



MIDDLETOWN CITY SCHOOLS

EVERY STUDENT A STAR



PRESCHOOL HANDBOOK
Title I
2010-2011



MIDDLETOWN CITY SCHOOL DISTRICT

1515 GIRARD AVENUE
MIDDLETOWN, OH 45044

513-420-4542 (Amanda)
513-420-4544 (Creekview)
513-420-4561 (Rosa Parks)
513-423-0781 (Pre-School Coordinator)

Preschool Staff:

Amanda	Creekview	Rosa Parks
Susan Grebe	Cyndi Cunningham	Crystal Aldridge
Shelly Deaton	Gail Hall	Sherry Babb
Roger South	Sherrie Benjamin	Darlene Curtis
<i>Candance McIntosh, Principal</i>	<i>Adrienne Martin, Principal</i>	<i>Kee Edwards, Principal</i>

Board of Education

Mrs. Marcia Andrew, President
Mr. John Sauter, Vice President
Mr. Chris Fiora
Mrs. Katie McNeil
Rev. Gregory Tyus

Greg Rasmussen, Superintendent

Betsy Carter, Senior Director for the Department of Learning

Carolyn Mack, Preschool Coordinator

Philosophy

The philosophy of the Middletown City Schools Title I Preschool Program is to provide experiences which will enable the child to develop socially, emotionally, physically and intellectually. The Preschool is a place where the young child's growth is respected and nurtured. It is a place where children are valued and accepted for themselves, not for what they can do. To facilitate this growth, exploration, creative expression, and learn by doing are the core around which the Preschool program evolves.

We believe parents are their children's first teachers and their insights regarding their child's education are valued.

Goals

1. To help each child recognize that he or she is a unique individual.
2. To provide opportunities for interaction with peers to develop social relationships.
3. To provide a variety of materials and activities with time to explore and play.
4. To provide developmentally appropriate activities based on special interest of the child.
5. To provide music, art, and drama experiences that will allow the child to express his or her creativity.
6. To help each child develop responsibility and self-help skills.
7. To assist the child in learning to share, cooperate, and socialize.

Requirements for Admission

1. Eligible children:
 - a. must be 3 years old by September 30.
 - Children who turn 5 years by September 30 are eligible for Kindergarten but not Preschool.
 - b. must live in the Middletown School District attendance area.
 - Priority will be given to students who qualify for a free/reduced lunch program.
2. Proof of Immunization-Shot Record:
 - Children are required to be immunized for diphtheria, whooping cough, tetanus, (DPT), measles (including rubella), mumps, (MMR), polio, HIB, and Hepatitis B.
3. Medical examination by a physician
4. Valid birth certificate
5. Custody papers (if applicable.)

A completed set of registration papers, including immunizations, medical exam, and a copy of the birth certificate must be on file prior to being added to a class list or written explanation for exemption from these requirements for medical reasons signed by your physician. If proof of

immunization is not received 30 school days after the start of school, your child will be excluded until proof is received.

STUDENT HEALTH SERVICES AND REQUIREMENTS

Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well-being. Student health services ensure continuity and create linkages between school, home and community service providers. The principal is responsible for the administration of the health program in his/her school.

Of necessity, school health services must be limited to the prevention and detection of health problems, referral of problems through parents to the family physicians or community health agencies and emergency care.

Each school shall have on file for each student an emergency medical authorization form providing information from the parent(s) on how they wish the school to proceed in the event of a health emergency involving the student and authorization for the school in case emergency action must be taken.

Annually, the District will notify parents of physical exams or screenings conducted on students except for vision, hearing or scoliosis.

[Adoption date: October 11, 2004]

PHYSICAL EXAMINATIONS OF STUDENTS

The District requires health records of students under the following circumstances.

1. Kindergarten and first grade students entering school for the first time must have a completed health record before being admitted to school.
2. Health records are requested for all students transferring into the District. If the previous school does not forward a record or if it is incomplete, it is the parents' responsibility to comply with health requirements for students.
3. Students must have physical examinations prior to their participation in interscholastic athletic programs.

