



Pre-kindergarten 3

Research confirms the value of early education for young children. Pre-kindergarten programs that support effective teaching practices have been shown to lead to important growth in children's intellectual and social development, which is critical to their future academic success. Quality programs that provide challenging but achievable curriculum engage children in thinking, reasoning, and communicating with others. With teacher direction and guidance, children respond to the challenge and acquire important skills and concepts. These guidelines are based on knowledge of theory and research about how children develop and learn; they reflect the growing consensus among early childhood professional organizations that a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences.

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	Language Arts	Mathematics
CONTENT	<p>(1)Listening Comprehension (2)Vocabulary (3)Verbal Expression (4)Phonological Awareness (5)Print and Book Awareness (6) Letter Knowledge (7)Shared and Modeled Reading, including stories, songs, poems, non-fiction, and classic literature (8)Modeled, Shared, and Guided Writing</p>	<p>(1)Number and Operations (2)Patterns (3)Geometry and Spatial Sense (4)Measurement (5)Classification and Data Collection</p>
SKILLS	<p>(1) a. Listen with increasing attention for different purposes(e.g., to learn what happened in a story, to receive instructions, to converse with an adult or peer) b. Understand and follows simple oral directions (2)Shows a steady increase in listening and speaking vocabulary (3) a. Speak in front of a group b. Communicate needs, asks questions, expresses feelings, and shares ideas with both peers and adults c. Use sentences of increasing length (three or more words) and grammatical complexity in everyday speech d. Begin to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns) e. Respond to literature through discussion, dramatization, prediction, sequencing, and retelling (4)Use rhyme, rhythm, and alliteration to demonstrate phonemic awareness (5)a. Understand that reading and writing are ways to obtain information and knowledge, generate and</p>	<p>(1)a. Count by ones to 20 b. Use one-to-one correspondence to count objects c. Recognize and write 4 or more numerals d. Recognize and describe the concept of zero e. Begin to identify first and last in a series f. Use manipulatives to combine, separate, and name “how many” concrete objects (2)Recognize, extend, and create simple patterns (AB, ABB, ABC) using physical movements (e.g., clap, stomp, clap, stomp...), manipulatives, and pictures (3)a. Recognize, describe, and name 5 basic shapes (rectangle, square, circle, oval, and triangle) b. Begin to use words that indicate where things are in space (e.g., beside, inside, behind, above, below) c. Puts together puzzles of increasing complexity (4 a. Cover or fill an area or shape with solids or liquids(tiles, ice cubes, water)</p>

	<p>communicate thoughts and ideas, and solve problems</p> <ul style="list-style-type: none"> b. Recognize that print carries a message through labels, signs, and other forms in the environment c. Understand that letters are different from numerals d. Understand that illustrations carry meaning, but cannot be read e. Understand that a book has a title and an author f. Begin to understand that print runs from left to right and top to bottom <p>(6)a. Identify 10 or more printed upper and lower case alphabet letters</p> <ul style="list-style-type: none"> b. Begin to notice beginning letters in familiar words c. Begin to make some letter sound matches <p>(7)a. Demonstrate an interest in books and reading through body language and facial expressions</p> <ul style="list-style-type: none"> b. Enjoy listening to and discussing storybooks and informational books read aloud c. Frequently requests the re-reading of books d. Attempt to read independently e. Recognize favorite books by their cover f. Selects books to “read” based on personal criteria g. Understand that books and other printed resources are handled in specific ways h. Become increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story i. Connect information and events in books to real-life experiences <p>(8)a. Recognize and writes first name</p> <ul style="list-style-type: none"> b. Print/copy 6 or more letters of the alphabet c. Attempt to write messages as part of playful activity using pictures, symbols, letters, phonetic spelling, and known words 	<ul style="list-style-type: none"> b. Begin to make size comparisons (e.g., taller than, smaller than, less, equal) c. Begin to categorize time intervals and uses language associated with time in everyday situations (e.g., in the morning, after snack) d. Begin to order two or three objects by size (e.g., largest to smallest) e. Use standard and non-standard measuring devices (balance, tape measure, ruler, measuring cup, jar, clips, etc. to determine an object’s relative size, length, weight, or volume) <p>(5)a. Match objects that are alike</p> <ul style="list-style-type: none"> b. Describe similarities and differences between objects c. Participate in creating and interpret real and pictorial graphs d. Sort objects by characteristic (color, size, shape, etc.)
ASSESSMENT/ EVALUATION	Teacher observation Student created products Letter ID and CAP components of the Observation Survey	Teacher observation Student created products

