

Preschool Curriculum

Immanuel Lutheran School

Salem, OR 97302

At Immanuel, our goal is to provide early learning experiences that assist parents in nurturing the spiritual, physical, intellectual, emotional, and social development of their young children. We believe this goal can be reached when children learn by doing - by hands-on, active experiences that are developmentally appropriate for young children. We further believe that children develop best when all experiences occur in an atmosphere of Christian love and respect.

Specifically, these goals are accomplished:

- with activities that exercise children's bodies
- with experiences and stories that encourage children to explore God's world, to solve problems, and to express feelings
- with a social environment that encourages children to play and talk with each other and adults
- with teachers that recognize the individuality of each child's abilities and needs

Based on this philosophy, and modeled after the High Scope Preschool curriculum, we at Immanuel strive to help each preschooler reach the Key Developmental Areas below.

God's Word and Spiritual Development

Using a Bible History series called *Christ-Light*, the students work through a collection of 48 Old Testament and New Testament stories. They follow a chronological order from Creation through our Savior Jesus Christ's birth, crucifixion, ascension, Pentecost and beyond. The students learn memory treasures, songs of praise and worship, and are introduced to the Ten Commandments. A Wednesday morning, all-student Chapel service acquaints the students with joint worship and church etiquette, as well as the additional exposure to God's Word. Prayer and sharing from God's Word are intertwined throughout the day.

Key Points of Spiritual Development:

- The knowledge of God as Creator of the world and all people.
- The knowledge of Christ as the Savior of all people.
- Knowledge of the value of each child as a child of God, bought with His blood.
- Shifting focus from being self-centered to others-centered.
- Realization that how we feel about ourselves can change often. How God feels about us never changes. His love is enduring.
- That all people should exhibit love, kindness and forgiveness to each other.
- To instruct preschool students to come to know their condition by nature (Law) and their hope in Christ (Gospel).

Social Skills

- Work and play cooperatively in variety of settings including large groups, small groups and learning centers.
- Exhibit behavior that demonstrates an understanding of school and classroom guidelines.(Routines, rules, schedules, and procedures)
- Listen to others while in large and small groups.
- Stay involved in self-selected activity for an appropriate length of time. (10-20 minutes)
- Follow simple verbal directions.
- Select and complete a task while working at a learning center.
- Make decisions and choices through independent thought process.
- Attend to personal tasks. (Bathroom, hand washing, and clothing)
- Realization of a world outside of self. (Kindness, cooperation, and service to others as esteem builders)

Creative Skills

- Express thoughts and feelings about God, self, work, and play.
- Develop and verbalize solutions to simple problems. Conflict resolution.
- Think of new uses for familiar materials.

Motor Skills

- Demonstrate loco-motor movements such as walking, running, jumping, hopping, galloping and skipping.
- Demonstrate non-loco-motor movements such as bending, stretching, pulling, pushing, etc.
- Balance on one foot for approximately 5 seconds.
- Walk and balance on balance beam.
- Coordinate large arm movements such as easel painting, climbing, throwing, and playing rhythm band instruments, writing on chalkboard, playing with blocks, catching and tossing.
- Demonstrate strengthened hand and eye coordination while working with pegs, stringing beads, using pattern blocks, using crayons, pencils, paint brushes and finger paint on plain paper, cutting with scissors, using glue and variety of puzzles.
- Hold and use a pencil, crayons, and markers using thumb and two fingers. (“pinchers”)

Language Arts

- Through the weekly *Literature and Theme* the students will be daily exposed to multiple stories and will focus on one nursery rhyme per week. (Science and Social Studies concepts will also be addressed through weekly *Theme*.)

- Hear and repeat sounds in a sequence (hand rhymes, vocal sounds, numbers in a sequence, etc.)
- Begin to be able to tell what happened first, middle, and last about an event or activity.
- Dictate a story about an event or experience.
- Answer questions and contribute ideas in a group conversation.
- Tell what is happening in a picture.
- Identify and read first and last name in print.
- Identify and name eight basic colors (black, brown, red, yellow, orange, green, blue and purple)
- Begin to name and write the letters of the alphabet.
- Begin to understand sequencing.
- Print first and last name on unlined paper.
- Determine temperature, weather, appropriate clothing, etc.

Mathematics

- Begin to identify, name and draw a circle, square, rectangle and triangle when shown an example.
- Begin to sort objects, group into sets, and tell what objects have in common.
- Begin to count orally from one to thirty.
- Begin to identify and name numerals zero through ten.
- Begin to write numerals zero to ten, in and out of sequence, on unlined paper. Students may still be reversing some numerals.
- Identify and name sizes such as big, bigger, and biggest.
- Begin to identify and name lengths.
- Begin to demonstrate spatially related terms such as on, above, below, beside, under, on top of, behind and over.
- Begin to identify the days of the week and the months of the year.

Music

- Follow and create a steady beat
- Learn to sing and play instruments to simple music
- Kinds of voice (whisper, speaking, shouting, singing)
- Fast and slow tempo
- High and low pitches
- Create different rhythms