

St. Gerard Majella Preschool
2005 Dougherty Ferry Road
Kirkwood, MO 63122
(314) 822-8844, Ext. 5
www.sgmschool.org

Parents,

Welcome to St. Gerard Majella Preschool! St. Gerard Majella School, preschool-8th grade, is a place where the promise and potential of every child begins to be realized even at the early ages of preschool. The basis of our philosophy is our commitment to educating the whole child while recognizing each child's individuality. In a warm and nurturing environment, faith is strengthened, academic skills are developed, and friendships are formed.

The staff and I are so excited that you have expressed interest in our program and want to learn more about us. Unfortunately, at this time, we are unable to conduct in person tours of our wonderful community. Please take time to read through this packet of information as well as looking at our website. https://www.sgmschool.org/preschool.html to get a glimpse of SGM Preschool.

Applications for registration for the 2021-2022 school year will begin on February 8, 2020 for new families. I encourage you to reach out if you have any questions or would like to talk further about our program.

We look forward to have you in the St. Gerard Majella Community.

Ms. Lucy Gintz

Ms. Lucy Gintz
Assistant Principal/Preschool Director

St. Gerard Majella Preschool

Rooted in Faith

Grounded in Excellence – Prepared for Success

QUICK FACTS

ENROLLMENT

Enrollment at St. Gerard Majella includes the completion of an application for enrollment with a non-refundable enrollment fee. Enrollment is subject to the approval of the administration, Pastor and availability of space. St. Gerard Majella Preschool admits students of any race, color, nationality and ethnic origin to all programs and activities afforded to students of the school. St. Gerard Majella Preschool does not discriminate on the basis of race, color, nationality, or ethnic origin in the administration of our educational or admission policies.

Priority of enrollment is as follows:

1. Students and families currently enrolled in St. Gerard Majella Preschool/School.
2. Active parishioners of St. Gerard Majella.
3. Open enrollment.

Once enrollment becomes full, names will be placed on a wait list for the appropriate class and contacted if and when a space becomes available.

Registration forms for the next school year are distributed in early February. A non-refundable $125 registration fee is required.

The 3/4 year old class meets three days a week Tuesday through Thursday. Children must be three years old by August 1st and be fully potty trained. The maximum number of students per class is fourteen with a Lead Teacher and an Assistant Teacher.

The Pre-K class meets four days a week Monday through Thursday. Children must be four years old by August 1st. The maximum number of students per class is sixteen with a Lead Teacher and an Assistant Teacher.

FACILITIES

St Gerard Majella Preschool is located on the main campus of St. Gerard Majella Elementary School in Kirkwood, Missouri. The preschool is comprised of two Pre-K classrooms and two 3/4 Year-Old classrooms. All four classrooms offer a comfortable and stimulating environment where children come together to explore, inquire and interact through various play based activities. The walls both inside and outside the classrooms display the children's creativity through various types of artwork. Our facility also includes a in playground area where their imagination comes alive.

LUNCH BUNCH

Lunch Bunch, an extended day option is available for children who are enrolled in either of our classrooms. The 3/4-Year Old's can have up to 14 children sign up each day while the Pre-K may have 16 children each day. The children bring their lunch with a drink. (peanut free lunch) The extended day will be filled with music and movement, lunch, crafts, games, stories, and outdoor play. Registration for Lunch Bunch is available semi-annually and payment is due with registration. Drop-ins for Lunch Bunch are not allowed. There is no Lunch Bunch the first and last week of school. If a student is sick during the school day, students are not allowed to come to Lunch Bunch.

PRESCHOOL SESSIONS AND TUITION 2020-2021

3/4 Year-Old Class	Tuesday-Thursday	8:00 a.m. – 11:00 a.m.	$2,200
Pre-K	Monday – Thursday	8:00 a.m. – 11:00 a.m.	$2,800
Lunch Bunch (optional)	Monday-Thursday	11:00 a.m.- 1:00 p.m.	$12.50 a day
	**Monday is PreK only.		

