

# AN OVERVIEW OF THE CORE KNOWLEDGE PRESCHOOL PROGRAM

Core  
Knowledge<sup>®</sup>  
Foundation



# What Is Core Knowledge?

- **An educational reform**
- **Preschool-Grade 8**
- **Specific grade-by-grade core curriculum: shared knowledge**
- **Sequence of skills & knowledge that build cumulatively from year to year**
- **Rigorous academic content with high expectations for all children**

# Beliefs and Theory Underlying the Core Knowledge Preschool Program

- Young children are highly competent and capable
- Readiness to learn does not just happen in the course of a child's development
- Readiness to learn is itself learned
- Children build new learning based on what they have already learned
- Readiness to learn is not “All or Nothing”

# Preschool Practices that Follow from these Beliefs

- Explicit identification of the knowledge and skills we want children to learn ensures that there are clear, shared expectations.
- Children's current knowledge and skills become the starting place for new experiences and instruction, rather than a limitation.

# Preschool Practices (continued)

- Both the content of what is being learned *and* the process of learning are considered in developing curriculum.
- Both child initiated *and* teacher/peer mediated experiences have developmental and instructional value.



# Preschool Practices (continued)

- Experiences with concrete, manipulative objects and more abstract tasks are viewed along a continuum, with a conscious attempt made to progressively linking the two.



## In short ...

We can, and must, establish high expectations for all young children, recognizing that the rates and approaches to learning will vary among individuals.



# Make the experiences that you offer children COUNT!

- Plan educationally meaningful experiences.

