

# St. Paul Lutheran School

## KINDERGARTEN PROGRAM



A Rainbow of Experiences for Your Child's Education

# Opening

Opening is a large group activity and incorporates the following activities:

**\*Invocation:** Each day is opened with a prayer. The whole school participates. It is over the Public Address System. This helps us to remember that God is present in our classroom.

**\*Helpers:** Helpers are chosen each day to do different classroom jobs: line leader, door, lights, calendar, weather, snack, and gym.

**\*Calendar:** This activity reinforces all areas of the curriculum. Numerical order and sequence, number and number family recognition, patterning, and graphing are math skills. Tracking the days of the week and months are sequence skills. Letter and word recognition and beginning word sounds are language skills.

**\*Weather:** The daily weather is discussed, using weather terms, and weather words are read.

**\*Flag Pledges:** Pledges are said each day – one to the American flag and one to the Christian flag. Respect and loyalty to Jesus and to our country are the focus.

## Other Daily/Weekly Activities

**\*Show and Tell:** Each child is assigned a Show & Tell date once or twice a month. This provides children practice with speaking, listening, questioning, and answering skills. The goal is to develop good speakers and listeners as well as question and answer processing skills.

**\*Buddy Reading:** We pair up with kindergarten partners to practice reading skills in the classroom. We have older students that we read with at times during the school year.

**\*Silent Sustained Reading:** As our reading skills develop we have quiet times to practice using our skills to read books silently by ourselves.

**\*Computers:** We have weekly time scheduled in the computer lab to learn and practice computer skills.

**\*Library:** We visit the school library once a week. The librarian reads us a story and then we can check out a book or video for the week. These have to be returned the following week in order to check out another item.

## Jesus Time

This is a daily large group activity. It is a time of worship, praise, prayer, Bible stories, and Christian life applications to help the student develop and grow in his or her personal relationship with Jesus.

This is what makes us unique as God's children and makes St. Paul Lutheran School different from many other schools. Sharing the love of Jesus sets the tone for the whole school day and for our relationship with each other. It guides in our learning, our playtime, and our resolution of problems with each other. I hope this is the main reason your family has selected St. Paul for your child's education. We are here to support you as parents with your responsibility to raise your child in the Christian faith and values.

The religion series we use is called Voyages and is published by Concordia Publishing House. The goal is to help each child on his or her "voyage" in life, growing and learning as a child of God, and making choices that reflect God's will in his or her life. The materials are Bible based, usually centering on Bible stories that are presented in a way that students can understand and apply to their daily life as God's child.

A family letter is sent home each week, outlining the Bible story taught and its application to your family and to your child's Christian life.

**Chapel:** The students also attend an all-school worship service each week, usually on Wednesdays. This gives the student the opportunity to participate in and, at times, lead corporate worship.

Each month the school selects a mission project for the children to support. Children receive a box of offering envelopes at the beginning of the school year to use for monetary offering gifts. There are also times when we collect food, health care, and school items to given to those in need of these items. These mission projects help children to "tithes," or give back a portion of their blessings, to the Lord. They also teach children to show love and care for those in need.

# Mathematics

Math is taught in small group learning and independent center activities daily. It provides opportunities for hands-on exploration and discovery. It also allows for the development of math vocabulary and encourages thinking and verbalization skills. Students develop a positive attitude towards math.

Two textbook series are used for math. One is published by Harcourt and is called Saxon Math. The other is published by McGraw-Hill and is called Mathematics. Math components presented include:

- \*Introduction to whole number concepts 0-31
- \*Number families through 100
- \*Counting
- \*Whole number operations (addition and subtraction through 6)
- \*Measurement
- \*Time
- \*Geometry and shape recognition
- \*Money
- \*Graphing
- \*Patterns
- \*Problem solving and mathematical reasoning activities

The classroom also has an abundance of math objects, tools, and materials to teach math skills and concepts with hands-on activities and experiences. Children first need to experience and understand math concepts with actual objects; then, children are guided to making the transition to write and record math work on paper after much practice with math materials.

