

Pre-Kindergarten Curriculum

The goal of our pre-kindergarten curriculum is to implement developmentally appropriate practice in our classroom. This means to teaching in ways that match the way children develop and learn. We will provide children with opportunities to learn and practice newly acquired skills. It offers challenges beyond the level of their present mastery and it take place in the context in the classroom community where children feel safe, valued and their physical needs as met as well as psychologically secure.

Social/Emotional Development:

*develop sense of self

1. Shows ability to adjust to new situations
2. Demonstrates appropriate trust in adults
3. Recognizes own feelings and manages them appropriately

*responsible for self and others

1. Demonstrates self-direction and independence
2. Takes responsibility for own well-being
3. Respects and care for classroom environment and materials
4. Follows classroom routines
5. Follows classroom rules:

*pro social behavior

1. Plays well with other children
2. Recognizes the feelings of others and responds appropriately
3. Uses thinking skills to resolve conflicts

Physical Development:

*Gross Motor:

1. Demonstrates basic locomotor skills (running, jumping, hopping and galloping)
2. Shows balance while moving
3. Climbs up and down
3. Demonstrates kicking and catching skills

*Fine Motor:

1. Controls small muscles in hands
2. Coordinates eye-hand movement
3. Uses tools for writing and drawing

Cognitive Development:

*learning and problem solving:

1. Observes objects and events with curiosity
2. Approaches problems flexibly
3. Shows persistence in approaching tasks
4. Explores cause and effect
5. Applies knowledge or experience to a new context

*logical thinking:

1. Classifies objects
2. Compares/measures
3. Arranges objects in a series
4. Recognizes patterns and can repeat them
5. Shows awareness of time concepts and sequence
6. Shows awareness of position in space
7. Uses one-to-one correspondence
8. Uses numbers and counting

*representation and symbolic thinking:

1. Takes on pretend roles and situations
2. Makes believe with objects
3. Makes and interprets representations

Language Development:

*listening and speaking:

1. Hears and discriminates the sounds of language
2. Expresses self using words and expanded sentences
3. Understands and follows oral directions
4. Answers questions
5. Asks questions
6. Actively participates in conversations

*reading and writing:

1. Enjoys and values reading
2. Demonstrates understanding of print concepts
3. Demonstrates knowledge of the alphabet
4. Uses emerging reading skills to make meaning from print
5. Comprehends and interprets meaning from books and other texts

6. Understands the purpose of writing

7. Writes letters and words

We also implement Hand Writing Without Tears Writing Curriculum which meets the developmental standards to teach young children how to form letters, letter sounds, how to hold crayon or pencil correctly, practice and exposure weekly.

We have a letter a week which is used in conjunction with the hwt curriculum.