

The Program

The framework of our program is supported by research that children learn through play. We have created a rich environment that respects the developmental stages of the pre-school child. In our program a child can explore his/her interests, move within the continuum of skill level in content areas and develop in areas that aide in processing information such as observing, problem solving, organizing, connecting and exploring.

Content areas of Literacy, Mathematics, Science, Social Studies, & the Arts are part of our daily structure. These content areas are explained briefly below...

Mathematics includes numbers, patterns and relationships, geometry and spatial awareness, measurement, data collection, organization and representation.

An example of how we expose children to Number sense...

We provide many opportunities for children to count and think and talk about numbers. On an *almost* daily basis we...

- Note one-to-one relationships between groups (comparing)
- Decide which groups have more or less in them
- Say and use numbers in order
- Count objects to find out how many
- See numbers on calendars and clocks
- Use positional words --first, next, middle, last
- Use ordinal words—first, second, third
- Move groups of objects together and separate them (adding and subtracting)
- Divide a whole object into parts (fractions)

Literacy... means vocabulary and language, phonological awareness (hearing and understanding the different sounds of spoken language), letters, words, print, comprehension, books and other texts.

In our pre-school we provide literacy experiences that develop listening, thinking, gaining information, following directions, enjoying stories and poems, and increasing vocabulary.

Materials available on a daily basis include...

<ul style="list-style-type: none">• Books• flannel board stories• stories with tapes• magazines & resource books• puppets• Magnetic boards• Lotto & Bingo games	<ul style="list-style-type: none">• Matching games• Puzzles• Dictation (writing down child's words as he/she speaks)• Child made books• Show and tell• Memory games
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Rhythm, Movement and Music (The Arts)

This area is critical to the developing child. Not only do movement, rhythm and music reinforce and extend concepts of mathematics, literacy, science and social studies but it is an area for free expression and communication of ideas and feelings. We encourage participation using tried and true favorite songs, stories, and instruments including bells, rhythms sticks, scarves, sand blocks & other musical instruments. We have a scheduled circle time everyday where music & movement is incorporated.

Dramatic Play (The Arts cont.) Dramatic play allows children to learn about the world around them by acting out situations in which they strive to make sense of. Acting as mommy or daddy helps children begin to understand roles of responsibility and cooperation. Acting out as the doctor or nurse in a hospital helps children gain an understanding of compassion and empathy. Our program has a creative dramatic center explained in the "classroom" section of this handbook.

Art (The Arts cont.)

On a daily basis a variety of materials are available for coloring, painting, cutting, drawing, tearing, sculpting and craft making. A special activity is also introduced daily with a more focused approach to concept development such as spatial awareness (top, bottom, side), line (thick, thin, curved, straight), texture (smooth, scratchy, bumpy, etc.), color, etc.

Science... is the physical properties of objects, living things, the earth and the environment. Our discovery center is equipped with magnifying glasses, magnets, rocks, feathers and other materials the children can feel, manipulate, weigh and explore. We frequently plan science experiments in our activities. One example is the mixing of water and cornstarch & adding primary colors to see what happens.

Social Studies ... is how people live, work, and get along with others.

Opportunities for learning pro-social behaviors such as sharing, caring, helping, cooperating, showing friendship and expressing wants and needs are a component of our daily routines and activities.

Themes throughout the year include...

<ul style="list-style-type: none">• Colors -mixing, shading, exploring• Shapes• Patterns• Number• Wonderful Body Works• Families• Farms• Friendship• Holiday Celebrations• Seasons• Winter	<ul style="list-style-type: none">• Solar System• Dinosaurs• Land Forms• Transportation• Alphabet• Spring• Birds• Gardens• Bugs• Butterflies• Ocean life
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The Classroom

The classroom is prepared with learning centers. Each center is equipped with specific materials to enhance learning and develop skills. These centers, the materials and their value to learning are explained below.

CREATIVE DRAMATIC CENTER

Through role-playing and self-expression, children learn about social interaction as they explore new and different avenues of play. This center changes based on themes we are working on. Possibilities include house corner, store, hospital, space center, post office, dinosaur den, ocean biology lab, and more.

BUILDING AREA

Block play provides many opportunities for extensive concept development in all major areas of curriculum content. Mathematical concepts include measurement, spatial relationships, fractions and size relationships. Scientific understandings of balance, gravity and stability can be explored; language development is encouraged and pre-reading skills such as visual discrimination and matching become evident in the building area. Materials available to the children include: blocks of various sizes, Brio Mec, Brio Train tracks and accessories, Duplos, Lincoln Logs, Connects, tubes and tracks.

SENSORY TABLE

Children truly enjoy the sensory table where they can pour, fill, transfer and dig a variety of tactile substances to their hearts content! Throughout the year we fill the table with water, cornmeal, rice, sand, ice or bubbles. Here, children are exposed to basic concepts such as volume, weight and mass. In addition, the child will have the opportunity for solitary, parallel or cooperative play to meet his/her social development needs.

CREATION STATION

This area was recently created in our pre-school and has become a favorite to many children. It is a place to create anything that can be put together without using glue. Here children combine recyclable materials such as egg cartons, cut up greeting cards, ribbon, fruit baskets, straws, etc. to make wonderful creations. Putting these creations together requires planning, concentration/focus and resourcefulness.

WRITING TABLE

Paper, pencils, markers, coloring crayons and scissors are available at this center for children who want to draw, dictate a story or a letter to a family member or friend, or simply color. Some children use this center to create their own books!

