

# Grace Christian Schools

## Preschool Parent Handbook

### 2011/2012



*“I have no greater joy than to hear  
that My children walk in truth.” 3 John 4*



**A Ministry of Grace Community Church of Saddleback Valley**

# GRACE COMMUNITY CHURCH *of Saddleback Valley*

26052 Trabuco Road  
Lake Forest, CA 92630  
(949) 581-4248

Dear School Parents,

Welcome to Grace Christian Schools! It's such a privilege having your children join us for the 2011/2012 school year. I'm sure part of your decision to enroll your children here is the outstanding reputation of our school and the Biblical emphasis we provide.

We emphasize God's word in the school because a truly outstanding education requires a spiritual foundation as well as academic achievement. Studies show that children who do not follow Christ are not able to handle temptations and trials of life in a way that people who follow Christ can.

Studies also indicate that a child's relationship with Christ is stronger when both parents are modeling it for their children in everyday living. At Grace Community Church, we want to help equip you to raise your children with a Biblical worldview. It's God's original plan for discipleship, as He said to the parents in Israel, "These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." (Deuteronomy 6:6-7)

If you currently have a church home, we encourage you to continue investing there and supporting your leaders. If you do not have a church home, we would love to have you visit us at Grace where we partner with Christ to experience His best in our lives and families. We have many different ministries that can serve your family and provide places for you to serve:

- Sunday traditional worship at 9:00 a.m. and modern worship at 10:30 a.m.
- Grace Kids Sunday School for all ages of children both hours.
- Children's AWANA scripture memory ministry Wednesdays at 6:30 p.m.
- Junior High and High School Ministry on Wednesday nights at 6:30 p.m.
- Small groups that meet midweek.
- Bible Studies for men and women that meet midweek.

If you would like any information regarding these or anything else about Grace Community Church, please visit our website at [www.onlinegrace.org](http://www.onlinegrace.org), or call us at (949) 581-4248, or stop by our office. We will be glad to talk with you!

In Christ,  
Michael Goacher, Lead Pastor

**Preschool**



**Elementary**

**A Foundation For Christian Education**

***"I have no greater joy than to hear my children walk in truth." 3 John 4***

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September 2011

Dear Preschool Parents,

The start of our 2011/2012 school year is almost upon us. We look forward to the sounds of children laughing and singing as they walk, with their classes, through the halls of our school.

At the end of last year, we had to say good-bye to some very loved teachers, as their family lives changed and moved them away. We are always so amazed when the Lord brings us someone perfect to fill her shoes. This school year, we are blessed to have so many wonderful teachers on our campus, both veterans and new, and each one of them is excited to meet her new children and their families this Sunday at Open House. We hope to see you there!

Our Office Staff has done an amazing job, over the summer, getting everything ready for all our staff and families to start the school year. When you see them in the hallways or in the School Office, just give them a quick "Thanks" for all their hard work. We wouldn't be ready to go without them.

For new families, please note that our school-wide communications come by way of posting on our website, [www.gracechristianschools.org](http://www.gracechristianschools.org), and/or e-mail notification. We are trying to cut down on paper waste and loss. While this technology does move the school into being more efficient, we never want to sacrifice the "Grace" personal touch and customer service, we strive for, with our families. Our School Office will always have someone available to you, throughout the school day, for questions and/or concerns you may have.

I am thankful to be able to direct our school and staff again this upcoming school year. Remember, my door is always open to you with any questions, suggestions, and/or comments at any time throughout the year.

As you walk through the hallways of Grace this year, may you sense the peace and joy that permeates this campus. We feel you are family whether you are returning or new to our school. The expression shared over the years has been, "*Once a Grace family, always a Grace family.*" We welcome you to our school family.

In His Service,  
Sandi Brakebush, Director

SB/ce

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# GRACE CHRISTIAN SCHOOLS

## 2011/2012 PRESCHOOL PARENT HANDBOOK

### 1. HISTORY OF THE PRESCHOOL

On September 24, 1979, after the Elders and a Preschool Committee, consisting of eight members of Grace Community Church, had approved a Director and staff to fulfill a vision of a Christian School, the doors of Grace Christian Preschool opened to 81 children. During that first school year, the 7-member staff grew to 10, and the number of attending children grew to 104. With a limited budget, no loans, and much creativity, the preschool utilized the countless donations of time, materials, and money donated by many Church families.

In 2005, Grace Christian Elementary School came under the leadership of Grace Christian Preschool. Today, both schools are combined as one, **Grace Christian Schools** (GCS), with grades Preschool through Elementary.

Grace Christian Schools continues with the same high standards and spirit, ministering to an enrollment of approximately 325 preschool-age children, from the church and surrounding community. Today, our preschool program is accredited with the Association of Christian Schools, International (ACSI), offering a well-developed, quality program, an excellent facility, and a dedicated, professional staff of about 30.

### 2. AFFILIATION & PHILOSOPHY

Grace Christian Schools is a ministry and extension of Grace Community Church of Saddleback Valley. The School Board and Preschool Director, under the guidance of the Church Elder Board, oversee the staff and the running of the school. The 2011/2012 School Board consists of six Grace Community Church members- Carol Bruton, Russ Eastman, Sue Harrison, Steve McMackin, Mel Peyton, and Mary Wells.

Grace Christian Schools is licensed by the State of California, License #300602967, for a half-day preschool program, and we are an accredited member of Association of Christian Schools International (ACSI).

Grace Christian Schools and its preschool staff subscribe to the following statements of philosophy:

**MISSION STATEMENT:** Our mission is to partner with preschool families and introduce God's plan for their child and inspire a love for learning. A developmental approach is used to teach the whole child (spiritual, physical, emotional, social, and cognitive) in preparation for Kindergarten and life.

**VISION STATEMENT:** Grace Christian Schools' desire is to instill within the preschoolers, Christ-like qualities, an excitement for learning, and confidence in who they are and God's plan for his/her life. Our vision is to have a quality Christian preschool program that meets the individual developmental needs of each child, and partners with the parents to accomplish these goals.

#### **CORE VALUES:**

1. Partner with families to introduce God's plan and teach Jesus' love for the children encouraging His values and character in their lives (Jeremiah 29:11 & John 13:34).
2. Partner with families by providing opportunities and resources to increase their knowledge of child development and parenting skills (Genesis 18:19).
3. Provide children with a safe, loving, and nurturing environment where children can experience success and failure (Isaiah 54:13).
4. Provide opportunities for each child to build self-worth and confidence (Joshua 1:9).
5. Provide opportunities for children to interact with peers and adults outside the family unit Hebrews 10:24-25).
6. Provide children with developmentally age-appropriate curriculum and emergent activities, which encompass all areas of the child's development (Psalm 78:1-4).

**WORLD VIEW:** Grace Christian Schools, out of a love for the Lord Jesus Christ, has a desire and commitment to 1) teach a child age-appropriate biblical truths that they can integrate into all knowledge, 2) be able to coherently articulate those Godly truths, and 3) measure all knowledge based on those truths (John 17:17-19).

Through a well-developed quality half-day program, a dedicated staff is committed to meeting the particular

needs within the community.

**OUTCOMES:** A daily chapel is held, presenting and reading through The Beginners' Bible, beginning with creation through the ministry life of the apostles. Two or three Biblical character traits are introduced to the children, along with teaching life applications. Bible verses are memorized through music. Prayer is taught through modeling in chapel and the classrooms. Jesus' love for the children is taught through our individual care for them.

In an effort to partner with the families of Grace Christian Schools and provide opportunities and resources to further their knowledge of child development, we strive to maintain an ongoing communication with our families. This can be done in a variety of formats including, but not limited to, Parent/Teacher meetings, Back to School Night, teacher communication boards, classroom letters, newsletters, and Teacher/Parent conferences. A parent library, parent workshops, a school newsletter, and this Parent Handbook are offered to provide our families with ideas and resources to bridge the home/school connection.

Adjustments are made to the physical environment in the classroom and the playground to meet the needs of all children, as well as a variety of materials are supplied to meet the developmental needs and promote the optimal growth potential of each child.

Respect for each other is modeled through the school staff and children are encouraged to love one another as Christ loves them. Children are supported in their independence in caring for themselves and the school environment. The physical and emotional needs of the children are met with comfort and care.

The classroom is personalized to make everyone feel welcome and comfortable. A child's individual characteristics are respected while encouraging his/her involvement in group activities. Self-directed play is encouraged through the developmental centers set up on the playground and in the classrooms.

Self-control is taught through appropriate responses and behaviors, which promote confidence in a school environment. Children and parents are guided and directed through separation anxiety.

Appropriate social interactions are encouraged during all activities. Christ-like characteristics are modeled while interacting with one another. Cooperative play and independent problem solving are promoted through the developmental centers set up on the playground and in the classrooms.

Special events are held giving opportunities for families to socialize with each other. Parents are encouraged to set up play dates with other children outside of school to promote their self-confidence and friendships.

Teachers plan and provide activities to meet the developmental needs of the individual children and the entire class. School readiness skills are promoted by offering a variety of age-appropriate concepts and ideas incorporating the children's individual interests. The children's overall developmental progress is monitored and appropriate adjustments are made according to the individual needs.

## **GRACE COMMUNITY CHURCH OF SADDLEBACK VALLEY** **Statement of Faith with Scripture References**

### **1. The Scriptures**

The Bible, containing the scriptures of the Old and New Testaments, comprising sixty-six books, is the written word of God. It is supernaturally inspired by the Spirit of God, inerrant in the original manuscripts, and infallible in its teaching. It is the divine authority for every person in every age (Mark 12:26,36, 13:11, Luke 24:27,44, John 5:39, Acts 17:2-3,18:28, 26:22-23, 28:23, Rom. 15:4, 1 Cor. 2:13, 10:11, 2 Tim, 3:16, 2 Pet, 1:21,3:16).

### **2. God and the Holy Trinity**

There is one God, who is sovereign Spirit, eternally existent in three persons: Father, Son, and Holy Spirit. These three persons are one in substance and equal in power and glory (Matt. 28:18-19, Mark 12:29, John 1:14, Acts 5:3-4, 2 Cor. 13:14, Heb, 1:1-3, Rev. 1:4-6).

### **3. The Lord Jesus Christ**

God the Father, out of love for man, sent Jesus Christ into the world for man's salvation. Jesus Christ in the flesh was both God and man. He was conceived by the Holy Spirit and born of the Virgin Mary; He lived a sinless life, worked miracles and taught the perfect truth of God. He died as a sacrifice upon the cross, atoning for man's sin through His shed blood. He was raised from the dead bodily on the third day, ascended to the right hand of the Father, where He is head of the church and intercedes for believers, and is returning

again bodily in power and glory (Luke 1:30-35, John 1:18,29,3:16, 14:1-3, Acts 2:22-24, Rom. 3:25-26, 1 Cor. 15:51-52, 2 Cor. 5:14, Heb. 4:15, 10:5-14, 1 Thess. 4:13-18, Titus 2:11-14, 1 Pet. 3:18).

#### **4. The Holy Spirit**

The Holy Spirit convicts men of sin and calls them to faith. He baptizes and seals all believers at the moment of their salvation, and sanctifies them as they grow in grace. He equips the saints with His gifts, bears His fruit in their lives, comforts, and leads them into all truth (John 16:7-11, 13, Rom. 8:9, 1 Cor. 12:7, 13, Eph. 1:13-14, 4:30, 5:18, 1 John 2:20-27).

#### **5. Mankind**

All men are created in the image of God, but all have sinned and fallen short of the glory of God. Man is alienated from God by his sin, and stands in need of redemption in Jesus Christ (Gen. 1:26, 2:17, 6:5, Ps. 14:1-3, 51:5, Jer. 17:9, Rom. 3:23, 8:6-7, Eph. 2:1-2, 1 John 3:8).

#### **6. Salvation**

Man's redemption, and reconciliation with God, occur as an act of God's grace, and are entirely apart from the good works of any human being. Salvation comes through personal faith in the Lord Jesus Christ as Savior, and results in man's justification before God. God's people are chosen from the foundation of the world, and they are eternally secure. In his salvation man receives forgiveness of sins, the impartation of a new nature, and the assured hope of eternal life (John 3:7-18, 6:44, 65, 10:28-30, 14:6, Rom. 1:16-17, 3:19, 28, 5:6-9, 2 Cor. 5:17, 21, Gal 2:16, 5:4, 6, Eph. 1:4-7, 2:8-9, Titus 3:5).

#### **7. The Church**

The universal church is made up of all true believers in Jesus Christ, those in every time and place who have been regenerated by the Spirit of God. In its parts the church consists of individuals and groupings of Christians who have fellowship as the body of Christ. The purpose of the church is to glorify God. This is accomplished primarily through the preaching of the gospel of Jesus Christ to the end that men might be saved through repentance and faith, and through preaching and teaching to edify the saints. It is accomplished secondarily through good works which represent the love and mercy of God (Matt. 16:16-18, Acts 2:42-47, Rom. 10:17, 12:5, 1 Cor. 12:12-14, 27, Eph. 1:20-23, 2:10, 3:10-11, 20-21, 4:11-12, Col. 3:14-15). Scripture references prepared by Michael Goacher.

**EDUCATIONAL PHILOSOPHY:** Grace Christian Schools operates as a ministry of Grace Community Church encompassing the beliefs of the church as found in the "Statement of Faith." It is based upon the existence of a living God, Who created all things and has revealed Himself to us. The revelation has come through 1) The Living Word, Jesus Christ, 2) The Written Word, the Bible, and 3) creation.

The Bible clearly speaks to us concerning how essential it is to bring up a child in the principles and direction of Jesus Christ. **"Train up a child in the way he should go; and when he is old, he will not depart from it." Proverbs 22:6**

We provide a Christian perspective, through teaching the Bible as God's Word, prayer, music, and drama, appropriate to the child's level of understanding, and we help them develop an awareness of Jesus Christ as their friend and Savior.

Children develop in an orderly, predictable pattern. As a result, we recognize that learning is best served through active exploration, manipulation of concrete (hands-on) materials, self-initiated projects, and receiving guidance from teachers. This is called "The Developmental Process." The child follows his/her own timetable within a predictable age range.

