

# Benson Memorial UMC Preschool and Kindergarten Prep Curriculum Information for Children Between 12 and Roughly 36 Months

We practice a student centered emergent curriculum, providing intentional, meaningful learning experiences. These experiences are developed from widely held expectations, the children's interests and a child's inherent motivation to learn. Our curriculum, like a child, thrives in a warm, supportive classroom setting that encourages strong relationships between teachers and students.

Our teaching teams:

- Engage children in discussions employing open ended questions to determine student's interests.
- Observe students and listen to students as they play.
- Discuss their observations and strategize how best to meet students' needs and meet our curriculum guide's goals and objectives.
- Incorporate project based activities and collaborative group work into their plans.
- Include/integrate symbolic language in the literacy experience.
- Endeavor to create a vibrant and dynamic group identity by giving purposeful attention to each component of our community: the locality we serve, our school, our classrooms, small groups with in the classroom, and individual relationships.

We plan carefully considering the following elements.

- **Age appropriateness** – We consider the ages of the children in the class. We also consider the developmental range of our students.
- **Individual appropriateness** - We consider each individual child's development. Children follow similar growth patterns, but the time frame for each child differs. Individual interests and abilities are taken into consideration when planning and developing goals and objectives.
- **Family and culture** -We plan activities with respect and sensitivity for our families.
- **Transitions** - We use themes that are relevant to and relate to our children's interests.
- **Projects** – Projects may be group or individual. Children learn the basics of project management. They learn to isolate tasks and manage them alone and as a team. Projects can be used to incorporate collaborative group work into our plans.
- **Group times, individual time and activities** – All interactions are thoughtful and intentional keeping our goals and objectives in mind. They are not only opportunities to share information; they are also a means to strengthen our relationships and sense of community.
- **Physical environment** – Our classrooms include learning centers designed to promote our children's development.

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## **I. Social – Emotional Development**

### A. Build a sense of Self-esteem

1. Recognize and feel valued as a member of a specific family and community / cultural group
2. Feel proud of one's heritage and background
3. Gain confidence in their growing abilities
4. Increase their independence
5. Develop ability to stand up for themselves
6. Increase ability to make positive choices

### B. Help develop positive attitudes towards life

1. Build trust and relationships with adults and primary care givers
2. Learn to separate from parents
3. Demonstrate interests and participate in classroom activities
4. Transition through and participate in routine activities easily
5. Increase their ability to cope with change

### C. Learn Cooperative and Pro-social Behavior

1. Seek out children and adults
2. Respect differences
3. Accept responsibility in maintaining the classroom
4. Respect the rights, viewpoints, and feelings of others
5. Have and express empathy and care for others
6. Work cooperatively by sharing equipment and adult's attention
7. Resolve social conflicts constructively
8. Be introduced to various cultures in the community

## **II. Physical Development**

### A. Enhance gross motor skills

1. Walk up and down stairs
2. Run with increasing control of speed and direction
3. Jump with both feet, introduce and encourage jumping on one foot
4. Ride and steer a tricycle or similar equipment
5. Catch ball / bean bag
6. Throw, roll, or kick an object in the intended direction
7. Use large muscles to improve balance
8. Respond to rhythm
9. If applicable, learn to use wheelchair, walker, or other adaptable equipment

### B. Enhance fine motor skills

1. Increase control and intention of art supplies and writing materials
2. Increase and refine eye-hand coordination (puzzles, cutting)
3. Self-help skills (feeding oneself, pouring skills)
4. Increase abilities with manipulatives (blocks, beads, lacing)

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## III. Cognitive Development and Language Development

### A. Start acquiring learning and problem solving skills

1. Explore, observe, and make discoveries with the desire to learn
2. Ask and respond to questions
3. Use reasoning, planning skills, creativity to problem solve
4. Use creativity and imagination
5. Persist in tasks
6. Apply knowledge to new contexts

### B. Expand Logical Thinking Skills

1. Classify objects by similarities and differences
2. Arrange objects in a sequence
3. Recall a sequence of events
4. Use size words and make size comparisons
5. Begin to recognize basic shapes
6. Increase awareness of cause and effect relationships

### C. Acquire concepts and information of his/her immediate world

1. Comparisons (more/less, larger/smaller)
2. Identify relationships of objects in space (over/under, inside, up/down)
3. Locate items in a familiar environment
4. Identify names of objects or events
5. Use all possible senses to gather information

### D. Express or develop creativity

1. Make believe with objects or about situations
2. Express self with increasing detail in
  - a. Art – paint, drawing, clay
  - b. Music – singing, dancing, finger-plays, games
  - c. Rhythm – dancing, instruments
  - d. Movement – different patterns of beats, tempo, and style

