

PRE-KINDERGARTEN GUIDELINES

ACADEMIC PROGRAM GOALS

Program Philosophy

The program is organized to provide children with a warm and caring environment where they can develop their physical, social, emotional, and cognitive skills as well as grow spiritually, as they discover the world around them and the gift of their own uniqueness.

There is a gradual introduction into a school climate where learning is accomplished through play and meaningful experiences. Within this positive atmosphere of our preschool classroom, children are encouraged to grow spiritually and cognitively while increasing their problem solving, reasoning and creative abilities through fun hands-on learning activities.

Preschool children engage in many exciting activities to help them to develop awareness of themselves, their connection with others as members of a larger community, the world and of their special relationship with God. We hope to help continue to develop in our children a Christian way of life based on Christ's invitation to always do the loving thing.

Preschool Goals

- Christian identity and growth
- A positive self image through:
 - Discovery
 - Self expression
 - Interaction with others
- Increase development of social, emotional, and behavioral skills
- Increase development of:
 - Language skills
 - Self-help skills
 - Creativity
 - Thinking/reasoning skills
 - Gross and fine motor skills

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CHRISTIAN DEVELOPMENT

The concept of God is expressed in all we are, in everything we do, in what we say and wherever we go. We are all children of God. We have the presence of God in our daily life as we discover and learn about ourselves, others, and the world around us. We continue to learn about God through Bible stories, special feasts and holy days within our daily activities as we learn to appreciate the life, gifts and wonders He has given us. We are all individuals, each with our own gifts and talents to be expressed and nurtured as we continue our journey with God.

Specific areas to be covered:

1. God is love; He is with me always
2. God made me, I am special
3. God gave me my family and friends
4. God created the world
5. Jesus is the Son of God
6. Mary is the Mother of Jesus
7. Bible stories related to everyday life and human needs
8. Religious observances and holy days
9. Church is the house of God where God's family gathers
10. Prayer
 - a. Sign of the Cross
 - b. Prayer is talking to God
 - c. Formal prayer and informal prayer

Supplementary Materials

- a. Felt boards
- b. Videos
- c. Songs
- d. The Bible
- e. Rosary beads
- f. Statues
- g. Religion based manipulatives
- h. Religious and spiritual books about God

THE EMOTIONAL / SOCIAL AND PHYSICAL SELF

Emotional/Social

A child's confidence and sense of self-worth come from his/her individual experiences as well as his/her interactions with peers and adults. Children who like themselves will be better learners and are more likely to exceed educationally. A child's work or play is a vehicle by which children learn to understand and cope with their emotional experiences. Activities that support exploration and problem solving will build self-confidence, self-esteem and a positive attitude toward learning.

Children are provided many opportunities to develop social skills such as cooperating, helping, and negotiating as they communicate and work on their daily projects. Children learn to share and to solve problems that deal with the feelings of others. It is through dealing with others that children learn to live and work with one another. By engaging in learning activities with their peers and teachers, children can more easily learn the value of verbal communication, and discover how words can more fully and directly express their needs, feelings and ideas.

Specific areas to be covered:

Emotional skills

1. Reflects a happy disposition
2. Shows self-confidence
3. Separates from parent easily
4. Shows concern for safe and appropriate use of materials and equipment
5. Engages in new activities willingly
6. Participates in class activities
7. Will attempt to solve own problems
8. Can work independently
9. Follows classroom rules and expectations
10. Shares feelings appropriately

Social skills

1. Shares/ takes turns with other children
2. Shows concern for safety of others
3. Shows family awareness
4. Celebrates and participates in holidays
5. Shows community awareness
6. Possesses safety awareness

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Physical Self

Children acquire a sense of their physical being through movement. They learn to gain a sense of their body and how it moves through space and how they can control it. Through sensor-motor experiences, the child collects data and begins to understand his world. As the child grows, he/she gains a greater awareness of his/her body and what it can and cannot do. Greater self-control of the body and muscles is developed through the gross motor (large) and fine motor (small) activities that are a part of their work and play.

