

WELCOME TO CURRICULUM NIGHT

What do we do at school each day?

CUSD Early Childhood Philosophy

Our goal as early childhood educators is to provide a **strong foundation** that will help all children become lifelong learners. We believe that children learn through **experience and discovery**. Our goal is to prepare children to enter kindergarten with a healthy self-concept and a positive attitude toward school and learning. We accomplish this by offering **developmentally appropriate curriculum** designed to develop social, emotional, physical and cognitive abilities. We understand that every child is unique, so we organize our preschool program to allow children to initiate activities to grow from personal interest and intentions. Our preschool students learn through exploration with

PreKindergarten Curriculum Overview

The curriculum is aligned to the Arizona Early Learning Standards, which have been developed for children 3-5 years of age. The standards help us to provide quality learning experiences and cover a wide range of skill development. Since every child is a unique individual and learns at his/her own readiness level, the standards allow each child to progress through each developmental skill as they become ready.

PreKindergarten Language Arts Curriculum

- Houghton Mifflin Harcourt Big Day for PreK

◆ Complete curriculum developed for children 3-5 years of age that integrates all learning domains with an emphasis on both academic and social-emotional development

◆ Builds oral language and vocabulary through rich and varied opportunities for meaningful conversations

◆ Includes the very



Dramatic Play Center

Learning Focus: Explore school and friends through play.

Materials

- Dress-up clothes
- School props, such as backpacks, name tags, crayons, notebooks, folders
- Dolls and stuffed animals

Writing Connection

Write about something you do at school.

Week 1: Act Out Real Experiences

Help children become comfortable interacting with one another by acting out some of their new experiences at school.

Week 2: Role-Play Making Friends

Encourage children to act out different ways to make friends when they are at school.

Play Scenarios: make introductions; invite someone to play

Week 3: Act Out School Stories

Have children use a small U.S. or state flag and say the Pledge of Allegiance. Then have children work together using school props to act out stories about other things, besides saying the Pledge, that children do when they are at school.

Problem Solving: How can you take turns when you play?

Week 4: Role-Play Feelings

Provide dolls and stuffed animals for children to use to act out different feelings children may have at school.

Problem Solving: What can you do when you feel sad?

“Learning Talk”

Child: I want to be first on line. I never get a turn to be first!

Teacher: I know you are upset, but you have to calm down and wait for your turn. What is the first thing you need to do?

Child: Take a deep breath?

Teacher: Yes, now what comes next?

Child: Count to three. One, two, three.

Encourage Self-Regulation

Throughout the Day

Build theme concepts, knowledge, and vocabulary throughout the day during informal learning times. Get theme-related conversations started with ideas such as these.

Meet and Greet

- Invite children to tell about something they would like to do at school today.
- Ask children to say hello to the other children.

Snack and Lunch

- Have children practice snack and lunch routines.
- Encourage children to use good table manners.

Indoor/Outdoor Playtime

- Before playing, ask children how they are going to share and take turns using the outdoor equipment.

Wrap-Up

- Have children tell what they did with another child at school today.
- Ask children to name another child in the class.

Talk About It

Use sentence starters to help children use complete sentences in discussions about friends.

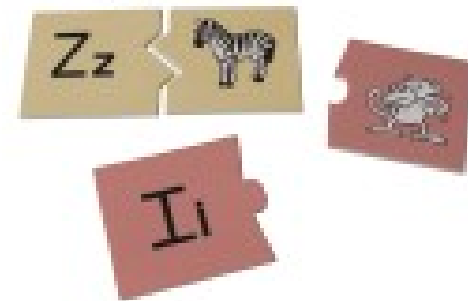
- I like school because ...
- My class ...
- My favorite thing is ...
- When I am playing with a friend ...

PreKindergarten Curriculum: Alphabet Knowledge

□ Foundations

- ◆ Supports students' emerging understanding of the alphabetic principles of letter-sound associations and alphabetical order, and the written language skill of manuscript letter formation.
- ◆ Designed to be a “pre-dose,” to letter-sound and writing skills

Keyword Puzzles



Trace & Write Grids (Qty 5)



PreKindergarten Curriculum: Math

□ Origo Stepping Stones Pre-K

- ◆ Promotes success through developmentally appropriate, meaningful activities that are play-based and rich in language
- ◆ Scope and Sequence includes number, algebra, measurement, geometry, and data
- ◆ Links math skills to the real world, as well as to other curriculum areas

Number necklaces

In this activity, children thread beads to match the number of objects shown in a picture.

