



Flagstaff Christian Preschool



Parent Handbook 2018-2019

Flagstaff Christian Preschool



Dear Parents,

Enrollment for the 2018-2019 school year is now underway. We would like to invite you to review our curriculum, philosophy, and preschool goals to see if our preschool is right for your child. We provide high-quality instruction with special emphasis on educated staff members, positive teacher-student interactions, a carefully selected curriculum, and small group ratios.

PHILOSOPHY

Children are a gift from the Lord. They are a reward from Him. Psalm 127:3

We believe each child needs a strong foundation on which to build. As such, we provide a nurturing Christ-centered environment that engages children in the learning process. We also believe that education should encompass the whole child through spiritual, intellectual, emotional, social, creative, and physical learning. Finally, we believe that children learn best through discovery, exploration, and hands-on activities. Therefore, we actively engage in a variety of learning situations which lend themselves to each child's unique and wonderful personality.

PROGRAM GOALS AND OBJECTIVES

- To develop a love for "Jesus".
- To be kind.
- To develop a positive self-image.
- To develop broad interests and enthusiasm.
- To become problem solvers.
- To develop language.
- To develop gross and fine motor skills.
- To develop creative expression.
- To become increasingly independent learners.
- To develop a strong sense of social responsibility.
- To become conscientious and caring citizens of the world.

Your family is welcome to visit any weekday morning between 8:30 am and noon. For more information, please view our website www.flagstaffchristianpreschool.com.

Sincerely,

Karen Smith



SERVICES

Flagstaff Christian Preschool provides both full day and half day preschool for three, four, and five year old children.

HOURS OF OPERATION

6:30 am to 6:00 pm Monday through Friday

ENROLLMENT PROCEDURES

Pick up a registration packet at the front desk to enroll your child. Your registration packet includes this parent handbook, an enrollment application, an emergency card and immunization record, and a gymnastics waiver. All forms must be returned to Flagstaff Christian Preschool along with the \$115 non-refundable registration fee to hold your child's spot in class.

TUITION

Monthly Rates with AutoPay Discount (Non-AutoPay add 5%)

Full Day Mornings Only

Five Days Per Week	\$630	6:30am—4:00pm	Five Morning Per Week	\$309	8:30am—noon
Four Days Per Week	\$530	6:30am—4:00pm	Four Mornings Per Week	\$289	8:30am—noon
Three Days Per Week	\$430	6:30am—4:00pm	Three Mornings Per Week	\$259	8:30am—noon
Two Days Per Week	\$295	6:30am—4:00pm	Two Mornings Per Week	\$195	8:30am—noon
Extended Care Available until 6:00pm add \$40 per month			30 Percent Discount for Siblings		

TUITION POLICY

Your tuition is based on the 2018-2019 school year (see attached calendar). It is broken down into 10 even monthly payments and is not adjusted or prorated for student absences or school closures, including short months, holidays, and snow days. Make-up days are NOT available. Schedule changes require a 30 day written notice.

WITHDRAW PROCEDURES

In the event you need to withdraw your child prior to May 31, 2019, you must complete a written withdraw form 30 days prior to leaving our program. Please note: You are responsible for payment for your student's classes whether or not your child attends class until 30 days after you notify the office in writing.

Flagstaff Christian Preschool reserves the right to cancel the enrollment of a child for the following reasons: Non-payment or excessive late payment of fees. Student absences. Not observing the rules of the center as outlined in the handbook. Physical and/or verbal abuse directed to the staff or other children by parent or child.

REFUND POLICY

All payments are non-refundable.



ABSENCES

For your child's own comfort and protection, plus consideration for the other children, please keep your child home when he/she is not feeling well. Please call the office at 928-226-0696 by 9:00am, when your child will not be in attendance. If your child will be attending late or leaving early for a necessary appointment, please let the staff know in advance. There will be no refund or reduction in monthly tuition for absences.

DAILY ROUTINES

The schedule will be posted on the parent board inside the school, as will any changes made or anticipated.

DROP-OFF/PICK-UP PROCEDURES

Half-day Drop-off time is 8:15am. Pick-up time is 12:00pm. Full-day Drop-off may be as early as 6:30 am and Pick-up as late as 4:00pm with extended care until 6:00 pm (extended care requires an additional \$40.00 per month). An adult must accompany each child into the classroom and sign the child in and out. Pick-up authorization is preferred to be in writing; phone calls will only be accepted if there is a password on file, agreed upon between the parent and the director. Please be sure the school is always provided with an up-to-date list of people permitted to pick up your child. FCP is required to ask for a photo ID before the child is released. If the child is not picked up by 6:00 pm, the school will contact the Flagstaff Police Department.

GUIDANCE

We believe each child is a unique and special gift from God and will have different abilities. Our goal is to guide the children in practicing problem solving, learning appropriate social skills, and demonstrate God's love and forgiveness to each other. Children learn the most important rule: To Be Kind. We aim to instill a strong sense of social responsibility setting children on a path to become life-long contributors to society and to thrive as conscientious and caring citizens of the world.

