

***PRE-KINDERGARTEN  
GUIDELINES***

# **PRE-KINDERGARTEN GUIDELINES - CONTENTS**

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## **PRE-KINDERGARTEN GUIDELINES**

### **RELIGION**

#### **Core Content**

##### **First Trimester**

**Identity, the Blessed Mother, Prayer, Creation, Feasts, the Trinity, Thanksgiving**

##### **Second Trimester**

**Advent, The Holy Family, Epiphany, Christian Community, Respect for Ourselves and Others, Feasts, Prayer**

##### **Third Trimester**

**Prayer, Sacraments, Lent, Easter Season, Mary, Mother of God, Our Mother, We Honor our Parents/Guardians, Celebration, Review, Feasts, Prepare for Summer Vacation, Closing Ceremony**

## Topic

## Essential Learnings

### IDENTITY

What makes “me” me?

I am a son or a daughter.

I am a member of a larger family

>Church/Parish

>Introduce the “Holy Family

I have feelings

I am a friend to others

### THE BLESSED MOTHER

Mary’s birthday is September 8<sup>th</sup>

Mary is Jesus’ mother

### PRAYER

Personal prayer

>Definition

>Create environment for prayer

Traditional prayer

>Sign of the Cross

>Grace at meals

## TOPIC

## ESSENTIAL LEARNINGS

### CREATION

God the Father created the universe and all that is in it.

- >Genesis 1: 1-13; Isaiah 45: 7-13; Psalm 148
- >John 1:1-3

God the Father created us.

God wants us to care for all He has made.

- >Genesis 1: 26-31; Micah 6: 8

### FEASTS

October 2	Guardian Angels
October 4	Saint Francis of Assisi

- >Caring for God's creatures
- >Caring for the environment

October 31	Vigil of All Saints
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### PRAYER

Angel of God

Angel of God, my guardian dear, to whom God's love commits me here, ever this day (night) be at my side, to light and guard, to rule and guide. Amen.

Simple Morning Offering

Jesus, I give You my day today. Amen.

## TOPIC

THE TRINITY

## ESSENTIAL LEARNINGS

God the Father ~ Creator

- >Genesis 1:1; Psalm 19; Psalm 89: 6-12
- >Isaiah 37: 16
- >John 1:1-3

“Abba” or Daddy

- >Matthew 11:25; Mark 14: 36; Luke 15: 11-32
- >2 Corinthians 1: 3

God the Son ~ Jesus

- >Luke 3: 22; John 2: 34-35; John 5: 19-30
- >John 18: 36-37; Hebrews 1: 2-3

God the Son ~ Saviour

- >Romans 3: 24; Ephesians 2:4-10; 1 Peter 1: 9-10

God the Holy Spirit ~ The One who helps us do the right thing

- >Isaiah 61: 1-2; Matthew 10: 20; Luke 12:12; Acts 1: 2, 5-8

God the Holy Spirit ~ The One who lives within us

- >Ezekiel 36: 26-28; Acts 2: 38-39; Romans 8: 9-11

## TOPIC

## ESSENTIAL LEARNINGS

THANKSGIVING

Be thankful for all those who have come before us and what they have given us.  
Be thankful for all that God has given you.  
Be willing to share what you have been given with others.

PRAYER

Encourage prayers of praise and thanksgiving  
Pray for those who are poor – spiritually, culturally, materially, etc.

ADVENT

A time to prepare our hearts to remember the birthday of Jesus; lasts for 4 weeks

Nativity Story

Purple ~ Liturgical color for Advent

FEASTS

December 6      St. Nicholas

December 8      Feast of the Immaculate Conception, a special feast of Mary

December 25      Christmas, Birth of Jesus

PRAYER

Simple Advent Prayer ~ Come, Lord Jesus, come. Amen

Special prayerful actions to focus on preparing to celebrate the birth of Jesus

THE HOLY FAMILY

Luke 2: 33-34, 41-51

EPIPHANY

Matthew 2: 1-12

## TOPIC

## ESSENTIAL LEARNINGS

CHRISTIAN  
COMMUNITY

Our Church is the Catholic Church

We become members of the Church through

- a. Baptism (Acts 2: 1-4)
- b. Confirmation (Acts 2: 41)
- c. Eucharist (Colossians 3: 16; Matthew 26: 26-29; Mark 14: 22-25;  
Luke 22: 14-20)

