



33016 North 60th Street PO Box 426 Cave Creek, Arizona 85327

‘Bridging the Gap Between School and Community’

Child’s Play Preschool Curriculum Handbook



Child’s Play Preschool opened January 4th, 1988

- Four CCUSD locations
- NAC Self-Study and Licensed programs
- Child’s Play Curriculum is aligned with Arizona Early Learning Standards

This booklet was prepared for you and other parents of children who attend Child’s Play Preschool, for the purpose of helping you understand the philosophy, history, and operation of the preschool. Please read this guide in its entirety. If you have any further questions, please call the Community Education office, 480-575-2440. The information in this handbook is subject to change without prior notification. www.ecsforall.org



Child's Play Learning Center Vision Statement

Child's Play believes children should be given an opportunity to create their own knowledge by actively exploring the inside and outside environments. We provide a safe, special place for children, families and staff to grow physically, socially and cognitively through their daily experiences at our center.

About Us

Child's Play Preschool is an early childhood program of Education and Community Services. Our program are located at four locations within the Cave Creek School District. The staff of Child's Play Preschool Centers and Cave Creek Unified School District work together to form a complimentary curriculum for children ages 3 to 5 years old.

Our primary purpose is to provide a quality early childhood setting that meets the needs of young children and their families. At Child's Play, we provide a positive, nurturing atmosphere. Our professional staff has varying levels of early childhood education and experience. We offer the unique experience of child-parent-teacher partnerships. Our programs continually go through a process of Self-Study with the National Accreditation Commission (NAC). www.earlylearningleaders.org

We encourage all of our families to come learn about our program and curriculum. Parents are a valued part of our program. Together we hope to achieve to meet each child's individual learning styles and abilities and prepare them for future schooling. Young children learn primarily by "doing" by becoming involved in the activities that are provided for them.

Child's Play Curriculum is aligned with the Arizona Department of Education Early Learning Standards. Our curriculum focuses on the whole child with an emphasis on learning as a process of interaction with other children, adults, and materials within an environment of play. Children will be involved in a variety of project-based activities, guided investigations and materials, which are concrete and relevant to the lives of young children, and emphasize the process, not the product. Each location offers unique focuses that help children grow and learn in a safe environment.

Curriculum Highlights

Offerings at our four Cave Creek Locations:

Black Mountain Preschool is a friend of Core Knowledge Curriculum. This program for 3-5 year olds is specifically designed to provide your child with the solid foundation he or she will need for later learning in kindergarten and beyond. The Core Knowledge Preschool Program is based on scientific research about how young children learn. Core Knowledge focuses on identifying specific goals in all areas of learning, setting high expectations for all children. www.coreknowledge.org . Classes are offered 2, 3, or 5 days a week and Kid's Club before and after-school program.

Black Mountain Elementary School is located at 33606 N. 60th Street
Scottsdale, Arizona 85266

Desert Willow Preschool:

Curriculum Emphasis: Spanish Immersion and Emergent Curriculum.

This preschool class, housed at the Desert Willow School, allows children between 3-5 years of age to experience their day exclusively in Spanish. Language immersion is an educational approach, especially effective for young children that result in second language acquisition. The **Emergent Curriculum** is an approach to teaching, learning and advocacy for children. ... Teachers record these observations to reflect on developmentally appropriate ways to help children expand their academic and social potentials. Long-term projects connect core academic areas in and out of the **classroom**.

Desert Willow Elementary School is located at 4322 E. Desert Willow
Parkway Cave Creek, Arizona 85331

ECS/District Office Preschool:

Curriculum Emphasis: ECS/District Office Preschool is a friend of the Core Preschool Curriculum. World Language French and Spanish.

