

## Soapstone Preschool Curriculum Map - Transitional Kindergarten September - December 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>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
<b>Colors/ Themes</b>	<b>WILL VARY BY CLASSROOM</b>			
<b>Circle Time</b> *C *SE *P *S	Roll play scenarios- if this happens/is said what do I do  Conflict resolution  *Acceptance/diversity/we are all important and special. Using facial clues * items will be on going skills built on through the year	Recognize personal positive attributes(Why am I special)  Describe self and others positively  *Kindness/sharing	Personal greetings Taking turns Thinking of others  *Thankfulness/gratitude	*Thinking of others. What we can do to make people feel special/loved

<p><b>Reading</b> *C</p>	<p><b>Assess listening, attention span, recall and pre-reading skills</b></p> <p>Fiction vs nonfiction Identify types of books and purposes</p>	<p>Story recall Story retelling Make connections: All about me Introduce parts of the book Introduce word webs</p> <p>*letters have sounds *folktales</p>	<p>Predict outcomes Story recall Story details Sequencing stories Cont. parts of book Word Web</p> <p>*letters have sounds *folktales</p>	<p>Predict outcomes Recall story detail Graphic Organizers Word Web</p> <p><b>Assess comprehension progress</b></p>
<p><b>Math</b> *C</p>	<p>Intro/review 0-1 1-1 Correspondence Classifying/sorting Intro 5 frames</p>	<p>5 Frames Review 0-5 Intro 6-7 Objects in Sets Intro Patterning</p>	<p>10 Frames Positional Concepts Review 0-7 Intro 8-10</p>	<p>10 Frames 2 D shapes Intro teen numbers</p>
<p><b>Handwriting/ Fine Motor</b> *P *C</p>	<p>Mat Man Assess name writing Intro proper grip Straight lines</p>	<p>Review grip HWWT White boards Tracing activities Cutting- demonstrate proper grip, snipping/cutting</p>	<p>Assess grip HWWT Tracing activities Cutting-straight lines Continued work on writing first names</p>	<p>Assess progress writing names and introduced letters HWWT Continued cutting practice</p>
<p><b>Manipulatives</b> *P *C/C *SE</p>	<p>Playdough w/ letters Puzzles, Magnetic letters Sorting activities, Busy Bags</p> <p><b>*continuous goals of improved fine motor skills, problem solving, hand strength</b></p>	<p>Playdough with fall items Sorting activities Busy Bags</p>	<p>Assess fine motor skills-pinching Shapes Thanksgiving manipulatives</p>	<p>Christmas manipulatives</p>
<p><b>Dramatic Play</b> *P/P *C/C *SE</p>	<p>Assess cooperative play</p>	<p>Work on cooperative play skills/ taking turns</p>	<p>Focus on saying thank you and show gratitude during play</p>	<p>Review cooperative play, gratitude/sharing</p>

<p><b>Blocks/ Construction</b></p> <p>*P/P *C/C *SE</p>	<p>Assess fine motor and gross motor skills</p> <p>Introduce inclusion/how to play together</p> <p>Variety of building toys/cars, etc.</p>	<p>Interactive and cooperative play</p> <p>Assess play styles re: individual play/side by side play/ play inclusion</p> <p>Variety of building toys/cars, etc.</p>	<p>Encourage creativity through example</p> <p>Practice working together to create larger more detailed projects</p> <p>Variety of building toys/cars, etc.</p>	<p>Continue to stress cooperative play and inclusion</p> <p>Encourage vocabulary that promotes sharing and turn taking.</p> <p>Variety of building toys/figures/cars etc.</p>
<p><b>Sensory</b></p> <p>*P/P *C *SE</p>	<p><b>Assess motor skills</b></p> <p>Practice scooping/pouring/pinching skills</p>	<p>Explore feelings, sounds and interactions with a variety of sensory items</p>	<p>Explore movement of liquids v solids</p>	<p>Explore 5 senses and how we identify things using them</p>
<p><b>Art/ Easel</b></p> <p>*P/P *C *SE</p>	<p><b>Assess level of skills, use of utensils, ability to follow directions</b></p>	<p>Process art</p> <p>How different common items can be used to paint and create different results</p>	<p><b>Assess progress with art utensils</b></p> <p>Continued use of art tools and techniques to improve fine/gross motor skills</p>	<p>Encourage creativity through free art -offer a variety of materials for children lead projects</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 up messes)
- ★ 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

