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I. 4K Program Goal

The overall goal of 4K is to improve children's understanding of the world and to strengthen their desire to continue learning. Appropriate, intellectually challenging learning opportunities are planned to help students meet state and district learner standards in language arts, mathematics, social studies, science, physical development, the arts, and personal/social development.

II. Daily Schedule

| | |
|-------------|--|
| 7:45-7:55 | Greeting Circle/Morning Meeting/News |
| 7:55-8:05 | Writing |
| 8:05-9:05 | Worktime |
| 9:05-10:05 | Small Group #1 |
| 10:05-10:25 | Shared Reading and Phonics Heggerty |
| 10:25-10:55 | Lunch |
| 10:55-11:55 | Small Group #2 |
| 11:55-12:25 | Outside Physical Activity |
| 12:25-12:40 | Calendar and Music and Movement |
| 12:40-12:55 | Community Meeting and Read Aloud |
| 12:55-1:20 | Quiet Time |
| 1:20-2:05 | Related Arts M: Media T: Music W: Art Th: P.E. F: Science |

III. Grade Level Standards in Each Subject

Approaches to Play and Learning (APL):

Subdomain: Curiosity, Information-Seeking, and Eagerness

Goal APL-1: Children show curiosity and express interest in the world around them.

APL-1m: Discover things that interest and amaze them and seek to share them with others.

APL-1n: Communicate interest to others through verbal and nonverbal means.

APL-1o: Show interest in a growing range of topics, ideas, and tasks.

APL-1p: Demonstrate interest in mastering new skills.

Goal APL-2: Children actively seek to understand the world around them.

APL-2l: Ask questions to find out more about the things that interest them, including questions about future events.

APL-2m: Choose among different ways to explore the environment based on experience.

APL-2n: Use what they know from experience to understand what is happening now.

Subdomain: Play and Imagination

Goal APL-3: Children engage in increasingly complex play.

APL-3r: Develop and sustain more complex pretend play themes in cooperation with peers.

APL-3s: Use more complex and varied language to share ideas and influence others during play.

APL-3t: Choose to use new knowledge and skills during play.

APL-3u: Demonstrate their cultural values and “rules” through play.

Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.

APL-4l: Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.

APL-4m: Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.

APL-4n: Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.

APL-4o: Make up stories, songs, or dances for fun during play.

APL-4p: Invents new games.

Subdomain: Risk-Taking, Problem-Solving, Flexibility

Goal APL-5: Children are willing to try new and challenging experiences.

APL-5o: Express a belief that they can do things that are hard.

APL-5p: Approach new experiences independently.

APL-5q: Ask to participate in new experiences that they have observed or heard about.

APL-5r: Independently seek new challenges.

Goal APL-6: Children use a variety of strategies to solve problems.

APL-6n: Seek and make use of ideas and help from adults and peers to solve problems.

APL-6o: Describe the steps they will use to solve a problem.

APL-6p: Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.

APL-6q: Explain how they solved a problem to another person.

Subdomain: Attentiveness, Effort and Persistence

Goal APL-7: Children demonstrate initiative

APL-7k: Show increasing independence and purpose when making choices.
APL-7l: Independently identify and seek things they need to complete activities or tasks.
APL-7m: Set simple goals that extend over time, make plans and follow through.

Goal APL-8: Children maintain attentiveness and focus.
APL-8k: Sometimes able to focus on what is relevant to a task.
APL-8l: Consistently remain engaged in self-directed activities.
APL-8m: Shift attention back to a task after having been diverted from it.

Goal APL-9: Children persist in challenging activities.
APL-9h: Seek help from others to complete a challenging activity.
APL-9i: When something does not work, try different ways to complete the task.
APL-9j: Plan and follow through on longer-term tasks (planting a seed and caring for the plant).
APL-9k: Keep trying until a challenging activity is complete despite distractions or interruptions.
Emotional and Social Development (ESD):

Subdomain: Developing a Sense of Self
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.
ESD 1o: Describe themselves in concrete ways, with greater detail and accuracy.
ESD-1p: Express awareness that they are members of different groups.
ESD- 1q: Choose to spend more time on preferred activities, and express awareness of skills they are developing.

Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.
ESD-2n: Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.
ESD 2o: Express the belief that they can do many things.
ESD-2p: Stick with tasks even when they are challenging.
ESD-2q: Express opinions about their abilities in different areas.

Subdomain: Developing a Sense of Self with Others
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
ESD-3t: Seek out trusted teachers and caregivers as needed.
ESD-3u: Form positive relationships with new teachers or caregivers over time.
ESD-3v: Use language effectively to continue conversations with familiar adults and to influence their behavior.

Goal ESD-4: Children form relationships and interact positively with other children.
ESD-4p: Demonstrate social skills when interacting with other children.
ESD-4q: Form and maintain friendships with other children of diverse cultural backgrounds and abilities.
ESD-4r: Seek and give support with children they identify as friends.
ESD-4s: Use language effectively to have conversations with other children and influence another child's behavior.
ESD-4t: Play and interact cooperatively with other children.

Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.
ESD-5r: Follow social rules, transitions, and routines that have been explained to them.
ESD-5s: Make requests clearly and effectively most of the time.
ESD-5t: Balance their own needs with those of others in the group.
ESD-5u: Anticipate consequences and plan ways to solve problems effectively, with guidance and support.
ESD-5v: Use a variety of strategies to solve problems and conflicts with increasing independence.
ESD-5w: Express respect and caring for all people, including people with disabilities.
ESD-5x: Recognize and honor cultural differences.

Subdomain: Learning About Feelings
Goal ESD-6: Children identify, manage, and express their feelings.

ESD-6o: Express a range of emotions with their face, body, vocal sounds, and words.

ESD-6p: Independently manage and express feelings effectively most of the time.

ESD-6q: Use a larger vocabulary for talking about different feelings.

ESD-6r: Give reasons for their feelings that may include thoughts and beliefs as well as outside events.

ESD-6s: Use problem-solving strategies when feeling angry or frustrated.

Goal ESD-7: Children recognize and respond appropriately to the needs and feelings of others.

ESD-7n: Communicate understanding and empathy for others' feelings.

ESD-7o: Show awareness that their behavior can affect the feelings of others.

ESD-7p: Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support.

Health and Physical Development (HPD):

Subdomain: Physical Health and Growth

Goal HPD-1: Children develop healthy eating habits.

HPD-1s: Try new foods

HPD-1t: Feed themselves with utensils independently.

HPD-1u: Given a selection of familiar foods, identify which foods are nutritious and which are not.

HPD-1v: Talk about variety and amount of foods needed to be healthy.

HPD-1w: Name foods and beverages that help to build healthy bodies.

Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out.

HPD-2o: Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out.

HPD-2p: Communicate ways physical activity keeps us healthy and makes us feel good.

HPD-2q: Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination.

HPD-2r: Transition independently from active to quiet activities most of the time.

Goal HPD-3: Children develop healthy sleeping habits.

HPD-3K: Communicate ways sleep keeps us healthy and makes us feel good.

HPD-3l: Independently start and participate in sleep routines most the time.

Subdomain: Motor Development

Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore the environment.

HPD-4p: Coordinate movement of upper and lower body.

HPD-4q: Perform complex movements smoothly.

HPD-4r: Move quickly through the environment and stop.

HPD-4s: Show awareness of own body in relation to other people and objects while moving through space.

Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

HPD-5m: Draw and write smaller figures with more detail.

HPD-5n: Engage in complex hand-eye coordination activities with a moderate degree of precision and control.

HPD-5o: Use tools that require strength and dexterity of small muscles with a moderate degree of control.

Subdomain: Self-Care

Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.

HPD-6i: Use language to ask adults or peers specifically for the kind of help needed in a particular situation.

HPD-6j: Consistently use strategies to calm themselves when needed.

Goal HPD-7: Children develop independence in caring for themselves and their environment.

HPD-7q: Use adaptive equipment, ask for help positioning and movement, and/or participate in medical care routines as needed.

HPD-7r: Dress and undress themselves independently.

HPD-7s: Perform tasks to maintain the indoor and outdoor learning environment independently.

HPD-7t: Describe the value of good health practices.

Subdomain: Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

HPD-8m: Avoid potentially dangerous behaviors.

HPD-8n: Consistently recognize and avoid objects, substances, and activities, within the environment that might cause harm.

HPD-8o: Independently follow established safety rules.