This program for 3-5 year olds is specifically designed to provide your child with the solid foundation he or she will need for later learning in kindergarten and beyond. The Core Preschool Sequence is a set of guidelines based on scientific research about how young children learn. This curriculum focuses on identifying specific goals in all areas of learning, setting high expectations for all children. www.coreknowledge.org World Spanish/French is offered to build a child's knowledge of second-language learning. Full-time classes, part-time morning, afternoon classes and lunch bunch are offered. Other opportunities like: High School Peer Tutors from Cactus Shadows High School and Inclusive classroom opportunities with Developmental Preschool are also part of the curriculum.

Education and Community Services/Main Office is located at 33016 N. 60th Street Scottsdale, Arizona 85266

Horseshoe Trails Preschool:

Curriculum Emphasis: STEM-Hands-on Learning, Plus World Chinese

Horseshoe Trails Preschool specializes in a hands-on learning environment where each child progresses at a unique rate, and has an individual learning style and possesses diverse abilities. In collaboration with the Lowell Observatory in Flagstaff, Arizona, the LOCKS program features fun and exciting hands-on on science investigations designed to teach preschoolers about science, technology, engineering, and math (STEM). Horseshoe Trails Preschool offers World Language Mandarin Chinese. Classes are offered 2, 3, or 5 days a week and Kid's Club before and after-school classes.

Horseshoe Trails Elementary is located at 5405 W. Pinnacle Vista Drive Phoenix, Arizona 85085

Program Highlights

- Aligned Curriculum/Assessment with Arizona Department of Education
- Full Day/Half Day Programs
- Low child-teacher ratio (10:1)
- 4 Nationally Accredited sites (NAC)
- Core Knowledge Curriculum
- Contracted with DES
- Multi-Age Classrooms
- Character Counts Program
- Love and Logic Discipline
- Student Portfolios
- Student Assessments
- Get Ready to Read Literacy Tool
- ABC Music and Me Language Arts Program
- A Touch of Chinese/Spanish Immersion or Desert Willow Full Spanish Immersion
- Smart Support Mental Health Services
- Health and Safety Consultant
- High School Peer Tutors from Cactus Shadows High School at the ECS/Learning Center Campus
- Inclusive classroom opportunities with Developmental Preschool at the ECS/Learning Center Campus

Curriculum Content is:

- Research-based
- Provides education for the whole child,
- Teacher's knowledge of predictable stages of development
- An environment that emphasizes play through interaction with other children and adults and materials
- Project-based activities
- A balanced daily schedule

Partnerships

- Arizona State University
- Literary Project in conjunction with Desert Foothills Library
- Arizona Department of Education Monthly Early Childhood Consortium/PLAY group
- Member of National Association for the Education Young Child
- On-going Early Childhood Professional Development
- Accredited with National Accreditation Commission
- First Things First
- Southwest Human Development: Mental Health Consultant

A STATEMENT ABOUT PLAY

Play is the mode through which young children learn. To expect them to learn any other way means we do not understand the differences between how preschool and kindergarten children learn and how older children learn. It means we do not understand the differences between concrete and abstract learning.

In order for a young child to make sense of her/his world, i.e., learn about it, she/he must taste it, feel it, roll it, throw it, rub it, squeeze it, turn it upside down, sort it, run in it, dig in it, swing in it, observe it, and wonder about it. To do this successfully, a child needs long periods of time in which to play. We, the teachers, are only the facilitators of that learning. Our job is to provide opportunities within the framework of our schedule and provide expansion of experiences derived from what the children already know.

Letting children play shows respect for their ability to process and figure things out. It develops self-motivated, confident learners. To try to “teach” a child is to turn him/her off to the excitement and responsibility of the learning process.

PLAY TODAY?

Lelia P. Fagg

You say you love your children,
And are concerned they learn today?
So am I - that's why I'm providing
A variety of kinds of play.

You're asking me the value
Of blocks and other such Play?
Your children are solving problems.
They will use that skill every day.

You're asking what's the value
Of having your children play?
Your daughter's creating a tower;
She may be a builder someday.

You're saying you don't want your son
To play in that “sissy” way?
He's learning to cuddle a doll:
He may be a father someday.

You're questioning the interest centers:
They just look like useless play?
Your children are making choices;
They'll be on their own someday.