The Classroom Cont.

DISCOVERY CENTER

The discovery center looks out to a beautiful setting where a bird feeder attracts local chickadees and finches. We also have a pet turtle named Cecil at this center. This is an area where children can explore the question "I wonder what will happen if...?" It is an area where concepts in life science, physical science and the earth and environment can be discovered.

ART AREA

Art plays a vital role in our pre-school. Easel painting is available everyday as is play dough. A different project is planned daily based on the theme we are working on. The importance of art in a pre-school setting should be the process rather than the product. We allow children to explore and observe their world through art by providing a variety of mediums and experiences including collage, printing, sculpting, working with textures and painting with an assortment of materials. Creativity is the emphasis in our program. Rarely do any 2 products look alike! It is amazing to see each child's personality come through in his/her artwork.

Large Muscle development...

Our outdoor area is wonderful! A fenced in sand area with a large climbing toy is ideal for everyday play. We have shovels, pails, cars & trucks for sand play. The large park also provides the opportunity for nature walks, picnic outdoors, and running in the green grass.

In the case of inclement weather, the gym is equipped with tricycles, small trampolines, a slide, a balance beam, basketball hoops, balls, hoola-hoops, floor mats, spinners, and plenty of space for running!

The Classroom Schedule

- Meeting Time to greet each other and talk about activities, concepts and ideas
- Activity time to focus on content areas of science, mathematics, literacy, social studies and art; to develop social skills and to participate in snack
 - Clean up time to work as a classroom community and develop responsibility, cooperation and teamwork.
 - Circle Time to participate in music, story telling and flannel board stories.
 - Outdoor or Gym Time
- Show and Tell time to reinforce content development, language skills and self-confidence
 - Dismissal

For
Normandy Park Pre-School
It's your turn to bring snack...
What should it look like?

- Do Bring...a variety of at least 2 or 3 prepared nutritious foods such as apples, crackers and cheese. Please bring all foods cut and ready to serve if need be.(see more examples below)
- **Bring it for the day only** unless otherwise arranged with classroom teacher(storage is very limited).
- **Do NOT bring...**napkins,cups,cutlery(these are supplied in bulk and stored)
- **Do NOT** send boxed juices, Capri Sun or snacks that are overly messy and difficult to distribute.
- **Do NOT** send snacks that are high in sugar/fructose such as candy, twinkies,chocolate,Kool-aid.
- **Do NOT** send snacks that cause choking such as nuts,seeds,grapes(unless cut in half)and other small round food.



Snacks for Holidays such as Halloween and Valentine's Day...

If your snack day falls on a celebration day, you are welcome to bring sweet treats for that day in addition to the nutritious food.



Birthdays...We celebrate birthdays with a song and a birthday crown. If you would like to bring treats in honor of your child's birthday, we suggest bagging the treats and handing them out after class. Please do not bring sheet cakes. If you bring cupcakes, please bag them so they are ready to send home.

Thank you.

SNACK SUGGESTIONS...

Serving size suggestions...3-4 pieces of each item per child. We will send home any untouched leftovers.

Fruit...apples(cut or sliced),oranges,bananas,kiwi,grapes(please cut in half for 2's & 's)

Veggies...carrots,cucumbers,celery,etc.

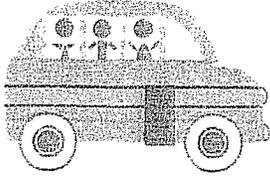
Cheese...string cheese,cheddar (please cut the string cheese in half)

Crackers...graham,cheese,wheat,rice,etc.

Others...Yogurt(a large container and we will spoon into small cups),applesauce,muffins,granola bars,breads(banana,etc.)

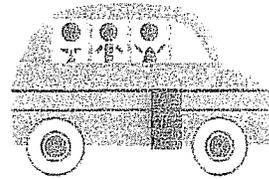
These are simply suggestions, there are many other appropriate foods. Use your imagination and have fun!

How do we serve snack? We have serving plates, cups, napkins and pitchers(for water). Each child has his/her own placemat. The children learn how to serve themselves. They will be in charge of taking an allotted number of items from the serving plate(developing listening skills, number skills and independence), eat with manners (developing self control and respect) and clean up when they have finished snack (developing responsibility and a sense of belonging to a group.)



Field Trips

Normandy Park Pre-School



Field trips are a fun way to provide learning experiences outside the classroom. There will be a variety of field trips offered throughout the year, Each field trip will be organized by the classroom teacher but carried out by participating volunteer parents. The following is a list of safety regulations and mandatory criteria.

- 1.) An adult/child ratio will be determined by the teacher based on the content of the field trip. This ratio will be stated on the consent form for each outing.
- 2.) Each attending child must be under the supervision of an adult volunteer. If this volunteer is not the parent, the assigned adult will be clearly stated on the consent form. Teachers can help supervise but cannot be solely responsible for any child due to City of Normandy Park Policy.
- 3.) Each parent must complete a consent form including a waiver of liability for the City of Normandy Park.
- 4.) Each volunteer driver must have a valid driver's license and a fully insured vehicle. The vehicle must have adequate seating including a separate seat belt for each child passenger's car seat.
- 5.) Car seats will be provided by the child's parent/guardian.
- 6.) All parent/student participation is voluntary.
- 7.) Field trip fees will be assessed and paid to City of Normandy Park within a timely manner. Make checks payable to The City of Normandy Park.

It's a big world out there, let's go explore!

