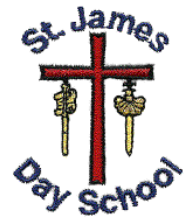




# St. James Day School

## K<sub>3</sub>-PREP

### Curriculum Overview



St. James' K<sub>3</sub> Prep is unique. It is truly an environment constructed for young three's to experience spontaneous explorations of people and things of interest to them. It is a responsive environment that encourages their investigative spirit while allowing for individual development stages and temperaments. The early childhood teacher is trained to evaluate each child and plan lessons that serve to meet each child's needs, socially, emotionally, physically, and intellectually in a bright and cheerful atmosphere. Building language skills and refining gross motor skills are high priority goals in our K<sub>3</sub>-Prep class. These two areas of early childhood development often make the difference in later academic success.

The K<sub>3</sub> Prep classroom, the adjoining playground, and outside areas of the Administration Building create the backdrop for a learning environment of changing centers where our students engage in age appropriate themed activities. Centers provide for both shared and independent learning opportunities which stimulate social and skill development. The young three year olds need consistency, routine, and a loving response to their investigation of the world. Accordingly, the teacher plans the day with a balance of quiet activities, spirited music and movement, and plenty of outdoor running, jumping, and climbing.

A bright and welcoming setting with a nurturing, and loving staff helps younger three-year-olds learn to separate from parents without anxiety and stress. Children begin to see their classroom as a fun and safe part of their world, and one in which their independence is encouraged and rewarded.

Assessment of each child's developmental progress and needs is an ongoing process used to plan and modify the instructional program so that it best fits the needs of current students. Multiple methods are used with teacher observations and anecdotal notes being most important. Parent information about a child is also a vital part planning the K<sub>3</sub> Prep program.

At the end of the K<sub>3</sub> Prep class, a child is developmentally equipped to thrive in the older K<sub>3</sub> class where pre reading, interactive social activities, and fine motor skills are greatly expanded.

*Specific concepts taught, materials used, and activities experienced in our centers include:*

#### **Gross Motor Skills and Balance**

- Balance beam
- Hopping
- Skipping
- Following created paths outdoors & indoors
- Climbers and climbing
- Movement activity recordings
- Rocking boards
- Hoops, balls, beanbags, frisbees
- Platforms & steps
- Three and four wheeled riding toys
- Hand/eye coordination

#### **Language Arts and Speech**

- Socialization skills
- Developing positive relationships with peers and adults
- Formulating answers to question
- Answering questions in complete sentences
- Hearing many good children's books and discussing content one on one with the teacher and in small and large groups

- Development of thinking skills through questioning
- Learning to make choices & solve problems
- Proper grammar in oral expression
- Rhyming words
- Recordings of good literature for listening skills
- Vocabulary expansion
- Prepositional discrimination: *over, under, on, beside, behind,*
- Expressing feelings.
- Variety of age appropriate literary genre: poetry, rhyme, fantasy, fairy tales, fun, and nonsense, living creatures, feelings, everyday experiences, picture dictionaries
- Telling stories

#### **Math**

- Sequencing small to large
- Oral recitation of numbers 1 to 10 or higher
- Variety of counting and sorting manipulatives
- Matching shapes and colors
- Shape recognition: triangle, square, & circle
- Comparing size
- Weight and balancing scales
- Puzzles
- Touch & Count



## Music

Music is experienced throughout the day as children sing songs about the things they are studying and discussing, do finger plays, play rhythm instruments, and listen to recordings.

- moving in rhythm and using rhythm instruments
- Dance accessories scarves, hoops, ribbons
- Opportunities and encouragement to sing and perform individually and as a group

## Art

Like music, art is experienced daily as children rotate through their learning activities in different centers.

