

**HAVENWOOD CHURCH PRESCHOOL**

**TWOS, THREES, PRE-K and KINDERGARTEN**

**CURRICULUM**

“Tell me and I forget. Teach me and I remember.

*Involve me* and I learn.” ~ Benjamin Franklin

***Revised October 2022***

**Havenwood Church Preschool**

Havenwood Church Preschool provides a balance of structured and informal activities designed to meet the needs of each child. The state approved Houghton-Mifflin Kindergarten curriculum is implemented in our kindergarten program and “Creative Curriculum” is our curriculum for the twos, threes and Pre-kindergarten.

Learning centers give the children opportunities to explore and create. Daily tasks are provided to encourage creative thinking, problem solving, and cooperative learning. The children enjoy the opportunity to move around the room to the special centers:

* 1. The listening center provides the children with the opportunity to enjoy favorite literature.

This center is offered each day to the students.

* 1. The writing center encourages the use of a variety of alphabet activities. The children

enjoy using tracing patterns, letter stamps, and alphabet games to reinforce their pre-reading

skills. The students will complete writing journals throughout the year to see the progression of

their writing abilities.

* 1. The block center is very popular and great fun. But the children also learn about

height, distance, measurement, and construction while they are busy playing with their

friends. The large and small blocks are transformed into buildings, airports, highways,

igloos and whatever else their imaginations allow.

* 1. The math and science center is filled with a variety of activities. Puzzles, magnets,

telescopes, magnifying glasses, and scales allow the children to explore the world around

them. Lotto games and group activities encourage socialization while fostering a wide

background of experiences.

* 1. The art center is always full of creative energy. The children are able to explore the world of color and different art media. Within minutes, they have expressed themselves through brightly colored rainbows, fields of flowers, and other creations. Many small Picasso's have stood at our easel! Play dough is always available as they use their small muscles to create shapes and designs. With each unit, we add an independent art activity using a Rebus chart for instruction. (Children independently follow written and pictorial directions to make an art project.
  2. The technology center is equipped with literacy, math and art software that allows the student

to practice hand – eye coordination on a one-on-one setting. The students will demonstrate the appropriate use of the computers emphasizing safety and proper care.

***KINDERGARTEN SCHEDULE***

We will follow this schedule as best we can with flexibility for special occasions, unforeseen events, or schedule changes that occur sporadically throughout the year.

**Monday**

8:45 – 9:00 Arrival

9:00 – 9:15 Circle Time

9:15 – 10:30 Language Arts/Math Lesson & Activities

10:30 - 10:45 Snack

10:45 – 11:30 Group Activities: Student of the Week

Music/Games

11:30 – 12:00 Outdoor/Indoor Play (Gross Motor)

12:00 – 12:30 Lunch

12:30 - 1:30 Art

1:45 - 2:15 Math/Science/Social Studies Lessons & Activities

2:15 – 2:40 Outdoor/Indoor Play (Gross Motor)

2:45 Dismissal

**Tuesday thru Friday**

8:45 – 9:00 Arrival

9:00 – 9:15 Circle Time

9:15 – 10:30 Language Arts/Math Lesson & Activities

10:30 - 10:45 Snack

10:45 - 11:30 Centers/Teacher Directed Activities/Small group

11:30 – 12:00 Outdoor/Indoor Play (Gross Motor)

12:15 – 12:45 Lunch

12:45 - 1:15 Music, Library

1:15 – 2:00 Math/Science/Social Studies

2:15 – 2:40 Outdoor/Indoor Play (Gross Motor)

2:45 Dismissal

***KINDERGARTEN OVERVIEW***

Our pre-reading skills are developed through a visual, auditory, kinesthetic, and tactile approach. A wide range of activities are planned daily using these skills. The children develop phonic skills by recognizing the letter, learning the sound, and writing the symbol.

As the children progress with their pre‑reading skills, new sight words and vocabulary words are introduced. (Our sight word sheets are included at the end of this booklet). We practice writing these words and drawing pictures along with adding them to our word chart and key chains.

Linguistic patterns are learned along with the consonants. The short vowel sounds are introduced throughout the year. Once a child learns the word "at", he can quickly read bat, hat, cat, and mat. Consonant blends are introduced with short vowel sounds according to the readiness of the children. When students apply these skills with sight words, you have very excited readers!

Our math activities include number recognition and learning to count to 100 (sometimes by 2's, 5's, and 10's). To celebrate our accomplishments, we have a one hundred day celebration. Throughout the year, the children enthusiastically learn one‑to‑one correspondence, forming sets, number patterns, and graphs. Addition and subtraction concepts are always a favorite activity. Our program also in­cludes measuring, counting money, learning to tell time, and simple word problems. Our math and science center reinforces our daily lessons.

Our science and social studies units combine all of our classroom skills. For example, when we are learning about our winter unit, we learn winter sight words along with measuring and graphing the amount of snow in a month.

***KINDERGARTEN GOALS AND OBJECTIVES***

***LANGUAGE ARTS***

***Goal:*** To prepare the student for a successful language arts experience in a first grade classroom.

***Objectives:***

To understand that the written word represents spoken language.

To master basic sight vocabulary based on classroom readers.

To master basic phonetic skills - encoding, decoding, word banks.

To be able to formulate complete sentences - written and spoken.

