### Thematic Unit

The Thematic Unit is a guide to the topics of Review. The Teachers must follow the Unit of Theme but can use the objectives and concepts to the needs of their students in their class.

**The Thematic Unit contains**
- Theme of the Month
- Weekly Themes
- Songs/Books to sing or read with students.
- Study Questions
  (Which can be adjusted to the classroom needs)
  - Detailed objectives for the
    Color, Shape, Numbers, And letters of the Month.
- Science
- Social studies
- Holiday and Events
- Self-help skills
- Value and Community helper of the Month
- Hispanic Heritage Activity
- Language/Literacy/Writing Concepts

### Las Unidades temáticas

Las Unidades temáticas son una guía para el maestro. Estas ofrecen las estándares, destrezas y competencias del grado. El Maestro debe seguir los temas usando los objetivos y conceptos de acuerdo con las necesidades de sus estudiantes.

**Las unidades temáticas contienen**
- Tema del Mes
- Tema semanal
- Canciones/Libros para cantar o leer con los estudiantes
- Preguntas guías de Estudios
  (las cuales pueden adaptarse a las necesidades del grupo y/o estudiante.)
- Objetivos detallados para el
  Color, Figura, números, Y letras del Mes.
- Ciencia
- Estudios Sociales
- Sensory activities
- Eventos y días Festivos
- Habilidades de Autoayuda
- Valor y Ayudante de la Comunidad del Mes
- Actividades de la Herencia Hispana
- Conceptos de Lenguaje/Literatura/Escritura
## 2021-2022 Early Preschool & Preschool Curriculum

### School Readiness Goals

#### Approaches to Learning

**P-ATL Goal 1.** Children will manage emotions and follow classroom rules and routines with increasing independence. This includes: uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths; demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time; follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.

**P-ATL Goal 2.** Children will increasingly demonstrate self-control including controlling impulses, maintaining attention, persisting with activities, and using flexible thinking. This includes: demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure (may need support from adults); refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them; engages in purposeful play for extended periods of time; applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.

**P-ATL Goal 3.** Children will demonstrate initiative, independence, interest, and curiosity in interactions with others and exploration of objects and people in their environment. This includes independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity; seeks out new information and explores new play and tasks.

**P-ATL Goal 4.** Children will show creativity and imagination in play, learning, and interactions with others. This includes asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity; engages in social and pretend play; uses imagination with materials to engage in copyin simple words posted in the classroom; attempts to independently

#### Language and Literacy

**P-LIT Goal 1.** Children will identify and segment the sounds within words as separate from the word itself. This includes: provides one or more words that rhyme with a single given target, such as “What rhymes with log?”; produces the beginning sound in a spoken word, such as “Dog begins with /d/.”; provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”

**P-LIT Goal 2.** Children will demonstrate they understand how print is used and how print works. This includes: understands that written words are made up of a group of individual letters; begins to point to single-syllable words while reading simple, memorized texts; identifies book parts and features, such as the front, back, title, and author.

**P-LIT Goal 3.** Children will identity most upper- and lower-case letters and produce sounds that correspond to some of them. This includes recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment; produces the sound of many recognized letters.

**P-LIT Goal 4.** Children will demonstrate understanding of narrative structure and information from the content of a story. This includes: re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships; tells fictional or personal stories using a sequence of at least 2–3 connected events.

**P-LIT Goal 5.** Children will write for a variety of purposes using increasingly sophisticated marks. This includes: creates a variety of written products that may or may not phonetically relate to intended messages; shows an interest in copying simple words posted in the classroom; attempts to independently
<table>
<thead>
<tr>
<th>Social and Emotional Development</th>
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<tbody>
<tr>
<td><strong>P-SE Goal 1.</strong> Children will engage in and maintain positive, prosocial, and cooperative relationships and interactions with familiar adults. This includes: shows affection and preference for adults who interact with them on a regular basis; seeks help from adults when needed; engages in prosocial behaviors with adults, such as using respectful language or greetings; attends to an adult when asked; follows adult guidelines and expectations for appropriate behavior.</td>
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<tr>
<td><strong>P-SE Goal 2.</strong> Children will engage in and maintain positive peer relationships and interactions including cooperation and resolving conflicts. This includes: uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy; develops friendships with one or two preferred other children; demonstrates willingness to include others’ ideas during interactions and play; uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.</td>
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<tr>
<td><strong>P-SE Goal 3.</strong> Children will appropriately express and respond to a broad range of emotions, including concern for others. This includes: expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried; uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children; offers support to adults or other children who are distressed.</td>
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<tr>
<td><strong>P-SE Goal 4.</strong> Children will recognize self as a unique individual with own abilities, characteristics, emotions, and interests. This includes describes self-using several different characteristics; demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.</td>
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<tr>
<td><strong>P-SE Goal 5.</strong> Children will express confidence and positive feelings about self and demonstrate a sense of belonging to family, community, and other</td>
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<thead>
<tr>
<th>Cognition</th>
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<tbody>
<tr>
<td><strong>Mathematics Development</strong></td>
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<tr>
<td><strong>P-MATH Goal 1.</strong> Children will demonstrate understanding of number names and order of numerals, the order of size or measures, the number of items in a set, and use math concepts and language regularly during everyday experiences. This includes: says or signs more number words in sequence; quickly recognizes the number of objects in a small set (referred to as “subitizing”); understands that number words refer to quantity; may point to or move objects while counting objects to 10 and beyond (one-to-one correspondence); understands that the last number represents how many objects are in a group (cardinality).</td>
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<tr>
<td><strong>P-MATH Goal 2.</strong> Children will demonstrate understanding of mathematical operations including addition, subtraction, patterns, and measurement. This includes solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.</td>
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<tr>
<td><strong>P-MATH Goal 3.</strong> Children will measure objects by their various attributes using standard and non-standard measurement and use differences in attributes to make comparisons. This includes: measures using the same unit, such as putting together snap cubes to see how tall a book is; compares or orders up to 5 objects based on their measurable attributes, such as height or weight; uses comparative language, such as shortest, heavier, or biggest.</td>
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<tr>
<td><strong>P-MATH Goal 4.</strong> Children will identify, describe, compare, and compose shapes. This includes: names shapes in terms of length of sides, number of sides, and number of angles; correctly names basic shapes regardless of size and orientation; analyzes, compares and sorts two and three-dimensional shapes and objects in different sizes; describes their similarities, differences, and other attributes, such as size and shapes.</td>
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</table>
This includes having a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.

<table>
<thead>
<tr>
<th>Language and Literacy</th>
<th>Cognition Scientific Reasoning</th>
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<tbody>
<tr>
<td><strong>Language and Communication</strong></td>
<td><strong>P-SCI Goal 1.</strong> Children will observe and manipulate physical materials, ask questions, make predictions, and develop hypotheses to describe and understand observable phenomena in their environment. This includes: identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations; uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope; describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky; represents observable phenomena with pictures, diagrams, and 3-D models.</td>
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<tr>
<td><strong>P-LC Goal 1.</strong> Children will attend to, understand, and respond to increasingly complex communication and language from others. This includes: shows acknowledgment of complex comments or questions; is able to attend to longer, multi-turn conversations, either spoken or signed; shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic; children who DLLs are may demonstrate more complex communication and language in their home language than in Spanish.</td>
<td><strong>P-SCI Goal 2.</strong> Children will use reasoning and problem-solving as they ask questions, gather information, make predictions, and conduct investigations. This includes: gathers information about a question by looking at books or discussing prior knowledge and observations; makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”; articulates steps to be taken and lists materials needed for an investigation or experiment; implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.</td>
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<tr>
<td><strong>P-LC Goal 2.</strong> Children will increasingly match the amount and use of language required for different situations and follow social and conversational rules. This includes: usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher; with increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</td>
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<td><strong>P-LC Goal 3.</strong> Children who are dual language learners (DLLs) will demonstrate increased competency in their home language while developing proficiency in Spanish. This includes: demonstrates understanding and uses increasingly more complex language in both their home language and Spanish; expressing broader content knowledge in both languages; children may also code switch, for example, beginning a sentence in one language, then switching to another, or inserting a word from one language within a sentence spoken in a different language.</td>
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P-LC Goal 4. Children will understand and use a wide variety of words for a variety of purposes and show understandings of word categories. This includes: with multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes; with support, forms guesses about the meaning of new words from context clues.

### Objectives for Development & Learning:

**Birth Through Kindergarten**

### Social-Emotional

Regulates own emotions and behaviors.

- Manages feelings.
- Follows limits and expectations.
- Takes care of own needs appropriately.

Establishes and sustains positive relationships.

- Forms relationships with adults
- Responds to emotional cues.
- Interacts with peers.
- Makes friends.

Participates cooperatively and constructively in group situations

- Balances needs and rights of self and others.
- Solves social problems.

### Physical
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Demonstrates traveling skills.

Demonstrates balancing skills.

Demonstrates gross-motor manipulative skills.

Demonstrates fine-motor strength and coordination.
  - Uses fingers and hands.
  - Uses writing and drawing tools.

**Language**

Listens to and understands increasingly complex language.
  - Comprehends language.
  - Follows directions.

Uses language to express thoughts and needs.
  - Uses an expanding expressive vocabulary.
  - Speaks clearly.
  - Uses conventional grammar.
  - Tells about another time or place.

Uses appropriate conversational and other communication skills.
  - Engages in conversations.
  - Uses social rules of language.

**Cognitive**

Demonstrates positive approaches to learning.
  - Attends and engages.
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- Persists
- Solves problems.
- Shows curiosity and motivation.
- Shows flexibility and inventiveness in thinking.

Remember and connects experiences.
- Recognizes and recalls.
- Makes connections.

Uses classification skills.

Uses symbols and images to represent something not present.
-Thinks symbolically.
-Engages in sociodramatic play.

**Literacy**

Demonstrates phonological awareness.
- Notices and discriminates rhyme.
- Notices and discriminates alliteration.
- Notices and discriminates smaller and smaller units of sound.

Demonstrates knowledge of the alphabet.
- Identifies and names letters.
- Uses letters-sound knowledge.

