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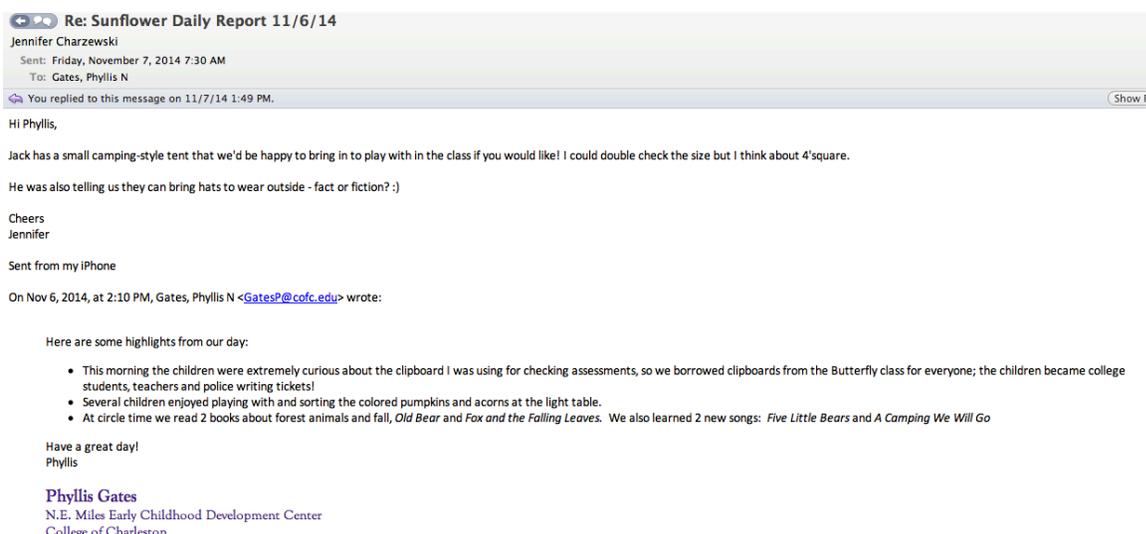
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1: Relationships

1.A.:Building Positive Relationships among Teachers and Families

1.A.01:Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication.

I send a daily email to parents, sharing with them daily highlights including both planned and spontaneous activities. Parents regularly respond to these emails as well as send me additional messages with questions they may have or to inform me of something about their child. I check my messages at least twice a day to return parent correspondences. For parents who do not use email, we have a message board posted outside the classroom door where I post paper messages and parents can leave messages for me. I either write a response or call the parent. I try and make myself available for brief exchanges at drop-off time. There are also notes available for myself and student assistants to send home to individuals, as necessary. I also send out a bi-weekly newsletter sharing information about happenings in the classroom including favorite songs and books, photos and a special section featuring a different child each week.



This is an example of our daily highlights which we send out each day via email. It also includes a response from a parent.



This is the message board outside my classroom door. I post messages for parents, and parents can post messages for me, as well.

[April 24 newsletter.pdf](#)

This is one of the bi-weekly newsletters that are sent out both electronically and with a paper copy. The newsletter contains a summary of what have been learning, including photos; in addition we feature favorite learning centers, books, songs, and an interview with a student of the week.

[Sunflower notes.doc](#)

This is the paper form I use to send individual notes home to parents regarding specific issues related to their child such as behavioral issues, social issues, or any other information I need to communicate. This is used by student assistants, as well.

- 1.A.03: Teachers communicate with family members on an ongoing basis to
 - a. learn about children's individual needs and
 - b. ensure a smooth transition between home and program.

We meet with children and parents for an informal visit at school prior to school starting in August. I share basic classroom procedures and expectations as well as a curriculum overview. We also discuss the "Home Information

Form" which families complete at enrollment and update annually. At this time parents have the opportunity to share any questions or concerns they may have in addition to sharing any particular needs of the child, while the children familiarize themselves with the classroom and teachers to help ensure a smooth home-to-school transition. Adaptations are made in the classroom based on each child's emerging needs. I correspond with parents on a daily basis with my Daily Highlights email sharing daily classroom activities and information. Parents often respond directly to these emails about needs and concerns. Parents can request for the teacher to contact them by phone or request a face-to-face conference if the matter needs to be further discussed.



SCHOOL VISITS

Please choose a time for you and your child to visit your child's class. The visits last for approximately 45 minutes and give both you and your child a chance to familiarize yourselves with the classroom. You will also have an opportunity to talk with the teacher at this time. We are looking forward to having a chance to meet with each of you.

CREATED BY: Mary J White [CONTACT](#)

Date (mm/dd/yyyy)	Location	Time	Available Slot
08/20/2015 (Thu)	2's - Seashells	8:00AM - 8:45AM EDT	Parent ✓ Sarah Robertson
	3's - Sunflowers	8:00AM - 8:45AM EDT	Parent ✓ Wes Dudgeon
	4/5's Butterflies	8:00AM - 8:45AM EDT	Parent ✓ Laurie Volkmann
		8:00AM - 8:45AM EDT	Parent ✓ Tanessa Fisher
	2's - Seashells	8:45AM - 9:30AM EDT	Parent ✓ Gayle Goudy
	3's - Sunflowers	8:45AM - 9:30AM EDT	Parent ✓ Shebar Coefield Ava Coefield

This is the email that was sent to parents in August for them to sign-up for a School Visit before school begins.

[Hi there.docx](#)

This is a Daily Highlights email sent to my parents with a response from a parent about a health concern.

[HIF 7.10.pdf](#)

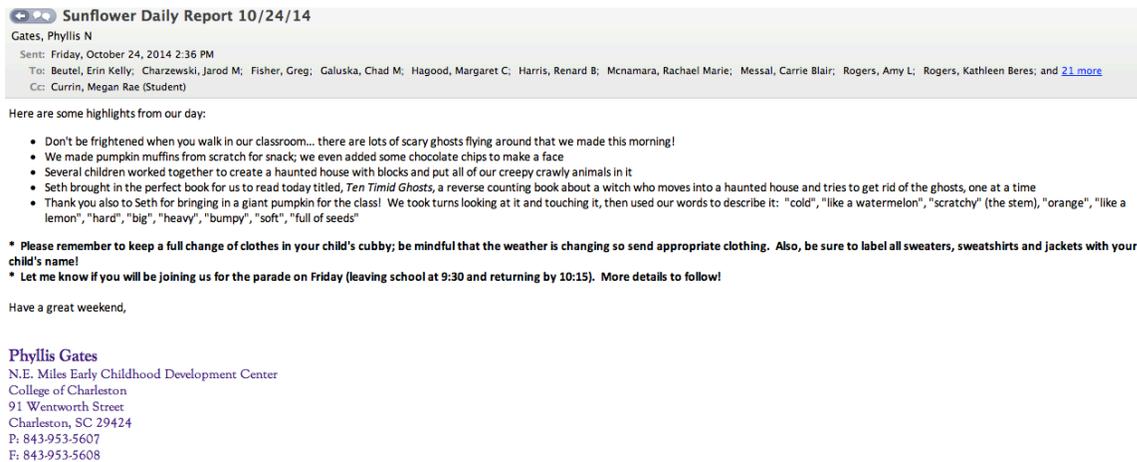
This is the Home Information Form that each parent receives at registration and updates yearly. Teachers are required to read these before school starts to discuss with families during our School Visits in mid-August.

[Sunflower notes.doc](#)

This is the paper form I use to send individual notes home to parents regarding specific issues related to their child such as behavioral issues, social issues, or any other information I need to communicate. This is used by student assistants, as well.

1.A.05: Teachers share information with families about classroom rules, expectations, and routines not only at enrollment but also as needed throughout the year.

During our School Visits with each family before school starts, we discuss questions and concerns with each family as well as a classroom overview including rules, rules and expectations. We inform parents, in more detail, about classroom rules, routines, expectations and policies during our Back-to-School night at the beginning of the school year. I also inform parents of any other rules, expectations or routines that may arise during the school year in my Daily Highlights email. If a situation or concern ever arises during the school year where a rule or expectation is not being met by a child, an email, note or phone call is given to the parents with a clarification and/or reminder.



This is an email sent to parents reminding them to keep a full change of clothes in their child's cubby, labeled with child's name.

Parent Night Notes Sunflowers' Class

- Please label all belongings including nap stuff, extra clothes and lunchboxes.
- Please take home all nap things to be laundered once a week.
- Toys from home are not allowed at school. Children staying for nap may bring one soft toy to sleep with.
- We are working on self-help skills at school. Reinforce this at home by helping your child: dress him/herself, pull pants up and down when using the bathroom, put shoes and socks on, wash his/her hands and open containers at lunch.
- Please remember to cut grapes, carrots and hotdogs lengthwise; this is a DSS requirement for children under age 4. Also, do not send nuts or popcorn in lunchboxes.
- Please check the Lost and Found shelf on the cart outside our room periodically.
- Check inside cubby daily for art work, etc.
- If you would like to celebrate your child's birthday at school you may bring a special snack on that day. Just let me know the day before! Also, if you are having a birthday party outside of school and are not inviting the whole class, please mail invitations so other children do not feel left out.
- Books are welcome at school any time! If you have any books related to our theme please bring them in. Just be sure to write your name inside the cover.
- Don't forget in sign in and out each day. If you need me to administer medication during the day, please fill in the medication log located in the sign-in notebook.
- Please say your goodbyes at the classroom door. The children can begin to show their independence by walking in by themselves, putting away their lunchboxes and putting up their pictures.
- If you need to contact me please do so by e-mail or message board; there is a message board posted outside the classroom door for you to post written messages. I check my messages periodically throughout the day.

e-mail address: gatesp@cofc.edu

phone number: 953-5607

Description of evidence for criterion 1.A.05

We give a list of class/school information to parents at our Back-to-School Night.

[Sunflower notes.doc](#)

This is the paper form I use to send individual notes home to parents regarding specific issues related to their child such as behavioral issues, social issues, or any other information I need to communicate. This is used by student assistants, as well.

1.C.:Helping Children Make Friends

1.C.03:Teaching staff support children as they practice social skills and build friendships by helping them:

- a. enter into [play],
- b. sustain [play], and
- c. enhance play.

Each day during our Free Choice time in the classroom and on the playground, the teachers interact and play with the children to help them stay on task, to encourage socialization between classmates and teachers, and to help solve problems. If a child is having difficulty making friends or getting along with classmates, the teacher will enter a play situation with the child, helping the child with social language and peer interaction. The teacher will also try and expand the play situation by offering suggestions and comments to encourage a higher level of play.



The teacher and children built an airplane out of a box while studying Things that Fly. The teacher encouraged children to "come aboard" and be passengers, pilot or flight attendant, while discussing the jobs of each. The children took turns in their roles to sustain play and developed imaginary scenarios among themselves, which enhanced the play experience.

1.D.:Creating a Predictable, Consistent, and Harmonious Classroom

1.D.01:Teaching staff counter potential bias and discrimination by

- a. treating all children with equal respect and consideration.
- b. initiating activities and discussions that build positive self-identity and teach the valuing of differences.
- c. intervening when children tease or reject others.
- d. providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.
- e. avoiding stereotypes in language references.

Respect for all children is a key consideration in creating our classroom culture. All children are valued and individual differences are highlighted and discussed through classroom discussions, literature and activities throughout the school year. We avoid stereotypes by offering a variety of models and images of people in differing abilities and ethnic backgrounds. If there is ever any teasing among students, the teacher discusses the issue and tries to help the children understand why it is inappropriate.



In the classroom we have a mirror and magnetic face parts cut from magazine photos for children to put together to make a face (indicators b & d). Many different eye, skin and hair colors are represented.



Children are encouraged to take on roles that represent diversity in all ways (d)



In this picture, the teacher is mediating a discussion about map-making in which one child was saying his map was better than the other one (c)



Family photos are displayed in the classroom in frames decorated by the children. The photos show the cultural and ethnic diversity in our class.(a,b,d)



These are paper cut-outs that the children created to represent themselves. They looked in a mirror, then used various art materials including colored paper, multi-cultural markers, etc. to make a representation of themselves. They are displayed in the hall.(a,b)



When studying Things that Fly, the children helped create an airplane out of a large box and other props. The children decided all of the items that the airplane would need, including the people that work on an airplane. We had a discussion about pilots and flight attendants, making it clear that both boys and girls can play each role. We also read books about airplanes which showed both male and female representations of varying ethnicities in each role. (d.e)

- 1.D.02: Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom
- a. rules,
 - b. plans, and
 - c. activities.

During class meetings and discussions, children help plan rules, study topics and activities to be used in the classroom. Each child's thoughts and ideas are considered to be a valuable contribution.

Things that Fly	What do we Know?	What do we want to find out?
airplane jet	<ul style="list-style-type: none"> - they fly - they shoot guns and parachutes - they soar - they roll 	How is an airplane different from a jet?
butterfly	<ul style="list-style-type: none"> - they fly - they sleep in cocoons - they drink flowers - they flap their wings - they drink fruit juice 	
rocket ship spaceship	<ul style="list-style-type: none"> - they fly in outer space - they fly pointed up - they turn 	<ul style="list-style-type: none"> - Do rocketships land pointed up? - How is a spaceship different from a rocketship?
helicopter	<ul style="list-style-type: none"> - they fly in the sky - the top turns around - they put down a rope 	What is the top of a helicopter called?
bird	<ul style="list-style-type: none"> - they fly, for real! Airplanes don't flap and birds do - they can sleep in a nest - they eat worms and snails - they soar - they go tweet, tweet - they poop on cars - they have feathers, beaks, eyes, feet and tails 	Do birds have eyebrows?
football	<ul style="list-style-type: none"> - they fly when you throw them 	Do they really fly?

This is a chart of child generated thoughts and words of things that fly, what they know about them, and what they want to find out.



The teacher is writing and discussing with the children the rules, plans and follow-up activities for a field trip.

1.D.04: Teachers help children talk about

- a. their own and
- b. others' emotions.

- c. explore a wide range of feelings and the different ways that those feelings can be expressed.

Classroom situations that arise throughout the day that involve feelings and emotions are discussed during our large group meeting, in a small group or individually as necessary. Children's literature pertaining to feelings and emotions is also used as a means of discussion, as well.



The teacher is reading and discussing the book, "When Sophie Gets Angry". The children read about what makes Sophie angry, then share what makes them angry.



These are books in our Reading Center that pertain to feelings and emotions. We read and discuss them with individuals during free choice time as well as in Circle Time with the whole class.

2:Curriculum

2.A.:Curriculum: Essential Characteristics

2.A.07:The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule

- a. provides time and support for transitions,
- b. includes both indoor and outdoor experiences, and
- c. is responsive to a child's need to rest or be active.

My three year old class daily schedule is designed to be consistent on a day to day basis to help children achieve a routine, but at the same time allow flexibility to accommodate unscheduled changes or learning opportunities. As listed in our daily schedule, there is ample time during the day for indoor and outdoor activities as well as allowing for active and rest time.

[three s updated new schedule late .doc](#)

Our daily schedule shows both indoor and outdoor activities, a time for resting and active play, as well as times included to ease transitions from one activity to the next.

2.A.08:Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including

- a. gender,
- b. age,
- c. language and
- d. abilities.

Materials and equipment

- e. provide for children's safety while being appropriately challenging.
- f. encourage exploration, experimentation, and discovery.
- g. promote action and interaction.
- h. are organized to support independent use.
- i. are rotated to reflect changing curriculum and accommodate new interests and skill levels.
- j. are rich in variety.

k. accommodate children's special needs.

Since our world, including the children at ECDC, vary in age, native spoken language, gender, and ability, our materials, equipment and curriculum do as well. We provide a safe environment where children can interact freely to explore, experiment and discover a variety of materials and equipment independently while acquiring new skills. Some examples of these materials are books, puzzles, building and dramatic play props. The teachers rotate materials and equipment to accommodate a variety of learning styles and developmental levels, including those children with special needs.



This is a teacher created material where the children create a face on a magnet board using pieces from magazines reflecting differences in skin, eye, and hair color. Parts are laminated and attached with magnetic tape, then organized by type in a sorting tray to make them easier to find. (a,f,g,h)



Literacy materials (both ours and public library) are abundant, rotated frequently from our library to the classroom centers, and represent our community in a wide variety of ways. A French-speaking parent reads the book, "The Very Hungry Caterpillar", in French, leaving us the French version for our Reading Center as well as a recorded copy on CD for our Listening Center (a,b,c,d,f,g,h).



We have an abundance of materials and storage that allows us to rotate materials as needed and appropriate (i,j)



We have a large selection of books and materials that represent our community. Some of these books have parts of them written in the Gullah dialect, which is part of our Charleston heritage (c,j,f).



The Sunflowers and Seashells created a bridge using the large plastic blocks on the playground. The blocks are not stacked, but placed side by side for safety. The older and more agile children jumped off of the end, while the children who were not as skilled had a friend hold his/her hand and walk off the end. (b,d,e,f,g,h)



Dolls and dress-up clothes represent a full spectrum of ethnic, gender, age and family characteristics. Children pretend to be parents and siblings with dress-up clothes; children also dress, feed, and care for the dolls as if they are real. (a,b,f,g)



Balls are such a versatile material. Several children were playing catch with a ball while standing. A special needs child in my class was not able to catch while standing, so another child sat with her to roll the ball back and forth so she could participate successfully. (d,g,k)

- 2.A.10: The curriculum guides teachers to incorporate content, concepts, and activities that foster
- a. social,
 - b. emotional,
 - c. physical,
 - d. language, and
 - e. cognitive development and
 - f. integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.

Our program believes in curriculum as an organic, on-going process. Our website describes the theoretical bases and our articulation of what we believe young children should know and do. The curriculum, which is reflected in our lesson plans, incorporates lessons and activities which foster social, emotional, physical, language and cognitive development on a daily to weekly basis. The teachers also include plans for teaching as many content areas as possible in each weekly lesson plan.

Curriculum

Curriculum Framework

The College's support for academic freedom guides our belief that as a demonstration and laboratory program, our teaching staff have both the privilege and responsibility to explore and experiment with curriculum that is developmentally appropriate ([Copple & Bredekamp, 2009](#))¹ and reflective of current research literature on early childhood education. We facilitate and/or conduct research that will advance understanding of how young children learn, grow, and develop. ECDC encourages *responsible eclecticism* ([Jaruszewicz, 2005](#))² and supports our teachers' roles as participant/observers, action researchers, and curriculum decision-makers. Teachers are expected to know, understand, and collectively participate in on-going dialogue about how the program philosophy translates into curriculum decision-making and daily activities that demonstrate best practice and support children's individual needs and interests. Therefore, ECDC works within a curriculum framework, rather than adopting a particular commercial or published curriculum.

Curriculum Influences

The visitor to ECDC will see concrete evidence of how our program is influenced by well-known early childhood curricular approaches. For example:

- We strive to create a physical environment that is amiable, home-like, and aesthetically pleasing ([Reggio Emilia](#); [Montessori](#); [Waldorf](#)).
- Our classroom centers and materials are carefully organized and labeled to facilitate the child's independence and sense of responsibility ([High Scope](#); [Montessori](#); [Reggio Emilia](#)).
- Our daily schedules provide ample opportunities for children to make conscious choices and account for their decisions ([Creative Curriculum](#); [High Scope](#)).

¹ Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practices for children in programs aged birth–eight*. Washington, DC: NAEYC.

² Jaruszewicz, C. (2005). Responsible eclecticism: Using a structured analysis process to facilitate curriculum discourse with graduate preservice early childhood education students. *Journal of Early Childhood Teacher Education*, 26(4), 361-375.

