

Pre-Kindergarten Curriculum Highlights and Learning Goals

Creative Curriculum Study: Buildings Social-Emotional Focus: Responsibility Knowledge Focus: Children learn about construction, specific buildings, community maps, community helpers and animal habitats.	Nov. 1	What buildings are in our community? What are the buildings for?
	Nov. 8	Who builds buildings? What tools do they use? What are buildings made of?
	Nov. 15	What do animals live in? What habitats do they need for the changing seasons?
	Nov. 22	Thanksgiving Break and Catch Up

Language and Literacy: Tools to Build Reading Comprehension

Initial and Final Sounds (Phonological Awareness) Isolate and pronounce the initial sound in spoken words. Isolate and pronounce the final sound in spoken words. Tools to Build Reading Comprehension (Story/Text Comprehension) With modeling and support, connect individuals, events, and pieces of information in text to life experiences. (informational texts) With modeling and support, tell how the illustrations support the story. With modeling and support, tell how the illustrations/photographs support the text. (informational texts)	Writing and Revising Personal Narratives (Emergent Writing/Grammar/Communication) Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.). Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog). Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 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. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing. (revising and editing)
---	--

Mathematics: Measurement

Measurement (Measurement) Describe measurable attributes of objects, such as length or weight. Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.	Counting to Measure with Nonstandard Units 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. Recognize that the last number name said tells the number of objects counted.
---	--

Science and Engineering: Describe Observations; Design and Create

Describe Observations Use evidence from investigations to describe the observable properties of a variety of objects. Examine and describe a variety of familiar objects in terms of the materials from which they are made (clay, cloth, paper, etc). Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).	Design and Create Design and make things with simple tools and a variety of materials. Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like.
--	---

Social Studies: Our Community

Learning About Community Identify the roles, rights, and responsibilities of being a member of the family and school. Identify and discuss rights, responsibilities and choices in the classroom and family. Recognize that workers do jobs in the home and school. Transportation Identify the role of transportation in the community Identify transportation as means of traveling from place to place Identify ways in which people travel to various places in the community, such as bus, car, and bicycle	Geography Recognize that a globe and maps are used to help people locate places Recognize that maps are models of places Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs Environmental Features Recognize that places in the immediate environment have specific physical and human-made features Discuss that places have human-made features, such as streets, buildings, and parks
---	---

Social Foundations: Empathy; Cooperative Play

Empathy

Use words to communicate feelings and needs; respond to emotional cues from peers.
Demonstrate concern for others.

Cooperative Play

Engage in dramatic play activities with group of two or more children; assign or assume roles in sustained play.

Planning

Demonstrate competence in using play plans to organize centers time and completes chosen task.

Care for Personal Belongings

Take care of personal belongings – tote bag, coat, lunch box.

Physical Development and Health: Cutting Skills; Movement with Props

Fine Motor Skills

Continue to work on fine-motor development and use of writing tools and scissors.
Engage in directed cutting activities.

Safety Drills

Participate in monthly fire drills and other emergency drills.

Gross Motor Skills

Participate in classroom movement activities using the parachute, streamers or scarves.
Practice jumping and hopping activities.
Continue working on throwing and catching, using balls and bean bags both inside and outside the classroom.

Fine Arts: Following Directions and Cues

Singing and Following Cues

Chant words to familiar songs with modeling.
Sing familiar songs independently.
Participate in fingerplays (e.g., "Itsy Bitsy Spider") led by adults.

Dance

Participate in music games that require coordinated full-body movement to the music.

Fall Artwork

Demonstrate use of orange, red, yellow, brown, magenta to paint fall artwork, combining all the colors as they would be found in nature.
Create artwork using a variety of mediums – and lots of glitter, glue, sequins, beads, pipe cleaners, etc.

Following Directions

Enjoy creating crafts that have a specific outcome and require following directions.

Spiritual Development: Thanksgiving, Advent, and Christmas

Thanksgiving

Listen to and discuss stories of Jesus' miracles, such as the feeding of the five thousand and the healing of ten lepers.
Discuss the importance of expressing gratitude for the good things God gives us.
Participate in collecting for the food bank and identify this act as a way to share what God has given us.

Advent

Listen to and discuss stories about God preparing the world for Jesus' birth, such as the angel Gabriel visiting Mary and Isaiah's prophecies.
Recognize Advent as a season of preparing to welcome Baby Jesus

Christmas

Recognize Christmas as Jesus' birthday.
Participate in dramatizing the story of the first Christmas.

Kindness: Gratitude and Generosity

Gratitude

Tell one person/thing they are grateful for and why
Tell how gratitude feels on the inside.
Name people in their community who help them
Say "thank you" when someone does something for them

Sharing Kindness

Review how kind words and actions help ourselves and others feel good.

Generosity

Read "Last Stop on Market Street" and discuss how soup kitchens and pantries serve the community and how we can support them.
Create collection bags to gather nonperishable food donations for Gaithersburg HELP.

Service

Create a Creativity Bag as a gift for a child served by the Gaithersburg Judy Center.
Participate in spreading Christmas cheer by caroling.