



Kehoe-France Northshore Pre-Kindergarten Curriculum

English Language Arts

The importance of children's early literacy development cannot be overstated. Children's success in school and later in life is to a great extent dependent upon their ability to read and write. Students in pre-kindergarten are provided with an environment that engages them in language and literacy experiences where they feel comfortable and confident in their growing abilities as readers and writers. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Strand (Written Language - Reading) - Phase 1: Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading to construct meaning.

Reading Literature and Informational Text:

- Ask and answer questions about a specific topic, activity, and/or text read aloud.
- Retell part of a favorite story in sequence.
- Connect characters, individuals and events.
- Ask and answer questions about unknown words in a text.
- Identify the front and back cover of a book.
- Identify fictional and nonfictional stories.
- Describe the role of author and illustrator.
- Describe the relationship between illustrations and the story in which they appear.
- Discuss similarities and differences in a text.
- Participate in group discussions during read-a-louds.

Foundational Reading Skills:

- Recognize that print is read from left to right and top to bottom.
- With limited guidance, track across a page or along printed words from top to bottom and left to right.
- With prompting and support, identify own first name in print among two to three other names; point to printed name when asked.
- Identifies first and last name.
- Isolates individual words in print.
- Identify that sentences begin with a capital letter and end with punctuation.
- Names 26 uppercase and 26 lowercase letters.

- Makes rhyming words and sounds.
- Segments words into syllables.
- Blends onset and rime words orally.
- Identifies, pronounces and manipulates individual sounds.
- Demonstrates appropriate reading behaviors.

IB Strand – (Written Language – Writing) - Phase 1: Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Writing:

- Writes first and last name using uppercase and lowercase letters.
- Explore a variety of writing tools to produce and publish writing and/or illustrations.
- Increase muscular control by correctly using a variety of writing tools.
- Write letters, numbers, dictation and drawing in response to text or to tell a story.

IB Strand (Oral Language – Speaking and Listening) - Phase 1: Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Speaking and Listening:

- Speaks clearly about a topic, thought or idea.
- Listen and respond to questions about text.
- Carry on a conversation about a topic using acceptable social rules.
- Participate in role-playing and dramatic play.
- Use words, phrases and/or sentences to express a complete thought.

Language:

- Follows detailed, instructional, multi-step directions.
- Uses language to express thoughts and needs.
- Demonstrate knowledge of opposites and positional words.
- Use new vocabulary acquired through conversations, activities and stories.
- With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools.

IB Strand (Visual Language – Viewing and Presenting) - Phase 1: Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.



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Mathematics

Throughout the early years of life, children notice and explore mathematical dimensions of their world. They compare quantities, find patterns, navigate in space, and grapple with real problems. Mathematics helps children make sense of their world outside of school and helps them construct a solid foundation for success in school. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Strand (Number) – Phase 1: Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

Counting and Cardinality:

- Count objects up to 20 objects and tell “how many.”
- Count forward from a given number (1-10), and count back from 5.
- Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects.
- Identify numerals 0 – 20.
- With prompting and support, match a number of objects with the correct written numeral from 0-10.
- Compare objects using same/different and more/less/fewer.
- Identify first and last position as first or last.

IB Strand (Pattern and Function) – Phase 1: Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend, and create patterns in various ways.

Operations and Algebraic Thinking:

- Recognize, copy and extend patterns.
- Demonstrates simple addition and subtraction.
- Solve whole number story problems using a variety of methods.

IB Strand (Measurement) – Phase 1: Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare, and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

Measurement and Data:

- Put up six objects in order by length (seriate).
- Identify simple measurement tools and describe what they are used for.
- Participate in measurement activities using standard measurement tools to measure length and weight of objects and materials.
- Describe measurable attributes of an object using comparative terms.
- Sort objects by attribute (color, shape, size).
- Identifies and names the days of the week and months of the year.

IB Strand (Shape and Space) – Phase 1: Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

Geometry:

- Identify and name shapes (circle, square, triangle, rectangle, rhombus, cube, cone, sphere, cylinder).
- Describe and name attributes of four basic shapes.
- Combine or take apart shapes to make other shapes.
- Create and draw shapes using a variety of materials.
- Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front of/behind.



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Pre-Kindergarten Curriculum

Science

Science in Pre-kindergarten is about active learning. The purpose is to nurture children's habits of inquiry, critical thinking, creativity, and innovative problem solving, and to foster open mindedness, and the motivation to learn. It guides children's natural curiosity into opportunities to observe, explore, and inquire about basic phenomena and materials in their world. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Science Strands: Living Things/Earth and Space/Materials and Matter/Forces and Energy

Science as Inquiry:

- Asks questions about the environment.
- Use the five senses to describe observations.
- Use appropriate equipment and tools to observe and collect data.
- Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems.
- Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials, and changes observed in the environment.
- Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats.
- With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion").

Physical Science:

Properties of Objects and Materials:

- Describe objects according to size, shape, color or properties of matter.
- Recognize the different types of matter.
- Experiment with changes in matter.
- Experiment with changes in substances when combined.

Position and Motion of Objects:

- Explore and describe motion of toys and objects.
- Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps).
- Demonstrate motion using body movements.