Our focus is to create a climate in which children feel competent in what they can do and integrate life-learning skills into their daily lives. Everything a child experiences throughout the day is a part of his/her total education. The classroom environment is designed to allow each child to participate in the experiences that are meaningful to him/her. It encompasses all the following areas:

### **SPIRITUAL (A Child's Understanding of God)**

***"Sanctify them through the truth; Your word is truth." John 17:17***

A Christian emphasis is provided, to develop the child's level of spiritual understanding in an age-appropriate way, through the uplifting of Jesus Christ and His love for them by:

- Teaching the Bible as the true word of God with a daily Chapel that includes prayer, Bible stories, drama, and music.

-Christian role modeling by teachers and staff, i.e. classroom prayer, displaying love and forgiveness.

-Teaching and developing character traits within the child, i.e. forgiveness, kindness, obedience, orderliness, etc.

## **PHYSICAL** **(Gross and Fine Motor)**

***“Do you not know that you are God’s temple and that God’s Spirit dwells in you?”  
I Corinthians 3:16***

Develop gross motor skills (the maturing of large muscles, i.e. legs, arms):

-Provide motor development class once a week.

-Provide an outdoor playground with equipment that promotes large muscle growth, such as swings, jungle gym, ground level balance beams, tricycles, and wagons.

Develop the fine motor skills (the maturing of small muscles, i.e. fingers):

-Provide “play-dough,” puzzles, manipulatives, painting, scissors, a low writing table with paper, crayons, markers, stamps, and hole punches.

Children actively involved in these physical activities strengthen neurological pathways in the brain. These pathways must be established before the child can proceed to the higher levels of formal education. The child develops feelings of purpose and confidence in himself/herself and the surroundings.

## **SOCIAL** **(Relating to Others)**

***“You shall love your neighbor as yourself.” Matthew 19: 19b***

Aid the child in developing interpersonal skills:

-Cooperating with others

-Using basic manners

-Learning with and from others

-Interfacing with teachers and peers

-Learning to help others and work as part of a group

-Learning to care and cooperate with others, i.e. *taking turns on a swing*

-Problem solving with others by talking, i.e. *“How can we move all these blocks?”*

-Developing social knowledge, i.e. *dramatic play*

## **EMOTIONAL** **(Child’s Sense of Self and Security)**

***“As the Father has loved me, so have I loved you; abide in my love.” John 15:9***

Develop the child’s confidence by understanding self, family, and culture:

-Promoting self-help skills, i.e. *servicing snack, pouring a drink, setting a snack table, and performing “helping-hands” jobs.*

-Health skills, i.e. *hand washing, toilet skills, and proper disposal of Kleenex tissues.*

-Personal skills, i.e. *putting on shoes and clothing, learning to button, zip, and tie.*

-Provide experiences in which the child can experience success and competence without the fear of failure, i.e. *cooking, telling a story, or pedaling a tricycle.*

-Share family photos, vacations, career, or holiday observations.

-Provide classroom with toys and dolls that have an ethnic mix.

-Learning the names of the body parts, their location and function, i.e. *ears for hearing, the tongue for tasting, touch your elbow, etc.*

-Bring in family members for sharing or special events.

## **COGNITIVE (Child's Intellectual Development)**

***“Listen to advice and accept instruction, that you may gain wisdom for the future.”  
Proverbs 19:20***

Children develop within a predictable range of age-related human characteristics. The activities, materials, and experiences should fall within a broad range. Each individual child has his/her own strengths and needs.

- Teacher adapts materials and activities to respond to the changing and expanding needs of the developmental age ranges within her class, i.e. *puzzle table with different skill levels within the 3- to 5-year age range.*
- Provide experiences that help children understand good nutritional habits by participating in preparing food and exposure to a variety of new foods, i.e. *grow a garden, visit a grocery store, and prepare stone soup.*
- Develop emergent literacy skills (reading), i.e. *dictate a story, share a favorite book, telling the story in the child's own words.*
- Develop vocabulary with share time, finger plays, songs, nursery rhymes, dramatic play, rhyming words, and field trips.
- Facilitate children recognizing printed language, i.e. *first and last names, labeled class items, spelling simple words requested by the child.*
- Give the children opportunities to respond to questions, i.e. *recall portions of a story, and situations (role-play) that require them to synthesize, analyze, and evaluate information.*
- Provide emergent math activities, i.e. sorting, numeration, and classification.

### **3. DISCIPLINE**

Discipline is handled as each unique situation demands and is always done lovingly and gently. It is our desire to promote and secure the development of a positive, healthy self-esteem. The teachers demonstrate kind, loving, positive-reinforcement techniques, as we strive to reinforce and stimulate good attitudes and behavior.

Unacceptable behavior is handled in a low-key discussion between teacher and child. The child may then be redirected to another activity. If an unacceptable behavior continues to be repeated, and especially if the well-being of the child or his/her classmates are in jeopardy, then the child is given a “time-out” and removed from the activity in progress.

If the problem persists, the child will be removed to the Director's Office for a period of time and then returned to the classroom. The Director will discuss the situation with the child, and the parent will be notified of the incident for proper follow-up.

### **4. STAFF**

A loving, dedicated, Christian teaching staff has been trained to promote the best development for your child. Each member of the staff is motivated by her desire to serve God and to share His love with young children. We are very fortunate to have such a well-qualified staff, many of whom have B.A. Degrees, along with California teaching credentials. All of our staff have specialized training and units in Early Childhood Education, as well as being CPR/First Aid certified. In addition, we have a very low staff turn-over, which insures the quality and consistency of our program.

The staff of Grace Christian Schools will:

- Relate to children in a loving and caring manner, stimulate and encourage play, and provide “*child-chosen*” activities.
- Extend the child's thinking by posing problems, making suggestions, adding complexity tasks, and asking questions.
- Discipline in a firm and loving manner, using redirection, modeling, and “time-out” to give the child an opportunity to think about the choice made and the consequence of that choice.
- Prepare an environment that encourages children to learn by providing five or more areas of interest within the classroom, provide a variety of centers for large and small group activity, provide a quiet area for the solitary child, providing a range of interesting materials, have organized and proper

storage space, and maintain a classroom that is safe, clean, and with proper lighting.

- Have a strong code of ethics, maintain a high standard of professional conduct, show respect for students, parents, and colleagues, and be open to new ideas and willing to learn from others.

**ADMINISTRATIVE & OFFICE STAFF**

Sandi Brakebush, Director  
 Julie Spielman, Assistant Director & Teacher  
 Kim Winger, Office Manager  
 Merideth Williamson, School Secretary  
 Melissa Anastasi, School Secretary  
 Toni Cuffari, School Purchaser & School Secretary  
 Cindy Werelius, Marketing & Communications

**TEACHERS & TEACHER AIDES**

(In Alphabetical Order)

Karye Alvarado	Hope Guercio
Lisa Baker	Susan Joyal
Linda Balazs	Mickey Long
Caroline Burton	Michelle Maniscalco
Joni Carruthers	Amber Middleton
Jamie Chalmers	Annie Olver
Nicole Cilderman	Sandi Prince
Donna East	Kristi Puck
Dottie Eastman	Judy Ramsey
Yvette Engle	Lynette Roberts
Helen Vrooman	

***“But, as for you, teach what befits sound doctrine. Show yourself in all respects a model of good deeds, and in your teaching, show integrity, gravity, and sound speech that cannot be censured, so that an opponent may be put to shame, having nothing evil to say of us.”***  
***Titus 2: 1, 7 & 8***

**5. DEVELOPMENTAL GOALS FOR PRESCHOOLERS**

The following developmental goals for preschoolers are guidelines in the areas of Spiritual, Social/Emotional, Cognitive, and Physical. This time table takes into consideration that a child will achieve these milestones at their own pace.

**- SPIRITUAL -**  
***A Child’s Understanding of God***

<b>1. Understand that the Bible is a Special Book because it is God’s Word.</b>		
<b>Building Blocks/Benchmarks:</b> Read Children’s Bible with class; Memorize monthly Bible Verse; Review and ask questions about chapel/Bible story read; Talk about Character Traits; Sing songs; Games; Teach the Wordless Book in classrooms		
<p style="text-align: center;"><u>Young Three Year Olds</u></p> <p>a. Learn the Bible is “God’s Word.”                  b. Learn the Bible is Truth, that the stories are fact, not fiction.                  c. Learn to love the Bible through stories and songs.                  d. Learn simple Bible verses.                  e. Become aware of Character Traits that God wants us to have: love, kindness, self-control, forgiveness, etc.                  f. Learn Bible Truths and how to put them into action.</p>	<p style="text-align: center;"><u>Young Four Year Olds</u></p> <p>a. Understand the Bible is the “Word of God.”                  b. Recognize the Bible as True, that it God’s Word and our guide for life.                  c. Learn basic Bible stories – Creation, Adam &amp; Eve, Noah, Jesus’ Birth, The Easter Story, etc. and can recall people and events.                  d. Learn simple Bible verses.                  e. Begin to learn the character traits that God wants us to have: love, kindness, self-control, forgiveness, etc.                  f. Learn Bible Truths and how to put them into action.</p>	<p style="text-align: center;"><u>Older Four Year Olds/Five Year Olds</u></p> <p>a. Understand the Bible is the “Word of God.”                  b. Understand the Bible as True, that it God’s Word and our guide for life.                  c. Understand basic Bible stories – Creation, Adam &amp; Eve, Noah, Jesus’ Birth, The Easter Story, etc. and can recall people and events.                  d. Know simple Bible verses.                  e. Beginning to understand character traits God wants us to have-love, kindness, self-control, forgiveness, etc.                  f. Learn Bible Truths and how to put them into action.</p>

<b>2. Know that God created the world.</b>		
<b>Building Blocks/Benchmarks:</b> Dramatic Play Kits; Provide opportunities to interact and observe school pets; Chart and discuss weather; Plant; Visit the Pumpkin Patch and Strawberry Farm; Go on nature walks with class; Read stories that help reveal God's Creation; Talk about God's Creation – Our bodies, our families, our world, animals, etc.; Science Activities and experiments.		
<u>Young Three Year Olds</u> <b>a.</b> Learn that God created the world and everything in it. <b>b.</b> Become aware that they were uniquely created and are special to God. <b>c.</b> Begin to observe and have an awareness of God's world around us, and how we should treat it with respect.	<u>Young Four Year Olds</u> <b>a.</b> Understand that God created the world and everything in it. <b>b.</b> Know they were uniquely created and are special to God. <b>c.</b> Know that God wants each person to respect and take care of the world and all that is in it.	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Demonstrate an understanding that God created the world and everything in it. <b>b.</b> Learn that God uniquely created each individual with special gifts and talents. <b>c.</b> Demonstrate a respect for God's world with direct experiences of caring for it, i.e. classroom pets, planting, etc.
<b>3. Understand that God is the One True God</b>		
<b>Building Blocks/Benchmarks:</b> Read the Bible and talk about it being truth; Review and ask questions pertaining to Chapel/Bible truths; Introduce and review the Wordless Book in class.		
<u>Young Three Year Olds</u> <b>a.</b> Learn there is only One True God. <b>b.</b> Learn that Jesus is God's Son. <b>c.</b> Learn that the Holy Spirit is God's Helper and was sent to help and comfort them. <b>d.</b> Learn that God loves them and Jesus is their friend. <b>e.</b> Learn about God's forgiveness and that they need to ask for it. <b>f.</b> Learn that God watches over us and takes care of us.	<u>Young Four Year Olds</u> <b>a.</b> Know that there is One True God and learn about the attributes of God - love, all-powerful, all-present, all-knowing, etc. <b>b.</b> Know that Jesus is God's Son and our friend. <b>c.</b> Know that the Holy Spirit is God's Helper was sent to help and comfort them. <b>d.</b> Begin to understand sin and the need for God's forgiveness. <b>e.</b> Learn about God's forgiveness and how to ask for it. <b>f.</b> Begin to understand God's Plan for Salvation through Jesus' death and resurrection.	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Understand that there is One True God and continue to learn about God's attributes – love, all-powerful, all-present, all-knowing. <b>b.</b> Understand that Jesus is God's Son and our Friend. <b>c.</b> Understand the Holy Spirit is God's Helper and he helps and comforts us. <b>d.</b> Continue to understand sin and the need for God's forgiveness. <b>e.</b> Learn the need for God's forgiveness and how to ask for God's forgiveness. <b>f.</b> Understand God' Plan for Salvation through Jesus' death and resurrection.
<b>4. Use Prayer to express their thoughts and needs to God.</b>		
<b>Building Blocks/Benchmarks:</b> Model prayer for the children; Provide opportunities to pray – Beginning of the day, snack, for needs of class and families; Look for opportunities to pray one on one with children – problem solving, calming a child, redirection of a child.		
<u>Young Three Year Olds</u> <b>a.</b> Learn that praying is talking to God and Jesus. <b>b.</b> Begin to learn how to pray. <b>c.</b> Begin to learn that they can pray at anytime, anywhere and for others. <b>d.</b> Learn to initiate own prayer. <b>e.</b> Learn to be thankful for all that God gives us.	<u>Young Four Year Olds</u> <b>a.</b> Begin to understand importance of prayer. <b>b.</b> Learn how to pray. <b>c.</b> Continue to learn that they can pray at anytime, anywhere and for others. <b>d.</b> Know how to initiate own prayer. <b>e.</b> Continue learning to be thankful for all that God gives us and to pray for others.	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Begin to understand the need for prayer. <b>b.</b> Demonstrate an understanding of how to pray. <b>c.</b> Begin to understand that they can pray at anytime, anywhere and for others. <b>d.</b> Initiate own prayer. <b>e.</b> Learn to understand how to ask Jesus to help us in our daily lives.
<b>5. Learning to participate in corporate worship/Chapel.</b>		
<b>Building Blocks/Benchmarks:</b> Modeling chapel manners; provide Praise & Worship opportunities in the classroom; sing songs in circle time.		
<u>Young Three Year Olds</u> <b>a.</b> Learn that music is important in the worship and praise of God. <b>b.</b> Learn that singing is a form of worship and is talking to God (prayer). <b>c.</b> Learn manners & respectful behavior in corporate worship/Chapel.	<u>Young Four Year Olds</u> <b>a.</b> Learn to understand importance of music in worship and praise of God. <b>b.</b> Learn they can sing to God anytime and anywhere. That this is a form of talking to God (prayer). <b>c.</b> Demonstrate the appropriate manners and respectful behaviors in Corporate worship/Chapel.	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Continue to understand importance of music in Worship and Praise of God. <b>b.</b> Know they can sing to God anytime and anywhere-Tis is a form of talking to God (prayer). <b>c.</b> Demonstrate and model the appropriate manners and respectful behavior in corporate worship/Chapel.

