

Transitional Kindergarten 3



WHAT IS TRANSITIONAL KINDERGARTEN?

Transitional kindergarten is the first year of a three year kindergarten program that uses a modified kindergarten curriculum which is age and developmentally appropriate. TK was created when a new California law, called the *Kindergarten Readiness Act*, changed the kindergarten entry date from Dec. 2 to Sept. 1. TK provides the gift of time that will help students build a strong foundation for success in elementary school.

Children in California have historically started kindergarten at a younger age than kids in almost any other state – often without the maturity, social skills and early academic skills they need to succeed in kindergarten and beyond. At the same time, kindergarten today is far more academic than it once was; similar to what first grade used to be.

CURRICULUM

RELIGION

- Religion readiness program designed to help your child take their first steps in learning about Jesus and their faith.
- Interactive pages, music, and story boards keep children interested and engaged.
- During interactive centers students will take part in activities designed to support each lesson.

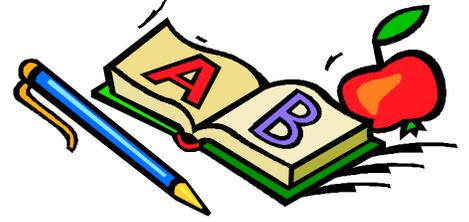
LANGUAGE & LITERACY

- Recite, identify, and begin writing the alphabet
- Identify and write his/her first name
- Understand that letters make sounds & compose words which have meaning
- Understand that words are a way of communicating
- Speak in fairly complex sentences
- Listen to others
- Communicate feelings, needs and desires effectively
- Enjoy “reading” and being read to
- Observe that written language is read from left to right & moves from top to bottom and front to back
- Observe that books have titles, authors & illustrators

- Expand his/her vocabulary
- Participate in group discussions
- Identify beginning letter sounds

PHYSICAL

- Jump, run, hob balance, climb, somersault
- Bounce, kick, throw, catch, roll and hit balls
- Recognize that physical activity is both fun and healthy
- Develop greater hand/eye coordination
- Hold writing and art implements correctly
- Use scissors correctly
- Manipulate small objects such as beads, blocks and play dough
- To move to music



SOCIAL & EMOTIONAL

- Show respect, kindness, patience, and love toward others
- Recognize that we are part of a large, diverse world in which we each play an important role
- Enjoy school & interacting with peers while obeying school rules
- Maintain a reasonable attention span
- Begin to understand that our actions impact other
- Take turns and share when appropriate
- Understand and obey simple directions
- Develop and exhibit self-esteem, self-worth and self-control
- Communicate feelings, needs and desires appropriately
- Follow a daily routine
- Respect the feelings and property of others
- Stand up for himself/herself appropriately when necessary
- Realize a sense of pride when seeing a project to completion
- Enjoy participating in dramatic play and role playing



COGNITIVE

- Practice concepts of alike & different
- Begin to observe and understand cause and effect
- Practice matching, sequencing, identifying and predicting
- Grasp concepts of up/down, big/small, more/less, etc.
- Ask and answer appropriate questions
- Follow three-step directions
- Understand and remember his/her accomplishments
- Begin to understand basic math concepts & number recognition
- Be exposed to various music genres, instruments and concepts
- Begin to understand basic science concepts
- Begin to understand global and local community concepts

DAILY SCHEDULE

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|---------------|----------------------------|---------------|--|
| ◎ 8:00-9:30 | Language arts and centers | ◎ 11:15-11:45 | Science, PE, music, social studies & art |
| ◎ 9:30-10:00 | Snack & recess | ◎ 11:45-12:30 | Lunch & recess |
| ◎ 10:30-11:15 | Storytime, math & Religion | ◎ 12:45-2:00 | Nap |
| | | ◎ 2:00-2:30 | Spanish |
| | | ◎ 2:30 | Dismissal |

