

# **TOWNSHIP OF UNION PUBLIC SCHOOLS**



## **Preschool Curriculum Guide Updated January 10, 2019**

## **District Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

## **Course Description**

The Union Township Pre-K curriculum is a comprehensive program that encompasses the New Jersey Department of Education – Preschool Teaching and Learning Standards. The curriculum promotes learning while helping children meet various language, social, physical and cognitive goals. The activities are presented thematically and all subject areas are covered.

## **Evaluation**

The student's progress will be monitored through teacher observation, anecdotal records, and individual Pre-K Skills and Observational Checklists. The individual Pre-K Skills and Observational Checklists are sent home twice a year- mid-year and at the end of the year. Progress Reports and the Brigance Screening Tool are also used to assess Special Education Students. The Brigance Screening Tool is completed three times a year and Progress Reports are sent home quarterly. Based on these comprehensive assessments, individual plans are developed for each child. Additional support services will be put in place as needed. The teacher has the option to include the use of student portfolios to individualize the program to meet the needs of the students.

## **Special Education Statement**

All curriculum items should be modified, as needed, to meet the needs of special education student's Individualized Education Plan (IEP) goals and accommodations. Opportunities for integration with regular education students should be provided throughout all aspects of the curriculum.

## Suggested Pre-K Themes

Thematic units will be integrated into the curriculum to expose children to the learning outcomes of the Preschool Teaching and Learning Standards. Below are suggested themes-- you are not limited to these themes.

- Back to School
- All About Me
- Fall
- Apples
- Fire Prevention
- Community Helpers
- Squirrels
- Pumpkins
- Scarecrows
- Thanksgiving
- Winter
- Ice/Snow
- Penguins
- Bears
- Rainbows
- Dr. Seuss
- Circus
- Farm
- Spring
- Flowers
- Gardening Worms
- Butterflies
- Ladybugs
- Pond
- Bees
- Ice-cream
- Ocean
- Summer
- Holidays
- Halloween
- Christmas
- Hanukkah
- Kwanzaa
- Valentine's Day
- St. Patrick's Day
- Cinco de Mayo

