

## LANGUAGE ARTS CURRICULUM FOR PreK3/JK4

### Reading

#### Skills Development

##### Attitudes and Behaviors

Love books and reading; Enjoy books alone and with others; Loves to listen to and discuss events in stories; Play with sounds and language.

##### Book Knowledge

Cover/title; Author/illustrator; Beginning/middle/end.

##### Strategies/Skills

Recognize name in print; Recognize environmental print; Develop phonemic awareness: sequence of sounds; rhyming; blending sounds, sight words, word families, and reading readiness skills; Comprehension - describing the main idea, details, characters, and predicting what will happen next.

##### Speaking

Share ideas, feelings, jokes and stories; Practice effective self-expression during play; Develop a clear, confident voice; Communicate in sentences; Expand vocabulary.

### Writing

##### Attitudes and Behaviors

View self as having ideas to share; See print as a means of communication.

##### Strategies/Skills

Exposed to using the proper pencil grip; Develop graphomotor skills, able to manipulate tools needed to express ideas concretely; Track left to right, top to bottom, front to back; Build a foundation for handwriting from early mark making to letter formation; Daily journal activities to reinforce writing skills.

##### Composition

Use drawings, scribbling and letters to communicate ideas, thoughts, knowledge and feelings; Dictate stories and ideas.

### Listening

##### Develop active listening skills, asking self

Does this make sense?; Does it sound right?

##### Strategies/Skills

Stories, poems, fingerplays and songs are recited to the students daily.

**MATHEMATICS CURRICULUM FOR PreK3/JK4**

Content Strands	Units with Concepts and skills Emphasized
<b>Introducing Mathematical Thinking</b>	Use a variety of materials and tools; Count, compare, and combine; Collect, sort and classify objects
<b>Developing Number Sense</b>	Think about what, when, why and how people count and use numbers; Develop strategies for counting and keeping track of quantities; Represent quantities with objects, pictures, numerals or words; Explore measurement; Use terms to describe and compare amounts (less, least, fewer, more, most, same, equal); Recognize quantities; Recognize numerals to 20 and their meanings; Number System; Count a set of objects; Use strategies to count and compare; Use pictures, numbers, words to record solutions; Use nonstandard units to find length; Record measurements with pictures, numbers, words; Combine two amounts; Work with combinations up to 20; Calendar Skills.
<b>Working with Patterns and Data</b>	Observe and describe attributes (i.e., size, color, shape, quantity); Describe, copy, extend and construct patterns; Discriminate between patterns and random arrangements or designs; Create, represent, and interpret patterns using physical movements (clapping, jumping, etc.); Collect, record, represent, and explain data.
<b>Geometry</b> Building Experiences with 2-D & 3-D	Blocks & 3-D Building Sets; Clay; Puzzles; Experiences with shapes: circle, oval, square, rectangle, hexagon, triangle, rhombus, trapezoid; Pattern block challenges

**SCIENCE CURRICULUM FOR PreK3/JK4**

Content Strands	Units with Concepts and Skills Emphasized
<b>Science as Inquiry</b>	The I Wonder Circle (Science Companion) <ul style="list-style-type: none"> <li>● I Wonder: notice, ask questions, and state problems</li> <li>● I Think: consider, gather information, and predict</li> <li>● I Try: experiment, model test ideas, and repeat</li> <li>● I Observe: watch, examine, and measure</li> <li>● I Record: record data, organize, describe, classify, graph, and draw</li> <li>● I Discover: look for patterns, interpret, reflect, conclude, and communicate discoveries</li> </ul>
<b>Physical, Life and Earth</b>	Follow Children’s Interests and Develop Themes Based on those Interests - Plants and animals; Life Cycles; Weather and seasons; Magnetism; Space; Earth; Ecology; Biomes; Cooking- measure, combine, observe.

**SOCIAL STUDIES CURRICULUM FOR PreK3/JK4**

<p><u>National Council for Social Studies Themes</u>            Culture; Time, Continuity, and Change; People, Places, and Environments; Individual Development and Identity; Individuals, Groups, and Institutions; Production, Distribution, and Consumption; Global Connections; Civic Ideals and Practice.</p> <p><u>Attitudes/Values</u>            Self-awareness; Multiple perspectives; Empathy; Sense of community; Cultural curiosity; Global competency; Respect for self and others; Positive racial identity.</p>
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Content Strands	Units with Concepts and Skills Emphasized
<b>Classroom As Community</b>	Introduce and practice the Welcome, Respect and Safety Rules; Support the development of friendships as the children become a community of learners; Make decisions and problem-solve as a group whenever possible; View the classroom as part of the larger school culture - extend relationships to others.
<b>Equity and Pluralism</b>	Practice the Lower School Respect and Welcome Rule; Study ways people are alike and different, including conversations about skin color, hair, eyes, etc.; Support positive racial identity; Share family cultural traditions; Introduce the work of Dr.Martin Luther King, Jr., Rosa Parks and other civil rights leaders and change makes; Represent the diversity in the world through classroom materials (including books, poems, music) so that students will be people that are like themselves); Talk about similarities and differences; Resolve disagreements respectfully; Parent volunteers and speakers to discuss family traditions.
<b>Citizenship and Community Building</b> (Social and emotional)	Empathy skills; Impulse control and problem solving; Anger management; Create a culture of care and respect - Common language for calming down; Problem solving; Practice social skills with role playing; Try new things; Accept and respond to authority; Practice respect and consideration for others; Accepting differences; Friendship, fairness, compassion.
<b>Global Awareness</b> Geography Skills	Introduce and use maps, globes, and atlases; Explore similarities and differences among people in the world; Encourage families to share traditions and culture; Connect the children to the broader Tampa community via first hand experiences (field trips and invited guests).