- Topical investigations are selected, planned, and guided by children's individual and collective interests and take the form of increasingly long-term project work as the children get older (Reggio Emilia; [Project Approach](#)).
- Arts are infused into the curriculum in many ways (Waldorf)
- Curriculum activities extend learning to the out of doors ([Waldkindergarten](#)).
- Our teachers conduct meaningful, integrated literacy activities that include a focus on Writing and Reading Workshops ([Lucy Calkins, Columbia University](#)). We work closely with SOEHHP literacy professors (Drs. [Mary Blake](#), [Margaret Hagood](#), and [Emily Skinner](#)) and [Carol Ann Davis](#), English Department.
- Block-building is a highly valued activity as a foundation for building science and mathematical thinking ([Bank Street](#))

Curriculum Goals

- Provide children opportunities to explore and extend their interests and abilities
- Help children acquire skills and dispositions they will need to become life-long, self-directed learners
- Teach children to understand and practice tolerance and respect for others as unique and interesting human beings

Standards & Objectives

ECDC uses the [South Carolina Early Learning Standards](#) (2008) for children 3-5 and has adapted the current draft of the [SC Guidelines for Infants and Toddlers](#) as our program objectives for curriculum and assessment of growth and development. These standards address *Approaches to Learning, Physical Growth & Health, Social-Emotional Development, English Language Arts, and Mathematics*.

Curriculum Content

The curriculum framework is guided by statements that convey how the program philosophy is contextualized. As each teacher translates our philosophy into the day-to-day planning process to design and plan classroom activities, we keep the following statements in mind with respect to different content areas in the curriculum.

Ecological Responsibility: As members of the ECDC community, children have the opportunity to develop a sense of responsibility for each other and their natural environment and resources. Gardening, recycling, and care of the

physical and natural environment are an increasing part of our curriculum as we look for ways to help children develop an awareness of the importance of a sustainable and ecologically respectful global environment.

Social Studies: Childrens' awareness of themselves and the world is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, language, and traditions of the families in the class. They learn about their immediate world with many field trips, experiences, and interactions with people and places in the local community.

Language Arts & Emergent Literacy: Multiple literacies develop through daily experiences and practice with many forms of communication. Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations and discussions, and generating literacy products such as books, charts, and letters, enables children to progress from the acquisition of language to the productive use of oral and written language to express original ideas. [Short media presentation of literacy approach](#)

Physical Development: Physical development occurs both naturally through various kinds of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child's body coordination, balance, agility, and spatial awareness.

Creative Arts: Recognizing that supporting and encouraging creativity is important for the development of the whole child, children need frequent opportunities to express and explore their ideas in many ways. They need exposure to a wide variety of flexible materials that can be used in different ways. The arts are a primary means by which cultures represent their history, achievements, and values; therefore, exposure to a wide variety of visual arts, music, dramatic, and movement activities is essential. They are the "hundred languages of children." (Edwards, Gandini & Forman, 1993; 1998)³.

Math: Children acquire fundamental mathematical concepts, logical thinking, and problem solving through the manipulation of materials and application of skills and concepts to real life situations. Concepts learned through work with manipulatives, block-building, sand and water play, and problem posing/solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.

Science: Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying,

³ Edwards, C.; Gandini, L., & Forman, G. (eds.) (1998). *The hundred languages of children (2nd ed.)*. Norwood, NJ: Ablex.

measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial-and-error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and change. Cooking activities also offer practical and meaningful examples of how scientific principles are applied in daily life.

Social/Emotional Competence: The learning environment should encourage development of childrens' positive self-concepts by enabling them to cope with setbacks and frustrations without losing self-confidence. Children are supported as they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECDC children learn to respect others' feelings, choices, and opinions.

Health & Safety: Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

Assessment

Our assessment system is grounded in the concept of [developmentally appropriate authentic assessment](#) (NAEYC, 2003) as the most reliable means for gaining credible information about what and how children are learning and progressing across all the developmental domains. Therefore, assessment is conducted in settings familiar and comfortable for children and by adults they know and trust.

Purposes:

- Gather information using multiple means that are culturally respectful, meaningful, authentic, and accurate
- Describe each child's development and learning
- Provide families with comprehensive and relevant information about progress and/or indicators that referral is needed for extended diagnostic evaluation
- Identify children's interests and needs
- Make appropriate instructional decisions and adaptations for each child
- Use assessment results for program improvement
- Communicate effectively with parents as partners in their child's early childhood education

Procedures: Primary methods include

- Observation
- Anecdotal records
- Skills checklists
- Developmental screening ([Ages & Stages Questionnaire](#))
- Family surveys
- Interest inventories
- Performance assessments
- Work sampling
- Informal & written communication
- Developmental narratives

When warranted, additional formal and/or informal methods that may be used include:

- Running records
- Behavior checklists
- Time/event sampling
- Video/audio recording
- Standardized testing

Timelines:

Assessment begins prior to the child's initial enrollment with parent surveys and home visits and continues throughout the academic year, with assessment information for each child maintained in a portfolio that moves with the child through the program from teacher to teacher. The Master Teachers conduct formal parent/teacher conferences once each semester and maintain close, informal contact with families throughout the year. [Assessment Timeline Chart](#)

Confidentiality:

Because ECDC is a laboratory/demonstration school, there are many students and members of the community visiting ECDC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only.

ECDC complies with all federal confidentiality requirements as outlined by the university's policies for compliance with the [Family Educational Rights and Privacy Act](#)

Children with special needs:

Children are accepted for enrollment assuming that (a) the child is able to benefit from the ECDC program, (b) the child's behavior does not pose a significant threat to the health and/or safety of the other children or staff, and (c) parents

abide by our policies and cooperate with and support our efforts to meet their child's individual needs.

In South Carolina, public schools provide early intervention services through the [Babynet](#) (birth-3) and the *Child Find* (3-5) processes, delivered through the [Office of Exceptional Children and Youth](#) in the Charleston County School District. If an enrolling child has already been identified with special needs, ECDC staff meet with the family and external professional resource staff to review the IFSP or IEP. If our assessments and collaboration with families indicate the need for additional screening or developmental evaluation, parents are encouraged to initiate the Child Find process

Communicating Assessment information:

Teachers maintain ongoing verbal, electronic, and informal written communications with families about both group and individual child progress. Teachers conduct conferences with each family once per semester, at which time all assessment information from the semester is reviewed and a detailed summary progress checklist and narrative report is shared and discussed.

Description of evidence for criterion 2.A.10

Our curriculum includes specific statements for each content area that provide a framework for planning and decision-making.

Sunflowers' Lesson Plans

Week of: Apr. 5-9

Study Topic: Butterflies

Special Center Activities

- *photos of butterflies and stages of development in Discovery Center*
- *butterflies, plastic eggs, grass, and bug catchers in the Sensory Table*
- *butterfly matching/memory game*
- *butterfly puzzles*
- *feltboard stages of a butterflies' life*
- *painting butterflies*
- *fiction and nonfiction books about butterflies*

Small Group

Monday: counting butterflies

Tuesday: butterfly floor puzzles

Wednesday: yoga

Thursday: Soccer

Friday: butterfly shape/graphing activity

Large Group

Books of the Week: The Very Hungry Caterpillar, Charlie the Caterpillar, Counting in the Garden, The Butterfly Kiss, The Lamb and the Butterfly

Songs of the Week: "Gentle, Gentle Butterfly", "Mr. Caterpillar"

Large Group Activities: learning/discussing the stages of a butterfly's life

Description of evidence for criterion 2.A.10

These are lesson plans to extend the learning and understanding of butterflies including activities for all content and developmental areas

SC Early Learning Standards for 3 Year-olds **Name:** _____ **Date:** _____

Comments/Notes	Standard
APPROACHES TO LEARNING	
AL 1. Children engage in play as a means to develop their individual approaches to learning.	
	<i>AL-3K-1.1 Learn about the properties and characteristics of materials and equipment through</i>
	<i>AL-3K-1.2 Demonstrate ability to identify and take appropriate risks in play in order to learn</i>
AL 2. Children show curiosity, eagerness and satisfaction as a learner.	
	<i>AL-3K-2.1 Prefer one familiar activity but will try others when encouraged by an adult or peer</i>
	<i>AL-3K-2.2 Demonstrate eagerness and interest as a learner by responding to what they observe</i>
	<i>AL-3K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or</i>
AL 3. Children demonstrate initiative, engagement, and persistence in learning.	
	<i>AL-3K-3.1 Show initiative in selecting and creating activities.</i>
	<i>AL-3K-3.2 Maintain interest in self-selected activities and play.</i>
	<i>AL-3K-3.3 Show ability to focus attention on favorite activities for brief periods of time (5 –</i>
AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.	
	<i>AL-3K-4.1 Understand how to accomplish a simple task.</i>
	<i>AL-3K-4.2 Organize actions and materials needed for play in the learning environment.</i>
	<i>AL-3K-4.3 Follow through in completing simple tasks and activities.</i>
	<i>AL-3K-4.4 Seek help when encountering a problem in play.</i>
AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.	
	<i>AL-3K-5.1 Talk about prior events and personal experiences.</i>
	<i>AL-3K-5.2 Use prior knowledge to understand new experiences.</i>
	<i>AL-3K-5.3 Seek explanations for events or personal relationships</i>

SC Early Learning Standards for 3 yr. olds

	<i>AL-3K-5.4 Predict possible outcomes related to cause and effect.</i>
SOCIAL AND EMOTIONAL DEVELOPMENT	
SE1. Children will demonstrate a positive sense of self.	
	<i>SE-3K-1.1 Describe themselves using several basic characteristics.</i>
	<i>SE-3K-1.2 Demonstrate self direction by making simple choices among limited options.</i>
	<i>SE-3K-1.3 Demonstrate confidence by participating in familiar classroom routines.</i>
	<i>SE-3K-1.4 Make known personal needs and desires.</i>
	<i>SE-3K-1.5 Respond to positive and negative feedback from familiar adults.</i>
SE2. Children will demonstrate self control, respect and responsibility.	
	<i>SE-3K-2.1 Follow a few simple classroom routines and rules.</i>
	<i>SE-3K-2.2 Use classroom materials responsibly with modeling and guidance from adults.</i>
	<i>SE-3K-2.3 Manage transitions positively when supported by an adult.</i>
	<i>SE-3K-2.4 Become increasingly aware of behavior and its effects on others.</i>
	<i>SE-3K-2.5 Use simple conflict resolution techniques with adult modeling and facilitation.</i>
SE3. Children express feelings and show concern for others.	
	<i>SE-3K-3.1 Recognize own positive and negative feelings when an adult labels them.</i>
	<i>SE-3K-3.2 Calm self after strong emotion with adult help.</i>
	<i>SE-3K-3.3 Seek adult help to manage fears and concerns.</i>

SC Early Learning Standards for 3 yr. olds

	<i>SE-3K-3.4 Show awareness of feelings of others with adult guidance and support.</i>
SE4. Children will form healthy social relationships.	
	<i>SE-3K-4.1 Show interest in others by playing beside or briefly with one or more children.</i>
	<i>SE-3K-4.2 Show an interest in having a friend</i>
	<i>SE-3K-4.3 Accept adult help to join play group.</i>
	<i>SE-3K-4.4 Show growing awareness of group life of class (sense of community)</i>
	<i>SE-3K-4.5 Interact with familiar adults with varying degrees of comfort.</i>
LANGUAGE AND LITERACY	
READING: I. Understanding and Using Literary Texts: Standard K-1: The student will begin to read and comprehend texts in print and non-print formats.	
	<i>ELA-3K-1.1 Listen to simple stories, songs and rhymes</i>
	<i>ELA-3K-1.2 Anticipate spoken lines in songs and finger plays.</i>
	<i>ELA-3K-1.3 Form sounds that imitate the natural sounds of an animal, action or object.</i>
	<i>ELA-3K-1.4 Repeat words or actions from a favorite story read aloud.</i>
	<i>ELA-3K-1.5 Use pictures and adult reader's expression to experience mood and meaning of text.</i>
	<i>ELA-3K-1.6 Recall story details that have personal meaning.</i>
	<i>ELA-3K-1.7 Imitate words or actions from favorite books read aloud.</i>
	<i>ELA-3K-1.8 Explore books with an adult or another child.</i>

SC Early Learning Standards for 3 yr. olds

	<i>ELA-3K-1.9 Pretend to be a family member, pet or familiar adult during play.</i>
READING: II. Understanding and Using Informational Texts: Standard K-2: The student will begin to read and comprehend informational texts in print and non-print formats	
	<i>ELA-3K-2.1 Explore realistic books and materials in classroom centers</i>
	<i>ELA-3K-2.2 Identify some familiar objects in informational texts.</i>
	<i>ELA-3K-2.4 Identify real objects seen in informational texts.</i>
	<i>ELA-3K-2.5 Look at classroom pictures and signs.</i>
READING: III. Learning to Read: Standard K-3: The student will learn to read by applying appropriate skills and strategies to build understanding of what is read.	
	<i>ELA-3K-3.1 Rehearse vocabulary by identifying familiar objects pictured in books.</i>
	<i>ELA-3K-3.2 Comprehend changes in forms of familiar words.</i>
	<i>ELA-3K-3.3 Begin pretending to read or role-play with dialogue.</i>
	<i>ELA-3K-3.4 Begin recognizing familiar books by their covers or pictures.</i>
	<i>ELA-3K-3.5 Begin joining in familiar nursery rhymes and songs.</i>
	<i>ELA-3K-3.6 Use appropriate word order and intonation to ask a question or make a statement.</i>
	<i>ELA-3K-3.7 Begin to use word beginnings and endings as language play or comprehension aids.</i>
	<i>ELA-3K-3.8 Begin noticing and trying to match rhythm, volume, and pitch of adults voice in oral language.</i>
	<i>ELA-3K-3.10 Recognize a few letters.</i>

SC Early Learning Standards for 3 yr. olds

	<i>ELA-3K-3.11 Begin to recall and repeat familiar words and phrases.</i>
	<i>ELA-3K-3.15 Begin connecting text read aloud with personal experiences.</i>
	<i>ELA-3K-3.16 Begin recognizing at least one familiar logo or printed sign.</i>
	<i>ELA-3K-3.17 Begin learning how to handle and care for books.</i>
	<i>ELA-3K-3.18 Begin to orient books in correct position and turn pages from front to back.</i>
	<i>ELA-3K-3.19 Express interest in adult writing and identify it by meaning.</i>
<p>WRITING: IV. Developing Written Communication: Standard K-4: The student will begin to create written work sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Stand</p>	
	<i>ELA-3K-4.1 Identify people and events of personal significance.</i>
	<i>ELA-3K-4.2 Uses sentences of 2-3 words (when appropriate in conversation) while describing</i>
	<i>ELA-3K-4.3 Tells a brief story (1 -2 ideas)</i>
	<i>ELA-3K-4.6 Participate in small group reflections on recent event.</i>
	<i>ELA-3K-4.7 Pretend to write.</i>
<p>WRITING: V. Producing Written Communication in a Variety of Forms: Standard K-5: The student will begin to purposes and audiences.</p>	
	<i>ELA-3K-5.1 Pretend to write.</i>
	<i>ELA-3K-5-3 Identify and briefly describe important people, objects and events in their world.</i>

SC Early Learning Standards for 3 yr. olds

RESEARCHING: VI. Applying the Skills of Inquiry and Oral Communication: Standard K-6: The student will begin to gather information from a variety of sources.	
	<i>ELA-3K-6.1 Ask "why" questions about things in their world.</i>
	<i>ELA-3K-6.2 Look at books, pictures, and videos with interest.</i>
	<i>ELA-3K-6.3 Classify familiar objects by one or two observable attributes.</i>
	<i>ELA-3K-6.5 Carry out simple directives most of the time.</i>
MATHEMATICS	
I. Mathematics Processes: Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.	
	<i>M-3K-1.1 Engage in problem-solving during play within the classroom environment.</i>
	<i>M-3K-1.2 Begin to make predictions based on appearance and experience.</i>
	<i>M-3K-1.5 Begin to see how similar items can be grouped together.</i>
	<i>M-3K-1.7 Show an awareness of numbers in a personally meaningful context.</i>
II. Number and Operations: Standard K-2: The Student will demonstrate through the mathematical processes a basic understanding of quantity and numeral relations, sets and place values.	
	<i>M-3K-2.1 Show curiosity and interest in counting and number.</i>
	<i>M-3K-2.2 Show one-to-one correspondence through three when counting real objects.</i>
	<i>M-3K-2.3 Compare quantities using general terms</i>
	<i>M-3K-2.4 Understand the concept of adding one more (joining) and taking one away (separating).</i>

SC Early Learning Standards for 3 yr. olds

	<i>M-3K-2.8 Identify the positions first and last.</i>
III. Algebra: Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of growing patterns and classifications based on attributes.	
	<i>M-3K-3.4 Recognize similar objects in the environment by color, shape or size.</i>
IV. Geometry: Standard K-4: The student will demonstrate through the mathematical process an emerging sense of dimensional geometric shapes and relative positions in space.	
	<i>M-3K-4.1 Recognize simple shapes in the environment</i>
	<i>M-3K-4.2 Match shapes in their environment.</i>
	M-3K-4.3 Begin to show an understanding of common positional words “under”, “over”, and “in”.
V. Measurement: Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of the measurement concepts of length, weight, time and temperature.	
	<i>M-3K-5.2 Compare the size of objects.</i>
	<i>M-3K-5.3 Explore measurement informally through play.</i>
	<i>M-3K-5.4 Associate at least one measurement device with its purpose.</i>
	<i>M-3K-5.6 Begin to show awareness of time concepts.</i>
Physical Development	
PD 1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance and coordination.	
	<i>PD-3K-1.1 Move with some balance and control while walking, running, jumping, marching and dancing.</i>
	<i>PD-3K-1.2 Coordinate movements to perform simple tasks.</i>
PD 2. Fine Motor Control: Children use their fingers and hands in ways that develop hand to eye coordination, small object manipulation.	

SC Early Learning Standards for 3 yr. olds

	<i>PD-3K-2.1 Use strength and control to perform simple tasks</i>
	<i>PD-3K-2.2 Use hand-eye coordination to perform simple tasks.</i>
	PD-3K-2.3 Explore the use of various drawing tools.
PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health and safety.	
	<i>PD-3K-3.1 Perform simple self-care tasks.</i>
	<i>PD-3K-3.2 Follow basic health rules with reminders.</i>
	<i>PD-3K-3.3 Follow basic safety rules with reminders.</i>
	<i>PD-3K-3.4 Demonstrate adequate stamina for typical activities.</i>

Description of evidence for criterion 2.A.10

These are the South Carolina Early Learning Standards which we use to plan our lessons and activities. It includes social, emotional, physical, and language development as well as all of the content areas.

2.A.11: The schedule

- a. provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for:
- b. play,
- c. creative expression,
- d. large-group,
- e. small-group, and
- f. child-initiated activity.

During the course of each day, time is allowed in our schedule for children to play, participate in and initiate individual, small and large group activities. Since our study topics extend without a definite ending time, children are allowed to complete learning activities and projects over a course of several days or longer.

