

Orange *and* Red Rooms 4 to 5 year olds



daily flow

WELCOME, AREAS OF EXPLORATION, BREAKFAST TABLE & SNACK

Children are warmly welcomed and may choose to explore in areas of their interest.

7:15-8:45 am

During this transition to preschool, a breakfast table {*parents provide the breakfast*} is offered.

Morning snack is offered.

GATHERING TIME, BIBLE or CHAPEL

9-9:15 am

Children will gather for Story Time, Bible stories or Chapel.

On *Monday & Thursday*, we worship Jesus in Chapel.

AREAS OF EXPLORATION

9:15 – 10:20 am

Children will spend time in learning activities, art centers, or projects to explore.

GROUP TIME

10:20-10:50 am

This time includes the components of the Prekindergarten Curriculum - - Get Set for School, Art Masters and Skill Building of the Foundations.

9-10 am {R}

10:45-11:30 am {O}

OUTDOOR CLASSROOM ENVIRONMENT

LUNCH TIME

11:30 am-12:30 pm

Children are encouraged to socialize in conversations with one another and adults during lunch time.

12:30-2 pm

QUIET TIME

Children are encouraged to rest. At this age some children choose to nap.

2-3:15 pm

AREAS OF EXPLORATION

As children awaken, they may choose to explore activities or areas of their interest.

GATHERING TIME, MUSIC AND MOVEMENT, & SNACK

3:15-4 pm

Story Time, Social Emotional Teaching and Spiritual Development

Twice a week, we participate in music with our music teacher.

Afternoon snack is offered.

4-5 pm

OUTDOOR CLASSROOM ENVIRONMENT

5:30-6 pm

SNACK & TRANSITION HOME

Late afternoon snack is offered, and children prepare to transition home.



Good Shepherd Preschool
Preserving Childhood...planting faith

Red and Orange

PLEASE REFER TO THE PARENT HANDBOOK FOR COMPLETE SCHOOL POLICIES. It is available online at goodshepherdpreschool.com - parents only -password: irvine

Sign-In Book

- ♥ In accordance with California State Licensing Regulation {101229.1}, an authorized adult (18 years or older) must sign your child in and out with a legal signature.
- ♥ Please *make contact* with a teacher upon dropping off and picking up.
- ♥ "New faces" need to go to the office first, show their identification and pick up a blue "authorized pick-up" slip.

Parent Files

- ♥ Please check daily for essential information from the preschool office/teachers and your child's artwork. These folders are located near the sign-in book.

Communication

- ♥ Parent-teacher communication occurs through daily conversations, white board information, school emails and flyers.
- ♥ The parent board posts curriculum/ongoing activities, snack calendar, music schedule and daily flow.

Basket

- ♥ **INCLUDE: a complete change of clothes (socks, shoes, underwear).**
- ♥ **PLEASE LABEL EVERYTHING.**
- ♥ Parents of full week children take dirty clothing and lunch boxes home every day. Complete baskets go home on Fridays. Parents of part week children take baskets and lunch boxes home every day.
- ♥ Per our accreditation guidelines, soiled and/or contaminated clothing must be kept out of the reach of the children. Each classroom has a separate "soiled clothing" basket to house such items. Your teacher will communicate where your classroom basket is located.
- ♥ Naptime Essentials: toddler bed sized sheet, blanket, and pillow optional

****ALL ITEMS MUST FIT IN YOUR BASKET**

Naps

- ♥ Children are offered a rest time in the middle of the day.
- ♥ After approximately 1-hour, non-sleeping children are given quiet activities.
- ♥ Children sleep on mats that are provided by the preschool.
- ♥ State licensing (section 101230) prohibits preschools from forcing children to sleep or stay awake.

Messy...Gooey...Fun

- ♥ Our developmental "hands on learning" approach encourages children to explore their environment by learning through touching, tasting, smelling and observing materials. Your child will come home messy! If your child's clothes are exceedingly gooey, dirty or wet, we will change them during the day.
- ♥ Smocks are offered as needed.

