

PRESCHOOL AND OTHER ASPECTS OF OUR PROGRAM

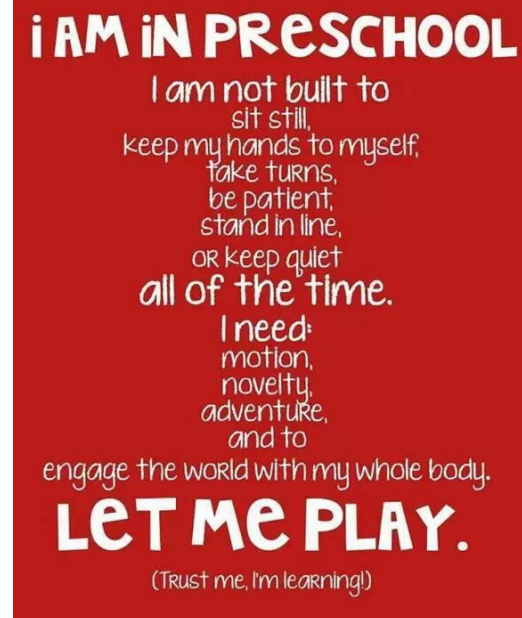
Research shows that in order for children to derive the optimum benefit from formal learning later on, they need many opportunities to experience the following types of interaction and activities:

- Opportunities to exercise large and fine motor skills
- Access to other children for social interaction and play
- Large blocks of uninterrupted time for play
- Caring, loving adult interaction
- Exposure to a varied selection of music and space to dance and move
- Plenty of conversation throughout the day
- Exposure to diverse range of literature
- A variety of materials available for experimentation

We do offer a preschool program during the months of September through May. Each week we have a preschool theme that some of our activities will be based on. At times we will have field trips or special days related to the theme. Every week our teachers create a lesson plan. This plan includes a mixture of small motor, large muscle, art, science/sensory, math, reading/writing, singing, cooking & social interactions. If the group is struggling with a particular concept we may continue with that same concept the following week. The activity we have the least amount of *individual* time for is writing practice. We encourage parents to work with their children at home if this is something your child is interested in and you want your children to learn. Keep in mind that in most cases children are 4 years old before showing an interest in writing and can often be as old as 6 years before writing clearly.

On any given day, regardless of the theme we have circle (group) time. This is a mixture of any of the following: check in our picture (for name recognition), discussion of weather or what we did the night before, songs that encourage number & letter recognition, friendship and a sense of community. Calendar time regarding the day of the week, month, season, holidays, letter recognition and sounds, shapes, colors, number recognition and counting. We use a variety of tools for our teaching: singing, homemade or store bought posters & pictures, group paper activities (brainstorm words for a letter sound, Venn diagrams, T charts, graphing, etc.), books on tape and CD, read aloud stories, felt board stories, interactive home-made games, instruments, scarves, beanbags, pocket charts, etc.

We have created an environment especially for the children in our care. We provide toys and equipment size appropriate for the children in our care with easy access to items of interest. We have a print rich environment to promote emergent reading skills. We provide educational toys in centers: reading, math/manipulatives, dramatic play, art, building, science, language and sensory. Art projects focus on process rather than product and are displayed for the children to be proud of. We do tailor daily activities, specifically to meet the needs of the entire mixed age group, so that all children are able to participate at their own age and interest level. Children are not forced to do any of the planned activities. One child may prefer to do art but find another activity during writing time, which is their choice.



As teachers, we encourage independence in teaching self-help skills. We ask that parents partner with us in preparing their child to be an independent individuals by assisting them in practicing these skills. We encourage things such as shopping with Mom/Dad and not being in the cart or stroller; getting on their things to leave (shoes/jacket); walking to the car at the end of the day and into childcare in the morning; getting into their car seat & staying with the family on walks and errands. Age is a consideration in teaching any of these skills.

