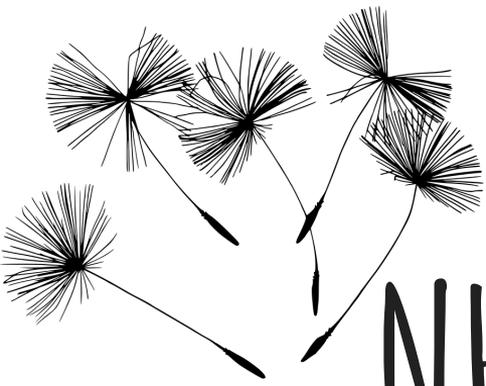


NHS PRESCHOOL CURRICULUM NIGHT



Academic Year 2019–2020



NHS PRESCHOOL TEAM

Erin Murtagh- Lead Teacher

Alli Harding- Educational Associate

Jillian Tarabocchia- Educational Associate

Kim Cloutier- BCBA

Deb Troio- SLP

Leah LaChance- SLA

Lorriane Johnson- OT

Rebecca McDougal- PT

ABOUT US...

North Hampton Preschool offers a unique approach to early childhood education. Through an integrated model we provide related services such as speech therapy, occupational therapy, and physical therapy, within the context of a developmentally appropriate preschool program. In our classroom, we look for the good. We celebrate uniqueness. We aim to be purposeful and intentional in our teaching, while providing play based and age appropriate lessons in all areas of development.



DAILY SCHEDULE

AM Program

Motor Group

Circle Time

Centers

Bathrooming/Handwashing

Snack

Book Time

Free Play

Outdoor Time

PM Program

Free Play

Circle Time

Centers

Bathrooming/Handwashing

Snack

Book Time

Outdoor Time

SPECIAL ACTIVITIES

AM Program

PE Thursday
8:50-9:10

Forest Friday
9:00-9:30

PM Program

PE Thursday
12:05-12:25

Forest Thursday
2:00-2:25



NEW HAMPSHIRE EARLY LEARNING STANDARDS

Areas of Development

- Social and Emotional Development
- Language Development and Emergent Literacy
- Cognitive Development
 - Early Numeracy
 - Science and Social Studies
 - Approaches to Learning
- Physical Development and Health
- Creative Expression and Aesthetic Appreciation



<https://www.dhhs.nh.gov/dcyf/cdb/documents/nh-early-learning-standards.pdf>

SOCIAL & EMOTIONAL DEVELOPMENT

Strands:

- ▶ **Self-Concept and Social Identity:** Self-esteem; self-confidence; and social identity
- ▶ **Attachment:** Relationships with primary caregivers; and relationships with less familiar adults
- ▶ **Social Competence:** Relationships and social skills with peers; recognition of others' feelings; and behavioral regulation
- ▶ **Emotional Competence:** Emotional expression; and emotional regulation



CONTINUOUS WORK ON SEL



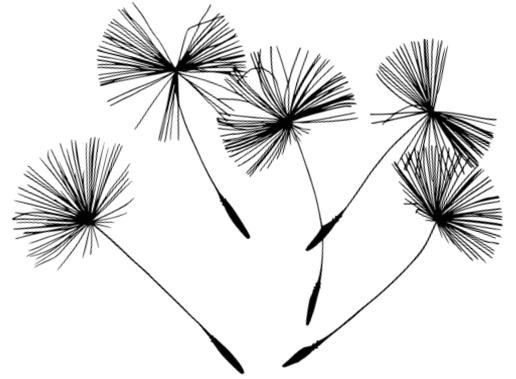
AM Program:

- Express their feelings verbally with greater frequency
- Begin to respond to an adult's cues about regulating their emotions (at drop off time, Sage begins to control his crying when his teacher says "I know you're sad, would you like to see what your friends are doing?"
- Follow classroom rules and routines with guidance
- Play cooperatively with other children and show preference for some children over others
- Begin to label other's feelings and recognize reasons for those feelings

IDENTIFYING EMOTIONS

- Labeling emotions as children are experiencing them
 - “I can see you are feeling sad”
 - “You are feeling mad because ____ took your toy”
- Labeling emotions verbally as we are experiencing them
 - “Look at my face! I am so happy to see you!”
 - “I am feeling mad because _____”
- Use picture books as a tool for exploring emotions. Choose books that illustrate the facial expressions of the characters in the story.

