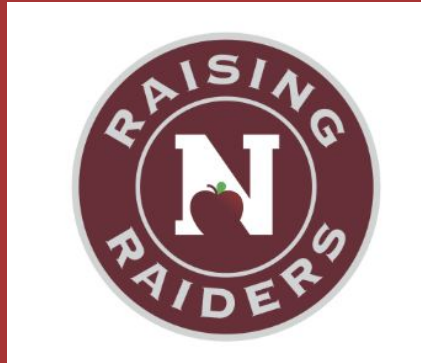


**Raising Raiders Preschool Program
Welcome to our Parent Academy!
Thank you for joining. We will start
shortly.**



Meet our Raising Raiders Team

April Vitiello

Coordinator of Early Childhood
Community Parent Involvement Specialist (CPIS)

Daniella DaCunha

Preschool Instructional Coach (PIC)
Preschool Intervention and Referral Specialist (PIRS)

Agenda

OUR CURRICULUM

01

03

OUR CLASSROOM

OUR SCHEDULE

02

04

TEACHING STRATEGIES

What kind of program are we?

- High-quality
- Safe and nurturing
- Developmentally appropriate

01

OUR CURRICULUM

The Creative Curriculum®
for Preschool 

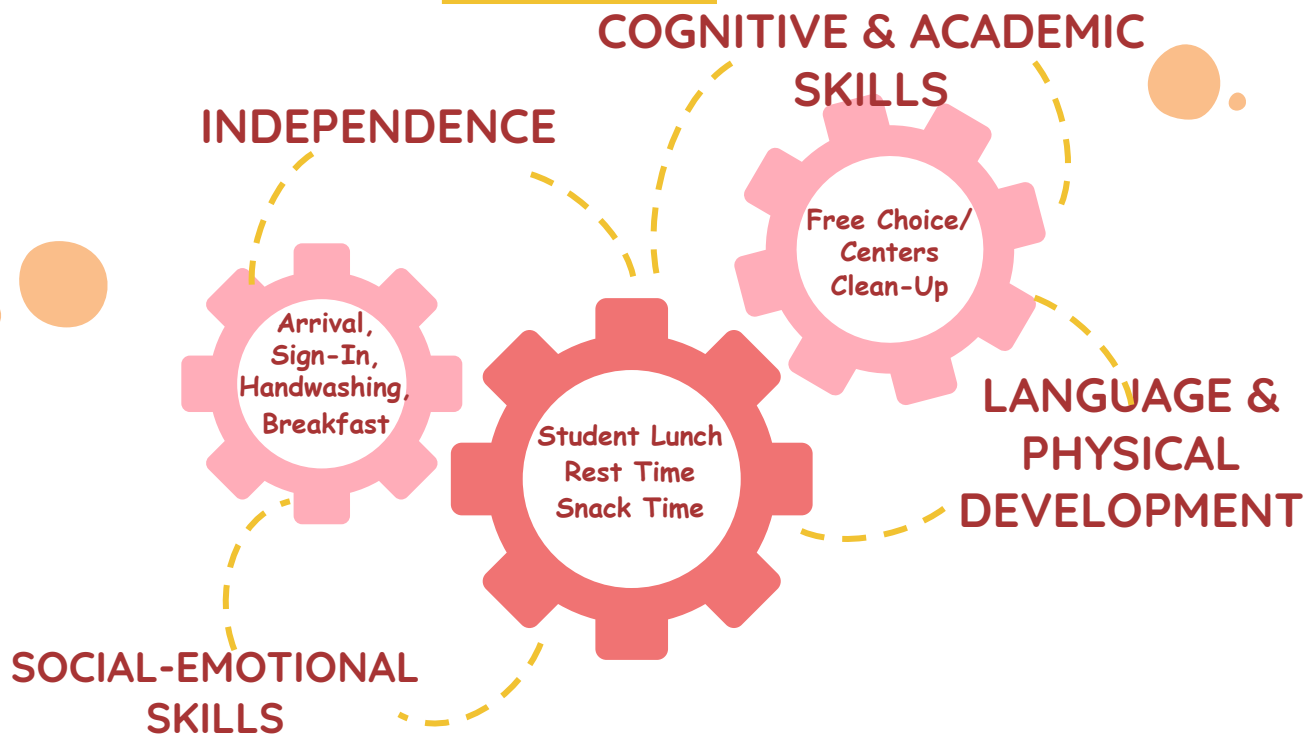
The Creative Curriculum® for Preschool is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. It is designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

02

OUR SCHEDULE

Arrival, Sign-In, Handwashing, Breakfast
Group Meeting
Free Choice/Centers
Clean-Up
Outdoor Choice Time
Student Lunch
Rest Time
Read Aloud
Small Group Time
Limited Choice Time/Clean-Up/Snack Time
Large Group Roundup and Departure

WHAT ARE WE PROMOTING?



