

**The STMA Tradition of Excellence starts here!**

# **Bright Beginnings Preschool** **Curriculum Guide**

**St. Michael-Albertville School District 885**



*It is our mission to create a safe,  
play-based environment of  
developmentally appropriate learning  
experiences for all students.  
We believe that parental partnerships  
are essential for kindergarten  
readiness and in fostering a life-long  
love of learning.*

# Program Philosophies

STMA District 885 recognizes the importance of early education.

It is our mission to create a safe, play-based environment of developmentally appropriate learning experiences for all students. We believe that parental partnerships are essential for kindergarten readiness and in fostering a life-long love of learning.



**Children learn best through play.**

**Differential learning is necessary in addressing child development.**

**Social skills are as essential as academics.**

## What do we do in preschool?

### Three Year Olds

(children 3 on or before 9/1)

Familiarization with school routines including separation, transitions, and turn-taking. Children will develop rule following skills in a group setting and develop social/emotional skills with peer interaction. It is our mission to help foster a love of learning through play-based activities and beginning concepts.

### Fours and Fives

(children 4 on or before 9/1)

Cooperative group interactions, turn-taking, independence and socialization skills. Literacy preparation including letter/sound recognition, reading, listening, and questioning. Pre-math skills of sorting, patterning, counting, and quantifying objects. Fine motor practice including name writing and scissor skills. A solid foundation of skills to prepare children for kindergarten.

## Class Schedules

### HALF DAY (2.5 hours)

Arrival  
Free Choice  
Large Group  
Small Groups  
Motor Activity  
Story/Songs  
Dismissal

### FULL DAY (6 hours)

Arrival  
Free Choice  
Large Group  
Small Groups  
Motor Activity  
Lunch  
Rest Break  
Large Group  
Enrichment Small  
Groups  
Motor  
Story/Songs  
Dismissal



### What is the key difference in full and half day programming?

Enrichment opportunities. Creates a chance for more hands-on science experiments, art and crafts projects. An additional gym or playground session. Helpful for children in transitioning to a full-day kindergarten experience.

## Classroom Components

### Arts and Crafts

A variety of materials will be offered throughout the classroom. Crayons, markers, paint, scissor, glue, paper will always be on hand for creative expression. Small groups may have processed art projects. These are utilized for direction following, working cooperatively, identifying shapes, colors, alphabet, and more.

### Free Play Choices

Dramatic play including dolls, kitchen, dress-up and various community examples. Block and manipulative areas such as legos or magnets for creative engineering and fine motor skills.

### Small Groups

Children broken into groups of 4-5 children. Direct instruction of concepts through games, pencil and paper, craft materials, books or sensory. Individualized learning happens here. Grouping may be done by age, ability or random.

### Large Group

Rug area with learning/concept center in full view of all children. Ideas stressed include listening skills, keeping individual space, attentiveness, instruction. Literacy skills through reading and singing.

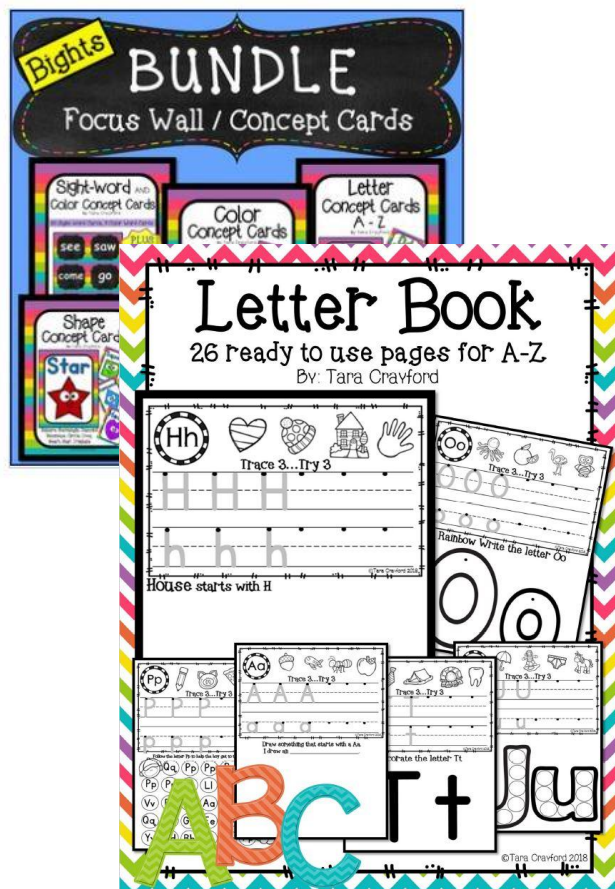
### Motor

Playground and outside time when permitted. Gym group games and free play. Children play cooperatively with balls, hoops, etc. Use of the SMART board for dance and exercise through fun online apps.

