

GRACE FELLOWSHIP

PRESCHOOL

**FOUR-YEAR-OLD
Information
Packet**



Grace Preschool – Domains of Early Childhood Development

Fine Motor – Fine motor activities teach hand-eye coordination. These activities help children learn to precisely control the muscles in the hands. Tearing paper, cutting with scissors, using tweezers, painting and exposure to a variety of sensory activities all help build fine motor skills.

Language – This domain includes phonemic awareness, alphabet, oral and written language. Talking about events happening during the day, learning the alphabet and the sounds the letters produce are examples of language activities. Stress will be placed on the importance of reading to each child in addition to dramatic play, puppets, and theme-related activities.

Cognitive – Early math skills, cause-and-effect, and reasoning are focal points of this domain. Counting and patterning also help to improve cognitive development. A variety of activities will be used to ensure that all learning styles are emphasized.

Social/Emotional – Learning to “play” with others is a skill. We focus on children feeling safe, secure, and nurtured. Manners and using kind words will be stressed as well.

Gross Motor – This domain involves learning to use all the “big” muscles in our body. Crawling, walking, running, skipping, jumping, and climbing are all examples of gross motor activities. Music and movement classes in addition to outside play assist in accomplishing these skills.

Self-Help/Adaptive – Everything that a child needs to know to start being more independent is included in this domain. Learning to dress oneself, feed oneself, using the toilet, and participating in home/classroom overall success contribute toward independence and self-reward.

Spiritual and Moral – Teaching each child to love and obey God is the most important focus we have. Recognizing the differences between right and wrong will become second nature to each child if we simultaneously teach and model God’s love. Monthly Bible verses, weekly chapel lessons and daily reinforcement introduce God’s Word and love.

Grace Preschool Four's Class

The General Objectives for Four-Year-Old Students are below. These are the objectives that your child will be exposed to this school year. They are in no way complete as each day brings a different focus and variety of activities. These objectives were written to help our staff become more unified, to provide ease in evaluating students, as a preparation for the upcoming school year and to keep you informed.

The philosophy behind the Grace Preschool curriculum continues to be that young children learn best by “playing”. When children play, they are working. For them, play is both serious and necessary. It is one of the ways they learn and grow. Showing approval of children’s creative efforts tends to encourage their creativity. We feel that it is important to communicate our respect for their attempts to express what is on their minds.

Encouraging children to discover that uniqueness and helping them develop its expression is primary in our overall approach to learning. We know that the time we spend building self-esteem, guiding behavior and providing a variety of experiences is a lifetime investment. Our goal is to help your child become an enthusiastic learner.

We appreciate the role you play in supporting your child’s learning and we view you as your child’s first and most important teacher. Our curriculum works best when teachers and parents work together.

FOUR-YEAR-OLD CLASS OBJECTIVES

Social/Emotional Development – Includes interaction with children and adults – from individual interaction to group participation.

The child will:

- *separate readily from parents/caregivers.
- *play and interact with children with minimal friction.
- *show interest in exploring gender differences in center play.
- *attend to stories and group explanations.
- *enjoy being part of a group/follow school rules.
- *accept responsibilities for own behavior.
- *sustain attention to a task for a period of time, even after encountering problems.
- *use words or seek adult help when needed to resolve conflicts.
- *demonstrate an understanding of physical and cultural differences.
- *begin to play competitive games/sports that require group participation.
- *show an interest in and ability to make-believe play.
- *indicate positive feelings about himself/herself.

Self-reliance/Hygiene Skills and Fine Motor – Includes eating, dressing, bathing, toileting, independence, and responsibility and use of hands – from picking up objects to scribbling and drawing.

The child will:

- *dress completely/attempt to tie bows.
- *assist in making bed, sweeping, setting table, passing out napkins.
- *pour without spilling.
- *put toys away, clean-up.
- *button medium to small buttons.
- *clean and dress self after toileting.
- *be able to distinguish back and front of clothing.
- *assist in preparing for beginning/end of day routines.
- *feed self, using fork and spoons following simple table manners.
- *develop awareness of health, hygiene, safety and nutritional habits.
- *rest and relax quietly at naptime but may not sleep.
- *become less “self-centered.”
- *paste and glue accordingly.
- *gain control of a pencil, crayon or marker.
- *begin to color within the lines.
- *trace/copy shapes, lines and a few letters and numbers.
- *show ability to play simple games/manipulatives with little adult interference.
- *be able to place pegs of different sizes in pegboards, string beads, complete puzzles, build block towers, and utilize different forms of manipulatives.
- *shape play dough and various mediums of clay into “objects.”
- *tear and wad paper, easily.
- *draws pictures of people that contain head, eyes, nose, mouth, legs, and hands (may include hair, eyelashes, etc.)
- *enjoy painting, coloring and free expression without coaching or hesitation.

Gross Motor – Includes walking, running, climbing, jumping, riding, balance and coordination.

The child will:

- *walk up and down stairs with alternating feet.
- *catch and throw assorted sizes of balls.
- *walk entire length of balance beam.
- *begin to skip, alternating feet.
- *jump consecutively over objects.
- *begin to walk sideways on balance beam.
- *attempt obstacle courses.
- *stand on one foot at a time/jump in place.
- *complete a forward somersault.
- *exhibit large muscle control: balance, bend, bounce, carry, climb, gallop, hop, jump, kick, leap, pull, push, run and stretch.
- *show an ability to hit a large softball or “make a basket” in basketball.
- *quickly climb playground equipment including slides.
- *show an ability to “pump” while swinging.
- *throw and catch bean bags.
- *clap and move freely to music both independently and with adult direction.