You're worried your children aren't learning;
And later they have to pay?
They're learning a pattern for learning;
For they'll be learners always.

(Taken from YOUNG CHILDREN, January, 1975)

CHILD'S PLAY LEARNING CENTER PHILOSOPHY STATEMENT

This program is designed to meet the needs of the whole child: i.e. the child's emotional, social, physical and cognitive growth. A variety of developmentally appropriate activities and materials are designed to emphasize concrete experiential learning. Children can participate in their own unique styles at their own rate of speed.

Parents are a valued part of this program. Together we hope to achieve the following goals for the children:

- To develop self-esteem and self-confidence;
- To become a competent problem-solver;
- To facilitate natural curiosity and the ability to question;
- To develop the creativity of each child in all aspects of the program;
- To develop successful social skills for interacting with peers, adults and the group;
- To enhance physical development in both large and small motor skills;
- To develop cognitive skills through direct, concrete experiences with materials that form the foundations of learning in math, reading and science; and social studies.
- To develop good health habits and practices.

The staff of CHILD'S PLAY LEARNING CENTER and Cave Creek Unified School District work together to form complimentary curriculums.

For you as parents, Child's Play hopes:

- to provide you with an opportunity to learn about children and to observe your child through participation in the classroom;
- to help you develop positive skills and techniques for child rearing; and
- To serve as a support group for information, encouragement and contact with other families of young children.

Child's Play Curriculum Content

Child's Play Preschool recognizes the importance of the early formative years. High quality early childhood programs help children become well-adjusted and successful members of society. Children who have attended good programs are more likely to be successful in later schooling, be more competent socially and emotionally, and have greater opportunities for good health. (1)

Child's Play serves 3-5 year old children and bases their program on developmental research done by Piaget, Erickson, NAEYC, and Arizona Department of Education Early Learning Standards. This research concludes that learning is an outgrowth of the interaction between children's thinking and their experiences. Young children learn primarily by "doing" by becoming very involved in the activities of their own choosing.

A developmentally appropriate program for preschoolers will do the following:

1. Provide for the education of the whole child, including physical, social, emotional, and intellectual development.
2. Be based on a teacher's knowledge of predictable stages of development for a particular group and on the unique needs of individual children within that group.
3. Emphasize learning as a process of interaction with other children, adults, and materials within an environment that emphasizes play.
4. Provide a variety of project based activities, guided investigations and materials which are concrete and relevant to the lives of young children, and which emphasize the process, not the product.

5. Provide a balanced daily schedule that includes; structured versus unstructured activities, planned versus spontaneous activities, quiet versus active activities, self-directed learning versus teacher-directed learning and large group versus small group times.

Child's Play learning environment is an unstructured, comfortable, warm, busy place where children can feel secure yet challenged for learning. Children in this setting are valued and unique, competent individuals with a desire to learn. Children have time to choose what, how and when they want to learn with guidance of staff that is sensitive to the social and emotional needs of the child. Children learn through the use of hands-on activities, experimenting with their environment, discovering, playing, and problem solving, and socializing in a creative curriculum. Learning centers provide activities that are open-ended, multi-level and self-correcting, and they promote an atmosphere conducive to individual difference and varying learning styles of children.

According to the National Association for the Education of Young Children, "Knowledge is not something that is given to children as though they were empty vessels to be filled. Children acquire knowledge about the physical and social worlds in which they live through playful interaction with objects and people. Children do not need to be forced to learn; they are motivated by their own desire to make sense of their world." (2)

(1) "America's Future Depends on High Quality Childhood Programs",
NAEYC, 1987

(2) NAEYC. "Position Statement on Developmentally Appropriate Practice in Programs for 3-5 year olds." *Young Children*, 41(6), pp. 20-29.