Forms of Energy:

- Identify sounds as loud or soft.
- Identify substances as hot or cold.
- Explore and describe sources of energy such as lights, bells, and other sources of sound.

Life Science:**Characteristics of Organisms:**

- Give examples of plants and animals.
- Use basic vocabulary to name and describe plants and living creatures.
- Use basic vocabulary to describe similarities and differences between living creatures and plants.
- Distinguish food items from nonfood items.

Life Cycles of Organisms:

- Learn about plants and animals through literature.
- Describe plants' and living creatures' life cycles.
- Observe and care for plants and pets.

Organisms and Their Environment:

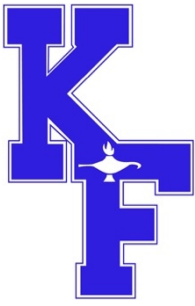
- Describe plants and animals in the school yard or at home.
- Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl).

Earth and Space Science:**Properties of Earth's Materials:**

- Describe weather and its daily changes.
- Describe different types of weather and give examples of attire and activities for various weather conditions.
- Compare and contrast seasonal changes where they live.

Objects in the Sky:

- Learn about objects in the sky through literature.



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Social Studies

Pre-kindergarteners understanding of history and social sciences naturally derives from their expanding knowledge of the world and their place in it. It also provides a foundation for the study of history, culture, geography, economics, civics and citizenship, ecology, and the global environment that begins in the primary grades and continues throughout life. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Social Studies Strands: Social Organization and Culture/Continuity and Change Through Time/Human and Natural Environments/Resources and the Environment/Human Systems and Economic Activities

Geography:

- Use a simple map to find specific locations within a familiar environment.
- Identify representations of roads, bodies of water, and buildings.
- Create representations of places, landforms, and roads he/she has seen through drawings and play activities.
- With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground.
- Describe geographic knowledge of the geographic features of the classroom and community.
- Demonstrate awareness of the world around them.
- Recognize a globe/map as a representation of the earth.
- Discuss shelters and homes in various geographic regions.

Civics - Roles of the Citizen:

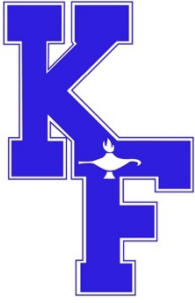
- Identify community workers and their jobs.
- Discuss ways people help each other.
- Participate in daily clean-up activities.
- Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders).
- Participates in patriotic activities.
- Recognize their responsibility as a member of a family and classroom.
- Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.).
- Follow rules that have been established.

Economics:

- Demonstrate awareness of the uses of money in play activities.
- Introduce the names of money: dollar, penny, nickel, dime, quarter
- Demonstrate the roles of buyers and sellers in play activities.
- Participate in conversations about wants and needs.

History:

- Demonstrate awareness of time by using and responding to words such as yesterday, today and tomorrow.
- Describe events, activities, and people from the past using appropriate vocabulary.
- Initiate conversations about familiar places, people, and/or events from the past (e.g., where they lived previously, what they did during vacation, etc.).
- Identify similarities and differences between students, their families, and classroom members with those of the past.
- Identify and name some local, state, and national symbols.
- Describe familiar elements of the local community and culture.
- Describe local, state, and national cultural events, celebrations, and holidays.
- Explore music, dance, dress, foods, and traditions of own family and other cultures.



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Approaches to Learning

In pre-kindergarten, approaches to learning focuses on how children will in learn. It refers to the skills and behaviors that the children will use to engage in learning. In pre-kindergarten, approaches to learning includes how the children will develop new skills and concepts. Examples of how play, creative thinking, and the arts are used to enhance learning are provided in the list below.

AL1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.

- Show curiosity, interest, and a willingness to learn new things and try new experiences.
- Choose a multi-step task and complete it independently.

AL2: Demonstrate attention, engagement, and persistence in learning.

- Stay engaged with others, objects, and activities despite interruptions or disruption.
- Maintain attention in child initiated and adult-directed activities despite distractions and interruptions.
- Plan and complete tasks and activities.

AL3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.

- Identify and understand cause and effect relationships.
- Apply prior knowledge and experiences to learn new skills during play.
- Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem.
- Make specific request for help from both peers and adults as needed.

AL4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.

- Express unique ideas and approach tasks and experiences with flexibility, imagination, and inventiveness.
- Gather information and as complex questions in order to understand a new or familiar concept.

CC1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home language of the children in the classroom.

- Express thoughts and feelings through movement and musical activities.
- Participate in different types of music activities, including songs, finger plays, and playing instruments.
- Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns.
- Use instruments, props, and body creatively to express self through music and movement.
- Describe changes in tone, melody, rhythm, and tempo.

CC2: Develop an appreciation for visual arts and create various forms of visual arts from different cultures and create various forms of visual arts.

- Observe and/or describe what they like and do not like about various forms of art and how it makes them feel.
- Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included).
- Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools, and techniques.

CC3: Explore roles and experiences through dramatic art and play.

- Identify and understand cause and effect relationships.
- Apply prior knowledge and experiences to learn new skills during play.
- Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem.
- Make specific request for help from both peers and adults as needed.
- Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, storytelling, dance, plays, pantomime, theater).
- Role play or use puppets to act out stories or play a character.
- Represent fantasy and real-life experiences through pretend play.
- Use objects to represent other objects.