

Curriculum Guide



**Creative Bridges and
Discovery Tree School**
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Phoenix, Arizona
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AGE LEVEL OBJECTIVES

Playgroups

1. Social Emotional
 - a. Self
 - b. Peers
 - c. Adults
2. Creativity
3. Language-Cognitive Development
 - a. Listening Skills
 - b. Speaking Skills
 - c. Cognitive
4. Large Muscle and Motor Skills
5. Small Motor Skills
 - a. Hand-Eye Coordination
 - b. Pincer Grasp
 - c. Whole-Hand Muscles
6. Self-Help Skills
 - a. Dressing
 - b. Belongings/ Materials
 - c. General Hygiene
 - d. Snack Time

Preschool Classes

1. Social-Emotional
 - a. Self
 - b. Peers
 - c. Adults
 - d. Groups
2. Creativity
3. Language Skills
 - a. Listening
 - b. Speaking
4. Cognitive Areas
 - a. Pre-reading
 - b. Number and Spatial Development
 - c. Science
 - d. Problem Solving
 - e. Music and Movement
5. Large Muscle and Motor Skills
6. Small Motor Skills
7. Self Help Skills
 - a. Dressing
 - b. Belongings/ Materials
 - c. General Hygiene
 - d. Snack Time

PLAYGROUP (1'S AND 2'S)

In play group, the child will become accustomed to being away from home and under someone's care other than a parent or relative. S/he will become acquainted with groups and group play. The child will be well cared for by loving and attentive adults, may play independently or with peers and will be assured that her/his parents always returns.

Varied play experiences and equipment will encourage development in all areas-social, emotional, physical and cognitive. Through her/his associations with other children, guidance from caring adults, interaction with an environment designed to develop motor skills, introduction to creative experiences and exposure to new concepts in a non-pressured and success-oriented atmosphere, the child will have the opportunity to grow in independence and self confidence.

1. Good self-esteem and the ability to get along with others are the basis for happy and successful lives. Therefore, daily opportunities will be given for the child to grow in SOCIAL/EMOTIONAL SKILLS in the following areas:
 - a. Self-to develop a good sense of self the child:
 - Begins to accept change in the environment, tries new things and adapts to classroom routines
 - Takes pride in accomplishments
 - Begins to select some activities
 - Can be comforted by physical and/or verbal means
 - Recognizes the importance of self to adults
 - b. Peers-to develop social skills to deal with other children, the child:
 - Accepts the presence of other children

- Begins to share equipment through parallel and cooperative/associative play
- Begins to take turns with adult help
- Begins to appreciate and respect the diversity of the world around them

c. Adults-to develop positive experiences with adults the child:

- Begins to accept comfort on separation from parent
- Recognizes the importance of self to adults
- Begins to accept limits
- Begins to ask for help
- Accepts and responds to staff

2. CREATIVITY is encouraged in all aspects of school activity so that the child may express his/her own feelings and ideas. The child:

- Begins imaginative play (pretending)
- Is willing to experiment with new materials
- Uses materials and equipment in a variety of ways
- Chooses activities that allow for self-expression

3. LANGUAGE/COGNITIVE DEVELOPMENT-LANGUAGE SKILLS are at the core of the playgroup program. The ability to listen, speak, and reason allows the child to understand and expand beyond his/her experiences and draw upon the resources of others.

a. Daily we will develop LISTENING SKILLS so that the child:

- Locates named objects in books, room or outdoors
- Responds to stories, songs, and finger plays
- Follows simple one part directions
- Points to body parts when asked
- Responds to name
- Responds to other children

b. Daily we will develop **SPEAKING SKILLS** so that the child:

- Tells name
- Labels a minimum of 5 body parts
- Verbalizes needs and requests
- Sings along with songs
- Names family members
- Progresses from words and phrases to full sentences
- Asks questions to elicit information

c. **COGNITIVE**-Developing the intellect through play the child:

- Begins to recognize colors and basic shapes
- Understands concepts-over, under, in, out, big, little
- Participates in problem solving
- Begins to understand pretending
- Shows interest in books and pictures
- Begins to ask for assistance as needed
- Begins to request certain activities
- Uses blocks
- Sorts objects using one property at a time
- Experiments with manipulatives