# Language Arts

Language Arts consists of reading, writing, speaking, and listening skills and activities. This area receives heavy focus every day. Some of it is taught through large (whole) group activities, some is taught through individual or one-to-one activities, but most of it is taught through small group activities.

The textbook series used is published by Harcourt Brace and is titled My Collections. We also use The Letter People materials to present each letter and its initial sound(s). The D'Nealian handwriting style is used to present letter formation. All of these together create a balanced, comprehensive literacy program using interesting and appropriate children's literature and materials to teach literacy skills. These are some of the main components:

**\*Oral Language/Vocabulary and Comprehension** – Students share what they have learned and comprehended through class discussion. They add to their vocabulary through new words and ideas taught in the literature and lessons presented.

**\*Phonological Awareness and Letter-Sound Knowledge** – Students learn to isolate and identify beginning, middle, and final sounds in words. They learn new words by blending letter sounds together. They will learn to read color words, number words and high frequency words. They also learn to identify rhyming words and begin to recognize word families.

**\*Book and Print Awareness** – Students learn that print is speech written down and systematic instruction is given in word spacing, capitalization, and usage of capital/lower case letters.

**\*Literature** – Students are exposed to a wide variety of literature including fiction, folktales/fables, nonfiction, and poetry during shared and guided reading experiences.

**\*Writing** – Students learn to write stories, and class books through individual and group writing experiences. They will use their own ideas and imagination to respond to literature and writing experiences presented. Some writing experiences will involved the students using “inventive spelling” (what they know about letters-sounds) while others will be published (displayed for reading by others) and will be either dictated to a teacher or rewritten in “book” spelling so that others can read it. Students will be taught the D'Nealian handwriting style and will be expected to use it in written work as the letters have been taught.

## Science, Social Studies, Art, Music

These curricular areas often overlap each other and therefore are integrated into a small group learning experience. They are blended together to help students explore all the facets of our world and their importance of God's creation.

**\*Science** – The textbook is published by Scott Foresman and is titled Science. The materials help students to acquire skills and knowledge about our bodies, our world, and our universe that God created. Exploration, hands-on activities, and experiments are used to enhance this learning time. Thematic units include:

- Unit A – Life Science  
Living and Nonliving; Animals; Plants
- Unit B – Physical Science  
Matter; Sound, Heat, and Light; Movement
- Unit C – Earth Science  
Earth and Sky; Weather; Caring for Earth
- Unit D – Human Body  
Your Senses, Growing and Changing, Being Healthy

**\*Social Studies** – This textbook is also published by Scott Foresman and is titled Here We Go. The materials combine many resources to help a student examine people and how they live. They also learn map and geographical concepts and skills. Thematic units include:

- \*Who We Are
- \*Communities
- \*Work
- \*Our Earth
- \*The U.S.A.
- \*Family Stories

**\*Art** – A variety of resources and materials are used to present the art curriculum. Art is often integrated into other learning areas: math, language arts, science, social studies, and religion. It provides students with an opportunity to explore different media (paint, clay, paper, wood, glue) and to express their ideas and feelings via the process of using different materials. With art the process of creating is often more important to the kindergartner than the “finished” product. In other words, the child receives pleasure from the doing than the final results of what is done.

**\*Music** – This area is most often integrated into other curricular areas such as religion, language arts, physical education, and social studies. A variety of resources and materials are used to present the music curriculum. Self-expression is an important part of music. The students also learn about tempo, volume, and style of music, and hopefully to enjoy expression through music.

## Physical Education/Gym Time

Physical education is an activity greatly enjoyed by the kindergartners. We do a combination of inside and outside physical education experiences. Some are done through large group activities while others are through small group experiences. Some are teacher planned and directed while others are free exploration activities. A variety of educational resources, equipment, and materials are used to present the physical education curriculum and its desired skills and concepts to be acquired. The focus of physical education is on physical activity as an important part of a healthy lifestyle and the enjoyment of fun play experiences with friends.