### Snack

May occur during small groups or as large group. Children develop skills such as patience, sharing, manners, fine motor through opening packages, and rule following.

Concept list is adjusted with current school year. Both threes and fours follow the scheduled chart. Introductory activities such as letters in name recognition are started with threes. Fours continue with alphabet recognition, phonemic awareness, and pre-reading skills.



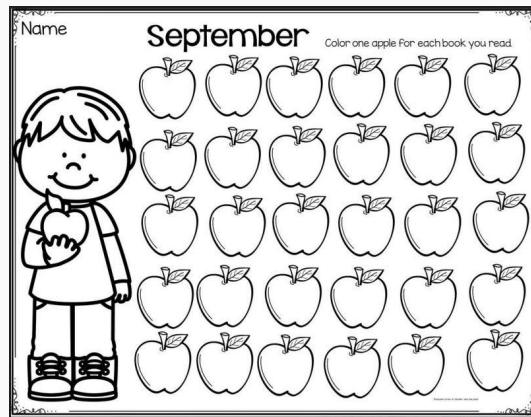
## Weekly Concepts

*Concepts based on Handwriting Without Tears order of uppercase developmentally appropriate handwriting*

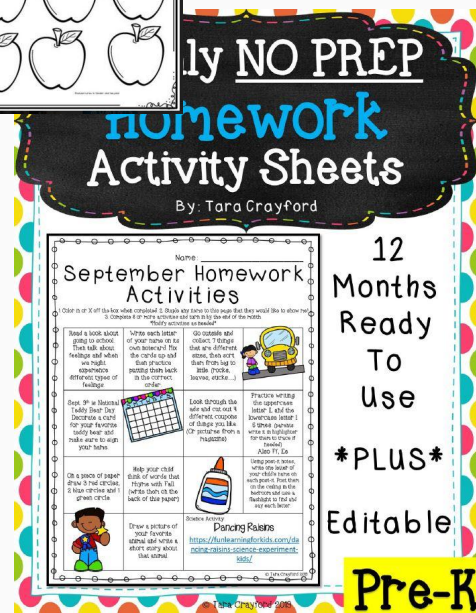
Week	letter	#	Site Words	Color	shape	Week	letter	#	Site Words	Color	shape
1						21	D	14			
2						22	P	15			
3	L	1		red	circle	23	B	16	Have Is Play	Pink purple	heart
4	F	2				24		17			
5	E	3		orange	square	25	R	18			
6	H	4				26	K	19			
7						27	A	20	Are For You	Green	Oval
8	T	5				28					
9	I	6				29	M				
10	U	7	I Can We	Brown	Triangle	30	N				
11	C	8				31	V				
12	O	9				32	W		This Do And	B/W/G	Star
13						33	X				
14	Q	10	The Like A	Yellow	Rectangle	34	Y				
15	G	11				35	Z				
16						36			What Little Said	review	review
17						37					
18						38					
19	S	12	See Go To	blue	diamond	39					
20	J	13				40					



# Home-School Connections



Monthly homework packets and reading logs are optional. Both are sent home to continue concept practice and promote literacy skills.



- Each classroom sends home monthly newsletters and a calendar through email, backpack or Seesaw
- Reading logs are an optional way to share the love of reading at home. Children can bring back the logs to the teacher.
- Seesaw is utilized for communications through pictures, messages, videos, and chat.
- Teachers will also communicate via email, phone or face to face if preferred.
- Parents are requested to attend conferences twice per year to discuss child's progress.
- Volunteers are requested occasionally in classrooms and on field trips. All parents must have a background check on file.
- Take-home activities such as sharing, star-of-the-week, counting can, reading buddy will be determined per classroom by staff.

# Curriculum Support

Teachers utilize portions of curriculum and online resources when planning. The following sources are used along with the creativity, knowledge, and online resources of the teaching staff. All lessons are guided through the Early Childhood Indicators of Progress and applied through developmentally appropriate practices.



