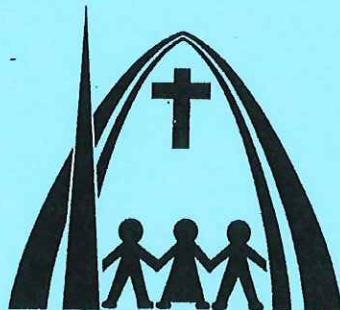




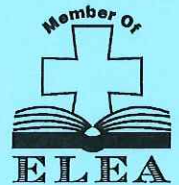
THREE

❖ DESIRED LEARNING EXPERIENCE

❖ CREATIVE CURRICULUM



SOUTH MIAMI LUTHERAN CHURCH †
PRE-SCHOOL



Lic. #C11MD0580

Three's

Flexible Daily Schedule



7:00 – 8:45	<u>Arrival and Centers Open</u> (cozy book area, computer, writing table, math science and fine motor)
8:45 – 9:00	<u>Clean up/Transition Time</u> Bathroom, Wash hands
9:00 – 9:15	<u>Group Meeting</u> Sing songs, finger plays, sharing news. Read Poems. Talk about the day's activities and choices for the morning
9:15 – 9:45	<u>Transition Time/Prepare for Snack-time</u> Bathroom, Wash hands, Snack
9:45 – 10:15	<u>Choice Time and Small Groups</u> Selecting interest areas – (fine motor, art, blocks, dramatic play, nature/science, math, sensory table, computer, writing table, and/or cozy book area) Snack Bar Open.
10:15 – 10:30	<u>Clean up/Transition Time</u> Bathroom, Wash hands
10:30 – 11:15	<u>Outdoor Choice Time*</u> Swings, climbers, slides, jump rope, play ball games, ride trikes, blow bubbles, make nature discoveries, read in cozy area, easel painting, dramatic, music parachute, table games
11:15 – 11:45	<u>Group Meeting/Outdoor Area</u> Music and movement activity, read aloud, story, poem record ideas, write experience story
11:45 – 12:15	<u>Transition Time/Prepare for and Eat lunch</u>
12:00	<u>Half-Day Dismissal</u>
12:15 – 12:30	<u>Clean up/Transition Time</u> Bathroom, Wash hands
12:30 – 1:00	<u>Story Time</u>
1:00 – 2:40	<u>Rest Time</u> Children relax so they can fall asleep. Quiet activities for children who don't sleep
2:40 – 3:30	<u>Transition Time/Clean up/Snack Time</u> Bathroom, Wash hands, Snack Time
3:30 – 4:00	<u>Choice Time and Small Groups</u> Bingo, table games, art, cozy book area dramatic play, math, writing table.
4:00 – 5:00	<u>Outdoor Choice Time*</u> Climbers, slides, jump rope, play ball games, blow bubbles, make nature discoveries, reading cozy area, easel painting, dramatic
5:00 – 5:15	<u>Transition Time/Clean Up</u> Bathroom, Wash hands
5:15 – 5:45	<u>Choice Time</u> Table games, cozy book, art, hydrate
5:45 – 6:00	<u>Closing and Departure</u>

**On rainy days and when temperature drops below 55°, children will be in Albrecht Hall with large motor skills equipment.*

THREE YEAR OLDS PROGRAM

LANGUAGE ARTS: Expressive and receptive language experiences

- Recognize names of simple objects within the learning and home environment
- Describe simple events
- Develop a growing vocabulary for social and cognitive interaction

SENSORY PERCEPTUAL: Visual and tactile experiences

- Match, sort and identify basic colors and shapes
- Identify position of objects
- Sequence objects according to general properties
- Reproduce pattern of three objects by memory
- Duplicate three-dimensional objects
- Recognize similarities and differences of sound characteristics

AUDITORY PERCEPTION: Listening Experiences

- Acknowledge and respond to the presence and/or absence of sound
- Locate direction of sound
- Recognize gross differences of sound characteristics
- Discriminate and match environmental sounds with pictures
- Listen to and state basic content of story

GROSS AND FINE MOTOR: Whole body and hand movement experiences

- Imitate simple body movements
- Walk backwards and forward, change direction upon request
- Follow basic walking pattern
- Move spontaneously to music
- Perform to an action quickly or slowly
- Spoon and pour from one container to another
- Manipulate equipment
- Use clothing frames for zipping, buttoning, snapping, and tying
- Manipulate clay
- Cut simple patterns with scissors

THE CREATIVE CURRICULUM

The Creative Curriculum is built on the philosophy that young children learn best by doing. It is built upon theories of development in young children, that all children learn through active exploration of their environment and therefore the environment plays a critical role in learning. The goal of The Creative Curriculum is to help children become independent, self-confident, inquisitive and enthusiastic learners by actively exploring their environment. The curriculum also helps the teacher to take a closer look at each child's unique abilities, interests and needs.

The Creative Curriculum approach balances both teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. It provides clear guidance on the teacher's role in addressing content in literacy, math science, social studies, the arts, and technology, yet never loses sight of the primary importance of social/emotional development in children's learning.

The Creative Curriculum identifies goals in all areas of development: Social/Emotional, Cognitive, Physical and Language. The planned activities for the children, the organization of the environment, the selection of toys and materials, planning the daily schedule and interacting with the children, are all designed to accomplish the goals and objectives of the curriculum and give each child a successful year in school.

The Creative Curriculum shows teachers how to integrate learning in literacy, math, science, social studies, the arts, and technology throughout the day. It also gives the teacher a wide range of teaching strategies - from child-initiated learning to teacher-directed approaches - to best respond to children's learning styles, strengths, and interests. The curriculum is built around the environment using eleven different interest areas or centers:

- Dramatic Play
- Blocks
- Toys & Games
- Art
- Sand/Water
- Library
- Music & Movement
- Cooking
- Computers
- Outdoors
- Discovery

The richer the environments, the more concrete opportunities there are for children to learn by interacting with materials and people. The teacher's role is to create an environment that invites children to observe, to be active, to make choices, and to experiment.

The Creative Curriculum encourages parental involvement and works best when teachers and parents work together. The curriculum offers tools for parents to understand, assess and support their child's development, as well as connect with teachers and other individuals important in their child's development.

Trister Dodge, Coker, Heroman; (2002)