To be able to create individual literature.

To be able to apply contextual clues during silent and oral reading.

To master comprehension and oral reading skills.

To understand and apply sequencing.

To understand the basic components of a story - beginning, middle, end.

***Methods of Instruction:***

Houghton-Mifflin Kindergarten Curriculum

Teacher created literacy experiences

***MATH***

**Goal:** To prepare the student for a successful mathematics experience in a first grade classroom.

***Objectives:***

To master and apply a basic understanding of numerical order.

To master and apply a basic understand of counting.

To be able to recognize the written numeral.

To be able to recognize the written number words - 1 to 20.

To be able to function in a one to one correlation.

To understand and apply greater than, less than, equal to.

To understand and apply place value to 100.

To understand the concept of addition, subtraction, fractions.

To understand and apply patterning skills.

To understand and apply graphing skills.

To understand and apply sequencing skills.

To understand and apply estimation skills.

To be able to understand and recognize time to the hour and half hour.

To understand and apply weight and measurement skills.

To understand and apply comparison skills.

To understand and apply quantitative skills.

To understand and apply skills relating to the calendar.

To understand and apply skills relating to the computer.

***Methods of Instructions:***

Houghton-Mifflin Kindergarten Curriculum

Manipulative Kit

Counters

Clocks

Experiments

Teacher created classroom experiences

***SCIENCE***

***Goal:*** To prepare the student for a successful science experience in a first grade classroom.

***Objectives:***

To develop an understanding and awareness of the function of graphs and charts.

To master scientific skills involved in cooking.

To understand how magnets work and the types of materials which are magnetic.

To understand the nature of scientific experiments and the steps involved

(predict, collect data, observe, record, conclude).

To become aware of how things grow.

To be able to observe and identify weather conditions and how they apply to daily life.

***Methods of Instruction:***

Houghton-Mifflin Kindergarten Curriculum

Classroom projects

Scientific experiments

Children's library books

Teacher resource books

Homework as reinforcement

Ditto papers

***HEALTH SCIENCE***

***Goal:*** To develop a knowledge, skill base & process to promote safe living in the home, school & community

***Objectives:***

To develop an understanding of actions needed to stay safe around people.

To develop an understanding of positive and negative relationships.

***Methods of Instruction:***

Children’s Library books

Teacher Resource books

Classroom projects

Homework as reinforcement

***SOCIAL STUDIES***

***Goal:***  To prepare the student for a successful social studies experience in a first grade classroom.

***Objectives:***

To develop an awareness of self as a group.

To develop an awareness of the world around us and its seasons.

To develop an understanding of the need for conservation and protecting our

natural resources.

To learn what materials are biodegradable.

To develop an awareness of other cultures and to learn about them (Native American, Spanish French, German, Asian, English).

To learn about birds.

To learn about insects.

To identify and learn about endangered species.

To develop moral values (manners, respect, friendship, sharing, honesty, kindness.

***Methods of Instruction:***

Houghton-Mifflin Kindergarten Curriculum

Unit books

Classroom projects and field trips

Class discussion

Children's library books

Ditto papers

Homework as a reinforcement

***LIBRARY***

***Goal:*** - To prepare the student for a successful library experience in an elementary school setting.

***Objectives:***

To instill in the student a love of good children's literature through a fun and relaxed, yet stimulating, program.

To teach the student the function of a library/media center.

To help the student learn how to use a library/media center by mastering library skills.

***Methods of Instruction:***

Book lending to student for use in classroom

Browsing time/shelving

Stories and/or non-fiction literature for enjoyment and to reinforce library terms

Library ladder on-going activity: fiction, non-fiction, media, biography, author, title, subject dictionary, alphabetical (ABC order), etc.

Caldecott unit - reviewing nominees and voting on student choice for current year

Projects - coordinated to current literature

Author/illustrator styles and distinctions (using books in a series, or various books by same authors illustrators)

Library manners

Care and treatment of books

***SPECIALS***

***Music***

**Goal** - To develop an appreciation for music.

To develop an interest in music.

***Library***

**Goal** - To develop an appreciation for literature.

To understand the function of a library.

To develop library vocabulary.

***Art***

**Goal** - To develop an awareness of different artistic styles.

To experience creative activities.

To expand individual artistic abilities.

***Physical Education*** – playground

**Goal** - To further develop gross motor skills.

To develop a positive way of expending energy

To develop a pattern of physical fitness.

**CURRICULUM GUIDELINE**

**PRE-KINDERGARTEN**

***SEPTEMBER***

**Science** - Introduction to science vocabulary and science learning center -

Rocks - Apples

**Social Studies** - Government of classroom - introduction to the classroom, school rules

Careers - Rocks - Farming

Maps - Rock

**Literacy** - Introduction to literacy learning area - name recognition

Purpose of expressing ideas verbally - questions & answers

Purpose of writing letters and words

Sight words introduction - Phonic sounds

#1 red - one f and s

#2 a, and

Fiction and non-fiction books on starting school, apples, rocks

**Math** - Introduction to Math learning center

Introduction to calendar

Counting 1 through 5

Introduction to graphing

Introduction to sorting

**Arts -** Introduction to Art Learning Area

Make percussion instruments using rocks of different sizes in variety of containers

