

Levelland Academic Beginnings Center

Levelland Independent School District

Prekindergarten Skills

Language Arts

Math

Science

Social Studies

Fine Arts

Health & Safety

Personal & Social Development Skills

Physical Development

Technology Applications

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1412 E Ellis
Levelland, TX 79336
(806) 894-6959
(806) 894-5512--fax
levelland.isd.tenet.edu

Language Arts Skills

FALL

1. Listening Comprehension
 - a. listens for different purposes (e.g. to learn what happened in a story, to receive instructions, to converse with an adult or a peer)
 - b. understands and follows simple oral directions
 - c. enjoys listening to and responding to books
 - d. listens to and engages in several exchanges of conversations with others
 - e. listens to tapes and CDs, and shows understanding through gestures, actions, and/or language
 - f. listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL)
2. Speech Production and Speech Discrimination
 - a. produces speech sounds with increasing ease and accuracy
 - b. experiments with new language sounds
 - c. experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL)
3. Vocabulary
 - a. uses new vocabulary in everyday communication
 - b. refines and extends understanding of known words
 - c. increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL)
 - d. links new learning experiences and vocabulary to what is already known about a topic
4. Verbal Expression
 - a. uses language for a variety of purposes (e.g. expressing needs and interests)
 - b. uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech
 - c. uses language to express common routines and familiar scripts
 - d. tells a simple personal narrative, focusing on favorite or most memorable parts
 - e. engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL)
 - f. uses single words and simple phrases to communicate meaning in social situations (ESL)
 - g. attempts to use new vocabulary and grammar in speech (ESL)
 - h. asks questions and makes comments related to the current topic of discussion
5. Phonological Awareness
(no skills introduced this period)
6. Print and Book Awareness
 - a. understands that illustrations carry meaning but cannot be read
 - b. understands that print carries a message by recognizing labels, signs and other print forms in the environment
 - c. understands that a book has a title and an author
7. Letter Knowledge and Early Word Recognition
 - a. recognizes the following letters: Aa, Oo, Hh, Ff, Pp
8. Motivation to Read
 - a. demonstrates an interest in books and reading through body language and facial expressions
 - b. enjoys listening to and discussing storybooks and information books read aloud
 - c. selects books to read based on personal criteria
 - d. frequently requests the re-reading of books
 - e. shares books and engages in pretend-reading with other children
 - f. enjoys visiting the library
9. Developing Knowledge of Literary Forms
 - a. recognizes favorite books by their covers
 - b. shows appreciation of repetitive language patterns
 - c. asks questions and makes comments about the information and events from books
 - d. connects information and events in books to real-life situations
10. Written Expression
 - a. begins to dictate words, phrases, and sentences to an adult recording on paper (e.g. "letter writing," "story writing")

Language Arts Skills (cont.)

WINTER

1. **Listening Comprehension**
 - a. listens with increasing attention
2. **Speech Production and Speech Discrimination**
 - a. (maintains FALL skills introduced)
3. **Vocabulary**
 - a. shows a steady increase in listening and speaking vocabulary
 - b. attempts to communicate more than current vocabulary will allow by borrowing and extending words to create meaning
4. **Verbal Expression**
 - a. begins to engage in conversation and follows conversational rules (e.g. staying on topic and taking turns)
 - b. begins to retell the sequence of a story
5. **Phonological Awareness**
 - a. begins to break words into syllables or claps along with each syllable in a phrase
6. **Print and Book Awareness**
 - a. understands that letters are different from numbers
 - b. begins to understand that print runs from left to right and top to bottom
7. **Letter Knowledge and Early Word Recognition**
 - a. recognizes the following letters: Bb, Ll, Nn, Cc, Ss, Ww, Dd, Jj, Yy, Kk, Vv, Qq
 - b. begins to associate the names of letters with their shapes
8. **Motivation to Read**
 - a. attempts to read and write independently
9. **Developing Knowledge of Literary Forms**
 - a. understands that books and other print resources (e.g. magazines, computer-based texts) are handled in specific ways
 - b. begins to predict what will happen next in a story
 - c. imitates the special language in storybooks and story dialogue, and uses it in retellings and dramatic play [(such as "Once upon a time...")]
 - d. begins to retell some sequences of events in stories
10. **Written Expression**
 - a. attempts to write messages as part of playful activity
 - b. uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as "I love you" or [Spanish] "Tequiero")
 - c. understands that writing is used to communicate ideas and information

Language Arts Skills (cont.)

