



# MATTAWAN YOUNG FIVES

Curriculum Overview  
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Principal



## The Young Fives Experience

Experiences are provided that meet children’s needs and stimulate learning in all developmental areas-physical, social, emotional and intellectual. Each child is viewed as a unique person with an individual pattern and timing of growth and development. Different levels of ability development and learning styles are expected, accepted, and used to design appropriate activities. Interactions and activities are designed to develop children’s self-esteem and positive feelings toward learning.

<p><b><u>Social Emotional- Community Time</u></b>  <i>The Young Fives program focuses on promoting a positive learning environment and self-esteem. Developing the ability to share, cooperate and interact with other children and adults lays the foundation for success. Parents, teachers, and children working together help each child reach his/her potential.</i></p> <p><b>Young Fives children will work toward:</b></p> <ul style="list-style-type: none"> <li>• working and playing cooperatively with others</li> <li>• feeling secure and at ease at school</li> <li>• trying new activities; taking risks</li> <li>• asking for help when needed</li> <li>• following classroom and school rules</li> <li>• exhibiting self-control</li> <li>• taking responsibility for personal belongings and needs</li> <li>• working and playing in small groups and whole/large groups</li> <li>• Capturing Kids Hearts character development</li> </ul>	<p><b><u>Math</u></b>  <i>Lessons with open ended experiences encourage young children to explore and discover problem solving techniques. Concepts such as patterning, sorting, classifying, counting, comparing and graphing are explored, along with introducing numbers and number value. This is accomplished through games, construction, manipulation and interaction with materials. Opportunities are provided to use real, concrete materials for verbalization and observation.</i></p> <p><b>Young Fives children will work toward:</b></p> <ul style="list-style-type: none"> <li>• sorting and classifying</li> <li>• exploring patterns</li> <li>• creating and reading graphs</li> <li>• exploring concepts of measurement</li> <li>• using the vocabulary of math</li> <li>• solving problems using manipulatives and strategies</li> <li>• beginning counting and creating a concept of numbers representing values or amounts</li> <li>• counting, comparing and ordering sets of objects</li> </ul>	<p><b><u>Technology</u></b>  <b>Young Fives children will:</b></p> <ul style="list-style-type: none"> <li>• begin to gain general technology awareness</li> <li>• understand a keyboard</li> <li>• manipulate programs</li> <li>• navigate through a web site</li> <li>• begin to use technology as a learning tool</li> </ul> <p><b><u>Literacy</u></b>  <b>Young Fives children will work toward:</b></p> <ul style="list-style-type: none"> <li>• learning letters and sounds</li> <li>• beginning phonemic awareness skills for reading</li> <li>• learning concepts of print</li> <li>• recognizing beginning and ending sounds in words</li> </ul>
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**Language Development**

Children are provided many opportunities to see how reading and writing are useful in their lives

**Meaningful experiences provided include:**

- listening to and reading stories and poems
- dictating stories
- seeing classroom charts and other print in use
- participating in dramatic play and other experiences requiring communication
- talking informally with other children and adults
- experimenting with writing by drawing, copying, and inventing their own spelling

**Science**

Young Fives children will construct knowledge through observing, comparing, classifying and investigating.

**Young Fives children will work toward:**

- demonstrating curiosity about and interest in the natural world
- demonstrating a positive attitude toward the environment
- observing characteristics, similarities, differences and changes
- classifying and ordering materials, events and phenomena according to attributes and properties

**Writing**

Young Fives students begin their writing through verbal storytelling, followed by pictorial stories, learning to add labels to their pictures, and then finally, writing words. They receive an introduction to the process of writing in the genres of Narratives, Informational, and Opinion throughout the duration of the year. The philosophy and principles of writer's workshop create a learning environment that does the following:

- Encourages independence
- Gives the young writer/storyteller a high degree of choice within a framework
- Has procedures that are consistent for both accessing materials and self-selecting a personal writing workspace
- Structures the environment to encourage writers/storytellers to take risks and learn their craft
- Provides a scaffolding support system to all writers/storytellers
- Gives students frequent response to their writing/storytelling
- Has a regular and predictable time to write/story tell
- Gives students direct instruction in writing/storytelling by different methods; whole class, small group, individual
- Uses literature to teach students the craft of writing/storytelling

**Social Studies**

Children in Young Fives will focus on developing an understanding of self and family. Building positive self-concepts and getting along in our school community are important aspects of the Young Fives program.

**Young Fives children will work towards:**

- adjusting to school, learning to make new friends and working together as a team
- learning the importance of appreciating similarities and differences of individuals
- describing families and what makes up families--discussing similarities and differences of families
- experiencing a variety of people and cultures

**Integrated Arts**

Young Fives children will:

- develop creativity through the use of various art mediums
- use art materials and tools in a safe and responsible manner
- use elements and principles of art to communicate ideas
- be exposed and introduced to basic art concepts of color, line, shape and form
- respond to a steady beat
- be aware of their own personal space as they move through the classroom, make an echo by speaking, singing, clapping, or playing an instrument
- find and use own singing voice
- demonstrate selected rhythmic and tumbling skills
- participate regularly in physical activity
- develop perceptual motor efficiency
- recognize that physical activity is good for personal well-being



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