Parents have the right to refuse to allow their child to participate in nonemergency invasive physical examinations or screenings. Invasive physical exam is defined as any "medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision or scoliosis exam."

The District notifies parents, on an annual basis, of the administration of health and physical screenings and examinations and, thereby, gives parents the opportunity to exclude their children.

PEDICULOSIS

One of the goals of the District is to increase academic achievement. Consistent attendance is critical to the accomplishment of this goal. Current research on head lice does not support the conclusion that enforced exclusion policies result in

reduced transmission of head lice. The primary goal of identification of lice infestation in the school setting is to ensure the child receives safe and effective treatment. Parents or guardians have this responsibility. Head lice are classified as a nuisance condition and are not known to transmit infectious disease person to person.

The District emphasizes prevention and education as primary measures to control head lice in the school setting. The school nurse assumes the major teaching role in educating parents, teachers and students about the transmission and treatment of head lice.

Guidelines for school attendance after a student has been identified with head lice:

1. Children identified with head lice infestation (nits) and no observable live lice should be allowed to remain in school for the remainder of the day. The teacher and child should be told of the infestation. Parents should be notified by phone and instructed to pick up their child if live lice are present. If parents cannot be immediately contacted, students with live lice will not return to the classroom and further efforts to contact the parents shall be made.
2. Verbal and/or written instructions regarding pediculosis control will be given to the parent or guardian.
3. Students are readmitted to school as soon as proof of treatment is provided to the school and no active infestation is identified. This can be accomplished overnight, allowing readmission the following day. The parent or guardian should accompany the student to school

the day following identification. The student will be examined by a school staff member trained in the procedure, and examined again 7-10 days later. Active infestation is defined as presence of live lice or no progress in nit removal as determined by school personnel. Safe, effective treatment options are considered prescription or over the counter pediculicides, alternative treatment measures identified on a handout provided by the nurse on manual removal of bugs and eggs.

4. If a student is found to have active infestation live bugs or no progress in nit removal the parent will take the student home for further treatment. Further verbal and/or written instructions regarding pediculosis control is provided to the parent.
5. If a parent or guardian is not compliant with treatment options and the student has missed more than one day of school, the following measures may be implemented:
 - A. review of attendance policy and truancy guidelines;
 - B. conference at school or home with the school nurse, principal, assistant principal, or social worker with a plan developed for treatment and return or
 - C. further investigation includes referral to an outside agency.

Communicable Diseases

Students and staff are able to attend school without becoming infected with serious communicable or infectious diseases, including but not limited to, Human Immunodeficiency Virus (HIV), Acquired

Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis.

The school board recognizes its responsibility to take an active role in ensuring that those exposed to and/or infected by communicable diseases are protected. The district shall comply with state law and rules and state and local health authorities' guidelines regarding communicable diseases.

Students with communicable diseases will not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district.

The teacher, principal or nurse shall isolate a student who becomes ill while at school until the student can be removed to his / her home. A student with a temperature above normal, diarrhea, or emesis shall be evaluated and sent home, if necessary.

In case of an emergency, the parent or guardian will be contacted immediately. Parents or guardians will be called when a child shows signs or symptoms of the following:

- diarrhea
- severe coughing
- stiff neck
- rapid breathing or wheezing
- sore throat
- difficulty swallowing
- infected skin patches
- yellowish skin or eyes
- conjunctivitis
- vomiting

- suspicion of communicable disease
- temperature in excess of 100°
- evidence of head lice, scabies, or other infestation

A student who has had a serious communicable disease shall present a statement from a physician before being readmitted to class. A student not attended by a physician may be readmitted if the principal, in his / her judgment, finds the student has met the criteria for readmission.

ADMINISTERING MEDICINES TO STUDENTS

Medication is given only when the required form is on file and properly signed. The building principal is responsible for seeing that new request forms are submitted each school year. Parents are responsible for notifying the school of any changes in medication orders and submitting new forms. Administration of any medication without the order of the physician and the permission of the parent/guardian could be interpreted as practicing medicine and is prohibited by law. The principal supervises the administration of oral medication. The principal will not assume responsibility for applying ointments or changing dressings. Administration of medication by injection is limited to those students with extreme reactions to insect stings and diabetics in the event of a severe hypoglycemic reaction. The medication to be injected must be prescribed by a physician. The medication must be provided by the parents to the school in a kit containing a syringe pre-loaded with an appropriate amount of the necessary medication. A

designated employee shall be trained in the use of the kit.

