

Fairfield Public Schools

Preschool

Curriculum

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Mission

The Fairfield Preschool Program curriculum is based on the principles specified in the The New Jersey Department of Education document, *Preschool Teaching and Learning Expectations: Standards of Quality*. The Department of Education developed and published the *Early Childhood Program Expectations: Standards of Quality* (now called *Preschool Teaching and Learning Expectations: Standards of Quality*) as guidance to teachers who work with young children. In 2014, the State Board of Education adopted the revised *Preschool Teaching and Learning Expectations: Standards of Quality*.

Childhood experiences in school have a significant impact upon both academic and social learning. These crucial early years of schooling set the stage for a positive transition to kindergarten. The Fairfield Preschool Program recognizes and respects developmental differences and seeks to teach children that they are "more alike than different."

Vision

The Fairfield Preschool Program incorporates developmentally appropriate practices that are based on knowledge about how children learn and develop. As always, variations in educational growth occur, and program staff support individual variations in children's learning and development. This curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities utilizing a variety of appropriate instructional materials.

All children demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences. Each preschool child manifests his or her learning abilities, learning style, and learning preferences in a unique manner. Therefore, at times, adaptations and/or accommodations are needed.

Assessments

The primary purpose of assessment in the preschool program is to assist in the development of appropriate classroom activities for individuals and groups of children. Preschool assessment procedures include:

- Ongoing intentional observation
- Skills assessment
- Developmental screen (if indicated)

Learning Environment

Participation within the inclusive preschool class quite often results in children developing greater empathy and understanding of differences among students. A supportive preschool learning environment promotes the development of children's critical thinking skills; fosters awareness of diversity and multiculturalism; and supports enthusiasm and engagement as the cornerstones of approaches to learning. The environment must nurture children's capacity to engage deeply in individual and group activities and projects. Such an environment is created through interactions with indoor and outdoor environments that offer opportunities for children to set goals and persist in following through with their plans while acquiring new knowledge and skills through purposeful play. Carefully planned instruction, materials, furnishings, and daily routines must be complemented by an extensive range of interpersonal relationships (adults with children, adults with adults, and children with children). In this setting, each child's optimal development across every domain (e.g., language, social, physical, cognitive, and social-emotional) will be supported, sustained, extended and enhanced.

Daily Routines

- Encourage the development of self-confidence by offering children multiple opportunities to make choices, such as deciding projects, selecting centers, or inviting classmates to be a part of an activity.
- Encourage curiosity, problem-solving, and the generation of ideas and fantasy through exploration.
- Have flexibility to meet individual needs and provide opportunities for the success of all children (e.g., younger children with short attention spans are not forced to remain for long periods of time in a whole-group activity, children with disabilities are offered modifications and adaptations to meet their individualized needs).
- Encourage and model the use of language in different social groups and situations.
- Stimulate questioning and discussion during all activities.
- Provide opportunities for music and movement (ie. brain breaks, choral singing, rhymes & finger-plays)
- Include the use of technology, such as computers and smart boards with age-appropriate software, to enhance the development of critical thinking skills.

Preschool Curriculum Pacing Chart

The topics listed below outline how the standards are addressed throughout the year.

Month	<u>On-Going Learning experiences</u>	<u>Language Arts</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies / Family</u>
Sept.	Social / Emotional <ul style="list-style-type: none"> • Self Help Skills • Classroom responsibilities • Self-regulation Visual & Performing Arts <ul style="list-style-type: none"> • Imaginary play areas • Music and movement • Arts and Crafts Approaches to Learning <ul style="list-style-type: none"> • Work stations • Peer partners • Whole group, small group, individual World Language / Technology <ul style="list-style-type: none"> • ABC's in Sign Language • SMARTboard • Technology Class 	Literature <ul style="list-style-type: none"> • Nursery Rhymes • Poems Informational <ul style="list-style-type: none"> • Texts that support the science and ss topics Writing <ul style="list-style-type: none"> • Names Speaking and Listening <ul style="list-style-type: none"> • ABC order Foundational Skills <ul style="list-style-type: none"> • Letter of the Week Language <ul style="list-style-type: none"> • Various vocabulary terms 	Numbers & counting Patterns	Apples Colors Shapes	Classroom routines All About Me Friendship Body Awareness Feelings
Oct.	Social / Emotional <ul style="list-style-type: none"> • Self Help Skills 	Literature	Numbers & counting	Pumpkins Life Cycles	Community helpers

