**“DAP Town, where the livin’ is good and the learnin’ is developmentally appropriate.”**

 At A Good Time Out our mission is to provide a loving, supportive, educational, and safe environment. Within this environment we want children to be able to participate in structured and non-structured activities that promote individual growth and the love for learning. We as directors and teachers value the concept of belongingness and would like to share this with the children through our program intended for children of all diverse populations. It is our hope that we can foster the appreciation and value of the diversity that exists in each individual as well as celebrate our similarities. Our program provides children with a wide range of activities that stimulate exploration, learning, and creativity. We maintain a low ratio of children to teachers so that we can develop a program that will better meet the individual needs of our children. “The program emphasizes the importance of teaching the cognitive understandings needed for academic success in reading and mathematics” (Henniger, p.66). We believe that hands on learning is very important, so our staff makes sure to provide materials and environments for exploration. “The classroom has different centers for active learning and teachers encourage manipulation of the materials provided in all areas of the classroom” (Henniger, p.68). We emphasize oral and written language by encouraging the children to talk with others about their experiences and feelings as they go through the school day. “We provide children with opportunities to experience through their senses and represent those activities through music, movement, art, and role-playing” (Henniger, p.69). We believe that having a consistent classroom routine is the key to the most effective way of learning. As teachers we carefully plan the day and discuss them with children ahead of time. “This helps give children the control they need to learn successfully from the people and materials in their environment” (Henniger, p.69). As developmentally appropriate teachers we will provide the children with a caring community of learners, aiding to enhance development and learning, plan curriculum to achieve important goals, assess children’s development and learning, and establish reciprocal relationship with families (Copple & Bredekamp, p.269).

High Scope

High scope curriculum is based on the constructivist view of theorist Jean Piaget. This program emphasizes the development of the whole child and our goal is to strengthen cognitive skills through active, hands-on learning experiences (Henniger pg. 67). We focus on logico-mathematical relationships including categorizing objects into common groups and also spatiotemporal relationships which help children understand relational concepts (Henniger pg. 67). In order to accomplish this we implement a plan-do-review sequence. As teachers we encourage children to plan the learning tasks they want to complete during free choice time, to engage in those activities and then later spend time reflecting upon what they learned (Henniger pg. 67).

Our curriculum focuses on eight key experiences for children. Active learning is an important part of the learning process. As teachers we expect the children to carry out their own tasks in the classroom (Henniger pg. 68). Another key experience to learning is that of using language orally and written. We encourage children to talk with others about their experiences and feelings throughout the day (Henniger pg. 69). We provide many opportunities for children to experience through their senses by involving music, movement, art and role playing in the curriculum (Henniger pg. 69). Classification and seriation are another important part of learning in regards to mathematics. Along with that, number concepts are important in order for children to understand mathematical concepts (Henniger pg.69). Children will also gain an understanding of spatial relationships such as under/over up/down and in/out by using the materials in the classroom (Henniger pg. 69). Lastly we help children learn about the different seasons, past and future events and the concept of time and order (Henniger pg.69).

As teachers in the high scope program we also are expected to be active learners. We act as role models for the children so by having positive, exciting attitudes about learning the children will also develop these same attitudes. We also need to be careful observers in order to understand the developmental abilities of each child and provide proper activities to support this development. Another key role as a teacher is to plan the environment for the children to work and play. Rather than keeping the environment the same we rotate different activities to keep the children’s interests level high. We work hard to effectively communicate with children in order to motivate children to reach higher levels of understanding (Henniger pg. 70). This includes being a good listener and asking challenging open-ended questions (Henniger pg. 70).

**Early Birds**

Start at 8:30 am and End at noon

Monday, Wednesday, Friday - $300.00

Tuesday /Thursday - $250.00

Monday through Friday- $400.00

\* $20.00 more per week includes breakfast

This optional breakfast will be served from 8:00-8:30

**Later Gators**

Start at 1 and End at 4:30

Monday, Wednesday, Friday - $300.00

Tuesday /Thursday - $250.00

Monday through Friday- $400.00

\* $20.00 more per week includes lunch

This optional lunch will be served from 12:30-1

**Everyone**

An annual materials fee of $ 50.00 will be added into tuition

Tuition is due on the first of every month

We are a for-profit program the revenue generated from parent fees is the major source of income for these programs. The money from tuition is used to pay teacher salaries, the building costs, equipment and toys used in the classroom. Most for-profit programs are locally owned centers and family child-care homes. National corporations are also making money in the child-care business by opening large centers in multiple locations giving these centers a brand name.

