

THE PRESCHOOL PROGRAM AT THE LFT

The preschool is distinct from the elementary school in terms of its identity, culture, and teaching style, all of which are specially adapted to the age and developmental level of the children that we welcome.

The teachers make sure to offer each child an environment and range of activities that favour his/her increasing independence, while allowing the children the time to enjoy their early experiences, guiding them towards their educational goals.

Occupying an essential place in primary education, preschool forms the basis and foundation of the learning that will be further developed and systematized in elementary school.

Through games, activities, sensory experiences, and independent tasks appropriate to their stage in life, the children acquire the building blocks of their education.

The preschool divides its activities into five broad areas:

- living together
- learning to speak and organize language, and beginning to write
- discovering the world
- growing up in the world
- imagining, sensing, creating

Some details about our preschool:

Given that our school operates in Canada which is officially a bilingual country we offer English classes beginning in Kindergarten.

In addition, our English and French teachers confer regularly to build and strengthen learning between the two languages.

Science is also in the spotlight and is mainly used as a tool for language development. Through a hands-on scientific inquiry process, the child develops hypotheses, conducts the experiment and reports on results.

Our preschool students are in the same building as the elementary school and high school students. So the younger children have regular opportunities to meet and learn from older students; this may be elementary students who come to read books or high school students who visit during snack time to visit. It may also be visiting the science labs, where pre-schoolers get to do experiments with their teachers in partnership with the secondary school science teachers.

In this family-friendly environment, our students are well chaperoned and gain confidence exploring and learning new things.

	TOUTE PETITE SECTION 2 ½ years	PETITE SECTION 3 years	MOYENNE SECTION 4 years	GRANDE SECTION 5 years
LIVING TOGETHER	<p>The children share common space and activities with others. They form relationships with their peers and with adults, during games, social activities and group tasks. They learn to communicate, both to speak and to listen.</p>			
LEARNING TO SPEAK AND ORGANIZE LANGUAGE, AND BEGINNING TO WRITE	<p>Introduction to written language and to literature:</p> <ul style="list-style-type: none"> - regular reading of children's books - reading of traditional tales (Grimm, Andersen, Perrault) - writing one's first name - recognizing one's first name - recognizing some of the other first names in the class - dictating a very brief text (1 or 2 sentences) to an adult - enriching vocabulary during class projects - learning finger games and counting rhymes - communicating cultural heritage while respecting oral tradition 	<p>Introduction to written language and to literature:</p> <ul style="list-style-type: none"> - regular reading of children's books -reading of traditional tales - discovering the different functions of written language (identifying a poster, an advertisement, a book-cover) - dictating a brief text to an adult -writing one's first name first in block letters, then in cursive - recognizing one's first name - recognizing increasingly the other first names in the class - recognizing the date - poetry, counting rhymes, songs - communicating cultural heritage while respecting oral tradition 	<p>Introduction to written language and to literature:</p> <ul style="list-style-type: none"> - recognizing the author, title, and publisher of children's books - learning to sort children's books according to type of book, series, etc. - reading traditional tales and comparing versions - building a verbal repertory of the first names of the class, days of the week, colours, simple instructions and other familiar words - noticing particular spellings - memorizing a few particular spellings - recognizing the outline of a word - learning the correspondences between sound and writing - noticing regular patterns in language (pluralization, etc.) - dictating a story to an adult (with increasing development of structure) - copying a short text -writing one's first name in cursive - recognizing all the first names of the class, the days of the week, the numbers from one to ten, and the colours - poetry, counting rhymes, songs 	

			<ul style="list-style-type: none"> - communicating cultural heritage while respecting oral tradition -composing poetry - 30 minutes, five times a week, are devoted to English
<p>GROWING UP IN THE WORLD</p>	<ul style="list-style-type: none"> -finding one's way around the class -discovering one's physical capacities -reacting to an audible signal -participating in group activities, while accepting and respecting the rules -building a verbal repertory of action-verbs: walk, run, jump, etc. 	<ul style="list-style-type: none"> -finding one's way around the school (or a part of the school) -expressing oneself physically -enriching one's verbal repertory of action-verbs: crawl, slide, pull, push, etc. 	<ul style="list-style-type: none"> -finding one's way around the school and the neighbourhood -participating in games with both group and individual rules -expressing oneself physically, both individually and together -adapting motor functions to make more efficient and precise gestures