Each child enrolled is asked to pay an annual registration and material fee of $125.

SNACK

Each day the students take time to eat snack. Students bring in their own, individual snack opposed to group snacks. Though, students are asked to bring a snack from home, these snacks still need to follow the 'snack cracker', fruit/vegetable/dairy item and **MUST BE PEANUT FREE**. As always, the students are asked NOT to share their food with one another and to only eat what comes from home.

TYPICAL DAY

Our children can arrive as early as 7:25 am. Students are dropped off in the preschool drop off line or walked to the gym by their parents. Upon entering school, the students are greeted by the preschool staff and invited to interact with other preschoolers in the gym or in the classroom. Students begin each day with Table Time and then once everyone is settled, the class moves to Circle Time. The class starts with a prayer, pledge and lead into a discussion of the weather, the day and daily opportunities to explore, inquire and problem solve. Then they move into centers to continue learning through exploring their theme or inquiry question. While in centers, teachers work in small groups, focusing on literacy, math, science, art, pretend, or dramatic play.

The students attend the Catechesis of the Good Shepherd (CGS) once a week where they deepen their relationship with God and their faith. Students attend library once a month and music two times a month. The students also participate in yoga twice a month. Each class then enjoys a snack and works on gross motor skills on our outdoor playground or by riding bikes. Prior to dismissal, the students come together to discuss the day's work and look to tomorrow prior to reading a story. The students end their day with prayer and the children are dismissed at 11:00 a.m. to their parents.

UNIFORM AND CLOTHING

Preschool students wear uniforms unique to our program.

- Shirts: Each child is asked to wear a hunter green polo or screened printed t-shirt with SGM Preschool Logo on it.
    - T-shirts, short and long sleeved, are purchased through *Just Me Apparel.*
    - Green polo shirts with the logo, short and long sleeved, and polo dresses are purchased through *Just Me Apparel* or through SGM Used Uniform Sale held in May.
- Shorts/Pants/Skorts: Each child is asked to wear navy colored shorts/pants/skorts. No fleece, sweatpants, jeans, or jean like material are allowed. The parents have the discretion of what type of bottoms the child should wear depending on weather conditions. When the weather gets colder, the children are allowed to wear **solid** grey, black, white, or navy colored tights or leggings under the skorts, but they should not be worn instead of a skort.
- Polo Dresses: The hunter green dress is available for purchase at *Just Me Apparel* or through SGM Used Uniform Sale. They are available in short and long sleeve. Students need to wear shorts, tights, or leggings underneath their dress.
- Sweaters/Sweatshirts-There is not a specific SGM Preschool sweatshirt students are required to wear. Students may wear an SGM sweatshirt or a solid grey, blue, or hunter green sweatshirt.
- Tennis shoes must be worn to school. Children should not wear sandals, slip on shoes, or boots to preschool.
- All children should have a change of clothes and underwear, clearly labeled with their name.
- During cold weather, please have your child dressed for 20 minutes of outdoor play. A sweater, jacket or sweatshirt may be left in case of changeable weather.

We ask that each student has at least one polo top (shirt or dress) to be worn on Atrium days, school pictures, and other special events.

Just Me Apparel
232 Old Sulpher Spring Road, Ballwin, MO 63021 (636) 391-3551

ST.GERARD MAJELLA PRESCHOOL

Rooted in Faith
Grounded in Excellence
Prepared for Success

SGM Preschool Mission Statement

St. Gerard Majella Catholic Preschool Program believes each child is a special, unique gift of God. We are dedicated to providing a safe, nurturing environment that advances the spiritual, intellectual, social, emotional, and physical growth of every child.

SGM Preschool Curriculum

Our curriculum is designed for children between the ages of three and five and allows the child to be challenged and still develop at their own pace.

