

PATERSON PUBLIC SCHOOLS

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Introduction

This Preschool Curriculum Handbook was created to help teachers.

The Handbook clearly informs the teachers of content, skills, and processes children should experience during their preschool years in order for them to be better prepared to enter kindergarten. The material is presented in a non-traditional manner. Instead of curriculum terms or a list of content, the Handbook presents developmentally significant expectations for children in academic subjects and social areas. *It is aligned with the Core Curriculum Content Standards developed by the State of New Jersey and the Early Childhood Education Program Expectations: Standards of Quality.*

Teachers are called to study these expectations and create environments that are intellectually challenging, exciting, and joyful places to learn. Classrooms should serve to help children grow and learn through their imagination.

Teaching is a complex art. It requires an integration of many elements, curriculum (what to teach), materials, teaching strategies, logistics, and little people. *It is ultimately the talent of the teacher that creates this special place to learn.*

A. DeMolli

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LANGUAGE DEVELOPMENT AND LITERACY

One of the most essential kinds of learning for the young child is that of developing language skills. The need to communicate is a basic need for all of us. A young child begins to use language as a source of personal pleasure, and then slowly begins to use language as a means of expressing needs and feelings. The child's use of language connects words to actions and concepts that the child experiences in his/her world. One of the most important functions of language is to bridge the gap between thought and communication. A child needs to understand the importance of organizing and processing thoughts into verbal representation. The expectation is that children will develop a rich, extensive vocabulary, an ability to express their ideas, clearly articulate their needs, and develop a growing sense of self-confidence as language learners.



Active Listening

All children will engage in active listening activities in a variety of situations.

Children will:

- respond when name is called.
- follow a simple one-step direction.
- follow a 2 or 3 step direction.
- retell a simple story or personal experience.
- exhibit a sense of enjoyment while listening to stories and books.
- listen to stories, poems, and nursery rhymes.
- name familiar songs when only a selection is heard.
- show an understanding of stories read by answering simple questions.
- select the correct instrument when its sound is heard.

Language Expression

All children will engage in activities that offer them the opportunity to speak for a variety of purposes relating to real experiences and different audiences.

Children will:

- initiate a conversation to voice their needs, wants, or ideas.
- begin to use language to convey needs and feelings.
- speak clearly to communicate.
- state first and last name.
- state gender and age.
- state address and phone number.
- use appropriate language to describe events.
- repeat a list of prompts (words or digits) in correct order.
- recite familiar poems and rhymes.
- sing familiar songs.

Reading

All children will engage in activities that promote the acquisition of emergent reading skills.

Children will:

- name common objects in room.
example: chair, desk, door, window.
- name art materials.
example: crayons, scissors, pencils, markers.
- name musical instruments.
example: drum, tambourine, blocks, and bells.
- show an interest and understand concepts of print:
 - top to bottom
 - hold book properly
 - identify cover of book
 - identify back of book.
- show an interest and understand that written words can be transferred to spoken words.
- understand the difference between a picture and a written word.
- understand that a page is read from left to right.
- retell a story using pictures for prompts.
- use adjectives to describe characters from a story.
- make a prediction about a story.

Emergent Writing

All children will engage in activities that promote the acquisition of emergent writing skills.

Children will:

- move a crayon in any direction to color a 4x4 square on a larger piece of paper.
- demonstrate the ability to:
 - draw a vertical line with large crayon or pencil.
 - draw a horizontal line with large crayon or pencil.
 - draw a diagonal line with large crayon or pencil.
 - draw a curved line with large crayon or pencil.
 - trace basic shapes using large templates.
example: square, circle, triangle, and rectangle.

cut a continuous straight line.
cut a curved line.
paste one end of a paper strip to another to make rings
and chains.
combine vertical, horizontal, diagonal, and curved lines to
form simple shapes.