HPD-8p: Identify people who can help them in the community.

Language Development and Communication (LDC):

Subdomain: Learning to Communicate

Goal LDC-1: Children understand communications from others.

LDC-1n: Show understanding of increasingly complex sentences.

LDC-1o: Respond to requests for information or action.

LDC-1p: Follow more detailed multistep directions.

Goal LDC-2: Children participate in conversations with peers and adults.

LDC-2l: Express an understanding that people communicate in many ways.

LDC-2m: Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation.

LDC-2n: Initiate and participate in conversations related to interests of their own or the persons they are communicating with.

LDC-2o: Participate in a group discussion, making comments and asking questions related to the topic.

LDC-2p: Show an appreciation for and can use humor appropriately.

Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LDC-3f: Answer more complex questions with an explanation.

LDC-3g: Ask specific questions to learn more about their world, understand tasks, and solve problems.

Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.

LDC-4k: Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.

LDC-4l: Adapt their communication to meet social expectations.

LDC-4m: Speak clearly enough to be understood by most people.

LDC-4n: States point of view, likes and dislikes.

LDC-4o: Relays messages accurately.

LDC-4p: Expresses ideas in more than one way.

Goal LDC-5: Children describe familiar people, places, things, and events.

LDC-5f: Describe experiences and create and/or retell longer narratives.

Goal LDC-6: Children use most grammatical constructions of their home language well.

LDC-6i: Speak in full sentences that are grammatically correct most of the time.

Goal LDC-7: Children respond to and use a growing vocabulary.

Goal LDC-7p: Repeat familiar songs, chants, or rhymes.

Goal LDC-7q: Use a growing vocabulary that includes many kinds of words to express ideas clearly.

Goal LDC-7r: Infer the meaning of different kinds of new words from the context in which they are used.

Goal LDC-7s: Distinguishes between real and made up words.

Subdomain: Foundations for Reading

Goal LDC-8: Children develop interest in books and motivation to read.

LDC-8m: Engage in reading behaviors independently with increased focus for longer periods of time.

LDC-8n: Use and share books and print in their play.

LDC-8o: Listen to and discuss increasingly complex storybooks, information books, and poetry.

Goal LDC-9: Children develop book knowledge and print awareness.

LDC-9k: Hold a book upright while turning pages one by one from front to back.

LDC-9l: Recognize print in different forms for a variety of functions.

LDC-9m: Recognize print and symbols used to organize classroom activities and show understanding of their meaning.

LDC-9n: With prompting and support, run their finger under or over print as they pretend to read text.

Goal LDC-10: Children comprehend and use information presented in books and other print media.

LDC-10o: Imitate the special language in story-books and story dialogue with accuracy and detail.

LDC-10p: Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

LDC-10q: Use knowledge of the world to make sense of more challenging texts.

LDC-10r: Relate personal experiences to an increasing variety of events described in familiar and new books.

LDC-10s: Ask more focused and detailed questions about a story or the information in a book.

LDC-10t: Discuss storybooks by responding to questions about what is happening and predicting what will happen next.

LDC-10u: Discuss storybooks by responding to questions about the beginning, middle, and end of the story.

Goal LDC-11: Children develop phonological awareness.

LDC-11j: Distinguishes between similar sounding words.

LDC-11k: Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations.

LDC-11l: Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables.

LDC-11m: Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.

LDC-11n: Associate sounds with specific words, such as awareness that different words begin with the same sound.

Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.

LDC-12e: Demonstrate an interest in learning the alphabet.

LDC-12f: Show they know the letters function to represent sounds in spoken words.

LDC-12g: Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them.

LDC-12h: Make some sound-to-letter matches, using letter name knowledge.

LDC-12i: Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.

Subdomain: Foundation for Writing

Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

LDC-13f: Represent thoughts and ideas in drawings and by writing letters or letter-like forms.

LDC-13g: Incorporate representations of signs, logos or others commonly used symbols into their drawing or writing to communicate the messages that they convey.

LDC-13h: Communicate their thoughts for an adult to write.

LDC-13i: Independently engage in writing behaviors for various purposes.

LDC-13j: Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational and opinion).

Goal-14: Children use knowledge of letters in their attempt to write.

LDC-14d: Use known letters and approximations of letters to write their own name and some familiar words.