All medication must be brought to school in the original container and properly labeled. The child's name, physician's name, medication, dosage and time of administration should be on the container. Parents should assume responsibility for safe delivery of medication to the school office.

The medication must be kept in the school office in a locked storage area. It should not be kept in an area accessible to students. Students should not be permitted to administer their own medication unless prescribed by a physician for a life-threatening condition. Any student caught carrying medication is subject to discipline.

Licensing

The Middletown City Schools Title I Preschool at Rosa Parks, Creekview, Wildwood and Amanda are licensed by the Ohio Department of Education Division of Early Childhood. It is authorized to serve 160 children. The preschool coordinator is Mrs. Carolyn Mack. Her office telephone number is 423-0781.

Enrollment

Maximum group size shall be determined by the licensing rules for preschool (16-20 students). In addition, the enrollment of children will be governed by the rules and regulations of the Title I Guidelines.

The Middletown City Schools Preschool Center does not discriminate on the basis of race, color, religion, sex, or national origin.

Staffing

The teachers will be certificated according to the preschool regulations established by the Ohio Department of Education. The early childhood teachers will prepare developmentally appropriate instruction suitable for the age and special interests of the three, four and five year old children.

Orientation

Each child and parent/guardian will meet with the preschool teacher prior to the first day of attendance. The parent or guardian shall be given written information concerning the program, activities, and school policies.

Days and Hours of Operation

The children attend Monday through Friday and the hours are 9:00-11:30 am for the morning session and 1:00-3:35 pm for the afternoon session. The Title I Preschool follows the district calendar.

Arrival

Upon arrival, parents must bring their child to the designated door for the morning session and afternoon session, where one of the staff will escort them to the room. It is **important** that children arrive on time for Preschool.

Children will be released only to parent/guardian or persons listed on Pick-Up Authorization Form. We will not release any child to a person perceived by staff as incapable of safely transporting a child.

Any change in pick-up must be in writing and given to the teacher.

When a parent is late picking up a child:

- Preschool staff will contact parent/guardian first.
- In the event the parents/guardian cannot be reached the Preschool staff will contact the next person on the Emergency and/or Pick-Up Form.

It is imperative that the parent/guardian arrive promptly to pick up their child. Parents risk the withdrawal of their child from the Preschool if late pick ups become a habit. This policy is in place for the protection and safety of the children.

Attendance

It is important that your child attend Preschool on a regular basis. Each child should attend every day unless ill. In the case of illness, parents must call the school each day the child is absent and send a written note when the child returns.

If the child must leave school before regular dismissal, please notify the teacher in advance, and sign the child out in the office.

Inclement Weather

In the event it becomes necessary to close school due to weather conditions or other emergency, Preschool classes will be canceled also. If only morning kindergarten is canceled, then only the morning session of preschool will be canceled. Official announcements will be broadcast by the following stations:

WPFB - Middletown

WHIO, WDTN - Dayton

WMOH - Hamilton

ALL Cincinnati Stations

WMUB & WOXY - Oxford

Channel 17 – Middletown

Conferences

Parent-Teacher Conferences are held two (2) times yearly, during the district's scheduled conference times. Appointments will be scheduled by the teacher with each parent.

Progress Reports will be available at scheduled conference times. A copy will be sent home with the parent/guardian.

Parents are encouraged to visit their child's class during the year. Arrangements should be made with the child's teacher.

Treats and Snacks

The district provides milk and small snacks each day.

Dressing for Weather

Children should be dressed for indoor and outdoor play depending upon the weather. Please label all clothing items, jackets, boots, sweaters, rain coats, etc. We cannot be responsible for lost items.

Middletown School District web site- www.middletowncityschools.com



Roster of Names

A roster containing names and telephone numbers of each child and each child's parent/guardian will be prepared annually. It shall be available upon request for each parent with a child in the program. The roster shall not include the name or telephone number of any parent/guardian who requests that information not be released. Each parent is to submit a signed statement indicating their preference. Class rosters are not provided to anyone who does not have a child in the program.

