

# Comprehensive Program Spans Nine

# Essential Disciplines

The weekly themes in *The DLM Early Childhood Express* meet key state and national standards for Prekindergarten education in all the following content areas:

## LITERACY

## MATHEMATICS

## SCIENCE

## SOCIAL STUDIES

## FINE ARTS

## HEALTH/SAFETY

## PERSONAL/SOCIAL

## PHYSICAL MOVEMENT

## TECHNOLOGY

### Listening Comprehension

- Listens with increasing attention
- Listens for different purposes
- Understands and follows simple oral directions
- Enjoys listening to and responding to books
- Listens to and engages in several exchanges of conversations
- Listens to tapes and CDs and shows understanding
- Listens purposefully to English-speaking teachers and peers (ESL)

### Speech Production and Speech Discrimination

- Perceives differences between similar-sounding words
- Produces speech sounds with increasing ease and accuracy
- Experiments with new language sounds
- Experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL)

### Vocabulary

- Shows a steady increase in listening and speaking vocabulary
- Uses new vocabulary in everyday communication
- Refines and extends understanding of known words
- Attempts to communicate more than current vocabulary will allow
- Links new learning experiences and vocabulary to what is already known about a topic
- Increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL)

### Verbal Expression

- Uses language for a variety of purposes
- Uses sentences of increasing length and grammatical complexity
- Uses language to express common routines and familiar scripts
- Tells a simple personal narrative, focusing on favorite or most memorable parts
- Asks questions and makes comments related to the current topic of discussion
- Begins to engage in conversation and follows conversational rules
- Begins to retell the sequence of a story
- Engages in various forms of nonverbal communication with those who do not speak his/her language (ESL)
- Uses single words and simple phrases to communicate meaning in social situations (ESL)
- Attempts to use new vocabulary and grammar in speech (ESL)

### Phonological Awareness

- Becomes increasingly sensitive to the sounds of spoken words
- Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems
- Begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way
- Begins to break words into syllables or claps along with each syllable in a phrase
- Begins to create and invent words by substituting one sound for another

### Print and Book Awareness

- Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems
- Understands that print carries a message by recognizing labels, signs, and other print forms in the environment
- Understands that letters are different from numbers
- Understands that illustrations carry meaning but cannot be read
- Understands that a book has a title and an author

- Begins to understand that print runs from left to right and top to bottom
- Begins to understand some basic print conventions
- Begins to recognize the association between spoken and written words by following the print as it is read aloud
- Understands that different text forms are used for different functions

### Letter Knowledge and Early Word Recognition

- Begins to associate the names of the letters with their shapes
- Identifies 10 or more printed alphabet letters
- Begins to notice beginning letters in familiar words
- Begins to make some letter/sound matches
- Begins to identify some high-frequency words (age 4)

### Motivation to Read

- Demonstrates an interest in books and reading through body language and facial expressions
- Enjoys listening to and discussing storybooks and information books read aloud
- Frequently requests the rereading of books
- Attempts to read and write independently
- Shares books and engages in pretend-reading with other children
- Enjoys visiting the library

### Developing Knowledge of Literary Forms

- Recognizes favorite books by their covers
- Selects books to read based on personal criteria
- Understands that books and other print resources are handled in specific ways
- Becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story
- Begins to predict what will happen next in a story
- Imitates the special language used in storybooks and story dialogue and uses it in retellings
- Asks questions and makes comments about the information and events in books
- Connects information and events in books to real-life experiences
- Begins to retell some sequences of events in stories
- Shows appreciation of repetitive language patterns

### Written Expression

- Attempts to write messages as part of playful activity
- Uses known letters and approximations of letters to represent written language
- Attempts to connect the sounds in a word with its letter forms
- Understands that writing is used to communicate ideas and information
- Attempts to use a variety of forms of writing
- Begins to dictate words, phrases, and sentences for an adult to record on paper

### Number and Operations

- Arranges sets of concrete objects in one-to-one correspondence
- Counts by ones to 10 or higher
- Counts concrete objects to five or higher
- Begins to compare the numbers of concrete objects using language
- Begins to name "how many" are in a group of up to three (or more) objects without counting
- Recognizes and describes the concept of zero
- Begins to demonstrate "part of" and "whole" with real objects
- Begins to identify first and last in a series
- Combines, separates, and names "how many" concrete objects

### Patterns

- Imitates pattern sounds and physical movements
- Recognizes and reproduces simple patterns of concrete objects
- Begins to recognize patterns in the everyday environment
- Begins to predict what comes next when patterns are extended

### Geometry and Spatial Sense

- Begins to recognize, describe, and name shapes
- Begins to use words that indicate where things are in space
- Begins to recognize when a shape's position or orientation has changed
- Begins to investigate and predict the results of putting together two or more shapes
- Puts together puzzles of increasing complexity
- Puts together shapes to make new shapes and designs
- Identifies horizontal and vertical lines

### Measurement

- Covers an area with shapes
- Fills a shape with solids or liquids
- Begins to make size comparisons between objects
- Begins to use tools to imitate measuring
- Begins to categorize time intervals and uses language associated with time in everyday situations
- Begins to order two or three objects by size

### Classification and Data Collection

- Matches objects that are alike
- Describes similarities and differences between objects
- Sorts objects into groups by an attribute and begins to explain how the grouping was done
- Participates in creating and using real and pictorial graphs

