

EARLY CHILDHOOD

- TODDLER
- TRANSITION & NURSERY מעון
- PRE-K גנון
- KINDERGARTEN גן

EARLY CHILDHOOD–TODDLER, TRANSITION, NURSERY AND PRE-KINDER GARTEN CURRICULUM OVERVIEW

GOALS:

The aim of the Early Childhood program is to facilitate the development of the “whole child”: social, intellectual, emotional, and physical through developmentally appropriate activities. We provide creative, hands-on activities which allow children to learn through experimentation and exploration. We stimulate creativity and foster a positive self-image in each child.

During the early childhood years, our goals are that each child:

- Be able to communicate with peers and adults in a socially acceptable manner
- Exhibit growing independence
- Accept responsibility for self
- Show increased listening skills
- Develop problem-solving capabilities
- Sharpen observation skills (all senses)
- Use craft and manipulative materials creatively
- Approach new experiences with a positive attitude
- Develop pride in Jewish identity
- Meet with success in academic skills
- Strengthen fine and gross motor skills
- Enjoy school!

CURRICULUM OUTLINE

In addition to our core curriculum, the uniqueness of each group also determines the topics introduced. So let’s leave room for a unit called “Anything Goes!”

All-Year Topics

Songs and opportunities for Hebrew conversation are integrated into all subjects.

Shabbat
Calendar
Friendship/Cooperation
Reading Readiness
Prayers
Math Readiness
Letter Recognition

September-October

School Tour, Fire Drill Information, Rules, Routines, Responsibilities
Jewish Holidays – Rosh Hashana, Yom Kippur, Sukkot, Simchat Torah
All About Me – size, capabilities, feelings, body parts, senses, family
Fall – weather, adopt-a-tree, seasonal changes and activities
Shabbot – Introduction and tzedakah
Colors
Letter Recognition (Ongoing)
Farm, Zoo Animals

November-December

Election Day – Freedom, The Voting Process
Thanksgiving – Native Americans, Pilgrims
Patterns
Chanukah

January-February

New Year – Calendar
Shape Recognition
Winter
Number Recognition
Martin Luther King, Jr. Day
Groundhog Day
Tu B'shevat
100th Day of School
Presidents
Dental Health
Dr. Seuss – Rhyming

March-April

Purim Passover
Yom HaShoa
Yom HaAtzmaut
Yom Hazikaron
Opposites Spring

May-June

Insects
Earth Day
Lag B'omer
Mother's Day
Memorial Day
Yom Yerushalayim
Shavuot

May-June (cont'd)

Nursery Rhymes
Sight Words
Money (coins) penny, nickel, dime, quarter
Father's Day
End-year Review
Summer
Beach

LOOK AT OUR CLASSROOMS

Please notice these areas in our classrooms:

Areas of Play:

- House
- Toys
- Blocks
- Puzzles
- Computer
- Books
- Crafts
- Writing Area

FOCUS: There is a wide variety of choice in our classrooms. This encourages decision-making during free play, care of classroom materials, and respect for class rules. Fine motor and gross motor movement opportunities are available.

OUR MEETING PLACE

The multi-colored carpet designates our meeting place. Circle time is a short, structured time when the entire class meets to set the tone and direction of the day. Charts, including our calendar and weather chart, are discussed and used at this time. A job chart (Pre-K & Nursery) displays each child's responsibility for that week. The entire class meets during the day for music, stories, games, and discussions. The students also meet in small groups during the day. Four color groups are provided for flexibility (Pre-K only).

FOCUS: Meeting in small and large groups fosters and lengthens attention span. Students have the opportunity to talk in large groups. We strive for the child to be able to stay on topic and become group centered, rather than self-centered. Every student has responsibility for care of personal possessions and classroom materials and is aware of daily routines. The students are proud of their growing independence.

BULLETIN BOARDS AND DISPLAY AREAS

Bulletin boards reflect unit work on which students are focusing in class. Craft projects encourage creative use of materials, imagination, and critical thinking.

Charts and letters, which are displayed, reflect areas of learning covered on each level.

CLASS SCHEDULE

All times are approximate as Early Childhood programs must be flexible.

9:00 – 9:15	Arrival
9:15 – 12:00	Limited Free Play Circle time Hebrew Small group time with concept development Craft Activity Free Play Clean up, bathroom Lunch Outdoor play (Toddlers)
1:00 – 3:15	Playground Nap time – D.E.A.R. Story time, song time, group games Outdoor play (Nursery & Pre-K) Review day's activities Prepare for dismissal Dismissal

SPECIAL PROGRAMS THAT ARE PART OF OUR WEEKLY PLANS INCLUDE:

PHYSICAL EDUCATION – Twice per week. SNEAKERS REQUIRED

MUSIC

LIBRARY

TECHNOLOGY

EARLY CHILDHOOD ARTS PROGRAM

INDOOR PLAYGROUND

HEBREW LANGUAGE ENRICHMENT is taught every day.