Demonstrates knowledge of prints and its uses.
- Uses and appreciates books.
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- Uses print concepts.
- Comprehends and responds to books and other texts.
- Interacts during read-aloud and books conversations.
- Uses emergent reading skills.
- Retells stories

Demonstrates emergent writing skills
- Writes name

Writes to convey meaning

**Mathematics**
Uses number concepts and operations
- Count
- Quantifies
- Connects numerals with their quantities

Explores and describes spatial relationships and shapes
- Understands spatial relationships
- Understands shapes

Compares and measures

Demonstrates knowledge of patterns

**Science and Technology**
Uses scientific inquiry skills

Demonstrates knowledge of the characteristics of living things

Demonstrates knowledge of the physical properties of objects and materials
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| Uses tools and other technology to perform tasks |
| **Social Studies** |
| Demonstrates knowledge about self |
| Shows basic understanding of people and they live |
| Explores change related to familiar people or places |
| Demonstrates simple geographic knowledge |

| **Arts** |
| Explores the visual arts |
| Explores musical concepts and expression |
| Explores dance and movement concepts |
| Explores drama through actions and language |
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Learning Goals and Objectives
Ages 3-5 years

Social/Emotional Development

Self -Concept

SE1 recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics.

SE2 develops positive self-image: awareness of self as having certain abilities, preferences, characteristics.

SE3 demonstrates increasing self-direction, independence, and control.

SE4 follows simple rules and routines.

SE5 shows interest and respect for work of self and others.

SE6 chooses new as well as familiar activities.

SE7 cleans up own work/play space independently.

Relationships

SE8 uses play to explore and practice social roles and relationships.

SE9 interacts comfortably with familiar adults.

SE10 begins to participate as a member of a group; takes turns and shares, sustains interaction by helping, cooperating, expressing interest.

SE11 interacts with one or more children; develops special friendships.

SE12 participates in group song, dance, acting-role play.

SE13 able to resolve some conflicts, uses constructive language.

SE14 seeks help or information when needed from adults.

Emotional Development

SE15 recognizes and describes own emotions.

SE16 manages feelings appropriately.

SE17 explores emotions through play, art, music, dance.

SE18 shows empathy and caring to others, respond to other emotions.
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Approaches to Learning

Imagination
AL1 is creative, flexible, and inventive in play experiences.
AL2 takes on various roles in make-believe play.
AL3 uses new strategies to solve problems Curiosity.
AL4 shows a willingness to participate, is eager to join play events.
AL5 demonstrates inquisitiveness about subjects and objects.

Persistence
AL6 is not easily discouraged, seeks help to overcome problems.
AL7 works at a task despite distractions or interruptions.
AL8 is able to complete a task or stay engaged.

Reflection
AL9 observes or contemplates and applies that knowledge to a new situation.
AL10 generates ideas, suggestions.
AL11 makes a plan before beginning a task.

Risk-taking
AL12 welcomes new experiences, situations, play events, materials, friends.

Creative Arts

Art Expression
A1 uses a variety of art materials for exploration.
A2 is able to create something unique from other children: creative, imaginative work.
A3 appreciates artistic creations of others and art events.
A4 shares opinions about likes and dislikes of art and other creative expression
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**Music**
A5 participates in group music experiences.
A6 explores with sound, melody, tone, rhythm, beat.
A7 uses and shows interest in a variety of musical instruments for expression.

**Creative Movement**
A8 participates in creative movement and dance.
A9 is able to design original movements and interpretations.

**Dramatic Play**
A10 participates in creative dramatic play and make believe.
A11 is able to play cooperatively with other children.
A12 utilizes props to enhance play environment.
A13 develops new ideas and role play situations by using imagination.

**Physical Development/Health**

**Fine Motor**
PD1 strength and control: folding and creasing paper, building with small blocks, manipulating play dough and clay.
PD2 eye-hand coordination: string beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard.
PD3 uses scissors to cut shapes from paper.
PD4 beginning control of writing, drawing, art tools, art/craft mediums.

**Gross Motor**
PD5 balance and control: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet.
PD6 coordinates movement: walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing, and catching a ball, skipping, clapping.
PD7 develop strength, flexibility, and stamina through play and by using equipment.
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Self-Care
PD8 undresses or dresses self-other than help with difficult fasteners.
PD9 increasing knowledge of healthy eating, good nutrition; tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food.
PD10 washes hands and face without assistance
PD11 brushes teeth independently
PD12 uses tissue for nose, napkin for hand/face appropriately, independently.
PD13 cares for toileting needs independently.
PD14 participates in a variety of physical activities.
PD15 follows basic safety and health rules.
PD16 demonstrates visual and auditory ability and general good health and sleep habits to enable learning.

Language/Literacy

Listening
L1 follows 2 and 3 step directions of increasing complexity.
L2 gains meaning by listening to stories, directions, conversations.
L3 understands verbal and non-verbal cues L4 listens and recognizes sounds in rhymes and words.

Conversation
L5 expresses needs, wants, thoughts through non-verbal gestures, (exposed to sign language), progressing to verbal cues in English or their home language.
L6 child speaks clearly (is understood by both familiar and unfamiliar adults)
L7 initiates asking questions and responds in conversation with others.
L8 shares opinions, experiences, and ideas with others with words.
L9 uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)
L10 exposed to Spanish language.
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**Vocabulary**

L11 understands words and meanings: points to or names body parts, matches or names colors, matches, or names basic shapes, correctly uses time words and phrases, says name/address.

L12 understands quantitative concepts (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)

L13 understands directions/positional concepts (by pointing to pictures or using words depicting go/stop, far/near/up/down, over/under, out/in)

L14 vocabulary is rapidly expanding.

L15 connects phrases and sentences to build ideas.

L16 speaks in sentences using grammar that is age appropriate.

L17 knows and sings songs.

**Emergent Reading**

L18 interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations, handling books appropriately, actively chooses books.

L19 understands text read aloud: recalling part or most of a story or representing it with play or media, asking and answering questions about stories read aloud.

L20 age-appropriate phonological awareness: can combine syllables to make a word, combine words to make compound words, recognizes words that rhyme, associates sound with letters and words, recognizes matching sounds.

L21 alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially their own name, recognizes and names most letters.

L22 understands left to right, top to bottom process of reading.

**Emergent Writing**

L23 interested in written expression: scribbling, drawing a person.

L24 is aware of the uses and functions of symbols and print to convey meaning.

L25 is aware that a word is made up of letters.

L26 beginning to copy or write own name.

L27 age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols.

L28 understands structure: beginning, middle, end of a story.
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### Science

**Observation**

S1 explores materials and makes observations, predictions based on information gathered from the senses.

S2 makes observations of living vs. non-living things, nature, environment, weather by physical characteristics.

S3 makes predictions based on past experiences and observations.

S4 is aware of concepts of time/sequence of events: past, present, and future especially as they relate to sequence of routines such as bedtime, lunchtime, morning, night, etc.

**Questioning**

S5 asks why, where, when, how, what and seeks answers through exploration.

**Investigation**

S6 classifies objects by function.

S7 uses tools such as scale, magnifier, bug catcher, map, binoculars for investigation.

S8 uses “if/then” and “cause/effect” reasoning.

S9 makes comparisons among objects and groups.

S10 solves problems by making a plan of 1-3 actions and following through with it.

### Math

**Numbers**

M1 rote counting and sequencing of numbers

M2 recognizes both numerals and number names.

M3 understands and uses 1-1 correspondence.

M4 counts and builds sets

M5 compares quantities in sets and uses appropriate vocabulary: equal, more, less.

M6 understands adding and subtracting from a set.

M7 begins to understand dividing sets into parts up to fourths.

M8 understands and uses ordinal terms (1st, 2nd, 3rd)
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Patterns
M9 match or sort by color, size, shape, texture; classifies by attributes, makes comparisons.
M10 recognize patterns: can tell “what comes next?”
M11 duplicate simple patterns, then extends and creates patterns.
M12 identify pattern groups (red/yellow, kitten/puppy)
M13 seriate a group of like objects (small, medium, large, or light, medium, dark)

Measurement
M14 understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups.
M15 use tools such as a ruler or scale.
M16 develops growing abilities to collect, describe, and record information through a variety of means such as discussion, maps, charts, or graphs.

Geometry
M17 identifies basic shapes.
M18 understands that shapes remain the same when flipped, rotated.
M19 understands symmetry.
M20 can recognize some three-dimensional shapes: cone, cylinder, pyramid etc.

Spatial Relations
M21 understands and uses positional words: up, down, below, inside, outside, top, bottom, in front, behind, beside, etc.
M22 can describe position from different perspectives: “I am, you are”.
M23 can use simple directions to move from place-to-place obstacle course, directional games, hopscotch.

Reasoning
M24 use simple strategies to solve mathematical problems.
M25 experiments with puzzles and blocks to create solutions, build structures, or move through a process to reach a goal.
**August**

**Monthly Theme:** Beginning the School Year  
**Value:** Responsibility  
**Community Helper:** Policeman

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<th>Weekly Theme</th>
<th>Study Questions</th>
<th>General Cognitive Development</th>
<th>Holiday or Special Event Hispanic Heritage Place/Activity</th>
<th>Songs &amp; Books</th>
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</thead>
</table>
| **New Beginnings:**  
The children will learn about their class, teachers, peers and learn about themselves.  
**Rules and School Supplies:**  
Students will learn about the safety in their class also the material they will use and how to use them properly. | **Teachers should ask a daily question during circle time and plan the activities to answer these questions.**  
- What are important names at the school?  
- What places are around our school?  
- What class are you in?  
- How do we take care of our school?  
- What should we do if we get scared or sad at school?  
- What are tools we may use at school? How do we use them properly? | **Numbers 1, 2**  
**Letters** Vowels  
**Color:** Red  
**Suggested Activities**  
- May go hunting for Red items throughout the class.  
- Name things that are Red.  
- Paint freely with Red/ Red sensory bottle or tub.  
- Painting with red apples or make red apples.  
**Shape:** Circle  
*(Include ball theme of creative curriculum and questions)*  
**Suggested Activities**  
- Name/Point things that are round and circular.  
- Trace or make circle drawings.  
- Count circles or  
- Spheres  
- Make a sphere out of supplies.  
- Trace circular objects using crayons or markers.  
- Learn that a circle has no sides and no corners  
- Practice throwing, rolling, bouncing, and catching a ball. | **Early Release days before school (cleaning / preparation days before school)**  
**School Wide Training Days**  
**Meet and greet the Teacher Day August 16th**  
**First day of School Aug. 17**  
**Hispanic Heritage Place/Activity** Spain/La Tomatina celebration  
Children will do activities with tomatoes such as tomato toss, art projects with tomatoes and learn about la Tomatina de España. | **Songs**  
- Buenos días  
- Las ruedas del camión  
- Las Vocales  
**Books**  
- Si llevas un ratón a la escuela  
- Mi escuelita  
- Un beso en mi mano  
- El día que los crayones renunciaron  
- ¿Como van a la escuela los dinosaurios?  
- Harold y su lápiz Morado.  
- El Pez Cachetón va a la escuela |
# Early Preschool & Preschool Curriculum

