



ST. PETER LUTHERAN SCHOOL

...where children learn about Jesus

Preschool Curriculum Guide



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St. Peter Lutheran School Preschool is a Ministry of St. Peter Lutheran Church

ST. PETER PRESCHOOL CURRICULUM GUIDE

Spiritual

Three-year-old preschoolers need an environment to:

- express in words and songs that Jesus is her/his best Friend and Savior
- praise God through music
- sing and remember songs
- join in various worship activities
- recognize the Bible as God's Word
- learn stories from the Bible
- realize that the wrong things he/she does are called sins
- express in words that Jesus died on the cross for him/her
- say prayers from memory
- complete sentence prayers independently
- express that God created the world
- express that God made her/him

Four-year-old preschoolers need an environment to also include:

- express in words that God always loves him/her, even when he/she does something wrong
- express being "sorry" in words and actions
- forgive others
- help other people
- care for others by serving
- express feelings of concern for those hurt or less fortunate
- express in words that God is all-powerful
- realize God sends angels to protect her/him
- express that God provides for all our needs
- distinguish Bible stories from imagination and fantasy
- talk about how Jesus grew to be a man, who died for him/her and came alive again
- make-up songs about Jesus
- express that God hears and answers prayers

Social

Three-year-old children need opportunities to:

- express needs and wants
- share with others
- participate in a group
- play near or with other children
- follow simple directions
- respond agreeably to adults
- model socially acceptable phrases, e.g. please, thank you
- develop self-control
- respond to questions
- begin to move away from egocentrism (being centered on oneself)
- communicate verbally
- distinguish between good and bad behaviors

Four-year-old children also need opportunities to:

- share willingly
- become involved in using rules when playing with others
- take turns during games
- develop closer friendships
- become more aware of the social world
- articulate thoughts more clearly
- follow more than one direction
- increase vocabulary
- participate in “show and tell”
- begin using language to express emotions
- respect the feelings of others
- accept responsibility for their own actions.
- aid others in distress

Emotional

Teachers of three-year olds will plan for experiences that allow for:

- moving away from attachment to parent to another significant adult
- recognizing and speaking to/about other adults
- adventures on their own
- showing a wide range of emotions, e.g. anger, joy, confusion, sorrow, loneliness, etc.
- demonstrating love toward others
- building an autonomy (sense of self) and needs to “do it myself!”

Four-year-old boys and girls will thrive in an environment of unconditional love and acceptance that allows them to:

- enjoy activities with peers
- recognize teachers, pastors, others whom they see on a regular basis as important adults
- receive reassurance from adults when working or playing
- begin to get emotions under control
- name basic emotions, but may still express them inappropriately
- take initiative in tasks and play situations

Physical

Teachers of three-year-old children will provide experiences for them to:

Large Motor:

- participate in outdoor play
- participate in instructional “gym time”
- exhibit ease in body movement
- run forward, jump in place with both feet together, walk on tiptoes, kick, throw and bounce a ball, walk on a line, balance, and move to music
- move creatively
- enjoy large motor activities
- ride a tricycle

Small Motor:

- use manipulatives easily
- string at least four half-inch beads

- put pegs in pegboard
- manipulate blocks for building
- manipulate scissors, paint brushes, and pencil; but doesn't necessarily follow lines when using scissors
- put together a 6 or 7 piece puzzle
- turn pages in a book
- hold crayon with thumb and fingers
- enjoy small motor activities

Four-year-old youngsters need opportunities to:

Large Motor:

- gain coordination
- better control body movement
- run, leap, jump, hop, slide, gallop, and march
- develop accuracy when throwing and catching
- balances on feet for at least five seconds
- walk forward and backward on a line ten feet long without stepping off
- walk a line heel-to-toe eight feet long without stepping off

Small Motor:

- fold and cut paper
- string smaller beads
- follow a sequence of holes when lacing
- work a puzzle of ten pieces or more
- use scissors with control to cut along a straight line and a circle
- controls paint and brush
- reproduce shapes (circle, possibly square, triangle and rectangle)
- use crayons or pencil within a defined area
- follow a series of dot to dot numerals, 1-10, to form an object

COGNITIVE

The cognitive objectives for the preschool age child are organized according to different subject areas.

