

# **PRESCHOOL FOUNDATIONS**

## **ENGLISH/LANGUAGE ARTS**

### I. READING

- CONCEPTS ABOUT PRINT (p 24)  
Children begin to recognize that print carries a message or concept. Print awareness is a major predictor of a child's future reading achievement and is the foundation for phonological and conceptual skills.
- PHONOLOGICAL AWARENESS (p 28)  
Children begin to hear and manipulate the sounds of words, begin to recognize that speech is composed of sounds, that some words rhyme, and that sounds can be manipulated. (Phonological awareness is the ability to recognize the smallest units of sounds in words.)
- DECODING AND WORD RECOGNITION (p 32)  
Children begin to understand that there is a relationship between letters and sounds and that letters put together form words. Adults create and utilize the "teachable moment" when child begins to see how letters form words.
- VOCABULARY AND CONCEPT DEVELOPMENT (p 36)  
Children begin to experience both quality and quantity of talking and conversations, having the opportunity to build an extensive vocabulary, which helps them find success in early literacy learning.

### II. READING COMPREHENSION

- STRUCTURAL FEATURES OF INFORMATION AND TECHNICAL MATERIALS (p 40)  
Children begin to learn that books and technical materials are a source of needed and useful information; children begin to recognize different formats in which information occurs.

### III. LITERACY AND ANALYSIS

- EMERGENT LITERACY WITH APPROPRIATE BOOKS AND STORIES (p 44)  
Children begin to love the intimacy of reading with an adult and need to be exposed to many types of books and stories to help develop a habit of reading.

### IV. WRITING: WRITING PROCESS

- ORGANIZATION AND FOCUS (p 48)  
Children begin to understand (1) the level of speech alphabet letters represent, (2) the ways in which print is organized on a page, (3) the purpose for which writing is used, (4) the various conventions associated with various purposes, and (5) that the writer must think about the reader's reaction to writing.

### V. WRITING: WRITING APPLICATION

- DIFFERENT TYPES OF WRITING AND THEIR CHARACTERISTICS (p 52)  
Children begin to expand acquisition of literacy into writing by seeing it used in their lives and by using rudimentary forms of writing.

### VI. WRITING: WRITING CONVENTIONS

- HANDWRITING AND SPELLING (p 56)  
By using knowledge of letter names and sounds, and by using "invented" spellings, children develop an appreciation of phonemic structures (sounds) of English Language. Children grow more confident in their ability to communicate in writing.

## VII. LISTENING AND SPEAKING: LISTENING AND SPEAKING SKILLS, STRATEGIES, AND APPLICATIONS

- **COMPREHENSION** (p 60)  
Young children need a language rich environment and many opportunities to hear language being used for different purposes. Talking makes children familiar with words and ideas needed to enjoy and understand fiction and non-fiction books.
- **ORAL COMMUNICATION** (p 64)  
Children begin to use words to help adults understand their needs, ask questions, express feelings and solve problems. Children learn a lot when they talk out loud.
- **SPEAKING APPLICATIONS** (p 68)  
Children begin to practice using new and interesting words and listen to words, stories, etc. and begin to ask questions.

## MATH

### I. NUMBER SENSE

- **NUMBER RELATIONSHIPS** (p 78)  
Children begin to learn the meaning of numbers by hands-on experiences. It's more than counting; it's thinking and working with numbers easily.

### II. COMPUTATION

- **COUNTING, SORTING, CLASSIFYING, AND COMPARING OBJECTS** (p 82)  
Children begin to count, sort, compare, and describe their thinking and observations in everyday situations.

### III. ALGEBRA AND FUNCTIONS

- **FINDING PATTERNS AND RELATIONSHIPS** (p 86)  
Children begin to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs.

### IV. GEOMETRY

- **RECOGNIZING COMMON GEOMETRIC SHAPES AND USING DIRECTIONAL WORDS** (p 90)  
Children begin to explore size, shape, and spatial arrangements of real objects within the physical environment.

### V. MEASUREMENT

- **TIME AND MEASUREMENT RELATIONSHIPS** (p 94)  
Children begin to explore and discover measurement using actual measurement instruments.

### VI. PROBLEM SOLVING

- **ABILITY TO REASON, PREDICT, AND PROBLEM SOLVE THROUGH EXPLORATION** (p 98)  
Children begin to collect objects and information and begin to organize, describe, and graphically represent collections.

## **SCIENCE**

### I. THE NATURE OF SCIENCE

- SCIENTIFIC INQUIRY AND PROCESS (p 108)

Children begin to observe and investigate, asking questions and commenting about their observations and discoveries; this arouses their interest and curiosity.

### II. SCIENTIFIC THINKING

- COMPUTATION AND ESTIMATION (p 112)

Children begin to investigate pre-existing ideas, such as shapes and patterns; begin to classify or sequence objects by an attribute; and begin to develop an understanding of numbers.

- SHAPES AND SYMBOLIC RELATIONSHIPS (p 116)

Children begin to observe and reproduce patterns and shapes for scientific endeavors.

### III. ENVIRONMENTS

- THE PHYSICAL SETTING (p 120)

Children begin to acquire scientific knowledge related to physical science using free exploration of a variety of materials and objects.

- THE LIVING ENVIRONMENT (p 124)

Children begin to recognize and show an interest in animals and plants.

### IV. COMMUNICATION

- SHARING OBSERVATIONS AND DISCOVERIES (p 128)

Children begin to share their findings with others through discussions, charts, drawings, computer products, and/or self-published books.

