

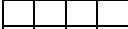

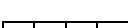
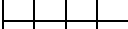
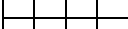
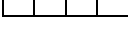


Burcham Elementary Pre-Kindergarten Curriculum Map



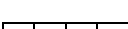
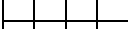

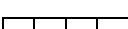
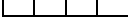
Approaches to Learning

Standard 1: The child demonstrates positive attitudes, habits, and learning styles.

-  1.1 Demonstrates an eagerness and interest in learning.
-  1.2 Develops and expands listening skills.
-  1.3 Demonstrates self-direction and independence.
-  1.4 Demonstrates increasing ability to set goals and develop and follow through on plans.
-  1.5 Manages transition between activities effectively.
-  1.6 Understands, accepts, and follows rules and routines.
-  1.7 Develops increasing ability to find more than one solution to a question, task or problem.
-  1.8 Recognizes and solves problems through active exploration, including trail and error, and interactions and discussions with peers and adults.



Creative Skills

Standard 1: The child participates in activities that foster individual creativity.





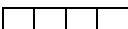
-  1.1 Demonstrates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger plays, games and performances.
-  1.2 Thinks of new uses for familiar materials.
-  1.3 Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.
-  1.4 Works creatively using a variety of self-expressive materials and tools to creatively express ideas.
-  1.5 Moves feely in response to music and change of tempo.
-  1.6 Expresses thoughts and feeling through creative movement.
-  1.7 Experiments with a variety of musical instruments.

Language Arts


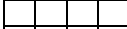

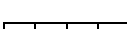



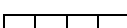
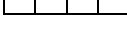
Standard 1: Listening- The child will listen for information and for pleasure.

-  1.1 Listens with interest to stories read aloud.
-  1.2 Understands and follows oral direction.



Standard 2: Speaking- The child will express ideas or opinions in group or individual settings.

-  2.1 Uses language for a variety of purposes (e.g. expressing needs or interests).
-  2.2 Recalls and repeats simple poems, rhymes, and songs.
-  2.3 Uses sentences of increasing length (3 or more words) and grammatical complexity in everyday speech.
-  2.4 Shares simple personal narrative.
-  2.5 Participates actively in conversations.


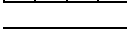
Standard 3: Print Awareness-The child will understand the characteristics of written language.

-  3.1 Demonstrates increasing awareness of concepts of print.
-  3.2 Identifies the front cover and back cover of a book.
-  3.3 Follows book from left to right and from top to bottom on the printed page
-  3.4 Shows increasing awareness of print in classroom, home, and community settings
-  3.5 Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.
-  3.6 Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.
-  3.7 Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspaper, lists, messages, and menus).
-  3.8 Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces.).
-  3.9 Role plays reading.





Standard 4: Phonological Awareness-The child will demonstrate the ability to work with rhymes, words, syllables, and onsets and rimes.

-  4.1 Begins to hear, identify, and make oral rhymes (e.g., "The pig has wig").
-  4.2 Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., "I can clap the parts of my name: An-drew").



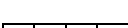
Standard 5: Phonemic Awareness- The child will demonstrate the ability to hear, identify and manipulate individual sounds in spoken words.

-  5.1 Shows increasing ability to discriminate, identify and works with individual phonemes in spoken words (e.g., "The first sound in sun is /s/").
-  5.2 Recognizes which words in a set of words begins with the same sound (e.g., "Bell, bike and boy all have /b/ at the beginning").




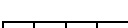
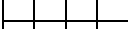

Standard 6: Phonics (Letter Knowledge and Early Word Recognition)-The child will demonstrate the ability to apply sound-symbol relationships.

-  6.1 Recognizes own name in print.
-  6.2 Demonstrates awareness or knowledge of letters of the English language, especially letter from own name.
-  6.3 Begins to recognize the sound association for some letters.
-  6.4 Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

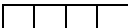
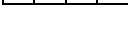


Standard 7: Vocabulary- The child will develop and expand knowledge of words and word meanings to increase vocabulary.

