

REVEILLE WEEKDAY SCHOOL CURRICULUM

Four Year Old Classes

Concepts to be introduced according to age and individual-appropriateness – does NOT mean child will master each task

*Activities may be adjusted to appropriately serve children with special needs

COGNITIVE DEVELOPMENT – MULTISENSORY APPROACH

LANGUAGE DEVELOPMENT:

Listening Skills:

- listen to stories, poetry, music
- listen and contribute to discussions; ask questions
- follow multi-step directions
- answer simple questions about information that is read or told, including some “How” and “Why” questions, which help stimulate higher-level thinking

Oral Language:

- share thoughts and stories
- recite simple poems, songs, fingerplays
- engage in interactive conversations
- retell the beginning and end of a story
- verbalize with puppets, flannel board, dramatic play
- encourage speaking in complete sentences using adjectives and adverbs
- encourage correct pronunciation and enunciation
- express ideas logically
- complete a thought in oral conversation

Literacy:

- exposure to varied types of print media (may include books made as class project)
- labeling in classroom / print-rich environment
- dictate stories to be written by teacher
- tell story or describe an event in logical order
- encourage emergent interest in writing (scribbling, drawing, copying, invented spellings)
- encourage name writing in upper left corner of paper
- identify some letters of the alphabet
- understand that print carries the message
- have opportunities to retell familiar stories through drama, puppetry and props
- create classroom books based on simple, repetitive text
- participate in activities that build skills in listening, sound discrimination, rhyme, alliteration, sound chunking and concept of word
- develop comprehension strategies (e.g. predictions, retellings, summaries)

AUDITORY DISCRIMINATION:

- make some letter-sound matches
- identify rhyming words
- demonstrate beat in music
- recognize and reproduce patterns

VISUAL DISCRIMINATION / MEMORY:

- recognize likenesses and differences
- sort objects
- identify colors, simple shapes, own name
- recognize and reproduce patterns
- “What’s Missing?” using 3-5 objects

TACTILE / OLFACTORY DEVELOPMENT:

- explore various materials to stimulate sense of touch
- explore various materials to stimulate sense of smell
- describe different textures and scents

REASONING / PROBLEM SOLVING:*Understanding of relationship terms:*

- spatial relationships
- opposites

Number concepts:

- recognize some written numerals on calendar
- compare sets of objects as having fewer or more members
- one-to-one correspondence
- count concrete objects
- sort and classify objects according to different attributes
- sequence pictures or objects in order
- gather data by using concrete object to represent quantity (one blue chip represents his/her blue eyes).
- display recorded information gathered by using pictorial graphs, art projects, or wall and table displays.
- use vocabulary to describe data: none, the most, a lot of, the same as, less than, more than, all, some, the least, higher, and shorter.

Scientific exploration:

- observe natural events such as seed growth and life cycle of pets
- cause and effect
- gradations

MOTOR DEVELOPMENT

FINE MOTOR SKILLS:

Eye-hand coordination:

- manipulation of objects
- building and construction manipulatives
- fingerplays
- lacing, sewing, stringing
- sifting and pouring – water, sand, rice, etc.
- stirring and spreading
- pasting and gluing
- painting with brushes, fingers, sponges
- copying prewriting designs – vertical line, horizontal line, circle, cross, right oblique line, square, left oblique line, oblique cross, triangle
- opportunities to cross the midline in writing and drawing
- cutting straight and curved lines and shapes
- self-help activities – buttoning, snapping, zipping, encourage shoelaces

Strengthening:

- clay, playdough and appropriate related implements, including extrusion tools
- small tools such as scissors, hole punch, stapler, clothespins, tweezers, tongs
- stubby and preschool crayons, different sizes of chalk, and primary markers (if appropriate grasp has been developed)
- activities such as paper tearing for continued development of “skill side” of hand
- use of plant sprayers and other squeezing implements for continued development of open “web space”
- continue using easel or other vertical work areas to strengthen hand and wrist extension

GROSS MOTOR SKILLS:

- walking, running, skipping
- jump in place
- hop in place on each foot
- balance on each foot for 1 second
- alternate feet on stairs
- alternate feet skipping

- throwing, catching
- obstacle course
- woodworking – hammering and sawing

SOCIAL-EMOTIONAL DEVELOPMENT

SELF-AWARENESS:

Learn about place in larger environment:

- community helpers
- cultural diversities
- generational diversities
- handicap awareness

Creativity and self-expression:

- engage in dramatic or imaginative play
- actively participate in music, art and creative movement activities
- art work is process rather than project-oriented
- music is explorative and educational

Social relations:

- respect feelings, rights, and property of others
- respect own and others physical space
- willing to share materials
- play cooperatively with others
- willing to take turns
- observe school rules
- relate positively to adults
- learn to use words to solve disputes

Work habits:

- develop independence with classroom routines – carpool, snack, washing hands, toileting skills, responsibility for belongings, cleaning up after self
- listen attentively at circle time (use age-appropriate time guidelines)
- show initiative
- care for classroom materials

Personal development:

- can separate from parent without crying
- is independent
- smooth transitioning

- willingness to join large or small groups or initiate play
- opportunities to develop empathy
- experience varying degrees of success or failure
- willingness to take risks and try new things
- has confidence in self
- practice good health, safety and nutrition habits