Apple prints

**Technology -** Introduction to Computer Learning Area

Introduction to tools used in learning areas

**Word Walls and Word suggestions**

Size observation lava gravel color comparing color comparing erosion pebbles shape weight Volcano crystals textures geologist jewelery gemstones

***OCTOBER***

**Science** - weather report daily

Buildings - weather and buildings

Physical property of buildings - materials

Gravity

Levers and pulleys

Autumn weather/climate change - foods - farming harvest

**Social Studies** - Building - geography

Where people live - multicultural homes

Careers

Halloween

**Literacy** - Fiction - non-fiction books on Construction/Buildings

Autumn

Verbal interactions - questions and answers

Writing station - dictating and writing

Sight words Phonic sounds

#1 - orange, two x, h, o, p

#2 - black, I

#3 - three, where

#4 - big, little

**Math** - Introduction to measurement

Introduction to sorting and categorizing

Shapes

Counting - verbally

Writing numerals and number words

Calendar

**Art** - Model building materials

Pictures/magazines of buildings/architecture

Drawing materials

**Technology** - Investigate technology use in buildings

How Architects use computers

Machines and tools needed for construction

**Word Wall Suggestions**

house school hospital construction apartment store

map carpenter leaves barn church live

building apples castle restaurant work fall pumpkin Halloween

***NOVEMBER***

**Science -** Wheels

Harvest - farming

Nutrition

Weather report daily

**Social Studies** - Wheels

Transportation

Thanksgiving

**Literacy** - Fiction and non-Fiction books on transportation, autumn, wheels and Thanksgiving

Verbal discussions

Writing station

Dictating and writing

Sight Words Phonic sounds

#1 - four, go T, G

#2 - the, me

#3 - five, brown

#4 - up, down

**Math** - Sequencing Number recognition

Calendar Positional words

Shape recognition Sorting

Introduction to quantity

**Arts** - Materials for making wheels

Creating and drawing wheels

Other media with pictures of wheels

Thanksgiving creations

**Technology** - Learning the process of invention

Learning how tools, machines and computers are used

**Word Wall Suggestions**

wheels train wheelchairs turkey transportation car airplane wagons dinner pulley farm truck gear animals Thanksgiving skateboards

***DECEMBER***

**Science** - Winter

Weather changes

Holiday smells - using our senses

Daily weather report

**Social Studies** -

Christmas

Hanukkah

**Literacy** - Fiction and Non-fiction books on Christmas

Hanukkah and winter themes

Verbal discussions

Writing center activities

Dictating and writing

Sight Words Phonic sounds

#1 - green, we C, R

**Math** - Shape recognition

Sequencing

Calendar activities

**Arts** - Christmas

Hanukkah

Seasonal Art

**Technology** -

Computer use in holiday preparation

**Word Wall Suggestions**

Christmas candles senses wreath smell sound

Hanukkah winter light cold

***JANUARY***

**Science** - Winter Exercise Shadows

~hibernation ~mechanics of movement ~light

~weather changes ~body parts ~reflection

~birds ~nutrition

**Social Studies** - Careers in exercise - fitness

Similarities and differences among people and cultures

Families

Basic human needs to stay healthy

**Literacy** - Recognize address

Vocabulary of body parts

Fiction and non-fiction books on exercise, nutrition and winter

Dictating and writing

Sight Words Phonic sounds

#1 - six, blue I, M, Y, U

#2 - seven, away

#3 - eight, can

#4 - nine, is

#5 - ten, it

**Math** - Calendar activities

Matching

Number sequencing

Graphing

Grouping

Small, Medium, Large

**Arts** - Shadow puppets

Use of puppet theatre

Paper Silhouettes

Dance and movement

**Technology** - Use overhead projector to create shadows

Use different inventions related to exercise and body movement

**Word Wall Suggestions**

exercise sports scale walk water climb

hibernation jump rest doctor bones energy

dentist muscles injury

***FEBRUARY***

**Science -** Weather reporting

Shadows

Clothes - materials used in making clothes, non-living and living sources of materials

Hibernation of animals

**Social Studies -** Shadows

Groundhog Day

Valentine's Day

President's Day

Community helpers

Clothes

**Literacy -** Fiction and non-fiction books on shadows, Groundhog Day, Valentine's Day, community helpers and clothes

Verbal discussions

Writing center activities

Dictating and writing

Sight Words Phonic sounds

#1 - pink, in L, V, Q

#2 - for, my

#3 - funny, to

#4 - come, see

**Math -** Calendar activities

Measurement

Spatial relationships

Graphing - organizing

**Arts -** Fabric Collages

Weaving

Multicultural dances

Fashion shows

**Technology** - Examine pictures of machines used in clothing manufacturing

Display on video demonstration of weaving, sewing and shearing.