Observation

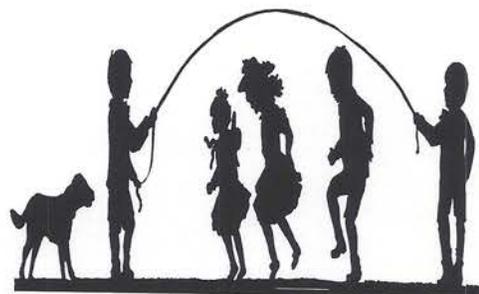
All children will engage in activities that offer the opportunity to view, comprehend and use non-textual visual information.

Children will:

- correctly point to a picture when a verbal prompt is given.
- view a video of real life situations and predict possible solutions.
- listen to a tape with models of transportation and match the sounds on the tape to the appropriate vehicle.

MATHEMATICAL CONCEPTS

The young child needs experiences to explore a wide variety of manipulative materials. This free exploration promotes a sense of discovery, allows the child to solve problems and learn to draw conclusions in his/her own way. An understanding of everyday mathematical concepts allows for an easier transition into the real world. These discovery activities provide the foundation for conceptual development in the child's learning experience.



Problem Solving

All children will experience mathematical problem solving through hands on activities.

Children will:

- experiment and explore with manipulatives.
example: puzzles, sorting tubs.
- assist in setting the table for snack time using appropriate combinations. example: plates, cups, saucers.
- use given clues to identify and guess described objects.
- experience hiding an object and giving clues to find it.

Communication of Mathematical Ideas

All children will communicate mathematically through emergent writing, verbal communication, manipulatives and visual forms of expression.

Children will:

- recognize and identify shapes and colors.
example: Teacher says, "Show me red."
Child responds, "This is red."
- construct a visual using manipulatives such as legos or blocks and convey the sequence used.

Everyday Math

All children will connect mathematical ideas to real-life situations.

Children will:

- understand the concept of a continuous pattern using concrete objects and/or people.
example: line up boy/girl - boy/girl.
- develop the concept that money is needed to purchase items by utilizing the dramatic play area. Children will set up a store in the dramatic play area.
- construct finger puppets to develop the concept of counting visually and verbally.

Numeration

All children will explore numeration.

Children will:

- match objects using one-to-one correspondence.
example: 1 cup per student at snack time.
- associate numerals and numbers to appropriate quantities.
- respond correctly when asked to be first/last in line.
- understand that the number of a set of objects is retained no matter how the objects are placed (Conservation of Number).
- visually grasp the number of objects in a set without counting or pointing to each object.
- count by rote to 5.
- identify a described set from a series of 3 sets.
example: teacher says, "Find the set that has 3 objects."

Geometry

All children will develop knowledge of spatial sense and geometric shapes.

Children will:

- compare objects by single characteristic. example: color, size, shape, or texture.
- interpret spatial relationships through drawings, pictures, and photographs.
- use pattern blocks to construct familiar objects from a picture.
- identify parts of a whole. Example: cut object in half and put parts together to make the whole.
- begin to demonstrate position of objects and self in space:

over	front	off	around
under	back	on	through
inside	behind	up	top
outside	in front of	down	bottom
- demonstrate the ability to seriate a set of 4 objects from smallest to largest or largest to smallest.
- discriminate objects by size. Example: smaller, larger.

Measurement

All children will develop measurement concepts.

Children will:

- recognize differences in the height and weight of self as compared to others.
- experiment with solids and liquids using appropriate measurement materials.
- experiment with standard and non-standard units of measurement. example: rulers, measuring tape, string, and wooden cubes.
- identify a container as empty or full. example: sand and water table center.
- compare time intervals.

SCIENTIFIC CONCEPTS

A child's world is ever changing. Children need to observe and understand these changes. The human body provides a sense of amazement to the young child. An understanding and experience of body movement, how the body grows and changes adds to this sense of amazement. The environment fosters a sense of wonder by its very nature for the young child. The seasonal changes are felt through a child's senses. A child needs to experience nature through concrete manipulations as well as hands-on natural activities.