Sunflowers' Lesson Plans

Week of: Apr. 5-9

Study Topic: Butterflies

Special Center Activities

- *photos of butterflies and stages of development in Discovery Center*
- *butterflies, plastic eggs, grass, and bug catchers in the Sensory Table*
- *butterfly matching/memory game*
- *butterfly puzzles*
- *feltboard stages of a butterflies' life*
- *painting butterflies*
- *fiction and nonfiction books about butterflies*

Small Group

Monday: counting butterflies

Tuesday: butterfly floor puzzles

Wednesday: yoga

Thursday: Soccer

Friday: butterfly shape/graphing activity

Large Group

Books of the Week: The Very Hungry Caterpillar, Charlie the Caterpillar, Counting in the Garden, The Butterfly Kiss, The Lamb and the Butterfly

Songs of the Week: "Gentle, Gentle Butterfly", "Mr. Caterpillar"

Large Group Activities: learning/discussing the stages of a butterfly's life

Description of evidence for criterion 2.A.11

This is an example of a weekly lesson plan when studying butterflies. Though plans are written weekly, topics of study are continued over the course of several days and even weeks. There is ample time for play and creative expression each day.

[three s updated new schedule late .doc](#)

Our daily schedule provides time for both indoor and outdoor play as well as small group, large group and individual activities.

2.A.12: The curriculum guides teachers to plan for children's engagement in play (including dramatic play and blocks) that is integrated into classroom topics of study.

Our weekly lesson plans reflect how our curriculum allows for children to actively engage in play. The play may include creating things with blocks, art projects or dramatic play props that extend our classroom topics of study.

[Family lesson plan GatesP v1 .doc](#)

These are lesson plans to extend the learning and understanding of "Our Families" including activities for all content and developmental areas.

2.C.:Areas of Development: Physical Development

2.C.03:Children are provided varied opportunities and materials that support fine-motor development.

During free choice time and small group instruction, activities and materials are provided to strengthen fine-motor muscles. Some of these activities may include stringing beads, completing puzzles, cutting, gluing, tracing, drawing and/or painting.



These two girls are drawing with markers and cutting colored tape to create pictures.

2.C.04:Children have varied opportunities and are provided equipment to engage in large motor experiences that

- a. stimulate a variety of skills.
- b. enhance sensory-motor integration.
- c. develop controlled movement (balance, strength, coordination).
- d. enable children with varying abilities to have large-motor experiences similar to those of their peers.
- e. range from familiar to new and challenging.

f. help them learn physical games with rules and structure.

Our playground equipment and materials (including climbing toys, trikes, balance beam, sandbox, blocks) allow children to integrate a variety of large motor skills in their play. We also plan more structured games to teach children how to follow rules, take turns and show good sportsmanship. In addition, we have a physical education (GenMove) class once a week where children work on balance, strength, coordination and following directions. Since all children vary in ability, activities are individualized and open ended for children to progress as they are ready.



Playground equipment provides opportunities that meet all indicators.
In this photo, one child is pulling two others in a wagon (a,c,d).



Sunflowers are doing a balance and stretching activity during a GenMove class (a,b,c,d,e,f).



The Sunflower class is playing a parachute game where they have to move the parachute to keep the ball from falling off. (b,c,d,e,f)

2.D.:Areas of Development: Language Development

2.D.02:Children are provided opportunities to experience oral and written communication in a language their family uses or understands.

We are very fortunate at ECDC to have several families enrolled who have English as their second language. This is such a valuable teaching tool for us! Since most parents are also educators, they are very willing to share with us stories, songs, and activities to teach the class something from their native language, which provides a very special experience for their child, as well. Teachers provide communication experiences as well for children who speak another language at home (other than English) whose parents who are unable to come in and share things with us. Some examples are having their name (and other words) written in their native language, songs, books and recorded stories from their native language.



A French-Canadian parent of a Sunflower reads the book, "The Very Hungry Caterpillar", in French to the class.

2.D.04:Children have varied opportunities to develop vocabulary through

- conversations,
- experiences,
- field trips, and

d. books.

A major component of our curriculum is developing oral and written language. Because of these rich language experiences that are provided throughout each day, our children have the opportunity to develop meaningful vocabulary. We provide vocabulary enrichment through such experiences as conversations, discussions, science experiments, language play, books, songs, and field trips.



During a study of things that fly, the children became interested in kites. The children decided during a large group discussion what materials they would need to make a sturdy kite based on what information they had learned about kites, wind, flying, etc. After they created their kites in class, we went to an open park to fly them. We later discussed if our kites worked and whether or not the children chose the proper materials.



The teacher is reading the book, *When Sophie Gets Angry, Really, Really Angry*, to a group of children. They discuss the words we use to express our feelings and emotions and share experiences when they felt angry.

2.D.06: Children have varied opportunities and materials that encourage them to have discussions to solve problems that are

- a. interpersonal and
- b related to the physical world.

Throughout our school day, children are provided opportunities and materials which encourage problem solving. During free choice time, outside play time or small group instruction while children are interacting with each other, situations relating to their world arise which allow them to have discussions to try and solve problems, either by themselves or with the help of an adult.



A child who has visited family in Seattle, works with another child to recreate the Space Needle with blocks while looking at a photo in our "famous structures" book. The girls had difficulty deciding how they wanted it to look, but the first child's actual experience in Seattle provided the real-world connections that enabled them to solve the problem.

2.E.:Curriculum Content Area for Cognitive Development: Early Literacy

2.E.03:Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:

- a. Items belonging to a child are labeled with his or her name.
- b. Materials are labeled.
- c. Print is used to describe some rules and routines.
- d. Teaching staff help children recognize print and connect it to spoken words.

We introduce and expose children to meaningful print to help them understand the correlation between written and spoken language. Children's personal items as well as classroom materials are labeled with words and pictures. Children also regularly participate in activities where they help the teacher create charts, notes, and books and connect their spoken words to print. Teachers may also point out familiar or environmental print to children in the classroom or on a field trip.



Cubbies and book bags are labeled with each child's name.



Magnetic pictures with each child's face and name are used to show who is at school each day- the children put their picture up on the magnet board when they arrive at school and take down their picture when they go home.



The teacher is writing a list of "things we will see on our field trip" and "rules to follow on our field trip". The children are stating their thoughts and the teacher is writing their words on chart paper.



These word lists, related to topics of study, are put in the writing center for the children to read and practice writing. The children can "read" successfully when they see the printed word on the picture.

2.E.04: Children have varied opportunities to

- a. be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.
- b. be read to regularly in individualized ways including one-to-one or in small groups of two to six children.
- c. explore books on their own and have places that are conducive to the quiet enjoyment of books.
- d. have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books.
- e. be read the same book on repeated occasions.
- f. retell and reenact events in storybooks.
- g. engage in conversations that help them understand the content of the book.
- h. be assisted in linking books to other aspects of the curriculum.
- i. identify the parts of books and differentiate print from pictures.

We read books to the children almost all day long! During free choice time, individual or small groups of children may gather in the reading corner to hear and discuss a story read by a teacher or to read independently. Children also enjoy reenacting a familiar story on the felt/magnet board or spontaneously in the dramatic play area. During large

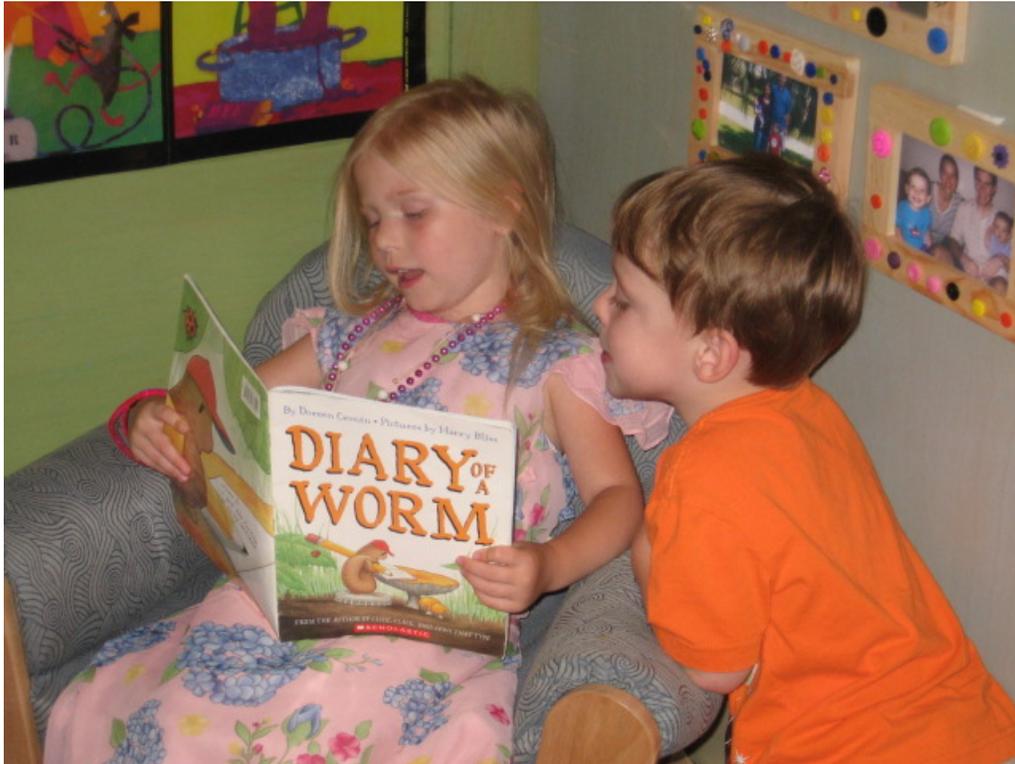
group time, the teacher reads and discusses books relating to our topic of study, acknowledging the title, author, illustrator and type of book. Books are also read during lunch time and rest time.



A favorite book, chosen from the bookshelf (When Sophie Gets Angry) is being discussed and read by the teacher in the Reading Center during Free Choice Time. This book is read to remind children of the importance of expressing emotions appropriately during the school day and at home. Favorite books are read over and over! (a,b,e,g,h)



Our Reading Center includes a rug, pillows, two bookshelves containing several different types of books, and a child sized chair and couch. I always include factual books, story books, alphabet/number books, and rhyming books in our collection. (c,d)



This child is reading a book to another child; she has heard the book so many times she knows every word! (e)



Our center library is organized and catalogued to facilitate selecting books for classroom literacy centers (d).



I am reading the book, Pete the Cat and the Wheels on the Bus, to the class during circle time.

The children are reenacting the song and story. Before reading each book at circle time, we discuss the cover, title page, author and illustrator. These are all pointed to while discussed. (a,f,i)

2.E.05: Children have multiple and varied opportunities to write:

- a. Writing materials and activities are readily available in art, dramatic play, and other learning centers.
- b. Various types of writing are supported including scribbling, letter-like marks, and developmental spelling.
- c. Children have daily opportunities to write or dictate their ideas.
- d. Children are provided needed assistance in writing the words and messages they are trying to communicate.
- e. Children are given the support they need to write on their own, including access to the alphabet and to printed words about topics of current interest, both of which are made available at eye level or on laminated cards.
- f. Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life.

Writing materials are readily available for children to use during free choice time in the art area, reading area, and sometimes dramatic play and/or building areas. Any level of writing is encouraged and teachers are available to assist when children need help. Small group lessons are also planned on a regular basis such as creating a class book or drawing pictures of specific thoughts/ideas to encourage independent writing. Children are also required to

write their name on all artwork, either independently or with the teacher's help. Nametags are available to serve as a model. Teachers model the importance of writing when writing lists, thank you notes and birthday cards, which we do regularly as a group.



Three Sunflower girls are talking and writing in the Writing Center during Free Choice Time; some are using picture and letter stencils and others are writing letters, drawing pictures and copying names. (a,b,c,e)



Pictures with words related to the current study topic are posted on the wall next to the Writing Center for children to use in personal story writing. (c,e)



The teacher, with the help of her class, is writing rules and planning activities for a field trip. (f)



The teacher is helping a child write her name while looking at her name tag while another child writes her name independently. (d)

2.E.07: Children are given opportunities to
a. recognize and
b. write letters.

We provide regular opportunities for children to recognize and write words and letters. We use the children's nametags for several activities to provide children a meaningful way to learn letters. They identify letters in their names and compare their names to their classmates. They also use their nametags to practice writing letters and names.



Two children are copying their names on a class birthday card for a classmate with the teacher assisting as necessary.

2.F.:Curriculum Content Area for Cognitive Development: Early Mathematics

2.F.02:Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.

In our fine motor and games center, we keep a variety of math materials on the shelves to reinforce number concepts such as counting and number recognition. Some of these materials are introduced first during small group lessons as a game.



The children are playing an insect board game. The children draw a card with a numeral on it, then have to count and move their game piece that many spaces on the board until they get to the end.

2.F.03:Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.

During small group instruction the teachers introduce the concept of sorting and grouping by providing children with materials varying in shape, size and color. They discuss and demonstrate what to do and then the children are allowed to work on their own or with assistance as needed. Sorting materials are available in the fine motor and games center for children to play with during free choice time.



A small group of children work with the teacher to sort and pattern rubber insects.

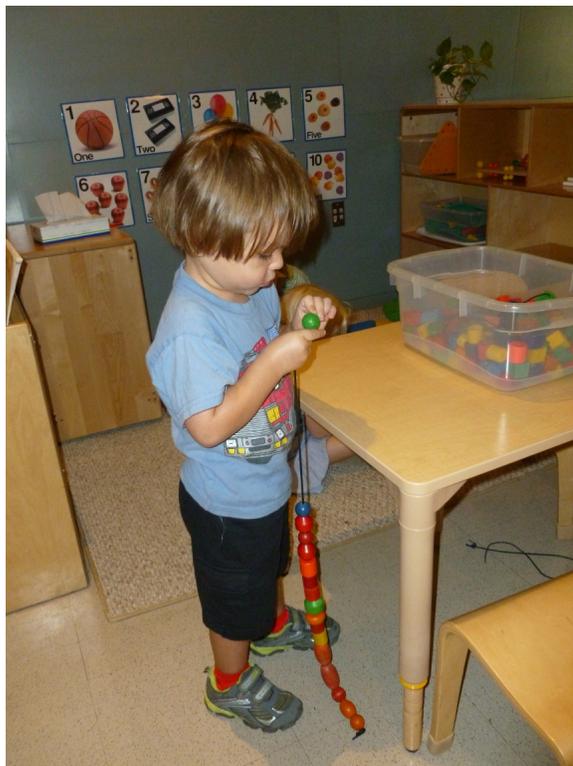
2.F.05: Children are provided varied opportunities and materials that help them understand the concept of measurement by using

- a. standard and
- b. non-standard units of measurement.

Children are given opportunities at different times during the school year to help them understand the concept of measuring. At the beginning and end of each year, we measure each child's height, discussing the purpose of a tape measurer and to compare how much each child has grown. We also use blocks, beads, Unifix Cubes and other materials as a nonstandard way of measuring length, height, distance and to make comparisons.



A child is being remeasured with a tape measurer to see how much he has grown during the school year.



This child is measuring the height of the table with beads.

2.F.06: Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.

Materials are available in the classroom for children to manipulate and explore to create new figures out of basic shapes using wooden blocks, magnetic or plastic shapes. Most materials are used freely in various centers, but others are introduced to the children first during small group lessons where we discuss and create different geometrical shapes. We may also use sticks, stencils and/or markers to create shapes, or play games where we find shapes in the classroom environment.



This child is creating three dimensional shapes with colored magnetic shapes on the light table.



This child used different shaped unit blocks to create larger shapes and buildings.

2.F.07: Children are provided varied opportunities to build an understanding of time in the context of their lives, schedules, and routines.

Our school week runs on a consistent daily schedule. This consistency in our routine allows the children to learn what will happen next such as the transition from one activity to the next. Of course there are times when our schedule may change for a special activity such as a birthday, field trip, etc. In these situations we inform the children of the changes in advance to help them learn to plan for unexpected events and begin to understand the concept of time.



This child takes his turn to ring the bell, letting the Sunflowers know it's time to come inside.

[three s updated new schedule late .doc](#)

Our routines in our daily schedule stay consistent to help the children to understand time concepts such as what comes before/next.

2.F.08:Children are provided varied opportunities and materials that help them recognize and name repeating patterns.

Many small group lessons involve activities where children are given materials to name, continue and create repeating patterns. We also, at times, create and continue patterns as a group during circle time. We first begin with naming simple AB patterns, then progress to continuing then creating patterns. As this is mastered over the course of the school year, children are then given the opportunity to work on more complex patterns. Teachers may also point out and discuss patterns that are created spontaneously by the children during their free play.



Children and teacher work on sorting and patterning rubber bugs during a small group lesson.

2.G.:Curriculum Content Area for Cognitive Development: Science

2.G.02:Children are provided varied opportunities and materials to learn key content and principles of science such as

- a. the difference between living and nonliving things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans).
- b. earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars).
- c. structure and property of matter (e.g., characteristics that include concepts such as hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting).

Several of our study topics during the year are science related topics. For example, this year we studied pumpkins, the forest, and Things that fly (including birds, butterflies, airplanes, kites,and rockets) at different times throughout the school year. Activities are created to help children understand these topics by teaching them factual information about the topics as well as making comparisons through either observation or experimentation. We use books, informational videos and real objects to help with these studies.



This child is using felt board pictures to show the stages of a butterfly's life.



We studied pumpkins last October. Before the pumpkin was cut, we used our senses to describe it: what it feels like, smells like, looks like, etc. Then after we cut it we described the look, smell and feel of the inside of the pumpkin. We also observed the pumpkin over time outside, noticing the changes as it decomposed.

Things that Fly	What do we Know?	What do we want to find out?
airplane jet	<ul style="list-style-type: none"> - they fly - they shoot guns and parachutes - they soar - they roll 	How is an airplane different from a jet?
butterfly	<ul style="list-style-type: none"> - they fly - they sleep in cocoons - they drink flowers - they flap their wings - they drink fruitjuke 	
rocketship spaceship	<ul style="list-style-type: none"> - they fly in outer space - they fly pointed up - they turn 	<ul style="list-style-type: none"> - Do rocketships land pointed up? - How is a spaceship different from a rocketship?
helicopter	<ul style="list-style-type: none"> - they fly in the sky - the top turns around - they put down a rope 	What is the top of a helicopter called?
bird	<ul style="list-style-type: none"> - they fly for real! Airplanes don't flap and birdies do - they can sleep in a nest - they eat worms and snails - they soar - they go tweet, tweet - they poop on cars - they have feathers, beaks, eyes, feet and tails - they lay eggs 	Do birds have eyebrows?
football	<ul style="list-style-type: none"> - they fly when you throw them 	Do they really fly?

This was a chart made at the beginning of a study of Things That Fly. We made a child generated list of things that fly, including living (bird, butterfly) and non-living things (airplane, football).

rocket, helicopter). We listed what we know and want to know about each thing. During follow up discussions, we compared the living to non-living things discussing wings, feathers, fuel, etc.



We have a tree on our playground that we observe each year to notice changes in the seasons. The children are playing with the colorful red and orange leaves.

2.G.03: Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.

We do lots of cooking and food preparation in the Sunflower class. This is a great opportunity to have children use their five senses. One example is when we were learning about pumpkins. We made pumpkin muffins and pumpkin pie in class, as well as carved a real pumpkin. We discussed and recorded the children's responses to the smell, sight, taste, feel and/or sound.



We studied pumpkins last October. Before the pumpkin was cut, we used our senses to describe it: what it feels like, smells like, looks like, etc. Then after we cut it we described the look, smell and feel of the inside of the pumpkin. We also observed the pumpkin over time outside, noticing the changes as it decomposed.

During the month of October when the Sunflower class was talking about pumpkins and Halloween, we came across a book that became one of their favorites: *The Big Pumpkin* by Erica Siverman.