## Suggested Pre-K Books

*A Bath* – Kalman

*A Pocket Can Have a Treasure in It*  
– Stinson

*A World of Colors: Seeing Colors in  
a New Way* – Houblon

*Alligator or Crocodile? How Do You  
Know?* – Stewart

*And then it's Spring* – Fogliano

*Apples and Pumpkins* – Rockwell

*Beans to Chocolate (Rookie Read-  
About Science)* – Herrington

*Bear Snores On* – Wilson

*Big Red Lollipop* – Khan

*Boy, Bird, and Dog* – McPhail

*Butterfly or Moth? How Do You  
Know?* – Stewart

*Cheep! Cheep!* – Stiegmeyer

*Clean Hands, Dirty Hands* – Cleland

*Counting Ants 1-2-3* – Enslow

*Dogs* – Gravett

*Everybody Needs a Friend* – Piper

*Fall Colors* – Enslow

*Five Shiny Apples* – Fleming

*Flowers Bloom!* – Wade

*Frog or Toad? How Do You Know?*  
– Stewart

*From Seed to Plant* – Fowler

*Gorilla, Be Good!* – Fleming

*Gus Makes a Gift* – Remkiewicz

*Here Comes Mother Goose*

*I Know a Wee Piggy* – Norman

*In the Small, Small Pond* – Fleming

*In the Tall, Tall Grass* – Fleming

*Insect or Spider? How Do You  
Know?* – Stewart

*Leaf Man* – Ehlert

*Look For the Lorax* – Rabe

*Look How it Changes!* – Young

*Milk to Ice Cream (Rookie Read-  
About Science)* – Herrington

*Mister Seahorse* – Carle

*Moongame* – Asch

*Near and Far at the Beach:  
Learning Spatial Awareness  
Concepts* – Boyd

*Near and Far with Birds* – Mineo

*No, David!* – Shannon

*Old Mo* – Hsu

*One Duck Stuck* – Root

*One, Two, Buckle My Shoe* –  
Cabrera

*Oodles of Animals* – Ehlert

*Over, Under & Through and Other  
Spacial Concepts* – Hoban

*Polar Bear, Polar Bear, What Do  
You Hear?* – Martin

*Pretzel* – Rey

*Rah, Rah, Radishes! A Vegetable  
Chant* – Sayre

*Ruby, Violet, Lime: Looking For  
Color* – Brocket

*Salamander or Lizard? How Do You  
Know?* – Stewart

*Say Hello!* – Isadora

*Shark or Dolphin? How Do You  
Know?* – Stewart

*Snow Joe* – Greene

*Spring Colors* – Enslow

*Summer Colors* – Enslow

*The Chicken or the Egg?* – Fowler

*The First Day of Winter* – Fleming

*The Jungle in My Yard* – Cleland

*The Moon* – Peters

*The Trucker* – Samuels

*This Little Piggy: Lap Songs, Finger  
Plays, Clapping Games, and  
Pantomime Rhymes*

*Time to Sleep* – Fleming

*Tomatoes to Ketchup (Rookie Read-  
About Science)* – Herrington

*Trees to Paper (Rookie Read-About  
Science)* – Herrington

*Twinkle, Twinkle, Little Star* –  
Cabrera

*Under and Over* – Mitten

*What's in That Egg? A Book about  
Life Cycles* – Baines

*Where is it?* – Kalman

*Winter Colors* – Enslow

*Yellow* – Nunn

## **Suggested Classroom Centers and Activities**

(Each area addresses social/emotional development, physical development, cognitive development, & language development.)

### **Art**

- \*Opportunity for creativity & self-expression of interests
- \*Encourage use of various materials
- \*Aid in small muscle development & coordination
- \*Identify colors, shapes, dimensions, & size
- \*Opportunity for sensory and aesthetic satisfaction
- \*Express feelings and ideas

### **Blocks**

- \*Ability to discriminate shapes & sizes
- \*Develop physical & fine motor skills
- \*Use creativity & imagination
- \*Provide opportunity to think, plan, & solve problems
- \*Explore special relationships
- \*Provide opportunity for cooperative play

### **Computers**

- \*Demonstrate self direction & independence
- \*Controls small muscles in hands
- \*Understands and follows oral directions

### **Cooking**

- \*Develop a positive value of family, home, & community
- \*Learn to share & play with peers
- \*Stimulate verbal & linguistic language
- \*Opportunities to solve problems/use measurement

### **Discovery**

- \*Learn about living & non-living things
- \*Stimulate desire to explore and discover
- \*Opportunities to inquire
- \*Develop ability to use 5 senses
- \*Encourage experimenting to reach conclusion
- \*Develop discriminating, problem-solving, & reasoning skills

### **Dramatic Play**

- \*Respects feelings of others
- \*Shows ability to adjust to new situations
- \*Eye-hand coordination



- \*Approaches problems flexibly
- \*Expresses self using words & expanded sentences

### **Library**

- \*Encourages the desire to read & promote enjoyment of a range of literacy activities
- \*Stimulate language and development
- \*Develop listening skills
- \*Initiate letter and word recognition
- \*Provide information

### **Music & Movement**

- \*Develop listening skills
- \*Learn auditory discrimination
- \*Provide an emotional outlet
- \*Express freedom of movement
- \*Extend vocabulary
- \*Establish body awareness
- \*Learn rhythmic patterns & movement

### **Toys & Games**

- \*Promote turn taking
- \*Develop eye/hand coordination
- \*Promote language and problem solving
- \*Develop tactile sensitivity

### **Water & Sand**

- \*Develop small muscle control
- \*Provide an outlet for emotional releases
- \*Provide an opportunity for sensory experience
- \*Provide an opportunity to create structure and build
- \*Provide opportunities for cooperative play

## Recommended Resources:

### The Creative Curriculum for Preschool

#### New Jersey Preschool Teaching and Learning Standards

#### SOCIAL/EMOTIONAL DEVELOPMENT

There are five preschool standards for social/emotional development:

- Standard 0.1: Children demonstrate self-confidence.**
- Standard 0.2: Children demonstrate self-direction.**
- Standard 0.3: Children identify and express feelings.**
- Standard 0.4: Children exhibit positive interactions with other children and adults.**
- Standard 0.5: Children exhibit pro-social behaviors.**

Young children's social/emotional growth and learning occurs as a result of their interactions with others and is interconnected with their development in the physical and cognitive domains. Relationships with adults and children in the preschool environment exert a powerful positive influence on children's social/emotional development. Teachers coach and guide children as they interact with each other, and they support children's social skills and problem-solving abilities.

