

Daily Schedule



5's Class - Mrs. Hildreth & Mrs. Wrasman

- 9:00 Welcome and Free Play
- 9:45 Circle Time - Daily Helpers: Pledge of Allegiance,
Calendar, Weather, Show and Tell
- 10:00 Group Time
Bible Lesson, Bible Verse, Prayer Time
- 10:15 Academic Lesson
- 10:45 Art
- 11:15 Music and Movement (Teacher Directed)
- 12:00 Hand Wash and Lunch
- 12:30 Hand Wash and Books/Centers
- 12:45 Playground/Gym (Free Play)
- 1:30 Dismissal





Mrs. Hildreth 5's Class Mrs. Wrasman

Weekly Objectives	Monday	Tuesday	Wednesday	Thursday	Friday
Baby Moses HWT – P, B, R Fire Safety Week	2 Visit from the Knox County Fire Department	3 Hidden Pictures Fall and Crawl	4 Conscience Discipline & Music Fire Safety Rules	5 Baby Moses Relay Stop Drop and Roll	6 Field Trip Fruit & Berry Patch be in our Classroom at 8:45 a.m.
	9 Fall Break	10 Fall Break	11 Fall Break	12 Fall Break	13 Fall Break
Moses Leads God's People HWT – N, M	16 Ten Commandments Picture Cards Silly Songs	17 Cup Print Painting Four Corners	18 Conscience Discipline & Music Follow the Leader Course	19 Stencil Art Freeze Dance	20 Chapel Dry Erase Boards
Joshua HWT – H, K, L	23 The Walls Of Jericho Playdough	24 Hot Potato Leaf People	25 Conscience Discipline & Music Wall Relay Game	26 Marble Painting Bubble Fun	27 Pumpkin Patch 11:00
David and Goliath HWT-U,V,W	30 David and Goliath Booklet Dot Painting	31 Balance Beam Fun Popcorn Game			

Bible Verses: Exodus 20:3-17 - The Ten Commandments

Monthly Books: It's Pumpkin Time, The Nutty Nut Chase, The Biggest Leaf Pile, Leaf Hunt



April

Mrs. Hildreth 5's Class Mrs. Wrasman

Weekly Objectives	Monday	Tuesday	Wednesday	Thursday	Friday
The Ascension Lowercase y and j	2 Bible Maze Stamp Art	3 Easter Sequencing Phonics Phones	4 Bible Train Game Connect The Dots	5 Blend Ladders Vowel Song	6 Label Mat Man Alphabet Bingo
Fishers Of Men Lowercase p and words	9 Marble Maze Clay Creations	10 Four Corners Rhythm Sticks	11 SPRING PARADE AND PROGRAM	12 Bible Art Flannel Board Counting	13 Bible Painting Number Swamp
Peter Meets A Beggar Lowercase r and n	16 Earth Day Booklet Chalk Art	17 Clean Up This Scene Spring Painting	18 Ranger Rick Story Nature Walk	19 WEATHER PRESENTATION BY KEN WEATHERS	20 Hidden Chicks Hot Potato
Saul/Paul Meet Jesus Lowercase m, h and b	23 Bunny Art Silly Songs	24 Butterfly Art Balance Beam	25 Mystery Letters Dry Erase Boards	26 Blend Ladders Word Cards	27 Musical Mats Hidden Birds
Peter Is Freed From Prison Lowercase f, q, x	30 Stomp Your Feet Prayer Bridge				

Bible Verse: "For God so loved the world that he gave his only Son so that everyone who believes in him will not perish but have eternal life." -John 3:16

Monthly Books: The Easter Story, Ranger Rick, Just A Gum Wrapper, Countdown to Kindergarten

Wednesdays - Music and Conscious Discipline

Fridays - Chapel



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

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 4-year-olds and preK 5-year-olds

Approaches to Learning

- Independently interact with a variety of materials through multiple play activities.
- Self-select play activities to support own curiosity and engage in pretend and imaginative play.
- Choose materials/props and use novel ways to represent ideas, characters, objects in symbolic play.
- Demonstrate a willingness to engage in new experiences and activities.
- Maintain focus appropriate to completing a task and/or learning activity.
- Persist in solving a problem or questions, with adult prompting.
- Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.
- Seek additional clarity to further own knowledge (asks what, how, why, etc.)
- Demonstrate an awareness of connection between prior and new knowledge.
- Identify a problem and attempt multiple ways to solve it, with or without assistance.
- Ask and respond to questions with peers and adults in individual and group activities.
- Seek assistance and/or information when needed to complete a task.
- Demonstrate a willingness to collaborate with others to solve a problem.
- Engage in play-based, student-directed activities with a peer or peers.
- Demonstrate a willingness to collaborate with others to solve a problem.

