



## Educational Goals

### Preschool & Learning Center

1491-172<sup>nd</sup> Ave. (Paris)

Union Grove, WI 53182

(262) 859-0034

Email: [preschool@providencecatholicschool.org](mailto:preschool@providencecatholicschool.org)

#### West Campus

1714-240<sup>th</sup> Ave. (Brighton)

Kansasville, WI 53139

(262) 878-2713

Email:

[westcampus@providencecatholicschool.org](mailto:westcampus@providencecatholicschool.org)

#### East Campus

1481-172<sup>nd</sup> Ave. (Paris)

Union Grove, WI 53182

262) 859-2007

Email:

[eastcampus@providencecatholicschool.org](mailto:eastcampus@providencecatholicschool.org)

Website: [www.providencecatholicschool.org](http://www.providencecatholicschool.org)

Sharing Christ with today's youth, tomorrow's leaders!

## We Believe... In a World of Possibilities



There is nothing more important than to give a child the chance and the reason to develop a deep love of learning. It is not our goal to rush young children into acquiring academic knowledge. Rather, Providence Catholic Preschool and Learning Center encourages each child to explore what he or she can do and to take pride in his or her personal achievement. We help children to develop positive attitudes toward themselves and everything associated with learning.

# Infant and Toddlers

## 0-24 Months

### *Goals*

A good infant-toddler program is centered on the development of trust and emotional security, enhanced by positive experiences. Nurturing care givers are necessary to give security to the child's awareness of the world. The following components are built into Providence Catholic Preschool and Learning Center:

- Meeting children's basic needs of health, safety, proper nutrition and ample cuddling are primary concerns of our care.
- Each infant and toddler needs to know that he or she is special. The child will be talked to, listened to and needs will be responded to with affection.
- Our care giving is an extension of that received at home: we are a supportive supplement, not a replacement of that care. We will include daily written communication by both care giver and parent, a parent-staff bulletin board, periodic newsletters, open and welcomed visitations, parent-teacher meetings as needed, and parent input into program and policy decision-making.
- Infants and toddlers need a sense of belonging, feelings of security, and trust of their care givers.
- Children in our care receive developmentally appropriate experiences and activities.
- All of the young child's experiences are learning experiences, including their play, their social interactions, and their routine activities like feeding and diapering. Learning is built into the entire day and into the environmental play space.
- Environment plays a major role in enhancing the child's development.
- Quality care giving depends on a quality staff. Patient, warm adults are the most important factor in a developmentally appropriate program for infants and toddlers.

## Promoting Positive Self Esteem and Self Assurance

### Teachers will:

- Hold, touch, rock infants.
- Give frequent eye contact, smiles, be generally attentive.
- Put infants needs before own needs.
- Be sensitive to infant cues for attention and care giving.
- Play body awareness games, label body parts.
- Talk to infants about their activities and skills.

### Self Awareness

- Blow on the back of infant's neck or stomach, tickle his feet, and play with his fingers for different sensations.
- A comfort toy or blankets from home are necessary familiar links with family and home for infant.
- Self-identification games are: Where's Joey? Or "What's your Name?" or "Who's that?"
- Body parts are identified in a variety of games using mirrors or dolls.
- Respect infant for trying and verbalize your attention by talking to her/him, calling him/her by name, talking about what he's,/she's doing.
- Role playing (with hats, dresses) is fun for a one year old in front of a mirror.
- A one year old should have his/her own cubby with his/her possessions.
- Make eating time a social time to talk about what he is eating.
- Celebrate birthdays and make them special days.

### Sample Activities

- Wave bye, bye, pat-a-cake, use hands as instruments for fun.
- Outings can be taken in a wagon while talking about things you see.
- Play peek-a-boo.
- Play follow the leader using different body parts: patting, tapping toes, smacking lips, etc.

# Three Year Olds

Young children learn by doing. The goals for the child are to provide opportunities for being with other children in a setting conducive to the development of positive social relationships. Teachers and care-givers of pre-school children prepare the environment so that it provides stimulating, challenging materials and activities for children. Experiences are provided that meet children's needs and stimulate learning in all developmental areas. Teachers help children through a Plan-Do-Review process in productive decision-making and problem solving activities that help to make them realize they are competent human beings capable of making choices and following through on them.

