

DELAWARE CHRISTIAN SCHOOL

PRE-KINDERGARTEN CURRICULUM

2011-2012

**School Board Adopted
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PRE-KINDERGARTEN BIBLE

With adult guidance, the Pre-Kindergarten child will develop knowledge of Bible truths through Bible stories that highlight Bible doctrines, scriptural principles and character traits.

I. Instructional Objectives

A. God's Word

1. Learn that God spoke to people long ago and God speaks to us in His Word, the Bible.
2. Know the Bible is God's inspired holy and unchanging Word.
3. Study the doctrine of the Bible
4. Gain knowledge concerning the Bible's structure and design.

B. God's Love

1. Learn how much God loves them.
2. Understand how they can love God.
3. Realize that they need to show God's love to others.

C. God's Justice

1. Discover that sin is disobeying God. God sees our sin and does not like it. We should learn to obey.
2. Learn that God sees us when we sin and He wants us to be sorry for our sin so He can bless us.

D. God's Blessings

1. Realize that we should thank God for our blessings.
2. Learn how to identify blessings
3. Understand that they should say thank you to God.

E. God's Creation

1. Realize God's love and plan in making day and night, air and clouds, plant life, sun, moon and stars, fish and birds, animals and man.
2. Respond to God with love and thank Him for all creation.
3. Understand that God rested on the seventh day after creation and realize His plan for us in giving us a Lord's Day to worship Him.

F. God's Son

1. Realize that Jesus is God's Son.
2. Believe that Jesus is God and that He has power to give life.
3. Learn that Christ died for our sins and rose on the third day.
4. Accept as true that Jesus lives in heaven and is coming again for those who receive Him as their Savior.

G. God Hears Me

1. Know that we can talk to God in prayer anytime and anywhere.
2. Understand that God will hear us and will give us what is best for us.

H. God's Best Gift

1. Comprehend God sent His Son Jesus Christ from heaven to be our Savior from sin.
2. Realize that children may desire to ask Jesus to be their own Savior.

I. God's Helpers

1. Learn about some of the servants who trusted and served God such as Noah and Jonah.
2. Know that Nicodemus came to Jesus and Jesus explained to him the way to heaven.

PRE-KINDERGARTEN LANGUAGE ARTS

With adult guidance, the Pre-Kindergarten child will develop emergent reading and writing skills and processes in a literacy enriched environment.

I. Instructional Objectives

A. Phonemic Awareness, Word Recognition and Fluency

The Pre-Kindergarten child will:

1. Read their name. I, 5*
2. Recognize letters in their first name. I, 6*
3. Recognize and name some upper case and lower case letters. I, 6*
4. Know that letters are used to make words, such as c-a-t, d-o-g. I, 2 & 7*
5. Be able to read some common words by sight, such as STOP on a stop sign. I, 8*
6. Recognize rhymes in familiar stories, poems and songs. I, 1*
7. Recognize when words begin with the same sound, such as bat and ball. I, 3 & 4*
8. Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading. I, 9*

B. Vocabulary Acquisition

1. Use books and pictures to learn the meanings of words and increase vocabulary. II, 1*
2. Recognize words, signs and symbols in their environment. II, 2*
3. Use words and be able to categorize them, such as color words (blue, red), food words (apple, pizza) and direction words (up, down). II, 3 & 4*
4. Determine the meaning of unknown words with assistance or cues from an adult. II, 5*

C. Reading Process

1. Understand that print has meaning by retelling a story, or recognizing other printed information. III, 1*
2. Hold a book right side up, turn pages from front to back and pretend to read words from left to right. III, 2*
3. Know the difference between pictures and print. III, 3*
4. Use pictures to show the order of events in stories and read aloud. III, 4*
5. Connect information or ideas in text to prior knowledge and experience. III, 6*
6. Be able to ask and answer questions about what has been read aloud. III, 7*
7. Identify favorite books. III, 9*
8. Predict story events (sequencing) in stories read aloud. III, 5*
9. Respond to oral reading by commenting or questioning. III, 8*

D. Reading Application

1. Use pictures to help understand the story or information. IV, 1 & 4*
2. Tell what a story is about. IV, 2 & 3*
3. Identify characters in stories. V, 1*
4. Retell or act out a story that has been read. V, 2*
5. Begin to understand the difference between fantasy and reality. V, 3*

E. Writing

1. Print letters of own name. VIII, 1*
2. Begin to be aware that letters come together in groups to make words (c-a-t is cat). VII, 2*
3. Learn that the writing process is directional, left to right, top to bottom. VII, 3*
4. Dictate thoughts, messages and stories to an adult. VII, 1*
5. Imitate writing, use drawing and scribble writing to state a message. VIII, 1 & 3*
6. Begin to write simple words. VIII, 3*

F. Research

1. Use observations and books to learn about new things. IX, 2*
2. Ask relative questions. IX, 1*
3. Remember information learned about new things and discuss them with others. IX, 3 & 4*

G. Communication

1. Listen to stories, songs or poems. X, 1*
2. Be attentive to teachers and other speakers. X, 1, 2 & 3*
3. Follow simple spoken (oral) instructions. X, 3*
4. Speak clearly and understandably. X, 4 & 5*
5. Tell others about own experiences or creations. X, 6*
6. Join with others in reciting poems and in singing songs. X, 7*

*Roman numerals and numbers behind each curriculum standard indicate compliance with the Early Learning Content Standards published by the Ohio Department of Education.