Dropping Off

- ♥ Separation anxiety is a normal stage of development. Our teachers are well trained in nurturing children who are having difficulty separating. An important bond needs to be established between your child and his/her teacher to make separation easier. Please try to keep your drop off time to a minimum.

Gathering Times

- ♥ This is an important part of your child's day.
- ♥ Please have your child at school by 8:45 a.m. for a smooth transition.

Emergent Curriculum

- ♥ Research shows that young children learn by doing, touching, experimenting, choosing, talking, and negotiating. Everything is potential curriculum for young children. Emergent curriculum is planning what happens in the classroom and the focus of learning through interaction between teachers and children. At Good Shepherd Preschool, the children provide the ideas that form a foundation for activities and units of study that are then prepared, organized, coordinated, and facilitated by the teachers. Emergent curriculum arises naturally from adult-child and child-child interactions that create "teachable moments." It connects learning with experiences and prior learning. It responds to children's immediate interests rather than focusing on a narrow, individual, or calendar driven topic. It is process rather than product driven.
- ♥ In our Pre-Kindergarten groups, we also use a **Get Set for School** program that helps young learners gain the skills and experiences they need for lifelong learning success. This hands-on program focuses on the three core learning areas-Readiness & Writing, Language & Literacy, and Numbers & Math. We get preschoolers singing, dancing, coloring, building, and exploring on a joyous journey to school.
- ♥ In addition, we "Meet the Masters" of art throughout the year. This includes Van Gogh, Chagall, Monet, etc. This is an interactive, multi-media art education.

Sunscreen

- ♥ In accordance with California State Licensing Regulation {101226 (e)(4)}, we may only apply sunscreen that has been provided by the parent. A parent's written authorization is also required before staff can apply sunscreen.
- ♥ Please apply sunscreen before school and supply a bottle for teachers to reapply before afternoon outside learning.

Food

- ♥ Parents may bring and set up breakfast for children arriving before 9 a.m.
- ♥ Snacks and beverages are provided mid-morning and afternoon by the preschool. Snack calendars are posted in the classroom.

LUNCH

- ♥ Bring in lunch box with ice pack to keep cool.
- ♥ Send foods that are to be heated in microwave safe containers (no glass).
- ♥ Provide thermos or juice box.
- ♥ Healthy, low sugar foods, please. Candy, soda and nut products are prohibited.
- ♥ Lunches are to be table ready (i.e. food cut, fruit peeled). This is to help teachers who are attending to 24 hungry children.
- ♥ **PLEASE LABEL EVERYTHING**

Label Everything

- ♥ Napping materials, blanket, containers from lunch, books, clothes, jackets, etc.

Bathroom Policy

- ♥ Please remind your child to tell the teacher when he/she needs to use the bathroom.

Health Policy

- ♥ PLEASE-PLEASE-PLEASE do not bring your child to school if he/she is sick.
- ♥ If your child is sent home sick, he/she may not return the next day.

PLEASE READ THE HEALTH POLICIES IN OUR PARENT HANDBOOK.

Birthday

- ♥ If you would like to celebrate your child's birthday at school, please speak to your child's teacher.
- ♥ You are welcome to bring treats from the approved snack list for your child's class on his/her special day. The approved snack list is available in the Parent Handbook.
- ♥ No party favors, balloons, goodie bags, etc. please.

Pick Up

- ♥ Children need to be supervised at all times during pick up. It is not safe for children to be in the classroom or outside without the parent being present.
- ♥ Playgrounds are closed when there is not a teacher present.
- ♥ Please make eye contact with teacher when leaving.
- ♥ For the safety of the children, we ask that only parents open and close doors when arriving/leaving the classroom.

