

## Social/Emotional Development

The personal, social and emotional development of the students is developed by having students:

- Demonstrate knowledge of personal information (first and last name, age).
- Begin to develop awareness of own abilities and characteristics and express pride in accomplishments.
- Begin to show self-regulation to handle emotions appropriately.
- Develop independence during activities, routines, and play.
- Following rules and routines within the learning environment.
- Use words and seek adult help in conflict situations.
- Use classroom materials purposefully and respectfully.
- Tolerate short waiting periods for teacher attention.
- Sustain attention to a task or activity appropriate for age.

## Physical Development and Health

Fine and gross motor activities are provided in order to help students continue to develop:

- Moving the body with balance and control.
- Large muscle strength and coordination

### HELPFUL WEBSITES

School District Website  
[www.obenschools.org](http://www.obenschools.org)

New York State Education Department  
[www.nysed.gov](http://www.nysed.gov)

- Alternating the right and left side of the body.
- Using a variety of tools and materials to strengthen hand grasp, flexibility and coordination.
- Hand-eye coordination to perform fine motor tasks.
- Building finger dexterity.
- Performing some self-care tasks independently.
- Discussing and following appropriate safety procedures.

## Creative Expression and Aesthetic Development

The Pre-K program provides students with many opportunities to participate in creative movement, dance and drama activities by:

- Using music to express thoughts, feelings and energy.
- Listening to and imitating sounds, sound patterns, and/or songs.
- Singing songs with repetitive phrases and rhythmic patterns independently and within a group.
- Participating in dramatic play.
- Creating original artwork to express thoughts, feelings and energy.
- Creating drawings, paintings and models that are detailed, personal, and realistic.
- Planning, working independently, and demonstrating care and persistence in art experiences.
- Understanding and sharing opinions about artwork and experiences.

Theodore Roosevelt Elementary School  
150 West Main Street  
Oyster Bay, New York 11771

# Theodore Roosevelt Elementary School

## Curriculum Guide



**Grade**

# Pre-K

**Oyster Bay - East Norwich Central  
School District**



## MATHEMATICS

A variety of activities promote mathematical concepts and problem solving. Students engage in activities that enable them to:

- Show a beginning understanding of numbers and quantity.
- Say number names to at least 20.
- Use concrete objects to show an understanding of the concepts more than, less than, and the same/equal.
- Move objects to keep track of those counted.
- Recognize simple AB patterns.
- Reproduce or extend simple patterns of concrete objects and/or repeating colors.
- Recognize, name and draw basic geometric shapes.
- Compare objects of the same or different lengths and weights.
- Understand measurement attributes and processes.
- Understand beginning concepts of addition and subtraction.

## SCIENCE

The pre-k science program promotes scientific thinking and inquiry. Students are provided with opportunities to:

- Ask questions
- Make predictions
- Test predictions through exploration and experimentation.
- Investigate the seasons and observe seasonal changes.
- Observe daily weather.
- Make comparisons among objects.

## LANGUAGE ARTS/READING

*Early Literacy Development in the Pre-K Program consists of developmentally appropriate activities which will prepare students to participate in the Columbia Teachers College reading and writing model upon entering Kindergarten. Students will be encouraged to:*

- *Listen with increasing attention during group and story time.*
- *Respond to own name and requests for action or information.*
- *Follow one-step directions and build up to two-step directions.*
- *Develop phonological awareness.*
- *Recognize rhyming words.*
- *Notice words with the same beginning sound.*
- *Recite songs, rhymes, chants, and poems and engage in word play.*
- *Speak clearly using appropriate tone, inflection, and volume so that words can be understood by peers and adults.*
- *Speak in complete sentences.*
- *Enjoy books, hold books correctly and turn pages from left to right.*
- *Demonstrate increased levels of sustained and focused engagement during read aloud time.*
- *Retell stories.*
- *Understand that pictures, print, and other symbols carry meaning.*
- *Understand concept of title, author and illustrator.*
- *Develop knowledge of letters of the alphabet.*
- *Use pictures to better comprehend a book.*
- *Write and draw using a variety of writing and drawing tools and on a variety of surfaces.*

## SOCIAL STUDIES

This program is designed to help students:

- Communicate, share, and cooperate with others who have different opinions.
- Discuss the qualities we value in a person's character such as caring, responsibility, fairness, citizenship, respect, and trustworthiness
- Understand that all people have basic needs.
- Begin to understand cause and effect or the consequences of personal actions or actions in stories.
- Understand time, change, and continuity-past, present and future events.
- Participate in classroom jobs and contribute to the classroom community.
- Become aware of leadership roles and know the importance of listening to people in such roles.
- Discuss and identify daily routines and classroom rules.
- Recognize contributions of community workers.
- Demonstrate an awareness and appreciation of own culture and culture of others.

## TECHNOLOGY

Students are given the opportunity to use various computer programs to develop and enrich all areas of the curriculum. The Smart Board is used to enhance the learning experience.