**Word Wall Suggestions**

shadow valentine costumes clothes light heart

gloves material shade coat shoes post office

hat pants person groundhog uniforms shirts

Mail person

***MARCH***

**Science** - Clothes, materials, weather

Weather - rainbows, changing season to Spring, wind

Signs of spring

Physical and Earth Science

**Social Studies** - Clothes, multicultural attire

St. Patrick's Day - celebrations - Irish Culture

Easter - celebrations in other cultures

**Literacy** - Fiction and non-fiction books on clothes, weather and spring

Verbal discussions

Writing center activities

Dictating and writing

Sight Words Phonic sounds

#1 - make, purple D, B, E

#2 - yes, no

#3 - run, play

#4 - you, find

**Math** - Calendar activities

Patterning

Charting - graphing

Grouping

Weight and balance

**Arts** - Holiday creations

Spring collages

**Technology** - Computer use in multicultural research

Visual displays of multicultural celebrations

**Word Wall Suggestions**

St. Patrick Easter rabbit rainbow basket under

shamrock eggs over gold hiding

***APRIL***

**Science -** Trash, garbage and Earth Day

Recycle/Reuse

Flowers - parts of a flower - life cycle

**Social Studies -** Trash, garbage and Earth Day

Recycle/Reuse - school and home

Flowers - careers - places (mapping) - celebrations

**Literacy -** Fiction and non-fiction books on recycling, trash, planting flowers and seeds

Verbal discussions

Writing activities

Sight words Phonic sounds #1 - yellow, look J, N, Z

#2 - said, all

#3 - jump, here

#4 - help, at

**Math -** Calendar activities

Sorting and categorizing

Comparison of shapes

Graphing, organizing data

Numeral writing and recognition

**Arts -** Observe and create art from throw-aways

Anti-littering posters

Re-use trash to make musical instruments

Use flowers in a variety of art projects

Look at famous artwork showing flowers

**Technology -** Find out about inventions related to trash and garbage

Internet sites related to recycling, trash and garbage

Learn about tools used in gardening

**Word Wall Suggestions**

trash litter flower roots garbage trucks seeds

landfill stems recycling bulbs sanitation worker leaves

trash cans dump tools pollen weeds petals

***MAY***

**Science** - Flowers - life cycle/growth

Ants, insects - appearance, behavior

**Social Studies** - Flowers - careers in gardening and florist

Use of flowers in celebrations

Work cooperatively to plan and plant flower garden

Ants, Insects - homes for insects - colonies

Map - anthills -cooperation

**Literacy** - Verbal discussions

Drawing and writing activities

Sight words Phonic sounds

#1 - away A, K, W

#2 - play

#3 - jump

Fiction and non-fiction books on insects, ants

**Math** - Calendar activities

Measurement

Comparison

Graphing, organizing

Numeral writing and recognition

**Arts** - Famous Artwork showing flowers

Models of ants in clay

Songs about insects

**Technology** - Use of tools in gardening

Use of internet to find out names of flowers

Use of internet to find out about insect

Display videos and pictures of insects

**Word Wall Suggestions**

Ant antennae bees anthill wings caterpillars

Eyes ladybug larva legs chrysalis

***PRE-KINDERGARTEN OVERVIEW***

Our pre-reading skills are developed through a visual, auditory, kinesthetic, and tactile approach. A wide range of activities are planned daily using these skills. A new alphabet letter is learned each week. The children develop phonic skills by recognizing the letter, learning the sound, and writing the symbol. As the children progress with their pre-reading skills, new sight words and vocabulary words are introduced as enrichment during the latter part of the year.

Our math activities include number recognition and learning to count to 20. Throughout the year, the children enthusiastically learn one-to-one correspondence, forming sets, number patterns, and graphs. Addition and subtraction concepts are always a favorite activity.

Our science and social studies units combine all of our classroom skills. Our units of study bring project based investigations in science and social studies. They support children's wonderful ability to become engaged in topics and activities that interest them. The students will gain information through direct observation and experimentation.

In-school field trips are an exciting way to broaden a child’s knowledge of the outside world and enhance classroom learning. We invite guest speakers & various enrichment groups to visit with us during the year. We welcome parents who are willing to share information about their careers as well. As always, we are constantly revising & adjusting our program in order to meet the needs of our children.

***PRE-KINDERGARTEN SCHEDULE***

Arrival/Opening

Circle/Group introduction to the day

Center Time – projects, science table, multi-sensory tables,

art, fine motor & listening centers.

Outdoor – gross motor skills

Snack/group socialization

Circle – story time with related follow-up activity

Art, Library, and Music are interspersed during selected days

***PRE-KINDERGARTEN GOALS***

**LANGUAGE ARTS**

1. To develop a background of experiences and appropriate vocabulary to foster adjustment

2. To develop auditory memory and discrimination skills

3. To develop visual memory and discrimination skills

4. To increase attention span

5. To foster listening skills

6. To develop the ability to follow directions

7. To develop age-appropriate language and verbalization skills

8. To develop reading and writing readiness

9. To create a love for and interest in children's literature through our school library visits

**MATH**

1. To learn the concept of counting and one to one correspondence

2. To develop the recognition and identification of mathematical symbols

3. To understand the concept of quantity

**SCIENCE AND SOCIAL STUDIES**

1. To provide the framework in which to develop critical thinking skills

2. To explore the world around us

3. To create an awareness of our surroundings

4. To develop an understanding of how things work and why things happen

**MUSIC**

1. To develop an appreciation for music

2. To facilitate the joy of singing

3. To develop a sense of rhythm

4. To develop an awareness of imagery, movement, and drama through music

**ART**

1. To develop a sense of joy through creativity

2. To stimulate imagination and creativity

3. To experience the beauty of color combinations

4. To foster fine motor development

**MOTOR SKILLS**

1. To develop gross motor skills through physical activities and games on the playground and during

indoor gym time

2. To develop fine motor development through manipulatives and art projects

**SOCIALIZATION**

1. To develop the ability to function in a group

2. To foster confidence and coping skills

3. To encourage cooperative play

4. To encourage group participation

5. To facilitate sharing

***THREE YEAR OLD OVERVIEW***

The Havenwood Three Year Old Program is designed to provide the skills necessary to transition from the home/daycare setting to a more structured school setting. We provide the nurturing and flexibility to allow each child an opportunity for growth both academically and socially.

