WELCOME TO
PRE-KINDERGARTEN

The following pages focus more specifically on the Massachusetts learning standards for **PRE-KINDERGARTEN**.

dese
MASSACHUSETTS
Department of Elementary
and Secondary Education

Massachusetts
PTA

OUR VISION IS THAT:

All students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades. Culturally and linguistically sustaining classroom and school practices will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.

HERE ARE SOME GENERAL QUESTIONS YOU CAN ASK YOUR

STUDENT'S SCHOOL:

- What curriculum are you using to support instruction?
- How can I support my student outside of school?
- My student can struggle with ____. How do you support them with this?

HERE ARE SOME GENERAL QUESTIONS YOU CAN ASK YOUR

ELEMENTARY STUDENT:

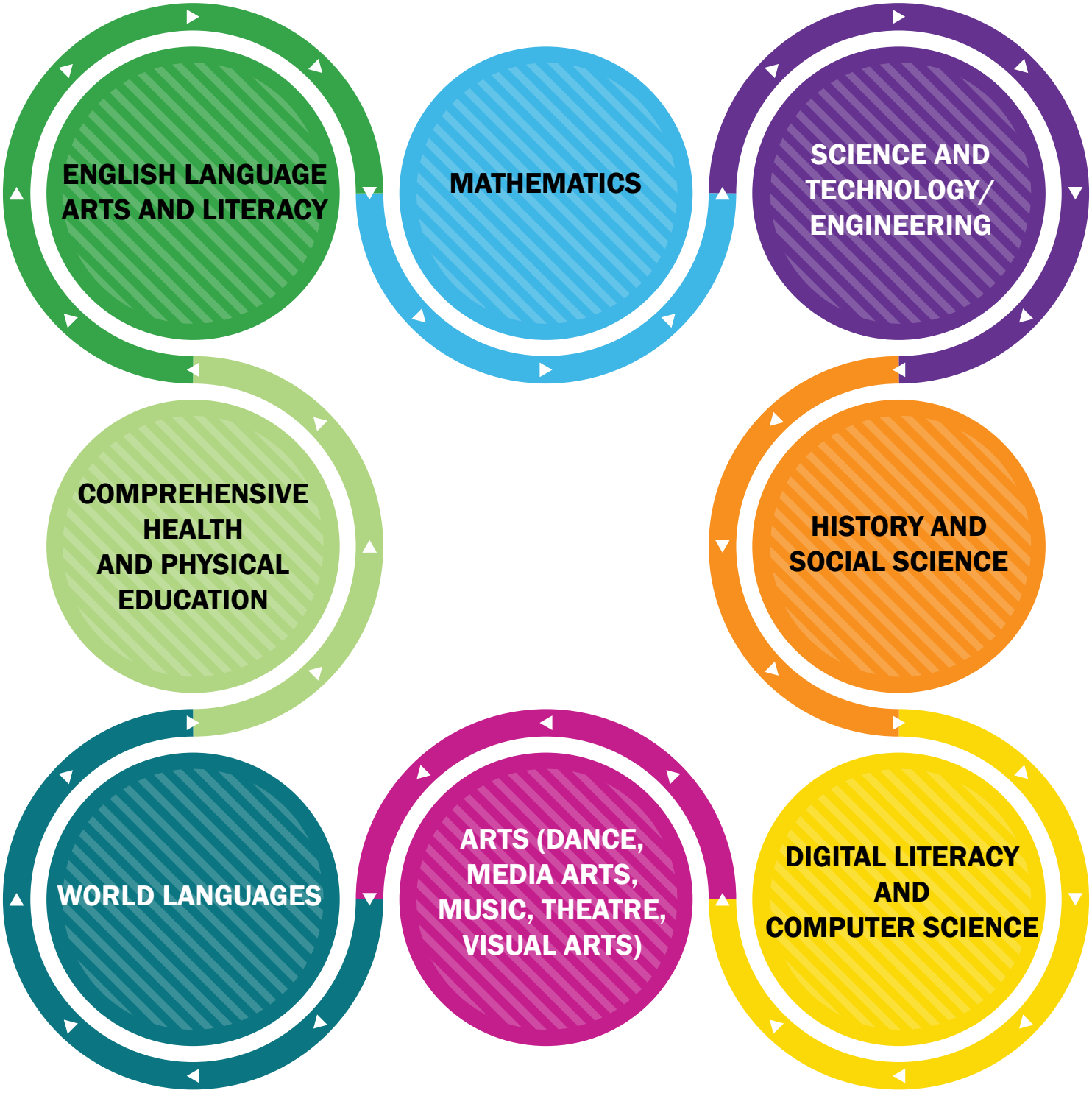
- What do you enjoy about school?
- What is one activity you did today in class? What did you learn from that activity?
- Do you know who to go to when you need help?

