

## **PRE-KINDERGARTEN FINE AND GROSS MOTOR SKILLS CURRICULUM**

The purpose of the Fine and Gross Motor Skills Program is an important means of assessing development in the early school years. Games, activities, arts and crafts, playground equipment and coloring play an important role in encouraging emergent self-confidence and academic success.

### **MOTOR SKILLS**

#### **FINE MOTOR SKILLS**

The Student:

- \*Completes non-interlocking puzzles of at least 8 pieces.
- \*Copies simple block designs
- \*Has an established hand dominance
- \*Uses a mature grasp on writing tools
- \*Copies a cross, X, and a square
- \*Cuts on a 5" line within ½"
- \*Writes their name using upper case letters

#### **GROSS MOTOR SKILLS**

The Student:

- \*Walks up stairs using alternating feet
- \*Runs with age-appropriate coordination and control
- \*Throws and catches a playground ball
- \*Uses playground equipment safely
- \*Demonstrate age-appropriate safety awareness

### **SUPPLEMENTAL MATERIALS**

- \*The Education Center, The Mailbox, The Idea Magazine For Teachers
- \*Pencils, paper, scissors
- \*Crayons, markers, and paints
- \*Puzzles
- \*Playground equipment, playground balls

## **PRE-KINDERGARTEN RELIGION CURRICULUM**

The purpose of the Pre-Kindergarten Religion Program is to develop a positive self-concept for each child. This is accomplished through awareness that God has made each one of them special. This pre-kindergarten religious program is designed to support parents in educating their children about the Catholic faith.

### **RELIGION**

#### **GOD MADE ME**

The Student:

- \*Develops a positive attitude about him/herself
- \*Develops a positive attitude about his/her family

#### **I CAN DISCOVER**

The Student:

- \*Develops a positive attitude about his/her five senses that God has provided
- \*Develops a positive attitude about his/her talents and abilities that God has provided

#### **I DISCOVER GOD'S GIFTS**

The Student:

- \*Develops an appreciation for the animals and flowers that God has provided
- \*Develops an appreciation for trees, water, and light that God has provided

#### **I CAN LOVE**

The Student:

- \*Develops a positive attitude about God and his/her friendship with Jesus
- \*Develops a positive attitude about Christian actions toward others

#### **I CAN CELEBRATE**

The Student:

- \*Develops knowledge and participation in the Church's liturgical season of Advent, Christmas, Lent and Easter
- \*Develops a positive attitude about God's love and goodness through Scripture, music and prayer

**METHODS AND STRATEGIES OF THE PRE-KINDERGARTEN  
RELIGION CURRICULUM**

- \*Teacher presentations
- \*Stories
- \*Songs
- \*Dramatizations
- \*Finger-play
- \*Games
- \*Sensorial activities

**TEXTBOOK FOR THE PRE-KINDERGARTEN RELIGION  
CURRICULUM**

I am Special, Thank You, God, For a Wonderful World Our Sunday  
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**SUPPLEMENTAL MATERIALS**

Our Sunday Visitor Publishing Division I Am Special Fun Book  
Our Sunday Visitor Publishing Division Teach Me about God's  
Creation  
Our Sunday Visitor Publishing Division Family Moments  
Posters:  
I Am Special  
Me At ...  
Waiting for Christmas  
I Can!  
Stickers

## **PRE-KINDERGARTEN PRE-ACADEMIC SKILLS CURRICULUM**

The purpose of the Pre-Academic Skills Program is to help foster confidence and enthusiasm for school, as well as increasing the child's awareness of him/herself and the world around them. Academic skill success is an opportunity to engage children when they are young, eager, and curious and also to challenge them by setting reasonable goals and helping them to achieve those goals.