RESPECT FOR  
OURSELVES  
AND OTHERS

Discuss ways to show love and respect

Put into action the ideas discussed

Read stories about love and respect for ourselves and for others

FEASTS

February 2          Presentation of Our Lord  
(Candlemas Day/Blessing of Candles)

February 3          Saint Blaise (Blessing of Throats)

PRAYER

Pray that we may be the light of Jesus to others

Pray for people with throat problems

Pray to love Jesus, ourselves and others more

SACRAMENTS

Signs of the love of God

Given to us by Jesus

## **TOPIC**

## **ESSENTIAL LEARNINGS**

### FEASTS

March 17                  Saint Patrick (bishop and missionary)  
March 19                  Saint Joseph (husband of the Virgin Mary and foster  
father of Jesus)

### LENT

A time to prepare for Easter; lasts for six weeks or forty days  
Purple ~ Liturgical color for Lent  
Stations of the Cross ~ the story of the great act of love of Jesus for us

### EASTER SEASON

Jesus is raised from the dead. He lives!  
Easter is a season of new life.

### PRAYER

Prayers that celebrate the Resurrection of Jesus  
Jesus Christ is risen today, Alleluia!

Prayers that thank God for new life  
The new life that Baptism gives us  
The new life that we see in the season of Spring

### MARY, MOTHER OF GOD, OUR MOTHER

Luke 1: 26-38; Luke 1: 46-56

### WE HONOR OUR PARENTS/GUARDIANS

Pray for them; show respect to them

### CELEBRATION

The Mass is the most perfect way that Catholics pray together  
Other celebrations of the Church ~ May Devotions and The Rosary

## TOPICS

REVIEW

FEASTS

PREPARE FOR  
SUMMER  
VACATION

CLOSING  
CEREMONY

## ESSENTIAL LEARNINGS

Review main religious concepts presented during the year  
Review major feasts of Mary and the saints celebrated during the year

Feast of the Sacred Heart of Jesus – a feast that reminds us of how  
much Jesus loves us  
(Celebrated the Friday after the Second Sunday after Pentecost)

Feast of the Immaculate Heart of Mary – a feast that reminds us of how  
much Mary loves Jesus and each one  
of us, her children  
(Celebrated the Saturday following the Second Sunday after Pentecost)

Invite the children to share their summer vacation plans.  
Remind them that vacation times does not mean vacation from prayer.  
Encourage the children to pray during the summer months.  
Create sample prayers of thanks and praise to God for family, friends,  
Fun times, water, the shore, mountains, etc.

Keep religious in nature

## SAMPLE MONTHLY THEMES

- September:** Jesus and the children – Blessed Mother’s Birthday September 8<sup>th</sup>
- October:** Month of the Holy Rosary, Guardian Angels, Saint Francis of Assisi, Little Flower ... Halloween
- November:** All Saints, Holy Souls, Thanksgiving
- December:** Advent, Saint Nicholas, Christmas
- January:** Epiphany, Presentation, Baptism of Our Lord, New Years
- February:** Valentine’s Day, Ash Wednesday, Lent
- March:** Saint Patrick, Saint Joseph
- April:** Palm Sunday, Holy Week, Easter, All signs of new life

**May:** Mary, Ascension Thursday, Pentecost

**June:** Sacred Heart, End of School ... next step

**July:** Celebrate summer and a time to play and meet Our Lord in friends

**August:** Assumption of Our Lady

*Celebrate with the children in song, dance and color. Let them experience for themselves God's unconditional love in their lives.*