Language Arts:

3-year-old children will have the opportunity to learn to:

- point to a picture or object
- recall the names of things in their environment
- give their first and last names
- recite simple prayers and songs
- print their name
- identify the first letter in their name
- become a better listener
- enjoy sensory experiences
- follow simple one-step directions
- effectively communicate with teachers and classmates
- locate and name their major body parts (arms, legs, nose, eyes, ears, and mouth)

4-year-old children will also have the opportunity to learn to:

- identify some letters of the alphabet

- sing an alphabet song correctly
- recognize the letters in their name
- print their name
- use a variety of writing materials, e.g. chalkboards, easels, construction paper, lined paper
- use a variety of materials, e.g. stencils, crayons, markers, pens, pencils, chalk, etc.
- communicate information they have acquired
- expand their vocabulary
- understand concept of opposite and give several examples, e.g. up/down; high low; over/under, etc.
- identify the cover and title of a book
- understand that books have authors, illustrators, characters, and stories
- retell a story read to them and/or heard on a tape
- pick out a story's beginning, middle, and end
- enjoy "reading" books
- "read" experience charts from left to right
- "read" their own words through dictated statements on art work
- begin to identify left and right
- distinguish the different sounds that letters make (phonemic awareness)
- use words to solve problems more effectively
- name the special holidays, e.g. Thanksgiving, Christmas, Easter
- retell Christmas and Easter stories
- create spontaneous dialog for one-puppet play
- role play someone other than themselves
- follow more complex directions involving more than one step

Math:

3-year-old children will have the opportunity to:

- identify shapes
- count to 10 orally
- count out 5 objects accurately
- do simple puzzles
- sort objects that are distinctly different
- distinguish more and less, short and long, empty and full, etc.
- match shapes
- begin to identify numbers
- build using blocks and other manipulatives
- tell which object is big and which is little from a pair obviously different in size
- tell which object is long and which is short from a pair obviously different in length

4-year-old children will also have the opportunity to learn to:

- identify and distinguish between the shapes—circle, square, triangle, rectangle, and diamond
- count to 19 orally
- identify numbers 1-10
- count out at least 10 objects accurately
- separate objects according to size or length
- name the days of the week and use a calendar
- develop a sense of time through discussion of time intervals, e.g. yesterday, next week, last summer, etc.
- become more proficient using blocks and other manipulatives

- develop patterns using shapes, colors, beads, etc.
- use a weather graph
- create patterns on their own
- read a graph or chart
- use a geoboard to learn about area, perimeter, and geometry
- do some basic addition using manipulatives
- do some simple addition and subtraction using songs and finger plays
- measure objects using a ruler
- recognize and identify taller/shorter; more/less; higher/lower
- identify “one more,” “one less”
- recognizes fractions, e.g. $\frac{1}{2}$, $\frac{1}{4}$, and whole
- identify a penny, dime and nickel

Science:

3-year-old children will have the opportunity to learn to:

- recognize and use their senses and name sense organs, e.g. nose/smell; ears/hear; eyes/see; tongue/tastes; and fingers/feel.
- compare and contrast animals, trees, objects, etc.
- recognize the four seasons
- identify morning, noon, and night
- identify things that can and can not be recycled
- be aware of the difference between hard and soft objects
- perform basic, fun experiments
- explore the sand table using variety of objects; change sand to beans, rice, etc. for different sensory and uses
- explore the water table using a variety of objects
- identify objects that will sink and float
- use magnets to explore magnetism
- identify environmental sounds e.g. closing door, walking feet, clapping hands, etc.

4-year-old children will also have the opportunity to learn to:

- make fairly accurate predictions
- participate in activities related to chemistry such as mixing paint and cooking
- participate in activities related to physics and math such as building with blocks, and working with balls or manipulative objects
- plan and care for something that will grow
- recognize the growth and change in animals and plants
- use and be able to tell about day, week, year
- describe changes that occur in the world during the four seasons
- describe the functions of some of the major body parts (brain, heart, lungs, etc.)
- describe foods by taste, i.e. sour, sweet, and salty
- recognize their growth and change
- describe and classify different kinds of landforms (soil, sand, rock, etc.)
- distinguish between groups of living and non-living things
- recognize and name animals
- identify animals that hibernate
- imitate environment sounds
- weigh object using a balance
- learn the process of melting/freezing

Physical Education:

All children will be encouraged to:

- bend and stretch in different parts of their bodies
- twist and turn while walking through an obstacle course
- tense and shake body parts, then relax
- manipulate a hoop, ball, stick, or bean bag in own space
- walk, run (forward/backward), hop, jump, slide and gallop with control
- move and stop movements with control
- imitate animals walks
- run in place in own space with control
- move with other children without colliding with them
- “begin” to skip as another means of moving
- balance the body while lying down, on hands and knees, kneeling, sitting, and standing
- follow directions accurately while jumping, running, and walking
- march with music
- move to music
- balance body on scooter board while moving
- follow directions in manipulating parachute
- balance hula-hoop to make it roll
- throw and catch balls and bean bags
- balance on mats, boards, and balance beams
- balance on one foot for 5-10 seconds
- balance body on carpet squares, with a beanbag balanced on different body parts
- begin to jump rope
- maneuver and balance body on climbing structure
- manipulate a parachute
- hit a ball off a tee
- practice gymnastics moves like forward roll, log roll, egg roll, bear walk, etc.