**6. Freely share about God, Jesus, and the Bible with others.**

**Building Blocks/Benchmarks:** Read Bible in class and chapel; Use Wordless Book; Provide opportunities to participate in Outreach Ministries; Provide opportunities to pray for others.

<u>Young Three Year Olds</u>	<u>Young Four Year Olds</u>	<u>Older Four Year Olds/Five Year Olds</u>
<p><b>a.</b> Begin to learn that God/Jesus want them to share what they have learned about God and the Bible with others.</p> <p><b>b.</b> Become aware of God's Power through His miracles as something only God can do.</p> <p><b>c.</b> Learn that God wants us to help others.</p> <p><b>d.</b> Learn how we can help others.</p> <p><b>e.</b> Learning to respect differences in others.</p>	<p><b>a.</b> Begin to understand that God/Jesus want them to share what they have learned about God and the Bible with others.</p> <p><b>b.</b> Know of God's Power through His miracles and that they are something only God can do.</p> <p><b>c.</b> Learn how we can help others.</p> <p><b>d.</b> Learning to respect differences in others. Begin to understand that they can help others.</p>	<p><b>a.</b> Understand that God/Jesus want them to share what they have learned about God and the Bible with others.</p> <p><b>b.</b> Learn to understand God's Power through His miracles and they are something only God can do and that they are real.</p> <p><b>c.</b> Understand that they can help others.</p> <p><b>d.</b> Learn how we can help others.</p> <p><b>e.</b> Learning to respect differences in others.</p>

**- SOCIAL/EMOTIONAL -**

***Relating to Others / A Child's Sense of Self & Security***

**1. Valuing relationships and understand the importance of obeying parents & teachers.**

<u>Young Three Year Olds</u>	<u>Young Four Year Olds</u>	<u>Older Four Year Olds/Five Year Olds</u>
<p><b>a.</b> Learn to feel secure when separating from parents.</p> <p><b>b.</b> Interact with teacher comfortably.</p> <p><b>c.</b> Learn to listen and obey adults.</p> <p><b>d.</b> Learn to show respect and an appreciation for the family God gave them.</p> <p><b>e.</b> Learn to understand and accept consequences of behavior.</p> <p><b>f.</b> Learn to follow re-direction with teacher assistance.</p>	<p><b>a.</b> Start to feel secure when separating from parents.</p> <p><b>b.</b> Interact with teacher and other adults at school comfortably.</p> <p><b>c.</b> Learn to listen and obey adults the first time.</p> <p><b>d.</b> Learn to demonstrate respect and an appreciation for the family God gave them.</p> <p><b>e.</b> Able to understand and accept consequences of behavior.</p> <p><b>f.</b> Learn to follow re-direction without teacher assistance.</p>	<p><b>a.</b> Demonstrate they feel secure when separating from parents.</p> <p><b>b.</b> Interact with teacher and other adults at school comfortably.</p> <p><b>c.</b> Listen and obey adults the first time.</p> <p><b>d.</b> Begin to demonstrate respect and an appreciation for the family God gave them.</p> <p><b>e.</b> Able to cooperate and accept consequences of behavior.</p> <p><b>f.</b> Able to follow re-direction without teacher assistance.</p>

**2. Initiate and enjoy friendships with a variety of individuals.**

<u>Young Three Year Olds</u>	<u>Young Four Year Olds</u>	<u>Older Four Year Olds/Five Year Olds</u>
<p><b>a.</b> Learn to transition and be directed by other adults.</p> <p><b>b.</b> Learn to experience and participate in group play and activities.</p> <p><b>c.</b> Learn to use good manners.</p> <p><b>d.</b> Begin to move from the Solitary Stage of play to Parallel Stage.</p>	<p><b>a.</b> Able to transition and be directed by other adults.</p> <p><b>b.</b> Able to experience and participate in group play and activities.</p> <p><b>c.</b> Practice good manners.</p> <p><b>d.</b> Begin to move from a Parallel Stage of play to Cooperative Stage.</p>	<p><b>a.</b> Easily transitions and be directed by other adults.</p> <p><b>b.</b> Willing to participate in group activities.</p> <p><b>c.</b> Demonstrate good manners.</p> <p><b>d.</b> Reach a Cooperative Stage of Play.</p>

**3. Begin to learn the art of sharing.**

<u>Young Three Year Olds</u>	<u>Young Four Year Olds</u>	<u>Older Four Year Olds/Five Year Olds</u>
<p><b>a.</b> Learn to share and take turns.</p> <p><b>b.</b> Begin to share their ideas with friends and family.</p> <p><b>c.</b> Learn to listen quietly while others are speaking.</p>	<p><b>a.</b> Able to share and take turns.</p> <p><b>b.</b> Able to share their ideas with friends and family.</p> <p><b>c.</b> Begin to listen quietly while others are speaking.</p>	<p><b>a.</b> Willing to share and take turns.</p> <p><b>b.</b> Willing to share their ideas with friends and family.</p> <p><b>c.</b> Able to listen quietly while others are speaking.</p>

**4. Use language to express self-developing a positive conflict resolution.**

<u>Young Three Year Olds</u>	<u>Young Four Year Olds</u>	<u>Older Four Year Olds/Five Year Olds</u>
<p><b>a.</b> Learn to use words and build vocabulary to communicate wants, needs and feelings.</p> <p><b>b.</b> Learn to resolve conflicts with peers with teacher assistance.</p>	<p><b>a.</b> Begin to use words and build vocabulary to communicate wants, needs and feelings.</p> <p><b>b.</b> Begin to resolve conflicts with peers without teacher intervention.</p>	<p><b>a.</b> Able to use words and vocabulary to communicate wants, needs and feelings.</p> <p><b>b.</b> Attempt to resolve conflict with peers without teacher intervention.</p>

<b>5. Begin showing empathy &amp; kindness.</b>		
<u>Young Three Year Olds</u> <b>a.</b> Learn to show respect and have an awareness of other's feelings. <b>b.</b> Learn to show kindness toward others.	<u>Young Four Year Olds</u> <b>a.</b> Learn to understand and respect other's feelings, space and belongings. <b>b.</b> Begin to show kindness toward others.	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Accept responsibility and show respect for other's feelings, space and belongings. <b>b.</b> Show kindness toward others.
<b>6. Develop self-confidence at school.</b>		
<u>Young Three Year Olds</u> <b>a.</b> Learn to initiate independent play/activities. <b>b.</b> Begin to learn to accept unexpected changes and new environments. <b>c.</b> Learn to begin problem solving with teachers assistance. <b>d.</b> Begin to take care of personal needs; i.e. toileting, hand washing, personal property. <b>e.</b> Begin to learn to be responsible for self and clean up after self.	<u>Young Four Year Olds</u> <b>a.</b> Begin to initiate independent play & activities. <b>b.</b> Learn to accept unexpected changes and new environments. <b>c.</b> Begin to problem solve on their own. <b>d.</b> Able to take care of personal needs; i.e. toileting, hand washing, personal property. <b>e.</b> Learn to be responsible for self and clean up after self.	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Initiate independent play/activities. <b>b.</b> Accepts unexpected changes and new environments. <b>c.</b> Able to problem solve on their own. <b>d.</b> Demonstrate the ability to take care of personal needs; i.e. toileting, hand washing, personal property. <b>e.</b> Demonstrates the ability to be responsible for self and clean up after self.
<b>7. Begin to exhibit self-control.</b>		
<u>Young Three Year Olds</u> <b>a.</b> Begin to learn how to demonstrate self-control. <b>b.</b> Begin to learn to raise a quiet hand and wait to be called on. <b>c.</b> Begin to learn and understand their feelings and how to express them appropriately.	<u>Young Four Year Olds</u> <b>a.</b> Learn how to demonstrate self-control. <b>b.</b> Able to raise a quiet hand and wait to be called on. <b>c.</b> Learn to understand their feelings and how to express themselves appropriately.	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Continue to learn how to demonstrate self-control. <b>b.</b> Demonstrates the ability to raise a quiet hand and wait to be called on. <b>c.</b> Start to demonstrate an understanding of their feelings and how to express themselves appropriately.
<b>8. Participate comfortably in group.</b>		
<u>Young Three Year Olds</u> <b>a.</b> Learn to follow routines and rules at school. <b>b.</b> Begin to feel comfortable raising their hand and providing an answer.	<u>Young Four Year Olds</u> <b>a.</b> Able to follow routines and rules at school. <b>b.</b> Learn to feel comfortable raising their hand and providing an answer. <b>c.</b> Learn to provide an answer when called upon.	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Accepts rules and routines at school. <b>b.</b> Willing to raise their hand and provide an answer. <b>c.</b> Able to provide an answer when called upon.

**- COGNITIVE -**  
***A Child's Intellectual Development***

<b>1. Expressive Language</b>		
<b>Building Blocks/Benchmarks:</b> Centers: Reading, Math, Science, Writing, Art, Blocks, Dramatic Play and Manipulatives; Bible Memory Verses; ECERS; Modeling (Scaffolding); Story Telling; Finger plays; Describing Drawn Pictures; Describing Common Objects & Actions in Pictures; Pantomime; Answering Open Ended Questions; Responding correctly to "Who, What & Where" Questions; Puppets; Dramatic Play Kits; Singing Simple Songs; Sharing; and Games.		
<u>Young Three Year Olds</u> <b>a.</b> Begin to build descriptive language. <b>b.</b> Begin to dictate ideas and stories. <b>c.</b> Begin to learn to respond to questions with appropriate response. <b>d.</b> Begin to learn to tell story/event in sequence (Beginning/Middle/End).	<u>Young Four Year Olds</u> <b>a.</b> Continue to build descriptive language and build vocabulary. <b>b.</b> Able to dictate ideas and stories. <b>c.</b> Begin to understand how to respond to questions with an appropriate response. <b>d.</b> Able to tell story/event in sequence (Beginning/Middle/End).	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Able to use descriptive language and continue to build vocabulary. <b>b.</b> Able to dictate ideas and stories using at least two sentences. <b>c.</b> Able to respond to questions with an appropriate response. <b>d.</b> Able to tell story/event in a progressive five step sequence.

<b>2. Receptive Language</b>		
<b>Building Blocks/Benchmarks:</b> Centers: Reading, Math, Science, Writing, Art, Blocks, Dramatic Play and Manipulatives; Bible Memory Verses; ECERS; Modeling (Scaffolding); Story Telling; Finger plays; Describing Drawn Pictures; Describing Common Objects & Actions in Pictures; Pantomime; Answering Open Ended Questions; Responding correctly to “Who, What & Where” Questions; Puppets; Dramatic Play Kits; Singing Simple Songs; Sharing; and Games.		
<u>Young Three Year Olds</u> a. Begin to identify parts of their body. b. Begin to learn to follow positional directions. c. Begin to understand categories.	<u>Young Four Year Olds</u> a. Able to identify most parts of their body. b. Understand and follow positional directions. c. Understand at least three categories.	<u>Older Four Year Olds/Five Year Olds</u> a. Able to identify most parts of their body. b. Understand and follow positional directions. c. Understand at least five categories.
<b>3. Visual Discrimination</b>		
<b>Building Blocks/Benchmarks:</b> ECERS; Patterning; Comparing Objects (i.e. – Colors, Sizes, Shapes); Sorting; Matching; Ordering; Graphing; Tracing; Use Geometric Shapes to Create Pictures; Blocks; Puzzles; Manipulatives; Games (i.e. What’s Missing, Math); Alphabet; and Numbers.		
<u>Young Three Year Olds</u> a. Able to put together a simple 4 piece puzzle. b. Learn same and different. c. Begin to understand and compare small/big.	<u>Young Four Year Olds</u> a. Able to put together a 6-8 piece puzzle. b. Understands same and different. c. Understand and compare small, medium and large.	<u>Older Four Year Olds/Five Year Olds</u> a. Able to put together an 8-12 piece puzzle. b. Understand same and different. c. Understand and compare smallest to largest.
<b>4. Visual Memory</b>		
<b>Building Blocks/Benchmarks:</b> ECERS; Patterning; Comparing Objects (i.e. – Colors, Sizes, Shapes); Sorting; Matching; Ordering; Graphing; Tracing; Use Geometric Shapes to Create Pictures; Blocks; Puzzles; Manipulatives; Games (i.e. What’s Missing, Math); Alphabet; and Numbers.		
<u>Young Three Year Olds</u> a. Begin to recognize their first name. b. Begin to recognize the 8 basic colors. c. Begin to recognize the 8 basic shapes. d. Begin to understand patterning. e. Begin to understand and sequence 3 items.	<u>Young Four Year Olds</u> a. Able to recognize their first name and begin to recognize their last name. b. Able to recognize the 8 basic colors. c. Able to recognize most of the 8 basic shapes. d. Begin to understand and complete patterns. e. Understand and sequence 4 items. f. Able to recognize numbers 0-10 out of sequence. g. Able to recall missing item. h. Begin to recognize alphabet letters.	<u>Older Four Year Olds/Five Year Olds</u> a. Able to recognize their first and last name. b. Able to recognize all 8 basic colors. c. Able to recognize the 8 basic shapes. d. Understand and complete patterns. e. Understand and sequence 4 items. f. Able to recognize numbers 0-10 out of sequence. g. Able to recall missing item. h. Able to recognize most of the upper and lower case letters.
<b>5. Auditory discrimination</b>		
<b>Building Blocks/Benchmarks:</b> Listening Games & Activities; Stories on Tape/Records; Singing; Story – Recall events; Finger plays; Rhymes/Rhyming Activities; Rhythm Activities; Music & Movement; Directional Activities ( 2 or 3 step); and Alphabet Play.		
<u>Young Three Year Olds</u> a. Able to identify everyday sounds. b. Begin to listen for rhyming patterns.	<u>Young Four Year Olds</u> a. Able to identify different categories of sounds. b. Begin to recognize words that rhyme. c. Begin to hear differences in beginning sounds.	<u>Older Four Year Olds/Five Year Olds</u> a. Able to identify different categories of sounds. b. Able to provide words that rhyme. c. Continue to hear differences in beginning sounds.
<b>6. Auditory Memory</b>		
<b>Building Blocks/Benchmarks:</b> Listening Games & Activities; Stories on Tape/Records; Singing; Story – Recall events; Finger plays; Rhymes/Rhyming Activities; Rhythm Activities; Music & Movement; Directional Activities ( 2 or 3 step); and Alphabet Play.		
<u>Young Three Year Olds</u> a. Understand and follow a 2-step direction. b. Begin to recall story details. c. Begin to repeat a simple rhythm.	<u>Young Four Year Olds</u> a. Understand and follow a 3-step direction. b. Able to recall some story details. c. Able to repeat and follow a rhythm.	<u>Older Four Year Olds/Five Year Olds</u> a. Understand and follow a 3-step direction. b. Able to recall story details. c. Able to repeat and follow a rhythm.