DISCIPLINE

If a problem arises, the teacher will remind your child of our classroom rule—To Be Kind. If the behavior continues, the child will be redirected to another area. The children will be encouraged to resolve differences with adult guidance. The third time, the child will be asked to take a quiet break. The parent will be notified if the child is having a difficult day. FCP does not practice corporal punishment. We comply with the specific discipline policies outlined in the daycare regulations/guidelines from the Arizona Department of Health Services. These regulations are on file in the office for parental review.

LUNCH AND SNACKS

Half Day parents are required to bring a nutritious morning snack for their children each day. Full Day parents are required to bring two nutritious snacks and a lunch for their children. All food is to be cooled in a self-contained lunch box with ice packs. Refrigerators and microwaves are not available for student use.



SCHOOL CALENDAR

FCP will follow the Flagstaff Public School calendar for holiday and snow day closures. A message will be left on the answering machine by 5:30 am during snow storms.

DRESS CODE

Your child will play and work hard in school. With this in mind, please send your child to school in comfortable clothing. The clothing should be suitable for all activities including gymnastics. Girls must wear shorts under their skirts and dresses. For safety reasons, please make sure that they have closed toe shoes as we also have an outdoor area. Make sure your child is equipped to play outdoors in any weather. Label all items that belong to your child. In case an accident occurs, please send a complete set of extra clothing in your child's backpack each day.

WEATHER

In the event of inclement or excessively cold weather, the teachers will use their discretion and may choose to keep children inside.

ITEMS FROM HOME

Do not send toys to school with your child. However, we ask that full day students bring a blanket and a pillow for rest time. Blankets and pillows should be small enough to fit in your child's backpack and taken home and cleaned every Friday afternoon.

SHOW AND TELL

Every Friday children will bring an item from home for Show and Tell. Children will be able to practice their oral communication skills in front of the class. They will learn to speak clearly and guide other children to understand important ideas as they describe their special item. They will increase vocabulary, learn to speak in complete sentences, follow and create a sequence, and paraphrase what they have heard.

PARENT/TEACHER CONFERENCES AND COMMUNICATION

Parent-teacher conferences will be held twice a year. This allows staff to provide parents with detailed observations on the child's social, emotional and physical development. Appointments will be made for the formal conferences. Please feel free to call us if you ever have a question or concern. We will contact you at our earliest opportunity.

PARENT INVOLVEMENT

Parents have full access to the classroom and activities areas whenever their child is in attendance. There will be many opportunities for parents to participate in school activities. Children love to see their parents visiting and helping at school and we welcome parent visits. Please sign-in and sign-out on the visitor sheet.



READING RECORD

At the end of the year we will give an award medal at graduation to all children (graduates and non-graduates) whose parents participated in the ***1000 Books Before Kindergarten*** program. Simply use a dot marker and dot the number of books read each day. If your child is half day dot two books for the books read during preschool then dot the books you read at home. If your child is full day dot four books for the books read during preschool then dot the books you read at home. Turn in your reading record at the end of the school year.

EMERGENCY PROCEDURES

Parents must remember to keep their contact phone numbers up-to-date. In the event of an emergency situation, 911 will be called and parents will be contacted. If a minor accident occurs, first aid will be applied and a note will be sent home. A fire drill will be conducted once a month, as required by the state. Each staff member will walk the children to the designated area and wait instruction from the *director/fire department*. *Staff will use the sign-in/out sheet to account for all children. In case of an actual emergency, parents will be notified as soon as possible.*

PESTICIDES

Pesticides are not currently used at this facility. However, if the need should arise, parents will be notified at least 48 hours in advance.

INSURANCE

Flagstaff Christian Preschool, in accordance with the Arizona Department of Health Services guidelines, carries liability insurance.

FIELD TRIPS AND TRANSPORTATION

Field trips are available as a part of Flagstaff Gymnastics Summer Camp only. Permission slips for each field trip will be available, and must be signed, in order for your child to attend. Transportation for field trips out of walking distance will be provided by the Flagstaff Unified District School Bus. All school rules apply during the field trips.

STATEMENT OF REGULATION

Flagstaff Christian Preschool is regulated by the Arizona Department of Health Services, CDC # 17221. Licensing information can be found on the Parent Information Board. The Arizona Department of Health Services inspection reports are also available, upon request.



DAILY PRESCHOOL SCHEDULE

8:30-8:50 Circle Time: Hello Song, Jolly Phonics Songs, Calendar, Monthly Theme Unit

8:50-9:10 Story Time and Language

9:10-9:25 Bible Story, Prayer, and Snack Time

9:25-9:40 Indoor or Outdoor Recess

9:40-10:00 Spanish Curriculum

10:00-10:50 Gymnastics

10:50-11:45 Learning Center Rotations (Language, Math, Listening Center, Lego Education)

11:45-12:00 Parachute, Puppet Show, Goodbye Song

12:00-12:45 Prayer and Lunch

12:45-1:00 Story Time

1:00-2:00 Rest Time with Stories

2:00-2:30 Afternoon Circle Time

2:30-3:00 Spanish Curriculum Extension

3:00-3:20 Snack Time

3:20-3:50 Art/Afternoon Activities

3:50-4:00 Goodbye Song and Pick up Time

4:00-4:30 Outdoor Play

4:30-6:00 Center, Group games/activities, National Geographic films;



CURRICULUM

Our curriculum is rich in literature as it focuses on popular children's books related to the monthly theme. We utilize interactive and engaging teaching methods in the areas of language arts, math, science, music, art, gymnastics, Bible, foreign language, and best of all, we love to play!