PRE-KINDERGARTEN MATHEMATICS

With adult guidance the Pre-Kindergarten child will develop main concepts through age-appropriate use of manipulative objects and other materials for exploration.

I. Instructional Objectives

A. Number, Number Sense and Operations

1. Count to 10 by touching each object during play or while looking at number books with a parent or another person who reads. I, 1*
2. Count forward (one, two, three . . .) using items such as number cubes or dominoes with familiar dot patterns. I, 2 & 3*
3. Tell how many objects in groups of 5 or fewer objects. I, 4 & 5*
4. Group 2 sets of like objects together with each set containing the same number of objects such as all animals, all colors or all plants. I, 6 & 7*
5. Identify and say aloud the numbers 0 through 9. Begin to write and copy numbers. I, 10*
6. Name some coins (penny, nickel, dime) and know that they have different values. I, 12*
7. Join 2 smaller sets of objects together to make 1 large set. (combine 2 sets of blocks with 3 blocks in each set to make large set of 6 blocks) I,
8. Represent quantity using invented forms and write numerical representation or numerals in meaningful context. I, 8 & 9*

B. Measurement

1. Begin to identify and use the language for units of time such as day, night, week, yesterday, today and tomorrow. II, 1*
2. Identify and use tools that measure time such as a calendar and clock. I, 2*
3. Begin to compare objects using words such as bigger, smaller, heavier, lighter, taller, shorter, more and less. II, 4*
4. Measure length and capacity (how much a container holds) using familiar objects as *units*. II, 6*

C. Geometry and Spatial Sense

1. Begin to identify, match and sort objects by shape, size and other characteristics. (compare 2 squares of the same size and 2 balls of different sizes) III, 1, 2, 3*
2. Name and describe three-dimensional objects using the child's language such as sphere (ball), cube (box) and cone (ice cream cone). III, 4*
3. Begin to use language to describe the position of objects such as up, down, over, under, top, bottom, inside, outside, in front of, behind or between. III, 5*

D. Patterns, Functions and Algebra

1. Sort objects by one feature (characteristic) such as size, color, shape or how it is used. IV, 1*
2. Copy, add on to and create simple patterns. IV, 2*

E. Data Analysis and Probability

1. Describe and sort objects by how they are the same and how they are different.
V, 1 & 2*
2. Choose the category on a simple graph that has the most or fewest objects.
V, 3*

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PRE-KINDERGARTEN SCIENCE

With adult guidance the Pre-Kindergarten child will develop a sense of inquiry. Through experimentation and observation the child will develop interest in, appreciation for and knowledge of God's world.

I. Instructional Objectives

A. Earth and Space Sciences

1. Begin to use science words such as night, day, sun, moon, stars, cold, hot to describe what they see. I, 1, 2*
2. Notice how animals and plants cause changes in their surrounding such as leaves falling from trees and collecting on the ground or squirrels digging holes. I, 3*
3. Describe and compare seasonal changes such as leaves changing color, weather getting warmer or colder, or flowers pushing out of the earth. I, 4, 7*
4. Explore How their actions may cause changes in the environment that are sometimes reversible (hand in water changes the current) and sometimes irreversible (rock drops that breaks). I, 5*
5. Demonstrate understanding of fast and slow relative to time, motion and phenomena. I, 6*
6. Use words or drawings to describe changes in the earth. I, 2, 7*

B. Life Sciences

1. Know that living things need food, water and air. II, 1*
2. Begin to learn that stories such as cartoons and movies sometimes show plants and animals doing things that they can't do in the real world such as a flower that talks. II, 2*
3. Begin to understand that baby animals usually look like their parents and your plants usually look like full-grown plants. II, 4*
4. Recognize differences in the same group of people, plants or animals such as dogs come in many sizes and colors, and apples have many different colors. II, 4, 5*

C. Physical Sciences

1. Show that objects are made of parts such as a chair has legs, a seat and a back. III, 1*
2. Use the five senses (touch, smell, sight, taste and hearing) to compare different types of materials such as water, sand and wood. III, 2*
3. Sort familiar objects by one or more properties such as color, shape and size. III, 3*