	<ul style="list-style-type: none"> Classroom responsibilities Self-regulation <p>Visual & Performing Arts</p> <ul style="list-style-type: none"> Imaginary play areas Music and movement Arts and Crafts <p>Approaches to Learning</p> <ul style="list-style-type: none"> Work stations Peer partners Whole group, small group, individual <p>World Language / Technology</p> <ul style="list-style-type: none"> SMARTboard Technology Class 	<ul style="list-style-type: none"> Texts that support the weekly letter or theme <p>Informational</p> <ul style="list-style-type: none"> Texts that support the science and ss topics <p>Writing</p> <ul style="list-style-type: none"> Letter writing (HWT) <p>Speaking and Listening</p> <ul style="list-style-type: none"> Comprehension through oral responses and following directions <p>Foundational Skills</p> <ul style="list-style-type: none"> Letter of the Week <p>Language</p> <ul style="list-style-type: none"> Various vocabulary terms 	<p>Patterns</p> <p>Sorting</p> <p>Graphing</p>		<p>Fire Safety</p>
Nov.	<p>Social / Emotional</p> <ul style="list-style-type: none"> Self Help Skills Classroom responsibilities Self-regulation <p>Visual & Performing Arts</p> <ul style="list-style-type: none"> Imaginary play areas Music and movement Arts and Crafts <p>Approaches to Learning</p> <ul style="list-style-type: none"> Work stations Peer partners 	<p>Literature</p> <ul style="list-style-type: none"> Texts that support the weekly letter or theme <p>Informational</p> <ul style="list-style-type: none"> American Education Week <p>Writing</p> <ul style="list-style-type: none"> Letter writing (HWT) <p>Speaking and Listening</p> <ul style="list-style-type: none"> Comprehension through oral 	<p>Numbers and counting</p> <p>1:1 correspondence</p> <p>Number naming</p> <p>Shape Study</p>	<p>Fall; leaves</p> <p>Turkeys</p> <p>Seasons</p> <p>Animals</p>	<p>Family visits/sharing</p> <p>Thanksgiving</p> <p>Veteran's Day</p>

	<ul style="list-style-type: none"> • Whole group, small group, individual World Language / Technology <ul style="list-style-type: none"> • ABC's in Sign Language • SMARTboard • Technology Class • 	responses and following directions Foundational Skills <ul style="list-style-type: none"> • Letter of the Week Language <ul style="list-style-type: none"> • Various vocabulary terms 			
Dec.	Social / Emotional <ul style="list-style-type: none"> • Self Help Skills • Classroom responsibilities • Self-regulation Visual & Performing Arts <ul style="list-style-type: none"> • Imaginary play areas • Music and movement • Arts and Crafts Approaches to Learning <ul style="list-style-type: none"> • Work stations • Peer partners • Whole group, small group, individual World Language / Technology <ul style="list-style-type: none"> • ABC's in Sign Language • SMARTboard • Technology Class 	Literature <ul style="list-style-type: none"> • Texts that support the weekly letter or theme Informational <ul style="list-style-type: none"> • Texts that support the science and ss topics Writing <ul style="list-style-type: none"> • Letter writing (HWT) Speaking and Listening <ul style="list-style-type: none"> • Comprehension through oral responses and following directions Foundational Skills <ul style="list-style-type: none"> • Letter of the Week • Various vocabulary terms 	Numbers and Counting More or less	Hibernation	Holidays Family Traditions
Jan.	Social / Emotional <ul style="list-style-type: none"> • Self Help Skills 	Literature	Numbers and Counting	Snowmen	MLK Peace

