



HEIGHTS CHRISTIAN SCHOOLS

SAMPLE TK & KINDERGARTEN DAILY SCHEDULE

Kindergarten		Transitional Kindergarten	
8:30 am	Opening Routine (Flag Salutes, Prayer, Calendar, Attendance)	8:30 am	Opening Routine (Flag Salutes, Prayer, Calendar, Attendance)
8:45 am	Math	8:45 am	Carpet Activity (Bible Story & Books)
9:30 am	Snack Recess	9:15 am	Snack Recess
9:45 am	Reading & Language	9:30 am	Vocabulary & Language
10:40 am	Bible	10:00 am	Math
11:00 am	Lunch	10:30 am	Penmanship
11:45 am	Quiet Time	11:00 am	Lunch
11:55 am	Science or Social Studies	11:45 am	Quiet Time
12:35 pm	Writing Activity & Spelling	12:00 pm	Science, Social Studies, Cooking
1:15 pm	Snack Recess	12:30 pm	Craft & Concept
1:30 pm	Art & Academic Centers	1:00 pm	Snack Recess
2:30 pm	Closing Routine (Review of the Day, Prayer, Wrap Up)	1:15 pm	Centers & One on One Teacher Review
3:00 pm	Dismiss	2:00 pm	Craft
		2:30 pm	Closing Routine (Review of the Day, Prayer, Wrap Up)
		3:00 pm	Dismiss

Specialized Classes

All Students in TK – 5th Grade participate in one class a week taught by highly trained teachers in each of the following areas:

- Music
- Physical Education (2 times a week – 1 with the PE Coach & 1 with the Classroom Teacher)
- Computers
- Spanish

A weekly visit to our school library is also included in the schedule.



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TK & KINDERGARTEN READINESS

AREA MEASURED	IMPORTANCE IN DETERMINING SCHOOL READINESS	SAMPLE OF TASKS STUDENTS ARE ASKED TO COMPLETE
PERSONAL SOCIAL (PS)	<p>As students begin formal schooling, self-sufficiency and personal responsibility become increasingly important. A few examples include:</p> <ul style="list-style-type: none"> Following a classroom routine Playing cooperatively with others Trying new activities willingly Waiting patiently for a turn to speak Paying attention to a story or activity for 10 minutes Clearly identifying personal needs 	<ul style="list-style-type: none"> Answer a series of questions about him/herself Identify appropriate responses to unsafe situations Follow a 3 step direction with only one prompt Identify personal responsibilities at home
FINE MOTOR (FM)	<p>Strong coordination of the small muscles of the hands and fingers is important as students begin:</p> <ul style="list-style-type: none"> Holding a pencil or crayon to write, draw, and color Holding and using scissors for cutting Grasping small objects to complete detailed tasks (science experiments, art projects, etc.) 	<ul style="list-style-type: none"> Replicate structures made with small blocks Quickly place tiny buttons in a bottle Cut rectangles Write his/her name
MATH (M)	<p>In order for a kindergarten student to be able to solve a numerical equation, he/she must have a solid foundation of the basics in math (number sense, patterning, classification, measurement).</p> <ul style="list-style-type: none"> The 1st step is learning what the 10 numerals (0-9) look like and the amount each one represents. The ability to identify and create a pattern supports learning in math and also contributes to broader social development; children are able to make predictions about what comes next. Sorting and measurement activities provide opportunities to develop logical reasoning skills. 	<ul style="list-style-type: none"> Identify and name basic shapes Create a pattern using blocks Logically determine what comes next in a pattern Compare the length and quantity of 2 – 3 items Identify numbers and their value Identify the position of an object in a line (last, 2nd, etc.)
LANGUAGE (L)	<p>A solid foundation in language and literacy is crucial for student success in English Language Arts. In kindergarten, students build upon previously learned material (identification and recognition of letters; concepts of print, etc...) as they begin to:</p> <ul style="list-style-type: none"> Read words, sentences and short stories Write words and sentences to describe pictures, answer questions, and respond to prompts Form words using inventive spelling 	<ul style="list-style-type: none"> Follow positional directions (Put the block <i>under, on...</i>) Describe common household objects Identify opposites Repeat silly sentences Apply knowledge of vocabulary terms to answer questions (What gallops? Who might live in a cave?)
CONCEPTS (C)	<p>One goal in school is to create students who think critically and can not only show what they know but also explain why it is true. Each year, students will build upon what they already know. At the kindergarten level, students should be able to:</p> <ul style="list-style-type: none"> Understand basic relationships (fire is hot - ice is cold; <i>if you are tired – then you should take a nap, etc.</i>) Apply factual knowledge and reasoning skills to determine if something is possible (Can a cow fly?) Recall previously learned material (What color is it? What is a table made out of?) 	<ul style="list-style-type: none"> Respond to various prompts Identify and name the colors of the rainbow Decide whether something is possible or not Name the days of the week
BODY IMAGE (BI)	<p>An awareness of self and position in space is necessary for understanding the relationship of one part of the body with another.</p>	<ul style="list-style-type: none"> Identify various body parts (chin, neck, shoulder, etc.) Draw a self portrait Identify left and right (right thumb, left ear, etc.)
GROSS MOTOR (GM)	<p>Coordination and control of the large muscles of the body are important as students physically explore their environment. When a child masters individual gross motor skills, he/she is better able to use them together for more complex activities, such as team sports and group games.</p>	<ul style="list-style-type: none"> Hop on One Foot Balance for 10 Seconds Catch a Ball Bounced to him/her Skip Jump
VISUAL MOTOR (VM)	<p>In school, students are often asked to look at the whiteboard, take a mental snapshot of an image and then recreate it on their own whiteboard or paper.</p>	<ul style="list-style-type: none"> Focus on various shapes, letters, and words Recreate (copy) what was seen