## **Ritual and Prayer Ideas**

1. Gather the children in a different area to pray if possible.
2. Have the children make a Prayer Cloth using sheet material and fabric crayons. This personalizes their prayer space.
3. Always have a good, steady, quiet instrumental music ready and close to you. This works well under a reading or a meditational reading. This serves to quiet the children and taps into the effectual part of them.
4. BE CONSISTENT during your ritual time. Begin and end the same way each time.
5. Using a candle. Lighting it signals the beginning while blowing it out signals the end (Follow School Policy)
6. Have your children make prayer journals. Younger children can draw pictures. They can dictate their prayer and the teacher can print the sentence. Older children can print their own sentences even if they can't spell.
7. Allow children to interact with scriptures. Children love a good story and they love to act out a good story, especially with simple costumes or labels or characters on yarn to fit around the neck.
8. Use objects as often as possible. This helps to keep the children focused and gives our "visual learners" some help to keep their attention focused. (Rosary, statue, pictures, palm, etc.)
9. Use liturgical symbols such as water, light and oil in your rituals. This is a perfect way to help the children experience these symbols so that they can take that experience with them to liturgy and have a better understanding of them.

# **PRE-KINDERGARTEN GUIDELINES**

## **Mathematics**

Teachers tell Pre-Kindergartners that each of them has one guardian angel. Two special parents loved the Baby Jesus. Three Kings came to the stable to visit Him.

Pre-Kindergarten children name the colors of M&Ms. They count animal crackers at snack time. They sort building blocks into big and small, long and short.

In Pre-Kindergarten, children engage in a variety of activities that help them develop emerging Math skills. By working with manipulatives such as blocks, cubes, pegboards or puzzles, young children learn to count; match numerals with the appropriate set of objects, and develop an understanding of set.

Also through these manipulatives, children learn to identify and continue a pattern, and to sort objects according to a single criterion. Young children have opportunities to measure things in the classroom and to compare their size, shape and color.

As children work with different objects, they discover the similarities and differences according to their size, shape, color, length and weight. Through questions, predictions, and outcomes, children learn appropriate strategies to solve problems. In everyday storytelling during circle time, children learn to observe facts, discuss the problem, and predict an outcome.

## Mathematics

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Counting	<p>By using concrete objects such as cubes, counters, blocks, and purchased math manipulatives, the Pre-Kindergarten child will be presented with:</p> <ul style="list-style-type: none"><li>- counting objects, up to 5+.</li><li>- displaying sets, up to 5+.</li><li>- demonstrating one-to-one correspondence.</li><li>- identifying numbers, to 5+.</li></ul>	<ul style="list-style-type: none"><li>- Trace hands and count fingers.</li><li>- Count classmates, classroom objects (tables, chairs, etc.).</li><li>- Sort objects from a large container (bears, dinosaurs, cubes by color, size, shape, etc.</li><li>- Set tables with straws and napkins, one for each child.</li></ul>
Shape	<p>By using geometric shape patterns, the Pre-Kindergarten child will be presented with:</p> <ul style="list-style-type: none"><li>- identifying basic shapes (rectangle, square, circle, triangle).</li><li>- describing basic shapes.</li><li>- tracing basic shapes.</li><li>- copying basic shapes.</li></ul>	<ul style="list-style-type: none"><li>- Find the shapes in classroom objects.</li><li>- Use yarn, play dough, and/or wikki sticks to make the shapes.</li><li>- Use plastic or wooden shapes to make shape rubbings.</li><li>- Make a shape picture from construction paper shapes.</li><li>- Play Color Shape Bingo.</li></ul>
Color	<p>By recognizing environmental signs and familiar objects, the Pre-Kindergarten child will be presented with:</p> <ul style="list-style-type: none"><li>- identifying the eight basic colors.</li></ul>	<ul style="list-style-type: none"><li>- Sort manipulatives by color.</li><li>- Find certain color objects in the classroom</li><li>- Have color days when everyone wears a specific color.</li><li>- Use a specific color at the painting easel or Art Center.</li><li>- Play "I Spy".</li></ul>

**Concept****Essential Learnings****Activities/Assessment for Teacher/Children**

By using concrete objects, the Pre-Kindergarten child will be presented with:

Patterns

- identifying a simple pattern, 2 parts +.
- reproducing a simple pattern.
- continuing a simple pattern.

- Arrange children to create patterns.
- Use objects (crayons, bear or dinosaur manipulatives, flannel board pieces, etc.) to create patterns.

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By using standard and non-standard units of measurement, the Pre-Kindergarten child will be presented with:

Size and  
Measurement

- identifying how items can be measured or weighed.
- using units to measure objects.
- comparing attributes of objects (small/medium/large; tall/short; more/less; longer/shorter; full/empty; first/last).
- ordering time events, using terms morning, afternoon, night.

