

# PreK4

## Religion

**Textbook: I am Special, 5<sup>th</sup> Edition, Our Sunday Visitor**

**God Made Me:** My name, smile, hands, voice is special.

**I Can Discover:** I can see, touch, hear, smell, taste.

**I Discover God's Gifts:** God gave us animals, birds, fish, flowers, trees, water, light, air, families and friends.

**I Can Love:** I can help, share, wait, listen and pray.

**I Can Celebrate:** Thanksgiving, Advent, Christmas, St. Valentine's Day, Easter, Mother's Day/Father's Day, Mass every Friday and Holy Days of Obligation, Class Mass, End of year Recognition Ceremony.

## Science

**Textbook: Harcourt Science Pre-Kindergarten**

The Science curriculum is organized into three units covering the major strands of science: Life science, earth science, and physical science. Through the use of activities, literature and skill lessons the students are given a solid base of experiences that form the foundations of scientific literacy.

**Life Science:** Identify and discuss living and non-living things, animals, plants, and things that grow.

**Earth Science:** Identify and discuss Earth's land, Earth's water, the Sun and shadows, the sky, weather and the seasons.

**Physical Science:** Identify and discuss solids, liquids and gases, matter changes, how things move, magnets, and simple machines.

## Math

**Textbook: Harcourt: HSP Math**

**Math Skills that are Introduced and Explored**

Math vocabulary

Patterns and relationships: Sort and classify, alike and different

Geometry: Shapes, Symmetry Comparisons, Find Shapes in Environment

Measurement: Length, Volume, Weight, Height Area, Time, Temperature, Period of Time, Sequence of Events.

Numbers and Operations: Counting Whole Numbers, Recognizing Numbers, Using Whole Numbers, Number Words, Sets, Matching 1to1 Correspondence, More/Less, Part/Whole

Data Analysis: Graphs, Predictions and Comparisons

Direction/position: left/right, on, off, top, under, over, next to, beside

Ordinal numbers, working with numbers: explore addition and subtraction

## **Language Arts—Social Studies**

*Success For All* (SFA) is a research-based curriculum that integrates language arts and social studies through the following components:

**-Thematic Units:** Curricular units link learning activities to all subject areas. Our themes cover a range of interesting topics including Special Me, Community Helpers, Plants in Our Lives, Konnichiwa—Hello Japan, Jambo-Hello Kenya/Famous African-Americans, Look Up! Exploring Space, Look Around! Exploring Our Environment, Dinosaur Discoveries, Healthy Me and On Our Way—Land, Air and Water Transportation. Each unit contains learning outcomes, songs, games, literature suggestions, center activities, lesson plans, and vocabulary.

**-Story Telling and Retelling (StaR):** StaR is one of the most important elements of the language development and pre-reading approaches in our reading program Success For All. It is used on a daily basis for twenty to thirty minutes. StaR emphasizes the development of comprehension skills, oral communication, and motivation to read through interactive reading and discussion of stories. A story is covered each week and the schedule includes several parts: story introduction, interactive story reading, story structure review, interactive story retelling—group and individual—story critique activities, and story extension activities. Graphic organizers are used to aid story review.

**-Letter Investigation:** A variety of letter-related activities acquaint students with the shapes and sounds of letters of the alphabet. Teachers feature “a letter of the week” then engage students in eliminating letters that do not fit given clues, “sky writing” the letter, using a magnifying glass to search for the letter, bringing an item from home that begins with the designated letter, circling the letter on the morning message, and other appropriate letter-recognition activities that relate to the current theme.

**-Big Book/Shared Book Experience:** Text from a big book, poem, recipe, song or an enlarged part of a book containing rhyme, rhythm and repetition is used for this component. Teachers read the text aloud, focusing on concepts of print, such as where they start to read, how the pictures illustrate the story, how each spoken word corresponds to a written one, and reading from left to right and top to bottom. Through repeated rereading of predictable text, students begin to isolate words and phrases. The purpose of Big Book/Shared Book Experience activities is to reinforce not only that print carries meaning, but how books and print are organized to carry that meaning.

**-Eager to Read:** This set of thirty books is introduced to support the development of students’ concepts about print. The books have 8 to 12 pages and use simple repetitive language. Each story is presented in “Big Book” form by the teacher and then is mastered by students through rereading. This exposure to print builds basic reading behaviors and helps children to think of themselves as readers.

**-Journal Writing:** All activities throughout the day promote the connection between reading and writing skills. Daily opportunities for children to write in a variety of formats are provided and emergent writing is fostered regardless of the student’s level of skill.

### **Rotation classes**

Physical Education

Music

Computer

Spanish