

Marshall's 4K program will honor our youngest scholars by nurturing their physical, cognitive, and social-emotional development while exploring concepts that prepare them for academic rigor to come.



## Big Ideas and Concepts

### Physical Health & Development

**Dressing** - Dresses self with minimal assistance. Move from being the “helpers” to needing a “helper” while doing most of the work themselves. Using velcro, zippers that have been started, and snaps are examples. They will also put on multiple layers in order (snow gear).

**Bathroom** - Takes responsibility for bathroom needs. Anticipates need to use the bathroom during the school day. They might have accidents, most likely at night.

**Safety** - Follow safety rules with little supervision.

**Stairs** - Walks on a variety of surfaces without assistance. Walk up and down the stairs safely. They will take one step at a time while holding onto the railing.

**Fine Motor** - Manipulate small objects with control and intention such as scissors, play-do, glue. Pick up a writing utensil with correct grip. Able to write name with a model.

**Self-Regulation** - The ability to transition from one activity to another with little or no anxiety with increasing efficiency. Can identify emotional change in the body such as excitement, anger, frustration, and sadness.

**Social Understanding-** Develop body awareness while taking responsibility for oneself while moving through the daily routines, such as play, sitting at the carpet, toileting, and transitioning.

### Social and Emotional Development

**Express Feelings** - Identify and expresses one's feelings either verbally or nonverbally from immature to more mature expressions.

**Self-Regulation** - Identify a plan to address their need such as asking for a break, snack, fidget or independent time, while experiencing or anticipating a big feeling.

**Understand and Respond to the Feelings of Others** - Demonstrate empathy and understanding of other people's feelings while showing an appropriate response.

**Play** - Play with and alongside peers for longer periods of time and invite others to play.

### Speaking and Communicating

**Oral Communication** - Responds to increasingly complex language structures, including comments, requests, and questions, using two or three-word sentences and phrases.

**Spoken Word Has Meaning** - Demonstrates understanding and listening skills by attending and responding

appropriately.

**Mediating Conversation** - Initiates conversation, responds to conversations, and stays on topic for multiple exchanges.

**Following directions**- Follows directions of increasing complexity. Understands and carries out a progression of simple multi step directions through one's daily routine.

### Early Literacy

**Print Concepts** - Shows appreciation of books and understands how print works. Notice words on the page have meaning, not just the pictures, holds book and turns pages.

**Phonological Awareness** - Develops the ability to recognize and manipulate auditory parts of spoken language (syllables, beginning sounds, and rhymes)

**Letter Knowledge** - Recognizes the difference between letters and other symbols. Know the difference between letters and numbers, Recognizes an increasing number of letters and their sounds, especially in their own name. Can identify name within a classroom setting.

**Written Expression**- Uses pictures (with detail), scribbles, and maybe some letters to express an idea while being able to orally express an idea

### Early STEM

**Numeral & Shape Knowledge**- Identifies numerals to ten and five basic shapes.

**Numbers and Counting** - Count objects with 1-1 correspondence, rote counting within the set of 20, and identifies a quantity of objects in a set to five.

**Sort & Pattern** - Sort and categorize objects based on attributes for example, size and color. Demonstrates the ability to create and notice patterns utilizing attributes.