<b>7. Comprehension</b>		
<b>Building Blocks/Benchmarks:</b> Math Activities; Games; Manipulatives; Classify; Comparisons; Opposites and Recalling Events.		
<u>Young Three Year Olds</u> <b>a.</b> Begin to learn and understand opposites. <b>b.</b> Begin to learn one-to-one correspondence with 5 items. <b>c.</b> Begin to name objects within a classification. <b>d.</b> Begin to make comparisons.	<u>Young Four Year Olds</u> <b>a.</b> Understand opposites. <b>b.</b> Begin to understand one-to-one correspondence with 10 items. <b>c.</b> Able to name objects within a classification. <b>d.</b> Able to make comparisons.	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Understand opposites and provide examples. <b>b.</b> Understand one-to-one correspondence with 10 items. <b>c.</b> Able to name objects within a classification. <b>d.</b> Able to make comparisons.
<b>8. Creative Expression</b>		
<b>Building Blocks/Benchmarks:</b> Centers: Dramatic Play, Art, Blocks, Manipulatives, Reading, Writing, Math, Science; Dramatic Play Kits; Open Ended Art; Storytelling; Puppets; Cooking; Music & Movement; Books or stories– without pictures.		
<u>Young Three Year Olds</u> <b>a.</b> Begin to use their imagination. <b>b.</b> Begin to express themselves through their art. <b>c.</b> Begin to express themselves through music and movement. <b>d.</b> Begin to express themselves through storytelling.	<u>Young Four Year Olds</u> <b>a.</b> Begin to understand how to use their imagination. <b>b.</b> Continue to express themselves through their art. <b>c.</b> Continue to express themselves through music and movement. <b>d.</b> Continue to express themselves through storytelling.	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Understand how to use their imagination. <b>b.</b> Continue to express themselves through their art. <b>c.</b> Continue to express themselves through music and movement. <b>d.</b> Continue to express themselves through storytelling.

**- PHYSICAL -**  
***A Child's Gross & Fine Motor Development***

<b>1. Large Motor Skills</b>		
Activities during each classes <b>Motor Development Time</b> (i.e. Exercising to music; Music and Movement; Gallop, March, Jump, Crawl, Skip; Parachute Play; Obstacle Courses; Balance Beams; Bowling; Stomp Boards; "Snowball" throwing; Musical Chairs, etc.) – These activities are designed to be age-appropriate to the children's physical development; <b>A.P.E.</b> (Action Packed Experiences) Time – (i.e. Music and Movement; Outdoor Obstacle Courses; etc.); <b>Outdoor Environment:</b> climbing, bikes, scooters, large blocks, large grass area activities, swings, sand area, balance beams; <b>Classroom Activities:</b> Music and Movement, Stomp Boards, Belly Boards, Hopscotch, Blocks, Large Floor Puzzles, PEEK and P. Mooney Lessons.		
<u>Young Three Year Olds</u> <b>a.</b> Begin to learn about body awareness and their body in space. <b>b.</b> Begin to walk forward on a balance beam without assistance. <b>c.</b> Begin to jump with feet together. <b>d.</b> Begin to hop in place on one foot (left & right) to count of 3. <b>e.</b> Stand on one foot to count of 3. <b>f.</b> Learn to throw ball or beanbag at a target. <b>g.</b> Learn to catch an underhand thrown ball. <b>h.</b> Learn to pedal a tricycle. <b>i.</b> Learn to copy body movements of simple patterns and rhythms. <b>j.</b> Begin to gallop.	<u>Young Four Year Olds</u> <b>a.</b> Learn about body awareness and their body in space. <b>b.</b> Walk forward on balance beam without assistance. <b>c.</b> Able to jump and land with feet together. <b>d.</b> Able to hop in place on one foot (left & right) to count of 5. <b>e.</b> Stand on one foot to count of 5. <b>f.</b> Able to throw a ball or beanbag at a target. <b>g.</b> Able to catch an underhand thrown ball. <b>h.</b> Able to pedal a tricycle. <b>i.</b> Able to copy body movements of simple patterns and rhythms. <b>j.</b> Able to gallop.	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Continue to learn about body awareness and their body in space. <b>b.</b> Walk forward on balance beam without assistance and begin to walk backward. <b>c.</b> Able to jump and land with feet together. <b>d.</b> Able to hop in place to count of 5. <b>e.</b> Stand on one foot to count of 5. <b>f.</b> Able to throw a ball or beanbag at target with accuracy. <b>g.</b> Able to catch an underhand and overhand thrown ball. <b>h.</b> Confident in pedaling a tricycle. <b>i.</b> Able to copy body movements of simple patterns and rhythms. <b>j.</b> Able to gallop and beginning to skip.
<b>2. Fine Motor Skills</b>		
<b>A.P.E.</b> Time – (i.e. play dough, cutting, tearing paper, etc.); <b>Outdoor Environment:</b> play dough, sensory table, sand toys and area; <b>Classroom Activities:</b> Play dough, clay, scissors, puzzles, lacing, stringing, Writing Center, Sensory Table, Art activities, Table Top activities.		
<u>Young Three Year Olds</u> <b>a.</b> Begin to manipulate 2 small objects at the same time. <b>b.</b> Begin to hold and use crayon.	<u>Young Four Year Olds</u> <b>a.</b> Learn to manipulate 2 small objects at the same time. <b>b.</b> Begin to develop 3-finger pencil	<u>Older Four Year Olds/Five Year Olds</u> <b>a.</b> Able to manipulate 2 small objects at the same time. <b>b.</b> Continue to develop 3 finger grasp

<b>c.</b> Able to trace name. <b>d.</b> Begin to hold and use scissors. <b>e.</b> Draw a circle and line. Begin to draw self-portrait. <b>f.</b> Begin to learn to tear paper.	grasp and demonstrate good control. <b>c.</b> Write first name so it can be recognized. <b>d.</b> Begin to hold scissors using correct grasp and cut on a line. <b>e.</b> Able to draw a self-portrait and begin to draw pictures to represent people, animals, objects or concepts. <b>f.</b> Continue to learn to tear paper. <b>g.</b> Able to copy simple shapes; circle, square, V and cross.	and demonstrate good control. <b>c.</b> Write first name so it can be recognized. <b>d.</b> Able to hold scissors using correct grasp and cut on a line. <b>e.</b> Draw picture to represent people, animals, objects or concepts. <b>f.</b> Able to tear paper. <b>g.</b> Able to copy simple shapes; circle, square, V and cross.
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**3. Recognize that their body is created by God, and that special responsibility is needed to care for it.**

During Chapel, we introduce the Creation Story at the beginning of the year and stress how God made our bodies and we need to take care of them; Hand washing procedures; Hygiene discussions; Snack Time; Cooking Activities; Motor Development Class warm-up time; Fitness Days, Large Motor Activities.

<u>Young Three Year Olds</u>	<u>Young Four Year Olds</u>	<u>Older Four Year Olds/Five Year Olds</u>
<b>a.</b> Introduce and learn about health and nutrition. <b>b.</b> Experience a variety of healthy food choices and encourage them to try them. <b>c.</b> Begin to exercise and understand the importance of it.	<b>a.</b> Begin to understand the importance of health and nutrition. <b>b.</b> Continue to experience a variety of healthy food choices and encourage them to try them. <b>c.</b> Begin to exercise and understand the importance of it.	<b>a.</b> Understand the importance of health and nutrition. <b>b.</b> Continue to experience a variety of healthy food choices and encourage them to try them. <b>c.</b> Continue to exercise and understand the importance of it.

## 6. CURRICULUM & PROGRAMS

**CURRICULUM PHILOSOPHY:** Our school philosophy focuses on the developmental aspect of growth, which is reflected in the curriculum we have adopted. Our curriculum emphasizes monthly thematic teaching units that are broken down into sub-themes for each week.

Since our curriculum is Christ-centered and our activities relate to God’s Word, holidays will be observed as follows:

- **Halloween:** Focus is harvest and thanking God for His bounty.
- **Thanksgiving:** Focus is the Thanksgiving feast and thanking God for His provisions and blessings.
- **Christmas:** Focus is the birth of Jesus Christ.
- **Easter:** Focus is the death and resurrection of Jesus Christ.

Halloween costumes, Santa Claus, and the Easter Bunny do not play a part in our curriculum. Please understand that we do not teach against these secular traditions, but that our emphasis at the school is scriptural.

**DAILY SCHEDULE:** The following is a basic overview of your child’s time spent in preschool for both morning and afternoon sessions. Inside and outside schedules are rotated among classes to allow more room for playing on the playground. Variations to this schedule can be made according to class and teacher desires. In addition, inside and outside times may change due to weather and/or special events.

<b>AM Classes</b>	<b>Daily Activities</b>	<b>PM Classes</b>
8:30-8:45	<b>“APE” Time:</b> “APE” means Action-Packed Experience-an engaging and curiosity-provoking transition time, in which the children will participate in a fun, Teacher-planned activity. “APE” time will be used as a transition for parents not able to get their child to school by the new early start time. Also will allow children to get wiggles out before sitting down to Opening Circle Time.	12:30-12:45
8:45-9:05/9:15	<b>Opening Circle Time:</b> Children are individually greeted. Starts with reading a Bible Story and prayer time. <b>“Helping-Hands”</b> tasks are given out, discuss calendar, weather, daily themes, etc.	12:45-1:05/1:15
9:15-9:55	<b>Outside Time:</b> Free play, play dough/clay, easel painting, bike-riding, gardening, swinging, feeding animals, crafts,	1:15-1:55

	nature walks, water play, carpentry, etc.	
10:00-10:15	<b>Chapel:</b> Bible stories, Christian concepts, song, prayer, honor birthdays.	2:00-2:15
10:15-10:30	<b>Snack:</b> The Preschool provides a daily snack.	2:15-2:30
10:30-11:10	<b>Inside Time:</b> Free play, music, creative arts/crafts, blocks, books/quiet time, dramatic play, science/nature, “Show and Tell” sharing, records/listening, stories, cognitive learning through games, etc.	2:30-3:10
11:15-11:30	<b>Closing Circle Time:</b> Stories, sharing, music, etc.	3:15-3:30
Various Times	<b>Motor Development *</b>	Various Times
Various Times	<b>Music **</b>	Various Times
11:30-12:30	<b>Lunch Bunch:</b> Only for those with pre-reservations	11:30-12:30

\* Classes go to Motor Development, once a week, except M PM-Only classes go every other week. Motor Development time is where emphasis is given to balance, spatial relationships, body image, eye-body-foot-hand coordination, hopping, jumping, and skipping skills, etc. We will be working on the basic systems of the body, including the vestibular, bilateral, proprioceptive and motor planning system. Activities are designed for each class, taking into consideration appropriate skill and age levels.

\*\*Through singing and body movement, children will learn the fundamentals of music. Their experience will include exposure to various instruments, rhythm training, ear training, and of course, lots of fun.

**TRANSITIONAL KINDERGARTEN-Formerly Jr. Kindergarten:** Our program offers a 3 and 5-day Transitional Kindergarten (TK) program to children who turn 5-years old by December 31. This class simulates an actual kindergarten class for children needing a “*gift of time*” before they enter elementary school.

***“And these words which I command you this day shall be upon your heart, and you shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you lie down, and when you rise.” Deuteronomy 6: 6 & 7***

The curriculum for our TK program is “The Peabody Language Development Program” (PLDP). The PLDP provides practice in labeling, language, constructing sentences, and thinking logically. The program’s wide range of appealing materials encourages young children to become active participants in a possible 360 lessons. Two puppets, P. Mooney and Zoey, bring the PLDP program to life. The children dramatize, imagine, reason, compare, sing, dance, and tell stories. Each week you will see their improvement in expressing thoughts and feelings, in thinking, and in problem solving. The PLDP focuses on the following important skills: brainstorming, classifying, comparing, describing, labeling, pantomiming, discussing, following directions, identifying, imagining, and it helps our preschoolers with the following:

**Problem Solving:** Evaluating possible solutions to a hypothetical problem in order to arrive at a satisfactory answer.

- **Relating:** Determining connections between two or more items.
- **Remembering:** Bringing to mind images, ideas, or information from the past. Storing images, ideas, and/or information in the mind.
- **Sentence Building:** Generating sentences based on a given model.
- **Sequencing:** Determining and demonstrating the proper order of a series of items or events.
- **Storytelling:** Telling or re-telling a story or part of a story.
- **Vocabulary:** Learning the definitions of specific words.

**CHAPEL/BIBLE STORIES:** We take every opportunity to teach and model Biblical standards and characteristics, as well as to use everyday occurrences to teach God’s character and creation. Therefore, each day the children enjoy a special Chapel time. The entire school gathers together to have a “chapel story,” sing Christian songs, and learn about God’s love.

