

Pre-Kindergarten Curriculum Highlights and Learning Goals

Creative Curriculum Study: Clothes Social-Emotional Focus: Initiative Knowledge Focus: Children learn how about clothes are made, different colors and fabrics, different clothes for different seasons, and clothing in different cultures and jobs.	Jan. 3	What clothes do we wear? What clothes do you need for the different seasons?
	Jan. 9	Teddy Bear Days- How are clothes made? Where do we get our clothes?
	Jan. 16	What clothes do other cultures wear?
	Jan. 23	What clothes are needed for some jobs?

Language and Literacy: Collaborative Conversations

Initial and Final Sounds (Phonological Awareness) Isolate and pronounce the initial sound in spoken words. Isolate and pronounce the final sound in spoken words. Collaborative Conversations (Communication) Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion). During scaffolded conversations, continue a conversation through multiple exchanges.	Presenting Information Through Writing (Emergent Writing) Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic. With prompting and support from adults, explore a variety of digital tools to express ideas. Characters, Setting, and Plot (Story/Text Comprehension) With modeling and support, identify characters, settings and major events in a story. With modeling and support, compare adventures and experiences of characters in familiar stories.
--	--

Mathematics: Data and Graphs; Patterns

Building Number Sense with Graphs 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). Recognize that the last number name said tells the number of objects counted. Recognize the number of objects in a set without counting (subitizing). (Use 1-5 objects) Count verbally to 10 by ones. Building Number Sense with Patterns When counting objects, say the number names in the standard order, pairing each object with one and only one number name. Begin to recognize that each successive number name refers to a quantity that is one larger.	Comparing Data in Graphs Explore relationships by comparing groups of objects up to 5 and then 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects). Compare categories using words such as more or same. Recognize the concept of just after or just before a given number in the counting sequence up to 10.
--	--

Science and Engineering: Cloth

Design and Create Recognize that everybody can do science and invent things and ideas. Design and work with a variety of materials surrounding clothing and cloth materials. Make something that can actually be used as clothing for your teddy bear. Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger)	Things Are Made of Parts Investigate a variety of clothing to identify that there are different parts and feature for different times of clothing. Explain that something may not work if some of its parts are missing. Practice identifying the parts of things and how one part connects to and affects another. Tools Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be
---	---

and cheaper) may be worse in other ways (such as heavier and harder to cut). Explain that sometimes it is not possible to make or do everything that is designed.	done at all.
--	--------------

Social Studies: Clothes

<p>Producing Goods Identify that goods are things that people make or grow. Identify that materials/resources are used to make products. Participate in steps that are followed in making a product, such as a drawing, a block building, and a card for a friend or relative.</p> <p>Making Choices Demonstrate the ability to make a choice.</p>	<p>Technology Explain how technology affects the way people live, work, and play. Begin to be aware of technology and how it affects daily life, such as different ways to fasten shoes and different appliances to cook food.</p>
--	---

Social Foundations: Solving Social Problems

<p>Solving Social Problems Suggests solutions to social problems such as what to do when everybody wants to play with the same toy.</p>	<p>Entering New Play Groups Enters into an established group to join in play; plays successfully with a new group of children.</p>
--	---

Physical Development and Health: Body Awareness and Emergency Weather Drill

<p>Coordination and Balance Demonstrate body awareness and control through games involving run-stop-change directions.</p> <p>Gross Motor Skills Demonstrate galloping movement.</p>	<p>Fine Motor Skills Continue working with writing tools and cutting.</p> <p>Safety Drills Participate in monthly fire drills and other emergency drills.</p>
--	---

Fine Arts: Dance Games

<p>Valentine's Day Art Create Valentines with play-dough, paper, doilies, glitter, paint, pasta creations, sequins. Cut Valentines and decorate for classmates and/or families.</p> <p>Singing Sing familiar songs independently. Vary the voice to suit the song (e.g., using a soft voice for a lullaby).</p>	<p>Dance Participate in music games that require coordinated full-body movement to the music. Participate in music games that require imitating animals or creating shapes with the body. Dance with props such as scarves or ribbons. Participate in dance games with partners or group formations.</p>
---	---

Spiritual Development: God's Love Is for Sharing

<p>Show Love to Everyone Listen to and discuss stories of how we should show love to everyone, such as the Good Samaritan and Jonah and the big fish. Recognize that we can all be God's helpers and spread His love throughout the world.</p>	<p>God Always Welcomes Us Listen to and discuss stories of how God always welcomes us, such as the Prodigal Son and Jesus blessing the children.</p>
---	---

Kindness: Using Movement to Calm Emotions

<p>Sharing and Protecting Happiness Review how kind words and actions help ourselves and others feel good. Discuss how mindfulness can help us create a "lid" to protect the happiness in our invisible buckets from "dippers."</p>	<p>Mindful Movement Remember and lead animal movements. Understand how calming can be easier after movement. Participate in creating a class book of animal mindful movements.</p> <p>Service Create cards for service members for Operation Gratitude.</p>
--	---