SPRING

1. **Listening Comprehension**
(maintains FALL and WINTER skills introduced)
2. **Speech Production and Speech Discrimination**
 - a. perceives differences between similar sounding words (e.g. "coat" and "goat," "three" and "free," [Spanish] "juego" and "fuego")
3. **Vocabulary**
(maintains FALL and WINTER skills introduced)
4. **Verbal Expression**
(maintains FALL and WINTER skills introduced)
5. **Phonological Awareness**
 - a. becomes increasingly sensitive to the sounds of spoken words
 - b. begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems
 - c. begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g. "dog," "dark," and "dusty," [Spanish] "casa," "coche," and "cuna")
 - d. begins to create and invent words by substituting one sound for another (e.g. bubblegum/gugglebum, [Spanish] calabaza/balacaza)
6. **Print and Book Awareness**
 - a. understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems
 - b. begins to understand some basic print conventions (e.g. the concept that letters are grouped to form words and that words are separated by spaces)
 - c. begins to recognize the association between spoken and written words by following the print as it is read aloud
 - d. understands that different text forms are used for different functions (e.g. lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for interpersonal communication)
7. **Letter Knowledge and Early Word Recognition**
 - a. recognizes the following letters: Rr, Tt, Mm, Ee, Xx, Gg, Ii, Uu, Zz
 - b. begins to notice beginning letters in familiar words
 - c. begins to make some letter/sound matches
 - d. begins to identify some high-frequency words (age 4)
8. **Motivation to Read**
(maintains FALL and WINTER skills introduced)
9. **Developing Knowledge of Literary Forms**
 - a. becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story
10. **Written Expression**
 - a. attempts to connect the sounds in a word with its letter forms
 - b. understands that writing is used to communicate ideas and information
 - c. attempts to use a variety of forms of writing (e.g. lists, messages, stories)

Math Skills

FALL

1. Number and Operations
 - a. arranges sets of concrete objects in one-to-one correspondence
2. Patterns
 - a. imitates pattern sounds and physical movements (e.g. clap, stomp, clap, stomp . . .)
3. Geometry and Spatial Sense
 - a. puts together puzzles of increasing complexity
4. Measurement
 - a. fills a shape with solids or liquids (e.g. ice cubes, water)
 - b. begins to categorize time intervals and uses language associated with time in everyday situations (e.g. "in the morning," "after snack")
5. Classification and Data Collection
 - a. matches objects that are alike
 - b. sorts objects into groups by an attribute and begins to explain how the grouping was done

WINTER

1. Number and Operations
 - a. counts by ones to 10 or higher
 - b. counts concrete objects to five or higher
 - c. recognizes and describes the concept of zero (meaning there are none)
2. Patterns
 - a. recognizes and reproduces simple patterns of concrete objects (e.g. a string of beads that are yellow, blue, blue, yellow, blue, blue)
 - b. begins to recognize patterns in their environment (e.g. day follows night, repeated phrases in storybooks, patterns in carpeting or clothing)
3. Geometry and Spatial Sense
 - a. begins to recognize, describe, and name shapes (e.g. circles, triangles, rectangles, squares)
 - b. begins to investigate and predict the results of putting together two or more shapes
4. Measurement
 - a. begins to use tools to imitate measuring
 - b. covers an area with shapes (e.g. tiles)
 - c. begins to order two or three objects by size (e.g. largest to smallest)
5. Classification and Data Collection
 - a. describes similarities and differences between objects
 - b. participates in creating and using real and pictorial graphs