Social and Personal Competencies

- Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.
- Appropriately name types of emotions and associate them with different facial expressions, words, and behaviors.
- Describe self using several different identifying characteristics and/or unique qualities (abilities, gender, culture, etc.)
- Develop a basic awareness of self as an individual, self within the context of a family, and self within the context of community.
- Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.
- Seek and accept guidance from primary caregivers, teachers, and other familiar adults.
- Demonstrate an understanding of rules through actions and conversations.
- Use materials purposefully, safely, and respectfully as set by group rules.
- Express feelings, needs, opinions, and desires and begin to identify causal relationships.
- Demonstrate ability to modify behavior in different situations using multiple problem solving strategies with or without adult guidance and support.
- Show empathy and caring for others.
- Demonstrate an understanding of how personal choices impact others.
- Seek assistance and/or information when needed to complete a task.
- Interact and develop positive relationships with significant adults (teachers, primary caregivers, etc.).

- Initiate play and interact positively with another child or children.
- Develop friendship skills with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.

English Language Arts

- With modeling, prompting, and support, ask and answer questions about informational text read aloud.
- With modeling, prompting, and support, ask, and answer questions about a story read aloud.
- With prompting and support, orally identify a main topic and retell details of texts, discussion, and activities.
- With prompting and support, orally retell familiar stories including details.
- With prompting and support, orally identify the connection between information in a text to personal experience or other text.
- With prompting and support, orally identify characters, settings, and events from a familiar story.
- With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.
- With prompting and support, respond to questions about the meaning of unknown words in a story.
- Recognize various text features.
- Recognize common types of text.
- With prompting and support, answer questions about who is presenting ideas or information in a text.
- With prompting and support, answer questions about who is telling a story.
- With prompting and support, orally describe the relationship between illustrations and the text in which they appear.
- With prompting and support, orally describe the relationship between illustrations and the story in which they appear.
- With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
- With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.
- Listen and respond to informational texts of appropriate complexity for pre-K.
- Listen and respond to stories and poems of appropriate complexity for pre-K.
- Demonstrate understanding of the organization and basic features of print (handle books appropriately; recognize that spoken words can be written and read; understand words are made of alphabet letters; recognize familiar upper case letters and some of the most common lowercase letters; distinguish between pictures and words).
- Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support: recognize and discriminate between rhyming words; begin to pronounce and identify syllables; begin to blend and segment onsets and rhymes of single-syllable words; begin to isolate and pronounce vowel sounds; identify whether two words begin or end with the same sound.
- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- Know and apply grade-level phonics and word analysis skills when encoding words.
- Interact with text to support comprehension. Use illustrations to retell story events in familiar picture books.
- Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)
- Use words and phrases acquired through conversations, being read to, and responding to texts.
- With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.
- With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.
- With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.
- With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed.
- With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.
- With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.
- Participate with varied peers and adults in collaborative conversations across activities throughout the day.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.
- With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.
- Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
- Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.
- With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.

Mathematics

- Count forward from 1 to 30.
- Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).
- Begin to name numerals 0-10.
- Understand the relationship between numbers and quantities; connect counting to cardinality.
- Understand that a number represents a corresponding quantity.
- Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.

- With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).
- Compose and decompose numbers to 5, in more than one way, by using objects or drawings.
- Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.
- Describe measurable attributes of a single object, such as length, width, height.
- Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.).
- Begin to recognize currency and its purpose.
- Sort a collection of objects into given categories using more than one attribute.
- Begin to use relative position words in appropriate context, such as above, below, beside, and between.
- Correctly name some two-dimensional shapes.
- Begin to explore shapes as two-dimensional or three-dimensional.
- Begin to describe objects in the environment using names of shapes.
- Describe similarities and differences between two-dimensional shapes.
- Model shapes in the world by building and drawing shapes.
- Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.

