

REVEILLE WEEKDAY SCHOOL CURRICULUM

Junior-Kindergarten Classes

Goals and Objectives to be introduced according to age and developmental stage – does NOT mean child will master each task

*Activities will be developed and adapted to meet the individual needs of children in the class.

APPROACHES TO LEARNING

Persistence:

- Recognize and solve problems independently
- Set goals, develop plans, and complete tasks
- Show growing capacity to maintain concentration over time

Initiative and Curiosity:

- Offer to help with chores
- Invent **and plan projects** and work on them with little assistance
- Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks

Creativity and Inventiveness:

- Approach tasks and activities with increased flexibility, imagination, and inventiveness
- Use creativity and inventiveness to complete projects or tasks
- Make changes to a familiar story
- Represent reality in a variety of ways

Reasoning and Problem-Solving

- Develop increasing abilities to classify, compare and contrast objects, events, experiences
- Recognize and solve problems
- Create a strategy based on one event and extend it to a new one
- Demonstrate understanding of what others are thinking, their intentions, or motivations
- Demonstrate long-term memory
- Work with others to find a solution

COGNITIVE DEVELOPMENT – MULTISENSORY APPROACH

LANGUAGE DEVELOPMENT:

Listening Skills:

- Listen to stories, poetry, music
- **Be able to sit for a reasonable amount of time to listen to a story, etc. without disrupting group – practices self control**
- Listen and contribute to discussions; ask questions
- Follow multi-step directions – **in a group and one on one**

- Answer simple questions about information that is read or told, including some “How” , “What”, “When”, “Who”, “Where”, and “Why” questions, which help stimulate higher-level thinking
 - Understand **and use more sophisticated** directional words such as above/below, around/through, forward/backward, beneath, etc.
 - Understand and use differences in comparative words: big, bigger, biggest; far, farther, farthest; etc.
 - Understand and use adjectives such as soft, hard, wild, tame etc.
 - Can discern opposites: hot/cold, off/on, light/heavy, quiet/loud
 - Progress in clarity of pronunciation, speaking in sentences of increasing length and complexity
 - Develop increasing abilities to understand and use language for a variety of purposes
 - Enjoy hearing and creating humorous stories characterized by exaggeration
- Oral Language:*
- Share thoughts and stories
 - **Memorize** and recite poetry, songs, fingerplays
 - **Become familiar with and be able to recite simple Nursery Rhymes**
 - **Initiate** and Engage in interactive conversations
 - Retell (summarize) stories that have been read in class.
 - Verbalize with puppets, flannel board, dramatic play
 - Encourage speaking in complete sentences using nouns, verbs, pronouns, possessive nouns adjectives and adverbs correctly
 - Uses comparative forms of words: “A cow is bigger than a cat.”
 - Uses **complete sentences** to express imagination
 - Encourage correct pronunciation and enunciation
 - Express ideas logically
 - Verbalizes needs and desires
 - Complete a thought in oral conversation
 - Answer a **multi-part** question
 - Speak distinctly
 - Describe a simple procedure
 - Give personal information: name, family members, age, city, birthday, telephone number etc.
 - **States predictions and conclusions during reading and science activities.**
- Literacy:*
- Phonological Awareness and Alphabet Knowledge:*
- Exposure to varied types of print media (may include books made as class project)
 - Identify matching sounds and produce original rhymes
 - Show growing ability to hear, discriminate and **clap, tap, snap, etc.** the separate syllables in words
 - Show growing awareness of beginning, **middle** and ending sounds of words
 - **Identify by name and sound** all upper case and some lower case letters of the alphabet
 - Recognize that sounds are associated with letters of the alphabet and that they form words

- **Show growing awareness of blending sounds together to read cvc words**
- Say the sound (identify individual phoneme) when some letters are presented
- Understand that letters of the alphabet are a special category of visual graphics, individually named
- Laugh at and create silly words while exploring phonology
- Participate in activities that build skills in listening, sound discrimination, rhyme, alliteration, sound chunking and concept of word

Print Awareness and Concepts:

- Be able to recognize and “read” labeling in classroom / print-rich environment
- Recognizes name written using an upper case letter followed by lower case letters
- Show increased awareness of print concepts
- Recognize a word as a unit of print that is formed by individual letters
- **Recognize that a group of words put together form a sentence for a complete thought**
- Understand that print carries the message
- **Reads simple/familiar high-frequency sight words.**
- **Be able to point to familiar, high-frequency sight words**
- **Begins to show initiative in asking how to spell names, words and titles.**
- **Identify the parts of a book (cover, spine etc.), the title, illustrator and author.**
- **Demonstrate the directionality of reading left to right and top to bottom on a page.**
- **Points to where reading begins on a page (first word).**

Comprehension:

- Demonstrate understanding of basic plots of simple stories in a variety of ways
- Begin to understand the connection between books and personal experiences
- Use strategies such as questioning or predicting to comprehend printed material
- Attempt, often unsuccessfully, to create jokes using double meanings of words
- Dictate stories to be written by teacher
- Tell story or describe an event in logical order
- **Demonstrate use of ordinal numbers (1st, 2nd, 3rd, etc.) when telling or retelling a story**
- Have opportunities to retell familiar stories through drama, puppetry and props
- Create classroom books based on simple, repetitive text
- Develop comprehension strategies (e.g. predictions, retellings, summaries)

Writing:

- Hold writing implements using correct finger placement and grasp. Pencil grips will be used to develop this skill efficiently.
- Write name using appropriate Kindergarten print (First letter capital followed by lower case letters.)
- Using the *Handwriting Without Tears Method*, provide practice with making straight, curved and diagonal lines moving towards the writing of certain letters of the alphabet.
- Use large strokes to practice letters – “sky writing” or with paints on an easel
- Practice writing from left to right.
- Encourage invented spellings in journals and during dictations.
- Write numerals 0 – 9.

AUDITORY DISCRIMINATION:

- Make letter-sound matches

- Articulate sounds of letters showing knowledge of hearing the sound differences
- Identify rhyming words – realizing that rhyming words have the same sounds at the end of the words, not always the same spelling
- Identify the rhyming words in simple Nursery Rhymes
- Copy and initiate various beats and patterns in music
- Recognize, reproduce and create patterns

VISUAL DISCRIMINATION / MEMORY:

- Recognize likenesses and differences
- Groups objects into categories
- Sort objects by a variety of attributes – size, shapes, color, etc.
- Identify pastel and blended colors, complex shapes, last name
- Recognize and reproduce patterns
- “What’s Missing?” using 5 or more objects

TACTILE / OLFACTORY DEVELOPMENT:

- Explore various materials to stimulate sense of touch
- Identifies textures
- Explore various materials to stimulate sense of smell
- Describe different textures and scents

REASONING / PROBLEM SOLVING:

Mathematical Concepts:

Understanding of relationship terms:

- Spatial relationships
- Use patterns to predict relationships between objects.
- Opposites
- Cause and effect

Number and Operations:

- Uses 1 to 1 correspondence in counting and matching groups of objects
- Can rote count 0 – 20
- Able to identify the numbers 0 - 20
- Compares numbers of objects using appropriate vocabulary – “less”, “more”, etc.
- Develop increasing ability to count in sequence and use 1 to 1 correspondence
- Recognize written numerals on calendar
- Show growing awareness of place value (by grouping ten ones into a group of ten, putting that grouped ten into the tens place, and then putting ten groups of ten together to form 100 when counting how many days we have been in school)
- Name written numerals in random order
- Print some numerals as they correspond to quantity of items.
- Know the number that comes before and after a specified number

Computation:

Recognize changes in groups (sets / collections).

Will add and subtract small groups using concrete objects.

Measurement:

- Use standard and non-standard units of measurement to explore the environment

- Compare objects based on differences in length, weight, and temperature using correct vocabulary
- Show progress in using standard/nonstandard measures for length, capacity, weight, time, temperature.
- Use correct vocabulary when describing the duration of time (minutes, hour, week, month, morning, afternoon, day, night etc.).
- Know the names of standard tools used for telling time and temperature, and measuring length and capacity and weight (clocks, calendars, thermometers, rulers, measuring cups, scales etc.)

