



ST. JOHNSBURY ACADEMY JEJU

**PRE-KINDERGARTEN 3 (PK3)
CURRICULUM HANDBOOK**

2025 - 2026

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2025 - 2026*

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PRE-KINDERGARTEN 3 (PK3) CURRICULUM HANDBOOK

LANGUAGE ARTS

The goal of the Language Arts curriculum is to develop confident and independent readers, writers, speakers, and listeners with the aim of better understanding and positively impacting the world. Students are supported in their development using a balanced literacy approach, including modeling, guided, and independent practice. Balanced literacy provides differentiated instruction within a workshop model of instruction. Language and literacy learning occurs throughout the day as a part of classroom activities and experiences.

ORAL LANGUAGE

The students will use effective oral and aural communication skills in a variety of settings, both individually and in groups. Students will have the opportunity to develop their oral speaking skills through role-play, conversations, re-telling stories and solving conflicts with their peers.

Key Skills & Concepts:

- Use oral language skills to communicate effectively in both individual and group settings.
- Participate in role-play, storytelling, and conversations to build speaking confidence.
- Develop active listening and aural comprehension through peer interaction.
- Practice resolving conflicts and expressing ideas clearly with others.

READING

The students will be immersed in a print-rich environment. They will be exposed to word and letter sound correspondence and integrating basic phonetic principles. These concepts and skills are taught through direct instruction, individual and small-group activities, and exploration of books and other print material. When reading and listening to both fiction and nonfiction texts, students will have opportunities for both group and individual response.

Key Skills & Concepts:

- Engage with a print-rich environment to build letter-sound knowledge and early reading skills.
- Develop phonetic awareness through direct instruction and small group activities.
- Explore fiction and nonfiction texts, responding individually and in groups.
- Apply basic decoding and comprehension strategies to understand texts.

WRITING

The students explore the letters and sounds of the alphabet through a variety of activities. At the student's readiness, they will begin to identify connections between letters and sounds as well as print and meaning. As their knowledge of letter-sound correspondence and sight vocabulary increases, they will begin to transfer these thoughts and ideas to paper.

Key Skills & Concepts:

- Explore the alphabet and build letter-sound connections through hands-on activities.
- Understand the relationship between print and meaning as a foundation for writing.
- Begin to express ideas in writing using growing knowledge of sounds and sight words.
- Transfer spoken language to written form, developing early writing fluency.

MATHEMATICS

Through daily routines, exploratory centers, and small-group activities, children begin to explore early math ideas in meaningful ways.

Key Skills & Concepts

Counting & Cardinality

- Rote count to 10 (or beyond).
- Recognize numbers 0–10.
- Understand that numbers represent quantity (e.g., “how many?”).
- Match quantities to numerals using objects.

Comparing & Sorting

- Sort objects by color, shape, or size.
- Compare groups (more/less/same).
- Use language like “big/small,” “tall/short,” “same/different”.

Shapes & Spatial Awareness

- Identify and name basic shapes (circle, square, triangle).
- Explore shapes through puzzles and block play.
- Use positional words (in, on, under, next to).

Patterns

- Recognize simple patterns (AB, AABB).
- Copy and extend patterns using objects, sounds, or movements.

Measurement

- Compare lengths and sizes using everyday language (“bigger,” “longer”).
- Explore measurement using nonstandard tools (e.g., blocks, hands).

Math in Daily Life

- Count at snack time, during clean-up, or lining up.
- Engage in calendar activities and number songs.



UNITS OF STUDY (SCIENCE & SOCIAL STUDIES)

At SJA Jeju, our PK3 science & social studies program sparks curiosity and joy as children begin to explore the world around them. Through hands-on exploration with nature, materials, and living things, students learn to observe with their senses and express what they notice. Stories, vocabulary building exercises, and drawing activities help children start building language and understanding. Most importantly, we nurture wonder and discovery through joyful experiences.

Unit 1 - What Makes Me Special: The children will begin to explore and understand who they are and what makes them special. The children will identify their strengths, skills, and uniqueness. They will practice how to be a member of a classroom community. They will explore how to be responsible, respectful, independent, and engaged.

Key Skills & Concepts:

- Explore different types of relationships - family and friends.
- Explore being part of the school community.
- Explore likes, dislikes.
- Describe myself and people in my family.

Unit 2 - Change & Transformation: During this unit students explore growth and transformation. Children will explore the changes within themselves as they grow and develop. Children will learn the life cycle of the pumpkin seeds and explore how the seeds changes into a pumpkin. During this unit students will explore and observe the changes during Fall and Winter throughout activities using the five senses. Students in PK3 will learn about the Holidays and Family traditions. Students will explore snow and decorate gingerbread cookies.

Key Skills & Concepts:

- Use their senses to observe the world.
- Notice basic patterns in nature (such as day and night, or weather).
- Observe, discuss, and compare changes in seasons - Fall and Winter.

Unit 3 - We Work Together: Children will explore the concept of community and discover how it functions through engaging, hands-on learning experiences. They will learn about the importance of working collaboratively with others and understand the valuable roles community helpers play in keeping our neighborhoods safe, healthy, and connected. Through role-play, storytelling, music, and interactive activities, students will deepen their understanding in a fun and meaningful way. Special visitors and exciting field trips will enhance their learning, bringing real-world connections to the classroom. Additionally, students will learn how to be kind friends and helpful members of both their school and home communities.

Key Skills & Concepts:

- Collaboration
- Ask simple questions like "What is that?" or "Why?".
- Explore materials by touching, mixing, and moving them.
- Share their ideas through talk, drawing, and movement.