Faith Formation

The children's faith is deepened by:

- making the sign of the cross
- saying prayers
- attending the Catechesis of the Good Shepherd

Catechesis of the Good Shepherd

The Catechesis of the Good Shepherd is a Montessori-based religious program designed for children ages three though twelve. The atrium is a sacred space where children can nurture a personal relationship with God. The space is ordered, child-sized, and beautiful, allowing the children opportunities to interact directly and intensely with materials that are specially prepared by the catechists. The atrium is not a classroom, but rather a place prepared for the child to fully receive God's love and feel His presence. Children have the liberty to move freely and choose works they feel drawn to. The eventual aim of the atrium is to prepare the children to develop and nurture their faith and to participate more fully in Mass.

Language Arts

The children will be introduced to:

- various genres of literature for books, poems, nursery rhymes and fairy tales.
- upper and lower case letters
- rhymes
- beginning and ending sounds
- recognizing their names in print
- putting words to their stories
- taking a picture walk
- retelling stories
- sequencing – beginning, middle and end
- recalling details of a story
- large and small group discussions

Our PreK students use the Super Kids Reading Program as part of their Language Arts curriculum. Our 3/4 students use Handwriting Without Tears Program as part of their Language Arts curriculum.

Math

The children will be introduced to:

- rote counting
- one to one correspondence
- identifying numbers
- identifying shapes
- identifying colors
- sorting by size, color, shape etc.
- recognizing and imitating patterns
- graphing

Social Emotional

The children's social and emotional growth will be developed by encouraging:

- being a good friend
- sharing
- using problem solving skills
- interacting with peers and teachers
- expressing feelings, emotions and ideas appropriately
- being respectful of others
- participating in RULER-School wide Social/Emotional Program

Art

The children are encouraged to:

- experience a variety of mediums
- participate in art projects
- recognize and identify colors and shapes
- take pride in their artistic creations

Science

The children are encouraged to:

- experiment, observe and investigate the world around them
- observe, identify and graph weather patterns
- observe and investigate the life cycles of various living things

Fine Motor

The children will develop their fine motor skills by:

- playing with puzzles and other manipulatives
- coloring, drawing and cutting
- stringing various size beads and lacing cards
- manipulating playdough and other materials

Gross Motor

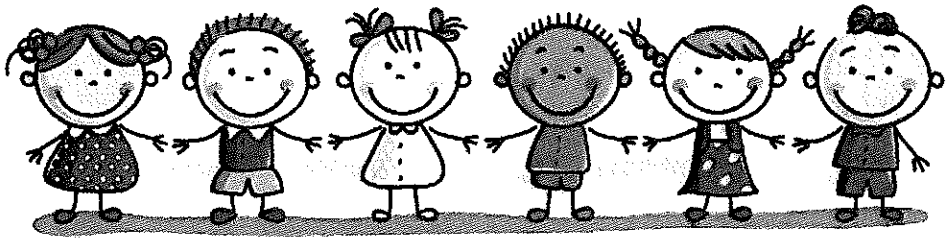
The children will develop their gross motor skills by being given the opportunity to:

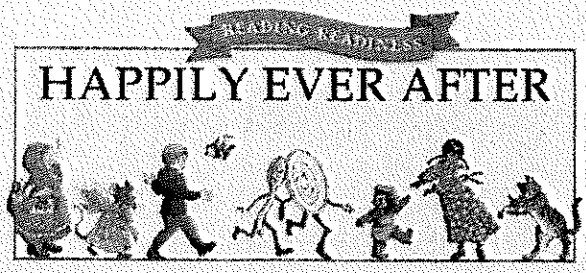
- throw and catch balls
- run, jump, hop and skip
- climb and descend stairs using alternating feet
- participate in games (i.e. tag, kick the ball)
- yoga

Music and Movement

The children are encouraged to engage in:

- singing, rhyming, chanting, clapping to a beat, and finger plays
- keeping a beat with musical instruments
- marching and dancing





Superkids: Happily Ever After is the reading program that is implemented in our PreK curriculum. *Superkids* is also implemented as the reading/literacy program for kindergarten through second grade students. The curriculum is created to build strong literacy skills among our earliest readers.