- Compare hand or shoe size, height, etc.
- Measure at the sand and water table with standard and non-standard objects.
- Use yarn to show different lengths.
- Use a balance scale to show heavier/lighter.
- Talk about the daily schedule of home and school.

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By using appropriate strategies, the Pre-Kindergarten child will be presented with:

Problem  
Solving

- identifying a problem and possible solutions in any of the math concepts.
- explaining to others how to solve a problem.
- showing that there is more than one way to solve a problem.

- Draw a picture to show the problem.
- Construct with blocks.
- Use one-to-one correspondence (are there enough straws? napkins?).
- Guess (estimate) and check activities (jelly bean count).

In addition to the learning experiences suggested, children should be introduced to a variety of literature, as well as a vast selection of songs, rhymes and finger plays.

## **PRE-KINDERGARTEN GUIDELINES**

### **Integrated Language Arts**

On one day, Pre-Kindergartners come closer to the teacher's chair to look at picture books about Jesus and Mary and Joseph in their home in Nazareth. On another day, the children dress themselves in towels, crowns, and angel wings to role-play the story of Christmas in Bethlehem. On yet another day, they draw pictures of flowers to give to Mom for Mother's Day.

At the Pre-Kindergarten level, integrated language arts include activities that strengthen the skill of listening, speaking, thinking, and even pre-writing. Transferring thoughts into words is the primary skill upon which future language development is based. Learning experiences that promote self-understanding help children to express thoughts and feelings in various ways.

Opportunities for dramatic play (acting out nursery rhymes or a favorite story, using puppets) will allow children to develop speaking skills. When they bring toys, pictures or other appropriate items to share with their classmates, they can practice expressing themselves in complete sentences. Listening to and sharing stories, poetry, songs and finger-plays enhance the love of language. The process of using crayons, paints, markers, pencils and chalk to create original products fosters and strengthens early writing skills.

## Integrated Language Arts

Pre-Kindergarten children should be introduced to a wide variety of language activities which will help them to develop pre-reading skills.

### Concept

### Essential Learnings

In order to develop pre-independent reading skills, the Pre-Kindergarten child will be presented with:

### Reading

- different forms and purposes of print.
- various book covers and illustrations.
- representations of symbols (traffic signs, bathroom signs, etc.).
- relationship of stories and events to real-life experiences.
- expanded vocabulary and its use in context.
- the letters of the alphabet.
- the difference between real and make believe.
- the use of prior experiences and authentic examples in talking about text.
- correct handling of books.

### Activities/Assessment for Teacher/Children

- Read from various types of books (big books, anthologies, paper backs).
- Display an alphabet in the classroom.
- Label classroom objects (crucifix, chair, desk, table, door, clock, etc.).
- Post a list of classroom “jobs”.
- Read many Nursery Rhymes to develop recognition of rhyming words.
- Draw pictures about events in a story
- Predict what happens next in a story, and draw or write about the idea.
- Use puppets to retell a story.
- Act out the story.
- Listen to books on tape.
- Watch videos of a story.
- Write group stories.
- Make sandpaper letters.
- Use various mediums to write letters (shaving cream, play dough, paint, etc.).
- Hold books right side up, and turning pages in correct direction.
- Manipulate a weather chart.

## Concept

## Essential Learnings

## Activities/Assessment for Teacher/Children

In order to develop pre-writing skills, the Pre-Kindergarten child will be presented with:

### Writing

- illustration as a means of representing oral language.
- configurations of letters (words).
- various ways of expressing a thought (song, words, pictures).
- recognition of own name.

- Draw with pencils, crayons, markers, etc.
- Paint at easel or table with tempera, water color, finger paint, etc.
- Practice (trace or letter) own first name.
- Form letters using a variety of materials (sand, play dough, wikki-sticks, shaving cream, yarn).
- Make cards for people on special holidays.
- Share drawings or paintings with teacher or class.
- Play with big floor puzzles, such as alphabet, storybook or number puzzles.
- Play with letter magnets.