Patterns and Relationships:

- Recognize and copy simple patterns (e.g. sounds, objects, shapes)
- Use patterns to predict relationships between objects
- Create original patterns using a variety of materials according to one or more attributes
- sort and classify objects according to different attributes

Geometry

- Match, sort and describe shapes.
- Identify shapes – square, triangle, rectangle, circle
- Describe the position of objects in relation to other objects and themselves using appropriate special terms.
- Describe how shapes are similar and different.
- Recognize three-dimensional shapes (cylinders, spheres, cones) through everyday experiences
- Create, build, or draw shapes using a variety of materials

Spatial Sense

- Show increasing understanding of directionality, order and position of objects and word

Data Collection and Analysis:

- Collect and organize data about him/herself, his environment and his experiences
- Gather data by using concrete objects to represent quantity (one blue chip represents his/her blue eyes).
- Organize and display information by shared attribute or relationship
- Analyze collected data and generate logical conclusions
- Compare sets of objects as having fewer or more members
- Point to matching groups that have the same number of objects in them
- Sequence pictures or objects in order
- Display recorded information gathered by using pictorial graphs, art projects, or wall and table displays.
- Use vocabulary to describe data: none, the most, a lot of, the same as, less than, more than, all, some, the least, higher, and shorter.

Time and Sequence:

- Identify the positions of objects or persons in sequence (first, second, last, before, after etc.)

Science Exploration and Inquiry:

Interrelationships in Earth/Space Systems; earth patterns, cycles and change:

- Show beginning understanding of the interrelationships in earth/space systems (e.g. child will be able to create a shadow.)

- Verbally identify weather conditions accurately

Matter:

- Recognize matter in its three forms (solid, liquid, gas)
- Describe the observable properties of objects using pictures and words
- Develop language to describe an object's position, movement and physical properties.
- Describe the properties of water and its movement.

Life Processes:

- Expand knowledge of and respect for his/her environment, living creatures and plant life
- Observe natural events such as seed growth and life cycle of pets

Scientific Investigation:

- Begin to use simple tools and equipment for investigation
- Make comparisons among objects in terms of what they are made of and their physical properties
- Observe and remark upon changes and cause-effect relationships in the physical world
- Begin to collect, describe, and record information
- Participate in simple investigations to test observations, draw conclusions and generalize
- Apply information or experience to a new context
- Form explanations and communicate scientific information
- Demonstrate beginning understanding of sequence
- Observe cause and effect
- Experiment with gradations
- Make predictions, observations and evaluations when experimenting with new materials

Resources:

- Will practice reusing, recycling and conserving energy on a daily basis.

Force, Energy and Motion:

- Describe and categorize properties of materials using magnets.

LEARNING ABOUT FAMILIES AND COMMUNITIES

History:

- Understand that artifacts reveal information about the past
- Engage in storytelling about past experiences

Geography:

- Demonstrate beginning knowledge of the relationship between people, places and regions
- Identify common geographic tools
- Understand/use direction and position words to describe and compare location/spatial relationships
- Create representations of locations and space during play
- Use labels and symbols that show enhanced understanding of geographic concepts

Economics:

- Demonstrate awareness of money being needed to purchase goods and services

- Identify tools used at home, school and work
- Develop awareness of economic concepts, including jobs, money and tools
- *Families and Communities:*
- Exhibit positive citizenship behaviors such as sharing, taking turns, following rules and chores
- Respect differences among people, such as gender, race, special needs, culture etc
- *Citizenship:*
- Cooperate with others in a joint activity
- Recognize the needs for rules. Participate in developing classroom rules.
- State personal plans for learning center activities.
- Participate, discuss and help to generate solutions to a class problem.
- Share thoughts and opinions in a group setting.
- Demonstrate responsible behaviors in caring for classroom materials.
- Identify the needs of other people by helping them.
- Exhibit enhanced positive citizenship behaviors

MOTOR DEVELOPMENT

FINE MOTOR SKILLS:

Eye-hand coordination:

- Build and construction manipulatives
- Copy and fingerplays
- Lace, sew, string
- Sift and pour – water, sand, rice, etc.
- Stir and spread
- Paste and glue
- Paint with a variety of brushes, and non-traditional materials
- Copy prewriting designs – vertical line, horizontal line, circle, cross, right oblique line, square, left oblique line, oblique cross, triangle
- Cross the midline in writing and drawing
- Cut straight and curved lines and shapes
- Use eye-hand coordination to perform simple tasks
- Persist in accomplishing more difficult fine motor tasks
- Progress in abilities to use writing, drawing and art tools
- self-help activities – buttoning, snapping, zipping, encourage shoelaces, wash and dry own hands, clean up after him/herself