In order to develop the area of the brain that is responsible for higher-order thinking, children need to have rich experiences that stimulate all of their senses. Play is the path to those experiences that engage children's senses and provide the foundation for future learning. In our classroom we provide learning stations in which children learn through teacher guided play. The teachers use scaffolding to enrich the children's current knowledge. They supply words for what the children are doing and ask questions that provoke thinking. They participate with children in conversation and teach them to play with sounds, words and ideas. They take on a role and play it with humor and gusto. They add interesting fun words like "excavator," "camouflage," and "scrumptious" that add to children's vocabulary.

Literature

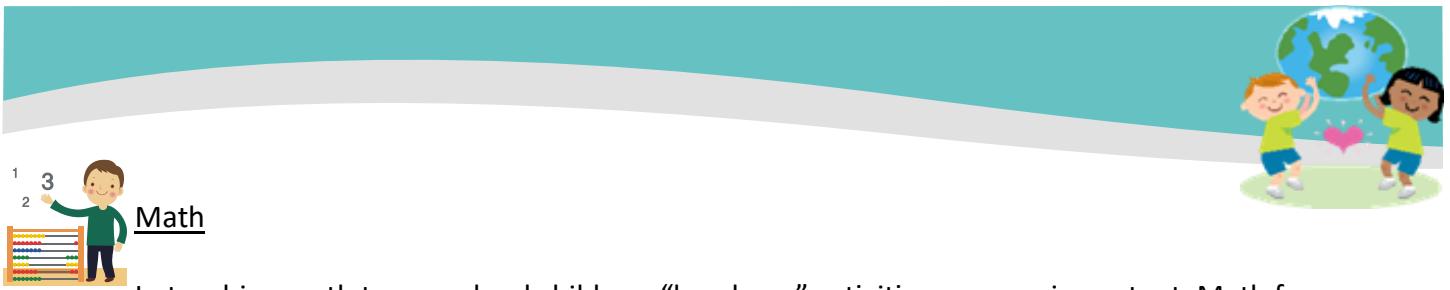


Research has found that the ability to think, reason, and problem solve is directly related to language. So children who have been exposed to language early have positive life-long outcomes. Since their early childhood experiences are connected to their intellectual development, the most important time for the brain is when children are young and growing.

Reading exposes children to a wealth of language and vocabulary. Reading also exposes children to many different authors and how they put together words to form sentences. Children attending Flagstaff Christian Preschool develop an enjoyment for literature through some of the best children's books available! They will experience 101 quality children's books in the classroom. Skills will include building rich vocabulary, comprehension skills, prediction skills, recalling prior knowledge, and expanding on what they know. We also include daily letter activities, reciting poems, and acting out the stories of the week. Children will engage in activities to reinforce reading readiness skills and build phonemic awareness.

We use the *Jolly Phonics* curriculum to teach the alphabet through song and games. *Jolly Phonics* is a synthetic phonics scheme that teaches children 42 letter sounds using multisensory methods. In order to blend words efficiently it is important to know the letter sounds fluently.

Second semester we selected *Handwriting Without Tears* for the children to learn letter formation. We believe in celebrating children and want them to be proud of their work. To help them succeed this curriculum focuses on a clean, clear design. It uses a simple activity workbook, wood pieces to build letters, a slate board, playdough diagrams, and a magnetic stamp board. The *My First School Book* activity book contains large step-by-step images of the wood pieces to show students how to make each part of every letter. The workbooks have black-and-white pages that avoid distractions and visual clutter to keep children happy and occupied.



Math

In teaching math to preschool children, “hands-on” activities are very important. Math for preschoolers includes: counting, number recognition, shapes, calendar skills, classifying, patterning, awareness of weight, measurement, months of the year, days of the week, and numbers 1 to 100.

Our curriculum focus points for math include:

- 1) Numbers and Operations. Children will develop an understanding of whole numbers including math concepts of counting, correspondence, cardinality, and comparison.
- 2) Geometry. Children identify shapes and describe spatial reasoning. They find shapes in their environment and draw pictures by combining two and three dimensional shapes.
- 3) Measurement. Children develop measurable attributes such as “length” and “weight” or “same” and “different” and compare objects using these attributes.

Finally, to promote math skills our teachers introduce the language of mathematics into everyday activities and are wonderful examples as they model math investigations.

Science

The preschool science curriculum consists of many planned and spontaneous experiences. Science for young children is child-centered and activity-centered. The teachers provide opportunities for the children in the classroom to observe, predict, classify and communicate. It is never too early to develop children’s ability to learn how to ask questions and support their desire to find answers.

What is the scientific method? It is a way of figuring out what questions to ask, what steps to take to answer that question, and then to doing our best to make sure that the information gathered is correct. The scientific method, like manners, will become a habit at an early age. Through literature we ask children to predict what will happen next in the story, and then at the end of the story we ask them if things turned out the way they predicted. In our classroom we begin by introducing the Scientific Method using a book entitled *Fortunately* by Renny Charlip. We also use *Science is Simple* by P. Ashbrook as a teaching resource.

