

KINDERGARTEN - CURRICULUM
TRINITY LUTHERAN SCHOOL
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PLAY

Play is the most natural vehicle young children use for developing and learning. Being active seekers of knowledge, children use play to internalize and understand their environment. A broad range of learning (including promoting the development of intelligence) may flourish when children are involved in constructive play. Young children are less able to use language as a means of understanding their own thoughts and feelings, so they use play to gain an internal sense of mastery over their environment. Until children have comfortable control to their social communication, play acts as a prime channel by which children's thoughts and feelings are communicated to others.

Through observation of children's play adults can understand the level of complexity of children's thought processes and the intensity of children's feelings. Through observation they are aware of how involved children are in their play. Playing children show an intensity of concentration and involvement that seems to enclose them in a special world. The role of a teacher becomes one of being a facilitator of play, an observer of development, and a guide for the development and growth taking place in young children.

SPIRITUAL NURTURE Learning to be children of God

This area involves happenings of the heart. The child learns what it means to be a child of God. The instructional emphasis helps the child grow in a faith as a loved and redeemed child of God. It provides for concrete expression as a vehicle to cognitive understanding of God and His promises. This area provides worship experiences utilizing the child's senses as the child becomes emotionally aware of God in the world around his/her.

Basic Text: *Voyages Exploring God's Word – Preschool B and Voyages for Kindergarten*, Concordia Publishing House.

We use puppets, finger plays, dramatization, songs and games, along with posters, story telling, and other visual aids to make it meaningful.

COMMUNICATION ARTS Language, Reading, Writing, Speaking, and Listening

This area encourages play and other experiences as springboards of communication in oral and written forms. It provides opportunities and materials for oral, written, and dramatic expression and interpretation of feelings based on the experiences and expression of others. This enables the child to value the communication with others and respect that others communicate in a different way.

Each child is encouraged to continue at a rate comfortable for him/her with a high degree of success and enjoyment. A wide variety of instructional activities provide for different learning styles, varying language proficiencies and individual learning styles.

Text: Religion – *Voyages – Level K, Reading Kindergarten Level* – McGraw Hill, *Alphabet Units, Handwriting Level K* – Zaner-Bloser, Language - Harcourt

EXPRESSIVE ARTS Music, Movement, Drama, and Art

This area provides the child with an enriched interpretation of the world around him/her. This gives him an opportunity to express and understand DISCOVERY and SPIRITUAL NURTURE. The instructional emphasis will promote the development of a positive self-concept through self-expression. It will provide for individual thinking. It enables the child to discover methods of releasing feeling and energy in a constructive and self-controlled way. The child is also able to develop his ability to appreciate beauty in God's world and experience a sharing of the beauty with others.

Text: *Voyages Level B and Kindergarten, Little Ones Sing Praise, Fingers Tell The Story, Little Christian Song Book*

WELLNESS Play, Health, Safety, Nutrition, Large Motor and Behavior

This emphasis integrates the areas of spiritual, physical, emotional and social. This enables the child to move toward responsibility and independence. Library books and various teacher resources are used for instruction.

DISCOVERY Science, Social Studies, and Math

This area is where the subject areas of science, social studies and math can be found. The child is encouraged to develop problem solving skills and strategies. The child will be helped to develop an appreciation of other people, their cultures and their contributions to the world. This begins from the child's world and branches out to the community and other places. This emphasis explores relationships between people, so we can learn to live together.

Text: *Math – Saxon, Science – Silver Burdett Ginn, Social Studies – Houghton Mifflin, and Voyages Level K*

DISCIPLINARY PROCEDURES

We are all forgiven children of God and because of this gracious gift of forgiveness, each of us has the potential to control our own actions for the good of ourselves and of the group. For children who are just beginning to learn to function in a group, prevention of problems of behavior is much more effective than trying to reverse any negative behavior after it is once established. In order to prevent negative behavior, several simple guidelines are established immediately, which include:

- 1) Respect each others' space and property.
- 2) Move about the room quietly (at times) and carefully.
- 3) Speak in pleasant, easy to understand voices.
- 4) Listen quietly when another person is speaking.
- 5) Be polite and wait your turn – raise your hand.

Of course it takes a while at the beginning of the year for these guidelines to take effect, but with gentle reminders and firm consistency to adherence of the guidelines by the teacher, the children begin to feel more and more comfortable with themselves and in the group. If, on occasion, for some reason, a child is having trouble following the guidelines and is causing a disruption a brief "time-out" from the group is given and the child spends several minutes at a table, etc. away from the group activity.

As the year progresses, and the children show greater ability to control their own behavior, more responsibility for group behavior is given to them. They are encouraged to solve their

own disagreements without teacher intervention, and to express their feelings to one another; for example: A child is bothering another child, so the second child complains to the teacher. The teacher reviews the situation briefly and the second child is given some clues as to how the bothering can be stopped. "Tell that his touching you is bothering you" and the child can take care of the difficulty on his/her own.

If, after using the above methods, the child continues in his/her negative behavior the child will be removed from the situation and discuss the behavior with the teacher. If the behavior does not improve, a meeting with parents, teacher, and child will be arranged.

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