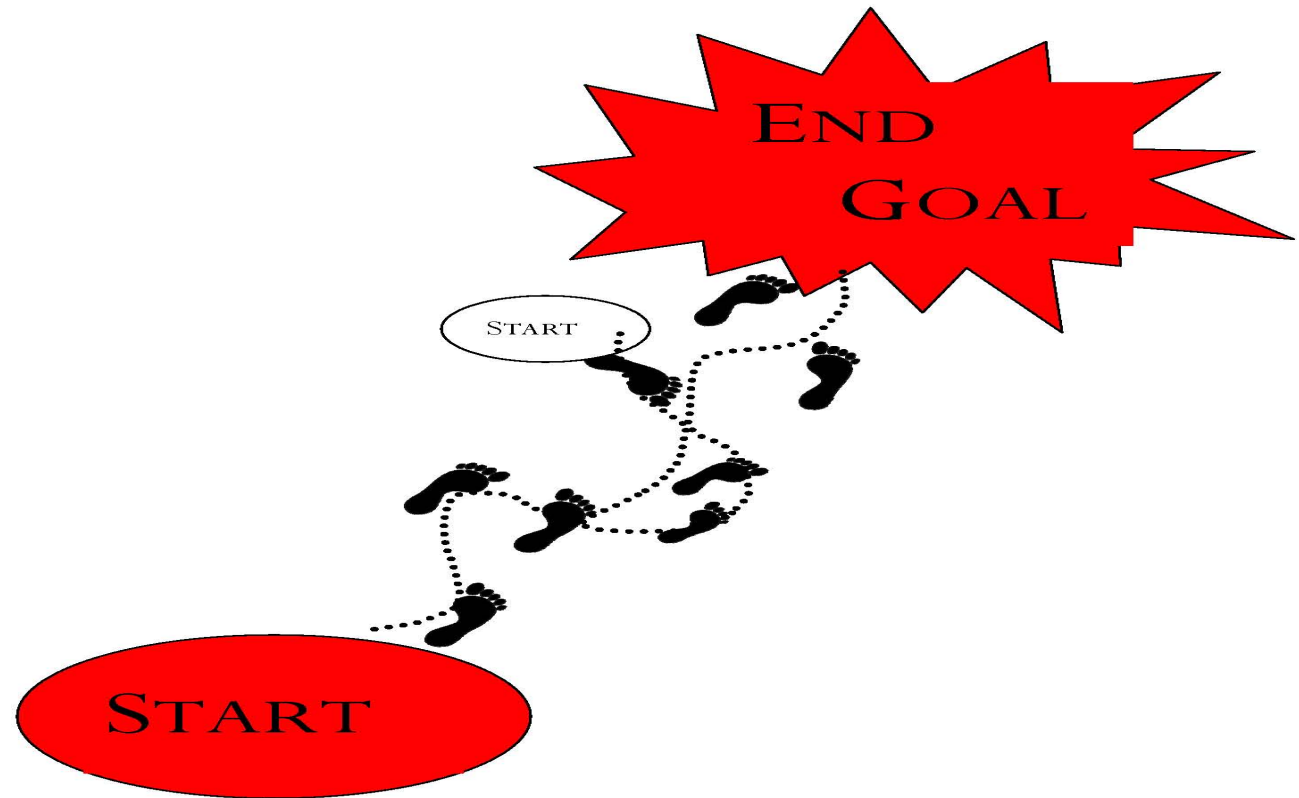
*Why are we doing this?*

*What is the educational purpose?*

- Start where each child is.
- Guide learning, step-by-step.



# Schematic Representation



Prerequisite  
Prior Knowledge

*Assessment and the Core Knowledge Preschool Sequence*

# *Literary Representation*

“Teachers are those who use themselves as bridges, over which they invite their students to cross; then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.”

—Nikos Kazantzakis

# Components of the Core Knowledge Preschool Program

- **Coherent Content- and Language-Rich Curriculum**  
*(Core Knowledge Preschool Sequence)*
- **Seamless Integration of Assessment and Instruction**  
*(Core Knowledge Preschool Assessment Tool )*
- **Comprehensive Professional Development and Support**
- **Parent Involvement**



# CURRICULUM: *Core Knowledge Preschool Sequence*



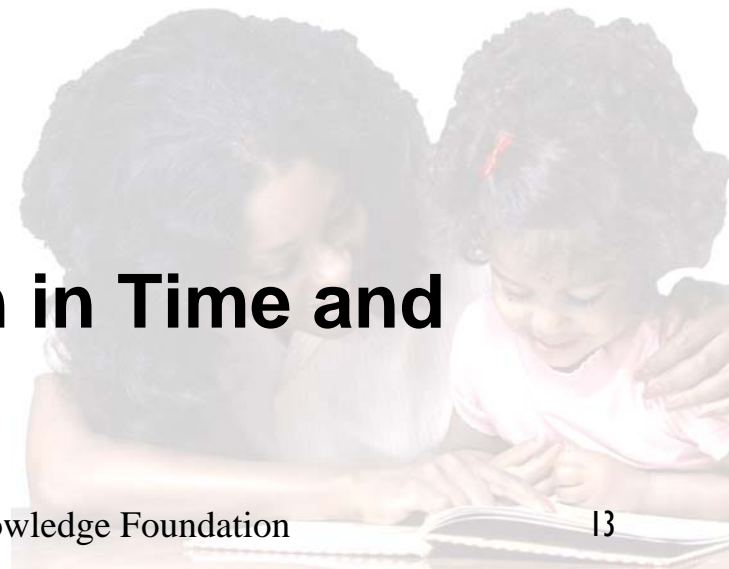
- **SOLID**, comprehensive, content and language rich curriculum addressing the needs of the whole child
- **SPECIFIC** goals and objectives in all domains
- **SEQUENCED** learning in which current instruction is based on previously taught knowledge and skills
- **SHARED**, explicit curriculum with high expectations for all children

# *Core Knowledge Preschool Sequence*

## Domains

Ages 3-5 years old (two levels)

- **Movement and Coordination**
- **Autonomy and Social Skills**
- **Work Habits**
- **Language**
- **Science**
- **Music**
- **Visual Arts**
- **Math, Orientation in Time and Space**



# Mathematical Reasoning and Number Sense

- Sort and classify objects or pictures of objects
- Duplicate and continue linear patterns
- Perceive and recognize shapes
- Use simple measurement skills and seriate objects
- Quantify groups of objects
- Compare written numerals
- Develop an understanding of addition and subtraction