Music and Art

Music and Art enrich children cultural education and contribute to their social and emotional development. Children will sing songs and play games that teach basic musical concepts such as tempo, dynamics, and rhythm. Singing is a very important feature of children’s musical development and experience. Art brings out each child’s creative expression while working with colors, shapes, textures, playdough, paint, and fabric. Children will experience the process of art and get messy.



Gymnastics

The Tumblebear Gym Program is used to develop gymnastics, hand-eye coordination, and overall fitness. The skills they acquire will provide a base for development in all sport activities. The younger children will develop Level One Preschool Progressions while the older preschool children develop Level Two Preschool Progressions.

TUMBLING	BEAM	TUMBLING	BEAM
Positions: squat, pike, straddle, lunge, V-sit, Ta-da	Walks: Forward, Backward, Sideways	Jumps: tuck, pike, straddle	Step-stag
Animal Walks: bear, camel, crab, bunny hops, horsey kicks	Releve' (f, b, s)	Free roll, tuck jump	Tuck jump dismount
Straddle Roll	Bear	Baby dive roll	Front scale
Rock & Roll	Lunge pose'	Back Straddle Roll	Knee scale
Forward Roll	Straight jump dismount	Hop, skip, jump, gallop, leap	Plie' walk
Free Roll	Birdie perch	Cartwheel in hoop	Releve' turn
Cartwheel on cartwheel mat	V-Sit	Cartwheel over rope & cone	Develop walks
Forward roll down incline	L-Kicks	Handstand forward roll	
BARS	Step on mount on med beam to front scale	Cartwheel over block	
Hangs: long, tuck, straddle	TRAMPOLINE	Cartwheel	
Swing in long hang	Safety Rules	Forward Roll step-out	
Shimmy	Killing the bounce	Backward roll	
Front support	Tuck	Backward roll to straddle stand	
Forward Roll dismount (with spot)	Pike	BARS	
Swing, drop in hoop	Straddle	Swing in tuck/straddle/pike	
Bent arm hang (3 seconds)	Jump front & back (clap hands)	Possum hang pull-ups	
Hang in tuck/pike	Jump side to side	Belly-button push-ups	
		Sole circle swings	
		Space walks	
		Bent arm hang (5 seconds)	
		Swing 1/2 turn dismount	

LEVEL ONE PRESCHOOL PROGRESSIONS

Bible

We are a Christian school, open to children of all faiths. Children will jump into the stories of the Bible, learn about the love of Jesus, and make creative artwork related to the stories. All children will participate in a Nativity Play in December to celebrate the Birth of Christ.

LEVEL TWO PRESCHOOL PROGRESSIONS

LEGO Education

Flagstaff Christian Preschool uses the *Lego Education* curriculum. Legos are used to present hands-on activities in Science, Technology, Engineering, and Math (STEM), specifically targeted for preschool children. These are based on the LEGO® system for playful learning. We use educational sets and Lego trained staff to help children develop self expression and become scientific thinkers. Our teachers facilitate learning through play, helping children build essential life skills, developing creative and inquisitive lifelong learners. Lego Education is used to emphasize five key learning areas (Creative Exploration, Social Emotional Development, Understanding the World, Early Math and Science, and Early Language and Literacy).

"There's something magical about putting LEGO bricks in children's hands. It awakens and opens their imagination." www.education.lego.com

AUGUST



All About Me and the School Experience (Social Studies)

Children will develop awareness of themselves as growing individuals. They will learn about values, ideas, customs, and traditions through folktales, legends, music, and oral histories. Focus is placed on children's relationships with others in the classroom and the school as a place for learning. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws. They begin to develop a strong sense of social responsibility. (*A Scholastic Unit*)

Students will:

- Learn classrooms are organized for student learning.
- Learn that a school community helps children learn.
- Learn what it means to be a good citizen of a school community.
- Learn rules are important and a classroom has rules for all to follow.
- Learn that students have classroom responsibilities.
- Learn that members of a classroom deserve to be heard and deserve respect.

Featured Children's Literature
<i>School Days</i> by B.G. Hennessey
<i>Clifford Goes to School</i> by Norman Bridwell
<i>Llama Llama Misses Mama</i> by Anna Dewdney
<i>The Kissing Hand</i> by Audrey Penn and Ruth E Harper
<i>The Little Engine That Could</i> by Watty Piper
<i>Quick as a Cricket</i> by Audrey Wood
<i>Madeline</i> by Ludwig Bemelmans
<i>I Stink</i> by Kate McMullan
<i>My Five Senses</i> by Aliki
<i>Chicka Chicka Boom Boom</i> by Bill Martin Jr.
<i>On Market Street</i> by Arnold Lobel and Anita Lobel

Language and Literacy	Mathematics	Spanish	Bible
Alphabet Books	Numbers and Operation	Introduction to Spanish	Introduction to snack time
Recognizing Names	Counting a Set of Objects	Champs Curriculum	prayers and songs
Tracing names with different mediums	Recognizing Quantities without Counting	www.spanishchamps.com	
Writing first and last names	Recognizing Numerals		

SEPTEMBER



Come Explore Your Neighborhood (Social Studies), Getting to Know You With Math (Math) Sheltering Shells (Science)