Preparation

You will need:

- number picture cards for 1 to 5 from *The Math Case: Green set 4*

Each child will need:

- 5 long lengths of string or yarn
- 15 beads of different shapes and sizes (minimum)

Activity

- Say, **You are going to make five necklaces by threading the same number of beads on the string that you see on the card. One necklace for each number from one to five.** Demonstrate the activity. Choose a card and count aloud the balloons shown. Then count the beads aloud as you thread them onto a string. Guide the children to make their own necklaces by choosing matching beads for each quantity. Encourage them to talk about the numbers they are representing. At the end of the activity, each child should have five necklaces that represent the numbers from one to five.
- If appropriate, allow the children to wear the necklaces around the school for a few days. When

Clip it on

In this activity, children match the number of concrete materials to a quantity shown in a picture.

Preparation

Each group of children will need:

- 1 set of domino dot cards from *The Math Case: Green set 5*
- 15 clothespins
- markers



Activity

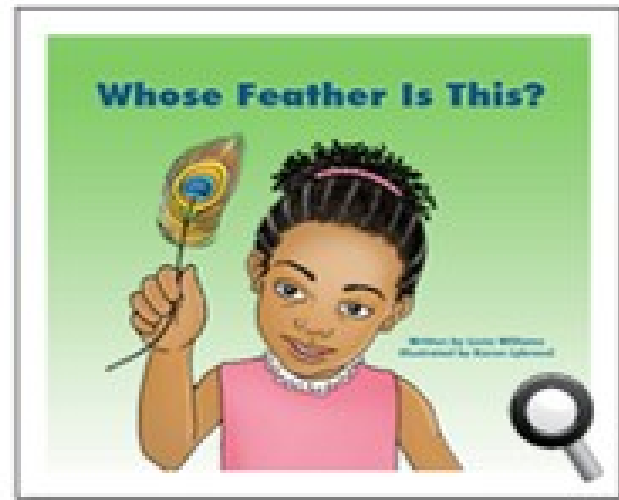
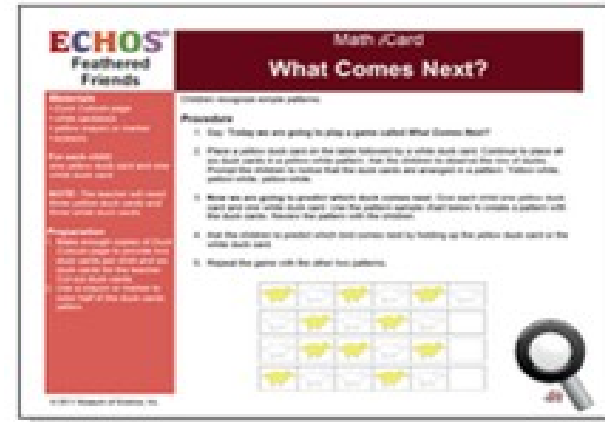
In the Math Center, have the children work in pairs. One child selects a card and counts the dots shown. The other child selects that amount of clothespins and clips them to the card. The first child counts the clothespins to see if the quantity is accurate. After they agree the amount is correct, they remove the clothespins. Roles are exchanged, and the activity is repeated with a different card.

Extension

Use numbers up to ten if a child is ready to work with a greater amount. More domino dot cards can be created using the blank cards from *The Math Case: Green set 9*.

PreKindergarten Curriculum: Science

- Early Childhood Hands On Science (ECHOS)
 - ◆ Comprehensive hands-on, interactive early childhood science curriculum
 - ◆ 9 Research based themes
 - ◆ Aligned to early childhood standards
 - ◆ Provides a foundation for critical thinking



Preschool Curriculum: Physical Education

□ OPEN PE

- ◆ Provides instructional content designed to foster the development of knowledge and skill in six main movement exploration categories (Movement Concepts, Balance, Locomotor, Manipulative, Health & Nutrition, and Social & Emotional Development)



Preschool Curriculum: Music and Movement

- Using CUSD Pre-K Quarterly Curriculum Map, music lessons have been added to match lesson themes.



