

Clinton Township Preschool Curriculum  
2020-2021

### Preschool Curriculum

**Goal Statement:** The Clinton Township School District will create an educational environment where all individuals are inspired to reach beyond their potential.

**District Objectives:**

1. Provide educational experiences that allow for entry points for all students so that learning is accessible.
2. Provide robust opportunities for creative exploration and expression.
3. Ensure that learning experiences are authentic and have potential real world opportunities/application.
4. Develop societally relevant skills in STEAM and Computer Science disciplines including sustainability, appropriate technologies, and interdisciplinary integration.
5. Ensure that appropriate professional development opportunities and resources are available to educators for creation and implementation of the curriculum.

### Career Ready Practices

**Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### Competencies for 21st Century Learners

- Collaborative Team Member
- Effective Communicator
- Globally Aware, Active, & Responsible Student/Citizen
- Information Literate Researcher

- Innovative & Practical Problem Solver
- Self-Directed Learner

### Preschool Summary

The learning environment and daily routines are an integral part of the preschool program. A morning meeting is a short period of time where students and teachers gather together as a whole group. During this brief time the tone for the day is set by focusing on community building and reviewing the schedule for the day. The preschool classroom is an inviting place where students can learn social skills, routines, cooperation and communication skills through their morning meeting. Preschool work time and centers are focused on learning through play. Students follow a "plan, do, review" routine. Students make choices for the area of play they want to participate in and activities they want to complete in their center. Teachers provide language for students to solve conflicts or express themselves with their peers.

Young children need ongoing opportunities to develop their mathematical thinking. In addition to daily opportunities for independent choice and exploration, preschool classroom time should be regularly allotted for in-depth, small group math experiences that encourage children to interact, pursue problem solving strategies and reflect. Preschool teachers' ELA practices are intentionally embedded in an integrated and play-based approach to learning. All preschool classroom activities and interactions are designed to encourage speaking and listening, literacy exploration, and emergent reading and writing activities.

Preschool children first construct scientific knowledge by using their senses to interact with their environment and make sense of the world around them. Technology is embedded into children's centers and is used to enhance their learning and development during choice time as well as during small-group experiences. By the end of preschool, children with technology experience can use pull-down menus to launch programs, can negotiate menus and interfaces, and feel comfortable using ipads, smart toys and handheld devices.

In preschool, children are just beginning to learn about language and how it works. Some of their language learning will focus on the languages spoken in their homes, and some of this learning will focus on the languages they encounter in their community.

Preschool teachers follow the effective preschool teacher teaching practices for social emotional learning, health, safety and physical education, visual and performing arts, language arts literacy, language, mathematics, science, social studies and families. Students are assessed in an authentic manner and the primary purpose of the assessment of young children is to help educators determine appropriate classroom activities for individuals and groups of children.

### Standards

#### Social/Emotional Development Standards:

##### Standard 0.1: Children demonstrate self-confidence.

- 0.1.1 Express individuality by making independent decisions about which materials to use.
- 0.1.2 Express ideas for activities and initiate discussions.
- 0.1.3 Actively engage in activities and interactions with teachers and peers.

- 0.1.4 Discuss their own actions and efforts.

**Standard 0.2: Children demonstrate self-direction.**

- 0.2.1 Make independent choices and plans from a broad range of diverse interest centers.
- 0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
- 0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
- 0.2.4 Attend to tasks for a period of time

**Standard 0.3: Children identify and express feelings.**

- 0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
- 0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).
- 0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).

**Standard 0.4: Children exhibit positive interactions with other children and adults.**

- 0.4.1 Engage appropriately with peers and teachers in classroom activities.
- 0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).
- 0.4.3 Say “thank you,” “please,” and “excuse me.”
- 0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).
- 0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
- 0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).

**Standard 0.5: Children exhibit pro-social behaviors.**

- 0.5.1 Play independently and cooperatively in pairs and small groups.
- 0.5.2 Engage in pretend play.
- 0.5.3 Demonstrate how to enter into play when a group of children are already involved in play. 0.5.P.A.3
- 0.5.4 Take turns.
- 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

**Visual & Performing Arts Standards**

**Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.**

- 1.1.1 Move the body in a variety of ways, with and without music.

- 1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.1.3 Participate in simple sequences of movements.
- 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.
- 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
- 1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.
- 1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.
- 1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.