4. The children are provided daily opportunities to develop **LARGE MUSCLE AND MOTOR SKILLS**. Through balance, locomotion and coordination activities the children learn to control their bodies and develop healthy attitudes about themselves. The child:

- Walks the balance beam with assistance
- Jumps in place (both feet)
- Walks unassisted backwards (minimum of 3 steps)
- Climbs up and down equipment, including stairs
- Runs easily
- Pushes and pulls toys

- Rides wheel toys-seated, pushing with feet
- Can maintain rhythmic movement on moving toys
- Imitates simple movements-games, dancing, tumbling
- Begins to aim and throw and kick with some accuracy
- Slides unassisted
- Holds on to swing unassisted
- Coordinates series of physical skills in play (i.e. lifting, carrying, arranging heavy things)

5. The children are provided daily opportunities to develop their **SMALL MOTOR SKILLS** through art activities and the use of manipulatives. Through increasing control of small muscles, the child:

- a. Improves hand-eye coordination by stringing beads, snapping beads, putting pegs in a pegboard, stacking blocks, hammering pegs, puzzles (either individual pieces or 5 piece puzzles)
- b. Improves pincer grasp by using pegs, turning pages and zipping
- c. Uses whole hand muscles skillfully such as holding paint brush or crayons, stacking blocks, filling and emptying containers, winding knobs or snapping toys together

6. As the child moves from home into other environments, the ability to care for oneself becomes increasingly important. We provide daily opportunities for the child to practice **SELF HELP SKILLS** in the following ways:

a. Dressing-the child:

- Begins to remove and put on shoes and socks-not necessarily on the proper foot
- Attempts to put on and remove coats and larger dress up's

b. **BELONGINGS/MATERIALS**-the child:

- Recognizes own backpack, clothes or coat
- Remember items brought from home
- Begins to participate in straightening room with help and encouragement

c. GENERAL HYGIENE the child:

- Begins to indicate need to potty
- Wipes self and flushes toilet
- Pulls pants on after toileting
- Washes and dries hands with supervision and reminder

d. SNACK TIME-the child:

- Uses open cup with minimum of spills
- Pours own drink with help
- Spreads soft substances
- Throws away cup and leftovers
- Takes chair to and from table
- Wipes table
- Uses own water bottle and returns to bucket

THREE YEAR OLD CLASS

The Emphasis in the 3 year old class is on social interaction, on developing language skills, and on adjustment to a "school setting". Special consideration must be given in this transitional year. Materials and activities must be flexible enough to allow the individual to feel comfortable playing alone and yet provide opportunity for easy peer interaction. Beginning social skills are encouraged through adult modeling and intervention as needed.

1. A child's adjustment to school and his/her own peers form a basis for his/her happiness in the preschool years. Therefore, daily opportunities will be given for the child to grow in SOCIAL AND EMOTIONAL SKILLS in the following areas.

- a. Self-to develop a good sense of self the child:
 - Tries a variety of activities
 - Begins to try again when not successful
 - Begins to verbalize rather than cry when frustrated
 - Begins to express his/her emotions appropriately
 - Is proud of his/her own accomplishments
 - Begins to accept routines
 - Begins to accept changes in routines or environment
- b. Peers-to develop social skills to deal with other children the child:
 - Shows growth from parallel play to associative/ cooperative play
 - Begins to use words rather than physical action to obtain materials
 - Begins to respect that others have rights just as s/he does
 - Begins to use a variety of verbal statements to attempt to settle differences
 - Occasionally shares materials
 - Begin to appreciate and respect diversity of the world around them
- c. Adults-to develop positive experiences with adults the child:
 - Is able to ask for help when needed
 - Begins to listen and respond to directions and suggestions from different adults
 - Begins to accept separation from parents
 - Begins to accept limits
 - Models positive adult actions
- d. Groups-to develop skills to function in a group, the child:
 - Beings to participate in show and tell
 - beings to be able to wait for his/her own turn

-Is able to find his/her own space in a circle or group

2. CREATIVITY is encouraged in all aspects of school activity so that the child may express his/her own feelings and ideas. The child:

- Chooses activities that allow for self expression
- Uses materials in new and unusual ways
- Experiments with a variety of mediums to express him/herself (i.e. music, drama, art, building)
- Participates in imaginative play

3. LANGUAGE SKILLS are at the core of preschool program. The ability to listen, speak, and reason allows the child to understand and expand beyond his/her own experiences and draw upon the resources of others.

