

## **Introduction**

The “Motion” Curriculum you will read below is the context and medium for our Pre-K goals, which will be integrated into our subject areas. It’s important to keep in mind that the curriculum will be taught in a very paired down and simple way. As per example, in learning about blood two or three facts will be taught. Blood moves through pathways called veins. Blood is a liquid that can carry and deliver things, such as vitamins and oxygen, to every part of your body.

All developmental and skill levels will be cared for; each lesson and learning activity will accommodate learners at all levels. Teachers will **differentiate** content, process, products, or the learning environment. The use of ongoing assessment and flexible grouping makes this a successful approach.

As example, if during a writing activity a student is having difficulty forming a letter, we will have dotted outlines for them to use. If they are still having difficulty we will have hard plastic letters for them to trace. Conversely if a student is able to easily form letters we will challenge her to write entire words.

The developmental domains and goals are:

### **Social/Emotional:**

Helping others and developing caring attitudes

Playing and working cooperatively

Following classroom rules

**Physical:**

Fine motor Skills: Taking care of personal needs, such as dressing, tying, buttoning, zipping

Gross Motor: Dancing, Catching and Throwing Balls, A few basic yoga positions, and exercises like Jumping Jacks.

**Cognitive:**

Numbers

Simple addition and subtraction

Pattern recognition

Sizes, shapes, and positions, such as under, over, and around

**Language:**

Prewriting skills

Names, addresses, and phone numbers

Letter recognition, letter sounds, and rhyming

Simple sentence structure

**Creative:**

Colors

Dramatic Play

The subject areas and examples of associated learning activities are:

**Math** will be taught in every subunit such as, number recognition, pattern recognition, sequencing, simple addition and subtraction. As an example, in the Airplane subunit students will make shoebox airplane hangers and small cut out paper airplanes. The hangers will be numbered 1-6. Students will put the correct number of airplanes in the numbered hangers.

**Science** is a part of every unit and subunit. The Motion curriculum covers principals such as gravity, computers/devices, and weather; mechanical elements like pulleys, levers and ramps; biological elements such as the five senses, muscles, the role of blood and oxygen just to name a few.

**Social Studies:** During the families move section students will use the computers to search, (with teacher help), and learn about places and peoples from other countries, cities and states. Students will view photographs of landscapes, cityscapes and people. Students will be asked to notice both differences and similarities between where they live and the people and the places we see on the Internet.

**Health and Safety:** During the car subunit we will have lessons on the safest way to be around cars, crossing the street, holding adult's hands, where to walk on the sidewalk and recognizing basic signs and symbols.

**Language and Literacy** will be a part of every unit through storybooks, dialogic reading, vocabulary and simple writing tasks.

**Drama:** During the Moving Homes Unit students will create stick puppets and a puppet show about the challenges and fun of moving neighborhoods or moving countries.

As you may know we have in class this year a large number of new arrivals from both other countries and other neighborhoods. This activity will give students a chance to express anxieties and share the joys of moving homes. The puppet shows will be video recorded so we can share with parents and view with students at a latter time.

**Arts:** Every unit will have an art component. During the Animals Move unit, making paper tigers and coloring them while paying special attention to the body parts that help a tiger move!

**Music and dance** from around the world will be shared during the Moving homes unit. Students will listen, view and try to recreate some of the dances we see.

**Visual Arts:** During the Information Moves unit students will produce simple news videos about class activities, as an example, a unique big block structure or the paper airplane/hanger math lesson. Student will both be on camera<sup>1</sup> and learn how to best tell a visual story. Student will learn about, and do with a teacher's help, camera placement, such as, wide shot, two shot, close-up and simple editing decisions which will teach a lesson in sequencing. They will learn how to share the final video with schoolmates and family.

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<sup>1</sup> Permission slips will be sent out for parent agreement & signatures.

# 2017-2018 DTPK Curriculum

## 10 month Schedule

10 units 4 sections to each unit (Unless otherwise specified)

# Motion

### 1. How do humans move?

Walking  
Running  
Swimming  
Rowing/Peddling

### 2. Machines

Cars  
Trains  
Planes

Gears & Wheels with-in Machines.  
(Dryers, Washing Machines etc..)

### 3. Motion Inside Our Bodies

Blood  
Brain and Nerve Signals  
Eyes  
Do Plants Move?

### 4. Planets, Suns, & Moons

Earth rounds the Sun  
Moon rounds the Earth  
Earth Spins on its Axis  
(Night and Day)  
Asteroids  
(Pieces of planets)

### 5. What Moves People?

Emotions!  
Curious  
Happy  
Sad  
Shy

6. Families Move  
 Changing neighborhoods  
 Changing Countries

7. Animals Move  
 Run  
 Fly  
 Swim  
 Burrow

8. Nature Moves  
 Wind  
 Rain  
 Snow  
 Volcanoes

9. Technology  
 (Information Moves!)  
 Computers  
 Internet  
 Moving Pictures/Videos  
 Information/Data  
 (Information about health, crayons!,  
 food, toys!, science etc. . .)

10. Students Move on!  
What grade is next?

What do we need to be successful  
 in our move to Kindergarten?

**Healthy Bodies**  
 Good eating habits, Gross Motor and Fine Motor skills

**Healthy Minds**  
 Listening to instructions, Following Rules,  
 Playing well with others

**Good Reading and Writing Skills**

**Good Math and Problem Solving Skills**