Preschool *and* Prekindergarten Developmental Foundations

Social-Emotional/Social Studies

The competencies covered by the **Social-Emotional Development** foundation underscore the multiple ways in which young children's development in this domain influences their ability to adapt successfully to preschool and, later, in school. The social-emotional development domain consists of the following:

- **Self:** Which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning
- **Social Interaction:** Which focuses on interactions with familiar adults, interactions with peers, group participation, cooperation and responsibility
- **Relationships:** Which addresses attachments to parents, close relationships with teachers and caregivers, and friendships

Young children explore concepts related to **History–Social Science** that are rooted in the cultural experiences of their families and communities. The history–social science foundations, which center on young children's capacity to operate as members of a community, complement the social–emotional development foundations, which describe how young children express and regulate their emotions and develop social understanding and skills. These foundations focus on the following:

- **Self and Society:** Which centers on culture and diversity, relationships, and social roles and occupations
- **Becoming a Preschool Community Member, “Civics”:** Which pertains to skills for democratic participation, responsible conduct, fairness and respect for other people and conflict resolution
- **Sense of Time, “History”:** Which includes understanding past events, anticipating and planning future events, personal history and historical changes in people and the world
- **Sense of Place, “Geography and Ecology”:** Which covers navigating familiar locations, caring for the natural world, and understanding the physical world through drawings and maps
- **Marketplace, “Economics”:** Which focuses on the economic concept of exchange

Language and Literacy

The language and literacy foundations address a wide range of specific competencies that preschool children will need support to learn. These foundations focus on the following three strands:

- **Listening and Speaking:** Which includes language use and conventions, vocabulary, and grammar
- **Reading:** Which covers concepts about print, phonological awareness, alphabets, word/print recognition, comprehension and analysis of age-appropriate text, and literacy interest and response
- **Writing:** Which focuses on writing strategies, including the emergent use of writing and writing-like behaviors.

English-Language Development

The English-language development foundations are specifically designed for children entering preschool with a home language other than English.

- **Listening:** Which includes understanding words, requests and directions, and basic and advanced concepts
- **Speaking:** Which focuses on using English to communicate needs, expand vocabulary, become skillful at engaging in conversations, use increasingly complex grammatical constructions when speaking, understand grammar, ask questions, use social conventions, and tell personal stories
- **Reading:** Which covers appreciating and enjoying reading, understanding book reading, understanding print conventions, demonstrating awareness that print conveys meaning, developing awareness and recognition of letters, demonstrating phonological awareness, and manipulating sounds, such as rhyming
- **Writing:** Which includes understanding the communicative function of writing and engaging in simple writing and writing-like behaviors

Cognitive

The term cognitive development refers to the process of growth and change in intellectual/mental abilities such as thinking, reasoning and understanding. It includes the acquisition and consolidation of knowledge. The following domains are included in this foundation:

Mathematics:

- **Number Sense:** Which includes understanding of counting, number relationships and operations
- **Algebra and Functions/Classification and Patterning:** Which focuses on sorting and classifying objects and recognizing and understanding simple, repeating patterns
- **Measurement:** Which includes comparison and ordering
- **Geometry:** Which focuses on properties of objects (shape, size, position) and the relation of objects in space
- **Mathematical Reasoning:** Which addresses how young children use mathematical thinking to solve everyday problems

Science:

- **Scientific Inquiry:** Which pertains to observation and investigation and to documentation and communication
- **Physical Sciences:** Which focuses on the properties and characteristics of nonliving objects and materials and the changes in nonliving objects and materials
- **Life Sciences:** Which addresses properties and characteristics of living things and changes in living things
- **Earth Sciences:** Which covers properties and characteristics of earth materials and objects and changes in the earth

Health:

- **Health Habits:** Which cover basic hygiene, oral health, knowledge of wellness and sun safety
- **Safety:** Which focuses on injury prevention
- **Nutrition:** Which addresses nutrition knowledge, nutrition choices and the self-regulation of eating

Physical Development

The competencies covered by the physical development domain center on what preschool children do much of the day. This area of development describes many avenues for young children's play, engagement with others, exploration, and learning.