The Role of the Parent

The active participation of parents in the life of the school is an essential component of the educational experience. Families are actively involved in meetings, conferences, celebrations and events. Parents become a part of the school by not only receiving feedback from teachers about their child's work but also when decisions about the school and about educational approach are taken. Collaborating with parents is essential for consistent, positive experiences both at home and at school. Parents are aware of what is happening in the classroom through posting of daily schedules and lesson plans. Teachers provide written assessments on each child's development, and school provides opportunities to learn more about the development of young children through sponsored seminars and newsletters. This all supports an open environment of communication between the parents and the teachers.

The Role of the Teacher

Teachers play a critical role in preparing your child for a lifetime of learning. All of the Head Teachers are highly experienced educators in the development of young children. Our expectations are high, and we demand nothing less than the following from our teaching teams:

- To help children see the connections in learning and experiences.
- To co-explore the learning experience with the children.
- To provoke ideas, problem solving, and conflict resolution.
- To take ideas from the children and return them for further exploration.
- To organize the classroom and materials to be aesthetically pleasing.
- To organize materials to help children make thoughtful decisions about the media.
- To help children express their knowledge through representational work.
- To document children's progress: journals, photographs, and portfolios.
- To have a dialogue about the projects with parents and other teachers.
- To foster the connection between home, school and community.

The Role of the Environment

The environment is designed to provide a variety of sensory experiences in an aesthetically pleasing manner, using both indoors and outdoors as learning spaces. Items found in nature are incorporated into the classroom materials and considered an important part of developing an appreciation for the world around us. Teachers carefully arrange the room and display all materials so that children can make thoughtful decisions when working and exploring. Documentation of children's works, plants, and collections that children have made from outings are displayed both at the children's and at adult eye level. Common space is available to all children in the classroom that includes dramatic play areas, sensory tables, atelier/art center, library and reading nook, block center and worktables for puzzles and scientific learning. The classrooms provide an enriched environment that nourishes each child's development.

GOALS FOR CHILDREN

It is our goal that children in the learning center and extended day programs will:

- Develop positive self-esteem
- Enjoy school and have fun
- Develop a love of learning
- Learn to solve problems, take risks, and make decisions
- Develop independence and initiative
- Develop self-expression and creativity through materials, music, movement and language
- Respect themselves and others
- Develop social skills through interactions with peers, older and younger children and a variety of adults and cultures
- Appreciate differences in people, cultures and the natural worlds
- Feel safe and secure in the school environment
- Develop language skills by encouraging reading, writing, speaking and listening
- Learn through the use of all five senses – seeing, hearing, touching, tasting and smelling
- Develop large and small motor skills
- Learn the skills of group participation
- Observe their environment, ask questions and think critically
- Feel part of the school community
- Develop self-help skills and good health habits
- Develop intellectual skills through hands – on experiences

GOALS FOR EDUCATION AND COMMUNITY SERVICES EMPLOYEES

We believe that all children have the right to be treated with dignity and respect. As a staff, every effort is to be made to be sensitive and responsive to the needs and interests of each child. The teacher's task is to observe carefully and work with parents and staff to provide the means so that those needs can be met. In order to meet the needs of the developing child and provide quality care, we strive to:

- Provide a healthy and safe environment
- Provide a secure, comfortable, enjoyable and responsive environment
- Respect, accept and appreciate each child
- Provide learning opportunities designed to promote perceptual motor, psychological, social, linguistic and intellectual growth
- Encourage each child's independence, autonomy and self-discipline
- Maintain an environment free of racial or sex role bias, stereotype or prejudice
- Provide regular information to parents
- Encourage parent's questions, opinions and involvement

INTRODUCTION TO AGES AND STAGES OF DEVELOPMENT

In order to support the individual learning needs of young children, their developmental stages must be considered. An understanding of a child's behavioral age will help the teacher provide learning environments, which will effectively meet those individual needs. This information will also help teachers to plan and implement classroom activities.