D. Science and Technology

1. Recognize familiar tools and know how to use them safely with help from an adult) such as scissors, hammer, paintbrush or cookie cutter. IV, 1*
2. Explore new uses for familiar materials through play, art or drama. IV, 2*
3. Use familiar objects to accomplish a task or solve a problem. IV, 3*
4. Demonstrate the safe use of tools, such as scissors, hammers, writing utensils, with the teacher's guidance. IV, 4*

E. Scientific Inquiry

1. Ask questions about objects including *what if* questions. V, 1*
2. Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play. V, 2*
3. Predict what will happen next based on previous experiences. V, 3*
4. Investigate natural laws. V, 4*
5. Use one or more of the senses to observe and learn about objects, organisms and phenomena for a purpose. V, 5*
6. Explore objects, organisms and events using simple equipment. V, 6*
7. Begin to compare objects or living things based on how they are alike and how they are alike and how they are different. V, 7*
8. Tell about what has been observed by drawing pictures and telling stories. V, 8*

a. Scientific Ways of Knowing

1. Offer ideas and explanations for observations, such as why an ice cube melts, by drawing, speaking or demonstrating (with help from an adult). VI, 1*
2. Recognize the difference between actions that help or hurt living things. VI, 2*
3. Participate in experiments such as testing items to see which sink or float in a bucket of water. VI, 3*

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PRE-KINDERGARTEN SOCIAL STUDIES

With adult guidance the Pre-Kindergarten child will learn how people live, work, get along with others, solve problems, make changes in God's world and are changed by God's world.

I. Instructional Objectives

A. History

1. Begin to use words describing time such as day, night, yesterday, tomorrow and today. I, 1*
2. Label days by what's happening that day such as school days, weekends, birthdays or vacation days. I, 2, 3*
3. Be able to tell things that happened when he or she was younger. I, 4*
4. Arrange sequences of personal and shared events through pictures, growth charts and other media. I, 5*
5. Share personal family stories and traditions. I, 6*

B. People in Societies

1. Identify the ways we belong to different groups: family, friends, preschool class, boys or girls. II, 1*
2. Use stories, folktales, music and art to learn about the traditions and customs of other countries. II, 2*

C. Geography

1. Use words that describe location such as up or down, over or under, here or there, front or back. III, 1*
2. Recite home address and phone number when asked. III, 2*
3. Know how to get around familiar environments such as home, neighborhood or preschool without getting lost (with help from an adult). III, 4*
4. Describe the area near the home such as streets, other buildings, woods, lakes or parks when walking with an adult. III, 5*
5. Tell how natural resources are used such as using water for drinking or bathing, or dirt needed for planting flowers or gardens. III, 7*

D. Economics

1. Recognize that people have many things they may want and many things they may need. IV, 1*
2. Learn how to obtain what he or she wants in an acceptable way such as sharing items, taking turns or trading items fairly. IV, 2, 3, 4*
3. Understand the concepts of supplying goods and services by activities such as playing store and taking field trips to area farms. IV, 3*

E. Government

1. Identify adults who provide help and care such as parents, teachers and police officers. V, 1, 2, 3*
2. Recognize the flag of the United States as a symbol of our government. V, 4*
3. Understand the need for classroom rules and why it is important to follow them. V, 5*

F. Citizenship Rights and Responsibilities

1. Cooperate in classroom activities and at home by helping, taking turns and sharing with others. VI, 1*
2. Learn how to solve arguments with other children using words to work out the problems. VI, 2*
3. Show that he or she can make choices and follow through on plans. VI, 3*
4. Understand the results of making choices such as picking up toys makes the room safer and keeps toys from being broken. VI, 4*

G. Social Studies Skills and Methods

1. Listen for information when others are talking about books, stories or events. VII, 1*
2. Begin to make predictions (what might happen next) after listening to and talking about stories and events. VII, 2*
3. Share information by talking about, drawing pictures or acting out an idea. VII, 3*
4. Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising. VII, 1*

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TIPS TO PARENTS FOR BIBLE

- Set the example.
 - ✓ Know that your own attitudes, actions, and speech are your child's first introduction to godliness.
 - ✓ Be enthusiastic about learning spiritual truths, because your child will read you before he is ever able to read the written Word.
 - ✓ Be aware that as your child's understanding grows, it is God's Word permeating your daily life and conversation that gives the foundation for his spiritual development.
- Talk about Bible Truths
 - ✓ Reflect about God's Word in the midst of all your family life activities (Deut. 6:6-7).
 - ✓ Discuss the things God made when outdoors.
 - ✓ Speak about children being a gift from God when feeding the baby.
 - ✓ Converse about God loving them when hugging them.
 - ✓ Communicate God's command to love one another as they interact with siblings.
 - ✓ Tell them God's standards for behavior as issues come up.
 - ✓ Chat about God's watch-care when tucking them into bed.
 - ✓ Correct behavior and always use these times as an opportunity to point your child to God's Word and truth.
- Memorize Selected Bible Passages (Proverbs is a great place to start).
- Establish good habits together with your child
 - ✓ Practice daily Bible reading.
 - ✓ Observe prayer times.
 - ✓ Attend church and Sunday school.
 - ✓ Achieve confession, forgiveness and restitution for offenses.
 - ✓ Fulfill the commandment of tithing.
 - ✓ Sing hymns and scripture songs.

