

Soapstone Preschool Curriculum Map - 4 Year-Olds

January - May 2020-2021

Resources:

North Carolina Foundations of Early Learning and Development Curriculum Indicators:

- Social/Emotional Development (**SE**): **NCFELD pp. 48-64**
- Physical (**P**): **Fine Motor Skills/Sensory NCFELD pp. 66-84**
(P): Gross Motor Skills NCFELD p. 75
- Cognitive:
 Reading/Writing (**C**): **Language Development & Communication (LCD): NCFELD pp. 88-115**
 Math/Science/Spatial/Art (**C**): **Cognitive Development (CD) NCFELD pp. 117-144**

Guidelines for Weekday Preschool Ministry Programs in United Methodist Churches:

- Spiritual (**S**) - Integrated all day

Conscious Discipline (**SE**): <https://consciousdiscipline.com/>

Learning without Tears: Handwriting Without Tears (HWWT): <https://www.lwtears.com/hwt>

	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>
Colors/Themes	WILL VARY BY CLASSROOM				
Circle Time * C * SE * P * S	Review greetings/rules/schedule Review conflict resolution Assess progress *The importance of saying thank you. How to "write" a thank you note.	Importance of trying new things What happens when things are hard? *Appreciation/love/ friendship Appropriate ways to show love and appreciation	Assess S/E skills *Respecting fellow students, environment, adults	* problem solving involving social situation (K- Prep)	Review all skills *Problem solving-kindergarten prep

<p>Reading *C</p>	<p>Sequencing Review retelling story, comprehension, predictions Word Web</p>	<p>Story Comparison Same/Different Introduce graphic organizers(Venn diagrams etc) Word Web</p>	<p>Rhyming Comparisons Story detail and retelling Assess pre-reading skills introduced to date Word Web</p>	<p>Speak for opinion (I like dogs because...) Speak for identifying or comparison Word Web</p>	<p>Skills Review Encourage summer reading!</p>
<p>Math *C</p>	<p>Tally Marks 3D shapes Combining shapes</p>	<p>Positional words Elapsed time More complicated patterns Introduce 10-11</p>	<p>Basic measuring Estimating Introduce 12-13 Review and assess math skills introduced to this point</p>	<p>Greater than/Less than Number order Introduce 14-15 Introduce basic skills of problem solving</p>	<p>Skills Review <i>Reminder: Newsletter in April and May mention learning phone numbers and addresses. Provide links and suggestions on ways to do so.</i></p>
<p>Handwriting/ Fine Motor *P *C</p>	<p>Introduce last names-recognition Or writing depending on individual progress Slanted Lines Cutting practice-introduce turning paper to follow lines HWWT</p>	<p>Proper writing form Modeled writing- circles Trace last name HWWT Continued scissor practice turning paper</p>	<p>Assess proper writing form and ability to write 1st name Copy last name HWWT Cont. scissor skills</p>	<p>Practice straight lines, slanted lines, circles Cont. practice full names HWWT Reinforce scissor skills with art and cutting activities</p>	<p>Continued work on letter formation/review Write First and last names HWWT</p>
<p>Manipulatives *P *C/C *SE</p>	<p>Assess fine motor stacking and finger strength Snowball drop (tweezers) Winter fine motor activities</p>	<p>Sequencing/order Patterning Hand strength building</p>	<p>Assess progress in fine motor and cognitive skills of introduced concepts</p>	<p>Hand eye coordination practice and order of operations.</p>	<p>Children's Favorites-focus on skill reinforcement for K</p>
<p>Dramatic Play *P/P *C/C *SE</p>	<p>Practice gross and fine motor skills needed for dressing- Helping others-Manners Cooperation skills and Gross motor</p>	<p>Cooperative play, turn taking, positive interaction and social skills reviewed</p>	<p>Manners, talking to others(placing orders), making eye contact</p>	<p>Practice interacting with classmates through use of theme based items Review turn talking and sharing skills as well as problem solving</p>	<p>Reinforce social skills through theme related dramatic play. Focus on areas that need practice with your particular group or individual student.</p>

<p>Blocks/ Construction</p> <p>*P/P *C/C *SE</p>	<p>Assess progress- Working together and Gross and fine motor skills</p>	<p>Interactive play Cooperation Encourage investment in projects-take time and stick with it</p>	<p>Imagination!</p> <p>Encourage creativity and imagination through the use of building items. What can you build? What can you imagine your creation doing?</p>	<p>Team work</p> <p>What can we make as a team? Can we do more together or separately? Should we have a leader?</p>	<p>Children's favorites</p> <p>Review teamwork, playing together, using our words, sharing.....</p> <p><i>*Building manipulatives-switch out with fellow teachers to encourage the use of different items if needed</i></p>
<p>Sensory</p> <p>*P/P *C *SE</p>	<p>Explore how substance can change (liquid to ice to liquid etc.)s</p>	<p>Cognitive and physical skill building through sorting and moving theme related items</p>	<p>Assess children's sensory reactions- does it calm them, are they able to touch things and not stress about the feeling of it etc.</p> <p>Check pouring, pincher and scooping skills</p>	<p>It's ok to get dirty! Encourage interactive play with things that can be messy and how we clean up after.</p>	<p>Children's favorites</p>
<p>Art/ Easel</p> <p>*P/P *C *SE</p>	<p>Using art techniques to create gifts for the people we love. Discuss heartfelt gifts.</p> <p>Assess progress with following directions in teacher lead projects</p>	<p>Gross motor skill building with use of easel and large format child and teacher led art activities</p>	<p>Assess listening and following direction skills for teacher led art projects</p> <p>Silly art- Get creative</p> <p>Stress how -Your art doesn't have to look like anyone else's</p>	<p>Things that inspire art. What can we use tool wise to create things we see in the garden?</p>	<p>Children's favorites Free Art</p> <p>Process art around theme</p>

Additional Social/Emotional/Conscious Discipline (ongoing throughout the year):

- ★ Brain Smart Start
- ★ I Love You Rituals
- ★ Connections - Songs
- ★ Greetings
- ★ Breathing
- ★ Brain Breaks
- ★ Signing/Picture Stories (visuals)
- ★ Avoid "no" by giving ok choices (snacks, toys, books, etc.)
- ★ Offer cozy safe places for children to be alone if they wish
- ★ Jobs/being responsible (clean up toys, trash, sweep)
- ★ Separation Anxiety/ help establish trust and security
- ★ What we can do to make people feel special/loved
- ★ Positive relationships with others (caregivers and friends)
- ★ Being part of a group (family pictures, preschool family, girl/boy, cultural groups)
- ★ Social rules, transitions, routines, wait time with reminders and practice
- ★ Appropriate words to influence friends' behavior (stop hitting me, play with me, negotiate a toy)
- ★ Thankfulness/gratitude--Please/Thank you
- ★ Kindness/Sharing/turn taking
- ★ Conflict resolution