One of the hardest things parents have to do is watch their child learn to do something on their own. It may sound funny but when you see your child struggle with a task, the first thing we want to do is jump in and help them! Our goal is for children to be healthy and happy, and we hate to see them struggling. If we teach them to do things they are capable of doing (instead of doing it for them), they develop into those confident, capable people who are comfortable with themselves. Unfortunately, people who have too much done for them often secretly feel they are “not good enough” or not capable. You may even know adults who struggle with these feelings, because they were taught at a young age, “You’re not good enough at that, let me do it.” While it’s tempting to jump right in when a child is working on something, try ‘coaching’ them instead. “

As teachers, after we have taught a child a skill (like zipping their coat/putting on shoes), we rarely ever do it for them. We talk them through their difficulty, they solve the problem and they retain their confidence. We believe “If children can, they should!” Once they can zip their coat, they always zip their coat. Once they can walk, they should walk much more than be carried. Once they can put their things away, they should do it on their own. The small lessons they learn when they are small are the building blocks for bigger lessons learned in school and in life. Giving them the tools they need to accomplish tasks is one of the most valuable gifts you can give!

Our goals for your children:

Success in the real world

Instill self-esteem, that they are proud of *themselves* rather than wanting to be someone else

Instill a love for learning

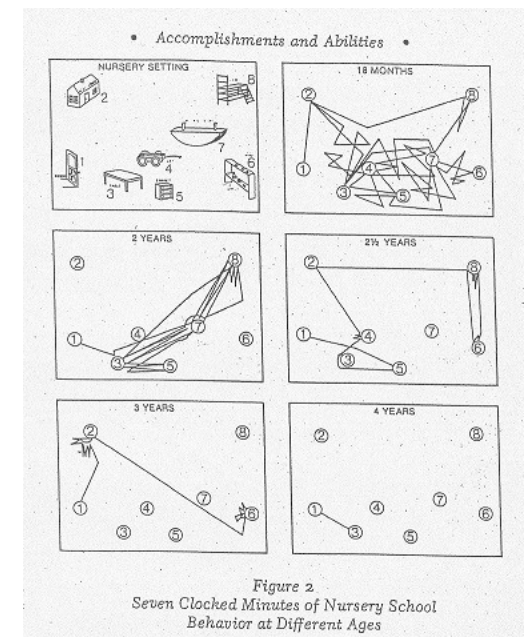
Independence

Respect for *all* others

Accountability



We believe our job as your child’s caregiver is to keep your child safe. To be a nurturing, educated role model and life “coach.” We will coach your child towards all of the goals listed above. We believe that education is not something you do to children; it is something to be experienced with them, meeting your child wherever they are in different areas of development. We want to teach them how to think,



not what to think. We believe children need time to enjoy their childhood. We recognize the importance of children being able to explore, create, play and simply be children before beginning kindergarten. We believe that these experiences ensure that children are naturally prepared for life and school success. Recent research about children's learning shows how daily, hands-on learning is more relevant than teaching things we adults might think are important. We strive to provide "authentic experiences" instead of always relying on projects or worksheets. Not everything the children learn here will fit in a cubby!

For infant and toddler parents: we are interacting with your child to stimulate his/her cognitive, emotional, physical and social development while developing a bond with your child. We emphasize helping children learn every day skills (self-soothing, rolling over, drinking from a cup, climbing steps, etc.) while constantly keeping safety and comfort in mind. Infants and toddlers are included in all of our activities as well. They especially love music, story time and art.

How do I help my child prepare for Kindergarten?

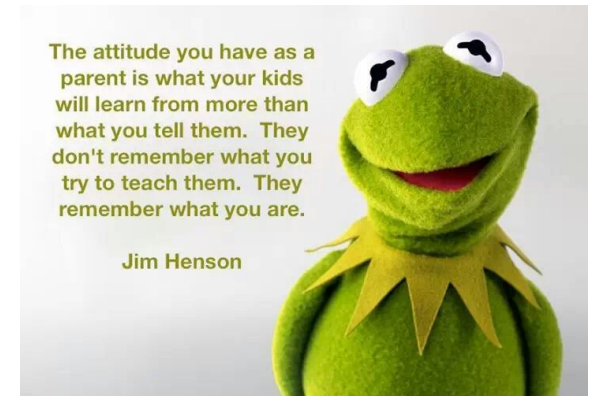
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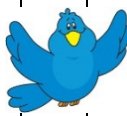

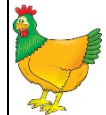

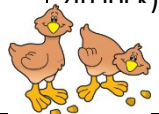


Children enjoy learning and parents can help foster a love of learning by:

- Reading together, then discussing the story and pictures
- Talking with adults and other children (listening carefully to others, taking turns talking, asking questions, etc.)
- Making up stories, talking about thoughts, needs or questions
- Explaining how things work
- Playing games together and playing on their own
- Providing a balance of structure and unstructured playtime
- Exposing your child to new places, things and learning opportunities
- Helping your child to express their needs and teaching them to ask for help when they need it.