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Arizona Early Learning Standards

- The standards support each child to learn through positive relationships with teachers and peers and to learn through child-initiated, child-directed and teacher supported play. The standards are categorized into 8 different skill areas for children 3 to 5 years of age.

Social/Emotional



- Children develop self awareness by recognizing and expressing feelings, learning to positively interact and cooperate with others, being responsible and respectful for self and others by using self control, approaching learning with curiosity, creativity, confidence and by problem solving.

Approaches to Learning

- Approaches to learning refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences. Children's approaches to learning contribute to their success in school and influence their development and learning in other domains.

Language and Literacy

- Children develop oral language skills by speaking and listening. They develop pre-reading skills from the sounds and rhythms of spoken language, letter knowledge, vocabulary, and comprehending stories. They develop pre-writing skills by writing letters, words, and their name.

Mathematics



- Children develop math skills by learning numbers, counting, patterning, graphing, measuring, and by solving problems.

Science



- Children learn science skills by observing, asking questions, making predictions, experimenting, making conclusions and communicating answers to each other.

Social Studies



- Children learn about their environment around them, such as home, school, their community, and they learn about different places and people and how those environments compare and contrast to their own.

Physical Development, Health and Safety

- Children develop gross motor skills by doing vigorous activities inside and outside the classroom such as dancing, running, hopping, skipping and playing ball. Children develop fine motor skills inside and outside the classroom by drawing, painting, cutting, lacing, singing and writing. Children learn healthy habits and good hygiene. They also learn about safety and how to prevent injuries.

Fine Arts



- Children use their imagination, creativity, and the five senses to create artwork, music and movement, and imaginary play. By doing this, children develop independence, self-esteem and self-expression.

When We Play With Classroom Materials We Are...

- ❑ Demonstrating self-direction and independence.
- ❑ Learning cooperation.
- ❑ Gaining self confidence in our abilities.
- ❑ Refining small muscle skills.
- ❑ Improving eye-hand coordination.
- ❑ Expanding math skills such as: counting, ordering, matching, patterning, and classifying.
- ❑ Developing reading skills such as: left to right progression, visual discrimination

When We Do Dramatic Play We Are...

- Practicing social skills.
- Learning cooperation.
- Developing small and large muscles.
- Improving eye-hand coordination.
- Using our imagination.
- Play-acting roles and situations.
- Communicating with others.
- Sharing ideas and solving problems using language skills.

When We Are In The Library We Are...

- Gaining a better understanding of the world around us and the people in it.
- Learning to make connections between the story and the things we already know.
- Sequencing events.
- Recognizing that letters have meaning.
- Exploring the sounds and rhythms of language.
- Expanding our vocabulary
- Learning the use and care of books

When We Do Art We Are...

- Expressing our originality and individuality.
- Reflecting our thoughts and emotions.
- Developing skills in planning and organizing.
- Learning about cause and effect.
- Exercising small muscle skills.
- Enhancing eye-hand coordination.
- Expanding our vocabulary.
- Developing creativity.

When We Are Building With Blocks We Are...

- Learning self-direction and independence.
- Learning how to work together and respect each others viewpoints.
- Exchanging ideas.
- Developing small and large muscles.
- Improving eye-hand coordination.
- Learning about sizes, shapes, numbers, order, area, length, patterns, and weight.
- Exploring cause and effect

When We Are At The Sand And Water Table We Are...

- Demonstrating self-direction and independence.
- Cooperating with others.
- Enhancing fine motor skills and eye-hand coordination.
- Exploring, observing, and comparing.
- Learning cause and effect.
- Learning to ask and answer questions.
- Expanding our vocabulary.

When We Are Investigating We Are...

- Exploring and investigating the world around us.
- Cooperating with others.
- Learning to take care of living things.
- Observing, predicting, and comparing.
- Drawing conclusions.
- Developing dexterity and eye-hand coordination.
- Practicing motor skills.
- Expanding our vocabulary.