a. LISTENING-Daily we will develop listening skills so that he child:

- Listens and responds to other children
- Follows simple one and two part directions
- Responds to stories, finger plays, songs and music

b. SPEAKING-Daily we will develop skills so that the child:

- Begins to use complete sentences
- Begins to relate experiences so one can comprehend
- Uses language to communicate needs and feelings
- Speaks aloud in group situations
- Responds to and makes verbal greetings
- Begins to ask questions concerning persons and things
- Engages in conversations with at least 2-4 exchanges

4. Children are given many opportunities to develop their intellect through play. The opportunity to experiment and

explore repeatedly with materials creates a stable base for all learning. We work on the following **COGNITIVE AREAS**.

a. **PRE-READING**-Since the foundation for reading comes from the child's language development, the pre-reading child:

- Begins to describe the action depicted in pictures
- Takes part in reading by filling in words or phrases
- “Reads” books as an independent activity
- Requests books to be read
- Begins to tell about creations and pictures
- Enjoys and repeats nursery rhymes, songs and poems

b. **NUMBER AND SPATIAL DEVELOPMENT**-the child:

- Uses blocks
- Experiments with manipulatives (beads, construction toys)
- Rote counts 1-10
- Counts 3 objects
- Understands “one more”
- Sorts objects using one property at a time
- Differentiates between small/large, big/little

c. **SCIENCE**-the child:

- Recognizes properties of objects
- Can point to 7 colors when named and name 5 of them
- Can point to 4 shapes when named and name all of them
- Is aware of opposites (big/little, rough/smooth, hard/soft, etc)
- Recognizes likeness and differences in everyday objects

- Shows an appreciation of the natural world through experiments, pets, plants, etc)
- Knows a variety of body parts (minimum of 8)
- Begins to use tools

d. **PROBLEM SOLVING**-the child:

- Will stay with a specific activity
- Will try something again if at first not successful
- Asks for assistance as needed to solve problems.
- Begins to attempt to solve conflicts using techniques modeled by adults
- Begins to make own decisions about activities during free choice time

e. **MUSIC AND MOVEMENT**-the child:

- Begins to develop sense of rhythm and beat
- Explores different ways to move the body

5. The child provides daily opportunities to develop **LARGE MUSCLES AND MOTOR SKILLS**. Through balance, locomotion and coordination activities, the child learns to control his/her body and develop healthy attitudes about him/herself. The child:

- Walks a balance beam broadside with occasional misstep
- Hops on one foot, runs and jumps
- Pumps self on swing
- Climbs ladders and climber
- Pedals a tricycle
- Throws ball with some degree of accuracy
- Catches large ball
- Attempts to skip
- Slides unaided
- Coordinates series of physical skills in play

6. The child is provided daily opportunities to develop their **SMALL MOTOR SKILLS** through art activities and the use

of manipulatives. Through increasing control of small muscles and hand-eye coordination, the child:

- Uses scissors to cut through paper
- Holds pencil/marker with finger grasp
- Uses small manipulatives, improving finger dexterity
- Rolls, pats, and pokes playdough
- Paints using a variety of strokes
- Draws using lines, circular and 'v' strokes
- Assembles puzzles-individual shapes or 12-16 piece interlocking

7. As the child moves from home into other environments, the ability to care for oneself becomes increasingly important. We provide daily opportunities for the child to practice SELF HELP SKILLS in the following ways.

a. Dressing-the child:

- Puts on shoes and socks without regard to left or right, needs help tying
- Attempts to put on coats and other large dress up's
- Removes simple articles of clothing

b. Belongings/Materials-the child:

- Attempts to put belongings away
- Takes home belongings and school projects with reminder
- Uses school materials appropriately
- Helps to clean up materials in room, with direction

c. General Hygiene-the child:

- Asks to go to the toilet
- Takes care of most toilet needs with a minimum of help
- Washes hands when appropriate with reminders
- Wipes nose with tissue, and disposes of tissue with a reminder

d. Snack time-the child:

- Uses fork/spoon
- Begins to use knife for spreading
- Cleans up place
- Asks for items to be passed some of the time
- Passes items to neighbor
- Pours own drink with occasional spill
- Wipes up spills with help

THREE AND FOUR YEAR OLD CLASS

For the three's and four's class social interaction is a key objective. Children are encouraged to play house, make up games, and build together with large or small blocks.

