

**CHRIST LUTHERAN  
PRESCHOOL  
PARENT ORIENTATION**

# i AM IN PRESCHOOL

I am not built to  
sit still,  
keep my hands to myself,  
take turns,  
be patient,  
stand in line,  
or keep quiet  
all of the time.

I need:  
motion,  
novelty,  
adventure,  
and to  
engage the world with my whole body.

## LET ME PLAY.

(Trust me, I'm learning!)

# When I Play.....

## WHEN I DANCE, I AM LEARNING....

- To express myself physically
- To be conscious of the moods and rhythms of music
- Balance and coordination

## WHEN I PLAY WITH BLOCKS, I AM LEARNING....

- Concepts of shapes, size, space, and serration – all relative to learning to read.
- To exercise imagination and Creativity
- To express my idea
- To cooperate with others
- To solve problems
- About the properties of blocks

## WHEN I PLAY IN THE HOME AREA, I AM LEARNING....

- To be flexible in my thinking
- To express myself in sentences
- To try on different adult roles
- To solve problems, especially socially, through negotiation with friends
- To sort and organize play things
- To make decisions
- To improvise and use things in a symbolic way to represent something else...a form of abstract thinking
- To carry out my ideas, with the cooperation of others
- To exercise my imagination and Creativity

## WHEN I STRING BEADS, I AM LEARNING....

- Eye-hand coordination
- Concepts of color, shape and location
- Concepts of serration
- Concepts of patterning

## WHEN I PLAY ON CLIMBING EQUIPMENT, I AM LEARNING....

- Self-confidence as I develop new skill
- Physical strength, coordination and balance

## WHEN I PLAY WITH WATER, I AM LEARNING....

- To observe changes as water takes different forms on different containers
- About wet, dry, and evaporation
- Concepts of empty and full, volume and weight, relevant to mathematics

## WHEN I LOOK AT BOOKS AND HEAR STORIES, I AM LEARNING....

- That learning to read is important and enjoyable
- That letters on a page represent words...talk written down
- The meaning of more and more words
- To express my own thoughts, feelings and ideas better
- To interpret pictures to represent ideas
- To listen well to spoken language
- To make up my own stories
- To handle books with care
- Aesthetic value from well done illustrations
- To recognize certain words when I see them in print
- To use more and more complex language patterns in my own speech
- To follow the development of thoughts and ideas in the plot of a story

### WHEN I PLAY WITH PUPPETS, I AM LEARNING....

- To express ideas with words
- To take on the role of someone else
- To communicate with voice tones as well as words
- To use my imagination

### WHEN I FINGERPAINT, I AM LEARNING....

- About how colors mix to form new colors
- An acceptable way to make a mess, and have fun sharing ideas with others who are near

### WHEN I PLAY WITH RHYTHM INSTRUMENTS, I AM LEARNING....

- To be conscious of rhythms in music
- Concepts of fast, slow, loud and soft
- Listening skills, an auditory discrimination, recognizing differences in sounds, necessary to learn to read
- To interpret signals and cues

### WHEN I PARTICIPATE IN CIRCLE TIME ACTIVITIES, I AM LEARNING....

- To listen and understand spoken language
- To add my ideas to the discussion. My ideas have value.
- New vocabulary connected with the topic of discussion
- To remember the words of songs and poems
- To cooperate and be considerate of the needs of others
- To help plan what we will do and what we will need to do

**Classroom overview:**

**Sparrows**

**Bluebirds**

**Ducklings**

**Robins**

**Hummingbirds**

**BlueJays**

**Cardinals**

**No Kindergarten/Bridge program offered at this time.**

# SPIRITUAL DEVELOPMENT

Connecting our Faith within our Daily Routines

School Family/God's Family

Wishing Well—praying for friends who are absent

Kindness Tree—following Jesus' example

Jesus time—Bible story, activities and songs using *O Come Let Us Worship* Curriculum

Daily Chapel at 9AM—parents are welcome!

End of the day School Wide Prayer

All day, every day!

# FROG STREET CURRICULUM



- Intentional activities in Cognitive, Language, Social-Emotional and Physical domains.
- Based on research-early brain development
- Age appropriate activities with adaptations according to ability level to allow for individualization of instruction



# FROG STREET CURRICULUM

- Ties to Texas Pre-K Standards
- Includes regular observation and assessment
- Encourages parent support and involvement



# CONSCIOUS DISCIPLINE

Unite! Develop a sense of belonging

Calm. . .disengage stress

Connect!





