



Preschool Prep & Preschool

Curriculum, Assessments & Classroom Transitions

Curriculum & Approach: How We Teach

Preschool & K-Prep (students 2-6 years)



KALEIDO*KIDS uses HighScope model as the foundation for our curriculum.

- Clear Guidelines for Teachers: Three key elements make up the foundation for the teaching practice: adult-child interaction, classroom layout & materials, and the daily routine.
 - **Adult-Child Interaction:** This process involves working alongside children and communicating with them both verbally and nonverbally to encourage learning.
 - A key strategy for adult-child interaction is sharing control with children. Additional strategies include supporting children's play, using encouragement instead of praise, and taking a problem-solving approach to conflict.
 - **The Classroom:** The settings are divided into interest areas stocked with a stimulating range of materials designed for specific types of play.
 - For example, house area, art area, block area, small toy area, computer area, reading and writing area. Materials are arranged in consistent places and the shelves are tagged with child-friendly labels so that children can get out and put away materials themselves. The classroom's organization also helps children understand how the world is organized, and concepts like more, less, same, different, large, small, in, out, in front of, etc.
 - **The Daily Routine:** The Curriculum follows a consistent framework for the day that provides a balanced variety of experiences and learning opportunities.
 - Children engage in both individual and social play, participate in small- and large- group activities, assist with cleanup, socialize during meals, develop self-care skills, and exercise their small and large muscles. The most important segment of the daily routine is the plan-do-review sequence in which children make choices about what they will do, carry out their ideas, and reflect upon their activities with adults and other children.
- Please note: You may have heard of 'play-based' learning. Our view is, while we believe play is important for learning, our curriculum incorporates periods of teacher-led lessons throughout the day while also allowing kids free-choice learning opportunities through play (lesson periods increasing in the older classrooms).

Curriculum Content: What We Teach

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- At Kaleido*Kids we've implemented a comprehensive curriculum model that addresses all areas of learning & development among preschool and kindergarten-prep students.
- The curriculum focuses on the following **nine content areas**:
 1. Social-Emotional-Behavioral Development
 2. Self-Help/Self-Care
 3. Cognitive
 4. Communication, Language, Literacy
 5. Math Concepts
 6. Science & Technology
 7. Physical development (large&fine motor)and health
 8. Creative arts
 9. Social studies

While learning in these content areas prepares children for later schooling, Kaleido*Kids takes the learning process beyond traditional academic subjects by applying methods that promote independence, curiosity, decision making, cooperation, persistence, creativity, and problem solving.

- Learning is guided by our Key Developmental Benchmarks (KDB) that meet, and in most cases exceed, all state standards (see 'goals list' on next page)
- Teachers monitor each student's progress across the KDBs and develops a lesson plan that guides and challenges the class, while keeping in mind where each child is developmentally.

Assessment & Progress Meetings: How We Evaluate Preschool & K-Prep (students 2-6 years)



- **Why Assessment Is So Important in Preschool Programs:** Research tells us that the best programs constantly measure how well caregivers do their jobs and whether children are developing as they should be. Teachers continuously evaluate what is working and improve what is not and then adjust as needed.
- **Assessments: The Goals Lists**
 - ✓ Kaleido*Kids developed a Goals List for each age group, which includes the Key Developmental Benchmarks to measure each student's individual progress across all content areas.
 - ✓ The benchmarks are based on Illinois standards of school readiness; the goals meet, or in many cases exceed, the standards.
 - Number of KDIs/Goals for each group: Preschool 88 benchmarks; K-Prep 103 benchmarks
 - ✓ Teachers always keep in mind that each child develops at their own pace, so these lists only serve as a guide. If the teacher/director is ever concerned about a specific aspect of the child's development, we would bring it to the parents' attention then recommend to follow up with their child's pediatrician
- **Progress Meetings**
 - ✓ At around the child's yearly birthdate, prior to moving up to their next classroom, teacher & parents meet to discuss how the child is progressing and review areas of focus for their next classroom
 - Teachers will complete an updated goals list at the child's half year mark (19mos, 2.5 yrs, 3.5 yrs, 4.5 yrs) but no PT conference will take place at this time, unless parent/teacher feels its necessary.