## August

**Monthly Theme**: Beginning the School Year  
**Value**: Responsibility  
**Community Helper**: Policeman

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<th>Language Arts</th>
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<th>Social Studies</th>
<th>Various</th>
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</thead>
</table>
| A Closer look with the Hand Lens Math Extension  
- In this activity, children will estimate how much bigger the object looks when magnified. This activity will visually reinforce for the concept of magnification and the degree of enlargement. | Point out the letters in each of the student’s names. You can say things like, “This xxx starts with the letter R, just like your name.” Or “Will has four letters in his name, just like Jack has four letters in his name.” | Learning and Experimenting with A Closer look with the Hand Lens  
- In this activity, the children learn the use of hand lens as a tool for making things appear bigger.  
**Sensory Table:**  
**Pom Poms, Bottles, & Tongs**  
Children use the tongs to pick up the colored pom poms and drop them into a bottle. This activity is good fine motor practice and hand-eye coordination. The bottles in the picture are Tazo drink bottles, which I chose because the opening was not too small and not too wide. I later replaced them with clear plastic bear-shaped honey bottles since our sensory table is on a hard floor and the bottles would break if they fell. | Learning the locations around the school. Such as the Garden, stem room, Motor Lab, Director’s office, Playground, classroom, and various others | Self-help skills:  
Learning to properly wash hands and cover mouth during cough and cold season. |

| Pouring and More: Funnels and test tubes Math Extension  
- In this activity, give each child a small portion cup, and ask the children to predict how many tiny cups it will take to fill a test tube or other small container. | Point out the letters in each of the student’s names. You can say things like, “This xxx starts with the letter R, just like your name.” Or “Will has four letters in his name, just like Jack has four letters in his name.” | Learning and Experimenting with Pouring and More: Funnels and test tubes  
- The children will explore the proper use of test tubes and the use of funnels to make pouring easier. | Learning the locations around the school. Such as the Garden, stem room, Motor Lab, Director’s office, Playground, classroom, and various others | Writing center preparation: make students name cards with picture for them to trace every day. |

**Math**:  
- A Closer look with the Hand Lens Math Extension  
- Pouring and More: Funnels and test tubes Math Extension

**Language Arts**:  
- Point out the letters in each of the student’s names.

**Science & Technology**:  
- Learning and Experimenting with A Closer look with the Hand Lens  
- Learning and Experimenting with Pouring and More: Funnels and test tubes

**Social Studies**:  
- Learning the locations around the school. Such as the Garden, stem room, Motor Lab, Director’s office, Playground, classroom, and various others

**Various**:  
- Self-help skills: Learning to properly wash hands and cover mouth during cough and cold season.
<p>| The children can say their predictions out loud, write them on the board, or write on the sticky notes. You can vary the size of the cup, such as using tiny coffee-shot cups or small bathroom drinking cups, to vary the experience. Count how many cups it will take to fill various containers. The older children can create a graph showing their findings or a graph showing their predictions. | Sensory Table: <em>Flour &amp; Water Mixture</em> Place a cup of flour, cup of water, spoon, and bowl in the sensory table for each child (I only have room for two children at our table). The children can choose the amounts of flour and water to add to their bowl and stir, experimenting to see the different consistencies they get when they add more water or more flour. |   |</p>
<table>
<thead>
<tr>
<th>Weekly Theme</th>
<th>Study Questions</th>
<th>General Cognitive Development</th>
<th>Holiday or Special Event</th>
<th>Songs &amp; Books</th>
</tr>
</thead>
</table>
| **Look at Me** Where children will share everything about themselves to their class their favorites and things they dislike. | • What is your favorite......? Food, show, toy, place etc.  
• How do you feel? Can you show me? (facial expression)  
• Can you name the people in your family and or pets included?  
• What is different/similarities of your family to others?  
• What is your favorite place to go? | **Numbers** 1, 2, 3, 4, 5  
**Letters** vowels  
**Shape:** Square  
**Suggested Activities**  
(find activities that children can do with boxes and squares)  
• What are items that are square and cubed?  
• Trace or make square drawings.  
• Count squares or cubes.  
• Make a square/cube out of supplies.  
• Learn how many sides/corners the shape has  
**Color:** Purple/Morado  
**Suggested Activities**  
• May go hunting for Purple items throughout the class  
• Make purple popsicles  
• Name things that are Purple/Morado.  
• Mix red and blue to make purple  
• Paint freely with Purple/ Purple sensory bottle or tub. | **Holiday and Events**  
• Hispanic Heritage Month  
• Grandparents Day  
• September 13  
• Labor Day Sept. 6  
• No classes Holiday.  
• Ice cream social Sept. 8  
• First Day of Fall September 22  
• Mexico Independence Day Sept. 16th  
**Hispanic Heritage Place/Activity**  
Hispanic Heritage Month: - Pick a country - Set up Hispanic heritage Month Bulletin. with key facts on Hispanic culture and people, food and more.  
Teacher will introduce the class about her/his country, food, people, customs, etc.  
Teachers and staff are encouraged to come in their typical dress. | **Songs**  
• Mi Familia rhyme and song.  
• Si tu estas contento  
**Books**  
• Me gusto como soy  
• Me encanta dormir en mi propia cama  
• Mama me alimenta  
• Me gusta cuando ...  
• ¿Cómo dicen estoy enojado los dinosaurios?  
• Shubert es una Estrella (Conscious Discipline)  
• Kevin y su papa  
• Papi, ¿Cuántas estrellas hay en el cielo?  
• El amor de la familia  
• Un mundo de familias  
• ¿Tú eres mi mama?  
• Casa, querida casa  
• Mi comunidad  
• Ricitos de Oro  
• Yo voy a esperar, Sr. Panda  
• Por favor Sr. Panda  
• La Vista |
| **Feelings and Emotions** Students will learn all about feelings and emotions and how to express own feelings. |  |  |  |  |
| **My Family** Children will learn about Family members and how families are alike or different. (may include cultural awareness and diversity) |  |  |  |  |
| **My Home and My Neighborhood** Children will learn about places inside their home and their neighborhood |  |  |  |  |
## 2021-2022 Early Preschool & Preschool Curriculum

<table>
<thead>
<tr>
<th>Math</th>
<th>Language Arts</th>
<th>Science &amp; Technology</th>
<th>Social Studies</th>
<th>Various</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools for Drips and Drops</td>
<td>Encourage children to put their name or make their mark on all of the artwork that they do in class.</td>
<td>Learning and Experimenting with Tools for Drips and Drops</td>
<td>Learning about various kinds of family structures, including cultural and diversity awareness.</td>
<td>Put a box somewhere in the school and ask families to recycle by bringing used lids.</td>
</tr>
<tr>
<td>Math Extension</td>
<td></td>
<td>• The children will become familiar with the proper way to use pipettes or droppers for experiments involving liquids.</td>
<td></td>
<td>Self-help skills: Cleaning after using items</td>
</tr>
<tr>
<td>• In this activity, have the children predict how many pipettes full of water they will need to fill a plastic lid. Count as each dropper is filled and emptied into the plastic lid. Compare their predictions with the actual experiment results.</td>
<td></td>
<td>Sensory Table: <strong>Exploring Volume with Rice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counting with playdough and rocks</td>
<td></td>
<td>Children used dry rice and colored jewels or gems with measuring cups, funnels, and different sizes and shapes of clear plastic containers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sink or Float</td>
<td>Learning your name sensory bin.</td>
<td>Learning and Experimenting with Sink or Float</td>
<td>Learning about various kinds of family structures, including cultural and diversity awareness.</td>
<td>Learning to properly wash hands and cover mouth during cough and cold season.</td>
</tr>
<tr>
<td>Math Extension</td>
<td>Let students sort letters that are not in student’s name</td>
<td>• This activity offers so many learning opportunities; the children can explore sinking, floating scooping, pouring, counting, comparing, the sense of touch, wet and dry, making predictions, drawing</td>
<td></td>
<td>Place students name cards in writing center</td>
</tr>
<tr>
<td>• In this activity, the children count one by one, take out the items and line them up on the table. And on a piece of paper, create a Buoyancy Graph that</td>
<td>Name cards for all the children in the class should be placed in the writing center. Each card should include the photo and name of a child in</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**September**

**Monthly Theme:** All About Me  
**Value:** Independence  
**Community Helper:** Librarian
<table>
<thead>
<tr>
<th>2021-2022 Early Preschool &amp; Preschool Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>the children can help fill in.</strong></td>
</tr>
<tr>
<td><strong>Counting with playdough and rocks with variation</strong></td>
</tr>
<tr>
<td><strong>Sensory Table: Sink &amp; Float</strong> Place some water on the sensory table and the children add different materials to observe which float and which sink.**</td>
</tr>
<tr>
<td><strong>A slice of life: tree-trunk explorations</strong></td>
</tr>
<tr>
<td><strong>Math Extension</strong></td>
</tr>
<tr>
<td><strong>The children will put things in order from smallest to largest, use a hand lens to get closer look at the rings of the trees, and a tape measure to determine the distance across tree blocks and the height of their structures.</strong></td>
</tr>
<tr>
<td><strong>Counting with playdough and rocks with variation</strong></td>
</tr>
<tr>
<td><strong>Measuring, Identifying and Classifying with A slice of life: tree-trunk explorations</strong></td>
</tr>
<tr>
<td>- <strong>Children will use their sense of smell to sniff cross sections of evergreen trees.</strong></td>
</tr>
<tr>
<td><strong>Sensory Table: Mixing Goop</strong> Children mixed cornstarch with colored water to make “goop.”**</td>
</tr>
<tr>
<td><strong>Lots of Lids</strong></td>
</tr>
<tr>
<td><strong>Math Extension</strong></td>
</tr>
<tr>
<td>- <strong>In this activity, let each child point to the lids in his/her row as his/her classmates count how many are in the row. Determine by counting and by visual representations which rows have the most and</strong></td>
</tr>
<tr>
<td><strong>Learn your name sensory bin. Trace students name and have them decorate the letters with fun designs.</strong></td>
</tr>
<tr>
<td><strong>Measuring, Identifying and Classifying with Lots of Lids</strong></td>
</tr>
<tr>
<td>- <strong>The children will sort, count, graph, and make comparisons with variety of lids.</strong></td>
</tr>
<tr>
<td><strong>Learning about various kinds of family structures, including cultural and diversity awareness.</strong></td>
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<tr>
<td><strong>STEAM Story Time- Spookley the Square Pumpkin</strong></td>
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<tr>
<td>fewest.</td>
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<tr>
<td>---</td>
</tr>
<tr>
<td>Counting with playdough and rocks with variation</td>
</tr>
</tbody>
</table>
2021-2022 Early Preschool & Preschool Curriculum

