Pre-k Curriculum Sample

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| READING/LANGUAGE ARTS\* |
| GOAL: Introduce and develop pre-reading/reading skills |
| SUPPORTING SKILLS AND CONCEPTS:* Structure and process of reading: left-to-right, top to bottom, punctuation
* Identification of letters
* Identification of initial consonant sounds
* Identification of pre-kindergarten sight words
* Identification of rhyming patterns
* Identification of rhyming words
* Reading and writing short sentences using sight vocabulary and picture clues
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| GOAL: Introduce and develop pre-reading comprehension skills |
| SUPPORTING SKILLS AND CONCEPTS:* Retell a story in correct sequence
* Identify characters in a story
* Compare familiar stories
* Identify opposites
* Use picture clues to predict story events
* Predict the end of a story
* Discuss the author’s point of view
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| MATHEMATICS |
| GOAL: Introduce and develop counting skills and number sense |
| SUPPORTING SKILLS AND CONCEPTS:* Rote count 1 to 50
* Identify numerals to 10
* Use the calendar to count days and reinforce numeral recognition
* Use one-to-one correspondence to arrange and compare sets
* Associate numerals and sets 0 to 10
* Use manipulatives to make sets to 10
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| GOAL: Introduce concept of geometry |
| SUPPORTING SKILLS AND CONCEPTS:* Identify and describe two-dimensional shapes triangle, square, rectangle, circle, diamond, star, heart
* Introduce three-dimensional shapes cube, cone, sphere
* Analyze, compare and create two-dimensional shapes
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| GOAL: Introduce patterns |
| SUPPORTING SKILLS AND CONCEPTS:* Reproduce two- and three-element patterns of sound and physical movement
* Reproduce two- and three-element patterns of objects
* Predict what comes next in a two- or three-element pattern
* Extend a two- or three-element pattern with at least two repetitions
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Kindergarten Curriculum Sample

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| READING/LANGUAGE ARTS\* |
| GOAL: Introduce letter names and letter sounds |
| SUPPORTING SKILLS AND CONCEPTS:* Review upper- and lowercase letters/letter names
* Identify letters in words and environmental print
* Reinforce consonant sounds in isolation
* Identify initial and final consonant sounds in grade level sight words
* Introduce short vowel sounds in isolation
* Introduce consonant-short vowel-consonant words
* Blend consonant-short vowel-consonant words
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| GOAL: Introduce grade level sight vocabulary |
| SUPPORTING SKILLS AND CONCEPTS:* Develop a word wall of sight vocabulary words
* Identify sight words in texts and environmental print
* Use sight vocabulary in original writing and class stories
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| GOAL: Introduce beginning manuscript handwriting  |
| SUPPORTING SKILLS AND CONCEPTS:* Become familiar with the strokes of manuscript writing
* Demonstrate correct use of grade-level lined writing paper
* Practice fine motor skills to encourage control of writing implements
* Practice letter formation of individual letters
* Practice letter formation by writing short sight words
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| GOAL: Introduce parts of a story and comprehend the plot |
| SUPPORTING SKILLS AND CONCEPTS* Identify the characters, setting, and main idea of a story
* Retell a story in proper sequence
* Demonstrate an understanding of fiction and non-fiction
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| MATHEMATICS |
| GOAL: Develop comprehension of position/location and sorting/classifying |
| SUPPORTING SKILLS AND CONCEPTS:* Introduce and reinforce vocabulary inside, outside, over, under, and on
* Use the words top, middle, and bottom to describe position
* Use the words left and right to describe position
* Identify same and different by the attributes of color, shape, size, and kind
* Sort groups by one attribute and more than one attribute
* Sort sets in different ways
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| GOAL: Develop concept of graphing, and understanding, extending, comparing, and creating patterns |
| SUPPORTING SKILLS AND CONCEPTS:* Use one-to -one to compare two groups
* Make and read a real graph and a picture graph
* Collect and organize data in a bar graph
* Copy and extend sound and movement patterns, color patterns, and shape patterns
* Compare patterns to see how they are alike or different
* Create and extend patterns
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| GOAL: Develop concept of numbers from 0 through 31 |
| SUPPORTING SKILLS AND CONCEPTS:* Use objects to represent and count quantities from 0 through 31
* Recognize and write numerals 0 through 31
* Compare two numbers using sets of objects and one-to-one correspondence
* Given numbers 1 to 10, tell whether it is more than or less than 5 or 10
* Use a number line to order numbers 0 through 10
* Use ordinal numbers to identify position
* Skip count by 2s and 5s
* Use ten frames to represent and count numbers from 21 through 31
* Estimate the quantities of groups
* Compare numbers through 31 to determine which is greater and which is less
* Find, identify, and record numbers through 31 on a calendar
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