Our primary focus is to relate Bible stories with the Godly character traits addressed in Chapel. You will find these listed in the Calendar Section of this handbook with each month’s curriculum. Songs, along with hand

motions, are selected to emphasize God's love. It is our desire, not to teach specific doctrine, but to teach the children about Jesus and what a special friend He can be to us.

**LUNCH BUNCH PROGRAM:** Lunch Bunch is available, most school days, from 11:30AM to 12:30PM, on a first-come, first-serve basis, and only to preschool students who have pre-reserved a spot. 24-36 spots are available most school days during the school year. There are a few days when Lunch Bunch may not be offered. Please visit the Preschool Google Calendar on our website, for your planning.

Each Lunch Bunch session is \$5.00 per child. There are no discounts for siblings. Payment must be made at time of sign-up, and you may pay by cash, check, or ACH DEBIT-(only available to those who have signed-up to pay their monthly tuition this way. If you are interested, you may choose to set this up at any time.) **There are no refunds, date exchanges, or carryovers.**

Sign-ups begin Tuesday, September 6. You may sign-up for the whole school year or just a day at a time. The Lunch Bunch Sign-up Notebooks are located in the School Office. Write your child's name along with their Class Code # on the appropriate page. Attach your payment to the completed "Payment Coupon." Lastly, on the day of Lunch Bunch make sure to check the "LB" box on your teacher's classroom sign-in/out sheet. This notifies your teacher that your child will be attending Lunch Bunch.

All children are asked to bring nut-free lunches in a lunch box, with child's name clearly marked on outside. Children in the AM sessions should keep lunch boxes in their school bag. Please-No sodas and/or candy allowed. Parents are asked to supply a nutritious, "NUT FREE" lunch each day. Any food we observe to violate our allergy request will be thrown away, and a notice placed in the lunch box. If we feel our lunch requirements are being ignored, you will be asked not to attend Lunch Bunch in the future. Please understand that nut allergies in children are often very serious. Help us keep our campus safe!

**AM STUDENTS:** Teacher's take their Lunch Bunch children, to the Lunch Bunch room, immediately following class. Children wash their hands, pray, eat lunch, and play with their friends. Please pick your child up at 12:30PM at the elementary chain-link gate (Parents do not enter the blacktop area- children will be walked to the gate for pick-up). NOTE: It is important that you be prompt when picking up your child, as we have afternoon classes in session. A \$5.00 charge for each 10 minutes you are late, may be incurred.

**PM STUDENTS:** PM children, meet for Lunch Bunch in Room 102, (Enter through back door on playground) at 11:30 AM with his/her lunch. You will sign your child in at the door. At 12:30 PM, your student will be escorted to his/her classroom.

**RAINY DAY PICK UP:** On rainy days, pick up your child in Room 108, unless otherwise posted.

***A directional map is available in the School Office for your convenience.***

**PARENT VOLUNTEER PROGRAM:** Our Parent Volunteer Program is an opportunity for you to be a part of our school activities. Opportunities begin in October and only while your child is here at school. Although, this is not "one-on-one time" with your child, we'll be putting you to work and we guarantee it will be fun!  
**DUE TO INSURANCE REGULATIONS, SIBLINGS MAY NOT ACCOMPANY YOU.**

- Playground Volunteer-Under the direction of our Outside Teacher, you will assist with art activities, bunny cage area, or be another "watchful eye" on our preschoolers at play.
- Special Events-We have many special events where volunteers are very much appreciated and needed, i.e. Picture Day, Christmas Boutique, Book Fair, Teacher Appreciation Luncheon. Please check the school calendar on the website for specific dates.

Volunteer forms are available in the School Office.

## **7. OPERATIONAL POLICIES & PROCEDURES**

**PARKING LOT PROCEDURES: "Family Safety is our Number One Priority"**

- ABSOLUTELY NO CELL PHONES WHILE DRIVING IN PARKING LOT!
- **Be aware of 4-Way Stop intersection** upon entering the parking lot.
- For everyone's safety, DRIVE SLOWLY at all times whenever on the school property. Be extra cautious at the crosswalk areas and always yield to pedestrians.
- Families with both elementary and preschool students, can use the elementary express drop off for elementary students *ONLY*, then park to walk their preschool student(s) to his/her classroom.

- Elementary express drop-off ends at 8:15. If you arrive at school before 8:15, it is our suggestion that you remain in your car, with your preschooler(s) and any young siblings, until the express drop-off is finished. At that time, the cones will be put back into place, and the lane closest to the educational building will be closed to traffic, for your safety.

**ARRIVAL & DEPARTURE:** Preschool students and parents enter the building through the double-glass door entrance and proceed to classroom. DO NOT ENTER THROUGH THE ELEMENTARY CHAIN LINK GATE. Room 113B enters classroom from door on parking lot side of educational building.

Classroom doors open at 8:30 AM for morning classes and 12:30 PM for afternoon classes. For the first 15 minutes of classroom time, we are going “APE.” “APE” means Action-Packed Experience and will be an engaging and curiosity-provoking transition time, in which the children will participate in fun, Teacher-planned activities. “APE” time will be used to introduce new games, get the kids excited about the day’s themes, and also get their wiggles out before we sit down for Circle Time.

“APE” time may include different exercises, music, hunting around the classroom for themed items, or table top games, etc. “APE” will serve as a way to be sensitive to our families that cannot be at school by the earlier time, while offering a rich preschool experience. Circle Time will begin 15 minutes later.

The State of California requires that all children be signed in and signed out to school each day. **Please sign your full name, not initials**, and wait until the teacher receives your child into the classroom before leaving. According to Title 22 Regulations, we are not legally responsible for your child until he/she has been signed in and received by the Teacher.

School ends promptly at 11:30 AM and 3:30 PM. **Please be on time!** Children can become anxious and unsettled if you are not there on time. If you are detained and cannot pick up your child on time, please make arrangements for one of your *authorized people* to pick him/her up for you. You must keep the Student file, in the School Office, up-to-date with any/all emergency contacts and/or pick-up authorizations. **Hand-written notes and/or verbal authorizations to the Teacher will NOT be accepted! If you must send someone who is not on your pick-up list, a phone call to the School Office, giving authorization, is sufficient for that day only.** The Office will notify your child’s teacher. Proof of identification may be requested by the Teacher. **No child will be released without authorization by the parent or guardian.** It is our policy that **no one under the age of 18 is allowed to pick a child up from school.**

A late pick-up fee may be assessed if your child has not been picked up within ten minutes after the close of his/her preschool session. The charge is \$2.00 for every five minutes late beyond the 10-minute grace period.

**SCHOOL CLOTHING POLICY:** Please have your child wear play clothes! Keep in mind that your child will be climbing, painting, digging, sitting in sand, playing with water, and helping himself/herself with toilet needs. We emphasize having a good experience rather than keeping special clothes spotless. Clothing with many buttons, buckles, belts, and straps are hard for little hands to maneuver. Overalls are difficult when it comes to “potty time.” Children can manage elastic-waisted shorts or pants with ease. You help your child toward independence in dressing by selecting clothing he/she can manage easily on his/her own. Jewelry is **NOT** appropriate. Please keep an extra change of clothing, in a zip-lock bag, in the bottom of your child’s school bag, in case of an emergency. If it becomes necessary for your child to change clothing, privacy is provided, and we do all we can to save the child from embarrassment.

**For safety sake, boots, sandals, “flip-flops,” and/or “CROCS” are not permitted! Tennis shoes or rubber-soled, close-toed shoes are required! Be sure to mark all removable clothing with your child’s name.**

**SNACKS & NUTRITION GUIDELINES:** Your child’s nutrition is important to his/her overall health. Proper nutrition can also prevent many medical problems, including becoming overweight, developing weak bones, and developing diabetes. It will also ensure that your child physically grows to his/her full potential. The best nutrition advice to keep your child healthy includes encouraging him/her to: eat a variety of foods, balance the food you eat with physical activity, choose a diet with plenty of grain products, vegetables, and fruits, choose a diet low in fat, saturated fat, and cholesterol, choose a diet moderate in sugars and salt, and choose a diet that provides enough calcium and iron to meet their growing body’s requirements.

You can also help promote good nutrition by setting a good example. Healthy eating habits and regular exercise should be a regular part of your family's life. It is much easier if everyone in the house follows these guidelines, than if your child has to do it all alone. Avoid buying high fat, empty calorie desserts or snacks, such as snack chips and regular soft drinks.

The food Guide Pyramid for young children was designed by the U.S. Department of Agriculture to promote healthy nutrition in children over two years of age. It is meant to be a general guide to daily food choices. The main emphasis of the food pyramid is on the five major food groups, all of which are required for good health. It also emphasizes that foods, which include a lot of fats, oils, and sweets, should be used very sparingly.

- Children 3 years of age need the same variety of foods as a 4 to 6-year old, but may need fewer calories. Offer them smaller amounts.
- To estimate a serving for a 3-year old child, give about 2/3 of what counts as a regular Food Guide Pyramid serving.
- 2 to 6-year old children need a total of two servings from the milk group each day.
- Younger children often eat small portions. Offering smaller servings and allowing them to ask for more, satisfies their hunger and does not waste food
- By the time children are 4-years old, they can eat amounts that count as regular Food Guide Pyramid servings eaten by older family members—that is, 1/2 cup fruit or vegetable, 3/4 cup of juice, one slice of bread, 2 to 3 ounces of cooked lean meat, poultry, or fish.
- Offer new foods in small “try me” portions—perhaps 1 or 2 tablespoons. Let your child ask for more.

Remember, variety is the key for the whole family. Offer a variety of foods from the five major food groups as follows: **GRAIN GROUP**-1 slice of bread, 1/2 cup of cooked rice or pasta, 1/2 cup of cooked cereal, 1 oz. of ready-to eat cereal; **VEGETABLE GROUP**-1/2 cup of chopped raw or cooked vegetables; **FRUIT GROUP**-1 piece of fruit or melon wedge, 3/4 cup of juice, 1/2 cup of canned fruit, 1/4 cup of dried fruit; **MILK GROUP**-1 cup of milk or yogurt, 2 ounces of cheese; **MEAT GROUP**-2 to 3 ounces of cooked lean meat, poultry, or fish, 1/2 cup of cooked dry beans, or 1 egg counts as 1-ounce of lean meat, 2 tablespoons of peanut butter count as 1-ounce of meat; **FATS AND SWEETS**-Limit calories from these. For more information on good nutrition, go to website [www.mypyramid.gov](http://www.mypyramid.gov).

GCS provides a mid-day snack for each child, consisting of 100% juice (various types) or lemonade, and crackers with or without cheese, apple sections, carrot sticks, pretzels, etc. **If your child has any allergies, please inform the School Office by noting all allergies on your enrollment forms.** Every precaution will be taken to protect your child from foods that will cause him/her an allergic reaction. If the allergy is so severe that our normal snacks could possibly cause harm, we will ask you to provide the snack for your child. **In order to protect all our children attending Grace Christian Schools, there is a ban on ALL nut products, making our campus a nut-sensitive school.**

Our daily snack menu is posted on our website, [www.gracechristianschools.org](http://www.gracechristianschools.org), and any changes are posted immediately.

**SHARE ITEMS & TOYS:** Each room is well equipped with toys that are appropriate for the child’s age. At first, some children may feel the need to bring something from home. This is all right, as it may give needed security. The toy can be brought in the school bag and returned each day during the first part of school. After that, we ask that the children bring toys to school only for specified “Share Time.”

All classes have a special time set aside for each child to share each week. As the year progresses, help your child select an appropriate item, as the monthly theme warrants, to help develop thinking and decision-making skills, as well as reinforce something being taught (colors, shape, etc.). Books, tapes, pets, and even family members are good sharing items also. Be sure your child remembers to bring the “*sharing*” home that day. **WAR TOYS, GUNS, MODERN WEAPONS, OR VIOLENT-TYPE TOYS, ARE NOT ACCEPTABLE AT SCHOOL.**

**ACCIDENTS & INJURY:** In case of a minor injury, an “Ouch Report” will be sent home with your child noting the injury and treatment or care given. In case of a more serious accident, we will make an immediate attempt to contact a parent, in addition to contacting 911, if necessary. If we cannot reach the parent, we may call the child’s physician. **It is extremely important that you keep the School Office informed of all phone numbers where you can be reached (home, work, cell phone, pager, etc.) and any changes that occur throughout the year.**

**ATTENDANCE:** Please leave a message on the absence line (ext. 1), if your child is unable to attend that day. We appreciate knowing whether your child is ill, or absent for another reason. **Notify us immediately if your child has a contagious disease,** so that we may issue the necessary notices.

**BIRTHDAYS:** We encourage you to celebrate your child's birthday with us at school. Your teacher will arrange with you a date to either celebrate your child's actual birthday or a half birthday (*if your child's birthday is during the summer*). On that day, she will make a birthday crown for your child to wear throughout the day. During chapel, your child will come up front to be honored. He/she will count pennies correlating to his/her age and place them into the "Chapel Birthday Can," followed by everyone singing "Happy Birthday."

Following chapel, you are welcome to bring & serve a special birthday snack to your child's classmates. Since we emphasize health and nutrition during the school year, we ask you to bring in "healthy" birthday treats for the children to enjoy. Some suggestions are fruit muffins, Rice Krispy treats, Chex Mix (**REMEMBER, BECAUSE OF CHILDREN WITH SERIOUS ALLERGIES, WE ARE TOTAL NUT-SENSITIVE SCHOOL**), jello-jigglers, frozen fruit juice pops, low-calorie cookies (recipes available at cooks.com), fruit kabobs, or chocolate dipped pretzel sticks. Please make all necessary arrangements with your teacher.

If you are planning a birthday party for your child, please be sensitive to the feelings of others. **Please mail invitations, unless you are inviting the entire class.** Class lists, with addresses and phone numbers, are available to our families.