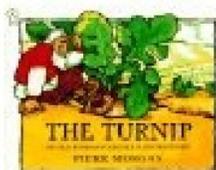


Several of the books on our bookshelves at the time were about pumpkins and what you can do with them, including making pumpkin pie. This prompted a discussion about how to make pumpkin pie and who has eaten it before. The next day the class worked together to make a pumpkin pie and taste it. After the tasting the children signed their names on a chart stating whether or not they liked the pie.

Do you like pumpkin pie?	
Yes ☺	No ☹
Katharina	Ana Bess
Jacob	Mae
U + A	Zach
Sarah	Grayson
Luke	
Henry	
Ms. Phyllis	
Ms. Sally	



The Big Pumpkin is a spin-off of the Russian folktale called *The Turnip*.



The story is about a farmer who plants a turnip seed which grows so large that he can't pull it out by himself. He asks his wife, then his daughter, the dog, and the cat to help him but they have no luck. Finally a field mouse helps them and they pull it out and make turnip soup. (In the book about the pumpkin, a witch plants a pumpkin seed which grows so large she can't pull it out by herself. She asks a mummy, a ghost and a vampire to help. Finally a little bat helps them pull it out and they make pumpkin pie.)

After Halloween I brought in the book about the turnip to see if the children noticed the similarities in the stories. They did! This sparked a conversation about what a turnip is. The next day I brought in turnips, the children helped peel them and then taste them.



Once again, the children signed a chart stating whether or not they liked the turnips.



Do you like turnips?	
Yes 😊	No ☹️
Ms. Phillips	Mr. E
Gla yson	Jacob
Mr. Phillips	Jonathan
Sarah	
Henry	
Ms. Sally	

We also had a magnetic version of the story in the classroom for the children to retell the story.



Description of evidence for criterion 2.G.03

Documentation from a study in the Sunflower class posted on our website about how we related a story about turnips to a previously read story about a pumpkins (including all lead-up and follow-up activities and discussions).

2.G.04: Children are provided varied opportunities to use simple tools to observe objects and scientific phenomena.

We use items such as magnifying glasses, hammers, tweezers and binoculars often in our classroom. These simple tools give the children the opportunity to open and look more closely at objects in order to learn as much as they can about the objects. They are also learning how to use these tools and how these tools can aid and assist them with their study.



A child is using a hammer to break open a coconut shell.



These boys are using binoculars to watch birds on the playground.



These girls are using tweezers and toothpicks to pry a pretend dinosaur fossil out of clay.

- 2.G.05: Children are provided varied opportunities and materials to
- a. collect data and to
 - b. represent and document their findings (e.g., through drawing or graphing).

As various occasions arise, such as receiving an amaryllis bulb at Christmas or a pumpkin at Halloween, we use those opportunities for spontaneous learning. We make observations and record data as we learn about these materials.

During the month of October when the Sunflower class was talking about pumpkins and Halloween, we came across a book that became one of their favorites: *The Big Pumpkin* by Erica Siverman.

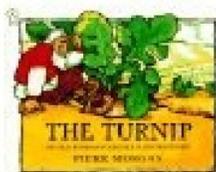


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Once again, the children signed a chart stating whether or not they liked the turnips.



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Yes 😊	No ☹️
Ms. Phillips	CRJ E
Gla yson	Jacob
NO Jonathan	Jonathan
Sarah	
Henry	
Ms. Sally	

We also had a magnetic version of the story in the classroom for the children to retell the story.



Description of evidence for criterion 2.G.05

Longer term project investigations often provide opportunities for data collection, analysis, and representation. In the Pumpkin & Turnips project, for example, children graphed preferences.

[Amaryllis documentation.docx](#)

We documented the life cycle of an amaryllis, including recording data such as height over time; we measured and drew pictures of the plant over the course of a couple weeks.

2.G.06: Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

Any time we study and observe things at school, we ask questions to encourage thinking and reasoning skills. Questions asked are open-ended such as "What do you think?", "What do you see?", or "Why do you think that happened?". We also expect children to ask the teachers questions to show that they're thinking and trying to gain an understanding of the topic. These questions are revisited throughout the study.



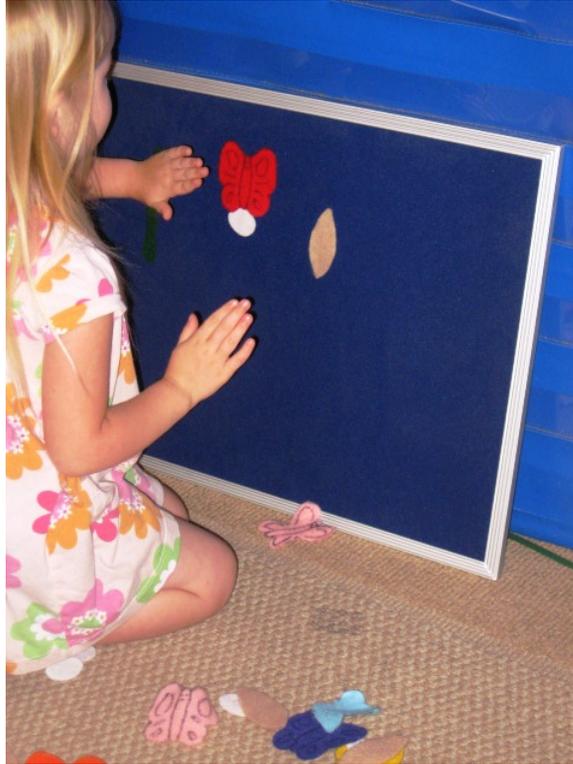
A child is following step by step instructions to create a paper airplane. This is after a discussion about what we need to do with the paper to help it fly best.

Things that Fly	What do we Know?	What do we want to find out?
airplane jet	<ul style="list-style-type: none"> - they fly - they shoot guns and parachutes - they soar - they roll 	How is an airplane different from a jet?
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bird	<ul style="list-style-type: none"> - they fly, for real! Airplanes don't flap and birds do - they can sleep in a nest - they eat worms and snails - they soar - they go tweet, tweet - they poop on cars - they have feathers, beaks, eyes, feet and tails - they lay eggs 	Do birds have eyebrows?
football	<ul style="list-style-type: none"> - they fly when you throw them 	Do they really fly?

While learning about Things That Fly, students were able to ask and answer questions during the course of the study while making observations either in real life or using technological resources.

2.G.08: Children are provided varied opportunities and materials that help them learn and use scientific terminology and vocabulary associated with the content areas.

Anytime we are learning about a scientific topic of study, the teachers introduce the children to proper terminology to expand their vocabulary and help them better understand the topic. For example, when we were studying butterflies, the children learned the terms: larva, pupa, chrysalis and metamorphosis.



This is using felt board pictures to show the stages of a butterfly's life including the egg, larvae (caterpillar), pupa (chrysalis), and adult (butterfly).

2.H.:Curriculum Content Area for Cognitive Development: Technology

2.H.03:Technology is used to

- a. extend learning within the classroom and to
- b. integrate and enrich the curriculum.

We use technology extensively in our program. Equipment includes things such as digital cameras, laptops, digital audio recorders, etc. When investigating a child-generated question or a class topic of study, we use technology to enhance the quality of the learning.



While learning about Things that Fly, children watched video clips of a helicopter and airplane taking off, and a rocket launch on the teacher's computer.



In this photo, the teacher is transcribing verbal dictation from the children and the children were typing their own names.

2.J.:Curriculum Area for Cognitive Development: Creative Expression and Appreciation for the Arts

- 2.J.01:Children are provided varied opportunities to gain an appreciation of
- art [in ways that reflect cultural diversity],
 - music [in ways that reflect cultural diversity],
 - drama [in ways that reflect cultural diversity], and
 - dance [in ways that reflect cultural diversity].

We are fortunate to have many different cultures represented in our school. Parents are eager to share their customs and traditions with us, especially around special holidays. These customs and traditions are usually introduced to the children through books, art, music, dance, drama and cooking.



During Chinese New Year, a child's mother, who is from China, came in and discussed many Chinese New Year traditions; they also participated in a scarf dance while listening to Chinese music.



During Chinese New Year we used a dragon mask to do the dragon dance. Each child also gets a chance to hold the mask and pretend to be the dragon.



A sample of the paper lanterns that we made during Chinese New Year.



This child is cutting slits in paper to make a paper lantern during a Chinese New Year celebration.

- 2.J.04: Children are provided varied opportunities to learn new concepts and vocabulary related to
- a. art,
 - b. music,
 - c. drama, and
 - d. dance.

The arts are incorporated into our curriculum each day. Some are planned activities, while others happen spontaneously. During these times, we introduce and reinforce new concepts and vocabulary such as symmetry and collage when creating art projects; tempo and various instrument names while listening to music; imaginary versus realistic when we are acting; and types of dances while dancing such as ballet, and waltz.



While learning about a butterfly's life cycle, the children made butterfly wings with symmetrical designs using markers and crayons, and then imitated the stages of a butterfly's life while wearing their wings.



We often play various types of music in the morning for the children to dance to. When the tempo changes, the children change their movements; this is discussed in an impromptu manner while listening and dancing.

2.J.05: Children are provided varied opportunities to develop and widen their repertoire of skills that support artistic expression (e.g., cutting, gluing, and caring for tools).

A variety of art materials are available on a daily basis for children to use independently or with the guidance of a teacher for a planned activity. These materials, such as scissors, hole punchers, glue, tape, markers, crayons, colored pencils, etc. not only encourage creative expression but also help with fine motor development.



These girls are making pictures, independently using colored tape, scissors, markers, crayons, glue and other collage materials. These materials are available each day during Free Choice Time.

2.J.06: Children are provided many and varied open-ended opportunities and materials to express themselves creatively through

- a. music,
- b. drama,
- c. dance and
- d. two- and three-dimensional art.

We offer materials and activities on a regular basis for children to express themselves creatively at school. We may have a music, drama, dance or art activity planned related to a topic of study in which we provide materials for children to express themselves in their own way. Materials such as a variety of CDs, musical instruments, scarves,

art materials, and dramatic play props are available during free choice time for children to spontaneously express themselves.



These two boys are listening to swing music and dancing during free choice time.



These children are making a feast using pretend food and tableware during free choice time.



This child is creating a sculpture with playdough during free choice time.



These girls are creating pictures using various art materials during free choice time.

2.J.07:Children have opportunities to respond to the art of other children and adults.

It is important for children to be exposed to and learn to appreciate all types of art. We take the time to look at the artwork of our classmates as well as other students in the school and community. We help the children by modeling how to respond thoughtfully and positively.



After we completed a class art project where the children created paper doll images of themselves, the teacher displayed them in the hall. The class went out to view their work as well as their classmates' work and comment on them.

2.K:Curriculum Content Area for Cognitive Development: Health and Safety

2.K.01:Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.

We offer healthy snacks to the children two times a day serving a variety of fruits, vegetables, crackers, dairy, seeds and fresh baked items. Children in the Sunflower class are learning to serve themselves with tongs, spoons, etc. We teach the children proper hand washing procedures and require thorough hand washing before eating and after toileting, nose blowing or when soiled. Tooth-brushing is discussed, but not required at school. Children are provided ample time for exercise including 2 hours a day of outside play time as well as GenMove class (extra-curricular p.e. program) once a week. We also have a 2 hour rest time each day.



This child is washing her hands for snack.



The children are helping to prepare pumpkin muffins for snack.



The children are playing a game in the multi-purpose room where they are hitting balls with foam sticks, trying to get them into the goal.



One girl is serving herself oranges with tongs and the other girl is passing the crackers to the child next to her. The children in the background are eating their snack.



These children are resting/sleeping at naptime.

2.K.02:Children are provided varied opportunities and materials to help them learn about nutrition, including

- a. identifying sources of food and
- b. recognizing,
- c. preparing,
- d. eating, and
- e. valuing healthy foods.

We discuss the importance of healthy foods and nutrition when preparing, serving and eating snack and lunch. We also incorporate healthy and natural foods into our curriculum topics. When a child brings items in his lunchbox that are not healthy, we brainstorm healthy alternatives with the child and share that information with parents.

During the month of October when the Sunflower class was talking about pumpkins and Halloween, we came across a book that became one of their favorites: *The Big Pumpkin* by Erica Siverman.

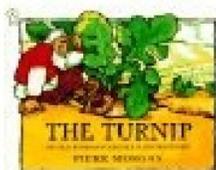


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Mr. Phillips	Jonathan
Sarah	
Henry	
Ms. Sally	

We also had a magnetic version of the story in the classroom for the children to retell the story.



Description of evidence for criterion 2.K.02

Documentation from a study in the Sunflower class posted on our website about how we related a story about turnips to a previously read story about a pumpkins. We compared turnips and pumpkins, identifying where they come from, how to prepare them, and tasting them.

[ECDC.Nutrition.Plan.9.10.15.docx](#)

This is our school-wide nutritional plan which shows how we incorporate and emphasize healthy foods in our every day snacks.

2.K.03:Children are provided varied opportunities and materials that increase their awareness of safety rules in their

- classroom,
- home, and community.

We discuss with children our reasons for most rules is to keep them safe at school. When we tell children rules or see them breaking a rule, we use that opportunity to explain the safety reason involved to make them better aware of why these rules are important. We also provide opportunities such as role playing, discussions about safety at home and in the community(field trips) as well as routine fire drills and earthquake drills to reinforce the importance of safety rules.



In this picture, children are discussing safety rules for a field trip while the teacher writes them down.



The children are practicing an Earthquake Song which teaches them how earthquakes are formed and what to do in case of an earthquake. We have a school wide earthquake drill each year.



Fireman Tim talks to the children before a fire drill about classroom, school and home fire safety.

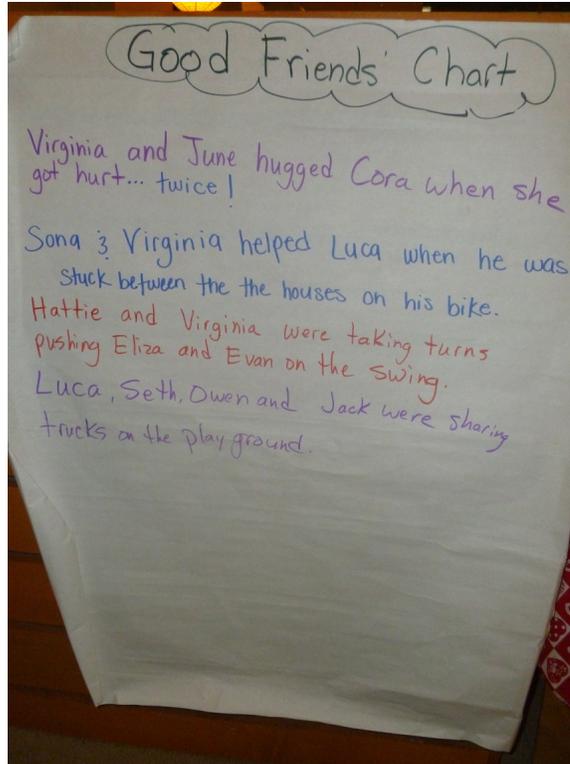
2.L.:Curriculum Content Area for Cognitive Development: Social Studies

- 2.L.01:Children are provided varied learning opportunities that foster positive identity and an emerging sense of
- a. self and
 - b. others.

At the beginning of each school year we begin with the study topic of All About Me. During this time we we discuss how we are each unique and compare similarities and differences among ourselves. We also have a magnetic board posted at the classroom door with pictures of each child to mark attendance as well as for the children see themselves as important. This idea of positive identity continues throughout the school year through books, discussions, and noting individual accomplishments, such as through the Good Friends' Chart.



Magnetic pictures with each child's face and name are used to show who is at school each day- the children put their picture up on the magnet board when they arrive at school and take down their picture when they go home.



At circle time, if a teacher has noticed something really nice someone has done for another child, we talk about it and write it on our Good Friends Chart.

2.L.02: Children are offered opportunities to become a part of the classroom community so that each child feels accepted and gains a sense of belonging

Each day we encourage classroom community through working and playing together, teaching the children how to share, take turns, help each other and clean up together. All of the children have the opportunity each week to be teacher helpers to assist with snack, recycling, etc. Another way we foster acceptance and belonging is by making a class birthday card for a child celebrating his/her birthday, and making pictures/necklaces/gifts for each other on different occasions.



The children are making friendship necklaces for each other. Each child draws a different classmates' name and makes a necklace for that child.



This is our Snack Helpers chart. Each child, each week has an opportunity to help the teacher prepare and bring snack to the classroom.

2.L.03:Children are provided varied opportunities and materials to build their understanding of diversity in

- a. culture,
- b. family structure,
- c. ability,
- d. language,
- e. age, and
- f. gender in non-stereotypical ways.

Because the children in my class have diverse backgrounds, I try to provide a variety of materials and activities to help children better understand differences in ourselves, our families and the community as a whole. Some of the materials and activities to help children develop a better understanding of diversity include books and play props (dolls, dress-up clothes, etc.) depicting various cultures, ages, gender, ability and gender. We display family photos throughout the classroom which show the diversity within our classroom environment. We also invite families to school to teach us about their native language and culture.



Family photos are displayed in the classroom in child decorated frames. These photos are displayed for the entire year for children to see how the families represented in our class are different such as number of siblings, single parent, etc.



Adam is feeding one of our dolls; we have dolls of different cultures and genders (Hispanic, Asian, Caucasian, African American, boy, girl) represented in our class.



We modified a class activity of throwing and catching a ball to accommodate a special needs child in our class by rolling the ball with her instead.



The parents of a Chinese family in our school came and made dumplings with the children during the Chinese New Year holiday. They also taught the children a few words in Chinese and explained some differences in culture and language as well as taught them about the Chinese New Year holiday.



We are learning a song a circle time using sign language to accommodate a nonverbal child in our class and to learn another way to talk using our hands.



The Sunflower class children (3-4 yr. olds) are helping the younger Seashells on a routine fire drill.

2.L.04:Children are provided opportunities and materials to explore social roles in the family and workplace through play.

The dramatic play area is very popular in our classroom. We change learning topics throughout the year and rotate props to provide a rich variety of materials for children to role play social experiences as well as what they know about their families' work environment.



The children built an airplane out of a large box and were taking turns with playing the roles of pilot, co-pilot, passenger and flight attendant.



The children pretended to prepare and eat a family feast. Each child helped and participated in all roles such as cooking, setting the table, eating and cleaning up.

2.L.05:Children are provided varied opportunities and materials to learn about the community in which they live.

The Sunflower class takes frequent walking trips and occasional bus field trips to extend our learning about certain topics and to explore our local environment. We also use materials such as scavenger hunts, maps, photos, books and video clips to extend our knowledge of the community in which we live.



This is a class field trip to the campus garden and goldfish pond. The children went on a scavenger hunt to find things that are prevalent in our local environment.



These are some of the books we have in our school library about Charleston. These books are rotated into our classroom book collection.

