



Welcome to
Preschool

St. Benedict Catholic Church 2-Year Mother's Morning Out Curriculum

Introduction

Playing and socializing with friends are an important part of the day for this age group. Children will be learning how to develop friendships, as well as, learning how to follow some structure of a classroom setting. Children will participate with group activities of art, music, story time and circle time.

Religion will begin in October, and will include quiet activities such as stories, songs and simple prayers. We will be using the books by Mary Manz Simon: *"First Virtues for Toddlers"*, *"First Feelings"* and miscellaneous books that go with themes such as Jesus, Mary, Holidays and God's love for us. We will also incorporate prayer time throughout the daily schedule.

This curriculum guide is set up to explain our objectives, based on five areas of child development. Using the love and fascination that children have of books and storytelling, the curriculum will be centered on a featured "Book of the Day". All of the books that have been selected for the curriculum provide a foundation for incorporating interactions of music, movement, pretending, conversation and art. These interactions are positive forces that will set the stage for children learning to read in the future.

Our daily schedule is posted in the room and includes prayer time, circle time, story time, center time (small motor activities -manipulative toys, such as bristle blocks, etc.; Art; Block building center; Home living center; and Imagination center), outside play, snack, indoor playtime and lunch- beginning in September.

Objectives

Our objectives will be based on the five areas of child development:

1. Large Motor Development
 - Provide many opportunities to run, jump, stretch and dance
 - Provide at least a 20 minutes of time for outdoor play each day
 - Provide activities for developing balance
 - Provide activities for developing creative movement
 - Provide activities that will develop coordination (such as kicking a ball)
 - Provide opportunities to build with blocks
2. Small Motor Development
 - Provide opportunities for putting together puzzles
 - Provide opportunities for molding with clay or dough
 - Provide materials to color, draw paint or write with
 - Provide many opportunities to use paints and other materials for creative expression
 - Provide opportunities to explore sand/water play
 - Provide experiences to use lacing boards and string large beads
 - Provide experiences to use large pegs/pegboards

3. Language Development

- Encourage vocabulary development by singing songs & reciting Nursery Rhymes/Finger Plays
- Encourage vocabulary development by listening to stories
- Encourage question asking
- Provide a “print-rich” classroom environment
- Provide opportunities for Dramatic Play
- Provide opportunities for following simple two step directions
- Encourage opportunities to talk about familiar things, such as family events, etc.

4. Cognitive Development

- Provide experiences that explores the concept *big* and *little*
- Provide experiences that explores and names colors
- Provide experiences that explores the concept of *empty* and *full*
- Provide experiences that identify basic shapes
- Provide activities that require matching or sorting objects, colors or categories
- Provide opportunities for putting objects in a one-to-one correspondence sequence
- Provide counting experience

5. Social & Emotional Development

- Provide opportunities to identify self by name
- Provide opportunities to learn the names of classmates
- Provide a system that easily adapts to simple classroom rules
- Encourage vocabulary to express emotions
- Facilitate and encourage “Potty-training”
- Provide opportunities for children to help with simple tasks
- Provide opportunities to play and pretend
- Encourage self-initiated activities
- Provide opportunities that explore what a two-year child can accomplish
- Provide many experiences of praise and encouragement, “You did it!”

Theme Units

As mentioned in the introduction, our teachers will be planning many activities each day based on a featured “Book of the Day”. There are many choices each month for them to choose from. The books were chosen because of the storyline, theme, and adaptability for creative activities of singing, moving pretending or discussion. Other books with similar themes will also be added each day to enrich the theme even more. You will be notified on the particular “Book of the Day” through the newsletter calendar.

The themes we will be using throughout the year are:

- Going to School
- God’s Animal Kingdom
- God’s beautiful World-Seasons
- Colors, Shapes and Numbers
- God loves me-I am Thankful!
- Christmas
- Nursery Rhymes and Fairy Tales



St. Benedict Catholic Church 3-Year Preschool Curriculum

Introduction

Three and four year old children are imaginative, curious, and creative. Emotionally they are becoming independent, however; still require lots of praise and recognition from the adults in their world. During this age their large muscles are developed so they enjoy activities that get them *moving* – hopping, jumping and running. Small muscles are just beginning to develop, and so fine motor skill activities are important for them. A sense of routine is reassuring with familiar rituals, songs and prayers.

Our goal at St. Benedict for this age group is to provide an environment that encourages children to have fun learning and making new friends in a classroom setting. Children will begin to use “Learning Centers” in the classroom each day that will offer independent activities, as well as, teacher directed activities. The centers include: Reading; Free Writing/Art; Block Building; Home Living; Manipulative Toys; and two Table Activity Stations where the teachers will direct Art activities or work on fine motor developmental skills such as cutting with scissors.