Five Senses

All children will discover the five senses and their uses.

Children will:

- understand the five senses.
- identify the body parts that facilitate each sensory process.
example: ears – hearing, eyes – seeing.
- name and locate various body parts.

Scientific Method

All children will make simple predictions of experimental outcomes.

Children will:

- discover solutions to problems through free exploration and manipulation of concrete objects.
- experiment with objects to discover which will sink and which will float.
- determine which objects, concrete or pictorial feel hot/cold.
- predict outcomes. example: "If I add another block, will my tower fall?"

Living & Non-Living Things

All children will explore living things.

Children will:

- understand that living things need water and food to survive.
- recognize that human beings are not the only living things in their world.
- understand the concept of growth.
example: self, pets, plants.
- list ways to care for a classroom pet.

States of Matter

All children will experiment with matter.

Children will:

- observe water in its different states.
example: solid, liquid, gas.
- understand the effect temperature has to change the state of water into a solid, liquid, or gas.

Magnetism

All children will discover the properties of magnets.

Children will:

- exhibit an interest and understanding of magnets using various objects.
- develop an understanding of materials that do and do not possess magnetic properties.
example: paper/no, paper clip/yes.

Earth Science

All children will investigate the earth's properties.

Children will:

- name and understand the sequence of the seasons.
- understand the weather relevant to the seasons.
- understand how the weather of each season affects the clothing needed.
- describe daily weather conditions and communicate their observations verbally and pictorially.

Cosmology

All children will explore the components of the solar system.

Children will:

- understand the sequence of a day.
example: morning, afternoon, night, yesterday, today, tomorrow.
- identify the sun, moon, and stars.
- connect the time of day the sun, moon and stars can be seen.
- recall and verbalize past events.
- demonstrate an understanding of the order of events.

Ecology

All children will participate in the proper care of the environment.

Children will:

- develop a responsibility for the environment.
example: disposing of garbage properly.
- assist teacher to compile a list for the care and routine cleaning of classroom materials.
- develop a sense of responsibility for personal belongings.
example: coats, backpacks.

SOCIAL STUDIES

A child needs to understand his/her place in this complex world. They are part of a family, home, neighborhood, classroom, and school community. The young child learns to value his/her role in each of these communities. The young child develops a sense of tolerance and respect towards culturally diverse people and begins to foster a caring attitude.



Social Skills - Interpersonal

All children will develop self-awareness and interpersonal relationship skills.

Children will:

- demonstrate manners and courtesy.
- learn basic self-identity information:
 - name
 - address
 - date of birth
 - phone number.
- develop respect for people and property within the following environments:
 - home
 - classroom
 - school
 - neighborhood.
- assist the teacher in creating a list of appropriate classroom behaviors.

Social Skills – Family Values

All children will develop an awareness of family and family traditions.

Children will:

- name familiar holidays.
- associate activities and customs with familiar holidays.
- identify names of close family members.
- understand the role and career of family members.

Community/Career Awareness

All children will develop community and career awareness.

Children will:

- understand family members can also be community helpers.
- associate a job description to pictures of community helpers.
- listen to community workers speak about their role in the community.
- experience field trips to various places in the community.
example: fire station, post office.

Economics

All children will develop an awareness of the economic process and consumerism.

Children will:

- demonstrate the role of a store worker and the consumer through dramatic play sequence.
- plan a healthy snack menu during center time.
- associate a money value to an item.
example: paper plates, napkins, food.

Multi-Cultural Awareness

All children will explore their own and other cultures.

Children will:

- respect and be comfortable with the cultural diversity within his/her peer group.
- welcome family members of various cultures as storytellers in the classroom.
- participate in a multicultural event sharing ethnic foods.

Environmental Awareness

All children will develop an awareness of environmental issues.