- Strengthen interpersonal skills
- Build positive interpersonal relationships
- Self-control
- Family/community cooperation
- Begin to share and take turns
- Cooperate with peers and adults
- Respect other's feelings, space, and belongings
- Begin to express thoughts, feelings, and ideas through language, gestures, & actions
- Self confidence
- Self direction
- Express pride in accomplishments
- Growing abilities to plan & work independently
- Follows rules and routines
- Develop friendships

**Suggested Activities:**

- **Classroom Helpers**
- **Discussion of Feelings with Picture Cards**
- **Displaying Students Artwork**
- **Model Appropriate Behavior**
- **Encourage Peer Interaction**
- **Provide Group Discussions**
- **Model and Help Implement Proper Socialization Skills**
- **Positive Reinforcements (treasure chest, stickers, awards)**
- **Problem Solving Activities**
- **Role Playing Activities**
- **Sensory Activities**
- **Show and Tell**
- **Young Athletes (Special Olympics) Equipment**

**VISUAL & PERFORMING ARTS**

There are four preschool visual and performing arts standards:

- Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.**
- Standard 1.2: Children express themselves through and develop an appreciation of music.**
- Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.**
- Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).**

The creative arts are children’s first language, used to communicate thoughts, ideas, and feelings. Some of the most effective means children have for explaining and understanding their world is through the arts. For young children, the critical component of the arts is the creative process rather than the end result or product. In the creative process, approaches to learning such as initiative, curiosity, engagement, persistence, reasoning, and problem-solving are reinforced through concrete, hands-on, individualized, and group learning experiences.

- **Art**
- **Cultural diversity**
- **Dramatic Play**
- **Explore, participate, & create on their own**
- **Movement**
- **Music**
- **Textures**
- **Use of tools**

**Suggested Activities:**

### Art (using different media)

- paper (construction, metallic, tissue)
- crayons, markers, pencils
- easel painting
- glue
- paint (water color, tempera, finger paint, powder paint)
- play dough
- scissors
- shaving cream

### Cultural Diversity

- cultural art projects
- cultural music
- exploring, celebrating, and discussing different cultures
- listening to different languages

### Dramatic Play

- kitchen area
- store/supermarket
- dress up

### Movement

- balance beam
- galloping
- instruments and rhythmic activities
- Young Athletes Special Olympics Equipment

- hoping
- jumping
- marching
- skipping
- tip-toe
- walking forward and backward
- Young Athletes Special Olympics Equipment

### Music

- educational songs (CDs - Greg and Steve, Raffi, Music Together)
- bean bags, scarves, ribbons
- high and low energy participatory songs

### Textures

- beads
- beans
- play dough
- sand table
- shaving cream
- water table

### Use of Tools

- pencils
- markers
- glue
- scissors
- sponges
- brushes

## HEALTH, SAFETY, AND PHYSICAL EDUCATION

There are four preschool health, safety, and physical education standards:

**Standard 2.1: Children develop self-help and personal hygiene skills.**

**Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.**

**Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.**

**Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.**

Health, safety, and physical education in the preschool classroom encourage children's sense of self and support their emerging independence. Physical development impacts how children navigate the physical environment. The preschool environment should be organized to support both indoor and outdoor activities that maximize each child's opportunities to develop gross- and fine-motor skills as well as health and safety awareness.

- Explore movement in space
- Moves and claps in rhythm
- Coordinates arms and legs
- Practice self-help skills
- Puzzles
- Shows awareness of names, locations, and relationships of body parts (hopping, marching, etc.)

### **Fine Motor:**

- Tools (scissors, hammer, etc.)
- Stringing beads
- Shapes and pattern reproduction
- Uses pencils, markers, paintbrushes, etc.
- Block building

### **Gross Motor:**

- Large Muscle Movement
- Coordination (throwing, kicking, catching, etc.)
- Controlled Large Movements (running, jumping,

### **Health Skills:**

- Personal hygiene/care
- Basic health and safety rules
- Nutritious foods/food groups

## **Suggested Activities:**

### **Fine Motor**

- building with small manipulatives
- buttoning, zipping, snapping
- interlocking manipulatives
- Pac-Man tennis balls
- paper weaving
- play dough
- puzzles
- scissors
- stringing beads
- tweezers or clothespins (to pick up small objects)