Havenwood Preschool utilizes the “Creative Curriculum” through Teaching Strategies as a basis for our curriculum. This curriculum allows teachers the flexibility in planning, room design and daily scheduling to meet the needs of our students. The assessment system is reflective of the school’s curriculum goals and objectives in meeting the needs of every child.

An introduction to the alphabet is incorporated throughout the curriculum. Literature, early writing skills and name recognition are addressed in our cross curriculum approach to learning.

Numeral recognition, geometric shapes and counting are included each day in our mathematics curriculum. The use of measurement and graphing are included in both the math and science units.

Science and Social Studies units are adapted to the seasonal and thematic units of each class. Activities use a hands-on approach to learning as this broadens the scope of learning and the energy level of the three year old.

We continue to provide in school field trips to enhance classroom teaching while providing an in-school transition and an opportunity to share events with other three year old classes.

***Three Year Old Daily Schedule***

Arrival/Opening

Circle/Group introduction to the day

Center Time – art, fine motor skills

Outdoor

Snack/group socialization

Circle – literature with activity

Art, Library, and Music are interspersed during selected days

**CURRICULUM GUIDELINE**

**THREE YEAR OLDS**

***SEPTEMBER***

**Science** - Introduction to science learning area and vocabulary

Rock Unit - weather climate

Apple Unit

**Social Studies** - Government of classroom - school rules and use of learning materials

Rock Unit - careers - maps

**Literacy** - Fiction and Non-Fiction Books on Coming to School, Rocks and Apples

Introduction to literacy learning area

First name - picture recognition

Purpose of expressing ideas verbally

Purpose of drawing

Letter recognition - A, B

**Math** - Introduction to Math learning area

Calendar activities

Introduction to counting

Numeral "1" - quantity of one

Introduction to sorting and categorizing

Introduction to shapes - circle

**Arts -** Introduction to Art Learning Area

Make percussion instruments using rocks

Introductions to colors - red

**Technology -** Introduction to computers and other technology used in the classroom

***OCTOBER***

**Science** - Daily weather report

Buildings - materials and gravity

Autumn climate change

Harvest - farming - animals

**Social Studies** - Buildings - types of careers, homes, multicultural homes

Halloween - autumn

Harvest - Farms

**Literacy** - Fiction and non-fiction books on Construction, Buildings and autumn

Verbal Interactions - Dictating, questions and answers

Writing - Drawing

Letter Recognition - C, D, E

**Math** - Calendar activities

Introduction to measurement

Shapes - triangle

Counting - verbally

Numeral "2" - quantity of two

Sorting and categorizing

**Art** - Introduction of colors black and orange

Building materials - collage - create own buildings

Draw buildings

**Technology** - How machines and tools are used

How technology is used in architecture

***NOVEMBER***

**Science** - Wheels

Harvest - farming - nutrition

Weather report daily

**Social Studies** - Wheels - careers - transportation

Thanksgiving - Holiday celebrations

**Literacy** - Fiction and non-fiction books on transportation, autumn, wheels and Thanksgiving

Verbal discussions

Dictating, writing, and drawing

Letter recognition - F, G, H

**Math** - Calendar activities

Positional words

Numeral "3" - quantity of three

Shape - square

**Art** - Color brown

Materials for making wheels

Media with pictures of wheels (collages)

Drawing and creating wheels

Thanksgiving creations

**Technology** - Learning the process of invention

Learning how wheels are made and used visually

***DECEMBER***

**Science** - Daily weather report

Winter - weather

Holiday - smells of spices, trees

**Social Studies** - Christmas

Hanukkah

Multi-cultural celebrations

**Literacy** - Fiction and non-fiction books on Christmas and holiday celebrations

Verbal discussions

Dictating, writing, and drawing

Letter recognition - I, J

**Math** - Calendar activities

Numeral "4" - quantity of four

Shape - star

Sequencing

Sorting and categorizing

**Art** - Color green

Seasonal art materials

Multicultural materials

Drawing materials

**Technology** -

Use of computer technology in holiday preparation

***JANUARY***

**Science** - Daily weather report

Winter - hibernation, weather changes, birds, migration

Exercise - mechanics of movement, nutrition and body parts

Shadows - light - reflection

**Social Studies** - Winter - differences in climate globally

Exercise - careers - places to exercise - nutrition

Shadows - silhouettes

**Literacy** - Fiction and non-fiction books on exercise, nutrition, and winter

Verbal discussions

Writing, dictating and drawing

Last name - picture recognition

Letter recognition - L, M, N

**Math** - Calendar activities

Numeral "5" - quantity of five

Shape - rectangle

Matching

Graphing and grouping

**Art** - Color blue

Paper silhouettes

Dance and movement (exercise routines)