Children will:

- develop a list of materials that belong in the recycling center.
- create a bulletin board using recyclable materials.
- design a recycling center within their classroom.

HEALTH, SAFETY AND PHYSICAL EDUCATION

The young child needs to be aware of the connection between good hygiene and nutrition to feeling healthy. This feeling of well-being allows them to participate in the activities that are a part of everyday life. The child needs basic information on how to prevent the spread of germs to keep themselves and others from becoming ill. Making better food choices is an important factor in feeling healthy.

By nature, young children are always in motion. The curriculum integrates this need for motion with the learning experience. Affording children the opportunity for free movement allows them to experience success through a natural progression of actions. Developing body control and attaining balance also serves to build self-confidence and strengthen muscles. Moving from gross motor to fine motor skills provides a natural progression to higher levels of coordination.



Health & Nutrition

All children will develop appropriate hygiene and nutritional habits.

Children will:

- develop personal hygiene habits of:
 - washing hands, face, and hair
 - bathing
 - brushing teeth
 - combing hair
 - covering mouth when coughing or sneezing.
- understand the importance of not sharing drinking containers or eating utensils.
- understand the importance of hand washing after bathroom use.
- understand rest and sleep are needed for a healthy body.
- understand the difference between healthy and unhealthy snacks.
- understand the need for nutritious food choices.

Cooperative Learning

All children will develop the ability to make personal decisions and appropriate choices during group play that promotes cooperation and socialization skills.

Children will:

- initiate solutions to problems that arise during a game or play sequence.
- share the leadership role in games.
- offer a helping hand when others are not secure in how to play a game.
- demonstrate appropriate and friendly behavior toward peers.

Substance Awareness

All children will identify potentially harmful objects, substances, and activities and respond appropriately.

Children will:

- develop a sense of safety precautions.
- understand the danger of talking to strangers.
- understand the need to look both ways when crossing the street.
- understand the importance of telling an adult when something uncomfortable has happened.

Kinesthetic – Gross Motor

All children will develop coordination, balance, and strength through gross motor activities.

Children will:

- build with large blocks.
- demonstrate ability to:
 - bounce a ball with one hand/two hands
 - bounce a ball using alternate hands
 - toss a ball in the air and catch it
 - throw a ball underhand and overhand
 - catch a ball when thrown underhand and overhand
 - stop a rolling ball with one foot
 - kick a ball.
- demonstrate ability to move according to directions given.
example: swing you arms from side to side.
- demonstrate ability to start and stop an action when a signal is given.
- participate in floor exercises.
- imitate movements of people and things.
- move in sequence to a common beat.
- use climbing equipment appropriately.
- demonstrate ability to follow an obstacle course.
- ride a tricycle successfully.

- pump on a swing.
- balance on a straight line using a heel-toe pattern
- walk up and down stairs alternating feet.
- walk and run in a forward motion.
- jump in place with feet together.
- stand on one foot for a few seconds.
- demonstrate ability to:
 - jog in place
 - skip
 - march
 - leap from a stationary position
 - stand on tiptoes
 - hop in place alternating feet.
- demonstrate ability to:
 - bend
 - twist
 - pull
 - rock
 - push
 - swing
 - crawl
 - sway.

Kinesthetic – Fine Motor

All children will develop coordination in fine motor activities.

Children will:

- demonstrate ability to:
 - string large beads or similar items
 - string small beads or similar items
 - put pegs in a large pegboard.
- demonstrate ability to:
 - manipulate clay
 - use finger paints
 - use finger to apply paste
 - use a paintbrush
 - trace or draw using large pencils, crayons etc.
 - use cubes to build a structure
 - cut with safety scissors.

- demonstrate ability to:
 - tear pieces of paper
 - fold paper
 - turn pages of a book
 - draw a five-part person
 - use sewing and lacing cards
 - hammer objects
 - use hands and fingers to act out finger plays
 - recite poems and songs.
- demonstrate ability to:
 - grasp and release objects
 - eat neatly
 - put jacket/coat on/off
 - pour from a pitcher
 - complete a 4 or 5 large piece puzzle.