Children will learn the values of friendship, such as getting along with others, sharing, taking turns, and showing empathy. They will explore their school neighborhood and learn about community leaders. Through math lessons they will build class community. Children will learn to identify similarities and differences, compare names, and participate in class surveys by sharing daily routines with each other. (*A Scholastic Unit*)

Students will:

- Discuss and learn about friendships
- Become familiar with their community
- Learn about hermit crabs and their shells
- Design a shell for a hermit crab
- Research snails with a walk around the room activity
- Experiment and research how the snail moves and how fast it travels
- Research a type of turtle and create an informative poster about it

This Month's Featured Children's Literature

The Gingerbread Man by Cynthia Rylant
Zinnia and Dot by Lisa Campbell Ernst
Skippyjon Jones by Judy Schachner
The Other Side by Jacqueline Woodson
Alexander and the Wind up Mouse by Leo Lionni
Make Way for Ducklings by Robert McCloskey
A House for Hermit Crab by Eric Carle
The Biggest House in the World by Leo Leonni
The Little House by Virginia Lee Burton
All About Turtles by Jim Arnosky
The Foolish Tortoise by Richard Buckley and Eric Carle

Language and Literacy	Mathematics	Spanish	Bible
Jolly Phonics Group 1 s, a, t, l, p, n Recognizing Names of Class-mates	Learn the characteristics of a graph - Graphing Count from 1-20 - Counting Experience participating in a survey - Surveys/Graphing Collect and keep track of data Discuss and compare multiple pieces of data Develop language for comparing quantities. (Ex: greater, less, more, most, fewer, least, same and equal to)	Spanish Champs Lesson 1 Spanish Greeting and Introductions Spanish Champs Lesson 2 Greetings, Introductions and colors	Creation; Adam and Eve

OCTOBER



Sensational Seasons (Science) Pumpkin Time (Science)

Students watch pumpkins grow and observe them decompose. During the pumpkin season, we tie literacy and math to the pumpkin theme. Children will learn about the four seasons through, science, math, language arts. Children will experience the four seasons with a hands-on approach in a unique way. (*A Scholastic Unit*)

Students will:

- Learn about the life cycle of a pumpkin
- Observe growth and decomposition.
- Learn where food comes from.
- Practice early reading skills through a shared reading.
- Estimate the circumference of a pumpkin.
- Compare their estimation to those of their classmate.
- Measure familiar objects in the school.
- Identify fall, winter, spring, and summer apple trees
- Create a seasonal apple tree display board
- Identify pictures of winter and summer
- Compare and contrast winter and summer
- Sort and classify winter and summer clothing
- Identify pictures of fall and spring
- Compare and contrast fall and spring
- Engage in a color science experiment
- Identify the different characteristics of a flower

This Month's Featured Children's Literature

- Pumpkin Circle: The Story of a Garden* by George Levenson
Five Little Pumpkins by Iris Van Rynbach
The Biggest Pumpkin Ever by Steven Kroll
The Season's of Arnold's Apple Tree by Gail Gibbons
Apple Tree! Apple Tree! by Mary Blocksuva
The Snowy Day by Ezra Jack Keats
Summer by Maria Ruis
Spring by Maria Ruis
Apples and Pumpkins by Anne Rockwell
The Tiny Seed by Eric Carle
Tree For All Seasons by Robin Bernard
When Autumn Falls by Kelly Nidey and Susan Swan
Where the Wild Things Are by Maurice Sendak

Language and Literacy	Mathematics	Spanish	Bible
Jolly Phonics Group 2 ck, e, h, r, m, d Writing First Name	Connecting Numerals to Quantities Writing Numerals Labeling and Combining Sets Taking Objects Away	Spanish Champs Lesson 3 Colors Spanish Champs Lesson 4 Colors and Numbers	Noah's Ark; The Pumpkin Parable

NOVEMBER



Meet Your Vegetables (Science) ***We Are Family and Thanksgiving Activities (Social Studies)***

This unit is a fun introduction to healthy foods. Taking an integrated approach, children learn where food comes from and become more familiar and comfortable with fruits and vegetables through art, music, and cooking. Children share stories about their own unique families with an underlying theme of all families, whether traditional or not, as loving and caring ensembles. These lessons teach children about appreciation and being thankful while explaining the story of Thanksgiving. (A Scholastic Unit)

Students will:

- Identify a variety of fruits and vegetables and how they are grown and harvested
- Compare and contrast what the pilgrims were thankful for their first year in America and what we are thankful for today.
- Memorize the poem *I'm Thankful For...*
- Make a laminated landscape placemat featuring a picture of the student and the poem.
- Construct a miniature *Mayflower* that will float in a cup filled with blue-tinted water
- Discuss their family structures.
- Become familiar with the family diversity of their peers and others in the world.
- Learn about family habits, history, and values.