LDC-14e: Try to connect the sounds in a spoken word with letters in the written word.

Goal-15: Children use writing skills and conventions.

LDC-15i: Use a variety of writing tools and materials with increasing precision.

LDC-15j: Imitate adult writing conventions that they have observed.

LDC-15k: Use some conventional letters in their writing.

Mathematical Thinking and Expression (MTE):

Subdomain: Foundations for Number Sense

Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

MTE-1q: Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects.

MTE-1r: Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different.

MTE-1s: Rote count to 20 with increasing accuracy.

MTE-1t: Count up to 10 objects in a variety of ways (e.g., left to right, right to left, in stacks, etc.)

MTE-1u: Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?”

MTE-1v: Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities.

MTE-1w: Match numerals 1–10 to sets of objects, with guidance and support.

MTE-1x: Recognize that objects can be counted as part of different groups.

MTE-1y: Given a number 0–5, count out that many objects.

MTE-1z: State the number of objects in a small collection (1–5) without counting.

MTE-1aa: Tell what number comes next or what number came before another number when counting 1–5.

MTE-1ab: Show understanding of first, next, and last during play and daily activities.

Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.

MTE-2d: Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities.

MTE-2e: Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together)

MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.

MTE-3h: Sort a group of objects (0–10) using one attribute (color, size, shape, quantity) with increasing accuracy.

MTE-3i: Describe, duplicate, and extend simple repeating patterns (two-part patterns) using concrete objects.

MTE-3j: Show beginning abilities to create simple repeating patterns.

Subdomain: Foundations for Geometry and Spatial Understanding

MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.

MTE-4l: Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words.

MTE-4m: Use 2- and 3-dimensional shapes to represent real world objects.

MTE-4n: Identify basic 2- and 3-dimensional shapes in the environment.

MTE-4o: Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes.

Subdomain: Foundations of Measurement and Data Analysis

Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.

MTE-5k: Use descriptive language for size, length, or weight.

MTE-5l: Directly compare more than two objects by size, length, or weight.

MTE-5m: Put a few objects in order by size, length, or weight.

MTE-5n: Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale).

MTE-5o: Describe the weather as hot or cold.

MTE-5p: Recognize routines with time passing throughout the day.

Subdomain: Mathematical Thinking and Reasoning

Goal MTE-6: Children use mathematical thinking to solve problems in their everyday environment.

MTE-6d: Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.

MTE-6e: Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas.

MTE-6f: Begin to explain how a mathematical problem was solved.

MTE-6g: Identify and describe strategies used to complete increasingly difficult puzzles.

Cognitive Development (CD):

Subdomain: Construction of Knowledge: Thinking and Reasoning

CD-1l: Explore objects, tools, and materials systematically to learn about their properties.

CD-1m: Express knowledge gathered through their senses using play, various art forms, language, and other forms of representation.

CD-1n: Distinguish appearance from reality.

CD-1o: Organize and use information through matching, grouping, and sequencing.

Goal CD-2: Children recall information and use it for addressing new situations and problems.

CD-2u: Demonstrate their ability to apply what they know about everyday experiences.

CD-2v: Describe past events in an organized way, including details or personal reactions.

CD-2w: Improve their ability to make predictions and explain why things happen using what they know.

CD-2x: Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience.

CD-2y: Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.

CD-2z: Speculate and imagine what might happen next.

Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspective, and making decisions.

CD-3j: Uses language to identify pretend or fantasy situations.

CD-3k: Express understanding that others may have different thoughts, beliefs, or feelings than their own.

CD-3l: Use language to describe their thinking processes with adult support.

CD-3m: Work on a project over several days, solving problems and making their work more elaborate.

Subdomain: Creative Expression

Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.

CD-4i: Express pleasure in different forms of art.

CD-4j: Participate in, describe, and ask questions about art, music, dance, drama, or other aesthetic experiences.

CD-4k: Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly.

CD-4l: Recognize the value of artistic expression and the role the arts play in human's lives.

Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.

CD-5r: Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.

CD-5s: Plan and act out scenes based on books, stories, everyday life, and imagination.

CD-5t: Plan and complete artistic creations such as drawings, paintings, collages, and sculptures.

CD-5u: Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities

CD-5v: Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities.

