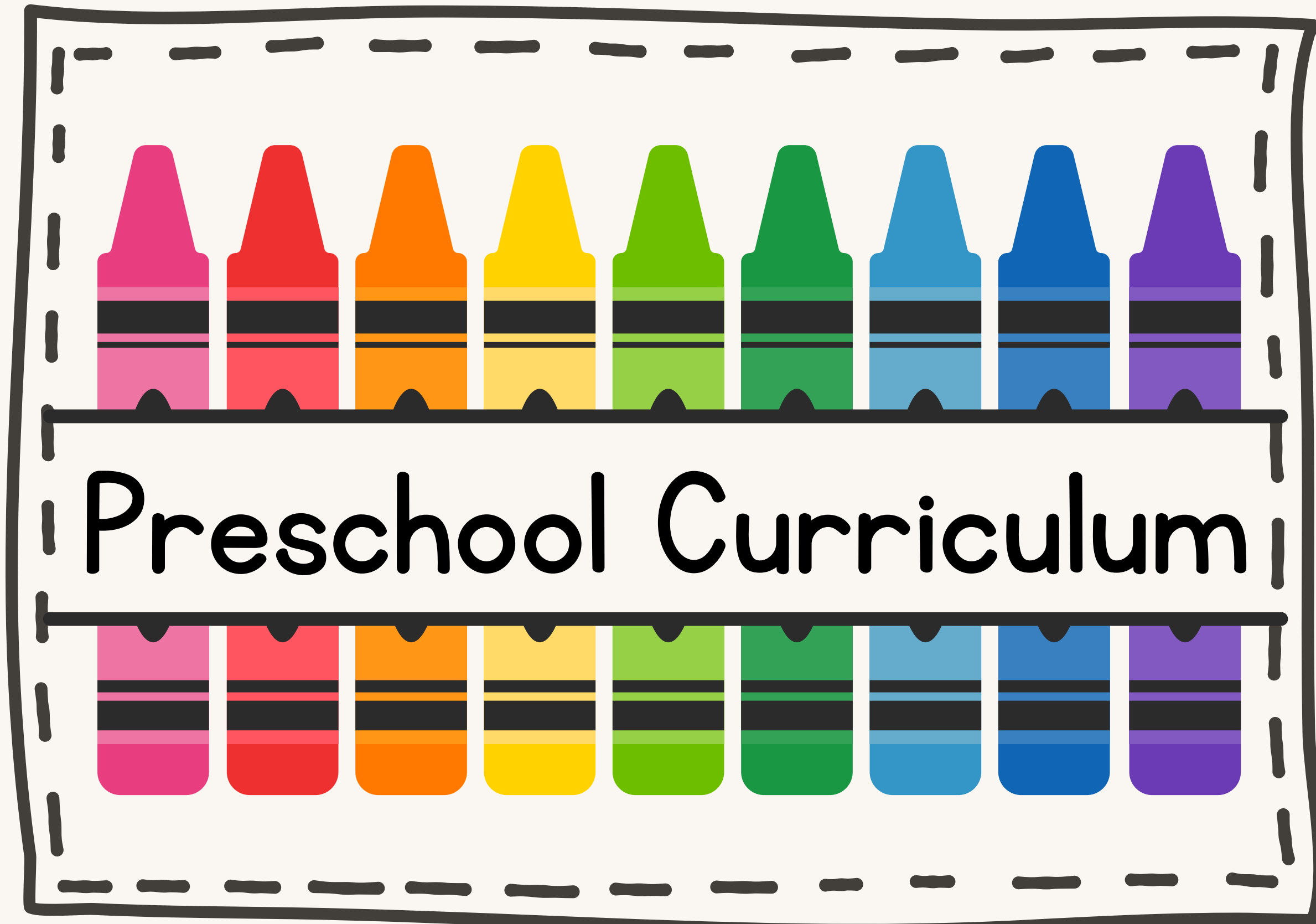


Saints Peter and Paul Catholic School



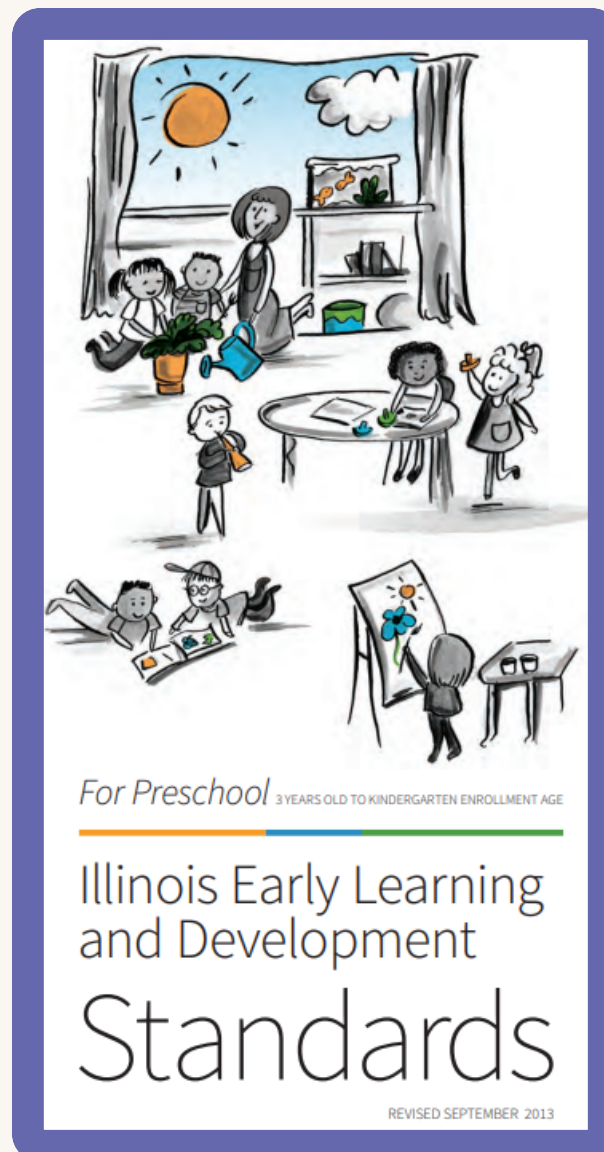
Curriculum & Program Features

Our preschool classes provide an opportunity for your child to discover, learn, and thrive in a safe, nurturing, and faith-filled environment. At SPPCS, students gain experiences that focus on the growth of the whole child. Students learn about God, make friends, play, and develop skills that will encourage a lifelong love of learning.

- Fine & Gross Motor Skills -Daily opportunities to develop, strengthen, and explore skills through activities such as drawing, building, cutting, writing, and more.
- Pre-Reading & Kindergarten Readiness Skills - A focus on number and letter knowledge, counting, and other important skills to ensure success in kindergarten.
- Enrichment Classes - Our preschool students attend daily enrichment courses including Music, PE, STEM, and Second Step.
- Varied Instruction - Students learn in a variety of ways including learning centers, small and large group instruction, stories, songs, and games.
- School-Wide Connections - Preschoolers are paired with 4th, 5th, and 6th graders through our buddy program. Buddies sit together at mass & other school events and meet regularly for other fun activities.
- Full School Experience - Students attend school events like pep rallies & assemblies with our K-8 students, take field trips, and travel to other classrooms for enrichment classes...just like the big kids do!

How do we shape our learning?

Our goal is to give each student a positive experience during the first years of their educational journeys. We strive to ensure that all students leave our preschool program with the tools and knowledge needed for success in kindergarten and beyond! The needs of our students vary from classroom to classroom and student to student. Due to these variations, you will see different activities within our classrooms. However, each classroom uses the same sources to guide our instruction and learning experiences.



Kindergarten Readiness Skills

- Counts objects to 10
- Counts orally to 20
- Identifies basic shapes (circle, triangle, hexagon, square, and rectangle)
- Writes numbers to 10
- Writes his/her name (with only the first letter capitalized)
- Recites the alphabet
- Identifies most uppercase letters
- Identifies most lowercase letters
- Can rhyme
- Cuts basic shapes with scissors
- Holds a pencil correctly
- Holds scissors correctly
- Can zip, snap and button
- BONUS--If a child masters letter identification, can he/she match uppercase to lowercase and/or match sounds to letters?

Other considerations:

- Handwriting/fine motor skills
- Listens to a story without interrupting
- We can't wait to meet our Fabulous Falcons!