Parents can also help children build practical skills that support success at school?

- Practicing with zippers, snaps, buttons and shoelaces
- Using a tissue and covering coughs and sneezes
- Saying first and last name and recognizing their name in print
- Using crayons, markers, pencils, glue and scissors
- Helping to put things away after using them



	Table/Tray Activities (available all week)	Circle Time (activities can then be moved to a tray)	Art or Writing/Language	Math & Science (can be table or circle time)	Music & Movement	Sensory/Extras	Enrichment Classes (Notes)
 Monday	-N. American Birds Memory -"Robin Eggs" Color/Shape recognition (eggs in basket) -Sounds of Letters P & B -Characteristics of Birds "Bird" Words -Quail Counting (File folder)	Everything You Need to Know about Birds Bird Brainstorm Theme Book Box Choices	Letter Oo for Owl 	Rubber Egg: Egg in Vinegar (making predictions, making observations throughout week)	All Around the Farm-puppet props, (activity found in zip lock)	 Bird Sensory Table	Costume Suzie Pajama Day
Tuesday	-N. American Birds Memory -"Robin Eggs" Color/Shape recognition (eggs in basket) -Sounds of Letters P & B -Characteristics of Birds "Bird" Words -Quail Counting (File folder)	What is Migration? Hunting for Eggs (activity found in zip lock) Theme Book Box Choices	Help the Chickadee Find the Bird House (maze, pre-writing skills)	Bird Watching! (around the room activity) Eggs in my Basket (math activity found in zip lock)	Mother Gooney Bird (action song, CD: Dr Jean & Friends) St. Pat's Day! (CD: Dr. Jean Happy Everything!)	 Bird Sensory Table	St. Patrick's Day
Wednesday	-N. American Birds Memory -"Robin Eggs" Color/Shape recognition (eggs in basket) -Sounds of Letters P & B -Characteristics of Birds "Bird" Words -Quail Counting (File folder)	Little Red Hen with Props (found in zip lock) Bird Life Cycle Sequencing (found in zip lock) Theme Book Box Choices	What Bird Am I? (language) Bird Life Cycle craft	 Eight Little Birds (math poem found in zip lock)	I Had a Bird (CD: Dr. Jean & Friends) Birdies (CD: Happy Everything!)	Bird Sensory Table	
Thursday	-N. American Birds Memory -"Robin Eggs" Color/Shape recognition (eggs in basket) -Sounds of Letters P & B -Characteristics of Birds "Bird" Words	All About Birds (book on a ring) Theme Book Box Choices	Writing Bird Words	Owl Pellet Dissection	Over in the Meadow (CD: Raffi or Dr. Jean Sing Silly Songs) We have the book too Chicken Dance!	 Bird Sensory Table Water Ducks	
Friday	-N. American Birds Memory -"Robin Eggs" Color/Shape recognition (eggs in basket) -Sounds of Letters P & B -Characteristics of Birds "Bird" Words -Quail Counting (File folder)	Sounds of P & B (activity found on tray) Robin Eggs (activity found on tray) Theme Book Box Choices	Bird Mobile 	Egg Taste Test	Song Review (Dr. Jean songs we have learned in the last month) Waddle Like A Penguin	Bird Sensory Table Bird Bingo	Growing w/ Music Delilah is 1year

Theme: Birds

Next Week: Farm

Greeting Song: Hello! How are you? Goodbye: use pink goodbye sheet Handshake: Butterfly Cheer & Attention Getter: Picks are in purple pocket

SAMPLE LESSON PLAN

