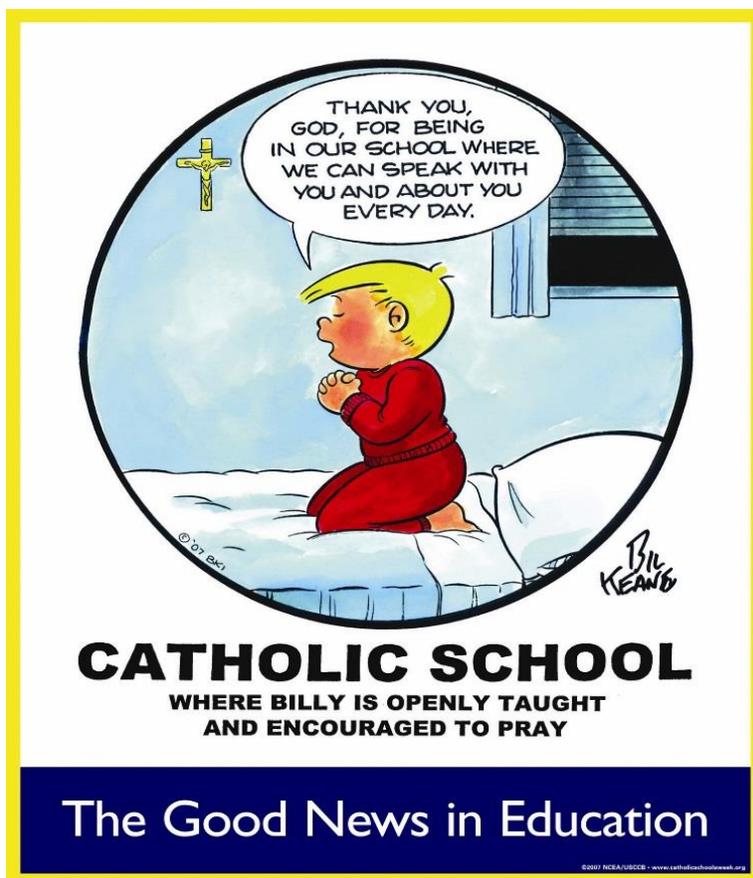


# TRANSITIONAL KINDERGARTEN

## Information and Curriculum Handbook



Every child has opportunities to unfold in growth in the physical, cognitive, social/emotional and most important in the spiritual possibilities not be molded to our standards.

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### General Information

Welcome to Transitional Kindergarten at Beatitudes of Our Lord School. The Transitional Kindergarten is the 1st year of a two-year program to prepare students for success academically, socially and spiritually. Students will engage in developmentally appropriate activities in foundational skills, language arts, mathematics, science, social studies, movement and arts. These concepts will be encompassed through cross-curricular, integrated units. Student will matriculate to Kindergarten from the Transitional Kindergarten the following September.

At Beatitudes of Our Lord School, we follow the Academic, Social, Emotional and Physical Standards, as set forth by the Los Angeles Archdiocese. These Standards will be achieved through developmentally appropriate activities that particularly focus on social development and nurturing the creativity within each child allowing for problem solving and independence. The purpose is to prepare students to transition to Kindergarten smoothly possessing the skills and social awareness to be ready for the Standards for the 2<sup>nd</sup> year program in Kindergarten.

- Students must be four years old by September 1<sup>st</sup>
- The Kindergarten and Transitional Kindergarten teachers will conduct a brief interview with the child and parent.
- Students wear school uniform.
- Students have rest time after lunch.
- Transitional Kindergarten will follow the same hours and days as Kindergarten.
- Student must be completely potty trained. We understand accidents happen, however students must be able to communicate and take care of their bathroom needs as well as communicate with the teacher special situations that arise.
- Before and after school daycare is open to Transitional Kindergarteners for the normal additional fee. Parents provide an after-school snack should you require after school care.
- Parents will follow the same policy and procedures in the Parent/Student Handbook for K-8.