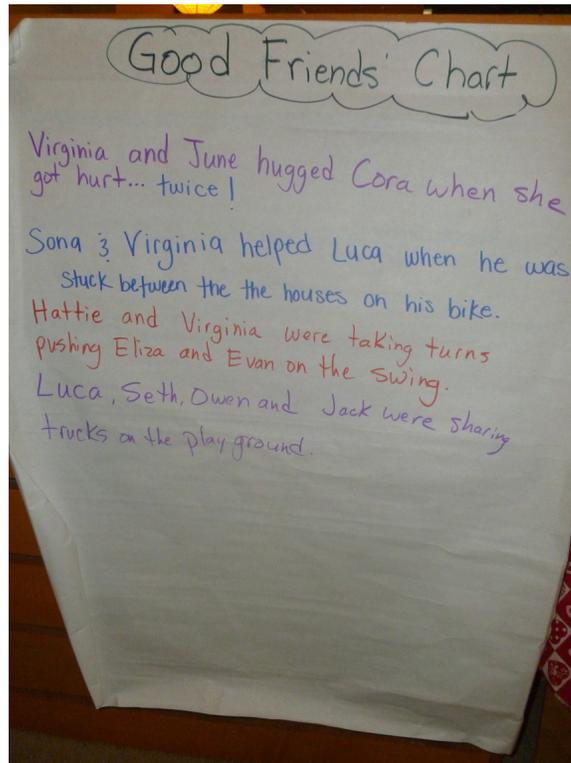
2.L.06: Children have varied opportunities to engage in discussions about

- a. fairness,
- b. friendship,
- c. responsibility,
- d. authority, and
- e. differences.

Discussions about fairness, friendship, responsibility, respecting authority and differences occur on a daily basis in our classroom through play and following our routines and class rules. Many of the books read in our classroom (which rotate frequently) relate to fairness, friendship, responsibility, authority and/or differences. We use these books as teaching opportunities to engage the children in discussions to help them better understand their world and how to get along with each other and accept and respect each other for our individual differences.



A teacher is reading a favorite big book, *The Boy Who Loved Dumplings*, which is about an Asian boy who brings dumplings to school for lunch, and everyone turns up their noses until they try them. We discussed the book afterwards and also tasted real dumplings which the children helped make with a Chinese family in our school.



This is our Good Friends' Chart where we record actions displayed by children in the class showing that they are being good friends toward one another.



This is our Snack Helpers Chart. Each child has an opportunity during the week to help prepare snack for the class.



The teacher is helping these children resolve an argument about whose map is the best. The discussion involved each child noting the positive qualities of the other child's work, and promoting fairness in making decisions.

2.L.07:Children are provided varied opportunities and materials to learn about physical characteristics of their local environment as a foundation for learning geography.

With our school being in downtown Charleston, we have a variety of opportunities to teach children about our environment, history and landmarks. We learn about our local geography when studying oceans, rivers, beaches, marshlands, bridges, etc. We provide children with books, local photos, play props and field trip experiences.



These are some of the books we have in our school library about Charleston. These books are rotated into our classroom book collection.



The children in our class went on a downtown carriage ride. During the ride we had a scavenger hunt with common local objects for the children to find. They checked the items off on a checklist



We went on a class field trip to the S.C. Aquarium. The children saw local aquatic life as well as handled some common sea creatures in the touch tank.

2.L.08:Children are provided varied opportunities and materials to learn how people affect their environment in

- a. positive (e.g., recycling) and
- b. negative (e.g., polluting) ways.

Teaching the children to care for their environment is an important part of our curriculum. We recycle each day, showing the children what can be recycled and why. We also clean up trash on the playground and around campus, discussing our role in keeping the earth beautiful. We also have a variety of books in our school library to help them learn about pollution and recycling, and how to take care of the earth.



Children help take our class recyclables to the school recycle bins each week. They sort the items by paper, plastic and metal. The importance of recycling is discussed regularly.



This child made a drum out of an old drink mix can.



These children are gathering trash on our playground and putting it in the trashcan.

2.L.10:Children are provided opportunities and materials that build a foundation for understanding economic concepts (e.g., playing restaurant, managing a store, and identifying and exchanging money.)

We change the theme and materials in our dramatic play area several times throughout the school year. Some of the themes, such as restaurant or managing a store, lend themselves to learning about economic concepts (we include cash registers and pretend money for children to play with). We also occasionally plan field trips to a store or restaurant where children bring real money and pay for purchases.



On a field trip to a local store, this child pays for her rocks.



These children are playing "restaurant". One child is ordering from a child made menu; another child is taking his order.

3:Teaching

3.A.:Designing Enriched Learning Environments

3.A.01:Teaching staff, program staff, or both work as a team to implement daily teaching and learning activities, including Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and other individual plans as needed.

The teacher and assistant plan together on a weekly or biweekly basis. During this planning time, they write and discuss the weekly lesson plans. Also during planning, the teachers discuss each child's Goal form and make modifications to the weekly plans to accommodate each child's individual needs. If any child has an IEP or IFSP, these are discussed, modified and planned with the proper specialists as necessary and are taken into consideration when planning the weekly activities.

Sunflowers' Lesson Plans

Week of _____

Study Topic _____

Special Center Activities

Small Group

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Large Group

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Description of evidence for criterion 3.A.01

This is a weekly lesson plan form showing activities and skills to be incorporated into the class schedule.

[Goals Form.2.doc](#)

This form is completed with teacher and parents each year. The teacher and parents decide when they meet during our school visit (before school begins) on the initial goals to be accomplished. These goals are revisited during the Fall parent/teacher conference and again in the Spring conference. During each meeting the teacher and parents discuss the goals, decide if the goals have been met or are in progress, and set new goals as necessary. These goals are used for curriculum planning.

3.A.06:

- a. Teachers create classroom displays that help children reflect on and extend their learning.
- b. They ensure that children's recent works predominate in classroom displays (e.g., art, emergent writing, graphic representation, and three-dimensional creations) and that
- c. some displays are at children's eye level.

We love to display children's work and photos in the classroom and hallway. Things that we think children may want to "show off" and/or discuss with their parents are displayed at children's eye level such as the face collages shown in the above example. These were created while learning "All About Me" noting how we are all alike and different. Other work that would only interest parents or may get destroyed by curious little hands (from other classes) are displayed out of reach.



These are paper dolls created by the children displayed on the classroom wall. After looking in a mirror to note hair, eye and skin color, as well as the rest of the body, the children cut colored paper to make their clothes and used multi-cultural markers to create their faces, etc.; the artwork is labeled by each child with his/her name.

3.A.07: Teaching staff and children work together to arrange classroom materials in predictable ways so children know where to find things and where to put them away.

At the beginning of each school year, as well as anytime new things are added to the classroom, the teachers show the children where materials go to make it easier for them to find what they need as well as to aid with clean-up. Material containers and/or shelves are also labeled with pictures to help things get put back where they belong.



The children work with teacher to label and organize unit blocks on a shelf.

3.B.:Creating Caring Communities for Learning

- 3.B.02:Teaching staff create and maintain a setting in which children of differing abilities can progress, with guidance, toward increasing levels of
- a. autonomy,
 - b. responsibility, and
 - c. empathy.

The children in the class have the responsibility at least once a week to help prepare snack. Children who are able, write their names on the snack helper chart, while others are assisted by the teacher. When a child is not in school on a day we make a special snack, we write a note to that child and include some of our snack in a zippered bag to put in her cubby for her to have when she returns to school.



The children help with cooking a special snack for a sick classmate.



This is our snack chart: children sign in by their names when it is their turn to help with snack.

- 3.B.11: Teaching staff create a climate of mutual respect for children by being interested in their
- a. ideas,
 - b. experiences, and
 - c. products.

Respecting each child's work and ideas is a very important part of our school philosophy. Teachers take the time to discuss children's work with them and helping them if they ask for it, such as to add words to a picture.



The teacher is helping this child make a map. The child wanted to create a map of her yard and house with a buried treasure. She used her knowledge of maps and her home to create the final product. The teacher helped label the areas with words.

3.D.:Using Time, Grouping, and Routines to Achieve Learning Goals

3.D.04:Teaching staff offer children opportunities to interact with children of various ages.

The Sunflower class and Seashell class interact each day on the playground. In addition, we have multiple times throughout the school year where all of the children in the school work and/or interact together.



The Sunflowers and Seashells worked together to create a bridge to walk across on the playground.



All of the children in the school are gathered to listen to Fireman Tim tell us about fire safety and prepare us for our first fire drill of the school year.

- 3.D.05: Teachers plan for children to revisit experiences and materials over periods of
- days,
 - weeks, and
 - months.

It is important for children to see how things change and develop over time. One of the ways that we show this is by measuring and weighing the children periodically throughout the school year. We compare their new height and weight to the former and make comparisons. Also, when completing long term studies, we go back periodically to review and see if we answered any questions we may have had earlier when planning our study. Materials are also revisited later in the school year to note changes in how children play and develop over time.



The teacher is remeasuring to see how much this child has grown.

[Amaryllis documentation.docx](#)

This is the documentation of the life cycle of an Amaryllis. The children helped plant the bulb, then we watched and recorded it's growth over several days and into weeks.

- 3.D.10: Teachers organize time and space on a daily basis to allow children to work or play
- individually and
 - in pairs,
 - to come together in small groups, and
 - to engage as a whole group.

Children work in varying group sizes throughout each day. Our daily schedule allows time for children to work individually, in pairs or in small groups during free choice time and/or on the playground. Teachers rotate throughout the class, helping individual children as needed during free play time. We also have a scheduled time for small group instruction where we work on skills and standards as well as for whole group "Circle Time" where we plan, have discussions, read books, sing and dance.



The teacher is working with this child, using the computer to follow directions to create a paper airplane.



These children are working during a small group lesson, stringing beads to create friendship necklaces for each other.



These girls are working together during free choice time, setting the table for a pretend "feast".



The whole class is playing parachute games on the playground; this activity entails trying to keep the ball on the parachute.

[three_s_updated_new_schedule_late_.doc](#)

Our daily schedule provides time for both indoor and outdoor play as well as small group, large group and individual activities.

3.D.11: Teachers create opportunities for children to engage in group projects and to learn from one another.

Children learn so much from each other, so an important part of the ECDC curriculum is for children to work together on group projects. One way that this was done was during an insect study in the Seashell and Sunflower classes. One class raised butterflies and the other raised ladybugs. We compared their growth and changes over time, noting similarities and differences, then had a release party together!



The Seashell and Sunflower class are releasing the butterflies we studied and raised from caterpillars after an extended study on insects.

3.E.: Responding to Children's Interests and Needs

3.E.01: Teaching staff reorganize the environment when necessary to help children explore new concepts and topics, sustain their activities, and extend their learning.

Centers and materials are constantly being rotated to meet the changing needs and interests of the children. All of the materials available are on the shelves for a purpose, whether it is to allow children to explore new ideas, extend an on-going activity, extend learning or give introduction or practice to a new skill.



While studying transportation, small cars are available in the building center for children to use with blocks to build roads, parking lots, bridges, etc.



While studying camping, the building center has been transformed to a camping site with a tent as well as materials to use with blocks to build a campfire.

- 3.E.02: Teachers scaffold children's learning by
- a. modifying the schedule,
 - b. intentionally arranging the equipment, and
 - c. making themselves available to children.

Teachable moments happen regularly in the Sunflower classroom. When a spontaneous learning opportunity arises, the teacher modifies the schedule and makes any necessary arrangements to the classroom and materials to extend the learning. During this time, the teachers are either working with the children or observing in order to best meet their needs.

During the month of October when the Sunflower class was talking about pumpkins and Halloween, we came across a book that became one of their favorites: *The Big Pumpkin* by Erica Siverman.

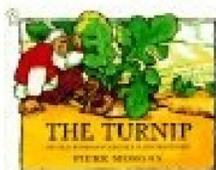


Several of the books on our bookshelves at the time were about pumpkins and what you can do with them, including making pumpkin pie. This prompted a discussion about how to make pumpkin pie and who has eaten it before. The next day the class worked together to make a pumpkin pie and taste it. After the tasting the children signed their names on a chart stating whether or not they liked the pie.

Do you like pumpkin pie?	
Yes ☺	No ☹
Katharina	Ana Bess
Jacob	Mae
U + A	Zach
Sarah	Grayson
Luke	
Henry	
Ms. Phyllis	
Ms. Sally	



The Big Pumpkin is a spin-off of the Russian folktale called *The Turnip*.



The story is about a farmer who plants a turnip seed which grows so large that he can't pull it out by himself. He asks his wife, then his daughter, the dog, and the cat to help him but they have no luck. Finally a field mouse helps them and they pull it out and make turnip soup. (In the book about the pumpkin, a witch plants a pumpkin seed which grows so large she can't pull it out by herself. She asks a mummy, a ghost and a vampire to help. Finally a little bat helps them pull it out and they make pumpkin pie.)

After Halloween I brought in the book about the turnip to see if the children noticed the similarities in the stories. They did! This sparked a conversation about what a turnip is. The next day I brought in turnips, the children helped peel them and then taste them.



Once again, the children signed a chart stating whether or not they liked the turnips.



Do you like turnips?	
Yes ☺	No ☹
Ms. Phillips	CRJ E
Gla yson	Jacob
NO Jonathan	Jonathan
Sarah	
Henry	
Ms. Sally	

We also had a magnetic version of the story in the classroom for the children to retell the story.



Description of evidence for criterion 3.E.02

This is documentation from a study in the Sunflower class posted on our website about how we related a story about turnips to a previously read story about a pumpkins (including all lead-up and follow-up activities and discussions).

3.E.03: Teachers use children's interest in and curiosity about the world to engage them with new content and developmental skills.

All of our study topics in the Sunflower class are derived from the children's interest and curiosity about their world. The content and skills to be learned are based on what questions the children have. Each topic is studied until all questions have been answered and the children are no longer interested. Therefore, the amount of time spent on each topic varies.



The Seashell and Sunflower class are releasing the butterflies we studied and raised from caterpillars after an extended study on insects.



The children created butterfly wings, then reenacted the life cycle of a butterfly by pretending to be an egg, a caterpillar, a chrysalis and a butterfly.



The children are looking at insects on the playground. This interest in bugs sparked an in depth learning topic about insects.

[Interest Survey.doc](#)

Interest surveys are sent to parents at the beginning of the school year to find out children's interests to help with planning topics of study.

3.E.04: Teachers use their knowledge of individual children to modify strategies and materials to enhance children's learning.

All of my teaching strategies and materials are individualized to meet each child's needs. This is a continuing process since children's needs change over time. Many children may use the same materials, but the teaching strategies may differ from child to child. For example, we use nametags to help children learn to write their names. Children who already know how to write their names use the nametags to perfect their letter formation and to learn how to write their friends' names. Another example is incorporating sign language into our day to accommodate a nonverbal child in our class.



We have a nonverbal child in our class, but she uses sign language to communicate. w]We are singing a song about families using the signs we have learned for mommy, daddy, grandmother, grandfather, brother and sister.



The teacher is helping one child write her name using her name tag while another child writes her name independently. Name tags are always available for children to use to write their own names and their classmates' names.

3.E.08: Teachers use their knowledge of children's

- a. social relationships,
- b. interests,
- c. ideas, and
- d. skills

to tailor learning opportunities for groups and individuals.

Interest surveys, Home Information Forms and Goal forms, in addition to daily observations, are what the teacher uses as a guide to plan group and individual instruction. The teachers note areas of interest or where children need help, whether it is academically, socially or emotionally and plan activities according to what children need most.

[Interest Survey.doc](#)

This is a survey given to parents at the beginning of the school year with questions for them to answer with their child about what types of things they are interested in to help with planning activities, topics of study, etc.

[Goals_Form.2.doc](#)

This form is completed with teacher and parents each year. The teacher and parents decide when they meet during our school visit (before school begins) on the initial goals to be accomplished. These goals are revisited during the Fall parent/teacher conference and again in the Spring conference. During each meeting the teacher and parents discuss the goals, decide if the goals have been met or are in progress, and set new goals as necessary. These goals are used for curriculum planning.

[HIF_7.10.pdf](#)

This is the Home Information Form that each parent receives at registration and updates yearly. Teachers are required to read these before school starts to discuss with families during our School Visits in mid-August to aid in curriculum planning to meet each child's needs.

3.F.:Making Learning Meaningful for All Children

3.F.01:Teachers use curriculum in all content and developmental areas as a flexible framework for teaching and to support the development of daily plans and learning experiences.

All of our study topics are taught with a whole learning approach. We incorporate all developmental and content areas into each study topic which is reflected in our weekly lesson plans.

[Family lesson plan GatesP v1 .doc](#)

This is a weekly lesson during a study of "Families". All content and developmental areas are incorporated into the plans.

3.F.02:Play is planned for each day.

Play is what we do most of the day! There is ample time in the morning, middle of the day as well as in the afternoon for free play.

[three s updated new schedule late .doc](#)

Our daily schedule provides time for both indoor and outdoor play as well as small group, large group and individual activities.

3.F.06:Teachers offer children opportunities to engage in classroom experiences with members of their families.

Family members are invited to come in to do activities with the class any time. Sometimes the teacher will invite parents to share an interest or skill, and sometimes parents will volunteer on their own to make a special snack with the class, read to them, do a craft, etc.



A father of a child in my class is a sculptor; during the Halloween season, he came to our class to carve a pumpkin with the children.



A parent of a child in my class is a geologist; she came to talk to the children about earthquakes while teaching them a song about earthquakes on National Earthquake Day.

3.G.:Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge

3.G.01:Teachers have and use a variety of teaching strategies that include a broad range of approaches and responses.

Because the children in my class vary greatly in ability as well as learning style, my teaching strategies must be designed to meet everyone's needs. In order to accomplish that, I must use a variety of approaches and responses such as whole group, small group, and individualized instruction. Some activities are more teacher directed while most others are hands-on. Activities and instruction are also modified depending on the children's needs. Many of my ideas for activities are generated from discussions and suggestions from the students.



This is a small group lesson involving sorting and patterning colored bugs.



The teacher is helping a child label a map she created.



This is a group discussion involving creating plans and activities for a field trip.

3.G.02: Teachers use multiple sources (including results of informal and formal assessments as well as children's initiations, questions, interests, and misunderstandings) to

- identify what children have learned.
- adapt curriculum and teaching to meet children's needs and interests.
- foster children's curiosity.
- extend children's engagement.
- support self-initiated learning.

During group and individual discussions (informal assessment) we often create charts to foster children's curiosity and self-initiated learning about a topic of interest by stating what we know about the topic and identifying questions we would like answered, then later use that same chart to identify what the children have learned. Goal forms (formal assessment) are used to understand each child's individual needs and interests so we can adapt our curriculum and teaching to extend their learning and engagement on a particular topic or skill. This is all taken into consideration when creating weekly lesson plans.

Things that Fly	What do we Know?	What do we want to find out?
airplane jet	<ul style="list-style-type: none"> - they fly - they shoot guns and parachutes - they soar - they roll 	How is an airplane different from a jet?
butterfly	<ul style="list-style-type: none"> - they fly - they sleep in cocoons - they drink flowers - they flap their wings - they drink fruit juice 	
rocketship spaceship	<ul style="list-style-type: none"> - they fly in outer space - they fly pointed up - they turn 	<ul style="list-style-type: none"> - Do rocketships land pointed up? - How is a spaceship different from a rocketship?
helicopter	<ul style="list-style-type: none"> - they fly in the sky - the top turns around - they put down a rope 	What is the top of a helicopter called?
bird	<ul style="list-style-type: none"> - they fly, for real! Airplanes don't flap and birdies do - they can sleep in a nest - they eat worms and snails - they soar - they go tweet, tweet - they poop on cars - they have feathers, beaks, eyes, feet and tails - they lay eggs 	Do birds have eyebrows?
football	<ul style="list-style-type: none"> - they fly when you throw them 	Do they really fly?

This is a chart created by the children about things that fly; it contains information that they already know and questions that they want to learn.

The Goals form is completed by parents and teachers together 3 times a year; we identify individual goals for each child; these goals can be academic, social or behavioral.

