



PRESCHOOL



Table of Contents

Introduction: A Vision of Education.....	i
Preschool Readiness Checklist.....	ii
Course Materials.....	iv

Weekly Course Plans

Appendix A - Prayers

Sign of the Cross.....	A-1
Hail Mary.....	A-1
Our Father.....	A-1
Glory Be.....	A-2
Angel of God.....	A-2

Appendix B - Poems

<i>Bird Talk</i>	B-1
<i>Rain</i>	B-1
<i>The Little Turtle</i>	B-2
<i>The Whole Duty of Children</i>	B-2
<i>Purple Cow</i>	B-3
<i>Animal Crackers</i>	B-3
<i>The Cow</i>	B-4

Appendix C - Literature

Animal and Nature Books.....	C-1
Family Stories.....	C-2
Religion Books.....	C-3

Appendix D - Music

Music for Children.....	D-1
-------------------------	-----

Appendix E - Directed Play

General Supply List.....	E-2
Rule-Based Play.....	E-3
Investigative Play.....	E-6
Creative Play.....	E-7

Appendix F - Seasonal Play

Seasonal Play Menus.....	F-1
--------------------------	-----

Appendix G - Kindergarten Readiness Checklist

Kindergarten Readiness Checklist.....	G-1
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PRESCHOOL



Introduction: A Vision of Education

Young children are sponges; they absorb all that is around them. These early years are therefore of utmost importance in the child's formation. In these years a child needs experience to grow in wisdom, beauty in images, words to lift up the mind to ends that are noble, structure and discipline to build habits that effectively use what is in his mind, and reflection and rest to internalize the information. These skills will prepare students to be successful when they later encounter the classics for the first time.

These elements are intentionally present in the Kolbe curriculum. The literature book list and play activities are ordered to provide the child with experiences in their world and in the broader world of literature to grow in wisdom. Our recommendations are intended to expose the child to God's creation through observations; to order through directed games and activities; and to rules through which the child will learn to interact with others and to govern their emotions as they win and lose. The literature book list is carefully curated to ensure exposure to truthful stories that demonstrate for the young student what natural consequences and responses certain actions will receive.

Look & Learn, the classical companion, educates the student about places in our country. It highlights the beauty of our country both geographically and historically. It also provides exposure to the beauty of the faith and of art. Students are encouraged to explore the beauty of music and literature via the lists included as resources here.

The workbook orders the worksheets for students, so they learn skills sequentially and work through the material at a standard, consistent pace. Here they will learn the structure and disciplines needed for future learning.

Finally, the student journal allows the student to reflect and rest, internalizing the information. The child must make what he has learned his own and this reflective piece will help the child accomplish these through various modes.

Preschool is a time of rapid developmental growth in young children. Their motor control will dramatically improve over the year. Their ability to focus on "schoolwork" will come, though you will notice they will want to focus on one or two things at a time.

Formal school is appropriate to build habits, but it is not the key skill to focus on. You will note that we do not teach reading in this grade, just pre-reading skills. Developmentally this is where most preschoolers are, and if a student is accelerated, they can move ahead in reading. However, children this age often have brief spurts of interest in academic areas such as math or reading, and then quickly lose interest for a few weeks.

School itself for students this age should never be for more than 15-20 minutes of formal learning at a time. Three 15-minute sessions go a lot further than one 45-minute session. If you are unsure as to whether your child is ready for preschool or not, take a look at the list on the next page.



PRESCHOOL



Preschool Readiness Checklist:

Social Skills

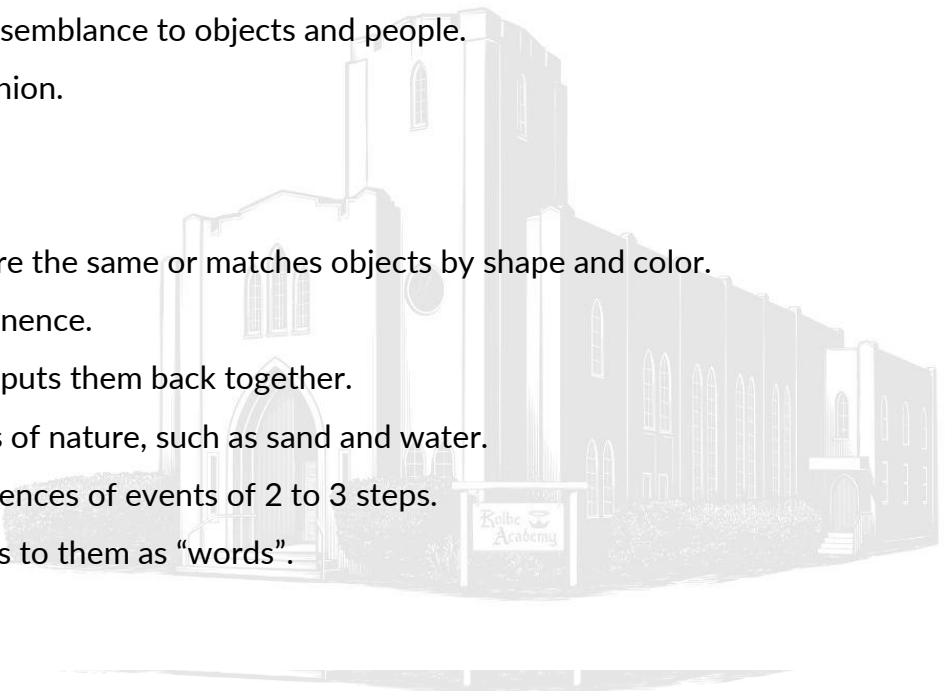
- Plays independently, including role playing and playing alone with toys.
- Enjoys group activities.
- Able to express feelings.
- Interested in doing school.
- Likes routine and understands that certain things occur at regular times.

Motor Control Skills

- Jumps in place, stands on one foot, runs and can kick a stationary object. (When your child can skip, he can learn to read.)
- Rides tricycles.
- Can build with blocks and do simple puzzles.
- Uses fingers, not fists, when coloring.
- Drawings have basic resemblance to objects and people.
- Scribbles in a linear fashion.

Concept Development

- Matches objects that are the same or matches objects by shape and color.
- Develops object permanence.
- Takes things apart and puts them back together.
- Explores with elements of nature, such as sand and water.
- Remembers short sequences of events of 2 to 3 steps.
- Makes marks and refers to them as “words”.



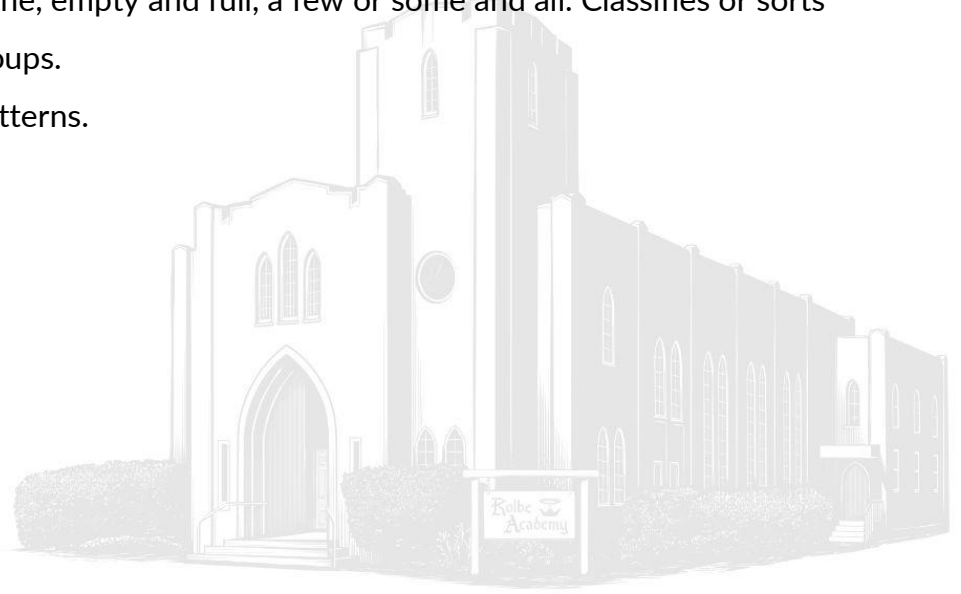


PRESCHOOL



Concept Development (Continued)

- Uses accepted language and communication styles (for example, using polite manners, using appropriate volume and tone).
- Makes up simple stories.
- Uses sentences more than one phrase.
- Holds a book properly, turns pages, and relays a story using the book.
- Recognizes letters in his own name.
- Enjoys listening to books being read.
- Knows things that are done in the morning and at night.
- Asks questions about things observed in the surrounding environment.
- Interest in his relationship to siblings, parents, and grandparents.
- Considers and offers explanations of how things might work.
- Uses descriptive terms such as "fast" and "slow," "hot" and "cold".
- Knows a few color words and shapes.
- Knows 1 and 2 and none, empty and full, a few or some and all. Classifies or sorts objects into simple groups.
- Can identify simple patterns.