WHAT ARE WE PROMOTING?

GROUP MEETING (MORNING AND AFTERNOON)

- Sense of community
- Sets a tone for the day
- Recalls the day

OUTDOOR CHOICE TIME

- Fine-motor skills
- Gross-motor skills
- Language and social skills

READ ALOUD

- Literacy
- Exploration of books
- Foundational reading skills

SMALL GROUP

- Conversation
- Sharing Ideas
- Extend children's thinking

03

OUR CLASSROOM

OUR CENTERS

- Blocks
- Dramatic Play
- Toys and Games
- Art
- Library
- Discovery
- Sand and Water
- Music and Movement



A physical setting that is safe, organized, comfortable and well designed helps children engage in the activities and experiences we offer.

Literacy & Math Considerations

Components of High-Quality Preschool:

- Increased vocabulary and language
- Phonological awareness
- Knowledge of Print
- Letters, words, numerical concepts
- Comprehension
- Literacy as a source of enjoyment
- Number and Operations
- Geometry and Spatial Sense
- Measurement
- Patterns
- Data Analysis

04

TEACHING STRATEGIES

An authentic, ongoing observational system for assessing children from birth through Kindergarten.

It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do.



OBJECTIVES AND DIMENSIONS

SOCIAL-EMOTIONAL

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

PHYSICAL

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

LANGUAGE

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

COGNITIVE

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

LITERACY

15. Demonstrates phonological awareness, phonics skills, and word recognition
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates discrete units of sound
 - d. Applies phonics rules and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books and other texts
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during reading experiences, book conversations, and text reflections
 - b. Uses emergent reading skills
 - c. Retells stories and recounts details from informational texts
 - d. Uses context clues to read and comprehend texts
 - e. Reads fluently
19. Demonstrates writing skills
 - a. Writes name
 - b. Writes to convey meaning
 - c. Writes using conventions

MATHEMATICS

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
 - d. Understands and uses place value and base ten
 - e. Applies properties of mathematical operations and relationships
 - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
 - a. Measures objects
 - b. Measures time and money
 - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

SCIENCE AND TECHNOLOGY

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

SOCIAL STUDIES

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

THE ARTS

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

ENGLISH LANGUAGE ACQUISITION

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English



TEACHING STRATEGIES

- Support, guide, and inform planning and instruction
- Report and communicates with family members and other

SOCIAL-EMOTIONAL	
1.	Regulates own emotions and behaviors
a.	Manages feelings
b.	Follows limits and expectations
c.	Takes care of own needs appropriately
2.	Establishes and sustains positive relationships
a.	Forms relationships with adults
b.	Responds to emotional cues
c.	Interacts with peers
d.	Makes friends
3.	Participates cooperatively and constructively in group situations
a.	Balances needs and rights of self and others
b.	Solves social problems

Jane Doe

Class / Grade: test class
 Teacher: Daniella DaCunha
 School / Program: Default Site

Checkpoint 1 (CP1): Fall 2022/2023
 Checkpoint 2 (CP2): Winter 2022/2023
 Checkpoint 3 (CP3): Spring 2022/2023
 Checkpoint 4 (CP4): Summer 2022/2023

E = Exceeding Expectations
 M = Meeting Expectations
 P = Progressing Toward Expectations

Knowledge, skills, and abilities

	Social-Emotional	CP1	CP2	CP3	CP4	Assessment Comments
1a	Manages feelings	P				<p>Currently, Jane: Is beginning to comfort self by seeking out special object or person</p> <p>Next, Jane will: Comfort self by seeking out special object or person</p>
1b	Follows limits and expectations	P				<p>Currently, Jane: Accepts redirection from adults</p> <p>Next, Jane will: Begin to manage classroom rules, routines, and transitions with occasional reminders</p>
1c	Takes care of own needs appropriately	P				<p>Currently, Jane: Is beginning to demonstrate confidence in meeting own needs</p> <p>Next, Jane will: Demonstrate confidence in meeting own needs</p>

HOW CAN YOU SUPPORT YOUR CHILD AT HOME?

- Engage in back and forth conversations with your child
- Incorporate at least 15 minute of movement into your day
- Read or listen to a story everyday with your child
- Use everyday experiences to reinforce math skills, language development, and literacy
- Encourage your child to use various to practice fine motor skills
- Allow your child to engage in imaginative play
- Encourage your child to help with the following to promote independence and self-confidence:
 - Getting dressed
 - Making the bed
 - Setting the table
 - Cleaning up after themselves

Any Questions?

A collection of yellow stationery items is scattered on a purple surface. The items include several pencils, a highlighter, a paperclip, a roll of tape, a pencil sharpener, a pencil cap, a pencil eraser, a small round object, a clear water bottle, a spiral notebook, and a face mask. A large, white, question-mark-shaped area is on the right side of the image.