This curriculum guide is set up to explain our objectives, based on the five areas of child development. We will accomplish the objectives by incorporating weekly themes that will provide familiarity and meaning to the children. We will work on an introduction to the alphabet, getting the children familiar to the upper case letter formations and sounds. Lower case letters are introduced and used with name recognition. Students will have opportunities throughout the year to practice writing letters; however we do not use workbooks for this age group.

Spiritually, we feel this age group needs to experience God’s love for them and we hope to develop an awareness and love of God through prayer and weekly chapel visits. During chapel times we will be using the Religion Series “Bright Beginnings” from Liguori Publications. Each child will participate in reading stories from the Bible, singing songs and participating in activities that will go along with the theme of the lesson. Please refer to the Religion Curriculum Guide for more details.

Objectives for the 3 Year Program

1. Cognitive Development

The teacher will plan activities that will...

- encourage curiosity and discovery
- enhance problem-solving skills
- encourage creativity and imagination
- involve sorting objects by size, shape, color or texture
- help children recognize things that belong together for a purpose
- have children making comparisons of big/little, longer/shorter, heavy/lighter, etc.
- have children recognizing patterns and creating patterns
- develop an understanding of cause and effect relationships
- develop an understanding of positional concepts
- engage children in pretend play, showing awareness of the roles people have in society
- help children develop an awareness of time concepts
- help children recall a sequence of events (as in a story)
- use one-to-one correspondence
- have children counting objects and recognizing some numerals
- have children experimenting with their five senses (hearing, seeing, touching, smelling, tasting)

2. Language and Literacy Development

Children will...

- recall words to a song or finger play
- follow directions
- use words to communicate ideas and feelings
- have many opportunities to talk with other children
- participate in group discussions
- show enjoyment and appreciation of books and stories
- demonstrate an interest in using writing and drawing for a purpose
- engage in listening to stories, rhymes or directions when spoken to
- discriminate rhyming words
- show an interest in reading
- say or sing letters in the alphabet
- name and recognize at least five letters in the alphabet
- recognize letters in their own name
- make the sounds of different letters of the alphabet
- notice print in the classroom environment

3. Social and Emotional Development

Children will...

- interact appropriately with peers and teachers
- demonstrate confidence in growing abilities
- become increasingly independent
- demonstrate interest and participation in school activities
- participate in routine activities easily
- participate in classroom responsibilities
- demonstrate an interest in helping others in need
- express feelings appropriately
- exhibit good manners
- follow simple rules and schedules

4. Fine Motor Development

The teacher will plan activities that will develop fine motor skills for...

- eye-hand movements with pegs/pegboards; stringing beads; stacking blocks
- self help activities such as eating with utensils, pouring, zipping/buttoning
- using writing and drawing tools with control and intent
- using scissors the proper way
- strengthening small hand muscles using clay/dough

5. Large Motor Development

The teacher will plan activities that will develop large motor skills of...

- climbing up and down play equipment
- throwing and catching
- running, jumping, and moving with control over direction and speed
- balance by standing on one foot, walking in a line or walking on tiptoes

Outline of Themes

For Integrating the Objectives Listed

August/September	October	November
<p style="text-align: center;">“We All Belong In God’s House”</p> <ul style="list-style-type: none"> • God Made Me Unique! • Friends • Feelings/Manners • My Body/Five Senses 	<p style="text-align: center;">“Nuts About Nature”</p> <ul style="list-style-type: none"> • Season-Autumn • Forest Animals • Holiday-Halloween 	<p style="text-align: center;">“Give Thanks to God!”</p> <ul style="list-style-type: none"> • Family • Pets • Holiday-Thanksgiving
December	January	February
<p style="text-align: center;">“Happy Birthday Jesus”</p> <ul style="list-style-type: none"> • Holiday-Christmas • Season-Winter 	<p style="text-align: center;">“Exploring Our World”</p> <ul style="list-style-type: none"> • Buildings • Machines/Tools • Innovations • What happens if... 	<p style="text-align: center;">“Let’s Pretend!”</p> <ul style="list-style-type: none"> • Fairy Tales • Nursery Rhymes • Holiday- Valentine’s Day
March	April	May
<p style="text-align: center;">“Getting to the Root of It!”</p> <ul style="list-style-type: none"> • Digging in the Dirt • Insects & Bugs • Season-Spring • Holiday-St. Patrick’s Day • March/April floating • Holiday-Easter 	<p style="text-align: center;">“Get Up And Go!”</p> <ul style="list-style-type: none"> • Famous Authors • Transportation • Going on Safari • Wings and Things That Fly 	<p style="text-align: center;">“Wild About Water”</p> <ul style="list-style-type: none"> • Water Discovery • Beach Fun • Water Animals • Season-Summer • Holiday-Mother’s Day

St. Benedict Catholic Church Pre-Kindergarten Preschool Curriculum



Introduction

St. Benedict's Pre-Kindergarten program is designed to prepare your child for Kindergarten. We will use the content standards of the State of Georgia's public school Pre-K program as the foundation for our curriculum instruction. The standards are divided into seven areas that include Language & Literacy, Mathematics, Science, Social Studies, Creative Expression, Social & Emotional Development and Physical Development. The objectives for each standard are listed below in our curriculum.

