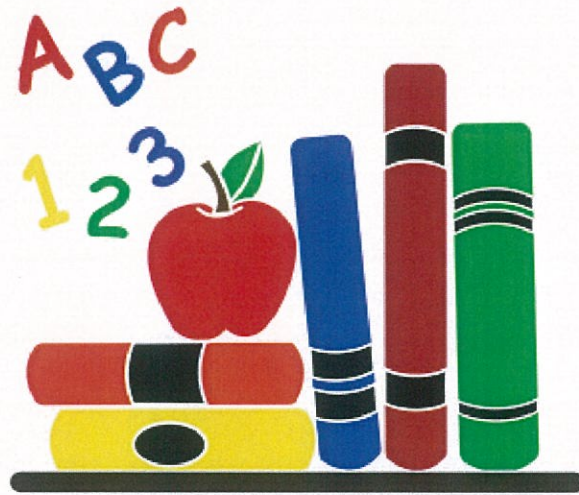


# Pre-K Handbook



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Dear Families,

Please allow me to tell you about our high quality Pre-K program. The Pre-K program is designed to meet the needs of children who will be 4 on or prior to October 15. At Hilltop School children will receive a level of individualized attention which is not possible in the public schools due to their larger class sizes. In addition children are provided with a warm, welcoming environment that engages the children's interests and meets the physical and emotional needs of every child.

The Pre-K curriculum is taught through hands-on, interactive activities that engage each child's interests and attention. The State of Maine Early Learning and Development Standards are utilized to identify the knowledge and skills essential to prepare Pre-K students for Kindergarten the following year. These indicators are cross-referenced to the State of Maine K-12 learning results.

The following are the goals for our Pre-K students:

#### Early Language and Literacy

- Identifies parts of a book.
- Pretends to read and understands that print carries a message.
- Uses left to right, top to bottom progression.
- Asks questions about unknown words and phrases in stories.
- Begins to recognize that there are different text structures, such as stories, poems, and songs.
- Answers questions about a story.
- Retells a story in sequence.
- Retell stories using both storybook language and pictures.
- Looks at pictures and tells a story.
- Recognizes common sight words.
- Identifies the beginning sound of some words.
- Recognizes and produces rhyming words.
- Begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Identifies upper and lowercase letters of the alphabet.
- Follows agreed upon rules for discussions.
- Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail.
- With prompting and support, generates words that are similar in meaning. (happy/sad, angry/mad.)



## Writing

- Recognizes and writes first name.
- Capitalizes the first letter in own name.
- Begins to recognize punctuation. (., !, ?)
- Begins to write letters to represent sounds.
- Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Organizes print in 2-dimensional space.
- Recognizes how writing and speech relate.
- Practices letter formation
- Learning to write for the situation.
- With prompting and support, uses a combination of drawing, dictating, and writing to:
  - Communicate opinions on topics of interest (e.g., My favorite food is.....)
  - Communicate information about a topic
  - Tell a story

## Math

- Represents mathematical concepts using manipulatives.
- Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences.
- Rote counts to 20 and beyond by ones with increasing accuracy.
- Recognizes and names written numerals 0-10.
- Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10).
- Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted.
- Counts using 1:1 correspondence with increasing accuracy.
- Begins to write number symbols 0-10.
- Describes, sorts, and classifies shapes using some attributes such as size, sides, and other properties.
- Demonstrates or describes relative positions of objects, using words such as up, down, beside, over.
- Describes, sorts, and classifies groups of objects using one or more attributes.
- Recognizes duplicates, creates, and extends simple patterns using objects.
- Begin to understand concepts such as yesterday, today, and tomorrow.
- Represents data using simple charts and graphs.
- Uses non-standard units of measurement to measure objects; notices similarities and differences.



## Science

- Understands concepts related to physical science, earth science, and life science.
- Knows the difference between living and non-living things.
- Shows interest in and discovers relationships and patterns.
- Explores and experiments with different materials, objects, and situations.
- Identifies problems and poses ways to solve them.
- Makes predictions and tests them.
- Observes and documents changes.

## Social Studies

- Participates in developing classroom rules and decisions.
- Explores and discusses differences between needs and wants.
- Develops an understanding of the use and representation of simple maps, globes, and other geographic tools.
- Recognizes that environmental changes can impact people, animals, and plants.
- Differentiates between past, present, and future.
- Demonstrates a basic understanding of how things, people, and places change over time.
- Recalls events that happened in the past, such as family or personal history.
- Displays awareness of similarities and differences among individuals and families.
- Develops understanding of self as part of a family, group, community, and culture.
- Understands that there are other cultures with different languages, foods, art, music, and forms of shelter. Instruction in sign language is incorporated into this goal.

## Social and Emotional Development

- Takes on new tasks and improves skills with practice.
- Expresses self in safe and appropriate ways through words and actions.
- Follows rules and routines.
- Is able to share materials or teacher's attention.
- Can wait for turn in simple game or use of equipment.
- Accepts consequences of own actions and regulates own emotions and behaviors.
- Expresses empathy for others.
- Labels own emotions and, increasingly, the emotions of others.
- Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property.
- Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/attendance.
- Develops friendships with peers.
- Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers.



- Participates cooperatively in large and small group activities.

#### Creative Arts

- Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, uniqueness, and/or realism.
- Uses art materials safely and appropriately.
- Shows interest in different art media and materials in a variety of ways for creative expression and representation.
- Listens and cooperates in group creative movement/dances.
- Shows increasing ability to recognize tempo changes and different styles of music.
- Uses music and instruments to imitate and improvise songs, melodies, and patterns.

#### Gross Motor

- Coordinates complex movements in play and games.
- Demonstrates progressive locomotive skills; successive hopping, and forward jumping. Has control over speed and direction and balance (running, sliding, galloping forward, back, right, and left.)
- Demonstrates cooperative skills while participating in physical activities.
- Sustains balance during complex movements.
- Manipulates balls or similar objects with a full range of motion.
- Develops coordination and balance with a variety of playground equipment.

The children will also participate in a variety of music, movement, visual arts, and drama activities. Children will visit the gross motor room, the imagination station, and the library each week. Julie Monroe, our music teacher visits the classrooms every other week. Since children learn by constructing new knowledge from existing knowledge, goals must be approached with an interdisciplinary and constructivist approach. We recognize that children learn at their own pace and that some of the expectations in each domain will be applicable to children at a younger developmental level while others will be appropriate for children closer to Kindergarten.

Each of our Pre-K classrooms utilizes the ABC Mouse Early Learning Program. Each child has their own learning path that they follow step by step as they work through the program. Each learning path is designed based on each child's individual educational needs. The program has over 800 lessons spread out over 10 levels. As they complete one lesson, they move on to the next one. For more information visit: <http://www.abcmouse.com>.

To assist children in gaining the level of independence required in Kindergarten, there is a focus on self-awareness, independence, responsibility, self-esteem, leadership, and self-help skills.

If you have any questions or would like to observe a Pre-K class, please let me know.

Thank you,  
Tracy Garrow., Executive Director