SPPCS

Exploring Our Catholic Faith

Daily Prayers

- Morning prayer | Meal/Snack prayer | Guardian Angel prayer | End of the Day prayer

Mass Attendance

- Holy Days of Obligation
- Other special masses: Mass in the Grass, Grandparent's Day, Veterans Day, Nativity Mass, and Catholic Schools Week mass.

Daily Reflections

- Includes a short passage to help highlight God's presence in our daily lives
- Encourages the students to talk with God about everything they do.

We will also...

explore the church calendar and liturgical seasons | introduce saints | visit the church |

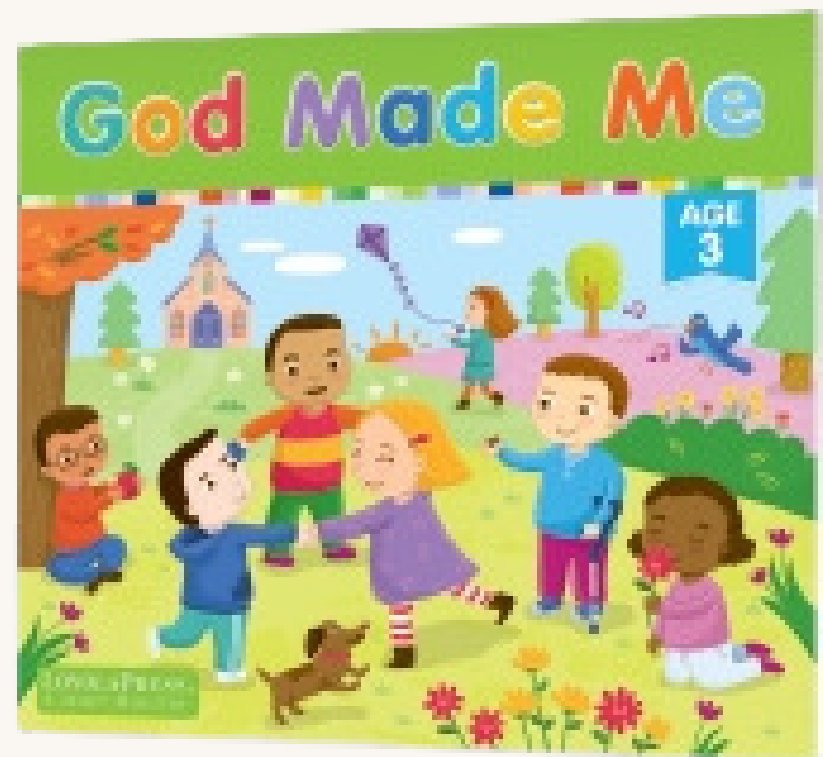
share bible stories | share prayer intentions

maintain a prayer table with materials for students to use for prayer and faith deepening activities

