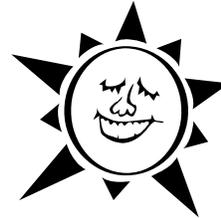




Commission scolaire English-Montréal
English Montreal School Board



SUPPLEMENTARY BOOKLET PRESCHOOL EDUCATION



REFERENCE FOR REPORTS SENT TO
PARENTS

PREFACE

Dear parents,

This explanatory document about the preschool education program is a tool to help you better understand the educational objectives pursued in your child's class, and to better support your child in his/her educational and social experiences.

This document contains concrete suggestions that you can use at home to help your child reach the goals set at school.

The school would like to wish you and your child an excellent school year.

Competency 1

TO PERFORM SENSORIMOTOR ACTIONS EFFECTIVELY IN DIFFERENT CONTEXTS

At school



This competency targets your child's sensorimotor development.

Your child will develop his/her senses, gross motor and fine motor skills through active games and daily physical activities.

These activities will help your child:

- To discover the various reactions and capacities of his/her body;
- To acquire a certain physical ease;
- To make precise gestures;
- To use appropriate tools and materials for a particular activity;
- To become sensitized to the importance of taking care of his/her body and to act in a safe manner.

TO HELP YOUR CHILD

At home



To develop gross motor skills (Throwing, running, jumping, climbing, rolling, swimming, relaxing)

- Provide toys that will allow your child to develop motor skills: skipping rope, ball, bicycle, etc.;
- Bring your child to the park to practice balance and motor skills: on swings, climbing apparatuses, etc.;
- Encourage relaxation.

To develop fine motor skills

- Provide materials for cutting, tracing, gluing, folding, sculpting;
- Allow your child to manipulate buttons, hooks, clasps, knots, bows;
- Encourage your child to use various tools: scissors, computer keyboard and mouse, cards, puzzles, blocks.

To develop an understanding of his/her body

- Have your child name and locate various parts of his/her body, draw him/herself, use the exact terms when referring to the parts of his/her body;
- Encourage your child to take care of his/her body (hair, teeth, general hygiene and diet).

Competency 2

TO AFFIRM HIS/HER PERSONALITY

At school



This competency targets your child's emotional development.

Various experiences will help your child learn that he/she is unique and has individual tastes, interests and needs.

Your child will learn to:

- Express his/her tastes, interests, feelings, and emotions in an appropriate manner;
- Have confidence in and value him/herself;
- Become disposed to enter into relationships with others;
- Demonstrate his/her desire to learn, his/her joy in doing;
- Engage in learning activities with a degree of autonomy;
- Respect his/her own needs and the needs of others.

TO HELP YOUR CHILD

At home



To encourage your child to share his/her tastes, interests, feelings and emotions

- Help your child express his/her feelings (joy, anger, sadness, surprise, etc.);
- Ask your child to listen during conversations;
- Help your child to develop adequate language to express what he/she is thinking or feeling;
- Encourage your child to make choices and to explain them (meals, clothing and television programs).

To develop his/her confidence

- Help your child express his/her opinions and impressions during family discussions;
- Encourage your child to develop a positive self-image;
- Encourage your child to take initiative and responsibility;
- Expose your child to new situations that will permit him/her to experiment, take risks, dare, and make trials, and give him/her permission to make mistakes;
- Help your child identify and use his/her strengths and to work on his/her weaknesses;
- Encourage your child to set reasonable goals.

To develop his/her autonomy

- Ask your child to collaborate in household cleaning by tidying his/her toys, putting away his/her clothes, etc.;
- Encourage your child to dress him/herself;
- Help your child to recognize the small commitments he/she has made and to hold to his/her word;
- Accompany and encourage your child in athletic and cultural activities;
- Help your child learn and recognize personal information (birth date, address, telephone number, family members)
- Favour activities where your child can develop curiosity, show that he/she is paying attention, is concentrating, and is persevering.

Competency 3

TO INTERACT HARMONIOUSLY WITH OTHERS

At school



This competency targets your child's emotional development.

Interactions with others will help your child question his/her understanding of the world, and the differences in his/her interests and tastes compared to those around him/her. Gradually, he/she will reconcile his/her needs with those of others. He/she will learn to situate him/herself within his/her cultural surroundings, will become interested in other people, and will become open to new realities.

