

LINCOLN INTERNATIONAL ACADEMY

A CATHOLIC COLLEGE PREPARATORY SCHOOL

PRESCHOOL

The Preschool program helps children to establish a positive attitude towards a healthy way of life.

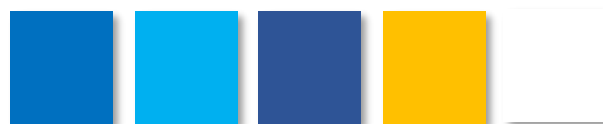
Spiritual: Nurture trust in God through day to day experiences.

Cognitive: Stimulate interest in exploring and learning with our five senses. Set the groundwork for positive attitude toward learning.

Social: Guide children in cooperating, planning and interacting with peers. Foster sense of respect for others and their property.

Behavioral: Help children to understand acceptable ways to achieve goals. Guide the children toward self-control by learning which behavior is acceptable and which behavior needs to be avoided or changed.

Physical: Improve large



Lincoln International Academy's curricular program is designed to give each and every student a solid academic foundation.

In addition to the academic approach, social and emotional skills are developed in an atmosphere where Catholic Faith and values are present in every aspect of the children's education.

The Preschool course description has been carefully designed to provide students with the preparation for Kindergarten and Elementary School.

PRESCHOOL COURSE DESCRIPTION

Pre-Kindergarten (PK2-PK4)

Philosophy

Children are born with an innate drive to learn, and they do so best in an environment that promotes play, that values process over product, and with adults with whom they develop trusting, caring relationships. Each child is an individual, with unique strengths, acquiring knowledge and skills at different rates and different times. By interacting within a physical and emotional environment created to maximize their learning, they develop independence, self-regulation, self-worth, and a sense of belonging in a community, a positive attitude toward school, and a love of learning that will last a lifetime.

Physical Environment

The exciting new outdoor play area is specifically designed to encourage exploration and active engagement within a protected space. In addition to the attractive play structures, also included are areas for riding vehicles, block building, sand play and art activities. Safety is a major goal in the design of both the outdoor and indoor space.

Indoor furnishings, such as tables, chairs, and shelving, accommodate the 2–5-year-old child. The room is organized into learning centers that provide areas where children interact with each other and with materials in small and large groups. A rich array of developmentally appropriate materials is available to support learning in all areas allowing them to explore, create and discover new ideas.

For example, in the literacy areas, a wide variety of books, writing materials, phonemic games and manipulative letters invite children to experience literature, enrich their vocabulary and communicate daily. The mathematics area includes hands-on materials that build an understanding of numbers and number concepts, to count, categorize, seriate, measure, create patterns, and develop an understanding of the concepts of time, addition, subtraction and other mathematical operations.

The science area encourages children to observe phenomena with all senses, explore and experiment, use the tools of science, collect data, to think, question, hypothesize and draw conclusions. In the dramatic play area, children explore the roles of adults, learn skills used in real world situations, create scenarios that expand their views of the world, develop language skills, use symbolization, learn to resolve disagreements and engage with materials and peers to explore concepts and ideas.

For example, in “playing restaurant,” restaurant vocabulary such as “server,” “take an order,” and “customer” could be used, a block could symbolize a telephone, and various restaurant roles could be negotiated, e.g. who is the chef, the server, the customer. Collaboration is also explored in block building; children discover the advantages of working together, using others' ideas and imagination to fulfill a vision, as well as explore such principles as area, size, functionality, and the physics of construction.

Social / Emotional Development

Emphasizing on building positive and healthy relationships with peers and adults; treating individuals with respect and kindness; identifying their own feelings and the feelings of others; promotion of self-regulation of behavior; development of a sense of self and self-worth; creation of a sense of community belonging, and development of conflict resolution skills.

Cognitive Skills Development

Emphasizing development of thinking and problem solving skills (over learning of rote information) building attention, memory and thinking; creating an atmosphere that encourages risk-taking as essential to learning, enable children process sensory information in order to learn to analyze; incorporating content in the areas of literacy, mathematics, science, technology, music, art, dance, social studies and health and safety.

Language Development

Encouraging language acquisition through opportunities to experience oral and written communication; providing a language-rich environment which includes questioning, communicating needs, thoughts and experiences, and describing events; exposure to books and storytelling; written communication, and the skills needed to make sense of print; as well as phonological awareness through playing with sounds, such as in rhyming and letter-sound association, which form the basis for beginning reading skills.

Physical / Motor Development

Including activities for development of gross motor skills, such as tricycle-riding, climbing, running, balancing, and jumping, and small motor skills, such as doing puzzles, painting, drawing, gluing, pasting and using tools such as scissors, markers and crayons.

Spanish:

In the Spanish subject, PK2-PK4 students acquire the necessary skills to communicate in the language, develop their vocabulary through fun activities with games, songs, dances, storytelling that will help stimulate their perceptive capacity.

It is a good time to develop their fine motor skills and acquire skills in decorating, painting, molding, tearing and cutting to obtain good balance, security and motivation to carry out activities that will later lead them to good writing in the future.

Technology

This course involves activities that make students engage and feel comfortable using computers and tablets. Students will improve their keyboard skills and will work with simple word processing programs. Grade appropriate educational software is used to reinforce all the skills learned in other class subjects. Also, typing tutorials are introduced. They will be able to explain technology using appropriate and accurate words.

STREAM

STREAM is such an exciting subject, because it is all about providing multisensory experiences in Science, Technology, Engineering, Arts and Math. It is a space where they will learn by doing, a very hands-on experience, where seeing, hearing, touching and smelling are part of it. Where crayons, paints, paper, scissors, markers, dough, cardboard, blocks and a variety of recycled materials are used in different ways.

Faith Education

The program main objective is to accompany our students to know and take their first steps in the Catholic faith, complementing the basis of their spiritual growth through activities appropriate to their ages where God and the children are the protagonists.

The Religion program at LIA Preschool is based on the conviction that a healthy education in the faith is fundamental to achieve the integral development of every child.

Our curriculum is based on a spiral approach to learning, meaning that the same fundamental faith topics are presented each year so that the student may gradually deepen their understanding of the faith with different activities in order to motivate them in the learning process where they have fun and put their faith into action.

This curriculum has five major strands for each grade. The strands represent a major category of religious knowledge which are: Creed, Worship and Prayer, Moral Life, Community Life, and Apostolic Life.

The religion program hopes that each student will arrive at a deeper understanding of the Catholic Faith and friendship with God.

Transition to Kindergarten

In transitioning to the LIA Kindergarten program, Pre-Kindergarten children will have learned the routines and expectations of classroom life. It can help the children develop independence, social and emotional skills, and new routines. It also supports their transition to Elementary school and their sense of themselves as competent learners. They will have developed a sense of belonging to the greater LIA School community, feeling confident in taking on the challenges that academic life brings. They will have developed a stronger sense of themselves, as well as a strong social peer community, that will maximize their confidence once they enter Kindergarten.

Parent Involvement

You can expect frequent and on-going communication with your child's teachers. As knowledgeable early childhood educators, they will share their perceptions of your child's social, emotional, cognitive, language and physical/motor development, informally and formally during parent conferences. In partnership with you, your child's teachers are committed to maximizing your child's growth within a caring, trusting, and challenging PK learning environment.