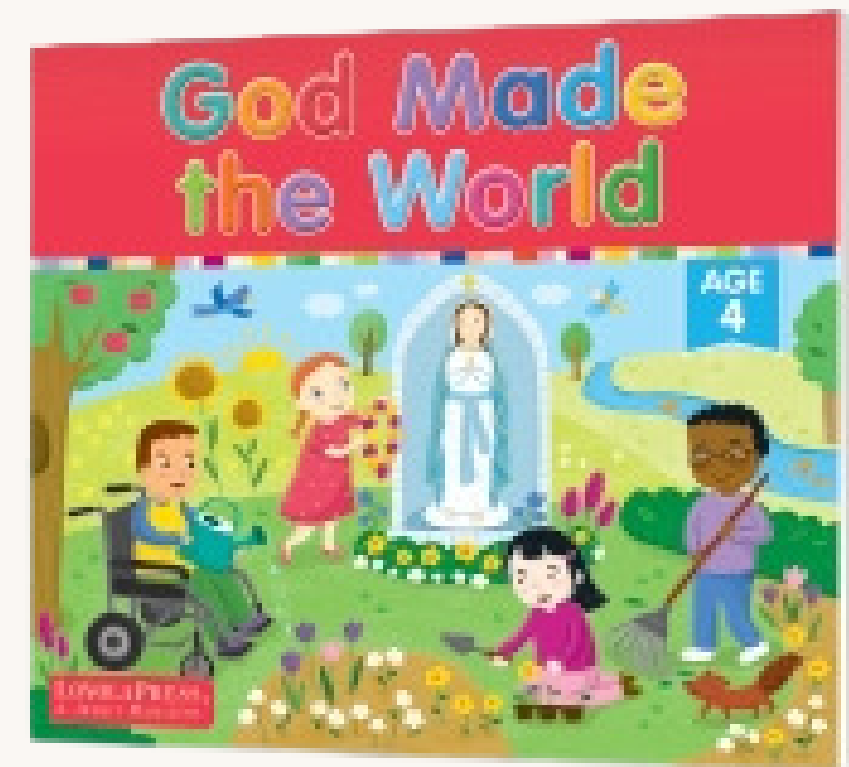
God Made Everything

By Loyola Press

- Developmentally appropriate activities to nourish the students' relationships with God.
- Encourages students to learn scripture, prayerful practices, and develop faithful habits
- Two-year program provides students with a unique experience during each year of preschool
- At-home component that encourages families to engage in faith formation at home as well.
- Aligns with K-8 religion curriculum