Sunflowers' Lesson Plans

Week of:

Nov. 30-Dec. 4

StudyTopic: Things that Fly,

Special Center Activities

- *space floor puzzle and new games in Manipulatives Center*
- *special snack: pumpkin muffins*
- *rocket building shapes for light table*
- *play in the pretend rocket shape*
- *new kitchen! pans, oven, refrigerator*
- *make helicopters*
- *pinwheels and prisms in Discovery Center*
- *build airports in Building Center*

Small Group

Monday: reassess skills for parent/teacher conferences

Tuesday: reassess skills

Wednesday: reassess skills

Thursday: flying "helicopters"

Friday: yoga

Large Group

Books of the Week: Moon Plane, Happy Helicopters, Corinda Takes Flight, Helicopters,, I Love Planes,

Songs of the Week: "If I Had an Airplane", "Little Airplane", "Little Helicopter"

Large Group Activities: Watching video clips of helicopter and airplane taking off; what are the differences in how they fly?

Description of evidence for criterion 3.G.02

This is a weekly lesson plan based on the study topic "Things That Fly", focusing in particular on helicopters and airplanes.

3.G.03:As children learn and acquire new skills, teachers

- a. use their knowledge of children's abilities to fine-tune their teaching support.
- b. Teachers adjust challenges as children gain competence and understanding.

Since our curriculum and instruction is created on an individualized basis, the teachers are constantly fine-tuning and adjusting their support and assistance to better meet each child's needs. Some children may need more help as they learn new skills while others may become competent more quickly and can work independently to extend their knowledge of newly acquired skills.



One child receives help from the teacher for punching holes with a hole puncher while another child works independently.

3.G.08:Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings.

When beginning a new study topic, we as a class, create a chart where children identify what they already know about the topic and also identify what the children would like to find out including any questions they may have

about the topic. All activities and experiences related to the topic are planned to extend the children's learning and understanding.

Things that Fly	What do we Know?	What do we want to find out?
airplane jet	<ul style="list-style-type: none"> - they fly - they shoot guns and parachutes - they soar - they roll 	How is an airplane different from a jet?
butterfly	<ul style="list-style-type: none"> - they fly - they sleep in cocoons - they drink flowers - they flap their wings - they drink fruit juice 	
rocketship spaceship	<ul style="list-style-type: none"> - they fly in outer space - they fly pointed up - they turn 	<ul style="list-style-type: none"> - Do rocketships land pointed up? - How is a spaceship different from a rocketship?
helicopter	<ul style="list-style-type: none"> - they fly in the sky - the top turns around - they put down a rope 	What is the top of a helicopter called?
bird	<ul style="list-style-type: none"> - they fly for real! Airplanes don't flap and birdies do - they can sleep in a nest - they eat worms and snails - they soar - they go tweet, tweet - they poop on cars - they have feathers, beaks, eyes, feet and tails - they lay eggs 	Do birds have eyebrows?
football	<ul style="list-style-type: none"> - they fly when you throw them 	Do they really fly?

This is a chart created by the children about things that fly; it contains information that they already know and questions that they want to learn,

Sunflowers' Lesson Plans

Week of:

Nov. 30-Dec. 4

StudyTopic: Things that Fly,

Special Center Activities

- *space floor puzzle and new games in Manipulatives Center*
- *special snack: pumpkin muffins*
- *rocket building shapes for light table*
- *play in the pretend rocket shape*
- *new kitchen! pans, oven, refrigerator*
- *make helicopters*
- *pinwheels and prisms in Discovery Center*

Small Group

Monday: reassess skills for parent/teacher conferences

Tuesday: reassess skills

Wednesday: reassess skills

Thursday: flying "helicopters"

Friday: yoga

Large Group

Books of the Week: Moon Plane, Happy Helicopters, Corinda Takes Flight, Helicopters,, I Love Planes,

Songs of the Week: "If I Had an Airplane", "Little Airplane", "Little Helicopter"

Large Group Activities: Watching video clips of helicopter and airplane taking off; what are the differences in how they fly?

Description of evidence for criterion 3.G.08

Using the chart above, created by the class, the teacher created lesson plans for the following several weeks to extend the learning and understanding of "things that fly".

3.G.09: Teachers engage in collaborative inquiry with individual children and small groups of children.

In order to better assess children's needs and understanding, as well as to extend language, teachers are constantly engaging in conversations with the children by asking questions and listening and responding to children's responses.



The teacher asks these children questions about the maps they created.

3.G.11: Teachers are able to determine the different components of a task and break it into meaningful and achievable parts.

When a task is introduced to the class, the children are allowed time to explore and work independently to try and master the task on their own. During this exploration time, the teacher observes to see which children need assistance and breaks down the task into smaller, easier steps, explaining the process along the way to the children needing help and working with them individually as necessary to try and help them master the task.



One child receives help from the teacher for punching holes with a hole puncher (explaining where to slide the paper into the puncher and how to squeeze it to punch a hole) while another child works independently to create hanging mobiles.

- 3.G.12: Teachers promote children's engagement and learning by
- responding to their need for and interest in practicing emerging skills, and
 - by enhancing and expanding activities that children choose to engage in repeatedly.

During free choice time is when the teachers observe children engaging in favorite activities. Since some children choose the same activities every day, it gives the teachers the opportunity to join in the play and extend the learning by offering new choices to expand the learning. Teachers will also assist those children trying out new activities and help them acquire new skills.



The teacher assists a group of children working on a puzzle, discussing the picture created on the puzzle.



The teacher is helping a child learn how to fold paper to create a paper airplane. The child asked for help, so the teacher looked up a tutorial on the computer which they used to assist them.

3.G.13: Teachers promote children's engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.

Our small group instructional time is designed to teach specific skills through hands-on activities. These activities are designed to teach a skill in a particular content area (such as science, math, language arts, or fine motor skills). The lesson format is usually that the teacher introduces the activity, gives the instructions, then the children work as a group or individually to master the skill. The teacher participates and guides as needed.



The teacher is helping a child learn how to fold paper to create a paper airplane. The child asked for help, so the teacher looked up a tutorial on the computer which they used to assist them.

3.G.14: Teachers demonstrate their knowledge of content and developmental areas by creating experiences that engage children in purposeful and meaningful learning related to key curriculum concepts.

Our weekly lesson plans are designed around a particular study topic which is based on the children's current area of interest. When the teachers create their weekly plans, they incorporate teaching content and developmental areas into all activities which usually relate to the study topic. They try to make the activities as meaningful and interesting as possible to keep the children's interest and to extend their knowledge. Topics of study usually continue longer than a week with no set ending point; topics are studied until children lose interest.

Sunflowers' Lesson Plans

Week of: Apr. 5-9

Study Topic: Butterflies

Special Center Activities

- *photos of butterflies and stages of development in Discovery Center*
- *butterflies, plastic eggs, grass, and bug catchers in the Sensory Table*
- *butterfly matching/memory game*
- *butterfly puzzles*
- *feltboard stages of a butterflies' life*
- *painting butterflies*
- *fiction and nonfiction books about butterflies*

Small Group

Monday: counting butterflies

Tuesday: butterfly floor puzzles

Wednesday: yoga

Thursday: Soccer

Friday: butterfly shape/graphing activity

Large Group

Books of the Week: The Very Hungry Caterpillar, Charlie the Caterpillar, Counting in the Garden, The Butterfly Kiss, The Lamb and the Butterfly

Songs of the Week: "Gentle, Gentle Butterfly", "Mr. Caterpillar"

Large Group Activities: learning/discussing the stages of a butterfly's life

Description of evidence for criterion 3.G.14

This is a sample lesson plan from when the Sunflower class was studying butterflies; included are activities and content areas.

4:Assessment of Child Progress

4.B.:Using Appropriate Assessment Methods

4.B.05:Staff-developed assessment methods

- a. are aligned with curriculum goals.
- b. provide an accurate picture of all children's abilities and progress.
- c. are appropriate and valid for their stated purposes.
- d. provide meaningful and stable results for all learners, including English-language learners and children with special needs.
- e. provide teachers with clear ideas for curriculum development and daily planning.
- f. are regularly reviewed to be certain that they are providing the needed information.

We use multiple developmentally appropriate, linguistically and culturally unbiased, and authentic methods and procedures to ensure comprehensive and detailed assessment information. Our curriculum goals are set by the South Carolina Early Learning Standards(SCELS) and are adapted to meet the individual needs of each child. In addition, we periodically discuss each child's status and progress with parents using the Goals form to set individual goals for each child. A portfolio is also kept for each child containing the following information: Anecdotal records Skills checklists Curriculum checklist (SCELS) Developmental screening (prior to admission) Home information form Work samples Goals Form

SC Early Learning Standards for 3 Year-olds **Name:** _____ **Date:** _____

Comments/Notes	Standard
APPROACHES TO LEARNING	
AL 1. Children engage in play as a means to develop their individual approaches to learning.	
	<i>AL-3K-1.1 Learn about the properties and characteristics of materials and equipment through</i>
	<i>AL-3K-1.2 Demonstrate ability to identify and take appropriate risks in play in order to learn</i>
AL 2. Children show curiosity, eagerness and satisfaction as a learner.	
	<i>AL-3K-2.1 Prefer one familiar activity but will try others when encouraged by an adult or peer</i>
	<i>AL-3K-2.2 Demonstrate eagerness and interest as a learner by responding to what they observe</i>
	<i>AL-3K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or</i>
AL 3. Children demonstrate initiative, engagement, and persistence in learning.	
	<i>AL-3K-3.1 Show initiative in selecting and creating activities.</i>
	<i>AL-3K-3.2 Maintain interest in self-selected activities and play.</i>
	<i>AL-3K-3.3 Show ability to focus attention on favorite activities for brief periods of time (5 –</i>
AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.	
	<i>AL-3K-4.1 Understand how to accomplish a simple task.</i>
	<i>AL-3K-4.2 Organize actions and materials needed for play in the learning environment.</i>
	<i>AL-3K-4.3 Follow through in completing simple tasks and activities.</i>
	<i>AL-3K-4.4 Seek help when encountering a problem in play.</i>
AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.	
	<i>AL-3K-5.1 Talk about prior events and personal experiences.</i>
	<i>AL-3K-5.2 Use prior knowledge to understand new experiences.</i>
	<i>AL-3K-5.3 Seek explanations for events or personal relationships</i>

SC Early Learning Standards for 3 yr. olds

	<i>AL-3K-5.4 Predict possible outcomes related to cause and effect.</i>
SOCIAL AND EMOTIONAL DEVELOPMENT	
SE1. Children will demonstrate a positive sense of self.	
	<i>SE-3K-1.1 Describe themselves using several basic characteristics.</i>
	<i>SE-3K-1.2 Demonstrate self direction by making simple choices among limited options.</i>
	<i>SE-3K-1.3 Demonstrate confidence by participating in familiar classroom routines.</i>
	<i>SE-3K-1.4 Make known personal needs and desires.</i>
	<i>SE-3K-1.5 Respond to positive and negative feedback from familiar adults.</i>
SE2. Children will demonstrate self control, respect and responsibility.	
	<i>SE-3K-2.1 Follow a few simple classroom routines and rules.</i>
	<i>SE-3K-2.2 Use classroom materials responsibly with modeling and guidance from adults.</i>
	<i>SE-3K-2.3 Manage transitions positively when supported by an adult.</i>
	<i>SE-3K-2.4 Become increasingly aware of behavior and its effects on others.</i>
	<i>SE-3K-2.5 Use simple conflict resolution techniques with adult modeling and facilitation.</i>
SE3. Children express feelings and show concern for others.	
	<i>SE-3K-3.1 Recognize own positive and negative feelings when an adult labels them.</i>
	<i>SE-3K-3.2 Calm self after strong emotion with adult help.</i>
	<i>SE-3K-3.3 Seek adult help to manage fears and concerns.</i>

SC Early Learning Standards for 3 yr. olds

	<i>SE-3K-3.4 Show awareness of feelings of others with adult guidance and support.</i>
SE4. Children will form healthy social relationships.	
	<i>SE-3K-4.1 Show interest in others by playing beside or briefly with one or more children.</i>
	<i>SE-3K-4.2 Show an interest in having a friend</i>
	<i>SE-3K-4.3 Accept adult help to join play group.</i>
	<i>SE-3K-4.4 Show growing awareness of group life of class (sense of community)</i>
	<i>SE-3K-4.5 Interact with familiar adults with varying degrees of comfort.</i>
LANGUAGE AND LITERACY	
READING: I. Understanding and Using Literary Texts: Standard K-1: The student will begin to read and comprehend texts in print and non-print formats.	
	<i>ELA-3K-1.1 Listen to simple stories, songs and rhymes</i>
	<i>ELA-3K-1.2 Anticipate spoken lines in songs and finger plays.</i>
	<i>ELA-3K-1.3 Form sounds that imitate the natural sounds of an animal, action or object.</i>
	<i>ELA-3K-1.4 Repeat words or actions from a favorite story read aloud.</i>
	<i>ELA-3K-1.5 Use pictures and adult reader's expression to experience mood and meaning of text.</i>
	<i>ELA-3K-1.6 Recall story details that have personal meaning.</i>
	<i>ELA-3K-1.7 Imitate words or actions from favorite books read aloud.</i>
	<i>ELA-3K-1.8 Explore books with an adult or another child.</i>

SC Early Learning Standards for 3 yr. olds

	<i>ELA-3K-1.9 Pretend to be a family member, pet or familiar adult during play.</i>
READING: II. Understanding and Using Informational Texts: Standard K-2: The student will begin to read and comprehend informational texts in print and non-print formats	
	<i>ELA-3K-2.1 Explore realistic books and materials in classroom centers</i>
	<i>ELA-3K-2.2 Identify some familiar objects in informational texts.</i>
	<i>ELA-3K-2.4 Identify real objects seen in informational texts.</i>
	<i>ELA-3K-2.5 Look at classroom pictures and signs.</i>
READING: III. Learning to Read: Standard K-3: The student will learn to read by applying appropriate skills and strategies to comprehend and analyze what is read.	
	<i>ELA-3K-3.1 Rehearse vocabulary by identifying familiar objects pictured in books.</i>
	<i>ELA-3K-3.2 Comprehend changes in forms of familiar words.</i>
	<i>ELA-3K-3.3 Begin pretending to read or role-play with dialogue.</i>
	<i>ELA-3K-3.4 Begin recognizing familiar books by their covers or pictures.</i>
	<i>ELA-3K-3.5 Begin joining in familiar nursery rhymes and songs.</i>
	<i>ELA-3K-3.6 Use appropriate word order and intonation to ask a question or make a statement.</i>
	<i>ELA-3K-3.7 Begin to use word beginnings and endings as language play or comprehension aids.</i>
	<i>ELA-3K-3.8 Begin noticing and trying to match rhythm, volume, and pitch of adults voice in oral language.</i>
	<i>ELA-3K-3.10 Recognize a few letters.</i>

SC Early Learning Standards for 3 yr. olds

	<i>ELA-3K-3.11 Begin to recall and repeat familiar words and phrases.</i>
	<i>ELA-3K-3.15 Begin connecting text read aloud with personal experiences.</i>
	<i>ELA-3K-3.16 Begin recognizing at least one familiar logo or printed sign.</i>
	<i>ELA-3K-3.17 Begin learning how to handle and care for books.</i>
	<i>ELA-3K-3.18 Begin to orient books in correct position and turn pages from front to back.</i>
	<i>ELA-3K-3.19 Express interest in adult writing and identify it by meaning.</i>
<p>WRITING: IV. Developing Written Communication: Standard K-4: The student will begin to create written work sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Stand</p>	
	<i>ELA-3K-4.1 Identify people and events of personal significance.</i>
	<i>ELA-3K-4.2 Uses sentences of 2-3 words (when appropriate in conversation) while describing</i>
	<i>ELA-3K-4.3 Tells a brief story (1 -2 ideas)</i>
	<i>ELA-3K-4.6 Participate in small group reflections on recent event.</i>
	<i>ELA-3K-4.7 Pretend to write.</i>
<p>WRITING: V. Producing Written Communication in a Variety of Forms: Standard K-5: The student will begin to purposes and audiences.</p>	
	<i>ELA-3K-5.1 Pretend to write.</i>
	<i>ELA-3K-5-3 Identify and briefly describe important people, objects and events in their world.</i>

SC Early Learning Standards for 3 yr. olds

RESEARCHING: VI. Applying the Skills of Inquiry and Oral Communication: Standard K-6: The student will begin to gather information from a variety of sources.	
	<i>ELA-3K-6.1 Ask "why" questions about things in their world.</i>
	<i>ELA-3K-6.2 Look at books, pictures, and videos with interest.</i>
	<i>ELA-3K-6.3 Classify familiar objects by one or two observable attributes.</i>
	<i>ELA-3K-6.5 Carry out simple directives most of the time.</i>
MATHEMATICS	
I. Mathematics Processes: Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.	
	<i>M-3K-1.1 Engage in problem-solving during play within the classroom environment.</i>
	<i>M-3K-1.2 Begin to make predictions based on appearance and experience.</i>
	<i>M-3K-1.5 Begin to see how similar items can be grouped together.</i>
	<i>M-3K-1.7 Show an awareness of numbers in a personally meaningful context.</i>
II. Number and Operations: Standard K-2: The Student will demonstrate through the mathematical processes a basic understanding of quantity and numeral relations, sets and place values.	
	<i>M-3K-2.1 Show curiosity and interest in counting and number.</i>
	<i>M-3K-2.2 Show one-to-one correspondence through three when counting real objects.</i>
	<i>M-3K-2.3 Compare quantities using general terms</i>
	<i>M-3K-2.4 Understand the concept of adding one more (joining) and taking one away (separating).</i>

SC Early Learning Standards for 3 yr. olds

	<i>M-3K-2.8 Identify the positions first and last.</i>
III. Algebra: Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of growing patterns and classifications based on attributes.	
	<i>M-3K-3.4 Recognize similar objects in the environment by color, shape or size.</i>
IV. Geometry: Standard K-4: The student will demonstrate through the mathematical process an emerging sense of dimensional geometric shapes and relative positions in space.	
	<i>M-3K-4.1 Recognize simple shapes in the environment</i>
	<i>M-3K-4.2 Match shapes in their environment.</i>
	M-3K-4.3 Begin to show an understanding of common positional words “under”, “over”, and “in”.
V. Measurement: Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of the measurement concepts of length, weight, time and temperature.	
	<i>M-3K-5.2 Compare the size of objects.</i>
	<i>M-3K-5.3 Explore measurement informally through play.</i>
	<i>M-3K-5.4 Associate at least one measurement device with its purpose.</i>
	<i>M-3K-5.6 Begin to show awareness of time concepts.</i>
Physical Development	
PD 1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance and coordination.	
	<i>PD-3K-1.1 Move with some balance and control while walking, running, jumping, marching and dancing.</i>
	<i>PD-3K-1.2 Coordinate movements to perform simple tasks.</i>
PD 2. Fine Motor Control: Children use their fingers and hands in ways that develop hand to eye coordination, small object manipulation.	

SC Early Learning Standards for 3 yr. olds

	<i>PD-3K-2.1 Use strength and control to perform simple tasks</i>
	<i>PD-3K-2.2 Use hand-eye coordination to perform simple tasks.</i>
	PD-3K-2.3 Explore the use of various drawing tools.
PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health and safety.	
	<i>PD-3K-3.1 Perform simple self-care tasks.</i>
	<i>PD-3K-3.2 Follow basic health rules with reminders.</i>
	<i>PD-3K-3.3 Follow basic safety rules with reminders.</i>
	<i>PD-3K-3.4 Demonstrate adequate stamina for typical activities.</i>

Description of evidence for criterion 4.B.05

The South Carolina Early Learning Standards are incorporated into an assessment tool.

