



Transitional Kindergarten Program

At SCA, we strive to provide a strong Christian foundation for our students. Effective classroom management, daily routines, organization of space and materials, and responsive interactions between teachers and students are interconnected parts of the foundation for children's learning. Schedules and routines are vital to the success of the classroom. Teachers help students learn the routines and expectations of the class through modeling, thinking out loud, and sharing responsibility. Curriculum, instruction, and assessments are research based, engaging, and age appropriate. By focusing on teaching the whole child and maintaining a safe and healthy environment teachers can guide students toward success. Teachers at SCA facilitate academic, social, emotional, and spiritual growth. Meaningful connections are made across all subjects as well. In PreK and early childhood classrooms, the environment must also promote language and literacy development through a variety of materials. The Transitional Kindergarten program at SCA provides critical skills to help students be more successful in kindergarten. Instruction is differentiated to meet the needs of all learners based on data from formative assessments done by the teacher. A variety of tools including analyzing student work, teacher observation, records of individual progress, writing samples, and portfolios are part of the assessment process. Results will identify strengths, needs, and progression of each student. The Transitional Kindergarten program includes instruction for large-group and small-group as well as individual learning areas. Large-group or whole class instruction sessions occur two to three times a day for about 20 minutes each and can include activities like delivering a morning message with the day's schedule, circle games, a read-aloud, or leading a language or phonological awareness activity. Depending on the entire class size, students may be separated into smaller groups for further learning opportunities. Small-group instruction focuses on math, literacy, and language concepts and last about 15 minutes each. Research has shown that this is one of the most effective ways of teaching new skills to this age group. Activities are engaging with manipulatives and books, not just worksheets. Individual learning takes place when students are self-directed in hands-on activities to promote and add to their learning. It is not playtime. Literacy connection activities, reading exploration centers, writing exploration centers, pretend and learn centers, construction centers, puzzles, and purposeful games are all ways students can work at their own pace to extend lessons learned as a whole class. This child-directed learning still involves the teacher in supporting and guiding the child's discovery. Everyday in the early childhood classroom students will experience phonological awareness, read a-louds, writing (modeled, interactive, and independent), math development, and language development. They will also benefit from dramatic play, technology, art, and music instruction. Students in upper and lower grades are sometimes combined together to promote peer to peer learning for concepts that have already been taught by the teacher and to build social skills. Transitional Kindergarten students will have breaks built into their daily schedule, but they will not take naps like the other PreK students.

Transitional Kindergarten (TK) Skills

Skills are listed by content. Many skills are cross-curricular. The TK skills at SCA are based off of Texas standards for PreK 4 students of what they should know at the end of the year and the kindergarten TEKS. These skills will help students be more successful when entering kindergarten.

English/Language Arts

Vocabulary Development

- Show phonological awareness—identify and produce rhyming words beginning by using phonograms, recognize spoken alliteration, identify individual words in a sentence, identify syllables in spoken words, blend syllables to form multi-syllabic words, blend spoken phenomes to form one-syllable words.
- Recognize vowels and consonants.
- Construct and deconstruct compound words.
- Understand descriptive words in tasks like “draw a small circle” or “run fast.” Begin to use more descriptive words verbally.
- Identify common sounds that letters represent.
- Recognize that new words are formed when letters are changed, added, or deleted (it, pit, tip, tap).
- Identify and read at least 15 high frequency words from research based list provided. Begin to spell and learn patterns of those high frequency words.
- Show print awareness by identifying front cover, back cover, and title page of books. Hold books correctly, understanding that we read from top to bottom and left to right. Recognize that sentences are made up of words separated by spaces. Recognize the difference between a printed letter and a word. Identify upper and lower case letters. Self select books.
- Understand 3-4,000 words (which is more than they can use).
- Identify and use words that name actions, directions, locations, positions, sequences, and categories like color, shape, texture.
- Verbally use possessive pronouns, past tense verbs, and begin to correctly show subject and verb agreement.

Oral Language

- Listen actively and ask questions to understand information. Answer questions using phrases and sentences as well as single words.
- Follow oral directions and restate oral directions.
- Speak audibly using conventions of language.
- Work collaboratively and discuss tasks with others.
- Introduce himself/herself, express needs and wants, respond appropriately in social situations.