Communication Skills/Cognitive Development

The child will:

- *understand comparatives (small, smaller, and smallest).
- *be able to listen to long stories but may misinterpret the facts.
- *ask “when, how, and why” questions.
- *join sentences together with ease.
- *identify common opposites, such as hot/cold, up/down, etc.
- *comprehend prepositions (at the side of, in front of, between).
- *learn new vocabulary quickly related to own experience.
- *retell a four or five step directive or the sequence in a story.
- *begin to name letters of the alphabet.
- *connect beginning sounds of words to letters of the alphabet.
- *answer questions directly.
- *relate fanciful tales in own words and with animation.
- *know first/last name, sex and age.
- *be aware and communicate names of teachers in the school and students in the classroom.
- *recognize and name all primary colors and shapes.
- *draw a recognizable picture and explain its meaning.
- *select favorite books and enjoy looking at/listening to stories.
- *learn through observing adult actions and begin to imitate them.
- *take turns in conversation, both talking and listening.
- *identify frequent sounds and relate them to everyday life (fire truck, train and siren).
- *be less distracted during circle time and story time.

Expressive Language – Includes expressive communication, from gesture and single words to complex language.

The child will:

- *demonstrate knowledge of print concepts.
- *recognize name.
- *understand left-right and top-bottom.
- *understand words are separated by spaces.
- *knows differences between capital/lower case letters.
- *describes illustrations match to text, and responds to various texts (stories, poems, etc.).

Math Development/Numbers – Knowledge of quantity and numbers from simple counting to solving simple arithmetic problems.

The child will:

- *copy numbers and use numbers to name quantities.
- *categorize objects (shape, color, size and texture).
- *sequence different sizes (small, smaller, smallest).
- *recognize and name shapes.
- *match and count sets of various objects.
- *recite numbers in order from 1-20.
- *model addition and subtraction.

- *begin to use problem-solving strategies.
- *use positional terms/place objects in specified positions.
- *begin to name ordinal positions (first, second, third) and be able to verbally follow the order.
- *complete block patterns, alternating colors.
- *complete simple and some complex puzzles.

Summary of Math Prekindergarten Guidelines

NUMBERS

One to One Correspondence

Counting to 10 or more

Begins comparing numbers of concrete objects (same, equal, one more, more than, less than)

Begins to tell how many are in a group, up to three

Begins to demonstrate part to whole of real objects

Begins to identify first and last in a series

PATTERNS

Can imitate patterns of sound (clap, stomp, clap, stomp)

Recognizes and reproduces simple patterns (yellow, blue, yellow, blue)

Begins to recognize patterns in the environment (day follows night, story repetition, patterns in floor)

Begins to predict what comes next when patterns are extended

GEOMETRY AND SPATIAL SENSE

Begins to name, recognize and describe shapes (circles, triangles, rectangles and squares)

Begins to use words that show where things are in space (besides, inside, behind, above, below)

Begins to recognize when a shape's position or orientation has changed

Begins to investigate and predict the results of putting together two or more shapes

Can do puzzles of increasing complexity

MEASUREMENT

Covers an area with shapes (with tiles)

Begins to make size comparisons between objects (smaller than, taller than)

Begins to use tools to imitate measuring

Begins to categorize time intervals and uses language associated with time
(in the morning, after lunch)

CLASSIFICATION AND DATA COLLECTION

Matches like objects

Describes similarities and differences between objects

Sorts objects into group by attribute and begins to explain how the grouping was done

Participates in creating and using real and pictorial graphs

Source: Texas Prekindergarten Guidelines (tea.texas.gov)

Bible Teachings Four Year Olds

September – I praise you because I am fearfully and wonderfully made.
Psalm 139:14

October – Children, obey your parents in the Lord, for this is right. Ephesians 6:1

November – Give thanks to the Lord for He is good; His love endures forever.
Psalm 107:1

December – Today in the town of David a Savior has been born to you; He is
Christ the Lord. Luke 2:11

January – Jesus Christ is the same yesterday, today, and forever. Hebrews 13:8

February – Love the Lord your God with all your heart, and with all your soul, and
with all your strength. Deuteronomy 6:5

March – When I am afraid, I will trust in You, in God whose word I praise.
Psalm 56:3

April – Do unto others as you would have them do unto you. Matthew 7:12

May – I can do all things through Christ who strengthens me. Philippians 4:13

Monthly “Color, Shape and Number” For All Age Levels

September--	Yellow	Circle	0, 1 and 2
October --	Orange	Square	3
November --	Brown/Black	Rectangle	4
December --	Red/Green	Oval	5
January --	White	Rhombus	6
February --	Pink	Heart	7
March --	Blue	Triangle	8
April --	Purple	Cross	9
May --	Review		

All classes will be exposed to the skills above, be able to recognize them and be able to show or explain how to “make” them.

In addition, **4’s and Transition:**

Three dimensional shapes – Sphere, Cube, Cylinder and Cone