**Standard 1.2: Children express themselves through and develop an appreciation of music.**

- 1.2.1 Sing a variety of songs with expression, independently and with others.
- 1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.
- 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
- 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.
- 1.2.5 Participate in and listen to music from a variety of cultures and times.
- 1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.
- 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.
- 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.

**Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.**

- 1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).
- 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.
- 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
- 1.3.4 Differentiate between fantasy/pretend play and real events.
- 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
- 1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.
- 1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.
- 1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.

**Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).**

- 1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.
- 1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.

- 1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.
- 1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
- 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
- 1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.
- 1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.

## **Health, Safety, And Physical Education Standards**

### **Standard 2.1: Children develop self-help and personal hygiene skills.**

- 2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).

### **Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.**

- 2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

### **Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.**

- 2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- 2.3.3 Identify community helpers who assist in maintaining a safe environment.
- 2.3.4 Know how to dial 911 for help.

### **Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.**

- 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).

- 2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

## **English Language Arts Standards**

### **Reading Literature**

#### **Key Ideas and Details**

- RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.
- RL.PK.2 With prompting and support, retell familiar stories or poems.
- RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

#### **Craft and Structure**

- RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
- RL.PK.5 Recognize common types of literature (storybooks and poetry books).
- RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.

#### **Integration of Knowledge and Ideas**

- RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.
- RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and exp

#### **Range and Level of Complexity**

- RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

### **Reading Informational Text**

#### **Key Ideas and Details**

- RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
- RI.PK.2 With prompting and support, recall important facts from a familiar text.
- RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

#### **Craft and Structure**

- RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.

- RI.PK.5 Identify the front and back cover of a book.
- RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.

### **Integration of Knowledge and Ideas**

- RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.

### **Range and Level of Complexity**

- RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.

### **Reading Foundations**

#### **Print Concepts**

- RFPK.1 Begin to demonstrate understanding of basic features of print.
  - a) Follow words from left to right, top to bottom, page by page.
  - b) Recognize that spoken words can be written and read.
  - c) Recognize that words are separated by spaces.
  - d) Recognize and name many upper and lower case letters of the alphabet.

#### **Phonological Awareness**

- RFPK.2 Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
  - a) Recognize and produce simple rhyming words.
  - b) Segment syllables in spoken words by clapping out the number of syllables.
  - c) Identify many initial sounds of familiar words.

#### **Phonics and Word Recognition**

- RFPK.3 Demonstrate an understanding of beginning phonics and word skills.
  - a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
  - b) (Begins in kindergarten)
  - c) Recognize their name in print as well as other familiar print in the environment.

#### **Fluency**

- RFPK.4 Begin to engage in a variety of texts with purpose and understanding.

#### **Writing**

### **Text Type and Purposes**

- W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.
- W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

### **Production and Distribution of Writing**

- W.PK.6 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).

### **Research to Build Knowledge**

- W.PK.7 With guidance and support, participate in shared research and shared writing projects.
- W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.

### **Range of Writing**

### **Speaking and Listening**

### **Comprehension and Collaboration**

- SL.PK.1 Participate in conversations and interactions with peers and adults individually and in small and large groups.
  - a) Follow-agreed upon rules for discussions during group interactions.
  - b) Continue a conversation through several back and forth exchanges.
- SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.
- SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.

### **Presentation of Knowledge and Ideas**

- SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.
- SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
- SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

### **Language**

### **Conventions of Standard English**

- L.PK.1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities.

- a) Print many alphabet letters.
- b) Use frequently occurring nouns and verbs.
- c) Form regular plural nouns.
- d) Understand and use question words (e.g., who, what, where, when, why, how).
- e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).
- f) Begin to speak in complete sentences.
- g) Understands and can follow simple multi-step directions.
- L.PK.2 Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.
  - a) (Begins in kindergarten)
  - b) (Begins in kindergarten)
  - c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.

## **Knowledge of Language**

### **Vocabulary Acquisition and Use**

- L.PK.4 Begin to determine the meaning of new words and phrases introduced through preschool reading and content.
  - a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).
  - b) (Begins in kindergarten)
- L.PK.5 With guidance and support, explore word relationships.
  - a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
  - b) Begin to understand opposites of simple and familiar words.
  - c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
- L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.

## **Approaches To Learning Standards**

### **Standard 9.1 Children demonstrate initiative, engagement, and persistence.**

- 9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)
- 9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles). 9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).
- 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, “This is hard. Can you help me figure it out?”).
- 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).

### **Standard 9.2 Children show creativity and imagination.**

- 9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).
- 9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
- 9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

### **Standard 9.3 Children identify and solve problems.**

- 9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")
- 9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
- 9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).
- 9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).

### **Standard 9.4 Children apply what they have learned to new situations**

- 9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).
- 9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).
- 9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).

## **Mathematics Standards**

### **Standard 4.1: Children begin to demonstrate an understanding of number and counting.**

- 4.1.1 Count to 20 by ones with minimal prompting.
- 4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.
- 4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
- 4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"):
  - (a) Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.

- (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
- (c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).
- 4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
- 4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).

**Standard 4.2: Children demonstrate an initial understanding of numerical operations.**

- 4.2.1 Represent addition and subtraction by manipulating up to 5 objects:
  - (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”)
  - (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
- 4.2.2 Begin to represent simple word problem data in pictures and drawings.

**Standard 4.3: Children begin to conceptualize measurable attributes of objects and how to measure them.**

- 4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
- 4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
- 4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.

**Standard 4.4: Children develop spatial and geometric sense.**

- 4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).
- 4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).
- 4.4.3 Manipulate, compare and discuss the attributes of:
  - (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
  - (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

**Science Standards**

**Standard 5.1: Children develop inquiry skills.**

- 5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
- 5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
- 5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
- 5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
- 5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).

**Standard 5.2: Children observe and investigate matter and energy.**

- 5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
- 5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).
- 5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).
- 5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).

**Standard 5.3: Children observe and investigate living things.**

- 5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).
- 5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).
- 5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).

- 5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).

**Standard 5.4: Children observe and investigate the Earth.**

- 5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).
- 5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).
- 5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).
- 5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).

**Standard 5.5: Children gain experience in using technology.**

- 5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

**Social Studies, Family, And Life Skills Standards**

**Standard 6.1: Children identify unique characteristics of themselves, their families, and others.**

- 6.1.1 Describe characteristics of oneself, one's family, and others.
- 6.1.2 Demonstrate an understanding of family roles and traditions.
- 6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).

**Standard 6.2: Children become contributing members of the classroom community.**

- 6.2.1 Demonstrate understanding of rules by following most classroom routines.
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.
- 6.2.3 Demonstrate appropriate behavior when collaborating with others.

**Standard 6.3: Children demonstrate knowledge of neighborhood and community.**

- 6.3.1 Develop an awareness of the physical features of the neighborhood/community.
- 6.3.2 Identify, discuss, and role-play the duties of a range of community workers.

**Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.**

- 6.4.1 Learn about and respect other cultures within the classroom and community.

### **World Languages Standard**

#### **Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.**

- 7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).
- 7.1.2 Say simple greetings, words, and phrases in a language other than their own.
- 7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.
- 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

### **Technology Standards**

#### **Standard 8.1: Navigate simple on screen menus.**

- 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
- 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

#### **Standard 8.2: Use electronic devices independently.**

- 8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.
- 8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”
- 8.2.3 Turn smart toys on and/or off.
- 8.2.4 Recognize that the number keys are in a row on the top of the keyboard.
- 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
- 8.2.6 Use a digital camera to take a picture.

#### **Standard 8.3: Begin to use electronic devices to communicate.**

- 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.

#### **Standard 8.4: Use common technology vocabulary.**

- 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

#### **Standard 8.5: Begin to use electronic devices to gain information.**

- 8.5.1 Use the Internet to explore and investigate questions with a teacher's support.

### **Preschool Enduring Understandings**

- Students will understand that language can be broken into words, syllables, and smaller pieces of sound.
- Students will be exposed to a large selection of food choices and will learn that they often enjoy the new foods that they try.
- Students will recognize a wide range of feelings and needs appropriately.
- Students will begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings.
- Students will understand they can express feelings through play and artistic representation.
- Students will understand and develop positive social skills and within the classroom and community.
- Students will understand people communicate in a variety of ways.
- Thinking strategies deepen and enhance understanding of text.
- Students will understand monitoring effective communication involves applying active listening strategies.
- Authors write with different purposes in mind.
- Students will understand people communicate through words.
- Listening skills are critical for learning and communicating.
- Science is continually evolving.
- Students will begin to develop an understanding that the weather affects what we wear and may even affect how we feel.
- Students will begin to understand that animals and insects are living creations.
- Students will begin to understand that plants grow from seeds.