-  7.1 Shows a steady increase in listening and speaking vocabulary.
-  7.2 Understands and follows oral directions (e.g., use of position words: under, above, through).
-  7.3 Links new learning experiences and vocabulary to what is already known about a topic.

Standard 8: Comprehension- The child will associate meaning and understanding with reading.

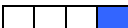
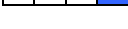
-  8.1 Begin to use pre-reading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).
-  8.2 Demonstrates progress in abilities to retell and dictate stories from books and experiences
-  8.3 Remembers and articulates some sequences of events.
-  8.4 Connects information and events to real-life experiences when being read a story.
-  8.5 Demonstrates understanding of literal meaning of story being told through questions and comments.
-  8.6 Tells what is happening in a picture.

Standard 9: Writing Process- The child will use the "writing process" to express thoughts and feelings.



-  9.1 Develop understanding that writing is a way of communicating for a variety of purposes
-  9.2 Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.
-  9.3 Participates in writing opportunities.
-  9.4 Begins to remember and repeat stories and experiences through drawing and dictation.

Mathematics

Standard 1: Patterns- The child will sort and classify objects and analyze simple patterns.






-  1.1 Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color, size, shape).
-  1.2 Recognizes patterns, can repeat them, and explain them verbally (red/black, red/black, red/black).

Standard 2: Number Sense- The child will understand the relationship between numbers and quantities.



-  2.1 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
-  2.2 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.

Burcham Elementary Pre-Kindergarten Curriculum

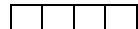
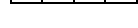


Standard 2: Number Sense- continued...

-  2.3 Develops increasing ability to count in sequence to ten.
-  2.4 Counts objects in a set one by one from one through five.
-  2.5 Identifies and creates sets of objects one through five.
-  2.6 Identifies numeral one through five.
-  2.7 Recognizes the numerical value of sets of objects through five.

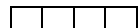
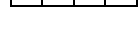
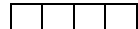
Standard 3: Geometry and Spatial Sense- The child will identify common geometric shapes and explore the relationship of objects in the environment.

-  3.1 Begins to recognize, describe, compare, and name common shapes (e.g., circle, square, rectangle).
-  3.2 Builds an increasing understanding of directionality, order and position objects, and words (e.g., on, under, above).

Standard 4: Measurement- The child will explore the concepts of nonstandard and standard measurements.







-  4.1 Measures objects using non standard units of measurement (e.g., pencil, paper clip, block).
-  4.2 Compares objects according to observable attributes (e.g., long, longer, longest, small, smaller, smallest; big, bigger, biggest, short, shorter, shortest, small, medium, and large).
-  4.3 Compares and orders object in graduated order (e.g., shortest to tallest, thinnest to thickest).
-  4.4 Develops an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).

Standard 5: Data Analysis- The child will collect and analyze data in a group setting.



-  5.1 Begins to use number and counting as a means for solving problems and measuring quantity.
-  5.2 Develops growing abilities to collect, describe, and record information, through a variety of means, including discussion, drawing, maps, charts, and graphs
-  5.3 Describes similarities and differences between objects.

Health, Safety, and Physical Development

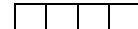
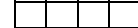


Standard 1: The child will participate in activities that involve large motor skills.

-  1.1 Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).
-  1.2 Demonstrates body and space awareness to move and stop with control over speed and direction.
-  1.3 Demonstrates nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).
-  1.4 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
-  1.5 Coordinates large arm movements (e.g., easel painting, woodworking, climbing throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching and tossing).
-  1.6 Develop coordination and balance through a variety of activities.

Standard 2: The Child will participate in activities that involve small motor skills.