**Creative Curriculum**  
**Character Strong**  
**Second Step Curriculum**  
**Handwriting without Tears**  
**Teachers pay Teachers**



# Curriculum Maps

The three and four-year old maps are designed based on the MN Early Childhood Indicators of Progress, Work Sampling, and STMA kindergarten readiness goals.

Maps are working documents and will be constantly updated.

The map is designed to target specific outcomes but allow for flexibility and creativity of the teaching staff.

Targets are fall and spring, flow of the four-year map is based on the year of instruction prior to kindergarten.

The outline below is an example of map content.



ESSENTIAL QUESTIONS & CONTENT	SKILLS (WSS)	FALL LEARNING TARGETS	SPRING LEARNING TARGETS	STANDARDS (ECIPS)	ASSESSMENT	RESOURCES & TECHNOLOGY	CURRICULUM RESOURCES
SOCIAL AND EMOTIONAL/APPROACHES TO LEARNING							
LANGUAGE AND LITERACY							
MATHEMATICS							
SCIENCE							
ARTS							
MOTOR							

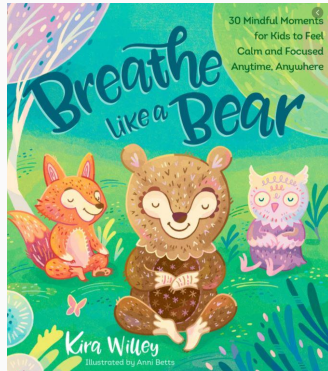
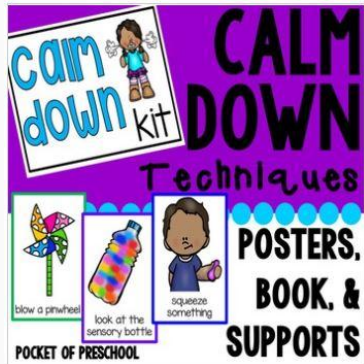
3 YEAR OLD MAP

4 YEAR OLD MAP



# Social-Emotional Learning

Along with behavior management curriculum, Bright Beginnings give students positive redirection and opportunities to work through conflicts to problem solve in age appropriate methods.



## ENVoY

Non-verbal communication techniques to reinforce consistent and fair parameters within the classroom.

## Second Step

Puppets and storytelling weekly themes to help children describe feelings and how to treat others as friends.

## Character Strong

Character Traits: Respect, Responsibility, Gratitude, Empathy, Perseverance, Honesty, Cooperation, Courage, Creativity

The following are acceptable methods to deter, correct, or avoid classrooms behaviors:

Non verbal cues

Many learned through Envoy training.

Simple gestures for the children to follow.

Songs and Fingerplays

Creative, fun songs in large group

Zones and Regulation

Color-coded charts to describe how a child is feeling. Techniques children and adults can use to move from zone to zone.

Big Emotions Focus

Managing anger through breathing, calming methods, naming feelings, and asking for help.

Visual Cue Cards

Children who may be non-verbal or with limited vocabulary may use a picture system to express feelings and ask for help.

Calming Corner/Reading Nook

Area in the room designed to isolate a child who is elevated or may become elevated. Soft and comfortable with calming activities and gadgets.

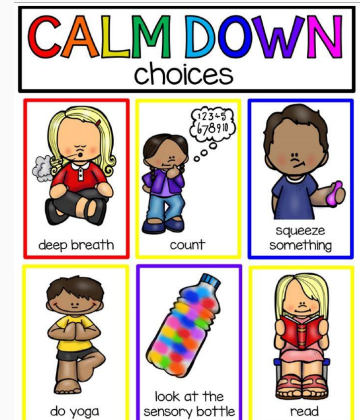
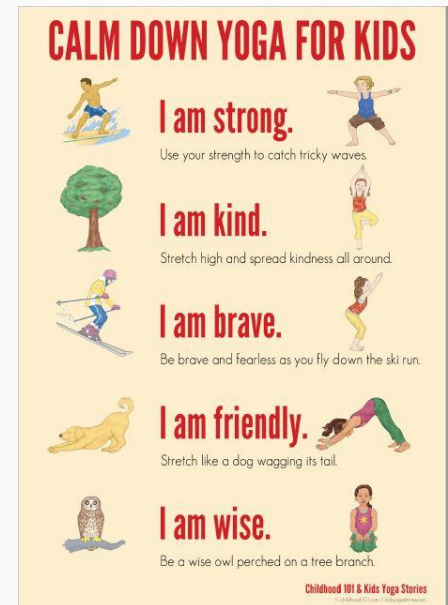
Deep Breathing

Practicing at large group with blowing pretend bubbles, moving a pinwheel, counting etc.