**IMAGINING,
SENSING,
CREATING**

- exploring and then recognizing: forms, objects, materials, colours
- creating a “personal museum”
- exercising the visual memory
- producing work in various artistic modes and media: graphics, tracing, imprinting, drawing, modeling, painting, collage, etc.
- commenting on one’s own work, acquiring a critical sense
- creating a simple vocal repertory: counting rhymes, children’s songs, etc.
- making up songs
- rounds and dancing games
- exploring simple musical instruments by hearing, seeing, and touching
- identifying, comparing and reproducing noises, familiar environmental sounds, rhythmic and melodic formulas
- discovering a variety of music (country, period, style)

A 30-minute period each week is conducted by a music teacher.

<p>DISCOVERING THE WORLD</p>	<ul style="list-style-type: none"> - manipulating objects - using construction toys and beads - becoming aware of one's bodily structure - discovering different materials by touching them - respecting the environment, not littering, using the wastepaper basket - discovering nature (plants, animals) - learning the structure of the school day by its classroom rituals 	<ul style="list-style-type: none"> - using construction toys - taking apart and reassembling an object - refining one's knowledge of the body - discovering the different states of water - exploring different materials - identifying different environments: countryside, sea, mountains, forests, waterways - becoming aware of the importance of waste - discovering, observing describing nature - developing one's sensory capacities: taste, touch, smell, hearing, sight - learning the structure of the school week by its classroom rituals - becoming aware of the concepts of time (past, present, future) 	<ul style="list-style-type: none"> - constructing an object - following an instruction card - choosing one's tools and materials - knowing one's body - identifying some of the properties of a variety of materials - becoming aware of the existence of the air - observing lighting effects - recognizing environmental pollution (noises, odours, etc.) - discovering, observing and describing both familiar and less familiar environments - knowing the days of the week in order - recognizing the cyclical character of certain phenomena - using correctly the indicators of time - using the signs of daily, weekly and yearly rhythms - placing events in relation to each other (distinguishing succession and simultaneity)
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Throughout all the areas of activity of the children, the above constitute a basic repertory of skills. They also learn to write, classify, number, measure, recognize forms, and locate themselves in space and time. They build up instruments for learning that will accompany them to elementary school, and which constitute the basis of their early learning.

LEARNING TOOLS

Throughout the three years of Maternelle, the children will:

DRAW	<ul style="list-style-type: none"> -learn precision in drawing lines -discover the basic schematic forms 		
WRITE	<ul style="list-style-type: none"> -learn to use the space of a sheet of paper -discover different ways to form lines -place drawing/writing on straight lines -explore the function of alphabetic writing -learn to control the line of cursive writing 		
CLASSIFY, PLACE IN SEQUENCE	<ul style="list-style-type: none"> -classify objects according to their qualities -arrange objects, notably in relation to their quantitative aspect (higher, bigger, etc.) -compare groups of objects -work on sequences and rhythms 		
RECOGNIZE FORMS	<ul style="list-style-type: none"> -distinguish closed and open forms -acquire the concept of interior and exterior -name various forms -classify forms according to the number of angles, sides, etc. 		
APPROACH NUMBERS	<ul style="list-style-type: none"> -to count up to 5 using a rhyme or song -count small groups of objects -learn counting rhymes 	<ul style="list-style-type: none"> -to count up to 10 using a rhyme or song -count small groups of objects -learn counting rhymes 	<ul style="list-style-type: none"> -to count up to 39 at least, using a rhyme or song -count groups of objects -learn increasingly elaborate counting rhymes (e.g. for doubling) -recognize the written form of the numbers up to 10 -write the numbers up to 10 -resolve simple problems using arithmetic with the numbers from 0 to 10