Happily Ever After is a reading readiness program with children's literature at its heart. *Happily Ever After* gives children the foundation to begin reading instruction with the Superkids Reading Program. Beautifully illustrated, classic stories from children's literature are the basis of the 10 units in the program.

Here's Why It Works:

1. **Early reading skills are most effectively taught when integrated with the other language arts.** Reading instruction works best when it keeps children constantly engaged in writing, listening, and speaking. This is the integrated approach used in *Happily Ever After*. Children listen to stories and discuss them. Children see you write and write themselves by dictating their ideas to you. Children begin to understand that written words stand for spoken thoughts and that communication is the goal of all the language arts.

2. **Explicit instruction supports children at every step.** A good readiness program assumes nothing. Instead, it carefully breaks down and explains tasks. For example, children aren't just asked to underline something. First they learn what a dot and a line are. Then, on pages that show a dot at the left of a line, they learn to put a crayon on the dot and trace the line from left to right. After this, they draw a line independently. Finally, only after learning through concrete activity the meaning of *under*, are children asked to draw a line under something and introduced to the word *underline*. This careful, explicit, systematic approach makes all children successful, task by task, and gives them the strongest possible foundation for learning to read.

3. **A multimodal approach engages all children.** Children, like all of us, learn through visual, auditory, and kinesthetic modalities. Strengthening children's ability to learn in all the modalities prepares them for reading (which involves mainly the visual modality), spelling (auditory), and writing (kinesthetic). Multimodal practice helps children master skills and concepts regardless of their strengths and weaknesses or preferred learning style. Throughout *Happily Ever After*, children learn new skills, concepts, and vocabulary by seeing and hearing examples, as well as by participating in physical activities that reinforce their meaning.

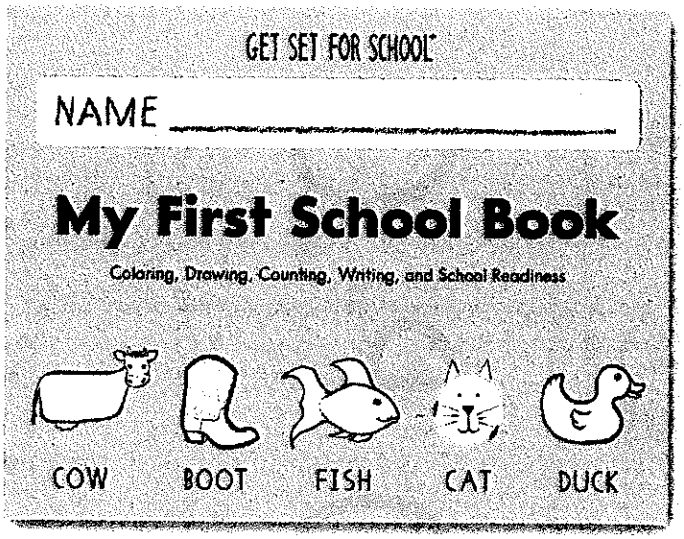
4. **Motivation** is key to children's success. *Happily Ever After* includes beautifully illustrated stories, lively discussions, and a great variety of hands-on activities, group games, and art projects—all of which delight children. Throughout the program, clear instruction builds success step-by-step, giving children confidence as they develop the skills they need to learn to read.

Core Instruction in Prekindergarten
Reading Readiness: *Happily Ever After*

Pacing Information for *Happily Ever After*
- 10 units
- Teach 15–30 minutes each day.
- Each unit takes about 2 weeks to teach.
- Instruction can also be done a few times each week throughout the school year.