	<ul style="list-style-type: none"> Classroom responsibilities Self-regulation <p>Visual & Performing Arts</p> <ul style="list-style-type: none"> Imaginary play areas Music and movement Arts and Crafts <p>Approaches to Learning</p> <ul style="list-style-type: none"> Begin homework Mid-year assessments Work stations Peer partners Whole group, small group, individual <p>World Language / Technology</p> <ul style="list-style-type: none"> ABC's in Sign Language SMARTboard Technology Class 	<ul style="list-style-type: none"> Texts that support the weekly letter or theme <p>Informational</p> <ul style="list-style-type: none"> Texts that support the science and ss topics <p>Writing</p> <ul style="list-style-type: none"> Letter writing (HWT) <p>Speaking and Listening</p> <ul style="list-style-type: none"> Comprehension through oral responses and following directions <p>Foundational Skills</p> <ul style="list-style-type: none"> Letter of the Week <p>Language</p> <ul style="list-style-type: none"> Various vocabulary terms 	Positional words & size comparison	Polar Bears, penguins, arctic animals Properties of Matter (Freezing/Melting)	
Feb.	<p>Social / Emotional</p> <ul style="list-style-type: none"> Feelings Character Education Week Classroom responsibilities Self-regulation <p>Visual & Performing Arts</p> <ul style="list-style-type: none"> Imaginary play areas Music and movement Arts and Crafts <p>Approaches to Learning</p> <ul style="list-style-type: none"> Work stations Peer partners Whole group, small group, individual 	<p>Literature</p> <ul style="list-style-type: none"> Texts that support the weekly letter or theme <p>Informational</p> <ul style="list-style-type: none"> Texts that support the science and ss topics <p>Writing</p> <ul style="list-style-type: none"> Letter writing (HWT) <p>Speaking and Listening</p> <ul style="list-style-type: none"> Comprehension through oral responses and following directions 	Numbers and Counting Positional words & size comparison		Valentines Day, Groundhog Day, Chinese New Year Dental Health Presidents

	<p>World Language / Technology</p> <ul style="list-style-type: none"> • ABC's in Sign Language • SMARTboard • Technology Class 	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Letter of the Week Language • Various vocabulary terms 			
March	<p>Social / Emotional</p> <ul style="list-style-type: none"> • Self Help Skills • Classroom responsibilities • Self-regulation <p>Visual & Performing Arts</p> <ul style="list-style-type: none"> • Imaginary play areas • Music and movement • Arts and Crafts <p>Approaches to Learning</p> <ul style="list-style-type: none"> • Work stations • Peer partners • Whole group, small group, individual <p>World Language / Technology</p> <ul style="list-style-type: none"> • ABC's in Sign Language • SMARTboard • Technology Class 	<p>Literature</p> <ul style="list-style-type: none"> • Lamb and Lion • Dr. Seuss <p>Informational</p> <ul style="list-style-type: none"> • Texts that support the science and ss topics <p>Writing</p> <ul style="list-style-type: none"> • Why we are lucky <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Read-across America <p>Foundational Skills</p> <ul style="list-style-type: none"> • Letter of the Week Language • Rhyming 	<p>Numbers and Counting</p> <p>Sorting by more than one attribute</p>	<p>Spring Weather</p> <p>Rainbows</p>	<p>St. Patrick's Day</p> <p>Mardi Gras</p>
April	<p>Social / Emotional</p> <ul style="list-style-type: none"> • Self Help Skills • Classroom responsibilities • Self-regulation <p>Visual & Performing Arts</p> <ul style="list-style-type: none"> • Imaginary play areas • Music and movement • Arts and Crafts <p>Approaches to Learning</p> <ul style="list-style-type: none"> • Work stations • Peer partners 	<p>Literature</p> <ul style="list-style-type: none"> • Texts that support the weekly letter or theme <p>Informational</p> <ul style="list-style-type: none"> • Texts that support the science and ss topics <p>Writing</p> <ul style="list-style-type: none"> • Letter writing (HWT) <p>Speaking and Listening</p>	<p>Numbers and Counting</p> <p>Ordering numbers</p>	<p>Earth Day</p> <p>Arbor Day</p> <p>April Showers</p> <p>Planting</p> <p>Weather</p>	<p>Easter/Passover</p>

	<ul style="list-style-type: none"> • Whole group, small group, individual World Language / Technology <ul style="list-style-type: none"> • ABC's in Sign Language • SMARTboard • Technology Class 	<ul style="list-style-type: none"> • Comprehension through oral responses and following directions Foundational Skills <ul style="list-style-type: none"> • Letter of the Week • Various vocabulary terms 			
May	Social / Emotional <ul style="list-style-type: none"> • Self Help Skills • Classroom responsibilities • Self-regulation Visual & Performing Arts <ul style="list-style-type: none"> • Imaginary play areas • Music and movement • Arts and Crafts Approaches to Learning <ul style="list-style-type: none"> • Work stations • Peer partners • Whole group, small group, individual World Language / Technology <ul style="list-style-type: none"> • ABC's in Sign Language • SMARTboard • Technology Class 	Literature <ul style="list-style-type: none"> • Texts that support the weekly letter or theme Informational <ul style="list-style-type: none"> • Texts that support the science and ss topics Writing <ul style="list-style-type: none"> • Letter writing (HWT) Speaking and Listening <ul style="list-style-type: none"> • Comprehension through oral responses and following directions Foundational Skills <ul style="list-style-type: none"> • Letter of the Week • Various vocab. 	Numbers and Counting Numbers 11-20	Butterflies Flowers: parts and cycle Ladybugs/insects Frogs Indoor planting then outdoor Gardening	Mother's Day Memorial Day
June	Social / Emotional <ul style="list-style-type: none"> • Self Help Skills • Classroom responsibilities • Self-regulation Visual & Performing Arts	Literature <ul style="list-style-type: none"> • Texts that support the weekly letter or theme Informational	Numbers and Counting Ordinal numbers	Indoor planting then outdoor gardening Summer / beach	Family Picnic- bring things to share Father's Day Flag Day