Activities You Can Do at Home



- ❑ READ to your child at least once a day and have your child retell the story to you.
- ❑ As you are driving in the car, shopping, or around your home, look for the letter of the week. Also, have your child try to read signs on the road or in the stores.
- ❑ Practice counting with your child.
- ❑ Practice colors and shapes with your child.

More Activities



- Help your child practice writing his/her name.
- Allow your child to do small, simple chores at home. It makes them feel important and gives them a sense of responsibility.
- Have your child tell you about their day and what they have learned in school.

Remember:



No child has ever been,
or will ever be,
deeply, personally invested
in a worksheet.

...that's why we do hands
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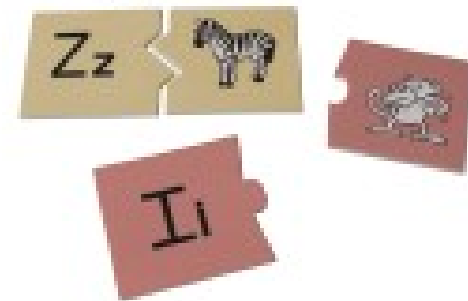
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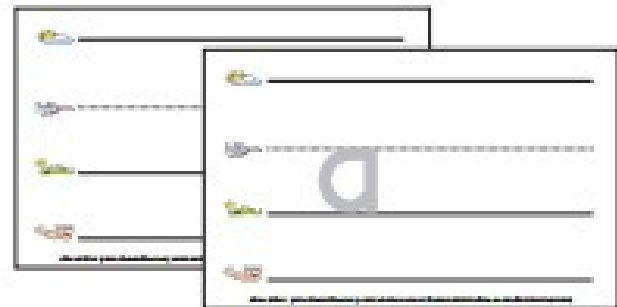
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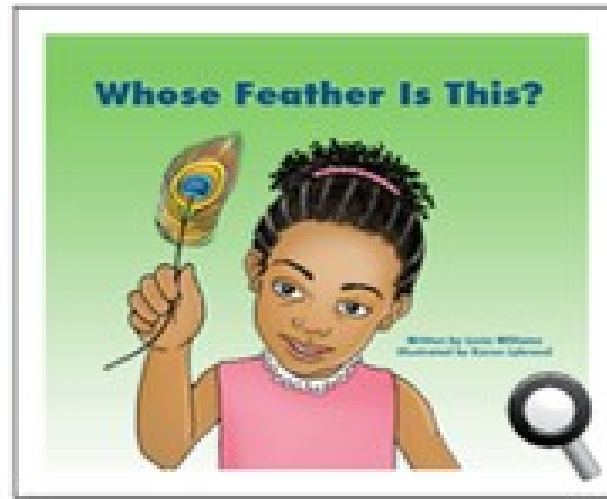
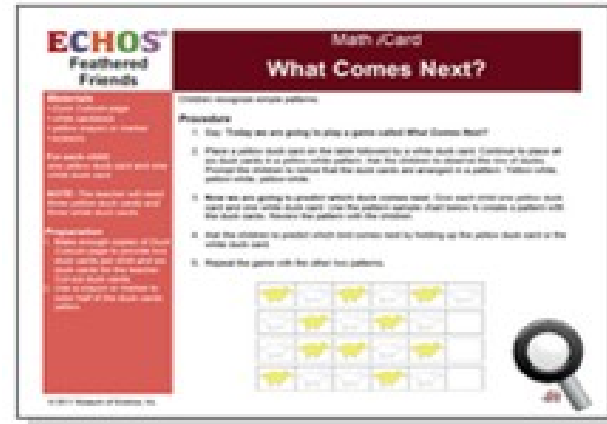
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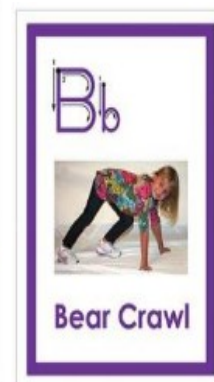
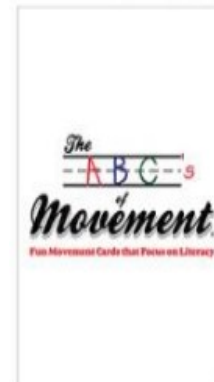
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