Discipline

Limits are clearly established for all children and are reinforced in a positive manner. Children are prohibited from infringing on the rights of others, from endangering themselves or others, and from misusing materials and equipment.

Teachers discipline children by removing them from a negative situation through redirection, acknowledging their feelings, helping them verbalize the issue, and understanding the consequence of their choice.

Parent conferences will be scheduled when negative behavior becomes repetitious and teachers deem it necessary.

Children who exhibit behavior which prohibits them and/or other children from benefiting from the program will be asked to withdraw.

(A) A preschool staff member in charge of a child or a group of children shall be responsible for their discipline.

(B) The center shall have a written discipline policy describing the center's philosophy of discipline and the specific methods of discipline used at the center. This written policy shall be on file at the center for review.

Constructive, developmentally appropriate child guidance and management techniques are to be used at all times and shall include such

measures as redirection, separation from problem situations, talking with the child about the situation and praise for appropriate behavior.

(C) The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

(1) There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking or biting.

(2) No discipline shall be delegated to any other child.

(3) No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.

(4) No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box or a similar cubicle.

(5) No child shall be subjected to profane language, threats, derogatory remarks about himself or his family or other verbal abuse.

- (6) Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
 - (7) Techniques of discipline shall not humiliate, shame or frighten a child.
 - (8) Discipline shall not include withholding food, rest or toilet use.
 - (9) Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability and the child shall be within sight and hearing of a preschool staff member in a safe, lighted and well-ventilated space.
 - (10) The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.
- (D) The parent of a child enrolled in a center shall receive the center's written discipline policy.
- (E) All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.

Safety

- No child will be dismissed from the building or playground without adult supervision.
- No medication, vitamin or special diet will be administered by the Preschool staff unless a medical form is submitted by the child's doctor.
- The Communicable Disease Chart is located in the classroom.

- The teachers have coursework in First Aid, Communicable Disease, and CPR.
- Medical and Dental Emergency Plans are posted in the classroom
- The First Aid Kit is located in the nurse's office.
- Emergency and Pick-up Authorization forms are located with each teacher. All children's records are filed in the office.
- Teachers in the Middletown City Schools Preschool are required by law to report any suspected cases of child abuse or neglect to Children's Services.

Preschool Curriculum

The Middletown City Schools Title I Preschool curriculum is based upon the Ohio Academic Content standards for preschool. *Ohio's Early Learning Content Standards provide the guidance required to help all of our youngest children enter kindergarten ready for success. These standards describe the knowledge and skills that can serve as the foundation for meaningful early learning experiences.*

These early learning standards serve as a framework for designing and implementing meaningful curricula and intentional learning experiences. The early learning standards are the expectations for the end of the preschool years and thus serve as a guide for parents and provide the foundation for professional development.

The curriculum is attuned to the cognitive development of the individual child. This allows children ample opportunity to explore and experiment at their level of knowledge. Children's activities are both interesting and satisfying to them because



adults are aware of their need for challenge and success, for developmental appropriateness, and for time to grow.

Developmentally appropriate activities and first-hand experiences are implemented throughout each session. Daily activities

are flexible within a routine. Activities to go along with weekly lesson plans are presented through art, music, stories, language experiences, outside play, large and small group active and quiet play, gross and fine motor activities.