- Teachers provide opportunities and materials to develop fine motor skills. Three year olds scribbles are more controlled, will sometimes name drawing and paintings, but are not a representational product. Art is viewed as creative expression.
- Teachers provide opportunities and materials to learn about the environment, to exercise natural curiosity, and to experiment with cause and effect.
- Teachers provide opportunities for developing language by speaking clearly and listening carefully. Talking may be more important to three year olds often ask questions. Teachers extend language activities with simple stories, poems, nursery rhymes, and write down stories children dictate.
- Teachers provide opportunities for three year olds to demonstrate and practice their newly developed self-help skills and their desire to help adults with their dressing and undressing, toileting, feeding themselves (including helping set the table) brushing teeth, washing hands, and helping pick up toys. Teachers are patient with occasional toileting accidents, spilled food, and unfinished jobs.
- Teachers provide many opportunities for three year olds to play by themselves, next to another child (parallel play), or with one or two other children. Teachers recognize that three year olds are not comfortable with much group participation. They read a story or play music with small groups and allow children to enter and leave the group at will.
- Teachers provide plenty of space and time indoors for children to explore and exercise their large muscle skills like running, jumping, galloping, riding a tricycle, or catching a ball, with teachers close by to offer assistance as needed.
- Teachers provide large amounts of uninterrupted time for children to persist at self-chosen tasks and activities and to practice and perfect their newly developed physical skills if they choose.

# Four Year Olds

Mentally and physically, the four year olds are active, alert, and eager for new experiences but at his/her own pace. His/her delights in gross motor skills and inventing new patterns of body movement. He/she can take care of himself/herself in routines, but is apt to dawdle, talk, and forget in eagerness to get back to play. The roles of family and community members are assumed as the child seeks to relive in dramatic play the everyday activities he/her observes. Use of art materials is important. Block building is intricate and reflects awareness of world around him. He/she likes stories that help answer the wonderings about the natural world around him/her.

- Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children and materials.
- Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math, games and puzzles, books, recordings, art and music.
- Children are expected to be physically and mentally active. Children choose from among activities the teacher has set up or children spontaneously initiate. Teachers plan with children.
- Children work individually or in small, informal groups most of the time.
- Children are provided concrete learning activities with materials and people relevant to their own life experiences.
- Teachers move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to the situation.
- Teachers accept that there is often more than one right answer. Teachers recognize that children learn from self-directed problem solving and experimentation.

# Preschool Programming

- Learning Areas
- Housekeeping
- Science and nature awareness
- Dress-up and dramatic play (imagination)
- Water play (sensory table)
- Outdoor play
- Art (creativity)
- Music and rhythm
- Books and quiet time space
- Large muscle activity
- Fine muscle control-manipulative activities including puzzles, put-together-take-apart toys, crayons, stringing laces, small blocks, scissors and woodworking activities.
- Cognitive activities in which actual learning material is involved including exposure to letters, number symbols, colors, shapes and sensory experiences.

**It is important to have the staff design and use lesson plans and units, which have activities covering the following areas daily:**

- Language Development-include stories, discussion, experience charts, finger plays or anything that is verbal.
- Pre-science and discovery- showing and discussing new discoveries in our physical and natural environments.
- Gross motor skills-activities that use the large muscles such as running, climbing, jumping, etc.
- Music- singing, dancing and movement to music. Rhythm bands and instruments.
- Manipulative or fine motor skills-activities that use the small muscles- mainly fingers. These planned activities involve coloring, writing, painting, puzzles, picking up small objects, turning or twisting small objects, cutting pounding, stringing and blocks.
- Art- this is the creative side of fine motor manipulation.
- Readiness skills including: ABC recognition, morning message boards, calendar, numbers and counting, colors and shapes, name writing using lowercase letters.