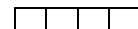

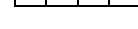
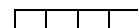
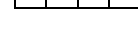

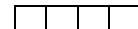
-  2.1 Demonstrates increased control of hand eye coordination (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue and a variety of puzzles).
-  2.2 Demonstrates increasing control of small muscles in hands (e.g., using Tongs, eyedroppers or stringing beads).

Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.

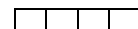
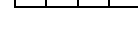

-  3.1 Progresses in physical growth, strength, stamina, and flexibility.
-  3.2 Understands that healthy bodies require rest, exercise and good nutrition.
-  3.3 Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting).
-  3.4 Builds awareness and ability to follow basic health and safety rules.

Science

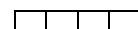
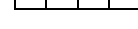
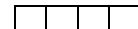
Standard 1: The child will investigate and experiment with objects to discover information.

-  1.1 Develops increasing abilities to classify, compare, and contrast objects, events, and experiences. 
-  1.2 Selects and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet).
-  1.3 Participates in simple experiment to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light).
-  1.4 Asks question, make predictions, and communicates observations orally and/or in drawings. 
-  1.5 Explores cause and effect.





Standard 2: Physical Science- The child will investigate and describe objects that can be sorted in terms of physical properties.

-  2.1 Develops an awareness of sensory attributes of object according to taste, smell, hearing, touch, and sight.
-  2.2 Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough-smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry).
-  2.3 Observes and describes how objects move (e.g., slide, turn, twirl, and roll).

Standard 3: Life Science- The child will observe and investigate plants and animals.











-  3.1 Develops an awareness of what various plants and animals need for growth.
-  3.2 Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).
-  3.3 Demonstrates an interest and respect for the plant and animal life around them.

Standard 4: Earth/Space Science- The child will investigate and observe the basic concepts of the Earth.



-  4.1 Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water).
-  4.2 Develops an awareness of daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).
-  4.3 Develops an awareness of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).
-  4.4 Observes and participates in a variety of activities related to preserving the environment.

Social and Personal Skills

Standard 1: The child will participate in activities to develop the skills necessary for working and interacting with others.







-  1.1 Plays, works and interacts easily with one or more children and/or adults.
-  1.2 Begins to develop relationships with others.
-  1.3 Recognizes the feelings of others and responds appropriately.
-  1.4 Develops confidence and stands up for own rights.
-  1.5 Shows respect for others and their property.
-  1.6 Recognizes and expresses own feelings and responds appropriately.
-  1.7 Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.
-  1.8 Works independently and/or cooperatively to solve problems or resolve conflicts.
-  1.9 Seeks assistance from adults when appropriate.
-  1.10 Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.

Standard 2: The child will develop the skills necessary for participating in a variety of settings.

-  2.1 States his/her full name, age, and name of parent or guardian.
-  2.2 Shows ability to adjust to new situations.

Social Studies

Standard 1: The child will exhibit traits of good citizenship.

-  1.1 Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).
-  1.2 Recognizes the importance of his/her role as a member of the family, the class and the community.
-  1.3 Listens to others while in large and small groups.
-  1.4 Shows respect for others and property.
-  1.5 Develops an awareness of how people positively affect the environment.
-  1.6 Recognizes patriotic symbols and activities (e.g., American Flag).

Burcham Elementary Pre-Kindergarten Curriculum Map

Teaching Practices

Standard 2: The child will demonstrate knowledge of basic geographic concepts.

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| | | | | 2.1 Locates and describes familiar places (e.g., classroom, home, school, fast food restaurant). |
| | | | | 2.2 Begins to develop an understanding of his/her community (e.g., home, school, city). |

Standard 3: The child will discuss how children in various communities and cultures are alike and different.

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|--|--|--|--|---|
| | | | | 3.1 Explores how children have needs in common (e.g., food, clothing, shelter). |
| | | | | 3.2 Explores how children are unique as to languages, food, clothing, transportation, and customs |
| | | | | 3.3 Explores how families and communities build “traditions”. |

Standard 4: The child will explore various careers.