This Month's Featured Children's Literature
<i>The Keeping Quilt</i> by Patricia Polacco <i>Families</i> by Ann Morris <i>Thanksgiving</i> by David F Marx <i>Growing Vegetable Soup</i> by Lois Ehlert <i>I Know an Old Woman Who Swallowed a Pie</i> by Alison Jackson <i>Gregory, the Terrible Eater</i> by Mitchell Sharmat <i>One Little, Two Little, Three Little Pilgrims</i> by B.G. Hennessy <i>The Thanksgiving Story</i> by Alice Dalgliesh <i>In 1492</i> by Jean Marzollo and Steven Bjorkman <i>The Pilgrims' First Thanksgiving</i> by Ann McGovern <i>Thank You For Thanksgiving</i> by Dandi Daley Mackall

Language and Literacy	Mathematics	Spanish	Bible
Jolly Phonics Group 3 g, o, u, l, f, b Writing Last Name	Position Words: In and Out; Before and After; Top, Middle, and Bottom; Above, Below, Over and Under; Left and Right	Spanish Champs Lesson 5 Colors and Numbers Spanish Champs Lesson 6 Numbers. I Have	The Pine Tree Parable Nativity Play

DECEMBER



The Birth of Christ (Bible)

After completing this Christmas lesson, children will learn that God has great things in store for all of us as we live lives that are pleasing to Him. Children learn the importance of living a righteous life and how we must always allow God to lead us through the difficult times we will encounter. Children also learn that although many things have changed throughout the ages one thing has not changed during all of this time. The good news that Jesus came into this world because God loves us. Children learn that it is natural and expected to worship Jesus. Wise men and women throughout the ages have made Jesus their Lord and Savior.

Bible Readings:

Luke 1:26-38 Jesus' Birth Foretold
Matthew 1:18-24 An Angel of the Lord Appeared
Luke 2:1-20 The Birth of Jesus
Matthew 2:1-12 The Magi Visit Jesus

<http://www.kidssundayschool.com/351/lesson/josephs-dream.php>

This Month's Featured Children's Literature

The Polar Express by Chris Van Allsburg
The Doorbell Rang by Pat Hutchins
Snowmen at Christmas by Caralyn Buehner
The Legend of the Poinsettia by Tomie de Paola
The Night Before Christmas by Clement Moore
The Night Before Christmas in Bethlehem
Room for the Little One
The Crippled Lamb by Max Lucado
The Christmas Star by Marcus Pfister
The Christmas Story by Jane Werner Watson

Language and Literacy	Mathematics	Spanish	Bible
Jolly Phonics Group 4: ai, j, oa, ie, ee, or Nativity Play	Sorting and Matching Shapes Shapes in A Group Shapes in Objects 3D Shapes	Review Spanish Champs Lesson 1 Greetings Lesson 2 Introductions Lesson 3 Colors Lesson 4 Numbers Lesson 5 Colors and Numbers Lesson 6 Numbers. I Have	Nativity Play

JANUARY



Animals Are Everywhere (Science) 100th Day of School (Math)

Children learn some fascinating animal facts and behaviors. Children will mark the 100th Day milestone with fun exercises involving creativity, following directions, and counting to 100. (A Scholastic Unit)

Students will:

- Describe similarities and differences in the appearance of animals (e.g., size, shape, body coverings)
- Distinguish similarities and differences in how animals grow and behave
- Identify major structures of animals (e.g. arms, wings, legs, beaks, claws)
- Compare various habitats of animals
- Make a personal collection of 100 items
- Count to 100
- Describe why zero is a hero
- Prepare a snack with 100 items to eat

This Month's Featured Children's Literature
<i>Animal Tracks</i> by Arthur Dorros <i>The Wolf's Chicken Stew</i> by Keiko Kasza <i>Three Little Kittens</i> by Paul Galdone <i>Stranger in the Woods</i> by Carl R Sams <i>Winter Days in the Big Woods</i> by Laura Ingalls Wilder <i>We're Going on a Bear Hunt</i> by Helen Oxenbury <i>The Mitten</i> by Jan Brett <i>Stone Soup</i> by Marcia Brown <i>Owl Moon</i> by Jane Yolen <i>The Snowman</i> by Raymond Briggs

Language and Literacy	Mathematics	Spanish	Bible
Jolly Phonics Review Groups 1: s, a, t, l, p, n Group 2: c k, e, h, r, m, d Group 3: g, o, u, l, f, b Group 4: ai, j, oa, ie, ee, or Handwriting Without Tears Workbook (Top to Bottom) Vertical and Horizontal L F E H	Identifying Same or Different Sort Objects by Color, Size and Kind Spatial Relationships	Review Spanish Champs Lesson 7 I Have and Clothes Lesson 8 Clothes and Food Lesson 9 Food	Joseph and His Special Coat Baby Moses

FEBRUARY



Dr. Seuss Mini-Unit (Literature) Favorite Authors (Literature)

Children will experience the humor of Dr. Seuss in a comical, kooky world. Children will observe similarities and patterns in books by authors Eric Carle, Jan Brett, and David Shannon. They will make observation about the authors style and discuss what they notice. Children will learn about the parts of books. (*A Scholastic Unit*)

Students will:

- Describe similarities and differences in the appearance of animals (e.g., size, shape, body coverings)
- Distinguish similarities and differences in how animals grow and behave
- Identify major structures of animals (e.g. arms, wings, legs, beaks, claws)
- Compare various habitats of animals
- Sort and compare books from various authors.
- Observe, synthesize, and describe themes and patterns authors use.
- Distinguish parts of a book: title, author, illustrator, front cover, back cover, dedication page, and author-biography page.