CONTINUOUS WORK ON SEL



PM Program

- Demonstrates confidence in approaching new tasks and experiences
- Demonstrates knowledge about self and others
- Identifies personal characteristics and preferences
- Engages with trusted adults as resources and to share mutual interests
- Seeks adult help when needed to resolve conflicts
- Responds to emotional cues; shows empathy
- Regulates own emotions and behaviors

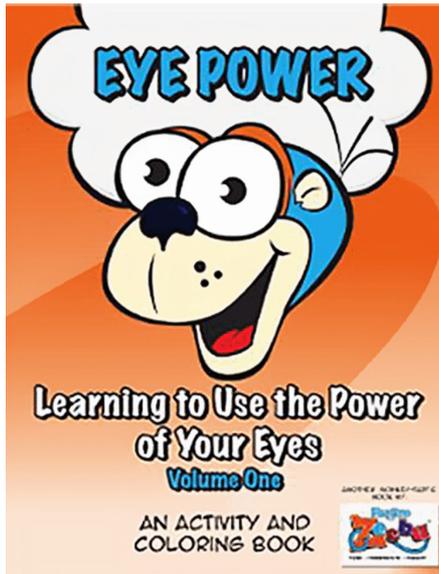
EXAMPLES FROM OUR DAILY ROUTINE....

THE CALMING CORNER

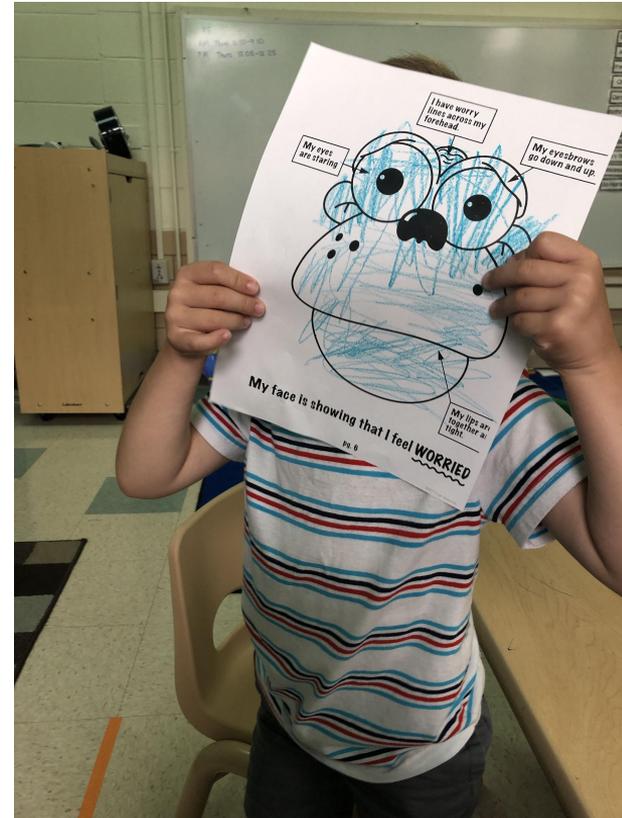


SOCIAL THINKING- EYE POWER

PM Program-



Zeebu helps your child/student to recognize emotions, play interactive social games, improve social awareness, and think about what others are thinking



LANGUAGE DEVELOPMENT & EMERGENT LITERACY

Strands:

