

Munchkin Academy Curriculum



At Munchkin Academy, we use our own theme-based curriculum, which follows the Kansas Early Learning Standards, while integrating the accredited curriculum that is currently used in local school districts for social-emotional development (Second Step)

Our Weekly Themes:

Hibernation	Easter	Ice Cream	Transportation
The Arctic	Rainforest	Bugs	Construction
Animals at Night	Earth Day	Rainbows	Pumpkins
Robots	Weather	Nutrition	Halloween
Sports	Butterflies	Pets	Leaves
Valentine's Day	Farm	Back to School	Nursery Rhymes
Feelings	Zoo	All About Me	Fairy Tales
Fire Safety	Ocean	Apples	Thanksgiving
Dr. Seuss	Pirates	Music	Space
Eric Carle	Beach	The Five Senses	Reindeer
St. Patrick's Day	Camping	Dinosaurs	Snowman
Spring	Summer	Fall	Christmas
Flowers	Independence Day	Community Helpers	Winter

While academics are important, it is proven through years of research that children at this age learn best through play.

Because of this, we keep direct instruction short each day (during circle time and small groups), leaving the rest of the day to developmentally appropriate centers and structured play! Activities in centers are switched weekly to accommodate the current week's theme. Munchkin Academy has 7 centers: Dramatic Play, Literacy, Math & Science, Blocks, Sensory, Art, and Reading.

SECOND STEP[®]



PROGRAM AT A GLANCE

SEL for Early Learning



Executive-function skills are the foundation for self-regulation and social-emotional competence.

Brain Builders taught throughout the program focus on developing these skills by teaching children to pay attention, use memory, and manage behavior.

Skills Taught in Unit

Themes

Unit 1

Skills for Learning

Listening
Focusing Attention
Using self-talk
Being assertive

1. Welcoming
2. Listening
3. Focusing Attention
4. Self-Talk
5. Following Directions
6. Asking for What you Need or Want

Unit 2

Empathy

Identifying one's own and others' feelings
Taking others' perspectives
Showing care and concern for others

1. Identifying Feelings (Happy, Sad)
2. More Feelings (Surprised, Scared)
3. Identifying Anger
4. Same or Different Feelings
5. Accidents
6. Caring and Helping

Unit 3

Emotion Management

Understanding strong feelings
Identifying one's own strong feelings
Calming down strong feelings

1. We Feel Feelings in Our Bodies (Worried)
2. Strong Feelings (Frustrated)
3. Naming Feelings
4. Managing Disappointment
5. Managing Anger
6. Managing Waiting

Unit 4

Friendship Skills and Problem Solving

Making and keeping friends
Calming down and using problem-solving steps

1. Fair Ways to Play
2. Having Fun with Friends
3. Inviting to Play
4. Joining in with Play
5. Saying the Problem
6. Thinking of Solutions
7. Speaking Assertively

Munchkin Academy Mathematics



The following are the 16 basic preschool math concepts that the children learn throughout the year. Lessons and topics are modified for your child's age and development. Each concept and math activity is aligned with the Kansas Early Learning Standards for Mathematics.

1. OBSERVATION: USING THE SENSES

Observing is the first step in gathering and organizing information. Children use their senses to observe. When given a collection of items (for example apples) children use their senses to observe attributes such as color, size, sweet/sour, texture, and soft/crunchy.

2. PROBLEM SOLVING:

Convergent problem solving is the ability to gather individual pieces of information together in one's mind and come to a single solution to a problem.

Divergent problem solving is the ability to gather many pieces of information and consider a variety of possible solutions to a problem.

3. LANGUAGE:

We use math language throughout the day as well as during activities. We introduce new words with activities such as "This is a pattern! Red, white, red, white."

Other examples of math language we use in preschool are heavy, light, tall, short, round, rectangular, add to, take away, etc.

4. ONE TO ONE CORRESPONDENCE

This is the understanding that one group of items has the same number of items as another. It is any activity where the children match one thing to another thing.

For example: 1 button for each bear or 1 paper cup for 1 child.

5. NUMBER SENSE

Number Sense is the concept of understanding numbers. It helps children to understand the connections between quantities, counting, more, less, etc.

