

abcdefghijklmnopqrstuvwxyz

SCHOOL #1

# WELCOME TO BACK TO SCHOOL NIGHT 2020-2021

ROCKS



## Pre-K 4 STARS

Talia	Adriana	Aria
Khadijah	Sebastian	
Sara	Ariya	
Lia	Nikolas	Olivia
Ryan	Caden	

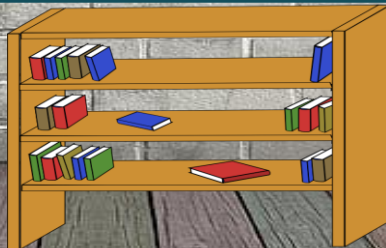
# Meet Your Teachers

Mrs. Donna Murray  
Mrs. M  
Teacher

- \*Teaching in district for 20 years.
- \*30+ years teaching experience
- \*Mother of 3
- \*Grandma of 2

Mrs. Lindsay Coffay  
Mrs. Lindsay  
Teacher's Aide

- \*Aide in district for 6 years
- \*Mother of 2





# Mrs. Murray's PreK-4 STARS

Google Class code: jmwuds



MAILS AND SCHEDULE

EXPLORE THE TOPIC

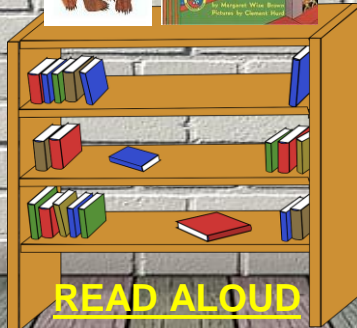
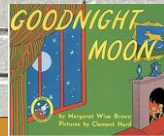
WEBSITES



WRITING



LET'S PLAY



READ ALOUD

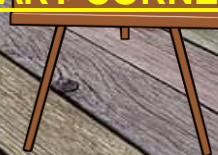


QUESTION OF THE DAY

## Pre-K 4 STARS

Talia	Adriana	Aria
Khadijah	Sebastian	
Sara	Ariya	Lia
Nikolas	Olivia	
Ryan	Caden	

ART CORNER



MIGHTY MINUTES

LET'S MOVE

MUSIC TO MOVE BY

# Rules for our Virtual Classroom

Even though we are all home, we need to come to the computer as if we are in the classroom. This will allow for the children to "feel" like they are in school and reduce distractions.

1. Please set up an area for your child to work.
2. Please no eating or drinking. (water is ok) Save eating and drinking for the times we are offline.
3. Please do not bring toys to the group meetings.
4. Please do not help your child extensively. Allow your child to answer questions and do the activities alone. There are times when we need to assess, and we need a true reading of your child's ability. This way we can track progression throughout the year. (It's ok if they make mistakes.)
5. Always do your best work!
6. Listen to your friends when they are talking.



**BACK TO  
SCHOOL!**

# CLASS SCHEDULE

8:40-9:10 Parent reviews question of the day with child (OFFLINE)

**9:10-9:25 Morning Meeting - Google Meet (All) (ONLINE)**

9:25-10:45 Centers or Small Group

Centers (OFFLINE) Click on activity

**Small Group - Google Meet (By Appt) (ONLINE)**

**10:45-11:25 Exercise-(ONLINE)** Gross Motor/Snack (OFFLINE) Click on activity

**11:25-11:45 Read Aloud - Google Meet (All) (ONLINE)**

11:45-12:25 Centers or Small Group

Centers (OFFLINE) Click on activity

**Small Group (ONLINE) Google Meet (By Appt)**

12:25-2:10 Office hours/Lunch/Naptime (Time to relax) (OFFLINE)

2:10-2:30 Centers or Small Groups

Centers (OFFLINE) Click on activity

**Small Groups (ONLINE) Google Meet (By Appt)**

**2:30-2:40 Closing Meeting - Google Meet (ONLINE)**

SCHEDULE



# OUR DAY

Whether we are at home or at school, your 4 year old has different activities embedded in their schedule.



**\*\*Question of the Day** - The heart of the day... We are adapting what we can at home. Something for families to discuss as well.

**\*\*Large Group** - Time together to start the day. Talk about the Question of the Day. Read Poems and Sing Songs.

**\*\*Small Group** - 2 or 3 students work with me directly on skills in math, literacy, and even social emotional development.

**\*\*Exercise** - Time together to move our bodies and do some stretching. Continue with given exercises.

**\*\*Read-Aloud** - The story of the day. Live or recorded on Google Classroom

**\*\*Centers** - Art & Writing, Blocks, Reading, Science, Pretend, Toys & Games. (Some offline)

**\*\*Gross Motor** - Outside fun with family.

**\*\*Closing Meeting** - Time to talk about what we did for the day. Review lessons learned. Show artwork or projects created. Close with a song

# CREATIVE CURRICULUM

*The Creative Curriculum®* is a play-based learning curriculum that focuses on interest areas and fosters creativity. Being creative means thinking of new ideas, obtaining information by asking questions, and learning through trial and error.

*The Creative Curriculum® for Preschool* is based on 38 objectives for development and learning that focus on all the areas that are most important for school success: social-emotional, cognitive, math, literacy, physical, language, social studies, science and technology, and the arts.

In *The Creative Curriculum® for Preschool*, learning happens through studies. Studies, which span several weeks, are in-depth, project-based investigations of topics that are part of everyday life. In a study, children raise questions about the topic and find answers by exploring, experimenting, and investigating.

The Units of Study we will be working on this year include: Beginning of the Year; Simple Machines; Tubes and Tunnels; Reduce, Reuse, Recycle; Signs; Insects; Getting Ready for Kindergarten.