	<ul style="list-style-type: none"> • Imaginary play areas • Music and movement • Arts and Crafts <p>Approaches to Learning</p> <ul style="list-style-type: none"> • Graduation/Move Up Ceremony (ABC Rock, Number Rock, Months of Year Song, Patriotic Songs, Movie Songs) <p>World Language / Technology</p> <ul style="list-style-type: none"> • ABC's in Sign Language • SMARTboard • Technology Class 	<ul style="list-style-type: none"> • Texts that support the science and ss topics <p>Writing</p> <ul style="list-style-type: none"> • Letter writing (HWT) <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Comprehension through oral responses and following directions <p>Language</p> <ul style="list-style-type: none"> • Various vocabulary terms 			
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Preschool: On-going instruction

Standards and categories covered on this page are on-going throughout the year. Teachers are encouraging social/emotional development, developing visual and performing arts, and addressing approaches to learning on a daily basis. These standards are often addressed in conjunction with other subject areas.

Social and Emotional Development

Summary : Young children develop the social and emotional competencies they need to fully immerse themselves in the preschool day and become successful learners.

Standards

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

Assessments

- Self-assessment
- Teacher observation

Enduring Understandings

- Follow daily routines
- Shows pride in work
- Uses “I” statements to express themselves
- Compliments others, shares, use manners, takes turns

Resources

- Social/emotional literature
- Teacher based modeling

Visual & Performing Arts

Summary: Young children use the creative arts as a strategy for learning about local communities, different cultures, and other content.

Standards

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

Assessments

- Completed projects
- Teacher observations
- Class participation

Enduring Understandings

- Role play
- Facilitated games and activities

Resources

- Music (Dr. Jean, HWT, Greg and Steve, etc.)

Approaches to Learning

Summary: Behaviors and attitudes that show *how* children learn, not just *what* they learn.

Standards

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

Assessments

- Teacher observations

Enduring Understandings

- Free play
- Teacher facilitated activities and interactions
- Center based activities

Resources

- Classroom toys
- Dramatic play
- Teacher created materials
- STEAM materials

Preschool: Health, Safety, and Physical Education

Summary: Encourage children's sense of self and support their emerging independence.

Standards & Assessments

- 2.1 Develop self-help and personal hygiene skills
- 2.2 Develop knowledge and skills to make nutritious food choices
- 2.3 Begin to develop an awareness of potential hazards in their environment
- 2.4 Develop competence and confidence in activities that require gross and fine motor skills

Assessment Options:

- Participation in gross and fine motor activities
- Completion of independent tasks

Understandings

Enduring Understandings:

- Using the bathroom, washing hands, opening/closing items
- Follow daily routines including arrival and departure
- Encourage healthy choices within various activities
- School safety drills
- Classroom rules and safety skills
- Participate in various gross and fine motor activities

Essential Questions:

- What are some ways to stay healthy?
- What comes next?
- What food do you think would be the best choice given options?
- Do you know what we should do in case we have a fire/lock down/shelter in place drill?
- What would be a good choice?
- Can you do ____ (fine or gross motor movement)?

Activities & Resources

Suggested Activities

- Daily classroom routines
- Snack time
- School safety drills
- Physical Education class
- Playground
- Manipulatives
- Brain Breaks
- Handwriting, coloring, cutting, gluing

- Songs (Greg and Steve, Dr. Jean, HWT)
- Go Noodle
- Fine Motor Games (tweezers, tongs, lacing, puzzles, beads, legos, dot markers)
- Gross Motor Games (bean bags, ball, scooters, floor spots)
- "Healthy Eating with MyPlate" Books

Preschool: English Language Arts – READING

Summary: Develop emergent reading, emergent writing, listening and speaking, foundational skills and language.