**October**

**Monthly Theme:** My Community and Means of Transportation  
**Value:** Respect  
**Community Helper:** Firefighter

<table>
<thead>
<tr>
<th>Weekly Theme</th>
<th>Study Questions</th>
<th>General Cognitive Development</th>
<th>Holiday or Special Event</th>
<th>Songs &amp; Books</th>
<th>Songs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Places in My Community</strong></td>
<td>• What is your favorite place in the community?</td>
<td>Numbers 1-10</td>
<td><strong>Holiday and Events</strong></td>
<td><strong>Songs</strong></td>
<td>• Las ruedas del camión</td>
</tr>
<tr>
<td><em>(Building theme from Creative Curriculum)</em></td>
<td>• What is a Community Helper? What does a community helper do?</td>
<td>Letters E, F, G, H + vowels</td>
<td>Prepare for El Dia de los Muertos: October 26th (November 2nd)</td>
<td></td>
<td>• A Viajar</td>
</tr>
<tr>
<td></td>
<td>• What do we do when there is a Fire?</td>
<td><strong>Color</strong></td>
<td>Fire Safety Week</td>
<td><strong>Thanksgiving Songs</strong></td>
<td>• Enfrente de la estación</td>
</tr>
<tr>
<td></td>
<td>• What are safety tips to do when on fire? (stop, drop and Roll)</td>
<td>Orange/Anaranjado Black/Negro</td>
<td>Halloween and Parade</td>
<td>• Un Barco chiquito</td>
<td>• Un Barco chiquito</td>
</tr>
<tr>
<td></td>
<td>• What are Land transportations you use?</td>
<td>• Go hunting for Orange/Black items in classroom/playground.</td>
<td>Fall Festival/Festival de Otoño</td>
<td><strong>Books</strong></td>
<td>• Calabaza Calabaza</td>
</tr>
<tr>
<td></td>
<td>• What are Water Transportations you use?</td>
<td>• Make Orange pumpkin art</td>
<td>Columbus Day October 11 staff in-service Day</td>
<td><strong>Books</strong></td>
<td>• Pavo pavito</td>
</tr>
<tr>
<td></td>
<td>• What are Air Transportations you use?</td>
<td>• Make a black cat art</td>
<td></td>
<td><strong>Books</strong></td>
<td>• Soy un pavo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Name things that are Orange/Black.</td>
<td></td>
<td><strong>Books</strong></td>
<td>• La lechera</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mix red and yellow to make Orange</td>
<td></td>
<td><strong>Books</strong></td>
<td>• Los bomberos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paint freely with Orange/ Black sensory bottle or tub.</td>
<td></td>
<td><strong>Books</strong></td>
<td>• Ayudantes de la comunidad</td>
</tr>
<tr>
<td><strong>Community Helpers</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Books</strong></td>
<td>• Policías</td>
</tr>
<tr>
<td><em>(Fire Safety week)</em></td>
<td></td>
<td></td>
<td></td>
<td><strong>Books</strong></td>
<td>• Los doctores</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Books</strong></td>
<td>• Quien usa esto?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Books</strong></td>
<td>• Construimos de la A a la Z</td>
</tr>
<tr>
<td><strong>Land Transportation</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Books</strong></td>
<td>• Edificios, edificios</td>
</tr>
<tr>
<td>The students will learn about</td>
<td></td>
<td></td>
<td></td>
<td><strong>Books</strong></td>
<td>• Camiones</td>
</tr>
<tr>
<td>Land transportation such as</td>
<td></td>
<td></td>
<td></td>
<td><strong>Songs</strong></td>
<td><strong>Start working on song for</strong></td>
</tr>
<tr>
<td>bikes, cars, trucks, motorcycles,</td>
<td></td>
<td></td>
<td></td>
<td><strong>Songs</strong></td>
<td>the Thanksgiving Dinner and Christmas Concert.</td>
</tr>
<tr>
<td>and more. We will also compare</td>
<td></td>
<td></td>
<td></td>
<td><strong>Songs</strong></td>
<td></td>
</tr>
<tr>
<td>transportation from walking.</td>
<td></td>
<td></td>
<td></td>
<td><strong>Songs</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Videos</strong></td>
<td></td>
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</tbody>
</table>

**Hispanic Heritage Place/Activity:** Uruguay: *Milk festival (have the classrooms make an art of milk, eat arroz con leche, read Mama me alimenta, La lechera*
<table>
<thead>
<tr>
<th><strong>October</strong></th>
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<th><strong>Language Arts</strong></th>
<th><strong>Science &amp; Technology</strong></th>
<th><strong>Social Studies</strong></th>
<th><strong>Various</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monthly Theme:</strong> My Community and Means of Transportation</td>
<td>What Sort is it?</td>
<td>Encourage children to put their name or make their mark on all of the artwork that they do in class.</td>
<td>Measuring, Identifying and Classifying with What Sort Is It? <em>In this activity, the children will learn how to classify and group items by size, color, shape, and other characteristics.</em>*  <strong>Sensory Table:</strong>  <strong>Easy Fingerprint</strong>  Someone donated some bottles of finger paint to our class, but we had no finger paint paper. Instead of finger painting on paper, we put it in the sensory table, and the children loved it! It is also fun to add two colors that mix well, such as blue +</td>
<td>Learn about places/location around the community and where to go for safety. Such as weather /fire drill/ evacuation. Also review social study of transportation.</td>
<td>Put a box somewhere in the school and ask families to recycle by egg cartoon.</td>
</tr>
<tr>
<td><strong>Value:</strong> Respect</td>
<td>Math Extension</td>
<td>Means of transportation count and clip cards.</td>
<td></td>
<td></td>
<td>Self-help skills:  Put jacket and winter clothing independently.</td>
</tr>
<tr>
<td><strong>Community Helper:</strong> Firefighter</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
| Classifying Liquids and Solids Math Extension | Letter Lacing Cards | Measuring, Identifying and Classifying with Classifying Liquids and Solids  
*The children will learn solids and liquids. | Learn about places/location around the community and where to go for safety. Such as weather /fire drill/ evacuation. Also review social study of transportation. | Learning to properly wash hands and cover mouth during cough and cold season. |
| --- | --- | --- | --- | --- |
| **Means of transportation count and clip cards with variation.** | **Letter Lacing Cards** | **Measuring, Identifying and Classifying with The Mystery of Suspensions**  
*The children will learn that suspensions have qualities of both liquids and solids and appear to be in a state between the two. Also, the children will compare and contrast, mix and measure as they explore a suspension. | **Learning to properly wash hands and cover mouth during cough and cold season.** | **STEAM Story Time-5 Little Pumpkin** |
| **Mystery of Suspensions Math Extension**  
*In this activity, the children will talk about fractions using measuring cups.* | **Letter Lacing Cards** | **Measuring, Identifying and Classifying with The Mystery of Suspensions**  
*The children will learn that suspensions have qualities of both liquids and solids and appear to be in a state between the two. Also, the children will compare and contrast, mix and measure as they explore a suspension. | **Learning to properly wash hands and cover mouth during cough and cold season.** | **STEAM Story Time-5 Little Pumpkin** |
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<table>
<thead>
<tr>
<th>Sensory Table: Magnets in the Sensory Table</th>
<th>Pipe Cleaners Letters</th>
<th>Learn about places/location around the community and where to go for safety. Such as weather /fire drill/ evacuation. Also review social study of transportation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This fun science sensory table has magnetic and non-magnetic items for children to explore. Fill the sensory table with rice (or use sand). Add colorful plastic pony beads (non-magnetic), some magnetic marbles, and colored metal paper clips. Include magnet wands for each child.</td>
<td>Measuring, Identifying and Classifying with Find the Long-Lost Animals *The children will learn about the role of paleontologist, a Scientist who studies fossils- the ancient remains of animals and plants.</td>
<td></td>
</tr>
</tbody>
</table>

Find the Long-Lost Animals Math Extension
- The children will sort fossils by attributes such as insects, versus dinosaurs, reptiles, and other animals.