BACK TO  
SCHOOL!

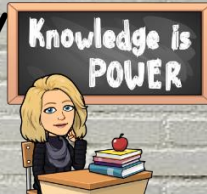
# OBJECTIVES

Thirty-six of the objectives in the Creative Curriculum are organized into nine different areas of development and learning.

\*The first four categories describe areas of a child's growth and development (social-emotional, physical, language, cognitive).

\*The other five categories focus on content area learning that are described as outcomes in early learning standards (literacy, mathematics, science and technology, social studies, the arts).

\*The tenth category is English Language Acquisition. This category includes two additional objectives. These help to follow a child's progress in acquiring both receptive and expressive language.



# OBJECTIVES

## Objectives for Development & Learning: Birth Through Third Grade

### 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 concepts 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 ideas and information
  - 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

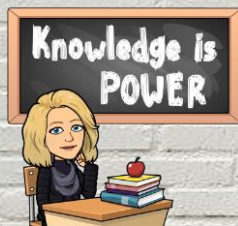
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

### 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



# COLOR BAND PROGRESSIONS

Birth to 1 year



1 to 2 years



2 to 3 years



Preschool 3 class



PreK 4 class



Kindergarten



First Grade



Second Grade



Third Grade



## Objective 2 Establishes and sustains positive relationships

### d. Makes friends

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<b>Seeks a preferred playmate; shows pleasure when seeing a friend</b> <ul style="list-style-type: none"> <li>Leaves Library area to greet another child upon his arrival</li> <li>Seeks preferred child to sit next to at group time</li> </ul>		<b>Plays with one or two preferred playmates</b> <ul style="list-style-type: none"> <li>Builds block tower with another child during choice time and then looks at books with same child later in the day</li> <li>Joins same two friends for several days to play a running game outside</li> </ul>		<b>Establishes a special friendship with one other child, but the friendship might only last a short while</b> <ul style="list-style-type: none"> <li>Talks about having friends and what friends do together</li> <li>Seeks out particular friend for selected activities on a regular basis</li> </ul>		<b>Maintains friendships for several months or more; forms friendships around similar play interests</b> <ul style="list-style-type: none"> <li>Finds her friend's favorite purple marker and gives it to her</li> <li>Works through a conflict and remains friends after a disagreement</li> <li>Chooses to play with a child who also likes to pretend he is a dragon</li> </ul>		<b>Forms friendships based on personal qualities</b> <ul style="list-style-type: none"> <li>Says, "Teddy is my friend because he's really nice, and he's funny."</li> <li>Explains that a good friend is someone who is helpful and kind</li> </ul>		<b>Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur</b> <ul style="list-style-type: none"> <li>Says, "Tai and I are friends because he doesn't tease me when I get upset. He doesn't let other kids tease me, either."</li> <li>Chooses to play alone after disagreeing with a friend, but seeks out that friend later in the day</li> <li>Says, "My friend, Kami, and I are going to sit next to each other in music because she can help me count out my part, and I can help her read the notes."</li> </ul>		



# Remote Learning Apps



**This is where all of the class information will be posted on a daily basis. Please check every day for your daily assignments, class schedule and class information. (Class Code - jmwuxds)**

Google Classroom



My Teaching Strategies  
Family



**\*This is a mobile app that provides a two way communication system between the parent and teacher. Some class assignments will be sent through this app.**

**\*Download the app. An Invitation was sent.**

**\*Don't forget to send pictures and videos of your child.**



**This is an additional resource through our curriculum that will provide ways to enhance instruction through different videos and activities.**

# INTEREST AREAS

**BLOCKS**

**SAND AND WATER**

**DRAMATIC PLAY  
AND MOVEMENT**

**TOYS AND GAMES  
COOKING**

**ART**

**TECHNOLOGY**

**MUSIC**



# GROSS MOTOR

Gross motor activities will help build your child's ability to control large muscles for walking, running, sitting, throwing, lifting, kicking, balancing, etc.

The best way to develop these muscles is to play.

Play outside as much as possible.



**LET'S GO!**

# Literacy

Reading to your child every day or night will help to develop his/her vocabulary and important pre-reading skills that he/she will use for the rest of his/her life.

Start by doing a “picture walk” look at the pictures in the book and talk about them. Next read the story and talk about the characters or the information in the book.



“  
If you want your  
children to be  
intelligent, read  
them fairy tales.  
If you want them to  
be more intelligent,  
read them more  
fairy tales.”

ALBERT EINSTEIN



When your child sees you reading, they will want to read too!

# MATH

Continue to practice skills we have learned in small group as much as you can!

Use tally marking to count how many stuffed animals, toy cars or objects around your house that you have and then count the tally marks.

Count objects around your house. How many televisions, windows, spoons, doorknobs do we have? How many steps did we walk up or down?

1		6	
2		7	
3		8	
4		9	
5		10	

# MATH



# QUOTES

CHILDREN  
learn as they  
PLAY.  
Most importantly,  
in PLAY  
children LEARN  
how to  
LEARN.



— Dr. Fred Donaldson

A CHILD HAS A SPECIAL WAY,  
of adding joy  
*to every day!*



# THANK YOU



Thank you for being awesome! You are amazing! Your kindness and support during this journey is greatly appreciated.

# QUESTIONS OR CONCERNS

Any Questions?



Whenever you have a question or concern, please do not hesitate to email me or contact me through the Family App. I will respond as soon as possible.

Reminder: My email is [dmurray@wpschools.org](mailto:dmurray@wpschools.org)

I am here to help.

Together we will work and watch your child succeed and grow!