TIPS TO PARENTS FOR LANGUAGE ARTS

- Read aloud to your child every day. Set aside time before or after dinner and time before bed.
- As you read:
 - ✓ Let your child hold the book and turn the pages.
 - ✓ Move your finger along under the words.
 - ✓ Point to and talk about the pictures that go with the words.
 - ✓ Pause while you read and ask your child what he or she thinks might happen next.
 - ✓ Encourage him/her to ask questions about what is being read.
 - ✓ Talk about a word that is new to your child
 - ✓ Discuss your child's favorite parts of the story when you finish.
- Read rhymes to your child, such as:

Brown bear, brown bear, what do you see?
I see a black cat looking at me.

As you read, stop before a rhyming word and encourage your child to fill in the blank. Teach your child some nursery rhymes and sing songs together.
- Point out words that are a part of everyday life such as words on billboards (McDonalds, Pizza Hut), cereal boxes (Wheaties, Cheerios) and street signs (STOP, SCHOOL).
- Visit the library monthly and pick out books with your child. Ask your child to "read" a favorite story to you.
- Think about giving books or writing and drawing materials to your child as presents for birthdays and other occasions.
- Ask your child to tell a story for you to write down. Read it back to him or her.
- Make a book out of your child's writing. Have him or her draw pictures to go with the words or scribbles.
- Ask your child's teacher or librarian to suggest books that you can read to your child.

TIPS TO PARENTS FOR MATHEMATICS

- Play number games with your child. You and your child can count the number of steps when walking up a set of stairs, count the number of apples in a bag or count the number of toys on the shelf.
- Read and talk about numbers in counting books, pointing and counting the objects on each page. Sing songs with patterns or clap out patterns.
- Have your child help count pennies and help you count paper money.
- Talk about time such as “It is 11:30, time for lunch.” “It is 9:30, time for bed.”
- Question your child inquiries such as “Which object is bigger or smaller?” or “Which person is taller or shorter?”
- Give your child objects to sort and count, such as different colored and shaped blocks, leaves, buttons or plastic animals.
- When taking a walk or shopping, ask your child to point to objects that are the same shape and ones that are shaped like squares, triangles or circles.
- Request children to measure things around the home using pieces of string or long blocks.
- Ask your child’s teacher or a librarian to suggest books that you can read to your child about numbers.

TIPS TO PARENTS FOR SCIENCE

- Take time to answer your child's questions about nature and how things grow and change. Go on a quiet walk with your child. Ask him/her to listen to the sounds around you. Describe and write down what they hear.
- Visit children's museums, nature centers, parks, food stores and flower shops with your child. Talk about what your child learned.
- Plant flower or vegetable seeds with your child. Talk about and chart the changes over time.
- Play "I Spy" by describing something and asking your child to guess what you see.
- Read books about animal families. Talk about and help your child identify adult animals with their young, such as cows and calves or ducks and ducklings.
- Supply containers for your child to begin rock and bug collections. Sort and label the containers with him/her for use as study.
- Speak about and show your child how things work such as how batteries are needed in toys and flashlights, or how the wind is needed to make a kite fly.
- Allow your child taste, smell and feel ingredients before and after cooking. Discuss the changes.
- Ask your child's teacher or a librarian to suggest books that you can read to your child about science.

TIPS TO PARENTS FOR SOCIAL STUDIES

- Use a family home calendar to plan and talk about school days, weekends and special days. Mark and talk about special days on the calendar.
- Share stories about your child's life as a baby and a toddler, as well as stories about you when you were a child. Share photo albums of when your child was little and talk about how much he/she has changed.
- Read magazines and newspapers with your child and show him/her pictures or photographs of different landforms such as mountains, valleys, streams, deserts and forests.
- Look at the night sky with your child for three days in a row. Talk about what you see, such as clouds, moon and stars. Talk about what is different and what is the same.
- When taking a trip, show your child the route you will follow on the map. Point out the symbols that stand for the things you will see as you travel. Ask your child to make his/her own map.
- Praise your child for making good choices such as sharing and working with others by saying "I like the way you shared your toys today with Susie."
- Talk about family customs and traditions during the year, such as how you celebrate birthdays, Christmas, Thanksgiving and special holidays, vacations and time with grandparents.
- Ask your child's teacher or a librarian to suggest books that you can read to your child about how children live in other countries; how families work and play together.