### **Gross Motor**

- balance beam
- balloon volley ball
- balls (kicking, throwing, bouncing, catching)
- bean bag toss
- body awareness cards
- bowling

### **(Gross Motor cont.)**

- group games (Red Light-Green Light, Mr. Clock, Simon Says)
- high energy participatory songs
- hopscotch
- parachute activities
- playground equipment
- Young Athletes Special Olympics Equipment

### **Health Skills**

- cleaning up after their snack
- dental health week
- discussion of healthy foods and food pyramid
- family style snack
- poems/songs for easy recall of self-help skills
- proper attire for different seasons
- provide healthy foods for snack time
- unpacking and packing up personal belongings
- washing hands before snack and after bathroom use

# ENGLISH LANGUAGE ARTS

## PRESCHOOL ENGLISH LANGUAGE ARTS STRANDS AND SUB-HEADINGS

### 1. Reading: Literature

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range and Level of Complexity

### 2. Reading: Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range and Level of Complexity

### 3. Reading: Foundational Skills\*

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

### 4. Writing

- Text Type and Purposes
- Production and Distribution of Writing
- Research to Build Knowledge
- Range of Writing

### 5. Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

### 6. Language

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

The updated and aligned preschool standards provide teachers with a common platform for teaching and learning in English Language Arts (ELA) and include emergent reading, emergent writing, listening and speaking, foundational skills and language. The ELA preschool standards are grounded in a strong theoretical framework for delivering high quality educational experiences to young children with sample teaching practices and expected learner outcomes.

- Enjoys being read to and “reading books”
- Matches sounds, rhymes, and familiar words
- Understands parts of book (Title, Author, Illustrator)
- Makes predictions
- Phonological Awareness
- Identifies sounds in English Language
- Retells stories
- Cares for books
- Understands and communicates orally
- Recognizes name
- Prints own name
- Identifies letter in their own name/minimum of 10 in alphabet
- Story representation through pictures
- Comprehends stories
- Asks questions

# ENGLISH LANGUAGE ARTS

## PRESCHOOL ENGLISH LANGUAGE ARTS STRANDS AND SUB-HEADINGS

### 1. Reading: Literature

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range and Level of Complexity

#### Key Ideas and Details

- RL.PK.1** With prompting and support, ask and answer key elements in a familiar story or poem.
- RL.PK.2** With prompting and support, retell familiar stories or poems.
- RL.PK.3** With prompting and support, identify characters, settings, and major events in a familiar story.

#### Craft and Structure

- RL.PK.4** With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
- RL.PK.5** Recognize common types of literature (storybooks and poetry books).
- RL.PK.6** With prompting and support, identify the role of author and illustrator in telling the story.

#### Integration of Knowledge and Ideas

- RL.PK.7** With prompting and support, using a familiar storybook, tell how the illustrations support the story.
- RL.PK.8** (Not applicable to literature)
- RL.PK.9** With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.

#### Range and Level of Complexity

- RL.PK.10** Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.



## 2. Reading: Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range and Level of Complexity

### Key Ideas and Details

- RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
- RI.PK.2 With prompting and support, recall important facts from a familiar text.
- RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

### Craft and Structure

- RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.
- RI.PK.5 Identify the front and back cover of a book.
- RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.

### Integration of Knowledge and Ideas

- RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
- RI.PK.8 (Begins in kindergarten)

### Range and Level of Complexity

- RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.

- 3. Reading: Foundational Skills**
- **Print Concepts**
  - **Phonological Awareness**
  - **Phonics and Word Recognition**
  - **Fluency**

**Print Concepts**

- RF.PK.1,a,b,c,d**      **Begin to demonstrate understanding of basic features of print.**
- a) **Follow words from left to right, top to bottom, page by page.**
  - b) **Recognize that spoken words can be written and read.**
  - c) **Recognize that words are separated by spaces.**
  - d) **Recognize and name many upper and lower case letters of the alphabet.**

**Phonological Awareness**

- RF.PK.2,a,b,c,d,e**      **Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).**
- a) **Recognize and produce simple rhyming words.**
  - b) **Segment syllables in spoken words by clapping out the number of syllables.**
  - c) **Identify many initial sounds of familiar words.**
  - d) **(Begins in kindergarten)**
  - e) **(Begins in kindergarten)**