### **Preschool Essential Questions**

- What does it look like, sound like, and feel like to be part of a classroom community?
- How do I understand numbers? What are numbers?
- How do I understand number concepts?
- How do I understand knowledge of sequence?
- How do I understand patterns and relationships?
- What is counting? How can it be used?
- What is subtraction? What is addition?
- How do you describe length or weight?
- How many ways can we sort objects?
- What are shapes?
- What are different ways to sort shapes?
- How can we create different shapes using different materials?
- How do you use a touch screen?
- How do you group things?
- What's the same?
- What's different?
- How many different ways can we group things?

- Why do we play with others?
- How do we play with others?
- What is the weather like today?
- Is it sunny, cloudy, rainy, windy, or snowy?
- Is it hot or cold?
- What should I wear today?
- How does the weather affect our activity choices?
- What is an animal?
- What is an insect?
- Where do they live?
- What do they eat?
- How are animals the same?
- How are animals different?
- How are insects the same?
- How are insects different?
- What is a seed?
- What do seeds need to grow?
- What are scales used for?
- What is a magnet?
- How do things move?
- What are musical instruments?
- How do we use musical instruments?
- What are families?
- How does weather impact your life?
- Why do I work together as a team?
- How do you appropriately act with peers and adults?
- What is a plan?
- What are routines?

## Objectives

- Students will be able to model perseverance while working on a difficult task.
- Students will be able to demonstrate phonological awareness.
- Students will be able to demonstrate the knowledge of the letters in the alphabet.
- Students will be able to use letter-sound knowledge.
- Students will be able to write and read their name independently.
- Students will be able to display the understanding of numbers and counting.
- Students will be able to identify and name numbers 1-10.
- Students will be able to understand the relationship between numbers and quantities.
- Students will be able to recognize and name one-digit written numbers up to 10 with minimal prompting.
- Students will be able to understand the written relationship between numbers and quantities.
- Students will be able to count objects up to 10, using one-to-one correspondence.
- Students will be able to greet peers by name.
- Students will be able to participate in group singing and counting.
- Students will be able to follow general rules of the classroom.
- Students will distinguish the difference between healthy snack options and unhealthy choices.
- Students will be able to interact in a pleasant social atmosphere as they participate with peers and adults in decision making, sharing, communicating with others and practicing good manners during meal time.
- Students will be able to explore the science of food preparation.
- Students will be able to use language and articulation with their peers and teachers.
- Students will be able to follow a routine.
- Students will be able to respect classroom materials.
- Students will be able to participate in turn-taking.
- Students will be able to take responsibility for cleaning up the station/play area.
- Students will be able to problem solve.
- Students will be able to follow directions.
- Students will be able to use listening skills.
- Students will be able to maintain appropriate space.

### **Preschool Units**

1. Morning Meeting
2. Snack Time
3. Worktime/Centers
4. Preschool Math
5. Preschool Literacy
6. Preschool Science
7. Preschool Social Studies
8. Social/ Emotional
9. Preschool Preschool Visual & Performing Arts
10. Preschool Approaches to Learning
11. Preschool Life Skills
12. Preschool Technology