At all ages and stages of development, children display the following characteristics:

- **An Active Body:** Through physical activity, children explore and manipulate their world.
- **Five Senses:** To best encourage learning, children must be allowed to use as many senses as possible.
- **Curiosity:** Children have a natural desire to learn.
- **Previous Experiences:** Children bring a variety of experiences with people, places and objects to the classroom. Teachers can build upon and extend these experiences. (I)

THE THREE-YEAR OLD

The three-year old has survived the turbulence of the “twos” and has become a cooperative young person. She/He enjoys being with other children but has not yet learned the skills of cooperative play. She/He is eager to please and wants to do what is right.

Characteristically, a three-year old:

- Speaks in three or four word sentences.
- Is jealous of younger brothers and sisters.
- Is more cooperative than at two.
- Is friendly, helpful and wishes to please.
- Is curious and inquisitive and asks many questions.
- Likes to pretend.
- Is self-centered, sharing is difficult.
- Demonstrates parallel play.
- Wants to do things for him/herself.
- Has many fears and anxieties.
- Prefers to be close to adults.
- Likes stories and songs.

(I) Graves, Patricia UNDERSTANDING HOW CHILDREN LEARN, CDA Module #36, Central Arizona College, 1981

THE FOUR-YEAR OLD

At this magical age, the four-year old child is actively trying many new experiences. She/He thrives on variety and tends to be out of bounds in every field of behavior. Characteristically, a four-year old:

- Is enthusiastic.
- Is very active.
- Is loud.
- Has difficulty sitting.
- Bosses and criticizes others.
- Plays in small groups.
- Can be silly.
- Is unpredictable.
- Shows extreme self-confidence.

THE FIVE-YEAR OLD

In contrast to the four-year old, the five-year old child is focused and well adjusted. She/He wants to be good and to please others. However, at 5 ½ years, break-up behaviors will appear.

Characteristically, a five-year old:

- Likes to help.
- Likes to be read to, to engage in conversation and be informed.
- Is willing to work in small groups.
- Likes to talk and to use new vocabulary.
- Engages in dramatic play.
- Likes to follow rules.
- Expresses feelings freely.
- Asks many questions.
- Plays cooperatively in small groups.

Characteristically, a five and one-half year old:

- Is less anxious to please.
- Is beginning to lose control of his/her behavior.
- Is indecisive.
- Is ready to speak up.
- Is demanding, brash and opposing.
- Shows increased tensional outlets, i.e. biting nails.
- Shows difficulty sitting still.

SOCIAL/EMOTIONAL EXPERIENCES

The child's play learning center/extended day play experiences may include time each day to:

- Plan and complete an activity alone
- Share
- Plan and work with others
- Reflect on their activities
- Develop decision-making skills
- Solve problems
- Develop responsibility
- Follow directions
- Follow a routine

PHYSICAL EXPERIENCES

The child's play learning center/extended day play experiences may include time each day to:

- Develop locomotion skills
- Develop balance and coordination
- Develop spatial awareness
- Develop fine motor skills
- Develop eye-hand coordination
- Use both hands together and each hand alone
- Develop an awareness of rhythm and beat

COGNITIVE EXPERIENCES

The child's play learning center/extended day play experiences may include time each day to:

- Sort, match and develop classification skills
- Develop seriation
- Create
- Role-play and develop representational skills
- Be exposed to new knowledge
- Develop 1:1 correspondence and counting skills
- Sequence and follow a pattern
- Think about past and future events
- Develop expressive language skills
- Listen to stories, poems, finger plays, chants and songs
- Develop predictions and conclusions

IN THE DRAMATIC PLAY CENTER

Children learn to...