Means of transportation count and clip cards with variation.
# November

**Monthly Theme:** Fall  
**Value:** Gratitude  
**Community Helper:** Baker

<table>
<thead>
<tr>
<th>Weekly Theme</th>
<th>Study Questions</th>
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<th>Holiday or Special Event Hispanic Heritage Place/Activity</th>
<th>Songs &amp; Books</th>
</tr>
</thead>
</table>
| **Fall Harvest:**  
The children will learn about Fall, tree, leaves and how they change colors, including corn and pumpkins any fruit or vegetable that is harvested for fall. *(include /review trees theme of creative curriculum and questions)*  
*Pilgrim and Native Americans: (stone soup Activity week)*  
Students will learn about the Pilgrims and Native Americans what they wear, where they lived and what they did. We will also learn about how Christopher Columbus the mayflower and so much more.  
| • What is fall? How does it look? Can you describe it to me?  
• Can you name the parts of a Tree?  
• What/ who is a pilgrim? What/ who is a Native American?  
• What is Thanksgiving? How do we Celebrate it?  
• What are you thankful for? *(have students write what they are thankful for with or without assistance if needed)*  
• What is your families Tradition during Thanksgiving?  
• What is your favorite | **Numbers**  
1- 15  
**Letters**  
E, F, G, H, I, J, K, L + vowels  
**Color**  
Brown/Café o marrón  
| • Altar del Dia de los Muertos November 2  
• Thanksgiving Dinner in individual class with small presentation Nov 19th  
• Thanksgiving Holiday school closed November 25 and 26th  
• Parent Teacher Conferences  
• Turkey in disguise  
• Stone soup activity week  
| **Holiday and Events**  
**Hispanic Heritage Place/Activity:** *Day of the Dead/Día de los Muertos* altar learn various cultural similarities and differences of this holiday. The school will work together to decorate the front foyer with El Día de los Muertos Altar.  
| **Songs**  
• Pavo pavito pavo  
• Calabaza, Calabaza  
• El niño de jengibre  
• pin pon  
| **Books**  
• Brown bear  
• Brown bear  
• Sopa de Piedras  
• El pavo que se olvidó como hacer gluglú  
• Donde esta mi pavo?  
• Las hojas en otoño  
• Los animales en otoño  
• La cosecha de calabazas  
• Cosecha de Manzanas |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thanksgiving:</strong></td>
<td>This week student will learn about activities one might do during Thanksgiving. We will also show the students how to give thanks and learn about Turkey and other foods one may eat during this time.</td>
</tr>
<tr>
<td><strong>Family Traditions:</strong></td>
<td>Students will discuss their own family traditions and activities that they did during Thanksgiving, we will also learn about other traditions.</td>
</tr>
<tr>
<td>homemade dish you eat on Thanksgiving?</td>
<td>Younger students can trace or make triangles drawings.</td>
</tr>
<tr>
<td></td>
<td>Count triangles/pyramids students can make a triangle out of supplies such as popsicle sticks.</td>
</tr>
<tr>
<td></td>
<td>Trace triangular objects using crayons or markers.</td>
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<tr>
<td></td>
<td>Learn to make a pyramid with straws and marshmallows.</td>
</tr>
<tr>
<td></td>
<td>How many has sides and corners are there in a triangle/ pyramid.</td>
</tr>
<tr>
<td>Special Project Thanksgiving</td>
<td><strong>EP A:</strong> Laminated Place mat</td>
</tr>
<tr>
<td></td>
<td><strong>EP B:</strong> Turkey card</td>
</tr>
<tr>
<td></td>
<td>Preschool: Matted Art &amp; Pinecones turkey</td>
</tr>
</tbody>
</table>
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### November

**Monthly Theme:** Fall  
**Value:** Gratitude  
**Community Helper:** Baker

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<tbody>
<tr>
<td><strong>The Estimation Guessing Game</strong></td>
<td><strong>Encourage children to put</strong></td>
<td><strong>Measuring, Identifying and Classifying with</strong></td>
<td><strong>Learn about the pilgrims, Native Americans, and</strong></td>
<td><strong>Learning to properly wash hands and cover</strong></td>
</tr>
<tr>
<td><strong>Math Extension</strong></td>
<td><strong>their name or make their</strong></td>
<td><strong>The Estimation Guessing Game</strong></td>
<td><strong>the tradition of Thanksgiving.</strong></td>
<td><strong>mouth during cough and cold season.</strong></td>
</tr>
<tr>
<td>• The children will sort items by sizes and will count the items in each category. Also, the students will be able to represent data with chart or graph.</td>
<td><strong>and count the items in each category.</strong></td>
<td>*The children will develop their ability to estimate and predict.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pipe Cleaner Letters</strong></td>
<td></td>
<td><strong>Sensory Table:</strong></td>
<td></td>
<td><strong>Self-help skills:</strong> Proper hand washing techniques &amp; cover mouth properly.</td>
</tr>
<tr>
<td><strong>Puddle Jumping Math Game</strong></td>
<td></td>
<td><strong>Fall Leaf</strong></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Add silk leaves, acorns, and pasta on the sensory table. The children exploring, scooping, and pouring the pasta using tweezers, small spoons, and measuring cups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Weekly Estimation Jar</strong></td>
<td><strong>Letter Shapes Sensory Bin</strong></td>
<td><strong>Measuring, Identifying and Classifying with</strong></td>
<td></td>
<td><strong>STEAM Story Time- The Runaway Pumpkin</strong></td>
</tr>
<tr>
<td><strong>Math Extension</strong></td>
<td></td>
<td><strong>The Weekly Estimation Jar</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Puddle Jumping Math Game with variation</strong></td>
<td></td>
<td>*In this activity, the children will estimate and make predictions using foster critical thinking.</td>
<td></td>
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</tr>
<tr>
<td>2021-2022 Early Preschool &amp; Preschool Curriculum</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>Building Strong Structures Math Extension</td>
<td></td>
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<tr>
<td>• The children will practice counting as they determine the number of books the paper structure can hold.</td>
<td></td>
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<tr>
<td>Texture Shape Art Collages</td>
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<tr>
<td>Letter Shapes Sensory Bin</td>
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<tr>
<td>Measuring, Identifying and Classifying with Building Strong Structures</td>
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<tr>
<td>*Children will learn how columns are used to increase the strength of a building.</td>
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<tr>
<td>Sensory Table:</td>
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<tr>
<td>Turkey Basters</td>
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<tr>
<td>I added turkey basters (bought at the Dollar Tree) with a bucket of water and measuring cups. Of course, all the water from the bucket ended up in the table, but that was okay. From that point, they squeezed up the water from the table &amp; tried to get it all back in the bucket. Great fine motor practice &amp; a lot of fun!</td>
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<tr>
<td>Let the Color Changes Flow Math Extension</td>
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<tr>
<td>• In this activity, the children drip colored water from their pipettes, count the number of drops out loud</td>
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<tr>
<td>Connect the Alphabet Letters Game</td>
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<tr>
<td>Changing, bubbling and rolling with Let the Color Changes Flow</td>
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<tr>
<td>*The children will make predictions about the hues different</td>
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</tbody>
</table>
2021-2022 Early Preschool & Preschool Curriculum

<table>
<thead>
<tr>
<th>Sensory Table: Color Mixing</th>
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</thead>
<tbody>
<tr>
<td>Children mixed primary-colored water to make secondary colors. The bucket in the middle was for dumping the water when finished, or to start over.</td>
<td></td>
</tr>
</tbody>
</table>

with them.
**December**

**Monthly Theme:** Holidays  
**Value:** Compassion  
**Community Helper:** Doctor

<table>
<thead>
<tr>
<th>Weekly Theme</th>
<th>Study Questions</th>
<th>General Cognitive Development</th>
<th>Holiday or Special Event</th>
<th>Songs &amp; Books</th>
</tr>
</thead>
</table>
| **Hanukah/Kwanza:**  
The children will learn Hanukah and Kwanza.  
**Special Holidays / Traditions and Activities**  
Students will learn about traditions that they celebrate in their families, as well as in their peer’s families.  
**Holidays Around the Latin World**  
We will review traditions around the Latin world such as Las posadas, Las Parrandas and more. |  
- What is Hanukah and how is it celebrated?  
- What is Kwanza and how is it celebrated?  
- What Holiday traditions does your Family do?  
- what are Holiday traditions around the Latin world? | **Letters**  
**Numbers**  
1-20  
**Color**  
Green/Verde and Red/Rojo  
- Go hunting for red or green items throughout the class  
- Name things that are Red/ green.  
- Paint freely with Red and Green  
- Red and Green sensory bottle or tub.  
- Mix blue and yellow to make green. | **Holiday and Events:**  
- Brown Santa  
- Holiday Concert  
- Classroom Holiday Party  
- Santa Visit  
- School closed for Winter Break December 24  
**Hispanic Heritage**  
**Place/Activity:**  
Puerto Rico Las Parrandas* make our own parranda with our class made instruments.  
**Special Xmas Project:**  
EP A: Picture – Deer Ornaments | **Songs**  
- El niño de jengibre  
- Los colores song  
- Besos de Franela  
- Feliz Navidad  
- Navidad rock  
- Campanas de Belén  
- Rudolfo  
- Cascabel  
- Invierno, invierno |
| **Shape**  
Star/ Estrella  
Crescent/half moon (creciente/media) | **Books**  
- Januca  
- Navidad  
- Kwanzaa  
- El hombre de pan de jengibre  
- La navidad de Lolo  
- Llego la navidad David |  
|  
--- |

*Teachers should ask a daily question during circle time. These questions can review the themes, colors, numbers, letters, or any other topic reviewed.*
2021-2022 Early Preschool & Preschool Curriculum

<table>
<thead>
<tr>
<th>Math Extension</th>
<th>Language Arts</th>
<th>Science &amp; Technology</th>
<th>Social Studies</th>
<th>Various</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squish and Squeeze: Secondary Colors</td>
<td>Encourage children to put their name or make their mark on all of the artwork that they do in class. What do you hear? Guess the Sound: <a href="https://www.youtube.com/watch?v=h8Q-jIHbcXM">https://www.youtube.com/watch?v=h8Q-jIHbcXM</a></td>
<td>Changing, bubbling and Rolling with Squish and Squeeze: Secondary Colors *The children will blend primary colored paint in bags to create secondary colors.</td>
<td>Learning about various cultural and diverse holiday traditions</td>
<td>Writing center preparation: make students name cards w/o picture + others for them to trace every day. Save old one in student portfolio.</td>
</tr>
<tr>
<td>Shape Guessing Game with Beads &amp; Pipe Cleaners Use the pincer grip to slide beads onto pipe cleaners</td>
<td>Sensory Table: <strong>Pouring Water</strong> Children poured water into different sized containers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absorbing Color Combinations Math Extension Shape Guessing Game with</td>
<td>Create a Card. Have the children create a holiday card by dictating what they want written.</td>
<td>Changing, bubbling and rolling with Absorbing Color</td>
<td></td>
<td>Self-help skills: Listening and following directions</td>
</tr>
</tbody>
</table>
### 2021-2022 Early Preschool & Preschool Curriculum

<table>
<thead>
<tr>
<th>variation</th>
<th>Combinations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• In this activity, the children can count how many primary and secondary colors the class used. And children can also count and graph how many of each new color produced.</td>
<td>*The children will examine the concept of absorption using colored water to make the process more visible.</td>
<td></td>
</tr>
<tr>
<td>Launching Recycled Rockets Math Extension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In this activity, the children count the number of footsteps from the launch pad to where rocket landed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Nature Shapes | Q-Tip Painting Practicing the pincer grip by painting with a Q-tip | Changing, bubbling and rolling with Launching Recycled Rockets
*This activity involves recycling paper-towel tubes to make rockets. The children will be amazed when the rockets launch high in the air. **Sensory Table:** Ice Rainbows
Children explored crushed ice and colored water by adding drops of colored water to a cup of ice. | |
| | | STEAM Story Time- Pete the Cat rocking in my school shoes |
### 2021-2022 Early Preschool & Preschool Curriculum

#### January

**Monthly Theme:** Weather Report  
**Value:** Honesty  
**Community Helper:** Weather Report

<table>
<thead>
<tr>
<th>Weekly Theme</th>
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<th>Holiday or Special Event</th>
<th>Songs &amp; Books</th>
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</thead>
</table>
| **Seasons**  | • What are the four seasons?  
• What is your favorite season? Class can make a chart.  
• What is the weather like today? This question can be asked daily.  
• What do we need for this type of season? Or weather?  
• What should we wear in this season? Weather?  
• What are do people/animals and the environment do during this season? Weather?  