UNIT	1 *Little Red Riding Hood*	2 *The Three Bears*	3 *La Tortuga*	4 *The Elves and the Shoemaker*	5 *Jingles, Poems, and Rhymes*	6 *The Nightingale*	7 *City Mouse and Country Mouse*	8 *The Tug of War*	9 *Peter and the Wolf*	10 A B C Book
Vocabulary and Concepts Function words and abstract concepts are introduced with Concept Boards and practiced with Activity Pages. Story vocabulary is also introduced and discussed for each unit's story.	*Same, different; across, under*	Categorizing; *over; big, large, medium, little, small*	*Round, around; in, on*	Parts of a whole; *top, middle, bottom*	*In front of, in back of, next to, behind, between*	*Left, right; first, next, last; angry, surprised, happy, sad*	*Long, short*	*Wide, thin; up, down; above, below*	*More*	Rhyming
Shapes Shapes are introduced with Concept Boards and practiced with Activity Pages.	*Line, dot*	—	*Circle*	—	*Square*	An X	*Rectangle, arrow*	—	*Triangle*	Review all shapes
Colors Colors are introduced with Concept Boards and practiced with Activity Pages.	*Red*	*Blue*	*Yellow*	Green	*Purple*	*Black*	*Brown*	*Orange*	*White*	*Pink*; review all colors
Auditory Discrimination and Phonological Awareness The skills listed are taught as a CD activity in Lesson 6 of each unit. Additional skills are taught and reinforced in Daily Routines.	Identify same and different sounds	Identify sounds	Identify soft and loud sounds	Identify if spoken words are the same or different	Identify a sequence of sounds	Identify first and last sounds in sequence	Identify if spoken sequences of words are the same or different	Identify same and different beginning sounds in words	Identify same and different beginning sounds in words	Identify rhyming words
Letter Recognition Children identify and match capital and lowercase forms of letters in Lesson 4 of every unit.	*A, a; B, b*	*C, c; D, d*	*E, e; F, f*	*G, g; H, h*	*I, i; J, j; K, k*	*L, l; M, m; N, n*	*O, o; P, p; Q, q*	*R, r; S, s; T, t*	*U, u; V, v; W, w*	*X, x; Y, y; Z, z*
Visual Development Visual skills are developed throughout the program. Children also locate and describe pictures in stories and Activity Pages.	Locate and match pictures; discriminate figure from ground	Discriminate between sizes	Locate and identify pictures	Identify details in pictures; compare and contrast pictures	Complete shapes; recognize patterns	Match facial expressions with feelings; recognize patterns	Identify details in pictures	Recognize and extend patterns; recall an item removed from a group	Discriminate between figure and ground; recognize patterns	Compare and contrast pictures; recognize and extend patterns
Fine Motor Skills Skills are practiced with Activity Pages. Children also cut, fold, glue, trace, and/or color in every unit.	Underline with a crayon	Draw lines over, under, and across with a crayon	Circle with a crayon	Circle with a crayon	Trace and color in a square	Mark an X with a crayon	Follow an arrow; trace a rectangle	Review all marks with a crayon	Make all marks with a pencil	Draw pictures; make marks with a pencil
Comprehension The skills listed are taught in Lesson 3 of every unit. In addition, children answer questions and complete comprehension pages about each unit's story.	Recognize beginning, middle, and end of a story	Determine important ideas	Use prior knowledge	Summarize a story	Respond and connect to a story	Use illustrations	Make predictions	Distinguish between reality and fantasy	Recognize the problem and solution in a story	Generate questions
Emergent Writing Children dictate text in Lesson 3 of every unit. In addition, specific print awareness skills are taught in Daily Routines and, starting in Unit 6, with Big Book stories.	Dictate sentences that Little Red Riding Hood might say	Dictate sentences that Goldilocks might say	Dictate names and responses people say when their name is called	Dictate parts of a thank-you note	Dictate sentences about wishes	Dictate words about favorite places	Dictate reasons characters might give each other	Dictate words and phrases about oneself	Dictate predictions about story characters	Dictate rhyming words
Lasting Lessons Gentle life lessons that relate to the Big Book stories	Staying safe	Using other people's things	Respecting wild animals	Helping others	Playing actively	Using your imagination	Being content	Making friends	Being brave	Learning changes us

Pre-K Welcome Letter



Dear Family,

We are using a fun, hands-on school readiness program in our class this year. Get Set for School® is an award-winning Pre-K curriculum that focuses on playful learning to develop coloring, drawing, counting, building, and handwriting readiness skills. We'll be using music, dough, magnetic stamps, and wood pieces. We'll also be working in a crayon-based activity book, *My First School Book*.

