



AlLENDALE CHRISTIAN SCHOOL

A Day in the Life of a Preschooler at ACS

Choice Time: Taking turns—Sharing--Using words to solve conflicts--Learning to play with others--Learning to value others' ideas--Learning how to make a choice (so important in today's over-scheduled kids)--Learning responsibility—cleaning up what you're working with **Includes some of these and more:**

Sensory Table (Sand, rice, water, snow, etc)--Using our sense of touch to learn—Experimenting with weight and volume—Practicing hand-eye coordination—Exercising the muscles in our fingers, hands, and arms necessary for writing

Building Area (Blocks, legos, Lincoln logs)—Using the muscles in our hands and bodies—Developing hand-eye coordination—Practicing problem solving skills—Thinking creatively—Developing oral language and communication skills—Developing spatial relationship skills

Fine Motor Tasks (Lace up cards, beads, board games, pegs)—Developing eye-hand coordination—Exercising the muscles in our fingers, hands, and arms necessary for writing—Exploring patterns—Using our imaginations to create

Puzzles—Practicing critical thinking skills—Exercising the muscles in our hands to develop coordination and dexterity—Improving our hand-eye coordination—Developing spatial relationship skills

Puppets/Stuffed Animals—Developing expressive language—Using our imaginations and creativity to stimulate the right side of our brains—Exercising the muscles in our fingers, hands, and arms necessary for writing

Art Center—Experimenting with different media—Practicing using pencils and crayons—Creativity—Working on getting an idea in your head down on paper

Large Motor—Climber and slide--working large climbing muscles—**Hopscotch rug--**hopping and throwing

Play house—Developing the ability to role play—Developing language skills—Developing social skills—Developing self-help skills

Calendar Time: Learning Days of the Week and Months of the Year-Number recognition and matching-Counting to 31-Pattern recognition-Learning to wait your turn and allowing others their turn-Confidence to stand up in front and lead



Bible Time: Listening and speaking skills: listen when others are talking, raise your hand—don't interrupt, speak loudly enough so others can hear you when answering a question, talk about the topic that is being discussed--**Learning themes of the stories:** God is creator, He loves us and made us, We do things that are wrong, God sent Jesus to save us so we could be children of God again. God is powerful and is able to do miracles. God wants us to share what we know about Him with others.)-- Learning facts of the stories-- Learning songs that go with the stories--Learning Bible verses--Experiencing prayer



Snack Time: Acknowledging that all good gifts come from God--Personal hygiene and cleanliness-- Cleaning up after yourself-- Conversational skills



Book Time (Informal time for looking at/reading books): Learning to make a choice--Learning to love books--Pre-reading skills such as telling the story from pictures or from previous knowledge of the book--Pre-reading skills such as noticing letters and/or words in a book--Social Problem solving: sharing a book, taking turns with a book, letting others see as well as you

Carpet Time/Theme Time: Exposure to science or social studies learning that goes with the theme (For example: The Seasons, Polar, Farm, or Zoo Animals, Community Helpers, Holidays, Families, Healthy Kids, Transportation)--Listening and speaking skills--Expanding the attention span--Exposure and interaction with literature both fiction and non-fiction--Comprehension skills such as recalling what was read, predicting what will happen next, comparing and contrasting books, vocabulary expansion--Language learning such as rhyme and rhythm in stories and poems, noticing letters that we're learning--Loving and appreciating books—Learning songs and poems

Small Group Time: Includes Art time: Creativity --Experimenting with different media--Following directions to make a project--Working on writing our names on our projects--Working on hand strengthening as we squeeze glue bottles--Working on fine motor skills as we cut and use pencils, crayons, markers, paint--Using our visualization skills to picture an object and then try to make it on a paper--Noticing shapes in things that will help us draw them better--Being willing to try--Accepting what we've made even if it isn't perfect--Social learning: asking for what we need, sharing, helping others, encouraging others—**Includes learning of skills**--Learning to recognize letters and numbers--Beginning practice with writing the letters and numbers using the Handwriting without Tears curriculum--Beginning to attach a sound with a letter using Zoophonics--Working on pre-math skills such as patterning, sorting, shape recognition and one to one correspondence--Working on recognizing and writing our names

Large Motor Time (In the Gym, outside, or in the classroom):

Practicing control of our large muscle groups to: Hop, Jump, Stretch, Balance, Skip, Throw, Catch, Bounce, Kick, Climb, Crawl, Gallop, Run--Practicing our awareness of others and their personal space



Closing Activities: Show and Tell: Listening and speaking skills--Learning to choose an object to bring—Sharing a part of their home life with the class--**Our class bears:** Listening and speaking skills--Learning to take responsibility for something that belongs to someone else