Children begin to learn how to cooperate and use words to solve problems with less adult help. Table activities are organized so that the child may choose and complete projects by him/herself. Circle times are short and action oriented, with finger plays, movement and music games.

Themes or units are planned and integrated into the curriculum through art, literature, music and discovery.

1. A child's adjustment to school and his/her peers forms a basis for his/her happiness in the preschool years.

Therefore, daily opportunities will be given for the child to grow in **SOCIAL AND EMOTIONAL SKILLS** in the following areas.

a. Self-to develop a positive self image, the child:

- Follows the routines of the day
- Adjusts to new people and changes in the routines
- Grows out of tears as the first response to frustrations
- Begins to try again when not successful
- Begins to verbalize feelings
- Tries a variety of activities and completes chosen activities
- Demonstrates a sense of pride in accomplishments

b. Peers- to grow in social skills with his/her peers, the child:

- Is able to share materials on own or with adult's help
- Learns to wait for turns
- Accepts other children and is willing to help others
- Moves from associative play to cooperative play
- Converses with friends
- Uses words to solve problems (teacher initiated, then on own)
- Problem solves with a minimum of adult intervention
- Begins to appreciate and respect the diversity of the world around them

c. Adults-to develop positive experiences with adults, the child:

- Separates easily from parents
- Learns to listen and respond to directions
- Sees adults as caring and helpful
- Asks for help
- Models some positive adult actions
- Accepts limits for behavior set by adults in the classroom
- Is able to follow class rules

d. Groups-to develop skills to function in a group, the child:

- Is able to find his/her 'own space' in a circle
- Practices listening and responding in a group
- Learns to wait his/her turn to talk or participate
- Participates in finger plays, action games and songs
- Learns to listen to a story
- Learns to listen to an adult or a child
- Attends to circle for approximately twenty minutes

2. CREATIVITY is encouraged in all aspects of school activity so that the child may express his/her own feelings and ideas. The child:

- Chooses activities that express ideas/feelings either verbally or with materials such as art equipment, blocks, instruments or dress up's
- Uses materials and equipment with new materials
- Is willing to experiment with new materials
- Organizes or participates in imaginative play
- Experiments with music and movement activities

3. LANGUAGE SKILLS are at the core of the preschool program. The ability to listen, speak, and reason allows the child to understand and expand beyond his/her experiences and draw upon the resources of others.

a. LISTENING-daily we will develop listening skills so that the child:

- Listens to stories songs, and finger plays with interest
- Follows directions
- Listens and responds to other children
- Answers questions appropriately or volunteers information

b. SPEAKING- daily we will develop speaking skills so that the child:

- Can recall some events in the story or day
- Talks to adults and peers on his/her own in groups or individually
- Uses language play in the housekeeping and block areas
- Uses complete sentences
- Relates experiences so that one can comprehend (sequence and clarity)

4. Children are given many opportunities to develop their intellect through play. The opportunity to experiment and explore repeatedly with materials creates a stable base for all learning. We work on the following *COGNITIVE AREAS*.

a. *PRE-READING*-since the foundation for reading comes from the child's language development, the pre-reading child:

- Listens to stories with anticipation and interest
- Begins to tell the story from the pictures of a familiar book
- Begins to understand that words tell stories
- Enjoys and repeats nursery rhymes/poems
- Begins to show an interest in his/her own name
- Begins to understand sequence of events
- Experiments with sounds and language

b. *NUMBER AND SPATIAL DEVELOPMENT*-the child:

- Uses blocks
- Experiments with manipulatives
- Matches sets of objects using one-to-one correspondence (ie. One bear to one square)
- Can sort objects using one property
- Shows knowledge of size concepts (small, medium, large, smaller than, bigger than)
- Counts objects to 10
- Rote counts to 20

c. *SCIENCE*-the child:

- Recognizes likenesses and differences in everyday objects
- Begins to note properties of objects and can describe an object using at least two property words (color, size, shape, texture)
- Knows seven colors (brown, black, red, white, blue, yellow and green)

- Can distinguish circle, square, rectangle, & triangle
- Questions and is curious
- Shows an appreciation of the natural world through experimentation, pets, plants, etc
- Knows a variety of body parts (minimum of 10)

d. **PROBLEM SOLVING**- the child:

- Is able to choose an activity during free choice time
- Needs some adult help, but attempts completion
- Is willing to try again if not successful in an activity or in dealing with peers
- Asks for help as needed
- Begins to attempt to solve conflicts using techniques modeled by adults (I don't like it when...I need to...Please find another place...etc)

e. **MUSIC AND MOVEMENT**-the child:

- Begins to develop sense of rhythm and beat
- Explores different ways to move the body

5. The children are provided daily opportunities to develop **LARGE MUSCLES AND MOTOR SKILLS**. Through balance, locomotion and coordination activities, the children learn to control their bodies and develop healthy attitudes about themselves. The child:

- Can climb and slide easily
- Can ride a trike
- Runs and jumps easily
- Can pump the swing
- Can balance on equipment
- Hops on one and two feet
- Throws and catches
- Can balance on one foot
- Coordinates series of physical skills in play
- Chooses to use a variety of gross motor equipment

6. The children are provided daily opportunities to develop their **SMALL MOTOR SKILLS** through art activities and the use of manipulatives. Through increasing control of small muscles and eye hand coordination, the child:

- Can put together a 12-16 piece puzzle
- Uses markers, pencils, brushes, chalk freely
- Makes writing marks on paper, not necessarily letters
- Can cut with scissors
- Uses manipulatives which improve finger dexterity
- Can copy circle, square, cross, slash lines and a minus sign

7. As the child moves from home into other environments, the ability to care for oneself becomes increasingly important. We provide daily opportunities for the child to practice **SELF HELP SKILLS** in the following ways.

a. **DRESSING**-the child:

- Is able to put on shoes and socks-needs help tying
- Attempts to dress self
- Puts on and removes dress up's-needs help fastenign

b. **BELONGINGS/MATERIALS**- the child:

- Uses cubbies to store belongings
- Packs up belongings for dismissal with help
- Learns to be responsible for belongings
- Uses school materials in room
- Helps to clean up materials in room

c. **GENERAL HYGIENE**- the child:

- Shows independence in toileting, including hand washing
- Washes hands when appropriate
- Wipes nose with tissue and disposes of tissue (with reminders)

d. **SNACK TIME**- the child:

- Begins to use utensils correctly, including cutting, spreading and pouring
- Asks for snack items to be passed
- Passes snack items to neighbor
- Cleans up place
- Wipes up spills with help

THE FIVES AND SIXES CLASS

The fives and sixes class is composed of a wide range of developmental levels. The class offers opportunities to grow socially, emotionally, and physically as well as providing the chance to develop skills in cognitive and academic areas. The class allows freedom of choice within a structured framework of centers. Centers are set up to allow each child to use the materials at his or her own level and to proceed at an individual pace. At CBCP/DTLC we use a phonetic and whole language approach to reading and writing. One of our math programs-"Math Their Way" is a 'hands on' approach to learning mathematical concepts. Science, drama, music, story time, art and much, much more are components of our 5's and 6's program.

1. A child's adjustment to school and his/her peers forms a basis for his/her happiness in the preschool years. Therefore, daily opportunities will be given for the child to grow in **SOCIAL AND EMOTIONAL SKILLS** in the following areas.

- a. SELF-to develop a positive self image, the child:
 - Works independently
 - Shows self confidence
 - Shows self control
 - Accepts some responsibilities
 - Makes transitions smoothly
 - Adjusts to changes in the environment
 - Shows sense of pride in accomplishments

- Tries again when not successful

b. PEERS-to grow in social skills with peers, the child:

- Is able to enter a group
- Uses appropriate language to solve problems rather than physical means
- Develops friendships
- Is able to share and take turns and help peers
- Plays cooperatively
- Begins to appreciate and respect diversity

c. ADULTS-to develop positive experiences with adults, the child:

- Asks for assistance if needed
- Asks for assistance only when needed
- Converses with adult, shares experiences with adult, participates in activities with adults
- Accepts adult directions, praise, assistance
- Accepts school limits
- Separates easily

d. GROUPS-the develop skills to function in a group, the child:

- Participates in show and tell
- Accepts group rules or votes
- Answers questions or volunteers information during group discussion
- Listens to others
- Waits for turn to participate in group
- Participates with activities or games
- Assists in conducting the group

