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 |
| 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 |
| 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 |
| 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 |

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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |