

Curriculum Night 2017/2018 School Year



Welcome to
Preschool

Sycamore Trails-Preschool
Natalie Koessler -
PFA/Blended Teacher

August 24th, 2016

Dear Parents and Guardians,

Welcome to what promises to be an exciting year here at the Sycamore Trails in Pre School. I am thrilled to have the opportunity to be your child's teacher, and I look forward to working with you as well.

I would like to take this opportunity to let you know a little bit about myself and my teaching background. I graduated from Eastern Illinois University with my B.S. in Early Childhood Education (Birth -3rd grade) and a special education letter of approval for ages birth - 5 years old, last May. I pride myself on being a lifelong learner and I am always researching current topics in early childhood and plan to take courses to keep up my professional practice. I am currently studying English as a Second Language and will complete my endorsement this December.

I believe that my role as a teacher is to help your child become as independent as possible, and I set up my classroom to foster independence. I believe that children learn at different rates and in different ways, but I strongly believe that **all children can learn and grow**. Throughout the school year, your child will grow in many ways, and I am excited to be a part of the learning process.

This is my second year teaching and my first at Sycamore Trails. Last year I taught a self-contained special education preschool class, also in Bartlett. I was born and raised in Elgin, IL where I continue to live with my family and our pets.

I am excited and honored to be a part of your child's life. Please do not hesitate to call or e-mail me if there is ever anything I can do for you.

Sincerely,
Natalie Koessl

Curriculum: HighScope

Active learning is a central belief of the HighScope curriculum. The HighScope educational approach is based on research that children learn best when they are **actively engaged and involved** in interactions with people and materials in their environment.

Children in a HighScope classroom are **encouraged to make choices** about materials and activities throughout their day. As they pursue their choices and plans, children explore, ask and answer questions, solve problems and interact with classmates and adults. The day is structured around language rich activities that inspire your child's interests and expand social interactions. They are encouraged to build independence.

Illinois Early Learning Standards

The Illinois Early Learning Standards were developed by the Illinois State Board of Education. We use these standards with the High/Scope key experiences to ensure a well-rounded educational experience and to assess progress throughout the year. For more information about the Illinois Early Learning Standards, see illinoisearlylearning.org/standards .

Assessment and Work Samples

I will collect evidence of your child's development in our classroom. I will collect samples across the following developmental domains: Language Arts, Mathematics, Science, Social Science, Physical Development & Health, Fine Arts, and Social/Emotional Development. Within each domain, I will use a many goals to focus on throughout the year, so you can see growth.

Classroom Environment

Children learn a great deal from whatever environment they are in. :) Therefore, we plan the classroom areas very carefully in order to support your child's development in multiple domains.

- We create distinct areas – Blocks, Math toys, Writing, Art, Science, Pretend play, etc. – in order to make choices clear to children.
- We put materials on low, uncluttered shelves, in containers, so that children can get them independently, and clean up too.
- We group similar materials together to teach children to sort and classify.
- We put picture labels on containers and shelves so children know where materials belong.

Scaffolded Literacy

Part of our daily focus is to expand children's literacy skills through Scaffolded Writing. The idea behind Scaffolded Writing is that children explore writing and begin to understand that written language is connected to their spoken words and drawings. We do this in our classroom through our Daily Message and Play Plans.

Daily Message -

I write a message telling the students something we will be doing that day. An example of a message might be: Today we will paint a picture. We may do additional activities with our daily message such as finding a specific letter or counting the words in the message, to encourage learning of concepts of print.

Play Plans -

Play plans are about making choices and following through on those choices. Initially, children verbally plan to a teacher. As the year progresses, we will begin written play plans. The Daily Message is the model for writing Play Plans. The goal is to have students move towards drawing a picture of self in the area where they would like to work and to begin using scribbles, letters, and letter-like shapes to write about what they will do in their chosen center.

Your child's play plans will be a part of their portfolio, and we will have a nice picture of their progress throughout the year.

Reading occurs through modeling of reading, predicting content from the front cover, discussing the characters, and retelling the story.

Parents as First Teachers

A great part of your child's success relies on the home - school connection.

We invite and challenge you to be as active in your child's learning as you can! There are so many things you can do at home that reinforce learning for your child.

It's easy as one two three:

1. **Please talk** to your child about everything! This expands language input and output. Math skills can be enhanced by including number riddles.
2. **Please read** to your child daily. Reading also includes discussing the book and listening to your child's thoughts related to the story.
3. **Please encourage** their small efforts. Effort is just as essential in learning as the outcome.

Please get your child to school daily! I am so happy that we are teaming together to help your child succeed socially, emotionally, and academically!