**Phonics and Word Recognition**

- RF.PK.3,a,b,c,d**      **Demonstrate an understanding of beginning phonics and word skills.**
- a) **Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.**
  - b) **(Begins in kindergarten)**
  - c) **Recognize their name in print as well as other familiar print in the environment.**
  - d) **(Begins in kindergarten)**

**Fluency**

- RF.PK.4**      **Begin to engage in a variety of texts with purpose and understanding.**

#### **4. Writing:**

- **Text Type and Purposes**
- **Production and Distribution of Writing**
- **Research to Build Knowledge**
- **Range of Writing**

##### **Text Type and Purposes**

- W.PK.1**      Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.
- W.PK.2**      Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
- W.PK.3**      (Begins in kindergarten)

##### **Production and Distribution of Writing**

- W.PK.4**      (Begins in grade 3)
- W.PK.5**      With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.
- W.PK.6**      With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).

##### **Research to Build Knowledge**

- W.PK.7**      With guidance and support, participate in shared research and shared writing projects.
- W.PK.8**      With guidance and support, recall information from experience or familiar topic to answer a question.
- W.PK.9**      (Begins in grade 4)

## **5. Speaking and Listening**

- **Comprehension and Collaboration**
- **Presentation of Knowledge and Ideas**

### **Comprehension and Collaboration**

- SL.PK.1.a,b**      **Participate in conversations and interactions with peers and adults individually and in small and large groups.**
- a) **Follow-agreed upon rules for discussions during group interactions.**
  - b) **Continue a conversation through several back and forth exchanges.**
- SL.PK.2**      **Ask and answer questions about a text or other information read aloud or presented orally.**
- SL.PK.3**      **Ask and answer questions to seek help, get information, or follow directions.**

### **Presentation of Knowledge and Ideas**

- SL.PK.4**      **Begin to describe familiar people, places, things, and events and sometimes with detail.**
- SL.PK.5**      **Use drawings or visual displays to add to descriptions to provide additional detail.**
- SL.PK.6**      **With guidance and support, speak audibly and express thoughts, feelings, and ideas.**

6. Language:
- Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

Conventions of Standard English

- L.PK.1,a,b,c,d,e,f**      **Begin to understand the conventions of standard English grammar when speaking during interactions and activities.**
- a) **Print many alphabet letters.**
  - b) **Use frequently occurring nouns and verbs.**
  - c) **Form regular plural nouns.**
  - d) **Understand and use question words (e.g., who, what, where, when, why, how).**
  - e) **Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).**
  - f) **Begin to speak in complete sentences.**
  - g) **Understands and can follow simple multi-step directions.**
- L.PK.2,a,b,c,d**      **Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.**
- a) **(Begins in kindergarten)**
  - b) **(Begins in kindergarten)**
  - c) **Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.**
  - d) **(Begins in kindergarten)**
- L.PK.3**      **(Begins in grade 2)**

### Vocabulary Acquisition and Use

**L.PK.4,a,b**

**Begin to determine the meaning of new words and phrases introduced through preschool reading and content.**

- a) **With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).**
- b) **(Begins in kindergarten)**

**L.PK.5,a,b,c,d**

**With guidance and support, explore word relationships.**

- a) **Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).**
- b) **Begin to understand opposites of simple and familiar words.**
- c) **Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).**
- d) **(Begins in kindergarten)**

**L.PK.6**

**Use words and phrases acquired through conversations, activities and read alouds.**

### **Suggested Activities:**

- Ask basic/general questions (wh-, yes/no)
- Ask questions about book while looking back in story (with teacher prompting)
- Big Books - with pointer where students can follow along
- Big word of the week
- Books on CD/DVD (audio/visual)
- Books on Smart Board with word scroll
- Clap out syllables of words
- Find their name in print
- Games, activities, and songs to initiate peer conversations/interactions
- Games, activities, songs to practice prepositions
- Letter sounds games, activities, songs
- Letter writing practice (Handwriting without Tears)
- Name writing practice
- Puppets/finger plays
- Read Aloud Stories
- Retelling Stories using pictures
- Rhyming games, activities, songs
- Role playing
- Sentence starters for word completion and/or drawings (ex: I like to eat \_\_\_\_\_)
- Show and Tell
- Show images to promote/prompt drawings
- Sorting and classifying games and activities
- Story sequencing/retelling with picture cards and felt boards
- Students draw pictures to illustrate text
- Student centered discussions
- Students share work/drawings with peers
- Word Wall with picture visuals

## MATHEMATICS

There are four preschool mathematics standards:

- Standard 4.1:** Children begin to demonstrate an understanding of number and counting.
- Standard 4.2:** Children demonstrate an initial understanding of numerical operations.
- Standard 4.3:** Children begin to conceptualize measurable attributes of objects and how to measure them.
- Standard 4.4:** Children develop spatial and geometric sense.