[Child Assessment folder data.doc](#)

This details all of the information that is kept in each child's permanent file; it also specifies what each teacher needs to have in the file each year, including details on what is included in our assessment portfolio.

[ECDC Assessment Plan Chart. Rev.8.25.15.doc](#)

This timeline shows all assessment documents that need to be included in each child's portfolio each year, and how often each item needs to be updated.

[Goals Form.2.doc](#)

This form is completed with teacher and parents each year. The teacher and parents decide when they meet during our school visit (before school begins) on the initial goals to be accomplished. These goals are revisited during the Fall parent/teacher conference and again in the Spring conference. During each meeting the teacher and parents discuss the goals, decide if the goals have been met or are in progress, and set new goals as necessary. These goals are used for curriculum planning.

[HIF 7.10.pdf](#)

This is the Home Information Form that each parent receives at registration and updates yearly. Teachers are required to read these before school starts to discuss with families during our School Visits in mid-August to aid in curriculum planning to meet each child's needs.

[36 Mo ASQ.pdf](#)

The ASQ is the Ages/Stages Questionnaire which parent complete at home with their child prior to enrollment. This provides the teacher with baseline data for curriculum planning.

4.C.:Identifying Children's Interests and Needs and Describing Children's Progress

4.C.02:Teachers assess the developmental progress of each child across all developmental areas, using a variety of instruments and multiple data sources that address the program's curriculum areas. Staff with diverse expertise and skills collect information across the full range of children's experiences.

Assessment begins prior to the child's initial enrollment with completion of a developmental screening(ASQ) and school visits where we begin the Goals Form. Throughout the academic year, assessment information (including the SCELS, work samples, anecdotal notes, Goal forms) for each child is maintained in a portfolio that moves with the child through the program from teacher to teacher. The timeline for when this information is gathered is shown in the included Assessment Plan Chart.

SC Early Learning Standards for 3 Year-olds **Name:** _____ **Date:** _____

Comments/Notes	Standard
APPROACHES TO LEARNING	
AL 1. Children engage in play as a means to develop their individual approaches to learning.	
	<i>AL-3K-1.1 Learn about the properties and characteristics of materials and equipment through</i>
	<i>AL-3K-1.2 Demonstrate ability to identify and take appropriate risks in play in order to learn</i>
AL 2. Children show curiosity, eagerness and satisfaction as a learner.	
	<i>AL-3K-2.1 Prefer one familiar activity but will try others when encouraged by an adult or peer</i>
	<i>AL-3K-2.2 Demonstrate eagerness and interest as a learner by responding to what they observe</i>
	<i>AL-3K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or</i>
AL 3. Children demonstrate initiative, engagement, and persistence in learning.	
	<i>AL-3K-3.1 Show initiative in selecting and creating activities.</i>
	<i>AL-3K-3.2 Maintain interest in self-selected activities and play.</i>
	<i>AL-3K-3.3 Show ability to focus attention on favorite activities for brief periods of time (5 –</i>
AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.	
	<i>AL-3K-4.1 Understand how to accomplish a simple task.</i>
	<i>AL-3K-4.2 Organize actions and materials needed for play in the learning environment.</i>
	<i>AL-3K-4.3 Follow through in completing simple tasks and activities.</i>
	<i>AL-3K-4.4 Seek help when encountering a problem in play.</i>
AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.	
	<i>AL-3K-5.1 Talk about prior events and personal experiences.</i>
	<i>AL-3K-5.2 Use prior knowledge to understand new experiences.</i>
	<i>AL-3K-5.3 Seek explanations for events or personal relationships</i>

SC Early Learning Standards for 3 yr. olds

	<i>AL-3K-5.4 Predict possible outcomes related to cause and effect.</i>
SOCIAL AND EMOTIONAL DEVELOPMENT	
SE1. Children will demonstrate a positive sense of self.	
	<i>SE-3K-1.1 Describe themselves using several basic characteristics.</i>
	<i>SE-3K-1.2 Demonstrate self direction by making simple choices among limited options.</i>
	<i>SE-3K-1.3 Demonstrate confidence by participating in familiar classroom routines.</i>
	<i>SE-3K-1.4 Make known personal needs and desires.</i>
	<i>SE-3K-1.5 Respond to positive and negative feedback from familiar adults.</i>
SE2. Children will demonstrate self control, respect and responsibility.	
	<i>SE-3K-2.1 Follow a few simple classroom routines and rules.</i>
	<i>SE-3K-2.2 Use classroom materials responsibly with modeling and guidance from adults.</i>
	<i>SE-3K-2.3 Manage transitions positively when supported by an adult.</i>
	<i>SE-3K-2.4 Become increasingly aware of behavior and its effects on others.</i>
	<i>SE-3K-2.5 Use simple conflict resolution techniques with adult modeling and facilitation.</i>
SE3. Children express feelings and show concern for others.	
	<i>SE-3K-3.1 Recognize own positive and negative feelings when an adult labels them.</i>
	<i>SE-3K-3.2 Calm self after strong emotion with adult help.</i>
	<i>SE-3K-3.3 Seek adult help to manage fears and concerns.</i>

SC Early Learning Standards for 3 yr. olds

	<i>SE-3K-3.4 Show awareness of feelings of others with adult guidance and support.</i>
SE4. Children will form healthy social relationships.	
	<i>SE-3K-4.1 Show interest in others by playing beside or briefly with one or more children.</i>
	<i>SE-3K-4.2 Show an interest in having a friend</i>
	<i>SE-3K-4.3 Accept adult help to join play group.</i>
	<i>SE-3K-4.4 Show growing awareness of group life of class (sense of community)</i>
	<i>SE-3K-4.5 Interact with familiar adults with varying degrees of comfort.</i>
LANGUAGE AND LITERACY	
READING: I. Understanding and Using Literary Texts: Standard K-1: The student will begin to read and comprehend texts in print and non-print formats.	
	<i>ELA-3K-1.1 Listen to simple stories, songs and rhymes</i>
	<i>ELA-3K-1.2 Anticipate spoken lines in songs and finger plays.</i>
	<i>ELA-3K-1.3 Form sounds that imitate the natural sounds of an animal, action or object.</i>
	<i>ELA-3K-1.4 Repeat words or actions from a favorite story read aloud.</i>
	<i>ELA-3K-1.5 Use pictures and adult reader's expression to experience mood and meaning of text.</i>
	<i>ELA-3K-1.6 Recall story details that have personal meaning.</i>
	<i>ELA-3K-1.7 Imitate words or actions from favorite books read aloud.</i>
	<i>ELA-3K-1.8 Explore books with an adult or another child.</i>

SC Early Learning Standards for 3 yr. olds

	<i>ELA-3K-1.9 Pretend to be a family member, pet or familiar adult during play.</i>
READING: II. Understanding and Using Informational Texts: Standard K-2: The student will begin to read and comprehend informational texts in print and non-print formats	
	<i>ELA-3K-2.1 Explore realistic books and materials in classroom centers</i>
	<i>ELA-3K-2.2 Identify some familiar objects in informational texts.</i>
	<i>ELA-3K-2.4 Identify real objects seen in informational texts.</i>
	<i>ELA-3K-2.5 Look at classroom pictures and signs.</i>
READING: III. Learning to Read: Standard K-3: The student will learn to read by applying appropriate skills and strategies to build understanding of what is read.	
	<i>ELA-3K-3.1 Rehearse vocabulary by identifying familiar objects pictured in books.</i>
	<i>ELA-3K-3.2 Comprehend changes in forms of familiar words.</i>
	<i>ELA-3K-3.3 Begin pretending to read or role-play with dialogue.</i>
	<i>ELA-3K-3.4 Begin recognizing familiar books by their covers or pictures.</i>
	<i>ELA-3K-3.5 Begin joining in familiar nursery rhymes and songs.</i>
	<i>ELA-3K-3.6 Use appropriate word order and intonation to ask a question or make a statement.</i>
	<i>ELA-3K-3.7 Begin to use word beginnings and endings as language play or comprehension aid.</i>
	<i>ELA-3K-3.8 Begin noticing and trying to match rhythm, volume, and pitch of adults voice in songs and stories.</i>
	<i>ELA-3K-3.10 Recognize a few letters.</i>

SC Early Learning Standards for 3 yr. olds

	<i>ELA-3K-3.11 Begin to recall and repeat familiar words and phrases.</i>
	<i>ELA-3K-3.15 Begin connecting text read aloud with personal experiences.</i>
	<i>ELA-3K-3.16 Begin recognizing at least one familiar logo or printed sign.</i>
	<i>ELA-3K-3.17 Begin learning how to handle and care for books.</i>
	<i>ELA-3K-3.18 Begin to orient books in correct position and turn pages from front to back.</i>
	<i>ELA-3K-3.19 Express interest in adult writing and identify it by meaning.</i>
<p>WRITING: IV. Developing Written Communication: Standard K-4: The student will begin to create written work sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Stand</p>	
	<i>ELA-3K-4.1 Identify people and events of personal significance.</i>
	<i>ELA-3K-4.2 Uses sentences of 2-3 words (when appropriate in conversation) while describing</i>
	<i>ELA-3K-4.3 Tells a brief story (1 -2 ideas)</i>
	<i>ELA-3K-4.6 Participate in small group reflections on recent event.</i>
	<i>ELA-3K-4.7 Pretend to write.</i>
<p>WRITING: V. Producing Written Communication in a Variety of Forms: Standard K-5: The student will begin to purposes and audiences.</p>	
	<i>ELA-3K-5.1 Pretend to write.</i>
	<i>ELA-3K-5-3 Identify and briefly describe important people, objects and events in their world.</i>

SC Early Learning Standards for 3 yr. olds

RESEARCHING: VI. Applying the Skills of Inquiry and Oral Communication: Standard K-6: The student will begin to gather information from a variety of sources.	
	<i>ELA-3K-6.1 Ask "why" questions about things in their world.</i>
	<i>ELA-3K-6.2 Look at books, pictures, and videos with interest.</i>
	<i>ELA-3K-6.3 Classify familiar objects by one or two observable attributes.</i>
	<i>ELA-3K-6.5 Carry out simple directives most of the time.</i>
MATHEMATICS	
I. Mathematics Processes: Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.	
	<i>M-3K-1.1 Engage in problem-solving during play within the classroom environment.</i>
	<i>M-3K-1.2 Begin to make predictions based on appearance and experience.</i>
	<i>M-3K-1.5 Begin to see how similar items can be grouped together.</i>
	<i>M-3K-1.7 Show an awareness of numbers in a personally meaningful context.</i>
II. Number and Operations: Standard K-2: The Student will demonstrate through the mathematical processes a basic understanding of quantity and numeral relations, sets and place values.	
	<i>M-3K-2.1 Show curiosity and interest in counting and number.</i>
	<i>M-3K-2.2 Show one-to-one correspondence through three when counting real objects.</i>
	<i>M-3K-2.3 Compare quantities using general terms</i>
	<i>M-3K-2.4 Understand the concept of adding one more (joining) and taking one away (separating).</i>

SC Early Learning Standards for 3 yr. olds

	<i>M-3K-2.8 Identify the positions first and last.</i>
III. Algebra: Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of growing patterns and classifications based on attributes.	
	<i>M-3K-3.4 Recognize similar objects in the environment by color, shape or size.</i>
IV. Geometry: Standard K-4: The student will demonstrate through the mathematical process an emerging sense of dimensional geometric shapes and relative positions in space.	
	<i>M-3K-4.1 Recognize simple shapes in the environment</i>
	<i>M-3K-4.2 Match shapes in their environment.</i>
	M-3K-4.3 Begin to show an understanding of common positional words “under”, “over”, and “in”.
V. Measurement: Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of the measurement concepts of length, weight, time and temperature.	
	<i>M-3K-5.2 Compare the size of objects.</i>
	<i>M-3K-5.3 Explore measurement informally through play.</i>
	<i>M-3K-5.4 Associate at least one measurement device with its purpose.</i>
	<i>M-3K-5.6 Begin to show awareness of time concepts.</i>
Physical Development	
PD 1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance and coordination.	
	<i>PD-3K-1.1 Move with some balance and control while walking, running, jumping, marching and dancing.</i>
	<i>PD-3K-1.2 Coordinate movements to perform simple tasks.</i>
PD 2. Fine Motor Control: Children use their fingers and hands in ways that develop hand to eye coordination, small object manipulation.	

SC Early Learning Standards for 3 yr. olds

	<i>PD-3K-2.1 Use strength and control to perform simple tasks</i>
	<i>PD-3K-2.2 Use hand-eye coordination to perform simple tasks.</i>
	PD-3K-2.3 Explore the use of various drawing tools.
PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health and safety.	
	<i>PD-3K-3.1 Perform simple self-care tasks.</i>
	<i>PD-3K-3.2 Follow basic health rules with reminders.</i>
	<i>PD-3K-3.3 Follow basic safety rules with reminders.</i>
	<i>PD-3K-3.4 Demonstrate adequate stamina for typical activities.</i>

Description of evidence for criterion 4.C.02

The South Carolina Early Learning Standards are incorporated into an assessment tool.

[ECDC Assessment Plan Chart. Rev.8.25.15.doc](#)

This timeline shows all assessment documents that need to be included in each child's portfolio each year, and how often each item needs to be updated.

[Goals Form.2.doc](#)

This form is completed with teacher and parents each year. The teacher and parents decide when they meet during our school visit (before school begins) on the initial goals to be accomplished. These goals are revisited during the Fall parent/teacher conference and again in the Spring conference. During each meeting the teacher and parents discuss the goals, decide if the goals have been met or are in progress, and set new goals as necessary.

Description of evidence for criterion 4.C.02

This form is used to collect information and record data from individual and small group activities for each child. Information includes whether mastery is met, what difficulties the child may have had, etc.

[36 Mo ASQ.pdf](#)

The ASQ is the Ages/Stages Questionnaire which parent complete at home with their child prior to enrollment. This provides the teacher with baseline data for curriculum planning.

[Anecdotal Notes_page.docx](#)

This is a form kept for each child where language samples, as well as detailed information about behavior, is recorded.

4.C.03: Teachers refer to curriculum goals and developmental expectations when interpreting assessment data.

Curriculum goals and developmental expectations are gathered and interpreted from the South Carolina Early Learning Standards and individual goals made on the Goals form. Notes are gathered throughout the semester on an activity sheet listing small group and individual activities including date, level of mastery and specific details which are interpreted for assessment purposes.

SC Early Learning Standards for 3 Year-olds **Name:** _____ **Date:** _____

Comments/Notes	Standard
APPROACHES TO LEARNING	
AL 1. Children engage in play as a means to develop their individual approaches to learning.	
	<i>AL-3K-1.1 Learn about the properties and characteristics of materials and equipment through</i>
	<i>AL-3K-1.2 Demonstrate ability to identify and take appropriate risks in play in order to learn</i>
AL 2. Children show curiosity, eagerness and satisfaction as a learner.	
	<i>AL-3K-2.1 Prefer one familiar activity but will try others when encouraged by an adult or peer</i>
	<i>AL-3K-2.2 Demonstrate eagerness and interest as a learner by responding to what they observe</i>
	<i>AL-3K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or</i>
AL 3. Children demonstrate initiative, engagement, and persistence in learning.	
	<i>AL-3K-3.1 Show initiative in selecting and creating activities.</i>
	<i>AL-3K-3.2 Maintain interest in self-selected activities and play.</i>
	<i>AL-3K-3.3 Show ability to focus attention on favorite activities for brief periods of time (5 –</i>
AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.	
	<i>AL-3K-4.1 Understand how to accomplish a simple task.</i>
	<i>AL-3K-4.2 Organize actions and materials needed for play in the learning environment.</i>
	<i>AL-3K-4.3 Follow through in completing simple tasks and activities.</i>
	<i>AL-3K-4.4 Seek help when encountering a problem in play.</i>
AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.	
	<i>AL-3K-5.1 Talk about prior events and personal experiences.</i>
	<i>AL-3K-5.2 Use prior knowledge to understand new experiences.</i>
	<i>AL-3K-5.3 Seek explanations for events or personal relationships</i>

SC Early Learning Standards for 3 yr. olds

	<i>AL-3K-5.4 Predict possible outcomes related to cause and effect.</i>
SOCIAL AND EMOTIONAL DEVELOPMENT	
SE1. Children will demonstrate a positive sense of self.	
	<i>SE-3K-1.1 Describe themselves using several basic characteristics.</i>
	<i>SE-3K-1.2 Demonstrate self direction by making simple choices among limited options.</i>
	<i>SE-3K-1.3 Demonstrate confidence by participating in familiar classroom routines.</i>
	<i>SE-3K-1.4 Make known personal needs and desires.</i>
	<i>SE-3K-1.5 Respond to positive and negative feedback from familiar adults.</i>
SE2. Children will demonstrate self control, respect and responsibility.	
	<i>SE-3K-2.1 Follow a few simple classroom routines and rules.</i>
	<i>SE-3K-2.2 Use classroom materials responsibly with modeling and guidance from adults.</i>
	<i>SE-3K-2.3 Manage transitions positively when supported by an adult.</i>
	<i>SE-3K-2.4 Become increasingly aware of behavior and its effects on others.</i>
	<i>SE-3K-2.5 Use simple conflict resolution techniques with adult modeling and facilitation.</i>
SE3. Children express feelings and show concern for others.	
	<i>SE-3K-3.1 Recognize own positive and negative feelings when an adult labels them.</i>
	<i>SE-3K-3.2 Calm self after strong emotion with adult help.</i>
	<i>SE-3K-3.3 Seek adult help to manage fears and concerns.</i>

SC Early Learning Standards for 3 yr. olds

	<i>SE-3K-3.4 Show awareness of feelings of others with adult guidance and support.</i>
SE4. Children will form healthy social relationships.	
	<i>SE-3K-4.1 Show interest in others by playing beside or briefly with one or more children.</i>
	<i>SE-3K-4.2 Show an interest in having a friend</i>
	<i>SE-3K-4.3 Accept adult help to join play group.</i>
	<i>SE-3K-4.4 Show growing awareness of group life of class (sense of community)</i>
	<i>SE-3K-4.5 Interact with familiar adults with varying degrees of comfort.</i>
LANGUAGE AND LITERACY	
READING: I. Understanding and Using Literary Texts: Standard K-1: The student will begin to read and comprehend texts in print and non-print formats.	
	<i>ELA-3K-1.1 Listen to simple stories, songs and rhymes</i>
	<i>ELA-3K-1.2 Anticipate spoken lines in songs and finger plays.</i>
	<i>ELA-3K-1.3 Form sounds that imitate the natural sounds of an animal, action or object.</i>
	<i>ELA-3K-1.4 Repeat words or actions from a favorite story read aloud.</i>
	<i>ELA-3K-1.5 Use pictures and adult reader's expression to experience mood and meaning of text.</i>
	<i>ELA-3K-1.6 Recall story details that have personal meaning.</i>
	<i>ELA-3K-1.7 Imitate words or actions from favorite books read aloud.</i>
	<i>ELA-3K-1.8 Explore books with an adult or another child.</i>