Mantras/Yoga

Movement of body to stretch and breath.

Self-talk (I am kind - I am patient)



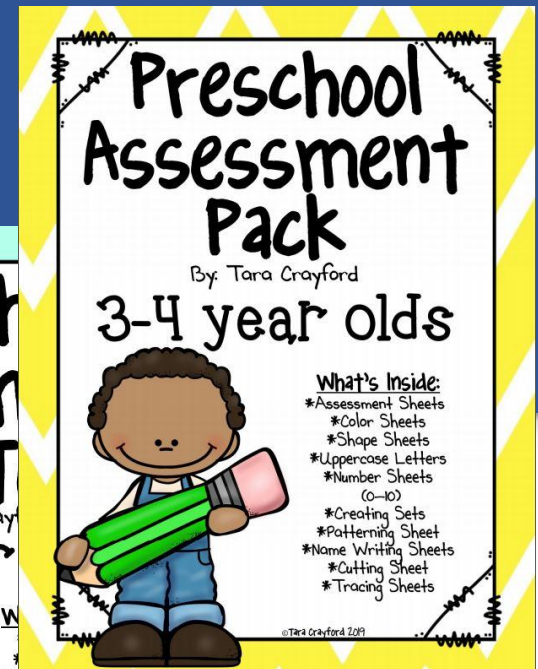
I can calm down when I get upset.



# Assessment Information

A sampling of activities and skills of the Work Sampling Skills are collected. Throughout the year, the staff will take notes during observations and collect data that can be used to demonstrate developmental accomplishments.

Assessments are completed within the school day. Large and small group play along with individualized assessment if necessary.



Conference Forms are completed twice per year. (Fall and Spring)

Conference forms were designed with the following in mind:

Early Childhood Indicators of Progress (ECIPS)

Work Sampling System Assessment (WSS)

STMA Strategic Plan that all children are ready for kindergarten.

# Early Childhood Indicators of Progress

## STMA Early Childhood Standards

### SOCIAL AND EMOTIONAL

S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments

SS2.7 With modeling and support, follows classroom rules and routines

S5.13 Anticipates the need for comfort and tries to prepare self for changes in the routine

AL9.5 Engages in inventive social play

S7.6 Seeks out familiar adults and children for conversation and play

S7.6 Seeks out familiar adults and children for conversation and play

AL3.6 Attends in a large group for short periods

S6.5 Identifies others' basic emotional cues

### LANGUAGE AND LITERACY

L1.11 Responds to direct questions and follows simple direction

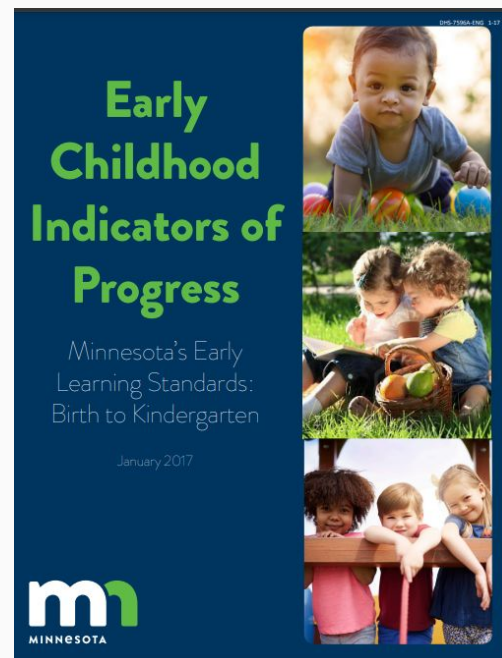
L5.10 Shows interest in and associates sounds with words

L3.7 Uses increasingly complex and varied vocabulary language

L4.11 Offers a personal response to stories read out loud

L6.5 Points to and names some letters (especially in own name)