Music/Art/ Dramatic Play

Music naturally appeals to young children and can be used in a variety of ways to enhance and enrich the classroom experience. Music increases language skills and encourages the shy child to participate in activities around him/her. It introduces the child to rhythm while promoting a sense of fun and enjoyment. Singing allows the child to feel part of the group and affords him/her the opportunity to feel successful without being singled out. Art and creative expression are integral components of a child's learning experience. The opportunity to express oneself allows a child to relate feelings and opinions. This creative process is a way of allowing the brain to stretch and find new avenues of learning. Dramatic play, music, and art allow children to express ideas comfortably. Dramatic play fosters language development naturally and encourages the child's thoughts and imagination.



Music Awareness

All children will develop an appreciation for music and visual self-expression.

Children will:

- recognize a familiar song and begin to sing along.
- identify musical instruments and the sound associated with each.
- listen attentively to music and move in beat with the rhythm.
- imitate sounds and movements.
- label a sound with a characteristic example: loud, soft, fast, and slow.
- participate in group singing.
- learn to play rhythm instruments.

Dramatic Play

All children will be able to express themselves through dramatic play.

Children will:

- imitate words and actions of others in a dramatic play sequence.
- substitute toys and other materials (paper, piece of cloth, blocks) for real-life objects.
- substitute gestures and verbalizations for real life situations.
- increase role-playing sequence to 10 minutes or more.
- engage in appropriate verbal interaction with peers during role-playing.

Creative Expression

All children will explore through their tactile and visual senses the use and application of art materials.

Children will:

- express thoughts through pictures and drawings.
- create real objects and structures using clay, blocks and other materials.
- use several kinds of art materials comfortably.
- use art materials to represent experiences.
- begin to show visual attention to detail.
example: observations, drawings, paintings.
- mix colors to form new colors.
- visually uses color for realistic representation.
example: green for grass, blue for water and sky.

SOCIAL / EMOTIONAL DEVELOPMENT

The young child needs guidance to interact and communicate with peers and adults. He/She needs to learn to cooperate and follow rules within a group. Self-initiative and responsibility are integral parts of self-awareness and independence. Respect for others and rules of courtesy should be fostered at a young age.



Self-Awareness

All children will develop self-confidence and self-esteem.

Children will:

- demonstrate a sense of confidence and a positive self-image.
- demonstrate a sense of responsibility and independence.
- identify and be comfortable with cultural differences within his/her peer group.

Pro-Social Skills

All children will develop relationships with peers through play, including conflict resolution skills and sensitivity to feelings, interests, and needs of others.

Children will:

- understand and accept consequences of actions for classroom routine and rules.
- develop friendships with peers.
- take turns and share.
- transition from the role of leader to role of follower when engaged in games/activities.
- transition from one activity to another easily.
- demonstrate a sense of self-control.

Emotional Awareness

All children will demonstrate affection and appropriate physical contact.

Children will:

- ✿ express affection appropriate to feelings.
- ✿ display manners and courtesy.
- ✿ organize a collage of people working together.

Intra-personal Skills

All children will demonstrate positive behavior.

Children will:

- ✿ resolve issues utilizing problem-solving techniques.
- ✿ converse about how they feel when conflicts happen in their lives.

Behavior Management

All children will develop resilience to stressful situations.

Children will:

- ✿ demonstrate the ability to walk in a group, with a partner, and in line.
- ✿ communicate and display empathy for the feelings of others.
- ✿ direct and control negative feelings through physical activity such as playing with clay and rubber ball.

Self-Help Skills

All children will develop a beginning interest in self-help skills.

Children will:

- demonstrate a sense of self-responsibility and self-reliance.
- work independently at assigned task.
- plan an activity and make choices.

Communication of Feelings

All children will be able to express their feelings.