**Teachers should ask a daily question during circle time. These questions can review the themes, colors, numbers, letters, or any other topic reviewed.** | **Letter**  
Review from previous semester | **Number**  
Review from previous semester | **School closed January 1-3**  
**Classes begin January 4th.**  
**Prepare for Spring Concert**  
**January 17 school closed for MLK staff inservice day.**  
**Bring your pet to school Day.**  
**100th day of school** | **Songs**  
• Estrellita  
• Los días de la semana  
• Los meses del año  
• Invierno, invierno |
| **Rain or shine**  
Students will learn about the various weather/climate and temperature. Such as Sunny, Rainy, humid, cloudy and many others  
• **All year long**  
We will review how the Seasons, Weather/ climate affects the environment, people and of course Animals and insects.  
• **What should I Wear?**  
The class will review what kinds of clothes is worn in certain seasons, and in certain weather. | **Color**  
Review from previous semester | **Shape**  
Review from previous semester | **Books**  
• El otoño  
• El verano  
• El invierno  
• La primavera  
• ¿Cómo está el clima hoy?  
• ¿Cómo está el tiempo hoy? (diferente autor)  
• El Tiempo  
• El Clima  
• La Lluvia  
• Viento  
• El Sol  
• El Mitón |
### January

**Monthly Theme:** Weather Report  
**Value:** Honesty  
**Community Helper:** Weather Report

<table>
<thead>
<tr>
<th>Math</th>
<th>Language Arts</th>
<th>Science &amp; Technology</th>
<th>Social Studies</th>
<th>Various</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>Encourage children to put their name or make their mark on all of the artwork that they do in class.</td>
<td>Review</td>
<td>Learn about what weather hits which places most. Example: Texas is dry and weather changes frequently, Chicago gets a lot of cold weather the highest is 73 degrees, Mexico is dry but gets a very cold during the winter and very hot during the summer</td>
<td>Place students name cards + others w/o picture for them to trace every day.</td>
</tr>
</tbody>
</table>
| Number Car Park Play Mats | Write Name & Letters in Corn Meal using fingers | **Sensory Table:** Instant Snow  
Insta-Snow is a super absorbent polymer. I let my kids watch as I make it so they can see the powder absorb the water. I bought mine at Hobby Lobby, but you can also get it from Steve Spangler. Since my kids do not get the opportunity to see or touch real snow, they like to just run their fingers through it and play with it. You could also use it with measuring cups and containers of different sizes, or with small plastic polar animals. | | |
| It is Snowing Inside Math Extension  
• In this activity, the children compare the temperature of the cold water or | Write Name & Letters in Corn Meal using a writing utensil | Cooking, Looking, and Listening with It is Snowing Inside  
*The children will learn about temperature and the difference between | Learn about what weather hits which places most. Example: Texas is dry and weather changes frequently, Chicago gets a lot of cold weather the highest is 73 degrees, Mexico is | |

**Self-help skills:**  
Proper hand washing techniques & cover mouth, Simple techniques on learning on how dress self.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>the snow using thermometer. Discuss which number is greater. Number Car</td>
<td>hot and cold.</td>
<td>dry but gets a very cold during the winter and very hot during the summer</td>
<td>STEAM Story Time-Planting a Rainbow</td>
</tr>
<tr>
<td>Park Play Mats with variation</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Shake and Freeze:</strong></td>
<td><strong>Shaving Cream Messy Alphabet</strong></td>
<td><strong>Cooking, Looking, and Listening with Shake and Freeze:</strong> Homemade Ice Cream <em>Provide a way to demonstrate hot and cold. And also reinforce the concept of chemical change.</em>*</td>
<td><strong>Sensory Table:</strong></td>
</tr>
<tr>
<td>Homemade Ice Cream Math Extension</td>
<td></td>
<td></td>
<td><strong>Cups with Holes &amp; Cups Without Holes</strong></td>
</tr>
<tr>
<td>Mystery number Crayon Rubbings</td>
<td></td>
<td></td>
<td>I added two cups with holes &amp; two without holes for the children to explore with the water. I used clear disposable punch cups &amp; used a drafting compass to poke holes in the bottom of two of the cups. Oddly enough, the compass is one of my handiest tools in the classroom— I have used it to draw many circles &amp; poke many holes in things. The kids enjoy drawing circles</td>
</tr>
</tbody>
</table>

**Sensory Table:** **Cups with Holes & Cups Without Holes**

I added two cups with holes & two without holes for the children to explore with the water. I used clear disposable punch cups & used a drafting compass to poke holes in the bottom of two of the cups. Oddly enough, the compass is one of my handiest tools in the classroom— I have used it to draw many circles & poke many holes in things. The kids enjoy drawing circles.
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**Sun Cooked Snacks Math Extension**
- Talk with the children about the temperature inside the box before the activity and compare it to the temperature after the activity.
  - Which temperature is higher? Why did the temperature change?

**Mystery number Crayon Rubbings with variation**

**Shaving Cream Messy Alphabet**

**Cooking, Looking, and Listening with Sun Cooked Snacks**
- In this activity, the children will use the power of the sun to actually cook fun s'mores treats. Also, they will learn about the dangers of the sun and ways yo protect themselves from its powerful rays.

**Learn about what weather hits which places most. Example:**
- Texas is dry and weather changes frequently, Chicago gets a lot of cold weather the highest is 73 degrees, Mexico is dry but gets a very cold during the winter and very hot during the summer.
### February

**Monthly Theme:** Growing Up Healthy  
**Value:** Responsibility  
**Community Helper:** Dentist

<table>
<thead>
<tr>
<th>Weekly Theme</th>
<th>Study Questions</th>
<th>General Cognitive Development</th>
<th>Holiday or Special Event</th>
<th>Songs &amp; Books</th>
</tr>
</thead>
</table>
| **Look at me Grow**  
The children will about their body such as body parts, height, five senses and how one grows up.  
- Nutrition  
The class will learn about Nutrition: healthy foods, fatty foods, the food Pyramid, and more.  
- Heart and Dental Health  
We will review how to keep our heart and teeth healthy and why exercise and brushing our teeth help us.  
- Hygiene  
The class will learn all about Hygiene and why its important to wash hands, brush teeth, comb hair, shower and change clothes daily/frequently. | • Where is you? (Body part)  
• How tall are you?  
• What is Nutrition? What are healthy foods/ fatty foods?  
• What is your favorite food? Why is important.  
• Do you exercise? What is exercise? Why is exercise good for you?  
• How do we take care of our hygiene?  

**Teachers should ask a daily question during circle time. These questions can review the themes, colors, numbers, letters, or any other topic reviewed.**  
Letters  
Numbers  
1 - 25  
Color  
Pink  
• Go hunting for pink items throughout the class  
• Name things that are Pink.  
• Paint freely with Pink  
• Pink sensory bottle or tub.  
• Mix Red and White to make Pink.  

**Shape**  
Corazon  
• Question: where can we find a heart/Pentagon? | Holiday and Events  
• Chinese New Year Feb. 11th  
• Dental Health week  
• Valentine’s Day/ Class Party Feb. 14th  
• President Day School Closed/ Staff in-service Day Monday February 21st  
• Engineer Week  

**Hispanic Heritage Place/Activity**  
Venezuela-Carnival in Venezuela is a 2 day festival, 40 days before Easter. Is a time when youth in many rural towns have water fights. Anybody and everybody that is out in the streets during the week of carnival is subject to being soaked. Carnival is celebrated with dance, music balloons, family festivities, Lavish costumes, and parades.  
• Yo me lavo las manos  
• Te quiero yo song, besos de franela  
• El ABC  

**Books**  
• Donde está el corazón de bebe  
• Adivina Cuanto te quiero  
• Como te quiero  
• Siempre Te querré  
• Los dientes de Trino rojo  
• Luna no quiere cepillarse los dientes  
• El león que quería cepillarse los dientes  
• Me encanta lavarme los dientes  
• Me encanta dormir en mi propia cama  
• Me encanta comer frutas y verduras
## 2021-2022 Early Preschool & Preschool Curriculum

### Monthly Theme: Growing Up Healthy

**Value:** Responsibility

**Community Helper:** Dentist

<table>
<thead>
<tr>
<th>Math</th>
<th>Language Arts</th>
<th>Science &amp; Technology</th>
<th>Social Studies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Growth and Change Mealworms</td>
<td>Encourage children to put their name or make their mark on all of the artwork that they do in class. Retelling a Story Select a book and read it every day. <a href="https://handsonaswegrow.com/story-retelling-three-ways/">https://handsonaswegrow.com/story-retelling-three-ways/</a></td>
<td>Growing, Adapting, and Exploring Nature with Growth and Change Mealworms *The children will learn about life cycles and how mealworms grow and change into beetles. They will also learn how to use a hand lens as they closely examine mealworms. <strong>Sensory Table:</strong> <strong>Bubbles</strong> Children added liquid soap to water with</td>
<td>Learning about the natural resources that our Earth provides us.</td>
<td><strong>Self-help skills:</strong> Practice proper dental hygiene.</td>
</tr>
<tr>
<td>Math Extension</td>
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<td></td>
</tr>
<tr>
<td>Counting with Easter Eggs</td>
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<tr>
<td>• Count shapes of the month</td>
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<tr>
<td>• Draw a heart art</td>
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<tr>
<td>• Cutout heart without assistance</td>
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<tr>
<td>• Learn the sides and corners of both shapes</td>
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<tr>
<td>• Make a pentagon shape with popsicle sticks</td>
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<tr>
<td>• Make a casita in the shape of a pentagon</td>
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<tr>
<td>• What two shapes make a pentagon</td>
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<tr>
<td>• Como bañar a tu dinosaurio</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Animal Adaptations: Marine Mammals and Blubber</td>
<td>Retelling a Story Using same book follow these activities. <a href="https://handsonaswegrow.com/story-retelling-three-ways/">https://handsonaswegrow.com/story-retelling-three-ways/</a></td>
<td>Growing, Adapting, and Exploring Nature with Animal Adaptations: Marine Mammals and Blubber *The children will learn about mammals and how marine mammals use their thick blubber to stay warm in water. Also, the children will learn about comparing attributes or characteristics.</td>
<td>STEAM Story Time- Chicka Chicka Boom Boom</td>
<td></td>
</tr>
<tr>
<td>Counting with Easter Eggs with variation</td>
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</table>