**Goal:** Within this environment we want children to be able to participate in structured and non-structured activities that promote individual growth and the love for learning.
The physical environment will promote learning by allowing the child to explore the various activity centers. Which cater to the child's individual development
These daily centers provide many opportunities for young children to develop competence and confidence in their gross and fine motor skills

**Indoor:** used Henniger example for indoor environment sketch
2,000 sq ft. (40 sq. ft. required for each child)
**Learning/ Interest Areas:**

Creative arts center
Dramatic play
Manipulative area
Reading/ Quiet area
Music and movement
Discovery materials
Blocks
Sensory Table
 **Outdoor: used** Henniger example for outdoor environment sketch
6,000 sq ft. (75 sq. ft. required for each child)
Examples of equipment and spaces that stimulate large and small muscle use and encourage children to engage in construction play.

**Playground Equipment:**

Sand box and toys
Climbing structures
Balls and bats
Tricycles
 Hula hoops
 Water tables

**7:45 Early Morning Optional Drop Off ( those who are paying for breakfast early)**

**8 Optional Breakfast ($ 20 per week)**

**8:30 Welcome to School**: Early Birds Drop off Time, Free play.

**9-9:20 Welcome Circle Time**: Song, Story, Announcements

**9:20 -10:20** **Classroom Centers, if** you get done early have quiet time or free choice (only library and few activities

Classroom centers are at assigned tables with the dame teacher and students and each week

**10:20- 11:30 Free Play**: play areas, arts and crafts, outside play, specific play activities quiet time, library area open

**11:30-11:45** **Goodbye Circle:** store, sharing, songs.

**11:45-12:00** **Free Play** until pick up bathroom breaks **Good bye Early Birds**

**12:00-12:30- teacher only:** no children, prep for lunch and cleanup

**12: 30-1 Optional Lunch ($20)**

**1-1:20 Welcome Later Gators,** Drop off, free play

**1:20-2:00 Welcome Circle Time**: Song, Story, Announcements

**2:00 -3:15** **Classroom centers**, if you get done early have quiet time or free choice (only libaray and few activities

Classroom centers are at assigned tables with the dame teacher and students and each week

**3:15- 4:45 Free Play**: play areas, arts and crafts, outside play, specific play activities quiet time, library area open

**4:30-5 Goodbye Circle**: story, sharing, songs. Good bye Later Gators

**5:15pm** Center cleaned and closed

**Snack**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day | Monday | Tuesday | Wednesday | Thursday  | Friday |
| Snack | Ants on a log (nutella /almond butter, celery, raisons) | Goldfishapples | Pigs in a blanketcarrots | Animalcrackers Grapes | Animal sandwichesbroccoli |
| Drink | WaterMilk (Cow and Soy) | Water Milk (Cow and Soy) | Water Milk (Cow and Soy ) | Water Milk ( Cow and Soy) | Water Milk (Cow and Soy) |
| Prep Time |  10 minutes  | 5 minutes | 15 minutes | 5 minutes | 20 minutes |
| Ingredients | 20 celery sticks cut in half3 jars of nutella or almond butter2 bags of raisins | 10 apples sliced2 bags of Goldfish | 25 mini hot dogs10 carrots peeled  | 2 bags animal crackers2 bags of grapes cut in half | Cookie cutters(animal shapes) broccli |

**Breakfast**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
| Food | CerealPeaches | Scrambled Eggs, BaconGrapes  | Whole wheat pancakesPineapple | ToastOrangesJelly, cream cheese | Oatmeal(brown sugar)Bananas |
| Prep Time | 10 minutes | 15 minutes | 20 minutes | 10 minutes | 15 minutes |
| What’s needed | 3 boxes of cereal | 10 eggs8 slices of bacon cut up2 bags of grapes | Box of whole wheat pancake mix2 pineapples cut up | 7 oranges sliced25 pieces of toast cut in half2 jars jelly 3 containers cream cheese | 20 cups of oatmeal1 big bag of brown sugar20 bananas cut in half |

