



## Links to Learning

OCTOBER PRE-K

### Links to Home: Shared Activities for Parents & Children

This month, your child will learn to describe people or objects in more detail, describe a story's main characters and setting, and identify objects associated with fire safety.

Here are some suggested activities to practice these skills with your child:

- After reading a story to your child, ask him questions about the characters and the setting. For example, ask "Who were the main characters?" or "What was the setting?" Encourage your child to answer in complete sentences.
- Take a drive with your child. Ask him to find and identify objects associated with fire safety (i.e. fire trucks, fire hydrants, fire stations).
- Place a pile of toys in front of your child that vary in color, shape and size. Ask him to use three words that describe each toy.



# Here's what your child experienced this month.







Each month's Links to Learning activities build on the month before, connecting previously learned skills with new learning. These activities include the essentials of language and math, along with a variety of other skills.

## Links to Learning

<b>OCTOBER – PRE-K</b>	
<b>📖 Language and Literacy</b>	<b>123 Mathematics</b>
<b>COMMUNICATION</b>	<b>NUMBERS AND NUMBER SENSE</b>
<ul style="list-style-type: none"> <li>Tells about an event using past and future tense</li> <li>Answers questions logically</li> <li>Describes previous experiences and relates them to new experiences or ideas</li> <li>Uses descriptive words</li> <li>Uses spatial vocabulary</li> <li>Identifies rhyming words presented in pairs</li> <li>Generates real and/or nonsense rhyming words</li> <li>Repeats a pattern or series of sounds, words, or numbers</li> </ul>	<ul style="list-style-type: none"> <li>Understands sets of 1–10</li> <li>Recognizes numerals 1–30</li> <li>Identifies numbers that follow one another using a calendar or number line</li> <li>Counts items in two groups to obtain a total</li> <li>Explores different ways numbers can be represented (e.g. numeral, dots on a dice)</li> </ul>
<b>LITERACY</b>	<b>GEOMETRY AND RELATIONSHIPS</b>
<ul style="list-style-type: none"> <li>Identifies the role of the author and illustrator</li> <li>Talks about characters and how they are related to the story</li> <li>Talks about setting and how it is related to the story</li> <li>Recognizes uppercase letters</li> <li>Recognizes common beginning consonant sounds</li> <li>Uses word and picture clues, including own name, to function in an environment</li> <li>Identifies words that look the same or different</li> <li>Follows words from left to right</li> </ul>	<ul style="list-style-type: none"> <li>Names the shape of common everyday objects</li> <li>Identifies shapes as two-dimensional (2D, flat) or three-dimensional (3D, solid)</li> <li>Compares two objects for which has more or less of a feature (more legs, less feathers)</li> <li>Puts objects in a series based on length</li> <li>Matches and names simple 2D and simple 3D shapes</li> </ul>
<b>WRITING</b>	<b>PROBLEM SOLVING AND REASONING</b>
<ul style="list-style-type: none"> <li>Holds a writing utensil with proper grip</li> <li>Attempts to write to convey ideas and messages</li> <li>Holds paper still with non-dominant hand</li> <li>Writes first name in proper case</li> <li>Writes the majority of uppercase alphabet letters and some lowercase</li> <li>Writes numerals 1–15</li> <li>“Reads” own writing aloud</li> </ul>	<ul style="list-style-type: none"> <li>Completes 15- or more piece puzzles</li> <li>Creates an original pattern</li> <li>Interprets data presented in bar graphs</li> <li>Tries to solve everyday problems using mathematics (e.g., how many napkins are needed)</li> <li>Uses non-standard measurement units (how many “bears” long is the table?)</li> </ul>
<b>👤 Social-Emotional</b>	<b>🌍 Science and Social Studies</b>
<b>SELF-HELP SKILLS</b>	<b>SCIENCE</b>
<ul style="list-style-type: none"> <li>Zips, buttons, and snaps clothing</li> <li>Maintains belongings in cubby or personal space</li> <li>Asks for help when needed</li> <li>Separates easily from parents</li> <li>Cleans up with prompting</li> </ul>	<ul style="list-style-type: none"> <li>Explores parts, texture, and color of fruits and vegetables</li> <li>Participates in experiments to answer questions about how different fruits and vegetables grow</li> <li>Explores fire alarms and flashing lights</li> </ul>
<b>SOCIAL INTERACTION</b>	<b>SOCIAL STUDIES</b>
<ul style="list-style-type: none"> <li>Learns and follows behavior expectations in centers</li> <li>Initiates play with a variety of peers</li> <li>Plays cooperatively with peers</li> <li>Recognizes and labels some emotions in self and others</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and explores various community helpers</li> <li>Recognizes that maps/globes are representations of places</li> <li>Begins to determine the relative location of places using terms near/far</li> <li>Recognizes the American flag and bald eagle as national symbols</li> <li>Recites the Pledge of Allegiance</li> </ul>
	<b>DIVERSITY</b>
	<ul style="list-style-type: none"> <li>Shares and compares family celebrations</li> <li>Identifies state and country of residence</li> <li>Knows address</li> </ul>
	<b>(continued on back)</b>

# OCTOBER – PRE-K (continued from front)

 <b>Creative Expression</b>	 <b>Wellness</b>
<b>MUSIC AND MUSICIANS</b>	<b>FINE MOTOR SKILLS</b>
<ul style="list-style-type: none"> <li>• Listens to and explores multicultural music</li> <li>• Explores and engages in multicultural dance (flamenco)</li> <li>• Plays a variety of multicultural instruments</li> <li>• Claps hands in rhythm with music</li> <li>• Identifies and distinguishes tempo (fast, slow)</li> </ul>	<ul style="list-style-type: none"> <li>• Cuts out shapes or designs with safety scissors</li> <li>• Uses tongs to pick up small items</li> <li>• Laces lacing cards</li> <li>• Uses a spoon to scoop</li> <li>• Strings small beads to create a pattern</li> <li>• Builds structures with various sized and shaped blocks</li> </ul>
<b>ART AND ARTISTS</b>	<b>GROSS MOTOR AND BALANCE</b>
<ul style="list-style-type: none"> <li>• Discusses an artist known for multicultural art</li> <li>• Discusses what is seen in a piece of art</li> <li>• Creates a piece of art based off the artist discussed</li> <li>• Traces, copies, and draws basic shapes</li> <li>• Creates 3D art using various materials</li> </ul>	<ul style="list-style-type: none"> <li>• Stops, drops, and rolls</li> <li>• Throws a ball underhand with close accuracy</li> <li>• Hops on one foot</li> <li>• Climbs</li> </ul>
<b>DRAMATIC PLAY</b>	<b>HEALTH, SAFETY AND NUTRITION</b>
<ul style="list-style-type: none"> <li>• Engages in pretend play connected to the weekly story</li> <li>• Engages in pretend play connected to farms, farming</li> <li>• Engages in pretend play connected to fire safety</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses fire safety</li> <li>• Discusses when to dial 911</li> <li>• Sorts foods into healthy versus non-healthy foods</li> </ul>
 <b>Citizens of the World</b>	 <b>Digital Interactions</b>
<ul style="list-style-type: none"> <li>• Introduced to new Spanish vocabulary</li> <li>• Reviews previously acquired Spanish vocabulary</li> <li>• Explores geographically where the Spanish language is spoken</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies some forms of technology in different lines of work</li> <li>• Locates numbers on different phone keypads</li> <li>• Explores changes in geography technology (compass, map, globe, GPS)</li> <li>• Uses and explores different types of technology</li> </ul>