



Parent Guide to the Curriculum

at the **BROADALBIN-PERTH** Central School District

Pre-K

HOW CAN YOU HELP YOUR CHILD SUCCEED?

You play a very important role in your child's academic performance. Here are some things you can do to support your child's learning:

- ▶ Let your child know that education is the foundation for success.
- ▶ Know what your child is expected to learn in pre-K.
- ▶ Help your child set high short-term and long-term academic goals.
- ▶ **Designate a time and location to read to your child every night.**
- ▶ Talk to your child about what is happening in school.
- ▶ Advocate for your child.
- ▶ Share your child's strengths with your child and your child's teacher.

Broadalbin-Perth Elementary School is an important part of our school system and our community. At every grade level, students will receive the necessary preparation to be successful in school. Our goal is to instill in our students a strong sense of Patriot Pride at this young and impressionable age. This pride emerges from developing a positive work ethic, persevering in learning activities, and showing respect toward themselves and one another. As we "strive for excellence," these skills will help students become lifelong learners.

The purpose of this guide is to provide you an overview of what your child will learn by the end of prekindergarten. This guide gives you the necessary tools and strategies to help your child meet his or her learning goals.

Questions to Ask Your Child's Teacher

When speaking with your child's teacher about academic progress, here are a few questions you may want to consider asking:

- ▶ What are the learning goals? Can you show me examples of student work that meets the learning goals?
- ▶ May I see an example of my child's work? How does it or doesn't it meet these learning goals?
- ▶ Is my child's academic level age appropriate? What extra support is available? What can I do at home?
- ▶ What classroom routines do you have that should also be used at home?
- ▶ What kinds of questions could I ask my child on a daily basis about your class?

Talking to Your Child

Good conversations help our children see that we are interested in their lives. Here are a few conversation starters you may want to consider using:

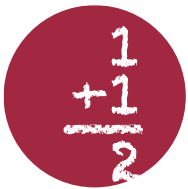
- ▶ Tell me about the best part of your day.
- ▶ What was the nicest thing you did for someone today?
- ▶ Can you show me something you learned today?
- ▶ What rules are different at school than our rules at home?
- ▶ What or who did you see today?
- ▶ What did you hear at school today?
- ▶ What made you smile today?



Language & Literacy

An important component of the pre-kindergarten program is the academic learning that takes place. The most important aspect of learning is “hands-on learning” or “learning by doing.” Students need materials and activities that they can handle, explore and use. Hands-on exploratory play allows them to manipulate and experiment with objects and materials in their classroom. The teachers work towards purposeful learning. They start at this young age, helping students develop readiness skills to be successful as they continue through school.

Learning Target	In school we will...	At home you can...
Letter Naming	Expose and begin to master upper and lowercase letters.	Practice letter naming by finding and naming letters in your environment.
Letter Sounds	Expose and learn to produce letter sounds. Target sounds are m, a, t, c, g, d, o, i.	Reinforce this skill by practicing the sounds letters make.
Rhyming	Use language and literacy activities to develop rhyming skills.	Recite nursery rhymes, poems and fingerplays and sing songs to reinforce this skill.
Listening Comprehension	Read stories and encourage students to ask and answer questions about the story and retell familiar parts of the story.	READ TO YOUR CHILD EVERY SINGLE DAY



Mathematics

Learning Target	In school we will...	At home you can...
Count to 20	Begin to count objects.	Practice counting out loud.
Touch and count up to 10 objects	Provide hands on activities to practice this skill.	Provide opportunities to reinforce this skill using toys, household objects or simple everyday chores such as counting how many napkins are on the table.
Recognize and match a numeral to a group of objects	Use numeral cards and various manipulatives to connect meaning to the number shown.	Make number cards and encourage your child to practice matching a number card to a group of objects.
Identify and describe shapes	Expose and reinforce the names and properties of a circle, triangle, square and rectangle.	Practice naming and describing shapes while reading books, playing games (such as “I spy”), or completing puzzles. Find things in your home that are circles (tables), rectangles (doors, beds), etc.
Comparing objects using measurement words	Provide various opportunities to work with weight, height and capacity.	Play sink and float at bath time, weigh and compare household objects, or create a growth chart of the family.
Addition and subtraction up to 5	Introduce, illustrate and act out simple addition and subtraction stories.	Reinforce this skill by illustrating and acting out addition and subtraction stories using a variety of objects.

