Core Knowledge Preschool

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**Summary**

The skills of the Preschool Sequence and the content of Teacher Handbook provide the foundation upon which classroom activities and instruction are developed. These skills have been documented in the Alignment with Florida Early Learning and Developmental Standards. The skills are based on research and best practice in early childhood education.

The skills are divided into two levels representing the approximate developmental abilities of three- to four-year olds (Level I skills) and four- to five-year olds (Level II skills).

These dual levels and the specificity of the Core Knowledge Sequence skills allow for more clear definitions of the components that comprise each goal (and standard!) – which in turn facilitates educators’ ability to identify, assess, and scaffold student learning. The skills in the handbook and the core instructional are sequenced to reflect development of each over-arching goal.

Level I skills are preceded by “I-“ and level II skills are preceded by “II-“. Within the handbook, the Critical Skill icon is used to denote critical skills. Critical skills are the most important skills to assess, as they provide the best understanding of how children are progressing with the skills in the Preschool Sequence. The Core Knowledge Preschool Assessment Kit provides an activity probe for each of these skills, which guides teachers through activities to assess and rate students’ progress with the skills. The Alignment with Florida Early Learning and Developmental Standards also indicates the specific skills for which activity probes exist.

Throughout the handbook, the DAP# icon is used to denote aspects of the teacher guidance that illustrate developmentally appropriate practice. This numeric portion of this icon indicates the page within *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (Copple & Bredekamp, 2009) on which you will find a corresponding statement about developmentally appropriate practice.
The *Using the Preschool Sequence* chapter of the handbook provides guidance on curriculum planning, lesson planning, setting up the classroom environment, classroom practices, structuring the daily routine, scaffolding and assessing children’s learning. Instructionally, this guidance has been incorporated into lessons throughout the:

1. *Core Knowledge Language Arts Program,*
2. *NumberWorlds,* and the
3. *Stop and Think Social Skills* programs.

These three programs form the core instruction in a Core Knowledge preschool classroom. This core instruction is rounded out by rich classroom centers, for which guidance is provided within these programs as well as within the handbook. Additional support for classroom centers is provided in the following materials:

- *Preschoolers at Play* - this publication provides guidance on a wide variety of dramatic play centers designed to reinforce the language and literacy skills introduced throughout the program.
- *The Stop and Think Social Skills Posters and Song Book CD* - These publications include songs that reinforce the skills taught in the Stop and Think program.
- The *Core Knowledge Preschool and Kindergarten Music CD* – this publication provides a selection of classical music for use in the preschool classroom.

Additionally, *What Your Preschooler Needs to Know* book and accompanying activity books, have been designed for parents. These publications reinforce the skills and content presented in a Core Knowledge preschool classroom. Many programs have been successful in securing philanthropic funds to provide copies of these materials to parents. They are included in the Core Knowledge teacher materials as a reference.

**1. Physical Development**

The goals, skills, developmentally appropriate practices, and background knowledge for **Physical Development** are outlined in the *Movement and Coordination (Gross Motor), Emerging Literacy (Fine Motor) and Autonomy, Social Skills, and Work Habits (Self-Help)* chapters of the *Core Knowledge Preschool Sequence and Teacher Handbook*.

*Instructionally, these skills are embedded into lessons from throughout the Core Knowledge Language Arts Program, Number Worlds, and the Stop and Think Social Skills programs.* The Alignment with Florida Early Learning and Developmental Standards indicates which specific skills are addressed in which programs.
II. Approaches to Learning
The goals, skills, developmentally appropriate practices, and background knowledge for Approaches to Learning are outlined in the Autonomy, Social Skills, and Work Habits chapter of the Core Knowledge Preschool Sequence and Teacher Handbook.

Instructionally, these skills are embedded into lessons from throughout the Core Knowledge Language Arts Program and the Stop and Think Social Skills programs. The Alignment with Florida Early Learning and Developmental Standards indicates which specific skills are addressed in which programs.

III. Social and Emotional Development
The goals, skills, developmentally appropriate practices, and background knowledge for Social and Emotional Development are outlined in the Autonomy, Social Skills, and Work Habits chapter of the Core Knowledge Preschool Sequence and Teacher Handbook.

Instructionally, these skills are embedded into lessons from throughout the Core Knowledge Language Arts Program and the Stop and Think Social Skills programs. The Alignment with Florida Early Learning and Developmental Standards indicates which specific skills are addressed in which programs.

IV. Language, Communication and Emergent Literacy
The goals, skills, developmentally appropriate practices, and background knowledge for Language, Communication and Emergent Literacy are outlined in the Oral Language, Nursery Rhymes, Storybook Reading & Storytelling, and Emergent Literacy Skills chapters of the Core Knowledge Preschool Sequence and Teacher Handbook.

Instructionally, these skills are explicitly addressed in lessons from throughout the Core Knowledge Language Arts Program, and are also often embedded in lessons from Number Worlds and the Stop and Think Social Skills programs. The Alignment with Florida Early Learning and Developmental Standards indicates which specific skills are addressed in which programs.

V. Cognitive Development and General Knowledge
The goals, skills, developmentally appropriate practices, and background knowledge for Cognitive Development and General Knowledge are outlined in the Mathematical Reasoning (Mathematical Thinking), Orientation in Time (Mathematical Thinking, Social Studies, and Concept Development), Orientation in Space (Mathematical Thinking, Problem Solving, Social Studies), Music (Arts) and Visual Arts (Arts) chapters of the Core Knowledge Preschool Sequence and Teacher Handbook.

Instructionally, these skills are embedded into lessons from throughout the Core Knowledge Language Arts Program and the Stop and Think Social Skills programs.
The Alignment with Florida Early Learning and Developmental Standards indicates which specific skills are addressed in which programs.

**Detailed list of materials submitted**


*Core Knowledge Language Arts*. Core Knowledge Foundation, 2013


*Stop & Think Social Skills Program*

*Stop and Think Social Skills Posters and Songbook CD*


*Core Knowledge Preschool Assessment Kit*. Core Knowledge Foundation, 2009.

What Your Preschooler Needs to Know: Read-Alouds to Get Ready for Kindergarten

What Your Preschooler Needs to Know: Read-Alouds to Get Ready for Kindergarten Activity Books 1 & 2

*Core Knowledge Preschool and Kindergarten Music CD*

*Preschool Classroom Pictorial Schedule Cards*

*Preschoolers At Play: Building Language and Literacy through Dramatic Play*