

3 YEAR-OLD PRE-SCHOOL CURRICULUM
TRINITY LUTHERAN SCHOOL
824 WISCONSIN AVENUE
SHEBOYGAN, WI 53081

PLAY

Play is the most natural vehicle young children use for developing and learning. Children use play to understand their environment due to their developing curiosity of their world around them. A broad range of learning (including promoting the development of intelligence) may flourish when children are involved in constructive play. Young children play to gain a sense of mastery. Young children play because of their lack of language skills, young children have difficulty expressing their feelings. Many times their feelings are obvious in their play with themselves and others. Play is the means by which children's feelings are communicated.

Through observation of children's play adults are better able to understand the level of children's thought processes. Adults are also able to see how involved children are in their play. When young children play by themselves, or with others it is obvious that they often enclose themselves in a special world. The role of the teacher in play at this level is a facilitator and demonstrator. Young children often times need play modeled for them because of the maturity level.

Centers in the classroom is how children will develop their play skills.

SPIRITUAL NATURE – Learning to be Children of God

Young children need opportunities to worship, pray, and sing. Not only do they need these opportunities, but they all need to be role modeled for them. The child learns what it means to be a part of God's family. The child hears that God loves them. The instructional emphasis helps the child grow in their faith as a loved child of God. Children at a young age are still building trust in God, therefore, the role of the teacher in this area is to be a role model of faith.

Puppets, finger plays, dramatizations, songs, and other visual aids are various ways to make this meaningful to children.

COMMUNICATION ARTS – Language, Reading, Writing, Speaking, and Listening

This area encourages play and other experiences as springboards of oral and written communication. It provides children with many opportunities for oral, written and dramatic expression, also for the children to interpret oral, written and dramatic expression of others. This enables the child to be a better listener and interpreter of others.

Each child learns at his/her own pace, not all children develop at the same rate and speed. Therefore, each child is encouraged to continue at a rate that is comfortable for him/her. Each child will be encouraged and assured to accomplish a high rate of success and a high level of enjoyment.

Modeling language, active speaking and listening, play, modeled writing, questioning, and story telling are ways to make communication meaningful to children.

EXPRESSIVE ARTS – Music, Movement, Drama, Art

Children need to be given the opportunity to express and understand discovery and spiritual nature. This area provides children with an interpretation of the world around them. Children are

encouraged to have a positive self concept through self expression. Individual thinking is something children are encouraged to develop. Each child is given the opportunity to appreciate God's world and share it with others through many opportunities, and in their own unique style.

Daily music and movement, play, and art are ways to make the expressive arts meaningful to children.

WELLNESS – Play, Health, Safety, Nutrition, Large Motor, and Behavior

Children are encouraged to move towards being responsible and independent. Children are encouraged to develop self help skills (i.e. zipping, buttoning, pouring, etc...). Children are encouraged to try new things and listen to each others ideas.

DISCOVERY – Science, Social Studies, and Math

This area encourages the child to develop problem solving skills and strategies. Children are given many opportunities to accept other people and the things they do. Children are presented with simple, easy to understand concepts that they can relate to and have meaning to them. An emphasis is placed on relationships with others.

DISCIPLINARY PROCEDURES

We are all forgiven children of God. For children who are just beginning to learn to function in a group, prevention of problems is much more effective than trying to reverse any negative behavior. In order to prevent negative behavior, simple guidelines are established at the beginning. These include:

1. Respect each other, their space, and their property.
2. Move around quietly and carefully.
3. Speak kindly to others.
4. Listen when others are talking.
5. Raise your hand if you want to talk.

It does take a while at the beginning of the school year to establish these guidelines. Children need firm, yet consistent reminders about these guidelines. As children feel more comfortable with the group and with themselves they should need fewer reminders.

Children are learning to communicate with others at this young age. Therefore, the teacher is a role model of problem solving. When children have a conflict they are encouraged to talk to each other and solve their problem. Teacher interaction can and will be facilitated.

As the year progresses, children should better be able to control their behavior. If on occasion a negative behavior persists, the following consequences can be implemented:

1. time outs when appropriate
2. taking away play time