

GRACE FELLOWSHIP

PRESCHOOL

TRANSITION CLASS

Information

Packet



Grace Preschool – Domains of Early Childhood Development

Fine Motor – Fine motor activities teach hand-eye coordination. These activities help children learn to precisely control the muscles in the hands. Tearing paper, cutting with scissors, using tweezers, painting and exposure to a variety of sensory activities all help build fine motor skills.

Language – This domain includes phonemic awareness, alphabet, oral and written language. Talking about events happening during the day, learning the alphabet and the sounds the letters produce are examples of language activities. Stress will be placed on the importance of reading to each child in addition to dramatic play, puppets, and theme-related activities.

Cognitive – Early math skills, cause-and-effect, and reasoning are focal points of this domain. Counting and patterning also help to improve cognitive development. A variety of activities will be used to ensure that all learning styles are emphasized.

Social/Emotional – Learning to “play” with others is a skill. We focus on children feeling safe, secure, and nurtured. Manners and using kind words will be stressed as well.

Gross Motor – This domain involves learning to use all of the “big” muscles in our body. Crawling, walking, running, skipping, jumping, and climbing are all examples of gross motor activities. Music and movement classes in addition to outside play assist in accomplishing these skills.

Self-Help/Adaptive – Everything that a child needs to know to start being more independent is including in this domain. Learning to dress oneself, feed oneself, using the toilet, and participating in home/classroom overall success contribute toward independence and self-reward.

Spiritual and Moral – Teaching each child to love and obey God is the most important focus we have. Recognizing the differences between right and wrong will become second nature to each child if we simultaneously teach and model God’s love. Monthly Bible verses, weekly chapel lessons and daily reinforcement introduce God’s Word and love.

Grace Preschool Transition Class

While acting as a transition between preschool and kindergarten and granting the gift of time, our program will focus on the growth of the whole child. Students will work together daily to play, solve problems, share experiences, and develop new knowledge. Our curriculum will focus on project-based learning. This will allow the class to construct in-depth investigations around individual themes. These investigations will last (in length) depending on the student's interests. During these hands-on investigations, students will be encouraged to observe, question, hypothesize, and enhance their learning.

Math and reading skills will be presented in their natural context. Hands-on manipulatives will be offered to help aid students to count and understand numbers in a concrete way.

Pre-reading and pre-writing skills will be developed through journals, classroom library, and a consistent exposure to print. A writing center will be available, and the students will be encouraged to use inventive spelling when writing and journaling. Journal writing allows students to associate letter sounds with word formation.

Free play allows the students an opportunity to choose an activity for themselves. Choices will include dramatic play, blocks, easel, library center, computer, puzzles, games and a sensory table. During this time, the students are working on developing social relationships, learning how to share, and practicing problem solving skills. Students are also learning how to make choices.

By keeping the teacher to student ratio small, each student will receive a great deal of personal attention. We are committed to and excited about our program. We are dedicated to excellent care and a stimulating environment for them to find a love for learning!

The General Objectives for Transition students are below. These are the objectives that your child will be exposed to this school year. They are in no way complete as each day brings a different focus and variety of activities. These objectives were written to help our staff become more unified, to provide ease in evaluating students, as a preparation for the upcoming school year and to keep you informed.

The philosophy behind the Grace Preschool curriculum continues to be that young children learn best by “playing”. When children play, they are working. For them, play is both serious and necessary. It is one of the ways they learn and grow. Showing approval of children’s creative efforts tends to encourage their creativity. We feel that it is important to communicate our respect for their attempts to express what is on their minds.

Encouraging children to discover that uniqueness and helping them develop its expression is primary in our overall approach to learning. We know that the time we spend building self-esteem, guiding behavior and providing a variety of experiences is a lifetime investment. Our goal is to help your child become an enthusiastic learner.

We appreciate the role you play in supporting your child’s learning and we view you as your child’s first and most important teacher. Our curriculum works best when teachers and parents work together.

Transition Class Objectives

Core Skills for Language

- Develop fine motor skills and strokes used in writing
- Write his/her own name (first and last)
- Write uppercase and lowercase letters of the alphabet
- Match letters to spoken sounds
- Begin to read three letter words
- Develop an awareness of letters and letter sounds
- Recognize and name uppercase and lowercase letters of the alphabet
- Develop an awareness and exposure to written matter/print in everyday surroundings
- Listen to nursery rhymes, poems, finger plays and songs and respond with appropriate gestures
- Begin developing memorization skills
- Understand and use language to communicate
- Produce words that rhyme with other words
- Use language to think, organize, relate and analyze information (i.e., What would happen if we went outside without our coats?)
- Tell (in his/her own words) what happened in a story and predict what will happen next
- Listen to, develop an understanding of, and participate in stories read aloud
- Carry out single-step verbal directions
- Identify and be able to label the following emotions (happy, sad, angry, afraid, frustrated and confused)
- Attempt to solve problems or conflict using words

