



Mission Statement

St. Brendan School
Transitional Kindergarten

Through purposeful experiences within a nurturing school community, the Transitional Kindergarten Program will prepare students for the academic and socio-emotional expectations essential to the Saint Brendan School Kindergarten Program.

Saint Brendan School's Transitional Kindergarten Program builds on the developmental milestones and foundational learning of preschool. As children continue to advance in their growth and development, providing a challenging yet nurturing environment and experiences are essential. Children will engage in the important foundational learning through friendship building that fosters cooperation and a sense of community while developing a strong and positive sense of self.

Through active engagement and intentional teaching practices, our teachers will facilitate learning experiences that ensure students to advance skills in pre-academic areas such as early literacy, math and science and in other essential areas such as art, social and emotional well-being, and in health and wellness. Within our positive and emotionally supportive learning environments, oral language development, large and small motor development, social and emotional learning and self-regulation skills are also nurtured through movement and play. In doing so, Saint Brendan Transitional Kindergarten students will develop a love for life-long learning and begin their educational journey to becoming creative thinkers, peaceful problem solvers, compassionate collaborators and diligent learners. The program integrates across subject areas, and students participate in whole and small group activities and have ample indoor and outdoor play opportunities.

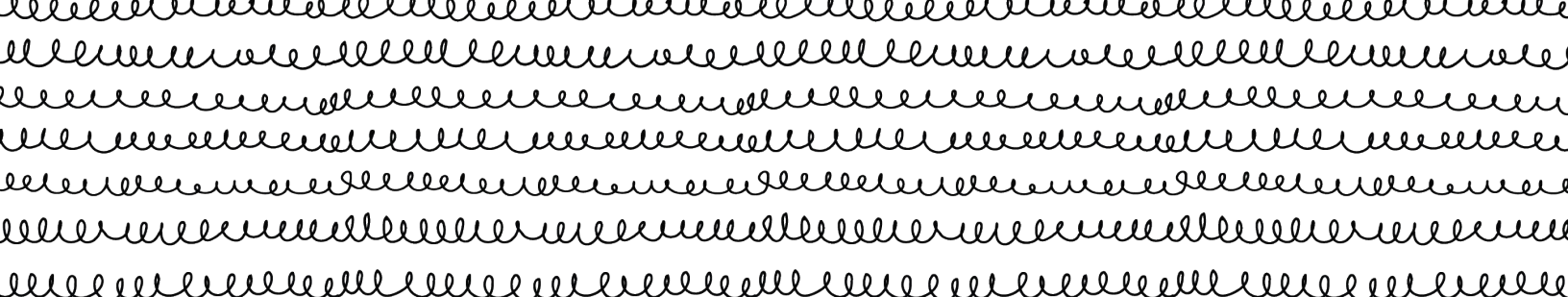


Guiding Principles

- **TKs are active** → TK students *use movement as their bodies are always in motion.*
- **TKs are creative thinkers** → *Lessons for TK students are designed and implemented using relevant, developmentally and age-appropriate concepts and materials.*
- **TKs thrive on routines** → *Practices and procedures are predictable and repetitive to foster independence and gain self-confidence.*
- **TKs need to PLAY!** → *Play is how children make sense of their world and TK students will have indoor and outdoor learning environments to explore and play!*

Daily Schedule

Arrival Time 7:30 am - 8:00 am	Group Meeting 10:30 am - 11:00 am
School Begins 8:00 am	Lunch/Outdoor Play 11:00 am - 11:45 am
Morning Meeting 8:00 am - 8:20 am	Quiet Time 12: 00pm - 1:00pm
Outdoor Play @ Turf 8:25 am - 9:00 am	Snack/Outdoor Play @ Yard 1:00 pm - 1:45 pm
Recess 9:00 am - 9:25 am	End of Day Meeting 1:50 pm - 2:10 pm
Indoor Learning Centers 9:30 am - 10:30 am	Dismissal 2:15 pm





Curriculum Includes

- Social-Emotional Development and Skills
- Physical Development
 - Fine and Gross Motor Skills
 - Coordination
- Early Literacy and Writing Skills
- Language Development and Communication Skills
- Early Math and Science Concepts
- Fine Arts
 - Music and Movement
 - Visual Arts
 - Dramatic Play
- Religion
 - Learning about Jesus, our Savior and the Son of God
 - Bible Stories and Lessons
 - Prayers and Sacraments
- Social Studies
 - Citizenship
 - Community
 - Character Development

● **Religion:** With the goal of students becoming individuals of faith who live the Gospel message, students are taught basic formal prayers, and learn about Jesus through Bible stories . Students learn that each individual is a unique child of God who is loved and has special gifts to share.

● **Social-Emotional Development:** Social-emotional development indicates how children acquire the social skills, self-awareness, and personal qualities that are interconnected with learning in a classroom setting. Skill development includes self-awareness, interpersonal awareness, self-regulation, self-expression, verbal and non-verbal communication, social interaction with others, and cooperative play skills.

● **English Language Arts:** Language is one of the most important tools that children acquire, one that is essential for cognitive development, reading achievement, communication, and school performance. Curriculum includes development of language and early literacy skills including foundational skills in print concepts, writing, speaking and listening skills; grammar usage and vocabulary acquisition; phonological awareness of words and sounds; phonemic awareness and word recognition; understanding of key ideas and structure of books; and development of age-appropriate reading skills.