Subdomain: Social Connections

Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.

CD-6k: Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences.

CD-6l: Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play.

CD-6m: Recognize and identify the roles of a wide variety of community helpers.

Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).

CD-7e: Identify and express self as a part of several groups.

Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.

CD-8f: Show acceptance of people who are different from themselves as well as people who are similar.

CD-8g: Talk about how other children have different family members and family structures than their own.

CD-8h: Show acceptance of different cultures through exploration of varying customs and traditions, past and present.

Goal CD-9: Children explore concepts connected with their daily experiences in their community.

CD-9f: Describe characteristics of the places where they live and play.

CD-9g: Observe and talk about changes in themselves and their families over time.

CD-9h: Observe and talk about how people adapt to seasons and weather conditions.

CD-9i: Show awareness of the basic needs all families have and how needs are met.

CD-9j: Demonstrate positive social behaviors and take personal responsibility as a member of a group.

Subdomain: Scientific Exploration and Knowledge

Goal CD-10: Children observe and describe characteristics of living things and the physical world.

CD-10k: Collect items from nature and classify them using physical characteristics.

CD-10l: Notice and react to the natural world and the outdoor environment.

CD-10m: Describe some things plants and animals need to live and grow.

CD-10n: Take responsibility for the care of living things.

CD-10o: Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.

CD-10p: Notice, describe, and attempt to explain properties of materials and changes in substances.

CD-10q: Participate in activities that help to care for the environment and explain why they are important with guidance and support.

Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

CD-11n: Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.

CD-11o: Ask questions and identify ways to find answers.

CD-11p: Compare objects, materials, and phenomena by observing and describing their physical characteristics.

CD-11q: Use an increasing variety of tools to investigate the world around them.

CD-11r: Make and check predictions through observations and experimentation, with adult support and guidance.

CD-11s: Manipulate the environment to produce desired effects and invent solutions to problems.

CD-11t: Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes.

CD-11u: Analyze the result of an attempted solution and use new information to solve a problem.

IV. Instructional Materials and Resources

4K programs actively involve children in learning experiences consistent with their development and help children acquire a strong foundation for future learning. A basic list of 4K materials is attached. Additional materials are rotated into the classroom as appropriate for specific themes and/or projects.

V. Assessment/Evaluation of Student Progress

Sources for assessment:

- Anecdotal notes based on teacher observation
- Teacher checklists
- Portfolio entries
- Student artifacts
- myIGDIs early literacy and early numeracy assessments

Documentation of student progress:

- 4K Report Card—completed 1st, 2nd, 3rd, and 4th reporting periods
- Student Portfolios

Student Records:

- 4K Report Card and student portfolios are shared with parents during parent conferences. The 4K Report Card is included in the student's permanent record for the receiving kindergarten teacher.

VI. Home/School Connections

Parents are provided with suggestions and activities to support children's learning in an on-going basis through both classroom and e-learning experiences.

Parent Orientation:

- Meet the Teacher

Parent/Teacher Conferences:

- Conferences are held at the end of the first quarter. Teachers share items from the student's portfolio and introduce the parents to the 4K Report Card. Parents have an opportunity to learn of their child's progress thus far and find out strategies for enhancing their child's learning at home.
- Mid-year conferences are held on an as-needed basis as determined by the classroom teachers or the parents. Portfolio items are shared and the updated skill report may be reviewed. Additionally, questions or concerns will be addressed.
- Final conferences are held during the month of May. This conference is a celebration of the child's progress and accomplishments in the 4K program. Parents are given their child's portfolios and final report card.

Parent Meetings and Family Activities:

- August: Meet the Teacher – Parents and students are invited into the classroom prior to the first day of school. School/Program information will be provided and parents will have an opportunity to fill out paperwork and ask questions regarding program procedures and schedules.
- September: Art Gallery and Celebration: End of project celebration where parents are invited to view their children's artwork and documentation of the learning process.
- October: Parent Conferences – Individual conferences will be held for each student. Student progress through portfolio documentation and student work will be shared. Report Cards will be introduced.
- December: Fairy Tales Program – Parents are invited come view and share in student project work related to fairy tales and storytelling.
- March: Stores Project Celebration-Parents are invited to experience student process and final products of the 4K stores project. Students will share their store plans, store documentation and final products with their parents and school community.
- May: End of Year Parent Conferences – Individual parent conferences will be held with parents and students as we revisit portfolios and celebrate 4K milestones and accomplishments.
- June: End of Year Celebration – TBD

VII. Communication with Parents

The 4K program supports the development of children as lifelong learners through partnerships with each child's home and family. Each family receives:

- classroom rules and procedures
- student work samples
- Class SeeSaw
- weekly newsletters describing class and school activities.