**FIELD TRIPS:** Occasionally your child's class will take a field trip. You will be notified ahead of time, in writing, and the Teacher will post detailed information on her board. These trips are not possible without the help of a few parents from each class, so we encourage you to join us. Of course, **by law, all children must be seat belted, and those younger than 6-years old or under 60 pounds, must be in a car seat. Student's parent needs to install the car seat in the chaperone's vehicle.**

Because of liability concerns and for the safety and protection of our students, we need all your attention and focus to be on our preschool students. Therefore, **no siblings are allowed on field trips.**

It is school policy that in the event of rain, or if traveling conditions are determined to be unsafe, the field trip may be cancelled. It will be rescheduled for a later date, if possible.

**LOST & FOUND:** A plastic tub marked "Lost and Found" is always kept in the Parent Resource Center in the breezeway under to the school boards. The staff will collect any found and/or unclaimed items and place them in the "Lost and Found." After a reasonable time has passed, if no one has claimed these items, they will be donated to a charitable organization. More valuable items found, will be kept in the School Office, for a reasonable amount of time, with hopes of finding its' owner.

**CARPOOLS:** For the convenience of parents wishing to form carpools, we have a computerized listing of families who have chosen to carpool, living within your surrounding area, and are coming to the Preschool at the same time you are. Please check with the School Office, if you are interested. **Please make sure you come into the School Office and make any changes or additions to your Authorized Pickup Form to include all carpool drivers.** Remember to include spouses, if there is any possibility they might be picking up your child.

When carpooling other preschool children, you must sign them in and out at their classroom. Also, please try to let the parents know if there is any information in their child's bag and/or if they missed any pertinent information from their child's teacher board.

**SCHOOL VISITS:** We have an "Open Door Policy" for parents of children who are currently enrolled to come and visit the school and your child's class anytime during the school year. We want you to be well-informed of your child's progress throughout the school year. When visiting, please stop by the School Office to get a "Visitor Badge," so that you are recognized. Prospective families are invited to tour our school on Tuesdays and/or Wednesdays at 9:30 AM, October through May. Additional tour times may be scheduled by calling the School Office.

**FRIENDS & SIBLING VISITS:** Due to insurance reasons, we are not able to have a child bring another child to visit and remain at the school.

**EMERGENCY PREPAREDNESS:** As required, each class practices fire and/or earthquake drills monthly. In the event of a real disaster, as part of our comprehensive disaster plan, the Preschool has emergency food and water to supply each child on campus for approximately 3 days, as well as a medical trauma kit and blankets.

## **8. PARENT COMMUNICATIONS**

Please take a moment each day you come to school to read these items. Often, you will gain insight into what

your child is doing in the classroom and can then show your interest in the activities of his/her day.

### **INFORMATION BOARDS:**

**Teacher Boards**-Outside each classroom, teachers will post sign-in/out sheets, a brief description of the day's activities, sign-up sheets for various activities and events, and any other important information.

**Parent Resource Center**-In the breezeway off Room 101, the Parent Resource Center will post copies of any pertinent handouts that have gone home; free parenting literature, licensing information, and parent volunteer sign-ups. Periodically, legislative measures that affect the family are posted for your information. At times, we will post ads for various needs for our families, i.e. sale items, babysitting, etc. **Prior to posting any items for sale or services offered, you must get prior approval from the School Office.**

**MONTHLY NEWSLETTER:** A monthly newsletter will be prepared and posted on our website, [www.gracechristianschools.org](http://www.gracechristianschools.org) prior to the first day of each month, to keep you up to date on all the events here at school.

**PARENT OBSERVATIONS & CONFERENCES:** Parent observations/conferences will be held periodically during the school year. They are scheduled according to your child's age range. Teachers will post sign-up sheets for appointments. Please note dates and times of these events and make arrangements to keep your appointment. If you find you must cancel, please reschedule directly with your Teacher. You will gain new insight into your child's development by observing him/her as he/she interacts in a school setting, along with gaining helpful information from the teacher. We **strongly** encourage you to participate in these activities to help your child progress through his/her development.

It is in the best interest of your child that parents and teachers communicate freely with one another. It is important for the staff to understand situations at home, which may influence the typical behavior of the child. Please feel comfortable in discussing with your Teacher and/or Director anything, which will help to make your child's time with us the best possible experience. When talking informally with your Teacher about your child, please be sensitive to what your child may hear. A phone call to your Teacher might be better.

**If you have a problem with your child's teacher, please discuss it with her or the Director or Assistant Director, not with other parents.** We are here to serve you and parent communication should be gossip-free. Please remember, the School Office has an "open door policy."

**CHANGE OF STUDENT/FAMILY INFORMATION:** Please submit to the School Office, in writing, any changes of address, phone number, e-mail address, emergency contacts, etc. Remember to inform the School Office of any new people being authorized to pick up your child. A court order is required to be on file if a parent is not allowed to pick up his/her child.

**PARENT MEETINGS:** From time to time, special meetings may be held for the parents and/or family members. These meetings are important, and we ask that you make every effort to have at least one member of your family attend. Please refer to the calendar section for specific dates for the following:

**Parent Only Back-To-School Night**-Held Thursday, September 8 This is an important information night especially for first-time parents. We encourage both Mom and Dad to attend. It is a lot of fun as well as informative. We will be introducing the staff, and reviewing highlights about our program. Then, it is your turn to come to Preschool and experience, first-hand, a day in the life of a preschooler. Time will be spent with our staff presenting highlights of a typical preschool day; everything from "Circle" and story time, to finger painting and block play, to Motor Development, as well as important information from the School Office.

**Open House** - Held Sunday, September 11. Children and families are invited to briefly meet the child's teacher and visit the classroom in an effort to help make it a smooth and comfortable entrance into the classroom setting on the first day of school. If you are not able to attend, please call the School Office to see if a special time can be set up for you and your child to meet the teacher prior to the first day of school.

**Informal Parent/Teacher Meetings** - Moms and Dads are invited to the meet with the teacher and informally discuss your child's start of school and mutual goals and objectives for the school year. A good opportunity for you to ask your Teacher any questions you might have.

**Daddy and Me Snow Day** - A fun hour on a Saturday morning in February for **Dads only** to come to school with their children, dressed for outside play activities in the snow. It is always a great time together. If your schedule conflicts, special arrangements can be made with the teacher for Dad to come "play" during a regular school day, **but sorry . . . . . absolutely no Moms and/or siblings!**

**Mommy and Me Day** – Held in May. Moms are invited to school to be honored. Special activities are planned for you to do with your child, and you are invited to attend a special Chapel.

**Visiting Grandparents** – Grandparents are able to come on any day throughout the year, as long as it is set up with the teacher ahead of time. If Grandma and/or Grandpa live out of the area, and you know they will be in town, talk to your teacher and set up a day to let them come and stay. All visitors must check in through the School Office prior to going to a classroom.

**Parent Seminars** – Depending on parental interest, special mini-seminars and times of fellowship may be offered during school time or an evening, on subjects ranging from discipline and child-rearing skills to handling the holidays with less stress, etc. Watch for information in your newsletters.

## 9. FINANCIAL OBLIGATIONS & POLICIES

### ENROLLMENT FEE:

- A NON-REFUNDABLE enrollment fee of \$100.00 is due at the time of enrollment.
- Families enrolling more than one child, the total enrollment fee is \$125.00.
- The Enrollment Fee for Preschool student with one Elementary sibling is 50% discounted (\$50.00).
- The Enrollment Fee for a Preschool student with more than one Elementary sibling is waived.

**TUITION:** We rely entirely upon tuition to meet salaries and expenses. Tuition is divided into either 10 or 12 equal-monthly payments, due, according to the date you chose on your Financial Agreement. All checks and/or money orders should be made payable to **GRACE CHRISTIAN SCHOOLS OR GCS**. Tuition can be placed in the tuition box, in the School Office, or mailed to **GRACE CHRISTIAN SCHOOLS, 26052 TRABUCO ROAD. LAKE FOREST, CA 92630**.

<b>2011/2012 Annual Tuition &amp; Monthly Payment Plan Tuition Schedule</b>	
<b>1 Day a Week – \$1,080.00</b>	<b>2 Day Session - AM: \$2,360.00 / PM: \$1,880.00</b>
10-Month Payment Plan - \$108.00/month	10-Month Payment Plan (AM Classes) -
12-Month Payment Plan - \$90.00/month	12-Month Payment Plan (AM Classes) -
	10-Month Payment Plan (PM Classes) -
	12-Month Payment Plan (PM Classes) -
<b>3 Day Session - AM: \$3,210.00 / PM: \$2,560.00</b>	<b>3-Day T-Kindergarten - AM: \$3,300.00 / PM: \$2,630.00</b>
10-Month Payment Plan (AM Classes) - \$321.00/month	10-Month Payment Plan (AM Classes) - \$330.00/month
12-Month Payment Plan (AM Classes) - \$267.50/month	12-Month Payment Plan (AM Classes) - \$275.00/month
10-Month Payment Plan (PM Classes) - \$256.00/month	10-Month Payment Plan (PM classes) - \$263.00/month
12-Month Payment Plan (PM Classes) - \$213.33/month	12-Month Payment Plan (PM Classes) - \$219.16/month
<b>5-Day Jr. Kindergarten - \$4,950.00</b>	
10-Month Payment Plan (AM Class only) - \$495.00/month	
12-Month Payment Plan (AM Class only) - \$412.50/month	

**LATE CHARGES:** Tuition payments not received in the School Office within 10 days of your due date will be subject to a \$25.00 late fee. In order for our school to operate efficiently, it is necessary for all accounts to be kept current. Failure to do so may result in dismissal.

**ABSENCES & HOLIDAYS:** Tuition is based on an annual tuition amount, therefore, a full month's tuition is payable for partial months, i.e. *school beginning in mid-September, Thanksgiving holidays, Christmas vacation, winter recess, Easter vacation, and school ending mid-June, etc.* **No credit** is given for illness, holidays, or vacations.

**WITHDRAWAL FROM SCHOOL:** If it becomes necessary to withdraw your child before the end of the school year, a thirty-day notice is required. If thirty-days notice is not given to the School Office, thirty days will be added from the date of withdrawal toward tuition earned. Tuition earned is calculated by the number of weeks attended, plus thirty days (if necessary), out of a 40-week school year, as tuition earned by the school. If a refund is required, please allow a week to process.

**ADDITIONAL & OPTIONAL FEES:**

- **School bags and t-shirts** are available for purchase in the School Office. (Optional).
- Many of our preschool classes will be going on a field trip to **Tanaka Farms** in October. The children will be visiting the vegetable patch and each child will take home their hand-picked veggies and a pumpkin. The fee for this field trip is \$12.00 per student & \$6.00 per adult (does not include veggies/pumpkin) or \$12.00 per adult (includes veggies/pumpkin). We thank you for attending and we thank you for finding childcare for any siblings.....ABSOLUTELY NO SIBLINGS ALLOWED ON FIELD TRIPS!
- **Mike Gillmore Photography** will be here in October taking individual and class pictures. He offers several reasonably priced packages to choose. (Optional)
- **Southern California Sensory Screening** will be offering tests in October for hearing, vision, speech, and color blindness. The fee for these tests is approximately \$20.00-25.00. (Optional)
- **Chancy & Bruce Educational Resources** will be here in January offering their developmental testing profile. The fee for this testing is approximately \$45.00. (Optional)
- In February, an **Enrollment Fee** of \$100.00 per student or \$125.00 per family, will be due for returning students and/or siblings who will be attending the 2012/2013 school year. NOTE: *This fee is subject to change.*
- All returning students and/or siblings enrolling in the 2012/2013 school year will have a **first installment payment** due in June 2012.

**10. STUDENT HEALTH**

**IMMUNIZATION REQUIREMENTS:** Children need protection against Polio, Diphtheria, Tetanus, Pertussis (Whooping Cough), Measles, Mumps, Rubella Chickenpox, Meningitis, and Hepatitis. For some diseases, only one immunization is needed, others require a series of immunizations and/or a booster. According to the Department of Social Services Licensing Regulations, Title 22, the following is required for each child in order to enter preschool:

<b>The State of California Health Department requires documentation of the following immunizations for each child prior to starting preschool.</b>		
Polio	-----	3
DTP	-----	4
MMR	-----	1 – On or After 1 <sup>st</sup> Birthday
HIB	-----	1 – On or after 1 <sup>st</sup> Birthday
Hepatitis B	-----	3
Varicella (Chickenpox)	-----	1 – Unless has had disease

Once the School Office receives a record of your child’s immunizations, we will inform you of any missing immunizations or requirements not yet met. TB tests are not required for entrance into preschool, although we do recommend you discuss giving your child a TB test with your Pediatrician.

Those claiming exemption, for personal beliefs or medical reasons, must sign the State’s Blue Immunization form and/or provide a medical release, in writing, from your physician. **As per the Department of Health, in the event of an outbreak of an immunized disease, that child will be required to remain home for an incubation period up to 21 days.** Tuition will continue to be due and payable.

As per Title 22, Department of Social Services Licensing Regulations, within thirty days of acceptance in the Preschool, you are required to submit the Physician’s Report (included in your enrollment packet), signed and stamped by your child’s physician, with an overall assessment of your child’s general health. This is to be dated no earlier than one year prior to acceptance into our school.

**COMMUNICABLE DISEASES:** Keeping our children healthy is very important to us! **Please do not send your child to school if he/she is ill or has any abnormal symptoms.** As your child arrives at school, a brief “health check” may be given at the door if your Teacher has concerns about your child’s health. **Your child will be sent home if he/she appears to be ill. We will make every effort to reach the child’s Mom or Dad. For this reason, it is very important you make all pertinent phone numbers available to the**

**School Office.**

**YOUR CHILD WILL NOT BE ADMITTED TO CLASS IF ANY OF THE FOLLOWING SYMPTOMS OF ILLNESS ARE PRESENT**

Cold/Flu	Fever/Sore Throat
Funny Nose With Thick/Colored Secretions	Watery/Inflamed Eyes
Conjunctivitis (Pink Eye)	Ear Ache
Constant Cough	Diarrhea/Nausea
Marked Drowsiness/Dizziness	Draining Sores/Burns/Abscess
Rash (Physician Note Deems Not Contagious)	Head Lice (See Next Section)

If your child has been exposed to a communicable disease, it is very important to **notify the School Office** ASAP. If there is any possibility that a child was exposed while at preschool, we will send a confidential notification to parents with the date of the possible exposure and the condition, along with a list of general symptoms to look for in your child. Before returning to school after an absence due to illness, the child needs to have been free of symptoms and/or fever for at least 24 hours. Some illnesses may require a release note from your physician.