A preschool classroom's physical and teaching environments should capitalize on children's natural, spontaneous interactions with math in the world around them by featuring a wide variety of ongoing mathematical opportunities. Possibilities for learning across all the math domains (identified in the Common Core State Standards for Mathematics as counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry) should be available, daily, in classroom activity/interest areas, during small and large group teacher-child interactions, and out of doors.

- Numbers 0-10 and beyond
- Classifying/describe objects
- Understands sequences, patterns, and relationships
- Early addition and subtraction
- Measurement
- Data collection
- One-to-one correspondence
- Problem solving
- Sort objects
- Problem solving/reasoning
- Math language and signs
- Matching
- Special relationships
- Organizational skills
- Representation
- Compare and contrast
- Early geometry

**Suggested Activities:**

- **BINGO (letters, numbers, shapes)**
- **calendar counting**
- **comparing different sizes (small, medium, large)**
- **finger plays (numbers, adding, subtracting)**
- **flannel board activities**
- **graphing to compare amounts (more, less)**
- **hide and seek shapes/letters/numbers/sizes**
- **internet math games**
- **locate shapes/colors around the room**
- **memory match game (with shapes, colors, numbers)**
- **Number of the Week**
- **one to one correspondence games/activities**
- **songs with numbers**
- **sorting different manipulatives by color or size**



## SCIENCE

There are five preschool science standards:

**Standard 5.1: Children develop inquiry skills.**

**Standard 5.2: Children observe and investigate matter and energy.**

**Standard 5.3: Children observe and investigate living things.**

**Standard 5.4: Children observe and investigate the Earth.**

**Standard 5.5: Children gain experience in using technology.**

Young children first construct scientific knowledge by using their senses to interact with their environment and make sense of the world around them. Their science understanding is facilitated and extended by adults whose own sense of wonder is a match for their curiosity. Children are more inclined to observe, question, and reflect about their investigations when encouraged by teachers who are also invested in the process. Thus, throughout the preschool years, children develop and refine their scientific abilities through observing, inquiring, and experimenting during rich and inviting opportunities for open-ended exploration and focused inquiry.

- Observation of people, places, and things
- Living and non-living characteristics of plants and animals
- Why and how questions
- Physical properties of objects
- Space and special relationships
- Predications
- Seasonal changes
- Tool use
- Ecological Awareness
- Simple methods of gathering information, investigating, drawing conclusions
- Language related to time and temperature
- Cause/effect relationships

### **Suggested Activities:**

- **5 senses**
- **age appropriate experiments**
- **chick hatching experiment**
- **classroom fish**
- **classroom recycling**
- **daily weather**
- **forms of water**
- **life cycles (butterflies, ladybug, chicks, frogs, plants)**
- **live insect garden (butterflies, ladybugs, ants)**
- **magnets**
- **magnifying glasses**
- **mystery boxes**
- **nature walks**
- **planting and gardening**
- **rainbows**
- **seasonal activities**
- **sink or float**

## **SOCIAL STUDIES, FAMILY, AND LIFE SKILLS**

There are four preschool social studies, family, and life skills standards:

- Standard 6.1: Children identify unique characteristics of themselves, their families, and others.**
- Standard 6.2: Children become contributing members of the classroom community.**
- Standard 6.3: Children demonstrate knowledge of neighborhood and community.**
- Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.**

The teaching of social studies, family, and life skills in the preschool classroom begins with cultivating all children's understanding of themselves and their place in the family and moves to an understanding of social systems in ever widening circles: from the family to the classroom community, the neighborhood, and the world. Preschool teachers provide a wide range of concrete, developmentally appropriate activities and field trips that offer opportunities to explore and celebrate similarities and differences among children, lifestyles, and cultures.