Preschool Curriculum





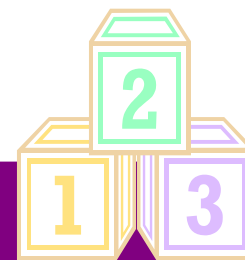
Language Arts

Content Standards	English Language Arts Indicators
Phonetic Awareness, Word Recognition and Fluency	
<i>Phonological and Phonemic Awareness</i>	1. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog). 2. Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple). 3. Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).
<i>Word Recognition</i>	4. Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat). 5. Identify own name in print. 6. Recognize and name some upper and lower case letters in addition to those in first name.
<i>Fluency</i>	7. Recognize that words are made up of letters (e.g., c-a-t). 8. Recognize and “read” familiar words or environmental print (e.g., McDonalds, Bob Evans). 9. Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., <i>Brown Bear, Brown Bear</i>).
Acquisition of Vocabulary	
<i>Contextual Understanding</i>	1. Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects. 2. Recognize and demonstrate an understanding of environmental print (e.g., STOP on stop sign). 3. Name items in common categories (e.g., animals, food, clothing, transportation, etc.). 4. Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).
<i>Tools and Resources</i>	5. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	
<i>Concepts of Print</i>	1. Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play). 2. Hold books right side up; know that people read pages from front to back, top to bottom and read words from left to right. 3. Begin to distinguish print from pictures. 4. Begin to visualize, represent, and sequence an understanding of text through a variety of media and play. 5. Predict what might happen next during reading of text. 6. Connect information or ideas in text to prior knowledge and experience (e.g., “I have a new puppy at home too.”). 7. Answer literal questions to demonstrate comprehension of orally read age-appropriate texts.
<i>Self-Monitoring Strategies</i>	8. Respond to oral reading by commenting or questioning (e.g., “That would taste yucky.”).

<i>Independent Reading</i>	9. Select favorite books and poems and participate in shared oral reading and discussions.
Reading Applications: Informational, Technical and Persuasive Text	
	<ol style="list-style-type: none"> 1. Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book). 2. Retell information from informational text. 3. Tell the topic of a selection that has been read aloud (e.g., What is the book about?). 4. Gain text information from pictures, photos, simple charts and labels. 5. Follow simple directions.
Reading Applications: Literary Text	
	<ol style="list-style-type: none"> 1. Identify characters in favorite books and stories. 2. Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story). 3. Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals). 4. Participate in shared reading of repetitious or predictable text.
Writing Processes	
<i>Prewriting</i>	<ol style="list-style-type: none"> 1. Generate ideas for a story or shared writing with assistance. 2. Choose a topic for writing related to shared or personal experience. 3. Begin to determine purpose for writing (e.g., writing invitations to a birthday party). 4. Generate related ideas with assistance. 5. Dictate or produce “writing” to express thoughts. 6. Repeat message conveyed through dictation or “writing,” (e.g., retell what was written). 7. Begin to use resources (e.g., labels, books, adults, word walls, computer, etc.) to convey meaning.
<i>Publishing</i>	8. Display or share writing samples, illustrations and dictated stories with others.
Writing Application	
	<ol style="list-style-type: none"> 1. Dictate stories or produce simple stories using pictures, mock letters or words. 2. Name objects and label with assistance from adult cues (e.g., table, door). 3. Play at writing from top to bottom, horizontal rows as format. 4. Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic play, note to friend).
Writing Conventions	
<i>Handwriting</i>	<ol style="list-style-type: none"> 1. Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print. 2. Begin to demonstrate letter formation in “writing.”
<i>Spelling</i>	3. Scribble familiar words with mock letters and some actual letters (e.g., love, mom, child’s name).
<i>Punctuation and Capitalization</i>	4. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.
Research	



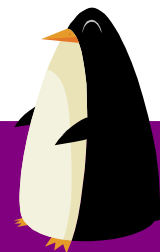
	<ol style="list-style-type: none">1. Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons (e.g., EXIT on a sign in the grocery store).2. Use a variety of resources to gather information with assistance (e.g., picture dictionary, informational picture books).3. Recall information about a topic dictated or constructed by child.4. Share findings of information through retelling, media and play (e.g., draw a picture of the desert).
Communication: Oral and Visual	
<i>Listening and Viewing</i>	<ol style="list-style-type: none">1. Attend to speakers, stories, poems and songs.2. Connect information and events to personal experiences by sharing or commenting.3. Follow simple oral directions.
<i>Speaking Skills and Strategies</i>	<ol style="list-style-type: none">4. Speak clearly and understandably to express ideas, feelings and needs.5. Initiate and sustain a conversation through turn-taking.
<i>Speaking Applications</i>	<ol style="list-style-type: none">6. Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others).7. Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., <i>Little Miss Muffet</i>).