Specific areas to be covered:

General Skills

1. Is able to take of bathroom needs on his/her own
2. Washes and dries his/her own hands without help
3. Puts on his/her own coat
4. Cares for personal belongings
5. Picks up play area after use

Gross motor skills

1. Climbs stairs using alternate feet
2. Jumps with feet together
3. Develops coordination and balance
4. Increases strength and stamina

Fine Motor Skills

1. Consistently uses same hand for performing tasks
2. Uses scissors appropriately
3. Holds writing instrument appropriately
4. Assembles a 7 piece puzzle
5. Simulates finger plays and movement

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COGNITIVE

Acquiring and applying the necessary cognitive skills at a preschool age establishes the foundation in which a child is able to learn and grow. Curiosity about ourselves and all that is around us will stimulate interest, exploration and the love of learning.

Math Readiness

Children need opportunities to explore a variety of concepts through direct manipulation of materials. Materials and mathematical instruments help children to develop better understanding of math vocabulary and concepts. A developmental approach is taken while simultaneously meeting the individual needs of each child. This provides understandings for a fun-filled hands-on experience. Ideas that reinforce these concepts are then presented and explored by the children in centers, groups, or individually. Children that work at their own pace as they explore concepts alone or with others are better able to build a stronger foundation on which to build future concepts and ideas.

Specific areas to be covered:

Number concepts and acquired skills

1. Identifies colors: red, blue, yellow, green, black, purple, pink, brown, white and orange
2. Identifies shapes: circle, triangle, rectangle and square
3. Reproduces shapes: circle, triangle, rectangle and square
4. Classifies by color, shape and size
5. Counts by rote to 20
6. Counts items to 10 making use of one to one correspondence
7. Creates sets of given number
8. Compares sets
9. Recognizes and identifies numerals 1-10
10. Prints numerals
11. Distinguishes between letters and numbers
12. Classifies like objects
13. Distinguishes between like and different
14. Recognizes patterns of numbers and objects
15. Assembles 7 piece puzzle
16. Follows a series of 4 directions
17. Recognizes more and less using objects
18. Identifies parts of a calendar

Measurement

1. Recognizes more and less in terms of items and numbers
2. Explains distance in terms of close and far
3. Recognizes the concept of time with regards to yesterday, today and tomorrow
4. Exposure to tools of measurement
5. Recognizes parts of a whole
6. Awareness of size and size order

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Number value

1. Explains that purpose of money is used in exchange for goods
2. Classifies objects in groups

Supplementary materials

- a. Rhythm instruments
- b. Games
- c. Block play
- d. Computer time
- e. Counters
- f. Balance scales
- g. Geo boards
- h. Rulers
- i. Measuring tapes
- j. Manipulatives
- k. Dominos
- l. Lotto

Lesson Ideas

- a. games (gross motor)
- b. homemade mathematical games (fine motor)

Language Arts Readiness

Children need many opportunities to see and become familiar with the wonder of language and its usefulness. Language arts and reading provides an opportunity for children to develop and exhibit the expressive and receptive language skills necessary for learning. Basic skills develop when they are meaningful to them. Our written symbols are one way in which children begin their journey into the written language. Meaningful experiences help to develop the basic skills of letter and sounds. Children need a variety of materials and activities to develop reading and language skills at their own pace. Seeing the printed word along with other forms of communication and expression can expand and enrich a child's reading and language experience.