- ▶ **Listening Comprehension:** Receptive verbal communication
- ▶ **Non-verbal Communication**
- ▶ **Communication Concepts:** Pragmatics and social language
- ▶ **Verbal Expression:** Vocabulary development; expressive language or speaking; and meaning and linguistic concepts
- ▶ **Emergent Reading:** Participation in language and literacy activities; narrative and story sense; comprehension and interpretation; interest in and appreciation of reading; phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables, and words); and book awareness
- ▶ **Emergent Writing:** Print and alphabet awareness; and interest in and emergent writing

EXAMPLE OF STANDARD: BIRTH- 3 YEARS

LANGUAGE DEVELOPMENT AND EMERGENT LITERACY						
Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World?						
Ages	Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years
CONSTRUCTS	We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:					
Participation in language and literacy activities*	Focus on picture books while an adult is reading to them (E.g. 6-month-old Alisha sits on her mother's lap and looks and pats her hand on the book that her mother is reading.)	Enjoy being read to and may seek opportunities to be read to and to interact with books	May show preferences for specific books and turn pages at the appropriate time with adult assistance	While being read to, point to and comment on illustrations and repeat or anticipate familiar words or phrases in the text	Enjoy being read to and looking at books independently; May say familiar words and phrases while looking at the appropriate page (E.g. Kali, 33 months, sings along to the repetitious book, <i>Brown Bear, Brown Bear</i> , as her teacher reads it to her.)	May describe what's happening in the pictures while turning the pages in a familiar book

EXAMPLE OF KINDERGARTEN READINESS INDICATORS

LANGUAGE DEVELOPMENT AND EMERGENT LITERACY		
Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World?		
CONSTRUCTS	We Know That Four- and Five-Year-Olds are Making Progress When They:	NH Kindergarten Readiness Indicators Domain 1 – Language Arts & Literacy
Emergent Reading Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables, and words)*	<ul style="list-style-type: none"> • Listen to and recognize different sounds in rhymes, songs, and familiar words (E.g. When the teacher sings, "Willaby wallaby Wecca an elephant sat on...", Becca shouts, "Becca!") • Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, "My name rhymes with play.") • Can distinguish the beginning sounds of some words 	Domain 1: Element F – Demonstrates phonological awareness <ol style="list-style-type: none"> 1. Notices and discriminates rhyme 2. Decides whether two words rhyme 3. Notices and discriminates alliteration 4. Hears and shows awareness of separate syllables in words

Kindergarten Readiness Indicators

<https://www.education.nh.gov/instruction/curriculum/documents/kindergarten-readiness.pdf>

LANGUAGE & LITERACY- THE BIG IDEAS

AM Program:

- Book handling Concepts
- Name recognition
- Know the difference between drawing & writing
- Retell simple stories
- Begin to understand basic rules of communication
- Being able to describe what is happening in a picture

LANGUAGE & LITERACY- THE BIG IDEAS

PM Program:

- Identify parts of the book
- Understand writing is a form of communication
- Begin to copy/write their own name
- Start to recognize letters
- Guess what will happen next in a story using visuals
- Retell stories or information from a book
- Ask questions and initiate responses
- Begin to understand the concept of rhyming

COGNITIVE DEVELOPMENT- EARLY NUMERACY

- ▶ **Number Operations:** Concept of number; quantity; ways of representing numbers; one-to-one correspondence; and counting
- ▶ **Geometry and Spatial Sense:** Shapes and their attributes; position; comparing and contrasting two or more objects; and distance
- ▶ **Measurement:** Size, volume, quantity, and other measurable qualities and the tools to measure them
- ▶ **Patterns and Relationships:** Recognizing or creating planned or random repetitions and comparisons
- ▶ **Data Collection and Analysis:** Gathering; organizing and analyzing information; and drawing conclusions to make sense of the world
- ▶ **Time and Sequence:** Concept of time as it relates to daily routines and sequencing of events