Unit 4 - Our Living World: In the Unit of Our Living World, students will explore the wonders of nature by learning about the life cycles of plants, beetles, frogs, and butterflies. Through hands-on activities and observations, they will discover how living things grow and change over time. Students will plant beans or other seeds in our Community Garden and in the classroom to observe how plants develop and understand what they need to survive. Nature walks will give students the opportunity to collect natural items, observe bugs in their habitats, and explore the needs of various living things. As they engage with the world around them, students will also learn the importance of being safe, gentle, and respectful toward all living creatures, fostering a sense of care and responsibility for the environment.

Key Skills & Concepts:

- Take care of plants.
- Take care of other living creatures.
- Explore life cycles.
- Observe living things growing and changing such as plants and bugs.
- Explore nature by taking nature walks.

ART

PK3 students are introduced to art through exploration and play. Students try a variety of new materials, experiment with new processes, and develop new skills during art class. They engage in self-directed creative making, learn to use tools properly and safely, and create art based on themes such as The 5 Senses, Nature, or Family. During PK3, students are introduced to new processes such as printing and stamping, fabric dyeing, and paper marbling.

Key Skills and Concepts:

- Use crayons, paints, and clay independently.
- Develop skills with scissors and glue, working towards independence.
- Share materials with classmates .
- Identify the subject of their own art, and the art of others.
- Identify art in the classroom, in the school, and in the community.



MUSIC

PK3 Students participate in performing, creating and expressing music. They will respond, connect, perform, and reflect on elements of music such as melody, rhythm, form, texture, and intent. Singing, chanting, playing games, dancing, movement, storytelling, and playing instruments allows for a hands-on approach, based on the philosophy that children learn best by doing. Students play an active role in making the music and are involved in the process of creative expression. All students have opportunities to perform what they have learned by performing at our semesterly concerts at the Performing Arts Center (PAC).

Key Skills & Concepts:

Discovering Sound: Exploring vocal sounds, body percussion, and silence.

Feeling the Beat: Moving and stopping to a steady beat.

High & Low: Differentiating between high and low pitches.

PHYSICAL EDUCATION

PK3 students are introduced to movement through play-based learning using equipment like scooters and engaging in games. Activities emphasize body awareness, personal space, and basic social interaction while building gross motor skills through fun and exploration.

Main Units Covered: Recess Activities · Scooters · Creative Movement · Obstacle Course · Minor Games · Field Day

Key Skills & Concepts:

Explore basic locomotor movements: walking, running, jumping, skipping.

Use scooters to build coordination and core strength.

Practice spatial awareness and safe movement.

Follow simple directions and participate cooperatively.

Express ideas through creative movement and dance.

LIBRARY

In PK3 Library classes, students build foundational skills in using and understanding the library while developing a love of reading. As they progress, they learn to select books based on their interests, use library organization systems, and demonstrate responsible library behavior. Library lessons are literacy-based and often support topics taught in the classroom.

Key Skills & Concepts:

Model book care.

Identify parts of a book.

Make connections (text-to-text, text-to-self, text-to-world) when reading.

Organize story sequence.

EXPERIENTIAL EDUCATION

In PK3, the experiential education program gently introduces our youngest learners to the wonders of outdoor environments through weekly Early Childhood Outdoor and Experiential Learning Labs, which integrate social studies and science curriculum with foundational outdoor education skills and knowledge. These sessions, alongside curriculum-aligned field trips, focus on sensory exploration and building a positive relationship with the natural world, emphasizing initial comfort and safety in outdoor settings.

Key Skills & Concepts:

Exploration: Beginning to engage in short, guided walks; simple observations of nature through senses.

Group Dynamics: Participating in a buddy system during activities, staying close to an adult.

Safety & Well-being: Learning about appropriate clothing for outdoor play; knowing to tell an adult about a boo-boo.

Ecological Literacy: Developing an initial appreciation for plants and animals.

TECHNOLOGY & MAKERSPACE

In PK3, technology and makerspace is integrated into units of inquiry. Guided by the ISTE Standards for Students, St. Johnsberry Academy Jeju Elementary School's technology program emphasizes: the development of responsible digital citizens, the cultivation of computational thinking through coding and robotics, and effective cross-curricular integration of technology. Leveraging a 1:1 iPad program, this framework empowers students to become innovative designers, knowledge constructors, creative communicators, digital citizens, computational thinkers, and global communicators.

The aim of the Elementary School Makerspace program is to:

Provide hands-on, creative opportunities for students to design, experiment, and invent while engaging in science, engineering, and tinkering.

Develop an understanding of and a positive attitude toward design thinking methodology which encourages the solving of complex problems through ideation and iteration.



SOCIAL EMOTIONAL LEARNING

In the Elementary School, counselors provide both group and individualized support to promote students' social and emotional development. Our services are delivered through both direct and indirect student support.

Social and emotional learning is developed through interaction with others. Students begin to recognize and name their own feelings as well as empathize with others. They begin to develop conflict resolution skills needed to regulate their emotions, behavior, and attention. Skills for entering into social groups, developing friendships, learning to help, and other prosocial behavior are an important part of the program.

Our comprehensive school counseling program believes that all students can learn, respecting their unique developmental needs, strengths, and areas of improvement. Our school counselors will advocate for all students, and provide emotional and social support through preventive, individualized, and group interventions. As an international school, school counselors at St. Johnsbury Academy Jeju adopt the American School Counselor Association's Ethical Standards, which guide all our practices. Our goal is for students to demonstrate their Hilltopper profile attributes when they graduate and serve as valuable members of their community.

You can read more about [SJA Jeju School Counseling Program at this link](#).