Mathematics

Content Standards	Mathematics Indicators
Number, Number Sense and Operations	
<i>Number and Number Systems</i>	<ol style="list-style-type: none"> Count to 10 in the context of daily activities and play (e.g., number songs). Touch objects and say the number names when counting in the context of daily activities and play (e.g., cookies on a plate, steps on a set of stairs). Demonstrate one-to-one correspondence when counting objects (e.g., give one cookie to each child in group). Determine “how many” in sets of 5 or fewer objects. Construct two sets of objects, each containing the same number of objects (e.g., 5 crayons and 5 blocks). Compare sets of equal, more and fewer and use the language of comparison (e.g., equal, more and fewer). Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green). Represent quantity using invented forms (e.g., child’s marks to represent a quantity of objects). Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations). Identify and name numerals 0-9. Compare and order whole numbers up to 5. Identify penny, nickel, dime and quarter and recognize that coins have different values.
<i>Meaning of Operations</i>	<ol style="list-style-type: none"> Construct sets with more or fewer objects than a given set. Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns (e.g., when selecting 5 apples from a bag, takes out two and continues counting 3, 4, 5). Join two sets of objects to make one large set in the context of daily routines and play (e.g., combining 2 bags of raisins, each containing 3 pieces; combining 2 groups of blocks, each containing 3 blocks). Distribute equally a set of objects into 2 or more smaller sets (e.g., shares 6 crackers with 3 friends equally).
Measurement	
<i>Measurement Units</i>	<ol style="list-style-type: none"> Begin to identify and use the language of units of time. For example: <ol style="list-style-type: none"> Day, night, week; Yesterday, today, tomorrow.
<i>Use Measurement Techniques and Tools</i>	<ol style="list-style-type: none"> Recognize that various devices measure time (e.g., clock, timer, calendar). Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who’s next for the computer). Begin to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more and less). Order a set of objects according to size, weight or length (e.g., cups of different sizes). Measure length and volume (capacity) using non-standard units of measure

Content Standards	Mathematics Indicators
	(e.g., how many paper clips long is a pencil, how many small containers it takes to fill one big container using sand, rice or beans).
Geometry and Spatial Sense	
<i>Characteristics and Properties</i>	<ol style="list-style-type: none"> 1. Match identical two-and three-dimensional objects found in the environment in play situations (e.g., 2 squares of same size, 2 stop signs). 2. Sort and classify similar two-and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size). 3. Identify, name, create and describe common two dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares). 4. Identify, name and describe three-dimensional objects using the child's own vocabulary (e.g., sphere-"ball," cube-"box," cylinder –"can" or "tube," and cone-"ice cream cone").
<i>Spatial Relationships</i>	<ol style="list-style-type: none"> 5. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down).
Patterns, Functions and Algebra Standard	
<i>Use Patterns, Relations and Functions</i>	<ol style="list-style-type: none"> 1. Sort, order and classify objects by one attribute (e.g., size, color, shape, use). 2. Identify, copy, extend and create simple patterns or sequences of sound, shapes and motions in the context of daily activities and play (e.g., creates red, blue, red, blue pattern with blocks).
<i>Use Algebraic Representations</i>	<ol style="list-style-type: none"> 3. Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?).
Data Analysis and Probability	
<i>Data Collection</i>	<ol style="list-style-type: none"> 1. Gather, sort and compare objects by similarities and differences in the context of daily activities and play (e.g., leaves, nuts, socks).
<i>Statistical Methods</i>	<ol style="list-style-type: none"> 2. Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity). 3. Select the category or categories that have the most or fewest objects in a floor or table graph (e.g., favorite ice cream).