## Preschool Teaching Practices

*Effective preschool teachers:*

### **Social Emotional**

- Provide materials and activities to further learning at the child's developmental level and to foster feelings of competence.
- Adapt materials and activities to support English and non-English language speakers.
- Use children's ideas and interests to inspire activities and to engage students in discussions.
- Use open-ended questions to begin a discussion with individual children or groups of children.
- Model verbal descriptions of children's actions and efforts.
- Ask questions that encourage children to describe their actions and efforts.
- Organize the classroom environment and establish a daily routine that enables children to independently choose materials and put them away on their own.
- Facilitate open-ended and child-initiated activities to encourage independence and self-direction.
- Use songs, rhymes, movement, and pictures to reinforce independent functioning in the classroom.
- Keep transitions short to adapt to children's limited attention spans, and conduct daily routines individually or in pairs to avoid whole-group waiting times and to support independence.
- Develop children's awareness of a wide range of feelings with appropriate vocabulary during discussions and storytelling.
- Provide literature, materials, and activities that help children interpret and express a wide range of feelings related to self and others with appropriate words and actions.
- Model appropriate language for children to use when expressing feelings such as anger and sadness during social interactions.
- Provide specific techniques children can learn to use to channel anger, minimize fear, and calm down.
- Comment on specific positive behavior instead of giving empty praise.
- Encourage nurturing behavior through modeling, stories, and songs.
- Encourage the use of manners through modeling and role-playing.
- Demonstrate and involve children in respecting the rights of others.
- Encourage expressing needs verbally by modeling appropriate language.
- Involve children in solving problems that arise in the classroom using conflict resolution skills.
- Pair or group children to foster friendship.
- Provide toys and plan activities to encourage cooperative play.
- Collaborate with children on activities while modeling language and pretend skills as needed for play.
- Identify strategies to enter into play with another child or group of children.
- Gauge and provide the appropriate amount of support necessary for children to be successful during activities and play.
- Provide opportunities to take turns.
- Provide opportunities that encourage children to share toys and materials.

### **Visual and Performing Arts**

- Provide opportunities for children to participate in both structured and unstructured dance/movement activities that help build motor control and body relationships and that strengthen self-regulation and memory.
- Provide opportunities for children to experience creative movement and dance performances and encourage children to observe, listen, and respond.

- Connect movement and dance to curriculum themes and to other content areas and domains throughout the day, especially fine- and gross-motor skills, coordination, and other areas of physical development.
- Provide a range of music from different cultures and genres for dance and movement activities.
- Provide opportunities for children to play musical instruments.
- Use appropriate musical terminology.
- Connect music to curriculum themes, other subject areas, and domains throughout the day.
- Introduce children to a wide variety of music that is appropriate in content for classroom activities and that reflects different cultures and genres.
- Provide opportunities for children to experience musical recordings and/or performances and encourage children to observe, listen, and respond.
- Provide props and materials that promote children's active participation in dramatic play and storytelling and rotate them on a regular basis by theme.
- Create a dramatic play area that is clearly defined, with space to play and for organized storage.
- Join in dramatic play to promote the development of cooperation and self-regulation skills, such as managing emotions, focusing attention, solving problems, and developing empathy.
- Expose children to stories from multiple cultures and provide props to represent diversity.
- Provide children with access to a variety of developmentally appropriate art materials and emphasize open-ended, process-oriented activities.
- Plan art activities that extend children's understanding of art techniques and art media.
- Introduce children to vocabulary used in the visual arts during hands-on activities and explorations.
- Use children's work as a springboard to explore and discuss concepts individually and in small groups.
- Develop a visual reference library or provide actual objects that children can refer to for more accurate representation.
- Observe and encourage children's approaches to learning during the process of creation, including initiative, curiosity, problem-solving, and especially persistence.
- Connect the visual arts to curriculum themes, other content areas, and domains, including fine-motor skills and eye-hand coordination.
- Expose children to the visual arts from their own communities as well as from different cultures, and introduce different types of artists.
- Create an environment that is conducive to creativity by rotating and introducing new materials regularly, making materials easily accessible, keeping them organized, and minimizing commercially purchased decorations.
- Display children's artwork at eye level, accompanied by children's explanations about their work.
- Encourage children to react to works of art and to reflect on art experiences.
- Model the safe and appropriate use and care of art materials and tools.

### **Health, Safety and Physical Education**

- Explain how germs are spread and instruct children in techniques to limit the spread of infection
- Model appropriate hand-washing and supervise children's hand-washing.
- Promote the habits of regular tooth-brushing and bathing.
- Provide opportunities for children to pour and serve themselves and others, using a variety of appropriately sized utensils, during meal and snack time.
- Follow consistent routines regarding washing hands and utensils before and after preparing food and eating.
- Provide opportunities for children to experience a variety of nutritious food choices.
- Encourage families to share foods common to their cultures.

- Make learning materials and activities available to reinforce nutritious food choices.
- Inform parents about nutritious food choices to extend and reinforce children's classroom learning.
- Monitor the indoor and outdoor environment daily to ensure it is safe and hazard-free.
- Incorporate information about potential hazards into the curriculum.
- Make a mural or chart of things that are and are not safe to touch.
- Practice emergency evacuation procedures with the children.
- Invite community representatives of health, fire, and police departments to visit the class to teach about how to follow health and safety precautions.
- Promote children's understanding of safety within the context of everyday routines as well as through intentionally planned activities.
- Facilitate activities that promote specific movement skills.
- Guide and support children in the development of gross-motor skills.
- Provide classroom learning centers stocked with a wide variety of materials that promote fine-motor skills.
- Plan individual and small-group activities and materials that promote the development of gross- and fine-motor skills.