- **Fundamental Movement Skills:** Which include balance, large and fine motor skills
- **Perceptual–Motor Skills and Movement Concepts:** Which focus on body awareness, spatial awareness and directional awareness
- **Active Physical Play:** Which addresses active participation, cardiovascular endurance, muscular strength, muscular endurance, and flexibility

Arts

The foundations for visual and performing arts address a wide range of competencies that preschool children will need support to learn. The foundations focus on the following:

- **Visual Art:** Which includes noticing, responding to, and engaging in visual art; developing skills; and creating, inventing and expressing through visual art
- **Music:** Which covers noticing, responding to, and engaging in music; developing skills; and creating, inventing and expressing through music
- **Drama:** Which focuses on noticing, responding to, and engaging in drama; and developing skills to create, invent and express through drama
- **Dance:** Which centers on noticing, responding to, and engaging in dance; developing skills; and creating, inventing and expressing through dance

Spiritual

Spiritual development is woven throughout the day with conversations and “God Statements.” The children experience worship weekly at chapel so that they can grow in their love for God. Bible stories and scripture are introduced at age appropriate levels. The children experience speaking to the Lord through prayer.

Developmental Progression *at* Good Shepherd Preschool

Social-emotional competency building friendships, taking turns, sharing space, following directions are taught through the SEFEL Pyramid Method and are the primary focus of each age group. Each classroom builds upon the skills taught in the previous classroom.

Infant Toddler {Full Day ~ Infant through Two years old}

We are meeting the needs of the children in the stage they are in. Infants require exceptional love, physical touch and verbal interaction as they begin to experience their world. Toddlers are slowly introduced to new activities, including sensory activities and opportunities to explore their environment. Language is a focus with conversations, story time, flannel board stories, music and basic sign language. Spiritual development is inspired through daily conversations, bible teachings, music and prayer.

Purple and Green {Two & Three years old}

This is often the first time children are away from home within a large group setting without their core family. This is their opportunity to be a part of a community of their own.

Children learn to problem solve with their peers and begin to develop trusting relationships with teachers. This is the stage when children are taught how to work cooperatively with one another by taking turns and sharing space. Specifically, in Purple/Green Rooms, independence and language skills are developed. Children are encouraged to be a part of toilet learning and self-help/intrapersonal skills. Children learn the expectations of being in a classroom setting. Spiritual development is inspired through daily conversations, chapel, bible teachings, worship/music and prayer.

Blue and Yellow {Three & Four years old}

Children begin to have more interest in the beginning stages of the "academic" portion of preschool. Color and shape recognition, counting and patterning are incorporated throughout their curriculum. Letter and name recognition begin to develop. Children have longer attending skills and are beginning to sit through story times and learning times of interest. Teachers are promoting children's growth in self-regulation, following directions, and building confidence by encouraging self-independence. Spiritual development is inspired through daily conversations, chapel, bible teachings, worship/music and prayer.

Orange and Red {Four & Five years old}

These classrooms focus on areas that build a solid foundation for future school success. "Get Set for School" curriculum is implemented, encouraging the development of language, literacy, numbers and math. Children will be exposed to letters and sounds of the alphabet and encouraged in the writing of their name. While beginning "academics," we also continue to weave in "hands on" experiences through play, music and art. Art Masters, an introduction to different influential artists, is implemented monthly. Art Masters includes exposing to children to different art mediums, along with education on the life and history of the artist. Children will continue to grow in their attending skills, self-regulation, following directions, self-independence, taking turns, sharing space, and learning classroom expectations, etc. Spiritual development is inspired through daily conversations, chapel, bible teachings, worship/music and prayer.

When leaving Good Shepherd Preschool, our goal is that children have experienced a "hands on" childhood and developed a *foundation of faith.*