<p>| Our Hearts and Circulation: A Matter of Exercise | Retelling a Story Using same book follow these activities. <a href="https://handsonaswegrow.com/story-retelling-three-ways/">https://handsonaswegrow.com/story-retelling-three-ways/</a> | Growing, Adapting, and Exploring Nature with Our Hearts and Circulation: A Matter of Exercise *The children will learn about the heart and the role it plays in circulation. <strong>Sensory Table:</strong> <strong>Sweet Valentine’s Day</strong> Put colored rice into the sensory bin, heart shapes, plastic bowls and measuring cups. They are scooping rice and heart shapes with the measuring | |
| Math Extension • In this activity, the children will identify the lowest and highest number in each column. | Counting with Easter Eggs with variation | | |</p>
<table>
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<tbody>
<tr>
<td>Examing Seeds and Observing Growth Math Extension</td>
</tr>
<tr>
<td>- The children will learn, that like an animal, a plant follows a life cycle as it develops.</td>
</tr>
<tr>
<td>Counting with Easter Eggs with variation</td>
</tr>
<tr>
<td>*The children will describe the physical properties, comparing the sizes and shapes.</td>
</tr>
</tbody>
</table>
### March

**Weekly Theme:** Spring (Parent’s Appreciation week)

The children will learn about spring. How it looks what we can see such as the leaves changing, plants blooming, animals coming out as well as bugs.

- **Seeds, Flowers/Plants and more** (trees from creative curriculum and the lorax week)
  Students will learn all about the plant life cycle. How to take care of plants and what they need.
- **bugs and Insects** (Spring break week)
  We will learn all about bugs and insects. Why they are alike or different, what they eat, where they live and their names.
- **Dinosaurs**
  We will learn all about Dinosaurs their names are, when were dinosaurs

**Study Questions**

- What is spring? What happens during springtime? How does it look?
- What do we need to plant and grow things? What are things that grow? Do they grow in the ground or in a tree?
- Do you have a Garden? What kind of Garden? If you do not, what kind of Garden would you want if you did?
- What is a Bug? What is an Insect? What is the difference in a bug and an Insect? What are the similarities? Where do they live, what do they eat, and what do they do to help us?
- What is a Dinosaur? Which Dinosaur is your favorite? Which is an herbivore, and which is a meat eater?

**General Cognitive Development**

**Letters**

**Numbers**
- 1 – 30

**Color**
- Blue/Azul and Gray/Gris
- Go hunting for items throughout the class that are blue or gray
- Name things that are Blue or Gray
- Paint freely with Blue or Gray
  - Blue or Gray sensory bottle or tub.
  - Mix black and white to make gray.

**Shape**
- Diamond/diamante (Can also include clover/ trebol to shapes)
- Question: where can hexagon/ diamonds be found?

**Holiday or Special Event**

**Holiday and Events**
- Parent Read aloud Week.
- Let us plant Our Garden.
- Lady bug release
- Spirit Week
- Dr. Seuss Read Aloud America
- Parent Appreciation week
- Spring Break
- St. Patrick’s Day

**Community Helper:** Gardener

**Hispanic Heritage Place/Activity:** Spain-Las Falles de Valencia is a traditional celebration held in commemoration celebration in the city of Valencia. The term Falles refers to both the celebration. A few towns in the Valencia community have similar celebration inspired by the original falls de Valencia.

**Songs & Books**

**Songs**
- Hay una mosca en mi....
- primavera
- Hay una araña en mi cabeza
- La araña pequeña
- la cucaracha
- La marcha de las hormigas
- El ABC song

**Books**
- La Primavera
- Bienvenida Primavera
- La Primavera está aquí
- La semillita
- Como crece una semilla
- El ciclo de la vida de las plantas
- El gran árbol centenario
- Nuestro árbol Aldo
- Mi árbol crece
- El árbol de Pablo
- ¿Sabes algo sobre los insectos?
- La luz de Lucia
- Super Catarina y los Super Insectos
- Huevos verdes con...
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<tbody>
<tr>
<td><strong>March</strong></td>
<td><strong>Monthly Theme:</strong> Discover Nature</td>
<td><strong>Value:</strong> Courage</td>
<td><strong>Community Helper:</strong> Gardener</td>
<td></td>
</tr>
<tr>
<td>Comparing Different Animal Homes</td>
<td>Encourage children to put their name or make their mark on all of the artwork that they do in class.</td>
<td>Growing, Adapting, and Exploring Nature with Comparing Different Animal Homes</td>
<td>Let us learn about time change and how it affects you.</td>
<td>Self-help skills: Learn to put shoes on</td>
</tr>
<tr>
<td>Clothspin Drop Counting Game</td>
<td>Create a letter. Have the children create a letter to our sponsor child in Latin America by dictating what they want written.</td>
<td><em>The children will learn that animals are adapted to living in different types of environments.</em>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Printing with Sunlight</td>
<td>Create a letter. Have the children create a letter to our sponsor child in Latin America by dictating</td>
<td>Cooking Looking and Listening with Creative Printing with Sunlight</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Count diamonds/clovers
- Older students can make a clover art
- Make a hexagon with popsicle sticks.
- Learn that a sides and corners of both shapes.

- Jamon
  - Un pez, Dos peces, pez rojo, Pez azul
  - El Lorax
  - ¿Como son Buenos amigos los dinosaurios?
  - Como comen los dinosaurios?
  - El Bosque de los Dinosaurios

- Comparing Different Animal Homes
- Math Extension
  - *In this activity, count how many spiderwebs found around the school.

- Clothespin Drop Counting Game

- Sensory Table: **Squeezing a Sponge**
  - Put a small amount of water in a bowl and using a sponge they are squeezing out.

- Self-help skills: Learn to put shoes on
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>STEAM Story Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothespin Drop Counting Game w/ variation</td>
<td>what they want written.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>power of the sun firsthand as they create images fixed onto paper by sunlight.</td>
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</tr>
<tr>
<td></td>
<td><strong>Sensory Table:</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Transferring Cocoa (Left to Right)</strong></td>
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<tr>
<td></td>
<td>Children used a spoon to move cocoa from the bowl on the left to the right. The cocoa gives off a nice scent. Cinnamon and other spices can also be used.</td>
<td></td>
</tr>
<tr>
<td>Exploring Mirrors, Light and Reflection</td>
<td>Learn new words sensory bin. Match letters in new sight words: mamá, papá, familia, Hija</td>
<td><strong>STEAM Story Time</strong>-</td>
</tr>
<tr>
<td>Math Extension</td>
<td>Cooking Looking and Listening with Exploring Mirrors, Light and Reflection</td>
<td>Big Red Barn</td>
</tr>
<tr>
<td>*In this activity, create and count designs that will be reflecting into the mirror.</td>
<td>*The children will learn how the mirror works and explore reflections.</td>
<td></td>
</tr>
<tr>
<td>Straw &amp; Pom Poms Counting Game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing with Light and Shadows</td>
<td>Learn new words sensory bin. Sort letters that are not in this week’s words: mamá, papá, familia, Hija</td>
<td></td>
</tr>
<tr>
<td>Math Extension</td>
<td>Cooking Looking and Listening with Playing with Light and Shadows</td>
<td></td>
</tr>
<tr>
<td>*The children will explore new ways to create shadows using light reflected by a mirror.</td>
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</tr>
<tr>
<td>Straw &amp; Pom Poms Counting Game w/ variation</td>
<td></td>
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<tr>
<td></td>
<td><strong>Special Project Pascua/Primavera:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EP A:</strong> Matted Art</td>
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</tr>
<tr>
<td>2021-2022 Early Preschool &amp; Preschool Curriculum</td>
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<tr>
<td>EP B: Flower wall hanging / purse</td>
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<tr>
<td>Preschool: Cd Wind Spinners</td>
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</tr>
</tbody>
</table>
### April

**Monthly Theme:** Earth and Animals  
**Value:** Citizenship (learning to take their part in the community of their class to help clean up, help others out)  
**Community Helper:** Veterinarian

