



Traditional Program Plan

The Traditional Program understands the importance of social and emotional development and its relationship to overall learning. Through the guidance of experienced and faith-filled staff, children learn the joy and beauty of life and grow in virtue. In our Traditional classrooms, we use theme-based curriculum, well-planned activities, and thoughtful play to teach about God's love and encourage important kindergarten readiness skills.

Our classrooms are set up with engaging activities and areas to promote growth in the areas of Physical Development, Language & Literacy, the Arts, Social Studies, Mathematical thinking, Scientific thinking, and Personal & Social development.

The schedule components listed below promote age-appropriate physical, intellectual, social, and emotional development of preschool children consistent with each child's cultural background.

- ❖ **Self-Interest Time:** To provide a variety of activities for learning as well as pleasure. To encourage confidence, competence, social skills, initiative, and responsible decision-making. To offer children independent or small group opportunities. Interest areas include creative arts, writing center, science, sensory table, books, board games, puzzles, drama arts, puppet theater, music, floor games, block construction, and manipulatives.
- ❖ **Group Circle Time:** To encourage self-expression and social interaction within a group setting. We greet each child and begin with a welcome song; followed by attendance, calendar, weather, and helper chart. We focus on respect for others, teamwork, patience, regulating emotions, compromise, and active listening.
- ❖ **Music/Movement:** To provide an opportunity for creative expression and appreciation for music
- ❖ **Daily Focus:** To encourage respect, acceptance, and compassion within a group setting. We begin with an opening prayer before introducing the weekly and daily skills and themes.
- ❖ **Kindergarten Readiness Skills:** To focus on academics and self-help skills: recognizing and printing letters and numbers, counting, phonics, one-to-one correspondence, classification, zipping, buttoning, snapping, cutting, and following directions.
- ❖ **Mealtime Activities:** To develop healthy habits, promote polite and positive eating habits; provide an opportunity for social interaction, and try new foods.
- ❖ **Book Exploration:** To explore and encourage appreciation for literature including learning about authors & illustrators
- ❖ **Clean Up & Bathrooms:** To develop healthy hygiene habits including teeth brushing, self-help skills, cooperation, a sense of responsibility, competence, and independence.
- ❖ **Large Muscle Time:** To provide the opportunity for physical development indoors and outdoors. To encourage cooperation through active play and allow for a needed release of energy. To enhance self-esteem and develop a healthy desire for life-long fitness.
- ❖ **Cooperative Activities:** To work together for a common purpose, to build team spirit and unity, and to offer leadership opportunities.



- ❖ **Story and Discovery Time:** To promote learning through exploration and discovery. To encourage global awareness with exposure to language, customs, and traditions of other cultures. To provide hands-on experiences through creative and language arts, science, and projects.
- ❖ **Creative Exploration:** To provide opportunities for children's exposure to a wide variety of materials and experiences

The progress of each child is documented in the child's record and conveyed to the child's parent during conferences.

The Traditional Program Plan is developed and evaluated annually, in writing, by the program director and teachers.



The Areas of Traditional Environment

Dramatic Play: *An extension of the home and community environment*

- ❖ Care of Self: Dressing vests: used for students to practice buttoning, zipping, tying
- ❖ Coordination of movement activities: sorting, pairing, transferring, calculating
- ❖ Care of nature: maintaining care of growing plants
- ❖ Occupation stations: Areas that are changed monthly to learn about specific jobs in the home and community
- ❖ Home Living area: A setting that allows children to role-play and make sense of their immediate world

Sensorial Materials: *Aide in the refinement of the child's senses and knowledge.*

- ❖ Tactile awareness and hand-eye coordination
- ❖ Observational skills and cause & effect
- ❖ Vocabulary and verbal expression
- ❖ Math, Number, and science concepts
- ❖ Sharing and turn taking

Language and Writing Materials: *Build the foundation of the love of reading and writing.*

- ❖ Alphabetic principles, concepts of print and books, phonemic awareness, vocabulary, comprehension, and rhyming
- ❖ Increase vocabulary and spoken language with rich literature
- ❖ Connect the letter symbol with the corresponding sound.
- ❖ Develop early writing skills
- ❖ Learn to decode early readers and acquire knowledge of sight words.

Math and Manipulative Materials: *Foundational work of math concepts and fine motor movement*

- ❖ One-to-one correspondence
- ❖ Number concepts and counting
- ❖ Estimating and graphing
- ❖ Measuring, ordering, and patterning

Cognitive Materials: *Focus on information processing*

- ❖ Ability to process information, cause, and effect
- ❖ Encourages autonomous thinking & problem solving
- ❖ Fine motor development, practicing skills of persistence, creativity, and imitation
- ❖ Puzzles

Block & Building Materials: *Focus on using materials to promote math and motor skills*

- ❖ Gaining skills in measurement, size & shape, geometry, cause & effect and problem-solving
- ❖ Increasing small & large muscle control and hand & eye coordination
- ❖ Using blocks made from multiple materials (foam, plastic, wooden, Lego, Duplo) and shapes



Arts: *Development of fine motor and creativity skills.*

- ❖ Cutting: varied lines and difficulty
- ❖ Patterns, colors, shape punching, gluing.
- ❖ Modeling and sculpting
- ❖ Painting: watercolors and tempera painting.
- ❖ Study of Artist and art appreciation.
- ❖ Gaining skills in creativity, problem-solving, color concepts, art techniques, emotional expression, and self-confidence

Music: *Appreciation of music culture and styles.*

- ❖ Rhythm Sticks and varied musical instruments
- ❖ Varied music styles and composers
- ❖ Finger play and rhythm activities.
- ❖ Music and movement games
- ❖ Gaining skills in creative expression, recognizing patterns and sequence, listening skills, gross & fine motor skills, coordination

Social Studies Materials: *Appreciation for own culture and culture for others through books, projects, and planned activities*

- ❖ Provide experiences to teach respect and appreciation for own culture and culture for others through books, projects, and planned activities
- ❖ Globe and maps
- ❖ Books and music
- ❖ Comparison/contrast of now and then

Science: *Exploration of the natural environment*

- ❖ Seasons, life cycles
- ❖ Study of animals, mammals, insects, reptiles, and ocean life.
- ❖ Science experiments
- ❖ Practicing: observation skills, predicting, questioning, problem-solving, cause & effect, magnification
- ❖ Vocabulary and Concepts: Math and Science

Quiet Area: *Focus on Self-Regulation*

- ❖ Area to rest & recharge, lower adrenaline, practice deep breathing
- ❖ Practice skills of identifying emotions to better manage stress, control thoughts, actions, and words

Prayer Table: *Focus on Faith and spiritual expression*

- ❖ Area to communicate directly with the Lord
- ❖ Practicing self-reflection, gratitude, discipline, building trust and faith
- ❖ Opportunities to explore faith through bible stories, stories of saints, and other faith-based materials
- ❖ Learning and Practicing prayers