PRESCHOOL



Course Materials: Books listed here can be found in the Kolbe Bookstore.

Required Materials

- PRESCHOOL WORKBOOK Kolbe Academy Press. 2023.
- PRESCHOOL JOURNAL Kolbe Academy Press, 2023.
- LOOK & LEARN Kolbe Academy Press. 2023.
- COURSE PLAN Kolbe Academy Press. 2023.
- SIGNS AND SYMBOLS *Book of Catholic Signs and Symbols: An Illustrated Guide to History and Their Meaning.* Amy Welborn. Loyola Press. 2018.
- BIBLE *The Bible.* Tony Wolf edition. Catholic Book Publishing. 2004.

Supplemental Materials

Literature

- *The Very Hungry Caterpillar* Eric Carle. World of Eric Carle Publishing. 1994.
- *Have You Seen My Cat?* Eric Carle. Little Simon Publishing. 1996.
- *Big Red Barn* Margaret Wise Brown. Illustrated by Felicia Bond. Harper Collins. 1995.
- *Goodnight Moon* Margaret Wise Brown. Illustrated by Clement Hurd. Harper Collins. 2016.
- *The Runaway Bunny* Margaret Wise Brown. Illustrated by Clement Hurd. Harper Collins. 2017.
- *A Home in the Barn* Margaret Wise Brown. Illustrated by Jerry Pinkney. Harper Collins. 2018.
- *The Little Island* Margaret Wise Brown. Illustrated by Leonard Weisgard. Doubleday Books for Young Readers. 2003.
- *The Owl and the Pussycat* Edward Lear. Illustrated by Jan Brett. G.P. Putnam's Sons Books for Young Readers. 1997.

Preschool *weekly planner*

Week of: _____

WEEK 1

PRAYER

POEM

RELIGION

WORKBOOKS

LITERATURE/
MUSIC/PLAY

MON

Begin school with prayer, introducing the **Sign of the Cross** and thanking God for this day.

Begin to memorize the poem **Bird Talk**. Read the entire poem to your child and then recite stanza 1.
(Appx. B)

Read about the circle in the
Signs and Symbols book.
(Pg. 3)

Look at how to hold a pencil. Practice that. Do pages 5-8 of the **Workbook**.

X

TUES

Recite the **Sign of the Cross** prayer together.

Recite stanza 1 of the poem **Bird Talk**. Then have your child try to say it from memory. Immediately prompt when the student stops. Repeat this one more time.

Read about the triangle and trefoil in the **Signs and Symbols** book.
(Pg. 3)

Do pages 9-12 of the **Workbook**.

X

W E D

Recite the
Sign of the Cross
prayer together.

Recite stanza 1 of the poem **Bird Talk**. Then have your child try to say it from memory. Immediately prompt when the student stops. Repeat this one more time.

X

- Do Week 1: Prayer and Poem pages of the **Journal**.
- Do pages 4-5 of the **Look and Learn**.

Use math manipulatives
for directed play.

THUR

Recite the
Sign of the Cross
prayer together.

Recite stanza 1 of the poem **Bird Talk**. Then have your child try to say it from memory. Immediately prompt when the student stops. Repeat this one more time.

X

Do Week 1:
Signs & Symbols page
of the **Journal**.

Read a good book from
the **Literature List**.
(The Bible: Creation)

FRI

Recite the
Sign of the Cross
prayer together.

Have your child recite stanza 1 of **Bird Talk** to an audience.
(Siblings, Dad, Grandparents, etc.)