Children will:

- listen to a story and discuss how the character(s) were feeling.
- express feelings and empathy through drawing, storytelling, and/or dramatic play.
- ask for help and accept suggestions.

Social Skills

All children will develop social skills that are appropriate to the age.

Children will:

- be courteous when others are speaking.
- solve problems cooperatively.
- show an understanding for the feelings of others and offer support.

Multi-Lingual / Cultural Experiences

All children will experience at least one language other than English.

Children will:

- learn songs about color in other languages.
- become familiar with the names of common objects in other languages.

All children will participate in activities that initiate simple greetings and introductions in other languages.

Children will:

- learn good morning songs in other languages.

All children will participate in cultural activities and celebrations to develop awareness of diverse cultures.

Children will:

- respect the various cultural holidays and be aware of the time of year they occur.
example: Christmas, Kwanzaa, Hanukah, and Eid El Fitr.
- listen to parents and guest speakers from the community speak about cultural traditions.

SAMPLE SCHEDULE FOR A THREE YEAR OLD FULL DAY PROGRAM

Research shows that children are happiest when they know what to expect. Try to be consistent with the schedule.

- 8:45 – 9:00** **ARRIVAL:** Children select quiet activities set out on tables, such as puzzles, books or drawing materials, games, and table toys.
- 9:00 – 9:15** **MORNING MEETING/CIRCLE TIME:** Teacher uses the Responsive Classroom approach. This allows the class to come together as a community as they get to know each other through songs, discussion of the day’s work, events, and sharing. This time can be used for discussion of weather and calendar.
- 9:15 – 9:35** **LANGUAGE/LITERACY:** This time is set-aside for the Peabody Language Development Kit.

Lessons are clearly outlined in the Teacher’s Manual. Read the manual before you introduce the lesson to the students. Identify and have ready the materials you will need for each lesson. Lessons have two parts and should be taught in sequence. Keep the focus question in mind during instruction. After each lesson in the program, identify individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn. Assistants can help students having difficulty with these skills. This can be done during small group time and/or target a center for these students.

PEABODY SAMPLE LESSON

<p><u>Materials:</u> <u>Activity 1</u> Puppets P. Mooney</p> <p><u>Activity 2</u> Puppets P. Mooney</p> <p>*NOTE: All materials are listed in the appendix to the Teacher's Guide.</p>	<p>1 Focus: guessing the identity of a hidden object, talking about pets, and then finding P. Mooney</p> <p>Before the lesson, hide the puppet where the children can easily find it. Introduce the lesson by saying: Something interesting is hidden in the room. What do you think it might be?</p> <p>After each guess, give clues. If no one guesses correctly, say: I have hidden a special puppet. What is a puppet?</p> <p>Encourage the children to talk about the puppets. Summarize their remarks.</p> <p>Yes, a puppet may look like a doll. You can put your hand into a puppet and use your fingers to move its head and arms or its mouth, if it has one. Now let's look for the puppet.</p> <p>During the search, give clues as necessary. When someone finds the puppet, have that child bring it to you, and ask the other children to clap for him or her.</p>	<p>2 Focus: talking with P. Mooney, and telling first and last names</p> <p>Put P. Mooney on your hands and have him say:</p> <p>Hello everyone! I am glad you found me! I am a puppet. See how I move my head and arms. (Demonstrate) Have you ever known anyone named P. Mooney? (Pause) That is my name. Let's all say it together.</p> <p>After the children have said his name in unison several times, the puppet continues:</p> <p>Now that you know my name, I want to know yours. When I call on you, please come up, shake my hand, and tell me your first and last names in a sentence. Each time a child does so, have the puppet respond with such phrases as these:</p> <p>I am happy to meet you, (Rosa Ortega). Hello, (Clarence Melnick). How are you? (Katie O'Neill)? I like your name, (Ray Baxter).</p> <p>When every child has met P. Mooney, the puppet concludes: I enjoyed meeting all of you. I must go now, but I will come back soon to see you again. Good -bye!</p>
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- 9:35 - 9:45** **TRANSITION TIME:** Children will recite poems, finger plays, or engage in movement /music activities.
- 9:45 - 10:00** **PLANNING:** In a large group, children share and make choices as to what they are going to work on and where they wish to go.
- Example:
Teacher: “John where would you like to work today?”
Child: “I want to work in the block area.”
Teacher: “What are you going to do in the block area?”
Child: “I’m going to play with Jim and we’re going to make a fort.”
(If the child is non-verbal, allow him/her to point to desired work area.)
- 10:00 – 10:30** **CENTER/WORK TIME:** Children work with activities in the interest areas.
- 10:30 – 10:45** **CLEAN – UP:** Children put toys and materials away, use bathrooms and help set tables for snacks.
- 10:45 – 11:00** **SNACK TIME:** Children enjoy healthy snacks and engage in conversation.
- 11:00 – 11:15** **RECALL TIME:** Children recall what they have worked on and materials they used. This can be done during small or large group time.
- 11:15 – 11:45** **OUTDOOR PLAY/HEALTH:** (Weather permitting.)
Children use outdoor equipment and/or play large muscle games. On occasion we may go for a walk.
- 11:45 – 12:00** **PREPARATION FOR LUNCH:** Children wash hands and help set the table for lunch.
- 12:00 – 12:30** **LUNCH AND CLEAN-UP:** Children enjoy lunch and conversation. Children and staff members clean up after lunch.

