Parent Guide to Learning in MCCSC

PRE-KINDERGARTEN

A summary of what children should know and be able to do and ways for families to increase learning at home.
**LEARNING TARGETS**

Learning goals in preschool come from Indiana’s Early Learning Foundations, which are aligned to the K-12 Academic Standards.

### LANGUAGE ARTS

**Communication Process**
- Use and understand increasingly complex sentences
- Ask and answer questions
- Stay on-topic during two-way conversations
- Use language with expanding detail and vocabulary

**Early Reading**
- Identify most uppercase and some lowercase letters
- Begin to understand letter-sound correspondence
- Engage in rhyming games
- Complete simple rhymes
- Orally blend, segment, and identify syllables in familiar words
- Begin to hear sounds as separate units in words
- Understand how books function – that they are made of words, have titles, authors, and illustrators; that words go from left to right and top to bottom
- Respond to and interact with books
- Answer questions about and retell familiar stories

**Early Writing**
- Recognize that drawings, paintings and writings are meaningful representations
- Create letter-like shapes, symbols, letters, and words with modeling
- Create writing with the intent of communicating
- Dictate stories for adults to write
- Begins to add details and narrative structure
- Uses pictures, letters, and symbols to share an idea

### MATH

**Numeracy**
- Count 1-20
- Count backwards from 10
- Recognize that the quantity of items remains the same regardless of the order
- Count with 1:1 correspondence
- Draw pictures, symbols, or use objects to represent 0-10 items
- Identify, without counting, small quantities of items (1-4)
- Match number symbols with amounts
- Name and write numerals up to 10
- Identify “first” and “last” and positional words
- Compare quantities
- Separates sets of 6 or few objects into equal groups

**Computation and Algebraic Thinking**
- Understand numbers can be composed and decomposed to create new numbers
- Begin to create and extend simple patterns
- Understands sequence of events
- Sorts, classifies, and compares objects

**Geometry**
- Use positional terms
- Match similar shapes
- Names two-dimensional shapes
- Differentiate between 2-D and 3-D shapes

**Measurement**
- Understand concepts of time
- Understand daily concepts of earlier, later, morning, and afternoon
- Compare two or more objects with a measurable attribute
- Measures length and volume

Approaches to Play and Learning: We seek to support children’s curiosity as learners, and to prompt them to take initiative, be self-directed, and show interest in school and the world around them. We help them develop flexible thinking and positive social interactions during play. Children’s attentiveness and persistence to tasks are fostered. Children are encouraged to engage in imaginative and cooperative play with others.
SCIENCE
Preschool children learn foundational science concepts by exploring objects and the world around them in hands-on ways. We support children’s understanding of the properties of objects and how the physical world changes. We help children understand the natural world by exploring the earth, sky, weather, and seasons. We offer experiences that help children understand the characteristics of living creatures and plants and we help them begin to understand how to solve problems using the engineering design process.

CREATIVE ARTS
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PHYSICAL HEALTH & GROWING
A child’s physical development proceeds from big muscles to small muscles, and so children need many opportunities to move their large muscles in order to be able to effectively use their small muscles to hold pencils and write. Children are given many opportunities to use their big muscles as they run, climb, jump, and balance, and their small muscles as they stack blocks, string beads, pinch playdough, and more. Children learn about healthy nutrition, personal care, and their senses.

SOCIAL STUDIES
Preschool social studies helps children begin to learn about themselves and their role in families, school, the community, and eventually, in the world. Children assimilate knowledge about family and community roles through play. Children begin to understand the passage and measurement of time, as well as how to describe natural and manmade features of locations. They begin to understand the foundational concepts of economy, including that people have jobs and use money. They learn that citizens in a democracy have responsibility to work together to accomplish tasks.

SOCIAL EMOTIONAL LEARNING
Social emotional learning in preschool aims to help children develop a strong sense of self, confidence, and to be able to identify and express emotions. Preschool teachers focus on helping children gain impulse control, planning skills, and emotional regulation. In addition, teachers and children work on forming positive relationships and handling conflict in appropriate ways.
**USEFUL LINKS**

National Association for the Education of Young People  
https://www.naeyc.org/our-work/for-families

Birth to Five: Watch Me Thrive  
https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive/families

Centers for Disease Control: Learn the Signs, Act Early  
https://www.cdc.gov/ncbddd/actearly/

Center on the Social Emotional Foundations of Early Learning: Family Tools  
http://csefel.vanderbilt.edu/resources/family.html

**WAYS TO SUPPORT YOUR CHILD AT HOME**

- Have back-and-forth conversations with your child often. As you’re out and about in the community, talk about the things and people you see. Introduce new words, and ask your child about their thinking with open-ended questions (“Why do you think so?” for example).

- Talk to your child about feelings, including theirs and yours. Offer them words if they can not express their emotions. Include words like “angry,” “frustrated,” and “relieved.”

- Read books to your child daily. They can be obtained for free from the library. Ask your child questions about the book, and how it relates to their lives (if you’re reading a book about dogs, talk about dogs you’ve seen or have as pets).

- Allow your child to help with household chores, such as putting away toys and setting the table.

- Rhyme with your child using books, songs, and just silly word-play.

- Give your child materials to write with (pencils or crayons and paper). Ask your child to “read” their writing to you, even though it looks like scribbles.

- Count with your child. As you put the socks away in the drawer on laundry day, count them with your child. As you set the table, ask, “How many plates do we need for our family?” Count them out.

**PRE-KINDERGARTEN DEVELOPMENTAL MILESTONES**

- Says name and age
- Knows and says 250-500 words
- Answers simple questions
- Speaks in sentences
- Speaks clearly, though may not be fully comprehensible until age 4
- Walks and runs easily
- Alternates feet when going up/down steps
- Helps put on and remove clothing
- Kicks, throws, and catches a ball
- Correctly names familiar colors
- Compares the size, shapes, and colors of objects- notices similarities and differences
- Pretends and fantasizes more creatively
- Shows affection to familiar people and dramatic play