L9.8 Uses letter-like symbols to make letters or words



### MATHEMATICS

M1.8 Shows interest in counting or number-oriented play, and notices numbers in the environment during free play

M9.3 Points to familiar 2D and 3D shapes when asked

M11.4 Uses terms like near/far, under, below, front, middle, end

### SCIENCE

ST2.9 Uses many tools as designed

### ARTS

A1.3 Investigates different art experiences

### MOTOR

P3 Child moves their body through space from one place to another

P4 Can manipulate objects to propel and receive

P5.13 Draws freely on paper

P6 Child participates in daily care routines for feeding, dressing and personal hygiene



# Three and Four Year Assessment

(NY) Not Yet (B) Beginning (D) Developing (S) Secure

## Social

- Shows some independence and self-direction S1.8
- Follows simple rules and routines with guidance SS2.7
- Manages transitions S5.13
- Approaches tasks with flexibility and inventiveness AL9.5
- Interacts easily with one or more children S7.6
- Interacts with familiar adults S7.6
- Participates in the group life of the class AL3.6
- Begins to identify feelings and responds to those of others S6.5

## Language/Literacy

- Follows two step directions L1.11
- Uses expanded vocabulary and language for a variety of purposes L3.7
- Begins to develop knowledge of letters L6.5
- Demonstrates beginning phonological awareness L5.10
- Shows appreciation and some understanding of books L4.11
- Uses scribbles and unconventional shapes to write L9.8

## Math

- Shows interest in counting M1.8
- Shows understanding of and uses several positional words M11.4
- Identifies several shapes M9.3

## Science

- Uses senses and simple tools to explore ST2.9

## Art

- Participates in creative movement, dance and drama A1.3

## Motor

- Moves with some balance and control P3
- Begins to use strength and control to perform simple tasks P4
- Explores the use of various drawing and art tools P5.13
- Begins to perform self-care tasks P6

Preschool Assessments 3/4yr

Child: \_\_\_\_\_

Age: \_\_\_\_\_

Fall

Uses Left/Right Hand \_\_\_\_\_




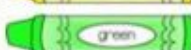
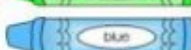
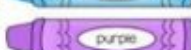





Pencil Grasp \_\_\_\_\_

Spells Name Yes/No \_\_\_\_\_

Writes Some Letters In Name Yes/No/All \_\_\_\_\_









Recognizes Name Yes/No \_\_\_\_\_

Identifies Colors

Fall	Spring
	
	
	
	
	
	
	
	
	
	
	

/11 /11

Identifies Shapes

Fall	Spring
	
	
	
	
	
	
	
	

/8 /8

Spring

Uses Left/Right Hand \_\_\_\_\_

Pencil Grasp \_\_\_\_\_

Spells Name Yes/No \_\_\_\_\_

Writes Some Letters In Name Yes/No/All \_\_\_\_\_

Recognizes Name Yes/No \_\_\_\_\_

Positional Words

Fall	Spring
	On _____
	Under _____
	Behind _____
	In front _____

Sorts

Fall	Spring
	Color _____
	Shape _____

Math Concepts

Rote Counts to Fall \_\_\_\_\_

Rote Counts to Spring \_\_\_\_\_

Spring

Creates Sets of:

3 \_\_\_\_\_

5 \_\_\_\_\_

Spring Concepts

Simple Pattern

AB \_\_\_\_\_

Identifies Uppercase Letters

___ L	___ C	___ P	___ V
___ F	___ O	___ B	___ W
___ E	___ Q	___ R	___ X
___ H	___ G	___ K	___ Y
___ T	___ S	___ A	___ Z
___ I	___ J	___ M	
___ U	___ D	___ N	___/26

Identifies Numbers

___ 0	___ 6
___ 1	___ 7
___ 2	___ 8
___ 3	___ 9
___ 4	___ 10
___ 5	___/6

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### 3YR SOCIAL

- A2 Shows Independence and self-direction
- B1 Follows simple rules and routines
- B2 Managing transitions
- C3 Approaches play with purpose
- D1 Interacts easily with one or more children
- D2 Interacts easily with familiar adults
- D3 Participate in the group life of the class
- D4 Begins to identify feelings and responds to those of others

### 3YR LANG/LIT

- A2 Follows two-step direction
- B3 Uses expanded vocabulary
- C1 Begins to develop knowledge of letters
- C2 Shows beginning phonological awareness
- C3 Shows appreciation and some understanding of books
- D2 Uses scribbles and unconventional shapes to write

