



Elementary School

K4

Curriculum Handbook

2019-2020

Table of Contents

Our Educational Philosophy.....	2
An Introduction to K4	3
Learning through Play.....	4
Social Emotional Growth.....	4
The Gradual Release Model.....	5
Subject Specific Information.....	6
Circle Time.....	6
Pre-Reading/Language Arts	6
Mathematics.....	7
Elective classes	7
Centers.....	7
Mandarin.....	8
Sandbox/Water Play	8
Arts and Crafts	8
Assessment in K4	9
Homework in K4.....	9

Our Educational Philosophy

The mission of TLC International School is to plant seeds of knowledge that can grow to equip students academically, socially, physically, and spiritually for temporal and eternal success.

Our vision is to provide the best in education, partnering with parents to prepare students for life with academic tools, character training, development of social skills and spiritual mentoring.

Education is more than intellectual development. True education develops the mind, body, spirit and social skills of the child. Children at TLC learn cooperation, integrity, respect, creativity, and self-discipline. Positive values and behavior are rewarded in an environment that provides a safe haven for children to attempt new challenges without fear of failure.

An Introduction to K4

Students entering K4 must be 4 years of age. A typical day for a K4 student includes a variety of learning opportunities designed to engage the whole child. The day begins with circle time, followed by pre-reading and language arts. After that the students have a snack break and then play on the playground. Then they have math class followed by lunch and next the students have an elective that changes each day and includes library, computer, story-time and music. After elective class the students have center time where they can refine the skills and knowledge gained in class. Each afternoon consists of mandarin class, sand and water play and art class before going home.

Each week the K4 students, joined by the N3 students, have an assembly where they have a chance each month to show what they have been learning as a class. They also have the opportunity to receive recognition for their hard work and good behavior through the star student awards.



Learning through Play

Learning through play is a term used to describe how a child learns while exploring the world around them. During the preschool years, students learn best through interaction and exploration. We believe it is the teacher's responsibility to create environments where students are engaged and excited about learning. Through play students develop self-regulation, strengthen their language skills, connect their experience to prior knowledge, and retain more information.



Social Emotional Growth

One of the goals of K4 is to help students develop socially and emotionally to prepare them for the years ahead. Students will learn about proper hygiene, how to be a good friend, and following directions. We encourage students to become more self-reliant by completing age appropriate tasks on their own, such as cleaning up, getting appropriate school supplies for each task, and packing their school bags.

The Gradual Release Model

The Gradual Release model, developed by Doug Fisher and Nancy Frey, is a broadly recognized approach for moving classroom instruction from teacher-centered to student-centered. This model includes 4 steps: “I do it”, “We do it”, “You do it together”, and “You do it independently”.

During the “I do it” step, the teacher plays an important role in the delivery of the content. Explicit teaching, modeling, and ‘think alouds’ are common strategies used by the teacher during this step.

As the students begin to acquire the new skill or information, the responsibility of learning begins to shift from teacher-directed instruction to student-centered activities. During the “We do it” stage, the teacher uses strategic questions, prompts, and cues to guide students towards mastery of an objective.

“You do it together” is where students collaborate and depend on other classmates to meet objectives. During this time of instruction, the teacher will move among groups to clarify any misconceptions. Finally, the full responsibility of learning shifts to the student during the “You do it alone” step. During this independent practice, students rely on their notes and classroom activities to work alone. This is a great opportunity for teachers to evaluate student work and provide further feedback.

Subject Specific Information

Circle Time

Each day we start with circle time where we go over the date and the weather. We also review/introduce new letters and numbers, go over colors and shapes and practice rhyming words. We also sing songs and do fingerplays to reinforce the things we have learned.



Pre-Reading/Language Arts

Our first class of the day is pre-reading. Throughout the year we will focus on letter recognition and basic phonics. We also learn 25 sight words during the second half of the year. Following pre-reading we have our Language Arts class. This class is when we focus on our unit theme for each week. Some of these themes include zoo animals, transportation, and community helpers.

Mathematics

In Math class we learn shapes, patterns, number recognition and counting. We also practice sorting and counting. We work on refining our math skills through various activities and learn position words and ordinal numbers.

Elective classes

Each day the students have an elective class including Computers, library, story-time and Music class. K4 is the first grade level to be introduced to computer and library class. Storytime is a great time to increase their vocabulary and language skills. Music class is when the students learn new songs and also experiment with instruments.

Centers

Our daily center time is a very important time when the students are given hands on activities to refine their skills and abilities. During this time, they work on puzzles, look at books, and creativity through art and dramatic play, all while learning how to interact appropriately with others.



Mandarin

Mandarin Class of FL-K4

Curriculum: 《Kindergarten Activity Integration Course for K4》

Class: Students in K4 will stay in their homeroom for mandarin.

Assessment: None

Homework: None

Class Frequency: Students in K4 have 30 minutes mandarin class every day.

K4 中文第一语言班

教材: 《幼儿园活动整合课程中班》

分班: K4 的学生将在本班上中文课。

测试: 无

家庭作业: 无

上课频率: K4 的学生每天有 30 分钟的中文课时间。

Sandbox/Water Play

This is a time to practice their fine motor skills as well as hand-eye coordination and working together with their peers. This is also a great time to foster creativity and imaginative play.

Arts and Crafts

Each day we have arts and crafts where we work on skills like cutting, gluing, coloring and painting. We do many crafts to connect what we have already learned in class with all of our senses. We encourage creativity while learning how to follow the directions.



Assessment in K4

Observational assessments are the main form of assessments in K4. Students are observed as to their performance and development in each area. Students' academic skills are formally assessed by the teacher orally.

Homework in K4

There is no homework in K4, but the teacher will evaluate the students individual needs and may send homework if the student needs extra help in a certain area. If necessary, this will be discussed with the parents prior to the student receiving extra work.