During the year, we will introduce new activities. The children will build Mat Man® on the floor with wood pieces and draw a picture of him to learn body parts. They'll make capital letters and numbers with chalk, slates, and dough. Music is important too! Just wait ... you will soon be hearing new songs for letters, counting, and even for fingers and toes!

Throughout the year, we will teach your children important pre-writing and letter recognition skills. Please let us know if you have any questions.

Thank you!

P.S. If you would like more information about the Get Set for School program, visit: **LWTears.com**.

Learning Magazine Teacher's Choice Award

Association of Educational Publishers Distinguished Achievement Award

Capital Formation Chart



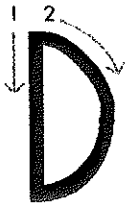
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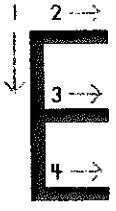
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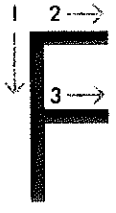
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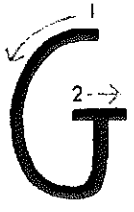
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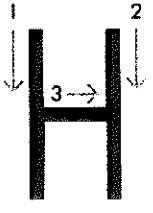
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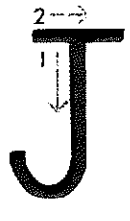
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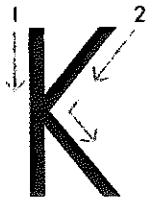
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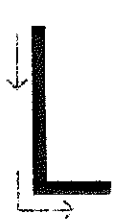
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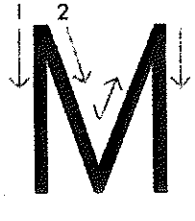
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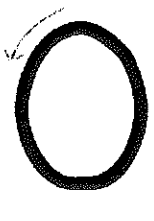
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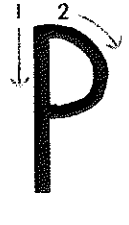
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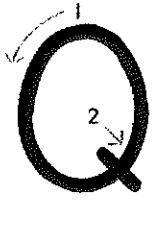
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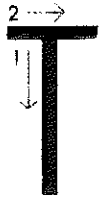
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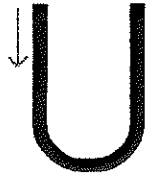
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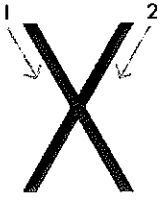
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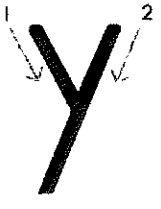
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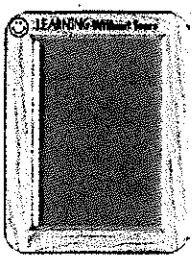
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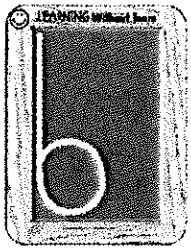
Number Stories



1 starts in the Starting Corner.

1 makes a Big Line down.

1 stops in the corner.

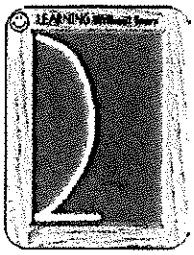


6 starts in the Starting Corner.

6 is a baby bear.

6 goes down to curl up in the corner.

6 is hibernating.

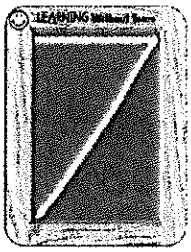


2 starts in the Starting Corner.

2 makes a Big Curve.

2 stops in the corner.

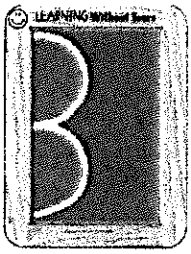
2 walks away on the bottom.



7 starts in the Starting Corner.

7 makes a Little Line across the top.