Collage materials for habitat construction

**Technology** -

Overhead project to create shadows

Exercise routine through video

***FEBRUARY***

**Science** - Daily weather report

Hibernation

Clothes - materials (living and non-living)

Shadows

**Social Studies** - Groundhog's Day

Valentine's Day

President's Day

Community Helpers

Clothes

Shadows

**Literacy** - Fiction and non-fiction books on shadows, Groundhog's Day, Valentine's Day, President's Day,

Community Helpers, and clothes

Verbal discussions

Writing center activities - Dictating - Drawing - Writing

Letter recognition - O, P, Q

**Math** - Calendar activities

Numeral "6" - quantity of six

Shape - heart

Measurement

Graphing and organizing data

Spatial relationships

**Art** - Color pink

Fabric collage

Multi-cultural dances

Fashion Shows

Puppet Theatre productions

**Technology** -

Video presentation of clothing manufacturing, weaving, sewing and shearing

Use of computers in community

***MARCH***

**Science** - Daily weather report

Clothes

Weather/climate changes/wind

Spring

**Social Studies** - Clothes

St. Patrick's Day

Easter

**Literacy** - Fiction and non-fiction books on clothes, weather and spring

Verbal discussions

Writing center activities

Letter recognition - R, S, T

**Math** - Calendar activities

Numeral "7" - quantity of seven

Shape - diamond

Patterning

Comparison of shapes

**Art** - Color purple

Collage of pictures and clothes

Holiday materials and songs

Spring nature items for collages

**Technology** -

Computers in multicultural research

Visual presentations of multicultural celebrations

***APRIL***

**Science** - Daily weather report

Trash, garbage

Earth Day - recycle - reuse

Flowers - parts of flower, growth

**Social Studies** - Trash, garbage

Earth Day

Flowers - careers - mapping - celebrations

**Literacy** - Fiction and non-fiction books on recycling, trash, planting, flowers, and seeds

Verbal discussions

Writing, dictating and drawing

Letter recognition - U, V, W

**Math** - Calendar activities

Numeral "8" - quantity of eight

Shape - oval

Numeral writing and recognition

Sorting and categorizing

**Art** - Color yellow

Observe and create art from throw-aways

Anti-littering posters

Use of flowers in art projects

**Technology** -

Observe inventions related to trash and garbage

Internet sites related to recycling and re-use

Discover flower parts and flower uses

***MAY***

**Science** - Daily weather report

Flowers - life cycle/growth/mediums for growing

Ants, Insects - appearance, behavior

**Social Studies** -Flowers - careers in gardening, use of flowers in celebrations

Ant - Insects

**Literacy** - Fiction and non-fiction books on flowers, ants and insects

Verbal discussions

Writing, drawing and dictating activities

Letter recognition - X, Y, Z

**Math** - Calendar activities

Numeral "9" - quantity of nine

Shape - pentagon

Measurement - balance and scales

Comparison

Graphing and organizing data

**Art** - Color White

Famous artwork showing flowers

Modeling clay for insect creation

Songs about flowers and insects

Closing school songs

**Technology** -

Discover tools used in gardening

Use of internet to visually discriminate insects

Displays of pictures and videos of insects and flowers

**Curriculum Content**

**Toddler Two Program**

**Skills**

**A. Oral Language Development and Communication**

1. Vocabulary Development

2. Sharing Ideas and Opinions

3. Expressing Feelings

**B. Attention Span** - activities that match the children's developmental needs

**C. Socialization and Problem Solving**

1. Self-concept and self-awareness

2. Sharing

3. Cooperating

4. Taking Turns

5. Adapting to group needs and interests

6. Resolving conflicts

7. Developing a sense of trust

8. Developing a sense of autonomy

**D. Critical Thinking Skills**

1. Questions and responses

2. Class discussions related to stories and curriculum topics

**E. Auditory Discrimination and Memory Skills**

1. Listening Skills

a. Fingerplays

b. Songs

c. Stories

d. Flannel board activities

2. Following single and multi-step directions

**F. Visual Discrimination and Memory Skills**

1. Color Recognition

2. Shape Recognition

3. Number Concepts

a. Counting several numbers in a series

b. Counting objects

4. Opposites

5. Sorting by color, shape, and size

6. Patterning using manipulatives

**G. Fine Motor Skills**

1. Coloring

2. Painting: finger painting and using a brush

3. Gluing

4. Tearing, crushing, and cutting paper

5. Lacing

6. Play dough

7. Fingerplays

8. Small manipulatives

9. Sensor motor activities

**H. Gross Motor Skills**

1. Use of playground and indoor play equipment

2. Musical Movement Activities

a. Create rhythms

b. Creative Movement Activities: walking, marching, tip-toeing, running, hopping, jumping, balancing, climbing, stretching, sliding

3. Beanbag and ball activities

**I. Hand-Eye Coordination**

1. Painting

2. Play dough

3. Gluing

4. Tearing and Cutting

5. Lacing

6. Fingerplays

7. Beanbag and ball activities and games

**TODDLER TWO SCHEDULE**

**9:15 - 9:25 Arrival**

**9:30 - 9:40 Circle Time**

**9:40 - 10:10 Center Time**

**10:20 - 10:30 Bathroom**

**10:30 - 10:40 Snack**

**10:40 - 10:45 Bathroom**

**10:45 Transition/Pack up**

**10:55 - 11:20 Outside Play**

**11:25 Dismissal**

**\*Music & Library classes are introduced slowly to provide ease in transition between classrooms**

**DESCRIPTION OF PROGRAM**

**Table Activities** include puzzles, coloring, lacing sorting, matching, play dough, and other skill related activities.