Specific areas to be covered:

Exposure to a variety of literature

1. Stories
2. Finger plays
3. Rhymes
4. Informational books
5. Poetry
6. Books on tape

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Literature Appreciation

1. Explain the purpose of an author and illustrator
2. Basic parts of a book (front cover, dedication page, story, back cover, binding)

Oral Expression

1. Understands and demonstrates position words
2. Shows proper use of manners

Alternate language expression

1. Emulate language through various fingerplays (other languages or sign language)
2. Recognize role playing in language expression
3. Shows creative thinking
 - a. Expression of language through art activities
 - b. Story telling
4. Express language through a variety of music and movement activities
 - a. Recognizes sounds: same and different
 - b. Recognizes tone, pitch and rhythm

Reading Readiness

Specific areas to be covered:

Visual Recognition

1. Recognizes first name in print
2. Left to right progression
3. Recite their own address
4. Identify some letter sounds
5. Differentiate between upper case letters and numbers
6. Identify most upper case letters

Auditory Recognition

1. Associates appropriately some letter sounds with appropriate letters
2. Auditory: recognizes rhyming words
3. Develops auditory skills
4. Attends to stories

Comprehension

1. Predicts outcomes
2. Understands sequential order
3. Identifies main idea of story

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Writing Readiness

Specific areas to be covered:

Verbal Skills

1. Dictates short sentences
2. Illustrates stories

Fine Motor Skills

1. Demonstrates proper pencil grasp
2. Can print first name
3. Can print some capital and lower case letters
4. Can trace
5. Can print some number formations

Supplementary Materials

- a. Handwriting Without Tears Curriculum
workbooks
wooden pieces
roll a dough letters
magnetic boards
- b. poems
- c. music
- d. finger play
- e. puppets
- f. role playing
- g. crayons, markers, colored pencils
- h. stencils
- i. finger paint
- j. paint brushes
- k. shaving cream

Science Readiness

Science is the why, how, and what questions preschool children are always asking in order to better understand the world in which they live. Science allows children to see nature up close so they can investigate and explore through hands-on activities and find the answers to their questions.

Specific areas to be covered:

Earth

1. Weather and its effects
2. The four seasons
3. Plant life
4. Animal life

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Life

1. Health and nutrition
 - a. Four food groups
 - b. Hygiene / cleanliness
 - c. Healthy bodies
2. Our five senses
3. Animals
 - a. Land
 - b. Water
 - c. Air
 - d. Pets

Physical

1. Explore cause and effect through scientific study
2. Energy
 - a. Explore the energy generated by magnets
 - b. Explore how chemicals interact and change

Supplementary Materials

- a. Seeds for planting
- b. Books
- c. Videos
- d. Classroom pets
- e. Magnifying glass
- f. Thermometers
- g. Props
- h. Puppets
- i. Scales
- j. magnets
- k. Sand and water play

Lesson Examples:

- a. Hot and cold with use of thermometer / freezing water
- b. Charting weather
- c. Growing plants from seeds
- d. Caring for plants
- e. Caring for classroom pets, responsibility list
- f. Walks on Nature Trail and around campus
- g. Reverse engineering

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Social Studies Readiness

Social studies encompasses the world in which a child lives. Children experience their world using information they have acquired from previous experiences. One of the closest social experiences is that of the family. It is through their family that a child will find security, happiness, growth and well being. As they move about within their community they see the many roles, purposes, and interactions of many families within a larger community. Beyond their family and community is the world. Exposure to differences in culture and diversity can only strengthen our understanding and appreciation of God's entire world.

Specific areas to be covered:

Family

1. Each family is unique
2. Identify immediate family members, extended family members
3. Families are loving, caring, sharing, helpful, etc.
4. Each member has a purpose within the family

Community

1. Communities are families, schools and businesses working together
2. Community workers
3. Community outreach

World

1. Existence of other states
2. Prominent people in our history
3. Exposure to different countries, cultures and beliefs

Pre-K Daily Schedule



8:30 - 9:00	Drop off / Sign in /Free Play
9:10 - 9:45	Morning Prayer / Circle Time
9:45 - 9:55	Morning Snack
10:00 - 11:10	Learning Centers Small Group Teacher Directed Activities
11:10 - 11:45	Lunch
11:45 - 12:30	Outdoor / Indoor Physical Activity (includes recess)
12:30 - 1:00	Rest Time
1:00 - 1:30	Independent/Partner Reading & Clean up
1:30 - 2:50	Religion, Second Step Afternoon Activities Library / Foreign Language
2:50 - 3:00	Clean up / Dismissal