HERE ARE SOME GENERAL QUESTIONS YOU CAN ASK YOUR

SECONDARY STUDENT:

- What do you enjoy about school?
- What is an activity you did in class recently? What did you learn from it?
- Do you know where to get support when you need it?

THIS GUIDE PROVIDES MORE DETAILS ABOUT LEARNING EXPECTATIONS IN THIS GRADE FOR:



ENGLISH LANGUAGE ARTS AND LITERACY

FOCUS AREAS FOR PRE-KINDERGARTEN:

- With help from an adult, notice that books share stories or information.
- Listen to diverse stories and poems read aloud. With help from adults, talk, draw and act out about the characters and what happens in a story or poem.
- Listen to a variety of nonfiction books read aloud to build knowledge. With help from adults, talk, draw and act out what they learn from a book.
- Work and talk with many different people, both adults and other children, during classroom activities and play time to make connections between learning and one's own experiences.
- Tell ideas through drawing, dictation, shared writing, inventive spelling and scribbling.

BY THE END OF PRE-KINDERGARTEN, STUDENTS CAN:

- Engage in playful phonological awareness activities. This is the ability to notice and work with sounds in a language. For example, clapping and naming the number of words in the sentence.
- Keep a conversation going by responding and adding to what others say.
- Use a combination of drawing and dictating to share their ideas.
- Recognize some common labels. For example, understand the word "crayons" when they see it on a box of crayons.
- Tell about the parts of a book and the people who created it. For example, that the author wrote the book.
- Handle a book appropriately: hold it right side up and turn the pages one at a time.
- With help from an adult, notice how printed words are organized on a page. This includes noticing that text goes from left to right and spaces between words.
- With help from adults, ask and answer questions about stories, poems, and important details in a read aloud. This includes talking about how their experiences relate to the information or story in a book.
- Talk and listen to others while playing and during daily activities. This includes practicing to take turns when talking, listening to friends, waiting their turn to speak, and asking questions.

QUESTIONS YOU CAN ASK YOUR CHILD:

- Can you show me the front of the book? Where do we start reading?
- What do you think will happen next? Who is your favorite character?
- Can you draw a picture and tell me a story about it?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Anchor books and texts your child has been reading, hearing, and/or writing about this year
- What your child should be able to understand, write, and talk about as a result of what they have read

FOCUS AREAS FOR PRE-KINDERGARTEN:

- Count from zero to ten and understand how numbers can represent groups of objects. For example, show that a plate has six cookies by counting the cookies aloud, making sure to count each cookie only once.
- Use counting to find out whether one group has more or fewer objects than another group. For example, find out whether one bowl has more oranges than another bowl by counting the oranges in each bowl.
- Use language to describe and compare objects based on their length, width, or height For example, explain that one book is *taller* or *thicker* than another book.

BY THE END OF PRE-KINDERGARTEN, STUDENTS CAN:

- Recognize and name numerals 0–10.
- Use a numeral from 0 to 10 to show how many objects are in a group.
- Use objects to add and subtract with numbers up to 5. For example, take one ball away from four balls to find out that *4 - 1 = 3*.
- Sort everyday objects based on their characteristics. For example, put large toys in one basket and small toys in another basket.
- Use language to describe objects' positions and relationships. For example, tell what is *beside* a desk or above the door.
- Create three-dimensional shapes using Popsicle sticks, pattern blocks, and other objects.
- Recognize and name squares, circles, triangles, and rectangles.
- Recognize coins and paper money (bills). Understand that the coins and bills have value.

MATHEMATICS

QUESTIONS YOU CAN ASK YOUR CHILD:

- How many green beans are on your plate? Do I have more than you?
- How many points will we have if we get one more?
- Which is heavier: the stove or a plate?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How high (how many numbers) your child can count
- Games that can help your child practice math at home

SCIENCE AND TECHNOLOGY/ENGINEERING

FOCUS AREAS FOR PRE-KINDERGARTEN:

- Experience and observe daily weather, the moon, and the sun, and plants and animals that live around us.
- Make observations and investigate how both humans and animals use their senses and body parts to meet their basic needs. For example, how animals use their noses to smell to help them find their food.
- Explore how sounds can change, how shadows are made, how liquids are different from solids, and how things move.