- ❖ Use a variety of words to express feelings and ideas
- ❖ Use oral language in a variety of situations
- ❖ Match objects in a one-to-one correspondence
- ❖ Learn social skills appropriate to group behavior
- ❖ Identify basic economic wants of people
- ❖ Explore different celebrations and customs
- ❖ Know and observe rules of the classroom
- ❖ Explore sequences in basic family routines
- ❖ Experience consequences of actions in social relationships
- ❖ Practice self-help skills
- ❖ Participate in leadership/fellowship roles
- ❖ Develop concept of family
- ❖ Work cooperatively
- ❖ Practice simple home chores
- ❖ Engage in creative dramatic activities
- ❖ Engage in nonverbal communication
- ❖ Speak clearly and at an appropriate rate
- ❖ Engage in one on one communication
- ❖ Discover ways people help each other
- ❖ Discover socially acceptable and unacceptable behavior
- ❖ Discover cause and effect, interaction of materials and change
- ❖ Match pairs, sort and classify objects
- ❖ Share materials and take turns
- ❖ Make choices
- ❖ Make decisions

IN THE GROSS MOTOR CENTER

Children learn to...

- ❖ Develop muscular strength and endurance
- ❖ Develop flexibility and cardio respiratory endurance
- ❖ Develop locomotor skills
- ❖ Develop nonlocomotor skills
- ❖ Manipulate bean bags, large balls, long ropes and hoops
- ❖ Perform body mechanics
- ❖ Develop body awareness
- ❖ Develop spatial and directional awareness
- ❖ Develop coordination and balance
- ❖ Participate in cooperative games
- ❖ Develop and practice behavior reflective of good sportsmanship
- ❖ Develop and practice behavior that reflects an understanding of safety
- ❖ Develop primary gymnastic skills (crawling, rolling, creeping, scooting, sliding and balancing)
- ❖ Respect equipment and materials
- ❖ Make choices
- ❖ Make decisions

IN THE ART CENTER

Children learn to...

- ❖ Discover line, color, shape and texture by seeing and feeling objects
- ❖ Experiment informally with a variety of simple media
- ❖ Express individual thoughts and feelings through picture making, modeling, constructing and printing
- ❖ Look at and talk about art works including primary sources
- ❖ Engage in conversation by sharing ideas with others
- ❖ Use the senses to gain information about the environment
- ❖ Develop problem solving skills
- ❖ Develop independence
- ❖ Develop organizational skills
- ❖ Experiment with art materials to understand properties
- ❖ Experiment with art materials to understand cause and effect
- ❖ Explore artwork
- ❖ Develop manipulative skills
- ❖ Develop eye-hand coordination
- ❖ Respond to story telling by drawing or painting
- ❖ Observe color, texture, size and shape of objects
- ❖ Make choice
- ❖ Make decisions

IN THE BLOCK CENTER

Children learn to...

- ❖ Use oral language in a variety of situations
- ❖ Match objects in a one to one correspondence
- ❖ Learn social skills appropriate to group behavior
- ❖ Use vocabulary to designate relationships
- ❖ Demonstrate concepts of whole and half
- ❖ Use vocabulary to compare objects (same/different)
- ❖ Form groups by sorting and matching objects according to their attributes
- ❖ Know and discuss the consequences of actions in social relationships
- ❖ Create, repeat and/or extend patterns
- ❖ Develop eye-hand coordination
- ❖ Observe and follow safety rules
- ❖ Learn ordering
- ❖ Learn mapping skills
- ❖ Learn physical representations of addition and subtraction
- ❖ Develop classification skills
- ❖ Learn size and shape differentiation, relations and recognitions
- ❖ Discuss ways people help each other
- ❖ Express relative sizes
- ❖ Understand gravity, stability, weight and balance
- ❖ Think, create and implement plans
- ❖ Discover properties of matter
- ❖ Discover the names of buildings and the functions of buildings
- ❖ Develop respect or the work of others
- ❖ Make choices
- ❖ Make decisions

IN THE PLAYDOUGH CENTER

Children learn to...