<table>
<thead>
<tr>
<th>Weekly Theme</th>
<th>Study Questions</th>
<th>General Cognitive Development</th>
<th>Holiday or Special Event</th>
<th>Songs &amp; Books</th>
</tr>
</thead>
</table>
| **Wild Animals**  
The children will about wild animals, their characteristics like; what they eat and how they need to live. | • Which animals are considered wild animals?  
• What is your favorite wild animal?  
• What is Earth? Where is it? Who lives on Earth?  
• What is a Reptile? What is an Amphibian? Why are they alike or different? Can you name some?  
• What animals are Farm animals? What animals are considered Pets? How do we take care of them and what do they provide us?  
• What is Reduce, Reuse and Recycle? How can we help to take care of our Earth?  
(Do activities that help Reduce, Reuse and Recycle)  
• Which animals are considered sea Animals? What is your favorite sea animal?  
• Which sea animal is the biggest? How old can a Turtle get? How many legs does an Octopus have?  
**Teachers should ask a daily question during circle time. These questions can review the themes, colors, numbers, letters, or any other topic reviewed.** | **Letters**  
Complete Alphabet | **Holiday and Events**  
• Egg Hunt /Party  
• Good Friday/School closed April 15  
• NAEYC Week of the Young Child April 11th - 15th, 2022  
• Parent/Teacher Conferences | **Songs**  
• Estrellita  
• Pin pon song  
• Los pollitos dicen  
• La gallina turuleca  
• 5 patitos se fueron a nadar  
• Elena la ballena  
• Mi Tio tiene una granja  
• Bingo  
• Los colores  
• Los días de la semana  
• Los meses del año  
• El ABC  
• Buenos días  
• Había un Sapo  
• A la víbora de la mar  
• En la granja de tio juan |
| **Farm Animals and Pets**  
Students will learn about the Animals that are both on the Farm or House Pets. How to take care of them, what they eat, and how they need to live. We will also learn about what they offer us. |  | **Color**  
Yellow and White  
• Go hunting for Yellow and white items throughout the class  
• Name things that are both yellow and white.  
• Free art with Yellow and white crayons  
• Yellow and white sensory bottle or tub. |  | **Books**  
• Reptiles and Anfibios  
• Las Ranas  
• Serpientes  
• Animales de granja  
• Los animales de la granja |
| **Sea Animals**  
As a class we will learn about sea Animals such as whales, turtles, octopuses, fish and more. We will learn about their names, what they eat and more. |  | **Shape**  
Oval/Ovalo  
• Question: where can an oval or an Octagon be found?  
• Count ovals and octagons  
• Connect oval plastic eggs. |  |  |
## 2021-2022 Early Preschool & Preschool Curriculum

| with earth such as the dirt, plants, water, and so much more including how to take care of our Planet Earth with Reducing, Reusing and Recycling. | • Make or an Oval art  
• Draw octagons.  
• Learn that a sides and corners of both shapes. | best songs. | • Pollita Pequeñita  
• Animales del mar en peligro  
• Caballitos de Mar  
• Pulpos y Calamares  
• Ballenas  
• Gary y Harry  
• La tierra  
• Reducir, Reutilizar, Reciclar  
• Reciclar?  
• ¿Por qué debo ahorrar agua?  
• ¿Por qué debo proteger la naturaleza?  
• ¿Por qué debo ahorrar energía?  
• Sam ayuda a reciclar  
• El aullido de los monos  
• Olimguito de la A a la Z! |
| --- | --- | --- | --- |
| • Reptiles and Amphibians  
The children will about reptiles and amphibians the differences and similarities. What they look like, how they feel, what they eat and where they live. |  |  |  |
## 2021-2022 Early Preschool & Preschool Curriculum

### April

**Monthly Theme:** Earth and Animals  
**Value:** Citizenship (learning to take their part in the community of their class to help clean up, help others out)  
**Community Helper:** Veterinarian

<table>
<thead>
<tr>
<th>Math</th>
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<th>Science &amp; Technology</th>
<th>Social Studies</th>
<th>Various</th>
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</table>
| Cool Vibrations: Sensing Sound Waves  
Math Extension  
Shapes Collage Art | Encourage children to put their name or make their mark on all of the artwork that they do in class.  
Retelling a Story  
*In this activity, the children will explore their sense of sound. They will use a tuning fork to hear sound, and they will see and feel vibrations.*  
**Sensory Table:**  
**Catching Fish**  
I added these foam fish from a package I purchased at a craft store, along with kitchen strainers, and two small buckets. The children enjoyed catching the fish and putting them in their bucket. When all the fish were gone, they dumped their bucket of fish back into the water. If foam fish are unavailable, you could cut a simple fish shape. | Let us learn about geographic exploration through various images/ global maps and more. | Self-help skills:  
Learning proper way to clean after one’s self, Work on self-serving skills. |
| Shapes Collage Art with variation | | |

| Fluffed-Up Soap Math Extension *In this activity, the children count down. | Retelling a Story Using same book follow these activities. [https://handsonaswegrow.com/story-retelling-three-ways/](https://handsonaswegrow.com/story-retelling-three-ways/) | Changing, Bubbling, and Rolling with Fluffed-Up Soap *The children will learn about the physical properties of matter and the terms hot, cold, sinking, and floating. **Sensory Table: **[Pouring Sand](#) Children poured sand into different sized containers. I use dustless Jurassic Sand |
| Jasper Johns Art Numbers | | |

| **STEAM Story Time** - The Very Hungry Caterpillar |
### Chemical Changes: Making a Mixture
*In this activity, let the children measure the ingredients for the playdough into the measuring cups.

#### Jasper Johns Art Numbers with variation

### Retelling a Story
Using same book follow these activities.  

### Changing, Bubbling, and Rolling with Chemical Changes: Making a Mixture
* The children will combine ingredients to create a chemical change.

#### Sensory Table: Creative Exploration (Lizards)
Children used Jurassic Sand with Tree Blocks, river rocks, and plastic lizards for creative play.
# 2021-2022 Early Preschool & Preschool Curriculum

## May

**Monthly Theme:** Traditional Stories  
**Value:** Cooperation  
**Community Helper:** Sanitation Worker

<table>
<thead>
<tr>
<th>Weekly Theme</th>
<th>Study Questions</th>
<th>General Cognitive Development</th>
<th>Holiday or Special Event Hispanic Heritage Place/Activity</th>
<th>Songs &amp; Books</th>
</tr>
</thead>
</table>
| • Folk tales: The children will learn wonderful folk tales such as the three little pigs, Goldilocks’ and the three little pigs, 3 Billy’s goats gruff, and various others.  
• Nursery rhymes, poems, and songs Students will learn Nursery rhymes, poems, and songs such as Humpty Dumpty, Estrellita Donde estas, En la granja de tio Juan, Sana Sana, and various others.  
• Eric Carle Did it best! We will review and read the best books of Eric Carle such as la oruga muy hambrienta, la Arana muy ocupado, La Mariquita malhumorada, oso pardo oso pardo and many more. These books will help us review colors, numbers, and various topic such as animals body parts etc. | • What is a folk tale? Which is your favorite Folk tale? Do you like to Read?  
• What happens in the story of...? (Name a Folktale title and ask)  
• Do you know (Name a Nursery Rhyme)? What is your favorite song? (Allow children to choose one)  
• What is your favorite Eric Carle book? Can you name the parts of the Animals in Brown Bear, Brown Bear?  
• What are the foods in the La Oruga muy hambrienta? Which is your Favorite fruit or food out of the book?  
• What did you learn in school? What was your favorite theme? | **Letters**  
Review  
**Numbers**  
Review  
**Color**  
Review  
**Shape**  
Review | Holiday and Events  
• May 13 early release at 4pm for Westlake  
• May 13 early release at 4pm for Central  
• May 30 Holiday Memorial Day Closed  
• May 27 last Day of School | **Songs**  
• Los días de la semana  
• Los meses del año  
• El ABC  
• Buenos días  
• Estrellita  
• Pin pon  
• El niño de jengibre  
• Los colores |
| | **Hispanic Heritage Place/Activity**  
• Cinco de mayo Parade and Celebration  
Viva Mexico Celebration  
*Making a Mexican flag and have a parade in celebration, make a sol and Luna art. | **Books**  
• Oso pardo oso pardo  
• La Oruga muy hambrienta  
• La araña muy ocupada  
• La mariquita malhumorada  
• El gallo sale a ver el mundo  
• Ricitos de Oro  
• Los tres cerditos  
• Caperucita Roja  
• El patito feo  
• Los tres chivitos  
• Juan y los frijoles mágicos  
• Pinochio  
• La gallinita roja |
**2021-2022 Early Preschool & Preschool Curriculum**

- **Review all**
  - This week we will review all we have learned in both semesters. Such as the Alphabets, numbers, color, shapes and more.

### May

<table>
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<tr>
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<th>Social Studies</th>
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</thead>
<tbody>
<tr>
<td>Review All Units</td>
<td>Encourage children to put their name or make their mark on all of the artwork that they do in class.</td>
<td>Repeat Favorites</td>
<td>The study of where the folktale came from “legend has it…”</td>
<td>Self-help skills: Reviewing all self-help skills</td>
</tr>
<tr>
<td>Playdough Flowers Number Game</td>
<td>Repeat Favorites</td>
<td>Review All Units</td>
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<tr>
<td></td>
<td>Add a variety sea animal and some water in the sensory table. Also,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Sensory Table:</strong> <strong>Creative Exploration (Spiders)</strong></td>
<td></td>
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<tr>
<td></td>
<td>Children used Jurassic Sand with Tree Blocks and plastic spiders for creative play. The plastic spiders are spider rings with the ring part cut off.</td>
<td></td>
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</tr>
<tr>
<td>Repeat Favorites</td>
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<td>Repeat Favorites</td>
<td>The study of where the folktale came from “legend has it…”</td>
<td></td>
</tr>
<tr>
<td>Playdough Flowers Number Game with variation</td>
<td>Repeat Favorites</td>
<td>Repeat Favorites</td>
<td></td>
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<tr>
<td></td>
<td><strong>Sensory Table:</strong> <strong>Coral Reef Water</strong></td>
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<tr>
<td></td>
<td>Adding a variety sea animal and some water in the sensory table. Also,</td>
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<tr>
<td>Playdough Flowers Number Game with variation</td>
<td>Repeat Favorites</td>
<td>Repeat Favorites</td>
<td>The study of where the folktale came from “legend has it…”</td>
<td>STEAM Story Time-10 Apples Up on Top</td>
</tr>
</tbody>
</table>
# 2021-2022 Early Preschool & Preschool Curriculum

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measuring cups</td>
<td>measuring cups, scoops, strainer, funnel, Seashells, and eye droppers. The children will have the opportunity to explore physical properties of objects and materials.</td>
</tr>
<tr>
<td>Special Project Mother's Day</td>
<td><strong>EP A</strong>: Matted art</td>
</tr>
<tr>
<td>Special Project Mother's Day</td>
<td><strong>EP B</strong>: Egg cartoon flower bouquet</td>
</tr>
<tr>
<td>Preschool</td>
<td><strong>Preschool</strong>: Button flower matted art</td>
</tr>
</tbody>
</table>
### June

<table>
<thead>
<tr>
<th>EP A:</th>
<th>EP B:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Project Father’s Day</strong></td>
<td><strong>Preschool: “5 Cosas que amo de papa”</strong></td>
</tr>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td><img src="image2.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>

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**Image 1:** A ribbon displaying “#1 Dad” and various awards.

**Image 2:** A banner with “#1 Dad” and a collection of hearts.