

# Daily Schedule



## 2-yr-old Part-Time Preschool

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9:00	Greet & Table Play
9:20	Class Meeting, Class Rules, Celebration Journal, Prayer, Jobs
9:30	Circle Time - Language Arts & Early Literacy Story with Simple Questions; Alphabet
9:50	Music
10:00	Math, Numbers, Shapes, Colors, Counting, Opposites, Game
10:20	Art
10:35	Bathroom & Prepare for Recess
10:45	Recess (Playground or Gym)
11:25	Wash Hands & Prepare for Lunch
11:35	Lunch
12:05	Free Play/Bathroom Time
12:30	Bible/Conscious Discipline
1:00	Activity, Game or Music
1:15	Afternoon Tables/Dismissal

# September

2-yr-old MWF Part-Time Class

**Bible Verse: "Be kind to one another." -Ephesians 4:32**

**Color: Yellow, Red, Orange, Brown**

**Shape: circle, triangle, square**

**Numbers: 1, 2, 3**

**Counting: 1-5**

**Letters: A, B, C**

<p><b>4</b></p> <p><b>No School</b></p>	<p><b>6</b></p> <p>Bible: Creation</p> <p>Book: <u>Monk Camps Out</u></p> <p>Art: Campfire</p> <p>Math: counting marshmallows</p> <p>Science: Things you see camping (animals, streams, nature)</p>	<p><b>8</b></p> <p>Book: <u>Ten Flashing Fireflies</u></p> <p>Game: Who's in the Tent?</p> <p>Math: fishing colors and shapes</p> <p>Art: Fireflies</p>
<p><b>11</b></p> <p>Bible: Adam and Eve</p> <p>Art: Apple Tree</p> <p>Book: <u>Dappled Apples</u></p> <p>Math: Sort apples</p> <p>Opposites: On/Off</p>	<p><b>13</b></p> <p>Book: <u>Little Mouse and the Big Red Apple</u></p> <p>Art: Painting with apples</p> <p>Science: Apple tasting</p> <p>Math: Graphing apples</p>	<p><b>15</b></p> <p>Art: Shape Art</p> <p>Book: <u>Ten Apples Up on Top!</u></p> <p>Game: Shape Hunt</p> <p>Music and Movement</p>
<p><b>18</b></p> <p>Bible: Noah</p> <p>Book: <u>Going on a Bear Hunt</u></p> <p>Art: bear hunt map</p> <p>Math: bear sorting</p> <p>Music: "Bear Hunt"</p>	<p><b>20</b></p> <p>Book: <u>Gotcha!</u></p> <p>Art: cinnamon bear</p> <p>Music: "Rock-a-Bye-Bear"</p> <p>Show-n-Tell--bring your favorite teddy bear</p>	<p><b>22</b></p> <p>Book: <u>The Bear Came Over To My House</u></p> <p>Art: Bear Book</p> <p>Game: Bear Hunt</p> <p>Math: How many bears?</p>
<p><b>25</b></p> <p>Bible: Abraham and Isaac</p> <p>Art: tractor tracks</p> <p>Book: <u>The Noisy Farm</u></p> <p>Science: What grows in the garden?</p>	<p><b>27</b></p> <p>Game: Who's in the Barn</p> <p>Math: pig sorting(big and small)</p> <p>Art: muddy pig</p> <p>Book: <u>Barnyard Banter</u></p>	<p><b>29</b></p> <p>Book: <u>Old Macdonald Had a Farm</u></p> <p>Art: cow</p> <p>Music: "Old Macdonald Had a Farm"</p> <p>Game: animal movement cards</p>