- ❖ Use their senses to gain information about the environment
- ❖ Compare and contrast textures
- ❖ Use vocabulary to designate quantities such as: More than; less than; equal to; and, as many as
- ❖ Demonstrate concepts of part and whole with manipulative materials
- ❖ Acquire fundamental movement skills
- ❖ Develop fine motor skills like pincher control
- ❖ Develop perceptual awareness skills such as coordination
- ❖ Discover properties of matter
- ❖ Express self creativity
- ❖ Discover cause and effect, model, interaction of materials and change
- ❖ Use tools to help
- ❖ Combine objects
- ❖ Compare similarities and differences
- ❖ Use vocabulary such as hard/soft, fat/thin, long/short and in/out
- ❖ Work cooperatively
- ❖ Share materials
- ❖ Make choices
- ❖ Make decisions

IN THE MUSIC CENTER

Children learn to...

- ❖ Hear music for quiet listening
- ❖ Hear music that tells a story
- ❖ Create vocal sounds by imitating sing songs
- ❖ Move and dance
- ❖ Play simple rhythm using musical instruments
- ❖ Participate in rhythmic activities
- ❖ Develop coordination
- ❖ Acquire fundamental movement skills
- ❖ Develop spatial and directional awareness
- ❖ Recognize and compare sounds
- ❖ Formulate patterns
- ❖ Explore vocal sounds
- ❖ Explore imitation/recognition of environmental sounds
- ❖ Explore difference between speaking and singing voices
- ❖ Explore tone matching
- ❖ Explore rote singing of melodic patterns
- ❖ Sing action songs
- ❖ Recognize high/low, loud/soft, fast/slow, up/down, long/short and smooth/jerky
- ❖ Hear short selections for expressive movement
- ❖ Listen and identify simple music forms
- ❖ Perform gross motor movement to recorded music
- ❖ Move to express mood/meaning of music
- ❖ Move to express steady beat and body sounds
- ❖ Explore sounds
- ❖ Explore singing
- ❖ Learn simple games
- ❖ Explore complicated rhythm patterns
- ❖ Make choices
- ❖ Make decisions

IN THE POURING CENTER

Children learn to...

- ❖ Recognize the empty seat
- ❖ Know terms related to direction and location
- ❖ Compare and contrast similarities and differences
- ❖ Use vocabulary to designate quantities such as: More than; less than; equal to; and, as much as
- ❖ Use senses such as taste, smell, touch, sight and sound
- ❖ Acquire fundamental movement skills
- ❖ Practice self-help skills
- ❖ Develop pincher control
- ❖ Develop perceptual awareness skills
- ❖ Understand gravity, stability, weight and balance
- ❖ Explore force, cause and effect and systems
- ❖ Discover properties of matter
- ❖ Develop awareness for cycle, interaction of materials and change
- ❖ Understand volume and measurement
- ❖ Observe relationships between materials
- ❖ Make choices
- ❖ Make decisions

IN THE WOODWORKING CENTER

Children learn to...

- ❖ Identify basic economic wants of people
- ❖ Know and observe rules of the home, classroom and school
- ❖ Discuss what families do together
- ❖ Use the senses to gain information about the environment
- ❖ Develop fine motor skills
- ❖ Develop pincher control
- ❖ Develop spatial and directional awareness skills
- ❖ Develop coordination
- ❖ Develop a healthy self concept
- ❖ Develop a willingness to try again
- ❖ Develop pride in work
- ❖ Develop a willingness to try new things
- ❖ Explore force, cause and effect and properties of the materials
- ❖ Develop safety awareness
- ❖ Understand stability and balance
- ❖ Work independently
- ❖ Develop flexible, fluent and unique thinking
- ❖ Work with measurement tools
- ❖ Explore relationships and interaction of materials
- ❖ Make choices
- ❖ Make decisions

IN THE LIBRARY CENTER

Children learn to...