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In order to develop appropriate speaking and listening skills, the Pre-Kindergarten child will be presented with:

### Speaking and Listening

- listening to follow simple oral directions.
- listening attentively to a story read aloud.
- listening when others are speaking.
- expressing complete thoughts when speaking with teacher and classmates.
- participating in discussions, rhyming poems, and simple verses and songs.
- listening to music and sounds of instruments.

- Play "Simon Says".
- Relate stories in sequence (beginning, middle, end).
- Ask about the tone of the story (happy, sad, etc.).
- Recite rhymes.
- Sing simple songs.
- Sing Days of the Week and weather songs (circle).
- Recite and demonstrate finger plays.
- Use rhythm band instruments to help various sounds.
- Participate in Show-and-Tell.
- Keep time to various moods in music by marching, skipping or dancing.

# **PRE-KINDERGARTEN GUIDELINES**

## **Integration of Related Content Areas**

### **Social Studies, Science, Music and Movement, Large and Small Motor Activities, Art**

Additional activities, organized within the content of Social Studies, Science, Music and Movement, Large/Small Motor Activities and Art complement and reinforce the basic skills presented in Integrated Language Arts and Math. At the Pre-Kindergarten level, learning does not happen in specific content areas. Instead, developmentally appropriate themes are planned that contain information and activities from combined areas and modes of learning. All the content areas are integrated with each other and with themes taught in Religion.

Pre-Kindergartners are taught that they belong to their families and to God's big family. They are naturally interested in getting to know their extended families, their school community, their neighborhood, and the bigger world around them. Social studies activities encourage a vital appreciation of cultural diversity and peaceful relationships.

Young children are taught that God created all of us and everything in our world. They express their natural sense of wonder and awe when given the opportunity to explore the wonders of nature, the beauty of our earth and sky, the habits of animals, and the "ways things work".

Pre-Kindergartners are both entertained and enlightened by songs that teach about Jesus and all the things in His world. They naturally respond to the rhythms and sounds that are called music. Their sense of movement is given expression as they listen, sing and dance.

A unit on the feast of Thanksgiving provides an example of the integration of content areas. The unit will be comprised of Language Arts in the telling/reading of the story, Social Studies in the actual historical reference, Math in the sorting of vegetables and fruits for the feast, Music and Movement in singing and role-playing about the journey on the Mayflower, Art in painting scenes depicting the first Thanksgiving feast, and most importantly, Religion in the overall lesson of giving thanks.

The following activities are listed within specific content areas only to better organize the material for teachers. These are not intended to be taught as separate content areas. They are provided to enrich the holistic learning environment of Pre-Kindergarten. These activities will be used by the early childhood teacher who plans a seamless, well-balanced curriculum for the children.

## Social Studies

The Social Studies curriculum is designed to stimulate in the Pre-Kindergartner a growing understanding of him/herself as a person, and as a member of a family, a community and the world.

### Concept

Sense of  
Social  
Interaction  
Within  
the Family,  
the School  
Community,  
and the Larger  
Community  
Of Our World

### Essential Learnings

The Pre-Kindergarten child will be presented with developmentally appropriate information including:

- knowledge that I am special.
- knowledge that I belong to a family.
- knowledge that I belong to a school community.
- knowledge that I belong to the larger community of town, country, world.
- knowledge about commonly celebrated holidays.
- knowledge about famous people in our history.
- knowledge about different places to live (city, suburbs, farm).
- knowledge about places to visit, cultural experiences (zoo, museums, theatre).

### Activities/Assessment for Teacher/Children

- Create self-portraits often during the school year.
- Use photos or drawings to introduce family to the class.
- Create a map of the local neighborhood, including houses, businesses, churches, schools, playgrounds, etc.
- Look at maps or globes, paying specific attention to our town or neighborhood.
- Share information about famous people in our town, country, church or world.
- Prepare units on Halloween, Thanksgiving, Christmas, Martin Luther King Day, Valentine's Day, St. Patrick's Day, 100 Days of School, Easter, Cinco de Mayo, Mother's Day, Memorial Day, Father's Day, and any other holidays appropriate in the school neighborhood.
- Include family within these holiday units where possible, e.g.: parents helping to prepare Thanksgiving feast; parents attending a class Christmas Play; parents supplying and facilitating an Easter Egg hunt; Moms attending a Mothers' Day tea; Dads coming for snack on one of the last days of school.
- Plan field trips or in-school guest appearances that enrich Pre-Kindergarten learning.