SC Early Learning Standards for 3 yr. olds

	<i>ELA-3K-1.9 Pretend to be a family member, pet or familiar adult during play.</i>
READING: II. Understanding and Using Informational Texts: Standard K-2: The student will begin to read and comprehend informational texts in print and non-print formats	
	<i>ELA-3K-2.1 Explore realistic books and materials in classroom centers</i>
	<i>ELA-3K-2.2 Identify some familiar objects in informational texts.</i>
	<i>ELA-3K-2.4 Identify real objects seen in informational texts.</i>
	<i>ELA-3K-2.5 Look at classroom pictures and signs.</i>
READING: III. Learning to Read: Standard K-3: The student will learn to read by applying appropriate skills and strategies to build understanding of what is read.	
	<i>ELA-3K-3.1 Rehearse vocabulary by identifying familiar objects pictured in books.</i>
	<i>ELA-3K-3.2 Comprehend changes in forms of familiar words.</i>
	<i>ELA-3K-3.3 Begin pretending to read or role-play with dialogue.</i>
	<i>ELA-3K-3.4 Begin recognizing familiar books by their covers or pictures.</i>
	<i>ELA-3K-3.5 Begin joining in familiar nursery rhymes and songs.</i>
	<i>ELA-3K-3.6 Use appropriate word order and intonation to ask a question or make a statement.</i>
	<i>ELA-3K-3.7 Begin to use word beginnings and endings as language play or comprehension aids.</i>
	<i>ELA-3K-3.8 Begin noticing and trying to match rhythm, volume, and pitch of adults voice in oral language.</i>
	<i>ELA-3K-3.10 Recognize a few letters.</i>

SC Early Learning Standards for 3 yr. olds

	<i>ELA-3K-3.11 Begin to recall and repeat familiar words and phrases.</i>
	<i>ELA-3K-3.15 Begin connecting text read aloud with personal experiences.</i>
	<i>ELA-3K-3.16 Begin recognizing at least one familiar logo or printed sign.</i>
	<i>ELA-3K-3.17 Begin learning how to handle and care for books.</i>
	<i>ELA-3K-3.18 Begin to orient books in correct position and turn pages from front to back.</i>
	<i>ELA-3K-3.19 Express interest in adult writing and identify it by meaning.</i>
<p>WRITING: IV. Developing Written Communication: Standard K-4: The student will begin to create written work sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Stand</p>	
	<i>ELA-3K-4.1 Identify people and events of personal significance.</i>
	<i>ELA-3K-4.2 Uses sentences of 2-3 words (when appropriate in conversation) while describing</i>
	<i>ELA-3K-4.3 Tells a brief story (1 -2 ideas)</i>
	<i>ELA-3K-4.6 Participate in small group reflections on recent event.</i>
	<i>ELA-3K-4.7 Pretend to write.</i>
<p>WRITING: V. Producing Written Communication in a Variety of Forms: Standard K-5: The student will begin to purposes and audiences.</p>	
	<i>ELA-3K-5.1 Pretend to write.</i>
	<i>ELA-3K-5-3 Identify and briefly describe important people, objects and events in their world.</i>

SC Early Learning Standards for 3 yr. olds

RESEARCHING: VI. Applying the Skills of Inquiry and Oral Communication: Standard K-6: The student will begin to gather information from a variety of sources.	
	<i>ELA-3K-6.1 Ask "why" questions about things in their world.</i>
	<i>ELA-3K-6.2 Look at books, pictures, and videos with interest.</i>
	<i>ELA-3K-6.3 Classify familiar objects by one or two observable attributes.</i>
	<i>ELA-3K-6.5 Carry out simple directives most of the time.</i>
MATHEMATICS	
I. Mathematics Processes: Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.	
	<i>M-3K-1.1 Engage in problem-solving during play within the classroom environment.</i>
	<i>M-3K-1.2 Begin to make predictions based on appearance and experience.</i>
	<i>M-3K-1.5 Begin to see how similar items can be grouped together.</i>
	<i>M-3K-1.7 Show an awareness of numbers in a personally meaningful context.</i>
II. Number and Operations: Standard K-2: The Student will demonstrate through the mathematical processes a basic understanding of quantity and numeral relations, sets and place values.	
	<i>M-3K-2.1 Show curiosity and interest in counting and number.</i>
	<i>M-3K-2.2 Show one-to-one correspondence through three when counting real objects.</i>
	<i>M-3K-2.3 Compare quantities using general terms</i>
	<i>M-3K-2.4 Understand the concept of adding one more (joining) and taking one away (separating).</i>

SC Early Learning Standards for 3 yr. olds

	<i>M-3K-2.8 Identify the positions first and last.</i>
III. Algebra: Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of growing patterns and classifications based on attributes.	
	<i>M-3K-3.4 Recognize similar objects in the environment by color, shape or size.</i>
IV. Geometry: Standard K-4: The student will demonstrate through the mathematical process an emerging sense of dimensional geometric shapes and relative positions in space.	
	<i>M-3K-4.1 Recognize simple shapes in the environment</i>
	<i>M-3K-4.2 Match shapes in their environment.</i>
	M-3K-4.3 Begin to show an understanding of common positional words “under”, “over”, and “in”.
V. Measurement: Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of the measurement concepts of length, weight, time and temperature.	
	<i>M-3K-5.2 Compare the size of objects.</i>
	<i>M-3K-5.3 Explore measurement informally through play.</i>
	<i>M-3K-5.4 Associate at least one measurement device with its purpose.</i>
	<i>M-3K-5.6 Begin to show awareness of time concepts.</i>
Physical Development	
PD 1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance and coordination.	
	<i>PD-3K-1.1 Move with some balance and control while walking, running, jumping, marching and dancing.</i>
	<i>PD-3K-1.2 Coordinate movements to perform simple tasks.</i>
PD 2. Fine Motor Control: Children use their fingers and hands in ways that develop hand to eye coordination, small object manipulation.	

SC Early Learning Standards for 3 yr. olds

	<i>PD-3K-2.1 Use strength and control to perform simple tasks</i>
	<i>PD-3K-2.2 Use hand-eye coordination to perform simple tasks.</i>
	<i>PD-3K-2.3 Explore the use of various drawing tools.</i>
<i>PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health and safety.</i>	
	<i>PD-3K-3.1 Perform simple self-care tasks.</i>
	<i>PD-3K-3.2 Follow basic health rules with reminders.</i>
	<i>PD-3K-3.3 Follow basic safety rules with reminders.</i>
	<i>PD-3K-3.4 Demonstrate adequate stamina for typical activities.</i>

Description of evidence for criterion 4.C.03

The South Carolina Early Learning Standards are incorporated into an assessment tool.

[Goals Form.2.doc](#)

This form is completed with teacher and parents each year. The teacher and parents decide when they meet during our school visit (before school begins) on the initial goals to be accomplished. These goals are revisited during the Fall parent/teacher conference and again in the Spring conference. During each meeting the teacher and parents discuss the goals, decide if the goals have been met or are in progress, and set new goals as necessary.

Description of evidence for criterion 4.C.03

This form is used to collect information and record data from individual and small group activities for each child. Information includes whether mastery is met, what difficulties the child may have had, etc.

4.D.:Adapting Curriculum, Individualizing Teaching, and Informing Program Development

4.D.01:Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions.

Teachers make ongoing observations and have assessment instruments (such as Activity sheets, blank paper for anecdotal notes) readily available to record any information concerning each child throughout the day. In addition, teachers meet regularly to discuss the strengths, needs and interests of each child on the Goals form which is used in planning individual and group instruction and interactions.

Description of evidence for criterion 4.D.01

This sheet is used to record any data necessary for assessments, usually during small group and individual instruction. The form shows whether mastery is met as well as any specific difficulties the child may have had.

[Interest Survey.doc](#)

This is a form given to parents at the beginning of the school year to complete with their child to help with planning relevant curriculum topics.

[HIF 7.10.pdf](#)

This is the Home Information Form that each parent receives at registration and updates yearly. Parents record information about their child such as daily routines/schedules, likes/dislikes, concerns, etc. Teachers are required to read these before school starts to discuss with families during our School Visits in mid-August to aid in curriculum planning to meet each child's needs.

[Goals Form.2.doc](#)

This form is completed with teacher and parents each year. The teacher and parents decide when they meet during our school visit (before school begins) on the initial goals to be accomplished. These goals are revisited during the Fall parent/teacher conference and again in the Spring conference. During each meeting the teacher and parents discuss the goals, decide if the goals have been met or are in progress, and set new goals as necessary. These goals are used for curriculum planning.

4.D.03: Teachers interact with children to assess their strengths and needs to inform curriculum development and individualize teaching.

During Free Choice time, small group instruction or large group instruction, teachers interact with the children, noting strengths and weaknesses and recording data as needed to adjust curriculum.



The teacher works with children to complete a floor puzzle, assessing who needs help and who is able to work independently.

Description of evidence for criterion 4.D.03

This sheet is used to record activities each child participates in including a description of performance.

4.D.07: Teachers talk and interact with individual children and encourage their use of language to inform assessment of children's strengths, interests, and needs.

During all times of the day, teachers have conversations and discussions with children about what interests, needs or questions they may have. These language interactions may be recorded as necessary for assessment purposes.



A child and teacher discuss information to put on a map created by the child.

Description of evidence for criterion 4.D.07

This sheet is used to record any data necessary for assessments, usually during small group and individual instruction. The form shows whether mastery is met as well as any specific difficulties the child may have had.

4.D.08: Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

Teachers regularly discuss each individual child during weekly planning sessions, noting social/emotional and academic progress. This information is used to plan, individualize and modify the curriculum. As we learn about different topics throughout the school year, new interests and questions emerge from them that are then investigated and studied.

During the month of October when the Sunflower class was talking about pumpkins and Halloween, we came across a book that became one of their favorites: *The Big Pumpkin* by Erica Siverman.

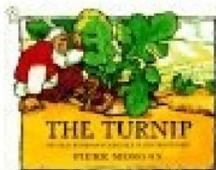


Several of the books on our bookshelves at the time were about pumpkins and what you can do with them, including making pumpkin pie. This prompted a discussion about how to make pumpkin pie and who has eaten it before. The next day the class worked together to make a pumpkin pie and taste it. After the tasting the children signed their names on a chart stating whether or not they liked the pie.

Do you like pumpkin pie?	
Yes ☺	No ☹
Katharina	Ana Bess
Jacob	Mae
U + A	Zach
Sarah	Grayson
Luke	
Henry	
Ms. Phyllis	
Ms. Sally	



The Big Pumpkin is a spin-off of the Russian folktale called *The Turnip*.



The story is about a farmer who plants a turnip seed which grows so large that he can't pull it out by himself. He asks his wife, then his daughter, the dog, and the cat to help him but they have no luck. Finally a field mouse helps them and they pull it out and make turnip soup. (In the book about the pumpkin, a witch plants a pumpkin seed which grows so large she can't pull it out by herself. She asks a mummy, a ghost and a vampire to help. Finally a little bat helps them pull it out and they make pumpkin pie.)

After Halloween I brought in the book about the turnip to see if the children noticed the similarities in the stories. They did! This sparked a conversation about what a turnip is. The next day I brought in turnips, the children helped peel them and then taste them.



Once again, the children signed a chart stating whether or not they liked the turnips.



Do you like turnips?	
Yes 😊	No ☹️
Ms. Phillips	Mr. E
Gla yson	Jacob
Mr. Phillips	Jonathan
Sarah	
Henry	
Ms. Sally	

We also had a magnetic version of the story in the classroom for the children to retell the story.



Description of evidence for criterion 4.D.08

This is documentation created after studying pumpkins and reading a favorite book called The Big Pumpkin and having a pumpkin tasting. Since the book is a spin-off of the book, The Turnip, we then tasted turnips. Many activities revolved around these books and the children's interests.

[Goals Form.2.doc](#)

This form is completed with teacher and parents each year. The teacher and parents decide when they meet during our school visit (before school begins) on the initial goals to be accomplished. These goals are revisited during the Fall parent/teacher conference and again in the Spring conference. During each meeting the teacher and parents discuss the goals, decide if the goals have been met or are in progress, and set new goals as necessary.

Description of evidence for criterion 4.D.08

This sheet is used to record any data necessary for assessments, usually during small group and individual instruction. The form shows whether mastery is met as well as any specific difficulties the child may have had.

[Anecdotal_Notes_page.docx](#)

This is a form kept for each child where language samples, as well as detailed information about behavior, is recorded.

4.E.:Communicating with Families and Involving Families in the Assessment Process

4.E.01:Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.

Parents may correspond as often as they feel necessary about observations at home that they feel may be important for the teacher to know. This correspondence begins with the school visits and Home Information Form which are completed before the school year starts. Throughout the school year parents may relay any information through conversation at pick-up, leave a note on the message board if the teacher is unavailable to talk, send an email, or leave a phone message.

*All information on this form is strictly confidential;
Translation into home languages other than English provided on request.*

COLLEGE of CHARLESTON

N.E. MILES
EARLY CHILDHOOD
DEVELOPMENT CENTER

HOME INFORMATION QUESTIONNAIRE

Welcome to ECDC! In order to best provide for the needs and interests of your child and family, we ask you to share information with us. The more a family, the better able we are to ease the transition from home to school, or from another program to ours. We seek to work with our families as partners in curriculum, and assessment approach that are respectful, appropriate, meaningful, and relevant.

Our philosophy is grounded in the idea that children are 'concrete' learners. In other words, what makes most sense to them is learning about things they experience with. Therefore, we also often ask parents to serve as 'resources,' sharing family or professional experiences and knowledge that supports their child's learning.

This information is confidential and only used internally by our teaching staff to assist them in making instructionally appropriate curriculum and assessment. you to update this information annually.

Child's Name _____ Birthdate _____ First Enrollment Date: _____

Signature(s) of parent/legal guardian(s):

2		
3		
4/5K		
4/5K		

SECTION ONE: PARENT AND FAMILY INFORMATION

1.1. Parent/legal guardian Information:

**All information on this form is strictly confidential;
Translation into home languages other than English provided on request.**

	<i>Parent/guardian #1</i>	<i>Parent/guardian #2</i>
<i>Name</i>		
<i>Occupation</i>		
<i>Education (circle)</i>	<i>GED HS Bachelor's Master's Doctorate Other</i>	<i>GED HS Bachelor's Master's Doctorate</i>
<i>First (native) language</i>		
<i>Would you prefer written materials and communications from ECDC to be provided in a language other than English?</i>		

1.2 Parent professional expertise and/or special interests: Describe any special interests and/or professional expertise you have that you would be will (e.g. you are a firefighter or biologist; you play a musical instrument; you can prepare ethnic foods or read stories in a language other than English, etc)

1.3 List all people living in your home and their relationship to your child:

<i>Name</i>	<i>Age</i>	<i>Sex</i>	<i>Relation</i>

*All information on this form is strictly confidential;
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1.3 Are there any special factors concerning your family structure that we should know about in order to appropriately address your child's needs and legal arrangements, adoptions, blended family, single-parent, parent health issues, etc.). (NOTE: If any particular legal or visitation arrangements are to us.

1.4 Family cultural/ethnic/religious background and traditions. What would you like us to know about your family's cultural/ethnic/religious background, materials and activities respectful of all our families' home cultures and family traditions?

SECTION TWO: CHILD INFORMATION

2.1 Please describe any health needs that we should be aware of. (Please provide and/or attach additional documentation if needed).

***All information on this form is strictly confidential;
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2.2 *Are there any comments, questions, or concerns you may have at this time about your child's physical, social/emotional or cognitive development (if additional documentation is needed).*

2.3. *Are there any particular accommodations that you would request or like to discuss with us that you feel might be necessary to meet your child's n*

2.4 *Describe the approach to behavior management that is used in your home*

2.5 *Child interests:*

<i>Favorite play activities/toys</i>	
<i>Favorite media/music activities/programs</i>	
<i>Favorite books/stories</i>	
<i>Favorite foods</i>	

*All information on this form is strictly confidential;
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<i>Particular dislikes?</i>	
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2.6 Child play experiences:

<i>Where does your child regularly play?</i>	
<i>With whom does your child regularly play? (i.e., alone, with siblings/ neighbors, etc.)</i>	
<i>Describe any other previous structured play experiences (i.e., child care program, play group, Sunday school, etc.)</i>	

2.7 Child temperament/emotional information:

<i>Describe any fears your child may have (and how you address them).</i>	
<i>How does your child get along with adults?</i>	
<i>How does your child get along with siblings?</i>	
<i>How does your child get along with other children?</i>	

2.8. Routines

<i>Morning routine (wake time, usual breakfast, etc.)</i>	
<i>Nap routine (if child naps) i.e., usual time, duration, rituals, etc.)</i>	
<i>Evening routine (bed time, rituals, etc.)</i>	
<i>How much sleep does your child usually require each night?</i>	

*All information on this form is strictly confidential;
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<i>Is your child toilet trained? What toileting 'terms' is your child familiar with?</i>	
<i>Which hand does your child prefer to use?</i>	
<i>Does your child feed him/herself?</i>	

Description of evidence for criterion 4.E.01

The home information form is sent out to parents to complete before the school year starts; parents share information that may be relevant and/or helpful for observation and assessment in the classroom.

[Goals_Form.2.doc](#)

This form is completed with teacher and parents each year. The teacher and parents decide when they meet during our school visit (before school begins) on the initial goals to be accomplished. These goals are revisited during the Fall parent/teacher conference and again in the Spring conference. During each meeting the teacher and parents discuss the goals, decide if the goals have been met or are in progress, and set new goals as necessary.

[assessment_email.docx](#)

An email correspondence from a parent noting a goal to add to her child's Goal Form.

4.E.03: Teachers, families, and relevant specialists have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities.

Parent/teacher conferences are required twice a year, once in the late fall and once at the end of the school year to discuss each child's progress, accomplishments and/or difficulties as well as to make a plan of action to meet these needs at home and at school. Any other specialists that may also be working with the child (therapists, etc.) may also be included in the conference. Parents and specialists may also schedule a conference with the teacher at any time to discuss any problems or concerns that they may have during the school year.

[ECDC_Policies_Procedures.8.24.10..pdf](#)

ECDC Policy 7.3 indicates that families are welcome at any time to observe and visit.

[conference_signup.doc](#)

This sheet is for parents to sign up to schedule their semiannual parent/teacher conference with their child's teacher.

7:Families

7.B.:Sharing Information Between Staff and Families

7.B.06:Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

Printed notes are sent regularly between teacher and parents (at least weekly) as a means to communicate throughout the school year. I also send a daily email which contains highlights of daily activities including skills learned, books and songs shared, FYIs and reminders, as well as upcoming events. Teachers also try and communicate briefly with parents each day at either drop-off or pick-up to share information specifically for their child.

[Hi there.docx](#)

This is a copy of an email correspondence between teacher and parent. The teacher generated email is the Daily Highlights email, and the response is from a parent about a health concern.

[Sunflower notes.doc](#)

This is the paper form I use to send individual notes home to parents regarding specific issues related to their child such as behavioral issues, social issues, or any other information I need to communicate. This is used by student assistants, as well.

9:Physical Environment

9.A.:Indoor and Outdoor Equipment, Materials, and Furnishings

9.A.07:

- a. Staff organize and group materials on low, open shelves to encourage children to use them independently.
- b. Staff rotate and adapt materials to promote learning and extend children's play opportunities.

All children's materials are on low, open shelves allowing easy access for children to choose materials independently. Most materials are rotated regularly to provide more variety, prevent boredom as well as to offer more challenging materials and activities as needed. Materials are also rotated to reflect changes in the topic of study and to promote further learning of that topic.



This is the light table with colored shapes, and the Building Center with cars and Legos with space for building roads, etc.



Here the light table has colored cubes for building and the Building Center has rock shapes taped to the floor for walking on.