<https://www.youtube.com/watch?v=C3PtrInUm4U>

# CONSCIOUS DISCIPLINE

Commit!

Safekeeper rituals

Commitments

Walking Feet

Listening Ears

Gentle hands

Big Voice



# CONSCIOUS DISCIPLINE

## Safe Place

- Identifying feelings
- Calming Strategies:
  - Balloon
  - STAR

## Helping Hands

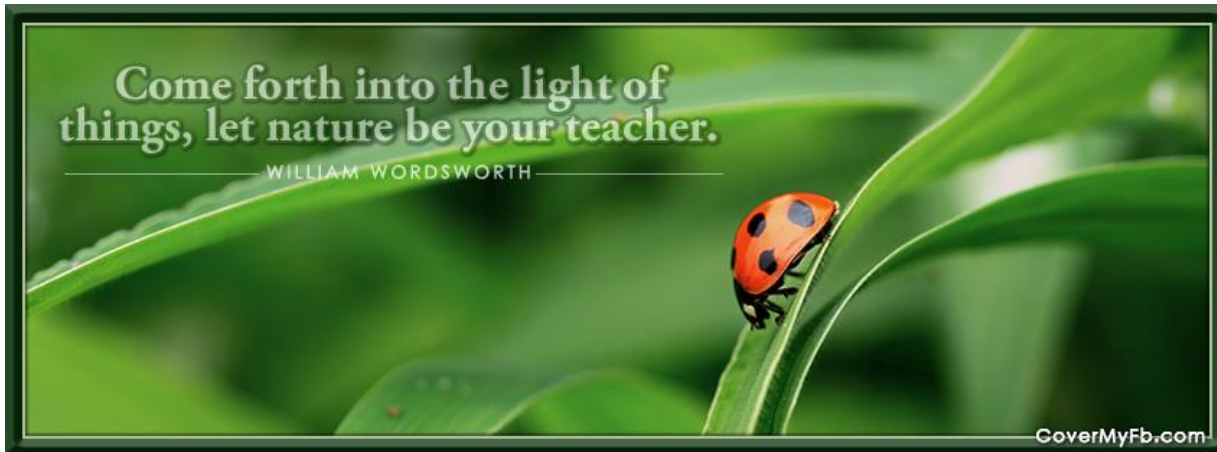
- "You \_\_\_\_\_so\_\_\_\_\_. That was helpful!"

## Thoughtful Choices

- "You have a choice. You may\_\_\_\_or\_\_\_\_. Which is better for you?"

## Kindness Tree

# OUTDOOR CLASSROOM



## Outdoor Classroom Quick Guide

### ***Entry Feature***

All classes should enter the classroom through this arbor. Follow the path.

### ***Music and Movement***

Music and Movement: Allow children to freely use the instruments that are permanently installed as well as the materials in the music bin.

### ***Construction Zone***

Provide materials (tree cookies, sticks, rocks) where children can build larger structures and manipulate seasonal larger items (pumpkins, hay bales, etc.) or dig in the wood chips.

### ***Body Balance Area***

Allow children to walk on balance beams and stumps, rocks. as well as jump off items.

### ***Gathering/Action Area- includes the track***

Gathering: Bring the class here for opening instructions/brief prayer to begin your outdoor time, etc.

Let children know that all areas are open and available to them before your outdoor time begins.

Running, jumping, active play, trucks, balls, or bikes—alternate days.

### ***Building Area***

Children may use blocks or other loose parts they find to build on the table or on the concrete flooring. Items will be stored on the open shelves.

### ***Quiet Zone***

Children may relax in the teepee, and read books if they choose.

### ***Nature Art***

Children may paint on the panel, or on paper. Other art supplies such as chalk can be available for the chalk boards. Use natural materials to make artistic patterns or pictures as well. Supplies are in the cart. This may be opened for access-let children help themselves to what they need.

### ***Observation Area***

Children can observe the plants growing along the fence as well as the bird bath. Hands should not go in the bird bath. Encourage children to observe the gardens and pots as well.

### ***Sand Area***

Items for use in the sandbox will be kept in the storage bins. Sand may be used dry or wet.

### ***Sensory Area***

Create with mud! Weave beautiful walls. Sensory table for natural items. Berm for practicing crawling, walking or rolling. This area may also be closed off for use by infants and toddlers.

### ***In general. . .***

Encourage children to walk along the path to get from one place to another. Show them how that works!

Items that are generally thought of as art materials, music, sandbox, etc. do not need to stay in that area. Things will move as children's imagination prompts them to get what they need to enrich their play.

Encourage children wherever possible to help with the care and clean up of the outdoor classroom. They can water, and each group must clean up the toys they use and put them back in the appropriate storage at the end of their time outdoors.

Be prepared to take pictures of structures, art designs, mud pies and such, so children can "keep" what they've worked on. Also great for portfolios!

Be sure the items that you are using with your class are age appropriate. Bins in storage will be marked for under 3 and 3 and up.




# SPECIALS

Spark! PE: Ducklings,  
Robins, Hummingbirds,  
BlueJays, Cardinals


Spanish  
Champs: Bluebirds,  
Ducklings, Robins,  
Hummingbirds, BlueJays,  
Cardinals


Chapel: 9 AM Every day

# COMMUNICATION

- Sparrows, Bluebirds, Ducks: Kid Reports
  - Weekly newsletter–email
  - Frog Street handouts–paper
  - Phone
  - Website–Menu, Calendar
  - Special events
  - Check folders daily
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# HEALTH / SAFETY

- Extra clothing including socks and shoes; outdoor play, no sandals, crocs, flip flops, boots
  - No toys from home
  - Drop off/pick up procedures (sign in; alternative—DL #, notification, do not share codes, Morning/Evening Care) Children should arrive ready for school activities—please be sure they have finished breakfast before arrival.
  - Safety in parking lot, drive slow; take belongings with you
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- **Illness—pick up, return after 24 hours symptom free or with doctor statement, temperature of above 100 degrees per licensing. Children must be able to participate in all activities in order to be in attendance. If we cannot reach you after 30 minutes when your child is ill, we will call your child's emergency contact.**
  - **Notify us if child has contagious illness**
  - **Medications must be in original containers and instructions for administering must agree with prescription. Over the counter meds must be administered according to label instructions, and for children under 2 often require a doctor's note.**
  - **Please notify us of any food allergies you are/become aware of so that a food allergy plan can be completed.**
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Immunizations—must be 100% compliant and have updated records on file. No affidavits or exemptions accepted.

<https://www.cdc.gov/vaccines/schedules/easy-to-read/child-shell-easyread.html>

### Legend

child easy read vaccine schedule table 2


Shaded boxes indicate the vaccine can be given during shown age range.

### Footnotes


\*Two doses given at least four weeks apart are recommended for children aged 6 months through 8 years of age who are getting an influenza (flu) vaccine

child easy read vaccine schedule										
Birth	1 month	2 months	4 months	6 months	12 months	15 months	18 months	19-23 months	2-3 years	4-6 years
HepB	HepB			HepB						
		RV	RV	RV						
		DTaP	DTaP	DTaP		DTaP				DTaP
		Hib	Hib	Hib	Hib					
		PCV13	PCV13	PCV13	PCV13					
		IPV	IPV	IPV						IPV
				Influenza(Yearly)*						
					MMR					MMR
					Varicella					Varicella
					HepA <sub>5</sub>					


# SPECIAL EVENTS

- Birthdays; No treats or party items; we will celebrate during afternoon snack; consider donating a book and coming to read!
  - Holiday celebrations—food items provided by Preschool, other items may be requested in advance
  - Christmas Program begins at 5 pm. Parking is often a challenge.
  - Graduation Program closing
  - Church Sponsored Events: Blessing of the Backpacks, Trunk or Treat, Spring Fling
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# MENU

- Our menu is reviewed regularly
  - Weekly menu is posted, full 4 week menu can be downloaded from website.
  - We serve fresh fruit with morning and afternoon snack. Milk and water will be provided.
  - No peanut products—this includes any meals or supplemental food you may send for your own child. Health care professional note required for meal replacement.
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# TUITION

- Tuition amount changes—week of August 20
  - Late fees if Tuition is not received by 6 pm Tuesday—online payments through VANCO are available. Access through our website on Parent Resources Page, set up in advance
  - 4 week cancellation fee
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**Please review the Parent Handbook  
for all policies and procedures!**



# CLASSROOM SPECIFICS

- **Please refer to the classroom welcome packets for detailed information.**

# LEARN MORE ABOUT US!

Website : [www.clpreschool.org](http://www.clpreschool.org)



**Resources:**

**Frog Street Press**

**[www.frogstreet.com](http://www.frogstreet.com)**

**Conscious Discipline**

**[www.consciousdiscipline.com](http://www.consciousdiscipline.com)**

**Parent resources available through our newsletter.**

# THANK YOU!!!

*“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.”*  
- Jane D. Hull