## **Preschool Planning**

- Thematic topics for a day, week, or month. Examples: animals, pets, winter, safety and self care, spring, the five senses, and holidays, music, field trips, group discussion, art, personal exploration, and stories all revolve a central theme during that period.
- Skill development or growth goals. Activities are planned to afford.

**Each child has the opportunity to develop skills in specific areas:**

## **Skill/Exercises**

### **Self Expression**

- Creative art
- Creative movement
- Speaking in a group
- Proposing a project
- Creative dramatics

### **Communication**

- Listening and following directions in a game
- Adhering news
- Answering questions
- Re-telling a story
- Describing feelings or objects
- Making up a story about a picture

### **Body Control**

- Manipulating materials
- Typing and computers
- Climbing, pushing and pulling
- Running, skipping, and hopping
- Building with blocks, clay and wet sand
- Cleaning up after play time

## **Learning Experiences**

### **Movement**

In early childhood, body movement is the major language of expression. Activities can be designed to improve each child's body awareness, spatial awareness and manipulative skill.

### **Locomotors Skills**

- Running or crawling through an obstacle course of chairs, mats, tires, rolled towels, stepping spots of newspaper sheets, etc.
- Leaping high, far and sideways.
- Jumping up and down-both feet, one foot, over a string, in time to the rhythm of a drum.
- Rolling curled up, stretched out, forward, backward and tumbling on mats.
- Skipping, galloping,-slow, fast, softly and loudly.
- Twisting, falling, sliding low, high, in time to music, or tapping or clapping.

## **Coordination skills**

- Tossing a ball- catching or swatting with a paddle.
- Bouncing rubber ball–kicking, pushing, and rolling.
- Throwing and catching old tennis balls or balloons

## **Creative Expression**

- Moving in response to music or tapping a drum or clapping hands.
- Acting out with body a feeling of sadness, of happiness, how to row, how to sweep, how to get from chair to window in different ways.

## **Language**

Language needs to be both produced and comprehended. A variety of interactions and experiences will encourage richer comprehension and stimulate communication if children feel the need to express themselves, they are encouraged by open ended questions and sense that what they have to say (communicate) is important.

- Books should be a source of pleasure in story groups.
- Group discussion- sharing experiences, expressing feelings, fantasizing-, " I wish" and open ended stories.
- Pictures can be described or motivate a group built story, or give new information about experiences and settings- outside the child's own environment.
- Conceptual development-concrete experience is the only way for young children to understand terms such as: over, under, beside, below, through, etc. They need to move their bodies or other objects in order to visualize these relationships.
- CD's, tapes pattern clapping, and hearing games can develop both music appreciation and listening ability. Children may follow directions, given on a record or respond creatively by expressing feelings stimulated through music. Body movement is often a child's favorite form of communication.
- Finger plays let children talk and move in dual language expression.
- Scrapbooks are good media for groups of individuals to communicate experiences, concepts and new skills.
- Poetry and rhymes build appreciation for beautiful words, rhythm and rhyme.
- Labels- on objects such as the door, shelf, floor, wall, window, connect symbolic language with concrete objects in the mind of a child getting creative and ready to read. Child's name on possessions provides symbol and self-awareness.

## **Music**

Spontaneous music and rhythm can happen while playing, working, and cleaning up because they are often a natural expression of a child's feeling. Opportunities should be available to sing, listen, move with music, and make your own music.

## **Singing and listening**

- Teacher sings a new song and children gradually chime in. A child teaches his/her new song.
- Greg and Steve CD's may be listened to and then sung along with. Instrumental music can be listened to and instruments identified, rhythms identified.
- Any child can make up their own song.
- A child may want to play director and "lead" the chorus.

## **Moving with and making your own music**

- Dancing, tiptoeing, clapping with scarves, streamers, and hoops
- Encourage free feeling.
- Marching with rhythm instruments encourages rhythmic movement.
- Rhythm instruments can be made from pie tins, coffee cans, sand paper, blocks, spoons, etc

## **Arts**

A young child will delight in learning how to use many, varied art media and creating their own art expression. Independence, inventiveness, imagination, awareness of the world, and sensitiveness to texture, form and color are a few benefits of enjoyable art experiences.