### 3YR MATH

- B1 Shows curiosity/interest in counting/numbers
- F1 Identifies several shapes
- F2 Shows understanding of several positional words

### 3YR SCIENCE

- A2 Uses simple tools

### 3YR ART

- A2 Participate in creative movement, dance and drama

### 3YR MOTOR

- A1 Moves with some balance and Control
- B1 Uses strength and control
- B3 Explores use of various drawings and art tools
- C1 Self-care tasks independent

## Work Sampling System in Google Docs 3 years



# Four and Five Year Assessment

(NY) Not Yet (B) Beginning (D) Developing (S) Secure

## Social

- \_\_\_ Demonstrates self-confidence **S1.10**
- \_\_\_ Follows simple rules and routines **SS2.9**
- \_\_\_ Manages transitions **AL6.7**
- \_\_\_ Interacts easily with one or more children **S7.9**
- \_\_\_ Interacts easily with familiar adults **S7.10**
- \_\_\_ Participates in the group life of the class **AL3.8**
- \_\_\_ Identifies some feelings and responds to those of others **S6.10**
- \_\_\_ Begins to use simple strategies to resolve conflict **S8.12**

## Language/Literacy

- \_\_\_ Follows two or three-step directions **L1.13**
- \_\_\_ Uses expanded vocabulary and language for a variety of purposes **L2. 10**
- \_\_\_ Begins to develop knowledge of letters **L6.7**
- \_\_\_ Demonstrates phonological awareness **L5**
- \_\_\_ Shows appreciation and understanding of books and reading **L4.12**
- \_\_\_ Recounts some key ideas and details from text **L4.13**
- \_\_\_ Uses letter-like shapes, symbols and letters to convey meaning **AL11.8**

## Math

- \_\_\_ Begins to recognize patterns and makes simple generalizations **M8.7**
- \_\_\_ Counts with understanding **M2.3**
- \_\_\_ Orders, compares and describes objects according to a single attribute **M12.7**
- \_\_\_ Shows understanding of and uses several positional words **M11.6**
- \_\_\_ Begins to recognize and describe the attributes of shapes **M9.5**

## Science

- \_\_\_ Asks questions and begins to solve problems that arise during explorations **ST1.6**
- \_\_\_ Uses senses and simple tools to explore solutions to problems **ST2.12**

## Art

- \_\_\_ Participates in creative movement, dance and drama **A1.5**

## Motor

- \_\_\_ Moves with increased balance and control **P3**
- \_\_\_ Uses emerging strength and control to perform simple tasks **P4**
- \_\_\_ Shows beginning control of writing, drawing, and art tools **P5.16**
- \_\_\_ Performs some self-care tasks independently **P6**

Preschool Assessments 4/5 yr		Child: _____	Age: _____																																																																																																								
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# Work Sampling System in Google Docs 4 years



## 4YR SOCIAL

- A1 Demonstrates self confidence
- B1 Follows simple rules and routines
- B2 Managing transitions
- D1 Interacts easily with one or more children
- D2 Interacts easily with familiar adults
- D3 Participate in the group life of the class
- D4 Begins to identify feelings and responds to those of others
- D5 Begins to use simple strategies to resolve conflict

## 4YR LANG/LIT

- A2 Follows two or more step directions
- B3 Uses expanded vocabulary for a variety of purposes
- C1 Begins to develop knowledge of letters
- C2 Demonstrates phonological awareness
- C3 Shows appreciation of books and reading
- C4 Recounts some key ideas and details from text
- D2 Uses letter like shapes, symbols and letters to convey meaning

## 4YR MATH

- A4 Begins to recognize patterns and makes simple generalizations
- B1 Counts with understanding
- D1 Orders, compares and describes objects according to a single attribute
- F1 Shows understanding of and uses several positional words
- F2 Begins to recognize and describe the attributes of shapes

## 4YR SCIENCE

- A1 Asks questions and begins to solve problems that arise during explorations
- A2 Uses senses and simple tools to explore solutions to problems

## 4YR ART

- A2 Participate in creative movement, dance and drama

## 4YR MOTOR

- A1 Moves with some balance and Control
- B1 Uses strength and control
- B3 Explores use of various drawings and art tools
- C1 Self-care tasks independent