KINDERGARTEN CURRICULUM OVERVIEW

Kindergarten is a transitional year between Pre-K and first grade. It is a time to build independence, responsibility, self-sufficiency, cooperation and a strong sense of community. Our program relies heavily on Jewish values and ethics. We strive for two main goals:

1. "I can do it if I try."
2. "Treat others as I want to be treated."

Our full-day program is interdisciplinary and revolves around the life and experiences of the children in our class, the holidays on the Jewish and secular calendars, and the seasons of the year. Our Reading Street Series, includes the daily use of Big Books, literature, poetry, and whole-group discussions. Reading to the student is the key to creating readers. Stories are thus incorporated throughout the day. Writing-to-read is the other half of the story.

Our "Go Math" curriculum combines an extensive use of manipulatives with the "Go Math" program, which uses the calendar and its many components to teach math concepts. Estimation, patterns, adding-in, counting, number recognition, and place value are discussed every day.

These two main parts of the curriculum, Reading Street and Go Math, are always being extended and strengthened by the other disciplines, such as Science, Social Studies, as well by daily hands-on work with Art and Crafts. All this takes place in a semi-structured, open-ended environment where students play with peers in House, Block, Writing, Toy, Games, and Reading Areas in order to learn and assimilate the world around them. The best learning for a five or six year old is "peer-learning." Time and space is created for this to occur and develop.

Interwoven throughout the day is the *ruach*, spirit, of who we are and why we are in a Solomon Schechter Day School. The bond of Judaism we share is present in all our activities, and whenever possible, we teach *mitzvot*, *tzedakah*, values, Hebrew, and love for Israel and our people. We sing, speak, dance and create an environment filled with the spirit of Judaism.

The Hebrew language is taught using a thematic curriculum, *Chalav U'D'vash* - Milk & Honey, and Tal Am. This curriculum corresponds, whenever possible, to the General Studies curriculum. Hebrew is taught through song, rhythmic activities, dance, art and stories. In kindergarten the Hebrew alphabet is presented for recognition, and students who are ready are taught to read and write. Among the topics taught are: holiday vocabulary, values vocabulary, blessings, prayers, conversational phrases, the family

unit, parts of the body, numbers, colors, weather, seasons, days of the week, food, animals, and clothing. The important goal is to take a child from wherever he/she may be on the first day in school and help him/her along the path to growth. Our hope is that at the end of the year, the student has a great self-image, has grown by leaps and bounds, and has begun a lifelong love affair with books, school, and Judaism.

Below are some of the many skills and concepts children begin to know between the ages of 4 and 7. Teachers are always available to help parents understand the process and scope of development at the kindergarten level.

SKILLS TAUGHT IN KINDERGARTEN:

ORAL LANGUAGE SKILLS:

- Listening
- Speaking
- Telling a story
- Reciting rhymes
- Expressing one's feelings and ideas
- Perceptual Discrimination Skills
- Recognizing and identifying shapes and colors
- Finding hidden shapes in pictures

AUDITORY DISCRIMINATION SKILLS:

- Identifying rhyming words
- Listening to instructions
- Sequencing Skills
- Putting things in order of amounts (e.g., 1 to 10 and 10 to 1)
- Putting things in order of events in time: first, next, then, finally/last, first/second/third/fourth

COMPARISON SKILLS (ALSO CALLED RELATIONAL SKILLS):

- Understanding and using words that describe position (e.g., over/under, in/under, up/down, in/out, between/next to/among, etc.)
- Understanding and using words that describe amount (e.g., more/less/fewer/same, none/some/all, most/least, etc.)
- Understanding and using words that describe size (e.g., big/little, short/tall/long, fat/thin, etc.)
- Understanding and using words that describe distance (e.g., near/far, here/there)
- Understanding and using words that describe time (e.g., before/after, first/last, fast/slow, etc.)
- Understanding and using comparatives (e.g., big/bigger/biggest, near/nearer/nearest, etc.)
- Understanding and using opposites (e.g., big/little, near/far, before/after, etc.)
- Understanding and using the concepts same/different

LETTER SKILLS:

- Recognizing letters
- Saying the alphabet
- Auditory discrimination of pictures that begin with same sounds
- Sound/letter association (phonics) for those children who are ready for it
- Writing one's name
- Writing one's ideas with pictures, scribbles, strings of unrelated letters, invented spelling, and/or correct spelling
- Reading one's writing
- Reading one's name
- Reading certain sight words
- Reading a rebus
- Additional reading (for those who are ready)

CLASSIFICATION SKILLS:

- Sorting according to size, form, function, and other categories
- Classifying according to size, form, function, and other categories
- Brainstorming (listing alternatives) different ways to classify things

