



We use the ABeka and Wee Learn curriculums combined together to build a strong spiritually and academic foundation for our students here at Olympia Heights Methodist Preschool.

The **ABeka** curriculum ensures our students are provided with the traditional academic educational material that is developed with the Christian perspective. The ABeka book's systematic phonics program teaches students to read at an early age. Penmanship is taught step by step consistently throughout the program. ABeka book's numbers program emphasizes the basic counting, number recognition and number concepts.

The **WEE-Learn** curriculum is developed around themes through play centers, which provide opportunities for children to learn about God's world and how to live in it. Activities that embrace physical, mental, social, emotional and spiritual development are included under each theme topic. The themes are designed to help lay a foundation for understanding God, Jesus, Bible, church, self, family, others and the natural world.

Along with the **Abeka** and **WEE-Learn** curriculum, the preschool classrooms are equipped with different centers of learning. All of the activities in which the children participate help to strengthen the total child. Each of the seven intelligences is targeted for development while in these centers of learning. There are six primary centers, and other secondary centers used in each of the classrooms. You can help strengthen these intelligences at home by allowing the children to play with a variety of toys, manipulative and art materials.

While in the **Dramatic Play**, children gain both social knowledge and social skills. Dramatic play helps children express themselves, practice life skills, improve social skills, increase self-esteem, build vocabulary and solve problems. The development of (1) **interpersonal intelligence** is strengthened in this center; their

ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people are further developed. And, well, dramatic play is just plain fun!

The **Block Center** is essential to early education. Through manipulation and exploration of blocks children can discover about math, numbering, sequencing, patterning, construction, as well as cause and effect. Block play gives children experience with many different concepts, such as shape and size discrimination, spatial relationships, number skills, balance, organization, and classification. Block play provides an avenue for solitary, cooperative and group interactions. The development of (2) **bodily-kinesthetic intelligence** is strengthened in this center; the expertise to use one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things is further developed.

The **Art Center** provides a wide range of process oriented art activities that empower children to try new things, express their thoughts and feelings, to create from their own experiences and feel success from their accomplishments. Opportunities to use a variety of materials and media such as painting, printing, collage, construction, lacing, and molding develops fine motor and eye-hand coordination skills. Art activities help reinforce concept development in areas such as colors, shapes and size relations. Aesthetic awareness and creativity breed success. The development of (3) **spatial intelligence** is strengthened in this center; the ability to perceive the visual spatial world accurately and perform transformations is further developed.

Fine Motor Activities help improve small-muscle development, visual discrimination and eye-hand coordination. Some common items found in the fine-motor/manipulative area include puzzles, beads and laces, pegboards, crayons, and scissors (if applicable). The **manipulative and writing centers** encompass a range of both open-ended and closed-ended options. Children take great pride in their accomplishments as they play with a variety of stacking toys, interlocking manipulative, puzzles, pegs, lacing cards, and the stringing of beads and buttons. Items can be taken apart, put back together; sorted; arranged; used to stretch the imagination and

develop the fine motor muscles. The development of (4) **bodily-kinesthetic intelligence** is also further developed in these centers.

Gross-Motor Activities give children the opportunity to use their muscles-as well as their imaginations-as they engage in fun, healthy exercises, such as running, jumping, and climbing. These skills are primarily gained while out on the playground. In the children's natural play of running, skipping, jumping, swinging, climbing, dancing, ball play, etc. gross motor skills are strengthened as well as further development in the **bodily-kinesthetic area of intelligence**.

Circle Time is a group gathering during which we share ideas, plans, and observations. Circle activities are designed to stimulate youngsters' thinking, enrich their social skills, and expand their attention spans. **Story-time** is designed to help youngsters develop an appreciation and enjoyment of literature. Reading activities enhance children's vocabulary and comprehension skills and expand their knowledge base.

Science Activities offer children many hands-on opportunities for observation, exploration, investigation, making predictions, and experimentation. **Sand and Water** activities allow youngsters to experiment with textures and the properties of different substances. These activities also promote the development of other skills, such as math, science, and language.

Language Arts is hard to confine to just one center. Language Arts is a comprehensive term that includes children's literature, flannel boards, dramatic play, puppets, the listening center, the writing center, music, fingerplays, and circle time. Children are encouraged to "read" and "write". They are read to daily. Re-enacting favorite stories, songs, and poems or sharing a family experience is rewarding. The children are given many work sheets to help re-enforce the learning done in the classroom. The curriculum we use are Abeka, and Wee Learn. Because the children learn in different ways, a variety of instructional formats are provided (visually, auditorally, and kinesthetically) to assure that each child has opportunity for success. The advancement in (5) **linguistic**

intelligence is gained in this “center”; the ability to use words effectively either orally or in writing is further developed.

Music Activities promote youngsters’ listening skills, creative expression, and social skills. In music, children can explore sound, volume, tempo, and rhythm. The children are introduced to a variety of rhythm instruments and fun songs with actions to accompany the songs. The capacity to perceive, discriminate and express musical forms strengthens their ⁽⁶⁾ **musical intelligence**.

The **Intrapersonal Intelligence (center)** is not actually a center per se but rather the whole of the classroom as it encourages self discovery, working with the affective domain, and the individual’s responses to peers and adults.

All of the children will have a little of each of the intelligences, and most of us can develop each intelligence to an adequate level of competency. As (you) the parent, and (we) the educators, see your child really expressing enjoyment in one area over another area it is good indication that your child has a higher level of intelligence in that area. With encouragement in all the areas of learning, your child’s level of confidence will increase and so will the development of other intelligences.

We at Olympia Heights Methodist Preschool want to see the whole child flourish and can only do that with your support. Thank you for helping us give your child the best in Christian Education.