Science

Content Standards	Science Indicators
Earth and Space	
The Universe	<ol style="list-style-type: none"> 1. Begin to use terms such as night and day, sun and moon to describe personal observations. 2. Observe and represent the pattern of day and night through play, art materials or conversation.
Processes that Shape the Earth	<ol style="list-style-type: none"> 3. Observe, explore and compare changes that animals and plants contribute to in their surroundings (e.g., humans building roads and houses, holes left by worms or squirrels). 4. Explore and compare changes in the environment over time (e.g., soil erosion, fossils, outdoor temperature). 5. Explore how their actions may cause changes in the environment that are sometimes reversible (e.g., hand in flowing water changes the current) and sometimes irreversible (e.g., rock dropped that breaks). 6. Demonstrate understanding of fast and slow relative to time, motion and phenomena (e.g., ice melting, soil eroding, water running quickly down a steep hill compared to running slowly down a gentle hill). 7. Observe and use language or drawings to describe changes in the weather (e.g., sunny to cloudy day).
Life Science	
Characteristics and Structure of Life	<ol style="list-style-type: none"> 1. Identify common needs (e.g., food, air, water) of familiar living things. 2. Begin to differentiate between real and pretend through stories, illustrations, play and other media (e.g., talking flowers or animals).
Diversity and Interdependence of Life	<ol style="list-style-type: none"> 3. Observe and begin to recognize the ways that environments support life by meeting the unique needs of each organism (e.g., plant/soil, birds/air fish/water).
Heredity	<ol style="list-style-type: none"> 4. Match familiar adult family members, plants and animals with their young (e.g., horse/colt, cow/calf). 5. Recognize physical differences among the same class of people, plants or animals (e.g., dogs come in many sizes and colors).
Physical Science	
Nature of Matter	<ol style="list-style-type: none"> 1. Explore and identify parts and wholes of familiar objects (e.g., books, toys, furniture). 2. Explore and compare materials that provide many different sensory experiences (e.g., sand, water, wood). 3. Sort familiar objects by one or more property (e.g., size, shape, function).
Forces and Motion	<ol style="list-style-type: none"> 4. Demonstrate understanding of motion related words (e.g., up, down, fast, slow, rolling, jumping, backward, forward). 5. Explore ways of moving objects in different ways (e.g., pushing, pulling, kicking, rolling, throwing, dropping).

Content Standards	Science Indicators
	<ol style="list-style-type: none"> 6. Explore musical instruments and objects and manipulate one's own voice to recognize the changes in the quality of sound (e.g., talks about loud, soft, high, low, fast, slow). 7. Explore familiar sources of the range of colors and the quality of light in the environment (e.g., prism, rainbow, sun, shadow).
Science and Technology	
Understanding Technology	<ol style="list-style-type: none"> 1. Identify the intended purpose of familiar tools (e.g., scissors, hammer, paintbrush, cookie cutter). 2. Explore new uses for familiar materials through play, art or drama (e.g., paper towel rolls as kazoos, pan for a hat).
Abilities to do Technological Design	<ol style="list-style-type: none"> 3. Use familiar objects to accomplish a purpose, complete a task or solve a problem (e.g., using scissors to create paper tickets for a puppet show, creating a ramp for a toy truck). 4. Demonstrate the safe use of tools, such as scissors, hammers, writing utensils, with adult guidance.
Scientific Inquiry	
Doing Scientific Inquiry	<ol style="list-style-type: none"> 1. Ask questions about objects, organisms and events in their environment during shared stories, conversations and play (e.g., ask about how worms eat). 2. Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., "Where does hail come from?"). 3. Predict what will happen next based on previous experiences (e.g., when a glass falls off the table and hits the tile floor, it most likely will break). 4. Investigate natural laws acting upon objects, events and organisms (e.g., repeatedly dropping objects to observe the laws of gravity, observing the life cycle of insects). 5. Use one or more of the senses to observe and learn about objects, organisms and phenomena for a purpose (e.g., to record, classify, compare, talk about). 6. Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers, standard and non-standard measuring tools). 7. Begin to make comparisons between objects or organisms based on their characteristics (e.g., animals with four legs, smooth and rough rocks). 8. Record or represent and communicate observations and findings through a variety of methods (e.g., pictures, words, graphs, dramatizations) with assistance.
Scientific Ways of Knowing	
Nature of Science	<ol style="list-style-type: none"> 1. Offer ideas and explanations (through drawings, emergent writing, conversation, movement) of objects, organisms and phenomena, which may be correct or incorrect.
Ethical Practices	<ol style="list-style-type: none"> 2. Recognize the difference between helpful and harmful actions toward living things (e.g., watering or not watering plants).
Science and Society	<ol style="list-style-type: none"> 3. Participate in simple, spontaneous scientific explorations with others (e.g., digging to the bottom of the sandbox, testing materials that sink or float).