Our Pre-K class will use a thematic approach. Themes will allow the teacher to incorporate all of the content standards in ways that are familiar and meaningful for children. Themes such as Presidents, inventors, animal habitats, favorite authors and hibernation are some examples which could be used. Your classroom teacher will make you aware of which themes are scheduled in their weekly reports.

"Center-time" is the main focus of the day and for an hour the students will visit self-directed learning stations that may include *Build and Create, Reading, Let's Pretend, Writing, Teacher's Choice* (sand/water table, easel, etc.). There will also be 2 teacher-directed tables where art and skill building activities will be done.

Our objectives for Pre-K students are listed below; however, some students are ready for supplemental activities. Our Pre-K students will take an assessment test soon after starting. Students will be tested on their knowledge of the alphabet (recognition of upper case and lower case letters; letter sounds), recognition of the numbers 1-20 and scissors skills. Students who have scored well in the areas tested will have the opportunity to participate in supplemental activities that will encourage the beginning stages of reading. The Enrichment teacher will come in once a week during center time. This teacher will enhance the curriculum for these students by using different worksheets, and activities enabling them to expand their knowledge in language arts (such as learning sight words, etc.) and math. The Enrichment teacher will also work with all Pre-K students with their handwriting books-*Handwriting Without Tears*.

A Religion teacher comes in every Wednesday to take the students to the main church or chapel using the program from Liguori Publications called "Bright Beginnings". This program uses Bible stories, songs and movement activities. There will also be emphasis on learning appropriate behavior for church, learning the names for items inside the church, learning about the lives of saints, learning different prayers and developing the knowledge of our God who loves them.

A Science teacher will come in on Thursday during Center time and will explore STEM (science, technology, engineering, mathematics) activities. She will group the students into small groups for the lessons, while the rest of the class will be engaged in regular center-time activities.

Other activities during the school day include circle time, prayer time, outdoor play, story time, lunch time, and special group activities. We believe the Pre-K child should have FUN playing with friends, enjoying music, games and books. We will try to incorporate all learning in a creative and exciting way!

There will be one conference scheduled in January to discuss your child's progress. We are happy to schedule additional conferences if you desire. If at any time you want to talk to the teacher or director, please feel free to call, e-mail or write us a note.

Pre-K Curriculum

Language and Literacy

Pre-Kindergarten children develop language and literacy through interactions with adults and other children, engagement with materials and instructional experiences. Children need to be exposed to activities that will develop the ability to listen and to discriminate sounds in language. Reading success is directly correlated to the interaction of children with books through listening to books read aloud and engaging in activities related to the stories. Letter recognition is best taught when tied to a theme in a context that weaves a letter through child-related appropriate topics. Children should be engaged in activities that direct attention to the sounds in words, such as rhyming and singing. A classroom environment rich with printed words encourages literacy development.

Content Standards Include:

1. Children will develop skills in listening for a purpose.
2. Children will learn to discriminate the sounds of language (phonological awareness)
3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories, or books.
4. Children will develop and expand expressive language skills.
5. Children will begin to develop age-appropriate strategies that will assist in reading.
6. Children will begin to develop age-appropriate writing skills.

Objectives

Children will have experiences that will develop:

- Listening and following spoken directions
- Name recognition
- Identification of letters of the alphabet
- Recognition of beginning sounds of letters in the Alphabet
- Recognition of beginning sounds in different words
- Creative writing dictation
- Recognition of print representing spoken words, common objects & surroundings
- Recognition that print communicates ideas and information
- The ability to listen and be interested in stories read aloud

- The ability to discuss stories read aloud
- Familiarity with the structure of stories
- Engages in pretend reading with other children
- The ability to repeat rhymes, poems & finger plays
- An understanding that language is used for a variety of purposes
- Their ability to engage in conversations/answers questions
- Their ability to use complete sentences
- An increase of vocabulary through classroom experiences
- Handwriting skills by experimenting with a variety of writing tools and materials

Mathematics

Mathematical instruction builds on the child's natural curiosity in their environment. Exploring ideas relating to patterns, shapes, numbers, and space is intriguing to a Pre-K child. Children need to experience applications of math in their everyday life and in the classroom; many activities of counting, measuring, pouring and block play will be beneficial for this. The experience for developing math concepts using hands-on materials lays the foundation for later abstract mathematical thinking.

