

Soapstone Preschool Curriculum Map - Transitional Kindergarten 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	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 social situations	* problem solving involving social situation	Review all skills *Problem solving- kindergarten prep

<p>Reading *C</p>	<p>Review retelling story, comprehension, predictions Word Web</p> <p>*syllables *rhyming</p>	<p>Story Comparison Same/Different Syllable Rhyming Word Web</p> <p>*describing words</p>	<p>B/M/E Sounds Comparisons Story detail and retelling Assess pre-reading skills introduced to date Word Web</p> <p>*describing words</p>	<p>Speak for opinion (I like dogs because...) Speak for identifying or comparison Word Web</p> <p>*cvc words/sight words</p>	<p>Skills Review</p> <p>Encourage summer reading!</p> <p>*cvc words/sight words</p>
<p>Math *C</p>	<p>Tally Marks 3D shapes Combining shapes Teen numbers</p>	<p>Positional words Informal measurement Time More complicated patterns Numbers 20-25</p>	<p>Informal measurement Time Estimating Numbers 25-30</p> <p>Review and assess math skills introduced to this point</p>	<p>Comparison of numbers Adding/subtracting Introduce basics of problem solving Numbers greater than 30 as able</p>	<p>Skills Review</p> <p>Reminder:</p> <p>Newsletter in April and May mention learning phone numbers and addresses. Provide links and suggestions on ways to do so.</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</p> <p>Winter manipulatives</p>	<p>Sequencing/order Patterning Hand strength building</p>	<p>Assess progress in fine motor and cognitive skills of introduced concepts</p>	<p>Spring manipulatives, continue to strengthen and assess skills.</p>	<p>Beach/Ocean Puzzles Playdough Kinetic Sand Children's Favorites</p>

<p>Dramatic Play *P/P *C/C *SE</p>	<p>Practice gross and fine motor skills needed for dressing-Winter dress up</p> <p>Cooperation skills and Gross motor -building</p>	<p>Cooperative play, turn taking, positive interaction and social skills reviewed</p>	<p>Manners, talking to others, making eye contact, practice dressing skills</p>	<p>Practice interacting with classmates.</p> <p>Review turn talking and sharing skills as well as problem solving</p>	<p>Summer themed play.</p> <p>Listening/turn taking as this allows for few children in area at once and added rules</p>
<p>Blocks/ Construction *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! Make something that out of toys that is silly, not real or different (a la Dr. Seuss)</p>	<p>What can we make as a team? Can we do more together or separately? Should we have a leader?</p> <p>All available building toys</p>	<p>Children's favorites</p> <p>Review teamwork, playing together, using our words, sharing....</p> <p>*Building manipulatives-switch out with fellow teachers to encourage the use of different items if needed</p>
<p>Sensory *P/P *C *SE</p>	<p>Explore how substances can change (liquid to ice to liquid etc.)</p>	<p>Cognitive and physical skill building through sorting and moving theme related items</p> <p>How can we classify items in bin? (color, size, sound etc)</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>Spring activities</p>	<p>Children's favorites</p> <p>Let's get wet! Water play</p>
<p>Art/ Easel *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- tracing bodies, creating 3 dimensional art</p>	<p>Assess listening and following direction skills for teacher led art projects</p> <p>Silly art- Get creative Stress how -Your art doesn't have to look like anyone else's Introduce Rainbow colors Different types of paint</p>	<p>Art in the garden</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>Summer art</p>

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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