Standards & Assessments

RL 1-3 Key Ideas and Details
 RL 4-6 Craft and Structure
 RL 7 & 9 Integration of knowledge of Ideas
 RL 10 Range of reading and level of text complexity

RI 1-3 Key Ideas and Details
 RI 4-6 Craft and Structure
 RI 7 Integration of knowledge of Ideas
 RI 10 Range of reading and level of text complexity

RF 1a-d Print Concepts
 RF2a-3 Phonological Awareness
 RF3a-d Phonics and word recognition
 RF4 Fluency

Assessment Options:

- Class participation / discussions & responses
- Compare and contrast using graphic organizers
- Collaborative shared writing piece
- Completion of independent projects
- Informal [checklist](#) and observations

Understandings

- RL Enduring Understandings:
- Identify key story elements including character, setting, major events, author and illustrator.
 - Answer simple comprehension questions.
 - Compare and contrast texts.
 - Retell familiar stories with prompting.

- RI Enduring Understandings:
- Identify key story elements including the main idea and supporting details.
 - Compare and contrast texts.
 - Higher level thinking questions

- RF Enduring Understandings:
- Recognize text in print
 - Track text
 - Recognize and produce simple rhymes
 - Segment word syllables
 - Recognize letter sounds

- RL Essential Questions:
- Wh questions related to given text
 - How are texts alike and different?
 - Can you tell what happened in this story? Beginning, middle, and end.

- RI Essential Questions:
- Wh questions related to given text
 - How are texts alike and different?
 - Can you tell what happened in the story?
 - Beginning, middle, and end

- RF Essential Questions:
- Can you point/find _____?
 - Where do you start?
 - Do ___ and ___ rhyme?
 - What rhymes with ___?
 - How many sounds do you hear in that word?
 - What sound does letter ___ make?
 - Where is your name?
 - What letter is this?
 - Can you show me how you hold a book?

<ul style="list-style-type: none"> • Name and letter recognition • Engages in text 	
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Activities & Resources	
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<p>Suggested Activities</p> <ul style="list-style-type: none"> • Class discussions • Read-alouds • Poster Rhymes • On-line story • Word play • Name plates • Letter scramble 	<ul style="list-style-type: none"> • ABC mouse • Starfall • Foundations/Wilson/OG/PAF cards • Puzzles/games • Lakeshore activities
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Preschool: English Language Arts – WRITING

Summary: Develop emergent reading, emergent writing, listening and speaking, foundational skills and language.

Standards & Assessments

W 1 & 2 Text types and purposes
 W 5 & 6 Production and distribution of writing
 W 7 & 8 Research to Build Knowledge

SL 1 a-b, 2, 3 Comprehension and Collaboration
 SL 4-6 Presentation of Knowledge and Ideas

L 1 a-f, 2 a-d, 3 Conventions of Standard English
 L 4 a-b, 5 a-d, 6 Vocabulary acquisition and use

Assessment Options:

- Class participation / discussions & responses
- Collaborative shared writing piece
- Completion of independent projects
- Teacher selected assessment(s)

Understandings

W Enduring Understandings:

- Uses with or without guidance drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference/opinion/information/real or imagined event
- Participate in shared writing

SL Enduring Understandings:

- Participate in conversational turn taking
- Ask and answer questions
- Use words to express thoughts and ideas

L Enduring Understandings:

W Essential Questions:

- Tell me about _____.
- Tell your peers about _____

SL Essential Questions:

- Wh questions
- Tell me about _____

L Essential Questions:

- Tell me what does/doesn't belong
- Tell me a different name for _____

<ul style="list-style-type: none"> • Use conventions of standard English grammar when speaking during interactions, reading and writing. • Introduce new vocabulary. 	
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Activities & Resources	
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<p>Suggested Activities</p> <ul style="list-style-type: none"> • Fine motor writing journals • Handwriting Without Tears • Free/dramatic play • Self-directed social activities • Circle/calendar time • Project based activities 	<ul style="list-style-type: none"> • Handwriting Without Tears material/app • Writing Apps/ computer based games • Games • Teacher created materials
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Preschool: Mathematics

Summary: Support children's natural, spontaneous interactions with math in the world around them by featuring a wide variety of ongoing mathematical opportunities.