VIII. Attendance and Tardy Policies

Every learning day is important. Regular prompt attendance helps young children build a lifetime of good school habits. Families will be contacted when attendance or late arrival affects student learning.

IX. Building Responsible and Respectful Behavior

Our goals are to build self-discipline, respect for others, and to develop individual responsibility. Clear and consistent expectations and routines provide a framework for responsible student behavior. Simple Classroom rules are developed with the students at the beginning of the school year. Individual and small group problem solving will be used to resolve conflicts. At times, individual behavior plans will be used to assist children in making better choices.

Classroom Rules

1. **I Am Safe** – (e.g. walk inside, sit down on the rug, wash hands before eating)
2. **I Am Respectful** – (e.g. use kind hands, use kind words, share, use listening ears)
3. **I Am Responsible** – (e.g. clean up your toys, blocks are for building, take care of your things)

Students will reference these rules frequently throughout the day and practice a variety of social strategies to problem-solve during play. Student pictures will be used and a class chart will be created to help students make connections to these rules and their daily interactions. These rules are easily interchangeable between school and home. By using common vocabulary, students will make quicker connections to the rules in school and in their daily lives.

"Heart of a Mustang" also provides schoolwide expectations through the implementation of routines such as a Morning Greeting and Good Things. The Mustang Mission statement explains every day expectations for all Mustangs. The implementation of Questions, Calm Spaces and Hand Signals also provides a consistent uniform experience for all students at Mitchell Road.

X. Procedures for Non-Instructional Routines

- When there is a change in your child's address or phone number, please let the teachers and front office staff know as soon as possible. It is important for your child's records to be kept current at the school, in case of emergency. You can notify teachers of the

change by sending a note in your child's folder, calling the classroom, or sending updated information via email.

- If there is to be a change in your child's transportation for the day, please let the teachers know as soon as you are aware of the change. You can call the main office at 355-6700 and they will let us know.
- Please label all of your child's belongings with his or her first and last names. There is a lost and found collection maintained in the office should your child be missing a jacket, lunchbox, or other item.
- If your child has food allergies or special needs, please let the teachers know. The school nurse will also need to be notified if there is medication involved.
- Children are encouraged to leave their personal toys and belongings at home. We have a wide variety of materials in the classroom for your child to explore while he or she is at school.
- We will have a daily quiet time in our classroom. Each child will need a small towel.
- There is a bathroom located in the 4K classrooms. Children are allowed to visit the restroom as needed throughout the school day. Please dress your child in clothing that he or she can manage on their own (No hard buttons or belts). In case of toileting accidents, parents are encouraged to send a complete change of clothing for their children. Boxes will be provided by the teachers to store the clothing in the bathroom. Please replace clothing as your child uses it.

Project Map 4K: Project Units we will cover during the school year.

Project Units by Quarter

| Time Frame | August - October | October - December | January - March | March - May |
|------------------|---|--|--|---|
| Project Unit | Welcome to School/Me and My Family/The Amazing Alphabet | Discover the Night/Changes and Traditions around Us/ Fairy Tales | Being an Explorer/Things that Go/Animals | People who Help/Spring is Here/Look at Us |
| Learning Targets | I can create a classroom family through shared | I can observe the changes fall brings | I can identify sounds in my | I can explore community by making |

| | | | | |
|------------------------------------|------------------------|--|--|---|
| | experiences like art. | through hands-on experiences. I can tell stories through drama. | world through music. I can investigate things that go using real-world experiences. | connections to the places I go. I can identify how living things grow and change through personal experiences. |
| Field Experiences/ Project Days | Family Art Celebration | SC Children's Theatre – Tell-Me-A-Story-Theatre | Transportation Day | Field Trip to local community stores and TCMU |

*Project Unit Timelines are subject to change based on class needs.