NUMBER SKILLS:

- Recognizing numbers
- Writing numbers
- Counting
- Understanding what written and spoken numbers mean
- Using numbers to sequence pictures
- Using numbers to record amounts and measurements

SEQUENCING SKILLS:

- Putting things in order of amounts (e.g., 1 to 10 and 10 to 1)
- Putting things in order of events in time: first, next, then, finally/last, first/second/third/fourth

PERCEPTUAL DISCRIMINATION SKILLS:

- Recognizing and identifying shapes and colors
- Finding hidden shapes in pictures
- Family
- Scissors
- Singular/Plural
- Inside the class/Outside the class

KINDERGARTEN HEBREW UNIT SUMMARY

Shabbat is an ongoing concept throughout the year on Fridays. *T'fillot* (prayers) include *Hatikva*, *Mode Ani*, and *Shma*. Blessings include *Birkat Haetz*, *Birkat HaAdama*, *Hakol Bedvaro*, *Netilat Yadaim*, *Hamotzie*, and *Birkat ha Mazon*. Calendar and weather are also reviewed throughout the year. Opportunities for Hebrew conversation are integrated with all concepts being taught, i.e., *efo/hiney*, *gadol/katan*, *lemala/lemata*, *ma mi ezeh*, *ani*, etc.

Introduction to the Aleph Bet is also integrated throughout the year, choosing letters that coincide with vocabulary being taught (beginning sounds). Many Israeli play songs are taught.

SEPTEMBER/OCTOBER

Themes/Subjects: Shalom, Hebrew names, *tzedakah*, body and face parts (integrated with general studies), Fall holidays, Torah, *Aron Kodesh*, creation, days of the week, Fall colors.

Songs: *Hevenu Shalom*, *Boker Tov*, Shabbat Shalom *le'ima*, other Shabbat songs, *tzedakah* (Hiney Kupa), Yom *Rishon Aodah*, family body songs like *Af*, *Peh Ozen*, Head Shoulders in Hebrew, *Yadaim Lemala* etc., *Tapuchim UD'vash*, *Shofar*, *Patish Masmer*, *Stav*, *Sisu v'simchu*, *Shana Tovah*, morning blessings: *She-a-sani B'tzalmo*, *She-a-sani Yisrael*, *Ruach Ruach*, *Leh Lo Leh Lo* (on *Chagigan* tape), *Ki Mitziyon*, *Torah Orach*, *Yismechu*, color song (on Do Re Mi Fa Sof tape), *Yesh Lanu Tayish*, *Ha Shafan*, *kum Bachur Atzel*, *Shubi Dubi*.

NOVEMBER/DECEMBER

Themes/Subjects: Fall, Thanksgiving, Chanukah, integrate patterns into all that is being taught to coincide with General Studies, continue with colors, Aleph Bet, letters of the dreidel. Bake Challah.

Songs: All of the above plus *Todah*, other Thanksgiving songs, Blessings for food, etc., *Sevimon*, *Leviah Li Li*, *Ani Mechakeh*, *Ani Boneh Chanukiyah*, *Ner Li*, *Livnot Sevimon*, *Maoz Tzur*, Blessings, *Imi Aftah Levivah*, *Kemach Kemach*, *Ha Ner Sheli* etc.

JANUARY/FEBRUARY

Themes/Subjects: Winter, *Bayit*, *Tu Bishvat*, fillers are story books like Split Milk, Three Bears, more Aleph Bet, *Etzbaot* song finger puppets, other activities based on songs, Purim.

Songs: Songs as above plus *Duv Dubim*, *Shubi*, *N'shafshaf Yadaim* (*Tif Taf* on tape), *Sheleg*, *Bayit*, *Boreh Pre HaEtz*, other play songs from Israel such as *Etzbaot*, *Hashafn*, *Shubi*, *Bo-u Ananim*, *Atze Zeim Omdim*, *Hashkediah*, *TuBishvat-Chag Hayom Lagan*, *Mishenichnas Adar*, *Chag Purim*, *Letzan Katan*, *Yad Lemala Yad Lemata* (*Chagigan Bet* tape), *Yonatan Hakatan*, *Nadned*.

MARCH/APRIL

Themes/Subjects: Purim, Pesach, Spring.

Songs: As above plus *Simcha Rabbah*, Four Questions, *Avadim Hayinu*, *Echad Mi yodeah* (as much as they can), *Dayenu*, *Bashana Haba-ah*, *Leshana Haba-ah*, Seder Table song in Hebrew, etc.

APRIL/MAY/JUNE

Themes/Subjects: Omer, *Shoah* (Focus on things that are important to them). Israel, Jerusalem, more Aleph Bet and reading readiness, Rabbi Akiva, *Lag Ba'omer*, Shavuot, Summer, lots of Israeli play songs and stories, Holiday review, Hungry Caterpillar, Mother's/Father's Day, etc.

