



CAMBRIDGE PRESCHOOL OF THE ARTS

PRE- KINDERGARTEN


Curriculum, Philosophy, and Goals

Why?

Why choose POTA for your child's Pre-K year? POTA provides an exceptional, developmentally appropriate, and engaging curriculum in a full-day, 5-day-a-week program. We offer small classes with individualized attention. All of our lead teachers have extensive experience in teaching early childhood and the POTA guarantee of warmth and love throughout.



Welcome



The POTA Pre-K program is designed with the objective of fostering the education and development of the whole child. Our goal is to provide a warm, welcoming, and nurturing environment, in which children are able to express themselves and learn new concepts through exploration, experimentation, and discovery. Our program promotes each child's intellectual, social, physical, and emotional growth. Experienced teachers guide the children through this formative year, encouraging active learning and problem-solving, while facilitating friendships. Staying true to POTA's Reggio Inspired philosophy and play-based learning approach, Pre-K incorporates the Massachusetts Curriculum Frameworks in an emergent curriculum. Students will be partners in their learning, by using their interests as guides through which everyday learning occurs. Students will continue to learn through multiple experiences while having the opportunity to express themselves in a myriad of ways. Most importantly, they will continue to form relationships with other children, their educators, and the world.

POTA teachers support students' learning in all academic domains through play-based learning experiences as well as developmentally appropriate explicit instruction. POTA and its teachers recognize that each child is an individual and comes to school each day with different strengths. Students will explore and build on prior years' academic knowledge in specific areas, including but not limited to alphabet knowledge, phonological awareness, mathematical concepts, and scientific inquiry. Most importantly, our small classrooms allow us to continue to support our students' social-emotional growth and their approach to learning.

Some examples of skills to be mastered are included on the following pages.

Curriculum

(Excerpts taken from Massachusetts Curriculum Frameworks)

Speaking and Listening

- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Describe personal experiences; tell stories.

Social-Emotional Learning

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship skills
- Responsible Decision Making

Approaches to Learning

- Demonstrate initiative, self-direction, and independence
- Demonstrate creativity in thinking and use of materials
- Will cooperate with others in play and learning
- Will seek multiple solutions to a question, task or problem
- Will demonstrate organizational skills

Writing

- Use a combination of dictating and drawing to tell a story.
- Dictate words to express a preference or opinion about a topic.

Reading

Literature and Informational Texts

- With prompting and support, ask and answer questions about a story or poem read out loud.
- Demonstrate understanding of the organization and basic features of print. (Recognizing and naming letters, recognizing that spoken words are represented in written language by specific sequences of letters etc.)
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.
- Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter. (eg. link b to ball)
- Recognize their own names and familiar common signs and labels (eg STOP)

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when speaking.
- Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0-10.
- Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.

Science

- Use and share quantitative observations of local weather conditions to describe patterns over time.
- Compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
- Investigate and communicate the idea that different kinds of materials can be solid or liquid depending on temperature.

Arts

(Dance, Music, Theater, Visual Arts)

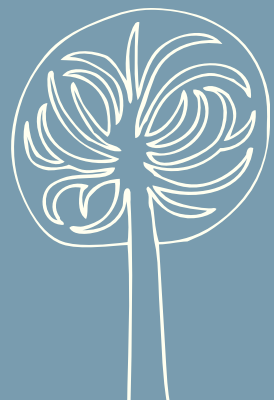
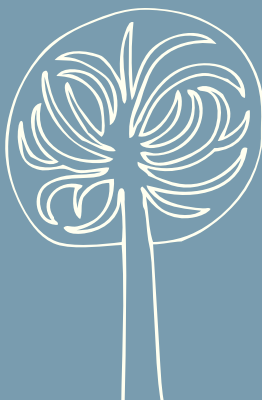
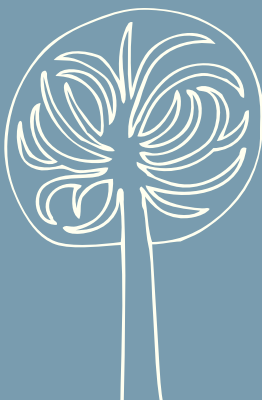
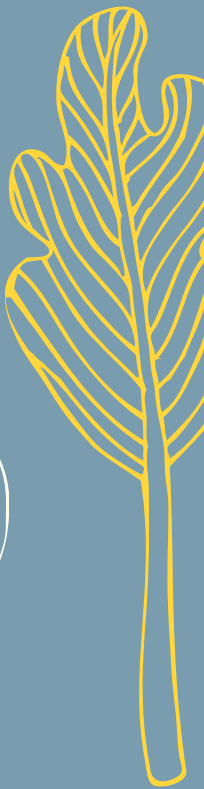
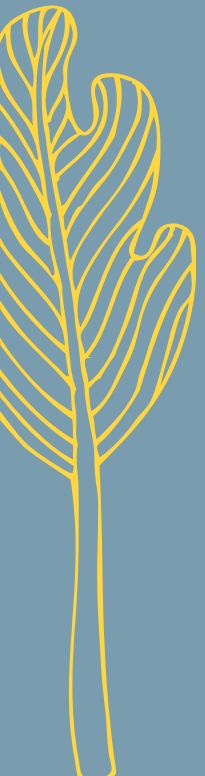
- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Develop and refine artistic techniques.
- Convey meaning through the presentation of artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.