# A Closer Look at Number Sense

## I. Knowledge of counting

- **verbal counting from 1 to 5 (1 to 10)**

(Knows that each number word occurs in a fixed and necessary sequence)

- **one-to-one correspondence**

(Knows that each number word must be assigned to one and only one object in a set)

- **cardinality rule**

(Knows that last number word said indicates “how many” in the set)

- **backwards counting from 5 to 1 (10 to 1)**

- **count on**

(Knows the next counting number up or down in the sequence)

## II. Knowledge of the world of quantity

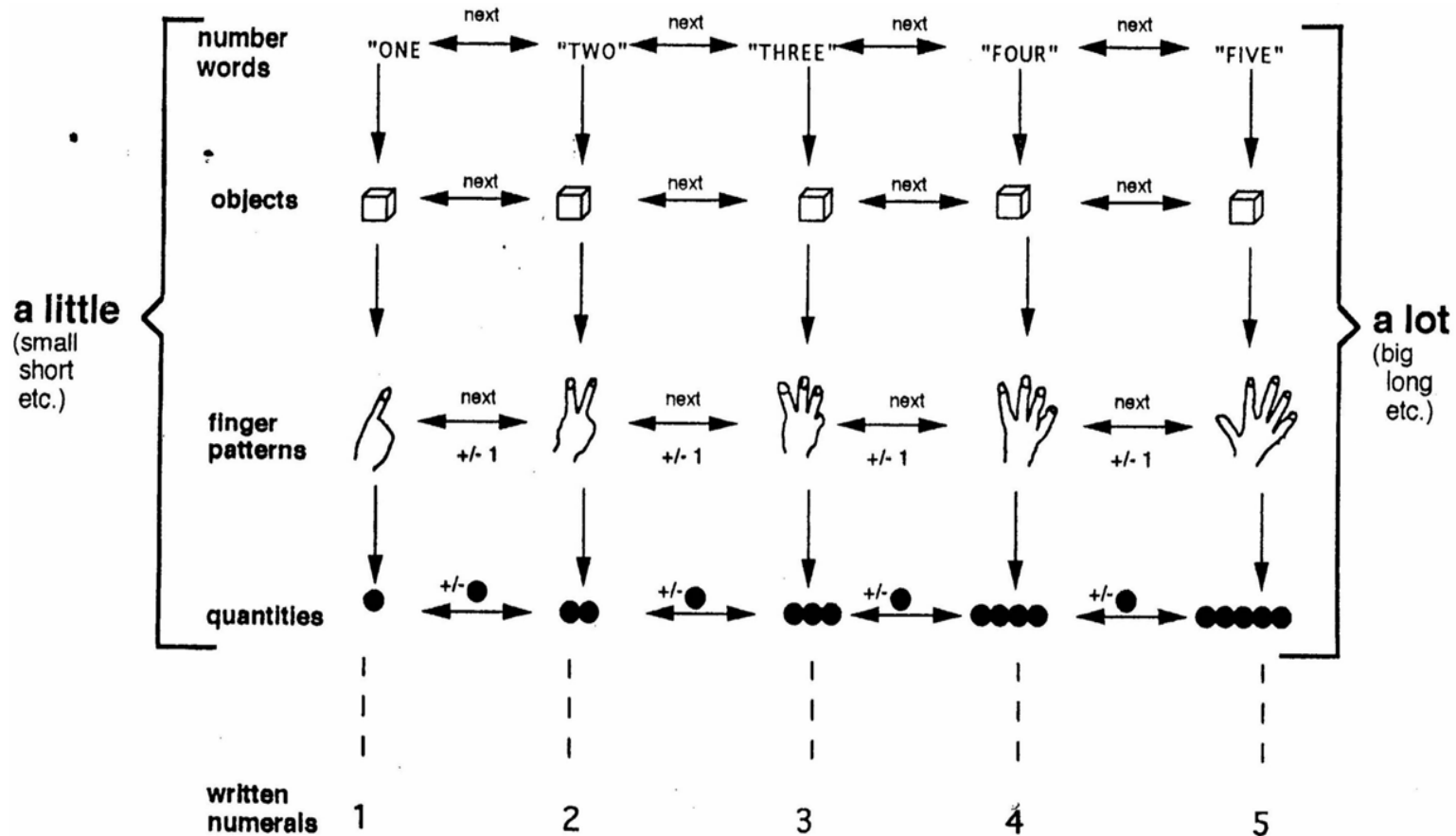
- Can recognize and describe (global) differences in quantity in:
  - **the world of dot-sets:** (dice, playing cards): one pattern has lots (little), more (less) dots
  - **the world of scale:** measures (thermometers, graphs): one position is higher up (lower down)
  - **the world of objects:** one group is bigger (smaller), longer (shorter), heavier (lighter)
  - **the world of dials:** (time, cycles): one point is further around (less far round)