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PARENT CHECKLIST FOR KINDERGARTEN READINESS

There are a lot of factors to consider when determining whether or not your child is ready to begin kindergarten. In addition to meeting the age-requirement (5 years on or before September 1st) for kindergarten entrance, it is important to also consider your child's individual growth across eight developmental areas. Over the next 6 months, use the checklist below to monitor your child's progress in each of the eight areas. As you first read through the list, check off the skills that your child has already mastered. Then, reassess every couple of weeks to see what additional skills your child can accomplish both easily and accurately. Remember that young children change quickly; if your child cannot do something this week, he/she may be able to do it a few weeks later.

PERSONAL SOCIAL	<input type="checkbox"/> My child can answer a series of questions about himself/herself. (first and last name, age, birthday) <input type="checkbox"/> My child can identify appropriate responses to unsafe situations. <input type="checkbox"/> My child can follow a 3 step direction with only one prompt. <input type="checkbox"/> My child can play cooperatively with others. <input type="checkbox"/> My child can try new activities without becoming anxious and emotional. <input type="checkbox"/> My child can pay attention to a story or activity for 10 minutes. <input type="checkbox"/> My child can clearly identify his/her personal needs.
FINE MOTOR	<input type="checkbox"/> My child can hold a pencil or crayon to write, draw, and color. <input type="checkbox"/> My child can hold and use scissors for cutting. <input type="checkbox"/> My child can grasp small objects to complete detailed tasks. (science experiments, art projects, etc.) <input type="checkbox"/> My child can replicate structures made with small blocks.
MATH	<input type="checkbox"/> My child can identify and name basic shapes. <input type="checkbox"/> My child can create a pattern (ABAB & ABBABB) and can use logic to determine what comes next in a pattern already made. <input type="checkbox"/> My child can compare the length and/or quantity of 2 – 3 items. <input type="checkbox"/> My child can identify numbers and their value. <input type="checkbox"/> My child can identify the position of an object in a line. (last, 2 nd , middle, etc.) <input type="checkbox"/> My child can sort items based on physical characteristics such as size, shape, and color.
LANGUAGE	<input type="checkbox"/> My child can follow positional directions. <i>Example: Place the book under the table.</i> <input type="checkbox"/> My child can describe a common household object using more than 2 details. <input type="checkbox"/> My child can identify opposites. <input type="checkbox"/> My child can repeat silly sentences. <input type="checkbox"/> My child can apply knowledge of vocabulary terms to answer questions. <i>Example: What can you buy at a market?</i>
CONCEPTS	<input type="checkbox"/> My child can respond to various if/then prompts. <i>Example: If you are hungry, then you should _____ . Appropriate Response: get a snack</i> <input type="checkbox"/> My child can identify and name the colors of the rainbow. <input type="checkbox"/> My child can decide whether something is possible or not. <i>Example: Can a giraffe fly?</i>
BODY IMAGE	<input type="checkbox"/> My child can identify various body parts (chin, neck, shoulder, etc.) <input type="checkbox"/> My child can draw a self-portrait with at least 7 identifiable body parts in addition to a head and body. <input type="checkbox"/> My child can draw a picture and describe what is happening. Self-Portrait Drawing: As children begin to develop concrete operational thinking, their drawings become more realistic. What once looked like a lump and 4 lines flying through the air transforms into a recognizable person with a head, trunk, limbs and facial features standing firmly on a horizon.
GROSS MOTOR	<input type="checkbox"/> My child can hop on one foot 4 consecutive times. <input type="checkbox"/> My child can jump forward 10+ inches. <input type="checkbox"/> My child can walk heel to toe across a room without losing his/her balance. <input type="checkbox"/> My child can balance on one foot for ten seconds.
VISUAL MOTOR	<input type="checkbox"/> My child can look at various shapes, letters, and words and then recreate (copy) what they saw on their own paper. <input type="checkbox"/> My child can write at least 20 of the 26 capital letters and can identify what letter each one is.

EARLY ACADEMIC EXPERIENCES

We believe that it is the responsibility of our kindergarten team to teach and reinforce the skills listed below. However, we have found that it is of great benefit to your child if he/she has previously explored all or some of these skills.

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| <input type="checkbox"/> My child can recognize upper case letters.
<input type="checkbox"/> My child can recognize some lower case letters.
<input type="checkbox"/> My child can isolate the beginning sound in simple words.
<input type="checkbox"/> My child can hear two sounds and determine if the sounds are the same or different.
<input type="checkbox"/> My child can listen to a story and sequence 4-6 events.
<i>What happened first, next, etc?</i> | <input type="checkbox"/> My child can count to 20.
<input type="checkbox"/> My child can identify numbers 0-10 and represent their value with objects.
<input type="checkbox"/> My child can compare two like items.
<i>How are they the same? How are they different?</i> |
|---|---|