Preschool A



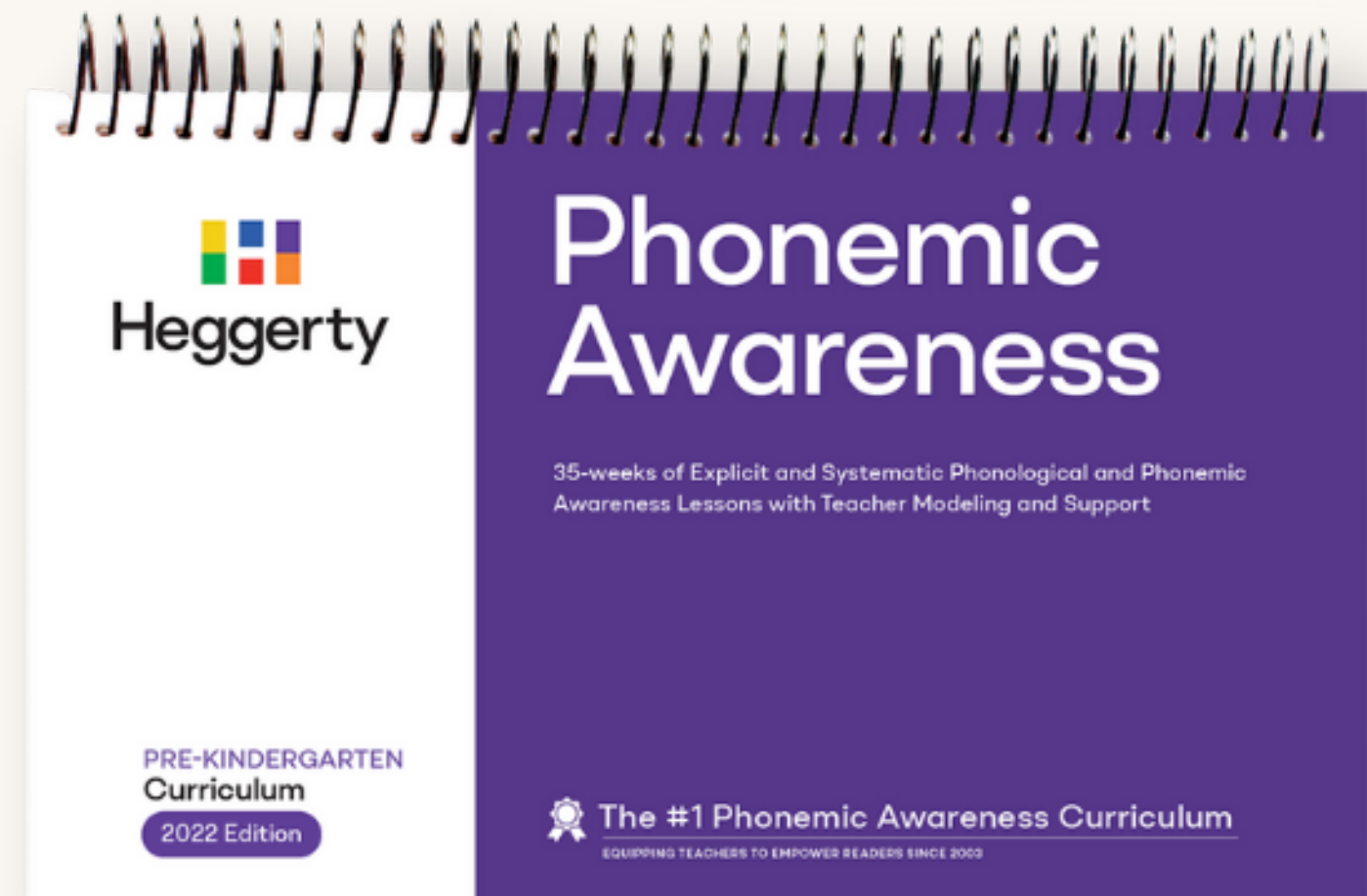
Preschool B & C

Heggerty Phonemic Awareness

- Aligns with Early Learning Standards
- When used regularly with teacher modeling and scaffolding, explicit phonemic awareness instruction improves the skills students need in order to be successful in reading, writing, and spelling.
- Teaches 10 components as well as language awareness through weekly nursery rhymes and daily whole group instruction.

Phonemic Awareness Skills

1. Rhyme
2. Onset Fluency
3. Phoneme Isolation (initial, final, and medial)
4. Blend words, syllables, onset-rime, and phonemes
5. Segment words, syllables, onset-rime, and phonemes
6. Add words, syllables, and initial phonemes
7. Delete words, syllables, and initial phonemes
8. Substitute initial phonemes



Heggerty Phonemic Awareness

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Recognition The teacher says the word pair. The students repeat the word pair and show thumbs up if the words rhyme, or thumbs down if the words do not rhyme.	rock, sock car, back white, peak best, nest sun, fun	seed, read head, dime bake, make come, some rock, pole	map, nap fish, dish dive, home low, bōw shoe, new	book, look line, keep will, hill six, date that, sat	saw, paw lip, rip four, more bean, give share, chair
Onset Fluency The teacher says the two words and then isolates the onset. The students repeat the two words and the onset (initial phoneme). Ex. T: sing, soft, /s/ S: sing, soft, /s/	pay, pick /p/ how, hope /h/ man, mice /m/ day, did /d/ baby, bird /b/	cane, cold /k/ for, five /f/ girl, good /g/ joke, jet /j/ look, left /l/	Tuesday, toe /t/ Friday, few /f/ Wednesday, with /w/ Saturday, sight /s/ Monday, made /m/	keep, case /k/ best, book /b/ new, nice /n/ quiet, quick /kw/ read, rain /r/	very, vine /v/ yes, yawn /y/ zero, zone /z/ hook, hang /h/ tell, tape /t/
Blending Syllables The teacher says the syllables with a pause between them and then says the word. The students repeat the syllables with a pause, and then say the word. Ex. T: ōn - er, owner S: ōn - er, owner	ōn - er owner tur - kē turkey tēch - ing teaching pill - ō pillow ěn - joy enjoy	wīg - le wiggle hān - dle handle rāb - ĩt rabbit car - toon cartoon cūm - ing coming	mūf - ĩn muffin hām - er hammer đır - tē dirty jūn - gle jungle nēt - ěst neatest	ūn - doo undo hōp - ful hopeful brān - ē brainy sē - ing seeing count - ing counting	new - er newer hāp - ē happy glād - lē gladly wĭn - ter winter rē - tĭ retie
Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
Isolating Medial Sounds The teacher says the word and then isolates the medial sound. The students repeat the word and the medial sound. Ex. T: sock /ō/ S: sock /ō/	cat /ă/ hen /ĕ/ pig /ĭ/ mom /ō/ bug /ū/	ran /ă/ set /ĕ/ hit /ĭ/ top /ō/ rug /ū/	bag /ă/ fell /ĕ/ sit /ĭ/ hot /ō/ run /ū/	hat /ă/ sell /ĕ/ win /ĭ/ pop /ō/ sun /ū/	ham /ă/ pen /ĕ/ fill /ĭ/ sock /ō/ cut /ū/
Optional roller coaster hand motion: Teacher and students move one arm like a roller coaster going over a hill. Bottom of the hill is the beginning of the word; top of the hill is the middle of the word; bottom of the hill is the end of the word.					
Segmenting Syllables The teacher says the word and then segments it into syllables. The students repeat the word and then segment it into separate syllables. Ex. T: undo, ūn - doo S: undo, ūn - doo	muffin mūf - ĩn hammer hām - er dirty đır - tē jungle jūn - gle neatest nēt - ěst	undo ūn - doo hopeful hōp - ful brainy brān - ē seeing sē - ing counting count - ing	newer new - er happy hāp - ē gladly glād - lē winter wĭn - ter retie rē - tĭ	owner ōn - er turkey tur - kē teaching tēch - ing pillow pill - ō enjoy ěn - joy	wiggle wīg - le handle hān - dle rabbit rāb - ĩt cartoon car - toon coming cūm - ing
Segmenting hand motion: Students place palms together to create "choppers." Students will make a chopping motion when saying each syllable. Teachers chop from right to left so that students mirror your movements.					

