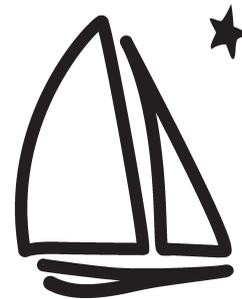


## The Arts

- Explores a variety of media and materials for creative expression
- Explores music and movement
- Explores drama through actions and language

## Support your child's learning by:

- Bringing your child to preschool on time every day
- Seeing that your child comes to school rested, fed and ready to learn
- Monitoring and limiting your child's screen time
- Taking an interest in what your child is learning
- Reading to your child 20 minutes a day
- Reading information in your child's backpack each day
- Playing with your child every day, on your child's level and according to your child's interests
- Nurturing your child's curiosity, creativity, and self-discovery through creative play



MINNETONKA  
PUBLIC SCHOOLS

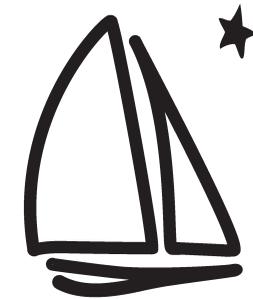
INSPIRING IN EVERYONE  
A PASSION TO EXCEL

Preschool

Two Years Before Kindergarten

**Essential Learnings**

**2020-2021**



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The Minnetonka School District has identified knowledge, skills and behavior students are expected to develop in each learning domain within the curriculum. Listed inside are the expectations, called "Essential Learnings." The curriculum is designed to help each preschooler develop these essential learnings.

## **Social Emotional Development**

- Comforts self by seeking out special object or person
- Is able to look at a situation differently or delay gratification
- Accepts redirection from adults
- Manages classroom rules, routines and transitions with occasional reminders
- Demonstrates confidence in meeting own needs
- Manages separations without distress and engages with trusted adults
- Demonstrates concern about the feelings of others
- Uses successful strategies for entering groups
- Plays with one or two preferred playmates
- Takes turns
- Seeks adult help to resolve a social problem
- Suggests solutions to social problems

## **Physical and Motor Development**

- Moves with control (runs, climbs, pedals, etc.)
- Sustains balance during simple movement experiences
- Manipulates balls (kicks, throws, traps against body)
- Uses wrist and finger movements (buttons, laces, strings beads, cuts)
- Grips writing tools with whole hand moving toward using a three-point finger grip

## **Language Development**

- Responds appropriately to simple statements, questions and stories
- Follows simple requests
- Follows directions with two or more steps
- Describes and tells the use of many familiar items
- Speaks clearly and is understood by most people
- Uses three-to-six word sentences
- Tells simple stories about objects, events and people
- Engages in conversations of at least three exchanges
- Uses eye contact and waits after asking a question
- Follows social rules while communicating; says "please" and "thank you" with occasional prompting

## **Cognitive**

- Sustains interest in age-appropriate tasks with adult interaction
- Practices an activity many times until successful
- Plans and pursues a variety of appropriately challenging tasks
- Imitates or asks how other people solve problems
- Solves problems without having to try every possibility
- Explores and investigates ways to make things happen
- Uses creativity and imagination during play and routine tasks
- Recalls people, places, objects and actions from the past (a few months before); recalls 1 or 2 items removed from view
- Remembers the sequence of personal routines and experiences
- Groups objects by one characteristic
- Draws or constructs and then identifies what it is
- Acts out scenarios with or without props

## **Literacy**

- Fills in missing rhyming word; begins to notice rhymes
- Sings songs and recites rhymes
- Hears and shows awareness of separate words in sentences
- Recognizes and names at least ten letters
- Identifies the sounds of a few letters
- Orients books correctly, turns pages front to back
- Understands that text is meaningful and can be read
- Contributes familiar phrases during read-alouds
- Asks and answers questions about text; refers to pictures
- Pretends to read, describes the action on each page
- Retells familiar stories with increasing detail and accuracy
- Begins to write name (scribbles, mock letters, letter strings)
- Writes to convey meaning using scribbles, mock letters or letter strings

## **Mathematics**

- Rote counts to 10
- Counts 5 objects with 1:1 correspondence
- Recognizes and names the number of a small set (1-5)
- Makes, combines and separates sets of up to 5 objects; describes parts (more, less, same)
- Identifies up to five numerals and connects them with counted objects
- Follows directions related to proximity (beside, between, next to)
- Identifies a few basic shapes (circle, square, triangle)
- Compares and orders objects by size, length, weight, area or volume
- Copies simple patterns

## **Science and Technology**

- Observes and explores things in environment
- Classifies living and nonliving things
- Explores and describes ways that objects can be moved in space (pushing, pulling, rising or sinking)
- Understands that there are different kinds of weather and that weather changes
- Use tools and technology to investigate the environment

## **Social Studies**

- Appreciates similarities and differences between self and others
- Begins to understand various family and community roles, jobs, rules and relationships
- Begins to understand that people and places change over time
- Begins to learn about the characteristics of where they live
- Shares responsibility in taking care of their environment
- Begins to understand the responsibilities associated with the use of technology
- Participates in activities to help others in the community