Science

- Describe and categorize objects based on their observable properties.
- Identify common attributes of familiar living things.
- Investigate and identify a variety of earth materials by their observable properties.
- Observe, describe and compare the habitats of plants and animals.
- Use senses to gather, explore, and interpret information.
- Recognize that tools have specific characteristics that determine their use.

Social Studies

- In conversation, describe familiar people, places, things, and events, with reference to a student's home and school.
- Begin to recognize similarities and differences between family customs and cultures.
- Begin to distinguish between wants and needs.
- Identify how the basic human needs of food, clothing, shelter, and transportation are met.
- Begin to recognize money and its uses.
- Identify different types of jobs, including work done in the home, school, and community.
- Give examples of how people exchange goods and use money to acquire wants and needs.
- Use directions such as up, down, in front, and behind.
- Identify what a map represents.
- Understand how roads help people get around, and how they are used to organize locations within a city.
- Give examples of people who are authority figures.
- Recognize shapes found on flags and identify the American flag,
- Begin to recognize the name and role of the current President of the United States.
- Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.
- Identify the need for rules.

- Begin to understand use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday.

Creative Arts

- Experiment with a variety of mediums and art materials for tactile experience and exploration.
- Create artistic works with intent and purpose using varying tools, texture, color, and technique.
- Respond and react to visual arts created by self and others.
- Engage in music activities having different moods, tempos, rhythms by listening, singing, performing.
- Create and perform using voice, traditional instruments, and/or non-traditional instruments.
- Respond to feelings through dance or creative movement.
- Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props').
- Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.
- Respond and react to theatre and drama presentations.
- Participate in artistic activities.

Physical Development

- Compare, contrast, and describe different sights, smells, sounds, tastes and textures found in the environment.
- Demonstrate awareness of spatial boundaries and the ability to work and move within them.
- Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways.
- Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body. (balls, slides, etc.)
- Experiment with handheld tools to develop strength, control, and dexterity of small muscles. (crayons, paint brush, etc.)
- Explore and engage in activities which enhance hand-eye coordination.
- Demonstrate personal care and hygiene skills.
- Demonstrate awareness and understanding of healthy habits and safety rules.

-from TNDOE Revised Tennessee Early Learning Developmental Standards

Spiritual

- Verbalize that God loves them and has a plan for their lives.
- Recite Bible verses according to the curriculum.
- With guidance and support, identify major Bible characters: Noah, Moses, Paul, etc.
- Describe Biblical characters' situations and how to apply stories to daily life.
- Hear often about God's gift of salvation through Jesus.
- With guidance and support, be able to initiate and verbalize all types of prayer in simple form: thanks, intercession, supplication, praise and confession.
- With modeling and support, engage in conversations with peers and teachers about God, Jesus, the Bible, etc. at their level of understanding, during, but also outside of, 'Bible time' (on a nature walk, when mentioning a sick friend, when feeling sad, etc.).
- With modeling and support, show compassion for others, especially those in need, and desire to help.
- Express interest through attentive listening and/or questions in new (biblical) concepts when presented, such as heaven, angels, knowing God (though He is unseen), creation, etc.
- With modeling and support, choose to worship, honor and/or obey God through song, words and choices.

CSPC Weekday School Progress Report

5-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.

Key: M- Mastered (Skill Mastered) P- (Progressing in Skill)

Child's Name: _____ Teacher: _____ School Year: _____

Language, Literacy, and Communication	Fall	Spring
Says full name		
Knows full address		
Understands the concept of siblings		
Can name siblings and knows concept of age (ex. big brother, little sister)		
Understands same and different		
Carries out a 4 order related direction (ex. time to go to bed: take a bath, brush your teeth, put on pjs, find a book)		
Generally uses sentences with correct grammar		
Generally produces all sounds of language accurately		
Easily expresses his/her feelings, fears, ideas, wishes, and dreams		
Correctly answers questions about the story plot and events		
Predicts what will happen next		
Uses past, present, and future verb tenses appropriately		
Asks who, what, when, where, why questions		
Organizes and retells major steps of an event or story, including characters		
Claps the syllable beat of words of up to 4 syllables		
Produces rhyming words		
Develops an awareness of beginning sounds in words		
Recognizes printed name and those of siblings and/or playmates and identifies familiar words in books		
Uses book reading conventions: "Reading" front to back, turning 1 page at a time, looking from top to bottom of the page, pointing left to right		
Correctly sorts letters and numerals and can find words that match		
Begins to recognize letters		
Discriminates the differences between upper and lower case letters		
Shows interest in purposeful writing		