6. SHAPES

Shapes are also known as early geometry!

At this age, children will not work with formulas for diameters and circumferences, but rather with identifying basic shape names and comparing, sorting, classifying and drawing them.

7. SPATIAL SENSE

Spatial sense is the ability to place items in the correct spaces or places using a logical design or a pattern. As an example, we see this when children are working on puzzles.

8. COMPARING:

Comparing is the ability to identify similarities in items or groups.

Once children have had time to explore items, they begin to compare. They begin to notice similarities as well as differences such as same and different colors, weights and sizes of apples.

9. SETS AND CLASSIFYING

Creating sets is the ability to make groups of items in a logical way. It requires the skill of classifying.

Classifying is a higher level skill than comparing. After observing and comparing, the children can take the information learned and begin sorting, classifying and grouping in logical ways.

They begin to separate items based on observations. They may separate apples by those with and without stems, by size, by color, etc.

10. ORDERING SERIATION

Order Seriation is another higher level skill than comparing.

When ordering or seriating items, the child compares more than two items or groups and places the items in a logical sequence.

They may place items in order based on size or shape (such as placing fruit in order from smallest to largest).

11. PATTERNING

Patterning is the ability to place items in a specific order that repeats such as:

Patterning a pompom caterpillar in an AB pattern—yellow, blue, yellow, blue

Patterning the children in a line—boy, girl, boy, girl

12. COUNTING

There are 2 types of counting.

Rote Counting- reciting numbers in order from memory.

Rational Counting- is counting items in a group and then understanding that the last number stated IS the amount for the set.

13. MEASUREMENT

Measuring includes many areas such as volume, weight, length, height, temperature and time.

14. PARTS AND WHOLE

Parts & Wholes is an early fraction skill! Fractions! In Preschool? You bet!

At this age, children learn the basics of parts and wholes. Some examples in preschool are:

If we break a Graham Cracker (a whole) in half we have 2 pieces and each of those pieces (the parts) are rectangles!

We can rip or cut a piece of paper (a whole) in little pieces (parts).

15. NUMBERS AND SYMBOLS

When referring to Numbers and Symbols, we are referring to the understanding that a specific number is a symbol and that symbol stands for a set of specific items.

16. GRAPHING

Graphing is a way of recording or communicating observations and data that the children have learned.



Munchkin Academy Discipline Policy

Praise and positive reinforcement are effective methods of behavior management for children. When children receive positive and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief, Munchkin Academy uses a positive approach to discipline and practices the following discipline and behavior management techniques for preschool-aged children (ages 2.5-5).

WE DO

- Communicate to children using positive statements.
- Direct children on what they should be doing, rather than what they shouldn't do.
 - Communicate with children on their level.
 - Talk with children in a calm and quiet manner.
 - Explain unacceptable behavior to children.
 - Give attention to children for positive behavior.
 - Praise and encourage the children.
 - Reason with and set limits for the children.
 - Apply rules consistently.
 - Model appropriate behavior.
- Set up the classroom environment to prevent problems.
- Provide alternatives and redirect children to acceptable activities
 - Give children opportunities to make choices and solve problems.
 - Help children talk out problems and think of solutions.
- Listen to children and respect the children's needs, desires and feelings.
 - Provide appropriate words to help solve conflicts.
- Use storybooks and discussion to work through common conflicts.

If necessary, after other techniques are used, a child will be asked to go to the "calm down corner" with pillows, books, and quiet activities/fidgets to help them calm down and regroup. They will be asked to go there for one minute for every year of their age (three-year-old for three minutes, four-year-old for four minutes, etc.). We will then talk about the situation that occurred and problem solve solutions together.

WE DO NOT

- Inflict corporal punishment in any manner upon a child.
- Use any strategy that hurts, shames, or belittles a child.
- Use any strategy that threatens, intimidates, or forces a child.
 - Use food as a form of reward or punishment.
 - Use or withhold physical activity as a punishment.
- Shame or punish a child if a bathroom accident occurs.
 - Embarrass any child in front of others.
- Leave any child alone, unattended or without supervision.