### **Reading Literature and Informational Text**

- Create cozy, comfortable reading areas with a variety of age-appropriate printed materials.
- Read aloud to each child individually and in small and large groups two or more times a day in different settings using age-appropriate high-quality books and texts.
- Organize routines of the day with children to ensure that children are aware of their opportunities for read alouds with the teacher in whole, small group or one-on-one as well as times of the day that they can use the classroom library and self-select books for their reading enjoyment.
- Prepare children for listening to a new book during read alouds by building on background knowledge.
- Read aloud the entire book with few interruptions and use motivating expressions appropriate to the story line.
- Read and reread favorite books followed with a discussion guided by the particular objectives for reading the book with higher level questioning techniques.
- Follow up a read aloud and discussion with a range of auditory, visual, movement and role play opportunities in multiple contexts throughout the day to guide beginning understanding of main events, topics, setting, and characters.
- Embed ongoing strategies to clarify new word meanings during read alouds, small group activities, conversations, play, or writing.
- Encourage children's questions about unfamiliar words and their meanings.
- Model and encourage the use of new and interesting words read in books by using new words frequently throughout the day in conversations, songs, rhymes, activities, and discussions.
- Compare and contrast examples of favorite and familiar story or poetry books by identifying each type as either a story or a poetry book and discuss simple characteristics of each. When children are familiar with a few characteristics of each genre, discuss how the examples (story and poetry book) are alike and how they are different. Begin to let children identify the genre (story or poetry) on their own.
- Compare and contrast favorite story books and favorite informational texts and discuss which book is fiction (e.g., tells a story) and which book is information (explains or shares real information).
- Integrate opportunities for read aloud experiences using both literature and informational texts throughout the day followed by rich discussions to extend and make connections between key concepts in science, social studies, math, music, art, movement, and social and emotional development.

- Model and encourage using new and interesting topical words from informational text throughout the day in conversations, songs, rhymes, activities and discussions.
- Encourage informational book discussions that include questions, conversations and discussions about topical book information. Refer back to the original text to cite evidence or to clarify difficult or new information.

### **Reading Foundational Skills**

- Draw children’s attention to the functions and features of print during read aloud discussions, small group activities, and incidentally throughout the day.
- Display printed labels and other print examples throughout the classroom environment that has meaning to children during their daily activities.
- Ensure authentic opportunities for reading and rereading environmental print during the day and while reading track the print with finger to ensure understanding of left to right and top to bottom progression.
- Use rhythm sticks, claps, snaps, or body motions to segment the syllables in children’s names and other words.
- Provide activities where children sound match.
- Integrate activities throughout the day that draw attention to the printed letter and the sounds letters make.
- Find opportunities to read and write children’s names daily. While writing the name, spell each letter aloud and invite children to read the name and spell each letter with you.
- Engage children in conversations about their favorite books and texts.

### **Writing**

- Model teacher writing in a variety of genres throughout the day and encourage children’s writing.
- Provide shared writing opportunities.
- Take dictation for a child by writing exactly what the child says and making sure the child can see what you are writing. Read the dictation back to the child tracking their words with a finger.
- Encourage individual and small groups of children’s writing at the writing center and other centers independently or with teacher support.
- Provide a variety of writing tools (e.g., pencils, crayons, chalk, markers, and keyboards) and surfaces (e.g., paper, writing easels, and computer surfaces) throughout the classroom.
- Encourage children to share their writing or teacher dictation at all developmental levels with a partner, small-group, class and family.

### **Speaking and Listening**

- Create a climate of discourse that values conversations, dialogue, questions, and reflections, including “wait-time”.
- Provide activities and props throughout the classroom that encourage interactions, conversations and support connections to concepts learned.
- Revisit classroom rules that support classroom discussions (e.g., “Boys and girls, we have a classroom rule about one person talking at a time”).
- Provide opportunities for discussions that include details of familiar people, places, things and events with individual children, and in small and large-groups.