### Science Processes

- Demonstrates safe practices and appropriate use of materials
- Asks questions about objects, events, and organisms
- Shows an interest in investigating unfamiliar objects, organisms, and phenomena
- Uses one or more senses to observe and learn about objects, events, and organisms
- Describes observations
- Begins to perform simple investigations
- Gathers information using simple tools, such as a magnifying lens and an eyedropper
- Explores by manipulating materials with simple equipment
- Uses simple measuring devices to learn about objects and organisms
- Compares objects and organisms and identifies similarities and differences
- Sorts objects and organisms into groups and begins to describe how groups were organized
- Begins to offer explanations using his or her own words
- Predicts what will happen next based on previous experience
- Solves simple design problems
- Participates in creating and using simple data charts
- Shares observations and findings with others through pictures, discussions, or dramatizations

### Science Concepts

- Observes and describes properties of rocks, soil, and water
- Describes properties of objects and characteristics of living things
- Begins to observe changes in size, color, position, weather, and sound
- Identifies animals and plants as living things
- Groups organisms and objects as living or nonliving and begins to identify things people have built
- Begins to recognize that living things have similar needs for water, food, and air
- Begins to identify what things are made of
- Uses patterns to predict what happens next
- Identifies similarities and differences among objects and organisms
- Begins to use scientific words and phrases to describe objects, events, and living things

### Individual, Culture, and Community

- Shares ideas and takes turns listening and speaking
- Cooperates with others in a joint activity
- Identifies and follows classroom rules
- Participates in classroom jobs and contributes to the classroom community
- Identifies similarities among people like himself/herself and classmates as well as among people of other cultures
- Begins to examine a situation from another person's perspective

### History

- Identifies common events and routines
- Begins to categorize time intervals using words
- Recognizes changes in the environment over time
- Connects past events to current events
- Begins to understand cause-and-effect relationships

### Geography

- Identifies common features in the home and school environment
- Creates simple representations of home, school, or community through drawings or block constructions
- Begins to use words to indicate relative location
- Identifies common features of the local landscape
- Labels common features in familiar environments

### Economics

- Understands the basic human needs of all people for food, clothing, and shelter
- Understands the roles, responsibilities, and services provided by community workers
- Becomes aware of what it means to be a consumer

### Art

- Uses a variety of materials to create original work
- Uses different colors, surface textures, and shapes to create form and meaning
- Begins to use art as a form of self-expression
- Shares ideas about personal artwork
- Begins to show interest in the artwork of others

### Music

- Participates in classroom music activities
- Begins to sing a variety of simple songs
- Begins to play classroom instruments
- Begins to respond to music of various tempos through movement
- Begins to distinguish among the sounds of several common instruments

### Dramatic Play

- Expresses feelings through movement
- Begins to create or re-create stories, moods, or experiences through dramatic representations
- Begins to engage in dramatic play with others

### Health

- Becomes aware of routine healthy behaviors
- Begins to follow health-promoting routines
- Begins to understand the need for exercise and rest
- Refines use of eating utensils
- Begins to recognize and select healthy foods
- Prepares simple, healthy snacks
- Demonstrates an understanding of basic health and safety rules

### Safety

- Recognizes the danger of fire and learns to treat fire with caution
- Responds appropriately during a fire drill
- Knows how to seek help in an emergency
- Knows how to cross a street safely
- Recognizes the symbol for poison
- Knows never to eat substances that are not food
- Recognizes the danger of poisonous substances, including drugs
- Knows not to talk to, accept rides from, or take treats from strangers
- Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult
- Knows never to take medicine unless it is administered by an adult
- Knows about safe behavior around bodies of water
- Knows about safe behavior around bugs and insects
- Understands about safe behavior in potentially dangerous situations

### Personal Development

- Develops a sense of personal space
- Expresses interest and self-direction in learning
- Begins to show self-control by following classroom rules
- Begins to be responsible for individual behavior and actions
- Begins to show greater ability to control intense feelings

### Social Development

- Begins to share and cooperate with others in group activities
- Respects other people's space and personal belongings
- Begins to develop friendships with others
- Begins to express thoughts, feelings, and ideas through language as well as through gestures and actions
- Responds to the suggestions of others

### Physical Movement

- Explores moving in space
- Shows an awareness of names, locations, and relationships of body parts
- Moves within a space of defined boundaries, changing body configurations to accommodate the space
- Becomes more able to move from one space to another in different ways
- Becomes more able to move in place
- Begins to move in rhythm
- Begins to participate in group games involving movement

### Gross Motor Development

- Begins to throw or kick an object in a particular direction
- Begins to play catch with a bean bag or a large ball
- Bounces a large ball and catches it
- Begins to coordinate arms and legs

### Fine Motor Development

- Begins to develop pincer control in picking up objects
- Begins to practice self-help skills
- Begins to hold writing tools with fingers instead of a fist
- Begins to manipulate play objects that have fine parts
- Begins to use scissors
- Begins to coordinate finger activities and clapping exercises

### Technology Applications

- Opens, uses, and exits software programs
- Uses a variety of input devices, such as a mouse, keyboard, voice/sound recorder, or touch screen
- Begins to use technical terminology, such as "mouse," "keyboard," "printer," or "CD-ROM"
- Follows basic oral or pictorial cues for operating programs successfully
- Enjoys listening to and interacting with storybooks and information texts in electronic form
- Uses a variety of software packages with audio, video, and graphics to enhance learning experiences