X

x

- Relax and listen to *Peter and the Wolf* from the **Music List**. (Appx. D)
- Complete an activity from the **Directed Play List**. (Appx. E)

weekly NOTES:

Preschool *weekly planner*

Week of: _____

WEEK 2

	PRAYER	POEM	RELIGION	WORKBOOKS	LITERATURE/ MUSIC/PLAY
MON	Begin school with prayer, introducing the Hail Mary .	Continue to memorize the poem Bird Talk . Read the entire poem to your child and then recite stanzas 1 and 2. (Appx. B)	Read about God's hand in the Signs and Symbols book. (Pg. 4)	Do pages 13-16 of the Workbook .	X
TUES	Recite the Hail Mary prayer together.	Recite stanzas 1 and 2 of the poem Bird Talk . Then have your child try to say it from memory. Immediately prompt when the student stops. Repeat this one more time.	Continue reading about God's hand in the Signs and Symbols book. (Pg. 5)	Do pages 17-19 of the Workbook .	X
WED	Recite the Hail Mary prayer together.	Recite stanzas 1 and 2 of the poem Bird Talk . Then have your child try to say it from memory. Immediately prompt when the student stops. Repeat this one more time.	X	-Do Week 2: Family, Prayer, and Poem pages of the Journal . -Do pages 6-7 of the Look and Learn .	Use math manipulatives for directed play.
THUR	Recite the Hail Mary prayer together.	Recite stanzas 1 and 2 of the poem Bird Talk . Then have your child try to say it from memory. Immediately prompt when the student stops. Repeat this one more time.	X	Do Week 2: Signs & Symbols and Community pages of the Journal .	Read a good book from the Literature List . (The Bible: Adam and Eve, Cain and Abel)
FRI	Recite the Hail Mary prayer together.	Have your child recite stanzas 1 and 2 of Bird Talk to an audience. (Siblings, Dad, Grandparents, etc.)	X	X	-Relax and listen to <i>Peter and the Wolf</i> from the Music List . (Appx. D) -Complete an activity from the Directed Play List . (Appx. E)

weekly NOTES:



Preschool *weekly planner*

Week of: _____

WEEK 3

PRAYER

POEM

RELIGION

WORKBOOKS

LITERATURE/
MUSIC/PLAY

MON

Begin school with prayer, introducing the **Our Father**.

Continue to memorize the poem **Bird Talk**. Read the entire poem to your child and then reread stanzas 1 and 2. (Appx. B)

Read about the shepherd in the **Signs and Symbols** book. (Pg. 6-7)

Do pages 20-23 of the **Workbook**.

X

TUES

Recite the **Our Father** prayer together.

Recite stanzas 1 and 2 of the poem **Bird Talk**. Then have your child try to say it from memory. Immediately prompt when the student stops. Repeat this one more time.

Read about the lamb in the **Signs and Symbols** book. (Pg. 8-9)

Do pages 24-27 of the **Workbook**.

X

WED

Recite the **Our Father** prayer together.

Recite stanzas 1 and 2 of the poem **Bird Talk**. Then have your child try to say it from memory. Immediately prompt when the student stops. Repeat this one more time.

X

-Do Week 3: Family, Prayer, and Poem pages of the **Journal**.
-Do pages 8-9 of the **Look and Learn**.

Take M&M candies. Have student count them in order from 1 to 10. As far as he gets correctly, he gets to keep. Do several times.

THUR

Recite the **Our Father** prayer together.

Recite stanzas 1 and 2 of the poem **Bird Talk**. Then have your child try to say it from memory. Immediately prompt when the student stops. Repeat this one more time.

X

Do Week 3: Signs & Symbols and Community pages of the **Journal**.

Read a good book from the **Literature List**. (The Bible: Noah's Ark, Tower of Babel)

FRI

Recite the **Our Father** prayer together.

Have your child recite stanzas 1 and 2 of **Bird Talk** to an audience. (Siblings, Dad, Grandparents, etc.)

X

X

-Relax and listen to *Peter and the Wolf* from the **Music List**. (Appx. D)
-Complete an activity from the **Directed Play List**. (Appx. E)

weekly NOTES:



Preschool *weekly planner*

End of the Year!
Congratulations!

Week of: _____

WEEK 36

	PRAYER	POEM	RELIGION	WORKBOOKS	LITERATURE/ MUSIC/PLAY
MON	Begin school with a prayer lifting special intentions to God.	(Child will be making their own poem in their Journal this week!)	Read about fire in the Signs and Symbols book. (Pg. 18-19)	Do pages 271-274 of the Workbook .	X
TUES	Begin school with a prayer lifting special intentions to God.	X	Read about the liturgical seasons in the Signs and Symbols book. (Pg. 160-161)	Do pages 275-278 of the Workbook .	X
WED	Begin school with a prayer lifting special intentions to God.	X	X	-Do Week 36: Family, Prayer, and Poem pages of the Journal . -Do pages 74-75 of the Look and Learn .	Play "Go Fish" or "War".
THUR	Begin school with a prayer lifting special intentions to God.	X	X	Do Week 36: Signs & Symbols and Seasonal pages of the Journal .	Read a good book from the Literature List . (Reread a favorite or write your own story)
FRI	Begin school with a prayer lifting special intentions to God.	X	X	X	-Relax and listen to some classical or folk music from the Music List . (Appx. D) -Complete an activity from the Directed Play List . (Appx. E)

weekly NOTES:





PRESCHOOL

Appendix A - Prayers



Prayers

Sign of the Cross

In the name of the Father, and of the Son,
and of the Holy Spirit. Amen.

