

# Transitional Kindergarten Curriculum Guide

## September

### **Social Domain:**

#### **Self Awareness**

- Is familiar with body parts and functions
- Has a positive self-identity of self to others
- Self confidence in skill development

### **Emotional Domain:**

#### **Emotions/Feelings**

- Shows a positive disposition
- Regulates feelings with behavior
- Uses words to describe feelings
- Labels and compares feelings

### **Physical Domain:**

#### **Fine Motor**

- Uses tools for play dough and creates shapes
- Build and constructs with materials
- Squeezes, pinches, buttons, zips and snaps
- Cuts shapes, objects, and lines
- Good finger grasp control
- Traces and writes letters

### **Cognitive Domain:**

#### **Imagination**

- Can distinguish between fantasy, pretend play and real events
- Describes imaginary things
- Has extensive conversations about my imagination experiences
- Understand how to use my imagination

#### **Dramatic Play**

- Engages in pretend play with others
- Can take on a role
- Uses imagination to engage in life experiences
- Uses imagination, creativity, and language to make up new roles and act out new experiences
- Negotiates roles and settings uses costumes and props

#### **Music**

- Able to identify categories of sounds
- Able to repeat and follow a rhythm
- Continue to hear differences in sounds
- Can express myself through music and movement
- Responds to changes in tempo and a variety of musical rhythm through body movement
- Uses a variety of musical instruments
- Can name a variety of musical elements using appropriate musical vocabulary
- Beginning to demonstrate appropriate audience skills during recording and musical performances

#### **Art**

- Names primary and secondary colors
- Makes color combinations
- Can express myself through art
- Demonstrates safe and appropriate use and care of materials and tools
- Create two and three dimension or art while exploring color
- Represents ideas through a variety of art media

**Cooking**

- Able to follow directions with gathering appropriate utensils
- Uses pictures to identify sequencing of ingredients
- Uses fine motor skills to push, mold, press, roll, and stir ingredients
- Uses measuring tools to measure out ingredients

**Literary Response and Analysis**

- Display enjoyment of literacy related activities
- Engage in child initiated activities that involve literacy
- Advance in literacy activities that provide complex structures of language skills
- Recall details in a familiar story including questioning, summarizing, predicting, and ordering of sequences
- Transfer previous knowledge of stories to engage in child related activity and play
- Analyze details of literature including describing, relating, categorizing, comparing and contrasting

**Comprehension**

- Understand and follow one- and two-step oral directions
- Share information speaking audibly in complete, coherent sentences

**Sorting, Classification and Patterning**

- Sort and classify objects by one or more attributes into three or more groups
- Extend and create more complex repeating patterns

**Physical Science**

- Collects data, shows curiosity by posing questions, and seeks answers to questions
- Communicates observations and make predictions
- Describe objects in terms of the materials they are made of
- Experience forms of water that such as liquids, solids and evaporation.
- Manipulates materials such as water, sand, clay, paint, glue

**Sense of Time (History)**

- Improve ability to relate past events to other past events and current experiences, although adult assistance continues to be important
- Distinguish when future events will happen, plan for them, and make choices that anticipate future needs, with adult guidance

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## October

### **Social Domain:**

#### **Self Regulation**

- Takes care of needs
- Shows manners
- Accepts changes in environment
- Labels feelings with words
- Accepts guidance with impulses

### **Emotional Domain:**

#### **Attachment**

- Respects the rights of others
- Seeks out friends to interact with
- Seeks out friendships
- Talks to others about what interests them
- Shares space and materials without conflict

### **Physical Domain:**

#### **Systems of the Body**

- Manipulates small objects
- Rocks, rolls and spins
- Plays on a swing and slide
- Jumps, crawls, walks, runs, climbs
- Cuts with scissors
- Throws and catches
- Uses a scooter board

### **Cognitive Domain:**

#### **Visual Comprehension**

- Identify concepts based on recognizable print and pictures that are viewed
- Respond to questions based on visual materials that are meaningful
- Associate sight words with what is in print
- Use pictures and context to make predictions about story content
- Connect to life experiences the information and events in texts
- Retell familiar stories
- Ask and answer questions about essential elements of a text.

#### **Language Use and Conventions**

- Develop a higher level of self-confidence in speaking with familiar and unfamiliar social situations
- Increase participation in group activities with verbal responses speaking in clear coherent sentences
- Use accepted language and style during communication with both familiar and unfamiliar adults and children.
- Use language to construct extended narratives that are real or fictional
- Increase in skill development with the creation and expression of story
- Relate an experience or creative story in a logical sequence
- Describe people, places, things, locations, and actions
- Recite short poems, rhymes, and songs

**Relationships of Numbers**

- Recites numerals to twenty and beyond
- Recognizes and names of written numerals 1-20
- Identify, without counting, the number of objects of up to 10
- Counts 20 objects, using one-to-one correspondence
- Understands the last number counted represents the total

**Investigations and Experimentation**

- Collects data, poses questions, and seeks answers to questions
- Communicates observations and make predictions
- Utilizes the five senses to conduct investigations and experimentation
- Understand and analyze common objects by their properties, physical attributes, and positions
- Communicate observations orally and through drawings
- Uses tools for science discovery
- Compares characteristics of plants, humans, and animals

**Sense of Time (History)**

- Compare current abilities with skills at a younger age, and share more detailed autobiographical stories about recent experiences
- Develop interest in family history as well as events of "long ago", but unclear about when these events occurred in relation to each other.

# **Transitional Kindergarten Curriculum Guide**

## **November**

### **Social Domain:**

#### **Communication**

- Communicates effectively
- Asks for help
- Discerns others feelings

### **Emotional Domain:**

#### **Separation**

- Transitions from home to school easily
- Initiates affection with others

### **Physical Domain:**

#### **Nutrition**

- Able to eat new things
- Knows healthy food from bad food, eats healthy
- Practices good dental care

### **Cognitive Domain:**

#### **Imagination**

- Can distinguish between fantasy, pretend play and real events
- Describes imaginary things
- Has extensive conversations about my imagination experiences
- Understand how to use my imagination

#### **Dramatic Play**

- Engages in pretend play with others
- Can take on a role
- Uses imagination to engage in life experiences
- Uses imagination, creativity, and language to make up new roles and act our new experiences
- Negotiates roles and settings uses costumes and props

#### **Music**

- Able to identify categories of sounds
- Able to repeat and follow a rhythm
- Continue to hear differences in sounds
- Can express myself through music and movement
- Responds to changes in tempo and a variety of musical rhythm through body movement
- Uses a variety of musical instruments
- Can name a variety of musical elements using appropriate musical vocabulary
- Beginning to demonstrate appropriate audience skills during recording and musical performances

#### **Art**

- Names primary and secondary colors
- Makes color combinations
- Can express myself through art
- Demonstrates safe and appropriate use and care of materials and tools
- Create two and three dimension or art while exploring color
- Represents ideas through a variety of art media

#### **Cooking**

- Able to follow directions with gathering appropriate utensils
- Uses pictures to identify sequencing of ingredients
- Uses fine motor skills to push, mold, press, roll, and stir ingredients

- Uses measuring tools to measure out ingredients

### **Alphabetic and Word/Print Comprehension**

- Recognize their printed name and simple word constructs
- Identify upper and lower cases letters
- Identify letters within various printed materials

### **Grammar**

- Understand and use increasingly complex and longer sentences
- Use age-appropriate grammar, including accepted word forms

### **Comparison of Numbers**

- Compares two or more sets with 10 objects in each
- Identifies is equal to, more than, or less than
- Recognize, represent, name, and order a number of objects up to 20
- Know larger numbers describe sets with more objects in them than smaller numbers

### **Grammar**

- Understand and use increasingly complex and longer sentences
- Use age-appropriate grammar, including accepted word forms

### **Physical Science**

- Collects data, shows curiosity by posing questions, and seeks answers to questions
- Communicates observations and make predictions
- Describe objects in terms of the materials they are made of
- Experience forms of water that such as liquids, solids and evaporation.
- Manipulates materials such as water, sand, clay, paint, glue

### **Sense of Place (Geography And Ecology)**

- Comprehend larger familiar locations, such as the characteristics of their community and region, the distances between familiar locations and compare their home community with those of others
- Interested in a wider range of natural phenomena, including those outside of direct experience and are more concerned about caring for the natural world and the positive and negative impact of people on the natural world

# **Transitional Kindergarten Curriculum Guide**

## **December**

### **Social Domain:**

#### **Listening Skills**

- Receives input from others
- Can follow through with an activity

### **Emotional Domain:**

#### **Self-Control**

- Follows social rules
- Can handle redirection from adults
- Handles disappointment
- Is not overly demanding

### **Physical Domain:**

#### **Safety**

- Able to be supervised
- Reports safety issues to the teacher
- Stays away from hot objects and chemicals
- Participates in emergency drills
- Identifies community helpers

### **Cognitive Domain:**

#### **Imagination**

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**Concepts about Print**

- Display appreciation for books and printed materials.
- Displays awareness that print materials are beneficial for learning and enjoyment
- Begin to identify the various parts of a book
- Begin to follow the flow of print and identify words as meaningful
- Learn the difference between letters and words and how letters combined make up words
- Develop in the recognition of upper and lower case letters of the alphabet

**Manipulation of Numbers and Problem Solving**

- Use concrete objects to determine the answers to addition and subtraction for two numbers that are each less than 10

**Life Sciences**

- Collects data, shows curiosity by posing questions, and seeks answers to questions
- Communicates observations and make predictions
- Observe and describe similarities and differences in the appearance and behavior of plants and animals
- Identify major structures of common plants and animals
- Observe and describe similarities and differences in human beings
- Understands natural habitats of shelter, food, water, air and light

**Sense of Place (Geography And Ecology)**

- Create their own drawings, maps and models, are more skilled at using maps and map symbols, can locate objects on maps and use maps for basic problem-solving with adult guidance



# **Transitional Kindergarten Curriculum Guide**

## **January**

### **Social Domain:**

#### **Responsibility**

- Accepts responsibility
- Understands consequences

### **Emotional Domain:**

#### **Behavior**

- Abides by classroom rules
- Receives correction

### **Physical Domain:**

#### **Gross Motor**

- Pushes and carries objects
- Moves backwards, forward, and side to side
- Pours from containers
- Hops, skips and jumps
- Rides a tricycle
- Locomotion skills are smooth

### **Cognitive Domain:**

#### **Imagination**

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### **Vocabulary**

- Classify the recognition of simple words that occur regularly in the environment
- Identify with picture prompts common objects and their associated meaning
- Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts
- Understand and use accepted words for categories of objects encountered in everyday life
- Understand and use both simple and complex words that describe the relations between objects

### **Measurement**

- Compare three objects by length, weight, or capacity and identify differences
- Order five or more objects by size
- Measure length using concrete units laid end to end
- Name the days of the week
- Demonstrate the concepts of morning, afternoon, evening, today, yesterday, tomorrow
- Identify the time of everyday events such as school, lunch, bed time

### **Earth Sciences**

- Collects data, shows curiosity by posing questions, and seeks answers to questions
- Communicates observations and make predictions
- Describe characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms
- Describe changes in weather occur from day to day and across seasons
- Investigates, sound, heat, and light and how things move
- Explores soil, rocks, water, air, and sunlight
- Explore the seasons, fall, winter, spring, and summer
- Explore the sun, moon, stars

### **Our Community**

- Match simple descriptions of work that people do and the names of related jobs
- Determine the relative locations of objects using the terms near/far, left/right, and behind/in front
- Distinguish between land and water on maps and globes
- Identify traffic symbols and map symbols
- Incorporate community structures in play experiences
- Demonstrate familiarity with the school's layout
- Put events in temporal order using a calendar
- Celebrate holidays and special events

### **Becoming a Preschool Community Member (Civics)**

- Involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision-making, and respecting majority judgments and minority views
- Responsible conduct is more reliable as children derive self-esteem from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations

# **Transitional Kindergarten Curriculum Guide**

## **February**

### **Social Domain:**

#### **Self Expression**

- Communicates likes and dislikes
- Able to make choices
- Confident in preferences

### **Emotional Domain:**

#### **Will/Initiative**

- Tries new experiences
- Completes an activity
- Is confident in their ability
- Works on resolution with others

### **Physical Domain:**

#### **Personal Care**

- Bathes each day and wash hands frequently
- Uses the toilet independently
- Dresses appropriately and independently
- Practices good dental care

### **Cognitive Domain:**

#### **Imagination**

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#### **Phonological Awareness**

- Develop the connection of letters with sounds
- Associate words and sounds with pictures
- With oral prompts be able to mimic sounds and words that have meaning
- Recall familiar words with associated letters/sounds
- Identify and produce rhyming words
- Engage in rhythm exercises that identify syllables
- Participate in phonological activities that facilitate repetitive phrases, oppositional words, rhyming, and appropriate verbal prompts

#### **Geometry**

- Identify and describe common geometric objects
- Combine different shapes to create a complex picture or design
- Identify positions in/on/under, up/down, inside/outside, beside/between, and in front/behind

#### **Investigations and Experimentation**

- Collects data, poses questions, and seeks answers to questions
- Communicates observations and make predictions
- Utilizes the five senses to conduct investigations and experimentation
- Understand and analyze common objects by their properties, physical attributes, and positions
- Communicate observations orally and through drawings
- Uses tools for science discovery
- Compares characteristics of plants, humans, and animals

#### **Becoming a Preschool Community Member (Civics)**

- Attentive to others' feelings, more likely to provide assistance, and try to coordinate their desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others
- More capable of negotiating compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result

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## **Transitional Kindergarten Curriculum Guide**

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# **March**

## **Social Domain:**

### **Participation**

- Desires to interact
- Able to share and take turns
- Positive interactions with others

## **Emotional Domain:**

### **Self-Confidence** Develops new skills

- Likes to figure things out
- Expresses new ideas
- Engages in self-help skills
- Is proud of accomplishments

## **Physical Domain:**

### **Health**

- Able to engage in rest
- Creates quiet spaces
- Is physically active
- Drink plenty of water
- Washes hands and cleans up after themselves
- Sensitive to those who use accommodations

## **Cognitive Domain:**

### **Imagination**

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### **Writing Strategies**

- Further develop grasp and body position for increased control in drawing and writing
- Tracing letters and words to understand the flow of writing
- Continue writing letters or letter-like shapes to represent words or ideas
- Write first name nearly, correctly
- Engage in copying letters and words in print
- Participate in student initiated writing experiences in the classroom
- Verbalize their thoughts through dictation and see their words in print
- Communicate through their pictures of stories and personal experiences
- Participate in simple journaling practices that communicate personal ideas and thoughts
- Practice writing uppercase and lowercase letters of the alphabet independently

### **Statistics, Data Analysis and Probability**

- Students pose questions, collect data, and verbally or use graphs and pictures to record results.
- Will be able to create more complex patterns.

### **Life Sciences**

- Collects data, shows curiosity by posing questions, and seeks answers to questions
- Communicates observations and make predictions
- Observe and describe similarities and differences in the appearance and behavior of plants and animals
- Identify major structures of common plants and animals
- Observe and describe similarities and differences in human beings
- Understands natural habitats of shelter, food, water, air and light

### **Self and Society**

- Stronger cultural, ethnic, and racial identity, and greater familiarity with relevant language, traditions, and other practices. More interested in human diversity, but strongly favor characteristics of their own group

# **Transitional Kindergarten Curriculum Guide**

## **April**

### **Social Domain:**

#### **Group Co-operation**

- Can handle social situations
- Abides by group rules
- Participates in group activities
- Negotiates with situations
- Able to share
- Resolves peer conflict

### **Emotional Domain:**

#### **Independence**

- Takes care of personal needs
- Exhibits curiosity, creativity, and self-direction
- Acts positively when completing a task
- Lead in cooperative play
- Handles disappointment
- Is not overly demanding

### **Physical Domain:**

#### **Systems of the Body**

- Manipulates small objects
- Rocks, rolls and spins
- Plays on a swing and slide
- Jumps, crawls, walks, runs, climbs
- Cuts with scissors
- Throws and catches
- Uses a scooter board