Sample Schedule (cont...)

- 12:30 – 12:55** **STORY TIME:** Teacher reads, tells or dramatizes a story related to Math, Science or Social Studies. Children may join in storytelling or help act out parts of the story.
(Suggested materials: big books, puppets, story props, manipulatives.)
- 12:55 – 1:55** **REST TIME:** Children will have the opportunity to rest/sleep. Books, puzzles, or quiet toys will be available for restless children to use on their mats.
- 1:55 – 2:15** **SMALL GROUP TIME:** A skill-oriented activity will be offered at this time. The teacher and assistant will each work with a specific group.
- 2:15 - 2:30** **CLEAN – UP TIME:** Children clean up from small group work.
- 2:30 – 2:55** **LARGE GROUP TIME:** Children participate in music and movement activities.
- 2:55 – 3:15** **STORY TIME:** Children recall and reflect on a story read during the day.
- 3:15 – 3:25** **CLOSING CIRCLE:** Recap of the day:
Children reflect on day’s work and activities.
- 3:25 – 3:30** **DISMISSAL**

SAMPLE SCHEDULE FOR A FOUR YEAR OLD FULL DAY PROGRAM

Research shows that children are happiest when they know what to expect. Try to be consistent with the schedule.

- 8:45 – 9:00** **ARRIVAL:** Children select quiet activities set out on tables, such as puzzles, books or drawing materials, games, and table toys.
- 9:00 – 9:05** **TRANSITION TIME ACTIVITY:** Children will recite poems, finger plays, or engage in movement /music activities.
- 9:05 – 9:20** **MORNING MEETING/CIRCLE TIME:** Teacher uses the Responsive Classroom Approach. This allows the class to come together as a community as they get to know each other through songs, discussion of the day's work, events, and sharing. This time can be used for discussion of weather and calendar.
- 9:20 – 9:40** **LANGUAGE/LITERACY:** A skill oriented activity that coincides with our Scholastic Unit. For children to experiment with emerging literacy skills, they must be in a classroom that is print rich and offers a variety of activities that encourage children to talk, read, write, play, listen, and share their work. The program is designed to be interactive, playful, and creative. The suggested time for Scholastic is 60 minutes, however, these 60 minutes should be divided throughout the day to address the different activities. Building Language for Literacy is a thoughtfully designed program in which developmental skills are introduced and practiced along a continuum. The program is designed around six thematic units, which can last up to four weeks or more.