Hail Mary

Hail Mary, full of grace, the Lord is with thee.
Blessed art thou among women
and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God, pray for us sinners,
now and at the hour of our death. Amen.

Our Father

Our Father, Who art in heaven,
Hallowed be Thy Name.
Thy Kingdom come,
Thy Will be done,
On Earth as it is in Heaven.
Give us this day our daily bread,
And forgive us our trespasses,
As we forgive those who trespass against us.
And lead us not into temptation,
But deliver us from evil. Amen.

NOTES:





PRESCHOOL

Appendix B - Poems



Poems

Bird Talk

By: Aileen Fisher

'Think . . .' said the robin,

'Think . . .' said the jay, sitting in the garden talking one day.

'Think about people, the way they grow:
they don't have feathers at all, you know.

'They don't eat beetles, they don't grow wings,
they don't like sitting on wires and things.'

'Think . . .' said the robin,

'Think . . .' said the jay.

'Aren't people funny to be that way?'

Rain

By: Robert Louis Stevenson

The rain is falling all around,
It falls on field and tree.

It rains on the umbrellas here,
And on the ships at sea.

NOTES:





PRESCHOOL

Appendix B - Poems



Poems (Continued)

The Little Turtle

By: Vachel Lindsay

There was a little turtle.

He lived in a box.

He swam in a puddle.

He climbed on the rocks.

He snapped at a mosquito.

He snapped at a flea.

He snapped at a minnow.

And he snapped at me.

He caught the mosquito.

He caught the flea.

He caught the minnow.

But he didn't catch me.

The Whole Duty of Children

By: Robert Louis Stevenson

A child should always say what's true

And speak when he is spoken to,

And behave mannerly at table;

At least as far as he is able.

NOTES:





PRESCHOOL

Appendix C - Literature



Recommended Reading List

Featured Animal and Nature Books

- *Big Red Barn* by Margaret Wise Brown
- *The Owl and the Pussycat* by Edward Lear
- *The Little Island* by Margaret Wise Brown
- *The Story of Ferdinand* by Munro Leaf
- *A Home in the Barn* by Margaret Wise Brown
- *Andy and the Lion* by James Daugherty
- *The Very Hungry Caterpillar* by Eric Carle
- *Have You Seen My Cat?* by Eric Carle

Other Animal and Nature Books

- *Are You My Mother?* by P.D. Eastman
- *Calico the Wonder Horse* by Virginia Lee Burton
- *Frog and Toad* by Arnold Lobel
- *Make Way for Ducklings* by Robert McCloskey
- *The Story About Ping* by Marjorie Flack
- *The Story of Babar* by Jean de Brunhoff
- *The Story of Miss Moppet* by Beatrix Potter
- *The Tale of Peter Rabbit* by Beatrix Potter
- *The Crippled Lamb* by Max Lucado
- *The Donkey's Dream* by Barbara Helen Berger
- *Katy No-Pocket* by Emmy Payne
- *Lyle, Lyle, Crocodile* by Bernard Waber
- *The Lion & the Mouse* by Jerry Pinkney
- *Curious George* by H.A. Rey
- *Tacky the Penguin* by Helen Lester

NOTES:





PRESCHOOL

Appendix D - Music



Recommended Music List

Classical Music with Companion Books

- *Peter and the Wolf* by Prokofiev
- *The Nutcracker* (Christmas time) by Tchaikovsky
- *In the Hall of the Mountain King* by Grieg
- *Sleeping Beauty Waltz* by Tchaikovsky

Good Music for Children

Seasonal

- Handel's *Messiah* (Easter season and Christmas season)
- *O Come All Ye Faithful* (Christmas)
- *Silent Night* (Christmas)
- *Lo, How a Rose E'er Blooming* (Christmas/Scriptural)
- *We Three Kings of Orient Are* (Epiphany)
- *Veni, Veni Emmanuel* (Advent: a hymn of anticipation)
- *Stabat Mater* (Lent: meditation on Christ's Passion)
- *Ave Maria* (Scriptural)