### **Cognitive Domain:**

#### **Imagination**

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#### **Art**

- Names primary and secondary colors



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### **Decoding and Word Recognition**

- Read simple one-syllable sight words
- Develop environmental reading skills through discussion and visual prompts
- Distinguish fantasy from realistic text
- Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)

### **Analysis**

- Pose information questions; collect data; and record the results using objects, pictures, and picture graphs
- Identify, describe, and extend simple patterns

### **Life Sciences**

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### **Self and Society**

- Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive
- More sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income

# Transitional Kindergarten Curriculum Guide

## May

### **Social Domain:**

**Stages of Play** Seeks out friends to play with

- Engages with games and projects
- Initiates play and leads cooperative experiences
- Plays with a common purpose

### **Emotional Domain:**

**Empathy**

- Notices others feelings
- Offers verbal comfort to others
- Takes action to show compassion
- Helps others and uses polite words

### **Physical Domain:**

**Fine Motor**

- Uses tools for play dough and creates shapes
- Build and constructs with materials
- Squeezes, pinches, buttons, zips and snaps
- Cuts shapes, objects, and lines
- Good finger grasp control
- Traces and writes letters

### **Cognitive Domain:**

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**Alphabetic and Word/Print Comprehension**

- Recognize their printed name and simple word constructs
- Identify upper and lower cases letters
- Identify letters within various printed materials

**Reasoning**

- Identify and apply mathematical strategies to solve problems
- Explain problem solving with pictures and objects
- Make calculations and check the validity of the results

**Earth Sciences**

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- Describe characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms
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**Our Community**

- Match simple descriptions of work that people do and the names of related jobs
- Determine the relative locations of objects using the terms near/far, left/right, and behind/in front
- Distinguish between land and water on maps and globes
- Identify traffic symbols and map symbols
- Incorporate community structures in play experiences
- Demonstrate familiarity with the school's layout
- Put events in temporal order using a calendar
- Celebrate holidays and special events

**Marketplace (Economics)**

- Understand more complex economic concepts

# **Transitional Kindergarten Curriculum Guide**

## **June**

### **Social Domain:**

#### **Interpersonal Awareness**

- Comfortable in the learning environment
- Responds positively to others
- Accepts diversity and shows respect

### **Emotional Domain:**

#### **Self-Control**

- Follows social rules
- Can handle redirection from adults
- Handles disappointment
- Is not overly demanding

### **Physical Domain:**

#### **Gross Motor**

- Pushes and carries objects
- Moves backwards, forward, and side to side
- Pours from containers
- Hops, skips and jumps
- Rides a tricycle
- Locomotion skills are smooth

### **Cognitive Domain:**

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- Able to identify categories of sounds
- Able to repeat and follow a rhythm
- Continue to hear differences in sounds
- Can express myself through music and movement
- Responds to changes in tempo and a variety of musical rhythm through body movement
- Uses a variety of musical instruments
- Can name a variety of musical elements using appropriate musical vocabulary
- Beginning to demonstrate appropriate audience skills during recording and musical performances

#### **Art**

- Names primary and secondary colors
- Makes color combinations
- Can express myself through art
- Demonstrates safe and appropriate use and care of materials and tools
- Create two and three dimension art while exploring color
- Represents ideas through a variety of art media

**Cooking**

- Able to follow directions with gathering appropriate utensils
- Uses pictures to identify sequencing of ingredients
- Uses fine motor skills to push, mold, press, roll, and stir ingredients
- Uses measuring tools to measure out ingredients

**Phonological Awareness**

- Develop the connection of letters with sounds
- Associate words and sounds with pictures
- With oral prompts be able to mimic sounds and words that have meaning
- Recall familiar words with associated letters/sounds
- Identify and produce rhyming words
- Engage in rhythm exercises that identify syllables
- Participate in phonological activities that facilitate repetitive phrases, oppositional words, rhyming, and appropriate verbal prompts

**Geometry**

- Identify and describe common geometric objects
- Combine different shapes to create a complex picture or design.
- Identify positions in/on/under, up/down, inside/outside, beside/between, and in front/behind