

# Pre-Kindergarten Curriculum Highlights and Learning Goals

<p><b>Creative Curriculum</b>  <b>Study:</b> Rocks  <b>Social-Emotional Focus:</b> Curiosity  <b>Knowledge Focus:</b> Children learn about rocks and how they formed mountains and the beaches. We will explore volcanoes, fossils, dinosaurs, gems, crystals and more.</p>	Feb. 26	Rocks: What are rocks? How are they different? How are they created? What are the different types?
	Mar. 4	Sand: What is sand? Where do you find it? What are volcanoes? Where are they located? Are rocks in volcanoes? What makes a volcano erupt?
	Mar. 11	Gems/Crystals: How are gems/crystals different from rocks? How are they made? Observe and classify different gems/crystals.
	Mar. 18	Dinosaurs: What are fossils? What do they tell us about dinosaurs? What different kinds of dinosaurs are there?
	Mar. 25	Dinosaurs: What happened to the dinosaurs? Discuss meteors and asteroids.

## Language and Literacy: Shared Research Projects

<p><b>Letter Sounds (Phonics and Letter Recognition)</b>          Recognize and name some upper and lowercase letters of the alphabet.          Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.</p> <p><b>Supporting Details in Informational Texts (Story/Text Comprehension)</b>          With modeling and support, recall one or more detail(s) related to the main topic from an informational text.          With modeling and support identify the reasons an author gives to support points in a text. (informational texts)</p>	<p><b>Segmenting and Blending Phonemes (Phonological Awareness)</b>          Orally blend and segment individual phonemes in two- to three-phoneme words.</p> <p><b>Shared Research Projects (Emergent Writing)</b>          Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.          Participate in shared research and shared writing projects.          With modeling and support from adults, recall information from experiences or information from provided sources to answer a question.          With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing. (revising and editing)</p>
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## Mathematics: Position and Direction; Adding and Subtracting

<p><b>Positional Words</b>          Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.</p> <p><b>Addition and Subtraction on the Number Line</b>          Recognize the concept of just after or just before a given number in the counting sequence up to 10.</p> <p><b>Addition as One More</b>          Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p><b>Reviewing Written Numerals</b>          Identify written numerals 0-10.</p>	<p><b>Informally Explore Addition and Subtraction</b>          Explore addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to 5).</p> <p><b>Composing and Decomposing Numbers</b>          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).          For any given quantity from 0 to 5, use objects or drawings to find the quantity that must be added to make 5.          Decompose quantity (less than or equal to 5) into pairs in more than one way (e.g., by using objects or drawings).</p>
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## Science and Engineering: Nature All Around Us

### Weather and Seasons

Draw pictures that correctly portray at least some features of the thing being described and sequence events (seasons, seed growth).

Describe the weather using observations.

Observe and describe the weather using senses.

Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.

### Rocks

Collect, examine, and describe rocks. Explore sand, soil, clay, and mud to find small pieces of rocks. Use magnifying lenses to look at rocks. Perform experiments using rocks.

## Social Studies: Nature All Around Us

### Globes and Maps

Recognize that a globe and maps are used to help people locate places.

Recognize that a globe is a model of Earth.

### Environmental Features

Recognize that places in the immediate environment have specific physical and human-made features.

Discuss that places have natural/physical features such as mountains, rivers, and hills.

## Social Foundations: Helping Others

### Helping Others

Describe ways we can help one another in the classroom, on the playground, outside of school and demonstrate these values in the school setting.

## Physical Development and Health: Participation in School Emergency Relocation Drill

### Sun Protection

Discuss sun safety and use of sunblock (at home).

### Fine Motor Skills

Demonstrate ability to construct objects using building sets.

### Safety Drills

Participate in relocation drill to Epworth Methodist Church as a practice of the Emergency Plan.

## Fine Arts: Response to Music

### 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.

### Response to Change

Recognize when a quality in the music changes.

Identify different dynamics (loud or soft), tempos (fast or slow), pitches (high or low), and note durations (long or short).

Adjust own actions to reflect changes in the music.

## Spiritual Development

### We Are Part of God's Plan

Listen to and discuss stories about how we can be part of God's plan, such as Samuel's call and Esther saving her people.

## Kindness: Peace Around the World

### Peace Around the World

Recognize that people around the world want peace.

Recognize ways in which people around the world are the same and different.

Discuss how all people around the world want to feel happiness and give happiness to others.

### Service

Create a Literacy Bag as a gift for a child served by the Gaithersburg Judy Center.

Create a collection bag to gather book donations for the Gaithersburg Judy Center.