A Note About Classroom Transitions

Preschool & K-Prep (students 2-6 years)



- Children transition to the next classrooms based on 1) specific milestones achieved 2) age requirement and 3) space permitted in the next classroom.
- Transition Milestones (**bolded=required**)
 - ✓ Younger Infant to Older Infant Room → At approx. 9 months, down to two naps (10am, 2pm), eating table foods
 - ✓ Older Infant to Toddler Room → At 15 months, down to one mid-day nap, walking **steady**- all three required to move up
 - ✓ Toddler to Preschool → **At 24 months**, transitioned off pacifier (if uses one)
 - ✓ Preschool to K-Prep → **At 36/42 month**, must have **100%** independence using toilet (including dressing/dressing, wiping, pee and BM in toilet, no diapers or p
- Transition Timing (approx. timing)
 - ✓ Reminder: a student's transition is based on availability in the next room AND whether the child is developmentally ready for to move up.

Transition Timing * Refer to goals list of skills/milestones required to move to next room	
Birthdays month of ...	Estimate Trans Month...
July	
August	Oct
Sept	
Oct	
Nov	
Dec	Jan
January	
February	
March	
April	April
May	
June	July



Components of the Daily Plan

Preschool & K-Prep

- The Daily Plan provides a framework for the day's events that support children's security and independence.
- Following a consistent routine day after day gives children the sense of security they need to make choices and take risks, which opens the door to exciting learning opportunities.
- Each classroom decides on the daily routine that works best for its setting, schedule, and children. The components shown to the right are always included in the routine, although the length and order of the segments vary.

- Arrivals & Departures
- Plan-Do-Review
 - Planning time (10–15 minutes)
 - ‘Work’/Do time (45–60 minutes)
 - Review/Recall time (10–15 minutes)
- Small-group time (15–20 minutes)
- Large-group time (10–15 minutes)
- Outside time (30–40 minutes)
- Transition times (variable)
- Eating and rest times (variable)
- Adult team planning time (20-40 minutes)

Details of the Daily Plan

Preschool & K-Prep



- **Plan-Do-Review sequence** - (planning time, work time, recall time). This three-part sequence is unique to the HighScope curriculum and is a component that KALEIDO*KIDS will be incorporating into our curriculum for Preschool & Kindergarten Prep. This sequence includes:
 - 10- to 15-minute period during which children plan what they want to do during play time, such as the area to visit, materials to use, and friends to play with.
 - 45- to 60-minute play time for children to carry out their plans (or shift to new activities that interest them).
 - 10- to 15- minute period for reviewing and recalling with an adult and other children what they've done and learned.
 - Please note: while the younger preschoolers may not be able to fully participate in the PDR sequence (due to some verbal and planning limitations), their teacher will work closely with each child to encourage and develop their skills in this area.
- **Small-group time** - During this time, a small group of children meet with an adult to experiment with materials, try out new skills and solve problems. Adults develop a small-group activity based on children's interests and particular skills, materials or content areas that suit children's developmental learning needs. Though the adult plans the activity and sets it in motion, children make choices about how to use the materials and freely communicate their ideas.
- **Large-group time** - Large-group time builds a sense of community. Up to 10-12 children, along with their teachers, come together for movement and music activities, interactive storytelling and other shared experiences. Children have many opportunities to make choices and play the role of leader.
- **Outside time** - Children and adults spend at least 30 minutes outside every day, enjoying vigorous, and often noisy, play in the fresh air. (We will use the open exploration space we built behind the center, as well as weekly trips to Holstein Park, which is about a 5 minute walk west on Webster).

Details of the Daily Plan (cont.)

Preschool & K-Prep



- **Transition times** - Transitions are the minutes between other blocks of the day, as well as arrival and departure times. Teachers plan meaningful learning experiences for these times, which keeps children engaged and minimizes disruption.
- **Eating and resting times** - Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. Rest is for napping or quiet, solitary activities. Since both activities happen at home as well as at school, KALEIDO*KIDS tries to respect family customs at these times as much as possible.

Preschoolers and K-Prep will eat their meal ‘family style’, so they can engage in conversation with their teachers and friends, while continuing to grow their social and self-help skills...and maybe try some new foods!

- **Adult team planning time** — This time happens every day at KALEIDO*KIDS. It can occur during children's nap time, before children arrive, or after they leave. The teaching team meets to discuss their observations of children's developing abilities and interests, focusing on these observations as they plan activities and review the materials in the classroom.