### **Painting**

- Stand-up painting easel.
- Table work with cotton swabs, Q-tips, dot painters, potato prints.
- Finger painting on paper.
- Washing on crayon pictures.
- Paint the sidewalk with water and old brushes.

### **Drawing**

- Use geometric shapes as the beginning guide for picture.
- Outdoor drawing with paper or cardboard.
- Rubbings with leaves, any shapes or flat objects.
- Chalk on wet paper bags.
- Pasting, Cutting, Tearing
- Collages of torn paper, cut magazine pictures, small objects such as yarn, buttons, rice, ribbon, etc.
- Colored scrap paper box used to decorate a plain box.
- Crayon pieces or tissue paper ironed between two sheets of wax

### **Paper**

- Sculpture
- Cut, paste, and fold strips of colored construction paper to make creative forms.
- Paper sack puppet with painted face on bottom and stuffed full of crushed newspaper.

- Sticks, wire or toothpicks put in a lump of clay to make 3-D sculpture.
- Paper sack masks-cut out eyes and mouth and paste on hair.
- Modeling dough of sawdust, sugar dough, flour and salt or do-it yourself recipes.

## Science/Sensory

Children need a variety of experiences with living things. Sensitivity to natural beauty of the sky, wind, a tree or a bird's song comes as we pause to admire and appreciate. The wonder at growing things is natural if we have sprouting seeds, blossoming flowers, baby animals and changing leaves close to the child's every day experiences. Field tips offer wider exposure to nature and science in the community.

- Pet animal's guinea pigs, rats, frogs, lizards, butterflies, ant farm and fish.
- Plants vegetable seeds, pussy willows and turnip tops in water.
- Collection of rocks shells, nuts, and pine cones can become museum shelf.
- Weather observation with daily discussion of temperatures, wind, clouds and seasonal changes.
- Tools and machinery magnifying glass, lever, wheel, pulley, magnets, scaled, clocks, thermometer.
- Tape recorder- listening to stories sounds of birds, frogs, insects, rain and wind.
- Texture exploration in feely box with mystery textures inside: wood glass, velvet, sandpaper, spaghetti, etc.

## Self Awareness

Preschoolers enjoy new independence in caring for themselves. Self reliance and a positive self image develop through experiences in caring for one self.

- Dressing, buttoning, tying, zipping and snapping skills can be learned, on dolls, a child's own coat and shoes.
- Cooking and preparing foods for snacks: scraping carrots, washing, vegetables, peeling fruit.
- Cleaning up, small broom, dust pan, mop and sponge should be readily available for sweeping up sand from sensory table and wiping off surfaces.
- Cleanliness and hygiene: brushing teeth after eating, shining shoes, bathing dolls, washing hands and face.

## **Preschool Academic Curriculum**

The preschool curriculum encompasses the following subjects and basic concepts:

### **Reading**

- Foundations of Literacy
- Phonics, word analysis, spelling vocabulary and fluency
- Comprehension
- Literature Genres
- Literary Responses
- Language and Communication

### **Mathematics**

- Number Operations and Relationships
- Algebraic Relationships
- Probability and Statistics
- Measurement
- Geometry

### **Social Studies**

- History
- Geography
- Behavioral Science
- Economics
- Peace and Justice

### **Language Arts**

- Grammar
- Composition
- Vocabulary
- Thinking Skills and Strategies
- Listening and Speaking Skills and Strategies
- Literature and Reading

### **Handwriting**

- Write capital and lowercase letters
- Write numbers 0-9

### **Religion**

- Historical/Creed/Church
- Liturgy/Sacrament/Prayer
- Life Experiences
- Scripture

### **Science**

- Physical Science
- Earth Science

- Life Science
- Health/Human Body
- Technology/Society
- Science Proceeds/History

### **Computer Skills**

- Keyboarding
- Using Applications

### **Physical Education**

- Motor Skills
- Ball Skills
- Body Skills
- Simple Games
- Tumbling