

Pre-K

COURSE SYLLABUS

YEARLY LEARNING OBJECTIVES

This year in Pre-K, we will use the Frog Street Pre-K Curriculum, a state-approved program that aligns with the Texas Prekindergarten Guidelines (TEKS). Our goal is to nurture your child's love for learning while supporting growth in all areas of development. Children will build strong social and emotional skills by learning to identify feelings, make friends, and work together respectfully. In language and literacy, they will develop listening, speaking, and early reading skills by exploring stories, rhymes, letters, and sounds, and by beginning to write their names and simple words. In math, children will learn to count, compare, sort, recognize shapes, and explore patterns through hands-on activities. Our science lessons encourage curiosity and discovery as children explore weather, plants, animals, and the world around them. Through art, music, and dramatic play, students will express creativity and build fine motor skills, while outdoor play and movement help strengthen coordination and physical health. Each month we will focus on a new theme—such as All About Me, Community Helpers, Animals, Construction, and Our Earth—to connect learning across all subjects. By the end of the year, your child will have grown in independence, confidence, and readiness for kindergarten.

This year in Pre-K we will also be using Heggerty Pre-K Phonemic Awareness Curriculum 2022 Edition. By the end of the school year, Pre-Kindergarten students will demonstrate foundational phonological and phonemic awareness skills through daily oral language activities. Students will develop the ability to identify, blend, and manipulate sounds in spoken words, including recognizing rhymes, counting words and syllables, identifying beginning sounds, and blending simple syllables. This year-long instruction will strengthen students' listening and sound awareness, building a strong foundation for future reading and spelling success.

GRADING AND ASSIGNMENTS

In Pre-K, learning looks different from what older students experience — it's hands-on, play-based, and focused on helping children grow across all areas of development. Because of this, we don't use traditional letter grades. Instead, we use ongoing observations, work samples, and developmental checklists to track each child's progress.

Your child will be assessed using the Texas Prekindergarten Guidelines, which align with the Frog Street Pre-K Curriculum. These cover important areas such as language and literacy, math, science, fine arts, physical development, and social-emotional growth.

Each skill or behavior is rated using a developmental scale that reflects your child's individual progress:

D- Developed Skill

SD- Still Developing

NI - Not Introduced

Progress is communicated through progress reports and parent conferences during the year. Our goal is to celebrate growth, identify areas for support, and partner with families to help each child reach their fullest potential. Every child develops at their own pace, and that's perfectly okay — we look for steady progress and positive growth rather than perfection.

THEME 1: MY FAMILY/SCHOOL/COMMUNITY

By week 4 students will be able to:

Literacy / Language: Students will be able to respond to and ask questions about classroom routines.

Math / Cognitive: Students will sort objects by color or shape.

Social-Emotional: Students will identify their feelings and express one appropriate response.

Science / Discovery: Students will use their five senses to describe objects in the classroom.

Creative Arts / Fine Motor: Students will create a collage with family photos.

Physical / Gross Motor: Students will walk along a line and stop at a signal.

Phonemic Awareness: Students will be able to demonstrate awareness of word patterns.

THEME 2: ALL ABOUT ME/ BODY AND SENSES

By week 8 students will be able to:

Literacy / Language: Students will name at least 5 body parts.

Math / Cognitive: Students will count to 10 by ones.

Social-Emotional: Students will practice self-help routines (washing hands, putting away items).

Science / Discovery: Students will explore textures and classify objects by rough/smooth.

Creative Arts / Fine Motor: Students will draw a self-portrait.

Physical / Gross Motor: Students will do a "Simon Says" game that uses body part movements.

Phonemic Awareness: Students will be able to understand spoken language is made up of words.

THEME 3: COMMUNITY HELPERS/NEIGHBORHOOD

By week 12 students will be able to:

Literacy / Language: Students will describe roles of community helpers in their community.

Math / Cognitive: Students will compare sizes (big, small) of community tools.

Social-Emotional: Students will demonstrate cooperation by working in pairs or small groups.

Science / Discovery: Students will examine tools and materials that helpers use.

Creative Arts / Fine Motor: Students will build a "helper tool" using craft materials.