- Easels and large markers and paint brushes



## Social Studies

- American and Christian holidays & customs\*\*
- "Texas" culture: western dress, social activities, songs, games, art
- Patriotism - Pledge of Allegiance; flag
- Safety and Community Helpers
- Dramatic Play and Dress Up
- Home and extended family
- Housekeeping Center
- Peer Interaction



*\*\*If we have children with different cultural or national roots who wish to share their special holiday customs, we welcome the opportunity to share and learn. Please talk to your child's teacher.*

## Science

### •Senses

- Hearing
- Smell cooking & mixing
- Taste cooking & mixing
- Touch (feel of different textures) - tactile materials
- Sight Binoculars, kaleidoscopes, prisms



### •Nature and Weather

- Seasons
- Conditions: Sunny, cloudy, overcast, rainy, etc.
- Seashells
- Rocks and natural materials found on campus such as pine cones, acorns, leaves, grasses, bark
- Water and Sand play

### •Plants & Gardening

### •Animals, & Insects

- Habitats
- Wild and domestic animals
- Harmful insects



### •Humans

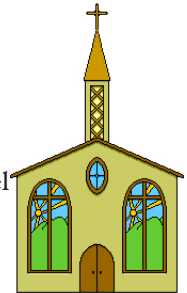
- Location of body parts
- Stethoscope and medical instruments

### •Fine Motor Development

- Puzzles, blocks, and games
- Finger plays
- Woodworking
- Computer
- Beads for stringing
- Water & sand tools

## Religion

Christianity and its moral precepts are incorporated into the daily life of both students and teachers at St. James. Chapel is held daily in each classroom.



### **Possible Field Trips and Class Projects (These vary from year to year)**

- Pumpkin Patch
- Fire Truck Visit
- Dairy Cow Visit
- Teddy Bear Parade
- Western Day
- K3 Prep Thanksgiving Program
- K3 Prep Spring Program
- Valentine Party



**Watch me grow!**

# AGES & STAGES - THREE-YEAR OLDS

Reprinted with permission from NNCC. Oesterreich, L. (1995).

Ages & stages - three-year-olds.  
In L. Oesterreich, B. Holt, & S. Karas

## INTELLECTUAL DEVELOPMENT

- \* talks so that 75 to 80 percent of his speech is under standable
- \* talks in complete sentences of 3-5 words. "Mommy is drinking juice. There's a big dog."
- \* stumbles over words sometimes usually not a sign of stuttering
- \* enjoys repeating words and sounds
- \* listens attentively to short stories and books
- \* likes familiar stories told without any changes in words
- \* enjoys listening to stories and repeating simple rhymes
- \* able to tell simple stories from pictures or books
- \* enjoys singing and can carry a simple tune
- \* understands "now, soon, and later"
- \* asks who, what, where, and why questions
- \* stacks 5-7 blocks
- \* enjoys playing with clay or play dough pounds, rolls, and squeezes it
- \* can put together a 6-piece puzzle
- \* draws a circle and square
- \* recognizes common everyday sounds
- \* matches an object to a picture of that object
- \* identifies common colors such as red, blue, yellow, green
- \* can count 2-3 objects
- \* can solve problems if they are simple, concrete, real, and immediate, and if wants to
- \* interested in similarities and differences
- \* can distinguish, match, and name colors
- \* interested in features of animals that make them unique
- \* has good self-knowledge; can understand difference between self and younger children, but not between self and older children
- \* can say his age

## PHYSICAL DEVELOPMENT

- \* needs approximately 1,300 calories daily
- \* sleeps 10-12 hours at night
- \* sleeps through most nights without wetting the bed occasional accidents are still quite common
- \* puts on shoes but cannot tie laces
- \* dresses self with some help buttons, snaps, zippers
- \* feeds self with some spilling
- \* tries to catch a large ball
- \* throws a ball overhead
- \* kicks a ball forward
- \* hops on one foot
- \* walks short distance on tiptoes
- \* climbs up and down a small slide by self
- \* pedals a tricycle
- \* walks on a line
- \* can stand, balance, and hop on one foot
- \* jumps over a 6" barrier
- \* can feed self with spoon and small fork; often butters bread with knife
- \* can use toilet independently
- \* can brush teeth, wash hands, get a drink
- \* interested in handling food and cooking procedures

## SOCIAL AND EMOTIONAL DEVELOPMENT

- \* seeks attention and approval of adults
- \* sometimes shows preference for one parent often the parent of the opposite sex
- \* accepts suggestions and follows simple directions
- \* enjoys helping with simple household tasks
- \* can make simple choices between two things
- \* enjoys making others laugh and being silly
- \* enjoys playing alone but near other children
- \* spends a great deal of time watching and observing
- \* enjoys playing with other children briefly, but still does not cooperate or share well
- \* enjoys hearing stories about self
- \* enjoys playing "house" enjoys imitating other children and adults
- \* answers whether he is a boy or a girl
- \* expresses interest in ethnic identities of self and others if exposed to a multicultural setting