

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

Curriculum Guide for our 4-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.

## **Four-year-old Class**

Kindergarten readiness is the key to our four-year-old program. Students will gain a basic understanding of core content areas needed to be emergent in literacy, develop number sense and other basic skills. 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, 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)
- Begin to recognize when words share phonemes (sounds) and repeat the common phoneme (/b/ as in ball, Bob, baby) (p. 13)
- Recognize and name some upper and lower case letters in addition to those in first name. (p. 13)
- Recognize that words are made up of letters (p.13)
- Read own first 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)
- Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind) (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)
- 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 and without interruptions (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 0-10. (p. 29)
- Identify penny, nickel, dime and quarter and recognize that coins have different values (p. 29)
- Begin to identify and use the language of time (e.g., day, night week and yesterday, today tomorrow) (p. 30)

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- 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, 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, etc.)

## ***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 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, trunk, arms, legs, eyes, mouth, nose, hands, feet)

## ***Gross Motor***

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

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

- Participate during group signing
- Respond to rhythmic activities
- Identify colors
- Participate in art activities
- 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 4-year-old class during the year:**

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

- Earth Science
  - Weather
  - Seasons
  - Environmental changes
- Life Science
  - Needs of Living Things
  - Classifying Animals (e.g., baby/adult, zoo, farm , jungle)
  - Life Cycles (e.g., butterflies, insects)
  - Plants
- Physical Science
  - Vibration
  - Sensory Experiences
  - Nature of Matter (e.g., parts and wholes)
- Health Science
  - Healthy Habits (e.g., washing hands)
  - Dental Health
- Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers)

#### ***Social Studies***

- History
  - Daily Life (e.g., personal timeline)
  - Heritage (e.g., All About Me, family stories)
- Government
  - U.S. Symbols (e.g., American flag, Pledge of Allegiance)
  - Classroom Rules

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- Authority Figures at home, school, in the community (e.g., parents, teachers, police officers)
- Culture
  - Traditions
  - Holidays