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| | | | | 4.1 Develops growing awareness of jobs and what is required to perform them. |
| | | | | 4.2 Identifies various school and community personnel. |
| | | | | 4.3 Develops an awareness of money being needed to purchase things. |

Curriculum Resources

- Pre-Kindergarten Priority Academic Student Skills
Oklahoma State Department of Education
- Year of the 4 Year Old
Oklahoma State Department of Education
- Literacy First Manual and Resource Books
- “Treasures” Macmillan/McGraw-Hill Reading Series
- The Phonics Dance
- Handwriting Without Tears Curriculum
- Internet Resources:
www.mailbox.com Mailbox Magazine
www.readinga-z.com A-Z Reading
www.drjean.org Dr. Jean Music and Activities
- Library Media Center Resources

Assessment Tools

- Literacy First Assessments
- Pre-Kindergarten Skills Checklists
- Pre-Kindergarten Report Card Skills Checklists
- MClass: Circle Preschool Assessment

Thematic Units of Study

- Friends, Family and Me
-Family Fun Night
-Nursing Home
- Farm & Apples
-Custer County Fair
-Watermelon Patch/Farm
- Community Helpers
-Fire Clowns & Fire Station
-Dr. Office & Hospital
-Dentist
-Police Station
-Library
- Fall
-Pumpkin Patch
-Fall Festival
-Nursing Home
-Farm
-Nature Walk
- Thanksgiving & Bread
-Nursing Home
-Pizza Hut/Mazzio’s
- Winter Holidays (Christmas, Kwanzaa, Hanukkah)
-Nursing Home
-Celebrate the Family Program
- Winter & Birds
- Pets
-Vet
-Pet Store
- Circus
-Circus Day/Rotate Classes
- Transportation
-Department of Transportation
-Sonic Day
-Transportation Day
- Week of the Young Child
-Balloon Release
-Art Work Down Town
-Nursing Home
-Park
-WHS Family and Consumer Science Classes
- Garden
-Nursery
- Camping
-Camp Out at Slagell’s Farm
- Ocean
-Water Day
- End of Year
-Program with Sleep-over

- Teachers will provide [active, engaging, and meaningful learning experiences](#).
- Teachers will connect learning experiences by integrating [all content areas](#) within learning themes.
- Teachers will use [authentic materials](#) as the heart of the curriculum by taking field trips, cooking, using a variety of real-world manipulatives, and quality early childhood literature.
- Teachers will challenge students to develop true understanding of concepts through [inquiry-based](#) teaching.
- Teachers will provide an early childhood program that is [developmentally appropriate](#).
- Teachers will provide a learning environment where students can [recreate and reinvent learning](#) through center activities that allow students to [be expressive](#) through speech, writing, reading, drawing, poetry, dance, dramatic play, music, movement and visual arts.
- Teachers will provide opportunities for students [to reflect](#) on what they have felt, thought, and learned from their experiences.
- Teachers will provide a consistent routine or [daily schedule](#) within the classroom.
- Teachers will work to develop a [sense of community](#) in the classroom with all students through [cooperative learning activities](#) as students learn to live as [citizens](#) of the school.
- Teachers will be [consider and respond to](#) students as individuals.
- Teachers will provide a [physically and emotionally safe](#) environment.
- Teachers will use a variety of teaching strategies, meaningful materials, and emerging technology to [reach the learning styles of each student](#).
- Teachers will work hard to [get to know the families](#) of the children they teach and establish opportunities to [work with them as partners](#).
- Teachers will provide a careful [transition](#) to kindergarten.
- Teachers will communicate and work collaboratively with other teachers and will value and reinforce [continuity](#) throughout the Pre-Kindergarten classrooms and the school as a whole.

Revised 1/08

Legend



1st Nine Weeks



2nd Nine Weeks



3rd Nine Weeks



4th Nine Weeks



Taught but not assessed.



Information Literacy Skills