- Identify personal characteristics including gender and family members
- Understanding similarities and differences among people (culture, race, gender, special needs, language, family structures)
- Communicates about family, family roles, and family traditions
- Becomes a contributing member of classroom community
- Geography in classroom, home, community

### **Suggested Activities:**

- **Address (street address, city, state)**
- **Autism Awareness Activities (April)**
- **community experiences**
- **Cultural costumes in drama center**
- **family – pictures, traditions, roles**
- **Heritage Picnic**
- **Holiday Celebrations**
- **recite the pledge to the flag**
- **similarities and differences of people**
- **Thanksgiving Feast**
- **transportation**
- **visits from community helpers**
- **weekly classroom jobs/helpers**

## WORLD LANGUAGES

There is one preschool world languages standard:

**Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.**

The diverse nature of our society necessitates that children develop an understanding of languages other than their own. The world languages standard addresses this need by describing what all preschool children should learn and what teachers should teach to encourage awareness of different languages.

- Labels, books, audio, and various media of a variety of languages
- Communicates and interacts with peers and adults of different cultures and languages
- Drama, free play, center area
- Oral language to provide better communication, comprehension, and listening skills
- Provide activities outside the classroom environment to extend language development

### **Suggested Activities:**

- **counting 1-10 in Spanish**
- **Cultural costumes in drama center**
- **Greetings in different languages on morning message**
- **Heritage Picnic**
- **Labeling classroom items in other languages**
- **music and books in different languages**
- **Parent volunteers to teach students about their language and culture**
- **sign language (alphabet, common phrases)**
- **Waterford DVD- Sing Around the World**

## TECHNOLOGY

There are five preschool standards for technology:

- Standard 8.1: Navigate simple on screen menus.**
- Standard 8.2: Use electronic devices independently.**
- Standard 8.3: Begin to use electronic devices to communicate.**
- Standard 8.4: Use common technology vocabulary.**
- Standard 8.5: Begin to use electronic devices to gain information.**

Like blocks, books, and crayons, technology in a preschool classroom offers versatile learning tools that can support children's development in all domains. When preschoolers are encouraged to work together with electronic devices and computers, social skills are tapped as children negotiate turn-taking. Technology should be embedded into children's centers and should be used to enhance their learning and development during choice time as well as during small-group experiences.

- Computers in classroom
- Smart Boards
- I Pads
- Digital Cameras
- Educational CDs, audio tapes/cds, videos/dvds

### **Suggested Activities:**

- educational apps for iPad
- educational internet games
- Leap Frog Activities (letter pads, games, etc.)
- use of smart exchange for lessons (<http://exchange.smarttech.com/search.html>)

## APPROACHES TO LEARNING

There are four preschool standards for approaches to learning:

- Standard 9.1 Children demonstrate initiative, engagement, and persistence.**
- Standard 9.2 Children show creativity and imagination.**
- Standard 9.3 Children identify and solve problems.**
- Standard 9.4 Children apply what they have learned to new situations.**

The way a child approaches learning is a strong predictor of later success in school. School readiness includes the ability to tackle and persist at challenging or frustrating tasks with flexibility, follow directions, take risks, make and learn from mistakes, and work as a part of the group. Young children develop these skills by engaging in playful learning experiences, which strengthen cognitive capacities such as paying attention, remembering rules, and inhibiting impulses to achieve a larger goal. Both child-initiated and teacher-guided play, along with other intentional teaching strategies, combine to support children's approaches to learning.

- Students are encouraged to use their intuitive and curiosity in the classroom environment
- Students encouraged to use multiple intelligence strategies
- Enlarge attention span/attending & focusing skills
- Participates in large and small group activities
- Completes tasks, activities, projects, experiments
- Recognizes and solves problems through exploration, trial & error, discussions, persistence, etc.
- Planning process (set goals, develop, follow through)
- Classify, compare, & contrast objects, events, & experience

**Suggested Activities:**

- **Circle time/ Large group instruction**
- **Craft projects**
- **Experiments (science or other)**
- **Free play/free choice**
- **Independence in self-help skills**
- **Manipulatives to classify, compare, and contrast**
- **One to one instruction**
- **Opening exercises**
- **Set up problem-solving and questioning scenarios**
- **Show and Tell/Peer interaction activities**
- **Small group instruction**
- **Stories (sequencing, retelling, predicting)**

# Appendix

**NJ Preschool Teaching and Learning Standards**

**<http://www.nj.gov/education/ece/guide/standards.pdf>**