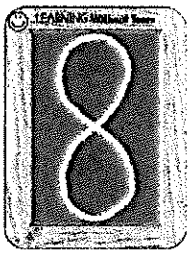
7 says, "I better slide down."



3 starts in the Starting Corner.

3 makes a Little Curve to the middle.

3 makes another Little Curve to the bottom corner.

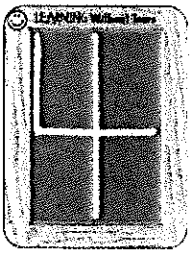


8 is different.

8 doesn't like corners.

8 starts at the top center.

8 begins with **S** and then goes home.

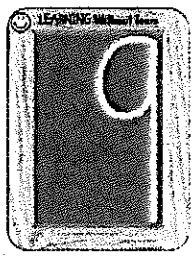


4 starts in the Starting Corner.

4 makes a Little Line down to the middle.

4 walks across the dark night.

4 jumps to the top and says, "I did it." (Big Line down)

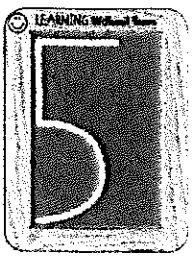


9 is so special.

9 has its own corner.

9 makes a Little Curve and goes up to the corner.

9 makes a Big Line down.

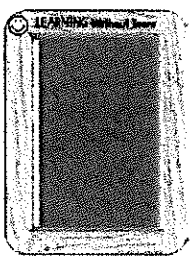


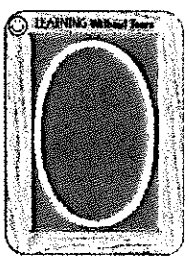
5 starts in the Starting Corner.

5 makes a Little Line down to the middle. It starts to rain.

5 makes a Little Curve around.

5 puts a Little Line on top to stop the rain.





10 uses two places.

1 comes first.

0 is next.

0 starts at the top center.

10 is finished.

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Help Me Hold the Crayon

There are easy ways to help your child. Even if you're not a teacher, and don't hold the pencil correctly yourself, you can still be a very good influence on your child. Here's how:



1. Choose the right writing tools.
2. Show your child how to hold them.
3. Be a good example.

How do I choose the right writing tools?

- As soon as your child is past age 3 or the puts-things-in-his-mouth swallowing stage, give him or her little broken pieces of chalk or crayon and lots of big sheets of paper for loose scribbling/drawing.
- Little pieces of finger food also encourage finger skills.

Why little pieces?

Little pieces develop fingertip control and strength. They encourage the precise pinch that's used for crayons and pencils. Notice how well your child uses his/her fingers with little pieces. There's research to show that starting with small pieces encourages the correct grasp.

What about regular crayons and pencils?

They're fine, but you must show your child how to hold and use them. Save the pencils for later. Pencils are sharp pointed sticks and really aren't appropriate for beginners. Fat pencils and crayons are too heavy for little hands.

When should I start?

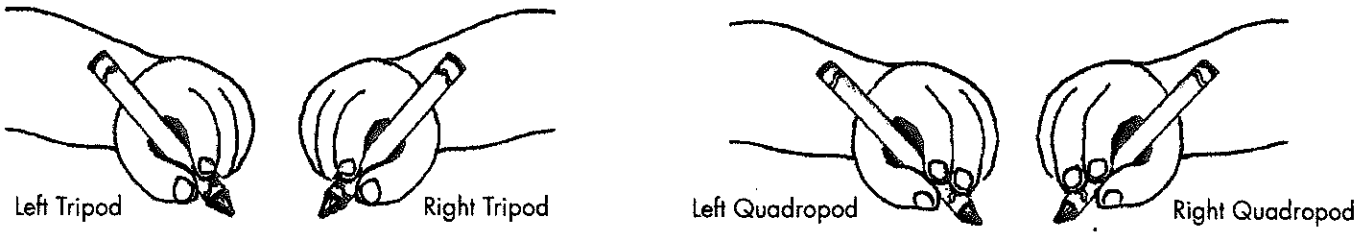
Right now. You can start showing your child how to use crayons as soon as your child wants to color.