# September

2-yr-old Tues/Thurs Part-Time Class

**Bible Verse: "Be kind to one another." -Ephesians 4:32**

**Color: yellow, red, orange, brown**

**Shape: circle, triangle, square**

**Numbers: 1, 2, 3**

**Counting: 1-5**

**Letters: A, B, C**

<p><b>5</b></p> <p>Bible: Creation</p> <p>Book: <u>Monk Camps Out</u></p> <p>Art: Campfire</p> <p>Math: counting marshmallows</p> <p>Science: Things you see camping (animals, streams, nature)</p>	<p><b>7</b></p> <p>Book: <u>Ten Flashing Fireflies</u></p> <p>Game: Who's in the Tent?</p> <p>Math: fishing colors and shapes</p> <p>Art: Fireflies</p>
<p><b>12</b></p> <p>Bible: Adam and Eve</p> <p>Art: Apple Tree</p> <p>Book: <u>Dappled Apples</u></p> <p>Math: Sort apples</p> <p>Opposites: on/off</p>	<p><b>14</b></p> <p>Book: <u>Little Mouse and the Big Red Apple</u></p> <p>Art: Painting with apples</p> <p>Science: Apple tasting</p> <p>Math: Graphing apples</p>
<p><b>19</b></p> <p>Bible: Noah</p> <p>Book: <u>Going on a Bear Hunt</u></p> <p>Art: Bear</p> <p>Math: Bear sorting</p> <p>Music: "Bear Hunt"</p>	<p><b>21</b></p> <p>Book: <u>Gotcha!</u></p> <p>Art: Cinnamon bear</p> <p>Music: "Rock-a-bye-bear"</p> <p>Show-n-tell--bring your favorite teddy bear</p>
<p><b>26</b></p> <p>Bible: Abraham and Isaac</p> <p>Art: tractor tracks</p> <p>Book: <u>The Noisy Farm</u></p> <p>Science: What grows in the garden?</p>	<p><b>28</b></p> <p>Game: Who's in the Barn</p> <p>Math: pig sorting(big and small)</p> <p>Art: Muddy pig</p> <p>Book: <u>Barnyard Banter</u></p>



# March

**2-yr-old Part-Time  
Mon/Wed/Fri Class**

<i><b>School-Wide Dr. Seuss Week</b></i>		
<b>26</b> Book: <u>Go Dog Go</u> Game: Cars Cards/ Shapes Art: Car and race tracks Bible: Jesus Walks on Water Math: Count cars, name shape on car	<b>28</b> Book: <u>The Cat in the Hat</u> Art: Cat in the Hat Game: What's in the hat? Math: How many hats? <b>Activity: Dress like Dr. Seuss Character or Wear Dr. Seuss T-Shirt</b>	<b>2</b> Book: <u>One Fish, Two Fish, Red Fish Blue Fish</u> Art: Red Fish, Blue Fish Game: Fishing for colors and shapes Math: Count fish
<b>5</b> Bible: Jesus loves the Little Children Music: Streamers and music Art: Wind sock Book: <u>Feel The Wind</u> Science: wind	<b>7</b> Book: <u>The Fly Away Kite</u> Art: Kite Math: count kites **Show-n-Tell**	<b>No School Student Holiday</b>
<b>12</b>  <b>Spring Break</b>	<b>14</b>  <b>Spring Break</b>	<b>16</b>  <b>Spring Break</b>
<b>19</b> Bible: Palm Sunday Art: sunny and rainy Science: Weather Book: <u>What makes the weather</u>	<b>21</b> Book: <u>Spilt Milk</u> Music: Parachute/music Art: clouds Math: counting 1--15	<b>23</b> Book: <u>Rain Drop Plop</u> Music: Music and movement Art: Umbrella Math: What shape is on the Umbrella?
<b>26</b> Bible: The Last Supper Art: Garbage truck Book: <u>Things That Go</u> Math: Counting cars	<b>28</b> Book: <u>I Love Planes</u> Music: Wheels on the Bus Art: Airplane Math: Name shape on car	<b>30</b> Book: <u>Little Blue Truck Leads the Way</u> Music: Big Red Car Art: Car and road Game: Red light, Green Light