EARLY NUMERACY- THE BIG IDEAS

AM Program:

- Show interest in counting 1-10
- Explore/identify shapes
- Extend simple patterns
- Sorting/categorizing
- Can remember & describe daily sequence of events

EARLY NUMERACY- THE BIG IDEAS

PM Program:

- Making comparisons
- Use words that show understanding of position of objects
- Demonstrate counting with 1-1 correspondence
- Name common shapes
- Determine what group is larger in 2 collections
- Begin to recognize & attempt to write numbers 1-10

EXAMPLES FROM OUR DAILY ROUTINE



COGNITIVE DEVELOPMENT- SCIENCE & SOCIAL STUDIES

AM Program:

- Ask questions about other people's experiences in their families and communities.
- Demonstrate and follow different customs in different settings.
- Ask many questions about the physical world and investigate with adult guidance.
- Play simple memory games.



COGNITIVE DEVELOPMENT- SCIENCE & SOCIAL STUDIES

PM Program

- Know basic personal information
- Are aware of own family relationships and show curiosity about others' families
- Notice similarities and differences in people, families, and social groups
- Recognize some people, places, and occupations in their communities
- Act out family roles and occupations in dramatic play
- Show interest in issues of friendship and fairness
- With guidance from adults, can engage in problem-solving to resolve difference in perspectives
- Show interest in caring for the classroom environment



CONT...

- Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.)
- Explore simple physical science concepts such as force, motion, and gravity (E.g. Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the faster)
- Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings
- Begin to talk about environmental changes and phenomena (weather, seasons, sun, and moon)
- Participate in developing classroom rules
- Begin to identify the properties of various living things and what living things need to be able to survive
- Talk about things or place that are not present.

COGNITIVE DEVELOPMENT- APPROACHES TO LEARNING

- ▶ **Inquiry and Exploration:** Curiosity and sensory exploration; and cause and effect
- ▶ **Reasoning and Problem Solving:** Theories about the world and how things work; reflection; critical thinking; and trial and error
- ▶ **Play:** Imitation; risk taking; experimentation; spontaneous learning; creativity; imagination; inventiveness; sense of delight and humor; and play with others
- ▶ **Executive Function:** Adaptability of thought processes; planning and intentionality; working memory; focus and attention; and motivation, initiative, and persistence
- ▶ **Symbolic Representation:** Representational process
- ▶ **Cooperative Learning**

PHYSICAL DEVELOPMENT & HEALTH

- ▶ **Body Awareness and Control:** Spatial awareness; development of the senses; orientation to stimuli; sensory integration; physical state regulation; physical fitness; and knowledge for participation in physical education
- ▶ **Large Muscle Development and Coordination:** Gross motor skills
- ▶ **Small Muscle Development and Coordination:** Fine motor skills
- ▶ **Nutrition**
- ▶ **Basic Safety**
- ▶ **Self-care**

PHYSICAL DEVELOPMENT & HEALTH



AM Program

- Show increased confidence in their ability to coordinate large muscles and interest in new ways to use large muscles.
- Can identify and explain familiar health and safety signs in the community
- Try healthy foods from a variety of cultures when given the opportunity
- Develop the ability to use a sense to predict what they would perceive with another (Julia reaches into the mystery bag and guesses that she is holding a teddy bear based on the way it feels.)
- Move with confidence and stability, coordinating movements to accomplish simple tasks (Outside on the playground, a small group of children play a game of Duck, Duck, Goose.)
- Seek to accomplish self-care and housekeeping tasks with reminders, if culturally appropriate.
- Show increased confidence in ability to coordinate small muscles and interest in new ways of use small muscles.