This Month's Featured Children's Literature

Green Eggs and Ham by Dr. Seuss
The Cat in the Hat by Dr. Seuss
One Fish Two Fish Red Fish Blue Fish by Dr. Seuss
Eric Carle Author Study
David Shannon Author Study
Jan Brett Author Study
Splat a Valentines Story by Rob Scotton
President's Day by Anne Rockwell

Language and Literacy	Mathematics	Spanish	Bible
Jolly Phonics Group 5: z, w, ng, v, oo, o o Handwriting Without Tears Workbook Magic C, C O Q G S and J	Describing Simple Patterns Duplicating Simple Patterns Exploring Simple Patterns Exploring Patterns in the Real World	Review Spanish Champs Lesson 10 Body Lesson 11 Body and It Hurts	David and Goliath

MARCH

Teach Skills with Nursery Rhymes (Literature)



Students will learn nine classic nursery rhymes: "Humpty Dumpty," "Jack Be Nimble," "Little Miss Muffet," "Hickory Dickory Dock," "Twinkle, Twinkle, Little Star," "Hey Diddle Diddle," "Jack and Jill," "Rub-a-Dub-Dub," and "Mary Had a Little Lamb." Next, the class will explore the nursery rhymes through role-playing, problem solving, chanting, singing, measurement, graphing, and art.

(A Scholastic Unit)

Students will:

- Examine length, weight, and capacity by making direct comparisons with reference objects
- Demonstrate ability to use standard units of measurement
- Measure weight, height, and circumference
- Compare and contrast measurement
- Identify characters and settings
- Identify and reproduce rhyming words from a text
- Recite familiar rhymes before an audience

This Month's Featured Children's Literature

Inch by Inch by Leo Lionni
Humpty Dumpty by Daniel Kirk
The True Story of Humpty Dumpty
The Three Little Pigs
The True Story of the 3 Little Pigs
Anansi and the Moss-Covered Rock
The Three Billy Goats Gruff
Curious George by H.H. and Margaret Ray
Sylvester and the Magic Pebble by William Steig
If you Give a Mouse a Cookie

Language and Literacy	Mathematics	Spanish	Bible
Jolly Phonics Group 6 y, x, ch, sh, th, t h Handwriting Without Tears Big and Little Curves D, P, B	Measurement and Time Direct Comparison of Size Narrow and Wide Long and Short Heavy and Light More or Less	Spanish Champs Lesson 12 Feelings Lesson 13 Feelings and Sentences	Daniel and the Lions; Jonah and the Fish

APRIL



From Seed to Plant (Science) Learning About Dinosaurs (Science)

There are many different kinds of plants, flowers and trees around us. In this unit, children will dissect, discover, sort, and plant seeds. While recording growth over time, students will identify the structures of plants, including seeds, roots, stems, leaves, flowers and fruit. Finally, they will learn how much we depend upon plants by categorizing common plant products found in our classroom and in their home. We learn about dinosaurs through literature, poetry, science, math, art, drama, and movement. Students will discover the characteristics of many kinds of dinosaurs. What they ate, fossils, the environment in which they lived, and how they became extinct. Students will learn about the people who study dinosaurs and the techniques they use to find information.

Students will:

- Observe and describe similarities and differences in the appearance and behavior of plants
- Identify major structures of plants (seeds, roots, stems, leaves)
- Observe, classify, and compare structures of plants
- Understand the life cycle of plants and trees and what they need to grow
- Discover that plants provide resources for clothing, food, and oxygen
- Categorize dinosaurs into meat eaters and plant eaters
- Categorize dinosaurs by where they lived (water, land, air)
- Define fossils and describe their value to paleontologists
- Describe the job of a paleontologist
- Identify at least 10 kinds of dinosaurs

This Month's Featured Children's Literature

- | |
|--|
| <p>The Tiny Seed by Eric Carle
How Seeds Travel by Cynthia Overleek
Blueberries For Sal
I Am An Artist
The Giving Tree by Shel Silverstein
More About Dinosaurs by David Cutts
Fossils Tell of Long Ago by Aliki
The Easter Story
The Tale of Peter Rabbit
Benny's Pennies</p> |
|--|

- The Tiny Seed by Eric Carle
How Seeds Travel by Cynthia Overleek
Blueberries For Sal
I Am An Artist
The Giving Tree by Shel Silverstein
More About Dinosaurs by David Cutts
Fossils Tell of Long Ago by Aliki
The Easter Story
The Tale of Peter Rabbit
Benny's Pennies

Language and Literacy	Mathematics	Spanish	Bible
Jolly qu, ou, oi, ue, er, ar Handwriting Without Tears Diagonals R K A V M N	Measurement and Time Direct Comparison of Size Narrow and Wide Long and Short Heavy and Light More or Less	Spanish Champs Lesson 14 Feelings and Where is? Lesson 15 I Like, I Want	The Easter Story The Parable of the Lily

MAY



Magnificent Mexico (Social Studies) Insect Anatomy and Life Cycles (Science)

In celebration of Cinco De Mayo, the children will learn about art, culture, traditions, and the people of Mexico.