Songs: Songs previously done plus *Eleh Chamda Libi*, *Ani Maamin*, *Yesh li Pijama*, Aleph Bet song (Do Re Mi Fa Sof tape) *Gina Li*, *Degel Tov*, *Eretz Yisrael Sheli*, *Ufaratzta*, *Yonatan Hakatan*, *Nadned*, *Eretz Zavot Chalav*, *Rabbi Akiva*, *Shavuot*, *Im En Ani Li Mili*, *Simi Yadech*, *Parpar Nechmad*, *Hakovaim* (Do Re Mi Fa Sof tape), *Ima Yekera*, *Yesh Li Glidah*.

Special arts and crafts projects are integrated throughout the year.

The following are also integrated throughout the year:

- Aleph Bet
- Days of the week
- Weather
- Verbs
- Blessings
- Holidays
- Attendance
- Body Parts
- Colors

KINDERGARTEN GOALS:

HELPFUL GOALS

- To be respectful
- To be responsible
- To be ready to learn
- To help others
- To develop self-esteem

LEARNING GOALS

- To be a learning listener
- To share my ideas
- To learn to read
- To enjoy books
- To enjoy writing
- To be a math thinker
- To be well prepared for first grade

KINDERGARTEN DISCIPLINE PLAN:

In order to provide an excellent educational climate for students, we have developed the following classroom discipline plan, which will be in effect at all times:

RULES

- Be respectful
- Be responsible
- Be ready to learn

POSITIVE CONSEQUENCES

- Verbal praise
- Positive note e-mailed home

NEGATIVE CONSEQUENCES

- Verbal warning
- Time out
- E-mail sent home to parents

It is in every student's best interest that we all work together for the sake of education. Therefore, we will keep you informed about your child's progress in class.

Your child will begin to use a behavior plan utilizing a colored classroom chart. Time I spent discussing what good school behavior looks like and how the system works. Every day, each student puts a clothespin on the green color:

- If the student remains on GREEN for the entire day, they receive a sticker.
- If the clothespin moves to YELLOW the student is on warning and is made aware that they are being given a warning.
- If the clothespin moves to BLUE the student will sit out recess or free time for at least 5 minutes, up to a maximum of 10 minutes.
- If the clothespin moves to ORANGE a behavior email is sent home to the student's parents, explaining what happened that day to cause the student to receive the orange color.
- If the clothespin goes to RED the student is removed from the classroom and sent to the Principal's office. The student and teacher will call the parents to explain the student's removal from class.

SAMPLE KINDERGARTEN DAYS

MONDAY

9:00-9:30	Math manipulatives
9:30-10:10	Hebrew lesson
10:10-10:40	Music – In class
10:45-11:15	PE
11:15-11:30	Calendar & Today’s News, children share in class
11:30-12:00	Large group Math
12:00-1:00	Lunch – Books & Puzzles
1:00-2:15	Reading, incorporates – Theme – Science, Social Studies

TUESDAY

9:00-9:45	Centers
9:45-10:00	Calendar – Today’s News
10:00-10:15	Snack – Quiet music & story time, teacher directed
10:15-11:00	Hebrew
11:00-11:30	Large group Math
11:30-12:00	Reading (groups)
12:00-1:00	Lunch – Books & Puzzles
1:00-1:30	Recess
1:30-2:00	Centers
2:00-2:30	Tech
2:30-3:00	Whole class art project

WEDNESDAY

9:00-9:30	Math man
9:30-10:15	Hebrew
10:15-10:30	Snack – Quiet music and story time, teacher directed
10:30-10:45	Calendar – Today’s News
10:45-11:15	PE
11:15-12:00	Reading (groups)
12:00-1:00	Lunch
1:00-1:15	Theme/Story
1:15-1:45	TIV – Regular Music
1:45-2:15	Whole group Math
2:15-3:00	Centers

THURSDAY

9:00-9:30 Math manipulatives
9:30-10:00 Large group Math
10:00-10:15 Snack – Quiet music – Story time
10:15-11:00 Hebrew lesson
11:00-11:30 Library
11:30-12:00 Reading – Groups
12:00-1:00 Lunch – Book Puzzles
1:00-1:30 Recess
1:30-2:15 Centers
2:15-3:00 Art

FRIDAY

9:00-9:30 Centers
9:30-10:00 Math
10:00-10:10 Snack – Quiet Music – Story Time
10:10-11:00 Hebrew Lesson
11:00-11:30 Reading (groups)
11:30-12:30 *Kabbalat Shabbat*
12:30-1:00 Recess
1:00-1:45 Math – manipulatives
2:15-3:00 Centers
Red – Math
Blue – Journals/Handwriting
Green – Language
Brown – Small group play
Orange – Computers