Strengthening:

- clay, playdough and appropriate related implements, including extrusion tools
- small tools such as scissors, hole punch, stapler, clothespins, tweezers, tongs stubby and preschool crayons, different sizes of chalk, and primary markers (if appropriate grasp has been developed)
- activities such as paper tearing for continued development of “skill side” of hand
- use of plant sprayers and other squeezing implements for continued development of open “web space”
- continue using easel or other vertical work areas to strengthen hand and wrist extension

GROSS MOTOR SKILLS

Locomotor Activities:

- Coordinate movements to perform simple tasks
- Demonstrate increasing stamina, endurance, control, balance and coordination
- Coordinate movements to perform more complex tasks
- walking, running, skipping
- jump in place
- hop in place on each foot and then alternating feet.
- balance on each foot for 1 second
- alternate feet on stairs
- alternate feet skipping
- throwing, catching
- obstacle course
- woodworking – hammering and sawing

Non-Locomotor Activities:

- Maintain a stable static position while practicing specific balances.
- Maintain balance while performing a controlled spin.
- Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.
- Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.
- Perform activities that cross the midline.

HEALTH AND WELL-BEING

- Show awareness of healthy eating habits
- Participate actively in games, outdoor play, and other forms of exercise
- Identify harmful objects, substances or behaviors
- Be aware of and follow universal safety rules
- Perform self-care tasks independently
- Identify body parts and understand their functions
- Demonstrate the stamina and energy to participate in daily activities

SOCIAL-EMOTIONAL DEVELOPMENT

Learn about self:

- Continue to perceive self as worthwhile and accepted – every person is different and unique – we should accept that fact
- Understand consequences of actions, especially as choices affect others
- Demonstrate increased awareness of own abilities, characteristics, feelings, preferences
- See self as able to have power and make responsible choices
- Laugh at own mistakes or accidents so long as there is no serious consequence

Expression of Feelings and Self-Regulation

- Use socially acceptable behavior when completing tasks or problem solving
- Enjoy some rough-and-tumble with trusted friends

- Name and talk about own emotions and can associate them with varying facial expressions

Social relations:

- Show empathy and caring for others
- Cooperate with others
- Interact easily with one or more children and adults
- Respect feelings, rights, and property of others
- Respect own and others physical space
- Willing to share materials
- Play cooperatively with others
- Willing to take turns
- Observe school rules
- Relate positively to adults
- Learn to use words to solve disputes
- Cultural diversities
- Generational diversities
- Handicap awareness

Work habits:

- Develop independence with classroom routines – carpool, snack, washing hands, toileting skills, responsibility for belongings, cleaning up after self
- Listen attentively and participate during circle time and other group activities (use age-appropriate time guidelines)
- Show initiative
- Care for classroom materials

Personal development:

- Can separate from parent without crying
- Is independent
- Transitions smoothly during the day, inside and outside the classroom
- Willingness to join large or small groups or initiate play
- Opportunities to develop empathy
- Experience varying degrees of success or failure
- Willingness to take risks and try new things
- Has confidence in self
- Practice good health, safety and nutrition habits

FINE ARTS

- Participate in creative movement, dance and drama
- Show creativity using one's own body

Music

- Show interest in more complicated instruments (piano, guitar)
- Respond to variations in music - pitch, volume, tempo, beat, rhythm, pattern

Theater Arts

- Participate with others in dramatic play, negotiating roles and setting up events
- Tell about and/or role-play characters from familiar stories or known people and own imagination

- Enact or depict coherent stories with interactive roles and multiple episodes
Visual Arts
- Developing ability to plan, work alone and with others; demonstrate care/persistence in art projects
- Respond to artistic creations or events
- Create drawings, paintings, models, and other creations that are detailed, creative or realistic
- Understand and develop the vocabulary to share opinions about artistic creations and experiences

RESOURCES:

NAEYC Developmentally Appropriate Practice

NAEYC Accreditation Standards

NAC Curriculum Standards

Creative Curriculum

Virginia's Foundation Blocks for Early Learning

Kids First Coalition: Preschool to Kindergarten: A Planning Guide for School Readiness

Milestones of Child Development: Virginia's Early Childhood Development Alignment Project