***On the next pages you will find some of the concepts and skills we will be teaching, understand every opportunity to learn is an opportunity to teach for the teachers and the students. These standards are Los Angeles Archdiocese formulated to align with Common Core Standards.***

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<b>Transitional Kindergarten</b>
<b>Socio-Emotional Standards</b>
<b>SELF-AWARENESS</b>
<ol style="list-style-type: none"> <li>1. Self-awareness               <ol style="list-style-type: none"> <li>a. Identify body parts and their functions</li> <li>b. Identify different feelings (e.g. happy, sad, angry, jealous, proud, scared etc.)</li> <li>c. Use words to describe own feelings</li> <li>d. Demonstrate a positive self-image</li> <li>e. Begin to develop an awareness of own abilities</li> </ol> </li> </ol>
<b>INTERPERSONAL AWARENESS</b>
<ol style="list-style-type: none"> <li>2. Interpersonal Awareness               <ol style="list-style-type: none"> <li>a. Compare and contrast their physical characteristics with those of others</li> <li>b. Compare and contrast their feelings with those of others</li> <li>c. Understand the role of teacher as a type of caregiver</li> </ol> </li> </ol>
<b>SELF-REGULATION</b>
<ol style="list-style-type: none"> <li>3. Self-regulation               <ol style="list-style-type: none"> <li>a. Take care of physical needs (e.g. dressing, restroom use, hygiene)</li> <li>b. Follow social and classroom rules</li> <li>c. Respond positively to redirection from adults</li> <li>d. Accept responsibility for own behavior</li> <li>e. Connect actions to consequences</li> <li>f. Accept changes in environment (e.g. separation from family, transitions, field trips, substitutes, etc.)</li> <li>g. Complete a task</li> <li>h. Keep personal space and classroom areas orderly</li> </ol> </li> </ol>
<b>SELF-EXPRESSION</b>
<ol style="list-style-type: none"> <li>4. Self-expression               <ol style="list-style-type: none"> <li>a. Communicate preferences</li> <li>b. Make choices</li> </ol> </li> </ol>
<b>COMMUNICATION</b>
<ol style="list-style-type: none"> <li>5. Communication               <ol style="list-style-type: none"> <li>a. Ask for help when needed</li> <li>b. Use verbal and nonverbal communication effectively</li> <li>c. Develop age-appropriate attention span</li> <li>d. Follow one and two-step directions</li> </ol> </li> </ol>

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<b>SOCIAL INTERACTION</b>
<ul style="list-style-type: none"> <li>6. Interactions with others               <ul style="list-style-type: none"> <li>a. Participate positively and cooperatively in group activities</li> <li>b. Share and take turns</li> <li>c. Use polite words</li> <li>d. Help others</li> <li>e. Resolve peer conflict</li> </ul> </li>   <li>7. Stages of play               <ul style="list-style-type: none"> <li>a. Actively and intentionally play with peers</li> <li>b. Engage in games and group play</li> <li>c. Initiate play and lead cooperative experiences</li> <li>d. Play with a common purpose</li> </ul> </li> </ul>

<b>Transitional Kindergarten</b>
<b>English Language Arts Standards</b>
<b>FOUNDATIONAL SKILLS</b>
<b>Print Concepts</b>
<ul style="list-style-type: none"> <li>1. Demonstrate understanding of the organization and basic features of print               <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, page by page</li> <li>b. Distinguish between a letter and a word</li> <li>c. Recognize and name all upper and lower case letters</li> </ul> </li> </ul>
<b>Phonological Awareness</b>
<ul style="list-style-type: none"> <li>2. Demonstrate emerging understanding of spoken words, syllables, and sounds               <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words</li> <li>b. Count, blend, and segment syllables in spoken words</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words</li> </ul> </li> </ul>
<b>Phonics and Word Recognition</b>
<ul style="list-style-type: none"> <li>3. Phonics and Word Recognition               <ul style="list-style-type: none"> <li>a. Recognize own name and other common words in print</li> <li>b. Match all uppercase and lowercase letter names to their printed form</li> <li>c. Associate sounds with letters</li> <li>d. Identify short vowel sounds</li> <li>e. Identify primary sound for each consonant</li> <li>f. Develop recognition of high-frequency words by sight</li> </ul> </li> </ul>