Physical education is learning and doing. The students learn through movement, fitness, sports, play, responsible actions, and good sportsmanship. Activities focus on large muscle control and coordination, eye/hand coordination, and the development of listening and comprehension skills. Students interpret a set of directions and put them into action, and work together in a group effort. Movement activities also carry over into the classroom. Spatial awareness helps us to accommodate others needs for space. Eye/hand coordination has a bearing on how we write; recreating movements in a series has its counterpart in spelling, reading, and math; and, feeling successful helps with a child's self-esteem. Learning to work cooperatively with a group is an important life skill to learn.

Outdoor play is an important part of the physical education program. The children are able to practice skills and games learned during structured gym time. The outdoor play equipment provides safe opportunities to practice motor skills not available in the gym. Children also continue to practice and improve social skills and good sportsmanship.

# Center Time

There are two types of Centers in kindergarten. We call them “Learning Centers” and “Free Choice Centers,” although in reality both are opportunities for learning experiences for the student.

**Learning Centers** – These are teacher-directed, teacher assigned activities for the students after small group sessions and during transition periods. These Center areas provide practice opportunities for the students with skills and concepts recently taught. They also provide exploratory activities for students to build on prior knowledge with things of interest to them individually and at their pace. Learning Center activities are provided daily. Centers may vary from week-to-week. The following are some of the Learning Center choices students may have in a given week:

\***Writing** – students practice the mechanics of writing and letter formation on chalkboards, marker boards, paper, and other media. Students also do creative writing activities, often on topics or ideas of their choice.

\***Math** – students practice math skills presented using hands-on objects and materials.

\***Magnet** – students explore letters and word formation and math concepts using magnetic letters, numbers, pattern blocks, and geometric shapes.

\***Word Wall** – students explore initial letter sounds and learn new words posted on the wall (or doors to be exact). This is also used for correctly spelling words during writing activities.

\***Book Boxes** – students practice reading from a collection of books at their current reading level.

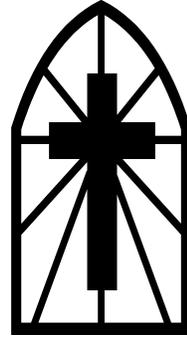
\***Book corner** – students “read” book selections from children’s literature.

\***Puzzles/manipulatives** – student select learning materials, activities, or games from this area that particularly reinforce concepts and skills previously taught.

\***Science center** – students explore science concepts and skills using real objects and scientific tools. These activities build on themes from science and other curricular areas.

**Free Choice Center Time** – is offered often but not necessarily daily. It is more often an afternoon choice than a morning choice. Free choice activities usually include any of the above Learning Center activities. Free choice also may include any of the following activities:

- \*Blocks, Legos, and other construction materials
- \*Art – drawing, coloring, painting, cutting, and gluing
- \*Crafts – making something with a predetermined product
- \*Playdough, clay, and items to create with these materials
- \*Games – common table games children like to play



## PHILOSOPHY STATEMENT

The mission of St. Paul Lutheran School is to “...make disciples” of our Lord Jesus and to strengthen and equip children for life and service in the church and the world at large.

St. Paul Lutheran School exists to proclaim the Gospel and the oneness Christ creates through His Spirit. This is accomplished by providing the best possible environment for the sharing of Christ’s love while striving for excellence in academic education. St. Paul Lutheran School is an integral part of the whole ministry of St. Paul Lutheran Church serving the diverse population of the city of Flint and the surrounding areas.

St. Paul Lutheran School’s ministry is to help people develop in all aspects of a Christ-centered life. Caring Christian teachers and staff work closely with parents and children to affect the child’s spiritual, intellectual, social, physical, and emotional development. God endows all people with unique gifts and talents. He has entrusted these gifts and talents to us as stewards who are to develop them and grow in their use. Inherent in these beliefs is the assumption that all people are created with the capacity to learn. Every effort is made to apply the most appropriate resources and teaching methods available to St. Paul Lutheran School to make and train disciples of Christ.