2. CREATIVITY is encouraged in all aspects of school activity so that the child may express his/her own feelings and ideas. The child:

- Participates in language experiences with phonics and whole language activities orally and/or in written form
- Participates in puppet play, block play, dramatic center or other imaginative play areas
- Chooses activities that allow for self-expression
- Uses materials and equipment in varied ways
- Can express ideas/feelings either verbally or with materials
- Is willing to experiment with new materials
- Moves freely to music and movement activities

3. LANGUAGE SKILLS are at the core of the 5's and 6's program. The ability to listen, speak and reason allows the child to understand and expand beyond his/her experiences and draw upon the resources of others.

a. LISTENING-daily we will develop listening skills so that the child:

- Follows oral directions
- Listens while others are talking socially
- Listens to story, songs, or finger plays
- Listens to teacher directed activities up to 30 minutes

b. SPEAKING-daily we will develop speaking skills so that the child:

- Speaks in complete sentences
- Describes a picture
- Retells a story sequentially
- Answers questions or volunteers information in group activities
- Converses with other children or adults
- Asks questions
- Understands and uses positional: first, middle, last, above, below, up, down, inside, outside, long, longer,

longest, short, shorter, shortest, top, middle, bottom, same, different, in front of, next to, beside, between, behind, before, after, left and right
-Acquires some new vocabulary from each unit of study

4. Children are given many opportunities to develop their intellect through play. The opportunity to experiment and explore repeatedly with materials creates a stable base for all learning. We work on the following COGNITIVE AREAS.

a. READING READINESS-since the foundation for reading comes from the child's language development, the child:

- Participates in pattern and sequencing activities
- Participates in songs, finger plays, rhythmic patterns and musical activities and movement
- Participates in language experience activities
- Identifies own name (first and last), address, phone number and birthday in print
- Identifies first and last names of some classmates in print
- Sequences correctly the days events, a story or a set of 3-5 pictures
- Distinguishes rhyme from non-rhyme
- Identifies as same/different- objects, pictures, letters, numbers, words, and sounds
- Identifies all upper and lower case letters
- Associates all sounds with letters
- Uses left to right orientation
- Sight reads

b. MATH AND SPATIAL DEVELOPMENT-the child:

- Participates in block building activities
- Participates in pattern and sequencing activities
- Participates in comparing and graphing activities
- Completes manipulative activities

- Classifies and sorts by color, shape, size and other attributes
- Rote counts 1-100
- Identifies numerals 1-30
- Counts a group of objects 1-20
- Writes numerals 1-20
- Sequences numerals 1-20
- Identifies missing numbers, before and after, 1-20
- Identifies ordinal numbers 1st-10th
- Understands the concept of addition and subtraction 0-10
- Identifies wholes, halves, quarters and thirds
- Recognizes vocabulary and signs for =, +, -
- Recognizes money
- Counts by 2's to 20, 5's and 10's to 100

c. SCIENCE-the child:

- Participates in classifying, comparing, graphing, observing, and exploring activities
- Participates in class experiments
- Begins to make predictions and draw conclusions, not necessarily correct
- Matches and identifies 10 colors
- Matches and identifies geometric shapes
- Questions and is curious
- Recognizes and names most body parts
- Is able to provide pet care to classroom pet with little or no adult supervision

d. PROBLEM SOLVING- the child:

- Participates in problem solving activities as they occur in daily routine as individual or in groups
- Applies knowledge to solve a new problem
- Makes more than one attempt to solve a problem

-Is self directed-able to plan center time and begins to follow through on plan

e. MUSIC AND MOVEMENT-the child:

- Begins to develop a sense of rhythm and beat
- Explores different ways to move the body

f. GENERAL INFORMATION-the child:

- Knows full name, phone number, address, parents names, birthday, age, emergency information, days of the week, current month, date, year
- Distinguishes real from fantasy
- Participates in class study unit-retains some information from unit

5. The child is provided daily opportunity to develop LARGE MUSCLES AND MOTOR SKILLS. Through balance, locomotion, and coordination activities, a child learns to control his/her own body so that healthy attitudes are developed. The child:

- Demonstrates ability to climb
- Stands on one foot
- Walks forward, backward and sideways on a balance beam
- Demonstrates ability to run, jump, hop, skip, gallop and march
- Demonstrates ability to catch, throw, bounce, kick and bat a ball
- Chooses to use a variety of gross motor equipment, ie. Blocks, slide, climbers, swings, bikes and hand over hand bars