Handwriting Without Tears

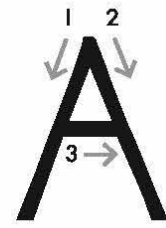
- Provides a multisensory approach to teaching correct letter formation
- Used during both whole group and small group instruction
- Introduces capital letters followed by lowercase letters



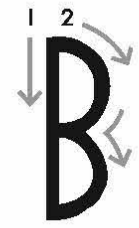
Handwriting Without Tears



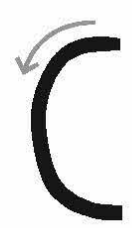
Capital Formation Chart



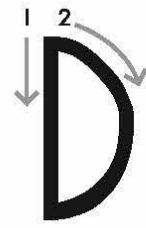
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Little Line



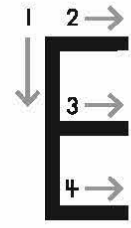
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Little Curve
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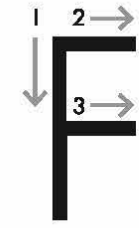
Big Curve



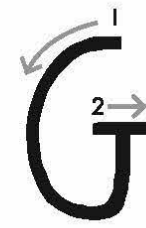
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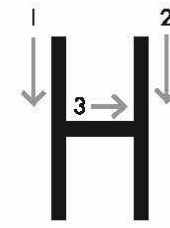
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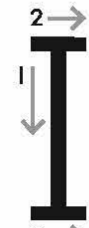
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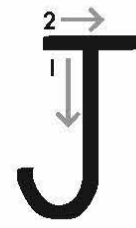
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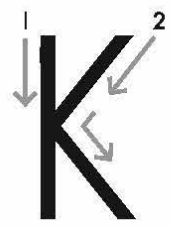
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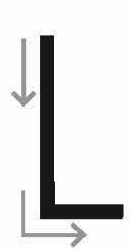
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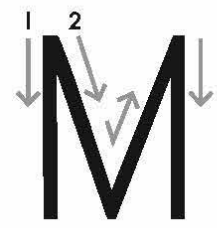
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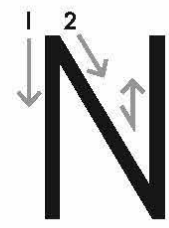
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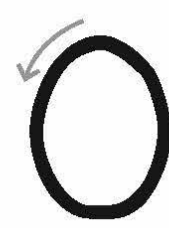
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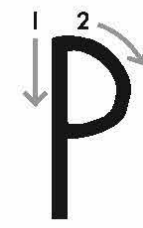
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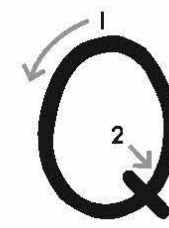
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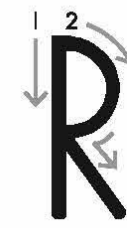
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Big Line
Little Curve



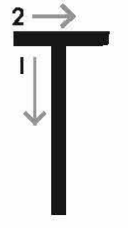
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Little Line



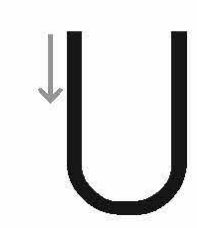
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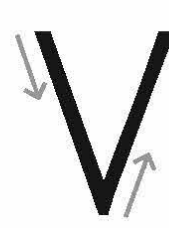
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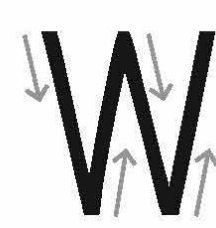
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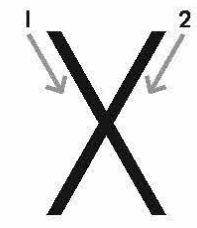
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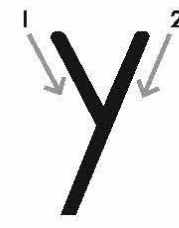
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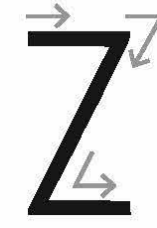
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What does learning look like in preschool?