### III. A mental number line conceptual structure

- Can use counting to identify (precise) differences in quantity in each world

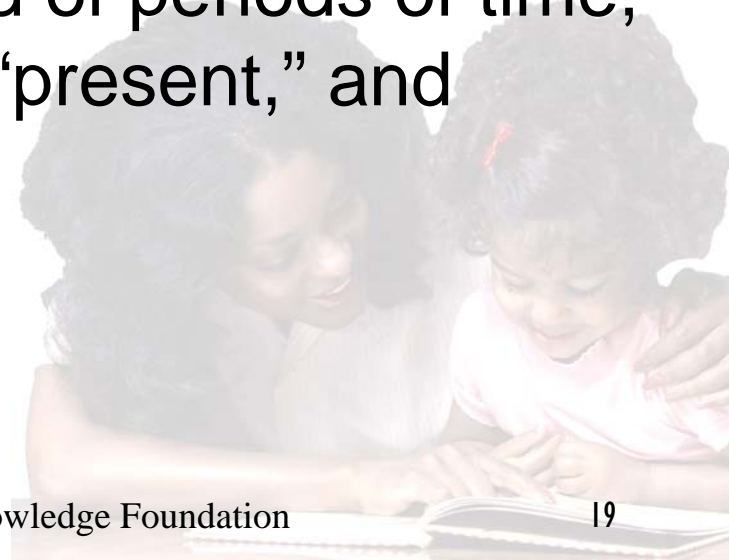


# Mental Number Line



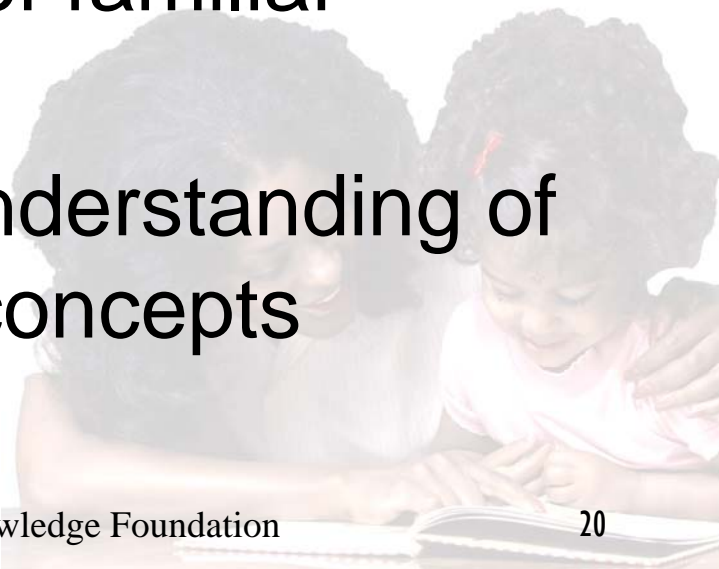
# Orientation in Time

- Understand and use the language of time
- Establish reference points in time
- Demonstrate an awareness of the passage of time and of periods of time, such as the “past,” “present,” and “future”



# Orientation in Space

- Understand and use the language of space
- Establish reference points in actual and represented space
- Use simple maps of familiar environments
- Demonstrate an understanding of basic geographic concepts



# For More Information

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