

# **West Chester Cooperative Nursery School Curriculum Guide**

Curriculum Guide for our Older 4/5-year-old class. The curriculum is based on the Ohio Department of Education's Early Learning Content Standards, revised 2006 edition. The referenced page numbers are from the Early Learning Content Standards.

## **Older Four/Five-year-old Class**

Kindergarten readiness is the key to our five-year-old program. Students will continue to master the core content needed to be emergent in literacy, develop number sense and other basic skills. These young learners will also be exposed to additional conceptual ideas expanding their knowledge through group learning and guided experimentation. These indicators describe the knowledge and skills that serve as the foundation for meaningful early learning experiences. They are aligned with the Ohio Department of Education Early Learning Standards and describe essential concepts and skills for young learners.

### ***Reading***

#### *Phonemic Awareness and Word Recognition*

- Identify matching sounds and recognize rhymes in familiar stories, poems, finger plays, songs and words (cat/hat, dog/frog) (p.12)
- Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (p 12)
- Recognize when words share phonemes (sounds) and repeat the common phoneme (/b/ as in ball, Bob, baby) (p. 13)
- Recognize and name upper and lower case letters in addition to those in first and last name. (p. 13)
- Recognize that words are made up of letters (p.13)
- Read own first and last name
- Recognize and "read" familiar words or environmental print (p.13)
- Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (p.13)

#### *Vocabulary*

- Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects. (p. 14)
- Recognize likes and differences in objects and pictures.

#### *Reading Process*

- Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story (p.16)
- Hold books upright, know that people read pages from front to back, top to bottom, and read words left to right. (p.16)
- Predict what might happen next during reading of the text (p.16)
- Answer literal questions to demonstrate comprehension of orally read age-appropriate texts (p. 16)

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- Respond to oral reading by commenting or questioning (p. 17)

### *Reading Applications: Informational Text*

- Use pictures and illustrations to aid comprehension (p.18)

### *Reading Applications: Literary Text*

- Identify characters in favorite books and stories (p. 19)
- Retell or re-enact events from a story (p.19)
- Participate in shared reading of repetitious or predictable text (p.19)

## **Writing**

### *Writing Process*

- Generate ideas for a story or shared writing with assistance (p.20)

### *Writing Applications*

- Play at writing from top to bottom, horizontal rows as format (p. 21)

### *Writing Conventions*

- Print letters of own name and other meaningful words with assistance using conventional print. (p. 22)
- Begin to demonstrate letter formation in “writing” (p. 22)
- Scribble familiar words with mock letters and some actual letters (e.g. love, Mom, child’s name) (p.22)

## **Communication**

- Attend to speakers, stories, poems and songs (p.24)
- Follow simple oral directions (p. 24)
- Speak clearly and understandably to express ideas, feelings and needs. (p. 25)
- Initiate and sustain a conversation through turn taking (p. 25)
- State parents’ names
- Recite home address
- Recite telephone number
- Participate in the recitation of books, poems, chants, songs and nursery rhymes (p. 25)

***Math***

- Count to 20 in the context of daily activities (p.29)
- Identify and name numerals 0-20 (p. 29)
- Identify penny, nickel, dime and quarter and recognize that coins have different values (p. 29)
- Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns (p.29)
- Begin to identify and use the language of units of time (day, night week and yesterday, today tomorrow) (p. 30)
- Recognize that various devices measure time (clock, timer, calendar) p. 30
- Identify, name, create and describe common two-dimensional shapes in the environment and play situations (circles, triangles, rectangles and squares) (p. 31)
- Identify, name and describe three-dimensional objects using the child's own vocabulary (sphere-ball, cube-box, etc) (p. 31)
- Identify, copy, extend and create simple patterns or sequences of sounds shapes and motions in the context of daily activities and play (p. 32)
- Understand relative concepts (e.g., size, heavy, light, over, under)
- Differentiate between left and right

***Social and Emotional Development***

- Separate easily from parents
- Demonstrate self-confidence and willingly tries new things
- Follow classroom rules and routines (p.49)
- Transition between activities
- Demonstrate cooperative behaviors, such as turn taking, sharing, comforting, and compromising (p.41)
- Stay on task
- Respect authority
- Use self-control

***Fine Motor***

- Trace along a line
- Copy or draw from memory two dimensional figures (e.g., circle, square, cross and "X")
- Use scissors to cut a straight line and curved line
- Use mature pencil grip
- Work a puzzle with ten or more pieces
- Use glue properly
- Draw a person (includes: head, body, arms, legs, eyes, mouth, nose, hands, feet)

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### ***Gross Motor***

- Stand on one foot for 5 seconds
- Hop on right and left foot 2 hops
- Skip
- Walk on a balance beam heel to toe
- Catch a ball
- Coordinate body movements
- Climb alternating feet

### ***Music and Art***

- Participate during group signing
- Respond to rhythmic activities
- Identify colors
- Participate in art activities
- Use materials correctly
- Identify the intended purpose of familiar tools (e.g. scissors, hammer, paint brush, cookie cutter) (p. 40)
- Demonstrate the safe use of tools, such as scissors, hammers, writing utensils, with adult guidance. (p. 40)

## **Conceptual Areas introduced in the Older Four/Five-year-old class during the year:**

### ***Science/Health***

- Earth/Space Science
  - Weather
  - Seasons
  - Environmental Changes
  - Night and Day
  - Planets
  - Motion
- Life Science
  - Needs of Living Things
  - Classifying Animals
  - Life Cycles (e.g., butterflies, insects)
  - Plants
  - Different living environments (e.g., in the air, water, soil)

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- Dinosaurs
- Physical Science
  - Nature of Matter (e.g., parts and wholes)
  - Sensory Experiences
  - Vibration
  - Forces and Motion (e.g., pulleys)
  - Light
- Health Science
  - Healthy Habits (e.g., washing hands)
  - Dental Health
  - Our Bodies
- Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers)

## *Social Studies*

- History
  - Daily Life (personal/family history)
  - Heritage (e.g., All About Me, family stories)
  
- Government
  - U.S. Symbols (e.g., American flag, Pledge of Allegiance)
  - Classroom Rules
  - Authority Figures at home, school, in the community (e.g., teacher, parents, police officers)
- Culture
  - Traditions
  - Holidays
- Geography
  - Different Locations and Environments
  - Maps