ENRICHMENT LESSON PLAN ON THE UNIT– HOME (Teacher Created)

This lesson was created to serve as an extension to the unit on homes.

Objective:

Students will have a better understanding of different homes and families.

Procedure:

1. Read story – “Corduroy”
2. Discuss different homes.
3. Chart responses.

Centers:

Center #1 – **Blocks**

Students will construct a sample of their home using Legos.

Center #2 – **Math** – Graphing

Students will use graph paper, unifix cubes, and stamps to show # of family members (one to one correspondence).

Center #3 – **Art**

Using pictures cut from magazines children will create a collage of things found in homes.

Center #4 – **Science** – Cooking Activity

Follow recipe to make play dough.

Materials:

Book – “Corduroy”

Unifix cubes

Graph paper

Construction paper

Glue

Stamps / Crayons

Legos / Blocks

Magazines

Flour, Salt

Vegetable Oil

Evaluation:

Teacher observation of students’ responses and participation at the centers.

- 9:40 - 9:45** **TRANSITION TIME:** Children will recite poems, finger plays, or engage in movement /music activities.
- 9:45 - 10:00** **PLANNING:** In a large group, children share and make choices as to what they are going to work on and where they wish to go.
 Example:
Teacher: “John where would you like to work today?”
Child: “I want to work in the block area.”
Teacher: “What are you going to do in the block area?”
Child: “I’m going to play with Jim and we’re going to make a fort.”
 (If the child is non-verbal, allow him/her to point to desired work area.)
- 10:00 – 10:30** **CENTER/WORK TIME:** Children work with activities in the interest areas. (Scholastic offers a variety of ideas for choice time.)
- 10:30 – 10:45** **CLEAN – UP:** Children put toys and materials away, use bathrooms and help set tables for snacks.
- 10:45 – 11:00** **SNACK TIME:** Children enjoy healthy snacks and engage in conversation.
- 11:00 – 11:15** **RECALL TIME:** Children recall what they have worked on and materials they used. This can be done during small or large group time.
- 11:15 – 11:45** **OUTDOOR PLAY/HEALTH:** (Weather permitting.)
 Children use outdoor equipment and/or play large muscle games. On occasion we may go for a walk.
- 11:45 – 12:00** **PREPARATION FOR LUNCH:** Children wash hands and help set the table for lunch.
- 12:00 – 12:30** **LUNCH AND CLEAN-UP:** Children enjoy lunch and conversation. Children and staff members clean up after lunch.

Sample Schedule (cont...)

- 12:30 – 12:55** **STORY TIME:** Teacher reads, tells or dramatizes a story related to Math, Science or Social Studies. Children may join in storytelling or help act out parts of the story.
(Suggested materials: big books, puppets, story props, and manipulatives.)
- 12:55 – 1:55** **REST TIME:** Children will have the opportunity to rest/sleep. Books, puzzles, or quiet toys will be available for restless children to use on their mats.
- 1:55 – 2:15** **SMALL GROUP TIME:** A skill-oriented activity will be offered at this time. The teacher and assistant will each work with a specific group.
- 2:15 - 2:30** **CLEAN – UP TIME:** Children clean up from small group work.
- 2:30 – 2:55** **LARGE GROUP TIME:** Children participate in music and movement activities. Scholastic songs and poems could be utilized at this time.
- 2:55 – 3:15** **STORY TIME:** Children recall and reflect on a story read during the day. As suggested in the Scholastic’s manual, this time can be used for
- Early Rereading - An activity which focuses on oral language skills
 - Later Rereading - An activity which focuses on letter knowledge
 - Remembered Reading - An activity which focuses on phonemic awareness
- 3:15 – 3:25** **CLOSING CIRCLE:** Recap of the day:
Children reflect on day’s work and activities.
- 3:25 – 3:30** **DISMISSAL**