The following is a breakdown of many of the common communicable diseases preschoolers may come in contact with, and general guidelines regarding these diseases:

<b>DISEASE</b>	<b>INCUBATION PERIOD</b>	<b>CONTAGIOUS PERIOD</b>	<b>EXCLUSION FROM SCHOOL</b>	<b>SYMPTOMS</b>
<b>Chickenpox</b>	2-3 Weeks/ Commonly 13-17 days.	As long as 5 days, usually 1-2 days prior to eruption of first vesicles & not more than 5 days after eruption of first vesicles.	5-7 days after first vesicles appear & until vesicles become dry & scabbed over.	Slight fever, crops of red, raised type eruptions that change to vesicles & then form scabs.
<b>Measles (Rubeola)</b>	10-14 Days	About 1 week before & 4 days after onset of rash.	4 days after onset of rash.	3-4 days of cough, varying degrees of fever, red-raised rash that becomes blotchy, Conjunctivitis & sensitivity to light
<b>Measles (Rubella/German)</b>	14-23 Days	During the acute stage of illness. Virus may remain in stool for 2-3 weeks.	7 days after onset of rash.	Fine pink rash, enlarged glands behind ears & back of neck, & slight fever.
<b>Hand/Foot/Mouth Disease (Coxsackie Virus)</b>	3-5 Days	Greatest before onset of rash & probably not communicable after onset of rash.	During the acute stage of illness. If child has lesions not accompanied with symptoms of acute illness, there are no restrictions.	Fever, malaise, sore mouth or throat, not eating well. Lesions in mouth, on palms, fingers, and/or soles of feet.
<b>Fifth Disease</b>	4-20 Days	4-48 hrs. after appropriate treatment starts.	During Acute Illness	Redness of cheeks (as in slapped face), lacy-like rash on trunk & extremities, which fades but may recur with exposure to sun/heat.
<b>Impetigo</b>	1-3 Days with Streptococcal, 4-10 Days with Staphylococcal	48 Hours after treatment starts.	48 Hours after treatment starts.	Begins with blister-like eruptions-Becomes pustular in appearance Y spreads. Most commonly on face.
<b>Ringworm</b>	Scalp 10-14 Days/ Body 4-10 Days	During course of active infection.	After treatment starts. Active lesions s/b covered with clothing, if possible.	Lesions tend to be circular with central healing. On scalp, there tends to be hair loss.

<b>Strep Throat/Scarlet Fever</b>	1-3 Days	From onset of illness until 24-48 hours after treatment begins.	48 hours after antibiotic treatment started & until fever gone.	Fever, sore throat, and/or swollen/sore neck glands. Sandpaper-type rash with Scarlet Fever.
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**HEAD LICE:** Adult Head Lice are grey or brown, wingless insects approximately 1/8 inch in length. Adult females lay eggs (Nits) by gluing them to the hairs near the base. Lice do not fly or jump and can be detected by parting the hair and examining near the scalp; most commonly found near the ears and back of the neck. Children ages 3 to 11-years old are at the highest risk for Head Lice infestation.

When a child is found with Head Lice, parents will be notified immediately, and the child will need to be picked up from the School Office. At that time, a specific letter will go home with the child regarding procedures for treatment. In addition, a confidential notification will be sent out to classmates explaining the possibility of exposure to Head Lice and some precautionary procedures. Treatment for Head Lice is necessary for children diagnosed with an active infestation. All household members and other close contacts should be checked; those persons with evidence of an active infestation should be treated as well.

Grace Christian Schools has a “No-Nit” policy regarding Head Lice. Children determined to have Head Lice, either by the school or diagnosed at home by the parent, will not be allowed to return to school until a minimum of 24 hours after their first treatment. Upon return to school, the child is required to come to the School Office to be checked by School Personnel before being allowed to return to class.

**ALLERGIES:** Please make sure the School Office is notified of any type of allergies that your child is susceptible to, **especially any type of food allergy.** We do our very best to monitor food allergies and make a conscientious effort to make sure that your child is not exposed to anything that would cause an allergic reaction.

Any medication(s) your child might need to have administered while at school, i.e. inhaler, EPI Pen, Benadryl, EVEN sunscreen, etc. is to be secured through the School Office prior to the date given as there is necessary paperwork to be completed. **No medication is to be given to the Teacher or sent with your child to school.**

Grace Christian Schools is operated on a non-discriminatory basis, and all children are welcome without regard to race, religion, or national origin.

Enrollment is open to children from 3 to 6-years old. Children must be 3-years old by September 30 to be eligible to attend the current school year. **Children entering school must be potty-trained.** A Transitional Kindergarten program is offered to children needing a “*gift of time*,” who turn 5-years old by December 31 upon Director/Teacher approval.

## 11. ADMISSION & PLACEMENT POLICIES

PRESCHOOL SESSIONS AVAILABLE	
AM Sessions – 8:30 to 11:30 AM	PM Sessions – 12:30 to 3:30 PM
WF – Wednesdays & Fridays	MPM-Only – Mondays
MWF – Mondays, Wednesdays, & Fridays	-
TTH – Tuesdays & Thursdays	TTH – Tuesdays & Thursdays
MTTH – Mondays, Tuesdays, & Thursdays	MTTH – Mondays, Tuesdays, & Thursdays
M-F (TK Only)– Mondays - Fridays	-

**PRIORITY ENROLLMENT:** Church members of Grace Community Church, returning students, and attending-student siblings, have priority for class placement for the following school year.

- Priority Enrollment information is placed in the Grace Community Church bulletin during the month of January for members of Grace Community Church.
- Priority Enrollment Forms will be included in your January newsletter information for attending students and/or their siblings to re-enroll the following school year.

**STUDENT/TEACHER RATIO:** Preschool & Pre-Kindergarten classes have a student/teacher ratio of 12:1. Our 3-Day AM Transitional Kindergarten (TK) classes have a student/teacher ratio of 24:2. Our 5-Day AM TK has a ratio of 12:1, 2-days a week, and 24:2, 3-days a week, while our PM TK class has a ratio of 24:2. Within each classroom, we **strive** to provide an equal balance of boys and girls (as much as possible) and to keep the children's age ranges within four to six months of each other.

***“Let the children come unto me and forbid them not, for theirs is the Kingdom of Heaven.” Matthew 19:14***

# Parent Handbook Curriculum Section



# SEPTEMBER 2011

## Themes

Welcome / Family & Friends

## Verse

“For the grace of God...teaches us to say “No...and to live self-controlled” Titus 2:11-12

## Curriculum

How excited we are to start the new school year! We will be meeting some new friends, saying “Hi” to friends from last year, exploring our classrooms, and getting to know our teachers. We will learn that Jesus is a special friend who loves us so much. God has given us families to love. He also has made each of us special and unique. We will talk about how God made our families special and unique too! We will learn about what parts of our bodies bend, stretch and wiggle. We will learn about using our **Five Senses** when we learn about the world God created. As we settle in and learn the routine of school, we will **feel** play-dough, **see** through magnifying glasses on the science table, **taste** the snacks, **hear** the songs in chapel, and **smell** yummy things that we may cook. We will also learn about using our self-control as we sit in Circle Time, line up with our classmates, and how there are times we need to wait our turn during snack time. We will begin to learn about putting things back where they belong.

## Chapel

During our daily chapels, we will begin our “walk” through the Beginner’s Bible. We start at the very beginning of the Bible, and by June, we will have learned God’s message and plan for us taught through His Word. The month, we begin that journey by hearing about how God created this beautiful world and everything in it. We will also learn about the Bible and that it is God’s Word, and that it is Truth. We will meet some friends, Candy and Jimmy, who help us learn our Character Traits throughout the year.

## Learning Themes

**Character Trait:** Self-Control **Shape:** Circle **Colors:** Red, Yellow, Blue

**Letters:** A & B **Science:** Five Senses

## Things to do with your child

- Talk about the fun things your child is doing at school i.e. *playing with our new friends, playing on the playground, going to chapel, making art pictures, hearing stories, and finding out what is in our new classrooms.*
- Talk about new friends. Try to remember classmates’ names
- Play a hunting game around the house, to find things that are round.
- If your teacher asks for a family picture, help your child find one, and practice saying everyone’s name.
- Help your child become self sufficient at dressing and undressing. Practice those shoes, too!
- Make sure to check the website for important information about our Preschool.
- Read pages 7-25 in the Beginner’s’ Bible.

# OCTOBER 2011

## Themes

Pets/Body and Exercise

## Verse

“Show proper respect to everyone. . .” 1 Peter 2:17

## Curriculum

As we continue to settle in to the routine of our school days, we will continue to learn to use our self-control and learn how God wants us to be respectful towards our teachers and friends. We will talk about how God gave us pets to love and take care of, and how they are a part of our families as well. We might pretend to be veterinarians and set up a pet hospital in our classrooms so we can take care of our stuffed animals. We will also learn about being gentle with our animals and with our friends as well. As we begin to learn about our bodies, we will learn how God put them in a special order. We will talk about the wonderful way God takes care of us, and how we can make our bodies strong by eating the right things and exercising. We will enjoy a trip to the Pumpkin Patch where we will get to pick a pumpkin, green beans, onions, radishes and carrots. Back at school, we may cook something with our vegetables. Some of us may write a group story about our adventure.

## Chapel

We begin our month hearing the story that tells us how Adam and Eve disobeyed God and that sin came into the world – but that even this was a part of God’s plan. Even though sin entered the world, because He loves His precious children, God has a plan for us to be with Him someday forever! Then, we will learn about Noah, who built the ark and put two of every kind of animals on it. We will also hear about God’s promises to Noah and Abraham. We will hear about Abraham’s son, Isaac, and how God blessed him. Next, we will meet Jacob and his son, Joseph. We will hear the story of the colorful coat his father gave him. We continue to hear about God’s plan for mankind and for us.

## Learning Themes

**Character Trait:** Respectfulness **Shape:** Square **Colors:** Red, Yellow, & Blue

**Letters:** C, D, & E **Science:** Pet Care & Fitness

## Things to do with your child

- Check with your teacher about sharing a family pet with the class.
- Begin planning play days at the park with your classmates and the moms/dads.
- Let your child help in the kitchen by washing the fruits and vegetables and cutting them into pieces, measuring ingredients and mixing things for salads or muffins.
- Make vegetable soup or a salad with the vegetables you picked at the pumpkin patch.
- Go on a family bike ride.
- Give your child the chore of putting things away in an orderly manner.
- Read pages 26-85 in the Beginner’s Bible.

# NOVEMBER 2011

## Themes

Harvest/Nutrition/Manners

## Verse

“This is love for God: to obey His commands.” 1 John 5:3

## Curriculum

This month we will learn the importance of obeying our mommies, daddies, teachers and God. We will also learn about being thankful to God for all the blessings he has given to us - our families, our friends, good food and especially Jesus. We will say thank you to God and our parents for all they do for us. Each class will plan a Thanksgiving feast as we learn about the Pilgrim's first Thanksgiving in America. We will learn that after their harvest, they thanked God for their new home, food, families, and new friends. They could worship and pray to God the way they wanted to do and for that, they were thankful. We will taste some new foods and some classes may cook as we prepare for our feast. We may get a chance to wash, cut, measure, and help stir the ingredients. We might make corn muffins or pumpkin pie as a class. We will also learn about good manners. We will get the chance to practice using them in our classrooms as we listen to each other, use kind words with one another, and say, “Please and Thank you.”

## Chapel

This month we will hear how Joseph's brothers treated him unkindly, but that God took care of Joseph and He had a special plan for him. We will learn about Moses, as a baby, and how he grew to be a man used by God. We will learn about how God talked with Moses through a Burning Bush. We will hear the story of how Pharaoh would not let God's people, the Israelites, leave Egypt, but that God had a plan. We will hear how Moses led the Israelites out of Egypt. We will also hear about Hannah who prayed for a baby and how God answered that prayer by giving her Samuel. The First Thanksgiving will come to life, as our Transitional Kindergarten classes will re-enact that first Thanksgiving that happened so long ago. We will hear the story of Esther, the Brave Queen, and how God used her.

## Learning Themes

**Character Trait:** Obedience **Shape:** Triangle **Colors:** Green, Orange, & Brown

**Letters:** F, G, & H **Science:** Food Experiments & Cooking

## Things to do with your child

- Let your child help set the table. Help them practice putting things in order.
- Make a “*Thankfulness*” Banner with your Family.
- Take a nature walk and listen for birds singing, water in the stream or leaves rustling.
- Rake leaves into a pile and jump in them.
- Plant together in your yard at home.
- Make cookies or muffins and share them with a neighbor or friend.
- Pray together and thank God for each other and all He has given you.
- Help your child make nametags for the Thanksgiving table.
- Read pages 86-145 in the Beginner's Bible.

# DECEMBER 2011

## Themes

Jesus' Birth/Christmas

## Verse

“. . .for God loves a cheerful giver.” 2 Corinthians 9:7

## Curriculum

This is such an exciting month for us at Preschool, and it will be filled with joy as we celebrate Jesus' birth and give our gifts of singing and praise. We will give this gift of song to family and friends to enjoy as we tell the message of Baby Jesus' birth, born that first Christmas. After the program, we will all go back to our classrooms and celebrate with a "Happy Birthday" party for Jesus. Our friends and families will get a chance to see the creations we have made, and then used them to decorate our classrooms. Some of us may make gifts and cards to give to others. We might get a chance to practice wrapping "presents." As we hear the Christmas story, we will make glittery stars and paint beautiful angels to remind us of God's precious gift to us, and the joy that we have because of His gift, Jesus.

