

Jellyfish Group Program Plan

Sandcastle Child Care is licensed to provide care from 6:30 am to 6:00 pm, Monday through Friday, 12 months per year. Sandcastle is licensed for 120 preschool children.

The preschool classrooms are divided into 6 different classrooms. The Jellyfish classroom is a preschool classroom and the children are usually 4 years old when they are in this classroom. The Jellyfish use the Project Early Kindergarten approach in their classroom. Lesson plans are created using the Project Early Kindergarten Doors to Discovery Curriculum and are available to parents. There is a teacher/child ratio of 1 to 8 in this classroom.

Children are supervised at all times by a qualified staff person. Staff interact with the children during play and activities while providing age appropriate learning experiences for each child's physical, intellectual, social and emotional developmental needs in a loving, caring environment. Parents are encouraged to participate in any part of their child's day at Sandcastle. A wide variety of families and cultural backgrounds are represented in the classroom. We welcome parents to participate in representing their families and cultural backgrounds in the classroom.

Assessments are written 3 times per year using the Project Early Kindergarten Assessment. In November and May conferences are filled out by the teachers and sent home with each child. In February we do a sit down conference with the parents to go over the progress of the children.

This program plan is available to parents at all times. This program plan is given out to the parents of a child enrolled in our classroom. This program plan will be reviewed and evaluated annually by the classroom staff and the director.

In the Jellyfish room we strive to:

- Encourage awareness of, and positive feelings towards self, others, and the environment.
- Encourage children to initiate activities, ask questions, make limited choice, and solve problems independently.

- Provide a variety of activities (art, finger-plays, songs, movement, language, math and science) that will reinforce and extend concepts and skills.
- Provide an environment that is:
- Predictable with well-defined activity areas, labeled items
- Child centered along with child sized equipment, self-selection in activities, child's artwork displayed
- Multicultural and non-sexist
- Balanced active and quiet times, indoor and outdoor play, structured and non-structured activities
- Provide a program that can meet the needs of each individual child. This classroom will be divided into learning areas experiences and materials. Children will choose their own activities and whether to work and play independently or in small groups. Staff encourage child selected activities, and experiences and materials.

Early Childhood Workshop

Overview

The Early Childhood Workshop (ECW) is an emergent, standards-based framework which utilizes child data and a variety of early childhood curriculum resources to plan instruction. The ECW model aligns with structures children will encounter in Readers and Writers Workshops. Learning activities are created with the understanding that children are inherently competent, curious and social. Teachers develop clearly defined learning objectives, based on an identified standard, and children's individual data, based on formal assessments and teacher observations.

Classroom activities are linked to the interests and current knowledge of children; they ensure children have the opportunities to interact with materials, other children and supportive adults. Activities are focused on investigations, which encourage students to use resources for problem solving. Learning activities are organized around an area of study designed to build on children's interests and background knowledge. Typically, the area of study is four weeks in length, but may extend if the interest and needs of children indicate its relevance.

The area of study permeates the day and the classroom. Teachers co-create learning centers with children and determine next steps by observing children's investigations. Learning goals and activities are appropriately sequenced to allow each child to effectively integrate and retain new knowledge.

Ease Into the Day

The Early Childhood Workshop begins with Ease Into the Day. Each child's day begins with a personal connection and greeting from a teacher. Following the greeting, teachers assist children as they sign in for the day, providing scaffolding supports based on individual needs. Teachers further facilitate the transition from home to school by intentionally creating an environment for calm, quiet activities while engaging in extended conversations, facilitating peer interactions, monitoring the classroom and providing support as needed.

Ease Into the Day provides a predictable ritual and routine, which allows children to make a smooth transition from home to school while building relationships with both teacher and peers.

Morning/Afternoon Meeting

Morning/Afternoon Meeting exists to build community in the classroom while delivering instruction of core content. The teacher and children sit in a circle to foster direct communication among all class members. The everyday elements of the meeting are greeting, daily message and a read aloud. Additional instructional strategies will usually be incorporated.

Small Group

Small Group is targeted skill instruction that is a daily expectation. Classroom teachers are able to address identified learning gaps using data-driven decision-making. Children are grouped, based on areas of need revealed by data, to facilitate differentiated instruction. Small Group activities are facilitated by teachers or may be independent if the learning tasks are familiar. Children are able to learn new information, practice and expand on something they have learned, share and problem solve in a safe environment. Small Group instruction is especially useful in teaching vocabulary and phonological awareness skills for English Language Learners. Small Groups are fluid and, based on data, change as necessary.

Active Learning

Active Learning is the heart of ECW. During Active Learning children have the opportunity to construct deeper knowledge through independent or small group, hands-on experiences. Classroom teachers design literacy-rich learning centers to help children become talkers, listeners, readers, and writers. Each learning center includes literacy props and activities that support the area of study. The learning centers are intentionally designed to extend the daily lesson and/or invite creative expression and/or provide independent practice for targeted literacy, math and science skill development that children may have been introduced to in Small Group or Morning Meeting instruction.

Regroup to Revisit

Regroup to Revisit is the closing meeting of Early Childhood Workshop. The classroom gathers together in a large group to revisit the day's lesson, explore some other aspect of the children's work or plan an extension of learning for the following day.

Jellyfish Group Daily Schedule:

6:30 – 8:20	Ease in to the Day
8:20 – 8:30	Bathrooms / Wash Hands
8:30 – 8:35	Water Break
8:35 – 9:00	Breakfast
9:00 – 10:10	Active Learning and Sign In
10:10 – 10:30	Morning Meeting
10:30 – 11:10	Outside / Large Motor
11:10 – 11:25	Small Groups
11:25 – 11:30	Water Break
11:30 – 11:35	Bathrooms / Wash Hands
11:35 – 12:15	Lunch
12:15 – 12:40	Daily Message / Regroup to Revisit
12:40 – 12:50	Bathrooms
12:50 – 2:45	Nap / Quiet Activities
2:45 – 2:55	Bathrooms
2:55 – 3:25	Wash Hands / Snack
3:25 – 4:15	Outside / Large Motor
4:15 – 4:20	Water Break
4:20 – 6:00	Active Learning / Pick Up

Schedules are subject to change based upon the needs of the children.

Intentional Transitions are embedded throughout the daily schedule.

Outside time is weather permitting. Schedules will be adjusted if outside time is not possible.

The Library and Art rooms are used at the discretion of the teachers for small groups or large groups during active learning. No more than 18 children are able to be in each room at a time.

This Program Plan will be reviewed once a year by both the teaching staff and the Director.

Teacher: _____ Date: _____

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Director: _____ Date: _____