

The Early Childhood

Curriculum Night

Five Domains of the Creative Curriculum

- Cognitive/Intellectual Development (thinking/reasoning and pre-academic skills)
- Language Development (readiness skills/language)
- Social/Emotional
- Physical Growth (gross and fine motor)
- Creative Expression

Cognitive/Intellectual

Readiness for math, reading/writing, and science

- match and identify shapes
- group by characteristics (shapes/color)
- classify objects
- learn and name at least ten colors
- understand one-to-one correspondence
- count/create sets up to ten
- predict outcome of stories
- imitates patterns
- complete up to 20 piece puzzles
- sequence three pictures to tell a story
- understand time concepts
- understand directional concepts
- repeat 4-digit and 4-word sequences

Communication/Language

- play with words (rhyme, repeat, nonsense words)
- give meanings of new words (or ask)
- sing songs/rhymes of 30 or more words
- retell stories with essential elements in logical sequence
- answer content questions about stories
- follow three unrelated commands in order
- respond appropriately to many question forms
- describe past events
- describe objects by size, color, shape, etc.
- describe own activities
- use quantity terms (all, some, most)
- use up to 8 word sentences

Social-Emotional

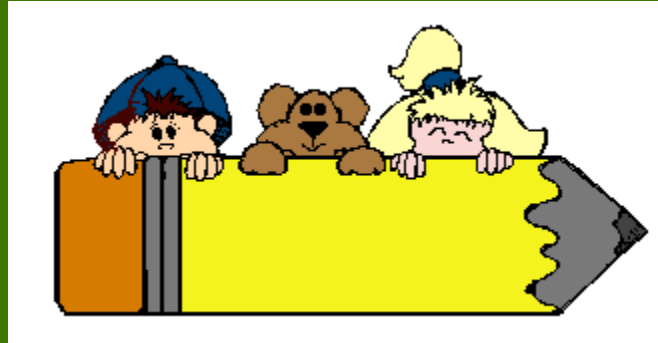
- 
- extend attention span
 - take turns/share without adult prompt
 - identify special friends
 - accept responsibility
 - show awareness/concern for other's feelings
 - show confidence in choosing and initiating
 - talk about own feelings, emotions, and attitudes
 - use appropriate social responses
 - control and express emotions in appropriate ways
 - respond appropriately to small group instruction
 - problem solve independently

Gross Motor

- walk up/down stairs with alternating feet (without holding rail or hand)
- walk on tiptoe for up to ten feet
- walk on balance beam without falling
- hop on one foot
- pump legs while swinging
- kick a rolling ball toward a target
- jump forward up to ten times without falling
- skip
- gallop
- catch a ball



Fine Motor



- use mature grasp on pencil
- copy simple shapes (square, triangle, diamond)
- draw stick figures
- draw a person with at least six recognizable parts
- put paper clip on paper
- cut out circles and other simple shapes
- perform simple lacing
- put small pegs in pegboard
- copy letters and numbers (with irregular strokes)

Self Help

- dress/undress with little help
- know front and back of clothes
- button small buttons
- begin to engage zipper
- lace shoes (not tie)
- hang up coat
- wash face
- use fork or spoon skillfully
- blow/wipe nose without help
- drink from water fountain
- put away personal belongings; clean up

Play

- Play cooperatively with peers for extended periods
- Involve others in pretend play
- Represent more realistic situations in pretend play
- Build large block structures to center play around
- Begin playing group games with simple rules

Creative Expression

- Become familiar with and use a variety of media
- Respect other's work
- Build self-confidence in producing own work

Picture Portfolios

*Our staff is adding a picture portfolio to our data collection method. Each child will have a portfolio made that addresses each area of development over the year. If you are interested in receiving a slide show of your child's portfolio, send in a blank writable CD Rom. If you do not have access to a computer or prefer a paper copy, you will receive the paper version with your child's last report card and the assessment of the Creative Curriculum Continuum for the year.

IEP Goals, Data and Multi-disciplinary approach

- We focusing on achieving goals through the curriculum in correlation with the state standards.
- The data that is being collected is a powerful tool to evaluate the style, method and implementation of concepts or objectives that each individual child is working toward.
- A variety of settings is utilized to create one-on-one instruction, small group instruction, and large group instruction with a variety of peers including our friends from KG, K-Prep, and NDSEC.
- Utilizing and implementing a multi-disciplinary approach to increase the continuity of one goal to the next across the developmental domains.

Our daily

schedule

Carpet Time: Expands attention spans, language development, math concepts (calendar), science skills (weather), responsibility (helpers).

Gym/Outside Time: Facilitates gross motor development.

MUSIC: Promotes listening skills, music concepts (volume, tempo, rhythm), science skills (sound), and language development.

Story/Language and Team-Activity:
Promotes listening skills, reading readiness, and language development.

Play Centers: Develops all aspects of development. Students can be observed accomplishing many aspects of the curriculum during free play through the submersion of the topic unit within each center.

Projects: Focus on cognitive and fine motor development.

Snack: Promotes self-help skills.

Table Time: Focus on fine motor activities.

Class Specials:

AM

PM

Monday - Adaptive Physical Education- Monday

Tuesday - Computers- Wednesday

Friday - Media Center/Library - Friday

*Please be sure to return library books on Fridays and wear proper gym shoes on Mondays.

Noteworthy Reminders

- Check your child's backpack everyday
- Write notes in the notebooks or email me with any questions or concerns.
- Check email for weekly updates on the classroom activities and information regarding your child.
- Volunteer in the classroom to observe therapy techniques, and connect home and school environments.
- Sign up for home visits to further connect home and school environments.
- Attend parent meetings to create support and community for the parents of the EC students.



Our Friends

KG and K-Prep Friends

- Our AM class visits our K-Prep friends two times a week during music time to increase appropriate interactions. Our PM class integrates into the KG library time each week and into the KG gym class on the last Friday of every month. This integrations provides an opportunity for our children to observe appropriate academic and direction following responses in preparation for their upcoming KG year.

NDSEC Friends

- We also interact with our friends from NDSEC throughout the week during music time to provide a larger group setting with additional social interaction.



Any
Questions???

