

Pre-Kindergarten

Pre-K Program Overview

In the Houston County Schools Pre-K programs children are engaged in quality learning experiences through facilitated play and guided activities over the course of a segmented day. They participate in multiple teacher-selected story times, targeted small group lessons, large group literacy instruction, phonological awareness activities, music and movement experiences, outside play, and explicit social emotional development instruction. Students also spend a significant part of the day “working” in specifically-design centers that include:

- large and small building blocks with accessories;
- dramatic play theme areas;
- an assortment of manipulatives and games;
- a variety of tools for investigating and experimenting;
- a wide selection of materials for artistic design;
- a large collection of books to read and discover;
- a listening station for independent “reading”;
- a writing station with a range of inspiring materials;
- a sensory table with tools and materials to explore;
- an array of puppets, puzzles and many other fascinating materials and resources.

Materials, resources, and themes are rotated throughout the year to capture and maintain student interest while simultaneously expanding their learning opportunities.



**HOUSTON COUNTY
BOARD OF EDUCATION**
HIGH-ACHIEVING STUDENTS

What resources are available for students and parents?



Georgia Department of
Early Care and Learning

- ✓ Parent Resources at BFTS
GA DECAL [Useful Links](#)
- ✓ Recommended Book List at
GA BFTS DECAL [Book List](#)
- ✓ Free Developmental
Screener at Easter Seals
easterseals.com/mtffc/asq/
- ✓ [Registration for Houston
County Pre-K](#)



Is my child on track? Go to the
CDC's Developmental Milestones page for
more information
<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

GA Pre-K Domains of Learning - GELDS

(Georgia Early Learning and Development Standards)



Physical Development and Motor Skills

This domain pertains to the way children move their bodies using large muscles like arms and legs to crawl, walk, run, and dance. It also includes small muscle development that helps children feed themselves, scribble with crayons, paint and eventually write. The ways children learn to take care of their physical needs and develop skills relating to health, nutrition, and safety are a part of this domain as well.

Social and Emotional Development

The ways children learn about themselves and how to get along with other people. Through play, youngsters learn how to relate to other children and they gain confidence in their own abilities. As children mature emotionally and socially, they gain self-control. Their emotional and social development is further enhanced when they engage in creative displays of self-expression.

Approaches to Play and Learning

Addresses how children go about learning new skills and concepts rather than what skills and concepts they learn. Children approach play and learning in a variety of ways. They are curious about their world and find creative ways to solve problems. To reach their learning potential, children need adults to support them in being curious, persistent, and creative learners.

Communication Language and Literacy

Involves the way children learn to communicate with sounds, words, and gestures, and eventually the way they learn to read and write. This involves both verbal and nonverbal behaviors. Babbling, talking, listening, using sign language, using gestures, singing songs, repeating rhymes, listening

to stories, looking at books, scribbling and drawing are some of the ways children learn language and early literacy skills. Children develop language and literacy through interactions with adults and other children, engagement with materials, and instructional experiences. To provide the foundation for later reading, children should be exposed to activities that will develop the ability to listen for comprehension and to discriminate sounds in language. Children develop an awareness of print and books through a variety of activities and interactions. Later reading success is directly correlated to the interaction of children with books through listening and responding to books read aloud and engaging in activities related to the stories.

Cognitive Development and General Knowledge

Addresses how children use their minds to explore the world around them. They should be encouraged to explore, investigate, observe, and record changes in the environment. Activities such as noting the changes in weather, caring for plants and animals, and exploring simple machines encourage the further development of **scientific thinking**. **Mathematical concepts** and language challenge children to think about ideas related to patterns, shapes, numbers and space. **Social Studies** encourage the development of meaningful knowledge about the people, jobs, landmarks, and cultures of their surrounding community. They become aware of the similarities and differences among people and how each person is an important member of the community. As children learn about responsibility in the classroom community, they begin building skills needed for being a productive member of society. The **creative arts**, including art, music and drama, provide opportunities for the application of individual ideas, feelings, and expression. By experimenting with sounds, colors, forms, motion and words, children communicate in ways that are distinctly their own and that reflect their learning style. Cognitive Processes encourage higher order thinking and problem solving. Children need to learn to think for themselves, make connections, and use reasoning skills to solve problems.

Helpful Tips for Parents and Guardians

Understand that parents build the foundation for helping children develop skills, habits, and attitudes for becoming lifelong learners and that families are an integral part of the Pre-K instructional program.

Your teacher will be helping your child learning to:

- Engage in independent activities and continue tasks over a period of time.
- Independently follow rules and routines.
- Play cooperatively with a few peers for a sustained period of time.
- Use senses to observe, classify, and learn about objects and environment.
- Make statements and appropriately answer questions about how objects/materials can be used to solve problems.
- Effectively use words, sentences, and actions to communicate needs, ideas, opinions, and preferences.
- Listen and differentiate between sounds that are the same and different.
- Recognize and name some upper-case letters of the alphabet.
- Recognize and name some lower-case letters of the alphabet.
- Track words from left to right, top to bottom, and page to page.
- Draw pictures and copy letters and/or numbers to communicate.
- Listen to and follow multi-step directions.
- Use spoken language that can be understood with ease.
- Use writing tools.
- Recite numbers up to 20 in sequence.
- Count at least 10 objects using one-to-one correspondence.
- Recognize numerals (0-9).
- Sort and classify objects using one or more attributes or relationships.
- Recognize and name common two-dimensional shapes (circle, square, rectangle, triangle).



You can support your child's learning by:

- Establishing schedules and routines in nap time and meal times and bed times at home. (Pre-K classes have a scheduled nap time each day).
- Providing your child with social experiences around other children where they are required to share and take turns (daycare, church, family gatherings, play dates, etc...).
- Playing games where your child can sometimes win and sometimes not win and helping him/her work through the results.
- Helping your child understand that cleaning up his/her own mess is an expectation. (Have him/her participate in chores around your home.)
- Rehearsing self-help skills such as dressing, undressing, and hand-washing. Your child will feel more confident when he/she is asked to do these things at school.
- Teaching your child toileting skills for independence (fastening and unfastening clothing/belts, wiping, washing hands, discarding toilet tissue versus other trash). (Boys need exposure to urinals.)
- Teaching your child how to fasten and unfasten his/her own jacket (turn right side out).
- Teaching your child how to take off and put on his/her own shoes.
- Teaching your child to use eating utensils.
- Teaching your child how to open snack packaging (chips, juices, ketchup and others).
- Reading with your child every day.
- Talking to your child about his/her feelings about school, friends, teachers, and new activities.
- Teaching your child how and when to ask for help.
- Teaching your child how to appropriately express emotions.
- Teaching your child how to wipe/blow his/her own nose with tissue and to properly discard.
- Teaching your child how to ask for what he/she needs/wants.
- Practicing attending to someone who is speaking/reading (public library story times, church, theatrical performances).