6. The child is provided daily opportunities to develop SMALL MOTOR SKILLS in these areas.

a. Art and writing materials. The child:

- Holds pencils, crayons, markers, and brushes with tripod grasp

- Progresses from large to small pencil
- Controls scissors to cut lines and curves
- Participates in art and writing 23activities

b. Writing readiness. The child:

- Prints first name with capital and lower case letters
- Prints last name with capital and lower case letters
- Prints first and last name on a line
- Prints upper case letters A-Z
- Prints lower case letters A-Z

c. Manipulatives. The child:

- Demonstrates ability to use a variety of manipulatives appropriately, including puzzles, pegs, tiles, construction sets, Cuisenaire rods, unifix cubes, junk collections, etc.
- Participates in a variety of manipulative activities

7. As the child moves from home into other environments, the ability to care for oneself becomes increasingly important. We provide daily opportunities for the child to practice SELF-HELP SKILLS in the following ways.

a. DRESSING-the child:

- Takes care of own dressing needs including fasteners and dress up's

b. BELONGINGS/MATERIALS-the child:

- Takes care of own belongings including pack up at dismissal time, show and tell items, art work and papers.
- Puts away own materials, participates in room clean up

c. GENERAL HYGIENE-the child:

- Is able to control bladder and bowel movements
- Takes care of own toileting needs including flushing and wiping

- Washes hands independently, using soap, and towel for drying

- Wipes nose with tissue, disposes of tissue and covers mouth when coughing

d. SNACK TIME-the child:

- Takes care of own needs at snack table including cutting, spreading, pouring, measuring and clean up

- Assists in set up including table washing, food preparation and table setting

THEMES

Themes, or units are a common organizational tool which teachers can use to plan activities throughout the year. However, this tool is not necessary to guarantee an appropriate curriculum.

During the preschool years, children learn through their senses, combining bits and pieces of experience to eventually form patterns. The older the child, the more appropriate and meaningful an outside structure becomes. Thus, themes may be appropriately used.

As stated earlier, themes can be very helpful to the teacher as she plans activities. While planning different themes, she/he assures variety of activities, of concepts, of equipment, and of individual objectives. We do suggest that teachers periodically take a break and plan activities that do not relate to a theme.

The length of a particular unit should depend on multiple factors: 1) the age of the children, 2) the available activities for a theme, 3) the level of interest of the children. Children need time to experience activities in different ways. It is important to give enough time to each theme so that children can come to it as they are ready and not feel pressured because a certain activity will never

happen again. A teacher should allow some flexibility in the time she plans, as she cannot predict the interests of each new group of children. Since children have many different interests it is also important to plan some activities that do not relate necessarily to the theme for those children who have less interest in a certain topic.

Repetition of themes in different classes is fine, since children of different ages experience concepts according to their own development. Also, at different age levels the objectives of the unit will differ.

Each staff member at CBCP and DTLC choose themes based upon his/her own interests, the interests of her/his group, available resources, and his/her knowledge of individual children in her class. On the following pages is a list of possible themes.

POSSIBLE THEMES OR UNITS

Self or Me	Animals or Pets- <i>insects,</i>
My Family	<i>reptiles, mammals, birds</i>
Friends	Hanukkah/Christmas
Growing	<i>(customs, not religious</i>
My Five Senses	<i>beliefs)</i>
Holiday and Color Art	Dinosaurs
Apples	Bones
Squash and Pumpkins	The Future
Halloween	Caterpillars and
Jack-O-Lanterns	Butterflies
Community Helpers	Mother Goose
Seasonal Changes	Teddy Bears
Colors and Shapes	Valentines
Shadows	Post Office
Thanksgiving	Plants and Seeds
Native Americans	Magnets
Food and Nutrition	Ecology and Pollution
Leaves	Experiments with Air,
Pioneers/Old Times Week	Water, Ice, etc
Rodeo-Cowboys	Fables/Fairytales
Arizona-the desert	Artists Studies
Birds and Eggs	Poetry
Spring Colors, Spring	Space
Things	
Pasta Week	
Water-Bubbles, Rainbows	
Different Cultures	
Nursery Rhymes	
Sculpture	
Transportation	
Author Studies	