Mathematics

- Know number names and the count sequence.
- Compare numbers.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Classify objects and count the number of objects in each category.
- Work with numbers to gain foundations for place value
- Identify and describe shapes (squares, circles, triangles, rectangles).
- Analyze, compare, create and compose shapes.

History and Social Sciences

- Practice classroom citizenship such as understanding and following rules, limits, and expectations with minimal prompting and assistance; take on responsibilities and follow through on them.
- With prompting and support, put events from their personal lives, observations of the natural world, and from stories and informational texts read or read aloud in temporal order, using words and phrases relating to chronology and time.
- With guidance and support, participate in short shared research projects to gather information about traditions of people of diverse backgrounds.



Daily Schedule

Thinking, Learning, and Discovering:

This is when most of our small group inquiry investigations and projects happen, as we explore building, engineering, art, clay, science, creation station, library, dramatic play, and math/literacy experiences.

Children can make their learning visible through plans, documentation, charts, data collection, and more. It is also where skills such as team work/collaboration, problem solving, critical thinking, creative thinking, and communicating skills are being used.

Thinking,
Learning, and Discovering

Circle: Welcome Songs, Morning
Message, Activity review, Jobs, Story

Snack

Outdoor Exploration

Inquiry Investigations/Specials

Lunch

Rest or Yoga/
Mindfulness/Meditation

Quiet Mat Activities

Self-guided centers

Snack

Afternoon circle

Dismissal/Extended

Inquiry and Investigations:

This is when students are given a chance to wonder about and investigate a class topic of interest. They may use a variety of materials to deepen their knowledge, from books to discussions, videos, or experiments. Student-driven and based.



Sample Lesson

Signs of Fall Investigation and Exploration

Objectives: Children will use observational skills and background knowledge to search for signs of fall around our classroom neighborhood. Children will use their knowledge of items that are the same and different to sort and compare leaves. Children will use leaves to create their own individual page for our class leaf exploration book.

During morning gathering, we will brainstorm as a class how we know that the season of fall is fast approaching. The children will use their past experiences to encourage further knowledge of the changing of seasons. A Morah will write down the children's responses and begin to create a class K-W-L Chart. (k- what children think they know, w- what children want to learn, and L- what the children have learned.) Throughout the weeks of learning, we will add the children's responses to each section.

We will then read the story "Fall Leaves: Colorful and Crunchy" by Martha E.H. Rustad and separate into different table activities. Each station will be separated into a different activity depending on their individual level of understanding.

Outdoor Exploration

We will go on a class-wide nature walk around the neighborhood parks to collect leaves, twigs, sticks, pine cones, and other natural materials that will be brought back to the classroom to further encourage our learning and understanding of nature during the fall months.

Art Table

A teacher will share the books "Leaf Man" by Lois Ehlert or "Look What I Did With A Leaf" by Morteza E. Sohi and ask what the children observe on each of the pages. We will discuss the colors and shapes of the leaves. Next the children will use the found leaves and make their own individual page for our class book inspired by Ehlert and Sohi's stories.

Writing Table

Journal writing. The children will be encouraged to explain their leaf picture and dictate to the teacher as well as try to write words that describe their individual pages. Children will be offered individual assistance as needed.

Science Table

The children will use leaf identification books and science themed books giving more information on why leaves change colors ("Why Do Leaves Change Color" by Betsey Maestro) and magnifying lenses to take a closer look at their natural treasures found on our nature walk.

Math Table

The children will sort and compare various leaves by color and shape. Children will also be challenged to create their own patterns using the leaves.