Social Studies

Standards	Social Studies Indicators
History	
Chronology	<ol style="list-style-type: none"> 1. Begin to use the language of time (e.g., day, night, yesterday, today, tomorrow). 2. Label days by function (e.g., school day, stay home day, swim day, field trip day). 3. Begin to use or respond to the language of time such as next, before, soon, after, now and later as related to daily schedules and routines.
Daily Life	<ol style="list-style-type: none"> 4. Share episodes of personal history from birth to present through personal memorabilia or connected to stories. 5. Arrange sequences of personal and shared events through pictures, growth charts and other media.
Heritage	<ol style="list-style-type: none"> 6. Share personal family stories and traditions (e.g., photo album put together by family members).
People in Societies	
Cultures	<ol style="list-style-type: none"> 1. Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls). 2. Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress)
Geography	
Location	<ol style="list-style-type: none"> 1. Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, front, back, here, there). 2. Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses). 3. Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit).
Places and Regions	<ol style="list-style-type: none"> 4. Navigate within familiar environments, such as home, neighborhood or school, under supervision. 5. Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground). 6. Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations.
Human Environmental Interaction	<ol style="list-style-type: none"> 7. Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant).
Economics	
Scarcity and Resource Allocation	<ol style="list-style-type: none"> 1. Recognize that people have many wants within the context of family and classroom. 2. Understand how sharing classroom materials will meet everyone's wants (e.g., turn taking at the water table, distributing crayons equitably).

Standards	Social Studies Indicators
Production, Distribution	3. Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home). 4. Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).
Government	
Role of Government	1. Interact with and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to redirection, invites others to play). 2. Interact with familiar and appropriate adults for assistance when needed (e.g., family member, teacher, police, firefighter). 3. Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys). 4. Recognize the flag of the United States as a symbol of our government.
Rules and Laws	5. Participate in creating and following classroom rules and routines.
Citizenship Rights and Responsibilities	
Participation	1. Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising. 2. Engage in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play, turn taking).
Rights and Responsibilities	3. Demonstrate increasing ability to make independent choices and follow through on plans (e.g., putting toys away, moving from activity to activity). 4. Demonstrate awareness of the outcomes of one's own choices (e.g., picking up toys helps create a safe environment).
Social Studies Skills and Methods	
Obtaining Information	1. Gain information through participation in experiences with objects, media, books and engaging in conversations with peers.
Thinking and Organizing	2. Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).
Communicating Information	3. Represent ideas through multiple forms of language and expression (e.g., drawing, dramatic plays, conversation, art media, music, movement, emergent writing).

Parents: You can help your preschool child at home by....

- Talking to your child.
- Teaching your child to answer questions in complete sentences.
- Reading stories to your child.
- Letting your child retell stories and situations to you.
- Answering questions your child asks.
- Telling your child what a word is when you are asked.



- Helping your child to make decisions.
- Teaching your child his/her given name as well as his/her nickname.
- Naming objects in and around the house.
- Making your child feel important and successful.
- Being consistent with discipline.
- Letting your child experiment with things.
- Encouraging your child to play and share with other children.
- Planning to have your child get a good night's sleep.
- Teaching your child good toilet habits.
- Providing a good meal for your child before coming to school.
- Assigning simple tasks for your child to do at home.
- Teaching your child simple safety rules.

Thematic Units		Suggested Calendar
 Theme 1	Welcome to School!	September- November
 Theme 2	My Family, My Community	
 Theme 3	My Five Senses	
Assessment 1/Completion of Unit		
 Theme 4	Seasons All Around	December
 Theme 5	Animals Everywhere	January- February
 Theme 6	Construction Zone	
Assessment 2/Completion of Unit		
 Theme 7	In the City, In the Country	February 25-March
 Theme 8	Let's Move!	March – May
 Theme 9	Growing and Changing	
Assessment 3/Completion of Unit		
 Theme 10	Ready for Kindergarten	May19