Content Standards include:

1. Children will begin to develop an understanding of numbers.
2. Children will create and duplicate simple patterns.
3. Children will sort and classify objects.
4. Children will develop a sense of space and an understanding of basic shapes.
5. Children will learn how to use a variety of non-standard and standard means of measurement.

Objectives

Children will have experiences that will develop:

- Counting
- Number recognition
- Calendar skills—months, days, birth date
- Writing numerals
- One-to-one correspondence with sets of objects
- Comparing sets of objects
- Association of numeral name with sets of objects
- Recognition and reproduction of simple patterns
- Creation of patterns and sequences
- Matching like objects
- Sorting objects
- Classifying objects
- Graphing data
- Recognition of basic geometric shapes
- Positional concepts
- Measurement of time, volume, length, weight, size

Science

Pre-Kindergarten children are naturally curious about their world. Science activities should encourage exploration, investigation and observation. Children will use their senses and simple tools to do this.

Content Standards Include:

1. Children will use processes of science to actively explore and increase an understanding of the environment.
2. Children will acquire scientific knowledge related to life science, physical science, earth science and health science.

Objectives

Children will have experiences that will develop:

- Sensory observations
- Understanding Opposites
- Curiosity and question asking about the environment
- Language to describe observations
- Use of simple equipment to experiment and observe
- Prediction making
- Exploration of animals and plants
- An understanding of the life cycles of plants and animals
- An awareness of the physical properties of objects
- An awareness of the seasonal changes in our environment
- Exploration of simple machines
- Observation of weather from day to day
- An awareness of health and nutrition
- Discussion of appropriate safety procedures

Social Studies

Social Studies in Pre-K is the development of meaningful knowledge about people, jobs, landmarks, and cultures. Children also learn how to contribute to the functioning of the classroom.

Content Standards Include:

1. Children will develop an appreciation of his/her role as a member of a family, the classroom, and the community.
2. Children will develop a respect for differences in people.
3. Children will express beginning geographic thinking.

Objectives

Children will have experiences that will develop:

- Understanding of family structures and roles
- Participation of classroom jobs and responsibilities
- An awareness of the roles of community workers in their environment
- An awareness of similarities/differences among people
- Representations of home, school and community
- Language to indicate directionality, position and size
- An awareness of community, city, state in which he/she lives
- Recognition of characteristics of other geographic regions and cultures

Creative Expression

Art, music and drama provide opportunities for students to express themselves creatively using a variety of symbols.

Content Standards Include:

1. Children will explore and use a variety of materials to develop artistic expression.
2. Children will participate in music and movement activities.
3. Children will use drama to express individuality.

Objectives

Children will have experiences that will develop:

- Sensory experiences and exploration through a variety of materials and activities
- Self-expression using materials to create original work
- Communication through sharing ideas or showing appreciation of other's work
- Expression of thoughts, feelings and energy through music and movement
- Musical activities of group singing and dance/creative movement
- Dramatic play

Social and Emotional Development

In Pre-Kindergarten, children develop social and emotional skills that allow them to successfully participate in society. Interpersonal and social skills for communicating with others and learning how to express emotions in socially acceptable ways are taught through direct and indirect instruction.

Content Standards Include:

1. Children will develop confidence and positive self-awareness.
2. Children will develop curiosity, initiative, self-direction and persistence.
3. Children will increase the capacity for self-control.
4. Children will develop interpersonal and social skill for relating with other members of the learning community.

Objectives

Children will have experiences that will develop:

- Knowledge of personal information (address, phone number, etc.)
- Interests in learning new concepts and trying new experiences
- Confidence and pride in accomplishments
- Interaction with others
- Self-direction in use of materials
- Independence during activities of the day
- Attention span
- Following classroom rules and routines
- A respect for classroom materials
- Appropriate reactions to feelings
- Appropriate interaction with adults and peers
- Empathy and understanding of others
- An understanding of the rights of others
- Participation in resolving conflicts with others

Physical Development

Physical development impacts learning in all curriculum areas. Activities should be structured to encourage children to explore the world, promote agility and strength, and to develop balance and coordination. Materials and activities for developing fine motor muscles are also an essential part of this program.

Content Standards Include:

1. Children will participate in a variety of gross-motor activities to develop control, balance, strength, and coordination.
2. Children will participate in activities that foster fine-motor development.

Objectives

Children will have experiences that will develop:

- Coordination and balance
- Body and spatial awareness
- Fine motor tasks of cutting, gluing, building, lacing
- Eye-hand coordination –writing, assembling puzzles
- Manual coordination- holding writing instrument correctly