**Circle Time** is when the daily theme is covered. Activities include stories, discussions, finger plays, and songs. Concepts such as colors, shapes, numbers, and opposites are also discussed and reviewed.

**Play/Project Time:** During this time, the children learn through organized free play. This time is also used to do art projects and sensory experiences individually or in small groups.

**Outside Play:** This time takes place on our school playground. The Toddler Twos are not permitted to use the rings or monkey bars. They may enjoy the wooden playhouse, train, bridge, balance beams, slide and sandbox

During inclement weather, the children have indoor playtime. They will participate in gross motor activities and age appropriate games in the Church Fellowship Hall or in the classroom.

**Snack:** A daily snack and beverage are part of the Toddler Two program. Parents volunteer to send in a snack for their child's class, milk is always provided by the school. A list of healthful snack suggestions is provided by the teacher at the beginning of the school year. Our snack grace:

Thank you, God, for happy hearts,

For rain and sunny weather.

Thank you, God, for this our food,

And that we are together. Amen

**Library Time:** visiting the school library with the school librarian will be available for language and literature enrichment. The schedule will be flexible throughout the year and will be arranged when appropriate for each class' readiness.

**Music Time:** visiting the school's music room enriches the students' ability to understand and appreciate the arts.

**Gross Motor Activities:** Reinforcing Reading Readiness, Language Development, and

Special Concepts through Physical Education. (Active Learning)

**Body Awareness**

A. Body parts songs - tempos can be varied; body parts touched as songs are sung

1. Clap 1, 2, 3 (to the tune of Twinkle, Twinkle Little Star)

Touch your shoulders

Touch your knees

Raise your arms, and

Drop them, please

Touch your ankles

Then your toes

Pull your ears

And tap your nose

Reach as high as high can be

While you're there clap 1, 2, 3

2. Head, Shoulders, Knees, and Toes

Head, shoulders, knees, and toes, knees, and toes

Head, shoulders, knees, and toes, knees, and toes

And eyes and ears and mouth and nose,

Head, shoulders, knees, and toes, knees, and toes

B. Bean bags

1. Walk in a circle with bean bags o body parts

2. Follow the leader with bean bags on body parts

3. Balance bean bags on ankle, foot, knee, thigh, etc. while standing on one leg

4. Color activities

C. Games and Action songs

e.g. Here We Go Looby Loo (Record - The Rainy Day)

**Directionality and Laterality** - moving through space

A. Directions using ropes, hoops, etc.

over under

forward backward

sideways inside

outside between

next to downward

around through

Instructions for direction movement:

Move when you hear a sound

Stop when the sound stops

Move within different rope shapes on the floor

Move different ways within and around hoops on the floor

(Sound - drum beats, triangles, records, tapes, bells, etc.)

B. Levels

high

medium

low

Activities for levels movements:

Pretend that you are in an elevator and stop at different floors

Hold arms out in front of you at high, medium, and low levels

Hold our left arm high and your right arm low; reverse

Make your body stand high (on tiptoes) and make your body stoop low (bend over)

C. Pathways

straight

zigzag

curved

diagonal

Move in these pathways by riding tricycles, skipping, hopping, (alternate feet), jumping, following a road map on the floor, galloping (lead with right foot, lead with left foot)

D. Speed

Fast - slow - regular - irregular

Practice speed by running in place to the beat of a drum, rhythm sticks, xylophone, etc.

E. Force

Light - heavy

Moves - push, pull, stoop

F. Kick balls in various directions with foot

**Non - Locomotive Moves**

droop

swing

sway

twist

stretch - high, low, wide

Teacher will create situations for these movements

e.g. Pretend that you are a tree swaying in a slow, gentle breeze. Suddenly the breeze becomes a strong wind, and now you are twisting. Finally all is calm and you stop moving.

**Eye and Hand Tracking**

A. Scarves and veils

1. Throw up and catch

2. Throw in different directions and catch

3. Throw out and catch on foot, hand, arm, etc.

4. Balance on face and flow off, shake off

5. Balance on head and blow off, shake off

6. Toss in air, turn around, and catch

7. Make shapes in air and on floor

8. Toss high and clap until scarf hits ground

B. Bean Bags

1. Color activities

2. Sorting activities

3. Tossing into hoops on floor

4. Passing to neighbor in a circle

5. Tossing through bean bag clown board

C. Balls

1. Circle games

2. Rolling to each other

3. Rolling side to side

**Sequencing and Patterning**

Use rhythm instruments, rhythm sticks, tapes, and records for the following activities:

(Before beginning activities, establish resting position for sticks – e.g. hold sticks on shoulders)

1. Hit sticks on floor vertically

2. Hit sticks on floor horizontally

3. Hit sticks on floor on side of body

4. Hit sticks on floor crossed vertically

5. Hit sticks on floor crossed horizontally

6. Hit sticks together

7. Hit sticks on top of each other, then reverse stick positions

8. Make a sequence

e.g. Hit sticks on floor 4 times, hit sticks together 4 times, hit sticks in the air 4 times, repeat (have children create patterns and sequences)

