Getting to Know You

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**Part 1**

My personal philosophy about children and learning is to allow the child to grow and to test their boundaries through activities that would challenge them; keeping in mind that different age groups need different methods of allowing the child to grow. I believe that children do not all learn the same way. Instead, one child may learn better through a single strategy, such as visual, auditory, or hands on, when another child may not learn the same in a combination of the three. According to Copple and Bredekemp (2009), in order to be a teacher that meets the child’s needs the curriculum that is created needs to be intentional, enhance the child’s development and learning, and create an environment that fosters learning and creativity. Through intentional curriculum the teachers will aim at the child’s interests and developmental needs. The teacher also aims at creating a comfortable and positive environment for the child. Lastly, teachers aim to enhance the child’s development and learning through different strategies such as asking the child questions that can promote the child’s thinking strategies as they attempt to answer the question. I believe that I will influence children to be more positive and to challenge themselves in order to grow and not be afraid to try and push their own boundaries.

**Part 2**

The environment of the program has an arts and crafts area, reading rug or quiet area, discovery science center, and a dramatic play area. The arts and crafts area provides children access to art material, such as markers and paper. The reading rug or quiet area provides children an area to relax when they are overstimulated. In this area there are books on a low shelf that the children can use, in order to foster their development in literacy. The discovery science center provide the children an opportunity to examine materials with their hands and to manipulate the materials they see. Lastly, the dramatic play area is equipped with a kitchen set that can spark the child’s imagination and promote social interaction among the children (Copple &Bredekamp, 2009)

The environment for the three and four year olds contain areas where the child can have access to arts and craft, such as paper, markers, and crayons. This is important for the child in order to foster their creativity. The environment also has an open layout with group table that can seat a group of six children. The chairs at each table are the appropriate size for smaller children and the sinks and toilets are smaller in order to accommodate the size of the child.

**Part 3A**

The theme for the children ages 3-4 is “Getting to Know You” The reason why I chose this theme is that it is the first week of school for the children. By making the theme “Getting to Know You” it allows the teachers and children to become familiar with each other. By getting to know the children in the program teachers are more apt to create a theme or topic that can better fit the children developmental needs.

**Part 3B**

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**Part 3C**

1. What You Got There?
	1. **Interaction**
	2. Domain: Self and Social Development
	3. Developmental Goal: Children are personally and socially competent
	4. Outcomes:
		1. Measure 6: Child acknowledges and responds to similarities and differences between self and others and learn to appreciate the value of each person in community
		2. Measure 15: Child uses language to communicate with increasingly complex words and sentences.
	5. The activity allows the child to bring an item that represents them; for instance, an object that is special to the child. As mentioned in Copple and Bredekemp (2009), this activity can better help the children in their sense of self-esteem. As the child describes him or herself it allows the child to evaluate themselves.
2. Count Off
	1. **Routine**
	2. Domain: Mathematical Development
	3. Developmental Goal: Children are effective learners
	4. Outcomes
		1. Measure 32: Child uses number names to represent quantities and counts increasingly larger sets of objects.
	5. Copple and Bredekemp (2009) states that “preschoolers are more likely to understand and remember relationships, concepts, and strategies that they acquire through firsthand meaningful experiences” (p. 133). As the children count together it allows them to better remember the order of numbers. As this is done in the daily routine children will better understand the order of numbers and what they represent, in this case the amount of children at the program.
3. Friend of the Week
	1. **Family**
	2. Domain: Cognitive Development
	3. Developmental Goal: Children are effective learners
	4. Outcomes
		1. Measure 29: Child stores, retrieves, and uses information about familiar and unfamiliar events, past experiences, people and things.
	5. In the activity the child is able to place pictures or drawings of favorite holidays, a picture from a birthday party, and people in his or her family. By placing pictures that represent milestones in his or her life it aids in the child to create mental pictures in the child’s mind to remember a milestone in his or her life (Copple & Bredekamp, 2009).
4. Stamp a story
	1. **Activity**
	2. Domain: Language and Literacy Development
	3. Developmental Goal: Children are effective learners
	4. Outcomes
		1. Measure 12: Child develops the ability to share with others and initiates sharing of space and objects
		2. Measure 13: Child receives, understands, and reponds to oral language that uses increasingly complex words, phrases, and ideas
	5. The activity promotes a child’s language and literacy because as the child stamps images on the paper the child the child can create a story to give a backstory on their image. The classroom stimulates the child by providing books to the children and making writing utensils available. Through this activity the children are able to create their own story with the help of teachers, for those who cannot write. (Copple and Bredekemp, 2009)
5. Can you show me how?
	1. **Environment**
	2. Domain: Health
	3. Developmental Goal: Children are safe and healthy
	4. Outcomes
		1. Measure 27: Child shows increasing understanding of cause and effect relations
		2. Measure 41: Child shows increasing independence in performing personal care routines that support healthy growth and help prevent the spread of infection.
	5. The activity prompts children what they do when they wash their hands. As they tell the teachers how the teacher begins to create a diagram from their instructions. Once the diagram is finished the teacher can place it above the sink where the children wash their hands. At around age three “realize that pictures serve as symbols…” (Copple & Bredekemp, 2009, p. 134). The diagram can serve as a representation of how to wash one’s hands; this can be especially beneficial for children who do not know how to read.

References

Copple , C., & Bredekamp, Sue., (2009), Developmentally appropriate practice. *National Association for the Education of Young Children*, 3, 1-149