Social/Emotional Development

Children involved in the pre-kindergarten program develop strong social skills. In the classroom, the teacher and the teaching assistant create a sense of trust and warmth within their environment. The classroom team will nurture and support relationships so that students can be encouraged to become independent. The teacher and the teaching assistant allow the children the opportunity to explore and question their experiences in order to find out more about themselves. It is important that children develop the necessary strategies to enjoy the process of learning. We want children to be confident in their ability to master new skills and learn new ideas, and to take pride in their accomplishments. Our team allows the children to learn and develop at their own individual pace.

In addition to students own independence, the ability to make and sustain friendships is a vital part of the program. Learning to work with other students and in groups is a necessary skill that they will come across from this point forward. Creative problem solving with other students helps them improve their social skills, learn to collaborate, and improves creativity at this very young and impressionable age.

Physical Development

Gross Motor Milestones	Fine Motor Milestones
<p>4 Year Olds</p> <ul style="list-style-type: none"> • Balance on one leg without help for 10 seconds • Stand on tiptoes for three seconds • Jump over objects six inches high • Jump forward 10 times • Jump forward 10 to 15 inches without a running start • Hop 10 times on preferred foot without falling • Walk three steps forward using a heel-to-toe gait on a straight line • Swing, pumping legs, independently • Throw a small ball about 10 feet • Throw a ball into a medium-size container, such as a trash can • Catch a large thrown ball with hands only • Run forward and kick a stationary ball forward • Perform forward somersaults without help 	<p>4 Year Olds</p> <ul style="list-style-type: none"> • Use a static tripod grasp – holds a pencil or crayon with thumb, index and middle fingers while the hand moves as a unit • Copy a cross, right and left diagonal lines, square and X • Touch tip of each finger to thumb • Draw a person with two to four body parts • Color within a picture with no more than quarter-inch deviations from the coloring lines • Move the paper while cutting along a line with scissors • Cut out a circle with scissors • Get dressed and undressed with help for fasteners (buttons, zippers, snaps)

YEAR-LONG LEARNING TIPS

- ▶ When your child asks for help, provide guidance, not answers. Too much help teaches your child that someone will do the work for him or her. When helping your child, ask guiding questions, such as “Where do you begin?”, “What do you need to find out?”, or “Can you show me in a drawing how you got the answer?”
- ▶ Ask questions that can’t be answered with a simple “yes,” “no” or “OK.” Say, “Tell me more about...” or “What do you think about...?”
- ▶ While it’s important for students to improve areas of weakness, your child’s future lies in his or her strengths. Help identify and develop your child’s talents and strengths.
- ▶ Try having your child teach you what they are learning in school. The teacher always learns more than the student.
- ▶ Encourage your child to use words to let others know how he or she is feeling. A few suggested feeling words are: anxious, content, embarrassed, curious, confident, responsible and disappointed.
- ▶ Children whose parents expect more from them achieve more. Encourage your children to do their best every day.
- ▶ Help your child build problem solving skills and endurance.



"WHY CAN'T I SKIP MY
20 MINUTES OF READING TONIGHT?"



1,800,000 WORDS

STUDENT "A" READS 20 MINUTES EACH DAY.
3600 MINUTES IN A SCHOOL YEAR.



282,000 WORDS

STUDENT "B" READS 5 MINUTES EACH DAY.
900 MINUTES IN A SCHOOL YEAR.



8,000 WORDS

STUDENT "C" READS 1 MINUTE EACH DAY.
180 MINUTES IN A SCHOOL YEAR.

BY THE END OF 6TH GRADE STUDENT "A" WILL HAVE READ THE EQUIVALENT OF 60 WHOLE SCHOOL DAYS. STUDENT "B" WILL HAVE READ ONLY 12 SCHOOL DAYS. WHICH STUDENT WOULD YOU EXPECT TO HAVE A BETTER VOCABULARY? WHICH STUDENT WOULD YOU EXPECT TO BE MORE SUCCESSFUL IN SCHOOL...AND IN LIFE?