- ❖ Respond to simple directions, commands and questions
- ❖ Recognize and compare familiar and unfamiliar sounds
- ❖ Acquire the meaning of vocabulary words
- ❖ Listen to literary selections for personal enjoyment
- ❖ Use a variety of words to express feelings and ideas
- ❖ Dictate ideas and feelings as they are recorded
- ❖ Retell a familiar story
- ❖ Use oral language in a variety of situations
- ❖ Read own stories to others
- ❖ Create stories using invented spelling
- ❖ Develop fine motor skills
- ❖ Identify author and illustrator as being creators of stories
- ❖ Focus attention on a teacher
- ❖ Listen to appreciate sound devices of rhythm, rhyme, alliteration and onomatopoeia
- ❖ Relate events from personal experiences
- ❖ Communicate effectively in one-on-one and small group situations
- ❖ Tell what a story is about
- ❖ Recall important facts from story
- ❖ Arrange the events of a story in sequential order
- ❖ Distinguish between real and make-believe
- ❖ Retell an unfamiliar story
- ❖ Respond to various forms of literature
- ❖ Become acquainted with a variety of selections, characters and theme of our literary heritage
- ❖ Select books for individual needs and interests
- ❖ Follow simple story lines in stories read aloud
- ❖ Recognize that everyone has experiences to write about
- ❖ Recognize that writing can entertain and inform

IN THE MANIPULATIVE CENTER

Children learn to...

- ❖ Match objects in a one-to-one correspondence
- ❖ Orally identify the names of objects in a group
- ❖ Recognize the empty seat
- ❖ Know terms related to direction and location
- ❖ Use vocabulary to define quantities and relationships
- ❖ Learn vocabulary to compare sets
- ❖ Demonstrate concepts of part and whole
- ❖ Compare objects
- ❖ Form groups by sorting and matching
- ❖ Combine and separate groups of objects to form new groups
- ❖ Sort objects by one or more characteristics
- ❖ Repeat a simple pattern using objects
- ❖ Order two or three objects by size
- ❖ Develop fine motor skills
- ❖ Practice self-help skills
- ❖ Develop pincher control
- ❖ Develop perceptual awareness skills
- ❖ Experience counting objects
- ❖ Experience identifying patterns
- ❖ Experience at the readiness level physical representations of addition and subtraction
- ❖ Discover similarities and differences
- ❖ Know the letters of the alphabet
- ❖ Distinguish between upper and lower case letters
- ❖ Sequence events correctly
- ❖ Make predictions and explain why
- ❖ Discover color, shape, line and texture
- ❖ Explore money
- ❖ Explore time units
- ❖ Classify objects
- ❖ Acquire eye-hand coordination
- ❖ Make choices
- ❖ Make decisions

IN THE CONSTRUCTION CENTER

Children learn to...

- ❖ Develop fine motor skills
- ❖ Express themselves through construction materials
- ❖ Repeat a simple pattern
- ❖ Develop perceptual awareness
- ❖ Develop pincher control
- ❖ Participate in cooperative play
- ❖ Express individual thoughts and feelings through constructions
- ❖ Experiment informally with a variety of simple materials
- ❖ Acquire the meaning of vocabulary words relating to concepts
- ❖ Make choices
- ❖ Make decisions

IN THE SCIENCE CENTER

Children learn to...

- ❖ Use senses to gain information about the environment
- ❖ Describe phenomena in the environment
- ❖ Use vocabulary to compare objects
- ❖ Compare similarities and differences among objects
- ❖ Sort objects from the environment according to one or more characteristics
- ❖ Sequence events in order of their occurrence
- ❖ Know and practice safety
- ❖ Talk about what is seen, heard, touched, tasted or smelled as objects, people and events are experienced
- ❖ Use comparators
- ❖ Observe color, texture, size and shape of objects
- ❖ Observe systems, cycles, interactions and diversity in the environment
- ❖ Classify objects from the environment as living or nonliving
- ❖ Describe external features of organisms
- ❖ Make predictions
- ❖ Use the scientific method
- ❖ Develop curiosity about the natural world
- ❖ Observe relationships between objects
- ❖ Use weighing and other measurement skills to gain information
- ❖ Observe relationships between objects
- ❖ Use weighing and other measurement skills to gain information
- ❖ Observe forces such as gravity and magnetism
- ❖ Respect and use tools appropriately and safely
- ❖ Match, sort and classify objects
- ❖ Group objects
- ❖ Make choices
- ❖ Make decisions