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<b>Fluency</b>
N/A
<b>LITERATURE</b>
<b>Key Ideas and Details</b>
<ol style="list-style-type: none"> <li>1. Recall key details from narrative pictures</li> <li>2. Recall key details from a familiar narrative text</li> <li>3. Retell familiar narrative stories</li> <li>4. Sequence the events depicted in narrative pictures</li> <li>5. Sequence the events of a familiar narrative text</li> <li>6. With prompting and support, answer questions about key details in familiar and unfamiliar narrative texts (e.g. characters, setting, major events)</li> </ol>
<b>Craft and Structure</b>
<ol style="list-style-type: none"> <li>7. Identify the meaning of common words found in a narrative text</li> <li>8. Identify common types of narrative texts (e.g. book, poem, song)</li> <li>9. Identify the front cover and back cover of a book</li> <li>10. Identify additional parts of a book (e.g. title page, author, illustrator, page number)</li> </ol>
<b>Integration of Knowledge / Ideas</b>
<ol style="list-style-type: none"> <li>11. With prompting and support, categorize key details of a familiar narrative text</li> <li>12. With prompting and support, compare and contrast key details of a familiar narrative text</li> </ol>
<b>Range of Reading / Level of Text Complexity</b>
<ol style="list-style-type: none"> <li>13. Actively engage in group reading activities with purpose and understanding</li> </ol>

<b>Transitional Kindergarten</b>
<b>English Language Arts Standards</b>
<b>INFORMATIONAL TEXT</b>
<b>Key Ideas and Details</b>
<ol style="list-style-type: none"> <li>1. Recall key details from informational pictures</li> <li>2. Recall key details from a familiar informational text</li> <li>3. With prompting and support, identify the main topic of a familiar and unfamiliar informational text</li> <li>4. With prompting and support, answer questions about key details in a familiar and unfamiliar informational text</li> </ol>

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## Information and Curriculum Handbook

<b>Craft and Structure</b>
5. Identify the meaning of common words found in an informational text 6. Identify common types of informational texts (e.g. newspaper, magazine, sign, etc.)
<b>Integration of Knowledge / Ideas</b>
7. With prompting and support, categorize key details of a familiar informational text 8. With prompting and support, compare and contrast key details of a familiar informational text
<b>Range of Reading / Level of Text Complexity</b>
1. Actively engage in-group reading activities with purpose and understanding.
<b>WRITING</b>
<b>Text Types and Purposes</b>
1. Use appropriate tripod or quadropod grip for increased control in drawing and writing 2. Draw pictures to represent language 3. Participate in simple journaling through drawing and dictation 4. Participate in shared writing activities 5. Trace and copy letters and words in print 6. Write first name
<b>Production and Distribution of Writing</b>
N/A
<b>Research to Build and Present Knowledge</b>
N/A
<b>SPEAKING AND LISTENING</b>
<b>Comprehension and Collaboration</b>
1. Follow agreed-upon rules for discussions (e.g. listening to others, taking turns speaking, answering on topic) 2. Use appropriate language and style for different settings (e.g. church, classroom, playground) 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood
<b>Presentation of Knowledge / Ideas</b>
4. Speak in complete sentences using age-appropriate language 5. Recite short poems, rhymes, and songs

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## Information and Curriculum Handbook

<b>Transitional Kindergarten</b>
<b>English Language Arts Standards</b>
<b>LANGUAGE</b>
<b>Conventions of Standard English</b>
<ol style="list-style-type: none"> <li>1. Demonstrate emerging understanding of the conventions of standard English grammar and usage when speaking               <ol style="list-style-type: none"> <li>a. Understand and use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives</li> <li>b. Use frequently occurring nouns and verbs</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g. <i>dog, dogs; wish, wishes</i>)</li> <li>d. Understand and use question words (interrogatives) (e.g. <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g. <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol> </li> <li>2. Demonstrate emerging understanding of the conventions of standard English spelling when writing               <ol style="list-style-type: none"> <li>a. Write a letter or letters for some consonant and short-vowel sounds</li> </ol> </li> </ol>
<b>Vocabulary Acquisition and Use</b>
<ol style="list-style-type: none"> <li>1. Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes</li> <li>2. Understand and use accepted words for categories of objects encountered in everyday life</li> <li>3. Understand and use both simple and complex words that describe the relations between objects</li> </ol>