### **Language**

- Ensure that children have interesting opportunities to practice language using plural forms, prepositions, complete sentences, and question sentences by using props and toys in engaging individual, small and large-group opportunities.
- Build oral language and writing skills through read aloud extension activities in classroom centers.

- Use new vocabulary introduced in conversations, reading, projects, studies and other activities in context multiple times throughout the day.
- Make connections between a child's experience and the meaning of new vocabulary and how it is used.

## **Mathematics**

- Encourage and support attempts to learn to count numbers to 20 or higher.
- Include and refer by name to written numbers in the classroom environment during daily routines and in the context of large and small group experiences.
- Intentionally refer to the symbol and number name when discussing numbers (quantities) of objects.
- Provide manipulatives and materials and activities that feature number names and number quantities.
- Provide a wide variety of writing materials for children to informally explore writing numbers along with meaningful contexts for children to write numbers on charts and graphs.
- Make materials and books that promote exploration of number quantities.
- Integrate purposeful counting experiences throughout the school day, indoors and outdoors.
- Encourage children to compare numbers frequently through questions.
- Model addition for children by using counting to combine numbers.
- Model subtraction for children by using counting to separate quantities of objects.
- Provide opportunities for children to independently explore addition and subtraction.
- Develop addition and subtraction stories with small groups of children using story mats and flannel board scenes with small quantities of objects and pictures/drawings.
- Provide standard and nonstandard measurement materials both indoors and outdoors.
- Invite children to compare and order objects according to measurable attributes.
- Use everyday experiences to foster understanding of spatial sense.
- Provide materials for children to sort, classify, order, and pattern.
- Provide materials that can be put together and taken apart indoors and outdoors that help children to develop spatial and geometric sense.
- Provide opportunities for children to compose and decompose pictures and designs with two and three-dimensional shapes.

## **Science**

- Plan intentionally for children's conceptual learning during small-group science experiences that include a series of related, simple experiments and experiences.
- Provide opportunities for focused inquiry over longer time periods.
- Facilitate individual and small-group discussions based on open-ended science explorations and focused inquiry to encourage children to share, discuss, reflect on, and form explanations about their emerging ideas.
- Provide regular opportunities for children to collect, measure, record, and represent science experiences and data.
- Provide opportunities for children to explore changes in matter.
- Facilitate children's investigations of forms of energy.
- Provide opportunities for children to explore motion.
- Provide opportunities for children to observe and investigate the characteristics of plants and animals in their natural habitats and in the classroom over time.
- Provide opportunities for children to investigate changes in living things over time.
- Provide opportunities for exploring the natural energy of sunlight through its connection with living and nonliving things.
- Provide opportunities for investigating weather phenomena.

### **Social Studies, Family and Life Skills**

- Encourage children to appreciate individual differences by providing diverse materials, literature, and activities.
- Incorporate books, materials, and activities that support diversity with respect to race, ethnicity, culture, age, abilities, gender, and non-stereotypical roles.
- Support and recognize differences in family structures, routines, and traditions through discussions, literature, and activities.
- Encourage children to use materials and supplies in a non-stereotypical manner.
- Model appropriate behaviors during family-style meals.
- Invite visitors with community service roles into the class.
- Involve children in discussions about the homes they live in and the different types of homes in the community.
- Explore cultures represented in the classroom and community and integrate information about these cultures into the daily curriculum as well as into classroom literature, activities, and play materials.

### **World Language**

- Provide opportunities for children to hear simple greetings, words, or phrases in a language other than their own.
- Expose children to words or phrases in a language other than their own, particularly language related to the following topics: family, friends, home, school, community, wellness, leisure activities, basic needs, and animals.
- Identify languages spoken by classmates, parents, or visitors and explain that people use different languages.
- Read and display children's books in different languages.

### **Technology**

- Offer technology options in each center of the room during choice and small-group times.
- Model common technology vocabulary, such as email, Internet site, software, hardware, computer, mouse, digital camera, and printer.
- Introduce new technology during circle time, prior to placing it in a center, and while modeling how to care for the technological device.
- Mark the left mouse button with a sticker to help children know which button to press.
- Make technology accessible to all children, including English Language Learners, and use it as an accommodation for an individual child with special needs.

### **Resources**

- New Jersey 2014 Preschool Teaching and Learning Standards
- High Scope Curriculum