Because we know that young children learn best through play and hands-on experiences, we strive to meet our learning goals through fun and interactive activities. These activities are built into each and every part of our day. All of our preschool classrooms have their own unique schedule tailored to best fit the needs of the students. However, you can expect to find many of the same types of daily activities in each classroom. During a typical day, you could expect to see:

- Center Time - Center time features a variety of student-led games and activities and time for teachers and aides to work one-on-one or in small groups with students. Examples of learning centers include dramatic play, art, sensory, library, blocks, literacy, and math.
- Circle Time - During circle time students participate in letter and number lessons, songs and games, calendar activities, and more!
- Story Time - Story time features a variety of fiction and non-fiction stories. Students will learn about books, strengthen comprehension, and develop important pre-reading skills.

What does learning look like in preschool?

- Jesus Time - While our faith is woven into multiple parts of our school day, we also set aside a special time each day to learn more about God and our faith. During Jesus time we share Bible stories, learn about Saints, introduce the liturgical calendar and seasons, share prayers, and more!
- Snack Time - Snack time isn't just about a yummy treat! During snack time we focus on self-help and skills that encourage independence and good manners.
- Enrichment Class - Each day the Pre-K classes visit a different enrichment class. These classes allow us to broaden our learning and have lots of fun outside of our classroom! This year our enrichment classes include STEM, Second-Step, Music, and PE.
- Gross Motor/Recess Time - The playground isn't just for playing...during recess time students climb, run, slide, swing, and more! All of these activities help build strong healthy bodies, develop gross motor skills, and encourage students to stay active.
- Rest Time - After a long day of play it is important to rest both our minds and our bodies. During rest time students have the opportunity to nap. Students who do not sleep can rest quietly while they listen to calming music or meditations.

Measuring Student Growth

Assessment Areas

language | mathematics | social skills | fine & gross motor skills | faith development

Schedule

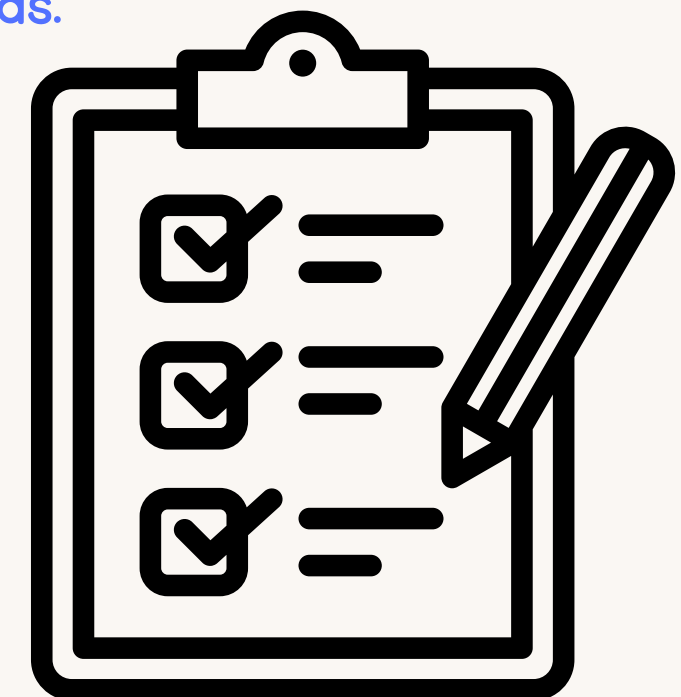
Beginning of the year (September) | Fall (late November/early December)

Winter (February) | End of the Year (late April/early May)

Please Note: This is an approximate schedule and is subject to change depending on class needs.

Report Cards

- Goals for both 3-year old and 4-year old students
- Provided at the end of each semester
- Measures skill development on a scale of development vs traditional grades



Questions?