### E. Development of beginning reading skills

1. Ask to be read to
2. Independently choosing to look at a book
3. Engaging in pretend reading
4. Caring for and appropriately using books
5. Listening to a story / explaining what happened

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## F. Development of communication skills

### 1. Expand receptive communication skills

1. Understand questions regarding object function
2. Comprehend spoken words and interpret gestures
3. Follow two to three step directions
4. Recall words in a song or finger play
5. Make progress in understanding English for English as second language students

### 2. Expand expressive communication skills

1. Use words to explain ideas or feelings
2. Use appropriate communication to
3. Meet social skills
4. Obtain objects or information
5. Describe experiences
6. Create, retell, or role play stories
7. Take turns while listening and speaking
8. Make progress in speaking English for English as second language students

We have a strong literacy based curriculum starting at age two, with a Literacy Enrichment Program to offer skill practice outside of the classroom experience.

Our goals and objectives for each age vary and are cumulative.

In the **two's class**, we read traditional stories and concentrate on enhancing the children's ability to attend to the story. We encourage students to recall and re-tell the story. Through the use of games and activities we expand upon the children's understanding of the characters, the sequence of events and comprehension of the text. We guide students in the use of picture cues, using illustrations to predict and hypothesize what might be coming next in the text.

In the **three's class**, we spend time on all of the above as well as helping the children to understand that text reads from left to right. We use letter sounds, rhyming, alliteration and other word play to assist students in a deeper understanding of the written word.

In the **fours and Transition class**, we have incorporated the above strategies. We also practice reading mini books that relate to the theme of the Big Book we use for group reading practice and reinforcement of general reading rules. We want them to grasp that the written text has meaning and that each word is essentially a symbol. Therefore, we also work on sight words. We select books with repetitive text and good picture cues to promote success. We have been very impressed with the way the children have responded to our efforts.

You will receive information on early literacy. You will see why we started this program and learn some ideas to use at home.

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## Equipment and Activities that promote social-emotional development

Mirrors	Classroom with scheduled routines
Multi-racial dolls	Doll house / furniture
Puppets	Hats
Housekeeping equipment	Workshop / tools
Books	Music
Circle Time	Record player / CD & tape player
Toys available to play / share	Group games
Art supplies	Cooperative games
Bulletin Boards	Hands on learning experiences

## Equipment and Activities that promote physical development

Blocks	Puzzles
Riding toys	Peg boards / pegs
Climbing toys	Sewing cards
Swings	Art projects
Equipment with steps / slides	Art supplies
Sand and sand equipment	Musical instruments
Record player	Exercise / aerobic program
CD / Tape player	Creative movement / dance
Bean bags / balls	Easel / paint
Play dough / clay	Toy cars / trucks
Workbench / tools	Sorting cubes / games
Scissors	Toy trains
Outdoor play for running, jumping, climbing	Chalk / chalkboard
Science for hands on learning experiences	Dolls – stuffed animals
Lego	Pull toys
Housekeeping toys	Push toys
Shopping carts	Bead stringing
Hands on cooperative learning experiences	Plastic / rubber animals
Clothes pins	Dressing board (zipping, buttoning, tying, snapping)
Tunnels	Nesting toys / stacking shapes
Airplanes	Keys

# Benson Memorial UMC Preschool and Kindergarten Prep Curriculum Information for Children Between 12 and Roughly 36 Months

## Equipment and Activities that promote cognitive development

Art supplies	Puzzles
Art projects	Puppets
Sand and sand equipment	Dolls – stuffed animals
Housekeeping toys	Music Time
Sewing cards	Circle Time
Record player	Show and Tell
Musical instruments	Sequencing games
CD / Tape player	Bean bags / balls
Workbench / tools	Peg board
Trucks / garage	Story time
Airplanes	Sorting cubes / games
Plastic / rubber animals	Easel / paint
Matching games	Records / tapes, CDs
Movement	Books
Identifying and naming games	Cooperative games
Doll house / furniture	Chalk / chalkboard
Comparison activities	Magnets
Cash registers	Toy mountains, garages, mailboxes, houses, schools, castles
Science activities	
Life sciences – animals, plants, hygiene	
Physical sciences – water, magnets, magnification	
Environment	
Opportunities for sensory explorations	
Textures – sand, play dough, cotton, texture puzzles	
Taste – snacks, food for units	
Sight – bulletin boards, stories, items at circle time	
Smell – food smells, art supplies, soap smells	
Hearing – auditory input, music, musical instruments	