PHYSICAL DEVELOPMENT & HEALTH

PM Program

- Continue to develop their ability to move their body in space and control their bodily movements (Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.)
- participate in a variety of physical activities to enhance personal health and physical fitness
- Increasingly use eye-hand coordination to perform a variety of tasks.
- Continue to develop small muscle control and coordination (4 year old Emily uses her index finger and her thumb to form the clay into animal like shapes.)
- Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (Juanita tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.)
- Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors.
- Increase their strength, balance, flexibility, and stamina.
- Use a variety of materials and equipment in gross motor activities.

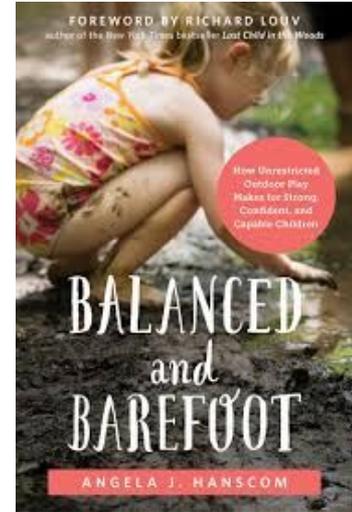
MOTOR GROUP, OT, P.E., RECESS, FOREST THURS/FRIDAY

BENEFITS OF UNRESTRICTIVE OUTDOOR PLAY

- A rise in sensory & motor issues- kids not tolerating wind in their face, grass on their skin, do not like getting dirty, etc.
- In general kids are becoming more clumsy, falling out of their seats, having trouble navigating uneven terrain, etc.
- Proprioception- senses in joints and muscles, climbing trees, pulling a wagon, heavy lifting, helps to regulate how much force to use (tag, holding a baby chick, holding a pencil)
- Research is showing kids are in a seated position for about 9 hours a day
 - Hair cells within the inner ear- we need to move in rapid ways for the fluid to move.
 - Spinning, rolling, climbing in early childhood etc develops vestibular sense (balance) and this is the key to sensory integration (this can affect attention, emotional regulation, arousal levels, visual skills)
 - Helps them know where their body is in space- helps them navigate their environment safer

BENEFITS OF UNRESTRICTIVE OUTDOOR PLAY

- Outdoor play = richer sensory experience
- Play is healing, restorative, kids are able to think for themselves
- Active freeplay
 - Able to move freely around their environment



Source: Angela
Hanscom

CREATIVE EXPRESSION & AESTHETIC APPRECIATION

- ▶ **Exploration and Creation of Artistic Works:** Invention and imagination; curiosity and interest; and confidence
- ▶ **Appreciation of and Response to the Creations of Others and the Natural World:** Awareness and attention; and sense of joy and wonder



CREATIVE EXPRESSION & AESTHETIC APPRECIATION

AM Program

- Create more elaborate three dimension structures, songs, rhymes, and dances with a combination of materials
- Share opinions about likes and dislikes in art and creative expression
- Show adults and peers what they can do or have created, including short individual performances or artistic creations.
- Use descriptive words to express their response to an aesthetic experience (Using his communication device, Mark tells Tori he really likes the colors in her painting.)
- Ask how to produce a particular sound, visual image, or movement.



CREATIVE EXPRESSION & AESTHETIC APPRECIATION

PM Program

- Show interest in learning new skills related to art, music, dance, and drama.
- Participate in experiences in art, music, creative movement, drama, and dance.
- Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression.
- Display or perform for others and/or talk about what they have made or done.
- Show an interest in participating in group performances, but may become anxious and choose not to participate
- Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers.
- Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed.

SCOPE & SEQUENCE

https://docs.google.com/spreadsheets/d/1bPr9tC2_1qoGbTS_z2Rc0Jh9vY4uZ9GxNVgVrHhPhy0/edit#gid=714112095

CURRICULUM RESOURCES

NHS Preschool uses *Creative Curriculum* as a tool to supplement instruction within the curriculum. *Creative Curriculum* is a research based curriculum which integrates all areas of development into center based learning experiences. In addition, elements of *Social Thinking*, and *Handwriting Without Tears* are also incorporated into our preschool program.