Reading

- Be exposed to fiction, poetry, and informational texts. Have knowledge of common, well-known children’s literature like folk-tales, fables, fairy tales, nursery rhymes, and Bible lessons. Be exposed to 1st person and 3rd person point of views in texts.
- Generate questions about texts before, during, and after reading with adult guidance.
- Make predictions about texts with adult guidance.
- Create a mental image to aide in comprehension and meaning with adult guidance .
- Make connections to texts and self, other texts, and society with adult guidance.
- Make inferences about text with adult guidance.
- Retell events from texts that retain meaning, reenact stories with props, puppets, etc. Add illustrations or match pictures that fit with a text. Explain favorite part of a text. Discuss and develop other ways stories may end.
- Discuss topics and identify basic themes, describe elements of plot like the main events, problem, solution, main character, and setting with adult guidance.
- With adult guidance, discuss that titles, pictures, and graphics help us gain knowledge and information about the topic or text. Author’s purpose of including these items and writing a text will be introduced.
- Begin to learn that all text has meaning; from posters to books.

Writing

- Write first name clearly, and write both first and last names by the end of the school year.
- Plan, develop, and revise drafts in oral, pictorial, and written format. Share their writing. With and without adult guidance.
- Label pictures or images.
- Orally tell simple narratives. Work toward independently writing about experiences.
- With adult guidance, generate research questions and gather information for whole class or small group research activities.

Math

- Count forward to at least 20 with and without objects. Understand that the last number said tells the total number of objects in the set regardless of the arrangement. Begin to count backward with the same standards. Read, write, and represent whole numbers from 0 to at least 20 with and without pictures or objects. Understand that each finger represents one count.
- Compose and decompose numbers up to 10 with objects.
- Compare groups of items as to which has more or less or is equal and other comparative language. Create own groups of items to compare. Separate 10 items into equal groups.
- Model the action of joining objects to show addition and separating objects to show subtraction. With adult guidance, solve word problems using objects or pictures to find sums up to 10 and differences within 10.
- Understand and use ordinal numbers (first, second, etc.)
- Create and recognize patterns with pictures or objects.
- Shapes—Identify two dimensional shapes, including circles, triangles, rectangles, squares. Identify three dimensional solids in the real world like cones, spheres, and cubes. Identify the two dimensional parts of a three dimensional object. Create two dimensional shapes out of materials and by drawing. Discuss attributes of two dimensional shapes with adult guidance. Classify and sort shapes regardless of size or orientation.
- Compare two objects with common measurable characteristics like length, height, and weight.
- Identify U.S. coins by name (pennies, nickels, dimes, and quarters)
- Collect, sort, and organize data into two or three categories with adult guidance. Use data to create real-object or pictorial graphs with adult guidance.
- Use basic language for time like morning, afternoon, night, tomorrow, yesterday.
- Understand basic capacity through recognizing how much fits within certain objects and compare the capacity of two objects. For example, the amount of sand in jars.

Social Studies/Community Awareness

- Use basic manners (please, thank you, share, take care of materials, etc.)
- Identify purposes for having rules. Identify basic rules on campus, at home, and in society that provide for safety and order.
- Have self-awareness—describe self, preferences, as part of a community, describe feeling and emotions as well as behaviors.

- Identify basic human needs of food, shelter, clothing and understand the difference between needs and wants. Explain why people have jobs. Discuss jobs, roles, and responsibilities of family, school and community helpers.
- Use basic language for time like before, after, next, yesterday, today. Place events in chronological order with adult guidance.
- Use basic language to describe relative location like over, under, far, left, and right.
- Locate places on campus and describe their relative locations.
- Identify tools that aid in determining location, like maps or globes.
- Discuss and identify physical characteristics of place such as landforms, bodies of water, natural resources, and weather with adult guidance.
- Participate in basic voting to understand it as a way to participate in decision making.
- Discuss contributions of patriots and good citizens who have shaped the community and society. **List provided to teacher based on U.S. and Texas History .
- Identify the U.S. and Texas flags and know both pledges.

Science

- Identify and discuss safe practices when doing investigations.
- Collect data and make observation with simple tools like hand lenses, cups and bowls, and nets. Ask questions about the natural world. Use sensory words to describe objects, organisms, and the environment. Observe properties of objects and changes based on temperature.
- Identify and explain a problem like littering and give solutions with teacher guidance.
- Explore magnets and various materials.
- Explore different forms of energy such as light, thermal, and sound.
- Observe, describe and sort rocks.
- Observe, describe, and illustrate objects in the sky and weather changes.
- Observe changes in life cycle of a plant. Identify the basic parts of a plant, identify basic needs of living organisms, and sort organisms by common characteristics.