Physical / Gross Motor: Students will role-play community helper movements (marching like a firefighter, walking like a mail carrier).

Phonemic Awareness: Students will be able to segment and blend syllables.

THEME 4: TRANSPORTATION/ THINGS THAT MOVE

By week 16 students will be able to:

Literacy / Language: Students will talk about how different things move (push, pull, roll).

Math / Cognitive: Students will graph favorite modes of transportation in class.

Social-Emotional: Students will wait for turn when playing with vehicles.

Science / Discovery: Students will experiment with ramps to see which surfaces make things move faster or slower.

Creative Arts / Fine Motor: Students will build toy vehicles with blocks or recyclables.

Physical / Gross Motor: Students will move around the classroom "traffic style" (stop, go, turn).

Phonemic Awareness: Students will be able to isolate and recognize onset sounds.

THEME 5: SEASONS AND WEATHER

By week 20 students will be able to:

Literacy / Language: Students will use weather vocabulary (sunny, rainy, windy).

Math / Cognitive: Students will count days of different weather types and chart them.

Social-Emotional: Students will express how weather can affect feelings or choices (e.g. "When it rains, I feel...").

Science / Discovery: Students will observe and record daily weather changes.

Creative Arts / Fine Motor: Students will paint a weather scene (sun, clouds, rain).

Physical / Gross Motor: Students will play a "freeze dance" game where movement corresponds to weather (e.g. gentle breeze = slow movement, storm = fast).

Phonemic Awareness: Students will be able to blend simple syllables orally.

THEME 6: ANIMALS AND HABITATS

By week 24 students will be able to:

Literacy / Language: Students will name and talk about animals and their habitats.

Math / Cognitive: Students will sort animals by habitat (water, land, air).

Social-Emotional: Students will express care for living things and practice appropriate handling of animals or representations.

Science / Discovery: Students will compare habitats (forest, ocean, desert) and animals that live there.

Creative Arts / Fine Motor: Students will create animal masks or puppets.

Physical / Gross Motor: Students will imitate animal movements (hop like a frog, slither like a snake).

Phonemic Awareness: Students will be able to discriminate beginning and ending sounds.

THEME 7: PLANTS ANDS GROWING THINGS

By week 28 students will be able to:

Literacy / Language: Students will use sequence words (first, next, then) to describe how plants grow.

Math / Cognitive: Students will measure plant growth weekly and compare.

Social-Emotional: Students will demonstrate patience by caring for plants over time.

Science / Discovery: Students will plant seeds and observe growth stages.

Creative Arts / Fine Motor: Students will do leaf rubbings and draw plant parts.

Physical / Gross Motor: Students will “become a plant” stretching upward slowly.

Phonemic Awareness: Students will be able to Isolate target phonemes in simple words.

THEME 8: THINGS WE BUILD / CONSTRUCTION

By week 32 students will be able to:

Literacy / Language: Students will use descriptive vocabulary (long, short, heavy, light, transparent, solid) to discuss building materials.

Math / Cognitive: Students will identify shapes as they build structures.

Social-Emotional: Students will plan collaboratively in building tasks.

Science / Discovery: Students will test stability of constructions (which shapes stand best, which bases support weight).

Creative Arts / Fine Motor: Students will build with blocks, LEGOs, or recycled materials.

Physical / Gross Motor: Students will carry materials safely and build in different spatial orientations (stacking, balancing).

Phonemic Awareness: Students will be able to manipulate compound word parts orally.

THEME 9: OUR EARTH / ECO REVIEW AND REFLECTION

By week 36 students will be able to:

Literacy / Language: Students will tell or draw a story about caring for the Earth.

Math / Cognitive: Students will compare quantities of recycled vs. non-recycled items.

Social-Emotional: Students will reflect on their growth and share gratitude.

Science / Discovery: Students will investigate recyclable materials and their uses.

Creative Arts / Fine Motor: Students will make art or sculptures from recycled materials.

Physical / Gross Motor: Students will participate in an obstacle/course “Earth Clean-Up” game.

Phonemic Awareness: Students will be able to demonstrate proficiency in foundational skills.