9. Four or eight count pattern

e.g. Stand and knock knees together 4 times, clap 4 times, snap fingers 4 times, march in place 4 times, repeat

10. Follow the leader using rhythm stick and arm movement

**Nursery Rhymes**

A. Twinkle, Twinkle Little Star

B. Jack and Jill

C. Peter, Peter, Pumpkin Eater

D. Humpty Dumpty

**Equipment**

Records - The Rainy Day

Tapes - Little Richard's Shake It All About

Walt Disney's All for the Children

Hoops - colors, directionality, space, groupings

Ropes - movement within defined space, creating space

Scarves - space, shapes, eye/hand tracking

Bean Bags - balancing, body parts

Balls - coordination, space

Rhythm Sticks - patterning, sequencing, critical thinking

Rhythm Instruments - rhythm, variety, listening skills

Nursery rhyme books, tapes, records - language, rhythm

**DAY CARE SCHEDULE & INFORMATION**

**SCHEDULE**

The Day Care Schedule will be as follows:

7:30-9:00 a.m. Arrival time (Early Bird Session)

9:00- 1:30 School class time (varies according to class schedule)

PKII will eat in classroom prior to arriving at daycare

Noon-12:30 p.m. Outside Play

12:45 p.m. Lunch

1:30-3:00 p.m. Nap or quiet rest

3:00-4:00 p.m. Center time, thematic project

4:00 p.m. Literacy & Language

4:15 p.m. Snack

4:30 - 5:30 p.m. Physical Education/Outside play/Dismissal

**The building is closed at 5:30 p.m.**

**ARRIVAL AND DISMISSAL**

Children should not arrive before 7:30 a.m. These children will be transferred to their appropriate classes at class time.

If your child arrives at class time, you should follow arrival procedures as stated in the General Information sheets. i.e. carline

When a change is to be made in the hour or method of a child’s departure from school, or if someone else is picking up your child, it is important that you notify the office by phone or note. Verbal messages from the children are not acceptable. Only persons who are 18 years of age and older are permitted to pick up children from school.

LATE FEES: $10.00 for the first 5 minutes with an additional $2.00 per minute thereafter. This fee is payable to the staff members on duty. If a pattern of lateness persists, the matter will be referred to the preschool council. Further fees may be assessed, and termination of participation in the program may be necessary.

IF NO ONE HAS COME FOR YOUR CHILD, AND WE HAVE NOT BEEN ABLE TO REACH THE PEOPLE LISTED AS YOUR EMERGENCY CONTACTS, WE WILL CALL PROTECTIVE SERVICES AT 410-887-2800. WE WILL DO THIS ONLY AS A LAST RESORT.

**CLOSINGS and SPECIAL CHILD CARE ARRANGEMENTS**

Please refer to our school calendar for all scheduled events and closings.

**LUNCH**

Your Day Care child should bring his lunch to school. The school will provide milk. Since Havenwood makes no provision for keeping hot food at 140 F., we are prohibited from accepting hot food items for lunch. Be sure that your child's lunch is ***clearly marked with his name.*** Your child will also receive a nutritious mid-afternoon snack each day.

**WEATHER**

Refer to the Parent Handbook. Please note that Day Care will be closed when Baltimore County Schools are closed. When there are delayed openings in the County, Day Care will open at **9:00 a.m.** If schools close early, Day Care will also close early. Please listen and/or watch carefully channels WMAR TV, WBAL TV, WZJ TV or RainedOut (text messages) or Facebook. for either possibility. Havenwood Day Care may also close early at the discretion of the director.

**REST TIME**

We will provide a cot for each child. You need to provide your child with a sheet, a small pillow with a pillow case and a blanket on the first daycare day. *ALL ITEMS MUST BE CLEARLY MARKED WITH CHILD’S NAME*. If your child needs a *“lovie”* to make his nap more comfortable, please send it along.

Although 1:30-3:00 p.m. is set aside for rest, length of sleeping time will vary with individual needs. Quiet activities are planned for those who have shorter rest periods.

**ILLNESS**

Havenwood is not equipped to care for sick children. Please plan for alternate child care during times when your child is ill and should not be in school. If your child becomes ill at school, parents will be called and expected to remove the child from school ***within 30 minutes***.

If your child has been ill with a fever or vomiting, he/she must have had a normal temperature and/or has stopped vomiting for 24 hours before returning to school.

No medication of any kind will be administered to children without a Physician's Medication Order Form (DHR/CCA 1216 9/93), completed and signed by the parent and physician. "Medication" applies to cough medicines, cough drops, aspirins, Tylenol, any prescription or non-prescription medicines, etc. The medication, when brought to school, is to be kept in the original container. PLEASE NOTE: THE 1ST DOSE OF ANY MEDICATION WILL NEVER BE ADMINISTERED TO A CHILD UNDER ANY CIRCUMSTANCES.

**WITHDRAWAL**

1. Havenwood Preschool requires one month notification in writing prior to the last day your child attends school. Tuition obligation continues through the entire last calendar month your child attends school.

2. Failure to comply with the one month notification policy will result in the tuition obligation continuing through the entire month after your child has left school