

## **Puffer Fish 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 pre-school aged children. They are divided into six classrooms. The Puffer Fish classroom is for children from 52 months – Kindergarten. The Puffer Fish use the Project Early Kindergarten approach in their classroom. Lesson plans are created using The Doors to Discovery curriculum which is part of Project Early Kindergarten and are available to parents. Project Early Kindergarten aligns with the St. Paul Public Schools early Kindergarten programs. 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. 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 in May, conferences are filled out by the teacher and sent home with each child. In February we do a sit down conference with the parents to go over the progress of their child(ren).

This program plan is available to parents at all times and 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 Puffer Fish classroom we strive to:**

- Encourage awareness of, and positive feelings towards self, others, and the environment.
- Encourage children to initiate activities, ask questions, make limited choices, and solve problems independently.
- Encourage and promote self-expression through language, art, music, and play.
- Provide a variety of activities (art, stories, finger-plays, songs, movement, language, math, and science) that will reinforce and extend concepts and skills.
- Provide an environment that is:
  - A. predictable...well defined activity areas, labeled items
  - B. child centered...child-sized equipment, self-selection in activities, child's artwork displayed
  - C. multicultural and nonsexist
  - D. 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 that provide children with a variety of learning experiences and materials. Children will choose their own activities and whether to work and play independently or in small groups. Following is a list of specific learning areas, objectives for each, and materials that will be used to meet the objectives.

#### A. **Art**

##### Objectives:

1. Encourage individual expression and creativity.
2. Offer opportunities to explore a variety of media in a variety of ways.

##### Materials:

easels, various paints and painting materials, scissors, pencils, crayons, markers, chalk, play-dough, glue, craft materials, pipe cleaners, cookie cutters, utensils, yarn, ribbon, cotton balls, tissue paper, 'junk' items, theme related materials, art related books

#### B. **Blocks**

##### Objectives:

1. Promote fine motor and coordination skills.
2. Encourage creativity by sorting, stacking, and building.

##### Materials:

large wooden blocks, Legos, Tinker toys, small vehicles, animals, toy people, theme related materials, graph paper/other writing materials, construction/building related books

#### C. **Fine Motor**

##### Objectives:

1. Develop eye-hand coordination and visual perception.
2. Develop problem solving, classification, and discrimination skills.

##### Materials:

crayons, pencils, markers, paper, stencils, magnet boards and letters, chalkboard with chalk, puzzles, pegboards and pegs, sewing cards, math manipulatives, connecting beads and links, dominoes, matching games, sequencing cards

#### D. **Dramatic Play**

##### Objectives:

1. Encourage dramatic play and role-playing.
2. Develop language/socialization skills.
3. Provide practice in dressing skills.

##### Materials:

small table, chairs, kitchen appliances, toy dishes and utensils, plastic food, dolls and doll clothing, ironing board and iron, telephone, hats, clothing and accessories, camera, a full length mirror, assorted theme-related materials, writing materials, theme related books

## E. Large Muscle

### Objectives:

1. Develop large and small muscle coordination.
2. Develop balance, posture, and strength.
3. Provide an outlet for energy.

### Materials:

balls, climbing equipment, beanbags, bikes, riding vehicles, tumbling mats, jump ropes, music source

## F. Library

### Objectives:

1. Promote language and reading readiness skills.
2. Develop an appreciation for literature.

### Materials:

cozy seating area, stuffed animals, rotating set of books, tape recorder with earphones, book-on-tape sets, puppets, flannel board with flannel board pieces/stories

## G. Music

### Objectives:

1. Develop skills of expression, rhythm, and listening.
2. Develop understanding and appreciation of all music.

### Materials:

rhythm instruments, tape recorder/compact disc player and cassettes/compact discs, variety of songs, 'voice', multicultural instrument cards, multicultural dance cards

## H. Science

### Objective:

Encourage children to reason, analyze, explore and classify.

### Materials:

magnets and magnetic objects, balance scale, prism, magnifying glasses, kaleidoscopes, sensory bottles, live animals, rocks, shells, sound and scent containers, variety of sensory materials, sound cubes, theme related materials, writing tools, science related books

## I. Math

### Objective:

Encourage children to explore and compare numbers, measurement tools, shapes, and other mathematical tools.

### Materials:

balance scale, money, weights, measurement tools, tactile numbers, theme related materials, geometric shapes, writing tools, math related books

## J. Writing

### Objective:

Encourage children to practice writing letters and words.

### Materials:

word wall with names and theme related vocabulary words, crayons, markers, pencils, colored pencils, dry erase boards and dry erase markers, a variety of writing paper, theme related items, alphabet and writing related books

# **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.

## **Puffer Fish Group Daily Schedule:**

		<u>Methods:</u>
6:30 – 8:30	Arrival/Greeting Ease into the Day Sign In Active Learning	Teacher directed, child initiated activities Teacher will make contact with each child Child will sign in with teacher assistance as needed Teacher directed, child-initiated activities
8:30 –	Water Break	
8:35 – 9:00	Wash Hands / Breakfast Quiet Activities	Quiet activities are provided for those who finish eating early
9:00 – 10:20	Outside Time	Large muscle activities
10:20 – 10:45	Morning Meeting	Greeting, 5-Day Read
10:45 – 12:00	Active Learning / Small Groups	Teacher directed, child-initiated activities, learning areas, group art projects that coordinate to weekly theme Groups of 5 - 7 children, math or literacy focus based on skill level
12:00 – 12:15	Calendar Regroup to Revisit	Counting, guided reading, prediction Review standards focus
12:15 –	Water Break	
12:20 – 1:00	Wash Hands / Lunch Quiet Activities	Quiet activities are provided for those who finish eating early
1:00 – 1:25	Read Aloud	Chapter Books
1:25 – 3:00	Nap	Rest and relaxation with quiet music Children who wake early can use teacher provided materials at tables
3:00 – 3:30	Wake from Nap Snack	Children use bathroom, wash hands, eat snack. Quiet activities are provided for those who finish snack early
3:30 – 4:15	Outside	Large muscle activities
4:15 – 6:00	Active Learning / Departure	Teacher directed, child initiated activities, learning areas
4:30 –	Water Break	

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: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Director: \_\_\_\_\_

Date: \_\_\_\_\_