**Lunch**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day | Monday  | Tuesday  | Wednesday  | Thursday | Friday |
| Food | Fish sticksGreen beansCottage Cheese | BurritosRicecorn | Veggie wrapsCarrotspineapple | Bagel sandwichespeaches | Noodles and tomato sauceSweet potatoes potatoesApples |
| Drink | Water, Soy and Cow Milk | Water, Soy and Cow Milk | Water, Soy and Cow Milk | Water, Soy and Cow Milk | Water, Soy and Cow Milk |
| Prep Time | 15 minutes | 20 minutes | 20 minutes | 20 minutes | 20 minutes |
| Materials | 2 bags of frozen fish 3 small containers of cottage chess | Bag of 30 small whole wheat tortillas7 cups rice2 bags of frozen corn | 30 Veggie tortillas Ham Turkey cheddar cheese | 25 bagels cut in halfJelly almond butter20 peaches cut up into small pieces | 2 bags noodles2 jars marianara spaghetti sauce6 sweet potatoes mashed15 cut apples  |

A Good Time Out has 20 students enrolled in the program with varying needs and interests. In order to provide the ultimate learning experience and care for our children, our program has hired six to eight teachers and assistant teachers. A Site Supervisor and Director will be present in the center throughout the day as well. We strongly believe in one on one interaction between adults and children as well as children with their peers.

Four to six teachers will be on the floor with the children daily, while two more will be preparing meals, materials, and lesson plans. Teachers also need breaks throughout the day, which is why it is so important to have staff members to cover breaks in shifts, to provide teachers on the floor at all times with the children. Some children in our enrollment are special needs students who may need additional assistance while engaging in the classroom activities. We also feel it is important to meet each child’s needs on their individual levels, so special education staff will be available to work with the children whose needs meet the criteria.

Teachers that are employed by A Good Time Out are outgoing and empathetic people, which we feel are good qualities to have when working with children. In the book *Developmentally Appropriate Practice*, “Caregivers are open to ongoing training and support in order to increase and improve their knowledge and skills” (Copple & Bredekamp, p. 106). Education in early childhood is essential when working with children. In order to teach, you must be willing to learn. Child Development is constantly evolving and teachers need to be at the cutting edge.

Relationships with peers and other adults is an important aspect to build over time with the children in the care of professionals. Copper and Bredekamp say, “Program ensures continuity over time for each toddler’s relationship with one or two primary caregivers” (p. 106). This continues through the lower child to teacher ratio in the classroom at A Good Time Out. We believe in forming bonds and relationships to increase appropriate attachment development in children by having teachers ready and available for the child’s needs.

Children who are learning English as a second language may also need extra aid during their first few months of school to learn the language. We feel it is important to provide lessons and directions to students in the language largely spoken in the classroom as well as their primary language to reinforce the learning process. To do this, some of our staff members speak multiple languages. Among knowledge of children’s development, first and and health knowledge is essential for teachers as well. Staff at A Good Time Out are trained for educational purposes in all areas of knowledge in the classroom and are always a step ahead by predicting and being prepared.

During the first few weeks after A Good Time Out’s opening, a great emphasis will be put into forming relationships between the program, staff, and families. Staff members will be asked to warmly welcome parents and children upon entering the classroom. Parents will be provided with an informational packet during enrollment that includes our philosophy statement, qualifications of teachers, and a sample lesson plan. This packet will also include the first month’s schedule with the following months handed out through the children’s cubbies.

A “Family Night” with an open house will occur during the second or third week of the program and monthly or bi-monthly after that. The family nights will give parents a chance to see their children’s artwork, interactions with each other, and favorite aspects of school. This also gives children in the program a chance to involve their parents in the excitement they experience in their lives socially. Spaghetti Feeds, dessert nights, and other themed events will occur throughout the year to keep parent involvement a part of curriculum.