SPRING

1. Number and Operations
 - a. begins to compare the numbers of concrete objects using language (e.g. "same" or "equal," "one more," "more than," or "less than")
 - b. begins to name "how many" are in a group of up to three (or more) objects without counting (e.g. recognizing two or three crayons in a box)
 - c. begins to demonstrate part of and whole with real objects (e.g. an orange)
 - d. begins to identify first and last in a series
 - e. combines, separates, and names "how many" concrete objects
2. Patterns
 - a. begins to predict what comes next when patterns are extended
3. Geometry and Spatial Sense
 - a. begins to use words that indicate where things are in space (e.g. "beside," "inside," "behind," "above," "below")
 - b. begins to recognize when a shape's position of orientation has changed
4. Measurement
 - a. begins to make size comparisons between objects (e.g. taller than, smaller than)
5. Classification and Data Collection

(maintains FALL and WINTER skills introduced)

Science Skills

FALL**1. Science Processes**

- a. uses one or more senses to observe and learn about objects, events, and organisms
- b. begins to perform simple investigations
- c. begins to demonstrate safe practices and appropriate use of materials
- d. explores by manipulating materials with simple equipment, (e.g. pouring from a cup, and using a spoon to pick up sand or water)
- e. describes observations

2. Science Concepts

- a. identifies plants and animals as living things

WINTER**1. Science Processes**

- a. asks questions about objects, events, and organisms
- b. shows an interest in investigating unfamiliar objects, organisms, and phenomena
- c. gathers information using simple tools such as a magnifying lens and an eyedropper
- d. uses simple measuring devices to learn about objects and organisms
- e. solves simple design problems (e.g. making a box into a little house for a storybook character, toy, or pet)
- f. compares objects and organisms and identifies similarities and differences
- g. begins to offer explanations, using his or her own words
- h. participates in creating and using simple data charts

2. Science Concepts

- a. observes and describes properties of rocks, soil, and water
- b. begins to observe changes in size, color, position, weather, and sound
- c. identifies similarities and differences among objects and organisms

SPRING**1. Science Processes**

- a. sorts objects and organisms into groups and begins to describe how groups are organized
- b. predicts what will happen next based on previous experience
- c. shares observations and findings with others through pictures, discussions, or dramatizations

2. Science Concepts

- a. describes properties of objects and characteristics of living things
- b. groups organisms and objects as living or nonliving
- c. begins to identify things people have built
- d. begins to recognize that living things have similar needs for water, food, and air
- e. begins to identify that from which things are made (e.g. distinguishing a metal spoon from a plastic spoon)
- f. uses patterns (such as growth and day following night to predict what happens next)
- g. begins to use scientific words and phrases to describe objects, events, and living things

Social Studies Skills

FALL

1. Individual, Culture, and Community
 - a. participates in classroom jobs and contributes to the classroom community
 - b. identifies similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures
 - c. shares ideas and takes turns listening and speaking
 - d. cooperates with others in a joint activity
 - e. identifies and follows classroom rules
2. History
 - a. identifies common events and routines (e.g. snack time, story time)
3. Geography
 - a. identifies common features in the home and school environment (e.g. the library, the playground)
 - b. identifies common features of the local landscape (e.g. houses, buildings, streets)
 - c. creates simple representations of home, school, or community through drawings or block constructions
 - d. begins to use words to indicate relative location (e.g. "front," "back," "near," "far")
4. Economics
(no skills introduced this period)

WINTER

1. Individual, Culture, and Community
(maintains FALL skills introduced)
2. History
 - a. begins to categorize time intervals using words (e.g. "today," "tomorrow," "next time")
 - b. recognizes changes in the environment over time (e.g. growth, seasonal changes)
 - c. begins to understand cause-and-effect relationships (e.g. if one goes outside in the rain, one will get wet)
3. Geography
(maintains FALL skills introduced)
4. Economics
(no skills introduced this period)

SPRING

1. Individual, Culture, and Community
 - a. begins to examine a situation from another person's perspective
2. History
 - a. connects past events to current events (e.g. linking yesterday's activity with what will happen today)
3. Geography
(maintains FALL and WINTER skills introduced)
4. Economics
 - a. understands the basic human needs of all people for food, clothing, and shelter
 - b. understands the roles, responsibilities, and services provided by community workers
 - c. becomes aware of what it means to be a consumer

Fine Arts Skills

FALL

1. Art

- a. uses a variety of materials (e.g. crayons, paint, clay, markers) to create original work
- b. uses different colors, surface textures, and shapes to create form and meaning