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<b>Transitional Kindergarten</b>
<b>Mathematics Standards</b>
<b>COUNTING AND CARDINALITY</b>
<ol style="list-style-type: none"> <li>1. Count to 30 by ones</li> <li>2. Write numbers from 0 to 10</li> <li>3. Represent a number of objects with a written numeral 0-10 (with 0 representing a count of no objects)</li> <li>4. Understand the relationship between numbers and quantities; connect counting to cardinality               <ol style="list-style-type: none"> <li>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object</li> <li>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted</li> <li>c. Understand that each successive number name refers to a quantity that is one larger</li> </ol> </li> <li>5. Count up to 10 objects arranged in different configurations</li> <li>6. Given a number from 1-10, count out that many objects</li> <li>7. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (using groups with 10 or less objects)</li> </ol>
<b>OPERATIONS AND ALGEBRAIC THINKING</b>
<ol style="list-style-type: none"> <li>1. Represent addition and subtraction with objects, drawings, and acting out situations</li> <li>2. Solve addition and subtraction word problems within 5 using objects, drawings, and acting out situations</li> </ol>
<b>NUMBER AND OPERATIONS IN BASE TEN</b>
<ol style="list-style-type: none"> <li>1. Compose and decompose a ten using single objects (as a basis for understanding place value)</li> </ol>
<b>MEASUREMENT AND DATA</b>
<ol style="list-style-type: none"> <li>1. Compare two objects by a measureable attribute (e.g. length, weight, capacity)</li> <li>2. Sort and classify objects into given categories</li> <li>3. Name the days of the week and months of the year</li> <li>4. Demonstrate concepts of time (e.g. morning, afternoon, yesterday, today, tomorrow, etc.)</li> <li>5. With prompting and support, collect and interpret data in pictographs</li> </ol>
<b>GEOMETRY</b>
<ol style="list-style-type: none"> <li>1. Identify, describe, and build common two-dimensional shapes (e.g. circle, square, triangle, rectangle, etc.)</li> <li>2. Describe objects in the environment using names of common two-dimensional shapes</li> <li>3. Describe the relative positions of objects (e.g. above, below, beside, etc.)</li> <li>4. Recognize, describe, extend, and create a repeating pattern</li> </ol>

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<b>Transitional Kindergarten</b>
<b>Science Standards</b>
<b>PHYSICAL SCIENCE</b>
<p>1. Physical Science</p> <ul style="list-style-type: none"><li>a. Describe objects in terms of the materials they are made of (e.g. wood, cloth, paper, plastic, metal, etc.)</li><li>b. Identify common physical properties of objects (e.g. size, color, shape, and texture)</li><li>c. Sort and classify objects by their common physical properties</li><li>d. Explore sound, heat, light, and movement</li></ul>
<b>LIFE SCIENCE</b>
<p>2. Life Science</p> <ul style="list-style-type: none"><li>a. Name common plants and animals</li><li>b. Identify plants and animals as living things</li><li>c. Describe the appearance, movement, and habitat of common animals</li><li>d. Describe the appearance of common plants</li><li>e. Describe the stages of life (e.g. birth, growth, death)</li><li>f. Explore the structures of plants and animals</li></ul>
<b>EARTH SCIENCE</b>
<p>3. Earth Science</p> <ul style="list-style-type: none"><li>a. Identify and describe the four seasons</li><li>b. Identify and describe types of weather</li><li>c. Explore objects in the solar system (e.g. sun, moon, stars, planets)</li></ul>
<b>INVESTIGATION AND EXPERIMENTATION</b>
<p>4. Scientific progress is made by asking meaningful questions and conducting careful investigations</p> <ul style="list-style-type: none"><li>a. Ask and seek answers to questions about their environment</li><li>b. Use the five senses to make observations</li><li>c. Communicate observations orally or visually</li></ul>