Social Studies:

All children will have the opportunity to:

- see who they are in the larger world around them
- appreciate people of different races and cultures
- take walks through the neighborhood to observe and discuss orderliness and beauty of God’s world; different buildings; people; animals; etc.
- follow the rules of the classroom and school especially procedures during an emergency drill
- communicate verbally more proficiently
- understand they can communicate in many ways
- become more aware of helpers in our community (police, doctor, etc.)
- meet community helpers during visits to the classroom
- “read” familiar signs that we learn from society (STOP, HANDICAPPED), etc.
- identify household objects such as food, utensils, furniture and television
- identify and name members of their family
- role play each member of their families
- seek out involvement in a group
- name the town or city that they live in and the street on which they live
- say their phone number from memory
- accept that God made the world and everything in it

Children will have opportunities to develop **social skills**:

- taking turns
- sharing
- forming lines
- using listening skills
- helping others
- following directions
- respecting the feelings of others
- accepting responsibility for their own actions

Children will have opportunities to develop **self-help skills**:

- washing and drying hands
- feeding and cleaning up after themselves at snack and lunch time
- toileting practices
- getting toys out and putting them away
- placing own personal items in cubby
- dressing skills, e.g. button, zip, lacing, snaps, change clothes, putting on shoes, jacket
- pouring drinks and cleaning spills
- following directions and completing tasks

Music:

All children will have the opportunity to learn to:

- enjoy music
- clap to a beat produced by a teacher
- move creatively to music
- perform musical finger plays
- enjoy keeping rhythm using instruments
- memorize songs
- add/change words to songs (one word or phrase)
- play musical games
- discern between loud and soft; fast and slow; high and low
- identify music and sound as vibration
- distinguish between different musical instruments
- identify “music” in nature (birds, wind, waves, etc.)
- enjoy “listening” walks to hear many different sounds
- tell about how music makes them feel
- praise God with music

Art:

Children will have the opportunity to:

- scribble at first, then becoming controlled
- enjoy creating a “masterpiece” of their own
- lines and curves take on characteristics of circles, rectangles, people and animals
- become more proficient when using art materials (crayons, pencils, brushes, etc.)
- appreciate their art work and others
- follow a plan for doing certain projects
- be creative in open-ended art projects
- experience different media (paint, chalk, clay, glue, play dough, sand, etc.)

- create 2D and 3D art activities
- manipulate and use scissors
- add more and more details to their drawings
- draw a self-portrait
- name 9 basic colors (red, yellow, blue, orange, purple, green, brown, black and white)
- mix colors to make other colors
- identify different textures
- express their feelings in their art work
- listen to music while working creatively on a project
- recognize art as a gift of God

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Creative Resources for Infants and Toddlers by Judy Herr and Terri Swim (Delmar Publishers, 3 Columbia Circle, Box 15015, Albany NY 12212-5015, 1999, www.delmar.cengage.com)

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Year’Round Activites for Three-Year-Old Children by Anthony Coletta, and Kathleen Coletta, The Center for Applied Research in Education, Inc.

Spiritual Ages Questionnaire for Parents of Child Thirty-Six Months (3 Years)

	YES	SOMETIMES	NOT YET
1. Has adults taking him/her to worship on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has adults telling her/him "Jesus loves you."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is prayed for and with daily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Folds hands while saying simple prayers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can repeat sentence prayers from memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Enjoy singing the same Jesus' songs repeatedly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Beginning to feel shame and doubt when doing something wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can say "I'm sorry" to God and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Spiritual Ages Questionnaire for Parents of Child Forty-Two Months (3.5 Years)

	YES	SOMETIMES	NOT YET
1. Has adults taking him/her to worship on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has adults telling her/him "Jesus loves you."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is prayed for and with daily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Folds hands while saying simple prayers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Can tell what happens next when reviewing a familiar Bible story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Recognizes and names pictures of Jesus, cross, church, Bible, pastor and praying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Spiritual Ages Questionnaire for Parents of Child Forty-Eight Months (4 Years)

	YES	SOMETIMES	NOT YET
1. Has adults taking him/her to worship on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has adults telling her/him "Jesus loves you."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is prayed for and with daily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Folds hands while saying simple prayers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can repeat prayers from memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Verbalizes that Jesus died for them and came alive again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Worships enthusiastically, especially when singing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Beginning to pray their own prayers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Beginning to ask God and others to forgive them when they've done something wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Can role play a familiar Bible story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Identifies the Bible as God's Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>