Portfolio Expectations 2017-2018

Based on guidance from the updated ISBE Compliance Checklist, District focus areas, and input from staff, portfolio collection will take place **3 times per year for a total of 42-48 items** in the following **DRDP Measures** that align to the **IELDS**:

Portfolio items can be kept electronically, as a hard copy, or a combination of the two. See **Child Portfolio-Teacher Reflection Tool** for portfolio guidance.

Note: Changes to IELDS benchmark or new benchmarks added this year are highlighted in yellow.

Language Arts: (2 measures)

LLD 5 Interest in Literacy

2.A.ECa Engage in book-sharing experiences with purpose and understanding.

LLD 10 Emergent Writing

5.A.ECb Use scribbles, letter-like forms, or letters/words to represent written language.

Math: (2 measures)

COG 3 Number Sense of Quantity

6.A.ECa Count with understanding and recognize “how many” in small sets up to 5.

COG 2 Classification

8.A.ECa Sort, order, compare, and describe objects according to characteristics or attribute(s).

Social Emotional (2 measures)

ATL-REG 4 Curiosity and Initiative in Learning

30.C.ECc Show some initiative, self-direction, and independence in actions.

SED 4 Relationships and Social Interactions with Peers

31.B.ECa Interact verbally and nonverbally with other children.

English Language Learners: (2 measures)

ELD 1 Comprehension of English (Receptive English)

28.A.ECa May demonstrate progress and mastery of benchmarks through home language.

ELD 2 Self-Expression in English (Expressive English)

29.A.ECb With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.

Science (2 measures)

COG 9 Inquiry Through Observation and Investigation

11.A.ECc Plan and carry out simple investigations.

COG 11 Knowledge of the Natural World

12.A.ECa Observe, investigate, describe, and categorize living things

Physical (2 measures)

PD-HLTH 4 Fine Motor Manipulative Skills

19.A.ECa Engage in active play using gross- and fine-motor skills.

PD-HLTH 6 Personal Care Routines: Hygiene

22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders.

Social Studies (2 measures)

HSS 5 Responsible Conduct as a Group Member

14.A.ECb Contribute to the well-being of one's early childhood environment, school and community.

HSS 2 Sense of Place

17.A.ECa Locate objects and places in familiar environments.

The Arts (2 measures)

VPA 1 Visual Art

25. ECd Visual Arts: Investigate and participate in activities using visual arts materials.

VPA 3 Drama



25.A.ECb Drama: Begin to appreciate and participate in dramatic activities.




DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance

Preschool Fundamental View

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning –Self-Regulation	ATL-REG 	1	Attention Maintenance	1
		2	Self-Comforting	2
		3	Imitation	3
		4	Curiosity and Initiative in Learning	4
		5	Self-Control of Feelings and Behavior	5
		6	Engagement and Persistence	6
		7	Shared Use of Space and Materials	7
Social and Emotional Development	SED 	1	Identity of Self in Relation to Others	8
		2	Social and Emotional Understanding	9
		3	Relationships and Social Interactions with Familiar Adults	10
		4	Relationships and Social Interactions with Peers	11
		5	Symbolic and Sociodramatic Play	12
Language and Literacy Development	LLD 	1	Understanding of Language (Receptive)	13
		2	Responsiveness to Language	14
		3	Communication and Use of Language (Expressive)	15
		4	Reciprocal Communication and Conversation	16
		5	Interest in Literacy	17
		6	Comprehension of Age-Appropriate Text	18
		7	Concepts About Print	19
		8	Phonological Awareness	20
		9	Letter and Word Knowledge	21
		10	Emergent Writing	22

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
English Language Development	ELD 	1	Comprehension of English (Receptive English)	23
		2	Self-Expression in English (Expressive English)	24
		3	Understanding and Response to English Literacy Activities	25
		4	Symbol, Letter, and Print Knowledge in English	26
Cognition, Including Math and Science	COG 	1	Spatial Relationships	27
		2	Classification	28
		3	Number Sense of Quantity	29
		4	Number Sense of Math Operations	30
		5	Measurement	31
		6	Patterning	32
		7	Shapes	33
Physical Development –Health	PD-HLTH 	1	Perceptual-Motor Skills and Movement Concepts	34
		2	Gross Locomotor Movement Skills	35
		3	Gross Motor Manipulative Skills	36
		4	Fine Motor Manipulative Skills	37
		5	Safety	38
		6	Personal Care Routines: Hygiene	39
		7	Personal Care Routines: Feeding	40
		8	Personal Care Routines: Dressing	41
		9	Active Physical Play	42
		10	Nutrition	43