## **SOCIAL STUDIES**

### I. HISTORY

- CHRONOLOGICAL THINKING AND HISTORICAL KNOWLEDGE (p 138)

Children begin to understand time by daily experiences that are recurring, sequential, and part of a regular routine; and begin to understand history and the past as they use two clues—how people dress and what type of tools and technology they use; and hear and share stories about the past.

### II. CIVICS AND GOVERNMENT

- FOUNDATIONS AND FUNCTIONS OF GOVERNMENT AND ITS CITIZENS (p 142)

Children begin to understand they are citizens of their school, community, and country and what it means to be responsible; they learn about following rules and the reasons why they're important.

### III. GEOGRAPHY

- LOCATION (SPATIAL AWARENESS) (p 146)

Children begin to become aware of position and location as they start to develop an awareness of their own body and how much space it takes up; and begin to relate location to other people and physical things.

- PLACES AND REGIONS (p 150)

Children begin to explore concepts that each place has its own characteristics and no two are exactly alike.

- PHYSICAL SYSTEMS (p 154)  
Children begin to become aware of how people and the earth interact and how the weather and climate affect their lives.
- HUMAN SYSTEMS (p 158)  
Children begin to understand the system of family, actively exploring the roles of family members and noticing similarities and differences with their family and friends' families.
- ENVIRONMENT AND SOCIETY (p 162)  
Children begin to learn what they can do to adjust and how people change earth to their own benefit.

#### IV. ECONOMICS

- ECONOMICS (p 166)  
Children begin to develop a growing awareness of the role of money in purchasing and the connection between work and money.

#### V. INDIVIDUALS, SOCIETY, AND CULTURE

- CULTURAL DIVERSITY (p 170)  
Children begin to notice similarities and differences between themselves and others.

## **PHYSICAL EDUCATION AND HEALTH**

#### I. GROSS/FINE MOTOR AND SENSORY DEVELOPMENT

- LOCO MOTOR AND NON-LOCO MOTOR SKILLS (p 180)  
Children begin to develop fundamental movements and begin to control their bodies in relation to other individuals and independent objects.

#### II. APPLICATION OF MOVEMENT CONCEPTS AND PRINCIPLES TO THE LEARNING AND DEVELOPMENT OF MOTOR SKILLS

- IDENTIFYING MOVEMENT CONCEPTS AND APPLYING TO MOTOR SKILLS (p 184)  
Children begin to develop movement vocabulary and apply movement concepts to motor skills by responding to direction (front/back, left/right...).

#### III. ENJOYMENT OF MOTOR AND SENSORY EXPERIENCES

- EXHIBITING SELF CONFIDENCE (p 188)  
Children begin to seek out and enjoy challenging physical activities that support their growth in self-expression while supporting social interactions with others.

#### IV. RESPONSIBLE PERSONAL HEALTH AND SAFETY PRACTICES

- DEVELOPING AN AWARENESS OF AND RESPECT FOR A HEALTHY LIFESTYLE (p 192)  
Children begin to form an awareness of health and safety practices that support the growth of a healthy lifestyle.

#### V. RESPECT FOR DIFFERENCES

- USING POSITIVE INTERPERSONAL SKILLS (p 196)  
Children begin to demonstrate an understanding and respect for differences among people in physical activity settings.

## **MUSIC**

- I. MUSIC APPRECIATION
  - CHILDREN SHOW ENJOYMENT OF MUSIC THROUGH FACIAL EXPRESSIONS, VOCALIZATIONS, AND VARIOUS MOVEMENTS (p 206)
- II. PARTICIPATION/EXPLORATION/PRODUCTION
  - CHILDREN PRODUCE VOCAL/INSTRUMENTAL MUSIC AND RHYTHMIC MOVEMENTS SPONTANEOUSLY AND IN IMITATION (p 210)
- III. ANALYSIS
  - CHILDREN BEGIN TO DIFFERENTIATE VARIATIONS IN TEMPO, DYNAMICS, AND TYPES OF SOUNDS MADE BY DIFFERENT CLASSES OF INSTRUMENTS (p 214)

## **VISUAL ARTS**

- I. ART APPRECIATION
  - CHILDREN BEGIN TO UNDERSTAND AND SHARE OPINIONS ABOUT ARTWORK AND ARTISTIC EXPERIENCES (THEIR OWN OR OTHERS) (p 224)
- II. CREATING ART: PROCESS AND PRODUCT
  - CHILDREN BEGIN TO EXPRESS PERSONAL INTERESTS, IDEAS, AND FEELINGS THROUGH ART (p 228)
  - CHILDREN BEGIN TO USE SYMBOLS, ELEMENTS SUCH AS SHAPE, LINE, COLOR, AND TEXTURE AND PRINCIPLES SUCH AS REPETITION IN ART EXPERIENCES (p 232)
  - CHILDREN BEGIN TO USE DIFFERENT ART MEDIA AND MATERIALS IN A VARIETY OF WAYS FOR CREATIVE EXPRESSION, EXPLORATION, AND SENSORY EXPERIENCE (p 236)
- III. CAREERS AND COMMUNITY
  - CHILDREN BEGIN TO EXPERIENCE ART-RELATED PROFESSIONS THROUGH FIELD TRIPS, VISITING ARTISTS, AND MUSEUMS (p 240)
  - CHILDREN BEGIN TO MAKE CONNECTIONS BETWEEN ART AND OTHER CURRICULUM AREAS (p 224)