Exciting insects. In this unit, children will craft insects of their own and use them for dramatic play. They will learn about metamorphosis and make a representation of a butterfly's life cycle. Children will also observe and record the life cycle of one or more insects. (A Scholastic Unit)

Students will:

- Learn important facts about Mexico
- Identify and make an ABAB pattern
- Make a Mexican paper cutting
- Draw a self-portrait
- Learn about the life and work of painter Frida Kahlo
- Examine the physical characteristics of insects and spiders
- Understand the various ways in which insects move: jump, fly, crawl, or swim
- Observe and record the metamorphosis of one or more insects
- Contrast the larva and adult insect
- Sequence the life cycle of an insect

This Month's Featured Children's Literature

- Look What Came From Mexico by Miles Harvey
The Very Hungry Caterpillar by Eric Carle
Bugs! Bugs! Bugs! By Bob Barner
The Grouchy Ladybug by Eric Carle
A Color of His Own
Owen
Love You Forever by Robert Munsch (Mother's Day)
The Bear's Vacation
How I Spent My Summer Vacation

Language and Literacy	Mathematics	Spanish	Bible
GRADUATION REHEARSAL Handwriting Without Tears Mat Man Shapes W X Y Z	Data Representation and Probability Moving to Answer Questions Graphing with Objects Exploring Pictographs Predicting What Will Happen: Likely or Unlikely	Spanish Champs Lesson 16 I Like	Jesus at the Temple The Loaves and the Fish



2018-2019 SCHOOL CALENDAR

Sunday, August 12	Orientation
(3-year old children and parents 4pm-5pm) (4-year old children and parents 5:30pm-6:30pm)	
August 13	First Day of School
September 3	Labor Day
(No School. No Child Care Available)	
October 8, 9, 10	Conferences
(Regular school schedule. Sign-up for conference times with the front office.)	
October 11, 12	Fall Break
(No School. Child Care is available at no extra fee for full-time students.)	
October 31	Fall Party
(Halloween 8:30-noon; wear costumes; volunteers needed. We close at 3:00 today)	
November 21, 22, 23	Thanksgiving Break
(No School. No Child Care Available)	
December 15	Candy Cane Classic
(A gymnastics showcase for all students. Fee: \$45 Includes leotard for girls and t-shirt for boys)	
December 19	Nativity Play
(9am—9:30am Flagstaff Gymnastics Center)	
December 24-January 4	Winter Break
(No School. Child care is available Dec 26-28 and Jan 2-4 at no extra fee for full-time students.)	
January 21	Martin Luther King Day
(No School. No Child Care Available)	
February 11-14	Valentine Celebration
(Bring in 30 Valentine Cards to pass out. Have your child write their name on each.)	
February 18	President's Day
(No School. No Child Care Available)	
March 13, 14, 15	Conferences
(Regular school schedule. Sign-up for conference times with the front office.)	
March 18-22	Spring Break
(No School. Child care is available Dec 26-28 and Jan 2-4 at no extra fee for full-time students.)	
May 27	Memorial Day
(No School. No Child Care Available)	
May 27	Graduation
(End of the Year Ceremony for <u>All Enrolled Children</u> . NAU Clifford White Theater 4-5:30 pm)	
May 30	Last Day of School

Flagstaff Christian Preschool

2018-2019 REGISTRATION FORM



Child's Name _____ Birthdate _____
Home Address _____ Zip _____
Parent's Names _____ Phone _____
Email Address _____
Father's Place of Employment _____ Phone _____
Mother's Place of Employment _____ Phone _____

Registration Fee: \$115

Monthly Rates with AutoPay Discount (Non-AutoPay add 5%)

Full Day

Five Days Per Week	\$630	6:30am—4:00pm
Four Days Per Week	\$530	6:30am—4:00pm
Three Days Per Week	\$430	6:30am—4:00pm
Two Days Per Week	\$295	6:30am—4:00pm

Mornings Only

Five Morning Per Week	\$309	8:30am—noon
Four Mornings Per Week	\$289	8:30am—noon
Three Mornings Per Week	\$259	8:30am—noon
Two Mornings Per Week	\$195	8:30am—noon

Extended Care Available until 6:00pm add \$40 per month; 30% Discount Siblings

MONTHLY TUITION: _____

Circle Days and Times

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
---------------	----------------	------------------	-----------------	---------------

AM PM Full				
------------	------------	------------	------------	------------

Extended

Tuition Policy: Your tuition is based on the 2018-2019 school year. It is broken down into 10 evenly monthly payments and is not adjusted or prorated for student absences or school closures, including short months, holidays, and snow days. Make-up days are NOT available. Schedule changes require a 30 day written notice.

Withdraw Procedure: In the event you need to withdraw your child prior to May 31, 2019, you must complete a written withdraw form 30 days prior to leaving our program. Please note: You are responsible for payment for your student's classes whether or not your child attends class until 30 days after you notify the office in writing.

Responsible Person: As the parent/guardian of the above named child, I agree to accept full payment responsibility as indicated on this form. I further understand that no refunds will be given for any reason. If my account is referred for collection, I agree to pay attorney's fees, collection fees and all costs incurred. Any balance and owing after 30 days shall accrue interest at the rate of 18% per annum.

Parent/Guardian Name (Printed)

Signature

Date