BY THE END OF PRE-KINDERGARTEN, STUDENTS CAN:

- Observe how the Sun moves across the sky over the day. Use drawings or words to describe the different shapes of the moon over the month.
- Use simple tools (like thermometers and buckets) to collect information about daily weather.
- Use observations to describe how weather changes from day to day and season to season. Explain how weather affects living things.
- Describe how environments provide homes for living things and how humans affect the local environment.
- Describe the difference between living, nonliving, and human-made things in the world around them.
- Explain how plants and animals meet their needs (like getting water and air) and how they depend on each other.
- Observe how young plants and animals are similar to their parents but not exactly the same. Notice similarities and differences between people.
- Sort objects and materials based on their characteristics. For example, sort by colors, shapes, or how the objects feel.
- Build and compare structures using blocks or other objects. Talk about why and how a structure stays standing or falls down.
- Explore relationships between shadows and the light sources that create them.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What do you think will happen to an ice cube if we leave it sitting out of the freezer?
- Can you show me how to change the size and shape of your shadow?
- How tall do you think we can make this block tower before it falls down?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How science relates to everyday situations in your child's life
- Places in the community that can provide opportunities for your child to engage in science

FOCUS AREAS FOR PRE-KINDERGARTEN:

- Show respect to classmates and participate in the classroom community.
- Use maps, globes, photographs, and other tools to describe places nearby.
- Explore how people keep national, state, and local (community) traditions.
- Understand the difference between goods (things) and services, and needs and wants, in an economy.

BY THE END OF KINDERGARTEN, STUDENTS CAN:

- Understand and follow rules, limits, and expectations. Help and respect other people.
- Give examples from texts of people acting responsibly and groups creating and following rules.
- Recognize major symbols, songs, and texts of the United States (like the flag, bald eagle, Star-Spangled Banner, and Pledge of Allegiance).
- Explain how various peoples and cultures in the United States and the community celebrate their histories (like with holidays).
- Use words and phrases like before, afternoon, next week, and long ago to put events in order and explain when they happened or will happen.
- Use words and phrases like left, far, in front of, and between to explain where people, animals, and things are.
- Explain how maps and globes are similar and different. Make maps, drawings, or models to show how familiar places (like the school) look.
- Explain the parts of a physical address: street name and number, city or town, state, country.
- Ask questions about the past and begin to gather information from various sources.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What does it mean to be responsible?
- How do maps, globes, and photographs show different things about a place?
- How do people make choices between things they need and things they want?"

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Biographies, autobiographies, and historical fiction to look for at the library
- Celebrations and traditions that are important to local communities

DIGITAL LITERACY AND COMPUTER SCIENCE

FOCUS AREAS FOR PRE-KINDERGARTEN:

- Design, build, and test inventions and solutions through exploration and play.
- Learn that tools help people do things better, or more easily, or do some things that could otherwise not be done at all.
- Understand differences between humans, computing devices, and digital tools, and when and how students should use technology.
- Develop concepts through exploration, discovery, and creativity with the guidance, support, and encouragement of their teacher.

BY THE END OF PRE-KINDERGARTEN, STUDENTS CAN:

- Understand how to stay safe online.
- Explain how to share information safely online.
- Explore what it means to be a good digital citizen.
- Describe how people use technology and how technology can influence people.
- Use of digital tools and research skills to create simple projects and communicate ideas.
- Identify many types of computing devices, for example laptops and smartphones.
- Identify visible parts of computing devices, for example a keyboard, screen, and headphones.
- Explain that networks connect computers locally and around the world
- Explore human and computer differences to determine when technology is beneficial to society.
- List the shared characteristics of common objects, for example that animals have a color and number of legs. (This skill leads to a computer science concept called Abstraction)
- Define an algorithm as a sequence of steps.
- Create and enact a simple algorithm, for example the steps to make a sandwich.
- Understand how digital information can be collected, used, and presented on a computer.
- Create a computer program and explain that the computer follows the program's instructions.
- Use basic models and simulations, for example digital maps and weather forecasts.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What does it mean to be safe online?
- What are some examples of computing devices?
- What algorithm can we use to put on a coat?
- How would you put these household items (socks, books, etc) into groups? By color? By size?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Where can you get access to technology?
- How can you help reinforce classroom instruction at home?
- What are places in the community that can help your child learn computing skills?

