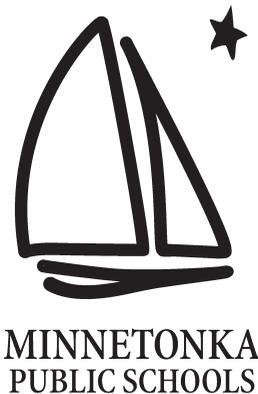


*Support your child's learning by:*

- 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



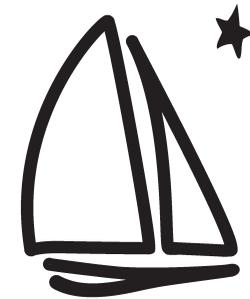
**INSPIRING IN EVERYONE  
A PASSION TO EXCEL**

**Preschool**

Three Years Before Kindergarten

**Essential Learnings**

**2020-2021**



**MINNETONKA  
PUBLIC SCHOOLS**

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
- Accepts redirection from adults
- Seeks to do things for self; tries self-help skills
- Demonstrates confidence in meeting own needs
- Uses trusted adult as a secure base from which to explore world
- Manages separations without distress and engages with trusted adults
- Reacts to others' emotional expressions
- Demonstrates concern about the feelings of others
- Plays near other children using similar materials or actions
- Seeks a preferred playmate
- Responds appropriately to others' wants
- Seeks adult help to resolve a social problem

## **Physical and Motor Development**

- Experiments with different ways of moving - walks, marches, pushes riding toy with feet
- Experiments with or sustains balance during simple movement experiences
- Manipulates objects and balls with stiff body movements
- Uses fingers and whole-arm movements to manipulate and explore objects (dumps and fills, tears paper, points, pokes)
- Grips drawing and writing tools with whole hand

## **Language Development**

- Identifies familiar people, animals and objects when prompted
- Follows simple requests
- Names familiar people, animals and objects
- Makes statements about events/people/objects not in view
- Initiates and attends to brief conversations
- Uses eye contact and waits after asking a question

## **Cognitive**

- Sustains interest in working on a task with adult interaction
- Practices an activity many times until successful
- Imitates or asks how other people solve problems
- Explores and investigates ways to make things happen
- Imitates others in using objects in and/or unanticipated ways
- Recognizes familiar people, places and objects; looks for hidden object where it was last seen
- Looks for familiar people when named
- Matches similar objects
- Recognizes people, objects and animals in pictures
- Imitates actions of others during play; uses real objects as props

## **Literacy**

- Joins in rhyming songs and games
- Fills in missing rhyming word; begins to notice rhymes
- Sings songs and recites rhymes with repeating initial sounds
- Recognizes and names a few letters in own name
- Shows interest in books
- Orients books correctly, turns pages front to back
- Understands that text is meaningful and can be read
- Contributes familiar phrases during read-alouds
- Pretends to read, describes the action on each page
- Retells some events from familiar stories with prompting
- Scribbles, lines, circles or zigzags

## **Mathematics**

- Verbally counts to ten - not always in correct order
- Counts up to five objects with 1:1 correspondence
- Understands the concepts of one, two and more
- Recognizes and names a few numerals
- Follows directions related to position and proximity (in, on, under, up, down, beside, between, next to)
- Matches two identical shapes
- Makes simple comparisons between two objects
- Shows interest in patterns in everyday life

## **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

## **The Arts**

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