Students will also occasionally take home assignments that engage parent involvement. One project that will be assigned during the first few weeks of the program will be a family collage. A piece of construction paper and instructions will be sent home through the children’s cubbies to inform parents of the project and how they can help their child complete the task. The children can include pictures of their pets, family members, or their favorite toys and bring it back to class to hang with their peers.

A Good Time Out also requires parent involvement from every family by helping out in the classroom for an afternoon, or a spare hour during the week. Parents are asked to come in for at least an hour a week and can sign up for a slot on a sign-up sheet provided weekly. If parents are absolutely unavailable during the week to help in the classroom, they are asked to take materials home to cut and get ready for curriculum in the weeks to come. This could include cutting shapes, or other objects that will be used in classroom projects.

Parent-teacher conferences will also be a part of the forming of relationships with parents and families. These conferences open communication between staff and family members as they discuss children’s specific goals and progress in school as well as any questions or concerns on the parent’s end. In the book *Teaching Young Children,* parent-teacher conferences are said to bring families into the educational setting and gain knowledge in the learning that is taking place in the program (Henniger, 2009). In addition to these practices that foster family relationships, parents will be encouraged to show interest in their children’s work as well as offered education in how children learn and develop through parenting classes.

* **The children are divided into 4 groups of 5 children. There are 4 activities available Monday-Thursday and the groups will rotate between each of them so that each group will experience each activity throughout the week. Fridays are special event days like field trips and guest speakers.**

**Content Area: Math**
**Title:**Animal Dice Game

**Children’s Center:** A Good Time Out

**Age Group:** 3-5

**Desired Results Goal:**
Correctly recites numbers in order up to five and recognizes when two objects are the same.

**Outcomes, Desired Results Measure:**
Desired measure numbers are 22 (Number Sense: Counting) and 26 (Classification).

**Description:**
This activity is developmentally appropriate because as teachers we are providing the children an activity to “learn and practice math skill and concepts during play with games and manipulatives” (Copple & Bredekamp, p.171). As teachers we are also providing a small group focused center on math. We are also talking “about the problem, draw children into the process of investigating and solving it, and ask how children came up with their solutions” (Copple & Bredekamp, p.172).  By having the children tell the teacher(s) how they came up with their solution it helps us understand the child’s thought process, as well as helps improve the child’s verbal skills on how to tell other’s what it is they are thinking.

**Content Area: Dramatic Play**

**Children’s Center:** A Good Time Out

**Title:** Animal Charades

**Age Group**: 3-5

**Desired Results Goal**:

Children are effective learners and remember a few key features of familiar objects and routines. Children also engage in pretend play with peers and takes on a role in the play.

**Outcomes, Desired Results Measure:**

Desired measures are numbers 18 (Memory and Knowledge) and 21 (Socio-dramatic play)

**Description:**

This activity is developmentally appropriate because it provides opportunities for the children to use creative movement, physical dramatic play and being outdoors where they can move without constraint (Copple & Bredekamp, p. 113-114). This activity will require the children to use previous knowledge learned in the classroom regarding animal movements and they will also have to reenact these movements with their peers. Also children will be involved in pretend play with guidance and support from adults which will allow children to gain cognitive skills (Copple & Bredekamp, p.131).

**Content area: Science**

**Title: Habitats**

**Children’s Center:** A Good Time Out

**Age Group:** 3-5

**Desired Results Goal:**

Uses fingers to manipulate smaller objects or objects requiring precise eye-hand coordination (measure 35),Uses a variety of strategies to learn more about objects or activities of interest( Measure 16),With adult prompting, shares with another child material or space he or she is using or wants to use(Measure 11), Shows preference for particular playmates, but plays cooperatively with a variety of children (measure 6).

