

Bible

In Trinity School's transitional kindergarten program, there is no separation between the secular and the spiritual. A Christian worldview undergirds the curriculum, and biblical principles are integrated into all content areas. Transitional kindergarten students read Bible stories, participate in group prayer, utilize biblical principles to solve interpersonal conflict in the classroom, sing Christian hymns and songs, and memorize selected Scriptures.

TEXTS

V. Gilbert Beers, *Tell Me the Stories of Jesus*. Tyndale House Publishers, Inc., Wheaton, Illinois, 2001.

Gospel Light's Kid's Time: God's Big Picture Curriculum, Gospel Light Publishing, Ventura, CA, 1999.

Language Arts

Literature

Trinity School's transitional kindergarten literature program is designed to expose children to a broad range of rich, age-appropriate literature. Our goal is not to teach how to read, but to "prime the pump" by modeling a love of books and enjoyment of them together. The transitional kindergarten class reads picture books, and listens to Bible stories and poetry daily, with an emphasis on finger play, repetition and movement during group readings.

Phonics

For our transitional kindergarten students the focus of phonics is through casual conversations between the teacher and students with informal attention given to those letters and sounds that pique the students' interests. Students are provided with auditory, visual and gross motor reminders that sounds and letters go together. They spell out familiar words through casual conversations, (e.g., the auditory spelling of a child's name when the teacher is writing). There is also an emphasis on letters and sounds through games, fingerplays and songs, and students are encouraged to engage in contextual reading (e.g., reading of classroom labels). A "letter of the week" is introduced every Monday of the school year.

Handwriting

Transitional kindergarten students use large muscles in big and exciting movements; therefore when it comes to writing, they use their shoulders, arms and whole hand. In recognition of this developmental stage, Trinity's transitional kindergarten program encourages students to develop fine motor skills necessary for writing through exploration of concrete materials. Students are offered a wide variety of experiences such as easel and finger painting, playdough, sand and water tables with measuring tools, etc. Tools of writing and cutting are provided to children who choose to use them on their own.

SELECTED TEXTS

AlphaTales, Scholastic Publishing Inc., New York, NY.

Dr. Jean R. Feldman, *Ready, Set, Read!* Crystal Springs Books, Peterborough, New Hampshire, 1999.

Imogene Forte and Joy MacKenzie, *Early Learning Experiences in Literature*, Incentive Publications, Inc., Nashville, Tennessee, 1996.

Mary Ellen Sterling, *Making Big and Little Books*, Teacher Created Materials, Inc., Huntington Beach, CA 92647, 1991

Math

The transitional kindergarten curriculum is designed to provide students with a strong mathematical foundation. The understanding of basic concepts is accomplished through the active use and exploration of a wide range of concrete objects encountered during play and meaningful teacher directed activities. Students use blocks, manipulatives, paint, sand and water, etc, to count, sort, compare, and make simple patterns and designs. Students also learn to:

1. Recognize and count numbers 1 to 10
2. Recognize simple geometric shapes (circle, triangle, rectangle/square)
3. Explore number formation (1-10) through large muscle activities (for example - Playdoh, clay, finger-paint)
4. Gain an understanding of one to one correspondence with numbers 1 – 10
5. Explore measurement, using non-standard units of measure
6. Develop and use a math related vocabulary
 - a. position and direction (up, down, on, under, over, in front of, behind)
 - b. weight (heavy, light)
 - c. time (before, after)
 - d. quantity (more, less, empty, full)

TEXTS

Mary Kurth, *Pocket Chart Math Activities*, Creative Teaching Press, Inc. Cypress, CA 1996.

Susan Finket and Karen Seberg, *Circle Time Math*, Teaching and Learning Company, Carthage, IL, 1996.

Sharon MacDonald, *Block Play: The Complete Guide to Learning and Playing with Blocks*, Gryphon House, Inc., Beltsville, MD, 2001.

Linda Schulman Dacey and Rebeka Eston, *Growing Mathematical Ideas in Kindergarten*, Math Solutions Publications, Sausalito, CA, 1999.

Virginia Johnson, *Hands-On Math: Manipulative Activities for the Classroom*, Creative Teaching Press, Inc., Cypress, CA, 1994.

Science

Trinity's transitional kindergarten science program places a strong emphasis on exposing children to the natural world in order to understand and appreciate the order, harmony, and beauty in God's world. It provides spontaneous contact with nature

and exposure to scientific concepts through literature, classroom science centers, outdoor classroom instruction and spontaneous nature exploration.

1. Life Science – planting, pumpkins, leaves, animals and their habitats, pond life, the human body
2. Earth Science – The four seasons, properties of Planet Earth
3. Physical Science – Electricity, steam, diesel

TEXT

E.D. Hirsch, Jr., and John Holdren, *What Your Kindergartner Needs to Know*, Dell Publishing, Inc., New York, New York, 1996

Music

The overarching goal of the transitional kindergarten music program is to impart a love of music and to equip students for worship through familiarity and understanding of great music and through skills development. A music specialist provides 15 minutes of music education two times a week. This skills-based program concentrates on singing and moving/dancing. The transitional kindergarten music program also introduces students to foreign language through song.