Mathematics	Fall	Spring
Can work a 8-20 piece puzzle		
Counts in sequence to 10 and beyond		
Copies repeating patterns and begins to construct own patterns		
Groups common related objects such as shoes/socks or apple/orange		
Begins to understand measurement of time, length, weight, capacity, temperature, and money terms		
Awareness of numbers and counting as a means for solving problems and determining quantity		
Reproduces simple color, size, and shape patterns from paper model		
Understands concept of more/less, full/empty, which lays a foundation for math concepts		
Begins to understand the concept of money (money buys things)		
Science and Social Studies	Fall	Spring
Begins to make comparisons among living things such as flowers, insects, and animals		
Uses 5 senses to explore their environments		
Recognizes daily weather conditions		
Recognizes that time and temperature can be measured with a clock and thermometer		
Begins to discuss predictions, explanations, and generalizations based on past experiences		
Notices differences and similarities in people		
Helps make and follow class rules and understands the reason for rules		
Develops growing awareness of jobs and what is required to perform them		
Recognizes changes in the environment (weather, seasons, etc)		
Begins to express and understand concepts in language of geography in the context of his/her classroom, home, and community		
Begins to understand that people need nutritious food		
Begins to understand what services community workers provide (policeman, fireman, etc)		

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5-Year-Old Class

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Key: **M**- Mastered (Skill Mastered) **P**- (Progressing in Skill)

Child's Name: _____ Teacher: _____ School Year: _____

Creative Arts	Fall	Spring
Explores music with listening, singing, finger plays, games, and performances		
Experiments with a variety of musical instruments		
Progresses in abilities to create drawings, paintings, models, and other art creations that have more detail		
Controls body to participate in creative movement and drama		
Plays and acts out family roles in dramatic play		

Social and Emotional Development	Fall	Spring
Follows simple classroom rules and routines and uses classroom material carefully (cleans up)		
Uses words and seeks adult help when needed to resolve conflicts		
Progressing interaction with peers by helping, sharing, and discussion		
Shows empathy for others		
Demonstrates self control		
Works independently		

Physical Development and Health	Fall	Spring
Appropriate scissor and pencil grip		
Movement: balance on one foot, walk on balance beam, catch and throw a ball, skip		

Color Recognition	Fall	Spring	Shape Recognition	Fall	Spring
Red			Square		
Blue			Triangle		
Yellow			Circle		
Green			Rectangle		
Brown			Diamond		
White			Heart		
Black			Oval		
Pink					
Orange					
Purple					
Gray					

Uppercase Letters	Fall	Spring	Lowercase Letters	Fall	Spring
A			a		
B			b		
C			c		
D			d		
E			e		
F			f		
G			g		
H			h		
I			i		
J			j		
K			k		
L			l		
M			m		
N			n		
O			o		
P			p		
Q			q		
R			r		
S			s		
T			t		
U			u		
V			v		
W			w		
X			x		
Y			y		
Z			z		

Number Recognition	Fall	Spring	Number Recognition	Fall	Spring
1			11		
2			12		
3			13		
4			14		
5			15		
6			16		
7			17		
8			18		
9			19		
10			20		

Body Parts Recognition	Fall	Spring	Body Parts Recognition	Fall	Spring
Wrist			Shoulder		
Waist			Hips		
Chest			Elbow		
Jaw			Neck		
Knee			Ankle		
Chin			Heel		

CSPC Weekday School Progress Report

5-Year-Old Class

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Child's Name: _____ Teacher: _____ Date: _____

Write your first name:

Write your numbers 0-10:

Draw simple shapes:



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Draw a picture of yourself:

CSPC Weekday School Progress Report

5-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: _____ Date: _____

Write your first name:

Write your numbers 0-10:

Draw simple shapes:



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Draw a picture of yourself:

CSPC Weekday School Progress Report

5-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