RESOURCES	<p>Print (big books, wordless books, trade books, class-made books, charts, poems, environmental labels)</p> <p>Paper, pencils, crayons, markers, ink pads, stencils</p> <p>Chalkboards and chalk</p> <p>Plastic letters, letter stamps, picture/word cards, alphabet strips and charts, alphabet books, games, sandpaper letters</p>	<p>Manipulatives</p> <p>Measurement devices</p> <p>Chalkboards and chalk</p> <p>Charts, posters, and games depicting shapes and numerals</p>

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	Social Studies	Science
CONTENT	Units Self Pets Neighborhoods Autumn/Pumpkins Winter/Christmas Valentines/Friends Somewhere over the Rainbow Kite/Weather Circus	Units Self/ Five Senses Pets Autumn/Pumpkins Winter Somewhere over the Rainbow Spring Zoo Animals
SKILLS	<p>Build vocabulary by adding new words in everyday communication when listening and speaking</p> <p>Cooperate with others in a joint activity</p> <p>Identify and follow class rules</p> <p>Participate in classroom jobs and contribute to the classroom community</p> <p>Begin to examine a situation from another person’s point of view</p> <p>Identify common events and routines (e.g., snack time, storytime)</p> <p>Begin to categorize time intervals using words (e.g., today, tomorrow, next time)</p> <p>Recognize changes in the environment over time(e.g., growth, seasonal changes)</p> <p>Begin to understand cause-and-effect relationships(e.g., if someone goes outside in the rain, one will get wet)</p> <p>Identify common features in the home and school environment</p> <p>Begin to use words to indicate relative location (e.g., front, back, near, far)</p> <p>Identify common features of the local landscape (e.g., houses, buildings, streets)</p> <p>Understand the basic human needs of all people for food, clothing, and shelter</p> <p>Describe the roles, responsibilities, and services people assume within a community (home, school, neighborhood, and city)</p> <p>Learn basic concepts of history through stories, songs, and</p>	<p>Build vocabulary by adding new words in everyday communication when listening and speaking</p> <p>Ask questions about objects, events, and organisms</p> <p>Use senses to explore and describe objects, events, organisms, and simple experiments</p> <p>Begin to demonstrate safe practices and appropriate use of materials</p> <p>Compare objects and organisms and identify similarities and differences</p> <p>Sort objects and organisms into groups and begin to describe how groups were organized</p> <p>Participate in creating and using simple data charts</p> <p>Describe features of objects and characteristics of living and non-living things</p> <p>Describe animal characteristics and habitats</p> <p>Identify patterns, cycles, and changes in the environment</p> <p>Identify 11 basic colors by name (red, yellow, blue, green, orange, purple, pink, black, white, brown, and gray)</p> <p>Identify parts of the body and the five senses</p>

	poems Recognize similarities and differences when comparing cultures	
ASSESSMENT/ EVALUATION	Teacher observation Participation in class discussions Student created products	Teacher observation Participation in class discussions and projects Student created products
RESOURCES	Books, posters, pictures, poems, songs	Books, posters, pictures, poems, songs

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	Physical/Health Education	Social Development
CONTENT	Throwing Catching Movement Stability Jumping / Landing Running Galloping Health and Safety Practices	Social Skills Responsibility Self Awareness Conflict Resolution
SKILLS	Demonstrate the principles of movement (e.g., in various directions, alone, with others, at various speeds) using locomotion, manipulation, and stability skill. Throw objects underhand, using one or two hands and large targets (e.g., toss a bean bag through a hoop). Catch objects of various sizes, shapes, and textures below the waist and using two hands (e.g., catch a utility or beach ball). Begin to develop pincer control in picking up objects Begin to practice self-help skills (e.g., zipping, buttoning) Begin to manipulate play objects that have fine parts Begin to use scissors Show awareness of name, location, and relationship of body parts Practice appropriate personal hygiene Begin to understand the need for exercise and rest Begin to recognize and select healthy food Identify safe and unsafe situations, actions, and materials.	Identify feelings/emotions and express them acceptably Demonstrate an awareness of social surroundings, including others' rights, feelings, and abilities Demonstrate self-reliance appropriately Demonstrate self-control by following rules in different contexts (classroom, field trips, lunchroom, Fine Arts, Spanish, etc.) Recognize situations, words, or actions that threaten safety or well-being Use a variety of simple strategies to solve social problems (ask for help, talk it over, leave the situation, give advice, etc.) Begin to share and cooperate with others Work collaboratively to complete a task (academically) or to participate in group play, invented games, or drama (socially) Begin to develop friendships with others State personal information (full name, age, birthday, state, school, teacher's name)
ASSESSMENT/ EVALUATION	Teacher observation	Teacher observation