FOCUS AREAS FOR PRE-KINDERGARTEN:

- Explore various art forms to understand the unique attributes of each
- Learn essential concepts and skills within each art form in a way that supports their own artistic ideas
- Gain exposure to different works of arts from diverse cultures and periods of time
- Begin to develop their own choices and preferences for artistic expression

BY THE END OF PRE-KINDERGARTEN, STUDENTS CAN:

For Dance:

- Explore movement of different body parts safely in their personal space and the general space of their peers' movements.
- Express emotion through moving in various dance styles

For Media Arts:

- Experiment with a variety of media and digital tools
- Respond to different media arts pieces

For Music:

- Choose favorite musical ideas to practice and demonstrate vocally or on an instrument
- Engage actively when listening to short pieces of music that feature 1 or 2 musical "opposites" such as: fast/slow, loud/soft, high/low, choppy/smooth

For Theatre:

- Respond to a theatrical prompt using body, voice, and/or imagination.
- Make voice, sound, or body choices to pair with a specific moment in a story during dramatic play

For Visual Arts:

- Create an image or object and describe what it represents.
- Pursue a process or idea to completion when experimenting with a wide variety of art materials and tools.

QUESTIONS YOU CAN ASK YOUR CHILD:

- Can you tell me about your picture/ song/play, etc.?
- How did it make you feel when you saw or heard that work of art?
- How did you come up with that idea?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Artists and artworks that are age appropriate to share with your child
- How to provide experiences that will expand your child's exposure to a variety of arts materials and tools

WORLD LANGUAGES

FOCUS AREAS FOR PRE-KINDERGARTEN:

- Use the target language to engage with classmates and communicate with native speakers, signers, and writers of the language.
- Identifying products, practices, and perspectives of the varied cultures that use the studied language and comparing them to their own
- Use the language in authentic ways, such as expanding upon content from other courses and engaging with speakers/signers of the language in the community
- Take early steps in the path to language proficiency which will lead to the Massachusetts State Seal of Biliteracy.

BY THE END OF PRE-KINDERGARTEN, STUDENTS CAN:

- Recognize words, phrases, and attributes of the culture when reading, viewing, or listening to authentic texts about familiar topics such as simple poems, advertisements, infographics, and announcements.
- Engage in predictable conversations using familiar words and phrases
- Provide information about themselves, their thoughts, opinions, and feelings
- Communicate in ways (such as gestures) and about topics which are authentic to the target language
- Identify products, practices, perspectives and identity factors which comprise culture and cultural identity
- Compare products, practices, perspectives, and linguistic features while learning to avoid stereotypes
- Use the language to expand other content and to obtain diverse viewpoints
- Use the language to engage with the language community (such as participating in cultural events), speaking to family members, to make or strengthen friendships, for personal enjoyment, and to set linguistic goals, such as obtaining the MA State Seal of Biliteracy.

QUESTIONS YOU CAN ASK YOUR CHILD:

- Can you tell me how we're the same and how we're different from the cultures you're studying?
- What was challenging or exciting about speaking in the target language today?
- What are some ways we can use your language at home or in our community?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Resources in your community to support your child's language acquisition
- Music, videos, or apps to support your child's language comprehension
- How to prepare your child to earn the State Seal of Biliteracy when they graduate.

FOCUS AREAS FOR PRE-KINDERGARTEN:

- Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.
- Set goals, engage in health-promoting behaviors, and avoid risky behaviors.
- Enhance relationships, personal health, and the health of others through social awareness and effective communication.
- Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

BY THE END OF PRE-KINDERGARTEN, STUDENTS CAN:

- Describe personal health habits (i.e., hygiene, sleep, sun safety, physical activity, limiting screen time) that can prevent illness and promote overall health.
- Identify simple goals for health, behavior, and academic success.
- Exhibit positive self-concept, self-esteem, and confidence.
- Acknowledge diversity, including racial, ethnic, religious, dis/ability and cultural differences and traditions, and demonstrate dignity and respect for others.
- Practice talking to trusted adults, parents/guardians, and/or family members.
- Identify reasons why it is important to have positive social relationships (e.g., positive emotions, support and help, someone to play with).
- Explain benefits of health-promoting eating choices and habits.
- Identify and describe strengths and interests related to physical activity and movement skills.
- Identify and practice behaviors for personal safety.
- Encourage peers and family members to make choices to help protect the environment (e.g., recycling, using less water, turning off the lights).

QUESTIONS YOU CAN ASK YOUR CHILD:

- What are some of your favorite physical activities at school? Why?
- Can you help make dinner using all 5 food groups?
- Who are some kids and grownups you trust at school?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How Health/Physical Education at school relates to everyday situations in your child's life
- Places in the community that can help your child learn about healthy choices and physical activity.