Be Safe	Classroom	<ul style="list-style-type: none"> Follow all school rules Keep body and objects to yourself Use materials appropriately 	<ul style="list-style-type: none"> Keeps hands to yourself Walk in straight lines on the right side of the hallway or stairway/ Take one stair at a time Maintain personal space Walk at all times 	<ul style="list-style-type: none"> Walk at all times Keep body to self Get only your food Stay seated and raise your hand if you need assistance Share issues with adults as needed 	<ul style="list-style-type: none"> Playground Stay in the areas approved by your lunch supervisor Use equipment appropriately Keep body to self Report problems or injuries to the nearest adult 	<ul style="list-style-type: none"> Bathrooms Keep body to self Wash hands with soap and water Maintain personal space Report problems to an adult 	<ul style="list-style-type: none"> Special Events Remain seated until you are asked you to move Follow directions 	<ul style="list-style-type: none"> Bus/Field Trip Body to self Body in seat Stay in seat Face forward Follow directions Quiet voices Stay with group Silent at railroad tracks Food and drink put away 	<ul style="list-style-type: none"> Arrival Walk quietly Floor in front of locker Commonly used locker in Sit with appropriate Wait for hand disposal Keep body to percent pickup 	<ul style="list-style-type: none"> Dismissal Floor in front of locker seats Quiet in Sit with appropriate Wait for hand disposal Keep body to percent pickup 	
Make Good Choices		<ul style="list-style-type: none"> Respect differences of others Ask for help or advice Follow directions Participate Be prepared Be honest Respond appropriately to all adult staff 	<ul style="list-style-type: none"> Return to class promptly Be respectful of others work and things Keep the hallways clean Respond appropriately to all adult staff 	<ul style="list-style-type: none"> Stay in line Use time to eat wisely Clean up after yourself 	<ul style="list-style-type: none"> Play games by the rules Line up when you hear the 3 whistle signal Return equipment Try to solve your own conflict 	<ul style="list-style-type: none"> Wait for your turn Use water and supplies appropriately (2-2-2-2, 2 hands washed, 2 minutes of soap, 4 paper towels) Clean up after yourself 	<ul style="list-style-type: none"> Sit flat, legs crossed, hands to self Voices of Listen and pay attention 	<ul style="list-style-type: none"> Be Safe 	<ul style="list-style-type: none"> Electronics Quiet voices Walk backpack 	<ul style="list-style-type: none"> Quiet voices Walk 	
Be Thoughtful and Considerate		<ul style="list-style-type: none"> Help others in need Use kind words Listen and pay attention to the talker Clean up after yourself Be Polite 	<ul style="list-style-type: none"> Quiet feet and hands Voices off Smile and be kind to others 	<ul style="list-style-type: none"> Use an inside voice Use good table manners Say "Please" and "Thank you" Speak respectfully to all 	<ul style="list-style-type: none"> Speak respectfully to others Invite others to join in Agree on rules before a game 	<ul style="list-style-type: none"> Voices off Flush the toilet Allow for the privacy of others 	<ul style="list-style-type: none"> Clean up after yourself Be polite and follow directions 	<ul style="list-style-type: none"> Respectful of bus driver and adult leaders Body to self Quiet voices 	<ul style="list-style-type: none"> Body to self Body to self Quiet voices Walk backpack 	<ul style="list-style-type: none"> Body to self Body to self Quiet voices Walk backpack 	<ul style="list-style-type: none"> Body to self Body to self Quiet voices Walk backpack
Ready to Learn		<ul style="list-style-type: none"> Supplies are ready Desk is clean and organized Homework is completed on time Arrive to class on time Sit Gains Work cooperatively with others Use assignment notebook to keep track of assignments Cell phone off and in your backpack Needs are taken care of at appropriate times 	<ul style="list-style-type: none"> Return to class promptly (take most direct route back to class) Respect the learning of others 	<ul style="list-style-type: none"> Voices off in the hallways Listen to and follow the lunch supervisor's directions Play cooperatively with others 	<ul style="list-style-type: none"> Voices off in the hallway Return to class prepared and on time 	<ul style="list-style-type: none"> Return to class promptly Quick, Quiet, Clean 	<ul style="list-style-type: none"> Listen to the speaker 	<ul style="list-style-type: none"> Respectful of bus driver and adult leaders Body to self Quiet voices 	<ul style="list-style-type: none"> Walk, single file, quietly in hallway to classroom Have your assignment notebook 	<ul style="list-style-type: none"> Body to self Body to self Quiet voices Walk backpack 	<ul style="list-style-type: none"> Body to self Body to self Quiet voices Walk backpack

