

Small Group - The Butterflies (Prekindergarten/approximately 4-6 years old)

Learning & Development Guidelines

Language & Literacy

- Understand two-four step requests that are sequential but not necessarily related (e.g., "Please pick up the ball and then get your coat.").
- Engages in conversations that develop a thought or an idea (e.g., tells about a past event, explains how something works).
- Plays with sounds of language in songs, rhymes, games, and stories (e.g., substitutes beginning sound of a friend's name ["Lally" for "Sally"]; claps out sounds or rhythms of language; creates own rhyming words through songs, finger plays, chanting).
- Experiments with using more complex grammar and parts of speech (e.g., uses plural forms of nouns, such as *balls* or *fishes*; uses future or past tense; or uses pronouns such as *he*, *she*, *I*, or *you*).
- Knows some letter names.
- Understands that letters make up words (e.g., knows some of the letters in his or her name).
- Recognizes print in the environment (e.g.; recognizes signs around the room as labels for "blocks," "drums," or "books").
- Recognizes own written name.
- Makes some letter-sound correspondences.
- Retells main events from a story in order.

Reading Concepts about Print

- "Read" books right-side-up and from front to back.
- Begin to understand that text and illustrations convey distinct information.

Phonemic Awareness

- Listen to and recite familiar poems and chants; increase awareness and use of rhyming words and alliteration.
- Participate in games and lessons involving separation or repetition of words and word sounds. Listen to and sign along with alphabet songs while following along in an illustrated book. Participates in activities that teach alphabet letter name.
- Clap in rhythms that mimic multisyllabic phrases.

Decoding and Word Recognition

- Match, sort, and trace letters; know initial of first name; recognize some other letters.
- Recognize own name (e.g., on cubby or name tag), names of friends; recognize letters in books; begin to point to highly familiar words in books.
- Know that certain pictures (icons) go with certain labels (words); know that different icons carry different meanings.

Vocabulary and Concept Development

- Have many opportunities to converse with adults and peers about a variety of people, objects, activities, event, and ideas in the environment; sort objects by category.
- Identify common objects in the environment. Regularly learn new vocabulary through activities, conversation, and teacher-guided instruction.

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Reading Comprehension

- Offer plausible predictions about story during the initial reading; predict the next events in a story after several readings; plan and carry out a sequence of actions in the classroom.
- Contribute relevant personal experiences and prior knowledge during storybook reading; tell (oral) stories about self and family, respond to teacher requests to relate personal knowledge and experience to text.

Literary Response and Analysis

- Have many opportunities to hear interesting, culturally diverse stories read aloud; attend to storybook reading or storybook tapes; respond orally during storybook reading; draw pictures based on a story and talk about drawing; act out stories, spontaneously discuss stories.

Writing Strategies

- Draw pictures to represent people, objects, events, or concepts (e.g. winter); make controlled and uncontrolled scribbles and name the scribbles or describe their meaning; make mock letter strings, letter groups, label pictures; write initial or whole name.
- Dictate stories about their illustrations.
- Create original stories including a beginning, middle, and end.

Listening and Speaking

- Have many and varied opportunities in a supportive, stimulating environment to converse with adults and peers about topics of personal interest and importance and about topics beyond direct current experience.

Mathematical Knowledge

- Count to ten
- Understand that number represents quantity (e.g., can get three apples out of a box)
- Enumerate small sets by subitizing (nonverbal counting of sets of four or fewer).
- Use and manipulate concrete objects
- Practice one-to-one correspondence
- Match sets
- Practice addition, subtraction, and division by using manipulative and other concrete objects (e.g., distributing a sack equitably; folding a paper in two equal parts).
- Make comparisons of a relative quantity
- Recognize attribute variance (e.g., color, shape size).
- Classify objects according to one characteristic (e.g., blue bears, red bears, or yellow bears).
- Begin to classify by multiple characteristics (e.g., from a group of mixed color and size of bears, sort big blue bears and small bears).
- Demonstrate some pattern knowledge (match objects to established pattern, identify and describe patterns; distinguish patterns from nonpatterns; use rhythm and repetition).
- Participate with teacher in the use of graphs and charts to represent and organize information.

- Understand abstract concepts of *some, all, none*.
- Employ reasoning strategies using number and geometric shapes (e.g., use objects or finger counting in addition, subtraction; construct objects using unit blocks).

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Physical and Motor Competence

Gross motor skills

- Shows better balance and control.
- Speeds up and slows down.
- Runs and stops quickly.
- Avoids obstacles (e.g., moves about the room without bumping into objects).
- Climbs stairs without holding onto the railing.
- Pedals tricycle.
- Kicks a large ball.

Fine Motor Skills

- Shows increasing eye-hand coordination, strength, and control to perform fine motor skills.
- Manipulates two small objects at the same time (e.g., hammer, hole punch, scissors).
- Zips zippers.
- Fastens buttons.
- Cutting along a line.
- Writing with increased control.
- Lacing and weaving.

Music Education

- Learn to sing with others.
- Learn to respond rhythmically to music through creative movement instrumental expression.
- Learn to play simple instruments that do not require fine motor skills.
- Learn to develop attentive listening habits