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<b>Transitional Kindergarten</b>
<b>Social Studies Standards</b>
<b>CITIZENSHIP</b>
1. Citizenship <ol style="list-style-type: none"><li>Identify traits of a good citizen (e.g. honesty, determination, responsibility, cooperation, etc.)</li><li>Identify and describe models of good citizenship (e.g. Jesus, Mary, saints, Abraham Lincoln, George Washington, Martin Luther King, Jr., etc.)</li><li>Connect being a good citizen in the classroom to being a good citizen in the community</li><li>Identify and explain common jobs in their school and local community</li></ol>
<b>GEOGRAPHY</b>
2. Geography <ol style="list-style-type: none"><li>Identify the relative location of places in the school and community</li><li>Compare and contrast maps and globes</li><li>Create a map of the classroom or other familiar room</li></ol>
<b>HISTORY</b>
3. History <ol style="list-style-type: none"><li>Categorize time intervals (e.g. days, weeks, months)</li><li>Demonstrate an understanding of past, present, and future by sharing autobiographical accounts (e.g. last Christmas, today at recess, an upcoming birthday)</li><li>Explain the purpose of holidays</li></ol>

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<b>Transitional Kindergarten</b>
<b>Physical Education Standards</b>
<b>SAFETY</b>
1. Safety <ol style="list-style-type: none"> <li>a. Use materials appropriately</li> <li>b. Participate in emergency drills</li> </ol>
<b>FINE MOTOR SKILLS</b>
2. Fine Motor <ol style="list-style-type: none"> <li>a. Use tools for their purpose (e.g. rolling pin, cookie cutters, utensils, scissors, etc.)</li> <li>b. Build and construct with materials</li> <li>c. Squeeze, pinch, button, zip, snap, stir</li> <li>d. Cut shapes, objects, and lines</li> <li>e. Use appropriate grasp for writing, drawing, and coloring (tripod or quadropod grip)</li> <li>f. Trace and write letters</li> <li>g. Use dominant hand most of the time</li> </ol>
<b>GROSS MOTOR SKILLS</b>
3. Gross Motor <ol style="list-style-type: none"> <li>a. Balance</li> <li>b. Run, jump, hop, skip, climb</li> <li>c. Move forward, backward, and side to side</li> <li>d. Throw and catch</li> <li>e. Pour from containers</li> </ol>
<b>PHYSICAL ACTIVITIES</b>
4. Physical Activity <ol style="list-style-type: none"> <li>a. Explore directionality (e.g. under, over, behind, next to, etc.)</li> <li>b. Distinguish right from left</li> <li>c. Begin to understand and use personal space</li> <li>d. Participate in individual and group physical activities</li> </ol>
<b>HEALTH</b>
5. Health <ol style="list-style-type: none"> <li>a. Identify healthy foods</li> <li>b. Explain the need for rest and exercise</li> <li>c. Develop endurance in physical activities</li> </ol>

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<b>Transitional Kindergarten</b>
<b>Fine Arts Standards</b>
<b>Visual Art</b>
<ol style="list-style-type: none"> <li>1. Name common art materials (e.g. clay, paint, crayons, etc.)</li> <li>2. Name primary and secondary colors</li> <li>3. Identify lines, shapes, and space in works of art</li> <li>4. Make color combinations</li> <li>5. Use two-dimensional shapes to create works of art</li> <li>6. Create two- and three-dimensional works of art</li> <li>7. Represent objects, people, or events in works of art</li> <li>8. Identify images in own works of art</li> <li>9. Express self through art</li> </ol>
<b>Music</b>
<ol style="list-style-type: none"> <li>1. Identify and describe basic elements in music (e.g. tempo, rhythm, dynamics, pitch)</li> <li>2. Identify common musical instruments</li> <li>3. Use movements to demonstrate an awareness of tempo and rhythm</li> <li>4. Play instruments to demonstrate an awareness of tempo, rhythm, dynamics, and pitch</li> <li>5. Use singing to demonstrate an awareness of tempo, rhythm, dynamics, and pitch</li> <li>6. Sing age-appropriate songs from memory</li> <li>7. Demonstrate appropriate performer and audience skills</li> </ol>
<b>Drama</b>
<ol style="list-style-type: none"> <li>1. Use the vocabulary of theatre (e.g. character, setting, actor, audience)</li> <li>2. Identify the difference between real and imaginary characters</li> <li>3. Perform imitative movements (e.g. freeze, statues, and mirrors)</li> <li>4. Engage in pretend play with others</li> <li>5. Act out assigned roles</li> <li>6. Create and act out new roles using own imagination</li> </ol>

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