2. Music

- a. participates in classroom music activities

3. Dramatic Play

- a. begins to create or recreate stories, moods, or experiences through dramatic representations

WINTER

1. Art

- a. begins to use art as a form of self-expression
- b. shares ideas about personal artwork

2. Music

- a. begins to sing a variety of simple songs
- b. begins to play classroom instruments

3. Dramatic Play

- a. begins to engage in dramatic play with others

SPRING

1. Art

- a. begins to show interest in the artwork of others

2. Music

- a. begins to respond to music of various tempos through movement
- b. begins to distinguish among the sounds of several common instruments

3. Dramatic Play

- a. expresses feelings through movement

Health & Safety Skills

FALL

1. Health

- a. becomes aware of routine healthy behaviors (e.g. brushing teeth)
- b. begins to follow health-promoting routines (e.g. washing hands)

2. Safety

- a. recognizes the danger of fire and learns to treat fire with caution
- b. responds appropriately during a fire or other emergency drills
- c. knows not to talk to, accept rides from, or take treats from strangers
- d. knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult

WINTER

1. Health

- a. refines use of eating utensils
- b. begins to recognize and select healthy foods

2. Safety

- a. knows how to seek help in an emergency
- b. knows never to eat substances that are not food
- c. recognizes the danger of poisonous substances, including drugs
- d. knows never to take medicine unless it is administered by an adult

SPRING

1. Health

- a. begins to understand the need for exercise and rest
- b. prepares simple healthy snacks

2. Safety

- a. knows how to cross a street safely
- b. recognizes the symbol for poison
- c. knows about safe behavior around bodies of water (e.g. pools, lakes)

Personal & Social Development Skills

FALL**1. Personal Development**

- a. develops a sense of personal space
- b. expresses interests and self-direction in learning

2. Social Development

- a. begins to share and cooperate with others in group activities
- b. begins to express thoughts, feelings, and ideas through language as well as through gestures and actions

WINTER**1. Personal Development**

- a. begins to show self-control by following classroom rules
- b. begins to be responsible for individual behavior and actions

2. Social Development

- a. respects other people's space and personal belongings
- b. begins to develop friendships with others

SPRING**1. Personal Development**

- a. begins to show greater ability to control intense feelings (e.g. anger)

2. Social Development

- a. responds to the suggestions of others

Physical Development Skills

FALL**1. Physical Movement**

- a. explores moving in space
- b. shows an awareness of name, location, and relationship of body parts

2. Gross-Motor Development

- a. bounces a large ball and catches it
- b. begins to coordinate arms and legs (e.g. swinging, stretching)

3. Fine-Motor Development

- a. begins to practice self-help skills (e.g. zipping, buttoning)
- b. begins to use scissors

WINTER**1. Physical Movement**

- a. moves within a space of defined boundaries, changing body configuration to accommodate the space
- b. becomes more able to move from one space to another in different ways (e.g. running, jumping, hopping, skipping)
- c. becomes more able to move in place (e.g. axial movements such as reaching, twisting, turning, and bending)

2. Gross-Motor Development

- a. begins to play catch with a bean bag or a large ball

3. Fine-Motor Development

- a. begins to develop pincer control in picking up objects (e.g. weaving, touching small objects)
- b. begins to hold writing tools with fingers instead of with a fist

SPRING

1. Physical Movement

- a. begins to move in rhythm
- b. begins to participate in group games involving movement (e.g. Duck, Duck, Goose)

2. Gross-Motor Development

- a. begins to throw or kick an object in a particular direction

3. Fine-Motor Development

- a. begins to manipulate play objects that have fine parts

<h2>Technology Applications Skills</h2>

FALL

- a. starts, uses, and exits software programs
- b. enjoys listening to and interacting with storybooks and information texts (e.g. multimedia encyclopedia) in electronic forms

WINTER

- a. uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, or touch screen
- b. begins to use technical terminology, such as "mouse," "keyboard," "printer," "CD-ROM"

SPRING

- a. follows basic oral or pictorial cues for operating programs successfully
- b. uses a variety of software packages with audio, video, and graphics to enhance learning experiences (e.g. improving vocabulary, increasing phonological awareness)