## Chapel

We will hear about David, and how he loved God. We will see how David trusted God when he fought a giant! He felt the joy of the Lord when he defeated Goliath. We will hear about Joshua and how God made the walls of Jericho fall down. We will learn how God took care of Daniel because he chose to obey God's command. We will hear how Jonah spent 3 days in the belly of a big fish before he was ready to listen and obey God. In September, we heard that God had a plan when Adam and Eve disobeyed. Jesus' birth is the BEST part of that plan. We will act out the story of how Jesus obeyed His Heavenly Father by coming to earth to be born in a stable. This is God's greatest gift to us. This is the best news, and we can share it with everyone we know. It can be our gift to others. What Joy we have in Him! We will learn about how the shepherds were the first to hear this great news, and how Simeon and Anna met Baby Jesus in the Temple.

## Learning Themes

**Character Trait:** Giving **Shape:** Star **Colors:** Gold, Silver, Green, & Red

**Letters:** I, J, & K **Science:** Wheels, Gears, & Gadgets

## Things to do with your child

- Help someone by giving of your time.
- Have a cookie decorating party.
- Sing the songs from the Christmas program.
- Make homemade Christmas cards with your children.
- Sign up to bring something to the "Happy Birthday, Jesus!" Party.
- Have a gift-wrapping party.
- Get an advent calendar and open a window every day. Talk about different parts of the Christmas story.
- Read the Christmas story together as a family from Luke 2: 1-20.
- Read pages 146-205 in the Beginner's Bible.

# JANUARY 2012

## Themes

Winter/Animals in Winter/Nursery Rhymes

## Verse

“. . . godliness with contentment is great gain.” 1 Timothy 6:6

## Curriculum

This month, we will be learning how God wants us to be content – being happy and not complaining. We will get to practice being content, as we have to wait our turn for toys or a chance to ride the bikes on the playground. We will also be talking about the season of winter. We might do some experiments with ice or make frost. We will talk about the animals that live in the snow and ice. *What do they eat? How do they keep warm? What does hibernation mean?* We may also create a “Winter Wonderland” scene at the science table. We will also be reading many wonderful Nursery Rhymes, such as *Mary Had a Little Lamb, The Three Little Kittens and Hey Diddle, Diddle*. We may also use props to act out *Jack be Nimble*, as we jump over a “candlestick.” We will learn about Mother Goose, and we will have fun thinking of rhyming words.

## Chapel

This month we will hear about how the Wisemen visited Jesus when He was just two years old. We will learn that Jesus did not stay a baby, but grew up. We will hear the story of how He was teaching in the Temple when He was only twelve years old! We will hear about the special job God had for Jesus. We will learn about Jesus’ cousin John and the job he had – to baptize Jesus. We will also hear how Jesus called His special helpers, the Disciples. We will learn of Jesus’ first miracle. We will find out how important the little children were to Jesus. We will hear about how Jesus calmed the storm by just saying “Be Still!” We will continue to learn of God’s amazing plan for us.

## Learning Themes

**Character Trait:** Contentment **Shape:** Rectangle **Colors:** Color Variations

**Letters:** L, M, & N **Science:** Winter Weather & Color Mixing

## Things to do with your child

- Snuggle at home reading favorite stories or leaning some nursery rhymes.
- Help your child pick out favorite pajamas and slippers for Pajama Day.
- Talk about ways to share with friends, brothers and sisters.
- Make up a game trying to think of different endings to favorite stories.
- Plant bulbs in your garden.
- Read pages 206-265 in the Beginner’s Bible.

# FEBRUARY 2012

## Themes

Friendship /Dinosaurs

## Verse

“. . .do not forget to do good and to share with others. . .” Hebrews 13:16

## Curriculum

A fun thing that we will do this month is wear our pajamas and slippers to school! We will snuggle in with a blanket and stuffed animals and have a fun-filled day with our friends. We might even hear a good “Bedtime” story. All year we are leaning about Jesus’ love for us. This is a special month when we focus on showing our love to others, and how we can show this love by sharing with each other. We may make special cards or pictures for each other and for our families. We will share our love by having a Friendship Party in our classroom. This is a time to be extra loving and friendly to those who love us – our grandparents, moms, dads, and neighbors. This month, we will also be learning about dinosaurs. Did you know that there were dinosaurs so small they could fit in your hand or that there were dinosaurs so big they would fill our playground? We may spend time stomping around as the dinosaurs did “excavate” for dinosaur bones, or pretend to eat just like the dinosaurs. We will learn what the word “extinction” means. We will also have fun spending a special day with our dads in the snow for *Daddy and Me Day*. Watch out for snowballs! We will also have a visit from a dental office, Dr. Shannon’s, to talk to us about taking care of our teeth!

## Chapel

This month in Chapel, we will find out how important we are to Jesus as we hear the story of the Lost Sheep. We will hear about Jesus’ love through the miracles He performed while he was here on earth; that He fed thousands of people with just two fish and five loaves of bread. We will also hear some of the Parables or stories that Jesus told, about a son who left his father, but later returned and about two different kinds of builders – and which type Jesus wants us to be. We will also hear about a special Gift for Jesus.

## Learning Themes

**Character Trait:** Sharing **Shape:** Heart **Colors:** Purple & Pink

**Letters:** O, P, & Q **Science:** Emotions & Extinction

## Things to do with your child

- Get Valentine’s cares ready for your class. Please DO NOT put names on the envelopes. Just write your name on the valentine card.
- Make cards for family members of neighbors and deliver them with a special treat.
- Go to the library and check out some books on space.
- Get your snow clothes ready for Daddy and Me Day.
- If you would like to share a tradition, food or story from another country, talk to your child’s teacher to schedule it.
- Read pages 266-327 in the Beginner’s Bible.

# MARCH 2012

## Themes

Music/Dance/Art/Pond & Insects

## Verse

“Serve wholeheartedly ...because you know that the Lord will reward everyone. . .” Ephesians 6:7-8

## Curriculum

We will also celebrate this month with our voices, dance, movement and instruments. We will learn the different sounds certain instruments make and ways that our bodies move to music. We will also learn how music can help add to our creativity. This month we will be doing many fun art projects using all the different colors we have learned about all year. We will learn the colors of the rainbow, and how God placed them in His special order. We will make a variety of things using different things like clay, plastic items, or wood. We will learn about the creatures that God made to live in ponds. Our teachers may bring in tadpoles so that we can watch them change into frogs. We will also learn about different kinds of insects that God made for us to enjoy. We may go on an insect walk with our binoculars and bug jars looking for ladybugs, “roly-polies”, and butterflies. We may have caterpillars or silk worms in our classrooms so that we can see how they go through metamorphosis when they spin their cocoons or chrysalis and then come out a new creation!

## Chapel

We will continue to hear of the miracles that Jesus performed while He was here on earth. How Jesus walked on the water and Peter did too, until he took his eyes off Jesus. We will hear about how some men were determined to take their friend who could not walk to see Jesus, and had to lower him through the roof of a house. We will hear the stories of The Good Samaritan, Ten Lepers, and a short man named Zacchaeus and how he really wanted to see Jesus, so he climbed up a Sycamore tree. We will hear the story of two sisters, Mary and Martha, and we will learn how Jesus raised Lazarus from the dead. We will hear about that first Palm Sunday, when Jesus rode into Jerusalem on a donkey while many people waved palm branches saying, “Hosanna!” We will get to make and wave our own palm branches as we hear that story. Then we will hear how Jesus wants us to become servants to each other as we learn how He washed His Disciples feet.

## Learning Themes

**Character Trait:** Determination **Shape:** Diamond **Colors:** Rainbow

**Letters:** R, S, & T **Science:** Sounds, Rhythms, & Metamorphosis

## Things to do with your child

- Spend time listening to music, singing and dancing with your child.
- Go to the local Library and find some books on things that live in a pond or on insects.
- Talk about the different creatures God made that go through a metamorphosis.
- Take a family hike and see if you can find insects near your home.
- Talk about the ways that you can help one another – as Jesus did with His disciples.
- Read pages 328-390 in the Beginner’s Bible.

# APRIL 2012

## Themes

Easter/New Life and Planting

## Verse

“For God so loved the world that He gave His one and Only Son, that whoever believes in Him shall not perish but have everlasting life.” John 3:16

## Curriculum

This is the most exciting month for our school. We have the joy of knowing that God’s plan is perfect and although Jesus had to die on the cross, He is alive now and forever. We will hear all about new life, and that we can have New Life in Christ! We will talk about new life when we plant seeds in our classrooms and our school garden and get to watch them grow. We will talk about the new life plants and baby animals have just as we have new life with Jesus. We will talk about baby animals and how they are different from their grown up moms and dads. We will identify animal sounds and talk about different animal houses. We may take nature walks, look for all the buds on the trees, and listen for spring sounds like the birds singing in the trees.

## Chapel

We will learn of God’s love for us as we hear the Easter Story. We will begin our month focusing on Jesus’ last day with His disciples and how they shared His last supper with them. We will hear about His death and resurrection. Jesus did not stay dead. After three days, He rose again! **He Is Alive!** After we hear this wonderful story, we will walk up to the wooden cross with our special flowers and sing praises to God. When we come back from our Easter vacation, we will be hearing about what Jesus did when he appeared to His friends after He died and rose again. He talked with Mary in the garden, and then, with two of His friends, as they walked to Emmaus. We will hear how Jesus visited His friends in an Upper Room and showed them His hands and feet. We will be hearing the story of how Jesus had breakfast with His friends on the beach.

## Learning Themes

**Character Trait:** Forgiveness **Shape:** Oval **Colors:** Pastels

**Letters:** U, V, & W **Science:** Eggs, Seeds, & Babies

## Things to do with your child

- Plant flowers and vegetables in your garden at home.
- Help take care of a pet or sign up to take care of one of our bunnies.
- Talk about baby animals and how they change when they grow up.
- Find a special flower in your garden that you want to bring to the cross for Jesus. Bring it to school on the day of our special chapel.
- Attend Good Friday and Easter services with your child.
- Read pages 391-452 in the Beginner’s Bible.

# MAY 2012

## Themes

Patriotism/Community Helpers

## Verse

“. . .be strong and courageous. . .for the LORD your God will be with you wherever you go.” Joshua 1:9

## Curriculum

This month we will be learning how God can help us to be brave because He is with us. We will also learn about people who help us in the communities we live in – doctors, dentists, police officers, firefighters. Some of these helpers might come into our classrooms and share what they do to keep us safe and healthy, or so we can live in freedom. We will learn about the vehicles and tools they use. We will also talk about the United States and how God has blessed us with a place to live where we can go to church and worship and praise Jesus. We can pray anytime we want. We will learn about our President. During our Patriotic Day, we will meet first thing in the morning for a special Assembly reciting the Pledge of Allegiance and the Pledge to the Bible and singing special Patriotic songs. We will thank God for all those who keep us safe and protect us so we can live in freedom. We will have a special day when we have our moms come and have a fun day at school. We will make special gifts and cards for them. God gave us our moms to love us and take care of us and we want to make them feel special on *Mommy and Me Day*. Weather permitting; we will enjoy a Beach Day out on the playground.

## Chapel

This month, We will be hearing the story of how Jesus went up to Heaven to make a special place for us, and how God sent His Special Helper – the Holy Spirit- to the disciples just as Jesus promised. We will hear about the job that the disciples had after Jesus left, to continue to tell everyone about God’s plan for them. We will hear the story about the First Church and how Peter was delivered from Prison while his friends prayed for him. We will hear about a man named Saul, who went from hurting God’s people to teaching many to love and follow God. Then, how his name was changed to Paul. We will learn about how Paul started up many different churches as he shared God’s love. We will hear of Paul’s braveness, both when he was in jail and when he was shipwrecked. We will learn that Jesus will one day return and take His children home!

## Learning Themes

**Character Trait:** Braveness **Shape:** Review **Colors:** Red, White, & Blue

**Letters:** X, Y, & Z **Science:** Tools & Transportation

## Things to do with your child

- Dad, help plan a special Day for Mom.
- Find things around the house to make a picture with.
- Listen to some Patriotic music as you draw a picture.
- As a family, pray for our country.
- Put flags in your yard to celebrate Memorial Day.
- Start taking swimming lessons.
- Read pages 453-508 in the Beginner’s Bible.

# JUNE 2012

## Themes

Ocean

## Verse

“Blessed are the merciful, for they will be shown mercy.” Matthew 5:7

## Curriculum

As we begin this month, we will learn about showing mercy—kindness, gentleness, and forgiveness -to others that we know: our families and friends. We will also learn about the ocean and all the creatures God created to live in the ocean. We will hear stories about whales, sharks, octopi, crabs, fish and sea stars. We will learn how fish ‘breathe’ under the water, how sea stars move along the bottom of the ocean floor and how hermit crabs find another house when they get too big for the ones they are living in. We will do some experiments with water like guessing if objects will sink or float. We will enjoy a fun day of

It is hard to believe our year is over. We have learned and grown so much. We are putting the finishing touches on our projects and reviewing all we have learned this year. We have learned so much about Jesus and God’s plan for us; and we know He will be with us as we say “goodbye” to school and enjoy summer fun with our families.

## Chapel

We have taken a child sized walk through the Bible and learned so much. As we finish our school year, we will learn about the special job Jesus told us we have. That is to tell everyone how much He loves us. We will learn about God’s Plan, using a “Wordless Book,” and what the different colored pages mean. We will be reminded that wherever we go, whether it is another year at preschool or “Big School”, Jesus will be with us.

## Learning Themes

**Character Trait:** Mercifulness **Shape:** Review **Colors:** Review

**Letters:** Review **Science:** Sink & Float

## Things to do with your child

- Go to the tide pools. What kinds of things can you find? You cannot bring them home, but you can draw a picture and share it with the class.
- Attend a family tour at the Marine Institute in Dana Point.
- Get a hermit crab. They are fun to watch and easy to care for. Talk about what happens to a hermit crab when it gets too big for its house.
- Go to the beach and build sand castles together.
- Draw a picture of your favorite thing you did at preschool.
- Plan a vacation or some fun day trips with your family.
- Look through your Beginner’s Bible and review stories with your child.

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