

## What Do We Do in Preschool?

The information below will help you build an understanding of what your child does in the classroom, and will help you ask your child with confidence, *“What did you do in school today?”*

### **The Teacher’s Role is to:**

- Communicate a clear statement of teaching strategies that promote learning and growth.
- Maintain a consistent daily schedule
- Select developmentally appropriate units and themes
- Create a positive partnership with parents through clear communication and timely response to questions and concerns
- Model good relationships by demonstrating positive interactions with other staff, children and parents

**Literacy development** helps youngsters build an understanding of language and literature. It includes listening, speaking, reading, and writing activities. These activities help build skill in areas such as communication, vocabulary, letter recognition, and comprehension. Story time is designed to help youngsters develop an appreciation and enjoyment of literature, and gain a broader knowledge of the world around them.

**Math activities** include hands-on and real-life experiences. They also help youngsters develop awareness of numbers, geometry, patterns, measurement, and graphs.

**Manipulative activities** help students improve visual perception, hand-eye coordination, as well as problem solving and social skills.

**Circle time** is a group gathering during which the day’s plans, ideas, and observations are shared. Circle activities are designs to stimulate youngsters’ thinking, enrich their social skills, and strengthen their cooperation.

**Art activities** help youngsters creatively express their thoughts and feelings. They help

reinforce fine motor skills and concept development in areas such as colors, shapes, and size relationships.

**Dramatic-play activities** help children express themselves, practice life skills, improve social skills, increase self-esteem, build vocabulary, and solve problems.

**Music and dance activities** promote youngsters’ listening skills, creative expression, and social skills. Music allows children to explore sound, volume, tempo, and rhythm.

**Science activities** offer children many hands-on opportunities for observation, exploration, investigation, making predictions, and experimentation.

**Sensory table activities** allow youngsters to experiment with textures and properties of different substances. These activities also promote the development of other skills, such as math, science, and language.

**Block play** gives children experience with many different concepts, such as shape and size discrimination, spatial relationships, number skills, balance, organization, cause and effect, and classification. Cooperative play skills, problem solving, and creativity are also promoted in block play.

**Gross-motor activities** give children the opportunity to use their large muscles, as well as their imaginations, as they engage in fun, healthy exercises.

**Fine-motor activities** help improve small-muscle development and hand-eye coordination. Some common items that can be used in developing skills include puzzles, laces, pegboards, writing tools, scissors, and glue.

## What Do We Do in Preschool?

**Discovery Learning** promotes trust, growth, and independence as children discover and learn through play. This method improves student's abilities as independent thinkers, and encourages them to become life-long learners. Our teachers facilitate this environment by appropriate room arrangement, units and themes, interests, and interaction with children, teachers, parents and members of our community. Our curriculum is based upon current research on how children learn best and utilizes several early childhood curricula.

### Curriculum Goals and Objectives

#### Spiritual Growth

- Know that God is always with them
- Learn Biblical truths and ways to practice them
- learn to communicate God's love and joy to others

#### Cognitive Growth

- develop a positive attitude toward learning
- be successful in "learning through play" activities
- make discoveries
- take risks to continue with a task after making a mistake

#### Enhance Learning Skills

- ask questions and to recall experiences
- use developing perceptual/motor skills to explore and investigate the environment

#### Expand Logical Thinking Skills

- identify similarities and differences (attributes) among objects (e.g., shapes, colors, sizes, textures)

- sort objects according to common characteristic (e.g., look alike, things that belong together)
- identify common characteristics of objects and events.
- arrange events in a sequence (e.g., what happened first, second, and last)
- arrange objects in a series, (e.g., smallest to largest)
- recognize patterns and be able to repeat them
- describe simple cause and effect relationships on the basis of concrete experiences and identify solutions to problems

#### To Acquire Concepts and Information That Lead to a Better Understanding of the Immediate World

- demonstrate a beginning understanding of time concepts (sequence of the day's activities: yesterday, today, and tomorrow)
- use concepts of quantity, volume, and mass to describe activities
- identify and use the names of objects and things in the environment
- make comparisons (e.g., more/less, larger/smaller, taller/shorter)
- identify and use words to describe the characteristics of objects (e.g. colors, sizes, shapes)
- identify where objects exist in space (below, inside, under)
- use numbers in correct sequence and to begin to match one to one correspondence

#### To Expand Verbal Communication Skills

- show an interest in pre-reading and reading
- gain a mastery of grammar (e.g., word order, word selection and articulation)
- follow simple directions
- use words to explain ideas and feelings
- talk with other children during daily activities
- participate in group discussions

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### **To Acquire Beginning Written Communication Skills**

- make increasingly representational drawings
- become aware that writing communicates ideas
- move from scribbling (watch for circles, crosses and parallel lines)
- using letters and numbers
- recognize written names, and words
- print one's name
- demonstrate an interest in using writing tools for a purpose

### **Socio-Emotional Growth**

#### **Build a Sense of Self-Esteem**

- be aware of personal identity (e.g., define oneself in terms of name and physical appearance)
- identify oneself as a member of specific family's and cultural group
- demonstrate confidence in growing abilities (e.g., self-care)
- demonstrate increasing independence
- exhibit a positive attitude toward life
- learn that God is always with us
- demonstrate interest and enthusiasm in classroom activities
- take initiative to try new activities
- demonstrate trust in adults
- be able to separate from parents
- participate in routine activities easily

#### **Demonstrate Cooperative, Pro-Social Behavior**

- seek out adults and children, and to respond to comfort, love, and appropriate affection
- identify and appreciate differences
- accept some responsibility for maintaining the classroom environment
- help others in need
- respect the rights of others
- share with others and be able to take turns
- interact positively with others

- work cooperatively with others on completing a task
- begin to work out difficulties (e.g. identifying feelings, verbalizing solutions, and responding to feedback)

### **Physical Growth**

#### **Enhance Large Muscle Skills**

- use large muscle skills with confidence
- walk up and down steps
- run with increasing control over direction and speed
- jump over objects or from objects without falling
- use large muscles for balance (e.g. walk on tiptoe, balance on one foot)
- catch a ball or bean bag
- throw an object in the intended direction
- ride and steer a tricycle, or scooter
- climb up or down equipment without falling

#### **Enhance and Refine Small Muscle Skills**

- use small muscle skills with confidence
- coordinate eye and hand movements (e.g. assemble puzzle pieces, string beads, use scissors)
- use small muscles to complete tasks (e.g., build with blocks, stacking, lacing, pegboards)
- use small muscles for self-help skills (e.g., pouring, eating, zip and button)
- manipulate objects with increasing control
- use writing and drawing tools with increasing control and intention

#### **Multisensory Capabilities**

- identify similarities and differences in sounds
- identify how things are visually alike and different
- identify foods by taste
- identify how things smell
- balance with increasing skill
- respond to rhythm
- use directionality
- refine eye-hand coordination