Classical Easy Listening

- *The Four Seasons* by Vivaldi
- *Carnival of the Animals* by Saint-Saëns
- *Swan Lake* by Tchaikovsky
- *The Magic Flute* by Mozart
- *Clair de Lune* by Debussy
- *Moonlight Sonata* by Beethoven
- *Für Elise* by Beethoven

NOTES:





PRESCHOOL

Appendix E - Directed Play



Introduction

Each week has a directed play session. Setting up the classroom or homeschool room with these activities ahead of time is very important. **Choose your weekly play activity on Monday and write it (along with a supply list) in the "Notes" section of the Weekly Planner Page to keep your ideas organized!**

Remember that you want to focus on the development of motor skills in ways that are not practiced in the formal curriculum. These include:

Rule-Based Play like certain games or practicing manners through a tea party. Sometimes this can be competitive, which is also important. Simple rule-bound games like Memory or Go Fish involve taking turns, following rules, and learning how to win or lose graciously. All of these are necessary skills for your child to develop. Learning the rules for manners and safety are also important. Some rule-based games like hopscotch involve coordination, allow for whole-body integration, and have rules!

Investigatory Play where the child simply explores the qualities of materials provided. These can involve hand-eye coordination, using tweezers, using a paint brush, finger painting, and chalk.

Creative Play can be social or solitary; it includes role play. It can also be constructive play. Students need bored time to use toys that develop spatial skills, and bored time for creativity. Constructive Play is when the child follows rules and steps to build something. Students need time to focus on following directions and completing steps in sequence. This skill will be necessary for both spatial skills and is a key pre-writing step! Stringing beads and stacking blocks are excellent examples of constructive play.

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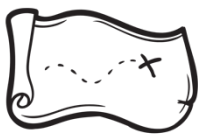


AUGUST

RULE:

INVESTIGATIVE:

CREATIVE:



Shape Treasure Hunt

Place a shape (circle, triangle, square, rectangle, diamond) under trees or by objects outside and have the child collect the shapes in a bucket. Have the child practice saying the shapes.



Nature Collection

Choose a color such as green and have the child find and collect five green objects outside. Then do the same inside the house. Work on counting and describing the objects.



Building Blocks Outside

Have the child build using blocks or boxes outside. Use different sticks and plants as a part of the structure.



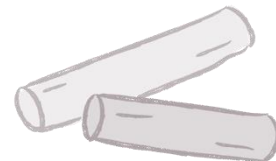
Pack a Picnic

Have your child collect items needed for a picnic. They can help you make the food, set the "table", and clean up after.



Bug Hunt

Use a magnifying glass to find different bugs outside. Bring a clipboard and paper to write down facts about the bugs you see.



Sidewalk Chalk

Have the child draw a road and use cars to drive on it. You can also draw a house and bring objects in the house to play.

NOTES:



PRESCHOOL

Appendix G – Kindergarten Readiness Checklist



Kindergarten Readiness Checklist:

Social skills

- Can complete an activity according to a simple direction
- Stays with a short activity to completion
- Asks for help
- Listens

Motor skills

- Puts puzzles together
- Cuts with scissors
- Holds and uses crayons, markers, pens, and pencils correctly
- Colors a picture and shows recognition of boundary lines
- Completes a simple maze correctly
- Builds using blocks
- Throws and catches a ball
- Rides a tricycle

Math & logic concept development

- Classification: Groups objects based on various attributes such as size, shape, color, or other distinguishing features.
- Ordering and Sequencing: Arranges objects or events in a particular order, such as by size, shape, or another attribute. Understands concepts like before and after, and can use terms like today, yesterday, and tomorrow to describe the passage of time.
- Comparing and Contrasting: Identifies similarities and differences between objects or groups of objects. Can use comparative language like "more," "less," and "same as" to describe size, quantity, or other attributes.
- Spatial Concepts: Understands basic spatial relationships such as in/out, under/over, on/off, front/back, etc.
- Numeracy Skills: Counts items up to ten and recognizes numbers 1-10. Understands that numbers represent quantity and can distinguish numbers from letters.
- Basic Geometry: Draws and identifies basic shapes like squares, circles, and triangles.
- Basic Arithmetic: Grasps concepts of none (zero), adding, taking away, more than, and less than, though their understanding may still be limited to small quantities.