Monthly Unit Studies

The beauty of our transitional kindergarten program is in its integration. Monthly themes provide a framework through which learning can take place in a natural, appropriate, and meaningful context. It is through the reading of living books (i.e., books that open the mind and encourage reading) that students are exposed to the study of language arts, history, geography, science, math, music, art, and Bible.

SEPTEMBER

Focus: Introduction to school, tour school campus and meet teachers and staff; learn about community helpers: law enforcement officers, fire fighters, doctors, etc.

Science: Lion cubs, seeds, squirrels

Literature:

The First Day of School, Patricia Relf
The Kissing Hand, Audrey Penn
Jobs People Do, Christopher Maynard
Work Song, Gary Paulsen
Look Out, Lion Cub! Michael Coxon
The Tiny Seed, Eric Carle
Welcome to the World of Squirrels,
 Diane Swanson

Field Trip: North Carolina Botanical Gardens

OCTOBER

Focus: Introduction to the Fall as one of the four seasons; learn about leaves, pumpkins and cooler weather; talk about bones and their function in the human body; introduce the story of Columbus and his voyage.

Science: Seasons, bones, floating and sinking

Literature:

Autumn: An Alphabet Acrostic, Steven Schunur
Audrey Penn
The Pumpkin Patch, Elizabeth King
A Picture Book of Christopher Columbus, David A. Adner
All About My Skeleton,
 Sonja W. Black,

Field Trip: Trip to local pumpkin patch

NOVEMBER

Focus: To introduce the idea of elections as a fair way to choose leaders; to learn about Native Americans and Pilgrims

Science: Planting crops; how water can be used and moved

Social Studies: Elections, Native Americans, England, Pilgrims

Holiday: Thanksgiving

Literature:

Everybody Bakes Bread, Nora Dooley

One Little, Two Little, Three Little

Pilgrims, B.G. Hennessy

Meet the North American Indians,

Elizabeth Payne

In November, Cynthia Rylant

Field Trip: Great Harvest Bread Company or Mad Hatter Bakery

DECEMBER

Focus: To learn the true meaning of Christmas by retelling the Biblical account of Jesus' birth; to learn how children celebrated Christmas in the past.

Social Studies: Christmas in the late 19th century, what life was like before cars, electricity and computers

Holidays: Christmas

Literature:

The Nativity, Juan Wijngaard

Jesus Birthday Party, Nicholas Allan

Bright Star, Bright Star, What do you

See? Cassandre Maxwell

Field Trip: Duke Homestead

JANUARY

Focus: To learn about Teddy Bears; to study God's beautiful world (including oceans, continents, rocks, minerals and caves); introduction to Winter as one of the four seasons.

Science: Winter, bears, properties of planet earth, rock, minerals, caves

Social Studies: Learn the history of the Teddy Bear

Literature:

The Legend of the Teddy Bear,

Frank Murphy

The Teddy Bears' Picnic,

Jimmy Kennedy

What do Animals do in Winter?

Melvin and Gilda Berger

Cave, Diane Siebert

If You Find a Rock, Peggy Christian

Field trip: Life and Science Museum

FEBRUARY

Focus: To study shadows and hibernation; learn about postal workers, letters and Valentines

Science: Shadows, hibernation, behavior of animals in winter

Social Studies: Learn about Presidents past and present, study the history of Valentine's Day

Holidays: Valentine & Presidents Day

Literature:

How Groundhog's Garden Grew,

Lynne Cherry

Shadowgraphs, Phila H. Webb and

Jane Corby

The Post Office Book, Gail Gibbons

Never Mail an Elephant, Mike Thaler

Valentine's Day, Anne Rockwell

If I Were President, Catherine Stier

George Washington and the General's

Dog, Frank Murphy

Abe Lincoln: The Boy Who Loved

Books, David A. Adler

Field Trip: Post Office

MARCH

Focus: To learn about the circus and circus animals and to understand more about how grocery stores operate

Science: To study animals traditionally associated with the circus (lions, horses, elephants), to identify healthy foods from the four food groups

Social Studies: To learn how grocery stores are important to our community

Literature:

Circus, Lois Elhert

Circus Caps for Sale,

Esphyr Slodbodkina,

Peter Spier's Circus! Peter Spier

Markets, Pamela Chanko

Field Trip: Harris Teeter

APRIL

Focus: To introduce the Easter story; introduction to Spring as one of the four seasons; learn about pond life and picnics; talk about the importance of grandparents

Science: To learn about plant and animal life in and around a pond

Social Studies: To learn about picnics, to learn about the importance of grandparents

Holiday: Easter

Literature:

The Very First Easter, Paul L Maier

Picnic, Emily Arnold McCully

In the Small, Small Pond,

Denise Fleming

Hooray for Grandparents Day!

Nancy Carlson

Field Trip: class picnic at school or at a local park

MAY

Focus: To discuss the season of Summer, learn about artists and museums and to learn about trains

Science: To learn about the season of summer, understand how trains operate by way of electricity, steam or diesel fuel

Social Studies: To study the role trains play in moving goods

Literature:

No One Saw: Ordinary Things

Through the Eyes of an Artist, Bob Raczka

Train Song, Diane Siebert

Freight Train, Donald Crews

All Aboard ABC, Doug Magee and Robert Newman

Time of Wonder, Robert McCloskey

Field Trip: Ackland Art Museum, train trip to Burlington