

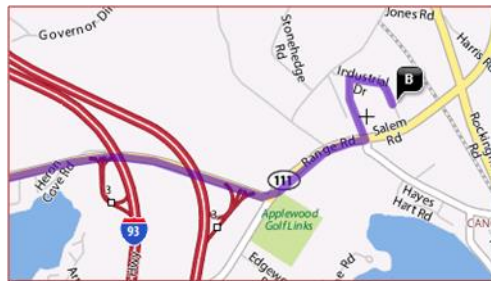
The Pre-K curriculum is an interdisciplinary program that integrates language arts, math, science, art, music, social, fine motor and gross motor skills. Integrated thematic units are designed to help children access their individual learning styles while providing opportunities for creativity and enrichment. The curriculum allows for flexibility and thematic units may vary from year to year depending on the needs and interests of all of our students. 🖐

Broad Theme Examples

- Early Literacy and Emergent Math
- Seasons and Sign Language
- Weather and Calendar
- Music and Movement
- Colors and Shapes
- Nature and Habitat

Integrated Curriculum Unit Examples

- Marvelous Me
- Dinosaurs, Insects, Plants
- Exploring Your Community/World
- Holidays and Special Days
- Life Cycles



- 93 North/South to Exit 3
- Follow Route 111 (East) towards No. Salem
- Left at lights onto Lamson Road
- First right onto Industrial Drive
- WCK is located on the left



Windham Cooperative
Kindergarten & Nursery School

Parents and Teachers
In Partnership since 1966



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WCK is a school of opportunity to all people and does not discriminate in administration of its educational, admission, policies, programs, procedures or activities.

**PRE-KINDERGARTEN
CURRICULUM**

Learning Objectives

In **Pre-Kindergarten** children discover, explore, and learn through an integrated approach using thematic arts. Each unit is comprised of lessons or activities that set learning expectations or acquired skill objectives for the students. The curriculum's goals and objectives are designed to help children develop skills in the area of social/emotional growth (and self-help), fine and gross motor strength, cognition (including early math skills), and language development (including pre-reading and writing skills). 🖐️

Social Emotional Growth

(including developing self-help skills)

Children develop both socially and emotionally through discovering their sense of self and by showing responsibility for themselves and their actions. We guide children to:

- Practice manners
- Participate cooperatively in small and large group settings
- Identify and describe personal feelings, needs and interests
- Adjust to new situations
- Demonstrates appropriate trust in adults
- Recognize their own feelings and manage them appropriately
- Stand up for their rights
- Demonstrate independence
- Take responsibility for actions and well-being
- Respect and care for classroom environment and materials
- Follow classroom rules and routines
- Engage in play with other children
- Recognize the feelings of others and respond appropriately
- Share and respect the rights of others
- Use thinking skills to resolve conflicts

Cognitive Development

Students are taught to use problem solving skills, logical, and representational/symbolic thinking. Children are encouraged to:

- Observes objects and events with curiosity
- Approach problems with flexibility
- Demonstrate persistence in approaching tasks
- Explore cause and effect
- Apply knowledge to a new situation
- Classify objects
- Compare and measure
- Arrange objects in a series
- Recognize patterns and can repeat them
- Demonstrate awareness of time concept and sequence
- Be aware of position in space
- Use one-to-one correspondence
- Use numbers and counting
- Take on pretend roles and situations
- Make believe with objects
- Make and interpret representations

Language Development

(including pre-reading and writing skills)

Listening, speaking, reading and writing skills contribute to the growth and application of language. Circle time activities, music activities, story time and daily classroom routines provide opportunities for children to practice and demonstrate these skills. The Pre-K curriculum addresses the area of language development by providing learning opportunities that encourage children to:

- Hear and discriminate the sounds of language (creating phonemic awareness through song, letter sounds, rhyming)
- Understand and follow directions
- Ask and answer questions
- Actively participate in conversations
- Enjoy and value reading
- Demonstrate understanding of print concepts and alphabet
- Understand the purpose of writing
- Write some letters and numbers

Gross Motor Development

Gross motor is the movement of large muscle groups. Moving to music, outdoor play and indoor play encourage children to use basic loco motor skills necessary for gross motor development. Gross motor is highlighted in areas such as:

- Running, jumping, bouncing, hopping and galloping
- Balancing while moving
- Climbing up and down
- Sliding
- Throwing, kicking and catching
- Clapping hands and stomping feet
- Identifying and moving parts of the body to music

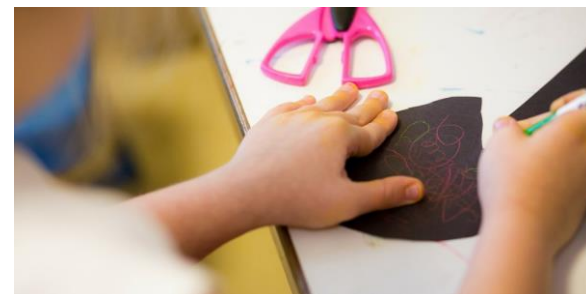
Fine Motor Development

Fine motor growth involves the development of small muscle groups. Fine motor skills are important precursors to handwriting. Curriculum objectives center on activities that help children:

- Control small movements in hands (i.e. finger plays)
- Coordinate eye-hand control (i.e. sorting, tracing, writing)
- Use tools for writing and drawing

Student's skills are periodically evaluated and progress reports are issued twice a year.

Parent-Teacher conferences are held in January and by request.



WCK students discover and learn through an integrated approach using all of their five senses.