## Science

The Pre-Kindergartner explores, in age-appropriate questioning and discovery, the wonders of our bodies and the world around us.

### Concept

### Essential Learnings

The Pre-Kindergarten child will explore a variety of developmentally appropriate topics, including:

### Activities/Assessment for Teacher/Children

Developing A  
Sense Of Awe  
And Wonder  
At All Of  
God's Creation

- color.
- weather and seasons.
- preparing food.
- units on specific foods.
- planting.
- leaves.
- five senses.
- animals in winter.
- ocean animals.
- dinosaurs.
- insects.
- birds.
- Earth Week awareness.
  - water activities and experiments.
  - our growing bodies.
  - solar system and beyond.
  - matter and energy.

- Discover and use colors in a variety of ways.
- Track daily weather, encouraging accurate vocabulary and/or child-created illustrations, and pointing out changes and differences.
- Use artwork or child-made crafts to illustrate season changes.
- Make popcorn (hot air popper is fun), instant pudding, bread or a simple soup, applesauce, Irish potatoes, etc.
- Investigate apples, inside and out, raw and cooked, all colors, for eating, baking, painting (creating and using apple stencils).
- Collect and sort leaves to be ironed between waxed paper, displaying differences, writing about leaf-time fun.
- Give thanks for our five senses, as well as reading, writing, singing and creating art and craftwork about our five senses.
- Develop a unit on animals in winter, including their habitats, food and hibernation.
- Develop a unit on ocean animals, including artifacts from the beach.
- Develop a unit on insects, including a field trip to a grassy area, if possible.

## Science – Continued

### Concept

Developing A  
Sense of Awe  
And Wonder At  
All Of  
God's Creation  
(Continued)

### Essential Learnings

(Continued)

### Activities/Assessment for Teacher/Children

- Develop a unit on dinosaurs, including songs, finger plays, stories and dinosaur crafts.
- Develop a unit on birds, including an awareness of various types of birds seen seasonally and within your community.
- Gather Earth Week information in local newspapers; share activities that promote recycling and care for God's Earth.
- Use water table or a large basin to provide experience in the concepts of sink or float, as well as conservation of liquid from one size container to another.
- Use quality story books, posters, children's own artwork and body tracing to identify and marvel at how God made our bodies.
- Look at the sun and moon in the daytime sky, and stars and moon in the nighttime sky. Provide opportunities to draw, paint or sculpt stars and planets from clay.
- Look at quality books as well as posters to identify stars and planets in our nighttime sky, and provide opportunities for children to draw, paint or sculpt from clay.

## **Music/Movement, Large/Small Motor Development, Art**

Pre-Kindergartners need to express their learning abilities in an active way. The presence of music, use of drama, availability of rhythm instruments, choices of writing and painting implements, and ready accessibility of toys (balls, hoops, bubbles, toys on wheels, playground equipment, etc.) will encourage movement in appropriate ways. The suggested activities listed below will provide concrete learning as part of a fully integrated, developmentally appropriate program.

### **Concept**

### **Essential Learnings**

### **Activities/Assessment for Teacher/Children**

Experiencing  
Learning  
Through  
Music And  
Movement

The Pre-Kindergarten child will be encouraged to explore the possibilities of music and movement.

- Sing songs, repeat lines or refrains, complete rhymes.
- Use songs as part of Christmas plays or other cultural celebrations.
- March in parade, while listening to music and directions on CD, or while using rhythm instruments.
- Clap, stamp feet, snap fingers, in time with music or complete teacher-initiated patterns.
- Recite short rhymes, prayers, songs, poems.
- Sing and move to a variety of sources of music, including CDs (Dr. Jean, Raffi), records, tapes and, if available, live accompaniment on piano, guitar, etc.

Experiencing  
Learning  
Through  
Physical  
Activity

The Pre-Kindergarten child will be encouraged to develop large and small motor abilities.

- Exercise: walk, skip, hop, run, leap, crawl, stretch and bend.
- Play ball, including rolling, passing, tossing, catching soft or rubber balls, bouncing, shooting basketballs.