# March

**2-yr-old Part-Time**

**Tues/Thurs Class**

<b><i>School-Wide Dr. Seuss Week</i></b>	
<p><b>27</b></p> <p>Book: <u>Go Dog Go</u></p> <p>Game: Car</p> <p>Art: Car and race tracks</p> <p>Bible: Jesus Walks on Water</p> <p>Math: Count cars, name shape on car</p>	<p><b>1</b></p> <p>Book: <u>The Cat in the Hat</u></p> <p>Art: Cat in the hat</p> <p>Game: What's in the hat?</p> <p>Math: How many Hats?</p> <p><b>Activity: Wacky Tuesday</b> <b>dress wacky, crazy hair, etc.</b></p>
<p><b>6</b></p> <p>Bible: <u>Jesus Raises Lazarus</u></p> <p>Music: Streamers and music</p> <p>Art: Wind sock</p> <p>Book: <u>Feel The Wind</u></p> <p>Science: wind</p>	<p><b>8</b></p> <p>Book: <u>The Fly Away Kite</u></p> <p>Art: Kite</p> <p>Math: count kites</p> <p style="text-align: right;">**Show-n-Tell**</p>
<p><b>13</b></p> <p style="color: green; font-weight: bold;">Spring Break</p>	<p><b>15</b></p> <p style="color: green; font-weight: bold;">Spring Break</p>
<p><b>20</b></p> <p>Bible: Palm Sunday</p> <p>Art: sunny and rainy</p> <p>Science: Weather</p> <p>Book: <u>What Makes the Weather</u></p>	<p><b>22</b></p> <p>Book: <u>Spilt Milk</u></p> <p>Music: parachute/music</p> <p>Art: clouds</p> <p>Math: counting 1--15</p>
<p><b>27</b></p> <p>Bible: The Easter Story</p> <p>Art: marble painting/egg</p> <p>Book: <u>The Easter Story</u></p> <p>Math: Peep counting</p>	<p><b>29</b></p> <p>Book: <u>The Best Thing About Easter</u></p> <p>Art: Cross</p> <p>Math: count jelly beans</p> <p>Music: "Lord, I Lift Your Name on High"</p>



# Preschool Curriculum

## *Guides and Methods*

The Weekday School seeks to promote growth in children academically, socially, emotionally, and spiritually. To accomplish this growth, we are guided by the following curriculum and methods. Though all the information below influences the whole child, thereby all affecting all four areas, the primary area of focus for each is listed:

### **Scripture** (spiritual)

The Bible provides not only spiritual lessons taught regularly through Bible stories, but also influences and underlies all other teaching the children receive, whether it's how the teachers are guided to speak to the children, the discipline methods used, or academic curriculum taught. The behavior management program also encourages children to respond to others and make good choices based on the biblical truths of love and respect for self/self-discipline, kindness to others, and obedience to authority.

### **Tennessee Early Learning Developmental Standards (TN-ELDS)** (academic)

These standards are reflected in the objectives outlined for each preschool age (lists available specific to each child's age), as well as the assessment forms that go home twice a year to parents, indicating whether a child has 'mastered' or is 'progressing in' a skill. The standards also underlie all daily lesson plans the teachers use or create, serving as their guide for developmentally needed and appropriate instruction.

### **Learn Every Day** (academic)

This integrated curriculum by Kaplan Early Learning Center serves the teachers of our 4-5 year old classes. Each weekly unit is developed with rich vocabulary, target objectives, large/small group activities, and rotating learning centers such as art, dramatic play, discovery science, fine motor, literacy, math, and outdoor activities. The Learn Every Day concepts are incorporated in all our preschool classrooms at a developmentally appropriate level.

### **Conscious Discipline** (social, emotional)

This behavior management program is so much more than that! Used in all classrooms at the WDS, with teachers trained on the 9-episode video series, this program seeks to reach a child's heart in understanding why a child chooses a certain behavior and how to help the child make a best decision, not only in what is correct behavior, but also in building friendships, respecting authority, and finding his/her God-given place in the the class, the home and the world.

### **Personal Safety Lessons** (social)

Required by the Tennessee Department of Education, personal safety lessons are provided for all 3-5-year-olds enrolled during and throughout the school year. This instruction includes topics such as: stranger danger, good and bad touch, personal hygiene, etc. Parents are made aware of which lessons will be taught prior to instruction. For a complete list of lessons, please consult the WDS office.

### **Special Events** (social, emotional, academic, spiritual)

For a list of specific WDS special events, class monthly calendars may be consulted as well as the school's yearly event calendar. These events provide enrichment experiences for children to act on what they've learned from being in the classroom - like how to get along with friends during water play outside; how to be in front of others to sing a song during a program or class party; how to worship the Lord during a Christmas program; or how to follow directions for a new game at Pumpkin Patch.



# Yearly Preschool Calendar

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## **August**

Open Houses  
Back to School

## **September**

Scholastic Book Fair with Clifford the Dog  
Fire Truck Visit

## **October**

Pumpkin Patch  
Hello! Fall Church Festival (WDS invited)  
Fall Themes in Classes

## **November**

Thanksgiving Celebrations

## **December**

Christmas Parade  
Christmas class parties

## **January**

Winter Themes in Classes

## **February**

Valentines Celebrations  
Percussion Instrument Presentations  
Dr. Seuss Week

## **March**

Church Missions Conference-inspired activities  
Police Visit  
Easter Egg Hunts  
Woodwind Instrument Presentations

## **April**

Usborne Book Fair  
Weather Presentation  
Spring Parade  
Spring Themes in Classes