Core Skills for Math

- Develop an understanding of addition and subtraction
- Identify and count pennies
- Identify nickel, dime, quarter and dollar bills
- Be able to compare written numerals (i.e., which is more – 3 or 2?)
- Add and subtract to ten using concrete objects
- Compare sizes of pictured shapes (larger or smaller)
- Identify and sort basic plane figures (square, rectangle, triangle, circle)
- Identify left and right hand
- Identify top, middle and bottom
- Perceive and recognize shapes (puzzle pieces)
- Identify basic shapes in common objects (windows, books, buildings, pictures)
- Quantify groups of objects (i.e., As many as ...)
- Use simple measurement and divide objects
- Extend a sequence of ordered concrete objects
- Compare objects according to linear measure (longer/shorter, taller than/shorter than, full/empty)
- Be able to identify familiar instruments of measurement (ruler, scale, thermometer)
- Recognize and count numbers from 1 to 31
- Count by fives and tens to 50
- Identify ordinal position (first, second, etc.)
- Be able to identify objects that don't belong
- Sort and classify pictures or objects

Core Skills for Time and Space

- Locate important geographic landmarks on a map or globe
- Demonstrate an understanding of basic geographic concepts (land, water, river, city state, country, etc.)
- Be familiar with orientation in time (today, yesterday, this morning, etc.)
- Know the days of the week and months of the year
- Be familiar with a clock face
- Sequence events (before, after, next, last)
- Establish reference points in time (getting dressed, going to the park, eating dinner, etc.)
- Name the city and state of residence

Core Skills for Science

- Use tools and objects to construct and create (mix, spoon, spatula, blender, drain, colander, etc.)
- Demonstrate an initial understanding of the living world (salty/sweet, hard/soft, rough/smooth, wet/dry)
- Identify basic body parts
- Identify practical measures for conserving energy and resources (turning off unnecessary lights, turning off faucets, etc.)

Core Skills for Music

- Move responsively to music (marching, hopping, swaying, etc.)
- Listen to and identify differences in sounds (birds singing, a car motor, instrument sounds, etc.)
- Listen to and sing songs
- Discriminate between fast and slow, loud and quiet
- Sing unaccompanied, accompanied and in unison
- Recognize different instruments
- Imitate and produce sounds and imitate clapping sequences
- Discriminate between obvious difference in pitch (high and low)

Core Skills for Movement

- Stop and start movement at will
- Use the body expressively, act out nursery rhymes, move to music, etc.
- Play group games (Duck, Duck Goose; musical chairs, etc.)
- Eye-hand and eye-foot coordination (throw or kick an object, play catch, ride a tricycle, swing)
- Gross motor skills (stand on one foot, ascend and descend ladders and climbing structures, somersault, jump, etc.)

Core Skills for Visual Arts

- Identify and use different lines (straight, zigzag, curved, wavy, thick, thin)
- Attend to visual detail of objects and images (play matching games)
- Identify the color of objects from nature when not in view (sky is blue, etc.)

Core Skills for Social Skills

- Function and work constructively in a group setting, using appropriate social skills (help set table, wipe up spills, say excuse me, accept a compliment, apologize, etc.)
- Share or take turns using toys and materials
- Ask appropriately for help of an adult when needed
- Identify and follow classroom rules
- Demonstrate an ability to listen
- Make request and acknowledge attempts to meet requests politely
- Recognize and respond to own first and last name, orally and in writing
- With advance notice, stop when told and change activities, moving cooperatively to another activity
- Sit among other children during a group activity without distraction
- Develop independent work habits
- Establish a sense of personal responsibility
- Return toys and materials to their proper location after use
- Care for personal needs, practicing good hygiene and using appropriate table manners
- Choose and use a toy or an activity independently for a sustained period of time (at least 10 minutes)

Transition Sight Words

a	me	red
the	is	orange
see	not	yellow
I	up	blue
look	am	green
at	to	purple
my	go	pink
can	we	black
you	little	brown
it	in	white
for	that	
big	down	
and	he	

Monthly “Color, Shape and Number” For All Age Levels

September--	Yellow	Circle	0, 1 and 2
October --	Orange	Square	3
November --	Brown/Black	Rectangle	4
December --	Red/Green	Oval	5
January --	White	Rhombus	6
February --	Pink	Heart	7
March --	Blue	Triangle	8
April --	Purple	Cross	9
May --	Review		

All classes will be exposed to the skills above, be able to recognize them and be able to show or explain how to “make” them.

In addition, **4’s and Transition:**

Three dimensional shapes – Sphere, Cube, Cylinder and Cone

Transition Bible Focus

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness & self-control.”

Galatians 5:22-23

September	Love
October	Joy
November	Peace
December	Patience
January	Kindness
February	Goodness
March	Faithfulness
April	Gentleness
May	Self-Control

Computer Work in Transition

In the Transition class, students use classroom computers during the school year for various learning opportunities. We use age appropriate websites for exploring the alphabet, listening to books read aloud (which correspond with our themes), and also for practicing kindergarten readiness skills with the “Hatch” computer program. Below you will find a list of the skills your child is working on during their “Hatch” time each week.

Phonological Awareness

- sentence segmenting
- initial sounds
- blending compound words
- segmenting compound words
- onset rime and deleting onset rime
- blending sounds in words

Language Development

- language vocabulary
- spatial skills
- measurement

Alphabet Knowledge

- letter recognition

Logic and Reasoning

- common shapes
- sorting
- patterning

Numeric Operations

- counting foundations
- numeral recognition
- sequence counting
- objects in a set
- addition and subtraction