## Music/Movement, Large/Small Motor Development, Art – Continued

<u>Concept</u>	<u>Essential Learnings</u>	<u>Activities/Assessment for Teacher/Children</u>
Experiencing Learning Through Physical Activity (Continued)	(Continued)	<ul style="list-style-type: none"><li>- Perform finger plays.</li><li>- Use beanbag activities that encourage following directions, working on teams, cooperation with a partner, using left/right orientation.</li><li>- Solve puzzles (floor, tray, layers, etc.).</li><li>- Use play dough to create shapes, numbers, letters, original objects.</li><li>- Experience art media (see below).</li></ul>
Experience Learning Through Art	The Pre-Kindergarten child will be encouraged to explore a variety of art media and materials.	<hr/> <ul style="list-style-type: none"><li>- Use scissors, crayons, markers, pencils, glue to express, create and reinforce learning.</li><li>- Paint (with tempera at easel, finger-paint or watercolors at table, using brushes, sponges, spoons, fingers, etc.)</li><li>- Letter only first name.</li><li>- Experiment with marble painting.</li><li>- Make 3D creations, using Styrofoam, ribbon, pom-poms, buttons, items found in nature.</li><li>- Create gift wrap.</li><li>- Create scenery for plays.</li><li>- Use two spoons to spread a dollop of paint into a design.</li></ul>

## **PRE-KINDERGARTEN GUIDELINES**

### **Summary**

The Guidelines that have been developed on these pages seek to encourage social, emotional, physical, cognitive and spiritual growth in the Pre-Kindergartner. Each child will be introduced to a learning environment rich in learning opportunities.

The strategies and activities that have been listed represent only a sampling of the many ways in which teachers and children together can express the playful spirit of learning within them. The planning and enjoyment of the Pre-Kindergartner's learning is only limited by the teacher's creativity and knowledge of developmentally appropriate practice.

Each of the aspects of learning that have been described and developed here contribute to the young child's sense of his/her value as a cherished child of God, a loved and loving member of a family, and a vitally important citizen of our world.

## THE PRE-KINDERGARTEN CURRICULUM

**It is important that the Pre-Kindergarten does not become a kindergarten or a first grade.** All activities used in a pre-kindergarten environment aid in the development and maturation of young children and follow a sequential pattern.

### GENERAL PREPARTORY ACTIVITIES

The following list includes activities which help young children gain independence, develop large and small muscle coordination, and care for themselves as well as for the environment at home and at school:

#### Pouring:

Peas, rice, beans, water, then milk or juice

#### Carrying and placing down carefully:

A chair

Manipulative materials, e.g., puzzle

A table carried by several children

Mats for working on floor including how to roll and unroll them

#### Cutting:

Carrots or other vegetables for snacks or soups

Arranging flowers for use in the environment

#### Washing:

Hands

Leaves of a plant with a Q-tip

Table and counter tops, if washable

Own sneakers using a small hand brush

Finger nails using a nail brush

### Tidying and Cleaning:

- Setting a table for group at snack time
- Brushing crumbs off table with a crumber
- Dusting shelves, chairs, materials in environment
- Sweeping area in room
- Vacuuming a rug or using a carpet sweeper
- Easel and tray after painting

### Polishing:

- Table
- Shoes
- Silver
- Brass
- A mirror
- Doorknobs
- Any wooden materials in environment

### Developing good manners:

- Using the “magic words” of Please, Thank you, and You’re Welcome
- Greeting others
- Excusing one’s self
- Allowing another to pass
- Offering one’s help
- Inviting someone into a room
- Introducing guests
- Taking and giving a message
- Using correctly a handkerchief/tissue
- Asking pardon of someone
- Giving place to another
- Sitting down and standing quietly

### Dressing and undressing:

- Buttoning a coat, jacket or sweater
- Tying shoes
- Using a zipper

### Opening and closing:

- A door with a bolt
- Different kinds of boxes, bottles and jars
- A book, turning pages carefully
- Cupboard doors, drawers

### Folding and unfolding:

- Napkins/tablecloths
- Towels
- Clothes, e.g., simple scarves
- Paper (free folding)
- Pieces of cloth with lines stitched on them; later, without lines on them
- Pairs of socks