Classroom life will permit your child to:

- Discover the advantages and restrictions of being in a group;
- Develop his/her social skills;
- Discover his/her rights and responsibilities;
- Learn to settle conflicts in a respectful and just fashion;
- Discover the community around him/her.

TO HELP YOUR CHILD

At home



To help your child develop his/her social skills:

- Play table games with your child, and teach him/her to win and to lose;
- Allow your child to invite friends over or permit him/her to play with friends elsewhere. Encourage sharing and collaboration;
- Encourage your child to communicate over the telephone with people who are familiar and with whom your child is comfortable: grandparents, uncles, aunts, friends;
- Define rules and the related positive and negative consequences with your child;
- Demonstrate curiosity about various social roles, occupations and professions;
- Discover your child's cultural environment (municipal library, movie theatre, concert hall, etc.).

To help your child settle conflicts:

- Help your child develop ways to settle small conflicts: avoid solving them for him/her, brainstorm solutions together, suggest that he/she express his/her needs rather than hitting, pouting, or retreating, help him/her discover acceptable strategies to obtain what he/she needs;
- Explain the effects of your child's negative attitudes by describing what happened: Example: "You were angry and threw everything on the floor. Nothing is solved and now you have a new problem ...";
- Explain the effects of your child's positive attitudes. Example: "You calmly asked for what you wanted and we came to an agreement...";
- Wait until your child has settled down after a temper tantrum to talk about it.

Competency 4

TO COMMUNICATE USING THE RESOURCES OF LANGUAGE



This competency targets your child's language development.

Language is an important tool in your child's cognitive development, socialization, and understanding of the world.

In class, stimulating activities will permit your child to:

- Discover the enjoyment of playing with words;
- Become interested in reading and inventing stories;
- Develop appropriate oral and written communication;
- Use the computer to learn and communicate.

TO HELP YOUR CHILD

At home



Everyday life gives your child numerous opportunities to enrich his/her communication abilities. To favour positive attitudes towards communication:

- Demonstrate a genuine interest in your child during verbal exchanges and discussions;
- Help your child to clearly express his/her thoughts by using appropriate vocabulary in simple but complete sentences;
- Ask your child to look at the person who is talking in order to pay attention to that which is being communicated to him/her;
- Ask your child to demonstrate his/her understanding of what was said by repeating it in his/her own words (instructions, a story).

To arouse your child's interest in reading and writing:

- Subscribe to the local library;
- Read to your child frequently;
- Expose your child to books on tapes or CDs;
- Look at publicity and labels with your child;
- Read street names, the major titles in newspapers, brand names;
- Scribe stories or messages onto drawings or cards for your child;
- Provide materials so that your child can pretend to write;
- If your child wants to learn to write words, his/her name, or the names of family members, have him/her print using lowercase letters;
- Make word-rhymes, or rhymes with names;
- Sing familiar songs with your child, recite nursery rhymes;
- If you have a computer, allow him to send and receive emails.

Competency 5

TO CONSTRUCT HIS/HER UNDERSTANDING OF THE WORLD

At school



This competency targets your child's intellectual development.

Your child gains an understanding of the world through games and experiences, actions and interactions. Children are curious, want to understand, and seek knowledge. They need to observe, experiment, anticipate, do, and participate with others to build their knowledge base.

Classroom experiences will allow your child to:

- Become familiar with the vocabulary of different subjects (art, math, science and technology);
- Gain knowledge;
- Put his/her creative ideas to work;
- Develop attitudes and abilities that will be the basis for future learning (attention, concentration, perseverance, good work habits and organizational strategies).

TO HELP YOUR CHILD

At home



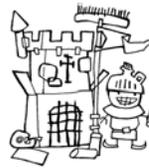
To familiarize your child with intellectual topics:

- Suggest mathematical activities: number games (calendars); counting games (count the number of utensils for the table); association games (associating an object with a geometric shape); comparison games (the length of two objects); sorting and classifying games (classifying objects according to a certain characteristic: colour, size); consistency games (place objects in a series based on specific criteria); measuring games (measure objects using a string);
- Help your child develop a scientific spirit: have your child use his/her senses to observe what is around him/her, to ask questions, to look for possible explanations, to identify similarities and differences, to develop and test hypotheses, and to observe and manipulate objects (constructing, using, assembling and disassembling).
- Encourage your child to develop his/her artistic and dramatic abilities (puppets, role play); music (singing, instruments); art (modelling, drawing, painting and sculpting); dance (improvisation, moving to different beats).
- Encourage your child to explain the procedure he/she used in each experiment, to identify the information that helped him/her complete the experiment, and to state what he/she learned.
- Help your child explain how he proceeded, name the information he used and identify what he learned during his experimentations

Competency 6

TO COMPLETE AN ACTIVITY OR PROJECT

At school



This competency targets the development of your child's work habits.