## **May**

4-yr-old Celebration Program

## **June**

Church VBS (WDS fully participates)  
Water Play Days  
Bike Days  
Zoo Field Trip (full-time 4s)

## **July**

Water Play Days  
Bike Days  
Summer Themes in Classes

# Objectives for 2-year-olds

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## Approaches to Learning

- Interact with other children in a playful manner.
- Self-select play activities to support own curiosity and to engage in pretend and imaginative play
- Demonstrate increasing awareness of the connection between prior and new knowledge.
- Attempt new things with excitement and anticipation.
- Demonstrate emerging ability to ask questions for information or clarification.
- Invent uses for materials others than originally intended.
- Identify a problem and try to solve it.
- Begin to intentionally affect environment.
- Demonstrate increasing interest in familiar activities.
- Play with favorite toy, repeating actions over and over.

## Social Emotional Development

- Show emerging sense of self.
- Demonstrate increased skill in identifying and expressing feelings.
- Begin to gain sense of mastery and achievement.
- Demonstrate emerging ability to manage own behavior.
- Show willingness to follow simple rules.
- Play beside other children for several minutes.
- Share some pretend play themes.
- Play with others more frequently and for longer periods of time.
- Respond to other children's feelings.

## Language and Early Literacy

- Understand questions, simple directions, beginning concepts and the ideas and sequence of stories.
- Use words and some standards of speech to express thoughts and ideas.
- Produce speech that is increasingly understandable by most familiar adults.
- Begin to understand the connection between books and personal experiences.
- Recognize and enjoy reading familiar books.
- Begin to recite from memory familiar books.
- Use a variety of writing tools to make scribbles.
- Scribble and draw with intentionality.

## Math

- Begin to count by rote.
- Begin to build understanding of concepts such as more and one more.
- Demonstrate emerging understanding of the relationship between objects, solving simple jigsaw puzzles, and matching similar shapes.
- Demonstrate emerging understanding of basic concepts of measurement (i.e. height, length, capacity)
- Explore world and understands position in space and how to get around.
- Explore materials and understands simple acts of cause and effect.

## **Science**

- Demonstrate emerging ability to connect sensory input with words and expressions.
- Build knowledge of world through observation of surroundings.
- Begin to use reasoning skill and imagination when planning ways to make things happen.
- Use simple tools to build knowledge of world through observation and awareness of surroundings.
- Explore and begin to identify a variety of earth materials by distinct properties (i.e. hard, wet, soft)
- Begin to understand consequences when recreating events.
- Demonstrate some understanding of when things happen in relation to routines.
- Increasing understanding of consequences of weather related events.
- Identify and associate the similarities, categories and different structures of familiar plants and animals with familiar characteristics.
- Observe and describe familiar characteristics of plants and animals.
- Build understanding to describe and categorize objects based on simple observable properties.
- Demonstrate an emerging awareness of changes in the environment.
- Observe and make simple predictions and build simple descriptors for how objects move and begin to use common related vocabulary.

## **Social Studies**

- Show need for familiar adults' approval.
- Show cautious interest in unfamiliar adults.
- Begin to identify common events and routines.
- Begin to categorize time intervals.
- Begin to react to changes in the environment.

## **Creative Arts**

- Enjoy moving and singing to music.
- Enjoy making music.
- Focus on and show fascination in fun things.
- Scribble and paint.
- Demonstrate increasing control of body.
- Become more purposeful in using the environment for pretend play.

## **Physical Development**

- Show coordination skills with moving around and engaging in play activities.
- Demonstrate eye-hand coordination while manipulating and exploring objects.
- Participate in personal care routines accomplishing many with minimal or no assistance.

-from TNDOE Revised Tennessee Early Learning Developmental Standards

## **Spiritual**

- Become familiar with simple Bible truths: God made me; God made the world; God is good; Jesus is God's Son; Jesus is my Friend; the Bible is God's book; etc.
- Verbalize that God loves them.
- Recite simple Bible verses.
- Listen to and participate in simple prayer.
- Identify some Bible characters.



# CSPC Weekday School Progress Report

## 2-Year-Old Class

The following observations align with Tennessee Developmental Standards for preschoolers. This progress report will come home twice yearly to share your child's behavior and progress in a group setting. In addition, teachers will send notes home, as needed, to address specific issues needing your partnership.

Child's Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_

**Teacher Comments: Fall**

**Teacher Comments: Spring**