### Packing and unpacking:

- Wrapping a book, a box
- Packing a snack lunch, a picnic lunch

### Exercises in equilibrium:

- Walking on the line with each foot place on it
  - With feet on the line, hands by sides
  - With feet on line, hands by sides, head erect
  - With feet in heel-toe position, hands and head as above
  - With feet in heel-toe position, head erect
  - With a flag in one hand, later with flags in both hands
  - With feet on line, carrying a tray with a solid object
  - With a glass of water
  - With tray with a glass of colored water
  - With bells or bells without letting them ring
  - With book or basket on head
  - With small bowl of water in hands
  - With a banner, a drum, musical instrument, etc.
  - With any piece of equipment (e.g. puzzle, blocks)
- Walking on a narrow/wide balance beam

Keeping silence:

- When relaxing on the floor or on a rug
- Sitting on a chair quietly
- Listening to one's name whispered by teacher
- Walking on tiptoe when name is called
- Carrying out commands called in a whisper
- Listening for other soft noises
- Listening to soft music
- Thinking

The teacher may present these exercises to the whole group in a simple, clear manner, allowing the children to choose a task and do it as long as their interest lasts.

*Early Learning: A Guide to Develop Catholic Preschool Programs*  
*Irene T. Murphy, DHM*  
*NCEA 1986*

BOOKS TO READ TO PRESCHOOLERS

AUTHOR

TITLE

ALPHABET BOOKS

Anno, Mitsumaso  
Bruno, Dick  
Burningham, John  
Hoban, Tana  
Wildsmith, Brian

Anno's Alphabet  
B is for Bear  
John Burningham's A B C  
A, B, See  
Brian Wildsmith's A B C

COUNTING/NUMBER BOOKS

Anno, Mitsumaso  
Bridwell, Norman  
Carle, Eric  
Hoban, Tana  
Maestro, Giulio  
Wildsmith, Brian

Anno's Counting Book  
Count on Clifford  
The Very Hungry Caterpillar  
Count and See  
One More and One Less  
Brian Wildsmith's 1, 2, 3's

MANIPULATIVE BOOKS

Carle, Eric

Catch the Ball  
Let's Paint a Rainbow  
What's for Lunch?  
The Secret Birthday Message  
Spot Goes to the Circus  
Spot Goes to School  
Spot's Birthday Party  
Where's Spot?  
Sizes

Hill, Eric

Youldon, Gillian

## MOTHER GOOSE BOOKS

### POETRY RHYMES

Clifton, Lucille  
Keats, Ezra Jack  
Watson, Clyde & Wendy

Some of the Days of Everett Anderson  
Over the Meadow  
Catch Me and Kiss Me and Say It Again

### STORYTIME BOOKS

Bridwell, Clifford  
Brown, Margaret Wise  
Brunhoff, Jean de  
Burningham, John  
Burton, Virginia Lee  
Freeman, Don  
Gibbons, Gael

Hogan, Frances

Keats, Ezra Jack

Lindgren, Barbro  
Lagneia, Leo  
McCloskey, Robert  
Piper, Warty  
Potter, Betrays  
Ray, H.  
Sendak, Maraca  
Slobodking, Esphyr  
Titus, Eve  
Wantanabe, Shigeo  
Zion, Gene

Clifford the Big Red Dog  
Goodnight Moon  
Story of Baba  
Avocado Baby  
Mike Mulligan and His Steam Shovel  
Corduroy  
Boat Book  
Tool Book  
Bedtime for Francis  
Best Friends for Francis  
Apt. 6  
Peter's Chair  
The Snowy Day  
The Wild Baby  
Shimmy  
Make Way for Ducklings  
The Little Engine that Could  
The Tale of Peter Rabbit  
Curious George  
Where the Wild Things Are  
Caps for Sale  
Anatole  
How Do I Put It On?  
Harry, the Dirty Dog

TRADITIONAL STORIES

Asbjornses, P.C.  
Gladone, Paul

Homan, Trina Chart  
Recoil, Anne

The Three Billy Goats Gruff  
The Gingerbread Man  
The Little Red Hen  
Little Red Riding Hood  
The Three Bears and 15 Other Stories