

Preschool Early Childhood 3-5 Years Old

Language Arts

Academic and Social Language: Speaking and Listening

- Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts and feelings.
- Begin to ask and answer simple and complex questions (for example who, what where, when, why, how).
- Describe attributes of familiar people, places, things and events.
- Use and talk about new vocabulary through rich texts, projects, guided conversations and play.
- Follow two-step directions to complete a task or routine (for example, “Please find your coat and wait for me at the door”).

Reading: Concepts of Print

- Discuss the print conveys meaning and how the illustrations/photographs relate to text.
- Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.
- Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).

Reading: Phonological Awareness

- Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).
- Begin to recognize the beginning sounds of words and progress towards recognizing sounds of words.
- With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat=/b/a/t/, blend: /b/a/t/=bat).

Reading: Word Recognition

- With prompting and support, recognize the written words are made up of letters and sounds.
- Identify the names and sounds of some upper – and lowercase letters of the alphabet, including those in their own name.
- Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).

Reading: Recall Information

- With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).

Reading: Comprehension

- With prompting and support, listen attentively to and retell simple texts, including event sequence and characters through conversations, art, movement, or drama.



- With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.

Writing

- Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp). (Fine Motor -- P.E. 1.5)
- Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools. (Fine Motor -- P.E. 1.7)
- Represent ideas visually (for example scribble with letter-like formations, simple drawings).
- Print some upper-case and lower-case letters including those in their own name.

Fine Arts

Participate in a variety of creative and imaginative activities using the following elements:

- Drama-Express ideas, information, and feelings through dramatic play and exploration.
- Dance-Use bodies to move to music and express themselves through movement.
- Music-Learn songs, create music, develop self-expression and build cultural understanding with self and others.
- Visual Arts-Provide sensory, expressive, and social opportunities through the use of various media and materials to create drawings, pictures, or 3-D art.

Health Education

Human Development

- Participates and shows independence in personal hygiene and care.
- Develop awareness and distinguish between appropriate and inappropriate touch.

Health Foundations and Protective Factors of a Healthy Self

- With prompting identify trusted adults and describe how to recognize the characteristics that make them trusted and safe.
- Identify and practice how to make and be a good friend by developing and using friendship skills with peers using a variety of developmentally appropriate play.
- With prompting and support engage in pro-social peer interactions.

Mental and Emotional Health

- Express, identify, and label emotions of self and other.
- With prompting and support, being to demonstrate and develop calm-down, self-awareness, and self-control skills.

Nutrition

- Identify the difference between healthy and less healthy food and identify why eating healthy food is important.
- With prompting and support, try new foods from a variety of food groups.

Lifelong Learning Practices

Self-Regulation and Executive Functioning

- Develop behavioral self-regulation.
- Develop the ability to focus attention on key components of an object or task.
- Develop strategies for connecting and remembering information.
- Develop awareness of the thought process.

Learning Engagement

- Develop a sense of self-directed learning and persistence.
- Work independently and with peers in classroom learning.

Creativity and Curiosity

- Show increasing curiosity and exploration when engaging with learning activities and materials.
- Show mental flexibility in engaging in problem solving, making predictions, and experimenting with open-ended tasks.

Self-Awareness

- Begin to demonstrate self-awareness of one's own identity, preferences, and interests.
- Develop awareness of and the ability to maintain personal boundaries.
- Participate in and contribute to the function of the classroom community.

Emotions

- Develop awareness of one's own emotional state and experiences.
- Express, identify, and label emotions of self and others.
- Develop and practice self-regulation and impulse control.

Relationships

- Develop awareness of verbal and non-verbal social cues and respond in a socially appropriate way.
- Identify how to appropriately develop friendships and engage in play with other children.
- Develop socially appropriate communication behaviors when interacting with peers.
- Develop and use problem-solving strategies when resolving social conflicts.



Mathematics

- **Counting and Cardinality:** Identify numerals by name, count in sequence, use one-to-one correspondence, and describe quantities of objects counted.
- **Operations and Algebraic Thinking:** Identify and manipulate simple patterns, understand addition as a process of putting together and adding to, and understand subtraction as a process of taking apart and removing from.
- **Measurement and Data:** Describe and compare measurable attributes of objects, classify objects, and count the number of objects in each category.
- **Geometry:** Identify, describe, compare and create shapes.

Physical Education

Motor Skills and Movement

- Participate and demonstrate control and balance during gross motor skills (for example walking, running, hopping, balancing, catching and throwing a ball).
- Participate and demonstrate control and balance during fine motor skills (for example hand-eye coordination, holding a pencil, using scissors, making simple shapes).

Efficient Movement and Performance

- Begin to demonstrate and maintain personal boundaries while participating in movement activities.

Physical Activity as a Tool for Wellness

- Recognize how exercise and physical activity influence our physical and emotional wellness.

Science

Weather

- Obtains and communicate information about local, observable weather conditions and patterns within different seasons, and how it effects human behavior.

Light

- Plan and carry out investigations of the effect of sunlight on the five senses, illuminating objects, and sunlight and water on plant growth.

Living Things

- Obtain and communicate the effect of water and food on living things, pattern between living and places they live, and the behavior patterns that help humans and animals survive when they are young.

Matter and Motion

- Plan and carry out investigations to classify different kinds of materials based on patters in their observable properties and determine the cause and effect of the speed or directions of an object in motion.



Social Studies

- **Culture and Diversity:** Recognize differences and commonalities in culture, ethnicity, family attributes and abilities within the classroom and immediate community.
- **Time, Continuity, and Change:** Identify changes over time to self, family, and community and explain how these changes affect them.
- **People, Places, and Environments:** Recognize, learn to care for, and safely interact with the people and places within the home, classroom, school, neighborhood, and community.
- **Individual Development and Identity:** Gain an awareness of their personal identity, including their abilities and preferences.
- **Individuals, Groups, and Institutions:** Interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.
- **Power, Authority, and Governance:** Participate in the democratic process as it applies to the classroom community by contributing to the development of classroom rules and procedures and participate in the selection of classroom activities.
- **Production, Distribution, and Consumption:** Study how people organize and contribute to family and community and identify the differences between wants and needs and the purpose of employment.
- **Science, Technology, and Society:** Identify the uses of technology, how to use technology safely, and understand how it affects learning and living.

