talk to God

Listen to and discuss stories about prayer, such as Jesus teaching the disciples the Lord's Prayer and Daniel in the lion's den.  
Describe prayer as talking to God and discuss how we can talk to God at any time about anything.

## Kindness: Use Strategies to Resolve Conflicts Peacefully

### Resolving Conflicts Peacefully

Get and use Peace Wands with teacher guidance.  
"Speak from the Heart and be a Star Listener."  
Use visual strategy cues to resolve conflicts.

### Feelings

Show different emotions in their faces and bodies.  
Begin learning "Where Are My Feelings?"  
Reflect and comment on feelings in the body.  
Tell how feelings we like and don't like are helpful.