Standards & Assessments

4.1 Understands numbers and counting
4.2 Beginning to understand numerical operations
4.3 Understand measurable attributes of objects and how to measure them
4.4 Develop spatial and geometric sense

Assessment Options:

- Class participation / discussions & responses
- Compare and contrast using various math manipulatives
- Completed graphs
- Completion of center based activities

Understandings

Enduring Understandings:

- Count and identify numbers / 1:1 correspondence
- Compare and contrast amounts (more/less/equal) and sets of numbers
- Compare and contrast sizes
- Positional words / ordinal numbers
- Identify and sort shapes and colors

Essential Questions:

- How many?
- Who has more/less/equal?
- Which one is small/medium/large?
- Where is ____? (positional words)
- Can you sort by ____?(color, shape, size, attribute)

Activities & Resources

Suggested Activities

- Calendar skills
- Seasonal/ theme based counting, sorting, comparison, shapes, and color activities.

- Listening and Following Directions Interactive Lakeshore DVD
- Everyday Math program and materials
- Catch to Learn Number Recognition Interactive Lakeshore DVD

Preschool: Science

Summary: Young children first construct scientific knowledge by using their senses to interact with their environment and make sense of the world around them through investigation, observation, and inquiry.

Standards & Assessments

5.1 develop inquiry skills
5.2 investigate matter and energy
5.3 investigate living things
5.4 investigate the Earth
5.5 use basic science tools and technology

Assessment Options:

- Class participation / discussions & responses
- Compare and contrast using graphic organizers
- Collaborative shared writing piece
- Completion of independent projects

Understandings

Enduring Understandings:

- Learn how and when to apply the 5 senses
- Observe and record daily weather
- Differentiate between living and non-living things
- Describe changes in matter

Essential Questions:

- What are the five senses?
- What is the weather today?
- What are the characteristics of a living thing?
- How does this look different? (after time lapsed)

Activities & Resources

Suggested Activities

- 5 senses: experiment with applesauce
- Dress the weather bear
- Life Cycles and parts of... apples, pumpkins, plants, butterflies
- Seasons (Earth & matter: make ice pops)
- Sink and Float experiments
- Fossils: freeze toy animals in water

- Lakeshore learning: All About Life Science DVDs
- Scholastic: My Big World
- Various picture books / informational text
- Realistic items when possible (leaves, pumpkins, dirt, ice, etc)
- Sensory table
- Binoculars, rulers, magnifying lens
- SmartBoard

Preschool: Social Studies, Family, and Life Skills

Summary: The preschool classroom begins with cultivating all children's understanding of themselves and their place in their family and community, and world.

Standards & Assessments

6.1 Identify characteristics of people
6.2 Contributing members of classroom community
6.3 Knowledge of neighborhood and community
6.4 Awareness of cultures around them

Assessment Options:

- Class participation / discussions & responses
- Compare and contrast using graphic organizers
- Collaborative shared writing piece
- Completion of independent projects

Understandings & Questions

Enduring Understandings:

- Identify body parts and placement
- Awareness of physical differences
- Participate in classroom jobs/responsibilities
- Describe the role of community helpers
- Explore different holiday traditions

Essential Questions:

- Where is your _____?
- What are ways that people are different and how are they similar?
- What are your responsibilities in the classroom?
- Who are the people who can help you?
- Which holidays does your family celebrate? Compare/contrast to others.

Activities & Resources

Suggested Activities

- Graphing body parts, Simon Says, head shoulders knees and toes, self-portrait, [Mat Man](#)
- Maintain job chart responsibilities
- Role play different community helpers
- Parent volunteers to share traditions

- Multicultural books
- World map / globe
- Lakeshore Community Helper kit (environmental sounds & pictures CD)
- HWT manipulatives
- Various picture books / informational text

Preschool: World Languages & Technology

Summary World Language: Develop an understanding of languages other than their own.

Summary Technology: Use technology to offer versatile learning tools that can support children’s development in all domains.

Standards & Assessments

WL 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.

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

Assessment Options:

- Class participation
- Completion of independent projects
- Trial and error / “cold probe”

Understandings & Questions

Enduring Understandings:

- WL say simple words and phrases in various languages
- T use electronic devices for a variety of purposes

Essential Questions:

- WL “How do you say ____ in _____?”
- T “How do you turn it on?”
- Can you locate your name?

Activities & Resources

Suggested Activities

- WL spanish
- T smartboard, ipads, computers
- Circle time activities
- KidPix
- Sign language

WL: Multicultural literature and songs

T: Kidpix
 Riverdeep