Motivated by his/her desire to explore and to understand the world, a child involves him/herself in a personal or group project. The child actively acquires and constructs knowledge, and develops abilities and strategies that he/she will use in other contexts.

A project grows out of the child's interests, games and experiences. The project represents a challenge that is at the child's level, and permits the child to:

- Mobilize his/her competencies;
- Make trials and errors;
- Use his/her creativity;
- Learn to bring a task to completion;
- Share the results of his/her project;
- Make a judgment on the completed project.

TO HELP YOUR CHILD

At home



Your child can complete a project starting with his/her games and interests, by exploring his/her physical, human and cultural environment (by learning different skipping games, understanding how kittens are born, situating the planets in relationship to the earth, putting on a dance performance).

Your child will learn about effective work habits through projects.

When your child shows curiosity about a particular theme:

- Encourage your child to share what he/she knows and what he/she would like to know about the subject, and research pertinent information with him/her (rather than for him/her);
- Help your child to bring the project to fruition by using his/her creativity and being perseverant;
- Suggest that your child describe the process he/she went through to complete his/her creation/production as she/he presents it;
- Help your child to make a personal judgment on the project by expressing his/her appreciation, by talking about the difficulties he/she encountered, and by saying what he/she learned.

Your child will be exposed to a wide range of subjects and experiences, which will help to diversify his/her experience. Your child may be involved in the following activities over the course of the year.

.....**Art and language**

1. ART

Preschool aged children learn or perfect techniques in art that will increase their ability to express themselves. Children experiment with space and explore touch, movement, and colours; they discover concepts of mass and volume. They develop creativity and dexterity, and learn to coordinate fine motor skills. Art includes: painting, modelling, pasting, weaving, drawing, and crafts.

2. MUSIC AND CREATIVE DANCE

In preschool education, music is present in various forms: relaxing music, songs, dances, rhythm, nursery rhyme, and manipulation of instruments.

Alertness to music develops: coordination, motor skills, imagination, auditory discrimination, memory, expressiveness, rhythm, language, concentration and attention, audition, socialization, etc.

3. ROLE PLAY:

HOUSE, SCHOOL, GROCERY SHOPPING, etc.

Children mimic adults. Mimicking permits children to transcend their egocentrism. Dramatic play gives children release from some of the tension they may experience: for example, a child might punish a doll in the same way that he/she was punished the previous evening. Role play also leadership or membership skills.

4. CONVERSATION

When a child expresses what he/she likes or shares something about a specific topic, the teacher may take the opportunity to correct the child's use of language and ensure that the child stays on topic. Students will learn to talk when it is their turn, to listen to others, and to reflect before speaking.

5. BOOKS

The reading corner stimulates children's interest in topics they want to explore, and is a source of information and knowledge. Reading is relaxing, calming, and takes concentration. Children look at pictures, comment on them, invent stories, tell stories that are familiar to them, find letters that they know, and eventually find familiar words.

.....**Physical activity**

6. PHYSICAL EDUCATION

Physical activity responds to the child's need to climb, run, jump, or imitate animals. Body movement helps children become conscious of space and time. Physical education provides an opportunity for a child to work as a team member. It helps children develop coordination and a sense of balance.

Physical activity is sometimes present in the classroom, and will sometimes take place outside or in the gymnasium.

.....**Scientific and mathematical awakening**

7. BOARD GAMES, PUZZLES

Through games, children develop observation skills, visual memory, thought associations, deductive reasoning, sorting, classification, etc.

Children learn to play in teams and to be socially adept: to wait their turn, respect others, accept a loss, and learn to help a friend who is having difficulty. They come to understand order, to respect things and their surroundings, to confront difficulties. They develop self-confidence, perseverance, and patience.

8. CONSTRUCTION

Children are initiated to the same notions with blocks as they are with board games, and they develop a team spirit. They measure, classify, sort, compare, match, place objects in series, and build. They become familiar with space and measurement.