How do I show my child?

1. Teach your child to name the first 3 fingers – the thumb, the pointer, and the tall man.
2. Move them - Give a thumbs up and wiggle the thumb. Have your child point with the pointer finger and then put the tall man beside the pointer finger.
3. Make a big open O pinch – this positions the thumb and pointer correctly.

What is the correct grip?

Here's a picture. Notice that there is a choice. Some children like to pinch with the thumb and pointer. That's the tripod (3—pinch with thumb and pointer, pencil rests on tall man). Others like the quadropod (4–pinch with thumb and pointer/tall man together, pencil rests on ring finger).



What else can I do?

1. Pick up and Drop it! This is a fun way to practice placing the fingers correctly. Help your child pick up the pencil and get all the fingers placed. Then drop it! See if your child can put all the fingers back in the right place again. Repeat two or three times.
2. Aim and Scribble. Make tiny stars or spots on paper. Teach your child how to aim the crayon and land on a star to make it shine. Help the crayon hand rest on the paper, with the elbow down and the hand touching the paper. Help the helper hand hold the paper. Now just wiggle the fingers to scribble.
3. Show your child how to hold and move the crayon to make different strokes, back and forth, up and down, round and round.

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Good Shepherd News

St. Gerard Majella 2020-2021

Catechesis of the Good Shepherd



God and the Child

The Catechesis of the Good Shepherd is a Montessori-based religious program aimed for children beginning at age three. The atrium is a sacred space where children can nurture a personal relationship with God. The space is ordered, child-sized, and beautiful, allowing the children opportunities to interact directly and intensely with materials that are specially prepared by the catechists and community. The atrium is not a classroom, but rather a place prepared for the child to fully receive God's love and feel His presence. Children are given opportunities to learn about and experience prayer, the Kingdom of God Parables, the Altar and parts of Mass, the Geography of Israel, the Infancy Narratives, the Paschal Mystery, Baptism, and Jesus as the Good Shepherd. Children have the liberty to move freely and choose works they feel drawn to. The eventual aim of the atrium is to prepare the children to develop and nurture their faith and to participate more fully in Mass.

Areas of the Atrium

The atrium is complete with ten areas:

1. Practical Life
2. Prayer Corner
3. Kingdom of God (Parables)
4. Altar/Mass Works
5. Geography
6. Infancy Narratives
7. Paschal Mystery
8. Baptism
9. Good Shepherd

Materials

The materials in the atrium are generally not available to purchase and must be made to follow specific guidelines. They need to meet the following criteria:

1. Essential
2. Beautiful
3. Durable
4. Reflect the Culture and Community
5. Hand-made by the Catechists and Support Team

Level I, II & III Atrium Sessions

Catechesis of the Good Shepherd is a treasure that offers each child a personal encounter with our Lord. St. Gerard Majella currently offers Level I and Level II atrium sessions and will be adding Level III in the fall. Level I serves children ages 3-6 years and Level II serves children ages 6-9 years. Level III serves ages 9-12 years. The intent of Level I work is for the child to nurture a loving relationship with God. Level II builds on the Level I work while moving in the direction of the covenant with God—acknowledging the individual response to God's gifts through Moral Formation and Sacramental Preparation. Level III builds on prior levels with emphasis on the History of the Plan of God, His people, Sacraments, Moral Formation, and our role in building the Kingdom of God.

CGS is in its 10th year at SGM . We are in awe of the work that God does in the time that children are in the atrium. The special moments, deep thoughts and insights that children of all ages share are truly inspiring and moving.

***Parents are welcome and encouraged to observe children at work in the atrium.** We ask that you sign in at the school office. Please make every effort to observe a class other than your own child's class as this may disrupt his/her precious time in the atrium. If you are interested in volunteering as an assistant, please email cre@sgmparish.org. We would love to have you!

In the love of the Good Shepherd,

Kara Lydon Barb Frein Heidi Mostek

Lisa Vorwerk Amy Helmsing Ann Eilermann