### **ACADEMIC SKILLS**

The Student:

- \*Is able to identify 12 body parts: mouth, eyes, nose, feet, hair, tongue, head, ears, hands, legs, arms, fingers, stomach, back, teeth, toes, chin, thumbs, knees, neck, fingernails, chest, heels, ankles, jaw
- \*Is able to identify 10 colors by name: red, orange, yellow, green, blue, purple, brown, black, white, pink
- \*Is able to identify 5 shapes by name: circle, square, triangle, rectangle, oval
- \*Demonstrates understanding of directional concepts: up/down, forward/backward, low/high, above/below
- \*Demonstrates understanding of quantitative concepts: slow/fast, few/many, thick/thin, empty/full, less/more
- \*Classifies items using simple categories: people, animals, toys, clothes, food, vehicles

### **SUPPLEMENTAL MATERIALS**

- \*The Education Center, The Mailbox, The Idea Magazine For Teachers
- \*The Center For Applied Research In Education, Hands On Alphabet Activities
- \*Toys: small manipulative and sorting
- \*Stories
- \*Cut out shapes and pictures
- \*Crayons, markers, and paints

## **PRE-KINDERGARTEN READING READINESS**

The purpose of the Reading Readiness Program is to expose children to books and literature and to develop the skills and enthusiasm for reading that will ensure their success as beginning readers. This is achieved through age appropriate activities, such as songs, stories, games, art work and work sheets.

### **READING**

#### **LANGUAGE SKILLS**

The Student:

- \*Speaks in sentences of 4-5 words
- \*Tells a simple story in sequence
- \*Understands and respond to Who-What-Where questions
- \*Asks questions to obtain information
- \*Follows three step directions
- \*Offers information to small and large group discussions

#### **READINESS SKILLS**

The Student:

- \*Discriminates which of 3 sounds or words is different
- \*Discriminates which of three pictures is different
- \*Discriminates which of three symbols is different
- \*Indicates rhyming words, initiate rhyming words
- \*Matches upper case letters
- \*Labels upper case letters
- \*Labels lower case letters
- \*Matches lower to upper case letters
- \*Indicates initial consonant sounds: M, P, T
- \*Rote counts 1-10
- \*Counts objects with one-to-one correspondence from 1-10
- \*Identifies numerals 1-10 by name
- \*Matches quantity with symbol 1-10

### **SUPPLEMENTAL MATERIALS**

- \*The Education Center, The Mailbox, The Idea Magazine For Teachers
- \*McGraw-Hill, The Alphabet
- \*The Education Center, Letter of the Week
- \*Teacher's Friend Publications, Alphabet Puppets

### **TEXTBOOK FOR THE READING READINESS CURRICULUM**

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## **PRE-KINDERGARTEN SELF HELP CURRICULUM**

The purpose of the Self Help Program is to encourage the Pre-Kindergarten child to learn to take care of their own needs and to acquire self-confidence through these successes. Since each child develops at an individual rate, these concepts are introduced, emphasized, and incorporated throughout each day and within most activities through the academic year.

### **SELF HELP SKILLS**

The Student:

- \*Knows his/her full name and address
- \*Cares for toileting needs independently
- \*Washes and dries hands independently
- \*Manages simple fasteners independently
- \*Dresses and undresses themselves
- \*Cares for his/her own belongings independently
- \*Takes risks, is flexible, tries alternatives
- \*Demonstrates appropriate activity level for task

### **SUPPLEMENTAL MATERIALS**

- \*The Education Center, The Mailbox, The Idea Magazine For Teachers
- \*Dress-up dolls

## **PRE-KINDERGARTEN SOCIAL SKILLS**

The purpose of the Social Skills Program is to help the pre-Kindergarten child adjust to the school experience by making the transition from home to school a successful one. Children will be able to interact appropriately with their teachers and classmates through a variety of activities such as: games, cooperative play, and role-playing activities.

### **SKILLS**

#### **SOCIAL SKILLS**

The Student:

- \*Follows routines and general classroom directions
- \*Participates in all preschool activities
- \*Shares appropriately: materials, space, attention
- \*Uses classroom materials appropriately
- \*Attends to group activities for 20 minutes
- \*Can make choices independently
- \*Solves conflicts with peers
- \*Accepts redirection and limit setting
- \*Engages in conversations with adults

#### **PLAY SKILLS**

The Student:

- \*Indicates pride in his/her accomplishments
- \*Plays cooperatively with small groups of children
- \*Plays cooperatively with large groups of children
- \*Initiates play appropriately with peers
- \*Listens to another child's point of view or idea for play

### **SUPPLEMENTAL MATERIALS**

- \*The Education Center, The Mailbox, The Idea Magazine For Teachers
- \*Games
- \*Puzzles
- \*Toys
- \*Art supplies