**Outcomes, Desired Results Measure**

Measure 6 Building Cooperative play with other’s

Measure 11 shared use of space and materials

Measure 16 Curiosity and initiative

Measure 35: Fine Motor Skills

**Description**

The science aspect of our project includes filing three sensory tubs with the type of materials that would be common in an animal’s habitat. One tub is filled with hay, the second is filled with dirt and the third is filled with water. It is important to recognize and encourage preschoolers curiosity about the world around them (DAP pg 173) By providing the materials and equipment that are examples of habitats children are able to use their imagination to determine things about the animals that live in each habitat. It is also important to incorporate open and focused exploration in a science learning (Dap pg 173). By placing the children in a group about the sensory table we cn place them in an focused exploration involving the dirt, water and hay while also encouraging communication and interaction with their classmates about different types of experiments.

**Content Area: Language and Literacy**

**Title:**Animal Soup/Alphabet Flash Cards

**Children’s Center:** A Good Time Out

**Age Group:** 3-5

**Desired Results Goal:**
Understands language that refers to imaginary, past, or future events. Knows some letters by sight and by name, or recognizes own name in print.

**Outcomes, Desired Results Measure:**
Desired measure numbers are 12 (Comprehends Meaning) and 30 (Letter and Word Knowledge)

**Description:**
This activity is developmentally appropriate because “Teachers draw children’s attention to letters and their sounds and use various strategies to help children grasp the alphabetic principle and relate print to spoken language” (Copple & Bredekamp, p.170). The teachers also engage in conversations with the small group of children during this center to help the children remember things that they have learned from the past. As teachers we “create regular opportunities for children to actively listen to and converse with others during play and while working together in small groups on projects” (Copple & Bredekamp, p.165). Also “Teachers attend to the particular language needs of English language learners and children who are behind in vocabulary and other aspects of language learning” (Copple & Bredekamp, p.165).

**Content Area: Social Science**

**Title:**Guest speaker (Vetrenarian, Zoo Keeper)

**Children’s Center:** A Good Time Out

**Age Group:** 3-5

**Desired Results Goal:**
Seeks to share experience or get information from adults

Uses a variety of strategies to learn more about objects or activities of interest

**Outcomes, Desired Results Measure:**
Measure 4 (building cooperative relationships with adults)

Measure 16 (Curiosity and initiative)

**Description:**
To encourage learning through social science we plan to have a professional who works with animal (a veterinarian or zookeeper) come in and talk to the children. The guest speaker will be asked to describe their job, activities they do in a workday and problems they run into in their job. This activity is developmentally appropriate because it provides the children with social interactions, and teaches them thru another person’s example how to solve everyday problems (DAP g 175). We can also encourage participation with the children by giving opportunity for the children to ask questions.

**1. Habitat Sensory table:**  Three sensory tubs, or one sensory table that has three sections. the first table or section is filled with water and sand and toy animals that live in the water and sand, for example: fish, whales, sharks, octopus, crabs. The second sensory table or section is filled with hay and toy animals that live in and eat for example; cows, sheep, goat, chickens, the third section is filled with dirt, rocks and toy animals that live in the dirt for example: snakes, worms, groundhogs. While interacting with the children the teacher can encourage the children to discuss each habitat, what the animals that live in each specific habitats eat, how they take care of their children, how they play etc.

**2. Book area**: Books that are about all types of animals. Books should be about animals that live in the ocean, animals that live on a farm, animals that live in houses, animals that live in the ground. Books are placed in the quiet reading areas, and on the counters and tables around the room. One book about the different types of animals is also read at circle time.

Book One: Ten Little Animals. Author: Laura Jane Coates. Publisher: Macmillan Publishing .Date Published:1990

Book Two: First 100 Animals. Author: Roger Priddy. Publisher: Priddy Books. Date Published February 21st 2006

Book Three: Are You My Mother? Author: P.D Eastman. Publisher: Random House Book s For Young Readers. Date Published: June 12th 1966

**3. Easel**: Paper, paints, smocks, pictures or books of animals and paintbrushes. The children have the opportunity to paint themselves as their favorite animal. Encourage the child to talk about what animal they are, where that animal lives, what that animal eats, what colors that animal’s fur is and why they chose to be that animal.

Bredekamp, S. & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs – Revised*. Washington, DC: National Association for the Education of Young Children.

Desired Results Developmental Profile- Revised (DRDP-R). California Department of Education- Preschool Instrument.

Henniger, M. (2005). *Teaching young children: An introduction (3rd Ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall.